**Andy says he has ten rocks in his collection. He says that ten ones make a ten. What does Andy mean?**

**Model the numbers 11, 12, 13, 14, and 15 with cubes. Explain how each number is the same. Explain how each number is different. Try to use the words *tens* and *ones* in your answers.**

**Show how many tens are in the number 60. What does that mean? Explain. Show how many ones are in the number 20. What does that mean? Explain.**

**Write a note to a friend that explains what the digits in the number 61 mean. “The 6 stands for…”**

**Tracie says that 20 is made of ten and ten ones. Do you agree or disagree? Why or why not?**

**I can make the number 35 with 3 tens and 5 ones. I can also make it with 2 tens and 15 ones. How else can I make 35?**

**Mike has collected a bag full of pennies. How can Mike group the pennies to count them more quickly? How might that help?**

**Digits have values. Make a two-digit number and tell about the value of its digits.**

**What is the same about the numbers 9, 19, 29, and 39? What is different? (The numbers could be listed out of sequence for more of a challenge.)**

**Karen’s dad made 63 cookies. He put 10 on each tray. How many leftover cookies did he have? Explain using pictures, numbers, or words.**