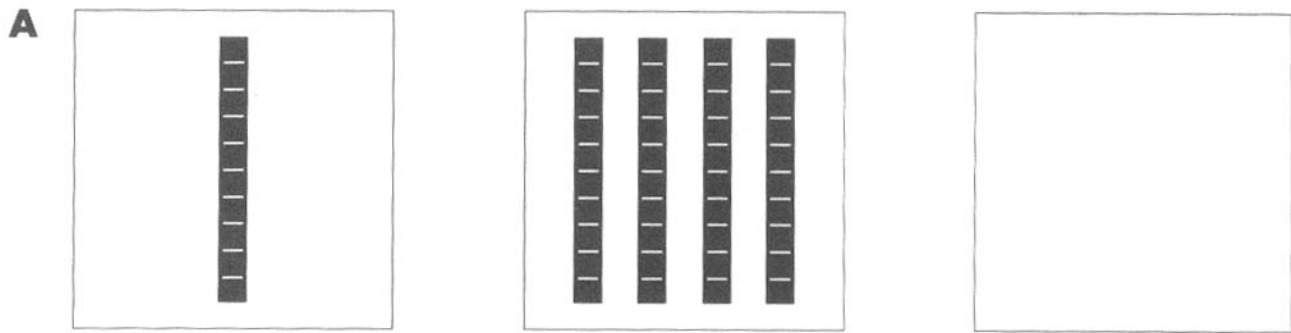


## THE 10-TABLE



1 ten

When you draw 1 ten 4 times,  
you have 4 tens.

Draw 1 ten 3 times.  
You have \_\_\_\_ tens.

**B** Math does not use words;  
it uses symbols and signs.

Say: "4 times 10 equals 40."

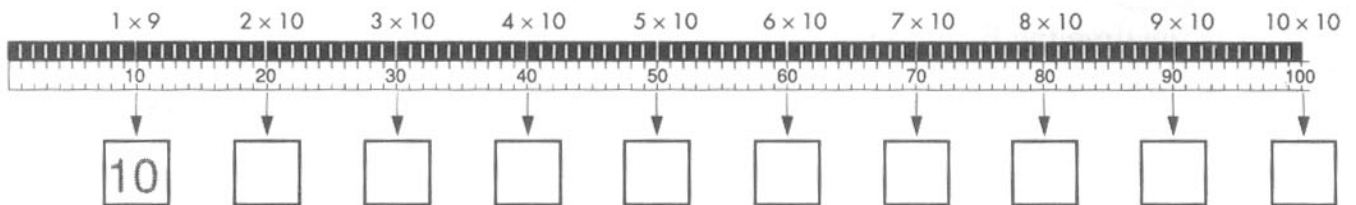
Write:  $4 \times 10 = 40$ .

$2 \times 10 = \underline{\quad}$

$6 \times 10 = \underline{\quad}$

$5 \times 10 = \underline{\quad}$

**C** When you put 10-blocks in the track, you build a 10-scale.



Write the multiples of 10 in the boxes.

**D** Write the 10-table.

$1 \times 10 = 10$

$2 \times 10 =$

$3 \times$

$4$

$5$

$6$

$7$

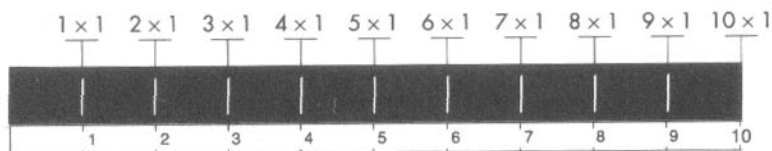
$8$

$9$

$10$

# THE 1-TABLE AND THE 2-TABLE

**A**



1

There are 1-blocks in this track.

Write the multiples of 1 on the lines.

Write some facts from the 1-table.

$1 \times 1 =$  \_\_\_\_\_

$2 \times 1 =$  \_\_\_\_\_

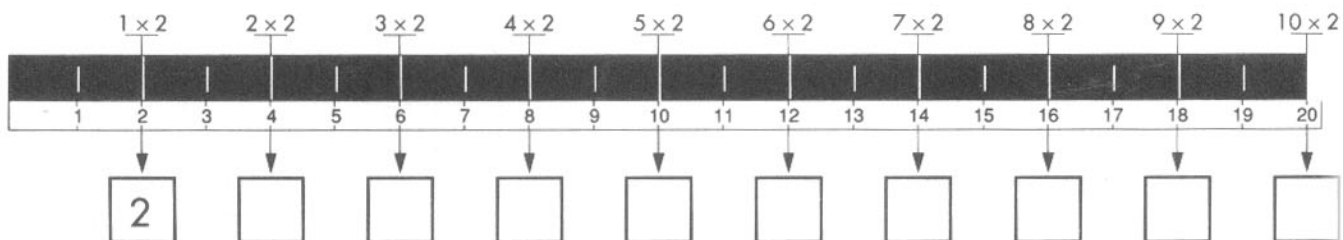
\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

**B**

## The 2-Table



There are 2-blocks in this track.

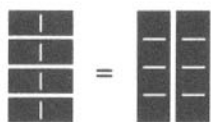
Write the multiples of 2 in the boxes.

**C**

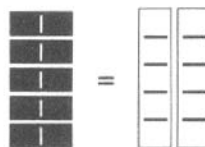
The multiples of 2 are even numbers.



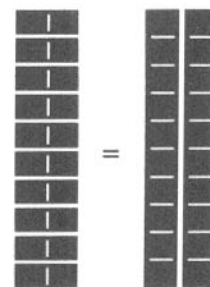
$3 \times 2 = 2 \times 3$



$4 \times 2 = \times$



$5 \times 2 = \times$



$10 \times 2 = \times$

**D**

Write the 2-table.

$1 \times 2 =$  \_\_\_\_\_

6 \_\_\_\_\_

$2 \times 2 =$  \_\_\_\_\_

7 \_\_\_\_\_

3 \_\_\_\_\_

8 \_\_\_\_\_

4 \_\_\_\_\_

9 \_\_\_\_\_

5 \_\_\_\_\_

10 \_\_\_\_\_