**Standards addressed by these problems: K.NBT.1, K.CC.1 \*, K.CC.2, K.CC.3, K.CC.4, K.CC.5**

*\*Teacher note, to address the standard the standard K.CC.1 you will need to increase your numbers so the product will equal up to 100.*

Overall purpose of these problem types: Students will **build their understanding of base ten by solving problems that encourage them to group sets in tens**. You can extend the counting sequence up to 100 at the same time by changing your numbers to values up to 100. Possible problems that can be used to address are MULT, and MDIV. The document also includes multi-step problem types that will further build base ten understanding.

 *(NOTE: Any of these problems can be used as a pre/post test or ongoing assessment of students’ understanding.)*

**MULT (Multiplication)**

Mrs. Scott has \_\_\_\_ boxes of cookies. Each box has 10 cookies. How many cookies does Mrs. Scott have altogether?

(2) (4)

**Multi-Step MULT (Multiplication and Addition)**

Mrs. Davidson has \_\_\_\_ baskets of books with 10 books in each basket. She also has 4 extra books on the bottom shelf. How many books does Mrs. Davidson have altogether?

(1) (2)

**MDIV (Measurement Division)**

Coach Austin has \_\_\_\_ first graders playing basketball in the gym. He puts 10 kids on each team. How many first grade teams does Coach Austin have?

(20) (30)

**Multi-Step MDIV (MDIV with remainder)**

Preschool has \_\_\_\_ students that eat lunch in the cafeteria. If only 10 kids can fit on a table, how many tables will they need?

(14) (27)