Ones Make Sums

Students connect place-value thinking to written addition.

1.NBT.C.13.d "Relate the strategy for adding a two-digit number and a one-digit number to a written method and explain the reasoning used."

NAME _____ DATE _____

Teacher: this page is run aloud. The script and answers are on the guide page.

1 CIRCLE IT

a

- 35+4=38
- 35+4=39
- 35+4=75

b

- 28+5=33
- 28+5=32
- 28+5=43

2 WRITE IT

46+3

57+6

ANSWER KEY

Ones Make Sums

GRADE 1 · 1.NBT.C.13.d

HOW TO RUN THIS PAGE

Read the prompts aloud and give students time to add before they mark an answer. Ask each student to point to the written numbers and explain what happened to the ones and tens. Record the explanation and any help given separately.

Students never read directions on this sheet. Read each part's script aloud, then each prompt, giving think time before students mark.

PART 1 · CIRCLE IT

SAY "Listen to each problem. Circle the written equation that shows your sum. Then point to the numbers and tell me how you added."

ROW	SAY	STUDENTS CIRCLE
a	What is 35 plus 4? Which equation shows your sum? After you circle, what happened to the ones and tens?	**35+4=39**
b	What is 28 plus 5? Which equation shows your sum? After you circle, how did you make a new ten?	**28+5=33**

PART 2 · WRITE IT

SAY "Look at 46 plus 3 and 57 plus 6 beside the boxes. Write each sum in its box. Point to each written sum and tell me what happened to the ones and tens."

- Box 1 (beside 46+3): **49**
- Box 2 (beside 57+6): **63**

WHAT TO ACCEPT

Circle 35+4=39 and 28+5=33. Accept 49 and 63 in the boxes; listen for an explanation that adds the ones and accounts for the tens, including the new ten in 28+5 and 57+6.