Tens and Ones

Add within 100 and explain what happens to the tens and ones.

1.NBT.C.13 "Add within 100, using concrete models or drawings and strategies based on place value. a. Add a two-digit number and a one-digit number. b. Add a two-digit number and a multiple of 10. c. Demonstrate that in adding two-digit numbers..."

NAME _____ DATE _____

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

1 CIRCLE SUMS

a	35	39	38
b	62	73	72
c	73	63	83

2 WRITE SUMS

58	
36	

ANSWER KEY

Tens and Ones

GRADE 1 · 1.NBT.C.13

HOW TO RUN THIS PAGE

Read the prompts aloud and allow time for students to think or make quick marks on the page. Listen to each student's explanation, and record any support 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 SUMS

SAY "Think about the tens and ones as you add. Circle the sum in each row. For the last row, tell me what you did with the tens and ones."

ROW	SAY	STUDENTS CIRCLE
a	What is 34 plus 5? Your choices are 35, 39, and 38. Which sum will you circle?	**39**
b	What is 42 plus 30? Your choices are 62, 73, and 72. Which sum will you circle?	**72**
c	What is 47 plus 26? Your choices are 73, 63, and 83. Which sum will you circle?	**73**

PART 2 · WRITE SUMS

SAY "Look at the box marked 58. Add 7 and write the sum in that box. Look at the box marked 36. Add 40 and write the sum in that box. Tell me how your written sums show what happened to the tens and ones."

- Box 1 (beside 58): **65**
- Box 2 (beside 36): **76**

WHAT TO ACCEPT

Rows: 39, 72, 73. Boxes: 65, 76. Accept explanations that show a new ten made from the ones in 47 plus 26 and 58 plus 7, and that only the tens change in 36 plus 40.