Make Ten Moves

Students split numbers to make ten before finding a part or total.

1.OA.C.6.c "Demonstrate fluency with addition and subtraction facts with sums or differences to 10 by decomposing a number leading to a ten."

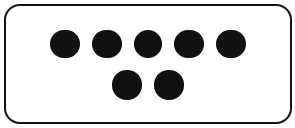
NAME _____ DATE _____

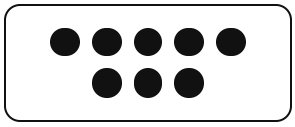
Teacher: this page is run aloud. The script and answers are on the guide page.

1 CIRCLE IT

a	2	3	5
b	12	14	13
c	4	2	6

2 WRITE TOTALS





ANSWER KEY

Make Ten Moves

GRADE 1 · 1.OA.C.6.c

HOW TO RUN THIS PAGE

Read each prompt aloud and allow think time. Listen as students explain how they split a number to make ten, then observe whether they find the answer accurately and with increasing fluency. Record any support you give 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 math question. Break a number to reach ten, then circle one number in the row. Tell me how you broke the number."

ROW	SAY	STUDENTS CIRCLE
a	Eight plus five: break five so eight reaches ten. How many from five go with eight? Circle the number.	**2**
b	Nine plus four: break four so nine reaches ten. What is the total? Circle the number.	**13**
c	Fourteen minus six: first take away enough to reach ten. How many more must you take away? Circle the number.	**2**

PART 2 · WRITE TOTALS

SAY "Count the dots beside each box. For the first box, add five; for the second box, add six. For each one, tell me how you split the number you add to make ten, then write the total."

- Box 1 (beside 7 dots): **12**
- Box 2 (beside 8 dots): **14**

WHAT TO ACCEPT

Circle rows: 2, 13, 2. Boxes: 12, with 5 split into 3 and 2; 14, with 6 split into 2 and 4. Listen for the splits in the circle rows too: 5 into 2 and 3, 4 into 1 and 3, and 6 into 4 and 2.