

Tens and Ones

Listen, use place value, and mark each sum.

CCSS.Math.Content.1.NBT.C.4 "Add within 100, including adding a two-digit number and a one-digit number, and adding a two-digit number and a multiple of 10, using concrete models or drawings and strategies based on place value, properties of operations..."

NAME _____

DATE _____

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

1 CIRCLE IT _____

a	28	29	30
b	54	44	64
c	32	43	33

2 MATCH SUMS _____

46	•	•	63
32	•	•	56
58	•	•	39

HOW TO RUN THIS PAGE

Read each prompt aloud and give students time to think about tens and ones before they mark the page. Ask a few students to explain orally whether they added ones, tens, or made a new ten.

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 addition story. Think about the tens and the ones, then circle the number that answers the question. After you circle, can you tell how you counted?”

ROW	SAY	STUDENTS CIRCLE
a	Start with 25. Add 4 ones. Which number shows the total? Circle it.	29
b	Start with 34. Add 20. Which number shows the total? Circle it.	54
c	Start with 28. Add 5 ones. Which number shows the total? Circle it.	33

PART 2 • MATCH SUMS

SAY “When you add 10 to 46, which number on the right matches? Draw a line. When you add 7 to 32, which number on the right matches? Draw a line. When you add 5 to 58, which number on the right matches? Draw a line.”

- **46** matches **56**
- **32** matches **39**
- **58** matches **63**

WHAT TO ACCEPT

Circle-row answers are 29, 54, and 33. Match 46 to 56, 32 to 39, and 58 to 63. Accept oral explanations that identify adding tens or ones, including that 28 plus 5 makes a new ten.