

Ten and More

Students connect teen numerals to one ten and extra ones.

CCSS.Math.Content.K.NBT.A "Work with numbers 11–19 to gain foundations for place value."

NAME _____

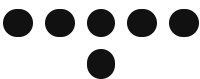
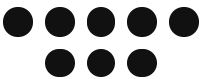
DATE _____

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

1 CIRCLE IT _____

a	11	10	12
b	14	15	16
c	19	18	29

2 WRITE IT _____

HOW TO RUN THIS PAGE

Read each prompt aloud and give students time to mark their choice or write a numeral. The skill is seeing each number from 11 to 19 as one ten and some extra ones.

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 for one ten and some extra ones. For each row, which number matches the number I say?”

ROW	SAY	STUDENTS CIRCLE
a	Which number has one ten and one extra one: 11, 10, or 12?	11
b	Which number has one ten and five extra ones: 14, 15, or 16?	15
c	Which number has one ten and nine extra ones: 19, 18, or 29?	19

PART 2 • WRITE IT

SAY “Look at the dots beside each box. If a number has one ten and that many extra ones, what teen number can you write in the box?”

- Box 1 (beside 2 dots): **12**
- Box 2 (beside 6 dots): **16**
- Box 3 (beside 8 dots): **18**

WHAT TO ACCEPT

Circle-row answers are 11, 15, and 19. In the boxes, accept 12, 16, and 18 when the intended numerals are clear, including developmentally appropriate reversed or unevenly formed digits.