

Tens Jump

Teacher-led practice with 10 more and 10 less.

1.NR.5.2 "Given a two-digit number, mentally find 10 more or 10 less than the number, without having to count; 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	14	34	44
b	48	57	68
c	61	72	81

2 WRITE IT _____

46	
63	
29	

HOW TO RUN THIS PAGE

Read each prompt aloud and give students time to think before they mark the page. Ask a few students to explain that the tens digit changes by 1 while the ones digit stays the same.

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 number question. Read the choices with me, think about the tens digit and the ones digit, then circle the answer you choose.”

ROW	SAY	STUDENTS CIRCLE
a	The number is 24. What number is 10 more? Is it 14, 34, or 44? Circle your answer.	34
b	The number is 58. What number is 10 less? Is it 48, 57, or 68? Circle your answer.	48
c	The number is 71. What number is 10 more? Is it 61, 72, or 81? Circle your answer.	81

PART 2 • WRITE IT

SAY “Look at the number beside each box. For 46, what is 10 more? For 63, what is 10 less? For 29, what is 10 more? Say how you know, then write each answer in its box.”

- Box 1 (beside 46): **56**
- Box 2 (beside 63): **53**
- Box 3 (beside 29): **39**

WHAT TO ACCEPT

Circle-row answers are 34, 48, and 81. Written answers are 56, 53, and 39. Accept oral explanations that the tens digit goes up or down by 1 and the ones digit stays the same.