

Dots and Tens

Students use dot groups and tens-and-ones thinking to add and subtract.

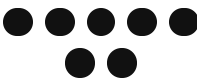
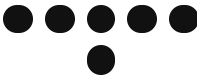
1.NR.5 "Use concrete models, the base ten structure, and properties of operations to add and subtract within 100."

NAME _____

DATE _____

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

1 COUNT DOTS _____

a			
b			
c			

2 WRITE NUMBERS _____

36	
52	
47	

HOW TO RUN THIS PAGE

Read each prompt aloud and pause so students can count the dot groups or think with tens and ones. The first part uses dot models for adding and taking away, and the second part builds place-value thinking within 100.

Students never read directions on this sheet. Read each part's script aloud, then each prompt, giving think time before students mark.

PART 1 • COUNT DOTS

SAY “Can you listen to each question, count the dots if you need to, and circle the group that shows the answer?”

ROW	SAY	STUDENTS CIRCLE
a	Start with 7 dots and take away 3 dots. Which group shows how many dots are left?	4 dots
b	Start with 5 dots and add 4 dots. Which group shows the total?	9 dots
c	Start with 10 dots and take away 6 dots. Which group shows how many dots are left?	4 dots

PART 2 • WRITE NUMBERS

SAY “Can you write the new number in each box? What number do you get when you add one ten to 36, take 3 ones from 52, and add 3 ones to 47?”

- Box 1 (beside 36): **46**
- Box 2 (beside 52): **49**
- Box 3 (beside 47): **50**

WHAT TO ACCEPT

Part 1 answers are 4 dots, 9 dots, and 4 dots. Part 2 answers are 46, 49, and 50; accept legible numerals.