Tens and Ones

Students identify, draw, and write two-digit numbers as tens and ones.

1.NOS.B.3.a "Compose and decompose two-digit numbers into tens and ones using objects or drawings, and equations (e.g., 10 + 4 = 14; 38 = 30 + 8)."

NAME _____ DATE _____

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

1 CIRCLE IT

a

23	32	42

b

56	65	55

2 DRAW AND WRITE

24	
31	

ANSWER KEY

Tens and Ones

GRADE 1 · 1.NOS.B.3.a

HOW TO RUN THIS PAGE

Read each question aloud and give students time to circle a number. Before the boxes, model 15 with one line for a ten, five dots for ones, and the equation 10 + 5 = 15.

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 question. Circle one number in each row."

ROW	SAY	STUDENTS CIRCLE
a	Which number has three tens and two ones?	**32**
b	Which number has five tens and six ones?	**56**

PART 2 · DRAW AND WRITE

SAY "Look at the number beside each box. Draw one long line for each ten and one dot for each one. Then write an equation in the same box that shows the tens and ones."

- Box 1 (beside 24): **2 lines and 4 dots; 20 + 4 = 24**
- Box 2 (beside 31): **3 lines and 1 dot; 30 + 1 = 31**

WHAT TO ACCEPT

Circle 32, then 56. Accept equations with the addends reversed if the drawings and equations correctly show the tens and ones.