Tens Two Ways

Students identify tens and ones, then write two ways to make one number.

1.NOS.B.3 "Extend understanding of 10 as a group, collection, or bundle of ten ones, called a "ten," to compose and decompose two-digit numbers. Compose and decompose two-digit numbers into tens and ones using objects or drawings..."

NAME _____ DATE _____

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

1 CIRCLE IT

a	34	40	43
b	20+8=28	20+8=82	10+8=18
c	20+5=25	20+15=35	30+4=34

2 TWO WAYS

46	
46	

ANSWER KEY

Tens Two Ways

GRADE 1 · 1.NOS.B.3

HOW TO RUN THIS PAGE

Read each row prompt and its choices aloud. Give students time to circle an answer, then have them write two different equations for the number beside the boxes.

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 "I will read each question and its choices. Circle one answer in each row."

ROW	SAY	STUDENTS CIRCLE
a	The choices are 34, 40, and 43. Which number shows 4 tens and 3 ones?	**43**
b	The choices are 20 plus 8 equals 28, 20 plus 8 equals 82, and 10 plus 8 equals 18. Which equation shows 2 tens and 8 ones?	**20+8=28**
c	The choices are 20 plus 5 equals 25, 20 plus 15 equals 35, and 30 plus 4 equals 34. Which equation makes 35 in a different way from 30 plus 5?	**20+15=35**

PART 2 · TWO WAYS

SAY "Both boxes have the same number beside them. In the first box, write an addition equation that shows its tens and ones. In the second box, write a different addition equation that makes the same number."

- Box 1 (beside 46): **46=40+6**
- Box 2 (beside 46): **46=30+16**

WHAT TO ACCEPT

Circle 43, 20+8=28, and 20+15=35. For the boxes, accept 46=40+6 first, then any different true addition equation for 46, such as 46=30+16 or 46=23+23.