Ten and Some

Students find and describe the ones in numbers with one ten.

K.NOS.C.9.b "Describe a given number as one ten and the correct number of ones (e.g., 13 is one ten and three ones)."

NAME _____ DATE _____

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

1 CIRCLE ONES

a	1	2	3
b	5	6	4
c	9	7	8

2 WRITE ONES

13	
17	

ANSWER KEY

Ten and Some

HOW TO RUN THIS PAGE

Read the numbers and prompts aloud, and give students time to look at the printed digits. Listen for each student's oral description using one ten and the correct number of ones, and record any support separately.

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 ONES

SAY "Each number has one ten and some ones. Circle the number of ones, then tell me, 'It is one ten and ____ ones.'"

ROW	SAY	STUDENTS CIRCLE
a	The number is twelve. How many ones does twelve have? Circle that number.	**2**
b	The number is fifteen. How many ones does fifteen have? Circle that number.	**5**
c	The number is eighteen. How many ones does eighteen have? Circle that number.	**8**

PART 2 · WRITE ONES

SAY "I will read each number beside a box. Write how many ones it has. Then tell me, 'It is one ten and ____ ones.'"

- Box 1 (beside 13): **3**
- Box 2 (beside 17): **7**

WHAT TO ACCEPT

Circle 2 for 12, 5 for 15, and 8 for 18. Accept 3 and 7 in the boxes, and listen for each matching oral description, such as 'Thirteen is one ten and three ones.'