Ten and More

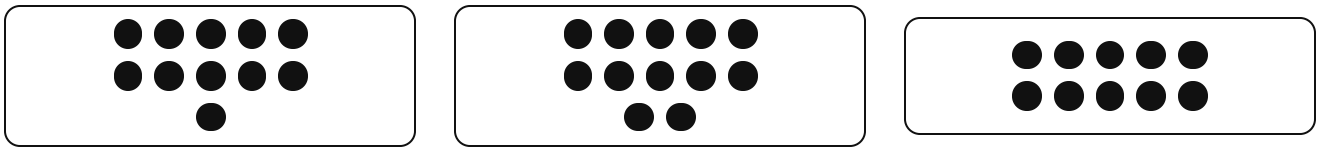
Count dots, then show teen numbers as one ten and extra ones.

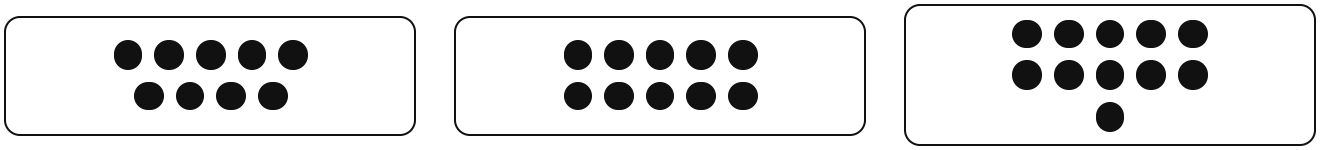
K.NOS.C.9 "Understand 10 as a group, collection, or bundle of ten ones called a "ten." Compose and decompose numbers from 11 to 19 into ten ones and some further ones by using objects or drawings, and equations (e.g., 13 = 10 + 3)..."

NAME _____ DATE _____

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

1 CIRCLE DOTS

a 

b 

2 FINISH EQUATIONS

14	14 =
16	16 =
19	19 =

Ten and More

HOW TO RUN THIS PAGE

Read each question aloud and give children time to count the dots. Then have them finish the equations and describe each number aloud as one ten and some ones. Record any support you give 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 DOTS

SAY "Count the dots in each choice. You can think of ten ones as one ten."

ROW	SAY	STUDENTS CIRCLE
a	Which group has one ten and two more ones? Circle it.	**12 dots**
b	Which group has one ten and one more one? Circle it.	**11 dots**

PART 2 · FINISH EQUATIONS

SAY "Look at the number beside each box. Trace the start of its equation, then write ten and the extra ones to finish it. For each number, tell me how many tens and ones it has."

- Box 1 (beside 14): **14=10+4**
- Box 2 (beside 16): **16=10+6**
- Box 3 (beside 19): **19=10+9**

WHAT TO ACCEPT

Circle 12 dots, then 11 dots. Accept the equations shown in the box answers and oral descriptions of one ten and four, six, and nine ones, respectively.