Tens and Ones

Students group dots into a ten and read tens and ones in two-digit numbers.

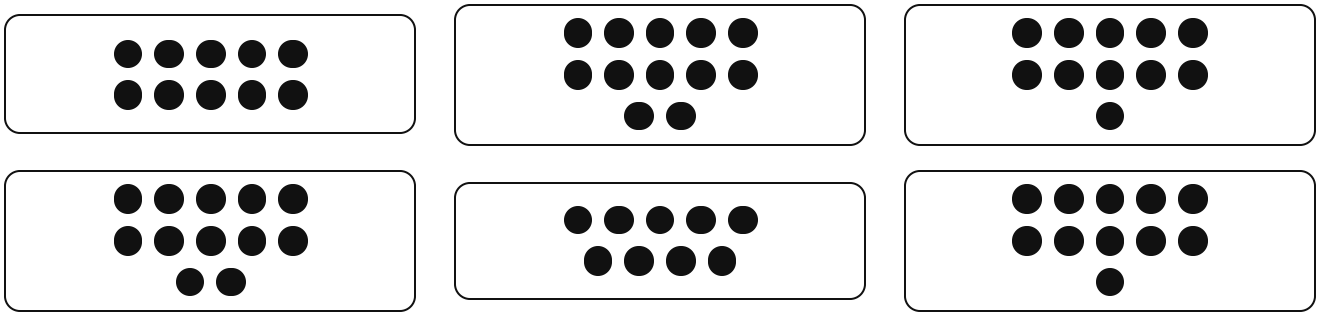
MT.1.NBT.2 "Understand that ten is a unit composed of ten ones and that a two-digit number represents tens and ones."

NAME _____ DATE _____

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

1 COUNT DOTS

a



b

2 READ NUMBERS

a	24	42	14
b	7	37	3
c	5	1	51

ANSWER KEY

Tens and Ones

GRADE 1 · MT.1.NBT.2

HOW TO RUN THIS PAGE

Read each prompt aloud and allow time to think before students circle. Listen as students explain a choice from each part, and note whether they needed help counting or identifying tens and ones.

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 "Each dot is one. You can group ten ones to make one ten. Count the dots in each choice."

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

PART 2 · READ NUMBERS

SAY "In a two-digit number, the first digit tells the tens and the second digit tells the ones. Listen to each question and circle one number."

ROW	SAY	STUDENTS CIRCLE
a	Which number has two tens and four ones? Circle it.	**24**
b	The number 37 has how many tens? Circle that number.	**3**
c	The number 51 has how many ones? Circle that number.	**1**

WHAT TO ACCEPT

In order, accept 12 dots, 11 dots, 24, 3, and 1. When students explain, listen for one group of ten with leftover ones, not just a total count.