

Make a Ten

Students identify and write the numeral for one group of ten ones.

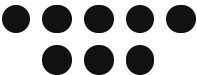
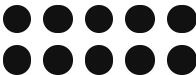
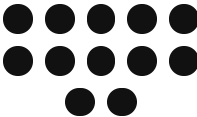
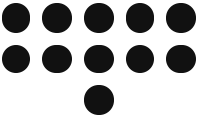
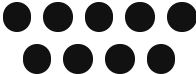
NY-1.NBT.2.a "Understand 10 can be thought of as a bundle of ten ones, called a "ten"."

NAME _____

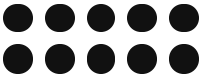
DATE _____

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

1 FIND TEN

a			
b	10	9	11
c			

2 WRITE 10

	
ten	10

HOW TO RUN THIS PAGE

Show ten connecting cubes snapped together, then call the bundle one ten. Separate the cubes into ones and explain that the bundle still has exactly ten ones. Read each prompt aloud and have students mark only the page.

Students never read directions on this sheet. Read each part's script aloud, then each prompt, giving think time before students mark.

PART 1 • FIND TEN

SAY “Look at each row as I read it. Count the dots or look at the numbers, then circle your answer.”

ROW	SAY	STUDENTS CIRCLE
a	Which group shows exactly ten ones? Circle it.	10 dots
b	Read these numbers with me: 10, 9, 11. Which number can name one ten? Circle it.	10
c	Which group has exactly ten ones, so it can be called one ten? Circle it.	10 dots

PART 2 • WRITE 10

SAY “Look at the first box. Can you write the number that names the dots? In the next box, the word says ten. Can you trace the number that names one ten?”

- Box 1 (beside 10 dots): **10**
- Box 2 (beside ten): **10**

WHAT TO ACCEPT

Circle row answers are 10 dots, 10, and 10 dots. Accept a readable 10 in the first box and a traced 10 in the second box.