

Ten Step Jump

Students find 10 more or 10 less by using tens and ones.

NY-1.NBT.5 "Given a two-digit number, mentally find 10 more or 10 less than the number, without having to count; explain the reasoning used."

NAME _____

DATE _____

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

1 CIRCLE IT _____

a	43	44	24
b	61	81	70
c	48	67	68

2 WRITE IT _____

36	
84	
47	

HOW TO RUN THIS PAGE

Model the idea orally with a number not on the page, such as 23, and ask students to notice what changes when they add or take away 10. Read each prompt aloud, then ask a few students to explain that the ones digit stays the same while the tens digit changes by 1.

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 “Listen to each number and question. Think about the tens and ones, then circle one answer. After each row, be ready to tell how you knew.”

ROW	SAY	STUDENTS CIRCLE
a	The number is 34. What is 10 more? The choices are 43, 44, and 24. Circle the number you choose.	44
b	The number is 71. What is 10 less? The choices are 61, 81, and 70. Circle the number you choose.	61
c	The number is 58. What is 10 more? The choices are 48, 67, and 68. Circle the number you choose.	68

PART 2 • WRITE IT

SAY “Look at the first box, labeled 36. What is 10 more? Write the number in the box. Look at the second box, labeled 84. What is 10 less? Write it. Look at the last box, labeled 47. What is 10 more? Write it.”

- Box 1 (beside 36): **46**
- Box 2 (beside 84): **74**
- Box 3 (beside 47): **57**

WHAT TO ACCEPT

Circle-row answers are 44, 61, and 68. Accept 46, 74, and 57 in the boxes, and accept oral explanations that say the tens change by 1 while the ones stay the same.