# Dots and Tens

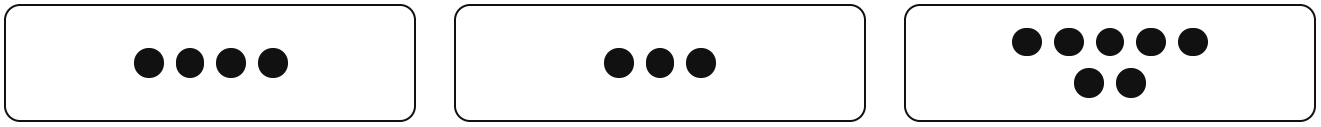
Students use dot groups and tens-and-ones thinking to add and subtract.

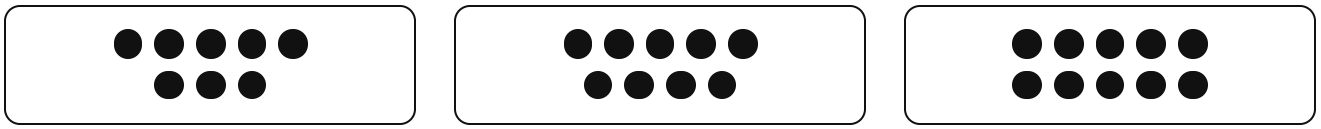
**1.NR.5** "Use concrete models, the base ten structure, and properties of operations to add and subtract within 100."

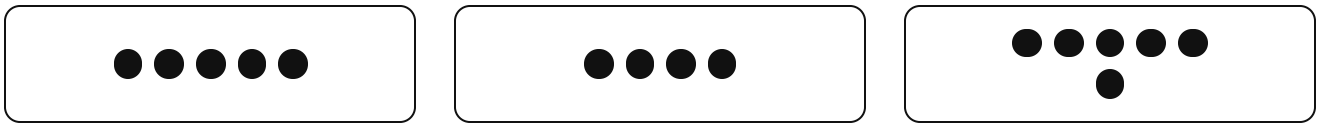
NAME _____ DATE _____

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

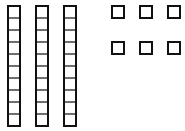
## 1 COUNT DOTS

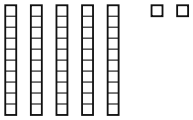
a 

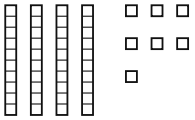
b 

c 

## 2 WRITE NUMBERS







**ANSWER KEY**

# Dots and Tens

**GRADE 1 · 1.NR.5**

## HOW TO RUN THIS PAGE

Read each prompt aloud and pause so students can count the dot groups or think with tens and ones. The first part uses dot models for adding and taking away, and the second part builds place-value thinking within 100. In Part 2, students use printed base-ten models; provide paper for sketching a trade if needed.

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** "Can you listen to each question, count the dots if you need to, and circle the group that shows the answer?"

| ROW | SAY | STUDENTS CIRCLE |
|---|---|---|
| a | Start with 7 dots and take away 3 dots. Which group shows how many dots are left? | **4 dots** |
| b | Start with 5 dots and add 4 dots. Which group shows the total? | **9 dots** |
| c | Start with 10 dots and take away 6 dots. Which group shows how many dots are left? | **4 dots** |

## PART 2 · WRITE NUMBERS

**SAY** "Each model shows a starting number with tens rods and ones cubes. In the first box, add one ten. In the second box, take away three ones; you may trade a ten. In the third box, add three ones. Write each new number."

- Box 1 (beside 36 (3 tens, 6 ones)): **46**
- Box 2 (beside 52 (5 tens, 2 ones)): **49**
- Box 3 (beside 47 (4 tens, 7 ones)): **50**

## WHAT TO ACCEPT

Part 1 answers are 4 dots, 9 dots, and 4 dots. Part 2 answers are 46, 49, and 50; accept legible numerals.