

Ten and More

Students solve addition and subtraction stories and build a ten.

1.3 "Number and operations. The student applies mathematical process standards to develop and use strategies for whole number addition and subtraction computations in order to solve problems..."

NAME _____

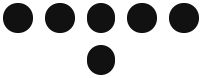
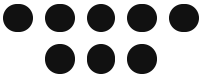
DATE _____

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

1 CIRCLE IT _____

a	46	47	57
b	12	13	14
c	8	9	10
d	4	5	6

2 MAKE TEN _____

HOW TO RUN THIS PAGE

Read each problem aloud and give students time to use fingers or counters if needed. Students circle a number for each story, then use the dot groups to write the number needed to make 10.

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 story. Look at the numbers in that row, and circle the number that answers the question.”

ROW	SAY	STUDENTS CIRCLE
a	There are 40 crayons in a box. The teacher puts in 7 more crayons. Is the total 46, 47, or 57? Circle the total.	47
b	A child has 8 cubes and gets 5 more cubes. You may think about making 10. Is the total 12, 13, or 14? Circle the total.	13
c	There are 15 apples on a table. Six apples are taken away. Are 8, 9, or 10 apples left? Circle how many are left.	9
d	Kai has 12 blocks. Jo has 6 blocks. Is 4, 5, or 6 how many more blocks Kai has? Circle how many more.	6

PART 2 • MAKE TEN

SAY “Look at the dots beside each box. How many more do you need to make 10? Write that number in the box.”

- Box 1 (beside 6 dots): **4**
- Box 2 (beside 8 dots): **2**

WHAT TO ACCEPT

Circle answers are 47, 13, 9, and 6. Accept 4 beside 6 dots and 2 beside 8 dots, including recognizable reversed or unevenly formed numerals when clear.