

Ten Step Trek

Students identify and write numbers that are 10 more or 10 less.

1.5 "Algebraic reasoning. The student applies mathematical process standards to identify and apply number patterns within properties of numbers and operations in order to describe relationships..."

NAME _____

DATE _____

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

1 CIRCLE IT _____

a	57	37	48
b	93	73	82
c	99	110	119

2 WRITE IT _____

62	
85	
120	

HOW TO RUN THIS PAGE

Tell students that moving forward or backward by one ten keeps the ones digit the same. Model the idea with a number not shown on the sheet, such as 41 and 51, then read each prompt aloud while students mark their pages. 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 as I read each set of choices. For each row, circle the number that answers the question.”

ROW	SAY	STUDENTS CIRCLE
a	Listen to the choices: 57, 37, 48. What number is 10 more than 47? Circle it.	57
b	Listen to the choices: 93, 73, 82. What number is 10 less than 83? Circle it.	73
c	Listen to the choices: 99, 110, 119. What number is 10 more than 109? Circle it.	119

PART 2 • WRITE IT

SAY “Look at the number beside each box. What number is 10 less? Write that number in the box.”

- Box 1 (beside 62): **52**
- Box 2 (beside 85): **75**
- Box 3 (beside 120): **110**

WHAT TO ACCEPT

Circle-row answers are 57, 73, and 119. Accept 52, 75, and 110 in the write boxes, with reasonable first-grade numeral formation.