

Number Detective

Students solve spoken join, separate, and part-whole problems, then make ten.

1.CE.1 "The student will recall with automaticity addition and subtraction facts within 10 and represent, solve, and justify solutions to single-step problems, including those in context..."

NAME _____

DATE _____

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

1 CIRCLE IT _____

a	12	13	14
b	8	10	9
c	9	8	10

2 MAKE TEN _____

6	
7	
9	

HOW TO RUN THIS PAGE

Read each story slowly, then reread it once before students mark an answer. Ask students to explain orally whether they joined, took away, or put parts together, and listen for counting on, counting back, or make-ten thinking.

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 story. After you circle, be ready to tell how you solved it.”

ROW	SAY	STUDENTS CIRCLE
a	Nia has 7 shells. She finds 6 more shells. Which number tells how many shells Nia has now? The choices are 12, 13, and 14. Circle the number that shows how many.	13
b	Luis has 15 crayons. He gives 6 crayons away. Which number tells how many crayons Luis has now? The choices are 8, 10, and 9. Circle the number that shows how many.	9
c	A whole has 4 and 5 as its parts. Which number is the whole? The choices are 9, 8, and 10. Circle the number that shows the whole.	9

PART 2 • MAKE TEN

SAY “Look at each number beside a box. What number can join it to make 10? Write that number in the box.”

- Box 1 (beside 6): **4**
- Box 2 (beside 7): **3**
- Box 3 (beside 9): **1**

WHAT TO ACCEPT

Circle It answers are 13, 9, and 9. Make Ten answers are 4, 3, and 1, in order; accept correctly formed numerals and oral explanations that match the operation.