Tens and Ones

Add within 100 using place value and explain each sum.

1.NBT.4 "Add within 100, using concrete models or drawings and strategies based on place value: Including adding a two-digit number and a one-digit number. Adding a two-digit number and a multiple of 10. Understand that in adding two-digit numbers..."

NAME _____ DATE _____

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

1 CIRCLE SUMS

a	54	36	44
b	31	32	22
c	59	79	69

2 SHOW SUMS

58	
43	

ANSWER KEY

Tens and Ones

GRADE 1 · 1.NBT.4

HOW TO RUN THIS PAGE

Read the problems and choices aloud. Give students time to sketch tens and ones in available space, then listen to each student's explanation and record accuracy and any support separately.

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 SUMS

SAY "I will read each addition problem and its choices. Use tens and ones to find the sum, then circle it."

ROW	SAY	STUDENTS CIRCLE
a	What is 34 plus 20? Is the sum 54, 36, or 44? Circle the sum.	**54**
b	What is 27 plus 5? Is the sum 31, 32, or 22? Circle the sum.	**32**
c	What is 46 plus 23? Is the sum 59, 79, or 69? Circle the sum.	**69**

PART 2 · SHOW SUMS

SAY "For 58, add 7 and write the sum in its box. For 43, add 30 and write the sum in its box. Tell me how you used tens and ones to find each sum."

- Box 1 (beside 58): **65**
- Box 2 (beside 43): **73**

WHAT TO ACCEPT

Circle: 54, 32, 69. Boxes: 65, 73; accept an explanation that makes a new ten from 8 ones plus 7 ones, and adds 3 tens to 4 tens.