Tens and Ones

Add with place-value drawings and a written addition sentence.

1.NBT.4d "Add within 100, using concrete models or drawings and strategies based on place value: Relate the strategy to a written method and explain the reasoning used."

NAME _____ DATE _____

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

1 FIND THE SUM

a	35	25	34
b	46	54	56

2 DRAW AND TELL

34	
45	

ANSWER KEY

Tens and Ones

GRADE 1 · 1.NBT.4d

HOW TO RUN THIS PAGE

Read the prompts aloud and give students time to think about tens and ones. In the boxes, look for drawings of both numbers, a matching addition sentence, and a spoken explanation connecting the drawing to the written method.

Students never read directions on this sheet. Read each part's script aloud, then each prompt, giving think time before students mark.

PART 1 · FIND THE SUM

SAY "Think about the tens and ones in each number. Listen to each addition problem and circle its sum."

ROW	SAY	STUDENTS CIRCLE
a	What is 21 plus 14? Add the tens, then the ones. Which number is the sum?	**35**
b	What is 32 plus 24? Add the tens, then the ones. Which number is the sum?	**56**

PART 2 · DRAW AND TELL

SAY "The number beside each box is your first number. In the first box, add 12 to 34. In the second box, add 23 to 45. In each box, draw two separate groups, using a long line for each ten and a dot for each one. Write an addition sentence, then tell me how your drawing matches your sentence."

- Box 1 (beside 34): **Two separate groups: 3 lines and 4 dots, then 1 line and 2 dots. Addition sentence: 34 + 12 = 46.**
- Box 2 (beside 45): **Two separate groups: 4 lines and 5 dots, then 2 lines and 3 dots. Addition sentence: 45 + 23 = 68.**

WHAT TO ACCEPT

Circle 35 and 56. For each box, accept an accurate place-value drawing and addition sentence; listen for the student to connect the tens and ones to the written numbers, and record any prompting separately.