

Here's a preview of
next year. These lessons help
you step up to Grade 1.

STEP UP to Grade 1

STEP UP Lessons

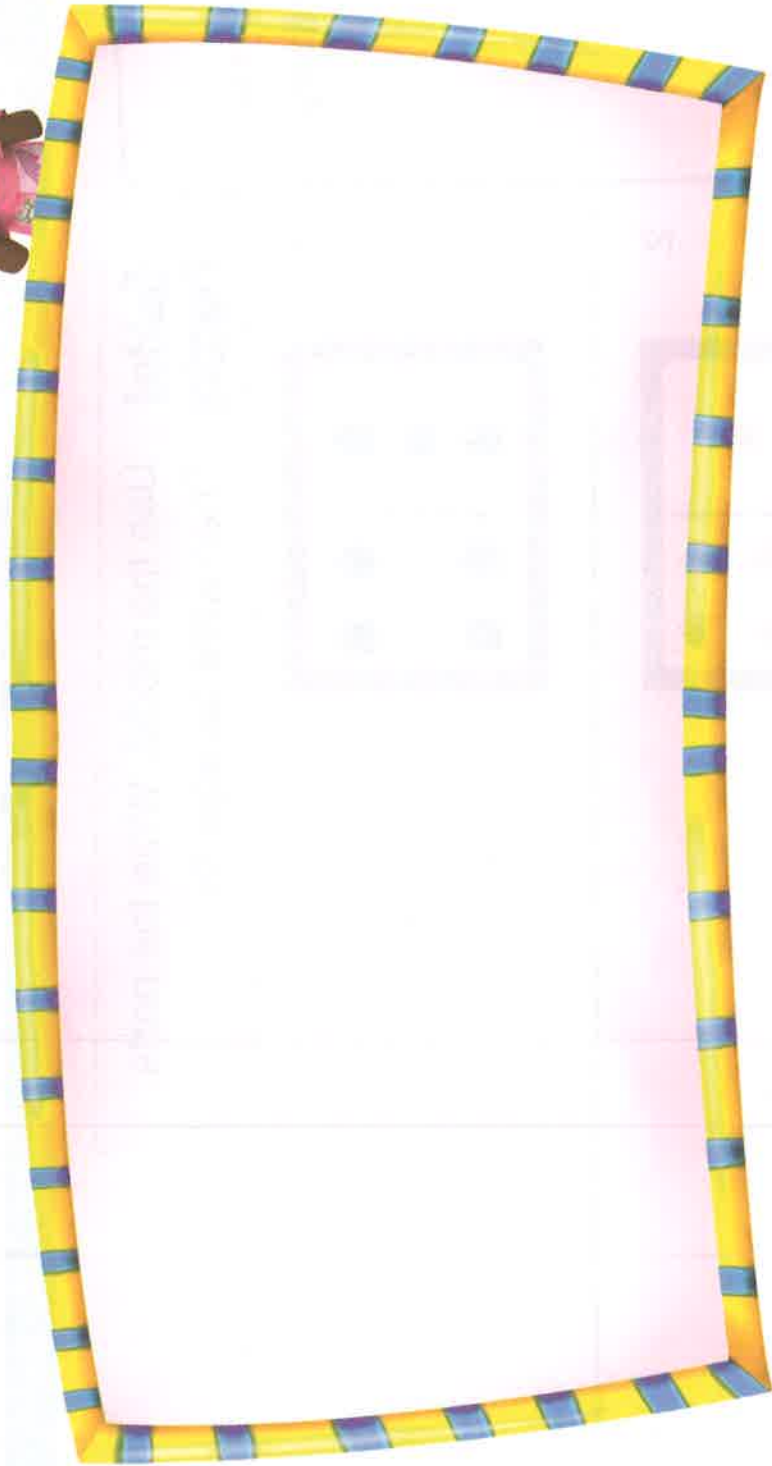
1	Introducing Addition Expressions and Equations 1.OA.C.6	851
2	Facts with 5 on a Ten-Frame 1.OA.C.6	855
3	Add in Any Order 1.OA.B.3	859
4	Introducing Subtraction Expressions and Equations 1.OA.C.6	863
5	Think Addition to Subtract 1.OA.B.4, 1.OA.C.6, 1.OA.D.8	867
6	Add Three Numbers 1.OA.B.3, 1.OA.A.2	871
7	Count by 10s to 120 1.NBT.A.1, 1.NBT.B.2c	875
8	Count by 1s to 120 1.NBT.A.1	879
9	Tens and Ones 1.NBT.B.2	883
10	1 More, 1 Less; 10 More, 10 Less 1.NBT.B.3, 1.NBT.C.5	887



Name _____



Your bag has 2 different colors of connecting cubes. Take out a handful of cubes. Make sure to get some cubes of each color. How can you use numbers to show how many cubes you picked in all? Show how.



Step Up to Grade 1

Lesson 1

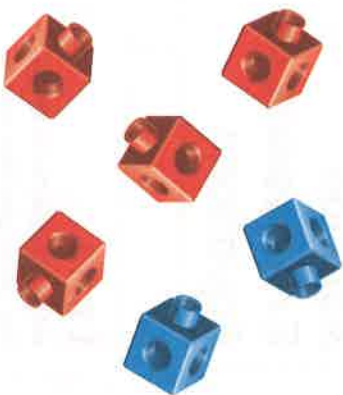
Introducing Addition Expressions and Equations

I can ...

write equations to show the parts and the whole.

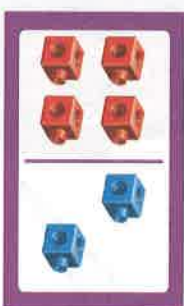
© Content Standard 1.OA.C.6
Mathematical Practices MP.2,
MP.4

Kenny picked 4 red cubes. Then he picked 2 blue cubes.



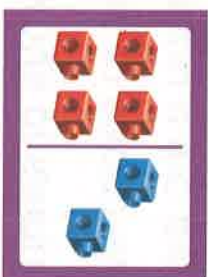
You can describe the parts as 4 and 2 and write $\underline{4} + \underline{2}$.

plus



The parts are 4 and 2.

You can **add** the parts to find the **sum**. 4 and 2 is 6 in all.



6 is the sum of 4 and 2.

You can write an **equation** to show the parts and the whole.

$$\begin{array}{r} 4 \\ + \\ 2 \\ \hline 6 \end{array}$$

4 plus 2 equals 6.

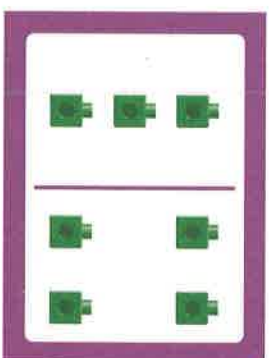
Do You Understand?

Show Me! What can you do to find how many there are in all?

Guided Practice

Use the model. Write the parts. Then write an equation.

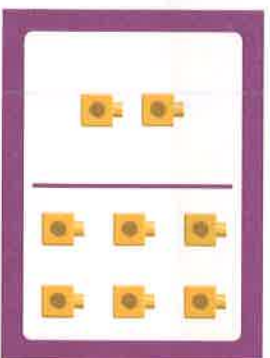
1.



$$\underline{3} + \underline{4}$$

$$\underline{3} + \underline{4} = \underline{7}$$

2.



$$\underline{\quad} + \underline{\quad}$$

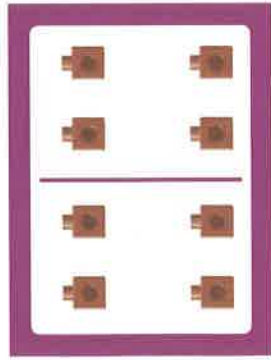
$$\underline{\quad} = \underline{\quad} + \underline{\quad}$$

Name _____

Independent Practice

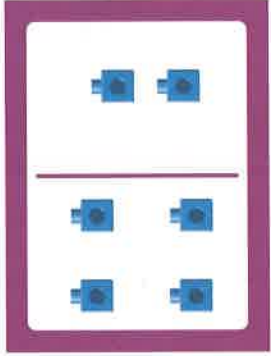
Use the model. Write the parts. Then write an equation.

3.



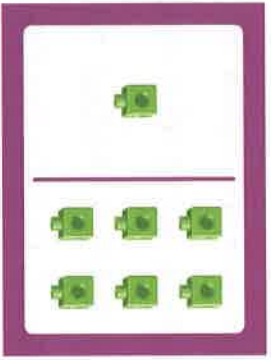
$$\begin{array}{r} + \\ + \\ = \end{array}$$

4.



$$\begin{array}{r} + \\ + \\ = \end{array}$$

5.



$$\begin{array}{r} + \\ + \\ = \end{array}$$

6. Higher Order Thinking Jim

picked up 9 rocks. He picked up 4 of them on his way to school.

He picked up the rest on his way home. How many rocks did Jim pick up on his way home?

Draw a picture to solve.

Then write an equation.

$$\begin{array}{r} + \\ + \\ = \end{array}$$

Math Practices and Problem Solving

Solve each problem below.

7. **MP.2 Reasoning** Ben found 4 orange leaves.

Then he found 3 yellow leaves.

How many leaves did Ben find in all?

Draw a picture to show the story.

Then write an equation.



$$\underline{\quad} + \underline{\quad} = \underline{\quad}$$

8. **Higher Order Thinking** Draw a picture to

show an addition story about red worms and brown worms. Write an equation to tell how many worms there are in all.

$$\underline{\quad} + \underline{\quad} = \underline{\quad}$$

9. **Assessment** Ava drew 9 apples.

3 of them are green. The others are red. How many red apples did she draw?

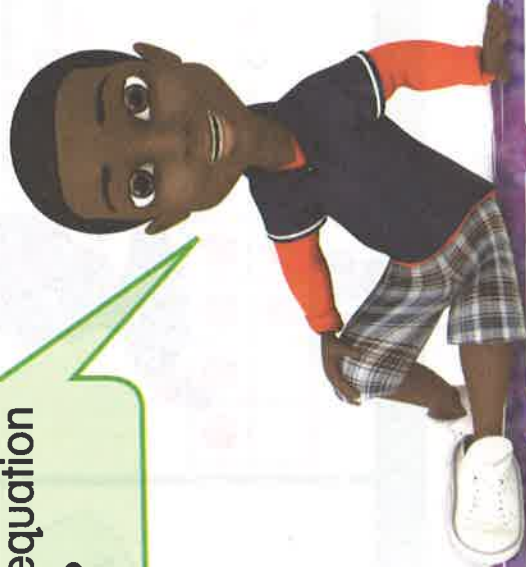
Which equation matches this story?

- Ⓐ $9 + 3 = 12$
Ⓑ $4 + 5 = 9$
Ⓒ $3 + 6 = 9$
Ⓓ $3 + 3 = 6$

Name _____



Put some counters on the bottom row of the ten-frame. What addition equation can you write to match the counters?



_____ + _____ = _____

Step Up to Grade 1

Lesson 2

Facts with 5 on a Ten-Frame

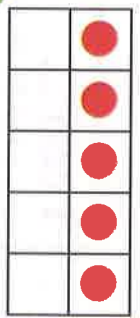
I can ...

use a ten-frame to help solve addition facts with 5 and 10.

Content Standard 1.OA.C.6
Mathematical Practices MP.3, MP.4, MP.7

You can use a ten-frame to show an addition fact with 5.

$$5 + 3 = ?$$

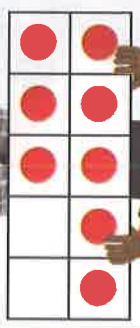


Start with 5.
Then add 3 more.

5 and 3 more is 8.

There are 8 counters in the ten-frame.

$$5 + 3 = 8$$



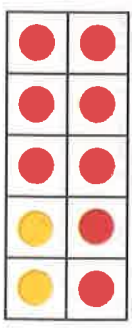
The ten-frame shows another addition fact. You have 8. Make 10.

2 boxes are empty. Add 2.



8 plus 2 more is 10.

$$8 + 2 = 10$$



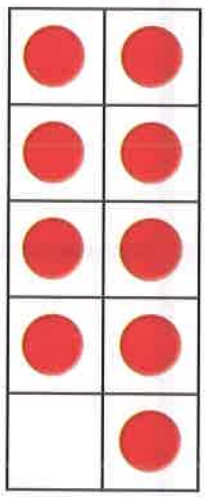
Do You Understand?

Show Me! How does a ten-frame help you add $5 + 4$?

★ Guided Practice

Look at the ten-frames. Write an addition fact with 5. Then write an addition fact for 10.

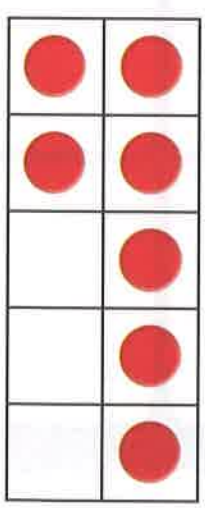
1.



$$5 + 4 = 9$$

$$9 + 1 = 10$$

2.



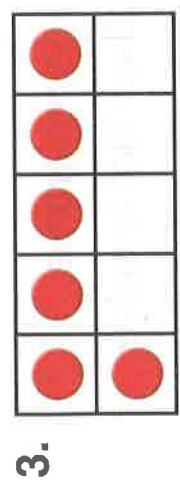
$$5 + 5 = 10$$

$$10 + 0 = 10$$

Name _____

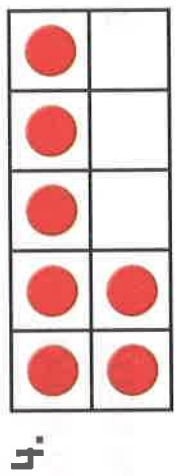
Independent Practice

Look at the ten-frames. Write an addition fact with 5.
Then write an addition fact for 10.



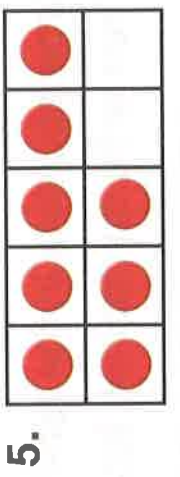
5 + ____ = ____

____ + ____ = 10



5 + ____ = ____

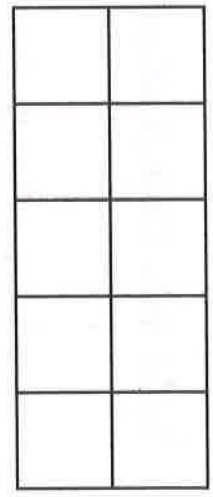
____ + ____ = 10



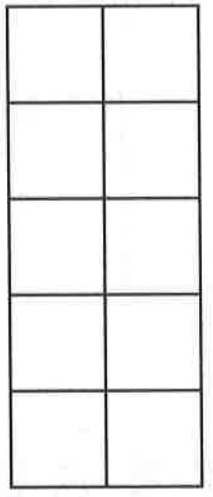
5 + ____ = ____

____ + ____ = 10

6. Higher Order Thinking Using 2 colors, draw counters in the ten-frames to match the addition equations. Then write the missing numbers.



7 + ____ = 10



9 + ____ = 10



Math Practices and Problem Solving

Solve each problem below.

7. **MP.4 Model** A team has 5 softballs.

The coach brings 3 more. How many softballs does the team have now?

Draw counters in the ten-frame.

Then write an addition fact to solve.

$$\underline{\quad} + \underline{\quad} = \underline{\quad} \text{ softballs}$$

8. **MP.4 Model** Marcia reads 5 books.

Tanya reads 2 books. How many books did the girls read in all?

Draw counters in the ten-frame.

Then write an addition fact to solve.

$$\underline{\quad} + \underline{\quad} = \underline{\quad} \text{ books}$$

9. **Higher Order Thinking** Write a

new story about adding to 10 in the ten-frame in Item 7. Then write an equation for your story.

$$\underline{\quad} + \underline{\quad} = \underline{\quad}$$

10. **Assessment** Scott's team has

5 footballs. Scott's coach brings some more. Scott's team now has 10 footballs.

Which addition fact shows how many footballs Scott's coach brought?

(A) $5 + 5 = 10$

(B) $10 + 5 = 15$

(C) $7 + 3 = 10$

(D) $10 + 7 = 17$

Name _____



Write an addition equation for the green and yellow cubes in each cube tower. How are the addition equations the same? How are they different?



$$\underline{\quad} + \underline{\quad} = \underline{\quad}$$



$$\underline{\quad} + \underline{\quad} = \underline{\quad}$$

Step Up to Grade 1

Lesson 3

Add in Any Order

I can ...

use the same addends to write two different equations with the same sum.

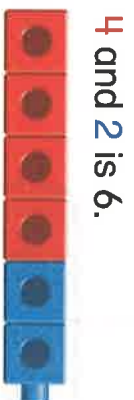
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Mathematical Practices MP.2, MP.3, MP.4, MP.7



Solve



You can change the order of the addends. The sum is the same.



4 and 2 is 6.



2 and 4 is 6.

$$4 + 2 = 6$$

$$2 + 4 = 6$$

You can write 2 addition equations.

4 plus 2 equals 6.

2 plus 4 equals 6.

$$\begin{array}{r} 4 \\ + 2 \\ \hline 6 \end{array} \quad \begin{array}{r} 2 \\ + 4 \\ \hline 6 \end{array}$$

Do You Understand?

Show Me! How can you use cubes to show that $5 + 3$ is the same as $3 + 5$?

Guided Practice

Color to change the order of the addends. Then write the addition equations.

1.



$$3 + 2 = 5$$

2.



$$4 + 2 = 6$$



+

=



+

=

Name _____



Independent

Practice

Write the sum. Then change the order of the addends. Write the new addition equation.

3. $2 + 6 = \underline{\quad}$

$\underline{\quad} + \underline{\quad} = \underline{\quad}$

4. $3 + 6 = \underline{\quad}$

$\underline{\quad} + \underline{\quad} = \underline{\quad}$

5. $\underline{\quad} = 1 + 7$

$\underline{\quad} = \underline{\quad} + \underline{\quad}$

6. $4 + 3 = \underline{\quad}$

$\underline{\quad} + \underline{\quad} = \underline{\quad}$

7. $4 + 5 = \underline{\quad}$

$\underline{\quad} + \underline{\quad} = \underline{\quad}$

8. $4 + 2 = \underline{\quad}$

$\underline{\quad} + \underline{\quad} = \underline{\quad}$



Number Sense Use the numbers on the cards to write 2 addition equations.

9.

1

6

5

$\underline{\quad} + \underline{\quad} = \underline{\quad}$

$\underline{\quad} + \underline{\quad} = \underline{\quad}$

10.

7

9

2

$\underline{\quad} = \underline{\quad} + \underline{\quad}$

$\underline{\quad} = \underline{\quad} + \underline{\quad}$

Math Practices and Problem Solving

Solve each problem below.

11. © **MP.4 Model** Rico and Nate collect 3 cans on Monday. On Tuesday, they collect 7 more. How many cans did they collect in all?

Draw a picture. Then write 2 different addition equations.

$$\begin{array}{r} \underline{\quad} + \underline{\quad} = \underline{\quad} \\ \underline{\quad} + \underline{\quad} = \underline{\quad} \end{array}$$

12. Higher Order Thinking

Draw a picture of 4 fish.
Make some blue.
Make the rest red.

Write 2 addition equations to tell about the picture.

$$\begin{array}{r} \underline{\quad} + \underline{\quad} = \underline{\quad} \\ \underline{\quad} + \underline{\quad} = \underline{\quad} \end{array}$$

13. © Assessment Look at the 2 addition

equations. Which is the missing addend?

$$8 = \underline{\quad} ? + 2$$

$$8 = 2 + \underline{\quad} ?$$

- (A) 6
(B) 7
(C) 8
(D) 9

Both addition equations have a 2 and a 8.



Name _____



Alex has 5 connecting cubes on the table. He hides some cubes. How can you use numbers to show how many cubes are hidden?



Step Up to Grade 1

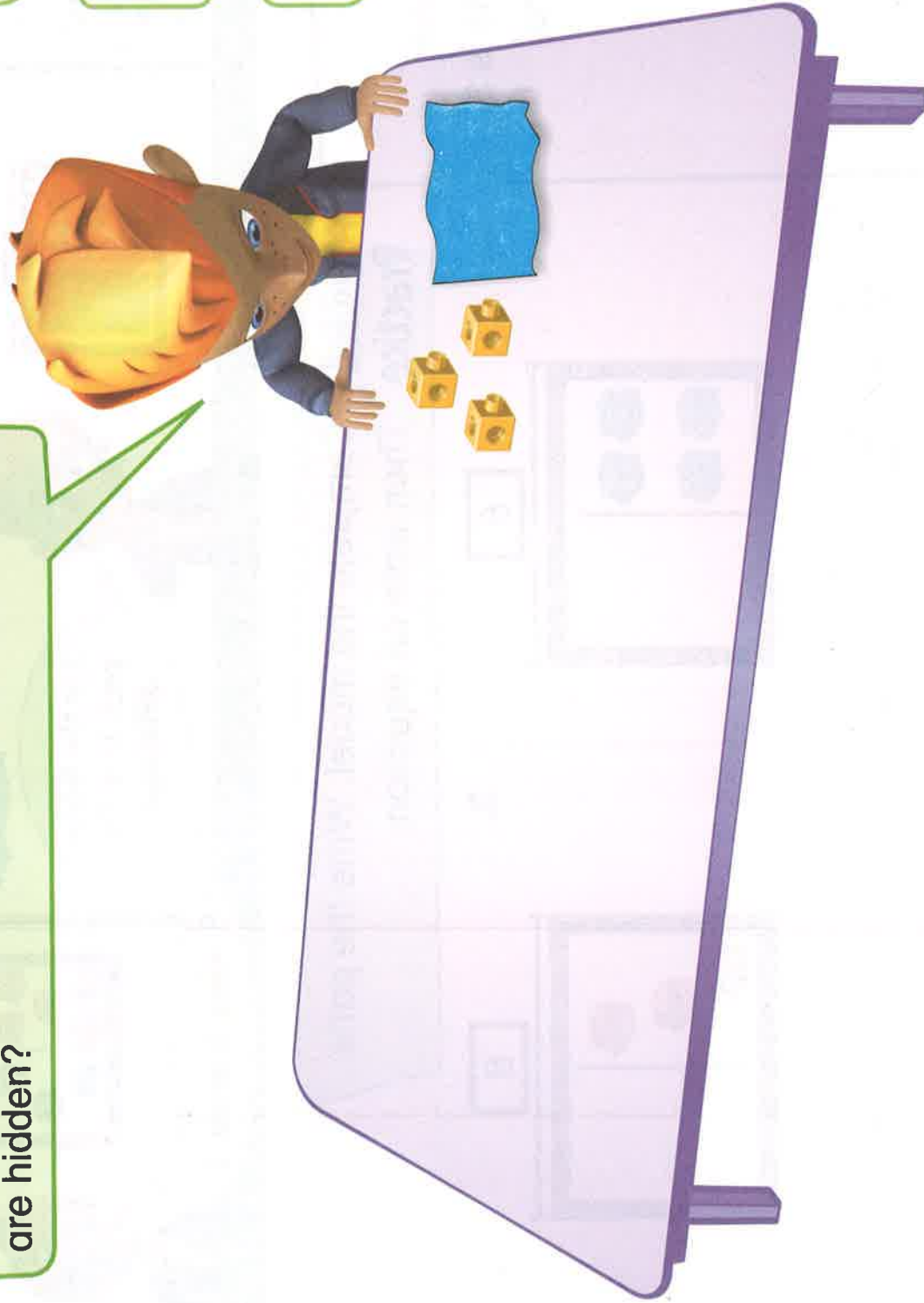
Lesson 4

Introducing Subtraction Expressions and Equations

I can ...

write equations to find the missing part of a whole.

Content Standard 1.OA.C.6
Mathematical Practices MP.2,
MP.4



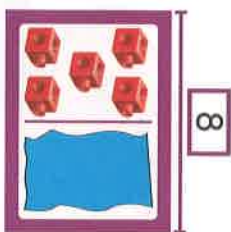
Alex has 8 cubes.
He hides some cubes.



5 is the
part you see.
What is the
hidden part?



You can describe the whole as 8 and one of the parts as 5. Find the hidden part by writing $8 - 5$.



You can **subtract** to find the **difference**. $8 - 5$ is 3.



3 is the hidden
part. It is the
difference.



You can write an equation.

$$8 - 5 = 3$$

8



8 minus 5 equals 3.



Do You Understand?

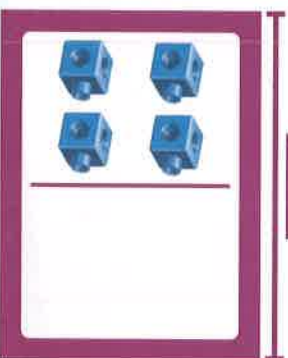
Show Me! The whole is 9. One of the parts is 3. How can you find the difference?

Guided Practice

Complete the model. Write the parts. Then write an equation.

1.

6



2.

8



$$6 - 4 =$$

$$6 - 4 = 2$$

$$8 - 5 = 3$$

Name _____

Independent Practice

Complete the model. Write the parts.
Then write a subtraction sentence.

3.

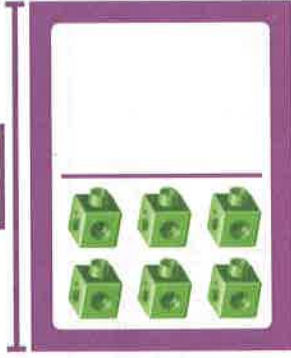
7



— —
= —

4.

9



— —
= —

5.

6



— —
= —

6. Higher Order Thinking There are

7 kittens in all. 1 is inside a basket.

The rest are outside. How many

kittens are outside the basket?

Draw a picture to show the story.

Then write the missing part.

7 — = 1

Math Practices and Problem Solving

Solve each problem below.

7. **MP.2 Reasoning** Lena has 8 rocks.

She drops 4 of the rocks into a pond.

How many rocks does Lena have now?

_____ rocks

8. **MP.1 Make Sense** Tony picks 7

flowers. He gives 4 flowers to his sister.

How many flowers does Tony still have?

_____ flowers

9. **Higher Order Thinking** Rob has

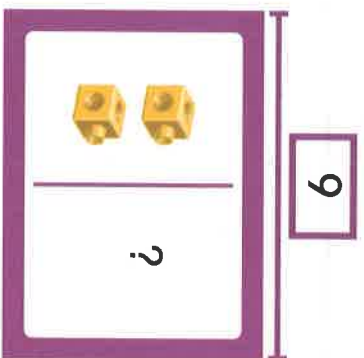
9 marbles. He gave some marbles to a

friend. He has 2 marbles left. How many

marbles did Rob give to his friend?

Choose the subtraction sentence

that matches the story.



(A) $9 - 3 = 6$

(B) $9 - 2 = 7$

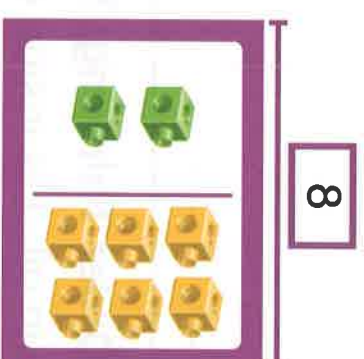
(C) $7 - 3 = 4$

(D) $7 - 2 = 5$

10. **Assessment** Write a subtraction

story and a subtraction sentence about

the model.



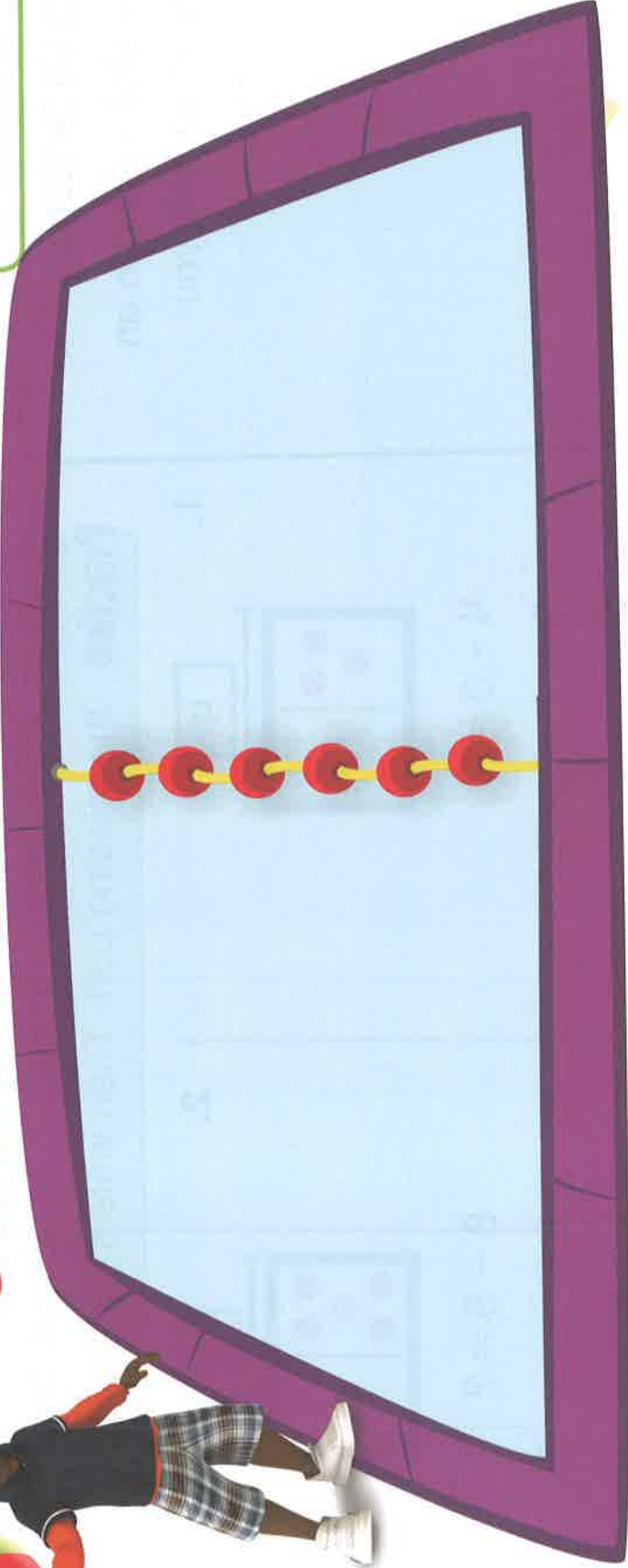
_____ - _____ = _____

Name _____



Jenna has 6 beach balls. 4 of them blow to the other side of the pool. How many does she have left?

How can you use an addition fact to find the answer to $6 - 4 =$? Use counters to help you solve the problem.



Step Up to Grade 1

Lesson 5

Think Addition to Subtract

I can ...

use addition facts I know to help me solve subtraction problems.

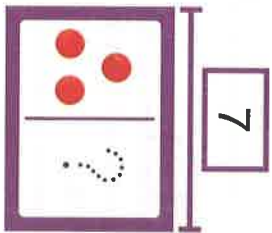
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1.OA.C.6, 1.OA.D.8
Mathematical Practices MP.2,
MP.4, MP.5, MP.7



_____ + _____ = _____
So, _____ - _____ = _____

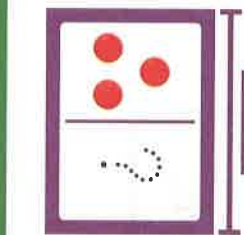
You can use addition to help you subtract.

$$7 - 3 = \boxed{?}$$



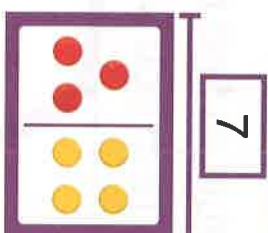
$$3 + \boxed{?} = 7$$

What can I add to 3 to make 7?



$$3 + \boxed{4} = 7$$

The missing part is 4.



Think of the addition fact to solve the subtraction equation.

$$7 - 3 = \boxed{4}$$

$$3 + 4 = 7$$



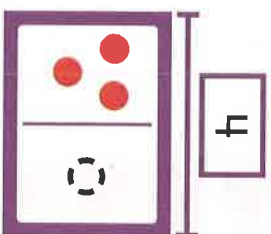
Do You Understand?

Show Me! How can an addition fact help you solve $7 - 6$?

☆ Guided Practice

Think addition to help you subtract. Draw the missing part. Then write the numbers.

1.

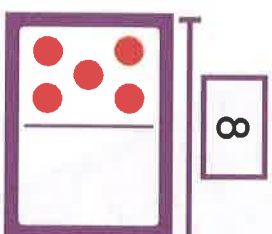


$$4 - 3 = ?$$

$$3 + \underline{\quad} = 4$$

$$\text{So, } 4 - 3 = \underline{\quad}.$$

2.



$$8 - 5 = ?$$

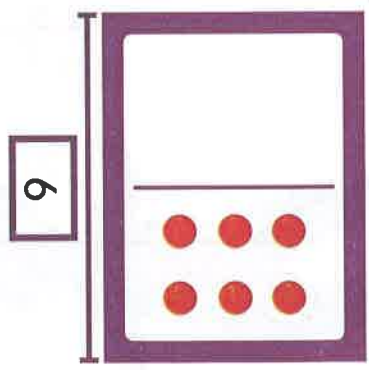
$$5 + \underline{\quad} = 8$$

$$\text{So, } 8 - 5 = \underline{\quad}.$$

Name _____

Independent Practice

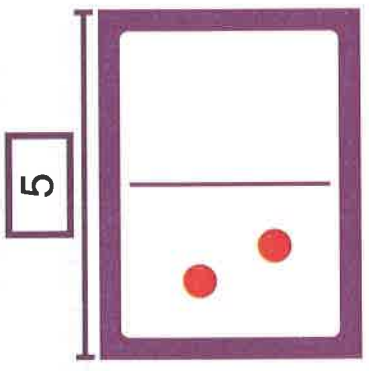
Think addition to help you subtract. Draw the missing part.
Then write the numbers.



3.

$$6 + \underline{\hspace{1cm}} = 9$$

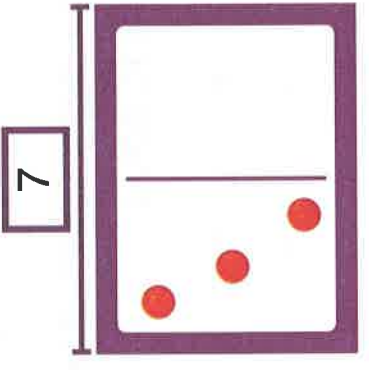
So, $9 - 6 = \underline{\hspace{1cm}}$.



4.

$$2 + \underline{\hspace{1cm}} = 5$$

So, $5 - 2 = \underline{\hspace{1cm}}$.

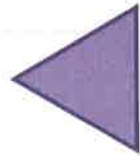


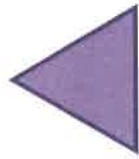
5.

$$3 + \underline{\hspace{1cm}} = 7$$

So, $7 - 3 = \underline{\hspace{1cm}}$.

6. Higher Order Thinking Draw the shape to complete the equation.

If  +  = ,

then  -  = .

Math Practices
and
Problem Solving

Write an addition and a subtraction equation to solve.

7. **MP.5 Use Tools** Claire needs 9 tickets to get on a ride.

She has 4 tickets. She needs some more tickets.

How many tickets does Claire still need? You can use tools to solve.

$$\begin{array}{r} + \\ \hline \\ - \\ \hline \end{array} =$$

_____ tickets

8. **Higher Order Thinking** Erin has a

box that holds 8 crayons. 2 crayons are inside the box. She uses addition to find how many are missing. Is

Erin correct?

Explain.



9. **Assessment** Which addition facts

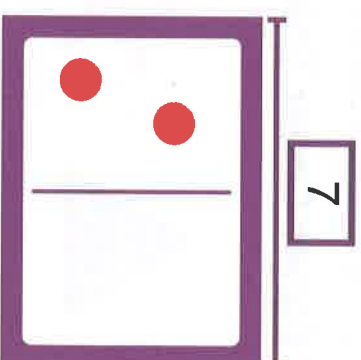
can help you solve the problem?

Choose all that apply.

Which tool could help you solve this problem?



$$7 - 2 = ?$$



☐ $5 + 2 = 7$

☐ $3 + 4 = 7$

☐ $2 + 5 = 7$

☐ $6 + 1 = 7$

Name _____



Solve

Step Up to Grade 1

Lesson 6 Add Three Numbers

I can ...

find different strategies to
add three numbers.

Content Standards 1.OA.B.3,
1.OA.A.2
Mathematical Practices MP.2,
MP.3, MP.4, MP.7

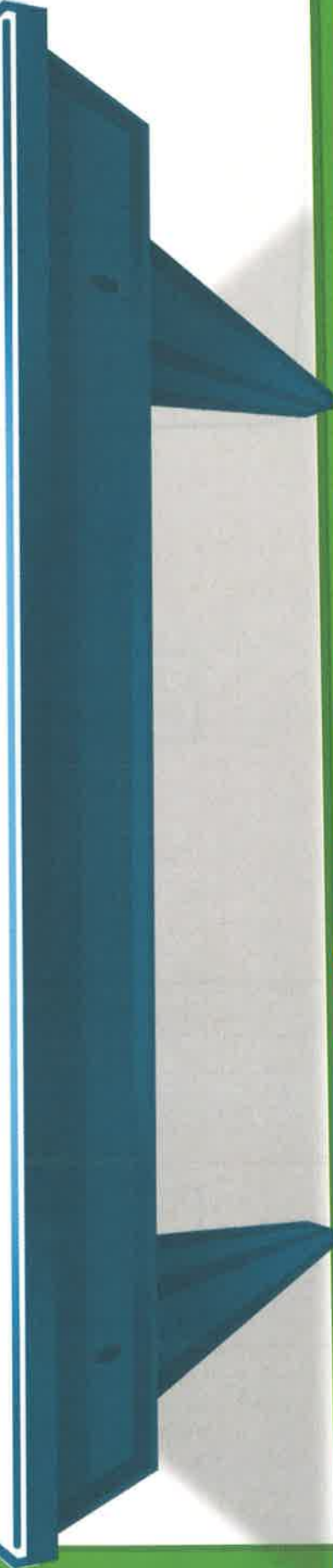
Carlos made stacks of 6 books, 4 books,
and 6 books. How can you use addition to find the
number of books in all 3 stacks?

Write 2 different equations to show how many
books in all.



$$\underline{\quad} + \underline{\quad} + \underline{\quad} = \underline{\quad}$$

$$\underline{\quad} + \underline{\quad} + \underline{\quad} = \underline{\quad}$$



You can add 3 numbers.

$$8 + 6 + 2$$

Pick 2 numbers to add first.

You can make 10.

$$\textcircled{8} + 6 + \textcircled{2} = \underline{16}$$

10

$$8 + 2 = 10$$

$$10 + 6 = 16$$

You can make a double.

$$8 + \textcircled{6} + \textcircled{2} = \underline{16}$$

8

$$6 + 2 = 8$$

$$8 + 8 = 16$$

You can add any 2 numbers first.

$$\begin{array}{r} \textcircled{3} \\ + \textcircled{4} \\ \hline 12 \end{array}$$

$$\begin{array}{r} \textcircled{5} \\ + \textcircled{4} \\ \hline 9 \end{array}$$

12

12

The sums are the same.

Do You Understand?

Show Me! Why can you pick any 2 numbers to add first when you add 3 numbers?

★ Guided Practice

Add the circled numbers first. Write their sum in the box. Then write the sum of all 3 numbers.

1.

$$\textcircled{2} + \textcircled{7} + 3 = \underline{12}$$

9

2.

$$\textcircled{6} + \textcircled{5} + 4 = \underline{\quad}$$

$$2 + \textcircled{7} + \textcircled{3} = \underline{12}$$

10

$$6 + \textcircled{5} + \textcircled{4} = \underline{\quad}$$

Name _____

Independent Practice Circle 2 numbers to add first. Write their sum in the box at the right. Then write the sum of all 3 numbers.

3.

6

5

+

1

4.

5

4

+

8

5.

2

7

+

4

6.

7

2

+

7

7.

5

3

+

7

8.

4

6

+

4

9. Number Sense Find the missing numbers. The numbers on each branch add up to 17.

```

graph TD
    17[17] --- 7((7))
    17 --- 5((5))
    17 --- 3((3))
    17 --- 9((9))
    17 --- 8((8))
    17 --- 8((8))
  
```

```

graph TD
    17[17] --- 8((8))
    17 --- 7((7))
    17 --- 9((9))
    17 --- 2((2))
    17 --- 6((6))
    17 --- 4((4))
  
```

Each branch has 3 numbers that add up to 17.

10. **MP.7 Look for Patterns** Oscar puts 9 books on a shelf and 3 books on another shelf. Then he puts 1 book on the last shelf. How many books did Oscar put on all three shelves?

$$\underline{\quad} + \underline{\quad} + \underline{\quad} = \underline{\quad}$$

books

Can you break the problem into simpler parts?



11. **Higher Order Thinking** Explain how to add $9 + 6 + 1$. Use pictures, numbers, or words.

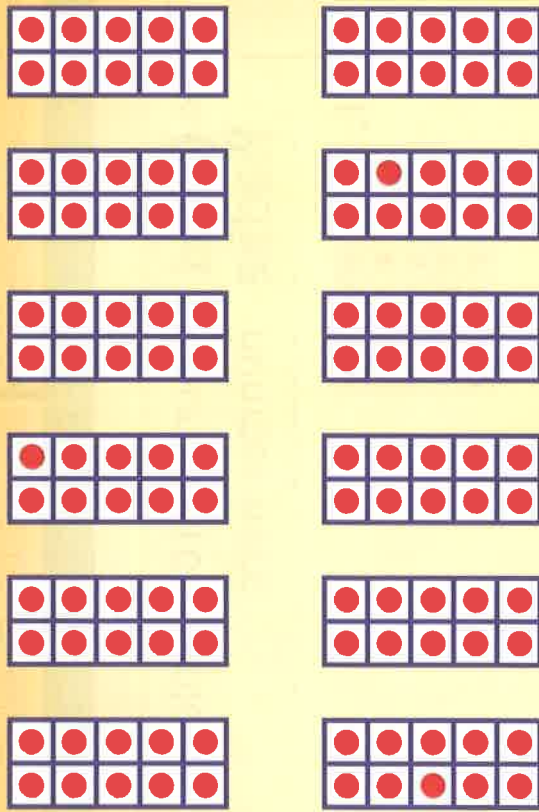
12. **Assessment** Andre buys 7 pencils, 5 markers, and 3 pens. He wants to know how many items he bought in all. He added $7 + 3$ first. What should Andre add next? Explain.



Name _____

Solve & Share

Marta put counters on some ten-frames. What is an easy way to count how many counters there are in all? Count how many and write the number.



_____ counters in all.

Step Up to Grade 1

Lesson 7

Count by 10s
to 120

I can ...

count by 10s to 120.

© Content Standards 1.NBT.A.1,
1.NBT.B.2c
Mathematical Practices MP.1,
MP.2, MP.7, MP.8



Let's count by 10s.

1 ten	2 tens	3 tens	4 tens	5 tens	6 tens	7 tens	8 tens	9 tens	10 tens
10	20	30	40	50	60	70	80	90	100
ten	twenty	thirty	forty	fifty	sixty	seventy	eighty	ninety	one hundred

11 tens is 110. One hundred ten

12 tens is 120. One hundred twenty



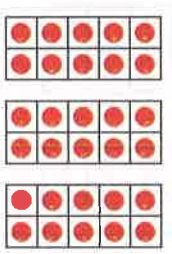
Do You Understand?

Show Me! When might it be better to count by 10s instead of by 1s?

☆ Guided Practice ☆

Count by 10s. Write the numbers and the number word.

1.

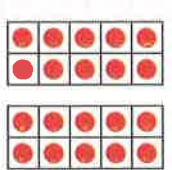


3 tens

30

thirty

2.



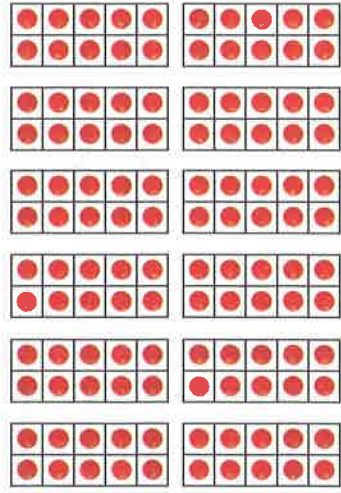
tens

Name _____

Independent Practice ☆

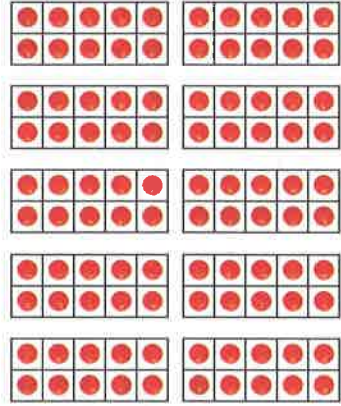
Count by 10s. Write the numbers and the number word.

3.



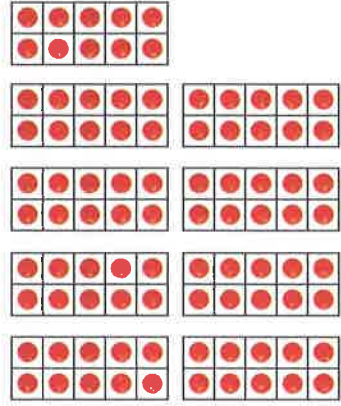
_____ tens

4.



_____ tens

5.



_____ tens

Write the missing numbers.

6. Higher Order Thinking

Mike writes a pattern.

He forgets to write some numbers.

What numbers did Mike forget to write?

10, 20, 30, _____, 60, 70, _____, 90, _____, 110, 120



What is Mike's pattern?

Draw counters in the ten-frames to solve each problem below. Then write the numbers and the number word.

7. **MP.2 Reasoning** Leah has 4 boxes.

10 books are in each box. How many books does Leah have in all?

_____ tens

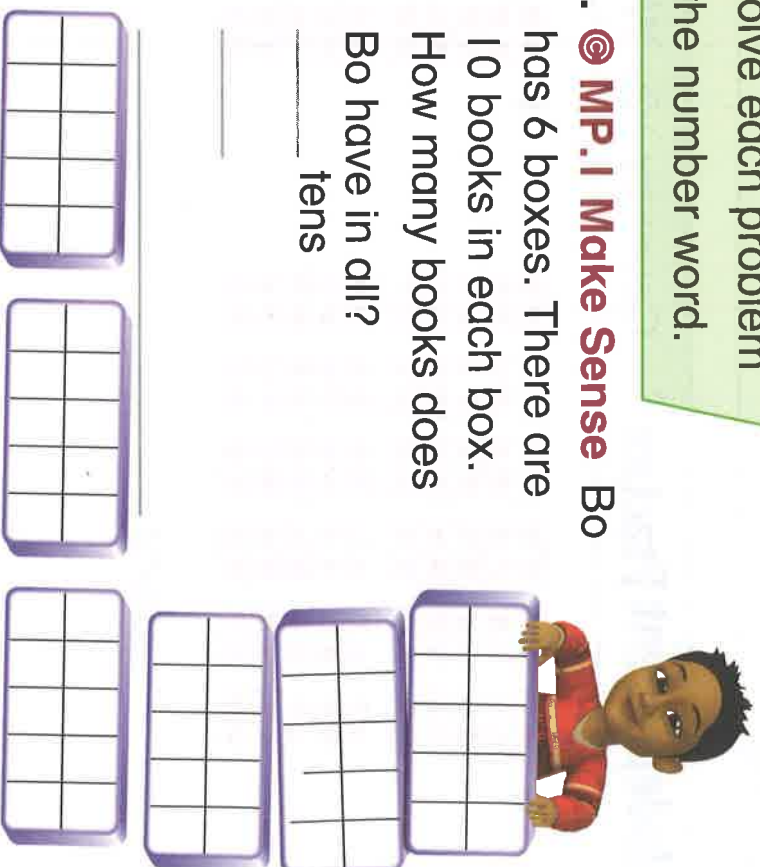


8. **MP.1 Make Sense** Bo

has 6 boxes. There are 10 books in each box. How many books does

Bo have in all?

_____ tens



9. **Higher Order Thinking** Cory counts by

5s to 50. Kobe counts by 10s to 50. Write the numbers Cory says.

5, _____, _____, _____, _____,

_____, _____, _____, _____, 50

Write the numbers Kobe says.

10, _____, _____, _____, 50

What numbers do both boys say?

10. **Assessment** Marisol has some books.

She puts them in piles of 10. Which number does NOT show how many books Marisol could have?

- (A) 30
(B) 40
(C) 45
(D) 50

Name _____



Jada and Alex take turns counting by 1s. Jada counts from 98 up to 100. Now, it's Alex's turn to keep counting. Say the next 3 numbers Alex should count. Tell how you know you're right.

98, 99, 100

_____, _____, _____



Step Up to Grade 1

Lesson 8

Count by 1s to 120

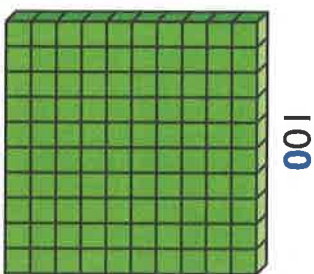
I can ...

count by 1s to 120.

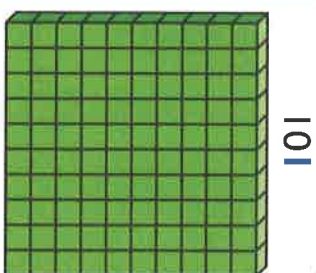
© Content Standards 1.NBT.A.1
Mathematical Practices MP.2,
MP.6, MP.7



This block shows 100. You say one hundred for this number.



The next number you say is one hundred one because you have 1 hundred and 1 one.



When you count forward, you keep counting by 1s.

101, 102, 103, 104, 105

105 means 1 hundred and 5 ones. You say one hundred five.

When you count higher, you start with the words one hundred.

116, 117, 118, 119, 120

116 is one hundred sixteen.

Do You Understand?

Show Me! How would you say and show 110 when you count? What number comes next?

☆ Guided Practice

Count forward by 1s. Write the numbers.

1. 98, 99, 100, 101, 102

2. _____, _____, 93, _____, 95

3. 112, _____, _____, 115, _____

Name _____



Independent Practice

Count forward by 1s. Write the numbers.

4. 97, _____, _____, _____, 101

5. _____, 104, _____, _____, 107

6. _____, 117, _____, 119, _____

7. _____, 101, 102, _____, _____

8. _____, _____, 111, _____, 113

9. 111, _____, _____, 114, _____



Use the clues to find each mystery number.

10. **Number Sense** Clue 1: The number comes after 112. Clue 2: The number comes before 116.

The mystery number might be:

_____, _____, _____

Clue 3: The number has 4 ones.
Circle the mystery number.

11. **Number Sense** Clue 1: The number comes before 120. Clue 2: The number comes after 114.

The mystery number might be:

_____, _____, _____

Clue 3: The number has 7 ones.
Circle the mystery number.

Math Practices and Problem Solving

Solve each problem below.

12. **Vocabulary** Marta is counting to 120. She says the number that is one **more** than 117. What number does she say?



14. **MP.2 Reasoning** Savannah hikes 1 mile every day. After hiking on Monday, she has hiked 102 miles. After hiking on Friday, how many miles will she have hiked?

_____ miles

13. In this chart, Manuel writes the numbers 105 to 111 in order. Then he spills water on it. Some numbers rub off. Help Manuel fill in the missing numbers.

105		107	108			111
-----	--	-----	-----	--	--	-----

Think about the days and the numbers you count on.



15. **Higher Order Thinking** Pick a number greater than 100 and less than 116. Write the number in the box.

Then write the three numbers that come before it and the number that comes after it.

_____, _____, _____, , _____, _____

16. **Assessment** Which shows the correct order for counting forward by 1s? Choose all that apply.

- ☐ 100, 101, 103, 102
☐ 115, 116, 117, 118
☐ 104, 105, 106, 107
☐ 115, 116, 119, 120

Name _____



Guess how many cubes are in your bag. Then empty the bag in the space below. Without counting each cube, guess how many cubes there are. Write each guess. Now count the cubes and write the total number of cubes.



Step Up to Grade 1

Lesson 9 Tens and Ones

I can ...

count and write numbers by tens and ones.

© Content Standards 1.NBT.B.2
Mathematical Practices MP.2,
MP.4

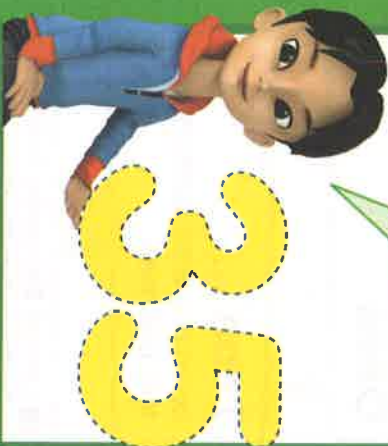
Guess 1: _____ cubes

Guess 2: _____ cubes

Actual number:

_____ cubes

35 stands for 3 tens and 5 ones.

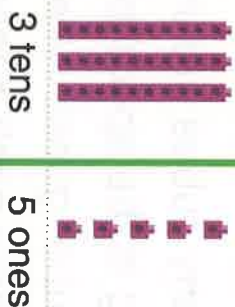


The 3 in 35 is the tens digit. The 5 in 35 is the ones digit.



35 has 2 digits.

Tens Ones



You can use a model to show the tens and ones.



The tens digit goes on the left. The ones digit goes on the right.

Tens Ones
3 5

35

Do You Understand?

Show Me! How are these numbers alike? How are they different?

46

64

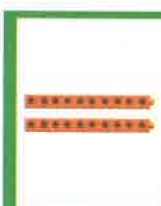
☆ Guided Practice

Count the tens and ones. Then write the numbers.

1.

Tens

Ones



Tens

Ones

2

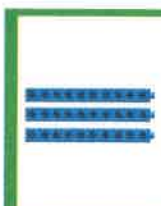
5

25

2.

Tens

Ones



Tens

Ones

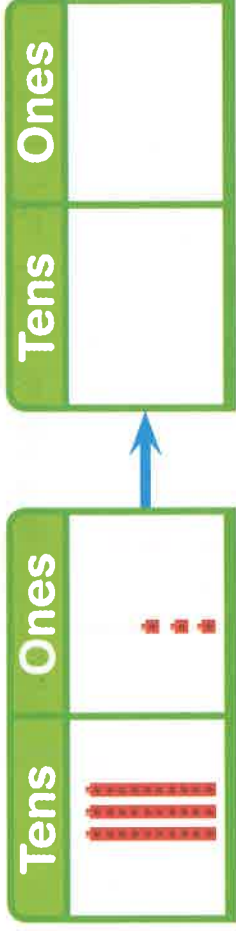


Name _____

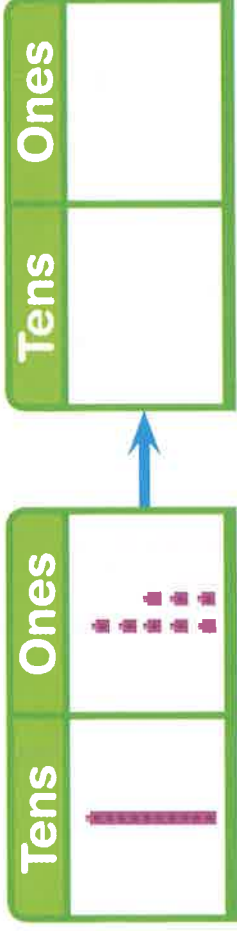
Independent Practice

Count the tens and ones. Then write the numbers.

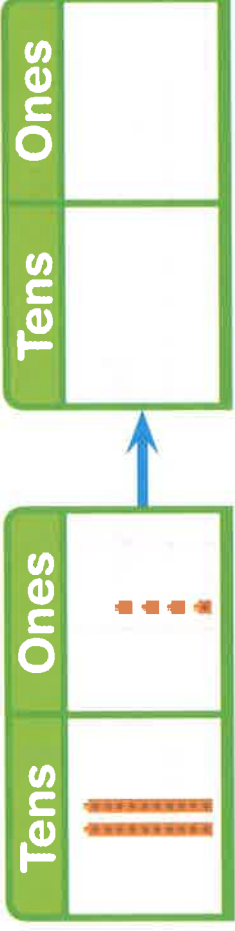
3.



4.



5.



Draw a picture to solve.
Write the number.

6. **Higher Order Thinking** Mary has a

number. It has the same number of tens and ones. What could Mary's number be?

7. **MP.4 Use Tools** Sam has juice boxes at his party. There are 4 packages of 10 and 8 extra juice boxes.

How many juice boxes are there in all?

Write the number of tens and ones. Then write the total number of juice boxes.

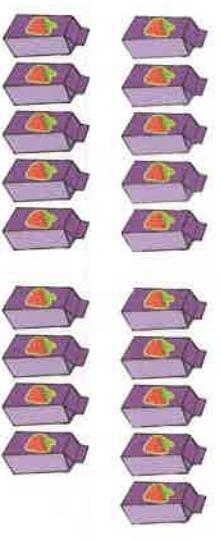
Tens	Ones

_____ juice boxes

8. **Higher Order Thinking** Draw a picture to show a number greater than 25 and less than 75. Then write the number.

My number is _____.

9. **Assessment** There are 19 juice cartons. Which model shows the number of juice cartons?



☐

Tens	Ones
1	9

☐

Tens	Ones
3	4

☐

Tens	Ones
2	9

☐

Tens	Ones
9	1

Name _____



How can you use place-value blocks to find the number that comes after 12? What about the number that comes before 12? Show your work. Write the numbers.



Step Up to Grade 1

Lesson 10

1 More, 1 Less;
10 More, 10 Less

I can ...

find numbers that are more or less than a given number.

Content Standards 1.NBT.B.3,
1.NBT.C.5
Mathematical Practices MP.2,
MP.5, MP.6, MP.8

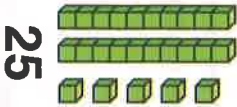


The number after 12 is _____.

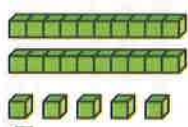
The number before 12 is _____.

Show 1 **more**.

1 more than
25 is 26.



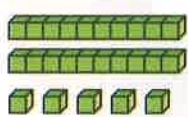
25



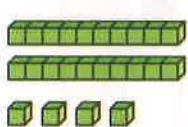
26

Show 1 **less**.

1 less than
25 is 24.



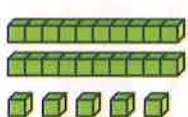
25



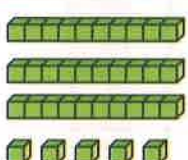
24

Show 10 **more**.

10 more than
25 is 35.



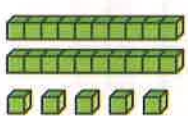
25



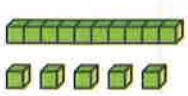
35

Show 10 **less**.

10 less than
25 is 15.



25



15

Do You Understand?

Show Me! How can you find 10 more than a number?

☆ Guided Practice ☆

Complete each sentence. Use place-value blocks if needed.

1. 34

1 more than 34 is 35.

1 less than 34 is 33.

10 more than 34 is 44.

10 less than 34 is 24.

2. 14

1 more than 14 is _____.

1 less than 14 is _____.

10 more than 14 is _____.

10 less than 14 is _____.

Name _____

Independent Practice

Complete each sentence. Use place-value blocks if needed.

3. **71**

I more than 71 is _____.

I less than 71 is _____.

10 more than 71 is _____.

10 less than 71 is _____.

4. **50**

I more than 50 is _____.

I less than 50 is _____.

10 more than 50 is _____.

10 less than 50 is _____.

5. **19**

I more than 19 is _____.

I less than 19 is _____.

10 more than 19 is _____.

10 less than 19 is _____.

6. **49**

I more than 49 is _____.

I less than 49 is _____.

10 more than 49 is _____.

10 less than 49 is _____.

7. **85**

I more than 85 is _____.

I less than 85 is _____.

10 more than 85 is _____.

10 less than 85 is _____.

8. **42**

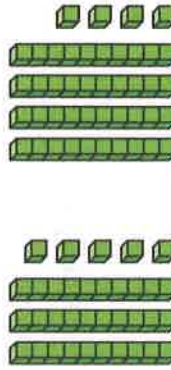
I more than 42 is _____.

I less than 42 is _____.

10 more than 42 is _____.

10 less than 42 is _____.

9. **Higher Order Thinking** Circle the picture that shows 10 more than 34. Explain how you know.

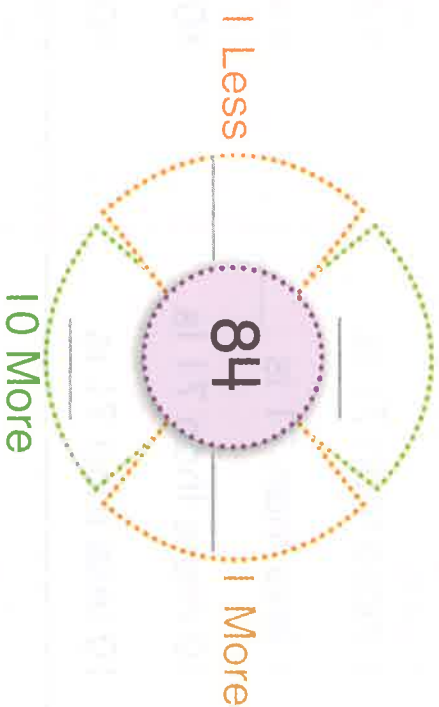


Math Practices and Problem Solving

Solve each problem below.

10. **MP.8 Generalize** Marlon wants to write instructions to tell his friend how to find 10 more than any number. What instructions should Marlon write?

11. **Number Sense** Fill in the missing numbers. Use place-value blocks to help you.



12. **Higher Order Thinking** Write and solve a riddle for a number greater than 70 and less than 90. Use “1 more than” and “1 less than” or “10 more than” and “10 less than” as clues.

Clues: _____

13. **Assessment** Match each number with its description.

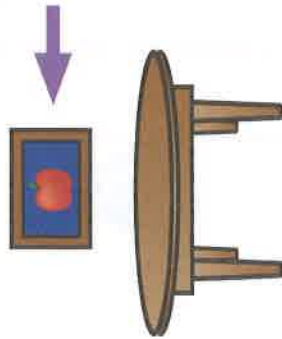
- | | |
|----|-----------------|
| 38 | 10 more than 23 |
| 3 | 1 less than 19 |
| 18 | 1 more than 37 |
| 33 | 10 less than 13 |
| 65 | 10 more than 55 |

My number is _____.

Glossary

A

above



add

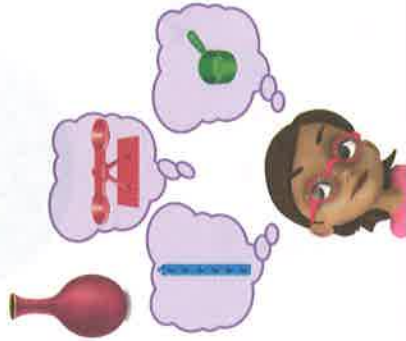


$$3 + 2 = 5$$

addition sentence

3 and 5 is 8.

attribute

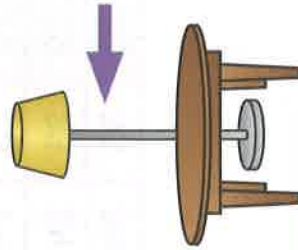


B

balance scale



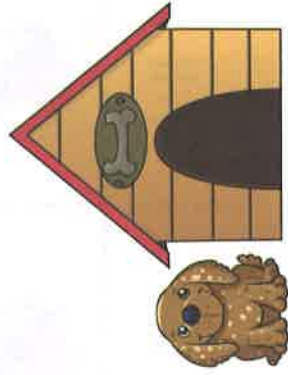
behind



below



beside



break apart



$$6 - 3 = 3$$

C

capacity



category



II



III

chart



II



III

circle



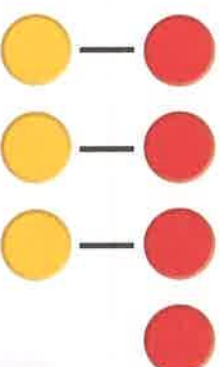
classify



column

1	2	3	4	5
11	12	13	14	15
21	22	23	24	25
31	32	33	34	35

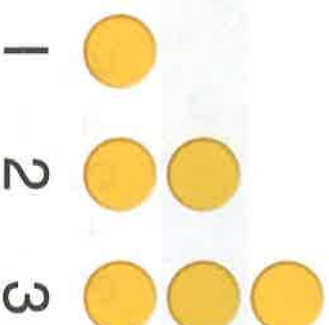
compare



cone



count



cube



cylinder



D

decade

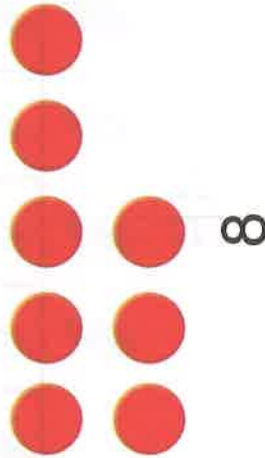
1	2	3	4	5	6	7	8	9	10
11	12	13	14	15	16	17	18	19	20
21	22	23	24	25	26	27	28	29	30
31	32	33	34	35	36	37	38	39	40
41	42	43	44	45	46	47	48	49	50
51	52	53	54	55	56	57	58	59	60
61	62	63	64	65	66	67	68	69	70
71	72	73	74	75	76	77	78	79	80
81	82	83	84	85	86	87	88	89	90
91	92	93	94	95	96	97	98	99	100

difference

↓
 $8 - 3 = 5$

E

eight

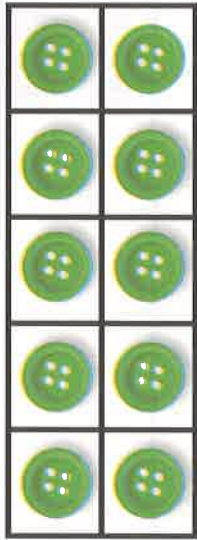


eighteen

★	★	★	★	★	★
★	★	★	★	★	★
★	★	★	★	★	
★	★	★	★		

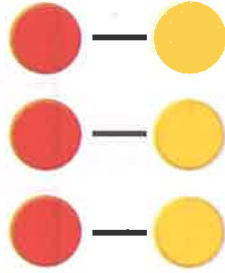
18

eleven



11

equal



equal sign (=)

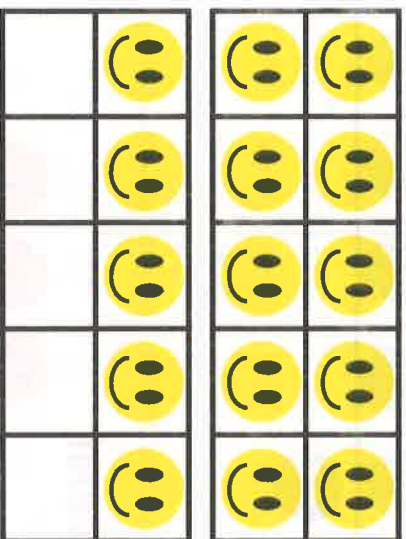
↓
 $4 + 3 = 7$

equation

$5 + 3 = 8$
↓ ↓
 $8 = 8$

F

fifteen



15

five



5

flat surface

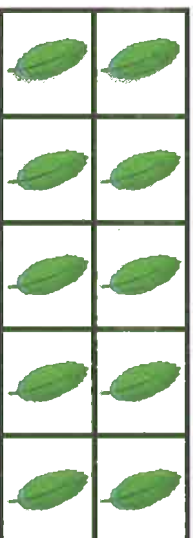


four



4

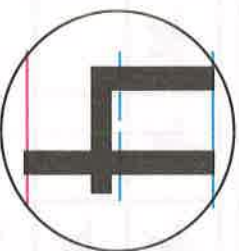
fourteen



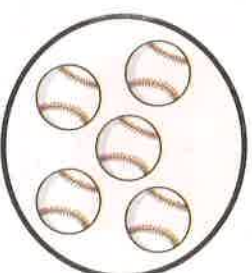
14

G

greater than



group

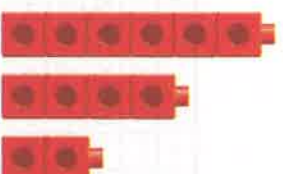


H

heavier



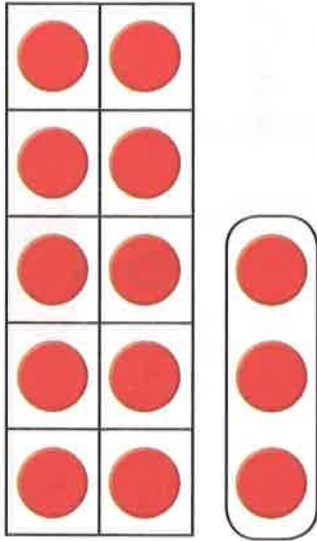
height



hexagon



How many more?



hundred chart

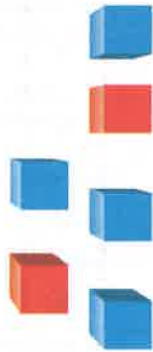
column

1	2	3	4	5	6	7	8	9	10
11	12	13	14	15	16	17	18	19	20
21	22	23	24	25	26	27	28	29	30
31	32	33	34	35	36	37	38	39	40
41	42	43	44	45	46	47	48	49	50
51	52	53	54	55	56	57	58	59	60
61	62	63	64	65	66	67	68	69	70
71	72	73	74	75	76	77	78	79	80
81	82	83	84	85	86	87	88	89	90
91	92	93	94	95	96	97	98	99	100

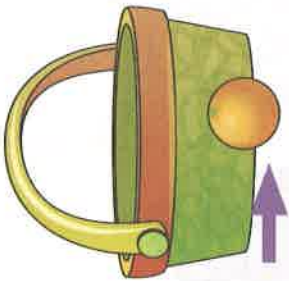
row

I

in all

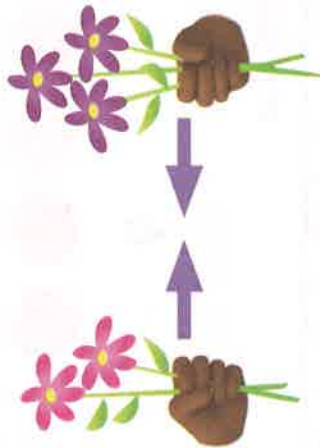


in front of



J

join



L

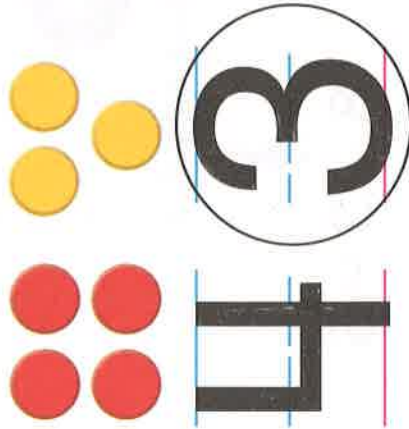
left



length



less than



lighter



longer

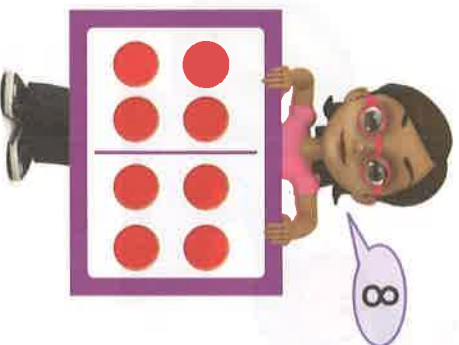


M

minus sign (-)

$$8 - 3 = 5$$

model

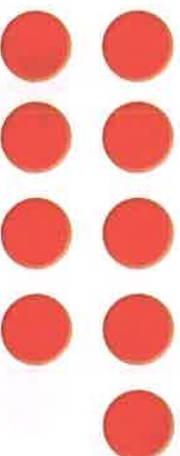


N

next to

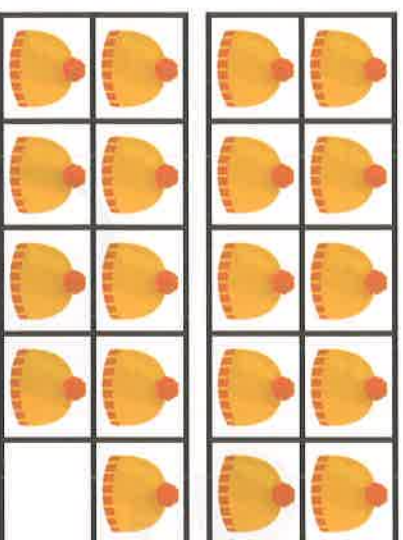


nine



9

nineteen



19

none



0

number

0 1 2 3 4 5



one



1

ones

5	6	7	8	9	10
15	16	17	18	19	20
25	26	27	28	29	30

operation

$$4 \oplus 2 = 6$$

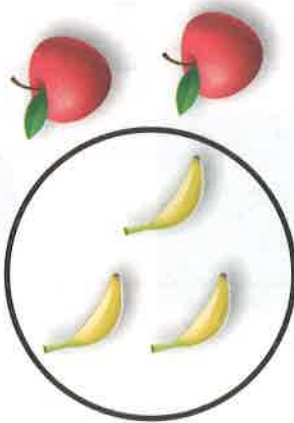
$$4 \ominus 2 = 2$$

order

0 → 1 → 2 → 3 → 4 → 5

P

part



pattern

10 20 30 40 50

plus sign (+)



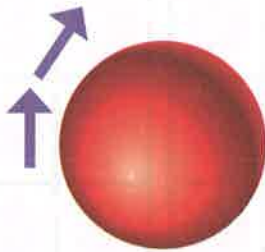
$$3 + 1 = 4$$

R

rectangle



roll

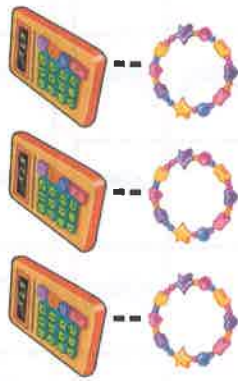


row

1	2	3	4	5
11	12	13	14	15
21	22	23	24	25
31	32	33	34	35

S

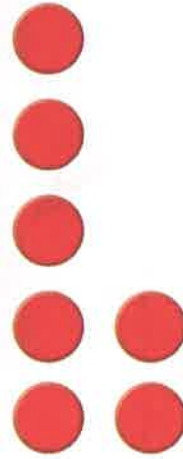
same number as



separate

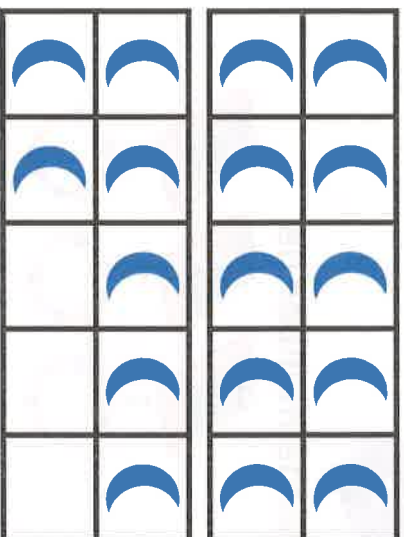


seven



7

seventeen

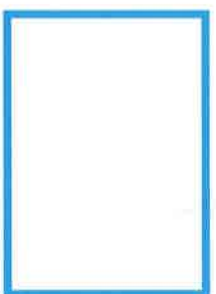


17

shorter



side

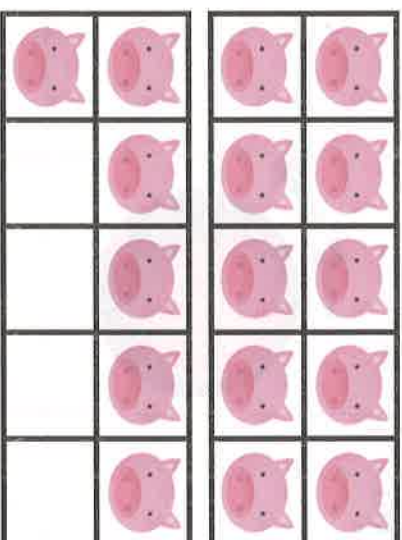


six



6

sixteen

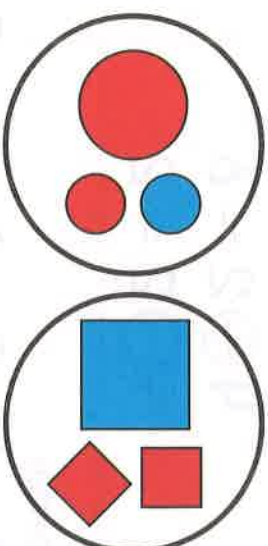


16

slide



sort



sphere



square



stack



subtract



$$3 - 1 = 2$$

subtraction sentence

4 take away 3 is 1.

sum

$$2 + 3 = 5$$

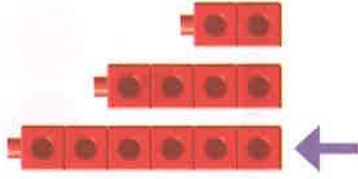


T

take away



taller



tally mark

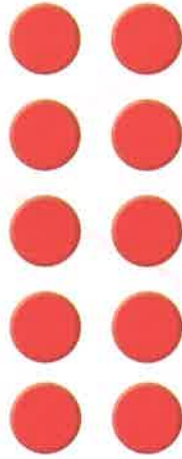


||



|||

ten

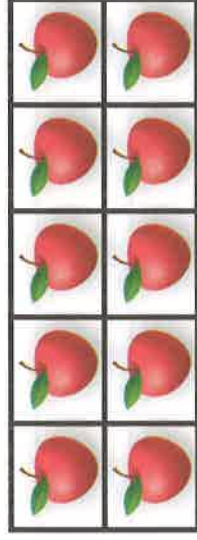


10

tens

5	6	7	8	9	10
15	16	17	18	19	20
25	26	27	28	29	30

thirteen



13

three

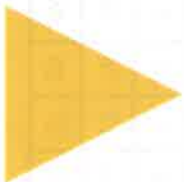


3

three-dimensional shape



triangle

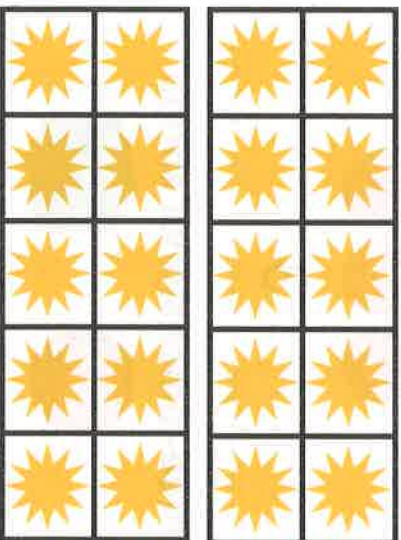


twelve



12

twenty



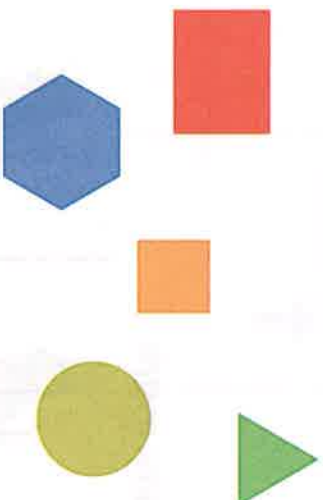
20

two



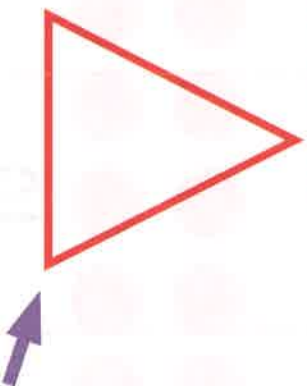
2

two-dimensional shape



V

vertex/vertices



W

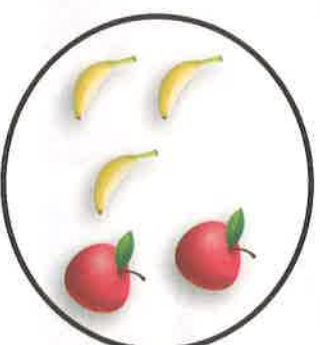
weights



weight



whole



Z

zero

0