

Teachers Guide

Volume 1 Module 5



Module 5

Ten & More

Major Instructional Targets

- Identify whether the number of objects in one group is greater than, less than, or equal to the number of objects in another group for groups of up to 10 objects
- Decompose numbers less than or equal to 10 into pairs in more than one way
- Decompose numbers from 11 to 19 into a group of 10 and some 1s
- Use an equation to represent any number from 11 to 19 as the sum of 10 and some more 1s
- Solve addition and subtraction problems by counting on and counting back
- Add within 20
- Count and write forward and backward numeral sequences within 100
- Demonstrate an understanding that 10 can be thought of a bundle or group of 10 ones, called a ten
- Demonstrate an understanding that numbers from 11 to 19 are composed of a ten and some more ones
- Demonstrate an understanding that multiples of 10 from 10 to 90 refer to some number of tens and 0 ones
- Compare pairs of 2-digit numbers
- Add a 1-digit number and a 2-digit number

Recommended Grade Level for Starting Intervention

- Mid grade 1

Planner

Session	Warm-Up 1	Warm-Up 2	Warm-Up 3	Activity
21 Ten & More Tally Match	Start & Stop Counting with Numeral Writing	Ten-Frames with Unifix Cubes	N/A	Ten & More Tally Match
22 Ten & More		Ten-Frames with Finger Formations	More & Less with Ten-Frames	Ten & More
23 Ten & More Bingo		Cubes & Equations		Ten & More Bingo
24 Tens & Ones		More Cubes & Equations	More & Less with Number Cards	Place Value Match
Assessment Skills & Concepts Assessed				
Session 25 Progress Monitoring 1-5	<ul style="list-style-type: none">• For any number from 1 to 9, find the number that makes 10 when added to that number• Add within 20• Count within 120, starting at any number less than 120• Write numerals to 60 or more• Demonstrate an understanding that 10 can be thought of a bundle or group of 10 ones, called a ten• Demonstrate an understanding that numbers from 11 to 19 are composed of a ten and some more ones			

Materials Preparation

Type	Items & Notes	Done
Copies	Make copies of each print original according to the instructions at the top of the page.	
Cards, Mats & Spinners	<p><i>If you are making cards, mats, and spinners from the collection of component originals, refer to pages noted below for information about copying and assembly.</i></p> <p>Numeral Cards C2–C14</p> <p>Number & Dot Frame Cards C18–C23</p> <p>Numbers to Ten Counting Mat, Ten-Frame Side C25</p> <p>Blank Number Line to Twenty Mat C37</p> <p>Ten-Frame Pair-Wise Display Cards C38–C43</p> <p>Ten & More Tally Match Cards C44–C45</p> <p>Place Value Match Cards C46–C47</p>	

See the Preparation section of the Volume 1 Introduction for information about general classroom materials, game supplies, and math manipulatives needed for activities in this and other modules.

Session 21

Ten & More Tally Match

Materials

Cards, Mats & Spinners	Other Materials	Print Originals
<ul style="list-style-type: none"> Numeral Cards (1 each 9–95 for warm-up; 1 each 11–19 for Ten & More Tally Match) Numbers to Ten Counting Mats, Ten-Frame Side, 1 per student Blank Number Line to Twenty Mats, 1 per student Ten-Frame Pair-Wise Display Cards Ten & More Tally Match Cards 	<ul style="list-style-type: none"> dry-erase markers (1 per student) Unifix cubes (10 same-color cubes per student, a different color for each student) 	P1–P2 Can You Find the Match?

Copy instructions are located at the top of each print original.

Warm-Up 1 Start & Stop Counting with Numeral Writing

You'll need the Numeral Cards for 1, 8, 9, 10, 15, 21, 35, 38, 43, 46, 86, and 95 for this warm-up.

- Distribute Blank Number Line to Twenty Mats and dry-erase markers to each student. Let them know that they'll use these to practice start and stop counting while writing the number sequences.
- Show the Numeral Cards for 9 and 21 and have students choral count from 9 to 21. Then, ask them to write these numbers in order on their mats.

- Have students erase their mats.
- Repeat steps 2 and 3 for the counting sequence from 35 to 43, then again with the counting sequence from 86 to 95. Then, repeat the process with some backward sequences: 10 to 1, 15 to 8, and 46 to 38.

SUPPORT If needed, adjust the ranges to meet your students' needs. Particularly when having students work with backward sequences, make sure they understand which card shows the 'start' number and which shows the 'stop' number.

Warm-Up 2 Ten-Frames with Unifix Cubes

- Distribute Unifix cubes and Numbers to Ten Counting Mats to the students, and let them know that they'll use them to practice building numbers.
- Show the students the Ten-Frame Pair-Wise Display Card for 4. Ask them to place cubes on their mats to match the ten-frame card. Ask: *How many dots do you see?*
- Have students build 1 *more* than the number shown. Ask: *How many cubes do you have now?* When there is consensus on the number of cubes, ask some students to explain how they know that they have 1 more.
- Show another card and ask students to build the number on their mats. Then, ask them to build 1 *less* than the number shown. Ask: *How many cubes do you have now?* When there is consensus on the number of cubes, ask some students to explain how they know that they have 1 less.

Instructional Goals

Decompose numbers from 11 to 19 into a group of 10 and some 1s

Solve addition and subtraction problems by counting on and counting back

Add within 20

Count and write forward and backward numeral sequences within 100

Demonstrate an understanding that 10 can be thought of a bundle or group of 10 ones, called a ten

Demonstrate an understanding that numbers from 11 to 19 are composed of a ten and some more ones

- 5 Continue to show the Ten-Frame Pair-Wise Display cards in random order while students first build the quantity with cubes, then build 1 more or 1 less than the number shown. After each card or change in quantity, ask how they know they have the correct amount (that the quantity is 1 more or 1 less).

SUPPORT Watch for students who are removing all of the cubes each time a new card is shown rather than building on or taking from the current amount. Ask if there is a more efficient way to build the number.

SUPPORT For students who are having difficulty with 1 more/1 less, write the numbers 1–10 on a Blank Number Line to 10 Mat and help make the connections between 1 more/number after and 1 less/number before.

Activity Ten & More Tally Match

Before conducting this game (which is played like Concentration or Memory), shuffle the Numeral Cards for 11–19 together with the Ten & More Tally Match Cards to create a deck of 18 cards.

- 1 Ask students to look at the tallies on some of the Ten & More Tally Match Cards and share what they notice about them. Facilitate the conversation so it calls attention to how the marks are organized into groups of 5 and 10, plus some more.
- 2 Lay out all of the cards face-down in the work area. Then, model taking a turn:
 - Turn over two cards and name the tally mark quantity or numeral.
 - Discuss each card as *ten and some more* and write the matching equation.

For example, if you turn over the number card 13, discuss and write $10 + 3 = 13$. When a tally card is turned over, discuss how it shows two sets of five tally marks, $5 + 5 = 10$, and the bottom row shows more tallies, $10 + 3 = 13$.



$$\begin{array}{r} 10 \\ + 3 \\ \hline 13 \end{array}$$

$$10 + 3 = 13$$

- 3 If the cards match (tally marks and numeral) you take both cards. If the cards do not match, turn them back over.
- 4 Invite each of the students to take a turn. Continue playing until all the pairs have been matched. Then shuffle the cards, lay them out face-down, and play again.

Practice Page Can You Find the Match?

Assign a Can You Find the Match? Practice Page, and continue to explore student thinking about how they know how many are there.

Encourage five and more thinking as students match quantities shown on five-wise ten-frames to quantities shown with tally sticks.

Questioning Strategies

Suggested questions to ask students during the Ten & More Tally Match activity include:

What did you turn over?

Where is the ten?

Is it a match?

How do you know?

Session 22

Ten & More

Materials

Cards, Mats & Spinners	Other Materials	Print Originals
<ul style="list-style-type: none"> Numeral Cards (1 each 9–99) Number & Dot Frame Cards Blank Number Line to Twenty Mats, 1 per student Ten-Frame Pair-Wise Display Cards 	<ul style="list-style-type: none"> dry-erase markers (1 per student) 3" × 3" sticky notes 1 ½" × 2" sticky notes (optional) 	<p>P3–P4 Ten & More Record Sheets</p> <p>P5–P6 Dots 11–20</p>

Copy instructions are located at the top of each print original.

Warm-Up 1 Start & Stop Counting with Numeral Writing

Choose 3 or 4 counting sequences, both forward and backward, based on student proficiency. Locate the Numeral Cards for that show the start and stop numbers for these sequences.

- Distribute Blank Number Line to Twenty Mats and dry-erase markers to each student. Show the Numeral Cards for your first start and stop counting sequence and have students choral count the sequence. Then, ask them to write the numbers in the sequence in order on their mats.
As students work, circulate to check for both correct counting sequence as well as writing the numerals correctly (e.g., that seventeen is written as 17, not 71).
- Have students erase their mats, then repeat the process described in step 1 for the other counting sequences you have chosen.
Particularly when having students work with backward sequences, make sure they understand which card shows the ‘start’ number and which shows the ‘stop’ number.
SUPPORT Highlight patterns and place value relationships among each number family, especially when crossing decade numbers forward (e.g., 49 to 50) and back (e.g., 60 to 59).

Warm-Up 2 Ten-Frames with Finger Formations

- Show the Ten-Frame Pair-Wise Display Cards for even numbers (2, 4, 6, 8, and 10) in random order. For each card, ask students how many dots they see and to show that quantity with their fingers. Then ask them to say the Doubles fact out loud (e.g., “4 + 4 makes 8”).
Encourage students to pop up their fingers rather than counting from 1 each time.

Warm-Up 3 More & Less with Ten-Frames

- Mix up the set of Ten-Frame Pair-Wise Display Cards and place them face-down in a stack. Draw two cards and set them down side-by-side, face-up. Ask: *Which card has more? Which has less? How do you know?*
- Model how to write an inequality statement describing the two cards using the greater than and less than symbols.
SUPPORT When using the greater than or less than symbols, show students how to draw two dots beside the number that is greater and one dot beside the number that is less, and then connect the dots.
- Continue to turn over two cards at a time, comparing them orally and in writing.



Instructional Goals

Use an equation to represent any number from 11 to 19 as the sum of 10 and some more 1s

Add within 20

Count and write forward and backward numeral sequences within 100

Demonstrate an understanding that 10 can be thought of a bundle or group of 10 ones, called a ten

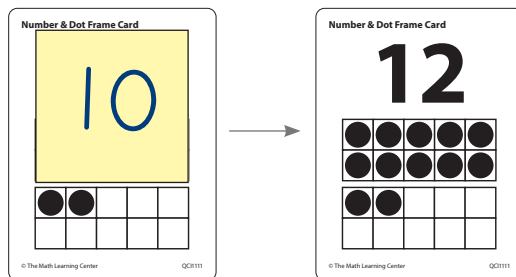
Demonstrate an understanding that numbers from 11 to 19 are composed of a ten and some more ones

Activity Ten & More

Prior to this activity, place sticky notes (3" × 3") on Number & Dot Frame Cards 12, 13, and 18, covering the numeral and top filled ten-frame as shown below. Write the numeral 10 on each sticky note. If you like, you can prepare the rest of the Number & Dot Frame Cards the same way at this time; they can be used for support while students work on the Ten & More Record Sheet (see below).

SUPPORT Depending on your students' needs, you might consider covering the top (full) ten-frames on a student's Ten & More Record Sheet with a 1 ½" × 2" sticky note marked with the numeral 10, just as you are doing with the Number & Dot Frame Cards. Students can refer to the numeral for help writing the equation, and lift the sticky note to count the dots in the ten-frame.

- 1 Display the Number & Dot Frame Card for 12. Ask how many dots there are in all if 10 dots are hiding behind the sticky note. Lift the sticky note to verify.



Teacher I have 10 (pointing to the numeral 10 on the sticky note) and 2 more dots. *How many dots in all?*

Student That's easy! 10... 11, 12.

Teacher Let's see what's under the sticky note. —You're right! 10 and 2 more is 12.

- 2 Write $10 + 2 = 12$ where everyone can see it, and ask students to share observations about the relationship between this equation and what they see on the card.
- 3 Repeat steps 1 and 2 with the cards for 13 and 18. Each time, ask students to help you write an equation to represent what they see on the card.

SUPPORT Screening the filled ten-frame encourages students to move away from counting by ones and supports the place-value structure of teen numbers as a group of ten and more ones.

- 4 Provide each student with a Ten & More Record Sheet. Read the instructions aloud and, if needed, work through writing an equation for the first set of ten-frames together as a group. Once students know what to do, invite them to go to work.

SUPPORT Use the screened Number & Dot Frame Cards to help students write equations.

Practice Page Dots 11–20

Assign a Dots 11–20 Practice Page. Explore student thinking about how they know how many dots there are. Encourage students to think “ten and some more.”

Questioning Strategies

Productive questions for the Ten & More activity include:

How many dots?

How many in all if 10 are hiding behind the sticky note?

How many in all?

How do you know?

In the equation where do you see the 10?

Where do you see the ___?

Session 23

Ten & More Bingo

Materials

Cards, Mats & Spinners	Other Materials	Print Originals
<ul style="list-style-type: none"> Numeral Cards (see Warm-Up 1) Number & Dot Frame Cards (11–19) Blank Number Line to Twenty Mats, 1 per student Numbers to Ten Counting Mat Ten-Frame Pair-Wise Display Cards 	<ul style="list-style-type: none"> dry-erase markers (1 per student) 10 same-color Unifix cubes student whiteboards, markers, and erasers 3" × 3" sticky notes game markers (10 same-color markers per student) 	<p>P7–P8 Count the Spots</p> <p>P9 Ten & More Bingo Boards</p>

Copy instructions are located at the top of each print original.

Warm-Up 1 Start & Stop Counting with Numeral Writing

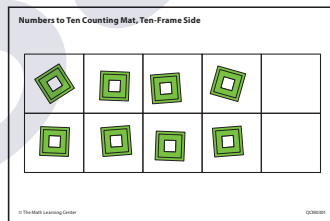
Choose 3 or 4 counting sequences, both forward and backward, based on student proficiency.

Locate the Numeral Cards for that show the start and stop numbers for these sequences.

- Distribute Blank Number Line to Twenty Mats and dry-erase markers to each student. Show the Numeral Cards for your first start and stop counting sequence and have students choral count the sequence. Then, ask them to write the numbers in the sequence in order on their mats.
As students work, circulate to check for both correct counting sequence as well as writing the numerals correctly (e.g., that seventeen is written as 17, not 71).
- Have students erase their mats, then repeat the process described in step 1 for the other counting sequences you have chosen.
SUPPORT Particularly when having students work with backward sequences, make sure they understand which card shows the ‘start’ number and which shows the ‘stop’ number.
SUPPORT Highlight patterns and place value relationships among each number family, especially when crossing decade numbers forward (e.g., 49 to 50) and back (e.g., 60 to 59).

Warm-Up 2 Cubes & Equations

- Have a student pass out whiteboards, markers, and erasers while you arrange 8 Unifix cubes—4 in each row—on the ten-frame side of a Numbers to Ten Counting Mat.



- Ask students to write an equation on their boards to show how many cubes are on the counting mat. Invite volunteers to share their equations with the group.

Teacher What equation did you write about the cubes on the ten-frame?

Student Well, there were 4 on top and 4 on the bottom, so I did $4 + 4 = 8$.

Teacher Did anyone have a different equation?

Student I looked at how they go up and down, so I put $2 + 2 + 2 + 2 = 8$.

- Repeat with 6 (3 in each row) and 10 (5 in each row).

Instructional Goals

Decompose numbers less than or equal to 10 into pairs in more than one way

Use an equation to represent any number from 11 to 19 as the sum of 10 and some more 1s

Add within 20

Count and write forward and backward numeral sequences within 100

Demonstrate an understanding that 10 can be thought of a bundle or group of 10 ones, called a ten

Demonstrate an understanding that numbers from 11 to 19 are composed of a ten and some more ones

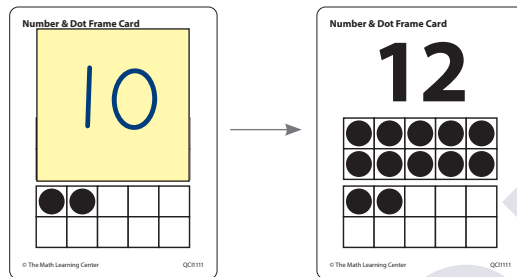
Warm-Up 3 More & Less with Ten-Frames

- Mix up the set of Ten-Frame Pair-Wise Display Cards and place them face-down in a stack. Draw two cards and set them down side-by-side, face-up.
Ask: Which card has more? Which has less? How do you know?
- Model how to write an inequality statement describing the two cards using the greater than and less than symbols.
SUPPORT When using the greater than or less than symbols, show students how to draw two dots beside the number that is greater and one dot beside the number that is less, and then connect the dots.
- Continue to turn over two cards at a time, comparing them orally and in writing.



Activity Ten & More Bingo

Prepare the Number & Dot Frame Cards and sticky notes as you did in Session 22, placing a sticky note over the numeral and the top ten-frame of each card.



- Mix up the prepared cards and place them face-down in a stack. Give each student a Ten & More Bingo Board and ten game markers. Choose one side of the game board for the students, and explain that the other side will be for you.
Students can use Unifix cubes, game markers, bingo daubers, or crayons to mark their bingo boards. If they mark on the boards, you'll need an extra set to use to play the game a second time.
- Turn over one of the Number & Dot Frame Cards. Ask students: *How many dots in all? How do you know?* Ask them to place a marker on the matching number on their bingo board. Do the same on your board.
- Lift the sticky note to verify the number, then write the equation ($16 = 10 + 6$) on a whiteboard, making a record of the numbers used so far.
- Repeat the process of turning over a card, placing markers, and writing equations until one team wins the game by covering three numbers in a row in any direction. Play another round if time permits.
As students get comfortable with the process, have them write the equations on their own whiteboards to record the numbers used so far.

Practice Page Count the Spots

Assign a Count the Spots Practice Page. As students trace the teen numbers, discuss how each number is ten and some more: 10 and 1 is 11, 10 and 2 is 12 ... 10 and 9 is 19, and 2 tens is 20. When counting the dot cards, encourage “ten and more” thinking by having them say “10” and count on to determine the total.

SUPPORT Version A of this page has the top ten-frames “covered” with the number 10. When using Version B, you can use sticky notes to screen the top ten-frame in the same way, revealing the ten-frame as needed for students who need to count the dots.

Session 24

Tens & Ones

Materials

Cards, Mats & Spinners	Other Materials	Print Originals
<ul style="list-style-type: none"> Numeral Cards (see Warm-Up 1) Blank Number Line to Twenty Mats, 1 per student Numbers to Ten Counting Mat Place Value Match Cards 	<ul style="list-style-type: none"> dry-erase markers (1 per student) 10 same-color Unifix cubes student whiteboards, markers, and erasers 	P10–P11 Numbers & Ten-Frames

Copy instructions are located at the top of each print original.

Warm-Up 1 Start & Stop Counting with Numeral Writing

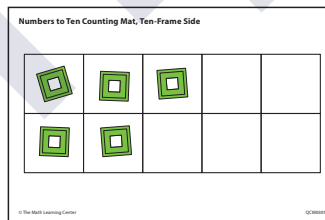
Choose 3 or 4 counting sequences, both forward and backward, based on student proficiency.

Locate the Numeral Cards for that show the start and stop numbers for these sequences.

- Distribute Blank Number Line to Twenty Mats and dry-erase markers. Show the Numeral Cards for the first start and stop counting sequence, and ask students to write the numbers in the sequence in order on their mats.
As students work, circulate to check for both correct counting sequence as well as writing the numerals correctly (e.g., that seventeen is written as 17, not 71).
- Have students erase their mats, then repeat the process described in step 1 for the other counting sequences you have chosen.
SUPPORT Particularly when having students work with backward sequences, make sure they understand which card shows the 'start' number and which shows the 'stop' number.

Warm-Up 2 More Cubes & Equations

- Have a student pass out whiteboards, markers, and erasers while you arrange 5 Unifix cubes—3 in the top row and 2 on the bottom—on the ten-frame side of a Numbers to Ten Counting Mat.
- Ask students to write an equation on their boards to show how many cubes are on the counting mat. Invite volunteers to share their equations with the group.



Teacher What did you write to tell about the cubes on the ten-frame?

Student I saw 3 on top and 2 on the bottom, so I went $3 + 2 = 5$.

Teacher Did anyone have a different equation?

Student I saw 4 in a square and then 1 more, so I put $4 + 1 = 5$.

- Repeat with 7 (4 on top and 3 on the bottom) and 9 (5 on top and 4 on the bottom).

Warm-Up 3 More & Less with Number Cards

Before you conduct this warm-up, locate the Numeral Cards for 10, 17, 18, 23, 31, 32, 40, 44, and 50. These are the same cards you'll use in this session's Activity, Place Value Match.

- Place the selected Numeral Cards face-down in a stack in the work area.
- Draw two cards and set them down side-by-side, face-up. Ask students: Which card has more? Which card has less? How do you know? Write the inequality statement for the students to see (e.g., $23 < 44$).

Instructional Goals

Decompose numbers less than or equal to 10 into pairs in more than one way

Add within 20

Count and write forward and backward numeral sequences within 100

Demonstrate an understanding that 10 can be thought of a bundle or group of 10 ones, called a ten

Demonstrate an understanding that numbers from 11 to 19 are composed of a ten and some more ones

Demonstrate an understanding that multiples of 10 from 10 to 90 refer to some number of tens and 0 ones

Compare pairs of 2-digit numbers

Add a 1-digit number and a 2-digit number

Activity Place Value Match

Place Value Match is another Concentration-type game. Shuffle the Numeral Cards for 10, 17, 18, 23, 31, 32, 40, 44, and 50 together with the Place Value Match Cards to make a deck of 18 cards.

- 1 Distribute whiteboards and markers. Then, display and discuss a few of the Place Value Match Cards to develop familiarity with how they show one or more tens and some more.
 - Display the Place Value Match Card for 18 and discuss how it shows one stack of 10 and 8 more. Write this as an equation, showing expanded form as $10 + 8 = 18$, and invite students to do the same on their whiteboards.
 - Next, display the card for 23. Ask students how many 10s they see on this card. Discuss this card as two stacks of 10 (20) and 3 more. Write $20 + 3 = 23$ and invite them to do the same.
 - Repeat this process for the cards that show 31 and 44.
- 2 Shuffle the Place Value Match Cards with the selected Numeral Cards, then lay out the individual cards face-down in the work area. Model turning over two cards and naming the numeral or quantity.

Teacher (Turning over first card) This one says 23. *How many tens is that? How many ones? How do you know?* (Turning over second card) *How many stacks of ten? Let's count 10, 20, 30, 40. Is 4 tens more or less than 2 tens? How do you know?*

- 3 Invite a student to turn over two cards and name the numeral or cube quantity on each card. Discuss each card as tens and some more. If the card values match, the student takes both cards. If the cards do not match, turn them back over.



- 4 Have students continue to take turns turning over two cards, naming the quantities, deciding if they match, and taking cards when they do match, until all the pairs have been found.

Practice Page Numbers & Ten-Frames

Assign a Numbers & Ten-Frames Practice Page, and continue to explore student thinking about how they know “how many.” Encourage “ten and more” thinking.

SUPPORT Version A of this page has the top ten-frames “covered” with the number 10. When using Version B, you can use sticky notes to screen the top ten-frame in the same way, revealing the ten-frame as needed for students who need to count the dots.

Questioning Strategies

Ask the following questions during the Place Value Match activity as students are discussing the cards:

What did you turn over?

How many tens?

How many ones?

How do you know?

Session 25

Progress Monitoring 1-5

Materials

Cards, Mats & Spinners	Print Originals
<ul style="list-style-type: none"> Number & Dot Frame Cards (11, 13, 15, 18) with numerals covered by sticky notes slip of paper to screen frames on the Number & Dot Frame Cards (for support suggestion) 	P12 Numeral Writing Record Sheet P13 Progress Monitoring 1-5 Scoring Guide Student Progress Monitoring Record, Volume 1 (Module 1 Print Originals, P1–P2)

Copy instructions are located at the top of each print original.

Part 1 Individual Interview

Before conducting interviews, prepare your Number & Dot Frame Cards for 12, 15 and 18 by using sticky notes to cover the numerals so students will see only the two ten-frames on each card.

While other students are working on one of the previous games or activities (or the Written Numeral Writing activity in Part 2 below), assess each student on the following skills.

- Say: *Count forward by ones starting at 25 until I say stop. Stop the count at 37.*
Repeat the process starting at 59 and stop the count at 71.
- Display the prepared Number & Dot Frame Card for 13 and ask: *How many dots on top?* Then ask: *How many dots on the bottom?* Then ask: *How many dots in all?* Record the student's responses.
Repeat with cards for 11, 15 and 18.
SUPPORT If the student counts dots by 1s, screen the bottom ten-frame and ask: *How many are in the top ten-frame?* Then reveal the bottom ten-frame and ask: *Now how many in all?*
- Say to the student: *If we had 4 dots, how many more would it take to make 10?*
Repeat with 2, 9, and 5. Record the student's responses.

Part 2 Written Numeral Writing

Have students begin writing at the number 10 less than their personal best from the week before. For example, if a student writes to 45, this student may start at 35.

- Give each student their personal starting number and a Numeral Writing Sheet. Say: *Write the number I give you in the first box. Then keep writing the numbers you know. Write one number in each box.*

Scoring

Use the Progress Monitoring 1-5 Scoring Guide to determine scores. Use copies of the Student Progress Monitoring Record (found in the Module 1 Print Originals) to track individual students' progress.

Instructional Goals

For any number from 1 to 9, find the number that makes 10 when added to that number

Add within 20

Count within 120, starting at any number less than 120

Write numerals to 60 or more

Demonstrate an understanding that numbers from 11 to 19 are composed of a ten and some more ones

Sample

Print Originals

Volume 1 Module 5



Sample

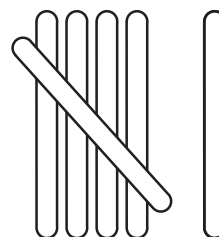
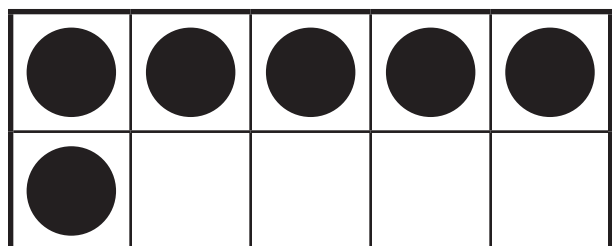
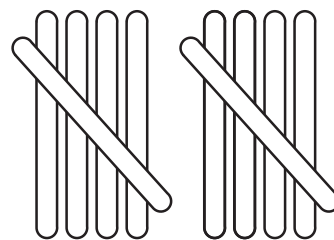
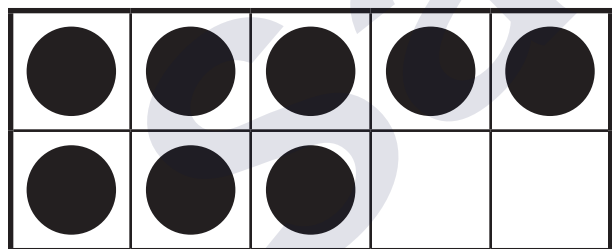
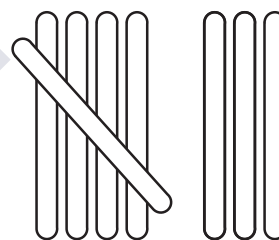
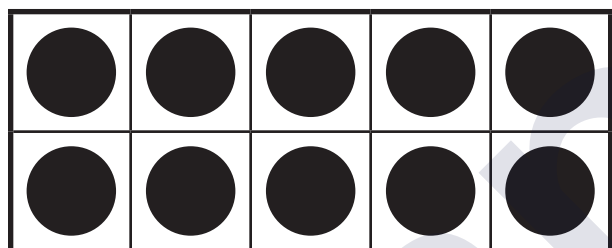
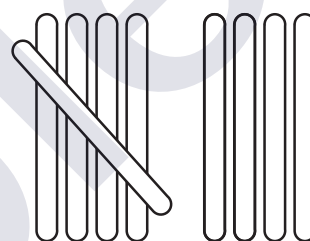
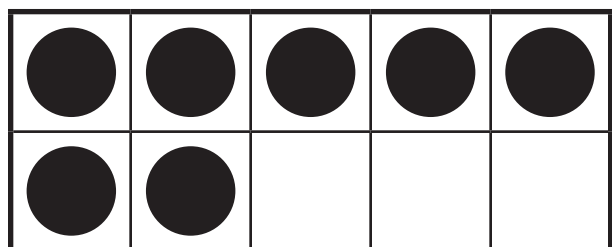
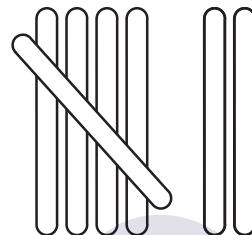
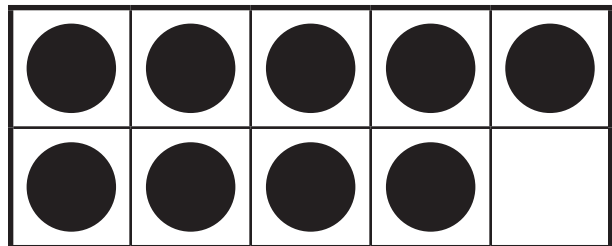
NAME _____

DATE _____



Can You Find the Match? Version A

Draw a line from the ten-frame to the tally sticks that match.



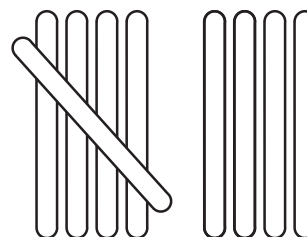
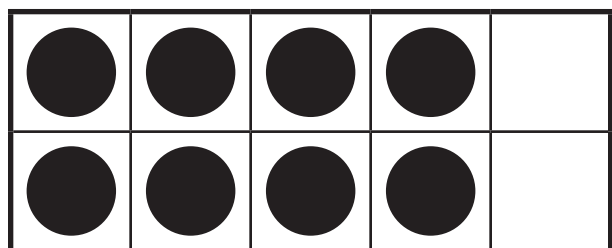
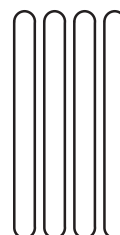
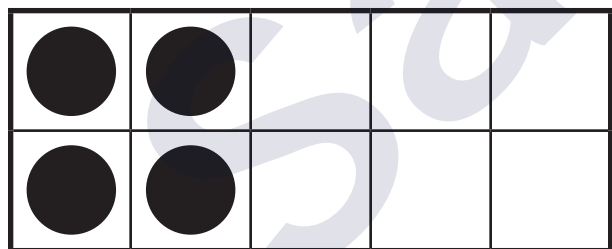
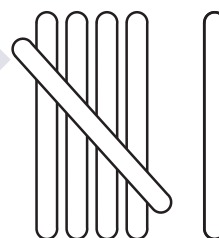
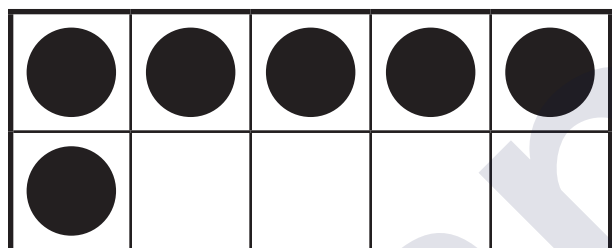
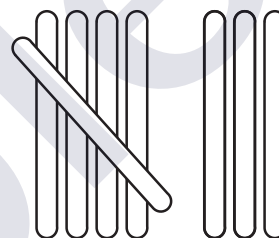
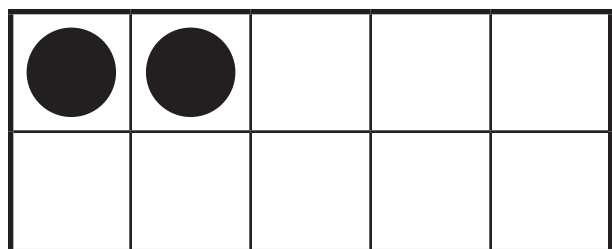
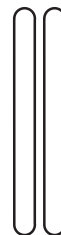
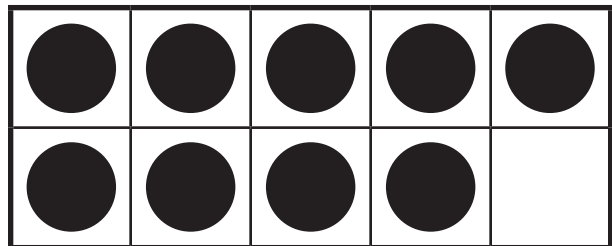
NAME _____

DATE _____



Can You Find the Match? Version B

Draw a line from the ten-frame to the tally sticks that match.



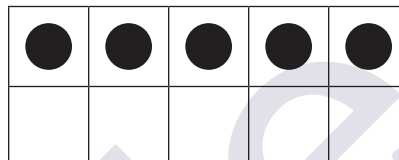
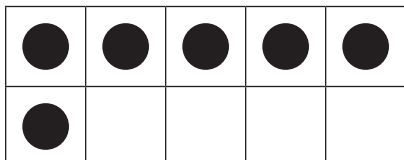
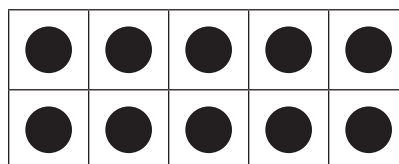
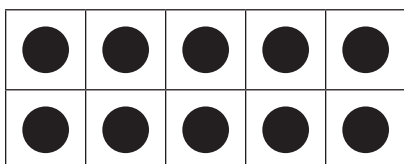
NAME _____

DATE _____



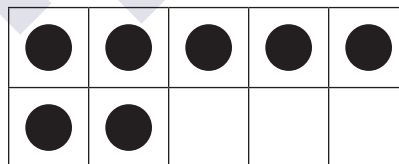
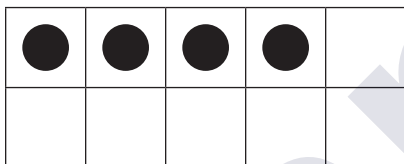
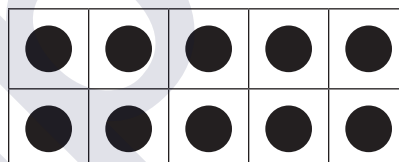
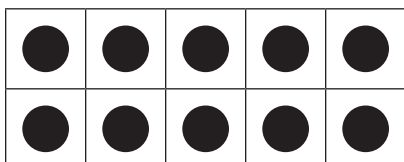
Ten & More Record Sheet Version A

Write a “ten and more” equation for each pair of ten-frames.



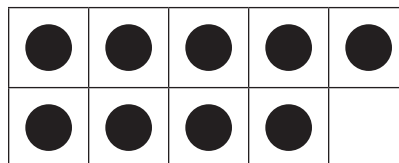
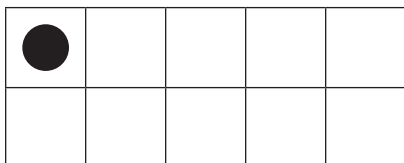
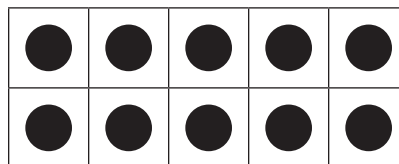
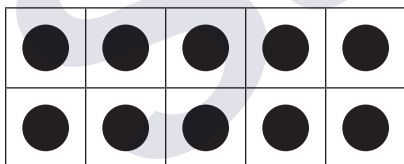
1

2



3

4



5

6

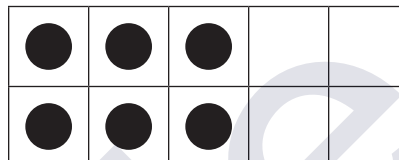
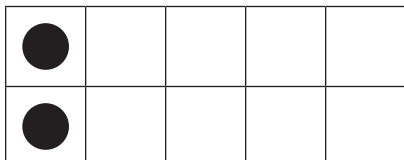
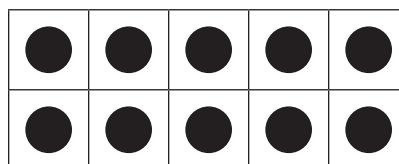
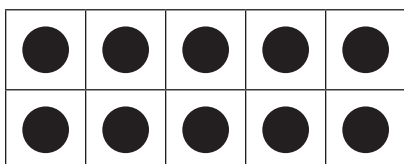
NAME _____

DATE _____



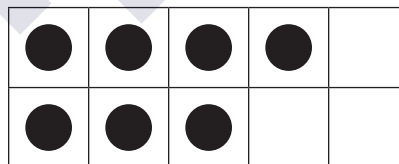
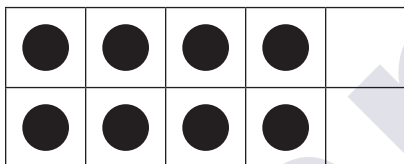
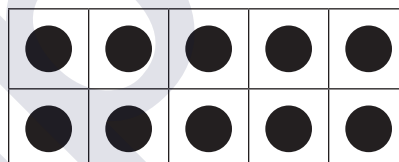
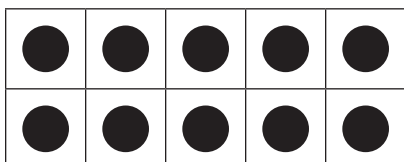
Ten & More Record Sheet Version B

Write a “ten and more” equation for each pair of ten-frames.



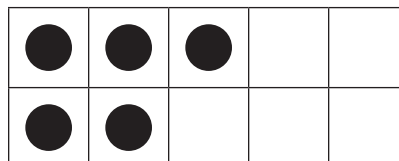
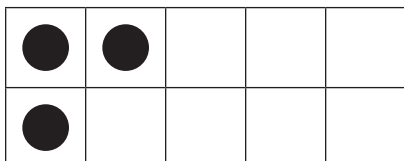
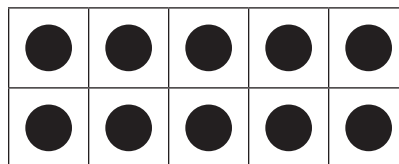
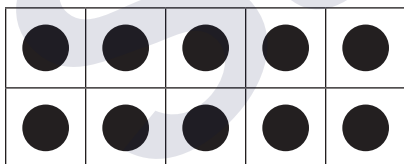
1

2



3

4



5

6

NAME _____

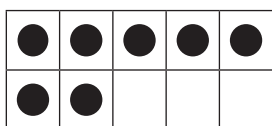
DATE _____



Dots 11–20 Version A

Count the dots in each double ten-frame. Trace the numbers.

10									
----	--	--	--	--	--	--	--	--	--

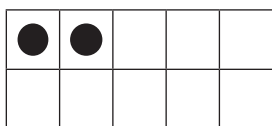


17

17

17

10									
----	--	--	--	--	--	--	--	--	--

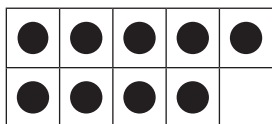


12

12

12

10									
----	--	--	--	--	--	--	--	--	--

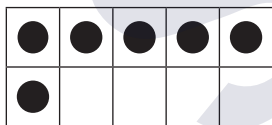


19

19

19

10									
----	--	--	--	--	--	--	--	--	--

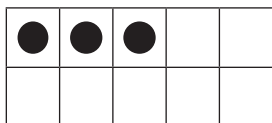


16

16

16

10									
----	--	--	--	--	--	--	--	--	--



13

13

13

NAME _____

DATE _____



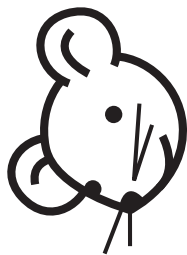
Dots 11–20 Version B

How many dots? Trace the numbers.

<div style="border: 1px solid black; padding: 5px; text-align: center; font-size: 2em; margin-bottom: 10px;">10</div> <table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="text-align: center;">●</td><td style="text-align: center;">●</td><td style="text-align: center;">●</td><td style="text-align: center;">●</td><td style="text-align: center;">●</td> </tr> <tr> <td style="height: 20px;"></td><td></td><td></td><td></td><td></td> </tr> </table>	●	●	●	●	●						15	15	15
●	●	●	●	●									
<div style="border: 1px solid black; padding: 5px; text-align: center; font-size: 2em; margin-bottom: 10px;">10</div> <table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="text-align: center;">●</td><td style="text-align: center;">●</td><td style="text-align: center;">●</td><td style="text-align: center;">●</td><td></td> </tr> <tr> <td style="height: 20px;"></td><td></td><td></td><td></td><td></td> </tr> </table>	●	●	●	●							14	14	14
●	●	●	●										
<div style="border: 1px solid black; padding: 5px; text-align: center; font-size: 2em; margin-bottom: 10px;">10</div> <table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="text-align: center;">●</td><td style="text-align: center;">●</td><td style="text-align: center;">●</td><td style="text-align: center;">●</td><td style="text-align: center;">●</td> </tr> <tr> <td style="text-align: center;">●</td><td style="text-align: center;">●</td><td style="text-align: center;">●</td><td></td><td></td> </tr> </table>	●	●	●	●	●	●	●	●			18	18	18
●	●	●	●	●									
●	●	●											
<div style="border: 1px solid black; padding: 5px; text-align: center; font-size: 2em; margin-bottom: 10px;">10</div> <table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="text-align: center;">●</td><td></td><td></td><td></td><td></td> </tr> <tr> <td style="height: 20px;"></td><td></td><td></td><td></td><td></td> </tr> </table>	●										11	11	11
●													
<div style="border: 1px solid black; padding: 5px; text-align: center; font-size: 2em; margin-bottom: 10px;">10</div> <table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="text-align: center;">●</td><td style="text-align: center;">●</td><td style="text-align: center;">●</td><td></td><td></td> </tr> <tr> <td style="text-align: center;">●</td><td style="text-align: center;">●</td><td></td><td></td><td></td> </tr> </table>	●	●	●			●	●				15	15	15
●	●	●											
●	●												



Ten & More Bingo Board



18	14	17
12	19	11
13	15	16



Ten & More Bingo Board



19	13	15
11	17	14
16	12	18

NAME _____

DATE _____



Count the Spots Version A

1 Trace each numeral.

11 12 13 14 15
16 17 18 19 20

2 How many spots? Remember that the top ten-frame is covered by 10s.

<p>a</p> <div style="border: 1px solid black; padding: 5px; text-align: center; font-size: 24px; margin-bottom: 10px;">10</div> <table border="1" style="width: 100%; text-align: center;"> <tr> <td>●</td><td>●</td><td>●</td><td>●</td><td>●</td> </tr> <tr> <td> </td><td> </td><td> </td><td> </td><td> </td> </tr> </table>	●	●	●	●	●						<p>b</p> <div style="border: 1px solid black; padding: 5px; text-align: center; font-size: 24px; margin-bottom: 10px;">10</div> <table border="1" style="width: 100%; text-align: center;"> <tr> <td>●</td><td>●</td><td>●</td><td>●</td><td>●</td> </tr> <tr> <td>●</td><td>●</td><td> </td><td> </td><td> </td> </tr> </table>	●	●	●	●	●	●	●				<p>c</p> <div style="border: 1px solid black; padding: 5px; text-align: center; font-size: 24px; margin-bottom: 10px;">10</div> <table border="1" style="width: 100%; text-align: center;"> <tr> <td>●</td><td>●</td><td> </td><td> </td><td> </td> </tr> <tr> <td> </td><td> </td><td> </td><td> </td><td> </td> </tr> </table>	●	●									<p>d</p> <div style="border: 1px solid black; padding: 5px; text-align: center; font-size: 24px; margin-bottom: 10px;">10</div> <table border="1" style="width: 100%; text-align: center;"> <tr> <td>●</td><td>●</td><td>●</td><td>●</td><td>●</td> </tr> <tr> <td>●</td><td>●</td><td>●</td><td>●</td><td>●</td> </tr> </table>	●	●	●	●	●	●	●	●	●	●
●	●	●	●	●																																							
●	●	●	●	●																																							
●	●																																										
●	●																																										
●	●	●	●	●																																							
●	●	●	●	●																																							
<p>e</p> <div style="border: 1px solid black; padding: 5px; text-align: center; font-size: 24px; margin-bottom: 10px;">10</div> <table border="1" style="width: 100%; text-align: center;"> <tr> <td>●</td><td>●</td><td>●</td><td>●</td><td> </td> </tr> <tr> <td>●</td><td>●</td><td>●</td><td>●</td><td> </td> </tr> </table>	●	●	●	●		●	●	●	●		<p>f</p> <div style="border: 1px solid black; padding: 5px; text-align: center; font-size: 24px; margin-bottom: 10px;">10</div> <table border="1" style="width: 100%; text-align: center;"> <tr> <td>●</td><td>●</td><td>●</td><td> </td><td> </td> </tr> <tr> <td>●</td><td>●</td><td> </td><td> </td><td> </td> </tr> </table>	●	●	●			●	●				<p>g</p> <div style="border: 1px solid black; padding: 5px; text-align: center; font-size: 24px; margin-bottom: 10px;">10</div> <table border="1" style="width: 100%; text-align: center;"> <tr> <td>●</td><td>●</td><td>●</td><td> </td><td> </td> </tr> <tr> <td>●</td><td>●</td><td>●</td><td> </td><td> </td> </tr> </table>	●	●	●			●	●	●			<p>h</p> <div style="border: 1px solid black; padding: 5px; text-align: center; font-size: 24px; margin-bottom: 10px;">10</div> <table border="1" style="width: 100%; text-align: center;"> <tr> <td>●</td><td>●</td><td> </td><td> </td><td> </td> </tr> <tr> <td>●</td><td> </td><td> </td><td> </td><td> </td> </tr> </table>	●	●				●				
●	●	●	●																																								
●	●	●	●																																								
●	●	●																																									
●	●																																										
●	●	●																																									
●	●	●																																									
●	●																																										
●																																											

NAME _____

DATE _____



Count the Spots Version B

1 Trace each numeral.

11 12 13 14 15
16 17 18 19 20

2 How many?

<p>a</p>	<p>b</p>	<p>c</p>	<p>d</p>
<p>e</p>	<p>f</p>	<p>g</p>	<p>h</p>

NAME _____

DATE _____

**Numbers & Ten-Frames** Version A

Match the number of dots to the numbers. Remember that the top ten-frame is covered by 10s. Then trace the numbers. One has been done for you as an example.

10									
----	--	--	--	--	--	--	--	--	--

●	●	●	●	●					

10									
----	--	--	--	--	--	--	--	--	--

●	●	●	●						
●	●	●							

10									
----	--	--	--	--	--	--	--	--	--

●	●	●	●	●					
●	●	●							

10									
----	--	--	--	--	--	--	--	--	--

●	●	●							

10									
----	--	--	--	--	--	--	--	--	--

●	●	●							
●	●	●							

18

15

13

16

17

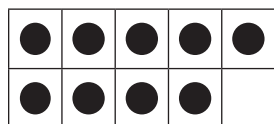
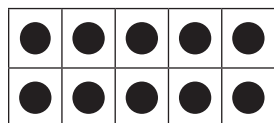
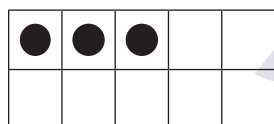
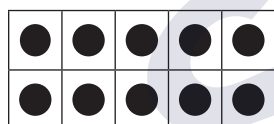
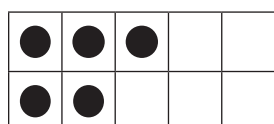
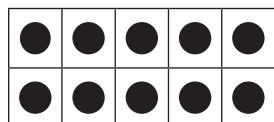
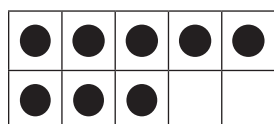
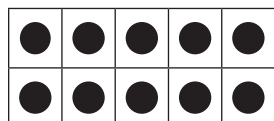
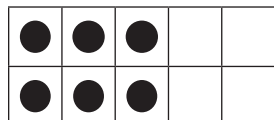
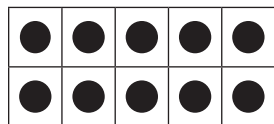
NAME _____

DATE _____



Numbers & Ten-Frames Version B

Match the number of dots to the numbers. Then trace the numbers. One has been done for you as an example.



19

13

16

15

18


NAME _____
DATE _____



Numeral Writing Record Sheet



Progress Monitoring 1-5 Scoring Guide



Progress Monitoring 1-5 Scoring Guide

										Student Name	
Skill Assessed		Scoring									
Individual Interview											
1	Counts from 25 to 37; counts from 59 to 71.	2 pts. possible <ul style="list-style-type: none"> counts fluently 25–37 but not 59–71: 1 pt. counts fluently in both ranges: 2 pts. 									
2	When shown “ten and more” ten-frames, identifies how many dots in a filled (top) frame and how many more in the bottom frame. Demonstrates understanding that teen numbers are composed of a ten and some ones by reporting the total without counting on. 13: 10, 3, 13 15: 10, 5, 15 11: 10, 1, 11 18: 10, 8, 18	3 pts. possible <ul style="list-style-type: none"> can name some quantities: 1 pt. can name quantities; uses counting on as a strategy for adding ten and some more: 2 pts. can name quantities shown on all cards without counting on (fluent understanding of ten and more): 3 pts. 									
3	When given a number 1–10, can identify the other number needed to make a sum of 10. 4: 6 2: 8 9: 1 5: 5	3 pts. possible <ul style="list-style-type: none"> makes 10 but counts from 1 on some or all prompts: 1 pt. can make 10; uses fingers simultaneously (popping them up rather than putting them up one-by-one to count) for some or all prompts: 2 pts. can make 10 without fingers for all prompts: 3 pts. 									
Written Numeral Writing											
2	Writes as many numbers as possible by 1s, starting from a number 10 less than their best from the previous Progress Monitoring session.	2 pts. possible <ul style="list-style-type: none"> writes numerals to 50: 1 pt. writes numerals to 60 or more: 2 pts. 									
TOTAL SCORE		10 pts.									

Sample