

Add Ones and Tens



Grade 1 | NC.1.NBT.4

Teacher scripts, worked models, reusable materials, 30 choice tasks, 30 open performances, worked keys and individual evidence records.

Teach in short sessions across days. Print selected student pages; the full bank is not a single test.

Aligned to the verified current NC standard for 2026-27 and 2027-28. The standards adopted in 2026 for implementation in 2028-29 are outside this edition.

Free sample | Contents

NC.1.NBT.4 | First Grade mathematics

This sample contains 21 complete selected pages from the 104-page resource, plus this sample contents page. Original printed page numbers are retained. Gaps are intentional.

Included original pages: 1-17, 46-47, 78, 88

Representative activities

M01: sample PDF page(s) 17; original page(s) 16

M02: sample PDF page(s) 18; original page(s) 17

O01: sample PDF page(s) 19; original page(s) 46

O02: sample PDF page(s) 20; original page(s) 47

Selected teacher prompts and keys: original page(s) 78, 88

Using this sample

Read the preparation and access guidance before using a selected activity.
Keep teacher keys and private preparation pages separate from student copies.
Use the original resource contents to see the scope of the complete packet.

Complete paid download

The complete resource includes the full PDF task bank and teaching materials.

TEACHER GUIDE

Standard and learning targets

NC.1.NBT.4

Using concrete models or drawings, strategies based on place value, properties of operations, and explaining the reasoning used, add, within 100, in the following situations:

- A two-digit number and a one-digit number
- A two-digit number and a multiple of 10

Learning targets

- Add a two-digit number and one digit with a model, including making a new ten.
- Add a two-digit number and a multiple of ten with a model.
- Explain a place-value strategy and show why regrouping or changing the grouping of addends preserves the total.

Both required addition situations are interleaved throughout the bank. Sums are at most 100. Two arbitrary two-digit addends and a memorized vertical carrying procedure are not substituted for the required models and explanations.

Evidence to collect

Observe model accuracy, a correct total within 100, and an explanation linking the model to a place-value or operation-property strategy. A numeral alone does not show the required reasoning.

TEACHER GUIDE

Prepare and support access

Materials and prerequisites

Base-ten blocks or bundles of 10 large connecting cubes, at least 100 ones in all; drawing tools; supplied tens/ones mat. Adults prepare bundles and verify every bundle has ten. A drawn long rectangle represents one ten; a small square represents one one.

Build two-digit numbers as tens and ones; make a ten from ten ones; compose sums within 20. Review the meaning of the equal sign before linking several equivalent expressions.

Words to use

addend, sum, tens, ones, combine, regroup, equivalent, make a ten.

Access without supplying answers

Read directions neutrally. Accept speech, signing, AAC, pointing, drawing, dictated explanations or a partner moving materials at the learner's direction. Record who made mathematical decisions. Do not score reading, spelling, handwriting, accent or motor speed.

Distinguish access supports from mathematical cues. Record N/O for inaccessible, unobserved or insufficient evidence; a missing response is not a zero. Use large, safe materials. Adults handle cutting.

Teaching models are supported opportunities. For independent evidence, use a fresh task after the model, keep keys hidden and record the first response before coaching.

For mental work, an explanation may use objects after the initial mental answer. A computed answer from counting aids is a different evidence context.

TEACHER GUIDE

Worked model | first method

Model $28 + 5$. Say: "Twenty-eight is two tens and eight ones. I add five ones. Eight ones and five ones make thirteen ones. I regroup ten of those ones as a new ten. Now I have three tens and three ones: 33." Draw each stage. Connect the make-ten strategy: $28 + 5 = 28 + (2 + 3) = (28 + 2) + 3 = 30 + 3 = 33$. Explain that the five was split and the same addends were regrouped, not changed.



After regrouping:



3 tens and 3 ones = 33.

What to notice

Observe model accuracy, a correct total within 100, and an explanation linking the model to a place-value or operation-property strategy. A numeral alone does not show the required reasoning.

TEACHER GUIDE

Worked model | connections

Model $34 + 20$. Say: "Thirty-four has three tens and four ones. Twenty adds two tens and no ones. Three tens plus two tens is five tens; four ones stay four. The sum is 54." Record $(30 + 4) + 20 = (30 + 20) + 4 = 50 + 4$. Moving the four aside uses the order and grouping of addition, not a rule that every operation can be reversed.

Respond to a misconception

If $28 + 5$ becomes 213, build the 13 ones and exchange 10 of them for one ten. Keep all 33 ones accounted for. If $34 + 20$ becomes 36, compare a bundle of ten with one single cube. Ask what the 2 in 20 counts.

Explain, do not imitate

Ask: "What in your model shows that?" Let learners point to the quantity or endpoint their words describe. Compare two methods only after each is clear. Accept equivalent correct reasoning; do not require memorized wording.

Mathematical practices: represent quantities and relations, choose tools for a purpose, explain a claim with evidence, check a result, and revise an incorrect comparison or model.

TEACHER GUIDE

Plan short sessions

Day 1: warm-up and I Do. Day 2: We Do and partner work. Day 3: independent evidence and exit. Day 4 or later: targeted reteach and a fresh opportunity. Split any block further for attention or access needs. The times below apply to selected core tasks, not every bank item.

Warm-up: 8 minutes. Core M01 and O01; reusable bank M01-M04 / O01-O04. 4 choice and 4 open tasks.

I Do: 12 minutes. Core M05 and O05; reusable bank M05-M08 / O05-O08. 4 choice and 4 open tasks.

We Do: 15 minutes. Core M09 and O09; reusable bank M09-M13 / O09-O13. 5 choice and 5 open tasks.

Collaborative practice: 13 minutes. Core M14 and O14; reusable bank M14-M18 / O14-O18. 5 choice and 5 open tasks.

Independent practice: 17 minutes. Core M19 and O19; reusable bank M19-M23 / O19-O23. 5 choice and 5 open tasks.

Small-group reteach: 10 minutes. Core M24 and O24; reusable bank M24-M27 / O24-O27. 4 choice and 4 open tasks.

Exit ticket: 5 minutes. Core M28 and O28; reusable bank M28-M30 / O28-O30. 3 choice and 3 open tasks.

Print only chosen tasks and mats. Navigation: teaching scripts follow; then anchor/materials, choice bank, open bank, observation records, keys, inquiry and sources. Stable IDs connect each page to the keys and coverage file.

In a later session choose unused cards with both operation directions or target types. Do not interpret performance on a just-modeled card as independent evidence.

TEACHER GUIDE

Warm-up | teach and notice

Core M01 / O01; optional bank through M04 / O04.

0-2 min: Invite learners to show a familiar quantity or fair length comparison. Say: "Show something you already know that could help."

2-5 min: Read M01 neutrally. Each learner chooses privately. Ask: "What helped you decide?" Record the first strategy.

5-8 min: Offer O01. Give access supports but do not complete the mathematics. Keep evidence of both the action and explanation.

Listen, record and extend

Target for this core: two-digit plus one-digit; model and explain. Record item/date, exact actions or words, self-correction, access support, mathematical cues and next step.

After recording: change the arrangement of the same tens and ones. Ask whether the sum changes and require a model-based reason.

TEACHER GUIDE

I Do | teach and notice

Core M05 / O05; optional bank through M08 / O08.

0-3 min: Display materials for the first worked-model page. Say: "Watch how my model explains the answer."

3-8 min: Model $28 + 5$. Say: "Twenty-eight is two tens and eight ones. I add five ones. Eight ones and five ones make thirteen ones. I regroup ten of those ones as a new ten. Now I have three tens and three ones: 33." Draw each stage. Connect the make-ten strategy: $28 + 5 = 28 + (2 + 3) = (28 + 2) + 3 = 30 + 3 = 33$. Explain that the five was split and the same addends were regrouped, not changed.

8-12 min: Read M05 and connect its worked key to the same reasoning. Use O05 as a supported demonstration. Ask a learner to explain one decision; label this as supported work.

Listen, record and extend

Target for this core: two-digit plus one-digit; model and explain. Record item/date, exact actions or words, self-correction, access support, mathematical cues and next step.

After recording: change the arrangement of the same tens and ones. Ask whether the sum changes and require a model-based reason.

TEACHER GUIDE

We Do | teach and notice

Core M09 / O09; optional bank through M13 / O13.

0-3 min: Say: "Which part should we show first? Why?" Let learners propose a model or comparison.

3-9 min: Read O09. Pause before each mathematical decision. Test two suggestions using quantities or endpoint evidence.

9-15 min: Read M09. Ask each child to explain a choice, then compare it with the shared model. Have one learner retell the complete reasoning.

Listen, record and extend

Target for this core: two-digit plus one-digit; model and explain. Record item/date, exact actions or words, self-correction, access support, mathematical cues and next step.

After recording: change the arrangement of the same tens and ones. Ask whether the sum changes and require a model-based reason.

TEACHER GUIDE

Collaborative practice | teach and notice

Core M14 / O14; optional bank through M18 / O18.

0-2 min: Assign maker and checker roles. Say: "Each person will show a method and explain a check."

2-8 min: Use O14; then switch roles on O15. The checker asks "What is your evidence?" without supplying an answer.

8-13 min: Use M14 for individual explanations. Record each learner separately; partner agreement is not individual evidence.

Listen, record and extend

Target for this core: two-digit plus multiple of ten; model and explain. Record item/date, exact actions or words, self-correction, access support, mathematical cues and next step.

After recording: change the arrangement of the same tens and ones. Ask whether the sum changes and require a model-based reason.

TEACHER GUIDE

Independent practice | teach and notice

Core M19 / O19; optional bank through M23 / O23.

0-3 min: Say: "Show your own thinking. I can read the words again." Give only access supports.

3-12 min: Observe O19; use another unused open card if a different target needs evidence. Record first actions, words and self-corrections.

12-17 min: Offer M19 as secondary recognition evidence. Ask "How did you decide?" Save the model, drawing or teacher notes.

Listen, record and extend

Target for this core: two-digit plus one-digit; model and explain. Record item/date, exact actions or words, self-correction, access support, mathematical cues and next step.

After recording: change the arrangement of the same tens and ones. Ask whether the sum changes and require a model-based reason.

TEACHER GUIDE

Small-group reteach | teach and notice

Core M24 / O24; optional bank through M27 / O27.

0-2 min: Choose one misconception from a recorded response. Identify the missing idea rather than grouping only by total scores.

2-6 min: If $28 + 5$ becomes 213, build the 13 ones and exchange 10 of them for one ten. Keep all 33 ones accounted for. If $34 + 20$ becomes 36, compare a bundle of ten with one single cube. Ask what the 2 in 20 counts.

6-10 min: Offer O24, then a fresh card with less support. Ask: "What changed in your thinking?" Record remaining mathematical cues.

Listen, record and extend

Target for this core: two-digit plus multiple of ten; model and explain. Record item/date, exact actions or words, self-correction, access support, mathematical cues and next step.

After recording: change the arrangement of the same tens and ones. Ask whether the sum changes and require a model-based reason.

TEACHER GUIDE

Exit ticket | teach and notice

Core M28 / O28; optional bank through M30 / O30.

0-1 min: Read O28; make materials and response route accessible.

1-4 min: Collect an individual demonstration. Say: "Show the evidence for your answer." Use a choice task only if useful time remains.

4-5 min: Record a next teaching move. Mark N/O if no valid observation occurred and arrange a fresh opportunity, rather than guessing a score.

Listen, record and extend

Target for this core: two-digit plus multiple of ten; model and explain. Record item/date, exact actions or words, self-correction, access support, mathematical cues and next step.

After recording: change the arrangement of the same tens and ones. Ask whether the sum changes and require a model-based reason.

DISPLAY FOR TEACHING

Our reasoning anchor

- Build each addend as tens and ones.
- Combine like units; ten ones may make a new ten.
- Connect the model to an equation.
- Explain why every one is still counted.

Use this anchor for learning. Remove answer-supplying reminders during an independent observation and record any reminders that were provided.

STUDENT MATERIALS

Reusable work mat

Name: _____

Tens

Ones

My equation or answer:

My reason: I can say, draw, or show it.

STUDENT CHOICE BANK

M01 | Listen and choose

M01 What is $24 + 3$?

Each long block is ten. Each small square is one.



3



Combine the two amounts. Show any new ten.

A. 27

B. 32

C. 35

D. 34

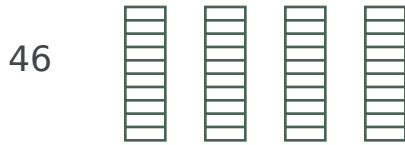
Tell how you decided.

STUDENT CHOICE BANK

M02 | Listen and choose

M02 What is $46 + 20$?

Each long block is ten. Each small square is one.



Combine the two amounts. Show any new ten.

A. 58

B. 65

C. 63

D. 66

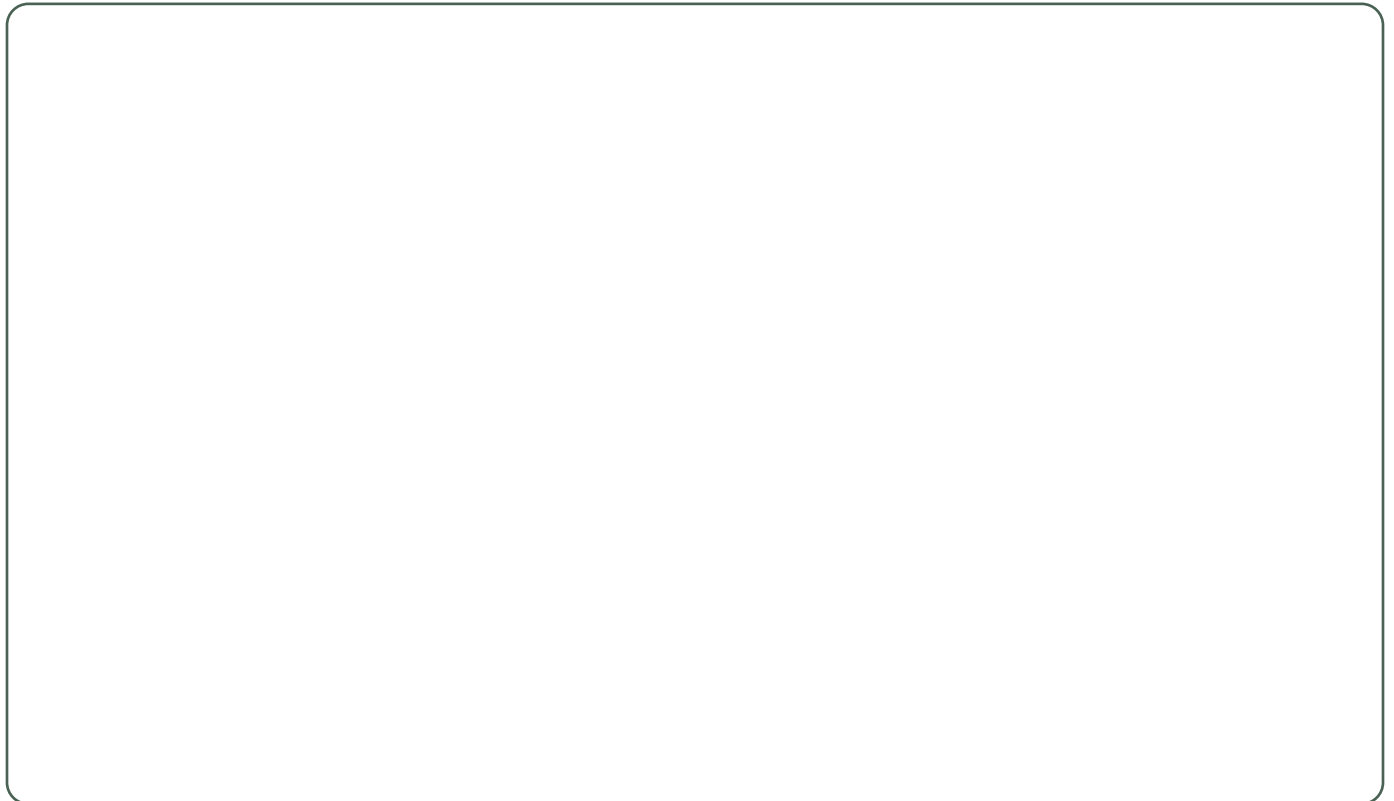
Tell how you decided.

WARM-UP

001 | Show your thinking

A class has 24 cards and gets 3 more. Use objects or a drawing to find the total. Explain your strategy.

Use objects or the space below. Show or explain your evidence.



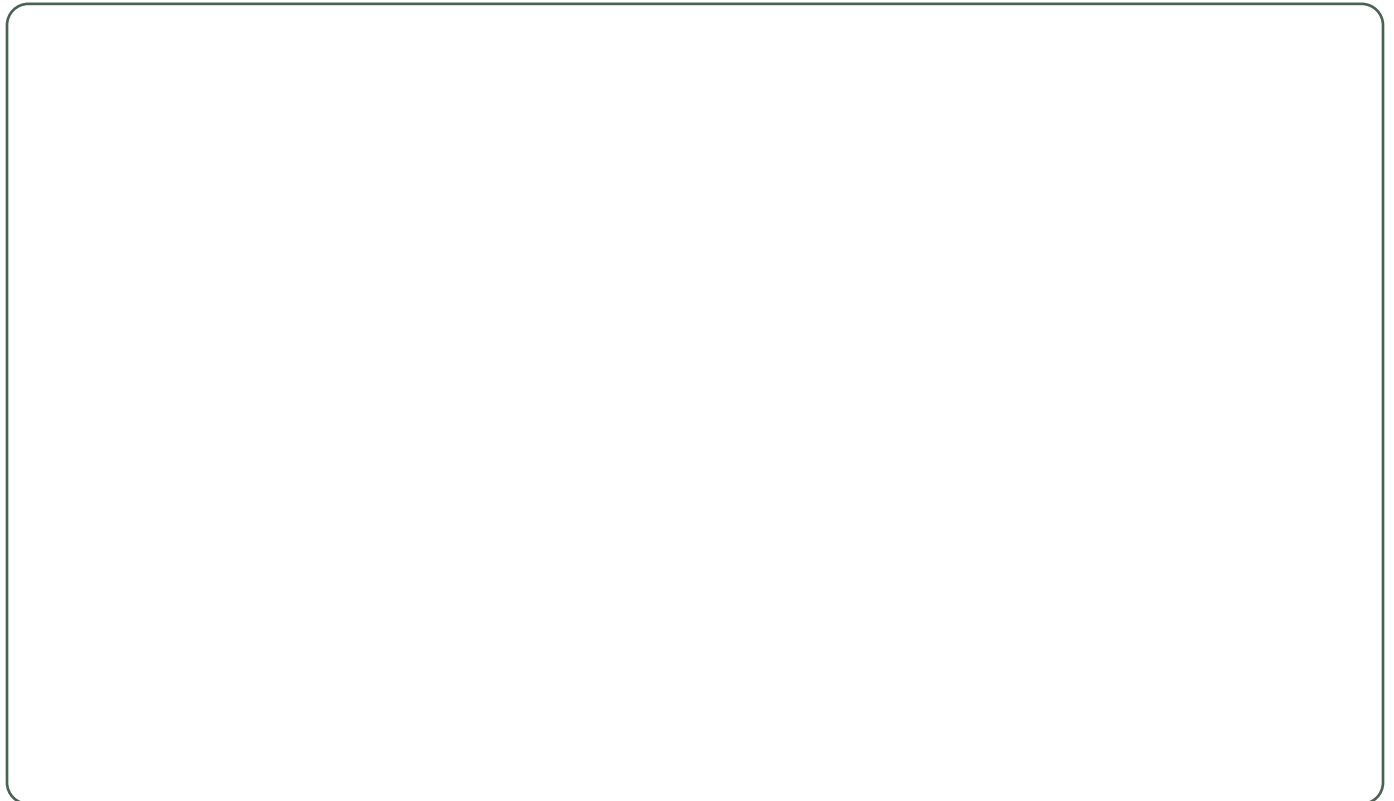
Name: _____ Date: _____

WARM-UP

002 | Show your thinking

Solve $46 + 20$ with a drawing. Write an equation that matches. Explain any new ten.

Use objects or the space below. Show or explain your evidence.



Name: _____ Date: _____

TEACHER ONLY

M01-M03 | Worked keys

M01 | A. 27

$24 + 3 = 27$. Build 2 tens and 4 ones, then add 0 tens and 3 ones. There are 2 tens and 7 ones before regrouping. Combine to get 2 tens and 7 ones.

Check each other choice against the complete model or relationship above; it gives a different total, order or unsupported conclusion. Ask for reasoning before naming the correct option.

M02 | D. 66

$46 + 20 = 66$. Build 4 tens and 6 ones, then add 2 tens and 0 ones. There are 6 tens and 6 ones before regrouping. Combine to get 6 tens and 6 ones.

Check each other choice against the complete model or relationship above; it gives a different total, order or unsupported conclusion. Ask for reasoning before naming the correct option.

M03 | A. 33

$28 + 5 = 33$. Build 2 tens and 8 ones, then add 0 tens and 5 ones. There are 2 tens and 13 ones before regrouping. Regroup ten ones into one ten; 3 tens and 3 ones remain.

Check each other choice against the complete model or relationship above; it gives a different total, order or unsupported conclusion. Ask for reasoning before naming the correct option.

TEACHER ONLY

001-002 | Worked keys

001 | two-digit plus one-digit; model and explain

Preparation: Provide tens and ones or blank drawing materials. Do not display the solved model. A rod or long rectangle stands for ten ones.

$24 + 3 = 27$. Build 2 tens and 4 ones, then add 0 tens and 3 ones. There are 2 tens and 7 ones before regrouping. Combine to get 2 tens and 7 ones.

Accept equivalent valid models and explanations. Record actual performance and any mathematical support; the sample wording is not required.

002 | two-digit plus multiple of ten; model and explain

Preparation: Provide tens and ones or blank drawing materials. Do not display the solved model. A rod or long rectangle stands for ten ones.

$46 + 20 = 66$. Build 4 tens and 6 ones, then add 2 tens and 0 ones. There are 6 tens and 6 ones before regrouping. Combine to get 6 tens and 6 ones.

Accept equivalent valid models and explanations. Record actual performance and any mathematical support; the sample wording is not required.