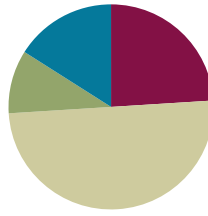


Lesson 40

Objective: Find the number that makes 10 for numbers 1–9, and record each with an addition equation.

Suggested Lesson Structure

■ Fluency Practice	(12 minutes)
■ Application Problem	(5 minutes)
■ Concept Development	(25 minutes)
■ Student Debrief	(8 minutes)
Total Time	(50 minutes)



Fluency Practice (12 minutes)

- Ready, Set, Add! **K.OA.5** (3 minutes)
- Beep Number **K.CC.4a** (4 minutes)
- Draw More to Make 10 **K.OA.4** (5 minutes)

Ready, Set, Add! (3 minutes)

Note: In this activity, students test their mastery of addition facts within 5, and when the total is greater than 5, they are able to rely on the strategies of counting all or counting on with fingers.

Conduct the activity as outlined in Lesson 31.

Beep Number (4 minutes)

Note: This activity extends students' proficiency in number order, anticipating the work of the next module.

- T: Let's play Beep Number! Listen carefully while I count. Instead of saying a number, I'll say "Beep." When you know what the beep number is, raise your hand.
- T: 16, 17, beep! (Wait until all hands are raised, and then give the signal.)
- S: 18.
- T: 21, 22, beep, 24. (Wait until all hands are raised, and then give the signal.)
- S: 23.

Continue in a thoughtful sequence, but return to a simpler sequence if students have difficulty. Numbers after are easier to determine than numbers before, and crossing decades may prove difficult.

Draw More to Make 10 (5 minutes)

Materials: (S) Draw more to make 10 (Fluency Template)

Note: This activity gives students practice with partners to 10 at the pictorial level in preparation for today's work in recording how many more to make 10 with an addition sentence.

After giving clear instructions and completing the first few problems together, allow students time to work at their own pace. Encourage them to do as many problems as they can within a given time frame.

Application Problem (5 minutes)

Materials: (S) Personal white board

Ming has 3 baseball caps, but there are 10 girls on her team. Use your personal white board and a 5-group drawing to find out how many more caps her team will need. Make a number bond about your picture.

Share your work with your partner. Do your pictures and number bonds look the same?

Note: Review of Lesson 39's work serves as preparation for today's lesson. Use this as a quick assessment to see if any students might need additional work with the 5-group drawings.

**NOTES ON
MULTIPLE MEANS
OF ENGAGEMENT:**

If students working below grade level have difficulty with the Application Problem, scaffold it for them by having students act out the problem. Ask 10 students to line up the 5-group way, and give 3 of them baseball caps before guiding students to make a number bond.

Concept Development (25 minutes)

Materials: (S) Linking cube 10-stick, personal white board, add to make 10 recording sheet (Practice Sheet), 1 set of 5-group cards (per pair) (Lesson 39 Template)

T: Count the cubes in your stick. How many?

S: 10.

T: Break 1 cube off the end of your stick, and put it on your desk. Do you still have 10 cubes in all?

S: Yes!

T: What are your parts now?

S: 1 and 9.

T: How much does 1 need to make 10?

S: 9.

T: If we started with 1, what would our number sentence be to record how much 1 needs to make 10?

S: $1 + 9 = 10$.

T: Good! Complete that number sentence at the top of your recording sheet. Put your stick back together.

- T: This time, break off 2 cubes from the end of your stick, and put them on your desk. How many more cubes does 2 need to make 10? How do you know?
- S: 8. → I counted the ones that were left. → I used my fingers. → I remembered the partners from the number bonds before.
- T: Let's write and read the new number sentence on our sheet.
- S: $2 + 8 = 10$.

Continue the exercise to complete the recording sheet as a class review prior to the partner work.

- T: Time to play a game with your partner! We will play one round all together, and then you will play with each other. Student A, would you please close your eyes and choose a card from this 5-group card deck?
- S: I picked a 6.
- T: Think about the 6. Figure out how many more 6 needs to make 10, and write the number sentence on your board. You can use your cubes, your fingers, or a drawing to help you. Raise your hand when you have your number sentence written down. Then, on my signal, hold up your board. (Pause until the majority of hands are raised.) Read your addition sentence together.
- S: $6 + 4 = 10$.
- T: Good! You and your partner each have a set of 5-group cards. Take turns closing your eyes and choosing a card. Then, find how much the number needs to make 10 using any of the strategies we talked about. Write the number sentence, and compare it to your partner's. Then, it is your partner's turn to choose a card.

MP.4

Circulate during the activity to check for accuracy. Note which students are dependent on manipulatives or drawings. For those who choose to use them, note what the most popular strategies are. Also, note overall confidence in writing the number sentences.

Problem Set (10 minutes)

Students should do their personal best to complete the Problem Set within the allotted time.

NOTES ON MULTIPLE MEANS OF ENGAGEMENT:

Encourage English language learners to produce language by providing them with sentence starters to use during their partner share (e.g., "I picked a ___ and ___ are partners to make 10.").

NYS COMMON CORE MATHEMATICS CURRICULUM Lesson 40 Problem Set K•4

Name Asia Date 3-29-13

Look at the 5-group cards. Draw dots to make 10. Fill in the number sentences.

		$8 + 2 = 10$
		$5 + 5 = 10$
		$2 + 8 = 10$
		$6 + 4 = 10$

On the back of this page, create a 5-group card. Draw dots to make 10, and write a number sentence.

COMMON CORE Lesson 40: Find the number that makes 10 for numbers 1–9 and record each with an addition equation. Date: 10/7/13 engage ny 4.H.7

Student Debrief (8 minutes)

Lesson Objective: Find the number that makes 10 for numbers 1–9, and record each with an addition equation.

The Student Debrief is intended to invite reflection and active processing of the total lesson experience.

Invite students to review their solutions for the Problem Set. They should check work by comparing answers with a partner before going over answers as a class. Look for misconceptions or misunderstandings that can be addressed in the Debrief. Guide students in a conversation to debrief the Problem Set and process the lesson.

Any combination of the questions below may be used to lead the discussion.

- How did you figure out how to make 10 from your number?
- How did thinking about parts help you to make a number sentence?
- Think back to Ming’s baseball caps. Tell me an addition sentence about her caps.
- Do you remember our story with Mittens the cat yesterday? What is the same about the story of Mittens and our lesson today?
- Today, we learned how to make 10 and record that with an addition sentence. Do you think we could make other numbers, like 8 or 7?

$$\underline{\quad\quad} + \underline{\quad\quad} = 10$$

$$\underline{\quad\quad} + \underline{\quad\quad} = 10$$

$$\underline{\quad\quad} + \underline{\quad\quad} = 10$$

$$\underline{\quad\quad} + \underline{\quad\quad} = 10$$

$$\underline{\quad\quad} + \underline{\quad\quad} = 10$$

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$$\underline{\quad\quad} + \underline{\quad\quad} = 10$$

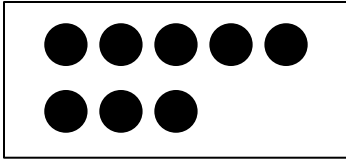
$$\underline{\quad\quad} + \underline{\quad\quad} = 10$$

add to make 10 recording sheet

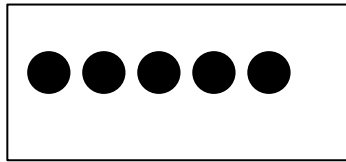
Name _____

Date _____

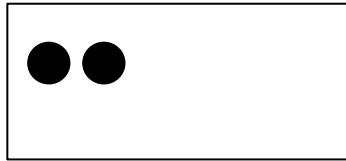
Look at the 5-group cards. Draw dots to make 10. Fill in the number sentences.



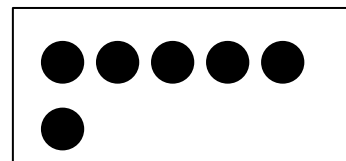
$$\square + \square = 10$$



$$\square + \square = 10$$



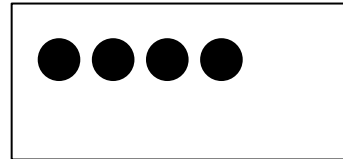
$$\square + \square = 10$$



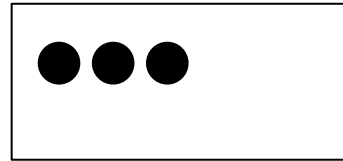
$$\square + \square = 10$$



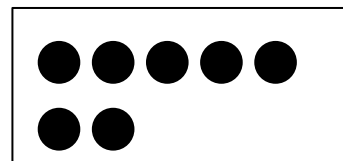
$$\square + \square = 10$$



$$\square + \square = 10$$



$$\square + \square = 10$$



$$\square + \square = 10$$

On the back of this page, create a 5-group card. Draw dots to make 10, and write a number sentence.

Name _____

Date _____

Color 2 boxes red the 5-group way. Color the rest blue to make 10.
Fill in the number sentence.

$$\square + \square = \square$$

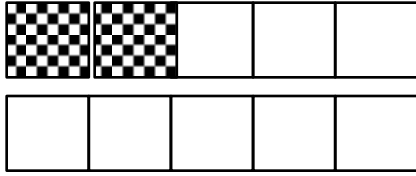
Color 5 boxes red the 5-group way. Color the rest blue to make 10.
Fill in the number sentence.

$$\square + \square = \square$$

Color 7 boxes red the 5-group way. Color the rest blue to make 10.
Fill in the number sentence.

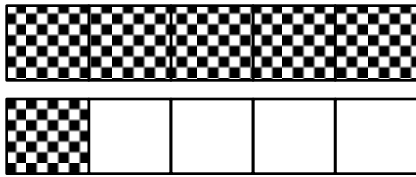
$$\square + \square = \square$$

Match.



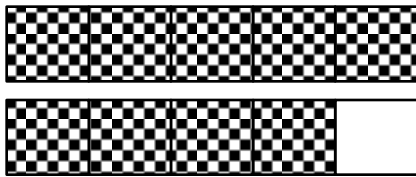
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• $1 + 9 = 10$



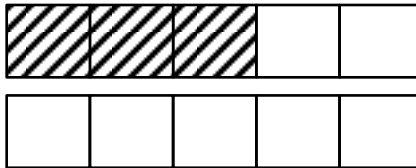
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• $8 + 2 = 10$



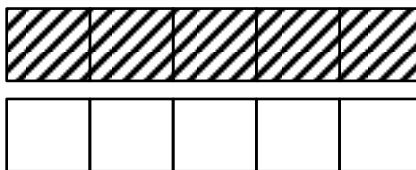
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• $6 + 4 = 10$



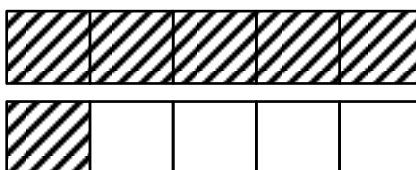
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• $4 + 6 = 10$




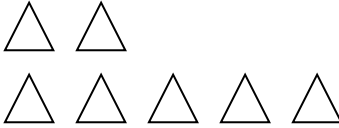



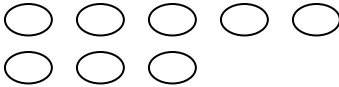






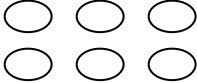



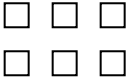
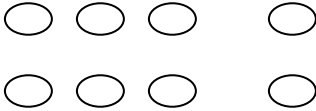
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• $5 + 5 = 10$



•

• $3 + 7 = 10$

draw more to make 10