

Making 10

Author: Jennifer Mohatt

Grade Level: Kindergarten

Subject: Math

CT Concept: Decomposition

STANDARDS

K.OA.A.3

Decompose numbers less than or equal to 10 into pairs in more than one way, e.g., by using objects or drawings, and record each decomposition by a drawing or equation (e.g., $5=2+3$ and $5=4+1$).

K.OA.A.4

For any number from 1 to 9, find the number that makes 10 when added to the given number, e.g., by using objects or drawings, and record the answer with a drawing or equation.

LESSON OBJECTIVES / LEARNING TARGETS

- Students will be able to show number pairs for 10 using objects and drawings.
- Students will be able to name number pairs for 10.

MATERIALS / CURRICULUM

- Sentence frame "10 is ____ and ____"
- 10 frame mat for each student
- Skittles
- 2 color counters (10 per student)
- Crayons

LESSON DESCRIPTION

Introduction/Engagement (I do/we do):

- Remind students/review that we've been practicing counting and recognizing numbers to 10. Today we will learn about composing (making) groups of ten using number pairs (2 numbers or groups of objects).
- Ask, "How many different ways could we make a group of 10 students with some number of girls and some number of boys?" ('think, turn, talk' to shoulder partner) Invite 10 girls to stand in front of the class. "This is one way to show 10 students. There are 10 girls and 0 boys. We could also show 0 girls and 10 boys." Then ask 1 girl to sit down and 1 boy to replace her. "Now what does the group of 10 show?" Continue replacing girls with boys and record number combinations on chart paper.

Model Skittle Activity (I do/you do together):

- "If you could have 10 skittles and there were 2 flavors to choose from, how many of each flavor would

Making 10

you choose to make 10?” Model a few possibilities: “I like the orange and the red flavors equally so I would choose 5 red and 5 orange.” Count out skittles and place in the 10 frame. Present sentence frame and say: “10 is 5 and 5.” Remind them to begin with one color then the next, rather than placing them in the 10 frame randomly. This will make counting up our number pairs more clear.

- Wash/sanitize hands before returning to seats for activity.
- Have a ten frame mat and 2 different skittle flavors (10 of each) set up for each student. Students go to their seats for activity, encourage them to try different possibilities of making a group of 10 skittles and to work with each other, sharing ideas. As students work, teachers will ask about their number pairs, “How many skittles do you have? How many are red? How many are orange?” Student will be encouraged to answer using the sentence frame to answer, “10 is 5 and 5.”
- Use teacher observation during activity as formative assessment, and give feedback. Look for misconceptions and errors to help correct.
- Ask students to try one last number pair to make 10 and share out their combination. Record answers on chart paper. Ask what they notice about the data? (Maybe patterns will appear? Which flavors were liked the most? least?)
- Eat your skittles!!

Assessment (you do):

- Using a 10 frame mat and 10 2-colored counters (red and yellow), ask students to show 2 different ways to make 10 using the red/yellow counters. Then draw/color circles to represent the counters in the 10 frame. Fill in the sentence frames below each: 10 is ___ red and ___ yellow.

ASSESSMENT PLAN

Student learning will be assessed by modeling a number pair that makes 10 in a 10 frame and be able to name the pair that makes 10.

ACCOMMODATIONS / MODIFICATIONS

Student A (English speaker) will sit with Teacher X during the lesson activity for extra support. Teacher Y will work with students B, C, D, E (Spanish) and Teacher Z will work with F, G (English), H, I (bilingual) for extra support. Students that are still working towards fluency of number recognition and counting to 10, may show their understanding using manipulatives and may require extra support with recalling strategies and the use of a number line to identify the number pairs that make 10.