



Putting It All Together

Kindergarten : Unit 8

Standards addressed: K.CC.A.1, K.CC.A.2, K.CC.A.3, K.CC.B.4, K.CC.B.5, K.CC.C, K.G.B.4, K.MD.B.3, K.NBT.A.1, K.OA.A.1, K.OA.A.2, K.OA.A.3, K.OA.A.4, K.G.A.1, K.G.B.5, K.OA.A.5, K.CC.C.6, K.G.A.2, K.MD.B.3,

Unit 8 Progression Overview

Putting It All Together

Section A Lessons 1-5

- Count and compare groups of objects and images.
- Represent and write numbers up to 20.

Section B Lessons 6-11

- Represent and write quantities and numbers up to 20.

Section C Lessons 12-16

- Fluently add and subtract within 5.

Section D Lessons 17-21

- Use understanding of 10 to work with numbers to 20.



Unit 8 Quick Links



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Sort, Count, and Compare Groups of Objects



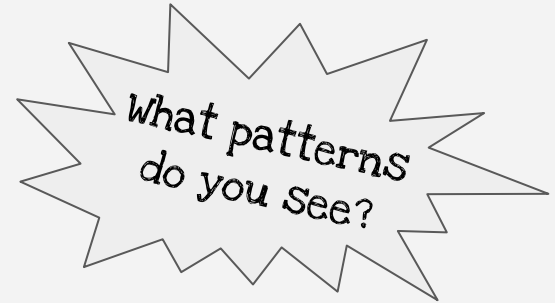
Let's figure out which group has more objects.

Warm
up

Choral Count: Count on within 100

Count by 1, starting at 57.

Stop counting and recording at 77.



Sort, Count, and Compare

- Sort your beads into two groups.
- How many beads are in each group?
 - Show your thinking using drawings, numbers, or words.
- Compare the number of beads in each group.
 - Which has more beads?
 - Which has fewer beads?
 - Circle the group that has fewer beads.
- Tell your partner which group has fewer beads using this sentence:
 - “There are fewer _____ than _____.”



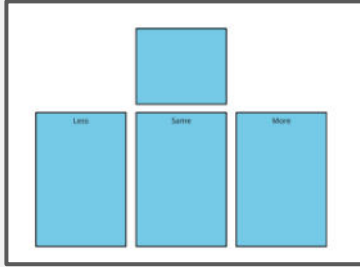
Who Has More?



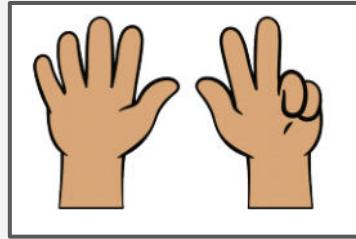
- Switch your bag of beads with a partner.
 - Just like you did before, sort the beads into two groups.
 - Figure out how many beads are in each group.
 - Show your thinking using drawings, numbers, or words.
- Work with your partner to compare the number of beads in each bag.
 - Which bag has more blue beads?
 - Which bag has fewer yellow beads?
- How many beads are in your bag altogether?
 - Write a number to show how many beads there are altogether.
- Work with your partner to compare the number of beads in each bag.
 - Who has more beads in their bag?

Centers: Choice Time

Less, Same, More



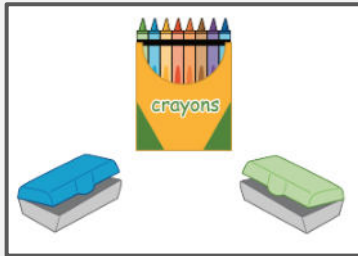
Math Fingers



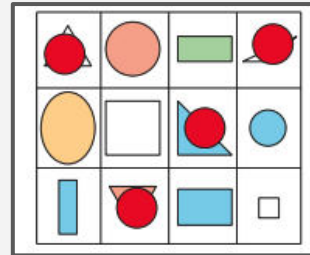
Tower Build



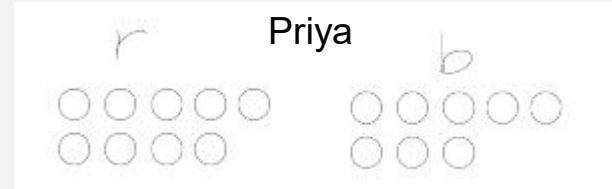
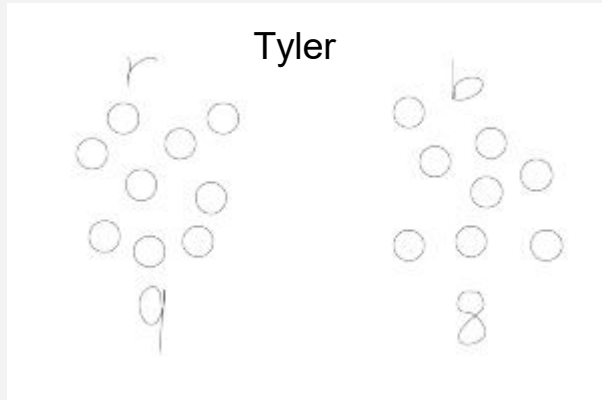
Math Stories



Guess Who



Lesson
Synthesis



Tyler and Priya both showed how many red and blue beads they had in their bag. Which drawing makes it easier to figure out if there are fewer blue beads or red beads?



Count and Compare Collections

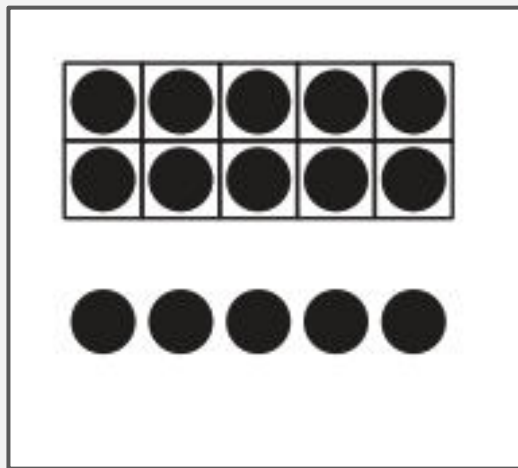


Let's count and compare collections.

Warm
up

How Many Do You See: 10 and Some More

How many
do you see?

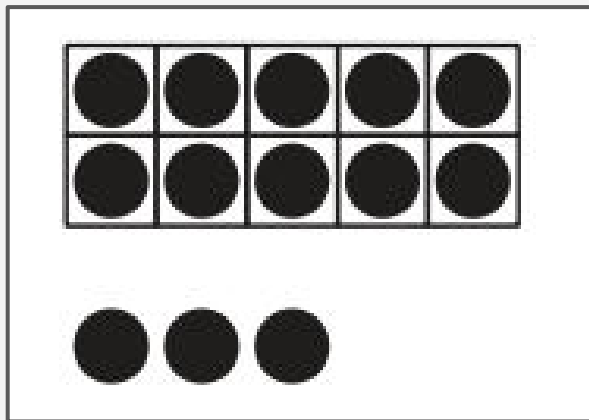


How do you
see them?

Warm
up

How Many Do You See: 10 and Some More

How many
do you see?

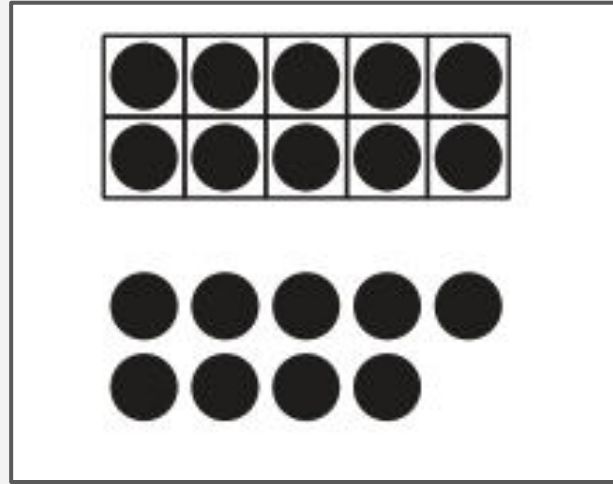


How do you
see them?

Warm
up

How Many Do You See: 10 and Some More

How many
do you see?



How do you
see them?

Counting Collections

- How many objects are in your collection?
 - Show your thinking using drawings, numbers, or words.
- If you haven't already, write a number to show how many objects are in your collection.



Comparing Collections

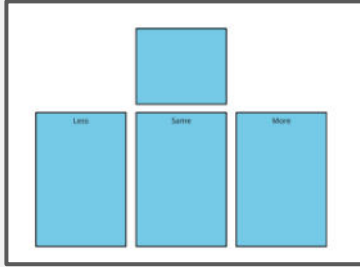
Activity
#2



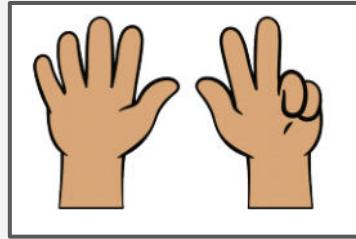
- Switch your collection with your partner.
- How many objects are in your new collection?
 - Show your thinking using drawings, numbers, or words.
- If you haven't already, write a number to show how many objects are in your collection.
- Compare your collection with your partner. Figure out which collection has fewer objects.

Centers: Choice Time

Less, Same, More



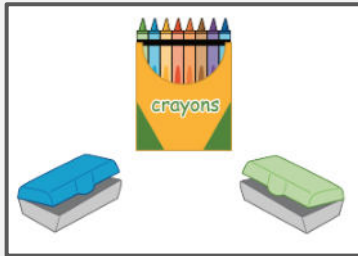
Math Fingers



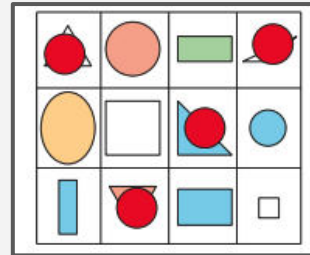
Tower Build



Math Stories



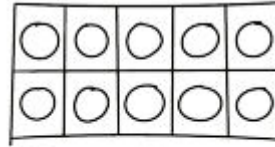
Guess Who



Lesson
Synthesis



16



13



Compare the groups
of objects. Explain
how you know which
group has more
objects.

Count to Add and Subtract



Let's solve story problems.



Choral Count: Forward and Backward



Let's count to 20.

This time, instead of starting at 1 and counting forward, we are going to start at 10 and count backward until we get to 1.

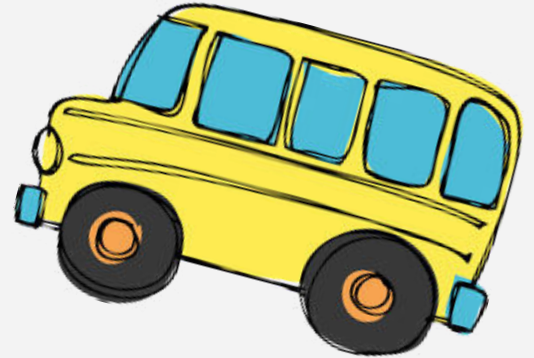
Let's start at 10 and count backward to 1.

Ride the Bus

1. There were 7 people on the bus. Then 1 more person got on the bus.

How many people are on the bus now?

Show your thinking using objects, drawings, numbers, or words.



Ride the Bus

2. There were 10 people on the bus. Then 1 person got off the bus.

How many people are on the bus now?

Show your thinking using objects, drawings, numbers, or words.



Singing Students

1. _____ students were singing. Then 1 more student came to sing with them.

How many students are singing now?

Show your thinking using objects, drawings, numbers, or words.



Singing Students

2. _____ students were singing. Then 1 student stopped singing and went home.

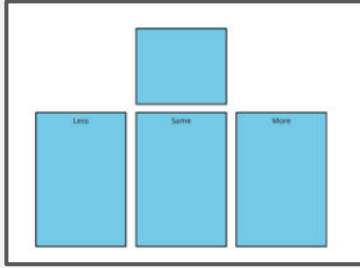
How many students are singing now?

Show your thinking using objects, drawings, numbers, or words.

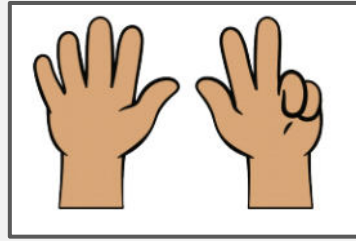


Centers: Choice Time

Less, Same, More



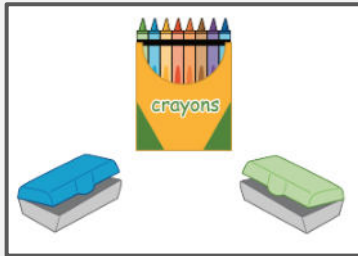
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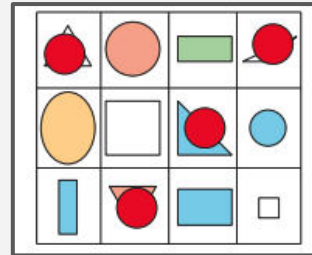
Tower Build



Math Stories



Guess Who



Today we worked with story problems where one thing is added or one thing is subtracted, or taken away.

When you add 1 to a number, which number do you get?



When you take away 1 from a number, which number do you get?

One More and One Less

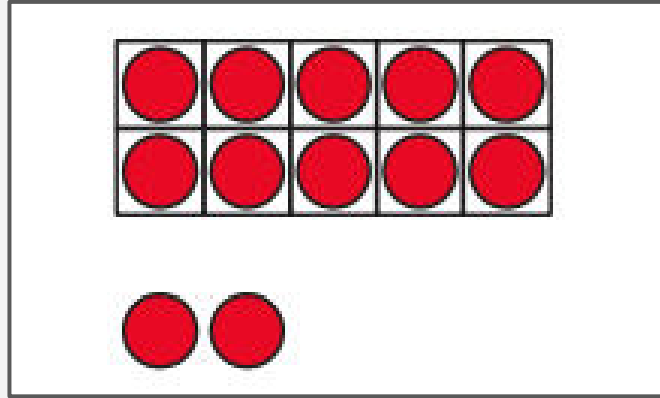


Let's find 1 more or 1 less.

How Many Do You See: One Less

Warm
up

How many
do you see?

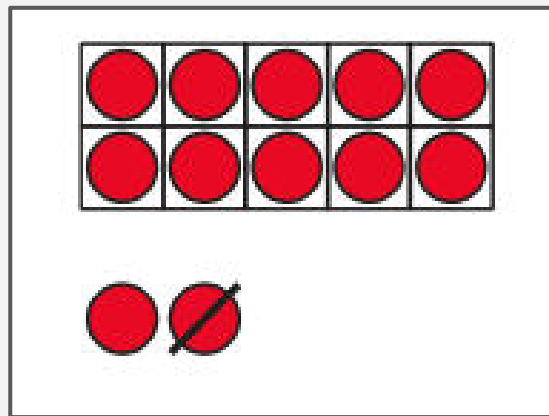


How do you
see them?

Warm
up

How Many Do You See: One Less

How many
do you see?

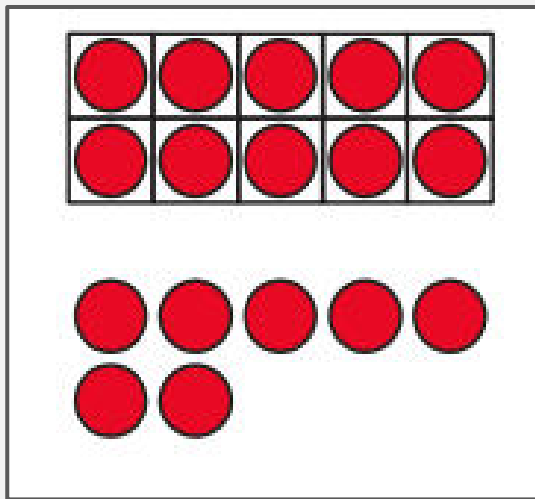


How do you
see them?

Warm
up

How Many Do You See: One Less

How many
do you see?

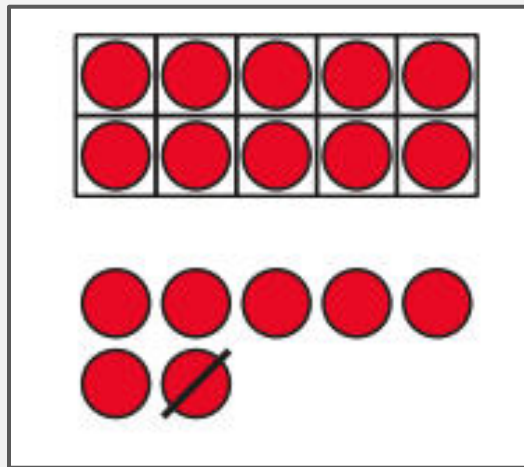


How do you
see them?

Warm
up

How Many Do You See: One Less

How many
do you see?



How do you
see them?

Count Out and Show One More or One Less

- We are going to play a game called 1 More or 1 Less.
- First one partner will roll a cube onto the number mat and count out that number of counters.
- Now the other partner decides whether they want to take away one counter or add one counter.
- Now the first partner figures out how many counters there are now. Both partners use drawings or numbers to show what happened. How could I record what happened?

14	16	9	2	13
1	8	20	15	17
4	12	19	6	3
7	5	10	18	11

Color One More or One Less

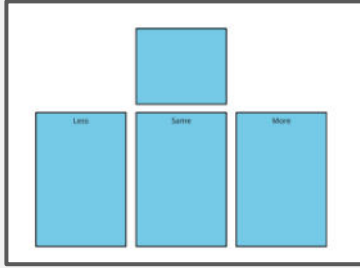
- We are going to play another game with one more and one less. You will take turns rolling a connecting cube onto the number mat and the one more, one less mat.
- If my cube lands on 7 and 1 more, I need to color the number that is 1 more than 7 in my workbook. I'm going to color 8 because 8 is 1 more than 7.
- Once you've finished, record the starting number and the new number. I'm going to write 7 and 8. 8 is 1 more than 7.
- Take turns playing with your partner. You can make drawings or use counters if they help you.

1 more
1 less

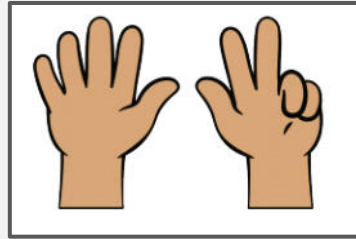
14	16	9	2	13
1	8	20	15	17
4	12	19	6	3
7	5	10	18	11

Centers: Choice Time

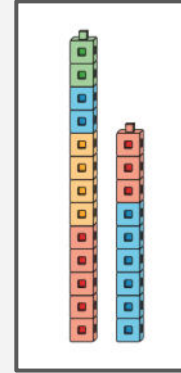
Less, Same, More



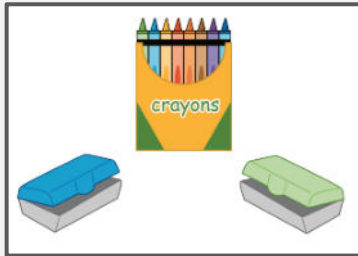
Math Fingers



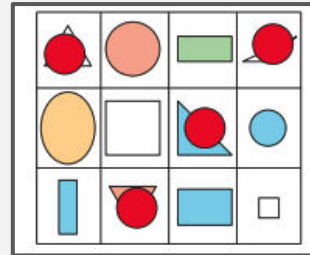
Tower Build



Math Stories



Guess Who



Today we played games where we figured out one more and one less.

10	17	2	9
19	5	13	16
7	1	18	12
20	14	6	3
4	8	11	15

Starting Number: New Number:

Round 1: _____

Round 2: _____

Round 3: _____

Round 4: _____

Kiran and Jada invented a new version of the game we played. Each time you roll a number, you color in both the number that is one more and the number that is one less. If they roll the number 7, which numbers would they color in? How do you know?

Kiran and Jada colored in 9 and 11. What number did they roll? How do you know?"



Order Numbers 1-20



Let's think about the order of numbers 1-20.

Choral Count: Count Backward

Let's start at 10 and count backward to 1.

Let's start at 20 and count backward to 1.



Order Numbers

1	2
3	4
5	6
7	8
9	10

11	12
13	14
15	16
17	18
19	20

- Work with your group to put the numbers in order from 1 to 20.
- Once your group agrees that the numbers are in the correct order, write the numbers in order from 1 to 20.

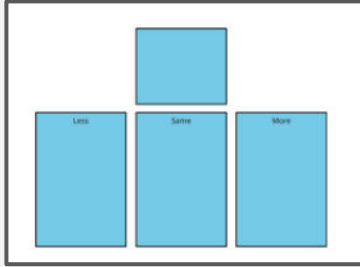
Number Clues

- On your card there are some clues. Each clue says “1 more than ___” or “1 less than ___.”
 - Look at your first clue.
 - Decide with your partner which number matches the clue.
 - Then look around the room and find that number.
 - When I give the signal, walk over to that number.

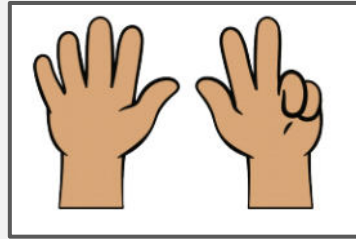
Set A <ul style="list-style-type: none"> ● 1 more than 12 ● 1 less than 10 ● 1 more than 19 ● 1 less than 17 	Set B <ul style="list-style-type: none"> ● 1 less than 16 ● 1 more than 7 ● 1 less than 6 ● 1 more than 15 	Set C <ul style="list-style-type: none"> ● 1 more than 0 ● 1 less than 20 ● 1 more than 19 ● 1 less than 7
Set D <ul style="list-style-type: none"> ● 1 less than 16 ● 1 less than 10 ● 1 less than 14 ● 1 more than 5 	Set E <ul style="list-style-type: none"> ● 1 more than 12 ● 1 less than 20 ● 1 less than 6 ● 1 more than 9 	Set F <ul style="list-style-type: none"> ● 1 more than 0 ● 1 more than 7 ● 1 less than 14 ● 1 less than 11

Centers: Choice Time

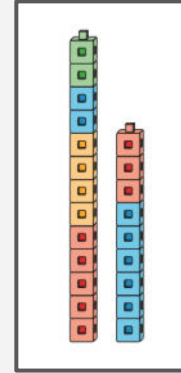
Less, Same, More



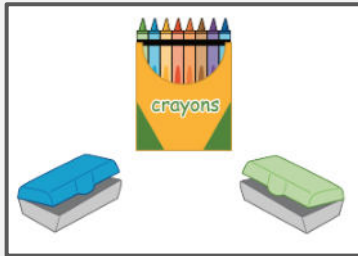
Math Fingers



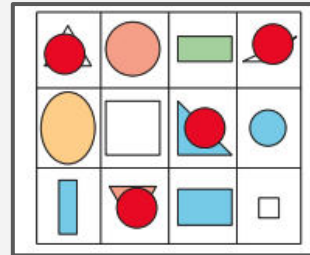
Tower Build



Math Stories



Guess Who



Lesson
Synthesis

1	2	11	12
3	4	13	14
5	6	15	
7	8	17	18
9	10	19	20



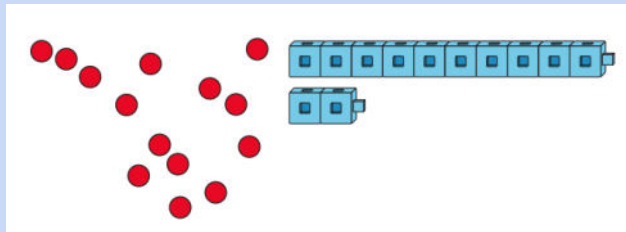
I put my numbers in order from 1 to 20, but one of my numbers went missing. Which number is missing and how do you know?



Section Summary



In this section, we counted and compared groups of objects.



There are 14 counters and 12 cubes. There are fewer cubes. We also used what we know about counting to help us figure out 1 more and 1 less.

1, 2, 3, 4, 5, 6, 7, **8**

8 is 1 more than 7.

There were 10 people on the bus.
Then 1 person got off the bus.
How many people are on the bus now?

1, 2, 3, 4, 5, 6, 7, 8, **9**, 10

9 comes before 10 when we count, so 9 is 1 less than 10.

Create Number Books (Part 1)



Let's find things to count at our school.

Warm
up

Notice and Wonder: All Hands On

What do you
notice?



What do you
wonder?

Explore Number Books

Look through these books with your partner.

- Tell your partner what you notice and wonder on each page.
- As you look through the books, think about what is the same and what is different about each book.



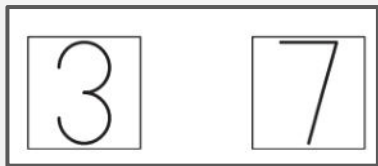
School Walk

- We're going to take a walk around the school. As we're walking, look for things that you would like to include in your number book.
- Use your recording sheet so that you remember your ideas.
- If I wanted to write about how many tables are in our class, what could I put on my recording sheet so I remember?

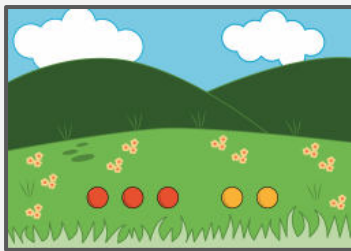


Centers: Choice Time

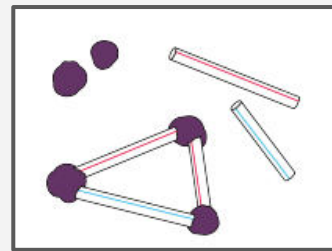
Find the Pair



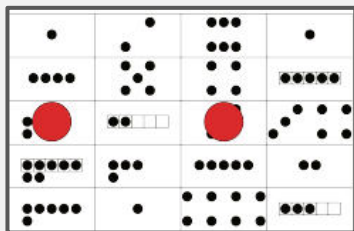
Tell Story Problems



Build Shapes



Make or Break Apart
Numbers



Picture Books



Today we looked at number books and thought about ideas for how to write our own number books. What do you think will be the most challenging part of making a number book?



Create Number Books (Part 2)

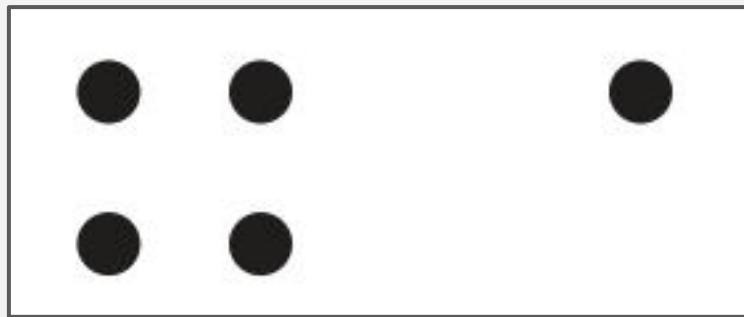


Let's make a number book about our school.

Warm
up

How Many Do You See: 5 Dots

How many
do you see?

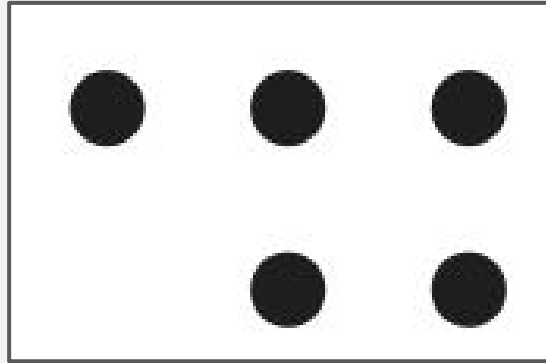


How do you
see them?

Warm
up

How Many Do You See: 5 Dots

How many
do you see?

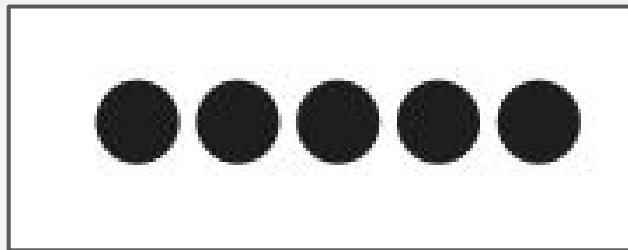


How do you
see them?

Warm
up

How Many Do You See: 5 Dots

How many
do you see?

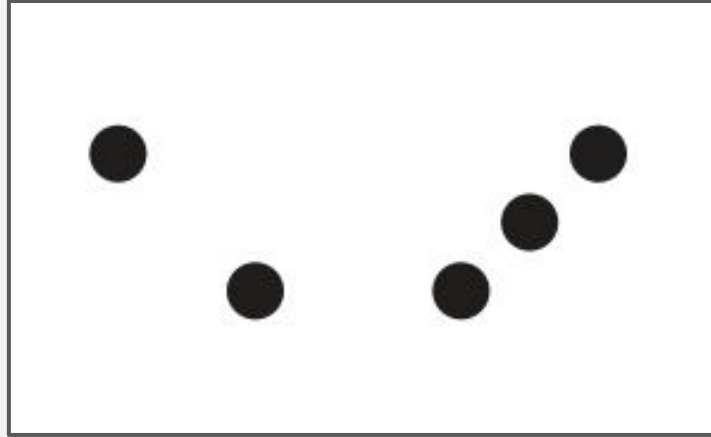


How do you
see them?

Warm
up

How Many Do You See: 5 Dots

How many
do you see?



How do you
see them?

Make Number Books

- Look through your recording sheet to decide what you would like to put on the first page of your number book about our school.
- Remember that each page should have a number, a picture, and some words or a sentence.
- Share what you have so far with your partner.
- Think of at least one thing that your partner did really well in their book.
- Think of one or two things that your partner could add or change to make their book even better.
- Think about your partner's suggestions as you continue working on your number book.

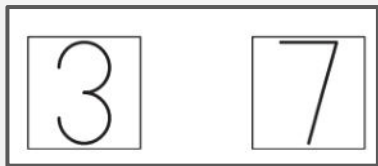
Share Number Books

- Each person will take turns reading their number book to their group.
- After your group member reads their books, each person will share one or two things that you enjoyed about their book.

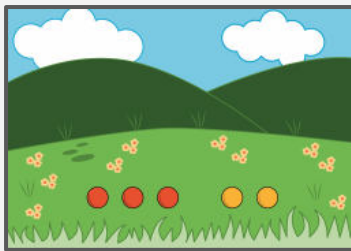


Centers: Choice Time

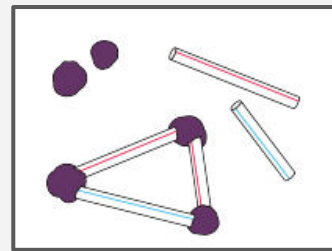
Find the Pair



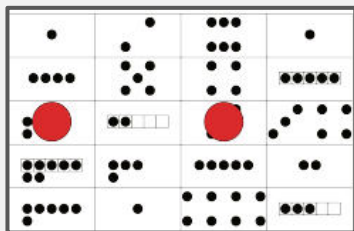
Tell Story Problems



Build Shapes



Make or Break Apart
Numbers



Picture Books



Today we created number books about our school.
Find the page that you are most proud of in your
book. Why are you proud of this page?

How did your partner
help you make this
page even better?



Find Someone Who, Find Something That




Let's learn more about our classmates and our classroom.


Which One Doesn't Belong: Representations of 6

Which one
doesn't belong?

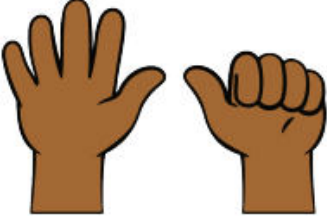
A



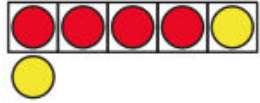
B



C



D



Find Someone Who

I'm going to give you a prompt like,
"Find someone who has purple hair."

- Your job is to walk around and talk to different partners until you find someone who has purple hair and ask them to write their name on your sheet.
- Find someone who has more than 5 letters in their first name. When you find someone, have them write their name in the first box.

1. Find someone who has more than 5 letters in their first name.

2. Find someone who has less than 5 letters in their first name.

3. Find someone who is taller than you.

4. Find someone who knows what number is 1 less than 18.

5. Find someone who has 0 pockets.

6. Find someone who has more than 2 pockets.

7. Find someone who can count to 70.

8. Find someone who knows 2 numbers that go together to make 10.

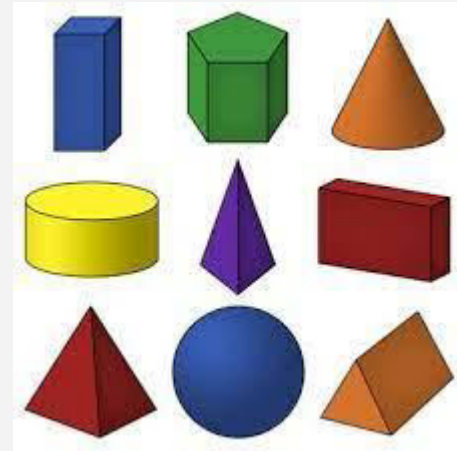
9. Find someone who has a shape on their shirt.

10. Find someone who has more than 1 brother or sister.

Find Something That

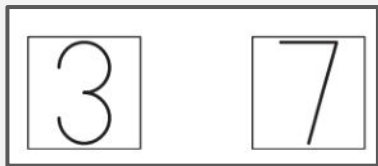
Work with your partner to find an object or objects that goes with each prompt.

- Find something that you can count.
- Now count what you found.

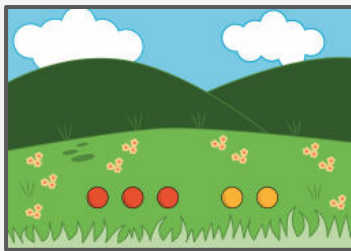


Centers: Choice Time

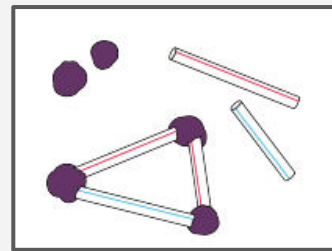
Find the Pair



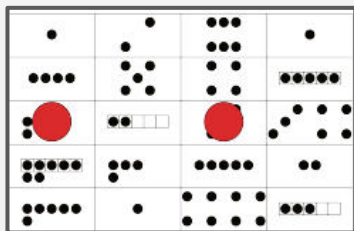
Tell Story Problems



Build Shapes



Make or Break Apart
Numbers



Picture Books



What is one new
thing that you
learned about
your classmates
today?

What is one new
thing that you
learned about our
classroom today?



Tomorrow, you will get to
develop your own math
questions about our classroom
and school. You can think about
some of the kinds of questions
that we answers today.

Where's the Math?



Let's ask and answer math questions about our school community.

Warm
up

What Do You Know About.....

OUR SCHOOL

Another School Walk

We're going to take another walk around the school.

- Your job is to think of math questions that you would like to answer about our school.
- Use your recording sheet to help you remember what questions you have.



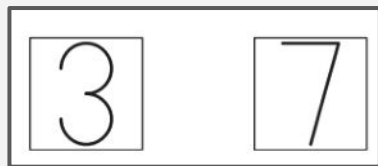
Answer Our Mathematical Questions

- Choose 1 question that you want to answer with your partner.
- Write the question at the top of your recording sheet.
- What will you need to do to answer the question?
 - What tools do you need?
- Work with your partner to answer your question.
 - Show your thinking using drawings, numbers, or words.

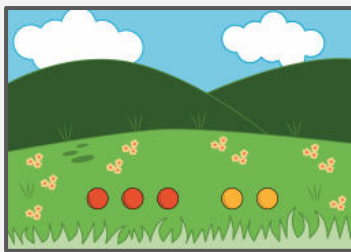


Centers: Choice Time

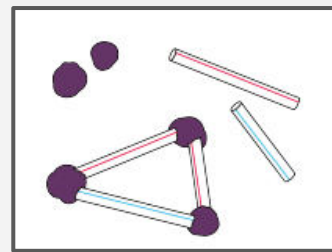
Find the Pair



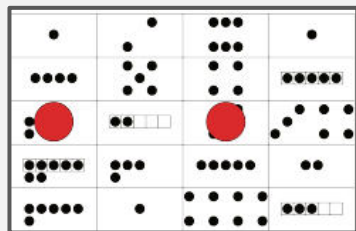
Tell Story Problems



Build Shapes



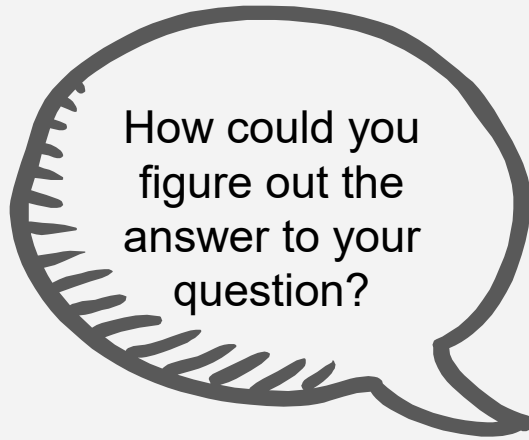
Make or Break Apart
Numbers



Picture Books



Today we asked and answered math questions about our school. What is a math question that you could ask about your home?



10

Tell Stories about Our School



Let's tell math stories about our school.

Warm
up

Notice and Wonder: Bubbles in the Park

What do you
notice?



What do you
wonder?

Story Problem Brainstorm

Activity
#1

As we walk today, notice mathematical ideas that you see.

- Focus on things that you can tell a story problem about.
- Take notes to help you remember.



Write Story Problems About Our School

Activity
#2

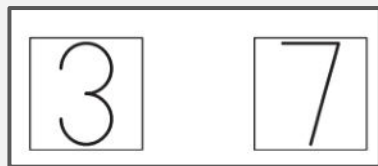
Think of a story problem that you can tell about our school.

- You can record your story problem with drawings, numbers, or words.
- Share your story problem with your partner.

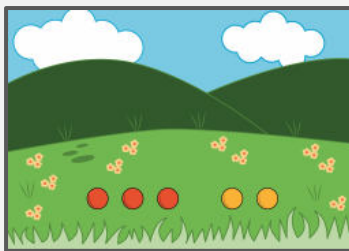


Centers: Choice Time

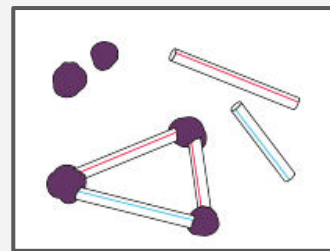
Find the Pair



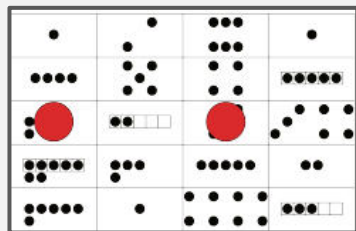
Tell Story Problems



Build Shapes



Make or Break Apart
Numbers



Picture Books



Today we told story problems about our school. Tomorrow you will share and solve some of these story problems.

Han wrote this story problem:

There are 5 teachers in the hallway.
There are 4 students in the hallway.



What feedback can you give to Han to help him improve his story problem?

Share Story Problems



Let's share and solve our story problems.

Warm
up

Number Talk: Add and Subtract 2 and 3

Add or
Subtract

$$3 - 2$$

Warm
up

Number Talk: Add and Subtract 2 and 3

Add or
Subtract

$$3 + 2$$

Warm
up

Number Talk: Add and Subtract 2 and 3

Add or
Subtract

$$4 - 2$$

Warm
up

Number Talk: Add and Subtract 2 and 3

Add or
Subtract

$$4 - 3$$

Display Story Problems and Solutions

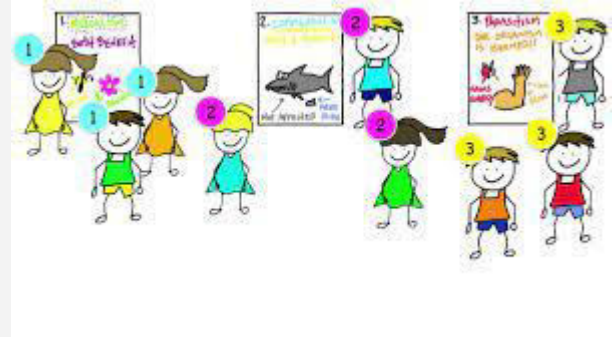


- Tell your partner the story problem that you came up with yesterday.
- Today you are going to make a poster to show your story problem.
 - Solve the story problem.
 - Show your thinking using drawings, numbers or words.
 - If you have time, you may want to show different ways to solve the problem using pictures, numbers, words, or symbols.

Story Problem Gallery Walk

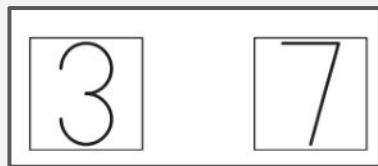
Activity
#2

- We are going to do a gallery walk so that we can see everyone's work for their story problem.
 - As you walk around, think about how each poster is the same as and different from your poster.
 - Think of any ideas that you may want to add or change about your poster.

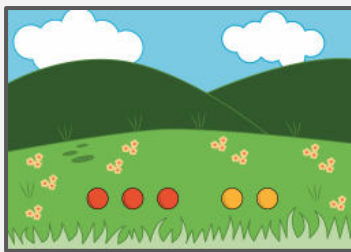


Centers: Choice Time

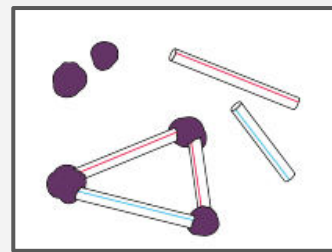
Find the Pair



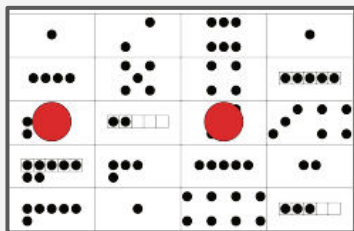
Tell Story Problems



Build Shapes



Make or Break Apart
Numbers



Picture Books



Lesson
Synthesis

What is your favorite thing we
have done in math class this
year?"

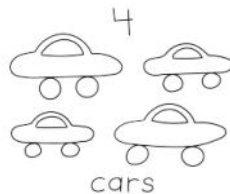




Section Summary

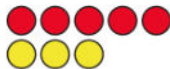
In this section, we explored our school community.

We created number books to show important things from our school.



We asked questions about our school and used tools to answer the questions. We told story problems about our school.

There are 5 pictures on one side of the hallway.
There are 3 pictures on the other side of the hallway.
How many pictures are there in the hall?



$$5 + 3 = 8$$

There are 8 pictures.

Make Dot Images

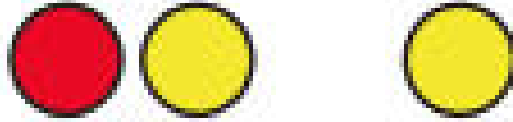


Let's make our own groups of dots.

Warm
up

How Many Do You See: Dots in Different Colors

How many
do you see?

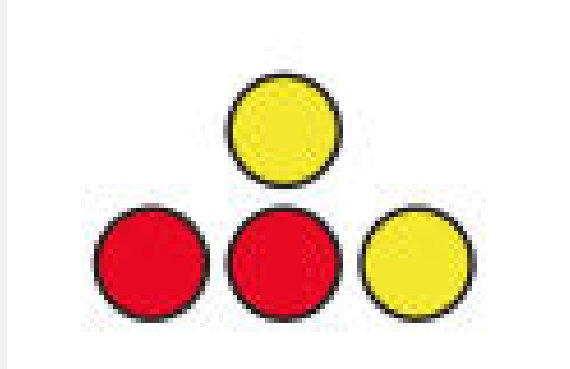


How do you
see them?

Warm
up

How Many Do You See: Dots in Different Colors

How many
do you see?

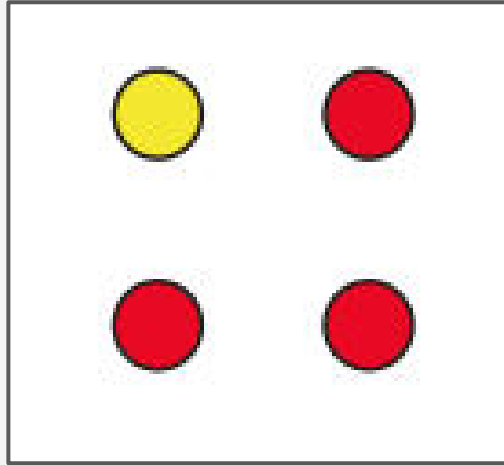


How do you
see them?

Warm
up

How Many Do You See: Dots in Different Colors

How many
do you see?

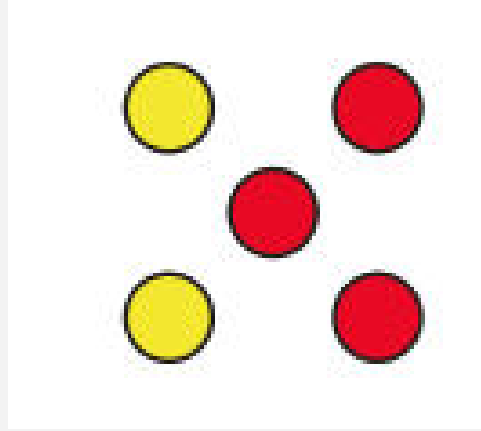


How do you
see them?

Warm
up

How Many Do You See: Dots in Different Colors

How many
do you see?

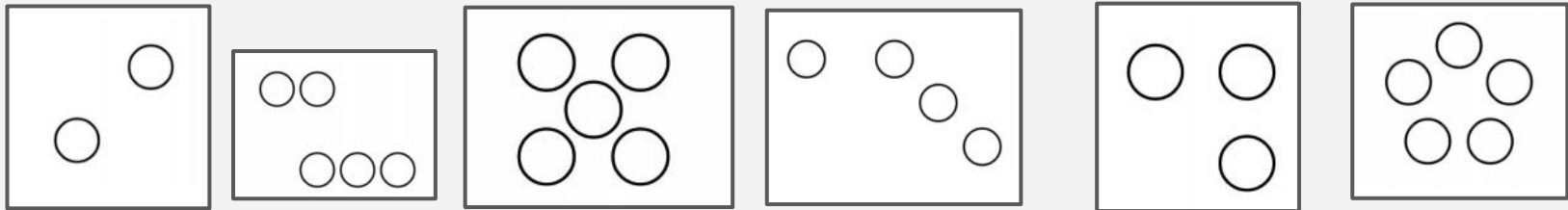


How do you
see them?

Make Your Own Dot Images

You are going to get to make your own groups of dots.

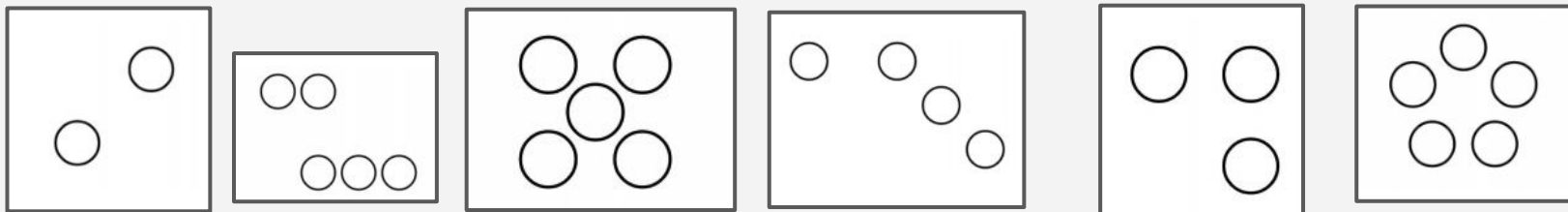
- Use at least 2 different colors to color in the dots to help your partner see the different parts in the total.
- There are some blank cards. On these cards, you can draw your own groups of dots and color them in



How Many Dots Do You See?

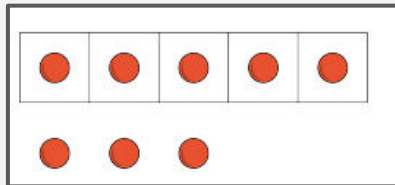
You are going to use the dot cards you created in small groups, just like when we do our How Many Do You See warmup.

- The first partner will hold up one of their dot cards for their group members to see.
- The rest of the group members will have time to think.
- Then they will share how many dots they see and how they see them.
- Take turns sharing your dot images.

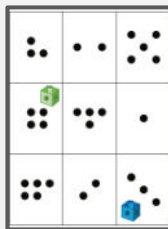


Centers: Choice Time

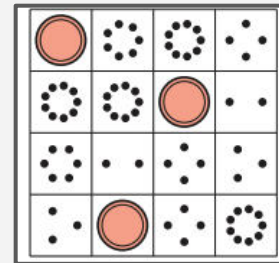
5-frames



Roll and Add



Cover Up



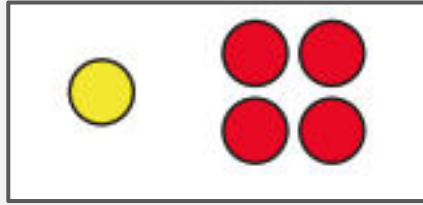
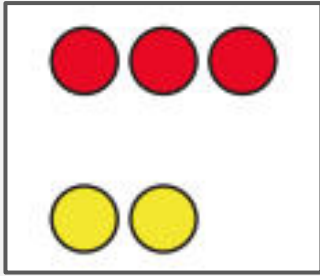
Geoblocks



Find the Value of
Expressions

$$3 + 5 \quad 7 - 5$$

Lesson
Synthesis



What is the same about
these dot images? What
is different about them?

Dominoes to 5

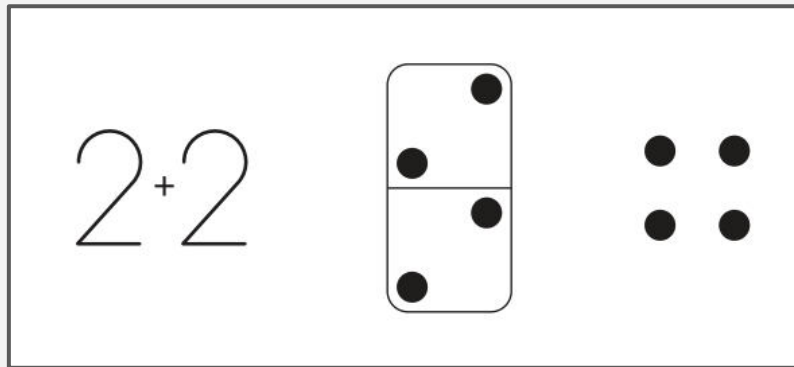


Let's sort different ways to make numbers to 5.

Warm
up

Notice and Wonder: Ways to Make 4

What do you
notice?

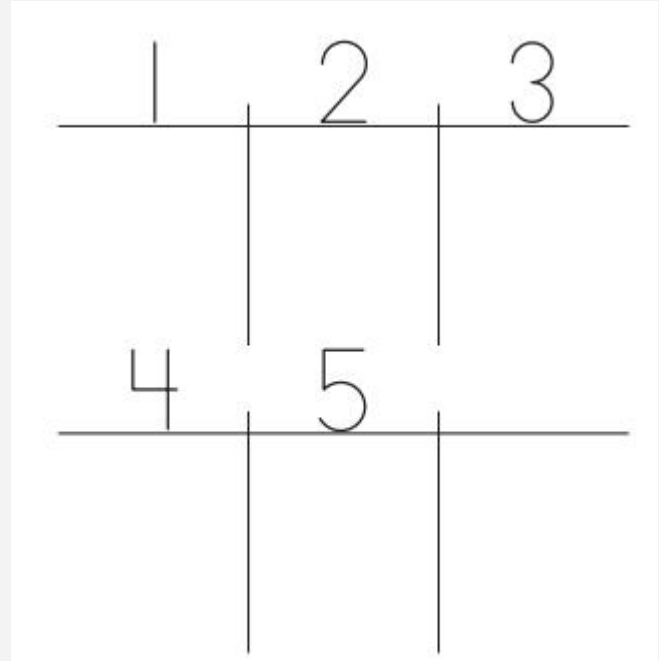


What do you
wonder?

Domino Sort

Work together to sort the dominoes into groups based on the total number of dots.

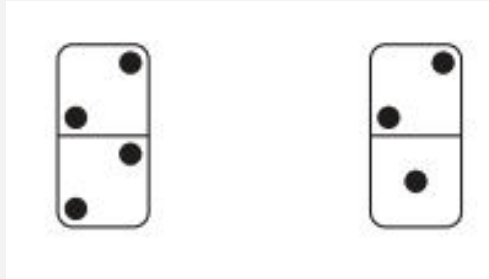
- As you work together, tell your partner the parts that you see and how many total dots you see.
- Choose one of the groups that you sorted the dominoes into. Write an expression to show each domino.



Compare Dots on Dominoes

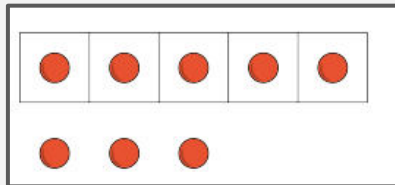
We are going to play a comparing game with our dominoes.

- You and your partner will both flip over one card.
- One partner will compare the number of dots using “fewer” or “the same number as” and explain how they know.
- The other partner will compare the number of dots using “more” or “the same number as”
- Let’s play one round together.”

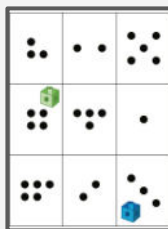


Centers: Choice Time

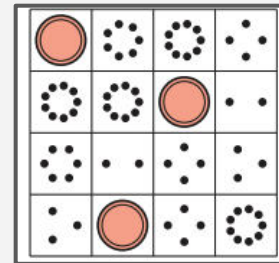
5-frames



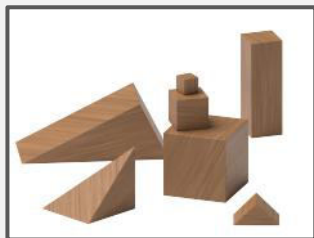
Roll and Add



Cover Up



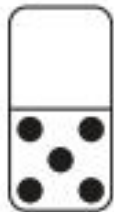
Geoblocks



Find the Value of
Expressions

$$3 + 5 \quad 7 - 5$$

Lesson
Synthesis



What do you notice? What do you wonder?



What expression can we write for this domino? How do you know?



Sort and Color Expressions and Images within 5



Let's practice adding and subtracting.



Choral Count: Practice Counting On

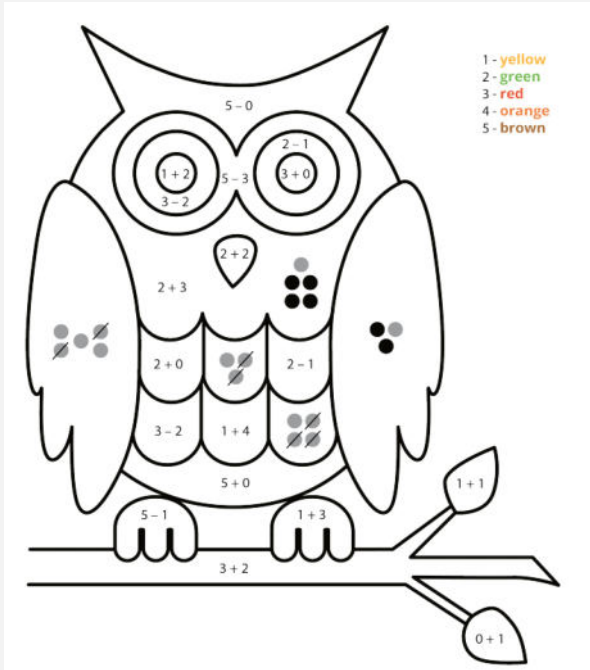


Count by 1, starting at 13.

Stop counting and recording at 20.

“What patterns do you see?”

Owl Color



This code tells us which color to use.

- Figure out the total number of dots in each image.
- Find the value of each expression.
- Check the key to determine which color to use on this section.
- If the expression is , you would color that section green, because in the key it says that “3” should be colored green.

Sort Expressions by Total and Difference

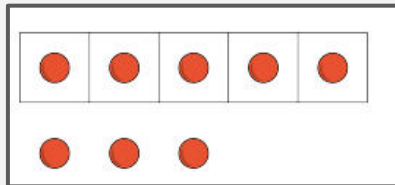
- For each number, work with your partner to find all of the expressions that show that number.
- Write one more expression for each number.

$2 + 1$	$4 - 1$
$2 + 3$	$4 - 2$
$2 + 0$	$5 - 3$
$0 + 5$	$3 - 1$

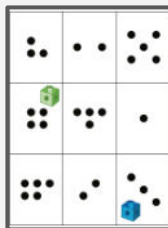
1	2	3
4	5	

Centers: Choice Time

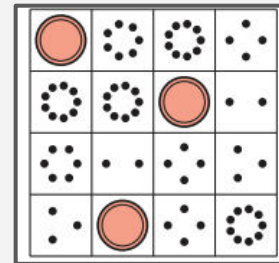
5-frames



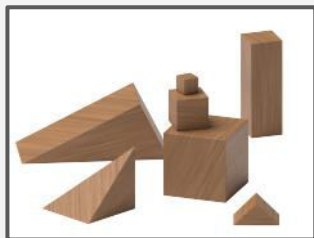
Roll and Add



Cover Up



Geoblocks



Find the Value of
Expressions



$2 + 1 = 3$



$5 - 2 = 3$



What do you notice is the same and different about these equations and drawings?

Addition and Subtraction Expressions within 5



Let's add and subtract within 5.

Warm
up

Which One Doesn't Belong: Expressions and Equations

Which one doesn't
belong?

A

$$3 + 1$$

B

$$3 = 2 + 1$$

C

$$3 + 0$$

D

$$4 - 1$$

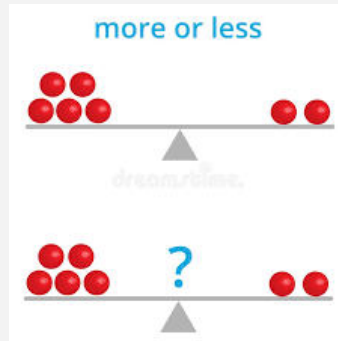
Four Corners: Totals and Differences



- Find the value of the expression on your card.
- Go to the corner that is labelled with the value of the expression.
- Find a partner in your corner.
 - Show them your card and tell them how you found the value of your expression.
- Walk back to the center of the room. Trade your card with a partner.

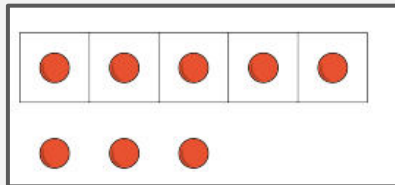
Compare Expressions

- You and your partner will both flip over a card.
- Look at both expressions.
 - If your expression shows the number that is more, say "Me!" and then explain to your partner how you know.

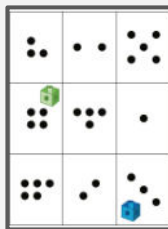


Centers: Choice Time

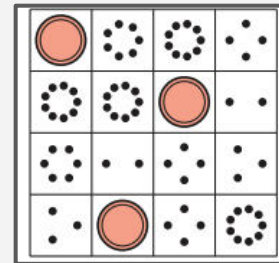
5-frames



Roll and Add



Cover Up



Geoblocks



Find the Value of
Expressions

$$3 + 5 \quad 7 - 5$$

Today we found the value of expressions and compared expressions.



I'm going to say and write a number or expression. Your job is to work together to get into groups of the correct number. If you can't find a group, stand in the middle of the carpet. If you need another person in your group, find someone in the middle of the carpet.

Parts to Make 5

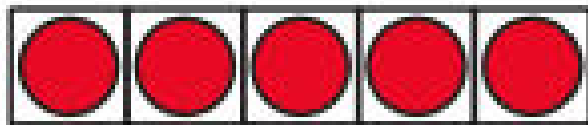


Let's find the missing part.

Warm
up

How Many Do You See: Add and Subtract

How many
do you see?

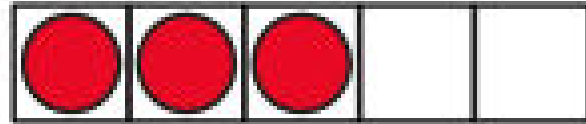


How do you
see them?

Warm
up

How Many Do You See: Add and Subtract

How many
do you see?

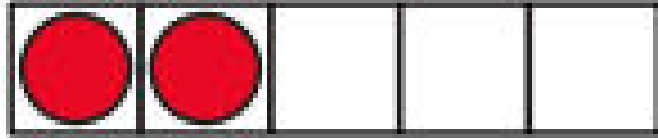


How do you
see them?

Warm
up

How Many Do You See: Add and Subtract

How many
do you see?

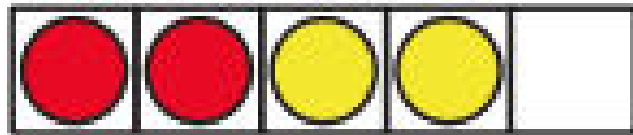


How do you
see them?

Warm
up

How Many Do You See: Add and Subtract

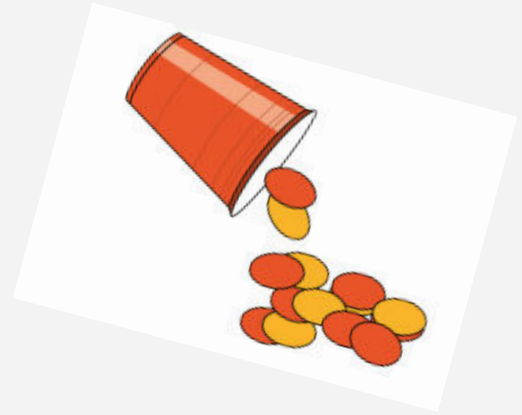
How many
do you see?



How do you
see them?

Shake and Spill, Cover

- Put 3, 4, or 5 counters in the cup.
- Shake and spill the counters.
- Hide some of the counters under the cup.
- Figure out how many of the counters are hidden.
- Write an expression.



Missing Value (Optional)

Activity
#2

Fill in the missing part of each equation.

$$3 - \underline{\quad} = 2$$

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

$$5 - \underline{\quad} = 2$$

$$1 + \underline{\quad} = 2$$

Missing Value (Optional)

Activity
#2

Fill in the missing part of each equation.

$$5 - \underline{\quad} = 4$$

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

$$4 - \underline{\quad} = 4$$

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

Missing Value (Optional)

Activity
#2

Fill in the missing part of each equation.

$$5 - \underline{\quad\quad} = 3$$

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

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

$$0 + \underline{\quad\quad} = 3$$

Missing Value (Optional)

Activity
#2

Fill in the missing part of each equation.

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

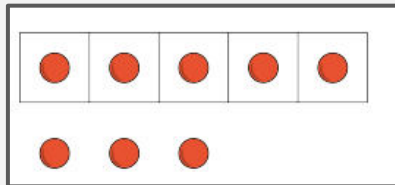
$$4 + \underline{\quad} = 5$$

$$5 - \underline{\quad} = 5$$

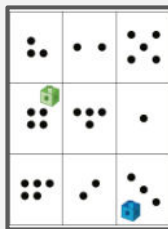
$$3 + \underline{\quad} = 5$$

Centers: Choice Time

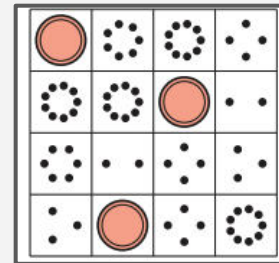
5-frames



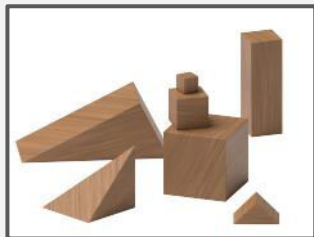
Roll and Add



Cover Up



Geoblocks



Find the Value of
Expressions



Today we found the missing part with groups of objects and equations.

$$5 = 3 + \underline{\quad}$$

What number is missing from the equation so that is shows 5? How do you know?



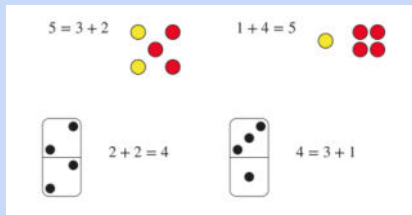
What number is missing from the equation? How do you know?

$$5 - \underline{\quad} = 2$$

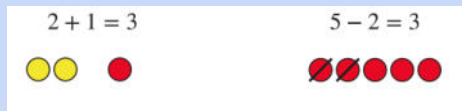


Section Summary

In this section, we showed different ways to make numbers to 5.



We added and subtracted within 5.



We filled in the missing part in equations.

$2 + \underline{\quad} = 3$	$5 - \underline{\quad} = 2$
$2 + \underline{1} = 3$	$5 - \underline{3} = 2$

Make and Break Apart 10

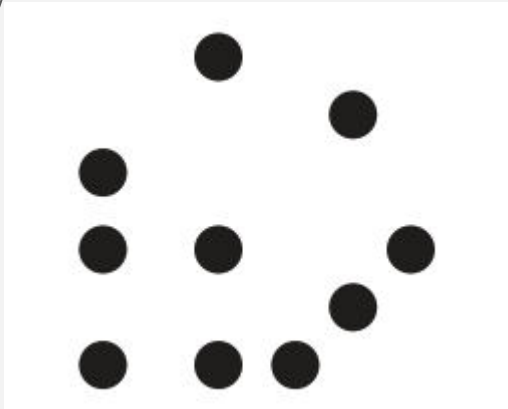


Let's look for groups that make 10.

Warm
up

Estimation Exploration: 5 and 5 makes 10

1. How many
dots are there?



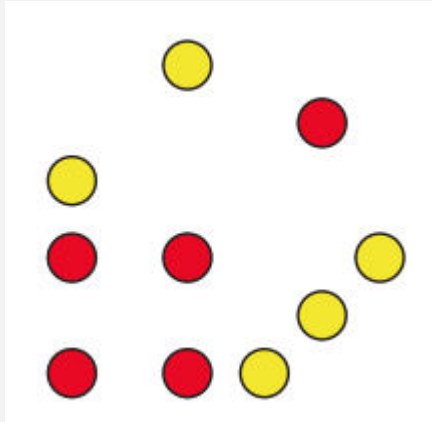
Record an
estimate that is:

Too low	About right	Too high

Warm
up

Estimation Exploration: 5 and 5 makes 10

2. How many
dots are there?



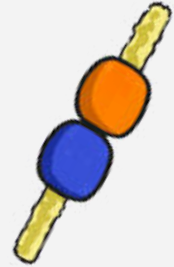
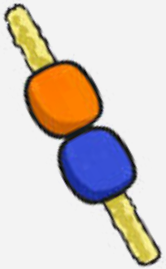
Record an
estimate that is:

Too low	About right	Too high

10 Beads

We are going to make a tool that will help us work with the number 10.

- First, count out 5 red beads and put them on your pipe cleaner.
- Now count out 5 blue beads and put them on the pipe cleaner.
- Push the beads together in the middle of the pipe cleaner.
 - How many beads do you have?
 - What groups do you see in your 10 beads?



Make and Break Apart 10

Activity
#2

- We can use the bead tool we made to show different ways to make and break apart 10.
- Show your partner one way that you can break apart 10 into 2 groups.
 - Take turns playing with your partner.
 - Use your beads to show each equation.
 - When your partner shows you their beads, tell them the equation to make 10 and draw a picture to show what the beads look like.

$$7 + 3 = 10$$

$$10 = 4 + 6$$

$$9 + 1 = 10$$

$$10 = 2 + 8$$

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



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



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

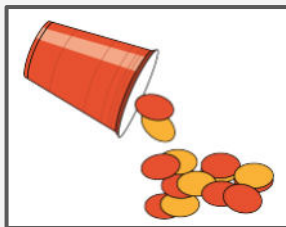


$$\underline{\quad} + \underline{\quad} = 10$$

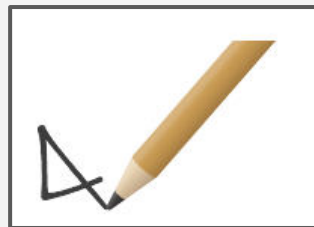


Centers: Choice Time

Shake and Spill



Number Race



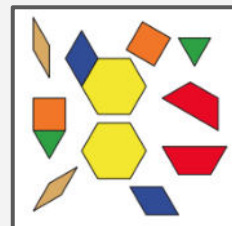
Grab and Count



Snap the Cubes



Pattern Blocks



Today we created and used beads to show different ways to make and break apart 10. What math can you do with your beads?



All the Ways to Make 10



Let's find all the ways to make 10.

Warm
up

Number Talk: Add and Subtract 1

Find the value of
each expression
mentally.


$$4 + 1$$

Number Talk: Add and Subtract 1

Find the value of
each expression
mentally.


$$5 + 1$$

Number Talk: Add and Subtract 1

Find the value of
each expression
mentally.



$8 - 1$

Warm
up

Number Talk: Add and Subtract 1

Find the value of
each expression
mentally.


$$7-1$$

Ten Pigeons

1.

There are 6 pigeons in the fountain.

There are 4 pigeons on the bench.

How many pigeons are there?

Show your thinking with objects, drawings, numbers, or words.



Ten Pigeons

2.

There are 10 pigeons.

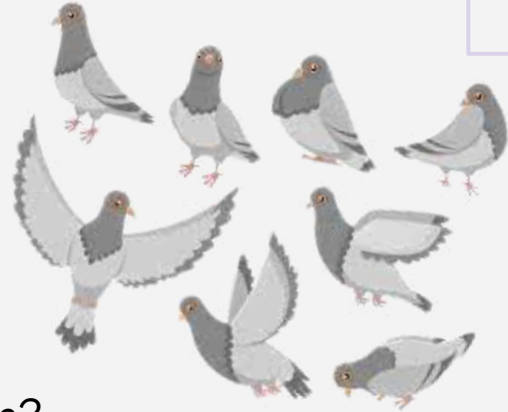
Some of the pigeons are in the fountain.

Some of the pigeons are on the bench.

How many of the pigeons are in the fountain?

Then, how many of the pigeons are on the bench?

Show your thinking with objects, drawings, numbers, or words.



All of the Ways to Make 10

There were 10 pigeons.

Some of the pigeons were in the fountain.

Some of the pigeons were on the bench.

How many of the pigeons were in the fountain?

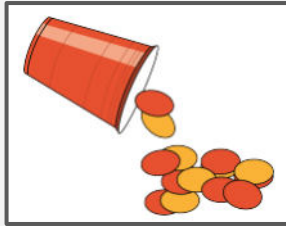
Then, how many of the pigeons were on the bench?

Show your thinking with objects, drawings, numbers, or words.

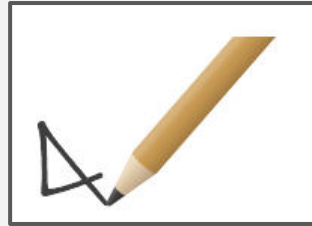


Centers: Choice Time

Shake and Spill



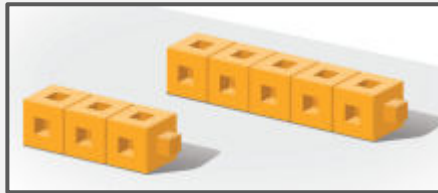
Number Race



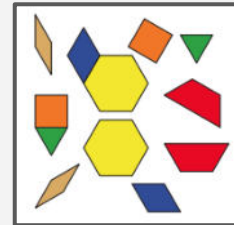
Grab and Count



Snap the Cubes



Pattern Blocks



Tyler and Priya recorded the different ways that the pigeons could be in the fountain and one the bench.

pigeons in the fountain	pigeons on the bench	pigeons in the fountain	pigeons on the bench
9	1	5	5
8	2	4	6
7	3	3	7
6	4	2	8
		1	9

What do you notice?
What patterns do you see?



Find the Number that Makes 10

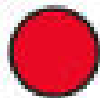
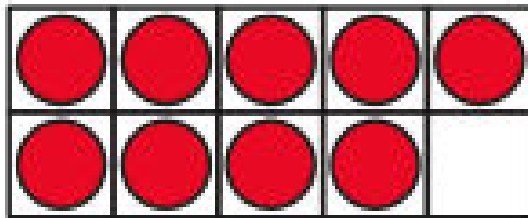


Let's add to make 10.

Warm
up

How Many Do You See: Make 10

How many
do you see?

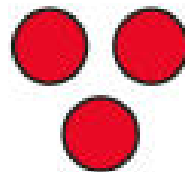
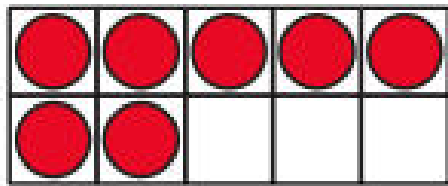


How do you
see them?

Warm
up

How Many Do You See: Make 10

How many
do you see?

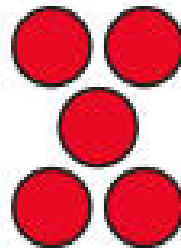
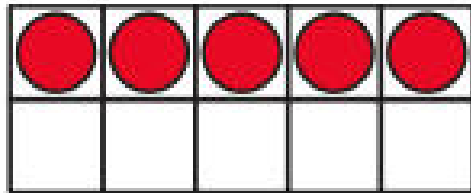


How do you
see them?

Warm
up

How Many Do You See: Make 10

How many
do you see?



How do you
see them?

Color the Number to Make 10

- Partner A: Color in 1 number.
- Partner B: Color in the number that makes 10 with the same color.
- Switch colors and roles and repeat.

10	5	3	2
7	1	9	8
4	8	9	4
6	2	3	0
1	7	5	6

Choose your favorite way to make 10.
Fill in the equation.

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

Synthesis:

$$10 = 8 + \underline{\quad}$$

Add to Make 10

Fill in the equation to show ways to make 10.

$$10 = 9 + \underline{\quad}$$

$$10 = 3 + \underline{\quad}$$

$$10 = 5 + \underline{\quad}$$

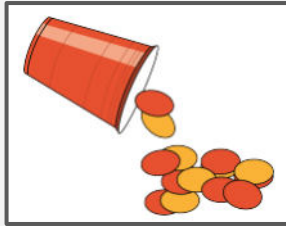
$$10 = 4 + \underline{\quad}$$

$$10 = 8 + \underline{\quad}$$

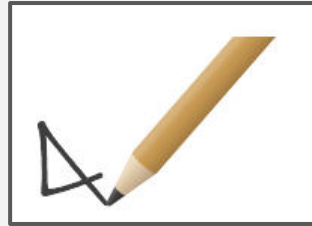
$$10 = 7 + \underline{\quad}$$

Centers: Choice Time

Shake and Spill



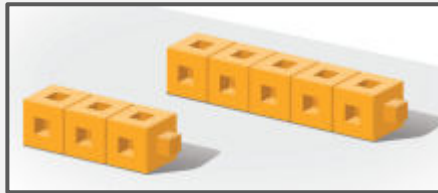
Number Race



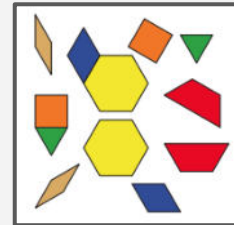
Grab and Count



Snap the Cubes



Pattern Blocks



Today we figured out what number we needed to make 10 and showed the ways to make 10 with equations.

Tell your partner one way to make 10. Tell them at least 2 ways that you can show it



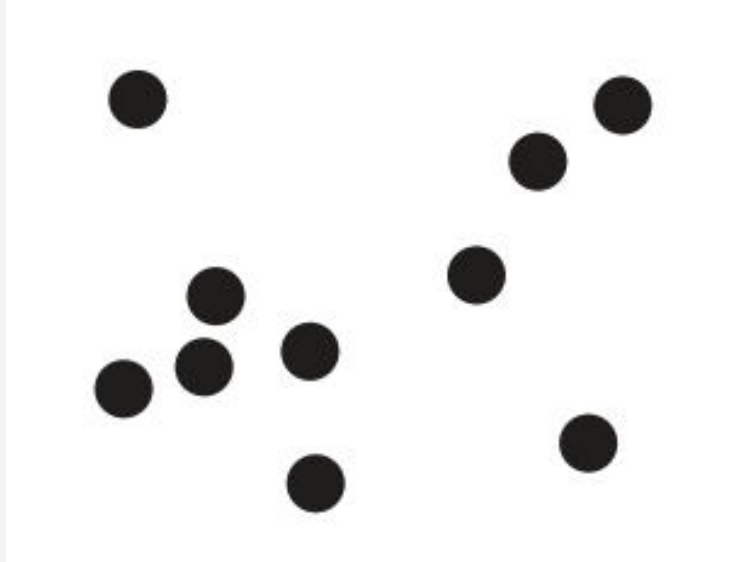
More or Less than 10?



Let's decide if there are more or fewer than 10 things in a group.

Estimation Exploration: Close to 10

Warm
up



Record an
estimate that is:

Too low	About right	Too high

Use 10 to Estimate

Write “more” or “fewer” to finish each sentence.

1. I think there are _____ than 10 pencils.



How many pencils are there? _____

Use 10 to Estimate

Write “more” or “fewer” to finish each sentence.

2. I think there are _____ than 10 pencils.

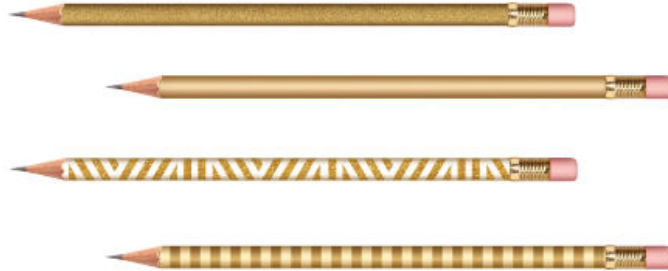


How many pencils are there? _____

Use 10 to Estimate

Write “more” or “fewer” to finish each sentence.

3. I think there are _____ than 10 pencils.



How many pencils are there? _____

Use 10 to Estimate

Write “more” or “fewer” to finish each sentence.

4. I think there are _____ than 10 pencils.



How many pencils are there? _____

Use 10 to Estimate

Write “more” or “fewer” to finish each sentence.

5. I think there are _____ than 10 pencils.

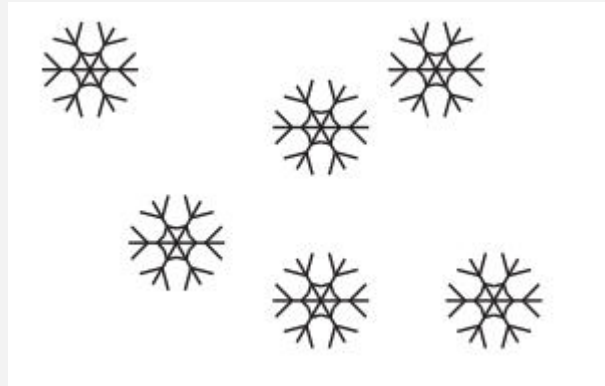


How many pencils are there? _____

Could She Be Right?

1. Elena says there are about 11 snowflakes.

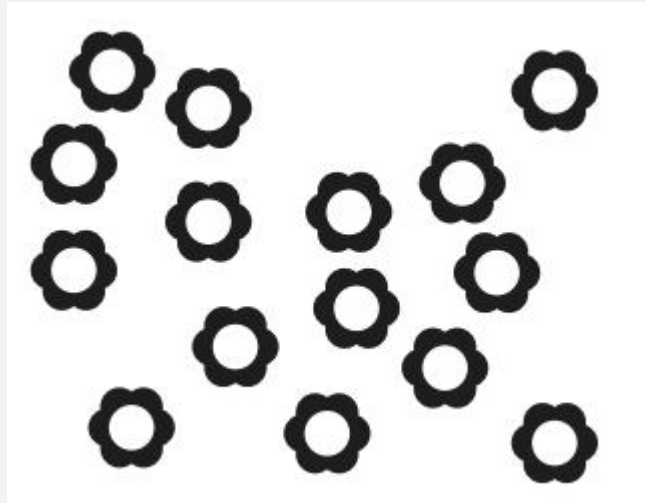
Do you think she could be right? Why or why not?



Could She Be Right?

2. Elena says there are about 8 flowers.

Do you think she could be right? Why or why not?



Could She Be Right?

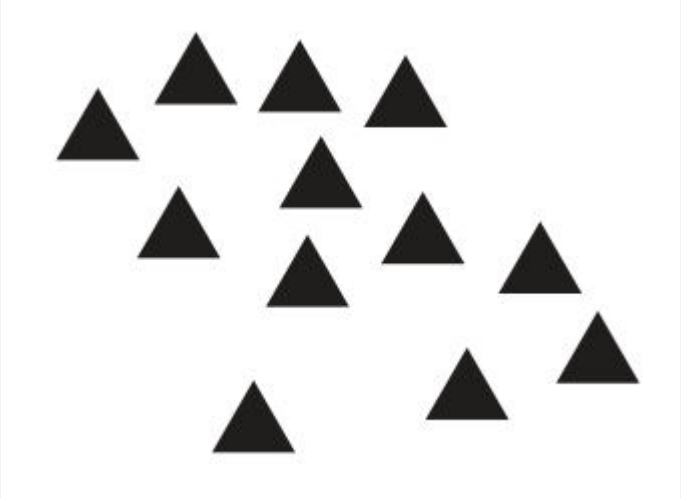
3. Elena says there are about 11 suns.

Do you think she could be right? Why or why not?



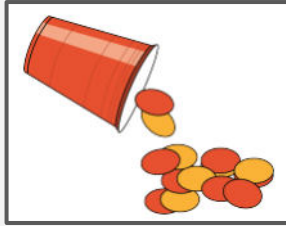
Could She Be Right?

Synthesis:



Centers: Choice Time

Shake and Spill



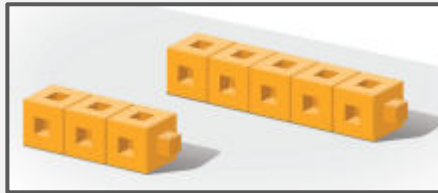
Number Race



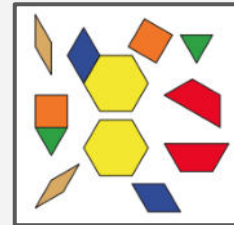
Grab and Count



Snap the Cubes



Pattern Blocks



Today we looked at pictures and estimated whether they had more or fewer than 10 things.



We can say there are about 10 pencils in the cup.

Do you think there are more than 10 or fewer than 10 pencils in the cup? What makes you think that?



Compose and Decompose Numbers 11–19



Let's make groups of 10.

Which One Doesn't Belong: Numbers 11-20

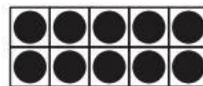
Warm
up

Which one
doesn't belong?

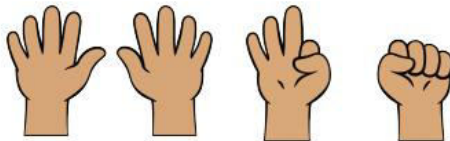
A



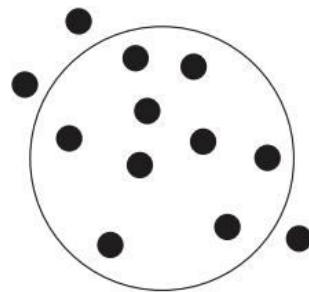
B



C



D



Where Will They Sit?

Write “more” or “fewer” to finish each sentence.

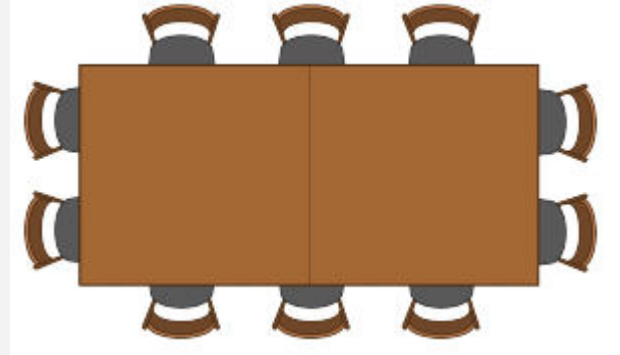
1. I think there are _____ than 10 pencils.



How many pencils are there? _____

Use 10 to Estimate

- We are going to pretend that the objects in the bag are students.
- The students will either sit at the table or on the rug.
- All of the students want to sit at the table. How many of the students can sit at the table?
- Work with your partner to figure out how many students will sit at the table, how many will sit on the rug, and how many students there are altogether. Fill in an equation for each bag of objects.



Finish the Equations

$$17 = 10 + \underline{\quad}$$

$$\underline{\quad} + 2 = 12$$

$$19 = \underline{\quad} + 9$$

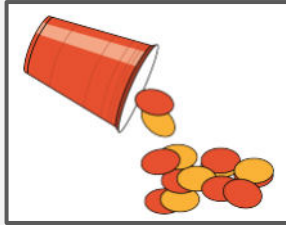
$$11 = \underline{\quad} + 1$$

$$10 + \underline{\quad} = 14$$

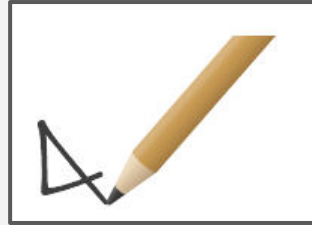
$$15 = 10 + \underline{\quad}$$

Centers: Choice Time

Shake and Spill



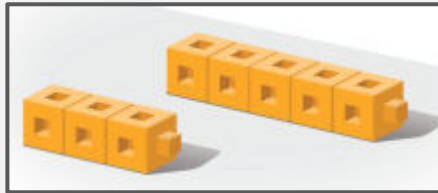
Number Race



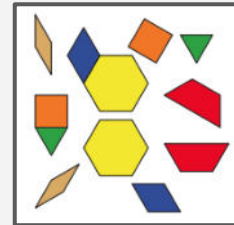
Grab and Count



Snap the Cubes



Pattern Blocks



11, 12, 13, 14, 15, 16, 17, 18, 19.

Choose one of the numbers.
Tell your partner something
you know about that
number.

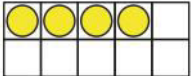
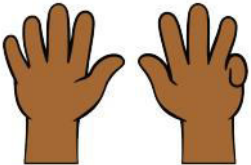


How are all of these numbers
alike?



Section Summary

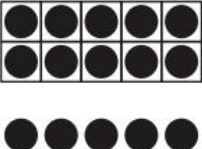
In this section, we used our fingers, objects, 10-frames, and drawings to find all of the ways to make 10.

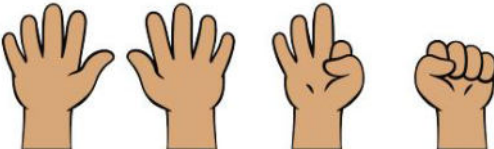
	
$10 = 4 + 6$	$10 = 9 + 1$

We figured out how many more are needed to make 10.

$$10 = 8 + \underline{\quad}$$
$$10 = 8 + \underline{2}$$

We showed numbers 11-19 as 10 and some more.

	$15 = 10 + 5$
--	---------------

	$10 + 3 = 13$
---	---------------