



# Mathematics

INTERVENTION

## Lessons and Activities

### Level K

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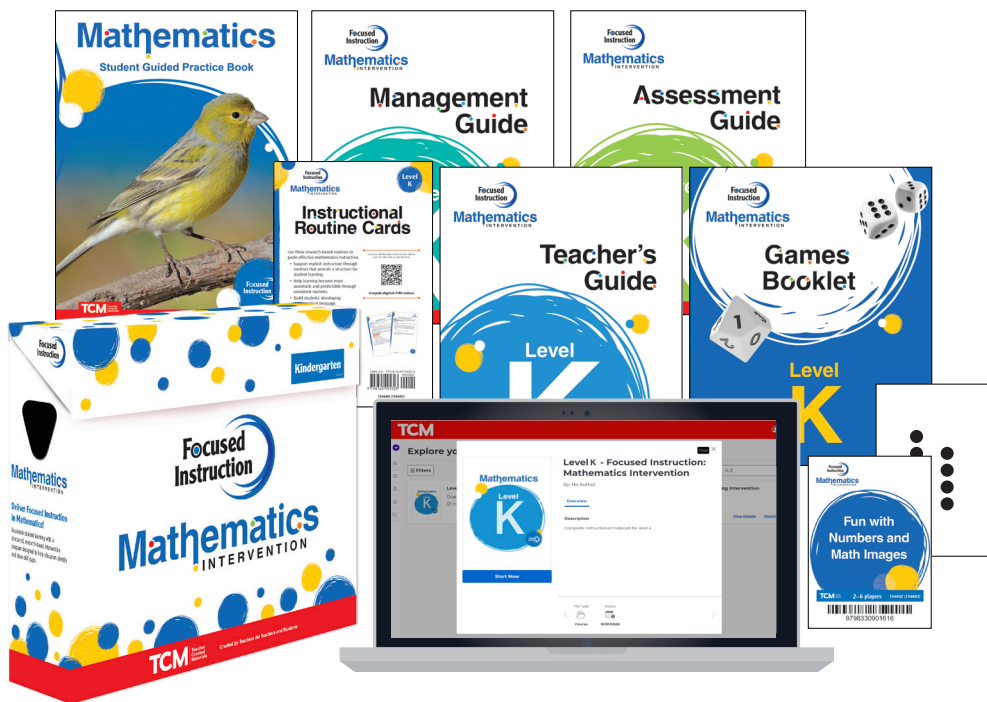
Management Guide (8 pages)

Teacher's Guide (7 pages)

Instructional Routine Cards (4 pages)

Student Guided Practice Book (6 pages)

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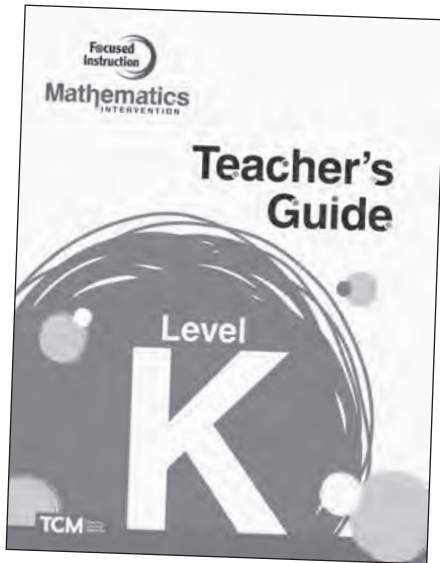
**Mathematics**  
INTERVENTION

# Management Guide

Level

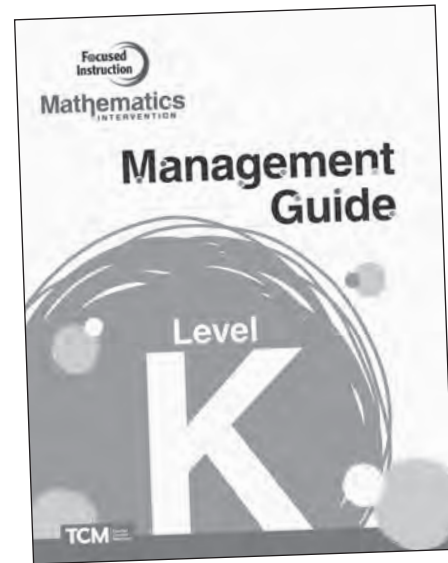
**K**

# Resource Overview



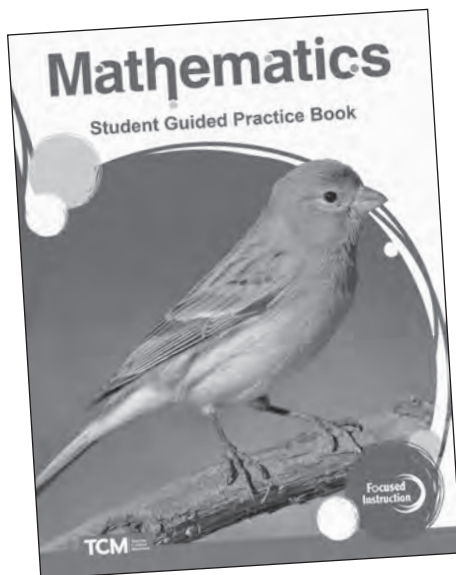
**Teacher's Guide**

Deliver 30 easy-to-use, research-based lessons that follow the concrete, representational, abstract progression.



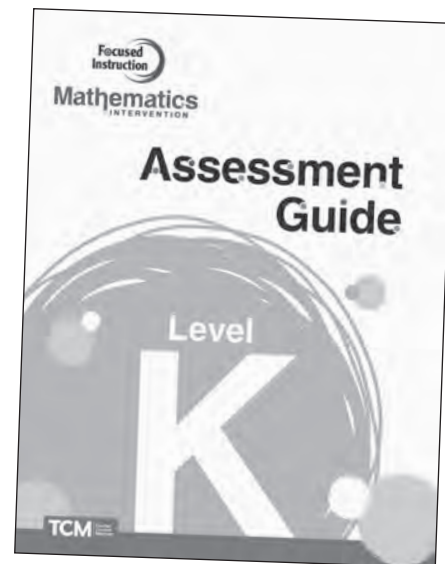
**Management Guide**

Explore best practices for implementing effective mathematics intervention.



**Student Guided Practice Book**

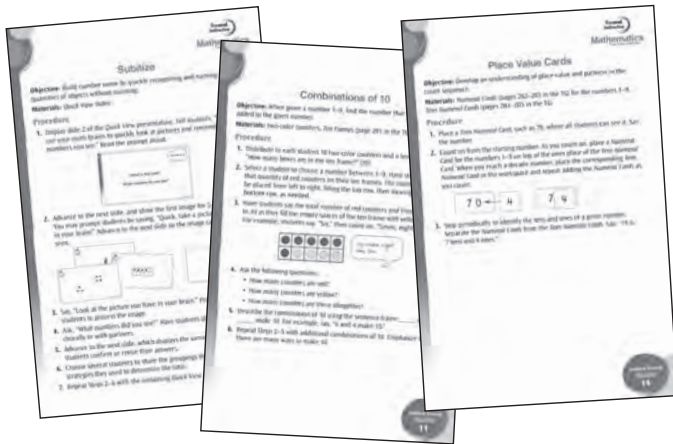
Guide student practice with full-color student activities, including differentiated student pages for each lesson. All student pages are available in the online course on the TCM Learning Platform.



**Assessment Guide**

Monitor progress through flexible assessment opportunities, including a placement test, benchmark assessments, checklists, rubrics, and summative assessments.

# Resource Overview *(cont.)*



## Instructional Routine Cards

Support instruction through consistent discourse and manipulatives routines.



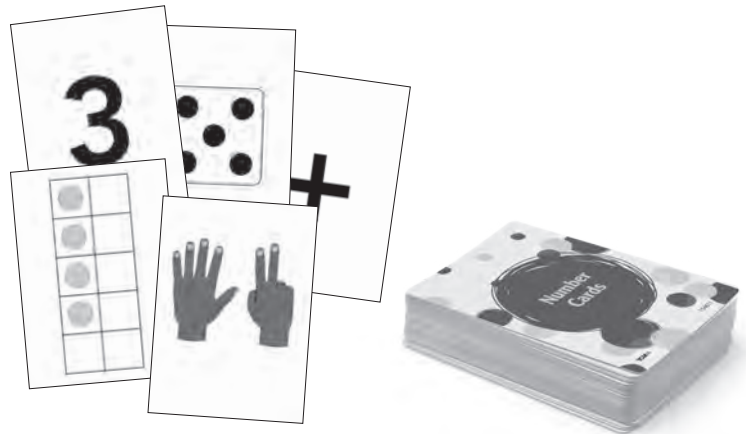
## TCM Learning Platform

Access all program resources and enhance instruction through lesson slides, support videos, assignable student pages, and digital assessments with student performance reporting.



## Games Booklet

This resource, used with the game cards, allows students to develop procedural fluency with mathematical concepts.



## Game Cards

Six decks of cards, each containing a set of Number Cards, a set of Subitizing Cards, and a set of Symbol Cards, support the games included in each lesson.

# TCM Learning Platform

All program components are accessible in digital form via the TCM Learning Platform. This digital platform also houses additional resources for the successful implementation of *Focused Instruction: Mathematics Intervention*. Information for accessing the digital resources can be found in the TCM Learning Platform Quick Start Guide. Scan the QR code or visit this link to get started: [tcmpub.digital/FIM/quickstart](https://tcmpub.digital/FIM/quickstart).



## Assessments and Reporting

Assessments can be assigned to students and completed on the TCM Learning Platform. All items are standards-aligned and autoscored providing immediate feedback to students and teachers. Performance Reports allow teachers to monitor student performance, identify gaps, and determine next steps for instruction.



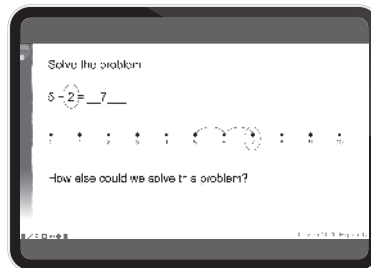
## Digital Student Guided Practice Book

Each page of the *Student Guided Practice Book* is offered in digital form. Students can print and download pages, enabling easy sharing of completed learning activities.



## Lesson Instruction Slides

Lesson Instruction slides support the delivery of instruction during Parts 1 and 2 of each lesson. They help teachers connect the dots between student-facing content and instructional strategies.

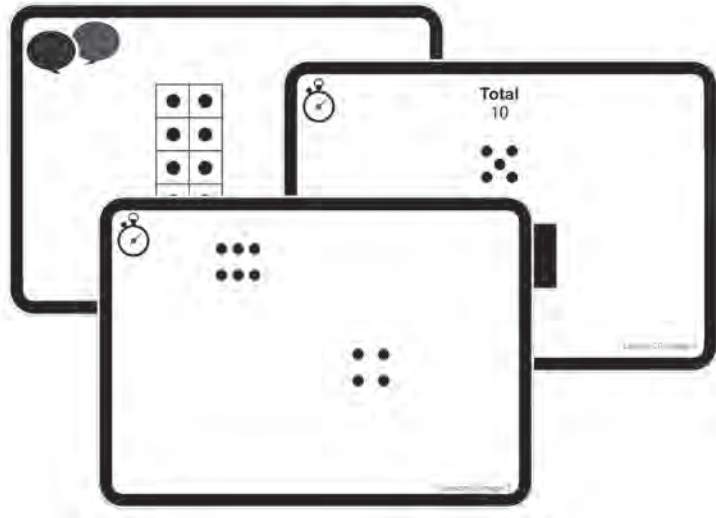




# TCM Learning Platform (cont.)

## Quick View Slides

Each lesson includes a Quick View presentation to be accessed during instruction in Part 5. These Quick View slides promote discourse and allow students to develop fluency with mathematical concepts, such as subitizing, multiplicative reasoning, place value, and composition and decomposition of numbers.



## Videos

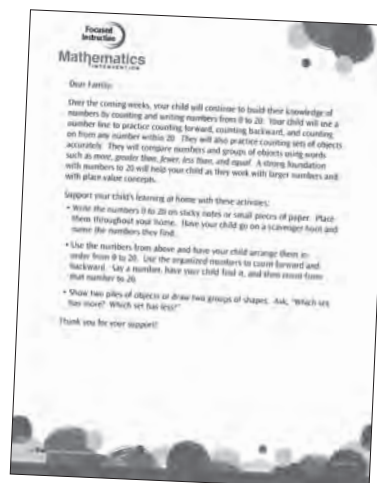
Teachers can access professional development videos for program implementation and delivery of instruction. To access the Math Intervention videos, scan the QR code or visit this link: [tcmpub.digital/FIM/videos](https://tcmpub.digital/FIM/videos). The following videos are included:



- **Using Manipulatives as Part of CRA:** Explains the nonlinear Concrete-Representational-Abstract progression, focusing on the importance of using hands-on manipulatives to develop key mathematical understandings. Makes explicit connections between the phases of CRA.
- **Using Instructional Routine Cards:** Learn about why routines are important for students and how to move between the lesson plans in the Teacher's Guide and the Instructional Routine Cards.
- **Using the TCM Learning Platform:** Watch a quick overview of the TCM Learning Platform to learn how to navigate and assign content, review and analyze student data, and make the most of platform features.

## School-Home Connection

The TCM Learning Platform is available to students and their families from any connected device. Each lesson series includes a family engagement letter to further support the school-home connection.



# Level K Standards Correlation *(cont.)*

	Standard	Lesson(s)
Counting and Cardinality	<b>Know number names and count sequences.</b>	
	Count to 100 by tens and ones.	Lessons 1, 6, 14, 19, and 20
	Count forward beginning from a number within a known sequence, instead of starting with 1.	Lessons 1, 6, 14, and 20
	Read and write whole numbers from 0 to 20. Represent numbers with pictures or objects.	Lessons 1, 6, and 15
	<b>Count objects.</b>	
	Count a set of objects up to 20, arranged in a line, array, or circle. Pair each number with one and only one object and each object with one and only one number.	Lessons 6 and 14
	Count a set of objects up to 20, demonstrating the understanding that the last number said tells the number of objects in the set. State the number of objects in the same group when the objects are rearranged without recounting.	Lessons 7 and 14
	<b>Compare numbers.</b>	
	Compare two sets of up to 20 objects. Generate a set using concrete or pictorial models that represent more than or less than a given number.	Lessons 8 and 16
	Use comparative language to compare two numbers between 1 and 10 represented as written numerals.	Lessons 8 and 16
Operations and Algebraic Thinking	<b>Develop understanding of addition and subtraction.</b>	
	Explore and represent addition and subtraction within 5 using objects, fingers, number lines, or equations. Understand addition as joining together and subtraction as taking apart.	Lessons 4 and 11
	Solve real-world addition and subtraction problems within 10.	Lessons 3 and 10
	Compose and decompose numbers within 10. Record each composition or decomposition with drawings or equations.	Lessons 2 and 9
	For any number from 1 to 9, find the number that makes 10 when added to the given number.	Lesson 10
	Fluently add and subtract within 5.	Lesson 5
Number and Operations in Base Ten	<b>Develop understanding of place value.</b>	
	Compose and decompose numbers from 11 to 19 into a bundle of 10 and some further ones.	Lessons 17 and 18

# Level K Standards Correlation *(cont.)*

	Standard	Lesson(s)
Measurement and Data	<b>Describe and compare measurable attributes.</b>	
	Identify the attributes of a single object that can be measured, including length, capacity, and weight. Compare two objects with a common measurable attribute to see which object has “more of”/“less of” the attribute and describe the comparison.	Lesson 22
	<b>Classify objects.</b>	
	Collect and sort objects into categories and count the number of objects in each category.	Lessons 23 and 24
	Represent and analyze data using a picture graph.	Lesson 24
Geometry	<b>Identify and describe shapes.</b>	
	Identify two-dimensional shapes, regardless of their size and orientation, including circles, triangles, rectangles, and squares as special rectangles. Describe objects in the environment using names of shapes.	Lesson 25
	Identify three-dimensional shapes, regardless of their size and orientation, including spheres, cubes, cones, and cylinders. Describe objects in the environment using names of shapes.	Lesson 28
	Identify shapes as two-dimensional (flat) or three-dimensional (solid).	Lesson 29
	Describe the relative positions of objects using words such as <i>above</i> , <i>below</i> , <i>beside</i> , <i>next to</i> , <i>in front of</i> , <i>behind</i> , <i>left</i> , <i>right</i> , and <i>between</i> .	Lesson 30
	<b>Analyze, compare, create, and compose shapes.</b>	
	Analyze and compare two- and three- dimensional shapes, using language to describe their attributes.	Lessons 26 and 29
Combine two-dimensional figures to form composite figures.	Lesson 27	



# Level K Standards Correlation *(cont.)*

## Math Practices/Processes Alignment

Each lesson targets one of the eight Standards for Mathematical Practice (SMP). This chart shares a lesson alignment to each SMP, as well as an alignment to the Florida Mathematical Thinking and Reasoning Standards and the TEKS Mathematical Process Standards.

Standard for Mathematical Practice	Florida Mathematical Thinking and Reasoning Standard	TEKS Mathematical Process Standard	Lessons
1. Make sense of problems and persevere in solving them.	Actively participate in effortful learning both individually and collectively.	Use a problem-solving model that incorporates analyzing given information, formulating a plan or strategy, determining a solution, justifying the solution, and evaluating the problem-solving process and the reasonableness of the solution.	3, 12
2. Reason abstractly and quantitatively.	Demonstrate understanding by representing problems in multiple ways.	Create and use representations to organize, record, and communicate mathematical ideas.	1, 6, 13, 24
3. Construct viable arguments and critique the reasoning of others.	Engage in discussions that reflect on the mathematical thinking of self and others.	Communicate mathematical ideas, reasoning, and their implications using multiple representations, including symbols, diagrams, graphs, and language as appropriate.	8, 16, 22, 26, 29
4. Model with mathematics.	Apply mathematics to real-world contexts.	Apply mathematics to problems arising in everyday life, society, and the workplace.	2, 9, 10
5. Use appropriate tools strategically.	Complete tasks with mathematical fluency.	Select tools, including real objects, manipulatives, paper and pencil, and technology as appropriate, and techniques, including mental math, estimation, and number sense as appropriate, to solve problems.	4, 5, 11, 20
6. Attend to precision.	Assess the reasonableness of solutions.	Display, explain, and justify mathematical ideas and arguments using precise mathematical language in written or oral communication.	14, 15, 27, 28, 30
7. Look for and make use of structure.	Use patterns and structure to help understand and connect mathematical concepts.	Analyze mathematical relationships to connect and communicate mathematical ideas.	17, 18, 23, 25
8. Look for and express regularity in repeated reasoning.	Use patterns and structure to help understand and connect mathematical concepts.	Analyze mathematical relationships to connect and communicate mathematical ideas.	7, 19, 21

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# Make 10



## Learning Outcome

When given a number 1–9, find the number that makes 10 when added to the given number.



## Language Goal—Listening

Determine what strategy to use to find the number that makes 10 by listening to provided information.



## Mathematical Practice/Process

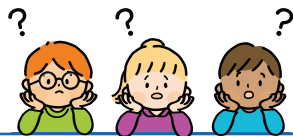
Model with mathematics.

## Lesson Preview

	Part 1	Part 2	Part 3	Part 4	Part 5
Summary	Students look for patterns while finding the number that makes 10 when added to a given number 1–9.	Students use pictorial models and ten frames to find the number that makes 10 when added to a given number 1–9. Students practice vocabulary.	Students complete the formative assessment and practice identifying visual representations of numbers by playing <i>Fishing for Number Pairs</i> .	Students actively participate in differentiated learning activities and complete a guided word problem.	Students engage in math discourse, complete an independent rich math task, and strengthen numeracy skills with visual representations.
Materials	<ul style="list-style-type: none"> <li>Instructional Routine 11</li> <li><i>Ten Frames</i> (page 201)</li> <li>two-color counters</li> <li>10-sided number cubes</li> </ul>	<ul style="list-style-type: none"> <li>page 58 of the student book</li> <li>Instructional Routines 1 and 11</li> <li><i>Ten Frames</i></li> <li>two-color counters</li> </ul>	<ul style="list-style-type: none"> <li>page 59 of the student book</li> <li>page 5 in the <i>Games Booklet</i></li> <li>page 68 in the <i>Assessment Guide</i></li> <li>connecting cubes</li> <li>whiteboards and markers</li> </ul>	<ul style="list-style-type: none"> <li>pages 60–62 of the student book</li> <li>Instructional Routine 2</li> <li><i>Number Lines 0–10</i> (page 207)</li> </ul>	<ul style="list-style-type: none"> <li>page 63 of the student book</li> <li>Instructional Routines 3 and 4</li> <li><i>Lesson 10 Quick View</i> slides</li> </ul>

## Possible Student Misconception

When counting on to make 10, students may assume they have solved the problem once they have reached 10. Be sure students go back and count the number added and identify the two numbers (addends) that make 10.



## Vocabulary

count on

To support the CRA teaching model, ensure students have access to hands-on manipulatives throughout all lesson parts. These tools enable students to create concrete representations of math concepts.

# Make 10

## Explore


 10–15 min.  independent

1. Distribute *Ten Frames* (page 201) and two-color counters. Have students show their ages by placing yellow counters in their *Ten Frames*.
2. Have students fill their *Ten Frames* with red counters and count them. Tell students that is the number of years until they turn 10.

.....  
**Vocabulary:** Ask students to listen for the phrase *count on* during the lesson. Write the phrase where students can see it. Students use strategies to build vocabulary on the second day of instruction.  
 .....

## Explain

 10–15 min.  whole group

3. Follow the *Combinations of 10* routine (card 11) to explore combinations of 10 using *Ten Frames* and two-color counters.
4.  Demonstrate subtracting from 10 with fingers. Hold up all 10 fingers. Say, “If I subtract 4 fingers, how many are left?” Count aloud as you put down 4 fingers, then count the remaining fingers to determine the difference. Repeat the motion as you say, “10 minus 4 is 6.”
5. Demonstrate with your fingers as you make connections between addition and subtraction. Say, “4 plus 6 equals 10, and 10 minus 4 equals 6.”
6. Pose additional subtraction problems starting from 10 for students to solve using their fingers.

## Guided Practice

 10–15 min.  pairs

7. Distribute to each student pair a *Ten Frame*, 10 two-color counters, and a 10-sided number cube.
8.  Have one partner roll the number cube and place the rolled number of yellow counters on the *Ten Frame*. Have the second partner say the number of yellow counters and then count on as they add red counters to total 10. The first partner should complete the following sentence frame: \_\_\_\_\_ and \_\_\_\_\_ equal 10.
9. Have partners switch roles and continue the activity as time allows. Support students, as needed.

# Make 10

## Review the Skill

 5–10 min.  whole group

1. Distribute *Ten Frames* that students can write on. (Print multiple copies or insert into a clear page protector.) Tell students that they will make 10 by drawing pictures.
2. Say, “I have 4. Show 4 on your *Ten Frame* by drawing circles.” Have students draw 4 circles on their *Ten Frames*. Ask, “What number do we add to 4 to make 10?” Have students say 4 and count on to 10 as they draw an X in each empty box of their *Ten Frames*. Have students count the Xs to determine the missing addend. (6)
3. Repeat Step 2 with several numbers 1–9.

## Build Vocabulary

 5–10 min.  whole group

4. Follow the *Build Vocabulary* routine (card 1). Use the Create a Visual procedure to help students build a conceptual understanding of the phrase *count on*. The visual may include an equation with a missing addend.

### Multilingual Support

Allow students to use nonverbal responses, such as the following:

- Respond with a thumbs-up or thumbs-down to show agreement or disagreement.
- Use fingers to show the numbers needed to equal 10.

## Explain

 10–15 min.  whole group

5. Use *Ten Frames* and two-color counters to follow the *Combinations of 10* routine (card 11). Record the combinations of 10 as addition equations, such as  $7 + 3 = 10$ . Repeat the routine until all combinations of 10 are recorded.
6. Write  $7 + \underline{\quad} = 10$  where students can see it. Discuss strategies for making 10 (e.g., counters or drawings). Have students choose strategies to determine the missing addend. (3)
7. Say, “We will practice another strategy where we count on using our fingers.” Model with  $7 + \underline{\quad} = 10$ . With a closed fist, say, “7.” Raise a finger for each number in the counting sequence as you count from 7 to 10. Count the number of raised fingers. (3) Say, “I started at 7 and counted on to 10. 7 plus 3 equals 10.”
8. Model the count-on strategy with the following additional equations:  $10 = \underline{\quad} + 5$ ;  $\underline{\quad} + 6 = 10$ ;  $10 = 8 + \underline{\quad}$ . (5; 4; 2) After modeling each equation, have students repeat using the appropriate hand gestures.

## Independent Practice


 10–15 min.  independent

9. Have students complete *Make 10* (page 58 of the student book). Students can use manipulatives, pictorial models, and fingers to complete the activity. Support students, as needed. Encourage them to think and ask questions before providing prompts to guide their work.

# Make 10

## Skill Warm-Up

 5–10 min.  whole group

1. Distribute whiteboards and markers. Display a stack of 10 connecting cubes. Have students count to confirm there are 10 total cubes. Say, “I am going to hide some cubes. We will count on to figure out how many cubes are hiding.”
-  2. Break the stack into two pieces, and hide one set under a sheet of paper or behind your back. Have students identify the number of cubes they can see. Have students write a missing-addend equation on their whiteboards, recording the addend they already know (e.g.,  $2 + \underline{\quad} = 10$ ).
3. As a group, say the known addend with a closed fist, then raise fingers as you count on to 10. Identify the number of raised fingers, and record the missing addend in the equation. Emphasize how the connecting cubes and the equation represent the same thing.
4. Repeat Steps 2–3 as time allows. You may choose student volunteers to break and hide the connecting cubes.

## Quick Check

 10–15 min.  independent

1. Have students complete *Quick Check* (page 59 of the student book) to gauge student progress toward mastery of the learning outcomes.
2. Based on the results of the *Quick Check* and your observations throughout the lesson, identify students who may benefit from focused reteaching and students who may benefit from extended learning opportunities. See page 13 in the *Assessment Guide* for more information about analyzing formative assessment data and making these instructional decisions. Differentiation will take place on the next day of instruction.

## Practice and Application

 15–20 min.  small groups or pairs

1. Facilitate *Fishing for Number Pairs* (page 5 in the *Games Booklet*).
2. As students play, listen to make sure they understand the concepts of identifying numerals and visual representations of numerals and are applying them correctly. Model the correct process for students requiring support. Annotate your observations using the *Understand Numbers Checklist* (page 68 in the *Assessment Guide*).

### Multilingual Support

Provide sentence frames to support the communication of mathematical concepts.

- (name) do you have a         ?
- Go fish!
- I do have a         .
- I have a pair of         .

### Scaffolded Support



Adjust the card deck to target specific numbers. For example, use cards for the numbers 0–5 to support students with mastering subitizing smaller numbers.



# Make 10

## Differentiation

Based on the results of the previous day's *Quick Check* and observations throughout the lesson, place students in two groups. (See page 13 in the *Assessment Guide* for more information about analyzing formative assessment data and making these instructional decisions.)

-  • For students who require reteaching, deliver the Focus Mini-Lesson while the other students independently complete *Extend Learning* (page 60 of the student book).
-  • Then, have the groups switch, and deliver the Extend Mini-Lesson to students who meet or exceed the expected benchmarks while the other students complete *Focus Learning* (page 61 of the student book).

## Focus Mini-Lesson

 10–15 min.  small group

1. Distribute *Number Lines 0–10* (page 207). Write an equation, such as  $6 + \underline{\quad} = 10$ , where students can see it. Have students locate 6 on their number lines. Ask, “What number do we add to 6 to make 10? We can count on using a number line to figure it out.” Demonstrate making “jumps” on the number line from 6 to 10 as you count on, “6, 7, 8, 9, 10.” Count the number of “jumps.” (4) Add the missing addend to the equation.
2. Demonstrate counting on to solve the same equation using fingers. Make connections between the two strategies, such as how you always start with the known addend and how the number of raised fingers is the same as the number of jumps on the number line.
3. Repeat Steps 1–2, having students practice counting on to make 10 on their number lines and with their fingers. Vary the format of the equations so students become familiar with seeing the missing addend in various positions. Support students, as needed, gradually removing support as students become more comfortable with the strategies.

## Extend Mini-Lesson

 10–15 min.  small group

1. As a group, discuss students' strategies and solutions from *Extend Learning* (page 60 of the student book). Discuss strategies for finding the number to add to make 10.
2. Challenge partners to find all the combinations that equal 10. ( $0 + 10$ ;  $10 + 0$ ;  $1 + 9$ ;  $9 + 1$ ;  $2 + 8$ ;  $8 + 2$ ;  $3 + 7$ ;  $7 + 3$ ;  $4 + 6$ ;  $6 + 4$ ;  $5 + 5$ ) Have students describe strategies for making sure they have found all combinations.

## Guided Problem-Solving

 10–15 min.  whole group

Follow the *Guided Problem-Solving* routine (card 2) to support students with problem-solving strategies as they complete *Party Hats* (page 62 of the student book).

- **Strategies:** Students can draw 3 party hats and then count on to 10 as they draw and count how many extras they drew. This problem can also be solved using the following strategies:
  - an equation ( $10 = 3 + \underline{\quad}$ )
  - fingers
- **Solution:** 7 party hats

# Make 10

## Quick View



5 min.



whole group

1. Follow the *Subitize* routine (card 3) using the *Lesson 10 Quick View* slides.

### Multilingual Support

To prepare for the Rich Math Task, discuss the word *treats* and how there are several different meanings of the word. Explain the meaning of the word in the problem: “takes care of.” Have students use *treats* in a sentence. You may provide suggestions for the context of their sentences, such as *doctor* or *nurse*.

## Rich Math Task



10–15 min.



independent

1. Display *Veterinarian* (page 63 of the student book). Read the problem: *The veterinarian treats 10 animals today. Some are cats, and some are dogs. She treats more cats than dogs. How many cats and dogs could she treat?*
2. To help students connect this task to real life, have a conversation about veterinarians. For example, ask, “What is the job of a veterinarian?” and “What animals might veterinarians take care of?”
3. Follow the *Mathematical Discourse* routine (card 4) to have students share their solutions and strategies for solving the task.

### Summative Assessment

A summative assessment to gauge student progress toward mastery of the learning outcomes for Lessons 9–12 is provided on page 94 of the *Assessment Guide*.

## Guided Problem-Solving

**Objective:** Use a strategy to read, understand, plan, and solve mathematical word problems.

**Materials:** word problem, skill-related manipulatives

### Procedure

#### Unpack the Problem

1. Read aloud a word problem. Ask, “What is the problem about?” Have students share what they remember. Paraphrase students’ responses, adding additional context to support understanding.
2. Reread the problem. Have students share quantities from the story. Prompt a deeper understanding of the quantities by asking questions about the units, such as, “\_\_\_\_\_ of what?”
3. If students are able, have them engage in a choral reading of the problem (or read it aloud again). Emphasize the question. Ask, “What are we trying to find out in this problem?” Have students share the question in their own words.
4. Ask, “What are some ways we could solve this?” Allow time for students to plan with partners.

#### Solve the Problem

5. Have students work independently to solve the problem, utilizing manipulatives, pictorial models, and/or equations. Support students, as necessary.

#### Share

6. Have students share their solutions and strategies.

## Guided Problem-Solving *(cont.)*

### Multilingual Support

- Include visuals or realia to support students' understanding of the context of the word problem.
- Facilitate a conversation about the nonmathematical components of the word problem. For example, if the word problem is about candy being handed out at a parade, have students discuss their experiences attending parades or watching parades on television. Show pictures of parades for students who may not be familiar with the concept.

### Scaffolded Support

- Have students act out the scenarios in the word problem.
- Support students as they choose strategies for independent problem-solving. Offer two strategies for students to choose from.

*This routine is informed by Three Reads strategy from Routines for Reasoning: Fostering the Mathematical Practices in All Students by Grace Kelemanik, Amy Lucenta, and Susan Janssen Creighton.*

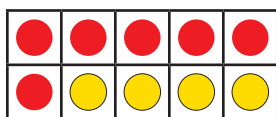
## Combinations of 10

**Objective:** When given a number 1–9, find the number that makes 10 when added to the given number.

**Materials:** two-color counters, *Ten Frames* (page 201 in the TG)

### Procedure

1. Distribute to each student 10 two-color counters and a ten frame. Ask, “How many boxes are in the ten frame?” (10)
2. Select a student to choose a number between 1–9. Have students place that quantity of red counters on their ten frames. The counters should be placed from left to right, filling the top row, then moving into the bottom row, as needed.
3. Have students say the total number of red counters and then count on to 10 as they fill the empty spaces of the ten frame with yellow counters. For example, students say, “Six,” then count on, “Seven, eight, nine, ten.”



six, seven, eight,  
nine, ten

4. Ask the following questions:
  - How many counters are red?
  - How many counters are yellow?
  - How many counters are there altogether?
5. Describe the combination of 10 using the sentence frame \_\_\_\_\_ and \_\_\_\_\_ *make 10*. For example, say, “6 and 4 make 10.”
6. Repeat Steps 2–5 with additional combinations of 10. Emphasize that there are many ways to make 10.

## Combinations of 10 (cont.)

### Multilingual Support

Pair number names with fingers to provide another modality for representing the number.

### Scaffolded Support

Record all combinations of 10 as equations and/or number bonds for students to reference.

$$10 = 0 + 10$$

$$10 = 1 + 9$$

$$10 = 2 + 8$$

$$10 = 3 + 7$$

$$10 = 4 + 6$$

$$10 = 5 + 5$$

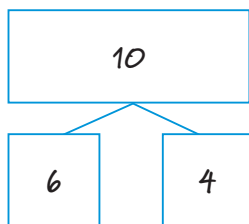
$$10 = 6 + 4$$

$$10 = 7 + 3$$

$$10 = 8 + 2$$

$$10 = 9 + 1$$

$$10 = 10 + 0$$



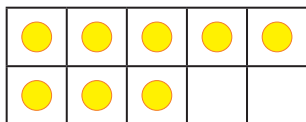
*This routine is informed by Mastering Math Manipulatives: Hands-On and Virtual Activities for Building and Connecting Mathematical Ideas, Grades K–3 by Sara Delano Moore and Kimberly Rimbey.*



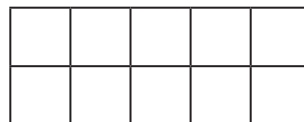
## Make 10

**Directions:** Complete each equation to make 10.  
Use the strategy that works best for you.

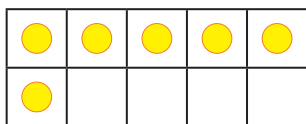
1.  $10 = 8 + \underline{\quad}$



3.  $10 = \underline{\quad} + 5$



2.  $\underline{\quad} + 6 = 10$



4.  $3 + \underline{\quad} = 10$

Name: \_\_\_\_\_ Date: \_\_\_\_\_

 **Quick Check****Directions:** Solve the problems.

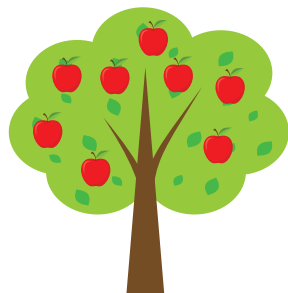
1. Complete the equation.

$$10 = \underline{\quad\quad\quad} + 1$$

2. Complete the equation.

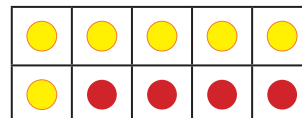
$$7 + \underline{\quad\quad\quad} = 10$$

3. Count the apples.  
How many more  
make 10?



- (A) 1 apple  
(B) 2 apples  
(C) 3 apples

4. What equation  
does the ten frame  
show?



- (A)  $7 + 3 = 10$   
(B)  $5 + 5 = 10$   
(C)  $6 + 4 = 10$

## Extend Learning

**Directions:** Roll a 10-sided number cube. Write the number you rolled in the box. Solve the equation so it equals 10.



1.  $\square + \begin{array}{c} \text{---} \\ \text{---} \\ \text{---} \\ \text{---} \end{array} = 10$

3.  $\begin{array}{c} \text{---} \\ \text{---} \\ \text{---} \\ \text{---} \end{array} + \square = 10$

2.  $10 = \square + \begin{array}{c} \text{---} \\ \text{---} \\ \text{---} \\ \text{---} \end{array}$

4.  $10 = \begin{array}{c} \text{---} \\ \text{---} \\ \text{---} \\ \text{---} \end{array} + \square$

**Directions:** Draw lines to connect numbers that equal 10.

- 5.
- |   |   |
|---|---|
| 7 | • |
| 4 | • |
| 1 | • |
| 8 | • |
| 0 | • |
| 5 | • |

- |   |    |
|---|----|
| • | 9  |
| • | 6  |
| • | 3  |
| • | 5  |
| • | 10 |
| • | 2  |

Name: \_\_\_\_\_ Date: \_\_\_\_\_

# Focus Learning

**Directions:** Roll a 10-sided number cube, and write the number in each box. Solve each equation using the ten frame or your fingers.



1.  $\square + \begin{array}{c} \text{---} \\ \text{---} \\ \text{---} \end{array} = 10$ 


2.  $10 = \square + \begin{array}{c} \text{---} \\ \text{---} \\ \text{---} \end{array}$ 


3.  $\begin{array}{c} \text{---} \\ \text{---} \\ \text{---} \end{array} + \square = 10$ 


**Directions:** Draw lines to connect numbers that equal 10.

4. 

7	•
4	•
1	•
8	•
0	•
5	•

9	•
6	•
3	•
5	•
10	•
2	•

## Party Hats

**Directions:** Solve the problem.

Joan invites 10 friends to her party. She makes 3 party hats. She would like each friend to have 1. How many more party hats does Joan need to make?



Name: \_\_\_\_\_ Date: \_\_\_\_\_

# Veterinarian

**Directions:** Solve the problem.

The veterinarian treats 10 animals today. Some are cats, and some are dogs. She treats more cats than dogs. How many cats and dogs could she treat?





# Fishing for Number Pairs

## Game Overview

Students ask each other for cards to try and make matches. Matches are 2 cards that show the same number and can include both Number Cards and Subitizing Cards. The student who collects the most matches wins.

**Teacher Tip:** Encourage students to subitize when using the Subitizing Cards. Some students may default to counting without attempting to subitize. If they are unsure of the quantity, they can count to find out or confirm, but push them to name the quantity without counting first.

## Multilingual Support

Provide sentence frames to support the communication of mathematical concepts.

- \_\_\_\_\_ (name), do you have a \_\_\_\_\_?
- I do not have a \_\_\_\_\_. Go fish!
- I do have a \_\_\_\_\_.
- These are a match because \_\_\_\_\_.

## Scaffolded Support

- Adjust the card deck to target specific numbers. For example, use cards for the numbers 0–5 to support students with mastering subitizing smaller numbers.
- Some students may have difficulty holding and fanning out cards. If needed, have students place cards face up in front of them and then use folders to create shields to hide their cards from other players.

## Game Variation

### Number Hunt

- Students lay out cards face down in a grid. Students take turns flipping over 2 cards to try and make a match.
- Students make matches by guessing and remembering cards' locations in the grid.

See pages 84–86 in the *Assessment Guide* for the Gameplay checklist and rubric.

# Fishing for Number Pairs

2 to 4 Players

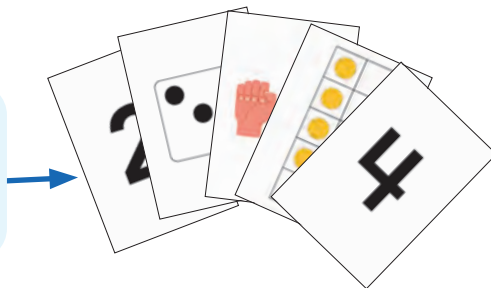
**Skill:** Subitize and match numerals to quantities.

**Materials:** Number Cards, Subitizing Cards

**How to Win:** The player who collects the most matches wins.

## Setup

Shuffle the cards.  
Pass out 5 cards  
to each player.



Put the  
deck face  
down.

## How to Play

1. Look at your cards, and take out any matches. A match is 2 cards that show the same number. Place matches face up where everyone can see them.
2. The tallest player goes first.
3. On your turn, choose another player and ask, "Do you have a \_\_\_\_?"
  - If the player has a card that shows your number, they must give it to you. Now you have a match!
  - If that player does not have a card that shows your number, they say, "Go fish!" Take the top card from the deck.
4. The player to your right goes next.

Pay attention to what other players are asking for. Now you know some cards they have without seeing them!

5. Continue playing until a player matches all their cards. The player with the most matches wins!

