**Lesson 5**

**Make 10 to Add**

Children are learning to interpret addition and subtraction situations and find sums and differences within 20 using objects, properties of operations, and counting. In their work toward fluency, they should be encouraged to use a variety of strategies, including making 10.

**Vocabulary**

Present the problem and drawing—

**Jack has 7 tokens. Lucy has 6 tokens. How many tokens do Jack and Lucy have in all?**

Have children tell you how the drawing shows the situation.

- **Ask:** How many circles in all? \(7 + 6 = 13\)
- **Ask:** Can we describe 13 as a 10 and 3 ones? Where can you find the 3 ones in the drawing? Where is the 10?

Elicit that combining the unfilled circles makes the easier problem \(10 + 3 = 13\). This is called **making 10** to add.

- In adding and subtracting, **making 10** means to break apart numbers and regroup them to make an easier problem involving 10.
Engage  WHOLE CLASS

- **Say:** Tell me some ways to make 10.

Have children help you write an organized list of the possibilities: 1 + 9, 2 + 8, and so on. You might ask children to explain their answers through pictures, numbers, or words. You can also have children use a Ten Frame (BLM 5) and two colors of Frog Counters to model the ways to make 10.

- **Ask:** Is it easy to find 10 plus something? What is 10 plus 1? 10 plus 2? 10 plus 3?

Acknowledge with children that they know these sums well.

**Warm-Up**

Use this short thinking exercise to jump-start the instructional session.

**Make It 10!**

Count the stars. Find the stars needed to make 10.

1. [Stars]

2. [Stars]

3. [Stars]

4. [Stars]

5. [Stars]

6. [Stars]

**ANSWER:**

- **a.** Sample: 4 places, 6 muffins, 10 – 6 = 4
- **b.** Sample: 8 places, 2 muffins, 8 + 2 = 10
- **c.** Sample: 3 places, 7 muffins, 10 – 3 = 7

**COMMENTS & EXTENSIONS:** Have children go from pictorial representations to written number sentences. Now turn the tables with the oral question below. Draw muffin tin pictures showing 8 – 5 = 3, 6 + 4 = 10, and 5 + 5 = 10.

Online resources available at hand2mind.com/hosnumbergr1

VersaTiles® student book, pages 22–23
Introduce the Concept

**Explore**

### WHOLE CLASS

Distribute Frog Counters and BLM 5 (Double Ten Frame).

**Present the problem—**

*7 frogs are in the bog. Then 4 more frogs joined them. How many frogs are in the bog now?*

- **Ask:** How can you model this problem using Frog Counters and Ten Frames?

Have children build their models and discuss them with the class or with partners. They may want to use only two colors of frogs.

- **Ask:** What is the sum? [11] How did you find the sum?

Children may answer with a known strategy, such as counting all the frogs or starting at 7 and counting on. Encourage children to explain their thinking.

Now have children move counters from the second Ten Frame into the first Ten Frame, enough to fill up the first frame.

- **Ask:** How many counters did you move to the first Ten Frame? [3]

- **Say:** You made a 10 in the first Ten Frame. How many are left in the other Ten Frame? [1]

- **Ask:** How does this show $10 + 1$? What happened to the 4? [The 4 was broken apart, into 3 and 1.]

Note that by breaking apart the 4 in this way and making 10 from 7 and 3, the problem is simplified to $10 + 1 = 11$.

- **Ask:** How can making a 10 help you to add? [When I make a 10, the other number is easier to add.]

### Explore & Explain

#### SMALL GROUPS

**Prepare ahead** Children will need Frog Counters and BLM 5 (Double Ten Frame).

This activity helps children see how their fluency composing 10 can help them add within 20. Children build models using Ten Frames, sketch models, and write number sentences to demonstrate the strategy.

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**Materials**

- Frog Counters
- BLM 5 (Double Ten Frame)

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**Try This**

8 teachers were in the lunch room. Then 3 more teachers joined them. How many teachers are in the lunch room now?

- **Use Snap Cubes to model the problem.**
- **Make a 10.**

**What if 3 teachers leave?** How many will be left?

8 + 3 → 8 + 2 + 1
11 – 3 → 11 – 1 – 2
10 – 2 = 8

Use Snap Cubes to model making a 10 to solve. Draw or color your model. Complete the number sentence.

1. $7 + 5$ [ ] + [ ] + [ ] = [ ]
2. $8 + 4$ [ ] + [ ] + [ ] = [ ]
3. $12 - 3$ [ ] - [ ] - [ ] = [ ]
Using Strategies to Add and Subtract Within 20

**Explain & Elaborate**

WHOLE CLASS

- **Ask:** How did you use the counters to add? How did you use the Ten Frames to help make the numbers easier to add? How does making 10 help you?

- **Ask:** Could you use addition to solve a subtraction problem? How? [count up to the total starting from the number being subtracted] Could making 10 help? How? [makes a 10 plus some ones problem]

**Evaluate**

WHOLE CLASS

Present the problem—

There are 8 frogs are in the pond. Then 6 frogs joined them. How many frogs are now in the pond?

Have children solve by making 10 and show their work using models, drawings, and number sentences.

\[8 + 6 = 8 + 2 + 4 = 10 + 4 = 14\]

**Independent Practice**

Use this VersaTiles® activity to give children more practice with the skills they learned in the lesson.

**Make 10 to Add or Subtract**

**Example**

<table>
<thead>
<tr>
<th>Add.</th>
<th>Subtract.</th>
</tr>
</thead>
<tbody>
<tr>
<td>8 + 5 =</td>
<td>13 – 5 =</td>
</tr>
<tr>
<td>Think 8 + 2 + 3</td>
<td>Think 13 – 3 – 2</td>
</tr>
<tr>
<td>Think 10 + 3 = 13</td>
<td>Then 10 – 2 = 8</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Add.</th>
<th>Subtract.</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. 8 + 4 =</td>
<td>7. 11 – 9 =</td>
</tr>
<tr>
<td>2. 9 + 5 =</td>
<td>8. 13 – 4 =</td>
</tr>
<tr>
<td>3. 5 + 6 =</td>
<td>9. 12 – 9 =</td>
</tr>
<tr>
<td>4. 6 + 9 =</td>
<td>10. 14 – 8 =</td>
</tr>
<tr>
<td>5. 7 + 6 =</td>
<td>11. 15 – 7 =</td>
</tr>
<tr>
<td>6. 9 + 8 =</td>
<td>12. 13 – 8 =</td>
</tr>
</tbody>
</table>

**Answer Box**

A 3 13 B 13 1 C 2 14 D 6 5 E 14 F 5

G 8 H 11 I 15 J 12 K 9 L 17

**Re-Engage**

Use this page to give children additional concrete-to-representational-to-abstract practice.

**Welcome Addition**

Make a poster to display outside your classroom door, so when you greet each child at the door this poster can be viewed as they enter—

1 2 3
4 5 6
7 8 9

As children enter the classroom, point to one of the numbers and ask, for example, “7 plus what number makes a sum of 10?”

**VersaTiles® student book, page 24**
Use Snap Cubes. Build the cube train. Complete the number sentences.

1. You see 8 ducks. Then you see 3 more. How many ducks in all?

\[8 + 3 = ?\]
Think \(8 + 2 + 1\) because \(2 + 1 = 3\)
Think \(10 + 1\) because \(8 + 2 = 10\)
\(10 + 1 = \) _____

2. You had 11 crayons. Then you lost 4. How many crayons now?

\[11 - 4 = ?\]
Think \(11 - 1 = 10\)
Then take away 3 more.
\(10 - 3 = \) _____

continued on the next page
Lesson 5
Make 10 to Add

Use Snap Cubes to model the problem.
Draw your model. Make a 10 to solve.

3. \(8 + 5 = ?\)  
   \(\underline{\hspace{1cm}} + \underline{\hspace{1cm}} + \underline{\hspace{1cm}} = \underline{\hspace{1cm}}\)

4. \(11 - 2 = ?\)  
   \(\underline{\hspace{1cm}} - \underline{\hspace{1cm}} - \underline{\hspace{1cm}} = \underline{\hspace{1cm}}\)

Add or subtract. Make a 10 first.

5. \(9 + 5 = ?\)  
   \(9 + \underline{\hspace{1cm}} + \underline{\hspace{1cm}} = \underline{\hspace{1cm}}\)

6. \(13 - 6 = ?\)  
   \(13 - \underline{\hspace{1cm}} - \underline{\hspace{1cm}} = \underline{\hspace{1cm}}\)
# Make 10 to Add or Subtract

## Example

**Add.**

\[ 8 + 5 = \_\_\_ \]
- Think \( 8 + 2 + 3 \)
- Think \( 10 + 3 = 13 \)

**Subtract.**

\[ 13 - 5 = \_\_\_ \]
- Think \( 13 - 3 - 2 \)
- Then \( 10 - 2 = 8 \)

## Add.

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<tr>
<td>1</td>
<td>8 + 4 =</td>
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<td>2</td>
<td>9 + 5 =</td>
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<td>3</td>
<td>5 + 6 =</td>
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<td>4</td>
<td>6 + 9 =</td>
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<td>9 + 8 =</td>
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## Subtract.

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<td>10</td>
<td>14 - 8 =</td>
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<td>11</td>
<td>15 - 7 =</td>
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## Answer Box

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Try This

8 teachers were in the lunch room. Then 3 more teachers joined them. How many teachers are in the lunch room now?

- Use Snap Cubes to model the problem.

\[ 8 + 3 \rightarrow 8 + 2 + 1 \]
\[ 10 + 1 = 11 \]

- Make a 10.

What if 3 teachers leave? How many will be left?

\[ 11 - 3 \rightarrow 11 - 1 - 2 \]
\[ 10 - 2 = 8 \]

Use Snap Cubes to model making a 10 to solve. Draw or color your model. Complete the number sentence.

1. \[ 7 + 5 \quad _____ + _____ + _____ = _____ \]

2. \[ 8 + 4 \quad _____ + _____ + _____ = _____ \]

3. \[ 12 - 3 \quad _____ - _____ - _____ = _____ \]
Lesson 5

Make 10 to Add

Name ___________________________

4. 11 - 6
   ____ - ____ - ____ = ____

5. 13 - 9
   ____ - ____ - ____ = ____

6. 9 + 3
   ____ + ____ + ____ = ____

Add or subtract. Make a 10 first.

7. 8 + 7 = ?
   8 + _____ + _____ = _____

8. 14 - 5 = ?
   14 - _____ - _____ = _____