

Grade 2	Lesson: 2-6	Reference to English
Math Standard(s): 2.OA.1	Domain: Operations and Algebraic Thinking	
Content Objective(s):	Language Objective(s):	
Students will find sums by making 10 when adding. <i>I can find sums by making 10 when adding.</i>	Students will use the word separate when talking about subtraction problems. <i>I can use the word separate when talking about subtraction problems.</i>	
Essential Understanding: Addition facts involving 9 can be changed to an equivalent fact with 10. Addition facts involving 8 can be changed to an equivalent fact with 10	Academic Vocabulary for Word Wall: Listen: make a ten Read Write: Speak: ten-frame, make a ten Sentence Frame: Make a ten. If I add _____, then I get _____. _____ so _____.	
Materials: <ul style="list-style-type: none"> • Double Ten-Frame Mat (Teaching Tool 6) • Two-color Counters (Teaching tool 10) • Number cube • Guided Practice Sheet 	Additional Lesson Vocabulary: Ten frame	
Lesson: Making 10 to Add		Instructional Time: 35 mins
Opening: (3 minutes) T: "You know how to use ten-frames to show numbers. But we can also use ten frames to help us add numbers too. That's what we're going to learn today." On the board, write $7+2+3=$ _____ "When I look at these three numbers, I can see if I add 7 and three, I get ten" Circle 7 and three, draw lines to the side, and write 10. "Once I have 10, it's easy to add three more." "This only helps us if we know our 10 facts really well, so let's practice them really quick. When I say Go!, turn to your neighbor and say as many ways to add up to ten as you can think of. Ready? Go!" S: will turn to partner and tell them all the ways they can think of to add up to ten.		
Introduction to New Material (Direct Instruction): (5 minutes) <ul style="list-style-type: none"> • Arrange children in pairs. Give each pair 20 counters and the double ten frame mat. (page 57) On the board, write $9+3=$ ___ in vertical form T: "How can you use these ten frames to show $9+3$?" S: will use the time to work with their ten frames. T: "Let's have a few groups share with us what they did." S: will show T: "Great! Now let's look at another one." Write $9+4=$ on the board T: "Use one color and show me how to make 9. You can see they've written 9 as our first number on problem 1" S: will place 9 counters of the same color on one of the ten-frames T: "Now use the other color to show me 4 on the other ten-frame, and write 4 in the box below 9 on problem 1" S: Will place 4 counters on the ten frames and write it in T: "You could just add the 9 and 4. But sometimes, making a full ten first helps you to do the addition. Move one counter from the 4 over to the ten frame with the 9." S: will move one counter over, without changing color T: "If I add $9+1$, then I get 10." T: "Now we have 10 plus how many? Show me with your fingers." S: will hold up 3 fingers T: "Great. So write that in the next empty box on problem 1. We already know it doesn't matter what order you add the numbers in, so when we move them around like this, we know the answer won't change." Write $10+3$ in vertical form on the board. "What is $10+3$? Tell your partner" S: will whisper 13 T: "So we know $10+3$ is 13 --write that on your page--, and we also know $9+4= 13$. --write that in the last boxes on problem 1. S: will follow along and write in the math sentences		

T: "We just moved the counters over to make a ten, so it was easier to add."

Guided Practice: (10 minutes)

T: "Now it's your turn to try it with a partner. Use counters to show 8 on the ten- frame in one color. Roll the number cube to decide which number to add to 8 and write that number below 8 in your addition sentence. You'll do just like we just did together, move some counters over to make a ten, then write your new, easier addition fact in the spaces. Each time say "If I add ____ then ____." When you hear me clap, put your counters away and get ready to listen. Start!"

S: will practice this new method with partners, doing number 2-4.

Use the modeling cycle:

Teacher Does:

T: " Now look at page 50. We'll do it the same way. They have the counters on the page for you already, and you write the addition sentences. Let's do number 1 together. Point to it"

S: Students will point to number 1

T: They moved their counters over to make a ten, leaving only 1 counter in the other ten-frame. So write 1 in the empty box, and then add 10+1 to find our answer. Write it in.

S: will write in 11

T: "Then it says so and has $7 + \underline{\quad} = \underline{\quad}$. Since we know $10+1=11$, we know our original problem, $7+4$ also has to = 11. So write that in."

"This is how you'll do number 2. The rest of the page, there are no counters and the only boxes to fill in are the answers. BUT. I still want you to use your ten frames and counters, just for today. If you feel confident doing it in your head, after today, you can. But today, use counters and your ten frames."

2 Students Do with Teacher:

T: "Now I'm going to ask 2 helpers to lead us in doing number 3, using counters and their ten frames."

S: two students will come up and lead the class in doing number 3

Independent Practice: (10 minutes)

T: "Now you have time to practice on your own. Do number 2, then number 3 -14 And remember to make a ten for each one, even if you think you already know the answer. If you finish early, use your counters to practice making ten."

S: will work independently

Walk around the room watching how students are using the counters and ten frames.

Closing: (5 minutes)

T: " So today we learned that since in addition facts, you can move the numbers around and it doesn't change the sum, it sometimes helps to make a ten, *then* add."

Pass out half-sheets of paper

T:" I'm going to write an addition sentence on the board. On your paper, draw a picture to show how you can make ten to help you solve it, then write your answer."

Write $5+9=$

S: will draw

T: Check student's responses for understanding

Assessment:

Closing Response activity