

Lesson 18

addition facts—sums of ten

lesson preparation

materials

scrap paper

10 counters in a small cup (1 cup per child)

addition fact cards—blue

scissors

Fact Sheet MA 6.0

in the morning

- Write the following on a paper strip and post it on the bulletin board:

44, 54, 64, 74, __, __, __, __, __ Rule: ____
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Answer: 44, 54, 64, 74, 84, 94, 104, 114, 124 Rule: + 10

- Set the demonstration clock at **10:30**.
- Write the following problem in the space labeled “Problem of the Day”:

Jeanne went camping and toasted 7 marshmallows. Then she toasted 8 more marshmallows. How many marshmallows did Jeanne toast?

Answer: 7 marshmallows + 8 marshmallows = 15 marshmallows

- Put **6 dimes** and **6 nickels** in the coin cup.
- Collect the homework from the previous day. Correct and review errors with the children individually.

THE MEETING

“_____ *is Student of the Day.*”

- Allow time for today’s Student of the Day to:
 - 1) fill in the date tag (1A), write the full date on the date strip (1B), and post them on the bulletin board.
 - 2) write the number of the day on a tag (2A), write three number sentences on the sheet (2B), and post them on the bulletin board.
 - 3) count the coins in the coin cup, write the number of each coin on tags (8A), and post them on the bulletin board.
- Assist the Student of the Day, if necessary.

calendar

- Ask the Student of the Day to state today's date using a complete sentence.
- Ask all of the children the following questions:
 - “What day of the week is it today?”*
 - “What day of the week will it be ____ days from now?”*
 - “What is the ____ day of the week?”*
 - “What day of the week will it be a week from today?”*
 - “What day of the week was it ____ days ago?”*
 - “How many days are there in a week?”*
 - “How many days are there in two weeks?”*
 - “How many days are there in three weeks?”*
 - “How many days are there in four weeks?”*
 - “How many days are there in five weeks?”*
 - “What was the date ____ days ago?”*
 - “What will be the date ____ days from today?”*
 - “What was the date a week ago?”*
 - “What will be the date a week from now?”*
 - “Let's all say the months of the year together.”*
 - “How many months are there in a year?”*
 - “What is the ____th month of the year?”*
 - “What month of the year is _____?”*
 - “What was the date ____ months ago?”*

number of the day

- Ask the Student of the Day to state today's number using a complete sentence.
 - “When the Student of the Day reads a number sentence, use your thumb to show if you think it is correct.”*
- Ask the Student of the Day to read the number sentences one at a time.
- If there is an error, stop and allow the Student of the Day to correct the error.
- Ask all the children the following question:
 - “Who would like to tell us another number sentence for (number of the day)?”*
- The Student of the Day records the children's number sentences.

temperature

- Move yesterday's temperature tag to the space for “Yesterday's Temperature.”
 - “This morning when I checked the temperature, it was ____ degrees Fahrenheit.”*

- Write the temperature as ____°F. Post it on the bulletin board.

“Is it warmer or colder today than it was yesterday?”

today’s count

“The Student of the Day will lead today’s counting.”

“Today when we count by 10’s, we will start with a number between one and nine.”

“We will keep adding ten to our answer.”

- The Student of the Day chooses a number between 1 and 9 and the children count by 10’s to 200. For example: **2**, 12, 22, 32, 42, 52, . . . , 182, 192.
- Count by 100’s to 1000 and backward from 1000 by 100’s.
- Count by 5’s to 100 and backward from 50 by 5’s.
- Count by 2’s to 20 and backward from 20 by 2’s.
- Count by odd numbers to 19 and backward from 19.

today’s pattern

“What numbers do you think we will use to complete the number pattern?”

- Ask a child to suggest the numbers.
- The Student of the Day fills in the suggested numbers.

“Let’s check our number pattern.”

“Where do you think we should start?”

“How will we find the missing numbers?”

“What is the rule for this pattern?”

“How do you know?”

“Let’s read our pattern together.”

clock

- Ask the Student of the Day to read the time on the demonstration clock.

“What time is it?”

“Write the digital time on the tag.”

- Ask all the children the following questions:

“Is this correct?”

“What time will it be an hour from now?”

problem of the day

“The Student of the Day will read today’s problem.”

- Ask all of the children the following questions:

“What kind of story is this?” ***some, some more***

“How could we find the answer to the question?”

“What is the answer to the question?”

- The Student of the Day writes the answer below the problem.

coin cup

“The Student of the Day counted the coins and found that there were ____.”

“How much money do you think this is altogether?”

“How do you know?”

“Let’s count the money in the coin cup as the Student of the Day shows us each coin.”

“We will begin with the coins that are worth the most.”

- The Student of the Day holds up each coin as the children count the money together.
- The Student of the Day announces the total amount using a complete sentence and writes the total amount on the bulletin board tag.

THE LESSON

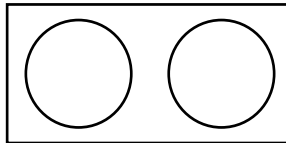
Addition Facts—Sums of Ten

“Today you will learn the addition facts called the sums of ten.”

- Pass out a piece of scrap paper to each child.

“Draw two circles on your paper.”

- Draw the following on the chalkboard as an example:



- Give each child ten counters in a small paper cup. (Two-color chips, pennies, pieces of macaroni, or beans can be used.)

“How many counters do you have in your cup?”

- Make sure each child has exactly ten counters.

“We will find all the different ways we can put our ten counters in these two circles.”

“Put your counters in the circles.”

“Who would like to tell me how they put their counters in the circles?”

- Record the combination horizontally on the chalkboard (e.g., $2 + 8 = 10$).

“_____ put _____ counters in the first circle and _____ counters in the second circle.”

“Did anyone else put their counters in the circles the same way?”

“Did anyone put their counters in the circles a different way?”

- Record the combination horizontally on the chalkboard (e.g., $4 + 6 = 10$).
“_____ put _____ counters in the first circle and _____ counters in the second circle.”

“Did anyone else put their counters in the circles the same way?”

“Did anyone put their counters in the circles a different way?”

- Repeat until children exhaust all combinations. List combinations in the order they are given.

“Now try to find a combination that hasn’t been used already.”

- Allow time for the children to put the counters in the circles.

“Who would like to tell me how they put their counters in the circles?”

- Continue until all combinations are listed.

“Put your counters in the cup.”

“Put the cup on the corner of your desk.”

“How many combinations did we find?” 11

“Let’s write them in order so they are easier to see.”

“I will start with the combination that has zero on the left.”

- Write “ $0 + 10 = 10$ ” on the chalkboard.

“I will write the combination that has 1 on the left next.”

- Write “ $1 + 9 = 10$ ” below the first example on the chalkboard.

“What combination do you think I will write next?” $2 + 8 = 10$

- Repeat until all combinations have been listed.
- The list should look like the following:

$$0 + 10 = 10$$

$$1 + 9 = 10$$

$$2 + 8 = 10$$

$$3 + 7 = 10$$

$$4 + 6 = 10$$

$$5 + 5 = 10$$

$$6 + 4 = 10$$

$$7 + 3 = 10$$

$$8 + 2 = 10$$

$$9 + 1 = 10$$

$$10 + 0 = 10$$

“What do you notice about the numbers that have a sum of ten?”

- Allow time for the children to offer as many observations as possible.

“Now I will give you a number.”

“See if you can tell me the number to add to it to equal ten.”

“Everyone will answer together.”

“Seven.” **three**

- Repeat with all combinations.
- Erase the second addend in each example on the chalkboard.

“Now I will give you a number.”

“See if you can tell me the number to add to it to equal ten.”

“Everyone will answer together.”

“Four.” **six**

- Repeat with all combinations.
- Erase the chalkboard.
- Collect the cups of counters.

CLASS PRACTICE

- Pass out the blue addition fact cards and scissors.

- Allow time for the children to cut apart the fact cards.

“We will use our fact cards to practice our new number facts and the ones we learned before.”

“Take turns showing your study buddy the fact cards.”

“Keep practicing until you can answer all the facts quickly.”

- Allow children to work together for 4–5 minutes.

“Today we will practice the sums of ten on a fact sheet.”

- Pass out **Fact Sheet MA 6.0**.

- Time the children for 45 seconds.

- Ask a different child to read the answer for each row.

“Did anyone get 15 or more examples correct?”

- Collect the fact sheets for recording. Return collected sheets to the children.

- Allow children to take the completed fact sheets home. Encourage children who are having difficulty to practice the facts at home.

WRITTEN PRACTICE

- Distribute **Worksheet 18A/18B**.

“Read the first problem on Side A to yourself.”

“Who would like to read the problem for us?”

“Fill in what you think the answer is.”

“What is the answer?”

“How do you know?”

“Let’s read the directions for all the other problems.”

“When we finish, we will correct our papers.”

- As children work, walk around the classroom. Point out errors and help children correct their work.
- When all children are finished, ask different children to read the answers to the problems.
- Remind children to complete Side B as homework.

“Who would like to share with us something you learned in math today?”

- Provide 2–3 minutes for sharing. Allow as many children as possible to respond. Provide appropriate feedback.

Name _____ **LESSON 18A**
Date _____ **Math 3**

1. Dana ate 3 pancakes for breakfast. Then she ate 4 more. Draw a picture and write a number sentence to show how many pancakes Dana ate in all.

Number sentence 3 pancakes + 4 pancakes = 7 pancakes
Answer 7 pancakes


2. Divide each square into 4 equal pieces. Shade three fourths of each square.

3. Divide the square into 8 equal parts. Shade three eighths of the square.

4. Write three addition facts with sums of 10.

_____ + _____ = _____

5. What is the value of these coins? 45¢



Complete the number pattern.

6. 21, 31, 41, 51, 61, 71, 81, 91, 101, 111

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Name _____ **LESSON 18B**
Date _____ **Math 3**

1. Carol ate 3 cookies after lunch and 5 cookies after supper. Draw a picture and write a number sentence to show how many cookies she ate in all.

Number sentence 3 cookies + 5 cookies = 8 cookies
Answer 8 cookies


2. Divide each square into 4 equal pieces. Shade one fourth of each square.

3. Divide the square into 8 equal parts. Shade five eighths of the rectangle.

4. Write three addition facts with sums of 10.

_____ + _____ = _____

5. What is the value of these coins? 50¢



Complete the number pattern.

6. 18, 28, 38, 48, 58, 68, 78, 88, 98, 108

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