

Teacher's Guide

i-Ready Classroom Mathematics lessons consist of three types of sessions: Explore, Develop, and Refine. The following is a walkthrough of the planning and support features within the Teacher's Guide for a Develop session. You will find many of the same features in the Explore and Refine sessions.

Lesson Overview provides information for use in planning whole class instruction, small group differentiation, and independent learning opportunities.

CCSS Focus sets learning expectations for students' conceptual understanding and how they demonstrate that understanding.

Content Objectives identify the mathematical learning goals for the lesson, while **Language Objectives** identify how students show their understanding of those goals.

Prerequisite Skills are opportunities to monitor understanding and identify students' learning needs.

Learning Progression sets context for the mathematics of the lesson, providing information on how the content fits across and within grade levels—what students previously learned, what they are learning now, and what they will be learning next.

LESSON 12

Lesson Overview

Make a Ten to Add

CCSS Focus

Domain
Operations and Algebraic Thinking

Cluster
C. Add and subtract within 20.

Standard
1.OA.C.6 Add and subtract within 20, demonstrating fluency for addition and subtraction within 10. Use strategies such as counting on; making ten (e.g., $8 + 6 = 8 + 2 + 4 = 10 + 4 = 14$); decomposing a number leading to a ten (e.g., $13 - 4 = 13 - 3 - 1 = 10 - 1 = 9$); using the relationship between addition and subtraction (e.g., knowing that $8 + 4 = 12$, one knows $12 - 8 = 4$); and creating equivalent but easier or known sums (e.g., adding $6 + 7$ by creating the known equivalent $6 + 6 + 1 = 12 + 1 = 13$).

Additional Standards
1.OA.A.1, 1.OA.B.3, 1.OA.D.7
(See Standards Correlations at the end of the book for full text.)

Standards for Mathematical Practice (SMP)
SMPs 1, 2, 3, 4, 5, and 6 are integrated in every lesson through the *Try-Discuss-Connect* routine.*
In addition, this lesson particularly emphasizes the following SMPs:
5 Use appropriate tools strategically.
7 Look for and make use of structure.

*See page 1m to see how every lesson includes these SMPs.

Lesson Objectives

Content Objectives

- When adding 2 one-digit numbers, understand the rationale for decomposing one addend to make ten.
- Use the strategy of making ten to add numbers within 20.
- Use and articulate mental math strategies to add.

Language Objectives

- Explain how to use the strategy of making ten to add two numbers.
- Write numbers in a number bond to show making a ten and finding a sum.
- Describe a 10-frame.

Prerequisite Skills

- Know the partner that makes 10 for any number.
- Know all decompositions for numbers within 10.
- Understand that teen numbers can be decomposed as $10 + \text{some number}$.

Lesson Vocabulary

- make a ten** a strategy that uses combinations of numbers that add to ten.

Review the following key term.

- ten** groups of 10 ones.

Learning Progression

In Kindergarten children learn to count the number of objects and later to subitize, or recognize the number of objects in a group. They gain understanding of basic addition and subtraction situations and begin learning to compose and decompose numbers 10 or less.

In Grade 1 children learn strategies for adding and subtracting numbers within 20 and develop understanding of the properties of addition.

In this lesson children learn the strategy of making ten to add within 20. This involves breaking apart an addend and associating one part of it with another addend to make 10 and then applying the understanding that teen numbers can be thought of as "10 + some number."

In Grade 2 children become fluent at adding and subtracting within 20. They use strategies to add and subtract within 100.

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Lesson 12 Make a Ten to Add
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Lesson Pacing Guide

Whole Class Instruction		
SESSION 1 Explore 45–60 min	Interactive Tutorial* (Optional) Prerequisite Review: Build Teen Numbers Making a Ten to Add • Start 5 min • Try It 20 min • Connect It 15 min • Close: Exit Ticket 5 min	Additional Practice Lesson pages 259–260
SESSION 2 Develop 45–60 min	Making a Ten to Add • Start 5 min • Try It 5 min • Discuss It 10 min • Model It 5 min • Connect It 10 min • Apply It 5 min • Close: Exit Ticket 5 min	Additional Practice Lesson pages 265–266 Fluency Practice Practice Facts Within 10
SESSION 3 Develop 45–60 min	Making a Ten to Add • Start 5 min • Try It 5 min • Discuss It 10 min • Model It 5 min • Connect It 10 min • Apply It 5 min • Close: Exit Ticket 5 min	Additional Practice Lesson pages 271–272 Fluency Making a Ten to Add
SESSION 4 Refine 45–60 min	Making a Ten to Add • Start 5 min • Apply It 30 min • Close: Exit Ticket 10 min	Additional Practice Lesson pages 275–276
SESSION 5 Refine 45–60 min	Making a Ten to Add • Start 5 min • Apply It 15 min • Small Group Differentiation 20 min • Close: Exit Ticket 5 min	Lesson Quiz or Digital Comprehension Check

Lesson Materials

Lesson (Required) Per child: 20 two-color counters, copy of Close slide (Sessions 2–3)
 Per pair: 20 two-color counters
 For display: 13 chairs (or 13 Xs taped to the floor)
 Activity Sheet: 10-Frames**

Activities Per child: 20 two-color counters
 Per pair: 20 connecting cubes (10 each of two different colors), 20 counters
 Activity Sheets: 10-Frames**, Facts Practice 2, Number Bond Mat

Math Toolkit counters, 10-frames, number bonds

Digital Math Tool Counters and Connecting Cubes

**Used for more than one activity.

Small Group Differentiation

Teacher Toolbox

PREPARE Ready Prerequisite Lesson Grade K • Lesson 22 Find the Missing Part of 10
RETEACH Tools for Instruction Grade K • Lesson 22 Find Missing Addends for Sums to 10 Grade 1 • Lesson 12 Make a Ten to Add Within 20
REINFORCE Math Center Activity Grade 1 • Lesson 12 Make Ten to Add
EXTEND Enrichment Activity Grade 1 • Lesson 12 Can You Prove It?

Independent Learning

PERSONALIZE i-Ready Lessons* Grade 1 • Make a Ten to Add • Practice: Make a Ten to Add • Practice: Make 10 Learning Games • Hungry Guppy • Hungry Fish • Match

*We continually update the Interactive Tutorials. Check the Teacher Toolbox for the most up-to-date offerings for this lesson.

Whole Class Instruction session-by-session pacing is used to plan daily instruction and practice.

Small Group Differentiation resources support learning for all students with *Tools for Instruction* for targeted skills instruction, differentiated *Math Center Activities* to reinforce on-level skills, and *Enrichment Activities* that extend understanding.

Additional Practice and **Fluency & Skills Practice** are for use as in-class small group work, after-class work, or at-home learning.

Optional Add-On: Independent Learning resources provide students with opportunities to strengthen grade-level skills by working on their personalized path with *i-Ready* Online Instruction or to build fluency skills with interactive Learning Games.

The **Lesson Quiz** or **Digital Comprehension Check** assesses students' progress toward mastery of lesson content and is a way to identify where reteaching is needed.

Purpose provides a roadmap of what students will be learning and doing across the session.

Start establishes a clear and accessible entry point for each session, engaging students mathematically with prerequisite content. It frequently is an opportunity to have students manipulate concrete objects to model a mathematics skill or concept.

Develop Language provides language support for all students and is especially useful in helping EL students make sense of the problem.

Support Partner Discussion provides teachers with prompts to help students engage in meaningful peer discourse.

Make Sense of the Problem uses a language routine to help students understand the problem. See the Language Routines section on the Teacher Toolbox (under the Program Implementation tab) for suggestions on how to integrate language routines, teacher moves, and conversation tips during instruction.

LESSON 12 SESSION 2 **Develop**

Purpose In this session, children explore making a ten to find $8 + 5$. The purpose of this problem is to have children develop an understanding of this strategy.

Start

Connect to Prior Knowledge

Materials For each pair: 20 two-color counters, Activity Sheet 10-Frames

Why Review partners for 10 to prime children to make a ten when adding.

How Given a number less than 10, children name the number needed to make a ten and then check with counters and a 10-frame.

For each equation, have children tell the number needed to make ten and then use counters in 10-frames to check their work.

Equation	Solutions
$10 = 9 + \underline{\quad}$	$10 = 9 + 1;$
$10 = 7 + \underline{\quad}$	$10 = 7 + 3;$
$10 = 8 + \underline{\quad}$	$10 = 8 + 2;$
$10 = 6 + \underline{\quad}$	$10 = 6 + 4$

Develop Language

Why Provide language needed to talk about ways to make ten.

How Display a 10-frame with 8 counters. Have children use the following sentence frames to tell a partner how they will make a ten: *I have 8. I need 2 more to make a ten.* Encourage children to say and then record the sentence frames in their math journals.

Try It

Make Sense of the Problem

Read the problem aloud. To support children in making sense of the problem, prompt them to relate the problem to the previous session's discussion.

Ask *How is this problem like the ones you did last time? How is it different?*

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LESSON 12 **Develop** Making a Ten to Add

8 children are on the bus.
5 more get on the bus.
How many are on the bus now?

$$8 + 5 = ?$$



Try It

Possible student work:

Sample A



13

Sample B



13

Math Toolkit

- counters
- 10-frames
- number bonds

DISCUSS IT

How can thinking about 10 help you solve the problem?

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Discuss It

Support Partner Discussion

Encourage children to use the term *equals* as they discuss their solutions. Support as needed with questions such as:

- *Could thinking about 10 help you solve the problem? Explain.*
- *How did your model show the numbers in the equation?*

Common Misconception If children use counters but count incorrectly, then have them specify how they found their total. Provide guided practice opportunities to make a ten using smaller quantities until their counting is more reliable.

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Common Misconception identifies misconceptions that lead to errors in understanding, which can then be addressed in whole class discussion as students are prompted to explain their reasoning.

Select and Sequence Solutions

One possible order for whole class discussion:

- counting all using counters
- drawing of 13 scattered objects
- making a ten and then counting on from 10
- making a ten and then adding 3

Support Whole Class Discussion

Compare and connect the different representations and have children identify how they are related.

Ask How does your model show finding a total for 8 and 5?

Listen for Children may comment on counting up from 8 or filling a 10-frame.

Model It

If no child presented the model shown on the Student Worktext page, connect the 10-frame to the children's models by having children identify how it represents the problem.

Ask What part of the problem do the red counters show? How do you know?

Listen for There are 8 red counters, so they represent the 8 children on the bus at the start.

Ask What do the yellow counters show? How do you know?

Listen for There are 5 yellow counters, so they represent the 5 children getting on the bus.

Ask Why are there 3 more children left after you have 10 on the bus?

Listen for 5 is 2 + 3.

Ask How could you know that 10 and 3 more is 13 without counting at all?

Listen for When you add a number to 10, the total has that number in it.

8 children are on the bus.
5 more get on the bus.
How many are on the bus now?

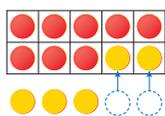
$8 + 5 = ?$

Model It

Find $8 + 5$.

Start with $8 + 5$.

Take counters from 5 to **make a ten**.



$10 + 3 = 13$

$8 + 5 = 13$

There are 13 children on the bus.



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Deepen Understanding

Teen Numbers as Ten and Some More

SMP 7 Look for structure.

When discussing the 10-frame in *Model It*, prompt children to identify how it shows teen numbers.

Ask When you see a 10-frame that is filled, and 3 more counters, how can you know the total without counting?

Listen for 10 and 3 is 13 because 13 means 1 ten and 3 ones.

Ask If you solved a different addition problem and the total was 15, how many counters would be outside the 10-frame? What about 16? 19?

Listen for Children should identify 5, 6, and 9 and may express the understanding that the extra counters outside the 10-frame are the ones.

Generalize Do you think it is easier to find 8 and some more or to find 10 and some more? Why? Listen for children's awareness that adding to 10 is usually easier.

Select and Sequence Solutions

gives a range of possible strategies—from concrete to representational to abstract—for use in monitoring student work and facilitating discourse. This information can be used to make decisions about which models and strategies to share and discuss as a class.

Ask/Listen for are mathematical discourse questions followed by expected student responses that support and facilitate whole class discussion.

As students share their thinking, the discourse questions can be used to make connections between student approaches and different models and representations, prompt justifications and critiques of approaches and solutions, and check conceptual understanding.

SMPs are infused throughout the instructional model.

Deepen Understanding is a consistent opportunity to build conceptual understanding of a key lesson concept by extending mathematical discourse. The content connects a particular aspect of lesson learning to an SMP, showing how it looks in the classroom.

Support Whole Class Discussion

provides discourse questions related to the mathematical ideas of the lesson, prompting students to make connections and use abstract reasoning. This leads into questioning that allows students to articulate a generalization of the mathematical concept.

Apply It solutions at point of use give a correct response with explanations that include multiple approaches to solving the problem.

Hands-On Activities occur consistently at strategic points in the lesson after teachers have acquired understanding of students' learning through observation and their work on questions in the Student Worktext. The activities support students who are unsure of the concept and are an opportunity for small group reteaching while other students work independently. Use of concrete objects lets students access understanding in a different way.

LESSON 12 SESSION 2 Develop

Connect It

Support Whole Class Discussion

Ask children to look at what they drew or wrote to solve the problem and compare it to the 10-frame in *Model It*.

- 1 Help children make sense of the 10-frame model by comparing it to their own.

Ask *How did you show 8? How does Model It show 8? How did you show 5? How does Model It show 5?*

Ask *What did you do to find the total with your own model? How does Model It show the total?*

Listen for 8 is shown with red counters in the 10-frame. 5 is shown as 2 yellow counters in the 10-frame and 3 more yellow counters below it.

$$10 + 3 = 13 \text{ and } 8 + 5 = 13$$

- 2 **Ask** *How can using a 10-frame sometimes help you add?*

Listen for It is easy to add a number to 10, so you can find a total by first making a ten and then adding the number that is left.

Apply It

Explain that the next problems are an opportunity for children to practice making a ten to add other pairs of numbers.

- 3 $8 + 4$ is the same as $10 + 2$;
 $8 + 4 = 12$
12 children

Connect It

- 1 How is your way like **Model It**?

How is it different?

Children may say they used 13 counters like Model It, but Model It uses a 10-frame to make a ten while they counted all.

- 2 How did using a 10-frame help you make a ten to add?

Possible answer: The 10-frame helps you break apart 5 into 2 and 3 so you can make a ten. It is easier to add 10 and 3 than to add 8 and 5.

Apply It

- 3 8 children are on the bus. 4 more get on the bus. How many are on the bus now?



$$10 + 2 = \underline{12}$$

$$8 + 4 = \underline{12}$$

There are 12 children on the bus.

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Hands-On Activity

Connect adding numbers on 10-frames to make a ten.

If . . . children are unsure about the idea of using a 10-frame to add,

Then . . . use the activity below to connect the model on the Student Worktext page to a concrete representation.

Materials For each child: 20 two-color counters, Activity Sheet *10-Frames*

- Write the problem $8 + 5 = ?$ on the board.
- Have children put 8 counters of one color in one 10-frame and 5 of another color in the second 10-frame.
- Ask how they can use the 5 counters to fill the first 10-frame. [Remove 2 from the 10-frame with 5 and use those to fill the 10-frame with 8.]
- Have children move counters and describe what they did.
- Prompt them to conclude that the total number of counters does not change. They just moved the counters around in the 10-frames to show a ten and some ones.
- Repeat with other problems.

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Lesson 12 Make a Ten to Add

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- 4 1 counter drawn in the 10-frame and 1 counter below it;
 $9 + 2$ is the same as $10 + 1$.
 $10 + 1 = 11$ and $9 + 2 = 11$
- 5 True
 1 counter drawn in the 10-frame and 3 counters below it;
 $9 + 4$ is the same as $10 + 3$.
 $10 + 3 = 13$ and $9 + 4 = 13$
- 6 7 counters of one color and 3 of a different color drawn in the 10-frame and 1 counter below it;
 $7 + 4$ is the same as $10 + 1$.
 $10 + 1 = 11$ and $7 + 4 = 11$

Support Whole Classroom Discussion

When children have completed problems 3–6, discuss the answers a class.

Ask How do the pictures help you make a ten?

Listen for You can draw some counters for the second addend to fill the 10-frame, draw the rest of the counters you need for the second addend, and then add that to 10 to get the total.

Close: Exit Ticket

Materials For each child: copy of printed slide
 Have children complete the equations.

Find 7 + 5.

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

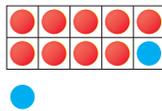
$7 + \underline{\quad} = \underline{\quad}$

Solutions
 $10 + 2 = 12$;
 $7 + 5 = 12$
Listen for Both equations have the same sum.

Error Alert If children do not find the same total for both equations, then show 7 yellow counters and 5 red counters. Have children turn 3 of the red counters to yellow and ask them to record how many are yellow and how many are red to see that $10 + 2$ is the same as $7 + 5$.

Draw counters to make a ten.

- 4 Find $9 + 2$.

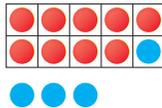


$10 + \underline{1} = 11$

$9 + 2 = \underline{11}$

- 5 Is the equation true or false?

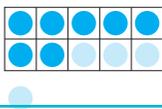
Circle.



$9 + 4 = 13$

True False

- 6 Find $7 + 4$.



$10 + \underline{1} = \underline{11}$

$7 + 4 = \underline{11}$

Close: Exit Ticket is a quick formative assessment of each day's learning and serves as an indicator of students' progress toward mastery or partial mastery of the learning goal of the session.

Error Alert gives insight into misconceptions that can lead to errors in calculation and provides on-the-spot remediation.

Additional Practice can be used as in-class small group work, after-class work, or at-home learning.

Solutions are labeled as *Basic*, *Medium*, and *Challenge* to support independent practice that can be differentiated as needed.

Fluency Practice and **Fluency & Skills Practice** provide ongoing opportunities for students to accurately, flexibly, and efficiently practice mathematical procedures and operations.

Fluency & Skills Practice can be used as in-class small group work, after-class work, or at-home learning. Student pages are available on the Teacher Toolbox.

LESSON 12
SESSION 2 **Additional Practice**

Solutions

- 7 + 6 is the same as 10 + 3.
10 + 3 = 13 and 7 + 6 = 13
Basic
- 8 + 6 is the same as 10 + 4.
10 + 4 = 14 and 8 + 6 = 14
Basic

Fluency Practice

Practice facts within 10.

Materials: For each child: Activity Sheet *Facts Practice 2*

- Have children complete Activity Sheet *Facts Practice 2*. Then have pairs work together to review the facts. One partner reads two addends and the other partner gives the sum.
- Children should go "out of order" for this, skipping around the worksheet and choosing addition equations with different sums.

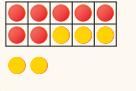
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Name: _____ LESSON 12 SESSION 2

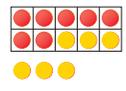
Practice Making a Ten to Add

Look at the Example. Then solve problems 1–5.

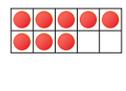
Example Find 7 + 5.


 $10 + 2 = 12$
 $7 + 5 = 12$


- Find 7 + 6.


 $10 + \underline{3} = 13$
 $7 + 6 = \underline{13}$

- Find 8 + 6.


 $10 + \underline{4} = \underline{14}$
 $8 + 6 = \underline{14}$

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LESSON 12
SESSION 3 **Additional Practice**

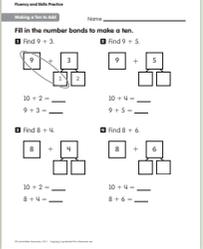
Solutions

- 8 + 5 is the same as 10 + 3;
10 + 3 = 13 and 8 + 5 = 13
Basic
- 9 + 5 is the same as 9 + 1 + 4, or 10 + 4;
10 + 4 = 14 and 9 + 5 = 14
Basic

Fluency & Skills Practice [Teacher Toolbox](#)

Assign Making a Ten to Add

In this activity children practice making a ten to add two numbers. This is one strategy children may use to find sums greater than ten in everyday life. For example, children may make a ten to find how much two toys cost, the total number of shirts and pants in their closet, or the total number of hours they slept the last two nights.



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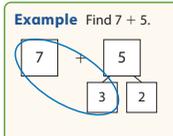
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Name: _____ LESSON 12 SESSION 3

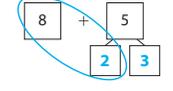
Practice Making a Ten to Add

Look at the Example. Then solve problems 1–5.

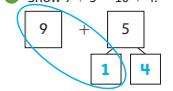
Example Find 7 + 5.


 $10 + 2 = 12$
 $7 + 5 = 12$


- Find 8 + 5.


 $10 + 3 = \underline{13}$
 $8 + 5 = \underline{13}$

- Show $9 + 5 = 10 + 4$.


 $10 + 4 = \underline{14}$
 $9 + 5 = \underline{14}$

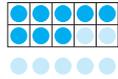
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- 3 False
8 counters of one color and 2 of a different color drawn in the 10-frame and 5 counters below it;
 $8 + 7$ is the same as $10 + 5$.
 $10 + 5 = 15$ and $8 + 7 = 15$
Medium
- 4 9 counters of one color and 1 of a different color drawn in the 10-frame and 5 counters below it;
 $9 + 6$ is the same as $10 + 5$.
 $10 + 5 = 15$ and $9 + 6 = 15$
Medium
- 5 9 counters of one color and 1 of a different color drawn in the 10-frame and 6 counters below it;
 $9 + 7$ is the same as $10 + 6$.
 $10 + 6 = 16$ and $9 + 7 = 16$
Medium

LESSON 12 SESSION 2

Draw counters to make a ten. Use 2 colors.

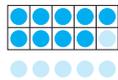
- 3 Is the equation true or false?
Circle.



$$8 + 7 = 14$$

True **False**

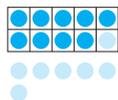
- 4 Find $9 + 6$.



$$10 + \underline{5} = \underline{15}$$

$$9 + 6 = \underline{15}$$

- 5 Find $9 + 7$.



$$10 + \underline{6} = \underline{16}$$

$$9 + 7 = \underline{16}$$

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ELL English Language Learners: Differentiated Instruction Prepare for Session 3 Use with Connect It.

Levels 1-3
Reading/Speaking Point to and read *Connect It* problem 2. Pause at the numbers so that children can read them to you. Point to the 10-frame. Count the red counters and then point to the 9 in the number bond. Count the yellow counters and then point to the 3 in the number bond. Point to the counters and count up from 9. Point to the number partners for three and use your fingers to model counting 1, 2, 3. Reread the problem and say: *9 plus 3 equals 12*. Have children choral read the problem as you point to the numbers and symbols. Tell children to say "I agree!" and give a thumbs up if they agree with Boom or "I don't agree" and give a thumbs down if they do not agree.

Levels 2-4
Reading/Speaking Point to *Connect It* problem 2. Have children circle the problem and choral read it with you. Point to the red counters and then the yellow counters on the 10-frame. Ask: *What do the red counters represent? What do the yellow counters represent?* Guide children to make a connection between their answers and the numbers in the boxes. Have children count up from 9 to determine the total when 9 and 3 are added. Ask: *How do you break apart the yellow counters to make a 10? How does the number bond show this?* Tell children to say whether or not they agree with Boom that only the counters show $9 + 3$. Have them explain their answer to a partner.

Levels 3-5
Reading/Speaking Read *Connect It* problem 2 with children. Pair children and have them retell the information in their own words. Instruct each partner to choose one of the models, either the 10-frame or the expression with the number bond, and use the following sentence frames to compare their chosen model to their partner's model:
The _____ is like the _____ because _____.
The _____ represents the _____. The _____ represents the _____. After children have had a chance to compare the two models, have them decide as a team whether or not they agree with Boom. Have them explain why they agree or why they do not.

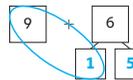
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ELL Differentiated Instruction provides scaffolds so teachers can focus on productive struggle when solving mathematics problems by addressing language needs throughout the lesson.

- 3 $9 + 6$ is the same as $10 + 5$;
 $10 + 5 = 15$ and $9 + 6 = 15$
Medium
- 4 $7 + 6$ is the same as $10 + 3$;
 $10 + 3 = 13$ and $7 + 6 = 13$
Medium
- 5 1 and 6 are written in the small squares of the number bond, with a ring around the 9 and 1.
 $9 + 7$ is the same as $10 + 6$;
 $10 + 6 = 16$ and $9 + 7 = 16$
Challenge

LESSON 12 SESSION 3

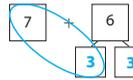
- 3 Find $9 + 6$.



$$10 + \underline{5} = \underline{15}$$

$$9 + 6 = \underline{15}$$

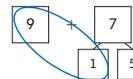
- 4 Find $7 + 6$.



$$10 + \underline{3} = \underline{13}$$

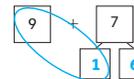
$$7 + 6 = \underline{13}$$

- 5 Buzz finds $9 + 7$. What is wrong?
Show the right way.



$$10 + 5 = 15$$

$$9 + 7 = 15$$



$$10 + \underline{6} = \underline{16}$$

$$9 + 7 = \underline{16}$$

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ELL English Language Learners: Differentiated Instruction Prepare for Session 4 Use with Apply It.

Levels 1-3
Listening/Speaking Read *Apply It* problem 1 aloud. Write the following sentence frames on the board: *To add _____ and _____, I first put _____ counters on the 10-frame. Then I add _____ to make a _____. Read the sentence frames and have children choral read. Have children work in pairs and use the sentence frames to tell a partner how they solved problem. If children need more support, model the sentence frames.*

Levels 2-4
Speaking/Listening Read *Apply It* problem 1 aloud. Write the following sentences on the board: *First, I show _____. Then I make a 10 by _____. Finally, I add _____ more to find the total. Read the sentence frames aloud and then partner children up and have them choral read. Say: Use the sentence frames and explain to your partner how you solved the problem.*

Levels 3-5
Reading/Writing Have children read *Apply It* problem 1 independently. Have them solve the problem and then write the steps they used to solve it in their journals. Ask them to use the sequencing words *first*, *next*, and *finally*. If children need additional support, provide the following sentence frames: *First, I show _____. Then I make a 10 by _____. Finally, I add _____ more to find the total.*

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Lesson 12 Make a Ten to Add

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