Unit 5

Make and Break Apart Numbers Within 10

Questions for Investigation

- How can we put together and break apart numbers?
- How can we solve story problems about adding?
- How can number sentences show the parts that make a number?

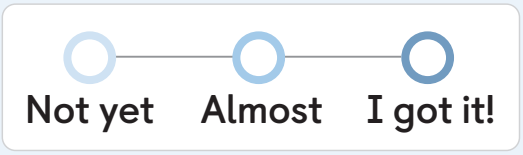
Unit Story: Where Is Harry?

In this story, a Kindergarten class discovers that their class pet, Harry the Hamster, has escaped. Together, they pursue Harry, looking for clues he left behind.

Best dog photo/Shutterstock.com

Watch Your Knowledge Grow

This is the math you'll explore in this unit. Rate your understanding to see how your knowledge grows!



I can . . .	Before	After
Use objects and pictures to put together and break apart numbers up to 10.		
Represent addition and subtraction for numbers up to 10.		
Use objects to solve story problems with addition or subtraction.		
Use drawings to solve story problems with addition or subtraction.		
Use number sentences to show parts and a total up to 10.		

Sub-Unit

1

Making and Breaking Apart Numbers Within 9

Unit Story: Where Is Harry?

vitec/Shutterstock.com

While searching for Harry, the students found a group of crayons.

What do you think about when you break a group into 2 parts?

Name _____

TEKS K.1.A, K.1.B, K.1.D, K.1.G Building Toward K.2.I, 1.2.B

Explore:
Mystery Number

How can we use clues to figure out what the mystery object looks like?

Warm-Up

eyes on teacher

Discuss Where did you see math in this story?

Activity

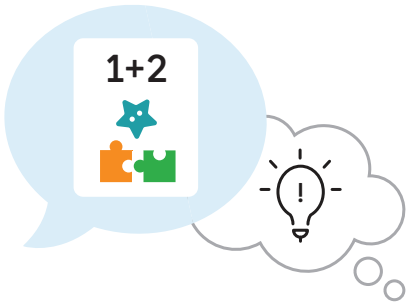
Name _____

Ways to be a mathematician

1. I can take my time to think about a challenging problem and come up with a plan before trying to solve it.

Not yet Almost I got it!

2. I can share my mathematical ideas clearly and in more than one way.



Not yet Almost I got it!

Unit 5
Lesson
2

Name _____

TEKS K.1.E, K.1.G, K.2.I

Making and Breaking Apart Numbers

Let's put together and break apart numbers.

We are a math community. What did you notice about how the students in Mr. Romero's math class worked together?

Warm-Up

eyes on teacher

Activity 1

7 Pattern Blocks

Hands-On

Directions: Create an object using 7 pattern blocks of triangles and squares. Draw a picture of the object and write numbers to show how many of each shape you used. Tell your partner how many triangles you used, how many squares you used, and how many pattern blocks you have altogether.

Activity 1

Name _____

7 Pattern Blocks (continued)

1 Draw

2 Discuss

- I used _____ green triangles.
- I used _____ orange squares.
- I used _____ pattern blocks altogether.

Activity 2

Name _____

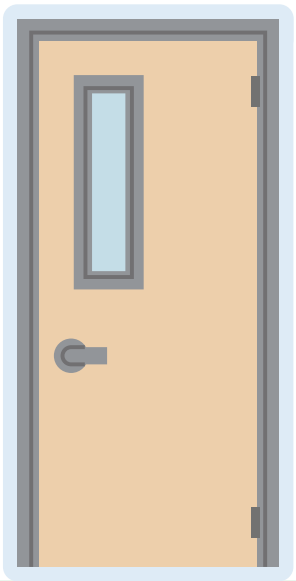
6 Connecting Cubes

Hands-On

3 Discuss

- I broke _____ cubes apart.
- The part in my hand has _____ cubes.
- The part on my desk has _____ cubes.

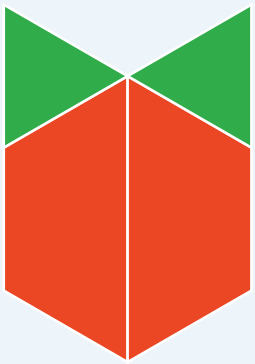
4 expression: _____ + _____



Directions: Break your cube tower into **2** *parts*. Put 1 part in your hand and 1 part on your desk. Then tell your partner how many cubes you have in total and how many are in each part. Fill in the expression to show how many cubes are in each part.

Summary 5.02

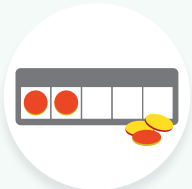
When you break a number into 2 groups, or *parts*, the total number stays the same.



When I move the blocks apart, there are still 4.

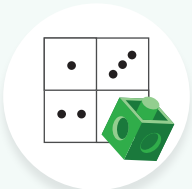
Practice 5.02

Choose from these Centers.



5-Frames

Add Using 5-Frames



Rolling for Numbers

Addition Expressions

Shake and Spill

Represent

Name _____

1 Discuss

- I have _____ objects in all.
- The part on my paper has _____ objects.
- The part in my hand has _____ objects

2

Show your thinking.

3 expression: _____ + _____

Directions:

1–2. Gather 8 objects. Put some on your paper and some in your hand. Tell and show how many are in each part.

3. Fill in the expression to show how many objects are in each part.

Practice 5.02

Name _____

Spiral Review

4 Quarters 

_____

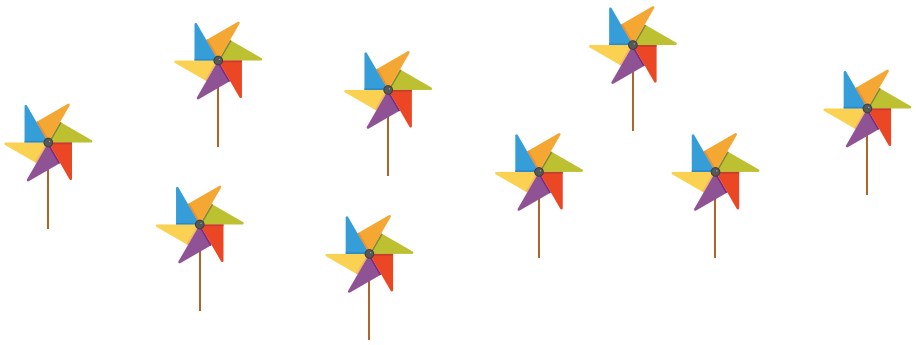
_____

_____

5 Nickels 

_____

_____

6 

_____

Directions:

4. Cross out all the quarters. Write the number to tell how many.
5. Draw a triangle around all the nickels. Write a number to tell how many
6. Write the number that tells how many.

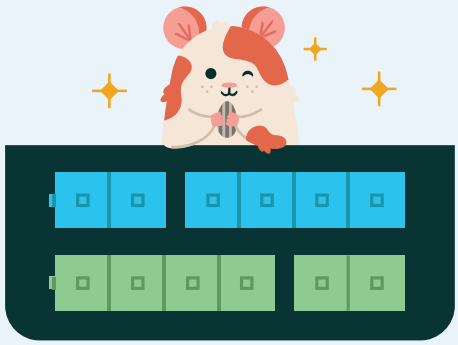
Unit 5
Lesson
3

Name _____

TEKS K.1.F, K.1.G, K.2.I, K.3.C

Snapping Cubes

Let's break numbers apart in more than 1 way.



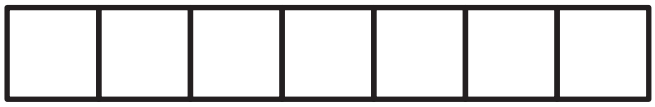
Warm-Up eyes on teacher

I am a doer of math.
How do you feel when you figure out a math problem?

Activity 1 What's Behind My Back?

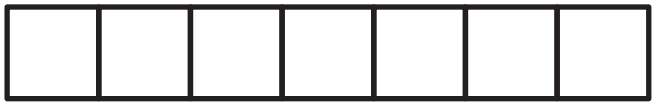
Show your thinking.

1



expression: _____ + _____

2



expression: _____ + _____

Directions: Make a tower of 7 cubes. Break the tower into 2 parts. Color the cubes using 2 different colors to show how you broke apart the tower. Then fill in the addition expression.

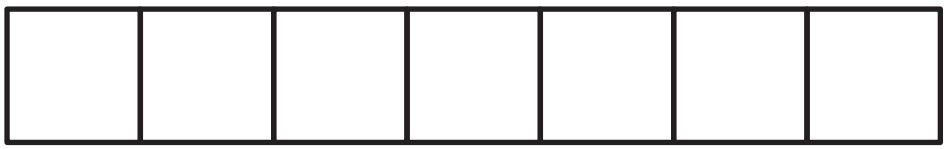
Activity 1

Name _____

What's Behind My Back? (continued)

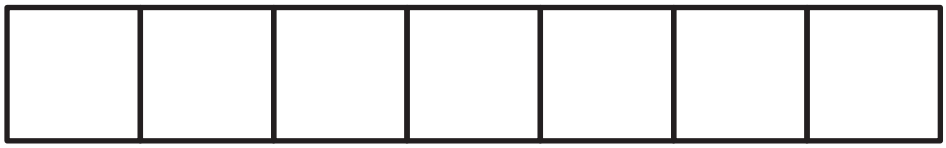
Show your thinking.

3



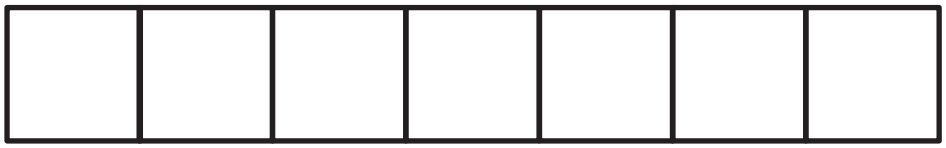
expression: _____ + _____

4



expression: _____ + _____

5



expression: _____ + _____

Activity 2

Name _____

More Than 1 Way

6 Show your thinking.

Number	One way	Another way
4	_____ + _____ _____ + _____	_____ + _____ _____ + _____
9	_____ + _____ _____ + _____	_____ + _____ _____ + _____

Directions: For each number, show **2** different ways to break the number into 2 parts. Show your thinking using drawings and expressions. Explain how you broke apart each number to your partner.

Activity 2

Name _____

More Than 1 Way (continued)

Show your thinking.

Number	One way	Another way
6	_____ + _____ _____ + _____ _____	_____ + _____ _____ + _____ _____
5	_____ + _____ _____ + _____ _____	_____ + _____ _____ + _____ _____

Summary 5.03

Numbers can be broken apart in more than 1 way.

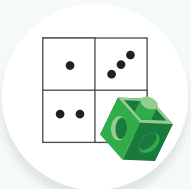
No matter how the tower is broken apart, the total is still 7.

6 + 1

5 + 2

Practice 5.03

Choose from these Centers.

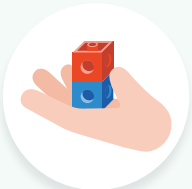


Rolling for Numbers

Addition Expressions

Shake and Spill

Represent



What's Behind My Back?

Show Two Parts

Name _____

Show your thinking.

1

expression: _____ + _____

2

expression: _____ + _____

3

expression: _____ + _____

Directions:

1–3. Make a tower of 5 cubes. Break the cubes into 2 parts. Color the cubes using 2 different colors. Then fill in the addition expression.

Name _____

Spiral Review

4 Clare had 8 tomatoes in her garden.
She picked 5 of the tomatoes.
How many tomatoes are left in the garden?

Show your thinking.

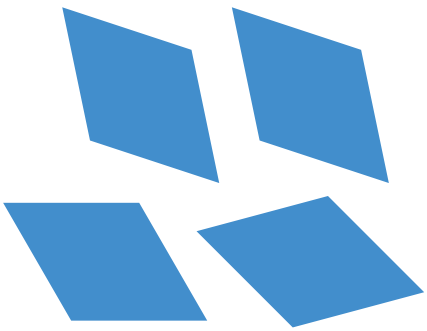
_____

_____

5

_____

_____



_____

_____

Directions:

4. Solve the story problem. Show your thinking using objects, drawings, numbers, or words. Write your answer on the line.

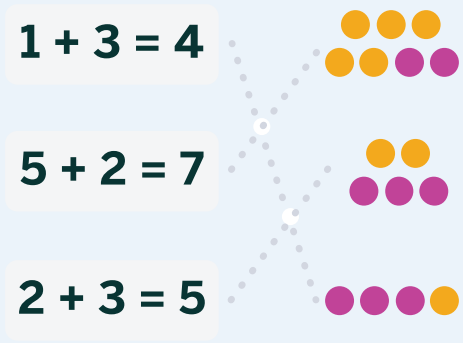
5. Write the number that tells how many. Circle the number that is *more*.

Name _____

TEKS K.1.F, K.1.G, K.2.I

Number Sentences and Drawings

Let's think about how number sentences show the parts of a number.



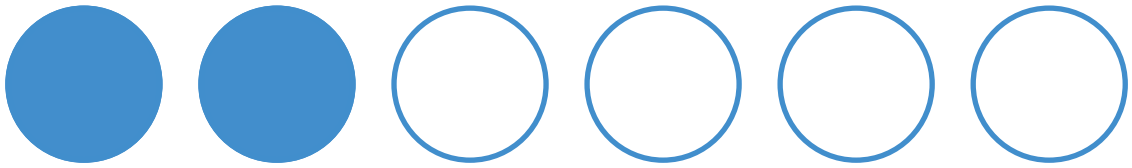
Warm-Up eyes on teacher

I am a doer of math.
What do you still wonder about putting together or taking apart numbers?

Activity 1 Notice and Wonder: Drawings and Number Sentences

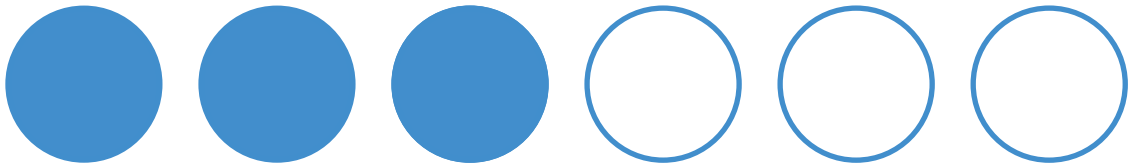
Discuss

1



6 = 2 + 4

2



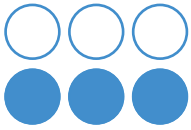
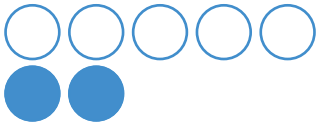
6 = 3 + 3

Directions: Tell your partner what you notice and what you wonder about the drawing and the number sentence.

Activity 2

Name _____

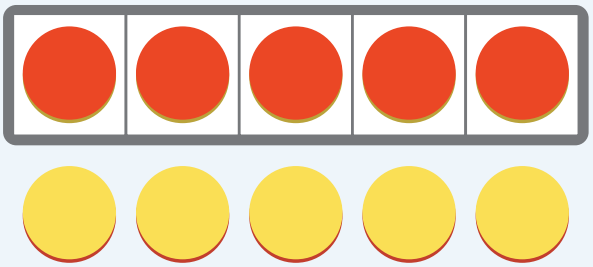
Matching Drawings With Number Sentences

3 Drawing	Number Sentence
	6 = 4 + 2
	4 = 1 + 3
	7 = 4 + 3
	4 = 2 + 2
	7 = 5 + 2
	6 = 3 + 3

Directions: Draw lines to match each drawing with a number sentence. Explain your matches to your partner.

Summary 5.04

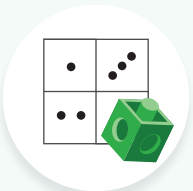
Number sentences can show a total number and the parts.



number sentence → 10 = 5 + 5

Practice 5.04

Choose from these Centers.



Rolling for Numbers

Addition Expressions

Shake and Spill

Represent

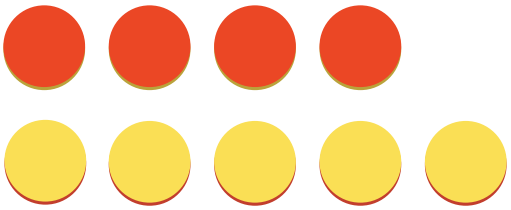
What's Behind My Back?

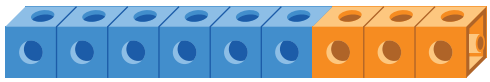
Show Two Parts

Practice 5.04

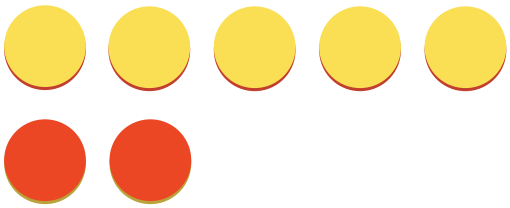
Name _____

1 $9 = 6 + 3$





2 $7 = 5 + 2$



Directions:

1–2. Circle the representation that matches the number sentence.

Practice 5.04

Name _____

Spiral Review

3

_____ _____

\+

_____ _____

4

8 6

5

4 9

Directions:

3. Circle the quarters and pennies. Write an expression that tells how many.

4–5. Circle the number that is *more*.

Name _____

TEKS K.1.F, K.1.G, K.2.I

Harry Explores the Ocean

Let's break apart a number in as many ways as we can.

I can be all of me in math class. What is something you would like your math community to know about you?

Warm-Up

1–2 eyes on teacher

Activity 1 Ollie's Clammy Meal

3 Discuss

We can break 8 into _____ and _____.

4 Hands-On

Directions:

3 Tell your partner **1** way to break apart 8.

4 Break apart 8 in as many ways as you can. Then compare your work with a partner.

Activity 1

Name _____

Ollie's Clammy Meal (continued)

5 Discuss

- We can break 8 into _____ and _____.

6 Discuss

- I notice _____.

Directions:

5 Let's share ways to break apart 8.

6 Tell your partner what patterns you notice in the expressions and the clams.

Activity 2

Name _____

Ollie's Friends

7 Discuss

We can make 5 with 1 and _____.

8-9 Hands-On

Directions:

7 Tell your partner **1** way to make 5.

8 Make 5 in as many ways as you can. Then compare your work with a partner.

9 Make 9 in as many ways as you can. Then compare your work with a partner.

Activity 2

Name _____

Ollie's Friends (continued)

10 Discuss

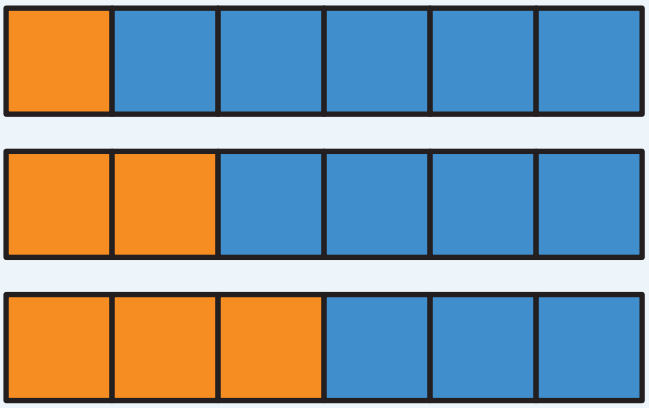
- The patterns are the same because _____.
- I used the patterns by _____.

Directions:

10 Tell your partner how the patterns for 5 and 9 are the same and how you used them to find more ways to make 8.

Summary 5.05

You can use patterns to find the ways a number can be broken apart.



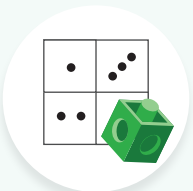
1 + 5

2 + 4

3 + 3

Practice 5.05

Choose from these Centers.



Rolling for Numbers

Addition Expressions

Shake and Spill

Represent

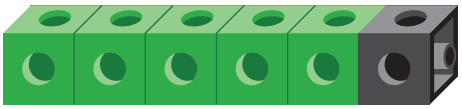
What's Behind My Back?

Show Two Parts

Practice 5.05

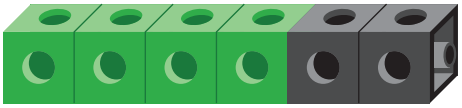
Name _____

1



expression: _____ + _____

2



expression: _____ + _____

3

expression: _____ + _____

Directions:

1–2. Write an expression to represent the 2 parts of the tower.

3. Show another way to break the number 6 into 2 parts. Write an expression to show your thinking.

Practice 5.05

Name _____

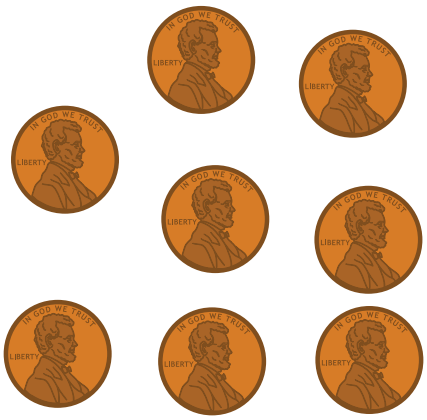
Spiral Review

4

_____

_____

_____



_____

_____

_____

5

0 1 2

_____ _____ _____

_____ _____ _____

_____ _____ _____

_____ 7 _____ _____ 10

_____ _____ _____

_____ _____ _____

Directions:

4. Figure out how many there are. Write the number that tells how many.

5. Write the missing numbers.

Sub-Unit

2

More Types of Story Problems

Unit Story: Where Is Harry?

hxdbzxy/Shutterstock.com

In the cafeteria, Skye and Brandon find red apples and green apples.

How could you figure out the total number of apples?

Unit 5
Lesson
6

Name _____

TEKS K.1.B, K.1.D, K.1.G, K.2.I, K.3.A

At the Playground

Let's show what we know from a math story.

Warm-Up eyes on teacher

We are a math community. How does working with a partner help you learn math?

Activity 1 Harry's Flowers

1 Harry the Hamster saw 5 flowers on the playground.

Some of the flowers were pink and some were blue.

Show your thinking.

Directions: Use objects, drawings, numbers, or words to show the math story.

Activity 2

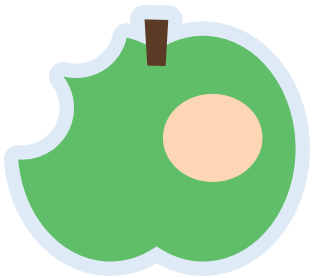
Name _____

Pawprint Clues

2 The class found 8 pawprints on the playground.

Some of the pawprints were in the garden and some were in the sandbox.

Show your thinking.

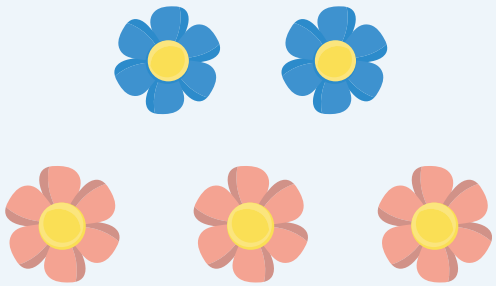


Directions: Use drawings, numbers, or words to show the math story. You can use objects if they are helpful. Then explain how your work matches the story.

Summary 5.06

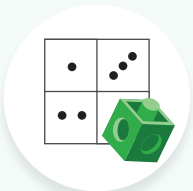
In some story problems, you know the total but you do not know the parts.

Harry the Hamster saw 5 flowers on the playground. Some of the flowers were pink and some were blue.



Practice 5.06

Choose from these Centers.

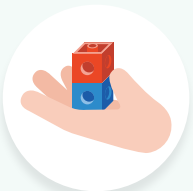


Rolling for Numbers

Addition Expressions

Shake and Spill

Represent



What's Behind My Back?

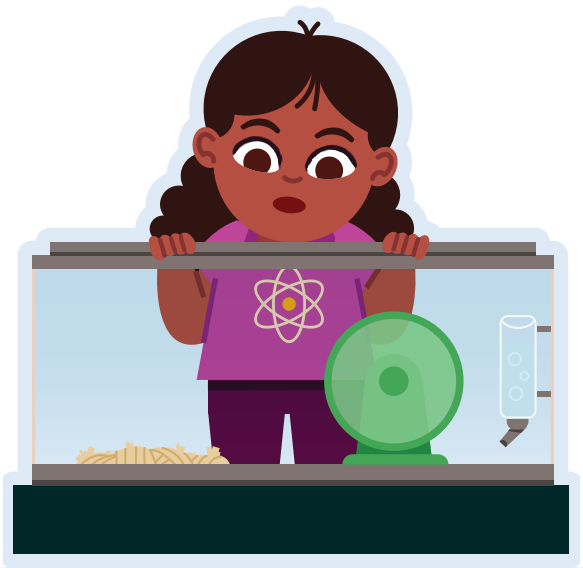
Show Two Parts

Name _____

1 Priya noticed 9 insects in the grass.

Some of the insects were ladybugs and some were bees.

Show your thinking.



Directions:

1. Use objects, drawings, numbers, or words to show the math story. Then explain how your work matches the story.

Name _____

Spiral Review

2 Shawn ate 2 apple slices at lunch.

Shawn ate 6 more apple slices for snack.

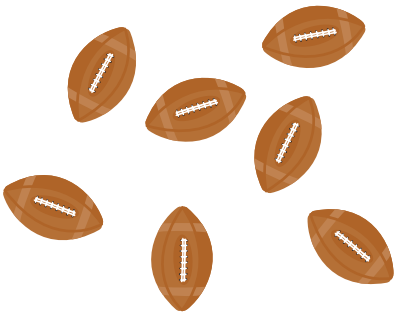
How many apple slices did Shawn eat?

Show your thinking.

_____

_____

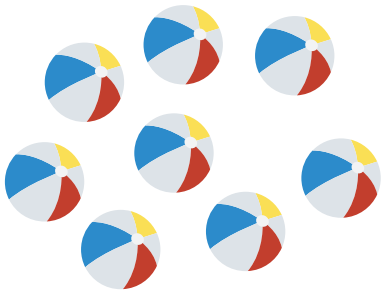
3



_____

_____

4



_____

_____

Directions:

2. Solve the story problem. Show your thinking using objects, drawings, numbers, or words. Write your answer on the line.

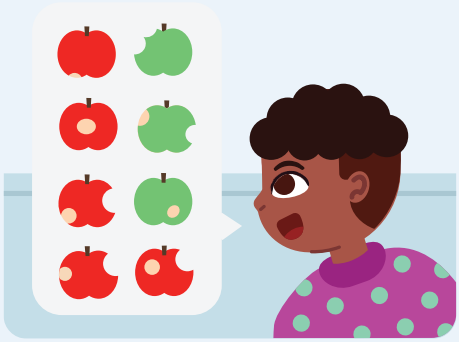
3–4. Write the number that tells how many.

Name _____

TEKS K.1.B, K.1.C, K.1.G, K.2.I, K.3.A, K.3.B, K.3.C

In the Cafeteria

Let's solve story problems about the cafeteria.



Warm-Up eyes on teacher

I am a doer of math.
Mr. Romero's class uses math as they search for Harry. How does math help you solve problems?

Activity 1 Harry's Sweet Treats

1 Harry the Hamster found 6 apples.
Some were red and some were yellow.

Show your thinking.

He found _____ red and _____ yellow.

Directions: Solve the story problem. Show your thinking using objects, drawings, numbers, or words. Then fill in the blanks to show your answer.

Activity 2

Name _____

Clues in the Cafeteria

2 The students saw 9 cartons in the cafeteria. Some cartons had juice and some had milk.

Show your thinking.

number sentence: 9 = _____ + _____

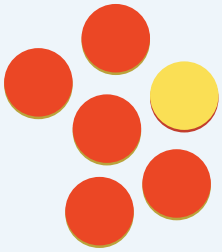
They saw _____ juice cartons

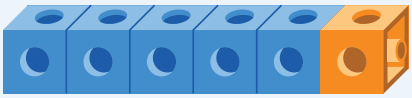
and _____ milk cartons.

Directions: Solve the story problem. Show your thinking using a drawing. Fill in the number sentence to match your work. Then fill in the blanks to show your answer.

Summary 5.07

Some story problems can have more than 1 answer. Number sentences can help you clearly see the answers.





$$6 = 5 + 1$$

Practice 5.07

You'll play this Center.

Math Stories How Many of Each?

Let's tell and act out story problems to answer questions.

Name _____

1 Diego has 7 fish in his fish tank.

They are 2 different colors, orange and blue.

How many of the fish are orange?

How many of the fish are blue?

Show your thinking.

He has _____ orange and _____ blue.

Directions:

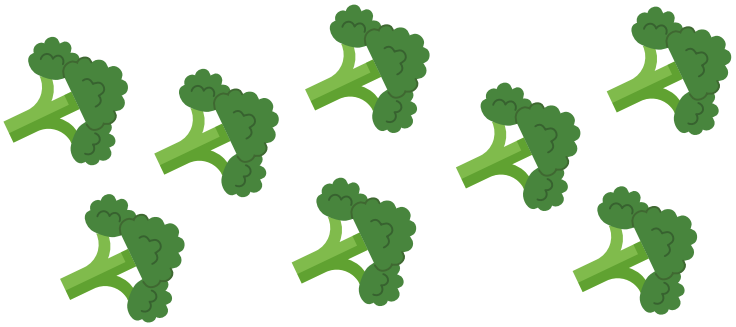
1. Solve the story problem. Show your thinking using objects, drawings, numbers, or words. Then fill in the blanks to show your answer.

Practice 5.07

Name _____

Spiral Review

2

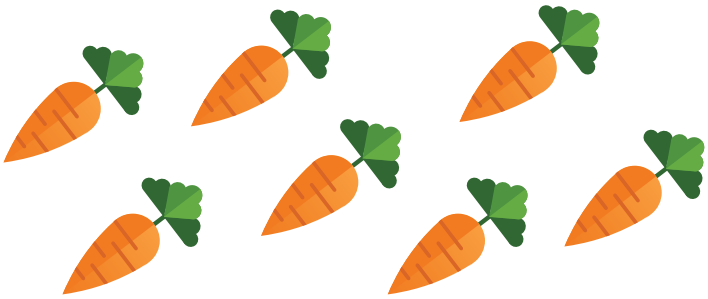


_____

_____

_____

3



_____

_____

_____

4

5

Directions:

2–3. Write the number that tells how many.

4–5. Circle the number that is *less*.

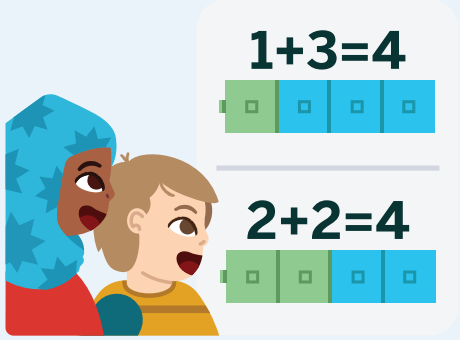
Unit 5
Lesson
8

Name _____

TEKS K.1.D, K.1.E, K.1.F, K.2.I, K.3.A, K.3.B, K.3.C

In the Library

Let's figure out more than 1 answer to a story problem.



Warm-Up eyes on teacher

I am a doer of math.
Why is it important to show and explain your thinking in math class?

Activity 1 Lost in the Library?

1 Harry the Hamster knocked over 8 markers. Some of the markers were yellow, and the rest of the markers were blue.

Han	Diego
y y y b b b b b	y y y (3) b b b b b (5) 8 = 3 + 5, total y b

Directions:

1. Tell your partner what you notice and wonder about Han's and Diego's drawings.

Name _____

Lost in the Library? (continued)

2 Harry the Hamster knocked over a bin of 8 markers.

Some of the markers were yellow and the rest of the markers were blue.

How many of the markers were yellow?

How many of the markers were blue?

Draw

number sentence: 8 = _____ + _____

2. Work with your partner to figure out another answer to the story problem. Use a drawing to show your thinking and include number labels. Fill in the number sentence to show your answer.

Activity 2

Name _____

Gathering Grapes

3 Harry the Hamster spilled 7 grapes by the librarian's desk.

Some grapes were green and some were purple.

How many grapes were green?

How many grapes were purple?

Draw

Directions: Tell your partner what happened in the story problem. Then solve the story problem. Use drawings to show as many answers as you can. Fill in the number sentences to show your answers.

Name _____

Gathering Grapes (continued)

number sentence: 7 = _____ + _____

number sentence: 7 = _____ + _____

number sentence: 7 = _____ + _____

number sentence: 7 = _____ + _____

number sentence: 7 = _____ + _____

number sentence: 7 = _____ + _____

Summary 5.08

In story problems where you know the total but do not know the parts, you can use patterns to figure out more than 1 answer.

5 students were working in the library.
Some students were standing and some were sitting.
How many students were standing?
How many students were sitting?

2 standing 3 sitting

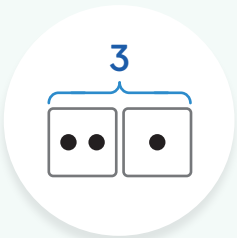
$5 = 2 + 3$

3 standing 2 sitting

$5 = 3 + 2$

Practice 5.08

You'll play this Center.



Make or Break Apart Numbers

Numbers to 9

Let's put 2 groups together to make a number.

Name _____

1 Priya found 6 colored pencils on the floor.

Some of them were pink and some were blue.

How many colored pencils were pink?

How many colored pencils were blue?

Draw

$6 = \_\_\_ + \_\_\_$

$6 = \_\_\_ + \_\_\_$

$6 = \_\_\_ + \_\_\_$

Directions:

1. Solve the story problem. Use drawings to show as many answers as you can. Fill in the number sentences to show your answers.

Practice 5.08

Name _____

Spiral Review

2

_____

_____

_____

3

_____

_____

_____

4

_____

_____

_____

5

_____

_____

_____

6

_____

_____

_____

7

_____

_____

_____

Directions:

2–7. Write the number that tells how many.

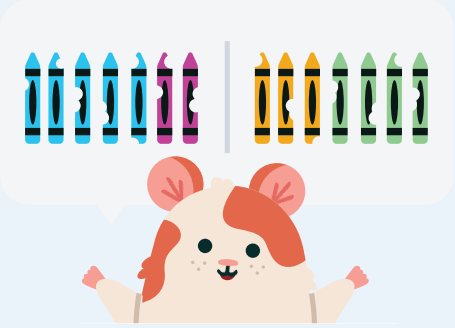
Unit 5
Lesson
9

Name _____

TEKS K.1.E, K.1.G, K.2.I, K.3.A, K.3.B

In the School Office

Let's compare story problems and solve them.



I am a doer of math.
Where have you seen 2 parts and a total outside of math class?

Warm-Up

eyes on teacher

Activity 1 The Supply Closet

1 Harry spilled 6 bottles of paint.

Some of the bottles were blue.

The rest of the bottles were red.

2 Harry spilled some bottles of paint.

4 bottles of paint were blue and 2 bottles were red.

Directions: Tell your partner what happened in each story. Then write what you notice and wonder.

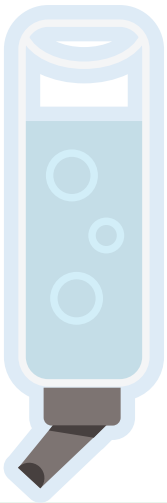
Activity 1

Name _____

The Supply Closet (continued)

3 What do you notice about the math stories?

4 What do you wonder about the math stories?



Activity 2

Name _____

Comparing Story Problems

5 Harry spilled 6 bottles of paint.

Some of the bottles were blue.

The rest of the bottles were red.

How many bottles were red?

How many bottles were blue?

Show your thinking.

Directions: Solve each problem. Show your thinking using drawings. You can also show your thinking using objects, numbers, or words. Then write number sentences to show your thinking. Explain how you solved each problem using your drawings. Compare your answers to each problem. Tell your partner what you notice.

Name _____

Comparing Story Problems (continued)

6 Harry spilled some bottles of paint in the supply closet.

4 bottles of paint were blue and 2 bottles were red.

How many bottles of paint did Harry spill?

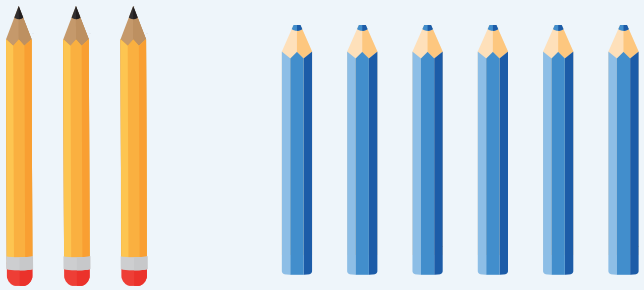
Show your thinking.

Summary 5.09

When you have a story problem where you know the parts but have to figure out the total, there can be only 1 answer.

Harry the Hamster knocked over some pencils.
3 pencils were sharp and 6 pencils were dull.
How many pencils did Harry knock over?

$9 = 3 + 6$



Practice 5.09

Choose from these Centers.

5-Frames

Add Using 5-Frames

Make or Break Apart Numbers

Numbers to 9

Math Stories

How Many of Each?

Name _____

1 Clare saw some butterflies in the garden.

6 of the butterflies were yellow and 3 were pink.

How many butterflies did Clare see?

Show your thinking.

Directions:

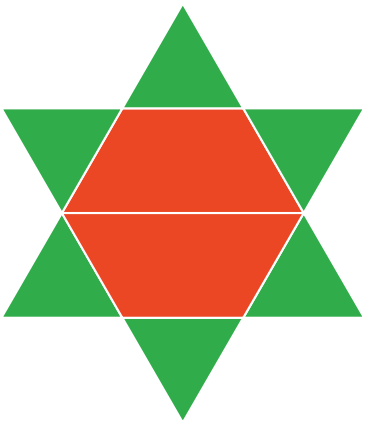
1. Solve the story problem. Show your thinking using objects, drawings, numbers, or words. Then write a number sentence to show your thinking.

Practice 5.09

Name _____

Spiral Review

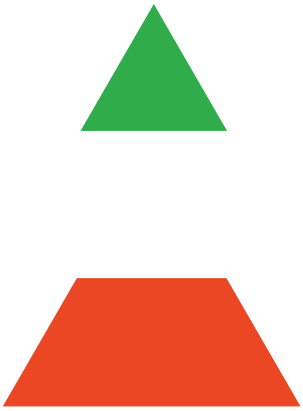
2



_____

_____

_____



3

4

Directions:

2. Write the number that tells how many for each type of pattern block.

3–4. Circle the shape that you see in the picture.

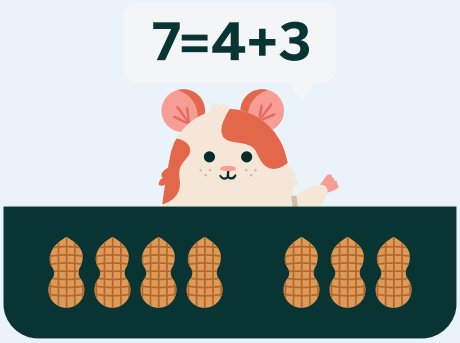
Unit 5
Lesson
10

Name _____

TEKS K.1.D, K.1.E, K.1.G, K.2.I, K.3.A, K.3.B

In the Teachers' Lounge

Let's think about how drawings and number sentences match story problems.



Warm-Up

eyes on teacher

We are a math community. What strengths do you see in your math community?

Activity 1 All the Story Problems

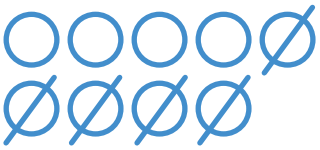
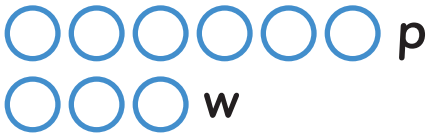
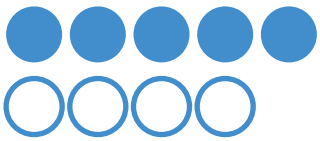
Workspace

Directions: Draw lines to match each story problem with a drawing and a number sentence. Use the workspace if it is helpful.

Activity 1

Name _____

All the Story Problems (continued)

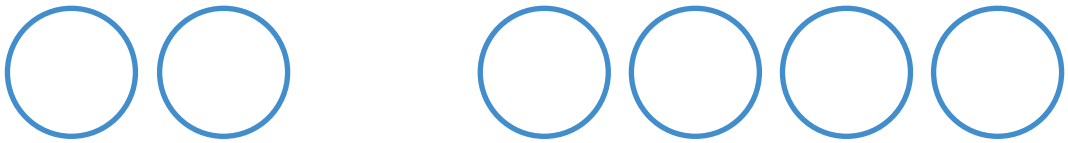
1 Story problem	Drawing and number sentence
A	 6 p 2 w 8 = 6 + 2
B	 9 – 5 = 4
C	 p w 9 = 6 + 3
D	 5 + 4 = 9

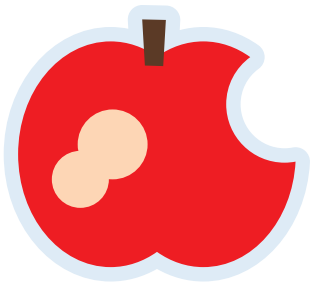
Activity 2

Name _____

Creating a Matching Story Problem

2 Discuss





Directions: Think about how the drawing shows adding. Tell your partner a story problem that matches the drawing. Fill in the number sentence to show your answer.

Activity 2

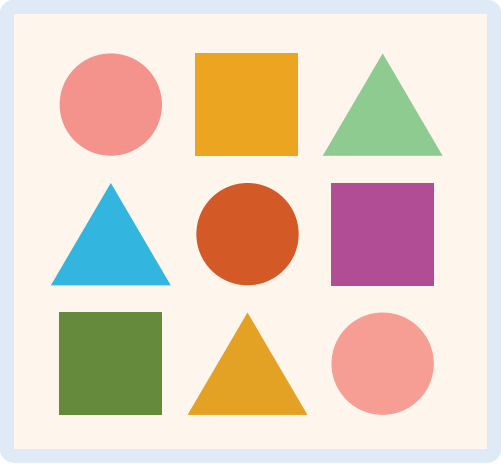
Name _____

Creating a Matching Story Problem (continued)

3

Show your thinking.

_____ = _____ + _____



Summary 5.10

Thinking about what you know and what you do not know can help you understand and solve different types of story problems.

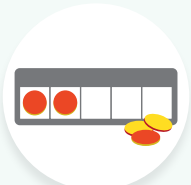
Harry the Hamster has 5 toys in his cage.
Some toys are for chewing and some toys are for climbing.
How many toys are for chewing?
How many toys are for climbing?

ch ch cl cl cl

I know Harry has 5 toys. I don't know how many are for chewing and how many are for climbing.

Practice 5.10

Choose from these Centers.



5-Frames

Add Using 5-Frames

Make or Break Apart Numbers

Numbers to 9

Math Stories

How Many of Each?

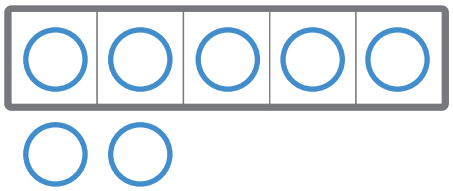
Name _____

1 Diego has some coins.

3 of the coins are silver.

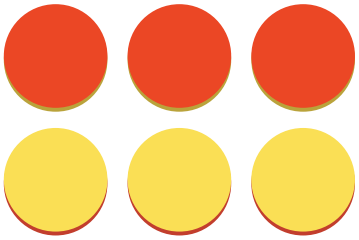
4 of the coins are gold.

How many coins does Diego have?



$7 + 0 = 7$

$3 + 4 = 7$



$3 + 3 = 6$

$6 + 1 = 7$

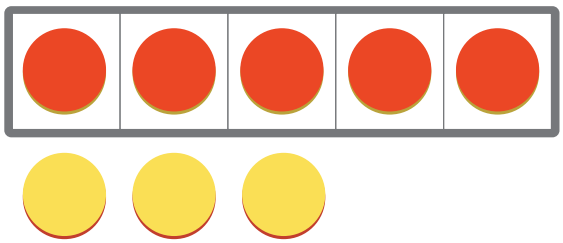
Directions:

1. Circle the student work that matches the story problem.

Practice 5.10

Name _____

2



number sentence: _____ = _____ + _____

Spiral Review

3

5 4

4

7 8

5

9 2

6

3 4

Directions:

2. Think about how the drawing shows adding. Tell a story problem that matches the drawing. Fill in the number sentence to show your story problem.

3–4. Circle the number that is *more*.

5–6. Circle the number that is *less*.

Sub-Unit

3

Making and Breaking Apart 10

Unit Story: Where Is Harry?

Szasz-Fabian Ilka Erika/Shutterstock.com

There were 9 students and 1 teacher in Mr. Romero's class. 9 and 1 is the same as 10.

What are other ways you can make 10?

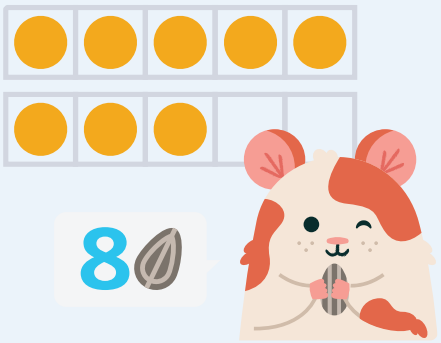
Unit 5
Lesson
11

Name _____

TEKS K.1.D, K.1.F, K.2.B, K.2.C, K.2.D, K.2.I

Harry Is Home

Let's make and use 10-frames.



Warm-Up eyes on teacher

I am a doer of math.
What math tools have you used in this unit? How have they helped you?

Activity 1 10-Frames

1

6

Directions: Use 5-frames to make each number.

Activity 1

Name _____

10-Frames (continued)

2

8

3

9

4

10

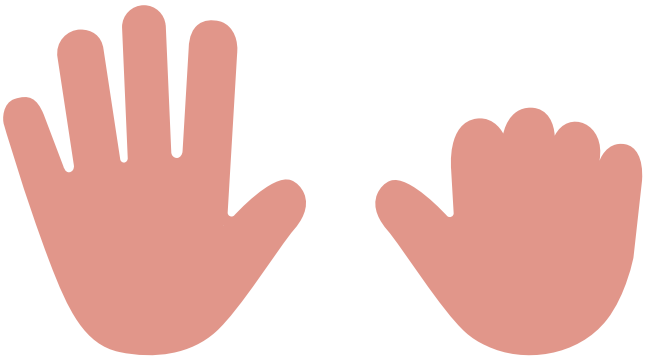
Activity 2

Name _____

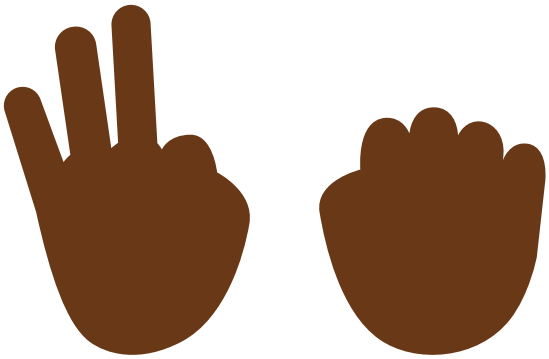
Numbers on Fingers and 10-Frames

Hands-On

5



6



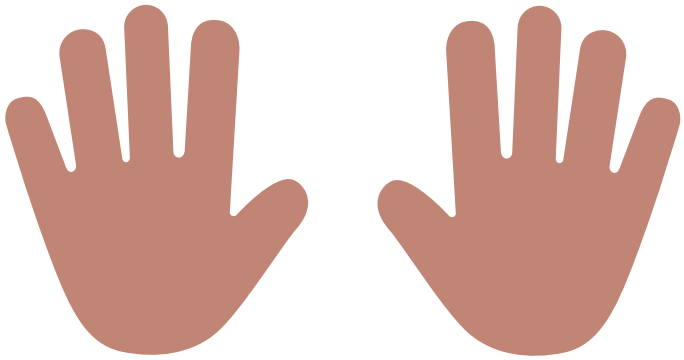
Directions: Figure out how many fingers you see and then use counters to show the same number on a 10-frame. Explain to your partner how you showed the number.

Activity 2

Name _____

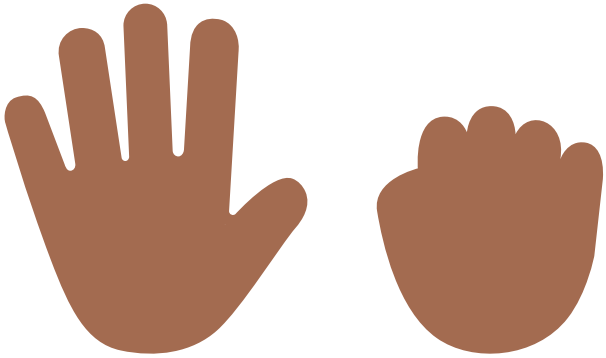
Numbers on Fingers and 10-Frames (continued)

7



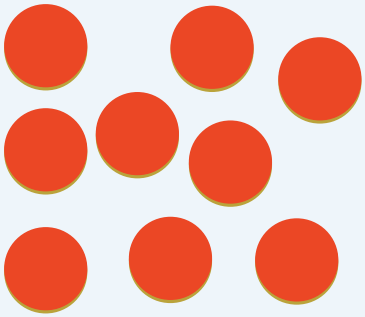
8

9

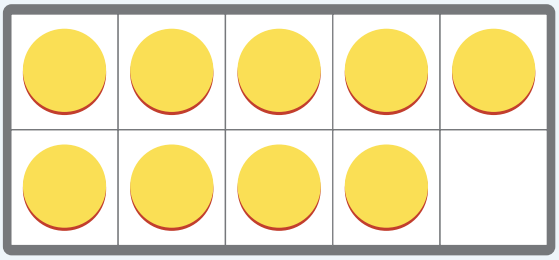


Summary 5.11

10-frames help us figure out how many because we can see numbers compared to 5 or 10.



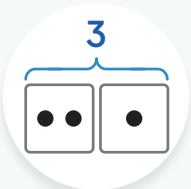
9



9

Practice 5.11

Choose from these Centers.



Make or Break Apart Numbers

Numbers to 9

Math Fingers

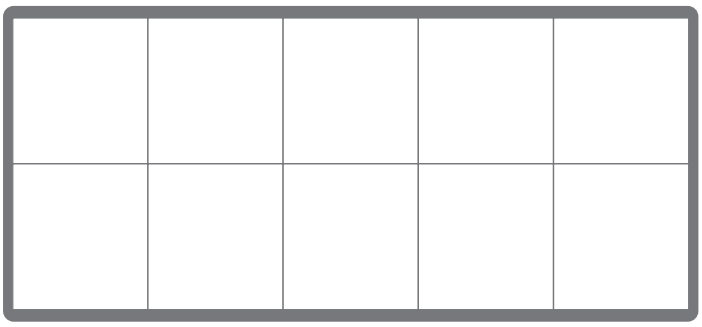
Add 2 Hands

Math Stories

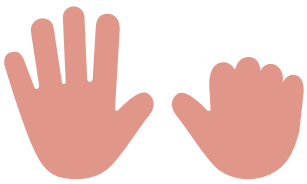
How Many of Each?

Practice 5.11

Name _____

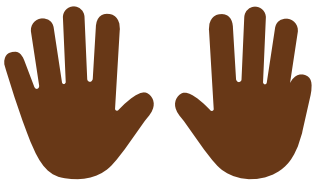


1



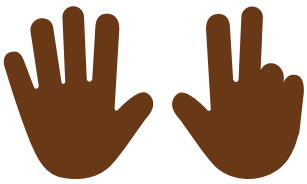
_____
_____
_____

2



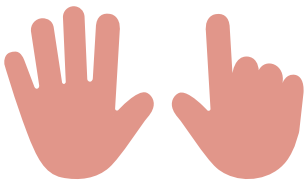
_____
_____
_____

3



_____
_____
_____

4



_____
_____
_____

Directions:

1–4. For each set of fingers, use objects to show the same number on the 10-frame. Then write each number on the line.

Name _____

Spiral Review

5 Clare had 10 crayons.

6 of her crayons fell on the floor.

How many crayons does Clare have now?

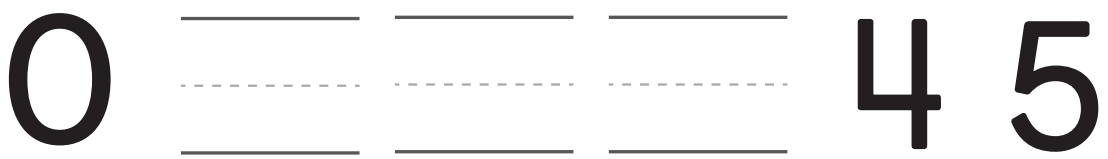
Show your thinking.

_____

_____

_____

6



Directions:

5. Solve the story problem. Show your thinking using objects, drawings, numbers, or words. Write your answer on the line.

6. Write each missing number.

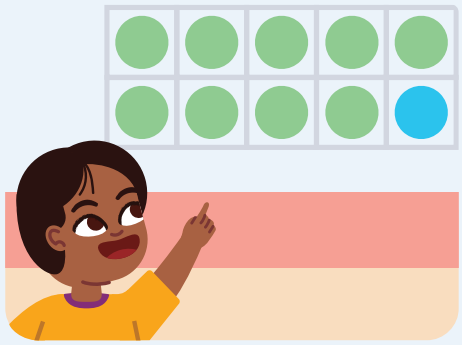
Unit 5
Lesson
12

Name _____

TEKS K.1.D, K.1.F, K.1.G, K.2.I, K.3.C

Number Sentences That Show 10

Let's match number sentences with 10-frames and fingers.



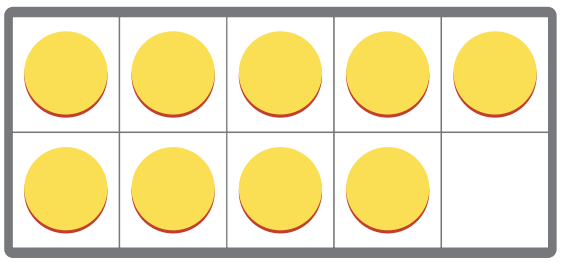
Warm-Up

eyes on teacher

I am a doer of math.
How are you using math tools in new ways?

Activity 1 Matching Number Sentences and 10-Frames

1 Discuss



I see _____, so I know _____.

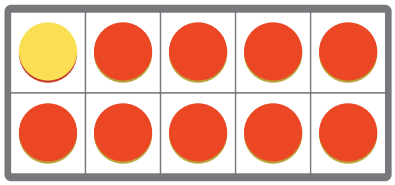
Activity 1

Name _____

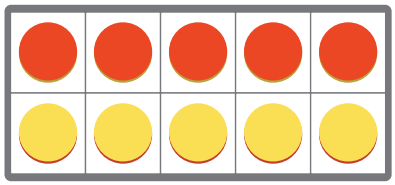
Matching Number Sentences and 10-Frames (continued)

2

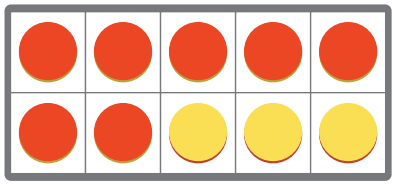
10 = 7 + 3



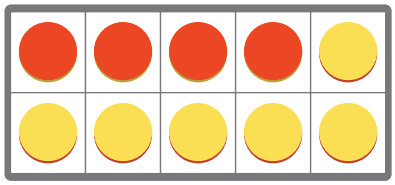
10 = 8 + 2



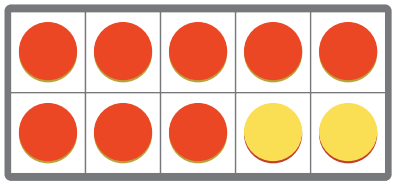
10 = 1 + 9



10 = 5 + 5



10 = 4 + 6



Directions: Draw lines to match each number sentence with a 10-frame and explain your matches to your partner.

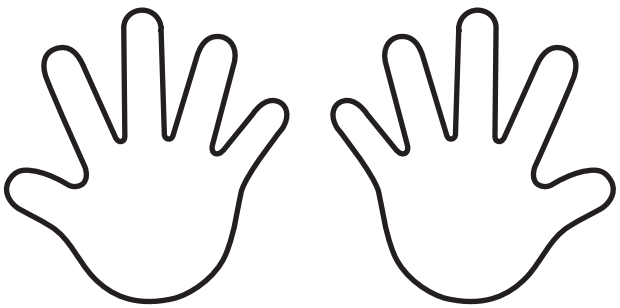
Activity 2

Name _____

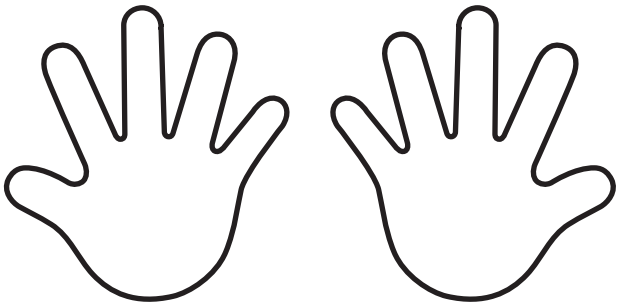
Showing Number Sentences With Fingers

Show your thinking.

3 $10 = 6 + 4$



4 $10 = 9 + 1$



Directions: Color the fingers to show each number sentence. Then explain how the fingers match the number sentence.

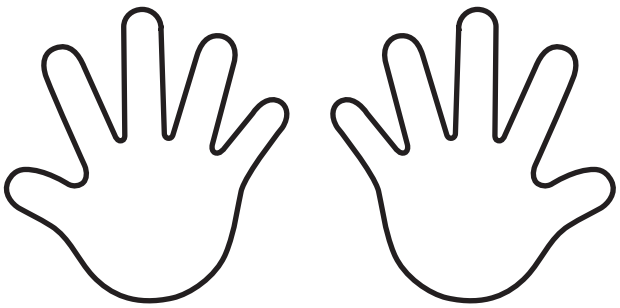
Activity 2

Name _____

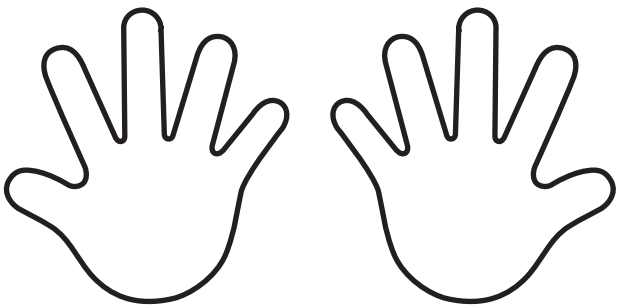
Showing Number Sentences With Fingers (continued)

Show your thinking.

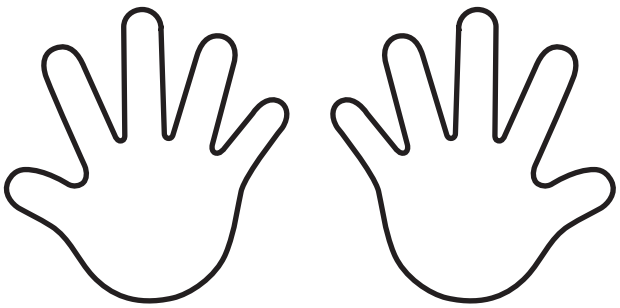
5 $10 = 8 + 2$



6 $10 = 3 + 7$



7 $10 = 5 + 5$



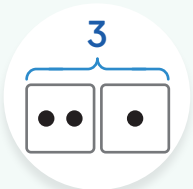
Summary 5.12

Number sentences, 10-frames, and fingers can all show ways to make and break apart 10.

$$10 = 5 + 5$$

Practice 5.12

Choose from these Centers.



Make or Break Apart Numbers

Numbers to 9

Math Fingers

Add 2 Hands

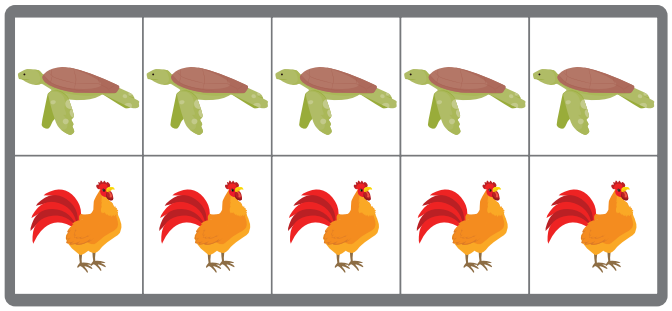
Math Stories

How Many of Each?

Practice 5.12

Name _____

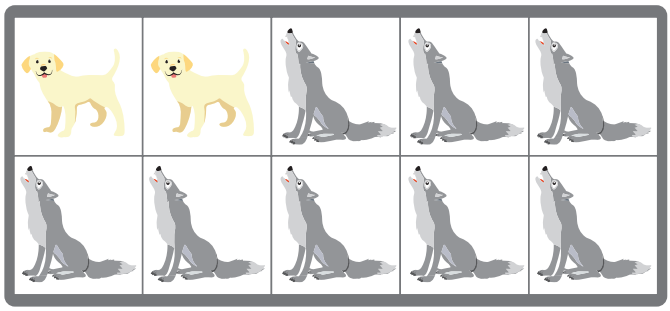
1



10 = 5 + 5

10 = 3 + 7

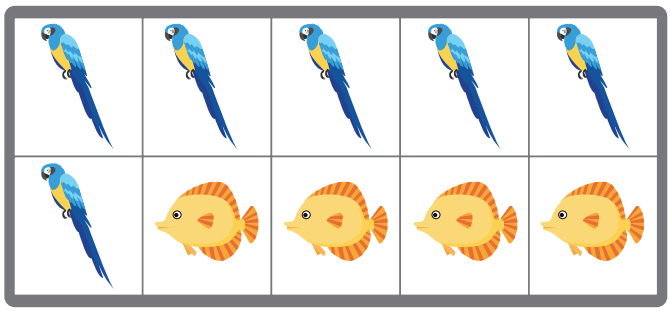
2



10 = 9 + 1

10 = 2 + 8

3



10 = _____ _____ _____

_____ _____ _____

Directions:

1–2. Circle the number sentence that matches the 10-frame.

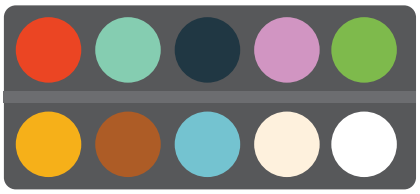
3. Fill in the number sentence to match the 10-frame.

Practice 5.12

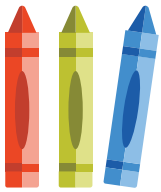
Name _____

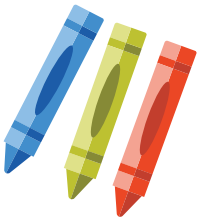
Spiral Review

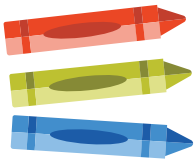
4 Draw



5





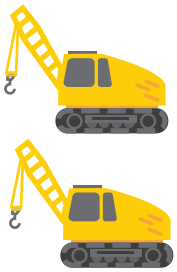


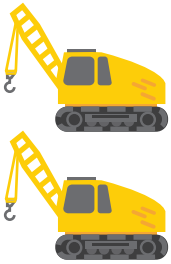
_____

_____

_____

6





_____

_____

_____

Directions:

4. Draw **2** shapes you see in the picture.

5–6. Write the number that tells how many.

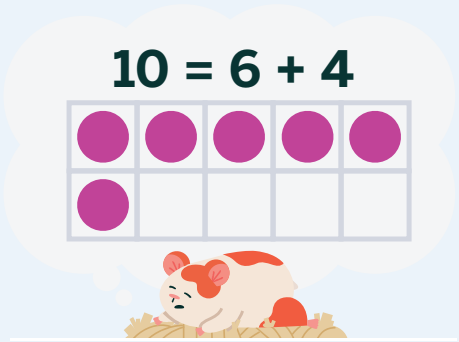
Unit 5
Lesson
13

Name _____

TEKS K.1.C, K.1.D, K.1.E, K.1.F, K.1.G, K.2.B, K.2.D, K.2.I, K.3.A, K.3.C

Harry's Hamster Wheel

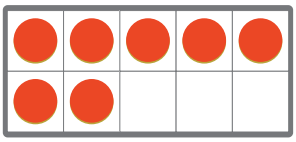
Let's use 10-frames and fingers to make 10.

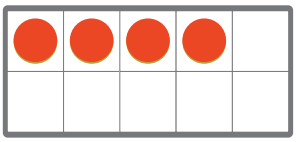


Warm-Up eyes on teacher

I can be all of me in math class. What are you learning in math class that you want to practice more?

Activity 1 How Many Are Missing?

1  _____ 10 = _____ + _____

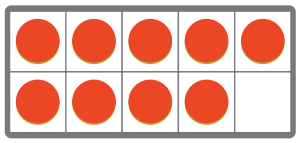
2  _____ 10 = _____ + _____

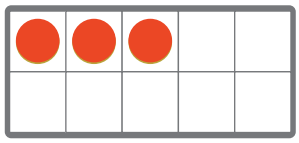
Directions: Work with your partner to figure out how many counters are needed to fill each 10-frame. Write a number to show how many counters are needed and then fill in the number sentence to show the 2 parts that make 10.

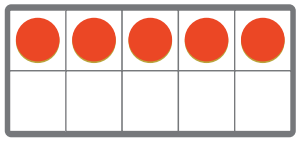
Activity 1

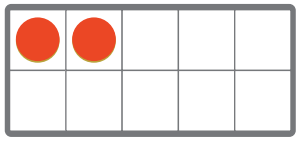
Name _____

How Many Are Missing? (continued)

3  _____ 10 = _____ + _____

4  _____ 10 = _____ + _____

5  _____ 10 = _____ + _____

6  _____ 10 = _____ + _____

Activity 2

Name _____

Math Fingers

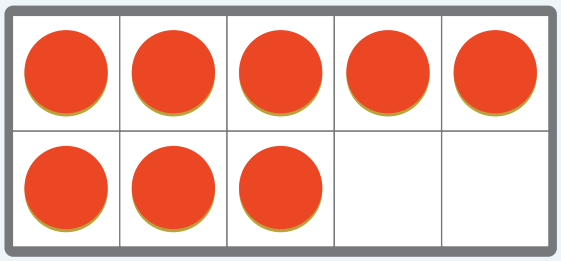
Hands-On

Number Sentence
10 = ____ + ____
10 = ____ + ____
10 = ____ + ____
10 = ____ + ____
10 = ____ + ____

Directions: Choose a number card and show the number on your fingers. Then have your partner show the number you need to make 10 on their fingers. Fill in a number sentence to show the 2 parts that make 10.

Summary 5.13

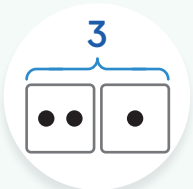
Fingers and 10-frames can help you figure out how many you need to make 10. Number sentences can show the parts that make 10.



$$10 = 8 + 2$$

Practice 5.13

Choose from these Centers.



Make or Break Apart Numbers

Numbers to 9

Math Fingers

Make 10

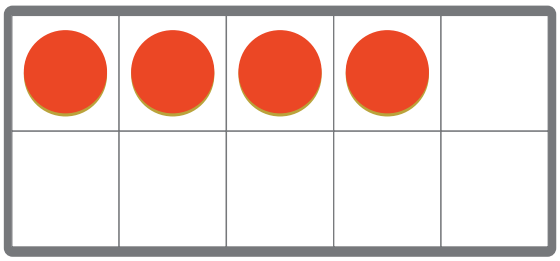
Math Stories

How Many of Each?

Practice 5.13

Name _____

1

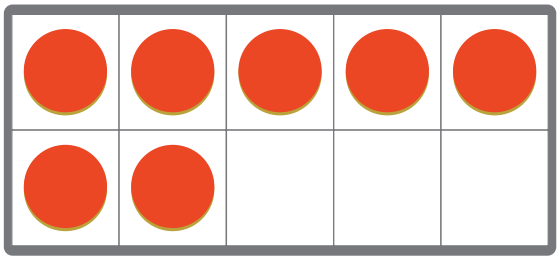


10 = _____ + _____

2

10 = _____ + _____

3



10 = _____ + _____

Directions:

1–3. Figure out how many are needed to make 10. Fill in the number sentence to show the 2 parts that make 10.

Practice 5.13

Name _____

Spiral Review

4 5 _____

5 3 _____

6 _____ 9

7 _____ 6

8

Quarters _____

Nickels _____

Directions:

4–5. Write a number that is *more*.

6–7. Write a number that is *less*.

8. Cross out all the quarters. Write a number to tell how many. Draw a circle around all the nickels. Write a number to tell how many.

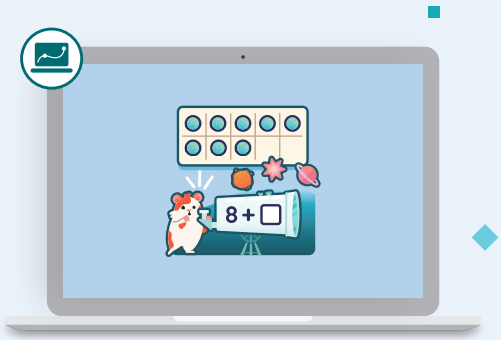
Unit 5
Lesson
14

Name _____

TEKS K.1.F, K.1.G, K.2.B, K.2.I, K.3.C

Harry Explores Space

Let's use expressions and number sentences to show the parts that make 10.



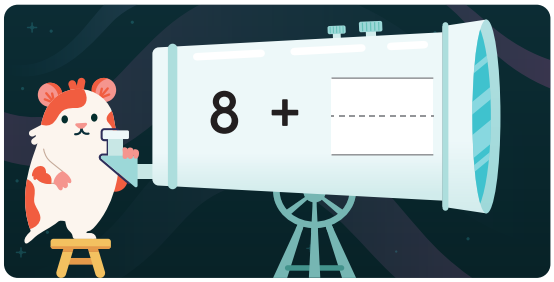
I can be all of me in math class.
Mr. Romero's class helps Harry. What do you need help with in math class?

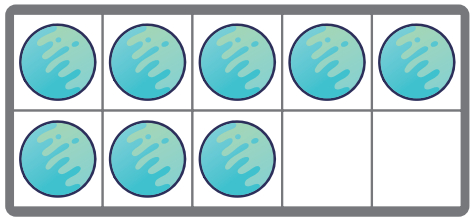
Warm-Up

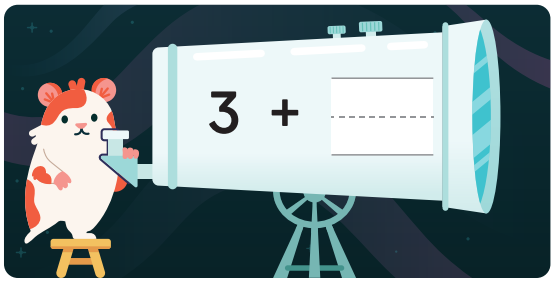
1–2 eyes on teacher

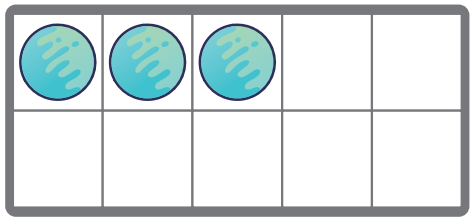
Activity 1 Telescope Time!

3









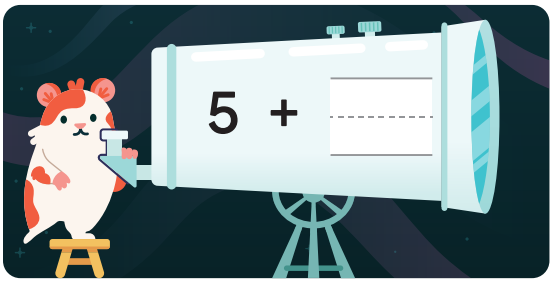
Directions:

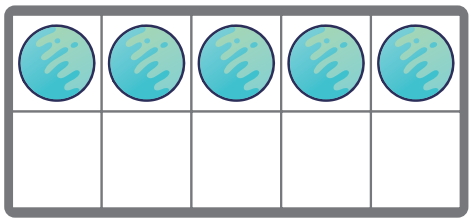
3 Fill in the expression to make 10. Explain to your partner how you figured out how to make 10.

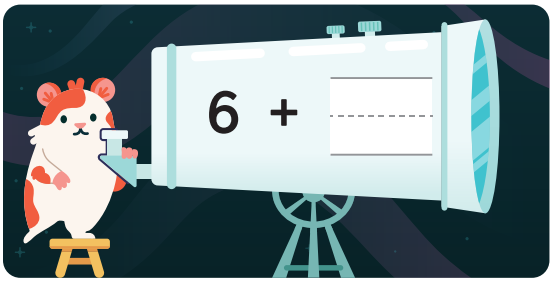
Activity 1

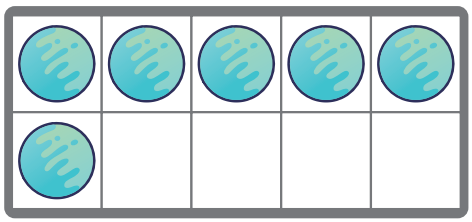
Name _____

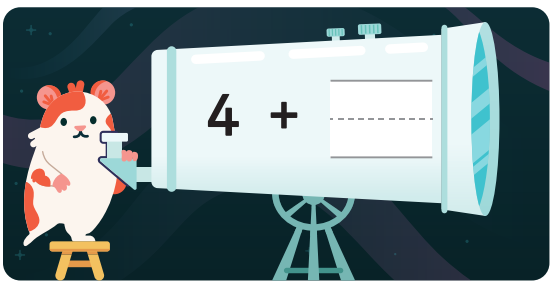
Telescope Time! (continued)

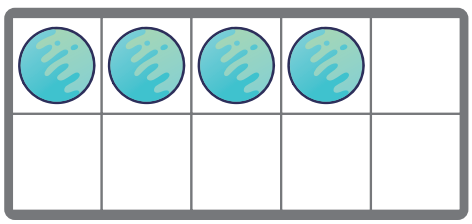


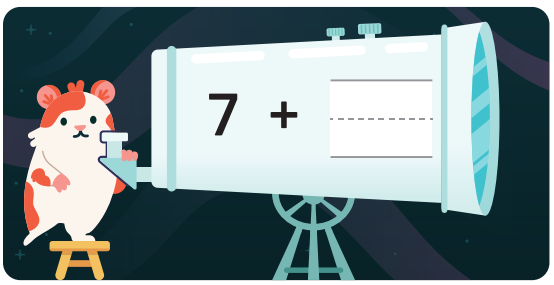


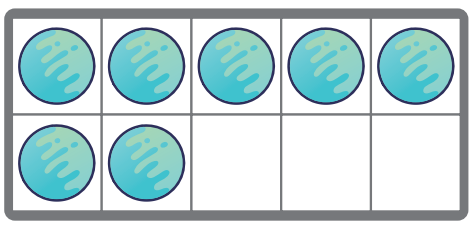












Activity 2

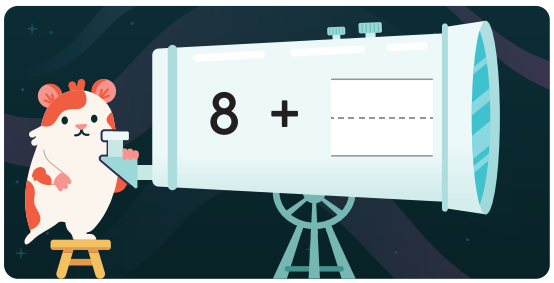
Name _____

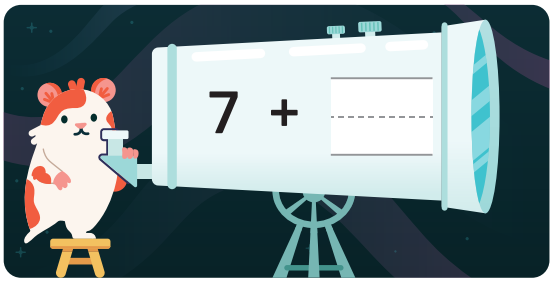
Harry Searches the Sky

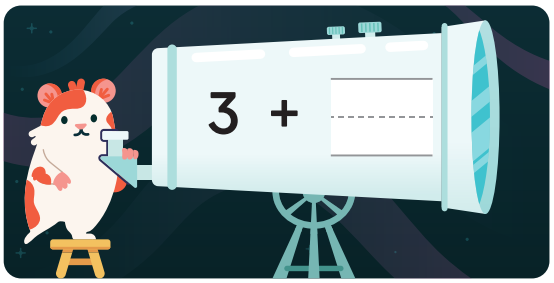
4 Discuss

I notice _____.

5







Directions:

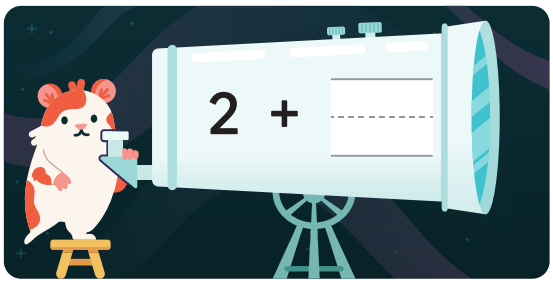
4 Tell your partner what you notice about these number sentences.

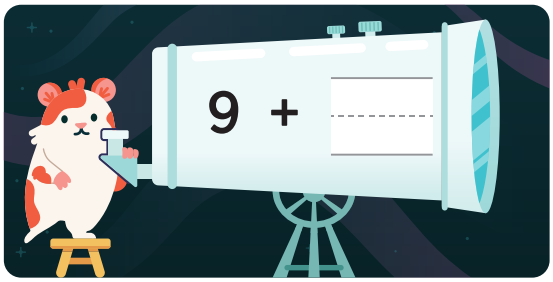
5 Fill in the expression to make 10. Explain to your partner how you figured out how to make 10.

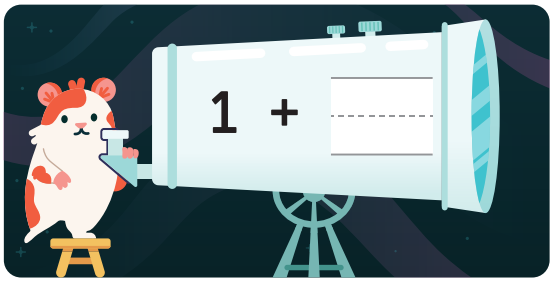
Activity 2

Name _____

Harry Searches the Sky (continued)







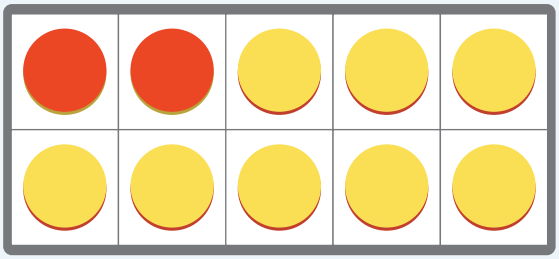
6 Discuss

I notice _____. I wonder _____.

6 Tell your partner what you notice and wonder about these ways to make 10.

Summary 5.14

2 parts that make 10 can be written in any order and still make 10.



$10 = 2 + 8$

$10 = 8 + 2$

Practice 5.14

Choose from these Centers.

Make or Break Apart Numbers

Numbers to 9

Math Fingers

Make 10

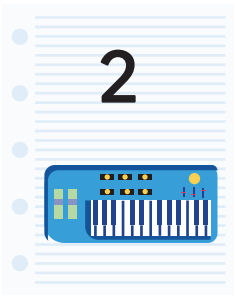
Math Stories

How Many of Each?

Practice 5.14

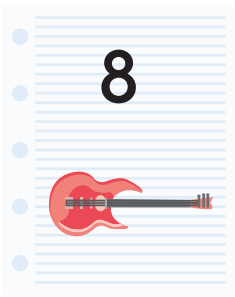
Name _____

1



10 = ____ + ____

2



10 = ____ + ____

3

10 = ____ + ____

4

10 = ____ + ____

Directions:

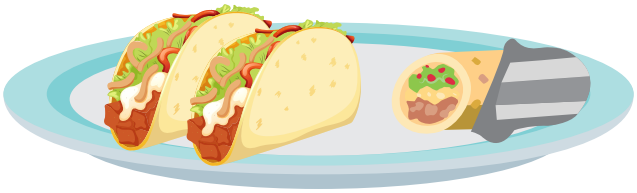
1–4. Priya and Shawn need help to make sure they have 10 of each instrument for their music class. Write the number that shows how many more are needed to make 10. Then fill in the number sentence to show the 2 parts that make 10.

Practice 5.14

Name _____

Spiral Review

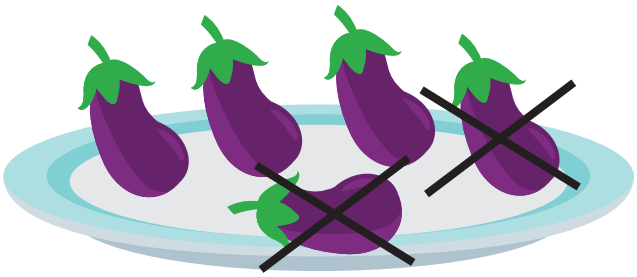
5



_____ + _____

_____ + _____

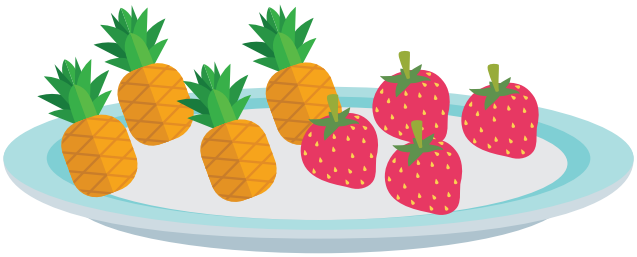
6



_____ − _____

_____ − _____

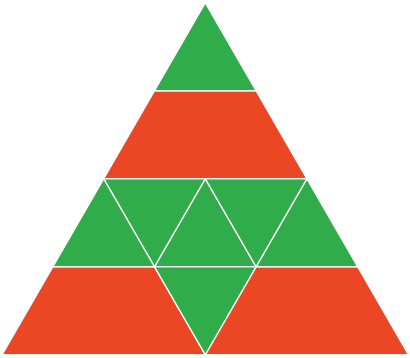
7



_____ + _____

_____ + _____

8



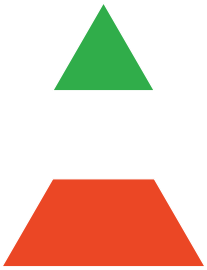
_____

_____

_____

_____

_____



Directions:

5–7. Tell a story about the picture. Fill in the expression to match the picture.

8. Write the number that tells how many for each type of pattern block.

Unit 5
Lesson
15

Name _____

TEKS K.1.C, K.1.D, K.1.E, K.1.G, K.2.I

Showing What We Know About 10

Let's break 10 apart in as many ways as we can.

Warm-Up

eyes on teacher

We are a math community.
How have you grown as a math partner this year?

Activity 1 Ways to Make 10 Posters

Hands-On

1 Discuss

- One way to make 10 is _____.
- Another way to make 10 is _____.

Directions: Work with your group using math tools and drawings to figure out as many ways as you can to make 10. Then show them on your poster.

Activity 2

Name _____

Gallery Tour: Ways to Make 10

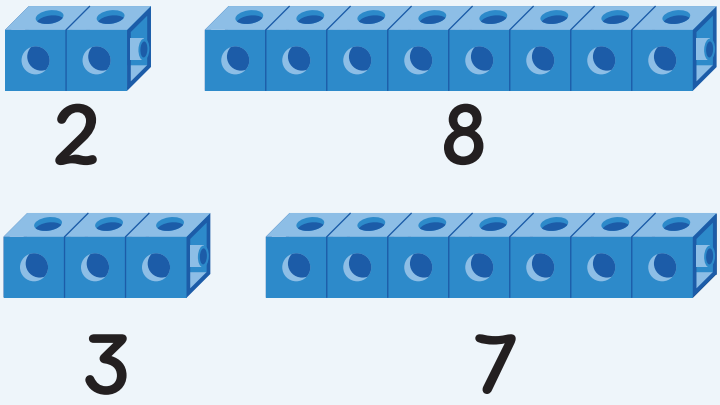
2 Discuss

- I notice _____.
- I wonder _____.
- These ways to make 10 are the same because _____.
- These ways to make 10 are different because _____.

Directions: Tell your partner what you notice and wonder. Explain what is the same and different about the ways to make 10.

Summary 5.15

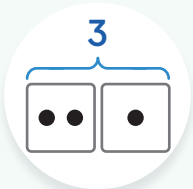
There are many ways to make 10. You can use patterns to help you find ways to break the number 10 apart.



I can move a cube from one part to the other to find another way to make 10.

Practice 5.15

Choose from these Centers.



Make or Break Apart Numbers

Numbers to 9

Math Fingers

Make 10

Math Stories

How Many of Each?

Practice 5.15

Name _____

1

10 = ____ + ____

2

10 = ____ + ____

3

10 = ____ + ____

4

10 = ____ + ____

5

10 = ____ + ____

6

10 = ____ + ____

Directions:

1–4. Fill in the number sentence to show the 2 parts that make 10.

5–6. Color the cubes to show 2 parts that make 10. Fill in the number sentence to match your work.

Practice 5.15

Name _____

Spiral Review

7 Draw

8

_____ _____ _____ _____

_____ _____ _____ _____

Directions:

7. Draw a picture using only the given shapes. Use as many of each shape as you would like.

8. Write the number that tells how many of each shape you used in Problem 7.

Notes: