



LOOK FOR students who count and write the number of legs each animals has at the top so they do not have to keep recounting.



What are all the ways you made 10?

Are there any more ways to make 10?

What other creatures can fill these shoes?

Answers will vary. Possible answers:

How many ways can you make 8?

7 and 1
6 and 2
5 and 3
4 and 4
8 and 0

Bouncing Shoes

What other numbers fill the rest of the shoes?

Possible answer:

How else can I make 10?

$1 + 9 = 10$

$2 + 8 = 10$

$3 + 7 = 10$

Possible answer:



If students are not sure how to make 8, have them try it different ways using the Creature Cards. Students can count legs.



How many ways can you make 9? Did you find all the ways?

How did you make 9? What strategy did you use?



You figured out how to make 9 using 3 parts. Can you make 9 a different way but still with 3 parts?



The pie monster shows the total number of pies eaten (or the whole), and the blue and yellow pies show the parts.



What is the whole? What are the parts?



Use a number bond to show the parts and whole. Ask students, "What do we know? What do we need to know?" and encourage them to fill in a number bond with the whole and parts.



What's different about the pies on this page?

Pie Monster Addition

$$3 + 2 = 5$$

$$4 + 2 = 6$$

$$5 + 4 = 9$$

$$3 + 5 = 8$$

$$4 + 5 = 9$$

& Subtraction

$$3 - 1 = 2$$

$$6 - 4 = 2$$

$$9 - 3 = 6$$

$$7 - 4 = 3$$

$$9 - 4 = 5$$

I baked 6 cupcakes for the bake sale. I made **4** cupcakes. Great, now we have 10 cupcakes.

We have 10 cupcakes for the bake sale. I'll buy 2 cupcakes. I'll buy the rest! I'm getting **8** cupcakes.



Write an equation that matches the bottom problems. What information are we missing?



How do you know how many cupcakes she has?




What happened in this problem? What change is made to the starting number?



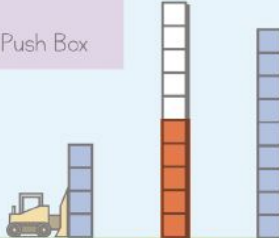
Make sure students know what unknown they are solving for. What do we know? What part are we solving for?



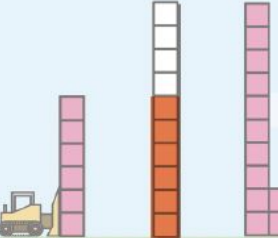
What will happen to the beginning number as the blocks go in the hole?




Push Box



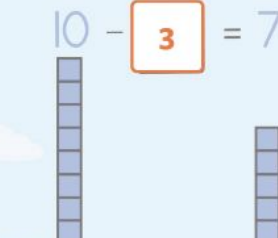
$$4 + 5 = 9$$




$$6 + 6 = 12$$



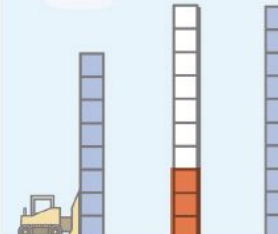
$$9 - 3 = 6$$



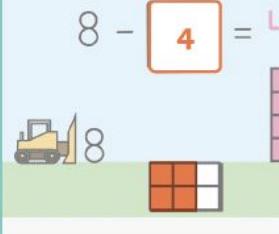
$$10 - 3 = 7$$



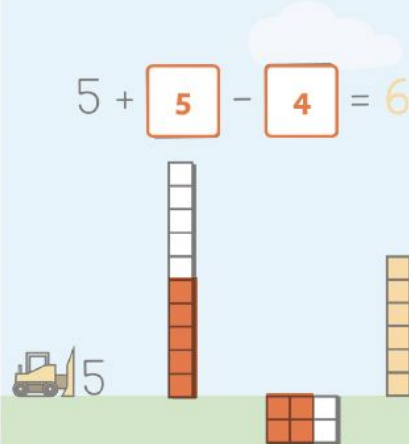
$$4 - 3 = 1$$



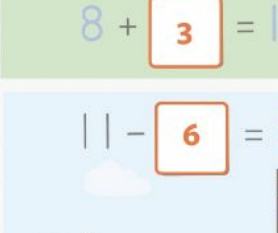
$$8 + 3 = 11$$



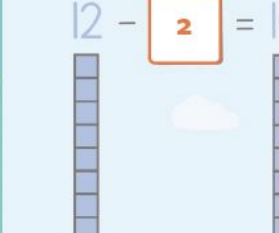
$$8 - 4 = 4$$




$$5 + 5 - 4 = 6$$



$$11 - 6 = 5$$



$$12 - 2 = 10$$



$$11 + 6 = 17$$



Build the towers with unifix cubes. Did we add or subtract to get to our new number?

Use number bonds to help students visualize the parts and whole. Draw number bonds to show the whole and missing part of each of these equations.



Write or say word problem out loud for one of the problems on the page.



Use a 10 frame and counters to create the problems. Have students move the counters over to add.



Do the critters have all the pencils? How many more do they need?



What strategies did you use to solve the problems at the top?



Have students write down 9+... facts. What do they notice about solving them?

10 Frame Addition

I have 6
I have 5
I have 4
Do we have all of the pencils?
No. Missing 1 pencil.

16 pencils

$$6 + 5 + 4 = 15$$

I like making 10 first.

$$6 + 4 + 2 = 12$$

$$15 = 8 + 5 + 2$$

$$5 + 6 + 5 = 16$$

$$16 = 6 + 2 + 8$$

$$9 + 8 + 1 = 18$$

9 + 1 + 4 = 14

42

$$8 + 2 + 5 =$$

$$8 + 7 =$$

$$6 + 4 + 3 =$$

$$6 + 7 =$$

$$9 + 1 + 5 = 15$$

$$9 + 6 = 15$$

I know I can use the first problem to solve the second problem because...

Possible answer:

Making ten and then adding the rest helps me get the right answer. It is the same amount to add as the second problem, but broken apart into a 10 and some more.

$$13 = 9 + 1 + 3$$

$$13 = 9 + 4$$

$$5 + 3 + 7 = 15$$

$$8 + 7 = 15$$

43

LOOK FOR students who circle addends that make 10 first.



Making a 10 is a very helpful support for adding 3 numbers. Ask students to look over the problems in the bottom corner. Which two make 10?