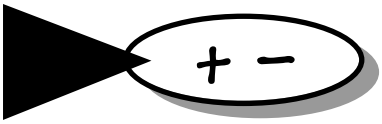


Table of Contents

3 How to • Add to 10

Learning Notes

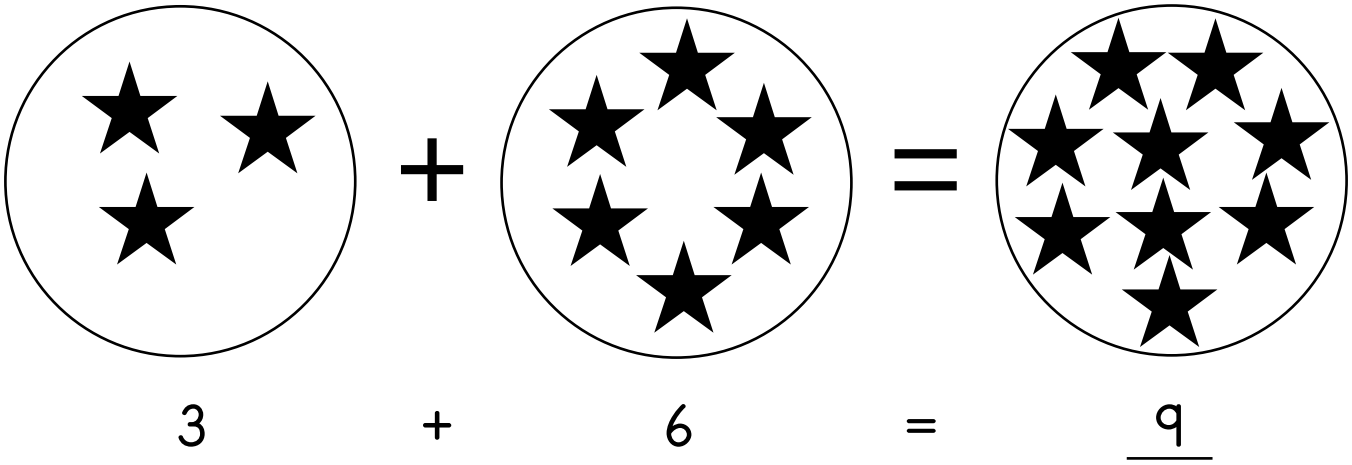
In this unit the children use manipulatives to practice adding to 10. They also use their adding skills to solve word problems.

Materials

- counters (beans, teddy bear counters, craft sticks, game pieces, etc.)
- paper cups
- circles (either drawn on a piece of paper or use two jar lids or butter tub lids)

Teaching the Lesson

Adding to 10 (page 14): Model for the children how to put counters representing the first number in the math problem in the first circle and how to put counters representing the second number in the second circle. Ask the children to move the counters to a third circle and count all of the counters with you. Reread the math problem with the answer. Write the answer on the line. For example, in the sentence 3 + 6 = ___, count aloud "1, 2, 3, 4, 5, 6, 7, 8, 9. 3 + 6 = 9." Write the answer on the line.



Adding to 10 and Using the Commutative Property (page 15): Use craft sticks and a cup to introduce this property. Introduce the Commutative Property, which demonstrates that the order of the addends does not change the sum. The same addends (the numbers being added) are used in 2 different math problems. The answer is the same in both cases, only the addends have changed places.

Addition Using Pictures and Sentences (page 16): The children will solve word problems with strawberries and baskets. The children need to draw pictures in order to solve the word problems.

Extension Idea

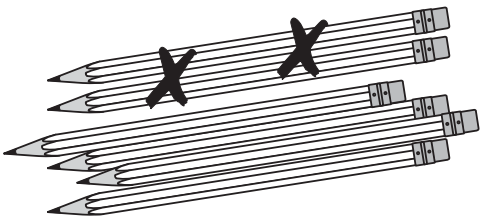
Cut eleven 3" x 5" (8 cm x 13 cm) index cards in half. Make two sets of cards numbered 0–10. On each card, make the same number of dots, stamps, stars, etc. Mix the cards together and place in one stack. Take the top two cards and add the numbers together.

To extend this activity further, have the child write the math problems down on a piece of paper or in a math journal.

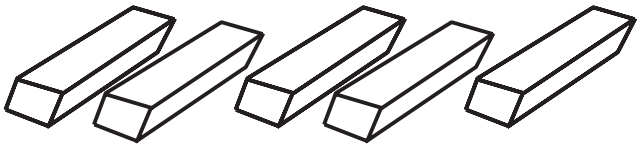
5 Practice • • • • • • • • • • • • • • • • • • Subtracting to 6

Subtraction means to *take away* a certain amount from another number.

For example, in the number sentence, 6 – 2 = _____, start with 6 objects. Cross off (take away) 2. The remaining number of items is the answer.



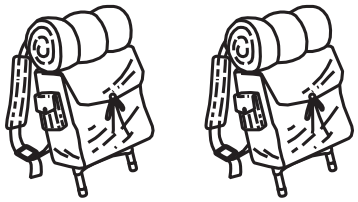
Read each problem. Subtract (cross off) the correct number of pictures. Write the answer on the line.

1. 

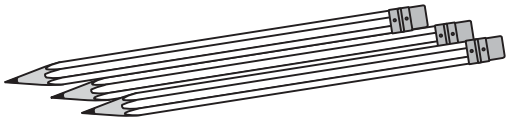
5 – 2 = _____

2. 

6 – 4 = _____

3. 

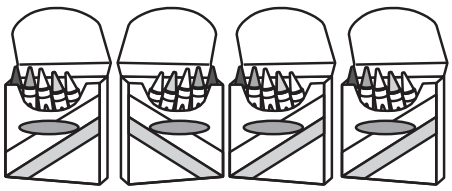
2 – 2 = _____

4. 

3 – 0 = _____

5. 

6 – 5 = _____

6. 

4 – 3 = _____

