

Using the Make-Ten Addition Strategy

In this lesson, students review the make-ten addition strategy. The assumption is that students will already be fairly competent with the basic addition facts that involve the make-ten addition strategy and that this lesson and the next one will be a refresher of the main concepts. The mathematical practices *Look for and make use of structure* (SMP7) and *Look for and make use of repeated reasoning* (SMP8) are embedded in this lesson.

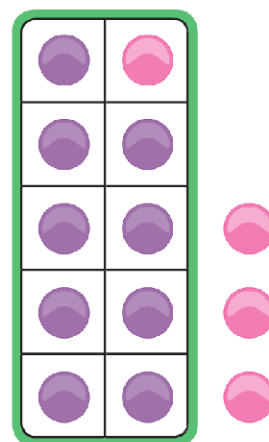
step 1 preparing the lesson

Each pair of students will need:

- ten-frame from *The Number Case*
- 20 counters

Each student will need:

- Student Journal 6.1



“ $9 + 4$ is the same as $10 + 3$ ”

step 2 starting the lesson

Say, *I will say a number and I want you to think of a number that will add to my number to make 10. Keep the number in your head, then when I say GO, show the number with your fingers. Ready? Seven.* Play a number of times to review all the basic addition facts that have a total of 10.

step 3 teaching the lesson

- Organize the students into pairs and distribute the ten-frames and counters. Review how the ten-frame holds ten counters when it is full and that there is no need to count them if every space has a counter. Direct the students to place six counters on the frame, filling the left-hand column before starting on the next. Then ask, *How many more do you need to make ten?* Repeat with other numbers.
- Project the number sentence $9 + 4 = \underline{\quad}$. Ask, *How can you use the ten-frame and counters*

to help you figure out the total? Direct the students to start with nine counters on the frame and four counters off the frame. They then slide one more counter onto the frame to fill it and figure out the answer. Project the statement **$9 + 4$ is the same as** ___ + ___ and invite a student to write the missing numbers ($10 + 3$) and the total (13) on the board. Repeat for $8 + 6$, $9 + 5$, and then $7 + 4$.

- Project the Step In discussion from Student Journal 6.1 and work through the questions with the whole class. Read the Step Up and Step Ahead instructions with the students. Make sure they know what to do and then have them work independently to complete the task.

step 4 reflecting on the work

- Discuss the students' answers to Student Journal 6.1. Ask, **Which questions could you also use a doubles strategy to figure out the total?** For those questions, ask, **Which strategy would you prefer to use? Why?**
- Write **$7 + 5 + 3 =$** ___ on the board. Ask, **How would you figure out the total?** Students might suggest that they can add 7 and 3 to make 10 first and then add 5 more. Write **$10 + 4 =$** ___ and **$8 + 6 =$** ___ and ask, **Which of these sums is easier to figure out? Why?** They may reason that $0 + 4$ is 4 so $10 + 4$ is 14.