Teacher Toolbox

Resource Sampler

i-Ready®
Classroom
Mathematics

Grade 1

Engaging Resources to Drive Student Growth

i-Ready Classroom Mathematics includes a wealth of resources to meet the needs of all learners. The Teacher Toolbox resources are accessible through the Teacher Digital Experience via i-ReadyConnect.com.

Easily Access All Grades K–8 Resources on the Teacher Toolbox:

- Activity Sheets E/S
- Assessments *(Lesson Quizzes and Unit Assessments—Forms A and B)* E/S
- Centers Library E/S
- Cumulative Practice E/S
- Digital Math Tools
- Graphic Organizers E/S

- Games *(Unit Level K–8 and Grade Level K–2)* E/S
- Enrichment Activities E/S
- Family Letters E/S
- Fluency and Skills Practice E/S
- Implementation Support
- Interactive Tutorials E/S

- Literacy Connection Activities E/S
- Learning Activities *(On Level, Below Level, and Above Level)* E/S
- Student Worktext PDFs E/S
- PowerPoint® Slides E/S
- Prerequisite Lessons E/S

- Professional Learning Videos
- Teacher's Guide PDFs E/S
- Tools for Instruction E/S
- Unit Flow & Progression Videos (closed captioned in English and Spanish)

E/S = Available in English and Spanish

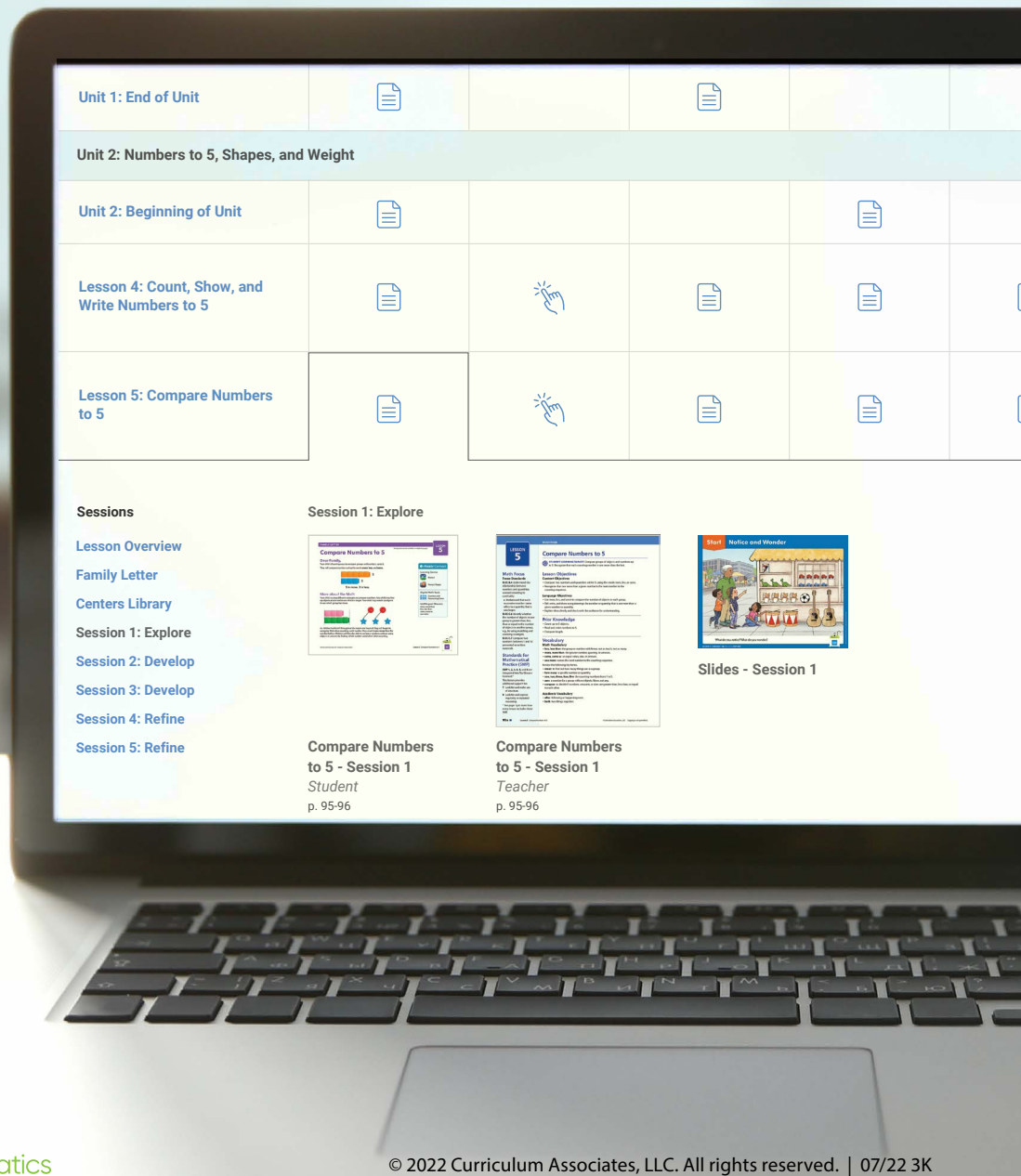Microsoft PowerPoint® is a registered trademark of Microsoft Corporation.

Table of Contents

This sampler includes some of the lesson- and unit-level resources available on Teacher Toolbox for **Unit 2: Addition and Subtraction within 20, Lesson 8: Make Ten to Add**.

Check out the Teacher Digital Experience Walkthrough to see more digital resources!

Explore all Grades K–8 resources in your demo account. Review the Teacher Digital Experience Walkthrough to see how.

Teacher Digital Experience *Walkthrough*
i-Ready Classroom Mathematics
Grades K–1

i-Ready Classroom Mathematics | 3
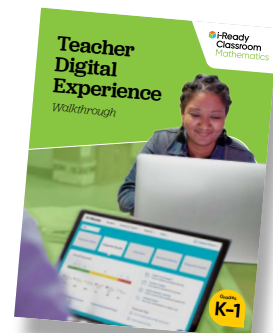
"I love the rigor of the program, and I love having access to all grade levels of the [Teacher] Toolbox. It allows me to differentiate the instruction within each of my math groups."

—**Elementary Teacher, OH**

Lesson-Level Resources

Lesson 8: Make Ten to Add

Additional Practice

Differentiation

Assessment

Making a Ten to Add

Name _____

Fill in the number bonds to make a ten.

1 Find 9 + 3.

$$9 + 3$$

1 2

$10 + 2 = $ ____

$9 + 3 = $ ____

2 Find 9 + 5.

$$9 + 5$$

$10 + 4 = $ ____

$9 + 5 = $ ____

3 Find 8 + 4.

$$8 + 4$$

$10 + 2 = $ ____

$8 + 4 = $ ____
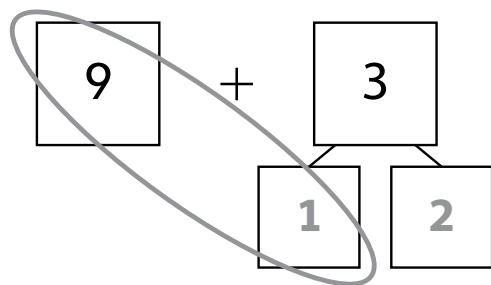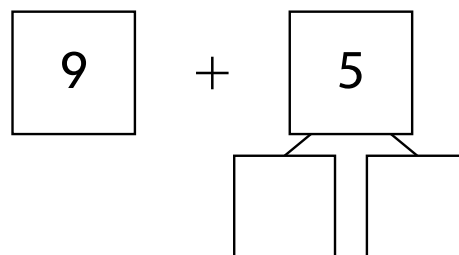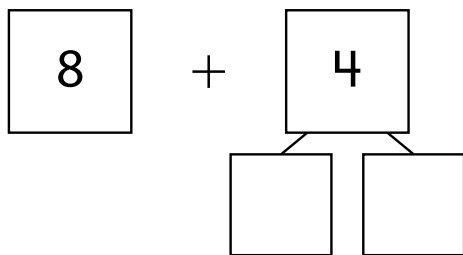
4 Find 8 + 6.

$$8 + 6$$
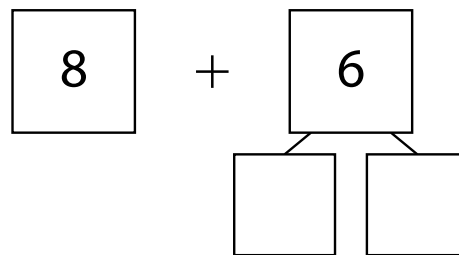
$10 + 4 = $ ____

$8 + 6 = $ ____

Making a Ten to Add *continued*

Name _____

5 Find 7 + 5.

| 7 | + | 5 |

10 + 2 = _____

7 + 5 = _____
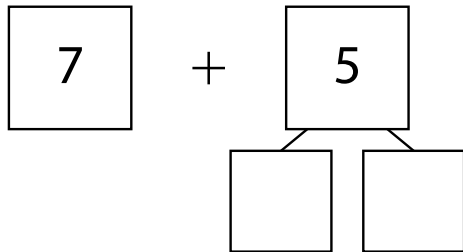
6 Find 7 + 6.

| 7 | + | 6 |
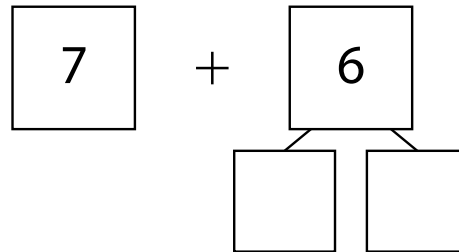
10 + 3 = _____

7 + 6 = _____

7 Find 7 + 4.

| | + | |
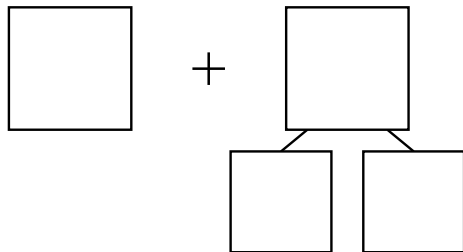
10 + 1 = _____

7 + 4 = _____

Discuss It

How does making a ten help you add two numbers?

Tools for Instruction

Make a Ten to Add Within 20

Objective Use a ten frame to solve addition facts for 7, 8, and 9.	**Materials** Two-color counters, **Ten Frames** (page 3)

Recognizing and understanding ten allows students to make sense of the numeration system and to use pattern and structure as they calculate. Knowing different ways to make a ten, such $1 + 9$, $2 + 8$, and $3 + 7$, can help students add and subtract quickly and reliably. In this activity, students make a ten to help them understand and solve basic addition facts. For example, when adding $9 + 6$, they will add $9 + 1$ to make a 10, and then add 5 more. Later, students will use this understanding to make tens while adding three numbers and while computing mentally. The idea of making a ten can also provide a basis for the subtraction strategy of breaking apart numbers to make tens in subtraction.

Step by Step   20–30 minutes

1 Make a ten.

- Give the student a blank **Ten Frame** (page 3).
- Have the student put 8 counters in the ten frame, as shown.
- Ask: *How do you show 8 + 2 on the ten frame?* Guide the student to add two counters to fill in the two open spots.
- Explain that filling all of the ten spaces on the ten frame is "making a ten."
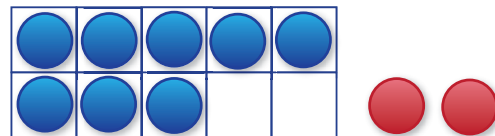
Support English Learners Since the word *make* has multiple meanings, the phrase *make a ten* may be confusing. Remind the student that *making* something can mean putting parts together, like puzzle pieces or recipe ingredients. To *make a ten,* you look for two numbers that add to ten.

2 Model 8 + 3.

- Ask: *What would happen if you tried to show 8 + 3 on the ten frame?* Use counters to show that the ten frame would be filled, with one left over.
- Help the student verbalize that she "made a ten" and had one counter left over. Ask: *How do you write the number for 1 ten and 1 leftover one?* (11)
- Write the number sentence shown. Use counters to illustrate that when you add $8 + 3$, you can break the 3 into $2 + 1$, giving you $8 + 2 + 1$. Point out that you can add the 8 and 2 first to "make a ten," and then add the 1 to find the answer.

$$8 + 3 = \quad 8 + 2 + 1$$
$$10 + 1$$
$$8 + 3 = \quad 11$$

3 Use the make-a-ten strategy to add other facts.

- Use this approach to teach other facts with 7, 8, and 9.
- Have the student use ten frames and counters. Record the corresponding number sentences, emphasizing to the student how to "make a ten" in each problem.
- As the student seems to be ready, challenge her to do more of the work, including describing how to make a ten. If possible, encourage the student to strive for doing the activity mentally without using the ten frame.

i-Ready Classroom Mathematics

Tools for Instruction

Check for Understanding

Provide a ten frame and ask the student to place counters in 8 spots. Then ask the student to use 7 counters with the frame and to describe how to make a ten to add $8 + 7$. $(8 + 7 = 8 + 2 + 5 = 10 + 5 = 15)$

For the student who struggles, use the table below to help pinpoint where extra help may be needed.

If you observe…	the student may…	Then try…
the student has difficulty representing what is displayed in the ten frame as a number sentence,	benefit from a modeling situation.	having the student describe the process she used with the counters and ten frame to make a ten as you record the corresponding numbers and symbols, correcting any errors she makes.
the student does not recognize that 10 and 5 is 15,	not be sufficiently familiar with the teen numbers.	helping the student connect the number names with the numerals, focusing on the words for 11, 12, 13 and 15, where the number names are less obvious.

Tools for Instruction

Name

Ten Frames

Center Activity 1.08 ★★

Make Ten to Add

Check Unders... Make 10 to find $8 + 5$.

What You Need

- 9 connecting cubes of one color
- 9 connecting cubes of another color
- Recording Sheet
- Addition Cards

What You Do

1. Take turns. Pick a card.

2. Make a cube train for each number. Use one color for the first number. Use another color for the second number.

3. Move some cubes from one train to the other train to make 10.

4. Complete the addition equations on the **Recording Sheet.** Circle the number added to 10. If your circled number is greater than your partner's, you win the turn.

Example

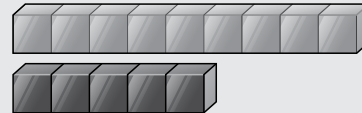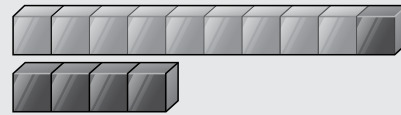Pick $9 + 5$.

Make two cube trains.

Make 10.

$9 + 5 = 14$

$10 + ④ = 14$

Go Further!

Add 8 and 4. Do not use cubes. Tell how to make 10 to find the total. Then find 9 and 4.

Operations and Algebraic Thinking

1

Center Activity 1.08 ★★   Recording Sheet

Player A _____

Player B _____

Make Ten to Add

Player A	Player B
____ + ____ = ____	____ + ____ = ____
10 + ____ = ____	10 + ____ = ____
____ + ____ = ____	____ + ____ = ____
10 + ____ = ____	10 + ____ = ____
____ + ____ = ____	____ + ____ = ____
10 + ____ = ____	10 + ____ = ____

I can add cubes to the greater number to make 10.

Operations and Algebraic Thinking

2

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Center Activity 1.08 ★★   Addition Cards

$6 + 8$

$9 + 6$

$7 + 6$

$5 + 7$

$8 + 7$

$9 + 4$

Enrichment Activity

Name _____

Can You Prove It?

Your Challenge

Soo uses the make a ten strategy to make the total of 14.

How many ways can you make 14 using numbers that make ten?

Use your **Recording Sheet** to show the different ways and then answer the questions.

Example

$$10 + 4 = 14$$

$$7 + 3 + 4 = 14$$

1

Enrichment Activity   Recording Sheet

Name _____

Can You Prove It?

How many ways can you make 14 using numbers that make ten? Show all the ways.

Does the strategy you used to make 14 work for all teen numbers? Why?

Show why this works using drawings or pictures.
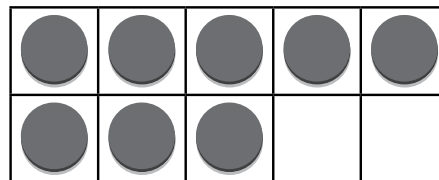
2

LESSON QUIZ

NAME:

Solve.

1 $8 + 7 = ?$

$8 + 7 = 10 +$ _____

$8 + 7 =$ _____

---

2 $9 + 5 = ?$

$9 + 5 = 10 +$ _____

$9 + 5 =$ _____

---
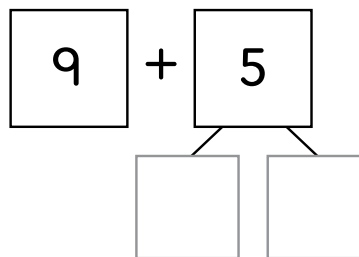
3 $8 + 8 = ?$
Show your work.

$8 + 8 =$ _____

NAME:

Solve.

4 $7 + 6 = ?$

Circle. ✏️

11

12

13

---

5 Amy has 7 red cups and 4 blue cups.
How many cups in all? Show your work.

$7 + 4 =$ _____

_____ cups

Unit-Level Resources

Unit 2: Addition and Subtraction within 20

Unit 2 Game

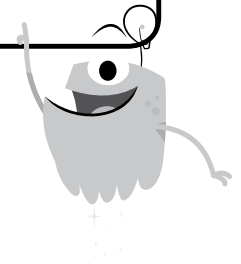Name _____

Teen Number Totals

What You Need

For each pair:
- 3 sets of Number Cards 1–10
- *Teen Number Totals* Game Board
- 9 two-color counters

For each child:
- *Teen Number Totals* Recording Sheet

**What are the different partners for teen numbers?**

How to Play

- Mix and place the cards in a stack facedown. Take turns.

- Take 5 cards from the stack. Choose 2 or 3 of the numbers to add. Add to make a teen number.

- Put a counter on that number. If you cannot make a number that is open on the Game Board, skip your turn. Put your cards on the bottom of the stack.

- Write an addition equation on the Recording Sheet. Show what you added.

- Play until all numbers on the Game Board are covered. The player with the most counters on the Game Board wins.

| 1 | 7 | 5 | 2 | 9 |

11	12	13
14	15	16
17	18	19

9 5

$$9 + 5 = 14$$

Grade 1 Unit 2 Game Teen Number Totals

1
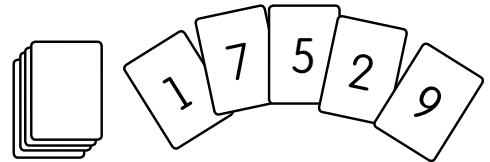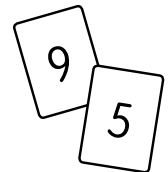
Name _____

Teen Number Totals Recording Sheet

☐ + ☐ + ☐ = ☐

☐ + ☐ + ☐ = ☐

☐ + ☐ + ☐ = ☐

☐ + ☐ + ☐ = ☐

☐ + ☐ + ☐ = ☐

☐ + ☐ + ☐ = ☐

Name _____

Teen Number Totals Game Board

11	12	13
14	15	16
17	18	19

Grade 1 Unit 2 Game Teen Number Totals

3

Name _____

Number Cards 1–10

1	2	3	4
5	6	7	8
9	10		

Name _____

Number Cards 1–10

1	2	3	4
5	6	7	8
9	10		

5

Name _____

Number Cards 1–10

1	2	3	4
5	6	7	8
9	10		

Name _____

Equation Recording Sheet

☐ ◯ ☐ = ☐

☐ ◯ ☐ = ☐

☐ ◯ ☐ = ☐

☐ ◯ ☐ = ☐

☐ ◯ ☐ = ☐

☐ ◯ ☐ = ☐

Grade 1 Unit 2 Game Teen Number Totals   **7**

Name _____

Teen Number Subtraction Game Board

1	2	3
4	5	6
7	8	9

Grade 1 Unit 2 Game Teen Number Totals

8

Treasure Islands

Start!

1

2

3

4

5 You found 1 coin!

6

7 You found 1 coin!

8

9

10 You found 2 coins!

11

12

13 You found 1 coin!

14

15 You found 1 coin!

16

17

18 You found 1 coin!

19

20 You found 2 coins!

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Treasure Islands

Instructions Page (2–3 players)

Goal

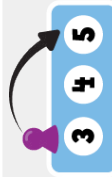Collect as many coins as you can before they're all gone. The player with the most coins wins!
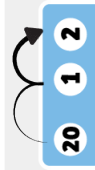
On your turn

Roll both number cubes. For example, you roll 8 and 6.

Find the difference of the numbers you rolled. Use the thinking sheet if you want. Say the difference out loud. "8 minus 6 equals 2"

$$8 - 6 = 2$$

Move your game piece forward by the difference. You're on 3 and roll 8-6. You move forward 2 spaces, ending your turn at 5.

3 4 5

As you pass 20, continue to 1 and **keep counting.**

20 1 2

Scoring

- Collect coin(s) each time you land on a space with a coin on it.
- The game ends when all the coins are gone from the treasure chest.

Materials and setup

2 special number cubes
Cube 1: (10, 10, 10, 9, 8)
Cube 2: (6, 5, 4, 3, 2, 1)

8 6

2–3 game pieces
1 per player

Game board

10–15 coins

- Put 10–15 coins in the treasure chest (beginners should start with 10 coins).
- Put all game pieces on Start!
- Decide who goes first—rock-paper-scissors could work!

Literacy Connection: **Science**

TURN On the TAP

BY MARISA WOLLCOT

1　　Turn on the tap, and out pours fresh, clean water. But where does it come from? In many places, water is pumped from lakes and rivers or from under the ground to wells or to treatment plants. There, it is cleaned to make it safe to drink. Then pipes carry clean water into our homes.

2　　Water is important to people—we need it to live! To stay healthy, we drink it every day. We also use it to get clean and to wash away germs. We think there will always be plenty of water when we need it, but that may not be true.

3　　In the past, people wasted water. Water was polluted with harmful things, such as garbage and oil.

4　　We must protect our water. To make sure we have fresh water in the future, everyone must help today. So be sure to use water wisely!

Grade 1 Unit 2 Literacy Connection
Photography Credit: G215/Shutterstock

Name _____

"Turn on the Tap": Add Three Numbers

Solve the problems.

1 Ava drinks 6 cups of water. Sophia drinks 4 cups of water. Olivia drinks 8 cups of water. How many cups of water do Ava, Sophia, and Olivia drink altogether?

Draw counters.

Complete the equation.

$6 + 4 + 8 = $ _____

Ava, Sophia, and Olivia drink _____ cups of water.

Name _____

Literacy Connection: Science continued

2 Logan drinks 4 cups of water. Noah drinks 8 cups of water. Mason drinks 5 cups of water. How many cups of water do Logan, Noah, and Mason drink in all?

Draw counters.

Write an equation.

____ + ____ + ____ = ____

Logan, Noah, and Mason drink ____ cups of water.

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"The assessments are highly rigorous and just what we need to challenge our students!"

—Elementary Teacher, NC

NAME:

Form A shown here. Digital Comprehension Checks and Form B are also available.

Form A

Solve the problems.

1 Tina has 7 stickers.
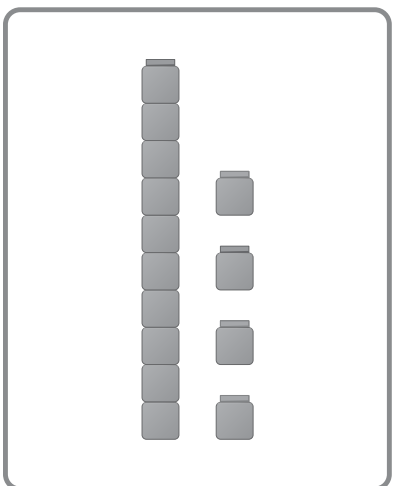She buys 8 more.
How many stickers does Tina have now?

$7 + 8 = 7 + 7 +$ _____

$7 + 8 =$ _____

_____ stickers

---

2 Draw lines to match the cubes with the equation.

$14 = 10 + 4$ $15 = 10 + 5$ $16 = 10 + 6$

Form A

3 Jena has 5 toy cars. She has 5 toy trucks.
She has 3 toy boats.
How many toys does she have in all?

$5 + 5 + 3$
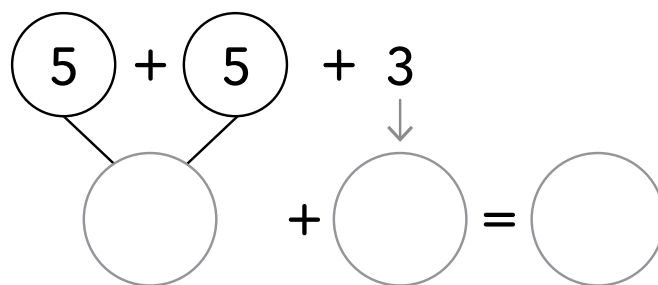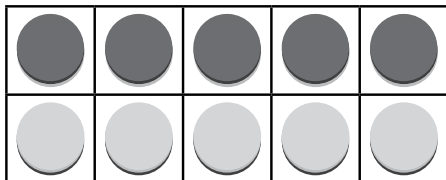
_____ toys

---

4 $8 + 6 = ?$

(Circle.)

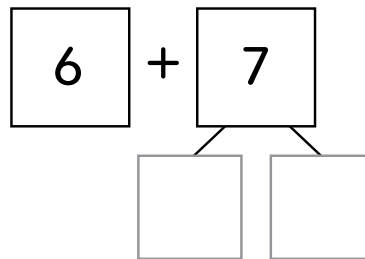$10 + 6$ $10 + 4$

UNIT ASSESSMENT

NAME:

UNIT
2

Form A

5 6 + 7 = ?

6 + 7 = 10 + _____

6 + 7 = _____

$$6 \;+\; 7$$

6 How many stars?
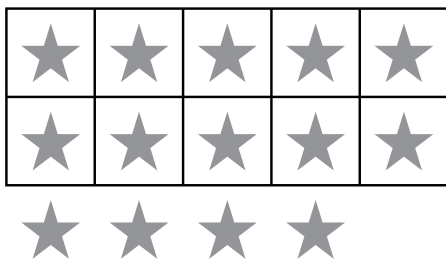
_____ ten and _____ ones is _____.

7 7 + 4 = ?

Circle.

10   11   12

Form A

8 $14 - 8 = ?$
Show your work.

$14 - 8 =$ _____

---

9 Complete the number bond.
Then write the tens and ones.

```
 ┌────┐
 │ 15 │
 └────┘
  /   \
┌────┐ ┌────┐
│ 10 │ │    │
└────┘ └────┘
```
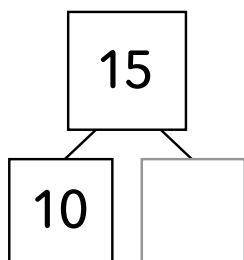
15 is the same as _____ ten and _____ ones.

Form A

10 Find 4 + 7 + 6. Show your work.

_____

---

11 There are 8 large fish.
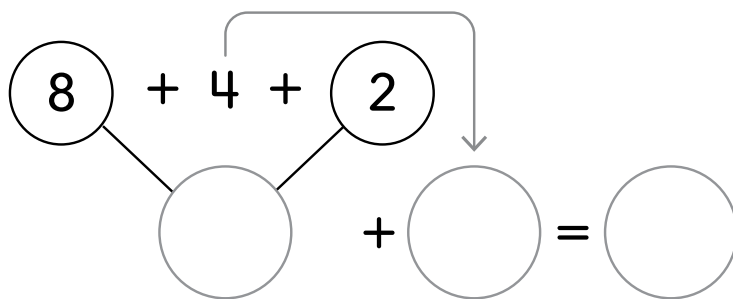There are 9 small fish.
How many fish in all?

8 + 9 = 8 + 8 + _____

8 + 9 = _____

_____ fish

UNIT ASSESSMENT

NAME:

UNIT
2

Form A

12 Dave has 8 red hats. He has 4 blue hats.
He has 2 green hats. How many hats does he
have in all?

⑧ + 4 + ②

◯ + ◯ = ◯

____ + ____ + ____ = ____

____ hats

---

13 José paints 15 pictures. He gives away 8 pictures.
How many pictures does he have left?
Show your work.

$15 - 8 =$ ____

José has ____ pictures left.

"I highly recommend the use of Teacher Toolbox beyond what words can even convey. Most importantly, the growth I see in students using the [Teacher] Toolbox resources is unmatched. And that's what matters."

—**Elementary Teacher, WA**

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