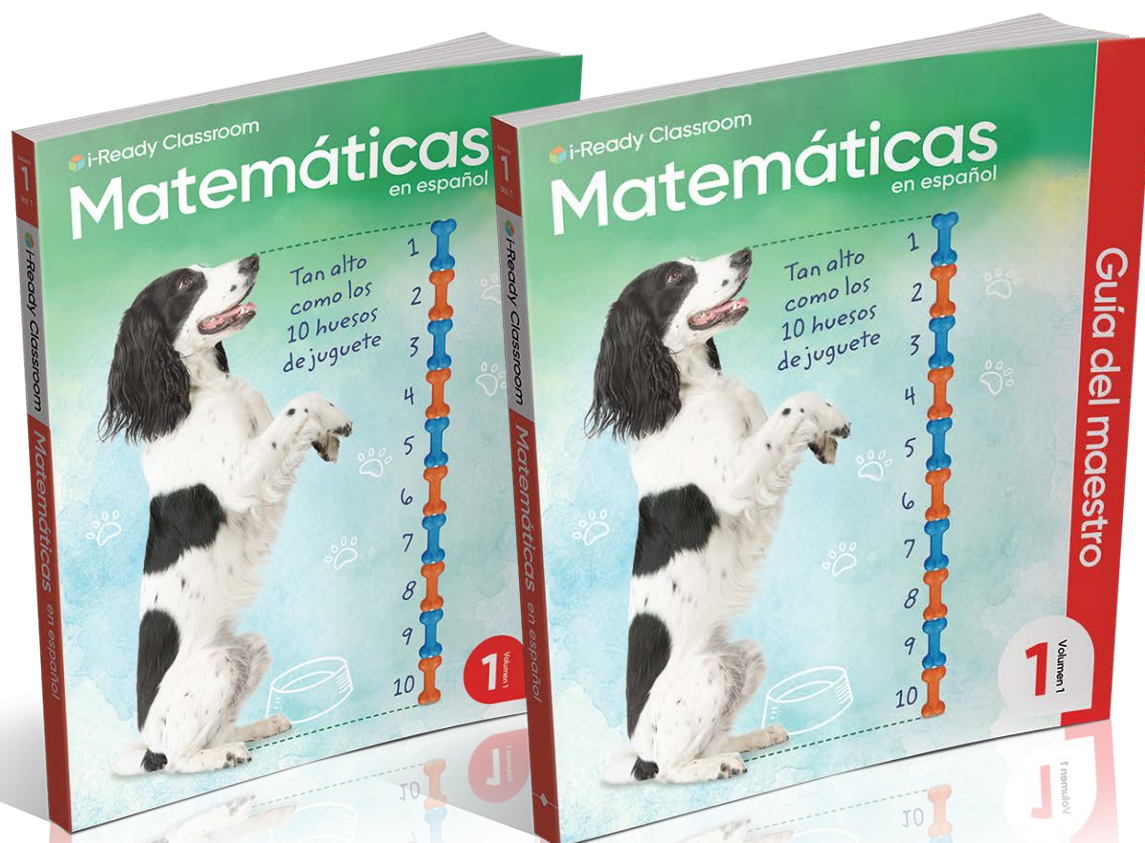


# Mathematics

Spanish Student Worktext and  
Teacher's Guide: Lesson Sample

*Make Ten to Add*



1  
Volume 1

# Spanish Student Worktext

*Sampler*



Tan alto  
como los  
10 juguetes

1  
2  
3  
4  
5

Grade

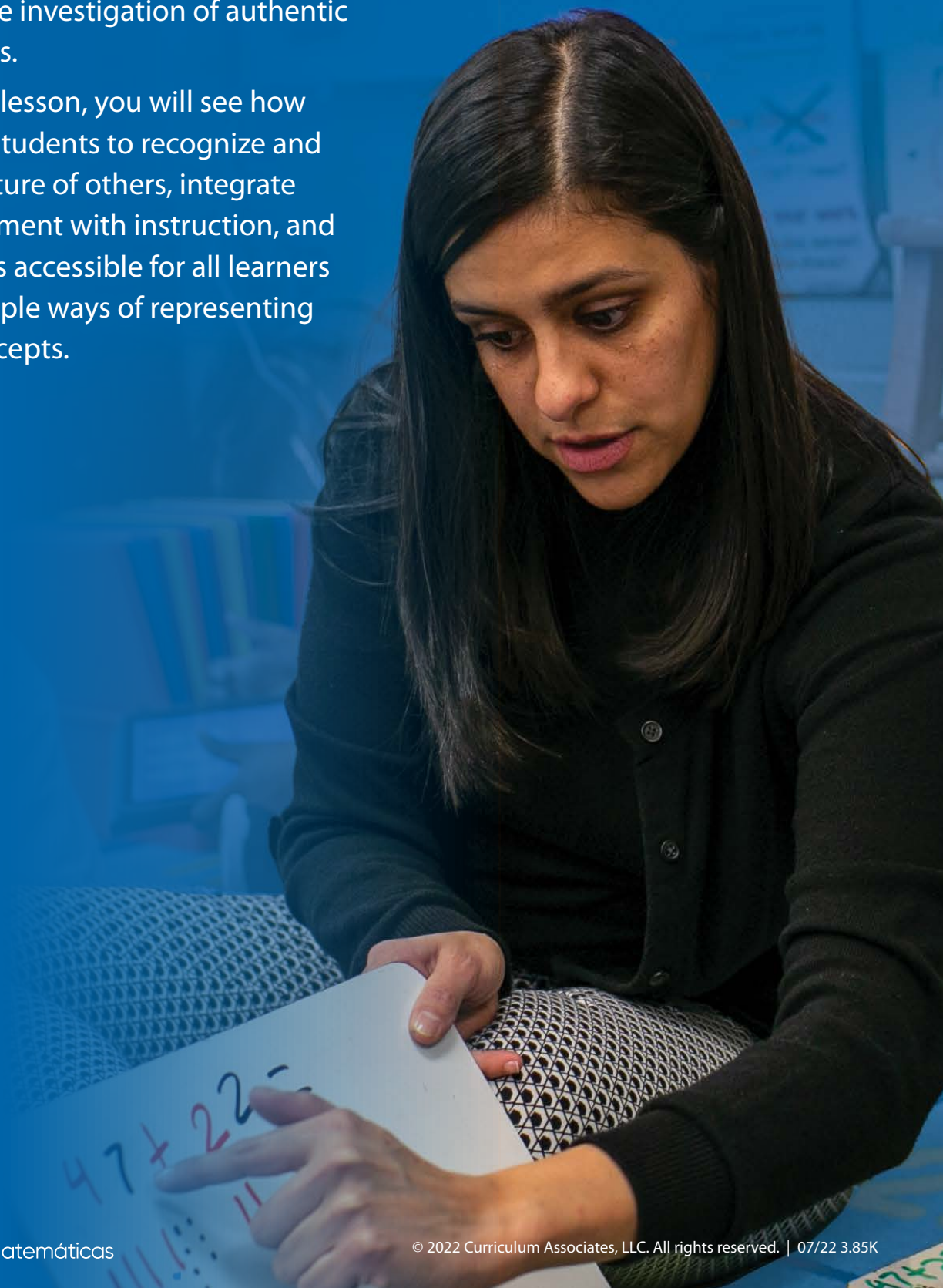
**1**



# Grade 1 Spanish Student Worktext Unit and Lesson Sampler

*i-Ready Classroom Matemáticas* incorporates culturally and linguistically responsive instruction for English Learners by connecting mathematics to the investigation of authentic contexts and issues.

As you review this lesson, you will see how our lessons allow students to recognize and appreciate the culture of others, integrate language development with instruction, and make mathematics accessible for all learners by providing multiple ways of representing mathematical concepts.





# 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.**

- Unit Opener . . . . . [4](#)
- Lesson Overview . . . . . [8](#)
- Lesson 8 . . . . . [10](#)
- Unit Review . . . . . [34](#)
- Program Resources . . . . . [38](#)

Content and images are for review purposes only and are subject to change.



# Suma y resta hasta 20

## MIS DESTREZAS

### Comprueba tu progreso

Antes de comenzar esta unidad, marca las destrezas que ya conoces. Al terminar cada lección, comprueba si puedes marcar otras.



Puedo...	Antes	Después
Nombrar y escribir números del 11 al 19.	<input type="checkbox"/>	<input type="checkbox"/>
Sumar tres números.	<input type="checkbox"/>	<input type="checkbox"/>
Hallar totales mayores que 10.	<input type="checkbox"/>	<input type="checkbox"/>
Formar una decena para sumar y restar.	<input type="checkbox"/>	<input type="checkbox"/>
Usar datos de dobles y dobles más 1.	<input type="checkbox"/>	<input type="checkbox"/>
Usar vocabulario matemático para describir la suma y la resta hasta 20.	<input type="checkbox"/>	<input type="checkbox"/>

Elige de 2 a 4 palabras del recuadro. Usa dibujos, números o palabras para mostrar lo que sabes.

 Escribe.  Dibuja.

### Matemático

decenas  
dobles  
número del 11  
al 19  
sumando  
unidades

---

### Académico

explorar  
modelo







## Lesson 8

*i-Ready Classroom Matemáticas* lessons consist of three types of sessions: Explore, Develop, and Refine.

The following pages show a complete lesson transadapted to Spanish, highlighting the support embedded within the Student Worktext.

## Estimada familia:

**Esta semana su niño está aprendiendo a usar la estrategia de formar 10 para sumar dos números.**

Sumar dos números puede ser más fácil cuando uno de ellos es 10. Usar la estrategia de **formar 10** ayudará a su niño a sumar rápidamente dos números que tengan un total mayor que 10 porque 10 es un número al que pueden sumar otros números fácilmente.

$9 + 3$  es lo mismo que  $10 + 2$ .

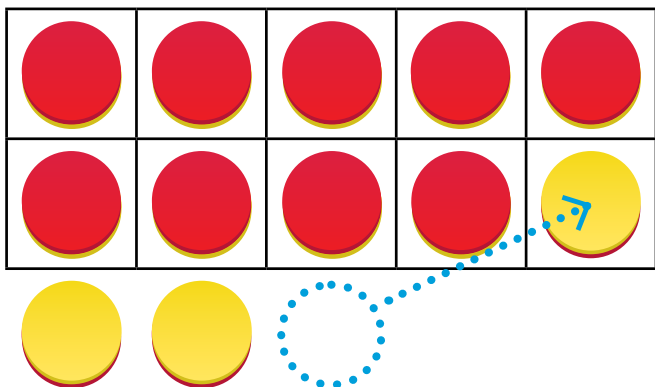
$$10 + 2 = 12$$

y

$$9 + 3 = 12$$

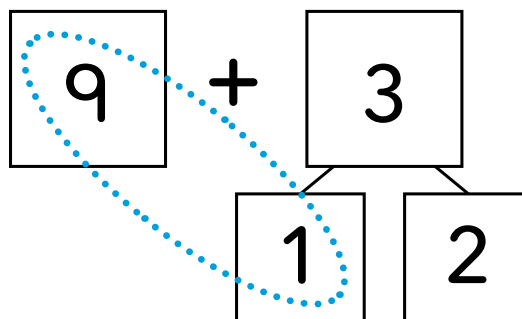
Mire dos maneras en las que puede formar 10 para hallar  $9 + 3$ .

- Puede usar fichas para formar 10. Comience con 9 fichas y 3 fichas. Tome 1 de las 3 fichas para formar 10.



- Puede usar enlaces numéricos para formar 10. Comience con 9 y 3. Separe 3 en 1 y 2. Luego enlace 9 y 1 para formar 10.

**INVITE** a su niño a compartir lo que sabe sobre formar 10 para sumar haciendo juntos la siguiente actividad.



### i-Ready Connect

Juegos de aprendizaje



Hungry Fish



Match

Herramientas matemáticas digitales



Fichas y cubos conectables

Glosario  
formar 10

Las Cartas a la familia también están disponible en otros idiomas.



LLEVAR!

## ¡Matemáticas para

### Temas de conversación

Busque oportunidades para formar 10 y luego cuente hacia delante para hallar totales en situaciones del mundo real.

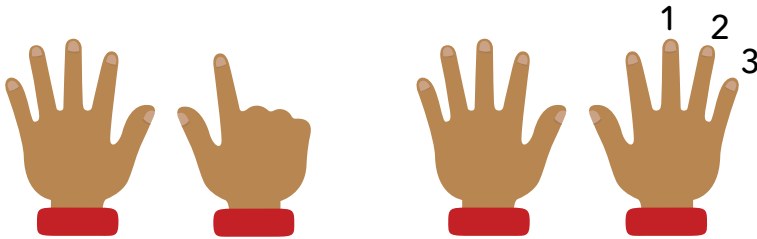
Por ejemplo:

- Si hay 9 calcomanías de estrellas y 5 calcomanías de corazones, ¿cómo puede su niño formar 10 para hallar el número total de calcomanías?
- Si su niño tiene dos paquetes de 8 crayones, ¿cómo puede formar 10 para hallar el número total de crayones?

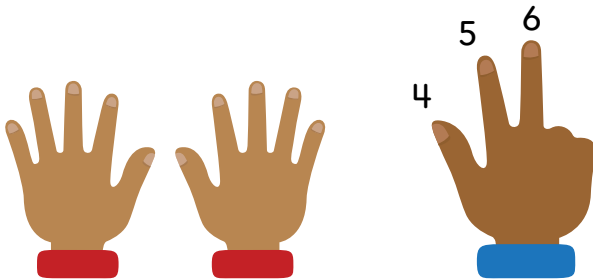
Haga la siguiente actividad con su niño para explorar cómo formar una decena para sumar.

Ayude a su niño a usar los dedos y la estrategia formar 10 para hallar  $7 + 6$ .

- Pida a su niño que comience mostrando 7 dedos.
- Luego debe levantar más dedos de uno en uno, contando 1, 2, 3, hasta que los 10 dedos estén levantados.



- Su niño ya ha sumado 3 para formar 10. Ahora, a medida que él continúa contando hasta 6, levante uno de sus dedos para cada número que él dice: 4, 5, 6.



- Pregunte a su niño cuántos dedos levantaron en total (13). Anímelo a **DECIR** en voz alta la ecuación completa.

DI

7 más 6 es igual a 13.

**BONO:** Pida a su niño que use los dedos y la estrategia formar 10 para resolver los siguientes problemas.

$$7 + 5 = \underline{\quad}$$

$$9 + 7 = \underline{\quad}$$

$$6 + 8 = \underline{\quad}$$

$$9 + 8 = \underline{\quad}$$

$$8 + 3 = \underline{\quad}$$

$$4 + 7 = \underline{\quad}$$



## Formar una decena para sumar

? Hay 8 niños en el autobús. Más niños se quieren subir al autobús. ¿Cuántos niños tienen que esperar?

Herramientas matemáticas



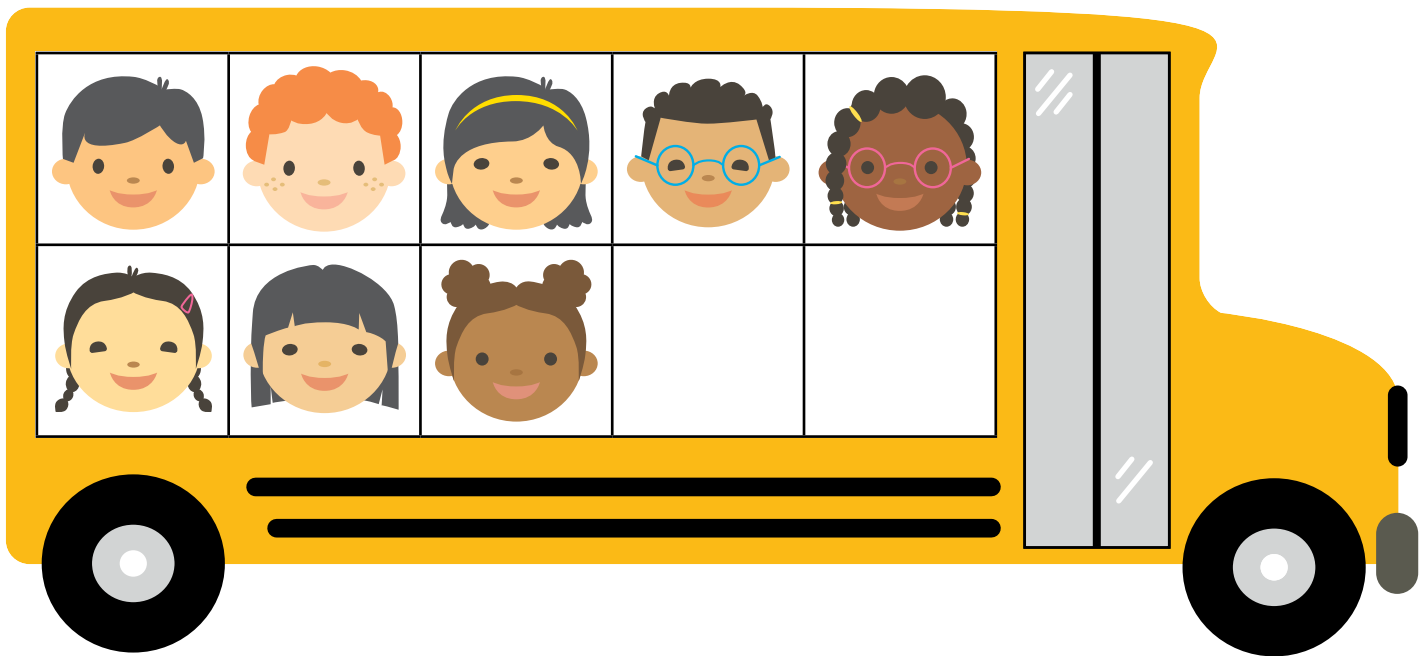
fichas  
marcos de 10  
enlaces numéricos

Herramientas de la sesión



cubos numéricos (1–6)

### INVESTÍGALO



Me salió un \_\_\_\_\_. \_\_\_\_\_ tienen que esperar.

Me salió un \_\_\_\_\_. \_\_\_\_\_ tienen que esperar.

Me salió un \_\_\_\_\_. \_\_\_\_\_ tienen que esperar.



#### Objetivo de aprendizaje

Separar un número para formar una decena. Usar esta estrategia para sumar.

- 1 Piensa en lo que sabes acerca de formar 10. Usa palabras, números y dibujos.

 Escribe.  Dibuja.

Ejemplos		Ejemplos
	<b>Formar 10</b>	
Ejemplos		Ejemplos

- 2 Halla sumandos que formen 10.

Encierra en un círculo. 

$4 + 6$



$9 + 1$

$7 + 2$

$3 + 4$

## Forma 10 para sumar

? Hay 8 niños en un autobús más grande.  
Luego se suben 5 niños más.  
¿Cuántos hay en el autobús ahora?

- Herramientas matemáticas 
- fichas
- marcos de 10
- enlaces numéricos
- Herramientas de la sesión 
- cubos numéricos (4–9)

### PRUÉBALO



Conversa con un compañero

¿Cómo pensar en 10 puede ayudarte a resolver el problema?



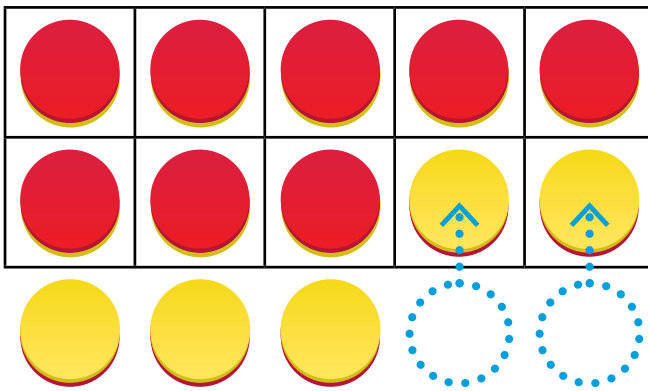




Hay 8 niños en un autobús más grande.  
Luego se suben 5 niños más.  
¿Cuántos hay en el autobús ahora?

### HAZ UN MODELO

- 1 Usa el marco de 10 para hallar  $8 + 5$ .



$$8 + 5 = 10 + \underline{\quad}$$

Hay        niños en el autobús.

### CONÉCTALO

Comenta, dibuja o escribe.

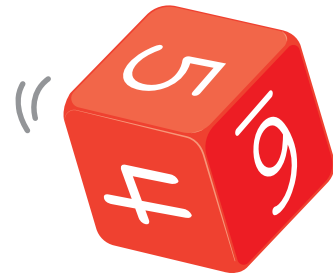
- 2 ¿En qué se parece tu manera a **HAZ UN MODELO**?  
¿En qué es diferente?
- 3 ¿Cómo usar un marco de 10 te ayuda a sumar?

APLÍCALO: ACTIVIDAD

## Lanza y forma 10 para sumar

Completa todas las ecuaciones en el menor número de lanzamientos.

- Comienza con 8 fichas en un marco de 10.
- Lanza un cubo numérico rotulado del 4 al 9.
- Suma ese número de fichas.
- Completa una ecuación.

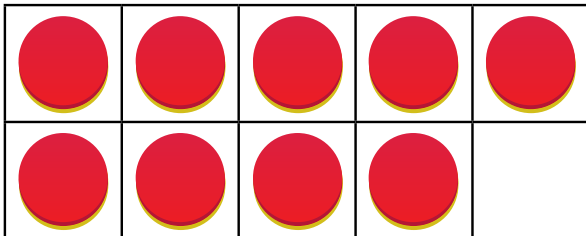


$8 + \underline{\quad} = 12$	$8 + \underline{\quad} = 13$
$8 + \underline{\quad} = 14$	$8 + \underline{\quad} = 15$
$8 + \underline{\quad} = 16$	$8 + \underline{\quad} = 17$

### APLÍCALO: PROBLEMAS

Dibuja fichas para formar 10. Luego resuelve el problema.

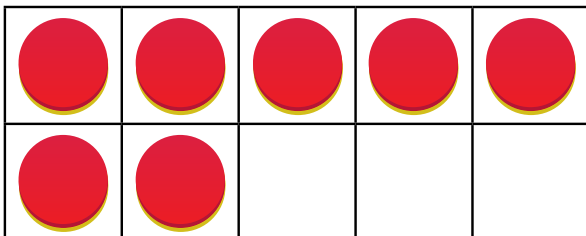
1 Halla  $9 + 2$ .



$$9 + 2 = 10 + \underline{\quad}$$

$$9 + 2 = \underline{\quad}$$

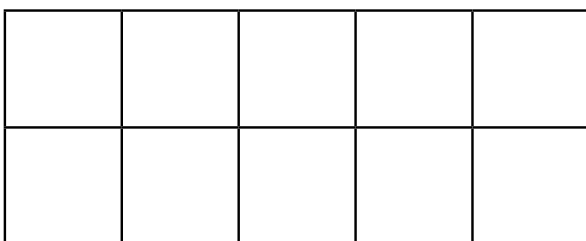
2 Halla  $7 + 4$ .



$$7 + 4 = \underline{\quad}$$

3 ¿Es la ecuación verdadera o falsa?

Encierra en un círculo. 

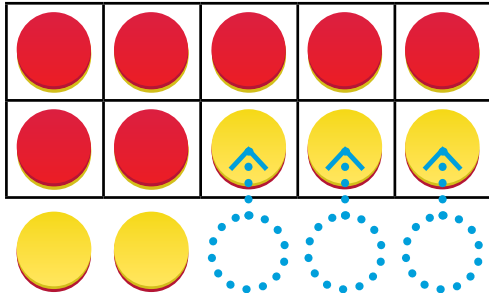


$$4 + 9 = 13$$

VERDADERA ○ FALSA

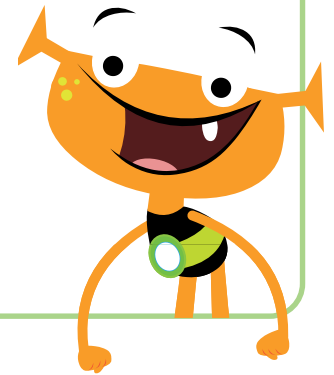
Mira el Ejemplo. Luego resuelve los problemas 1 a 5.

Ejemplo Halla  $7 + 5$ .

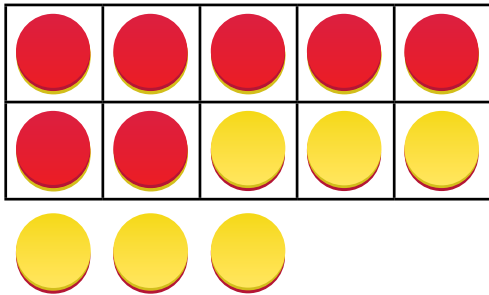


$$7 + 5 = 10 + 2$$

$$7 + 5 = 12$$



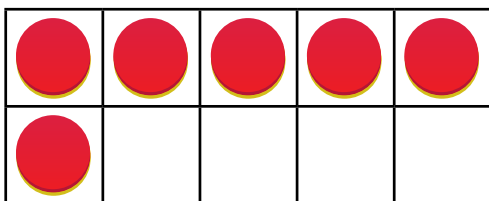
1 Halla  $7 + 6$ .



$$7 + 6 = 10 + \underline{\quad}$$

$$7 + 6 = \underline{\quad}$$

2 Halla  $6 + 8$ .



$$6 + 8 = 10 + \underline{\quad}$$

$$6 + 8 = \underline{\quad}$$



Dibuja fichas para formar 10. Usa 2 colores.


3 Halla  $6 + 9$ .


$$6 + 9 = 10 + \underline{\quad}$$

$$6 + 9 = \underline{\quad}$$

4 Halla  $9 + 7$ .


$$9 + 7 = \underline{\quad}$$

5 ¿Es la ecuación verdadera o falsa?  
Encierra en un círculo. 


$$8 + 7 = 14$$

VERDADERA ○ FALSA

## Forma 10 para sumar

? Hay 9 cubos pequeños. Hay 4 cubos grandes. ¿Cuántos cubos hay en total? ¿Cómo lo sabes?

Herramientas matemáticas



fichas  
marcos de 10  
enlaces numéricos

Herramientas de la sesión



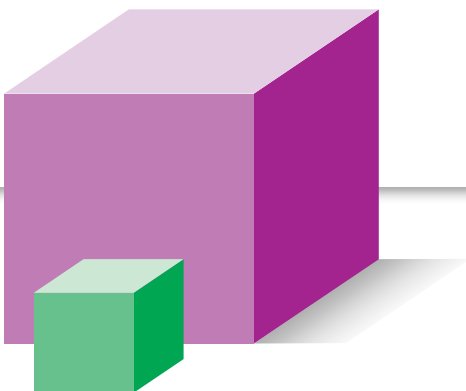
cubos numéricos (4–9)

PRUÉBALO



Conversa con un compañero

Hallé mi respuesta cuando...



? Hay 9 cubos pequeños. Hay 4 cubos grandes.  
¿Cuántos cubos hay en total? ¿Cómo lo sabes?

### HAZ UN MODELO

1 Halla  $9 + 4$ .

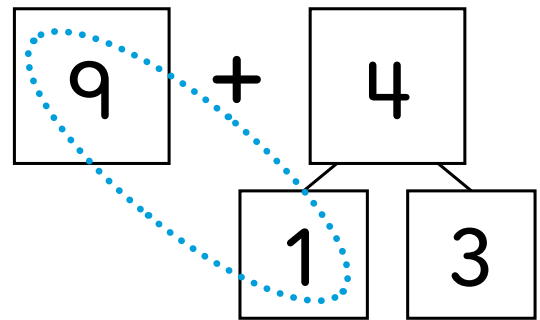
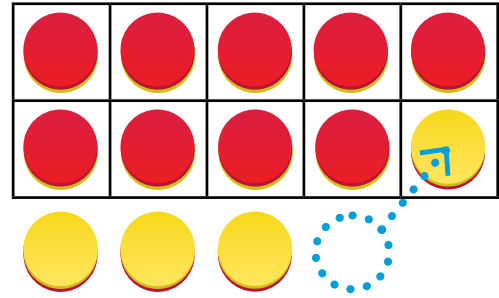
Separa 4.

Forma 10. Suma 3.

$$9 + 4 = 10 + 3$$

$$9 + 4 = \underline{\quad}$$

Hay        bloques en total.



### CONÉCTALO

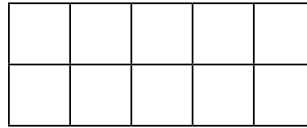
Comenta, dibuja o escribe.

2 ¿En qué se parece tu manera a **HAZ UN MODELO**?  
¿En qué es diferente?

## APLÍCALO: ACTIVIDAD

### Forma 10 con enlaces numéricos

- Elige 7, 8 o 9 como tu primer sumando.
- Para hallar tu segundo sumando, lanza el cubo numérico rotulado del 4 al 9.
- Mueve fichas en tu enlace numérico para resolver el problema.
- Anota tus ecuaciones.



$$\underline{7} + \underline{5} = \underline{\quad}$$

$$\underline{\quad} + \underline{\quad} = \underline{\quad}$$

$$\underline{\quad} + \underline{\quad} = \underline{\quad}$$

$$\underline{\quad} + \underline{\quad} = \underline{\quad}$$

$$\underline{\quad} + \underline{\quad} = \underline{\quad}$$

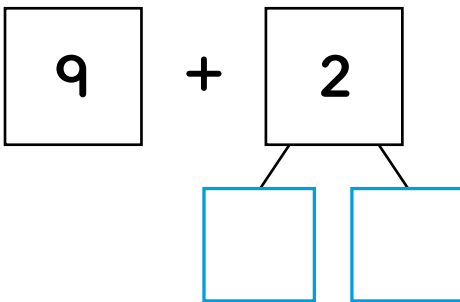
$$\underline{\quad} + \underline{\quad} = \underline{\quad}$$



## APLÍCALO: PROBLEMAS

Completa los enlaces numéricos para formar 10.  
Luego resuelve el problema.

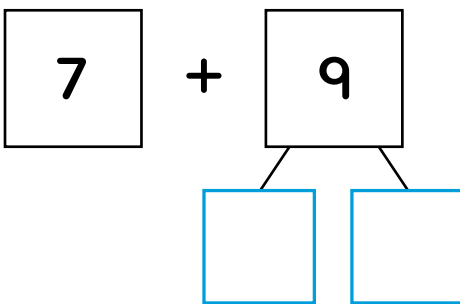
1 Halla  $9 + 2$ .



$$9 + 2 = 10 + \underline{\quad}$$

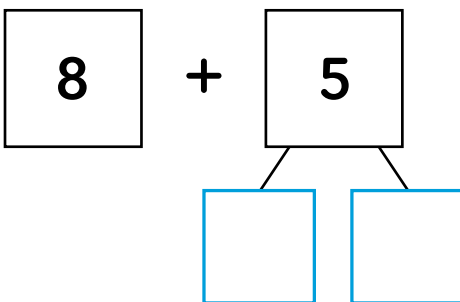
$$9 + 2 = \underline{\quad}$$

2 Halla  $7 + 9$ .



$$7 + 9 = \underline{\quad}$$

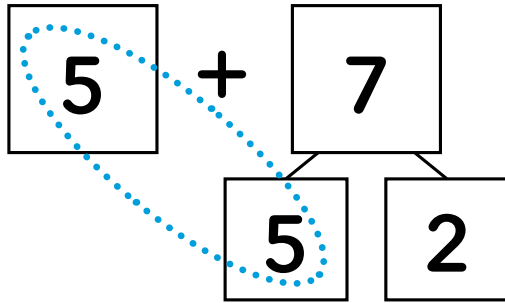
3 Halla  $8 + 5$ .



$$8 + 5 = \underline{\quad}$$

Mira el Ejemplo. Luego resuelve los problemas 1 a 6.

Ejemplo Halla  $5 + 7$ .

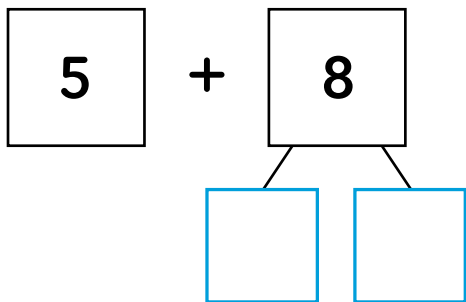


$$5 + 7 = 10 + 2$$

$$5 + 7 = 12$$



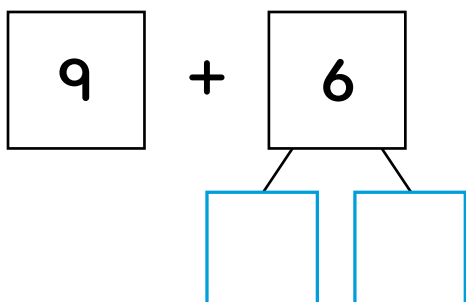
1 Halla  $5 + 8$ .



$$5 + 8 = 10 + \underline{\quad}$$

$$5 + 8 = \underline{\quad}$$

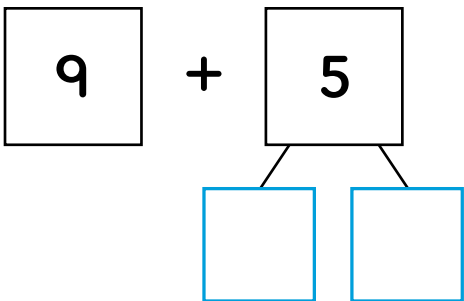
2 Halla  $9 + 6$ .



$$9 + 6 = 10 + \underline{\quad}$$

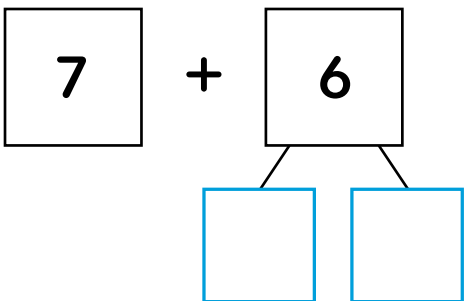
$$9 + 6 = \underline{\quad}$$

3 Halla  $9 + 5$ .



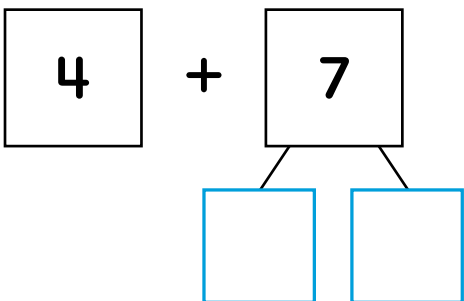
$9 + 5 = \underline{\quad}$

4 Halla  $7 + 6$ .



$7 + 6 = \underline{\quad}$

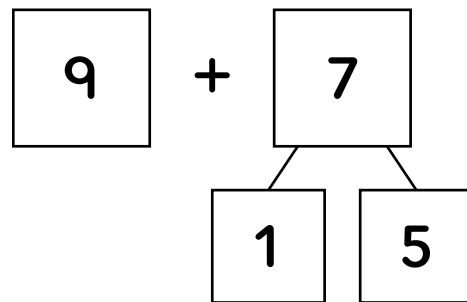
5 Halla  $4 + 7$ .



$4 + 7 = \underline{\quad}$

6 Halla el error.

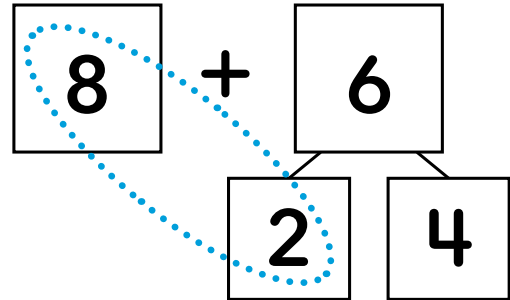
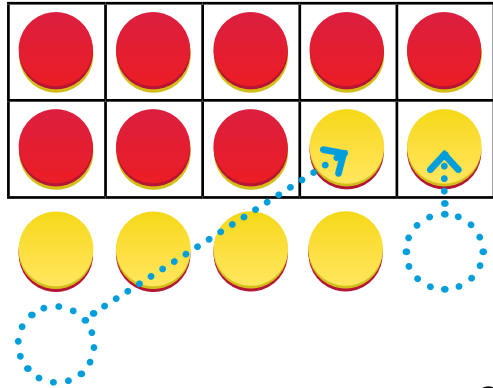
 Táchalo.



$9 + 7 = 15$

# Forma 10 para sumar

Ejemplo  $8 + 6 = ?$

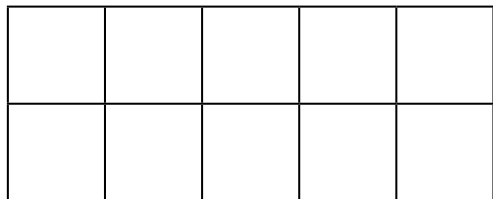


$$8 + 6 = 10 + 4$$

$$8 + 6 = \underline{\quad}$$

## HAZ CONEXIONES

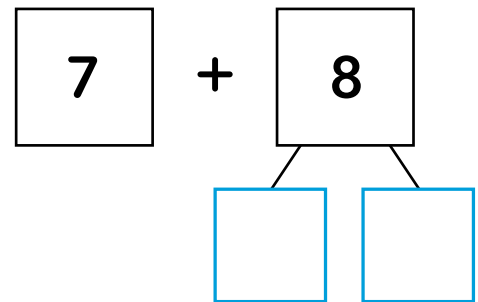
1  $7 + 8 = ?$



$$7 + 8 = 10 + \underline{\quad}$$

$$7 + 8 = \underline{\quad}$$

2  $7 + 8 = ?$



$$7 + 8 = 10 + \underline{\quad}$$

$$7 + 8 = \underline{\quad}$$



## APLÍCALO: PROBLEMAS

1  $5 + 9 = ?$


$5 + 9 = \underline{\quad}$

2  $6 + 6 = ?$

$6 + 6 = \underline{\quad}$

3  $9 + 6 = ?$

$9 + 6 = \underline{\quad}$

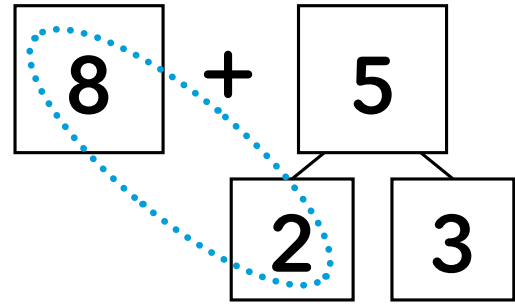
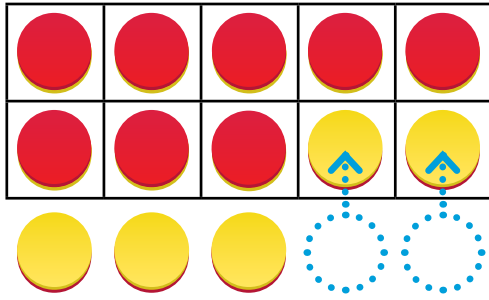
4 ¿Cuál es verdadera?  
Encierra en un círculo. 

$7 + 5 = 11$

$7 + 5 = 12$

Mira el Ejemplo. Luego resuelve los problemas 1 a 5.

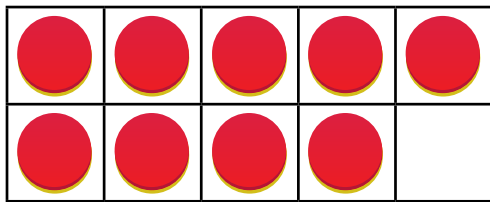
Ejemplo  $8 + 5 = ?$



$$8 + 5 = 10 + \underline{\quad}$$

$$8 + 5 = \underline{\quad}$$

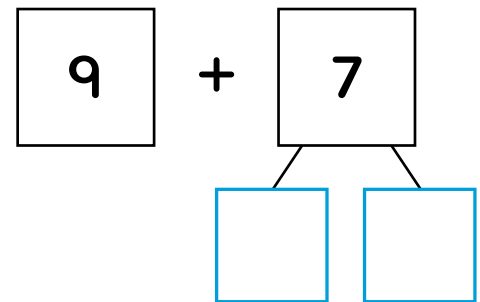
1  $9 + 5 = ?$



$$9 + 5 = 10 + \underline{\quad}$$

$$9 + 5 = \underline{\quad}$$

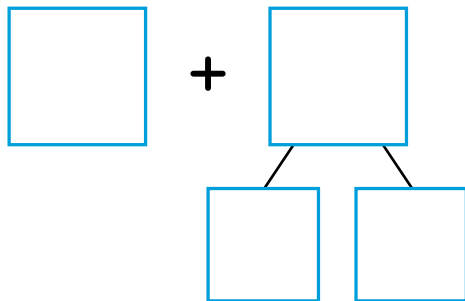
2  $9 + 7 = ?$



$$9 + 7 = 10 + \underline{\quad}$$

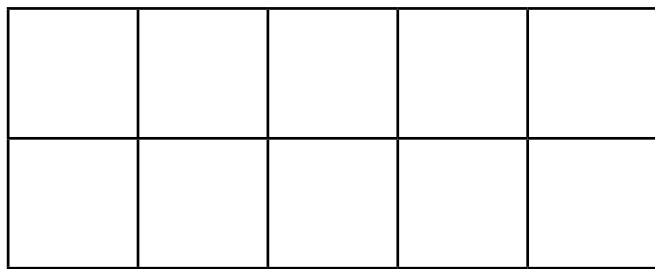
$$9 + 7 = \underline{\quad}$$

3  $7 + 4 = ?$




$7 + 4 = \underline{\quad}$

4  $9 + 6 = ?$



$9 + 6 = \underline{\quad}$

5 ¿Qué ecuación es verdadera? Encierra en un círculo.   
Muestra cómo lo sabes.

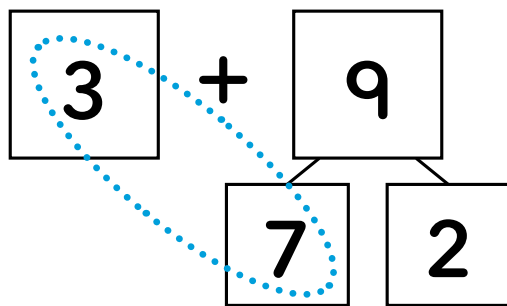
$8 + 7 = 15$

$8 + 7 = 16$

## Forma 10 para sumar

? Boom y Buzz trabajaron juntos para hallar  $3 + 9$ .  
¿Quién tiene razón? ¿Cómo lo sabes?

Herramientas matemáticas  
fichas  
marcos de 10  
enlaces numéricos



¡El total es 12!

¡El total es 11!



ANALÍZALO

## APLÍCALO: PROBLEMAS

1  $5 + 8 = ?$

$5 + 8 = \underline{\quad}$

2  $9 + 7 = ?$

$9 + 7 = \underline{\quad}$

3  $7 + 5 = ?$

$7 + 5 = \underline{\quad}$

4  $4 + 8 = ?$


Encierra en un círculo. 

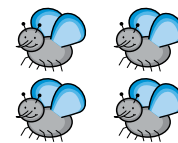
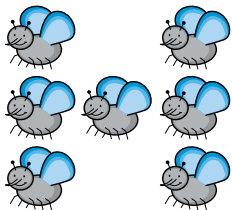
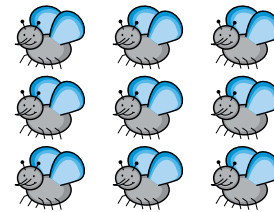
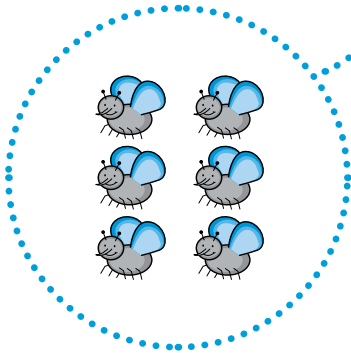
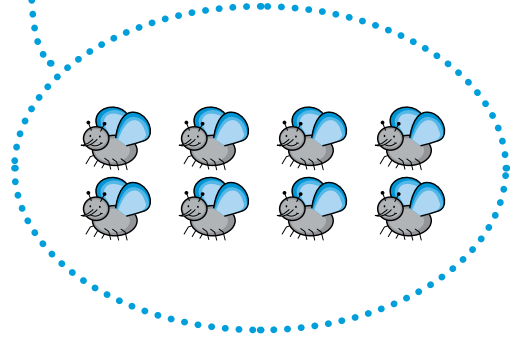
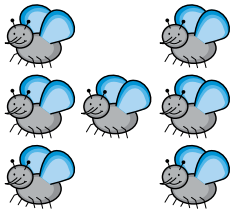
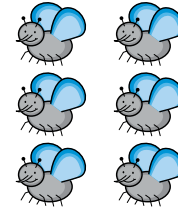
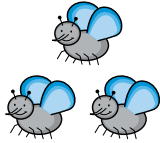
10

12

14



 Une. Cada rana se come dos grupos de moscas.



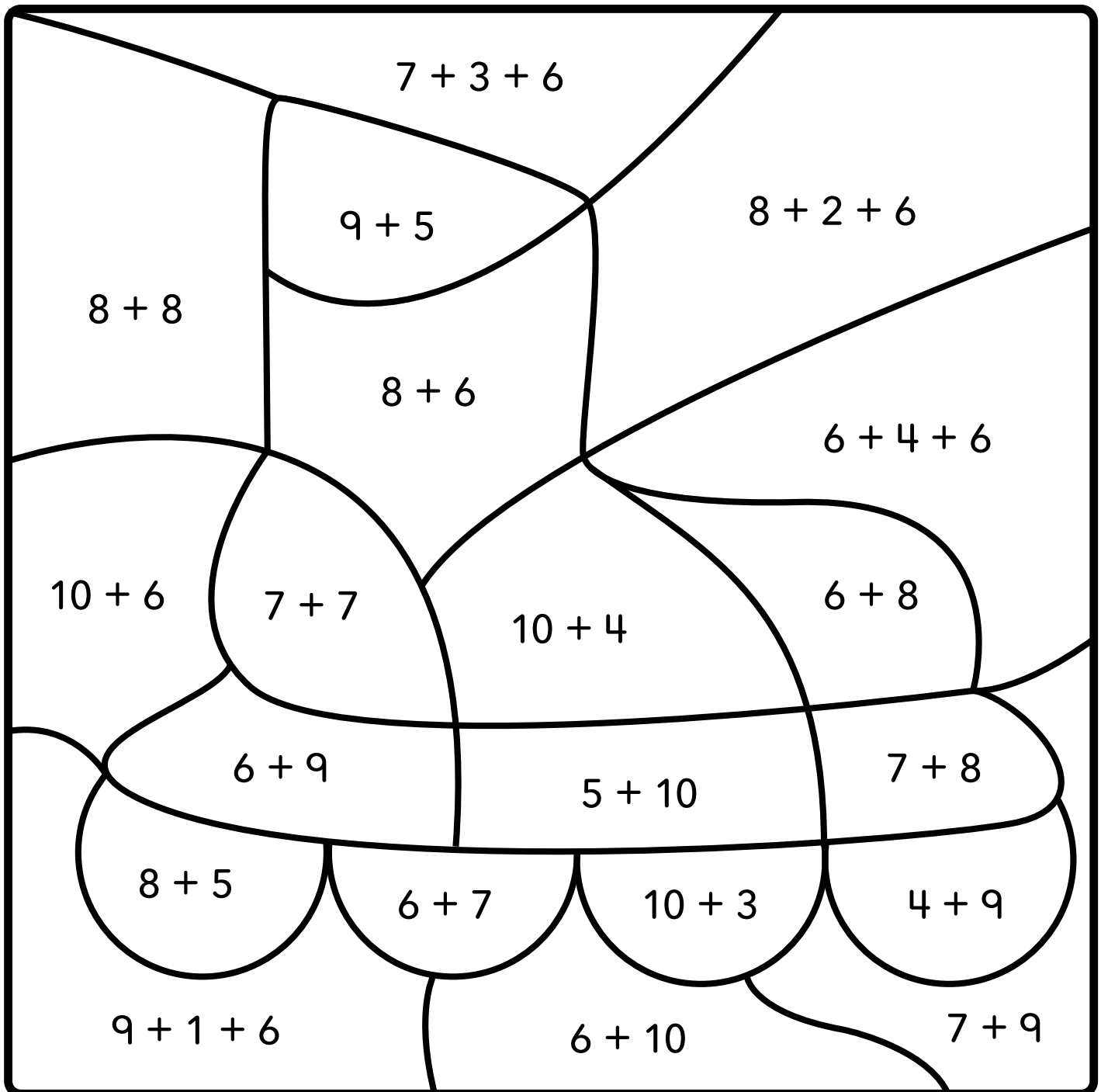
 Colorea. Suma para hallar el dibujo oculto.

13: 

14: 

15: 

16: 



7 + 3 + 6

9 + 5

8 + 2 + 6

8 + 8

8 + 6

6 + 4 + 6

10 + 6

7 + 7

10 + 4

6 + 8

6 + 9

5 + 10

7 + 8

8 + 5

6 + 7

10 + 3

4 + 9

9 + 1 + 6

6 + 10

7 + 9







## Unit 2 Review

The following pages show the Unit 2 Review, which provides opportunities for students to demonstrate understanding as they apply lesson skills and concepts to solve problems in a variety of formats.

## Piensa en lo que has aprendido.

En esta unidad aprendiste a...	Lecciones
<input checked="" type="checkbox"/> Nombrar y escribir números del 11 al 19.	6
<input checked="" type="checkbox"/> Sumar tres números.	7
<input checked="" type="checkbox"/> Hallar totales mayores que 10.	8
<input checked="" type="checkbox"/> Formar una decena para sumar y restar.	8, 9
<input checked="" type="checkbox"/> Usar datos de dobles y dobles más 1.	10
<input checked="" type="checkbox"/> Usar vocabulario matemático para describir la suma y la resta hasta 20.	6–10

Usa palabras, números y dibujos.

 Escribe.   Dibuja.

1 La destreza más importante que aprendí fue...

porque...



2 Me gustaría aprender más acerca de cómo...

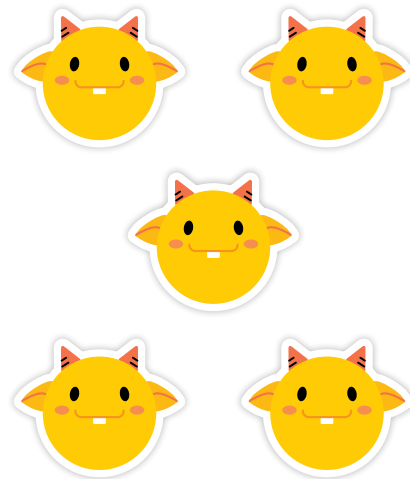
Resuelve los problemas.

- 1 Halla  $8 + 7$ .


$$10 + \underline{\quad} = \underline{\quad}$$

$$8 + 7 = \underline{\quad}$$

- 2 Max tenía 14 calcomanías. Regaló 5.  
¿Cuántas calcomanías le quedan?  
Muestra tu trabajo.



$$14 - 5 = \underline{\quad}$$

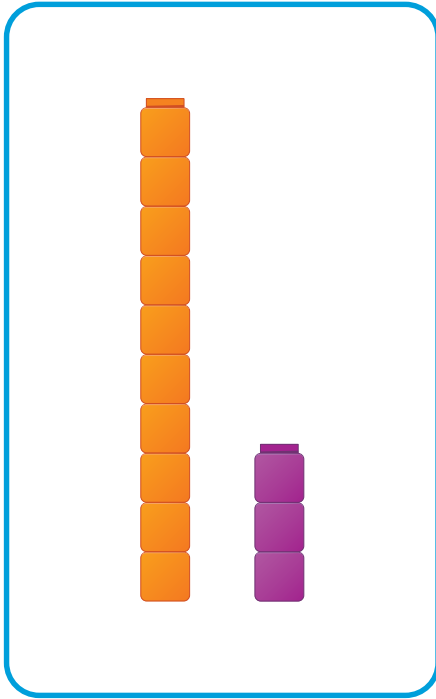
A Max le quedan  $\underline{\quad}$  calcomanías.

- 3 Halla  $4 + 7 + 3$ . Muestra tu trabajo.

$\underline{\quad}$



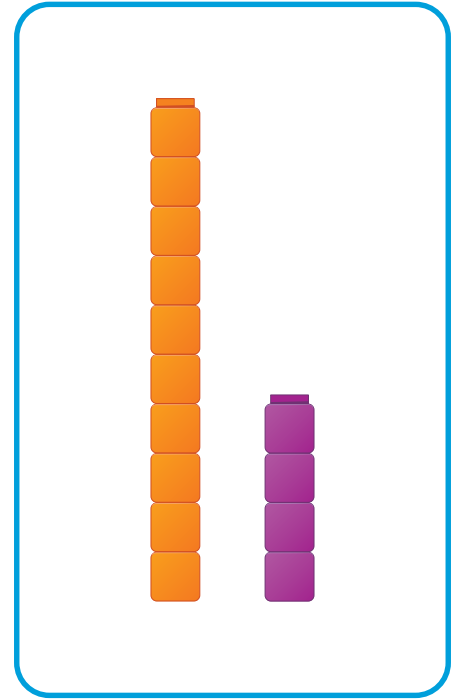
- 4 Dibuja líneas para unir los cubos con la ecuación.



$$15 = 10 + 5$$

$$14 = 10 + 4$$

$$13 = 10 + 3$$



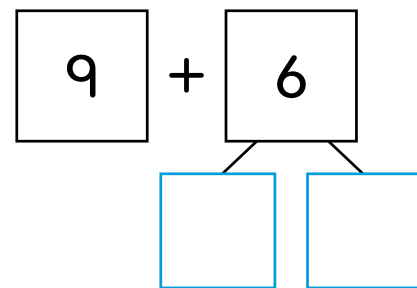
- 5 Anna tiene 6 gorras azules. Tiene 7 gorras verdes. ¿Cuántas gorras tiene Anna en total?

$$6 + 6 + \underline{\quad} = \underline{\quad}$$

$$6 + \underline{\quad} = \underline{\quad}$$

Anna tiene           
gorras.

- 6 Halla  $9 + 6$ .



$$10 + \underline{\quad} = \underline{\quad}$$

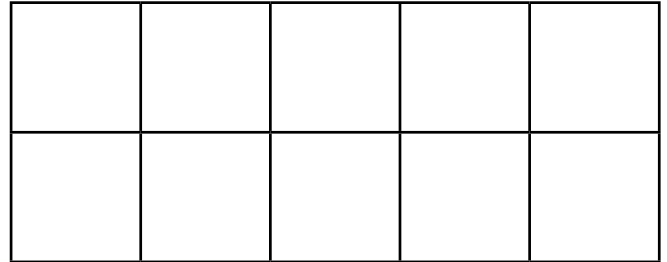
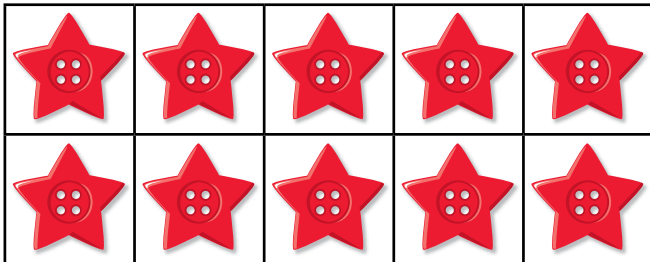
$$9 + 6 = \underline{\quad}$$

## CONÉCTALO TODO

Forma un número del 11 al 19.  
Luego usa una decena para restar.

Dibuja más estrellas para formar  
11, 12, 13, 14 o 15.

Luego resta 7 a tu número.



$$\underline{\quad} - \underline{\quad} = 10$$

$$10 - \underline{\quad} = \underline{\quad}$$

Por lo tanto,  $\underline{\quad} - 7 = \underline{\quad}$

# PROGRAM Resources

*i-Ready Classroom Matemáticas* provides a wealth of instructional resources to support teachers in effective implementation, including assessment tools and support for differentiated instruction. The Teacher Toolbox on the Teacher Digital Experience provides complete access to all grade-level resources.

<b>Student</b>	<b>Component</b>	<b>Print</b>	<b>Online</b>	<b>Spanish</b>
	Student Worktext	◆	◆	◆
	STEM Stories	◆	◆	◆
	Fluency and Skills Practice Book	◆	◆	◆
	Cumulative Practice	◆	◆	◆
	Develop Session Videos		◆	
	Interactive Learning Games		◆	◆
	Digital Math Tools		◆	
	Multilingual Glossary		◆	◆
	Bilingual Glossary	◆	◆	◆
<i>Family Resource Center</i>	Family Letters	◆	◆	◆
	Unit Flow & Progression Videos*		◆	

<b>Teacher</b>	<b>Component</b>	<b>Print</b>	<b>Online</b>	<b>Spanish</b>
<b>Instruction and Practice</b>				
	Teacher's Guide	◆	◆	◆
	Presentation Slides		◆	◆
	Interactive Tutorials		◆	◆
	Digital Math Tools		◆	
	Understanding Content across Grades		◆	
	Assignable Interactive Practice		◆	◆
	Fluency and Skills Practice**	◆	◆	◆
	Activity Sheets		◆	◆
	Unit Games		◆	◆
	Literacy Connections		◆	◆
	Discourse Cards	◆	◆	◆
	Cumulative Practice	◆	◆	◆
	Centers Library	◆	◆	◆
	Grade Level Games		◆	◆

## Teacher *(Cont'd.)*

Component	Print	Online	Spanish
<b>Assessment</b>			
Adaptive Diagnostic Assessment		◆	◆
Lesson Quizzes**	◆	◆	◆
Mid-Unit and Unit Assessments**	◆	◆	◆
Assessment Practice Tests	◆	◆	◆
Assignable Comprehension Checks		◆	◆
<b>Reports</b>			
Diagnostic Assessment Reports		◆	
Prerequisites Report		◆	
Comprehension Check Reports		◆	
Learning Games Reports		◆	
Interactive Practice Report		◆	
<b>Differentiated Instruction on the Teacher Toolbox</b>			
Tools for Instruction		◆	◆
Math Center Activities		◆	◆
Enrichment Activities		◆	◆
<b>Implementation</b>			
Pacing Guidance for the Year	◆	◆	
SMP Correlations	◆	◆	
WIDA PRIME V2 Correlation		◆	
Digital Resources Correlations		◆	
Connect Language Development to Mathematics	◆	◆	
Lesson Progressions	◆	◆	
Math Background	◆	◆	◆
Unit Flow & Progression Videos*		◆	
Pacing Video Series		◆	
Develop Session Videos		◆	
Lesson 0		◆	◆
Manipulatives List		◆	

\*Closed captioned in English and Spanish \*\*Editable Word® document available

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[i-ReadyClassroomMathematics.com/24](https://i-ReadyClassroomMathematics.com/24).



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# Spanish Teacher's Guide

*Sampler*

i-Ready<sup>®</sup>  
Classroom  
Matemáticas



Tan alto  
como los  
10 juguetes

Grade

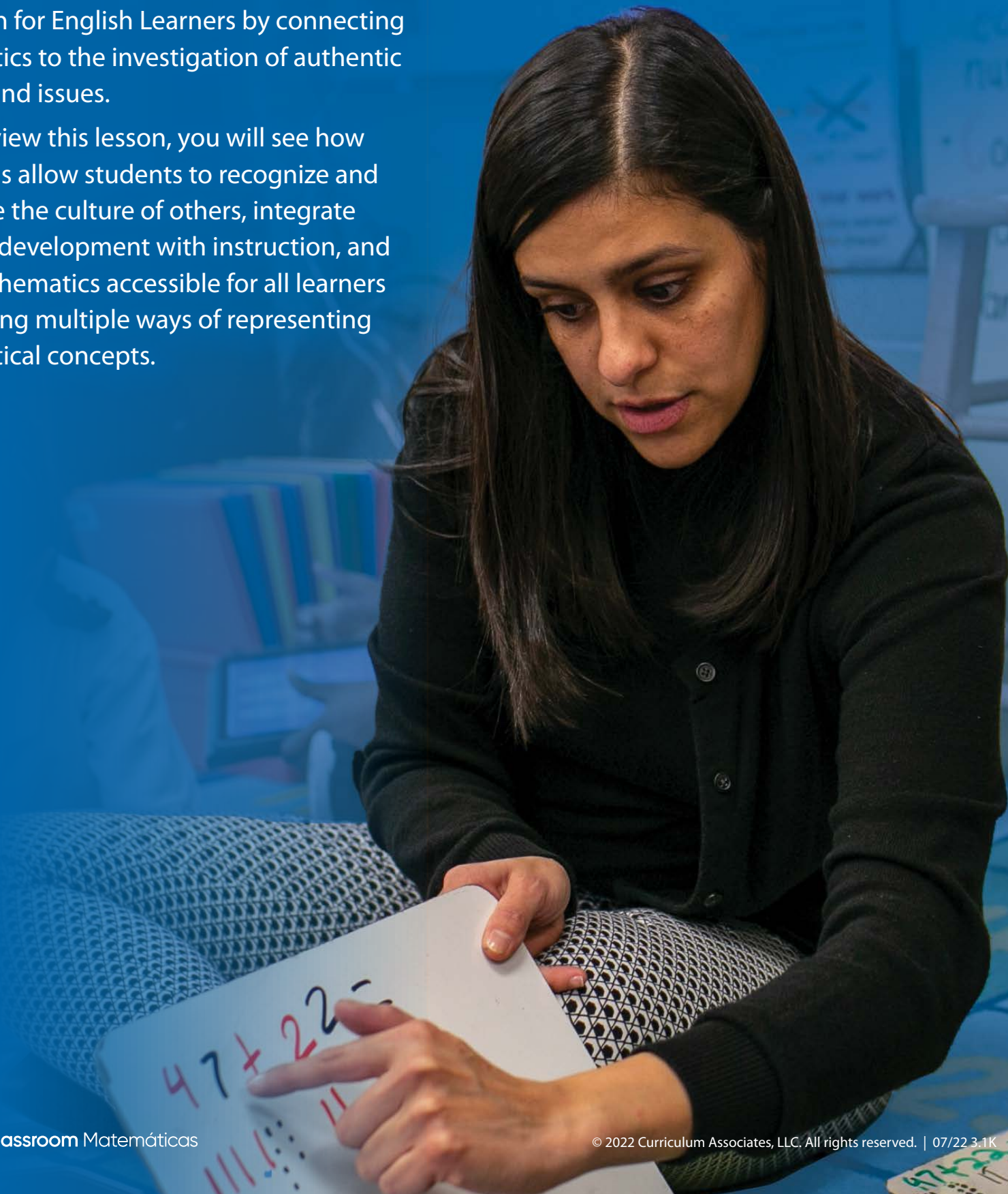
**1**



# Grade 1 Spanish Teacher's Guide Unit and Lesson Sampler

*i-Ready Classroom Matemáticas* incorporates culturally and linguistically responsive instruction for English Learners by connecting mathematics to the investigation of authentic contexts and issues.

As you review this lesson, you will see how our lessons allow students to recognize and appreciate the culture of others, integrate language development with instruction, and make mathematics accessible for all learners by providing multiple ways of representing mathematical concepts.





# 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.**

Unit Opener . . . . .	<a href="#">4</a>
Lesson Overview . . . . .	<a href="#">8</a>
Lesson 8 . . . . .	<a href="#">10</a>
Unit Review . . . . .	<a href="#">42</a>
Program Resources . . . . .	<a href="#">44</a>

Content and images are for review purposes only and are subject to change.

# UNIT 2

## Addition and Subtraction Within 20

### Self Check

Before starting the unit, read the list of skills aloud. Ask children to think about each skill and check the box if it is a skill they think they already have.

Remind children that these skills are likely to all be new to them and that over time, they will be able to check off more and more skills.

### Support Whole Class Discussion

Engage children in a discussion about the skills with questions such as:

- *¿Qué destrezas parecen relacionarse con algo que ya saben?*
- *¿Qué destrezas creen que usarían en su vida diaria? ¿Por qué?*

### Support Growth Mindset

In this unit, children will focus on the individual and social responsibility goal of **Managing Our Learning**.

The Self Reflection in session Close activities include prompts that support classroom conversation.

### Unit Skills

Skill	Lessons
Name and write teen numbers.	6
Add three numbers.	7
Find totals greater than 10.	8
Make 10 to add and subtract.	8, 9
Use doubles and doubles plus 1 facts.	10
Use math vocabulary to describe adding and subtracting within 20.	6–10


### Purpose

- This unit introduces children to adding and subtracting within 20. Children preview the skills they will be learning in this unit and assess what they know and do not know about these skills. Children record their progress after completing each lesson and then reflect on their learning at the end of the unit.

### Unit Themes

The major themes of the unit are:

- Ten is an important number.
- Teen numbers are made up of a ten and some ones.
- Numbers can be put together and broken apart in different ways.
- You can use what you know about adding and subtracting up to 10 to add and subtract up to 20.
- You can use what you know about parts of numbers to help you develop and choose addition and subtraction strategies.




## Suma y resta hasta 20

**MIS DESTREZAS**

**Comprueba tu progreso**

Antes de comenzar esta unidad, marca las destrezas que ya conoces. Al terminar cada lección, comprueba si puedes marcar otras.



Puedo...	Antes	Después
Nombrar y escribir números del 11 al 19.	<input type="checkbox"/>	<input type="checkbox"/>
Sumar tres números.	<input type="checkbox"/>	<input type="checkbox"/>
Hallar totales mayores que 10.	<input type="checkbox"/>	<input type="checkbox"/>
Formar una decena para sumar y restar.	<input type="checkbox"/>	<input type="checkbox"/>
Usar datos de dobles y dobles más 1.	<input type="checkbox"/>	<input type="checkbox"/>
Usar vocabulario matemático para describir la suma y la resta hasta 20.	<input type="checkbox"/>	<input type="checkbox"/>

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## VOCABULARY

## Mathematical

- sumando
- número del 11 al 19
- dobles
- unidades
- decenas

## Academic

- explorar
- modelo

## Additional

- marco de 10
- enlace numérico
- sumar
- igual
- más
- total

## Cognate Support Routine

- Ask children to identify terms that look or sound like words in their home language.
- Check to see if the identified words are cognates.
- Write the Spanish cognate for children to copy next to the English word in their book.
- Say each cognate aloud and invite a native speaker to model pronunciation of the Spanish cognate for all to repeat.

Academic Vocabulary  
Spanish Cognate

explore | *explorar*  
model | *modelo*

## Build Your Vocabulary

What do you know about these words?

## Vocabulary Routine

## Before the Unit

- Present each word or phrase one at a time.
- Pronounce the word and have children repeat it.
- If children are speakers of Spanish or other Latin-based languages, use the **Cognate Support Routine**.
- Have children rate their familiarity with each word on a scale from 1 to 3:
  - 1 This word is new to me.
  - 2 I've heard it, but I'm not sure what it means.
  - 3 I know this word and can use it.
- Briefly have children talk about when they have heard the word. Model using the word in context, using topics that connect with children in meaningful ways.
- Encourage children to listen for the words in the days ahead.

## During the Unit

- Provide the meaning of the terms as they arise in context during sessions. Definitions for each lesson's vocabulary can be found on the Lesson Overview. For pictorial representations of mathematical terms, have children refer to the Glossary in the Student Worktext.
- Invite children to share their own connections or examples as they encounter vocabulary.
- Use the **Collect and Display** routine to help children connect their everyday language to more precise academic language.

## After the Unit

- Have children choose 2 to 4 words and show what they know about them using pictures, numbers, or words.
- Have children share their representations with peers.

Slides with illustrated words are available on **Teacher Toolbox**.

UNIDAD 2  
AMPLÍA TU VOCABULARIO

Elige de 2 a 4 palabras del recuadro. Usa dibujos, números o palabras para mostrar lo que sabes.

Escribe. Dibuja.

Matemático

decenas  
dobles  
número del 11 al 19  
sumando  
unidades

---

Académico

explorar  
modelo

Unidad 2. Suma y resta hasta 20

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## Lesson 8

*i-Ready Classroom Matemáticas* lessons consist of three types of sessions: Explore, Develop, and Refine. The following pages show a complete lesson transadapted to Spanish, highlighting the support embedded within the Teacher's Guide.



# LESSON 8

## Standards for Mathematical Practice (SMP)


SMP 1, 2, 3, 4, 5, and 6 are integrated into Try-Discuss-Connect.\*

This lesson provides additional support for:

- 5 Use appropriate tools strategically.
- 7 Look for and make use of structure.

\*See page 1q to learn how every lesson includes these SMP.

# Make Ten to Add

 **STUDENT LEARNING TARGET:** Break apart a number to make 10. Use this strategy to add.

## Lesson Objectives

### Content Objectives

- Understand decomposing one addend to make 10 when adding two one-digit numbers.
- Use the strategy of making 10 to add numbers within 20.
- Use and articulate mental math strategies to add.

### Language Objectives

- Explain how to add two numbers using the “make 10” strategy.
- Write number partners in a number bond that work for making 10.
- Demonstrate listening carefully to a speaker by asking questions to learn more.

## Prior Knowledge

- Know the partner that makes 10 for any number.
- Know all decompositions for numbers within 10.
- Understand that teen numbers can be decomposed as “10 and some more.”

## Vocabulary

### Math Vocabulary

- **formar 10** estrategia en la que se usan combinaciones de números que suman diez.

Repase el siguiente término clave.

- **sumando** un número que se suma.

### Academic Vocabulary

- **modelo** objeto o dibujo que muestra una situación.
- **representar** mostrar una situación con un objeto o dibujo.

## Learning Progression

### Previously

In Kindergarten, children learned to compose and decompose numbers to 10, and they gained an understanding of adding and subtracting within 5. Earlier in Grade 1, children extended their understanding of these operations, using a variety of strategies to add and subtract within 10, progressing toward fluency. They also came to understand teen numbers as “10 and some more.”

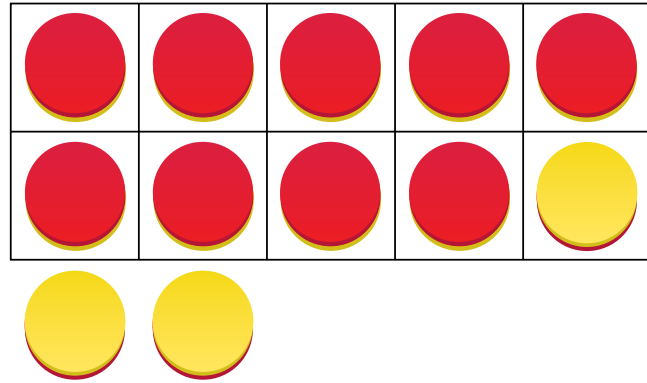
### IN THIS LESSON

Children learn the strategy of making 10 to add within 20. This builds on their work with combining three addends in the previous lesson: As children decompose one addend and associate one part of it with the other addend to make 10, they make strategic choices about their decompositions. Children also continue to develop the idea that a teen number is “10 and some more,” helping to reinforce their mental math skills and progress them toward fluency.

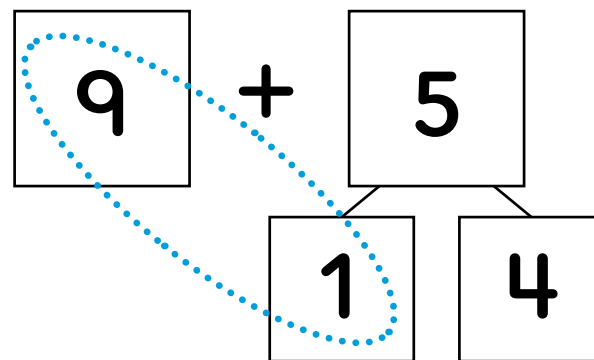
### Later

In the next lesson, children again use the number 10 as they subtract one-digit numbers from teen numbers. In Grade 2, children work to become fluent with addition and subtraction within 20. Later in the year, they use similar strategies to add and subtract one-digit numbers and two-digit numbers within 100.

## UN VISTAZO DE LA LECCIÓN



Un marco de 10 muestra que  $9 + 3$  es lo mismo que  $10 + 2$ .



Un enlace numérico que separa 5 en 1 y 4 muestra que  $9 + 5$  es lo mismo que  $10 + 4$ .

# Pacing Guide

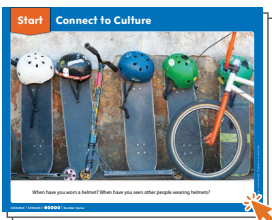
• Individual    •• Pairs    ••• Small Group    •••• Whole Class

SESSION 1 EXPLORE	SESSION 2 DEVELOP	SESSION 3 DEVELOP	SESSION 4 REFINE	SESSION 5 REFINE
<b>Number Sense</b> ••• (10 min) How Many?	<b>Number Sense</b> ••• (5–10 min) Quick Images	<b>Number Sense</b> ••• (5–10 min) Show It Another Way	<b>Number Sense</b> ••• (5–10 min) Which One Doesn't Belong?	<b>Number Sense</b> ••• (5–10 min) Data Talk
<b>Discover It</b> •••• (15–20 min)	<b>Try-Discuss-Connect</b> (20 min) Try It •••• Discuss It •••• Model It •••• Connect It ••••	<b>Try-Discuss-Connect</b> (20 min) Try It •••• Discuss It •••• Model It •••• Connect It ••••	<b>Make Connections</b> •••• (20 min)	<b>Analyze It</b> •••• (10 min)
<b>Investigate It</b> •••• (15–20 min)	<b>Apply It</b> •••• (10 min) Roll and Make 10 to Add	<b>Apply It</b> •••• (10 min) Make 10 with Number Bonds		<b>Assessment</b> • (10 min) Lesson Quiz or Comprehension Check
<b>Build Concepts</b> •••• (10–15 min)	<b>Centers, Differentiation, and Practice</b> •••• (15–25 min)	<b>Centers, Differentiation, and Practice</b> •••• (15–25 min)	<b>Centers, Differentiation, and Practice</b> •••• (15–25 min)	<b>Centers, Differentiation, and Practice</b> •••• (25–35 min)
<b>Close</b> (5 min) ••••	<b>Close</b> (5 min) ••••	<b>Close</b> (5 min) ••~	<b>Close</b> (5 min) ••~	<b>Close</b> (5 min) ••~

## What You Need

### Presentation Slides

Slides are available to support all parts of the lesson.





### Math Toolkit

Make available for use at any time in the lesson:

- Two-color counters
- 10-Frames workmat
- Number Bonds workmat

### Digital Math Tools

-  Counters and
-  Connecting Cubes

### Materials

#### SESSION 1

- Chairs (10 per class)
- 10-Frames (1 per pair)
- Counters (20 per pair)
- Number cubes 1–6 (1 per pair)

#### SESSION 2

- 10-Frames (1 per pair)
- Counters (20 per pair)
- Number cubes 4–9 (1 per pair)

#### SESSION 3

- 10-Frames (1 per pair)
- Counters (20 per pair)
- Number cubes 4–9 (1 per pair)

#### SESSION 4

- Counters (20 per child)

#### SESSION 5

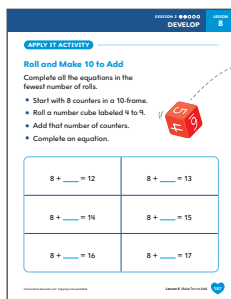
- Counters (20 per child)

# Centers, Differentiation, and Practice

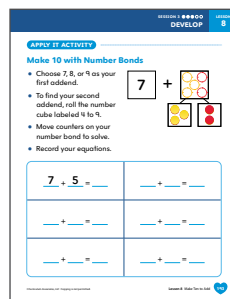
## CENTERS | Student-Led Practice

**Session Centers:** Each Apply It activity can be continued as a student center and repeated as needed in later sessions. Slides and additional printable Centers Activity Sheets are available.

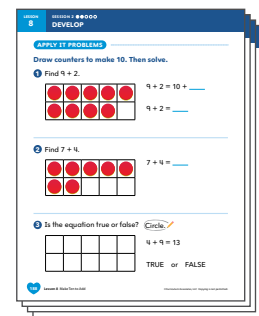
**SESSION 2**  
**Roll and Make 10 to Add**  
 Model making 10 to add with counters and a 10-frame.



**SESSION 3**  
**Make 10 with Number Bonds**  
 Model making 10 to add with a number bond.



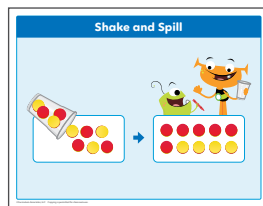
**SESSIONS 2, 3, 4, 5**  
**Apply It Problems**  
 See making 10 to add in a different way.



**Centers Library:** Reinforce skills, review, and build fluency.

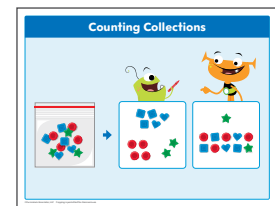
**SKILL REVIEW**  
**Shake and Spill**  
**Card 1**

Reinforce addition for 10.



**FLUENCY**  
**Counting Collections**  
**Card 11**

Reinforce counting up to 40 objects.



## DIFFERENTIATION | Teacher-Led Small-Group

Meet the needs of each and every child through teacher-led small groups. **RETEACH** and **EXTEND** options are provided for each Session Center.

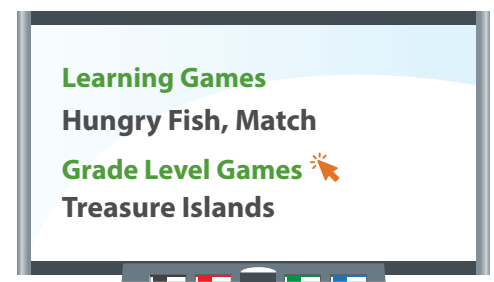
## INDEPENDENT PRACTICE •

**Session Practice:** in the Student Worktext

**Fluency and Skills Practice:** available on Teacher Toolbox 

**Interactive Practice:** assignable through  i-Ready Connect

 i-Ready Personalized Instruction



# Connect to Family

The following activities and instructional supports provide opportunities to foster school, family, and community involvement and partnerships.

## Goal

The goal of the Family Letter is to explain how children are using the strategy of making 10 to efficiently add two numbers.

## Activity

To build excitement, describe for children the activity that they can play with a family member.

*Usen sus dedos para mostrar cómo formar 10 para sumar dos números. Luego, mientras cuentan, un miembro de la familia usará sus dedos para mostrar el resto del problema de suma. Digan cuántos dedos han levantado los dos para resolver el problema.*

Have children show how many more fingers they can hold up to make 10 if they start with 6, 7, 8, or 9. As a class, discuss why family members might need to hold up fingers to show the rest of an addition problem.

## Math on the GO!

Conversation starters are provided to help family members ask questions that support the math of the lesson in their everyday life.

## i-Ready Connect

Encourage children to play Learning Games and explore the Math Tools available online at home.

### Learning Games

Hungry Fish, Match

### Digital Math Tools

Counters and Connecting Cubes

Family Letter available in **8+ languages** on Teacher Toolbox 🗨️

## Forma una decena para sumar

LECCIÓN 8

### Estimada familia:

Esta semana su niño está aprendiendo a usar la estrategia de formar 10 para sumar dos números.

Sumar dos números puede ser más fácil cuando uno de ellos es 10. Usar la estrategia de **formar 10** ayudará a su niño a sumar rápidamente dos números que tengan un total mayor que 10 porque 10 es un número al que pueden sumar otros números fácilmente.

$9 + 3$  es lo mismo que  $10 + 2$ .

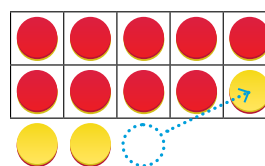
$$10 + 2 = 12$$

y

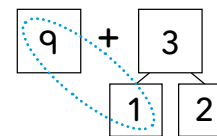
$$9 + 3 = 12$$

Mire dos maneras en las que puede formar 10 para hallar  $9 + 3$ .

- Puede usar fichas para formar 10. Comience con 9 fichas y 3 fichas. Tome 1 de las 3 fichas para formar 10.



- Puede usar enlaces numéricos para formar 10. Comience con 9 y 3. Separe 3 en 1 y 2. Luego enlace 9 y 1 para formar 10.



**INVITE** a su niño a compartir lo que sabe sobre formar 10 para sumar haciendo juntos la siguiente actividad.

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i-Ready Connect

Juegos de aprendizaje

Hungry Fish

Match

Herramientas matemáticas digitales

Fichas y cubos conectables

Glosario

formar 10

Las Cartas a la familia también están disponible en otros idiomas.

## ACTIVIDAD

Haga la siguiente actividad con su niño para explorar cómo formar una decena para sumar.

Ayude a su niño a usar los dedos y la estrategia formar 10 para hallar  $7 + 6$ .

- Pida a su niño que comience mostrando 7 dedos.
- Luego debe levantar más dedos de uno en uno, contando 1, 2, 3, hasta que los 10 dedos estén levantados.



- Su niño ya ha sumado 3 para formar 10. Ahora, a medida que él continúa contando hasta 6, levante uno de sus dedos para cada número que él dice: 4, 5, 6.



DI

7 más 6 es igual a 13.

- Pregunte a su niño cuántos dedos levantaron en total (13). Anímelo a **DECIR** en voz alta la ecuación completa.

**BONO:** Pida a su niño que use los dedos y la estrategia formar 10 para resolver los siguientes problemas.

$$7 + 5 = \underline{\quad} \qquad 9 + 7 = \underline{\quad} \qquad 6 + 8 = \underline{\quad}$$

$$9 + 8 = \underline{\quad} \qquad 8 + 3 = \underline{\quad} \qquad 4 + 7 = \underline{\quad}$$

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¡Matemáticas para LLEVAR!

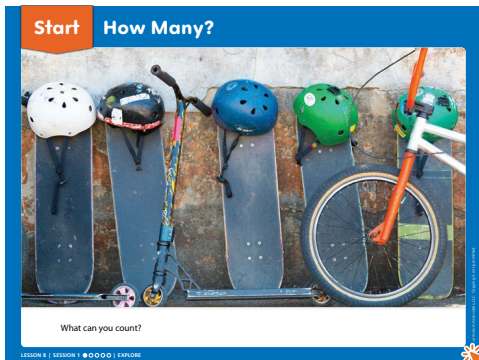
Temas de conversación

Busque oportunidades para formar 10 y luego cuente hacia delante para hallar totales en situaciones del mundo real.

- Por ejemplo:
- Si hay 9 calcamánias de estrellas y 5 calcamánias de corazones, ¿cómo puede su niño formar 10 para hallar el número total de calcamánias?
  - Si su niño tiene dos paquetes de 8 crayones, ¿cómo puede formar 10 para hallar el número total de crayones?

# Connect to Culture

Use these activities to connect with and leverage the diverse backgrounds and experiences of all children. Engage children in talking and learning about the theme throughout the lesson.



## SESSION 1 | Number Sense

After completing the **How Many?** activity, encourage children to make personal connections to the helmets in the image.

**PREGUNTE:** *¿Cuándo han usado un casco? ¿Cuándo han visto a otras personas usando cascos?*

Have children turn share responses with a partner.

**PREGUNTE:** *¿Qué notan acerca de las veces que las personas usan cascos?*

Guide children to notice people often wear helmets for safety when they are moving fast and might fall or crash.



## SESSION 2 | Try It

After reading the problem, show the slide.

Invite children who ride a school bus to share their experiences. Then ask children to name other types of buses that they have seen or ridden on.

**PREGUNTE:** *¿Qué les gustaría de viajar en autobú? ¿Cuándo tomarían un autobús para no caminar o usarían un carro?*

After children share, help them compare and contrast buses with cars and other ways to get around.



## ANYTIME DURING THE LESSON

During read-aloud or other whole group times, guide an exploration of ways students around the world get to school based on children's questions and curiosity.

Show the slide and tell children that in Cambodia (in Asia), some children get to school by boat.

**PREGUNTE:** *¿Les gustaría ir a la escuela en barco? ¿Qué se preguntan acerca de cómo los niños en otros lugares van a la escuela?*

Using videos, books, and information from children and their families, investigate ways children get to school around the world.

## Protocols for Engagement

Validate children's cultural behaviors and values using these affirming strategies.

Suggested Protocol	Where in Lesson	Validates
<b>Pass It On</b> Children call on each other to share their ideas. A stuffed animal can be passed as a concrete reminder of who is the speaker.	Any Reflect discussion	<ul style="list-style-type: none"> <li>collective success</li> <li>spontaneity</li> <li>connectedness</li> </ul>
<b>Call and Response</b> Teacher calls and children respond. For example, "I say 'CHICKA CHICKA!' You say 'BOOM BOOM!'"	Any transition to Whole Class Discussion	<ul style="list-style-type: none"> <li>group identity</li> <li>connectedness</li> </ul>
<b>Silent Partner</b> Children find a partner without speaking, using a gesture (such as a fist bump or a toe tap) and eye contact.	Any transition to Partner Discussion	<ul style="list-style-type: none"> <li>social interaction</li> <li>non-verbal expression</li> </ul>



## SESSION 1 EXPLORE

### Purpose

- **Explore** how to break apart an addend to make 10.
- **Explore** patterns when making 10 to add on to 8 and 9.

How many do you see?

### START

## Number Sense

### How Many?

Show the slide.

**PREGUNTE:** *¿Qué pueden contar?*

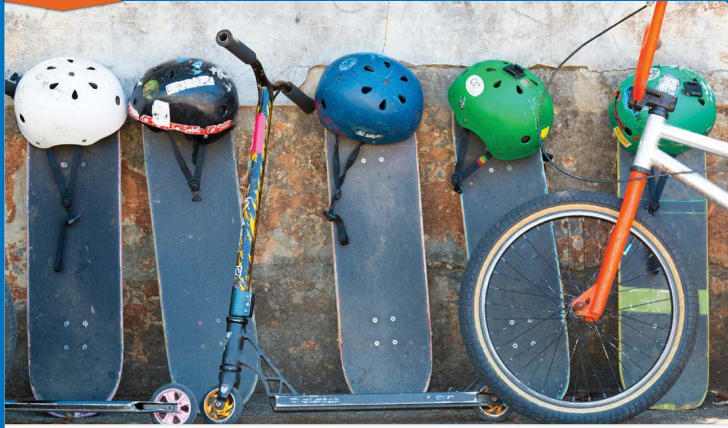
- Encourage children to take time and look at the picture.
- Have children turn and talk about what items they counted and how many they saw.
- Listen and look for a variety of solutions for whole group sharing.

### Facilitate Whole Class Discussion

- *¿Cuántos o cuántas vieron?*
- *¿Qué cosas contaron su compañero y ustedes?*
- *¿Hay más cascos o patinetas? ¿Cómo lo saben?*

Use **Connect to Culture** to encourage children to make personal connections.

Start
How Many?



What can you count?

LESSON 8 | SESSION 1 | ● ○ ○ ○ ○ | EXPLORE

**RHYME AND COUNT** (chant) *¡La práctica de contar nos ayuda a saber cuáles son los números que vienen después!* Have children count forward by ones from 1 to 20. Then have them count back from 20 to 0.



**MATERIALS**

(per class)

**Chairs (10)****Preparation:** Place 10 chairs in 2 rows of 5.**Sentence Frames**

To support children sharing their answers:

- *Noté \_\_\_\_.*
- *Si comienzan con 9 pasajeros, \_\_\_\_.*

**Discover It** | SMP 1, 7, 8**How can you make 10 to add on to 9?**

This activity lets children investigate patterns by filling a 10-frame to **make 10** when one of the addends is 9.

- Explain to children that the chairs represent seats on a bus that holds 10 riders.
- Have 9 children sit on the chairs to represent 9 riders.
- Have 4 more children line up to represent more riders who want to get on the bus.
- Ask children to explain whether 4 more riders will be able to get on the bus and find a seat.
- Repeat with other numbers of additional riders, each time with 9 children sitting on the chairs to start.



Arrange 10 chairs in a 10-frame configuration. This models the context of the bus and connects it to the mathematics of making 10.

**Facilitate Whole Class Discussion**

To give children a chance to practice their answers before sharing with the class, have partners turn and talk.

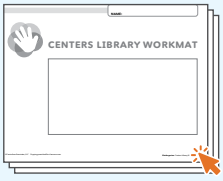
**PREGUNTE** *¿Qué sucede cuando intentan agregar más pasajeros al autobús? ¿Cuántos pasajeros pueden encontrar un asiento?*

**RESPUESTAS DEBEN INCLUIR** que los niños noten que cuando comienzan con 9 pasajeros, solo pueden agregar 1 más y el autobús se llena. Solo 1 pasajero puede encontrar un asiento.

**PREGUNTE** *¿Cuántos pasajeros no encontrarán asientos y tendrán que esperar otro autobús?*

**RESPUESTAS DEBEN INCLUIR** Todos los pasajeros menos uno tendrán que esperar otro autobús.

**MATERIALS**  
(per pair)



10-Frames workmat (1)



Two-color counters (20)



Number cubes 1–6 (1)

# Investigate It | SMP 1, 2, 4, 7, 8

**How many are left over after you make 10 to add on to 8?**

This activity lets children model a similar bus situation when one of the addends is 8.

- Read the problem aloud: *Hay 8 niños en el autobús. Más niños se quieren subir al autobús. ¿Cuántos niños tienen que esperar?*
- Roll the number cube to find out how many more children want to get on the bus. Have children use counters to model this number.

**PREGUNTE** *¿Cuántos niños tienen que esperar? ¿Cómo lo saben?*

**RESPUESTAS DEBEN INCLUIR** respuestas que indiquen que solo hay 2 asientos vacíos en el autobús y que a partir de más de 2 niños tendrán que esperar.

Have partners take turns rolling the number cube to determine how many riders want to get on the bus. Have them work together to identify how many have to wait and to record results of three turns.

## Support Partner Discussion

As children complete the activity, have them turn and talk to answer the question: *¿Cómo saben cuántos pasajeros tienen que esperar?*

Prompt as needed with questions such as: *¿Cómo pueden usar fichas para representar a los pasajeros? ¿Qué significa una ficha adicional?*

## Facilitate Whole Class Discussion

Have several children share their thinking. Have children refer to their work as they explain the meaning of counters that do not fit in the 10-frame. Encourage them to repeat and rephrase responses of others.

**PREGUNTE** *¿Qué patrones ven en el número de pasajeros que tienen que esperar cuando se comienza con 9 u 8?*

**RESPUESTAS DEBEN INCLUIR** la idea de que todos los pasajeros menos 1 tienen que esperar cuando se comienza con 9. Cuando se comienza con 8, todos menos 2 tienen que esperar.

SESIÓN 1 ● ○ ○ ○ ○  
**EXPLORA**

**LECCIÓN 8**

**Formar una decena para sumar**

**Herramientas matemáticas**  
fichas  
marcos de 10  
enlaces numéricos

**Herramientas de la sesión**  
cubos numéricos (1–6)

**?** Hay 8 niños en el autobús. Más niños se quieren subir al autobús. ¿Cuántos niños tienen que esperar?

**INVESTÍGALO**

**Se muestran respuestas de ejemplo.**

Me salió un 5. 3 tienen que esperar.

Me salió un 4. 2 tienen que esperar.

Me salió un 1. 0 tienen que esperar.

**Objetivo de aprendizaje**  
Separar un número para formar una decena. Usar esta estrategia para sumar.

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Lección 8 Formar una decena para sumar **183**

## Uncover Thinking

When children identify how many new riders will have to wait, ask them how they can prove their thinking. Children may note that they can always use 2 counters to fill the 10-frame. They may immediately remove 2 counters from the set that represents new riders and count how many are left without using the 10-frame.



## SESSION 2 DEVELOP

### Purpose

- **Develop** ideas about breaking an addend into parts to make 10.
- **Recognize** that filling a 10-frame with counters shows how to make 10.

### START

## Number Sense Quick Images

Quickly show the first slide.

**PREGUNTE:** *¿Cuántos puntos ven?*

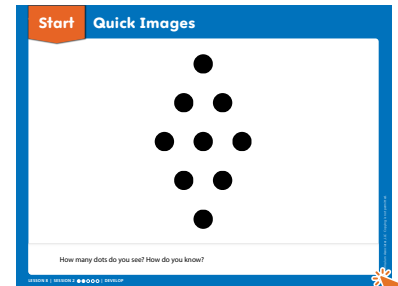
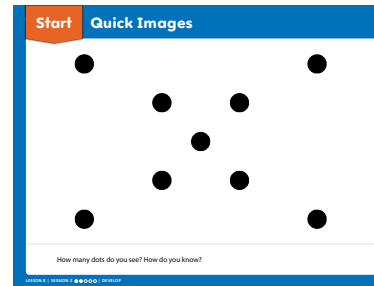
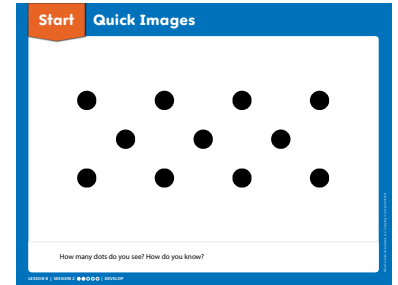
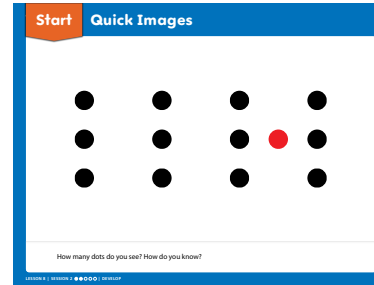
- Encourage children to look carefully at the slide.
- Remove the slide, give students time to think, and briefly show the slide again.
- Have children turn and talk about what they saw and how they saw it.
- Listen for a variety of solutions for whole group sharing.

### Facilitate Whole Class Discussion

Display the slide and allow children to explain how they see it.

- *¿Alguien lo ve de manera diferente?*

**Repeat for each slide.**



**PASS AND COUNT** Have children count forward by ones from 1 to 20 as they pass a bean bag around the circle. Then have them reverse direction and count backward from 20 to 0.

## MATERIALS

### Math Toolkit

- Two-color counters
- 10-Frames workmat
- Number Bonds workmat

## Develop Academic Language

**Por qué** Para ayudar a los niños a aprender a escuchar para comprender.

**Cómo** Diga a los niños que los buenos oyentes quieren aprender del hablante. Hacen preguntas cuando no están seguros de haber entendido lo que este dijo. Anímelos a pensar mientras se escuchan unos a otros y a hacer preguntas si el significado no está claro.

Provide sentence frames:

- *¿Puedes explicar \_\_\_\_?*
- *Creo que dijiste \_\_\_\_\_. ¿Es correcto?*

# Try-Discuss-Connect

How can making 10 help you solve a real-world problem?

## Try It | SMP 1, 2, 4, 5, 6

Read the problem aloud:

*Hay 8 niños en un autobús más grande. Luego se suben 5 niños más. ¿Cuántos hay en el autobús ahora?*

Use **Connect to Culture** to support engagement.

## Make Sense of the Problem

Use **Dilo de otra manera** to help children make sense of the problem. Ensure children understand that there are different ways to model and solve the problem. Have children work independently on the Try It.

## Discuss It | SMP 2, 3, 6

### Support Partner Discussion

After children have worked independently on Try It, have them respond to Discuss It with a partner. If children need support in getting started, prompt them to ask each other questions such as: *¿Cómo muestra tu modelo los números en la ecuación?* Encourage children to use the term *equals* as they discuss their solutions.

**Common Misconception** If children double-count a counter and think there are 12 instead of 13, **then** have them arrange their counters in a straight line and count aloud. This and similar practice opportunities will support their understanding of one-to-one correspondence.

### Facilitate Whole Class Discussion

Have selected children share their strategies in the order you have decided on.

**PREGUNTE** *¿Cómo el modelo de [nombre del niño] muestra la manera de hallar un total para 8 y 5?*

**RESPUESTAS DEBEN INCLUIR** una explicación de lo que se usó para representar 8, 5 y el total.

Guide children to **Compara y conecta** the strategies.

SESIÓN 2 ●●○○○
LECCIÓN 8

**DESARROLLA**

**Herramientas matemáticas**  
fichas  
marcos de 10  
enlaces numéricos

**Herramientas de la sesión**  
cubos numéricos (4–9)

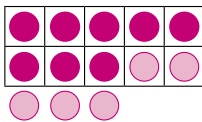
### Forma 10 para sumar

? Hay 8 niños en un autobús más grande. Luego se suben 5 niños más. ¿Cuántos hay en el autobús ahora?

**PRUÉBALO**


**Se muestran respuestas de ejemplo.**

**Ejemplo A**



13


**Ejemplo B**



13

**Conversa con un compañero**

¿Cómo pensar en 10 puede ayudarte a resolver el problema?



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## Select and Sequence Strategies

One possible order for whole class discussion:

- counting on using fingers
- counting all using counters
- drawings of 8 and 5 scattered objects
- making 10 and then counting on from 10
- making 10 and then adding 3

**Model It** | SMP 2, 4, 7

If no child presented the model shown on the Student Worktext page, connect the 10-frame to the children's models by having children identify how it represents the problem.

**PREGUNTE** *¿Qué parte del problema se muestra con las fichas rojas? ¿Cómo lo saben?*

**RESPUESTAS DEBEN INCLUIR** que los niños noten que hay 8 fichas rojas para representar los 8 niños que ya estaban en el autobús al principio.

**PREGUNTE** *¿Por qué quedan 3 niños más cuando se han subido 10 al autobús?*

**RESPUESTAS DEBEN INCLUIR** la comprensión de que 5 es 2 + 3 o que 5 + 2 es 3.

**PREGUNTE** *¿Cómo podrían saber sin contar que 10 y 3 más son 13?*

**RESPUESTAS DEBEN INCLUIR** una explicación de que los números del 11 al 19 son siempre 10 unidades y algunas unidades más.

**Connect It** | SMP 2, 4, 5

**Facilitate Whole Class Discussion**

Help children make sense of the 10-frame model in Model It by comparing it to their own. After individual think time, have children share and discuss their ideas. Children may also use pictures, numbers, or words to record ideas.

**PREGUNTE** *¿Cómo mostraron 8 y 5? ¿Cómo Haz un modelo muestra 8 y 5?*

**RESPUESTAS DEBEN INCLUIR** indicaciones de cómo los niños mostraron 8 y 5, junto con explicaciones de que 8 se muestra con fichas rojas en el marco de 10 y 5 se muestra con 2 fichas amarillas en el marco de 10 y 3 debajo del marco.

**PREGUNTE** *¿Cómo usar un marco de 10 a veces puede ayudarlos a sumar?*

**RESPUESTAS DEBEN INCLUIR** que los niños noten que puede ser fácil sumar un número a 10; por lo tanto, los totales se pueden hallar primero formando 10 y luego sumando el número que sobra.

LECCIÓN  
**8**
SESIÓN 2 ●●○○○  
**DESARROLLA**

**?** Hay 8 niños en un autobús más grande. Luego se suben 5 niños más. ¿Cuántos hay en el autobús ahora?

**HAZ UN MODELO**

**1** Usa el marco de 10 para hallar  $8 + 5$ .


$8 + 5 = 10 + \underline{3}$   
 Hay **13** niños en el autobús.

**CONÉCTALO**

**Comenta, dibuja o escribe.**

**2** ¿En qué se parece tu manera a **HAZ UN MODELO**? ¿En qué es diferente? **Los niños pueden decir que usaron 13 fichas como en Haz un modelo, pero en Haz un modelo se usa un marco de 10 para formar 10 mientras que ellos contaron todo.**

**3** ¿Cómo usar un marco de 10 te ayuda a sumar? **El marco de 10 ayuda a separar 5 en 2 y 3 para poder formar 10. Puede ser más fácil sumar 10 y 3 que sumar 8 y 5.**

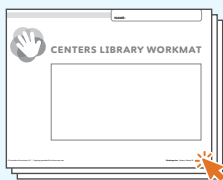
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**Sentence Frames**

To support children describing observations:

- Noté \_\_\_\_.
- Un marco de 10 me ayuda a sumar porque \_\_\_\_.



**MATERIALS**  
(per pair)

10-Frames workmat (1)



Two-color counters (20)



Number cubes 4–9 (1)

**Preparation:** Label number cubes to show numbers 4–9.**Sentence Frames**

To support children explaining their strategies:

- Para formar 10, yo \_\_\_\_.
- Puedo \_\_\_\_ para comprobar mis ecuaciones.

**APPLY IT** | SMP 2, 7**Roll and Make 10 to Add****How can you break apart numbers to make 10 and find totals?**

This activity gives children opportunities to add two single-digit numbers by decomposing one of the digits to make 10.

- Tell children they will play an addition game. Explain that the goal of the game is to add numbers to 8 to try to get all the totals from 12 to 17. Point out the 10-frame showing 8 counters, and the partially completed equations.
- Distribute number cubes, 10-frames, and counters to pairs of children.
- Explain that each player will take a turn rolling the number cube. Pairs work together to add the number rolled to 8 using counters and the 10-frame. Then pairs record their roll.
- Play continues until pairs have completed each equation. Challenge pairs to keep track of how many rolls it takes to complete all 6 equations.
- Alternately, children may play individually, tallying how many rolls it takes them to complete all 6 equations.

As children play, encourage them to explain how they can make 10 to find the totals.

**Facilitate Whole Class Discussion**

Guide children to share their understanding of decomposing a number to make 10.

**PREGUNTE** ¿Cómo formar 10 los ayudó a sumar 8?

**RESPUESTAS DEBEN INCLUIR** que los niños expresen ideas de descomponer el otro sumando para formar 10.

**PREGUNTE** ¿Qué notan acerca de sumar un número a 8?

**RESPUESTAS DEBEN INCLUIR** que los niños expliquen que cuando le suman un número a 8, ese número se puede descomponer en 2 más otro número. El 2 y el 8 forman 10, y el total es 10 más el otro número.

SESIÓN 2 ●●○○○  
DESARROLLALECCIÓN  
8**APLÍCALO: ACTIVIDAD****Lanza y forma 10 para sumar**

Completa todas las ecuaciones en el menor número de lanzamientos.

- Comienza con 8 fichas en un marco de 10.
- Lanza un cubo numérico rotulado del 4 al 9.
- Suma ese número de fichas.
- Completa una ecuación.



$8 + \underline{4} = 12$	$8 + \underline{5} = 13$
$8 + \underline{6} = 14$	$8 + \underline{7} = 15$
$8 + \underline{8} = 16$	$8 + \underline{9} = 17$

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# Centers, Differentiation, and Practice

## CENTERS | Student-Led Practice

### Apply It Problems

LECCIÓN 8
SESIÓN 2 ●●○○○  
DESARROLLA

APLÍCALO: PROBLEMAS

**Dibuja fichas para formar 10. Luego resuelve el problema.**

**1** Halla  $9 + 2$ .

$9 + 2 = 10 + \underline{1}$   
 $9 + 2 = \underline{11}$

**2** Halla  $7 + 4$ .

$7 + 4 = \underline{11}$

**3** ¿Es la ecuación verdadera o falsa?  
Encierra en un círculo.

$4 + 9 = 13$   
VERDADERA o FALSA

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These problems are an opportunity for guided or center-based practice. As children work, remind them to use the 10-frames to show how to make 10. Make tools from the Math Toolkit available.

### Session Centers

#### Roll and Make 10 to Add

Children strengthen understanding that when adding two numbers, one of the numbers can be decomposed to make 10. This can help them find totals.

### Centers Library

**SKILL REVIEW:** Shake and Spill

**FLUENCY:** Counting Collections

## DIFFERENTIATION | Teacher-Led Small Group

Differentiate in small groups to support needs observed during the Apply It activity.

### RETEACH

Use with children who need additional support with the idea of using a 10-frame to add.

**Materials:** 20 two-color counters and two 10-frames

- Write the problem  $9 + 6$  on the board and have children put 9 counters of one color in one 10-frame and 6 of another color in the second 10-frame.
- Ask how they can use the 6 counters to fill the first 10-frame.
- Have children move counters and describe what they did. If needed, prompt them to notice that they moved 1 counter to fill the first 10-frame (leaving 5 counters in the second 10-frame). They may also observe that the total number of counters does not change.
- Repeat with similar problems that use 9 as the starting number to have children gain comfortability with decomposing a number into 1 and some more. Then progress to problems that use 8 as the starting number so they gain experience decomposing a number into 2 and some more.

### EXTEND

Use with children who have demonstrated ability to make 10 to find totals.

**Materials:** 13 two-color counters, 10-frame, file folder

- Direct pairs of children to place 7 counters of one color in the 10-frame in front of one child and stand up the file folder between them so that the other child cannot see.
- Have the child with the 10-frame use another color counter to fill the 10-frame to make 10, placing any additional counters outside the 10-frame. When finished, take down the file folder.
- The other child now names the total and equation shown by the model; a total of 13 and  $7 + 6 = 13$ .
- Have pairs work together to identify how the number added to 7 is broken apart to make 10.
- Repeat, adjusting the starting number to 8 or 9. Encourage children to discuss what they notice about how the other addend is broken apart to make 10 for each starting number.



## Digital Practice

Learning Games: Hungry Fish, Match

i-Ready Personalized Instruction

## INDEPENDENT PRACTICE

## Student Worktext

NOMBRE: \_\_\_\_\_

SESIÓN 2 ●●○○○ PRACTICA

LECCIÓN 8

Mira el Ejemplo. Luego resuelve los problemas 1 a 5.

**Ejemplo** Halla  $7 + 5$ .

$7 + 5 = 10 + 2$   
 $7 + 5 = 12$

1 Halla  $7 + 6$ .

$7 + 6 = 10 + 3$   
 $7 + 6 = 13$

2 Halla  $6 + 8$ .

$6 + 8 = 10 + 4$   
 $6 + 8 = 14$

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LECCIÓN 8

SESIÓN 2 ●●○○○ PRACTICA

Dibuja fichas para formar 10. Usa 2 colores.

3 Halla  $6 + 9$ .

$6 + 9 = 10 + 5$   
 $6 + 9 = 15$

4 Halla  $9 + 7$ .

$9 + 7 = 16$

5 ¿Es la ecuación verdadera o falsa?  
Encierra en un círculo.

$8 + 7 = 14$   
VERDADERA o FALSA

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## CLOSE

Read the problem. Provide children with 10-frames and counters.  
Have children complete the equations.

LISTEN FOR Children's ability to make 10 by decomposing 5.

**Solution:** 9 1 5 5 10 1 4; 9 1 5 5 14

Close

Find  $9 + 5$ .

$9 + 5 = 10 + \underline{\quad}$   
 $9 + 5 = \underline{\quad}$

What is  $9 + 5$ ? Complete the equations.

# SESSION 3 DEVELOP

## Purpose

- **Develop** efficiency in breaking apart an addend into two parts to make 10.
- **Recognize** that a number bond can show how to decompose a number.

How can you show it another way?

## START

### Number Sense Show It Another Way

Display the slide.

**PREGUNTE:** *¿Cómo pueden mostrar el número de otra manera?*

- Encourage children to use materials, fingers, or drawings.
- Have children turn and talk about how they showed the number.
- Listen and look for a variety of solutions for whole group sharing.

### Facilitate Whole Class Discussion

- *¿Qué número mostraron? ¿Cómo lo mostraron?*
- *¿En qué se parece o se diferencia la manera de su compañero y la de ustedes?*

Start
Show It Another Way

# 16

How can you show the number another way?

LESSON 8 | SESSION 3 ●●●○ | DEVELOP

**LISTEN AND COUNT** With the class in three groups, have the groups take turns saying each consecutive number as they count forward from 1 to 20 and then backward from 20 to 0.

## MATERIALS

Math Toolkit 

- Two-color counters
- 10-Frames workmat
- Number Bonds workmat

## Try-Discuss-Connect

How can you use number bonds as a model to help you solve a problem?

### Try It | SMP 1, 2, 4, 5, 6

Read the problem aloud:

*Hay 9 cubos pequeños. Hay 4 cubos grandes. ¿Cuántos cubos hay en total? ¿Cómo lo sabes?*

### Make Sense of the Problem

Use **Tres lecturas** to help children work together to identify what they need to know and find. Have children work independently on the Try It.

### Discuss It | SMP 2, 3, 6

#### Support Partner Discussion

After children have worked independently on Try It, have them respond to Discuss It with a partner. If children need support in getting started, prompt them to ask each other questions such as: *¿Usaron un dibujo o un modelo como ayuda para resolver el problema? ¿Por qué?*

**Common Misconception** If children think that they can only count on from the greater addend, **then** provide practice using 10-frames and counters to help them see that they could also count on from the lesser addend, fill the 10-frame, and find the same total.

### Facilitate Whole Class Discussion

Have selected children share their strategies in the order you have decided on.

**PREGUNTE** *¿Cómo la estrategia de [nombre del niño] muestra cómo hallar 9 + 4?*

**RESPUESTAS DEBEN INCLUIR** que los niños mencionen estrategias como usar los dedos o fichas para contar todo, contar hacia delante a partir de cualquiera de los sumandos, o formar 10.

Guide children to **Compara y conecta** the strategies.

SESIÓN 3 ●●●○
LECCIÓN 8

**DESARROLLA**

### Forma 10 para sumar

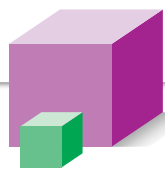
¿ Hay 9 cubos pequeños. Hay 4 cubos grandes. ¿Cuántos cubos hay en total? ¿Cómo lo sabes?

**PRUEBALO**

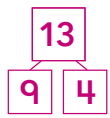
Se muestran respuestas de ejemplo.


**Ejemplo A**

Conté hacia delante. 9, luego 10, 11, 12, 13.



**Ejemplo B**






**Conversa con un compañero**

Hallé mi respuesta cuando...

**Herramientas matemáticas**  
fichas  
marcos de 10  
enlaces numéricos

**Herramientas de la sesión**  
cubos numéricos (4–9)

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Lección 8 Forma una decena para sumar 

### Select and Sequence Strategies

One possible order for whole class discussion:

- Using counters to count all
- Counting on
- Making 10 and then counting on from 10
- Making 10 and then adding 1

**Model It** | SMP 2, 7, 8

If no child presented the model shown on the Student Worktext page, connect the number bond to the children's models by having them identify how it represents the problem.

**PREGUNTE** *¿De qué otra manera podrían separar el 4? ¿Por qué creen que estaba separado en 1 y 3?*

**RESPUESTAS DEBEN INCLUIR** que los niños mencionen que 4 también se puede separar en 2 1 2 o 0 4, pero necesitan un 1 para formar 10 con el primer sumando (9).

**PREGUNTE** *¿Por qué el 9 y el 1 están encerrados en un círculo en este modelo?*

**RESPUESTAS DEBEN INCLUIR** que los niños identifiquen que 9 y 1 forman 10.

**Sentence Frames**

To support children comparing models:

- *Mi modelo se parece a Haz un modelo porque \_\_\_\_.*
- *Mi modelo es diferente de Haz un modelo porque \_\_\_\_.*

**Connect It** | SMP 2, 4, 5

**Facilitate Whole Class Discussion**

Help children look at what they drew or wrote to solve the problem and compare it to the number bond in **Model It**.

Help children make sense of the number bond model by comparing it to their own.

After individual think time, have children share and discuss their ideas. Children may also use pictures, numbers, or words to record ideas.

**PREGUNTE** *¿Cómo mostraron 9 y 4? ¿Cómo Haz un modelo muestra 9 y 4? ¿Cómo su modelo o estrategia muestra el total? ¿Cómo Haz un modelo muestra el total?*

**RESPUESTAS DEBEN INCLUIR** descripciones de cómo los niños mostraron 9 como un entero y separaron el 4 en 1 y 3. 9 1 1 5 10 y 10 1 3 5 13.

LECCIÓN 8
SESIÓN 3 ●●●○○  
DESARROLLA

**?** Hay 9 cubos pequeños. Hay 4 cubos grandes. ¿Cuántos cubos hay en total? ¿Cómo lo sabes?

**HAZ UN MODELO**

1 Halla  $9 + 4$ .

Separa 4.  
Forma 10. Suma 3.

$9 + 4 = 10 + 3$

$9 + 4 = 13$

Hay 13 bloques en total.

**CONÉCTALO**

**Comenta, dibuja o escribe.**

2 ¿En qué se parece tu manera a **HAZ UN MODELO**? ¿En qué es diferente?

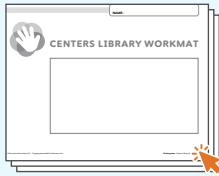
**Los niños pueden decir que comenzaron con 9 como en Haz un modelo pero contaron hacia delante 10, 11, 12, 13 para hallar el total, mientras que en Haz un modelo se separó el 4 y se sumó 9 y 1 para formar 10.**

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**Error Alert**

If children make 10 but write the total as 3, then provide additional hands-on support with 10-frames and counters. Have children find the total by counting on from 9 and then by making 10.



**MATERIALS**  
(per pair)

Number Bonds workmat (1)



Two-color counters (20)



Number cubes 4–9 (1)

**Preparation:** Label number cubes to show numbers 4–9.**Sentence Frames**

To support children explaining their thinking:

- *Pensé en \_\_\_\_.*
- *Noté que \_\_\_\_.*

**APPLY IT** | SMP 2, 7, 8**Make 10 with Number Bonds**

How can you use number bonds to help you make 10 to add?

This activity guides children to connect concrete and symbolic representations of making 10 to add two single-digit numbers.

- Tell children they will use number bonds to model addition equations. Point out the example problem and blanks to record equations.
- Distribute number bonds and counters.
- Explain that they will choose 7, 8, or 9 as their first addend. Then they will roll the number cube to find their second addend.
- Review the example problem showing the number bond. Have children use their counters to model the addition problem using the number bond. Have them break apart their second addend by moving counters from the top box to the bottom two boxes.

Then they can make 10 by adding one part of their second addend to their first addend.

- After modeling the problem, have children complete the equation at the bottom of the Student Worktext page.

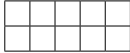
**Facilitate Whole Class Discussion**

Guide children to share their understanding of showing how to make 10 using a number bond.

**PREGUNTE** ¿Cómo usaron el enlace numérico para hallar el total?

**RESPUESTAS DEBEN INCLUIR** que los niños expliquen que el número de fichas no cambia. Solo se mueven. Mover las fichas ayuda a mostrar 10 y algunas unidades, lo que hace más fácil hallar el total.

SESIÓN 3 ●●●○○  
DESARROLLALECCIÓN  
8**APLÍCALO: ACTIVIDAD****Forma 10 con enlaces numéricos**

- Elige 7, 8 o 9 como tu primer sumando. 
- Para hallar tu segundo sumando, lanza el cubo numérico rotulado del 4 al 9.
- Mueve fichas en tu enlace numérico para resolver el problema.
- Anota tus ecuaciones.

**Se muestran respuestas de ejemplo.**

$$\underline{7} + \underline{5} = \underline{12}$$

$$\underline{7} + \underline{9} = \underline{16}$$

$$\underline{8} + \underline{7} = \underline{15}$$

$$\underline{8} + \underline{8} = \underline{16}$$

$$\underline{9} + \underline{4} = \underline{13}$$

$$\underline{9} + \underline{6} = \underline{15}$$

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Lección 8 Forma una decena para sumar

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# Centers, Differentiation, and Practice

## CENTERS | Student-Led Practice

### Apply It Problems

LECCIÓN 8
SESIÓN 3 ●●●○○  
DESARROLLA

APLÍCALO: PROBLEMAS

Completa los enlaces numéricos para formar 10. Luego resuelve el problema.

1 Halla  $9 + 2$ .

9	+	2
1		1

$9 + 2 = 10 + \underline{1}$   
 $9 + 2 = \underline{11}$

---

2 Halla  $7 + 9$ .

7	+	9
3		6

$7 + 9 = \underline{16}$

---

3 Halla  $8 + 5$ .

8	+	5
2		3

$8 + 5 = \underline{13}$

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These problems are an opportunity for guided or center-based practice. As children work, remind them to use the number bonds to show how to make 10. Make tools from the Math Toolkit available.

### Session Centers

#### Make 10 with Number Bonds

Children strengthen understanding that number bonds can be used to show how to decompose a number to make 10 and find totals.

### Centers Library

**SKILL REVIEW:** Shake and Spill

**FLUENCY:** Counting Collections

## DIFFERENTIATION | Teacher-Led Small Group

Differentiate in small groups to support needs observed during the Apply It activity.

### RETEACH

Use with children who need additional support with the idea of using a number bond to add.

**Materials:** 20 two-color counters, number bonds, 10-frames

- Write the problem  $8 + 6$  on the board.
- Have children model the first addend in a 10-frame using 8 counters of one color. Then have them model the second addend in the number bond mat using 6 counters of the other color.
- Have children move counters from the number bond to the 10-frame to make 10. Ask children to tell how many counters are still in the number bond. [4]
- Have children describe the total number of counters shown in their models. Children may describe the total as “10 and 4 more,” 14, 10 + 4, or 8 + 6.
- Repeat with other similar problems.

### EXTEND

Use with children who have demonstrated ability to use number bonds to find totals.

**Materials:** 20 two-color counters, number bonds

- Tell children that their goal number is 15.
- Have children use counters and the number bond mat to find and model as many ways as they can to make 15 using numbers that make 10; for instance,  $9 + 6$  and  $7 + 8$ .
- Record responses on the board. Ask children to describe any patterns they notice. [There are several ways to make 10, but there are always 5 more because 15 is 10 and 5 more.]
- Repeat with other goal numbers.

## Digital Practice

Learning Games: Hungry Fish, Match

 i-Ready Personalized Instruction

## INDEPENDENT PRACTICE

## Student Worktext


NOMBRE: \_\_\_\_\_

SESIÓN 3 ●●●○○ PRACTICA LECCIÓN 8

Mira el Ejemplo. Luego resuelve los problemas 1 a 6.

**Ejemplo** Halla  $5 + 7$ .

$5 + 7 = 10 + 2$   
 $5 + 7 = 12$



1 Halla  $5 + 8$ .

$5 + 8 = 10 + 3$   
 $5 + 8 = 13$

2 Halla  $9 + 6$ .

$9 + 6 = 10 + 5$   
 $9 + 6 = 15$

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LECCIÓN 8 SESIÓN 3 ●●●○○ PRACTICA

3 Halla  $9 + 5$ .

$9 + 5 = 14$

4 Halla  $7 + 6$ .

$7 + 6 = 13$

5 Halla  $4 + 7$ .

$4 + 7 = 11$

6 Halla el error.  
✂ Táchalo.

$9 + 7$   
 $9 + 7 = 15$

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Fluency and Skills Practice 

## Making a Ten to Add

## CLOSE

Read the problem. Provide children with 10-frames, counters, and number bonds. Have children complete the equations.

**LISTEN FOR** Children's ability to make 10 by decomposing 5.

**Solution:** 6 1 7 5 10 1 3; 6 1 7 5 13

Close

Find  $6 + 7$ .

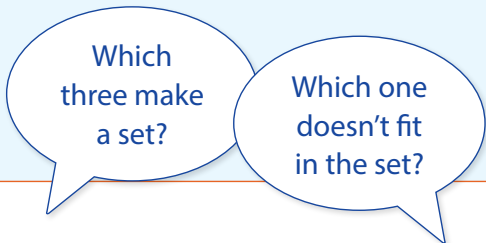
$6 + 7 = 10 + \underline{\quad}$   
 $6 + 7 = \underline{\quad}$

What is  $6 + 7$ ? Complete the equations.

# SESSION 4 REFINE

## Purpose

- **Refine** ideas about making 10 to add with different strategies.



### START

## Number Sense

### Which One Doesn't Belong?

Show the slide.

**PREGUNTE:** *¿Cuáles tres forman un conjunto? ¿Cuál no pertenece?*

- Encourage children to take time and look at the slide.
- Have children turn and talk about which one they think does not belong.
- Listen for a variety of solutions for whole group sharing.

### Facilitate Whole Class Discussion

- *¿Cuáles tres forman un conjunto? ¿Cuál no pertenece?*
- *¿Alguien tiene una razón para explicar por qué uno de los otros dibujos no pertenece?*
- *¿Alguien tiene una razón diferente para explicar por qué el dibujo \_\_\_ no pertenece?*

**Start** Which One Doesn't Belong?

<p><b>A</b></p>	<p><b>B</b></p>
<p><b>C</b></p>	<p><b>D</b></p>

Which three make a set? Which one doesn't fit in the set?

LESSON 8 | SESSION 4 ●●●●○ | REFINE

**PRETEND AND COUNT** Have the class choose a silly voice to use while counting. Count forward and backward by 10s to 100 as they flash 10 fingers with each number. Then have them count forward and backward from 18 to 32 and 46 to 71.

## MATERIALS

Math Toolkit 

- Two-color counters
- 10-Frames workmat
- Number Bonds workmat

## Sentence Frames

To support children explaining their thinking:

- *Veo que \_\_\_ se separa en \_\_\_ y \_\_\_.*
- *El \_\_\_ y el \_\_\_ forman 10.*

# Make Connections

 | SMP 2, 3, 6, 7, 8

## How can different tools show making 10 to add?

Children apply and explain their strategies for making 10 to add.

### Facilitate Whole Class Discussion

Read the Example problem aloud and have children describe the 10-frame and number bond.

Remind children that they can ask questions about each other's ideas during partner and whole class discussion.

**PREGUNTE** *¿Dónde ven el 6 en el marco de 10? ¿Y en el enlace numérico?*

**RESPUESTAS DEBEN INCLUIR** que los niños reconozcan que ambos modelos descomponen el 6 en 2 y 4. El marco de 10 muestra 2 en el marco y 4 fuera de él. El enlace numérico muestra los números 2 y 4.

Have children complete the last equation.

**PREGUNTE** *¿Dónde ven un 10 en cada una de las herramientas? ¿Cómo formar 10 los ayuda a hallar 8 + 6?*

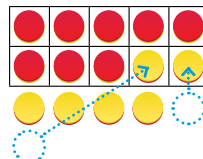
**RESPUESTAS DEBEN INCLUIR** que los niños observen que ambas herramientas muestran 8 + 2 formando 10, que ambas muestran que hay 4 fichas más para sumar a ese 10 y que formar 10 a partir de los sumandos hace más fácil resolver el problema.

SESIÓN 4 ●●●○  
**REFINA**

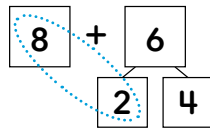
**LECCIÓN**  
**8**

### Forma 10 para sumar

**Ejemplo**  $8 + 6 = ?$



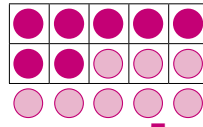
$8 + 6 = 10 + 4$   
 $8 + 6 = 14$



$8 + 6 = 10 + 4$   
 $8 + 6 = 14$

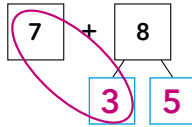
**HAZ CONEXIONES**

**1**  $7 + 8 = ?$




$7 + 8 = 10 + 5$   
 $7 + 8 = 15$

**2**  $7 + 8 = ?$



$7 + 8 = 10 + 5$   
 $7 + 8 = 15$

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# Centers, Differentiation, and Practice

## DIFFERENTIATION | Teacher-Led Small Group

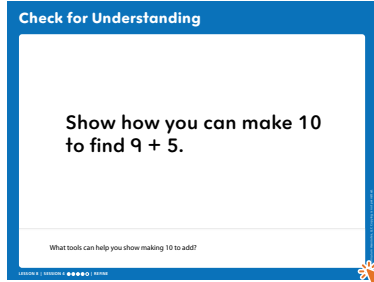
### Check for Understanding

**Materials:** For each child:  
20 counters

Have children find 9 + 5 by making 10.

**Solution:**  $9 + 1 = 10$ ;  $10 + 4 = 14$ ;  
 $9 + 5 = 14$

Children may use 10-frames or number bonds to make 10.



Differentiate in small groups to support needs identified during responses to **Check for Understanding**.

#### If children respond 10 or 13

**They may** not understand that the total needs to include all addends.

**Support by** providing more practice with 10-frames and counters. Have children find totals by counting all and then by making 10.

#### If children respond 19

**They may** have added the addends 9 and 5, as well as the decomposed addends of 1 and 4.

**Support by** reinforcing the relationship between the second addend and its decomposition. Have children use and move counters to model how 5 is broken into 1 and 4.

#### If children respond 5

**They may** recognize that the numbers 1 and 4 make 5, but do not understand that this is not the total.

**Support by** pointing out how 9 is also an addend. Guide children to place their counters from the 10-frame onto the number bond, show 9, and describe how 5 is broken apart into 1 and 4. Have them find the total number of counters by counting all and counting on from 10.

Recheck children's understanding with the following problem: Find 8 + 7 by making 10. [Add 8 and 2 to make 10.  $10 + 5 = 15$ , so  $8 + 7 = 15$ .]

## CENTERS | Student-Led Practice

### Apply It Problems

LECCIÓN 8    SESIÓN 4 ●●●●○  
REFINA

**APLÍCALO: PROBLEMAS**

1  $5 + 9 = ?$

$5 + 9 = \underline{14}$

2  $6 + 6 = ?$

$6 + 6 = \underline{12}$

**Se muestran respuestas de ejemplo.**

3  $9 + 6 = ?$

$9 + 1 = 10$   
 $10 + 5 = 15$

$9 + 6 = \underline{15}$

4 ¿Cuál es verdadera?  
Encierra en un círculo.

$7 + 5 = 11$   
 $7 + 5 = 12$

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These problems are an opportunity for guided or center-based practice. As children work, remind them to use strategies such as drawing counters and using number bonds. Make tools from the Math Toolkit available.

### Session Centers

**SESSION 2: Roll and Make 10 to Add**

**SESSION 3: Make 10 with Number Bonds**

### Centers Library

**SKILL REVIEW:** Shake and Spill

**FLUENCY:** Counting Collections

## Digital Practice

Learning Games: Hungry Fish, Match

 i-Ready Personalized Instruction

## INDEPENDENT PRACTICE

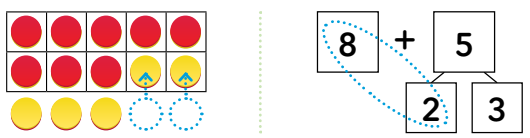
## Student Worktext

NOMBRE: \_\_\_\_\_

SESIÓN 4 ●●●○ PRACTICA LECCIÓN 8

Mira el Ejemplo. Luego resuelve los problemas 1 a 5.

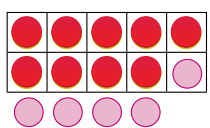
**Ejemplo**  $8 + 5 = ?$



$8 + 5 = 10 + \underline{3}$

$8 + 5 = \underline{13}$

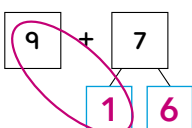
1  $9 + 5 = ?$



$9 + 5 = 10 + \underline{4}$

$9 + 5 = \underline{14}$


2  $9 + 7 = ?$



$9 + 7 = 10 + \underline{6}$

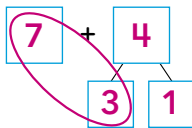
$9 + 7 = \underline{16}$

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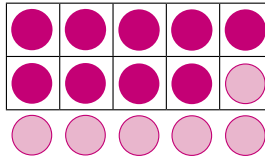
LECCIÓN 8 SESIÓN 4 ●●●○ PRACTICA

3  $7 + 4 = ?$




$7 + 4 = \underline{11}$

4  $9 + 6 = ?$



$9 + 6 = \underline{15}$

5 ¿Qué ecuación es verdadera? Encierra en un círculo. 

Muestra cómo lo sabes.

$8 + 7 = 15$

$8 + 7 = 16$

$8 + 2 = 10$

$10 + 5 = 15$

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## CLOSE

**MATH REFLECTION** ¿Qué significa formar 10 para sumar?**SELF REFLECTION** ¿Cómo se explican a sí mismos el significado de un problema? ¿Cómo le explican a alguien más el significado de un problema?

## SESSION 5 REFINE

### Purpose

- **Refine** understanding of making 10 to add.

What do you notice?

What do you wonder?

### START

## Number Sense

### Data Talk

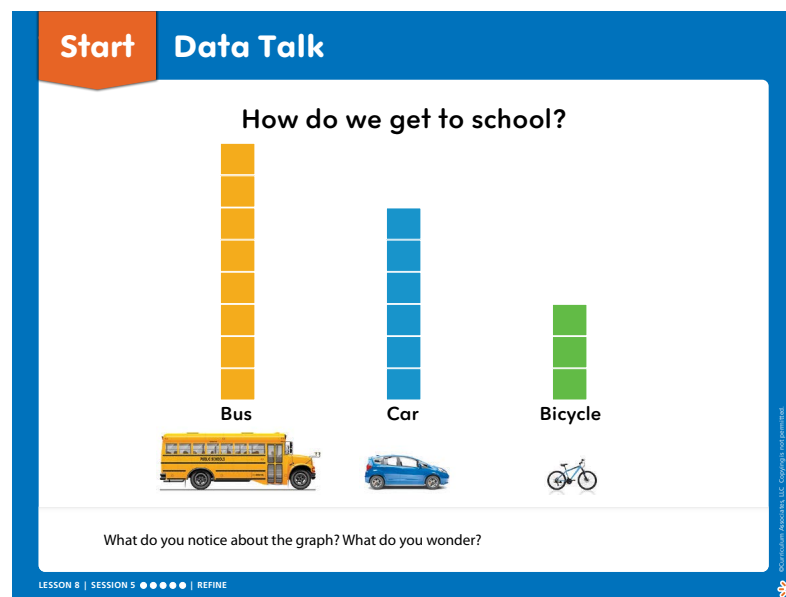
Show the slide.

**PREGUNTE:** ¿Qué notan acerca de la gráfica? ¿Qué se preguntan?

- Encourage children to take time to look at the graph and gather information.
- Have children turn and talk about what they notice and wonder about the data.

### Facilitate Whole Class Discussion

- Have children share what story they think the graph is telling and how they know.
- Ask children to share questions the graph made them wonder about and what information they would need to answer their questions.



**MOVE AND COUNT** Have children count forward and backward by 10s to 100. Then have them march in place as they count forward and backward from 27 to 41 and 53 to 72. Have them add a clap or hop for each multiple of 10.

## MATERIALS

Math Toolkit 

- Two-color counters
- 10-Frames workmat
- Number Bonds workmat

## Analyze It | SMP 2, 3, 5, 6

## What have you learned in this lesson?

- Ask children to recall new learning or activities from this lesson.
- Read the problem aloud: *Boom y Buzz trabajaron juntos para hallar 3 + 9. ¿Quién tiene razón? ¿Cómo lo sabes?*
- Tell children to use what they know to decide who is correct and to circle that character. Have them use numbers, words, or drawings to show their thinking.

## Facilitate Whole Class Discussion

Guide children to share how they decided who was right. Have them turn and talk to share ideas before discussion as a class.

**PREGUNTE** *¿Quién tenía razón? ¿Cómo lo saben?*

**RESPUESTAS DEBEN INCLUIR** ideas variadas de los niños.

Use **Deepen Understanding** during whole class discussion to promote discourse centered around SMP 5.

## Deepen Understanding | SMP 5

## Using Number Bonds as a Tool for Making 10

When strategies have been shared, discuss the number bond as a way to make 10. Using and describing a number bond shows that children can use one of the appropriate tools in this situation strategically.

**PREGUNTE** *¿Cómo deciden qué números colocar en los recuadros más pequeños de un enlace numérico?*

**RESPUESTAS DEBEN INCLUIR** descripciones de que los números son parejas para el otro sumando.

**PREGUNTE** *¿Funcionará cualquier pareja de dos números para formar 10?*

**RESPUESTAS DEBEN INCLUIR** percatarse de que uno de los números debe formar 10 con el primer sumando.

Prompt children to describe how adding on from 10 can be easier and how a number bond can be helpful to show this.


SESIÓN 5 ●●●●●
LECCIÓN 8

**REFINA**  
 Herramientas matemáticas  
 fichas  
 marcos de 10  
 enlaces numéricos

### Forma 10 para sumar

? Boom y Buzz trabajaron juntos para hallar  $3 + 9$ .  
 ¿Quién tiene razón? ¿Cómo lo sabes?


$$\begin{array}{c} 3 \\ + \\ 9 \\ \hline 7 \quad 2 \end{array}$$



**ANALÍZALO**

**Boom, el gato, tiene razón.**

**Las explicaciones variarán. Los niños pueden decir que Boom comenzó con 3, sumó 7 para formar 10 y luego sumó 2 más para formar 12.**

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Lección 8 Forma una decena para sumar 



# Centers, Differentiation, and Practice

## DIFFERENTIATION | Teacher-Led Small Group

### Check for Understanding

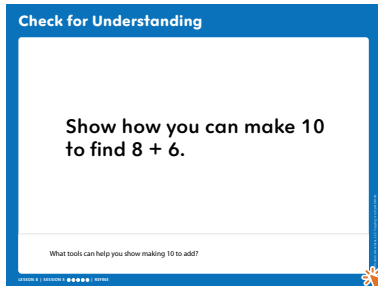
**Materials:** For each child, as needed: 20 counters

Have children show how to make 10 to find  $8 + 6$ .

**Solution:**  $8 + 2 = 10$ ;  $10 + 4 = 14$ ;  $8 + 6 = 14$

Children may draw counters in a 10-frame or use a number bond to add 8 and 2 to make 10. Then 10 and 4 is 14.

Differentiate in small groups to support needs identified during responses to **Check for Understanding**.



## CENTERS | Student-Led Practice

### Apply It Problems

LECCIÓN 8
SESIÓN 5 ●●●●●  
REFINA

APLÍCALO: PROBLEMAS

1  $5 + 8 = ?$

$$\begin{array}{c} \diagup \quad \diagdown \\ 5 \quad 3 \end{array}$$

$$5 + 5 = 10$$

$$10 + 3 = 13$$

$5 + 8 = 13$

2  $9 + 7 = ?$

$$\begin{array}{c} \diagup \quad \diagdown \\ 1 \quad 6 \end{array}$$

$$9 + 1 = 10$$

$$10 + 6 = 16$$

$9 + 7 = 16$

Se muestran respuestas de ejemplo.

3  $7 + 5 = ?$

$$\begin{array}{c} \diagup \quad \diagdown \\ 3 \quad 2 \end{array}$$

$$7 + 3 = 10$$

$$10 + 2 = 12$$

$7 + 5 = 12$

4  $4 + 8 = ?$

Encierra en un círculo.

10

12

14

202 Lección 8 Forma una decena para sumar
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These problems are an opportunity for guided or center-based practice. As children work, remind them to use strategies such as drawing counters and using number bonds. Make tools from the Math Toolkit available.

### Session Centers

**SESSION 2: Roll and Make 10 to Add**

**SESSION 3: Make 10 with Number Bonds**

### Centers Library


**SKILL REVIEW:** Shake and Spill

**FLUENCY:** Counting Collections

If children respond <b>8 + 2 is 10, so 8 + 6 is 16</b>	
<p><b>They may</b> not understand the need to decompose the second addend.</p>	<p><b>Support by</b> asking: <i>¿Dónde obtuvieron el 2?</i> Use counters to model the problem. Elicit that the 2 comes from the 6, leaving 4 more to add.</p>
If children respond <b>13 or 15</b>	
<p><b>They may</b> be counting on instead of making 10, making a mistake in counting.</p>	<p><b>Support by</b> having children demonstrate how they added. If they are counting on 6, explain that it can be easy to lose track when counting on more than 2 or 3. Encourage making 10.</p>
If children respond <b>any other teen number</b>	
<p><b>They may</b> have decomposed the addend incorrectly to make 10.</p>	<p><b>Support by</b> having children use counters to model "10 and some more" for 11, 12, 13, and 15. Then have them model <math>8 + 6</math>. <b>PREGUNTE:</b> <i>¿Cómo pueden mostrar esto como "10 y algunos más"?</i></p>

Recheck children's understanding with the following problem: Find  $9 + 7$  by making 10. [Add 9 and 1 to make 10.  $10 + 6 = 16$ , so  $9 + 7 = 16$ .]




**Digital Practice**  
Learning Games: Hungry Fish, Match  
 i-Ready Personalized Instruction

**INDEPENDENT PRACTICE**

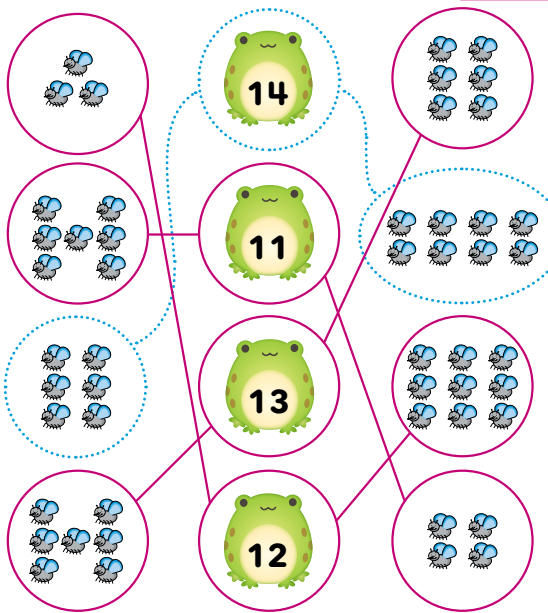
**Student Worktext**

NOMBRE: \_\_\_\_\_

SESIÓN 5 ●●●●● LECCIÓN 8  
PRACTICA 8


 Une. Cada rana se come dos grupos de moscas.





**Se muestran respuestas de ejemplo.**

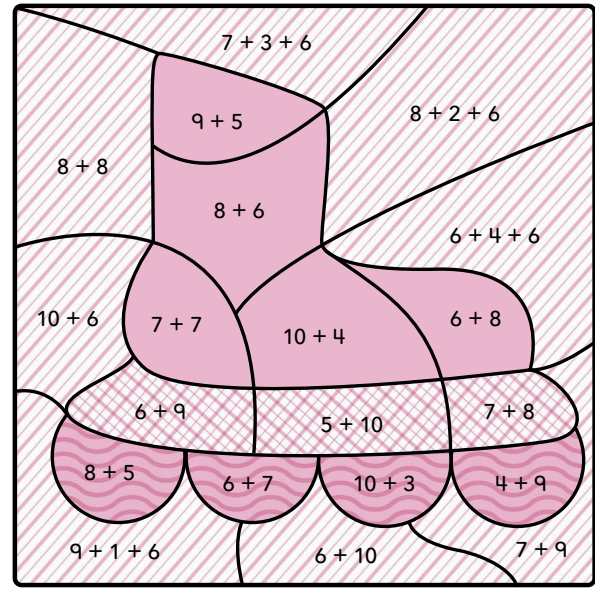


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LECCIÓN 8 SESIÓN 5 ●●●●● PRACTICA 8

 Colorea. Suma para hallar el dibujo oculto.

13:  14:  15:  16: 



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**CLOSE**

**MATH REFLECTION** ¿Qué ideas acerca de formar 10 para sumar podrían enseñarle a alguien más?

**SELF REFLECTION** Comenten sobre una vez en la que le describieron un problema a alguien más. Comenten sobre una vez en la que alguien más les describió un problema.

# Lesson Quiz

For a paper and pencil option, use the **Lesson Quiz** to evaluate children’s understanding of lesson content.

Problems on this quiz require children to be able to add two one-digit numbers by decomposing one addend, applying the strategy of making 10 to add numbers within 20. Children will also need to be familiar with number partners for 10 and teen numbers.

## Solutions

- 1 8 1 7 5 10 1 5; 8 1 7 5 15  
Children may draw 2 counters to complete the 10-frame and then draw 5 more counters outside the 10-frame.  
2 points; See scoring rubric. **DOK 2 | SMP 2**
- 2 9 1 5 5 10 1 4; 9 1 5 5 14  
Children decompose 5 into 1 4 using the number bond provided. Then they add 9 and 1 to make 10 and add on 4 to get 14.  
2 points; See scoring rubric. **DOK 2 | SMP 2**
- 3 8 1 8 5 16  
Some children may use a 10-frame or number bond to decompose 8 into 2 1 6 to make 10.  
2 points; See scoring rubric. **DOK 2 | SMP 2**
- 4 **13**; Some children may use a 10-frame or number bond to decompose 6 into 3 1 3 to make 10.  
**11** is not correct because 6 is decomposed into 3 1 3, not 3 1 1.  
**12** is not correct because 6 is decomposed into 3 1 3, not 3 1 2.  
1 point **DOK 2 | SMP 2**
- 5 7 1 4 5 11; 11 cups  
Some children may use a 10-frame or number bond to decompose 4 into 3 1 1 to make 10.  
2 points; See scoring rubric. **DOK 2 | SMP 1**

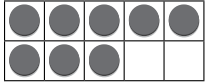
SHORT RESPONSE SCORING RUBRIC	
Points	Expectations
2	Response has the correct solution(s) and demonstrates thorough understanding of how to make 10 to add.
1	Response contains mostly correct solution(s) and shows partial understanding of how to make 10 to add.
0	Response shows no attempt at finding a solution and no effort to demonstrate an understanding of how to make 10 to add.

LESSON QUIZ

NAME: \_\_\_\_\_

LESSON 8

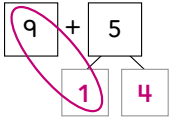
**Solve.**

1  $8 + 7 = ?$  (2 points) 

$8 + 7 = 10 + \underline{5}$

$8 + 7 = \underline{15}$

---

2  $9 + 5 = ?$  (2 points) 

$9 + 5 = 10 + \underline{4}$

$9 + 5 = \underline{14}$

---

3  $8 + 8 = ?$   
Show your work. (2 points)

**Possible work:**

$8 + 2 = 10$

$10 + 6 = 16$

$8 + 8 = \underline{16}$

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LESSON QUIZ

NAME: \_\_\_\_\_

LESSON 8

**Solve.**

4  $7 + 6 = ?$   
Circle. (1 point)

11

12

13

---

5 Amy has 7 red cups and 4 blue cups.  
How many cups in all? Show your work. (2 points)

**Possible work:**

$7 + 3 = 10$


$10 + 1 = 11$

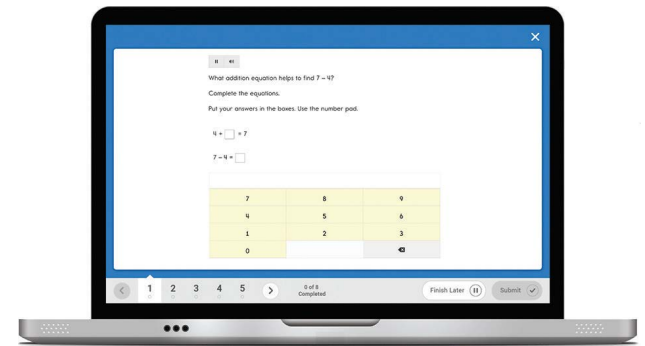
$7 + 4 = \underline{11}$

11 cups

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# Comprehension Check

For a digital option, assign the **Comprehension Check** online to assess children's understanding of this material. The Comprehension Check is automatically scored and recorded, and results can be accessed through  i-Ready Connect.



## DIFFERENTIATION | Post-Assessment

Use these resources from Teacher Toolbox to reteach, reinforce, and extend the concepts as needed after assessment.

### RETEACH Tools for Instruction

#### 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 frame (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 as  $1 + 9$ ,  $2 + 8$ , 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

- 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.”
- 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  $8 + 2 = 10$ . Point out that you can add the 8 and 2 first to “make a ten,” and then add the 1 to find the answer.
- 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.

Make a Ten to Add Within 20 | Page 1 of 3

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Tools for Instruction provide targeted teacher-led activities to support prerequisite or on-level skills.

- **Make a Ten to Add Within 20**

### REINFORCE Learning Activities

Center Activity 1.08 \*\*

#### Make Ten to Add

 Check Understanding  
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**

- Take turns. Pick a card.
- Make a cube train for each number. Use one color for the first number. Use another color for the second number.
- Move some cubes from one train to the other train to make 10.
- 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.

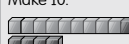
**Example**

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 ©Curriculum Associates, LLC. Copying is permitted for classroom use.

Learning Activities provide leveled small-group collaborative games to reinforce concepts and skills.

- **Make Ten to Add**

### EXTEND Enrichment Activities

Name \_\_\_\_\_

#### Enrichment Activity

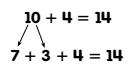
#### Can You Prove It?

**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

$$10 + 4 = 14$$


$$7 + 3 + 4 = 14$$

Grade 1 Lesson 12  1 ©Curriculum Associates, LLC. Copying is permitted for classroom use.

Enrichment Activities provide additional challenges through group collaborative activities.

- **Can You Prove It?**







## Unit 2 Review

The following pages show the Unit 2 Review, which provides opportunities for students to demonstrate understanding as they apply lesson skills and concepts to solve problems in a variety of formats.



# Addition and Subtraction Within 20

## Self Reflection

Have children review the skills on the **Self Reflection** page and work in pairs to respond to the prompts. Encourage children to revisit the work they did in each lesson in order to help develop growth mindset.

- Remind children that this is the same list of skills that they saw on the **Student Self Check** page at the beginning of the unit.
- Tell children that revisiting the list is an opportunity for them to reflect on their learning and progress during the unit.
- Read the list of skills aloud and then have children work in pairs to respond to the prompts. Encourage children to revisit the work they did in each lesson as they think about how to answer the prompts.
- Discuss children's responses to the prompts as a class if time permits. Tell children that they will build on these skills in later lessons during the year and/or in other grade levels.

UNIDAD 2  
REFLEXIÓN

**Piensa en lo que has aprendido.**

En esta unidad aprendiste a...	Lecciones
<input checked="" type="checkbox"/> Nombrar y escribir números del 11 al 19.	6
<input checked="" type="checkbox"/> Sumar tres números.	7
<input checked="" type="checkbox"/> Hallar totales mayores que 10.	8
<input checked="" type="checkbox"/> Formar una decena para sumar y restar.	8, 9
<input checked="" type="checkbox"/> Usar datos de dobles y dobles más 1.	10
<input checked="" type="checkbox"/> Usar vocabulario matemático para describir la suma y la resta hasta 20.	6-10

**Usa palabras, números y dibujos.**

✍ Escribe. 🎨 Dibuja.

1 La destreza más importante que aprendí fue...

porque...

---

2 Me gustaría aprender más acerca de cómo...

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Unidad 2 Suma y resta hasta 20

### Support Individual and Social Responsibility

The Self Reflection prompts in Close activities in this unit asked children to focus on the goal of **Managing Our Learning** and what helps them recognize feelings, show respect, and work together to resolve problems.

**PREGUNTE** *¿Por qué es importante saber cómo se siente alguien? ¿Por qué es importante decir cómo se sienten?*

**RESPUESTAS DEBEN INCLUIR** que los niños describan cómo se ven, suenan o se sienten las diferentes emociones. Los niños pueden decir que saber cómo se siente alguien los ayudará a comprender las palabras y acciones de esa persona.

**PREGUNTE** *¿Cómo el comprender un problema puede ayudarlos a resolverlo?*

**RESPUESTAS DEBEN INCLUIR** que los niños reconozcan que comprender lo que causa un problema los ayuda a encontrar la manera de resolverlo. Por ejemplo, es posible que deban llegar a un acuerdo o que deban pedir ayuda a un adulto.

# Review

## Problem Notes

- 1**  $10 + 5 = 15$ ;  $8 + 7 = 15$   
 Children may use a 10-frame to show  $8 + 2 = 10$  and then add on 5 more to find the sum.  
**DOK 2**
- 2**  $14 - 5 = 9$ ; Max has 9 stickers left.  
 Children may use a number path to show  $14 - 4 = 10$  and then  $10 - 1 = 9$ .  
**DOK 2**
- 3**  $4 + 7 + 3 = 14$ ; 14  
 Children may recognize that they can find  $7 + 3$  first to make 10 and then add on 4 to get 14.  
**DOK 2**
- 4** Children match cube models to equations that decompose teen numbers into a ten and some ones.  
 13 cubes matches  $13 = 10 + 3$ .  
 14 cubes matches  $14 = 10 + 4$ .  
**DOK 2**
- 5**  $6 + 6 + 1 = 13$ ;  $6 + 7 = 13$ ; 13 hats  
 Children write the missing addend and the total and then record the total in the spaces provided. Children may use counters or drawings to show  $6 + 6$  and then count 1 more.  
**DOK 2**
- 6**  $10 + 5 = 15$ ;  $9 + 6 = 15$   
 Children decompose 6 into  $1 + 5$  using the number bond provided. Then they find  $9 + 1$  to make 10 and add on 5 to get 15.  
**DOK 2**

UNIDAD 2  
REPASO DE LA UNIDAD

**Resuelve los problemas.**

**1** Halla  $8 + 7$ .



 $10 + \underline{5} = \underline{15}$   
 $8 + 7 = \underline{15}$ 


---

**2** Max tenía 14 calcomanías. Regaló 5. ¿Cuántas calcomanías le quedan? Muestra tu trabajo.

$14 - 4 = 10$   
 $10 - 1 = 9$   
 $14 - 5 = \underline{9}$

A Max le quedan 9 calcomanías.




---

**3** Halla  $4 + 7 + 3$ . Muestra tu trabajo.

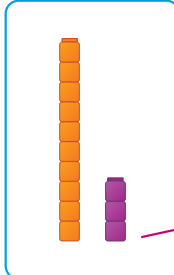
$7 + 3 = 10$     $10 + 4 = 14$   
14

Se muestran respuestas de ejemplo.

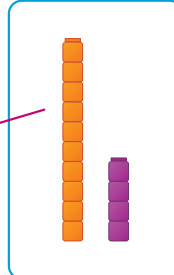
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UNIDAD 2  
REPASO DE LA UNIDAD

**4** Dibuja líneas para unir los cubos con la ecuación.



$15 = 10 + 5$   
 $14 = 10 + 4$   
 $13 = 10 + 3$



---

**5** Anna tiene 6 gorras azules. Tiene 7 gorras verdes. ¿Cuántas gorras tiene Anna en total?

$6 + 6 + \underline{1} = \underline{13}$   
 $6 + \underline{7} = \underline{13}$   
 Anna tiene 13 gorras.

**6** Halla  $9 + 6$ .

9	+	6	=	
		1	5	

$10 + \underline{5} = \underline{15}$   
 $9 + 6 = \underline{15}$

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# PROGRAM Resources

*i-Ready Classroom Matemáticas* provides a wealth of instructional resources to support teachers in effective implementation, including assessment tools and support for differentiated instruction. The Teacher Toolbox on the Teacher Digital Experience provides complete access to all grade-level resources.

<b>Student</b>	<b>Component</b>	<b>Print</b>	<b>Online</b>	<b>Spanish</b>
	Student Worktext	◆	◆	◆
	STEM Stories	◆	◆	◆
	Fluency and Skills Practice Book	◆	◆	◆
	Cumulative Practice	◆	◆	◆
	Develop Session Videos		◆	
	Interactive Learning Games		◆	◆
	Digital Math Tools		◆	
	Multilingual Glossary		◆	◆
	Bilingual Glossary	◆	◆	◆
<i>Family Resource Center</i>	Family Letters	◆	◆	◆
	Unit Flow & Progression Videos*		◆	

<b>Teacher</b>	<b>Component</b>	<b>Print</b>	<b>Online</b>	<b>Spanish</b>
<b>Instruction and Practice</b>				
	Teacher's Guide	◆	◆	◆
	Presentation Slides		◆	◆
	Interactive Tutorials		◆	◆
	Digital Math Tools		◆	
	Understanding Content across Grades		◆	
	Assignable Interactive Practice		◆	◆
	Fluency and Skills Practice**	◆	◆	◆
	Activity Sheets		◆	◆
	Unit Games		◆	◆
	Literacy Connections		◆	◆
	Discourse Cards	◆	◆	◆
	Cumulative Practice	◆	◆	◆
	Centers Library	◆	◆	◆
	Grade Level Games		◆	◆

# Teacher *(Cont'd.)*

Component	Print	Online	Spanish
<b>Assessment</b>			
Adaptive Diagnostic Assessment		◆	◆
Lesson Quizzes**	◆	◆	◆
Mid-Unit and Unit Assessments**	◆	◆	◆
Assessment Practice Tests	◆	◆	◆
Assignable Comprehension Checks		◆	◆
<b>Reports</b>			
Diagnostic Assessment Reports		◆	
Prerequisites Report		◆	
Comprehension Check Reports		◆	
Learning Games Reports		◆	
Interactive Practice Report		◆	
<b>Differentiated Instruction on the Teacher Toolbox</b>			
Tools for Instruction		◆	◆
Math Center Activities		◆	◆
Enrichment Activities		◆	◆
<b>Implementation</b>			
Pacing Guidance for the Year	◆	◆	
SMP Correlations	◆	◆	
WIDA PRIME V2 Correlation		◆	
Digital Resources Correlations		◆	
Connect Language Development to Mathematics	◆	◆	
Lesson Progressions	◆	◆	
Math Background	◆	◆	◆
Unit Flow & Progression Videos*		◆	
Pacing Video Series		◆	
Develop Session Videos		◆	
Lesson 0		◆	◆
Manipulatives List		◆	

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