

## Objective

- Understand the structure of a two-digit number within 20 as 10 and some more.

## Lesson Materials

- Straws or linking cubes, 20 per student
- Number Cards (BLM) 11 to 20 for each student
- Ten-frame Cards (BLM) 11 to 20
- Number Word Cards (BLM) 11 to 20, 1 set per student

## Think

Provide pairs of students between 11 and 20 straws or linking cubes and have them count them. Model counting 1, 2, 3, 4, etc.

Ask students if there is an easier way to count the items and allow them to share suggestions.

Examples:

- Count by 2s.
- Count by 5s.
- Group them up into bundles of 10.

Show students that it can be easy to group 10 and count from there. Have students make a 10 (either by linking their cubes or bundling the straws) and count on from the 10.

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In their sets of Number Cards (BLM) and Number Word Cards (BLM), have students find the number card and number word card that matches how many items they have.

Encourage students to think of their number as 10 and \_\_\_\_.











## Lesson 1 Numbers to 20

### Think


How many straws are there?




### Learn

 <b>11</b> eleven	 <b>12</b> twelve	 <b>13</b> thirteen	 <b>14</b> fourteen	 <b>15</b> fifteen
 <b>16</b> sixteen	 <b>17</b> seventeen	 <b>18</b> eighteen	 <b>19</b> nineteen	 <b>20</b> twenty

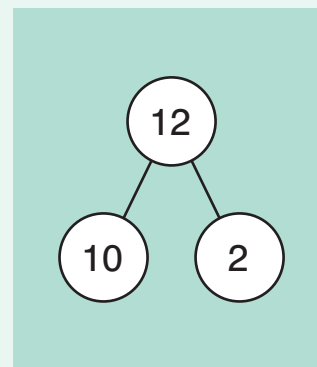
17 is 10 and 7.



2 tens make 20.



## Learn



Discuss Sofia and Dion's thoughts and number bonds.

Write additional number bonds on the board similar to those at the bottom of the page, with 10 as one of the parts.

- 11 is 10 and 1.
- 12 is 10 and 2.

## Do

- 1 Have students match Number Cards (BLM), Number Word Cards (BLM), and Ten-frame Cards (BLM) for numbers 11 to 20.

## Activities

### ▲ Magic Thumb

Using your thumb to point up or down, have students chorally count on and back within 20 by ones.

Example: “Let’s count by ones starting at 10, first number?” Class: “10.” Point thumb up (class responds, “11”), then point up again (class responds, “12”). Point down (class responds, “11”), and so on.

### ▲ Ten and More Face-off

**Materials:** 4 sets of Ten-frame Cards (BLM) 0 to 9, Ten-frame Card (BLM) for 10 for each player

Play in pairs or groups of three or four.

Each player receives a Ten-frame Card (BLM) for 10 and places it faceup in front of herself. This “10” card becomes one of the addends in each face-off.

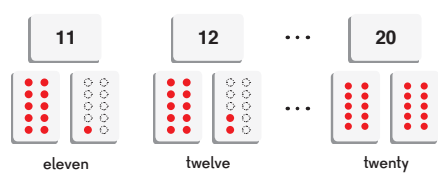


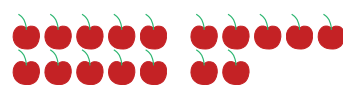
Deal out the remaining Ten-frame Cards (BLM) and have each student place their pile facedown in front of them. Each player turns over the top card from their pile and adds that card to the 10, saying the addition problem (for example, “10 plus 8 equals 18”).

The player with the greatest total wins all of the non-10 cards. All players retain their original “10” card for their next face-off.

The player with the most cards at the end wins.

## Exercise 1 • page 83

**Do**

- 1 Show the numbers from 11 to 20 with ten-frame cards, number cards, and number word cards.  
  
eleven      twelve      twenty
- 2 How many party hats are there?  
  
10 and 5 make 15.  
 $10 + 5 = 15$
- 3 How many lollipops are there?  
  
10 and 3 make 13.  
 $10 + 3 = 13$
- 4 How many cherries are there?  
  
17 is 10 and 7.  
 $17 = 10 + 7$

Exercise 1 • page 83

5-1 Numbers to 20 85

## Objective

- Make 10 with 2 one-digit numbers by making a 10 with the first addend.

## Lesson Materials

- Linking cubes, 10 each of 2 different colors per student
- Blank Double Ten-frames (BLM), 1 per student
- Peppers or classroom objects, 9 of one item and 4 of another

## Think

Pose the pepper problem from **Think**. Provide students with linking cubes and a Blank Double Ten-frame (BLM) to help them work through the problem. Have students share the method they used for solving the problem. Examples:

- I counted them all.
- I counted on from 9.
- I used the ten-frames.

## Learn

Have students begin by representing the yellow peppers on one ten-frame with one color of cubes, and the red peppers on the other ten-frame with the other color of cubes. Students should note that if they had one more pepper on their first ten-frame, that it would be a full ten-frame and easy to see that 10 and 3 make 13, the same as 9 and 4.

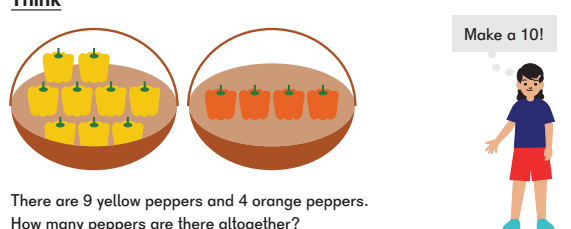
Help students realize that they are just moving the existing cubes between ten-frames to make a simpler problem, and that no cubes were added.

Provide additional examples by adding 9 and numbers less than 5. Follow with adding 8 and numbers less than 5.

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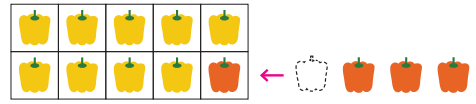
1
Lesson 1  
Add by Making 10 — Part 1

**Think**



There are 9 yellow peppers and 4 orange peppers. How many peppers are there altogether?

**Learn**



$9 + 4$   
 $\begin{array}{c} 1 \quad 3 \end{array}$   
 9 and 1 make 10.  
 10 and 3 make ?

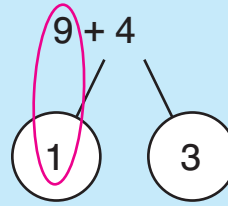
$9 + 4 = 13$

There are 13 peppers altogether.

102
6-1 Add by Making 10 — Part 1

Looking at the text, note how Alex is splitting the number 4 into 1 and 3.

Show the following number bond on the board, emphasize that the 9 and 1 are being combined to make a 10 by circling the numbers. Then adding the remaining part of 4, or 3.

$9 + 4$   


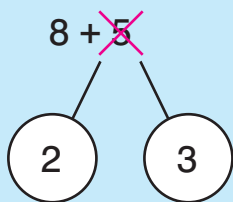
$9 + 4 = 10 + 3$

## Do

While working through the **Do** problems, reinforce the concept that 8 plus 3 is the same as 10 plus 1 because we can take 2 from the 3 and add them to the 8. Now there are 10 and 1 more.

- 1 — 3 Students should work these problems on whiteboards. Have them show each part on a ten-frame as needed.

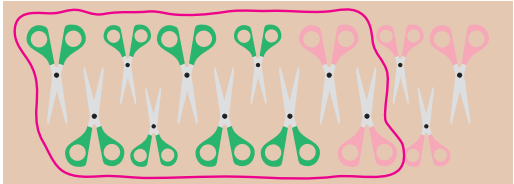
Students that struggle can cross off the number being split.




- 4 Problems are scaffolded to encourage students to use the strategy. The first equation in a row encourages students to determine how many make 10 so they know how to decompose the second addend in the next equation. For example, 9 and 1 make 10, so 9 and 8 make 10 and ?



**Do**

1 

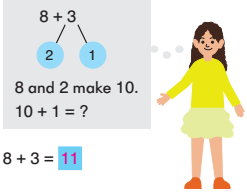
There are 8 green scissors and 5 pink scissors.  
How many scissors are there in all?



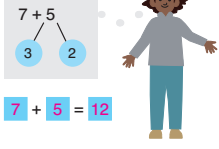
$8 + 5 = 13$

There are **13** scissors altogether.

2 Add 3 to 8.



3 Add 5 to 7.



4 (a)  $9 + 1 = 10$       $9 + 8 = 10 + 7$   
 (b)  $8 + 2 = 10$       $8 + 6 = 10 + 4$   
 (c)  $7 + 3 = 10$       $7 + 4 = 10 + 1$   
 (d)  $6 + 4 = 10$       $6 + 6 = 10 + 2$   
 (e)  $5 + 5 = 10$       $5 + 6 = 10 + 1$

5 (a)  $8 + 4 = 12$      (b)  $9 + 7 = 16$   
 (c)  $6 + 5 = 11$      (d)  $7 + 6 = 13$   
 (e)  $8 + 8 = 16$      (f)  $7 + 7 = 14$

## Objective

- Subtract a one-digit number from a two-digit number.

## Lesson Materials

- Linking cubes, 10 each of 2 different colors per student
- Blank Double Ten-frames (BLM)
- Counters
- 12 play fish or other classroom objects

## Think

Pose the **Think** problem and provide students with linking cubes and Blank Double Ten-frames (BLM). Have students share their strategies for solving the problem.

Ask students what is similar and what is different in this problem compared to the problem with the crackers in the prior lesson. Possible student answers:

- There are trout instead of crackers.
- I can take 7 from the 10.
- Before we took away only 8 or 9, now we're taking away 7.

## Learn

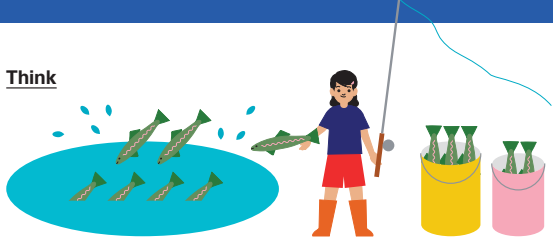
Have students make 10 with one color of cubes and 2 with the other color. Have them take the 7 from the 10. They can then add the 3 and 2 to get 5.

Looking at the text, note how Dion is splitting the number 12 to 10 and 2, and subtracting from the 10.

Provide additional examples subtracting 6 and 7 from wholes of 12 through 15. Have the students use the cubes if needed, and show the number bonds on their whiteboards.


2
Lesson 2  
Subtract from 10 — Part 2

**Think**




Sofia caught 12 trout.  
She puts 7 trout back.  
How many trout are left?

**Learn**



$$12 - 7$$

10	2
$10 - 7 = 3$	
3 and 2 make ?	



$12 - 7 = 5$

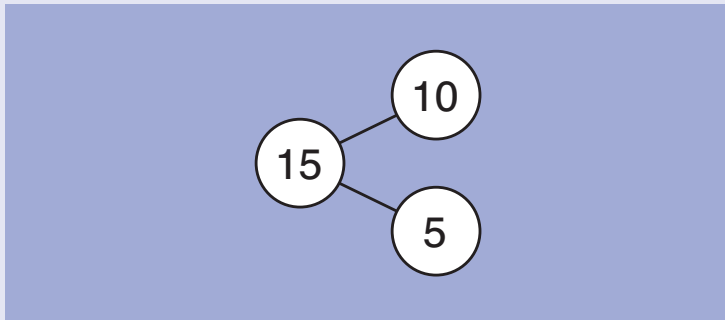
5 trout are left.

7-2 Subtract from 10 — Part 2
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## Do

Provide students with Blank Double Ten-frames (BLM) and counters if needed to solve the problems.

Students may orient their number bonds in any way that helps them remember to subtract from the 10.



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4 — 5 Have students discuss their thinking.

Using 4 (a) as an example, a student might respond, “10 – 7 is 3. 14 – 7 is the same as 10 – 7 plus 4. So 14 – 7 is 3 + 4.”

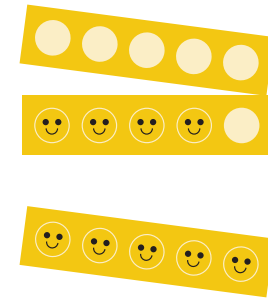


## Do

1 Sofia has 15 stickers. She uses 6 stickers. How many stickers are left?

$15 - 6 = 9$

There are **9** stickers left.



2 Subtract 6 from 12.

$12 - 6 = 6$

122

7-2 Subtract from 10 — Part 2

3 Subtract 5 from 11.

$11 - 5 = 6$

- 4 (a)  $10 - 7 = 3$      $14 - 7 = 3 + 4$      $14 - 7 = 7$   
 (b)  $10 - 5 = 5$      $12 - 5 = 5 + 2$      $12 - 5 = 7$   
 (c)  $10 - 6 = 4$      $13 - 6 = 4 + 3$      $13 - 6 = 7$   
 (d)  $10 - 4 = 6$      $11 - 4 = 6 + 1$      $11 - 4 = 7$
- 5 (a)  $11 - 6 = 5$     (b)  $14 - 5 = 9$   
 (c)  $16 - 7 = 9$     (d)  $12 - 3 = 9$   
 (e)  $13 - 5 = 8$     (f)  $11 - 7 = 4$

Exercise 2 • page 121

7-2 Subtract from 10 — Part 2

123

123

# Lesson 3 Subtract the Ones First

## Objective

- Subtract a one-digit number from a two-digit number.

## Lesson Materials

- Counters
- Blank Double Ten-frames (BLM)

## Think

Pose the **Think** problem and provide students with linking cubes and Blank Double Ten-frames (BLM). Have students share their strategies for solving the problem.

Ask students how they would solve the problem. Method 1 (shown on textbook page 125) is the method students have been working with in prior lessons.

Students could work with whiteboards to show how they would represent the numbers with number bonds. Students can use counters and ten-frames to represent the raspberries if needed.

Students should share and discuss their solutions.

## Learn

Have students discuss the solutions that Dion and Alex used and compare them to their own strategy for solving the **Think** problem..

Ask students, “Do you get the same result using either strategy?” Have them share if one method is easier for them than the other.

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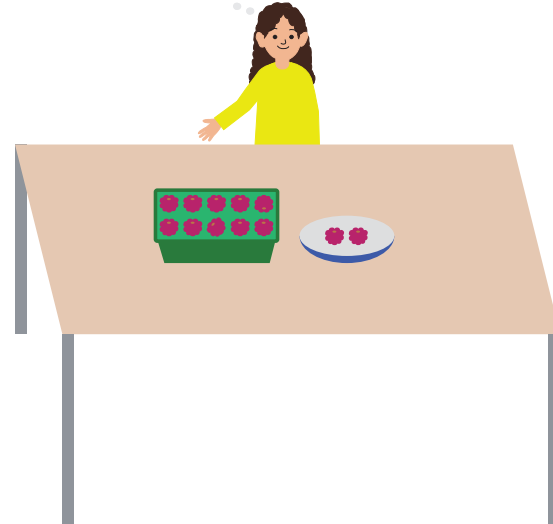
### Lesson 3 Subtract the Ones First

3

#### Think

Sofia has 12 raspberries.  
She eats 5 of them.  
How many raspberries are left?

Which ones will I eat first?

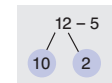
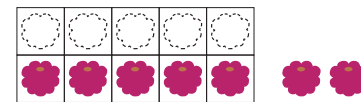


124

7-3 Subtract the Ones First

#### Learn

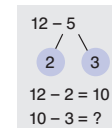
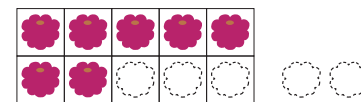
##### Method 1



$$12 - 5 = 7$$



##### Method 2



$$12 - 5 = 7$$

There are 7 raspberries left.



125

7-3 Subtract the Ones First

125

- 8 As Lisa has read all of pages 3 through 12, the subtraction equation  $12 - 3 = 9$  will not be sufficient to find the correct answer of 10 pages read.

Students could use counters or check this answer with pages from this book. It is possible they will see that the 12th page is included and solve this problem with  $13 - 3 = 10$ .

- 4 Put in order from least to greatest. 6 11 14 15 18

- (a) 15 6 18 11 14

- (b) nineteen twenty eight twelve two

- (c) two eight twelve nineteen twenty

- (c)  $15 - 6$   $16 - 6$   $9 + 6$   $15 + 2$   $19 - 6$

- $15 - 6$   $16 - 6$   $19 - 6$   $9 + 6$   $15 + 2$

- 5 (a)  $14 - 6 = 8$  (b)  $8 + 9 = 17$

- (c)  $7 + 4 = 11$  (d)  $15 - 8 = 7$

- (e)  $4 + 8 = 10 + 2$  (f)  $16 - 7 = 3 + 6$

- (g)  $14 - 5 = 10 - 1$  (h)  $13 - 8 = 10 - 5$

- (i)  $12 - 8 = 13 - 9$  (j)  $11 - 2 = 4 + 5$

- 6 What comes next?



- 7 Write an equation for each and find the answer.

- (a) Mari has 7 books.  
She buys 5 more books.  
How many books does she have now?  
 $7 + 5 = 12$



- (b) Salim wants to read 15 books.  
He has read 9 books so far.  
How many more books does he still need to read?  
 $15 - 9 = 6$

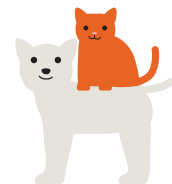
- (c) Tyler found 15 seashells.  
3 of them are broken.  
How many seashells are not broken?  
 $15 - 3 = 12$



- (d) Holly gave away 3 seashells.  
She now has 6 seashells.  
How many seashells did she have at first?  
 $3 + 6 = 9$



- (e) There are 14 dogs in an animal shelter.  
7 of the dogs are adopted.  
How many dogs are waiting to be adopted?  
 $14 - 7 = 7$



- (f) 4 cats were adopted in the morning.  
8 cats were adopted in the afternoon.  
How many cats were adopted that day?  
 $4 + 8 = 12$

- 8 Lisa read from the beginning of the 3rd page to the end of the 12th page in a book.  
How many pages did she read?

10 pages