

What Number of Objects Makes Ten?

Teacher Guide

Duration: 30–45 minutes

Standards for Mathematics

MA.1.3.D

Apply basic fact strategies to add and subtract within 20, including making 10 and decomposing a number leading to a 10.

Learning Outcomes

- Find the number of objects that make 10 when added to any number 1 through 9.
- Apply strategies to add within 10.

Key Vocabulary

- Add
- How far
- Pair

Materials

- Memory Make Ten Cards (1 set per student, pair, or small group)
- Memory Make Ten Cards – Large (1 set for the teacher)
- Sets of 10 counters (1 set per student, pair, or small group and 1 set for the teacher)

Activity Preparation

- No additional advance preparation needed.

TEACHER SAY: Today we are going to play Memory Make 10. I have my cards and 10 counters. This time we are going to play with the cards shuffled and placed face down. The face of the card is the part that has the numbers on it. We will turn the card over, so the game is more challenging.

TEACHER DO: Shuffle your set of Memory Make Ten Cards, then arrange them face down in a rectangle shape.

TEACHER SAY: My goal is still to turn over two cards that, when I put them together, or add them, make the number 10. The word add is the mathematical word for put together. Can you say the word add with me three times?

STUDENTS DO: Repeat three times: add.

TEACHER SAY: My first step is to turn over two cards.

TEACHER DO: Turn over two cards and keep them face up.

TEACHER SAY: I see that I have a _____ (name of number) card and a _____ (name of number) card. My second step is to ask myself: Are these cards a 10 pair? I can check by using my counters or using the ten frames.

TEACHER DO: Model how to do both. Use the counters and the ten frames.

TEACHER SAY: If my cards are a 10 pair, I will remove them and make a pile on the side. If they are not a 10 pair, I will turn them back over and try again.

TEACHER DO: Model how to play this game several rounds, using both counters and the ten frame.

TEACHER SAY: Now it is your turn to try. I will hand out your cards and counters.

TEACHER DO: Hand out card sets and counters to students.

TEACHER SAY: Take your stack of cards and lay them in front of you like mine. Remember to use your counters to help you count.

STUDENTS DO: Play the game.

TEACHER DO: Walk around and watch how the students play. Pay attention to who is using the counters and who is counting the empty squares.

TEACHER SAY: Wonderful job playing Memory Make 10 today! Please stack all of your cards into one pile and place them in the envelope.

TEACHER DO: Collect students' envelopes and counters. Display the teacher set of ten frame cards to the class. Do not have the cards in any particular order but have all numbers visible.

TEACHER SAY: Excellent work. Remember, a pair is two things that go together, like a pair of socks or a pair of earrings. A 10 pair is two numbers that go together to make the number 10.

TEACHER DO: Using your large set of cards, select one card that was face down and display it.

TEACHER SAY: *If I have _____ (number on card), what number would be its pair? What number goes with _____ (number on card) to make the number 10? Please raise your hand if you know. Remember, you can look at the ten frame on the bottom of my card to help you.*

STUDENTS DO: Raise their hands to name the card's pair.

TEACHER SAY: *Right. Now if instead I have _____ (number student just named), what number would be its pair? Please raise your hand if you know.*

TEACHER DO: Repeat this with several different cards. Reinforcing, for example, the fact that 3 is a pair with 7 and 7 is a pair with 3.

TEACHER SAY: *Wonderful work with 10 pairs.*

Memory Make Ten Cards (4 sets)

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