# Lesson Plan

## Counting up to 10 - Determine How Many More to 10

### Kindergarten (K) - Math

#### LEARNING TARGET

- Students will be able to use a ten frame model to find a number that makes ten when added to a given number.
- Students will be able to visually represent numbers in a ten frame.
- Students will be able to recognize numbers that make ten when added together.

#### LEARNING PROGRESSION

#### PREREQUISITE SKILL

No Prerequisite Skills

#### EXTENSION SKILL

No Extension Skills

#### DURATION

- Introduction (5 minutes)
- Instruction (15 minutes)
- Guided Practice (15 minutes)
- Independent Practice (15 minutes)
- Exit Card Formative Assessment (5 minutes)
- Closure (5 minutes)

#### MATERIALS

- Ten frames (one per student)
- Counters (at least 10 per student)
- Whiteboard and markers
- Number cards (0-10)

#### VOCABULARY

- Ten frame
- Counter
- Add
- Make ten

#### INTRODUCTION

1. Show students a ten frame and explain that it is a tool for counting and adding numbers up to ten.
2. Introduce the concept of finding a number that makes ten when added to a given number.

#### INSTRUCTION

1. Display a ten frame with a specific number of counters (e.g., 4 counters).
2. Ask students to determine how many more counters are needed to make ten.
3. Model the process of adding counters to the ten frame to make ten.
4. Repeat this process with different numbers, gradually increasing the difficulty.

## GUIDED PRACTICE

1. Divide the students into pairs and provide each pair with a ten frame, counters, and number cards.
2. Instruct students to take turns selecting a number card and representing that number on the ten frame with counters.
3. Have the partner determine how many more counters are needed to make ten and add the necessary counters to the ten frame.
4. Encourage students to help each other and discuss their findings.
5. Circulate around the room to provide support and guidance as needed.

## INDEPENDENT PRACTICE

1. Provide each student with a ten frame, counters, and number cards.
2. Instruct students to work independently to represent a number on the ten frame, determine how many more counters are needed to make ten, and add the necessary counters to the ten frame.
3. Monitor students' progress and provide support as needed.

## HOMEWORK

1. Provide students with a ten frame worksheet to practice finding numbers that make ten when added to a given number.
2. Encourage students to discuss their understanding with their parents and ask for help if needed.

## EXIT TICKET

1. Provide each student with a small whiteboard and marker.
2. Display a number on the board and ask students to write the number that makes ten when added to the displayed number.
3. Collect the whiteboards to assess students' understanding.

## SUMMATIVE

1. Formative assessments will be conducted during the lesson to monitor students' understanding of using ten frames to find numbers that make ten when added to a given number.
2. The exit ticket and progress monitoring assessments will be used to determine students' mastery of the concept.

## CLOSING

1. Review the concept of finding a number that makes ten when added to a given number using ten frames.
2. Ask students to share a strategy they used to find the missing number.
3. Remind students to practice their skills at home with the provided worksheet.

## TEACHING TIPS

- Use real-life examples to help students relate ten frames to everyday scenarios, such as sharing cookies or arranging items.
- Encourage students to use different strategies, such as counting on or using number bonds, to find the number that makes ten.
- Create a classroom anchor chart with examples of ten frame problems to reinforce the concept and provide a reference for students.

## MISCONCEPTIONS

- Students may think that the ten frame must always be filled completely, rather than understanding that it can represent numbers up to ten.
- Students may confuse the process of finding a number that makes ten with simple addition, not recognizing the specific goal of reaching ten.
- Students may not initially understand the spatial arrangement of the ten frame, placing counters haphazardly instead of filling one row before moving to the next.

## EXTENSION

1. Students can practice addition and subtraction within 20 using ten frames.
2. Students can create their own ten frame problems and share them with classmates for additional practice.
3. Students can use ten frames to explore patterns and relationships between numbers.

## INTERVENTION

1. For students who struggle with counting or number recognition, provide additional support through one-on-one instruction, manipulatives, or visual aids.
2. For students who have difficulty with fine motor skills, provide larger counters or adapted ten frames that are easier to manipulate.
3. For students who need extra support, pair them with a peer mentor or offer small group instruction to reinforce the concept of using ten frames to find numbers that make ten.

## COMMON CORE STANDARD

K.OA.A.4 - For any number from 1 to 9, find the number that makes 10 when added to the given number, e.g., by using objects or drawings, and record the answer with a drawing or equation.

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