



McKeesport Area School District
Flexible Instruction Days – Elementary Lesson Plan

GRADE / SUBJECT: 1 st Grade- Math Supplemental Learning Support- Adapted Lesson		LESSON TITLE: 3-3, Parts of 10		
<input type="checkbox"/> LESSON 1:	<input type="checkbox"/> LESSON 2:	<input type="checkbox"/> LESSON 3:	<input type="checkbox"/> LESSON 4:	<input checked="" type="checkbox"/> LESSON 5:
STANDARDS AND SEQUENCE: 1.OA.6: Add and subtract within 20, demonstrating fluency for addition and subtraction within 10. Use strategies such as counting on, making ten, decomposing a number leading to a ten, using the relationship between addition and subtraction, and creating equivalent but easier or known sums. In order for students to complete and understand this lesson, they must have an understanding that the number 10 can be broken into parts. Adult assistance may be needed in order to read and understand the problems. This lesson may be revisited by the teacher in class.				
INSTRUCTIONAL OUTCOMES: Students will: <ol style="list-style-type: none">1. Identify numbers 0-202. Show 10 as two parts in different ways				
STUDENT PARTICIPATION: Students will: <ol style="list-style-type: none">1. Identify and trace numbers 0-202. Complete 3-3 Daily Common Core Review WS3. Complete 3-3 learning mat4. Complete 3-3 Reteaching WS5. Complete 3-3 Practice WS6. Complete 3-3 Quick Check WS				
ACCOMMODATIONS: For struggling learners: <ol style="list-style-type: none">1. Complete the assignment with an adult2. Have an adult assist in reading directions and necessary portions of the assignments3. Use manipulatives to assist in showing 10: ex: coins, m&ms, cotton balls, pieces of cereal, etc. For advanced learners: <ol style="list-style-type: none">1. Students can complete the grade level assignment provided by the regular education teacher				
RESOURCES: <ol style="list-style-type: none">1. Numbers 0-20 worksheet2. Lesson 3-3 worksheets- Daily Common Core Review, learning mat, Reteaching, Practice, and Quick Check				
EVIDENCE OF LEARNING Students will: <ol style="list-style-type: none">1. Demonstrate an understanding of the numbers 0-20 by accurately identifying and tracing them2. Demonstrate an understanding of current and past material by accurately completing the Daily Common Core Review Worksheet3. Demonstrate an understanding of making 10 by accurately completing the worksheets				

0 1 2 3 4

5 6 7 8 9

0 1 2 3

4 5 6 7

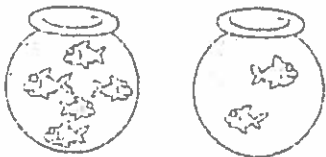
8 9 2 0

Name _____

1. 3 lions are sleeping.
2 more join them.
Which shows how many lions in all?

- (A) $1 + 2 = 3$
(B) $2 + 2 = 4$
(C) $3 + 1 = 4$
(D) $3 + 2 = 5$

2. Which number tells how many fish in all?



- (A) 8
(B) 7
(C) 3
(D) 2

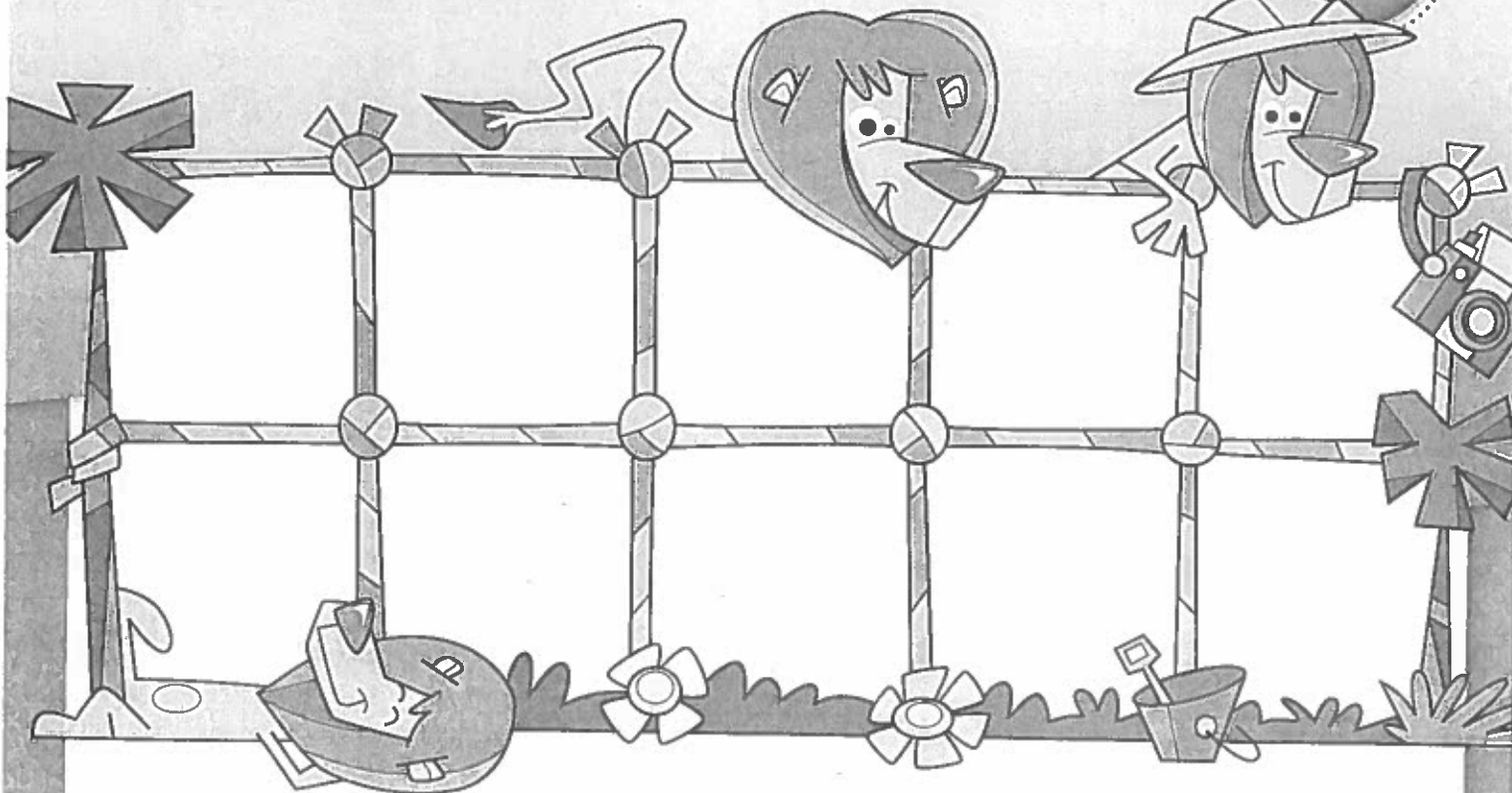
3. Write the missing numbers.

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

○	○	○	○	○
○	○	○	○	□

Name _____

Parts of 10



1. 10 is _____ and _____.

.....

2. 10 is _____ and _____.

.....

3. 10 is _____ and _____.

.....

4. 10 is _____ and _____.

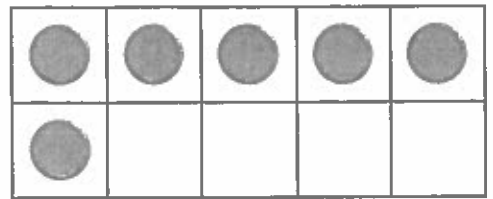
© 1.OA.6 Add and subtract within 20, demonstrating fluency for addition and subtraction within 10. Use strategies such as counting on; making ten (e.g., $8 + 6 = 8 + 2 + 4 = 10 + 4 = 14$); decomposing a number leading to a ten (e.g., $13 - 4 = 13 - 3 - 1 = 10 - 1 = 9$); using the relationship between addition and subtraction (e.g., knowing that $8 + 4 = 12$, one knows $12 - 8 = 4$); and creating equivalent but easier or known sums (e.g., adding $6 + 7$ by creating the known equivalent $6 + 6 + 1 = 12 + 1 = 13$).

Home Connection Your child showed 10 as two parts.
Home Activity To show 6 and 4 as parts of 10, hold up 6 fingers. Have your child tell how many fingers are up and how many fingers are down. Repeat with a different number.

You can use a ten-frame to show parts of 10.

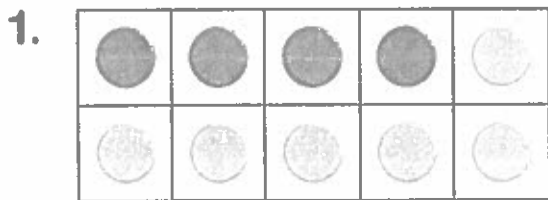


6 is one part.

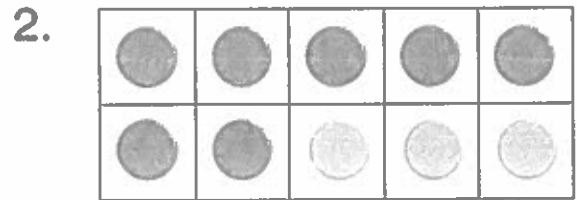


Guided Practice

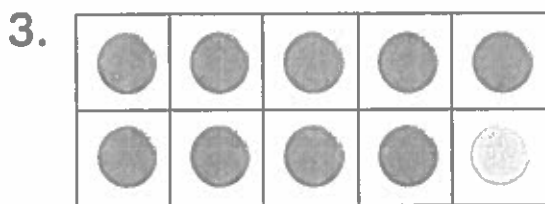
Write the numbers that show ways to make 10.



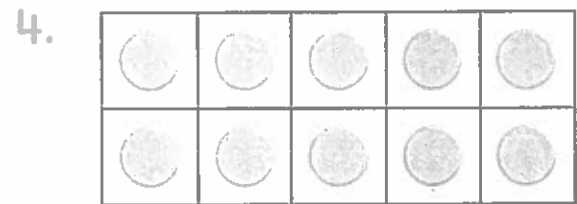
10 is 4 and 6.



10 is _____ and _____.

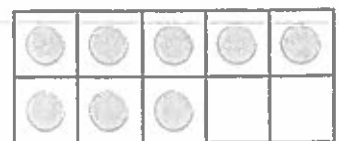


10 is _____ and _____.

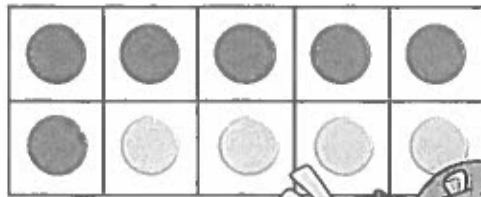


10 is _____ and _____.

Do you understand? How many more counters do you need to make 10? How do you know?



4 is the other part.



6 red and
4 yellow

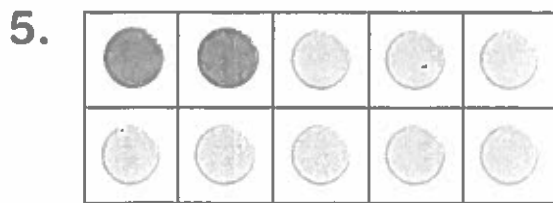


10 is the
whole.

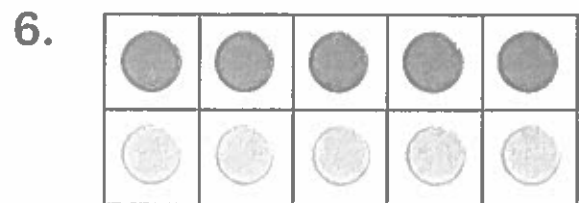
10 is 6 and 4.
↑ ↑ ↑
whole part part

Independent Practice

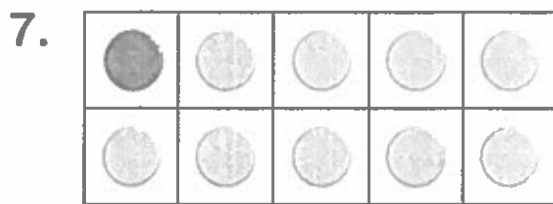
Write the numbers that show ways to make 10.



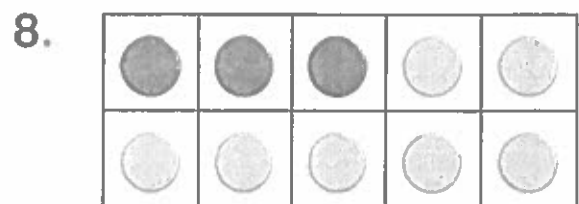
10 is _____ and _____.



10 is _____ and _____.



10 is _____ and _____.



10 is _____ and _____.

Spatial Thinking Use the ten-frame.

9. Gail has some green grapes. Will has the same number of red grapes. They have 10 grapes in all. Draw Gail's and Will's grapes.



Solve the problems below.

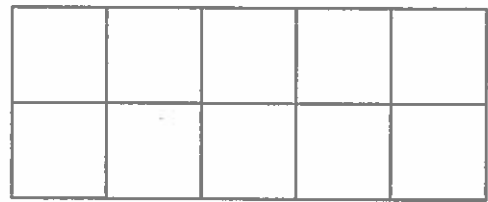
- 10.** Dan and Donna have 10 hats altogether.
 Dan has 7 hats.
 How many hats does Donna have?
 Use the ten-frame to solve.



10 is 7 and _____.

_____ hats

- 11.** Which numbers are parts of 10?
 Use the ten-frame to solve.



1 and 9

2 and 5

4 and 4


6 and 3

(A)

(B)

(C)

(D)

- 12.**  **Journal** Shane has 10 blue and green crayons. 6 crayons are green. The other crayons are blue. Draw Shane's crayons. Write numbers to match the picture.

10 is _____ and _____.

Name _____

Reteaching

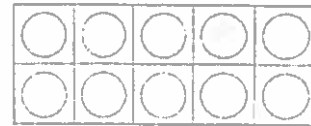
3-3

Parts of 10

Here are some different ways to make 10.



7 and 3



4 and 6

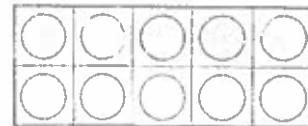
Write the numbers that show ways to make 10.

1.



6 and 4

2.



_____ and _____

3.



_____ and _____

4.



_____ and _____

5.



_____ and _____

6.



_____ and _____

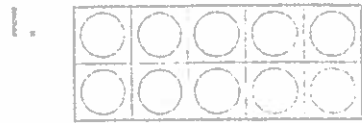
Name _____

Practice

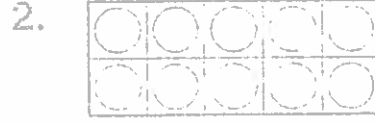
3-3

Parts of 10

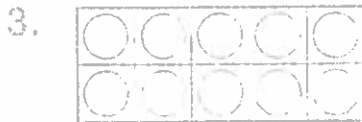
Write the numbers that show ways to make 10.



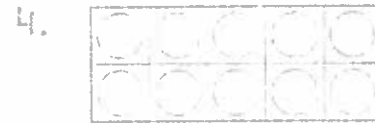
10 is 8 and 2.



10 is _____ and _____.



10 is _____ and _____.



10 is _____ and _____.



10 is _____ and _____.



10 is _____ and _____.

Number Sense

7. Which numbers are parts of 10?

- (A) 1 and 8
- (B) 4 and 5
- (C) 7 and 3
- (D) 9 and 2

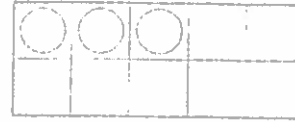


Name _____

Quick Check

3-3

1. 10 is 3 and _____.
Which is the missing number?



- (A) 5
(B) 6
(C) 7
(D) 8
2. Kim and Karl have 10 cups in all.
Kim has 2 cups.
How many cups does Karl have?

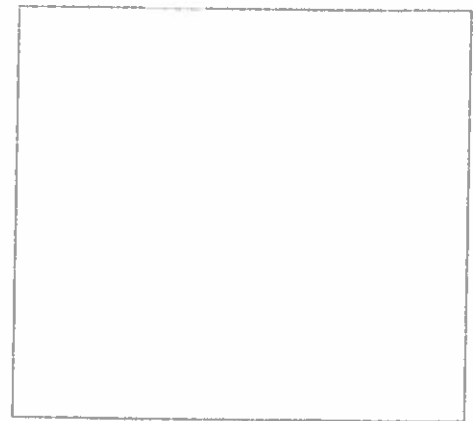


- (A) 10
(B) 9
(C) 8
(D) 2

3. Writing in Math

Draw a picture to solve.
Write the numbers.

Pedro has 10 beads.
Some beads are round
and some are square.
He has more than 3 square beads.



10 is _____ round beads and _____ square beads.