Unit 11 – Number Bonds to 10

	Objectives	Materials	TB: Textbook AB: Activity Book	Common Core State Standards
Lesson 11.1	Find the total in a set given the size of the subsets.	• Linking cubes • Basket per group • Red and green apples • BLM 11.1 Picture Cards	TB: pp. 35–36 AB: pp. 23–25	**K.MD.B.3** **K.CC.B.4** **K.CC.B.5** **K.OA.A.1** **K.OA.A.5**
Lesson 11.2	State the size of subsets and find the total in a set.	• Linking cubes • Green and yellow leaves • A dried leaf • Drawing paper • Color pencils	TB: pp. 37–38	**K.MD.B.3** **K.CC.B.4** **K.CC.B.5** **K.OA.A.1** **K.OA.A.5**
Lesson 11.3	Using number bonds to make 5.	• BLM 11.3 Lions • Linking cubes • Drawing paper • Color pencils	TB: pp. 39–40 AB: pp. 26–28	**K.MD.B.3** **K.CC.B.4** **K.CC.B.5** **K.OA.A.1** **K.OA.A.5**
Lesson 11.4	Using number bonds to make 6.	• Linking cubes	TB: pp. 41–42 AB: pp. 29–31	**K.MD.B.3** **K.CC.B.4** **K.CC.B.5** **K.OA.A.1** **K.OA.A.3** **K.OA.A.5**
Lesson 11.5	Using number bonds to make 7.	• BLM 11.5 Dolls • Linking cubes	TB: pp. 43–44	**K.MD.B.3** **K.CC.B.4** **K.CC.B.5** **K.OA.A.1** **K.OA.A.3** **K.OA.A.5**
Lesson 11.6	Using number bonds to make 8.	• Two mats • Eight beanbags • Linking cubes	TB: pp. 45–46 AB: p. 32	**K.CC.B.4** **K.CC.B.5** **K.OA.A.1** **K.OA.A.3**
Lesson 11.7	Using number bonds to make 9.	• BLM 11.7 a–b Circle Diagrams	TB: pp. 47–48 AB: pp. 33–34	**K.CC.B.4** **K.CC.B.5** **K.OA.A.1** **K.OA.A.3**
Review/ Assess	Finding the total in a set given the size of the subsets. Stating the size of each subset and finding the total in a set. Using cubes to form a number bond in order to find two numbers that add up to a given number.		TB: pp. 13–14	**K.MD.B.3** **K.CC.B.4** **K.CC.B.5** **K.OA.A.1** **K.OA.A.3** **K.OA.A.5**

Lesson 11.1

Objective
- Find the total in a set given the size of the subsets.

Common Core State Standards
K.MD.B.3 Classify objects into given categories; count the numbers of objects in each category and sort the categories by count.
K.CC.B.4 Understand the relationship between numbers and quantities; connect counting to cardinality.
a When counting objects, say the number names in the standard order, pairing each object with one and only one number name and each number name with one and only one object.
b Understand that the last number name said tells the number of objects counted. The number of objects is the same regardless of their arrangement or the order in which they were counted.
c Understand that each successive number name refers to a quantity that is one larger.
K.CC.B.5 Count to answer 'how many?' questions about as many as 20 things arranged in a line, a rectangular array, or a circle, or as many as 10 things in a scattered configuration; given a number from 1 to 20, count out that many objects.
K.OA.A.1 Represent addition and subtraction with objects, fingers, mental images, drawings, sounds (for example, claps), acting out situations, verbal explanations, expressions, or equations.
K.OA.A.5 Fluently add and subtract within 5.

Mathematical Practice
MP1 Make sense of problems and persevere in solving them.
MP5 Use appropriate tools strategically.

Materials
- Linking cubes
- Basket per group
- Red and green apples
- BLM 11.1 Picture Cards

Introduction	
Create small sets within the class fewer than ten when added based on different features for example, four standing up, six sitting down, buckle and lace shoes, girls and boys.	
Development	
<u>Let's Do It!</u> • Provide students with a basket per group. • Students work in pairs of groups, one group A and the other B. Group A collects four red apples and one green apple. Group B collects three red apples and two green apples. • Ask Group As, "How many red apples are there?" and "How many green apples are there?" Have them count aloud. • Finally, ask, "How many apples are there altogether?" Have them count aloud. • Repeat the questions for Group Bs in the class.	

Further Development	Textbook, p. 35
Using the Textbook • Direct students' attention to the ducks in the picture on Textbook, p. 35. Ask them, "How many ducks are there in the water?" Have them count aloud. • Then, ask, "How many ducks are not in the water?" Have them count aloud. • Finally, ask, "How many ducks are there altogether?" • Do the same with dogs and birds.	 Unit 11: Number Bonds to 10 Lesson **11.1** Count and talk. 35 thirty-five

Consolidation

Let's Do It! • Put up BLM 11.1 Picture Cards showing two ducks in the water and two ducks that are not in the water. • Provide five linking cubes for each student. • Have them show you the number of cubes that correspond to the number of ducks in the water. Do the same for the number of ducks that are not in the water. • Ask them to count the total number of cubes. • Lead them in saying, "2 and 2 make 4." • Do the same for the dogs and the birds using BLM 11.1 Picture Cards.	

Further Consolidation	Textbook, p. 36
Using the Textbook • Have students look at the first task in Textbook, p. 36. • Ask, "How many ducks are there in the water?" Guide them to see how the red cubes represent the ducks in the water. • Ask, "How many ducks are not in the water?" Guide them to see how the blue cubes represent the ducks not in the water. • Ask, "How many ducks are there altogether?" Lead them in saying, "2 and 2 make 4." • Do the same for the next two tasks.	 Count. Write the numbers. I and I make 2 and 2 make I and 2 make 3 and 2 make 36 thirty-six

Conclusion

On a big sheet of drawing paper, have students draw the key structural features in a farm, that is, a shed, pond, haystack, water. Then, ask students what animals there should be in the farm, and how many they would like to see. Select students to draw the animals in the picture, preferably in two groups. For example, draw two pigs rolling in the mud and three pigs	

drinking water. Guide the class in saying, "There are 2 pigs rolling in the mud. There are 3 pigs drinking water. 2 and 3 make 5. There are 5 pigs altogether." Do the same for other animals until the farm picture is complete. Then, have the class sing *Old MacDonald Had a Farm* together.

Practice	**Activity Book, pp. 23–25**
Have students count the bags of wool/grass patches and write the numerals. Have them read the equation aloud as they complete each task, for example, "2 and 1 make 3." and "3 is 2 and 1."	

BLM 11.1   Picture Cards