

# Lesson 14: Towers of 10

## Standards Alignments

Addressing K.CC.A.3, K.OA.A.4

Building Towards K.OA.A.3

## Teacher-facing Learning Goals

- Find the number that makes 10 when added to a given number.

## Student-facing Learning Goals

- Let's figure out how many cubes are hidden.

## Lesson Purpose

The purpose of this lesson is for students to practice finding the number that makes 10 when added to a given number.

In previous lessons, students composed and decomposed 10 in multiple ways and found the number that makes 10 when added to a given number. In this lesson, students determine how many cubes are hidden when a tower of 10 connecting cubes is broken into 2 parts and only 1 part is visible. Determining how many more are needed to make 10 is more challenging with connecting cubes than with a 10-frame or fingers because students cannot use the structure of the 10-frame or fingers and simply count the empty squares or the fingers that are down. The goal of the lesson synthesis is for students to reflect on the different tools they have used to compose and decompose 10.

This lesson has a Student Section Summary.

## Access for:

### Students with Disabilities

- Action and Expression (Activity 2)

### English Learners

- MLR8 (Activity 2)

## Instructional Routines

What Do You Know About \_\_\_\_? (Warm-up)

## Materials to Gather

- 10-frames: Activity 1, Activity 2
- Connecting cubes: Activity 1, Activity 2
- Materials from previous centers: Activity 3

## Materials to Copy

- What's Behind My Back Stage 2 Recording Sheet Kindergarten (groups of 1): Activity 1

- Two-color counters: Activity 1, Activity 2

### Lesson Timeline

Warm-up	10 min
Activity 1	15 min
Activity 2	10 min
Activity 3	20 min
Lesson Synthesis	5 min

### Teacher Reflection Question

As you finish up this unit, reflect on the norms and activities that have supported each student in learning math. List ways you have seen each student grow as a young mathematician throughout this work. List ways you have seen yourself grow as a teacher. What will you continue to do and what will you improve on in the next unit?

---

## Cool-down (to be completed at the end of the lesson)

 0 min

Unit 5, Section C Checkpoint

### Standards Alignments

Addressing K.OA.A.4

### Student-facing Task Statement

Lesson observations

### Student Responses

- Given a number, use the structure of 10-frames or fingers to determine how many more are needed to make 10.
- Given a number, use connecting cubes to determine how many more are needed to make 10.
- Given a number, know how many more are needed to make 10.