

# Lesson 11: Equations that Show 10

## Standards Alignments

Addressing K.OA.A.1, K.OA.A.4

Building Towards K.OA.A.2, K.OA.A.3

## Teacher-facing Learning Goals

- Match equations to compositions and decompositions of 10

## Student-facing Learning Goals

- Let's match equations to 10-frames and fingers.

## Lesson Purpose

The purpose of this lesson is for students to connect equations with compositions and decompositions of 10 on 10-frames and fingers.

In previous lessons, students saw equations as one way to represent the answer to a story problem. In this lesson, students make sense of equations in relation to 10-frames and fingers. Students work with many different compositions and decompositions of 10, which will be useful in future lessons when students find the number that makes 10 when added to a given number.

When students match different representations of addition (equations, 10-frames, and fingers) they reason abstractly and quantitatively (MP2).

## Access for:

### Students with Disabilities

- Representation (Activity 2)

### English Learners

- MLR8 (Activity 1)

## Instructional Routines

Notice and Wonder (Warm-up)

## Materials to Gather

- Crayons: Activity 2
- Materials from previous centers: Activity 3

## Lesson Timeline

Warm-up	10 min
Activity 1	10 min
Activity 2	10 min
Activity 3	25 min
Lesson Synthesis	5 min

## Teacher Reflection Question

What makes someone good at math? In what ways are you making assumptions about which of your students are good at math?

## 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

- Recognize that a full 10-frame contains 10 counters and that 2 hands have 10 fingers.
- Relate equations to compositions and decompositions of 10.