

Guided Math

Addition to 10 and Subtraction from 10

addition facts | subtraction facts | missing addends



1st Grade

20 days worth of lesson plans
Made By: Saddle Up for 2nd Grade

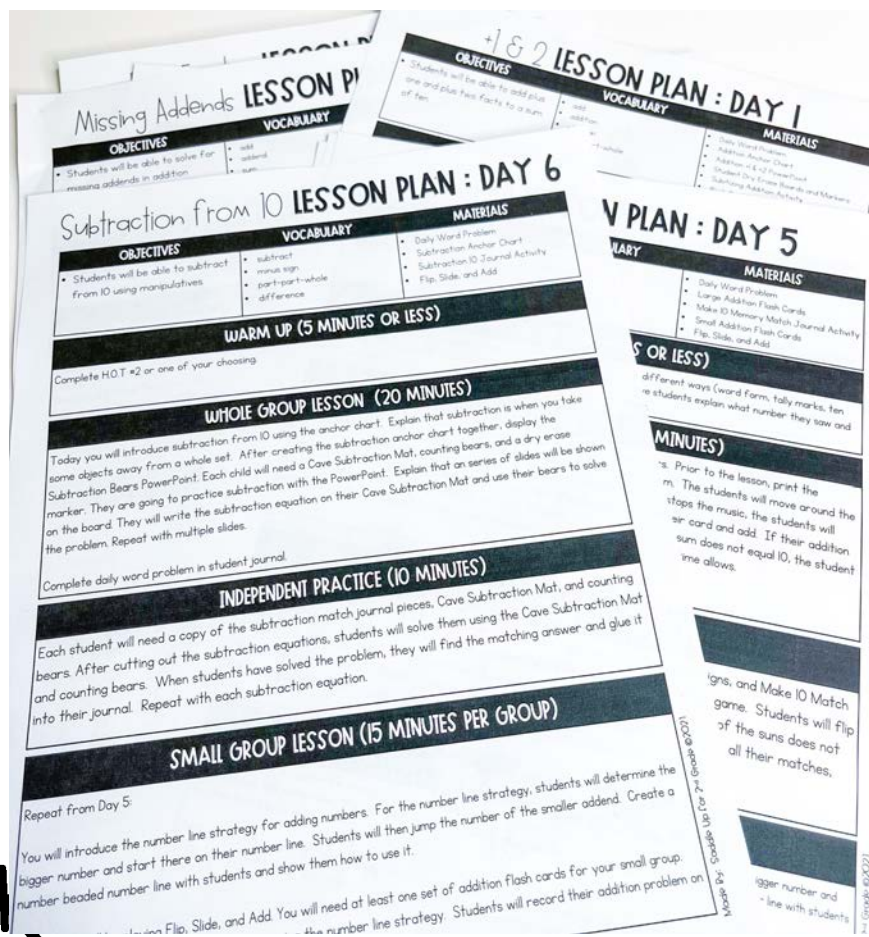
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Lesson Plans

These lesson plans were designed to use this unit for 20 days. They cover addition to 10, subtraction from 10, fact families, adding 3 numbers to 10, and missing addends to 10. They are to be used as a guide when planning instruction. Depending on your curriculum pacing guide, you may have more or less days to teach this concept.

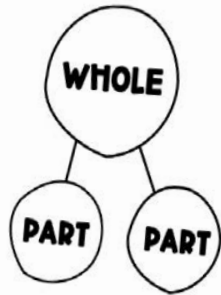
Each day includes a warm up activity (5 minutes), whole group lesson (10-20 minutes), independent practice activity (10 minutes) and a small group activity (15 minutes). Times can be adjusted based on your schedule. You can read more about how to set up your math block on my blog. (See Getting Started with Guided Math Page).



These lesson plans are filled with hands on engagement and interactive notebook activities. Games and task cards are also included and can be used all year long. You will not find lots of worksheets in this unit.

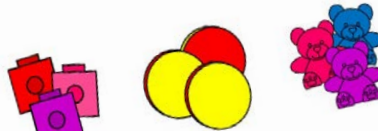
Vocabulary Posters

NUMBER BONDS



USE MANIPULATIVES

You can use manipulatives to help you add or subtract.

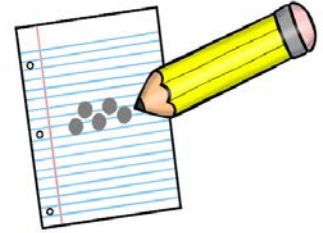


You can use cubes, counters, bears, or anything you can find.

$$3 + 4 = \quad 5 - 3 =$$

DRAW A PICTURE

You can draw a picture to help you add or subtract.



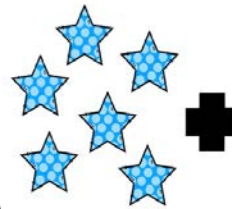
$$2 + 1 = \quad 6 - 2 =$$



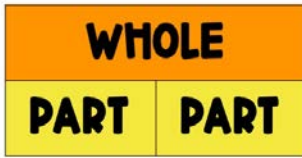
ADDING ZERO

When one addend is 0, the other addend is the sum.

$$6 + 0 =$$



PART PART WHOLE



Addition

Subtraction

When the whole is missing, add the two parts together.

When a part is missing, subtract the other part from the whole.

MISSING ADDEND

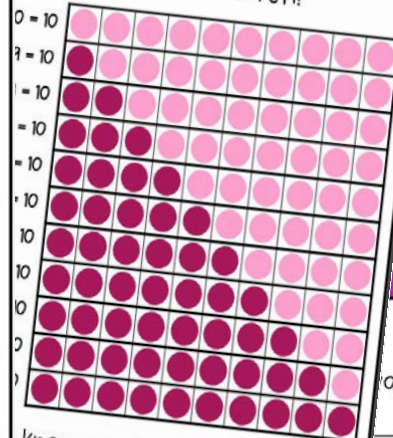
$$5 + \quad = 8$$

When one addend is unknown, you can find it by subtracting.

$$8 - 5 =$$

WAYS TO MAKE 10

Be a fact master by knowing your facts to ten!



know my facts to ten!

$$5 + 5 = 8$$

$$2 + 1 = 3$$

$$1 + 2 = 3$$

COUNTING ON

{using a number line}

STEP 1 Find the bigger number on your number line.

$$5 + 4 = ?$$

STEP 2 Count on by jumping the amount of the smaller number.

$$5 + 4 = ?$$

STEP 3 The number you land on will be your sum. Be sure to check your work!

$$5 + 4 = 9$$

COUNTING BACK

{using a number line}

Find the first number on your number line.

$$5 - 2 = ?$$

Count back by the second number.

$$5 - 2 = ?$$

The number you land on will be your difference. Be sure to check your work!

$$5 - 2 = 3$$

BASIC FACTS

Keep the order of the sum stays the same!



$$3 + 2$$



$$2 + 3$$

See, it's still 5 shapes!

$$= 5$$

$$2 + 1 = 3$$

$$1 + 2 = 3$$

pre-Tests

These pre-tests are absolutely optional. You will not see them included in the lesson plans. They are to be given prior to starting your next unit. Explain to your students that it is OK for them to not know the answers or how to do something. Here are some benefits for using pre-tests in your class.

- What do your students already know?
- What do you need to spend most of your time focusing on when teaching and what can you briefly review and move on?

Mark your students results on the data graphing sheet. If they already understand a concept, place an x or checkmark in the boxes.

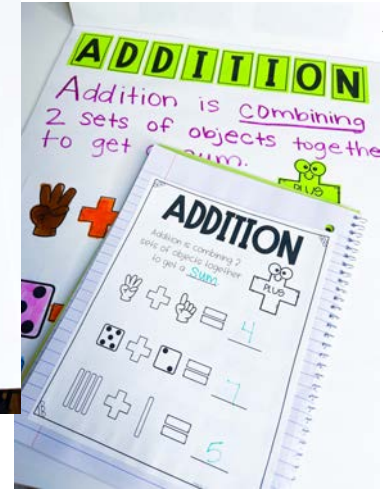
- Use this data to form your small groups.
- Use this data to plan your differentiated small group lessons.

There is also a post-assessment data sheet included after the assessment at the end of the unit.

Day 1

Whole Group

Introduce addition to 10 with an anchor chart. Practice adding 1 and 2 with the Addition to 10 PowerPoint and dry erase board activity.



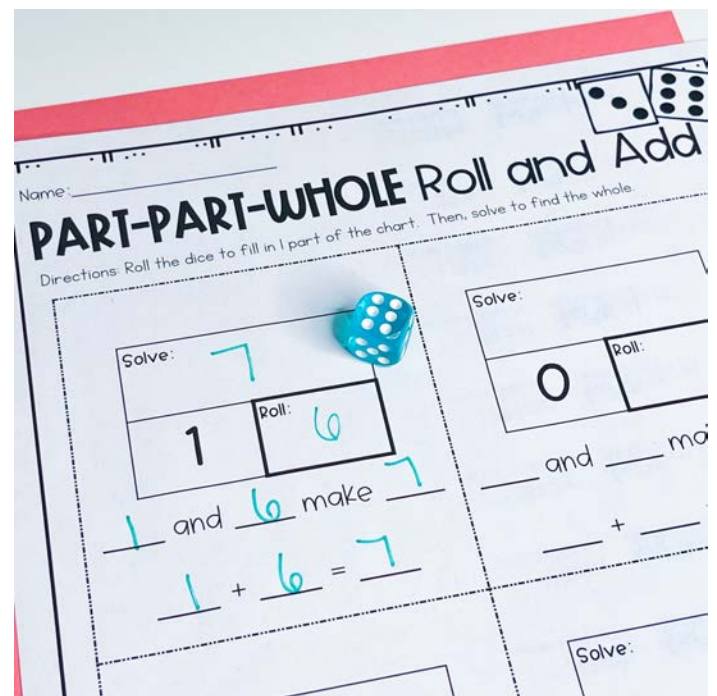
Independent Practice

Students will practice addition to 10 with the Subitizing Addition journal activity.



Small Group

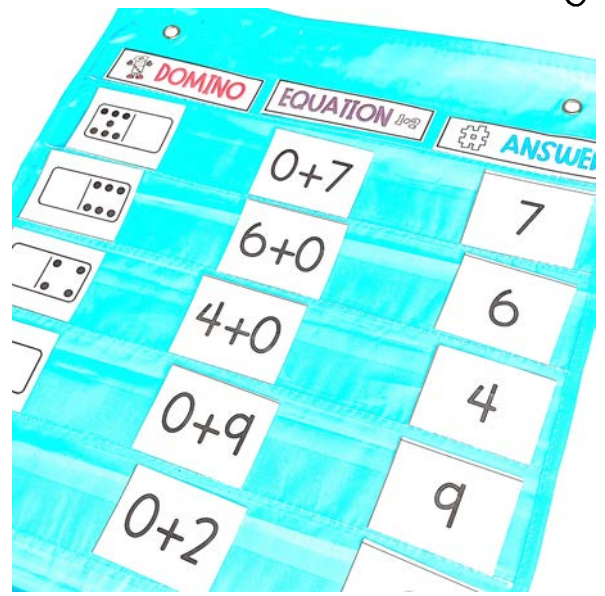
Students will practice addition to 10 with a Part-Part-Whole Roll and Add activity.



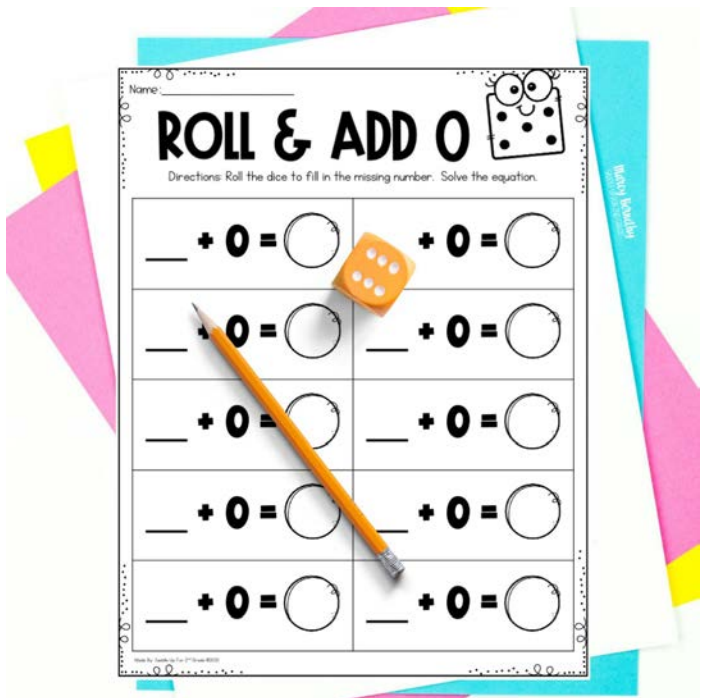
Day 2

Whole Group

Introduce adding +0 facts with a domino pocket chart sort.



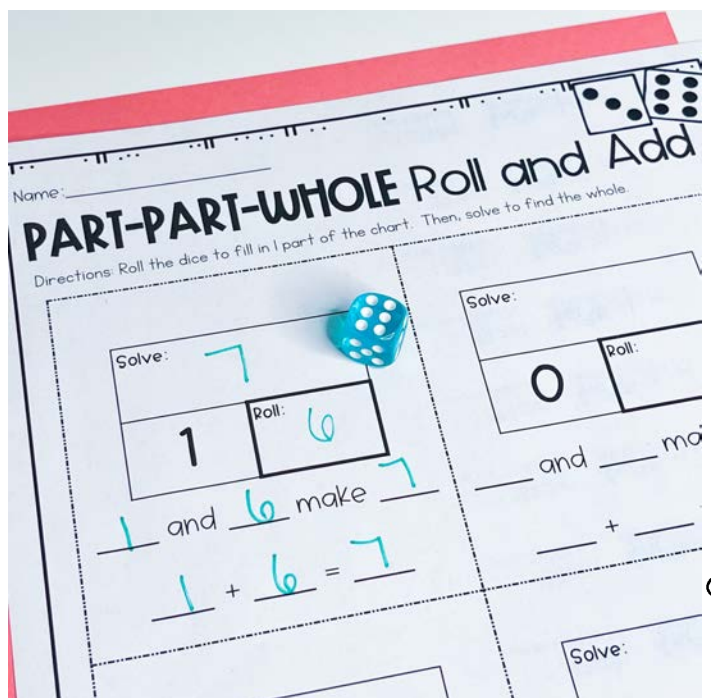
Independent Practice



Students will practice addition to 10 with a Roll & Add 0 activity.

Small Group

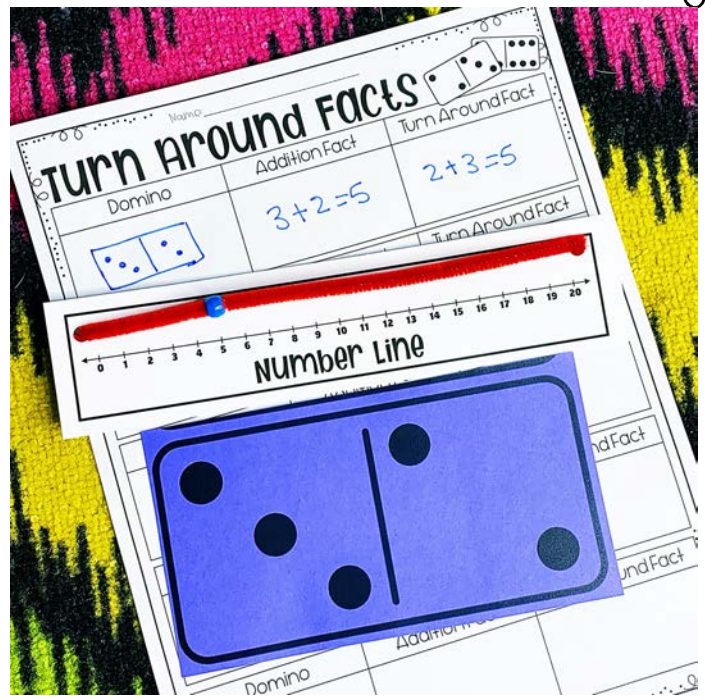
Students will practice addition to 10 with a Part-Part-Whole Roll and Add activity.



Day 3

Whole Group

Introduce Turn Around Facts with dominoes. (Photo example from 2nd grade unit but the activity is the same and the number line goes to 10).



Independent Practice



Students will practice addition Turn Around Facts with Spin & Add.

Small Group

Students will practice addition to 10 using a ten frame mat to play Shake, Rattle, and Add.



Day 4

Whole Group

Introduce the Make 10 strategy with linking cubes and an anchor chart.



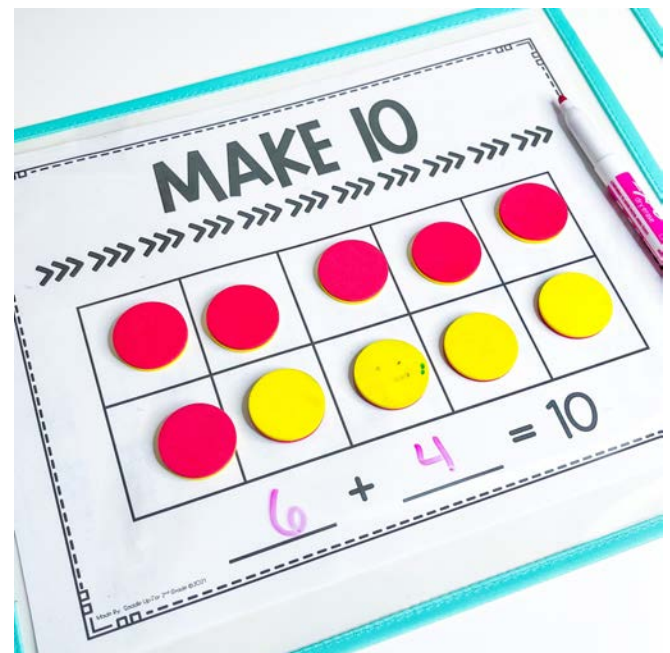
Independent Practice



Students will practice making 10 with the Make 10 Rainbow Journal Activity.

Small Group

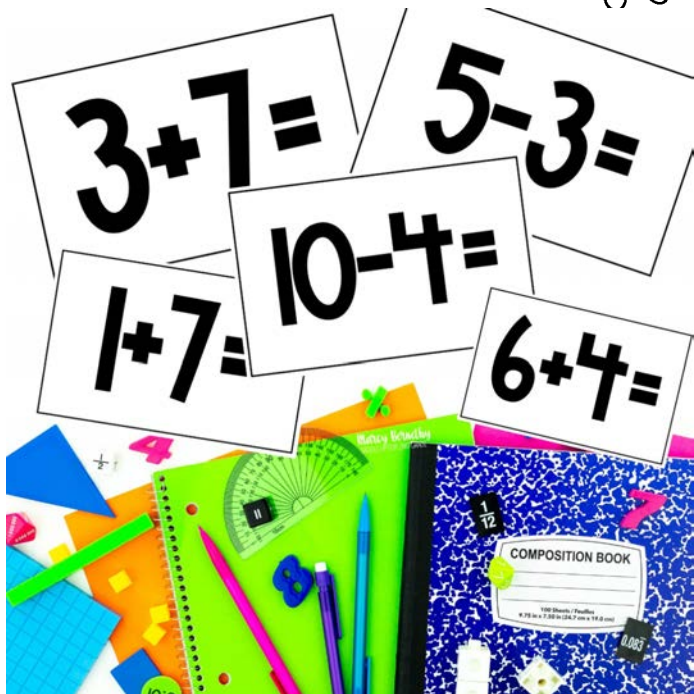
Students will practice addition to 10 using a ten frame mat to play Shake, Rattle, and Add.



Day 5

Whole Group

Practice the Make 10 strategy by playing Make 10 Musical Spots.



Independent Practice



Students will practice making 10 with a Make 10 Memory Match.

Small Group

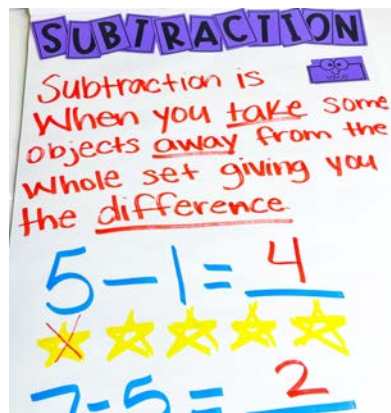
Students will practice addition to 10 with Flip, Slide, and Add.



Day 6

Whole Group

Introduce Subtraction From 10 with an anchor chart. Practice subtracting with the Subtraction Bears PowerPoint and Cave Mat Activity.



Independent Practice

Students will practice subtraction from 10 using their bears and cave mat with a Subtraction Journal Match.

Equation	Answer
$7 - 4 =$	
$10 - 5 =$	3
$3 - 1 =$	5
$5 - 1 =$	2
	4



Small Group

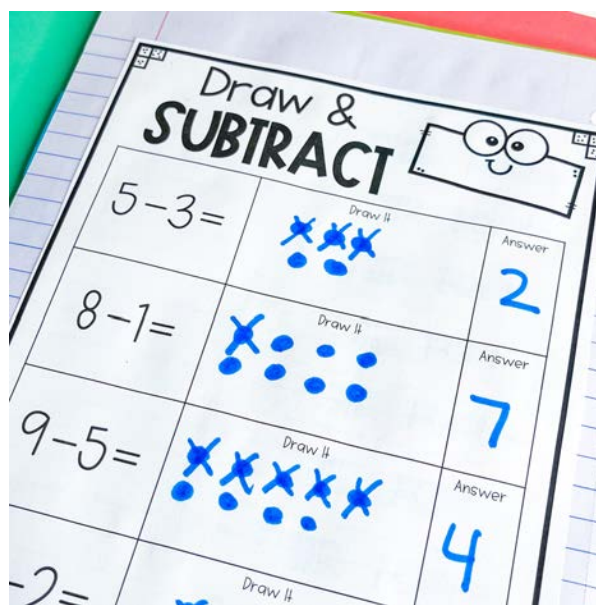
Students will practice addition to 10 with Flip, Slide, and Add.



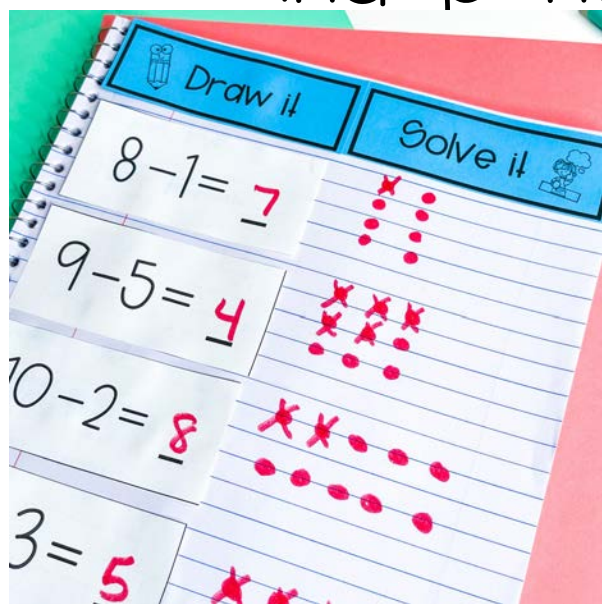
Day 7

Whole Group

Review subtraction and introduce the Drawing a Picture subtraction strategy.



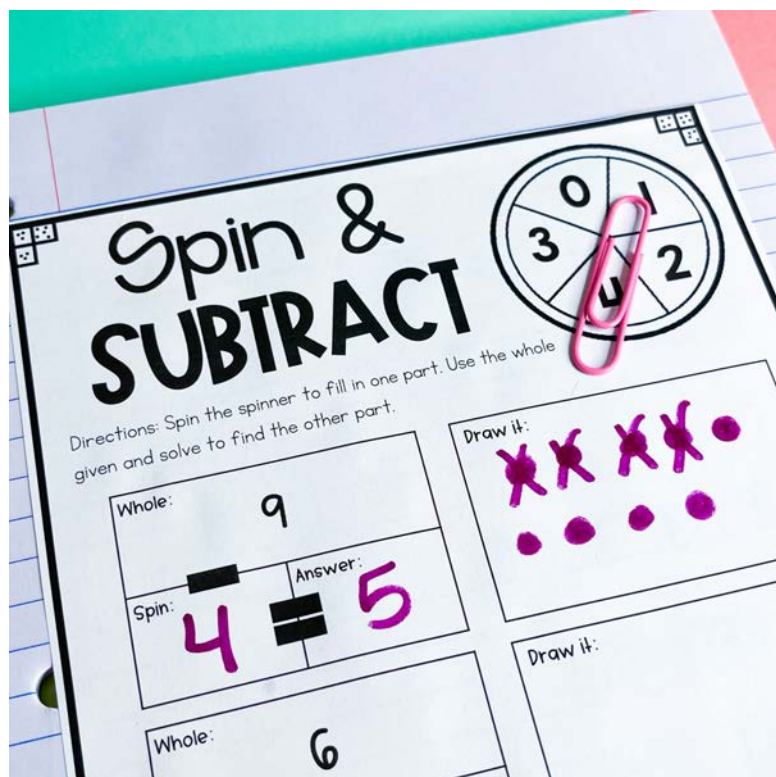
Independent Practice



Students will practice drawing out subtraction problems using the Draw It and Solve It Journal Activity.

Small Group

Students will practice subtraction from 10 with a spinner game.



Day 8

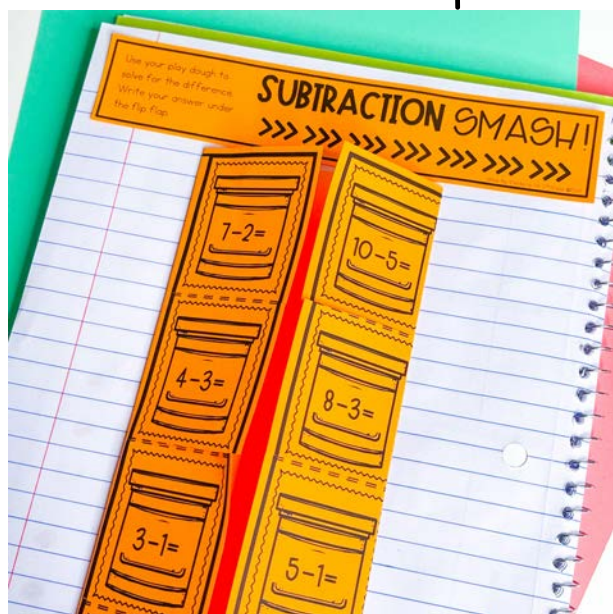
Whole Group

Using playdough, student will build subtraction problems on a ten frame and solve for the difference. (photo example is from my 2nd grade unit but it's the same activity)



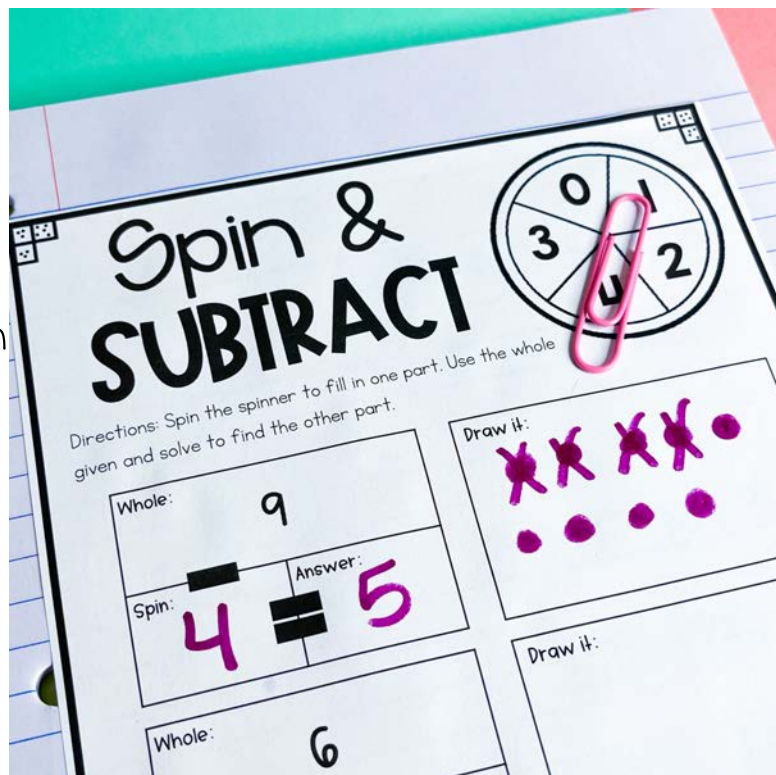
Independent Practice

Students will continue building subtraction problems on a ten frame and solving for the difference.



Small Group

Students will practice subtraction from 10 with a spinner game.



Day 9

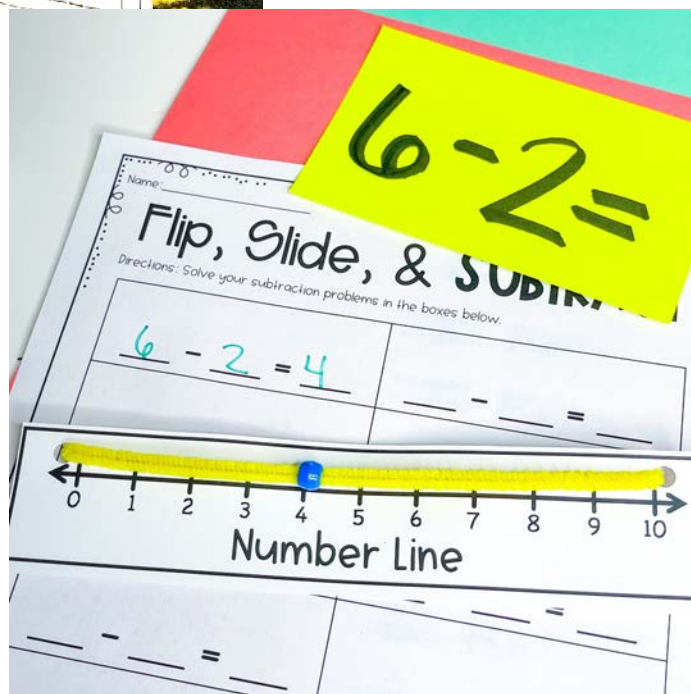
Whole Group

Students will practice subtracting facts from 10 by playing Knocking Down Pins. They'll bowl, find the difference, and record their answer on their recording sheet.



Small Group

Students will practice subtracting numbers on a number line using the number line (created day 5 & 6) and subtraction fact cards.



Day 10

Whole Group

Students will practice subtracting facts from 10 by playing bingo.



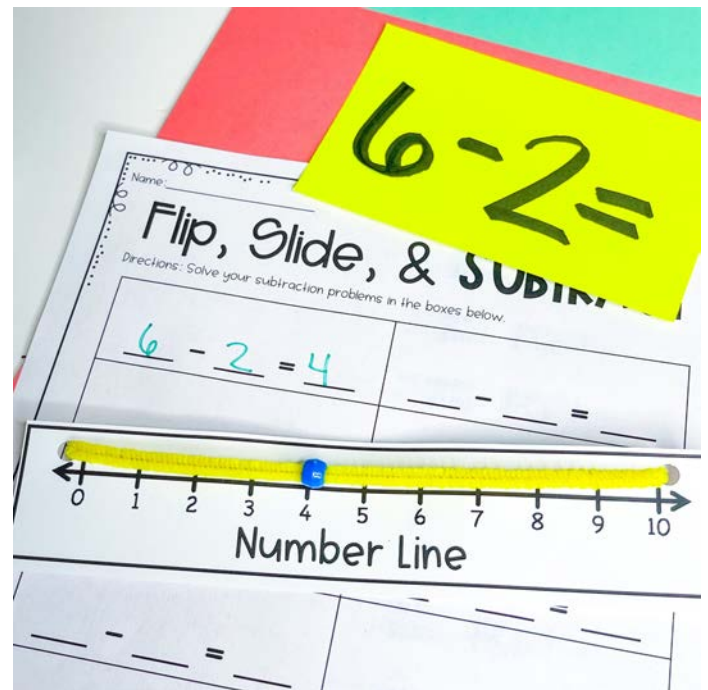
Independent Practice

Students will pair up and play Subtraction Bump with a partner.



Small Group

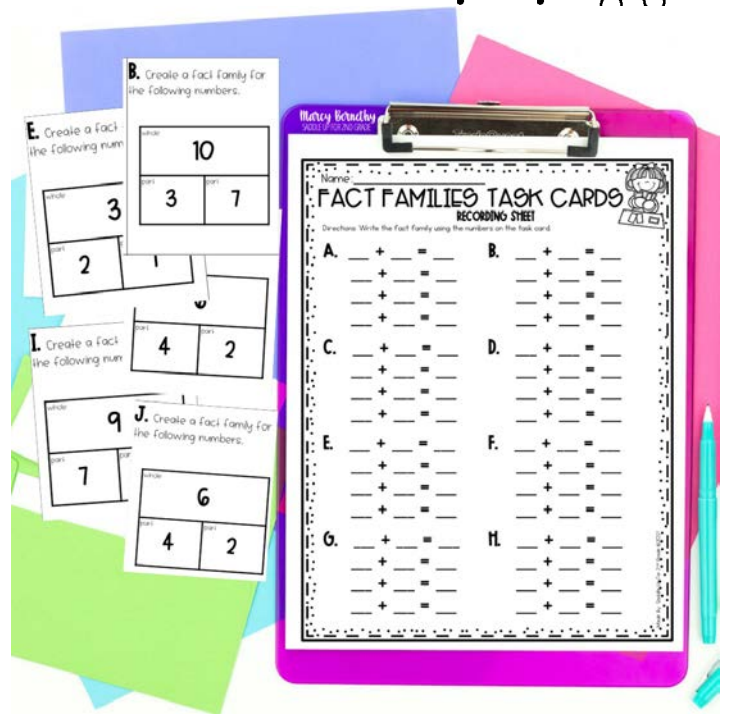
Students will practice subtracting numbers on a number line using the number line (created day 5 & 6) and subtraction fact cards.



Day 11

Whole Group

Students will practice fact families with task cards and a work mat.



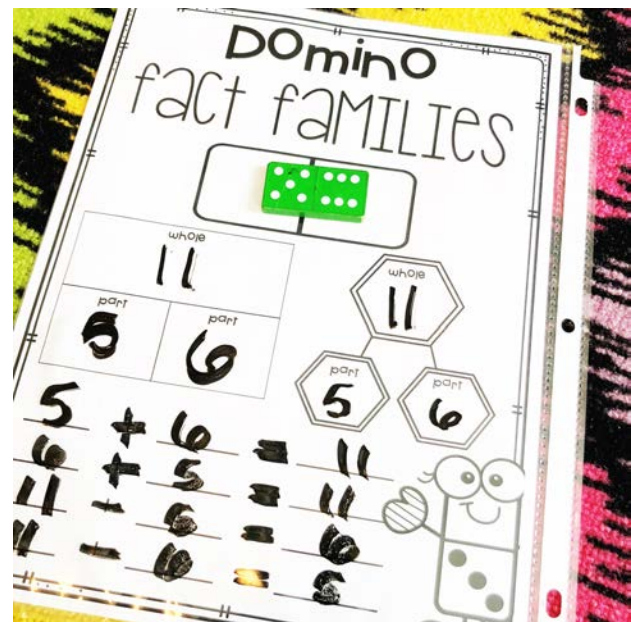
Independent Practice



Students will do a fact family ice cream cone journal match.

Small Group

Using dominos, students will create a fact family using the numbers shown.



Day 12

Whole Group

Review fact families. Using number necklaces, call on students to form a math fact using a given set of numbers. The kids sitting down will help put them in the correct order and then create related facts.



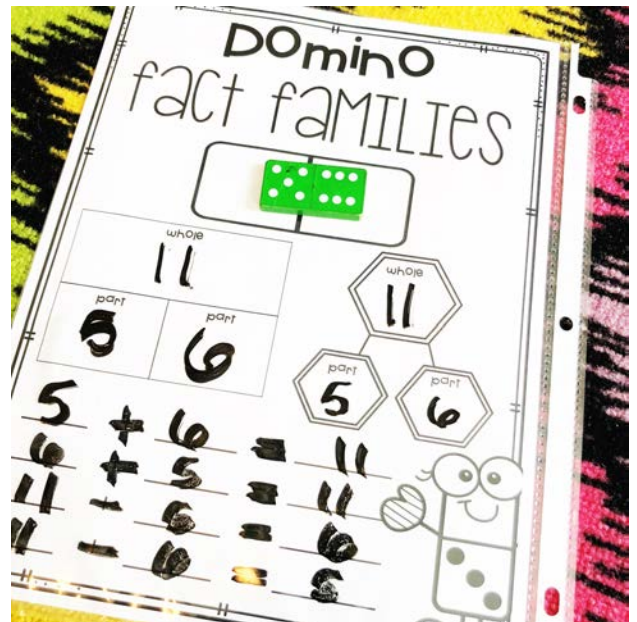
Independent Practice

Students will create fact families using the Fact Family House Journal Activity.



Small Group

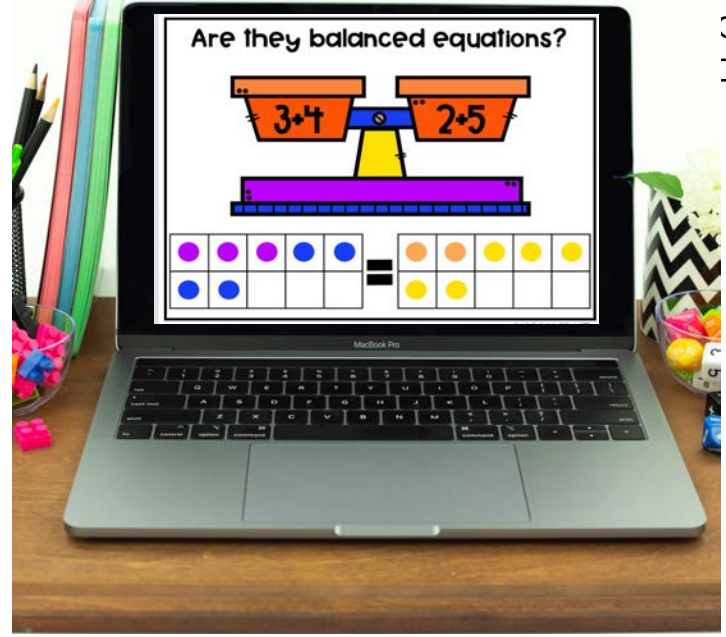
Using dominos, students will create a fact family using the numbers shown.



Day 13

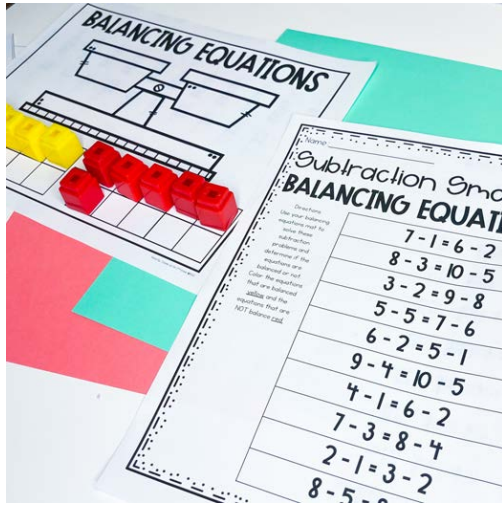
Whole Group

Introduce balancing equations using a work mat and PowerPoint.



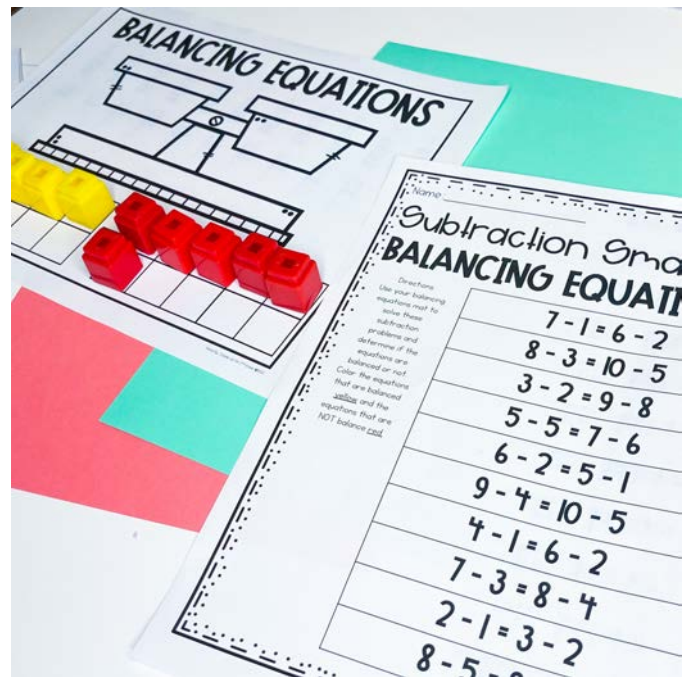
Independent Practice

Students will use their work mats to find the two equations that are balanced.



Small Group

Students will balance subtraction equations by playing Subtraction Smash.





Day 14

Whole Group

Review balancing equations using a balancing equations true false sort.

Pocket Chart Headers

 TRUE
FALSE
 TR
FALSE

$5 + 3 = 7 + 1$
$8 + 2 = 3 + 6$
$3 + 2 = 2 + 4$
$5 + 5 = 7 + 3$
$6 + 2 = 5 + 1$

Independent Practice

Students will create a balancing equations party hat.



Small Group

Students will balance subtraction equations by playing Subtraction Smash.

BALANCING EQUATIONS

Subtraction Smash
BALANCING EQUATIONS

Directions: Use your balancing equations mat to solve these subtraction problems. If the equations are balanced or not balanced, color the equations that are balanced and the equations that are NOT balanced red.

$7 - 1 = 6 - 2$
$8 - 3 = 10 - 5$
$3 - 2 = 9 - 8$
$5 - 5 = 7 - 6$
$6 - 2 = 5 - 1$
$9 - 4 = 10 - 5$
$4 - 1 = 6 - 2$
$7 - 3 = 8 - 4$
$2 - 1 = 3 - 2$
$8 - 5 = 0$

Day 15

Whole Group

Introduce adding 3 numbers with Task Cards and a work mat. (photo from 2nd grade unit, you'll use the task cards provided rather than the dice show).



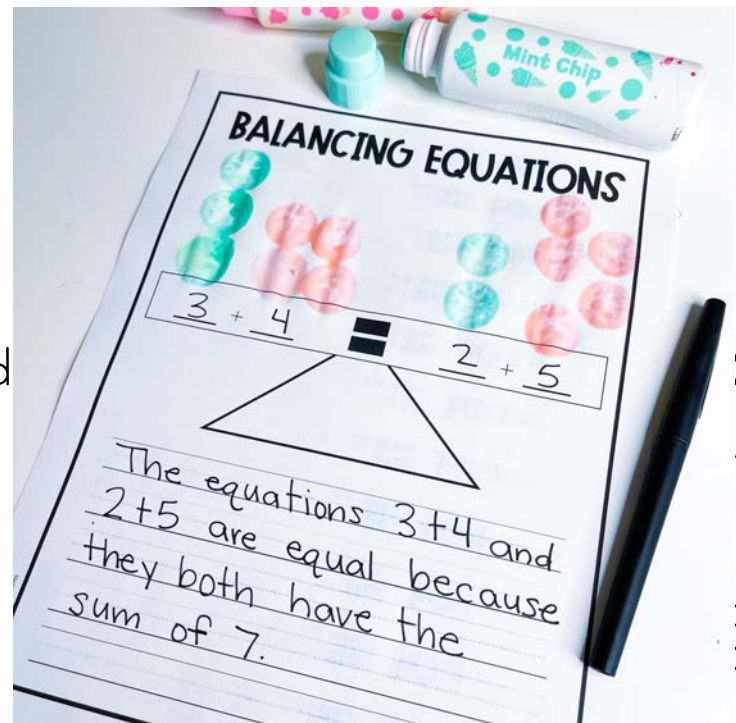
Independent Practice



Students will practice adding 3 numbers by rolling dice and building the addends on a ten frame mat.

Small Group

Students will practice balancing equations by completing the Balanced Equations Writing Page.



Day 16

Whole Group

Introduce missing addends using number bonds and a part part whole mat.



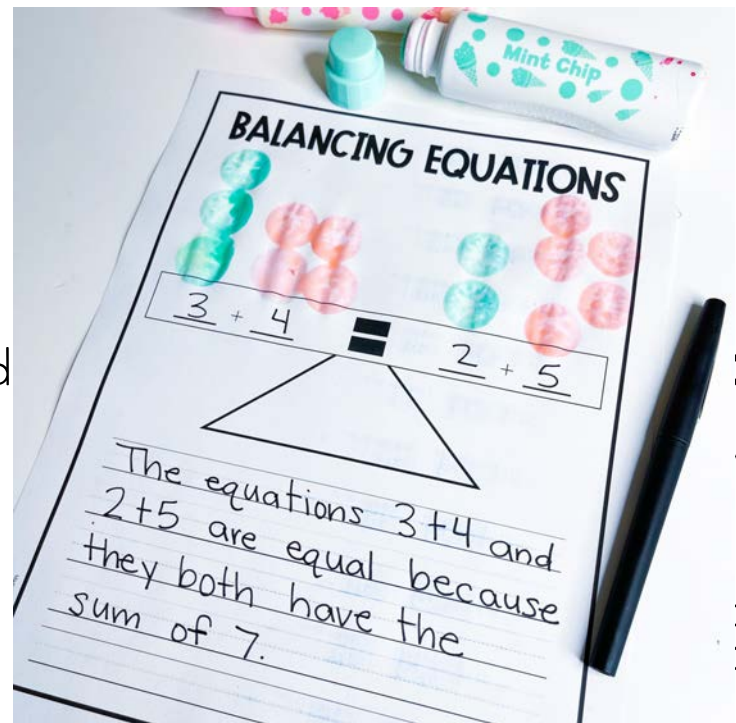
Independent Practice

Students will practice finding the missing addend with a cut and match journal activity.



Small Group

Students will practice balancing equations by completing the Balanced Equations Writing Page.



Day 17

Whole Group

Students will practice solving for missing addends with a number line and manipulatives. Photo example from 2nd grade unit. The activity is the same with missing addends with 2 numbers rather than 3.)



Independent Practice

Students will practice finding the missing addend with Roll and Solve Activity.



Small Group

Students will practice finding missing addends with a Spin to 10 game.



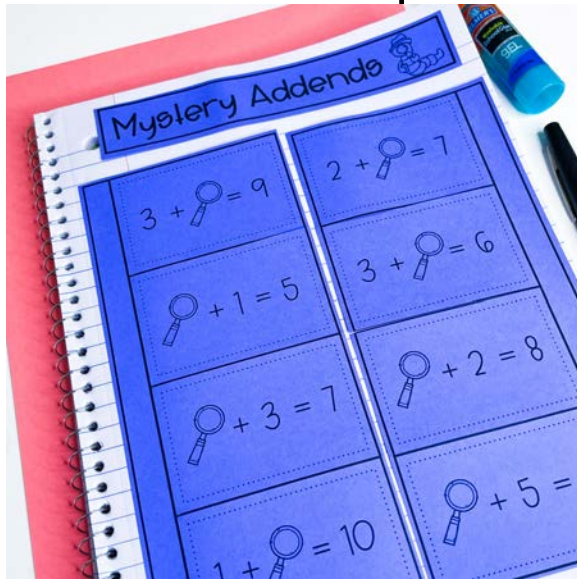
Day 18

Whole Group

Review missing addends using the missing addends mystery bag activity.



Independent Practice



Students will practice finding the missing addend with the Mystery Flip Flaps Journal Activity.

Small Group

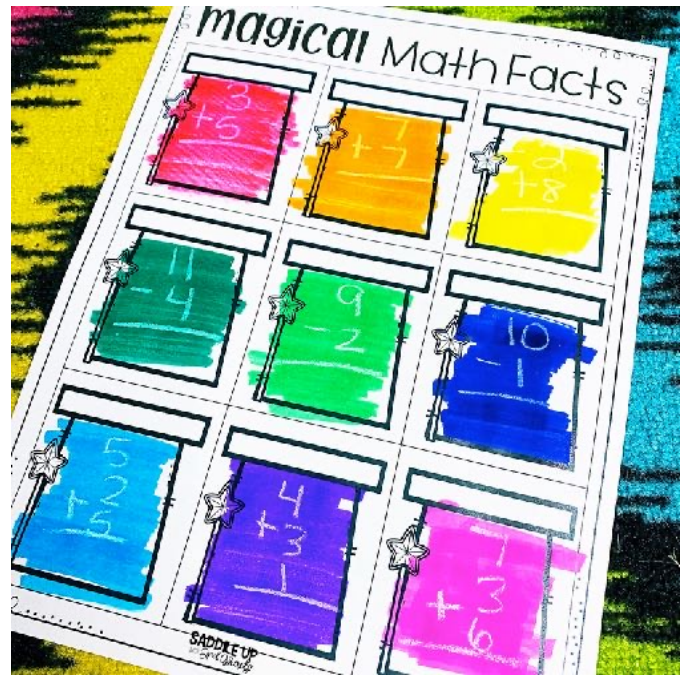
Students will practice finding missing addends with a Spin to 10 game.



Day 19

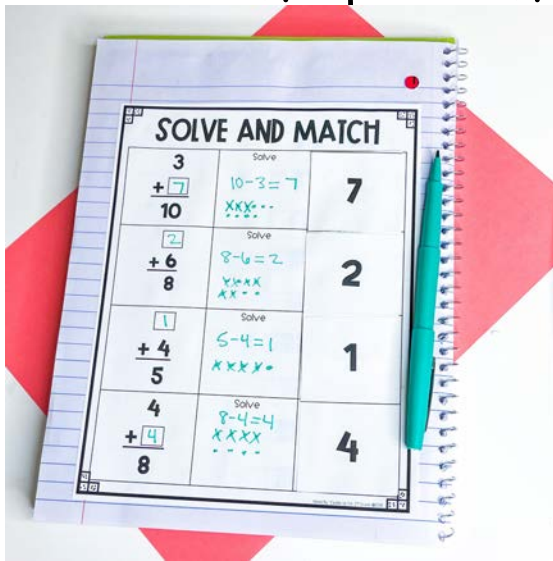
Whole Group

Students will review math facts by playing Magical Math Facts Snowball.



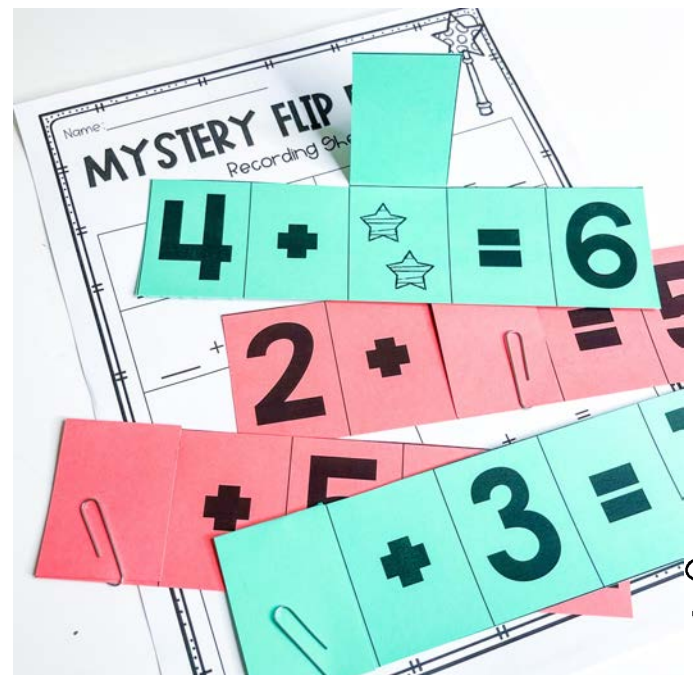
Independent Practice

Students will review missing addends with a Solve and Match Journal Activity.



Small Group

Students will practice finding missing addends with flip and reveal cards.



Day 20

Whole Group

Students will be assessed over addition and subtraction facts to 10.

Name: _____

ADDITION AND SUBTRACTION TO 10 ASSESSMENT

Directions: Solve each problem in the box below. You can use any strategy you've learned.

1. Jack has 5 red cars and 3 blue cars. How many cars does he have in all? <input type="text"/>	2. Solve for the missing number. $7 + \square = 10$
3. Create a fact family using the numbers 3, 5, and 8. $\square + \square = \square$ $\square - \square = \square$ $\square + \square = \square$ $\square - \square = \square$	4. Alan baked 10 cookies. Mark ate 3. How many cookies were left? <input type="text"/>
5. Tom had 2 stickers. Jim had 4 stickers. Kolby had 3 stickers. How many stickers did they have altogether? <input type="text"/>	6. Ms. Jacobs ordered 9 pizzas for the party. She got 3 pepperoni and the rest are cheese. How many cheese pizzas did she get? <input type="text"/>
7. Larry says the equations below are balanced. Is that true or false? $7 + 2 = 3 + 6$ true false	8. Solve. $3 + 5 + 2 = \square$ A. 9 B. 8 C. 10
9. $9 - 3 = \square$	10. Solve for the missing number to make the equations balanced. $1 + 2 = 3 + \square$

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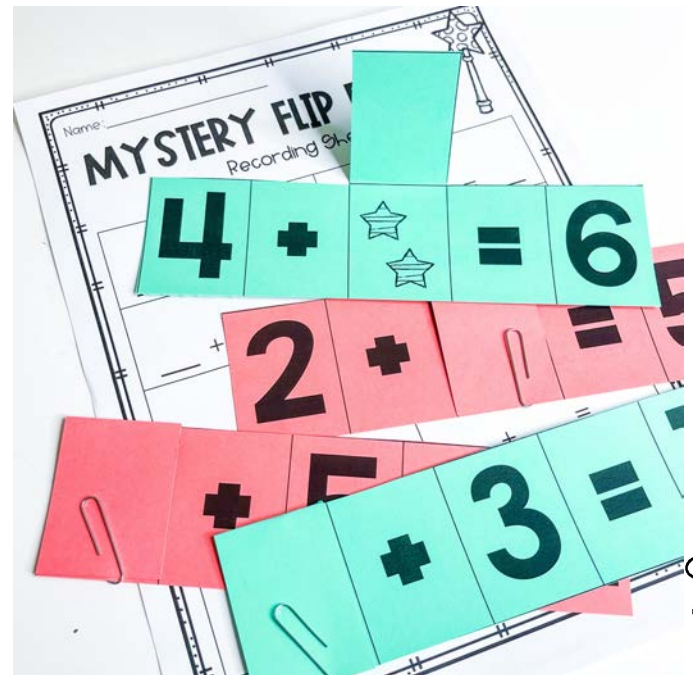
Independent Practice



Students will complete a Color by Number Activity.

Small Group

Students will practice finding missing addends with flip and reveal cards.



Higher Order Thinking Questions

These H.O.T. tasks are to be used to guide students and get them thinking. These tasks are both challenging and fun. There are multiple types of each problem. Some include a challenge question that can be used to allow students to challenge themselves a little further. These tasks can be used during a whole group warm up, math talk time, small groups, or as exit tickets. I love to see the discussions that occur when my students walk me through their process. They show their peers new ways of thinking that help them in later tasks. They also impress me over and over again!

