**Level: K**

**Category: Numeracy**

**Title of Lesson: Ways to Make 5 and 10**

**Goals/Objectives:**

Big Idea:

• One-to-one correspondence and a sense of 5 and 10 are essential for fluency with numbers.

Curricular Content:

• ways to make 5

•decomposing numbers to 10

• change in quantity to 10

Curricular Competencies:

• Apply multiple strategies to solve problems

• Visualize to explore mathematical concepts

**Materials Needed:**

* Marbles
* Objects for counting

**Task Instructions: (Step by Step)**

**Activity 1: Questions with Making and 10**

Use stickers, counters, coins or drawings to show arrangements for numbers from 2 to 10.

What makes the numbers easy to recognize?

There are 10 people in a room. More are standing than are sitting. How many might be standing? How many might be sitting?

Hold some marbles in one hand.

Now take some marbles so your other hand holds more.

How many marbles are in each hand?

Which hand has more marbles? How do you know?

**Activity 2: Flash: Subitizing to 10**

For Parents: Subitizing is the ability to instantly recognize “how many” in a small set. A perfect example of subitizing is dice; when you roll a dice and you see two dots on top, you instantly recognize it as representing a quantity of two. You don’t need to count each dot on the dice to figure it out.

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FLASH: Arrange a number of objects such as counters, beans, coins (we are working on 0-10 here) and cover with paper. Then lift the paper and let the child LOOK but not COUNT. Cover the objects up and ask the child to say how many there were. As you practice, you can shorten the amount of time the objects are uncovered. If the child is having difficulty, work with quantities from 0-5 first before going on to 6-10.

**Activity 3: Open Question**

Choose a number less than 10 but more than 5.

Show that number in 3 different ways.

Which ways show the same thing about the number? Why?

Which way shows something different about the number? Why?

**Adaptations/Adjustments:**

Work with 0-5 for all activities before moving up.

**Extensions (Optional): Work up to larger quantities**

References:

Marian Small;

https://www.hwdsb.on.ca/lincolnalexander/files/2018/02/Dice-Games-Lincoln-Alexander-1.pdf