



Total Time: 11 minutes
 Instructional Time: 9 minutes
 Independent Practice: 2 minutes

Unit 9
Booster Lesson 1
ASC



Day 1

Addition Subtraction Combinations

Review: Strategy Time

Objective: Students will be able to solve math facts using Make 10 and Add 10 + More strategy.

Vocabulary: Add, equals

- Materials:**
- Teacher Master pp. 1-2
 - Student Booklet pp. 1-2
 - Make 10 + More Fact Cards (T): 9+4, 9+5, 9+6, 9+7, 8+4, 8+5, 5, 8+6, 7+4, 7+5
 - Wipe Board (S)
 - Number line (T)

Make 10 and More Guided Practice

1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20

Directions: Use Make 10 and Add 10 + More strategy to solve the problems.

$\begin{array}{r} 8 \Rightarrow 10 \\ + 4 \\ \hline \end{array}$	$\begin{array}{r} 5 \\ + 7 \Rightarrow 10 \\ \hline \end{array}$	$\begin{array}{r} 7 \Rightarrow 10 \\ + 4 \\ \hline \end{array}$
$\begin{array}{r} 9 \Rightarrow 10 \\ + 6 \\ \hline \end{array}$	$\begin{array}{r} 8 \Rightarrow 10 \\ + 5 \\ \hline \end{array}$	$\begin{array}{r} 5 \\ + 9 \Rightarrow 10 \\ \hline \end{array}$

1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20

Make 10 and More Independent Practice

Directions: Write the answer for each addition fact. Start at the top and go across the row.

$\begin{array}{r} 8 \\ + 4 \\ \hline \end{array}$	$\begin{array}{r} 4 \\ + 8 \\ \hline \end{array}$	$\begin{array}{r} 12 \\ - 4 \\ \hline \end{array}$	$\begin{array}{r} 12 \\ - 8 \\ \hline \end{array}$
$\begin{array}{r} 9 \\ + 4 \\ \hline \end{array}$	$\begin{array}{r} 4 \\ + 9 \\ \hline \end{array}$	$\begin{array}{r} 13 \\ - 4 \\ \hline \end{array}$	$\begin{array}{r} 13 \\ - 9 \\ \hline \end{array}$
$\begin{array}{r} 9 \\ + 6 \\ \hline \end{array}$	$\begin{array}{r} 6 \\ + 9 \\ \hline \end{array}$	$\begin{array}{r} 15 \\ - 9 \\ \hline \end{array}$	$\begin{array}{r} 15 \\ - 6 \\ \hline \end{array}$
$\begin{array}{r} 7 \\ + 4 \\ \hline \end{array}$	$\begin{array}{r} 4 \\ + 7 \\ \hline \end{array}$	$\begin{array}{r} 11 \\ - 4 \\ \hline \end{array}$	$\begin{array}{r} 11 \\ - 7 \\ \hline \end{array}$

Preview

Instructional Time: 9 minutes

(allow the majority of time for Guided Practice)

We will review the strategy for hard facts, called the Make 10 + More Strategy.

We will also review Make 10: $7 + ? = 10$, $8 + ? = 10$, $9 + ? = 10$.

And we will review Add 10 + more: $10 + 1 \text{ more} = ?$, $10 + 3 \text{ more} = ?$, $10 + 2 \text{ more} = ?$, $10 + 9 \text{ more} = ?$, $10 + 7 \text{ more} = ?$, $10 + 6 \text{ more} = ?$, $10 + 5 \text{ more} = ?$, $10 + 4 \text{ more} = ?$, $10 + 8 \text{ more} = ?$.

Modeling (My Turn)

1. Choose a fact card, $7+5$ and show students fact card, number line, and wipe board. Write the fact on the wipe board, and use Model sheet to demonstrate steps.

When I see a fact, I go through these steps in the Make 10 + More Strategy.

a. First, I check the fact: Is there a 7, 8, or 9?

There is a 7 in this fact.

b. I Make 10: I start with 7 on the number line and Make 10. (Point to 7 on number line and count up to 10)

3, $7 + 3 = 10$. I made 10! (Next to 7 put an arrow and write 10)

c. Now I Add 10 + More. I take 3 from 5 to Make 10, I have 2 remaining. (Draw the 5 circles next to 5 and cross out the 3. Next to 5 write a 2.)

$7+5$ has now turned into $10+2$. I use Add 10 + More. $10 + 2 = 12$.

So $7+5=12$. I know $5 + 7 = 12$ also.

Guided Practice (Our Turn)

2. Give students the Guided Practice sheet. Work through the problems with the students using the modeling procedures and the language from the Make 10 + More Strategy: Make 10, Add 10 + More. This language is important because errors could occur in either step (making 10, and adding 10 + more).

ERROR CORRECTION: If students have problems with making 10, model. If students have difficulties counting on, model how to count on. If students have difficulties with Add 10 + More, use the number line ($10 + \# = ?$). If students have difficulties with decomposing a number to create a 10 + problem, provide more practice on just decomposing a number into parts that will allow for making 10. For example, $7 + 5$: 5 must be decomposed into $3 + 2$ so that $7 + 3$ can be created.

Independent Practice/Progress Monitoring (Your Turn)

Time: 2 minutes

1. Give students 1.5 minutes to solve the problems on the Independent Practice sheet.

Write the answer to as many facts as you can. Start at the top and work your way across the rows.

2. Have students check their answers as you review for 30 seconds and correct any mistakes.
3. Record data as # correct/ total possible.