Addition Within 10

Unit 6 Overview: 10 lessons

Children learn what adding means: putting two groups together, and some more coming to join a group. They act stories out with toys and fingers, draw a dot for each thing, write number sentences with plus and equals, and add with ten frames. Then they solve story problems to 10, learn the facts to 5 until they are quick and solve number sentences to 10. Everything is done with real things first, then pictures, then numbers. Read every story and question aloud. Lessons 6.6 (adding on a number path) and 6.10 (addition facts to 10) are for the states that teach them in Kindergarten.

THE UNIT, DAY BY DAY

Day 1	**Pre-Check**	What children already know, before the first lesson.
Day 2	**6.1** Put together	I can put two groups together and tell how many in all.
Day 3	**6.2** Add to	I can add when some more come.
Day 4	**6.3** Act it out, draw it	I can draw dots to show an adding story.
Day 5	**6.4** Plus and equals	I can write a number sentence with plus and equals.
Day 6	**6.5** Add with ten frames	I can add with a ten frame.
Day 7	**6.6** Add on a number path ★	I can add by hopping on a number path.
Day 8	**6.7** Addition story problems	I can solve an addition story.
Day 9	**6.8** Addition facts to 5	I can add within 5 quickly.
Day 10	**6.9** Number sentences to 10	I can solve number sentences to 10.
Day 11	**6.10** Addition facts to 10 ★	I can add within 10.
Day 12	**Unit Review**	The review, to go over together.
Day 13	**Unit Test**	Form A, read aloud to small groups; Form B (other pictures and numbers) is for a retest.

★ Taught in Kindergarten in some states. Skip these lessons if yours teaches them in another grade; animalmath.com/standards shows your state's list.

GET READY FOR THE UNIT

- Ten counters in two colors, a ten frame mat and a paper plate for each child
- Small toys to act out stories (animals, cars, blocks) in two kinds
- Whiteboards and markers, number cards 0 to 10, and big + and = cards
- A floor number path 0 to 10 made with tape on the rug, and paper paths
- Fact cards to 10 and two dot cubes for each pair

HOW EACH LESSON GOES

1. Warm up (5 min)
2. Teach (10 min)
3. Try it together (5 min)
4. Practice (10 min)
5. Exit ticket (5 min): a quick check on the lesson.

Each lesson page ends with the Animal Math sheets, makers, tools and quizzes for it. "Sheet 3" is the third worksheet of a pack; a color pack prints each sheet again in black and white.

CHECKING AS YOU GO

PRINTABLE **Pre-Check**: Day 1, with a key

PRINTABLE **Unit Review**: the day before the test

EXIT TICKET **Exit Tickets**: one a lesson, two to a page

PRINTABLE **Unit Test**: Forms A and B, with keys

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Addition Within 10

Lesson 6.1: Put together

GOAL Children put two groups together and count them all to find how many in all, with toys, counters and pictures.

I can put two groups together and tell how many in all.

About 35 minutes

THE LESSON

1. **Warm up** (5 min) Show 2 fingers on one hand and 1 on the other. Children copy, then put their hands together and count all the fingers. Try 3 and 2, then 4 and 1.
2. **Teach** (10 min) Put 3 cars and 2 trucks on the rug. Count each group, then push them together and count them all, touching each one. Do it again with 4 and 1, and let a child count.

   > **Say:** "I have 3 cars and 2 trucks. I put them together and count them all: 1, 2, 3, 4, 5. 5 in all."

3. **Try it together** (5 min) Children put some orange and some blue counters on their plates, 5 or fewer in all. Partners count each color, then count them all and say how many in all.
4. **Practice** (10 min) Children count both groups and write how many in all on sheets 1 and 2 of Count & Add to 5. Early finishers draw two groups for a partner to count.
5. **Exit ticket** (5 min) Read **Exit Ticket 6.1** aloud, one question at a time. Children answer, then circle a face as you read the "I can" line. Watch who writes only one group: 4 for the cupcakes means the second group was not counted.

Need help? Put together groups of 1 and 2 first, with real things to push together.

Ready for more? Put together groups to 10 in a ten frame, one color for each group, and say how many in all.

GET READY

- Ten counters in two colors and a paper plate for each child
- Small toys in two kinds, such as cars and trucks

WORDS TO USE

put together: push two groups into one group

in all: everything, both groups together

group: some things that go together

ASK

- How many are in this group? And in this one?
- How many in all? How do you know?

WATCH FOR

Counts only one group. Push the two groups together on the plate and count them all again.

Starts again at 1 for the second group. Slide both groups into one row and count every one, once.

Counts a picture twice. Touch or mark each picture as it is counted.

ON ANIMAL MATH

PRINTABLE **Count & Add to 5**: sheets 1-2

PRINTABLE **Addition to 5 Variety Pack**: sheet 1

MAKER **Picture Addition**: Mode Standard, Image Type Pictures, Number Range Within 5

TOOL **Ten Frames**: orange counters for one group, blue for the other

EXIT TICKET **Kindergarten Addition Within 10 Exit Tickets**: Exit Ticket 6.1

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Addition Within 10

Lesson 6.2: Add to

GOAL Children solve add to stories: there are some, then some more come. They act the story out and count how many there are now.

I can add when some more come.

About 35 minutes

THE LESSON

1. **Warm up** (5 min) Play Join the Line: 2 children stand at the front and 1 more joins. How many now? Then 3 and 2 more, then 4 and 1 more.
2. **Teach** (10 min) Tell a story with toy ducks: 4 ducks swim in a pond, then 3 more ducks swim over. Move the ducks as you tell it, then count all of them. Tell it again and let children move the ducks.

   > **Say:** "4 ducks were in the pond. 3 more came. Now I count them all: 7 ducks."

3. **Try it together** (5 min) Tell add to stories with numbers to 5. Children act each one out on their plates: put the first number down, slide on the ones that come, and hold up how many now with fingers.
4. **Practice** (10 min) Read each story on sheet 1 of Picture Word Problems Within 10 aloud. Children count the pictures and write how many now; the number sentence waits for Lesson 6.4.
5. **Exit ticket** (5 min) Read **Exit Ticket 6.2** aloud, one question at a time. Children answer, then circle a face as you read the "I can" line. The arrow brings more: a child who writes 3 for the frogs counted only the ones that came.

Need help? Act out stories to 3 with toys the child can hold, saying the story together.

Ready for more? Tell an add to story about the class pet or a snack for a partner to act out.

GET READY

- Toy animals and a paper pond or log for each pair
- Ten counters and a paper plate for each child

WORDS TO USE

more: others that come and join the group

now: after the new ones come

add: put more with a group and count them all

ASK

- How many were there at the start?
- How many more came? How many now?

WATCH FOR

Writes how many came, not how many now. Act it out again: put the first group down, slide the new ones in and count them all.

Loses track of which ones came. Use two colors: the first group one color, the ones that come the other.

ON ANIMAL MATH

PRINTABLE **Picture Word Problems Within 10**: sheet 1

MAKER **Word Problems**: Problem Type Add To, Number Range 1-5

TOOL **Ten Frames**: one color, then the other for the ones that come

EXIT TICKET **Kindergarten Addition Within 10 Exit Tickets**: Exit Ticket 6.2

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Addition Within 10

Lesson 6.3: Act it out, draw it

GOAL Children show an adding story with fingers, by acting it out and by drawing a dot for each thing, then count the dots to answer.

I can draw dots to show an adding story.

About 35 minutes

THE LESSON

1. **Warm up** (5 min) Finger story: "3 birds sit on a branch" (hold up 3). "2 more come" (hold up 2 on the other hand). How many birds? Again with 4 and 1.
2. **Teach** (10 min) Act a story out: 4 children stand up and 2 more join them. Then draw it on the board, 4 dots in a row and 2 dots in a row under them. Count the dots together and write how many.

   > **Say:** "I draw one dot for each child. A dot is quick to draw. Then I count all the dots."

3. **Try it together** (5 min) Tell stories to 10. Children draw dots on whiteboards, one row for each group, and hold them up. Count one board together, then check the rest.
4. **Practice** (10 min) Read the example and problem 2 on sheet 4 of Picture Word Problems Within 10 aloud. Children draw dots in the box and write how many. Then tell two stories of your own to draw.
5. **Exit ticket** (5 min) Read **Exit Ticket 6.3** aloud, one question at a time. Children answer, then circle a face as you read the "I can" line. Look for two rows of dots, 2 and 5 for the potatoes: dots in any order are fine when the count is right.

Need help? Act the story out with counters first, then draw a dot under each counter.

Ready for more? Draw a story of your own with dots and tell it to a partner.

GET READY

- A whiteboard and marker for each child
- Ten counters and a paper plate for each child

WORDS TO USE

act it out: do the story with toys or with your body

draw: make a dot for each thing in the story

in all: everything together

ASK

- What did you draw for each one?
- How many dots did you draw? Does that match the story?

WATCH FOR

Draws whole pictures and runs out of time. Show that a dot is enough: one dot, one potato.

Draws too many or too few dots. Say the numbers while drawing and stop at the number in the story.

Draws both groups in one jumble. Draw one row for each group, the second under the first.

ON ANIMAL MATH

PRINTABLE **Picture Word Problems Within 10**: sheet 4, the example and problem 2 (problem 1 takes away)

MAKER **Picture Addition**: Mode Standard, Image Type Dots, Number Range Within 10: dots like the ones children draw

TOOL **Ten Frames**

EXIT TICKET **Kindergarten Addition Within 10 Exit Tickets**: Exit Ticket 6.3

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Addition Within 10

Lesson 6.4: Plus and equals

GOAL Children write an addition number sentence for two groups, such as 3 + 2 = 5, and read it aloud: 3 plus 2 equals 5.

I can write a number sentence with plus and equals.

About 35 minutes

THE LESSON

1. **Warm up** (5 min) Show the + card and children cross their arms like a plus. Show the = card and they hold both arms flat, one above the other. Call plus and equals faster and faster.
2. **Teach** (10 min) Put 2 orange and 3 blue counters on the board. Put the 2 card under the orange ones, then the + card, the 3 card under the blue ones, then = and 5. Read it, pointing to each card. Build 1 + 2 = 3 with a child placing the cards.

   > **Say:** "2 plus 3 equals 5. Plus means put together. Equals means it is the same as."

3. **Try it together** (5 min) Pairs make two groups on a plate, 5 or fewer in all, and build the sentence with their cards. They read it aloud, then swap jobs.
4. **Practice** (10 min) Children write the number for each group and how many in all on sheets 1 and 2 of Picture Addition to 5, reading each sentence to a partner.
5. **Exit ticket** (5 min) Read **Exit Ticket 6.4** aloud, one question at a time. Children answer, then circle a face as you read the "I can" line. Each box gets one number: a child who writes only 5 under the eggs needs plus and equals named again.

Ready for more? Write the sentence for groups to 10 on a Picture Addition maker sheet set to Within 10.

GET READY

- Number cards 0 to 5 and a + card and an = card for each pair
- Ten counters in two colors for each child

WORDS TO USE

plus: the + sign; it means put together

equals: the = sign; it means is the same as

number sentence: numbers and signs that tell the story, like 3 + 2 = 5

ASK

- What does the plus sign tell us?
- Read your number sentence to me.
- Where does the number for all of them go?

WATCH FOR

Writes the numbers with no signs: 3 2 5. Point to each sign as you read the sentence together.

Writes how many in all first: 5 + 3 = 2. Write each number under its group, left to right, then the number for all of them.

Need help? Build the sentence with cards under real counters before writing it.

ON ANIMAL MATH

PRINTABLE **Picture Addition to 5**: sheets 1-2

PRINTABLE **Addition to 5 Variety Pack**: sheet 2

MAKER **Picture Addition**: Mode Equations, Image Type Pictures, Number Range Within 5

EXIT TICKET **Kindergarten Addition Within 10 Exit Tickets**: Exit Ticket 6.4

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Addition Within 10

Lesson 6.5: Add with ten frames

GOAL Children show two numbers in a ten frame, one color for each, and count all the counters to add, with sums to 10.

I can add with a ten frame.

About 35 minutes

THE LESSON

1. **Warm up** (5 min) Flash ten frame cards for two seconds. Children show the number with fingers. Use 5, 3, 7 and 10.
2. **Teach** (10 min) Put 5 orange counters in the top row and 4 blue ones after them. Count the orange, then the blue, then all of them. Show that the full top row is 5, so you can go on: 6, 7, 8, 9. Write 5 + 4 = 9.

   > **Say:** "5 orange and 4 blue. The top row is full, so that is 5. Then 6, 7, 8, 9: 9 in all."

3. **Try it together** (5 min) Call two numbers, such as 3 and 4. Children fill their frames, one color for each number, and show how many in all with fingers. Include 5 and 5, which fills the frame.
4. **Practice** (10 min) Children count the dots in both frames and write how many in all on sheets 1 and 2 of Ten Frame Addition to 10, with counters at hand.
5. **Exit ticket** (5 min) Read **Exit Ticket 6.5** aloud, one question at a time. Children answer, then circle a face as you read the "I can" line. The black and the white dots are the two groups: the answer is all the dots, not only the white ones.

Need help? Add to 5 in the top row only, one color after the other.

Ready for more? Play the Addition Quiz at Up to 10, or show 7 two ways in the frame, 5 + 2 and 4 + 3.

GET READY

- A ten frame mat and 10 counters in two colors for each child
- Ten frame cards 0 to 10 to flash

WORDS TO USE

ten frame: two rows of five boxes, one counter in each box

full row: five counters, all the boxes in a row

in all: every counter, both colors

ASK

- How many orange? How many blue? How many in all?
- How does the full row help you count?

WATCH FOR

Counts only the second color. Touch every counter, both colors, and count them all.

Leaves gaps in the frame. Fill the top row left to right, then the bottom row.

Counts every dot from 1. Fine for now; show the full row as 5 to those ready to go on from it.

ON ANIMAL MATH

PRINTABLE **Ten Frame Addition to 10**: sheets 1-2

MAKER **Ten Frame Addition**: Problem Type Count and Solve, Operations +, Number Range Within 10

TOOL **Ten Frames**: orange for one number, blue for the other

QUIZ **Addition Quiz**

EXIT TICKET **Kindergarten Addition Within 10 Exit Tickets**: Exit Ticket 6.5

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Addition Within 10

Lesson 6.6: Add on a number path

GOAL Children add on a number path: start on the first number, hop forward one space for each one added, and read the number where they land.

I can add by hopping on a number path.

About 35 minutes

★ Taught in Kindergarten in some states

THE LESSON

1. **Warm up** (5 min) Children take turns on the floor number path: start on 2, hop 3 times while the class counts the hops, and say where they land.
2. **Teach** (10 min) On the floor path, stand on 2 and hop 4 times, counting the hops, not the 2. Land on 6 and write 2 + 4 = 6. Then show it on a paper path, sliding a counter one box for each hop.

   > **Say:** "I start on 2. I don't count where I stand. Hop 1, hop 2, hop 3, hop 4. I land on 6."

3. **Try it together** (5 min) Call a start and a number of hops, sums to 10. Children slide a counter on their paper paths and say where they land. Check one on the floor path.
4. **Practice** (10 min) Children follow the drawn hops on sheet 5 of Addition to 5, then draw their own hops on sheet 1 of Number Line Addition to 5 (its line starts at 1).
5. **Exit ticket** (5 min) Read **Exit Ticket 6.6** aloud, one question at a time. Children answer, then circle a face as you read the "I can" line. A child who lands on 6 for 4 + 3 counted the 4 as a hop.

Need help? Hop with the whole body on the floor path before using a paper one.

Ready for more? Add on a path to 10 on sheet 1 of Number Line Addition to 10 (sums 6 to 10).

GET READY

- The floor number path 0 to 10
- A paper number path 0 to 10 and a counter for each child

WORDS TO USE

number path: the numbers 0 to 10 in a row of boxes

hop: move to the next number, one at a time

land: the number where you stop

ASK

- Where do you start?
- How many hops? Where did you land?

WATCH FOR

Counts the start number as the first hop. Stand on the start and say its number, then count only the hops.

Hops back instead of forward. Adding makes more: hop toward the bigger numbers.

ON ANIMAL MATH

PRINTABLE **Addition to 5 Variety Pack**: sheet 5, the hops drawn

PRINTABLE **Number Line Addition to 5**: sheet 1

PRINTABLE **Number Line Addition to 10**: sheet 1, for sums to 10

MAKER **Number Line**: Mode Addition on Number Line, Number Range 1-10, Start With Zero, Show Jumps

TOOL **Number Line**: Start 0, End 10, Mode Jump

EXIT TICKET **Kindergarten Addition Within 10 Exit Tickets**: Exit Ticket 6.6

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Addition Within 10

Lesson 6.7: Addition story problems

GOAL Children solve add to and put together stories to 10 told aloud, with counters, fingers or a drawing, and answer with the thing named: 7 pieces of fruit.

I can solve an addition story.

About 35 minutes

THE LESSON

1. **Warm up** (5 min) Act a quick story: 3 children are at the slide and 2 more come. The class answers with fingers. Then 4 at the swings and 4 at the slide.
2. **Teach** (10 min) Tell two stories: 3 apples and 4 pears go in a basket; then 5 ducks swim in a pond and 3 more swim over. Act each out with toys, count them all and answer with the words: 7 pieces of fruit, 8 ducks.

   > **Say:** "I listen to the whole story. I show each number with toys. Then I count them all and say what they are."

3. **Try it together** (5 min) Read stories to 10 aloud. Children show each one with counters, fingers or a drawing, then answer with the number and the thing. Two children show how they did it.
4. **Practice** (10 min) Read the stories on sheets 1 and 3 of Picture Word Problems Within 10 aloud, one at a time. Children count the pictures and write how many in all.
5. **Exit ticket** (5 min) Read **Exit Ticket 6.7** aloud, one question at a time. Children answer, then circle a face as you read the "I can" line. Two kinds in one story: a child who writes 4 for the vegetables counted the corn only.

Need help? Use stories to 5 with toys that match the story.

Ready for more? Make up a story for 3 + 4 and tell it to a partner, who acts it out.

GET READY

- Ten counters and a paper plate for each child
- Toys in two kinds, such as balls and blocks
- Whiteboards and markers

WORDS TO USE

story problem: a short story that asks a question

in all: both groups put together

question: the part of the story that asks what to find

ASK

- What does the story ask?
- How did you show it?
- How many in all? How many what?

WATCH FOR

Uses only the first number. Act the whole story out again, one number at a time.

Thinks two kinds cannot go together. Apples and pears are both fruit: push them together and count them all.

ON ANIMAL MATH

PRINTABLE **Picture Word Problems Within 10**: sheets 1 and 3

PRINTABLE **Addition Word Problems to 5**: any sheet, for stories to 5

MAKER **Word Problems**: Problem Type Add To, Number Range 1-10

EXIT TICKET **Kindergarten Addition Within 10 Exit Tickets**: Exit Ticket 6.7

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Addition Within 10

Lesson 6.8: Addition facts to 5

GOAL Children add within 5 quickly, using fingers and what they know: plus 1 is the next number, and plus 0 leaves the number the same.

I can add within 5 quickly.

About 35 minutes

THE LESSON

1. **Warm up** (5 min) Finger flash: say "2 and 2" and children show it on two hands and say how many. Go faster: 4 and 1, 3 and 2, 0 and 4.
2. **Teach** (10 min) Show facts to 5 on fingers. Point out plus 1 (the next number), plus 0 (the same number) and the facts that make 5 on one hand. Show 2 + 3 and 3 + 2: the same answer.

   Say: "4 plus 1 is the next number, 5. 3 plus 0 is still 3: I added none."
3. **Try it together** (5 min) Flash fact cards to 5. Children show the answer with fingers, then say it. Then pairs flash cards for each other.
4. **Practice** (10 min) Children do three rows of a sheet of Addition Fact Drills to 5, saying each fact aloud, then play the Addition Quiz at Up to 5.
5. **Exit ticket** (5 min) Read **Exit Ticket 6.8** aloud, one question at a time. Children answer, then circle a face as you read the "I can" line. In 0 + 5, a child who writes 0 or 6 needs adding zero acted out with an empty hand.

Need help? Practice plus 1 and plus 0 facts with counters first.

Ready for more? Play the Addition Quiz at Up to 10.

GET READY

- A five frame card and five counters for each child
- Fact cards to 5, such as 4 + 1, 2 + 0 and 3 + 2

WORDS TO USE

fact: a small adding we can know fast, like 2 + 2 = 4

plus 1: add one more: the next number

plus 0: add none: the number stays the same

ASK

- How did you know so fast?
- What is 4 plus 0? Why?

WATCH FOR

Counts every fact from 1 on fingers. Fine at first; practice plus 1 and plus 0 until they are known.

Thinks plus 0 makes 0. Show 4 counters and add an empty hand: still 4.

ON ANIMAL MATH

PRINTABLE **Addition Fact Drills to 5**: any sheet, three rows at a time

MAKER **Addition Fact Drills**: Fact Range Within 5, Problems per Sheet 18

QUIZ **Addition Quiz**

EXIT TICKET **Kindergarten Addition Within 10 Exit Tickets**: Exit Ticket 6.8

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Addition Within 10

Lesson 6.9: Number sentences to 10

GOAL Children solve addition number sentences to 10, written across and up and down, with fingers, counters or a drawing to find each sum.

I can solve number sentences to 10.

About 35 minutes

THE LESSON

1. **Warm up** (5 min) Write 2 + 3 = on the board. Children solve it with fingers. Then write it up and down: is it the same adding?
2. **Teach** (10 min) Write 4 + 3 = across. Show 4 and 3 in a ten frame and write 7. Then write 4 over 3 with a plus and a line under them, and write 7 under the line. It is the same adding, written another way.

   > **Say:** "Across or up and down, it says 4 plus 3. The answer goes after the equals sign, or under the line."

3. **Try it together** (5 min) Write sentences to 10, some across and some up and down. Children solve each with counters or fingers and write the answer on whiteboards. Check together.
4. **Practice** (10 min) Children solve sheet 1 of Horizontal Addition to 10, then half a sheet of Column Addition to 10, with counters at hand.
5. **Exit ticket** (5 min) Read **Exit Ticket 6.9** aloud, one question at a time. Children answer, then circle a face as you read the "I can" line. The first two are up and down: a child who adds across but not up and down needs the two ways shown side by side.

Need help? Solve sentences to 5 with counters in a ten frame.

Ready for more? Write your own number sentence to 10, both ways, and draw dots to show it.

GET READY

- A ten frame and 10 counters for each child
- Whiteboards and markers

WORDS TO USE

across: in a row: 3 + 4 = 7

up and down: one number over the other, the answer under the line

sum: the number for all of them

ASK

- What are you adding?
- Where does the answer go?
- How did you find it?

WATCH FOR

Writes the answer beside the bottom number. Trace the line with a finger: the answer goes under it.

Copies one of the numbers as the answer. Build both numbers with counters and count them all.

ON ANIMAL MATH

- PRINTABLE **Horizontal Addition to 10**: sheets 1-3 and 5 (sheet 4 is pairs that make 10, for Unit 8)
- PRINTABLE **Column Addition to 10**: any sheet
- MAKER **Horizontal Math Equations**: Operations +, Range Within 10, Problems per Sheet 8
- QUIZ **Addition Quiz**
- EXIT TICKET **Kindergarten Addition Within 10 Exit Tickets**: Exit Ticket 6.9

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Addition Within 10

Lesson 6.10: Addition facts to 10

GOAL Children add within 10 quickly, using what they know: plus 1 is the next number, plus 0 stays the same, and five and some more in a ten frame.

I can add within 10.

About 35 minutes

★ Taught in Kindergarten in some states

THE LESSON

1. **Warm up** (5 min) Ten frame flash: show 5 and 2 more for two seconds. How many? Then 5 and 3, 6 and 3, 5 and 1.
2. **Teach** (10 min) Show facts to 10 in a ten frame: 5 + 3 is a full row and 3 more, 8. Show that plus 1 is the next number (6 + 1 = 7) and plus 0 stays the same. Sort fact cards into "I know it" and "I count it."

   Say: "6 plus 1: the number after 6 is 7. I know it without counting."
3. **Try it together** (5 min) Flash fact cards to 10. Children answer with fingers and voices. Pairs flash cards; facts they count go in a pile to practice.
4. **Practice** (10 min) Children do two rows of a sheet of Addition Fact Drills to 10, then play the Addition Quiz at Up to 10.
5. **Exit ticket** (5 min) Read **Exit Ticket 6.10** aloud, one question at a time. Children answer, then circle a face as you read the "I can" line. Watch 7 + 1 and 7 + 2: a child who counts all from 1 does not yet see plus 1 as the next number.

Need help? Practice facts to 5 until they are quick, then plus 1 facts to 10.

Ready for more? Play Race to the Top with two dice (sheet 2 of Addition Games to 20) and say each fact.

GET READY

- A ten frame and 10 counters for each child
- Fact cards to 10

WORDS TO USE

fact: a small adding we can know fast

five and: a full row of five and some more

quick: fast, without counting every one

ASK

- Which facts do you just know?
- How does the ten frame help with 6 + 3?

WATCH FOR

Counts every fact from 1. Practice plus 1, plus 0 and five and some more until they are quick.

Knows 4 + 5 but not 5 + 4. Show both in a ten frame: the same dots, the same answer.

ON ANIMAL MATH

- PRINTABLE — **Addition Fact Drills to 10**: any sheet, two rows at a time
- PRINTABLE — **Addition Games to 20**: sheet 2, Race to the Top (two dice; sums go to 12)
- MAKER — **Addition Fact Drills**: Fact Range Within 10, Problems per Sheet 18
- QUIZ — **Addition Quiz**
- EXIT TICKET — **Kindergarten Addition Within 10 Exit Tickets**: Exit Ticket 6.10

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