That's 10!

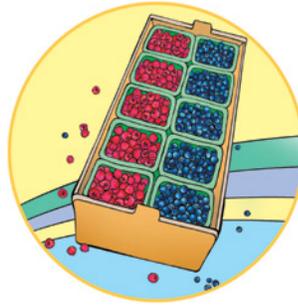## Teacher's Guide

Kathleen Corrigan

Line Masters

This Teacher's Guide includes access to modifiable and PDF line masters.

To access these Mathology Little Book Line Masters, please log in at Pearson Places, www.pearsonplaces.com.au and select the Mathology Little Books icon. The Line Masters can be found in the 'Explore Resources' section.

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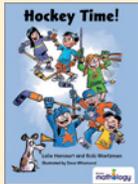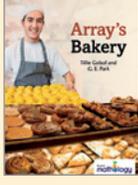You can use these log-in details to access all your Pearson Places titles.

Pearson

Mathology Little Books

This series recognizes that children's understanding of maths concepts develops over time, and so the series allows you to choose the book that best matches a child's or group's level of mathematical understanding. The books engage children at just the right level in a wide range of mathematical ideas, thinking, and activities in a variety of real world and imaginary contexts.

That's 10! engages children in conversations, investigations, and activities that help to develop their understanding of the big maths idea that "Quantities and numbers can be added and subtracted to determine how many or how much."*

Big Idea: Quantities and numbers can be grouped by units or split into units

(Skip counting, place value, fractions and decimals)

TITLE	KEY MATHS FOCUS	MATHS SKILLS	STRATEGIES	ADDITIONAL FOCUS
That's 10!	Add and subtract to 10 Compose and decompose 10	Connect addition and subtraction Use +, −, = to symbolize addition and subtraction Identify parts of a whole Model and describe different ways to make numbers Model add-on and take-from 10	Subitize Ten frames Count on and back 1-1 matching	Positional language Increasing/decreasing patterns
Hockey Time!	Add and subtract to 20 Compose and Decompose to 20	Model add-to and take-from situations to 20 Use +, −, = to symbolize parts-whole and addition and subtraction Compose and decompose 2-digit numbers	Model Count 3 times Count on and back 1-1 matching	Make graphs from simple responses Order numerals
Cats and Kittens!	Add and subtract to 20 Compare quantities to 20	Model add-to and take-from to 20 Use +, −, = to symbolize parts–whole and addition and subtraction Determine how many more/less	Know 1 or 2 more and 1 or 2 less Compare quantities to 20 by matching or counting	Collect data Describe appropriate events for times of the day Use positional language to describe location
Buy 1 Get 1	Add and subtract to 20 Develop addition and subtraction strategies	Connect addition and subtraction Use +, −, = to symbolize addition and subtraction Identify parts of a whole	Count on and back 1-1 matching	Count by 5s Develop financial literacy Recognise 3D shapes Use tallies
Array's Bakery	Solve addition/subtraction problems Solve equal grouping/sharing problems	Estimate sums and differences Model and symbolize repeated addition Create and describe equal groups of objects Model and solve equal grouping and sharing problems	Arrays Equal grouping Skip count Repeated addition Estimate Share groups equally Use number sentences	Equality Model and write time Features of 3D objects

* This book can also be used to address the big idea "Numbers are related in many ways."

Adding and subtracting to 10

- How many types of fruit are by the window? *(4)*

- How many types of fruit are on the counter? *(2)*

- How many types of fruit do you see by the window and on the counter? *(6)* How can you check this?

Scott likes his job.
He likes his customers.
Today there is a sale on berries.
Blueberries and raspberries are today's special.

WATCH FOR...

- Does the child count on from the larger number to determine the sum of the boxes, or does the child count forward from 1?

- Does the child count all of the boxes?

Scott's first customer comes in.
"Mr. Lin, today's special is berries!
Fresh blueberries and raspberries!
Would you like 10 baskets today?"

Mr. Lin says, "Yes, I would like
10 baskets of fresh berries.
I'll take 3 baskets of raspberries."

Hmmm.
How many
blueberry baskets
for Mr. Lin?

Today's Special

Blueberries
and
Raspberries

10 baskets
for $10

3
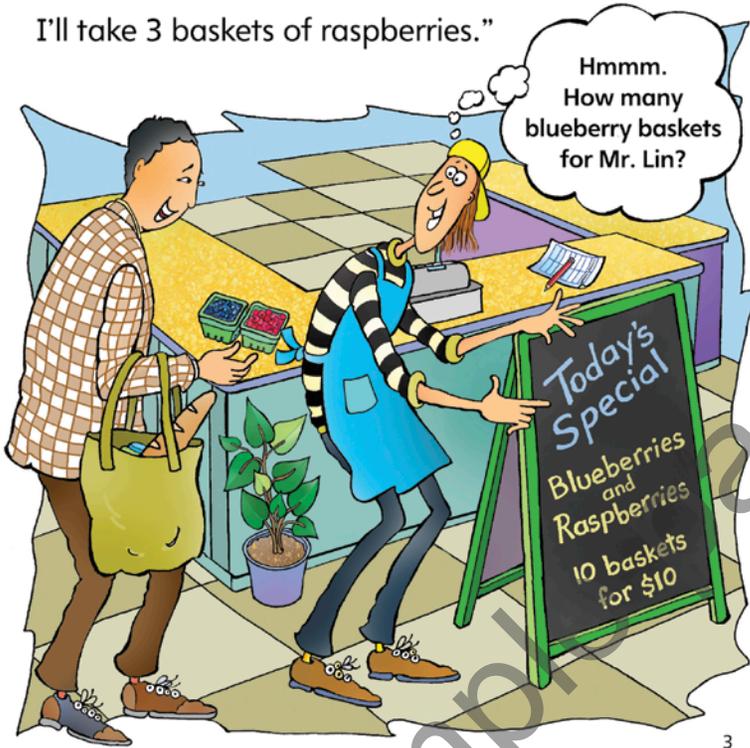
Composing and decomposing 10

• How many baskets of raspberries does Mr. Lin want? *(3)* How many baskets will be blueberries? *(7)* How do you know? *(3 and 7 makes 10)*

Large Group Options

If you read *That's 10!* to a large group or whole class, you might project the book to facilitate reading aloud and better encourage children in using the details in the pictures. These activities engage children in exploring and communicating their understanding of numbers to 10; choose the activities that best address your children's learning needs.

LET'S MAKE 10

ENGAGE

Draw attention to page 4 of *That's 10!* and ask:
- **How many baskets of berries is Mr. Lin buying?** *(10)* **Can you show me how you know?**

As a group, count each berry basket for a total of 10.
- **How many baskets of raspberries does Mr. Lin have?** *(3)* **How many baskets of blueberries does he have?** *(7)* **How many will there be when you add 3 and 7?** *(10)* **Let's count together to be sure.**

Explain that you are going to use blue counters (for blueberries) and red counters (for raspberries) to represent how many berry baskets Mr. Lin bought. Place 3 red counters on the maths mat, then add 7 blue counters. Count them together and record the numbers in a chart.

WORK ON IT

Group children in pairs and give each pair a bag with 10 red and 10 blue counters, a ten-frame from Ten-Frame (LM 3), and the recording chart from Let's Make 10 (LM 4). Explain that they will use the counters to make 10 in different ways. A partner will use the blue counters and the other will use the red ones. Say:
- **Place some blue counters on the ten-frame and count them. Then, add red counters to the empty spaces.**
- **Record your numbers on the chart each time.**

Encourage children to make as many different sets of 10 as they can.

SHARE AND REFLECT

Meet and prompt reflection by asking questions such as:
- **Share a set of 10 you have made. Does another group have the same numbers?**
- **What do you notice about making 10? Do you see any patterns?**
- **Does any combination of numbers surprise you? Why?**
- **Have you discovered all the ways to make 10? How can we check?**

Work together with children to create an organized chart to record and track all the different combinations that make 10. (There are 11 possibilities.) Extend the conversation by asking:
- **Is there a difference between "6 blue and 4 red" and "4 blue and 6 red"? Explain your thinking.**

MATHS FOCUS: compose and decompose 10

MATERIALS: *That's 10!*, p. 4; bags of counters (each contains 10 blue and 10 red); Maths Mat (inside back cover of the book or LM 3); Let's Make 10 (LM 4); chart paper

Blueberries	Raspberries	Total
7	3	10

WATCH FOR…

- How do children count? Do they count on when they add red counters or start from the beginning?
- Do children recognize the number of counters without counting (subitizing)?
- Do children predict the number of counters they need to complete the set of 10?
- How do children organize their number combinations? Do children recognize and explain number patterns?

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Line Master 1
That's 10!

Line Master 2
Connecting Home and School
Letter Template

Line Master 3
Ten-Frame

Line Master 4
Let's Make 10

Line Master 5
Berry Stories—Number
Sentences

Line Master 6
More Berries Game Cards

Line Master 7
Shake and Spill

Line Master 8
Today's Special

Line Master 9
How Many Berries?