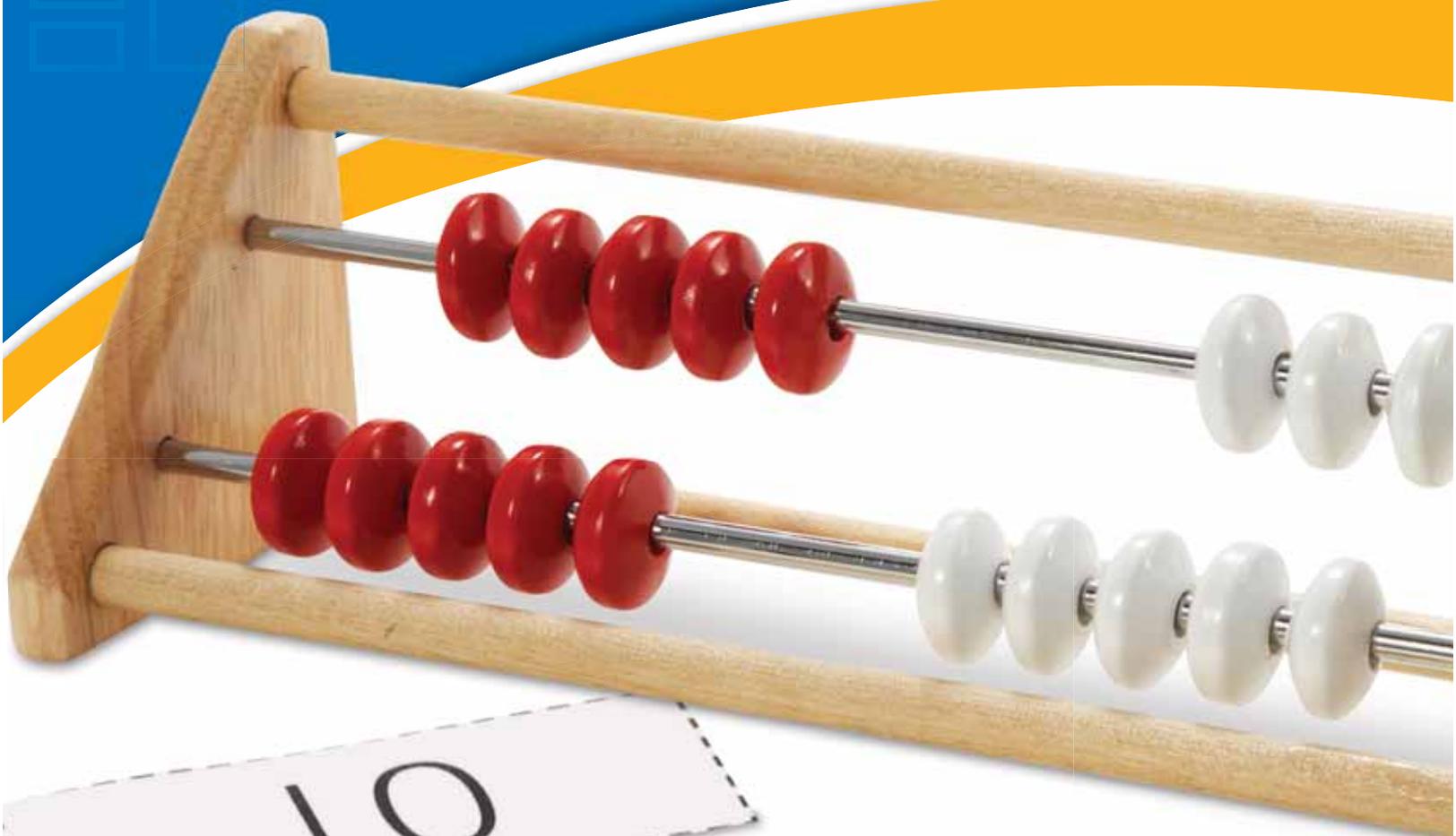


Grades
K-2

Teacher
Resource

LEARN

with Rekenreks



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Make Ten

Objective

- Find the number that makes 10 when added to another number 1–9 and justify in a picture and equation.

Materials

- Rekenreks
- Number Cards 0–10 (BLM 1)

Engage

Distribute 20-Bead Rekenreks to students. Model for students using the teacher demonstration frame.

Say: Let’s play “guess my number.”

Use the demonstration screen; quickly show and hide 5 red beads and 2 white beads on the top slide.

Ask: What’s my number? [7]

Say: Tell me how you know my number. Prove it by sliding and counting your beads so your Rekenrek matches mine exactly.

Explore

Say: The beads on the Rekenrek remind us that our number system is based on sets of tens. Today we will practice making ten, which we can use later to make sense of even bigger numbers!

Say: I have a story. Thang is practicing counting one-dollar bills. He wants to count 10 dollars in all. He already has counted one set of 4 dollars.

Ask: How many more dollars does he need to make 10 dollars? [6]

Say: Use your Rekenrek to show me.

Have children tell you the number sentence that represents the problem. [$4 + ? = 10$] Then talk about the corresponding turn-around fact. [$6 + 4 = 10$]

Ask: Are the two number sentences the same? How do you know?

Say: The sum is the same in both. If you turn around the numbers, the sum is the same.

Explore and Explain

Students use Rekenreks. They build sums of 10, draw their models, and complete number sentences. They may refer to number cards if it will help them. They also will determine if a given equation is true or false. Discuss the commutative property if students include turn-around facts.

Explain and Elaborate

Discuss the different ways to make ten.

Ask: If you know the total stays ten, how can you find different parts that add up to ten? Is there a shortcut? Do you notice any pattern?

Ask: What did you notice about the order of the numbers you added? How might your thinking change if you do subtraction instead?

Evaluate

Say: Thang is getting really good at understanding money. He needs help with one more problem. He has \$3 and doesn’t know how many more dollars he needs to get to \$10. Show me on your Rekenrek how many he needs. Write a number sentence that will help him.

Teacher’s Corner

Ten Frames Center

Reuse your laminated ten frames and two-color counters. Have students practice using ten frames with counters as if they were beads on a Rekenrek.

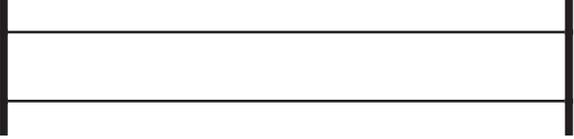
Beyond 10

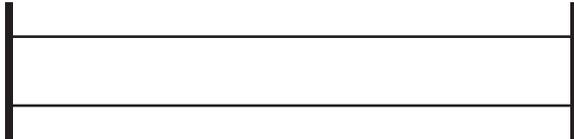
Have students use a 100-bead Rekenrek to extend the making-ten concept to multiples of 10. Given a two-digit number beyond 10, students determine the number 1–10 that is needed to compose the next multiple of ten.

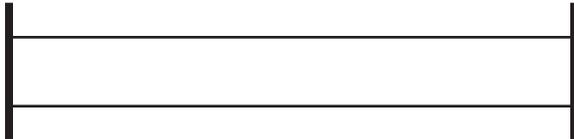
Make Ten

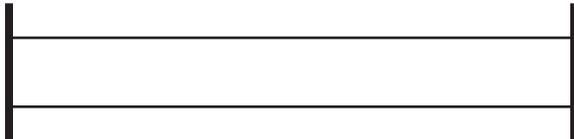
Name _____

Draw different ways to make ten. Do not use turn-around facts. Write the number sentence.

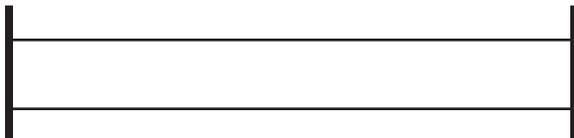
1.  _____ + _____ = 10

 10 = _____ + _____

 _____ + _____ = 10

 10 = _____ + _____

 _____ + _____ = 10

 10 = _____ + _____

Circle True or False. How do you know?

2. $10 = 2 + 3 + 4$ True False

3. $2 + 7 - 6 + 4 + 3 = 10$ True False

Number Cards 0–10



0

1

2

3

4

5

6

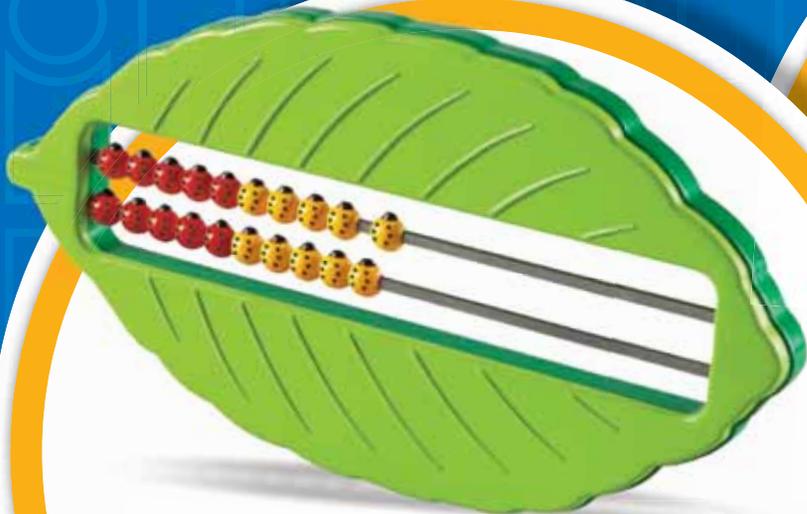
7

8

9

10

Related products to help build number sense



Buggy Beads **Counting Frame**

Slide the bugs to count, add, subtract, make 10, and so much more! This leaf is full of ladybugs that meet Kindergarten CCSS! Twenty bugs in 2 rows and 2 colors become hands-on math tools for understanding the power of 10.



CounTEN® **Sorting Tray**

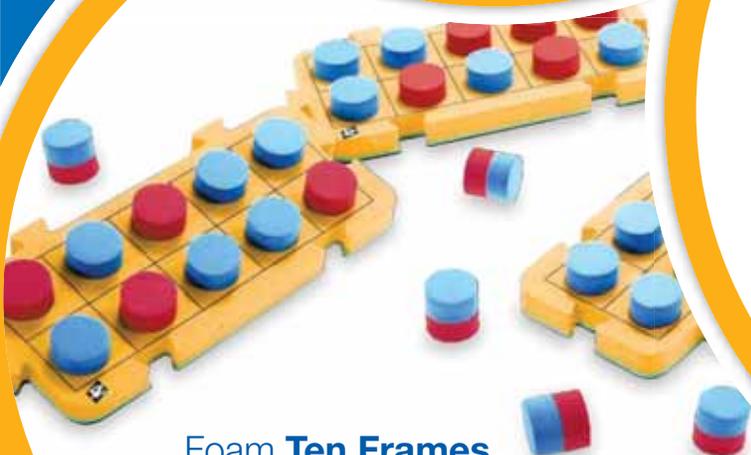
Sort counters into groups of five or ten with this unique, plastic ten-frame tray to improve understanding of place value, number concepts, and basic operations and sorting.



Looking for lessons using the **100 Bead Rekenrek?**



Go to [hand2mind.com/
learnwithrekenreks](http://hand2mind.com/learnwithrekenreks) to get
your **FREE LESSONS** today!



Foam **Ten Frames**

Develop number sense with these 2-sided foam counters that show values all in relationship to ten. Set includes 4 boards that connect to each other and counters.