![](data:image/svg+xml;base64;base64,)

# Lesson 10: Conozcamos el tablero de 10

### Standards Alignments

|  |  |
| --- | --- |
| Addressing | K.CC.B, K.CC.B.5, K.OA.A.4 |

### Teacher-facing Learning Goals

* Recognize a 10-frame as being composed of two 5-frames.

### Student-facing Learning Goals

* Hagamos tableros de 10 y usémoslos.

### Lesson Purpose

The purpose of this lesson is for students to understand the 10-frame as 2 combined 5-frames and to relate the 10-frame to fingers on two hands.

In previous lessons and units, students represented numbers 1–10 on 5-frames. The structure of the 5-frame encouraged students to see numbers 6–9 in relation to 5. In this lesson, students create a 10-frame and begin to see numbers 1–9 in relation to 10. This lesson also connects the 10-frame with fingers on 2 hands. With repeated experience, students may be able to recognize quantities on a 10-frame without counting, or by counting on from 5 (MP7, MP8).

The 10-frame will be an important tool in upcoming lessons as students compose and decompose 10 in multiple ways and find the number that makes 10 when added to a given number.

### Access for:

### Students with Disabilities

* Representation (Activity 2)

### English Learners

* MLR8 (Activity 2)

### Instructional Routines

Notice and Wonder (Warm-up)

### Materials to Gather

* Glue: Activity 1
* Materials from previous centers: Activity 3
* Scissors: Activity 1
* Two-color counters: Activity 2

### Materials to Copy

* 5-Frames to Cut Out (groups of 1): Activity 1
* Numbers on Fingers and 10-frames (groups of 1): Activity 2

### Lesson Timeline

|  |  |
| --- | --- |
| Warm-up | 10 min |
| Activity 1 | 15 min |
| Activity 2 | 10 min |
| Activity 3 | 20 min |
| Lesson Synthesis | 5 min |

### Teacher Reflection Question

In the next several lessons, students will find different ways to compose and decompose 10. The structure to the 10-frame can help students organize and understand these compositions and decompositions. How does organizing the counters on the 10-frame from left to right, top to bottom support this work?

## Cool-down

(to be completed at the end of the lesson)

0min

Unidad 5, punto de chequeo de la sección C

### Standards Alignments

|  |  |
| --- | --- |
| Addressing | K.OA.A.4 |

### Student-facing Task Statement

Lesson observations

### Student Responses

* Recognize that a full 10-frame contains 10 counters and that 2 hands have 10 fingers.