

### Activity sheet 11

- Counting objects
- Crayons or markers
- Index cards with < on one side

CONCRETE REPRESENTATIONAL

Have you seen bicycles in a rack? You might see them in the school bicycle parking area. You might see them in a downtown area. Sometimes there are bicycles that you can use when you are downtown. You borrow one from one rack. You return it to another rack.

Learning to ride a bike takes lots of practice. Even if you cannot yet ride one, you will learn. You know what to do. Please stand. Using your hands and legs, show me what riding a bike looks like. Ride your bike in place.

Repeat the process of placing objects on the bikes, replacing them with an X on 5 of the bikes, and counting the bikes that are left. Complete the activity sheet.

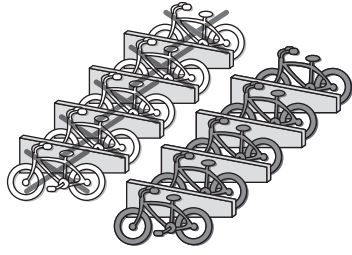
In this example of **breaking** 10 into two **parts**, the **parts** are equal. Show me an equal **symbol**. You will learn the **symbols** for **greater than** and **less than**.

I will show you the **symbols** with my hand. You will make the **symbols** with your hands. First, I will show you less than. I use my thumb and first finger. Do you see the V between my thumb and finger? Do you see that the open end of the V points to the right.

Note: The children may need a reference point for the right. Use your left hand to show less than.

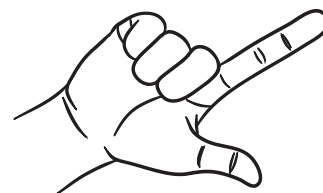
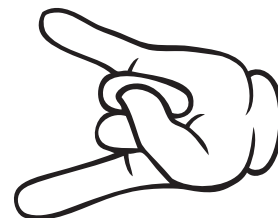
11

Name \_\_\_\_\_



$$\begin{array}{r} 10 - 5 = 5 \\ \hline 10 - 5 = 5 \end{array}$$

© 2017 TOUCHMATH KUZM1      Decomposing 10 (5 + 5) 11



# ► Composing and Decomposing 10

## Unit 3 ◉ Module 1


## Cluster 1: Two Addends

## Activity Sheets 1–12


### Activity sheet 11 (continued)

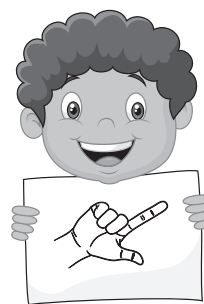
- Counting objects
- Crayons or markers
- Index cards with  $<$  on one side
- Number cards



CONCRETE REPRESENTATIONAL

 The point where the V **joins** is where my thumb and finger connect. Show me using your fingers. This **symbol** is used between two numbers to show the comparison.

Demonstrate on the whiteboard, placing two numbers some distance apart. Place your hand with the symbol between them. Make sure the point of the V points to the lesser number, the first number.

 Practice with me. Show me the **symbol** with your hands. Show me this **symbol** as I give you a pair of numbers. Show me on your magic board.



  **ALL STUDENTS**  
Use the index cards with the symbol. Give the children practice making the symbol in the sand table and at the art center. Read each comparison.

Go slowly. Start with a point. Draw the top line at an upward angle going from the point to the right. Repeat for the bottom line. Ensure that students have the point of the V pointing to the left.

 **REMEDIATE**

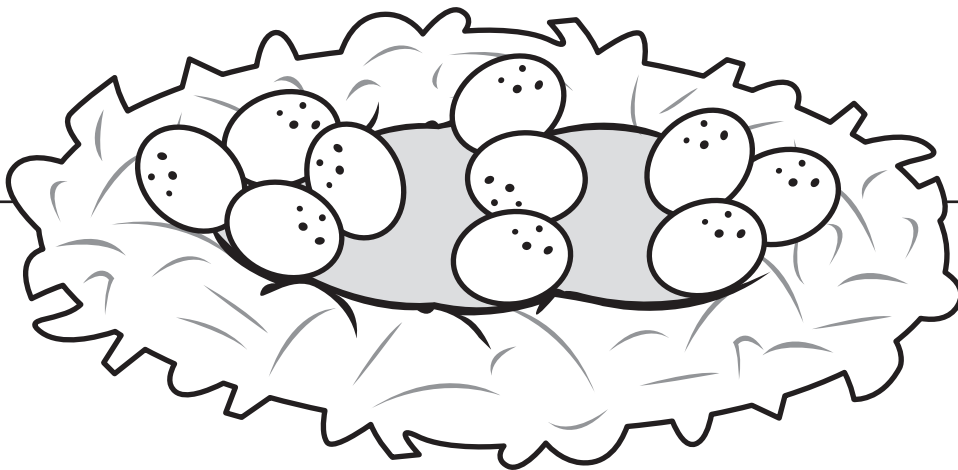
Use concrete objects for the comparison.

 **ACCELERATE**

Use number cards. Have the children place the lesser number in front of the symbol. Say the comparison.

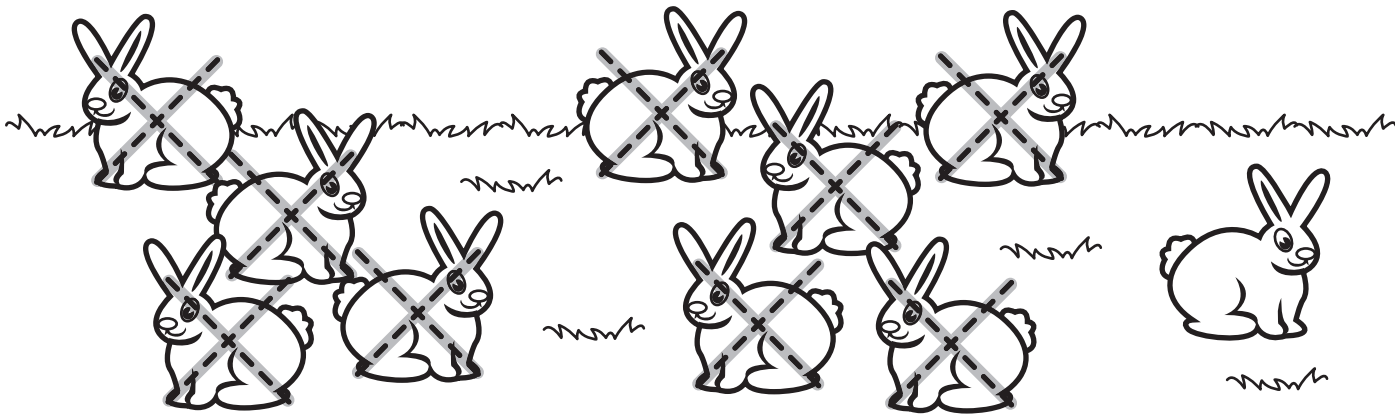
3	is less than	4
3	is less than	5
3	is less than	6

Name \_\_\_\_\_



$$\boxed{\phantom{00}} + \boxed{\phantom{00}} + \boxed{\phantom{00}} = \underline{\phantom{00}}$$

Below the first three boxes are small egg icons with the letter 'S'. Below the equals sign is a dashed vertical line, a dashed oval, and another small egg icon with the letter 'S'.



$$\boxed{\phantom{00}} - \boxed{\phantom{00}} = \underline{\phantom{00}}$$

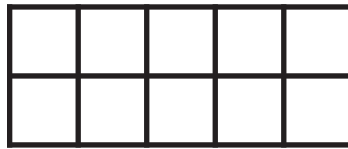
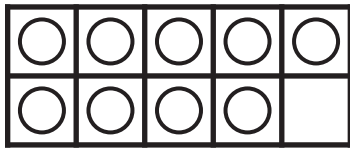
Below the first three boxes are small rabbit icons with the letter 'S'. Below the equals sign is a dashed vertical line and a small rabbit icon with the letter 'S'.

Name \_\_\_\_\_

13

□ □ □ □ □ □ □  
□ □ □ □ □ □ □

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9

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15

15

-



=

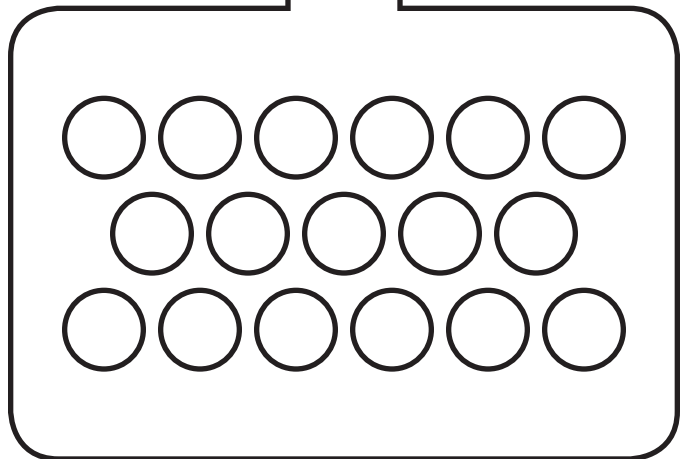
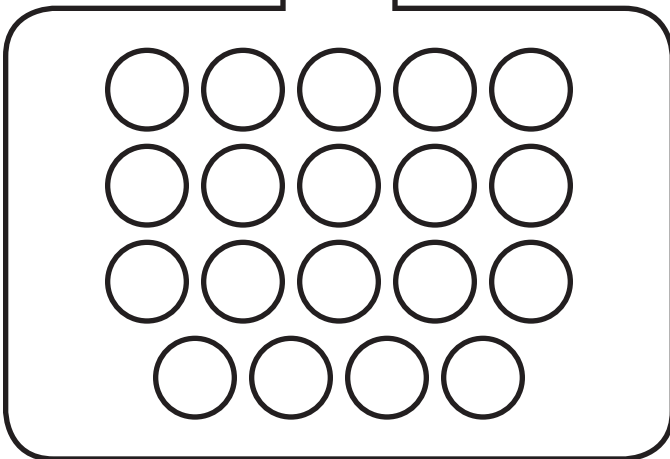
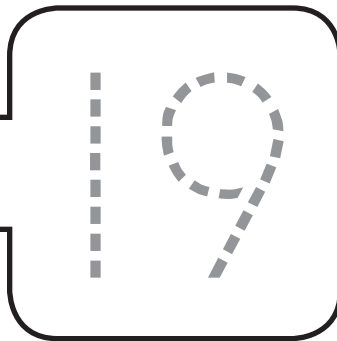
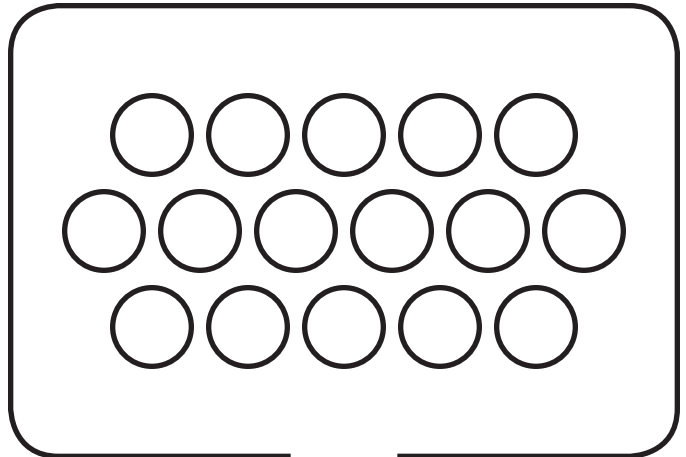
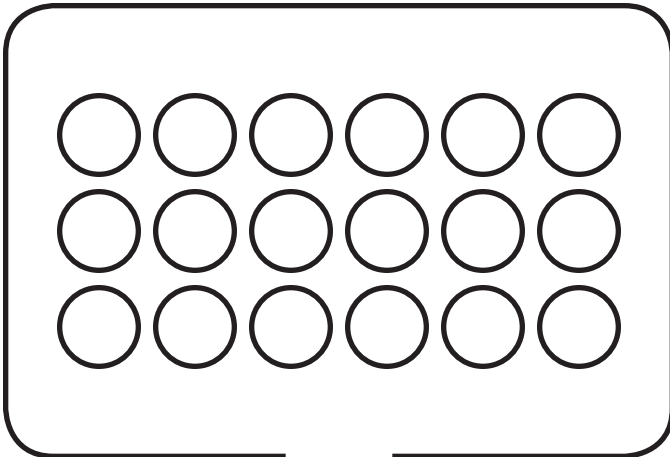
6

more

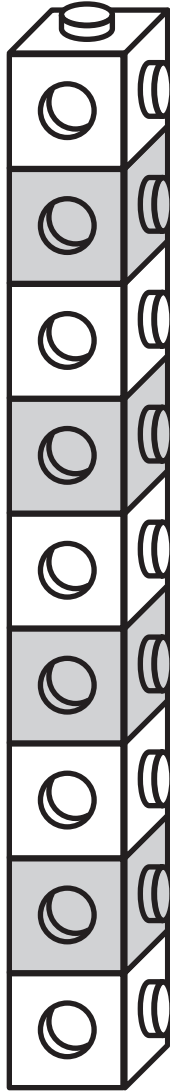
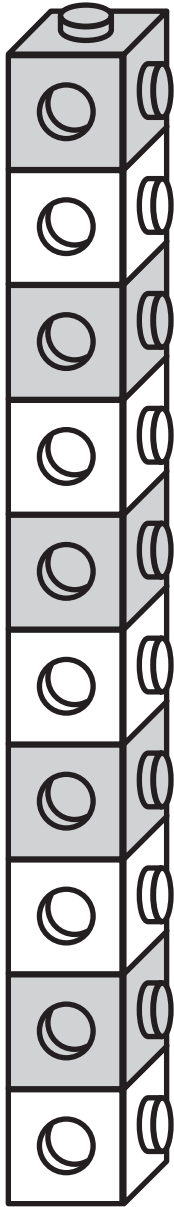
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Name \_\_\_\_\_






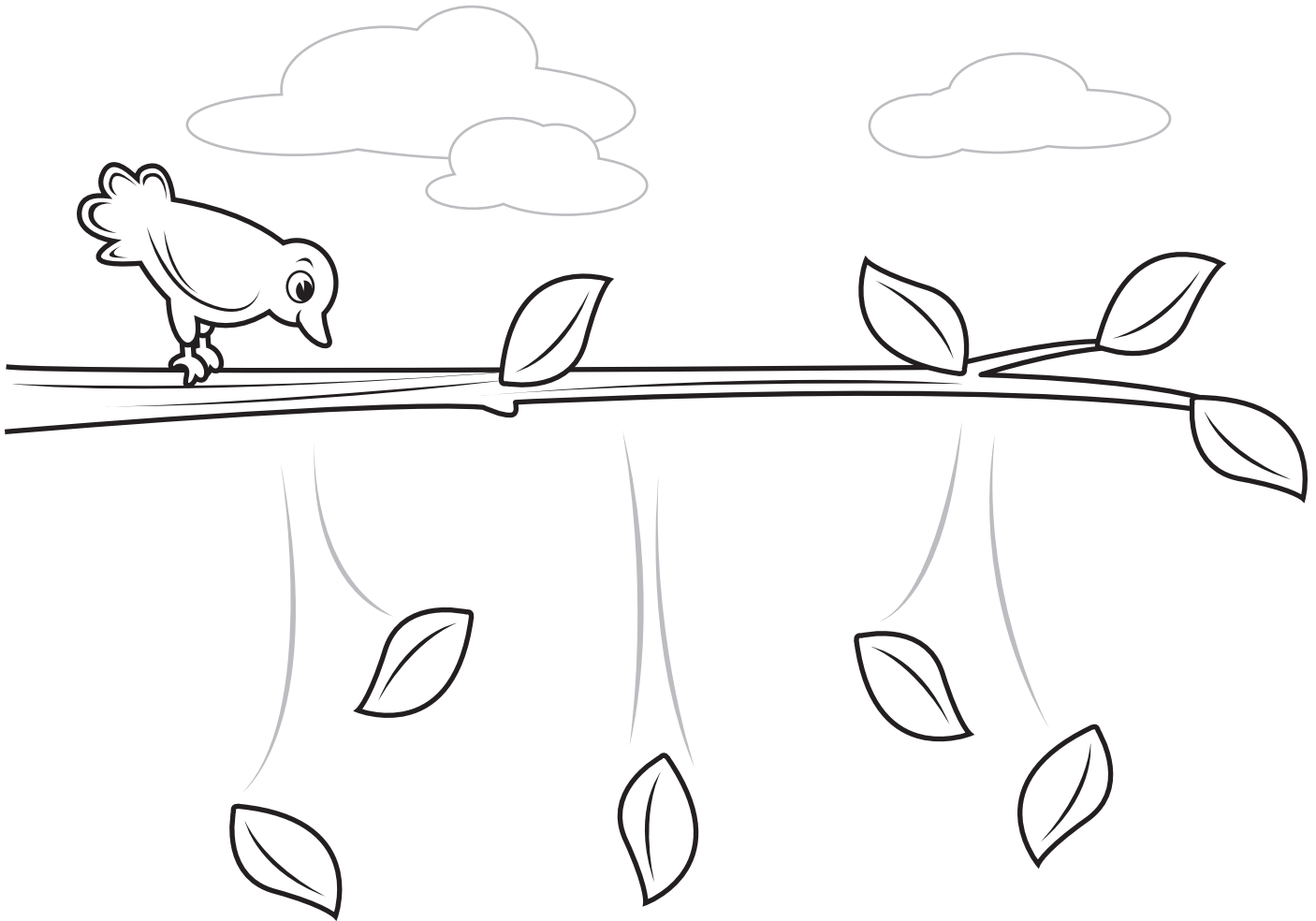
Name \_\_\_\_\_



$$\begin{array}{c} | \\ \hline \end{array} 0 + \begin{array}{c} 9 \\ \hline \end{array} = \begin{array}{c} | \\ \hline \end{array} 9$$

Name \_\_\_\_\_

9 s. 5 s. How many s are **left**?



$$\text{9 leaves} - 5 = \underline{\hspace{2cm}} \text{ leaves}$$

Name \_\_\_\_\_

61	62	63	64	65
66	67	68	69	70

