

Master the Addition Facts for 10

4-group Math™ is a visual and kinesthetic method designed to develop number sense and fact fluency. It uses a unique set of number patterns to make math easy and fun.

For more information visit our website at 4groupmath.com.

Lynn Kuske, M.Ed.

Contents

Introduction to 4-group Math	4
Subitizing	4
The 4-group Number Patterns.....	4
Addition and Subtraction	5
4-group Math Counting Order.....	5
Master the Addition Facts to 10	
Activity 1 – <u>Building Partners</u> Directions	6
Worksheet for 10, pgs. 1 & 2.....	7-8
Activity 2 – <u>Coloring Partners</u> Directions.....	9
Worksheet for 10, pgs. 1 & 2.....	10-11
Activity 3 – <u>Go Fish</u> for <i>Partners</i> Directions.....	12
Activity 3 – Fishing Pond.....	13
Activity 4 – <u>Build & Color</u> <i>Partners</i> Directions.....	14
Worksheet for 10, pgs. 1 & 2.....	15-16
Activity 5 – <u>Partner Flip Cards</u> Directions	17
Activity 5 – <i>Partner</i> Flip Cards for 10.....	19
Activity 6 – <u>Assessment</u> Directions.....	23
Activity 6 – Assessment Sheet.....	24
Appendix - Extra Worksheet Copies	
Worksheet for 10, pgs. 1 & 2.....	25-26
Activity 6 – Assessment Sheet.....	27

Introduction to 4-group Math

Mission statement: Creating a new generation of kids who love math.

To be successful in mathematics children must have **rapid** recall and know with **accuracy** and **confidence** their addition and subtraction facts.

Subitizing

The science behind 4-group Math is called *subitizing* (pronounced *sue-bi-tie-zing*): the brain's **rapid**, **accurate** and **confident** judgment of the quantity of a set of objects without counting.

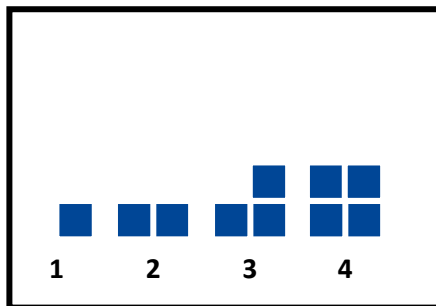
Young children can *subitize* a set of four objects when those objects are arranged in a square pattern.



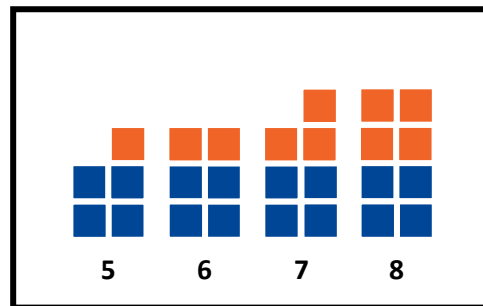
4-group Math, a visual and tactile model, uses this innate ability as an anchor to conceptualize the quantity of numbers.

The 4-group Number Patterns

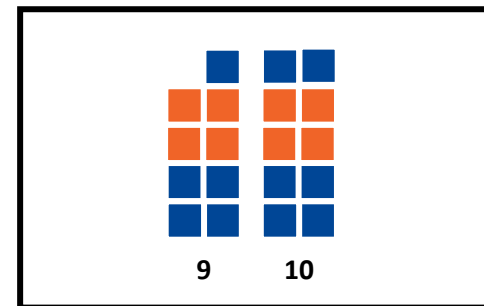
The 4-group Number Patterns 1-4 are easy to see and *subitize*.



1, 2, 3, & 4 are attached to another 4-pattern to create 5, 6, 7 and 8.

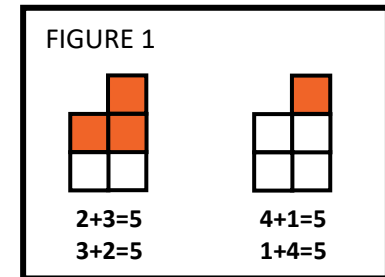


The 1- and 2- patterns are attached to the 8-pattern to create 9 and 10.

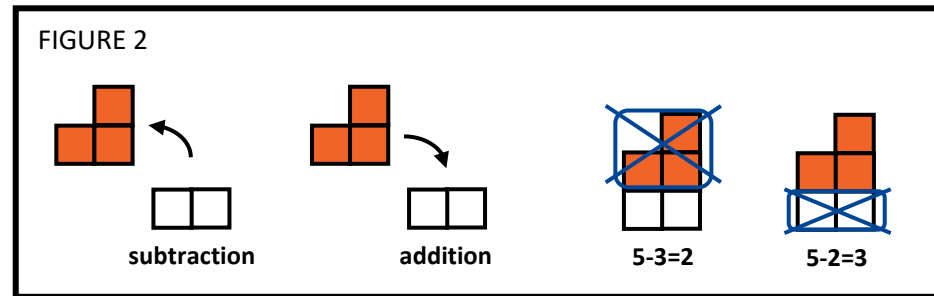


Addition and Subtraction

The 4-group Number Patterns are unique in that they are summative. They fit together like a puzzle to form the 4-group Number Pattern for their sum. For example; a 3-pattern and a 2-pattern combine to make the 5-pattern while the 4-pattern and 1-pattern combine to make the same 5-pattern. (FIGURE 1)



The 4-group Number Patterns are unique in that subtraction is modeled as the exact opposite of addition. (FIGURE 2)



4-group Math Counting Order

4-group Math uses a unique counting order that starts at the bottom and counts up from right to left. We have found that children who count in this manner, make fewer mistakes in their counting.

We build the number patterns starting at the bottom and going up: right, left; right, left.

(10) (9)
 (8) (7)
 (6) (5)
 (4) (3)
 (2) (1)

Children can stop their counting at any time and see the 4-group Number Pattern for the quantity.

1 2 3 4 5
 • • • • •
 • • • •
 • • • •

When we add we regroup to the left.

1 ←
 2 8
 + 3 4
 ———
 2

We build right to left because numbers get bigger as the digits move to the left. For example, when 9 becomes a 10, the group moves left into the tens place.

1 0 0 9

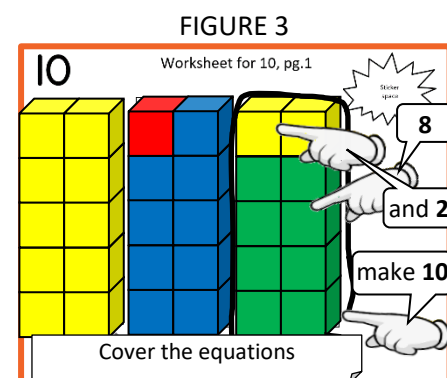
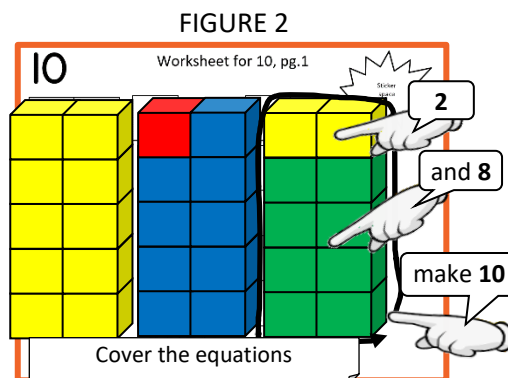
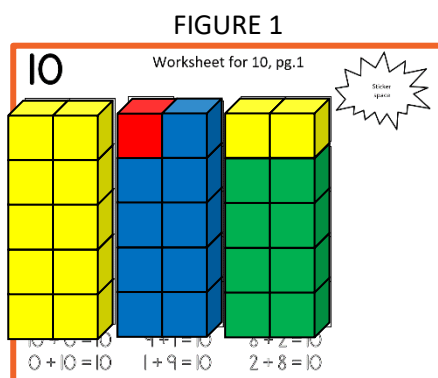
Activity 1 – Building Partners Directions

OBJECTIVE: Build and recite the *partners* of 10: $10+0$, $0+10$; $9+1$, $1+9$; $8+2$, $2+8$; $7+3$, $3+7$; $6+4$, $4+6$; $5+5$

MATERIALS: 4-group Number Blocks: one 1-block, one 2-block, one 3-block, one 4-block, two 5-blocks, one 6-block, one 7-block, one 8-block, one 9-block, and one 10-block
Worksheet for 10, pages 1 & 2

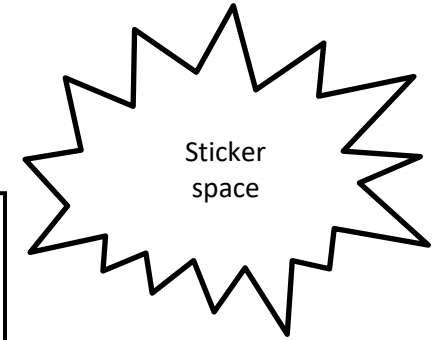
GROUP: Independent, 1 on 1, or small group

DIRECTIONS: Build the block combinations to show the *partners* for ten.
Use two colors of blocks for each set of partners, except $10+0$, $0+10$. (FIGURE 1)
Then, cover up the equations and Point and Say each equation to a friend. One example is shown. (FIGURE 2)
Remember to switch the *partners*. (FIGURE 3)
Begin with the language, “__ and __ make __,” eventually switch to, “__ plus __ equals __.”
The example below shows page one of the Worksheet for 10.
When you complete this activity, put a sticker in the Sticker space.



10

Worksheet for 10, pg. 1 of 2



$$10 + 0 = 10$$

$$0 + 10 = 10$$

$$9 + 1 = 10$$

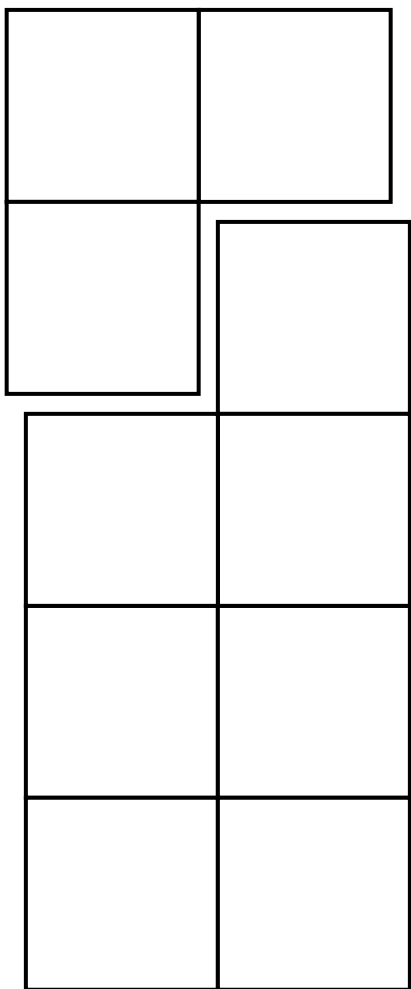
$$1 + 9 = 10$$

$$8 + 2 = 10$$

$$2 + 8 = 10$$

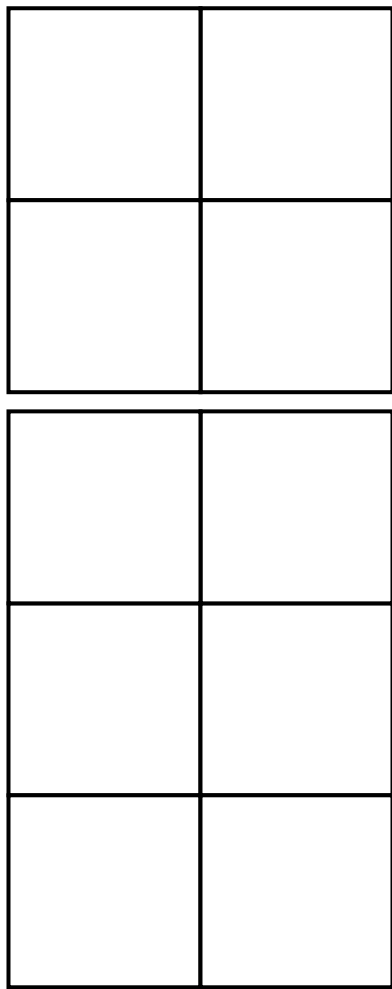
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Worksheet for 10, pg. 2 of 2



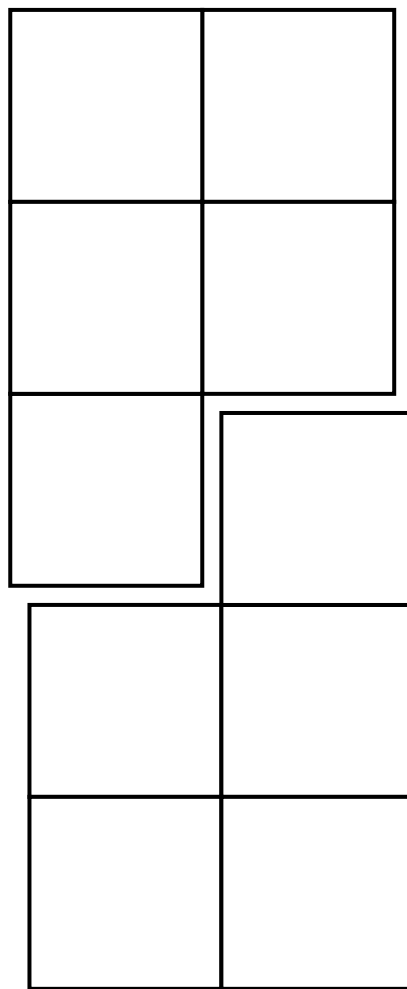
$$7 + 3 = 10$$

$$3 + 7 = 10$$



$$6 + 4 = 10$$

$$4 + 6 = 10$$



$$5 + 5 = 10$$

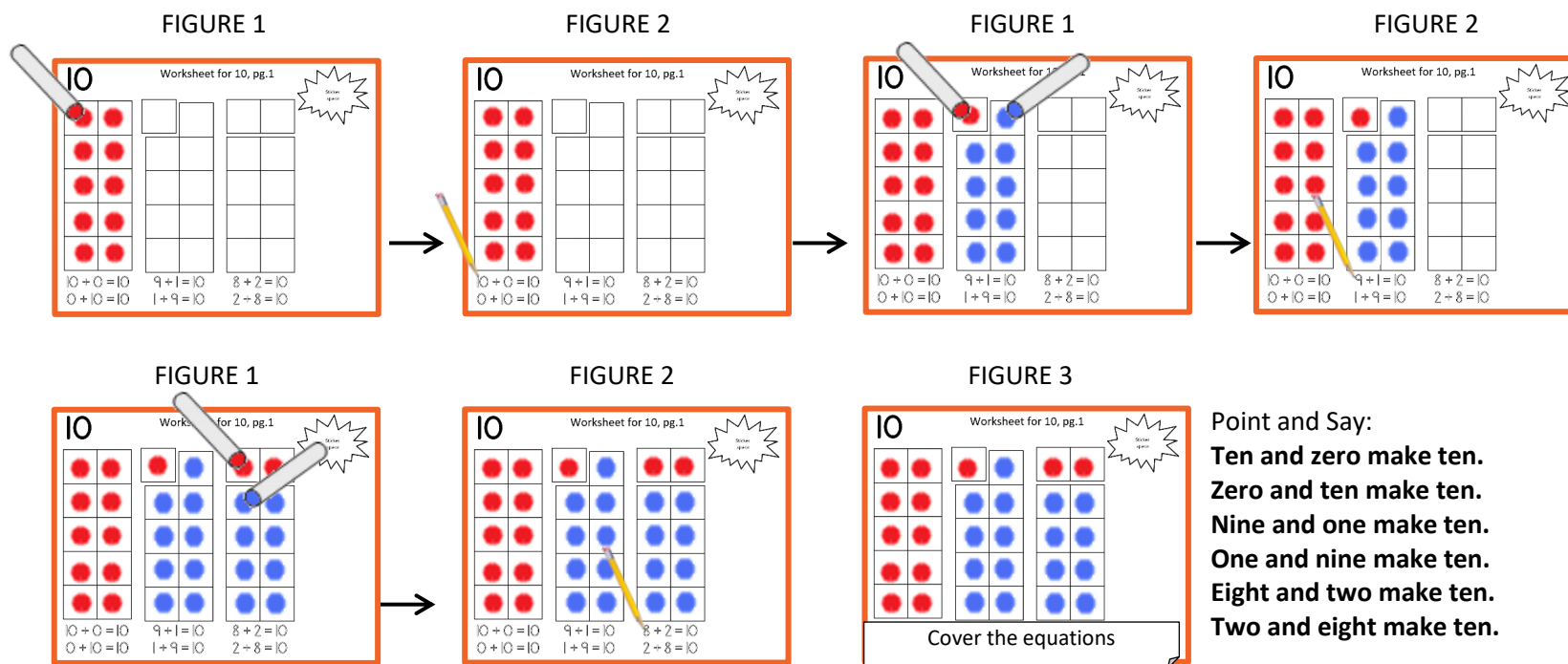
Activity 2 – Coloring Partners Directions

OBJECTIVE: Color and recite the *partners* of 10: 10+0, 0+10; 9+1, 1+9; 8+2, 2+8; 7+3, 3+7; 6+4, 4+6; 5+5

MATERIALS: Two colors of crayons, markers, stamps, or dot art
Pencil
Worksheet for 10, pages 1 & 2

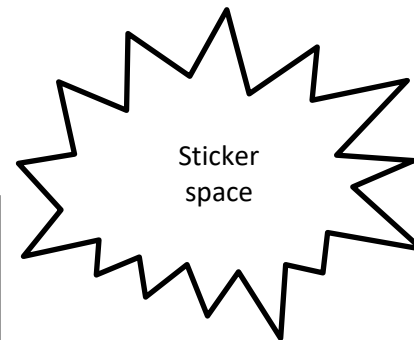
GROUP: Independent, 1 on 1, or small group

DIRECTIONS: Color to show the *partners* of ten.
Use two colors for each set of *partners*, except 10+0, 0+10. (FIGURE 1)
In pencil, write over each equation after you finish its picture. (FIGURE 2)
Complete these two steps for pages 1 and 2 of the Worksheet for 10.
Then, cover up the equations and Point and Say each equation to a friend. Remember to switch the *partners*. (FIGURE 3)
The example below shows page one of the Worksheet for 10.
When you complete this activity, put a sticker in the Sticker space.



10

Worksheet for 10, pg. 1 of 2



$$10 + 0 = 10$$

$$0 + 10 = 10$$

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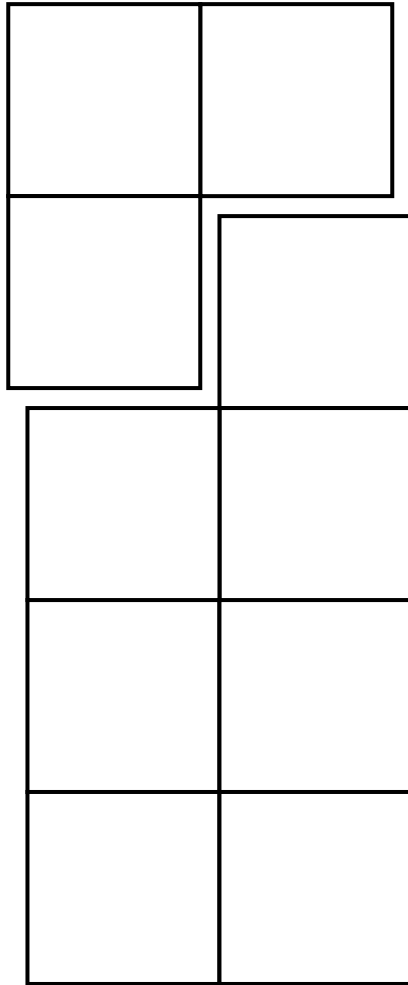
$$1 + 9 = 10$$

$$8 + 2 = 10$$

$$2 + 8 = 10$$

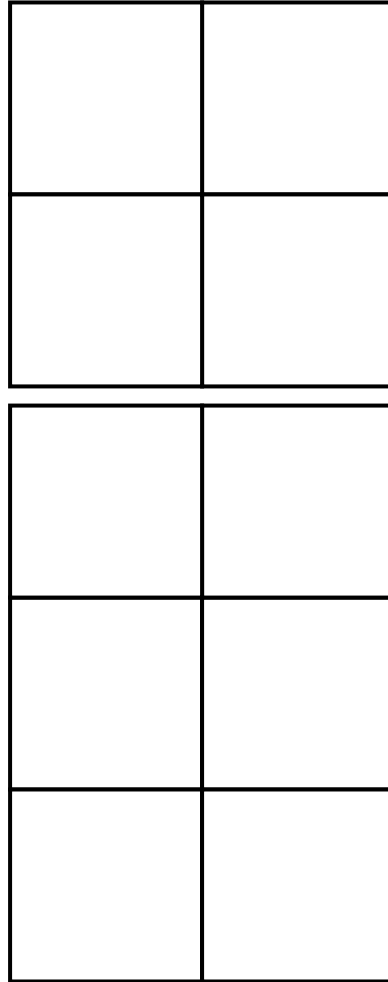
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Worksheet for 10, pg. 2 of 2



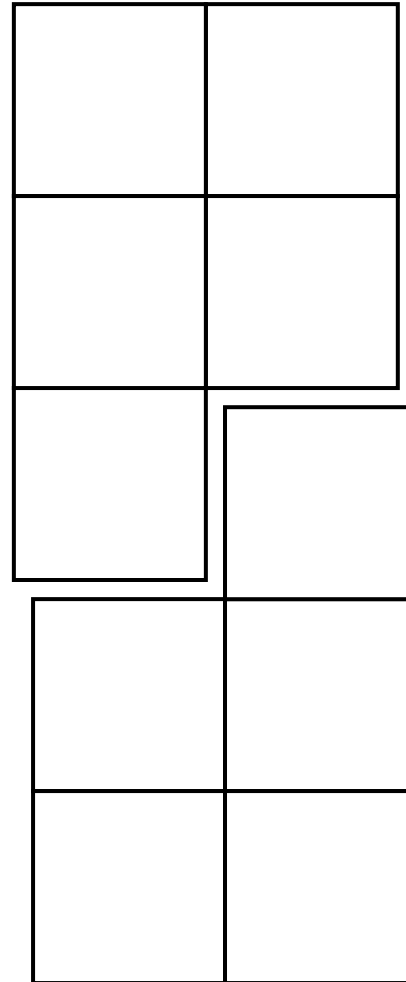
$$7 + 3 = 10$$

$$3 + 7 = 10$$



$$6 + 4 = 10$$

$$4 + 6 = 10$$



$$5 + 5 = 10$$

Activity 3 – Go Fish for *Partners* Directions

OBJECTIVE: Make 10 with two cards, then recite the *partners* of 10: $10+0$, $0+10$; $9+1$, $1+9$; $8+2$, $2+8$; $7+3$, $3+7$; $6+4$, $4+6$; $5+5$

MATERIALS: One deck of 4-group Math Playing Cards; use all the cards. One Activity 3 – Fishing Pond, or a clear play space

GROUP: 2-3 players

DIRECTIONS: Spread out the cards face down on the fishing pond or clear play space. Each player takes three cards to form a hand. Player One asks for a card that makes 10 when added to a card in her hand.

For example, if she has a 7, she would ask for a 3; if she has a 10, she would ask for a 0.

If anyone has the requested card, they give it to Player One. If more than one player has the requested card, either Player gives their card to Player One.

Player One then lays down the two cards face-up in front of her to form the 10-pattern. (Figure 1)

If the other players do not have the requested card, they say, “No. Go fish!”

Player One draws a card from the fishing pond. If Player One draws any card that makes ten with any card in her hand, she may immediately lay down the two cards face-up to form the 10-pattern.

It is then the next player’s turn.

If a player runs out of cards in her hand, she draws three more cards from the fishing pond.

Play until the fishing pond is empty. When finished playing, touch each card as you Point and Say each equation to your friends, remembering to switch the *partners* for each pair of cards.

When you complete this activity, put a sticker in the Sticker space.

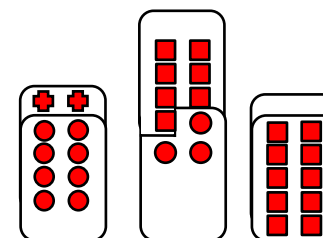
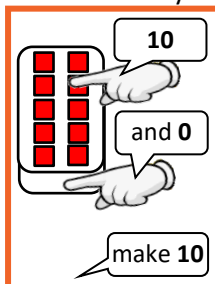


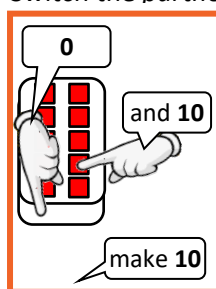
Figure 1 (three examples)

Point and Say:



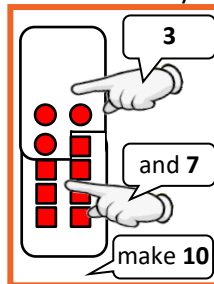
Ten
and zero
make ten.

Switch the *partners*.



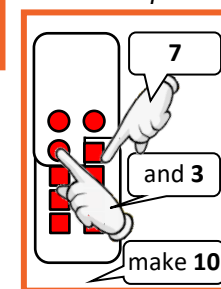
Point and Say:
Zero
and ten
make ten.

Point and Say:



Three
and seven
make ten.

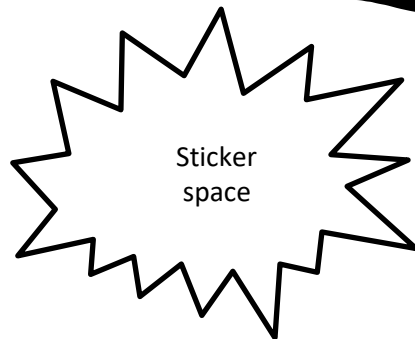
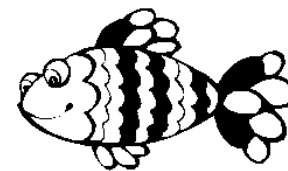
Switch the *partners*.



Point and Say:
Seven
and three
make ten.

(Two examples
are shown.)

Activity 3 – Fishing Pond



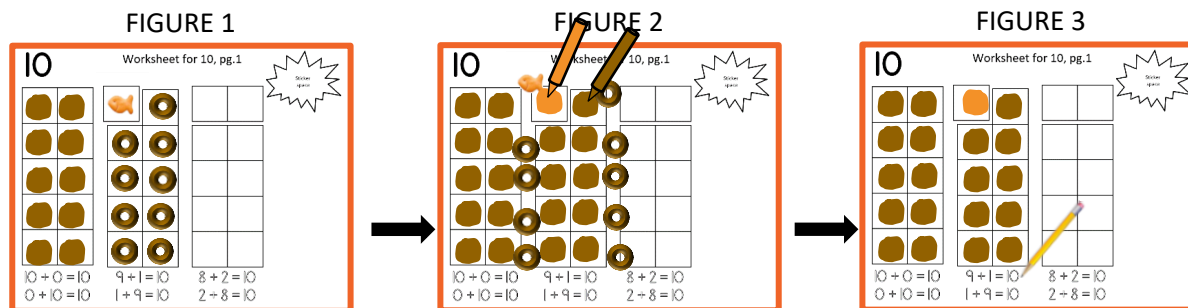
Activity 4 – Build & Color *Partners* Directions

OBJECTIVE: Build, color and recite the *partners* of 10: 10+0, 0+10; 9+1, 1+9; 8+2, 2+8; 7+3, 3+7; 6+4, 4+6; 5+5

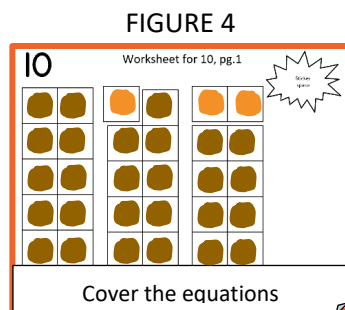
MATERIALS: Two colors of a small manipulative; cubes, buttons, candies, crackers
Two crayons or markers to match the manipulatives' colors. Pencil
Worksheet for 10, pages 1 & 2

GROUP: Independent, 1 on 1, or small group

DIRECTIONS: Build with the manipulatives to show the *partners* of ten. Use two colors for each set of *partners*, except 10+0, 0+10. (FIGURE 1)
Then, push the items off each square as you record your work with the same color crayon. (FIGURE 2)
In pencil, write over each equation after you finish its picture. (FIGURE 3)
Complete these three steps for pages 1 and 2 of the Worksheet for 10.
Then, cover up all the equations and Point and Say each equation to a friend. Remember to switch the *partners*. (FIGURE 4)
The example below shows page one of the Worksheet for 10.
When you complete this activity, put a sticker in the Sticker space.



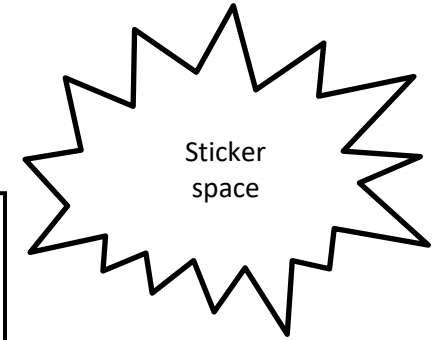
(One example
is shown.)



Point and Say:
Ten and zero make ten.
Zero and ten make ten.
Nine and one make ten.
One and nine make ten.
Eight and two make ten.
Two and eight make ten.

10

Worksheet for 10, pg. 1 of 2



$$10 + 0 = 10$$

$$0 + 10 = 10$$

$$9 + 1 = 10$$

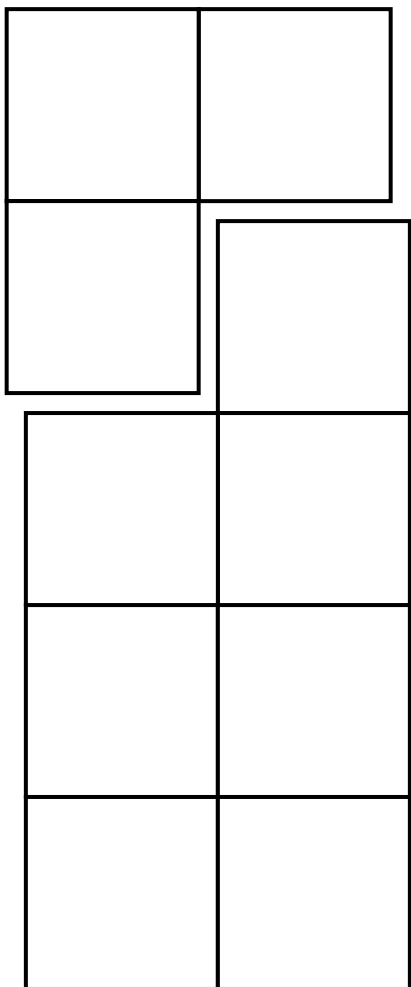
$$1 + 9 = 10$$

$$8 + 2 = 10$$

$$2 + 8 = 10$$

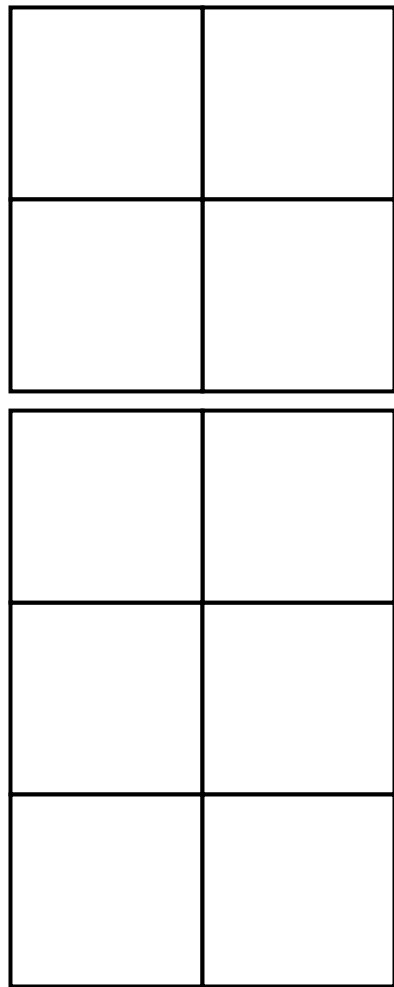
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Worksheet for 10, pg. 2 of 2



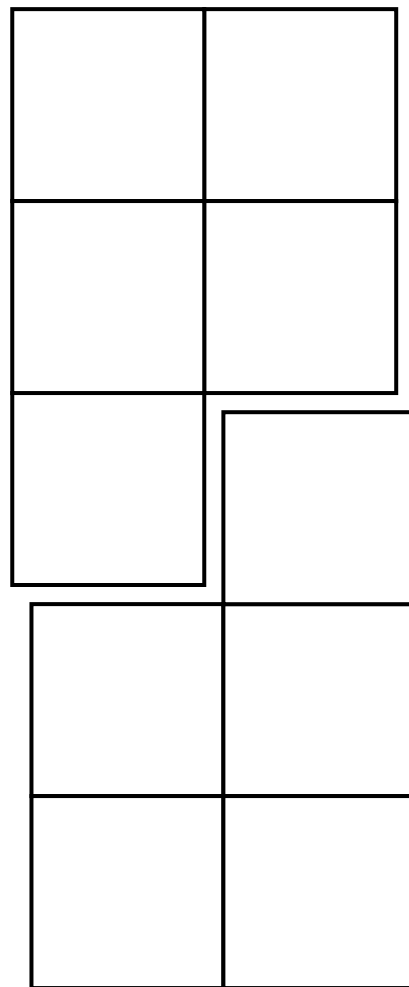
$$7 + 3 = 10$$

$$3 + 7 = 10$$



$$6 + 4 = 10$$

$$4 + 6 = 10$$



$$5 + 5 = 10$$

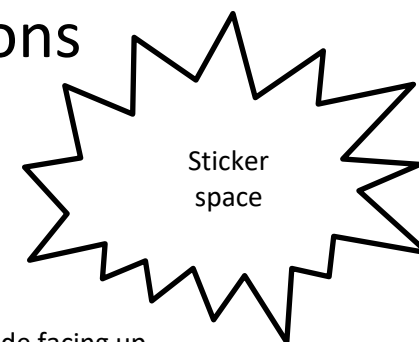
Activity 5 – Partner Flip Cards Directions

OBJECTIVE: Say the missing *partner* to make 10

MATERIALS: Activity 5 – *Partner Flip Cards* for 10

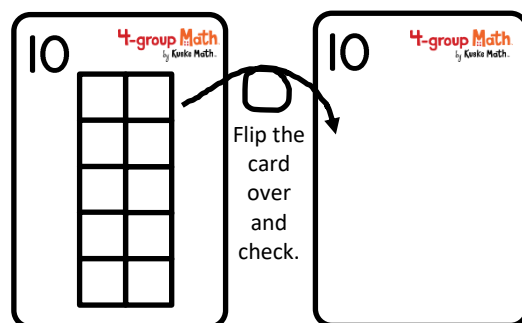
GROUP: Independent, 1 on 1, or small group

DIRECTIONS: Cut out the six cards on the following pages. Lay the cards on the table in any order with either side facing up. Look at one card. Say the number that is missing to make 10. Flip the card over and check your answer. Continue for all the cards. Beginning with the sides now facing up, repeat the process. Continue until you give the correct answers for each card. When you complete this activity, put a sticker in the Sticker space.



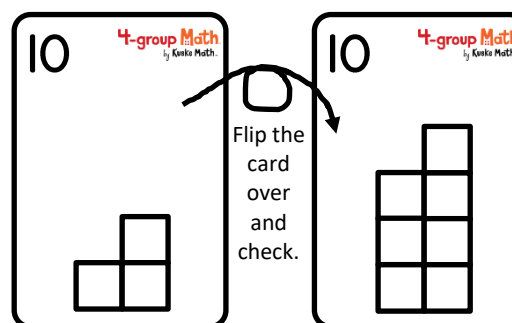
Look and Say:

Ten and zero make ten.



Look and Say:

Three and seven make ten.

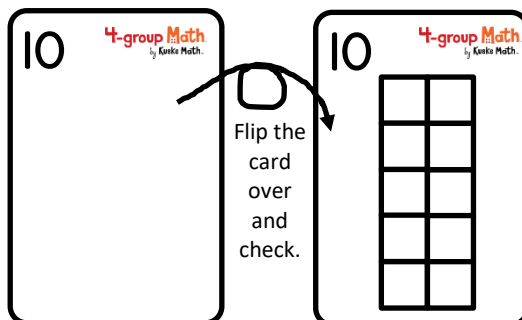


(Two examples are shown.)

Beginning with the sides now facing up, repeat the process:

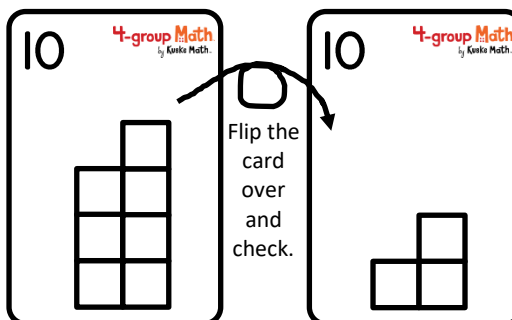
Look and Say:

Zero and ten make ten.

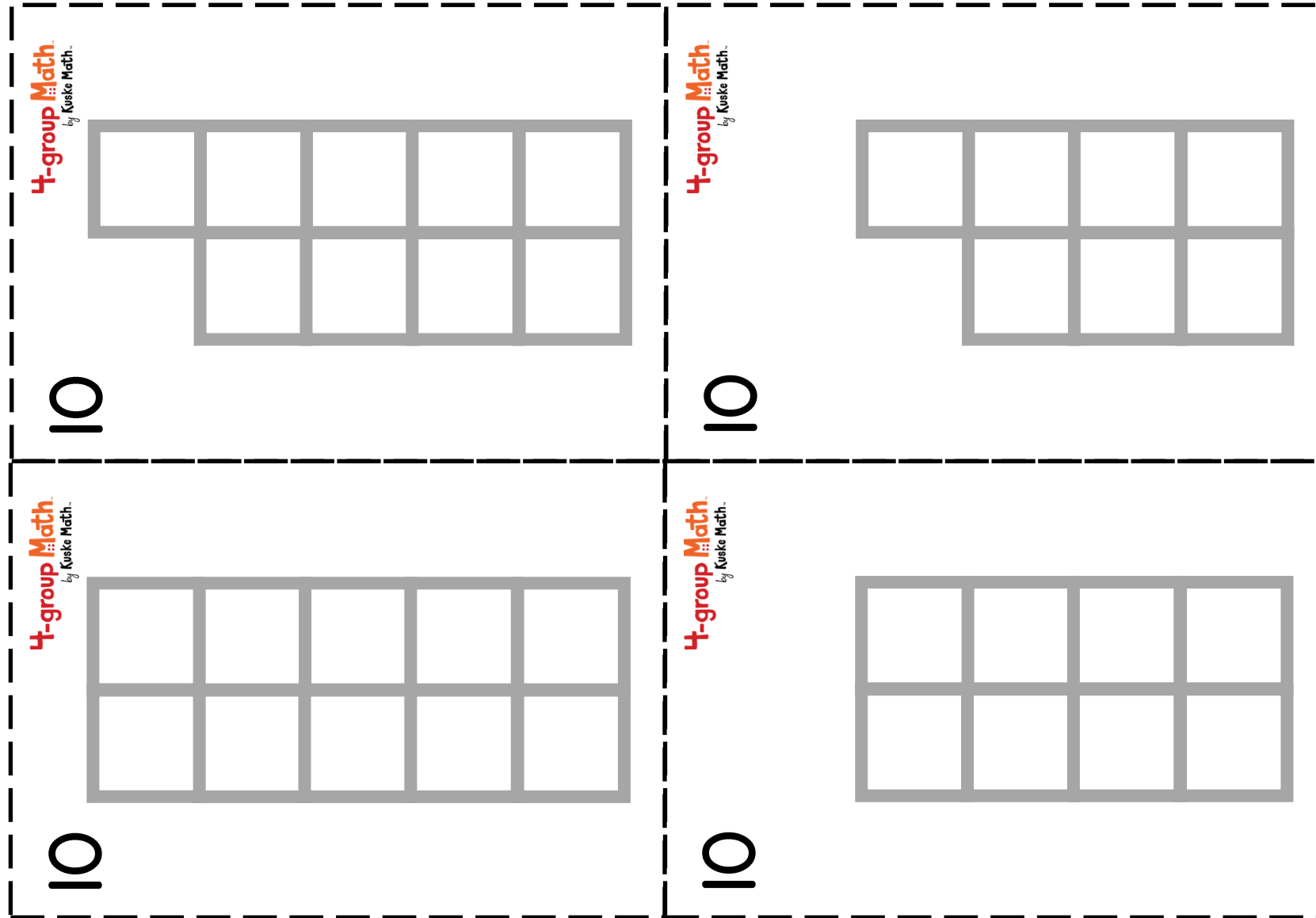


Look and Say:

Seven and three make ten.



Activity 5 –Partner Flip Cards for 10



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4-group Math
by Kuske Math.

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4-group Math
by Kuske Math.

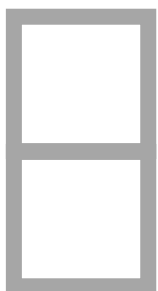
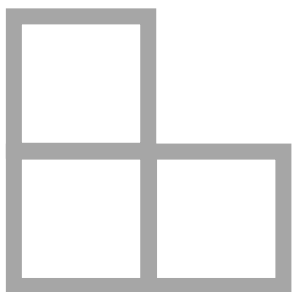


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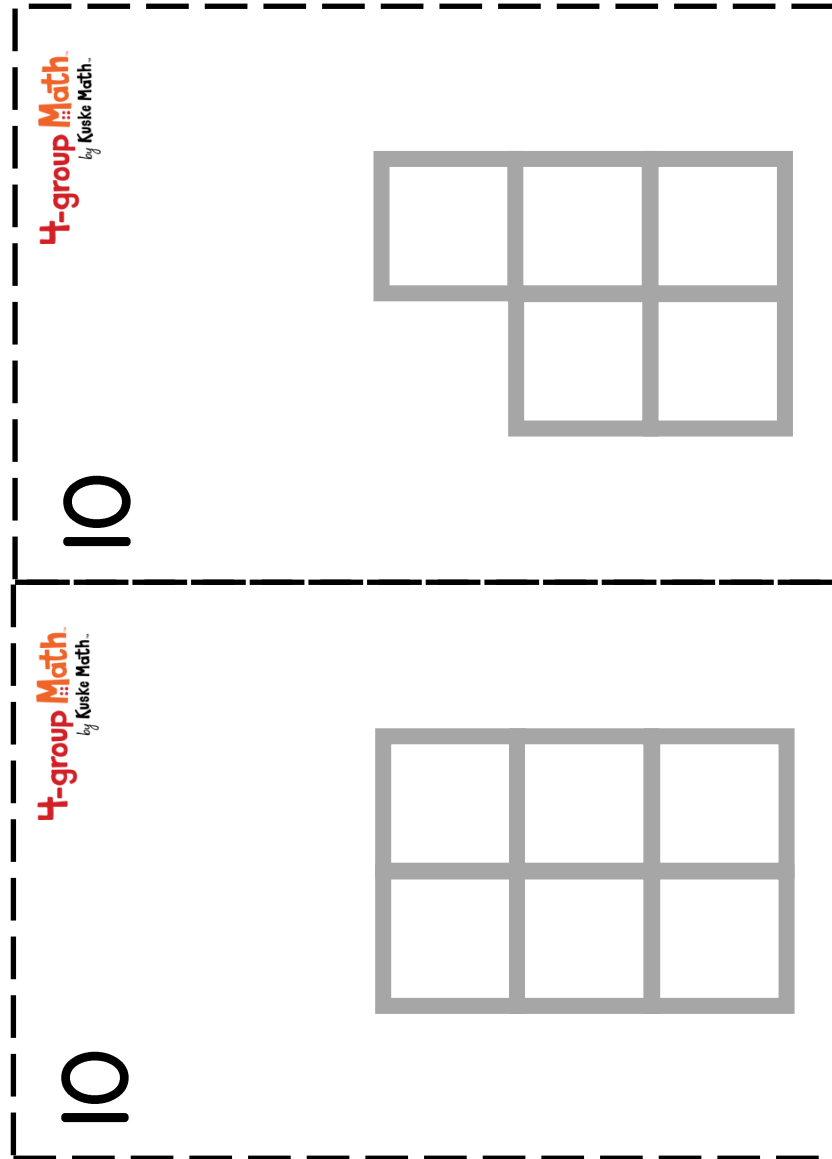
4-group Math
by Kuske Math.

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4-group Math
by Kuske Math.

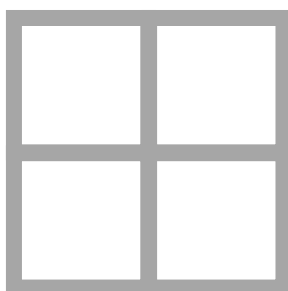
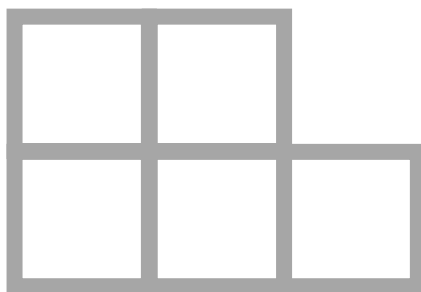


Activity 5 –*Partner* Flip Cards for 10



10

10



Activity 6 – Assessment Directions

OBJECTIVE: Write and recite from memory the *partner* equations to make 10, including the switched *partners*

MATERIALS: Activity 6 – Assessment Sheet or a blank piece of paper
Pencil

GROUP: One child with teacher or another adult

DIRECTIONS: On the Assessment Sheet or a blank piece of paper, write from memory all the *partner* equations to make ten, including the switched *partners*. It is okay for an adult to record for you if you tell them what to write. (FIGURE 1)
Find an adult to “test” you.

The adult asks you to recite all the equations, in any order. (FIGURE 2)

Then, the adult says one addend and you complete the equation by supplying the missing addend. (FIGURE 3)

Continue until all equations are said, including the switched *partners*.

If you pass, put a sticker in the Sticker space.

If you do not pass, practice a little more by repeating two activities from Activities 1-5.

FIGURE 1



FIGURE 2

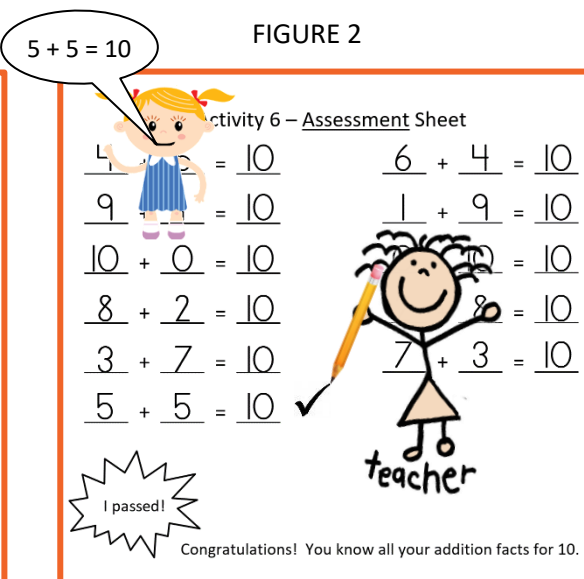
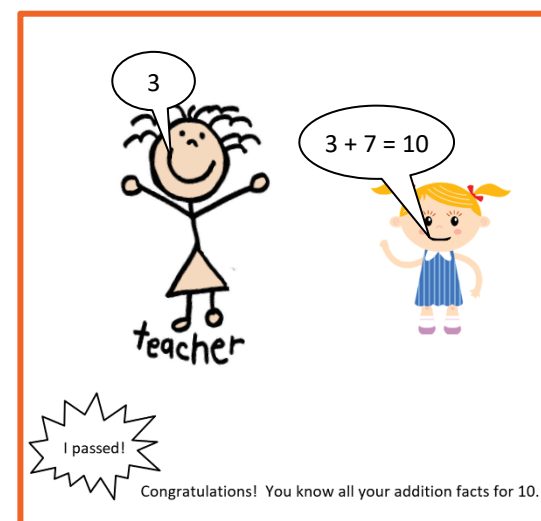


FIGURE 3



EXAMPLE:

The adult says *three*,

Child says, “*Three and seven make ten.*”

Activity 6 – Assessment Sheet

$$\underline{\quad} + \underline{\quad} = \underline{\quad}$$

$$\underline{\quad} + \underline{\quad} = \underline{\quad}$$

$$\underline{\quad} + \underline{\quad} = \underline{\quad}$$

$$\underline{\quad} + \underline{\quad} = \underline{\quad}$$

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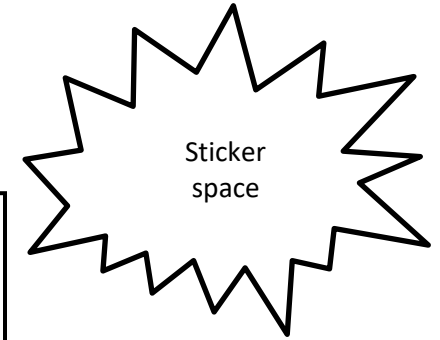
$$\underline{\quad} + \underline{\quad} = \underline{\quad}$$



Congratulations! You know all your addition facts for 10.

10

Worksheet for 10, pg. 1 of 2



$$10 + 0 = 10$$

$$0 + 10 = 10$$

$$9 + 1 = 10$$

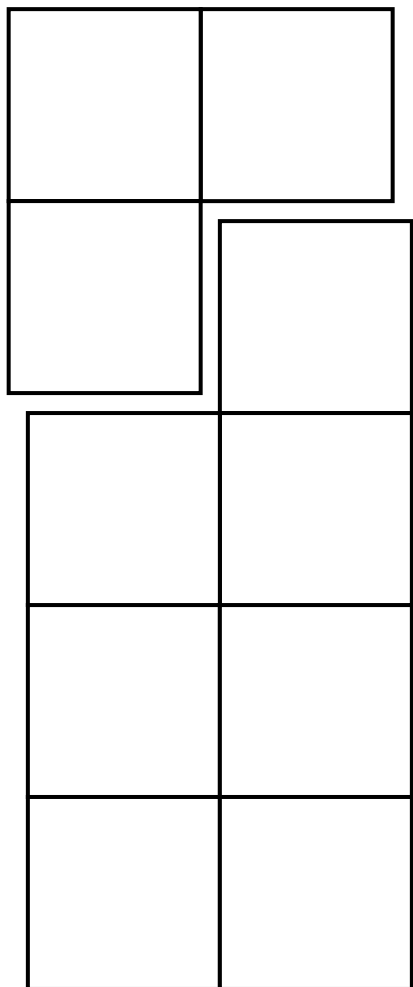
$$1 + 9 = 10$$

$$8 + 2 = 10$$

$$2 + 8 = 10$$

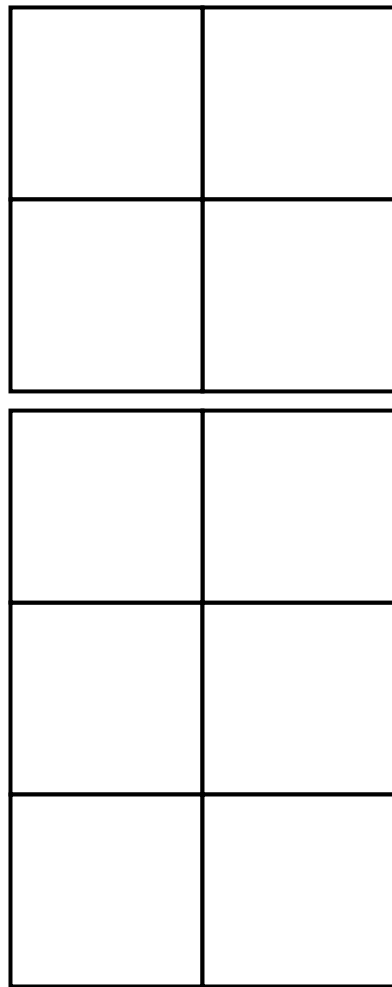
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Worksheet for 10, pg. 2 of 2



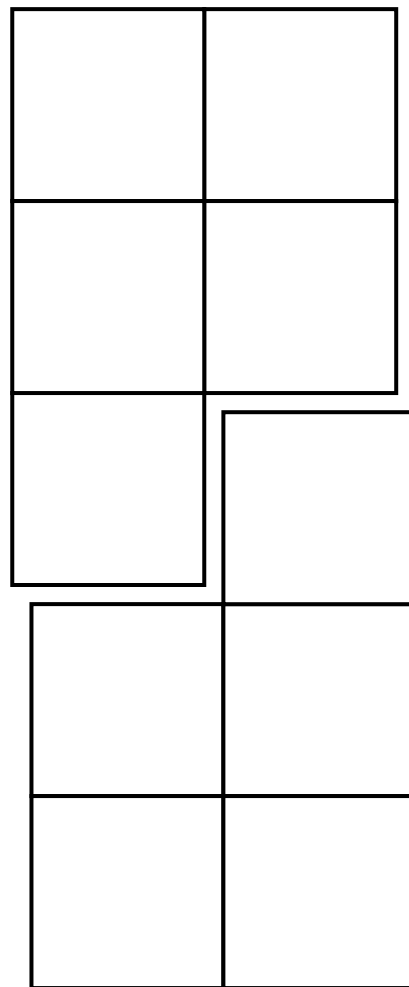
$$7 + 3 = 10$$

$$3 + 7 = 10$$



$$6 + 4 = 10$$

$$4 + 6 = 10$$



$$5 + 5 = 10$$

Activity 6 – Assessment Sheet

$$\underline{\quad} + \underline{\quad} = \underline{\quad}$$

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Congratulations! You know all your addition facts for 10.