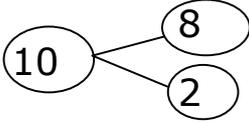
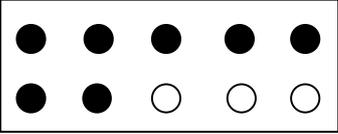


| | | |
|-----------------|---|---|
| | Repeat the process. Ask different students to go to the board and move the cutouts around, so that various combinations that make 10 are produced. | |
| | Show a number card to the class. Ask a student to call out the number that makes 10 together with this number. (8) |  |
| | Repeat the process several times. | |
| | Display a number bond on the board. |  |
| | Get students to write the addition sentence related to the given number bond, in their exercise books. | $8 + 2 = 10$ |
| | Repeat the process several times. | |
| | Display a dot card (Appendix 3.3b-1 and 3.3b-2) that shows two different kinds of dots making up 10 dots in total. Get students to count the number of each kind of dots. Ask students to write an addition sentence for the dot card in their exercise books. |  $7 + 3 = 10$ |
| | Repeat the process several times. | |
| Assess | Discuss tasks 5 to 8, Textbook p. 38-40. | Textbook p. 38-40 5. (a) 9 (b) 8 (c) 7 (d) 6 (e) 5 (f) 4 (g) 3 (h) 2 (i) 1 (j) 0 6. 10, 9, 10 9, 10, 9 9, 10, 10 9, 10, 9 8. (a) 9 (b) 8 (c) 7 (d) 6 (e) 6 (f) 10 |
| Activity | Use the addition fact cards (Appendix 3.2b-1, 3.2b-2 and 3.3c-1 to 3.3c-4) for numbers within 0 to 10 to play the game as described in Lesson 3.2f. | |