Join and Take Away Stories to 10

Teacher		**Class**	Kindergarten
Subject	Math	**Topic**	Addition within 10
Date		**Room**	
Lesson length	60 minutes	**Country**	United States

Students solve joining and take-away stories within 10. They act stories out, then show them with cubes and drawings.

Curriculum links

- Represent and solve addition and subtraction problems within 10 [1]
- Demonstrate fluency for addition and subtraction within 5 [1]

Learning objectives

- Students will solve joining stories within 10 with objects and drawings.
- Students will solve take-away stories within 10 with objects and drawings.
- Students will write addition and subtraction sentences to show stories.

Success criteria

- I can join groups and count all to solve stories to 10.
- I can take some away and count what is left.
- I can draw dots and say the number sentence.

What students already know

Hold up 3 fingers, then 2 more fingers. Ask: How many fingers in all? Listen for 5 and counting all together.

Key words

add	join groups to find how many in all [1]
put together	join groups to make one whole group [1]
take away	move some things off so fewer stay [1]
plus	sign that shows groups join
equal	same amount on both sides

Materials

- floor carpet area
- soft blocks
- counting cubes
- paper and crayons
- board with + - = signs
- Slides 1-4, 6, 8-9, 11
- Worksheet Task B

Before the lesson

- Set up carpet space with room for 6 actors to stand and move.
- Count out trays of soft blocks and counting cubes for pairs.
- Load Slides 1-4, 6, 8-9, 11 and check they show clearly.
- Print Worksheet Task B for pairs to draw dots.

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Lesson outline

0–5 min **Starter** 5 min · Whole class

Wake up joining and counting language to get ready for story problems.

YOU DO

1. Show Slide 1: Let's Add to 10! Join, count, and tell.
2. Show Slide 2 and model: put 3 soft blocks out, then 2 more.
3. Count all together with the class from 1 to 5.
4. Invite the class to show 5 with fingers and say the total.

STUDENTS DO

1. Watch the two groups join on the carpet.
2. Count out loud with the teacher from 1 to the total.
3. Show the total with fingers and say it.

Say: We need actors for our math story — who wants to come join our group? Today we join groups and take groups away to solve stories to 10. Put groups together, count all, and tell how many.

Ask: What did I do when I pushed the groups together? (Put groups together / joined them to count all.) · We had 3, then 2 more. How many in all? (5 in all.)

Check understanding: All hold up fingers for the total. If many show wrong number, recount slowly touching each block once.

Support: Let students touch each block as the class counts to keep one-to-one counting. **Stretch:** Ask: What if 1 more joined? How many would that be now?

Use: Slides 1–2

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5–15 min **Teaching** 10 min · Whole class

Model how to show joining and taking away with objects and a number sentence.

YOU DO

1. Show Slide 3 steps and model with cubes: Count first group, count next group, push together, count all.
2. Write 3 + 2 = 5 and read it using the exact slide words: Say 3 plus 2 is 5.
3. Show Slide 4 question: 4 birds, 2 more. How many? Build 4 cubes and 2 cubes.
4. Push together, count all to 6, and write 4 + 2 = 6. Joining parts to make a whole is one way to think about addition [1].

STUDENTS DO

1. Count with the teacher and repeat: Say 3 plus 2 is 5.
2. Think with a partner about 4 birds, 2 more, then share the total.
3. Watch how the blocks match the numbers in the sentence.

Say: Watch me. I count first group, count next group, push together, count all. Plus shows we put groups together. I write the parts and the whole with plus and equal.

Worked example: 4 birds, 2 more join: Make 4 cubes and 2 cubes. Push together. Count 1,2,3,4,5,6. Say 4 plus 2 is 6. Write 4 + 2 = 6. Then take-away: Start with 6, take 2 away. 4 are left. Write 6 - 2 = 4.

Ask: I have 4 and 2 more. How do we find how many? (Push together and count all to 6.) · What does + tell us in 4 + 2 = 6? (Put groups together / join. Joining groups can be shown with plus sign (+) [1].)

Check understanding: Show fingers for 4 birds plus 2 more. All should show 6. Recount with cubes if not.

Support: Keep numbers within 5, like 2 + 1, and touch-count every cube from 1. **Stretch:** Ask students to say a different pair that also makes 6.

Use: Slides 3–4

15–35 min **Main Activity** 20 min · Whole class

Solve joining and taking-away stories within 10 by acting them out.

YOU DO

1. Bring 4 students to stand together, then call 2 more to join. Ask the class for the total.
2. Write the sentence, explaining joining groups can be shown in an addition expression that uses the plus sign (+) [1].
3. Tell a take-away part: 2 students step away. Ask what is left and write 6 - 2 = 4, explaining taking part of a group away is one way to think about subtraction [1].
4. Repeat with new stories within 10, like 5 and 3, then 8 take away 3.
5. Show Slide 6 fact: Add means put together. Take away means go away.

STUDENTS DO

1. Act as joiners and leavers when the teacher calls their turn.
2. Count all together and tell the number sentence for what actors did.
3. Point to each group and say the parts and the whole.

Say: You are our actors. We will join and take away to solve the story. Watchers, count every actor. Tell me the parts and the whole so I can write it.

Worked example: Joining: 4 stand together, 2 more join. Count all: 1 to 6. Write 4 + 2 = 6. Take-away: Start with 6, 2 step away. Count who stays: 1 to 4. Write 6 - 2 = 4.

Ask: 4 are here and 2 join. How many now and how do you know? (6, we counted all together after joining.) · 6 are here and 2 go away. What is left? (4 are left.) · Which sentence matches: 4 + 2 = 6 or 6 - 2 = 4? (4 + 2 = 6 for joining, 6 - 2 = 4 for going away.)

Check understanding: Class says the sentence together and shows the total with fingers. If split, re-act slowly and recount touching each actor.

Support: Keep all stories within 5 and touch-count each actor as they move, to build fluency for addition and subtraction within 5 [1]. **Stretch:** Ask the actors to show a different way to make the same whole number with two new groups.

Use: Slide 6

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35–50 min **Pair Practice** 15 min · Pairs

Show adding and subtracting stories with cubes, drawings, and sentences.

YOU DO

1. Show Slide 8 task and give each pair cubes, paper, and crayons.
2. Read a story: 5 cubes, 1 is taken away. Model moving cubes, then drawing dots.
3. Send pairs to build it, join or take away, draw dots, and tell the sentence. Addition number sentences using + and = can be used to show parts of a whole [1].
4. Circulate, help write sentences, and ask partners to read pages to each other.

STUDENTS DO

1. Build each story with cubes and count the result.
2. Do Worksheet Task B: Draw dots to show each number!
3. Point to the two small parts and the big whole while reading to a partner.

Say: Make each group with cubes. Join and count all or take away and count what is left. Draw dots to show each number. Tell your partner the sentence.

Worked example: Story: 5 cubes, take 1 away. Put out 5, move 1 off. 4 are left. Draw 5 dots, cross 1. Write 5 - 1 = 4 and read it.

Ask: You built 3 and 4. How many in all? How does your drawing show it? (7, drawing shows 3 dots and 4 dots counted all together.) · You had 7 and took 2 away. What sentence shows it? (7 - 2 = 5, with 5 left.)

Check understanding: Partners hold up drawing and read the sentence. Teacher checks dots match cubes and total is right; remodel if not.

Support: Let students solve first just by moving objects to represent the problem, then copy that with a drawing [1]. **Stretch:** Add a second sentence on the same page that starts from the total and takes one part away.

Use: Slide 8, Worksheet Task B

50–60 min **Plenary** 10 min · Whole class

Check true and false sentences and confirm adding and taking away to 10.

YOU DO

1. Show Slide 9 key words: add, put together, plus, and more, equal, same as, and add take away.
2. Show Slide 11: 3 + 2 = 5, 4 + 4 = 9, 6 - 1 = 5. Ask smile or thumbs for true or false.
3. Ask students to prove with blocks and fix false ones by moving one block.
4. Close by linking back to joining parts and taking parts away within 10 [1].

STUDENTS DO

1. Vote true or false and explain using blocks or drawings.
2. Fix the false card and read the true sentence.
3. Say which helper they liked: cubes, fingers, or drawings.

Say: Is this math sentence telling the truth? Prove it with blocks. If it is false, fix it. Tell me the true total and read the whole sentence out loud.

Worked example: 3 + 2 = 5: 5 in all — true. 4 + 4 = 9: It is 8 — false, fix to 4 + 4 = 8. 6 - 1 = 5: 1 away leaves 5 — true.

Ask: Is 4 + 4 = 9 true? How do you know? (False, it is 8 when you count all.) · Is 6 - 1 = 5 true? Show it. (True, start at 6, 1 away leaves 5.)

Check understanding: Exit vote on 3 + 2 = 5. All true votes expected. Re-count with blocks with any who vote false.

Support: Use sums within 5 and show the picture together with the matching number sentence to connect them. **Stretch:** Ask students to change one number to turn a false card into a true card.

Use: Slides 9, 11

Common mistakes

Mistake	How to spot it	How to fix it
Miscounts total by not counting all joined objects.	Drawing shows right groups but total is short or too big.	Push groups together and touch-count from 1 to the whole [1].
Mixes up join and take-away signs.	Writes + when actors went away or - when they joined.	Act it again: join means put together, take away means go away.
Thinks 4 + 4 = 9 because numbers look bigger.	Says 9 without counting.	Build both 4s with blocks and count all to prove it is 8 [4].

Support

- Keep all stories within 5 and touch-count each actor as they move, to build fluency for addition and subtraction within 5 [1].
- Let students solve first just by moving objects to represent the problem, then copy that with a drawing [1].

Stretch

- Ask the actors to show a different way to make the same whole number with two new groups.
- Add a second sentence on the same page that starts from the total and takes one part away.

For the LSE or teaching assistant

Stay near carpet then with pairs who need counting help. Guide touch-counting 1-to-1 and repeat the sentence frame: ___ plus ___ is ___, ___ take away ___ leaves ___.

Check for understanding

Question	Answer
3 cubes and 2 cubes join. How many in all? Write the sentence.	5, 3 + 2 = 5
7 cubes, 2 are taken away. What is left? Write the sentence.	5, 7 - 2 = 5
4 birds, 2 more join. How many? Show with dots.	6, 4 + 2 = 6 with 4 dots and 2 dots

Homework

Tell someone at home a joining or take-away story to 10 and draw it.

Sources

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