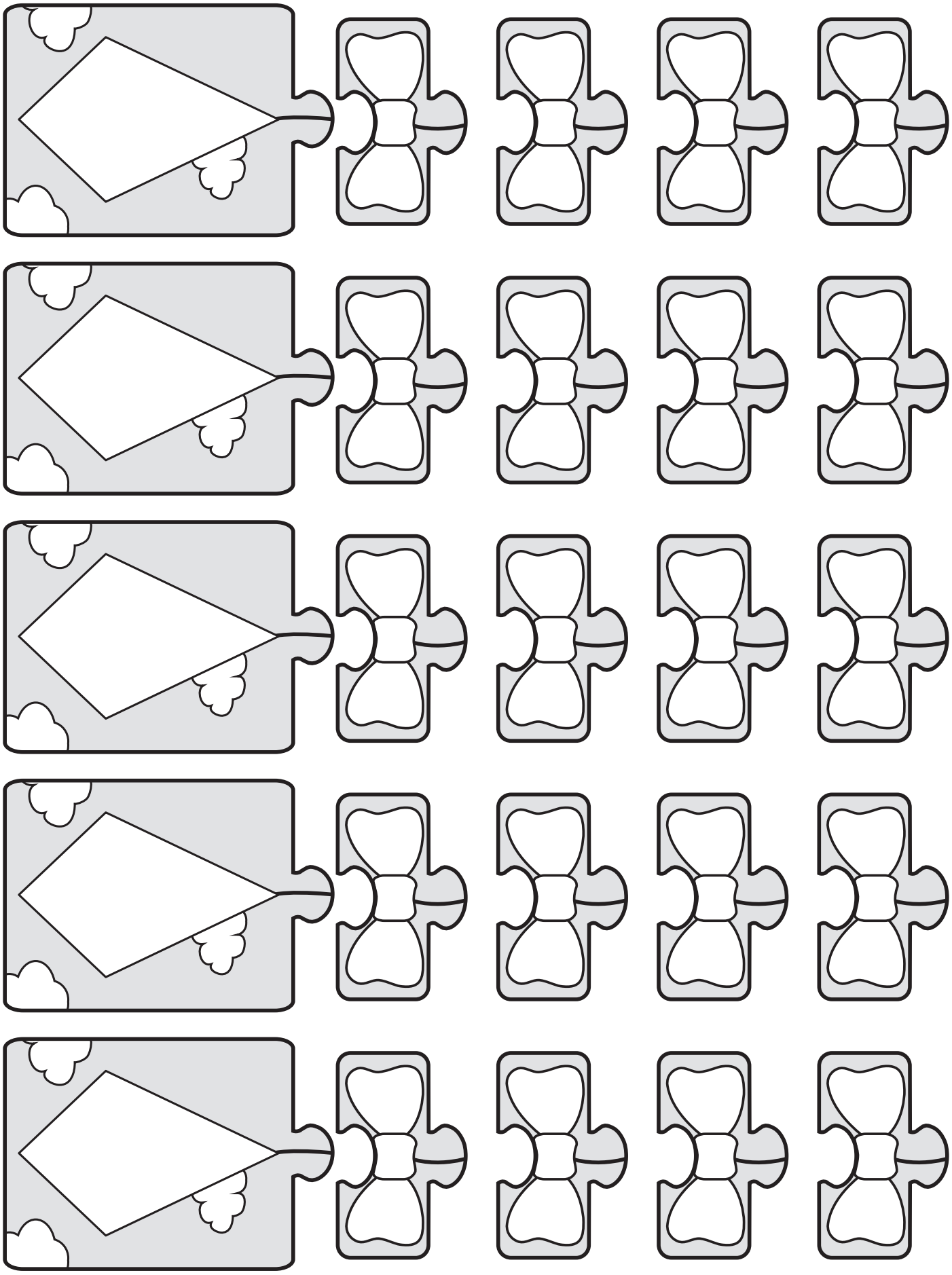


Really Good Stuff® **Activity Guide**

Kites and Tails Puzzles Set - Decomposing Numbers to 10

This Really Good Stuff® product includes:
- 10 *Kite Puzzle Pieces*
- 65 *Tail Pieces*
- *Storage Box*
- This Really Good Stuff® Activity Guide

Congratulations on your purchase of this Really Good Stuff® **Kites and Tails Puzzles Set - Decomposing Numbers to 10**—a unique self-checking puzzle set to practice decomposing the numbers to 10.

Meeting Common Core State Standards
This Really Good Stuff® **Kites and Tails Puzzles Set - Decomposing Numbers to 10** is aligned with the following Common Core State Standards for Mathematics:

Operations and Algebraic Thinking

K.OA.A.3 Decompose numbers less than or equal to 10 into pairs in more than one way, e.g., by using objects or drawings, and record each decomposition by a drawing or equation (e.g., 5 = 2 + 3 and 5 = 4 + 1).

Preparing the *Kites and Tails Puzzles Set - Decomposing Numbers to 10*
Before introducing the **Kites and Tails Puzzles Set - Decomposing Numbers to 10**, make copies of this Really Good Stuff® Activity Guide, and file the pages for future use. Or, download another copy from our Web site at www.reallygoodstuff.com. Display the *Puzzles Set* where students will be able to see and interact with it easily.

Introducing the *Kites and Tails Puzzles Set - Decomposing Numbers to 10*
Copy the *Kites and Tails 1-5 Reproducible*. Place the *Kite Pieces* for numbers 1 through 4 and the appropriate *Tail Pieces* (addition expressions faceup) randomly on the table beside them. Gather students around the *Puzzle Pieces*. Explain that students are going to practice matching addition expressions found on the *Tail Pieces* to a *Kite Piece* with the matching sum.

Place the *Kite Piece* with the number *1* in the middle of the table, and move the other *Kite Pieces* to the side. Write the number *1* on the board. Ask students to hold up one finger, and then ask them how many more fingers they need to make the number written on the board. Wait for students to answer zero. Using a different color, record *1 + 0* under the number *1* on the board. Ask students to show you zero with their fingers. Ask them how many more fingers they need to make the number written on the board. Wait for the response of *one*. Using a different color, record *0 + 1* under *1 + 0* on the board. Ask students to find the pieces that match what you wrote on the board. Have a volunteer attach the two *Tail Pieces* to the *Kite Piece*.

Carefully flip over the completed *Puzzle* to show students that the number *1* is on the back of all of the pieces. Tell students that after working on a *Puzzle*, they are to check their work by carefully turning over the whole *Puzzle* to see if the numbers on the pieces match. Distribute the *Kites and Tails 1–5 Reproducible*. Have students write their names at the top. Have them write number *1* on the first kite in the correct addition problems in the *Tail Pieces* under the number 1 kite.

Show students what happens if an answer is incorrect, by replacing a correct *Tail Piece* with one that is not correct, turning over the *Puzzle*, and displaying how the numbers do not match. Explain to students that if this happens, they are to remove the incorrect answer and replace it with a correct answer, and then recheck the back of the *Puzzle* to be absolutely sure that they have attached the correct *Tail Piece*.

Divide the class into four smaller groups and give each group one of the remaining *Kite Pieces*. Instruct each group to choose *Tail Pieces* to complete the *Puzzles* together. Tell students to complete the *Kites and Tails 1–5 Reproducible* as they complete their *Puzzle*. Allow each group to present their completed *Puzzle* and have the class fill in their reproducibles. Have students store the reproducible in their math folders for reference. If desired, make additional copies of the reproducible for students to take home to share with their families.

Decomposing Numbers 6–10
Once students have mastered the **Kites and Tails Puzzles Set - Decomposing Numbers to 10** for numbers *1* to *5*, introduce the *Puzzles* for numbers *6* to *10*. Copy and distribute the *Kites and Tails 6–10 Reproducible*. Divide the class into smaller groups. Following the steps from the previous activity, have groups work with the numbers *6* to *10* *Puzzles* to identify the addition expressions for each kite and fill in their reproducible. If desired, make additional copies of the reproducible for students to take home to share with their families.

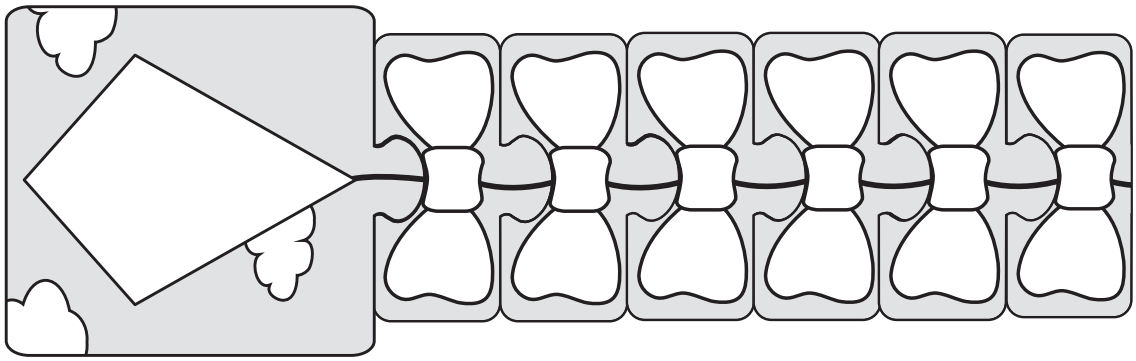
Learning Center Practice
Create a *Kites and Tails Puzzles Set* center: Make a student success chart for the center that students use to check off their names every time they correctly assemble the *Kite Puzzles*. Place the *Puzzle Pieces* in the center. Assign a student or partners to work at the center. Indicate that they are to place the appropriate *Kite Pieces* on a table and then place all of the *Tail Pieces* nearby. Encourage students to complete each *Kite Puzzle*, and turn them over to check for accuracy. Tell each student to place a check next to his or her name on the chart once he or she completes all of the *Kite Puzzles* correctly.

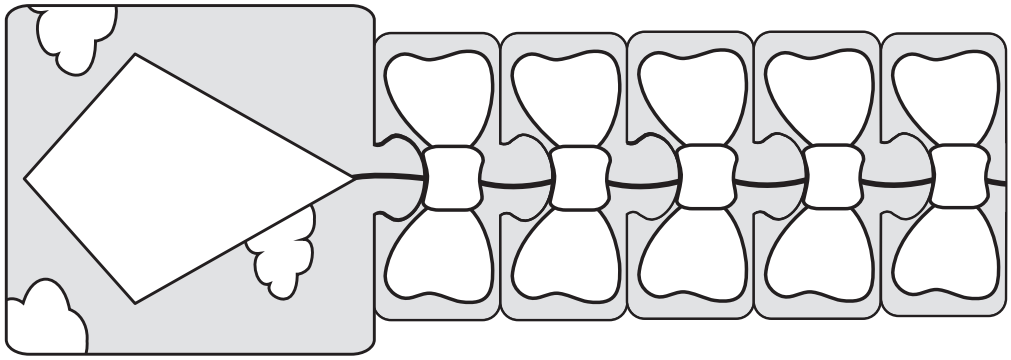
Addition Facts Relay
Randomly place the *Tail Pieces* equally in four bags or containers. Arrange the *Kite Pieces* in order from smallest to largest on a table in front of the classroom where teams can build *Puzzles*. Group students into four teams and give the first member of each team a bag. To demonstrate how to play the game, take one *Tail Piece* from a bag, and hold it up so that students can see it. Ask a student from that team to match it to a *Kite Piece*. Explain the rules of the game to students, as follows:

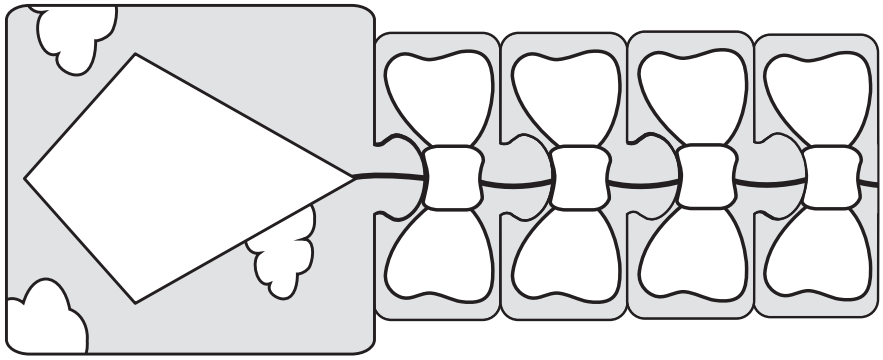
1. When you say go, the first person on each team picks a *Tail Piece* out of the team bag, takes it to the table, and attaches it to the correct *Kite Piece*.
   - If he or she attached the *Tail Piece* correctly, the student returns to his or her team, and the next person takes a new *Tail Piece* and repeats the step.
   - If he or she attached an incorrect *Tail Piece*, the student returns to his or her team and the next person tries to attach the same *Tail Piece* to the correct *Kite*.
2. Students continue taking turns until all of the team's pieces have been placed.
3. When a team finishes, they sit with their thumbs up.
4. Play continues until the remaining teams have correctly attached their *Tail Pieces*, completing all of the *Puzzles*, and you have congratulated them for finishing.

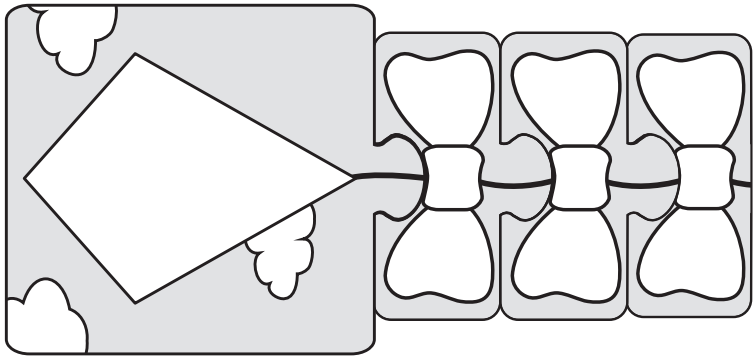
Variation: Play with any combination of *Kite Pieces* and *Tail Pieces*, making sure to distribute the *Tail Pieces* evenly. Use a remaining piece to remind students how to play before the game starts.

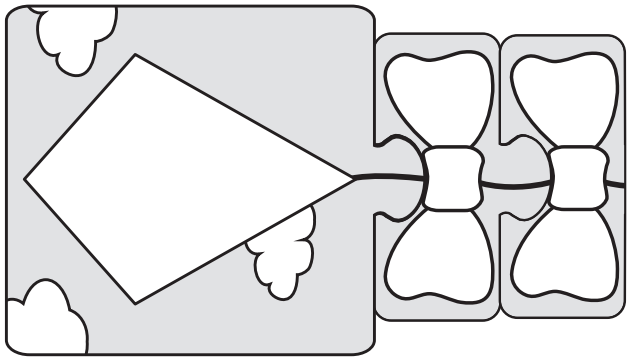
Kites and Tails Higher Number Facts
On copies of the *Higher Number Kites and Tails Patterns Reproducible*, label the blank kites with higher numbers, label the *Tail Pieces* with the appropriate facts, and copy the programmed reproducibles. Laminate them, cut the pieces apart, and use a permanent marker to write the correct answer on the backs. Place the laminated pieces in a zippered plastic bag, inform students that you have placed them in a math center, and encourage students to challenge themselves.











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