Module [5] Understanding: Numbers 10 to 20, Counting to 100 by 1 and 10	**Grade level: Kindergarten** **(Shaded standards are the focus standard(s) for this module.)**
Subject Area: Math	**Time Frame: 6 Weeks**
Designed By: Kindergarten Instructional Team	**Beginning Date:**
School: Morrilton Primary School	**Ending Date:**

Stage 1 – Desired Results

Standards: (Text in bold indicates changes/additions in wording of new Arkansas standards.)

K.CC.A.1 Count to 100 by 1s and by 10s.
K.CC.A.2 Count forward beginning from a given number within the known sequence (instead of having to begin at one).
K.CC.A.3 Write the numbers from 0-20. Represent a number of objects with a written numeral 0-20 (with 0 representing a count of no objects)
K.CC.B.4 Understand the relationship between numbers and quantities; connect counting to cardinality.

When counting objects:

- Say the number names in the order, pairing each object with only one number name and each number with only one object (one to one correspondence).
- Understand that the last number name said tells the number of objects counted.
- Understand that each successive number name refers to a quantity that is one larger.
  (Students should understand that the number of objects is the same regardless of their arrangement or the order in which they were counted.)

K. CC.B.5 Count to answer "How many?"

- Count up to 20 (10) objects in any arrangement
- Count up to 10 objects in a scattered configuration
- Given a number from 1-20 (10), count out that many objects.

(Note: As students progress they may first move the objects, counting as they move them. Students may also line up objects to count them. If students have a scattered arrangement, they may touch each item as they count it, or if students have a scattered arrangement, they may finally be able to count them by visually scanning without touching the items.)

Standard(s) conti.-

K.NBT.A.1 Develop initial understanding of place value and the base-ten number system by showing equivalent forms of whole numbers from 11 to 19 as groups of tens and ones using objects and drawings.

Goal(s):

Count to 100 by 1s and 10s
Count on from any given number
Represent a number to a quantity
Understand composition and decomposition of numbers
Understand place value and base-ten

Essential Question(s):

How can determine different strategies that may be helpful when solving problems?
How can you represent the numbers 10-20?
Explain how place value can help you understand teen numbers?
Explain what strategies can be used to count accurately with larger quantities?
Demonstrate how you can continue counting on from a number other than 1?
Name the place value of the ____?
Can you construct a drawing explaining the base-ten number system?

Students will know…	**Students will be able to…**
• Counting (larger quantities to 20) • Counting Forward (from a given number) • Place value • Base-Ten Numbering System	• use place value to model teen numbers • count quantities to 20 • explain the place value of numbers • use the base-ten numbering system

Stage 2 – Acceptable Evidence	
Performance Tasks:	**Other Evidence:**
• Count larger quantities up to 20 objects • Write corresponding number to the quantity • Count to 100 by 1s and 10s • Demonstrate understanding of next number in a sequence • Interactive Smartboard lessons	• Teacher Observation • Formal Assessments • Oral Counting • Demonstration

Stage 3: Part 1 – Weekly Learning Plan

Week	Activities/Lessons	Assessments	Materials	CCSS
29	• Using dinosaur egg manipulatives, show different ways to make numbers 0 to 10. • Solve problems using addition or subtraction up to 10 (enrichment teen numbers) • Count on from any number to 20.	Week 29 Formative Assessment	• Manipulatives- dinosaur eggs	• K.CC.A.1 K.CC.A.2 • K.CC.A.3 K.CC.B.4 • K.CC.B.5 • K.NBT.A.1
30	• Review number quantity and match the number with their written name. • Solve addition and subtraction problems related to weekly unit. • Use manipulatives to build teen numbers. • Count on from any number to 50.	Week 30 Formative Assessment	• base 10 blocks • unifex cubes • (swimming) pool noodles	• K.CC.A.1 K.CC.A.2 • K.CC.A.3 K.CC.B.4 • K.CC.B.5 • K.NBT.A.1
31	• Using jelly beans as manipulatives, show different ways to make numbers 0 to 20. • Jelly bean count , sort and graph.	Week 31 Formative Assessment	• Jelly beans • Problem(s) sheet	• K.CC.A.1 K.CC.A.2 • K.CC.A.3 K.CC.B.4

31 conti.-	• Using jelly beans as manipulatives, add numbers to make 10. • Use jelly bean manipulatives to answer written math addition problems.			• K.CC.B.5 • K.NBT.A.1
32	• Solve problems using addition and subtraction with teen numbers. • Subtraction Race (roll dice to subtract a number of cubes and race to get to zero).	Week 32 Formative Assessment	• Dice • Cubes • Add/sub sheet	• K.CC.A.1 K.CC.A.2 • K.CC.A.3 K.CC.B.4 • K.CC.B.5 • K.NBT.A.1
33	• Count pennies by ones. • Answer addition and subtraction problems using pennies as counters. • Count nickels by fives. • Count dimes by tens.	Week 33 Formative Assessment	• Pennies • Add/sub sheet • Nickels • Dimes	• K.CC.A.1 K.CC.A.2 • K.CC.A.3 K.CC.B.4 • K.CC.B.5 • K.NBT.A.1
34	• Number quantity	Week 34 Formative Assessment	• Manipulatives	• K.CC.A.1 K.CC.A.2 • K.CC.A.3 K.CC.B.4 • K.CC.B.5 • K.NBT.A.1
Stage 3: Part 2 – Pacing Resources& Materials				
Vocabulary Definitions:				
count on forward backward quantity how many compose decompose teen				

Web Links
• YouTube, YT Kids • Storybots • BrainPOP Jr

Additional Resources:
K.CC.1 • http://illuminations.nctm.org/Activity.aspx?id=3564 • http://illuminations.nctm.org/Activity.aspx?id=3565 • http://illuminations.nctm.org/Lesson.aspx?id=1616 • http://www.readtennessee.org/sites/www/Uploads/Count%20around%20the%20circle.pdf **K.CC.2** • http://mathlearnnc.sharpschool.com/UserFiles/Servers/Server_4507209/File/Instructional%20Resources/KWW1-9.pdf • http://www.localschooldirectory.com/lesson-plans/id/178 • http://www.ictgames.com/caterpillar_slider.html • http://www.learn-with-math-games.com/math-activities-for-preschoolers.html **ALL K.CC -** https://www.khanacademy.org/commoncore/grade-K-CC **K.NBT.1** • http://kinderblossoms.blogspot.com/2013/03/place-value-knbt-1.html • http://betterlesson.com/common_core/browse/30/ccss-math-content-k-nbt-a-1-compose-and-decompose-numbers-from-11-to-19-into-ten-ones-and-some-further-ones-e-g-by-using-objects