

Grade K

Unit 4.4	Unit Title Developing Concepts of Place Value – Working with numbers 11 - 19	Lesson 1 of 1	Day 1- 5
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Lesson Focus

1. Standards Addressed	2. Content to be Learned	3. Mathematical Practices	4. Essential Question
K.NBT.1 Compose and decompose numbers from 11 to 19 into ten ones and some further ones , e.g. by using objects or drawings, and record each composition by a drawing or equation ; understand that these numbers are composed of ten ones and one, two, three,...nine ones more.	<ul style="list-style-type: none"> •Compose and decompose numbers 11 to 19 (Teen Numbers) into 10 ones and some more ones. •Represent the composition and decomposition using equations. For example, $18 = 10 + 8$. •Understand that these two digit (teen) numbers are composed of ten ones and one, ...nine ones more. 	SMP3 Construct viable arguments and critique the reasoning of others. SMP6 Attend to precision.	<ul style="list-style-type: none"> •How can you decompose the numbers from 11 to 19 into ten ones and some further ones? •How can you represent these decompositions using an equation? •What does 10 ones + 5 ones represent?
5. Prerequisite Knowledge	6. Essential Vocabulary	7. Possible Misconceptions	8. Necessary Materials
<ul style="list-style-type: none"> •Compose and decompose numbers from 11 to 19 into ten ones and some further ones using objects and drawings; record each composition by a drawing. •Model and count to 19. 	Eleven, twelve, thirteen, fourteen, fifteen, sixteen, seventeen, eighteen, nineteen (Teen Numbers) ten frames	Not understanding the 1 in the tens place means also ten ones. They are not referring to the 10 in $18 - 10 + 8$ as one ten at this time.	OnCore Lesson 66 Student page 131 only Investigations Snap-ins Unit 6 Session 5A.3. pgs C19 – C22 K – 5 Math Resources Tens and Ones with Unifix Cubes Worksheet: Broken Blocks www.schooltube.com VIDEOS <ul style="list-style-type: none"> •Numbers in the Teen Have a Group of 10 •Teen Number Song (<i>packet included</i>)

Instruction

9. Instruction Practices (What are the teachers doing)	10. Learning Practices (What are the students doing)
Teachers will guide students to compose and decompose numbers 11 to 19 (Teen Numbers) and represent these numbers with equations. Teachers will stress the importance of understanding that the teen numbers are made of ten ones plus some more ones. The video links are really cute! The <i>Teen Number Song</i> also has a worksheet that can be used after the students watch it. For this unit, you will want to include having the students write the equation that is represented by the ten frames. It was difficult to find pages that corresponded correctly to this standard because many wanted to call the full frame a ten not <i>ten ones</i> .	Students will compose and decompose the teen numbers (11 – 19) and represent them with an equation. They will understand that the teen numbers are made up of 10 ones plus some more ones. The videos will help them understand this concept (it is not until First Grade that they refer to the ten ones as one ten. By doing this the student will have a better understanding of the magnitude/size of the number. One ten seems smaller to them than ten ones.