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TEKS Grade K Module 5 Fluencies

**Lesson 1**

**Fluency Practice (12 minutes)**

⬛ Finger Counting from Left to Right **K.2A** (2 minutes)

⬛ 5-Group Flashes: Partners to 5 **K.2I** (4 minutes)

⬛ 5-Group Flashes: Partners to 10 **K.2I** (6 minutes)

**Finger Counting from Left to Right (2 minutes)**

Note: This variation of counting the Math Way maintains students’ abilities to model counting sequences

within 10 on fingers.

Count by ones within 10 on fingers from left to right, from pinky on the left hand as 1 to pinky on the right

hand as 10.

Hover the fingers as if playing the piano. Drop each finger as it is counted, and leave it down. Start and end

at different numbers (e.g., count from 5 to 7). (The five fingers of the left hand have played. Students say, “6,

7,” while playing the thumb and pointer finger of the right hand.)

**5-Group Flashes: Partners to 5 (4 minutes)**

Materials: (T) Large 5-group cards (Fluency Template 1)

(S) 5-group cards (Fluency Template 2)

Note: Reviewing compositions of 5 leads to proficiency with the

fluency for the grade, **K.2I** , add and subtract within 10.

T: (Show 4 dots.) How many dots do you see?

S: 4.

T: How many more to make 5?

S: 1.

T: Say the number sentence.

S: 4 and 1 makes 5.

Continue with the following possible sequence: 3, 2, 1, 4, 2, 3, 5, 0, 5. Have students play with a partner.

Give pairs sets of 5-group cards.

**5-Group Flashes: Partners to 10 (6 minutes)**

Materials: (T) Large 5-group cards (Fluency Template 1) (S) 5-group cards (Fluency Template 2)

Note: Reviewing partners to 10 prepares students to decompose 10 in the Application Problem.

T: (Show 9 dots.) How many dots do you see?

S: 9.

T: How many more does 9 need to be 10?

S: 1.

Repeat for possible sequence: 8, 5, 7, 6, 1, 4, 3, 5, 2, 9. Have students play with a partner. Give pairs

sets of cards.

**Lesson 2**

**Fluency Practice (9 minutes)**

⬛ How Many Is One More? **K.2F** (3 minutes)

⬛ Show One More on Fingers **K.2F, K.5** (3 minutes)

⬛ Count Piles of Ten **K.2C, K.5** (3 minutes)

**How Many Is One More? (3 minutes)**

Materials: (T) Large 5-group cards (Lesson 1 Fluency Template 1) (S) 5-group cards (Lesson 1 Fluency Template 2)

Note: This fluency activity advances the familiar work with the

pattern of *1 more* as it requires students to visualize an

additional dot on the 5-groups.

T: (Show 3.) How many dots?

S: 3.

T: What’s one more than 3?

S: 4 is one more than 3.

Continue with the following possible sequence: 1, 4, 2, 4,

5, 6, 7, 9, 5, 8, 7. Eliminate asking them to identify the base

number as quickly as possible.

T: We are going to do the same thing without using

the 5-group cards. I'll say a number; you say the

next number. 3.

S: 4.

Continue with the same sequence as above.

**Show One More on Fingers (3 minutes)**

Materials: (T) 20-bead Rekenrek

Note: This fluency activity maintains students’ proficiency with the pattern of *1 more* and connects two

5-group models, the Rekenrek, and counting the Math Way.

T: (Show 5 beads.) Count the number of beads.

S: 1, 2, 3, 4, 5.

T: Count one more on your fingers left to right.

S: (Hover hands as if playing the piano. Drop a finger or *play a note* , starting with the left pinky.)

1, 2, 3, 4, 5, 6.

Continue with the following possible sequence:

6, 4, 7, 9, 8, 7, 6.

**Count Piles of Ten (3 minutes)**

Materials: (S) About 40 straws for each pair of students

Note: Making groups of ten objects calls students’ attention

to the number 10 as a significant number in today’s lesson.

Have students see how many piles of 10 straws they can count.

**Lesson 3**

**Fluency Practice (10 minutes)**

⬛ Hide 1 **K.2F** (4 minutes)

⬛ How Many Do You See? **K.2D** (3 minutes)

⬛ Grouping 10 Objects **K.2C** (3 minutes)

**Hide 1 (4 minutes)**

Materials: (T) Large 5-group cards (Lesson 1 Fluency Template 1) (S) 5-group cards (Lesson 1 Fluency

Template 2)

Note: This fluency activity advances the familiar work with the

pattern of *1 less* as it requires students to visualize removing a

dot from the 5-group card.

T: (Show 5.) Use your imagination to hide 1. How

many are left?

S: 4.

T: (Show 10.) Use your imagination to hide 1. How

many are left?

S: 9.

Continue with the following possible sequence: 1, 6, 2, 7, 3, 8, 4, 9.

T: Let’s do the same thing without using the 5-group cards.

I’ll say a number; you say the number that comes before. 4.

S: 3.

Continue with the same sequence as above.

**How Many Do You See? (3 minutes)**

Materials: (T) Large 5-group cards (Lesson 1 Fluency Template 1)

Note: This fluency activity advances students’ ability to rapidly recognize quantities on 5-group cards

by requiring them to visualize.

T: (Show dots for several seconds, and then hide the card.) Wait for

the signal. How many dots did you see?

S: 7.

T: Who can explain how they see 7?

S: I see a 5 group on top and 2 more on the bottom. (Draw as the student speaks.)

Continue with the following possible sequence: 3, 9, 1, 8, 7, 4.

**Grouping 10 Objects (3 minutes)**

Materials: (S) Bag with about 20 small objects for each student

Note: Making groups of 10 ones in varied configurations brings attention to the number as significant

in today’s lesson and allows students to experience conservation of the number.

T: Place the items from your bag on your work mat. Count out 10 ones, and move them together

into a bunch.

T: (Wait while they work.) By counting, prove to your partner there are 10 things in your bunch.

S: (Count.)

T: Push all your things back together. Mix them up. Count out 10 ones again, and move them together

into a bunch.

Repeat process two or three more times. Ask students if the same 10 things are in the bunch each time.

**Lesson 4**

**Fluency Practice (12 minutes)**

⬛ Dot Cards of Six **K.2D, K.2I** (4 minutes)

⬛ Number Pairs of Six **K.2I** (4 minutes)

⬛ Circle 10 Objects **K.2C, K.2D** (4 minutes)

**Dot Cards of Six (4 minutes)**

Materials: (T/S) Dot cards of 6 (Fluency Template 1)

Note: This fluency activity gives students an opportunity to develop increased

familiarity with decompositions of six and practice seeing part–whole relationships.

T: (Show 6 dots.) How many do you see? (Give students

time to count).

S: 6.

T: How can you see 6 in two parts?

S: (Come up to the card.) 5 here and 1 here. I see 3 here

and 3 here.

Continue with other cards of six. Distribute the cards to the

students for partner sharing time. Have them *pass on* the

card to a different set of partners at a signal.

**Number Pairs of Six (4 minutes)**

Materials: (T) Linking cube sticks or dot cards of 6 (Fluency Template 1) (S) Personal white board

Note: This fluency activity gives students an opportunity to develop increased familiarity with compositions

of six and practice seeing part–whole relationships. Do not expect automaticity from most students, but make

note of advanced thinking. Allow time to count all if necessary.

Show a stick of linking cubes or the dot cards with 5 and 1 indicated as parts.

T: Say the larger part. (Give students time to count.)

S: 5.

T: Say the smaller part.

S: 1.

T: What is the total number of dots? (Give them time to

recount.)

S: 6.

T: Show the number bond on your personal white board.

Continue with 4 and 2, 3 and 3, and 6 and 0.

**Circle 10 Objects (4 minutes)**

Materials: (S) Circle 10 (Fluency Template 2)

Note: This activity requires students to locate 10 as an embedded

number within a pictorial group of 10 ones and some ones.

Have students locate the Circle 10 Template. Please note that this

template will be used in the Student Debrief.

**Lesson 5**

**Fluency Practice (12 minutes)**

⬛ Dot Cards of Seven **K.2D, K.2I** (4 minutes)

⬛ Number Pairs of Seven **K.2I** (4 minutes)

⬛ Circling 10 Ones **K.2C, K.2D** (4 minutes)

**Dot Cards of Seven (4 minutes)**

Materials: (T/S) Dot cards of 7 (Fluency Template 1)

Note: This fluency activity gives students an opportunity

to develop increased familiarity with decompositions of seven and

practice seeing part–whole relationships.

T: (Show 7 dots.) How many do you see? (Give students

time to count.)

S: 7.

T: How can you see 7 in two parts?

S: (Come up to the card.) 5 here and 2 here. I see 3 here

and 4 here.

Continue with other cards of seven. Distribute the cards to

students for partner sharing time. Have them *pass on* the card

to a different set of partners at a signal.

**Number Pairs of Seven (4 minutes)**

Materials: (S) Dot cards of 7 (Fluency Template 1), personal white board

Note: This fluency activity gives students an opportunity to develop increased familiarity with

decompositions of seven and practice seeing part–whole relationships.

T: (Indicate 6 and 1 as parts.) Say the larger part.

S: 6.

T: Say the smaller part.

S: 1.

T: What is the total number of dots? (Give students

time to recount.)

T: Write the number bond on your personal white

board. Continue with 5 and 2, 4 and 3, and 7

and 0.

**Circling 10 Ones (4 minutes)**

Materials: (S) Circle 10 ones (Fluency Template 2)

(pictured to the right)

Note: This activity gives students repeated experience in

locating 10 ones embedded within a pictorial group of 10

ones and some ones. Challenge students working above

grade level to circle a different group of 10 than last time.

**Lesson 6**

**Fluency Practice (12 minutes)**

⬛ How Many More to Make 10? **K.2D, K.2I** (4 minutes)

⬛ Dot Cards of Eight **K.2D, K.2I** (4 minutes)

⬛ Counting Straws the Say Ten Way **K.2C** (4 minutes)

**How Many More to Make 10? (4 minutes)**

Materials: (T) Large 5-group cards (Lesson 1 Fluency Template 1) (S) 5-group cards (Lesson 1 Fluency

Template 2)

Note: This activity helps students develop automaticity with partners to 10 through visualizing with the

5-group model.

T: (Show 5.) How many dots do you see?

S: 5.

T: How many more does 5 need to make 10?

S: (Full sentence.) 5 needs 5 more to make 10.

Continue with the following possible sequence: 9, 8, 7, 6, 1, 4, 3, 9, 2, 5.

Allow students to play with a partner briefly.

**Dot Cards of Eight (4 minutes)**

Materials: (T/S) Dot cards of 8 (Fluency Template)

Note: This fluency activity gives students an opportunity to develop increased

familiarity with decompositions of eight and practice seeing part–whole relationships.

T: (Show a card with 8 dots.) How many dots do you count? Wait for the signal to tell me.

S: 8.

T: How can you see them in 2 parts?

S: (Students come up to the card.) I saw 4 here and 4 here. → I saw 5 here and and 3 here.

→ I saw 6 here and 2 here.

Repeat with other cards. Pass out the cards for students to work with a partner.

**Counting Straws the Say Ten Way (4 minutes)**

Materials: (T) Large 5-group cards (Lesson 1 Fluency Template 1) (S) 5-group cards (Lesson 1 Fluency

Template 2), 20 straws (per pair)

Note: Counting the Say Ten way prepares students to think of ten as part of a teen number in today’s Concept

Development.

T: (Show 10 and 3.) Say the number the Say Ten way.

S: Ten 3.

T: Count out that many straws with your partner.

Repeat the process with other teen numbers. Give students time to practice this exercise with a partner briefly.

**Lesson 7**

**Fluency Practice (10 minutes)**

⬛ Dot Cards of Eight **K.2D, K.2I** (4 minutes)

⬛ Counting **K.2A, K.5** (3 minutes)

⬛ Decompose Teen Numbers **K.2I** (3 minutes)

**Dot Cards of Eight (4 minutes)**

Materials: (T/S) Dot cards of 8 (Lesson 6 Fluency Template)

Note: This fluency activity gives students an opportunity to develop

increased familiarity with decompositions of eight and practice seeing

part–whole relationships.

T: (Show a card with 8 dots.) How many dots do you count?

Wait for the signal to tell me.

S: 8.

T: How can you see them in 2 parts?

S: (Students come up to the card.) I saw 4 here and 4 here.

→ 1 saw 5 here and 3 here. → I saw 6 here and 2 here.

Repeat with other cards. Pass out the cards for students to work with a partner.

**Counting (3 minutes)**

Note: Extending the counting sequence on partners’ fingers prepares students to model teen numbers

as 10 ones and some ones.

Partners hover their hands as if playing the piano. Student on the

teacher’s right begins by “playing” the pinky of the left hand and

continuing from left to right. Once a finger is counted, it remains

down on the keyboard.

Students count their own and their partner’s fingers first the

Say Ten way, ten 1, ten 2, etc., and then in standard form.

Have them count down from 20 to 0 if they finish early.

**Decompose Teen Numbers (3 minutes)**

Materials: (T) Large Hide Zero cards (Lesson 6 Template 1)

(emphasize the breaking apart of numbers

by separating the cards as students say

numbers the Say Ten way and the regular way.)

Note: Breaking apart teen numbers with the Hide Zero cards

prepares students to work with number bonds in today’s Concept

Development.

T: (Show 12.) Say the number the regular way.

S: 12.

T: (Separate the cards.) Say 12 the Say Ten way.

S: Ten 2.

Continue with the following possible sequence: 13, 14, 19,

11, 10, 15, 17, 16, 18.

**Lesson 8**

**Fluency Practice (10 minutes)**

⬛ Number Bonds of Eight **K.2I** (4 minutes)

⬛ Separating Ten Ones Inside Teen Numbers **K.2C** (3 minutes)

⬛ Teen Number Bonds **K.2I** (3 minutes)

**Number Bonds of Eight (4 minutes)**

Materials: (T) Dot cards of 8 (Lesson 6 Fluency Template) (S) Personal white board

Note: This fluency activity gives students an opportunity to develop increased familiarity with compositions

of eight and to review number bonds.

T: (Show a dot card, and indicate 7 and 1 as parts.) Say the larger part. (Give students time to count.)

S: 7.

T: Say the smaller part.

S: 1.

T: What is the total number of dots? (Give time to count.)

S: 8.

T: Write your number bond.

Continue with 5 and 3, 4 and 4, 6 and 2, 8 and 0.

**Separating Ten Ones Inside Teen Numbers (3 minutes)**

Materials: (S) Bag with about 20 small objects

Note: This activity gives continued practice in locating 10 ones embedded in the teen numbers and allows

students to experience conservation.

T: Empty your bag. Put all the items on your work mat. Count out 10 ones, and move them together

into a bunch.

T: (Wait while students complete the task.) How many things are in your bunch?

S: 10.

T: Are there some outside your bunch?

S: Yes.

T: Push all your things back together. Spread them all out over your work mat.

Repeat this process two or three more times.

**Teen Number Bonds (3 minutes)**

Materials: (T) Number bond cards (Fluency Template)

Note: This activity advances the work with teen numbers

by allowing students to see that the parts of a number bond

can be switched around, and the total remains the same.

T: (Show a number bond with 10 and 5 as parts.) Say

the number sentence starting with 10.

S: 10 and 5 makes 15.

T: Flip it.

S: 5 and 10 makes 15.

Continue with 10 and 1, 10 and 9, 10 and 4, 10 and 8, 10 and 2, 10 and 6, 10 and 3, 10 and 7.

**Lesson 9**

**Fluency Practice (10 minutes)**

⬛ Dot Cards of Nine **K.2D, K.2I** (4 minutes)

⬛ How Many Is One More? **K.2D, K.2F** (2 minutes)

⬛ Grouping Teen Numbers into 10 Ones **K.2E , K.2I** (4 minutes)

**Dot Cards of Nine (4 minutes)**

Materials: (T/S) Dot cards of 9 (Fluency Template)

Note: This fluency activity gives students an opportunity to develop increased

familiarity with decompositions of nine and practice seeing part–whole

relationships.

T: (Show a card with 9 dots.) How many dots do you count? Wait for the

signal to tell me. Get ready (snap).

S: 9.

T: How can you see them in two parts?

S: (Students come up to the card.) I saw 5 here and 4 here. → I saw 3 here

and 6 here. → I saw 2 here and 7 here.

Repeat with other cards. Pass out the cards for students to work with a partner.

**How Many Is One More? (2 minutes)**

Materials: (T) Large 5-group cards (Lesson 1 Fluency Template 1)

Note: This fluency activity advances the familiar work with the pattern of *1 more* as it requires students to

visualize an additional dot on the 5-groups.

T: (Show 3.) How many dots do you see?

S: 3.

T: What’s one more than 3?

S: 4.

T: Let's continue without the 5-group cards. I’ll say a number and you say the number that is 1 more. 3.

S: 4.

Repeat with all the numbers through 10 in random order.

**Grouping Teen Numbers into 10 Ones (4 minutes)**

Materials: (S) Bag with about 20 small objects and work mat

Note: The bags should have a variety of objects between 11 and 20.

Note: Practice separating and counting objects as ten ones and some ones solidifies students’ understanding

of teen numbers.

T: Empty your bag. Put all the items on your work mat. Count out 10 ones, and move them together

into a bunch.

T: (Wait while they work.) How many ones are in your bunch?

S: 10 ones.

T: How many are not in your bunch?

S: 3 ones.

T: Say the number sentence.

S: 10 ones and 3 ones equals 13 ones.

T: Push all your things back together. Spread them all out

over your work mat.

Repeat process 2 or 3 more times. Ask students if the same

10 things are in the bunch each time.

**Lesson 10**

**Fluency Practice (10 minutes)**

⬛ Writing Teen Numbers **K.2B** (4 minutes)

⬛ Showing Numbers with Hands **K.2B** (3 minutes)

⬛ Counting **K.5** (3 minutes)

**Writing Teen Numbers (4 minutes)**

Materials: (T) Linking cubes (S) Personal white board

Note: By writing the corresponding numeral for each part, and then the whole, students are continually

reminded that the *1* in teen numbers refers to 10 ones.

T: (Show 3 cubes.) Write the number.

S: (Students write the numeral 3.)

T: (Show 10 cubes.) Write the number.

S: (Students write the numeral 10.)

T: (Show 13 cubes.) Write the number.

S: (Students write 13.)

Repeat the process for the following possible sequence: 10, 13, 19, 5, 17, 8, 18, 15, 12, 14, 16.

**Showing Numbers with Hands (3 minutes)**

Materials: (T) 20-bead Rekenrek

Note: Relating the group of 10 on the Rekenrek to students’ own hands helps them internalize the structure

of teen numbers.

T: (Show 12 on the Rekenrek.)

T: Show the two parts of the number on your fingers. Say the parts at the same time.

S: 10 (flashing ten fingers) and 2 (showing two fingers).

Continue with the following possible sequence: 13, 14, 19, 16, 18, 15, 11, 17, 20.

**Counting (3 minutes)**

Materials: (T) 20-bead Rekenrek

Note: Students relate Say Ten counting to conventional teen number names in this activity. Counting both

ways, and in both directions, ensures that students remain alert to the sequence and do not simply extend

a pattern of number words. If students struggle, return to a more manageable range (such as within 13 or 15),

and later build up to work within 20.

Count by ones from 11–20, changing directions both the Say Ten way and the regular way.

**Lesson 11**

**Fluency Practice (9 minutes)**

⬛ Counting on a Rekenrek **K.2B** (4 minutes)

⬛ Saying Teen Numbers the Say Ten Way **K.5** (2 minutes)

⬛ One More **K.2F** (3 minutes)

**Counting on a Rekenrek (4 minutes)**

Materials: (S) Personal Rekenrek (Built in Lesson 10)

Note: Encourage students to show teen numbers in both horizontal (e.g., 13 as 10 on the top row and

3 on the bottom) and vertical (e.g., 13 as 10 red and 3 white) orientations. Students might also show numbers

in 2 parts (e.g., 5 as 3 and 2).

T: Take out the Rekenrek that you made yesterday. I’m going to call out a number, and I want you

to show it on your Rekenrek. (Wait while students prepare their Rekenreks.)

Possible sequence: 1, 2, 5, 6, 10, 11, 12, 13, 14, 15, 16, 15, 16, 17, 18, 19, 20, 19, 18, 17, 16, 15, 10, 5, 4, 3, 2, 1.

**Saying Teen Numbers the Say Ten Way (2 minutes)**

Note: Now that students have had ample experience with counting the Say Ten way, the goal is to build speed

and accuracy.

T: I’m going to say a number. You say it the Say Ten way. Eleven.

S: Ten 1.

T: Twelve.

S: Ten 2.

Repeat process for possible sequence: 13, 17, 19, 14, 16, 18, 15, 20.

**One More (3 minutes)**

Materials: (T) 20-bead Rekenrek

Note: Students make use of the pattern of 1 more in numbers 1–9, to determine 1 more with teen numbers.

Knowing that 4 ones are part of 14, for example, allows them to determine that 1 more is 15, just as 1 more

than 4 is 5.

T: I want you to say one more than the number that you see on the Rekenrek. (Show 3.)

S: 4.

T: (Show 13.)

S: 14.

Continue with the following possible sequence: 5, 15, 1, 11, 4, 14, 7, 17, 8, 18, 9, 19, 6, 16.

T: Let’s continue without the Rekenrek. I’ll say a number, you say the number that is one more. 1 ten, 3.

S: 1 ten, 4.

T: Say it the regular way.

S: 14.

Continue with other teen numbers in random order. Eliminate the Say Ten Way when appropriate.

T: 15.

S: 16.

Continue with teen numbers in random order.

**Lesson 12**

**Fluency Practice (9 minutes)**

⬛ Write Teen Numbers **K.2B** (3 minutes)

⬛ Show Teen Numbers **K.2B** (3 minutes)

⬛ Count the Say Ten Way **K.2A, K.5** (3 minutes)

**Write Teen Numbers (3 minutes)**

Materials: (S) One stick of 10 linking cubes that are the same color, 10 loose cubes of a different color,

personal white board

Note: By writing the corresponding numeral for each part and then the whole, students are continually

reminded that the 1 in teen numbers refers to 10 ones.

T: Place your stick of ten cubes on your personal white board.

T: Place 3 cubes next to your 10 cubes.

T: Write the number of cubes that you placed on your board.

T: (Students write 13.) Say the number.

S: Ten 3. → Thirteen!

Repeat process for several other teen numbers.

**Show Teen Numbers (3 minutes)**

Materials: (S) One stick of 10 linking cubes that are the same color, 10 loose cubes of a different color

Note: A color change at 10 makes the two parts stand out visually, allowing students to compose teen

numbers with efficiency.

T: Hold up your stick of 10 cubes.

T: Show me 11 cubes. Say the number the Say Ten way.

S: Ten 1.

T: Take off the extra one, and put it back in the pile of

10 ones.

Repeat process for several other teen numbers.

**Count the Say Ten Way (3 minutes)**

Note: Counting up and down prepares students to work with the

pattern of 1 less in the Concept Development.

T: Let’s count the Say Ten way.

Guide students to count forward and backward between 10 and 20.

**Lesson 13**

**Fluency Practice (9 minutes)**

⬛ Count the Say Ten Way **K.2A, K.5** (3 minutes)

⬛ Show Teen Numbers **K.2B** (3 minutes)

⬛ Write Teen Numbers with Tower Configurations **K.2B** (3 minutes)

**Count the Say Ten Way (3 minutes)**

Note: Counting up and down prepares students to count and answer *how many* questions accurately in the

Concept Development.

T: Let’s count the Say Ten way.

Guide students to count forward and backward between 10 and 20.

**Show Teen Numbers (3 minutes)**

Materials: (S) 2 sticks of 10 linking cubes that are different colors

Note: This activity gives students continued practice with counting in linear configurations and guides

students to efficiency with the color change at 10.

T: There are 10 cubes on each of your sticks. Connect your 2 cube sticks.

S: (Students connect cube sticks.)

T: Say the number the Say Ten way.

S: 2 tens.

T: Take away 1 cube, and put it on the carpet space in front of you.

S: (Students do so.)

T: Say how many you have now the Say Ten way.

S: Ten 9.

T: Say how many you have the regular way.

S: 19.

Repeat the process for three or four other teen numbers.

**Write Teen Numbers with Tower Configurations (3 minutes)**

Materials: (T) 1 stick of 10 linking cubes that are the same color, 10 loose cubes of a different color

(S) Personal white board

Note: The color change, along with the Say Ten way, supports students in accurately writing teen numbers.

Guide students to recognize groups of cubes as ten ones and some ones, rather than count all.

T: (Hold a tower of 12 connected linking cubes, with the bottom 10 a different color than the top 2.)

Write the number on your personal white board.

S: (Students write 12.)

T: Say the number the Say Ten way.

S: Ten 2.

T: Say the number the regular way.

S: 12.

Repeat the process for several other teen numbers.

**Lesson 14**

**Fluency Practice (9 minutes)**

⬛ Write Teen Numbers with Arrays **K.2B** (3 minutes)

⬛ Hide Zero for Teen Numbers **K.5** (3 minutes)

⬛ Teen Counting Array Template **K.2C, K.2D** (3 minutes)

**Write Teen Numbers with Arrays (3 minutes)**

Materials: (T) Pre-drawn arrays (S) Personal white board

Note: Now that counting in arrays with teen numbers has been introduced, the goal is to develop speed and

accuracy. Encourage students to locate 2 fives, or a group of 10, within each array to facilitate counting.

T: (Project a 5 by 3 array of stars.) On your personal white board, write the number of stars you see.

S: (Students write 15.)

T: Say the number the Say Ten way.

S: Ten 5.

T: Say the number the regular way.

S: 15.

Repeat the process for three or four other teen numbers.

**Hide Zero for Teen Numbers (3 minutes)**

Materials: (T) Large Hide Zero cards (Lesson 6 Template 1)

Note: This activity reminds students that the *1* in teen numbers refers to 10 ones, preparing them for

answering *how many* questions in writing.

T: (Hold the 10 card and 5 card so that it appears as 15.) Say the number.

S: 15.

T: Say the number the Say Ten way.

S: Ten 5.

Break apart the cards into 10 and 5. Repeat the process for other teen numbers.

**Teen Counting Array Template (3 minutes)**

Materials: (S) Teen counting array (Fluency Template)

Note: Repeated experiences with counting in arrays lead students to efficiency over time. Guide students to

see 10 as 2 fives to determine the total skillfully.

Have students locate the teen counting array. Have students count how many are in each array.

**Lesson 15**

**Fluency Practice (11 minutes)**

⬛ Write Teen Numbers with Circular Configurations **K.2B, K.2D** (3 minutes)

⬛ Teen Circular-Counting **K.2C** (5 minutes)

⬛ Hide Zero for Teen Numbers **K.2B, K.5** (3 minutes)

**Write Teen Numbers with Circular Configurations (3 minutes)**

Materials: (T) Pre-drawn circular configurations (S) Personal white board

Note: Now that counting teen numbers in circular configurations has been introduced, the goal is to develop

accuracy. Encourage students to select a starting point they can remember, so they know when to stop.

T: (Project 13 stars in a circular configuration.) On your personal white board, write the number of

stars that you see.

S: (Students write 13.)

T: Say the number the Say Ten way.

S: Ten 3.

T: Say the number the regular way.

S: 13.

Repeat the process for 3 or 4 other teen numbers.

**Teen Circular-Counting (5 minutes)**

Materials: (S) Teen circular-counting (Fluency Template)

Note: This activity is a step up in complexity from the previous one, because counting out a set is more

difficult than counting an existing set. Whisper counting and marking the starting point facilitates accuracy in

counting teen numbers in a circular configuration.

After distributing teen circular-counting, have students say each number the regular way and the Say Ten

way. Then, have students whisper count as they draw more shapes to match the number indicated.

**Hide Zero for Teen Numbers (3 minutes)**

Materials: (T) Large Hide Zero cards (Lesson 6 Template 1)

Note: This activity reinforces the grade level standard requiring students to understand that teen numbers

are composed of ten ones and some additional ones.

T: (Place the 7 card on the 10 card to show 17.) Say the number.

S: 17.

T: Say the number the Say Ten way.

S: Ten 7.

Break apart the cards into 10 and 7.

Repeat this process for additional teen numbers.

**Lesson 16**

**Fluency Practice (12 minutes)**

⬛ Hide Zero for Teen Numbers **K.2C, K.2E** (7 minutes)

⬛ Count by Tens the Say Ten Way **K.5** (2 minutes)

⬛ Count with Ten-Frame Cards **K.5** (3 minutes)

**Hide Zero for Teen Numbers (7 minutes)**

Materials: (S) Hide Zero cards: 1 Hide Zero 10 card (Lesson 6 Template 2) and 5-group cards 1–9 (Lesson 1

Fluency Template 2), interesting counters

Note: This activity provides practice with counting out 11–20 objects. Circulate around the classroom as

students work, and observe how they organize their objects as they count. For students who are struggling to

count accurately, consider suggesting they count out a pile of ten first, before counting out the additional

ones. Some students might benefit from arranging their objects in a 5-group formation to match the cards.

Give each pair of students a set of Hide Zero cards, and have them place the number 10 in the middle. One

partner gets 4 of the cards numbered 1–9, and the other partner gets the remaining 5 cards. The player with

5 cards puts one of his cards down on the ten. The other partner counts out that many interesting counters

(shells, rocks, pennies). They then reverse roles.

**Count by Tens the Say Ten Way (2 minutes)**

Materials: (T) 100-bead Rekenrek

Note: This activity allows students to see the rows of ten increase and decrease as they count the Say Ten

way.

T: (Show 10 on the Rekenrek.) Say the number you see.

S: Ten.

T: (Show 2 tens on the Rekenrek.) Say the number the Say Ten way.

S: 2 tens.

Work toward 100 and back to zero, occasionally changing direction.

**Count with Ten-Frame Cards (3 minutes)**

Materials: (S) Small 10-frame cards (Lesson 15 Template 2)

Note: This activity provides a visual representation that each

ten is composed of ten ones. Students make the connection

between pictorial and abstract numbers as they count the Say

Ten way.

T: Place a 10-frame card in front of you.

S: (Students place a 10-frame card in front of them.)

T: Say the number.

S: Ten.

T: Place another 10-frame card in front of you.

S: (Students place a second 10-frame card in front of

them.)

T: Say the number the Say Ten way.

S: 2 tens.

Continue with this possible sequence: 3 tens, 4 tens, 5 tens,

6 tens, 7 tens, 8 tens, 9 tens, and 10 tens.

**Lesson 17**

**Fluency Practice (10 minutes)**

⬛ 5-Group Flashes: Partners to 5 **K.2I** (4 minutes)

⬛ Count Out Teen Numbers **K.2C, K.2I** (4 minutes)

⬛ Count Within Tens **K.5** (2 minutes)

**5-Group Flashes: Partners to 5 (4 minutes)**

Materials: (T) Large 5-group cards (Lesson 1 Fluency Template 1)

Note: Reviewing compositions of 5 leads to proficiency of addition and subtraction within 5.

T: (Show 4 dots.) How many dots do you see?

S: 4.

T: How many more to make 5?

S: 1.

T: Say the addition sentence.

S: 4 + 1 = 5.

Continue with the following possible sequence: 1, 3, 2, 5, 0, 4, 2.

**Count Out Teen Numbers (4 minutes)**

Materials: (S) personal white board, 1 bag of about 20

objects (per pair)

Note: This activity provides students with concrete practice decomposing teen numbers into ten ones and

some additional ones.

T: Count 13 items out of your bag.

T: Separate them into two parts—one part with 10 and another part. Write the number on your

personal white board.

Repeat this process for four or five other amounts.

**Count Within Tens (2 minutes)**

T: Let’s count starting at 20.

Note: This activity gives students practice counting by ones within the decades to prepare them to count

across the decades in today’s Concept Development.

Guide students, counting from 20 to 29, occasionally changing directions. Repeat for 50–59 and 80–89.

**Lesson 18**

**Fluency Practice (11 minutes)**

⬛ 5-Group Flashes: Partners to 10 **K.2I** (3 minutes)

⬛ Teen Number Bonds **K.2A, K.2B, K.2C** (4 minutes)

⬛ Count on the Rekenrek **K.2A, K.2C** (4 minutes)

**5-Group Flashes: Partners to 10 (3 minutes)**

Materials: (T) Large 5-group cards (Lesson 1 Fluency Template 1)

Note: The 5-group formation facilitates speed and accuracy in recognizing partners of 10.

T: (Show 9 dots.) How many dots do you see?

S: 9.

T: How many more does 9 need to be 10?

S: 1.

Continue with the following possible sequence: 1, 5, 8, 2, 3, 7, 6, 1, 4, 3, 5, 2, 9.

**Teen Number Bonds (4 minutes)**

Materials: (S) Number bond (Lesson 7 Template)

Note: This activity reinforces part–whole relationships within teen numbers.

T: (Project the number bond with parts of 10 objects and 6 objects.) Say the larger part.

S: 10.

T: Say the smaller part.

S: 6.

T: Count the whole, or total, with me.

S: 1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12, 13, 14, 15, 16.

Continue with the following possible sequence: 10 and 7, 10 and 3,

10 and 1, 10 and 8, 10 and 4.

**Count on the Rekenrek (4 minutes)**

Materials: (S) Personal Rekenrek (from Lesson 10)

Note: Manipulating their own Rekenreks allows students to work at a

comfortable pace. Saying “buzz” at the end of each row delightfully

draws attention to the grouping of ten on the Rekenrek.

T: Put your Rekenrek together with your partner’s. Whisper

count with your partner up to 40 on your Rekenrek. Take

turns moving the beads with each new row. Buzz before you

say the first number of each row.

**Lesson 19**

**Fluency Practice (10 minutes)**

⬛ Number Bonds of 7 **K.2I** (3 minutes)

⬛ Count to 100 by Ones **K.5** (3 minutes)

⬛ Hide Zero for Numbers to 100 **K.5** (4 minutes)

**Number Bonds of 7 (3 minutes)**

Materials: (S) Personal Rekenrek (from Lesson 10)

Note: This fluency activity gives students an opportunity to

develop increased familiarity with decompositions of seven

and practice seeing part–whole relationships.

T: Show ten beads only. (Students push a row of ten behind.)

T: Hide 3 white beads behind your board.

T: The total number of beads you see is … ?

S: 7.

T: Push over 1 bead to the right to make 2 parts. Tell your partner the

number bond. Part \_\_\_\_\_, part \_\_\_\_\_, total 7.

S: Part 6, part 1, total 7.

Continue one bead at a time stating the related bond. Keep the Rekenreks at 7

for the Concept Development component of this lesson.

**Count to 100 by Ones (3 minutes)**

Materials: (S) Rekenrek dot paper (Fluency Template 1)

Note: This activity targets the grade-level standard of counting to 100 by ones.

Students count to 100 (or as high as they can in 3 minutes) by touching the beads on the Rekenrek dot paper.

Have them say “buzz” after the last number of each row.

**Hide Zero for Numbers to 100 (4 minutes)**

Materials: (T) Hide Zero cards: 1 Hide Zero 10 card (Lesson 6 Template 2) and 5-group cards 1–9 (Lesson 1

Fluency Template 2), Hide Zero cards 20–100 (Fluency Template 2)

Note: This activity connects identifying numbers the Say Ten way and students’ growing understanding of

place value, a Grade 1 standard they explore in today’s Concept Development.

T: (Hold the 30 card and 7 card so they show 37.) Say the number.

S: 37.

T: Say the number the Say Ten way.

S: 3 tens 7.

T: (Break apart the cards into 30 and 7.)

Repeat the process for four or five other numbers between 20 and 100.

**Lesson 20**

**Fluency Practice (12 minutes)**

⬛ Dot Cards of Seven **K.2D, K.2I** (4 minutes)

⬛ Count Crossing Tens **K.5** (4 minutes)

⬛ Group Tens and Ones **K.2C** (4 minutes)

**Dot Cards of Seven (4 minutes)**

Materials: (T) Dot cards of 7 (Lesson 5 Fluency Template 1)

Note: The varied configurations of dots used in this fluency activity allow students to see different ways to

decompose 7, strengthening their understanding of part–whole relationships.

T: (Show 7 dots.) How many do you see? (Give students time to count.)

S: 7.

T: How can you see 7 in two parts?

S: (Coming up to the card.) 5 here and 2 here.

T: Say the number sentence.

S: 5 and 2 makes 7.

T: Who sees 7 in two different parts?

S: (Coming up to the card.) I see 3 here and 4 here.

T: Say the number sentence.

S: 3 and 4 makes 7.

Continue with other dot cards of 7.

**Count Crossing Tens (4 minutes)**

Materials: (S) Personal Rekenrek (Lesson 10)

Note: For this activity, it may be preferable to combine six elastics of beads onto one

card. However, it may help students develop number sense to use their three individual

cards as described below so that students reference where they left off very clearly

when counting to 40.

T: Today, we’re going to work in groups of 3. Put your personal Rekenreks

together, and count your beads. Say “buzz” after you finish a row. Partner A

moves the beads of the first Rekenrek, Partner B moves the beads of the

second, and Partner C moves the beads of the third.

T: If you finish early, count again. This time, after the color changes, say “buzz.”

**Group Tens and Ones (4 minutes)**

Materials: (T) Prepared images of arrays and circular configurations, large 5-group cards (Lesson 1 Fluency

Template 1)

Note: This activity advances the skill of grouping tens and ones by moving on to visual recognition. Counting

only by sight pushes students to work efficiently because it is easier to keep track of groups than individual

objects.

T: (Project a circular configuration of 12 objects.) Say the

number of objects that you see.

S: (Pause while they count.) 12.

T: Say the number the Say Ten way.

S: Ten 2.

Repeat the process for four or five other numbers between 10

and 100, mixing arrays, circular configurations, and 5-group

cards.

Although students cannot touch the images, encourage them to

track their grouping with hands from afar. They might hold up a

finger to mark the starting point in a circular configuration or

use an outstretched hand to visually separate a group of ten

from remaining stars in an array.

**Lesson 21**

**Fluency Practice (13 minutes)**

⬛ Number Bonds of Seven **K.2D, K.2I** (4 minutes)

⬛ Four Rekenreks **K.5** (5 minutes)

⬛ Count Teen Numbers **K.2A, K.5** (4 minutes)

**Number Bonds of Seven (4 minutes)**

Materials: (T) Dot cards of 7 (Lesson 5 Fluency Template 1)

Note: This fluency activity gives students an opportunity to develop increased familiarity with compositions

of seven and practice seeing part–whole relationships.

Show a dot card, and indicate 6 and 1 as parts.

T: Say the larger part. (Give students time to count.)

S: 6.

T: Say the smaller part.

S: 1.

T: What is the total number of dots? (Give time to count.)

S: 7.

T: Say the number sentence.

S: 6 and 1 makes 7.

T: (Turn the card around to get 1 and 6.)

Continue with 5 and 2, 7 and 0, 4 and 3.

**Four Rekenreks (5 minutes)**

Materials: (S) Personal Rekenrek (Lesson 10)

Note: Saying “bop” after each row of 10 provides a pause in counting, both reinforcing the start of a new row

of ten and interrupting the count sequence, which helps students when they transition from counting all to

count on in Grade 1.

T: Sit in groups of 4. Put your Rekenreks together. Partner A moves the beads of the first row. Partner B

moves the beads of the second row, etc. After each number that ends a row, say “bop.”

**Count Teen Numbers (4 minutes)**

Note: Alternating between Say Ten counting and regular counting challenges students to think carefully

about each number because they cannot rely on the rote count sequence. By doing so, this reinforces teen

numbers as 10 ones and some additional ones. (For example, students must know that 12 comprises 10 ones

and 2 ones to recognize that ten 3 would come next if counting forward.)

T: Count from 11 to 20 the Say Ten way.

S: Ten 1, ten 2, ten 3, ten 4, ten 5, ten 6, ten 7, ten 8, ten 9, 2 tens.

T: Count back from 20 to 11 the Say Ten way.

S: 2 tens, ten 9, ten 8, ten 7, ten 6, ten 5, ten 4, ten 3, ten 2, ten 1.

T: Count from 11 to 20 the regular way.

S: 11, 12, 13, 14, 15, 16, 17, 18, 19, 20.

T: Count back from 20 to 11 the regular way.

S: 20, 19, 18, 17, 16, 15, 14, 13, 12, 11.

T: Now, I want you to change the way you count each time. We’ll

say the first number the Say Ten way. Then, we’ll say the next

number the regular way. Listen to my example. Ten 1, 12, ten 3,

14, ten 5, 16. Now, it’s your turn.

S: Ten 1, 12, ten 3, 14, ten 5, 16, ten 7, 18, ten 9, 20.

T: Count back from 20 to 11, starting with the Say Ten

way.

S: 2 tens, 19, ten 8, 17, ten 6, 15, ten 4, 13, ten 2, 11.

**Lesson 22**

**Fluency Practice (11 minutes)**

⬛ Dot Cards of Eight **K.2D, K.2I** (3 minutes)

⬛ Count Teen Numbers **K.2A, K.5** (4 minutes)

⬛ Teen Numbers on the Rekenrek **K.2E** (4 minutes)

**Dot Cards of Eight (3 minutes)**

Materials: (T) Dot cards of 8 (Lesson 6 Fluency Template)

Note: This fluency activity gives students an opportunity to develop increased

familiarity with decompositions of eight and practice seeing part–whole relationships.

T: (Show a card with 8 dots.) How many dots do you count?

Wait for the signal to tell me. Get ready (snap).

S: 8.

T: How can you see them in two parts?

S: (Student comes up to the card.) I saw 5 here and 3 here.

T: Say the number sentence.

S: 5 and 3 makes 8.

T: Flip it.

S: 3 and 5 makes 8.

T: Who sees 8 in two different parts?

S: (Come up to the card.) I see 6 here and 2 here.

T: Say the number sentence.

S: 6 and 2 makes 8.

T: Flip it.

S: 2 and 6 makes 8.

Continue with other cards and decompositions of 8.

**Count Teen Numbers (4 minutes)**

Note: If alternating between counting the Say Ten way and regular way is challenging for some students,

consider scaffolding this activity by doing it first with the Rekenrek.

T: Count from 11 to 20 and back to 11 the Say Ten way.

S: Ten 1, ten 2, ten 3, ten 4, ten 5, ten 6, ten 7, ten 8, ten 9, 2 tens, ten 9, ten 8, ten 7, ten 6, ten 5, ten 4,

ten 3, ten 2, ten 1.

T: Count from 11 to 20 and back to 11 the regular way.

S: 11, 12, 13, 14, 15, 16, 17, 18, 19, 20, 19, 18, 17, 16, 15, 14, 13, 12, 11.

T: Now, I want you to change the way you count each time. We’ll say the first number the regular way.

Then, we’ll say the next number the Say Ten way. Listen to my example. 11, ten 2, 13, ten 4, 15, ten 6.

Now, it’s your turn.

S: 11, ten 2, 13, ten 4, 15, ten 6, 17, ten 8, 19, 2 tens.

T: Count back from 20 to 11, starting with the regular way.

S: 20, ten 9, 18, ten 7, 16, ten 5, 14, ten 3, 12, ten 1.

**Teen Numbers on the Rekenrek (4 minutes)**

Materials: (S) Personal Rekenrek (Lesson 10)

Note: This fluency activity supports the grade-level standard of understanding teen numbers as ten ones and

some more ones.

T: Show me the number 12 in two parts on your Rekenrek with one part 10 ones on your top row.

S: (Show 12 on their Rekenreks.)

T: Now, show me 12 again, but this time, with 10 ones that are all red.

T: Now, show me 12 again, but this time, with 10 ones that are all white.

Continue with other teen numbers.

**Lesson 23**

**Fluency Practice (12 minutes)**

⬛ Number Bonds of Eight **K.5, K.2I** (4 minutes)

⬛ Matching Dot and Number Cards **K.2D, K.2E** (8 minutes)

**Number Bonds of Eight (4 minutes)**

Materials: (T) Dot cards of 8 (Lesson 6 Fluency Template)

Note: This fluency activity gives students an opportunity to develop increased familiarity with compositions

of eight and review number bonds.

Show a dot card, and indicate 7 and 1 as parts.

T: Say the larger part. (Give students time to count).

S: 7.

T: Say the smaller part.

S: 1.

T: What is the total number of dots? (Give time to count.)

S: 8.

T: Say the number sentence.

S: 7 and 1 makes 8.

T: Flip it.

S: 1 and 7 makes 8.

Continue with cards illustrating the number bonds of 5 and 3, 4 and 4, 6 and 2, and 8 and 0.

**Matching Dot and Number Cards (8 minutes)**

Materials: (S) Teen numeral and dot cards (Lesson 14 Template) (per pair; pictured below)

Note: This activity connects the pictorial representations of teen

numbers with the abstract numerals and reinforces teen numbers as

10 ones and some additional ones.

T: Put your number cards in order from smallest to greatest.

T: Match each number card to a dot card.

T: Talk to your partner. What do you notice about your dot

cards and your number cards?

S: They all have ten dots.  They all have ones that show the

ten.  They all have an extra dot that tells how many extra

ones weren’t part of the ten ones.  All the dot cards have

two parts, and the numbers have two numbers.  Yeah,

one of the numbers is one of the parts of the dots.

**Lesson 24**

**Fluency Practice (10 minutes)**

⬛ Help the Frog Catch the Fly **K.2F** (4 minutes)

⬛ Number Bond Hopping Card Game **K.5** (6 minutes)

**Help the Frog Catch the Fly (4 minutes)**

Materials: (T) Pictorial growth chart 10–20 (Fluency Template 1), frog puppet (popsicle stick with a frog

picture)

Note: This activity playfully reinforces the understanding that each successive number refers to a quantity

that is 1 larger.

T: (Project the pictorial growth chart 10–20 on the board (Fluency Template 1).) Hold a frog puppet

(popsicle stick with a frog picture) on the 10. What number is Froggy on now?

S: 10.

T: Can you help Froggy get the fly?

S: Yes.

T: Tell Froggy what number is 1 more.

S: 1 more is 11.

T: (Make the frog puppet jump to the next stair.) It’s

working! What number is he on now?

S: 11.

T: Tell him 1 more.

S: 11. 1 more is 12.

T: (Frog jumps.)

Continue to 20. (Variations: 1 more/2 more. Froggy wants to go back home—1 less/2 less. Consider adding a

kinesthetic component—students stand taller or crouch down to reflect the number.)

T: Let’s help the frog catch the fly without using the picture. I’ll say a number and you tell me the

number that is one more. 12.

S: 13.

Continue with teen numbers in random order.

**Number Bond Hopping Card Game (6 minutes)**

Materials: (S) Teen numeral and dot cards (Fluency Template 2), Rabbit and Froggy’s matching race

(Fluency Template 3)

Note: Introducing this game during fluency prepares students to play it again at home.

Complete directions for this game are located in the Homework component of this lesson.

**Lesson 25**

**Fluency Practice (9 minutes)**

⬛ Read the Picture Graph **K.4, K.8C** (5 minutes)

⬛ Say the Number **K.2F** (4 minutes)

**Read the Picture Graph (5 minutes)**

Materials: (T) Coins table (Lesson 25 Fluency Template) or a re-creation of the graph with coins

Note: This fluency activity maintains students’ understanding of

representing and interpreting data in real-object and picture graphs.

Display Lesson 25 Fluency Template or your re-creation of the graph. Ask

students the following questions:

⬛ Which column has the most coins? How do you know?

⬛ Are there fewer pennies or dimes? How do you know?

⬛ How many dimes and nickels are there in all?

⬛ How many more nickels are there than pennies?

⬛ How many coins are there in all?

⬛ If there was one more penny, how many would there be?

⬛ If there was two fewer dimes, how many would there be?

**Say the Number (4 minutes)**

Note: This activity maintains students’ ability to say, with automaticity, the number that is one or two more,

or one or two less, than a given number.

T: I’ll say a number. You say the number that is one more.

T: 4.

S: 5.

Continue saying numbers to 20 in random order.

T: I’ll say a number. You say the number that is one less.

T: 4.

S: 3.

Continue with numbers to 20 in random order.

T: I’ll say a number. You say the number that is two more.

T: 4.

S: 6.

Continue with numbers to 20 in random order.

T: I’ll say a number. You say the number that is two less.

T: 4.

S: 2.

Continue with numbers to 20 in random order

**Lesson 26**

**Fluency Practice (9 minutes)**

⬛ Coin Flash **K.4** (4 minutes)

⬛ Read the Picture Graph **K.4, K.8C** (5 minutes)

**Coin Flash (4 minutes)**

Materials: (T) 1 penny, 1 nickel, 1 dime, 1 quarter (plastic or real) or pictures of both sides of these coins

Note: The purpose of the activity is for students to practice identifying U.S. coins.

In random order, hold up the coins, showing one side or the other.

T: What coin do you see?

S: (Name coin.)

Repeat the process until all coins have been shown. Make sure to show the front of some coins and the back

of other coins.

**Read the Picture Graph (5 minutes)**

Materials: (T) Coins graph (Lesson 26 Fluency

Template) or a re-creation of the

graph with real coins

Note: This fluency activity maintains students’

understanding of representing and interpreting

data in real-object and picture graphs.

Display Lesson 26 Fluency Template. Ask questions

such as the following:

⬛ Which coin is there the least of? How can

you tell?

⬛ Are there more nickels or dimes?

How many dimes and quarters are there in all?

⬛ How many more nickels are there than quarters?

⬛ If there was one more quarter, would there be

more dimes or quarters?

⬛ If there were two fewer nickels, would there be

more nickels or dimes?

**Lesson 27**

**Fluency Practice (9 minutes)**

⬛ Read the Picture Graph **K.4, K.8C** (5 minutes)

⬛ Say the Number **K.2F** (4 minutes)

**Read the Picture Graph (5 minutes)**

Materials: (T) Coins graph (Lesson 27 Fluency Template) or a re-creation of the graph with real coins

Note: This fluency activity maintains students’ understanding of

representing and interpreting data in real-object and picture graphs.

Display the Coins graph. Ask students the following questions:

⬛ How many dimes and nickels are there in all?

⬛ How many more quarters are there than dimes?

⬛ If there were one more nickel and one more dime, would there

be more nickels or dimes?

⬛ If there were one less dime and one less quarter, would there

be more dimes or quarters?

⬛ If there was one less quarter, would there be more dimes or

quarters?

⬛ If there were two more dimes, would there be more dimes or

nickels?

**Say the Number (4 minutes)**

Note: This fluency activity maintains students’ ability to say, with automaticity, the number that is one or two

more, or one or two less, than a given number.

T: I’ll say a number. You say the number that is 1 more.

T: 4.

S: 5.

Continue by presenting numbers out of sequence with numbers through 20.

T: I’ll say a number. You say the number that is 1 less.

T: 4.

S: 3.

Continue with numbers through 20.

T: I’ll say a number. You say the number that is 2 more.

T: 4.

S: 6.

Continue with numbers through 20.

T: I’ll say a number. You say the number that is 2 less.

T: 4.

S: 2.

Continue with numbers through 20.