# **Module 5**

### **Numbers 10–20 and Counting to 100**

#### **OPPORTUNITIES BY LESSON**

The examples below represent possibilities for observing students working with the key concepts for Module 5. The list is not exhaustive; additional opportunities for assessment exist and may be used. Select one opportunity for observational assessment in each lesson. With practice, it may be possible to record observations at more than one point in the lesson.

**Lesson 3**

Concept Development—Listen as students discuss how they circle 10 ones. Are they able to describe the objects in the picture as 10 ones and \_\_ ones? Are they able to identify one more?

**☑ generate a number that is one more than or one less than another number up**

**to at least 20 [K.2F]**

Problem Set—Review student work. Does it demonstrate correct representations of teen numbers as 10 ones and \_\_ ones? Can students correctly name the two parts as the quantity increases to 17, 18, and 19?

**☑ generate a number that is one more than or one less than another number up**

**to at least 20 [K.2F]**

**Lesson 4**

Student Debrief—Listen as students discuss teen numbers. Can they count the Say Ten way? Do they recognize the same number said the regular way and the Say Ten way? Do they accurately represent the teen number as 10 ones and \_\_\_ ones as they share their Problem Sets? Can students correctly name the two parts as the quantity increases by one?

**☑ Counts the Say Ten way and the regular way interchangeably to 20**  
 **[K.2A, K.2F]**  
 **☑ generate a number that is one more than or one less than another number up**

**to at least 20 [K.2F]**

**Lesson 5**

Application Problem—Listen as students count. Can they count the Say Ten way? When asked, do they know how many is ten 6?

**☑ Counts the Say Ten way and the regular way interchangeably to 20**  
 **[K.2A, K.2F]**

Concept Development—Notice how students name, write, and count as they represent teen numbers.

**☑ read, write, and represent whole numbers from 0 to at least 20 with and**

**without objects or pictures [K.2B K.2F]**

Problem Set—Do students accurately count the Say Ten way? When asked what a given Say Ten number is, can students accurately say and it the regular way?

**☑ read, write, and represent whole numbers from 0 to at least 20 with and**

**without objects or pictures [K.2B]**

**Lesson 6**

Problem Set—Review students’ work. Do students accurately represent the teen numbers as 10 ones and \_\_\_ ones? Can they name and write the corresponding teen number?

**☑ Counts the Say Ten way and the regular way interchangeably to 20**  
 **[K.2A, K.2F]**  
 **☑ read, write, and represent whole numbers from 0 to at least 20 with and**

**without objects or pictures [K.2B]**

**Lesson 7**

Problem Set—Review students’ work. Do students accurately represent the teen numbers as 10 ones and \_\_\_ ones? Can they name and write the corresponding teen number? In the last problem, do students accurately count the smiley faces?

**☑ Counts a group of 11–20 objects [K.2D, K.2E]**  
 **☑ read, write, and represent whole numbers from 0 to at least 20 with and**

**without objects or pictures [K.2B]**

Exit Ticket—Review students’ work. Do students correctly complete the number bonds?

**☑ read, write, and represent whole numbers from 0 to at least 20 with and**

**without objects or pictures [K.2B]**

**Lesson 8**

Problem Set—Listen and watch as students work. Do they whisper count accurately? Do they count the Say Ten way or the regular way? Do they draw to match the numeral given?

**☑ Counts the Say Ten way and the regular way interchangeably to 20**  
 **[K.2A, K.2B]**  
 **☑**  generate a number that is one more than or one less than another number up

to at least 20 [K.2F]  
 **☑ Matches a numeral with a group of up to 20 objects [K.D, K.2E]**

Exit Ticket—Observe students as they use materials to represent the numbers. Can students accurately draw to match the numeral? Do students accurately represent 12 with cubes?

**☑ Counts the Say Ten way and the regular way interchangeably to 20**  
 **[K.2A, K.2B]**  
 **☑**  generate a number that is one more than or one less than another number up

to at least 20 [K.2F]  
 **☑ Matches a numeral with a group of up to 20 objects [K.D, K.2E]**

**Lesson 9**

Fluency: Grouping Teen Numbers into 10 Ones—Circulate and listen as students work. Are students counting consistently and accurately? Can they partition the group into 10 and the rest? Can they interchangeably use both the Say Ten way and the regular way to name the amount?

**☑ Counts the Say Ten way and the regular way interchangeably to 20**  
 **[K.2A, K.2B]**  
 **☑ Counts a group of 11–20 objects [K.2D, K.2E]**  
 **☑** generate a number that is one more than or one less than another number up

to at least 20 [K.2F]

Problem Set—Review students’ work. Do students correctly draw the number of dots to match the number given?

**☑**  generate a number that is one more than or one less than another number up

to at least 20 [K.2F]  
 **☑ Matches a numeral with a group of up to 20 objects [K.D, K.2E]**

Exit Ticket—Observe as students work. Do they draw the correct number of dots? Can students accurately draw circles without the ten-frame and circle 10 ones?

**☑**  generate a number that is one more than or one less than another number up

to at least 20 [K.2F]  
 **☑ Matches a numeral with a group of up to 20 objects [K.D, K.2E]**

**Lesson 13**

Fluency: Write Teen Numbers with Tower Configurations—Note students that write all teen numbers correctly. For students who make errors, notice whether the error is isolated to specific numbers or the same for all numbers.

**☑ Counts the Say Ten way and the regular way interchangeably to 20**  
 **[K.2A, K.2F]**  
 **☑ Writes numerals 11–20 [K.2B]**

Problem Set—Review students’ work. Are the numbers written correctly? Did students sequence the numbers from 11 to 20 correctly? Did they accurately count the ducks on the back side? Did they write a numeral that matches their count? Did they accurately draw objects to match the numerals 15 and 12? Did the drawings show a group of 10 and additional ones?

**☑ Counts a group of 11–20 objects [K.2C]**  
 **☑**  generate a number that is one more than or one less than another number up

to at least 20 [K.2F]  
 **☑ Matches a numeral with a group of up to 20 objects [K.2C, K.2D]**  
 **☑ Writes numerals 11–20 [K.2B]**

**Lesson 14**

Concept Development—Watch as partners draw number cards and then count out the correct number of beans to match. Watch students count the beans placed by their partner. Can students accurately count and write the number?

**☑ Counts a group of 11–20 objects** **[K.2C]**  
 **☑ Matches a numeral with a group of up to 20 objects [K.2C, K.2D]**  
 **☑ Writes numerals 11–20 [K.2B]**

Problem Set—Observe students’ work. Can students accurately count and write the correct number? Can students draw more to accurately represent the number shown?

**☑ Counts a group of 11–20 objects** **[K.2C]**  
 **☑ Matches a numeral with a group of up to 20 objects [K.2C, K.2D]**  
 **☑ Writes numerals 11–20 [K.2B]**

**Lesson 15**

Fluency: Write Teen Numbers with Circular Configurations—Do students write teen numbers accurately? Do their errors follow a consistent pattern?

**☑ Counts the Say Ten way and the regular way interchangeably to 20**  
 **[K.2A, K.2F]**  
 **☑ Counts a group of 11–20 objects** **[K.2C]**  
 **☑ Matches a numeral with a group of up to 20 objects [K.2C, K.2D]**  
 **☑ Writes numerals 11–20 [K.2B]**

Fluency: Teen Circular-Counting—Do students use the proper counting sequence? Can they add more accurately without recounting the original shapes?

**☑ Counts the Say Ten way and the regular way interchangeably to 20**  
 **[K.2A, K.2F]**  
 ☑ Counts a group of 11–20 objects **[K.2C]**  
 ☑ Matches a numeral with a group of up to 20 objects **[K.2C, K.2D]**  
 ☑ Counts a group up to 20; adds 1 and knows how many without recounting [K.2F]

Concept Development—Observe students as they count by tens to 100. Can students count out the correct number of ten-frame cards to match the given number?

**☑ Counts by tens to 100 [K.5]**

**Lesson 16**

Fluency: Hide Zero for Teen Numbers—Listen as students count their objects. Is their counting sequence accurate? Do they organize the objects as they count them out? Ask partners to check for accuracy; do they use the organization of 10 ones and some ones to help them count? Can they name the number the regular way and the Say Ten way?

**☑ Counts the Say Ten way and the regular way interchangeably to 20**  
 **[K.2A, K.2F]**    
 ☑ Counts a group of 11–20 objects **[K.2C]**  
 ☑ **☑**  generate a number that is one more than or one less than another number up

to at least 20 [K.2F]  
 ☑ Matches a numeral with a group of up to 20 objects **[K.2C, K.2D]**

Fluency: Count with Ten-Frame Cards—Listen as students use ten-frame cards to count by tens the regular way and the Say Ten Way. Can students count by tens to 100?

**☑ Counts the Say Ten way and the regular way interchangeably to 20**  
 **[K.2A, K.2F]**   
 **☑ Counts by tens to 100 [K.5]**

Problem Set—Review students’ work for accuracy in counting by ones. Can students accurately count? If students are struggling with writing numbers, ask them to orally count from a given number.

**☑ Counts by ones to 100 [K.5]**

Debrief—Listen as students use the Rekenrek to practice counting. Can students accurately count by ones to 100? Do students struggle when counting across tens?

**☑ Counts by ones to 100 [K.5]**

**Lesson 17**

Fluency: Count Out Teen Numbers—Listen as students count their objects. Is their counting sequence accurate? Can they separate the group into two parts, as 10 ones and \_\_\_ ones? Can they name the number the regular way and the Say Ten way?

**☑ Counts the Say Ten way and the regular way interchangeably to 20**  
 **[K.2A, K.2F]**    
 ☑ Counts a group of 11–20 objects **[K.2C]**  
 **☑**  generate a number that is one more than or one less than another number up

to at least 20 [K.2F]  
 ☑ Matches a numeral with a group of up to 20 objects **[K.2C, K.2D]**  
 ☑ Writes numerals 11–20 **[K.2B]**

Problem Set— Listen as students touch and count the dots. Can students accurately count to 40?

**☑ Counts by ones to 100 [K.5]**

**Lesson 18**

Fluency: —Listen as students count with a partner. Do they mix any particular numbers, or sections of numbers, in the sequence? Stop a student as he counts; can he count the next number without recounting?

**☑ Counts a group of 11–20 objects [K.2C]**  
 **☑ Counts a group up to 20; adds 1 and knows how many without**  
 **recounting [K.2F]**

**Lesson 20**

Problem Set—For students who did not previously demonstrate consistent, accurate representations of teen numbers in number bonds of 10 ones and \_\_\_ ones, review student work. Have students demonstrated mastery? Do their errors follow a consistent pattern? If they write the teen number incorrectly, what do they say aloud? Do they intend to write the correct teen number?

**☑**  generate a number that is one more than or one less than another number up

to at least 20 [K.2F]

**Lesson 22**

Problem Set—Listen as students work. Do they count consistently and accurately? Review students’ work. Did students write 15 correctly? Did they accurately represent the teen number as 10 ones and \_\_\_ ones using drawings? Using number bonds? Listen as students compare objects using comparative language.

**☑ Counts the Say Ten way and the regular way interchangeably to 20**  
 **[K.2A, K.2F]**    
 **☑ Counts a group of 11–20 objects [K.2C]**  
 **☑**  generate a number that is one more than or one less than another number up

to at least 20 [K.2F]  
 **☑ Matches a numeral with a group of up to 20 objects [K.2C, K.2D]**  
 **☑ Writes numerals 11–20 [K.2B]**

**☑** Compare sets of objects **[K.2G]**

**☑** Use comparative language **[K.2H]**

Exit Ticket—Listen as students count. Do they count the regular way or the Say Ten way? When counting the Say Ten way, do they accurately name the number the regular way when writing? Can students accurately compare numbers?

**☑ Counts a group of 11–20 objects [K.2C]**  
 **☑**  generate a number that is one more than or one less than another number up

to at least 20 [K.2F]  
 **☑ Matches a numeral with a group of up to 20 objects [K.2C, K.2D]**  
 **☑ Writes numerals 11–20 [K.2B]**

**☑** Compare sets of objects **[K.2G]**

**☑** Use comparative language **[K.2H]**

**Lesson 23**

Fluency: Matching Dots and Number Cards—Watch as students sequence cards and identify matching dot representations. Are there particular segments of the sequence that students mix up? Can students match the number card with the matching dot card?

**☑ Counts a group of 11–20 objects [K.2C]**  
 **☑ Matches a numeral with a group of up to 20 objects [K.2C, K.2D]**

Problem Set—Review students’ work. Did students write 15 correctly? Did they accurately represent the teen number as 10 ones and \_\_\_ ones using drawings? Using number bonds?

**☑**  generate a number that is one more than or one less than another number up

to at least 20 [K.2F]  
 **☑ Writes numerals 11–20 [K.2B]**

**Lesson 24**

Fluency: Help the Frog Catch the Fly—Observe as students move the frog to the number that is 1 more. Can students accurately tell how many 1 more is without recounting?

**☑ Counts a group up to 20; adds 1 and knows how many without**  
 **recounting [K.2A]**

Concept Development—Watch and listen as the students count, discuss, and represent their number. What representations do students choose? What words do students use when talking about teen numbers?

**☑ Counts a group of 11–20 objects [K.2B]**  
 **☑**  generate a number that is one more than or one less than another number up

to at least 20 [K.2F]  
 **☑ Matches a numeral with a group of up to 20 objects [K.2C, K.2D]**

**Lesson 25**

**Fluency: Reaad the Picture Graph– Students represent and interpret data. Observe as students identify pennies, nickels, and dimes.**

**☑ Identify U.S. coins by name [K.4]**

Concept Development—Watch and listen as the students identify U.S. coins, can they identify ways to earn income. Can students differentiate between income and gifts, list simple skills, distinguish between wants and needs

**☑ Identify U.S. coins by name [K.4]**

**☑ Identify ways to earn income [K.9A]**

**☑ Differentiate between money received as income or as gifts [K.9B]**

**☑ List simple skills required for jobs [K.9C]**

**☑ Distinguish between wants and needs [K.9D]**

**Lesson 26**

**Fluency: Coin Flash– Students identify the coins that are shown.**

**☑ Identify U.S. coins by name [K.4]**

**Fluency: Reaad the Picture Graph– Students represent and interpret data. Observe as students identify pennies, nickels, and dimes.**

**☑ Identify U.S. coins by name [K.4]**

Concept Development—Listen as students list jobs in their classroom. Listen as students discuss why people have jobs and list skills needed for jobs.

**☑ List simple skills required for jobs [K.9C]**

**Lesson 27**

**Fluency: Reaad the Picture Graph– Students represent and interpret data. Observe as students identify pennies, nickels, and dimes.**

**☑ Identify U.S. coins by name [K.4]**

**Concept Development- Observe students as they group items based on needs and wants.**

**☑ Distinguish between wants and needs [K.9D]**