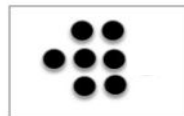
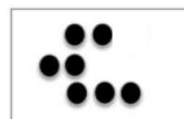
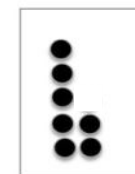
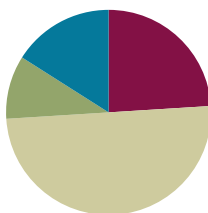


Lesson 5

Objective: Count straws the Say Ten way to 20; make a pile for each ten.

Suggested Lesson Structure

■ Fluency Practice	(12 minutes)
■ Application Problem	(5 minutes)
■ Concept Development	(25 minutes)
■ Student Debrief	(8 minutes)
Total Time	(50 minutes)



Fluency Practice (12 minutes)

- Dot Cards of Seven **K.CC.2, K.CC.5** (4 minutes)
- Number Pairs of Seven **K.CC.2** (4 minutes)
- Circling 10 Ones **K.NBT.1** (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.



NOTES ON MULTIPLE MEANS OF ACTION AND EXPRESSION:

Students who are working below grade level will need to do more counting. They need more time and may benefit from working with the cards one at a time while you move more rapidly through the cards with the majority of the class.



NOTES ON MULTIPLE MEANS OF ENGAGEMENT:

Let students who are working above grade level work in a small group with more of a flashing approach. Assign one student or classroom helper to be the teacher. Engage them in sharing the different ways they saw the subsets.

Number Pairs of Seven (4 minutes)

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

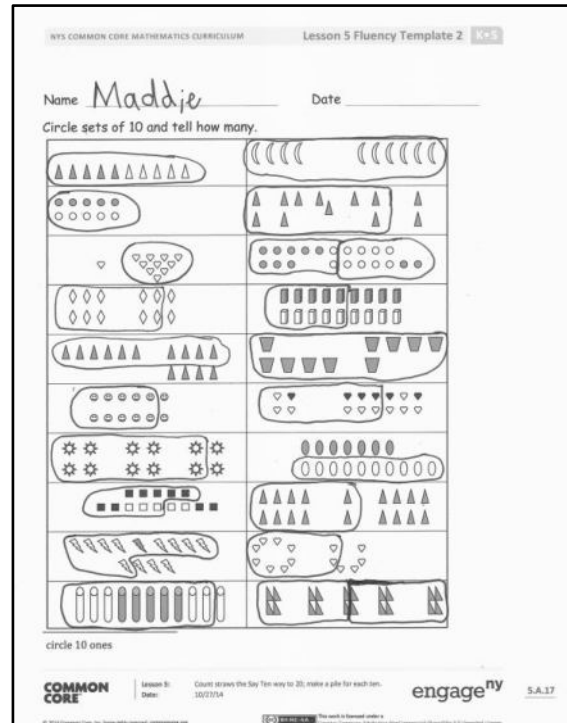
Note: This fluency activity gives students an opportunity to develop increased familiarity with decompositions of seven and practice seeing part-whole relationships.

- 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)

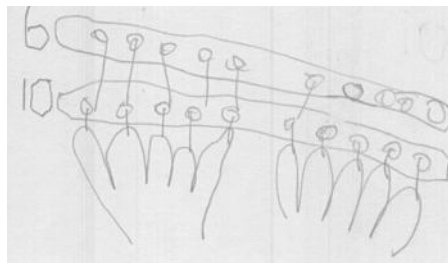
Materials: (S) Circle 10 ones (Fluency Template 2) (pictured to the right)

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.



Application Problem (5 minutes)

Pat covered 16 holes when playing the flute. She covered 10 holes with her fingers on the first note she played. She covered 6 holes on the next note she played. Draw the 10 holes. Draw the 6 holes. Use your drawing to count all the holes the Say Ten way.



Note: The focus here is on counting to find the total rather than on addition. They are also seeing the embedded 10 and 6 as they count to 16 the Say Ten way.

Concept Development (25 minutes)

Materials: (S) 20 straws (per pair)

T: Come sit with me on the carpet.

T: I'm going to flash numbers with my hands. Tell me the number, and then tell me the number the Say Ten way. Let's do one as an example.

T: (Hold out both hands, palms out, to show 10. Then, show your right hand with the pinky extended.)

S: Eleven.

T: The Say Ten way?

S: Ten 1.

T: Perfect. (Show 10 again, and then show 2 on your right hand with the pinky and ring finger.)

S: Twelve! Ten 2.

T: Yes!

T: (Continue this way up to ten nine.) What comes after 19? (Flash 2 tens.)

MP.7

S: Twenty! 2 tens!

T: Very good! Please return to your seats, and we'll practice counting the Say Ten way using straws. Partner A will count 10 straws into a pile. The other student, Partner B, will place one straw next to the pile and say, "Ten 1." Ready?

S: (Show a pile of 10 straws and 1 one.) Ten 1.

T: Partner B, place another straw. How many straws are there now?

S: Ten 2.

T: (Continue this way up to 2 tens.) How many straws are there?

S: 2 tens!

T: You are all correct! There are 2 piles of 10 straws. We say, "2 tens."

T: Put all the straws back into one pile, and switch roles. Partner B, count out 10 straws into a pile. Partner A, place one straw next to the pile, and let's practice counting again the Say Ten way.

S: (Count up to 2 tens.)



**NOTES ON
MULTIPLE MEANS
OF ACTION AND
EXPRESSION:**

Support English language learners by using gestures during the lesson. Flash 10, and gesture with your hands for the word. Flash 1. Gesture again for the word. This engages students to figure out the intent and bypasses all the potential confusion in oral directions.

Problem Set (7 minutes)

Students should do their personal best to complete the Problem Set within the allotted time.

Direct students to circle 10 objects and check the extra ones. Have them count the total using the Say Ten way. Watch to see that they count the 10 ones within the circle first from left to right, row by row. They then match the drawing to its numerical representation.

Student Debrief (8 minutes)

Lesson Objective: Count straws the Say Ten way to 20; make a pile for each ten.

The Student Debrief is intended to invite reflection and active processing of the total lesson experience.

Invite students to review their solutions for the Problem Set. They should check work by comparing answers with a partner before going over answers as a class. Look for misconceptions or misunderstandings that can be addressed in the Debrief. Guide students in a conversation to debrief the Problem Set and process the lesson.

Any combination of the questions below may be used to lead the discussion.

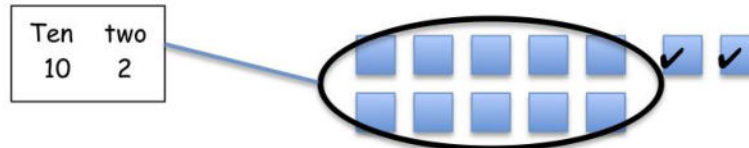
- Look at your circle 10 ones template. Can you say the numbers the Say Ten way?
- Did your friend circle 10 ones the same way you did?
- Were both your answers correct? Why?
- How do we say 2 tens as one number?
- How do we say 17 the Say Ten way?
- Which pictures were the easiest for you to count? Why?
- Look at your Problem Set. Tell your partner what makes it easy for you to count.
- What is the same about all of the pictures? What is different?

Exit Ticket (3 minutes)

After the Student Debrief, instruct students to complete the Exit Ticket. A review of their work will help with assessing students' understanding of the concepts that were presented in today's lesson and planning more effectively for future lessons. The questions may be read aloud to the students.

Name _____

Date _____



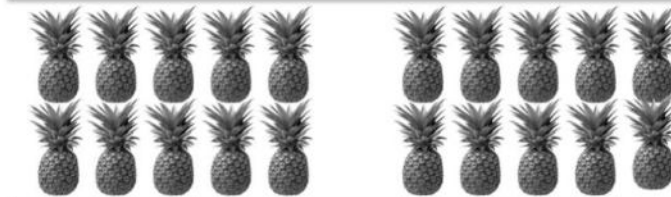
Circle 10 things. Touch and count the Say Ten way. Count your 10 ones first. Put a check over the loose ones. Draw a line to match the number.



Ten one
10 1



Ten seven
10 7



Ten three
10 3



Ten four
10 4



Two ten
10 10

Ten eight
10 8

Name _____

Date _____

Write and whisper the missing numbers.

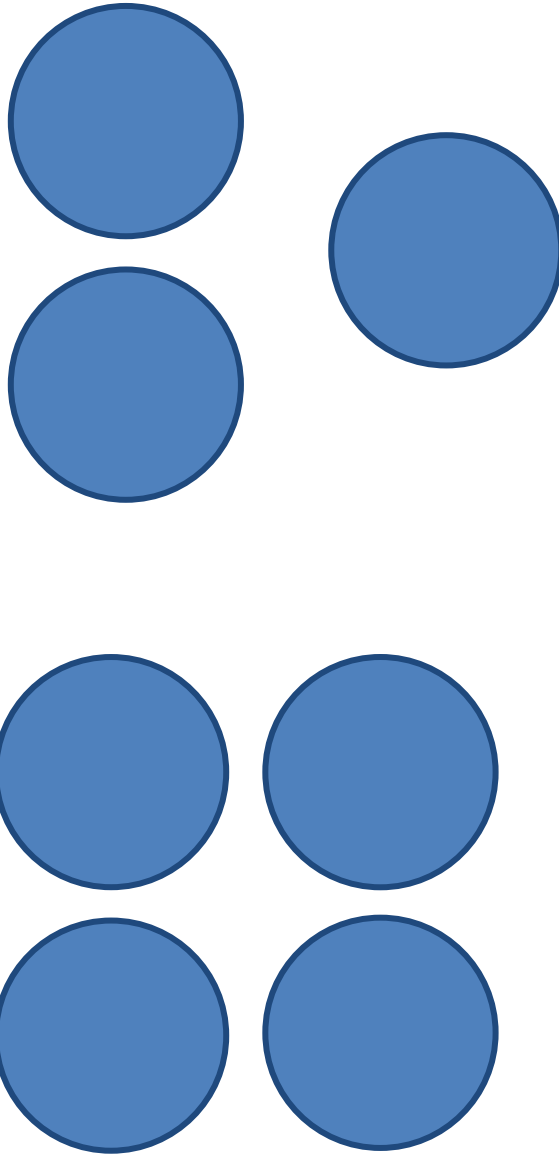
Count the Say Ten way from 11 to 20.

<u>10</u> and <u>1</u>	<u>10</u> and <u>2</u>	<u>10</u> and ____	<u>10</u> and <u>4</u>	<u>10</u> and ____
<u>10</u> and <u>6</u>	____ and ____	____ and ____	____ and ____	<u>10</u> and <u>10</u>

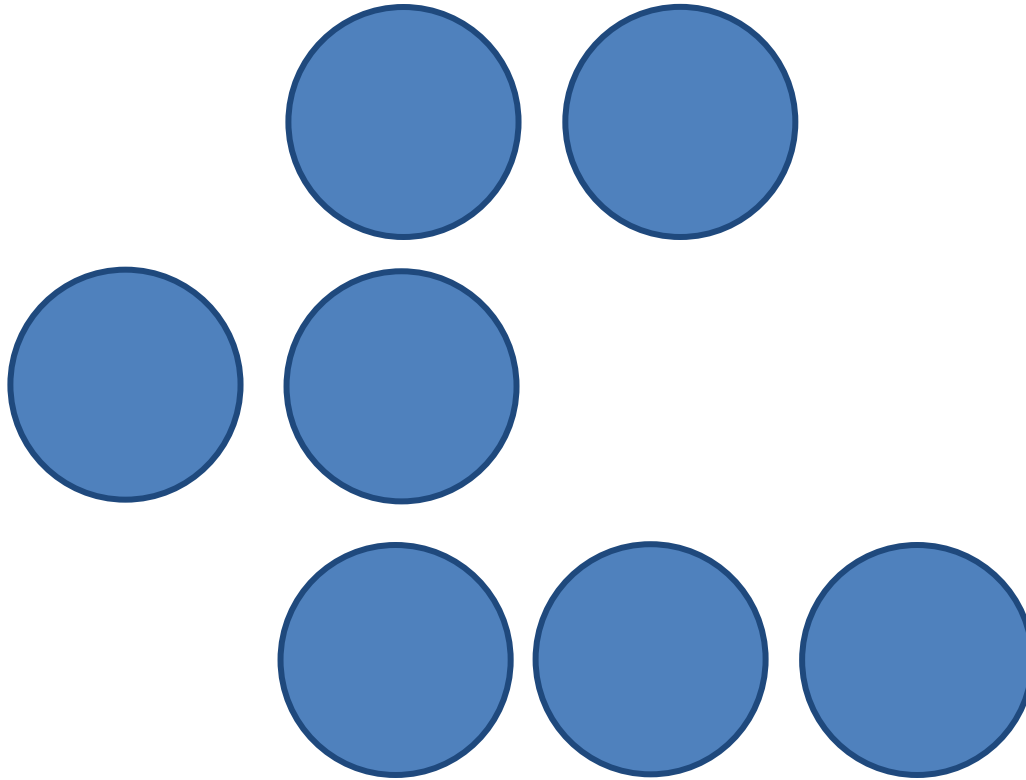
Name _____ Date _____

Write the numbers that go before and after, counting the Say Ten way.

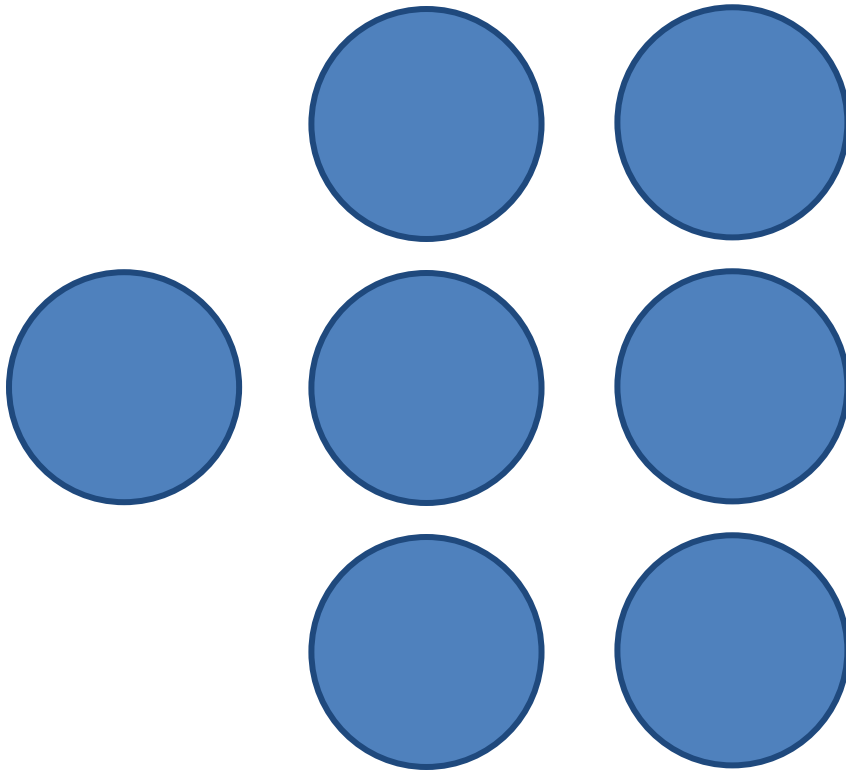
BEFORE	NUMBER	AFTER
10 and 3	10 and 4	10 and 5
and	10 and 2	and
and	10 and 5	and
and	10 and 6	and
and	10 and 1	and
and	10 and 9	and



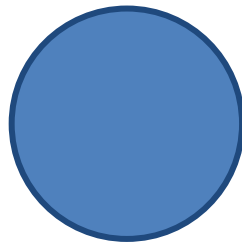
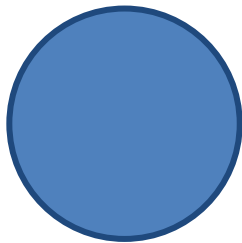
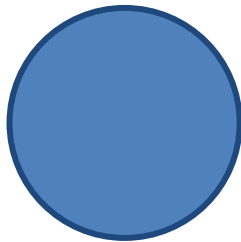
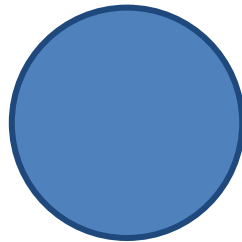
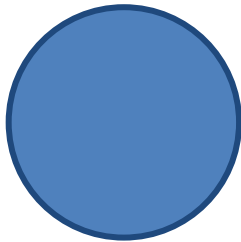
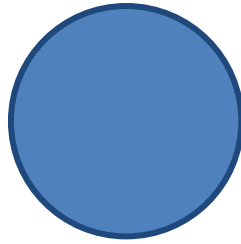
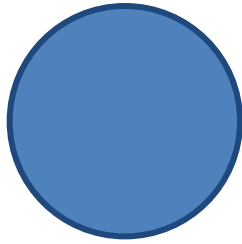
dot cards of 7



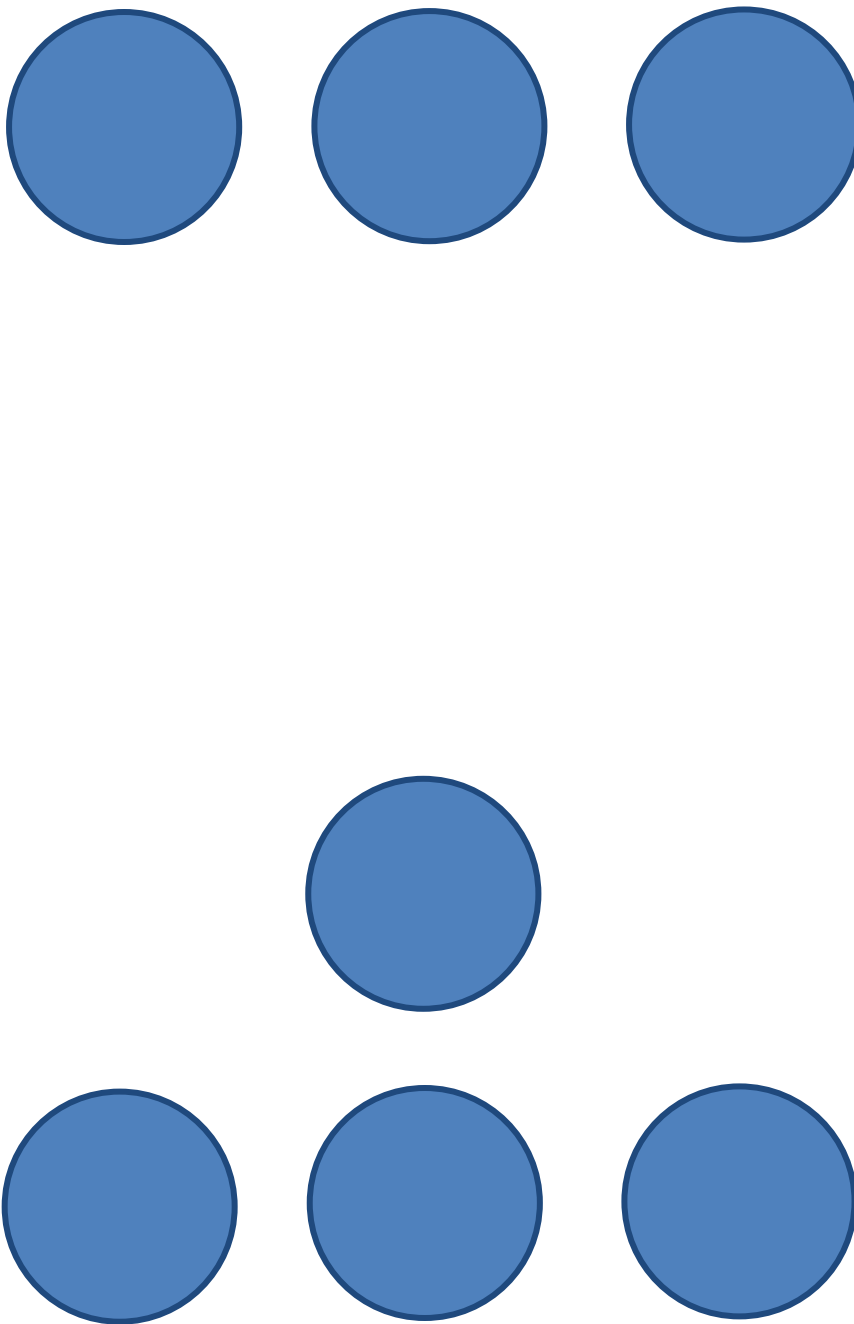
dot cards of 7



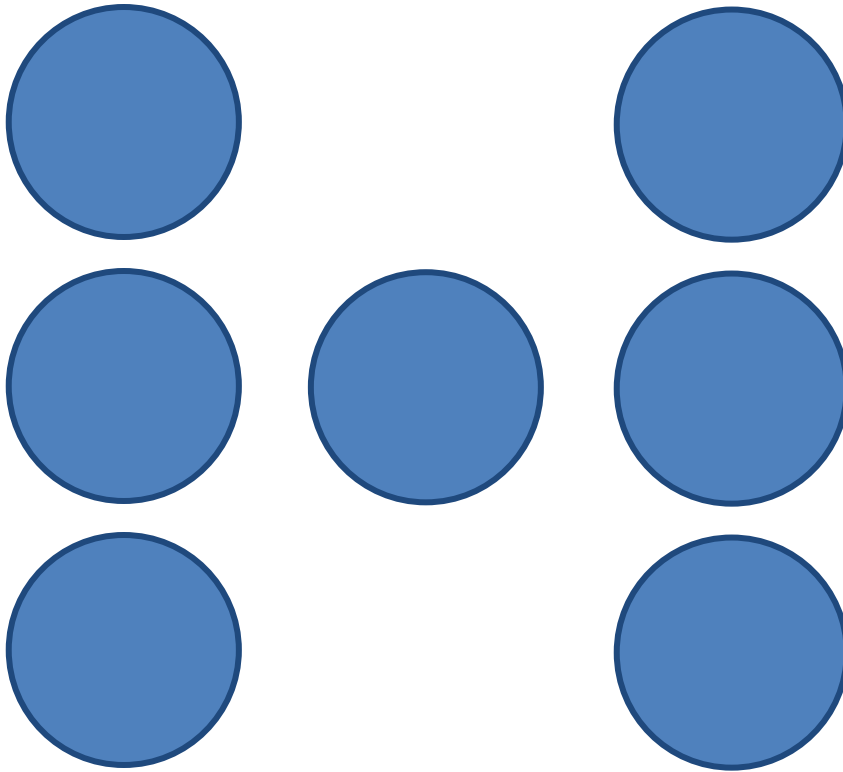
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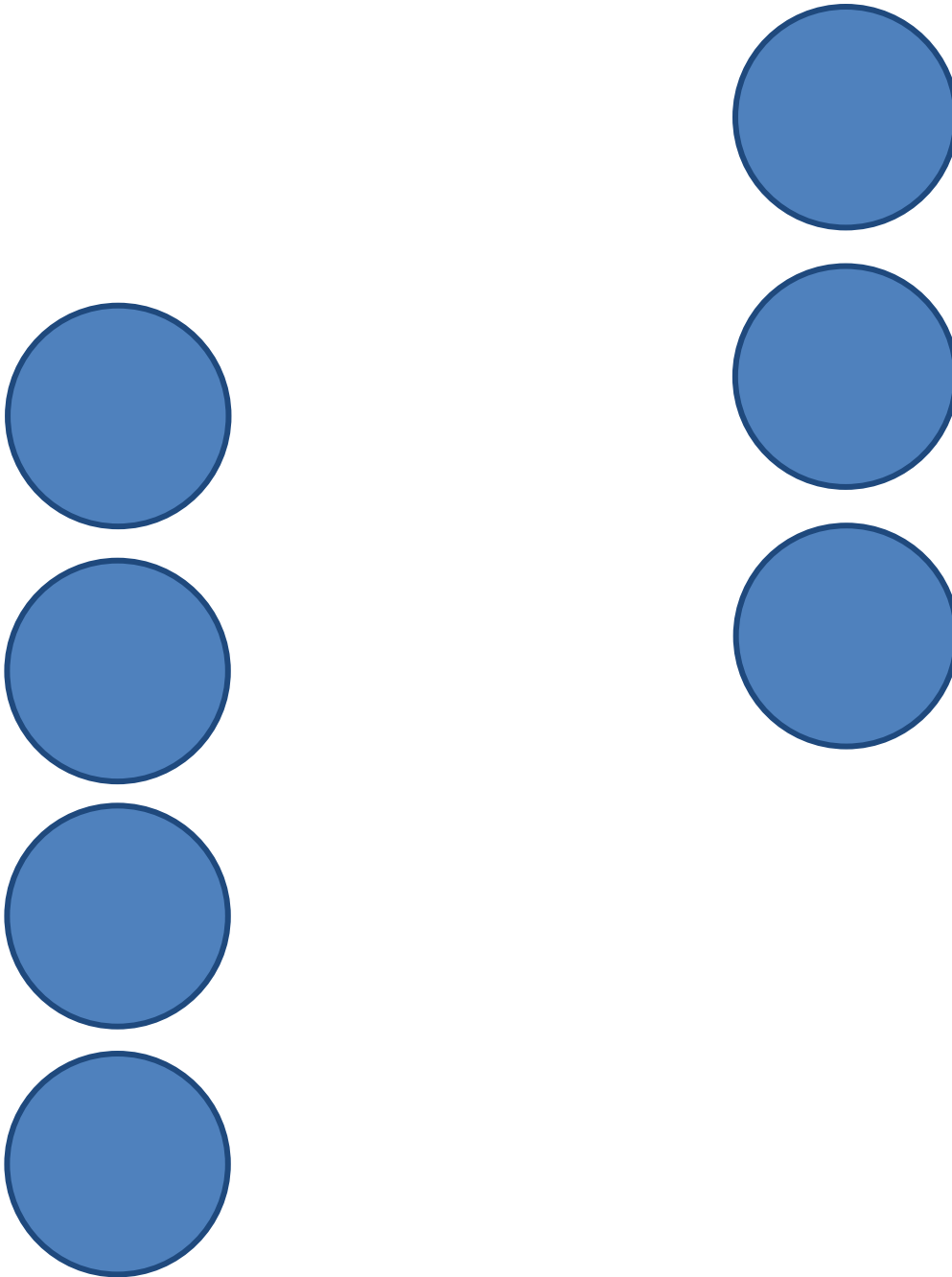
dot cards of 7



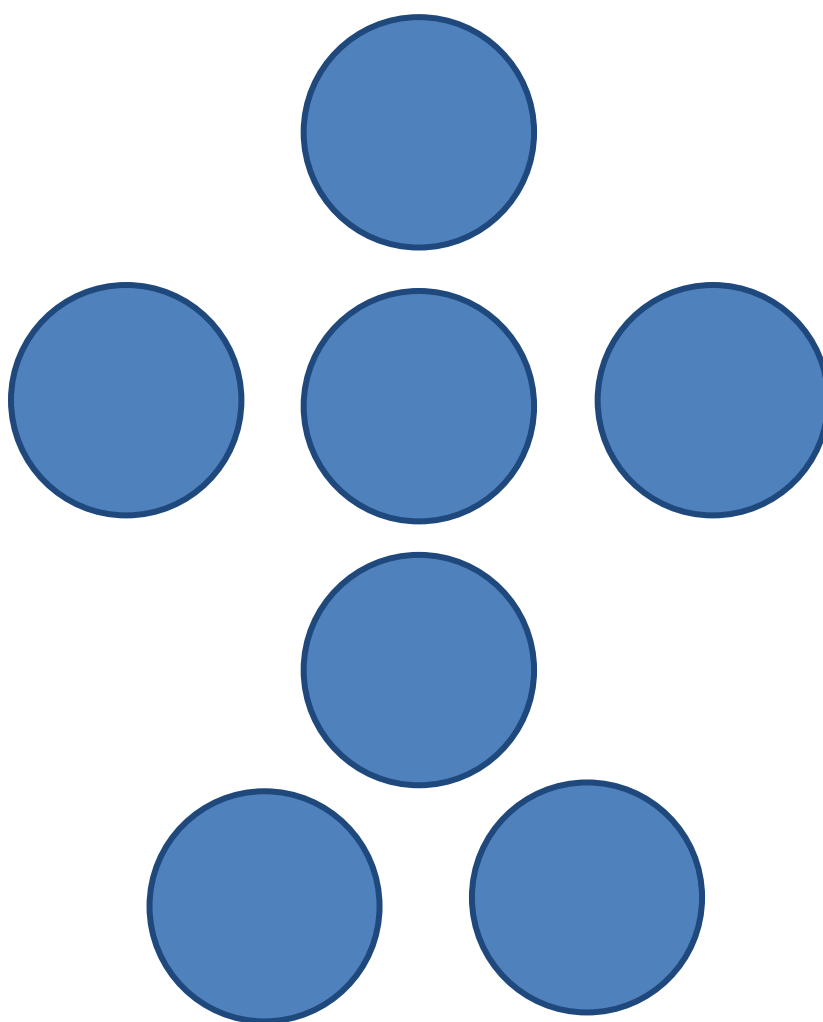
dot cards of 7



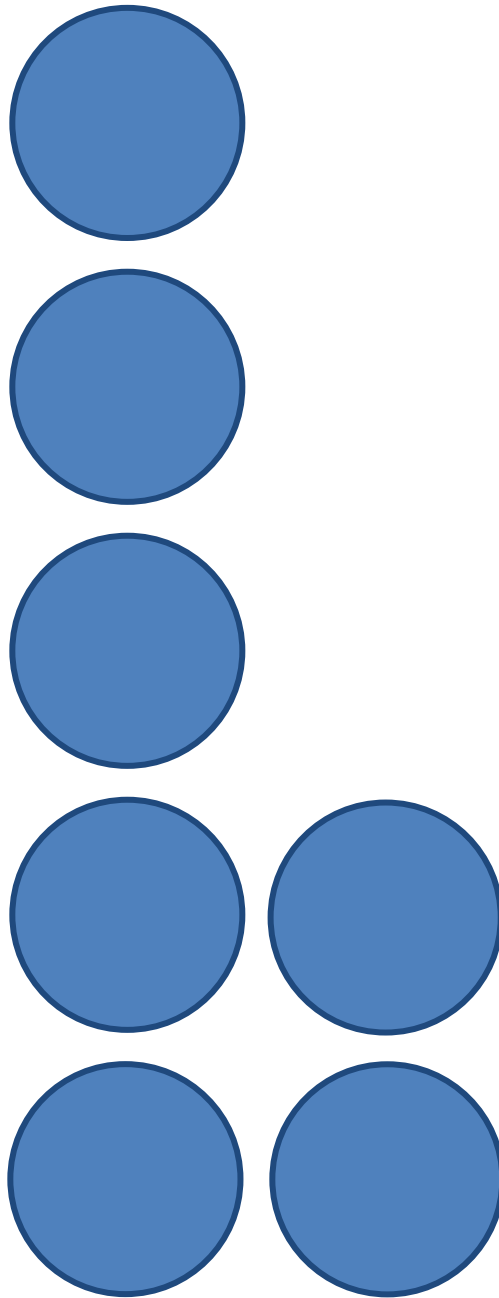
dot cards of 7



dot cards of 7



dot cards of 7



dot cards of 7

Name _____

Date _____

Circle sets of 10, and tell how many.

circle 10 ones