**Fairfield Public Schools Balanced Math Instructional Model**

Grade K Unit 4 Lesson 14

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| Materials: Fluency: unifix cubes, Hide the Zero cards and Build a Number mat (from L13) Lesson: Build a Number sheet (Gr K U4 L14 S1) | | |
| Fluency Work  (1-5 min.) | *Unifix cubes one ten and some more.* Place the ten stick where all can see. Ask for a volunteer to pull a handful of unifix cubes out of a bag and place them loose next to the ten stick. Ask students to build the number on their Build a Number mat from L13. Then ask how many ten sticks they have. (1) and how many loose . Then ask for a volunteer to match the number using the Hide the Zero Cards. Explicitly state and write the teen number each time. | |
| Teaching Point | *This lesson may act as an Assessment Point for the Progress Report Standard:*  *Understands addition as putting together and subtraction as taking apart (Students will consistently compose and decompose numbers to 30 and represent numbers as tens and some more).*  Practice writing teen numbers  Composing teen numbers |
| Mini-Lesson | Place two ten-frames, one full (10) and another (e.g. 5) on the floor in the middle of the meeting area. Ask all the students to identify each as ten-five. Then ask for a volunteer to place the Hide the Zero cards under the ten-frames. Ask students how they would record that number (15). Then display the student worksheet and tell them they will have a chance to practice writing teen numbers on their own. Demonstrate how to fill in the ten frame to match the ten and loose numbers. Make a connection to how the Hide the Zero cards work to combine the two numbers to make a teen number. Invite a student assistant or two to help you fill in the ten-frames and write the actual related numbers. Once students are able to articulate what they are expected to do, send them off to work independently at their tables to complete the student sheet Gr K U4 L14 S1. |
| Focus Questions for APS | How did you write the teen number? |
| Active Problem Solving | As you circulate the room, encourage students to be organized in their approach to filling in the ten-frames and writing the numbers. Support any students who may still have difficulty with number formation. Provide them with models or as a reference. Some students may benefit from creating the number with pre-filled 1-10 ten-frames before recording it on their sheet. Others may benefit form modifying the size of the boxes for writing numbers. There are multiple sheets that include all the numbers 11-19. There is also a sheet with blank spaces so that you can differentiate by asking students to focus on particular numbers. You can also challenge some to think about how they would record twenty on this worksheet. Ask them what the “2” represents and what the “0” represents. Then ask them to build it with counters and record it. |
| Differentiation Suggestions | The focus of this lesson is to practice writing numbers and to reinforce the idea that a teen number has a number is the combination is written as the “ten and the ones.” See differentiation suggestions in APS. |
| Assessment Point | Notice which students are regularly using the 10-structure when discussing number relationships.  If a student is still counting-all, encourage them to notice the full ten-frame and then the loose in relation to the 5 in the second ten-frame. Move them away from a counting-all strategy to using the 5-structure to visualize the numbers. Do the students make a connection between the full ten-frame and the “1” in the teen number?  Note number formation as students write the numbers. Pay particular attention to students who may record a teen number as two separate numbers, e.g. “104” as 14 or ten and four. Help them make the connection that when they decompose the 14 they have 10 and 4 but when they write the number fourteen it is written as 14 –Hide the Zero. |
| Reconvene &  Focus Q. | Ask the students to return to the meeting area and bring their work with them. Select a few students to share their work. Ask their peers to rephrase what they observe in the work that is being shared. Model with the Hide the Zero cards as the numbers are shared. |