**Fairfield Public Schools Balanced Math Instructional Model**

Grade K Unit 4 Lesson 20

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| Materials: Fluency: Unifix cubes (two different color sets of 10) Lesson: Student work- Designed doors from L19 | | | |
| Fluency Work  (1-5 min.) | | Place twenty unifix cubes (two different color sets of 10) loose in a pile in the center of the meeting area. Tell students that you are going to write a number on the chart paper and you will call on a volunteer to make the number with the unifix cubes like 15. Then ask them to make another number, 13. | |
| Teaching Point | | Sequencing numbers 1-20  Writing numbers 1-20 | |
| Mini-Lesson | | In the meeting area, remind the students of the work they did in L19 when they designed their doors. Tell them that today, we are going to create our Kindergarten Geo-neighborhood. (You may want to take the class to a larger space, such as in the hallway or to the cafeteria, where they can spread out to create their neighborhood by putting the numbers in sequence.) Begin by identifying different shapes students used to place on their doors. Review attributes that identify each shape. Then tell them that they are going to line up all the doors in order in the neighborhood. Give each student their door and ask the class to work together to put the doors in order from 1-20. If you have fewer students then twenty, ask them to sequence themselves and then ask which numbered doors would come next. If you have more than twenty students focus on sequencing students from 1-20 and then ask students to T&T to discuss which number comes after twenty and why. Future lessons will focus on numbers beyond twenty so if you have fewer than twenty students it is not necessary to discuss numbers beyond twenty at this time.  Ask student how they know which number comes first and which number comes next. Ask them to identify the number of dots in the ten-frames and help students make connections to the five and ten structure. If you have more than 20 students, ask them to think about how many full ten-frames and how many “loose” (or ten-frames not full.) | |
| Focus Questions for APS | | What pattern do you notice in the numbers? | |
| Active Problem Solving | | APS is whole group and a continuation of the mini-lesson for this lesson. The students can talk about their number door and how they created it as they stand up in sequence. Encourage mathematical discourse.  Ask students to look for patterns in the numbers system, i.e. do they notice what happens to the numbers 1-9 and 11-19. How are they alike? What is different about them? Why is the number 11 not the same as 1+1? What happens when you have 9 and you have one more. What happens when you have 19 and you have one more? What do they notice about how we write 10 and 20? What is the same and what is different? Refer students back to how they used cubes on the fingers to build teen numbers. What does it look like when they have twenty? You may want to ask for volunteers to model 20 by placing unifix cubes on both hands. Ask why we record the number 14 and not 104? Displaying Hide the Zero cards may be helpful for some students. | |
| Differentiation Suggestions | | Some students could benefit from placing the pre-made ten-frames in sequence. Help them make the connection to the neighborhood door numbers. | |
| Assessment Point | | Notice which students are using the ten-structure to identify teen numbers. Are some students beginning to unitize and understand that groups of 10 can be counted as a single unit of ten? Are students making a connection to the numeric representation for the teen numbers? Be aware of students who might be describing a number like 14 as 10 & 4 and recording it as 104. It is not necessary to discuss hundreds, but rather help them make the connection to ten-4 as 1-ten and 4-loose. | |
| Reconvene &  Focus Q. | | Because this is whole group lesson the reconvene is embedded in the APS. | |
| Additional/  Extension Activities | | Have students play a round of spinners to practice writing numbers. Target specific numbers for specific groups of students. | |