**Fairfield Public Schools Balanced Math Instructional Model**

Grade K Unit 4 Lesson 7

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| Materials: Fluency: Unifix cubes (20), Lesson: Unifix cubes, large teen numbers for display (Gr K U4 L7 T1), hands sheet (Gr K U4 L7 S1) |
| Fluency Work(1-5 min.) | Ask a student volunteer to stand with 5 unifix cubes on her/his fingers holding them behind her/his back. Ask the student to display them for the count of 3 and hide them again. Ask the class how many cubes were on her/his fingers and how they know. Then ask how many more she/he would need to make 10 and how they know. Acknowledge any students who might see it as a group of ten and five less or that 5 and 5 make a ten. Display or write on a T-chart the two numbers that combine to make ten. Repeat this process with another volunteer for different numbers ranging from 0-10. |
| Teaching Point | Counting Building teen numbers |
| Mini-Lesson | *\*Note: The mini-lesson and APS will be whole group in the meeting area for this lesson.*Remind the students of Quinn and Sara and the cubes on their fingers (from Unit 1). Tell them you noticed how well they can make any number 0-10 by placing cubes on their fingers. Have a student volunteer stand in front of her/his peers with a unifix cube on each finger (10) and hold her/his hands up facing the audience. Tell them you were wondering how we might make 11. Give students time to T&T before sharing out. Then ask another volunteer to stand next to the first with both hands up. Ask a third volunteer to place a unifix cube on one finger of the second volunteer. Count all the unifix cubes as a class to confirm the count of ten and one more. Ask your volunteers to sit again. Then ask how we could make 15, that is, ten - five with unifix cubes on our fingers? Ask students to T&T again before sharing ideas. Ask how many students we will need to get up to show the number fifteen before calling volunteers to make the number 15. Confirm that there are 15 unifix cubes on fingers by counting before asking the volunteers to sit again. Ask which number is greater, 11 or 15, and how they know. Next, Tell the students that today we are going to play a game called *Making Teen Numbers*.  |
| Focus Questions for APS | How can you make a teen number? |
| Active Problem Solving | Tell the children they will have an opportunity to build their own teen numbers using a picture of 2 hands-20 fingers. Send children back to their workspace where a hand sheet and 2 ten sticks each of a different color are provided. Display the numeral 12 and have the children place 12 unfix cubes on the fingers on the pair of hands. Ask the class how they know there are 12 unifix cubes, ten and two. Use language like there is one student with ten cubes and two more or one group of 10 and 2 more. Some students might recognize a five hand, find hand and another two. Then count all to confirm. Using teen number cards have the students build different numbers between 10-20. Highlight students that start to realize they can leave the top pair of hands filled in to be quicker and more efficient. Ask why this is a good strategy to use and how it helps them to be a good counter and understand teen numbers. |
| Differentiation Suggestions |  Encourage the students to subitize different groupings without actually counting to determine the total quantity of unifix cubes, e.g. seeing sets of 5 to skip count to 15. Reinforce the benchmark numbers of 5 and 10 as referents.  |
| Assessment Point  | Notice who:* Understands that the last number said tells, “how many.”
* Identifies the written numbers between ten and twenty.
* Is using the five and ten structure to help them determine the total number of unifix cubes displayed.
* Counting-on from ten
* Counting all starting at 1 each time
* Needs to count the physical objects
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| Reconvene &Focus Q. | As a reconvene today, ask the students if there were any patterns they noticed when making the teen numbers today. Record some of their noticings, like:All the numbers have a ten in them. There is one group of tenYou will need two students to make a number larger than ten because you need more than two handsTeen numbers are made up of a ten and some moreThe “more” beyond ten are numbers we already know. |