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| Module 5 Lessons 14-15 | | | | | | |
| Kindergarten   April 15-19, 2019 | | | | | | |
| **Standards:**  **K.CC.1** Count to 100 by ones and by tens.  **K.NBT.1** Compose and decompose numbers from 11 to 19 into ten ones and some further ones, e.g., by using objects or drawings, and record each composition or decomposition by a drawing or equation (e.g., 18 = 10 + 8); understand that these numbers are composed of ten ones and one, two, three, four, five, six, seven, eight, or nine ones. | | | | Focus Skills:  - Counting a group of 10  - counting ten and more the Say 10 way  -Putting a group of 10 and more together to make a teen number  - Showing parts of teen numbers  -Counting by tens. | | |
|  | Monday (4.15) | Tuesday (4.16) | Wednesday (4.17) | | Thursday (4.18) | Friday (4.19) |
| Learning Target | I can show the parts in a teen number. | I will count by tens. | BARN HILL PRESERVE FIELD TRIP | | SPRING CONCERT  MOH FAMILY PICNIC DAY | **GOOD FRIDAY  SPRING BREAK**  **NO SCHOOL** |
| Math | Module 5 Lesson 14  Teacher will model with Google Slides  Fluency:  Teen Counting Array Template  Application:  Students will act out stories that show whole groups in the teens.  Concept Development:  S will use number cards and objects to answer the question how many with up to 20 objects in a circular configuration.  Problem Set:  S will whisper count the objects and write to tell how many.  S will count and write the number to match. | Module 5 Lesson 15  Teacher will model with Google Slides  Fluency:  Teen Circular-Counting  Application:  S will draw 14 dots in a circular configuration.  Concept Development:  S will count a 100-bead rekenrek by tens. S will then use ten frame cards to count the “Say Ten” way and the regular way. Next, T will say a number the “Say Ten” way and S will show that number using the cards. (Ex: 8 tens, student would show 8 cards)  Problem Set: S will count up by tens using the ten frames and write the numbers.  S will count down the stairs by tens and write the numbers. |