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| Module 5 Lessons 9-12 | | | | | | |
| Kindergarten   April 8-12, 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 | | |
|  | Monday (4.8) | Tuesday (4.9) | Wednesday (4.10) | | Thursday (4.11) | Friday (4.12) |
| Learning Target | I will make a teen number. | I can show the parts in a teen number. | I can show the parts in a teen number. | | I will tell the teen number that is one less. | I can take apart a teen number. |
| Math | Lesson 9  Model on ActiveBoard  Fluency:  How Many is One More?  Application:  S will draw 15 things with 1 chips and 5 more. S will explain Jenny’s mistake.  Concept Development:  S will draw teen numbers from abstract to pictorial.  Problem Set:  S will whisper count the numbers and fill in the 10 frame to match. S will draw and circle 10 ones and some more to show each number.  Assessment: S will show the number by filling in each ten-frame or drawing the circles to show the number. | Lesson 10  Model on ActiveBoard  Fluency:  Counting (w/Rekenrek)  Application:  S will draw a picture to figure out the number that makes 10 from any number less than 10.  Concept Development:  S will use a rekenrek to show different parts within teen numbers and use hide zero cards to show the teen numbers.  Exit Ticket:  S will draw the rekenrek, using two colors for the beads. Students will draw a picture of a teen number the way they would see it on a rekenrek. | Lesson 11  Model on ActiveBoard  Fluency:  One More (w/Rekenrek)  Saying Teen Numbers the Say Ten way  Application:  S will draw a picture to show that 10 is the same number whether they spread out or draw it in neat rows.  Concept Development:  S will use cubes and the sentence frames to express the relationship of each number to the preceding number. (“13. 1 more is 14”)  Problem Set:  S will color the squares and write the number to complete the pattern and say “14. One more is 15.” | | Module 5 Lesson 12  Teacher will model with Google Slides  Fluency:  Count the Say Ten way  Application:  S will draw a picture to show one less.  Concept Development:  S will use cubes to show 1 less. S will count in a linear configuration, the tower.  Problem Set: S will represent numbers 20 to 11 in a tower configuration decreasing by 1 each time. S will discuss the pattern that is made. | Module 5 Lesson 13  Teacher will model with Google Slides  Fluency:  Count the Say Ten way forwards and backwards.  Application:  S will draw a picture to figure out the number that makes 15. S will draw a number bond to show that 15 is 10 and 5.  Concept Development:  S will use counters, rekenrek, and hide zero cards to write and answer how many in a linear and array configuration.  Problem Set: S will count and write how many in the missing boxes. |