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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 9Model on ActiveBoardFluency: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 10Model on ActiveBoardFluency: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 11Model on ActiveBoardFluency:One More (w/Rekenrek)Saying Teen Numbers the Say Ten wayApplication: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 12Teacher will model with Google SlidesFluency:Count the Say Ten wayApplication: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 13Teacher will model with Google SlidesFluency: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.   |