

## Unit E - Ten and Then Some

### Overview

In this unit, students will use a variety of materials to represent mathematical situations. Students will read, write, and compare numerals with one-to-one correspondence and cardinality. They will also relate comparing numbers to comparing the weight of two objects. Students will break numbers into their component parts based on place value in order to recognize numbers 11-20 as “ten and some more”. They also compare numbers to 20 using greater than and less than.

**21st Century Capacities:** Analyzing, Presentation

### Stage 1 - Desired Results

**ESTABLISHED GOALS/ STANDARDS**

MP 3 Construct viable arguments and critique the reasoning of others.  
 MP 4 Model with Mathematics  
 MP 7 Look for and make use of structure.

[CCSS.MATH.CONTENT.K.CC.A.1](#)

Count to 100 by ones and by tens.

[CCSS.MATH.CONTENT.K.CC.A.2](#) Count forward beginning from a given number within the known sequence (instead of having to begin at 1).

[CCSS.MATH.CONTENT.K.CC.A.3](#) Write numbers from 0 to 20. Represent a number of objects with a written numeral 0-20 (with 0 representing a count of no objects).

[CCSS.MATH.CONTENT.K.CC.C.6](#)

***Transfer:***

*Students will be able to independently use their learning in new situations to...*

1. Create and explain a model(s) to explore numbers (teens). (Presentation)
2. Identify underlying patterns and relationships that exist within situations involving numbers (through 20), through the use of resources, symbols, and numeral words. (Analyzing)

***Meaning:***

**UNDERSTANDINGS:** *Students will understand that:*

1. A number’s quantity, it’s symbolic notation, and it’s verbal form are all connected
2. Numbers are composed of groups of tens and ones
3. Utilizing tools to model numbers helps to visualize mathematics and show my thinking

**ESSENTIAL QUESTIONS:** *Students will explore & address these recurring questions:*

- A. How do I show my thinking? (using representations e.g. words, numbers, models)
- B. What is the pattern here? (place value)
- C. How can I use models and strategies to help me to solve this problem? How do I know if it’s right?

## Grade Kindergarten Math Curriculum

	<b>Acquisition:</b>	
	<i>Students will know...</i>	<i>Students will be skilled at...</i>
<p>Identify whether the number of objects in one group is greater than, less than, or equal to the number of objects in another group, e.g., by using matching and counting strategies.<sup>1</sup></p> <p><a href="#">CCSS.MATH.CONTENT.K.CC.C.7</a> Compare two numbers between 1 and 10 presented as written numerals.</p> <p><a href="#">CCSS.MATH.CONTENT.K.NBT.A.1</a> 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 (such as <math>18 = 10 + 8</math>); understand that these numbers are composed of ten ones and one, two, three, four, five, six, seven, eight, or nine ones.</p> <p><a href="#">CCSS.MATH.CONTENT.K.MD.A.1</a> Describe measurable attributes of objects, such as length or weight. Describe several measurable attributes of a single object.</p> <p><a href="#">CCSS.MATH.CONTENT.K.MD.A.2</a> Directly compare two objects with a measurable attribute in common, to see which object has "more of"/"less of" the attribute, and describe the difference.</p>	<ol style="list-style-type: none"> <li>1. Numbers from 11 - 20 are "ten and some more"</li> <li>2. How to compare written numerals</li> <li>3. How to compare two sets of objects using greater than, less than or equal</li> <li>4. How to compare the weight of two objects</li> <li>5. We can use models to understand quantities</li> <li>6. Counting situations can be represented using symbols</li> <li>7. Vocabulary: greater than, less than, more than, compare, tens, ones, after, before, more, less, equal, heavy, light, weight</li> </ol>	<ol style="list-style-type: none"> <li>1. Counting forward by 1s to 100</li> <li>2. Counting backward by 1s from 20</li> <li>3. Counting by 10s to 100</li> <li>4. Reading and writing numerals to 20</li> <li>5. Subitizing</li> <li>6. Using tools (such as craft sticks, unifix cubes, double ten frames) to visualize a teen number</li> </ol>