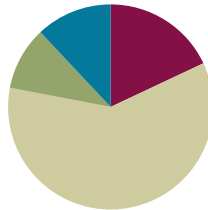


Lesson 2

Objective: Count 10 objects within counts of 10 to 20 objects, and describe as 10 ones and ___ ones.

Suggested Lesson Structure

■ Fluency Practice	(9 minutes)
■ Application Problem	(5 minutes)
■ Concept Development	(30 minutes)
■ Student Debrief	(6 minutes)
Total Time	(50 minutes)



Fluency Practice (9 minutes)

- How Many Is One More? **K.CC.2** (3 minutes)
- Show One More on Fingers **K.CC.2** (3 minutes)
- Count Piles of Ten **K.CC.2, K.CC.4** (3 minutes)

How Many Is One More? (3 minutes)

Materials: (T) Large 5-group cards (Lesson 1 Fluency Template 1) (S) 5-group cards (Lesson 1 Fluency Template 2)

Note: This fluency activity advances the familiar work with the pattern of *1 more* as it requires students to visualize an additional dot on the 5-groups.

- T: (Show 3.) How many dots?
 S: 3.
 T: What's one more than 3?
 S: 4 is one more than 3.

Continue with the following possible sequence: 1, 4, 2, 4, 5, 6, 7, 9, 5, 8, 7. Eliminate asking them to identify the base number as quickly as possible. Students then continue this activity with each other in pairs.



NOTES ON MULTIPLE MEANS OF ACTION AND EXPRESSION:

Deepen the understanding of students working above grade level by asking students to explain strategies for identifying *one more*. Then, have them apply their strategies through practice with a partner.

Ask students:

Could you use the same strategy for solving *two more* and *three more*?

Show One More on Fingers (3 minutes)

Materials: (T) 20-bead Rekenrek

Note: This fluency activity maintains students' proficiency with the pattern of *1 more* and connects two 5-group models, the Rekenrek, and counting the Math Way.

T: (Show 5 beads.) Count the number of beads.

S: 1, 2, 3, 4, 5.

T: Count one more on your fingers left to right.

S: (Hover hands as if playing the piano. Drop a finger or *play a note*, starting with the left pinky.)
1, 2, 3, 4, 5, 6.

Continue with the following possible sequence:
6, 4, 7, 9, 8, 7, 6.

Count Piles of Ten (3 minutes)

Materials: (S) About 40 straws for each pair of students

Note: Making groups of ten objects calls students' attention to the number 10 as a significant number in today's lesson.

Have students see how many piles of 10 straws they can count.



NOTES ON MULTIPLE MEANS OF REPRESENTATION:

Access prior knowledge. Remind students of what a ten looks like by providing them with empty ten-frames. Students might then draw sets of ten sticks in the ten-frames.

Application Problem (5 minutes)

Lisa counted some sticks into one pile of 10. She counted 5 other sticks into another pile. Draw a picture to show Lisa's piles of sticks.

Note: For now, just focus on the pile of 10 sticks and the pile of 5 rather than composing the teen number.

(Extension: Have early finishers draw Lisa's piles on another day when she made one pile of 10 sticks and one pile of 8 sticks!)



Bag Contents:

- 18 clothespins
- 20 pasta shells
- 13 beads
- 16 pennies
- 11 crayons
- 10 erasers
- 14 linking cubes
- 12 walnuts in the shell
- 10 play dollars
- 15 counting chips

Concept Development (30 minutes)

Materials: (T) 10 bags with different items in each (suggestions to the right)
(S) 1 egg carton cut to have 10 compartments for each pair of students

T: Count to find out how many slots there are in your egg carton.
Wait for the signal to tell me.

- T: (Pause. When all are ready, give the signal.)
 S: 10.
 T: Each team will count the objects in ten bags. To count the objects in your bag, start by placing the objects in the egg carton, and then put any extra objects next to the carton.
 T: Tell your partner, “I have 10 ones and ____ ones.”
 T: We’ll do one together first. (Demonstrate.)

Have pairs of students count out the given **teen number**, decomposing it as 10 ones and some more ones. After counting the objects, have pairs trade bags and count the new objects.

- T: (Allow students time to count all 10 bags.) Let’s see what you discovered! Count the clothespins with me.
 S: (Show each one using the egg carton.) 1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12, 13, 14, 15, 16, 17, 18.
 T: How many clothespins are there?
 S: 18.
 T: (Write 10 ones and ____ ones.) Let’s complete this sentence.
 S: 10 ones and 8 ones.
 T: Yes!


Have students, in pairs, count and then decompose the other quantities in the other bags using their egg cartons, allowing them to recognize and internalize the structure of teen numbers as 10 ones and some more ones. Continue to encourage statements following the pattern “12 is 10 ones and 2 ones.”

Problem Set (8 minutes)


Students should do their personal best to complete the Problem Set within the allotted time.


Note: Students use the method of checking off one object each time they count. This is an easier strategy than circling 10 items, which is part of the next lesson.


Name Ben Date _____



I have 10 ones and 2 ones.

Touch and count 10 things. Put a check over each one as you count 10 things.


I have 10 ones and 3 ones.


I have 10 ones and 2 ones.

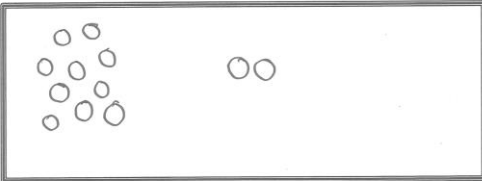

I have 10 ones and 6 ones.


I have 10 ones and 1 one.

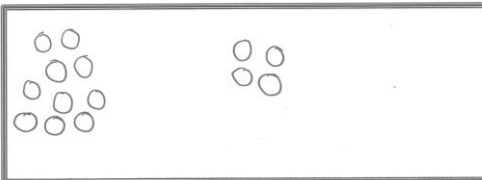
NYS COMMON CORE MATHEMATICS CURRICULUM Lesson 2 Problem Set

Draw pictures to match the words.

I have 10 small circles and 2 small circles:



I have 10 ones and 4 ones:



COMMON CORE Lesson 2: Count 10 objects within counts of 10 to 20 objects, and describe as 10 ones and ____ ones. Date: 10/27/14 engage^{ny} 5.A.15

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Student Debrief (6 minutes)

Lesson Objective: Count 10 objects within counts of 10 to 20 objects, and describe as 10 ones and ____ ones.

The Student Debrief is intended to invite reflection and active processing of the total lesson experience. Have students bring their Problem Set to the carpet and work with a partner to check their count of 10 ones and some more ones. Have them say the teen number as 10 ones and some more ones.

S: There are 1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12, 13 ducks.

S: 13 is 10 ones and 3 ones.

Ask students to look at the picture of the ducks. Guide students in a conversation to debrief the Problem Set and process the lesson. Any combination of the questions below may be used to lead the discussion.

MP.7

- Is it easy to see 10 ones in this picture? Why?
- How is this picture the same and different from counting using the egg carton?
- Which was easier to count, the ducks or the glasses of juice? Why? Show your friend how you counted the glasses of juice.
- Does your drawing of 10 ones and 2 ones look exactly the same as your friend's? How is it the same? How is it different?
- Write the number 17 on the board. Can someone come up and draw 17 squares on the board? Can someone come up and circle 10? Fill in this sentence for me: 17 is 10 ones and ____ ones.
- 14 is 10 ones and ____ ones. Fourteen is a **teen number**. What is another teen number?
- Eleven and twelve don't have *teen*, but most grown-ups call them teen numbers. What have you noticed today about teen numbers?



NOTES ON MULTIPLE MEANS OF REPRESENTATION:

For students with developing language skills, review academic vocabulary. Before beginning student sharing during the Debrief, count to 20 with the Rekenrek to practice pronouncing numbers.

Exit Ticket (3 minutes)

After the Student Debrief, instruct students to complete the Exit Ticket. A review of their work will help with assessing students' understanding of the concepts that were presented in today's lesson and planning more effectively for future lessons. The questions may be read aloud to the students.

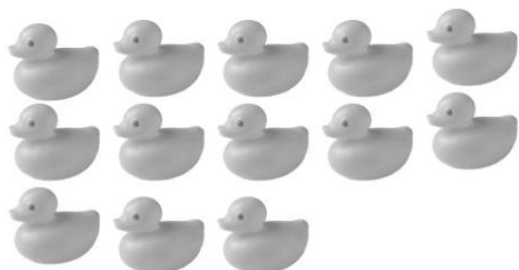
Name _____

Date _____



I have 10 ones and 2 ones.

Touch and count 10 things. Put a check over each one as you count 10 things.



I have 10 ones and ____ ones.



I have 10 ones and ____ ones.



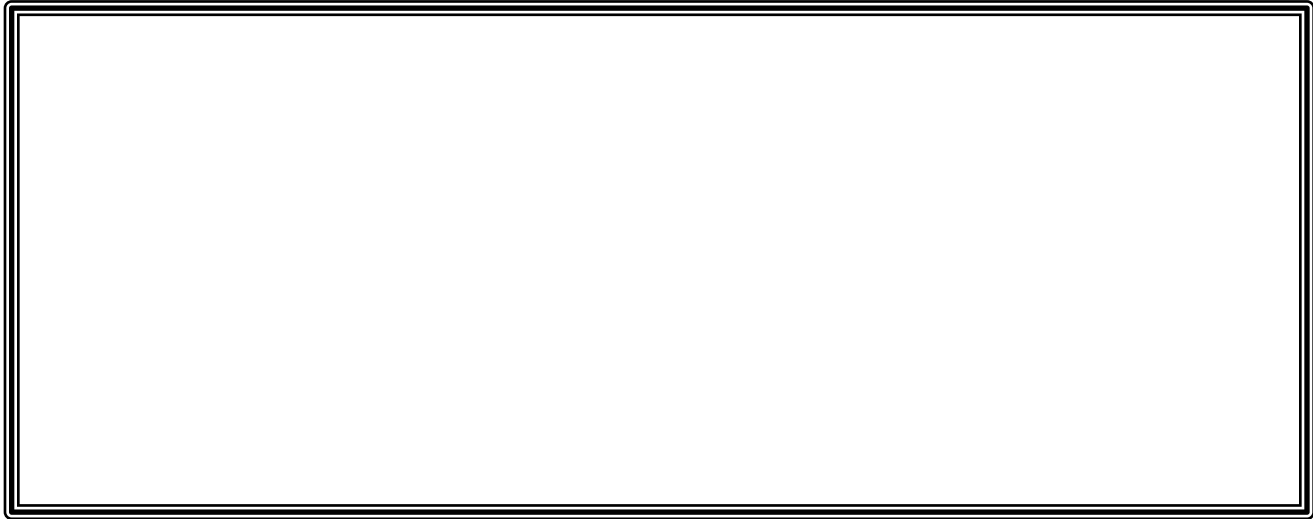
I have ____ ones and ____ ones.



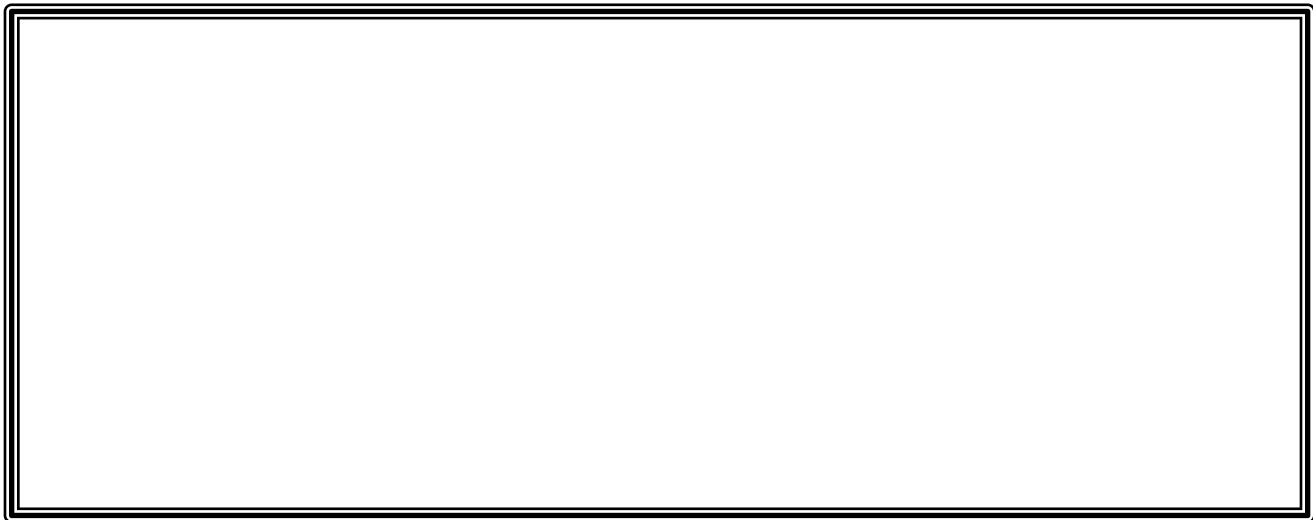
I have ____ ones and ____ ones.

Draw pictures to match the words.

I have 10 small circles and 2 small circles:



I have 10 ones and 4 ones:



Name _____

Date _____



10 ones and 3 ones

10 ones and 1 one

Circle the correct numbers that describe the pictures.



10 ones and 3 ones



10 ones and 7 ones



10 ones and 8 ones



10 ones and 5 ones



10 ones and 10 ones



10 ones and 8 ones



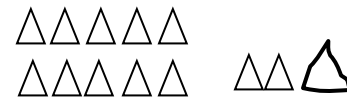
10 ones and 4 ones



10 ones and 2 ones

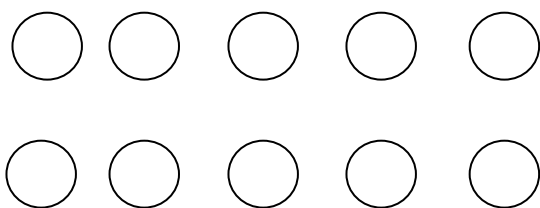
Name _____

Date _____

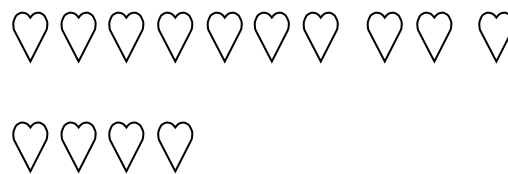


10 ones and 3 ones

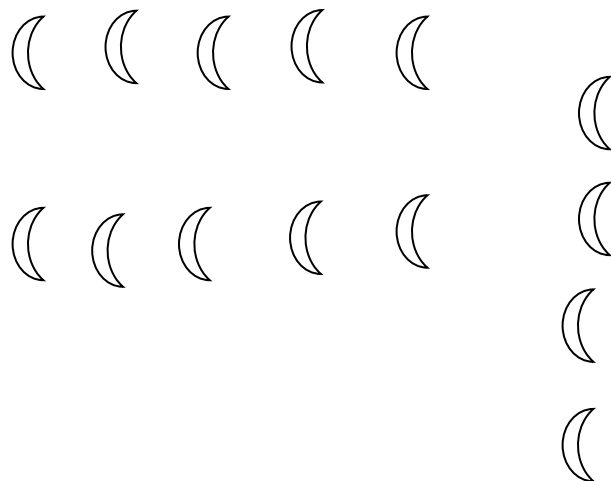
Draw more to show the number.



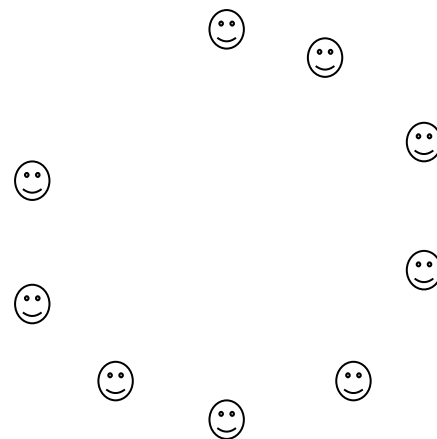
10 ones and 2 ones



10 ones and 5 ones



10 ones and 7 ones



10 ones and 4 ones