

## Chapter 7 - Overview & Support

### Represent, Count, and Write Numbers 11 to 19

*May be used after ch. 5 and before ch. 6*

#### **\*\* Special Note:**

*It is suggested to teach chapter 7 after chapter 5 before teaching chapter 6. The second trimester benchmark math assessment tests addition only (not subtraction) this may alleviate confusion for students who have just learned subtraction. The second trimester math assessment also tests teen numbers which is taught in chapter 7.*

#### **Standards:**

**NBT. Work with numbers 11–19 to gain foundations for place value.**

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.

**CC. Know number names and the count sequence.**

K.CC.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).

#### **Additional Standards:**

**CC. Count and tell the number of objects.**

K.CC.4

Understand the relationship between numbers and quantities; connect counting to cardinality.

- When counting objects, say the number names in the standard order, pairing each object with one and only one number name and each number name with one and only one object
- Understand that the last number name said tells the number of objects counted. The number of objects is the same regardless of their arrangement or the order in which they were counted.

**CC. Count and tell the number of objects.**

K.CC.5

Count to answer “how many?” questions about as many as 20 things arranged in a line, a rectangular array, or a circle, or as many as 10 things in a scattered configuration; given a number from 1–20, count out that many objects.

#### **Suggested Routines:**

Look in the marginalia at EL Strategy for pre teaching strategies and math journal ideas.

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## **Resources to Support Routines:**

<https://tedd.org/mathematics/>

Quick Images  
Counting Collections  
Choral Countings  
Number Strings

Number Talks by Sherry Parrish (several books available at site)

<https://elementarynumbertalks.wordpress.com/kindergarten-number-talks/>

Ten Frame Cards

<http://www.dusd.net/cgi/files/2013/09/kinder10-frame-dots1.pptx>

Dot Cards

<http://www.dusd.net/cgi/files/2013/09/kinder-Dot-Cards.pptx>

Subitizing Slides

[http://www.dusd.net/cgi/files/2013/09/Quick-Images\\_1st.pptx](http://www.dusd.net/cgi/files/2013/09/Quick-Images_1st.pptx)

<https://elemath.hallco.org/web/wp-content/uploads/2014/05/subitizing-ppt-a.ppt>

## **Manipulatives/Materials included in Go Math!:**

Mathboard, 2 color counters, and linking cubes.

## **Supplemental Manipulatives/Materials:**

Numeral cards, number paths, and math journals.

## **Math Journals**

[South Dakota Counts](#) - a good resource for you to find topics for math journal ideas

## **Technology:**

Go Math Academy website-Math on the Spot videos, Think Central website-animated math models, HMH Mega Math.

## **Vocabulary:**

eleven	twelve	thirteen	fourteen	fifteen	sixteen
seventeen	eighteen	nineteen	ones	six	seven
eight	nine	solve	how many more	match	compose
decompose	a group of 10 ones and __ more ones				

## **Strategies for Chapter:**

Look in the marginalia at EL Strategy for pre teaching strategies and math journal ideas.

## Color Coding:

**Green (G)** - The lesson accurately reflects the Framework standard(s).

**Yellow (Y)** - This lesson includes notes to refer to while planning the lesson.

**Red (R)** - This lesson does not accurately reflect the Framework standard(s). Skip the lesson.

## Essential Questions:

### **How can you show, count, and write numbers to 11 to 19?**

*\*Refer the essential questions in each lesson to formulate your teaching objectives for the lesson.*

How can you use objects to show 11 to 19 a ten ones (1 ten) and some more ones?

How can you count and write 11 to 19 with words and numbers?

How can you solve problems by using the strategy "draw a picture?"

*Students will be able to:*

*-use objects to decompose numbers 11 to 19 into ten ones (1 ten) and more ones*

*-represent 11 through 19 objects with number names and written numerals*

*-use the strategy "draw a picture" to solve problems*

## Lesson-by-Lesson Overview:

Lesson #, Standard	Title	Materials	Vocab	Notes
Show What You Know		numeral cards, mathboard, 2 color counters		
<b>7.1</b> <b>Y</b> K.NBT.1	Model and Count 11 and 12	2 color counters, mathboard	<b>eleven, twelve, ones</b> , how many more, set, match, compose, decompose, a group of ten ones and __more ones	Numeral flash cards, ten frame flash cards. Draw around a set of 10 to represent a tens frame.  May want to supplement lesson using math journals. <a href="#">South Dakota Counts</a>
<b>7.2</b> <b>G</b> K.NBT.1	Count and Write 11 and 12	mathboard, 2 color counters, linking cubes (optional)	eleven, twelve, ones, how many more, set, match, compose, decompose, a group of ten ones and __more ones	May want to supplement lesson using math journals.

<b>7.3</b> <b>Y</b> K.NBT.1	Model and Count 13 and 14	2 color counters, mathboard	<b>thirteen, fourteen</b> , ones, how many more, set, match, compose, decompose, a group of ten ones and __ more ones	Numeral flash cards, ten frame flash cards. Draw around a set of 10 to represent a tens frame.  May want to supplement lesson using math journals.
<b>7.4</b> <b>G</b> K.NBT.1	Count and Write 13 and 14	mathboard, 2 color counters, linking cubes (optional)	thirteen, fourteen, ones, how many more, set, match, compose, decompose, a group of ten ones and __ more ones	May want to supplement lesson using math journals.
<b>7.5</b> <b>Y</b> K.NBT.1	Model, count, and write 15	2 color counters, mathboard	<b>fifteen</b> , a group of ten ones and __ more ones	Numeral flash cards, ten frame flash cards. Draw around a set of 10 to represent a tens frame.  May want to supplement lesson using math journals.
<b>7.6</b> <b>Y</b> K.CC.3 (2 days)	Use numbers to 15	mathboard, 2 color counters, linking cubes (optional)	make a model, solve	Have students draw counters in a tens frame.  May want to supplement lesson using math journals.
<b>Mid Chapter Checkpoint as part of Lesson 7.6</b>				
<b>7.7</b> <b>Y</b> K.NBT.1	Model and count 16 and 17	2 color counters, mathboard	<b>sixteen, seventeen</b> , ones, how many more, set, match, compose, decompose, a group of ten ones and __ more ones	May want to supplement lesson using math journals. Draw around a set of 10 to represent a tens frame.
<b>7.8</b> <b>G</b> K.NBT.1	Count and Write 16 and 17	mathboard, 2 color counters, linking	sixteen, seventeen, ones, how many more, set, match,	May want to supplement lesson using math journals.

		cubes (optional)	compose, decompose, a group of ten ones and __ more ones	
<b>7.9</b> <b>Y</b> K.NBT.1	Model and Count 18 and 19	2 color counters, mathboard	<b>eighteen, nineteen</b> , ones, how many more, set, match, compose, decompose, a group of ten ones and __ more ones	May want to supplement lesson using math journals. <b>Draw around a set of 10 to represent a tens frame.</b>
<b>7.10</b> <b>G</b> K.NBT.1	Count and Write 18 and 19	mathboard, 2 color counters, linking cubes (optional)	eighteen, nineteen, ones, how many more, set, match, compose, decompose, a group of ten ones and __ more ones	May want to supplement lesson using math journals.
<b>Ch. 7</b> <b>Test</b>		2 different color crayons	<b>set, Yes, No, addition sentence, ten frame, in all, more ones, missing number</b>	The test may need two days for completion.

**Reteach  
/Intervention  
Options**

**Review assessment results. Refer to RTI strategies at the end of the TE  
chapter 7 Review/Test:**

- Reteach Blackline Masters
- Math centers/workshop and/or math standards games.
- Small group instruction focused on a single standard using the Intensive Intervention materials.
- Whole group instruction focused on a single standard.
- Use student examples (no name) and correct as a whole group discussing math reasoning. Use that math reasoning to support their corrections and validate their math thought processes.
- Small group math discussion: Use a few problems from the blackline summative assessment guide for Chapter 7. Pull problems that seemed difficult for some students on the Review/Test. Present the each problem and have the groups discuss the strategies to solve the problems.
- Math standards games and/or technology apps that support specific standards.
- In small groups, do the "Performance Task" from the Assessment Book in Go Math! Share strategies and discuss whole class.