Name

Date \_\_\_\_\_

Circle the groups that have 10 ones.



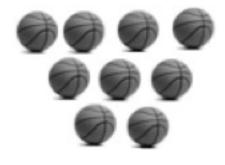














Lesson 1:

Count straws into piles of ten; count the piles as 10 ones.

engage<sup>ny</sup>



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.

Lesson 2:

Count 10 objects within counts of 10 to 20 objects, and describe as 10 ones and \_\_ ones.

Date:

11/13/14



5.A.32

| Draw pictures to match the words.       |       |
|---|-------|
| I have 10 small circles and 2 small cir | cles: |
|   |       |
| I have 10 ones and 4 ones:              |       |
|   |       |



Lesson 2:

Date:

Count 10 objects within counts of 10 to 20 objects, and describe as  $\,$ 10 ones and \_\_ ones.

11/13/14



| . •  | <b>.</b> . |
|------|------------|
| Vame | Date       |
|      |            |

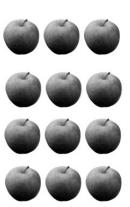


I have 10 ones and 2 ones.

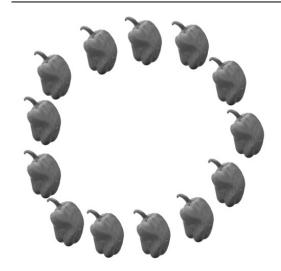
Count and circle 10 things. Tell how many there are in two parts, 10 ones and some more ones.



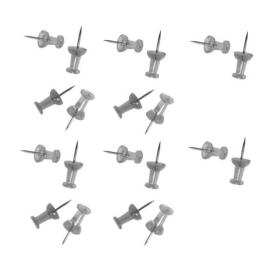
I have 10 ones and \_\_\_\_ ones.



I have \_\_\_\_ ones and \_\_\_\_ ones.



I have \_\_\_\_ ones and \_\_\_\_ ones.



I have \_\_\_\_ ones and \_\_\_\_ ones.

Lesson 3:

Date:

Count and circle 10 objects within images of 10 to 20 objects, and describe as 10 ones and \_\_\_\_ ones.

11/12/14

5.A.41

| Draw your picture to match the words. Circle 10 ones. |
|---|
| I have 10 ones and 3 ones:                            |
|   |
| I have 10 ones and 8 ones:                            |
|   |



Lesson 3:

Date:

Count and circle 10 objects within images of 10 to 20 objects, and describe as 10 ones and \_\_\_\_ ones. 11/12/14

engage<sup>ny</sup>



| Date | Draw 10 ones and some ones. Whisper count as you work the Say Ten Way. | ţ        | 10 3 |  | I can make ten seven. | 10 7 |  |
|------|--|----------|------|--|-----------------------|------|--|
| Name | Draw 10 ones and some ones. Whisper                                    | I can ma |      |  | I can mo              |      |  |



Lesson 4: Date:

Count straws the Say Ten Way to 19; make a pile for each ten. 11/12/14



| L can make <b>ten two.</b><br>10 2 |  | I can make ten nine. |  |
|------------------------------------|--|----------------------|--|
|                                    |  |                      |  |

COMMON CORE

Lesson 4: Date:

Count straws the Say Ten Way to 19; make a pile for each ten. 11/12/14



| Name | Date |
|------|------|
|      |      |



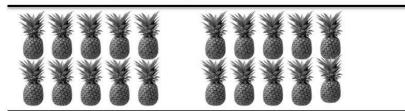
Circle 10 things. Touch and count the Say Ten way. Count your 10 ones first. Put a check over the loose ones. Draw a line to match the number.



Ten one 10 1



Ten seven 10 7



Ten three 10 3



Ten four 10 4



Two ten 10 10

eight Ten 10 8

COMMON

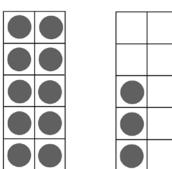
Lesson 5: Date:

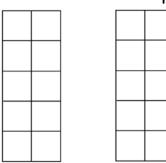
Count straws the Say Ten Way to 20; make a pile for each ten. 11/13/14

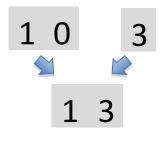


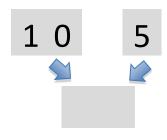
Name Date \_\_\_\_\_

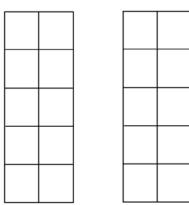
Write and draw the number. Use your Hide Zero cards to help you.

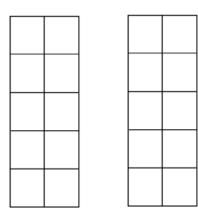


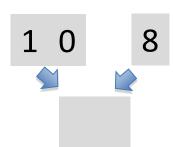


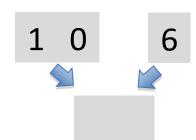












Lesson 6:

Model with objects and represent numbers 10 to 20 with place value or Hide Zero cards.

Date:

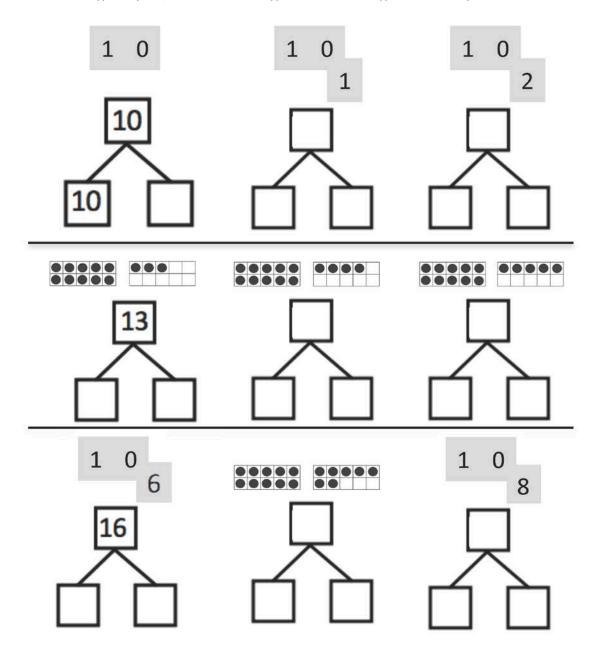
11/13/14



5.B.8

| Name   | Date         |
|--------|--------------|
| 10.110 | <b>5</b> 4.5 |

Look at the Hide Zero cards or the 10-frame cards. Use your cards to show the number. Write the number as a number bond.

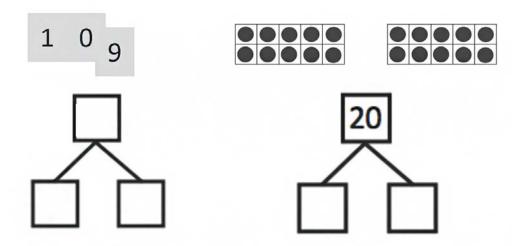




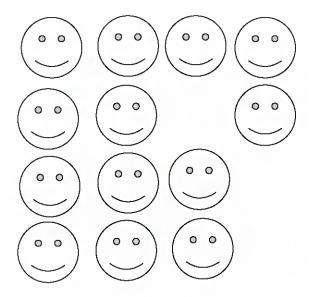
Lesson 7: Date:

Model and write numbers 10 to 20 as number bonds. 11/13/14





Circle 10 smiley faces. Draw a number bond to match the total number of faces.



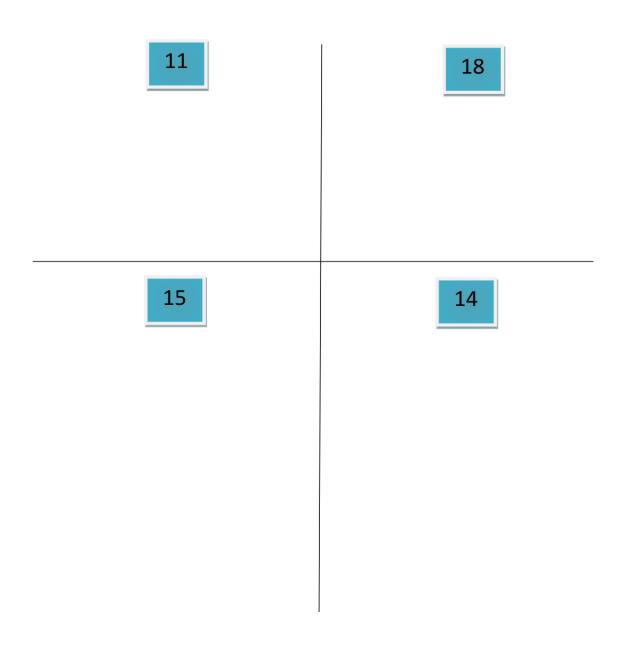
Lesson 7: Date:

Model and write numbers 10 to 20 as number bonds. 11/13/14



| Name | Date |
|------|------|
| Name | Date |

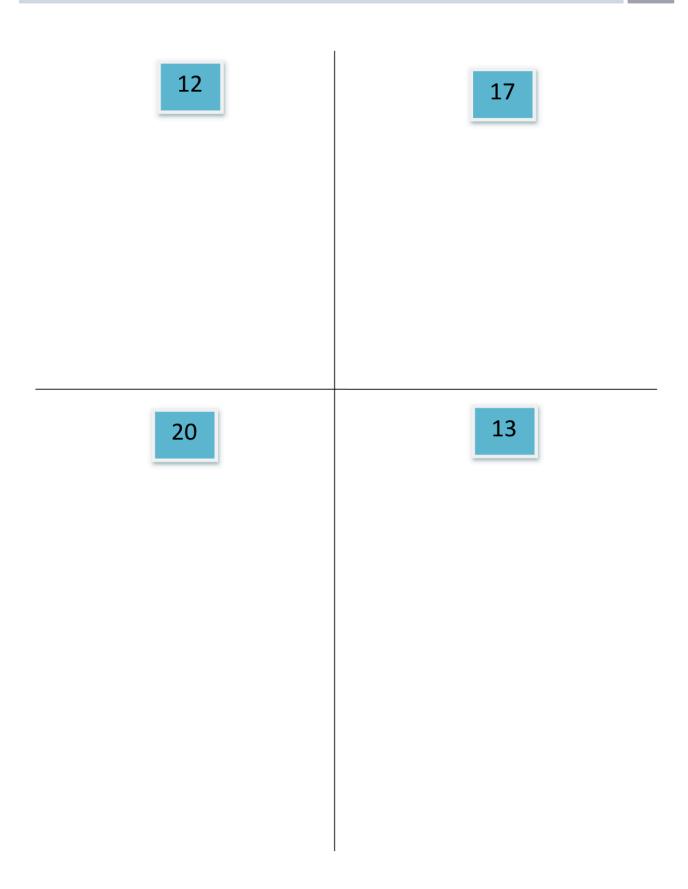
Use your materials to show each number as 10 ones and some more ones. Use your 5-groups way of drawing. Show each number with your Hide Zero cards. Whisper count as you work.



Lesson 8: Date:

Model teen numbers with materials from abstract to concrete. 11/13/14







Lesson 8: Date:

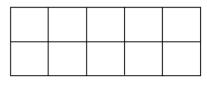
Model teen numbers with materials from abstract to concrete. 11/13/14



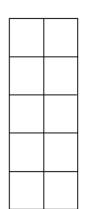
| Name | Date |
|------|------|
|      |      |

Whisper count as you draw the number. Fill one ten-frame first. Show your numbers with your Hide Zero cards.

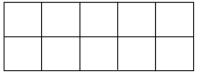
12



17

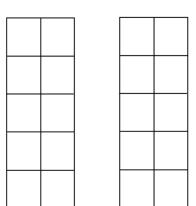


16





13



Lesson 9: Date:

Draw teen numbers from abstract to pictorial. 11/13/14



Draw and circle 10 ones and some more ones to show each number.

Choose a teen number to draw. Circle 10 ones and some ones to show each number.





Lesson 9: Date:

Draw teen numbers from abstract to pictorial. 11/13/14



5.B.48

Name \_ Date \_\_\_\_



Lesson 10: Date:

Build a Rekenrek to 20. 11/11/14



Name \_\_\_\_ Date \_\_\_\_

# Count, color and write. 14 19



Lesson 11:

Show, count, and write numbers 11 to 20 in tower configurations increasing by 1–a pattern of 1 larger.

11/13/14



5.C.14

Date:

Date \_\_\_\_ Name \_\_\_\_

## Count, color and write. 15 14 20 19 11



Represent numbers 20 to 11 in tower configurations decreasing Lesson 12:

by 1-a pattern of 1 smaller.

11/11/14



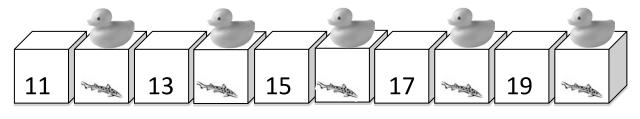
5.C.22

Date:

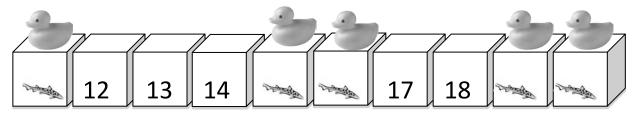
| Date |      |
|------|------|
|      |      |
|      | Date |

The ducks found some tasty fish to eat in the boxes! Count up on the number path.

Write the missing numbers for the boxes that have a duck on top.



Write the missing numbers for the boxes that have a duck on top.



Lesson 13:

Date:

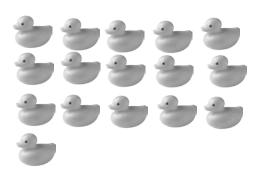
Show, count, and write to answer how many questions in linear and array configurations.

11/13/14



## How many ducks do you count?





In the space below, draw 15 circles in rows.

In the space below, draw 12 squares in rows.



Lesson 13:

Date:

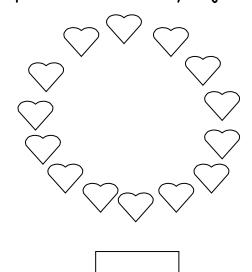
Show, count, and write to answer how many questions in linear and array configurations.

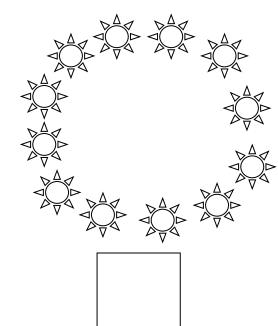
11/13/14

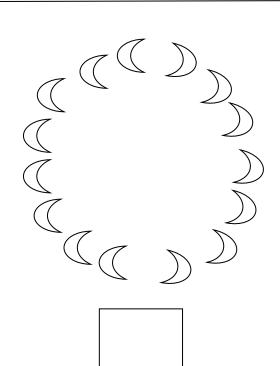


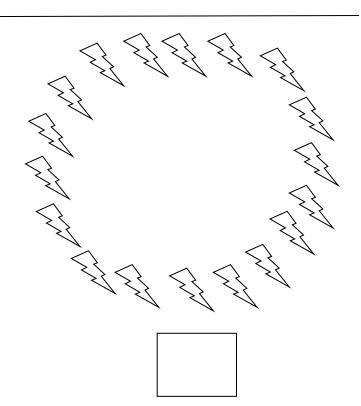
Name Date \_\_\_\_

Whisper count how many objects there are. Write the number.









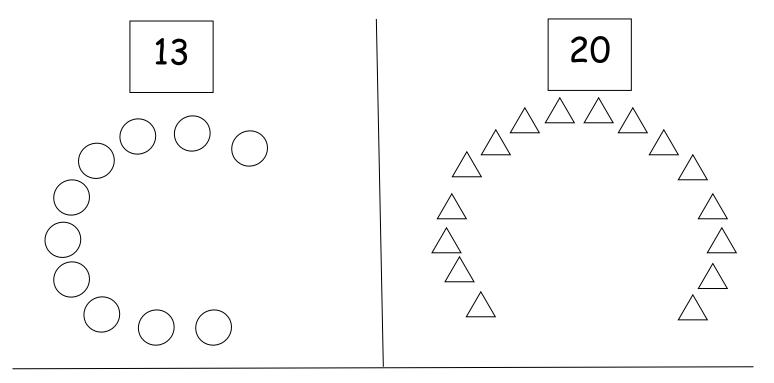
Lesson 14:

Show, count and write to answer  $\ensuremath{\textit{how many}}$  questions with up to 20 objects in circular configurations.

11/13/14 Date:



Whisper count and draw in more shapes to match the number.



Early finishers: Write your own teen number in the box. Draw a picture to match your number.



Lesson 14:

Date:

Show, count and write to answer how many questions with up to 20 objects in circular configurations.

11/13/14



Name

| Count up by tens, and write the numbers. |    |
|--|----|
|  | 10 |
|  | 20 |
|  |    |
|  |    |
|  | 50 |
|  |    |
|  |    |
|  |    |
|  |    |

Date

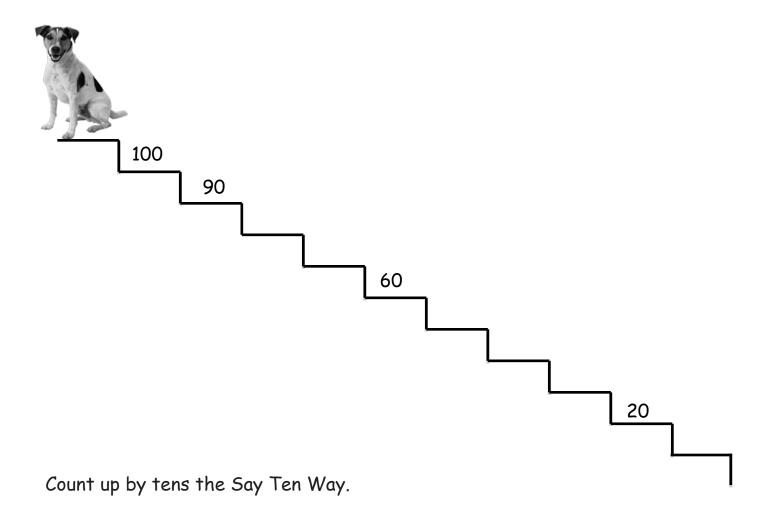


Lesson 15: Date:

Count up and down by tens to 100 with Say Ten and regular counting. 11/13/14



Help the puppy down the stairs! Count down by tens. Write the numbers.



ten tens tens tens tens tens

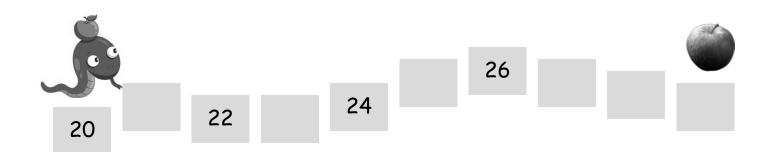
Lesson 15: Date:

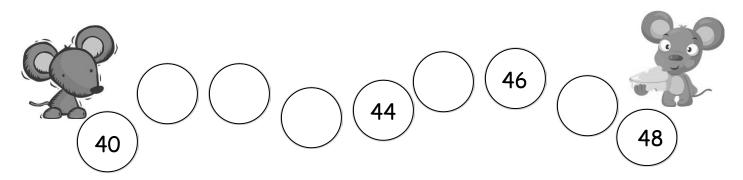
Count up and down by tens to 100 with Say Ten and regular counting.

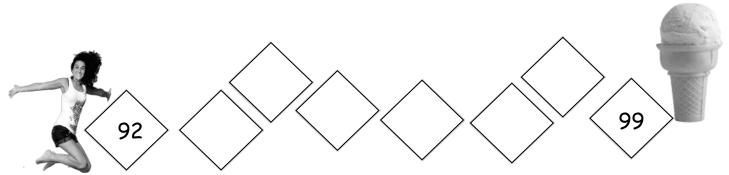


| Name | Date |
|------|------|
|      |      |

Count up or down by 1s. Help the animals and the girl get what they want!







Stop! Count down. Count up. 63 64 66

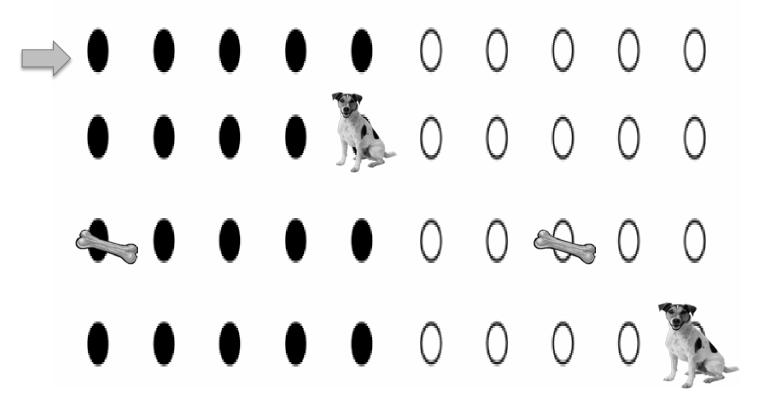
Lesson 16: Date:

Count within tens by ones. 11/13/14

engage<sup>ny</sup>

| Name | Date |
|------|------|
|------|------|

Touch and count the dots from left to right starting at the arrow. Count to the puppy, and then keep counting to his bones and twin brother!



Count again and color the last dot of each row green. When you have finished, go back and see if you can remember your green numbers!

What number did you say when you touched the first puppy?

- The first bone?
- The second bone?
- His twin brother?



Lesson 17: Date:

Count across tens when counting by ones through 40.



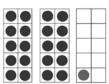
Count each number by 1s. Write the number below when there is a box.

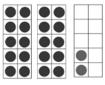














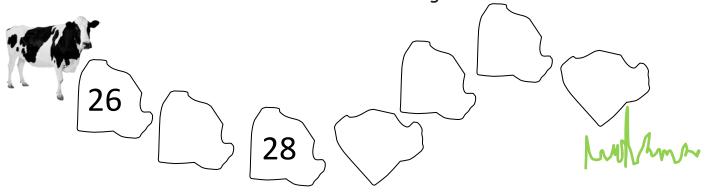




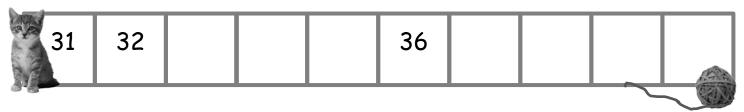
21



Touch and count the rocks from the cow to the grass!



Count up by 1s. Help the kitty play with her yarn!



Count down by 1s.



Lesson 17: Date:

Count across tens when counting by ones through 40.



### Teachers' Directions for the Rekenrek Problem Set

Have students show 50 dots by using their hiding paper to cover the other rows.

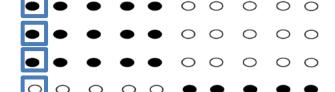


Then, have students whisper count all the dots. Say the last number in each row loudly, and color the circle green.

Have students show 60 dots using their hiding paper to cover 4 rows.



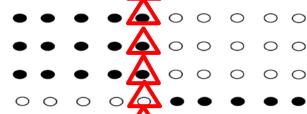
Then, have students whisper count all the dots. Have them box the first dot in each row with blue and say its number loudly.



Have students show 70 dots by hiding 30 dots.



Then, have students whisper count all the dots. Have them put a triangle around the fifth dot in each row with red and say those numbers loudly.





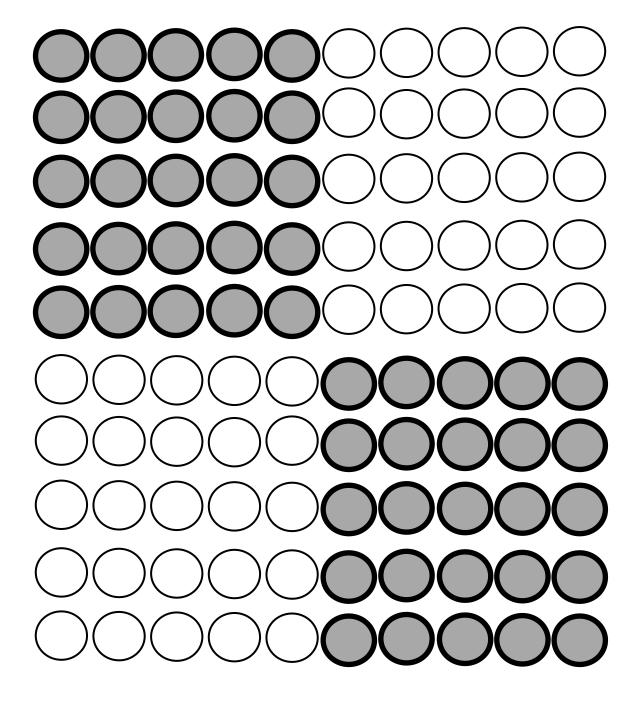
Lesson 18: Date: Count across tens by ones to 100 with and without objects. 11/13/14

0



|  | Name | Date |  |
|--|------|------|--|
|--|------|------|--|

### Rekenrek





Lesson 18: Date:

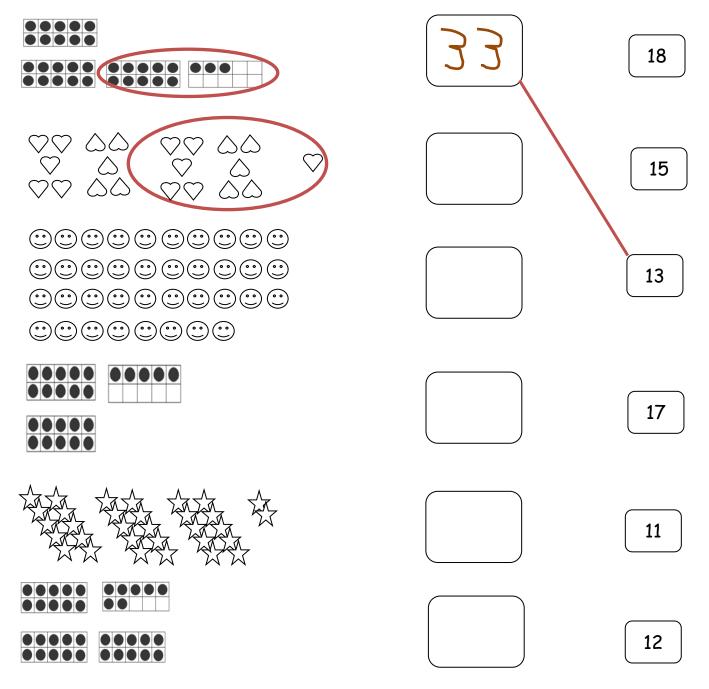
Count across tens by ones to 100 with and without objects. 11/13/14



| Name | Date |  |
|------|------|--|
|      |      |  |

## Find the Hidden Teen Number

Show each number on your Rekenrek with your partner. Write how many. Circle the teen number inside the big number. Draw a line from the big number to the teen number that hides inside it.



Lesson 19: Date:

Explore numbers on the Rekenrek. (Optional.) 11/13/14

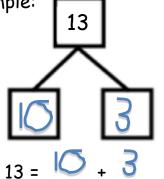
engage

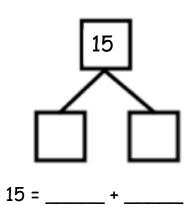
Name \_\_\_\_

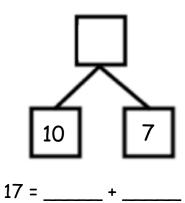
Date \_\_\_\_

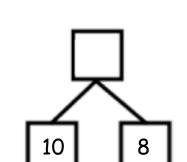
Fill in each number bond, and write a number sentence to match them.

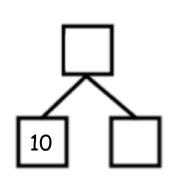
Example:

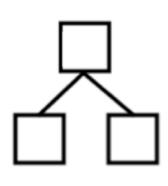


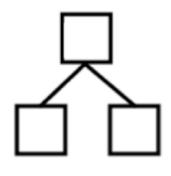


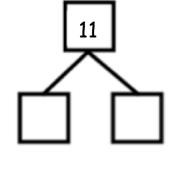












Early finishers: Make up your own teen number bonds and number sentences on the back!

Lesson 20:

Represent teen number compositions and decompositions as addition sentences.

11/13/14 Date:

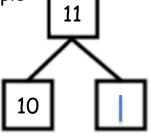


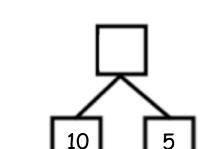
Name

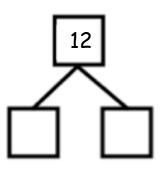
Date

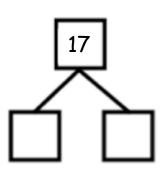
Model each number with cubes on your number bond mat. Then, complete the number sentences and number bonds.

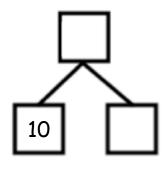
Example:

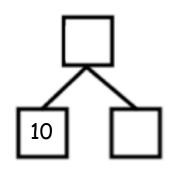


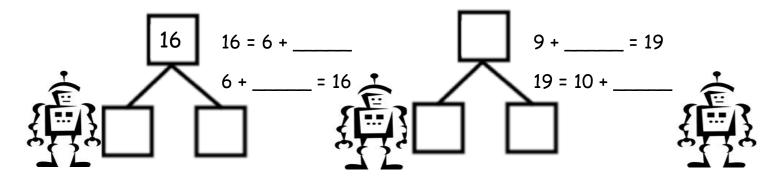












Lesson 21:

Date:

Represent teen number decompositions as 10 ones and some ones, and find a hidden part.

11/13/14

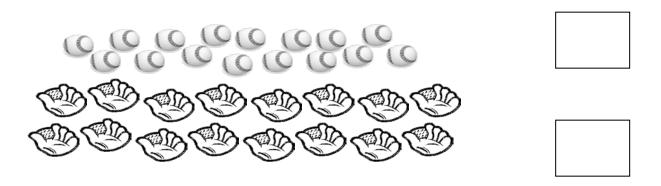


| Name  | Date                    |
|---|-------------------------|
| Circle 10 erasers. Circle 10 pencils. Match the           | extra ones to see which |
| group has more. $\checkmark$ Check the group that has $n$ |                         |
| 8 8 8 8 8 8 8   | 4 6                     |
|   |                         |
|   |                         |

Circle 10 sandwiches. Circle 10 milk cartons. ✓ Check the group that has less things.



Circle 10 baseballs. Circle 10 gloves. Write how many are in each group. ✓ Check the group that has more things.



Lesson 22:

Date:

Decompose teen numbers as 10 ones and some ones; compare some ones to compare the teen numbers.

11/13/14



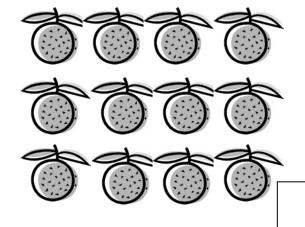
Circle 10 apples. Circle 10 oranges. Write how many are in each group.

✓ Check the group that has less.

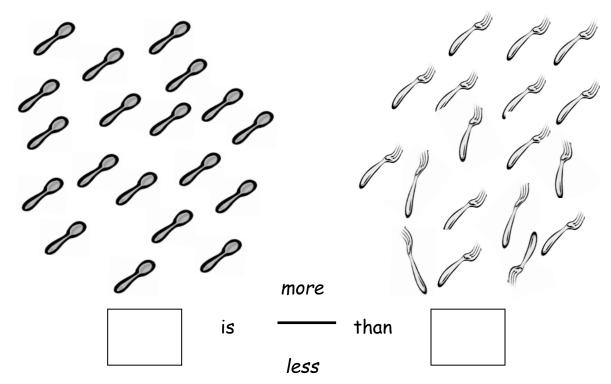








Circle 10 spoons. Circle 10 forks. Write how many are in each group. Circle more or less.



Lesson 22:

Decompose teen numbers as 10 ones and some ones; compare some  $\ensuremath{\textit{ones}}$  to compare the teen numbers.

11/13/14 Date:



Robin sees 5 apples in a bag and 10 apples in a bowl. Draw a picture to show how many apples there are.

Write a number bond and an addition sentence to match your picture.



Sam has 13 toy trucks. Draw and show the trucks as 10 ones and some ones.

Write a number bond and an addition sentence to match your picture.



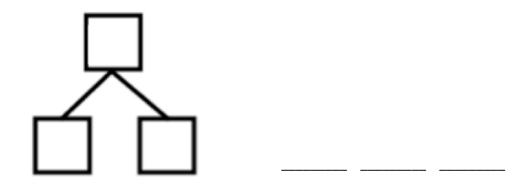
Lesson 23:

Date:

Reason about and represent situations, decomposing teen numbers into 10 ones and some ones and composing 10 ones and some ones into a teen number.

Our class has 16 bags of popcorn. Draw and show the popcorn bags as 10 ones and some ones.

Write a number bond and an addition sentence to match your picture.





Lesson 23:

Date:

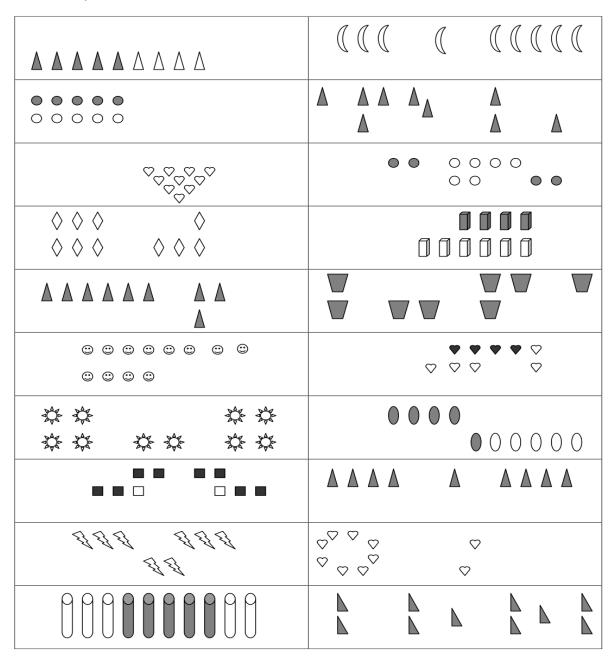
Reason about and represent situations, decomposing teen numbers into 10 ones and some ones and composing 10 ones and some ones into a teen number.

(cc) BY-NC-SA



| Vame | Date |
|------|------|
|------|------|

Circle 10.



Count the number of times you circled 10 ones. Tell a friend or an adult how many times you circled 10 ones.

Date:

Count straws into piles of ten; count the piles as 10 ones.



5.A.10

| Name                          | Date  |
|-------------------------------|---|
| Draw more to show the number. | $\begin{array}{ccc} \triangle\triangle\triangle\triangle\triangle\\ \triangle\triangle\triangle\triangle\triangle\\ \triangle\\ 10 \text{ ones and 3 ones} \end{array}$ |
|                               | $\bigcirc \bigcirc \bigcirc \bigcirc \bigcirc \bigcirc \bigcirc$  |
| 10 ones and 2 ones            | 10 ones and 5 ones  |
|                               |   |
| 10 ones and 7 ones            | 10 ones and 4 ones  |



Lesson 2:

Count 10 objects within counts of 10 to 20 objects, and describe as  $\,$ 10 ones and \_\_ ones.

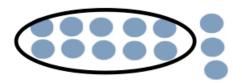
Date:

11/13/14



5.A.35

| Name  | Date |
|-------|------|
| Name. | Date |

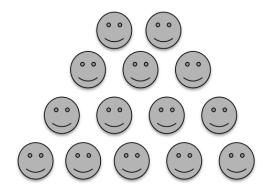


I have 10 ones and 3 ones.

Circle 10 things. Tell how many there are in two parts, 10 ones and some more ones.



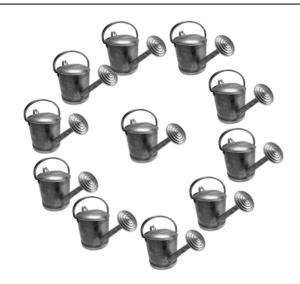
I have 10 ones and \_\_\_\_ ones.



I have 10 ones and \_\_\_\_ ones.



I have \_\_\_\_ ones and \_\_\_\_ ones.



I have \_\_\_\_ ones and \_\_\_\_ ones.

Lesson 3:

Date:

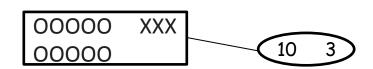
Count and circle 10 objects within images of 10 to 20 objects, and describe as 10 ones and \_\_\_\_ ones.

11/12/14

engage

5.A.44

Name \_\_\_\_ Date \_\_\_\_



Draw a line to match each picture with the numbers the Say Ten Way.

00000 X 00000

10

00000 XX 00000

10

00000 XXX 00000

10 10

00000 XXXXX 00000

10 2

00000 XXXXX 00000 XXXXX

10 3

Lesson 4: Date:

Count straws the Say Ten Way to 19; make a pile for each ten. 11/12/14



Write the numbers that go before and after, counting the Say Ten Way.

| BEFORE   | NUMBER   | AFTER    |
|----------|----------|----------|
| 10 and 3 | 10 and 4 | 1  and 5 |
| and      | 10 and 2 | and      |
| and      | 10 and 5 | and      |
| and      | 10 and 6 | and      |
| and      | 10 and 1 | and      |
| and      | 10 and 9 | and      |

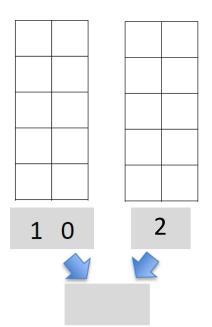
Lesson 5: Date:

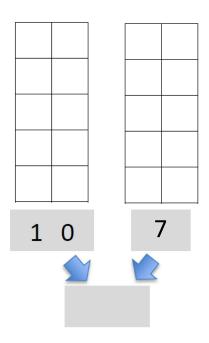
Count straws the Say Ten Way to 20; make a pile for each ten. 11/13/14

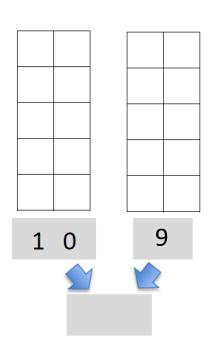


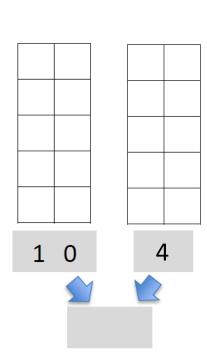
| Name | Date |
|------|------|
|      |      |

Write and draw the number. Use your Hide Zero cards to help you.









**COMMON** 

Lesson 6:

Model with objects and represent numbers 10 to 20 with place value or Hide Zero cards.

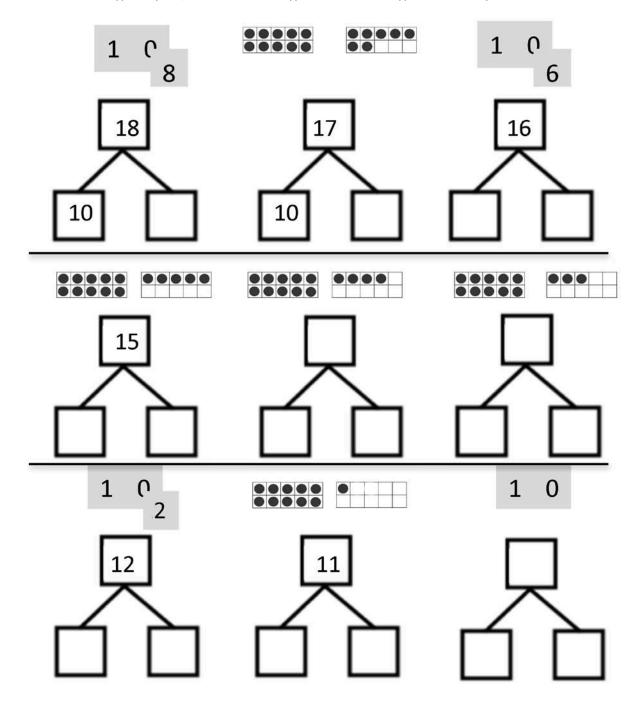
11/13/14 Date:



5.B.10

| Name     | Date     |
|----------|----------|
| , 10,110 | <b>5</b> |

Look at the Hide Zero cards or the 10-frame cards. Use your cards to show the number. Write the number as a number bond.



Lesson 7: Date:

Model and write numbers 10 to 20 as number bonds. 11/13/14



| Name       |         |         |              |           | C      | ate _ |        |            |
|------------|---------|---------|--------------|-----------|--------|-------|--------|------------|
| Use your r | nateria | ls to s | how each nur | mber as 1 | 0 ones | and s | some 1 | nore ones. |
|            | 1       | 5       |              |           |        | 1     | 3      |            |
|            |         |         | I            |           |        |       |        |            |
|            | Tens    | seven   |              |           |        | Ten   | one    |            |



Lesson 8: Date:

Model teen numbers with materials from abstract to concrete. 11/13/14



Ten four 2 ten



Lesson 8: Date:

Model teen numbers with materials from abstract to concrete. 11/13/14



| Name                                  |                |              | Date              |
|---------------------------------------|----------------|--------------|-------------------|
| For each number, m<br>Circle 10 ones. | nake a drawing | that shows t | hat many objects. |
|                                       |                | 11           |                   |
| 16                                    |                |              |                   |
| 20                                    |                |              |                   |



| 19 |  |
|----|--|
| 14 |  |
| 12 |  |



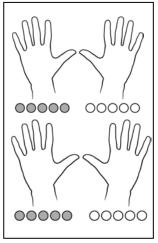
Lesson 9: Date:

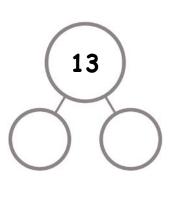
Draw teen numbers from abstract to pictorial. 11/13/14

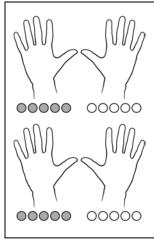


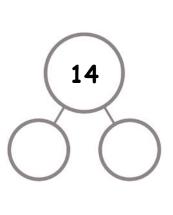
Date Name

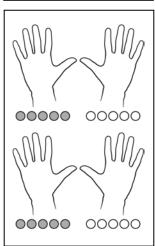
Color the number of fingernails and beads to match the number bond. Show by coloring 10 ones above and extra ones below. Fill in the number bonds.

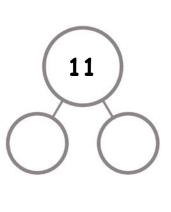


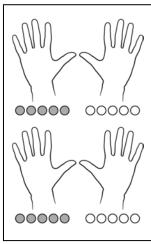


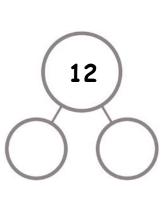


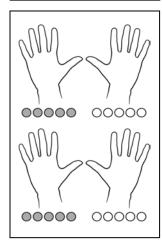


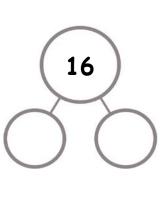


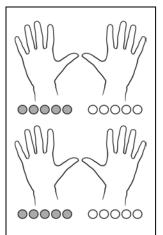


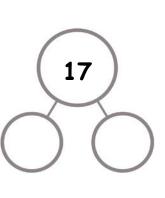












Lesson 10: Date:

Build a Rekenrek to 20. 11/11/14

engage<sup>ny</sup>

| Name | Date |
|------|------|
|------|------|

Write the missing numbers. Then, count and draw X's and O's to complete the pattern.

|                      | 00000000000 | X 0 0 0 0 0 0 0 0 |    | X X X O O O O O O O O |    | X X X X X O O O O O O O O |    |    |    | x x x x x x x x x x o o o o o o o o o o |    |
|----------------------|-------------|-------------------|----|-----------------------|----|---------------------------|----|----|----|---|----|
| 10 12 14 16 17 18 20 |             | 0                 | 12 | 0                     | 14 | 0                         | 16 | 17 | 18 | 0                                       | 20 |



Lesson 11:

Date:

Show, count, and write numbers 11 to 20 in tower configurations increasing by 1–a pattern of 1 larger.

11/13/14



| Name     | Date |
|----------|------|
| 7 401110 | 54.5 |

Write the missing numbers. Then, draw X's and O's to complete the pattern.

| X  |   |    |                                 |    |             |    |    |    |                   |    |
|----|---|----|---------------------------------|----|-------------|----|----|----|-------------------|----|
| X  | X |    |                                 |    |             |    |    |    |                   |    |
| X  | × |    |                                 |    |             |    |    |    |                   |    |
| X  | X |    | X                               |    |             |    |    |    |                   |    |
| X  | X |    | X                               |    |             |    |    |    |                   |    |
| X  | × |    | X                               |    | ×           |    |    |    |                   |    |
| X  | X |    | X                               |    |             |    |    |    |                   |    |
| X  | × |    | X                               |    | X           |    |    |    |                   |    |
| X  | × |    | X                               |    | X<br>X<br>X |    |    |    |                   |    |
| X  | × |    | X                               |    | X<br>0      |    |    |    | X                 |    |
| 0  | 0 |    | 0                               |    | 0           |    |    |    | 0                 |    |
| 0  | 0 |    | 0                               |    | 0           |    |    |    | 0                 |    |
| 0  | 0 |    | 0                               |    | 0 0         |    |    |    | 0                 |    |
| 0  | 0 |    | 0                               |    | 0           |    |    |    | 0                 |    |
| 0  | 0 |    | 0                               |    | 0           |    |    |    | 0                 |    |
| 0  | 0 |    | 0                               |    | 0           |    |    |    | 0                 |    |
| 0  | 0 |    | 0                               |    | 0<br>0<br>0 |    |    |    | x o o o o o o o o |    |
| 0  | 0 |    | 0                               |    | 0           |    |    |    | 0                 |    |
| 0  | 0 |    | 0                               |    | 0           |    |    |    | 0                 |    |
| X  | 0 |    | x x x x x x x o o o o o o o o o |    | 0           |    |    |    | 0                 |    |
| 20 |   | 18 |                                 | 16 |             | 14 | 13 | 12 |                   | 10 |



Lesson 12:

Date:

Represent numbers 20 to 11 in tower configurations decreasing by 1-a pattern of 1 smaller. 11/11/14

engage<sup>ny</sup>

| Name                                      | Dat                      | te |
|---|--------------------------|----|
| Count the objects. Draw do<br>ten-frames. | ts to show the same numl |    |
|   |                          |    |
|   |                          |    |

COMMON CORE

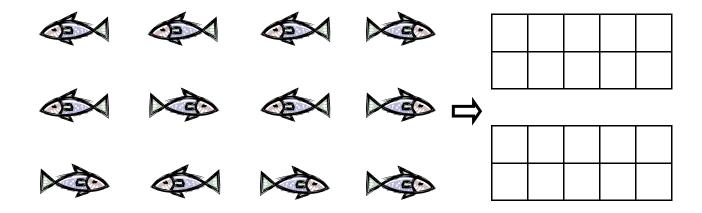
Lesson 13:

Date:

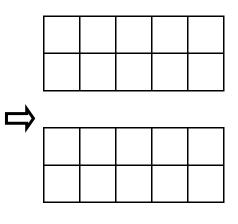
Show, count, and write to answer *how many* questions in linear and array configurations.

11/13/14









Lesson 13:

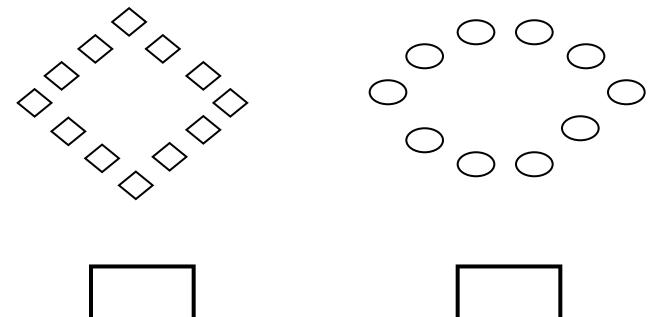
Date:

Show, count, and write to answer how many questions in linear and array configurations.

11/13/14



Count the objects in each group. Write the number in the boxes below the pictures.



Count and draw in more shapes to match the number.



Lesson 14:

Date:

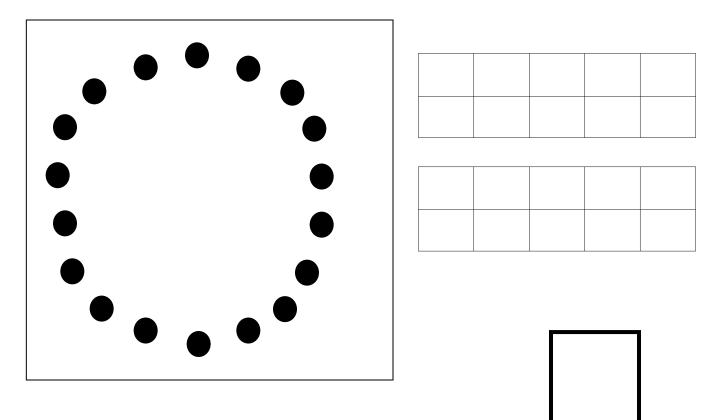
Show, count and write to answer how many questions with up to 20 objects in circular configurations.

11/13/14

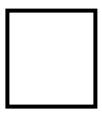


5.C.44

Count the dots. Draw each dot in the ten-frame. Write the number in the box below the ten-frames.



Write a teen number in the box below. Draw a picture to match your number.

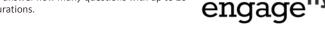




Lesson 14:

Show, count and write to answer how many questions with up to 20 objects in circular configurations.

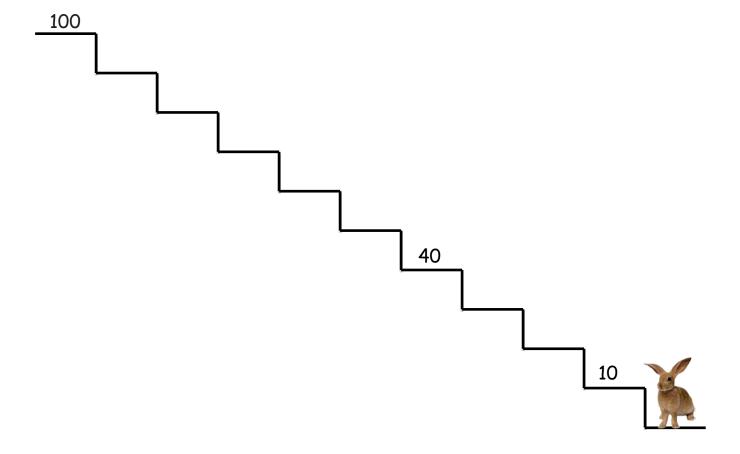
11/13/14 Date:





Name \_\_\_\_ Date \_\_\_\_

Count down by 10, and write the number on top of each stair.



Lesson 15: Date:

Count up and down by tens to 100 with Say Ten and regular counting.



Count down the Say Ten Way. Write the missing numbers.

| 100 |        |
|-----|--------|
|     | 9 tens |
| 80  | tens   |
| 70  | tens   |
|     | 6 tens |
|     | tens   |
| 40  | 4 tens |
|     | tens   |
|     | tens   |
|     | ten    |

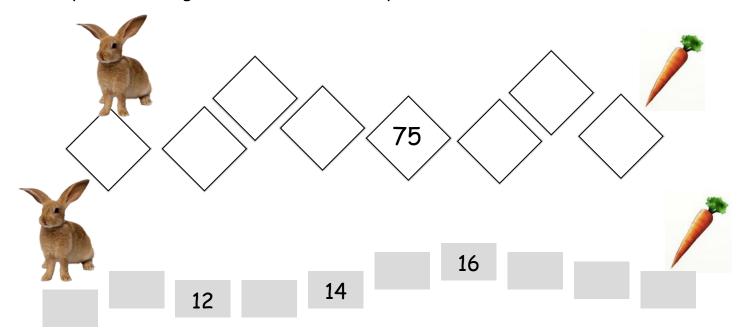
Lesson 15: Date:

Count up and down by tens to 100 with Say Ten and regular counting. 11/13/14

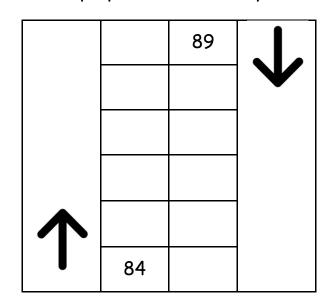


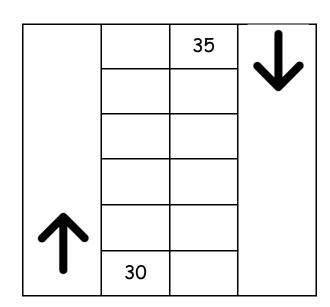
Name \_\_\_\_ Date \_\_\_\_

Help the rabbit get his carrot. Count by 1s.



Count up by 1s, then down by 1s.



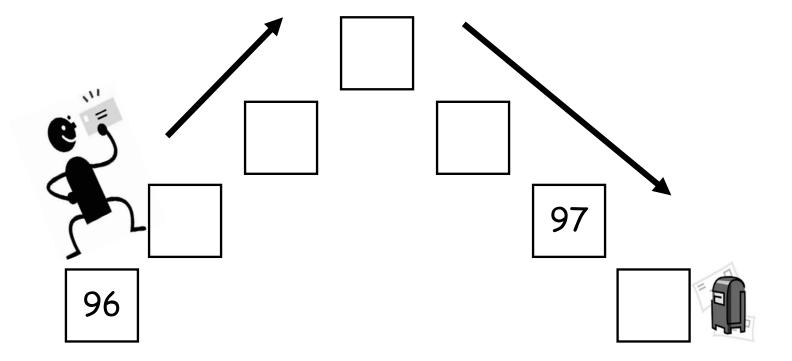


Lesson 16: Date:

Count within tens by ones. 11/13/14

engage<sup>ny</sup>

Help the boy mail his letter. Count up by 1s. When you get to the top, count down by 1s.

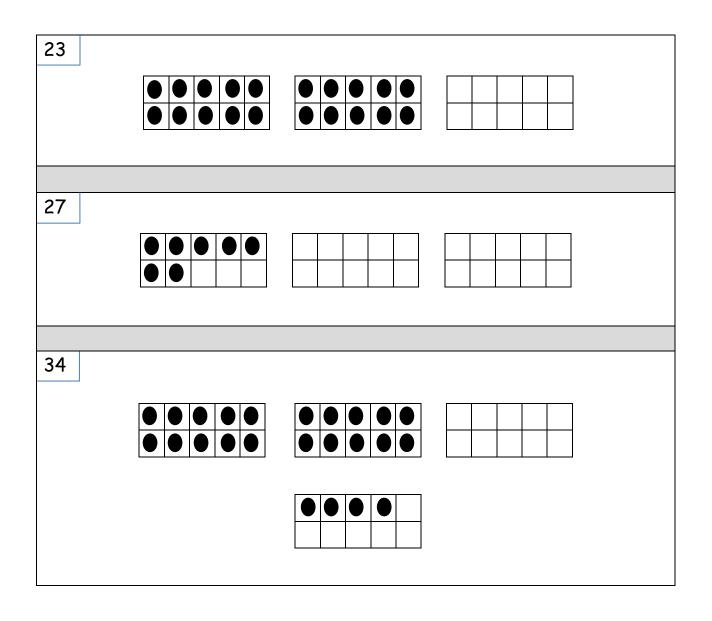


Lesson 16: Date:

Count within tens by ones. 11/13/14



| Name                          |          | Date |  |
|-------------------------------|----------|------|--|
| Draw more to show the number. |          | 5    |  |
|                               | Example: |      |  |

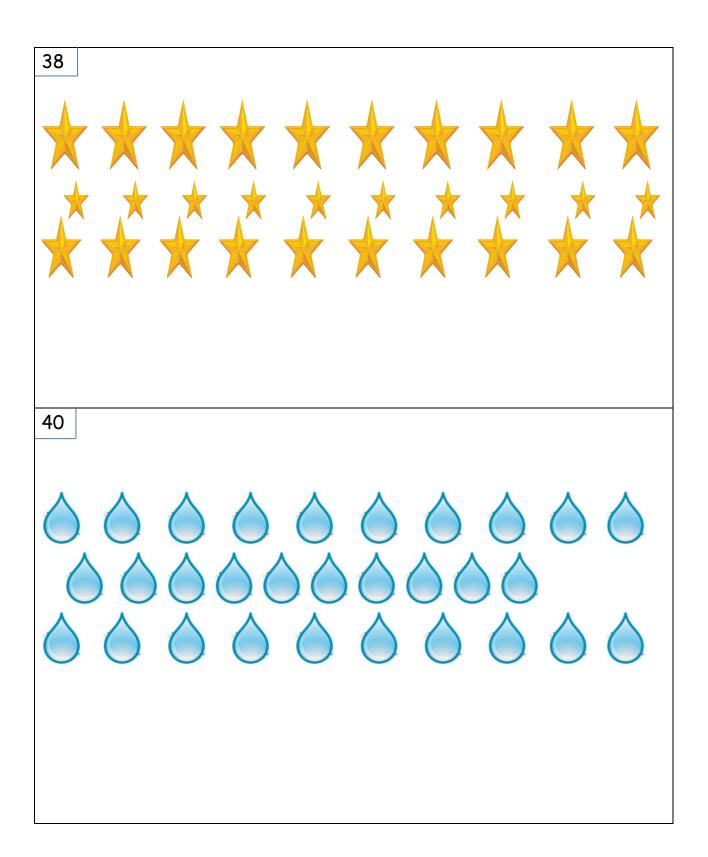


**COMMON** 

Lesson 17: Date:

Count across tens when counting by ones through 40. 11/13/14

engage<sup>ny</sup>





Lesson 17: Date:

Count across tens when counting by ones through 40. 11/13/14

engage<sup>ny</sup>

| Name Date |
|-----------|
|-----------|

Use your Rekenrek (attached), hiding paper (an extra paper to hide some of the dots), and crayons to complete each step listed below. Read and complete the problems with the help of an adult.

Hide to show just 40 on your Rekenrek dot paper. Touch and count the circles until you say 28. Color 28 green.

- Touch and count each circle from 28 to 34.
- Color 34 (the 34<sup>th</sup> circle) with a red crayon.

Hide to show just 60 on your Rekenrek dot paper. Touch and count the circles until you say 45. Color 45 yellow.

- Touch and count each circle from 45 to 52.
- Color 52 with a blue crayon.

Hide to show just 90 on your Rekenrek dot paper. Touch and count the circles until you say 83. Color 83 purple.

- Touch and count down from 83 to 77.
- Color 77 with a red crayon.

Show 100

- Touch and count, starting at 1.
- Say the last number in each row loudly. Color the circle black.



Lesson 18: Date:

Count across tens by ones to 100 with and without objects.



5.D.43

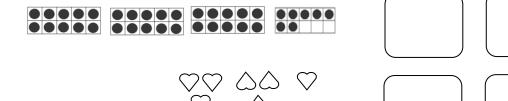
| Vame | Date |  |
|------|------|--|
|      |      |  |







Write the number you see. Now, draw one more, then write the new number.















 $\bigcirc\bigcirc\bigcirc\bigcirc\bigcirc\bigcirc\bigcirc\bigcirc\bigcirc\bigcirc$ 

Lesson 19: Date:

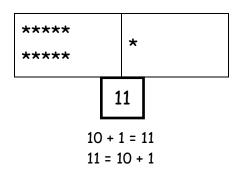
Explore numbers on the Rekenrek. (Optional.) 11/13/14

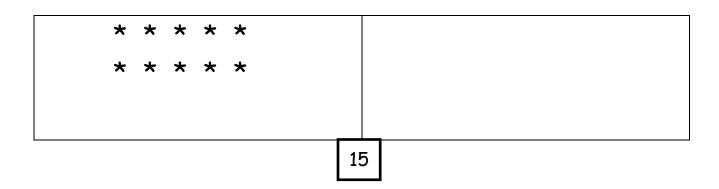


5.D.52

| Name | Date |
|------|------|
|------|------|

Draw stars to show the number as a number bond of 10 ones and some ones. Show each example as two addition sentences of 10 ones and some ones.





|    | * * * * * |
|----|-----------|
| 17 | 7         |

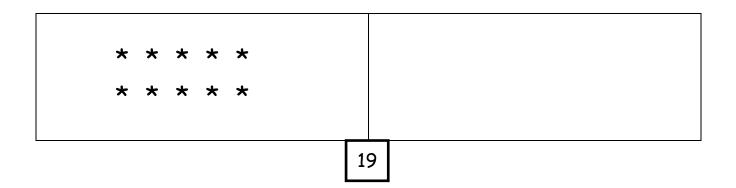
Lesson 20:

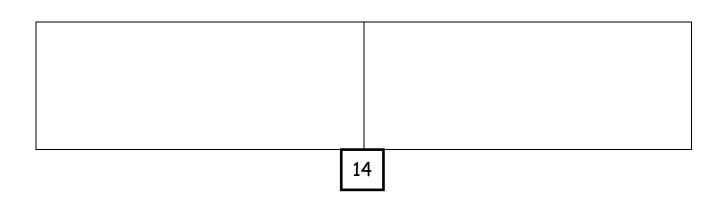
Date:

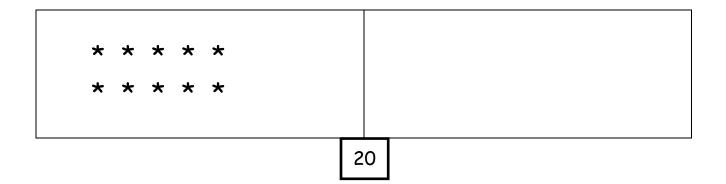
Represent teen number compositions and decompositions as addition sentences.

11/13/14

engage<sup>ny</sup>







COMMON CORE

Lesson 20:

Date:

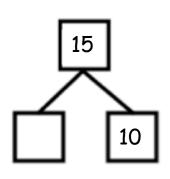
Represent teen number compositions and decompositions as addition sentences.

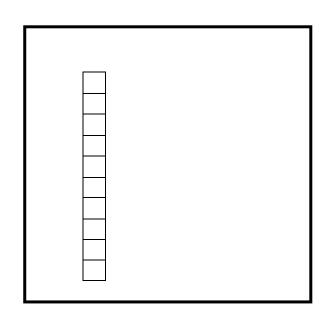
11/13/14

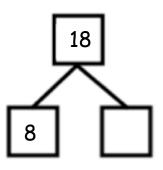
engage<sup>ny</sup>

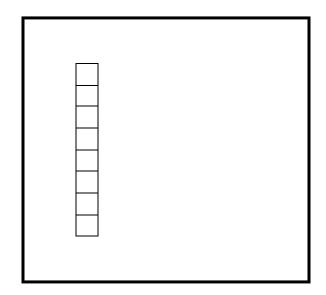
|         | <b>.</b> . |
|---------|------------|
| Name    | Date       |
| i varre | Date       |

Complete the number bonds and number sentences. Draw the cubes of the missing part.

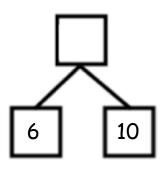


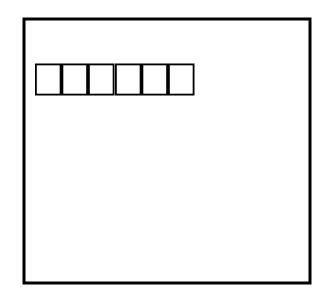


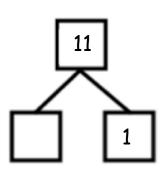


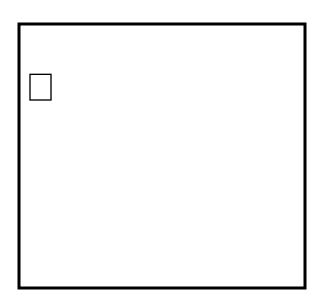


Date:



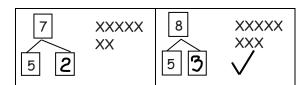


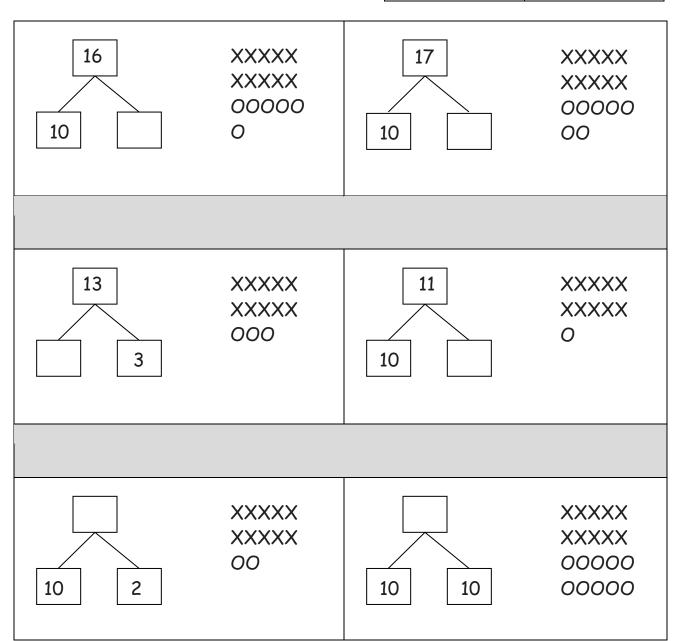




| Name   | Date |
|--------|------|
| 1 Name | Daie |

Fill in the number bond. Check the group with more.





COMMON

Lesson 22:

Date:

Decompose teen numbers as 10 ones and some ones; compare some

11/13/14

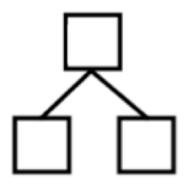
ones to compare the teen numbers.



| Name                                  | Date                                  |
|---------------------------------------|---------------------------------------|
| Bob bought 7 sprinkle donuts and 10 c | hocolate donuts. Draw and show all of |
| Bob's donuts.                         |                                       |

Write an addition sentence to match your drawing.

Fill in the number bond to match your sentence.



Lesson 23:

Reason about and represent situations, decomposing teen numbers into 10 ones and some ones and composing 10 ones and some ones into a teen number.

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Fran has 17 baseball cards. Show Fran's baseball cards as 10 ones and some ones.

Write an addition sentence and a number bond that tell about the baseball cards.



CORE

Lesson 23:

Date:

Reason about and represent situations, decomposing teen numbers into 10 ones and some ones and composing 10 ones and some ones into a teen number.



## Rabbit and Froggy's Matching Race

<u>Directions</u>: Play Rabbit and Froggy's Matching Race with a friend, relative, or parent to help your animal reach its food first! The first animal to reach the food wins.

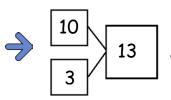
- Put your Teen number and Dot cards face down in rows with Teen numbers in one row and Dot cards in another row.
- Flip to find 2 cards that match.
  Place cards back in the same place if they don't match.
  Continue until you find a match.





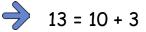


Write a number bond to match.



Hop 1 space if you get it right!

Write a number sentence.





Hop 1 space again if you get it right!





| 10 | 11 | 12 | 13 | 14 | 15 | 16 | 17 | 18 | 19 | 20 |
|----|----|----|----|----|----|----|----|----|----|----|
|    |    |    |    |    |    |    |    |    |    |    |

## Rabbit and Froggy's Matching Race

<u>Directions</u>: Play Rabbit and Froggy's Matching Race with a friend, relative, or parent to help your animal reach its food first! The first animal to reach the food wins.

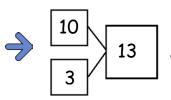
- Put your Teen number and Dot cards face down in rows with Teen numbers in one row and Dot cards in another row.
- Flip to find 2 cards that match.
  Place cards back in the same place if they don't match.
  Continue until you find a match.





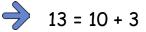


Write a number bond to match.



Hop 1 space if you get it right!

Write a number sentence.





Hop 1 space again if you get it right!





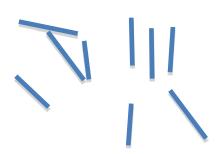
| 10 | 11 | 12 | 13 | 14 | 15 | 16 | 17 | 18 | 19 | 20 |
|----|----|----|----|----|----|----|----|----|----|----|
|    |    |    |    |    |    |    |    |    |    |    |

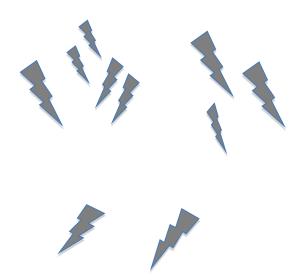
Name

Date \_\_\_\_

Circle the groups that have 10 things.







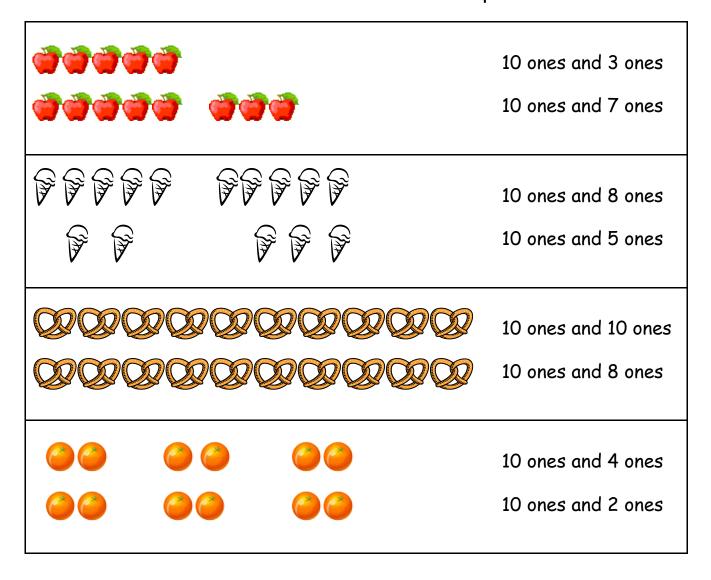
How many times did you count

10 things?



| Name | Date                                  |   |                    |
|------|---------------------------------------|---|--------------------|
|      | * * * * * * * * * * * * * * * * * * * | * | 10 ones and 3 ones |

Circle the correct numbers that describe the pictures.





Lesson 2:

Date:

Count 10 objects within counts of 10 to 20 objects, and describe as 10 ones and \_\_ ones.

11/13/14



5.A.34

| Name                     | Date                       |  |  |  |
|--------------------------|----------------------------|--|--|--|
| Circle 10 ones.          | Draw 10 ones and 6 ones.   |  |  |  |
| <b>**</b>                |                            |  |  |  |
| <b>**</b>                |                            |  |  |  |
| <b>**</b>                |                            |  |  |  |
| <b>* * *</b>             |                            |  |  |  |
| I have 10 ones and ones. | I have 10 ones and 6 ones. |  |  |  |



Lesson 3:

Date:

Count and circle 10 objects within images of 10 to 20 objects, and describe as 10 ones and \_\_\_\_ ones. 11/12/14

engage<sup>ny</sup>

5.A.43

| Name | Date |
|------|------|

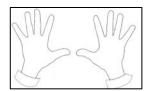
00 00



Count and write how many the Say Ten Way.



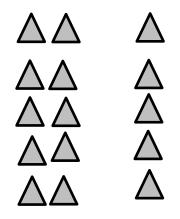


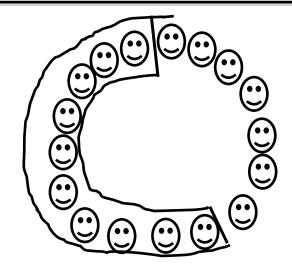




10

10





Lesson 4: Date:

Count straws the Say Ten Way to 19; make a pile for each ten. 11/12/14



5.A.52

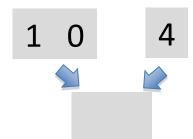
| Name   |                        |               | Date                   |                         |  |  |
|--|------------------------|---------------|------------------------|-------------------------|--|--|
| Write and whisper the missing numbers.<br>Count the Say Ten Way from 11 to 20. |                        |               |                        |                         |  |  |
| <u>10</u> and <u>1</u>   | <u>10</u> and <u>2</u> | <u>10</u> and | <u>10</u> and <u>4</u> | <u>10</u> and           |  |  |
| <u>10</u> and <u>6</u>   | and                    | and           | and                    | <u>10</u> and <u>10</u> |  |  |

Lesson 5: Date:

Count straws the Say Ten Way to 20; make a pile for each ten. 11/13/14



| Name   | Date                           |
|--|--------------------------------|
| Draw the number shown on the Hide Zero ten-frame. Write the number below after | 3                              |
| Show the number again on the right with Circle the 10 ones.                    | a count of 10 ones and 4 ones. |
|  |                                |
|  |                                |
|  |                                |
|  |                                |



COMMON CORE

Lesson 6:

Date:

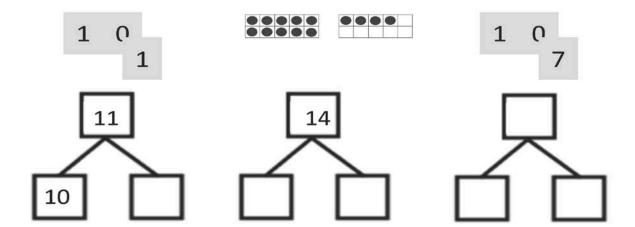
Model with objects and represent numbers 10 to 20 with place value or Hide Zero cards.

11/13/14

engage<sup>ny</sup>

5.B.9

Look at the Hide Zero cards or the 10-frame cards. Use your cards to show the number. Write the number as a number bond.



Lesson 7: Date:

Model and write numbers 10 to 20 as number bonds. 11/13/14



| Name | Date |  |
|------|------|--|
| ·    |      |  |

Use your materials to show the number as 10 ones and some more ones.

1

Use your cubes to show the number. Then, color in the cubes to match the number.

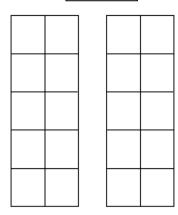
1

| 1    |  |      |      |   |      |
|------|--|------|------|---|------|
| 1    |  |      |      |   |      |
| 1    |  |      |      |   |      |
| 1    |  |      |      |   |      |
| -    |  |      |      |   |      |
| <br> |  | <br> | <br> |   | <br> |
| 1    |  |      |      |   |      |
| 1    |  |      |      |   |      |
| 1    |  |      |      |   |      |
| 1    |  | I    |      | l |      |

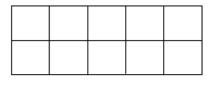
| Name | Date |
|------|------|
|      |      |

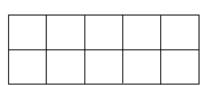
Show the number by filling in the ten-frames with circles.





19





Draw circles to show the number. Circle 10 ones.

18

14



Lesson 9: Date:

Draw teen numbers from abstract to pictorial. 11/13/14



| Name  | Date                        |
|---|-----------------------------|
| Use your red crayon and yellow crayon to Rekenrek in two lines. | draw the beads from your    |
|   |                             |
|   |                             |
| How many beads did you draw?                                    |                             |
| Trace your hands. Draw your fingernails.                        | How many fingernails do you |



Lesson 10: Date:

Build a Rekenrek to 20. 11/11/14



have on your two hands?

| Name   | Date  |
|--|-------|
| Start at the bottom. Draw lines to put the Then, write the numbers in the tower. So and the Say Ten Way as you work. |       |
| 12 •   | 20    |
| 19 •   | 18    |
| 16 •   | 15    |
| 14 •   | 13    |
| 17 •   | 11 10 |

COMMON CORE

Lesson 11:

Date:

Show, count, and write numbers 11 to 20 in tower configurations increasing by 1–a pattern of 1 larger.

11/13/14



5.C.15

| Name Date |  |
|-----------|--|
|-----------|--|

Write the missing numbers, counting down.

| 14.         | 13, | 12. | 11. |  |
|-------------|-----|-----|-----|--|
| <b>-</b> ', |     | ,   |     |  |

13, 12,



Lesson 12:

Date:

Represent numbers 20 to 11 in tower configurations decreasing by 1-a pattern of 1 smaller. 11/11/14

engage<sup>ny</sup>

| Name _              |          |           |      |   | <br>Dat | e |      |
|---------------------|----------|-----------|------|---|---------|---|------|
| Count a             | nd write | how mo    | any. |   |         |   |      |
|                     |          |           | 7    |   |         |   |      |
|                     | X        | \ \\ \\ \ | 7    | _ | <br>    |   |      |
| Look at<br>Circle t |          |           |      |   |         |   | set. |
|                     |          |           |      |   |         |   |      |
|                     |          |           |      |   |         |   |      |
|                     |          |           |      |   |         |   |      |
|                     |          |           |      |   |         |   |      |
|                     |          |           |      |   |         |   |      |

Early finishers: Which was easier to count, stars or blocks? Why?

**COMMON** 

Lesson 13:

Date:

Show, count, and write to answer how many questions in linear and array configurations.

11/13/14

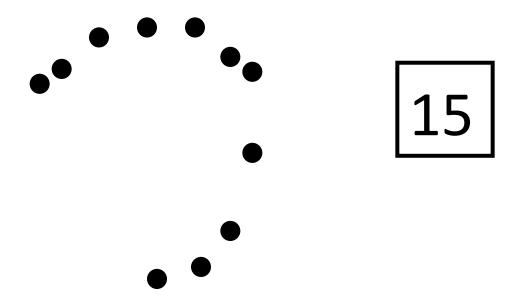


5.C.33

|      | -    |
|------|------|
| Name | Date |
| Nume | Duie |

Count the stars. Write the number in the box.

Whisper count and draw in more dots to match the number.



Lesson 14:

Date:

Show, count and write to answer how many questions with up to 20 objects in circular configurations.

11/13/14



5.C.43

| Name | Date |
|------|------|
|      |      |

Count up and down by 10. Write the numbers.

| 10 |
|----|
|    |
|    |
|    |
|    |
| 40 |
|    |
|    |
|    |

Count down and up by 10 the Say Ten Way.

|   | 100 | 10 | tens |
|---|-----|----|------|
|   | 90  |    | tens |
|   | 80  |    | tens |
|   | 70  | 7  | tens |
| V | 60  |    | tens |

| 1 | 50 | tens   |
|---|----|--------|
|   | 40 | 4 tens |
|   | 30 | tens   |
|   | 20 | tens   |
|   | 10 | 1 ten  |

Lesson 15: Date:

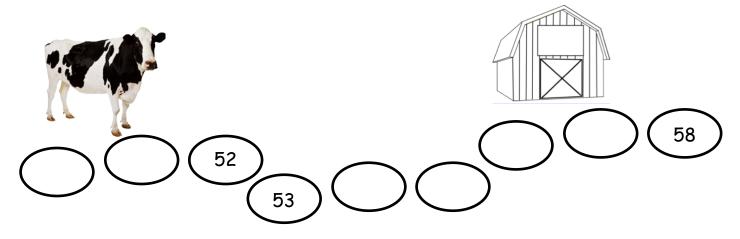
Count up and down by tens to 100 with Say Ten and regular counting.



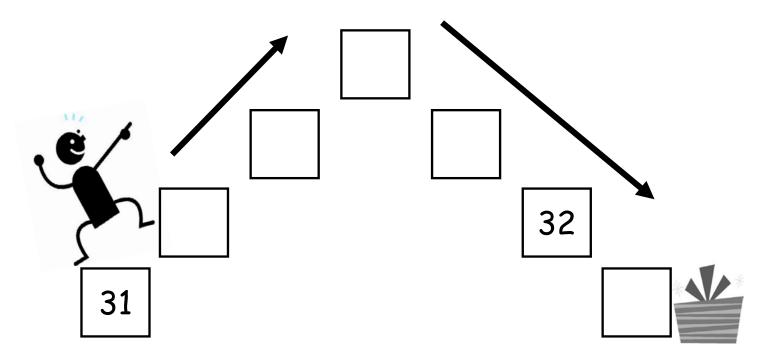
5.D.10

| Jame | Date |
|------|------|
|------|------|

Help the cow get to the barn by counting by 1s.



Help the boy get to his present. Count up by 1s. When you get to the top, count down by 1s.



Lesson 16: Date:

Count within tens by ones. 11/13/14

engage

5.D.22

| Name | Date |
|------|------|
|      |      |

Touch and count carefully. Cross out the mistake, and write the correct number.

Example:

| 20 | 21 | 22 | 23 | 24 | 25 | 29 |
|----|----|----|----|----|----|----|

| 000 |    |    |    |    |    |    |
|-----|----|----|----|----|----|----|
| 30  | 31 | 32 | 33 | 43 | 35 | 36 |

| 25 | 26 | 27 | 28 | 29 | 29 | 31 |
|----|----|----|----|----|----|----|

| 34 | 35 | 36 | 37 | 38 | 39 | 44 |
|----|----|----|----|----|----|----|

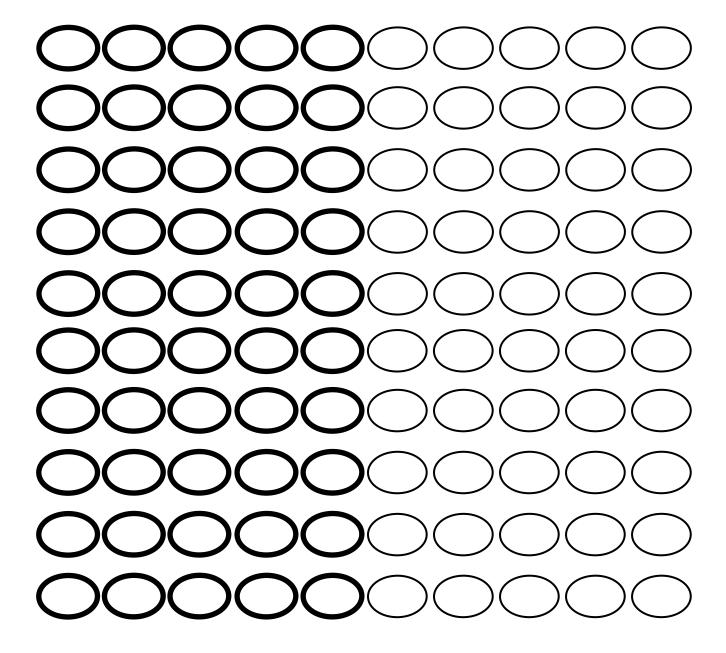
COMMON

Lesson 17: Date:

Count across tens when counting by ones through 40. 11/13/14

engage<sup>ny</sup>

Touch and whisper count the circles by 1s to 100. Say the last number in each row loudly, and color the circle purple. Do your best. Your teacher may call time before you are finished.





Lesson 18: Date:

Count across tens by ones to 100 with and without objects. 11/13/14



5.D.42

| Name   | Date                  |  |
|--|-----------------------|--|
| Show the number on your Rekenrek with<br>the number that tells how many objects<br>you see. Write the teen number in the o | there are. Circle the |  |
| <b>00000</b> 0000000000000000000000000000000   |                       |  |
|  |                       |  |

Lesson 19: Date:

Explore numbers on the Rekenrek. (Optional.) 11/13/14



| Name | <br>Date |   |
|------|----------|---|
|      | <br>     | _ |

The first number is the whole. Circle its parts.

|   |   | $\bigcirc$ | $\overline{}$ |
|---|---|------------|---------------|
| 5 | 1 | (2)        | (3)           |

| 12 10 6 2 |
|-----------|
|-----------|

| 11 | 1 | 10 | 8 |  |
|----|---|----|---|--|
|    |   |    |   |  |

| 14 | 4 | 2 | 10 |  |
|----|---|---|----|--|
|----|---|---|----|--|

| 18 | 1 | 10 | Q |  |
|----|---|----|---|--|
| 10 | 1 | 10 | 0 |  |

| 10 | 10 | 1 | 0 |  |
|----|----|---|---|--|
|    |    |   |   |  |

| 20 | 10 | 2 | 10 |  |
|----|----|---|----|--|
|    |    |   |    |  |

Lesson 20:

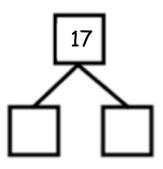
Date:

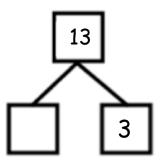
Represent teen number compositions and decompositions as addition sentences.

11/13/14

|        | <b>.</b> . |
|--------|------------|
| Name   | Date       |
| i name | Date       |

Complete the number sentences and number bonds. Use your materials to help you.







Lesson 21:

Date:

Represent teen number decompositions as 10 ones and some ones, and find a hidden part.

11/13/14



5.E.18

| Name _ |                                       |              |      | _ Da | te _ |           |        |
|--------|---------------------------------------|--------------|------|------|------|-----------|--------|
|        | nd write the number.<br>nore or less. |              |      | 1    | is   | more less | than 4 |
|        | is                                    | more<br>less | than |      |      |           |        |
|        | is                                    | more<br>less | than |      |      |           |        |
|        |                                       | more         | man  |      |      |           |        |

COMMON CORE

Lesson 22:

Date:

Decompose teen numbers as 10 ones and some ones; compare some ones to compare the teen numbers.

than

11/13/14

is

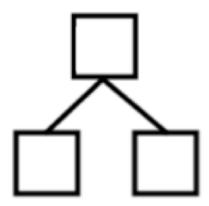
less

engage<sup>ny</sup>

|      | _    |
|------|------|
| Name | Date |

There are 12 balls. Draw and show the balls as 10 ones and some ones.

Write a number bond to match your picture.



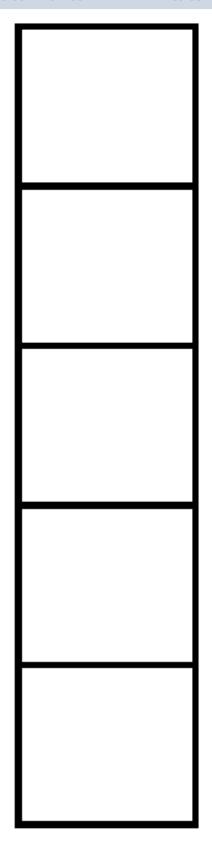
Write an addition sentence to match your number bond.

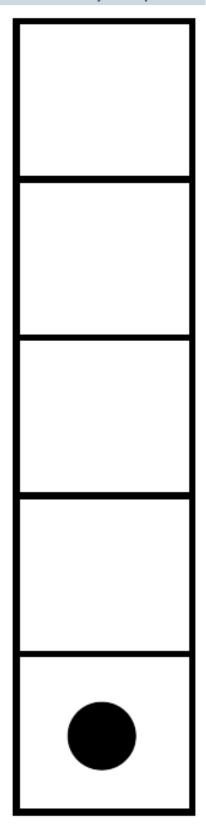
Lesson 23:

Reason about and represent situations, decomposing teen numbers into 10 ones and some ones and composing 10 ones and some ones into a teen number.



5.E.37





large 5-frame cards

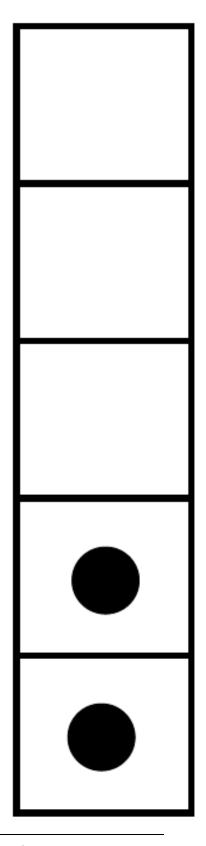
COMMON CORE

Lesson 1: Date:

Count straws into piles of ten; count the piles as 10 ones. 11/12/14



5.A.11



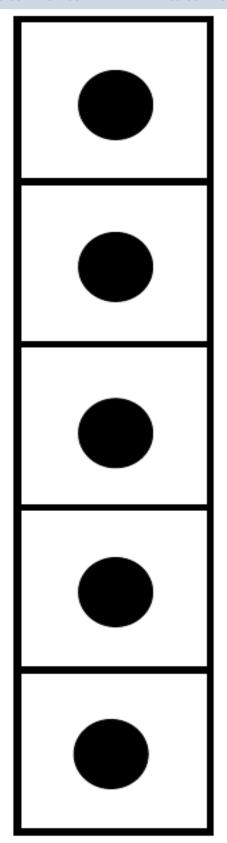
large 5-frame cards

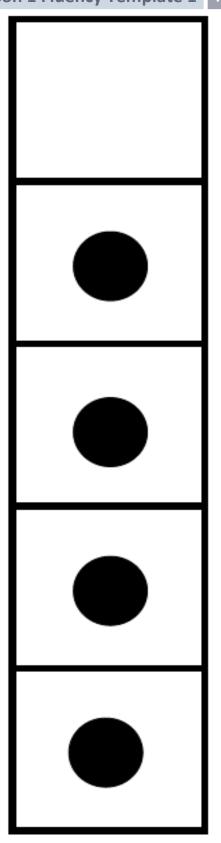


Lesson 1: Date:

Count straws into piles of ten; count the piles as 10 ones. 11/12/14





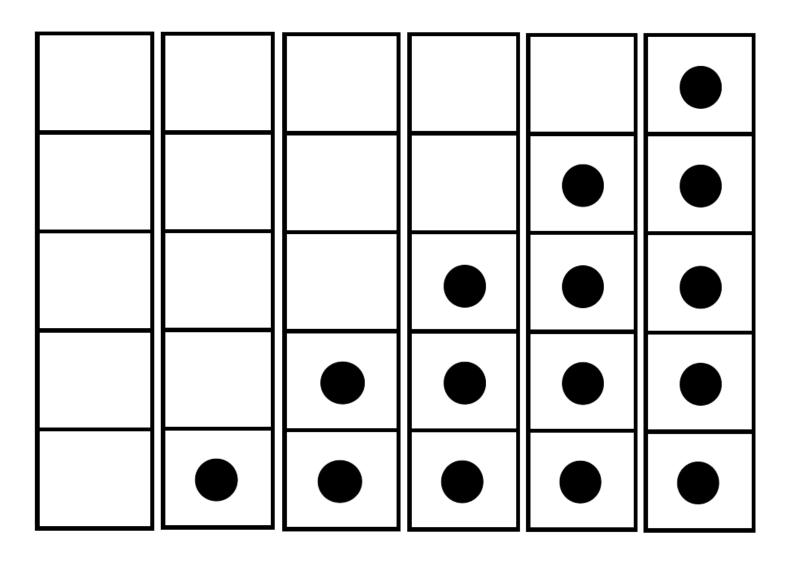


large 5-frame cards



Lesson 1: Date:





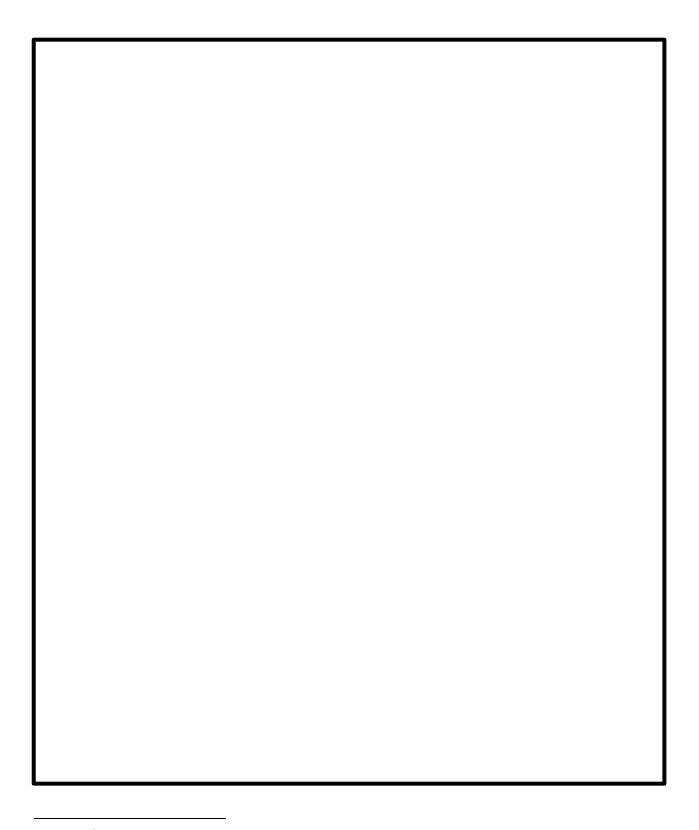
5-frame cards

COMMON CORE

Lesson 1:

Count straws into piles of ten; count the piles as 10 ones. 11/12/14



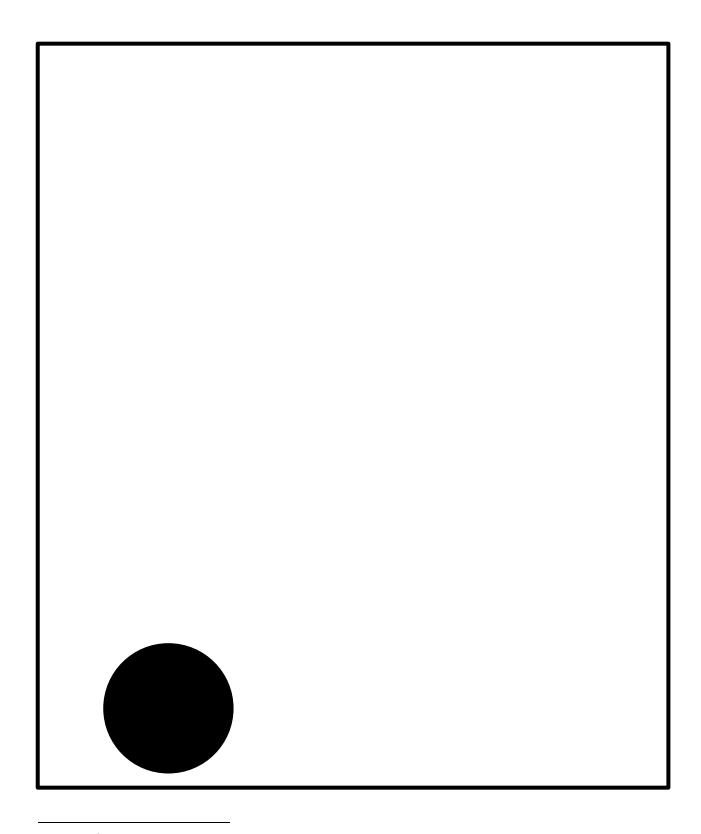




Lesson 1: Date:

Count straws into piles of ten; count the piles as 10 ones. 11/12/14



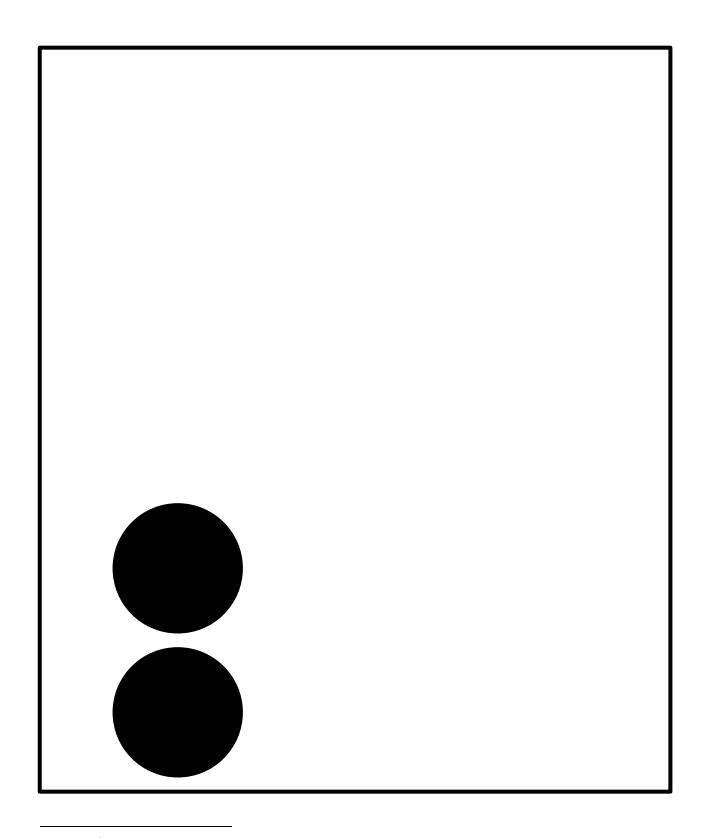


COMMON CORE

Lesson 1: Date:

Count straws into piles of ten; count the piles as 10 ones. 11/12/14



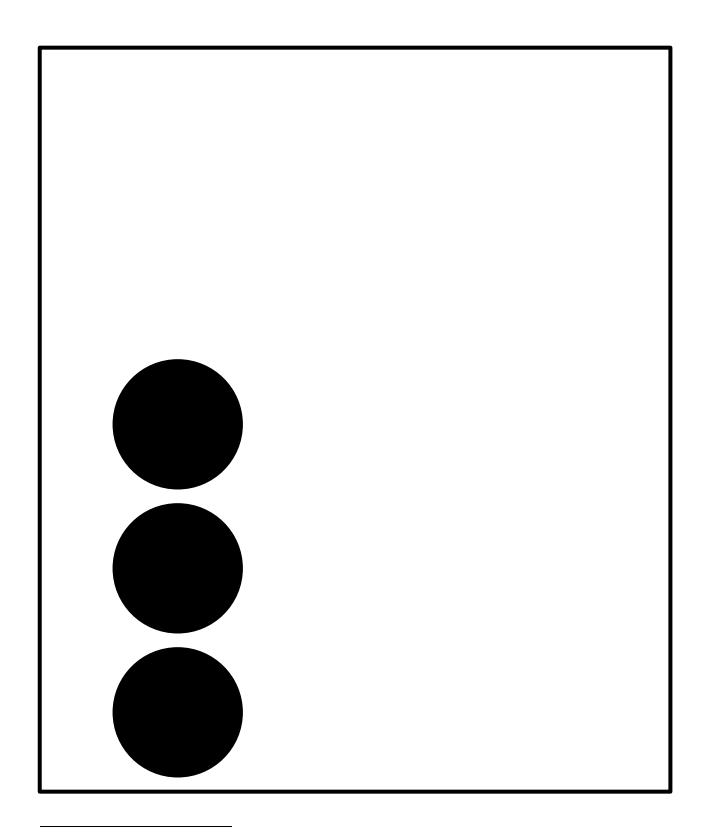


COMMON CORE

Lesson 1: Date:

Count straws into piles of ten; count the piles as 10 ones. 11/12/14



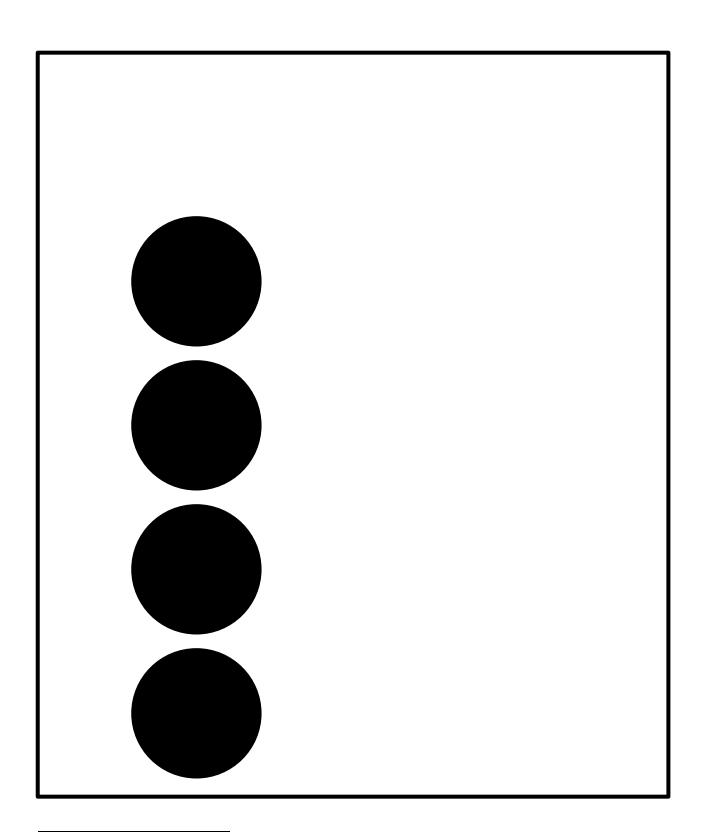


COMMON CORE

Lesson 1: Date:

Count straws into piles of ten; count the piles as 10 ones. 11/12/14



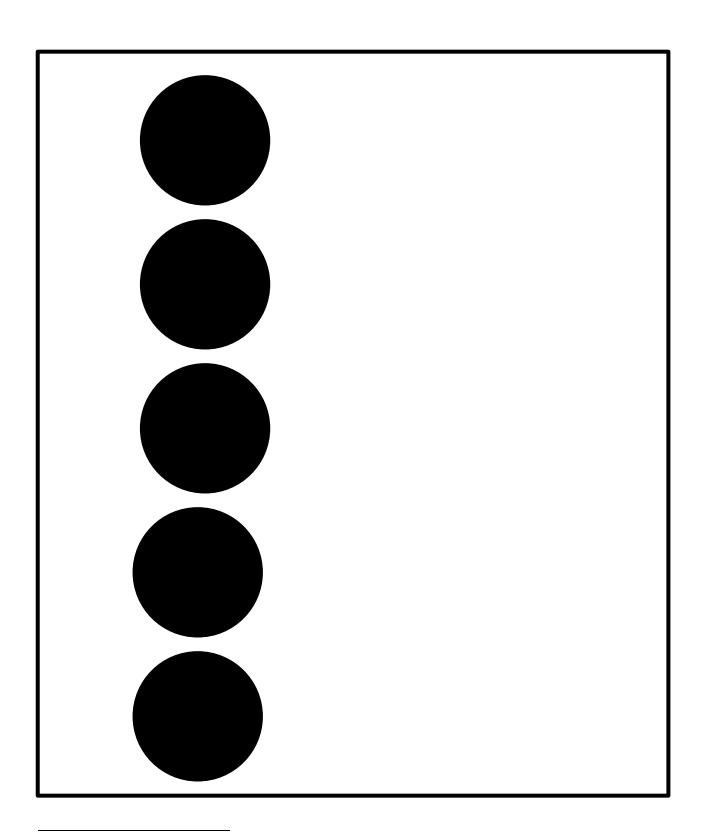


COMMON CORE

Lesson 1: Date:

Count straws into piles of ten; count the piles as 10 ones. 11/12/14



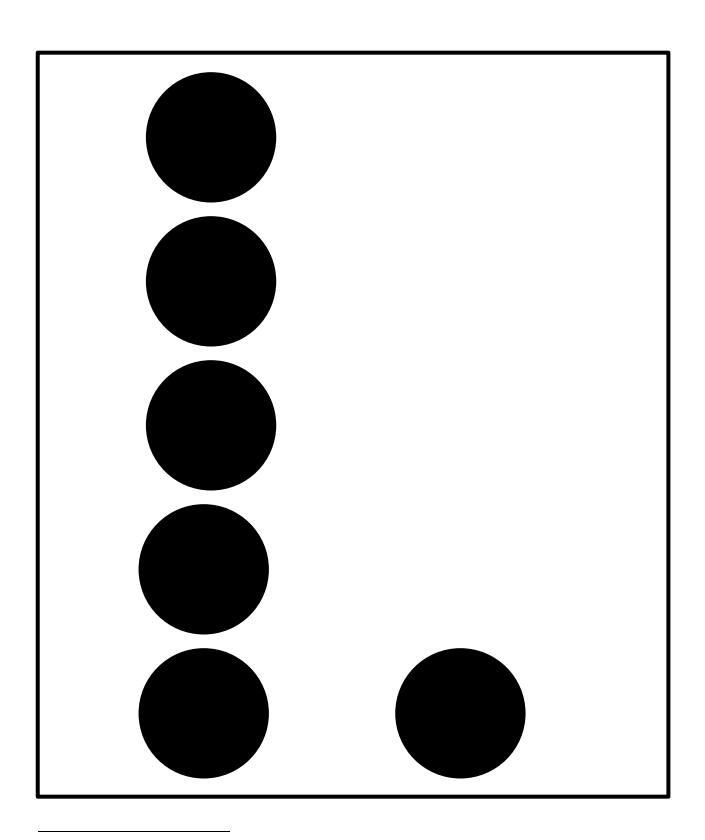




Lesson 1: Date:





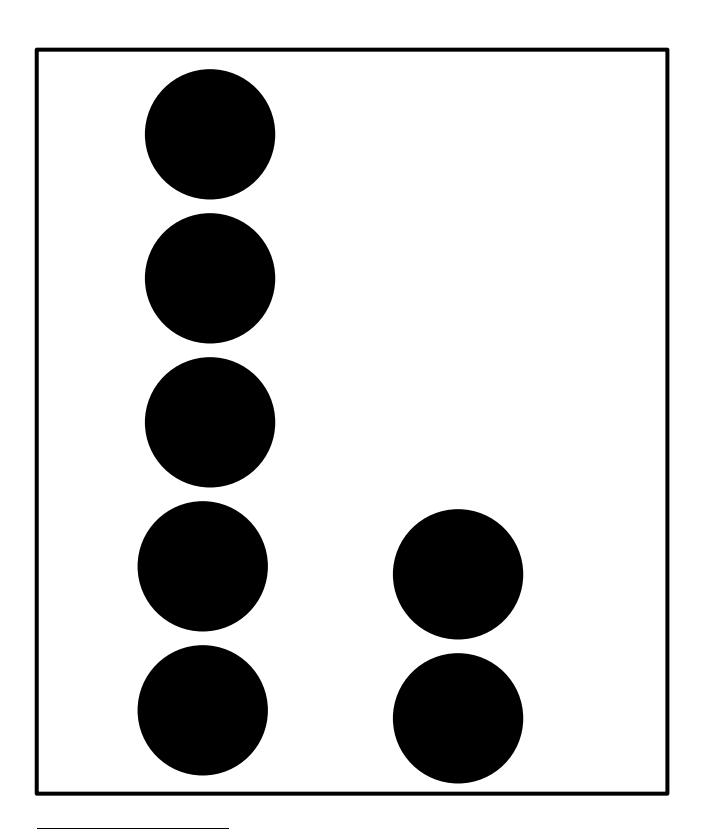




Lesson 1: Date:





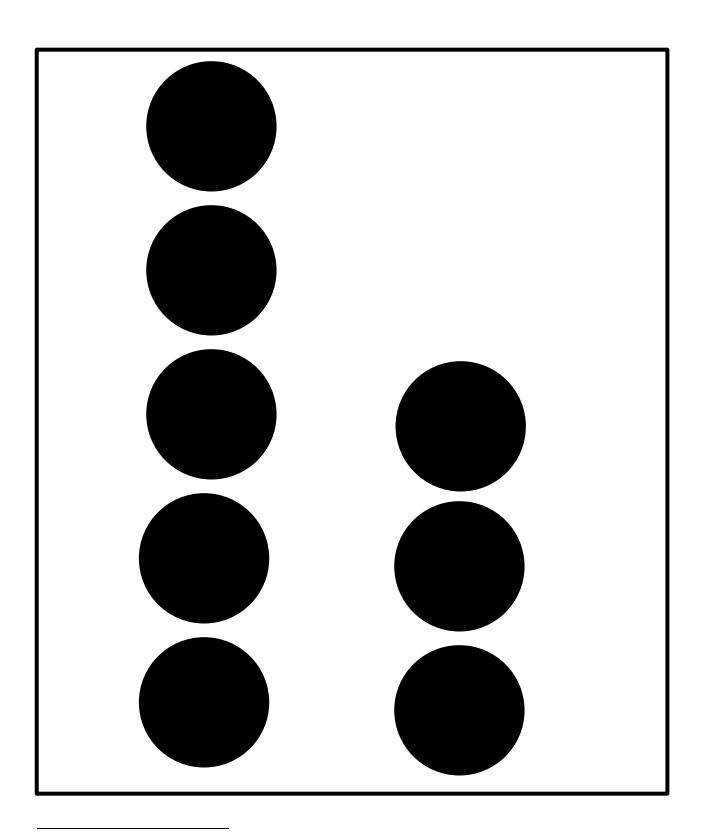




Lesson 1: Date:





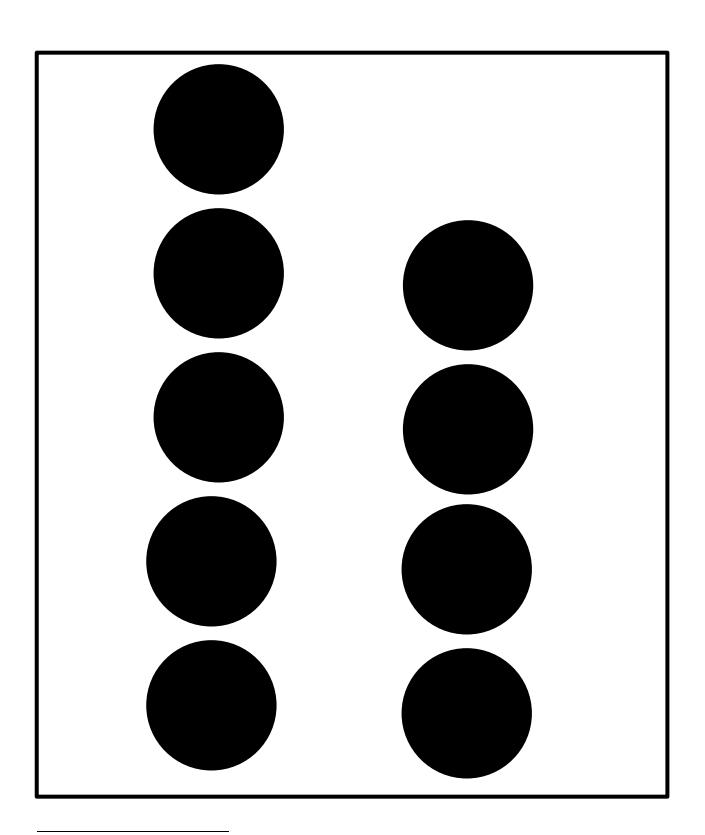




Lesson 1: Date:

Count straws into piles of ten; count the piles as 10 ones. 11/12/14



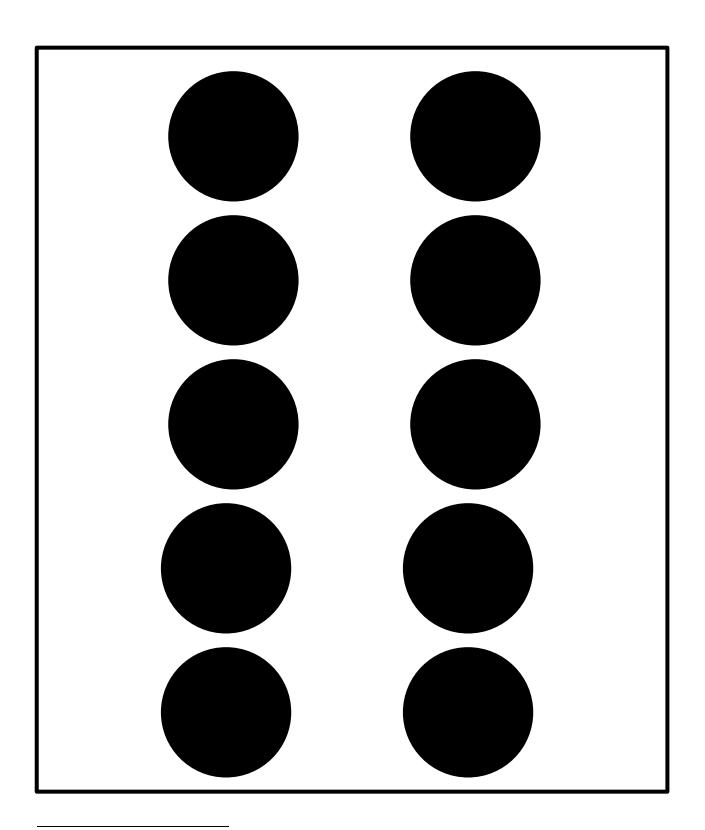




Lesson 1: Date:

Count straws into piles of ten; count the piles as 10 ones. 11/12/14



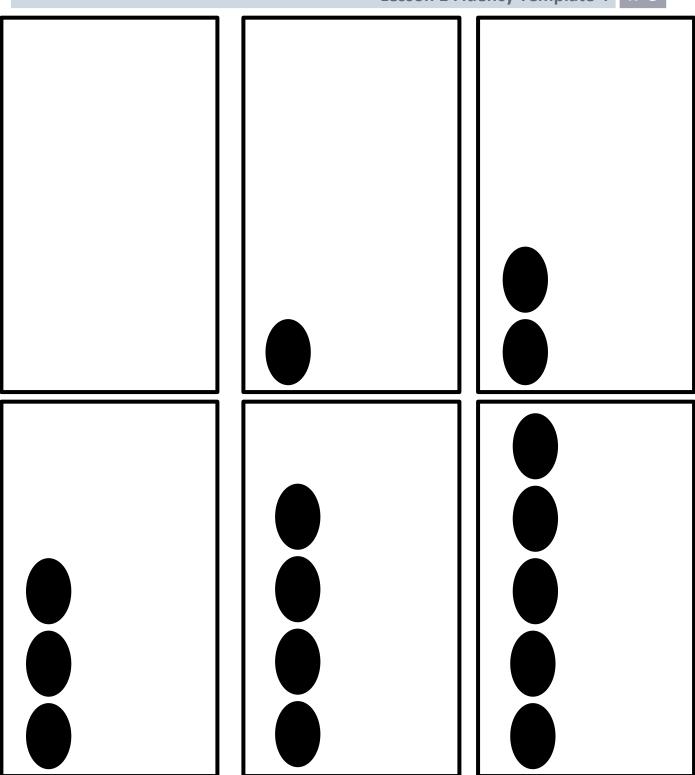




Lesson 1: Date:







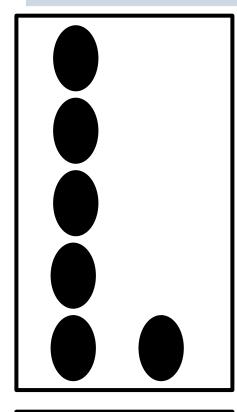
ten-frame cards

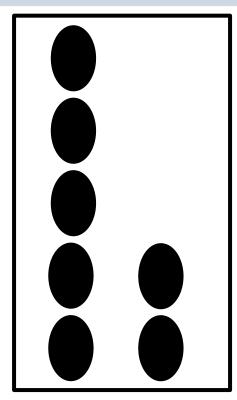


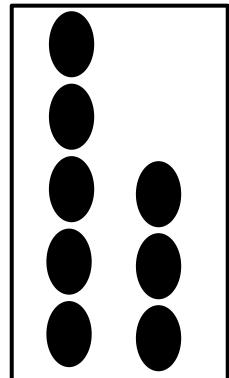
Lesson 1: Date:

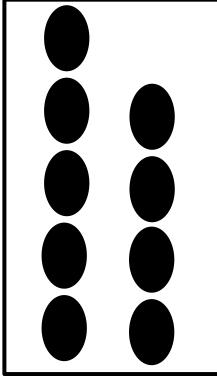


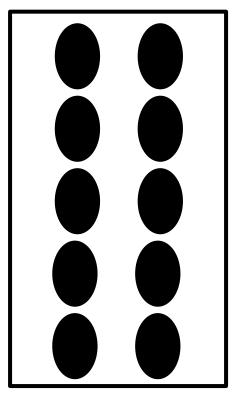












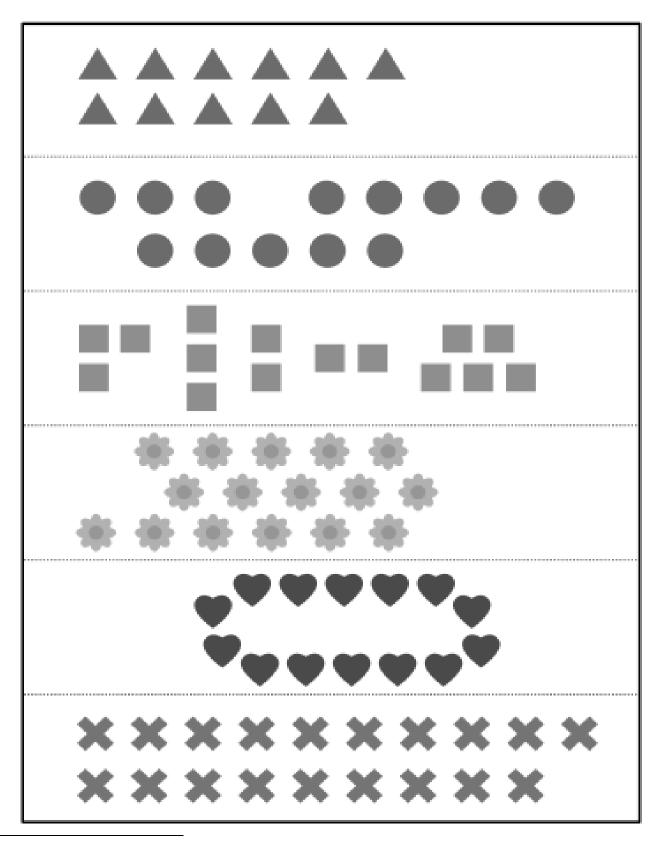
ten-frame cards

**COMMON** 

Lesson 1: Date:

Count straws into piles of ten; count the piles as 10 ones. 11/12/14

engage<sup>ny</sup>



find 10

COMMON

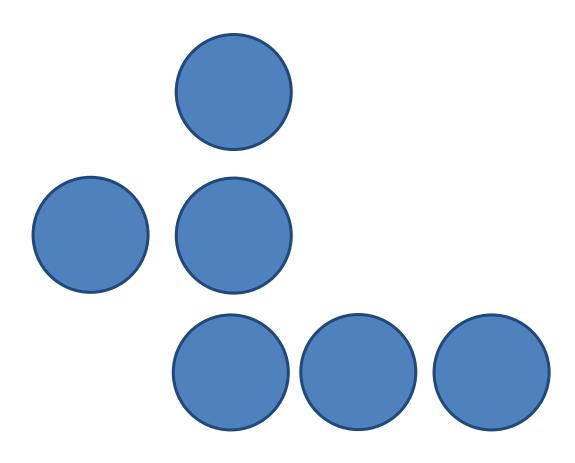
Lesson 3:

Date:

Count and circle 10 objects within images of 10 to 20 objects, and describe as 10 ones and \_\_\_\_ ones.

11/12/14





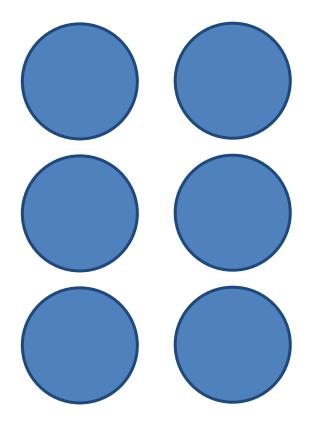
dot cards of 6



Lesson 4: Date:

Count straws the Say Ten Way to 19; make a pile for each ten. 11/12/14





dot cards of 6

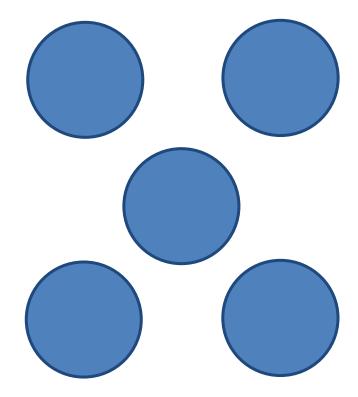


Lesson 4: Date:

Count straws the Say Ten Way to 19; make a pile for each ten. 11/12/14





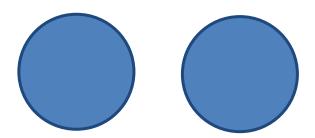


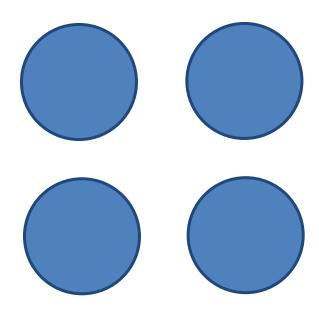


Lesson 4: Date:

Count straws the Say Ten Way to 19; make a pile for each ten. 11/12/14



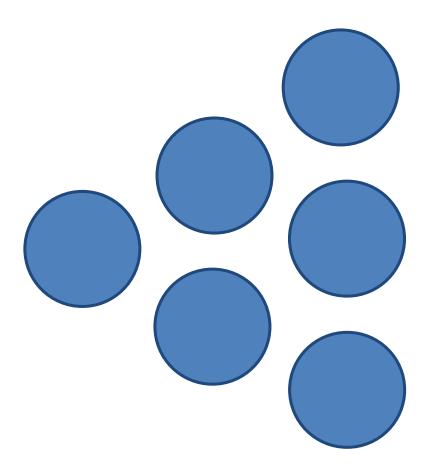






Lesson 4: Date:



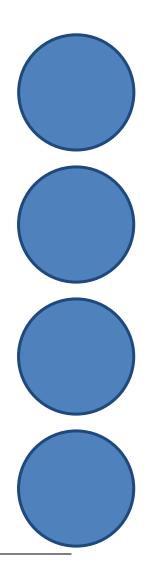


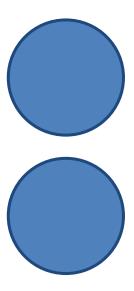


Lesson 4: Date:

Count straws the Say Ten Way to 19; make a pile for each ten. 11/12/14





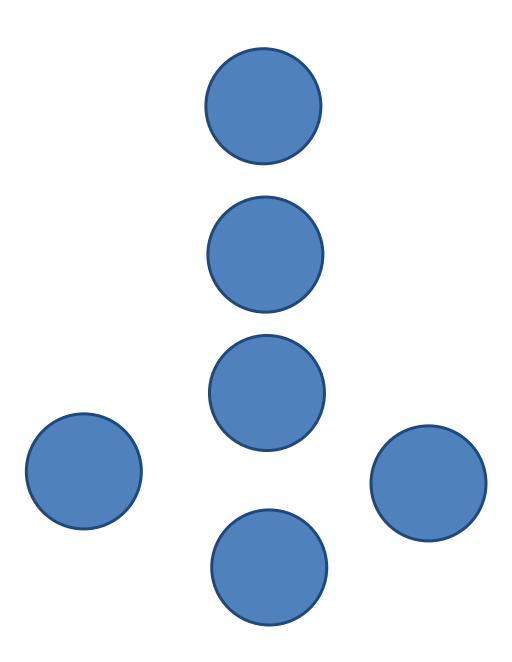




Lesson 4: Date:

Count straws the Say Ten Way to 19; make a pile for each ten. 11/12/14



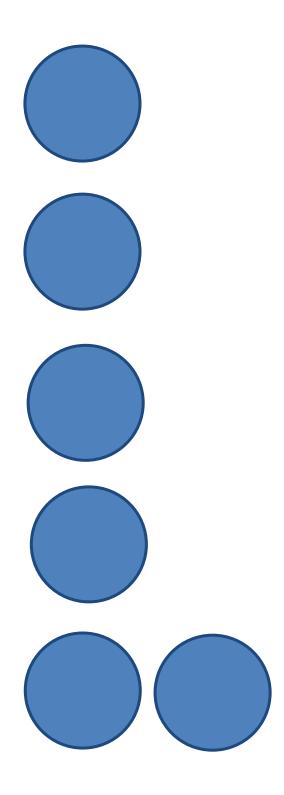




Lesson 4: Date:

Count straws the Say Ten Way to 19; make a pile for each ten. 11/12/14







Lesson 4: Date:

Count straws the Say Ten Way to 19; make a pile for each ten. 11/12/14



|  | Name | Date |  |
|--|------|------|--|
|--|------|------|--|

## Circle 10.

| * * * * *   |  |
|---|--|
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| <b>************************************</b>           |  |
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| 2000000000000000000000000000000000000                 |  |
| 99999999999   |  |

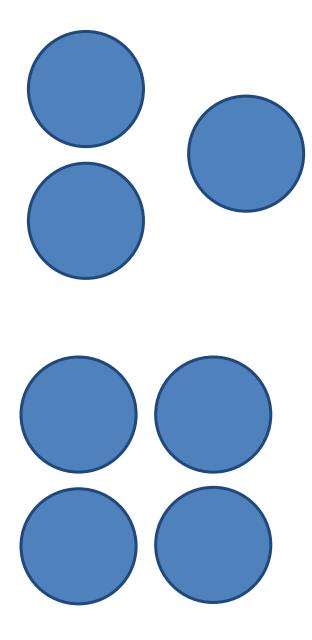
| irc |  |  |
|-----|--|--|
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|     |  |  |



Lesson 4: Date:





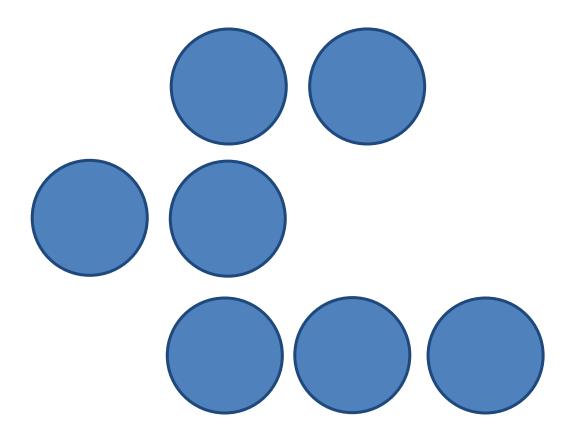




Lesson 5: Date:

Count straws the Say Ten Way to 20; make a pile for each ten. 11/13/14

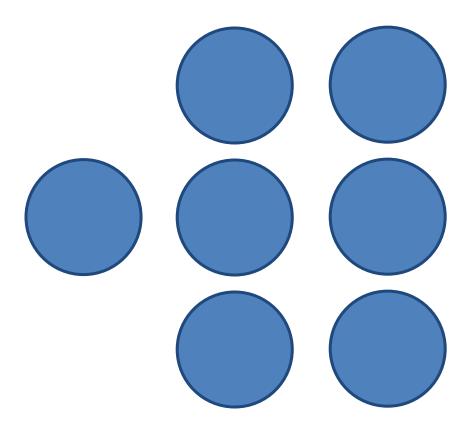






Lesson 5: Date:

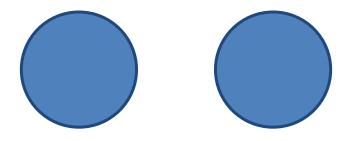


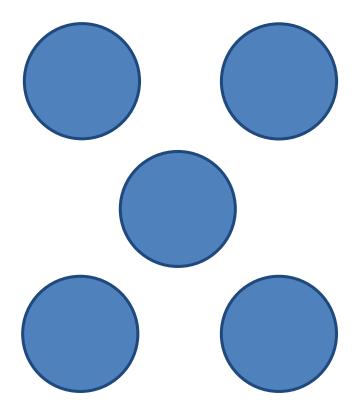




Lesson 5: Date:



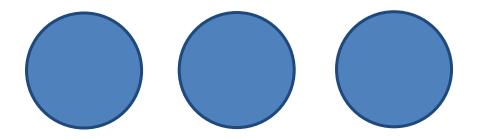


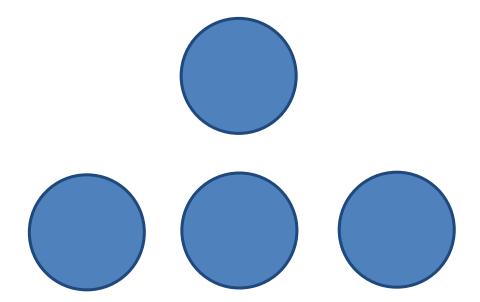




Lesson 5: Date:





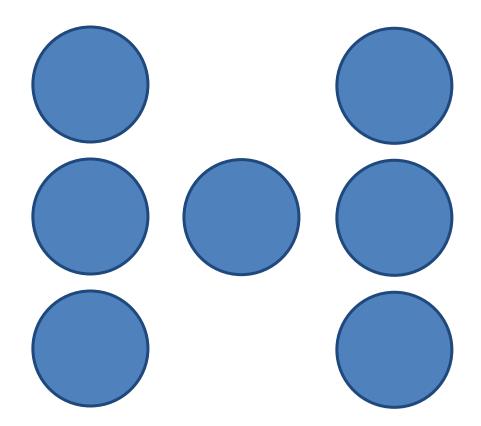




Lesson 5: Date:

Count straws the Say Ten Way to 20; make a pile for each ten. 11/13/14

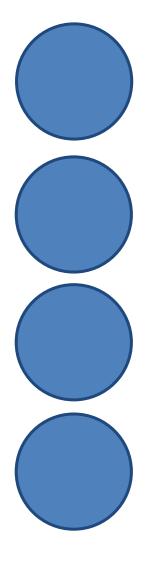


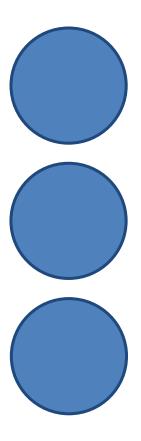




Lesson 5: Date:



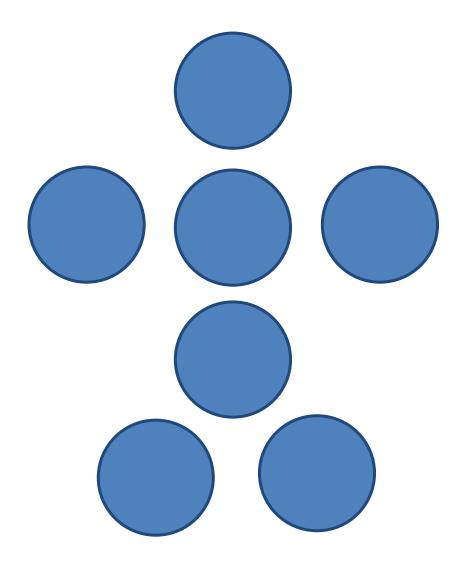






Lesson 5: Date:



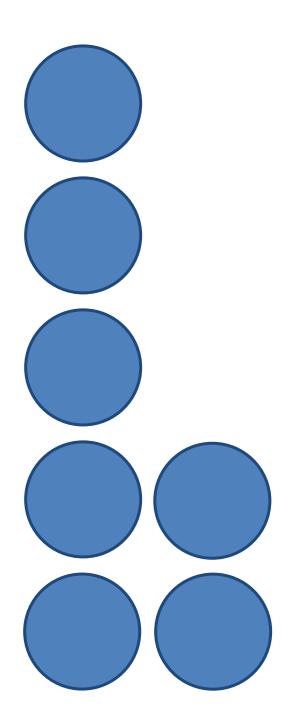




Lesson 5: Date:

Count straws the Say Ten Way to 20; make a pile for each ten. 11/13/14







Lesson 5: Date:

Count straws the Say Ten Way to 20; make a pile for each ten. 11/13/14



| Name | Date |
|------|------|
|      |      |

Circle sets of 10, and tell how many.

| $\triangle$                                       |  |
|---|--|
| $\begin{array}{c cccc} \Diamond \Diamond \Diamond & \Diamond & \Diamond \Diamond \\ \Diamond \Diamond \Diamond & \Diamond & \Diamond \Diamond \\ \end{array}$ |  |
|   |  |
| 0 0 0 0 0   |  |
|   | 000000000000   |
|   |  |
|   | $\begin{array}{cccccccccccccccccccccccccccccccccccc$ |
| 999000000   |  |

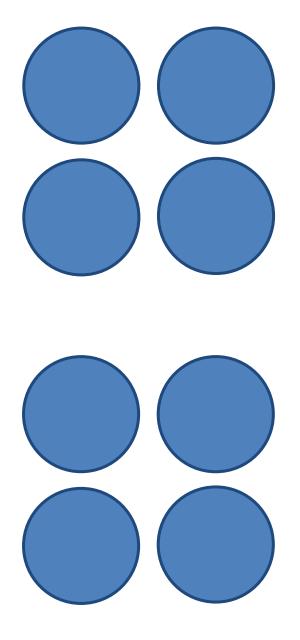
circle 10 ones



Lesson 5: Date:

Count straws the Say Ten Way to 20; make a pile for each ten. 11/13/14







Lesson 6:

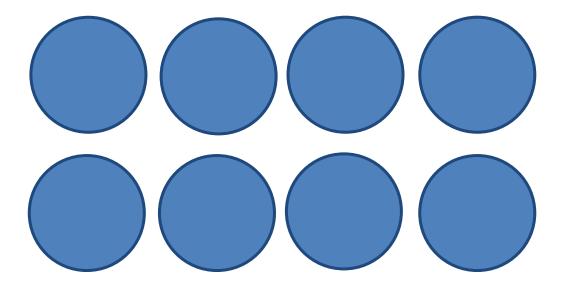
Date:

Model with objects and represent numbers 10 to 20 with place value or Hide Zero cards.

11/13/14



5.B.11



COMMON CORE

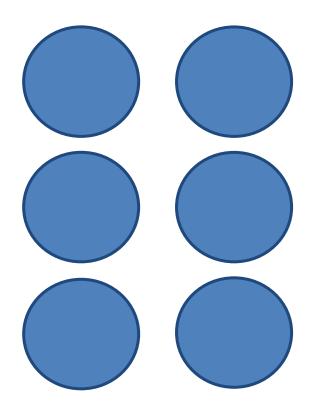
Lesson 6:

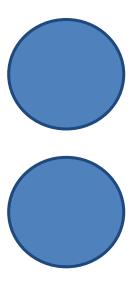
Date:

Model with objects and represent numbers 10 to 20 with place value or Hide Zero cards.

11/13/14









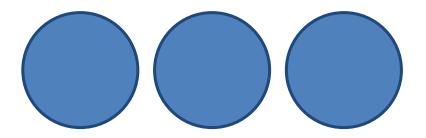
Lesson 6:

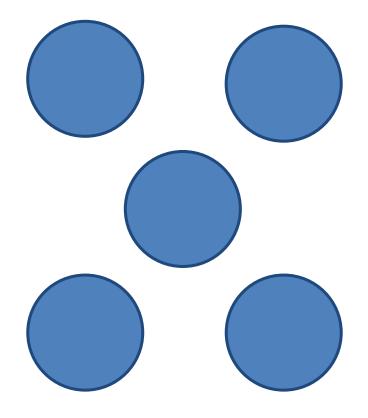
Date:

Model with objects and represent numbers 10 to 20 with place value or Hide Zero cards.

11/13/14







COMMON CORE

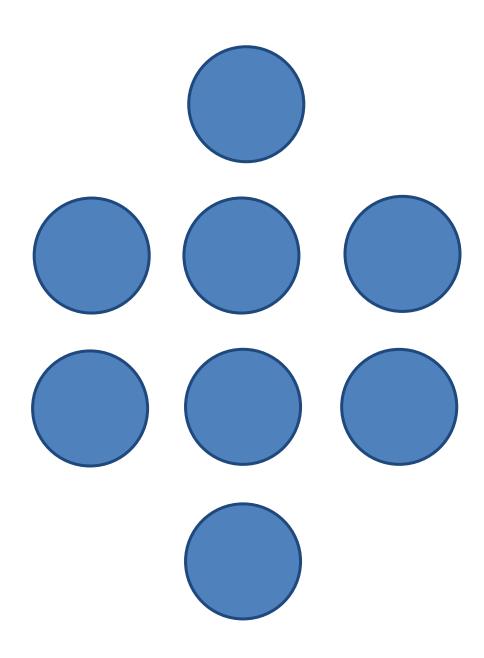
Lesson 6:

Date:

Model with objects and represent numbers 10 to 20 with place value or Hide Zero cards.

11/13/14

engage<sup>ny</sup>



COMMON CORE

Lesson 6:

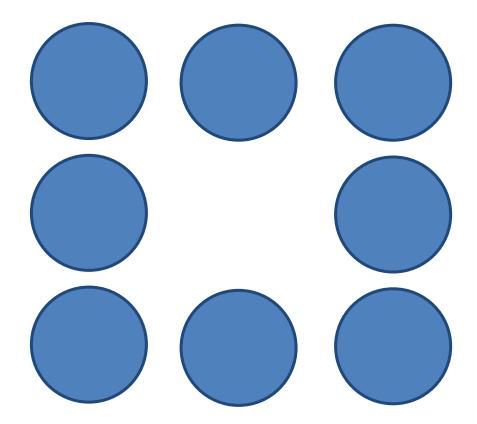
Date:

Model with objects and represent numbers 10 to 20 with place value

or Hide Zero cards.

11/13/14

engage<sup>ny</sup>



COMMON CORE

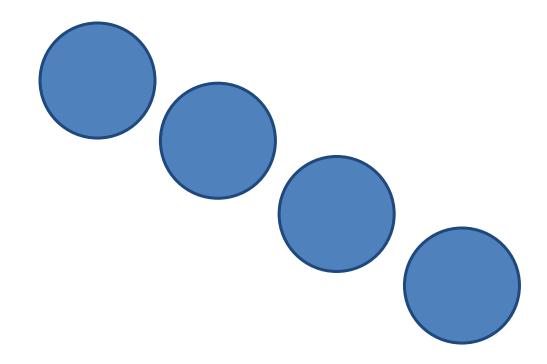
Lesson 6:

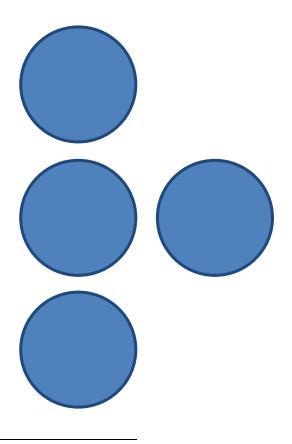
Date:

Model with objects and represent numbers 10 to 20 with place value or Hide Zero cards.

11/13/14







COMMON CORE

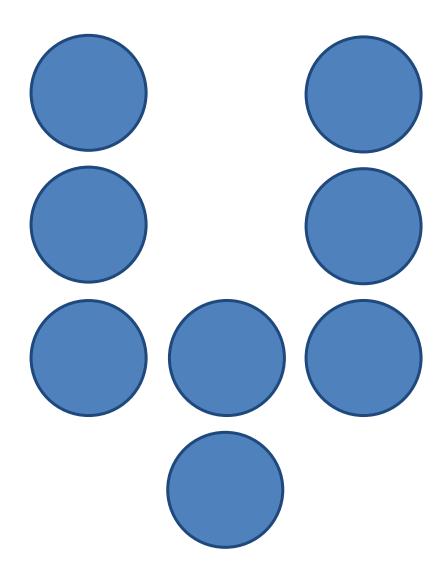
Lesson 6:

Date:

Model with objects and represent numbers 10 to 20 with place value or Hide Zero cards.

11/13/14

engage<sup>ny</sup>



COMMON CORE

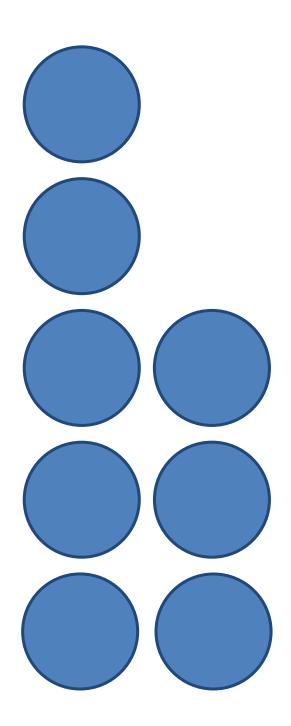
Lesson 6:

Date:

Model with objects and represent numbers 10 to 20 with place value or Hide Zero cards.

11/13/14







Lesson 6:

Date:

Model with objects and represent numbers 10 to 20 with place value or Hide Zero cards.

11/13/14



Hide Zero cards. Copy double-sided. Numerals

| 1 | 0        |          |   |
|---|----------|----------|---|
| 0 | 1        | 2        | 3 |
| 4 | 5        | <u>6</u> | 7 |
| 8 | <u>9</u> |          |   |

Lesson 6:

Date:

Model with objects and represent numbers 10 to 20 with place value or Hide Zero cards.

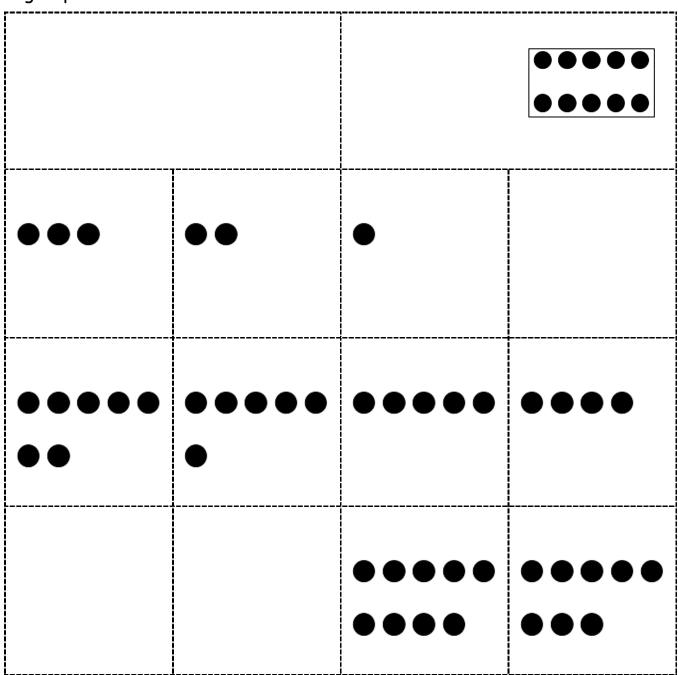
11/13/14



<sup>5-</sup>group cards (numeral side) (Copy double-sided with 5-groups on card stock, and cut.)

Hide Zero cards. Copy double-sided.

## 5-groups



5-group cards (5-group side) (Copy double-sided with numerals on card stock, and cut.)



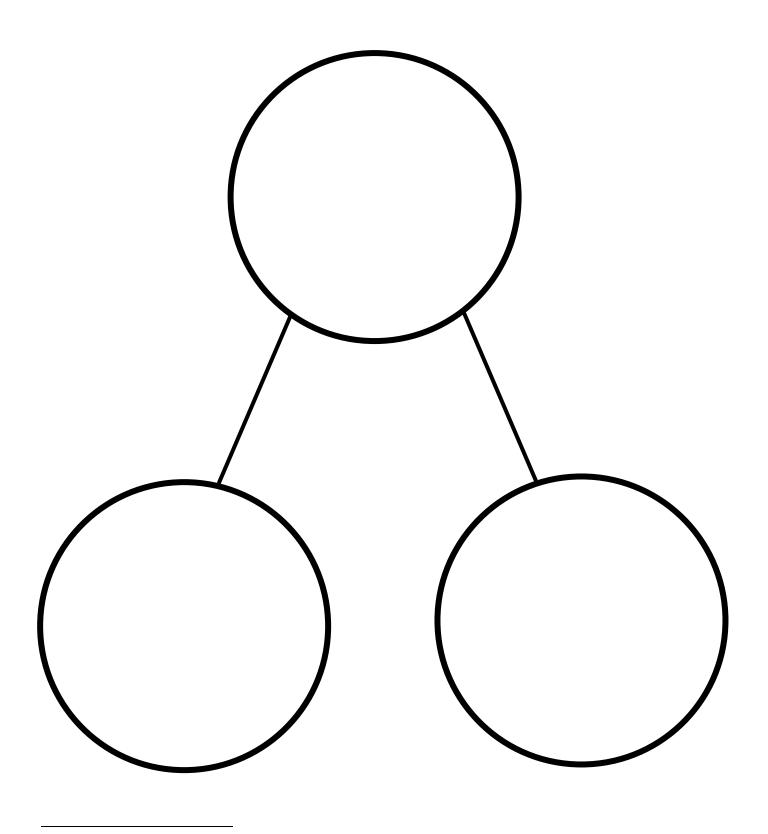
Lesson 6:

Date:

Model with objects and represent numbers 10 to 20 with place value or Hide Zero cards.

11/13/14





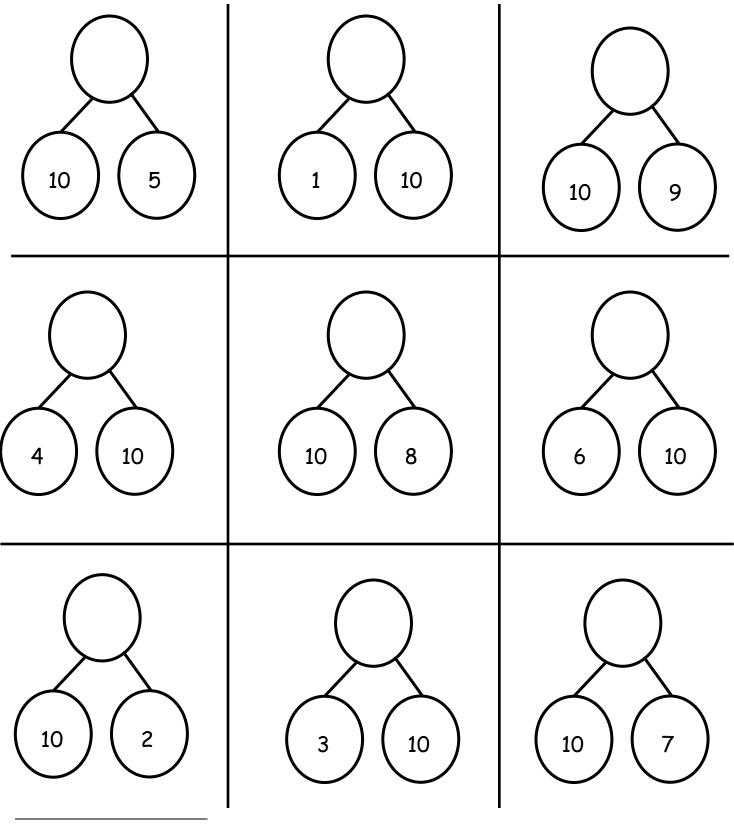
number bond



Lesson 7: Date:

Model and write numbers 10 to 20 as number bonds. 11/13/14





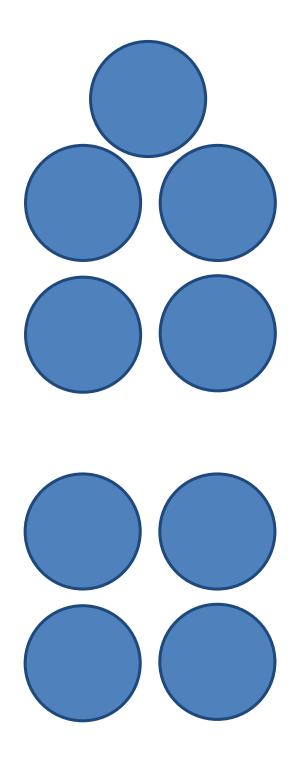
number bond cards



Lesson 8: Date:

Model teen numbers with materials from abstract to concrete. 11/13/14

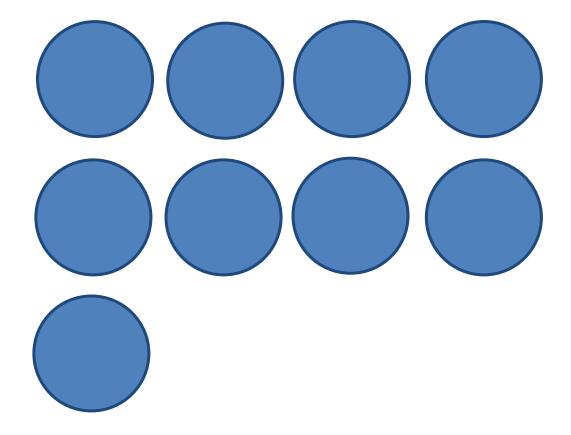






Lesson 9: Date:

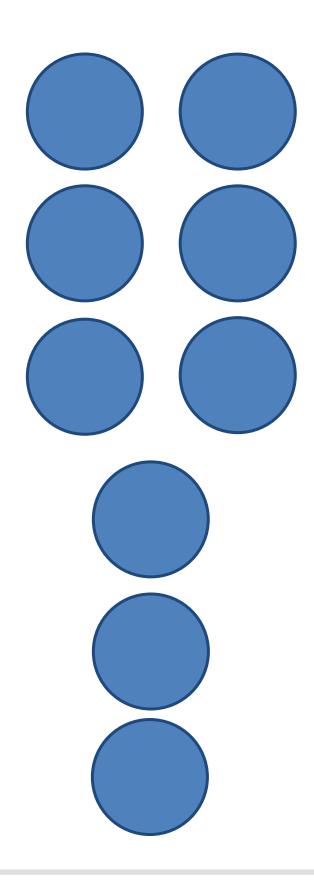






Lesson 9: Date:

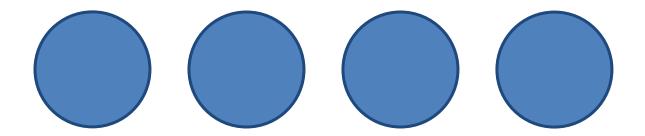


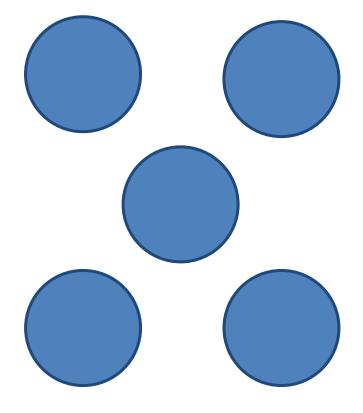




Lesson 9: Date:





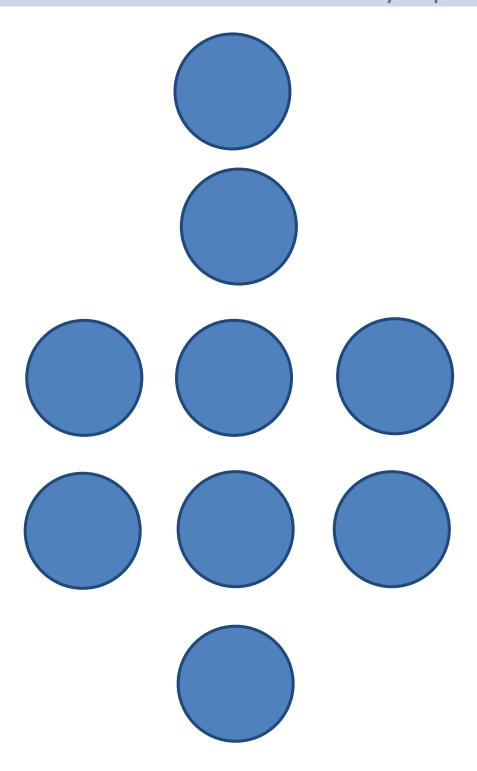




Lesson 9: Date:

Draw teen numbers from abstract to pictorial. 11/13/14

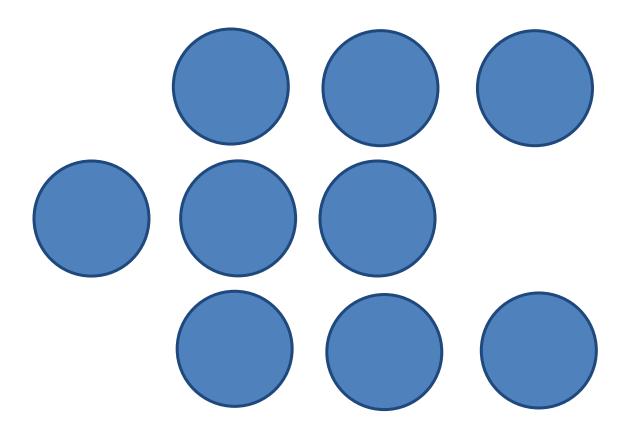






Lesson 9: Date:

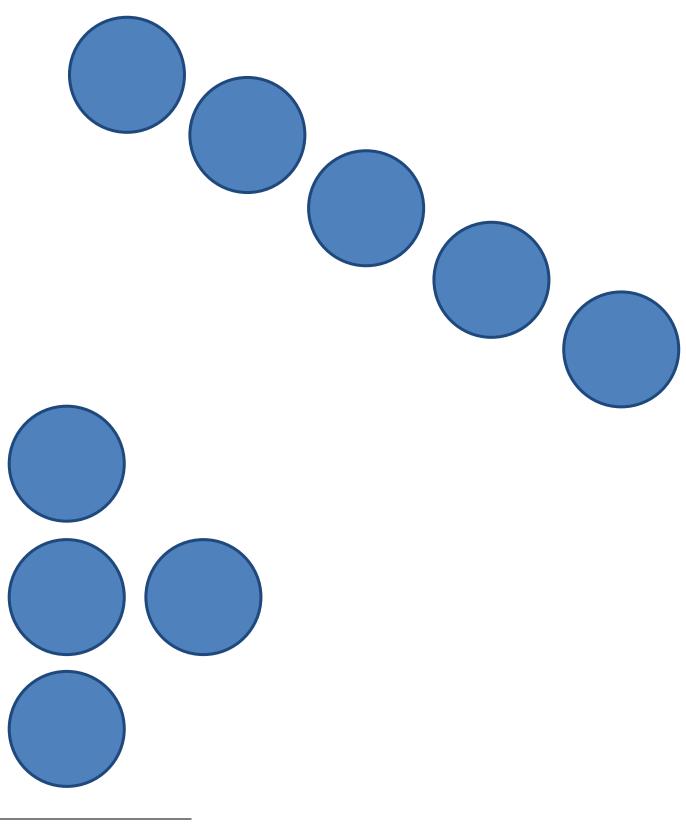






Lesson 9: Date:



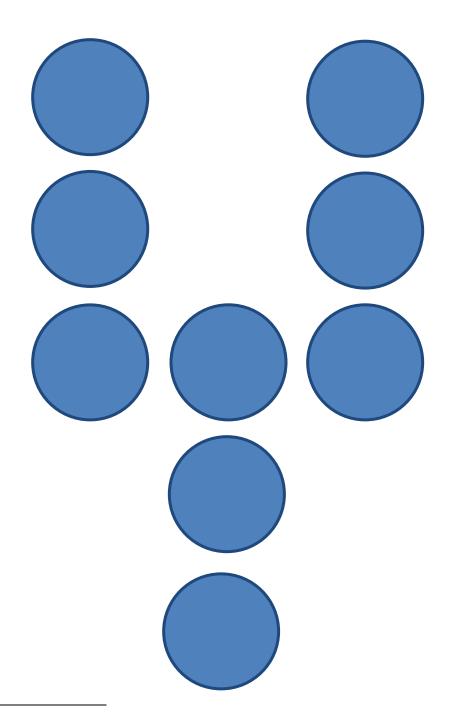


dot cards of 9



Lesson 9: Date:



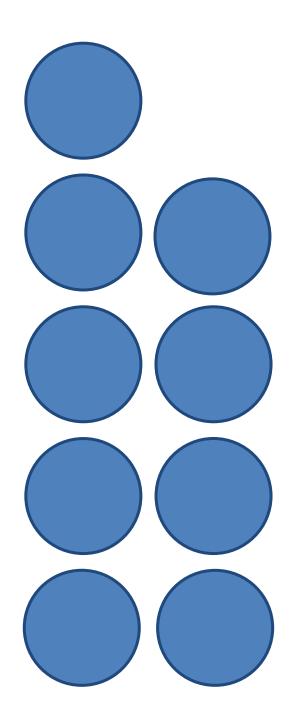


dot cards of 9



Lesson 9: Date:



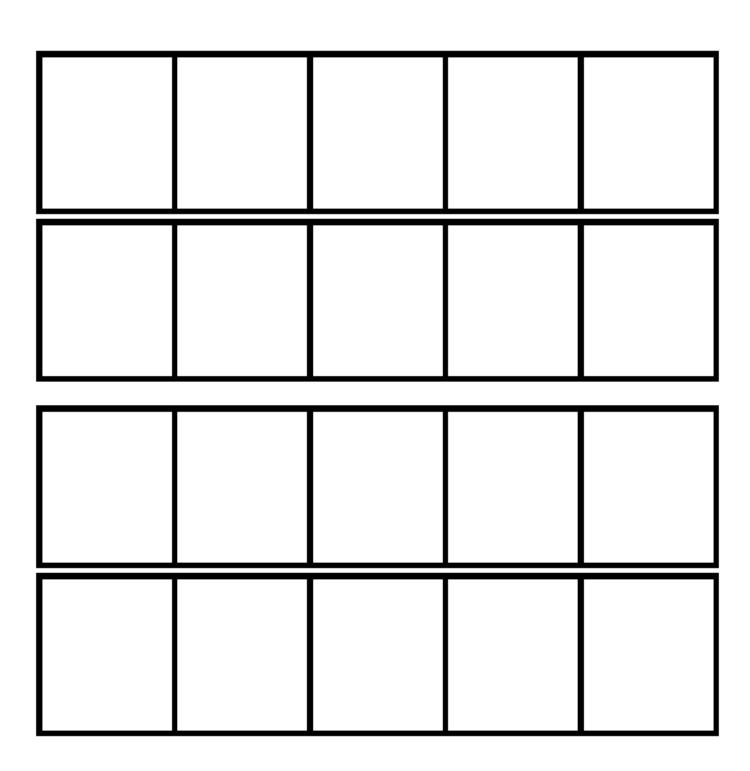


dot cards of 9



Lesson 9: Date:





double ten-frame



Lesson 9: Date:



## 1 more is

sentence frame



Lesson 11:

Date:

Show, count, and write numbers 11 to 20 in tower configurations increasing by 1–a pattern of 1 larger.

11/13/14



5.C.17



sentence frame



Lesson 12:

Date:

Represent numbers 20 to 11 in tower configurations decreasing by 1-a pattern of 1 smaller.

11/11/14



5.C.25

| Name                              | Date                 |
|-----------------------------------|----------------------|
| Count the objects in each group a | nd write the number. |
| XXXXX<br>XXXXX<br>XXXXX           |                      |
|                                   |                      |

teen counting array



Lesson 14:

Date:

Show, count and write to answer  $\ensuremath{\textit{how many}}$  questions with up to 20 objects in circular configurations.

11/13/14



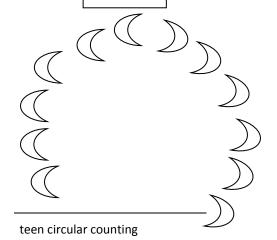


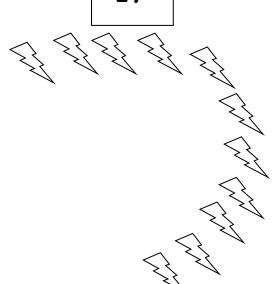


Date \_\_\_\_ Name

Whisper count and draw in more shapes to match the number.

12



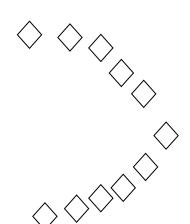


Lesson 15: Date:

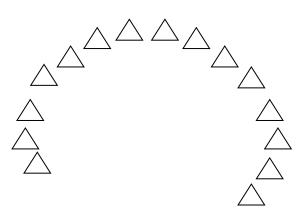
Count up and down by tens to 100 with Say Ten and regular counting.

Whisper count and draw in more shapes to match the number.

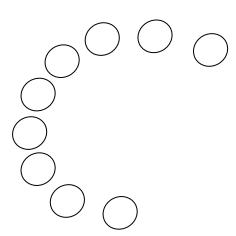
16

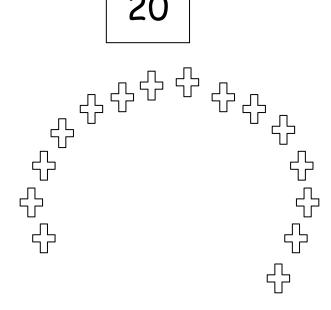


19



13





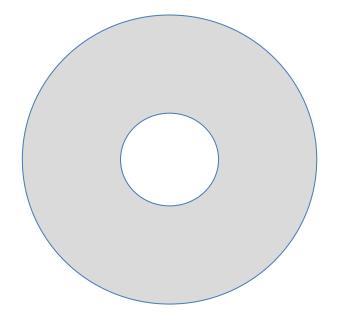
teen circular counting

Lesson 15: Date:

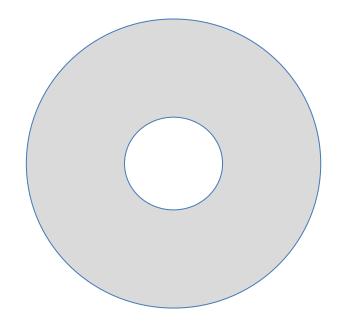
Count up and down by tens to 100 with Say Ten and regular counting.



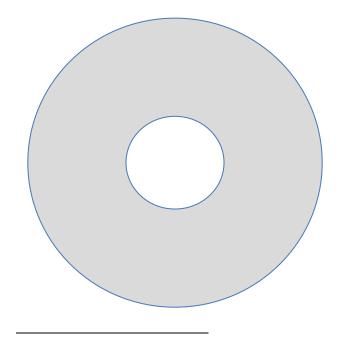
## Decorate Mr. Perry's Donut



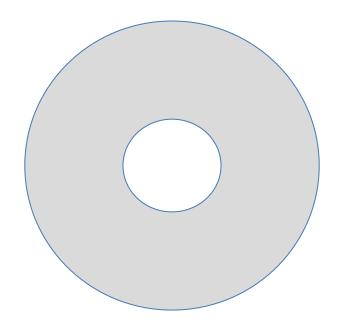
Decorate Mr. Perry's Donut



Decorate Mr. Perry's Donut



Decorate Mr. Perry's Donut



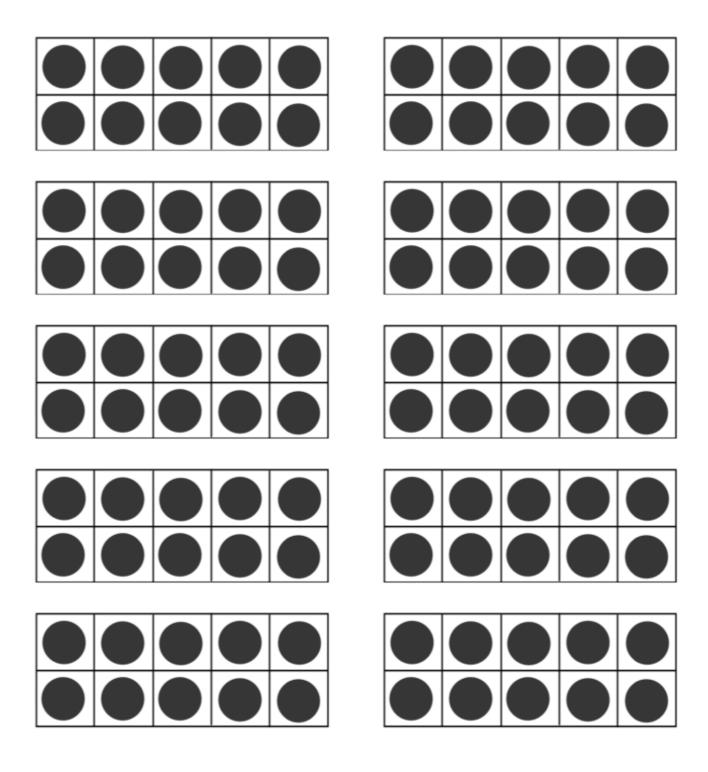
donuts



Lesson 15: Date:

Count up and down by tens to 100 with Say Ten and regular counting.





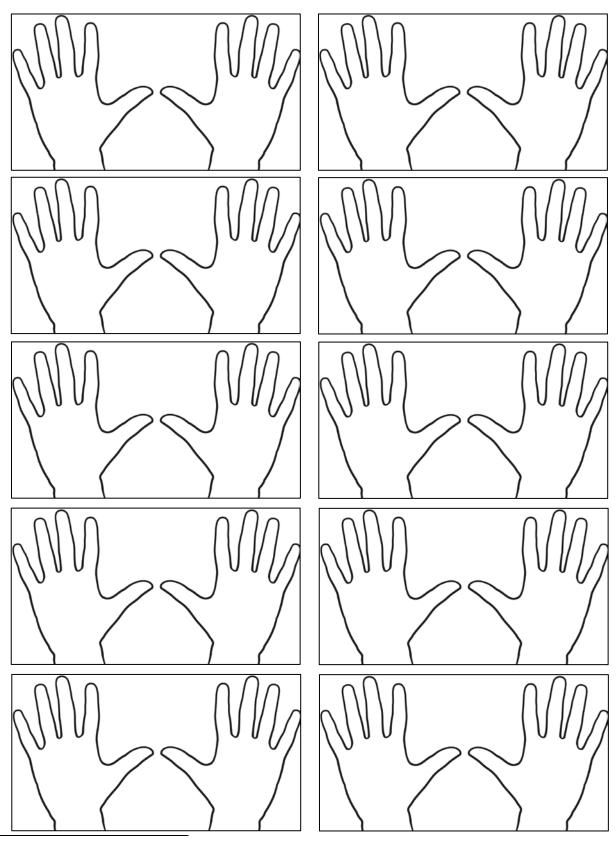
small ten-frame cards



Lesson 15: Date:

Count up and down by tens to 100 with Say Ten and regular counting.  $\,$ 





2 hand cards



Lesson 16: Date:

Count within tens by ones. 11/13/14



|       | • |   | • | • |   |   | - |  |
|-------|---|---|---|---|---|---|---|--|
|       |   |   |   | 1 |   |   |   |  |
|       |   |   |   |   |   |   |   |  |
|       |   |   |   |   |   |   |   |  |
|       |   |   |   | ı |   |   |   |  |
| <br>1 |   |   |   | 1 |   |   |   |  |
|       |   |   |   |   |   |   |   |  |
|       |   |   |   |   |   |   |   |  |
|       | • |   | • | • |   |   | - |  |
|       |   |   |   | 1 |   |   |   |  |
|       |   |   |   |   |   |   |   |  |
|       |   |   |   |   |   |   |   |  |
|       |   |   |   |   |   |   |   |  |
|       |   |   |   | , |   |   |   |  |
|       |   |   |   |   |   |   |   |  |
|       |   |   |   |   |   |   |   |  |
|       | l | l | l | J | L | l | l |  |
| <br>  |   |   |   |   |   |   |   |  |
|       |   |   |   |   |   |   |   |  |
|       |   |   |   |   |   | l |   |  |
|       |   |   |   |   |   |   |   |  |

empty ten-frame cards



Lesson 18: Date:

Count across tens by ones to 100 with and without objects. 11/13/14



| 2 | 0 | 3 | 0 |
|---|---|---|---|
| 4 | 0 | 5 | 0 |
| 6 | 0 | 7 | 0 |
| 8 | 0 | 9 | 0 |

hide zero cards 20-100



Lesson 19: Date:

Explore numbers on the Rekenrek. (Optional.) 11/13/14



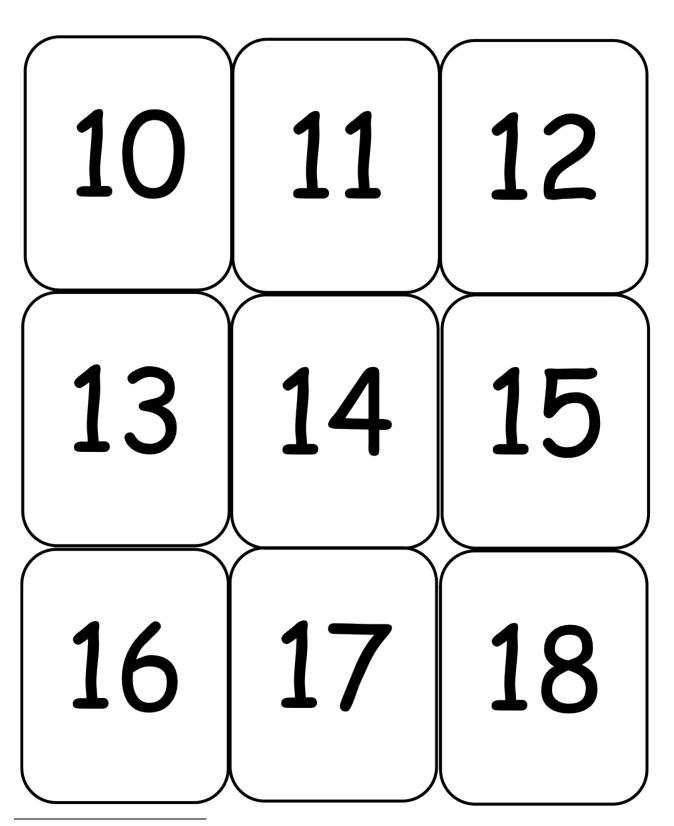
hide zero cards 20-100



Lesson 19: Date:

Explore numbers on the Rekenrek. (Optional.) 11/13/14





teen number and dot cards

COMMON CORE

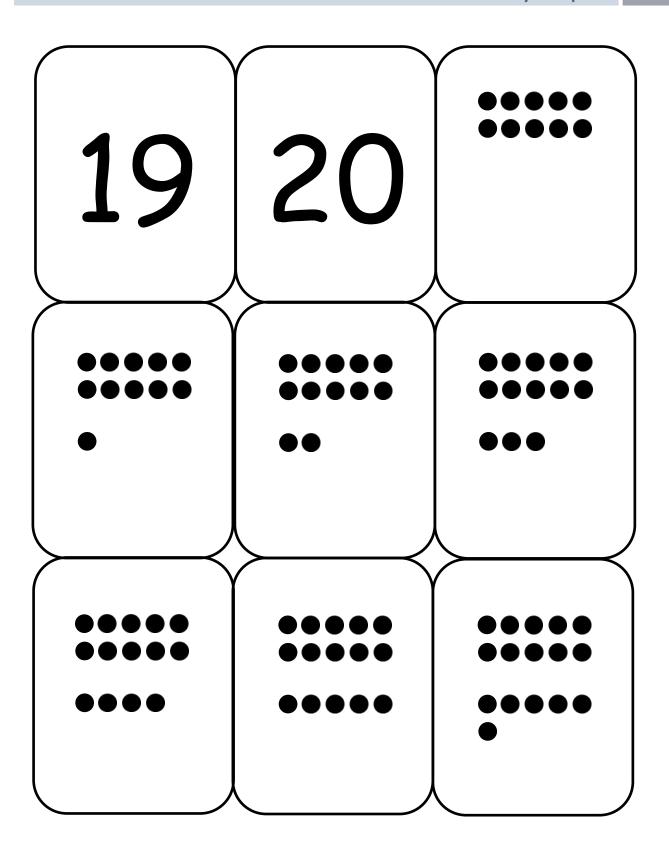
Lesson 23:

Date:

Reason about and represent situations, decomposing teen numbers into 10 ones and some ones and composing 10 ones and some ones into a teen number.

engage<sup>ny</sup>

5.E.40



teen number and dot cards



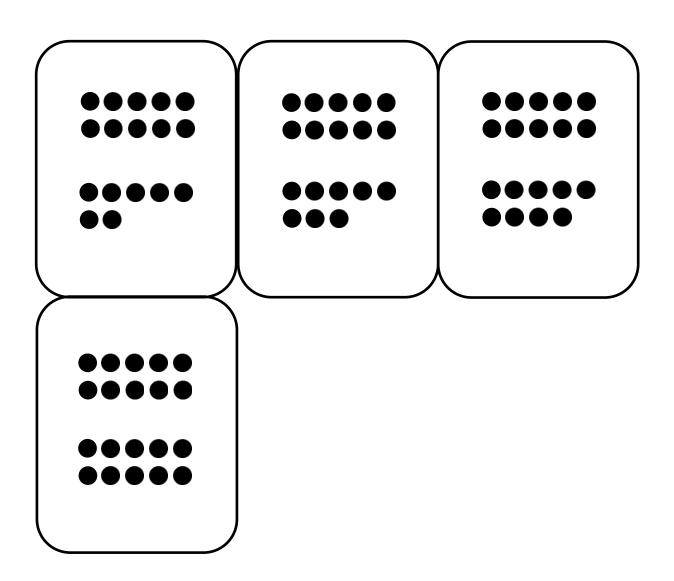
Lesson 23:

Date:

Reason about and represent situations, decomposing teen numbers into 10 ones and some ones and composing 10 ones and some ones into a teen number.



5.E.41



teen number and dot cards

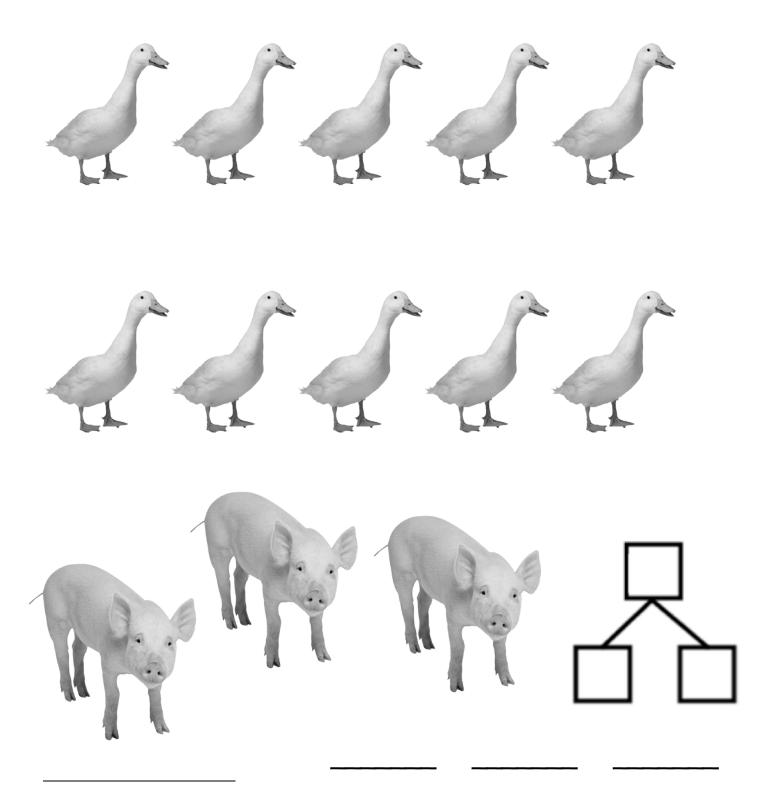


Lesson 23:

Reason about and represent situations, decomposing teen numbers into 10 ones and some ones and composing 10 ones and some ones into a teen number.



5.E.42



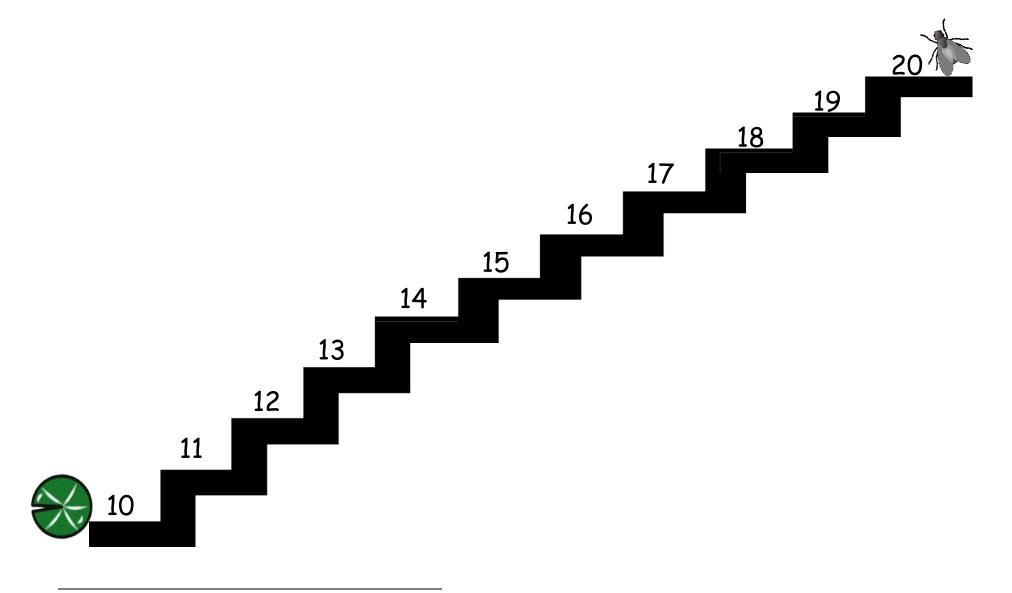
picture and word problem

Lesson 23:

Date:

Reason about and represent situations, decomposing teen numbers into 10 ones and some ones and composing 10 ones and some ones into a teen number.

5.E.43



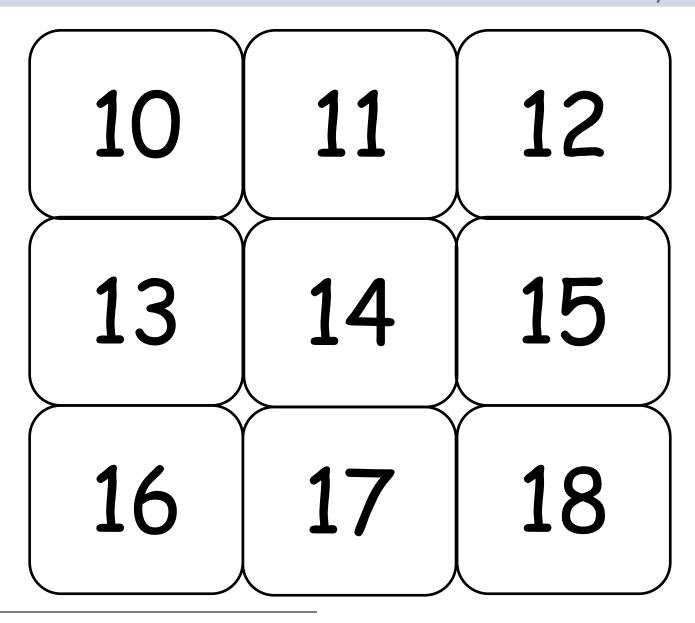
pictorial growth chart



Lesson 24: Date:

Culminating Task–Represent teen number decompositions in various ways. 11/13/14

engage<sup>ny</sup>



teen number and dot cards

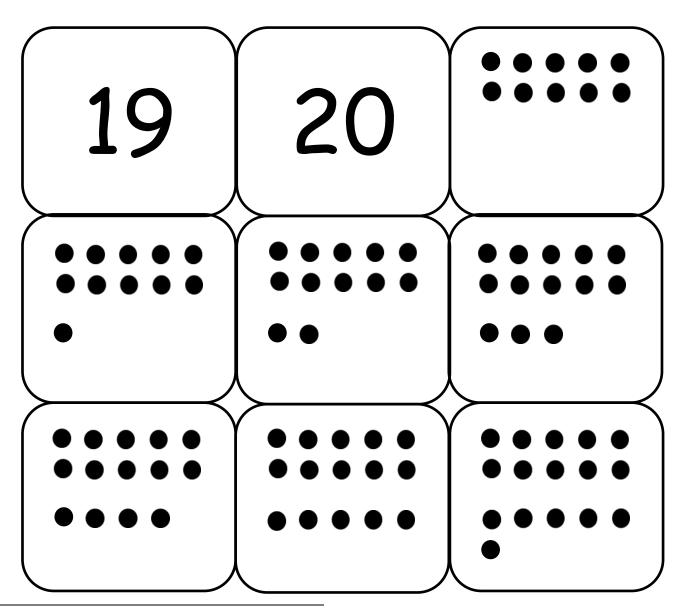


Lesson 24: Date:

Culminating Task-Represent teen number decompositions in various ways. 11/13/14



5.E.49



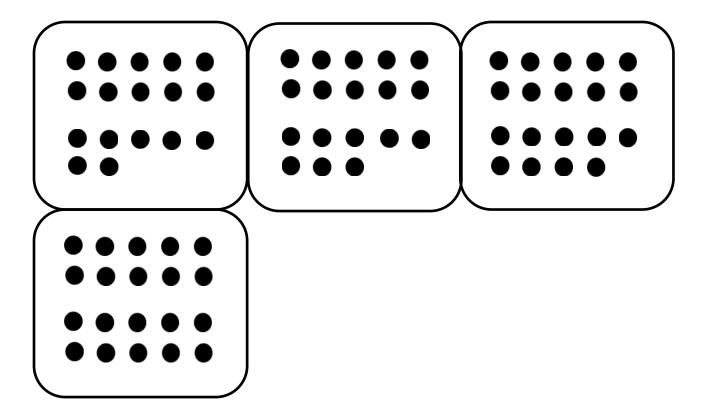
teen number and dot cards



Lesson 24: Date:

Culminating Task–Represent teen number decompositions in various ways. 11/13/14

 ${\rm engage}^{ny}$ 



teen number and dot cards



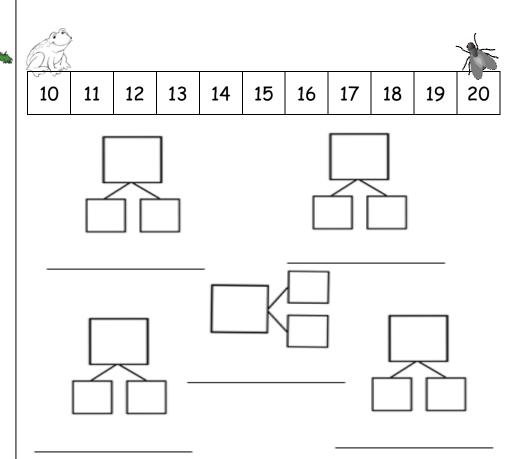
Lesson 24: Date:

Culminating Task–Represent teen number decompositions in various ways. 11/13/14



| Player 1: |     |    |     |    |    |    | -  |    |    |    |
|-----------|-----|----|-----|----|----|----|----|----|----|----|
|           | *** |    |     |    |    |    |    |    |    |    |
| 10        | 11  | 12 | 13  | 14 | 15 | 16 | 17 | 18 | 19 | 20 |
|           |     |    |     |    |    |    |    |    |    |    |
|           |     |    | ] - |    |    |    | -  |    |    | ]  |

Player 2:



Rabbit and Froggy's matching race

COMMON CORE

Lesson 24: Date:

Culminating Task–Represent teen number decompositions in various ways. 11/13/14

engage<sup>ny</sup>