This document is being produced for the purpose of giving parents and students in Vernon Parish a better understanding of the math concepts being taught.

Numbers 10–20 and Counting to 100

In this module, students clarify the meaning of the 10 ones and some ones within a teen number and extend that understanding to count to 100.

Louisiana Standards:

- Count to 100 by ones and by tens.
- Count forward beginning from a given number within the known sequence (instead of having to begin at 1).
- Write numbers from 0 to 20. Represent a number of objects with a written numeral 0–20 (with 0 representing a count of no objects).
- Understand the relationship between numbers and quantities; connect counting to cardinality.
  b. Understand that the last number name said tells the number of objects counted. The number of objects is the same regardless of their arrangement or the order in which they were counted.
  c. Understand that each successive number name refers to a quantity that is one larger.
- Count to answer "how many?" questions about as many as 20 things arranged in a line, a rectangular array, or a circle, or as many as 10 things in a scattered configuration; given a number from 1–20, count out that many objects.
- Compose and decompose numbers from 11 to 19 into ten ones and some further ones, e.g., by using objects or drawings, and record each composition or decomposition by a drawing or equation (e.g., 18 = 10 + 8); understand that these numbers are composed of ten ones and one, two, three, four, five, six, seven, eight, or nine ones.

Terms to know:

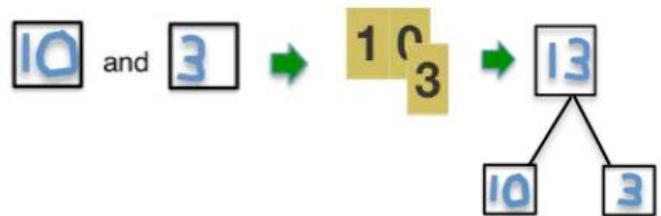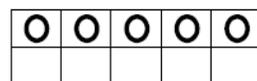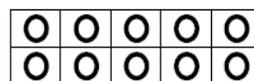|	
say ten way	linear
teen numbers	array
hide zero cards	
ten frame	
Rekenrek	

Say Ten Way

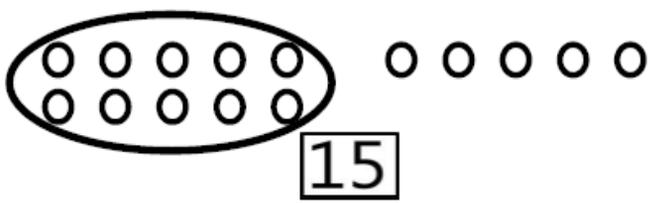|		
ten one = 11	ten two = 12	ten three = 13
ten four = 14	ten five = 15	ten six = 16
ten seven = 17	ten eight = 18	ten nine = 19
	2 ten = 20	

hide zero cards
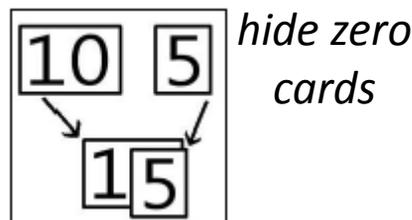
ten frames
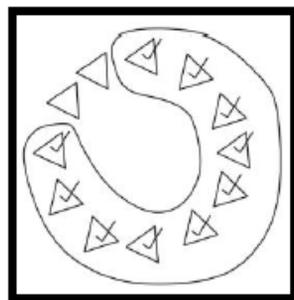
Students will be shown a teen number. They will be asked to draw circles to show the number and circle 10 ones.

***Draw circles to show the number. Circle 10 ones.***

Students will learn to place a mark near or on the items to show which pictures have already been counted.

I have 10 ones and 2 ones.
10 ones and 2 ones is the same as 12.

Students will record the relationship between the quantities by writing number sentences, drawing pictures to solve, and filling in number bonds.

Directions: Write and draw the number. Use your Hide Zero cards to help you.
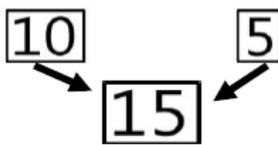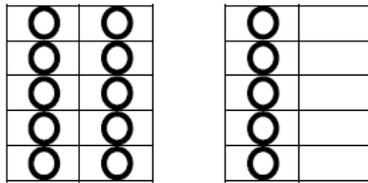
Student draws circles to match the Hide-Zero Cards and writes the teen number it represents.

Directions: Look at the Hide-Zero cards or 10-frame cards. Write the number as a number bond.
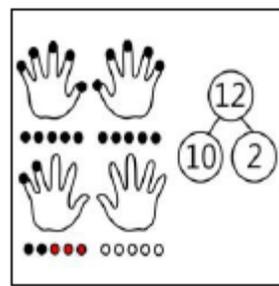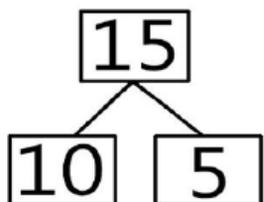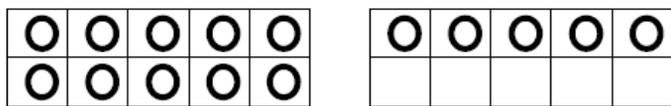
Color the number of fingernails and beads to match the number bond. Show by coloring 10 ones above and extra ones below. Fill in the number bond.

Students will complete a circular configuration.

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

An ***array*** is an arrangement of items in rows and columns.

Students will be given a chart and asked to count up by 1s then down by 1s. They will write the missing numbers in the boxes given.

Before student work

After student work

	58 ↓
↑ 54	

Count Up First | **Count Down Next**

58	58 ↓
57	57
56	56
55	55
↑ 54	54

Tommy saw 3 apples in a bag and 10 apples on the table. Draw a picture to show how many apples there are.

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

13
10   3

$10 + 3 = 13$

Numbers Given

25, 26, 27, 78, 29

Student Answered

28
25, 26, 27, ~~78~~, 29

Students will be shown a set of numbers and asked to cross out the mistake and write the correct number.

How you can help at home...

- Use cereal pieces to solve the following problem: Andrew has 10 pieces of candy. His mom gives him 3 more pieces of candy. How many does he have now?

- How old are you now? Subtract one from that number and record it. Add 3 to that number and record it.

- Practice counting backwards from 100. Practice skip counting to 100 by 10s.

- Go outside and find two clovers. Write an equation to show how many leaves are on both clovers.