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| Module 5 Lessons 6-9 |
| Kindergarten  April 1-5 2019 |
| **Standards:****K.CC.1** Count to 100 by ones and by tens. **K.NBT.1** Compose and decompose numbers from 11 to 19 into ten ones and some further ones, e.g., by using objects or drawings, and record each composition or decomposition by a drawing or equation (e.g., 18 = 10 + 8); understand that these numbers are composed of ten ones and one, two, three, four, five, six, seven, eight, or nine ones.  | Focus Skills:Objective 1: Model with objects and represent numbers 10 to 20 with place value or Hide Zero cards. (6) Objective 2:  |
|  | Monday (4.1) | Tuesday (4.2) | Wednesday (4.3) | Thursday (4.4) | Friday (4.5) |
| Learning Target | I will make a teen number. |  | I will make a teen number. | I will make a teen number.  | I will make a teen number. |
| Math | Lesson 6Model on ActiveBoardFluency:How Many More to Make 10?Act out with groupsPOD:S will draw 10 students, 10 girls and 8 boys. S will show the students as 10 girls and 8 boys. Concept Development:In pairs, students will count then decompose objects in the teens. (ex: They should count it as 10 and 2 more.)Problem Set: S will write and draw the number. S will use Hide Zero cards to helpClasswork for a grade – matching 10 groups and more to a picture | **Swamp Tour Field Trip** | Lesson 7Model on ActiveBoardFluency:Decompose Teen NumbersAct out with groupsPOD:S will draw 10 smiley faces to show them as 10 and 5. Concept Development:S will model and write numbers 10 to 20 as number bonds. Problem Set:S will look at the Hide Zero cards or the 10-frame cards to write the number as a number bond.  | Lesson 8Model on ActiveBoardFluency:Number Bond of EightPOD:S will draw a number bond of 13 as 10 and 3. Concept Development:S will model teen numbers with materials from abstract to concrete. Problem Set: S will show each number as 10 ones and some more ones. S will use their 5-group way of drawing.  | Lesson 9Model on ActiveBoardFluency:How Many is One More?Application:S will draw 15 things with 1 chips and 5 more. S will explain Jenny’s mistake. Concept Development:S will draw teen numbers from abstract to pictorial. Problem Set: S will whisper count the numbers and fill in the 10 frame to match. S will draw and circle 10 ones and some more to show each number. Assessment: S will show the number by filling in each ten-frame or drawing the circles to show the number.  |