

Unit 5 Place Value

Content Area: **Mathematics**
Course(s):
Time Period: **Generic Time Period**
Length: **4 weeks**
Status: **Published**

Standards

MA.K.K.CC.A.1	Count to 100 by ones and by tens.
MA.K.K.CC.A.2	Count forward beginning from a given number within the known sequence (instead of having to begin at 1).
LA.K.SL.K.1	Participate in collaborative conversations with diverse partners about kindergarten topics and texts with peers and adults in small and larger groups.
LA.K.RF.K.1.A	Follow words from left to right, top to bottom, and page by page.
MA.K.K.OA.A	Understand addition as putting together and adding to, and understand subtraction as taking apart and taking from.
LA.K.RF.K.1.B	Recognize that spoken words are represented in written language by specific sequences of letters.
LA.K.SL.K.1.A	Follow agreed-upon norms for discussions (e.g., listening to others with care and taking turns speaking about the topics and texts under discussion).
LA.K.SL.K.1.B	Continue a conversation through multiple exchanges.
MA.K.K.OA.A.5	Demonstrate fluency for addition and subtraction within 5.
MA.K.K.CC.B	Count to tell the number of objects.
LA.K.SL.K.2	Confirm understanding of a text read aloud or information presented orally or through other media by asking and answering questions about key details and requesting clarification if something is not understood.
LA.K.SL.K.3	Ask and answer questions in order to seek help, get information, or clarify something that is not understood.
MA.K.K.CC.B.4	Understand the relationship between numbers and quantities; connect counting to cardinality.
LA.K.SL.K.5	Add drawings or other visual displays to descriptions as desired to provide additional detail.
LA.K.SL.K.6	Speak audibly and express thoughts, feelings, and ideas clearly.
MA.K.K.CC.B.4a	When counting objects, say the number names in the standard order, pairing each object with one and only one number name and each number name with one and only one object.
MA.K.K.CC.B.4b	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.
MA.K.K.CC.B.4c	Understand that each successive number name refers to a quantity that is one larger.
MA.K.K.CC.B.5	Count to answer “how many?” questions about as many as 20 things arranged in a line, a rectangular array, or a circle, or as many as 10 things in a scattered configuration; given a number from 1–20, count out that many objects.
LA.K.L.K.1.D	Understand and use question words (interrogatives) (e.g., who, what, where, when, why, how).

MA.K.K.NBT.A

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

MA.K.K.NBT.A.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.

LA.K.RL.K.4

Ask and answer questions about unknown words in a text.

Essential Questions

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

How can you read and write numbers 11 to 19?

How can you show the teen numbers as 10 and some more?

How can you show, count and write numbers to 20 and beyond?

How can you count numbers to 50 by ones?

how can you count numbers to 100 by tens?

Student Learning Objectives

Chapter 7

SWBAT use objects to decompose the numbers 11 and 12 into tens and some further ones.

SWBAT represent 11 and 12 objects with number names and written numerals.

SWBAT use objects to decompose the numbers 13 and 14 into ten ones and some further ones.

SWBAT represent 13 and 14 objects with number names and written numerals.

SWBAT use objects to decompose 15 into ten ones and some further ones and represent 15 with a number name and a written numeral.

SWBAT solve problems by using the strategy draw a picture.

SWBAT use objects to decompose the numbers 16 and 17 into ten ones and some further ones.

SWBAT represent 16 and 17 objects with number names and written numerals.

SWBAT use objects to decompose the numbers 18 and 19 into ten ones and some further ones.

SWBAT represent 18 and 19 objects with number names and written numerals.

Chapter 8

SWBAT model and count 20 with objects.

SWBAT represent up to 20 objects with a number name and written numeral.

SWBAT count forward to 20 from a given number.

SWBAT solve problems by using the strategy make a model.

SWBAT know the count sequence when counting to 50 by ones.

SWBAT know the count sequence when counting to 100 by ones.

SWBAT know the count sequence when counting to 100 by tens.

SWBAT use sets of tens to count to 100.

Materials

Achieve the Core:

<http://achievethecore.org/page/2853/go-math-k-5-guidance-documents>

Student Edition-Chapter 7, 8

Teacher Edition-Chapter 7, 8

Chapter Resources-School-Home Letter, Reteach and Enrich pages

Grab N Go Center Kit

Math on the Spot Video

Animated Math Models

iTools

Thinkcentral.com

manipulatives

Activities

Show What you know

Game-Sweet and Sour Path (chap 7): Who Has More? (chap 8)

Vocabulary Game- Guess the Word (chap 7): Memory (chap 8)

Vocabulary builder

Journal pages

Problem of the Day-Daily routines

Lesson-5 E's:Engage, Explain, Explore, Elaborate, Evaluate

- 7.1-Model and count 11 and 12
- 7.2-Count and write 11 and 12
- 7.3-Model and count 13 and 14
- 7.4- Count and write 13 and 14
- 7.5-Model, count and write 15
- 7.6-Problem solving-use numbers to 15
- Mid-chapter checkpoint
- 7.7-Model and count 16 and 17
- 7.8-Count and write 16 and 17
- 7.9-Model and count 18 and 19

- 7.10-Count and write 18 and 19
- 8.1- Model and count 20
- 8.2-Count and write 20
- 8.3-Count and order to 20
- 8.4-Problem solving-Compare numbers to 20
- Mid-Chapter checkpoint
- 8.5-Count to 50 by ones
- 8.6-Count to 100 by ones
- 8.7-Count to 100 by tens
- 8.8-Count by Tens

Quick check

Groups

Practice and Homework

Assessment

Show what you know

Diagnostic Interview Task

Digital Personal Math trainer

Lesson quick check

Mid-Chapter checkpoint

Chapter Review/Test

Chapter Test

Performance Assessment Task

Fact Fluency

Games-Student Edition

Fluency Standard Lessons-Student Edition

Fluency Builder-Teacher Edition

- model 11 and 12
- add or subtract within 5
- write numerals to 10
- one less than
- 20
- cube train counting order
- count on a 100 chart

Strategies and Practices for Skills and Facts Fluency

Teacher Resource Book

HMH Mega Math

Personal Math Trainer: Standards Quizzes

Animated Math Models

Manipulatives

Calendar time

Accommodations and Modifications

Personal Math trainer

Intervention options

- on-level

- strategic
- intensive

Reteach pages

Enrich pages

Grab and Go Differentiated Centers Kit

ELL strategies

Math on the Spot

Advanced learners activities

Leveled quizzes and tests

Leveled performance tasks

Animated Math model