



Session 2: Modeling (I Do)

1st Grade - Readiness Standard 3 - K.NBT.1

Learning Target: I will name numbers to 19 using ten ones and some more ones

Readiness for naming numbers to 120

Conner earned a piece of candy for each time he met his learning goal. Pretend that each counting chip in this bag is a piece of candy. How many times did Conner meet his goal?

Ten-Frame Counting Mat



Session 2: Modeling (I Do - Teacher Notes)

1st Grade - Readiness Standard 3 - K.NBT.1

Learning Target: I will name numbers to 19 using ten ones and some more ones

Readiness for naming numbers to 120

Materials: Prepare a bag with 14 counting chips inside. (Option: Chocolate kisses may also be used.)
Place-value cards

Conner earned a piece of candy for each time he met his learning goal. Pretend that each counting chip in this bag is a piece of candy. How many times did Conner meet his goal?

I am going to think aloud to model solving this problem.

Your job is to watch, listen, think and ask questions.

First, it is important to know what the problem is about.

This problem is about Conner earning candy for meeting learning goals.

Second, I need to determine what I need to find.

I need to find the number of times Conner met his learning goal.

Third, I need to determine what I know.

I know that each counting chip in the bag represents a piece of candy that he earned each time he met his goal.

Fourth, I need to figure out what I can try.

I can try counting all of the counting chip on a ten-frame counting mat.

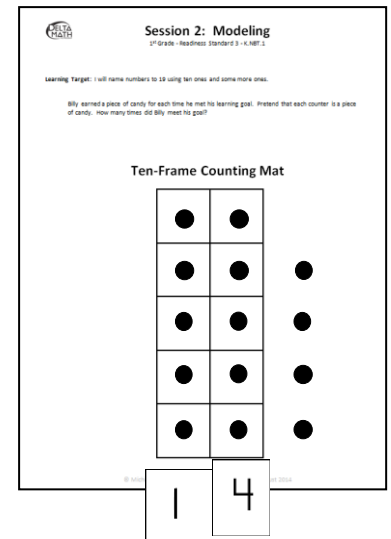
I will begin by filling the ten-frame first...1, 2, 3, 4, 5, 6, 7, 8, 9, 10.
(Say each counting number while placing each piece on the ten frame.)

Now that the ten-frame is full, I will continue by placing the extra counting chips outside the ten-frame.

Last, I will count on from 10 to get my answer...11, 12, 13, 14.

(Set the place-value cards "10" and "4" under the ten-frame mat to represent the 10 ones and some more ones.)

(Then, slide the 4 on top of the 0 in the "decade number" to represent the standard form of 14.)



Last, I need to make sure that my answer makes sense.

I found that Conner met his learning goal 14 times. It makes sense because I knew that each counting chip is like a piece of candy he earned and I used a ten-frame mat to help me group the ten ones and 4 more ones.



Place-Value Cards (1 → 10)

1st Grade - Readiness Standard 3 – K.NBT.1

1

2

3

4

5

6

7

8

9

1

0

Session 2: Guided Practice (We Do-Teacher Notes)

1st Grade - Readiness Standard 3 – K.NBT.1

Learning Target: I will name numbers to 19 using ten ones and some more ones

Materials:

- 1 bag per student filled with twenty 2-color counters.
- 1 ten-frame mat per student

We Do Together: (Teacher Actions)

- Use the 10-Frame Counting Mat to show **16** 2-color counters and then **13** 2-color counters.
- Place a Ten-Equation card underneath the 10-frame and say the 10-equation.

Supporting Directions and Math Talk:

- *Count out 16 counters on the ten-frame mat as a group of ten ones and 6 more ones.*
- *Point to the group of ten and count on.*
 - **“Ten...11, 12, 13, 14, 15, 16...10 and 6 more is 16”**
- *Place the ten-equation card “16 = 10 + 6” under the ten-frame to represent the total.*
- *Say the ten equation and then invite the students to say it with you in unison.*
 - **“16 is equal to 10 and 6”**
- *Repeat the steps above to count out 13 counters.*

You Do Together: (As a class, or in small groups)

- Students take turns leading to count out **19** 2-color counters and then **17** 2-color counters.



Ten-Frame Counting Mat

1st Grade - Readiness Standard 3 - K.NBT.1



Session 2: Self-Reflection

1st Grade - Readiness Standard 3 - K.NBT.1

Learning Target: I will name numbers to 19 using ten ones and some more ones

Briefly discuss student responses:

- What did I learn today about naming numbers to 19?

- How confident do I feel about naming numbers to 19 on my own?
(Thumbs up, down, or sideways)

Quick Check - Form B

1st Grade - Readiness Standard 3 - K.NBT.1

Name _____ Date _____

Learning Target: I will name numbers to 19 using ten ones and some more ones.

Directions: Write how many dots are in each group. (Work time: 3 minutes)

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