Unit 7: Numbers 11-20: Represent, Count and Write

Content Area: **Mathematics**
Course(s): **Math K**
Time Period: **February**
Length: **2 weeks**
Status: **Published**

Unit Summary

Students will be able to represent, count and write numbers numbers from 11 to 20. They will be able to understand the relationship between numbers, quantities and their arrangement.

Standards

MA.K.NBT.A	Work with numbers 11–19 to gain foundations for place value.
MA.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.
MA.K-12.7	Look for and make use of structure.
CRP.K-12.CRP2	Apply appropriate academic and technical skills.
CRP.K-12.CRP2.1	Career-ready individuals readily access and use the knowledge and skills acquired through experience and education to be more productive. They make connections between abstract concepts with real-world applications, and they make correct insights about when it is appropriate to apply the use of an academic skill in a workplace situation.
TECH.8.1.2.A.CS1	Understand and use technology systems.
TECH.8.1.2.A.CS2	Select and use applications effectively and productively.
	Mathematically proficient students look closely to discern a pattern or structure. Young students, for example, might notice that three and seven more is the same amount as seven and three more, or they may sort a collection of shapes according to how many sides the shapes have. Later, students will see 7 × 8 equals the well remembered 7 × 5 + 7 × 3, in preparation for learning about the distributive property. In the expression $x^2 + 9x + 14$, older students can see the 14 as 2 × 7 and the 9 as 2 + 7. They recognize the significance of an existing line in a geometric figure and can use the strategy of drawing an auxiliary line for solving problems. They also can step back for an overview and shift perspective. They can see complicated things, such as some algebraic expressions, as single objects or as being composed of several objects. For example, they can see $5 – 3(x – y)^2$ as 5 minus a positive number times a square and use that to realize that its value cannot be more than 5 for any real numbers x and y.

Student Learning Objectives

Students will be able to...

- use objects to decompose the numbers 11 through 19 into ten, ones and some further ones.
- represent 11 through 19 objects with number names and written numerals.

- solve problems by using the strategy draw a picture.

Essential Questions

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

Enduring Understandings

Students will understand that...

- 11 though 19 are two digit number that are made up of one group of ten and some number of ones (including zero).
- a ten represents a bundle of ten ones.

Application

Students will be able to independently use their learning to...

- write the numerals 11 through 19.
- count, model and show a group of up to 19 objects.
- decompose numbers 11 through 19 as a ten and some ones.

Skills

Students will be skilled at...

- expressing each number, 11 to 19, as the sum of 10 and more.
- placing counters in two ten frames to show a number as 10 and some more as a way to model numbers 11 to 19.
- writing the number name and numeral for 11 to 19.
- counting, modeling and showing numbers 11-to 19.