



Core Focus

- Analyzing and working with teen numbers
- Representing 11 to 20 in various ways

Numbers 0–20

- Lessons in this module focus on developing number sense related to numbers between 11 and 20, including how to write the teen numbers and number names, and how to recognize 10 and some ones as teen numbers.
- Students learn the names for 11, 12, 13, and 15. These are more challenging for students as the ones name doesn't match (e.g. fifteen does not sound like five) or don't follow a pattern (e.g. 11 and 12).

II.1 Matching Representations for 13, 12, and 11

Draw a matching number of shapes. Then trace over the number name.

In this lesson, students learn the number names for 13, 12, and 11.

- To build understanding, students represent teen numbers in many ways (e.g. by using fingers, countable objects, drawing pictures, ten-frames, etc.) and match the numbers and number names to quantities.
- Sets or pictures of objects are grouped into a set of 10 with some ones. Students learn how the word “teen” is related to “ten”.

II.2 Analyzing Teen Numbers

Loop 10 shapes. Count how many more and write the numeral to match.

a.

ten and more

b.

ten and more

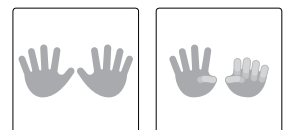
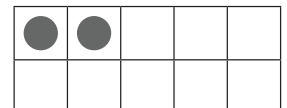
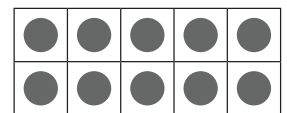
In this lesson, students show the teen numbers as a group of 10 and some ones.

Ideas for Home

- Continue rote counting with your child. Many children can accurately rote count to 100 from the number 20 because the numbers follow a predictable pattern, but may struggle with the teen numbers.
- Cut up two egg cartons so they each have ten spaces. Using small objects, such as coins or marbles, have your child show teen numbers that you name. Have them describe the quantity using language like “13 is one ten and 3 ones”.

Glossary

- Ten-frames** and fingers show the teen numbers as one 10 and some ones.



- The familiar ten-frame model helps students to quickly see the group of ten and leftover ones in teen numbers. Building a solid foundation in kindergarten means that later work with teen numbers will be much easier for students.

II.3 Working with Teen Numbers

Write the number of tens and ones.

a.

In this lesson, students represent teen numbers using a ten-frame and review the number names for 11 to 19.

- Using money as another way to think about tens and ones helps students solidify their understanding of teen numbers.

II.5 Representing Teen Numbers with Pennies

Color 10 pennies. Then write how many more.

a. 10¢ and ¢ more

b. 10¢ and ¢ more

In this lesson, students apply their understanding of place value in the context of money (pennies).

- The familiar context of money helps students think about 10 as both 10 ones and one 10, just like one dime is equal to 10 pennies. This understanding is essential for later work with addition and subtraction.
- Students see that the numeral for a teen number has a 1 in the tens place because there is 1 ten.

II.6 Representing Teen Numbers with Dimes and Pennies

One dime is the same as 10¢. Loop the dime. Write the number of pennies.

a. 10¢ and ¢ more

b. 10¢ and ¢ more

In this lesson, students use a ten-frame to explore the relationship between dimes and pennies.

Ideas for Home

- Write the teen numbers on pieces of paper and mix them up. Pick two cards at random and ask your child to tell you which number is greater (or lesser). Ask how they know.
- Your child can practice **counting on** using dimes and pennies. E.g. say, "10 (point to a dime), 11, 12, 13, 14" (pointing to four pennies). Have them describe the total. E.g. "One dime and four pennies is 14 cents."

Glossary

- Students learn to write **teen number names** and numerals.

fifteen 15

- Students use dimes and pennies show **teen number** amounts.

