

Roll and Record: Teen Numbers

Math Focus Points

- ◆ Compose and decompose the teen numbers into one ten and some number of ones
- ◆ Using numbers and addition notation to record each composition and decomposition

Today's Plan		Materials
1	<p>ACTIVITY</p> <p>Introducing <i>Roll and Record: Teen Numbers</i></p> <p>10 MIN CLASS</p>	<ul style="list-style-type: none"> • Teen Number Cards (from Session 5A.3; 1 deck per pair) • C21–C22, <i>Roll and Record: Teen Numbers Recording Sheet</i> Make copies and tape the two parts of each recording sheet together. • Connecting cubes
2	<p>MATH WORKSHOP</p> <p>Teen Numbers</p> <p>15–30 MIN</p> <p>2A <i>Roll and Record: Teen Numbers</i></p> <p>2B <i>Build It: Teen Numbers</i></p> <p>2C <i>How Many to 10?</i></p> <p>2D <i>Teddy Bear Picnic</i></p>	<ul style="list-style-type: none"> • Materials from Activity 1 • Materials from Session 5A.3, p. CC47 • Materials from Session 5A.2, p. CC43 • Materials from Session 5A.1, p. CC39
3	<p>DISCUSSION</p> <p>Checking In</p> <p>5 MIN CLASS</p>	
4	<p>SESSION FOLLOW-UP</p> <p>Practice</p>	<ul style="list-style-type: none"> • <i>Student Math Handbook Flip Chart</i>, pp. 11–12

Classroom Routines

Attendance: Counting on the Number Line Follow your daily attendance routine.

Then, do *Counting on the Number Line*. Explain that today you will start with 39, and count to 60. Use, or have volunteers use, a pointer or finger to keep track of the numbers as you count.



ACTIVITY

Introducing *Roll and Record: Teen Numbers*

We're going to learn a new game called *Roll and Record: Teen Numbers*. It is just like *Roll and Record* except in this version, you play with cards instead of dot and number cubes.

Explain that each pair needs a deck of Teen Number Cards, and that each student needs 20 cubes and a recording sheet (C21–C22). Then, play a sample game to explain how to play.

The first thing you do in *Roll and Record: Teen Numbers* is turn over the top card. [Turn over the top card.] What number did I get? How do you know?

Remind students of the places in the classroom where they can find the numbers, and count to figure out the name of a number they don't know.

I turned over a [13]. My partner and I would each use cubes to build the number [13].

Count out and build a tower with [13] cubes.

Once you have built a tower with [13] cubes, you need to figure out where to record your work.

Show students the recording sheet.

All of the columns say 10 plus blank. Your job is to figure out how to break the number [13] into 10 plus another number.

I'm going to take my tower, and I'm going to count 10 cubes. Then I'm going to break it into two parts—10 and [1, 2, 3]. So, [13] is the same as $10 + 3$.

Show students how to record the number 13 in the $10 + 3$ column. Do several more rounds of the game, until students are clear on how to play the game.

FPO

<insert stacked minis for RM
C21–C22>

12p8 x 16p8
reduce 25.5%
from original

▲ Resource Masters, C21–C22

2

MATH WORKSHOP

Teen Numbers



15–30 MIN

Pairs play *Roll and Record: Teen Numbers*, *Build It: Teen Numbers*, *How Many to 10?*, or *Teddy Bear Picnic*.

2A *Roll and Record: Teen Numbers*

PAIRS

Each pair needs a deck of Teen Number Cards, and each student needs 20 connecting cubes and a recording sheet (C21–C22).

One player turns over the top card. Players build a tower with that many cubes. They break that tower into two parts—10 and something. Finally, they figure out where to write that number on the recording sheet. Each student records on his or her own sheet.

ONGOING ASSESSMENT: Observing Students at Work



Students compose and decompose the teen numbers into one ten and some number of ones.

- **How do students determine what number is on the Teen Number Card?** Do they just know the name of the number? Do they count to it on the number line?
- **Can students accurately build a tower of cubes for a given teen number?** Can they accurately break in into a ten and some number of ones?
- **How do students figure out where to record?** Can they accurately record the teen numbers?

DIFFERENTIATION: Supporting the Range of Learners



Intervention If students don't recognize the teen numerals, help them count on the number line to determine the name of the number on the card.

2B *Build It: Teen Numbers*

PAIRS

For complete details on this activity, see Session 5A.3, pages CC48–CC49.

2C How Many to 10?



PAIRS

For complete details on this activity, see Session 5A.2, pages CC44–CC45.

2D Teddy Bear Picnic



PAIRS

For complete details on this activity, see Session 5A.1, page CC40.

3

DISCUSSION

Checking In



5 MIN



CLASS

Take this opportunity to discuss any issues that you noticed while observing students at work. The topic might be a common error or misconception you would like students to discuss (e.g., reading 12 as twenty-one) or a logistical or management issue (e.g., playing a game with a partner).

4

SESSION FOLLOW-UP

Practice



Student Math Handbook Flip Chart: Use the *Student Math Handbook Flip Chart* pages 11–12 to reinforce concepts from today's session. See page 189 in the back of Unit 6.