

1
One
2
two
3
three
4
four
5
five
6
six
7
seven
8
eight
9
nine
10
ten
11
eleven
12
twelve

Numbers to 20

Hundreds Chart

1	2	3	4	5	6	7	8	9	10
11	12	13	14	15	16	17	18	19	20
21	22	23	24	25	26	27	28	29	30
31	32	33	34	35	36	37	38	39	40
41	42	43	44	45	46	47	48	49	50
51	52	53	54	55	56	57	58	59	60
61	62	63	64	65	66	67	68	69	70
71	72	73	74	75	76	77	78	79	80
81	82	83	84	85	86	87	88	89	90
91	92	93	94	95	96	97	98	99	100
101	102	103	104	105	106	107	108	109	110
111	112	113	114	115	116	117	118	119	120

Comparing Numbers

15 is greater than 13
 $15 > 13$
 10 is less than 13
 $10 < 13$
 They are equal
 $10 = 10$

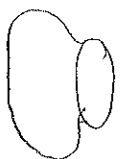
Concept Map
 eight
 8
 4+4
 6+2 (tape blocks)

Modeling Numbers

Five frames
 ten frames
 18
 12
 5

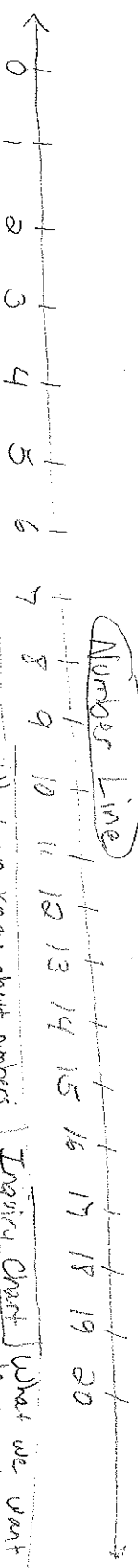
Story Problem

Tuan had some fish.
 His mom gave him
 2 more fish. Draw
 the fish in the bowl.
 ___ fish



222 Standards

Number Line



What we know about numbers. Inquiry Chart What we want to learn about numbers.

- 1) We will read, write and count numbers to 20.
- 2) We will compare two numbers.
 $3 < 12$
- 3) We will model numbers in different ways.

Unit 1 & 2: Numbers to 20 **UNIT PLANNING TOOL** to 20 **MP:**

CCSSM: **Essential Question(s):**

- Read and write numerals, represent # of objects
- Count to 100 starting at any # less than 100 [Target to 20]
- Two digits if a 2-digit # represent tens and ones
- Compare two two-digit numbers based on meanings of tens and ones use $>$ $<$ $=$

Use appropriate tools strategically,
 Look for and make use of structure,
 Model with mathematics,
 Attend to Precision

Pre and Post Assessments

*Teacher observation with checklist of key skills

Open response test for topics

White boards -

- Write #s given by teacher
- Put out markers for given #s.
- Divide board in half.
- Build numbers. Cover bigger ones.

Key Concepts

- Read, write and count #s to 12, read and write numerals to 20
- Place value → bundling ones to make ten
- Composing #s to 12

Visual Models of Concepts

1 2 3 12 (includes modeling how to write #, word, visual)

one two three

0 oo ooo

8 + 2

4 + 4

8 + 0

Concept map

Algorithms/Diagrams

hundreds chart

1	2	3	4	5	6	7	8	9	10

Word problem example modeled after p. —

number line

Connections (Real World Applications)

Comparing people (practice language structure)

- is taller than —
- is shorter than —

lunch count attendance

counting and describing what is happening

"I had 4 cookies at John's house."
 "Two kids were absent today."

Language Functions/Structures

— plus — is —
 There are # —.
 How many — do you have?
 I drew — because —.
 I counted # —.
 — is greater than —
 — is less than —
 — is equal to —.
 They are equal.
 They are the same.

Count
 Compare
 read
 write
 represent

tens
 ones
 Compare
 greater than
 less than

equal
 before
 between
 after
 number line

Vocabulary
Number

Numbers from 1 to 20

Focus and Motivation
 Mouse Counts by Ellen Stall Walsh
 Count the Animals (Envision)
 Math in Motion (Envision TE)
 Chant- My Kids
 www.brainpopjr.com - Comparing Numbers

Resources for CCSSM

racine, standardsinsight, org - RUSD specific tools
 www.georgiastandards.org - example VBD units
 www.ncpublicschools.org (google - North Carolina unwrapped math standards)
 Unwrapped Standards
 Search: Jordan School district - Math practice posters
 your grade level math practices