

Bailey Education Group

Kindergarten MATH

Unit 14: Counting to 100 by ones and tens
Unit 15: Developing Foundation of Place Value

April 3rd- April 20th

Envision Alignment:

K.CC.1: Topic 6 – Lessons 1, 3, 4, 5, and 6

K.CC.2: Topic 2 – Lesson 8; Topic 4 – Lessons 8 and 9; Topic 5 – Lesson 5; Topic 6 – Lessons 1, 3, and 6

K.NBT.1: Topic 10- Lessons 1, 2, 3, and 4; Topic 11- Lessons 1, 2, 3, 4, and 5.

Unit Summary:

The focus of this unit is to **finalize** the counting sequence to 100 and **introduce** the pattern of counting by *tens*. The focus of this unit is building a foundational understanding of the base-ten system by developing an understanding of the teen numbers as being composed of ten ones and some more ones. **The number range in this standard emphasizes the understanding of *ten ones* rather than an understanding of the *tens* "place".** This work is an opportunity for students to start counting on, which is a Level 2 strategy for addition that will be emphasized in Grade 1. Teachers are encouraged to use addition and subtraction equations to model the situations, but students are not required to use equations until Grade 1.

Focus Standards and *Specific Guidance for this Unit (*The MCCR Standard is listed along with specific guidance on what part of the standard to teach in this unit*)

Counting and Cardinality—K.CC

A. Know number names and the count sequence.

K.CC.A.1. Count to 100 by ones and by tens.

K.CC.A.2. Count forward beginning from a given number within the known sequence (instead of having to begin at 1).

Teacher Notes: **K.CC.A.2** is repeated here to provide an opportunity to extend this ability of counting from a given number with this new range of numbers.

Number and Operations in Base Ten-K.NBT

A. Work with numbers 11-19 to gain foundations for place value.

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.

Teacher

Notes: **K.NBT.A.1** is a precursor for further development of place value understanding in Grade 1-viewing ten ones as a new unit called a *ten* (**1.NBT.B.2a, b**).

LEARNING OUTCOMES:

- Count to 100 by ones and tens.
- Compose and decompose numbers from 11 to 19.

LEARNING TARGETS

- **K.CC.1.1** Count to 10 by ones.

- **K.CC.1.2** Count to 20 by ones.
- **K.CC.1.3** Count to 50 from ones.
- **K.CC.1.4** Count to 75 from ones.
- **K.CC.2.1** Begin with a given number and count in order to 10.
- **K.CC.2.2** Begin with a given number and count in order to 20.
- **K.CC.2.3** Begin with a given number and count in order to 50.
- **K.CC.2.4** Begin with a given number and count in order to 100.

Unit Vocabulary:

- Number names 0 - 100

Essential Questions:

- How can I count to 100 by ones?
- How do I compose a group of 10 using drawings and manipulatives?
- How do I create a group of 11-19 using a drawing?
- How do I create a number sentence to show a sum of 11-19?
- How can I count to 100 by tens?
- How can I count correctly without using objects?
- How can I count aloud and keep track so no numbers are skipped?
- How can I begin with a given number and count in order to 10, 20, 50, and 100?

Sample Assessment Questions

- 1. Count to 100 by ones.**
- 2. Count to 100 by tens.**
- 3. If I have a group of ten and 3 ones, how many do I have?**
- 4. $10 + \underline{\hspace{2cm}} = 17$**
- 5. Start from 25 and count to 50.**