Mathematics Curriculum

Topic A
Count 10 Ones and Some Ones

K.CC.1, K.NBT.1, K.CC.2, K.CC.4a, K.CC.4b, K.CC.4c, K.CC.5

Focus Standards:	K.CC.1	Count to 100 by ones and by tens.
	K.NBT.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.
Instructional Days:	5	
Coherence -Links from:	GPK–M5	Addition and Subtraction Stories and Counting to 20
-Links to:	G1–M2	Introduction to Place Value Through Addition and Subtraction Within 20

In Topic A, students count two separate parts within teen numbers: 10 ones and some ones. They start by counting piles of 10 straws to understand 10 ones. In Lesson 2, students separate 10 ones and some ones from within teen quantities using an egg carton cut off to have 10 compartments. Continuing with decomposing, in Lesson 3, students circle 10 ones within teen quantities at the pictorial level. In Lessons 4 and 5, students count their 10 ones and some ones to 20 the Say Ten Way (e.g., ten one, ten two, ten three, ten four, ten five, ten six, ten seven, ten eight, ten nine, 2 tens).[1]

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[1]In the NBT Progression on page 5, this is referred to as the East Asian way of counting.

A Teaching Sequence Toward Mastery of Counting 10 Ones and Some Ones

Objective 1: Count straws into piles of ten; count the piles as 10 ones.
(Lesson 1)

Objective 2: Count 10 objects within counts of 10 to 20 objects, and describe as 10 ones and ___ ones.
(Lesson 2)

Objective 3: Count and circle 10 objects within images of 10 to 20 objects, and describe as 10 ones and ___ ones.
(Lesson 3)

Objective 4: Count straws the Say Ten Way to 19; make a pile for each ten.
(Lesson 4)

Objective 5: Count straws the Say Ten Way to 20; make a pile for each ten.
(Lesson 5)