Grade Level/Course: Kindergarten and Grade 1

Lesson/Unit Plan Name: Tackling the Terrific Teens!

Rationale/Lesson Abstract: Students will actively participate in a hands on activity that builds their conceptual understanding of teen numbers.

Timeframe: Two days

Common Core Standard(s):

CCSS.Math.Content.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 (such as 18 = 10 + 8); understand that these numbers are composed of ten ones and one, two, three, four, five, six, seven, eight, or nine ones.

CCSS.Math.Content.1.NBT.B.2 Understand that the two digits of a two-digit number represent amounts of tens and ones. Understand the following as special cases:

- CCSS.Math.Content.1.NBT.B.2a 10 can be thought of as a bundle of ten ones — called a "ten."
- CCSS.Math.Content.1.NBT.B.2b The numbers from 11 to 19 are composed of a ten and one, two, three, four, five, six, seven, eight, or nine ones.

Instructional Resources/Materials:

*Double Ten Frame mats for each student (attached)
*Linker cubes
*Chalk
*20 stuffed animals (have each student bring in a stuffed animal if you do not have access)
*Small number cards 11-19 (one number card for each student)
*Teacher's Double Ten Frame (Elmo, chart paper, or overhead projector)
*Secret Teen bags for each student

Activity/Lesson:

Prep work
*Draw a large double ten frame on the playground. Frames should be large enough for each student to stand in one.
*Fold each double ten frame sheet in half so that only one ten frame is visible to the students.
*Fill Ziploc bags with various (teen) amounts of buttons, bears, paper clips, nuts, bolts, etc.

Warm-Up
Distribute a folded double ten-frame sheet to each student. Have students show you that they can successfully build quantities on a ten fame.

Do this by choosing random number cards 0-10 and having students name the number. Instruct students to build that amount onto their ten frames.

Have students show that they can build at least three different numbers to 10.

Teacher Modeling
Show students a random number from 11-19.

For example, 14. *How would we build this number on our ten frames? How many extra linker cubes do we have?* Students will discover that there are four linker cubes left over.

How many linker cubes do we have all together? How do we know? Yes! We can put our extra linker cubes into another ten frame! Yes, we can count on!

Create the element of surprise by having students lift the top corners of their sheets to reveal a second ten frame.

Today we are going to work on our teen numbers. Fourteen is a teen number. Once we fill our ten frame with linker cubes, we use a second ten frame for any extra linker cubes. How many extra linker cubes do we have? Let's count. Show students how to fill the ten frame and exaggerate the counting on after ten. Put your finger on the 10^{th} linker cube. *Now let's count on from 10, 11, 12, 13, 14.*

The teen numbers are the numbers 11-19. Each teen is made up of a ten and some more ones. Let's take a look at how we build the teens.

Instruct students to take their stuffed animals and line up to go outside.

Activity/Lesson continued:

Students should sit in a circle around the double ten frame on the playground. Call on the first ten students to put their stuffed animals in the ten frame.

When the ten frame is filled we have 1 ten. That is what the 1 stands for in the teen numbers. Use the number cards to show students that the number 10 is 1 ten and zero ones.

Call on a student to put a stuffed animal in the second ten frame. *What happens when we add another stuffed animal to the next ten frame? Yes, we have 11. How many tens do we have now? We have 1 ten and 1 one.*

Continue to build the teens using the stuffed animals. Try 17. *If we have 1 ten, how many ones (stuffed animals) do we need to add?*

Assessment:

Give each student a Secret Teen bag. As an exit ticket, students will pour the contents of the bags onto their desks and use the items to fill their ten frames. Students should be able to identify the number of items and prove their thinking.

Double Ten Frame

Extension Activity:

Disclaimer: Please play the "clean" or karaoke version of this song in your classroom!

Teen Time

(Sung to the tune of "Blurred Lines"-by Robin Thicke)

Hey, hey, hey

Hey, hey, hey

Hey, hey, hey

1-2-3-4****5-6-7-8

9 and 10

Well you know that's great!

Maybe we'll take some tens

Maybe we'll take some ones

Maybe we'll have some fu-u-un!

Now ten and oooone, that's eleven

Ten and twooooo, that's twelve

Ten and three, thirteen

Ten and four, fourteen

Ten and five, fifteen

Everybody take your ten frames

I know you want it

I know you want it

I know you want it

You can build it

Draw it and write it

Number line it

Let's get excited

For teen time

I know you want it

I know you want it

I know you want it

You can build it

Draw it and write

Number line it

Let's get excited

For teen time