# SCUSD Common Core Mathematics Lesson Planning Guide

| Lesson: Building and Taking Apart Numbers | Approx. time: 1 day | CCSS-M Standards: K.NBT.1; K.CC.2; K.CC.3; K.CC.4; K.CC.5 |
|---|---|---|

**A. Focus and Coherence**

| C. Rigor: Conceptual Understanding, Procedural Skills and Fluency, and Application |
|---|
| |

**Warm Up**

Show 8 on a 10-frame one at a time in three different configuration (#1: 5 on top and 3 on bottom center; #2: 4 on the right and 4 on the left; #3: 5 on top and 3 on bottom left justified)

EXAMPLES:

| O | O | O | O | O |
|---|---|---|---|---|
|   | O | O | O |   |

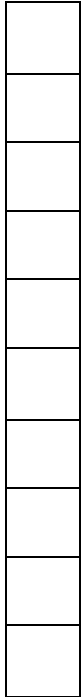| O | O |   | O | O |
|---|---|---|---|---|
| O | O |   | O | O |

| O | O | O | O | O |
|---|---|---|---|---|
| O | O | O |   |   |

Flash visual for 3 seconds (to prevent students from counting). Ask students, "How many did you see?" Allow for a few students to answer, but do not confirm their answers. Then flash the same image again so students have a chance to revise their answer. Ask students, "How many did you see?" Allow for students to tell you how many they saw. Next, ask them, "How did you see 8?" Show students the visual so students can explain their answers. Rearrange the items into the 2$^{nd}$ example. Repeat steps from previous.
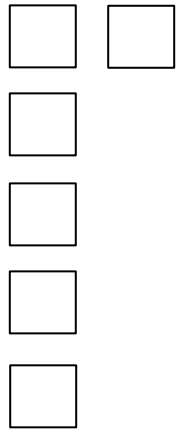
Do the same for example 3.

**Lesson**

Explain to the class: "Today we are going to think about numbers 11 through 19."

Name _____

1. What number is shown below?

_____
- - - - - - - - - - - - - - -
_____

2. Draw a picture that shows **14** in the box below.