Lesson 6: Dedos y tableros de 10

Standards Alignments

Addressing   K.CC, K.CC.A.3, K.CC.B.5, K.NBT.A.1
Building Towards   K.NBT.A.1

Teacher-facing Learning Goals

- Represent numbers 11–19 with fingers and on a 10-frame.

Student-facing Learning Goals

- Mostremos números con nuestros dedos y con tableros de 10.

Lesson Purpose

The purpose of this lesson is for students to represent numbers 11–19 with fingers and on a 10-frame.

Using these representations highlights the important idea that all teen numbers are made up of 10 ones and some more ones (MP7). In each representation, students can still see each individual one, but they can also see a group of 10 ones, either on the 10-frame or with all of the fingers on hands.

Access for:

🧑‍🦽 Students with Disabilities

- Representation (Activity 2)

🌐 English Learners

- MLR8 (Activity 2)

Instructional Routines

How Many Do You See? (Warm-up)

Materials to Gather

- 10-frames: Activity 2
- Colored pencils, crayons, or markers: Activity 3
- Connecting cubes: Activity 3
- Counters: Activity 2
- Materials from previous centers: Activity 3

Materials to Copy

- Number Mat 11–20 (groups of 2): Activity 3
- Number Race Stage 2 Recording Sheet for Writing (groups of 1): Activity 3

Lesson Timeline

Warm-up	10 min
Activity 1	10 min
Activity 2	10 min
Activity 3	25 min
Lesson Synthesis	5 min

Teacher Reflection Question

Think about who volunteered to share their thinking with the class today. Are the same students always volunteering, while some students never offer to share? What can you do to help the class understand the value of hearing the ideas of every mathematician?

Cool-down (to be completed at the end of the lesson) ⏱ 0 min

Unidad 6, punto de chequeo de la sección B

Standards Alignments

Addressing   K.CC.B.5, K.NBT.A.1

Student-facing Task Statement

Lesson observations

Student Responses

- Count all to find the total.
- Know that a full 10-frame or all the fingers on two hands represent 10 without counting.
- Count on from 10 to find the total.