

Numbers 11 to 20

Unit 9 Overview: 12 lessons

Children count to 20, count 11 to 20 things and write 11 to 20. Then they see a teen number as ten ones and some more: a full ten frame and some more, a stick of ten cubes and loose ones, and $10 + 6 = 16$. In Kindergarten we say “16 is 10 and 6,” not “1 ten and 6 ones.” Read every question aloud. Lessons 9.7 to 9.12 (compare to 20, one more and one less, the number line, count back from 20, number words, numbers to 30) are for the states that teach them in Kindergarten.

THE UNIT, DAY BY DAY

Day 1	Pre-Check	What children already know (page 1 of the test pack).
Day 2	9.1 Count to 20	I can count to 20.
Day 3	9.2 Count 11 to 20 things	I can count 11 to 20 things.
Day 4	9.3 Write 11 to 20	I can write the numbers 11 to 20.
Day 5	9.4 Ten ones and some more	I can see 10 and some more in a teen number.
Day 6	9.5 Build a teen number	I can build a teen number from 10 and some more.
Day 7	9.6 Break apart a teen number	I can break a teen number into 10 and some more.
Day 8	9.7 Compare to 20 ★	I can compare numbers to 20.
Day 9	9.8 One more and one less ★	I can find 1 more and 1 less.
Day 10	9.9 Numbers on a number line ★	I can find numbers to 20 on a number line.
Day 11	9.10 Count back from 20 ★	I can count back from 20.
Day 12	9.11 Number words ★	I can read the number words zero to ten.
Day 13	9.12 Numbers to 30 ★	I can count and write numbers to 30.
Day 14	Unit Review	The review pages, with a tip beside every question.
Day 15	Unit Test	Form A, read aloud to small groups; Form B (other pictures and numbers) is for a retest.

★ Taught in Kindergarten in some states. Skip these lessons if yours teaches them in another grade; animalmath.com/standards shows your state’s list.

GET READY FOR THE UNIT

- Twenty counters, two ten frame mats, a stick of 10 cubes and 10 loose cubes for each child
- Number cards 0 to 20, and a floor number line 0 to 20 made with tape
- A hundreds chart, and copies of sheet 3 of Number Line Paper (lines 0 to 20)
- Whiteboards, dry erase markers and sticky notes

HOW EACH LESSON GOES

- 1. Warm up** (5 min)
 - 2. Teach** (10 min)
 - 3. Try it together** (5 min)
 - 4. Practice** (10 min)
 - 5. Exit ticket** (5 min): a quick check on the lesson.
- Each lesson page ends with the Animal Math sheets, makers, tools and quizzes for it. “Sheet 3” is the third worksheet of a pack; a color pack prints each sheet again in black and white.

CHECKING AS YOU GO

- EXIT TICKET**
- Kindergarten Numbers 11 to 20 Exit Tickets:** one for every lesson, two to a page
- PRINTABLE**
- Kindergarten Numbers 11 to 20 Test:** the Pre-Check, the Unit Review and the Unit Test (Forms A and B), with keys



Numbers 11 to 20

Lesson 9.1: Count to 20

GOAL Children count to 20 by ones, from 1 and then from any number, and keep going past 10 into the teens: 11, 12, 13.

About 35 minutes

I can count to 20.

THE LESSON

- 1 Warm up** (5 min) Count to 20 with movement: a clap for each number to 10, a stomp for each teen and a jump on 20.
- 2 Teach** (10 min) Point to 1 to 20 on the hundreds chart as the class counts. Stop at 10: what comes next? Then start at 14 and count on to 20 without going back to 1.
Say: "After 10 come the teens: 11, 12, 13. I don't start at 1; I start at 14 and keep going."
- 3 Try it together** (5 min) Pull a number card from 1 to 15. Children say it, then count on together to 20 while a child hops along the floor number line.
- 4 Practice** (10 min) Children fill in the missing numbers to 20 on a Number Charts maker sheet (Within 20), then the first two rows of sheet 1 of Hundreds Chart, Fill in Blanks.
- 5 Exit ticket** (5 min) Read **Exit Ticket 9.1** aloud, one question at a time. Children answer, then circle a face as you read the "I can" line. The first question starts at 10: watch who writes 11 and 12, and note any child who starts again at 1.

Need help? Count 20 cubes in a line, moving each one as it is counted.

Ready for more? Count on from any number to 30 on the hundreds chart.

GET READY

- A floor number line 0 to 20
- Number cards 1 to 15
- A hundreds chart

WORDS TO USE

count on: start at a number and keep counting

teen numbers: 11 to 19, the numbers after 10

next: the number that comes right after

ASK

- What comes after 10? After 15?
- Where did you start counting?
- What is the last number in the second row of the chart?

WATCH FOR

Skips a teen number, often 15. Count slowly on the chart, a finger on each number.

Says "ten-one" or "eleventeen." Say the teens together with the chart: 11, 12, 13, 14, 15.

Starts again at 1. Put a finger on the start number, whisper it, then count on out loud.

ON ANIMAL MATH

MAKER

Number Charts: Range Within 20, Mode Fill in the Blank

PRINTABLE

Hundreds Chart - Fill in Blanks: sheets 1-2, the first two rows

PRINTABLE

Before & After to 20: sheets 1-2, the after boxes

TOOL

Hundreds Chart: Hide or Show It: hide a few numbers to 20

EXIT TICKET

Kindergarten Numbers 11 to 20 Exit Tickets: Exit Ticket 9.1

Numbers 11 to 20

Lesson 9.2: Count 11 to 20 things

GOAL Children count 11 to 20 things in rows and in a circle, touching each one once, and count out a number of things to 20. **About 35 minutes**

I can count 11 to 20 things.

THE LESSON

- 1 Warm up** (5 min) Count out loud while you move: 20 claps, then 15 jumps, then 12 stretches.
- 2 Teach** (10 min) Count 16 cubes in a messy pile: it is hard to keep track. Line them up in rows of 5 and count again, touching each one. Then count 13 things in a circle, with a sticky note on the first.
Say: "Rows help me keep track. In a circle, I mark where I start so I know when to stop."
- 3 Try it together** (5 min) Call a number from 11 to 20. Children count out that many counters onto their two ten frames, top frame first, and check with a partner.
- 4 Practice** (10 min) Children count and write how many on a Count Objects maker sheet (Count & Write Rows, 10 to 20), then count the pictures and write the number in each box on sheet 3 of Number Words to 20, skipping the word line.
- 5 Exit ticket** (5 min) Read **Exit Ticket 9.2** aloud, one question at a time. Children answer, then circle a face as you read the "I can" line. The tomatoes are in a circle: watch who marks or touches the one they started with.

Need help? Count 11 to 15 things as two rows of 5 and some more, moving each one as it is counted.

Ready for more? Count a handful of 20 to 30 small things in rows of 10.

GET READY

- 20 counters and two ten frame mats for each child
- 13 small things in a circle on a paper plate
- Sticky notes

WORDS TO USE

row: things in a line, side by side

circle: things in a ring, with no start and no end

count out: take just that many, then stop

ASK

- How did you keep track?
- Where did you start in the circle?
- How many on the top ten frame? How many in all?

WATCH FOR

Counts some things twice in a circle. Put a sticky note or a finger on the first one.

Loses count past 12. Line things up in rows of 5 and touch each one.

Counts right but writes 61 for 16. Write the 1 first: 16 starts with the ten.

ON ANIMAL MATH

MAKER

Count Objects: Mode Count & Write Rows, Count Range 10 to 20

PRINTABLE

Number Words to 20: sheet 3, the number boxes only (the words are 1st grade)

MAKER

Ten Frames Counting: Mode Count the Dots, Number Range 10-20

TOOL

Ten Frames: two 10-frames for 11 to 20

EXIT TICKET

Kindergarten Numbers 11 to 20 Exit Tickets: Exit Ticket 9.2

Numbers 11 to 20

Lesson 9.3: Write 11 to 20

GOAL Children write 11 to 20, starting each teen number with a 1 for the ten, and write a number they hear.

About 35 minutes

I can write the numbers 11 to 20.

THE LESSON

- 1 Warm up** (5 min) Show a card from 11 to 20. Children read it, then write it in the air with a finger.
- 2 Teach** (10 min) Write 16 big on the board, the 1 first, then the 6. Say "sixteen" and show that we hear the six first but write the 1 first. Do 14, 19 and 20.
| **Say:** "Sixteen starts with a 1. I write the 1, then the 6."
- 3 Try it together** (5 min) Say a number from 11 to 20. Children write it on whiteboards and hold them up. Check that the 1 comes first and nothing is backwards.
- 4 Practice** (10 min) Children count and trace each teen number on a Count Objects maker sheet set to trace (10 to 20), then write the missing numbers in the first two rows of sheet 1 of Hundreds Chart, Fill in Blanks.
- 5 Exit ticket** (5 min) Read **Exit Ticket 9.3** aloud, one question at a time. Children answer, then circle a face as you read the "I can" line. The second question is said aloud: "sixteen." A child who writes 61 heard the six first and wrote it first.

Need help? Trace the cards 11 to 15 with a finger, then write each one on a whiteboard under its card.

Ready for more? Write 11 to 20 in order with no chart to look at, then play the Number Recognition Quiz, Up to 20.

GET READY

- Number cards 11 to 20 to trace with a finger
- A whiteboard and marker for each child

WORDS TO USE

teen number: 11 to 19; each one starts with a 1

the 1 first: we hear sixteen with the six first, but write the 1 first

trace: go over the dotted lines with your pencil

ASK

- What do you write first in 17?
- How is 12 different from 21?
- Show me 15 on the ten frames.

WATCH FOR

Writes 61 for 16. Say it slowly, then point to the 1 on the card: the 1 is the ten, and it goes first.

Writes a number backwards, often 7 or 9. Trace the number card with a finger, saying the strokes.

Writes 20 as 02. Find 20 on the chart: the 2 comes first, then the 0.

ON ANIMAL MATH

MAKER

Count Objects: Mode Count & Write Rows, Answer Style Trace The Number, Count Range 10 to 20

PRINTABLE

Hundreds Chart - Fill in Blanks: sheet 1, the first two rows

MAKER

Number Charts: Range Within 20, Mode Fill in the Blank

QUIZ

Number Recognition Quiz

EXIT TICKET

Kindergarten Numbers 11 to 20 Exit Tickets: Exit Ticket 9.3

Numbers 11 to 20

Lesson 9.4: Ten ones and some more

GOAL Children show a teen number as a full ten frame and some more ones, and say it as “10 and 4 more is 14.”

About 35 minutes

I can see 10 and some more in a teen number.

THE LESSON

- 1 Warm up** (5 min) One child shows 10 fingers and a partner shows 4 more. Count them all: 14. Try 10 and 2, then 10 and 7.
- 2 Teach** (10 min) Fill the top ten frame, counting to 10. Put 4 counters on the bottom frame and count on: 11, 12, 13, 14. Say it: 10 and 4 more is 14. Do 17, then 11.
| Say: “The full frame is 10. 14 is 10 and 4 more ones.”
- 3 Try it together** (5 min) Show a number card from 11 to 19. Children fill the top frame, put the rest on the bottom frame and say “10 and 6 more is 16.”
- 4 Practice** (10 min) Children count the seeds and fill in “10 and ___ is ___” on sheet 1 of Three Sisters Garden Math, then count the dots on a Ten Frames maker sheet (Count the Dots, 10–20).
- 5 Exit ticket** (5 min) Read **Exit Ticket 9.4** aloud, one question at a time. Children answer, then circle a face as you read the “I can” line. In the drawing question the top frame is full: 4 more dots make 14. A child who fills the bottom frame did not count the top frame as 10.

Need help? Build 11, 12 and 13 first, saying “10 and 1 more is 11” each time.

Ready for more? Build 20 with two full frames: 10 and 10 more is 20.

GET READY

- Two ten frame mats (a double ten frame) and 20 counters for each child
- Number cards 11 to 19

WORDS TO USE

ten: a full ten frame: 10 ones

some more: the ones past 10

teen number: 11 to 19: 10 and some more

ASK

- How many in the top frame? How many more?
- What number is 10 and 3 more?
- How many more than 10 is 18?

WATCH FOR

Counts every counter from 1. Point to the full frame: “This is 10.” Count on from there.

Starts the bottom frame before the top one is full. Fill the top frame first, then start the bottom frame.

Says “ten-four” for 14. Say it the teen way: 10 and 4 more is fourteen.

ON ANIMAL MATH

PRINTABLE

Three Sisters Garden Math: sheet 1, 10 and how many more (the other sheets are 1st grade)

MAKER

Ten Frames Counting: Mode Count the Dots, Number Range 10–20

TOOL

Ten Frames: two frames from + 10–Frame; fill one, then some more

EXIT TICKET

Kindergarten Numbers 11 to 20 Exit Tickets: Exit Ticket 9.4

Numbers 11 to 20

Lesson 9.5: Build a teen number

GOAL Children build a teen number from a stick of 10 cubes and some loose cubes, and write it as a number sentence: $10 + 6 = 16$.

About 35 minutes

I can build a teen number from 10 and some more.

THE LESSON

- 1 Warm up** (5 min) Snap 10 cubes into a stick together, counting each one. Hold up the stick: "How many?" 10, without counting again.
- 2 Teach** (10 min) Hold the stick of 10 and add 6 loose cubes. Count on from 10: 11 to 16. Write $10 + 6 = 16$ and show that the 1 in 16 is the stick and the 6 is the loose cubes. Build 13 and 19.
| **Say:** "10 and 6 more make 16. $10 + 6 = 16$."
- 3 Try it together** (5 min) Call "10 and 5." Children build it with the stick and loose cubes, say the teen number and write the number sentence on whiteboards.
- 4 Practice** (10 min) Children count the stick of ten and the loose cubes and write the number on sheets 1 and 2 of Base-Ten Standard Form to 20, then fill in $10 + 6 = 16$ sentences on a Base-ten Values maker sheet (Expanded Form, 10-20).
- 5 Exit ticket** (5 min) Read **Exit Ticket 9.5** aloud, one question at a time. Children answer, then circle a face as you read the "I can" line. In the second question, $10 + 3$: a child who writes 103 put the numbers side by side. Build it with the stick and 3 cubes.

Need help? Build 11 to 13 with the stick and loose cubes, counting on from 10 out loud.

Ready for more? Build 20 with two sticks: $10 + 10 = 20$.

GET READY

- A stick of 10 snapped cubes and 9 loose cubes for each child
- Whiteboards and markers
- Number cards 11 to 19

WORDS TO USE

stick of ten: 10 cubes snapped together

ones: loose cubes, one at a time

plus: the + sign: put together

ASK

- How many in the stick? How many loose?
- What number sentence shows it?
- How did you know without counting all of them?

WATCH FOR

Counts the stick one cube at a time, every time. Count it once together, then say "10" and count on.

Writes $10 + 6 = 106$. Build it: 10 and 6 cubes make 16. Count on from 10.

Uses a second stick for the ones. One stick is 10; the rest are loose ones.

ON ANIMAL MATH

PRINTABLE

Base-Ten Standard Form to 20: sheets 1-2, a ten and some ones to count

MAKER

Base-ten Values: Mode Expanded Form, Number Range 10-20 ($10 + 6 = 16$)

TOOL

Base Ten Blocks: a ten and some ones

TOOL

Ten Frames

EXIT TICKET

Kindergarten Numbers 11 to 20 Exit Tickets: Exit Ticket 9.5

Numbers 11 to 20

Lesson 9.6: Break apart a teen number

GOAL Children start with a teen number and break it into 10 and some more: 16 is 10 and 6, shown with cubes, ten frames and a number bond.

About 35 minutes

I can break a teen number into 10 and some more.

THE LESSON

- 1 Warm up** (5 min) Show a number card. Children say it the long way: "15 is 10 and 5." Try 12, 18 and 11.
- 2 Teach** (10 min) Count out 17 loose cubes. Snap 10 of them into a stick: 10 and 7 more. Show it in a number bond: 17 on top, 10 and 7 below.
| Say: "17 is 10 and 7. I find the 10 first, then count the rest."
- 3 Try it together** (5 min) Children pull a number card, count out that many cubes, snap 10 into a stick and tell a partner "13 is 10 and 3." Then they put the numbers in a bond on the mat.
- 4 Practice** (10 min) Children color the boxes for each teen number on sheet 4 of Number Words to 20 as you read the words aloud, the first frame first. Then they fill ten frames for teen numbers on a Ten Frames maker sheet (Fill the Frame, 10-20).
- 5 Exit ticket** (5 min) Read **Exit Ticket 9.6** aloud, one question at a time. Children answer, then circle a face as you read the "I can" line. In the cube question any 10 circled is right; the number to write is 7. A child who writes 17 wrote the whole.

Need help? Use a full ten frame for the 10: fill it, then count the cubes left over.

Ready for more? Sheet 1 of Base-Ten Blocks to 20 writes the same numbers the 1st grade way, as tens and ones.

GET READY

- 19 loose cubes and two ten frame mats for each child
- A number bond mat
- Number cards 11 to 19

WORDS TO USE

break apart: split a number into two parts

ten: 10 ones together

number bond: the whole on top, the two parts below

ASK

- Where is the 10? How many more?
- 15 is 10 and how many?
- What does the 1 in 15 tell you?

WATCH FOR

Circles fewer or more than 10. Count the circled cubes again, or use the columns of five: two columns are 10.

Writes the whole number in the part. Point to the bond: the top is all of them; the parts are 10 and the rest.

Says "1 and 5" for 15. The 1 is a whole ten: show the stick of 10 cubes.

ON ANIMAL MATH

PRINTABLE

Number Words to 20: sheet 4, read the words aloud (a 1st grade pack)

MAKER

Ten Frames Counting: Mode Fill the Frame, Number Range 10-20

PRINTABLE

Base-Ten Blocks to 20: sheet 1, for more: the 1st grade way, tens and ones

TOOL

Base Ten Blocks: Break Apart a ten into ones

EXIT TICKET

Kindergarten Numbers 11 to 20 Exit Tickets: Exit Ticket 9.6

Numbers 11 to 20

Lesson 9.7: Compare to 20

GOAL Children compare two groups or two numbers to 20 and say which is greater, checking with ten frames and the counting order.

I can compare numbers to 20.

About 35 minutes

★ Taught in Kindergarten in some states

THE LESSON

- 1 Warm up** (5 min) Two children hold up number cards. The class counts to 20, and whoever's number is said later has the greater number.
- 2 Teach** (10 min) Build 14 and 17 on double ten frames side by side. Both have a full ten, so compare the ones: 4 and 7. 17 is greater. Then find both on the number line: 17 comes later.
Say: "Both have 10. 17 has 7 more and 14 has 4 more, so 17 is greater."
- 3 Try it together** (5 min) Partners each pull a card, build it on their ten frames and say which is greater: "18 is greater than 12."
- 4 Practice** (10 min) Children circle the bigger or the smaller number on sheets 1 and 2 of Comparing Groups, Numbers to 20 (bigger means greater), then circle the group with more on a Comparing Groups maker sheet (Objects, 10 to 20).
- 5 Exit ticket** (5 min) Read **Exit Ticket 9.7** aloud, one question at a time. Children answer, then circle a face as you read the "I can" line. Each pair puts the greater number on a different side: a child who circles the same side twice may be guessing.

Need help? Compare numbers to 10 first, then a teen number with a number under 10.

Ready for more? Put three number cards from 11 to 20 in order, least to greatest.

GET READY

- Two ten frame mats and 20 counters for each child
- Number cards 0 to 20
- A floor number line 0 to 20

WORDS TO USE

greater: more; it comes later when we count

less: fewer; it comes earlier when we count

the same: just as many

ASK

- Which is greater? How do you know?
- Which comes later when you count?
- Can two numbers be the same?

WATCH FOR

Says 9 is greater than 11 because 9 is more than 1. Build both: 11 has a full ten and 9 does not.

Picks the group that looks bigger. Spread-out pictures can look like more: count both groups.

Mixes up greater and less. Greater is more. On the number line, greater comes later.

ON ANIMAL MATH

PRINTABLE

Comparing Groups - Numbers to 20: sheets 1-2

MAKER

Comparing Groups: Mode Objects, Number Range 10 to 20, Comparison Mixed

TOOL

Ten Frames: two 10-frames for each number

TOOL

Number Line

EXIT TICKET

Kindergarten Numbers 11 to 20 Exit Tickets: Exit Ticket 9.7

Numbers 11 to 20

Lesson 9.8: One more and one less

GOAL Children find 1 more and 1 less than a number to 20 by adding or taking away one cube, and see them on the number line as the numbers after and before.
I can find 1 more and 1 less.

About 35 minutes

★ Taught in Kindergarten in some states

THE LESSON

- 1 Warm up** (5 min) A child stands on 12 on the floor number line. "Hop 1 more!" "Hop 1 less!" The class says each number the child lands on.
- 2 Teach** (10 min) Build 15 on the ten frames. Add one counter: 16 is 1 more. Go back to 15 and take one away: 14 is 1 less. Show both on the number line, one hop each way.
Say: "1 more than 15 is 16, the next number. 1 less than 15 is 14, the number before."
- 3 Try it together** (5 min) Pull a card. Children build it, then show 1 more and 1 less with counters and say both numbers to a partner.
- 4 Practice** (10 min) Children fill in the number before and after on sheets 1 and 2 of Before & After to 20, then 1 more and 1 less on a Before, After & Between maker sheet (Before & After, Within 20).
- 5 Exit ticket** (5 min) Read **Exit Ticket 9.8** aloud, one question at a time. Children answer, then circle a face as you read the "I can" line. The second question asks for 1 less: a child who circles 18 found 1 more. Read "less" with a little stress.

Need help? Work with numbers to 10 first, then the teens, with a counter for each one.

Ready for more? Find 2 more and 2 less, or 1 more and 1 less than 29 on the hundreds chart.

GET READY

- 20 counters and two ten frame mats for each child
- Number cards 1 to 19
- A floor number line 0 to 20

WORDS TO USE

1 more: add one; the next number

1 less: take one away; the number before

before, after: the number just before or just after when we count

ASK

- What is 1 more than 13? 1 less?
- Which way do you hop for 1 less?
- What comes just before 20?

WATCH FOR

Gives 1 more when asked for 1 less. Act it out: take one counter away, then count.

Counts from 1 to find the number before. Start on the number and take one hop on the number line.

Mixes up the before and after boxes. Read the boxes left to right, like counting: the box before comes first.

ON ANIMAL MATH

PRINTABLE

Before & After to 20: sheets 1-2

MAKER

Before, After & Between: Mode Before & After, Number Range Within 20

TOOL

Number Line

TOOL

Hundreds Chart: See 10 More and 10 Less also shows 1 more and 1 less

EXIT TICKET

Kindergarten Numbers 11 to 20 Exit Tickets: Exit Ticket 9.8

Numbers 11 to 20

Lesson 9.9: Numbers on a number line

GOAL Children find numbers to 20 on a number line, see that each step to the right is 1 more, and write the numbers that are missing.

I can find numbers to 20 on a number line.

About 35 minutes

★ Taught in Kindergarten in some states

THE LESSON

- 1 Warm up** (5 min) Children take turns walking the floor number line, saying each number. Stop someone on 13: what comes next?
- 2 Teach** (10 min) Cover 3 numbers on the floor line with sticky notes. Count from 0 and stop at each one: which number is hiding? Lift the note to check. Show that the numbers grow as you go to the right.
Say: "I count along the line: 11, 12, and the next is 13. Each step is 1 more."
- 3 Try it together** (5 min) Call a number. Children put a counter on it on their number line papers. Then partners cover two numbers with fingers and ask "What is hiding?"
- 4 Practice** (10 min) Children fill in the missing numbers on sheet 1 of Number Line, Missing Numbers to 20, touching each mark as they count. Then they circle numbers you call on a line 0 to 20 on sheet 3 of Number Line Paper.
- 5 Exit ticket** (5 min) Read **Exit Ticket 9.9** aloud, one question at a time. Children answer, then circle a face as you read the "I can" line. Each line starts at a teen number, not at 0: watch who counts on from the first number to find each blank.

Need help? Fill in a line 1 to 10 first (a Number Line maker sheet, Missing Number, 1-10), then 1 to 20.

Ready for more? Hop forward 3 and back 2 on the Number Line tool, saying each number you land on.

GET READY

- A floor number line 0 to 20 and sticky notes
- Copies of sheet 3 of Number Line Paper and a counter for each child

WORDS TO USE

number line: numbers in order on a line, one step apart

tick mark: the little line where each number goes

missing: not there; we need to find it

ASK

- What number comes after 15 on the line?
- How do you know which number is missing?
- Where is 10 on the line?

WATCH FOR

Counts the spaces, not the tick marks. Put a finger on each tick mark and say its number.

Starts counting at the wrong end. The numbers grow to the right: start at the smallest number.

Skips a number between two blanks. Count every tick mark from a number you know.

ON ANIMAL MATH

PRINTABLE **Number Line - Missing Numbers to 20:** sheets 1-2 (a 1st grade pack; every number 1 to 20 has its mark)

PRINTABLE **Number Line Paper: Blank and Labeled Number Lines:** sheet 3, the lines 0 to 20, to circle numbers on

MAKER **Number Line:** Mode Missing Number, Number Range 1-20

TOOL **Number Line:** Start 0, End 20, Interval 1

EXIT TICKET **Kindergarten Numbers 11 to 20 Exit Tickets:** Exit Ticket 9.9

Numbers 11 to 20

Lesson 9.10: Count back from 20

GOAL Children count back by ones from 20 or from any teen number, saying the number before each time, and write the next numbers going down.
I can count back from 20.

About 35 minutes

★ Taught in Kindergarten in some states

THE LESSON

- 1 Warm up** (5 min) Rocket count down: crouch low and count back from 20 to 0 together, then blast off with a jump.
- 2 Teach** (10 min) Stand on 20 on the floor number line and step back one number at a time as the class counts: 19, 18, 17. Stop at 15: what comes next? Start again from 13.
| Say: "Counting back, each number is 1 less. Before 15 comes 14."
- 3 Try it together** (5 min) Pull a card from 11 to 20. Children count back five numbers, hopping a counter backward along a 0 to 20 line on their number line papers.
- 4 Practice** (10 min) Children start on a number you call and draw hops back along a 0 to 20 line on sheet 3 of Number Line Paper, saying each number. Then, on the back, they write the next two numbers counting back from 17, 14 and 20.
- 5 Exit ticket** (5 min) Read **Exit Ticket 9.10** aloud, one question at a time. Children answer, then circle a face as you read the "I can" line. Both questions start in the teens: after 19 come 18 and 17. A child who writes 20 and 21 counted on instead of back.

Need help? Count back from 10 first, then from 15, then from 20, on the floor number line.

Ready for more? Sheet 4 of Counting On and Counting Back hops back on number lines 6 to 20 (a 1st grade pack: count back to subtract).

GET READY

- A floor number line 0 to 20
- Copies of sheet 3 of Number Line Paper and a counter for each child
- Number cards 11 to 20

WORDS TO USE

count back: say the numbers going down, one less each time

before: the number just before; 1 less

blast off: the end of a count down, at zero

ASK

- What comes before 16?
- When you count back, do the numbers get bigger or smaller?
- What comes after 11 when you count back?

WATCH FOR

Counts up instead of back. Hop to the left on the number line, saying "1 less" with each hop.

Jumps from 11 to 9, or from 10 to 1. Count back slowly across 10 on the floor line.

Loses the start number. Put a counter on the start number first.

ON ANIMAL MATH

PRINTABLE

Number Line Paper: Blank and Labeled Number Lines: sheet 3, the lines 0 to 20, to hop back on

PRINTABLE

Counting On and Counting Back: sheet 4, for more (a 1st grade pack)

TOOL

Number Line: Jump mode: hop back from 20

EXIT TICKET

Kindergarten Numbers 11 to 20 Exit Tickets: Exit Ticket 9.10

Numbers 11 to 20

Lesson 9.11: Number words

GOAL Children read the number words zero to ten and match each word to its number and to a group of things.

I can read the number words zero to ten.

About 35 minutes

★ Taught in Kindergarten in some states

THE LESSON

- 1 Warm up** (5 min) Sing a counting song while you point to the word cards zero to ten in the pocket chart.
- 2 Teach** (10 min) Hold up the word “five.” Point to each letter and read it. Put the 5 card and 5 counters beside it. Show that four and five both start with f, so we look at the rest of the word. Do six and seven.
Say: “This word says five. It starts with f, like four, so I look at the whole word.”
- 3 Try it together** (5 min) Hand out word cards and number cards. Children walk around to find their match, then read the pair to the class.
- 4 Practice** (10 min) Children draw a line from each number to its word on sheet 1 of Number Words to 20 (zero to ten), then read the words eight and six on sheet 4 and color that many boxes.
- 5 Exit ticket** (5 min) Read **Exit Ticket 9.11** aloud, one question at a time. Children answer, then circle a face as you read the “I can” line. Read the directions, not the words: reading them is the question. Watch four and five, which start the same way.

Need help? Keep the word cards beside their numbers in the pocket chart to look at.

Ready for more? Read the words eleven to twenty in the word bank on sheet 2 of Number Words to 20.

GET READY

- Word cards zero to ten and number cards 0 to 10
- Counters
- A pocket chart

WORDS TO USE

number word: a number written in letters: five

first sound: the sound a word starts with: f for five and four

match: put two things together that go together

ASK

- How do you know this word says five?
- Which words start the same way?
- Can you find the word for 3?

WATCH FOR

Mixes up four and five, or six and seven. Read the whole word slowly, a finger under each letter.

Guesses from how long the word is. Match the word to its card in the pocket chart, letter by letter.

ON ANIMAL MATH

PRINTABLE

Number Words to 20: sheet 1, then the eight and six rows of sheet 4 (a 1st grade pack)

EXIT TICKET

Kindergarten Numbers 11 to 20 Exit Tickets: Exit Ticket 9.11

Numbers 11 to 20

Lesson 9.12: Numbers to 30

GOAL Children count up to 30 things with ten frames, read and write the numbers to 30, and count on past 20.

I can count and write numbers to 30.

About 35 minutes

★ Taught in Kindergarten in some states

THE LESSON

- 1 Warm up** (5 min) Count to 30 together, a clap for each number, with a big jump on 10, 20 and 30.
- 2 Teach** (10 min) Fill two ten frames and say 20. Put 3 more counters on the third frame and count on: 21, 22, 23. Find 23 on the hundreds chart and write it. Then count on from 27 to 30.
| **Say:** "Two full frames are 20. 20 and 3 more is 23."
- 3 Try it together** (5 min) Pull a card from 20 to 30. Children build it on three ten frames, count on from 20 to check, and find it on the chart.
- 4 Practice** (10 min) Children fill in the first three rows (1 to 30) of sheet 1 of Hundreds Chart, Fill in Blanks, then a Number Charts maker sheet set to 30.
- 5 Exit ticket** (5 min) Read **Exit Ticket 9.12** aloud, one question at a time. Children answer, then circle a face as you read the "I can" line. In the first question two frames are full and 1 dot is in the third: a child who writes 12 wrote twenty-one backwards.

Need help? Count 20 to 25 first, with two full frames and a few more.

Ready for more? Count on from any number to 50 on the hundreds chart.

GET READY

- Three ten frame mats and 30 counters for each child
- A hundreds chart
- Number cards 20 to 30

WORDS TO USE

twenty: two full ten frames

thirty: three full ten frames

count on: start at a number and keep going

ASK

- How many full frames? How many more?
- What comes after 29?
- Where is 25 on the chart?

WATCH FOR

Says "twenty-ten" after 29. Point to the chart: after 29 comes a new row, and 30.

Writes 12 for 21. Say it slowly: twenty-one, the 2 first for the two full frames.

Counts every counter from 1. Point to each full frame: 10, 20, then count on.

ON ANIMAL MATH

PRINTABLE

Hundreds Chart - Fill in Blanks: sheets 1-2, the first three rows (1 to 30)

MAKER

Number Charts: Range Custom, Custom Value 30, Mode Fill in the Blank

TOOL

Ten Frames: three 10-frames

TOOL

Hundreds Chart

EXIT TICKET

Kindergarten Numbers 11 to 20 Exit Tickets: Exit Ticket 9.12