

### Core Focus

- Number: Matching representations for 11 to 20
- Number: Analyzing teen numbers
- 3D objects: Sorting and identifying

### Numbers 11–20

Lessons in this module focus on developing number sense related to numbers between 11 and 20, including how to write the teen numbers and number names, and how to recognize 10 and some ones as teen numbers.

### Analyzing teen numbers

- Students begin to analyze the *teen* numbers to see that each is one group of ten and some ones.

Number: Analyzing teen numbers

Write the number of tens and ones.

a.

\_\_\_ ten and \_\_\_ ones

In this lesson, students identify one group of ten and some ones.

- Teen numbers are difficult because their spoken number names are not consistent with the spoken names for other numbers. When we say *fourteen*, the word's sound suggests that a 4 should be written first. Other number names, such as *forty-seven*, are easier as the spoken number name matches the order of the written numbers.

Number: Matching representations for 14, 16, and 17

Draw a matching number of shapes. Then trace over the number name.

a.

14 fourteen

In this lesson, students learn the number names for the teen numbers.

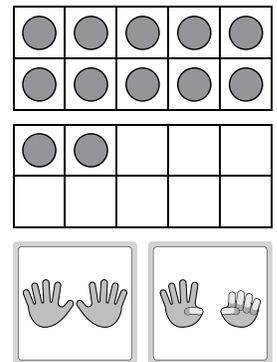
- The activities focus on drawing a picture of a teen number, saying the number name, and matching both to the numeral.
- Fourteen, sixteen, seventeen, eighteen, and nineteen are introduced first. These are easier to learn because students can clearly hear the ones name.
- Students later learn the names for 11, 12, 13, and 15. These are more challenging for students since the ones name doesn't match the teen name (e.g. *fifteen* does not sound like *five*), or doesn't follow a pattern (e.g. 11 and 12).

### Ideas for Home

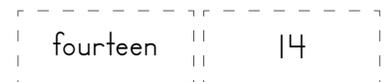
- Write the teen numbers on pieces of paper and mix them up. Pick two cards at random and ask your child to tell you which number is greater (or lesser). Ask how they know.
- Your child can use dimes and pennies to practice the count-on strategy. For example, they can say, "10" (pointing to the dime), "11, 12, 13, 14" (pointing to four pennies). Have them describe the total by saying, "One dime and four pennies is 14 cents."

### Glossary

- **Ten-frames** and fingers, or manipulatives, help to show the teen numbers as one group of ten and some ones.



- Students learn to write teen **number names** and **numerals**.



### Helpful videos

View these short one-minute videos to see these ideas in action.

[www.bit.ly/OI\\_21](http://www.bit.ly/OI_21)

[www.bit.ly/OI\\_31](http://www.bit.ly/OI_31)

3D objects

- Much of the study of geometry involves the use of language. The language used in Kindergarten to talk about **3D objects** comes from suggestions made by the students. They describe different features of the objects, but focus on describing objects by their surface (only flat surfaces, only curved surfaces, both flat and curved surfaces).

**3D objects: Sorting objects**

Cut out the pictures. Then sort and paste them where they belong on page 105.

7.5a

In this lesson, students look at objects and describe if they have curved or flat surfaces. Students then sort the objects by those attributes.

- After sorting and classifying the 3D objects, students learn the geometric name for each object (e.g. cone, cylinder, sphere, and cube).

**3D objects: Identifying objects**

Cut out the names and the pictures. Then paste them where they belong on page 109.

sphere   cube   cone   cylinder

7.6a

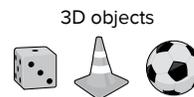
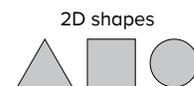
In this lesson, students match 3D objects with their names.

Ideas for Home

- Have your child look for cylinders, cubes, spheres, and cones in your home. A food can is an example of a cylinder, a gift box might be a cube, and a soccer ball is a sphere. Encourage your child to name the objects using the correct vocabulary.
- Help your child develop their spatial visualization skills by talking about the shapes in the environment. E.g. talk about how a cereal box and a book are alike and different, in terms of shape.

Glossary

- Students learn the difference between **2D** shapes and **3D** objects.



- Three-dimensional objects may have **flat** surfaces (sides of a box) or **curved** surfaces (a ball), while some have both (a can has a flat top and bottom and a curved side).

