

Eureka Math Module 5 Lesson 11

Objective: Show, count, and write numbers 11 to 20 in tower configurations increasing by 1 – a pattern of 1 larger.

Fluency Warm-Up Practice

One More

Materials: 20 bead Rekenrek (or a group of organized counters with ten in one row and some in another row)

Note: Students make use of the pattern of 1 more in numbers 1-9, to determine 1 more with teen numbers. Knowing that 4 ones are part of 14, for example, allows them to determine that 1 more is 15, just as 1 more than 4 is 5.

P: I want you to say one more than the number that you see on the Rekenrek.
(Show 3.)

S: 4

P: (Show 13.)

S: 14

Continue with the following possible sequence: 5, 15, 1, 11, 4, 14, 7, 17, 8, 18, 9, 19, 6, 16.

Saying Teen Numbers the Say Ten Way

Note: Now that students have had ample experience with counting the Say Ten way, the goal is to build speed and accuracy.

P: I'm going to say a number. You say it the Say Ten way. Eleven.

S: Ten 1

P: Twelve

S: Ten 2

Repeat process for possible sequence: 13, 17, 19, 14, 16, 18, 15, 20.

Application Problem

Mary has 10 toy trucks. She told her mom she likes to spread them out on the floor. She said she doesn't like to put them away neatly because then there are fewer toys. Draw a picture to prove to Mary that the number of toy trucks is the same when they are all spread out as when they are in the little toy box.

Note: This Application Problem provides an opportunity for students to model conservation. Students draw to prove that the number of objects remains the same, despite the perceptual change.

Concept Development

Materials: Two sets of counters (10 in one color and 10 in another color), sentence frame (Template)

Note: Notice that we are not saying "20 is 1 more than 19". This is very complex linguistically for many kindergarten students who can say "19 is more than 18" without quantifying the difference. They simply are seeing and analyzing that each successive number is one larger.

P: Show me 10 counters using one color.

P: (Student shows a row of 10 counters.) How many counters in in the row in front of you?

S: Ten

P: How many ones is that?

S: 10 ones

P: How many more counters do you need to make 11?

S: 1 more

P: Show me 11. (Point to the first sentence frame.) While you do that, say "10. 1 more is 11."

S: 10. 1 more is 11.

P: And how do we say 11 the Say Ten way?

S: Ten 1

P: Good. Now put one more counter in your row.

S: (Show 12.)

P: How many counters do you have now?

S: 12

P: Repeat with me, "11. 1 more is 12."

S: 11. 1 more is 12.

Use the sentence frames to help students express the relationship of each number to the preceding number. Continue adding one more cube for each number up to 20.

Complete Module 5 Problem Set 11 and Exit Ticket 11.