SCUSD Common Core Mathematics Lesson Planning

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:

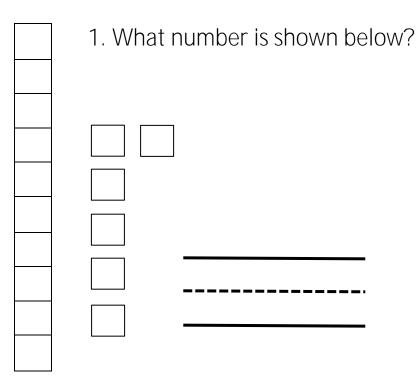
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Flash visual for 3 seconds (to prevent students from counting). Ask students, "How many did you see?" Allow for a few students to answer, but do not confirm their answers. Then flash the same image again so students have a chance to revise their answer. 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 2nd 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	



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