



Total Time: 12 minutes
Instructional Time: 10 minutes
Independent Practice: 2 minutes

Unit 10
Booster Lesson 4
Relof10



Day 2

Relationships of 10

Make it! Rods and Units

Objective: The student will name and make a number using concrete models
Vocabulary: Rod, unit, tens, ones

Materials:

- Place value chart (T&S)
- Number cards (T; 70-90)
- Rods (T&S)
- Units (T&S)

Preview

Instructional Time: 10 minutes

(allow the majority of time for Guided Practice)

We are going to name and make numbers using our rods and units.

Modeling (My Turn)

1. Show a number card from the IC. Make the number using the rods and units on the place value chart (or table). Have students count the place value and say the number with you. When counting, teacher and students should say **Switch!** when switching from counting tens to counting ones. Student prompts to respond: *What number? Count. Switch! Count by... How many in all?* (Example 84)

I have 84. What number?

I make it. Count.

10, 20, 30, 40, 50, 60, 70, 80, Switch! 81, 82, 83, 84.

How many in all? 84.

I have 8 groups of 10. Count.

1 group of 10, 2 groups of 10, 3 groups of 10, 4 groups of 10, 5 groups of 10, 6 groups of 10, 7 groups of 10, 8 groups of 10. (Show 8 on the PV chart)

I have 4 ones. Count. 1, 2, 3, 4. (Show 4 on the PV chart)

The tens place tells me how many groups of 10. How many groups of 10? Count. (8)

The ones place tells me how many ones. How many ones? Count (4).

How many in all? Count by 10s and ones. (84)

Guided Practice (Our Turn)

2. Show a number card and have students name and make numbers using the rods and units. Use the student response prompts: *What number? Make it. Count. Switch! Count by...How many in all?*

What number? Make it. How many in all?

How many groups of 10? How many ones?

What does the tens place tell us? How many groups of 10?

What does the ones place tell us? How many ones?

How many in all? Count by 10s and ones.

3. Provide multiple opportunities with numbers between 70 and 90. Include difficult numbers such as 70, 90.

ERROR CORRECTION: If the student miscounts the base ten materials, model how to count correctly using base ten language and standard language.

If the student counts each unit on the ten rod, correct immediately; explain that it is a group of 10 and to count by 10s.

Independent Practice/Progress Monitoring (Your Turn)

Time: 2 minutes

1. Show a number card. *What number?*
2. Say: *Make it.*
3. Ask each student: *Count by 10s and ones. How many in all?*
4. Provide 4 numbers from the current IC as well as the previous IC (one should be a decade number, i.e. 50).
5. Provide error correction as needed.
6. Record data (+/-) for correctly making the number and correctly counting by 10s and ones .