TEKS

K.1, K.6

Total Time: 6 minutes
Instructional Time: 4 minutes
Independent Practice: 2 minutes

Unit 10 Booster Lesson 9 MG

C P A

Day 3

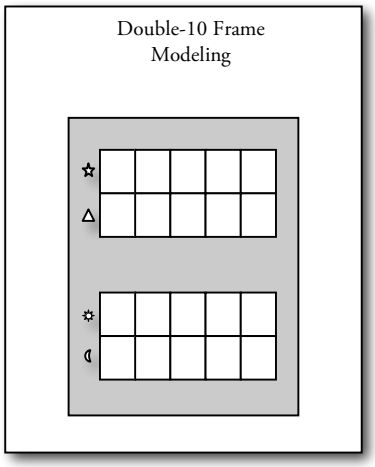
Making Groups

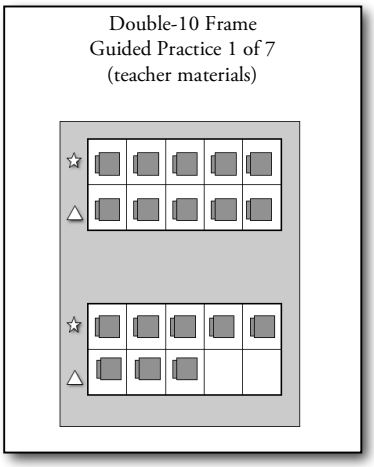
Double-10 Fast Frames

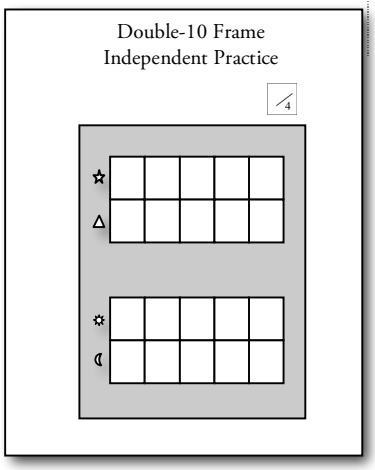
Objective: Students will recognize patterns or numbers to 18, and count groups of objects to 18 on the double 10-frame.

Vocabulary: Group, 18, 10-frame, double, top, bottom, row, more than, less than

Materials:
- Teacher Master (pp. 26-31)
- Student Booklet (p. 17)
- wipe board (T)
- cubes (T & S)







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Preview

Instructional Time: 4 minutes

(allow the majority of time for Guided Practice)

We will play Double-10 Fast Frames with pictures and numbers.

Modeling (My Turn)

Note to Teachers: If students need more practice with concrete representations, follow steps 1 and 2 in the modeling section and use the GP sheets. If numerals are appropriate, follow step 3 and use the wipe board. Use the same presentation format throughout the lesson.

1. Model how to look at the picture, remember how many cubes there are, then place the corresponding number of cubes in the double 10-frame.

   I look at the picture and remember what I saw. Show double 10-frame with 18 cubes for 2-3 seconds.

   I saw 10 cubes on the top, and 8 cubes on the bottom, with 2 empty boxes.

   I show it with cubes. Demonstrate showing 18 cubes, 10 on the top 10-frame and 8 on the bottom 10-frame.

   When I am finished, I say "Fast Frames!"

2. Model how to check your work by looking at the picture and comparing it to the number of cubes on the 10-frame.

   I will check my work: 10 cubes on the top, 8 cubes on the bottom, and 2 empty boxes is 18 altogether. They match!

3. Model how to look at a number, remember it, then place a cube in each box on the double 10-frame to correspond with the number.

   Another way to play Fast Frames is with numbers.

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I look at the number and remember what I saw. (Write 18 on the white board, wait 2-3 seconds, then turn the board over on the table so students cannot see it.)

I say the number: 18. I think to myself, "18 is 10 and 8 more."

To show 18, I fill the top 10-frame with cubes. That's the 10 part of 18. (Model using 2 groups of 5 cubes.)

I add 8 more cubes to the bottom frame. That's the 8 part of 18. (Model how to add 8 cubes to the double-10 frame.)

I check my work: 10 on top, 8 on bottom, and 2 empty boxes. When I am finished, I say "Fast Frames!"

Guided Practice (Our Turn)

4. Pass out the student booklets. Give each student 18 cubes. Show a pattern or a number for a few seconds. Repeat steps 2-3 from the modeling section.

5. Provide opportunities for students to show 15, 16, and 17 cubes, as time allows. Check students' work by comparing it to the picture or number.

ERROR CORRECTION: If students have difficulties sequencing the cubes from left to right and top to bottom, prompt them to use the star and triangle to help them with the sequence. If students have difficulties remembering how many, show the picture or number again and ask them to verbalize how many they see.

Independent Practice/Progress Monitoring (Your Turn)

Time: 2 minutes

1. Briefly display a pattern or number (15, 16, 17, or 18), and have students show it in cubes. Students say "Fast Frames" when they are ready for you to check their work.

2. Correct student errors.

3. Record data as # correct/total possible.

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