Unit 7  Place Value through 99

LESSON 1  PAGES 167–168

OBJECTIVE
Count and write the number of tens and ones through 15; read and write the numerals 10 through 15

PREREQUISITES
Concepts
• Understand place value
• Understand number and quantity

Skills
• Count, read, and write numbers and quantities from 0–10

VOCABULARY
tens, ones

MATERIALS
variety of items to count such as crayons, chalk, counters

Presenting the Lesson
Introduce the Skill  Have children experiment with a variety of objects to see, count, and show what 1 group of ten looks like. They can make bundles of 10 crayons, 10 sticks, or 10 counters. Then discuss the model problem on page 167 to show children what 1 ten looks like in picture form.

Check Understanding  How are the groups of ten we found alike? How are they different? (Each group has the same number of items, but the items are different.)

Guided Practice
Have children complete the model exercise and exercise 1. Check that they count tens and ones accurately.

Independent Practice
Have children complete the remaining exercises independently.

Closing the Lesson  Which digit in a number tells how many tens? (the digit in the next to last place)

LESSON 2  PAGES 169–170

OBJECTIVE
Count and write the number of tens and ones through 19; read and write the numerals 16 through 19

PREREQUISITES
Concepts
• Understand place value
• Understand number and quantity

Skills
• Count, read, and write numbers and quantities from 0–15

MATERIALS
number cards 10–19

Place-value sticks

Copymasters
Teaching Resource 6 (Number Cards 10–20), 8 (Place-value Table), pp. 204, 206

Presenting the Lesson
Introduce the Skill  Review the numbers 10–15. Use the place-value table on Teaching Resource 8. Have volunteers take turns showing how many place-value sticks belong in each pocket for the numbers 10–15. Have them predict and show how many for 16–19. Then have them do the same using the number cards for 10–19 on Teaching Resource 6.

Check Understanding  How are the numbers 10–19 alike? Different? (Same number of tens; different number of ones)

Guided Practice
Have children complete exercise 1. Check that they understand the 10 that is added means 1 ten.

Independent Practice
Have children complete the remaining exercises independently.

Closing the Lesson  If you have a box of 10 crayons and 7 more crayons, how many crayons do you have? (17)