LITTLE MATHEMATICIANS

PLACE VALUE 11-20

NATALIE LYNN KINDERGARTEN

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ABOUT THIS CURRICULUM

This curriculum is designed to gives students a strong foundation in number sense, geometry, measurement and data, and beginning addition and subtraction. This curriculum is meant to build upon students' understanding and prior knowledge with each lesson.

You may find that there is more than you can fit into one day. That is okay! You can choose what will work best for your class.

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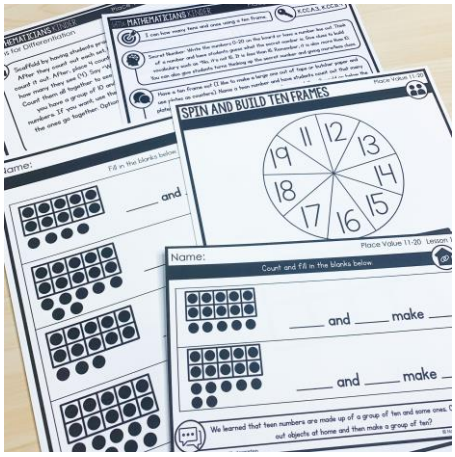
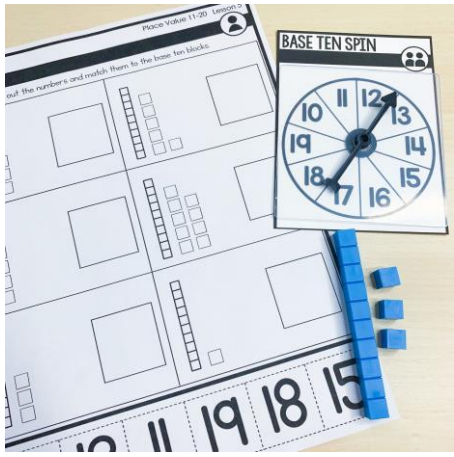
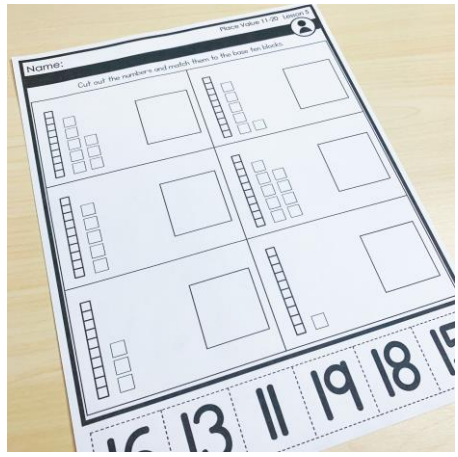
UNIT 7 OVERVIEW



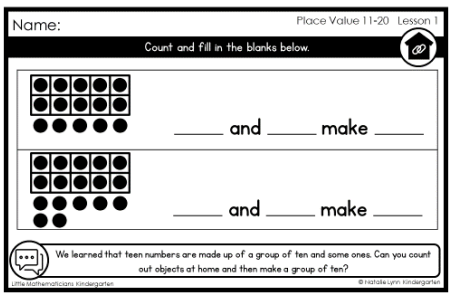
Lesson plans – Follow the gradual release model and include differentiation options.



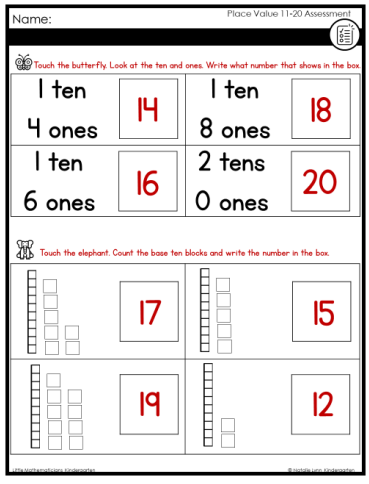
Partner games and activities



Independent practice activities

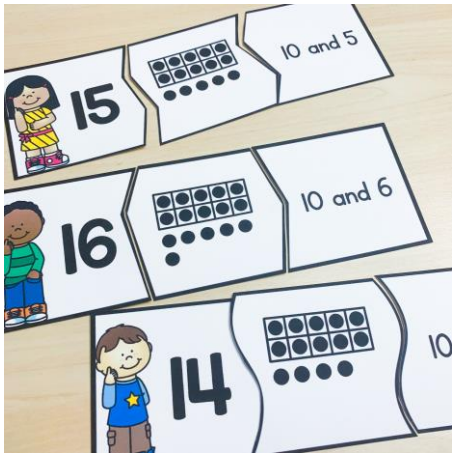


Optional homework



End of Unit Assessment

Posters and Math Wall



6 Math Centers

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FREQUENTLY ASKED QUESTIONS

Is this unit meant to be taught whole group or small group?

Either! I did write this unit with whole group instruction in mind, but these activities would also work well in small group guided math. Options for differentiation in small groups are included in each lesson. I call these units "guided math" because the teacher is guided the students through a gradual-release model.

Do I need to teach these lessons in order?

It is recommended, but not necessarily. Some of these lessons do build off of the previous lesson (for example, teaching counting strategies), so I would not suggest mixing those up. However, if you need to change the order of most lessons or mix in lessons from another unit to match the scope and sequence your district provides, you can easily do that!

Does this unit contain an assessment?

Yes, there is a unit assessment at the end. This assessment ONLY assesses skills taught in this unit. You will need to lead students through each part of this assessment. You can also easily use the Independent or Home activities as assessments. If you do not give homework, the home connections make great exit slips!

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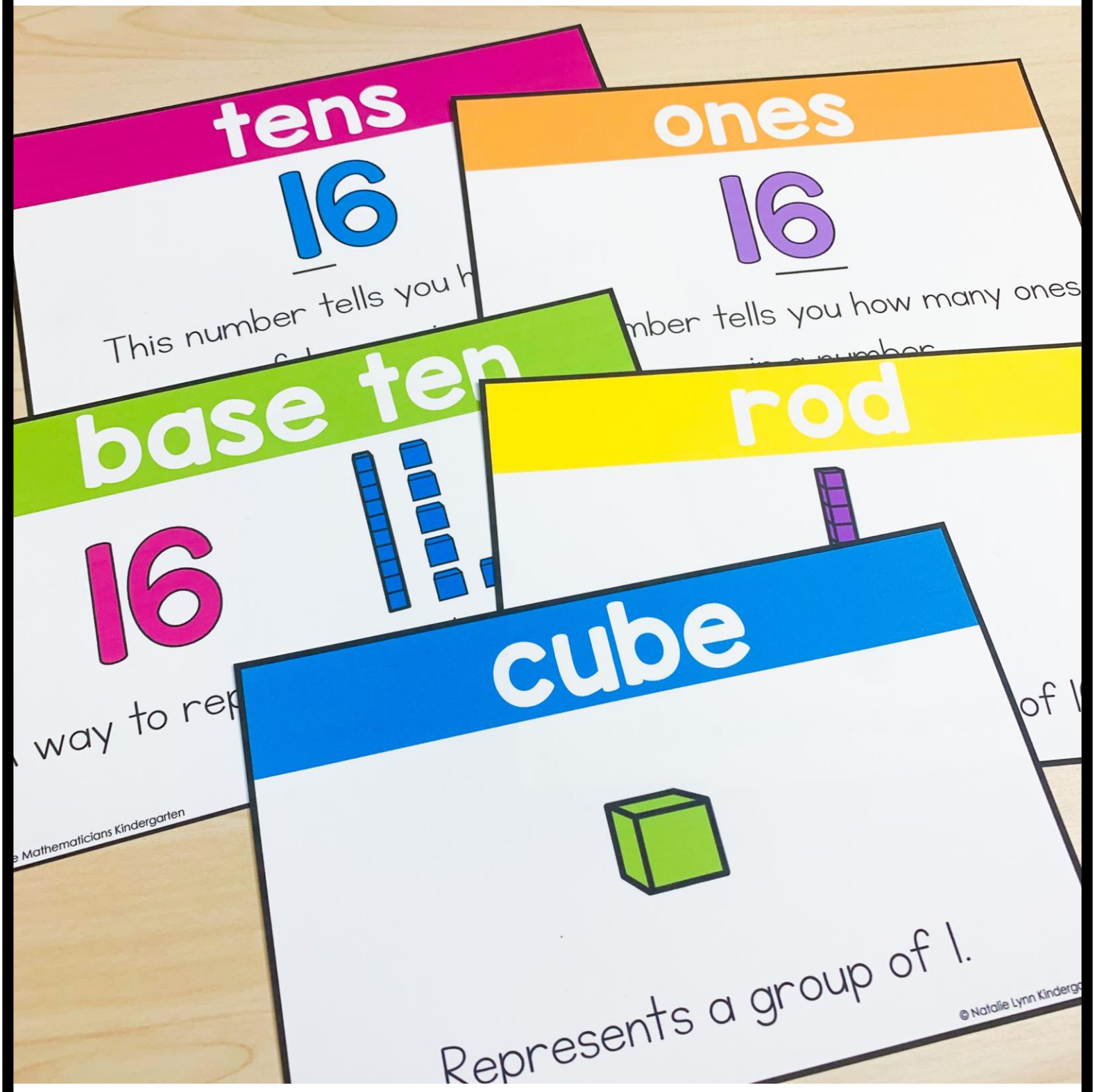
POSTERS AND MATH WALL

Vocabulary cards for a math word wall are included. These cards are currently half page size. You can print them multiple pages to a page if you prefer them smaller.



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Teen Numbers

Teen numbers start with a 1

11 12 13 14

15 16 17 18

19

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tens

This number tells you how many groups of ten are in a number.

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ones

This number tells you how many ones are in a number.

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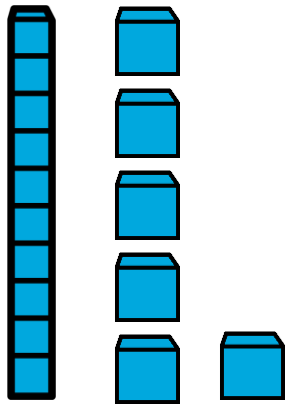
base ten

16



A way to represent numbers and their value.

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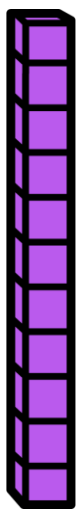

Represents a group of 10.

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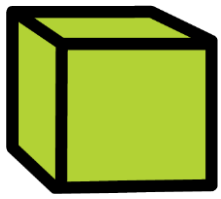

Represents a group of 1.

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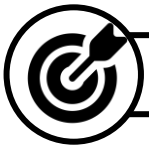
LESSON PLANS

These symbols represent each part of the lesson plan.



Learning Target

Key Common Core State Standards

Number Sense Warm Up

Teacher Mini Lesson

Partner Practice Activity

Independent Practice Activity

Optional Home Link

Options for Differentiation

Below Level - Scaffolding

Above Level - Enrichment

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I can how many tens and ones using a ten frame.

K.CC.A.3, K.CC.B.4

Secret Number: Write the numbers 0-20 on the board or have a number line out. Think of a number and have students guess what the secret number is. Give clues to build vocabulary such as "No, it's not 16. It is *less* than 16. Remember, it is also *more* than 10. You can also give students turns thinking up the secret number and giving more/less clues.

Have a ten frame out (I like to make a large one out of tape or butcher paper and use plates as counters). Name a teen number and have students count out that many plates (for example, for 13, 10 would fill in the ten frame and then 3 would go below the ten frame). Remind students that the 1 in the teen number means that I have 1 group of ten. We don't have to count this out because we know a ten frame is always a group of ten. The second number tells us how many extra ones we will have. Use the sentence frame "__ tens and __ ones makes __." Write this sentence frame on the board and fill in for each number. Repeat with multiple teen numbers.

Students will work in pairs. They will spin a teen number and build it on the ten frames. They will fill in the number talk sentence or point to the spots in the sentence and say it orally.

Students will fill in the blanks to tell how many tens and ones.

Students will fill in the blanks to tell how many tens and ones are in each number.

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Options for Differentiation

Scaffold by having students practice counting out sets of 10 counters. After they count out each set, have them place it on a ten frame and count it out. After, place 4 counters below one of the ten frames and ask how many they see (4). Say "We have ten in the ten frame and 4 below." Count them all together to see how many there are (14). Show them how you have a group of 10 and 4 extra ones. Repeat this with several numbers. If you want, use the slide together numbers to show how 10 and the ones go together. Optional: Have them identify the teen numbers on the page.

Extend the learning by have students build numbers up to 29 using two ten frames. Students will identify how many tens and how many ones.

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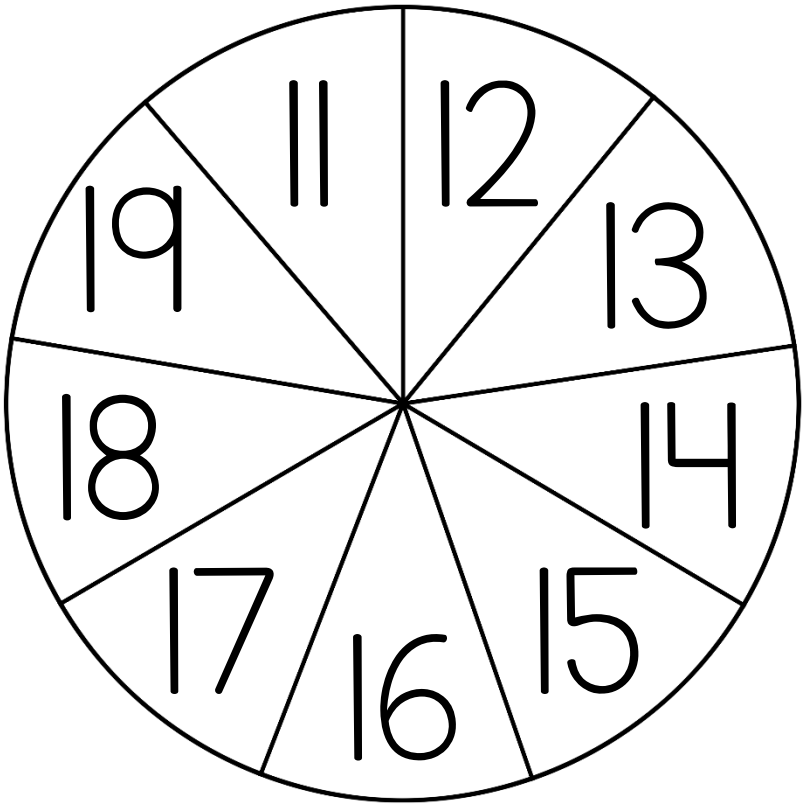
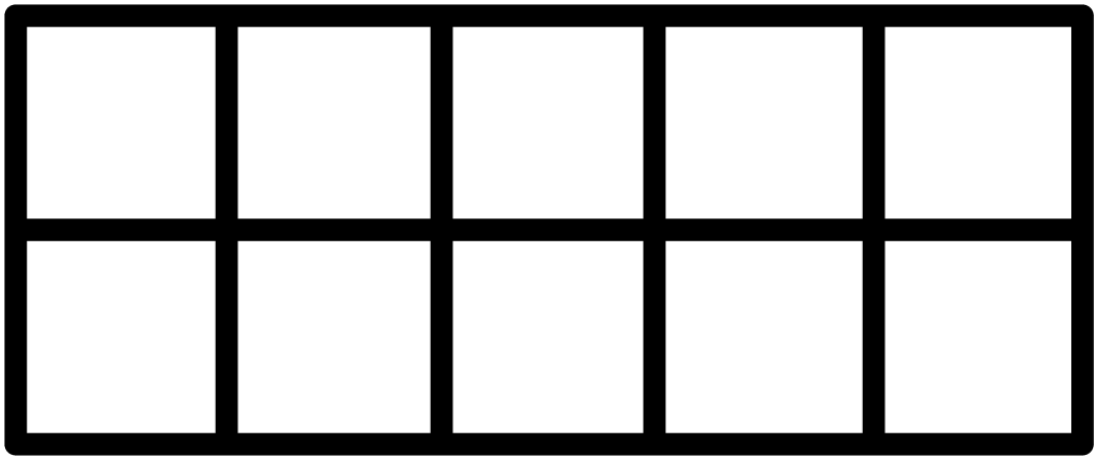
SPIN AND BUILD TEN FRAMES





___ tens and ___ ones makes ____.

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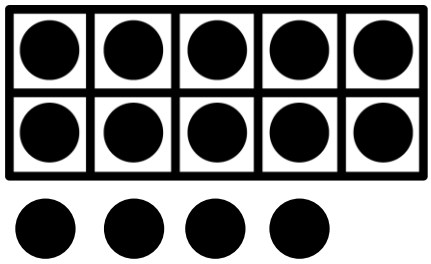
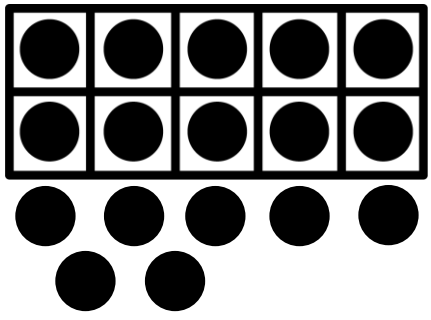
Name:

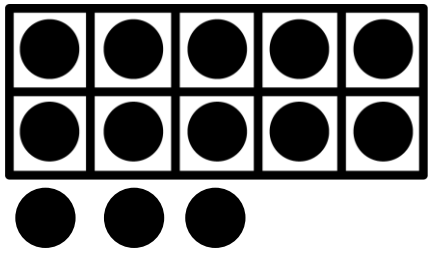
Fill in the blanks below.



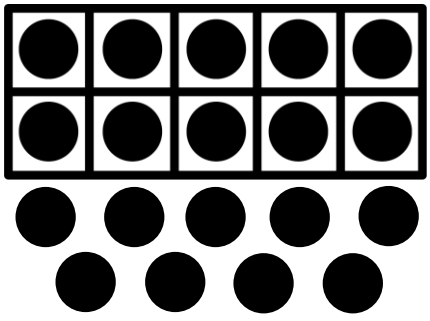
_____ and _____ make _____



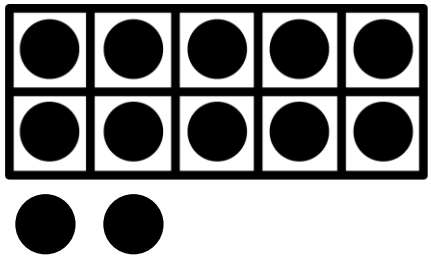
_____ and _____ make _____



_____ and _____ make _____



_____ and _____ make _____



_____ and _____ make _____

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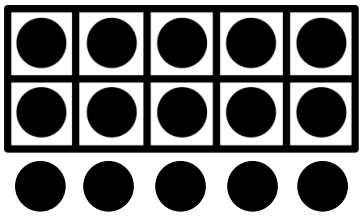
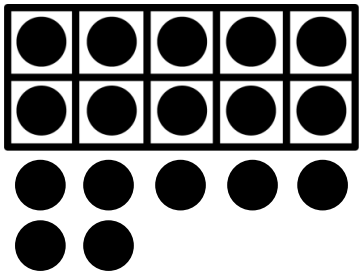
Name:

Place Value 11-20 Lesson 1

Count and fill in the blanks below.



_____ and _____ make _____



_____ and _____ make _____

We learned that teen numbers are made up of a group of ten and some ones. Can you count out objects at home and then make a group of ten?

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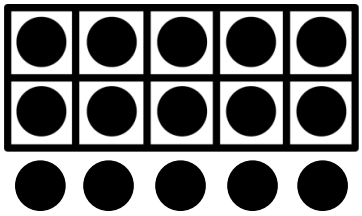
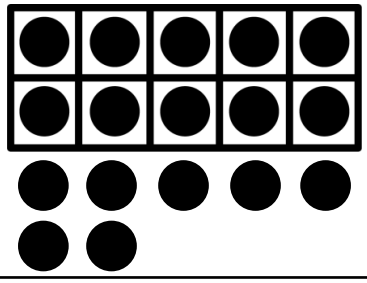
Name:

Place Value 11-20 Lesson 1

Count and fill in the blanks below.



_____ and _____ make _____



_____ and _____ make _____

We learned that teen numbers are made up of a group of ten and some ones. Can you count out objects at home and then make a group of ten?

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10

1

2

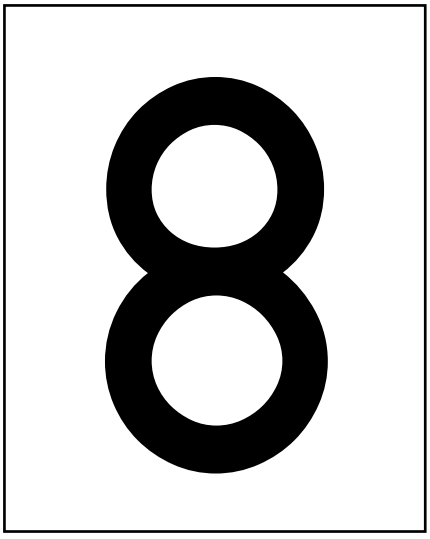
3

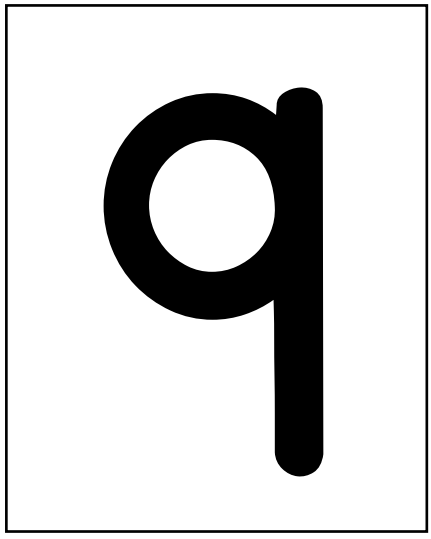
4

5

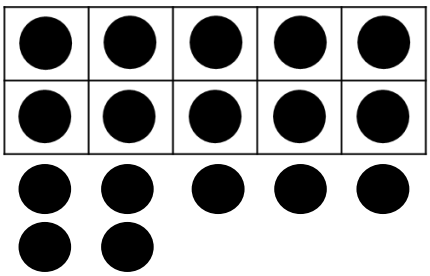
6

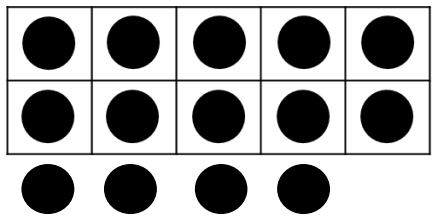
7

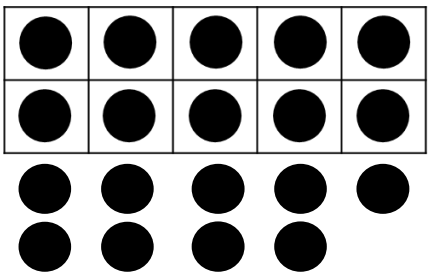


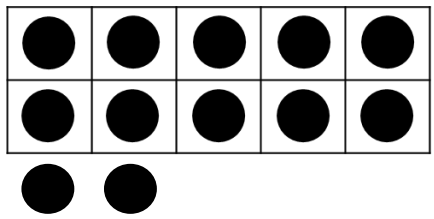


Identify the numbers shown.

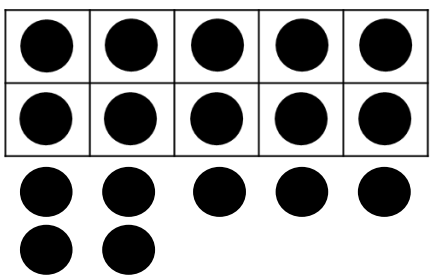


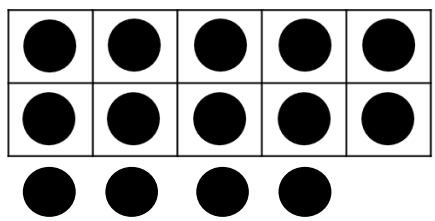


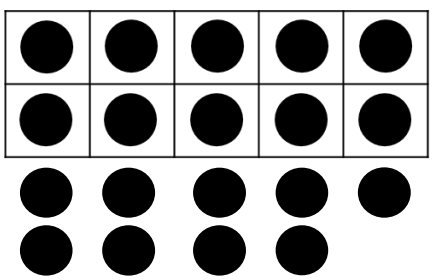


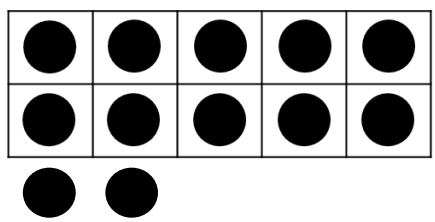


Identify the numbers shown









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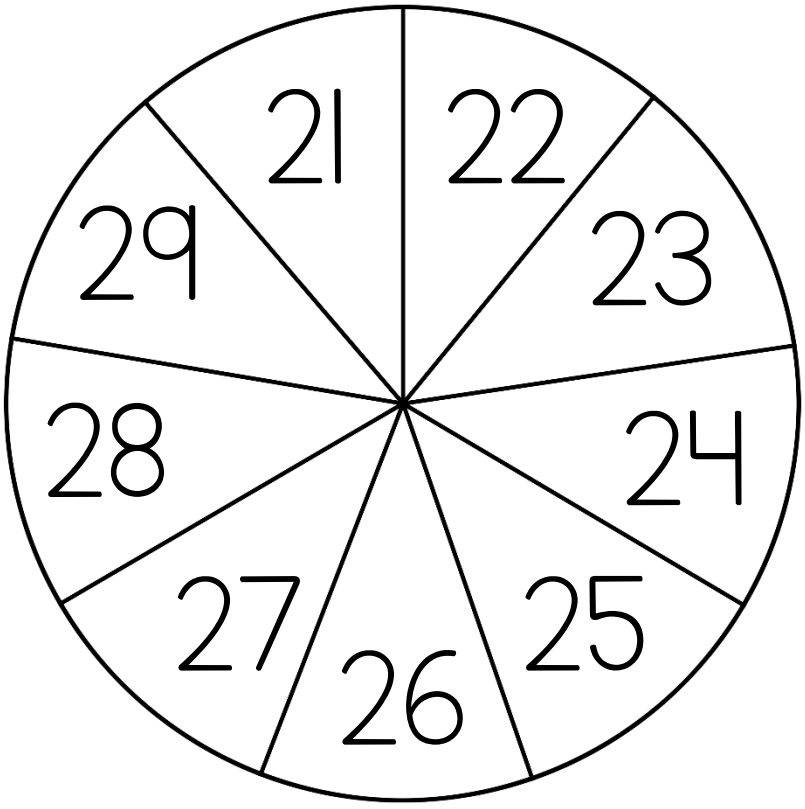
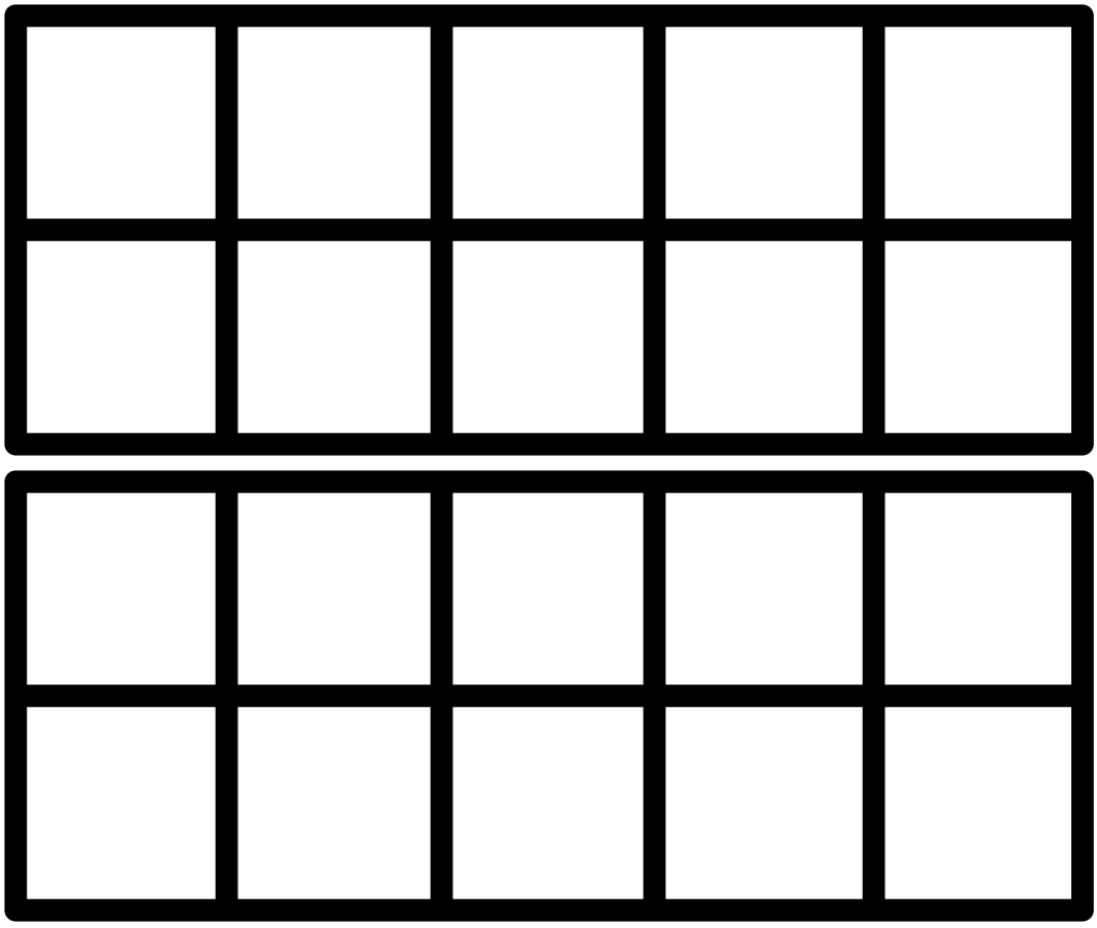
SPIN AND BUILD TEN FRAMES





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I can how many tens and ones using a ten frame.

K.CC.A.3, K.CC.B.4

Secret Number: Write the numbers 0-20 on the board or have a number line out. Think of a number and have students guess what the secret number is. Give clues to build vocabulary such as "No, it's not 16. It is *less* than 16. Remember, it is also *more* than 10. You can also give students turns thinking up the secret number and giving more/less clues.

Have a ten frame out again. This time, students will start with the teen number and then place or draw the counters on the ten frame and identify the tens and ones. Give students the number 14 and have someone fill in the ten frame to show the group of ten and 4 extra ones. Complete the number talk "14 is __ tens and __ ones." Fill in the sentence on the board or say it orally. Repeat several times with different teen numbers, helping students talk through their thinking throughout - how many groups of ten will you need? How many extra ones will you need? How do you know?

Students will work in pairs. They will spin a teen number and build it on the ten frames. They will fill in the number talk sentence or point to the spots in the sentence and say it orally.

Students will fill in the ten frames and tell how many tens and ones.

Students will fill in the ten frames and tell how many tens and ones.

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Options for Differentiation

Scaffold by having students practice counting out sets of 10 counters. After they count out each set, have them place it on a ten frame and count it out. After, place 7 counters below one of the ten frames and ask how many they see (7). Say "We have ten in the ten frame and 7 below." Count them all together to see how many there are (17). Show them how you have a group of 10 and 7 extra ones. Repeat this with several numbers. If you want, use the slide together numbers to show how 10 and the ones go together. Optional: Have them draw the teen numbers on the page.

Extend the learning by have students build numbers up to 29 using two ten frames. Students will identify how many tens and how many ones.

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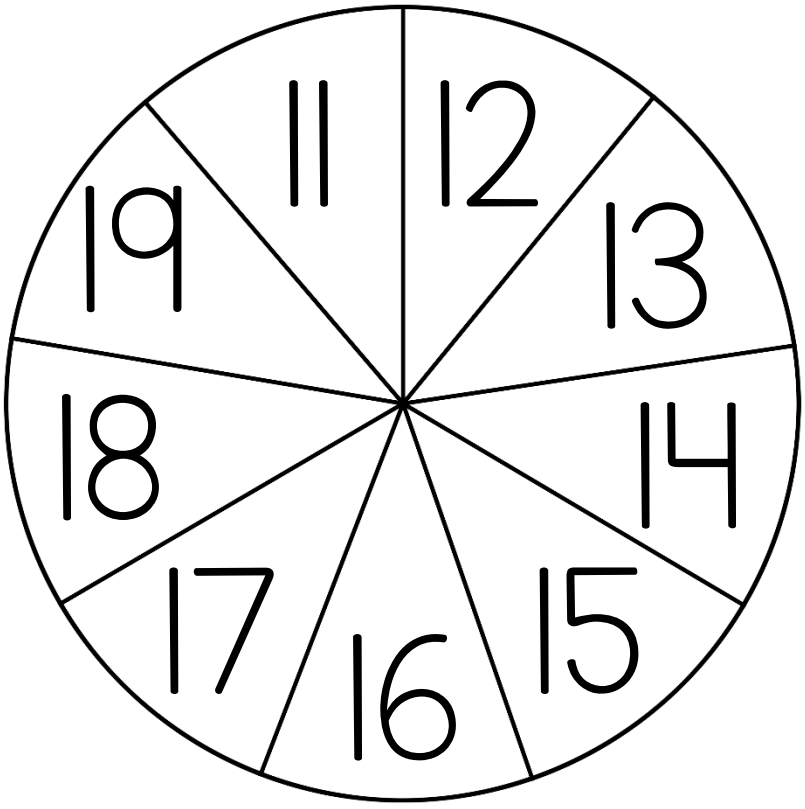
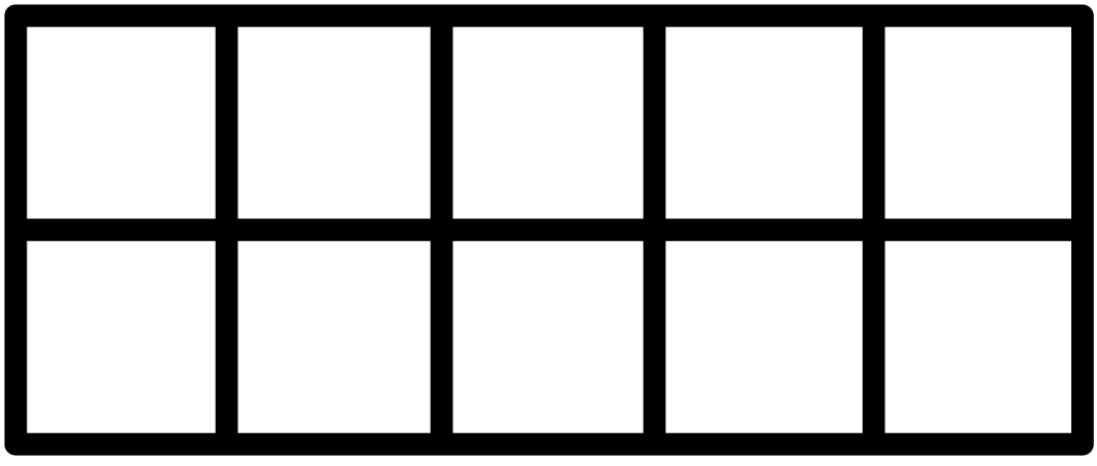
SPIN AND BUILD TEN FRAMES





_____ is ____ tens and ____ ones.

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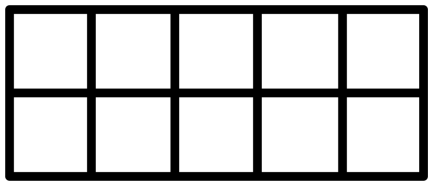
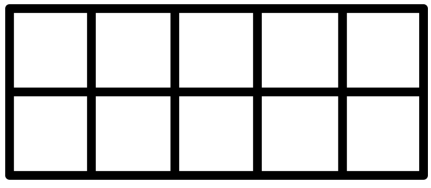
Name:

Fill in the ten frame to match the number. Then in the blanks below.



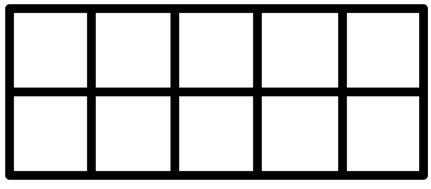
14 is

_____ tens and _____ ones.



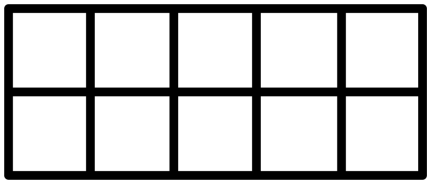
16 is

_____ tens and _____ ones.



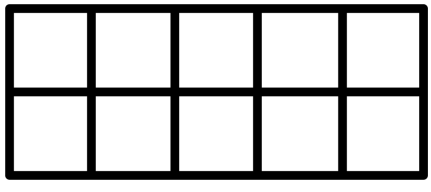
12 is

_____ tens and _____ ones.



18 is

_____ tens and _____ ones.



13 is

_____ tens and _____ ones.

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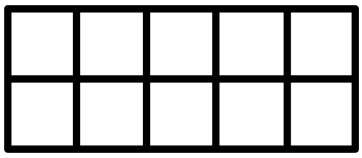
Name:

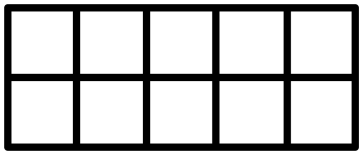
Place Value 11-20 Lesson 2

Fill in the ten frame to match the number. Then fill in the sentence.



15 is

_____ tens and _____ ones.



17 is

_____ tens and _____ ones.

We learned how to decompose teen numbers into tens and ones. Count out objects for your child. Have them divide them into a group of tens and ones.

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Name:

Place Value 11-20 Lesson 2

Fill in the ten frame to match the number. Then fill in the sentence.

15 is

_____ tens and _____ ones.

17 is

_____ tens and _____ ones.

We learned how to decompose teen numbers into tens and ones. Count out objects for your child. Have them divide them into a group of tens and ones.

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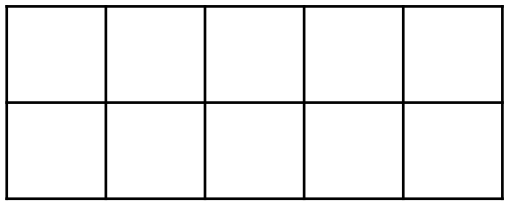
Draw counters to show each number.

15

17

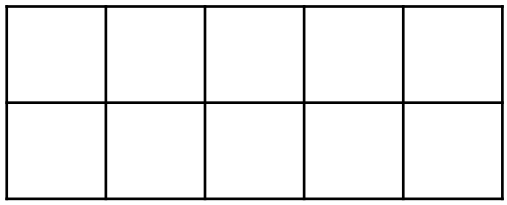
12 

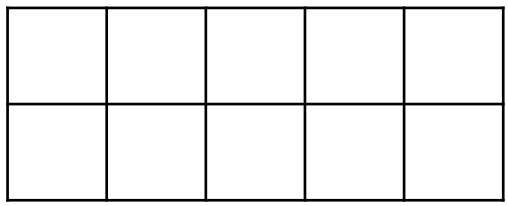
16

Draw counters to show each number.

15

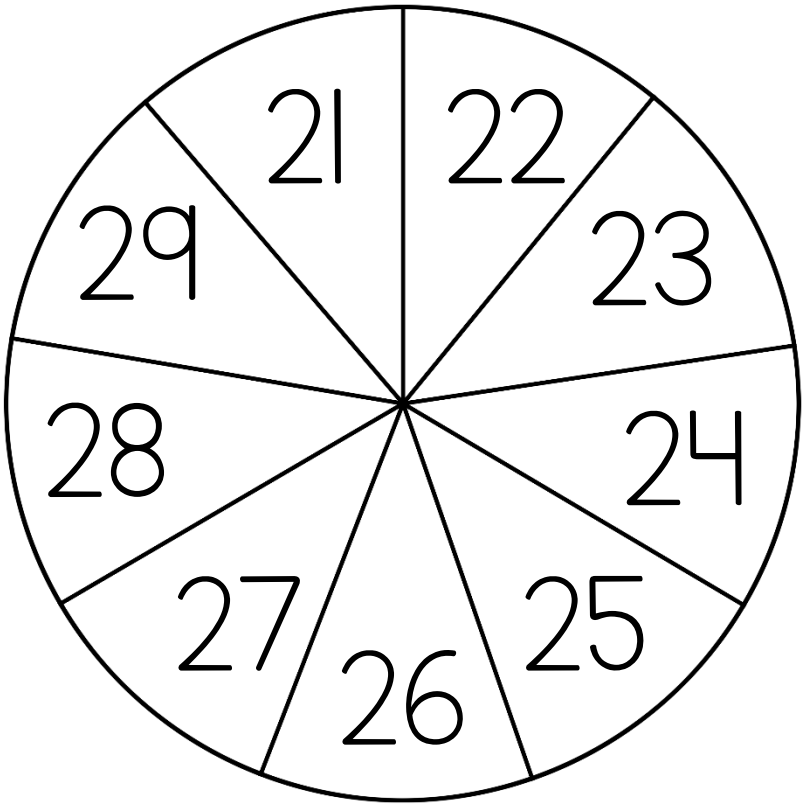
17

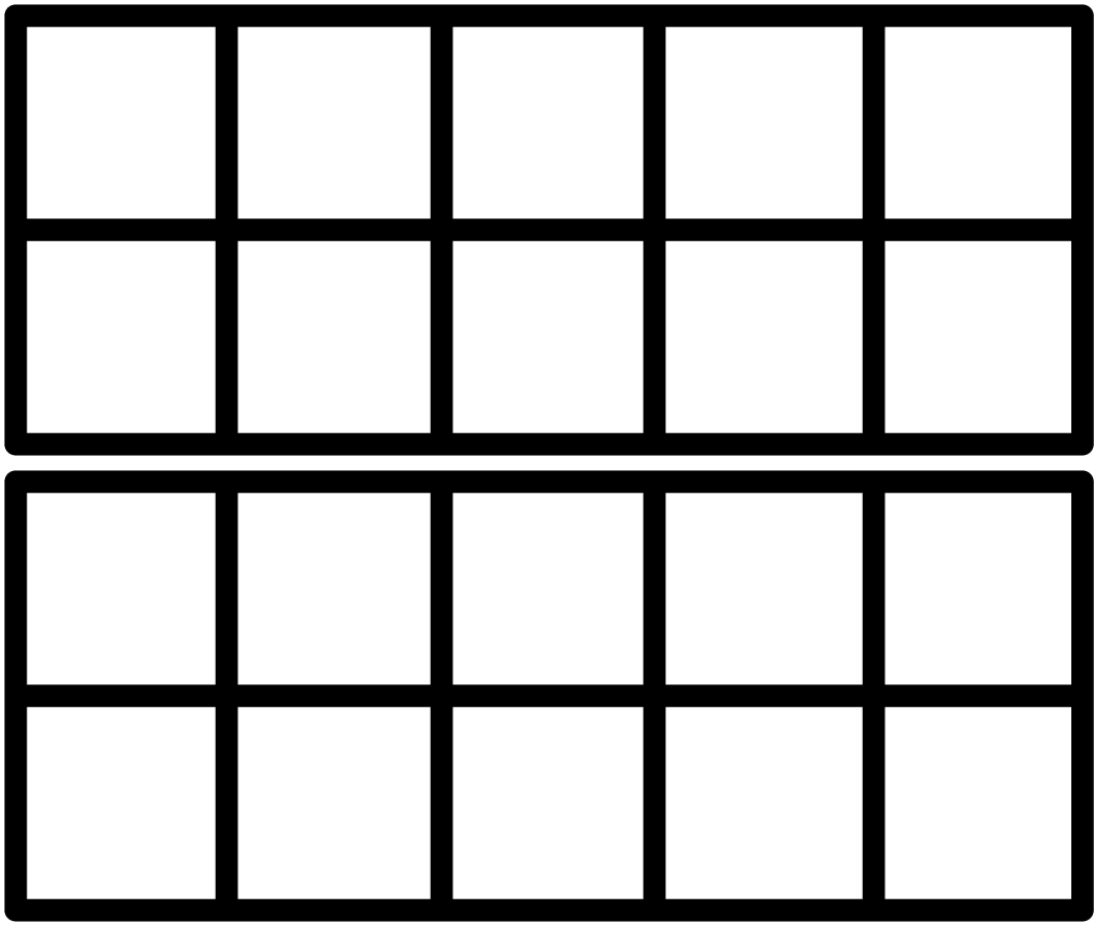
12 

16 

Natalie Lynn 2018

SPIN AND BUILD TEN FRAMES





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I can how many tens and ones using a ten frame.

K.CC.A.3, K.CC.B.4

Missing Number: Write the numbers 0-20 on the board or have a number line out. Have students cover their eyes as you erase 1 or 2 numbers. Have them open them again and identify which number is missing as fast as they can. You can also give students a turn at erasing the number.

Repeat the same activity as yesterday, having students come up to add counters to the ten frame and then identifying the tens and ones. Then, have students work in pairs or individually with a ten frame and counters. You will tell students a place value (show me 1 ten and 6 ones) and have them fill in their ten frame to match. Then, together, you will identify the number and complete the sentence "__ is __ tens and __ ones." Repeat several times. If students are working in partners, you can also have one partner choose the number and the other build and complete the sentence.

Students will work in pairs. They will spin a place value, build it on the ten frame, and then identify the number.

Students will fill in the ten frames and tell how many tens and ones.

Students will fill in the ten frames and tell how many tens and ones.

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Options for Differentiation

Again, have students build numbers on the ten frames. Today, emphasize the tens and ones, have students use the sentence for each one "__ is __ tens and __ ones." Continually talk through why there is one ten (because there is one full group of ten) and how they know what number it is. Optional: Have them draw the teen numbers on the page and write the tens and ones.

Have students spin and build a number and then identify what would be one more and one less.

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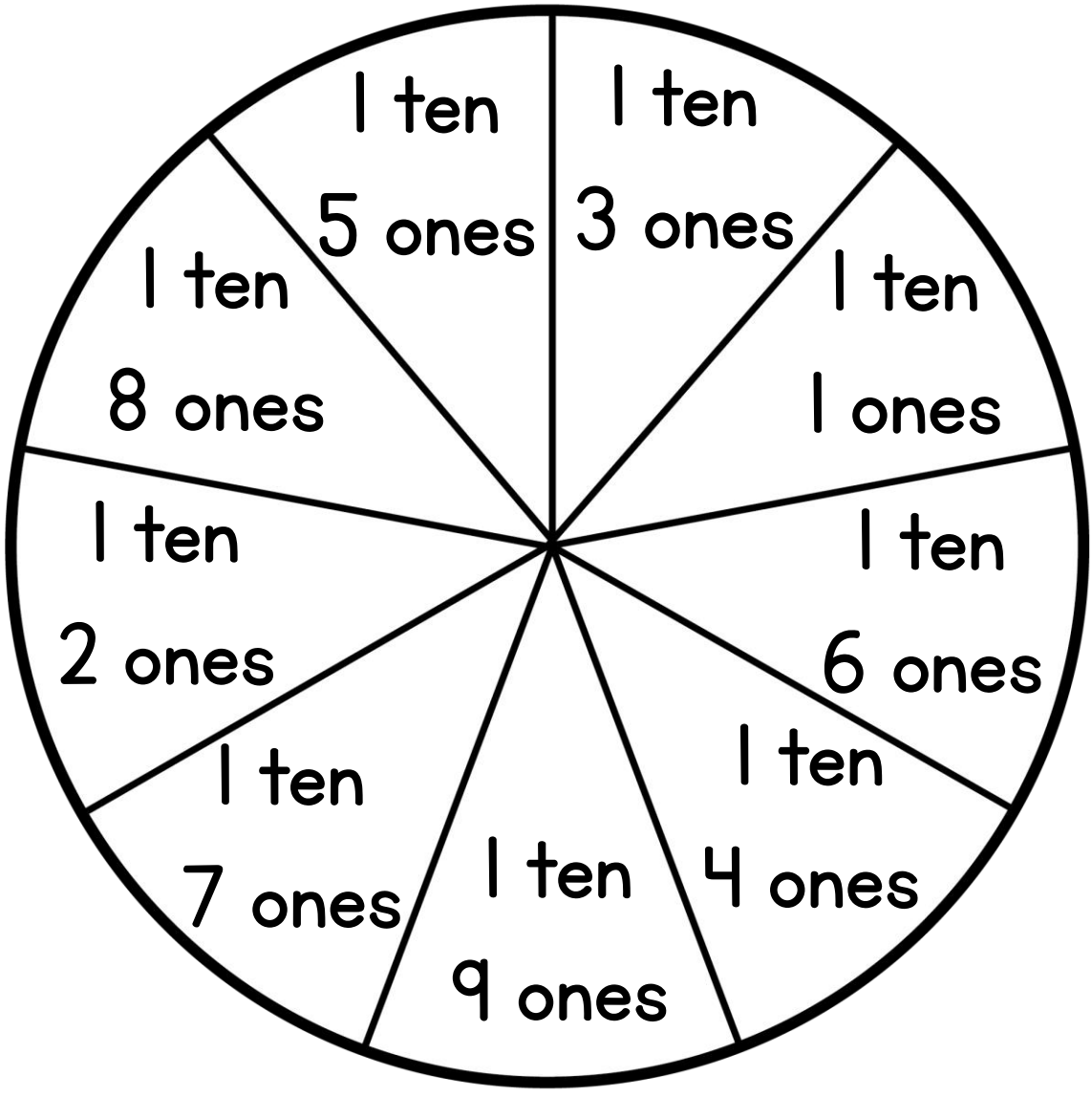
SPIN A PLACE VALUE



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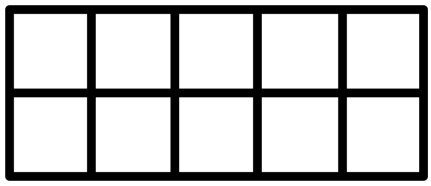
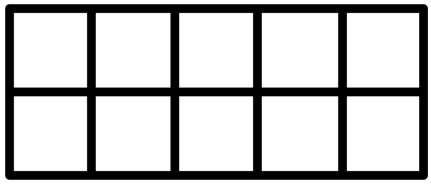
Name:

Fill in the ten frame to match the tens and ones. Then write the number.



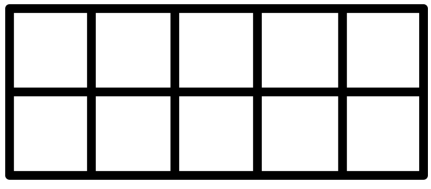
_____ is

1 ten and 4 ones.



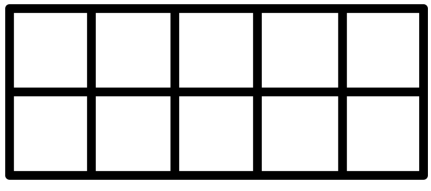
_____ is

1 ten and 8 ones.



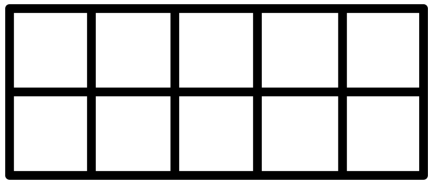
_____ is

1 ten and 2 ones.



_____ is

1 ten and 5 ones.



_____ is

1 ten and 7 ones.

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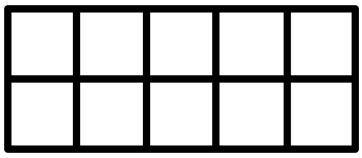
Name:

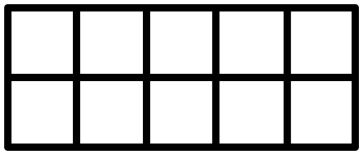
Place Value 11-20 Lesson 3

Fill in the ten frame to match the tens and ones. Then fill in the number.



_____ is

1 ten and 3 ones.



_____ is

1 ten and 6 ones.

We learned how to that teen numbers are made up of tens and ones. Say a ten and ones (1 ten and 4 ones) and have your child identify the number (14).

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Name:

Place Value 11-20 Lesson 3

Fill in the ten frame to match the tens and ones. Then fill in the number.

_____ is

1 ten and 3 ones.

_____ is

1 ten and 6 ones.

We learned how to that teen numbers are made up of tens and ones. Say a ten and ones (1 ten and 4 ones) and have your child identify the number (14).

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Draw counters to show each number.

18

___ tens and ___ ones

11

___ tens and ___ ones

15

___ tens and ___ ones

13

___ tens and ___ ones

Draw counters to show each number.

18

___ tens and ___ ones

11

___ tens and ___ ones

15

___ tens and ___ ones

13

___ tens and ___ ones

Natalie Lynn 2018

I can identify how many tens and ones a teen number has.

K.CC.A.3, K.CC.B.4

What's My Number? Write teen numbers on sticky notes and place them on students' foreheads without them seeing the number (you will need pairs or groups of 3, so make multiple of each number). Students will walk around and try to find their matching partner, but they can't tell each other their numbers. They can only ask place value questions (How many ones does my number have?)

Give partners or individual students whiteboards. You will say a place value (1 ten and 5 ones) and students will write the number (15) and hold up their board as quickly as possible. Once they identify the number, have students help build that number on the ten frame. Repeat several times, emphasizing the group of ten and the extra ones.

Students will work in pairs. They will spin a place value, build it on the ten frame, and then identify the number.

Students will match the numbers to the place values.

Students will write the numbers to match the place values given.

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Options for Differentiation

Again, have students build numbers on the ten frames. Today, emphasize the tens and ones, have students use the sentence for each one "__ is __ tens and __ ones." Continually talk through why there is one ten (because there is one full group of ten) and how they know what number it is. Optional: Have them draw the teen numbers on the page and write the tens and ones.

Have students spin and build a number and then identify what would be one more and one less.

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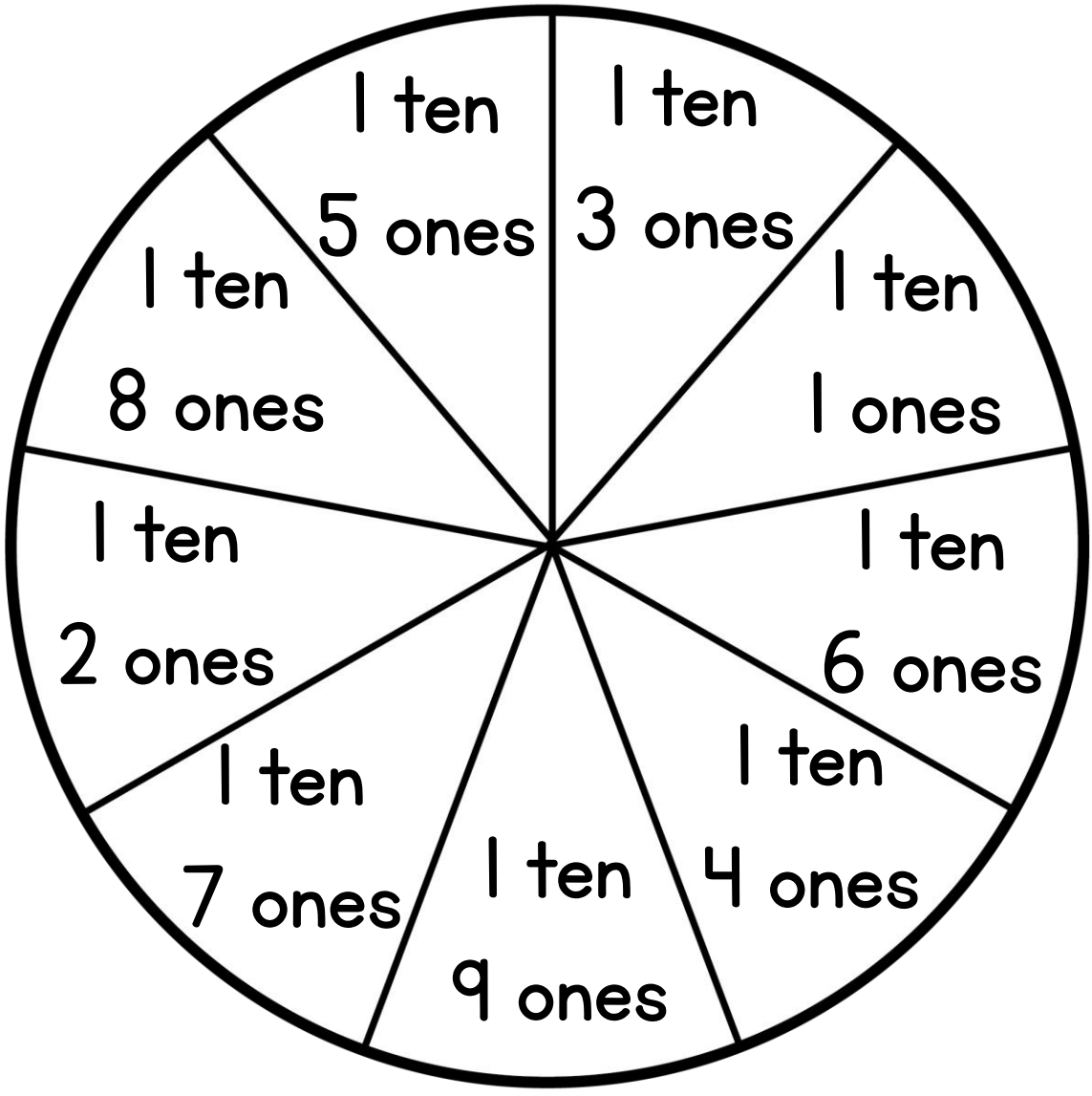
SPIN A PLACE VALUE



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Name:

Place Value 11-20 Lesson 4

Cut out the numbers and match them to the boxes.

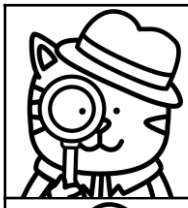
1 ten 4 ones	1 ten 7 ones
1 ten 5 ones	1 ten 2 ones
1 ten 8 ones	1 ten 3 ones

15	13	14	17	18	12

Name:

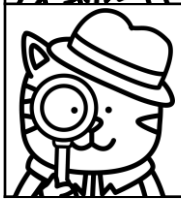
Place Value 11-20 Lesson 4

Identify the teen number from the tens and ones and write it on the line.



1 ten and 6 ones is _____

1 ten and 2 ones is _____



1 ten and 8 ones is _____

We learned how to that teen numbers are made up of tens and ones. Say a ten and ones (1 ten and 4 ones) and have your child identify the number (14).

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Name:

Place Value 11-20 Lesson 4

Identify the teen number from the tens and ones and write it on the line.

1 ten and 6 ones is _____

1 ten and 2 ones is _____

1 ten and 8 ones is _____

We learned how to that teen numbers are made up of tens and ones. Say a ten and ones (1 ten and 4 ones) and have your child identify the number (14).

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Draw counters to show each number.

14

___ tens and ___ ones

16

___ tens and ___ ones

12

___ tens and ___ ones

19

___ tens and ___ ones

Draw counters to show each number.

14

___ tens and ___ ones

16

___ tens and ___ ones

12

___ tens and ___ ones

19

___ tens and ___ ones

Natalie Lynn 2018

I can make teen numbers using rods and cubes.

K.CC.A.3, K.CC.B.4

Beach Ball Toss: You will need a ball for this activity. Write teen numbers all over the ball (if you don't want to do this, just toss the ball and say a number when students catch it). You will toss the ball to a student and they will identify the teen numbers and how many tens and ones that number has.

Show students a full ten frame and ask them how many it shows (10). Then, show students a rod and ask them how many it shows (accept all answers). Show them a cube and ask them how many it shows (1). Now, show them how a rod is made up of 10 cubes and count them. Explain that the ten frame and the rod are the same; they are both a way to show a group of ten. Give each student 2 rods and 9 cubes and tell them a teen number to build. If they try to use just the cubes, they will not have enough. Once students try it themselves, remind them that a rod is a group of ten. Just like when we use our ten frames, they will need a group of ten and some extra ones. Repeat and have students practice building several numbers.

Students will work in pairs. They will spin a teen numbers and build it with rods and cubes (Use the mat or just the spinners).

Students will match the numbers to the base ten blocks.

Students will write the teen numbers next to the base ten blocks..

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Options for Differentiation

For students who you know will need support, I suggest doing the full lesson in a small group. Either way, spend time showing these students teen numbers in the form of base ten blocks and counting out what number they represent together. Then, have them build the same number using the base ten blocks and repeat several times.

After you have practiced building teen numbers, show students two rods. Ask them what number this would show. Two rods is two groups of ten. We know that is 20. Repeat with 30. Put out sets of rods and have students help you count by tens.

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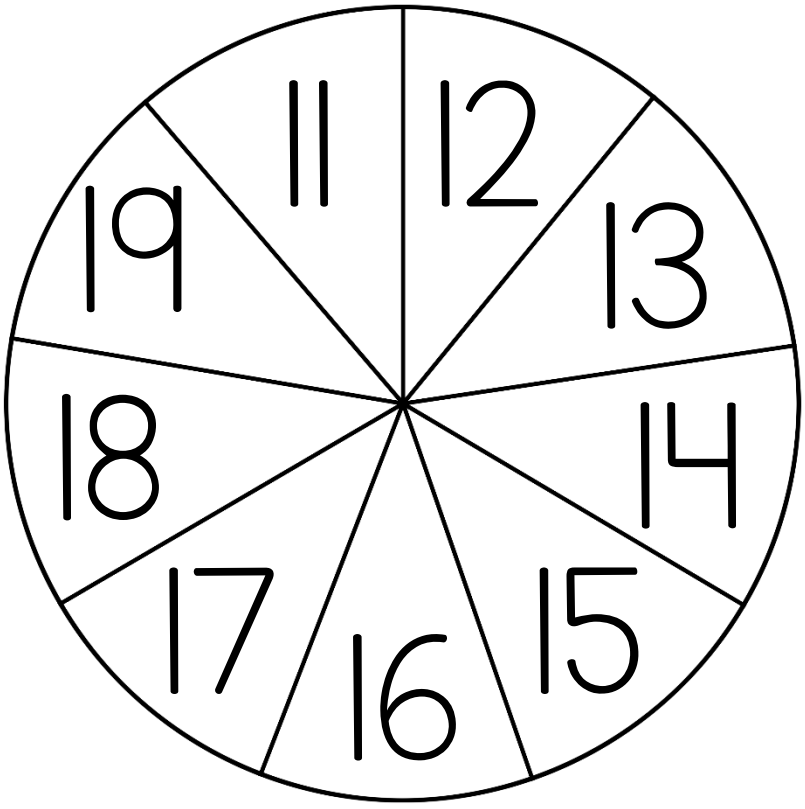
SPIN AND BUILD TEN FRAMES



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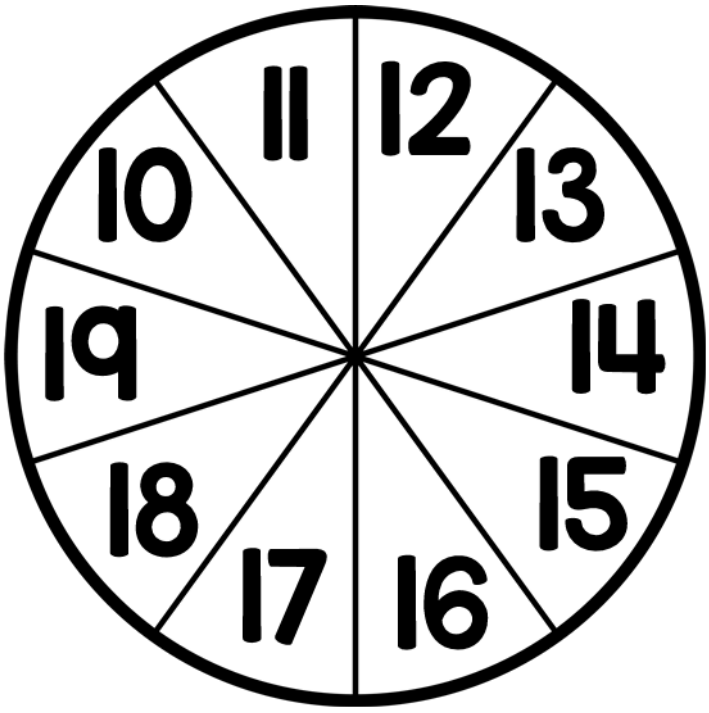
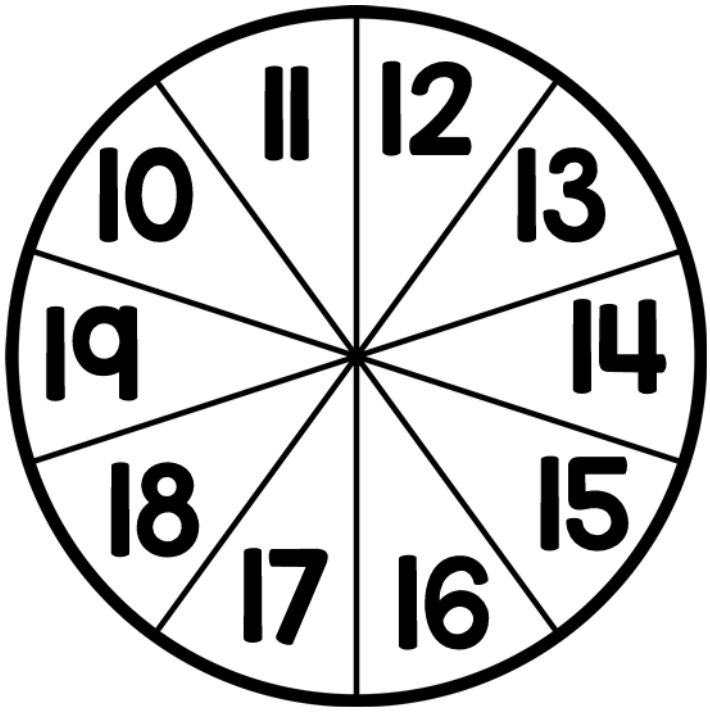
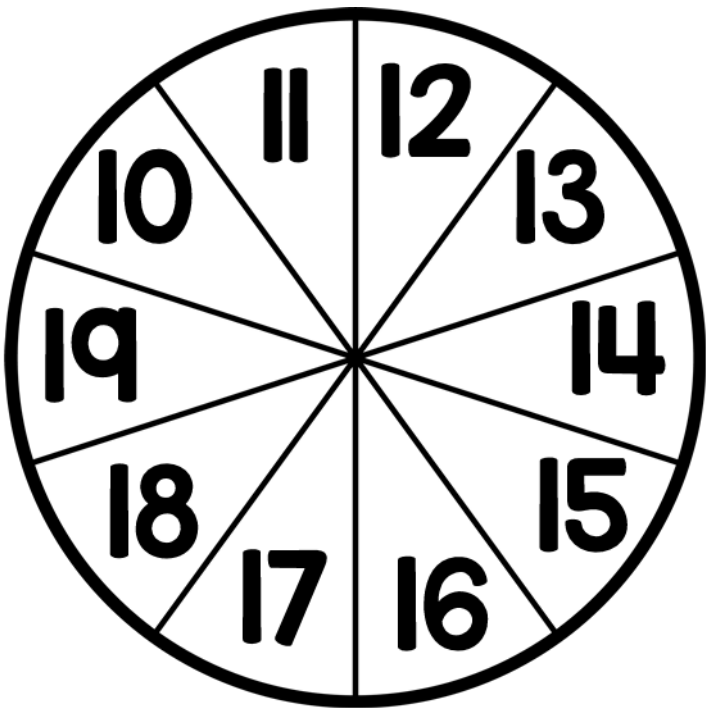
BASE TEN SPIN



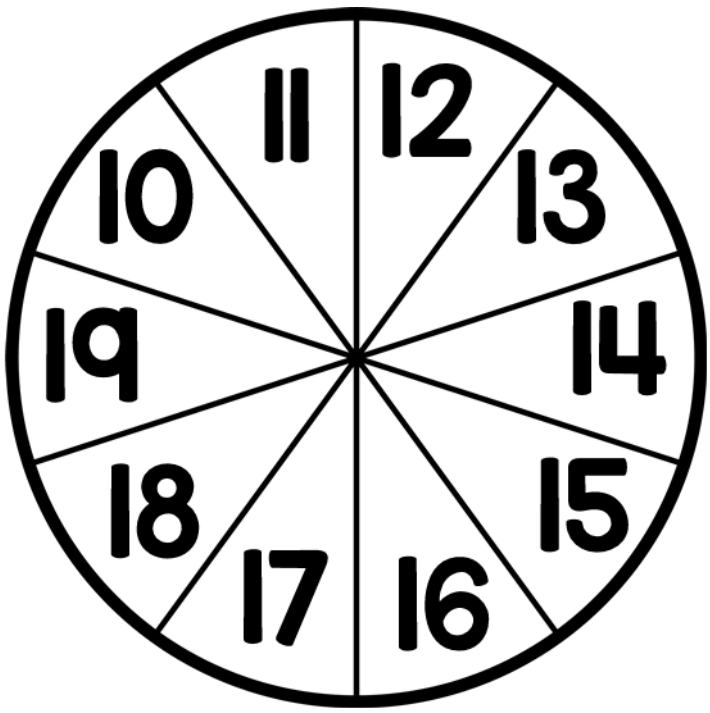
BASE TEN SPIN



BASE TEN SPIN



BASE TEN SPIN



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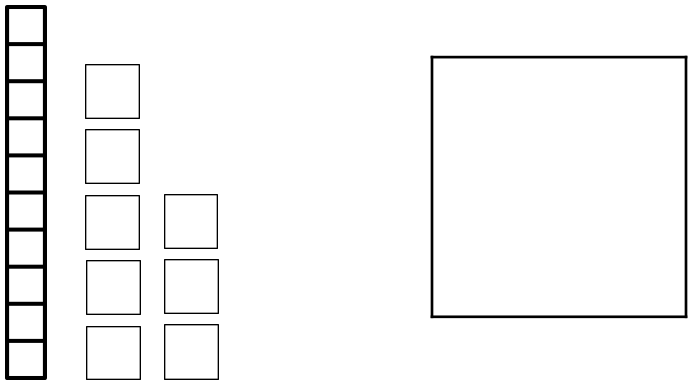
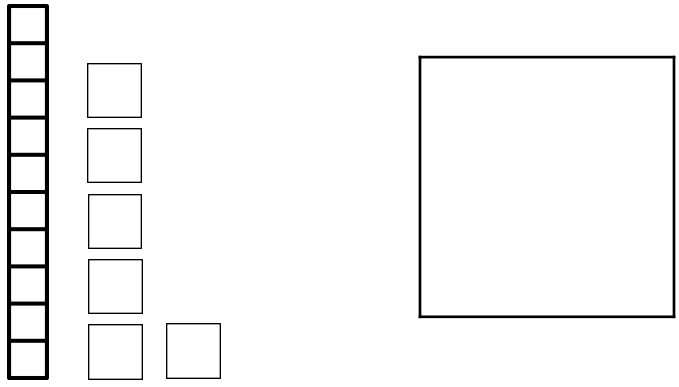
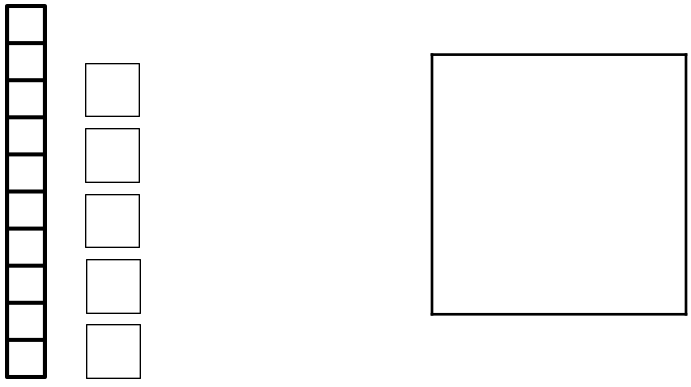
Name:

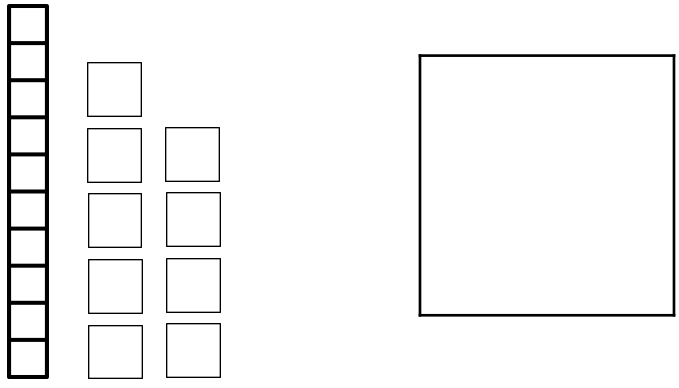
Place Value 11-20 Lesson 5

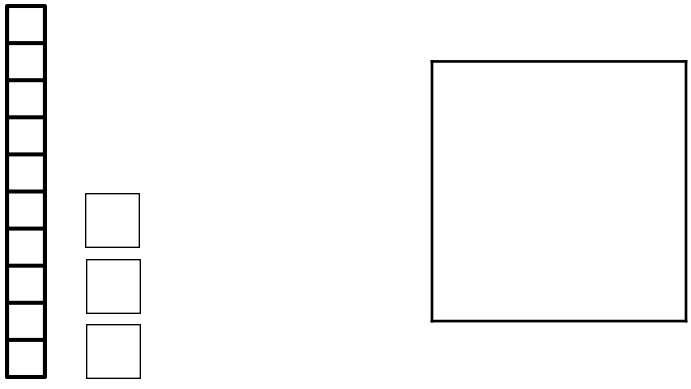
Cut out the numbers and match them to the base ten blocks.

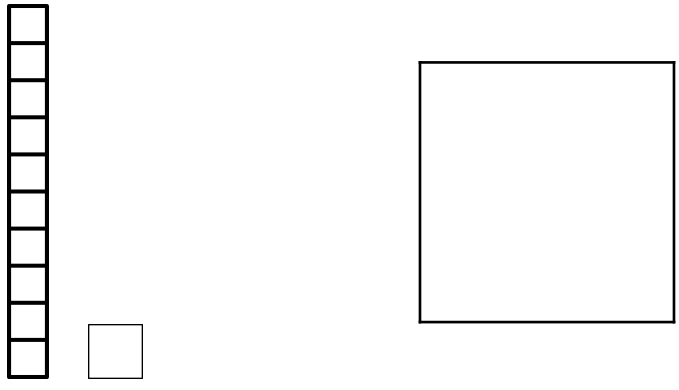








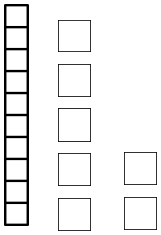


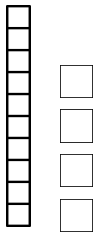


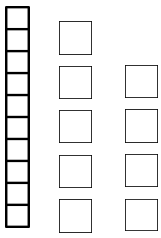
16 13 11 19 18 15

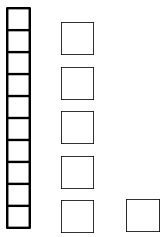
Name:

Count the base ten blocks and write the number.









We learned about base ten blocks. A rod represents a group of ten and a cube represents one. What numbers can you make with the rods and cubes below?

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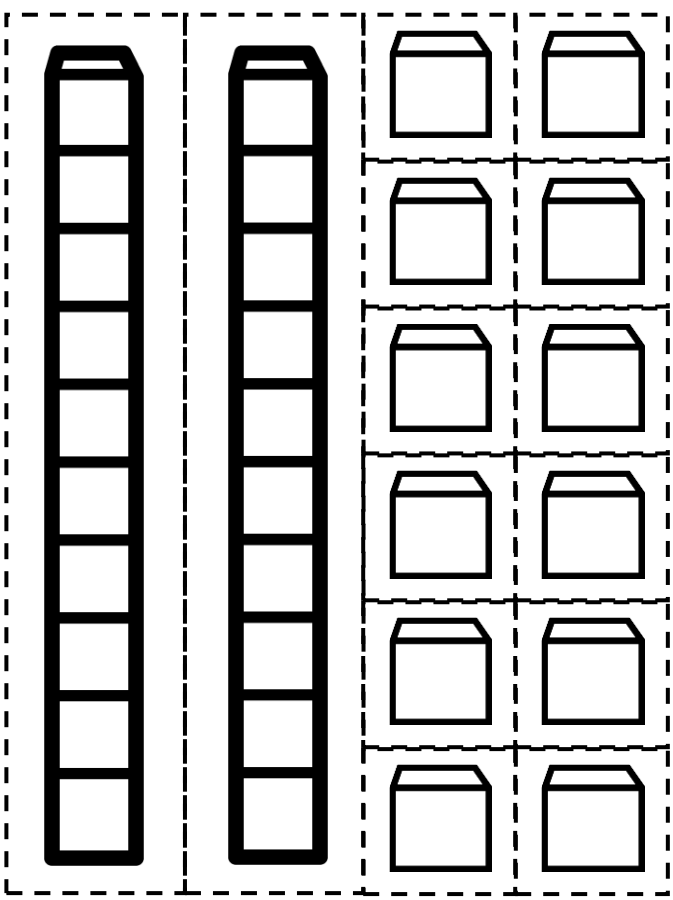
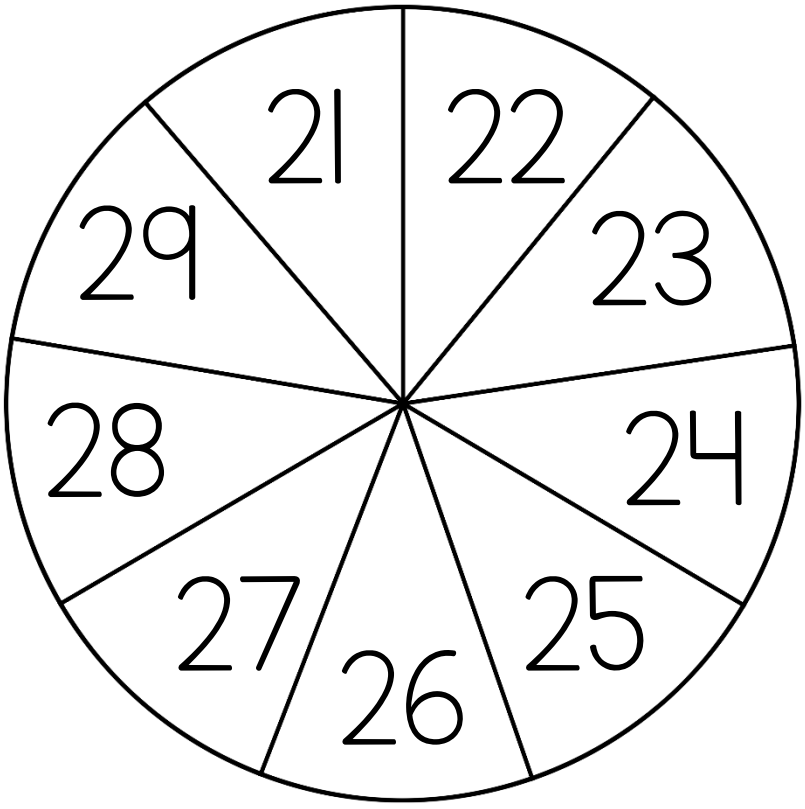


SPIN AND BUILD TEN FRAMES



© Natalie Lynn Kindergarten

I can make teen numbers using rods and cubes.

K.CC.A.3, K.CC.B.4

Beach Ball Toss: You will need a ball for this activity. Write teen numbers all over the ball (if you don't want to do this, just toss the ball and say a number when students catch it). You will toss the ball to a student and they will identify the teen numbers and how many tens and ones that number has.

Review with students how much the rod and the cube are worth and how they know. Give students a teen number and have them come up to build it with base ten blocks. I have included printable blocks you can use. Optional: add magnets to the back to build on the board. Repeat with several numbers. If you are able, have students build the numbers with their own base ten blocks before a student comes up to build that number with the large blocks. If not, give students time to build numbers with their own blocks or in partners at the end.

Students will work in pairs. They will turn all of the number and base ten cards face down. They will take turns flipping over 2 cards and trying to find a match.

Students will match the numbers to the base ten blocks.

Students will write the teen numbers next to the base ten blocks..

© Natalie Lynn Kindergarten

Options for Differentiation

For students who you know will need support, I suggest doing the full lesson in a small group. Either way, spend time showing these students teen numbers in the form of base ten blocks and counting out what number they represent together. Then, have them build the same number using the base ten blocks and repeat several times.

Begin building numbers with multiple tens. Emphasize how many tens and ones each number has and how many rods and cubes we will need. Practice counting the groups of ten by tens.

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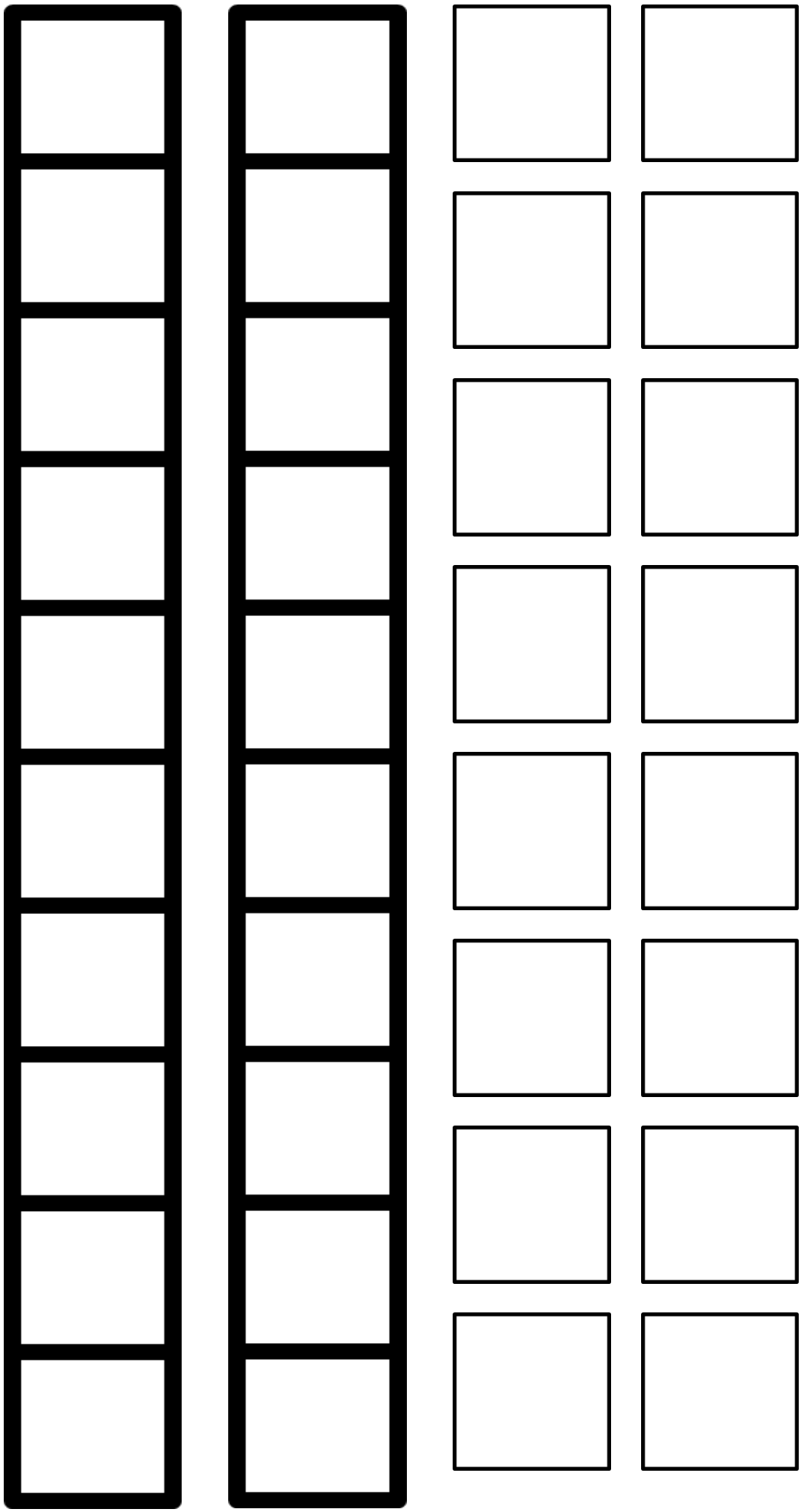

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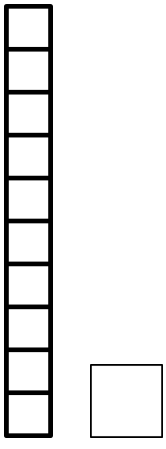
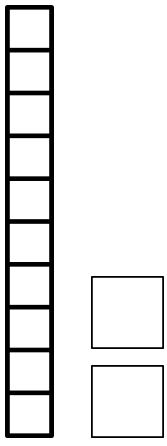
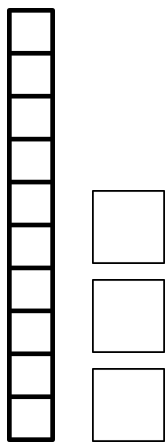
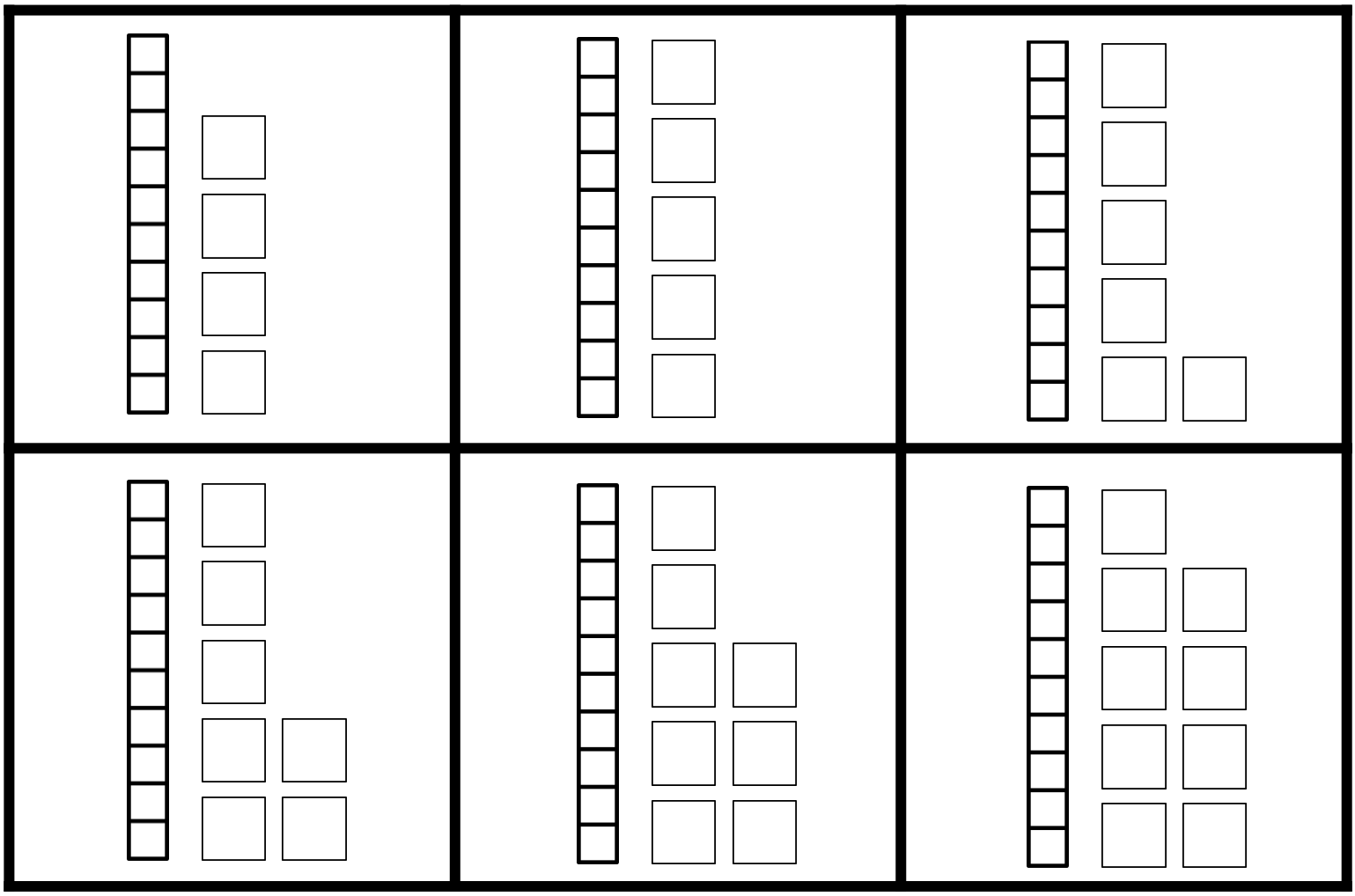
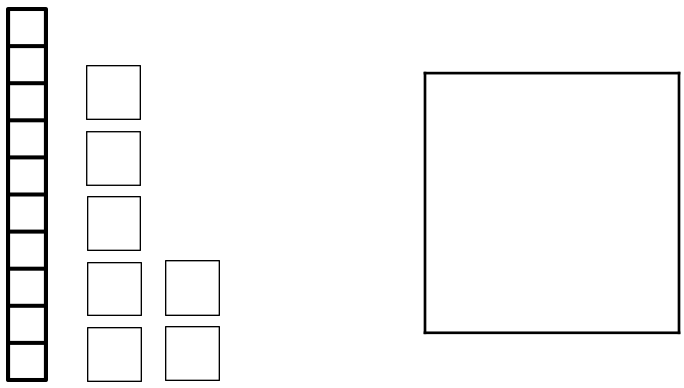
17	18	19
		

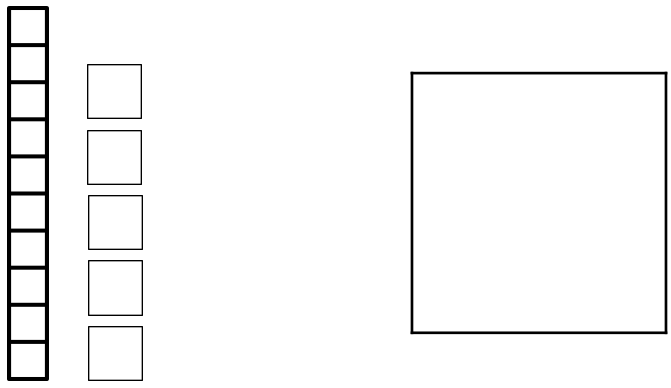


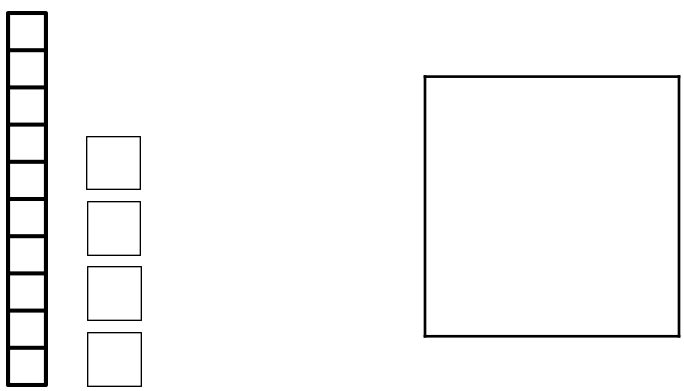
Name:

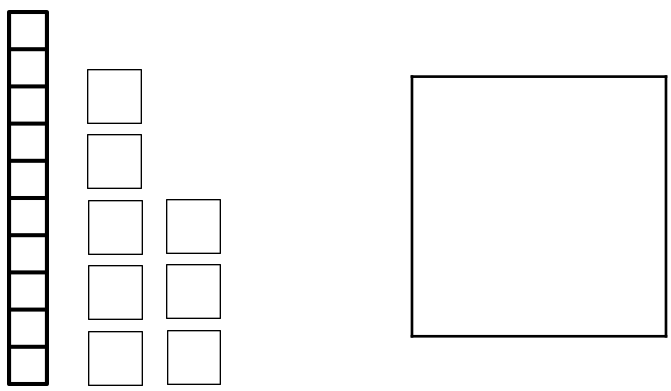
Place Value 11-20 Lesson 6

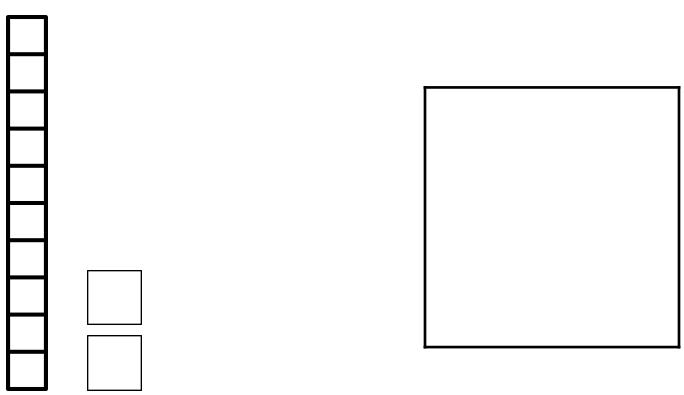
Cut out the numbers and match them to the base ten blocks.

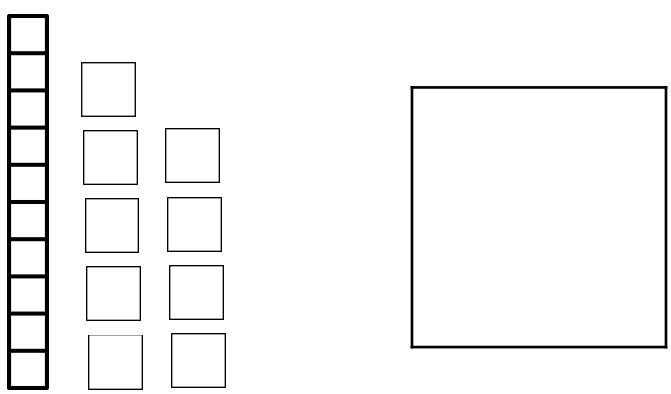










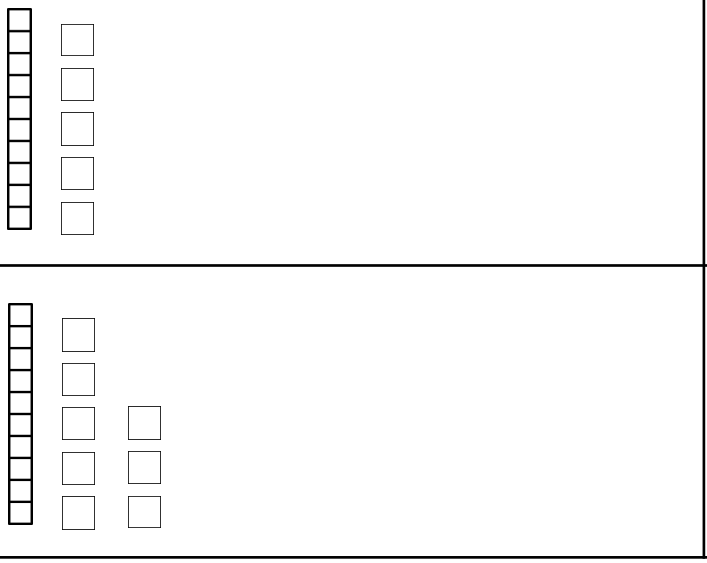


14	12	18	19	17	15

Name:

Place Value 11-20 Lesson 6

Count the base ten blocks and write the number.



We learned about base ten blocks. Practice making numbers with the base ten blocks sent home yesterday.

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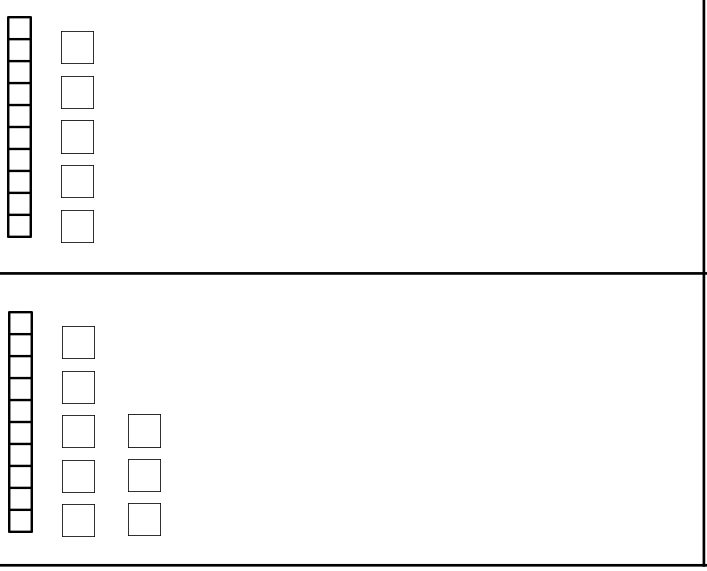
Name:

Place Value 11-20 Lesson 6

Count the base ten blocks and write the number.



We learned about base ten blocks. Practice making numbers with the base ten blocks sent home yesterday.

Little Mathematicians Kindergarten

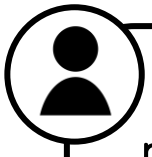
I can make teen numbers using rods and cubes.

K.CC.A.3, K.CC.B.4

Beach Ball Toss: You will need a ball for this activity. Write teen numbers all over the ball (if you don't want to do this, just toss the ball and say a number when students catch it). You will toss the ball to a student and they will identify the teen numbers and how many tens and ones that number has.

This lesson will be a repeat of lesson 6. Review with students how much the rod and the cube are worth and how they know. Give students a teen number and have them come up to build it with base ten blocks. Repeat with several numbers. If you are able, have students build the numbers with their own base ten blocks before a student comes up to build that number with the large blocks. If not, give students time to build numbers with their own blocks or in partners at the end.

Students will work in pairs. They will turn all of the number and base ten cards face down. They will take turns flipping over 2 cards and trying to find a match.



Students will match the numbers to the base ten blocks.

Students will write the teen numbers next to the base ten blocks..

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Options for Differentiation

For students who you know will need support, I suggest doing the full lesson in a small group. Either way, spend time showing these students teen numbers in the form of base ten blocks and counting out what number they represent together. Then, have them build the same number using the base ten blocks and repeat several times.

Begin building numbers with multiple tens. Emphasize how many tens and ones each number has and how many rods and cubes we will need. Practice counting the groups of ten by tens.

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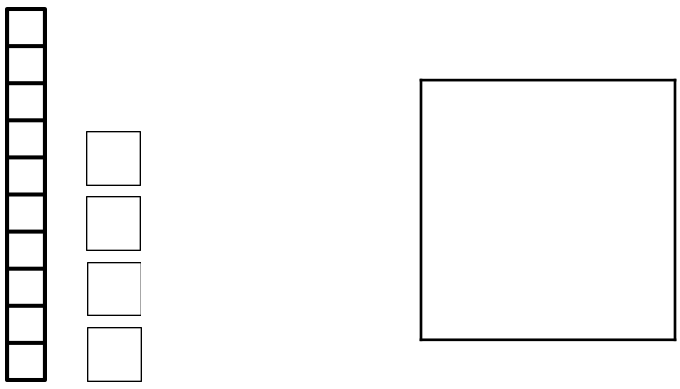
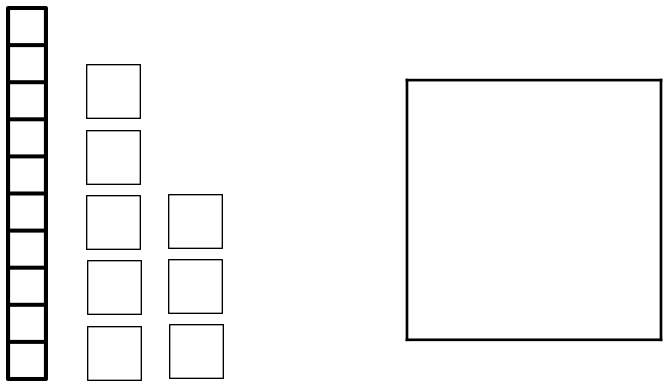
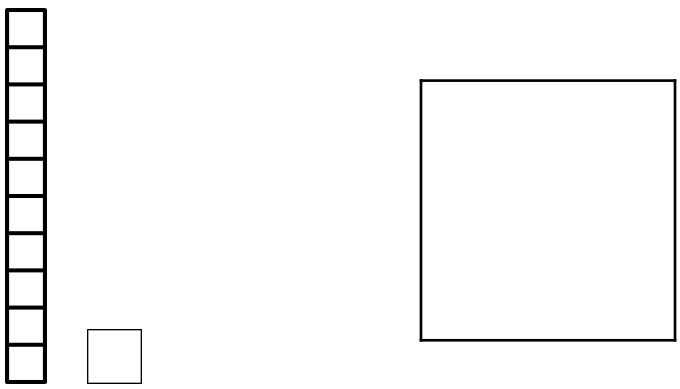
Name:

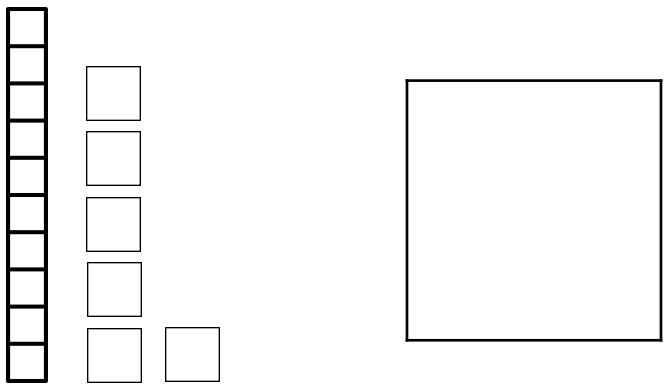
Place Value 11-20 Lesson 7

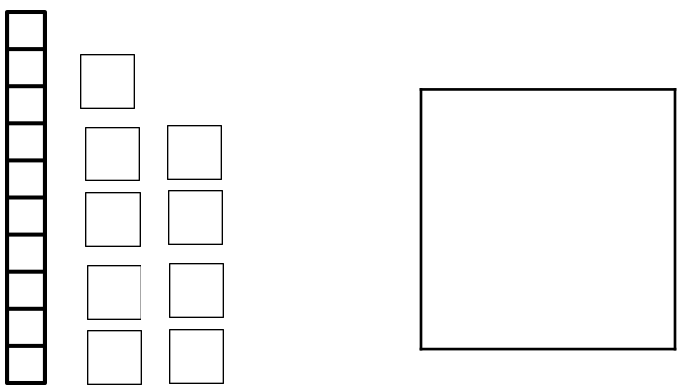
Cut out the numbers and match them to the base ten blocks.

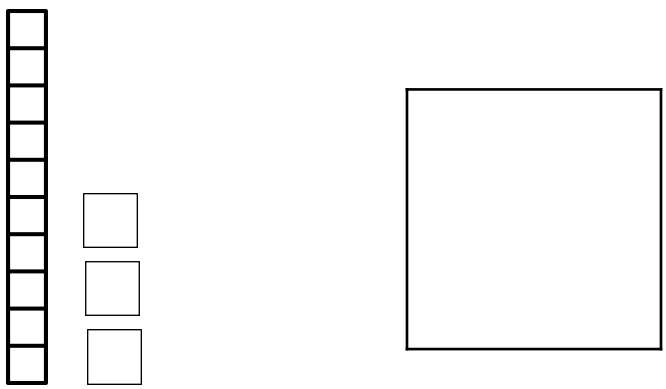










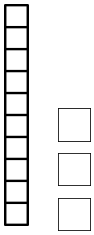


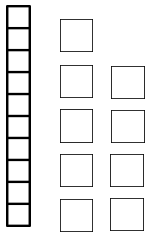
14 13 11 19 18 16

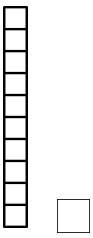
Name:

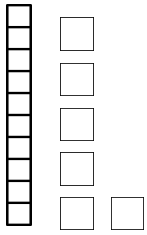
Place Value 11-20 Lesson 7

Count the base ten blocks and write the number.









We learned about base ten blocks. Practice making numbers with the base ten blocks sent home yesterday.

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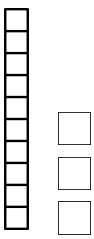
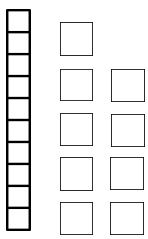
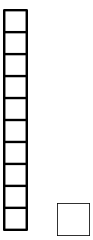
Name:

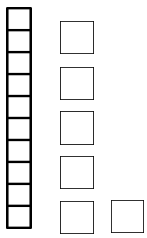
Place Value 11-20 Lesson 7

Count the base ten blocks and write the number.









We learned about base ten blocks. Practice making numbers with the base ten blocks sent home yesterday.

Little Mathematicians Kindergarten

I can make 20 using base ten blocks.

K.CC.A.3, K.CC.B.4

Beach Ball Toss: You will need a ball for this activity. Write teen numbers all over the ball (if you don't want to do this, just toss the ball and say a number when students catch it). You will toss the ball to a student and they will identify the teen numbers and how many tens and ones that number has.

Review with students how much the rod and the cube are worth and how they know. Put out 2 rods and ask students if they know what number that shows. Talk through it (I see 2 rods which means 2 groups of ten. What number to we know is 2 groups of 10?). Show students the number 20 and point out that it has a 2 in the tens place, which means that it has 2 groups of 10. Have students use their own blocks to build 20. Give them other teen numbers to build as well, coming back to 20 often and reviewing why they would use 2 rods and no cubes.

Students will spin and color 12 or 20 and their representations.

Students will write numbers next to the base ten blocks.

Students will write the teen numbers next to the base ten blocks..

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Options for Differentiation

Before playing spin and color, have students build both numbers on double ten frames and using base ten blocks so that they have a reference. If you want more practice, laminate the spin and color page and use counters instead so that it can be reused.

Begin building numbers up to 99. Emphasize how many tens and ones each number has and how many rods and cubes we will need. Practice counting the groups of ten by tens.

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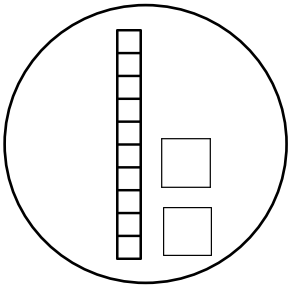
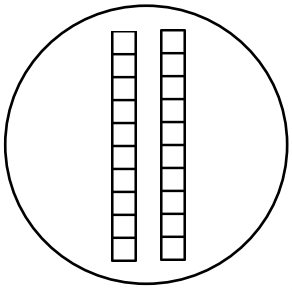
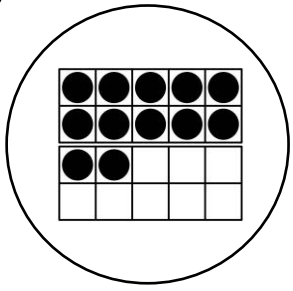
SPIN AND COLOR



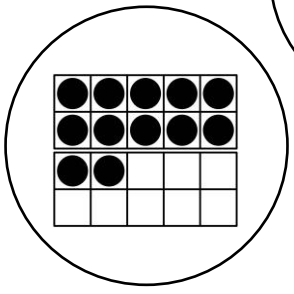


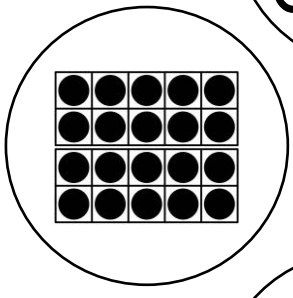
20

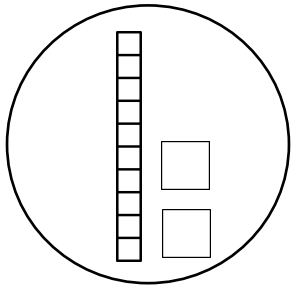


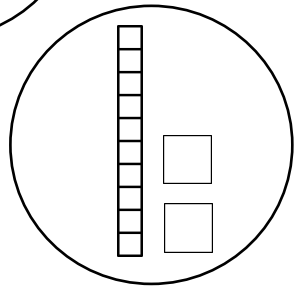
2 ten
0 ones

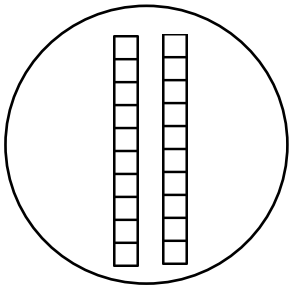
1 ten
2 ones

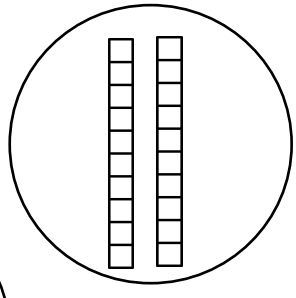






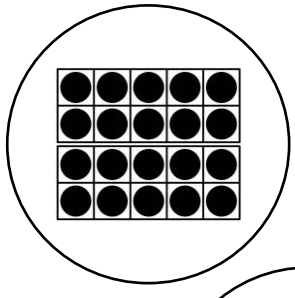




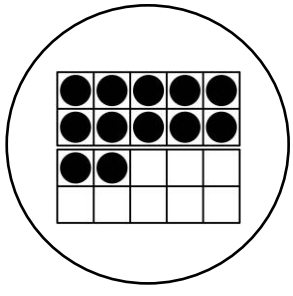


2 ten
0 ones

1 ten
2 ones



12 20



12

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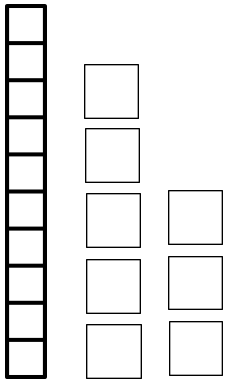
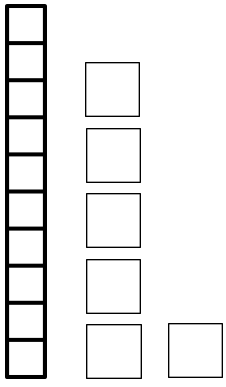
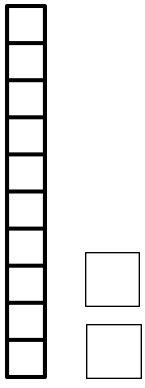
Name:

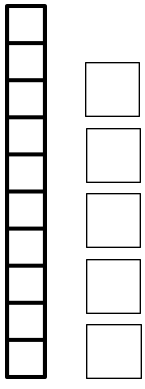
Place Value 11-20 Lesson 8

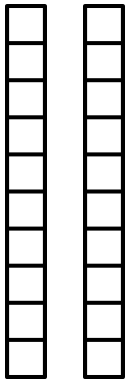
Count the base ten blocks and write the numbers.

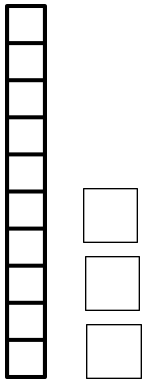


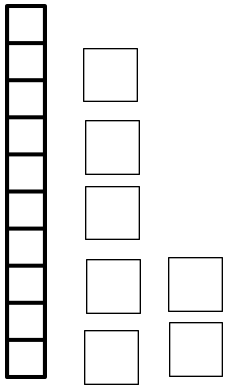


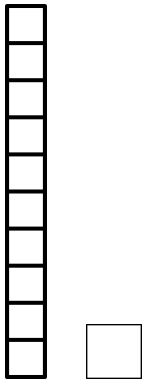












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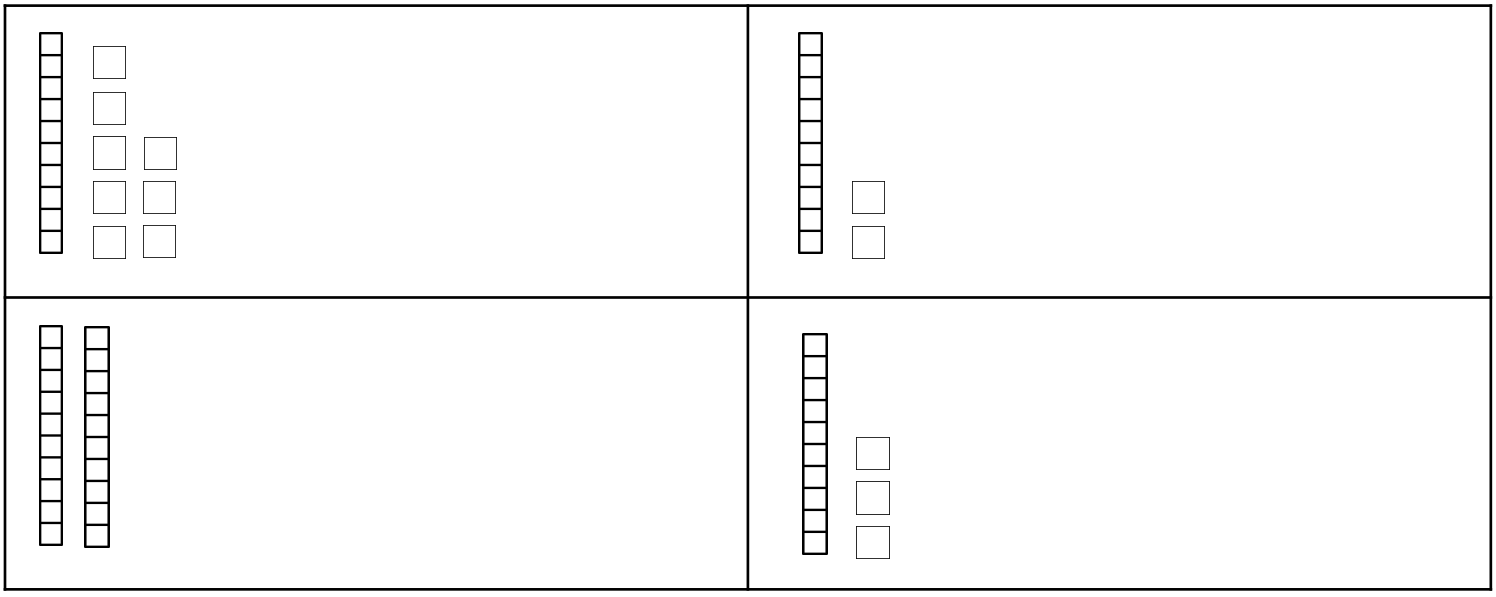
Name:

Place Value 11-20 Lesson 8

Count the base ten blocks and write the number.



We learned that 20 is two groups of ten. Can you build 20 with your base ten blocks? Can you build numbers higher than 20?

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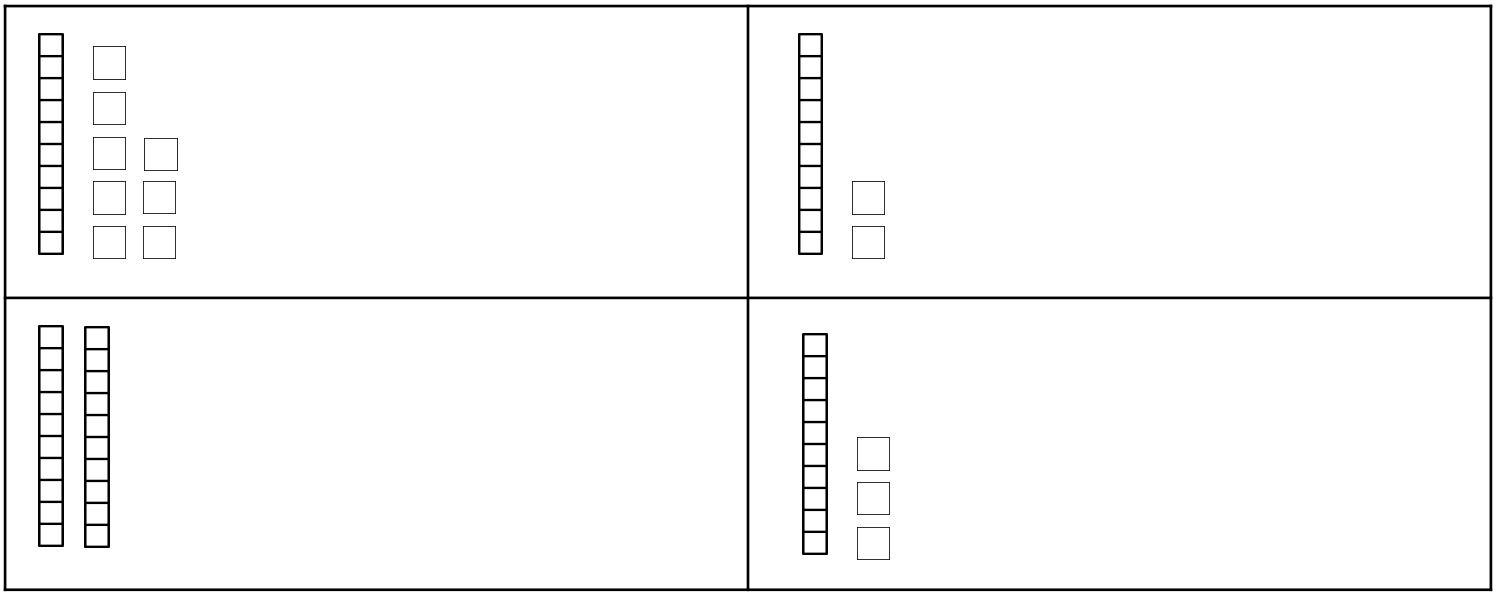
Name:

Place Value 11-20 Lesson 8

Count the base ten blocks and write the number.



We learned that 20 is two groups of ten. Can you build 20 with your base ten blocks? Can you build numbers higher than 20?

Little Mathematicians Kindergarten

I can match numbers to their base ten blocks.

K.CC.A.3, K.CC.B.4

Rocket Counting: Start crouched down low to the ground. Count up to 20, slowly standing up as you go. When you get to 20, you will yell "blast off" and jump into the air. Then, count down from 20, slowly crouching down until you get to 0 at the ground.

Show students the number 15. Tell students that we can also draw base ten blocks. Show students how to draw a rod | and a cube □ . Give each student a dry erase board. You will say a number 11-20. Ask students how many tens and ones it has. Then, have students draw the base ten blocks on their dry erase board and hold it up. Repeat several times.

Students will work in pairs. One student will spin a number and then their partner will draw the base ten blocks on their dry erase board. They will then switch and repeat.

Students will draw base ten blocks to match the numbers.

Students will draw base ten blocks to match the numbers.

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Options for Differentiation

Have students build the numbers with base ten blocks before drawing them on their boards so that they have a visual.

You can have students draw the blocks for numbers up to 99 if they have a good grasp on place value.

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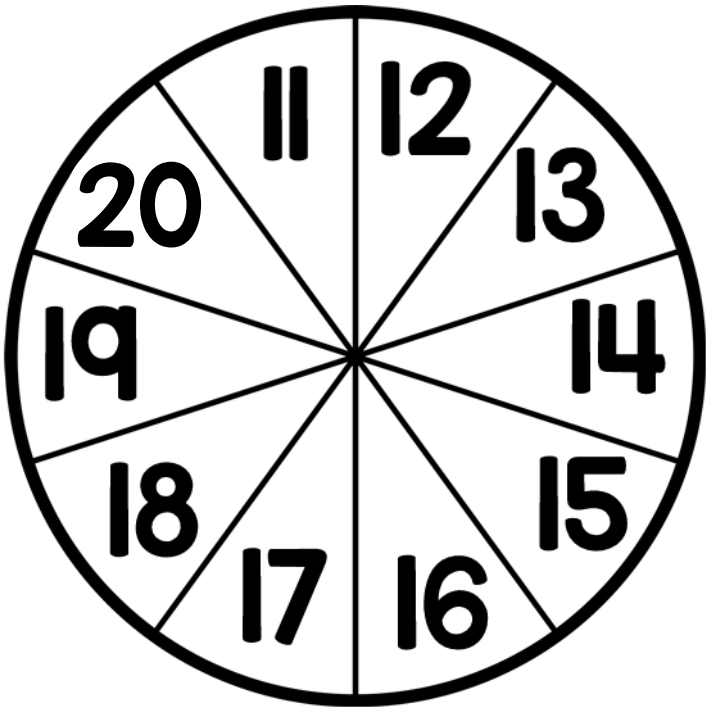
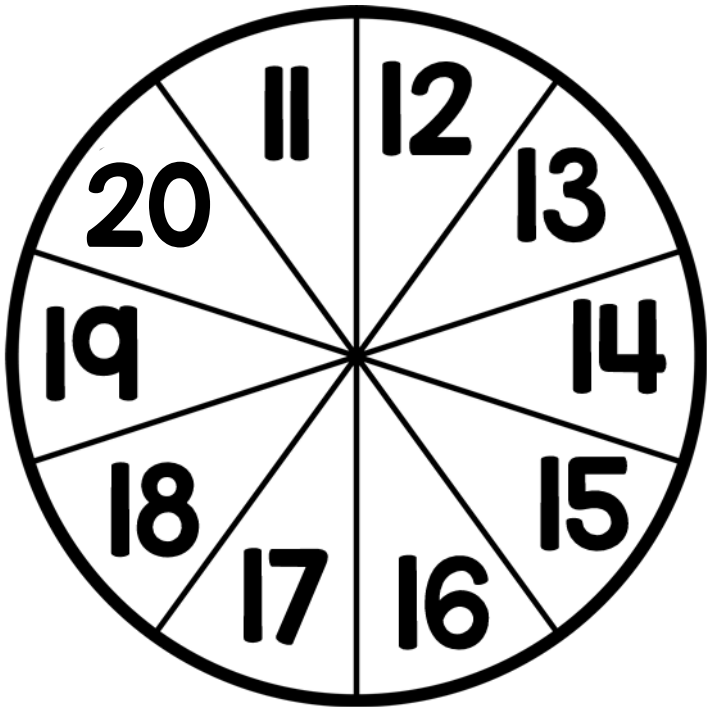
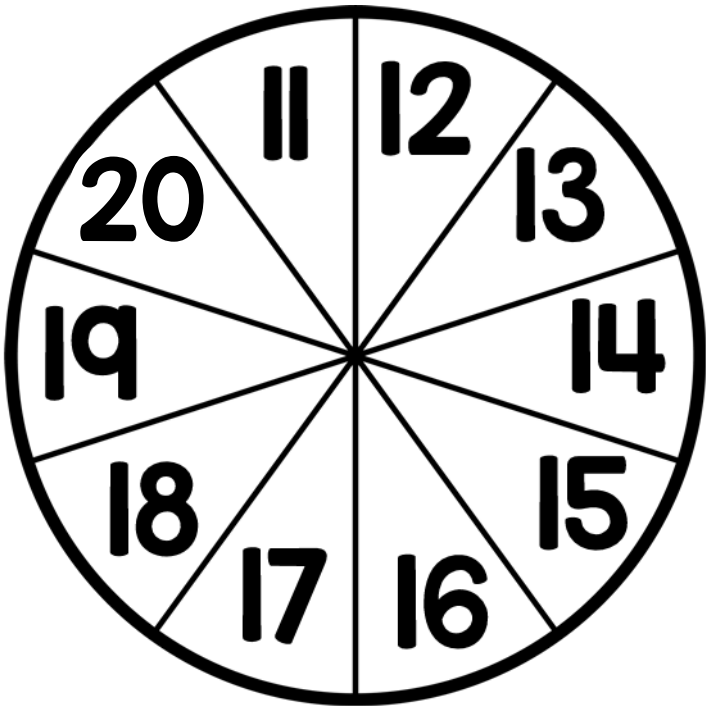
BASE TEN SPIN



BASE TEN SPIN

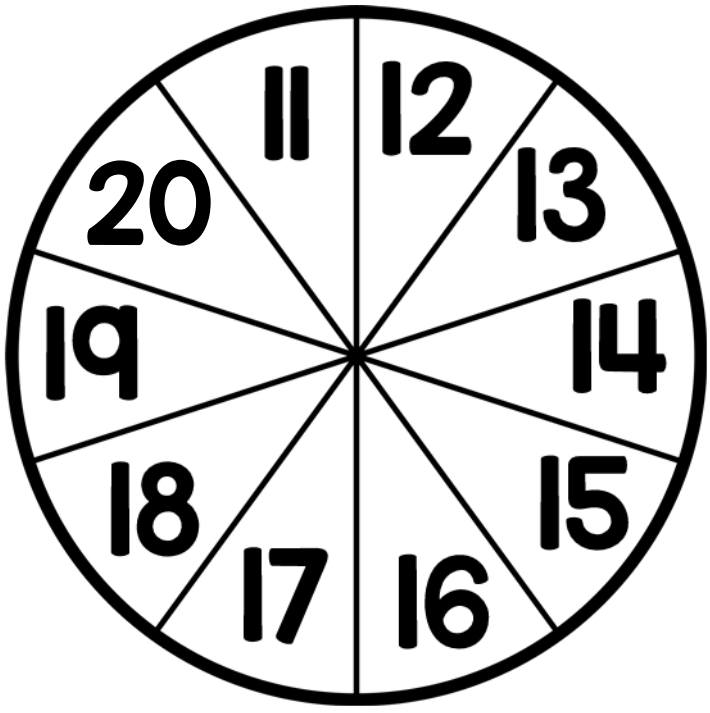


BASE TEN SPIN



Little Mathematicians Kindergarten © Natalie Lynn Kindergarten

BASE TEN SPIN



Little Mathematicians Kindergarten

Name:

Place Value 11-20 Lesson 9

Draw base ten blocks to match the numbers.

16	12
11	17
19	14
13	20

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Name:

Place Value 11-20 Lesson 9

Draw base ten blocks to match the numbers.

14	12
18	15

We learned how to draw base ten blocks to show numbers 11-20. Tell your child a number and have them draw the base ten blocks. Can they identify how many tens and ones it has?

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Name:

Place Value 11-20 Lesson 9

Draw base ten blocks to match the numbers.

14	12
18	15

We learned how to draw base ten blocks to show numbers 11-20. Tell your child a number and have them draw the base ten blocks. Can they identify how many tens and ones it has?

Little Mathematicians Kindergarten

I can match numbers to their base ten blocks.

K.CC.A.3, K.CC.B.4

Rocket Counting: Start crouched down low to the ground. Count up to 20, slowly standing up as you go. When you get to 20, you will yell "blast off" and jump into the air. Then, count down from 20, slowly crouching down until you get to 0 at the ground.

Print the number and base ten cards on cardstock. Have students sit in a circle. Lay all the number cards face down on one side and all the base ten cards face down on the other side with a small "aisle" in between the number cards and block cards. Have students take turns turning over a number card and a base ten card and seeing if they are a match or not. It can take a while to get that first match, but then it goes quickly!

If time: Students will work in pairs. One student will spin a number and then their partner will draw the base ten blocks on their dry erase board. They will then switch and repeat.

Students will draw base ten blocks to match the numbers.

Students will draw base ten blocks to match the numbers.

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Options for Differentiation

Have students build the numbers with base ten blocks before drawing them on their boards so that they have a visual.

You can have students draw the blocks for numbers up to 99 if they have a good grasp on place value.

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Name:

Place Value 11-20 Lesson 10

Draw base ten blocks to match the numbers.

18	11
15	16
12	20
17	13

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Name:

Place Value 11-20 Lesson 10

Draw base ten blocks to match the numbers.

16	19
11	20

We learned how to draw base ten blocks to show numbers 11-20. Tell your child a number and have them draw the base ten blocks. Can they identify how many tens and ones it has?

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Name:

Place Value 11-20 Lesson 10

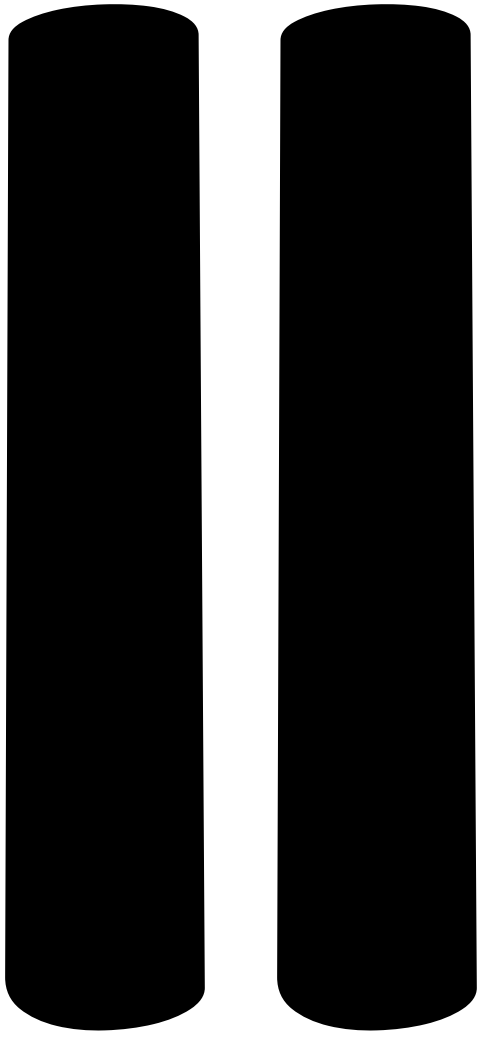
Draw base ten blocks to match the numbers.

16 19

11 20

We learned how to draw base ten blocks to show numbers 11-20. Tell your child a number and have them draw the base ten blocks. Can they identify how many tens and ones it has?

Little Mathematicians Kindergarten



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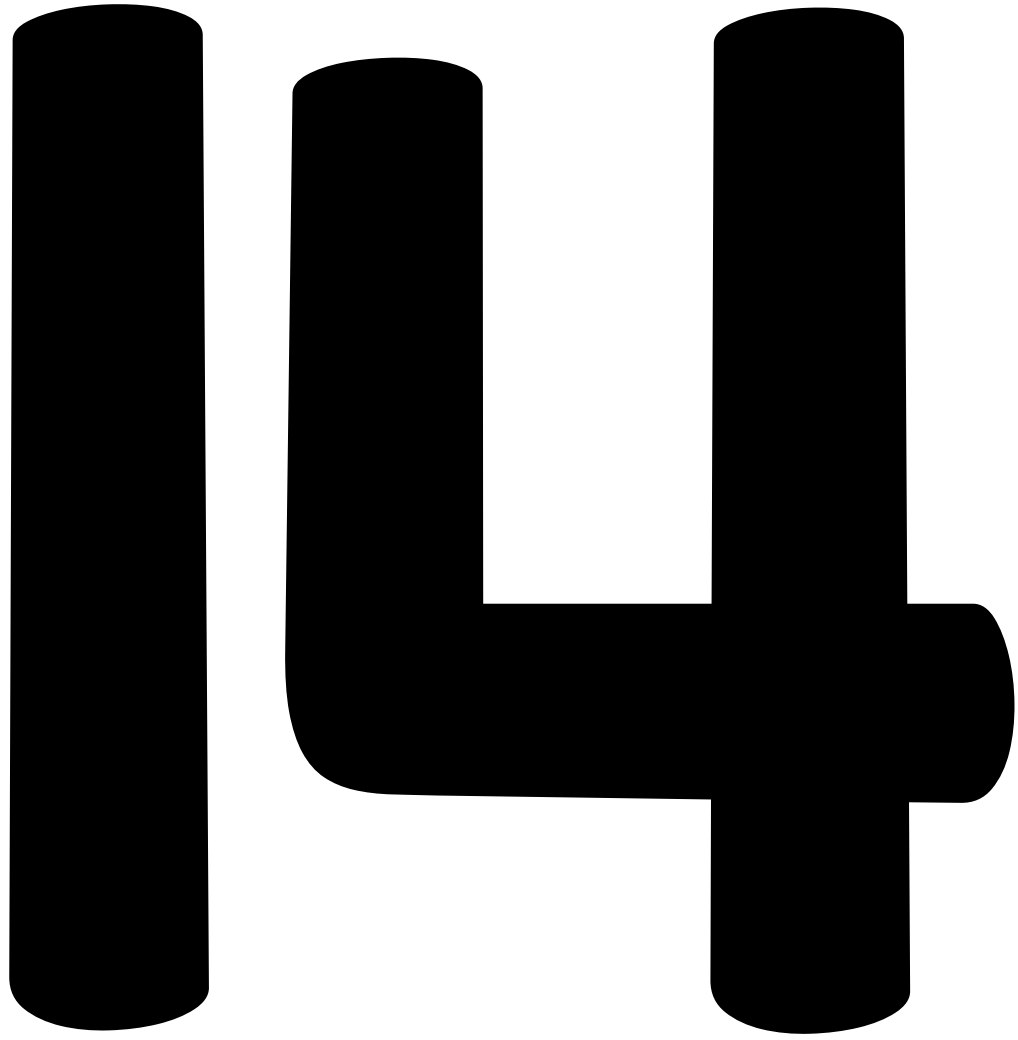

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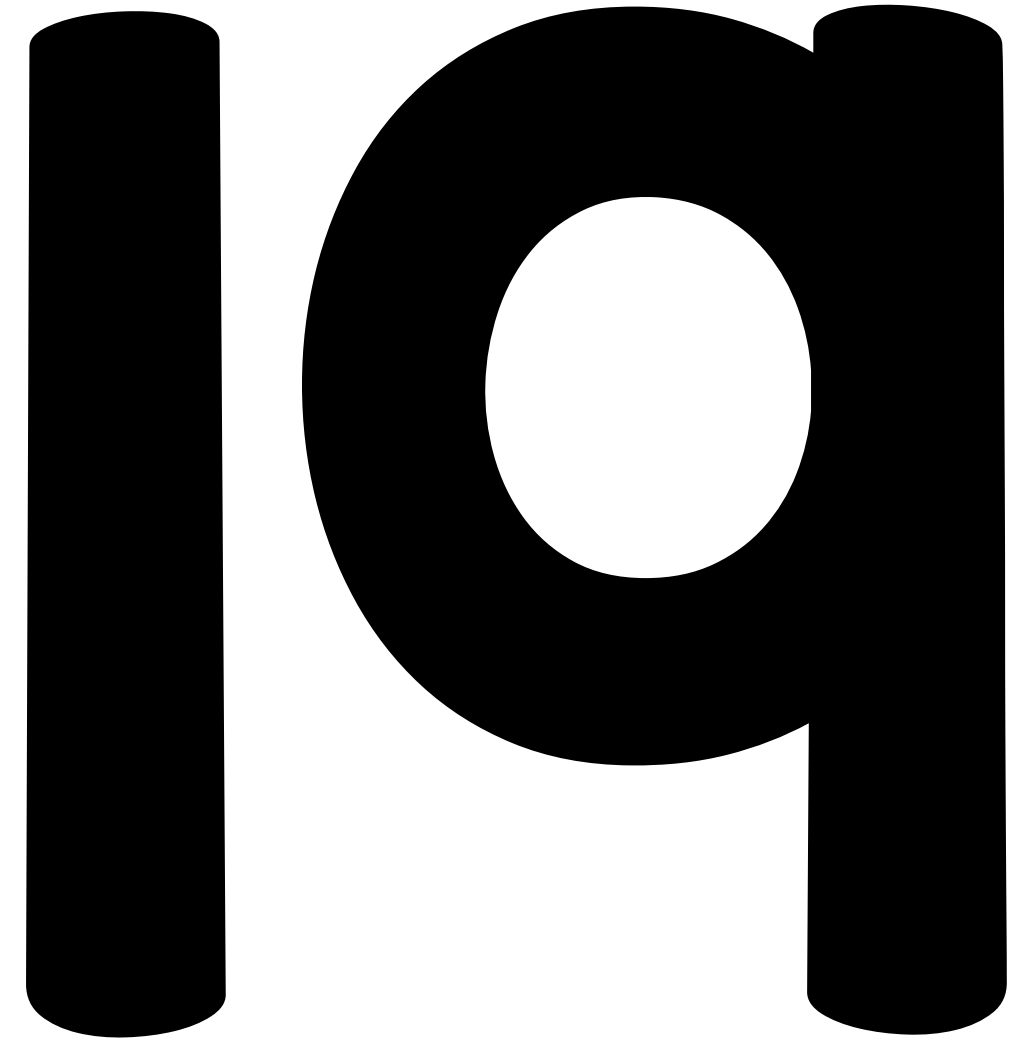
17

18



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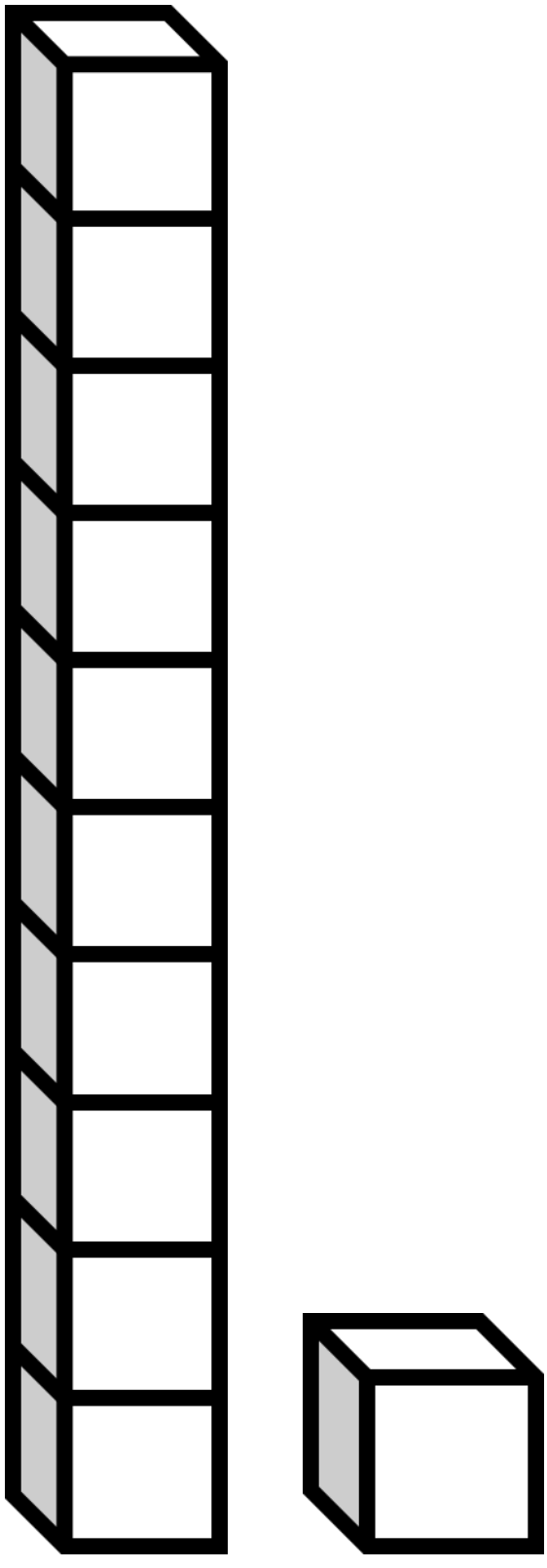
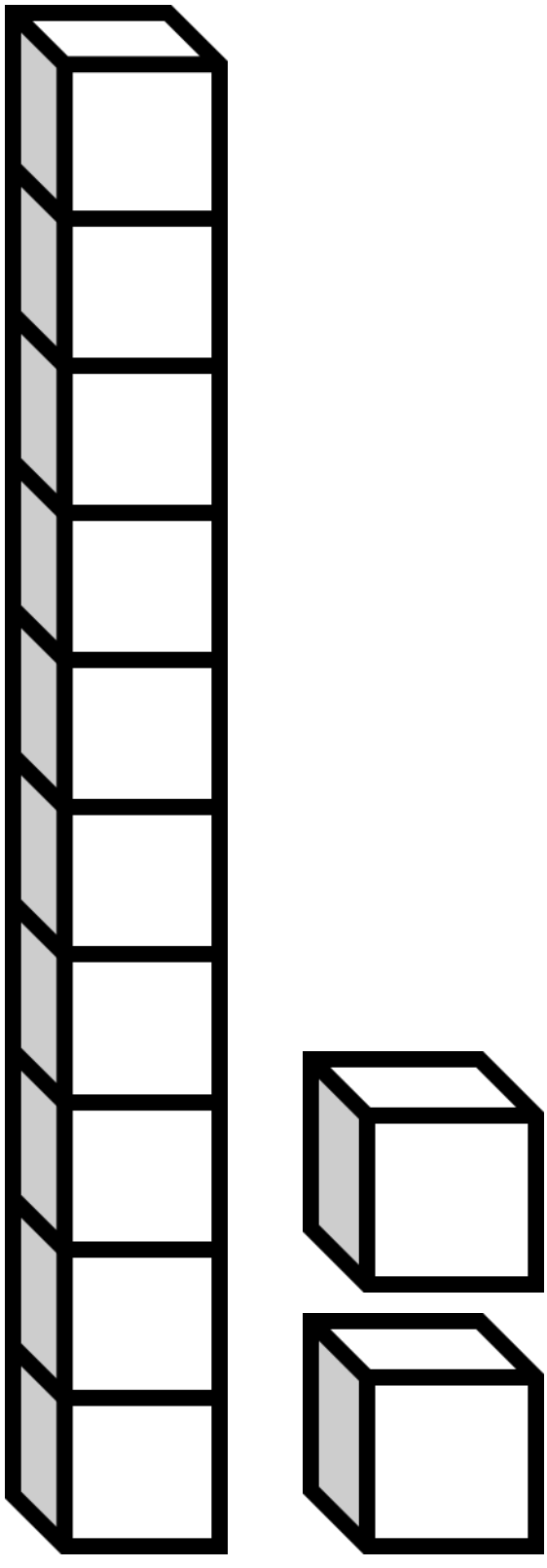
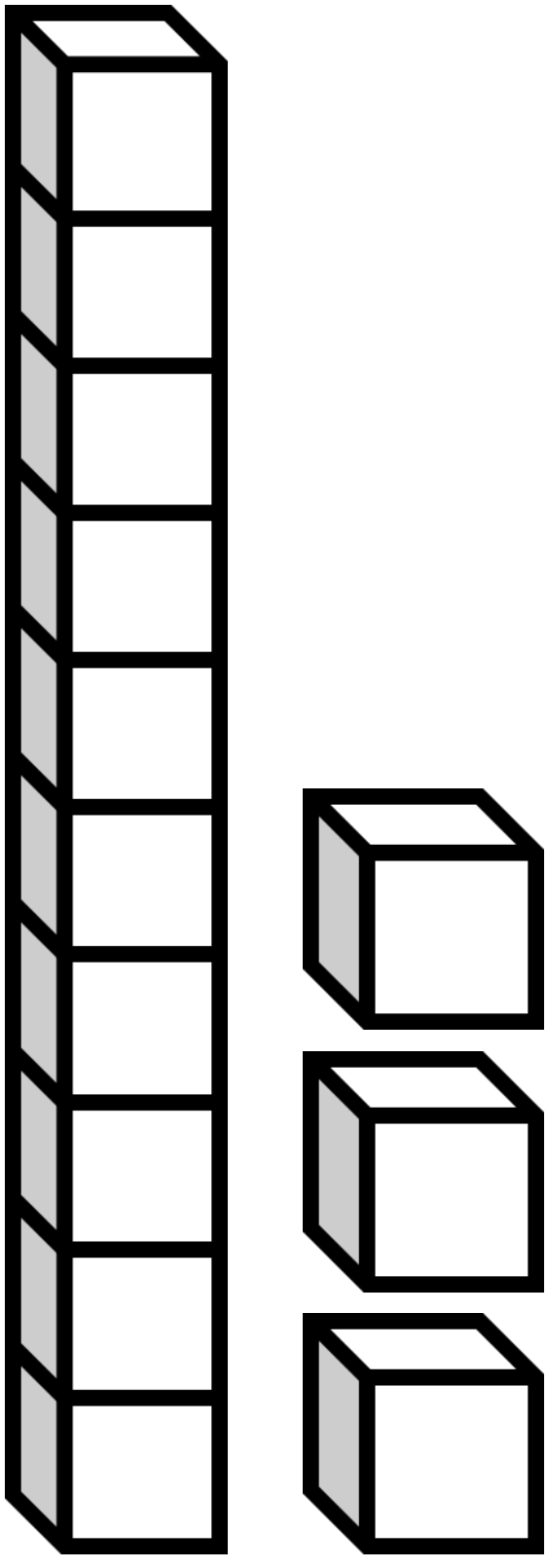
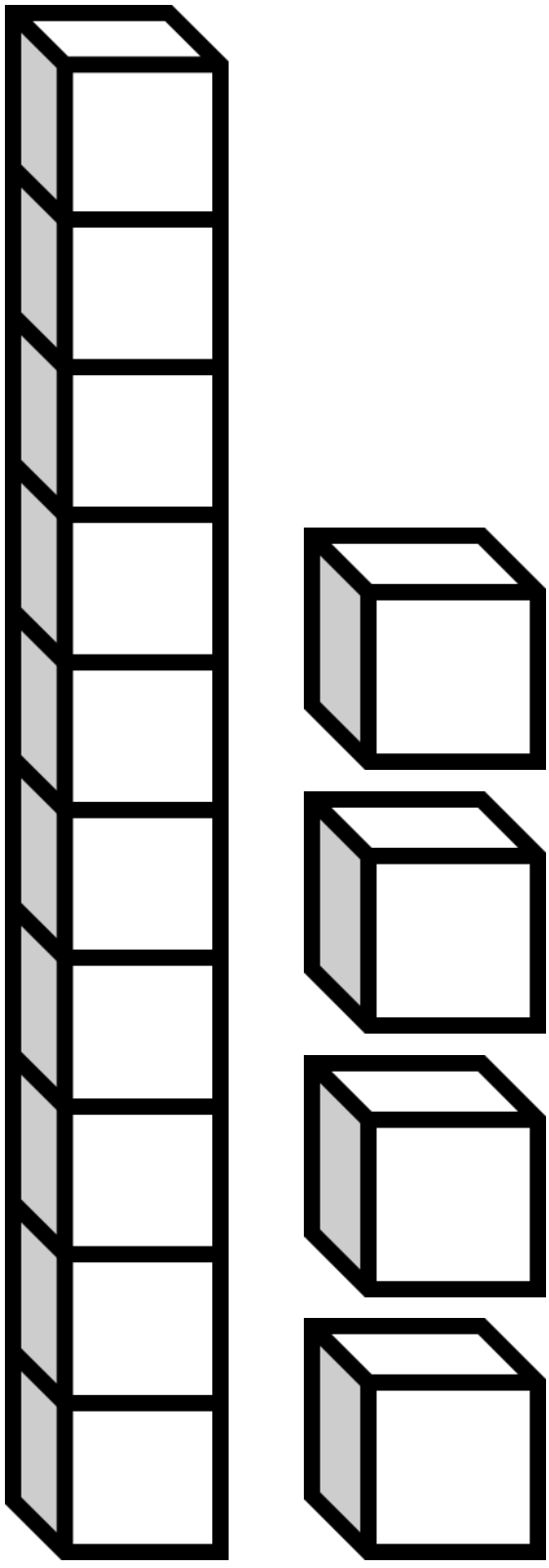
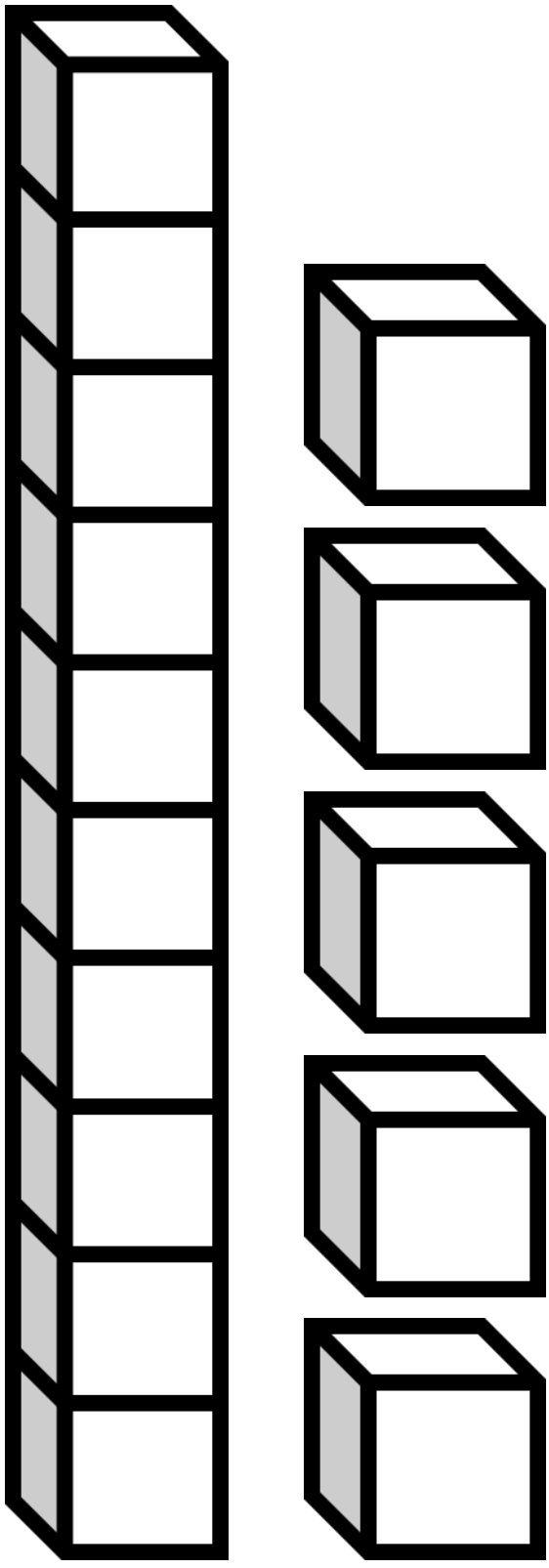
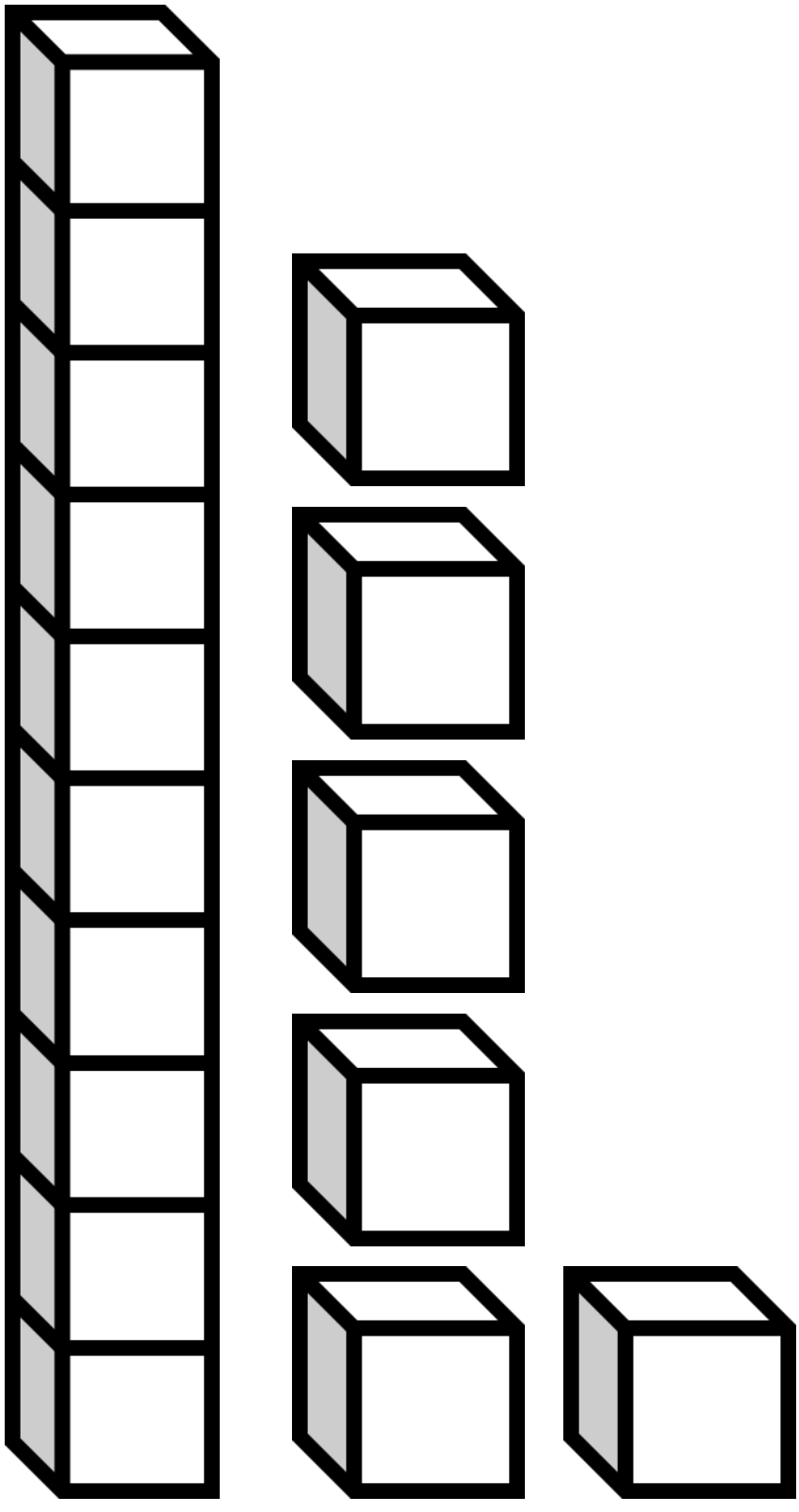


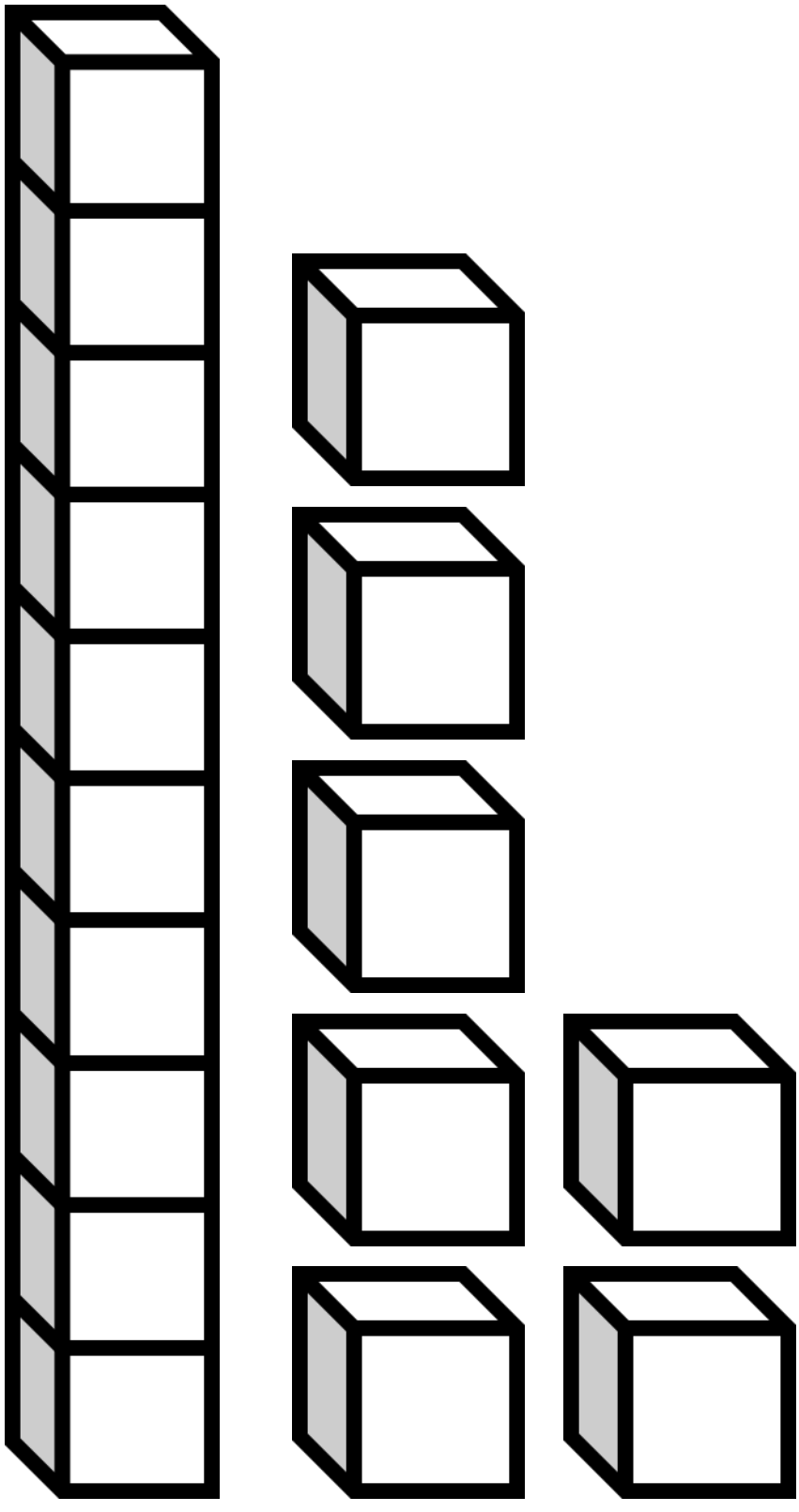


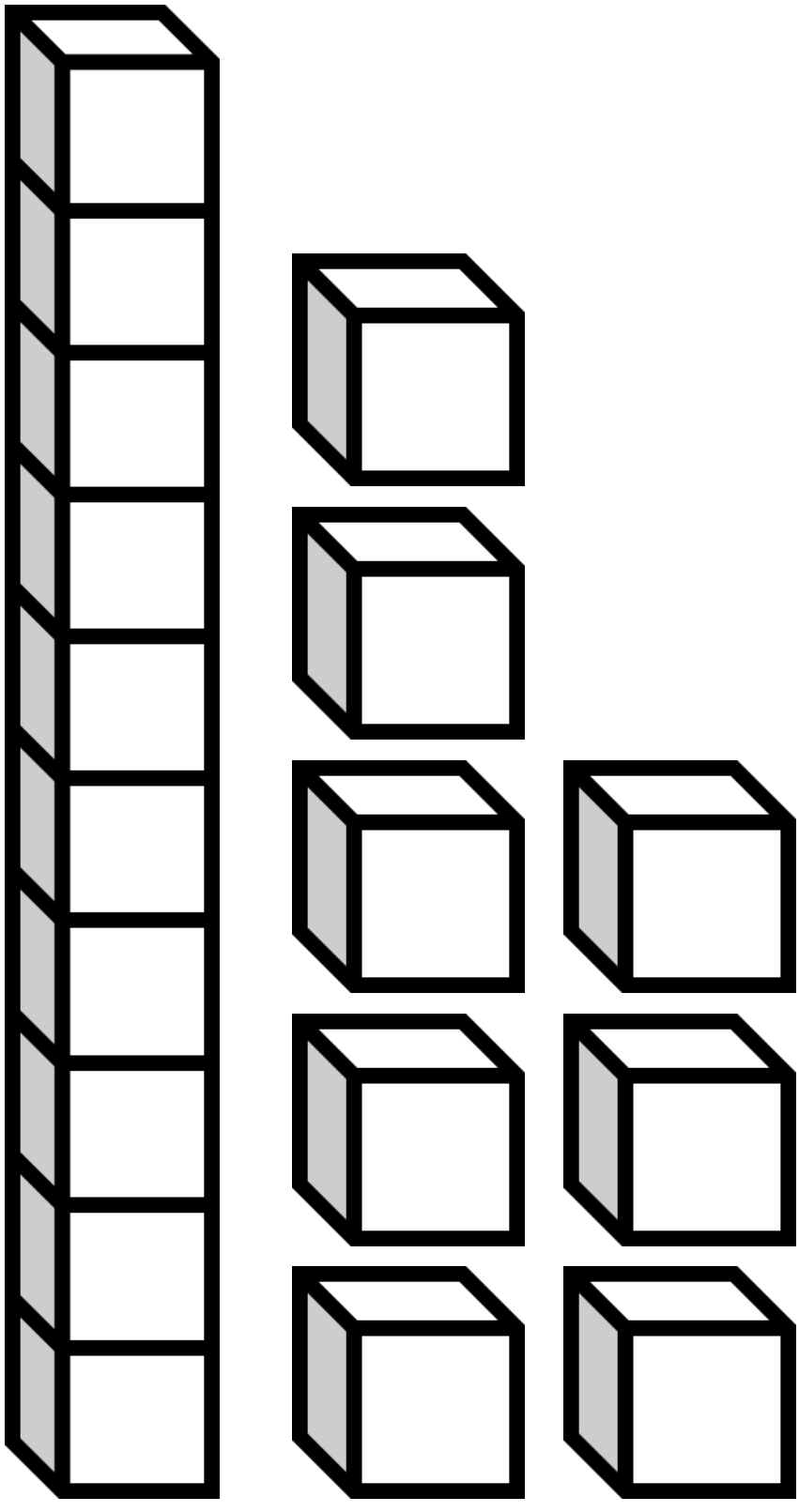


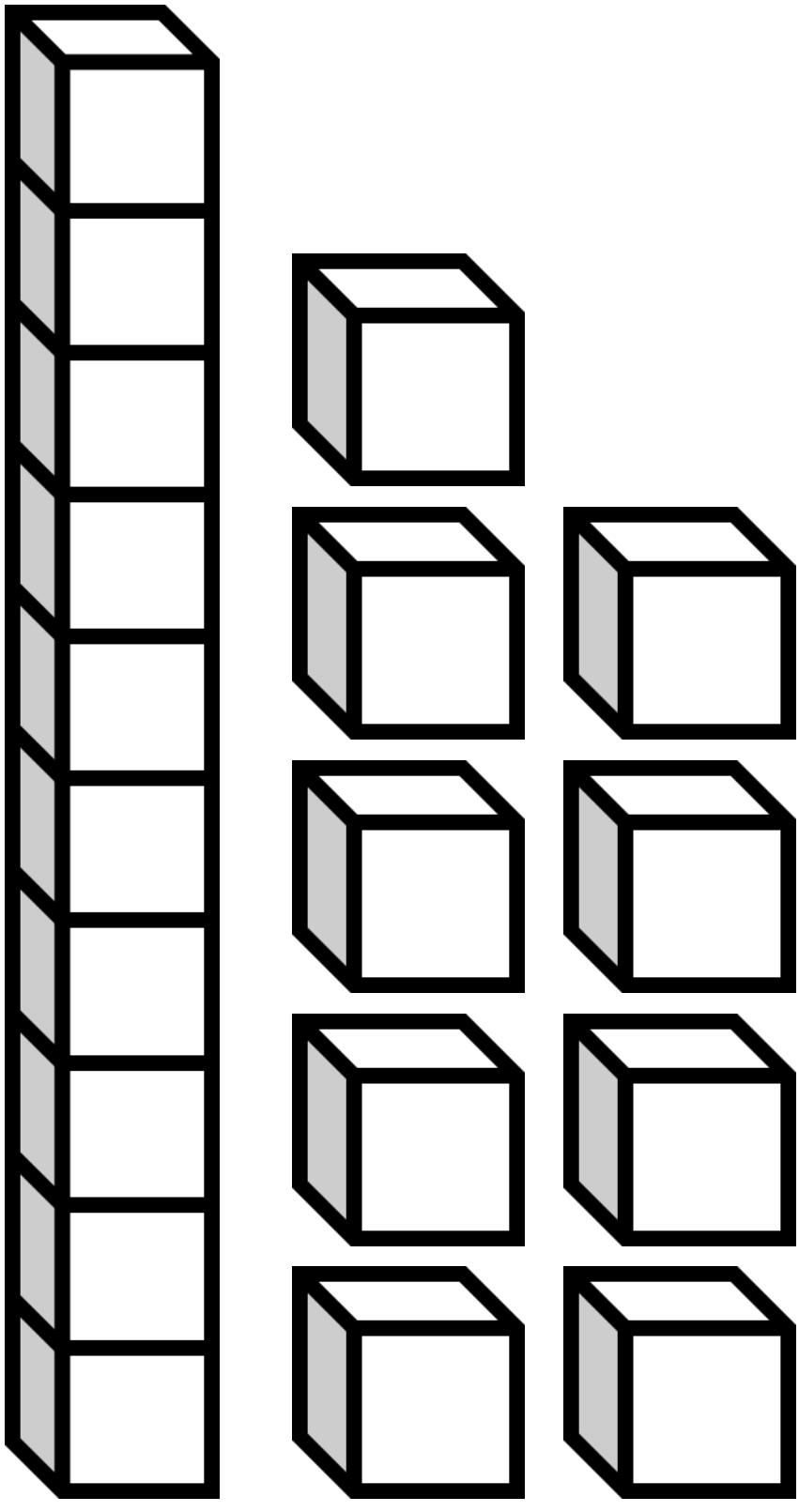


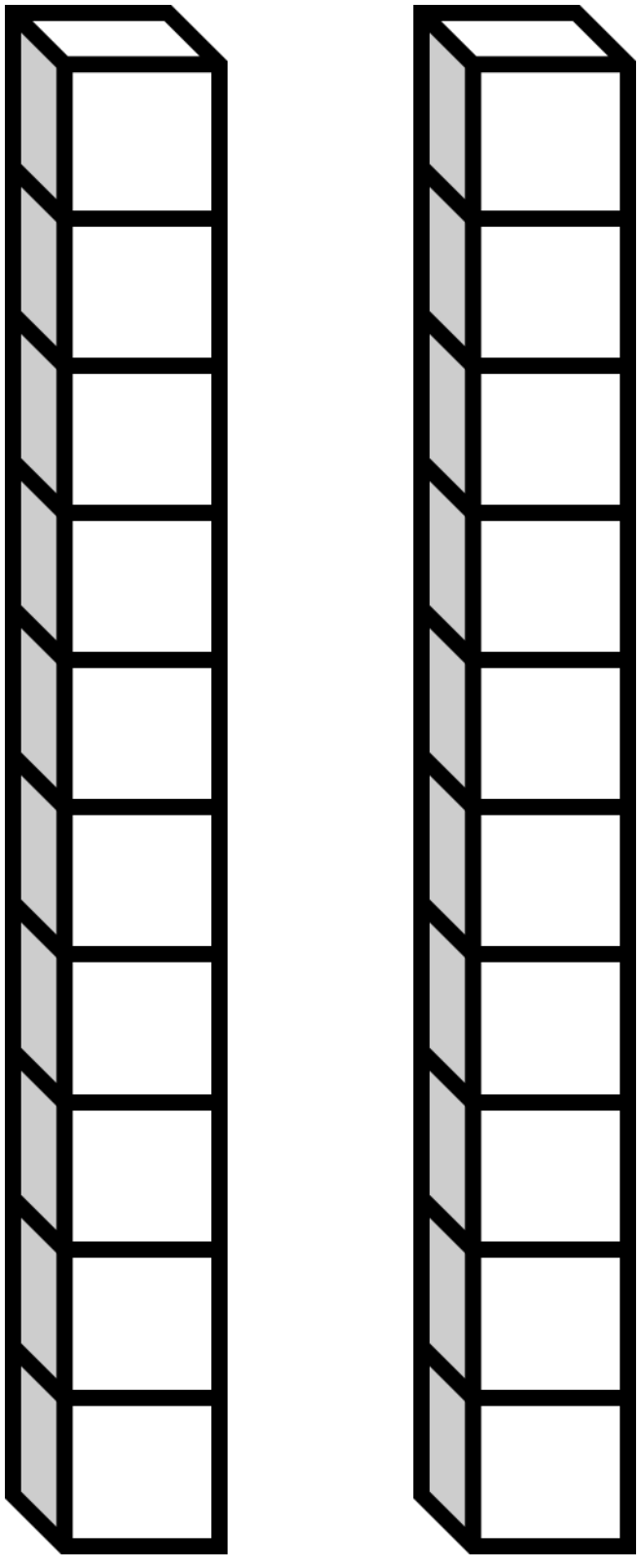






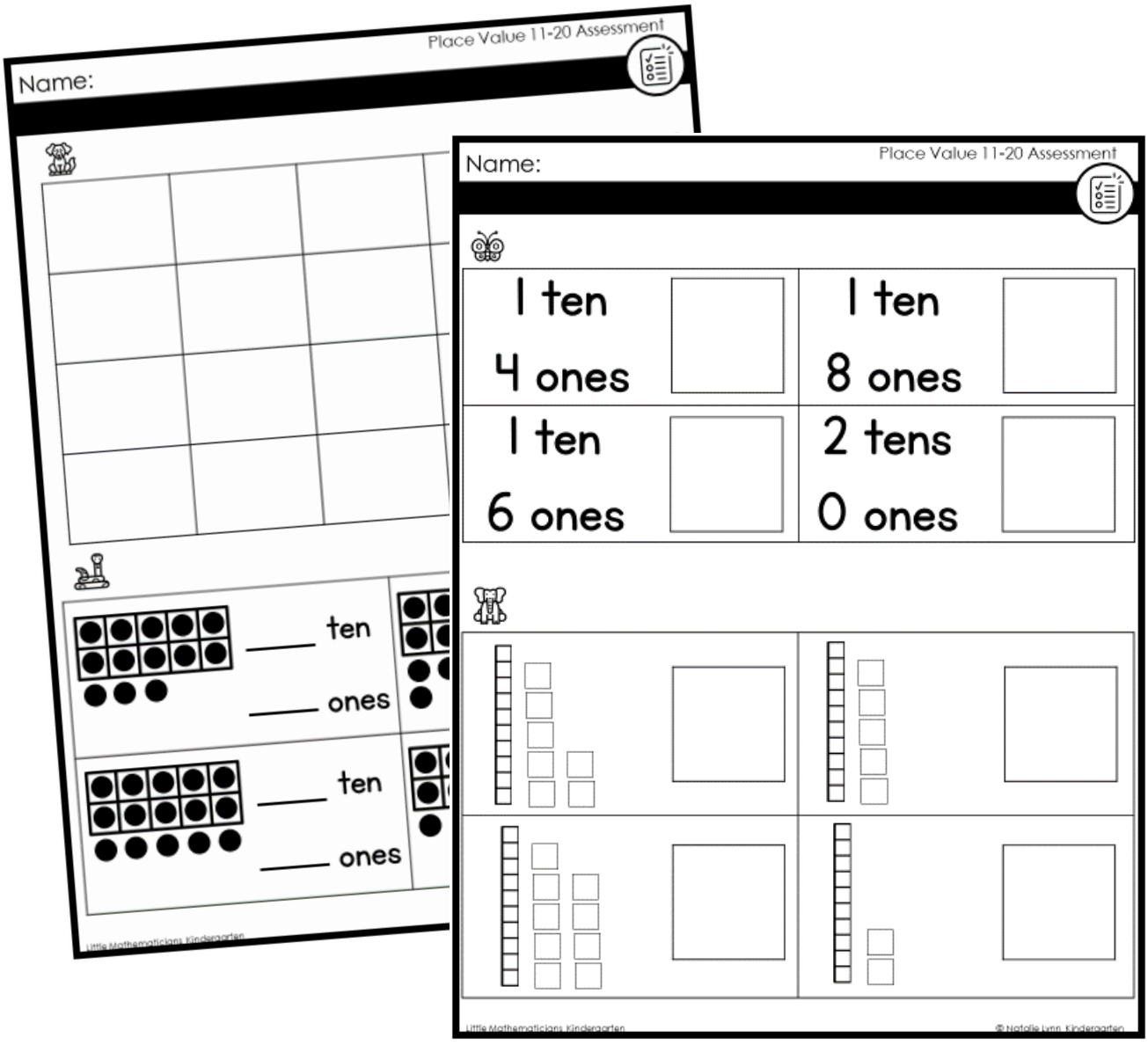






UNIT ASSESSMENT

This end of unit assessment is optional and can be given whole group, in small groups, or one on one. Teacher directions and an answer key are included.



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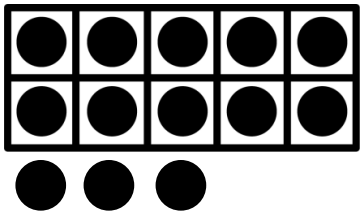
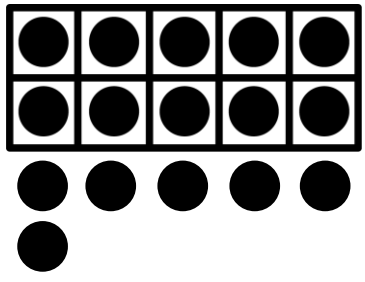
Name:

Place Value 11-20 Assessment



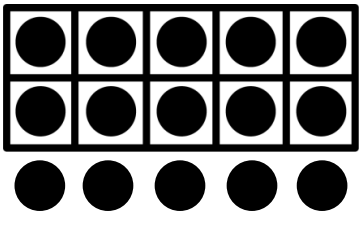
____ ten

____ ones



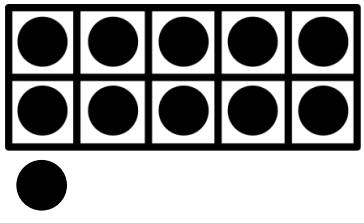
____ ten

____ ones



____ ten

____ ones



____ ten

____ ones

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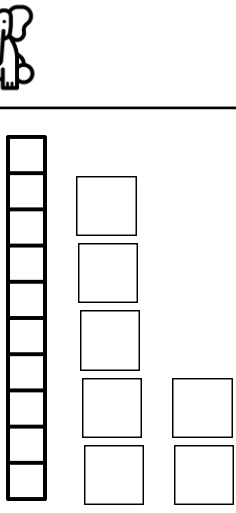
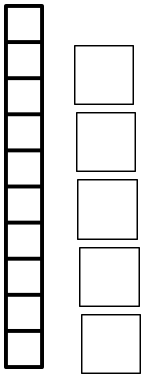
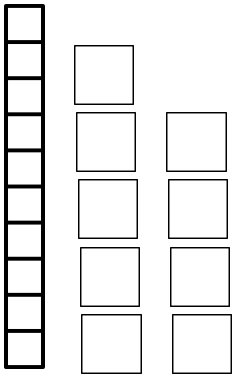
Name:

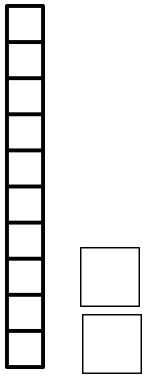
Place Value 11-20 Assessment

1 ten 4 ones	1 ten 8 ones
1 ten 6 ones	2 tens 0 ones









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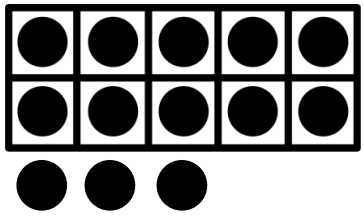
Name:

Place Value 11-20 Assessment

Touch the dog. Write your numbers 1-20.

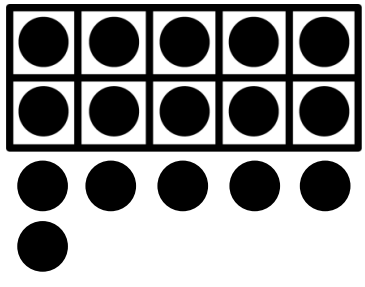
1	2	3	4	5
6	7	8	9	10
11	12	13	14	15
16	17	18	19	20

Touch the snake. Look at each ten frame. Write how many tens and ones you see.



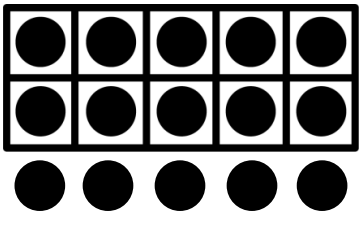
1 ten

3 ones



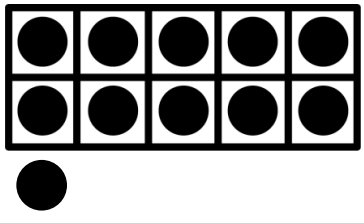
1 ten

6 ones



1 ten

6 ones



1 ten

1 ones

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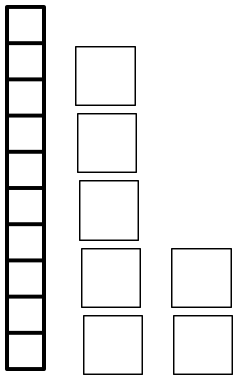
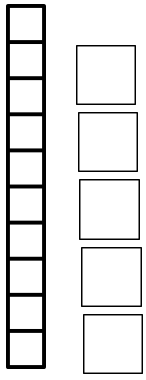
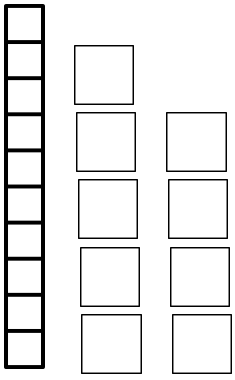
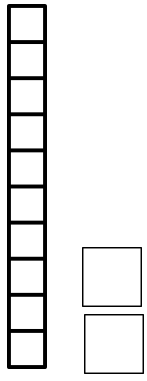
Name:

Place Value 11-20 Assessment

Touch the butterfly. Look at the ten and ones. Write what number that shows in the box.

1 ten 4 ones	14
1 ten 8 ones	18
1 ten 6 ones	16
2 tens 0 ones	20

Touch the elephant. Count the base ten blocks and write the number in the box.

	17
	15
	19
	12

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CENTERS

These are optional math centers that you can use to supplement and support student learning.

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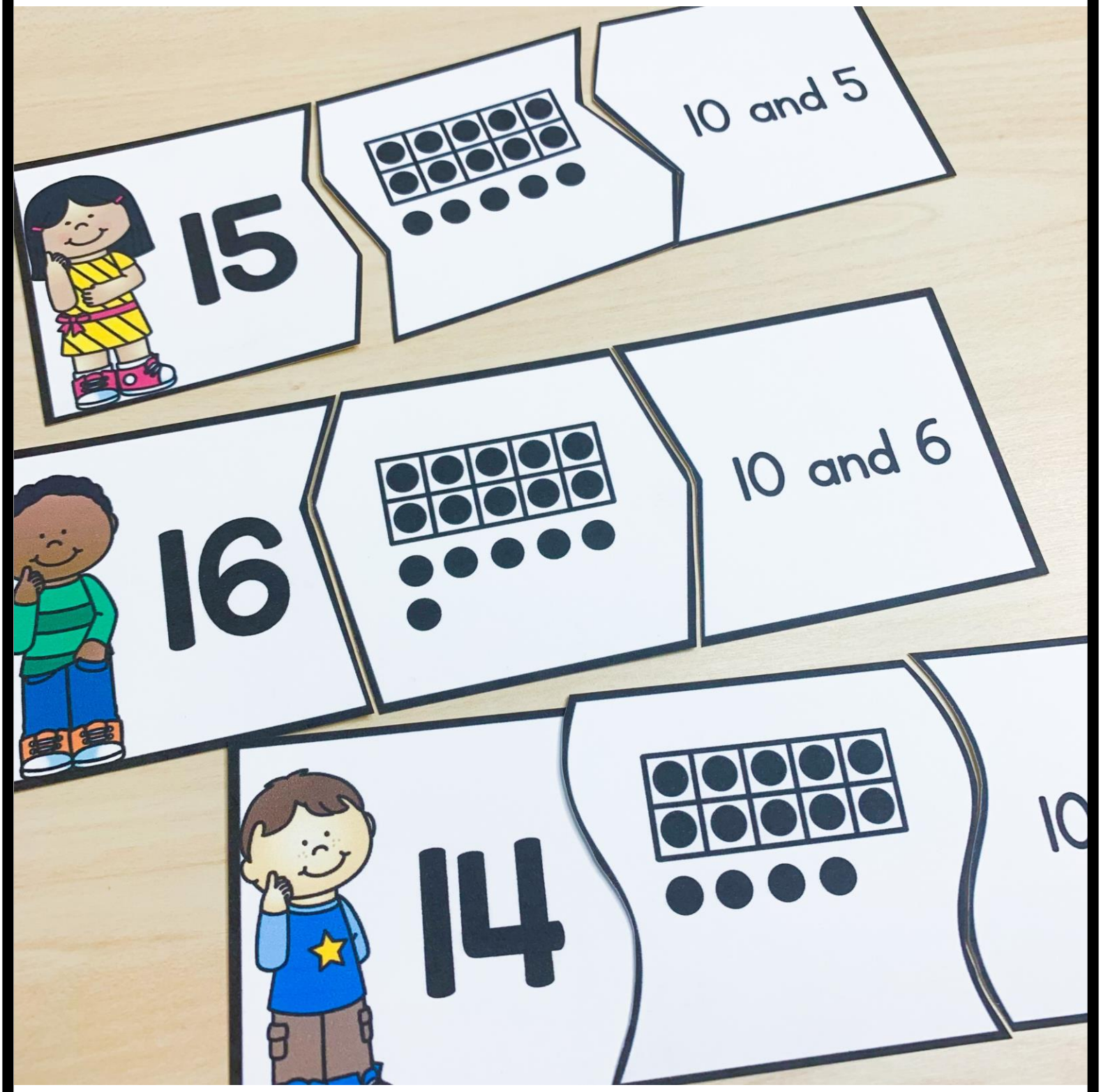
I CAN MATCH NUMBERS

Match the puzzle pieces.



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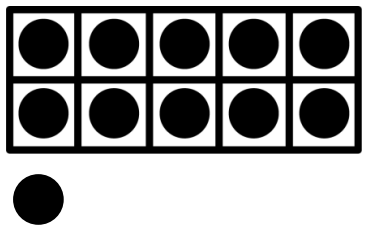
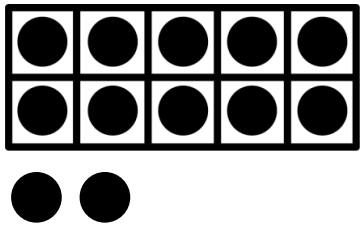
11



10 and 1

12



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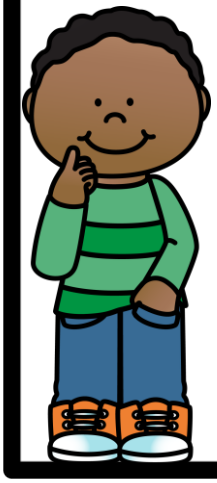

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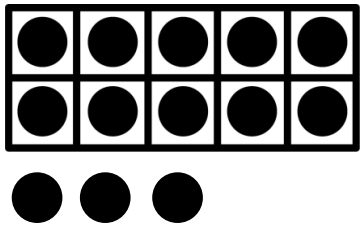

10 and 3

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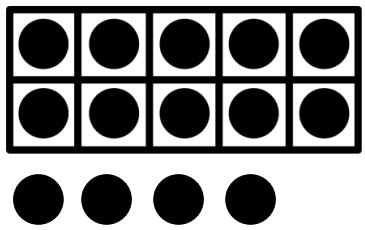

10 and 4

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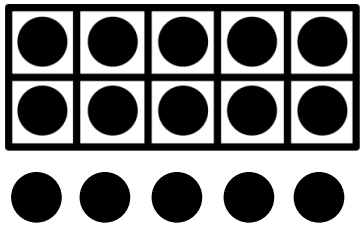

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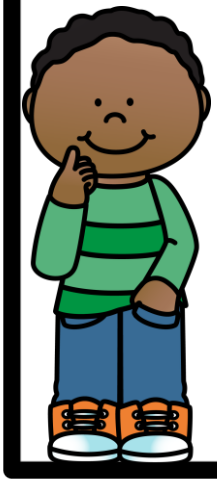

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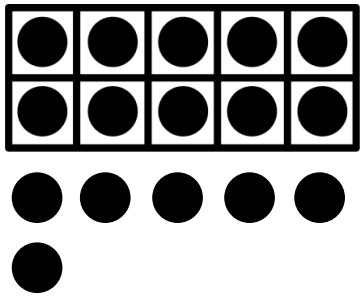

10 and 6

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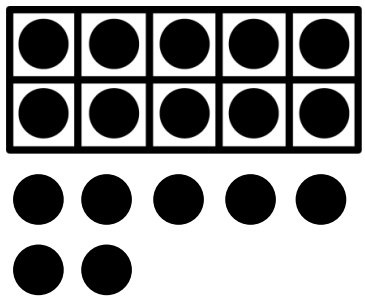

10 and 7

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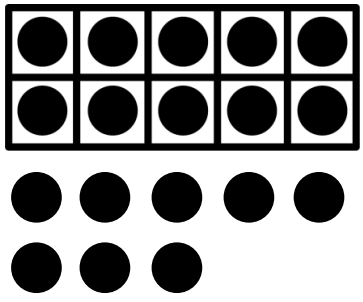

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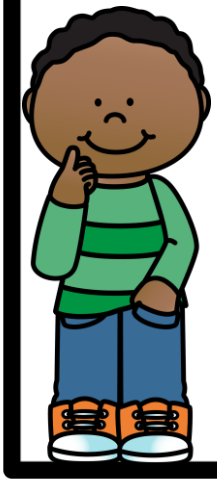

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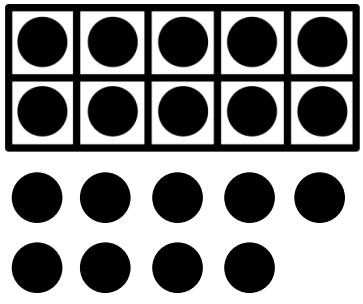

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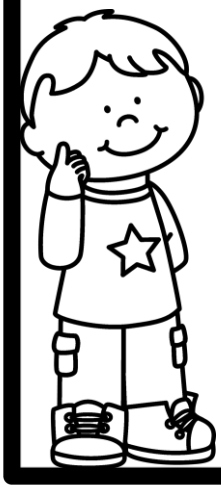

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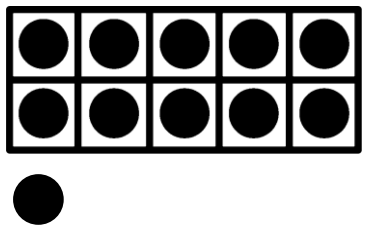

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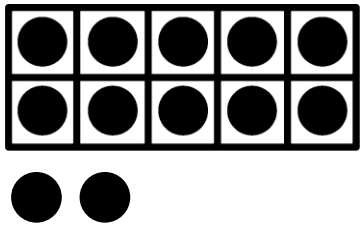

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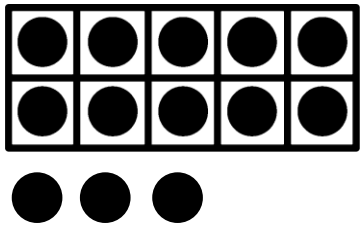

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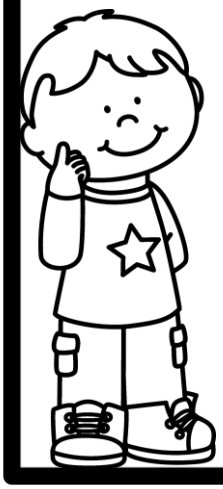

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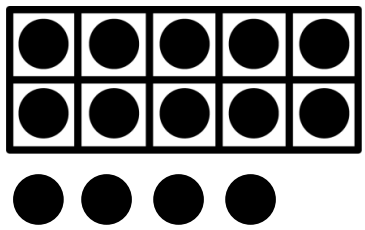

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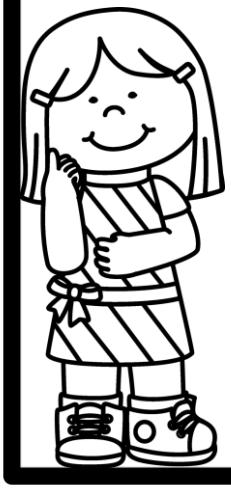

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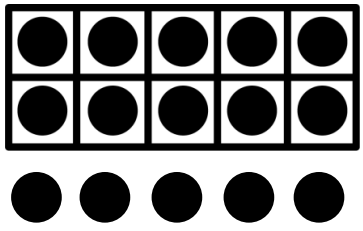

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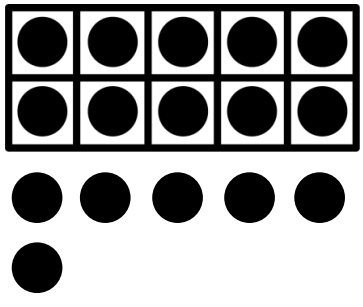

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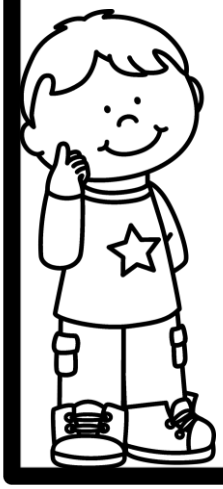

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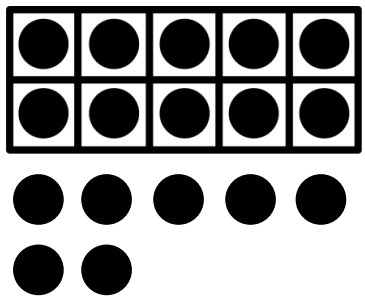

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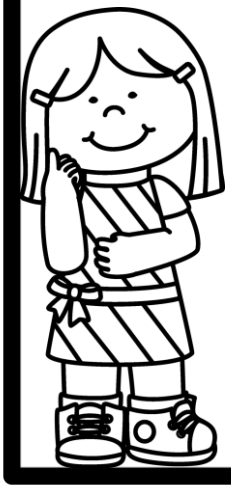

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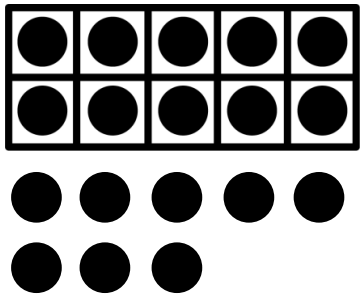

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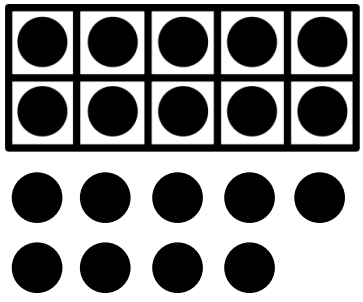

10 and 9

I CAN IDENTIFY NUMBERS

Count each set and clip the matching number.

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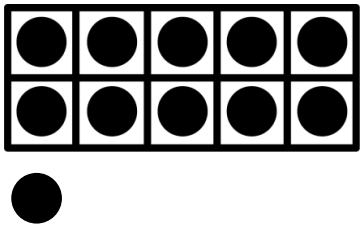

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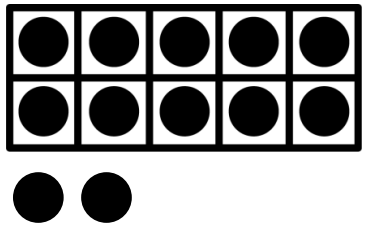

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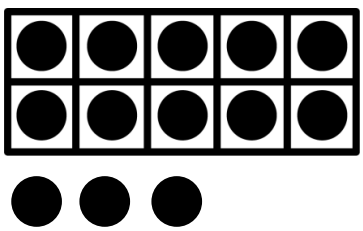

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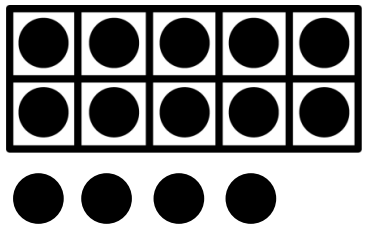

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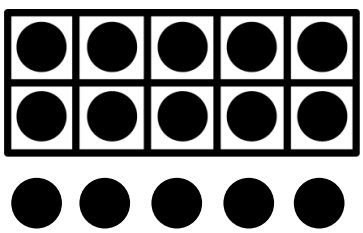

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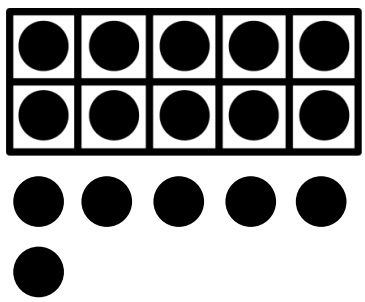

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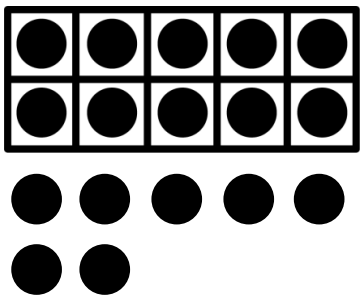

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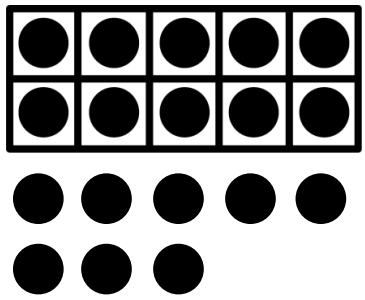

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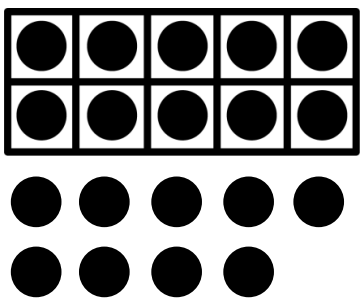

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15

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1 ten

1 one

12

14

11

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1 ten

2 ones

12

14

15

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1 ten

3 ones

12

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1 ten

4 ones

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15

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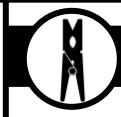

1 ten

5 ones

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1 ten

6 ones

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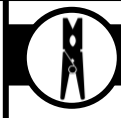

1 ten

7 ones

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8 ones

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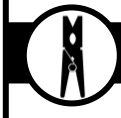

1 ten

9 ones

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2 tens

0 ones

13

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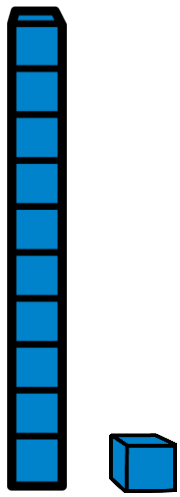

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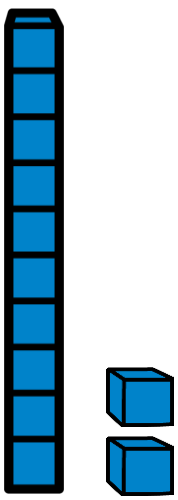

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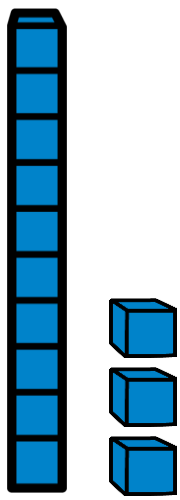

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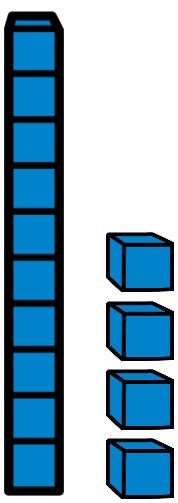

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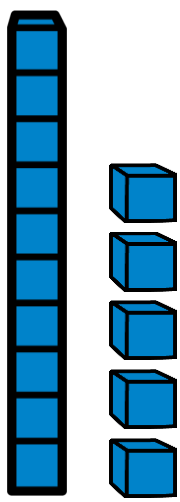

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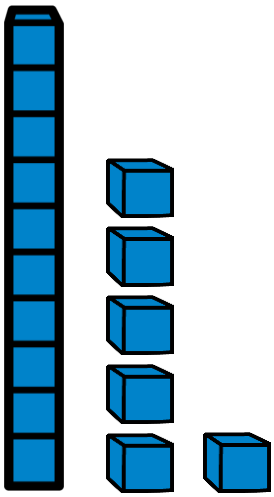

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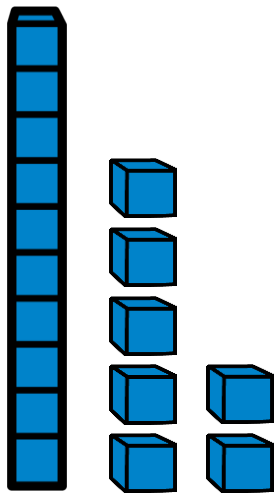

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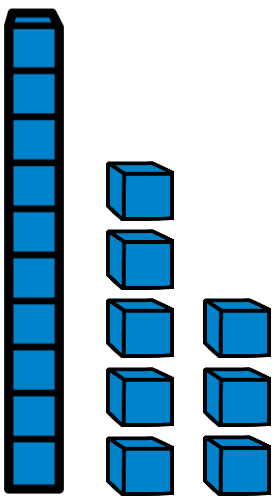

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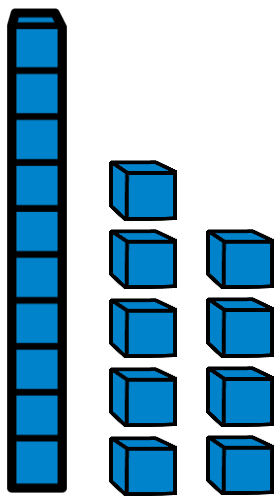

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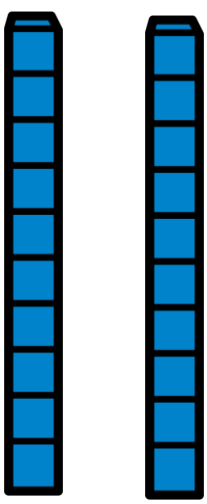

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2 tens

0 ones

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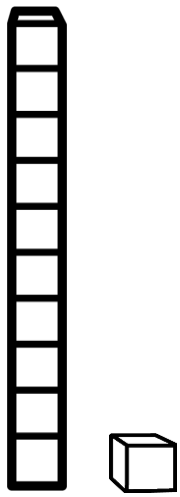

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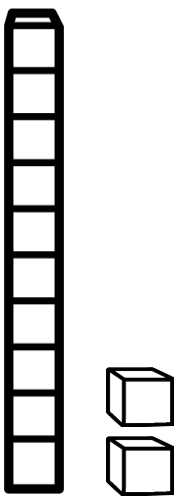

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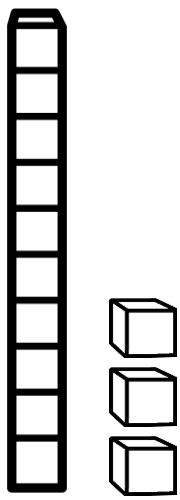

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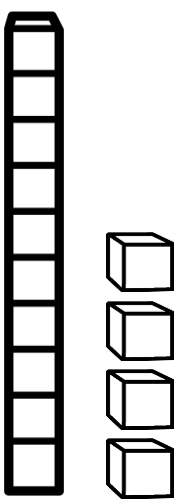

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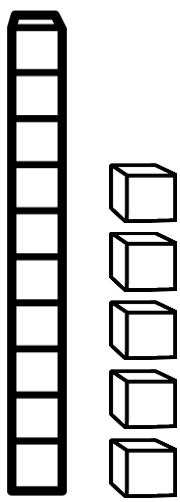

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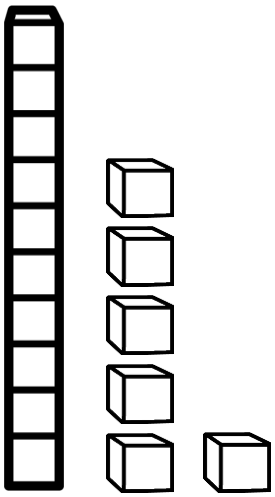

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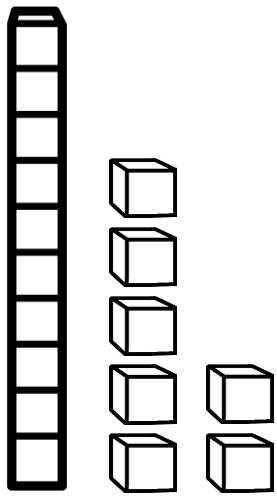

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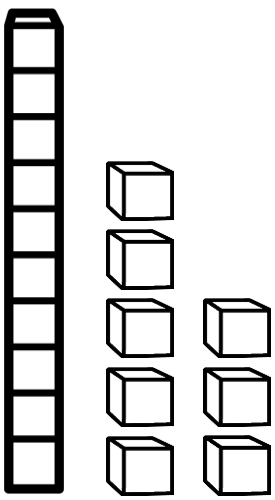

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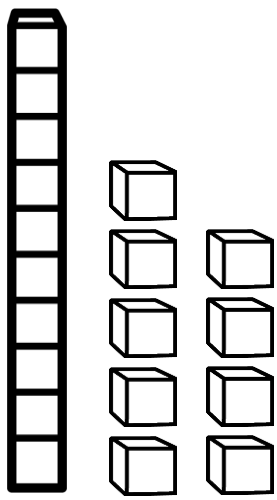

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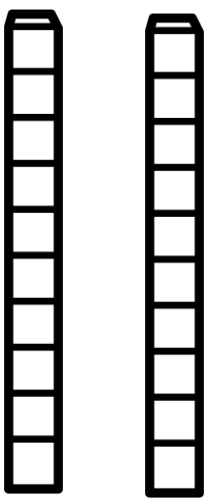

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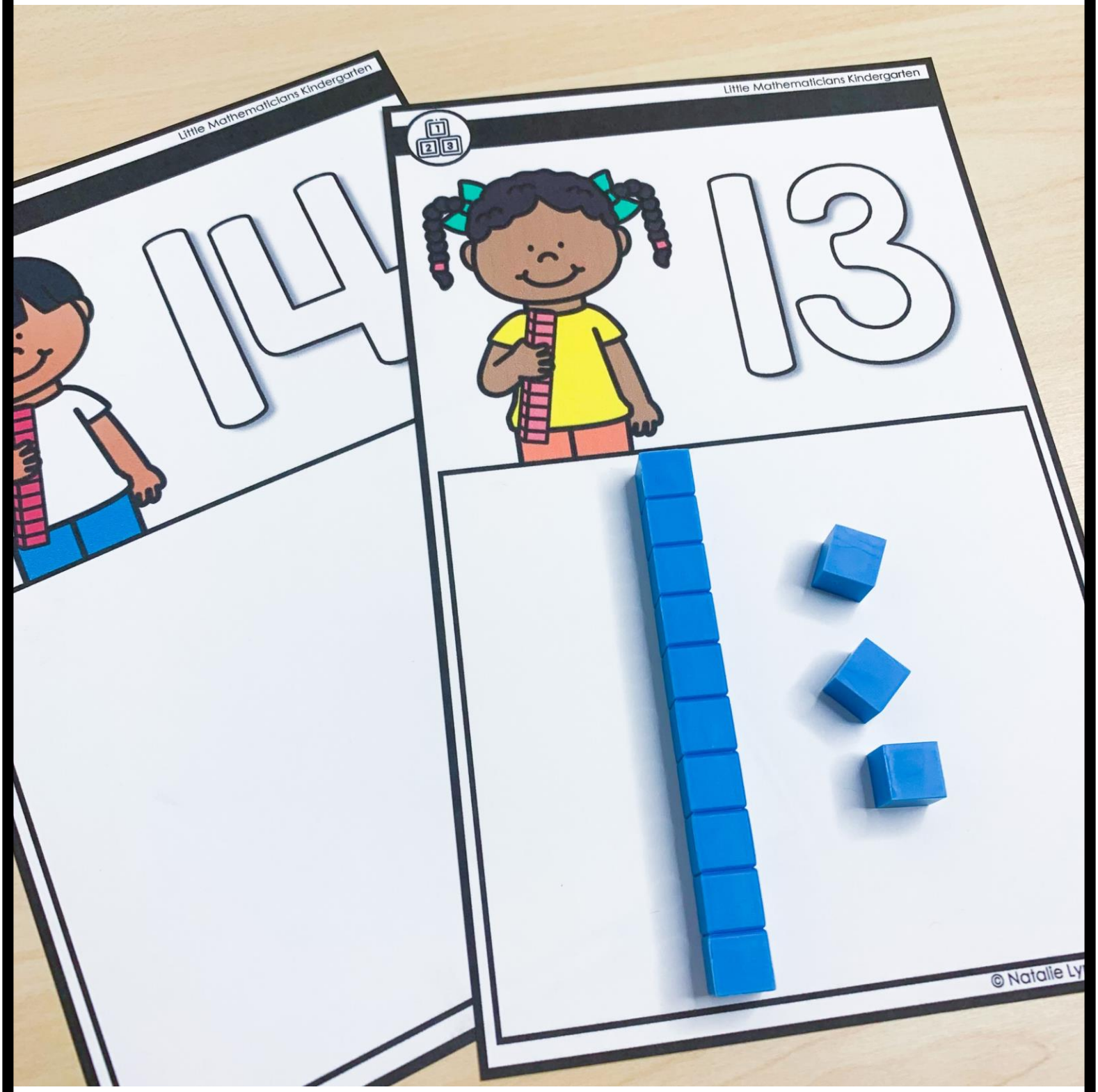
I CAN BUILD NUMBERS

Build each number with base ten blocks.



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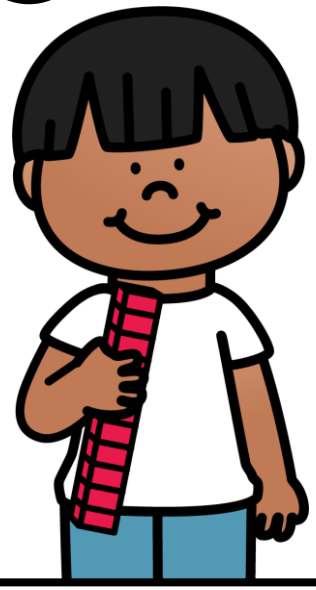

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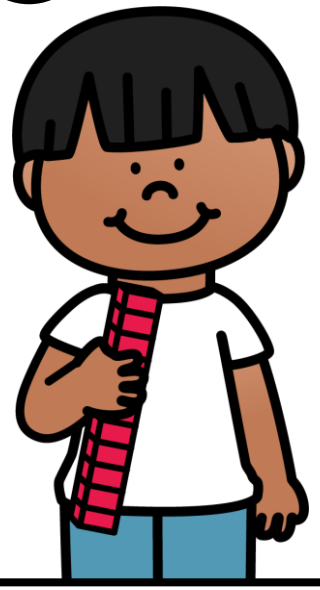

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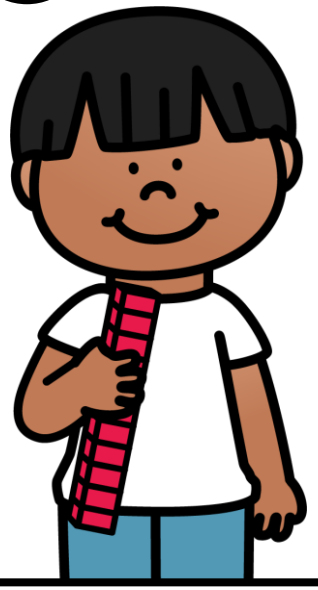

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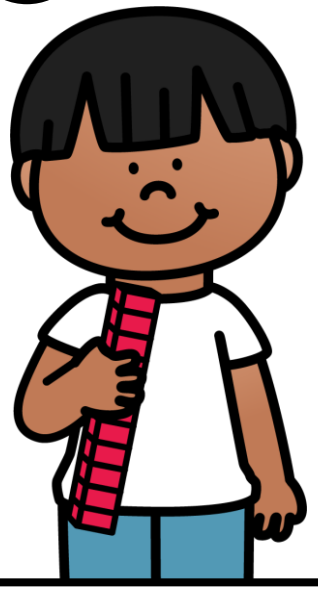

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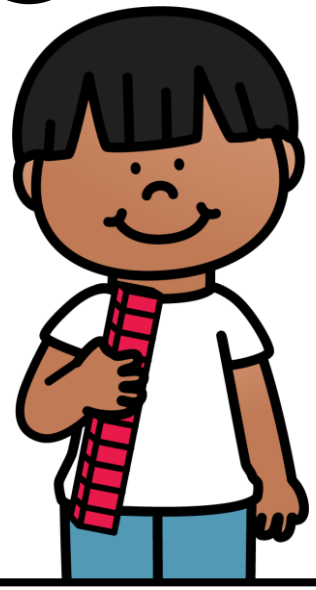

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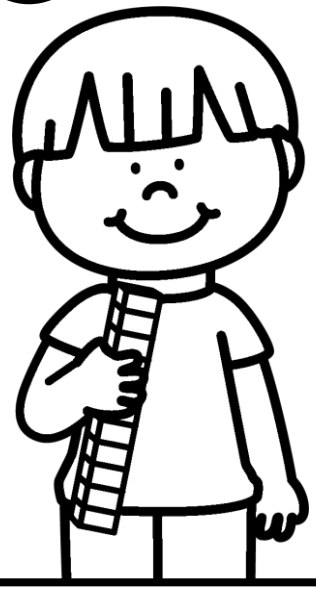

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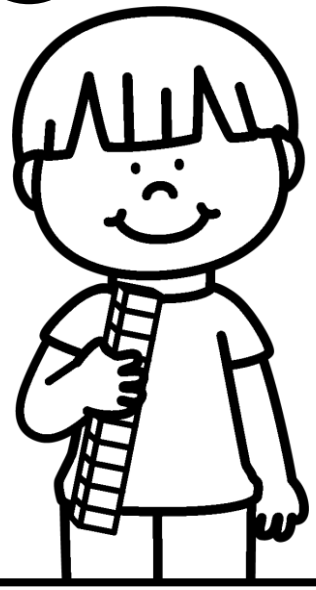

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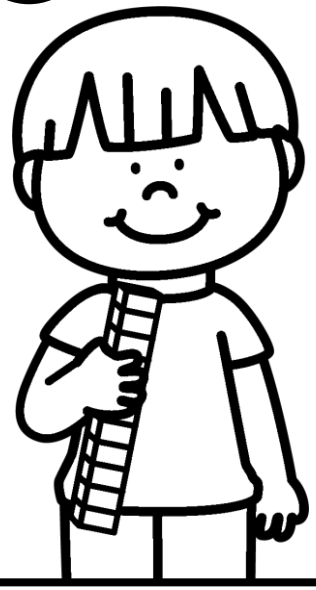

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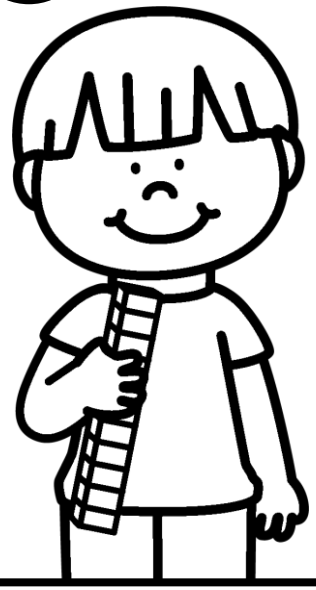

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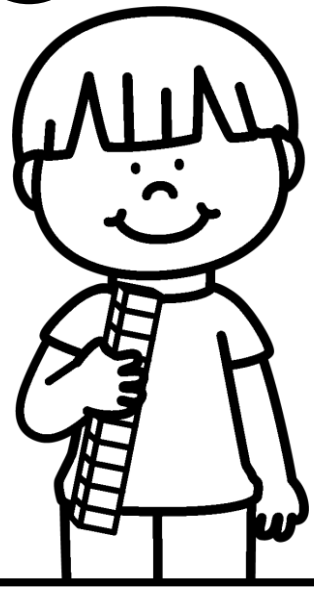

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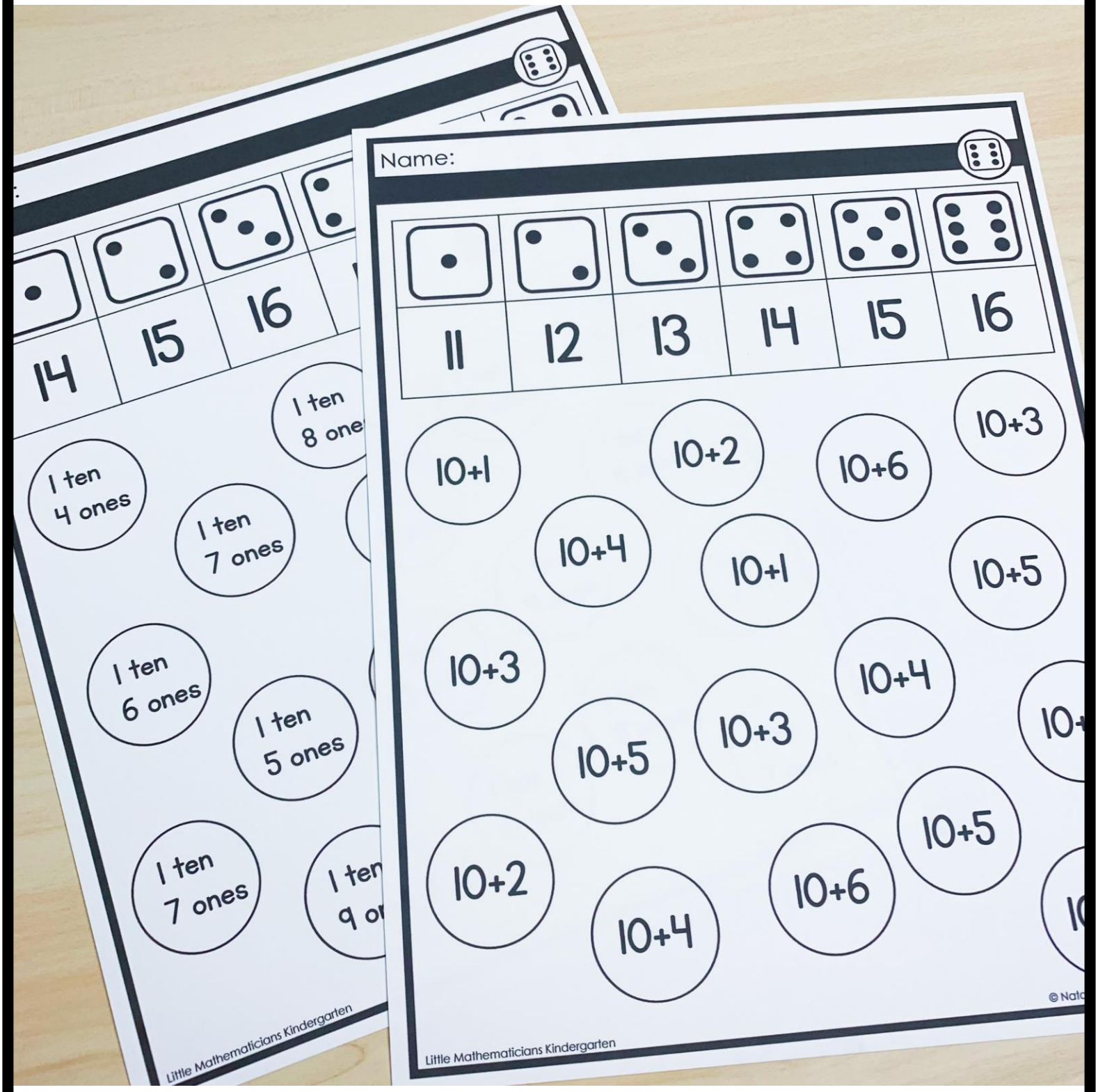
I CAN DECOMPOSE NUMBERS

Roll a die. Color or dab the matching circle.



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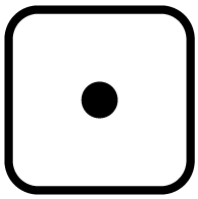	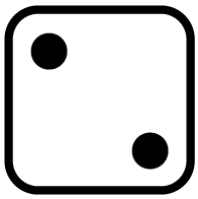				
11	12	13	14	15	16

10+1 10+2 10+6 10+3

10+4 10+1 10+5

10+3 10+4

10+5 10+3 10+6

10+2 10+5

10+4 10+6 10+2

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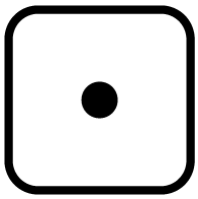
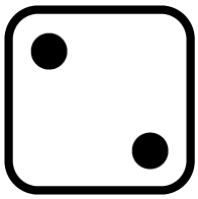
Name:

					
14	15	16	17	18	19

10+7 10+8 10+6 10+9

10+4 10+7 10+5

10+9 10+4

10+5 10+9 10+6

10+8 10+5

10+7 10+6 10+8

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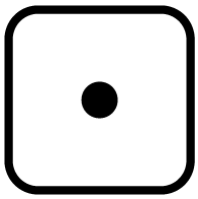	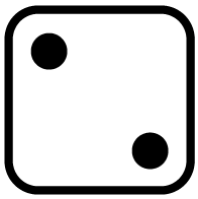				
11	12	13	14	15	16

1 ten
1 one

1 ten
5 ones

1 ten
2 ones

1 ten
3 ones

1 ten
6 ones

1 ten
4 ones

1 ten
6 ones

1 ten
3 ones

1 ten
5 ones

1 ten
4 ones

1 ten
2 ones

1 ten
1 one

1 ten
5 ones

1 ten
6 ones

1 ten
3 ones

1 ten
4 ones

1 ten
2 ones

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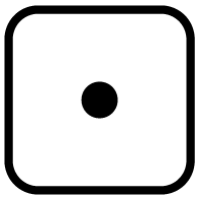
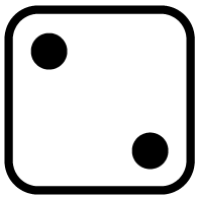
Name:

					
14	15	16	17	18	19

1 ten
4 ones

1 ten
8 ones

1 ten
4 ones

1 ten
6 ones

1 ten
7 ones

1 ten
5 ones

1 ten
8 ones

1 ten
6 ones

1 ten
9 ones

1 ten
5 ones

1 ten
6 ones

1 ten
9 ones

1 ten
7 ones

1 ten
8 ones

1 ten
9 ones

1 ten
5 ones

1 ten
7 ones

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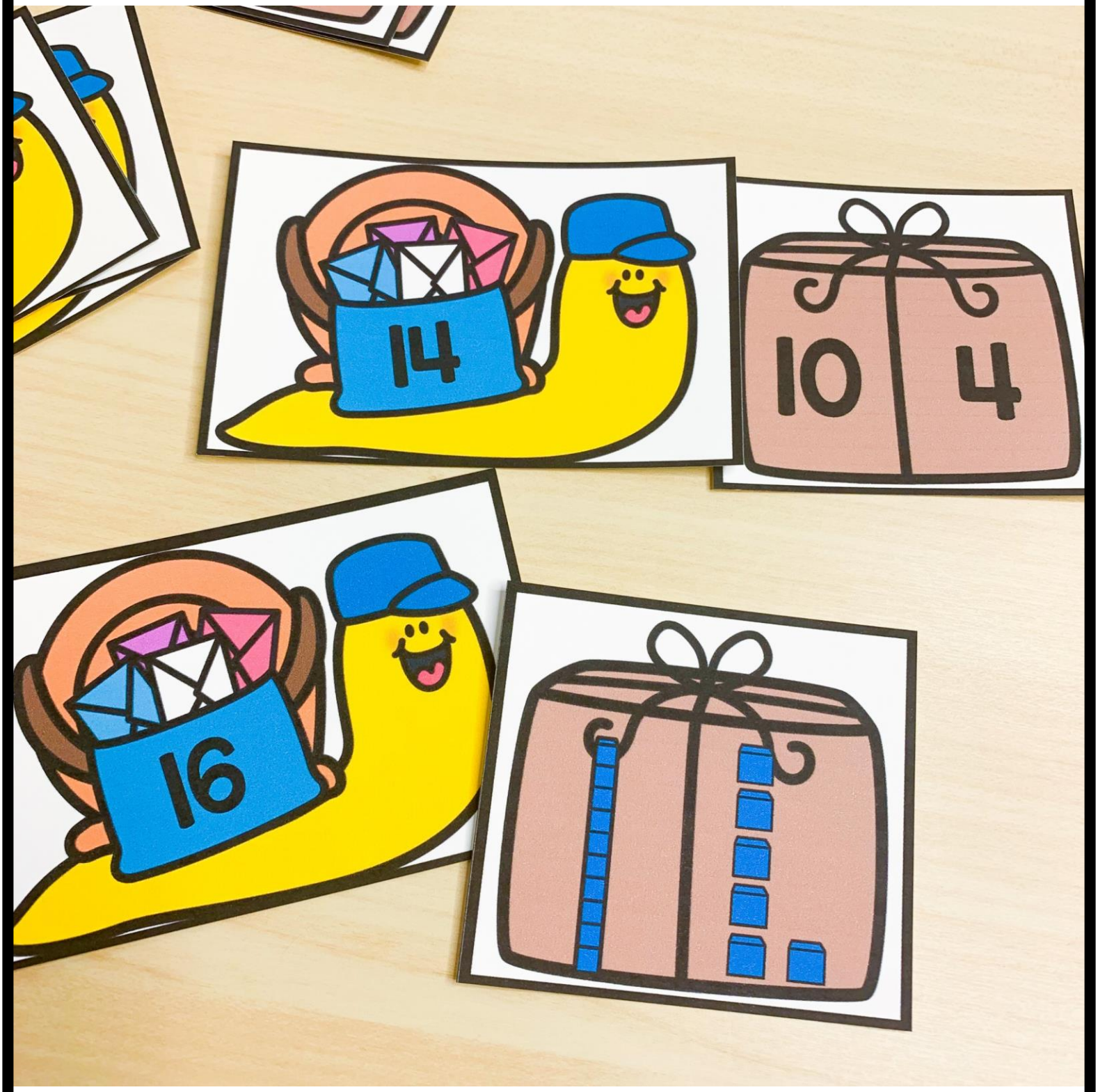
I CAN DECOMPOSE NUMBERS

Match the snail to the mail. 2 options.



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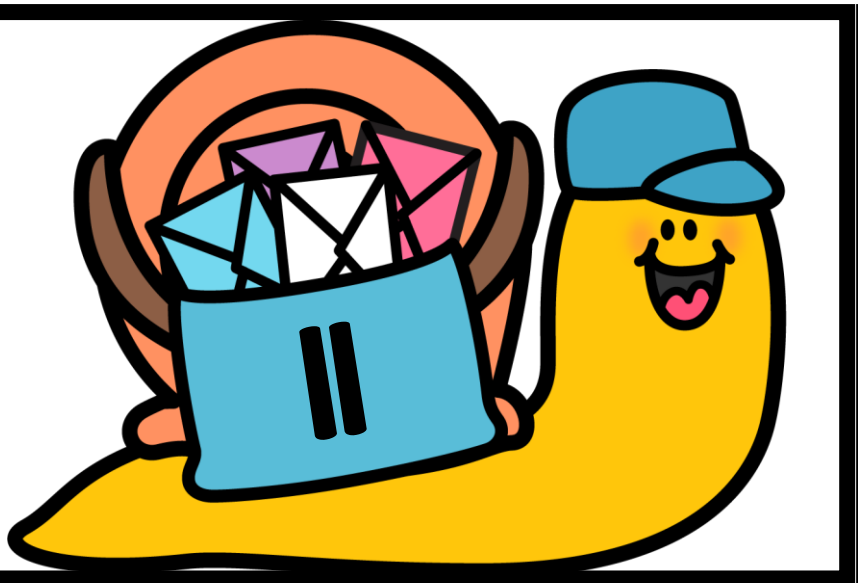
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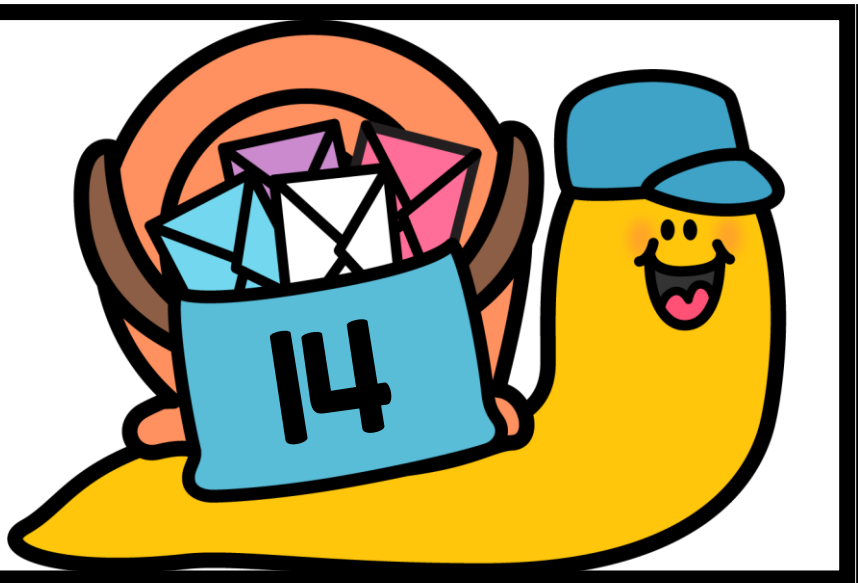
1

12

10
2

13

10
3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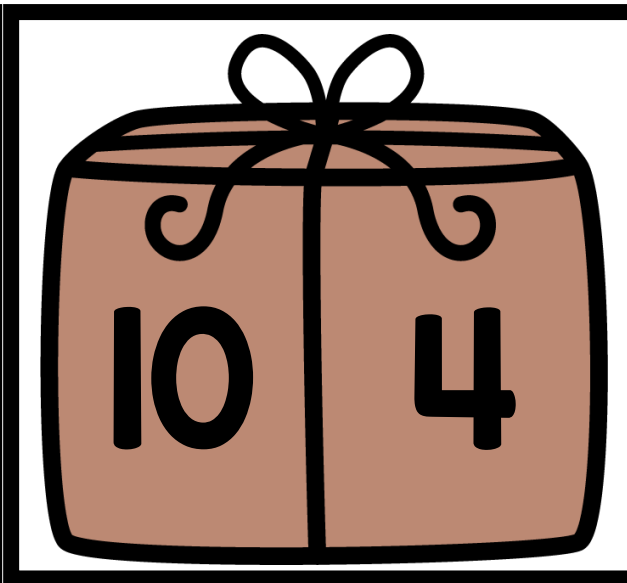
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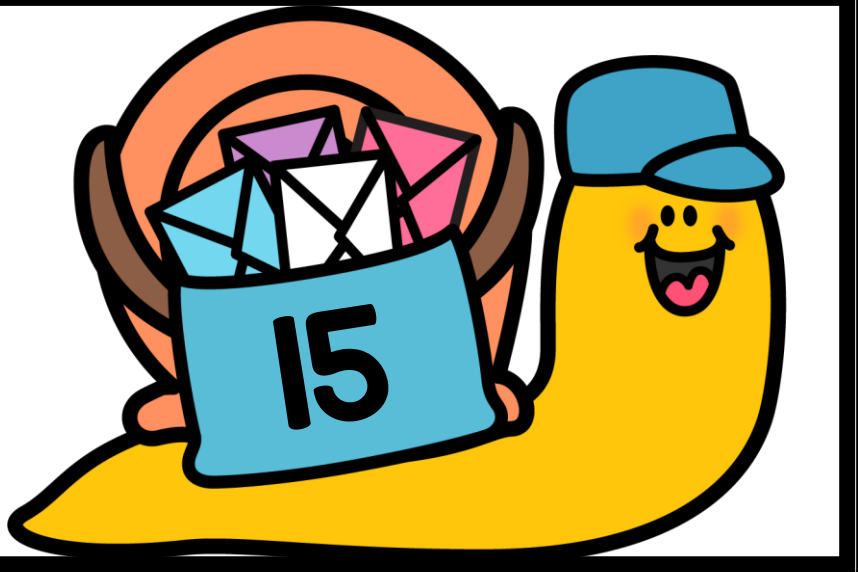
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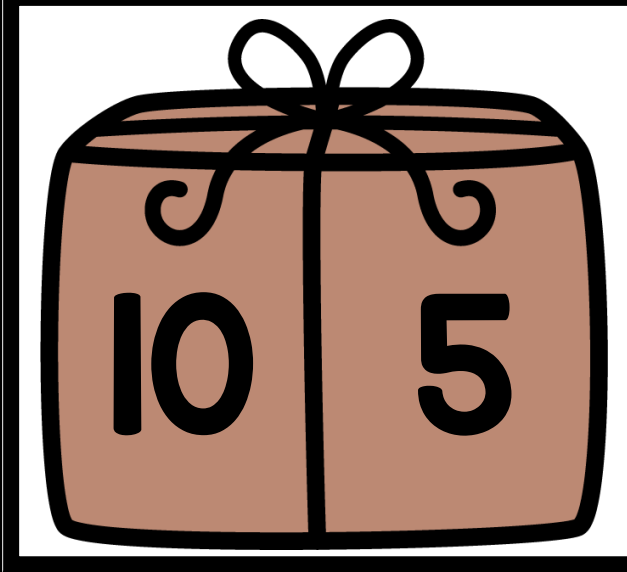
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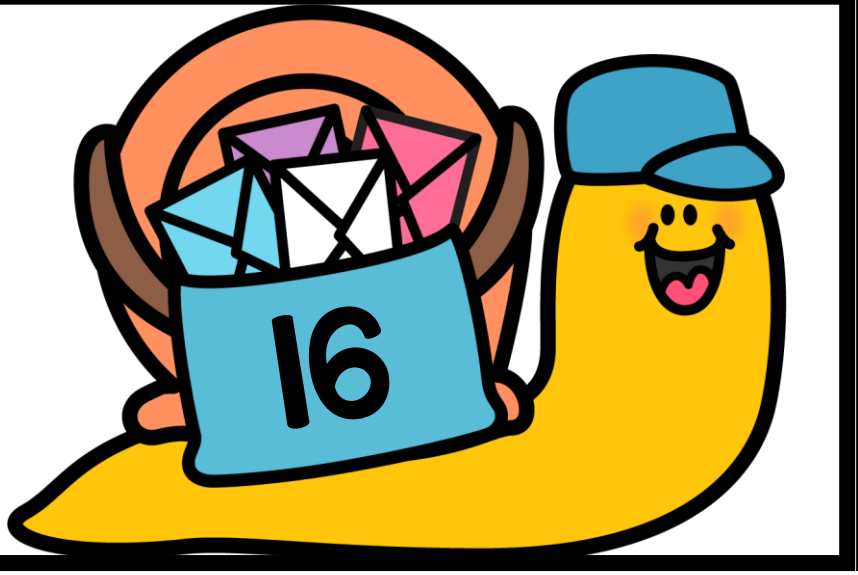
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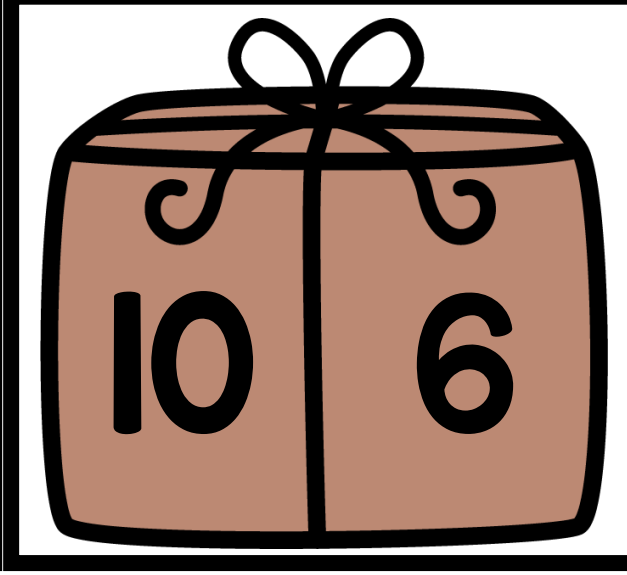
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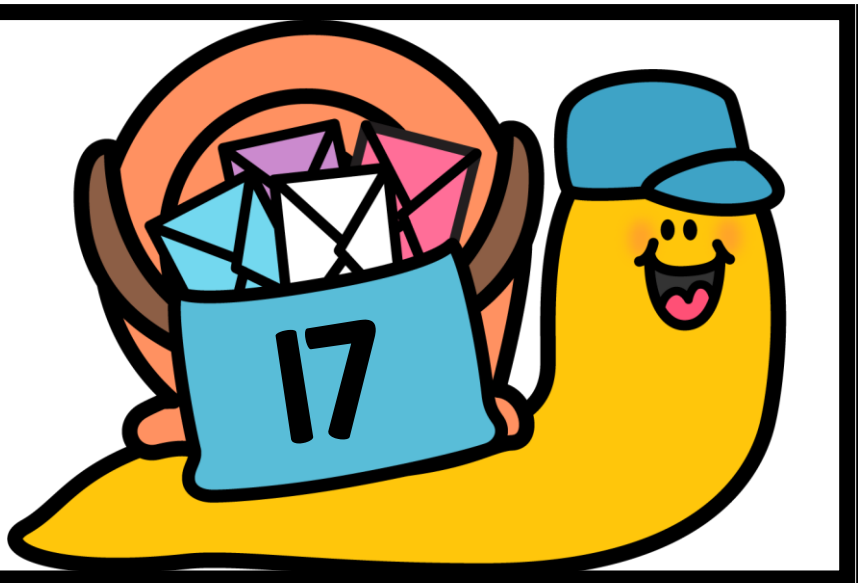

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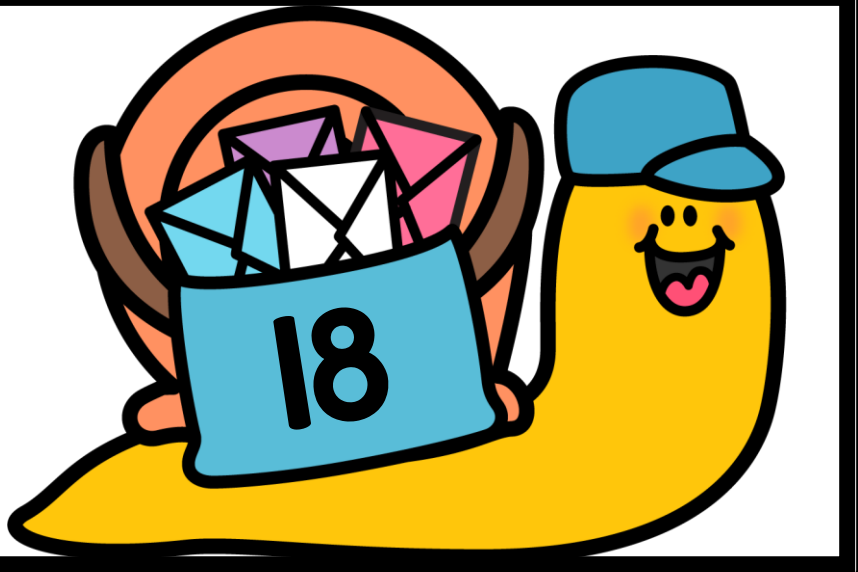

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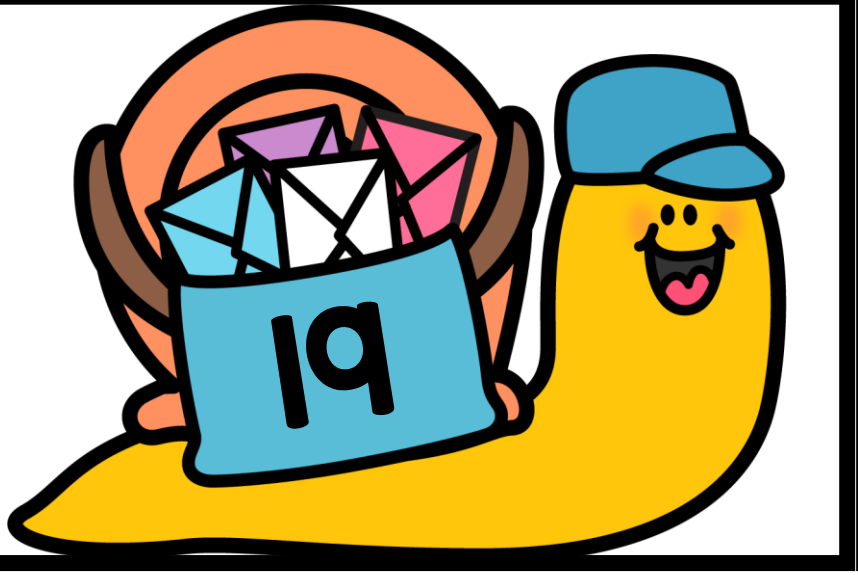

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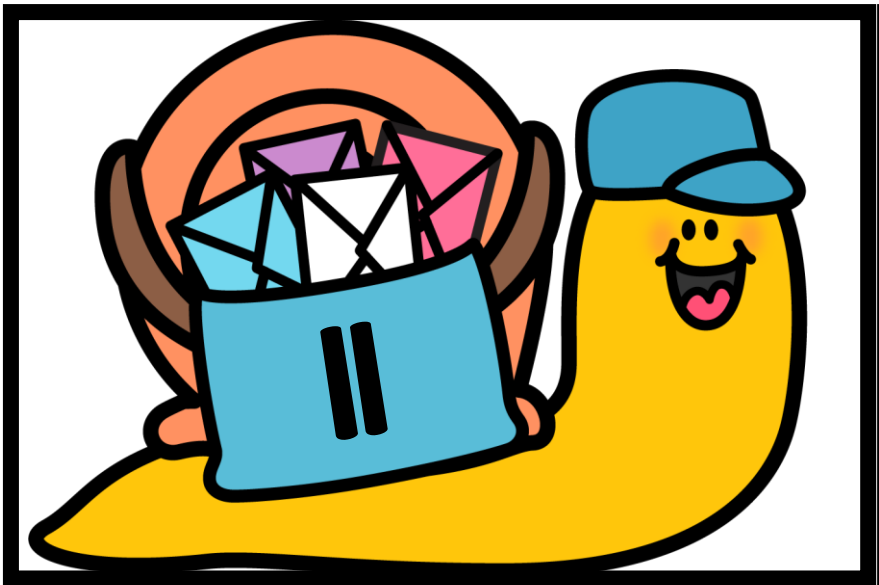
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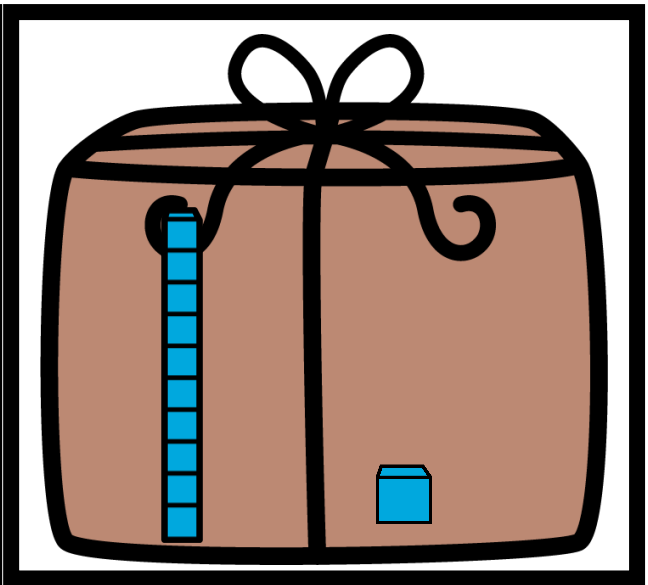

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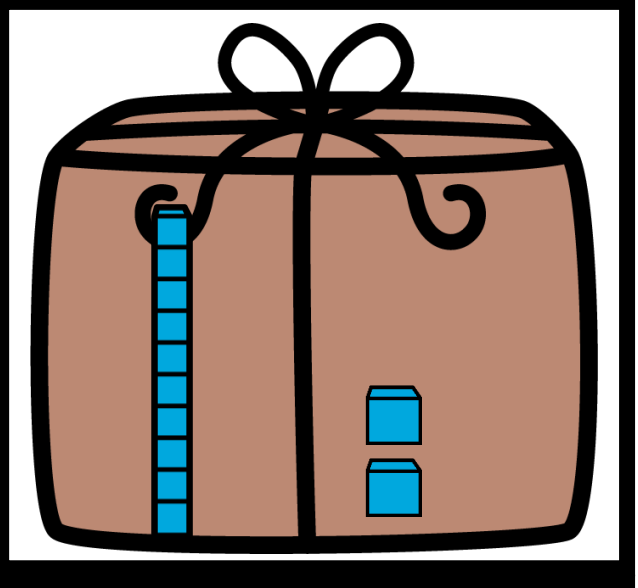

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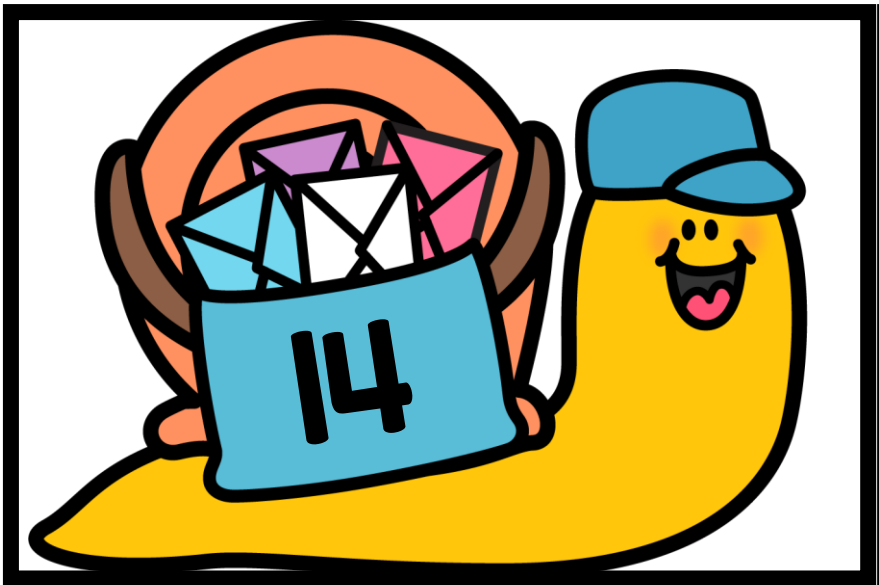
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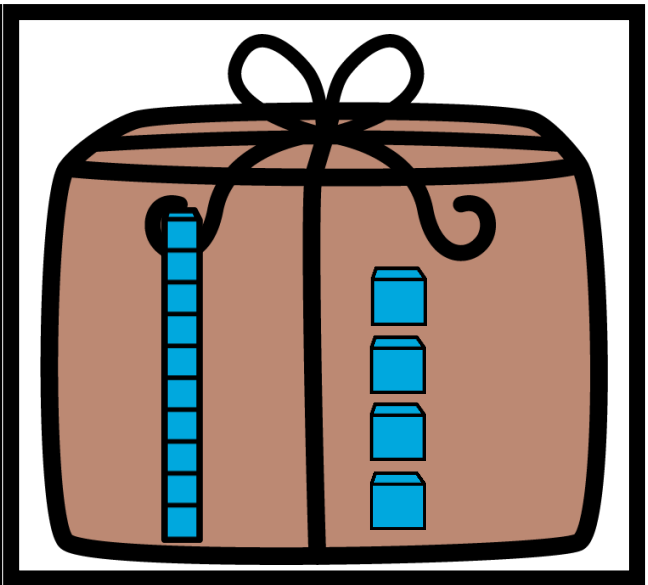

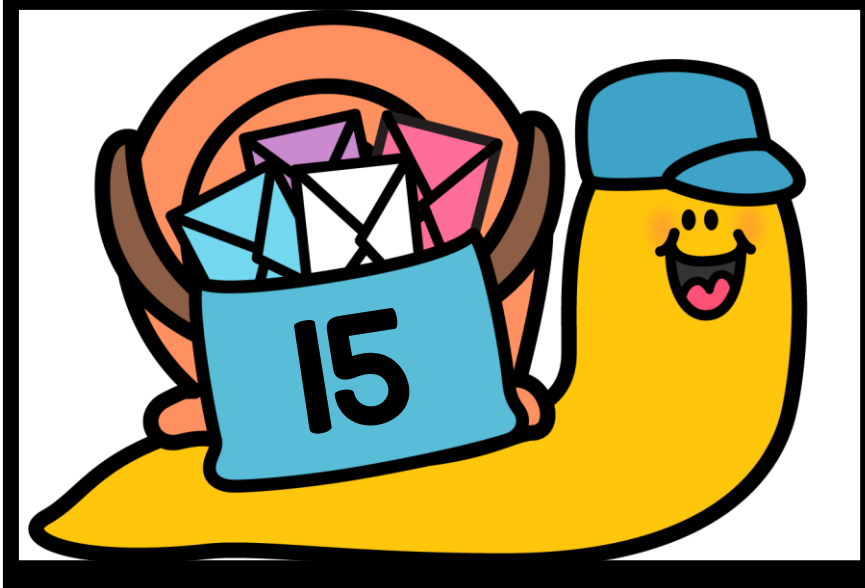
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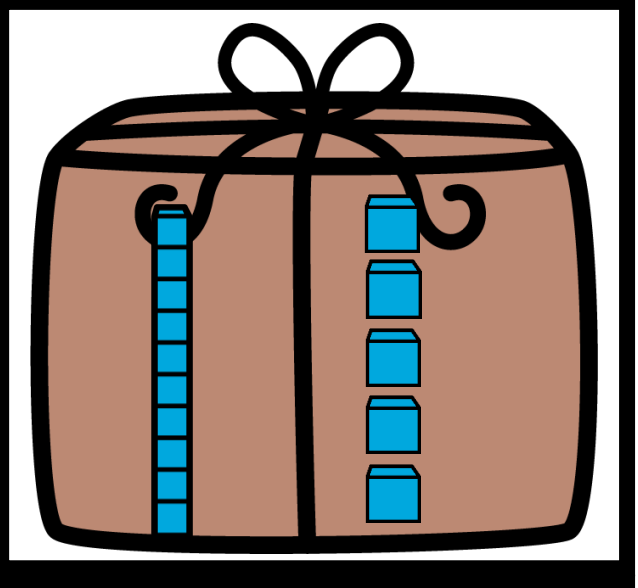

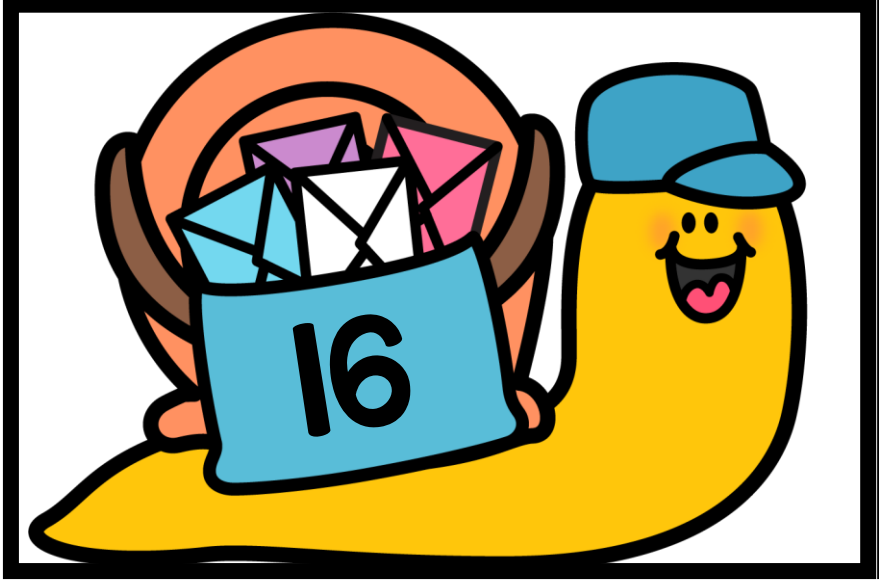
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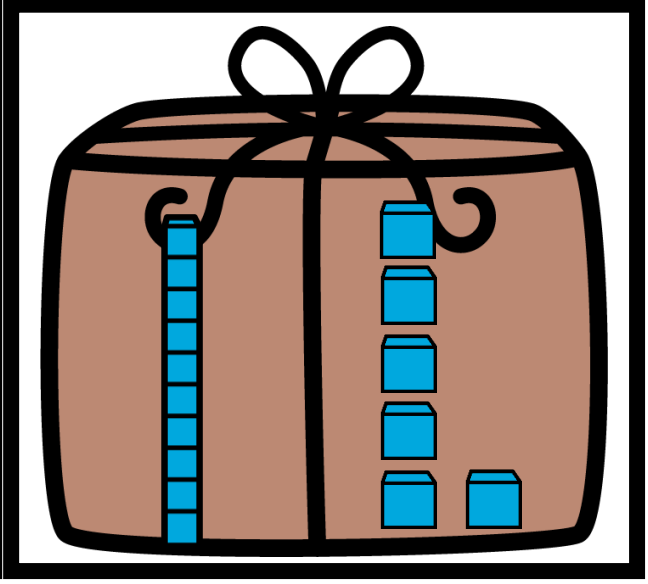

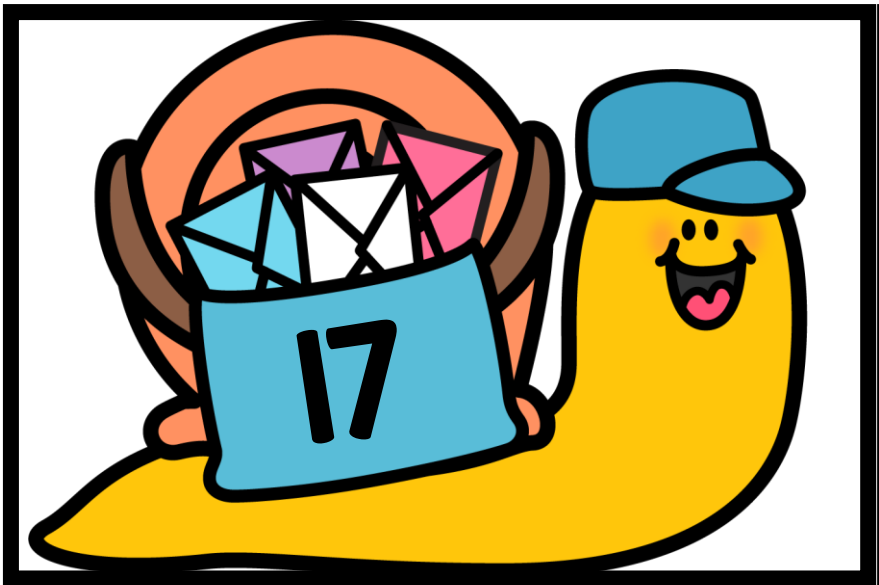
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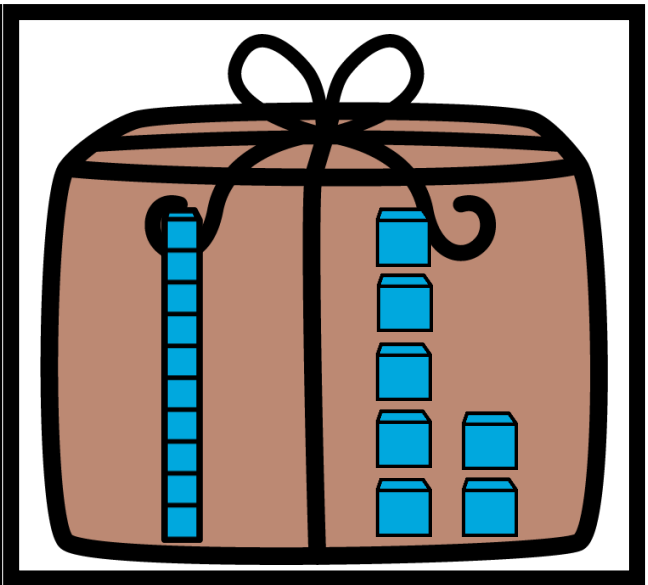

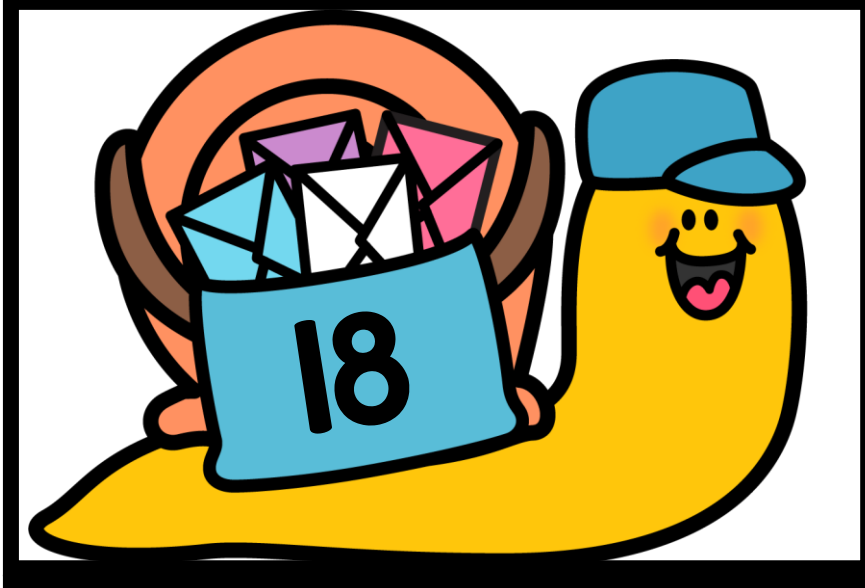
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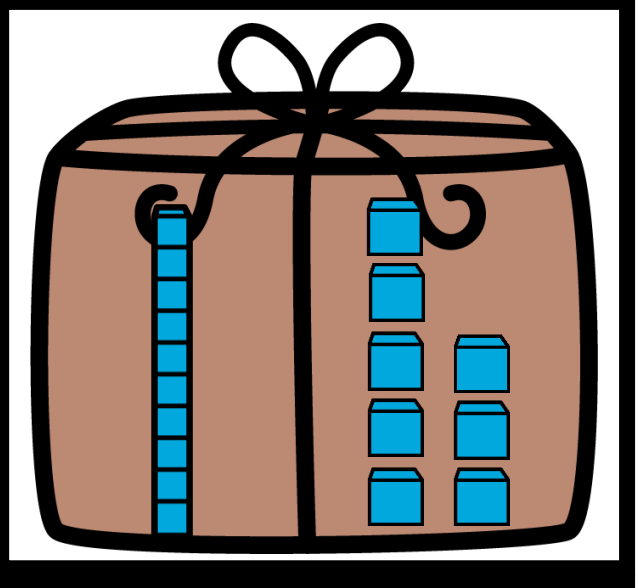

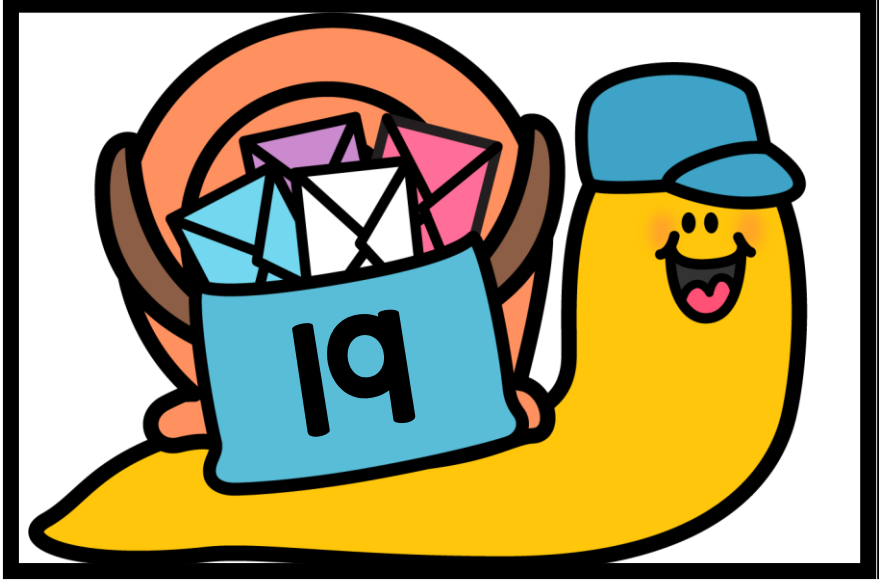
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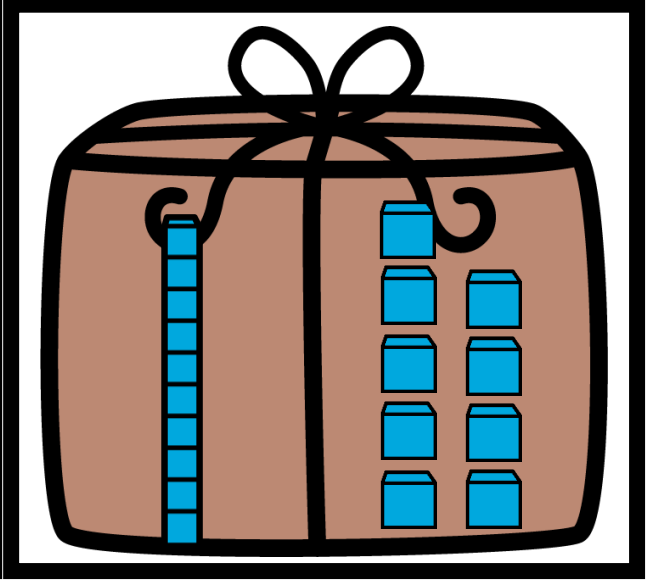

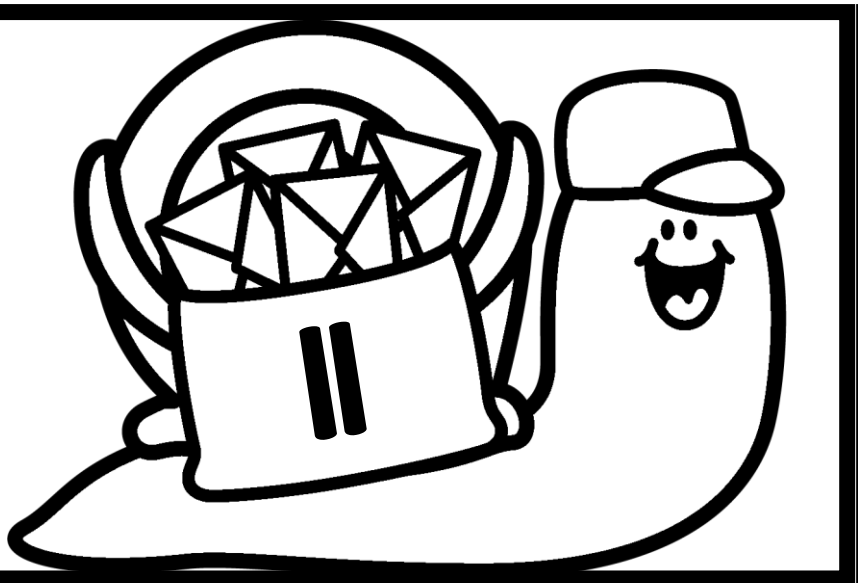
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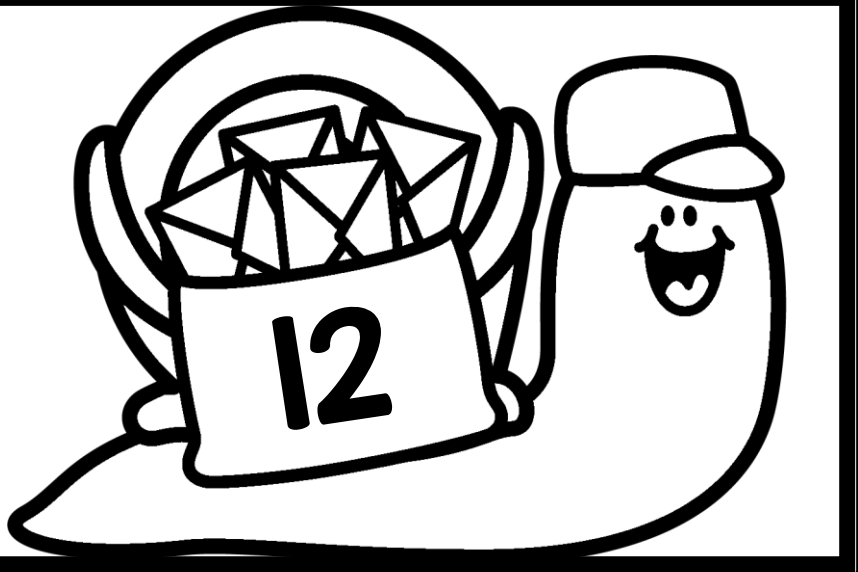
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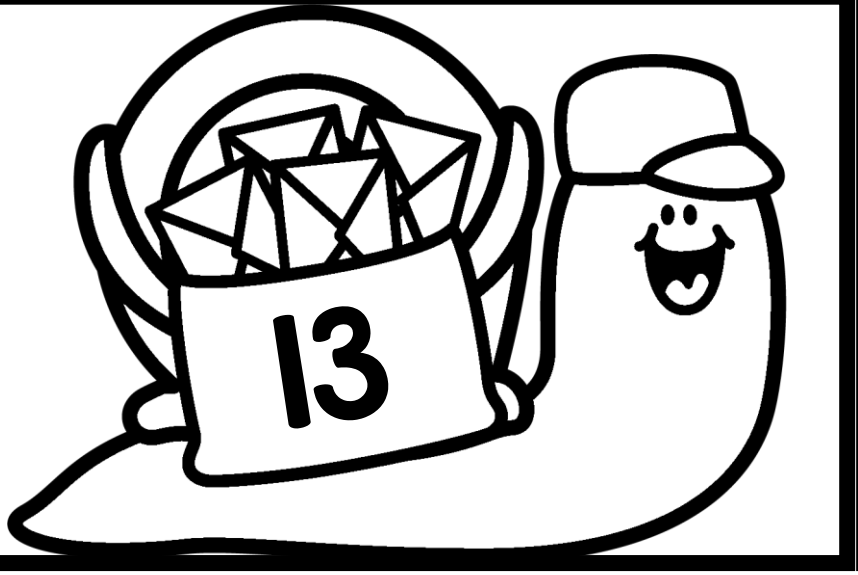
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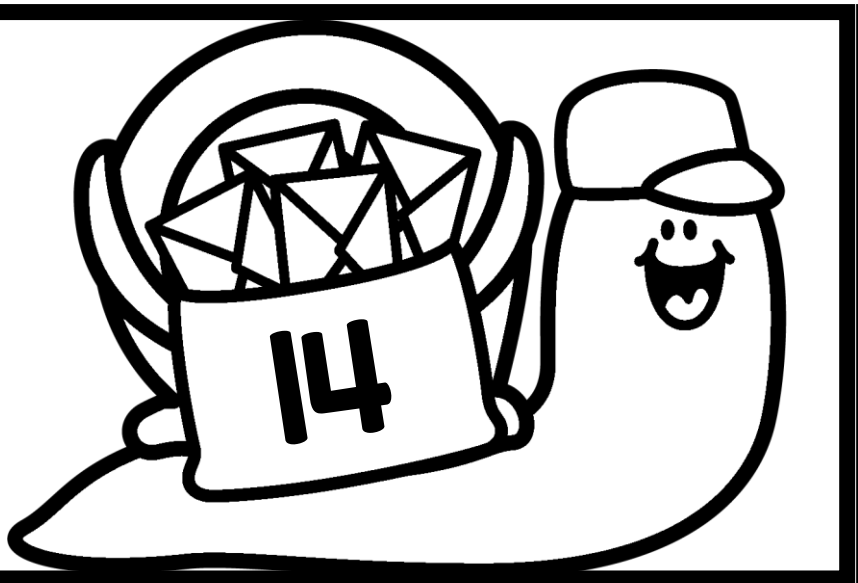

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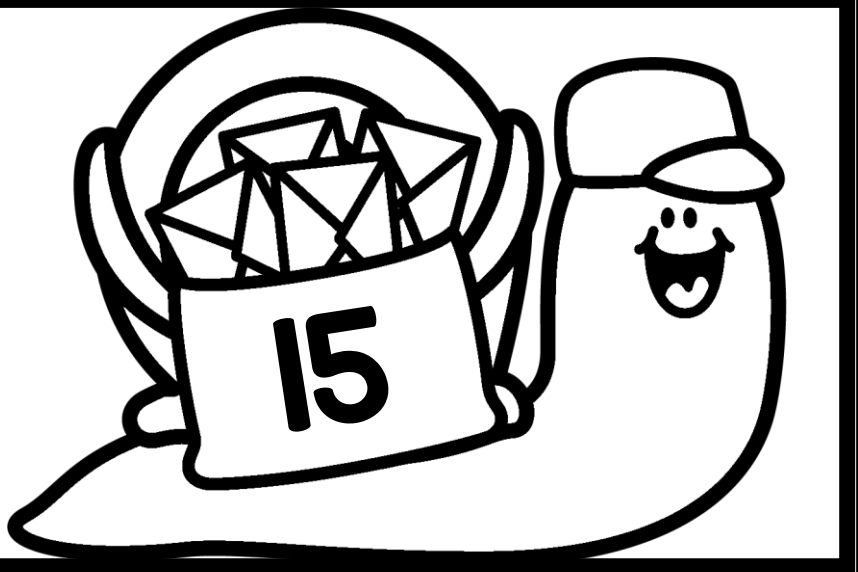

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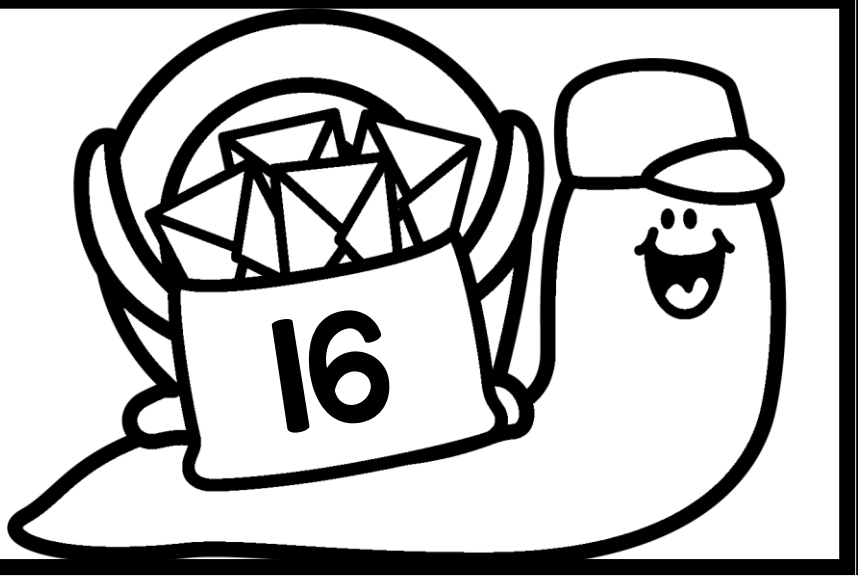

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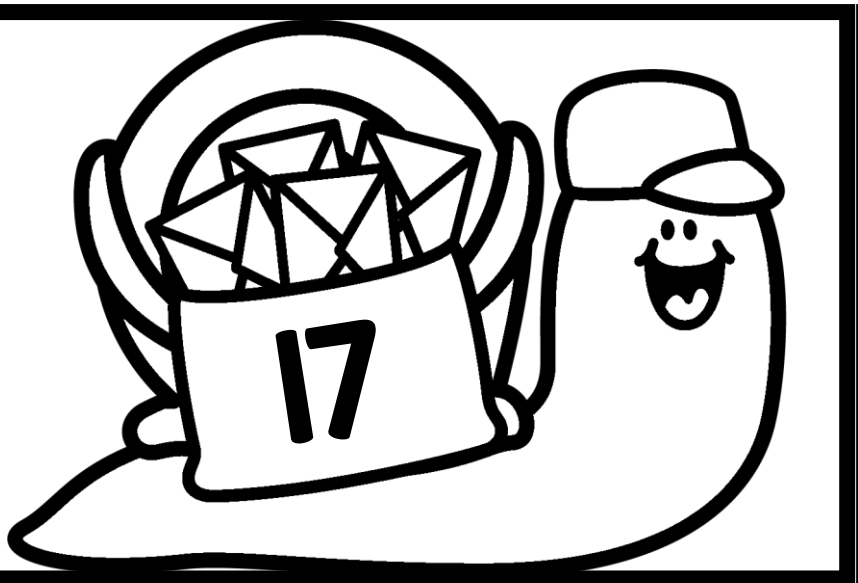

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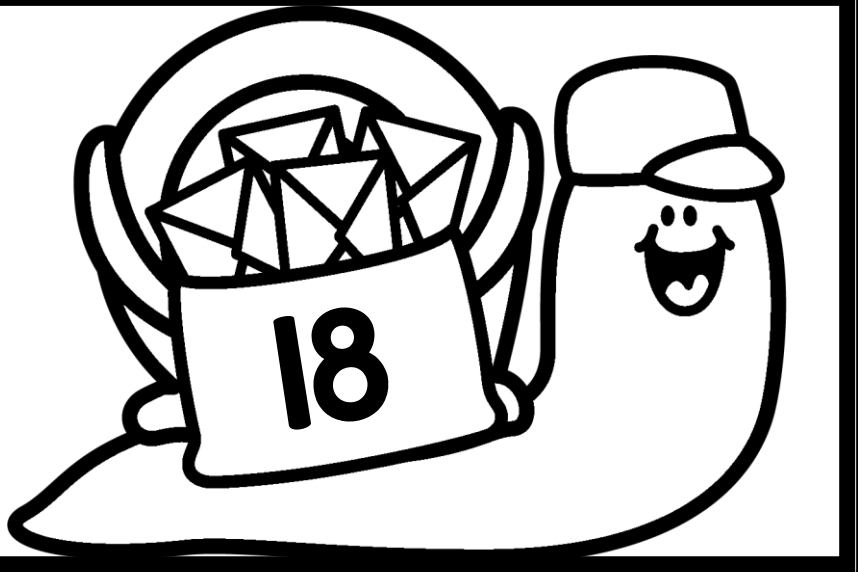

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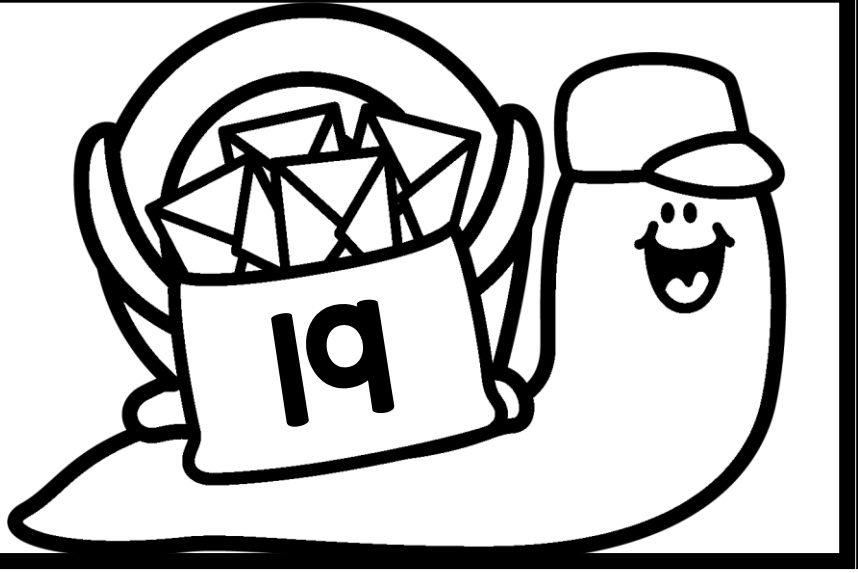

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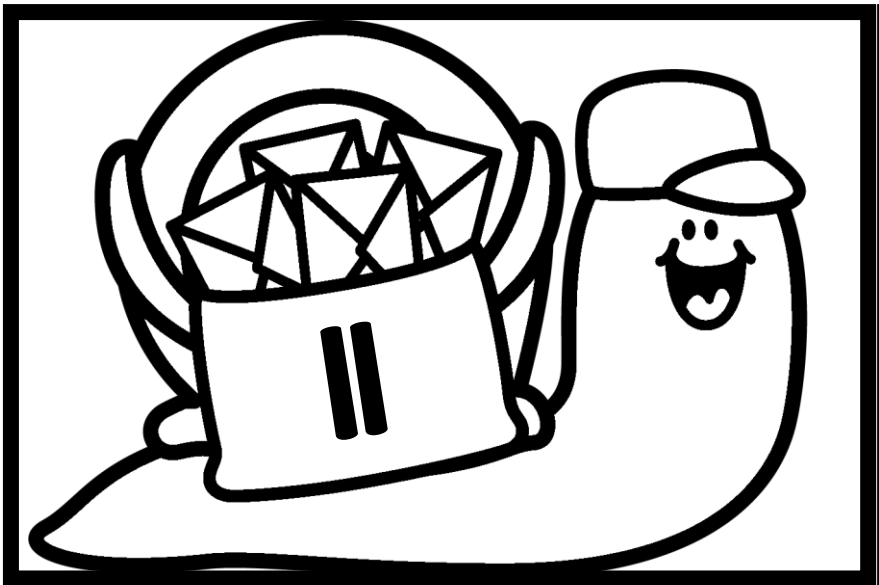
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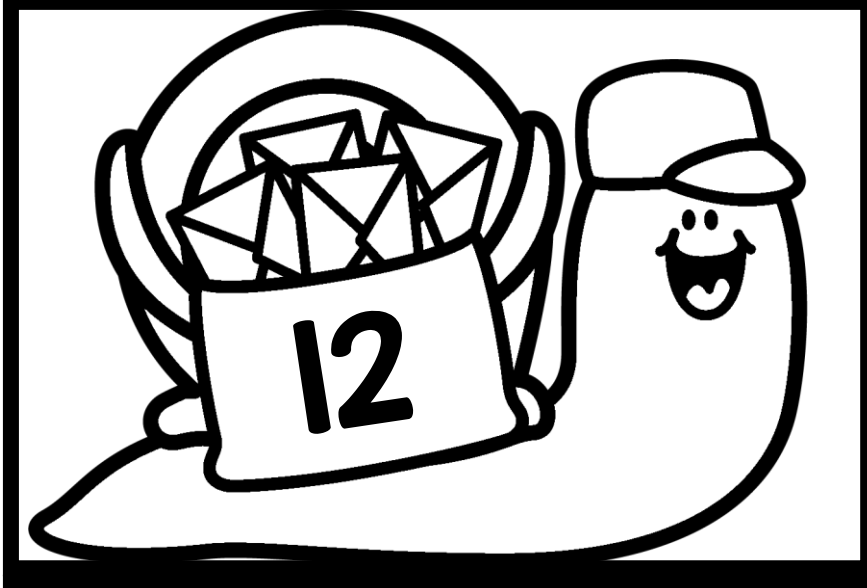
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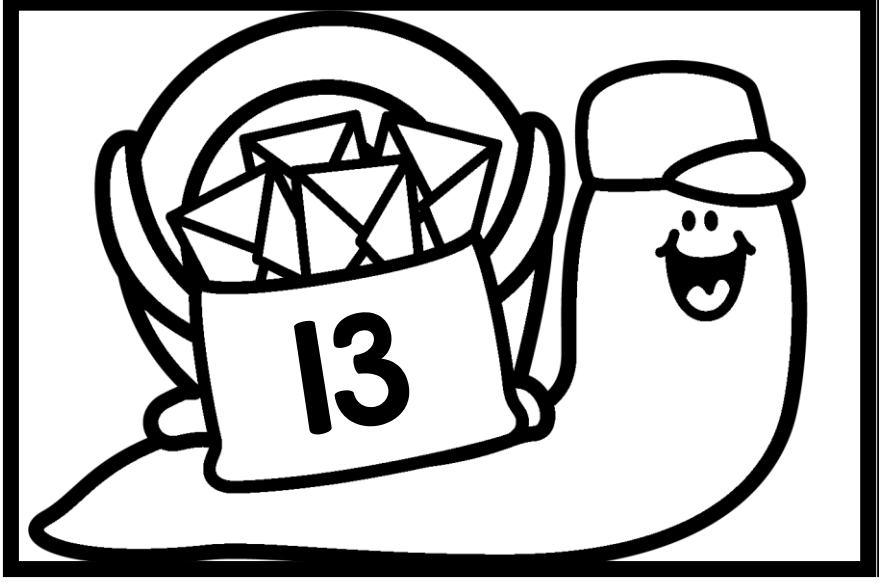
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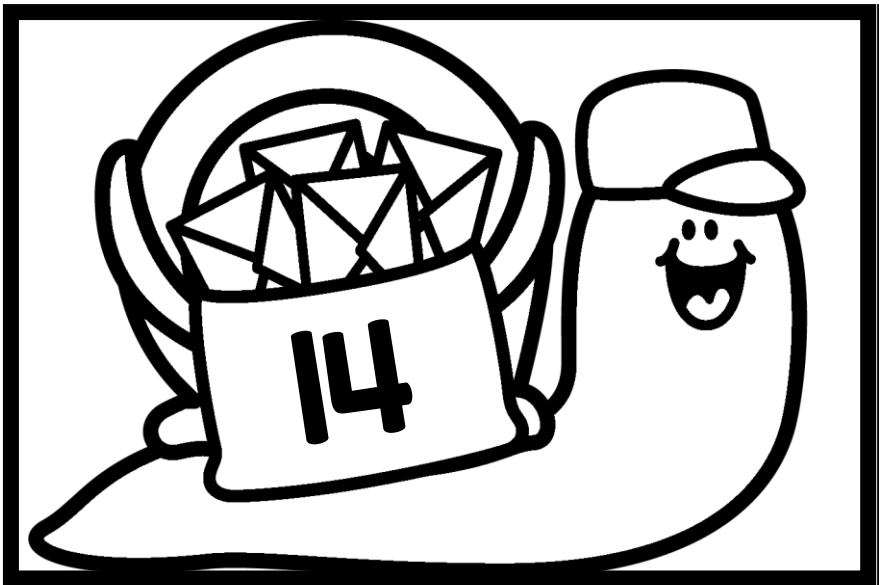
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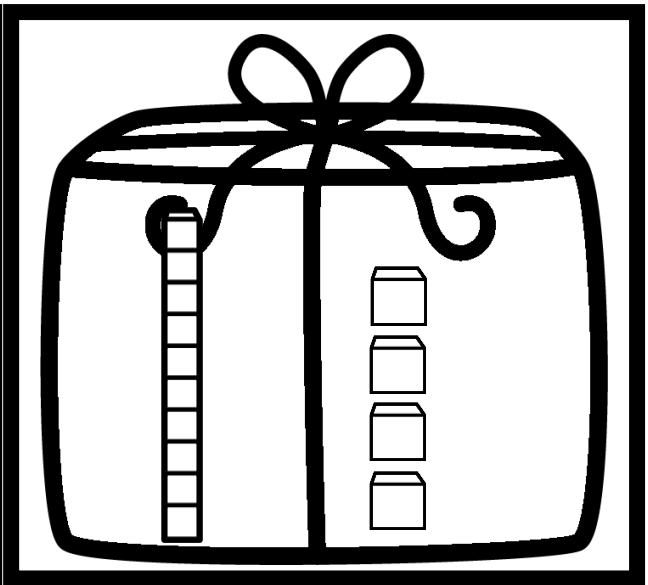

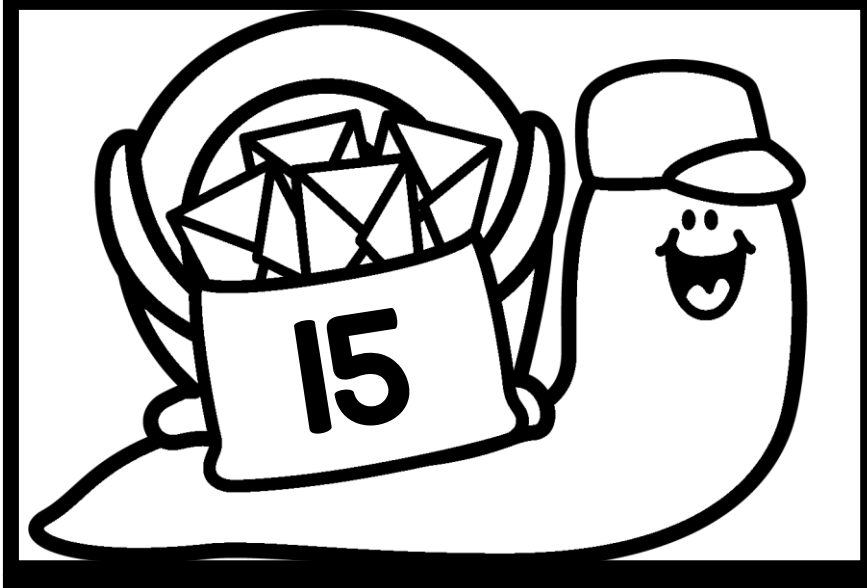
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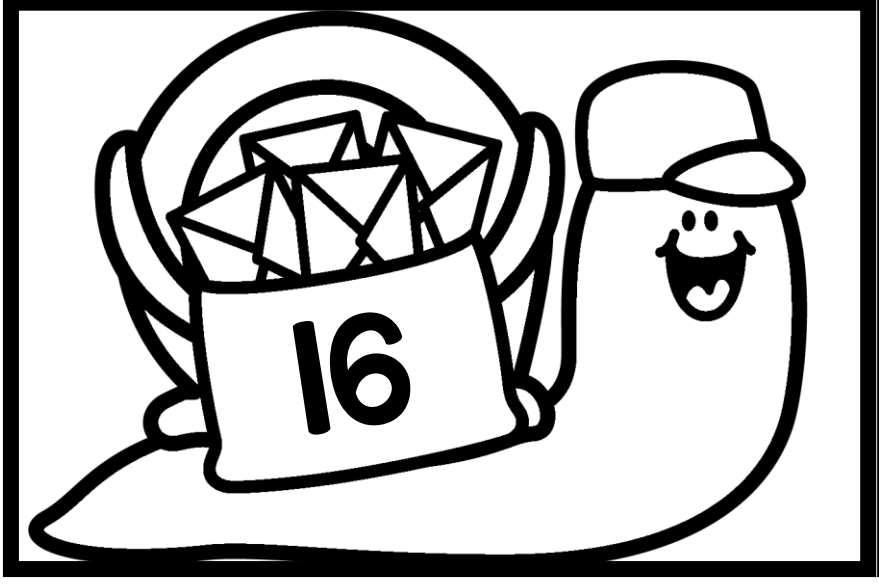
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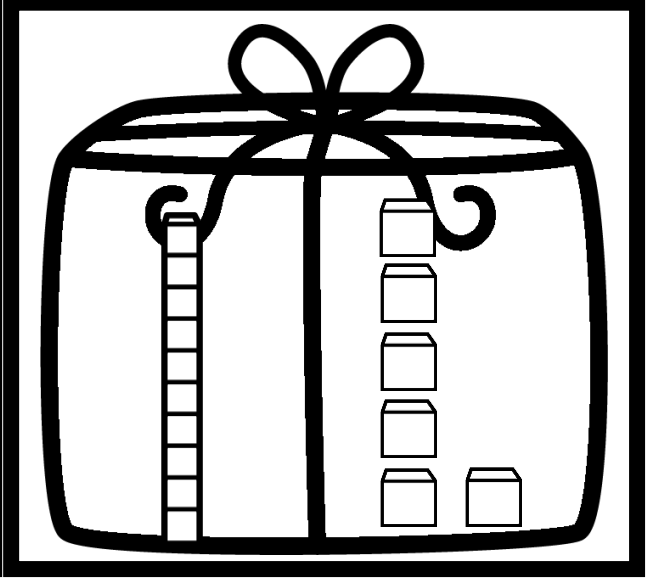

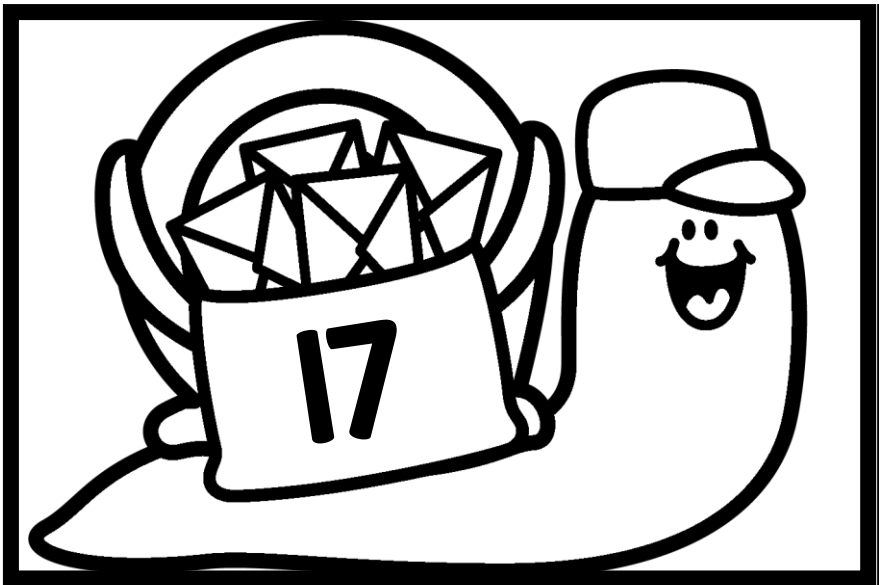
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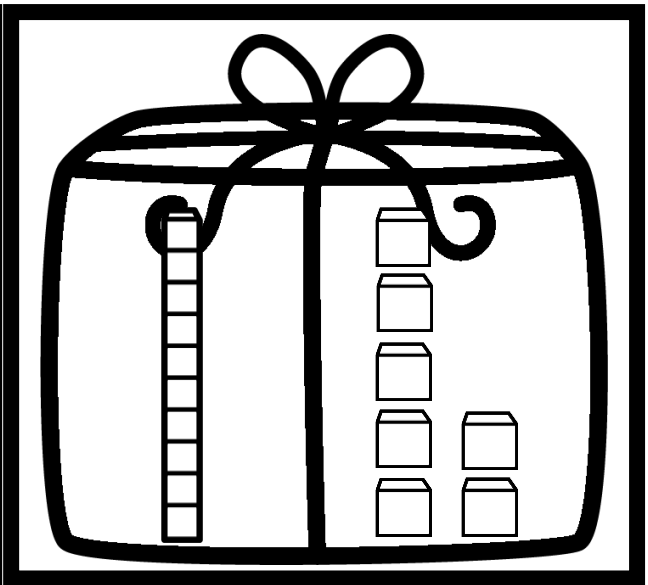

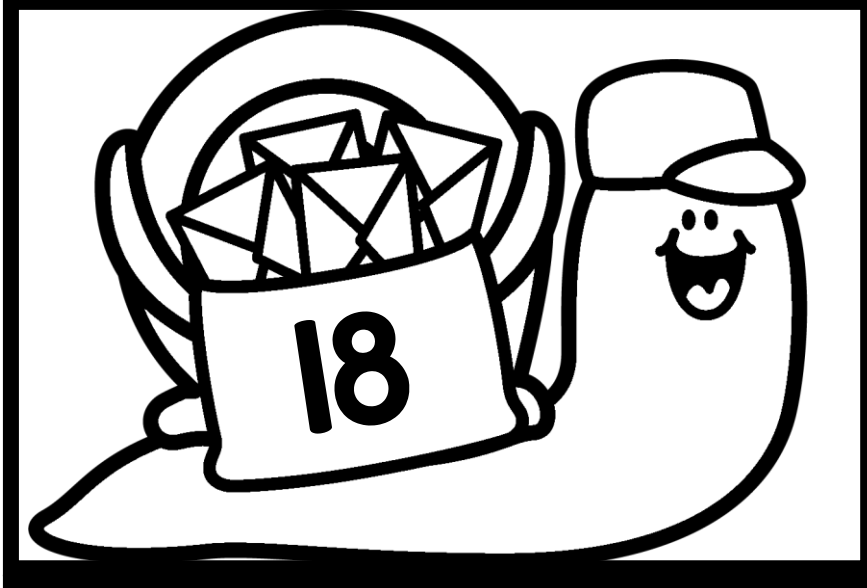
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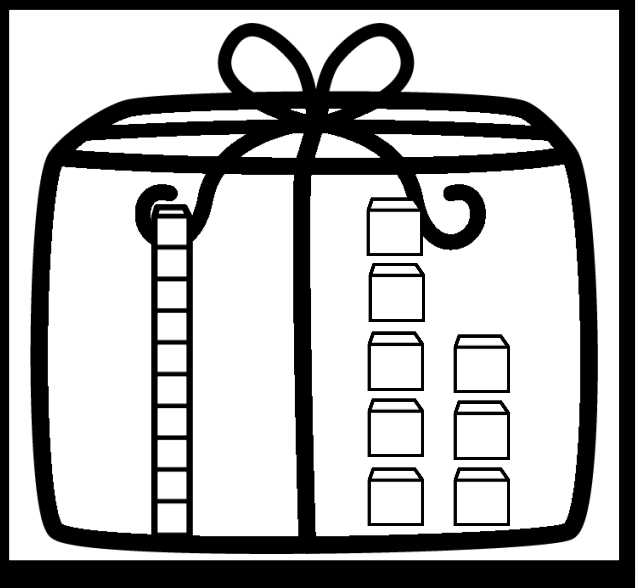

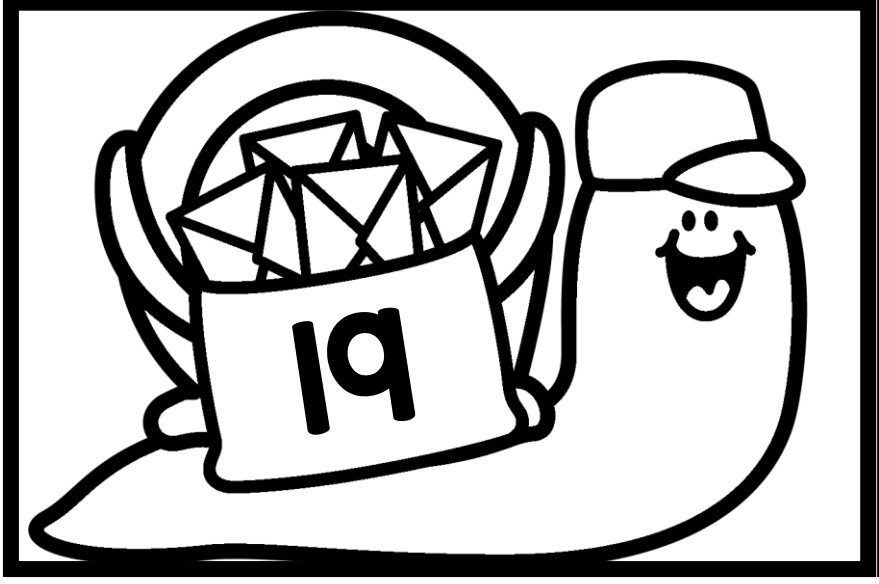
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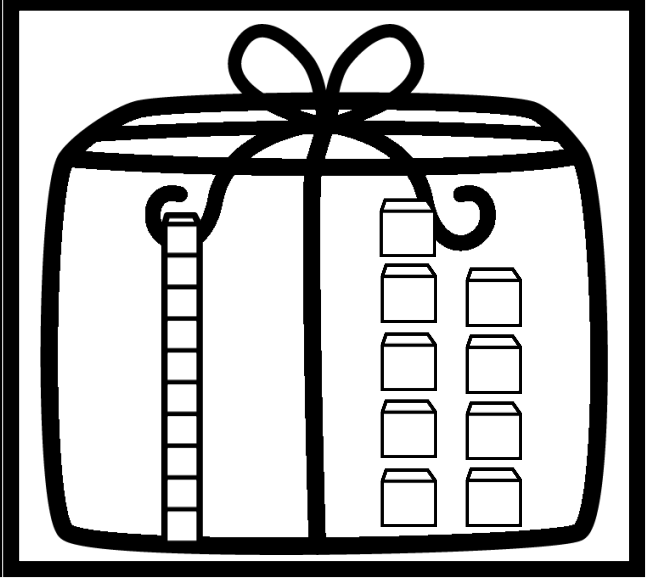

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