

Daily Review & Quick Teach

15A

Mini Whiteboards Required

(Signal for each number)

You will start at 11 and count to 19.

Get 11 ready~

Count~

(Signal for each number)

You will start at 11 and count to 19.

Get 11 ready~

Count~

You will start at 5 and count to 10.

Get 5 ready~

Count~

■ What is one ten?~



- What is one ten? ~ ten



■ What are two tens?~



- What are two tens? ~ twenTY



■ What are three tens?~



■ What are three tens? ~ thirTY



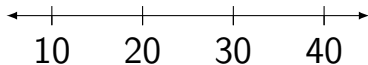
■ What are four tens?~



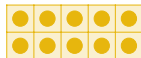
■ What are four tens? ~ forTY



Count by 10s to 40.



- Five tens are **fifTY**. What are five tens?~



■ Six tens are **sixTY**. What are six tens?~



■ Seven tens are **sevenTY**. What are seven tens?~



■ Eight tens are **eighTY**. What are eight tens?~



■ Nine tens are **nineTY**. What are nine tens?~



When counting by tens, three tens and five tens are a bit special.

Remember, we didn't say three-teen and five-teen. We said **thirteen** and **fifteen**.

When counting by tens, three tens and five tens are a bit special.

Remember, we didn't say three-teen and five-teen. We said **thirteen** and **fifteen**.

Do we say three-teen or thirteen?~

When counting by tens, three tens and five tens are a bit special.

Remember, we didn't say three-teen and five-teen. We said **thirteen** and **fifteen**.

Do we say three-teen or thirteen? ~ **thirteen**

When counting by tens, three tens and five tens are a bit special.

Remember, we didn't say three-teen and five-teen. We said **thirteen** and **fifteen**.

Do we say three-teen or thirteen? ~ **thirteen**

Do we say five-teen or fifteen? ~

When counting by tens, three tens and five tens are a bit special.

Remember, we didn't say three-teen and five-teen.
We said **thirteen** and **fifteen**.

Do we say three-teen or thirteen? ~ **thirteen**

Do we say five-teen or fifteen? ~ **fifteen**

When counting by tens, three tens and five tens are a bit special.

Remember, we didn't say three-teen and five-teen. We said **thirteen** and **fifteen**.

Do we say three-teen or thirteen? ~ **thirteen**

Do we say five-teen or fifteen? ~ **fifteen**

The ordinal numbers are similar.

We say don't say threed and fiveth we say third and fifth.

When counting by 10, we don't say three-ty and five-ty. We say **thirty** and **fifty**.

When counting by 10, we don't say three-ty and five-ty. We say **thirty** and **fifty**.

Do we say three-ty or thirty?~

When counting by 10, we don't say three-ty and five-ty. We say **thirty** and **fifty**.

Do we say three-ty or thirty? ~ **thirty**

When counting by 10, we don't say three-ty and five-ty. We say **thirty** and **fifty**.

Do we say three-ty or thirty?~ **thirty**

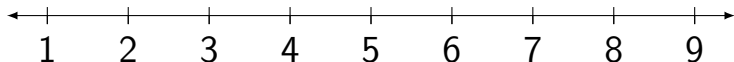
Do we say five-ty or fifty?~

When counting by 10, we don't say three-ty and five-ty. We say **thirty** and **fifty**.

Do we say three-ty or thirty? ~ **thirty**

Do we say five-ty or fifty? ~ **fifty**

These are the numbers for counting by 1s.



Count with me.

These are the numbers for counting by 10s.



These are the numbers for counting by 10s.



My turn. I will count by 10s to 90. (Model)

These are the numbers for counting by 10s.



My turn. I will count by 10s to 90. (Model)
Count by 10s to 90 with me.

These are the numbers for counting by 10s.



My turn. I will count by 10s to 90. (Model)

Count by 10s to 90 with me.

Your turn. Count by 10s to 90.

(Signal for each number)

Count backwards from 10 to 0~

(Signal for each number)

Count backwards from 10 to 0~

On my signal, continue counting backwards to zero.

(Signal for each number)

Count backwards from 10 to 0~

On my signal, continue counting backwards to zero.

■ 6, 5, foooooour~

(Signal for each number)

Count backwards from 10 to 0~

On my signal, continue counting backwards to zero.

■ 6, 5, foooooour~

■ 9, 8, seveeeeen~



Let's count on with our hands.

(Ensure students make a fist with a grabbing motion as they hold the number, then point and count on starting with their thumb.)



Hold 4 and get it ready~
Count on 2~



Hold 4 and get it ready~

Count on 2~ 5, 6



New problem.

Hold 9 and get it ready~

Count on 1~



New problem.

Hold 9 and get it ready~ Niiiiine

Count on 1~ 10



New problem.

Hold 1 and get it ready~

Count on 2~



New problem.

Hold 1 and get it ready~ Oooooone

Count on 2~ 2, 3



This is 30. How many?~



This is 40. How many?~

And again...



This is 30. How many?~



This is 40. How many?~

Say how many without counting.



How many?~



How many? ~ 20



How many?~



How many? ~ 30



How many?~



How many? ~ 40



How many?~



How many? ~ 30



How many?~



How many? ~ 10



How many?~



How many? ~ 20



How many?~



How many? ~ 30



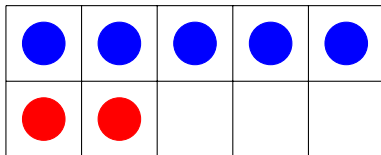
How many?~



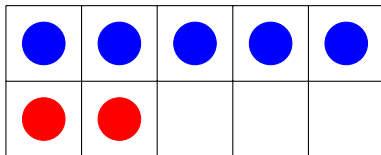
How many? ~ 20

Great job!

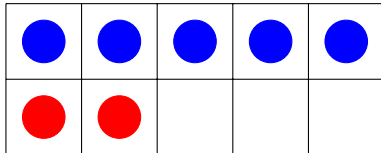
Time to say how many on ten frames with two parts.



Blue part?~

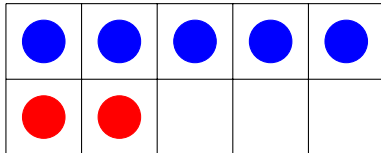


Blue part? ~ 5



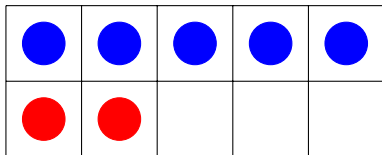
Blue part? ~ 5

Red part? ~



Blue part? ~ 5

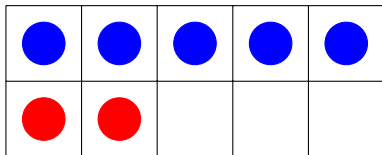
Red part? ~ 2



Blue part? ~ 5

Red part? ~ 2

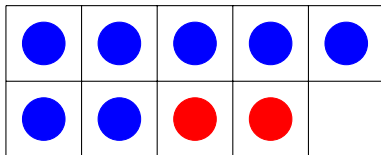
Whole? ~



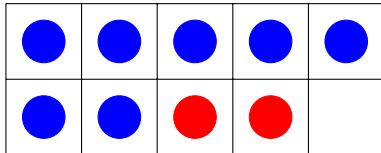
Blue part? ~ 5

Red part? ~ 2

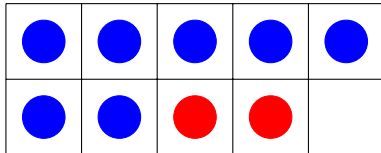
Whole? ~ 7



Blue part?~

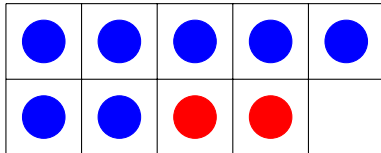


Blue part? ~ 7



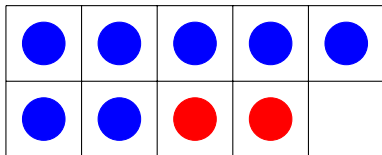
Blue part? ~ 7

Red part? ~



Blue part? ~ 7

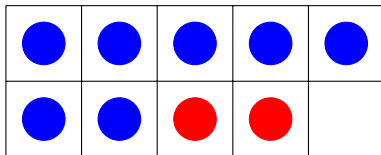
Red part? ~ 2



Blue part? ~ 7

Red part? ~ 2

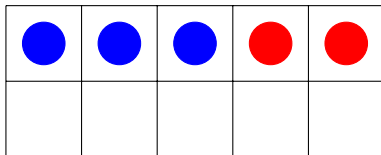
Whole? ~



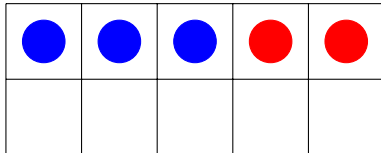
Blue part? ~ 7

Red part? ~ 2

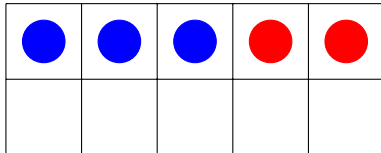
Whole? ~ 9



Blue part?~

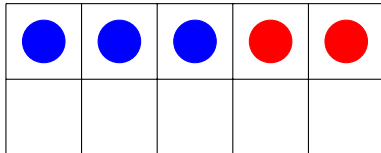


Blue part? ~ 3



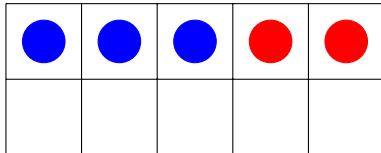
Blue part? ~ 3

Red part? ~



Blue part? ~ 3

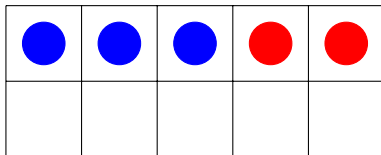
Red part? ~ 2



Blue part? ~ 3

Red part? ~ 2

Whole? ~



Blue part? ~ 3

Red part? ~ 2

Whole? ~ 5

Remember, when I do this (Hand up) I want you to think without talking.

Wait while my hand is up. Answer on my signal.

3

5

(Hand up)

Which is less, 3 or 5? (Pause)~

3

5

(Hand up)

Which is less, 3 or 5? (Pause)~ 3

4 3

(Hand up)

Which is less, 4 or 3? (Pause)~

4 3

(Hand up)

Which is less, 4 or 3? (Pause)~ 3

5 2

(Hand up)

Which is less, 5 or 2? (Pause)~

5 2

(Hand up)

Which is less, 5 or 2? (Pause) ~ 2

1 3

(Hand up)

Which is less, 1 or 3? (Pause)~

1 3

(Hand up)

Which is less, 1 or 3? (Pause)~ 1



Name this symbol~



Name this symbol~ Equals



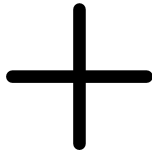
Name this symbol~ Equals

What does equals mean?~

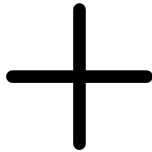


Name this symbol~ Equals

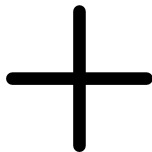
What does equals mean?~ Is the same as



Name this symbol~

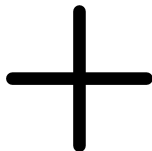


Name this symbol~ **Plus**



Name this symbol~ **Plus**

Plus means **get more**.



Name this symbol~ **Plus**

Plus means **get more**.

What does plus mean?~

Time for mini whiteboards!

(Ensure all students, and the teacher, have a mini whiteboard, marker and eraser)

We know how to write numbers for 4 dice.

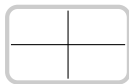
We know how to write numbers for 4 dice.

Today I will show you how we do the same for ten frames.

We know how to write numbers for 4 dice.

Today I will show you how we do the same for ten frames.

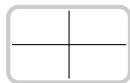
I start by preparing my board, across and down~
(Model)



We know how to write numbers for 4 dice.

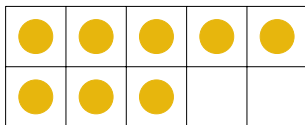
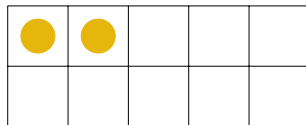
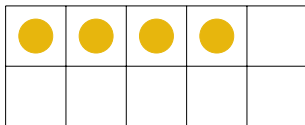
Today I will show you how we do the same for ten frames.

I start by preparing my board, across and down~
(Model)



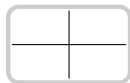
I will see four ten frames, then write the number for each.

(Model)

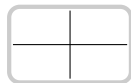


Now it's your turn.

Prepare your boards, across and down~
(Model and Check)

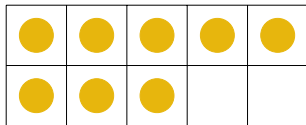
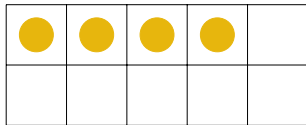
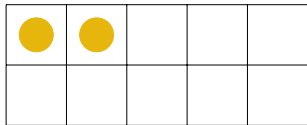


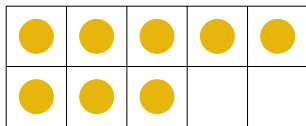
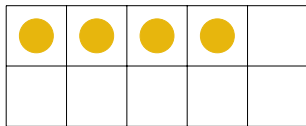
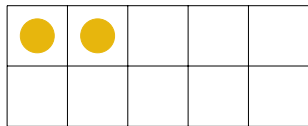
Prepare your boards, across and down~
(Model and Check)



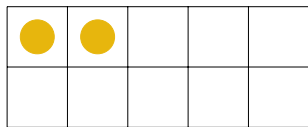
I will show you four ten frames.

Write the number for each.

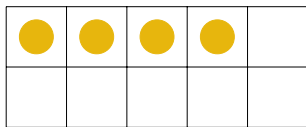




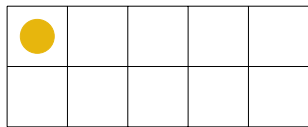
3, 2, 1, **Chin it!** (Click to reveal answer)



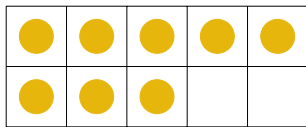
(2)



(4)



(1)



(8)

3, 2, 1, **Chin it!** (Click to reveal answer)

Boards down. Check it. Wipe it.

You will draw a picture for a number story about pencils.

You will draw lines for the pencils.



Listening. You had 2 pencils. Draw it~
(Pause while students draw, then Check)

Listening. You had 2 pencils. Draw it~
(Pause while students draw, then Check)

Listening. You got 3 more pencils. Draw it~
(Pause while students draw, then Check)

Listening. You had 2 pencils. Draw it~
(Pause while students draw, then Check)

Listening. You got 3 more pencils. Draw it~
(Pause while students draw, then Check)

3, 2, 1, **Chin it!** (Click to reveal answer)

Listening. You had 2 pencils. Draw it~
(Pause while students draw, then Check)

Listening. You got 3 more pencils. Draw it~
(Pause while students draw, then Check)

3, 2, 1, **Chin it!** (Click to reveal answer) (Ans: II III)

Listening. You had 2 pencils. Draw it~
(Pause while students draw, then Check)

Listening. You got 3 more pencils. Draw it~
(Pause while students draw, then Check)

3, 2, 1, **Chin it!** (Click to reveal answer) (Ans: II III)
Boards down. Wipe it.

Time for our lesson. Let's get ready!

(Continue with Lesson 15A from your Teacher Lesson Book)