Lesson 19a - Number Sense - Number Recognition, Counting and Addition
How Do You Listen?

19a

Instructional Targets

Math Standards for Counting and Cardinality

- ***Know number names and the count sequence:*** Count by ones to 10, 20 and 100. • Count by 10s to 100. • Read and write numerals to 10 and 20. • Count forward beginning from a given number in a sequence.
- ***Count to tell the number of objects:*** Demonstrate one-to-one correspondence when counting. • Count a number of objects to tell how many.
- ***Compare numbers:*** Indicate whether the number of objects in one group is more, less or equal to the number of objects in another group.

Math Standards for Operations and Algebraic Thinking

- ***Represent and solve problems involving addition and subtraction:*** Model putting together (addition, more, equal) and taking away (subtraction, less, equal) with objects and representations. • Solve real-life addition and subtraction problems within the ranges of 1-10 and 1-20. • Understand and use +, - and = symbols when solving problems.

Math Standards for Numbers and Operations in Base Ten

- ***Understanding place value:*** Skip count by 2s and 5s to 20 and 50; by 10s to 20, 50 and 100. • Compare two numbers to determine >,< or =.

Level 3 Students will...

- Independently count a number of objects.
- Independently count a number of objects by 10 up to 100.
- Independently read and write numerals to 20.
- Independently count forward beginning from a given number.
- Identify the number of each object when counting.
- Count a number of objects and identify the associated numeral.
- Count objects in two defined groups and determine which group contains more or less than other or whether the groups are equal.
- Independently use objects to model the process of adding or subtracting.
- Add and subtract numbers within the context of a real-world scenario.
- Read, write and solve a math sentence.
- Skip count (by 2s, 5s or 10s) to a given number (20, 50, 100).
- Compare numbers to 20 to determine more, less or equal.

Level 2 Students will...

- Count a number of objects with support.
- Count a number of objects by 10 up to 100 with support.
- Read and write numerals to 20 with support.
- Count forward from a number with support (e.g., number line or other visual supports).
- Match objects to a corresponding number (one-to-one match) to count.
- Count and report the total number of objects in a set with support.
- Pair object from two groups to determine which group has more or less than the other or whether the groups are equal.
- Use models or objects to represent numbers in an addition or subtraction problem with support.
- Use models or objects to add or subtract in the context of a real-world scenario.
- Record pictures and numbers to model and solve a math sentence.
- Use a model to skip count by 2s, 5s and 10s.
- Compare numbers to 20 with a model to determine more, less or equal.

Level 1 Students will...

- Count to a given number through an active participation response (e.g., voice output device, eye gaze, choice board).
- Count by 10s to a given number through an active participation response (e.g., voice output device, eye gaze, choice board).
- Select and write numerals to 20 through an active participation response.
- Participate in a counting forward activity by selecting the number counted from a field of choices (may be errorless choice).
- Participate in counting by matching an object to a number through an active participation response.
- Count and report the total number of objects in a set using an active participation response (e.g., voice output device, eye gaze, choice board).
- Select numbers (errorless choice) to count and compare numbers within a math problem involving the concepts of more and less.
- Select objects to match the numbers in an addition or subtraction problem (may be errorless choice).
- Participate in adding or subtracting by counting sets of objects through an active participation response (e.g., voice output device, eye gaze, choice board).
- Select a number (errorless choice) to represent numbers within a math sentence.
- Count objects and form groups of 2s, 5s and 10s through an active participation response.
- Compare two sets of objects to determine more, less or equal.

Topic Connection

In this unit, students explore the similarities and differences of the past and present. The scenarios in this lesson involve four characters, Paige, Drew, Shantel and Kyle who are looking at different items people used to listen to music in the past and present.

Topic Words

past | people* | present*

Math Words

add | altogether | compare | count | equal sign | left | less* | minus sign | more | number | numeral | plus sign | same* | subtract

* Power Words

Benchmark Assessments

- Math Problem Solving: Add and Subtract
- Basic Math: Numbers and Counting to 20
- Early Learning: Emerging Math
- Emerging Skills: Early Emerging Math
- Emerging Skills: Number Match

Monthly Checkpoints

- Level 2 and 3 Mathematics, Questions 1 - 10
- Level 1 Combined Content, Questions 5 and 6

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Lesson at a Glance

	Activity 1.1-1.7	Activity 2.1-2.4
Instructional Activities	Number Recognition and Counting	Addition
See how these activities fit into the **Suggested Monthly Plan**.		
ULS Materials and Resources	**Number Sense 1-3 Counting to 10** **Number Sense 4 Counting and Numbers to 10** **Number Sense 5 Counting and Numbers to 20** **Number Sense 6-7 How Many 1-10** **Number Sense 8 How Many 11-20** **Number Sense 9 Counting Forward** **Number Sense 10 Skip Counting** **Manipulatives**	**Number Sense 11-12 Adding to 10 Vertical** **Number Sense 13-14 Adding to 10 Horizontal** **Number Sense 15-16 Adding to 20 Vertical** **Number Sense 17-18 Adding to 20 Horizontal** **Manipulatives** **Standards Connection**
	Instructional Tools: Number Journal **Instructional Tools: Math Pack / Numbers** **Instructional Guides: Mathematics** **L³ Skills: Math Skills**	
Additional Materials	**Real Manipulative Objects (optional)** radio, record, CD, headset, cassette	

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Activity 1.1 - 1.7 - Number Recognition and Counting

Instructional Targets

Math Standards for Counting and Cardinality

- ***Know number names and the count sequence:*** Count by ones to 10, 20 and 100. • Count by 10s to 100. • Read and write numerals to 10 and 20. • Count forward beginning from a given number in a sequence.
- ***Count to tell the number of objects:*** Demonstrate one-to-one correspondence when counting. • Count a number of objects to tell how many.
- ***Compare numbers:*** Indicate whether the number of objects in one group is more, less or equal to the number of objects in another group.

Math Standards for Numbers and Operations in Base Ten

- ***Understanding place value:*** Skip count by 2s and 5s to 20 and 50; by 10s to 20, 50 and 100. • Compare two numbers to determine >,< or =.

Instructional Routine

? or

Introduce

- Introduce the activity by asking a focus question such as, "What is something we can use to listen to music—a CD or book?" Discuss students' responses and review other various items people use to listen to music.
- Display and name the Manipulatives. Explain that some of the objects are items people used in the past to listen to music and some items are things people use today. Then say, "I am going to read some math stories about Paige, Drew, Shantel and Kyle who are learning about items from the past. Your job is to count the objects."
- Review the learning goal with students: **I will count objects.**

Model

Choose math stories for modeling and practice based on students' needs and abilities. Math stories include manipulatives (interactive or printable). Additional math supports such as the Number Journal, Math Pack Number Cards or real objects may be used to support modeling and practice as appropriate.

- Display a Number Sense Math Story and model counting the number of objects.
- For math stories 1-3, also model identifying which character has more or less or whether they have the same.
- For math stories 4-8, also model identifying the numeral that corresponds to the number counted.
- For math story 9, model counting forward from a given number.
- For math story 10, model skip counting by a given number.

Provide Practice

Provide students with appropriate math stories and math supports as needed.

Level 3: Have the student count the number of objects and identify the corresponding numeral. When appropriate, have the student compare groups of objects by asking, "Which group has more? Which group has less? Are the groups the same?" Have the student count forward from a given number. Have the student skip count.

Level 2: Have the student use visual supports such as a number line to count objects and determine the number counted. A number line is available in the ULS Instructional Tools: Number Journal. Have the student compare groups of objects by pairing manipulatives to determine more, less or the same. Have the student use manipulatives to count forward from a given number. Have student use a model to skip count by a given number.

Level 1: Using the student's active participation mode, have the student participate in counting, using manipulatives. Have the student participate in identifying the corresponding numeral from a single option or errorless choice. Have students form groups of 2s, 5s and 10s.

Review

- Revisit the learning goal by reviewing selected math stories with students.

Check Understanding ?

Level 3: Can the student count objects and identify the corresponding numeral? Can the student compare groups of objects to determine more, less or the same? Can the student count forward from a given number? Can the student skip count by a given number?

Level 2: With support, can the student count objects and identify number counted? With support, can the student pair grouped objects and determine more, less or the same? With support, can the student count forward from a given number? With support, can the student skip count by a given number?

Level 1: Can the student actively participate in counting and in identifying number counted? Can the student select a number from a field of choice? Can the student count and form groups using their response mode?

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Instructional Targets

Math Standards for Counting and Cardinality

- ***Know number names and the count sequence:*** Read and write numerals to 10 and 20.
- ***Count to tell the number of objects:*** Demonstrate one-to-one correspondence when counting. • Count a number of objects to tell how many.

Math Standards for Operations and Algebraic Thinking

- ***Represent and solve problems involving addition and subtraction:*** Model putting together (addition, more, equal) and taking away (subtraction, less, equal) with objects and representations. • Solve real-life addition and subtraction problems within the ranges of 1-10 and 1-20. • Understand and use +, - and = symbols when solving problems.

Instructional Routine

? or

Introduce

- Introduce the activity by asking a focus question. For example, draw and display a plus sign and a minus sign. Ask, "Which sign tells us to add?" Discuss students' responses.
- Also review the equal sign. Explain that plus signs and equal signs are used when adding objects. Say, "Today, your job is to add or count the total number of objects."
- Review the learning goal with students: **Levels 3-2: I will add objects.**
  Level 1: I will count objects.

Model

Choose math stories for modeling and practice based on students' needs and abilities. Math stories include manipulatives (interactive or printable). Additional math supports such as the Number Journal, Math Pack Number Cards, Standards Connection or real objects may be used to support modeling and practice as appropriate.

- Working together, read and act out a math story.

Level 3: Go through the steps of solving an addition problem. Model using math supports as needed. Then solve the math problem.

Level 2: Go through the steps of solving the problem. Show students how to group the manipulatives to represent the numbers in the problem. Model using math supports as needed. Then solve the problem by counting the total number of manipulatives.

Level 1: Model counting the manipulatives for the first number in the problem. Then model matching the correct numeral with the number of manipulatives counted. Repeat for each number in the problem as well as the answer to the problem.

Provide Practice

Provide students with appropriate math stories and math supports as needed.

Level 3: Have the student read, act out, write and solve the math stories.

Level 2: Read and act out a math story. Have the student illustrate/represent the math story using desired manipulatives. Have the student solve the math story.

Level 1: Read and act out a math story. Have the student actively participate in counting the number or numbers using manipulatives. Have the student use their active participation mode to select the number counted from a field of 2-3 choices or errorless choice. Interactive numbers or other math supports should be used as needed.

Review

- Revisit the learning goal by reviewing selected math stories with students.

Check Understanding ?

- **Level 3:** Can the student read, write and solve a math problem (using individual modifications)?
- **Level 2:** Can the student use objects/manipulatives to represent and solve a math problem?
- **Level 1:** Can the student actively participate in counting objects and choosing numbers? How?

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Instructional Target

Math Standards for Numbers and Operations in Base Ten

- ***Use place value understanding and properties of operations to add and subtract.***
  Build strategies to add or subtract two-digit numbers.

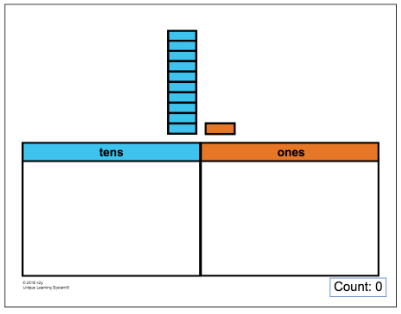
Math Standards for Operations and Algebraic Thinking

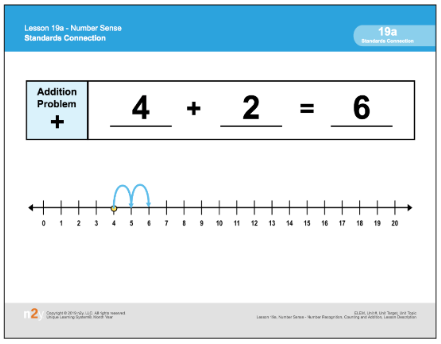
- ***Understand and apply properties of operations and the relationship between addition and subtraction.***
  Understand and use the count on and count backwards strategies to add and subtract.

Differentiated Tasks

Level 3 Students will...	Level 2 Students will...	Level 1 Students will...
• Add and subtract numbers with concrete representations using more than one strategy (e.g., ten frames, base-ten blocks, number line, etc.). • Independently count on or count backwards to add or subtract using objects or concrete representation (e.g., number line, objects, etc.).	• Add and subtract numbers with concrete representations using more than one strategy (e.g., ten frames, base-ten blocks, number line, etc.) with support. • With support, count on or count backwards to add or subtract using objects or concrete representations (e.g., number line, objects, etc.).	• Add and subtract numbers with concrete representations using more than one strategy (e.g. ten frames, base-ten blocks, number line, etc.) by making a selection (could be errorless choice). • Participate in counting on or counting backwards to add or subtract using objects or concrete representations (e.g., number line, objects, etc.) with support.

The n2y **Number Journal** and **Math Pack Number Cards** are tools that may be used to support modeling and practice. For example, have students practice adding tens and ones using the Base Ten Counting mat in the Number Journal.



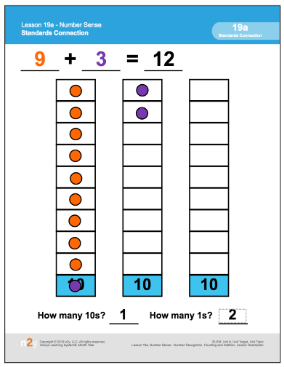


Number Line Addition Mat

Have students use the number line strategy to add numbers. For example, record an addition problem at the top of the Number Line Addition Mat. Have students mark the first number in the problem with the circle. Then, have students use the arrows to demonstrate how to add the amount of the second number by counting on the line. Record the answer and continue practicing with new addition problems.

Ten Frame Addition Mat

Have students use the ten frame strategy to add numbers. For example, record an addition problem at the top of the Ten Frame Addition Mat. Have students use the ten frames and the orange circles to show the first number in the problem. Then, have students use the purple circles to demonstrate how to add the second number in the problem. Record the answer and how many 10s and 1s. Continue practicing with new addition problems.



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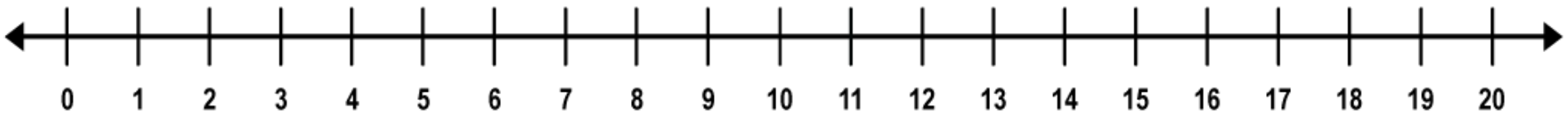
Addition Problem +	_____ + _____ = _____



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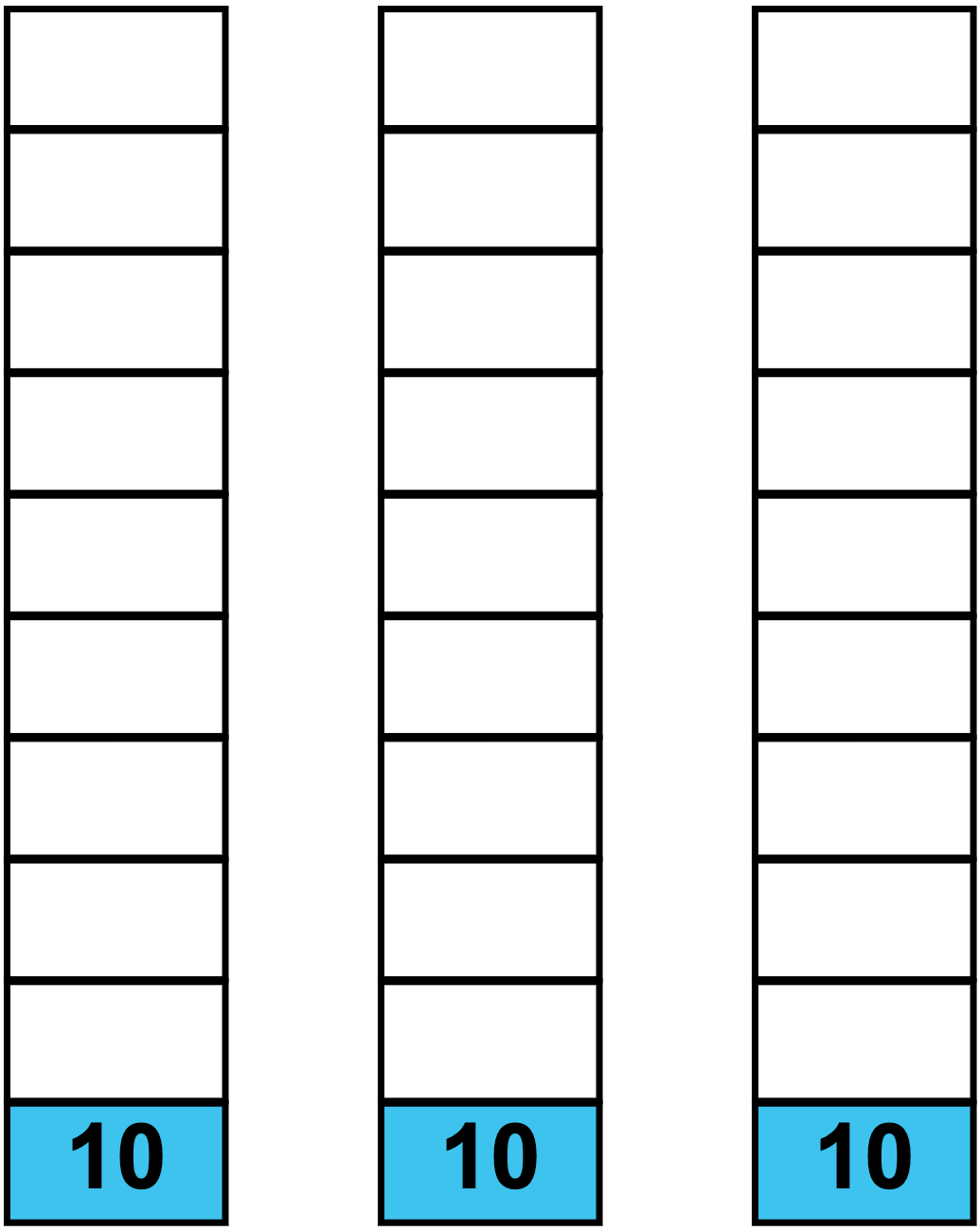
_____ + _____ = _____



How many 10s? _____ **How many 1s?** _____

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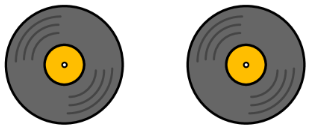
Number Sense 1
Counting to 10

Name: _____

Shantel has 2 records. Count 2 records.

Shantel

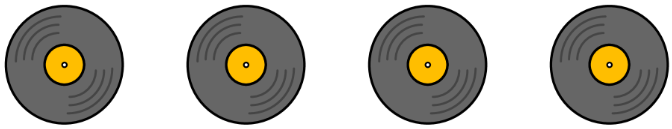
2

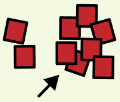


Drew has 4 records. Count 4 records.

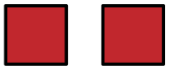
Drew

4





Who has more?

Shantel	Drew	same
		
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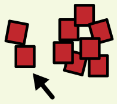
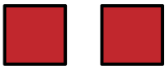


Who has less?

Shantel	Drew	same
		
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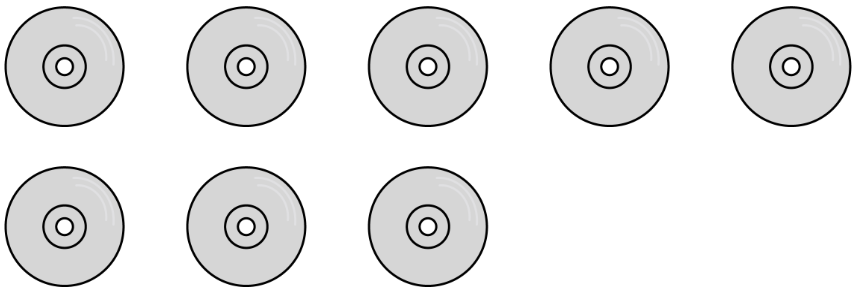
Number Sense 2
Counting to 10

Name: _____

Paige has 8 CDs. Count 8 CDs.

Paige

8

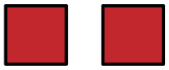


Kyle has 3 CDs. Count 3 CDs.

Kyle

3

Who has more?

Paige	Kyle	same
		
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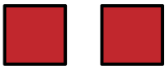
Who has less?

Paige	Kyle	same
		
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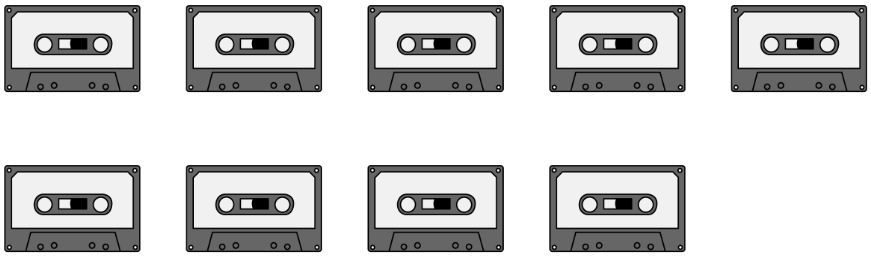
Number Sense 3
Counting to 10

Name: _____

Shantel has 9 cassettes. Count 9 cassettes.

Shantel

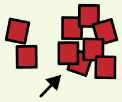
9



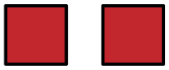
Drew has 5 cassettes. Count 5 cassettes.

Drew

5



Who has more?

Shantel	Drew	same
		
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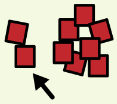
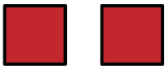


Who has less?

Shantel	Drew	same
		
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Name: _____

Paige sees radios. How many radios does Paige see?

Paige

7	3	9

Kyle counts headsets. How many headsets does Kyle count?

Kyle

5	6	2

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Name: _____

Paige sees 7 radios. How many radios does Paige see?

Paige

7

7 3 9

Kyle counts 6 headsets. How many headsets does Kyle count?

Kyle

6

5 6 2

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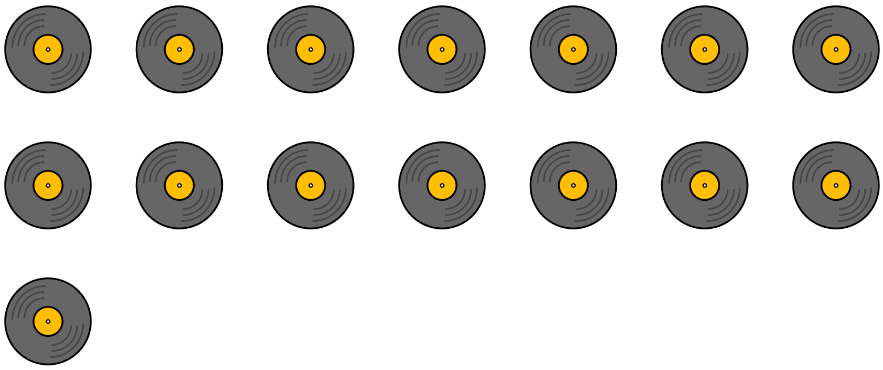
Number Sense 5, Level 3
Counting and Numbers to 20

Name: _____

Shantel collects records. How many records does Shantel collect?

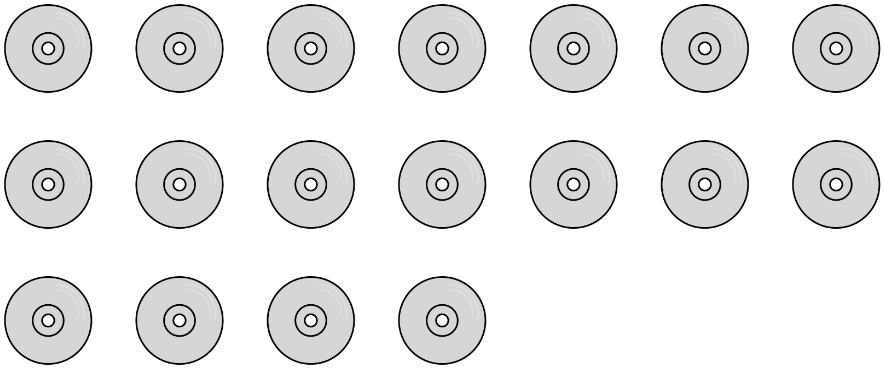
Shantel



15 **17** **11**

Drew sees CDs. How many CDs does Drew see?

Drew



14 **12** **18**

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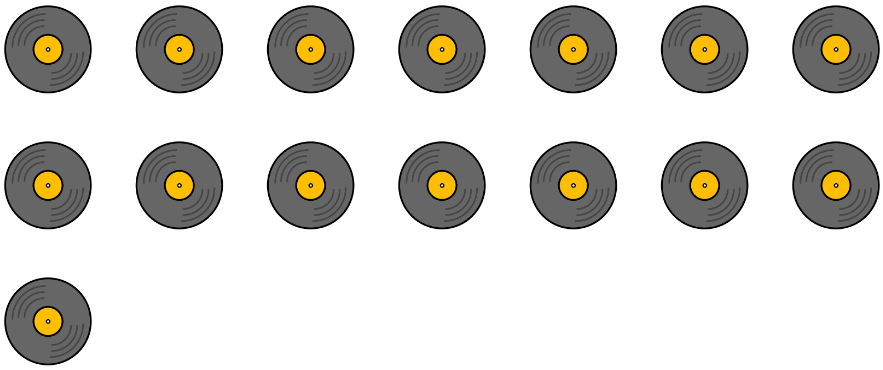
Name: _____

Shantel collects 15 records. How many records does Shantel collect?

Shantel

15

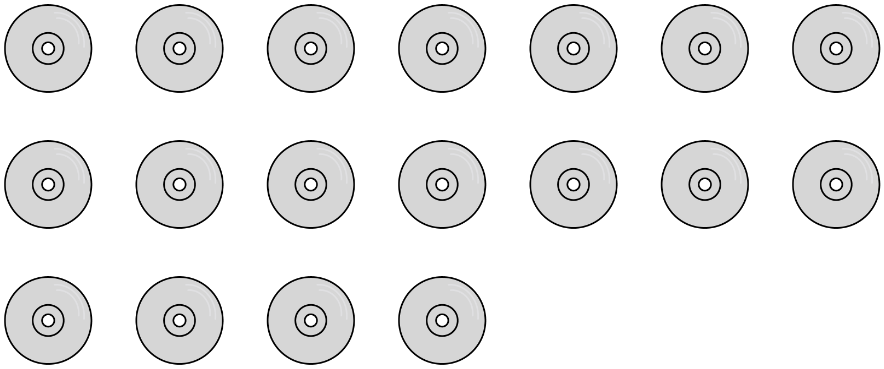


15 | 17 | 11

Drew sees 18 CDs. How many CDs does Drew see?

Drew

18



14 | 12 | 18

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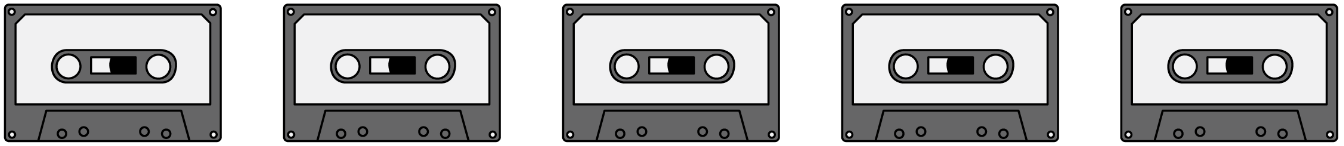
For hands-on instruction, print, cut out and laminate.

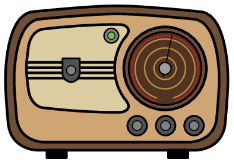
Number Sense 6a
How Many? 1 - 5

Name: _____

How many?



How many?



1	2	3	4	5

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For hands-on instruction, print, cut out and laminate.

Number Sense 6b
How Many? 1 - 5

Name: _____

How many?

How many?

1	2	3	4	5

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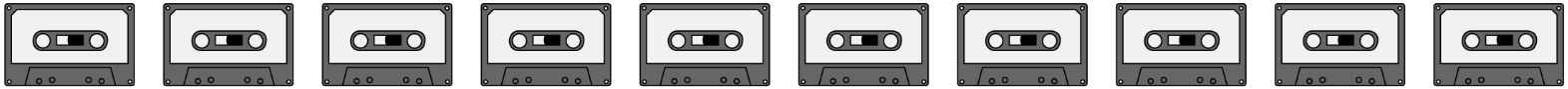
For hands-on instruction, print, cut out and laminate.

Number Sense 7a
How Many? 6 - 10

Name: _____

How many?

How many?



6	7	8	9	10

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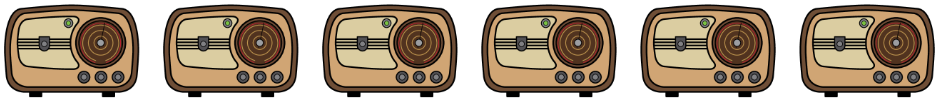
For hands-on instruction, print, cut out and laminate.

Number Sense 7b
How Many? 6 - 10

Name: _____

How many?



How many?

6	7	8	9	10

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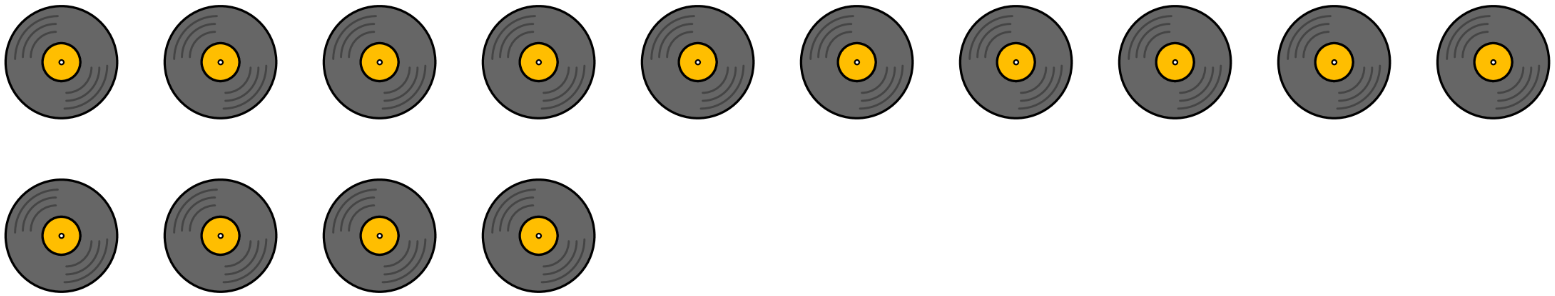
For hands-on instruction, print, cut out and laminate.

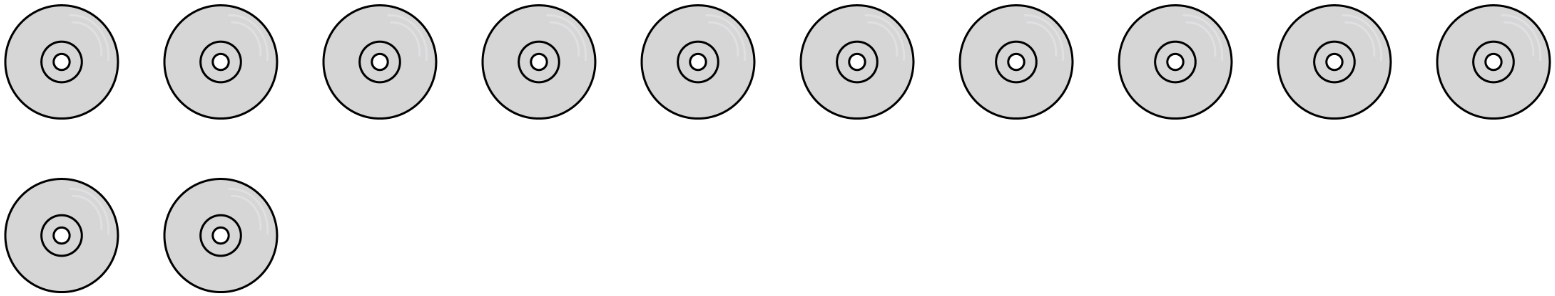
Number Sense 8a
How Many? 11 - 20

Name: _____

How many?



How many?



11	12	13	14	15
16	17	18	19	20

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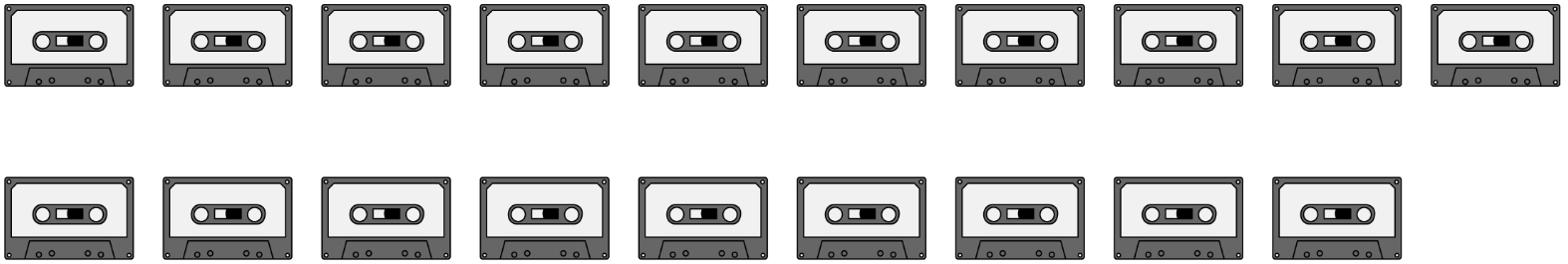
For hands-on instruction, print, cut out and laminate.

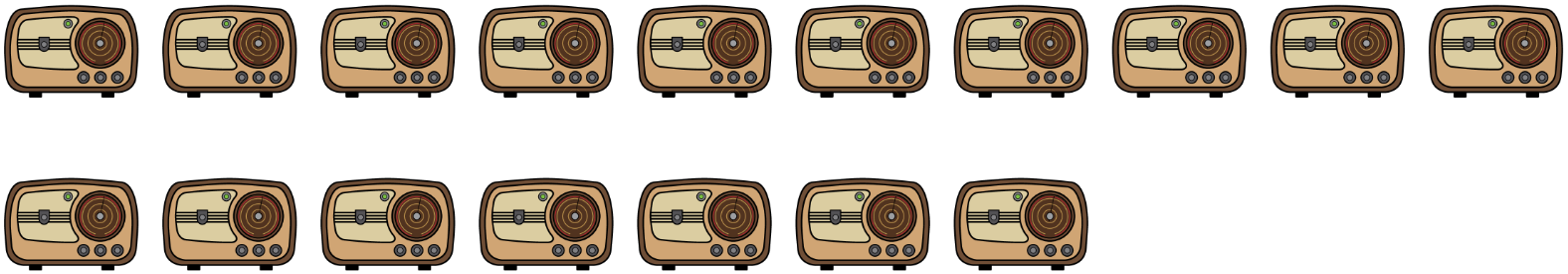
Number Sense 8b
How Many? 11 - 20

Name: _____

How many?



How many?



11	12	13	14	15
16	17	18	19	20

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Number Sense 9
Counting Forward to 10

Name: _____

1 2 3

Paige has 3 headsets. Then she gets some more.
Start counting at 3. How many altogether?

3

1 2 3

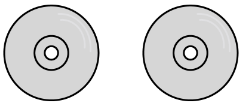
Kyle collects 4 records. Then he collects some more.
Start counting at 4. How many altogether?

4

1 2 3

Shantel listens to 1 CD. Then she listens to some more.
Start counting at 1. How many altogether?

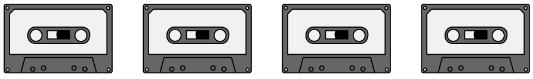
1



1 2 3

Drew finds 5 cassettes. Then he finds some more.
Start counting at 5. How many altogether?

5



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Number Sense 10
Skip Counting

Name: _____

Count by 2s

6	8		12	14	

Count by 5s

15	20		30	35	

Count by 10s

30	40		60	70	

Count by 50s

150	200		300	350	

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Name: _____

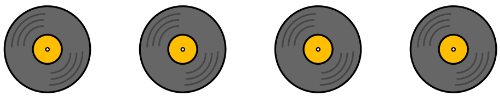
Paige has 2 headsets.

Drew has 0 headsets.

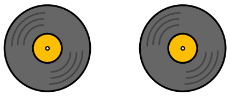
How many altogether?

+

Shantel collects 4 records.



Kyle collects 2 records.



How many altogether?

+

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Number Sense 11, Level 2
Adding to 10 Vertical

Name: _____

Paige has 2 headsets.

Drew has 0 headsets.

How many altogether?

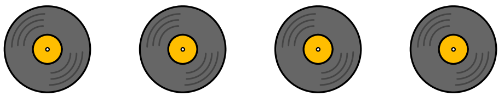
2

\+ 0

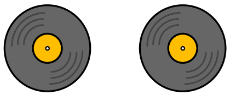
_____

☐

Shantel collects 4 records.



Kyle collects 2 records.



How many altogether?

4

\+ 2

_____

☐

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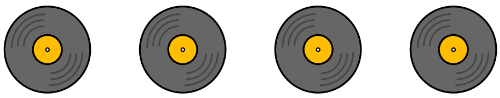
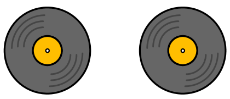
Number Sense 11, Level 1
Adding to 10 Vertical

Name: _____

$$\begin{array}{r} 2 \\ +\ 0 \\ \hline \square \end{array}$$





$$\begin{array}{r} 4 \\ +\ 2 \\ \hline \square \end{array}$$

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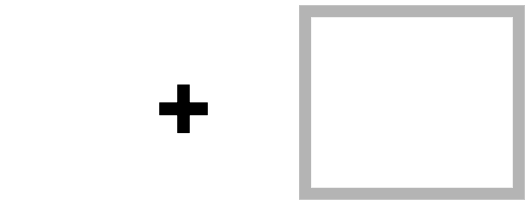
Number Sense 12, Level 3
Adding to 10 Vertical

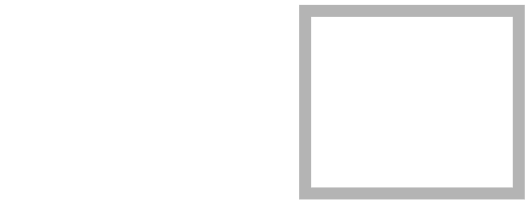
Name: _____

Paige listens to 3 CDs.

Drew listens to 1 CD.

How many altogether?

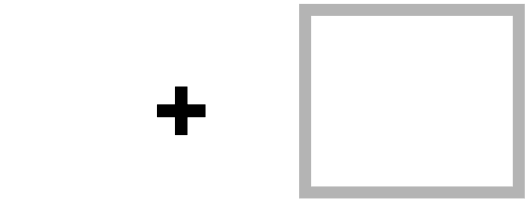




Shantel sees 5 radios.

Kyle sees 3 radios.

How many altogether?



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Number Sense 12, Level 2
Adding to 10 Vertical

Name: _____

Paige listens to 3 CDs.

Drew listens to 1 CD.

How many altogether?

3 + 1 = ☐

Shantel sees 5 radios.

Kyle sees 3 radios.

How many altogether?

5 + 3 = ☐

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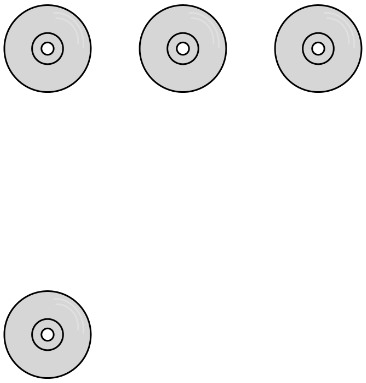
Number Sense 12, Level 1
Adding to 10 Vertical

Name: _____



3
+ 1
=

5
+ 3
=

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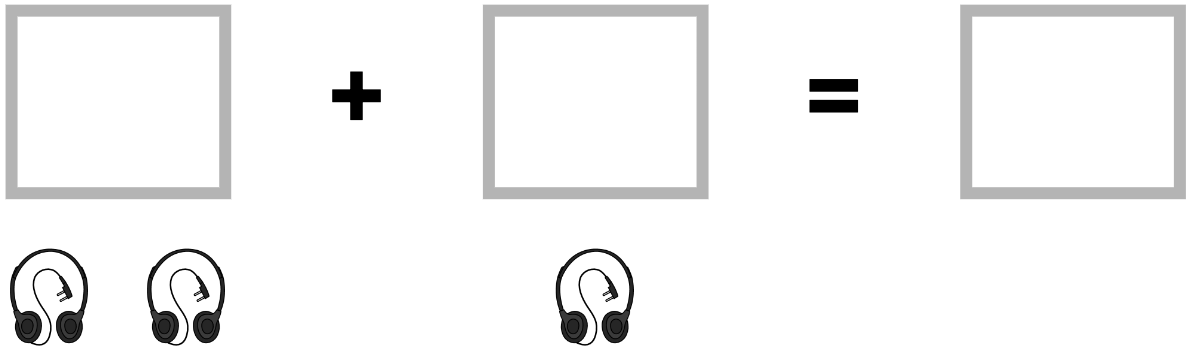
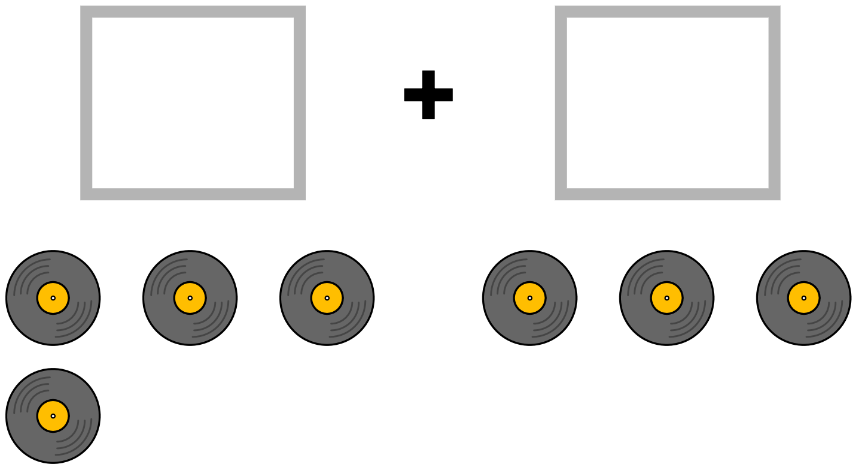
Number Sense 13, Level 3
Adding to 10 Horizontal

Name: _____

Paige counts 2 headsets.	Drew counts 1 headset.	How many altogether?



Shantel sees 4 records.	Kyle sees 3 records.	How many altogether?



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Number Sense 13, Level 2
Adding to 10 Horizontal

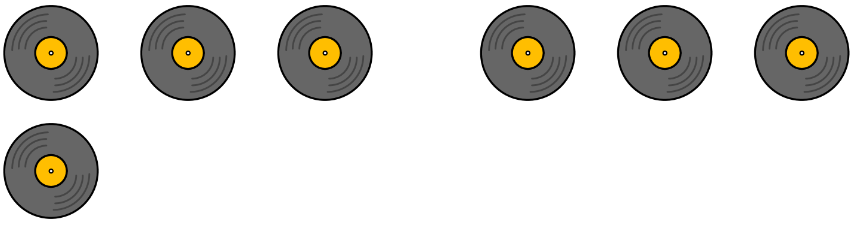
Name: _____

Paige counts 2 headsets.	Drew counts 1 headset.	How many altogether?

2 + 1 = ☐

Shantel sees 4 records.	Kyle sees 3 records.	How many altogether?

4 + 3 = ☐



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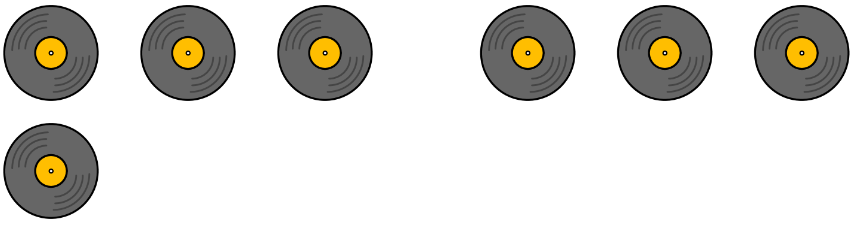
Number Sense 13, Level 1
Adding to 10 Horizontal

Name: _____

2	+	1	=	

4	+	3	=	



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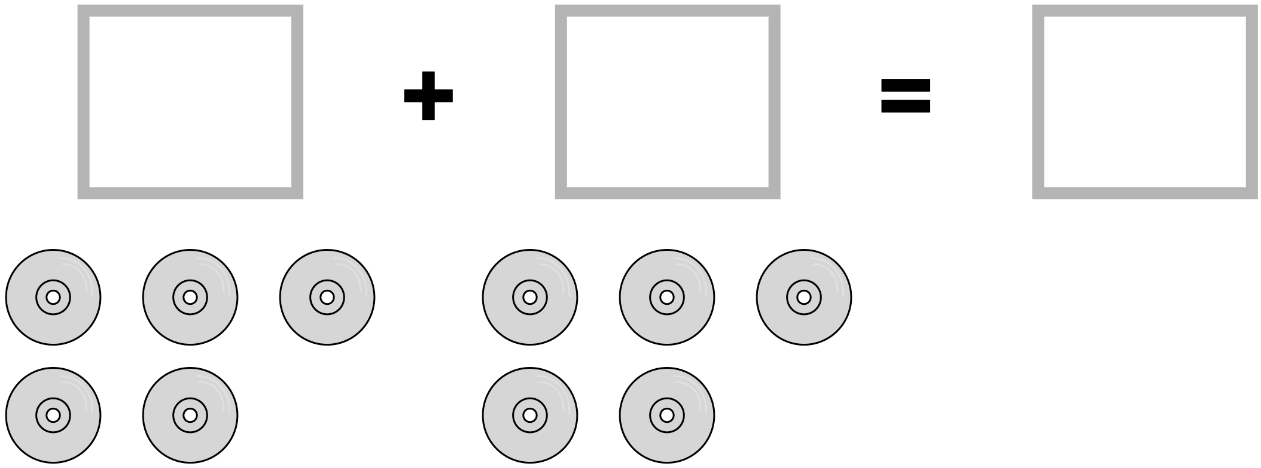
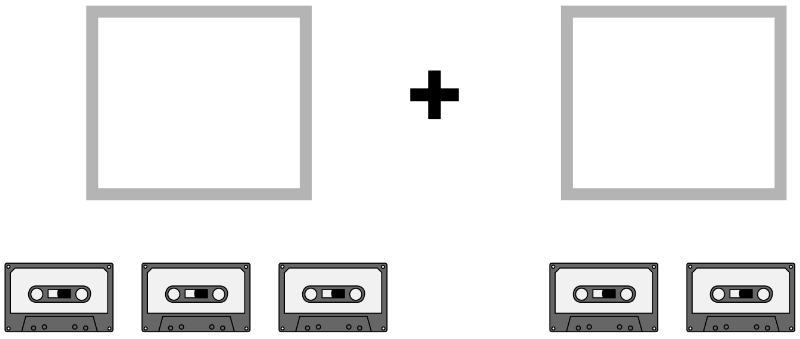
Number Sense 14, Level 3
Adding to 10 Horizontal

Name: _____

Paige listens to 5 CDs.	Drew listens to 5 CDs.	How many altogether?



Shantel sees 3 cassettes.	Kyle sees 2 cassettes.	How many altogether?



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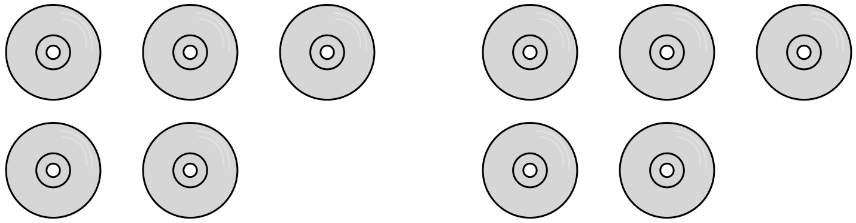
Number Sense 14, Level 2
Adding to 10 Horizontal

Name: _____

Paige listens to 5 CDs.	Drew listens to 5 CDs.	How many altogether?

5 + 5 = ☐



Shantel sees 3 cassettes.	Kyle sees 2 cassettes.	How many altogether?

3 + 2 = ☐

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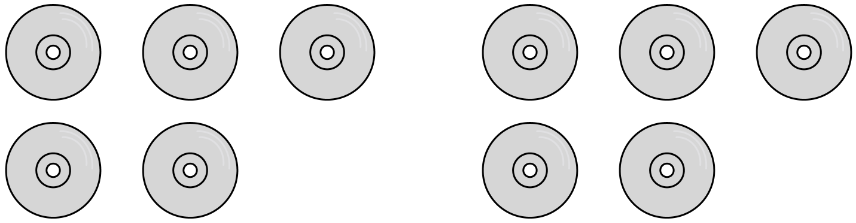
Number Sense 14, Level 1
Adding to 10 Horizontal

Name: _____

5	+	5	=	



3	+	2	=	

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Number Sense 15, Level 3
Adding to 20 Vertical

Name: _____

Paige counts 11 radios.

Drew counts 5 radios.

How many altogether?

+

Shantel has 7 headsets.

Kyle has 4 headsets.

How many altogether?

+

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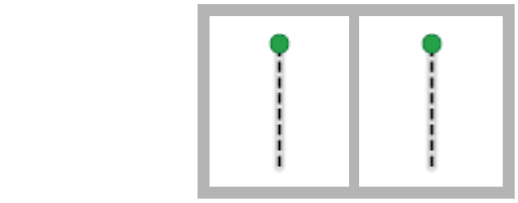
Number Sense 15, Level 2
Adding to 20 Vertical

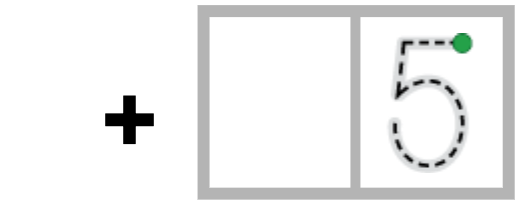
Name: _____

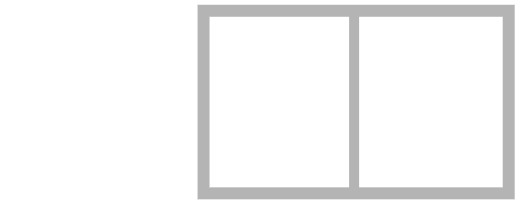
Paige counts 11 radios.

Drew counts 5 radios.

How many altogether?



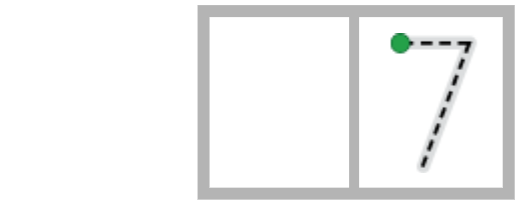


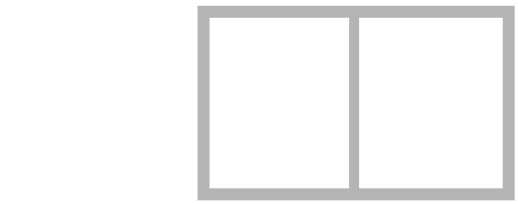


Shantel has 7 headsets.

Kyle has 4 headsets.

How many altogether?





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Number Sense 15, Level 1
Adding to 20 Vertical

Name: _____

	1 1
	+ 5

	7
	+ 4

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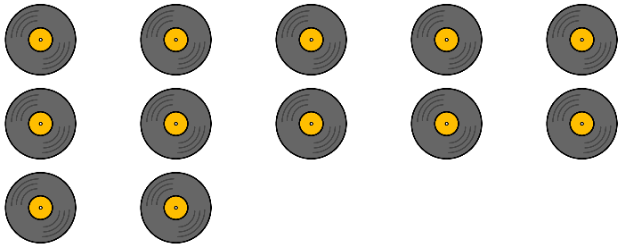
Number Sense 16, Level 3
Adding to 20 Vertical

Name: _____

Paige collects 12 records.

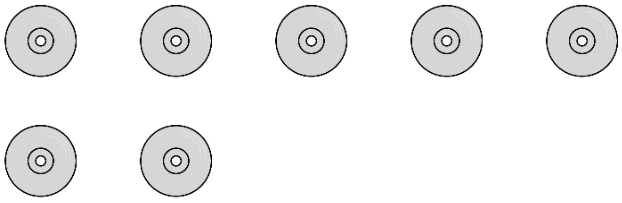


Drew collects 6 records.

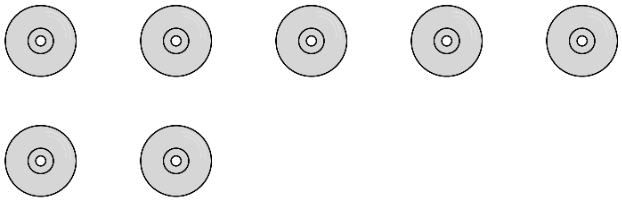
How many altogether?

+

Shantel has 7 CDs.



Kyle has 7 CDs.



How many altogether?

+

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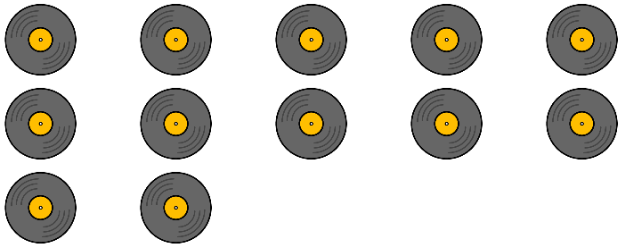
Number Sense 16, Level 2
Adding to 20 Vertical

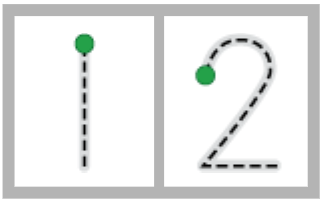
Name: _____

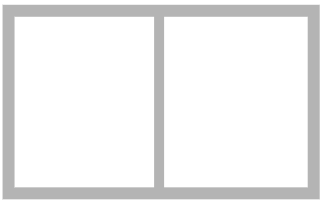
Paige collects 12 records.



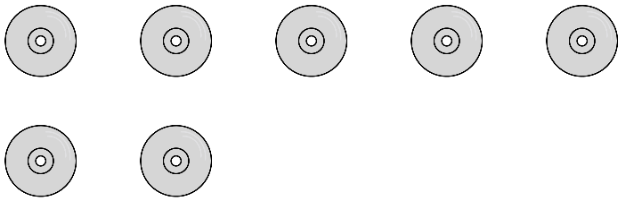
Drew collects 6 records.

How many altogether?

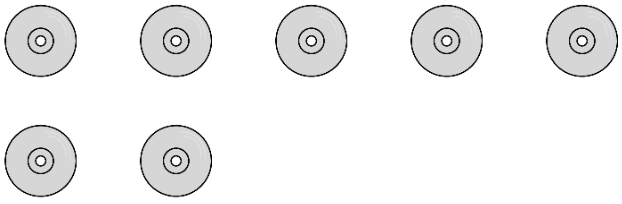




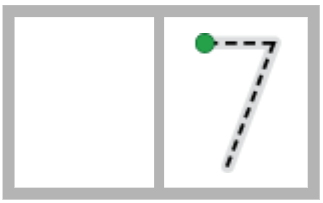
Shantel has 7 CDs.

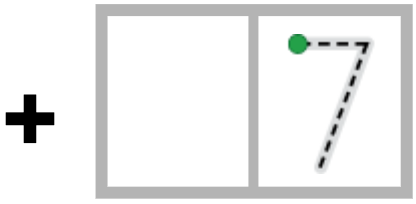


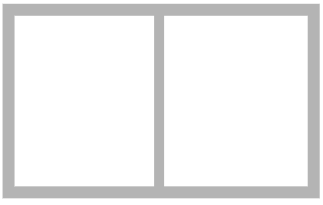
Kyle has 7 CDs.



How many altogether?







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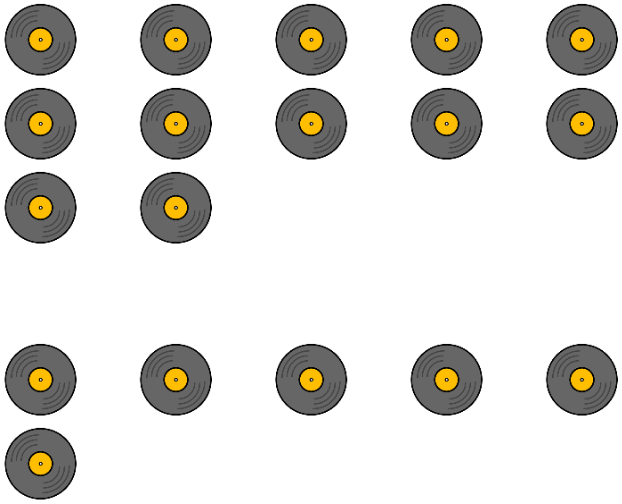
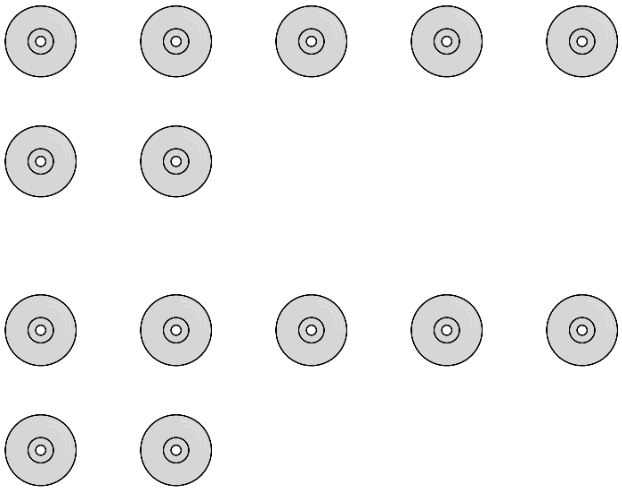
Number Sense 16, Level 1
Adding to 20 Vertical

Name: _____



	1 2
	+ 6



	7
	+ 7

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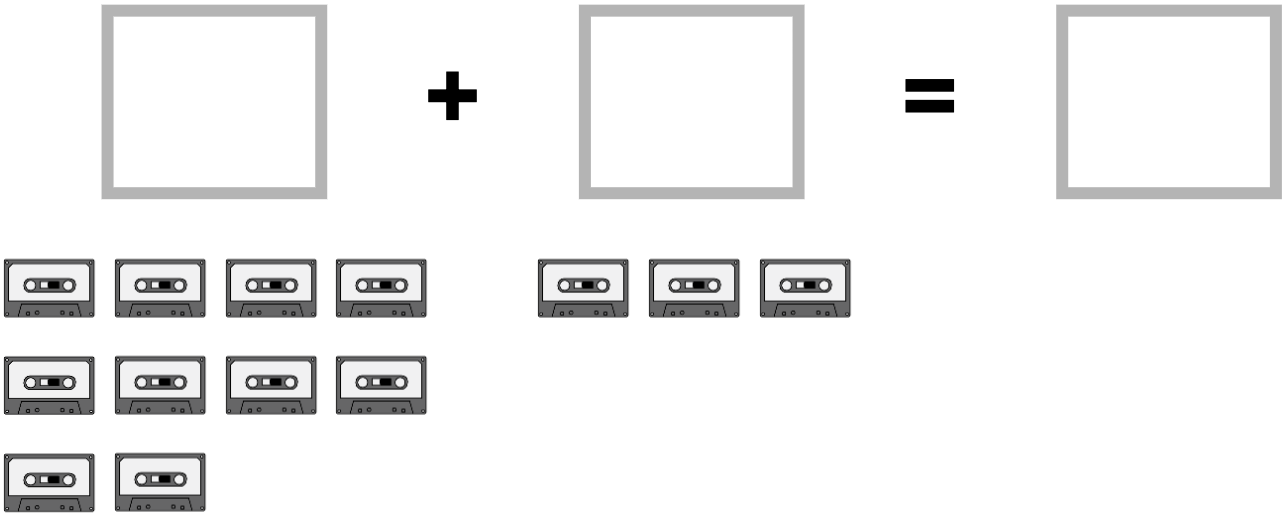
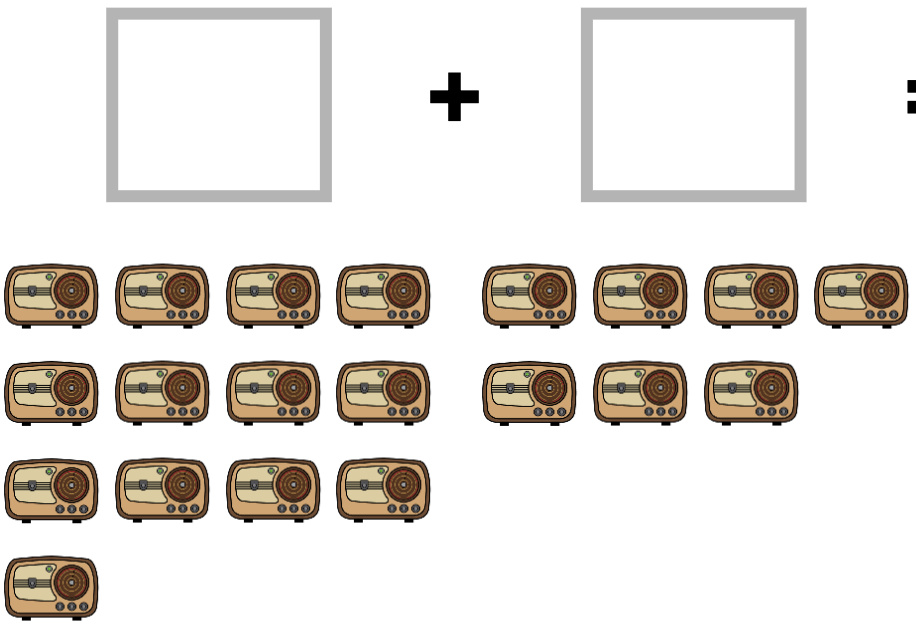
Number Sense 17, Level 3
Adding to 20 Horizontal

Name: _____

Paige counts 10 cassettes.	Drew counts 3 cassettes.	How many altogether?



Shantel sees 13 radios.	Kyle sees 7 radios.	How many altogether?



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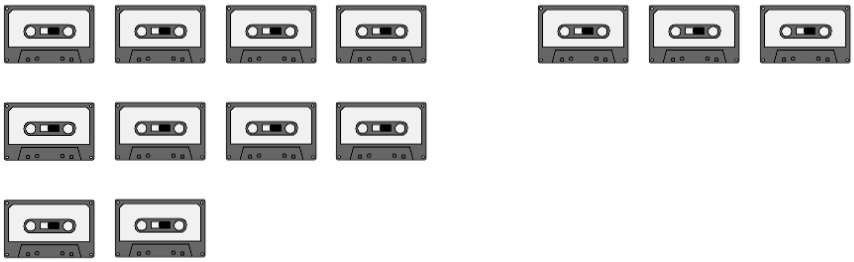
Number Sense 17, Level 2
Adding to 20 Horizontal

Name: _____

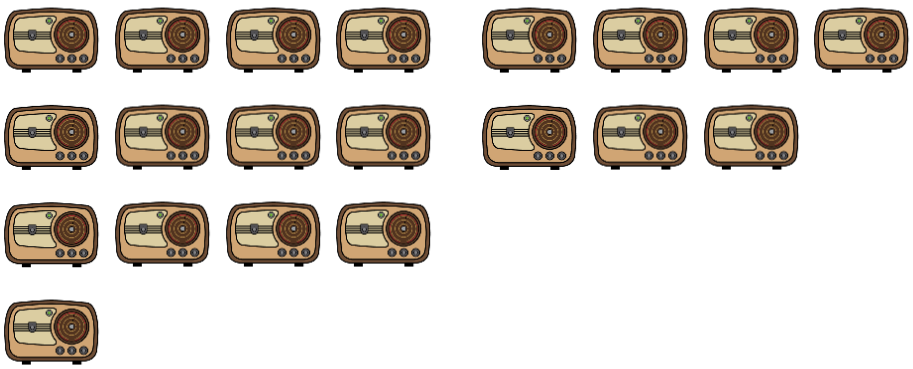
Paige counts 10 cassettes.	Drew counts 3 cassettes.	How many altogether?

10 + 3 = ☐



Shantel sees 13 radios.	Kyle sees 7 radios.	How many altogether?

13 + 7 = ☐



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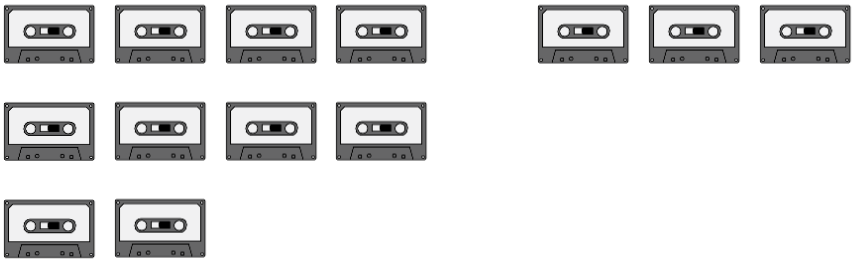
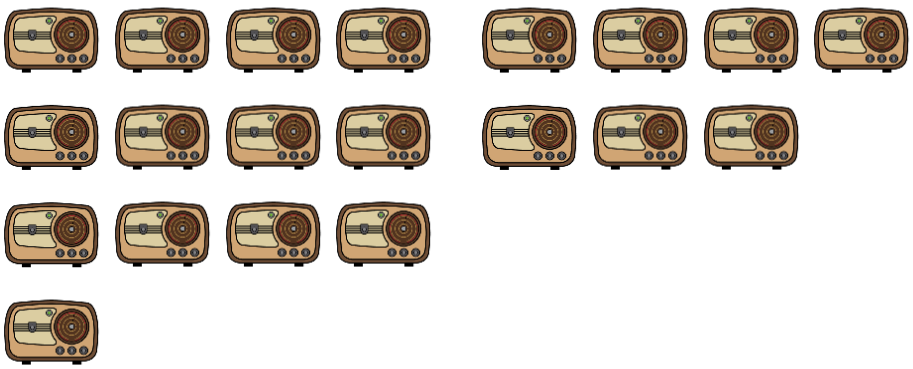
Number Sense 17, Level 1
Adding to 20 Horizontal

Name: _____

10	+	3	=	



13	+	7	=	



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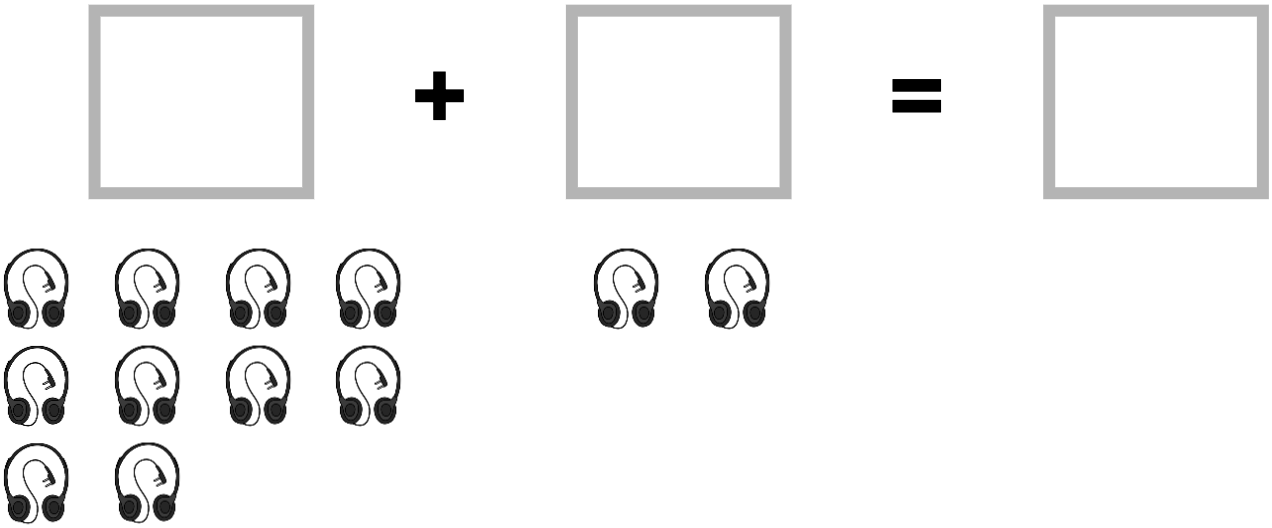
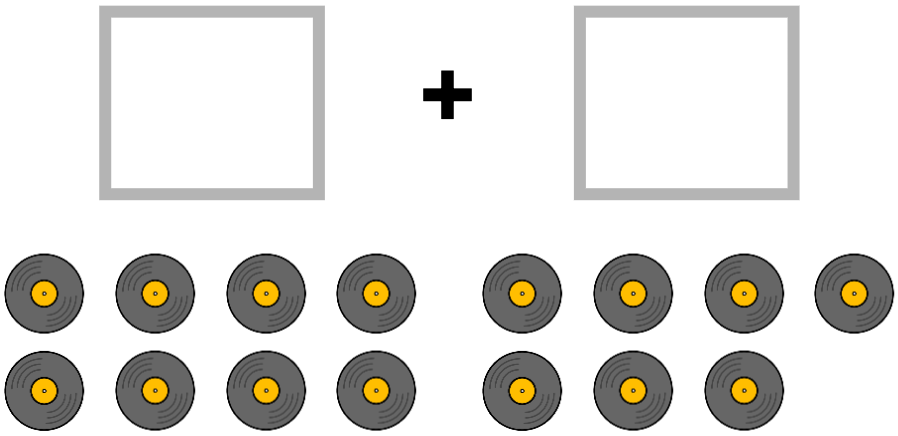
Number Sense 18, Level 3
Adding to 20 Horizontal

Name: _____

Paige has 10 headsets.	Drew has 2 headsets.	How many altogether?



Shantel counts 8 records.	Kyle counts 7 records.	How many altogether?



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Number Sense 18, Level 2
Adding to 20 Horizontal

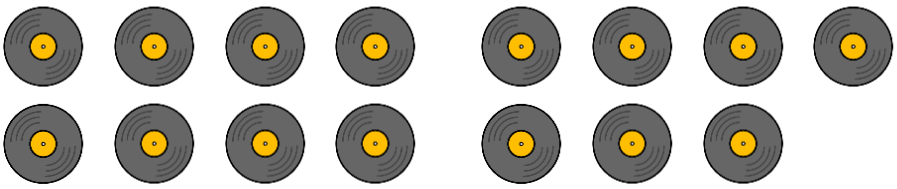
Name: _____

Paige has 10 headsets.	Drew has 2 headsets.	How many altogether?

10 + 2 = ☐

Shantel counts 8 records.	Kyle counts 7 records.	How many altogether?

8 + 7 = ☐



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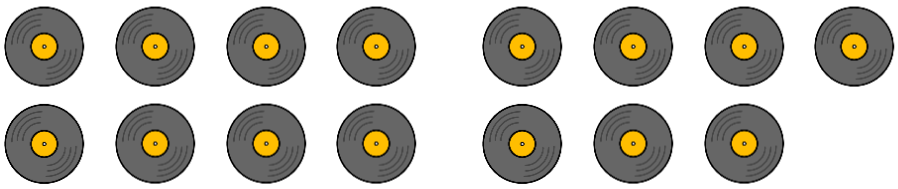
Number Sense 18, Level 1
Adding to 20 Horizontal

Name: _____

10 + 2 = ☐

8 + 7 = ☐



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