

# Math Connections for Parents

Grade K Module 5  
Numbers 10-20 and Counting to 100

Welcome to Kindergarten Module 5! Now that students have experience with numbers 0-10, they will begin working on the teen numbers and extend that to 100. Students will look at 10 and some ones (10 and 3 make 13) and then will work on the teen numbers as the whole quantity (counting 14 and naming it “fourteen”)

## Important Words and Concepts

- Say Ten counting by tens to 100 (1 ten, 2 tens, 3 tens, 4 tens, 5 tens, 6 tens, 7 tens, 8 tens, 9 tens, 10 tens)
- Regular counting by ones (eleven, twelve, etc.)
- Regular counting by tens to 100 (ten, twenty, thirty, etc.)
- Hide Zero Cards: place value cards
- 10 ones and some ones
- Teen numbers
- 10 and \_\_\_\_
- 10 plus
- 10 frame
- 5 group
- Number bond: math model to show relationship between addition and subtraction (see example on next page)

## **Add and Subtract to 5**

Students in Kindergarten will work towards memorizing the addition and subtraction facts 0-5 by the end of the year, and have had experience with numbers up to 10. Students will also be working with numbers 20-100 in this module. Work with your child to develop automatic recall of addition and subtraction facts 0-5, by counting. If your child is ready, begin working on the facts up to 10.

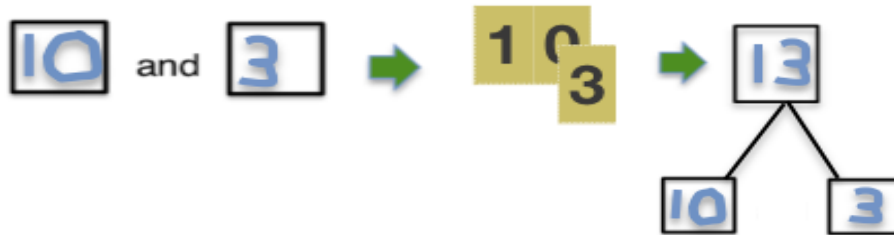
## KEY STANDARDS

- Count to 100 by ones and tens.
- Count forward from a given number (not necessarily start with 1)
- Write numbers 0-20
- Count to tell the number of objects; understand that the last number name tells the number of objects counted.
- Count to answer “how many?” questions about objects in a line, array or circle.
- Work with numbers 11-19, and see these numbers as 10 and some ones (15 is 10 and 5 ones)

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Graphics and Strategies you will see...

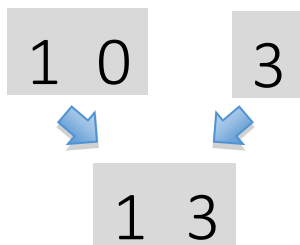
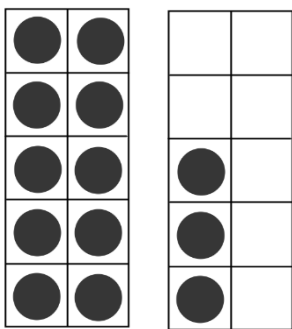


Students work with teen numbers by first thinking of them as **10 and a number.**

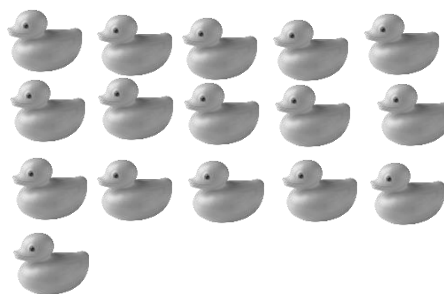
Next as **Hide Zero Cards** that show the place value

And then as a **Number Bond** by pulling out the 10 and a number.

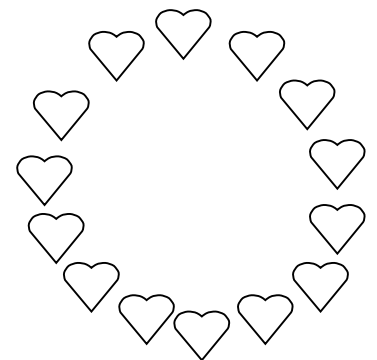
Students learn to count objects in a variety of different models and arrangements:



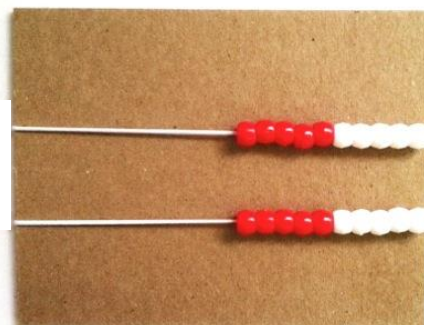
Using **Ten Frames** to count



Using **Arrays** to count  
(notice they are in rows of 5)



Counting in a **circular pattern**



This shows a **Rekenrek**, which has two rows of colored beads. There are color changes at groups of five so students start to recognize five and ten groups when they count.