SUMMARY
In this lesson, students learn the names of the numbers after ten, and they are introduced to the base-10 counting system. Students will see that every 10 numbers, the word or number begins with a different part.

COMMON CORE STANDARD(S)
K.CC.A.1 Count to 100 by ones and by tens.
K.CC.A.2 Count forward beginning from a given number within the known sequence (instead of having to begin at 1).

DURATION
Two 45-minute classroom periods
Engage and Explore, Explain, Elaborate page 1—one 45-minute classroom period
Elaborate page 2, Evaluate—second 45-minute classroom period

MATERIALS
A pile of objects that students can count
3 baskets

ENGAGE AND EXPLORE
In order to learn how to count past 10, students need to be able to count up to 10 first. Supply a pile of manipulatives. In groups, or as a class, have students fill baskets with a given number of balls, coins, or other manipulatives from the pile. Suggested instructions for students:

- Fill one basket with 1 ball. Fill the next one with 2 balls. Another with 3 balls. Continue until 10.
- Fill 3 baskets with 10 balls each.
To fill each basket, students will count from 1 until the desired number for each basket is reached. Encourage students to understand that the last number they say shows how many objects they have placed in the basket. Encourage students to see that each number they count is 1 more than the number before it.

Most students will not yet know how to count past 10, but you can challenge more experienced students by asking how many balls you counted when you have 3 baskets of 10.

**EXPLAIN**

**WATCH THE GENERATION GENIUS READ AND WRITE NUMBERS TO 100 VIDEO AS A GROUP**

Facilitate a conversation using the Discussion Questions.

**ELABORATE**

Direct students to use their new understanding to complete the practice problem worksheets. Page 1 contains bare mathematical problems to solidify understanding of the process. Page 2 contains application problems for students to apply the process to solve real-world problems.

**EVALUATE**

Have students gather in groups of 2 or 4 to compare and discuss their answers to the problems. Allow students enough time to communicate with their peers about their process and their thinking. Encourage students to use correct mathematical language when discussing their process. Have each group choose two questions they want more information about, or they want to discuss as a class.

When groups are ready, take questions from students. Encourage groups to answer questions brought up by other groups.

Students can play the online Kahoot! quiz game located below the video. It provides downloadable scores at the end of the quiz game. Alternatively, you can use the paper quiz, or the exit ticket questions. All these resources are located below the video in the assessment section.