

Lesson 13: Fingerprint Animals (Optional)

Standards Alignments

Addressing K.CC.A.2, K.CC.A.3, K.CC.B.4, K.NBT.A.1, K.OA.A.1

Teacher-facing Learning Goals

- Complete equations to represent teen numbers.
- Understand numbers 11–19 as 10 ones and some more ones.

Student-facing Learning Goals

- Let's make a fingerprint animal book.

Lesson Purpose

The purpose of this lesson is for students to use their understanding of numbers 11–19 to make a number book.

This lesson is optional because it does not address any new mathematical content standards. This lesson does provide students with an opportunity to apply precursor skills of mathematical modeling. This lesson builds on students' previous understanding and experiences with writing and composing numbers 11–19.

In this lesson, students make a number book with pages of fingerprint animals for the numbers 11–19. They arrange the animals in a 10-frame so that it is easy to see the number as $10 + \square$ and write matching equations like $10 + 4 = 14$. Then they put the numbers in order and read the book together.

Access for:

Students with Disabilities

- Action and Expression (Activity 1)

English Learners

- MLR8 (Activity 2)

Instructional Routines

How Many Do You See? (Warm-up)

Materials to Gather

- Colored pencils, crayons, or markers: Activity 1

Materials to Copy

- Fingerprint Animals on the 10-frame (groups of 1): Activity 1

Lesson Timeline

Warm-up	10 min
Activity 1	25 min
Activity 2	15 min
Lesson Synthesis	10 min

Teacher Reflection Question

How did students use 10-frames to reason about or explain how the equation is true? If students did not use a 10-frame, how did they explain the connection?