<table>
<thead>
<tr>
<th>Standard K.NBT.1</th>
<th>Common Misconceptions:</th>
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<td>K.NBT.1. Compose and decompose numbers from 11 to 19 into ten ones and some further ones, e.g., by using objects or drawings, and record each composition or decomposition by a drawing or equation (e.g. 18 = 10 + 8); understand that these numbers are composed of ten ones and one, two, three, four, five, six, seven, eight, or nine ones.</td>
<td>Students have difficulty with ten as a singular word that means 10 things. For many students, the understanding that a group of 10 things can be replaced by a single object and they both represent 10 is confusing. Help students develop the sense of 10 by first using groupable materials then replacing the group with an object or representing 10. Watch for and address the issue of attaching words to materials and groups without knowing what they represent. If this misconception is not addressed early on it can cause additional issues when working with numbers 11-19 and beyond.</td>
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### Intervention Activity- Ten Plus+

#### Materials:
Snap Cubes, number cards, equation sheet

#### Enrichment:
Decompose numbers 11-19 into a 10 and 2 other addends

#### Directions:
1. Make or have students make a tens stick by snapping together ten snap cubes.
2. Have some other loose snap cubes to represent ones.
3. Distribute one “ten” and nine “ones” to a pair of students.
4. As a pair, draw a number card and represent that number using snap cubes.
   - Use the additional black line master to have students record their number sentences. Students can draw the number sentence or write the number. Be sure to model what one example would be. For example, if they drew 14, they would record:  
     10 + 4 = 14 
     14 = 10 + 4
5. Repeat with the other number cards. You may want to place the recording chart in a sleeve.

#### Look For:
- Are they able to count on from ten? Or do they need to count starting at one?
- Engage in a conversation with them asking them what is one way to show a number such as 14. Do they know how many tens and ones? Do they know how many if you only had ones?

#### Collecting Data:
Student performance can be scored with a provided task rubric or a rubric created by the teacher.
My number card is _______.

+_______ = ________

= +_______

_______ + _______ = _______

KNBT1TaskaTenPlus
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