

2.NBT Choral Counting

Task

Materials

- Chart paper
- Marker

Actions

The teacher will begin by asking a student volunteer to show 3 using base-ten blocks. The teacher will then record 3 on the chart. The teacher will then ask how students can show the number that is 10 more and invite another student volunteer to build 10 more with cubes. Student may add 10 individual units or a ten stick. The goal is for students to move from counting ten units to counting one unit of 10, and to connect the concrete representations of the numbers with abstract oral counting. The teacher will then record 13 on the chart and continue this process, asking students “What’s 10 more than ___?” and have student volunteers show 10 more with the base-ten blocks. At some point, a student will likely use a ten stick instead of ten ones; when this happens, the teacher can help the students see this is a more efficient strategy. If no students add a ten stick, the teacher can help them make this transition.

The goal of writing the numbers on the chart paper as shown below is to record the numbers in a way that makes the "add ten" pattern visible for students. By recording 10 numbers in a row, students may see patterns in tens as they look across, and also hundreds as they look vertically.

3	13	23	33	43	53	63	73	83	93
103	113	123	133	143	153	163	173	183	193
203									

Throughout the process, the teacher should pose questions to elicit student thinking and understanding of the concept of 10, 100, and patterns within the structure of our base ten number system. Questions may include:

- *What do you notice?*
- *Why do you think that is?*
- *What number will be next? How do you know?*
- *What's happening to the digit in the tens place? Why?*
- *What's happening to the digit in the ones place? Why?*
- *Why do the numbers build like that?*
- *What's the relationship between _ and _?*
- *What patterns do you notice looking horizontally?*
- *What patterns do you notice looking vertically?*
- *What number will be below _ ? How do you know?*
- *What number will be at the end of the fourth row? How do you know?*

Closing: Ask students, "How might this task help you solve $38+10$? $124+10$? Support students in making connections to choral counting activity and mentally adding or subtracting 10 (or 100) from any given number 100-900.



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