

Lesson 43 • Numbers 13, 14 and 15

Learning objectives

Children will:

- identify the numerals 13, 14 and 15.
- recognise the words thirteen, fourteen and fifteen.
- count and make groups of 13, 14 and 15.

Australian Curriculum Content Descriptions

Number and Algebra

Number and place value

ACMNA001 establish understanding of the language and processes of counting by naming numbers in sequences, initially to and from 20, moving from any starting point

ACMNA002 connect number names, numerals and quantities, including zero, initially up to 10 and then beyond; understand that each object must be counted only once, that the arrangement of objects does not affect how many there are, and that the last number counted answers the 'how many' question

ACMNA289 compare, order and make correspondences between collections, initially to 20, and explain reasoning; compare and order items of like and unlike characteristics using the words 'more', 'less', 'same as' and 'not the same as' and giving reasons for these answers

ACMNA004 represent practical situations to model addition and sharing

Patterns and algebra

ACMNA005 copy, continue and create patterns with objects and drawings

Key vocabulary

thirteen, fourteen, fifteen, 13, 14, 15, numerals 1–12, number words one to twelve, count, ten frame, colour, green, brown, orange, purple, blue, less, more, than, +, =, pattern

Extra assistance

Link the first 10 numbers to the teen numbers to extend students' understanding of base 10 numbers. Have them put the numbers 1–10 in order on the board. Ask five students to lay the teen numbers 11–15 in a row underneath. Direct a class discussion to lead students to see how the teens all start with a 1 like 10 does, and how the second digits follow the number sequence 1–5.

Classroom activities

Order, Order!

Give pairs of students a set of cards for the numerals 0–15. Ask them to lay the cards out in correct order. Next they are going to race to put them in reverse order, 15 to 0. Say 'ready, set, go!' Praise the fastest. Race again to put them back in counting order. Repeat.

Flashcard Snap

Have at least 2 sets of flashcards for the numerals and number words 0–15. Shuffle and deal between 2 players. Keep cards face down. Players take turns to put a card from their pile onto a central pile, saying the number as they turn it over. If the 2 cards on top are the same, the players shout SNAP! The first to do so takes the central pile. Play continues until one player runs out of cards.

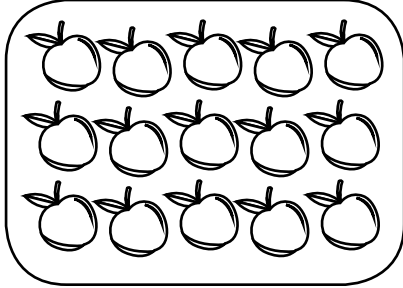
Mathseeds Lesson sequence	TEACH Content and skills	PRACTISE Children will:	APPLY
<i>Animated Lesson:</i> Recognise and count	Introduce the words <i>thirteen</i> , <i>fourteen</i> and <i>fifteen</i> , and the numerals 13, 14 and 15. Use them in the counting sequence. Song: <i>Lucky Numbers</i>	identify the numerals 13, 14 and 15. Count to 13, 14 and 15. Make 13, 14 and 15 in ten frames – a group of 10 + the extra.	Worksheet 1 Counting
<i>Find:</i> Number Grid, Buses, Let's Paint, Number Word Clouds, Mugs in a Row	Visual discrimination: identify the numerals 13 and 14 and the words <i>thirteen</i> and <i>fourteen</i> . Identify colour words. Recognise a pattern and select the next item.	select the given numeral or word from amongst others. Select the correct colour to match the word. Choose the next item in the pattern.	Worksheet 2 Handwriting
<i>Count:</i> Pop the Balloons, Falling Bricks	Counting skills: use one-to-one correspondence to count a given number. Identify the size of a group.	count out the required number of items. Estimate whether a group has more or less than a given number.	Worksheet 3 Number sense
<i>Adding:</i> Pencil Case	Understand that two groups are added together to find a total.	make two groups and add to find the total.	Worksheet 4 Check
<i>Read:</i> Book	Read aloud book.	listen, follow the reading and read along.	Mathseeds book 43: Ten to fifteen



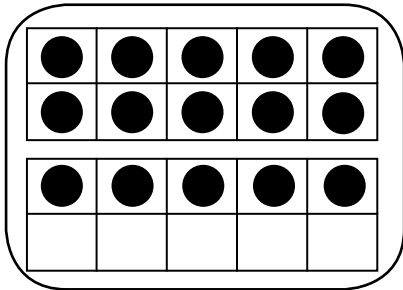
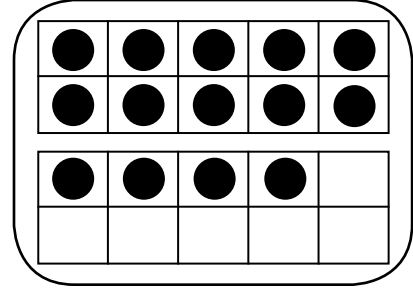
13, 14, 15

Name

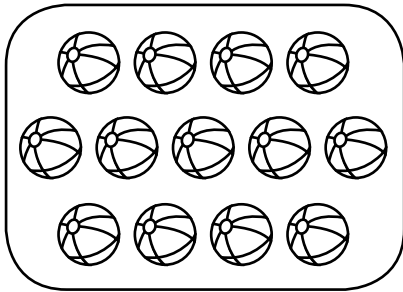
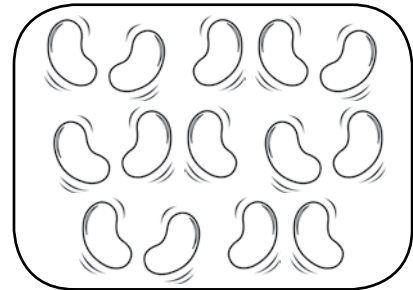
1 Match each picture to a number.



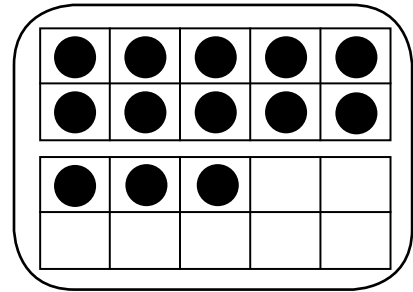
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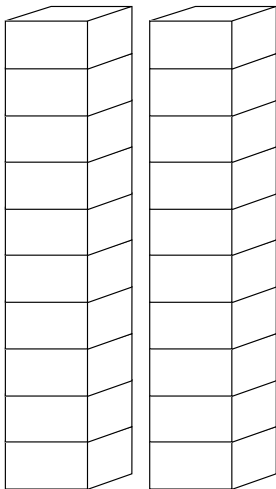
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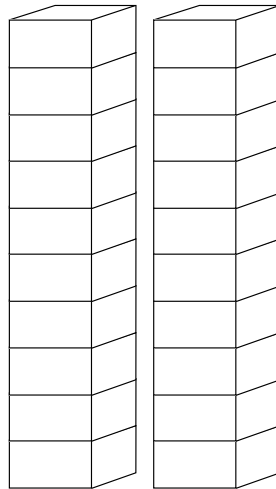
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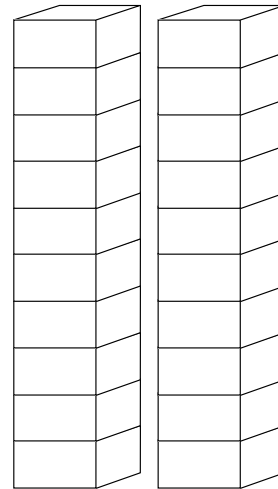
2 Colour.



13



14



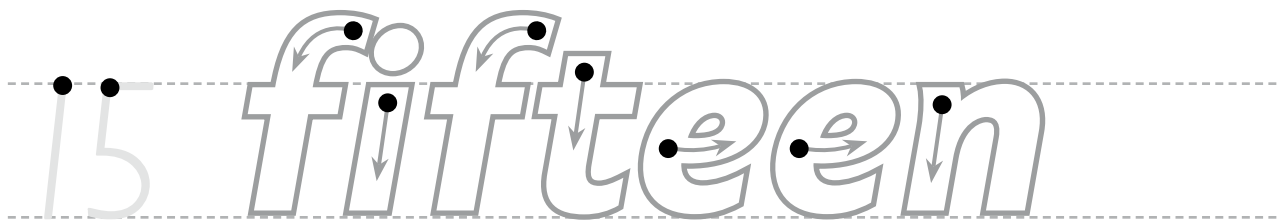
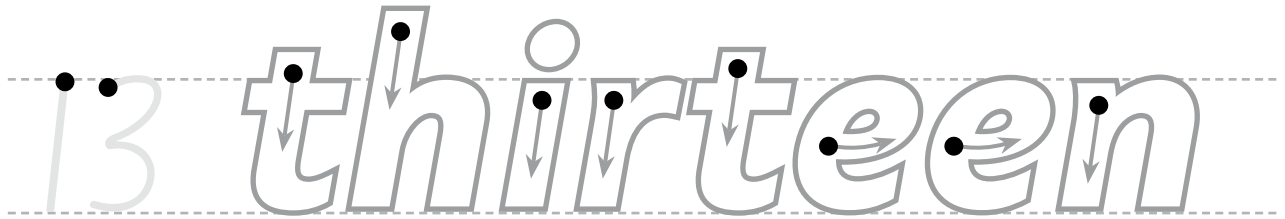
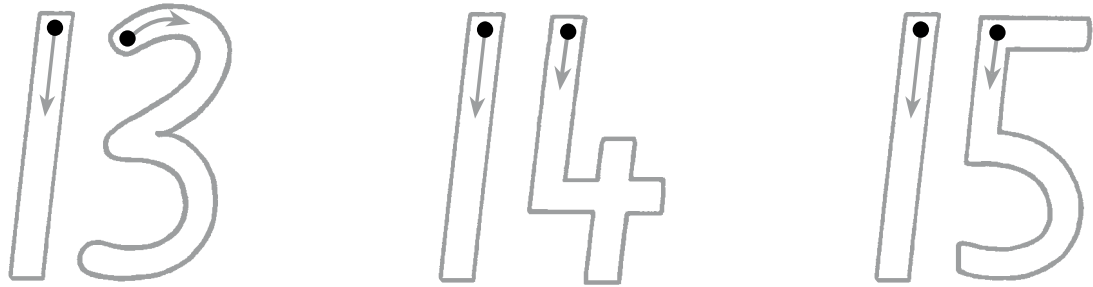
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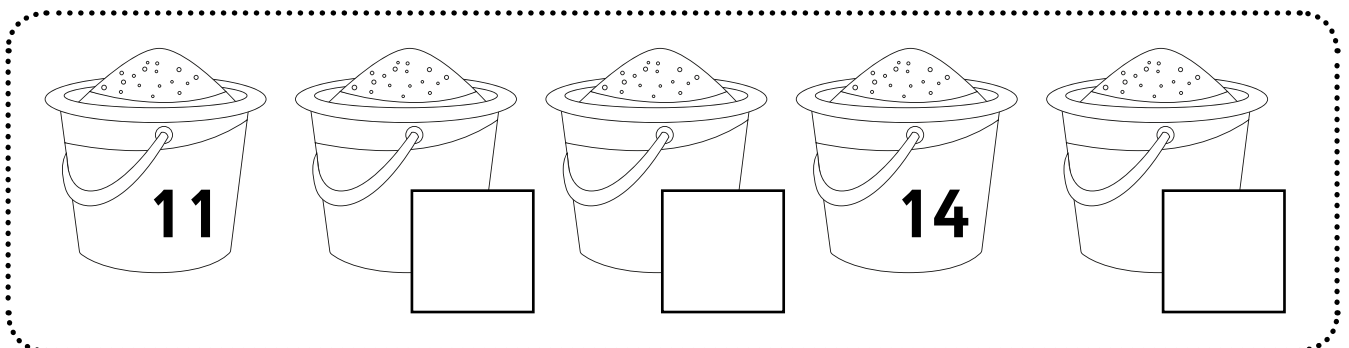
13, 14, 15

Name _____

1 Trace.



2 Write the missing numbers.



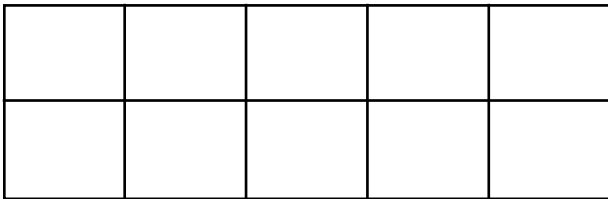
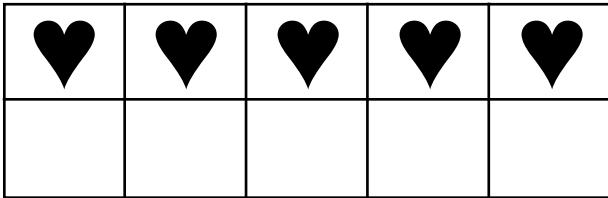


13, 14, 15

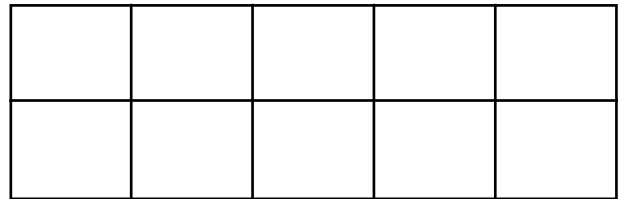
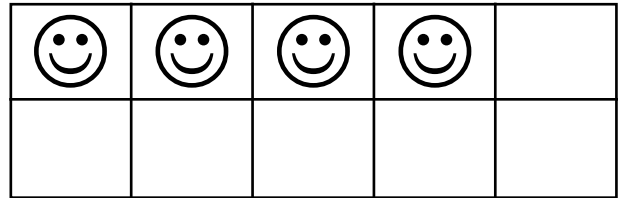
Name _____

1 Complete the ten frames to make the number.

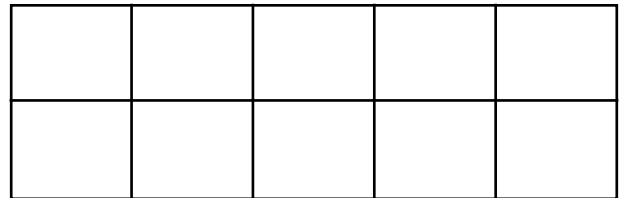
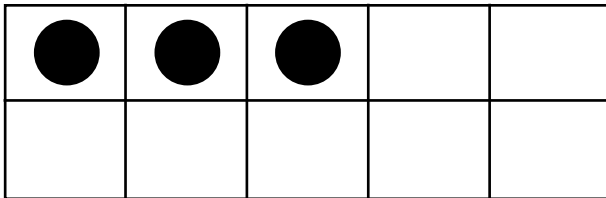
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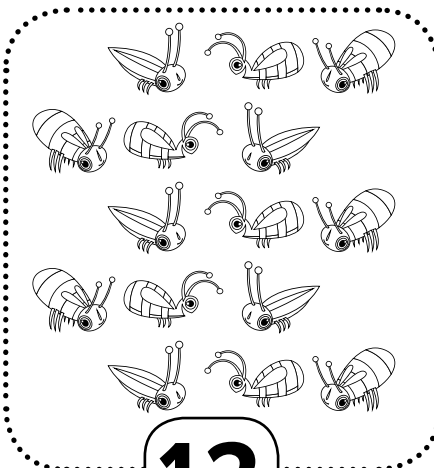
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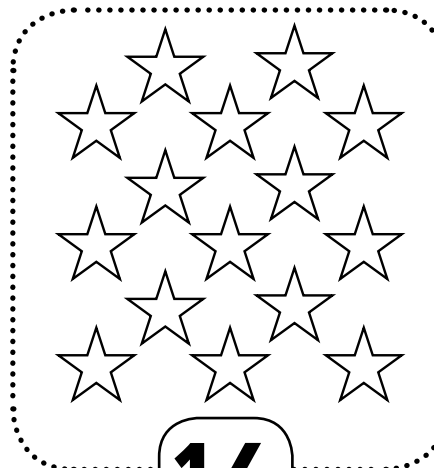
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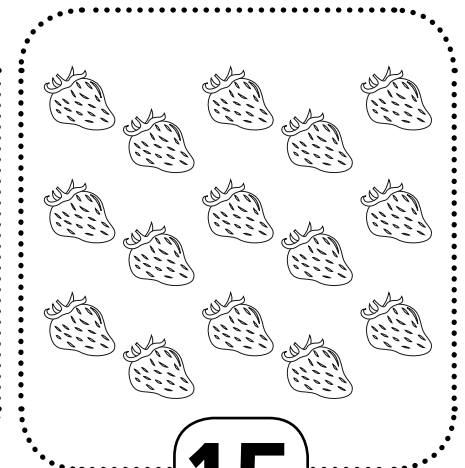
2 Colour.



13



14



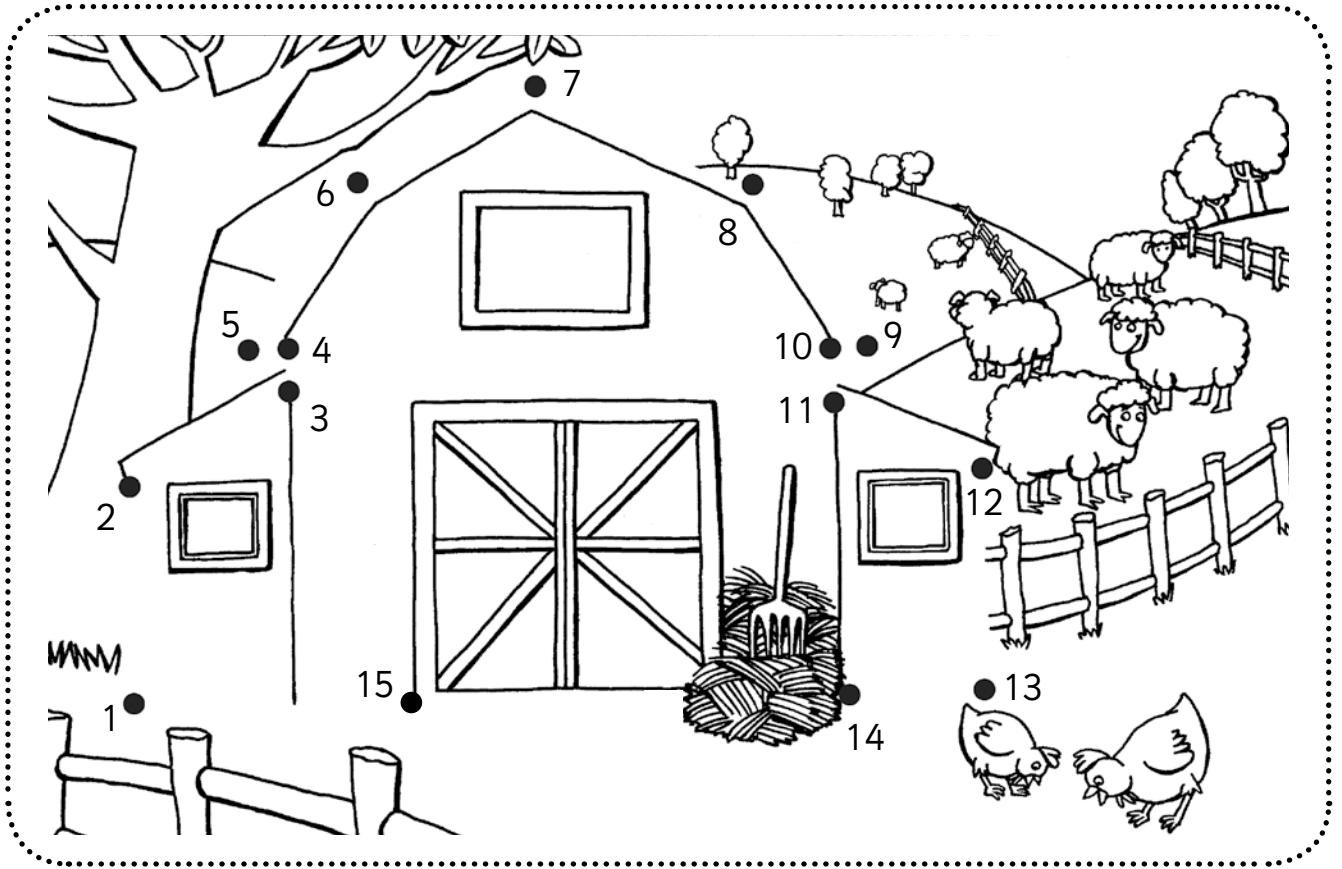
15



13, 14, 15

Name _____

1 Join the dots. Colour the picture.



2 How many?

