Kindergarten	Seed Spill Mess
Common Core Standard	**Content Standard** K.NBT.1 Compose and decompose numbers from 11-19 into groups of ten ones and some further ones by using objects, and when appropriate, drawings or equations; understand that these numbers are composed of a groups of ten ones and one, two, three, four, five, six, seven, eight or nine ones **Extension for 1st Grade** 1.NBT.2 Understand that the two digits of a two-digit number represent amounts of tens and ones. Understand the following as special cases: 10 can be thought of as a bundle of ten ones — called a "ten;" the numbers from 11 to 19 are composed of a ten and one, two, three, four, five, six, seven, eight, or nine ones; and the numbers 10, 20, 30, 40, 50, 60, 70, 80, 90 refer to one, two, three, four, five, six, seven, eight, or nine tens (and 0 ones).
1. Shared event: What might be the introduction to the task and description of the task the students will be experiencing?	**Set-up** Place cups with beans (seeds) around the room. Each cup will have a set number of beans between 11-19. At each station there will be a seed packet. Divide students up into partner groups. **Introduction- Read this to students** Welcome boys and girls, I am so glad you are here! I am so clumsy and spilled all the seeds this morning. I need your help to put the seeds in the right place. The gardener is very picky and only wants 10 seeds in each packet. Please do not put more in, the extras I will take care of them. Will you help me get the seeds sorted into the packets? Students will go around the room and find each cup. At each cup they will count the beans and place only 10 beans in the seed packet. There will be beans left over that won't fit in the seed packet. On the recording sheet students will fill the ten frame, then draw the leftover beans. Before moving on to the next cup, students will need to dump the beans back into the cup. **1st grade shared experience** Students will count sets from 20 to 50 on one day and 50 to 100 on a different day. Students will make groups of tens.
2. Picture or model: What types of pictures might you see?	Students may draw The seed packets with beans in them, with extra seeds The recording sheet **1st grade picture** Same as above

3. People-talk: What do we think students are going to say about the shared experience?	I made the number 14. I made a group of 10 with 4 extra. My group of 10 and 2 made 12 in all. 10 and 2 more is 12. **1st grade people talk** I made the number 24 I made two groups of ten with 4 extra. My two groups of ten and 4 made 24 in all. 10 and 10 and 4 more is 24. 20 and 4 more is 24.
4. Feature-talk: What terms, ideas, comments, do you think the students will bring out and what are the mathematical ideas you hope to flush out?	Groups Leftovers Extra Some left The rest In all Teen numbers **1st grade feature talk** Numbers 20-99
5. Symbolic representation: What are some possible symbolic representations that may result from the feature talk?	Symbolic Representation will be done whole group, due to developmental progress. 10 and 2 more is 12 10 + 2 = 12 **1st grade symbolic representation** 10 and 10 and 4 more is 24 10+10+4=24 20+4=24
Materials needed: 135 Beans 9 cups 9 seed packets Recording sheet Created By: Deanna Albert, Beth Cuppy, Kimberly Ison, Dolores Bluntschly, Kathy Barnet, Becky Armrose	