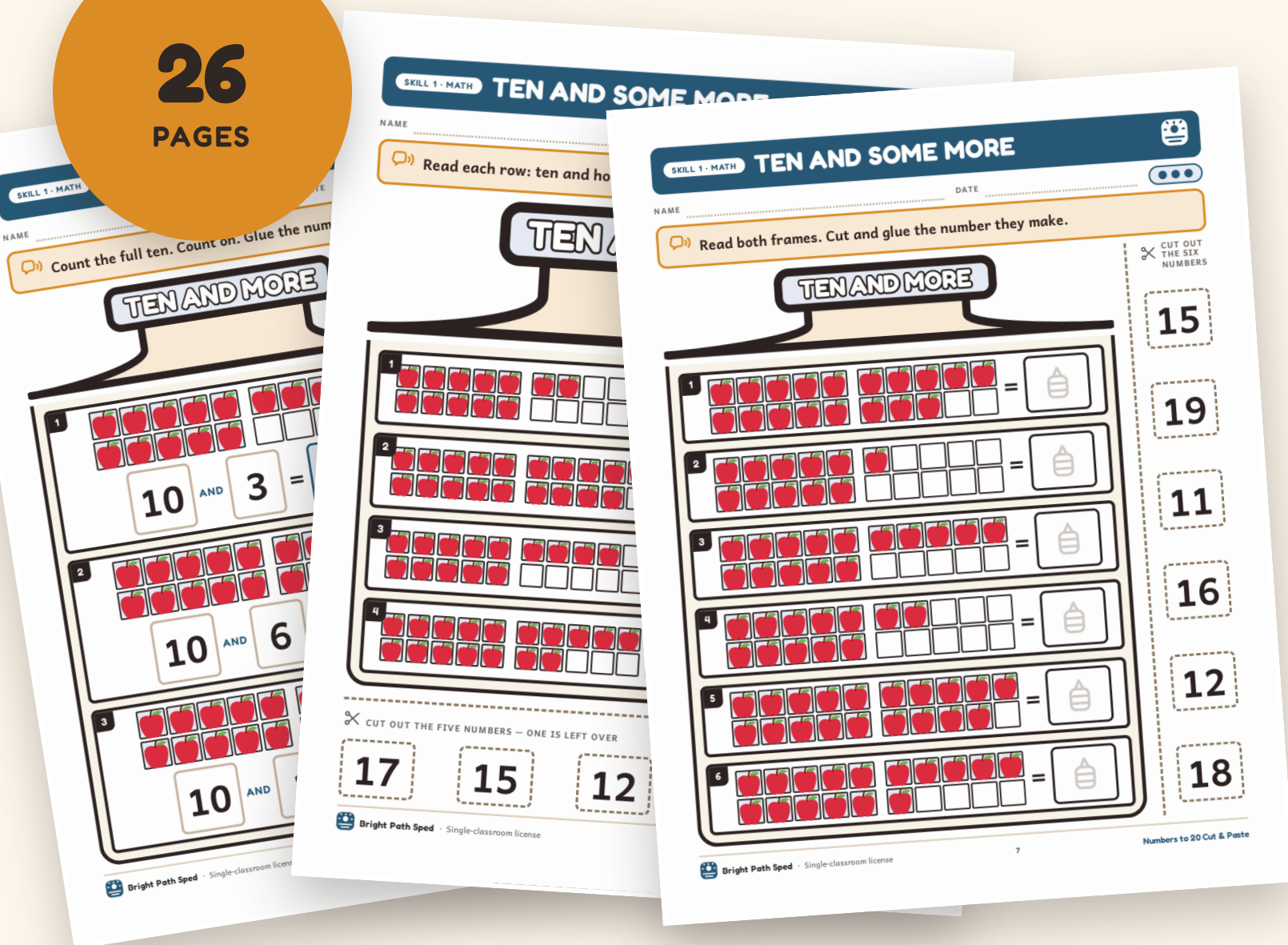


# NUMBERS TO 20

Teen Numbers, Counting and Comparing – Cut and Paste, 3 Levels

26  
PAGES





Five skills, one number-sense job each. Every skill is a scripted plan page and three student levels — print the plan once for yourself and only the level each student needs.

## 1 Read the plan page cold if you have to

The SAY THIS box is a script. Words in quotation marks are meant to be read out loud exactly as written — a substitute or a paraprofessional who has never seen the lesson can pick it up and run it. The stage directions in the lighter type are for you, not for the class.

## 2 Pick a level per student, not per class

Level 1 is the fewest boxes, a tinted paste box showing exactly where a piece goes, and no spare piece. Level 2 adds a box and one extra piece. Level 3 takes the tint away, takes a scaffold off the row itself and keeps the piece count exact. Nobody's page says which level it is: the three dots on the name line are the only code, and they are for you.

## 3 The full ten is the idea, not the frame

Every teen number on these pages is drawn as a full ten-frame and a partial one, because that is what makes fourteen ten-and-four rather than a word to memorize. Say it that way out loud every time, even on the counting pages: ten and four, fourteen.

## 4 The word on the box is the question

Every box prints its question: HOW MANY beside a counted set, MORE or FEWER beside two numbers, ONE MORE or ONE LESS beside one. On More or Fewer and on One More, One Less the word changes from row to row, so a student who reads the first box and then works from memory will get half the page wrong — which is exactly what those pages are built to show you.

## 5 Write the data on the plan page

The data box sits at the bottom of every plan page rather than on a separate sheet, because a separate sheet does not get filled in.

### If you only do one thing

Have the student say the whole sentence out loud before a card is cut: ten and four is fourteen, or fifteen and one more is sixteen. The saying is the part you can hear, correct and take data on. The gluing is only the record of it.





Teach · 6 min

Work · 11 min

Print &amp; go

## OBJECTIVE

Given two ten-frames with the first frame full, the student will say the number as ten and some more and glue the matching number card, for teen numbers from 11 to 19, with 80% accuracy across 3 sessions.

**You need:** the pages behind this one, scissors, a glue stick. Nothing else.

## SAY THIS

“Every teen number is a full ten and a few left over. That is the whole secret, and today you can see it.”

Hold up the first frame on the page. Cover the second frame with your hand so only the full ten shows.

“This frame is full of apples. That is ten. I do not count it again, ever. Say it with me: ten.”

“Now I move my hand. Ten... and five more. Ten and five is fifteen.”

“Say the whole sentence out loud before you pick up a card: ten and how many more, and what does that make.”

Read the direction line once, then let them work.

## THE THREE LEVELS



Three boxes, three cards, and the paste box is tinted so there is no question where a piece goes. Nothing spare — but the numbers still have to be read, because choosing which card is the skill.



Four boxes, no tint, five cards, one spare. The spare is a teen number that no frame on the page makes, so a student who uses the pieces up rather than reading them gets the page wrong.



Six boxes, no tint, no spare — and the sentence under the frames is gone. Nothing is printed beside the frames but an equals sign, so the number has to come out of the apples themselves.

## IF A STUDENT IS STUCK

- If a student counts the full frame one apple at a time — counting all is the habit the whole year has built — cover the first frame with your hand, say ten for them, and uncover only the second one.
- If a student says the digits backwards — forty-one for fourteen, because the four is written first — point at the full ten and say it first, then the leftovers; the ten is what the word starts with.
- If a student reads the frames correctly and then glues the wrong card — the eye and the hand have come apart — have them say the number out loud and keep saying it while their hand goes to the strip.

## TRY IT IN THE ROOM TODAY

Count the class in a full ten and some more. Ten children on the carpet, and how many more are standing?

## DATA

STUDENT

CORRECT

OUT OF

DATE

HOW MUCH HELP

☐ Independent ☐ Verbal prompt ☐ Model ☐ Hand over hand

## WHAT I NOTICED TODAY





NAME \_\_\_\_\_

DATE \_\_\_\_\_

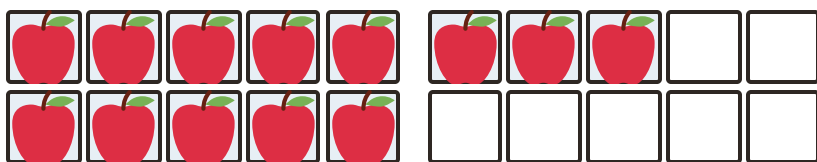


Count the full ten. Count on. Glue the number they make.

## TEN AND MORE

✂ CUT OUT THE  
THREE NUMBERS

1



10

AND

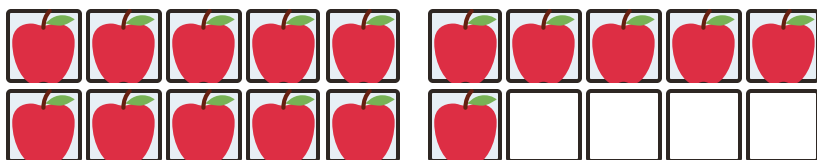
3

=



16

2



10

AND

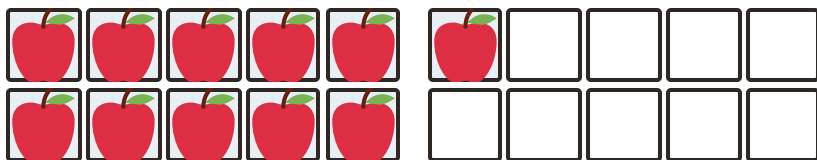
6

=



11

3



10

AND

1

=



13





NAME .....

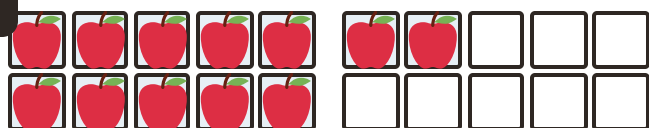
DATE .....



Read each row: ten and how many more. Glue the number.

## TEN AND MORE

1



10

AND

2

=



2



10

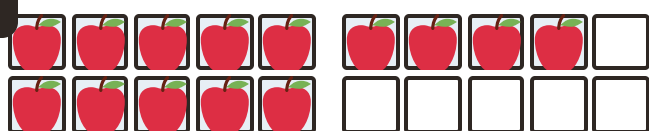
AND

9

=



3



10

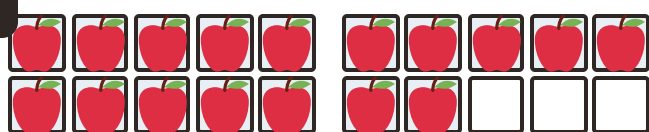
AND

4

=



4



10

AND

7

=



CUT OUT THE FIVE NUMBERS — ONE IS LEFT OVER

17

15

12

19

14





NAME .....

DATE .....



Read both frames. Cut and glue the number they make.

## TEN AND MORE

✂ CUT OUT  
THE SIX  
NUMBERS

15

19

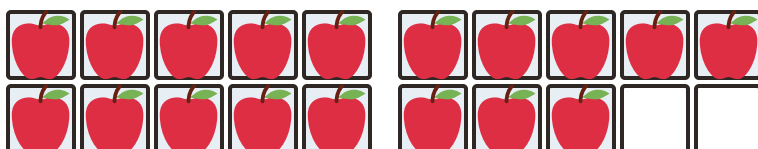
11

16

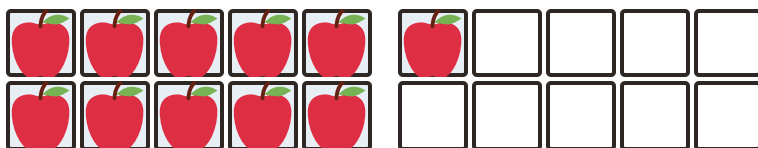
12

18

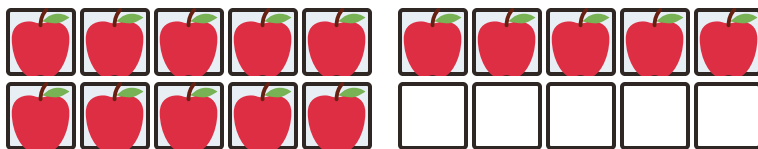
1



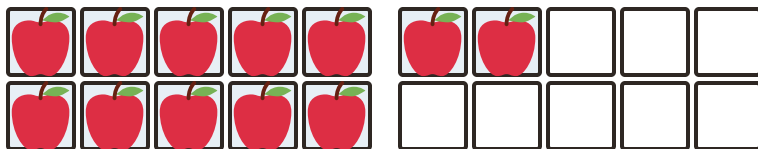
2



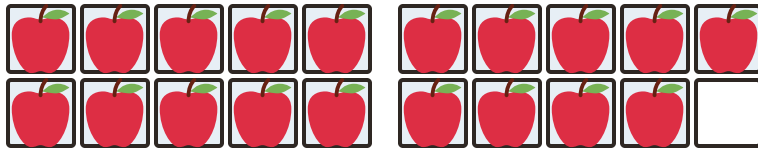
3



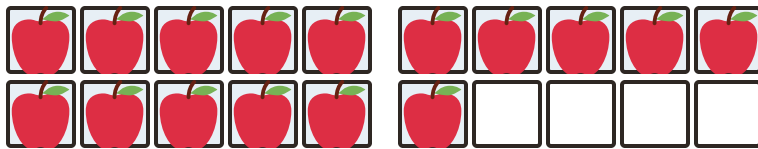
4



5



6





NAME \_\_\_\_\_

DATE \_\_\_\_\_



Count each set. Glue the number in the box.

## COUNT IT

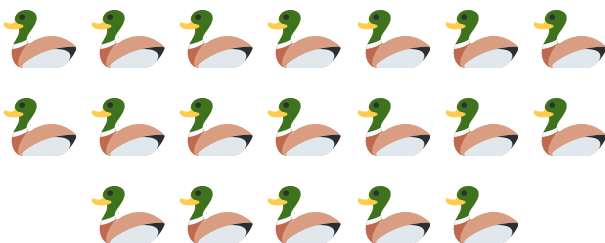
CUT OUT  
THE FIVE  
NUMBERS —  
ONE IS  
LEFT OVER

1

HOW  
MANY

18

2

HOW  
MANY

11

3

HOW  
MANY

13

4

HOW  
MANY

19

14





Teach · 6 min

Work · 11 min

Print &amp; go

## OBJECTIVE

Given two numbers between 11 and 20 and a printed word telling which is wanted, the student will glue the number card that has more or the number card that has fewer, with 80% accuracy across 3 sessions.

**You need:** the pages behind this one, scissors, a glue stick. Nothing else.

## SAY THIS

“Two numbers today, and a word that tells you which one I want. The word changes, so it gets read every single time.”

Point to the word on the first box and read it out loud: MORE. Then point to the second box and read FEWER.

“More means the bigger one. Fewer means the smaller one. Nothing on this page is about which set looks busier.”

“Teen numbers all look alike at a glance. Count both frames, or read both numbers, before you decide.”

“Read the word, then say the number you want out loud, then go to the strip.”

Read the direction line once, then let them work.

## THE THREE LEVELS



Three boxes, both numbers drawn in ten-frames so they can be counted, and a tinted paste box. Nothing spare.



Four boxes, still in frames, no tint, five cards and one spare, and MORE and FEWER are mixed so the word has to be read every time.



Six boxes, no frames at all — the two numbers are printed as numerals and compared as numbers. No tint, no spare, and the word still changes from box to box.

## IF A STUDENT IS STUCK

- If a student always picks the bigger number — more is the word they hear at home and fewer is not — cover the numbers and ask only for the word on the box, out loud, before anything else happens.
- If a student reads FEWER and then hunts for the smallest card on the strip — the strip is not the question — put your hand over the strip until they have said which of the two numbers they want.
- If a student cannot tell 17 from 13 as numerals — the frames were carrying them at Levels 1 and 2 — go back to the framed page for a minute, then count on with a finger: both start at ten, so the second digit decides it.

## TRY IT IN THE ROOM TODAY

Hold up two handfuls of counters and ask for more, then ask for fewer with the same two handfuls, so the answer changes without the objects changing.

## DATA

STUDENT

CORRECT

OUT OF

DATE

HOW MUCH HELP

☐ Independent ☐ Verbal prompt ☐ Model ☐ Hand over hand

## WHAT I NOTICED TODAY





NAME .....

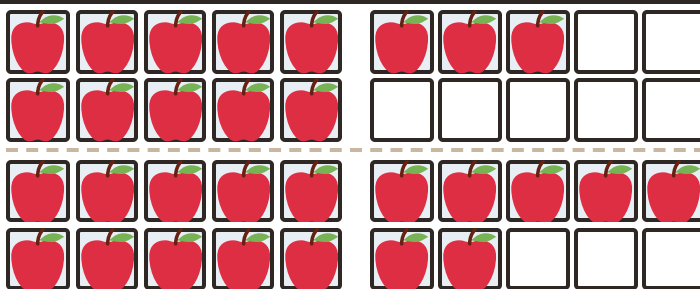
DATE .....



Count both frames. Read the box: MORE or FEWER.

## MORE OR FEWER

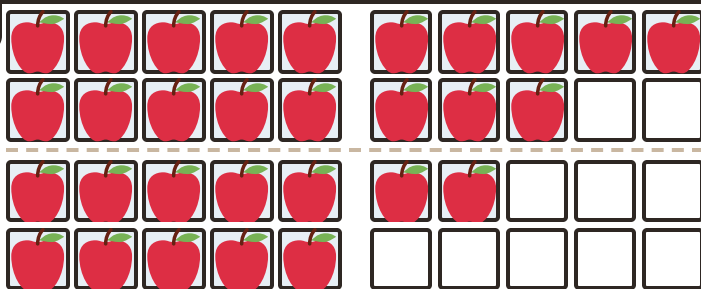
1



MORE



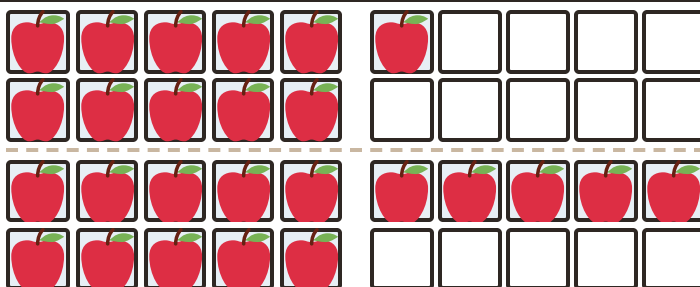
2



FEWER



3



MORE



CUT OUT THE THREE NUMBERS

15

17

12





NAME .....

DATE .....



Count both frames. Read the box: MORE or FEWER.

## MORE OR FEWER



CUT OUT THE FIVE NUMBERS — ONE IS LEFT OVER

18

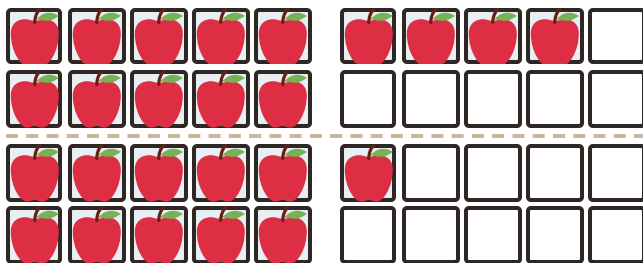
15

16

13

14

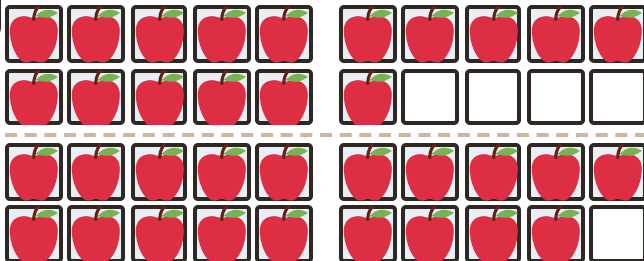
1



MORE



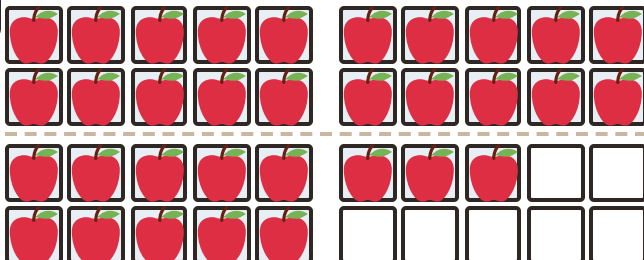
2



FEWER



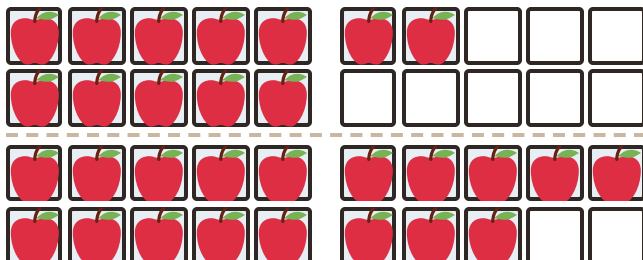
3



FEWER



4



MORE





NAME .....

DATE .....



Read each number and its box. Cut and glue one more or one less.

## ONE MORE ONE LESS

1

16

ONE  
LESS

=



2

11

ONE  
MORE

=



3

18

ONE  
MORE

=



4

14

ONE  
LESS

=



5

19

ONE  
LESS

=



6

13

ONE  
MORE

=

CUT OUT THE SIX  
NUMBERS

19

13

15

14

12

18





Each item is listed as the question the box asks and the number that belongs in it, in the order the boxes are read, top to bottom and left to right. Every answer was recomputed from the same data that draws the page, not typed in by hand.

### Ten and Some More

**Level 1** 10 and 3 → **13** 10 and 6 → **16** 10 and 1 → **11**

**Level 2** 10 and 2 → **12** 10 and 9 → **19** 10 and 4 → **14** 10 and 7 → **17** (left over: 15)

**Level 3** 10 and 8 → **18** 10 and 1 → **11** 10 and 5 → **15** 10 and 2 → **12** 10 and 9 → **19** 10 and 6 → **16**

### Count to Twenty

**Level 1** 12 apple → **12** 17 star → **17** 20 fish → **20**

**Level 2** 14 heart → **14** 19 duck → **19** 11 leaf → **11** 18 boot → **18** (left over: 13)

**Level 3** 15 cherry → **15** 11 bee → **11** 14 sock → **14** 13 apple → **13** 16 star → **16** 12 fish → **12**

### More or Fewer

**Level 1** 13 / 17 more → **17** 18 / 12 fewer → **12** 11 / 15 more → **15**

**Level 2** 14 / 11 more → **14** 16 / 19 fewer → **16** 20 / 13 fewer → **13** 12 / 18 more → **18** (left over: 15)

**Level 3** 17 / 13 more → **17** 11 / 14 fewer → **11** 19 / 16 fewer → **16** 12 / 18 more → **18** 15 / 20 more → **20**  
13 / 19 fewer → **13**

### Why Level 1 still makes a choice

A Level 1 page here has the fewest boxes, a tinted paste box and no spare piece — but every card still has to be read, because choosing the right number IS the skill. A strip whose pieces could go anywhere would be a page with the lesson taken out of it.

# ANSWER KEY – ONE MORE, ONE LESS, AND THE CHECK



A one-more or one-less item is listed as the number that is printed and the word on its box, then the answer. A compare item is listed as the two numbers and the word on the box.

## One More, One Less

**Level 1**      13 one more → **14**   17 one less → **16**   19 one more → **20**

**Level 2**      15 one more → **16**   12 one less → **11**   20 one less → **19**   17 one more → **18** (left over: 14)

**Level 3**      16 one less → **15**   11 one more → **12**   18 one more → **19**   14 one less → **13**   19 one less → **18**   13 one more → **14**

## Numbers to 20 Check

**Level 1**      10 and 4 → **14**   20 heart → **20**   12 / 16 fewer → **12**

**Level 2**      10 and 7 → **17**   13 bee → **13**   18 / 11 more → **18**   15 one more → **16** (left over: 20)

**Level 3**      10 and 2 → **12**   14 star → **14**   19 / 13 fewer → **13**   18 one less → **17**   11 apple → **11**   15 one more → **16**

## The spare pieces

Every Level 2 page carries exactly one extra piece, and on every one of the five skills it is a number that answers nothing on that page. Counting the pieces and counting the boxes will not solve a Level 2 page, which is the whole reason the spare is there.



# THANK YOU FOR USING THIS RESOURCE

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## MORE FROM THIS STORE

### September Print and Go Month 1

A scripted month: counting, teen numbers and comparing to 20 are its third week

### October Print and Go Month 2

The next month: take away, part-whole, and one more and one less to 20

### Addition to 20 Cut & Paste

The same three levels, once the numbers have to be added

### Cut and Paste Math for the Seasons

Seven seasonal packs: counting sets, adding and subtracting to 20

The two Print and Go months are scripted twenty-day packets, not these pages — every page in this pack is its own, and none of it is reprinted from either month.

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