

Name \_\_\_\_\_

# HANDS ON Lesson 7.3

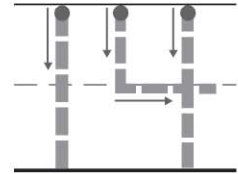
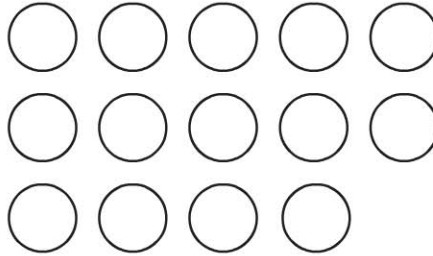
## Model and Count 13 and 14

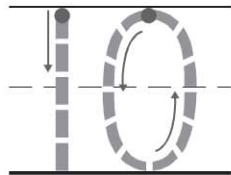
COMMON CORE STANDARD CC.K.NBT.1

Work with numbers 11–19 to gain foundations for place value.



**14**  
fourteen



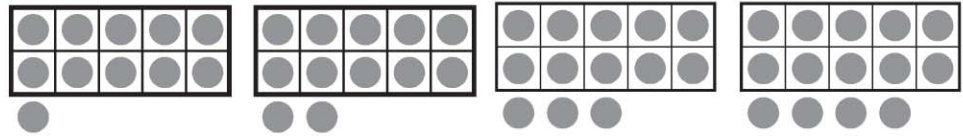
ones and \_\_\_\_\_ ones

**DIRECTIONS** 1. Count and tell how many. Trace the number. 2. Use counters to show the number 14. Draw the counters. 3. Look at the counters you drew. How many ones are in the ten frame? Trace the number. How many more ones are there? Write the number.

**Lesson Check** (CC.K.NBT.1)

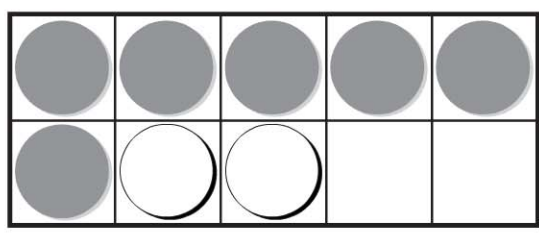


13



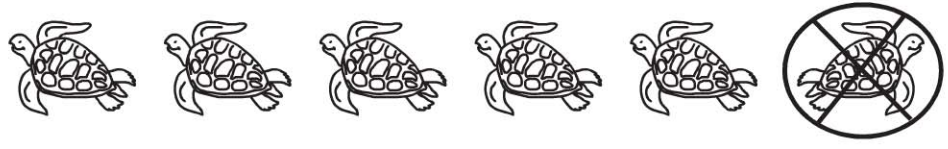
                                                                

**Spiral Review** (CC.K.OA.1, CC.K.OA.2)



3 + 2                      4 + 4                      5 + 1                      6 + 2



\_\_\_\_\_ - 1 = 5

5                      6                      7                      8

**DIRECTIONS** 1. Which set of counters shows the number 13? Mark under your answer. (Lesson 7.3)  
 2. Look at the counters in the ten frame. Which pair of numbers shows the sets of counters? Mark under your answer. (Lesson 5.2) 3. Mark under the number that would complete the subtraction sentence. (Lesson 6.6)