Eureka Math

Kindergarten
Module 1
Lesson 16

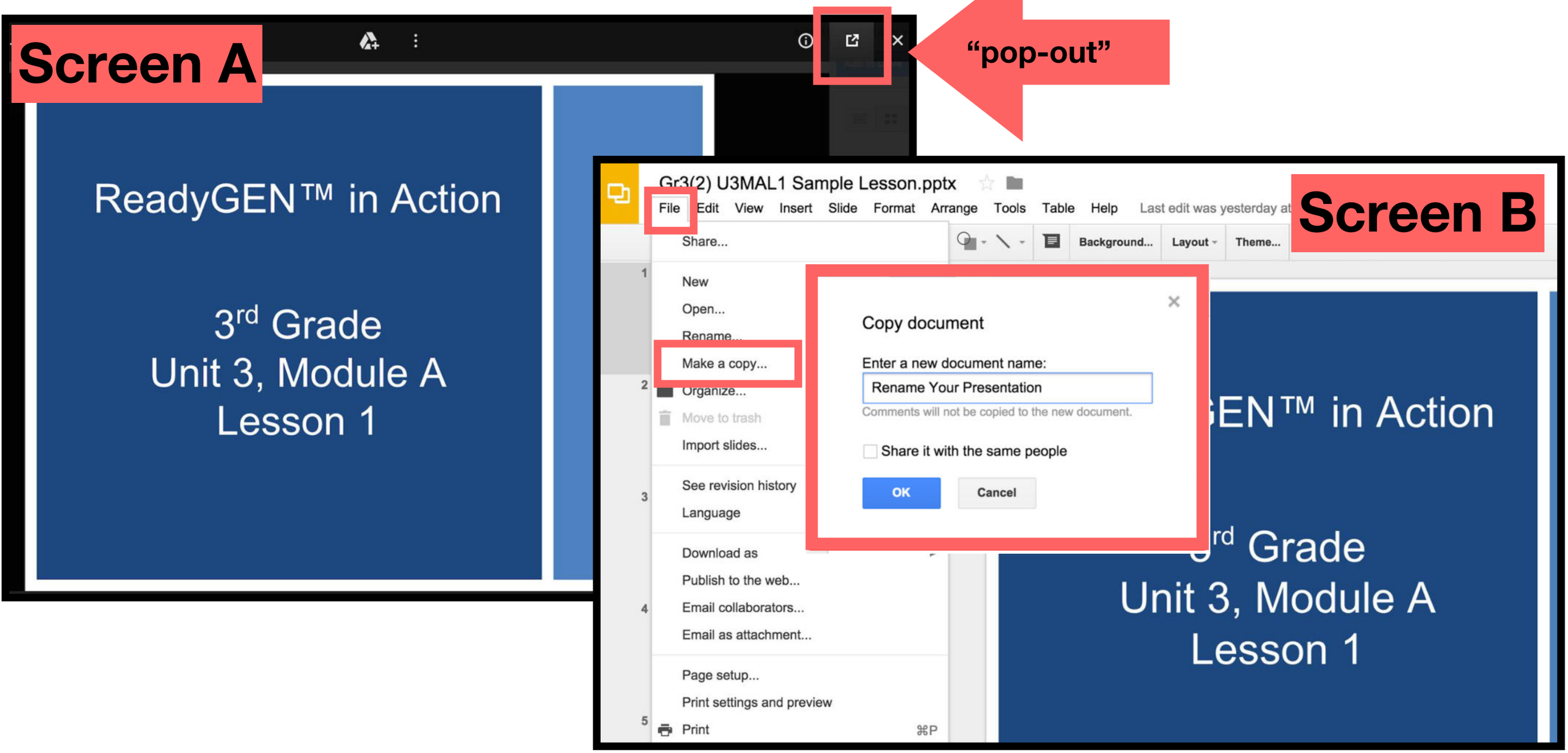
At the request of elementary teachers, a team of Bethel & Sumner educators met as a committee to create Eureka slideshow presentations. These presentations are not meant as a script, nor are they required to be used. Please customize as needed. Thank you to the many educators who contributed to this project!

Directions for customizing presentations are available on the next slide.

Customize this Slideshow

Reflecting your Teaching Style and Learning Needs of Your Students

- ➢ When the Google Slides presentation is opened, it will look like Screen A.
- ➢ Click on the “pop-out” button in the upper right hand corner to change the view.
- ➢ The view now looks like Screen B.
- ➢ Within Google Slides (not Chrome), choose FILE.
- ➢ Choose MAKE A COPY and rename your presentation.
- ➢ Google Slides will open your renamed presentation.
- ➢ It is now editable & housed in MY DRIVE.



Materials

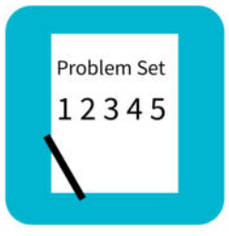
- (S) 4 beans, paper or foam squares
- (T) 5-frame cards (lesson 10 fluency template)
- (S) Birthday cake number order cards per pair
- (T) Personal white board,
- (T) 5 magnetic shapes or pictures (divided down the middle)
- (S) 5-group cards 1-5, shuffled (lesson 7 template 2)
- Bags of 5 loose linking cubes

Icons

Read, Draw, Write

Learning Target

Personal White Board

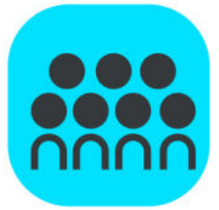


Problem Set

Manipulatives Needed

Fluency

Think Pair Share



Whole Class

Individual

Partner

Small Group

Small Group Time

Lesson 16

Objective: Write numerals 1–5 in order. Answer and make drawings of decompositions with totals of 4 and 5 without equations.

Suggested Lesson Structure

Fluency Practice	(15 minutes)
Application Problem	(5 minutes)
Concept Development	(25 minutes)
Student Debrief	(5 minutes)
Total Time	**(50 minutes)**

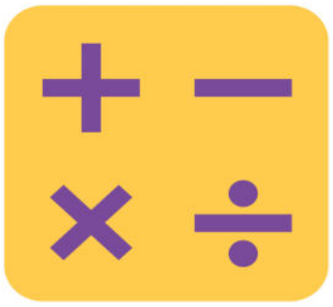
Fluency Practice (15 minutes)

- Make 4 with Squares and Beans **K.CC.4a** (6 minutes)
- 5-Frames: Counting Dots and Spaces **K.CC.4a** (4 minutes)
- Take the Cake **K.CC.4a** (5 minutes)

I can write numerals 1- 5 in order.

I can answer and make drawings of decompositions with totals of 4 and 5 without equations.

Make 4 with Squares and Beans (6 min)



Touch and count the corners of the square

Touch and count your beans

Our job is to make 4. Put 3 of your beans on the corners of your square. Keep the other one in your hand. How many beans on your square? How many beans in your hand?

Make 4 with Squares and Beans

We can tell how to make 4 like this: 3 and 1 make 4

Echo me please. “3 and 1 make 4”

Show me 2 beans on your square. Keep the rest in your hand. How many beans on your square? How many beans in your hand?

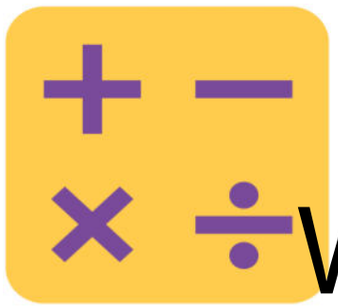
Raise your hand when you can say the sentence. (Wait until all hands are raised. Give the signal)

5-Frames: Counting Dots and Spaces (4 min)

Conduct the activity as outlined in Lesson 10.

After counting dots and spaces, have students describe the compositions of 5. For example, students count 3 dots and 2 spaces, so 3 and 2 make 5.

Take the Cake (5 min)



Working with a partner, have students put the birthday cake cards in order from the baby's cake to the six year-old's cake.

1. Partner A closes eyes
2. Partner B turns over one card
3. Partner A opens eyes and counts to determine what's missing
4. Switch roles, and play again

Application Problem (5 min)

Draw 4 cups and 5 straws. Write the number of each. Circle the number that is more.

Concept Development (25 min)

We are going to play a game called Mix and Fix. Each of you has a bag of cards in front of you. The cards have numerals 1 to 5 on them. Take your cards out, and check to see that you have all of your cards.

Mix up your cards, and turn themover so that you can only see the dots, not the numbers. On the count of three, turn your cards over, and put them in order starting with 1 and going up to 5. You will want your cards to say 1,2,3,4, and 5.

Are you ready? Set. GO! (T) circulate for accuracy

Concept Development

Point to the numbers and count your cards.

Put your cards away, and take out your linking cubes. Please make a tower of 4. You will use the tower while we do some work together on the board. I will be looking for some really focused mathematicians to help me!

How many shapes are on the board?

Put some on one side of the line, and put the rest on the other.

Concept Development

Thank you. You may sit down now. Did she pick up any new shapes? Did she drop any shapes?

How many shapes are still on the board?

Look at how many shapes are on each side of the line. She chose to use her 4 shapes to make groups of 2. Show me your new towers.

We can talk about this the special nath way! Repeat after me: 4 is the smae as 2 and 2.

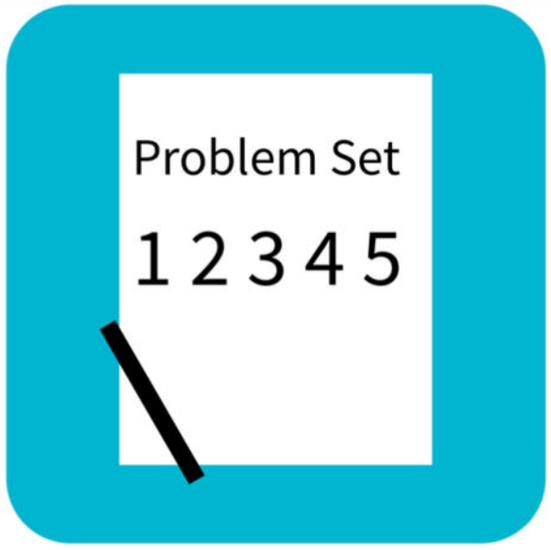
Concept Development

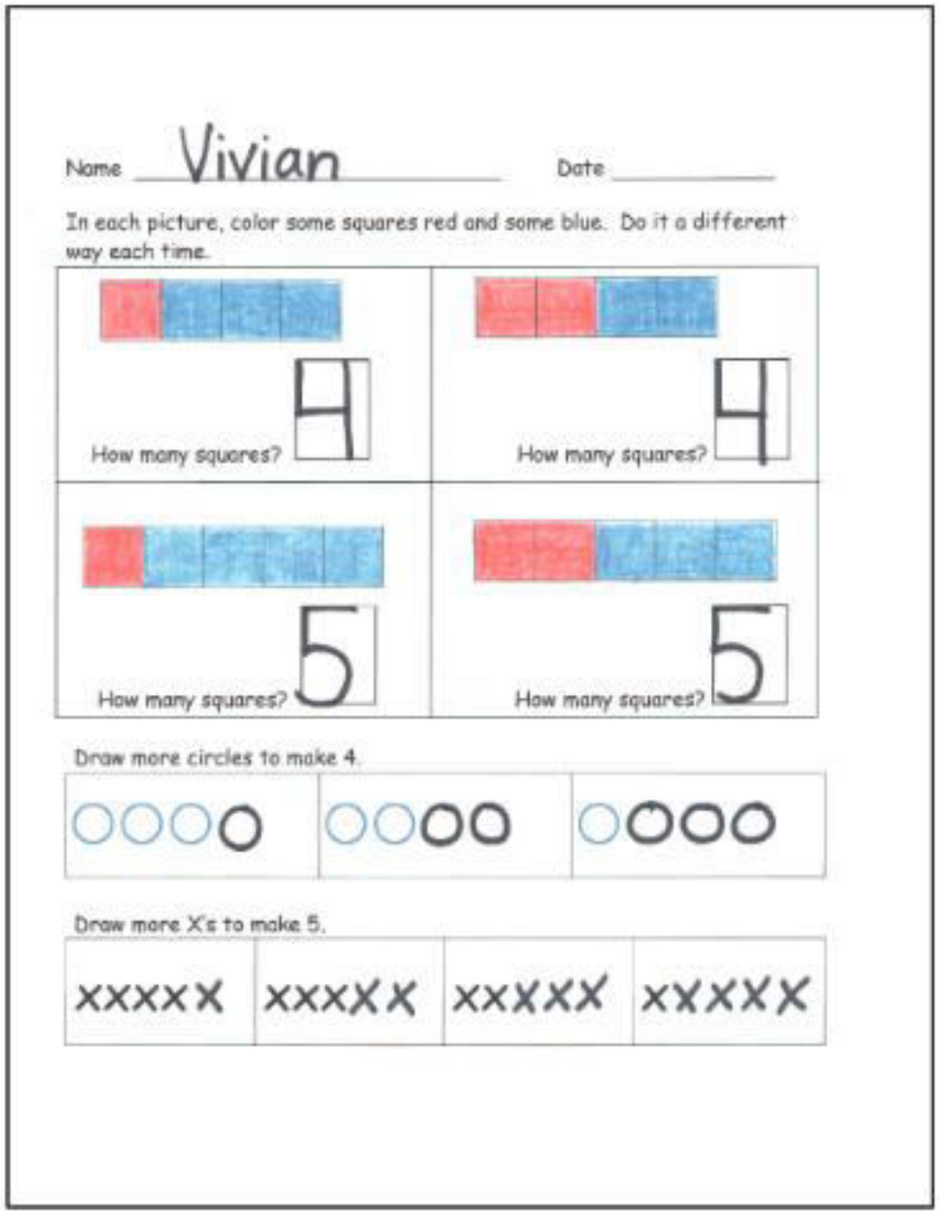
Put your towers together again. Can anyone arrange our 4 shapes a different way?

Let’s try this with 5 shapes! Put another cube on your tower to make 5.

Put your linking cubes away. We are going to do some more work with groups of 4 and 5 on our Problem Sets.

Problem Set (5 min)




Name Vivian Date

In each picture, color some squares red and some blue. Do it a different way each time.

How many squares? 4

How many squares? 4

How many squares? 5

How many squares? 5

Draw more circles to make 4.

Draw more X's to make 5.

Debrief (5 min)

- How many did you color red? How many blue? Why did you choose to do it that way?
- Did the way you colored it change the whole number of squares?
- Did we change the whole amount when we broke our towers or our groups into smaller ones?
- When we put them back together, did we change our whole amount?