Eureka Math

Kindergarten
Module 4
Lesson 2

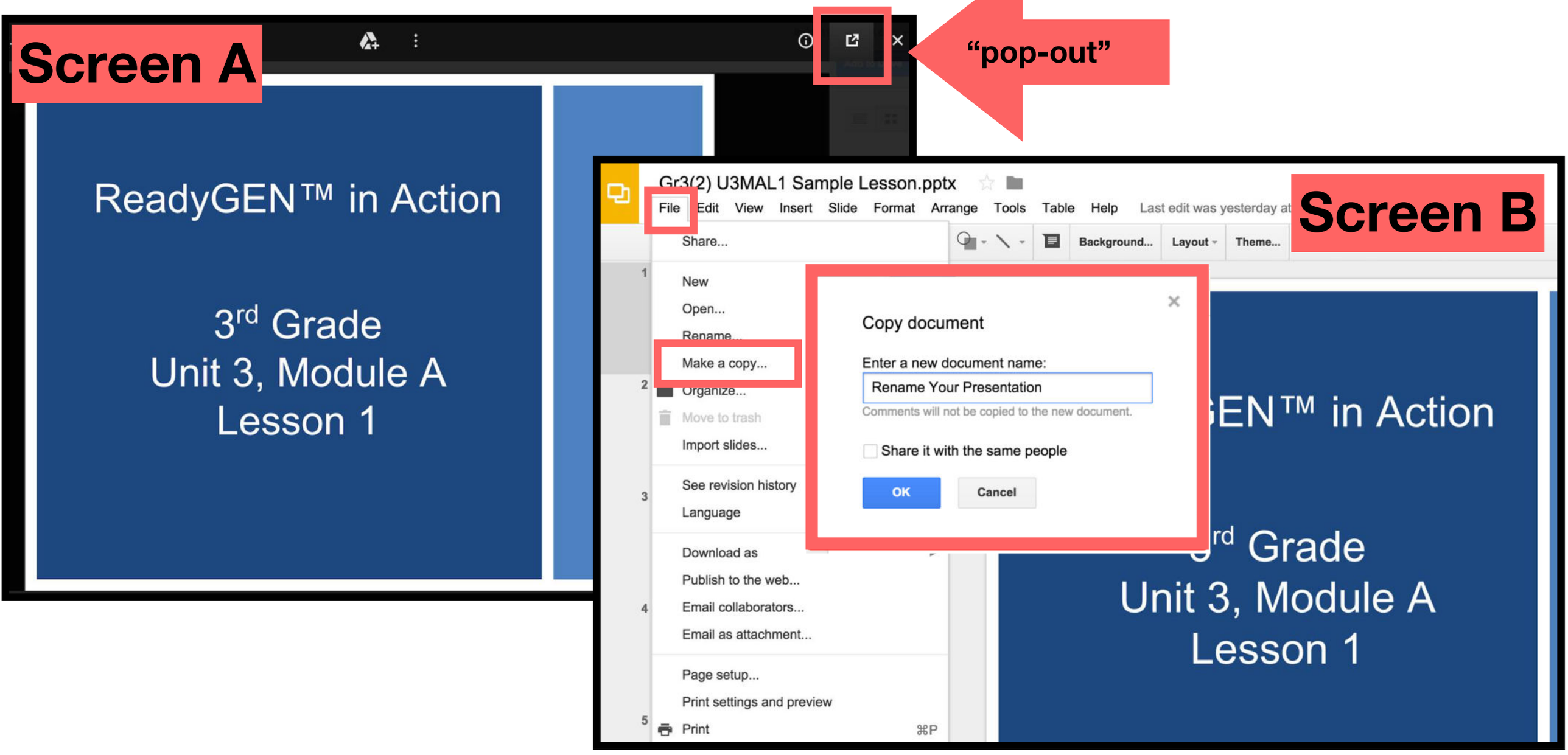
At the request of elementary teachers, a team of Bethel & Sumner educators met as a committee to create Eureka slideshow presentations. These presentations are not meant as a script, nor are they required to be used. Please customize as needed. Thank you to the many educators who contributed to this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

- Teacher
  - 3 hula hoops
  - colorful masking tape

Materials

- Student:
  - 3 beans, make a bond of 3 (Fluency Template 1) inserted into personal white board
  - Hidden numbers mat (Fluency Template 2) inserted into personal white board
  - 5 pennies
  - Number bond (Lesson 1 Template 2)
  - personal white board
  - linking cube 5-stick

Icons

Read, Draw, Write

Learning Target

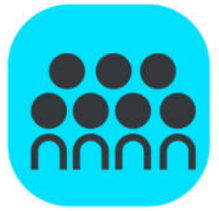
Personal White Board

Problem Set

Manipulatives Needed

Fluency

Think Pair Share



Whole Class

Individual

Partner

Small Group

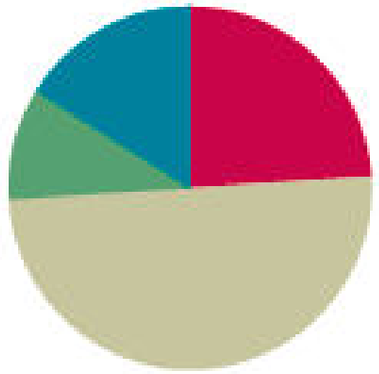
Small Group Time

Lesson 2

Objective: Model composition and decomposition of numbers to 5 using fingers and linking cube sticks.

Suggested Lesson Structure

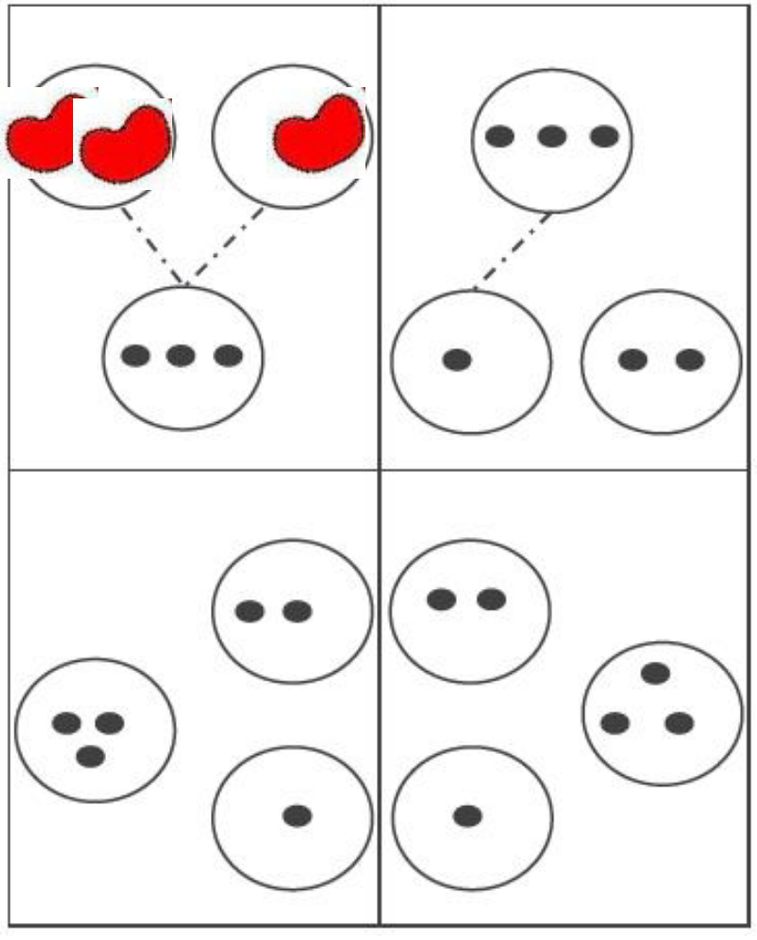
Fluency Practice	(12 minutes)
Application Problem	(5 minutes)
Concept Development	(25 minutes)
Student Debrief	(8 minutes)
Total Time	**(50 minutes)**



I can model composition and decomposition of numbers to 5 using fingers and linking cube sticks.

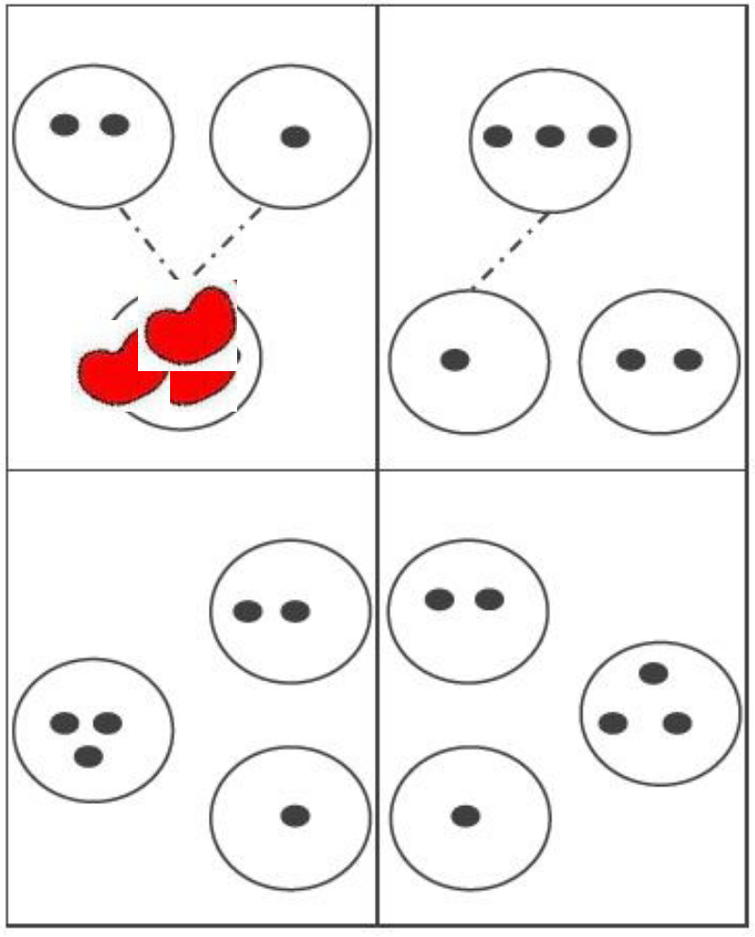
Draw Lines to Make a Bond of 3 (4 min)

Take out 3 beans. Point to the first number bond. Put 2 beans on top of the 2 dots and 1 bean on top of the 1 dot.



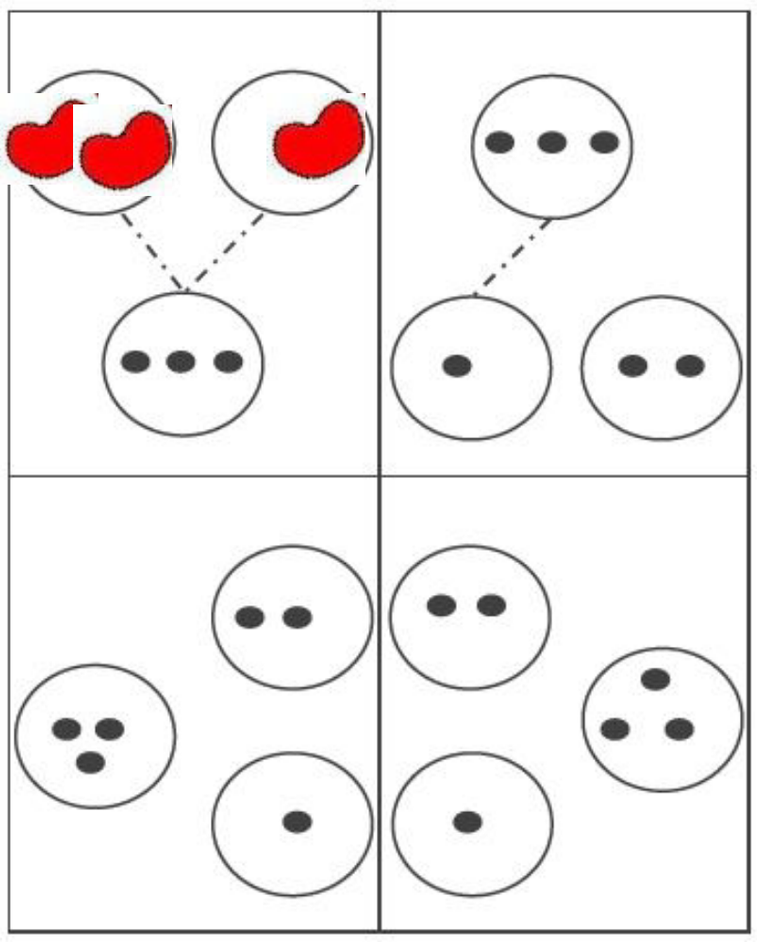
Draw Lines to Make a Bond of 3 (4 min)

Our job is to make 3. Slide your beans along the lines to make 3.



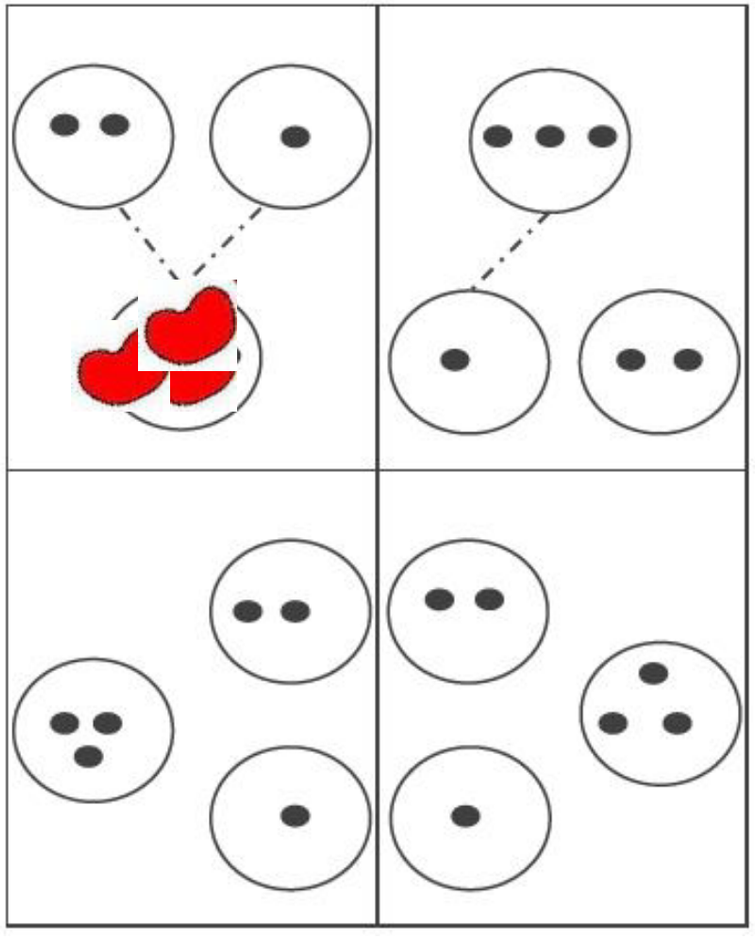
Draw Lines to Make a Bond of 3 (4 min)

Now, slide your beans back to take apart 3.



Draw Lines to Make a Bond of 3 (4 min)

Let’s slide the beans again, and this time, tell how to make 3, like this 2 and 1 make 3.

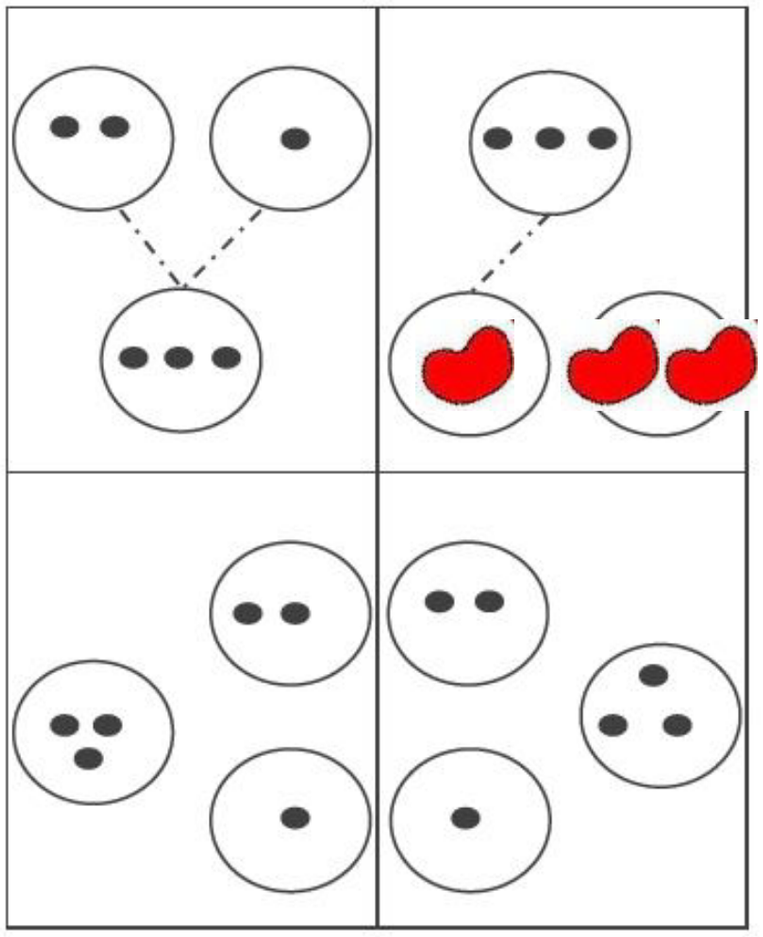


Draw Lines to Make a Bond of 3 (4 min)

Take them apart again.

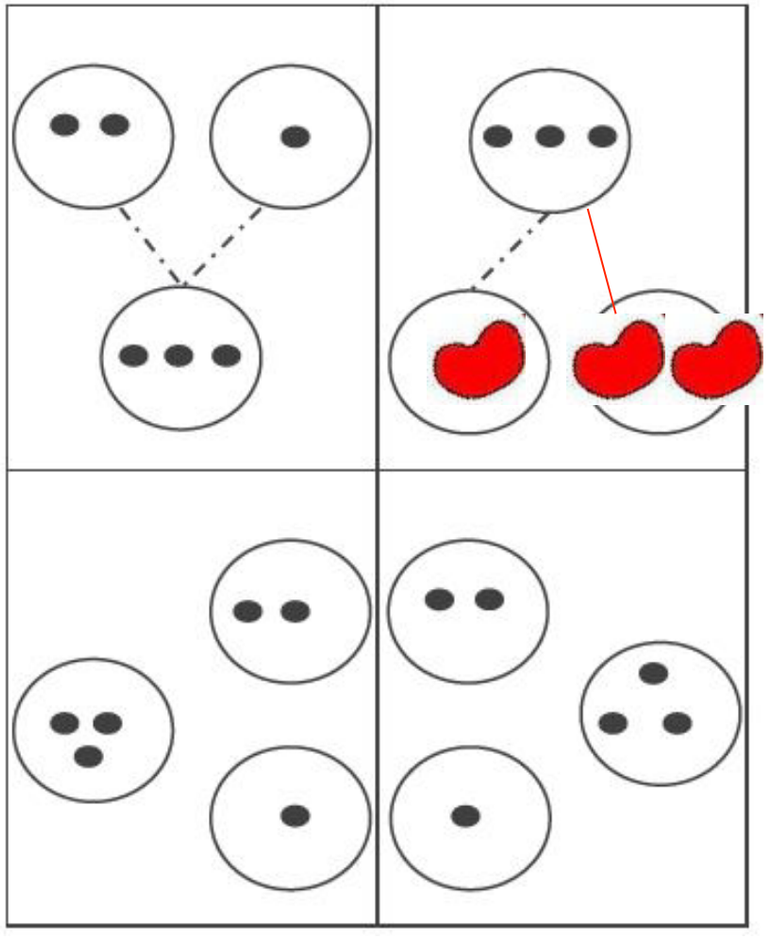
This time, we'll flip it:

1 and 2 make 3.



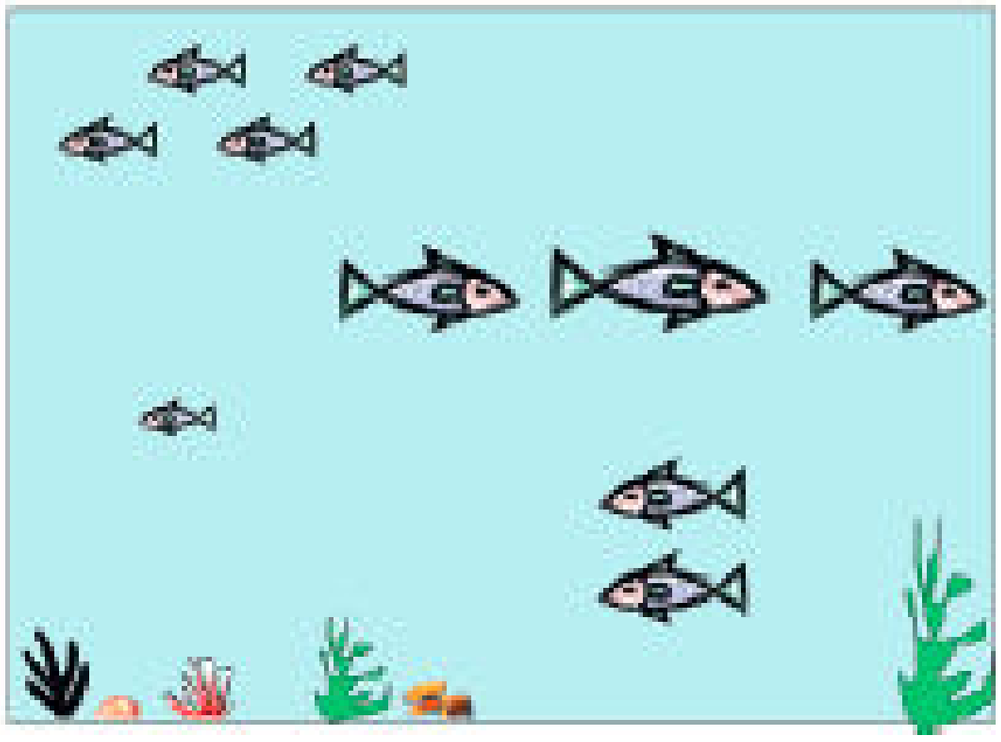
Draw Lines to Make a Bond of 3 (4 min)

Great. Now, leave your beans there. Draw (or trace) the lines to show how to make 3.



Hidden Numbers (5 as the Whole) (4 min)

Touch and count the fish on your mat. Raise your hand when you know how many. (Wait for all hands to go up, and then give the signal.) Ready?

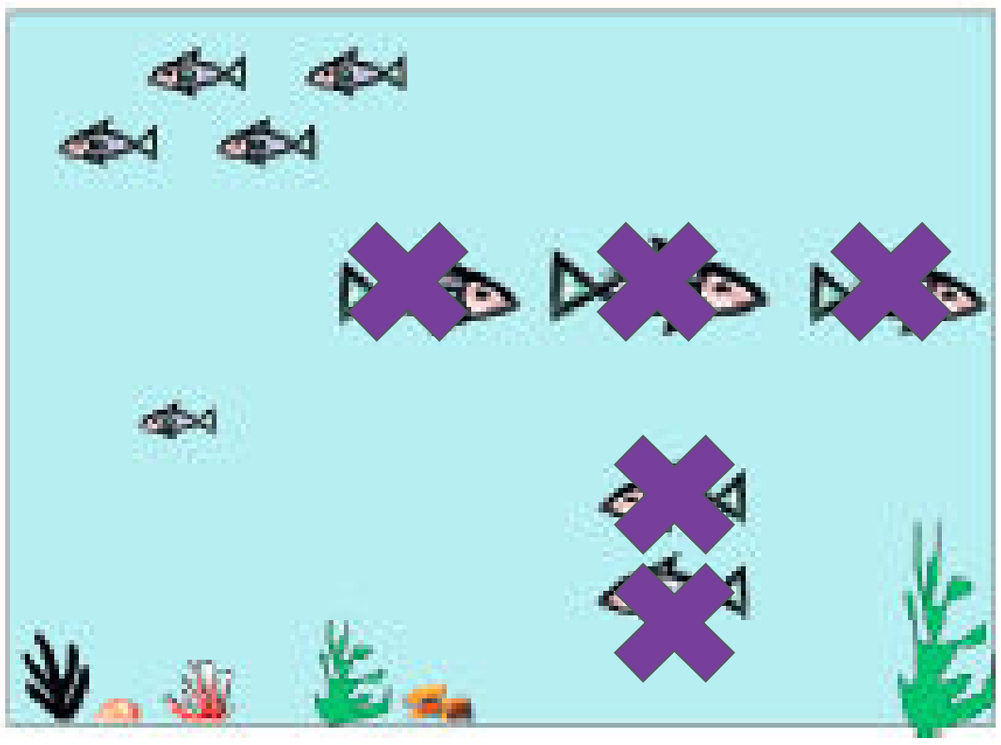


Hidden Numbers (5 as the Whole) (4 min)

10 what?

Put X’s on 5 of the fish. Pretend they swam away!

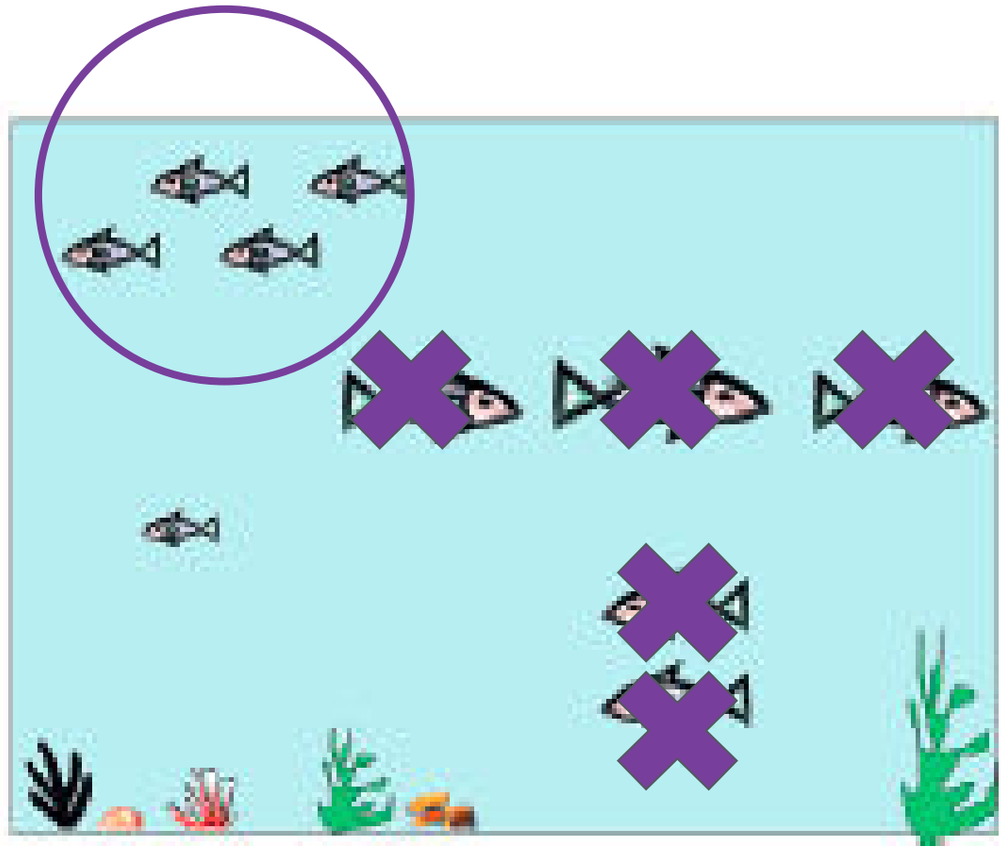
How many fish are left?



Hidden Numbers (5 as the Whole) (4 min)

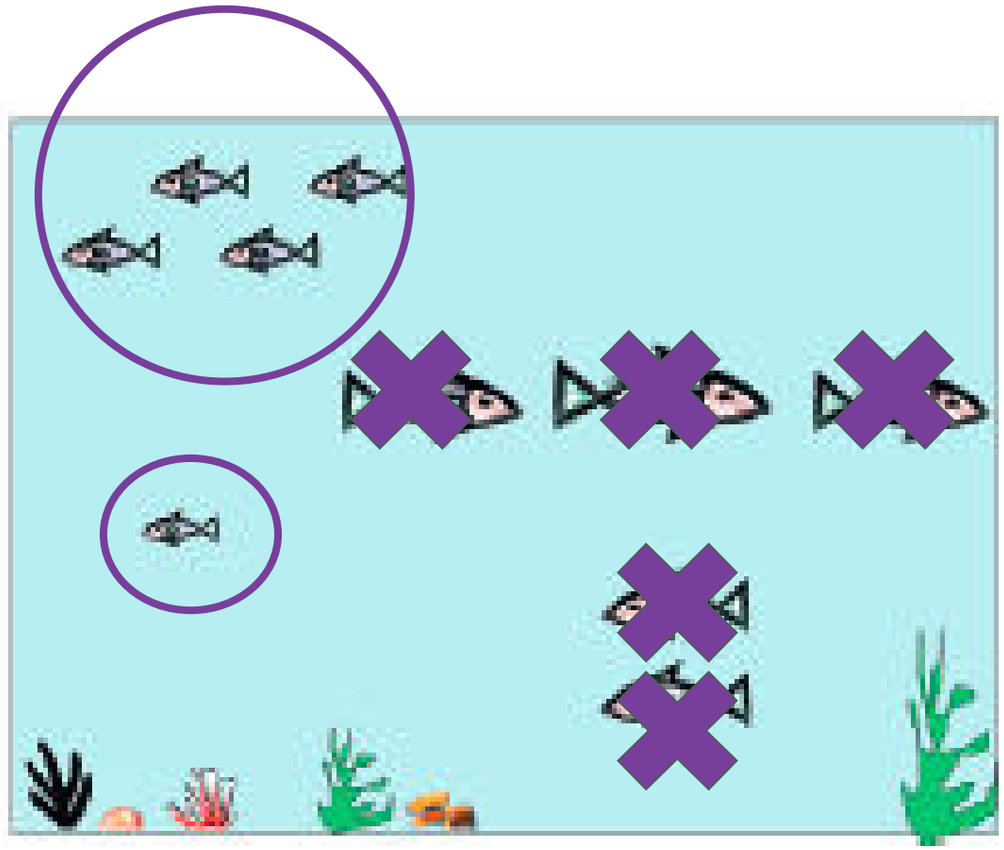
Circle a group of 4 of the fish who didn’t swim away.

Pretend they swam away, too. How many fish are left now?



Hidden Numbers (5 as the Whole) (4 min)

Let’s circle that 1 fish. How many did you circle altogether?



Say Ten Push-Ups (4 min)

We are going to do Say Ten Push-Ups. First, let’s get ready to push up by counting to 10 the Math Way.

Say Ten Push-Ups (4 min)

Great! Now that we have 10, we can continue counting with ten (push out both hands as if doing a push-up exercise in the air) and (then, pause with closed fists close to body) 1 (push out the right hand pinky finger). Repeat, p

Say Ten Push-Ups (4 min)

Keep going with me. Ten (repeating push-up) and (closed fists close to body) 2 (push out the right hand pinky and ring fingers).

Application Problem (5 min)

Margaret and Caleb discovered that if they put their money together, they would have the 5 pennies they need to buy some gum. Yum!
Put 5 pennies in the middle of your desk. Now, slide some to one side of your desk to show how much money Margaret might have had. Put the other coins on the other side of the desk to show how much money Caleb might have had.

Application Problem (5 min)

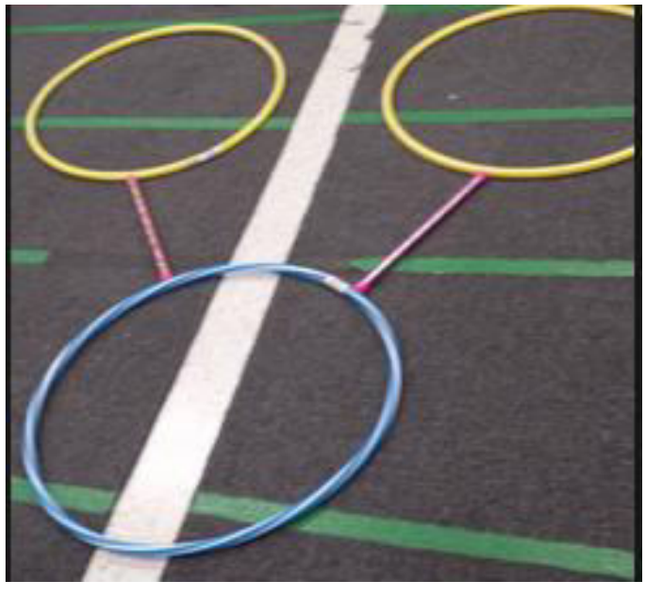
Check with your friend to see how he showed Margaret's and Caleb's coins. What do you notice?
Slide the coins together again to make sure you have enough for the gum. Now, act out the story again. Could you take apart the pennies in a different way?

Concept Development (25 min)

It’s time for another party game! Students A, B, C, and D, would you please come stand in our hula hoop? (Direct students to stand in the “whole” of the model.) What do you notice?

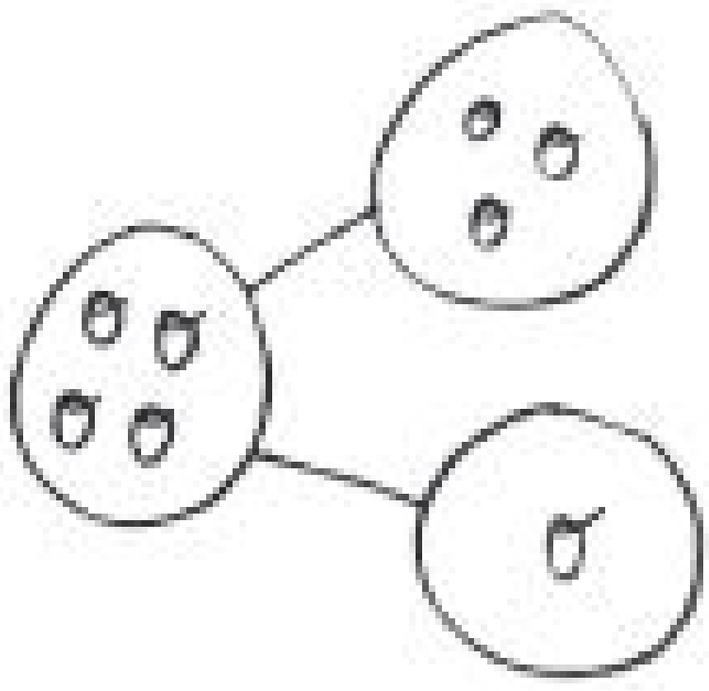
Concept Development (25 min)

The students have had a wonderful time at the party, and now it is time to go home. Student A, please take this path to your hoop home. Students B, C, and D, take the other path to your hoop home. Don’t forget—stay on the path! What do you see now?



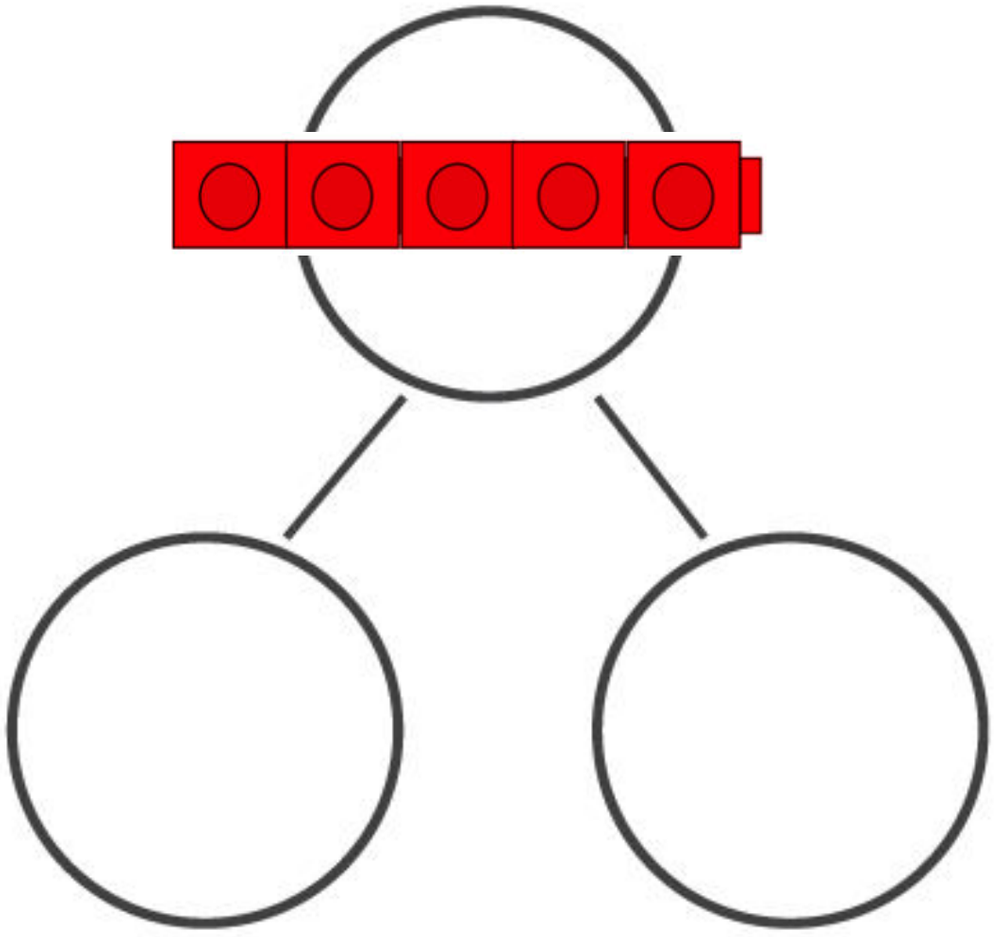
Concept Development (25 min)

Let’s draw what happened on the board. We had 4 students, but we made our 4 into 3 and 1.



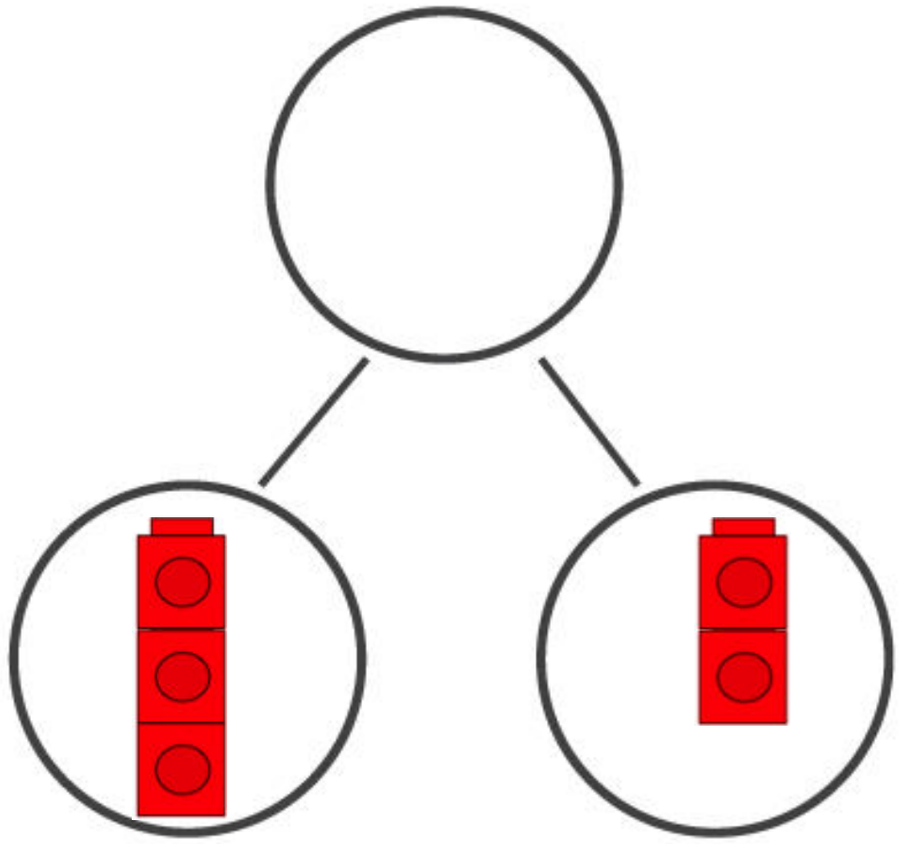
Concept Development (25 min)

Let’s play our party game some more using our linking cubes. Put your 5-stick in the place where the paths come together to show the students at the party.



Concept Development (25 min)

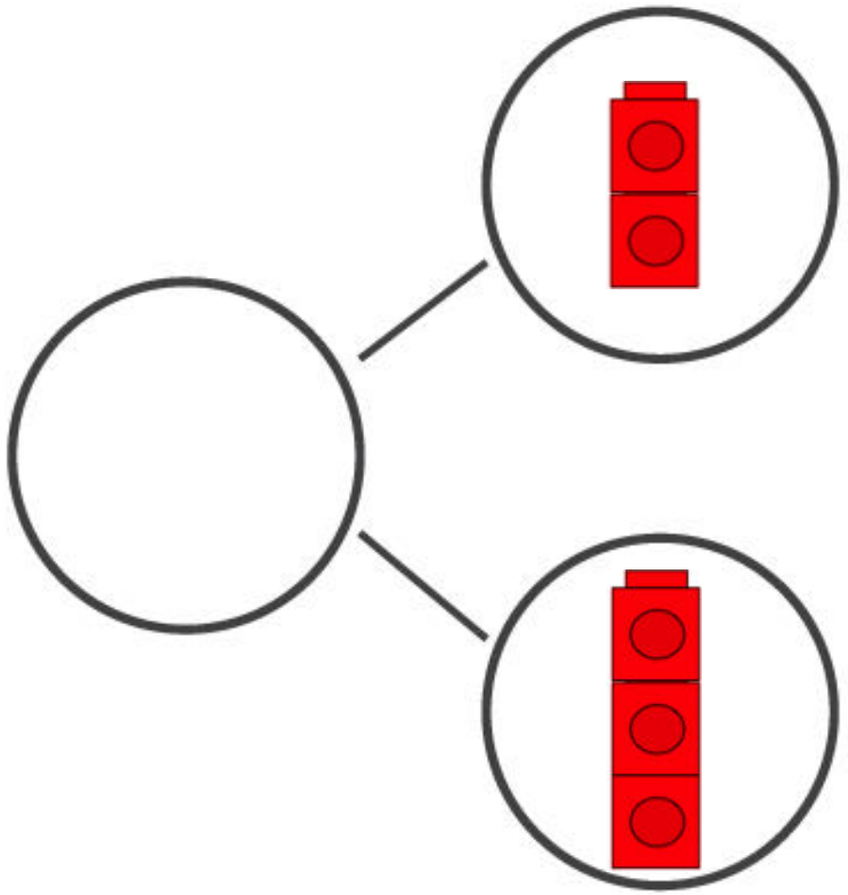
Now, let’s pretend it is time for the students to go home to two houses. Break your 5-stick into two pieces, and send each piece home on one of the paths. Put them in your hoops. What do you have now?



Concept Development (25 min)

Gently turn your number bond to see it a different way.

Does your story change?



Concept Development (25 min)

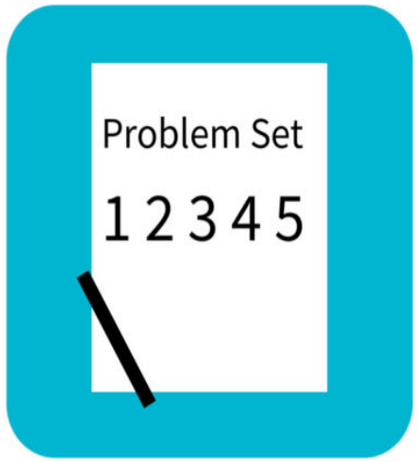
We can make number bonds to show what you have! Tell me your stories. I will draw how many students were at the party and then what happened when they went home. (Demonstrate several student examples using linking cube sketches in the bonds.)

Concept Development (25 min)

In the first picture, I can see that 5 students is the same as 1 student and 4 students. Could we show this with our fingers? Show me 1 on your left hand and 4 on your right hand. How many fingers are you showing me in all?

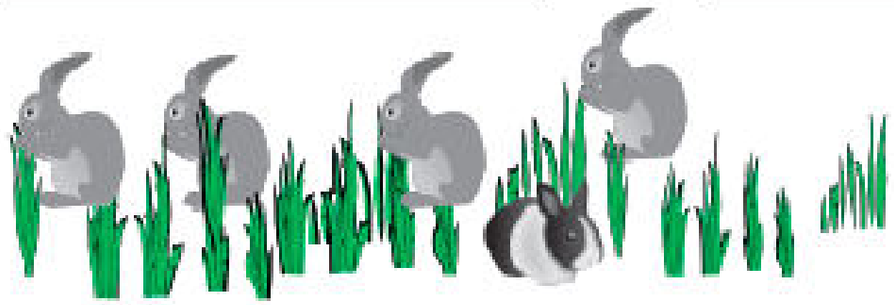
Concept Development (25 min)

What do you see in the other number bonds? Could you show me each of these with your fingers, too? (Allow time for discussion.) Let's practice more of this in our Problem Set.

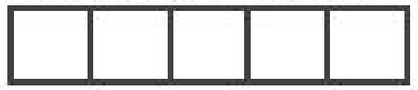


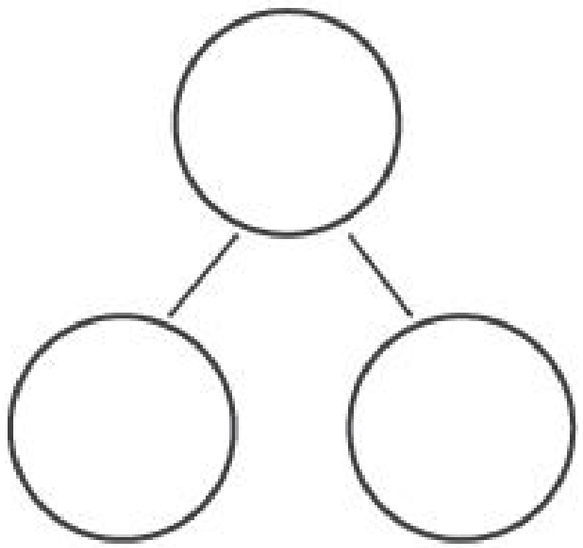
Problem Set (10 min)

Name _____ Date _____

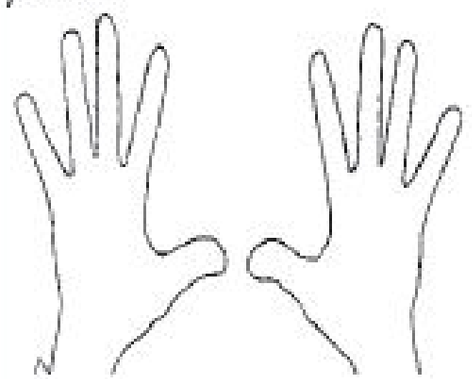


The squares below represent a cube stick. Color the squares to match the rabbits. 4 squares gray. 1 square black. Draw the squares in the number bond.





Show the parts of the number bond on your fingers. Color the fingers you used.



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☐ rabbits and ☐ rabbit make ☐ rabbits.

Debrief (8 min)

- What happened in our number bond when we decided to send the students home from the party?
- Did the whole number of students change when they went home in different groups?
- How did we make our stories into number bonds?
- What did you think about when you were deciding how to break apart your 5-stick?
- How did you show me the number bonds with your fingers?

Debrief (8 min)

- We drew circles in the last number bond on our
- Problem Set. What do the three circles
- represent?
- What do the two circles you drew represent?
- How does drawing little circles instead of cats
- help us in math?
- What happened when we played the games with
- the hula hoops?
- How did you know what we should write in each of the hoops in our number bonds?
- Did our number bond look different when we worked backward, starting with the whole group of birds?