

Eureka Math

Kindergarten Module 4 Lesson 3

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- It is now editable & housed in MY DRIVE.





Materials

- Teacher
 - none



Materials

- Student:
 - Number Order to 5 Sprint (2 copies)
 - Set of 5 linking cubes, number bond (Lesson 1 Template 2) inserted into personal white board
 - Number bond (Lesson 1 Template 2)
 - personal white board

Icons



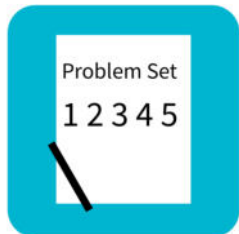
Read, Draw, Write



Learning Target



Personal White Board



Problem Set



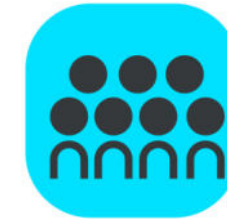
Manipulatives Needed



Fluency



Think Pair Share



Whole Class



Individual



Partner



Small Group



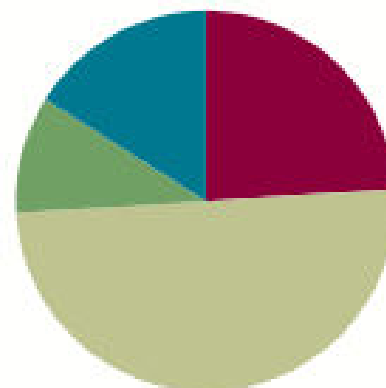
Small Group Time

Lesson 3

Objective: Represent composition story situations with drawings using numeric number bonds.

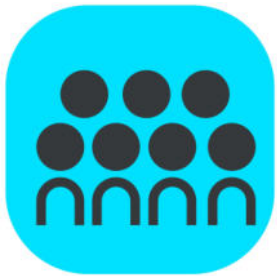
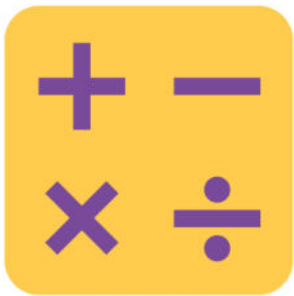
Suggested Lesson Structure

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





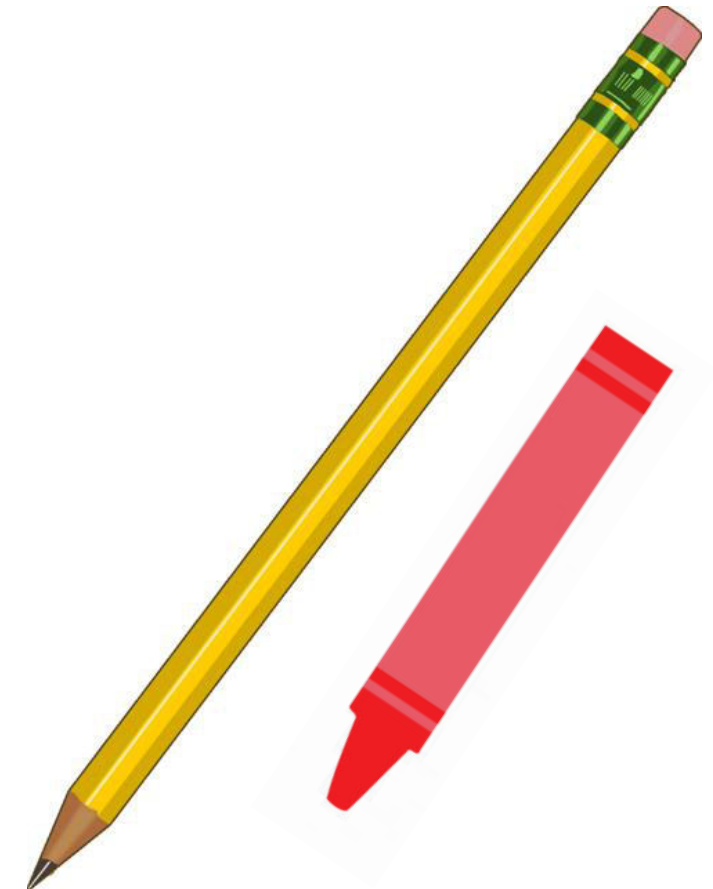
I can represent story situations with drawings using number bonds.



Sprint: Number Order to 5

(12 min)

A STORY OF UNITS		Lesson 3 Sprint		K•4
Fill in the missing number.				
0, 1, 2, 3, 4, _____	_____	4, 3, 2, 1, 0		
0, 1, 2, 3, _____, 5	5, _____	3, 2, 1, 0		
0, 1, 2, _____, 4, 5	5, 4, _____	2, 1, 0		
0, 1, _____, 3, 4, 5	5, 4, 3, _____	1, 0		
0, _____, 2, 3, 4, 5	5, 4, 3, 2, _____	0		
_____, 1, 2, 3, 4, 5	5, 4, 3, 2, 1, _____			
0, _____, 2, 3, 4, 5	0, 1, 2, 3, _____	5		
0, 1, _____, 3, 4, 5	5, 4, _____	2, 1, 0		
0, 1, 2, _____, 4, 5	0, 1, _____	3, 4, 5		
0, 1, 2, 3, _____, 5	_____, 1, 2, 3, 4, 5			





Application Problem

(5 min)

Chris has 3 baseball cards. Use your cubes to show his cards.

Katharine has 2 baseball cards. Show her cards with your cubes.

Now, with your cubes, show how many cards they have together.

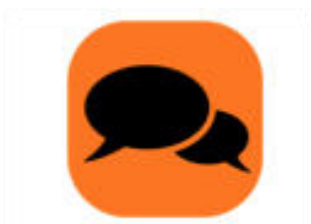


Application Problem

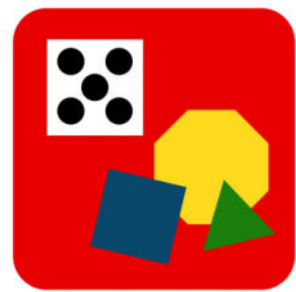
(5 min)

Make a picture on your personal white board to show the story.

Can you make a number bond picture about your story?

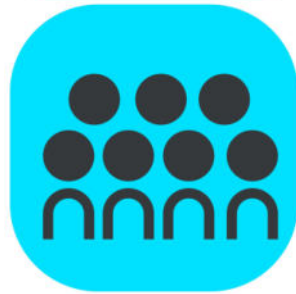


Talk about your work with your partner.



Concept Development

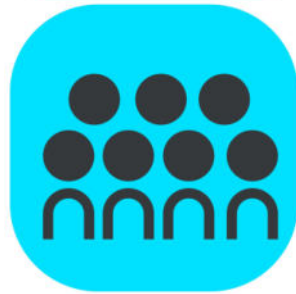
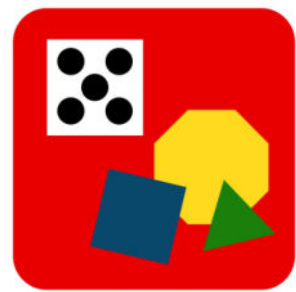
(25 min)



Two squirrels were playing in the park. Two more squirrels came to join them.

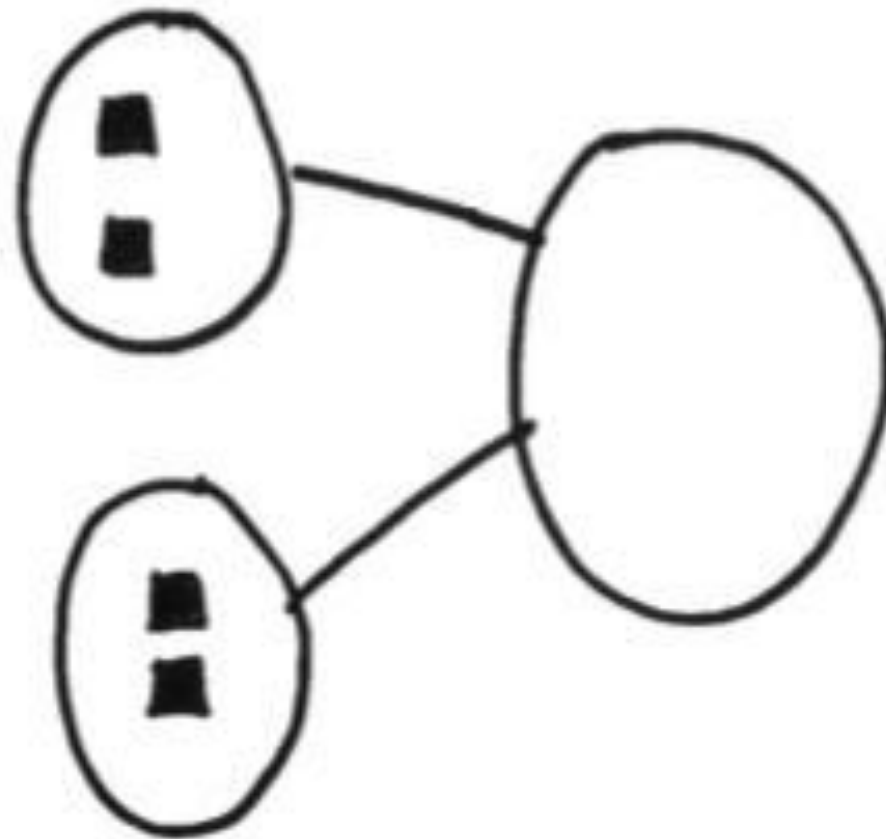
In one of your hoops, one of the parts, draw squares to show the squirrels that were first playing in the park.

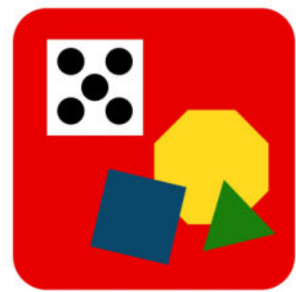
In another hoop, the other part, draw squares to show the squirrels that joined them.



Concept Development

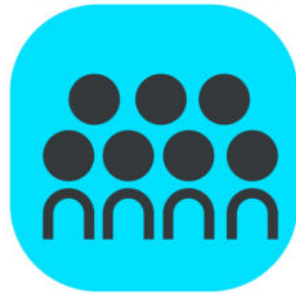
(25 min)





Concept Development

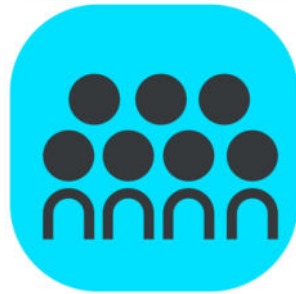
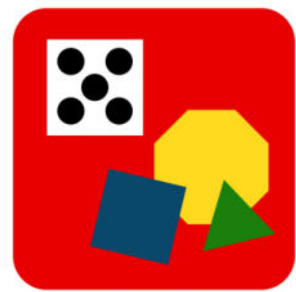
(25 min)



Where would we draw the squares to show all of the squirrels together?

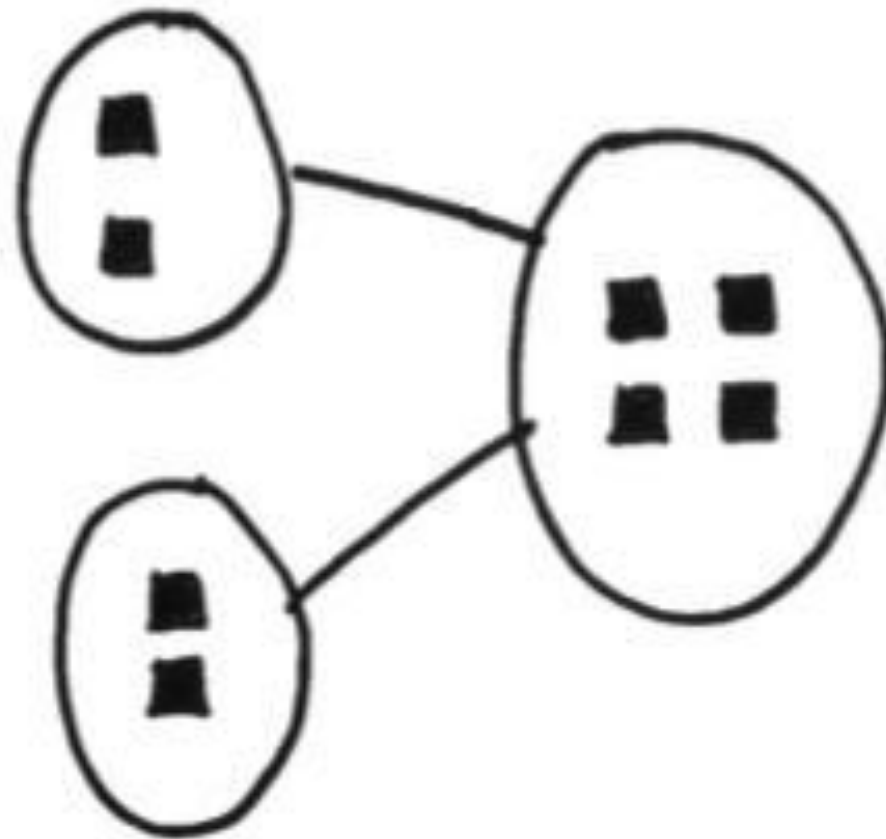
Draw squares for all of the squirrels together in the whole.

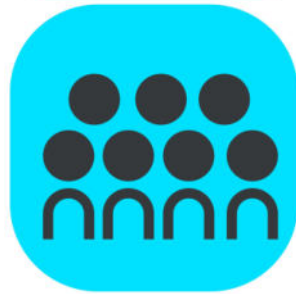
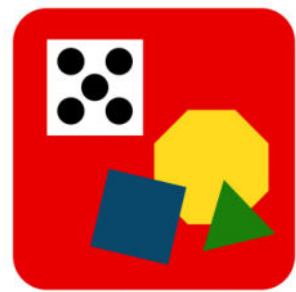
Finish your number bond on your personal white board, and hold it up.



Concept Development

(25 min)



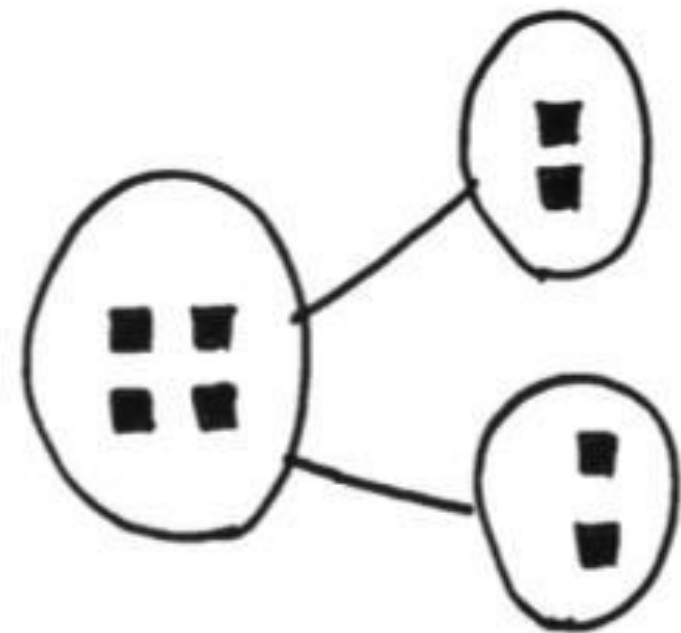
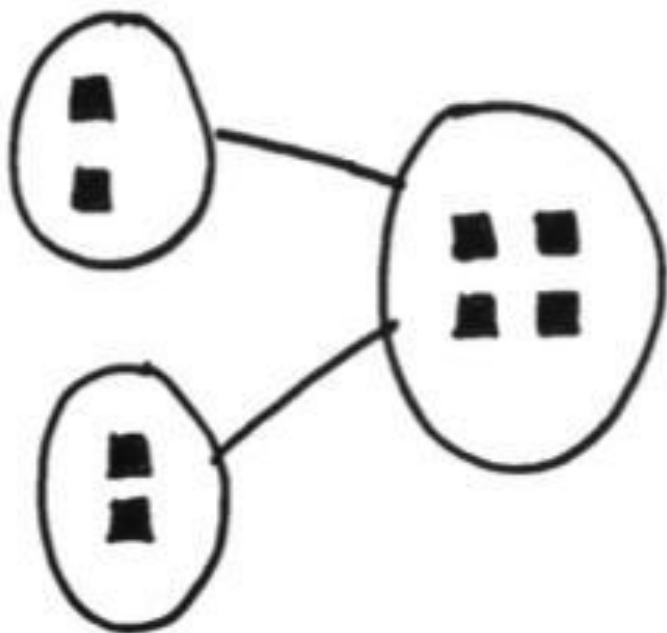


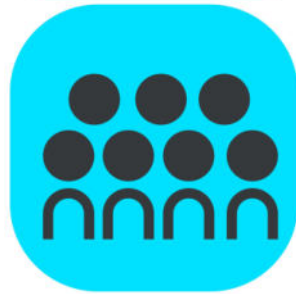
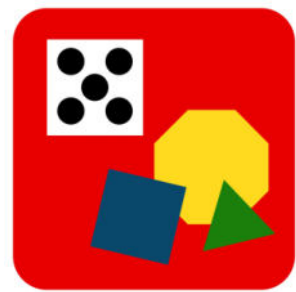
Concept Development

(25 min)

What would happen if we turned our number bond around so the whole is on the left? Try it.

Does it change our story?

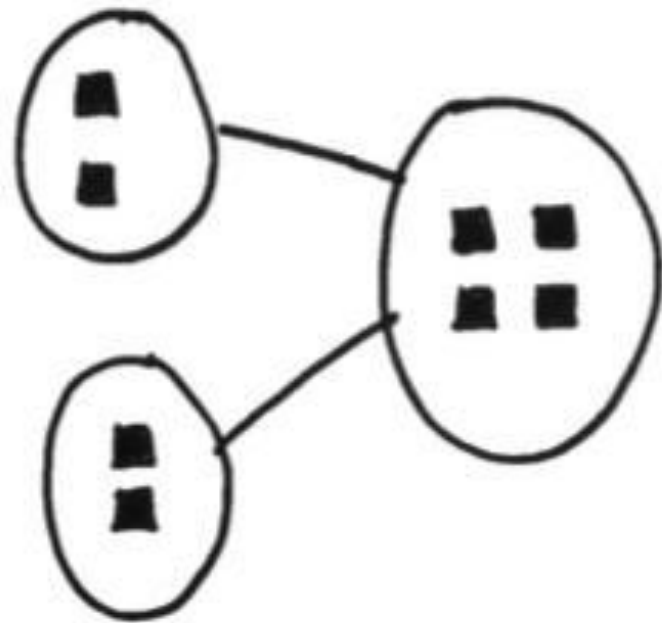




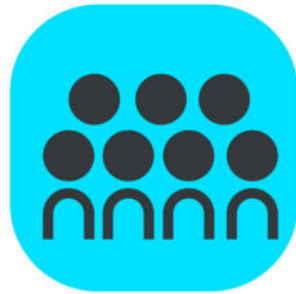
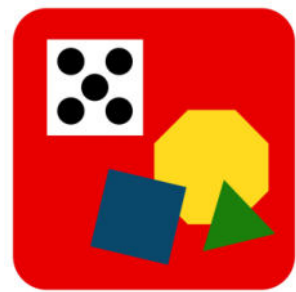
Concept Development

(25 min)

How many squares are in this part?



Can we erase the squares in that part and write a 2 instead? Would that be fair?

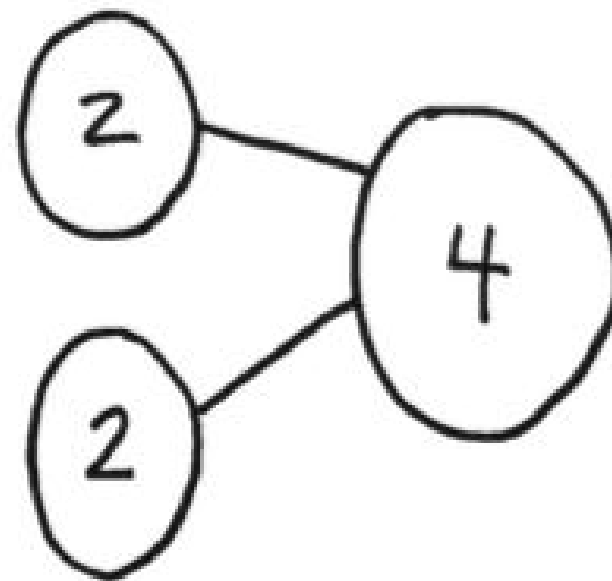
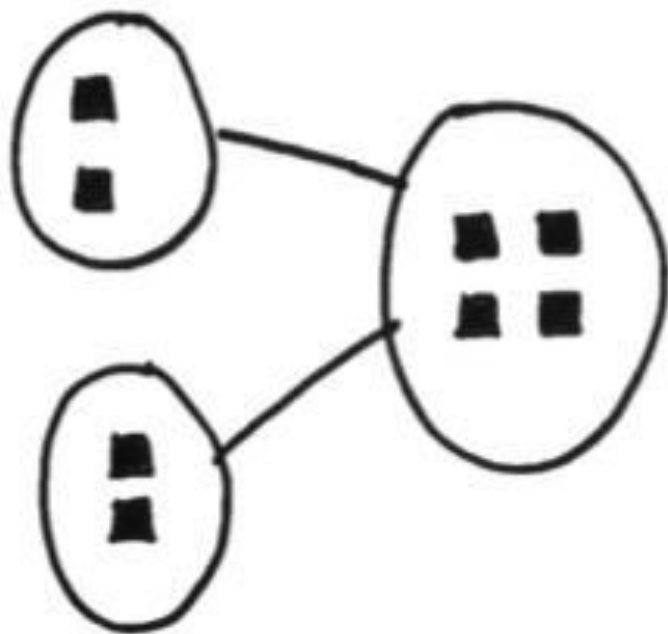


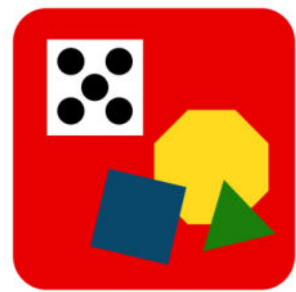
Concept Development

(25 min)

Let me replace my squares with numbers.

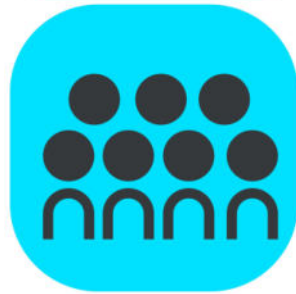
Have I changed anything about the story?



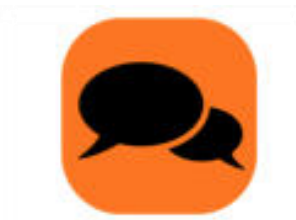


Concept Development

(25 min)



Count the squares in each of your hoops, erase them, and write the numbers instead.

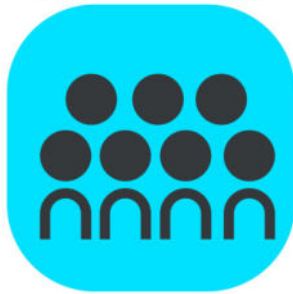


Turn and talk to your partner about the secret shortcut.



Concept Development

(25 min)



Listen to my next story, and draw a picture on your personal white boards to show what happens.

John read 3 picture books one night. Draw his books.

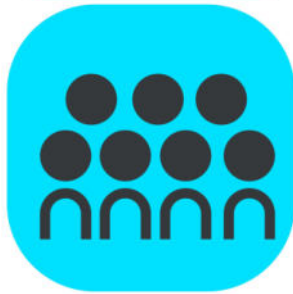
The next night, he read 2 more picture books. Draw his new books.

How many books did John read?



Concept Development

(25 min)



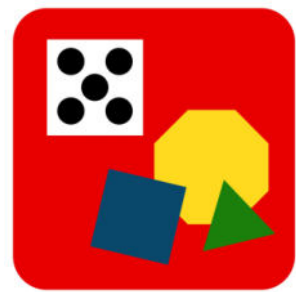
Hold up your board to show me John's books.

Let's use our secret shortcut to make a number bond for this story. How many books did John read the first night?

Write the number 3 in this part of the number bond.

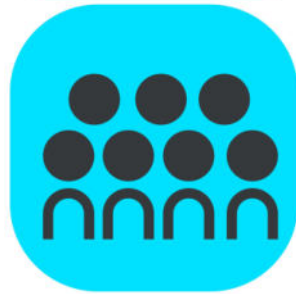
How many books did he read the second night?

Write the number 2 in this part of the number bond.



Concept Development

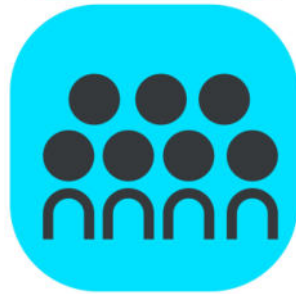
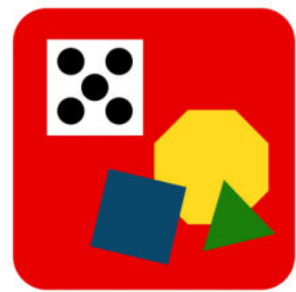
(25 min)



Now, turn and talk to your partner to find out how many books John read in all.

How many?

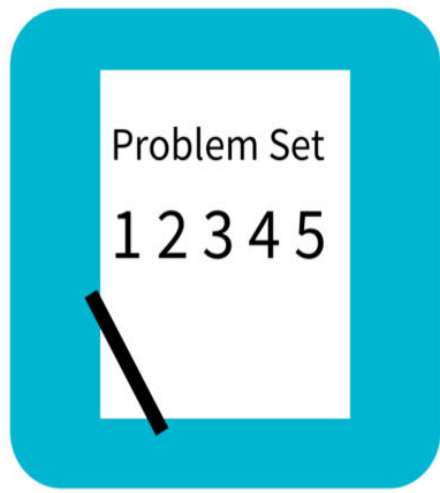
Write the number 5 in the whole part of the number bond. We did it! Hold up your board!



Concept Development

(25 min)

Use other combinations to create additional number bonds. For example, “What if John had read only 1 book the first night and 4 the second? How would that change our number bond? Could you write the number bonds using only numbers?” Let students practice writing the bonds without demonstrating on the board.



Problem Set

(10 min)

A STORY OF UNITS Lesson 3 Problem Set K•4

Name _____ Date _____

Draw the shapes and write the numbers to complete the number bonds.

A number bond diagram with a large circle on the left containing five smiley faces (three red, two white). It is connected by lines to two empty circles on the right. Above the bond are five smiley faces: three red and two white.

A number bond diagram with a large circle on the left containing the number 5. It is connected by lines to two empty circles on the right.

A number bond diagram with a large circle on the left containing a red triangle and two blue squares. It is connected by lines to two empty circles on the right. Above the bond are a red triangle and two blue squares.

A number bond diagram with a large circle on the left containing two empty circles. It is connected by lines to two empty circles on the right.

A number bond diagram with a large circle on the left containing two empty circles. It is connected by lines to two empty circles on the right.

EUREKA MATH™ Lesson 3: Represent composition story situations with drawings using numeric number bonds. 42

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Debrief (8 min)

What is a part? What is the whole? How do they work together?

Does it matter if we use pictures or numbers to show a story? Does it matter if we use pictures or numbers in our number bond? Why or why not?



Debrief (8 min)

Look at the smiley faces on your Problem Set. Did your neighbor put the red (gray) faces and the white faces in the same parts as you did? Does it matter where we draw the smiley faces that are in the parts?

What is the fastest way to tell about the triangles and squares in a number bond? Drawing the shapes or writing the numbers?

Does it make a difference where I write the numbers in the number bond?