Eureka Math

Kindergarten
Module 4
Lesson 5

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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.
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- ➢ Choose MAKE A COPY and rename your presentation.
- ➢ Google Slides will open your renamed presentation.
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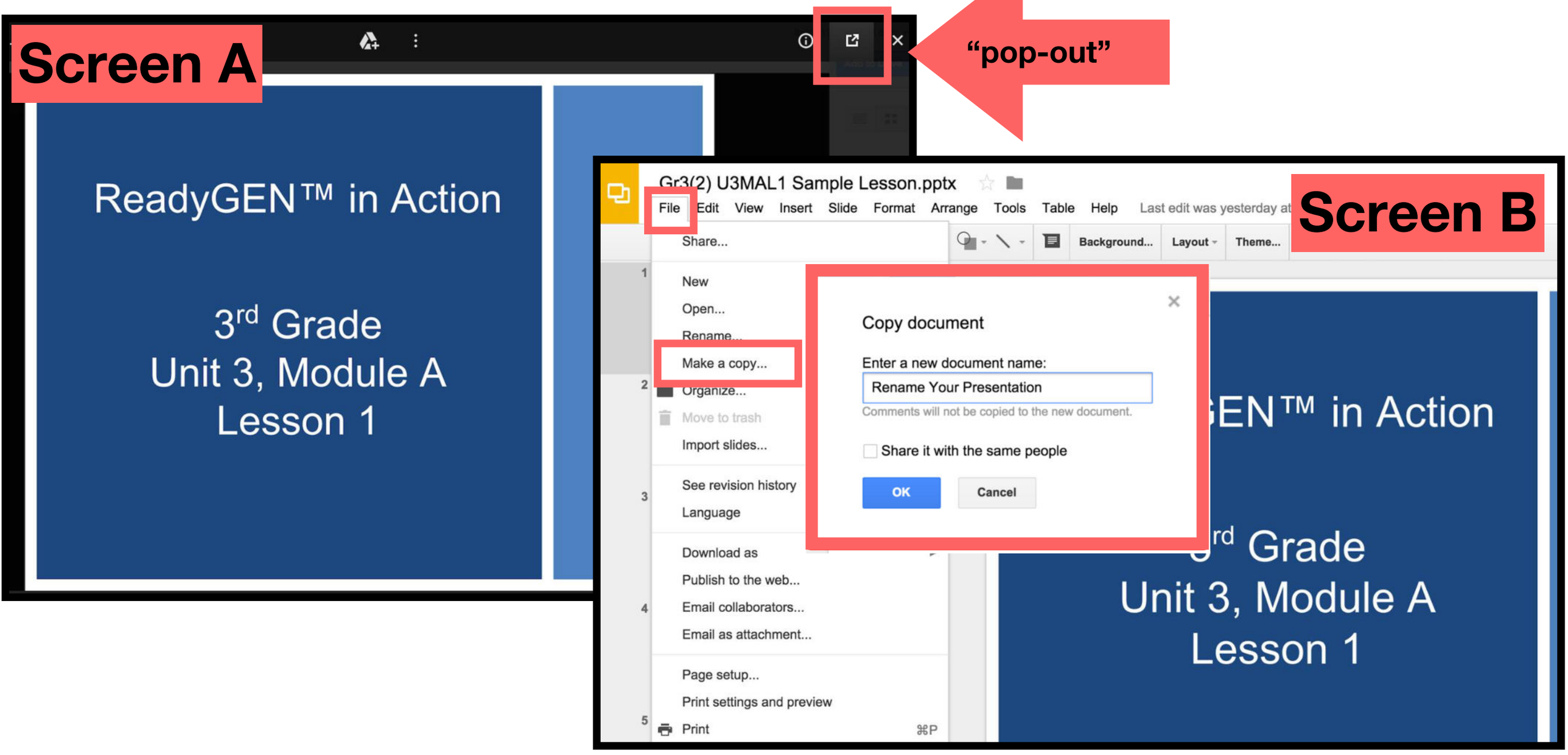


Materials

- Teacher
  - 20-bead Rekenrek
  - White board and various color markers

Materials

- Student:
  - 5 beans
  - make a bond of 5 (Fluency Template) inserted into personal white board
  - paper or foam square
  - Personal white board
  - Number bond (Lesson 1 Template 2)

Icons

Read, Draw, Write

Learning Target

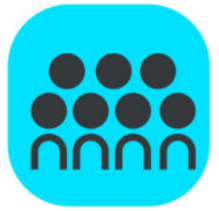
Personal White Board

Problem Set

Manipulatives Needed

Fluency

Think Pair Share



Whole Class

Individual

Partner

Small Group

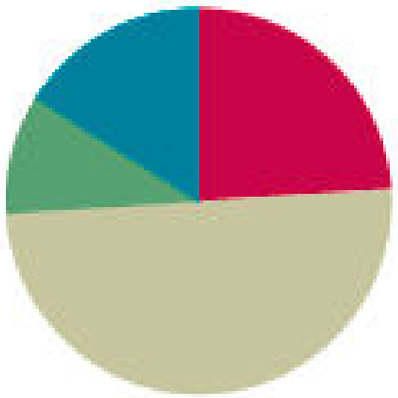
Small Group Time

Lesson 5

Objective: Represent composition and decomposition of numbers to 5 using pictorial and 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 composition and decomposition of numbers to 5 using picture and number number bonds.

Counting the Say Ten Way with the Rekenrek (5 min)

We can count with the Rekenrek the same way we do our Say Ten push-ups. (Keep the screen on the right side of the Rekenrek to cover the beads that are not being counted. Slide over all of the beads on the top row.) How many do you see?

Counting the Say Ten Way with the Rekenrek (5 min)

Here’s 1 more. (Slide over 1 bead on the bottom row.) How many do you see?

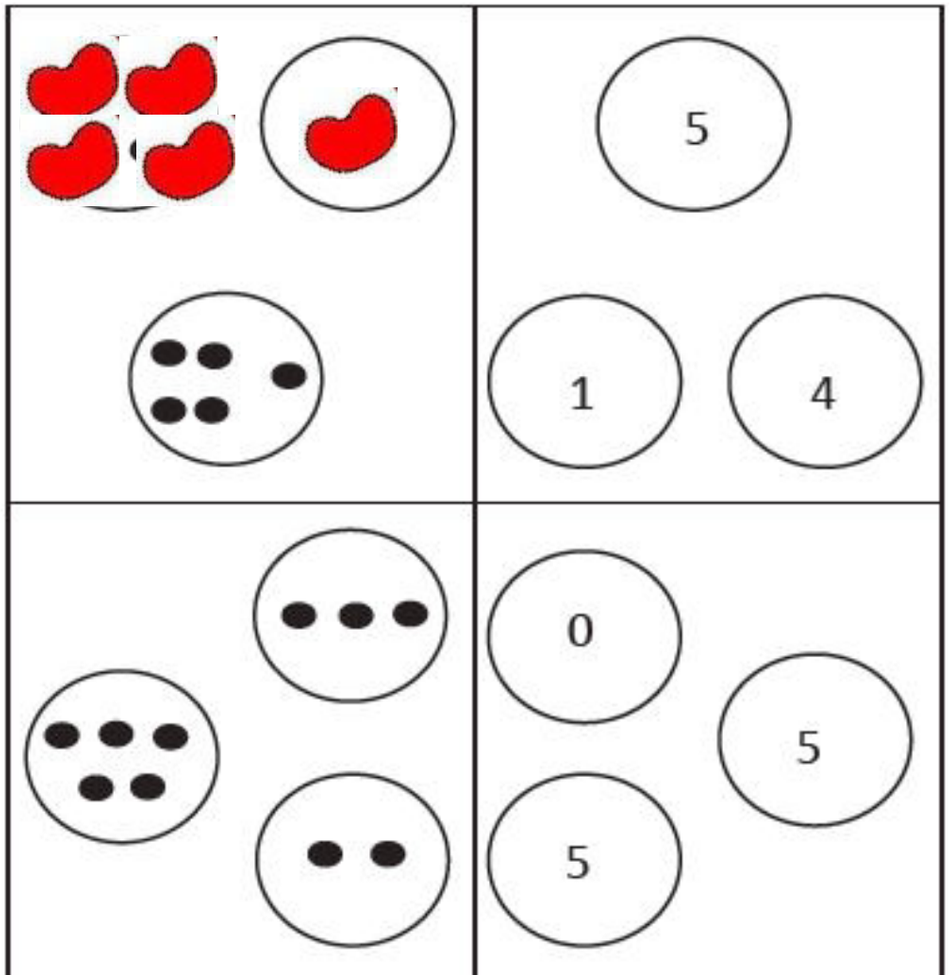
(Slide 1 more bead over on the bottom row.) How many do you see

(Slide 1 more bead over on the bottom row.) How many do you see?

Continue...

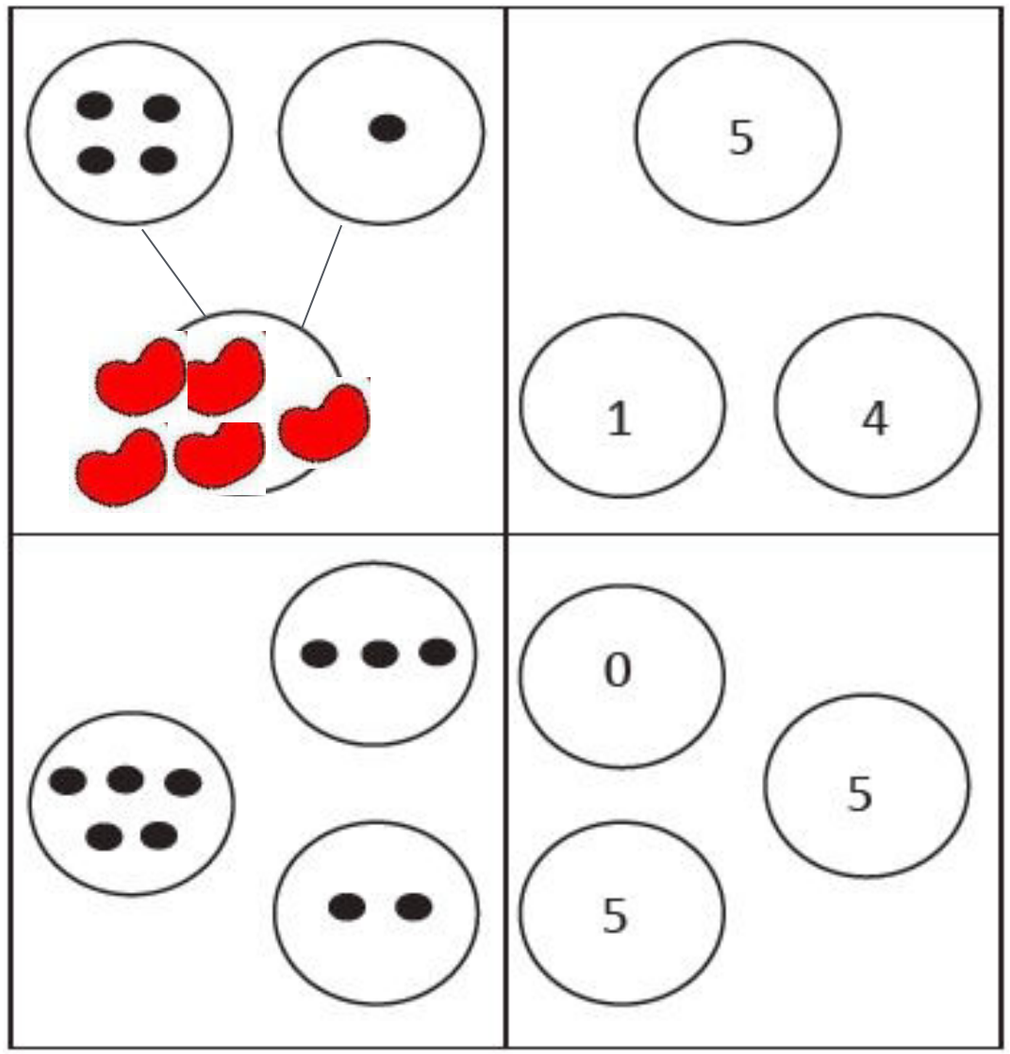
Draw to Make a Bond of 4 (4 min)

Take out 5 beans. Point to the first number bond. Put 4 beans on top of the 4 dots and 1 bean on top of the 1 dot.



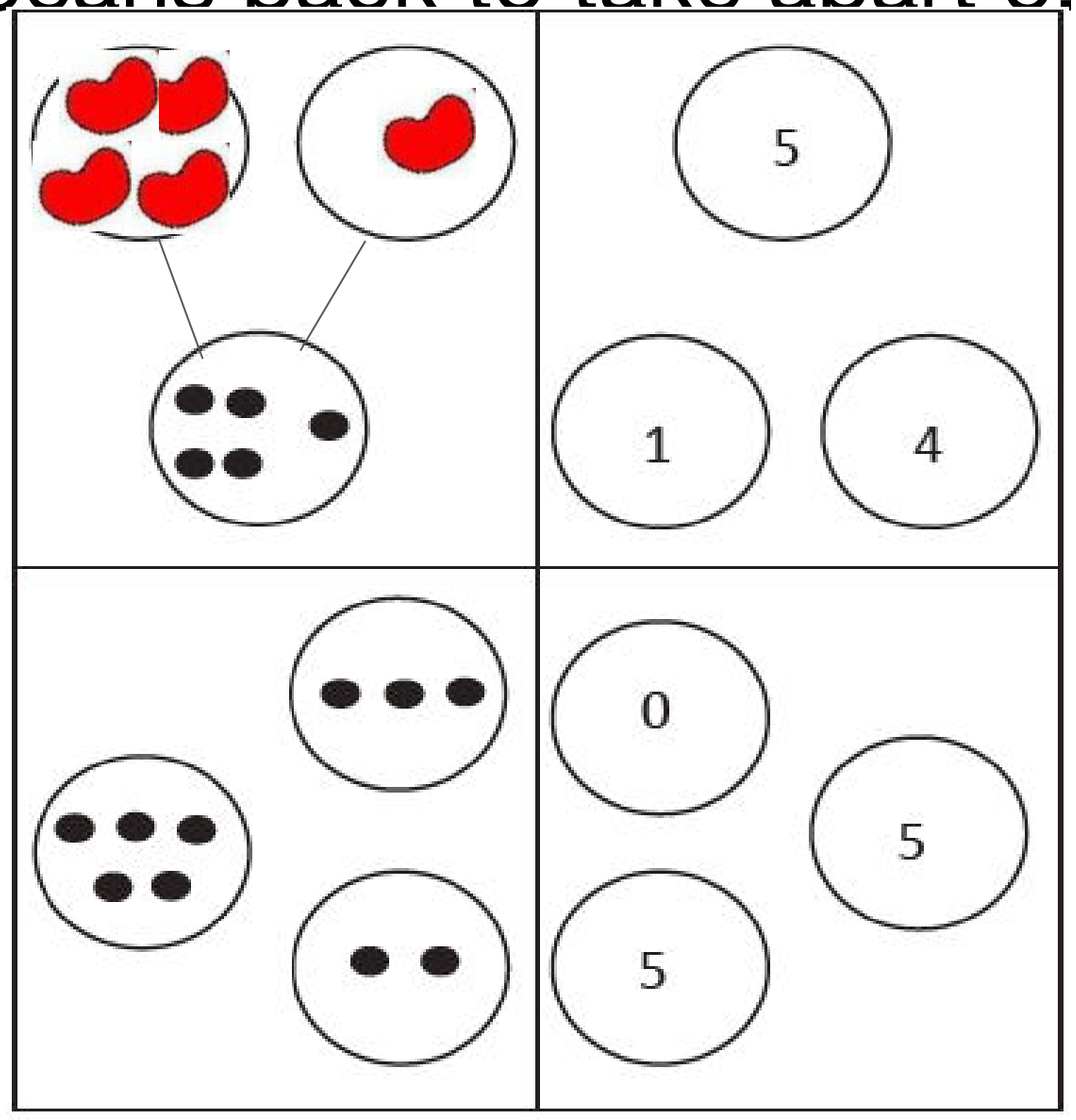
Draw to Make a Bond of 4 (4 min)

Our job is to make 5. First, draw lines and then slide your beans along the lines to make 5.



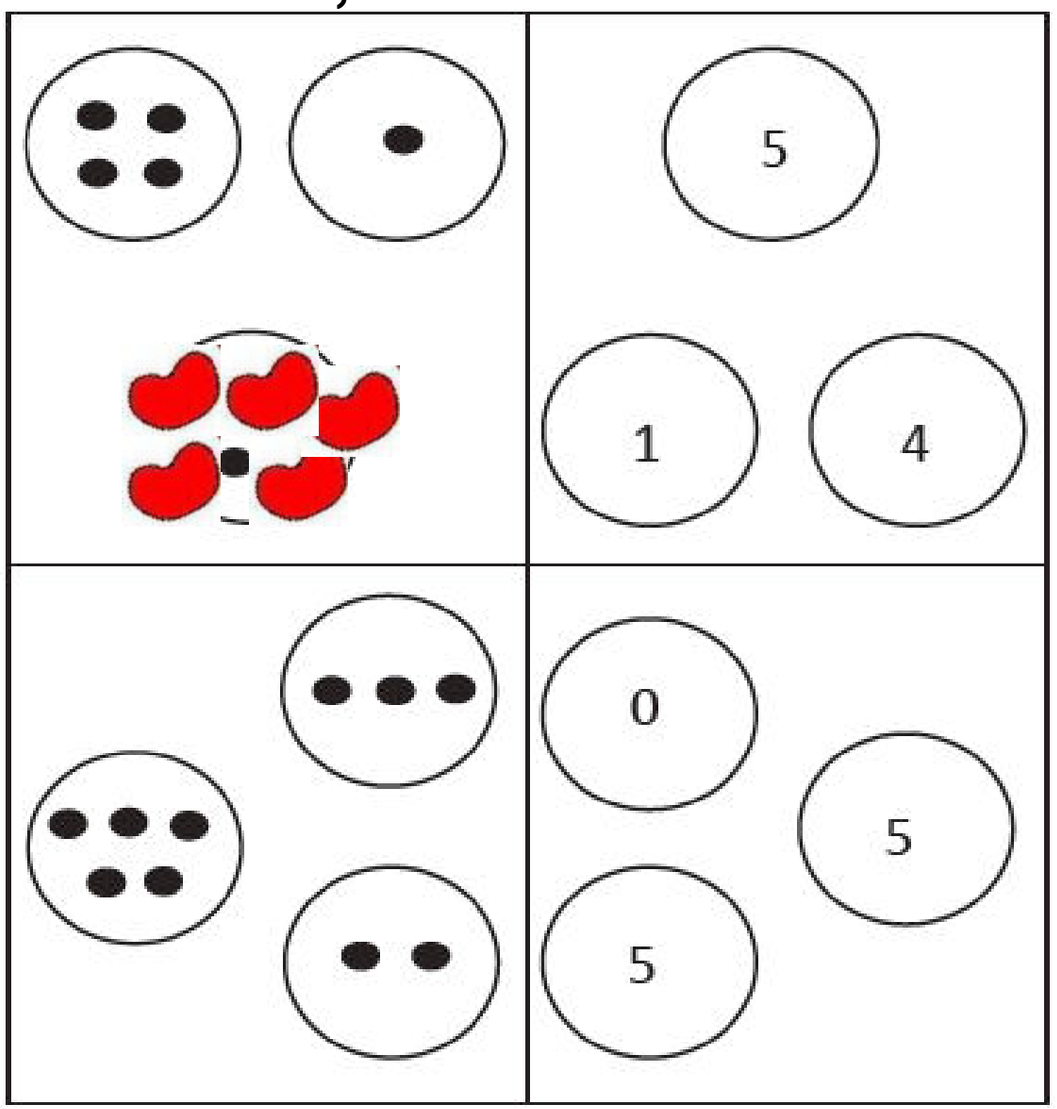
Draw to Make a Bond of 4 (4 min)

Now, slide your beans back to take apart 5.



Draw to Make a Bond of 4 (4 min)

Let’s slide the beans again, and this time, tell how to make 5, like this 4 and 1 make 5.

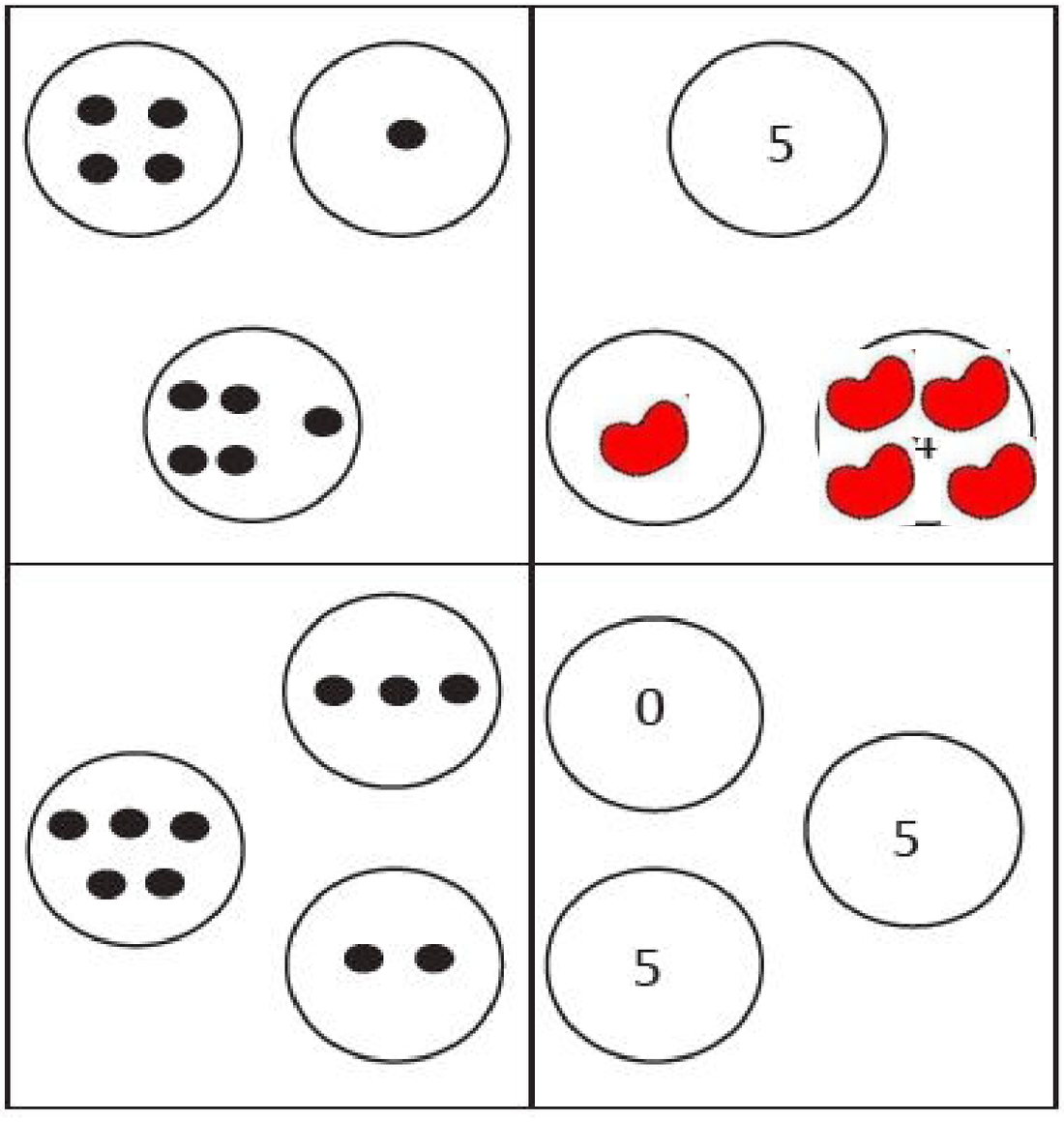


Draw to Make a Bond of 4 (4 min)

Take them apart again.

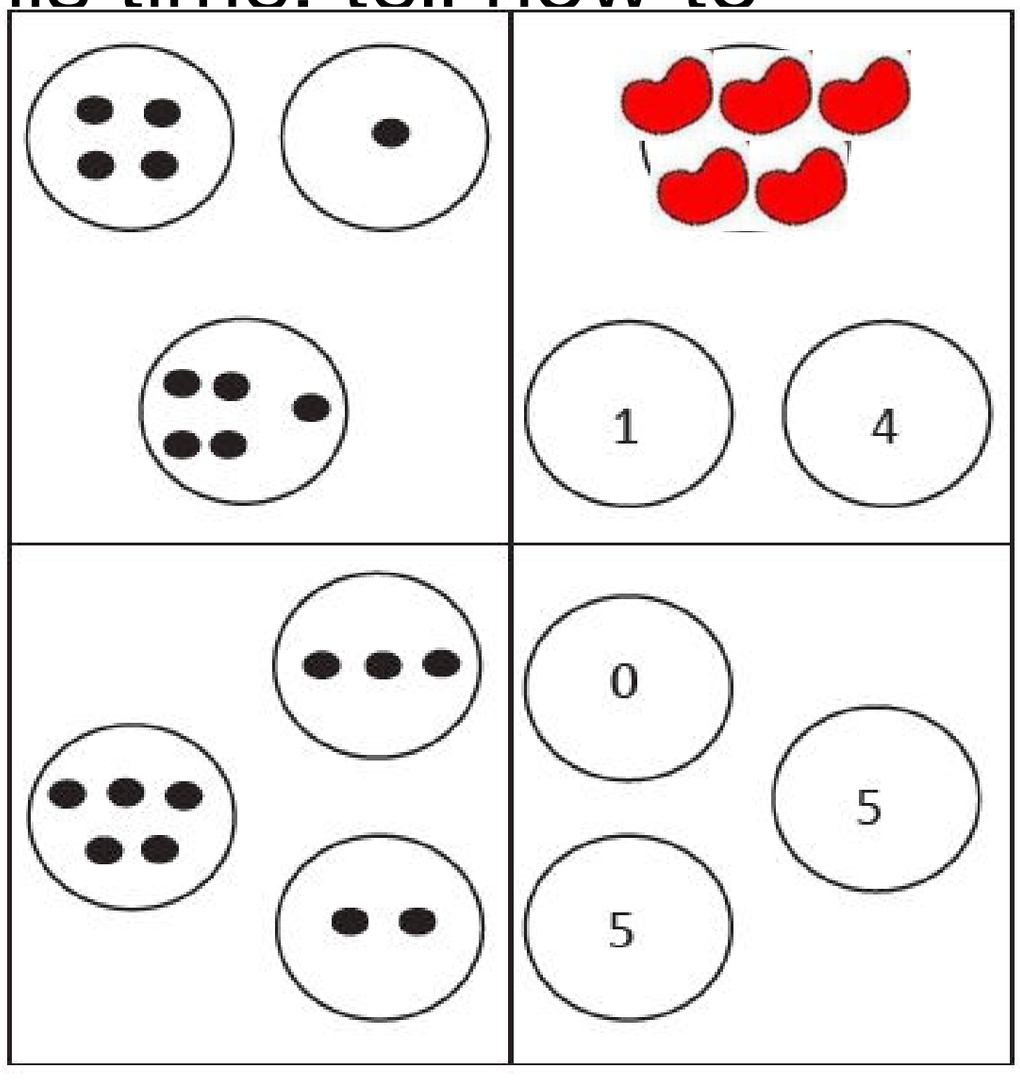
This time, we'll flip it:

1 and 4 make 5.



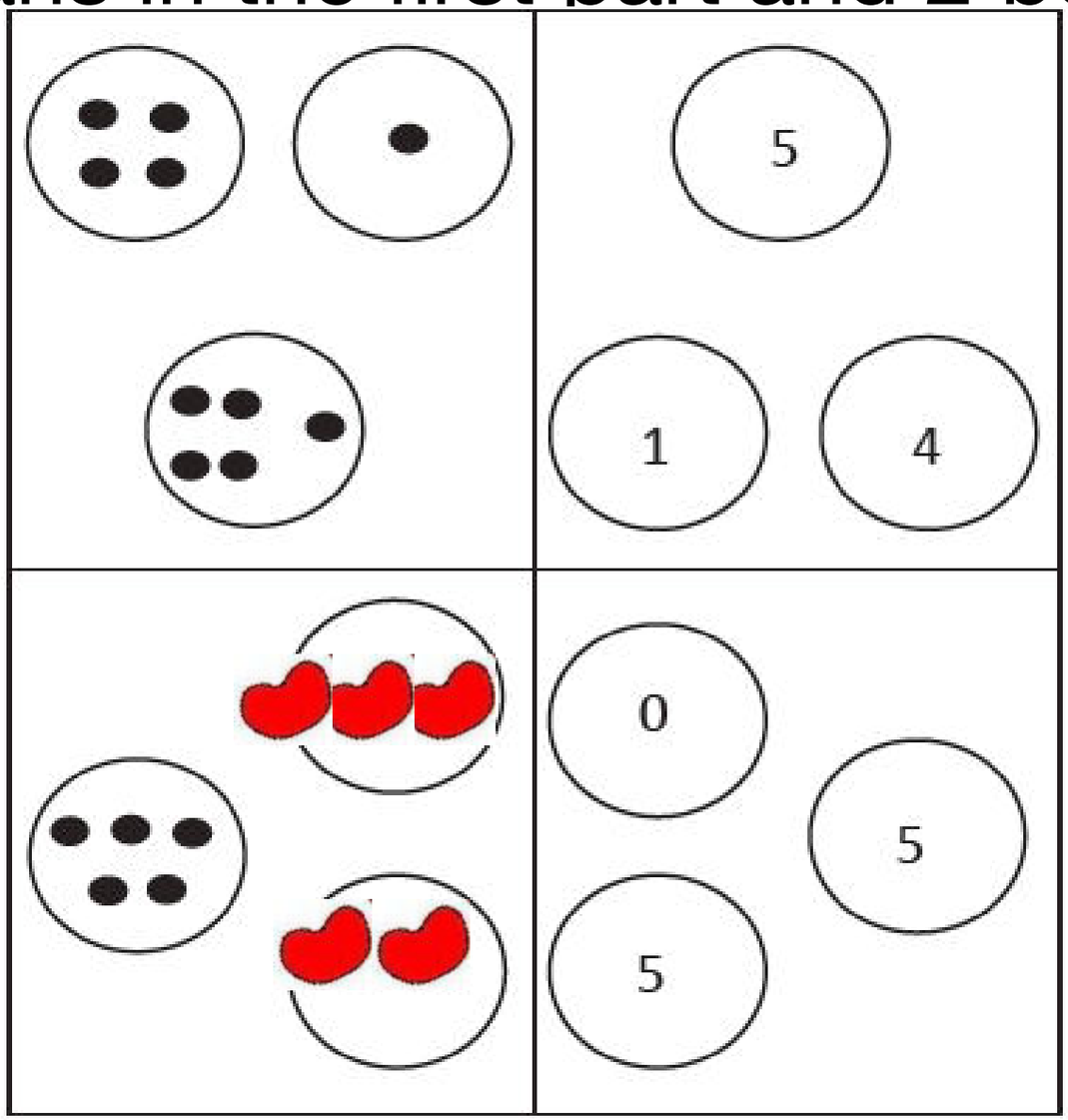
Draw to Make a Bond of 4 (4 min)

Let’s slide the beans again, and this time. tell how to make 5, like this 1 and 4 make 5.



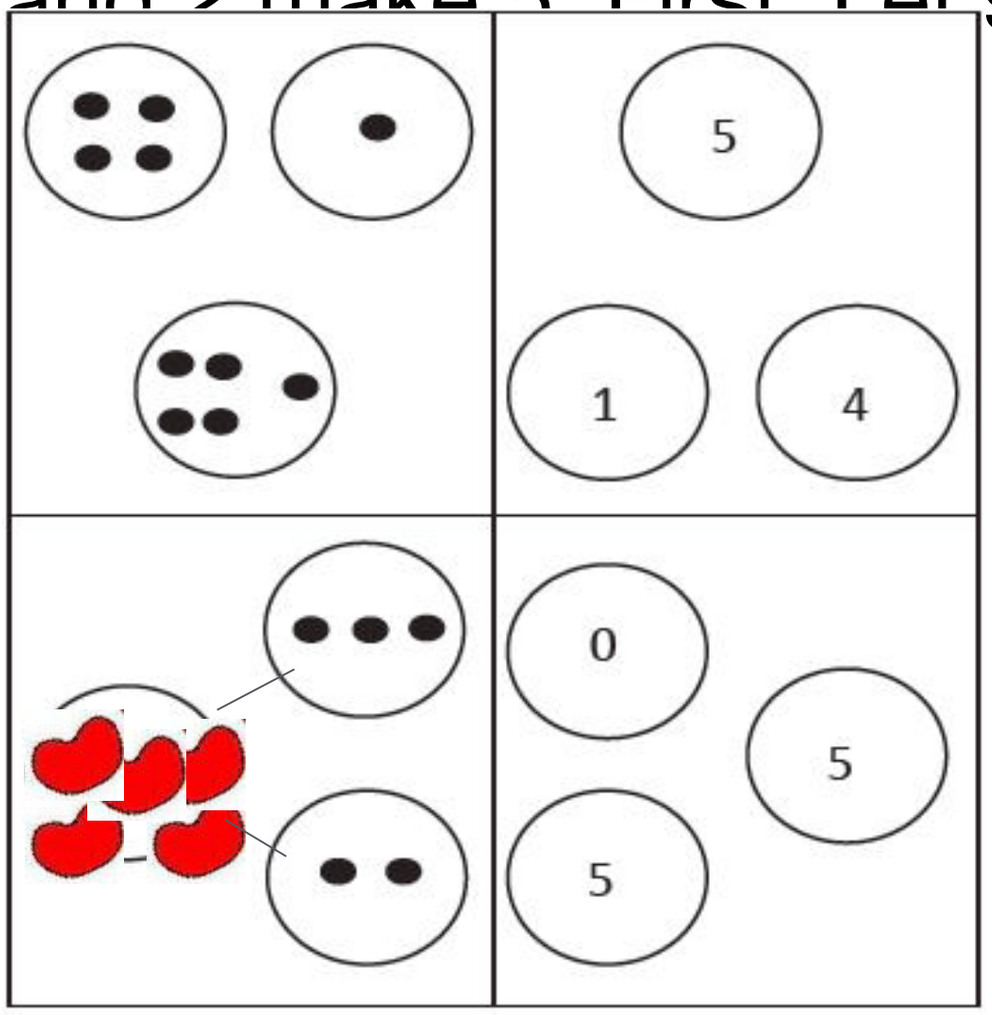
Draw to Make a Bond of 4 (4 min)

Now let's try 3 beans in the first part and 2 beans in the other part.



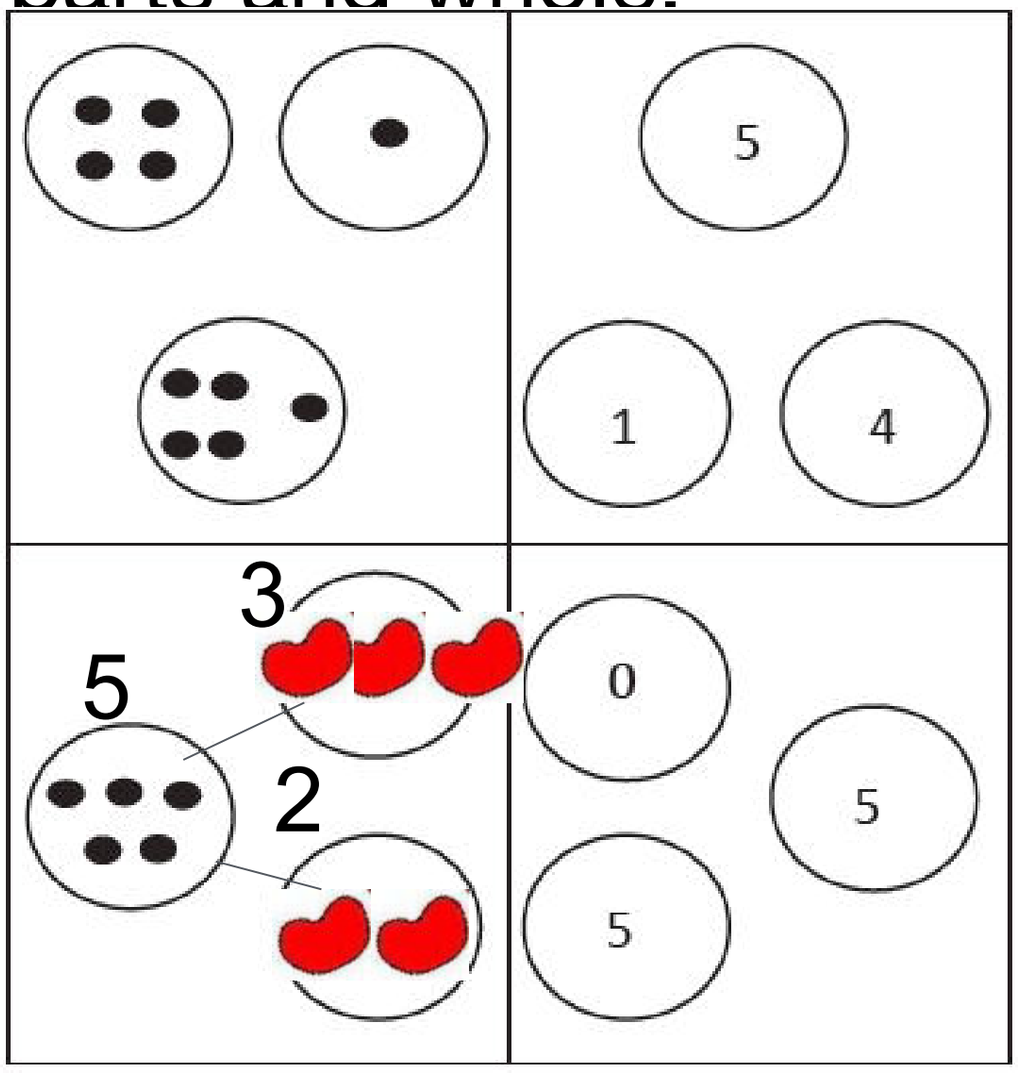
Draw to Make a Bond of 4 (4 min)

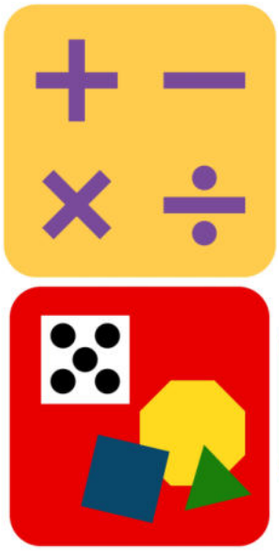
Let’s slide the beans again, and this time, tell how to make 5, like this 3 and 2 make 5. First, Let’s draw lines.



Draw to Make a Bond of 4 (4 min)

Now, slide your beans back to take apart 5. Write the numbers in the parts and whole.





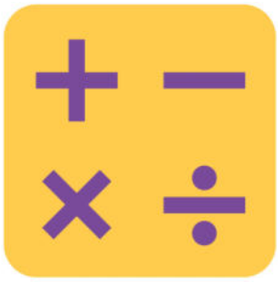
Making 4 with Squares and Beans (4 min)

Touch and count the corners of the square.

Touch and count your beans.

Our job is to make 4. Use 3 beans to mark 3 of the square’s corners. Keep the other one in your hand.

How many beans on your square?



Making 4 with Squares and Beans (4 min)

How many beans in your hand?

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

Echo me, please.

Record this on your number bond.

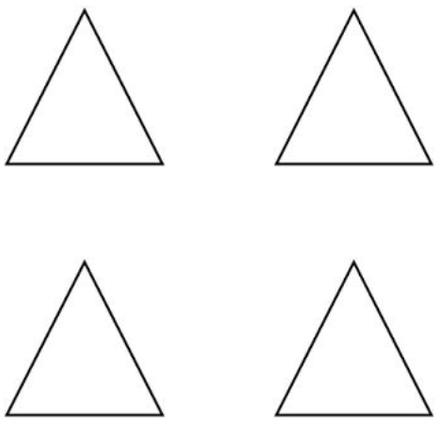
(Continue with all the number combinations, including 4 and 0.)

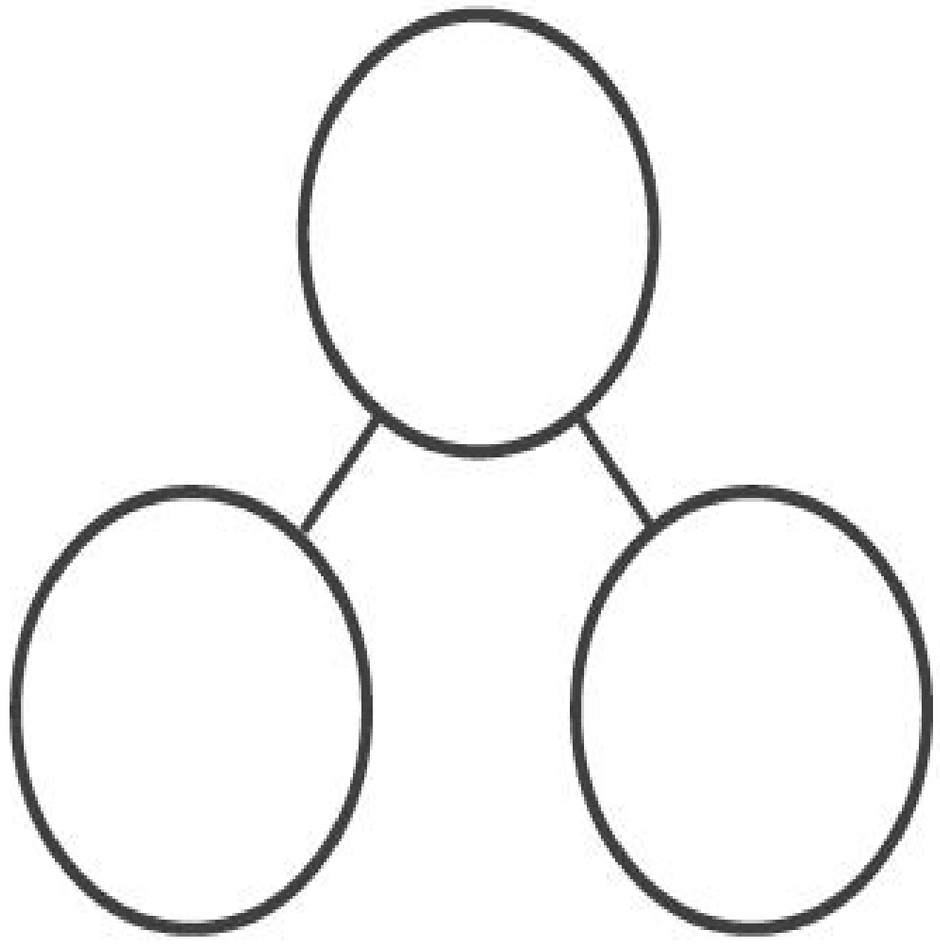
Application Problem (5 min)

Windsor the puppy had 5 juicy bones. He buried some of them in the yard and put some of them by his dish. Draw his bones. Compare your picture to your friend's. Did you make your pictures the same way? Talk to your friend about how your pictures are alike and how they are different. Make a number bond about your problem.

Concept Development (25 min)

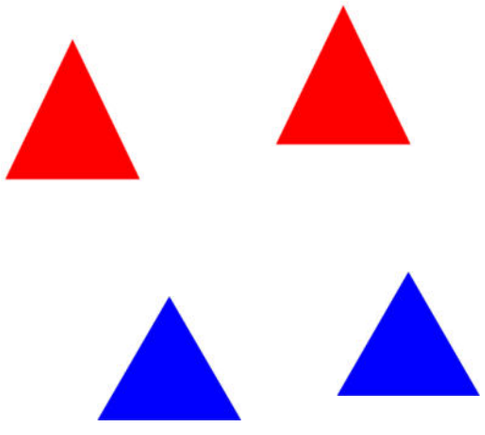
What do you notice on the board?

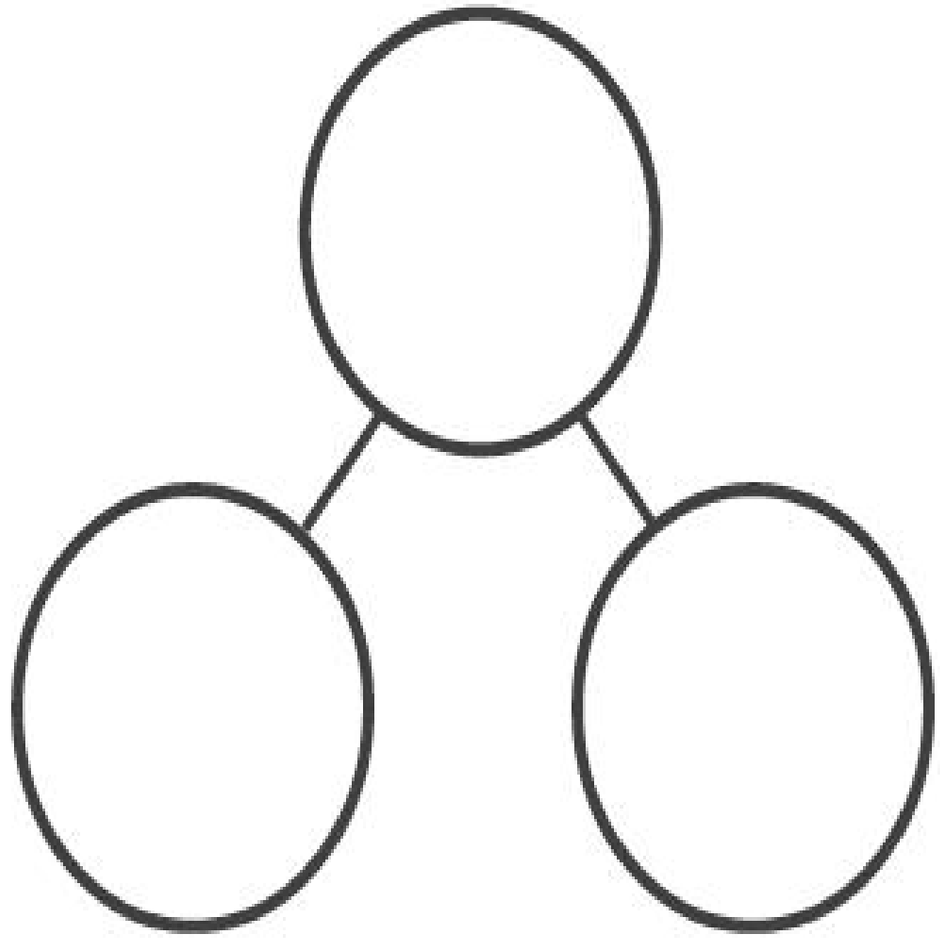




Concept Development (25 min)

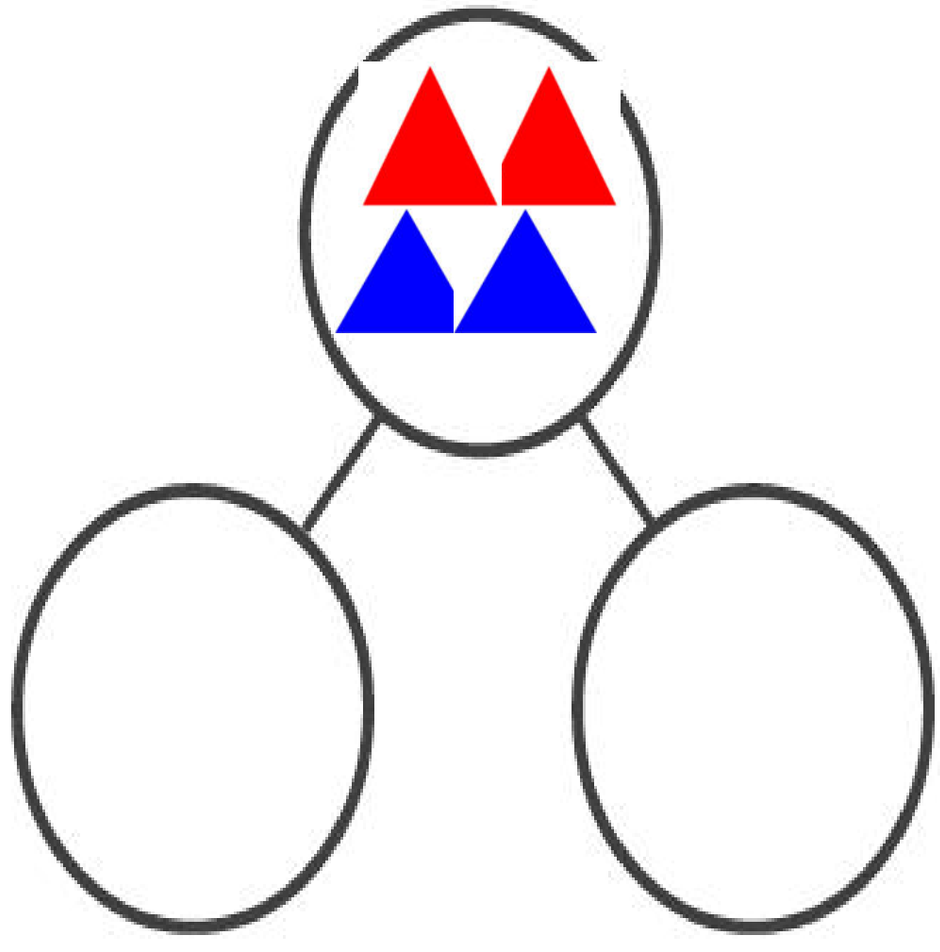
I wonder if we could use these triangles to help me make a number bond. Do you remember some ways we learned to sort shapes earlier this year? Let's color 2 red and 2 blue. What would I do now?





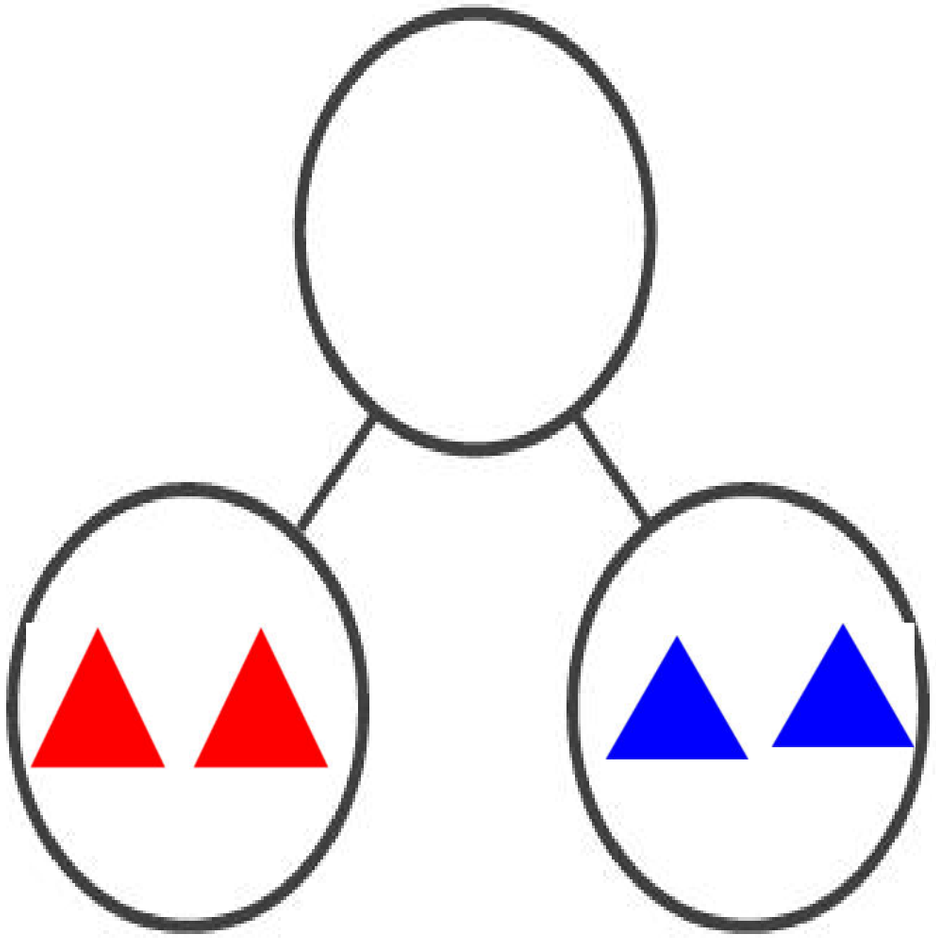
Concept Development (25 min)

Could we put the total number of triangles somewhere in my number bond? In which circle should I draw the whole group of 4 triangles? (Allow time for discussion.) I will draw them in the whole.



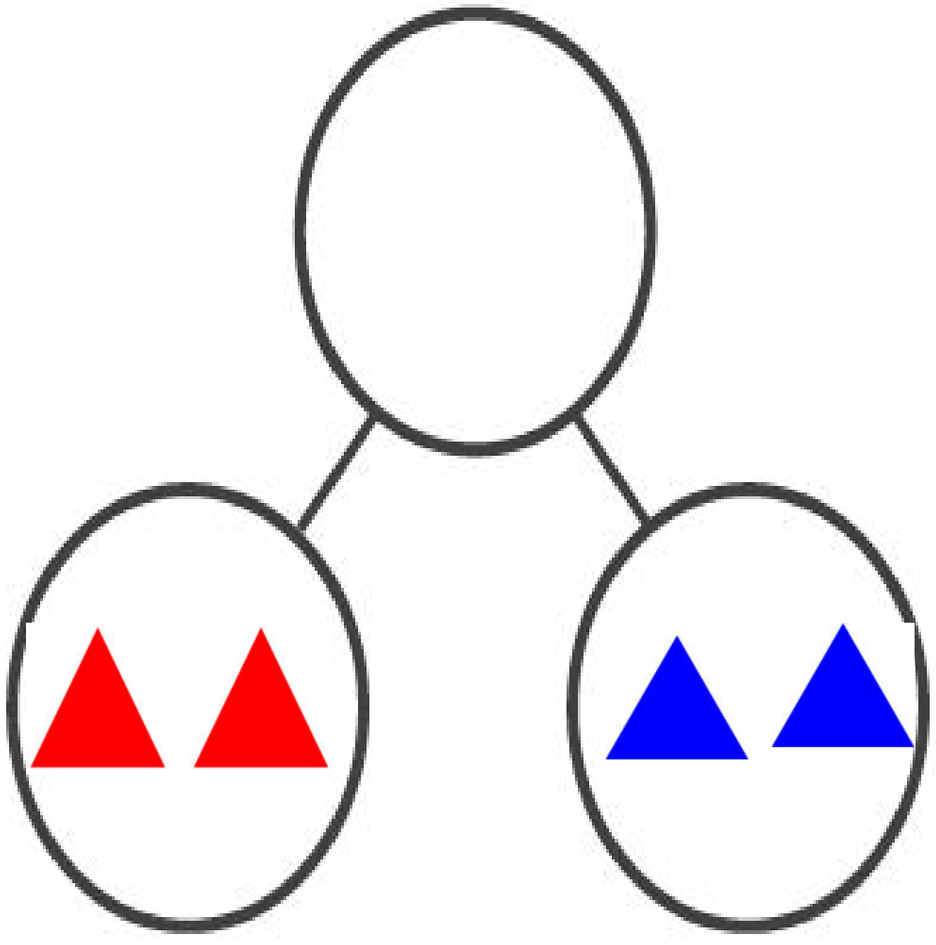
Concept Development (25 min)

Now, where could I draw my set of 2 red triangles? And the blue ones? You are right! Please draw these groups on your number bond mat.



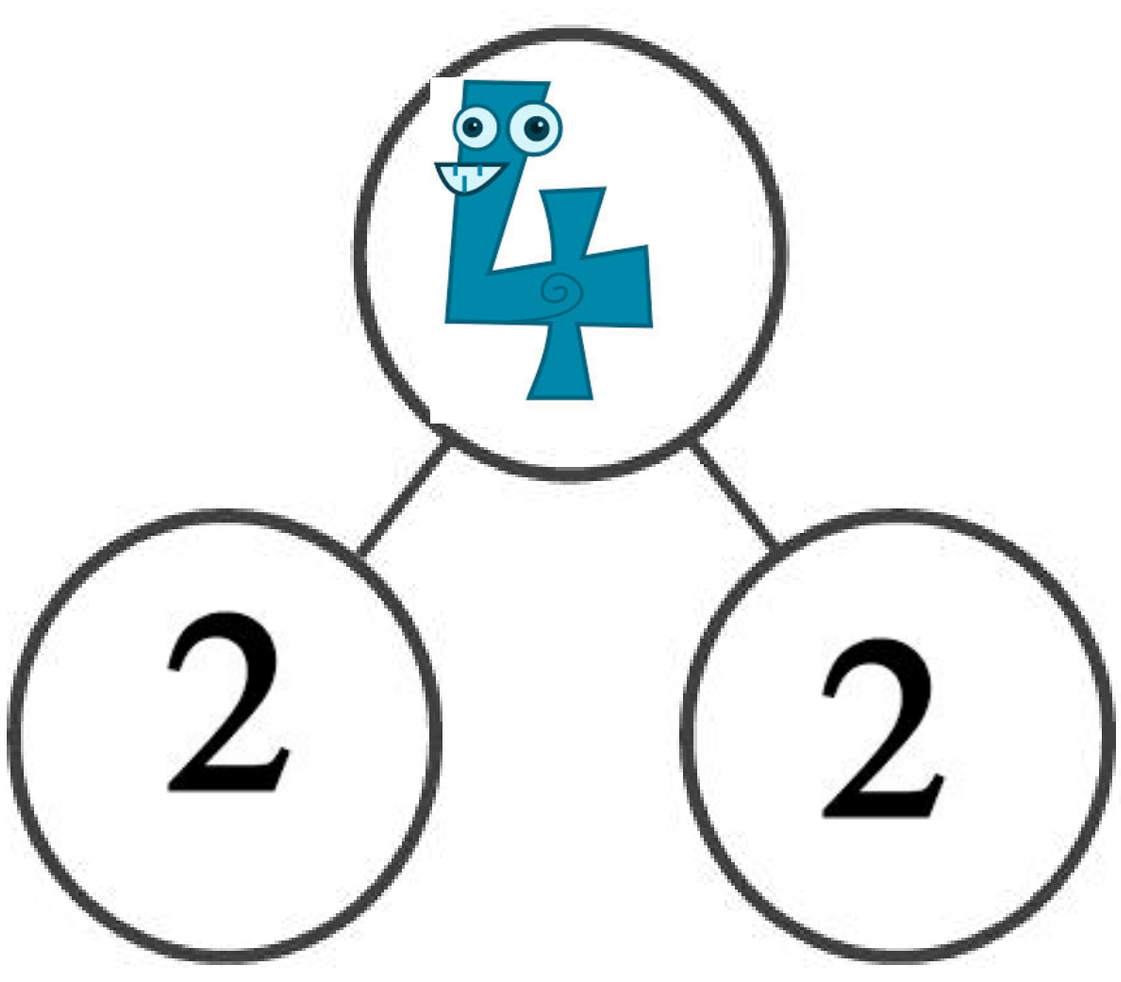
Concept Development (25 min)

You showed me how I can take my 4 triangles and make them into 2 groups of 2. 4 is the same as 2 and 2.



Concept Development (25 min)

Help me write the triangle story with numbers in the number bond. (Allow students to assist in writing the numerical number bond and to copy this onto their number bond mats.)



Concept Development (25 min)

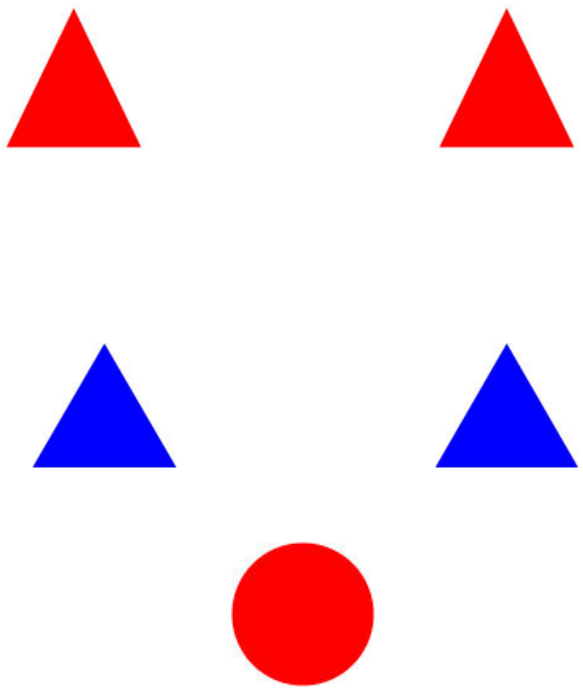
We can write what we did in a special number sentence:

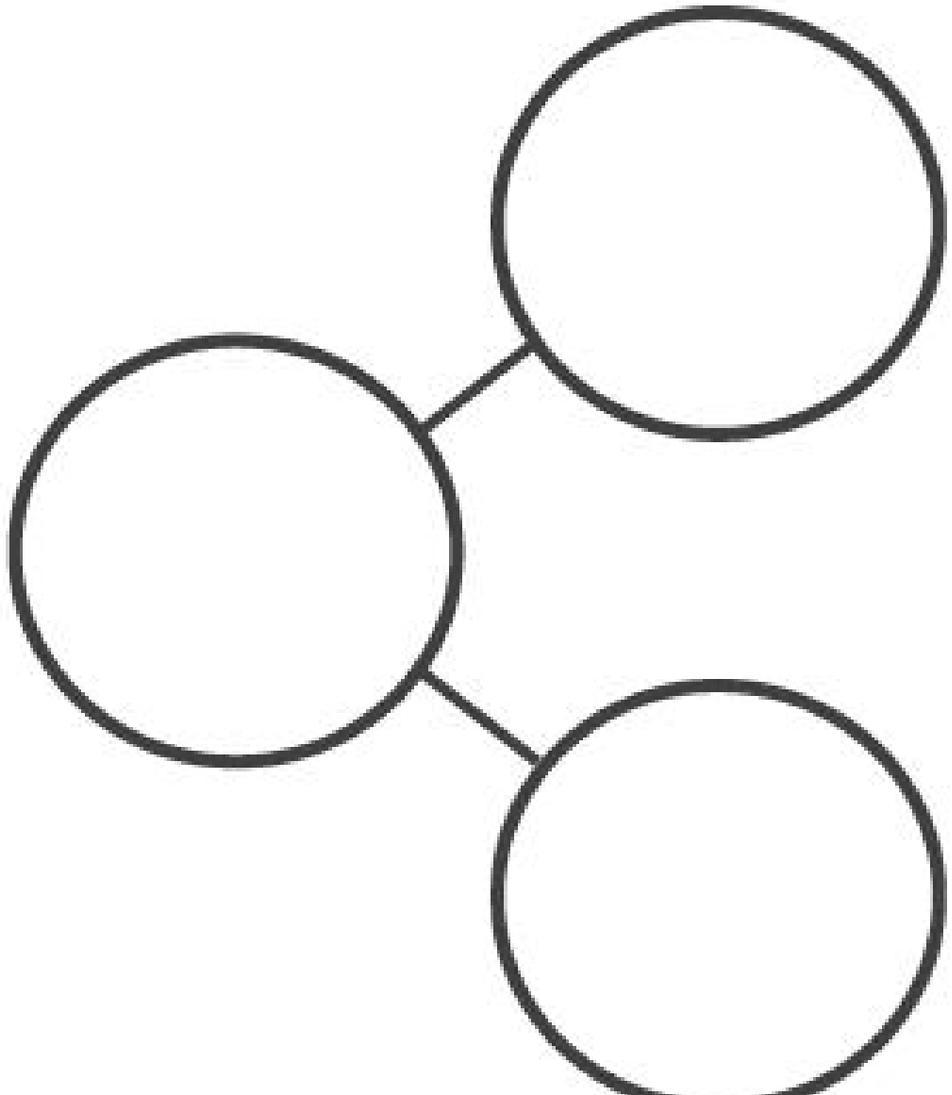
$$4 = 2 + 2$$

(Say while writing, “4 is the same as 2 and 2.”)

Concept Development (25 min)

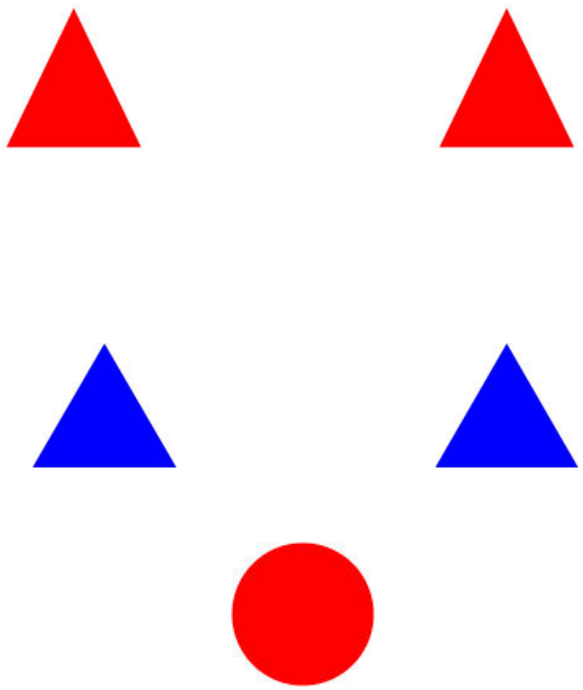
Let’s try another one. I’m going to make a new number bond and put another shape surprise on the board.

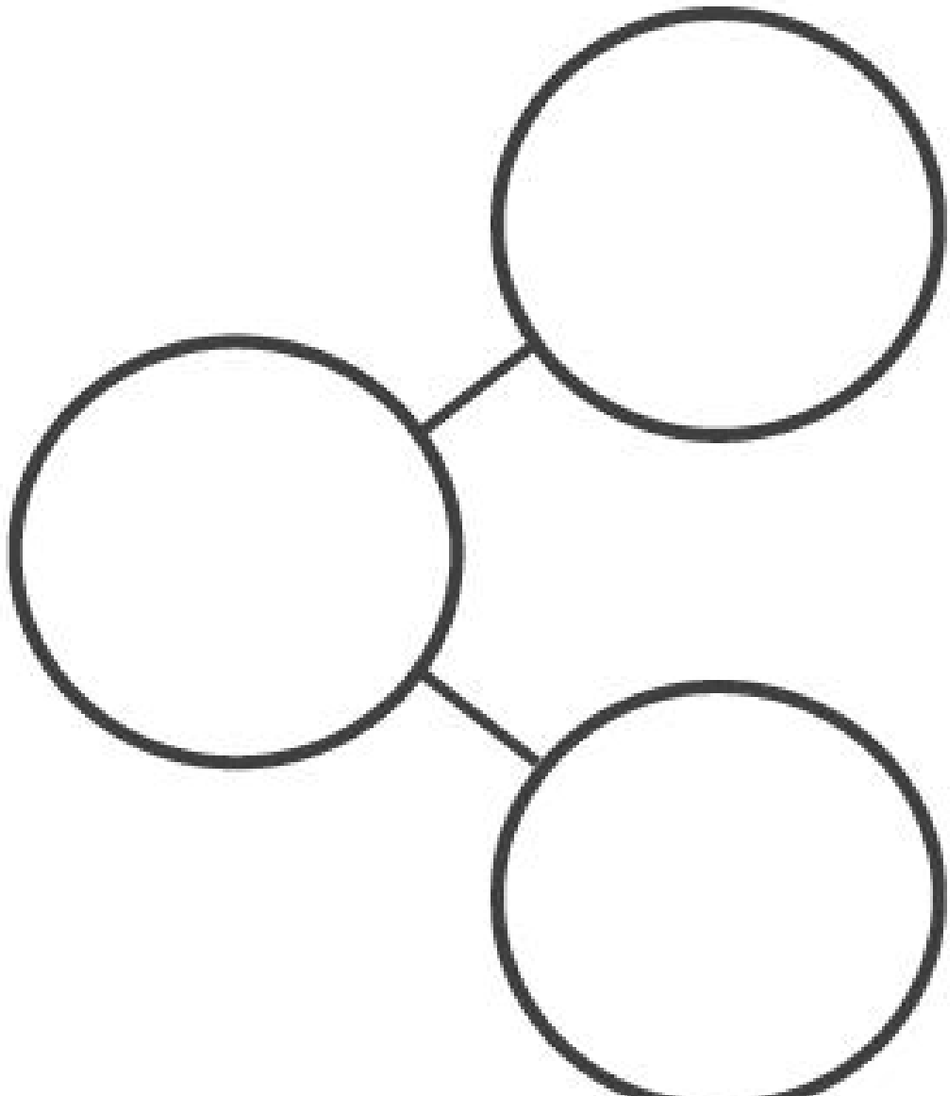




Concept Development (25 min)

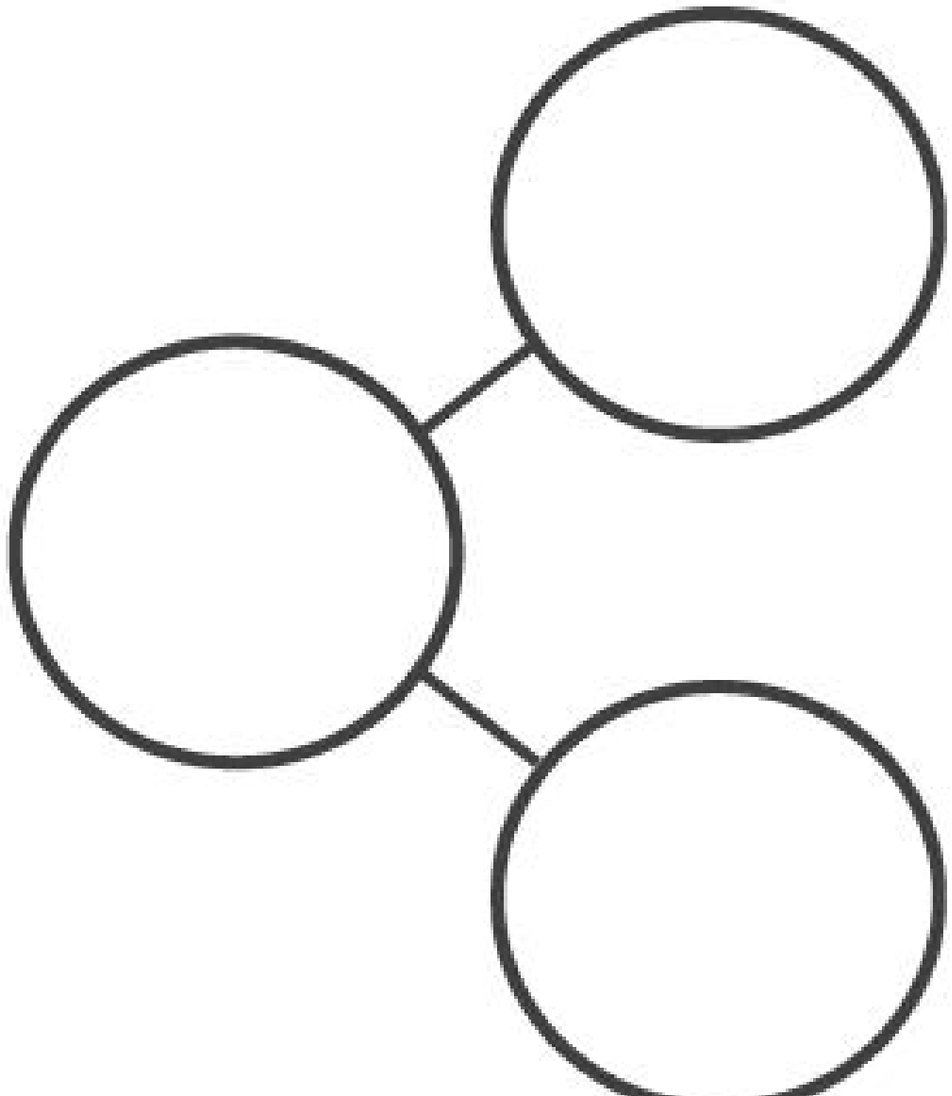
Draw your number bond like mine. How could I use all of my shapes to make a new number bond? How could we sort them?





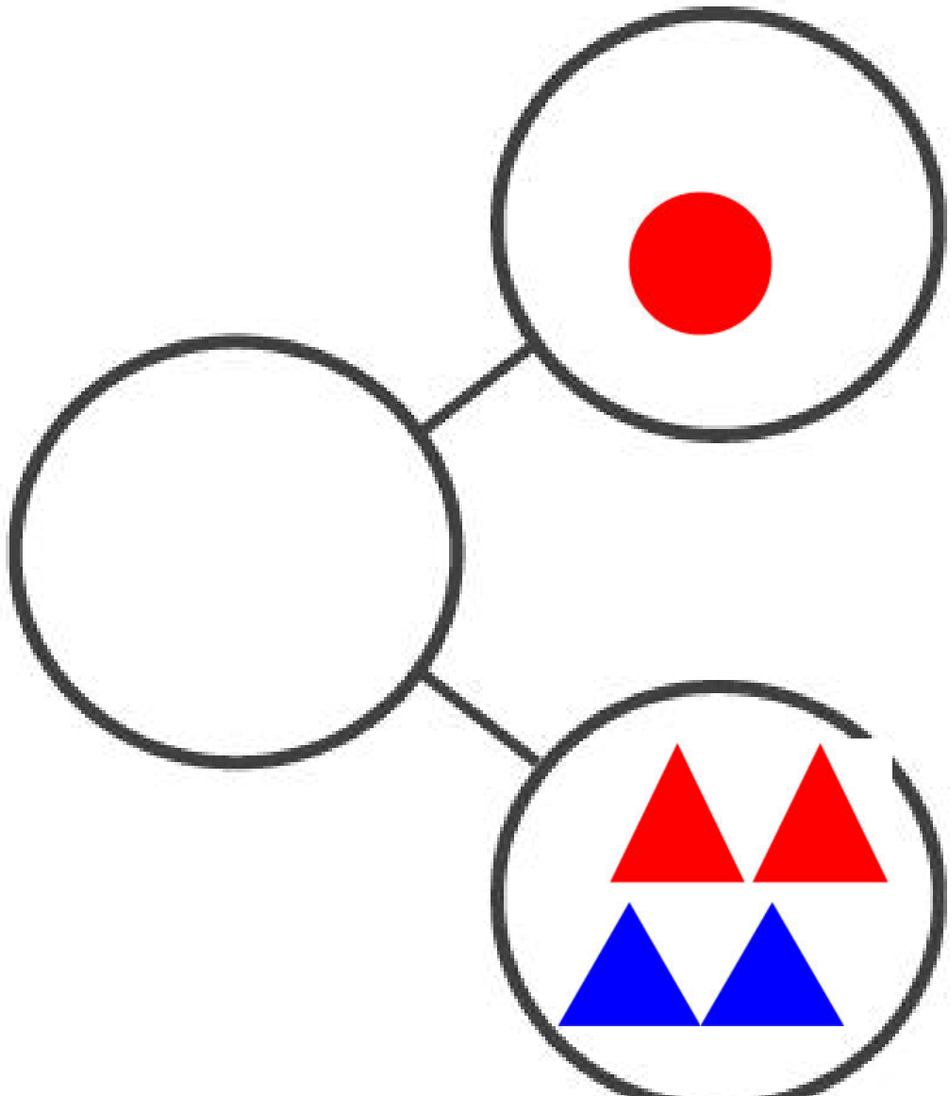
Concept Development (25 min)

What would my number bond look like?



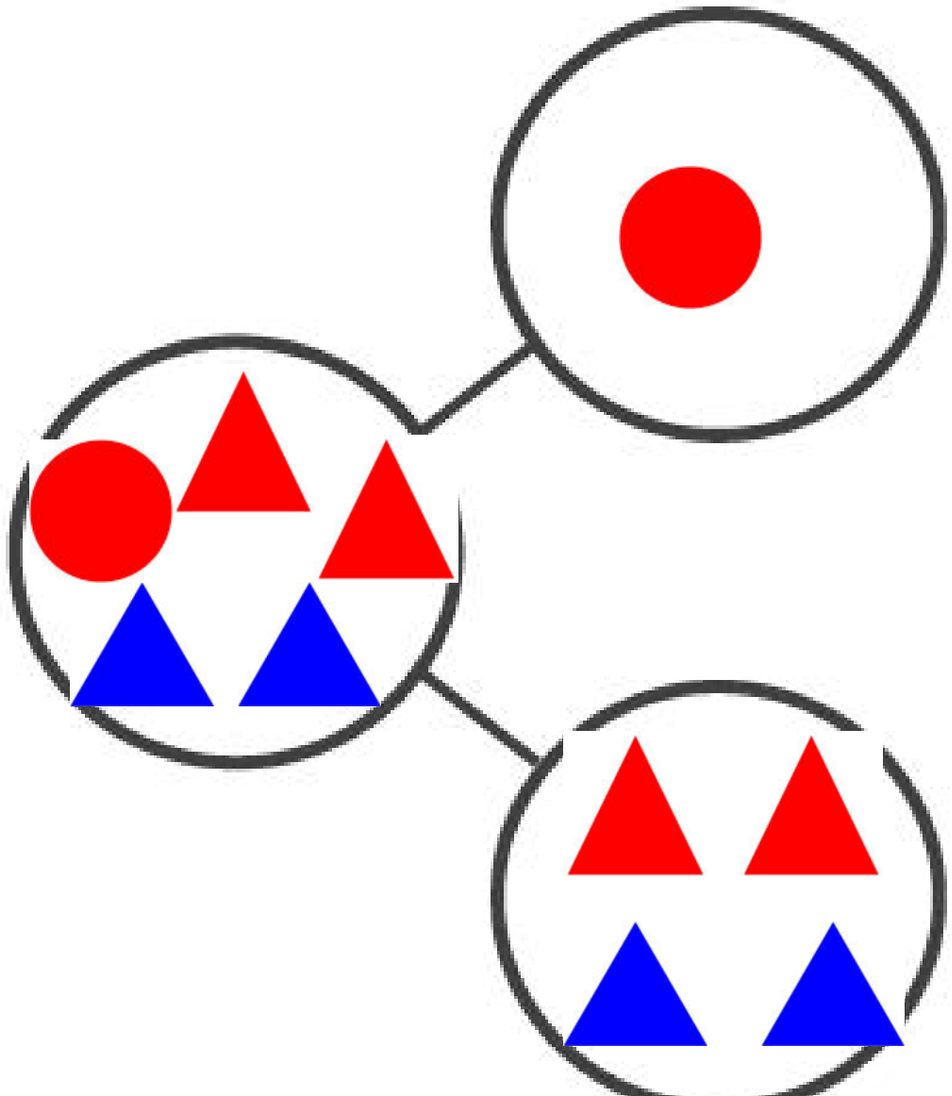
Concept Development (25 min)

Good. Please draw this picture in your number bond. (Demonstrate.) So, we have 1 shape in this part and 4 in the other. How many shapes do we have in all?



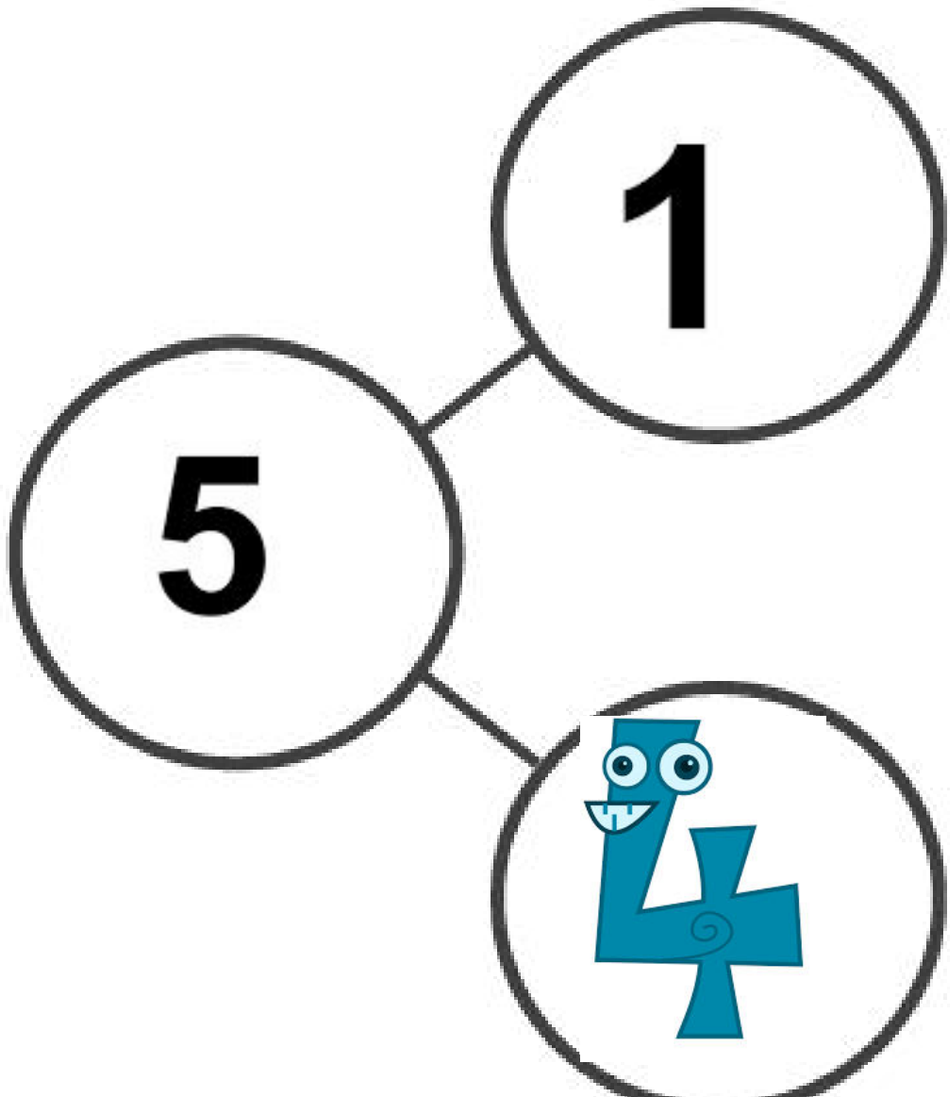
Concept Development (25 min)

Yes. 1 shape and 4 shapes make 5 shapes altogether. Please draw the whole group of shapes in your number bond.



Concept Development (25 min)

Now, let's write the numbers instead to show our story. Replace the shapes with numbers! (Demonstrate.) 1 and 4 make …?



Concept Development (25 min)

I can write it like this:

$$1 + 4 = 5$$

(Say while writing, “1 and 4 make 5.”)

Is there another way we could sort our shapes?

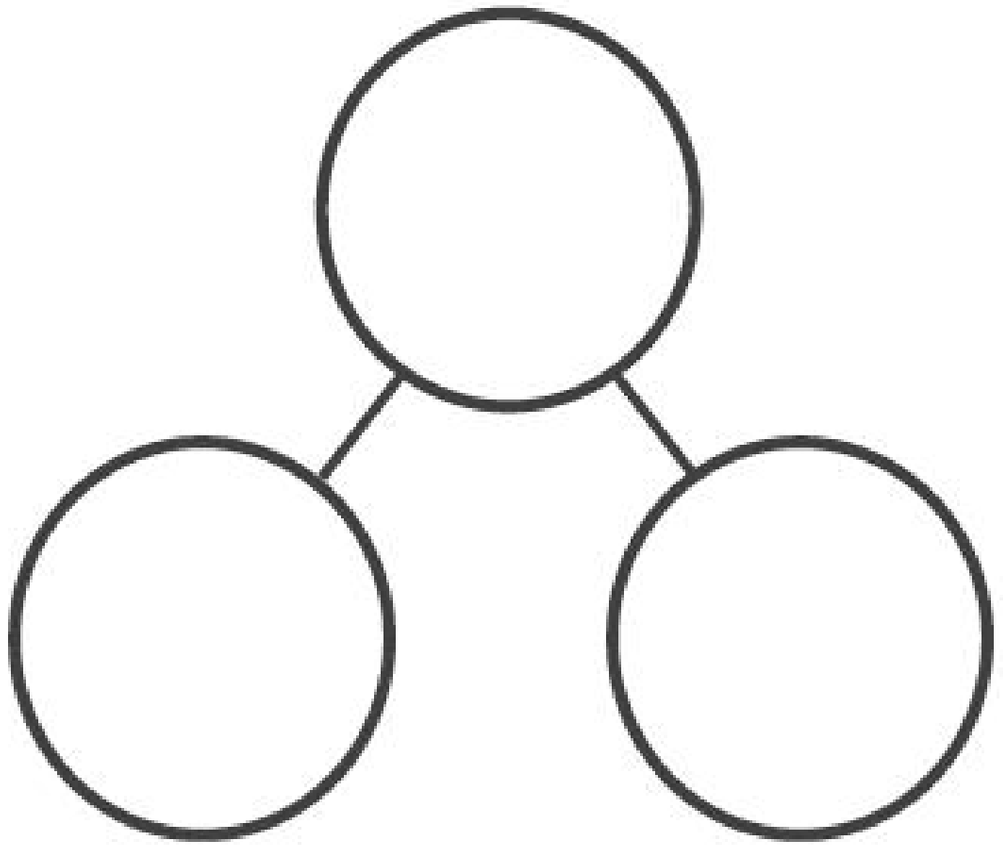
Concept Development (25 min)

(Guide students to help you create pictorial and numerical number bonds for the new situation, having them write the number bonds on their mats.)

Are we putting the groups together or taking them apart?

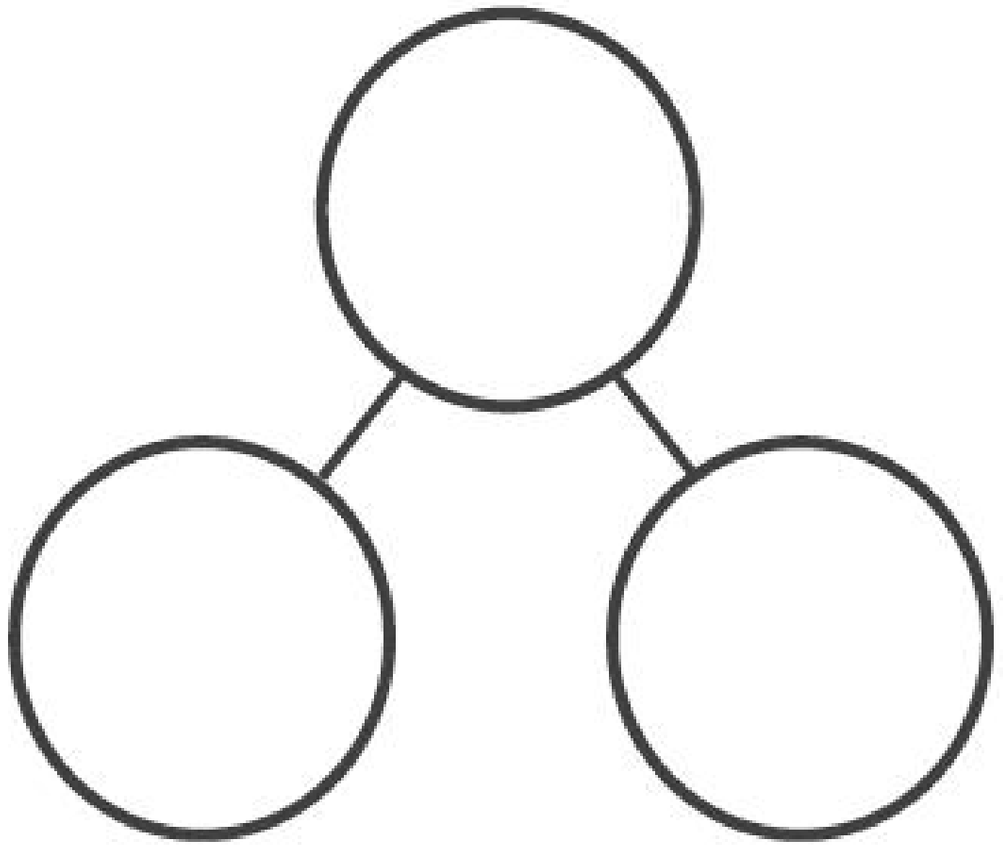
Concept Development (25 min)

When we put them together, where do we put the number for our whole?



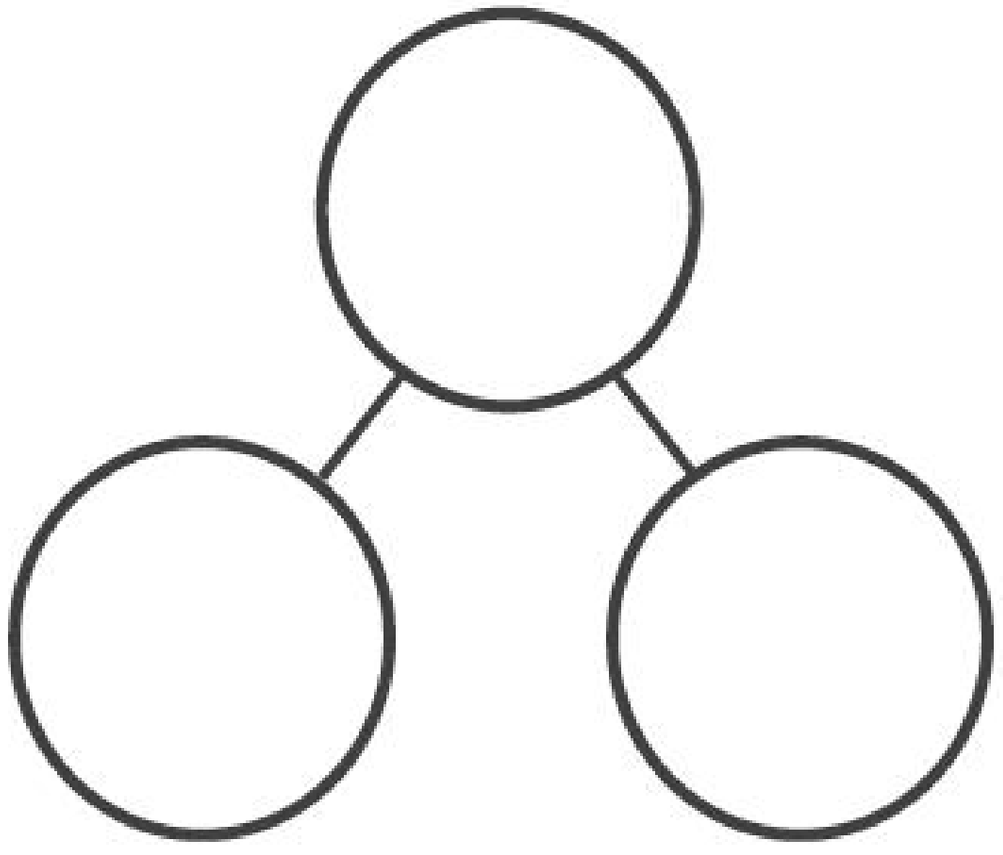
Concept Development (25 min)

When we put them together, where do we put the number for our whole?



Concept Development (25 min)

You are right. 2 blue shapes and 3 red shapes make …?



Concept Development (25 min)

Yes. 2 and 3 together make 5.

We could write that like this:

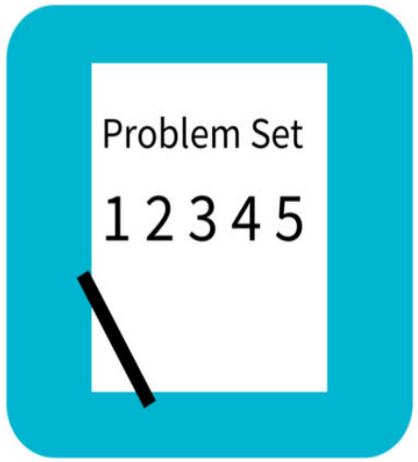
$$2 + 3 = 5$$

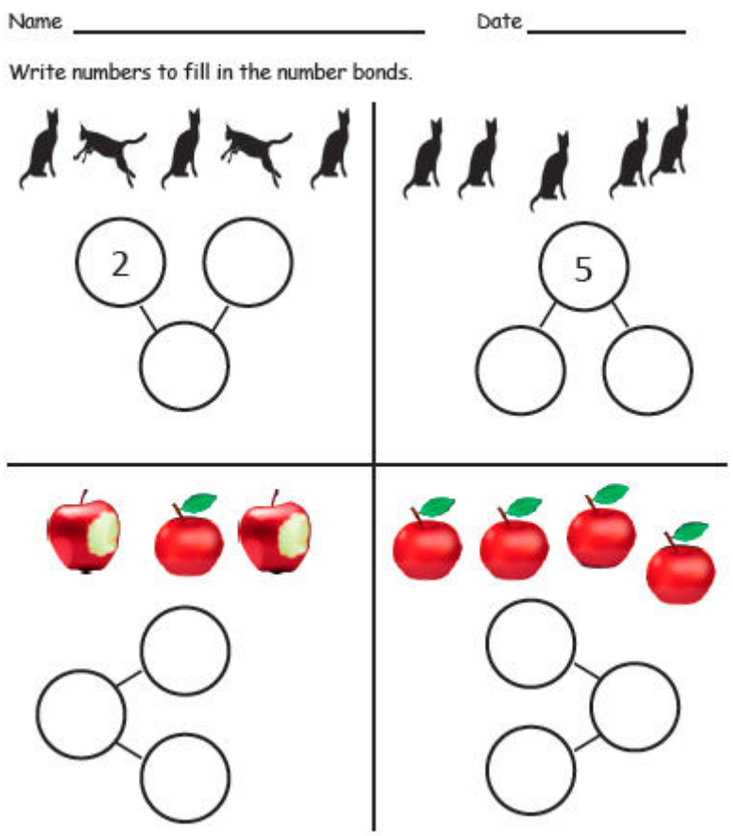
Great job!

Concept Development (25 min)

With your partner, draw more shapes, and make your own number bonds! (Allow time for drawing and discussion.)
Who would like to share their number bonds with the class?

Problem Set (10 min)





Debrief (8 min)

- Look at the cats in the Problem Set. How many cats are there in each problem? (5.) Are they the same or different? How?
- In what ways did we sort our shapes on the board?
- How did we know which number to write in which circle?
- Today, we put some things together. Can anyone think of something we put together? How did we use the number bond to show putting together?
- We also took things apart. What did we take apart? How did we use the number bond to show taking apart?