Eureka Math

Kindergarten
Module 4
Lesson 7

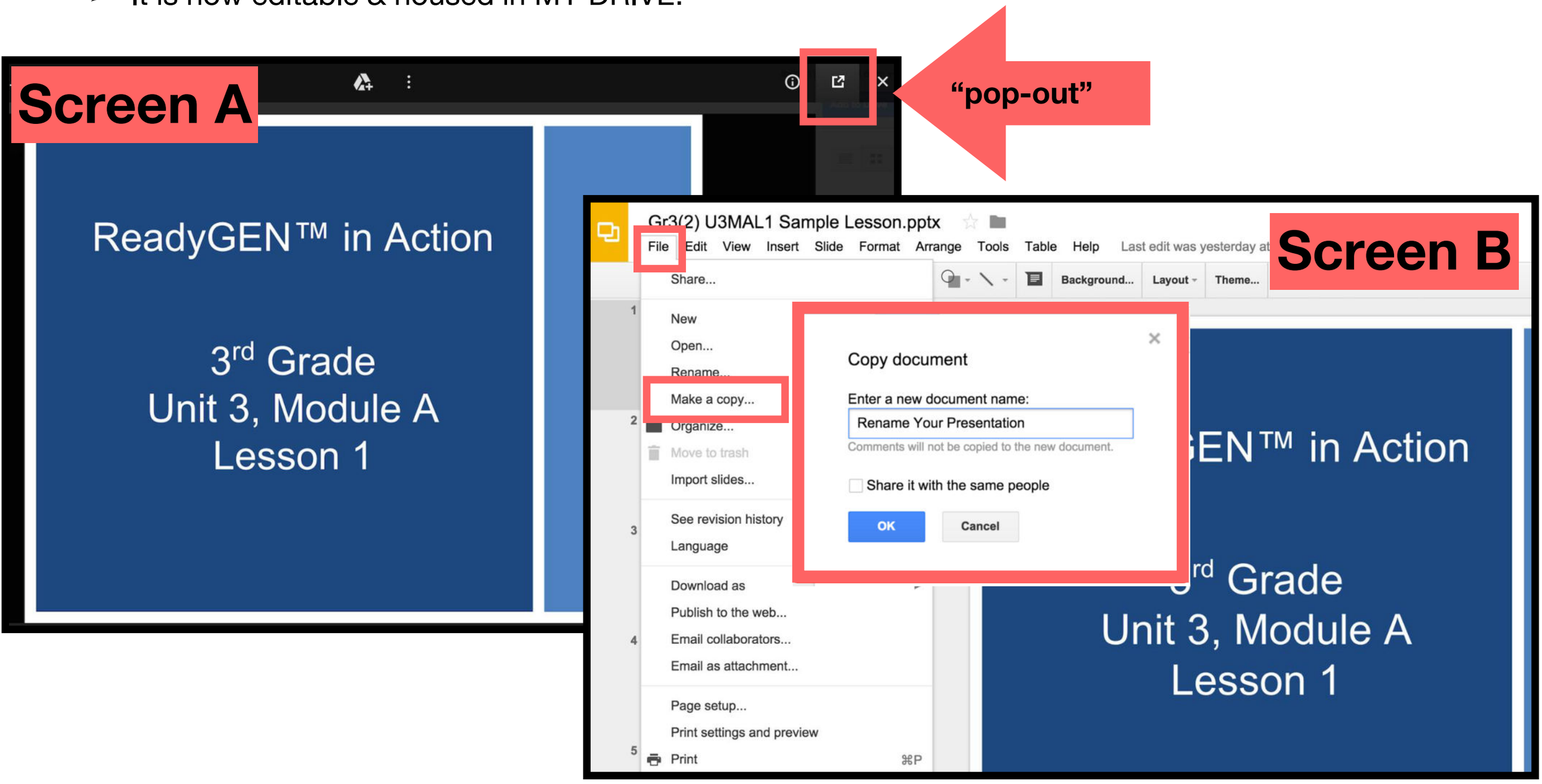
At the request of elementary teachers, a team of Bethel & Sumner educators met as a committee to create Eureka slideshow presentations. These presentations are not meant as a script, nor are they required to be used. Please customize as needed. Thank you to the many educators who contributed to this 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
  - Magnetic shapes or dry-erase markers
  - Bell or other gentle noisemaker or instrument

Materials

- Student:
  - Personal white board
  - Dot path (Fluency Template 1) inserted into personal white board
  - Linking cube 5-stick
  - loose cubes

Icons

Read, Draw, Write

Learning Target

Personal White Board

Problem Set

Manipulatives Needed

Fluency

Think Pair Share

Whole Class

Individual

Partner

Small Group

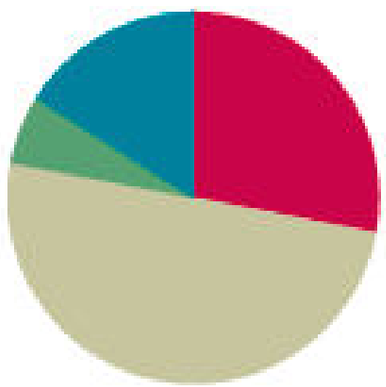
Small Group Time

Lesson 7

Objective: Model decompositions of 6 using a story situation, objects, and number bonds.

Suggested Lesson Structure

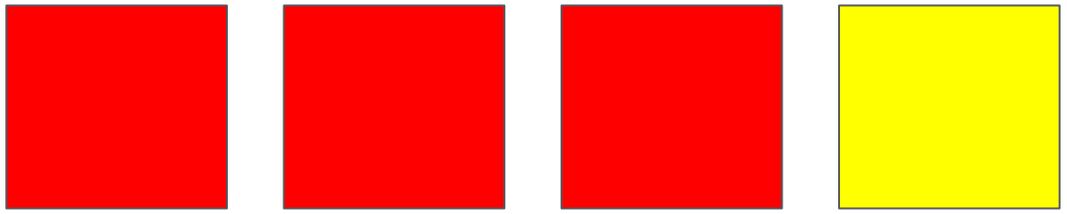
Fluency Practice	(14 minutes)
Application Problem	(3 minutes)
Concept Development	(25 minutes)
Student Debrief	(8 minutes)
Total Time	**(50 minutes)**



I can represent number bonds with composition and decomposition story situations.

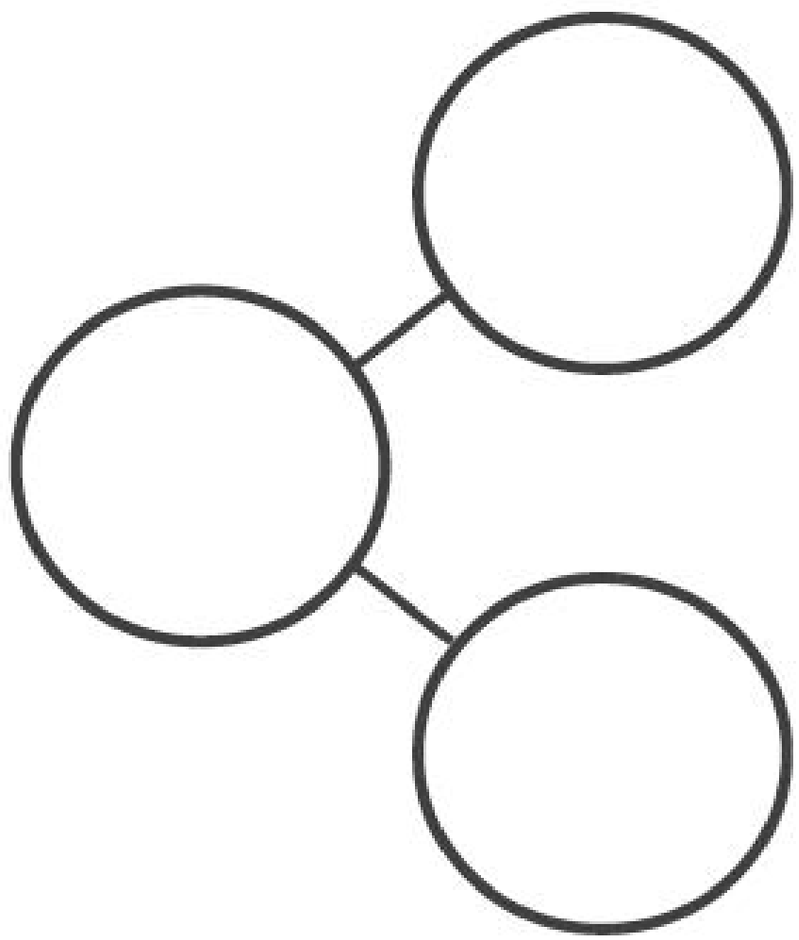
Number Bond Flash (5 min)

How many squares do I have?
How many are yellow?
How many are red?



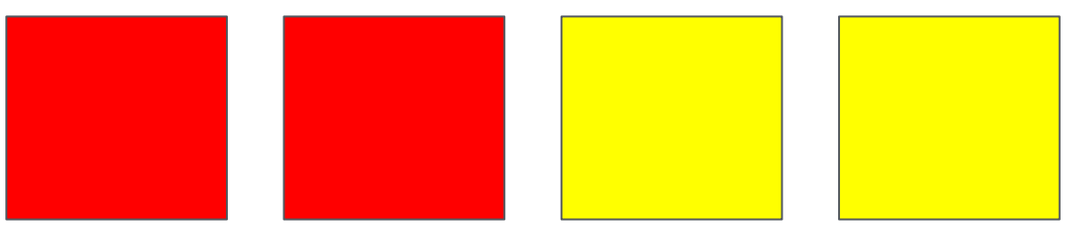
Number Bond Flash (5 min)

1 and 3 are the parts. 4 is the whole. Draw a number bond to tell about my squares. Lift up your board when you are done.



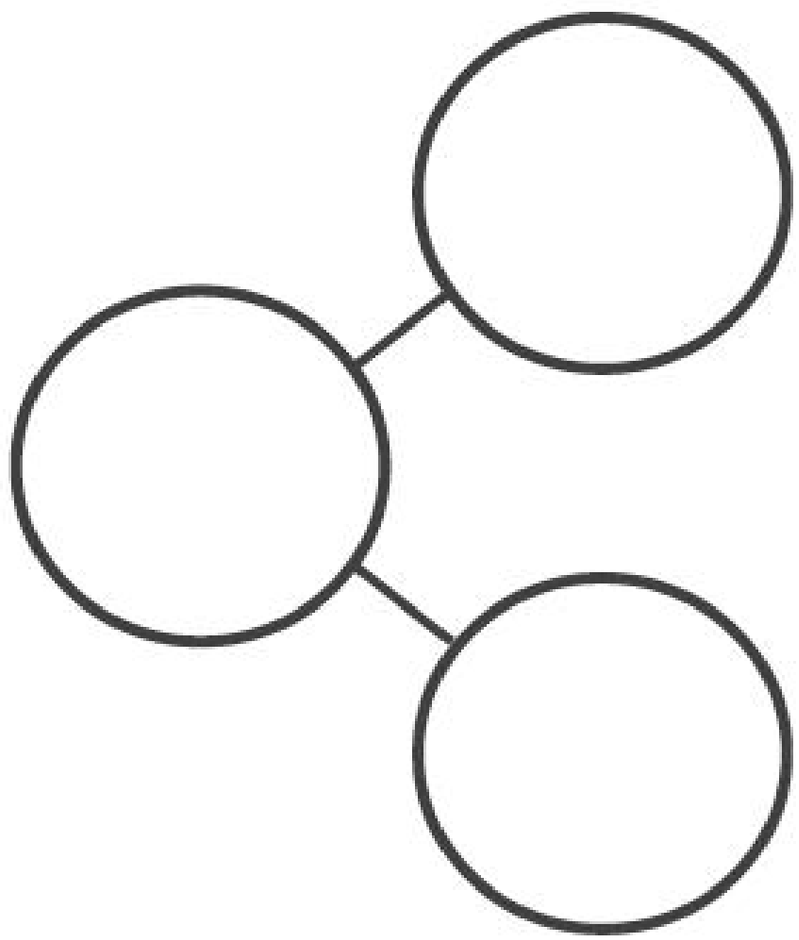
Number Bond Flash (5 min)

How many squares do I have?
How many are yellow?
How many are red?



Number Bond Flash (5 min)

2 and 2 are the parts. 4 is the whole. Draw a number bond to tell about my squares. Lift up your board when you are done.

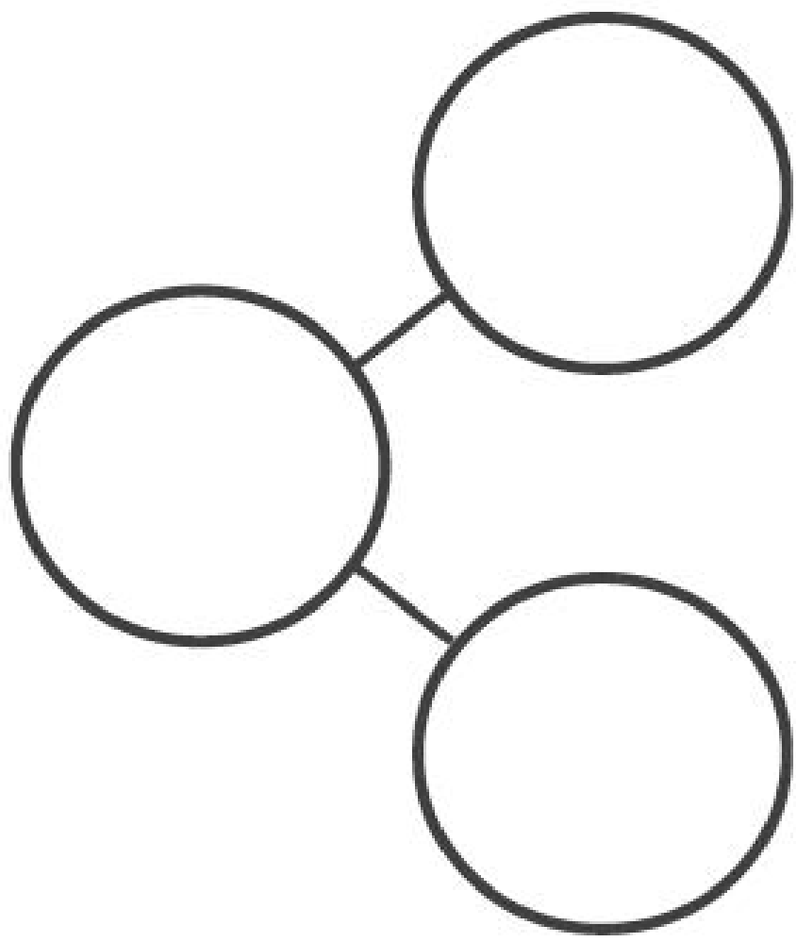


Number Bond Flash (5 min)

How many squares do I have?
How many are yellow?
How many are red?

Number Bond Flash (5 min)

4 and 1 are the parts. 5 is the whole. Draw a number bond to tell about my squares. Lift up your board when you are done.

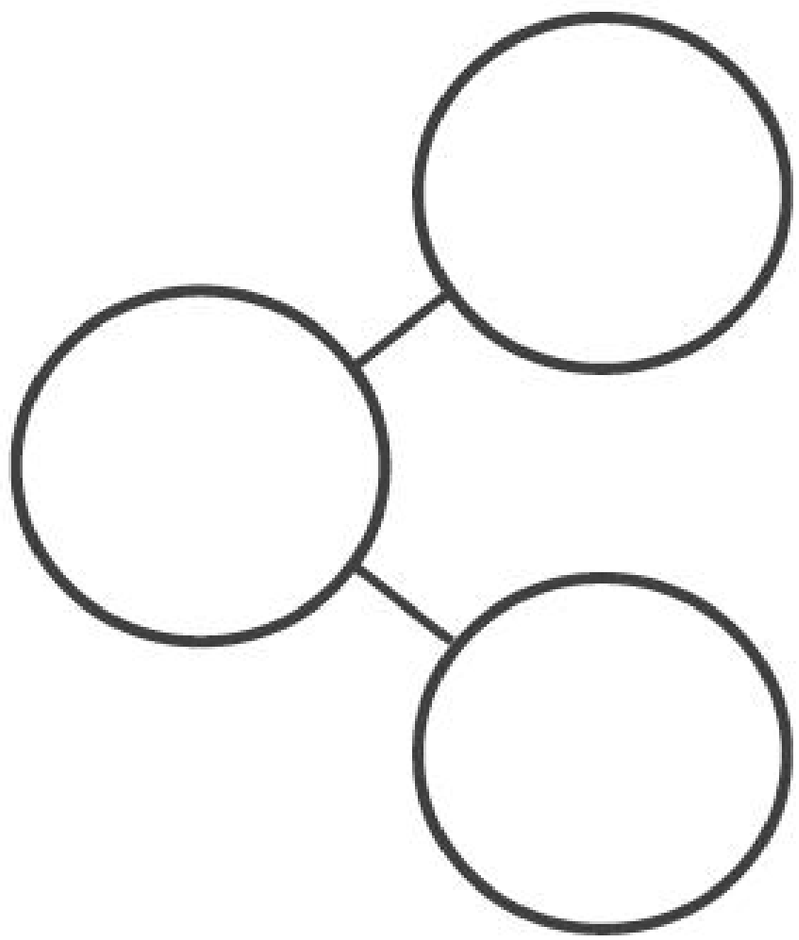


Number Bond Flash (5 min)

How many squares do I have?
How many are yellow?
How many are red?

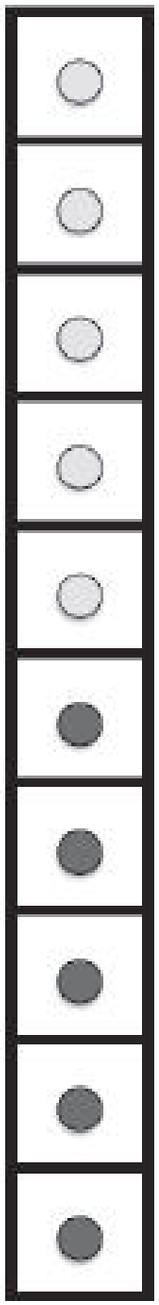
Number Bond Flash (5 min)

3 and 2 are the parts. 5 is the whole. Draw a number bond to tell about my squares. Lift up your board when you are done.



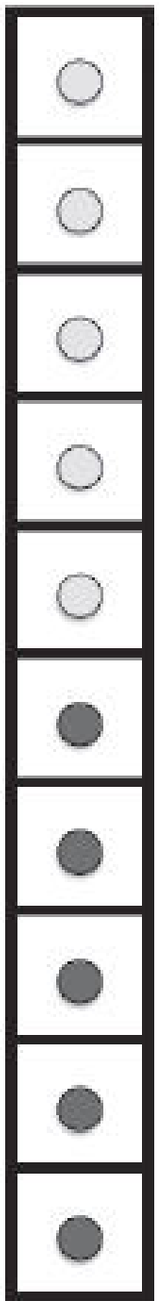
5-Group on the Dot Path (4 min)

Touch and count the dots on your dot path.



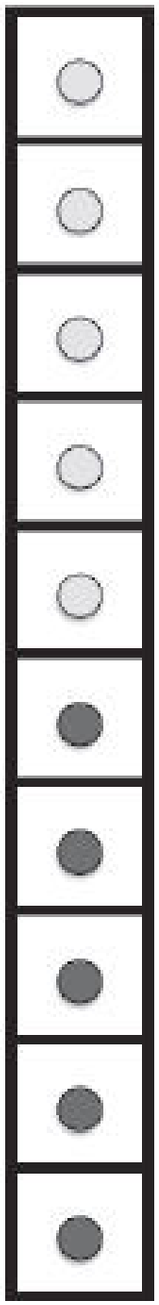
5-Group on the Dot Path (4 min)

What do you notice about the dot path?



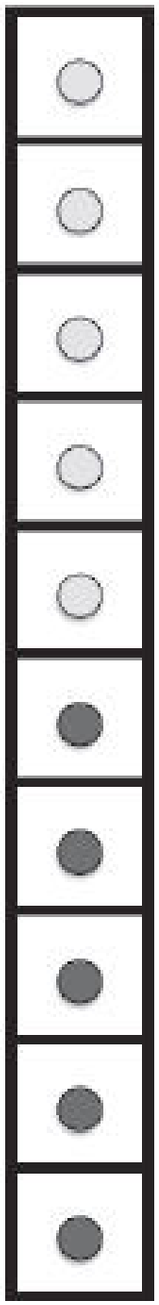
5-Group on the Dot Path (4 min)

Yes. I'm going to ask you to circle a group of dots. Use the color change after 5 to count and circle them as fast as you can. Ready? Circle 5.



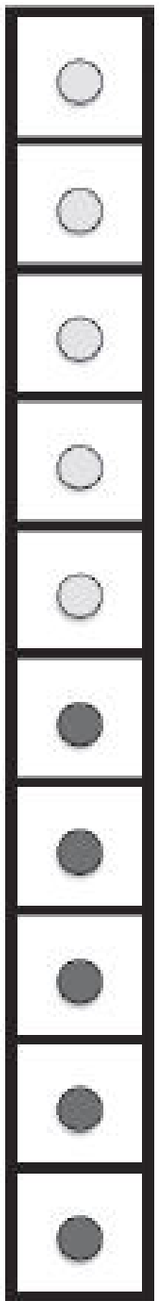
5-Group on the Dot Path (4 min)

How did you do that so fast?



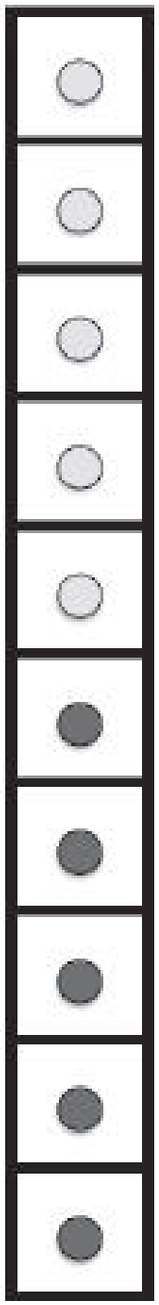
5-Group on the Dot Path (4 min)

Erase. Get ready for your next number.
Circle 6.



5-Group on the Dot Path (4 min)

How did you count 6?



Make 6 Matching Game (4 min)

1. How did you count 6?1. Shuffle and place the cards faceup from 0 to 6 in one equal row.

2. Partner A chooses 2 cards that make 6.

3. If the total of the numbers on both cards is 6, then she collects both cards. If not, then Partner A puts them back in their place.

4. Repeat for Partner B.

Application Problem (5 min)

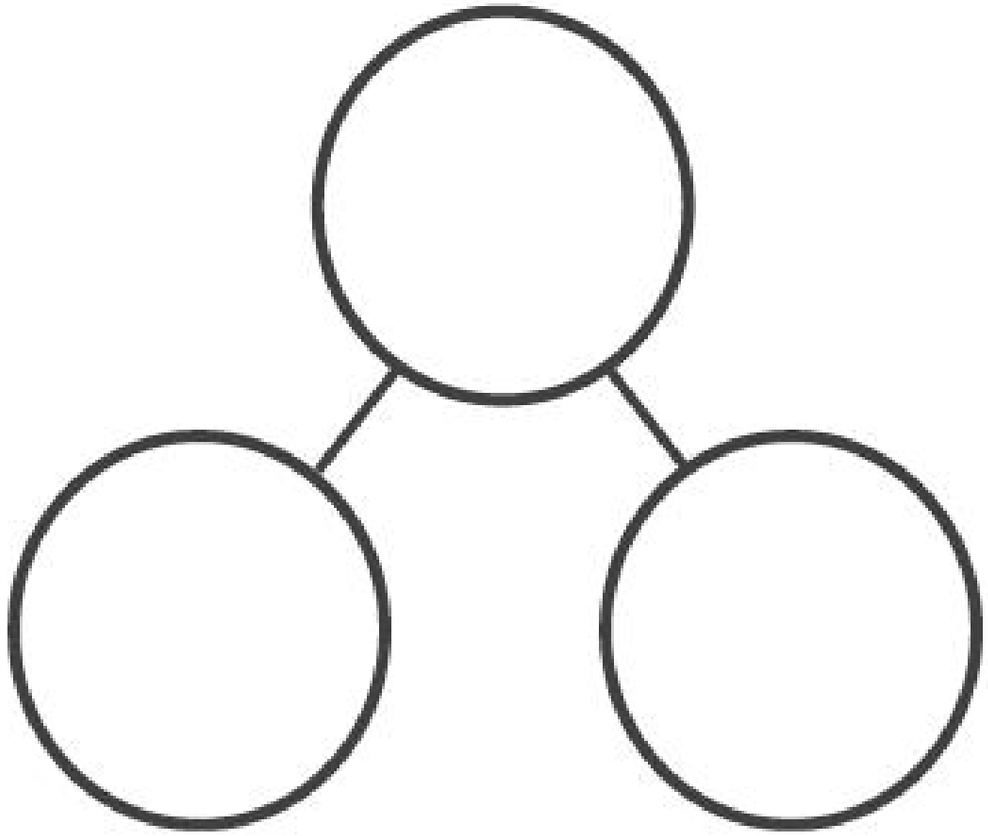
Close your eyes, and count each time that I clap. (Clap 5 times; pause, and then clap 1 more time.) Open your eyes. How many claps did you hear? (Allow time for students to answer.) Let’s do it 1 more time. (Repeat.) How many claps did you hear? What is 1 more than 5?

Repeat this exercise several times, using claps and instrument sound parts of 4 and 2, 3 and 3, 2 and 4, and 1 and 5.

Now, try the game with your partner! Take turns clapping different number partners for 6.

Concept Development (25 min)

I’m going to tell you a story. Show me the story with your cubes as I go.



Concept Development (25 min)

A squirrel collected 6 nuts for the fall. With your cubes, show me a linking cube stick as long as her 6 nuts. Begin with your 5-stick.

Concept Development (25 min)

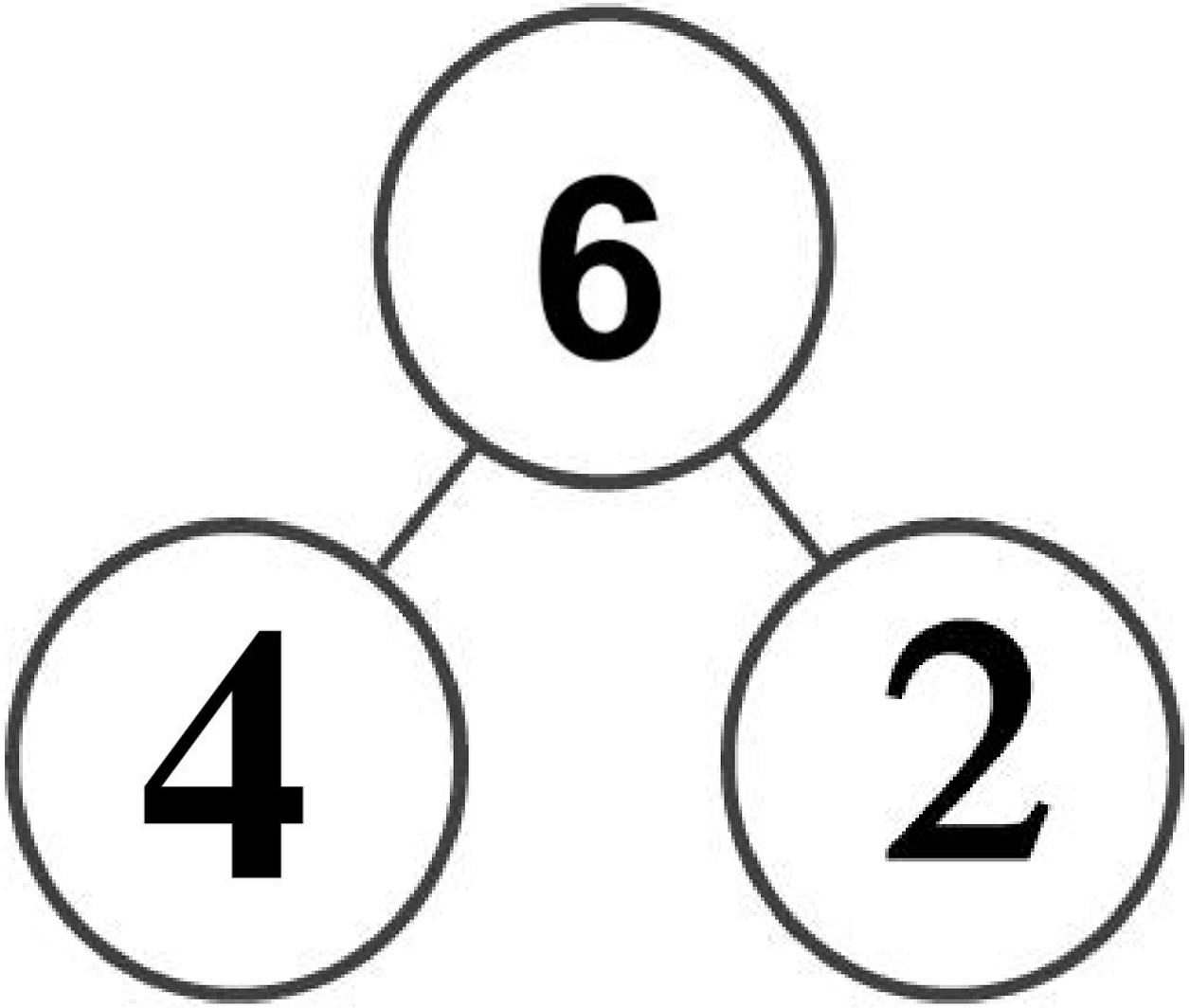
She buried 4 nuts in the ground and stored the other 2 nuts in a tree. Break your stick, and hold up the piece that shows me how many nuts were in the ground. How many?

Concept Development (25 min)

Hold up the stick that shows how many nuts were stored in the tree. How many?

Concept Development (25 min)

Yes! She took her 6 nuts and made sets of 4 and 2. Let’s show what the squirrel did in this number bond. Our number bond shows us that 6 is the same as …?



Concept Development (25 min)

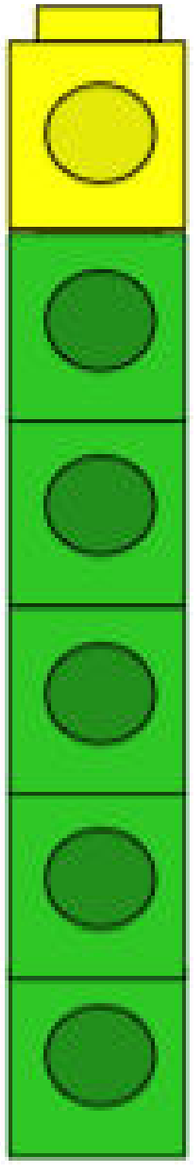
$6 = 4 + 2$

Concept Development (25 min)

Put your 6-sticks back together. Does anyone know another way the squirrel can divide her nuts?

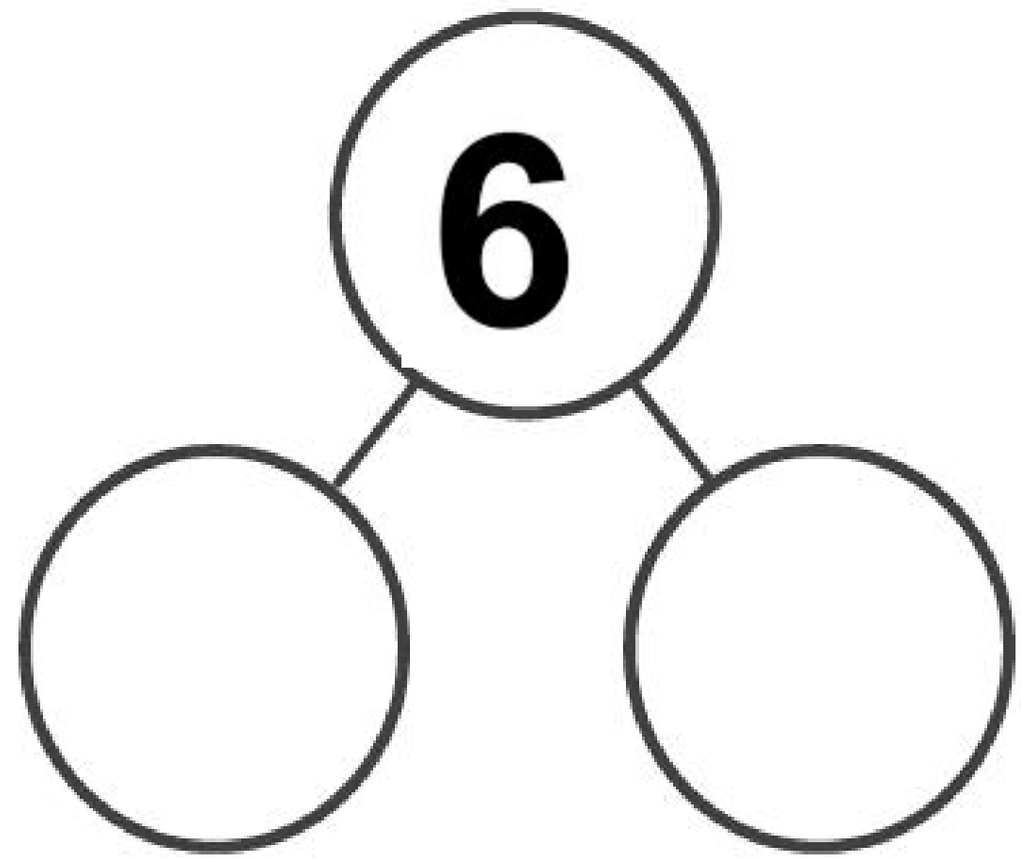
Concept Development (25 min)

Show me with your linking cube sticks what that looks like. Hold them up! (Check for understanding.)



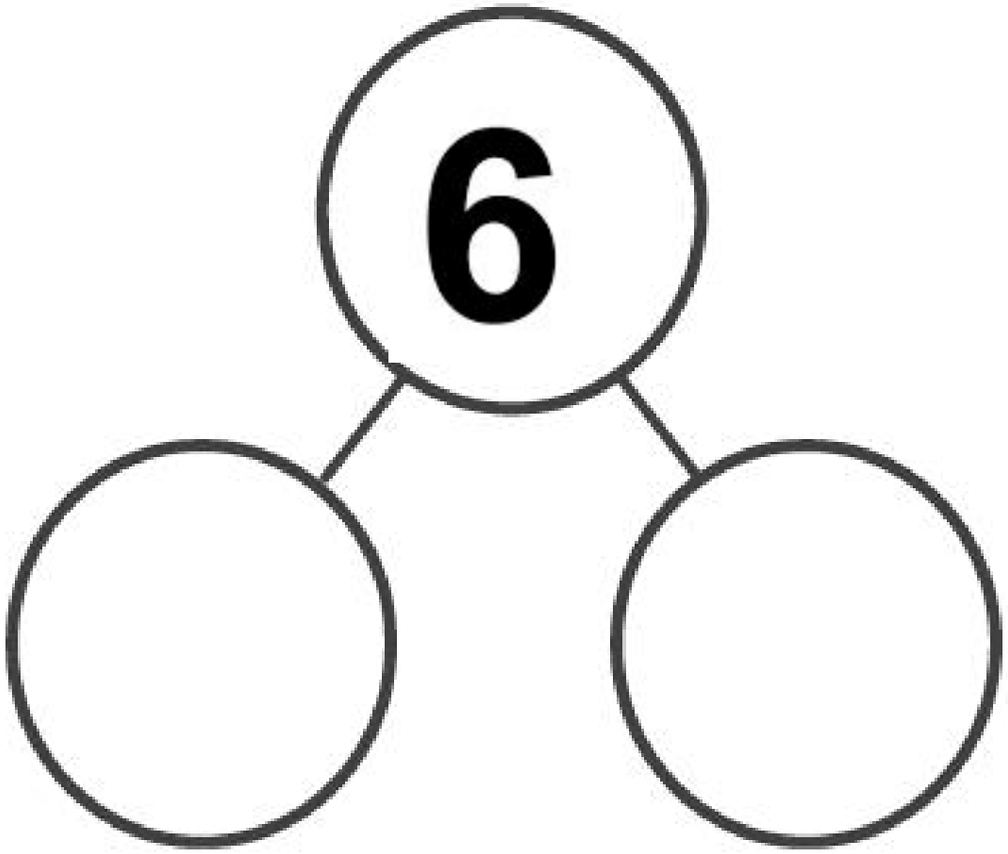
Concept Development (25 min)

Help me to make a new number bond for the new story. (Create a new blank number bond in a different orientation.) Do we still put the 6 in the place for the whole?



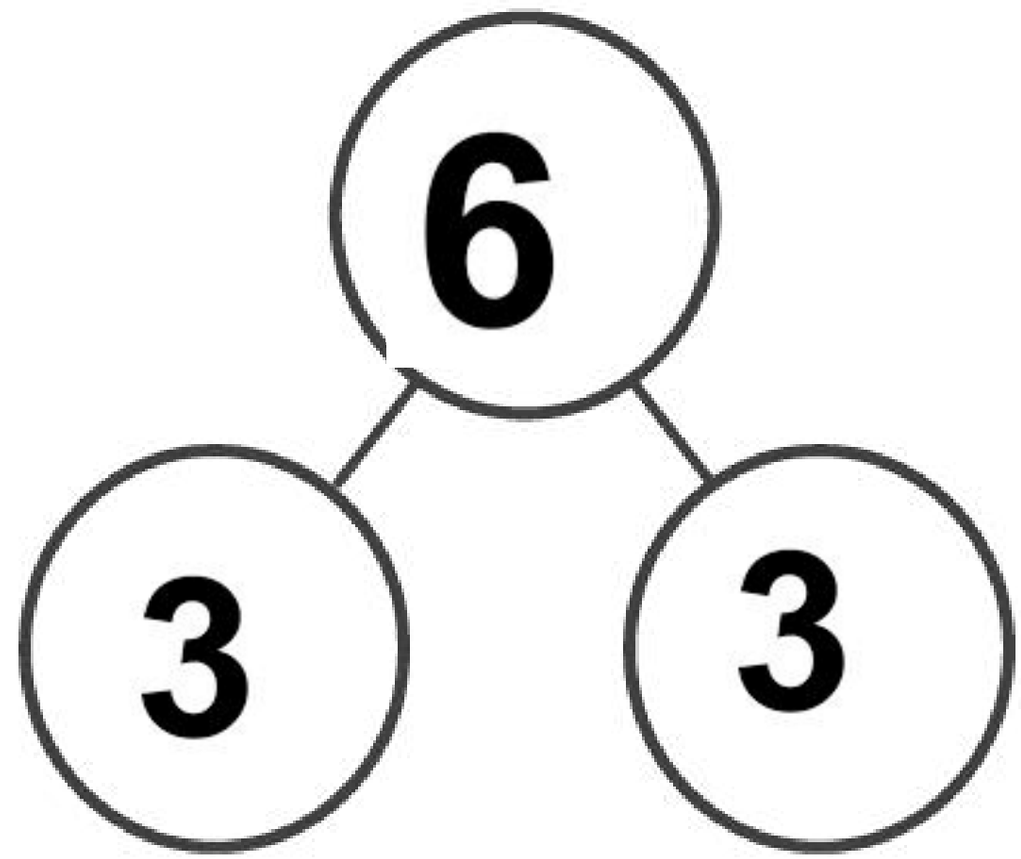
Concept Development (25 min)

What did change?



Concept Development (25 min)

Thank you! You are right. I'll write it the special math way, too.



6 is the same as 3 and 3.

$$6 = 3 + 3$$

Is there another way she could have split up her nuts?

Concept Development (25 min)

Now, draw the 6 nuts on your personal white board.

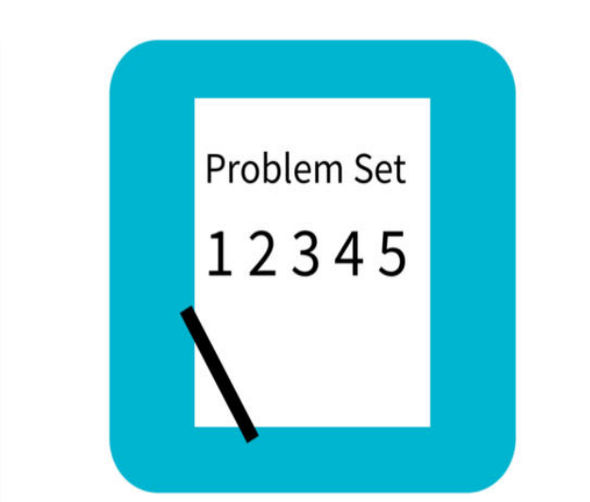
With your partner, take turns deciding how the squirrel should store her nuts.

Circle the nuts that she will bury, and draw a box around the nuts that she will hide in the tree.

Draw a number bond to show how the squirrel stored them each time.

Concept Development (25 min)

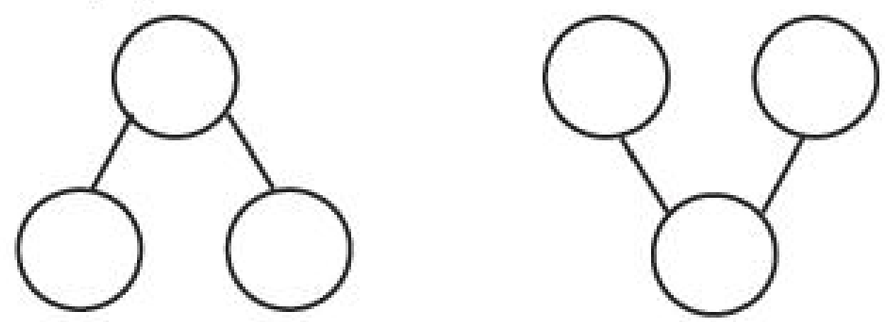
Wow! You found a lot of different ways to make 6. The squirrel will be happy. How many different ways did you discover? (Allow time for discussion.) Let's review them, and then do some more work with 6 in our Problem Set.



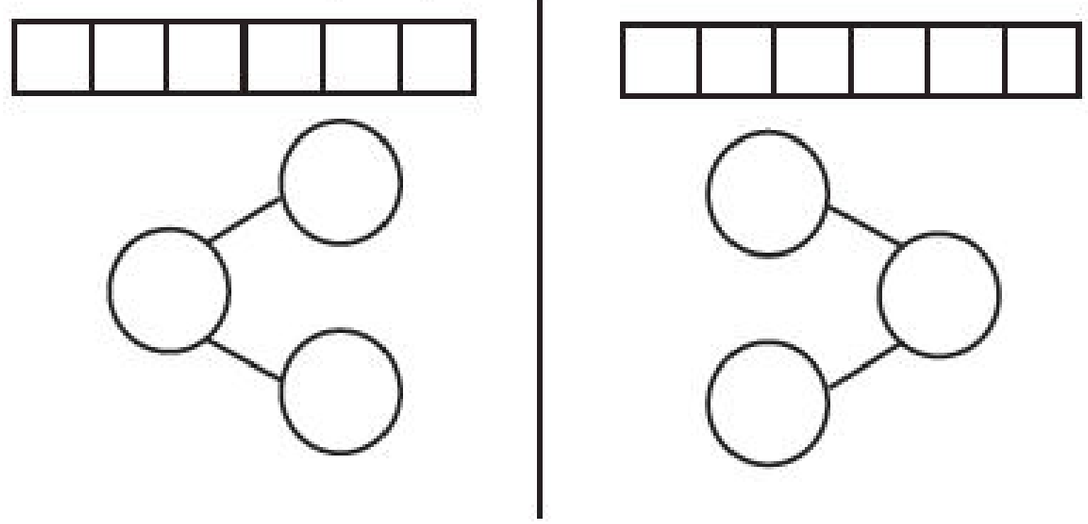
Problem Set (10 min)

Name _____ Date _____

Look at the birds. Make 2 different number bonds. Tell a friend about the numbers you put in one of the bonds.



Color some squares green and the rest yellow. Write numbers in the bonds to match the colors of your squares.



Debrief (8 min)

- Share with a partner how you sorted the birds. Did your partner sort differently than you?
- Look with a partner at the numbers you put in both of your number bonds. Which numbers are the same? Why? Which numbers are different? Why?
- When I told my story, how did you know which number to put in which circle in the first number bond?
- How did the number bond change when you split up the squirrel's nuts in different ways?
- Did the total number of nuts ever change?
- What are some of the ways you found to make 6?