# Eureka Math

## Kindergarten
## Module 4
## Lesson 9

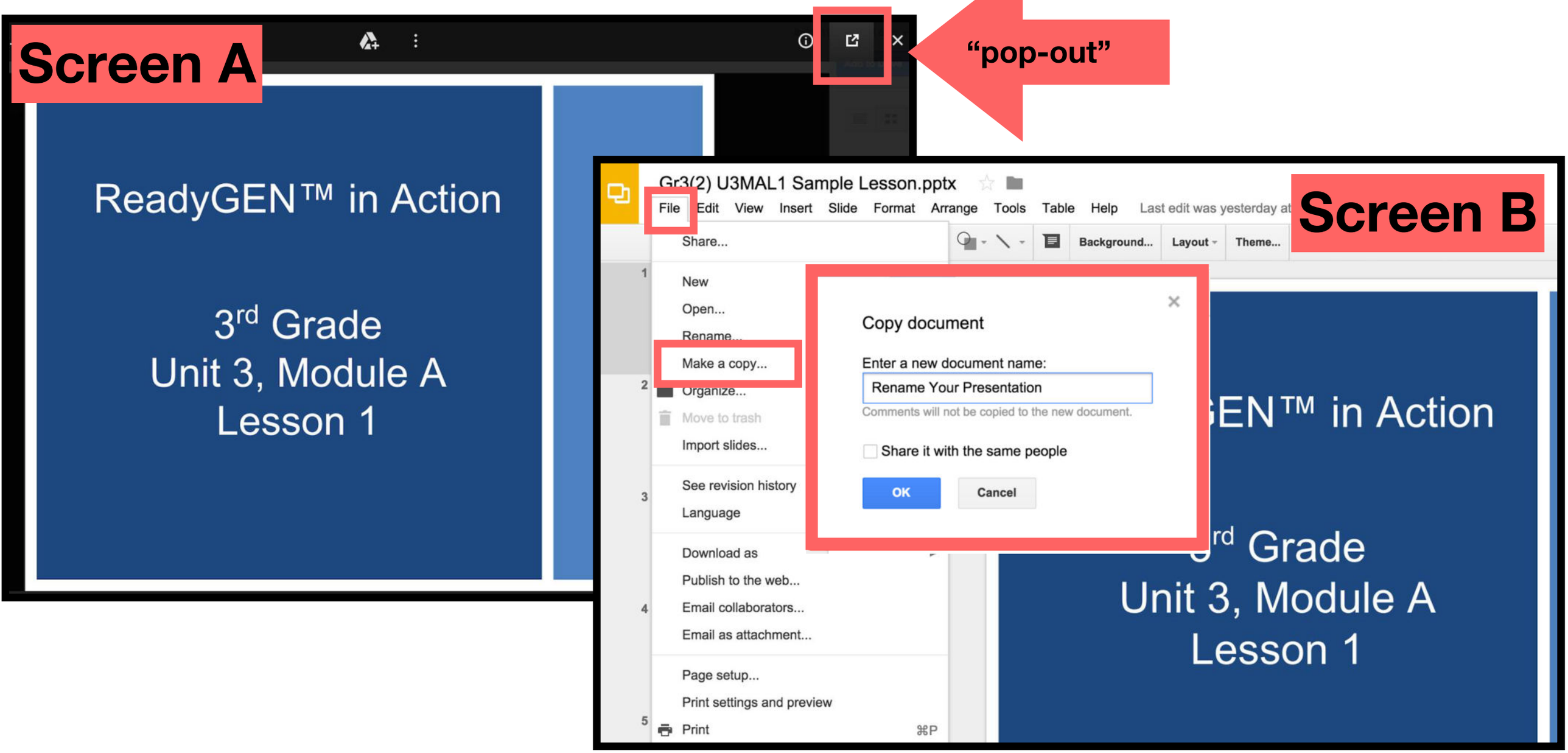
At the request of elementary teachers, a team of Bethel & Sumner educators met as a committee to create Eureka slideshow presentations. These presentations are not meant as a script, nor are they required to be used. Please customize as needed. Thank you to the many educators who contributed to this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

# Materials

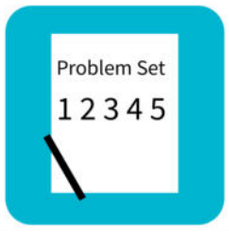
- Student:
  - 8 beans
  - 2 paper or foam squares
  - Hidden numbers mat (Lesson 2 Fluency Template 2) inserted into personal white board
  - Two linking cube 5-sticks
  - 1 each of 2 colors
  - Personal white board

# Icons


Read, Draw, Write

Learning Target

Personal White Board

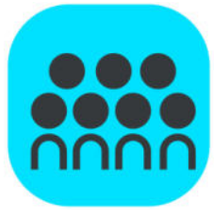



Problem Set

Manipulatives Needed

Fluency

Think Pair Share



Whole Class

Individual

Partner

Small Group

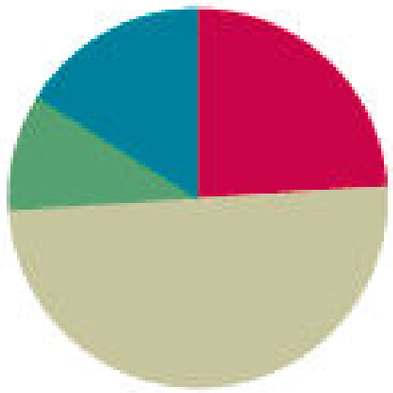
Small Group Time

## Lesson 9

Objective: Model decompositions of 8 using a story situation, arrays, and 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 model decompositions of 8 using a story situation, arrays, and number bonds.

# Making 8 with Squares and Beans (6 min)

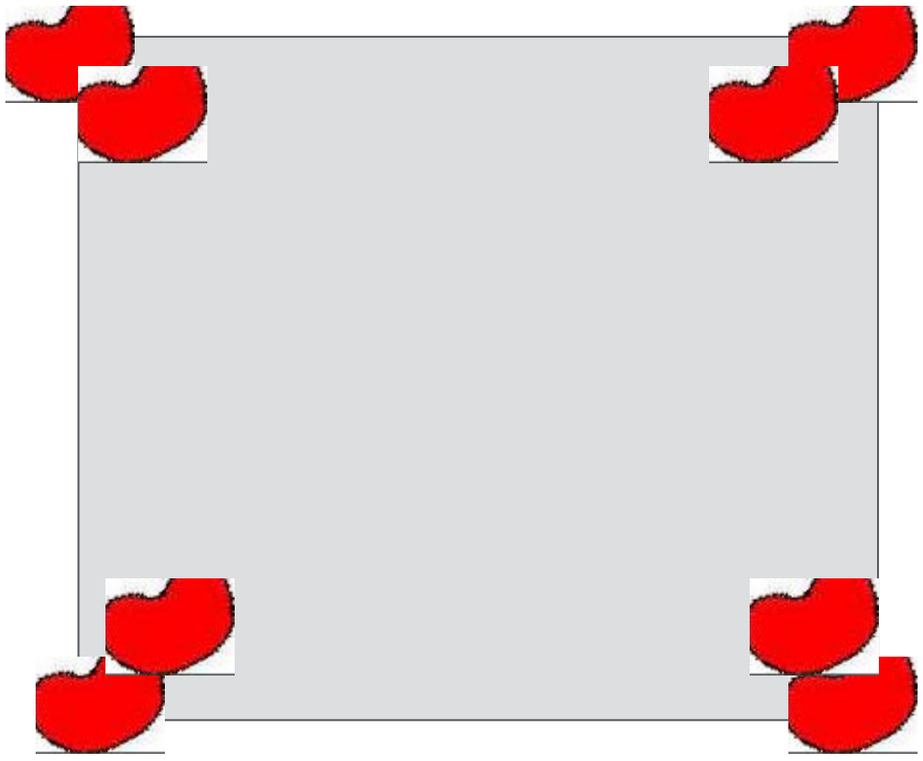
Let’s put one bean on each corner of our squares.

Count each bean as you put it down.

How many beans did you count?

# Making 8 with Squares and Beans (6 min)

Let’s count the corners of the squares. As you count each corner, move the bean a little off the corner, so you can remember which ones you already counted.

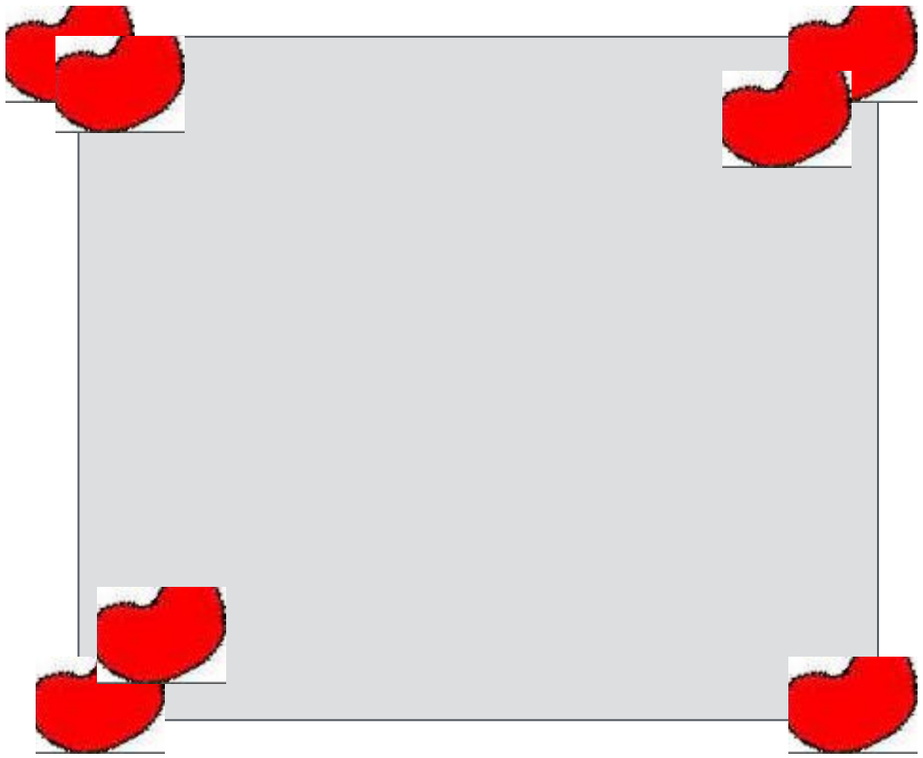


# Making 8 with Squares and Beans (6 min)

Our job is to make 8.

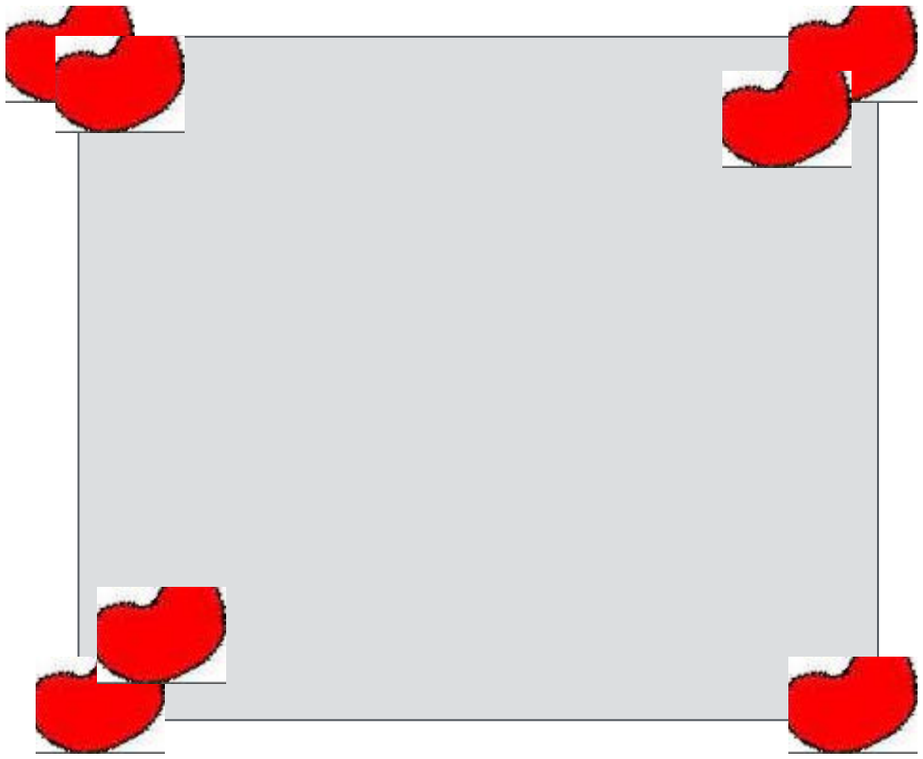
Move 7 beans on the corners of your squares.

Leave the other one where it is. Count how many beans are on your corners. Wait for the signal to tell me. (Allow time to count; then,



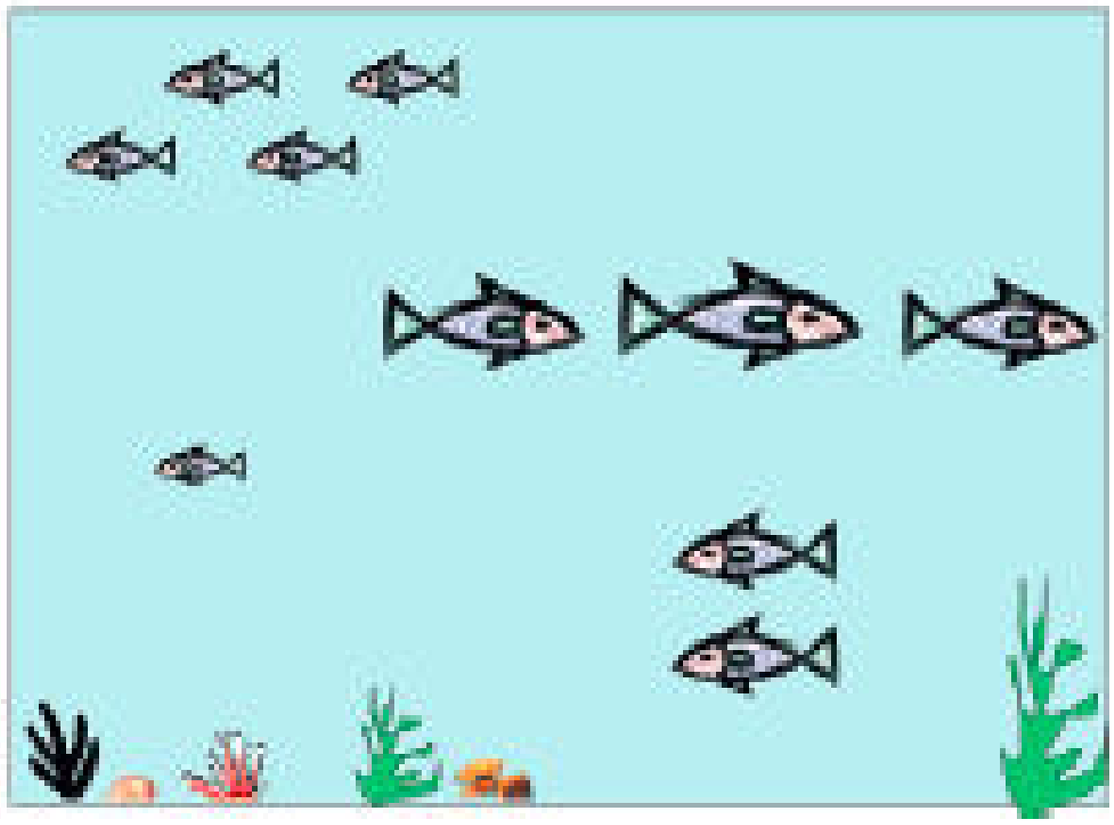
# Making 8 with Squares and Beans (6 min)

How many beans are not on a corner?



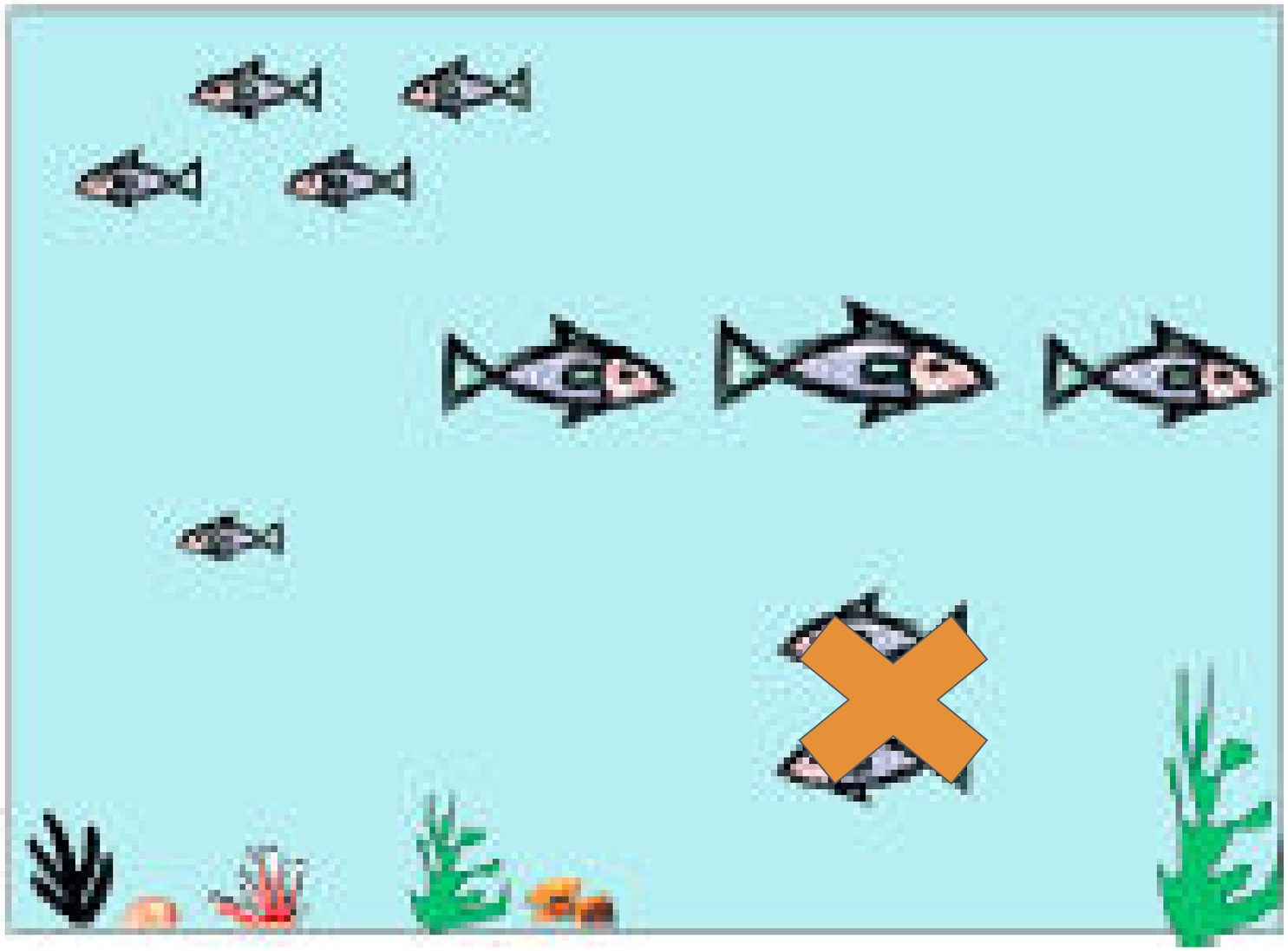
# Hidden Numbers (6 min)

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?



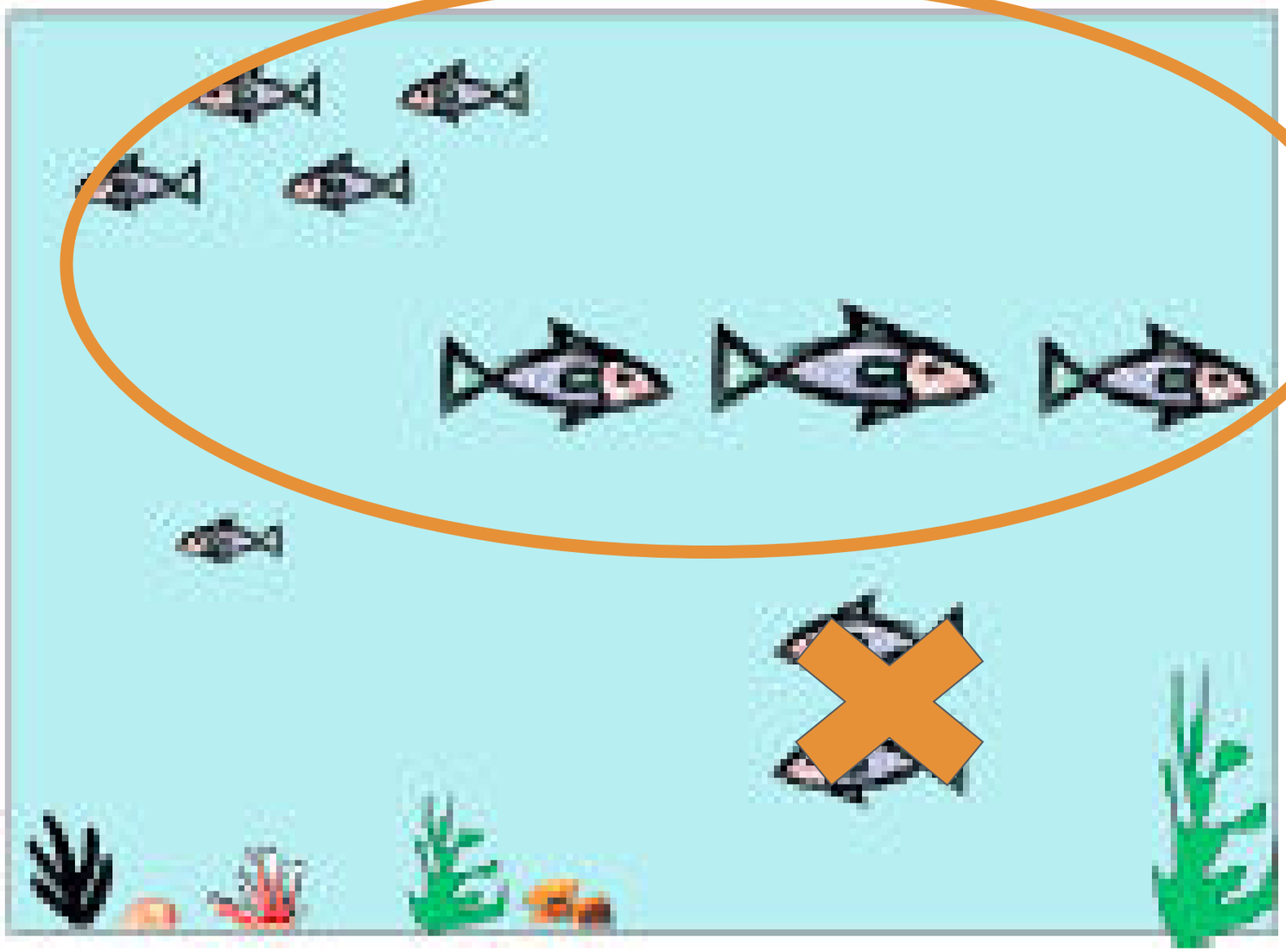
# Hidden Numbers (6 min)

Put Xs on 2 of the fish. Pretend they swam away!



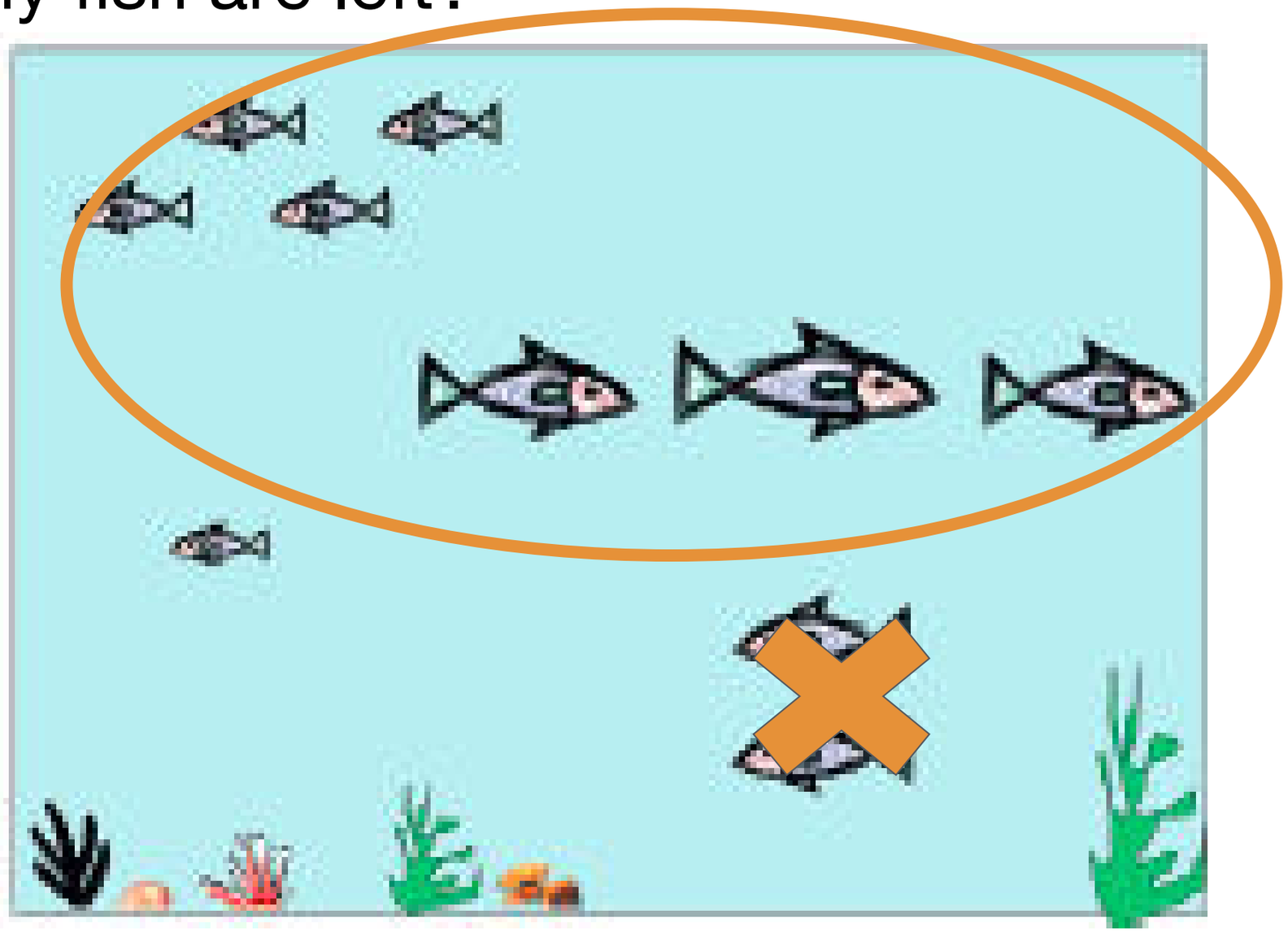
# Hidden Numbers (6 min)

Circle a group of 7 from the fish who didn't swim away.



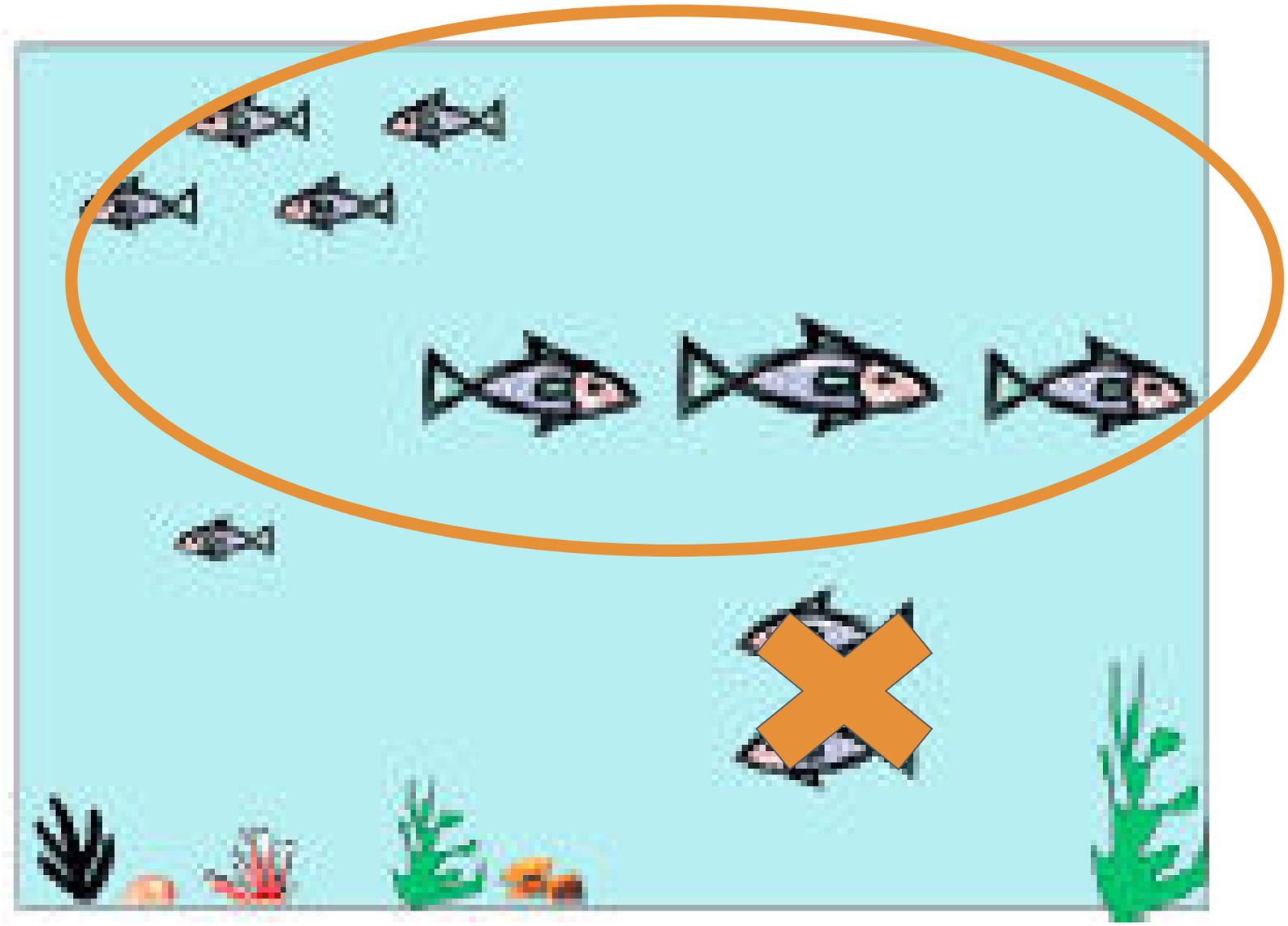
# Hidden Numbers (6 min)

How many fish are left?



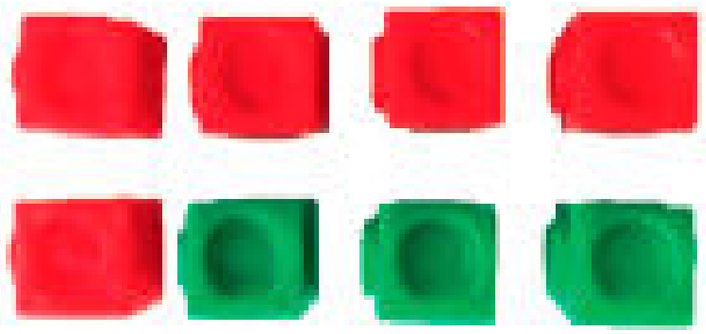
# Hidden Numbers (6 min)

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



# Application Problem (5 min)

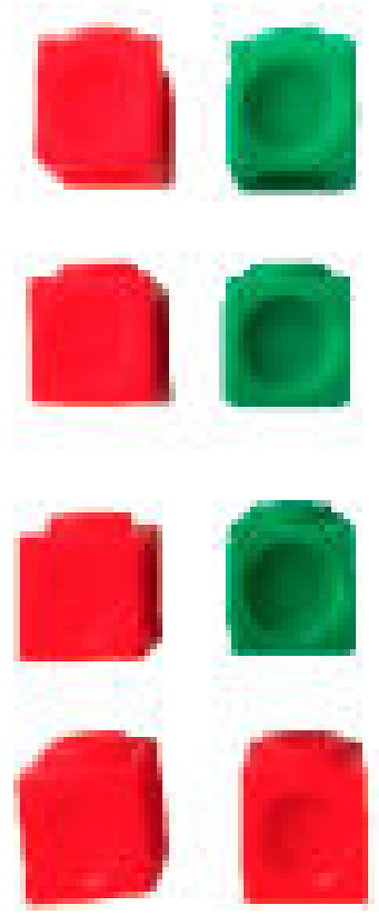
Take one of your 5-sticks. Add 1 more cube. How many cubes are in your stick now? (6.) Add 1 more cube. How many are in your stick now? (7.) Add another cube. Now, how many cubes are in your stick? (8.) Take your 8-stick apart. Work with your partner to make two rows of cubes out of your stick. Make sure you have the same number of cubes in each row. How many cubes are in each row? (4.) Yes, you took your 8 and made 2 rows of 4.



# Application Problem (5 min)

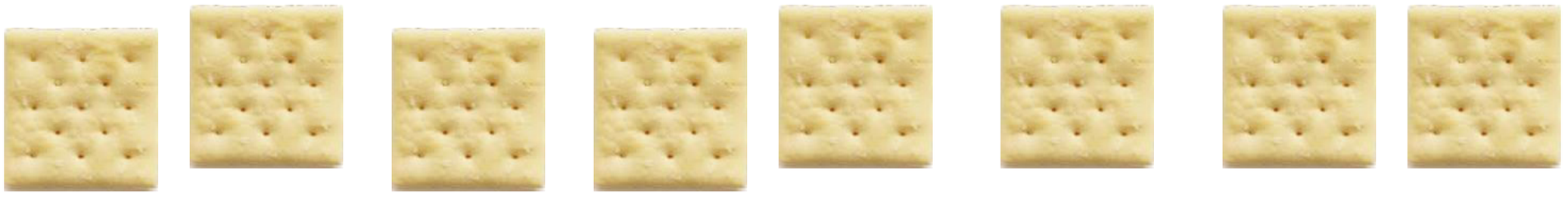
Now, take your cubes, and make a tiny row of 2. Make another tiny row of 2 underneath. Keep going until all of your cubes are used up. How many cubes are in each row? (2.) How many tiny rows do you have? (4.) You made your 8 into

4 rows of 2. You made your 8 into 2 columns. Talk to your partner about the ways you made your 8 look.



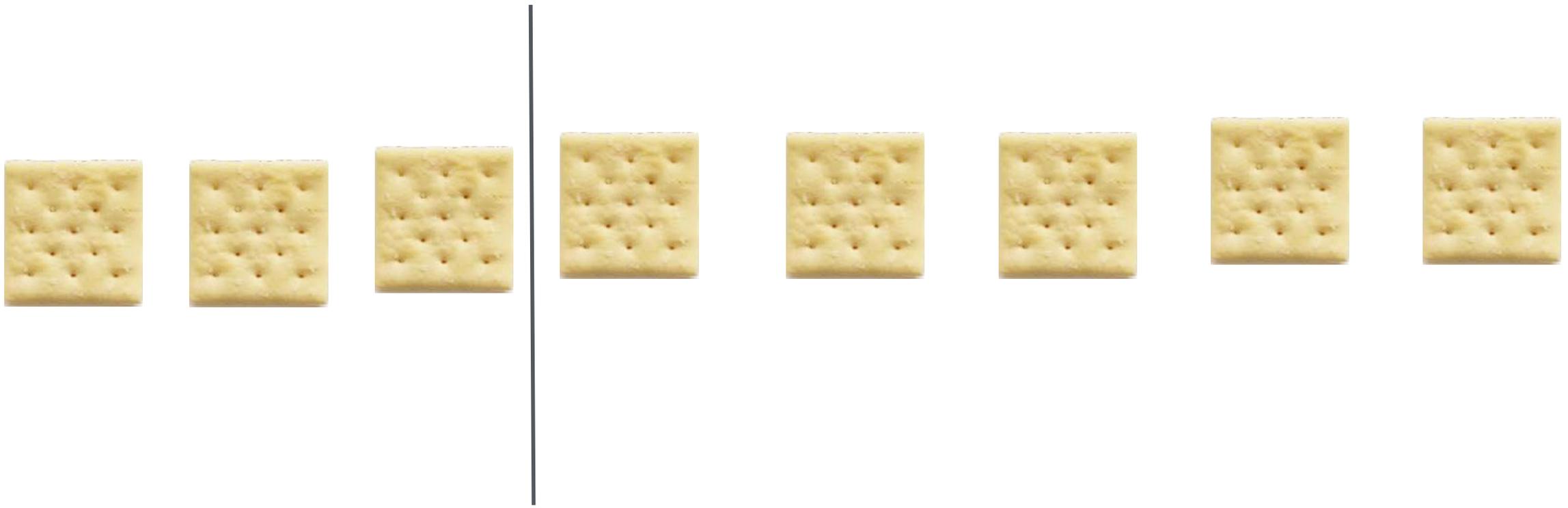
# Concept Development (25 min)

Draw a row of 8 crackers on your personal white board. (Demonstrate.) Let's pretend you want to share them between two friends. How many crackers should we give your first friend?



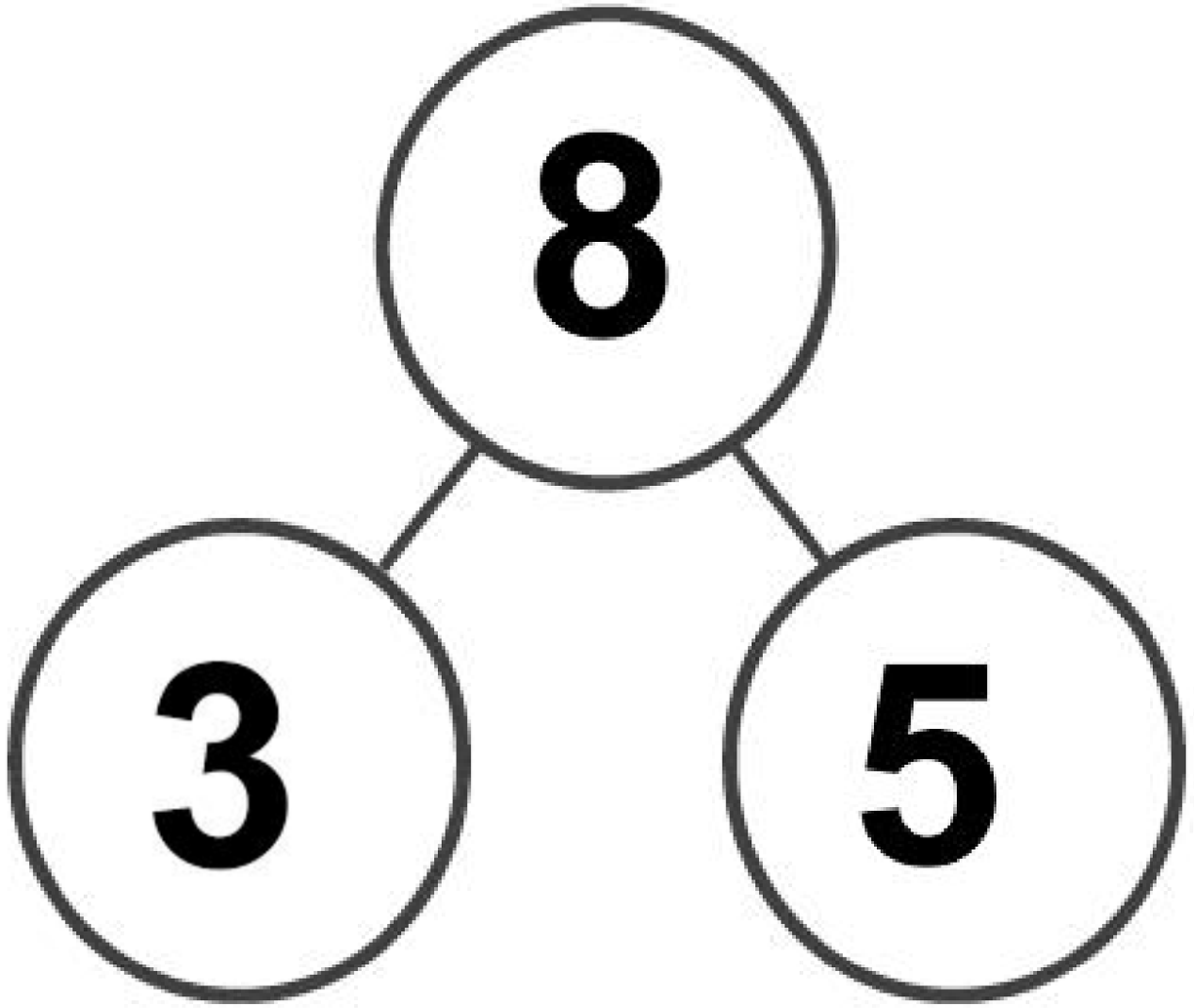
# Concept Development (25 min)

Okay, we will give her 3. Let’s draw a line after the first three crackers to show the ones she will get. Draw the line on your board like this. (Demonstrate.)



# Concept Development (25 min)

I’m going to put an empty number bond on the board. Who can help me fill in the numbers that would tell about your drawing?



# Concept Development (25 min)

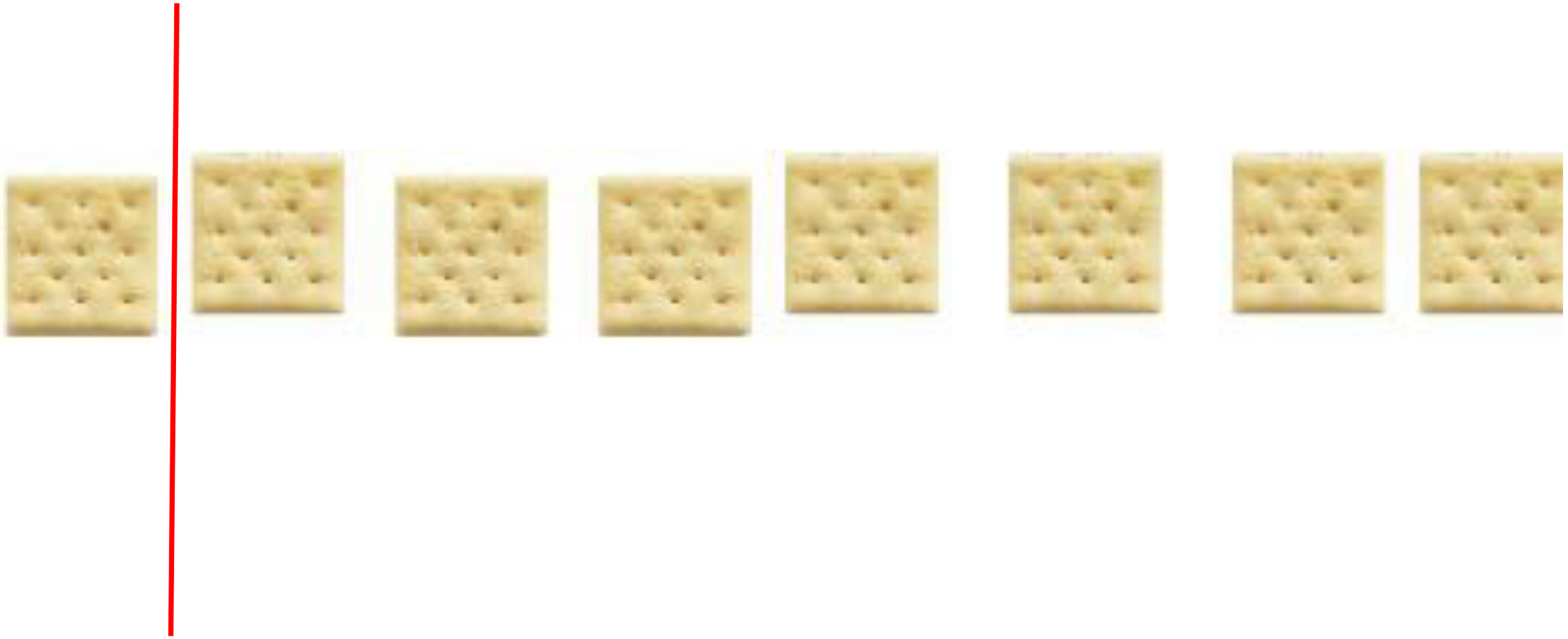
You took your 8 crackers and made groups of 3 and 5. Help me with the number sentence.

$$8 = 3 + 5$$

Could we share your crackers another way?

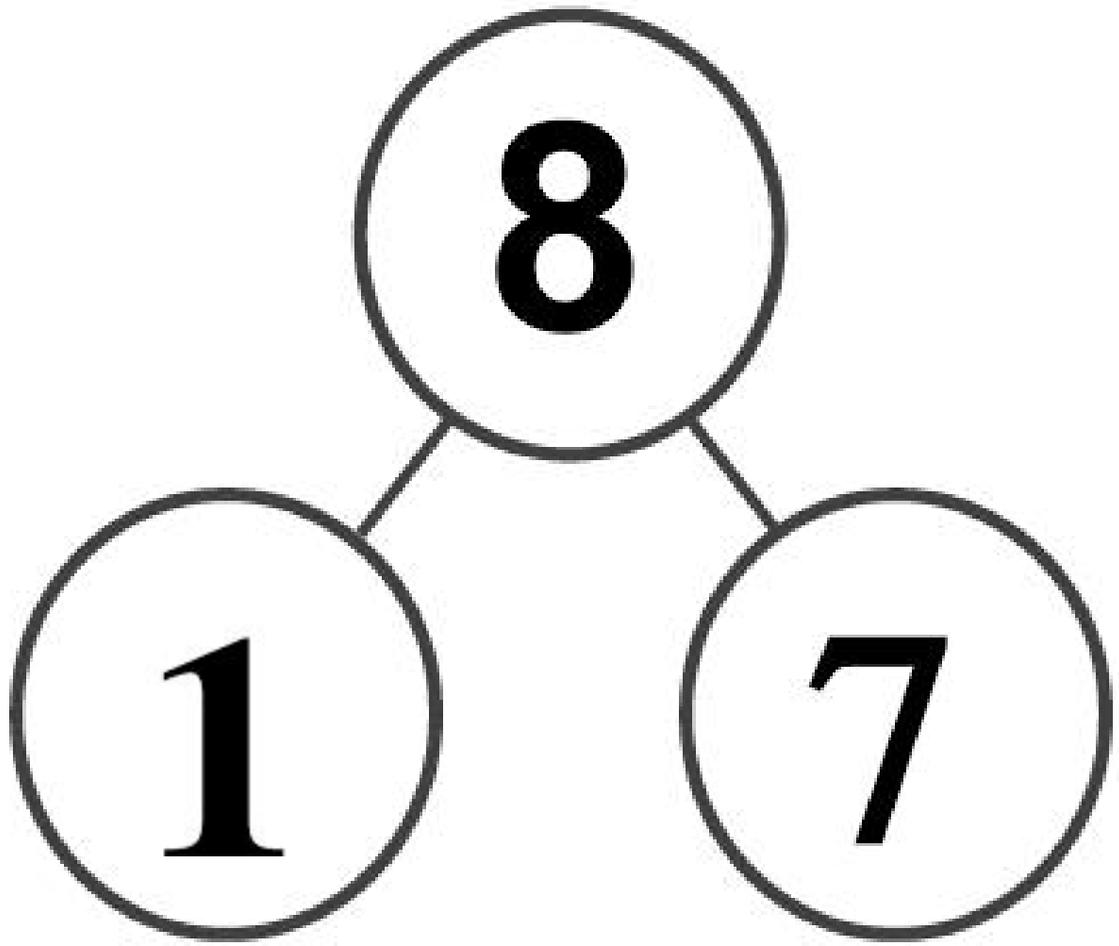
# Concept Development (25 min)

Draw another row of 8 crackers, and draw a line in the row to show that idea.



# Concept Development (25 min)

Let’s make another number bond to show that story.



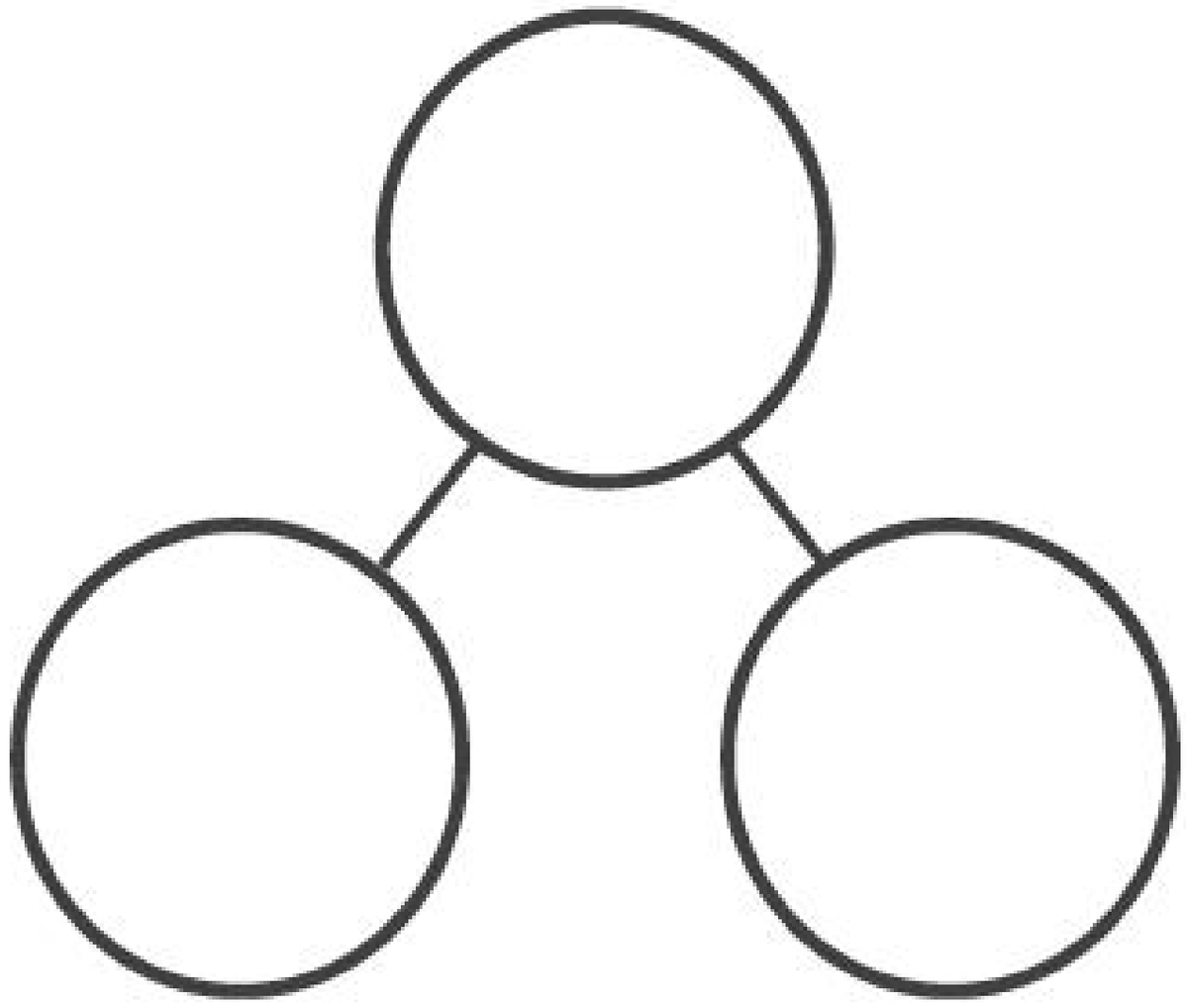
# Concept Development (25 min)

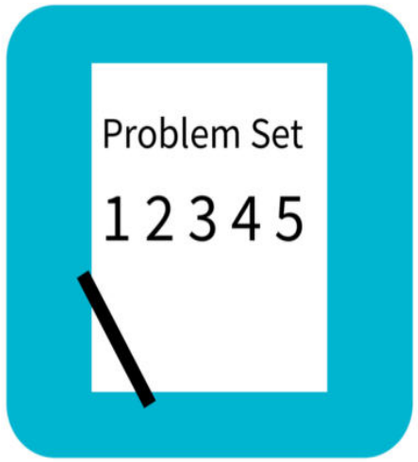
This time, you took your 8 crackers and made groups of 7 and 1. Let’s write the number sentence.

$$8 = 7 + 1$$

# Concept Development (25 min)

Does anyone have other ideas? Work with your partner to make other number bonds equal to eight.

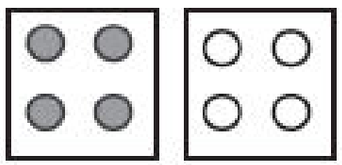


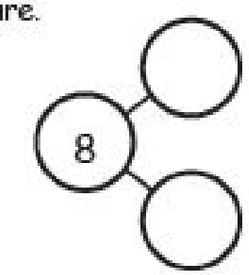



# Problem Set (10 min)

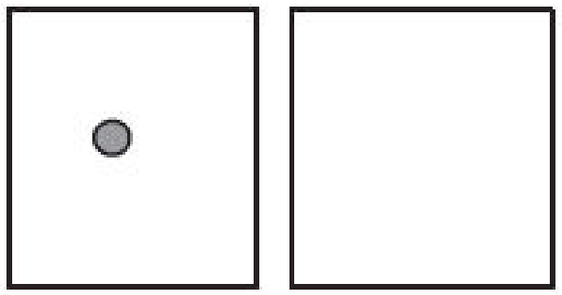
Name _____ Date _____

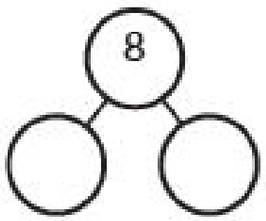
Fill in the number bond to match the picture.



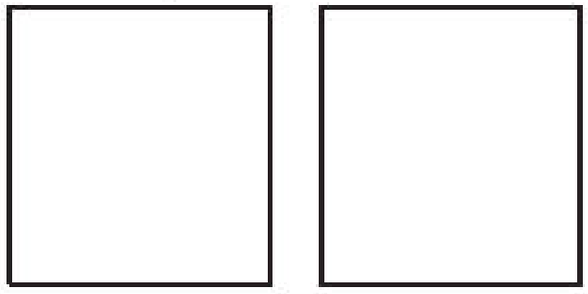



Draw some more dots to make 8 dots in all, and finish the number bond.

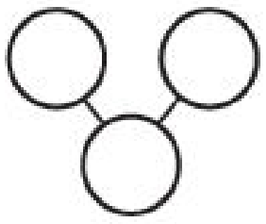




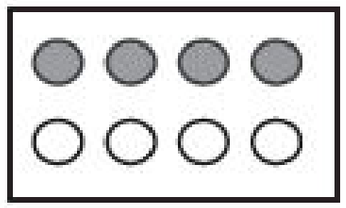

Draw 8 dots, some blue and the rest red. Fill in the number bond.

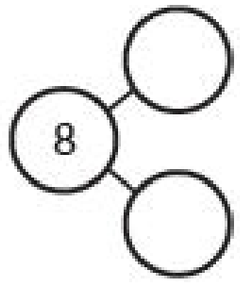


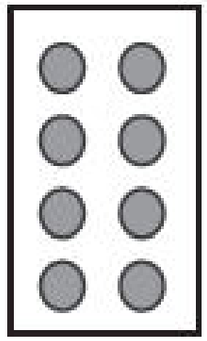
Blue Dots Red Dots

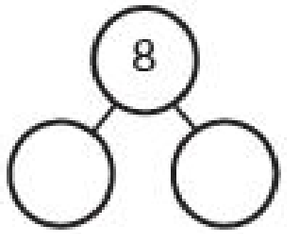


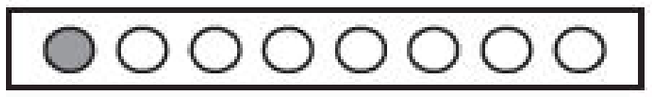
Draw a line to make 2 groups of dots. Fill in the number bond.

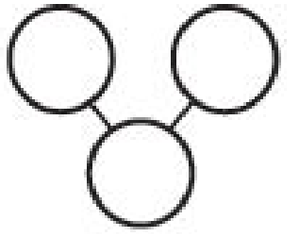


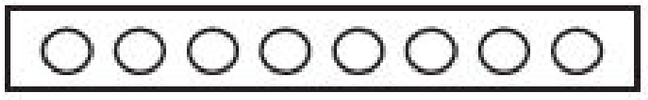


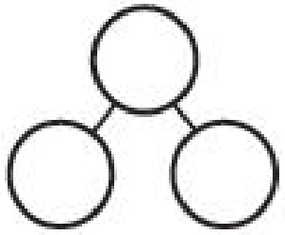





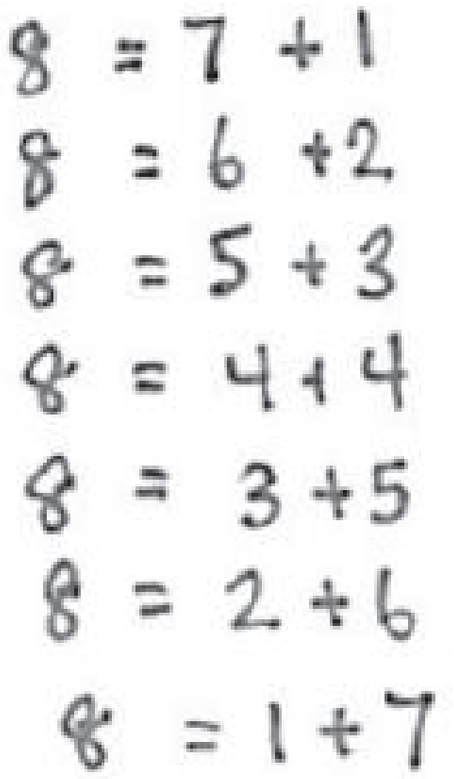






# Debrief (8 min)

- Look at the dots on the second page of the Problem Set. Compare with your neighbor where you drew your line to make two parts. Are they the same or different?




- Look at the dots again. Why do you think some are white and some are gray?
- How did the Application Problem connect to today's lesson?
- In our lesson, how did you decide which ways to divide the crackers?
- Did you notice any patterns?
- What are some of the partners you found to make 8?