

Eureka Math

Kindergarten Module 4 Lesson 10

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Directions for customizing presentations are available on the next slide.



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Reflecting your Teaching Style and Learning Needs of Your Students

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- The view now looks like Screen B.
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- Choose MAKE A COPY and rename your presentation.
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- It is now editable & housed in MY DRIVE.





Materials

- Teacher



Materials

- Student:
 - Make 6 Sprint (2 copies)
 - 6-stick of linking cubes (per pair)
 - personal white board
 - Linking cube 5-stick
 - 5 additional loose linking cubes of another color

Icons



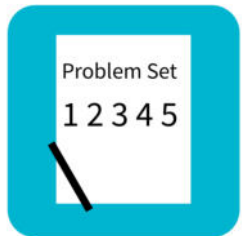
Read, Draw, Write



Learning Target



Personal White Board



Problem Set



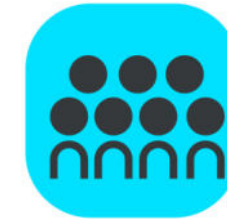
Manipulatives Needed



Fluency



Think Pair Share



Whole Class



Individual



Partner



Small Group



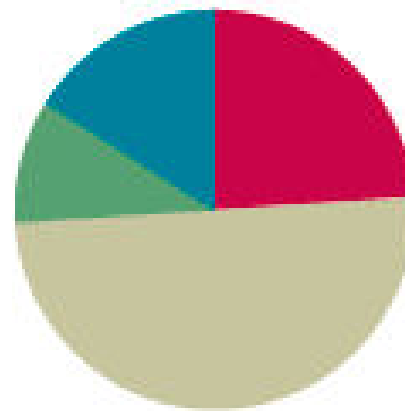
Small Group Time

Lesson 10

Objective: Model decompositions of 6–8 using linking cube sticks to see patterns.

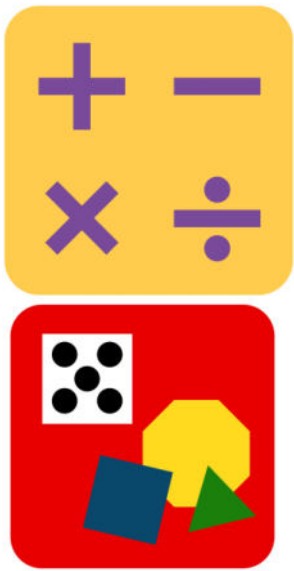
Suggested Lesson Structure

■ 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 6-8 using linking cubes to see patterns.



Sprint: Make 6 (12 min)

It's time for a Sprint! (Briefly recall previous Sprint preparation activities, and distribute Sprints facedown.) Take out your pencil and one crayon, any color. For this Sprint, you are going to circle the number that makes 6. (Demonstrate the first problem as needed.)

Circle the number to make 6.

1				
2	* * * * *	*	* * *	
3				
4				
5	* * *	* *	* * *	*
6				
7	* *	* *	* * *	* * * *
8				
9				
10	1	3	2	5

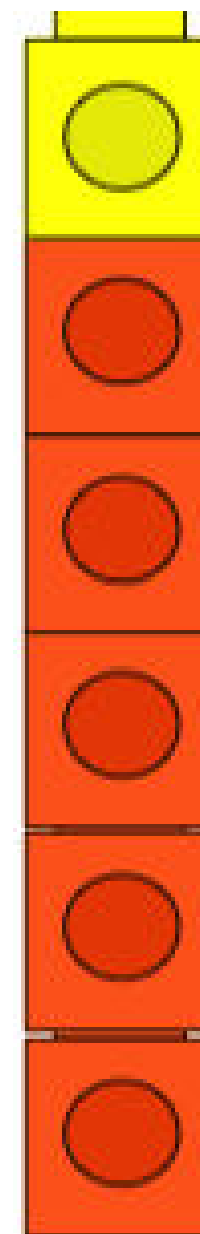


Application Problem

(5 min)



Time for a game of Snap! Hold your 6-stick behind your back. When your partner says, “Snap!” break your 6-stick into two parts. Show your friend one of the parts, and see if she can guess the other part. If she can’t guess, show her the missing piece.

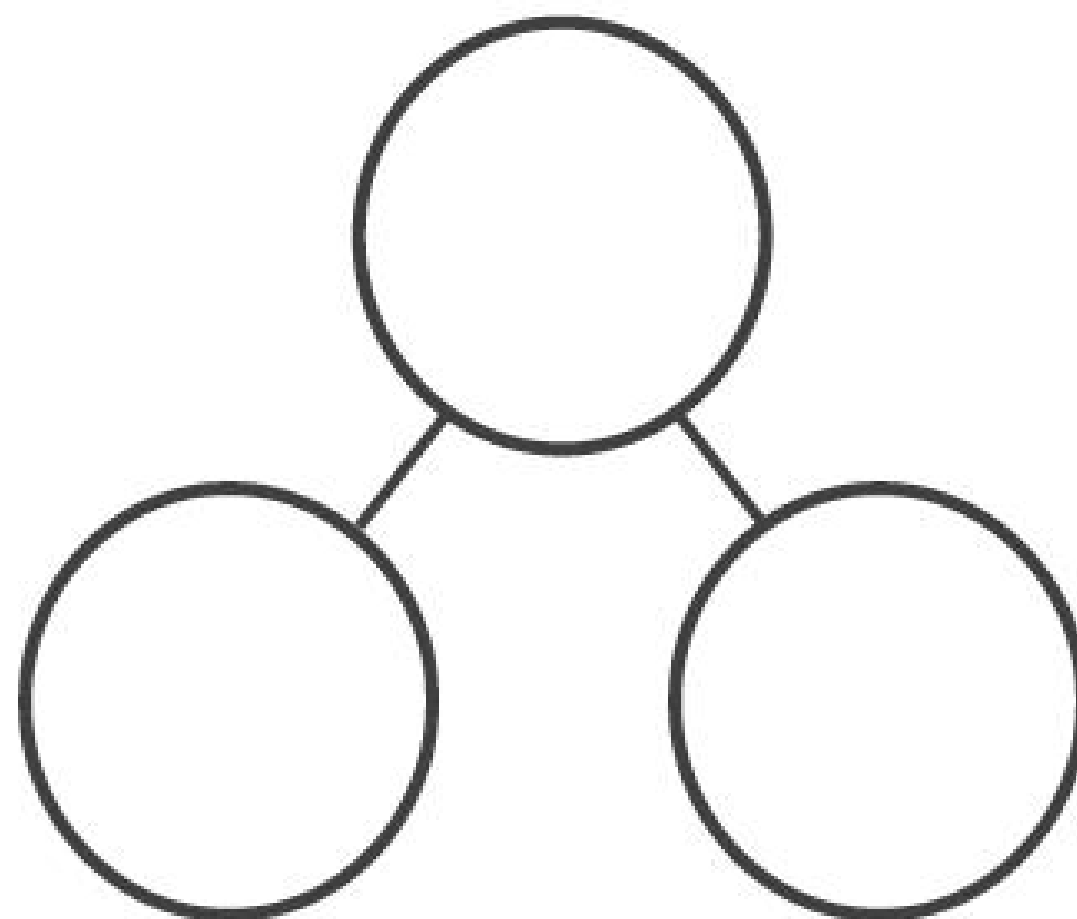


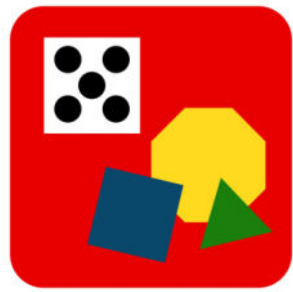


Application Problem

(5 min)

On your personal white board, draw the number bond about your game. Then, it will be your turn. Try it again with a 7-stick and then an 8-stick!

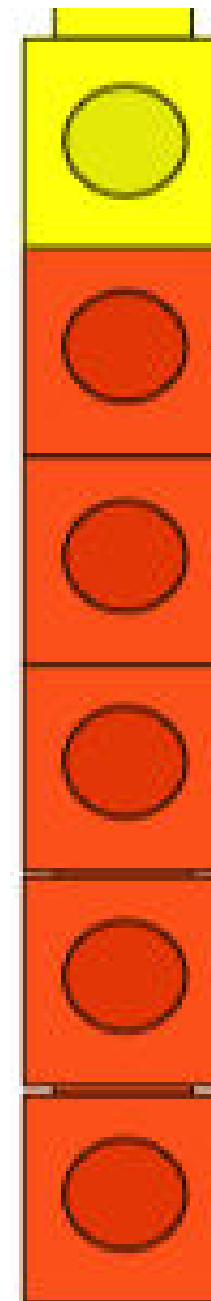


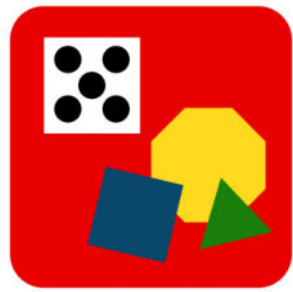


Concept Development

(25 min)

Add 1 cube to the end of your 5-stick. How many cubes are in your stick now?

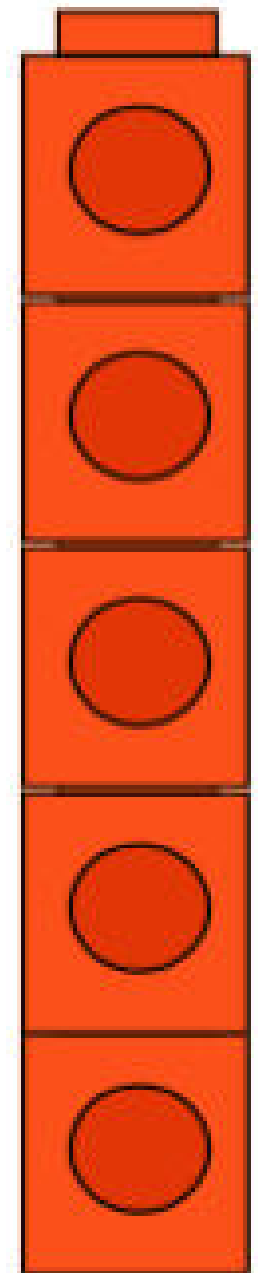
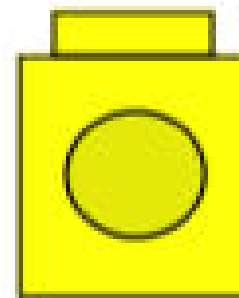


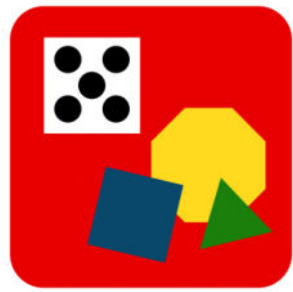


Concept Development

(25 min)

Take off 1 cube, and put it on the table. Tell me what the partners are right now.

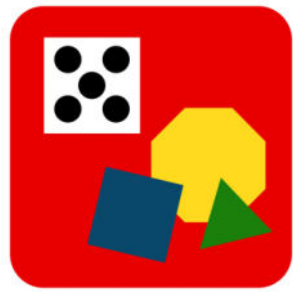




Concept Development (25 min)

$$6 = 5 + 1$$

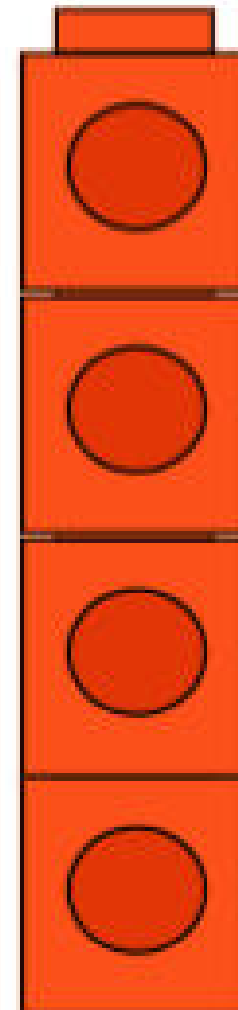
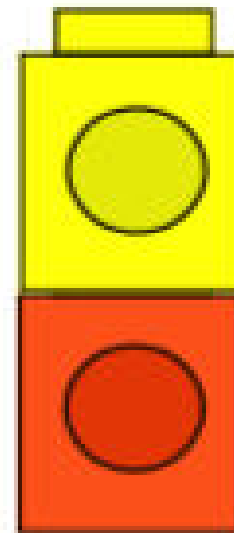
Say the number sentence with me. Rather than saying “is the same as,” let’s say “equals.”

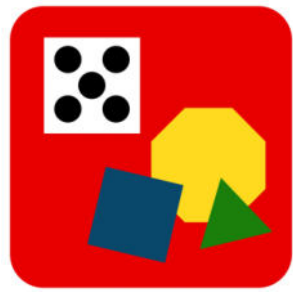


Concept Development

(25 min)

Take off another cube, and add it to the cube on the table to make a 2-stick. What are the partners now?



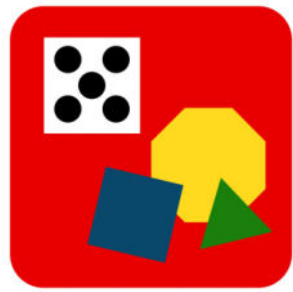


Concept Development

(25 min)

$$6 = 4 + 2$$

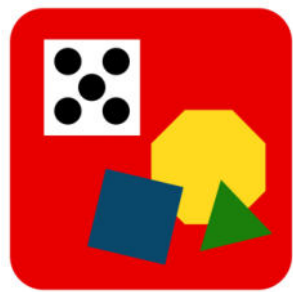
Say it with me.



Concept Development

(25 min)

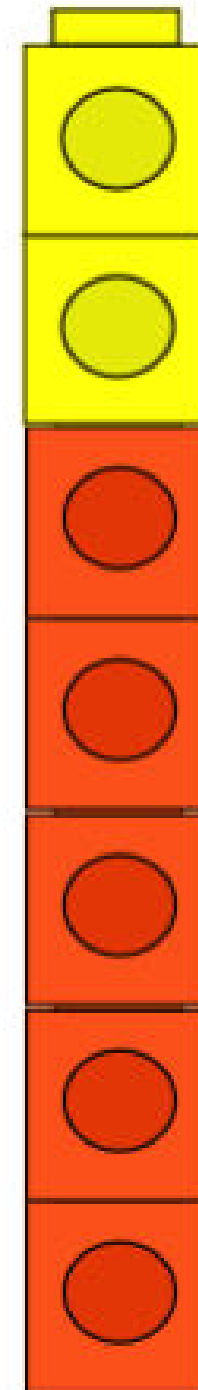
Did anyone notice any patterns?

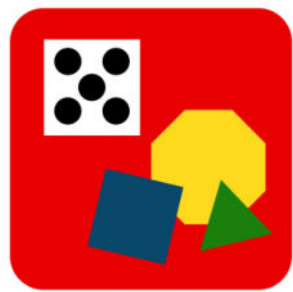


Concept Development

(25 min)

You are right! There is a pattern. Let's put our 6-stick back together and then add one more cube. How many are in our stick now?



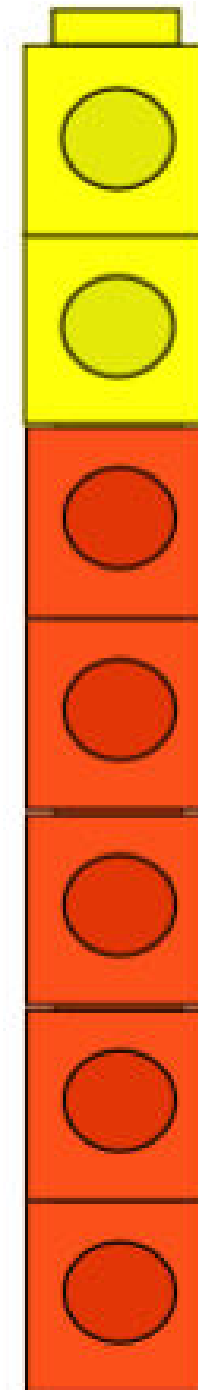


Concept Development

(25 min)



Play the same game with your partner but with 7 cubes! Move a cube from one stick to the other, so one stick has 1 less, and the other has 1 more. Each time, use your words, 7 equals 6 and 1, for example.





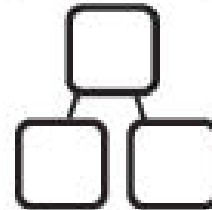
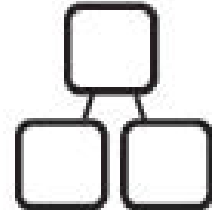
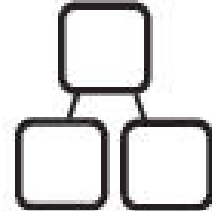
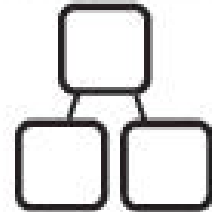
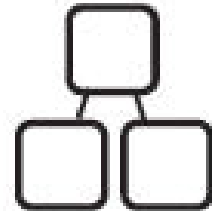
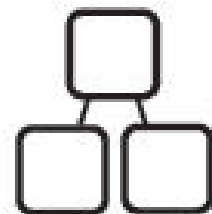
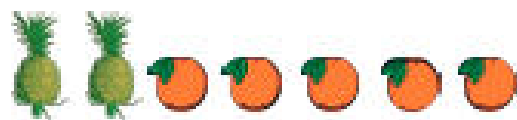
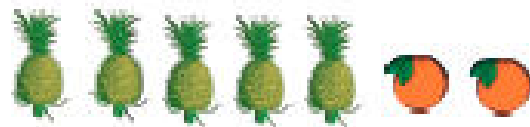
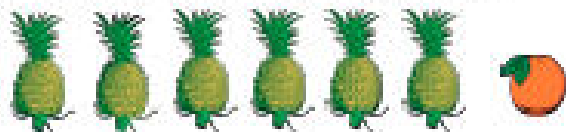
Problem Set

(10 min)

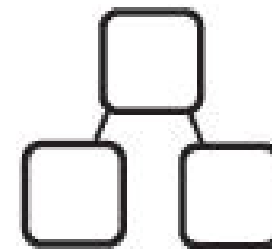
Name _____

Date _____

Fill in the number bond to match.

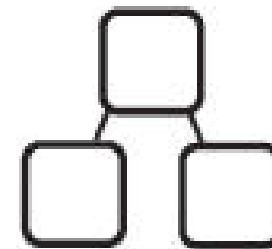


Color some of the faces orange and the rest blue. Fill in the number bond.



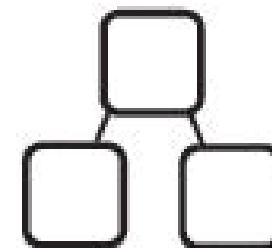
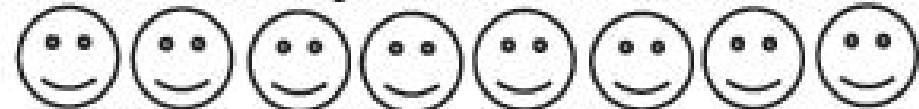
6 is and

Color some of the faces orange and the rest blue. Fill in the number bond.



is and

Color some of the faces orange and the rest blue. Fill in the number bond.



is and



Debrief (8 min)

- In the Problem Set, when you were counting the pineapples and the oranges, were there any sets that you could count faster than the others? Why or why not?
- What was the difference when you were filling in the parts of the number bonds for the fruit and the faces? (Parts are divided for you with the fruit. There is a *1 more* pattern with the fruit.)
- What patterns did you notice when we were working with your 6-stick?
- What did you notice about the patterns with the 7- and 8-sticks? Were the patterns similar?
- If we were to play the game with a 5-stick, do you think the pattern would still be similar?