Eureka Math

Kindergarten
Module 4
Lesson 11

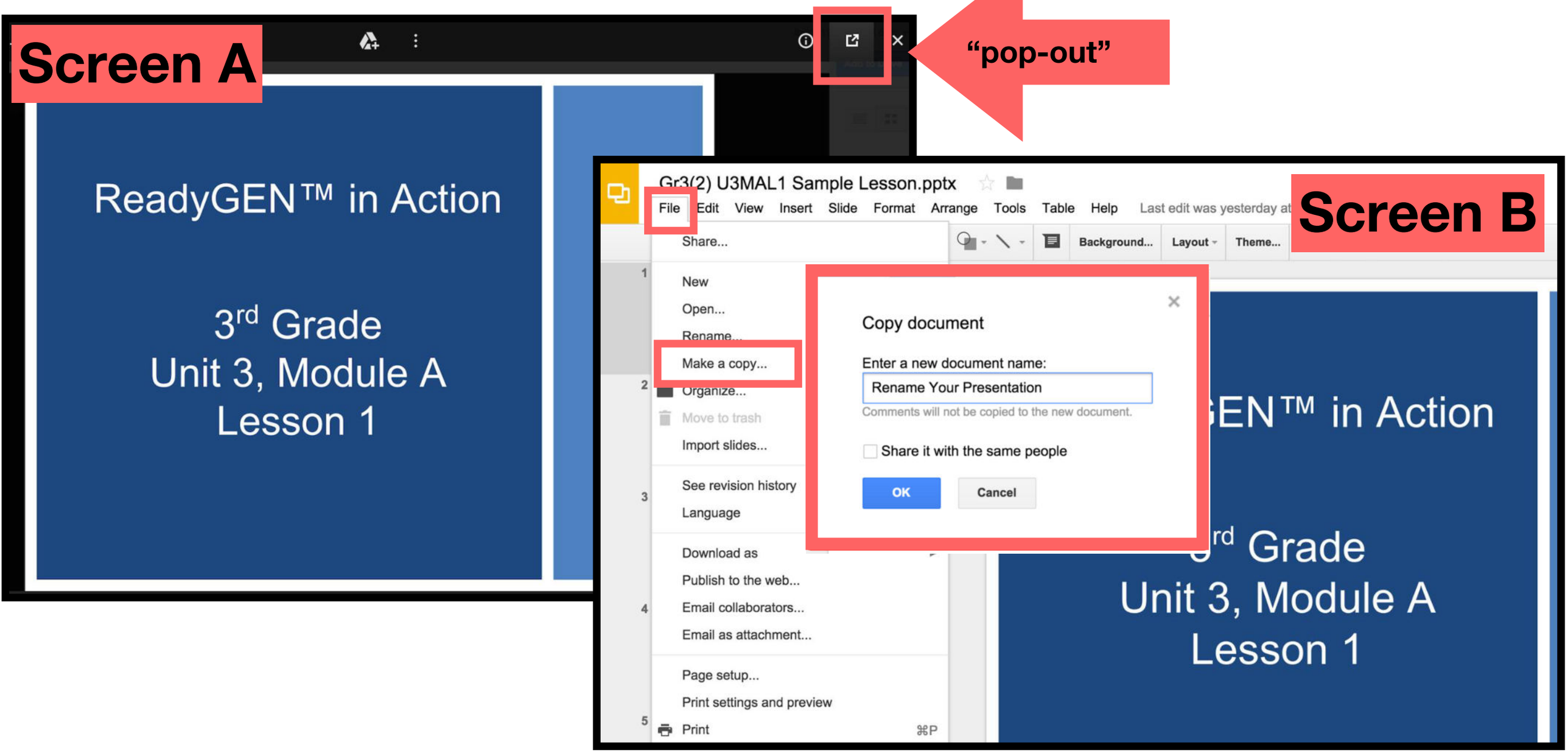
At the request of elementary teachers, a team of Bethel & Sumner educators met as a committee to create Eureka slideshow presentations. These presentations are not meant as a script, nor are they required to be used. Please customize as needed. Thank you to the many educators who contributed to this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



Icons

Read, Draw, Write

Learning Target

Personal White Board

Problem Set

Manipulatives Needed

Fluency

Think Pair Share

Whole Class

Individual

Partner

Small Group

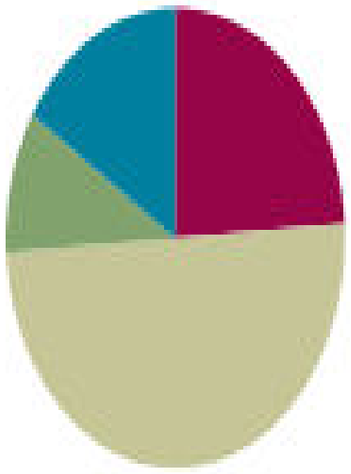
Small Group Time

Lesson 11

Objective: Represent decompositions for 6–8 using horizontal and vertical 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)**

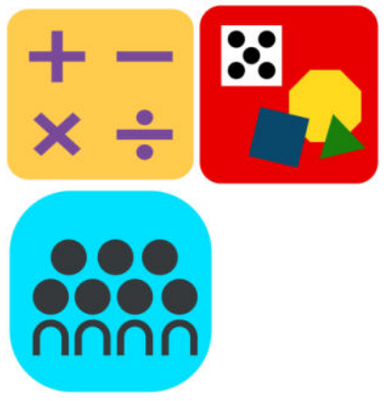


Materials Needed

Students

- Personal white boards
- Matching game cards 0-7 (lesson 1 fluency template 2
- Matching game cards 6-10 (lesson 7 fluency template 2) per pair (use only 1 picture of each quantity)
- Linking cube 5-stick, plus 5 loose cubes(all of one color or with color change at 5)
- Number bond template inserted into personal white board

I can represent decompositions for 6-8 using horizontal and vertical number bonds.



Take Apart Groups of Circles-4 min.

Draw three circles on your board. (Wait for students to do this.) Put Xs on two of them. How many circles have Xs?

T: How many circles do not have an X?

T: How many circles are on your board?

We can tell how we took 3 apart like this: 3 is 2 and 1. Echo me, please.

Take Apart Groups of Circles

Very good. Let's go a little faster now. Erase. Draw 4 circles on your board. (Wait for students to do this.) Put Xs on 3 of them. (Wait.) How many do not have an X?

Raise your hand when you can say the number sentence starting with 4. (Wait for all students to raise hands, and then signal.) Ready?

Continue working through problems with totals of 1–5.

Finger Number Pairs

3 min

You've gotten very good at showing fingers the Math Way. I want to challenge you to think of other ways to show numbers on your fingers. Hint … you can use two hands!

First, I'll ask you to show me fingers the Math Way. Then, I'll ask you to show me the number another way. Ready? Show me 5.

T: Now, show me another way to make 5, using two hands.

T: How we can be sure that we're still showing 5?

Make 7 Matching Game
5 min

Note: Students find the hidden partners of 7 in support of today's work with composition and decomposition.

Conduct the activity as outlined in Lesson 7, but now, have students find partners of 7.

Application Problem
5 min

Nesim has 5 toy cars. Draw Nesim’s cars.

Awate has 3 toy cars. Draw a picture to show his cars, too.

How many cars do they have together? Can you show the number bond to go with the story? Talk with your partner about your work.

Concept Development
25 minutes

Starting with your 5-stick, make an 8-stick with your linking cubes. How many more cubes did you add?

T: When I say, “Snap!” break your 8-stick into two smaller sticks. Snap! What numbers did you find hiding inside the 8?

Concept Development

Great! You found a 2 and a 6 inside your 8.

How would I show that in a number bond? (Allow students to guide you in creating the number bond on the board.)

Make this number bond on your personal white board, too. (Allow students time to create the number bond.) Did anyone do it a different way?

(Allow students to share other partners for 8, modeling it inthe number bond format each time.)

Concept Development

T: Put your stick back together. You have 8 cubes. Please take 1 off, and put it aside.

How many cubes are in your stick now?

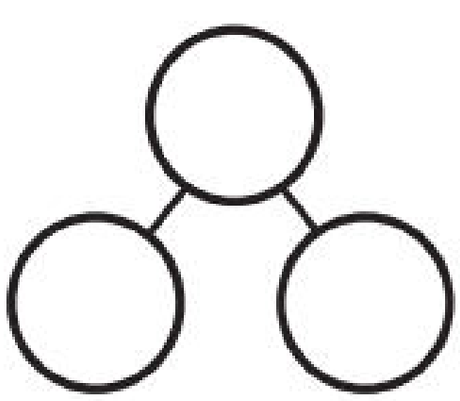
Let’s play the game again … but first, please erase your boards, and turn them upside down. Could we still make a number bond this way?

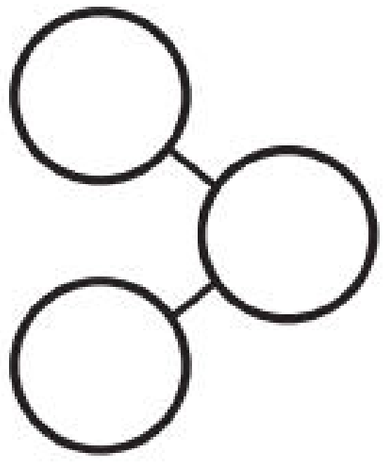
T: All right … Snap! What partners to make 7 did you find?

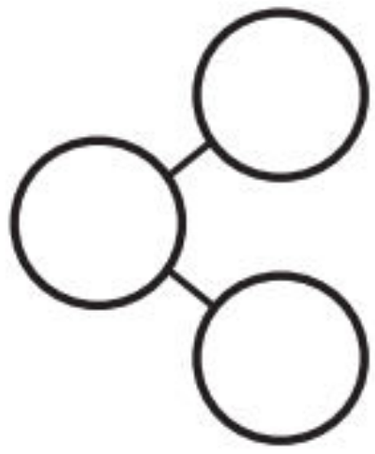
Concept Development

Let’s write this in a number bond, too.

(Guide students to help create a number bond in a different orientation. After they copy it onto their boards, ask for other partners for 7.)



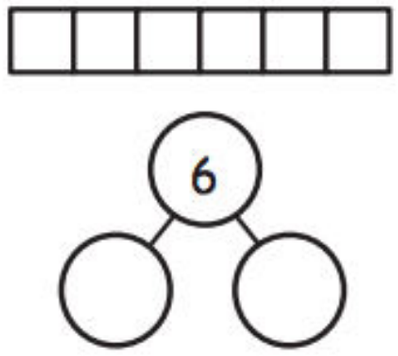




Problem Set-10 min

Name _____ Date _____

These squares represent cubes. Draw a line to break the stick into 2 parts. Complete the number bond and number sentence.



6 is ☐ and ☐

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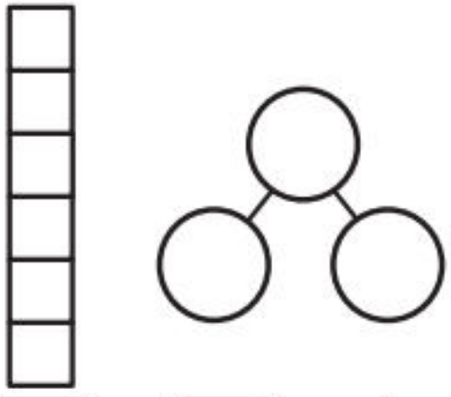

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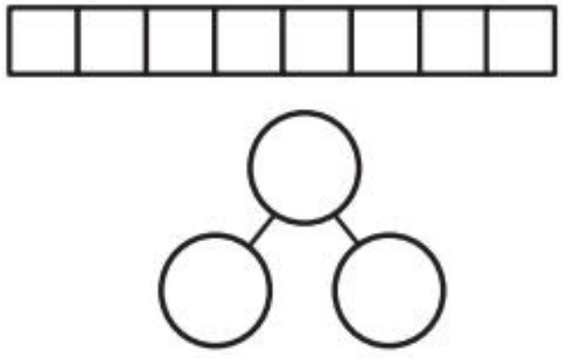

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On the back of your paper, draw a cube stick with some red cubes and some blue cubes. Draw a number bond to match.

Debrief

Lesson Objective: Represent decompositions for 6-8 using horizontal and vertical number bonds.

Debrief

- Look at the stick with 6 cubes in the Problem Set. Share with a partner where you drew a line to break the stick. Do you have the same parts?
- When you broke apart your 8-stick, did your number bond have the same numbers as everyone else? Why?
- When you turned the number bond, what did you notice?
- Does the number bond change when it faces different directions?
- With your partner, talk about how many different ways you could break apart the 6-stick, then the 7-stick, and finally the 8-stick.