Eureka Math

Kindergarten
Module 4
Lesson 13

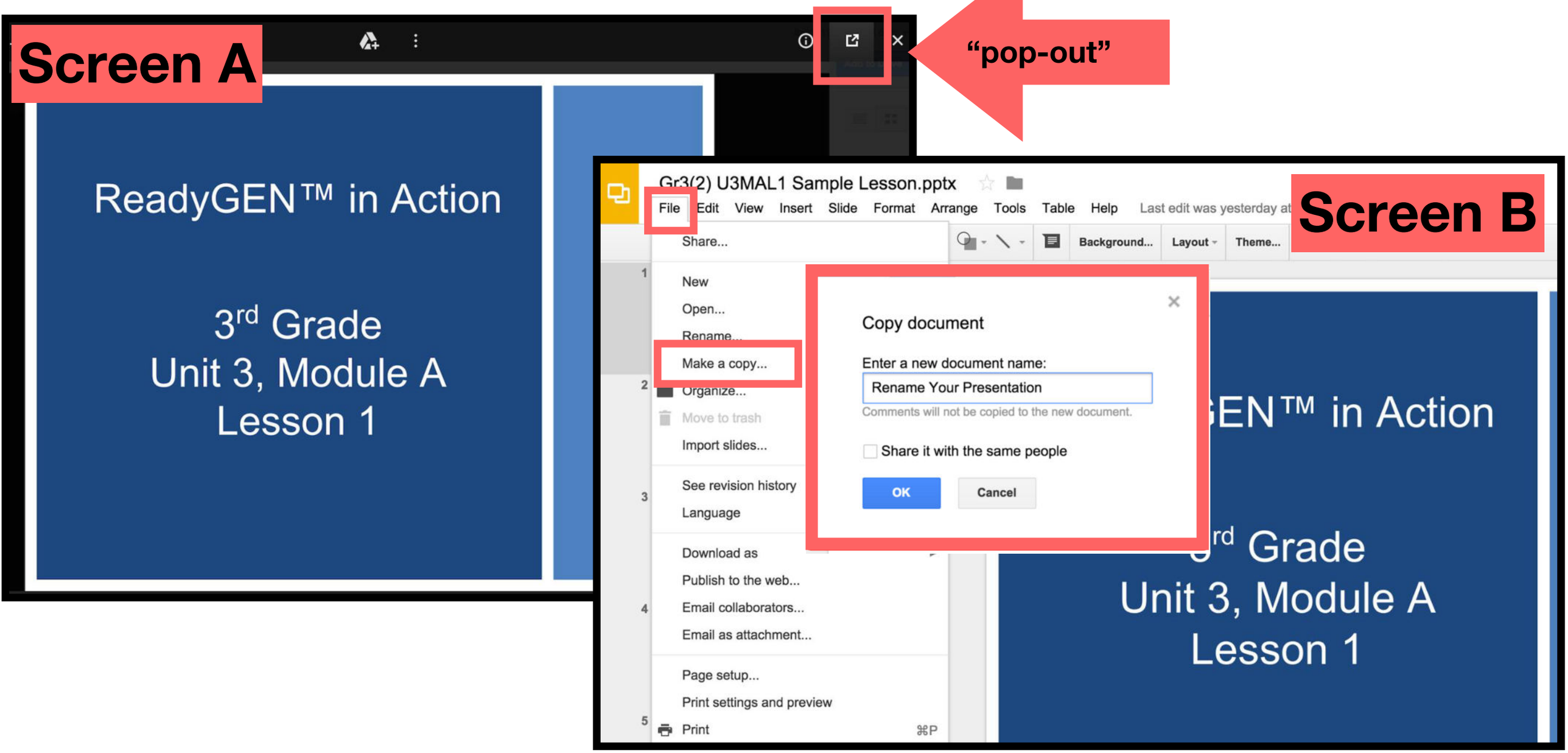
At the request of elementary teachers, a team of Bethel & Sumner educators met as a committee to create Eureka slideshow presentations. These presentations are not meant as a script, nor are they required to be used. Please customize as needed. Thank you to the many educators who contributed to this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

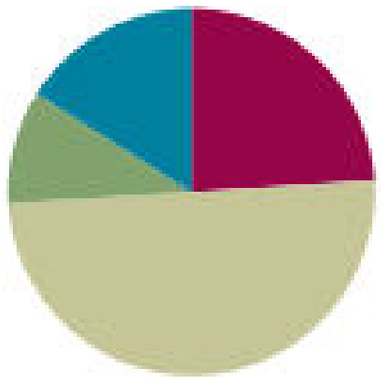
Small Group Time

Lesson 13

Objective: Represent decomposition and composition addition stories to 6 with drawings and equations with no unknown.

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

Teacher

- 20-bead Rekenrek
- Varied dot cards of 6 (fluency template 1)
- Magnetic shapes (optional)

Materials Needed

Students

- Varied dot cards of 6 (fluency template 1)
- Make 6 (fluency template 2)
- Personal white board
- 6 linking cubes

I can represent decomposition and composition addition stories to 6 with drawings and equations with no unknown.

Counting the Say Ten Way with the Rekenrek

3 min

Conduct activity as outlined in lesson 5.

Continue counting forward and backward with the following suggested sequence: ten 1, ten 2, ten 3, ten 2,

ten 3, ten 4, ten 5, ten 4, ten 3, ten 4, ten 3, ten 2, ten 1.

Dot Cards of 6-3 min

(Show a card.) How many do you see?

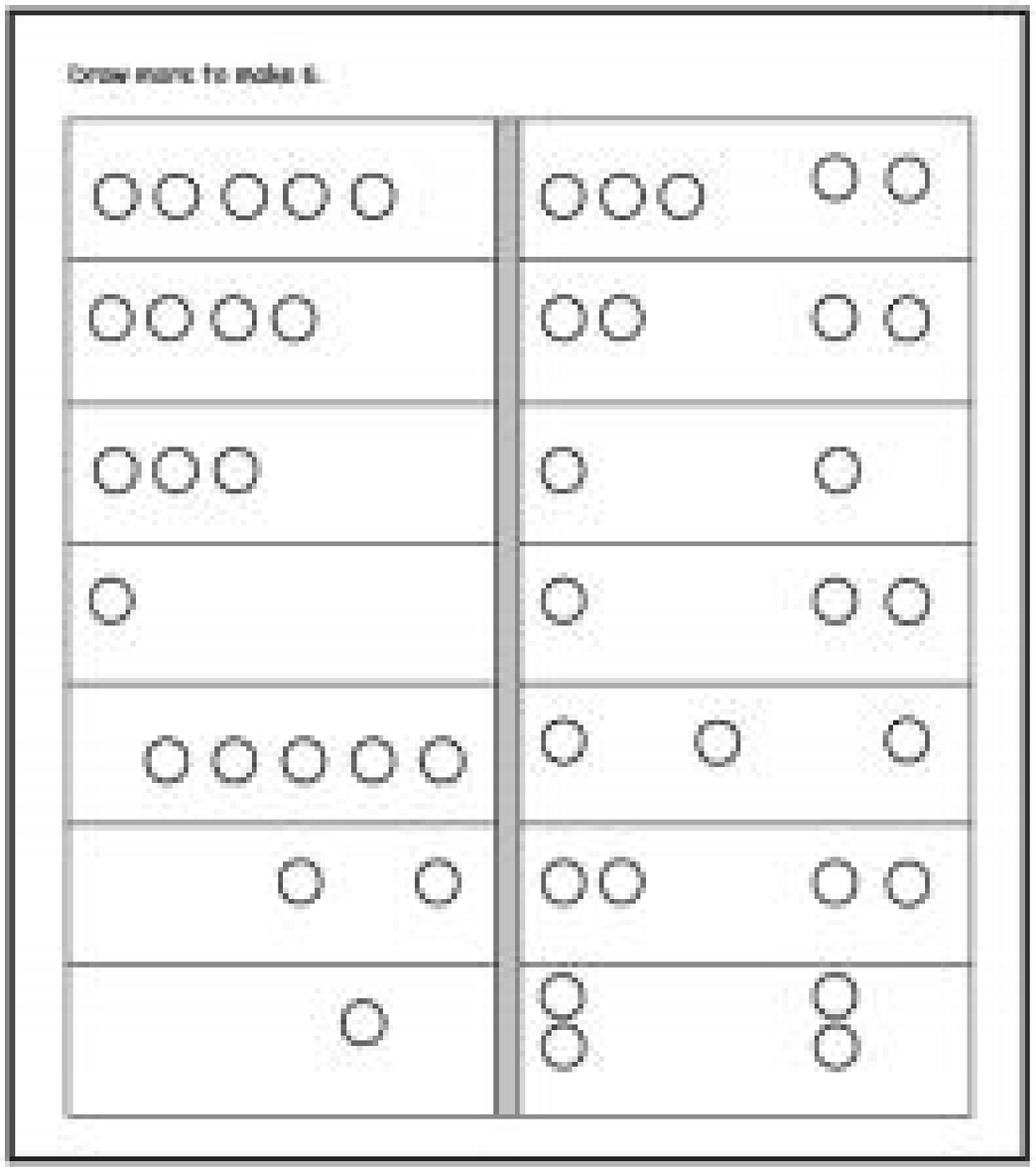
T: How did you see them in two parts?

Continue with other cards of 6. Distribute the cards to students for partner sharing time.

Have them pass on the card at a signal, and repeat with a new card.

Draw More to Make 6

6 min



Application Problem
5 min

4 silly seals were splashing in the water. Show the silly seals with your linking cubes.

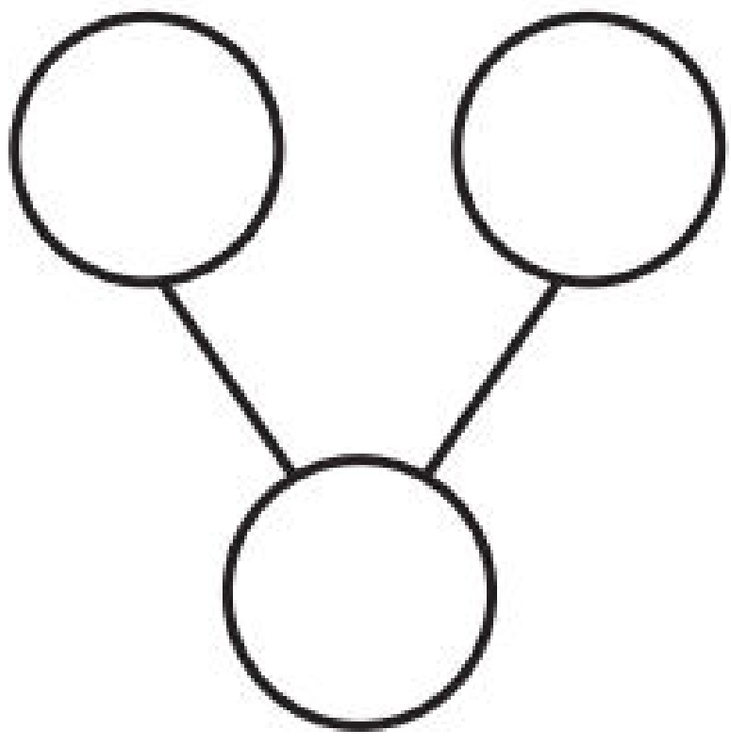
2 more silly seals came to splash.

Show the new seals. How many silly seals are splashing in the water now?

Application Problem

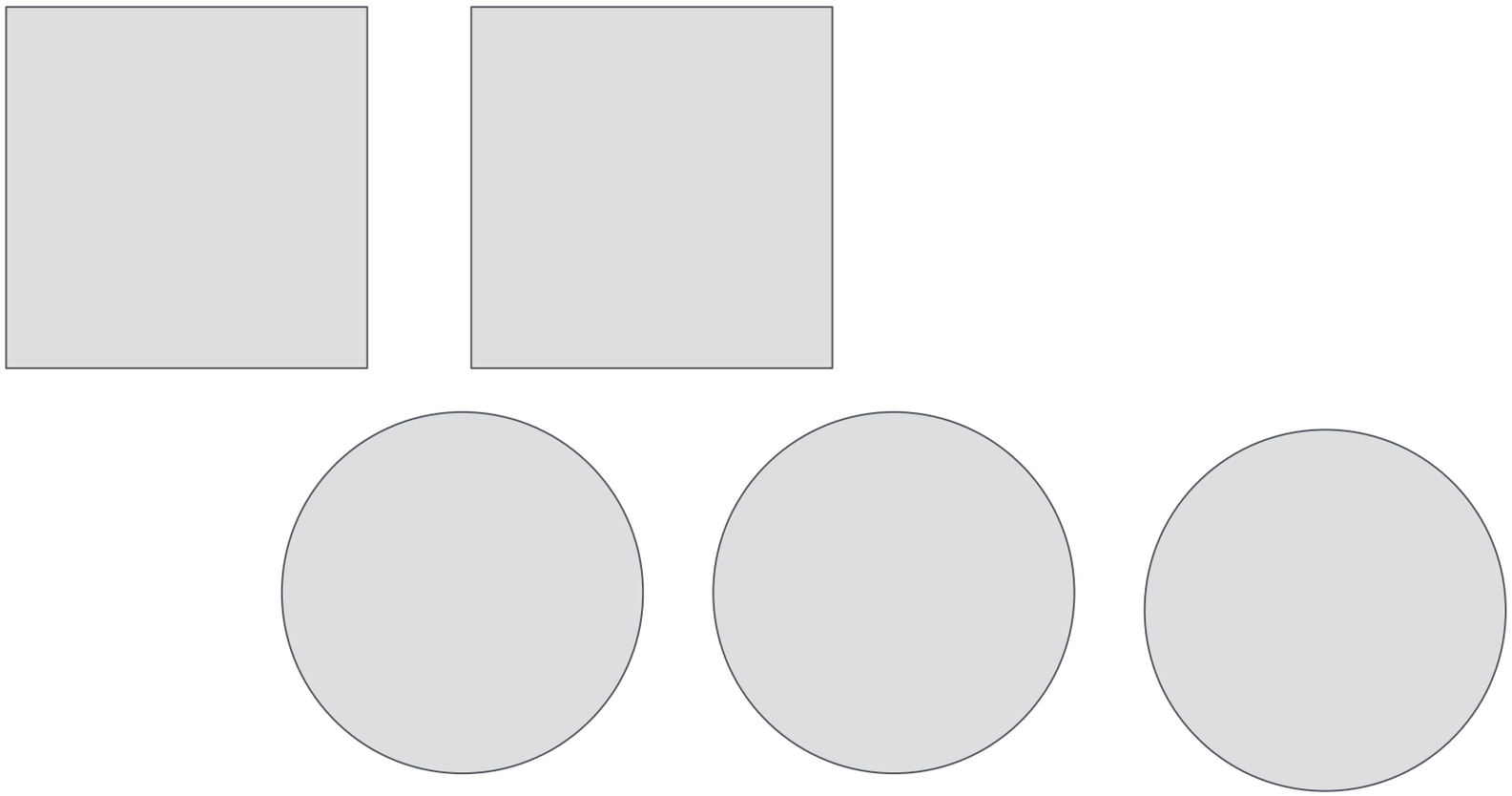
Use your cubes, and talk to your partner about the seals.

Can you write about the silly seals in a number bond?



Concept Development
25 min

Noah loves to play with magnets on his refrigerator. He has these magnets. (Show the shapes on the board.) What does Noah have on his refrigerator?



Concept Development

Copy these shape magnets onto your personal white board.

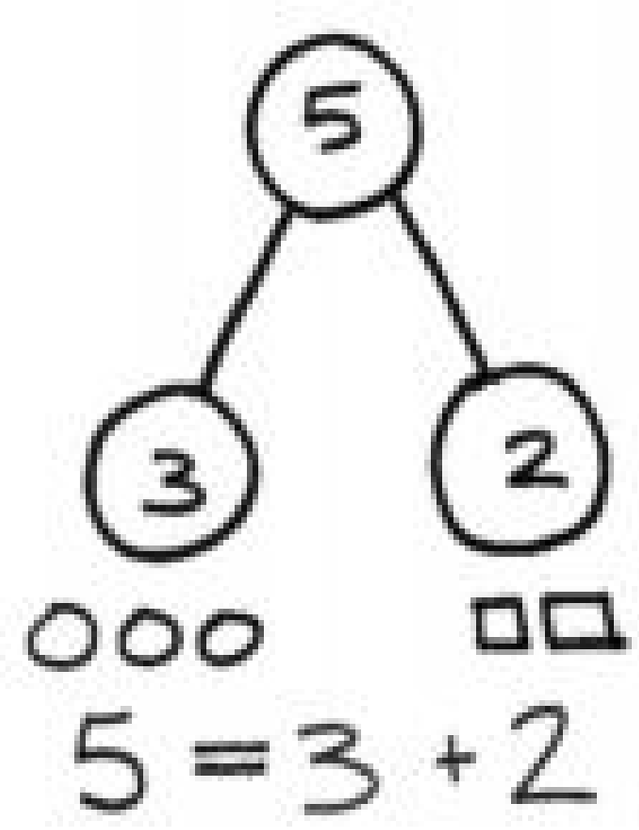
Hmm. Remember when we practiced making number bonds from shape pictures?

Can anyone help me make a number bond about our picture?

(Allow students to offer guidance in creating a number bond on the board, starting with the total and then designating the parts.)

Concept Development

I want to write about this in the special Math Way in a number sentence. (Write 5 = 3 + 2 under the number bond.) What does this 5 tell us about?



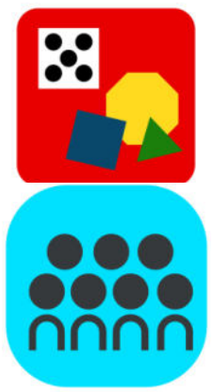
Concept Development

I showed the parts of our picture like this: 3 + 2. Where does the 3 come from?

T: Where does the 2 come from?

T: Yes, there are 5 shape magnets on Noah’s refrigerator. 2 are squares, and 3 are circles. 5 equals2 and 3 together! Write the number sentence on your board.

(Circulate to ensure understanding.)



Concept Development

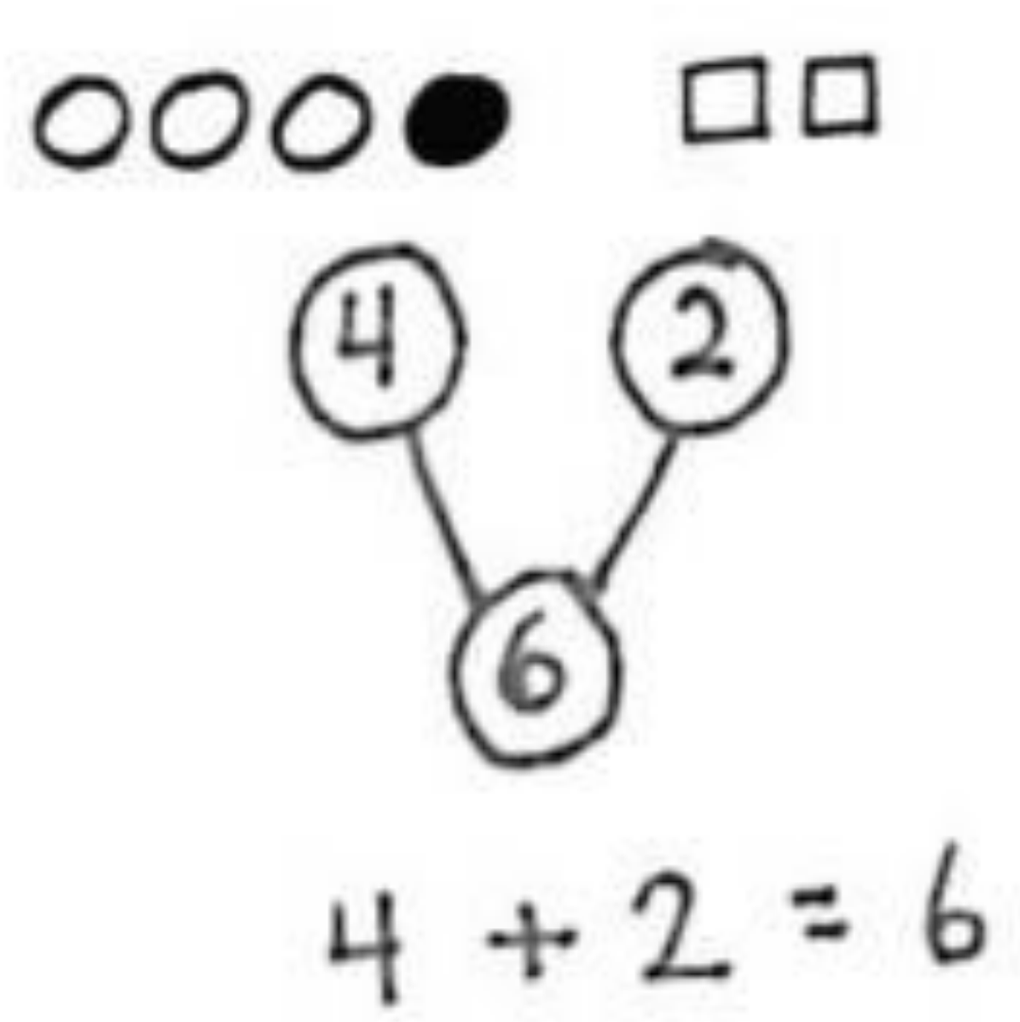
Erase your boards. Noah’s friend gave him another circle magnet. I’ll draw it on the board. Copy all of the shapes onto your own board. What do you notice?

Count the sets of shapes, and write the numbers underneath your pictures. Let’s make a number bond about our new picture. (Allow students to offer guidance in creating the number bond.)

Who can tell me about the number sentence?

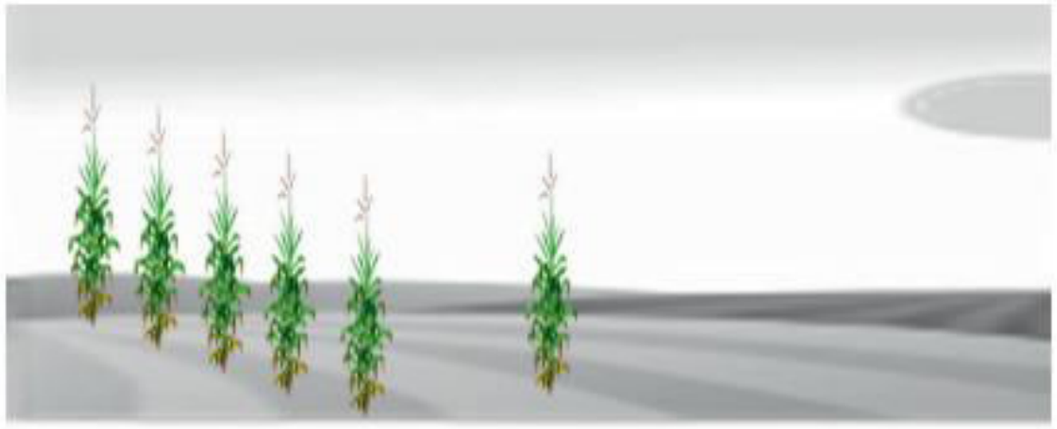
Concept Development

Yes! We can write it like this: 4 + 2 = 6.



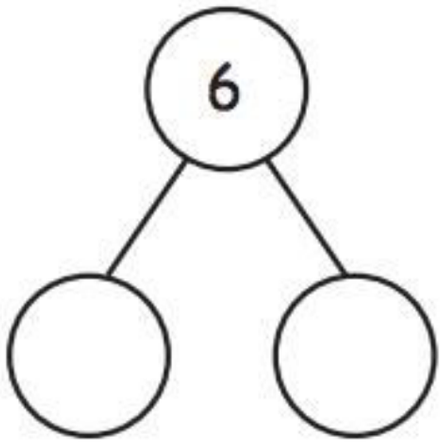
Problem Set-10 min

Fill in the number bond and number sentences.



There are 6 cornstalks. 5 cornstalks are in the first row. 1 cornstalk is in the second.

6 = ☐ + ☐



There are 6 cars on the road. 2 cars are big, and 4 are small.

☐ is ☐ and ☐

☐ = ☐ + ☐

Debrief

Lesson Objective: Represent decomposition and composition addition stories to 6 with drawings and equations with no unknown.

Debrief

- Look at the cornstalk problem. Did your number bond match your neighbors'?
- How did your drawings help you to make your number sentences?
- How did the number bond help you to make your number sentence? How are number bonds and number sentences alike or similar?
- Does it matter if you put the parts first or the whole first in a number sentence?
- Did you notice anything special about the parts in the gecko problem? (The parts were the same.)
- How do you know which part shows the spotted geckos? Does it matter?
- Think back to our silly seals. Can you think of a number sentence to describe them?