Eureka Math

Kindergarten
Module 4
Lesson 17

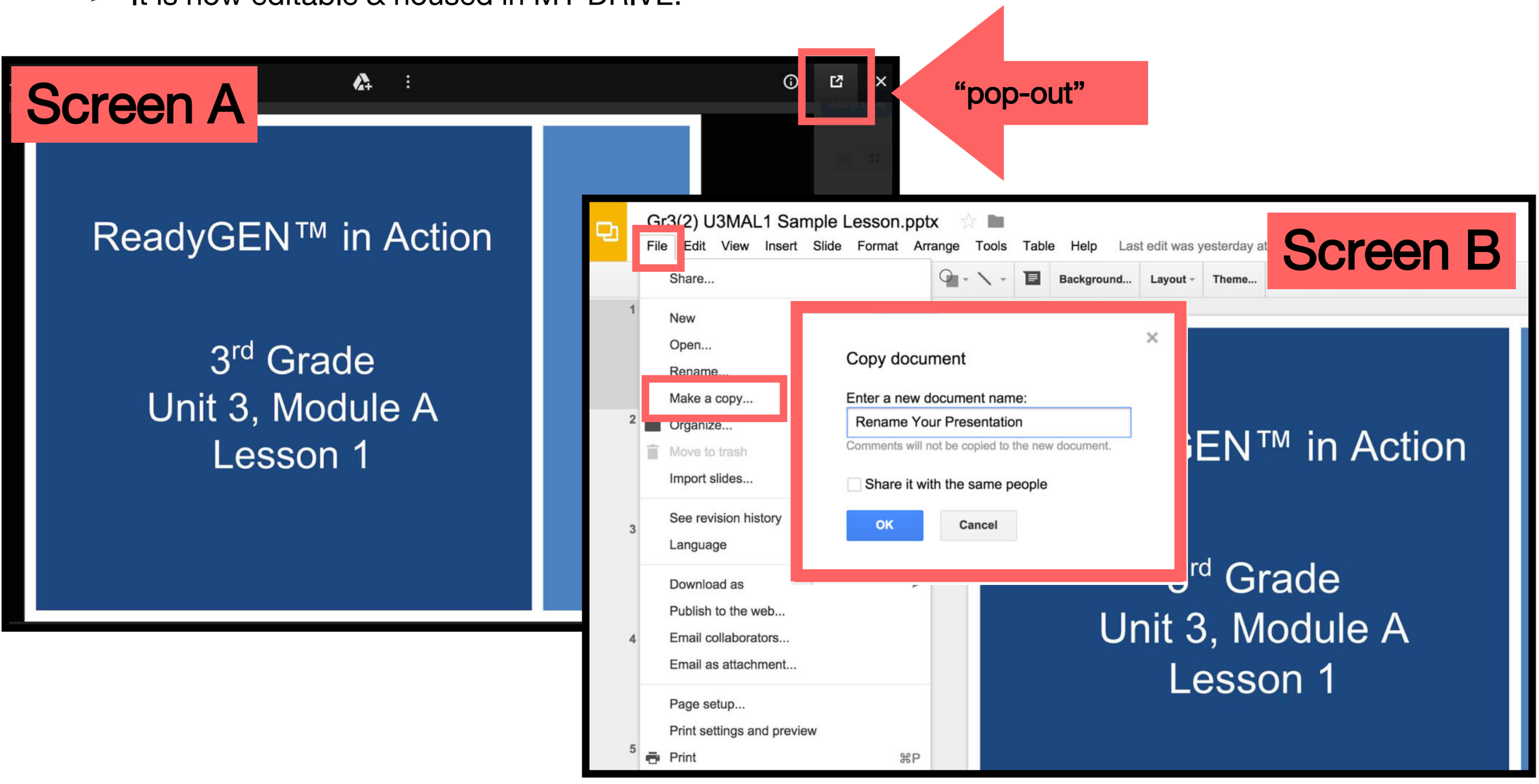
At the request of elementary teachers, a team of Bethel & Sumner educators met as a committee to create Eureka slideshow presentations. These presentations are not meant as a script, nor are they required to be used. Please customize as needed. Thank you to the many educators who contributed to this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

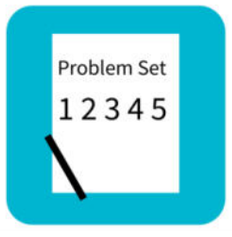


Icons

Read, Draw, Write

Learning Target

Personal White Board

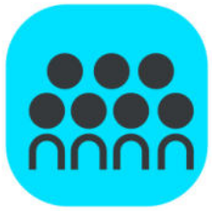


Problem Set

Manipulatives Needed

Fluency

Think Pair Share



Whole Class

Individual

Partner

Small Group

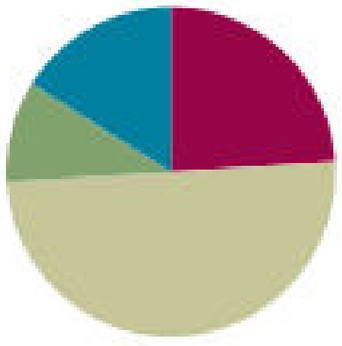
Small Group Time

Lesson 17

Objective: Solve *put together with total unknown* word problems to 8 using objects and drawings.

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

- Bags of red and white beans
- Number bond (Lesson 1 Template 2)
- Blank paper or personal white board
- Dice (with the 6 side covered on both dice or the 5 and 6 covered on one die)
- Container with 8 attribute blocks for each pair or small group of students (4 circles, 4 triangles)
- Tree and sun (Template)

I can solve put together with total unknown word problems to 8 using objects and drawings.

How Many?
(7 minutes)

1. Partner A rolls a die and places that many red beans in one of the part circles in the number bond.
2. Partner B rolls a die and places that many white beans on the other part circle.
3. The partners move their beans to the total circle and count the total number of beans.
4. Both partners record the number bond using pictures or numerals.

Partners of 5
(5 minutes)

Write your numbers 1, 2, 3, and 4. (Pause as students do so.)
(Draw a number bond with a 5 as the whole.) You are going to write number bonds that have 5 as the total. Use only these numbers as parts. You can use your fingers if that will help you.

Application Problem
5 min

Marissa is creating designs with shapes. She has 5 triangles and 2 circles. Draw the shapes, and write a number sentence. Talk to your partner about your picture and number sentence.

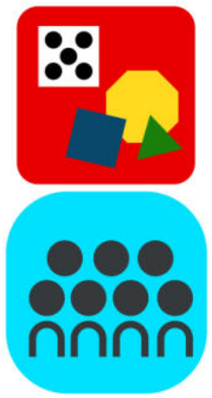
Concept Development
25 min

In your container, you have a block with three sides. What is it called?

With your partner, find 3 of them, and put them on your desk.

Do you have a block with no straight sides? What is it called?

Put 3 circles in front of you, too. What do you notice about the blocks in front of you?



Concept Development

Draw your shapes on your personal white board. We want to make a number sentence about all of our shapes. We already have two clues for our number sentence! We have 3 circles and 3 triangles. Write a 3 under your set of circles and another 3 under your set of triangles to show how many. On your board, show me how we could use these numbers to make a number sentence.

Concept Development

Let’s add our equal sign. Now, put a mystery box at the end of your number sentence, like we did yesterday, so that we have a place to show how many shapes there are in all. How could we figure out our total number of shapes?

Let’s count the shapes. Help me finish the number sentence. 3 + 3 is…?

Let’s write it together: 3 + 3 = 6. Show your partner how you wrote your number sentence! (Circulate to ensure accuracy and understanding.)

Concept Development

Erase your board. Turn it over so you can see the tree and sun. Let’s pretend our shapes are robins. How many robins do you have?

Put those robins in the tree. Now, let’s pretend that 2 more robins are flying.

On your mat, use your attribute blocks to show what that would look like.

How many robins are there in all?

Concept Development

Now, let’s just draw. Take off your blocks, and draw a circle for each robin, like this. (Demonstrate.)

How many robins do you have now?

Concept Development

Erase your board. Listen to the story. Four of the robins are flying through the air. Draw the robins flying through the air. (Students do so.) Four robins are on the ground, eating worms. Draw the robins on the ground. (Students do so.)

Concept Development

Let’s write a number sentence about our robins. The robins will give us clues for our number sentence. How many robins are flying?

Let’s start with the number 4. (Write 4 + on the board.) What should we add to find out how many robins we have in all?

How many robins are on the ground?

Concept Development

(Write the second 4 in the expression.) 4 + 4. Let's write the equal sign. (Write =.) We want to find the total. (Draw a mystery box next to the equal sign to designate the unknown.) Now, work with your partner to find the rest of the number sentence. 4 + 4 is…?

Yes, 4 robins and 4 robins equal 8 robins altogether. 4 + 4 = 8.

Problem Set-10 min

There are 4 green balloons and 3 orange balloons in the air. How many balloons are in the air? Color the balloons to match the story, and fill in the number sentences.

□ + □ = □

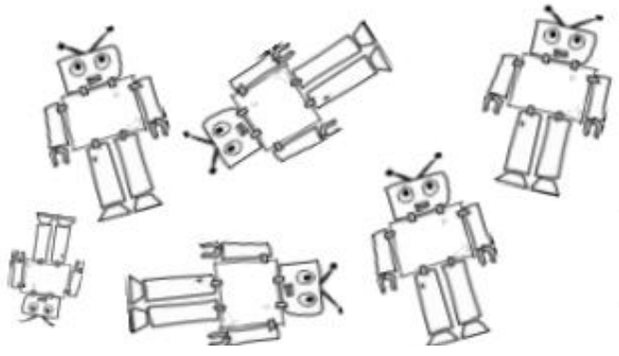
□ = □ + □

Dominic has 6 yellow star stickers and 2 blue star stickers. How many stickers does Dominic have? Color the stars to match the story, and fill in the number sentences.

□ + □ = □

□ = □ + □

There are 5 big robots and 1 little robot. How many robots are there? Fill in the number sentences.



□ + □ = □

□ = □ + □

Problem Set-10 min

Listen and draw. Charlotte is playing with pattern blocks. She has 3 squares and 3 triangles. How many shapes does Charlotte have?

☐ + ☐ = ☐

☐ = ☐ + ☐

Listen and draw. Gavin is making a tower with linking cubes. He has 5 purple and 3 orange cubes. How many linking cubes does Gavin have?

☐ + ☐ = ☐

☐ = ☐ + ☐

Debrief

Lesson Objective: Solve put together with total unknown word problems to 8 using objects and drawings.

Debrief

Any combination of the questions below may be used to lead the discussion.

- Look at the Problem Set. Talk to your neighbor about the balloons.
- Tell your neighbor what each number in your number sentences is talking about.
- Look at the Problem Set. Sometimes, the mystery box is at the beginning, and sometimes, it is at the end. Does it matter? (Lead a discussion that the mystery box tells “what you are trying to figure out” no matter where it is.)
- How did you and your partner find out how many shapes you had together?
- How are the number sentences you wrote today different from the ones we worked on before?
- Is there another way you could have written the number sentence?