Eureka Math

Kindergarten
Module 4
Lesson 18

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.
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➤ Choose MAKE A COPY and rename your presentation.
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Screen A

"pop-out"

ReadyGEN™ in Action

3rd Grade
Unit 3, Module A
Lesson 1

Screen B

Gr3(2) U3MAL1 Sample Lesson.pptx

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EN™ in Action

3rd Grade
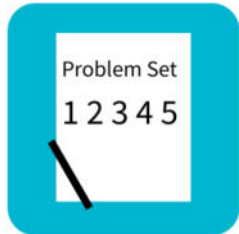Unit 3, Module A
Lesson 1

Icons

RDW — Read, Draw, Write

Learning Target

Personal White Board

Problem Set

Manipulatives Needed

Fluency

Think Pair Share

Whole Class
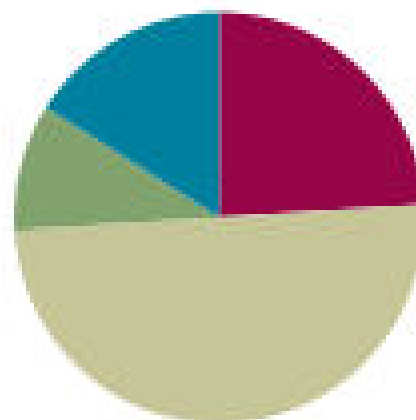
Individual

Partner

Small Group

Small Group Time

Lesson 18

Objective: Solve *both addends unknown* word problems to 8 to find ? addition patterns in number pairs.

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

- (S) Make 5 Sprint (2 copies)
- (S) Personal white board
- (T) Large foam die or substitute
- (S) Dry erase markers in black, red, and green (if not available, use paper and crayons),
- (S) Train (Lesson 14 Template) (with train image cut)

I can solve both addends unknown word problems to 8 to find addition patterns in number pairs.

Sprint: Make 5 (12 minutes)

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 5. (Demonstrate the first problem as needed.)
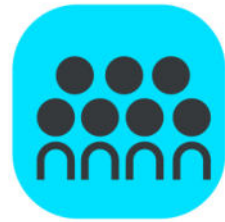
Application Problem
5 min

Sam bought 8 pieces of fruit at the farmers' market. He loves apples and oranges, so he bought some of each.

Draw a plate, and show his fruit on the plate. Don't lose any! Show your work to your friend. Does her plate look the same? Can you make a number bond and number sentence about your picture?
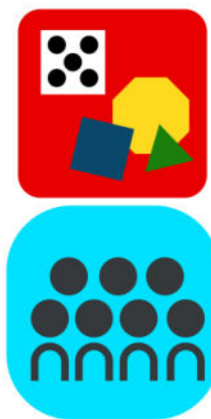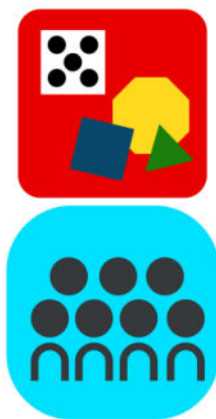
Concept Development
25 min

Listen to my silly story: The students were playing with 7 balls on the playground. They accidentally kicked some of the balls into a big puddle, and now, some are muddy! What is one way the balls might look now? Turn and talk to your partner about your ideas. (Allow time for discussion.)

Concept Development

Let's make a math problem about my silly story. Draw 7 balls on your personal white board. (Demonstrate drawing empty circles.) Make some muddy. (Do not draw mud on any of the circles.)
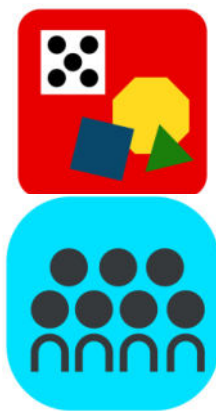
Concept Development

Let students develop partners of their own.) Student A, show us your drawing. How many of your balls got muddy?

(Fill in 3 circles on the drawing.) Could we make a number sentence for Student A's picture?

How many balls in all?

How many were muddy?

How many were clean?

Concept Development

Read the number sentence with me: 7 = 3 + 4. Write the number sentence on your board, too! (Circulate to ensure understanding.) T: Did anyone have a different picture of the balls?

Go ahead and write a number sentence to match your picture. Start with the 7. (Circulate to ensure understanding.) If you finish early, figure out another way the balls might have looked, and write another number sentence to match that.
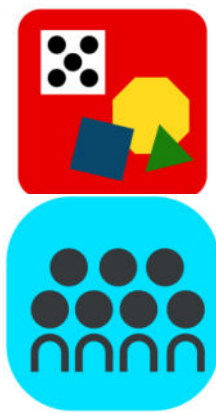
Concept Development

Erase your board, and listen to my next little story. Close your eyes while you listen and think, and then, I will have you draw your picture on your board.

Cora went to a birthday party. At the party, she saw a dish of 8 jelly beans. Some were red, and some were green. Open your eyes, and draw a picture of the jelly beans. (Allow time for drawing.) Who would like to share his picture with the class first? Go ahead, Student A
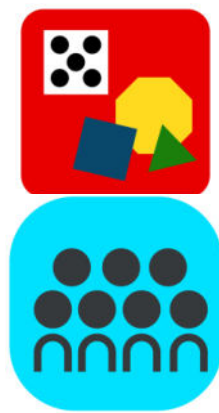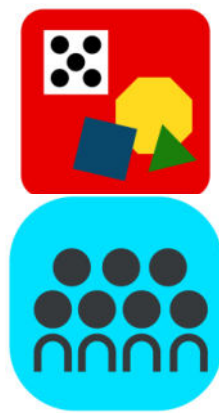
Concept Development

Let's use your idea to write our number sentence. How would I complete the first one? How many jelly beans did Cora have in all?

(Fill in the equation on the train template). How many were red? (1.) How many were green? (7.) Read with me: 8 = 1 + 7.

What if I put the number of green jelly beans first instead, like this: 7 + 1 = 8 (demonstrate). Would that be fair?

Concept Development

Look carefully at your own pictures now, and see if you can make some number sentences that show your own idea. Turn and talk to your partner about your work when you are done. Do your jelly beans look the same? (Allow time for sharing and discussion.)

Who would like to share another picture and idea with the class? If your picture was different, could it still be true? (Allow time for sharing and discussion.)
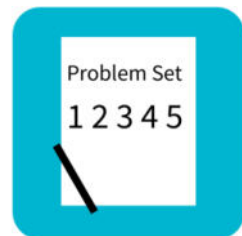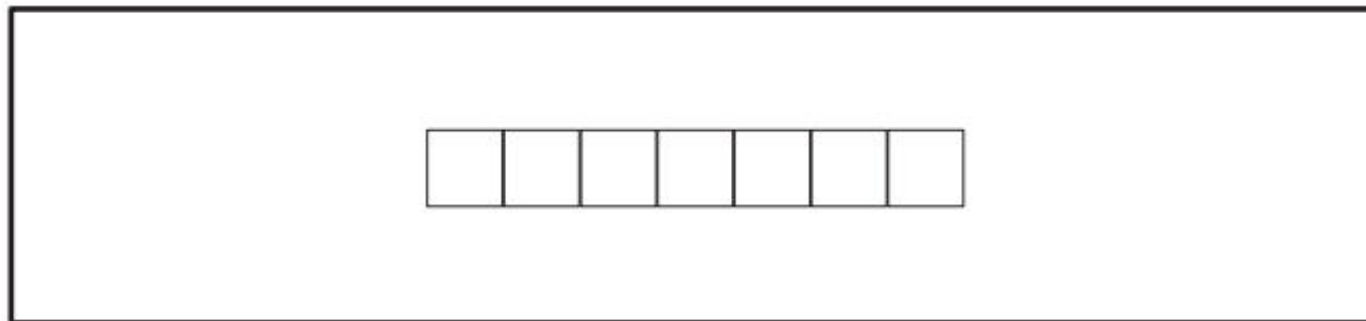
Problem Set-10 min

Devin has 6 Spiderman pencils. He put some in his desk and the rest in his pencil box. Write a number sentence to show how many pencils Devin might have in his desk and pencil box.
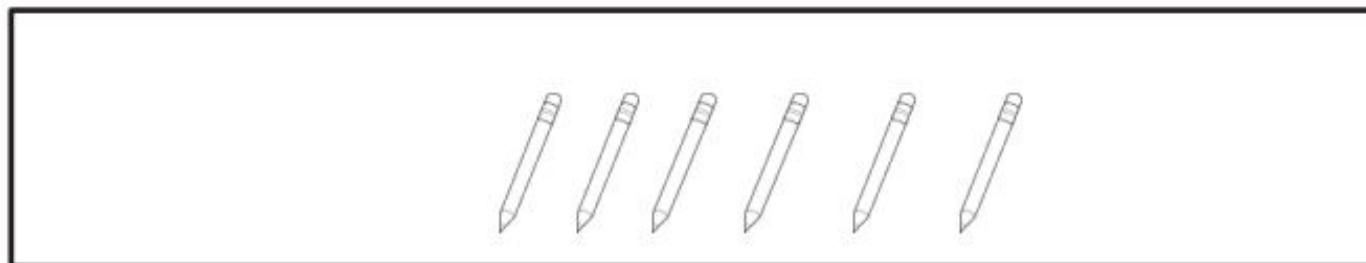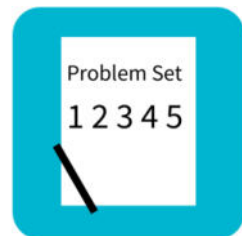
6 = ☐ + ☐

Shania made 7 necklaces. She wore some of the necklaces and put the rest in her jewelry box. Use the linking cubes to help you think about how many necklaces Shania might have on and how many are in her jewelry box. Then, complete the number sentences.

☐ + ☐ = ☐

☐ = ☐ + ☐

Problem Set-10 min

Tommy planted 8 flowers. He planted some in his garden and some in flowerpots. Draw how Tommy may have planted the flowers. Fill in the number sentences to match your picture.

$$\square = \square + \square$$

$$\square + \square = \square$$

Create your own story, and draw a picture. Fill in the number sentences. Tell your story to a friend.
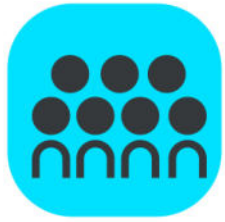
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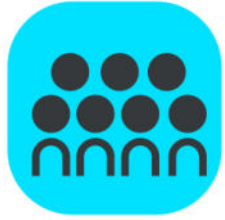
Debrief

Lesson Objective: Solve both addends unknown word problems to 8 to find addition patterns in number pairs.

Debrief

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

- Talk about the pencils on your Problem Set. Did you and your neighbor put the same amount in the desk and the pencil box?
- How did the cubes help you to think about Shania's necklaces?
- What was the difference between the two types of number sentences we made for each picture on the board?
- When we were drawing our jelly bean number sentences, did it matter which color we wrote about first?
- Could different pictures about the 8 jelly beans still be true? Why?
- Let's put our muddy ball number sentences and pictures in order. I'll put this one first: $7 = 1 + 6$. Next comes $7 = 2 + 5$ (move the cards).
- Talk to your partner. Which number sentence will come next in our pattern? Talk to your partner.
- What patterns do you notice? What was the same about all of our problems today? (There was more than one way to solve and write the problems.)