

Eureka Math

Kindergarten Module 4 Lesson 19

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.

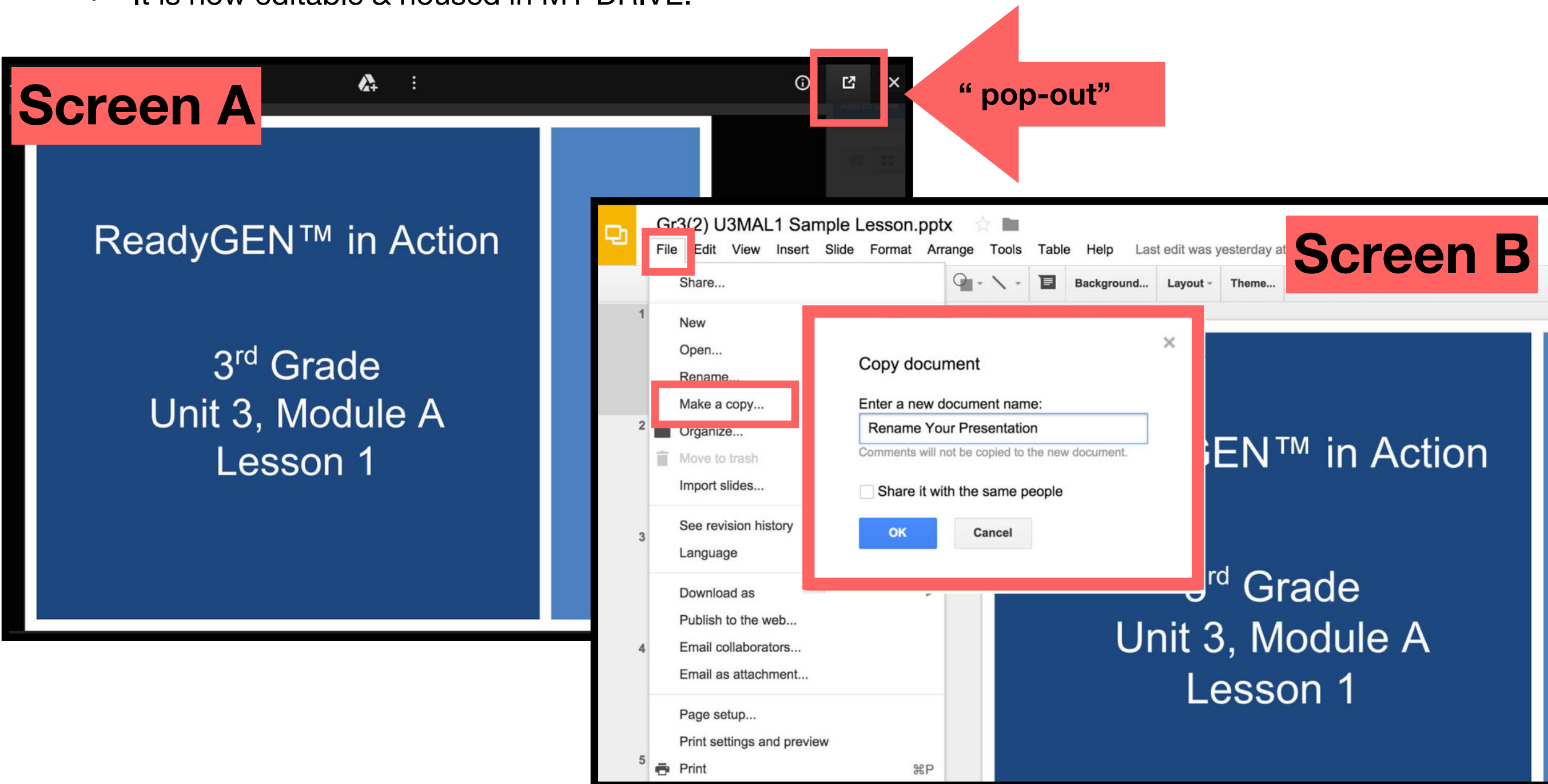


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Customize this Slideshow

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



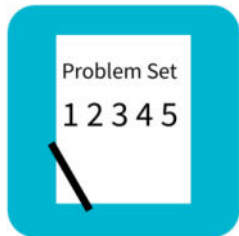
Read, Draw, Write



Learning Target



Personal White Board



Problem Set



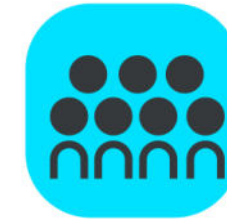
Manipulatives Needed



Fluency



Think Pair Share



Whole Class



Individual



Partner



Small Group



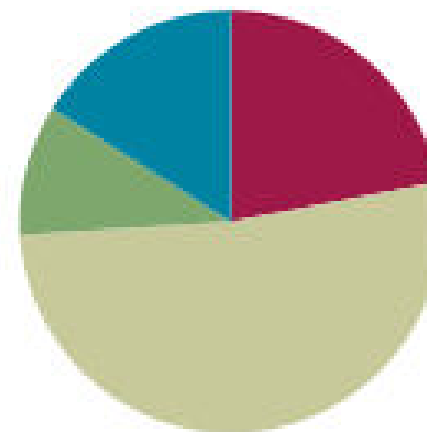
Small Group Time

Lesson 19

Objective: Use objects and drawings to find *how many are left*.

Suggested Lesson Structure

■ Fluency Practice	(11 minutes)
■ Application Problem	(5 minutes)
■ Concept Development	(26 minutes)
■ Student Debrief	(8 minutes)
Total Time	(50 minutes)





Materials Needed

Teacher



Materials Needed

Students

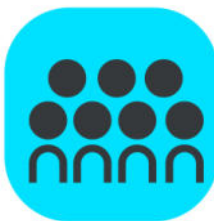
- 10 linking cubes
- Bag of cubes
- Laminated foam work mat
- Dice / pair
- Small ball of clay
- White Board



I can solve use objects and drawings to find how many are left.



Fluency Practice



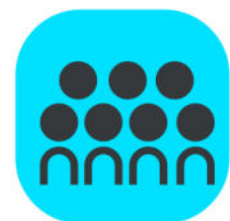
(11 minutes)

Happy Counting (3 minutes)

1. Let's play Happy Counting! Remember, when I hold my hands like this (2 fingers pointing up), I want you to count up. If I put my hand like this (2 fingers pointing down), I want you to count down. If I do this (closed fist), that means stop, but try hard to remember the last number you said. Ready?



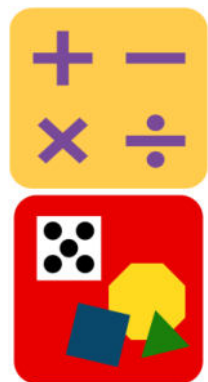
Fluency Practice



(11 minutes)

Happy Counting (3 minutes)

2. (Teacher's fingers up) 1,2,3,4,5 (closed fist, fingers pointing down) 4,3,2,1 (closed fist, fingers up), 2,3 (closed fist, fingers down) 2,1 (closed fist, fingers up) 4,5,6 (closed fist, fingers down) 5,4 (closed fist, fingers up), 5,6,7,8 (closed fist, fingers down), ...



Fluency Practice

(11 minutes)

Building 1 More and 1 Less
Towers (4 minutes)

Guide students through the process of building a tower while stating the pattern as *1 more*. Maintain consistency in the language: 1. 1 more is 2. 2. 1 more is 3. 3. 1 more is 4. (Continue to 10.)



Fluency Practice

(11 minutes)

Building 1 More and 1 Less
Towers (4 minutes)

Disassemble the tower while stating the pattern as *1 less*. Again, the language is crucial to students' conceptual understanding: 10. 1 less is 9. 9. 1 less is 8. 8. 1 less is 7. (Continue to 0.)



Fluency Practice

(11 minutes)

Make it Equal (4 minutes)

1. The teacher introduces the term *equal* as meaning *the same number*.
2. Both partners roll dice and put that many cubes on their mat.
3. Partner A has to make her cubes equal to her partner's by taking off or putting on more cubes.



Fluency Practice

(11 minutes)

Make it Equal (4 minutes)

4. Partner B counts to verify.
5. Students switch roles and play again.



Application Problem

(5 minutes)

The mice are hungry today! Make 5 little pieces of cheese out of your clay, and put them on your desk. Pretend that a pair of little mice came to your desk (a pair means 2 mice!) and that each of them stole a piece of cheese. Take away their pieces to show that they ate them. How many pieces are left?

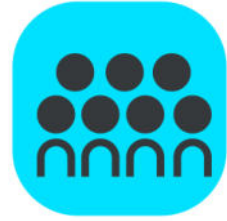


Application Problem

(5 minutes)

Now, start with 4 morsels of cheese, and act out the story again. How many are left?

Talk about the mice and the cheese with your partner. Did he have the same number of pieces left each time? What do you think would happen if you had only 3 pieces of cheese before they came?



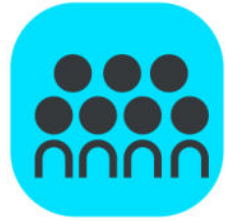
Concept Development

26 min



Who knows the song “Five Little Monkeys Jumping on the Bed”?

We are going to sing it today. Let's pretend your fingers are the monkeys. Show me 5 monkeys the Math Way. (Demonstrate.) Show me your monkeys jumping! (Waving hand and wiggling fingers in the air, sing ...)



Concept Development

26 min



*5 little monkeys jumping on the bed; one fell
off and bumped his head. Mama called the
doctor, and the doctor said, “NO MORE
MONKEYS JUMPING ON THE BED!”*

Oh no! One of our monkeys fell off! We had
5, but we need to take one away. How many
monkeys are left?

Yes. 5 take away 1 is 4. Show me your 4
monkeys!



Concept Development

26 min

How many monkeys are left?

Let's make a picture about the song we just sang. Draw circles on your personal white board to show your 5 monkeys.

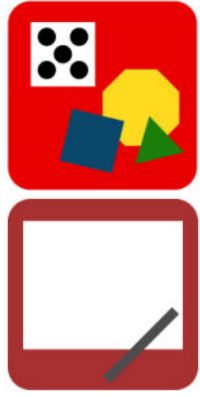


Concept Development



26 min

Let's pretend the first monkey just fell.
What can we do to the picture to show
that 1 monkey fell?



Concept Development

26 min

Yes! Let's cross off a circle to show that he fell. (Demonstrate.) How many are left on the bed? Use a complete sentence.

5 monkeys take away 1 monkey is...?



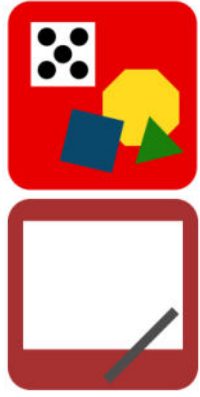
Concept Development



25 min

Now the next monkey fell. Cross off another circle. You had 5 monkeys in the beginning. 2 monkeys have fallen. How many are left on the bed now?

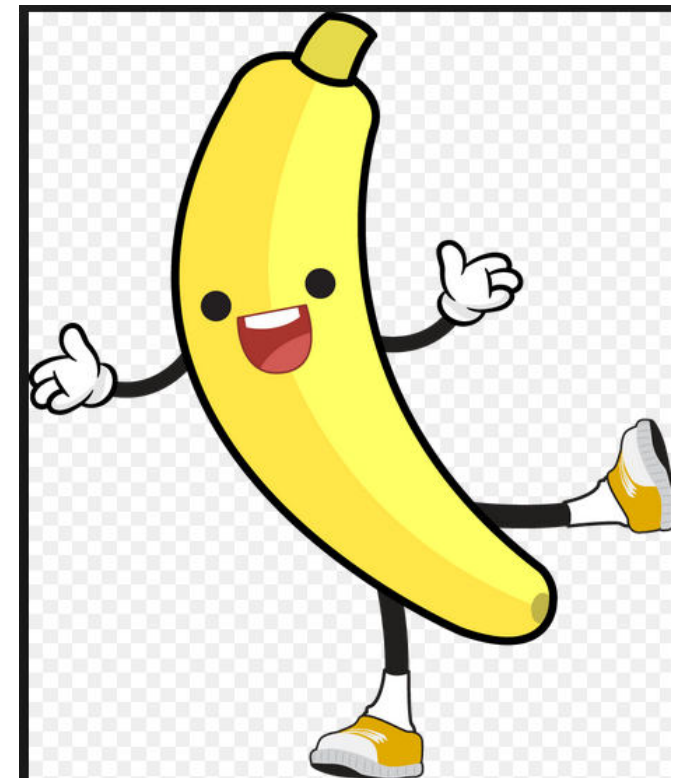
5 take away 2 is...?



Concept Development

26 min

Erase your board. Let's pretend each monkey had a banana. Draw 5 bananas.
(Allow time for drawing.)





Concept Development

26 min

T: During the song, 2 bananas were squished. Cross off 2 bananas to show the ones that were squished.

How many are left?

5 take away 2 is...?



Concept Development

26 min

Erase your board. Let's pretend the monkeys liked to eat strawberries instead. Draw a strawberry for each monkey. How many strawberries did you draw?





Concept Development

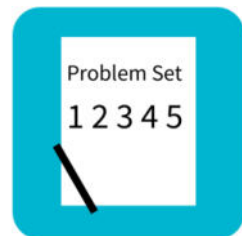


26 min

During their game, 4 of the strawberries rolled onto the floor. Cross off 4 strawberries to show the ones that rolled.

How many are left?

5 take away 4 is...?



Concept Development

26 min

Problem set - 8 min

Name _____ Date _____

The cat ate 3 mice. Cross out 3 mice. Write how many mice are left.



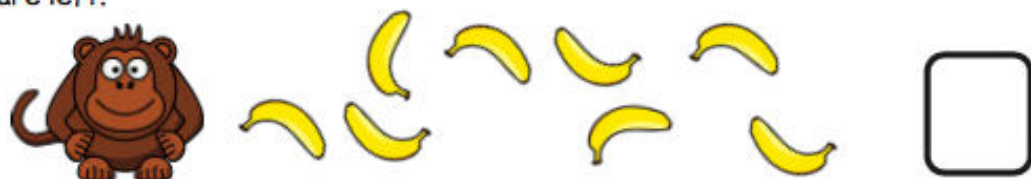
The fish ate 2 worms. Cross out 2 worms. Write how many worms are left.



The frog ate 5 flies. Cross out 5 flies. Write how many flies are left.



The monkey ate 4 bananas. Cross out 4 bananas. Write how many bananas are left.

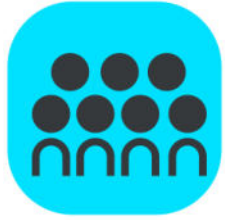


Draw 6 balls. The boy kicked 3 balls down the hill. How many balls does he have left?



There are 5 butterflies flying around the flower. Draw them. 1 of the butterflies flew away, so cross it out. How many butterflies are left?



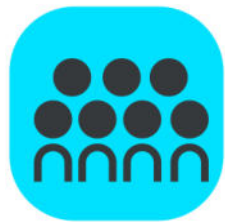


Debrief

8 min.

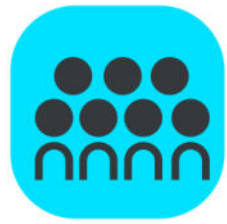
Lesson Objective:

Use objects and drawings to find *how many are left*



Debrief

- Look at the things you crossed out on your Problem Set. Compare your Problem Set with your neighbor's. Did you cross out the same things? Does it matter which things you crossed out?
- Is the number you wrote in the box the same as your neighbor's, even though you might have crossed out different things?



Debrief

- What happened when a monkey fell off the bed in our song? What did you have to do with your fingers?
- How did we use our math words to talk about what happened in the song?
- How did your drawings help you solve the other stories in our lesson? What did the