

Eureka Math

Kindergarten Module 4 Lesson 22

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



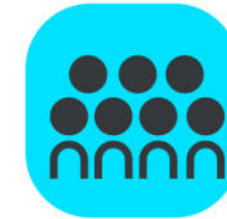
Manipulatives Needed



Fluency



Think Pair Share



Whole Class



Individual



Partner



Small Group



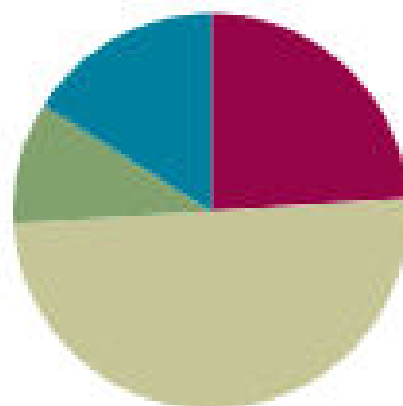
Small Group Time

Lesson 22

Objective: Decompose the number 6 using 5-group drawings by breaking off or removing a part, and record each decomposition with a drawing and subtraction equation.

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

- Large foam die



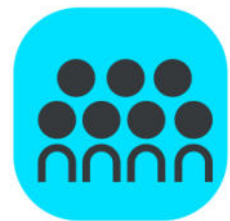
Materials Needed

Students

- Personal white board
- Linking Cubes...6 stack
- Sprint sheet
- 1 die



I can subtract from 6 using drawings, cubes, or 5 groups, and I can record each way with a number sentence.



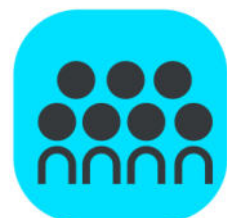
Fluency

Complete the Number Bond

SPRINT

12 minutes

It's time for a Sprint! Take out your pencil and one crayon—any color. For this Sprint, you are going to complete the number bond. You can use drawings or numbers.



Fluency

Complete the Number Bond

SPRINT

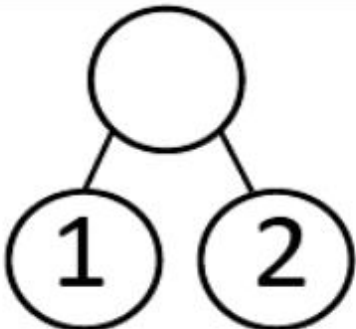
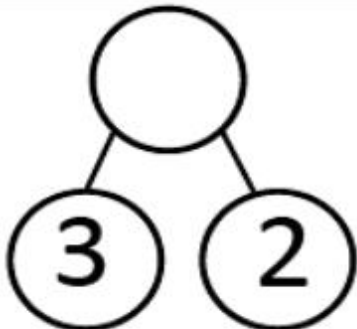
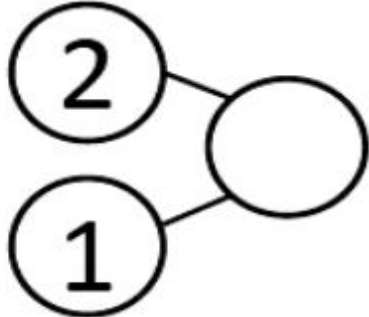
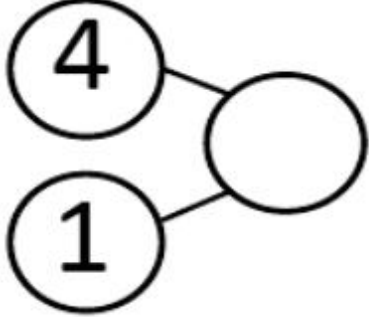
12 minutes

A STORY OF UNITS

Lesson 22 Sprint A

K•4

Complete the number bond.

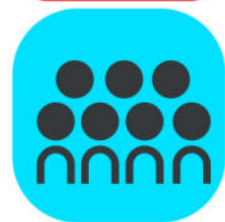
	
	



Application Problem

5 min

- Let's play a game of Snap! We'll start with 6 cubes.
- Put the stick behind your back.
- When your partner says, "Snap!" break your stick.
- Show him how many cubes you have left.
- Can he figure out how many are still behind your back?
- If not, show him.
- Make a number bond about your snap on your personal white board.
- Can you and your partner think of a take away number sentence to tell about the snap?



Concept Development

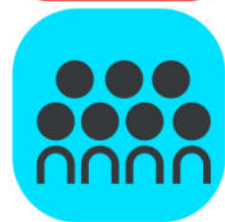
25 min

Count the number of cubes in your stick. How many?

Break 2 cubes off the end of your stick, and put them in your lap. How many cubes do you still have left in your hand?

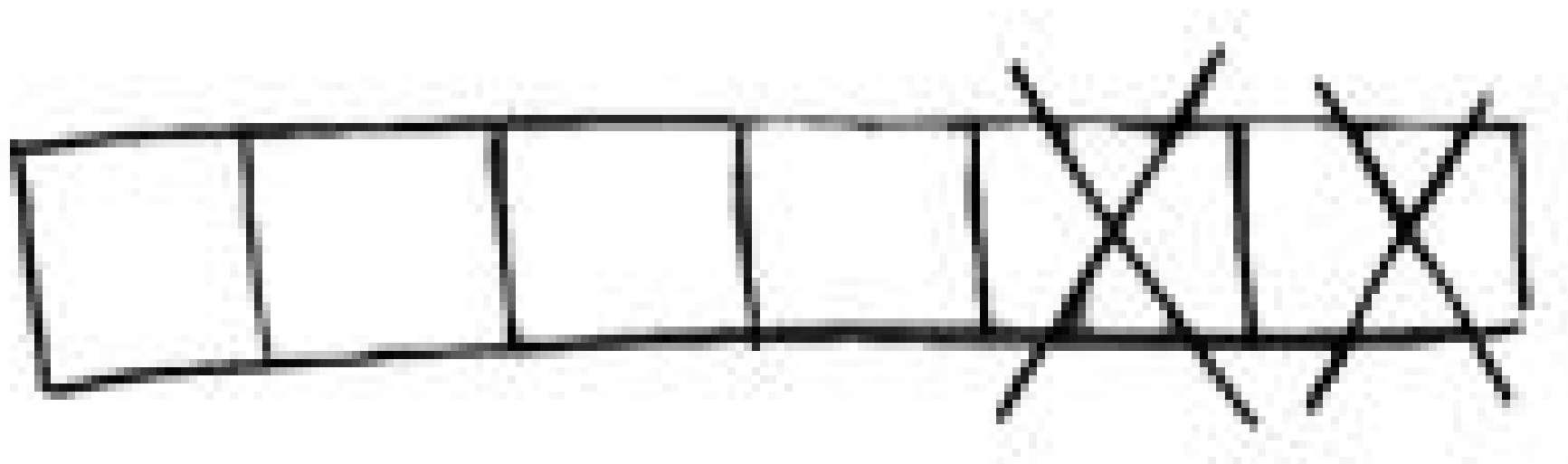
Tell me a number sentence about what you just did.

Draw a picture to show what you did. Draw your 6 cubes. Now, cross off 2 to show the ones you broke off. Count the ones that are left. Write a number sentence to tell about your cubes.

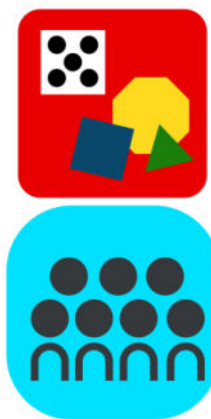


Concept Development

25 min



$$6 - 2 = 4$$



Concept Development

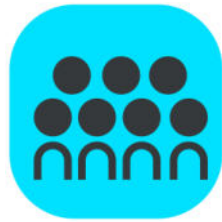
25 min

Put your stick back together, and we will make a number bond about what we just did.

You had 2 cubes and 4 cubes. How many together? Then, you took 2 away.

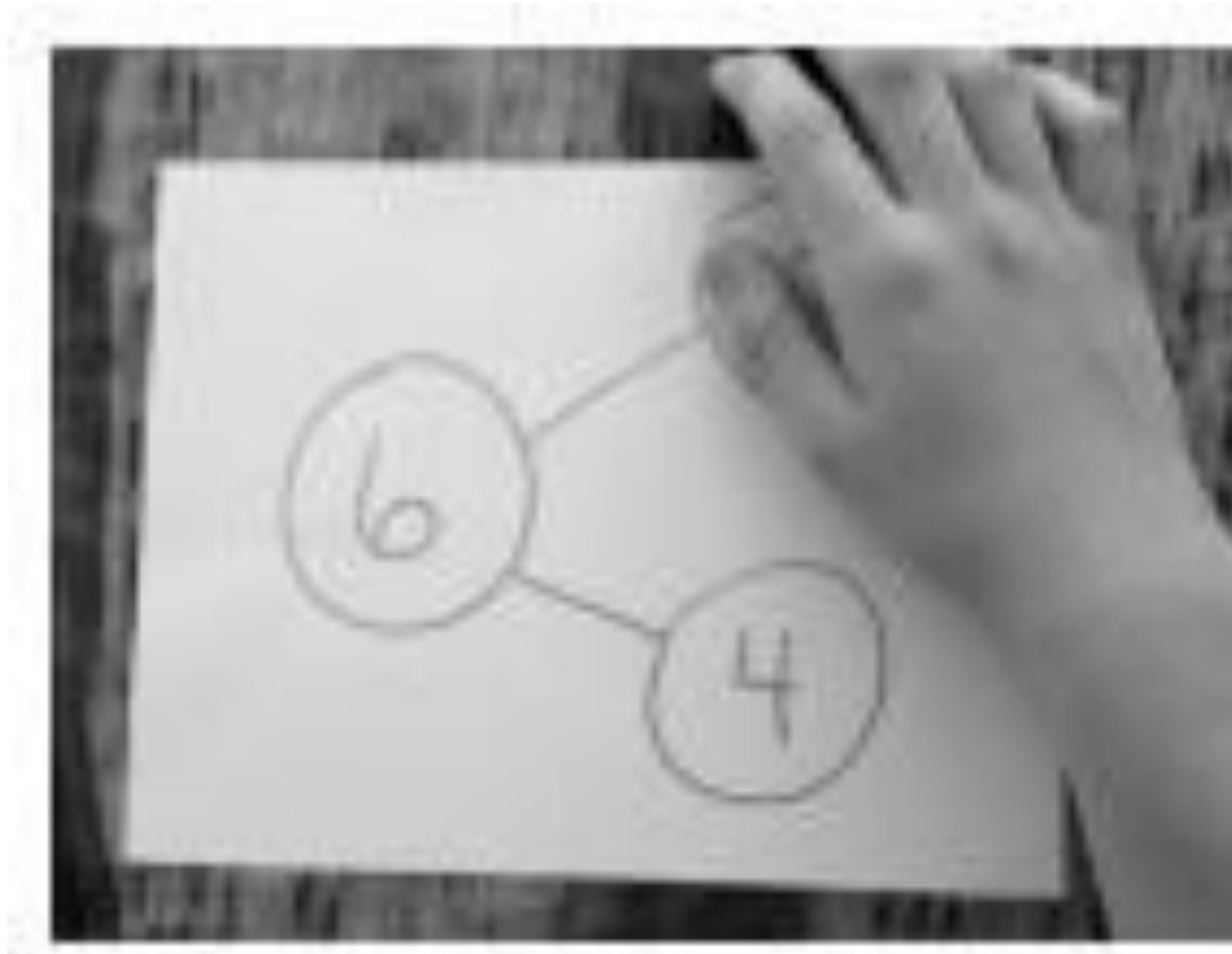
Write the number bond on your personal white board.

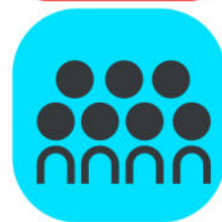
You can cross out the part of 2 to show what you did.



Concept Development

25 min





Concept Development

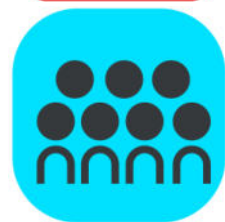
25 min

How can we show 6 in the 5-group way?

Now we'll roll the die to see how many to take away.

If we cross off that many, what is the number sentence?

Can you write a number bond for that sentence?

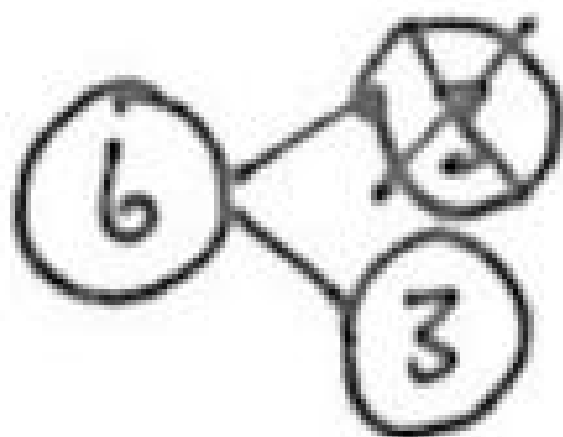


Concept Development

25 min

X X X . .

.



$$6 - 3 = 3$$

.
. .
. .
. .
. .

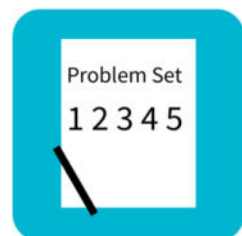
$$6 - 1 = 5$$

$$6 - 2 = 4$$

$$6 - 3 = 3$$

$$6 - 4 = 2$$

$$6 - 5 = 1$$



Problem Set-10 min

A STORY OF UNITS

Lesson 22 Problem Set

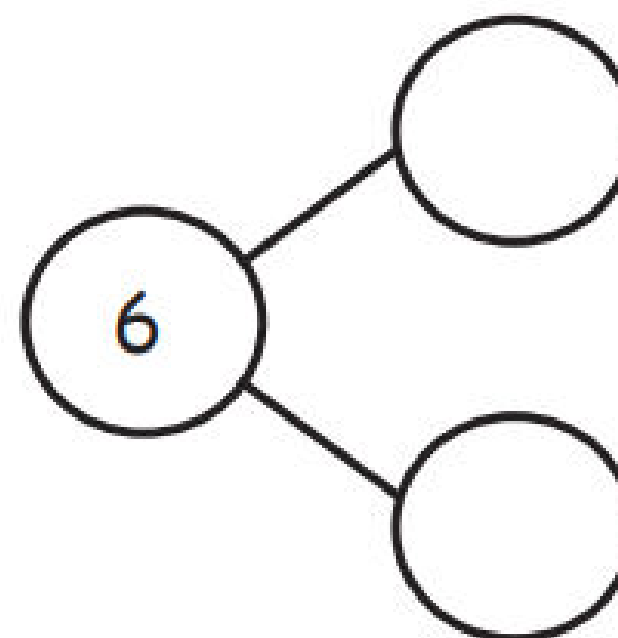
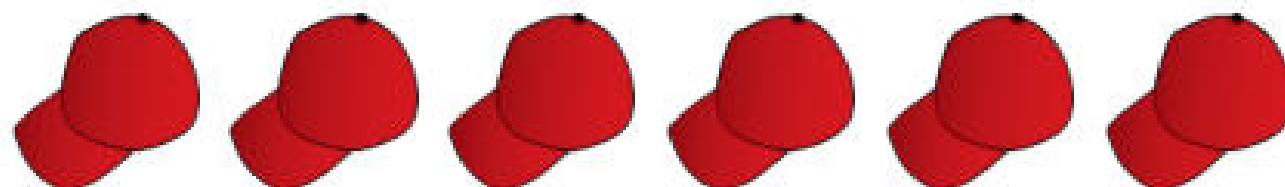
K•4

Name _____

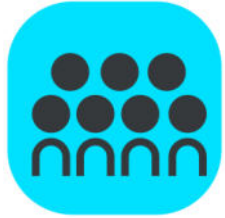
Date _____

Fill in the number bonds.

Cross out 1 hat.



$$6 - 1 = 5$$



Debrief

- In the Problem Set, what did your number bond and number sentence look like with the hats? Did your partner's number bond and number sentence look the same as yours?
- Look at the snowflakes. Show a partner which snowflakes you crossed out. Can you tell your partner which snowflakes the other numbers in the number sentence are talking about?
- Did drawing the 5-group help you to cross out the objects and easily count how many were left? Why?
- What are some of the take away number sentences you found for 6?
- How do these make you think about the ways we made 6 in our number bonds before?