Eureka Math

Kindergarten
Module 4
Lesson 23

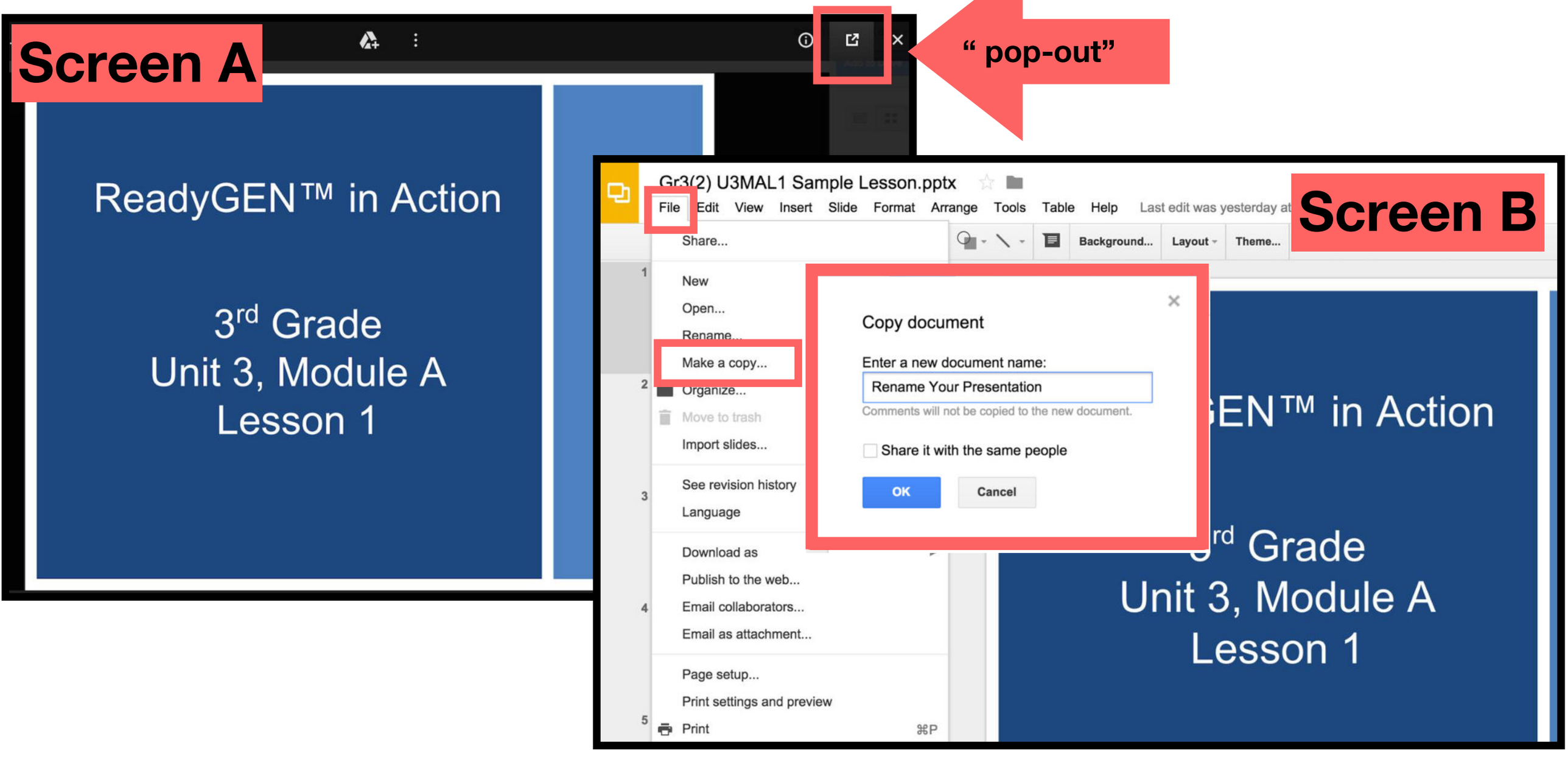
At the request of elementary teachers, a team of Bethel & Sumner educators met as a committee to create Eureka slideshow presentations. These presentations are not meant as a script, nor are they required to be used. Please customize as needed. Thank you to the many educators who contributed to this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

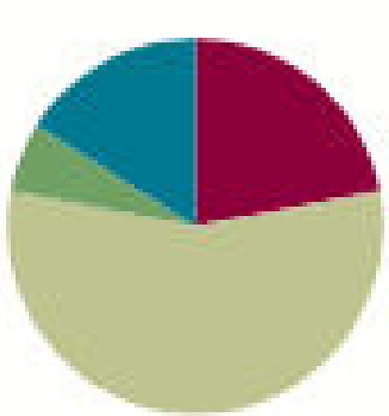
Small Group Time

Lesson 23

Objective: Decompose the number 7 using 5-group drawings by hiding a part, and record each decomposition with a drawing and subtraction equation.

Suggested Lesson Structure

Fluency Practice	(11 minutes)
Application Problem	(3 minutes)
Concept Development	(28 minutes)
Student Debrief	(8 minutes)
Total Time	**(50 minutes)**



Materials Needed

Teacher

- Large 5-group cards (1–10) (Lesson 12 Fluency Template 2)
- Large foam die

Materials Needed

Students

- Personal white board
- Linking cube 7-sticks
- 1 die per pair

Decompose the number 7 using 5-group drawings by hiding a part, and record each decomposition with a drawing and subtraction equation.

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 (12 minutes)

5-Group Hands (4 minutes)

Show the 5-group cards, and have students show the 5-group using their hands (for numbers 6–10, 5 on the top and some ones on the bottom). Suggested sequence: 4, 5, 6, 2, 3, 7, 8, 1, 9, 10. Repeat without using the 5-group cards as support.

Fluency Practice (12 minutes)

Take Away Fingers (4 minutes)

Show me 3 fingers the Math Way.

Take away 1 finger. (Students put down the middle finger.) How many fingers are left?

Say the number sentence with me: 3 minus 1 equals 2.

Application Problem (5 minutes)

Noah had 7 red balloons. 2 balloons popped as he and his kitties played with them.

Draw Noah's balloons. How would you show that 2 of them popped in the picture? Can you make a number sentence about your story? Try to draw a number bond to go with it!

Concept Development
25 min

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

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

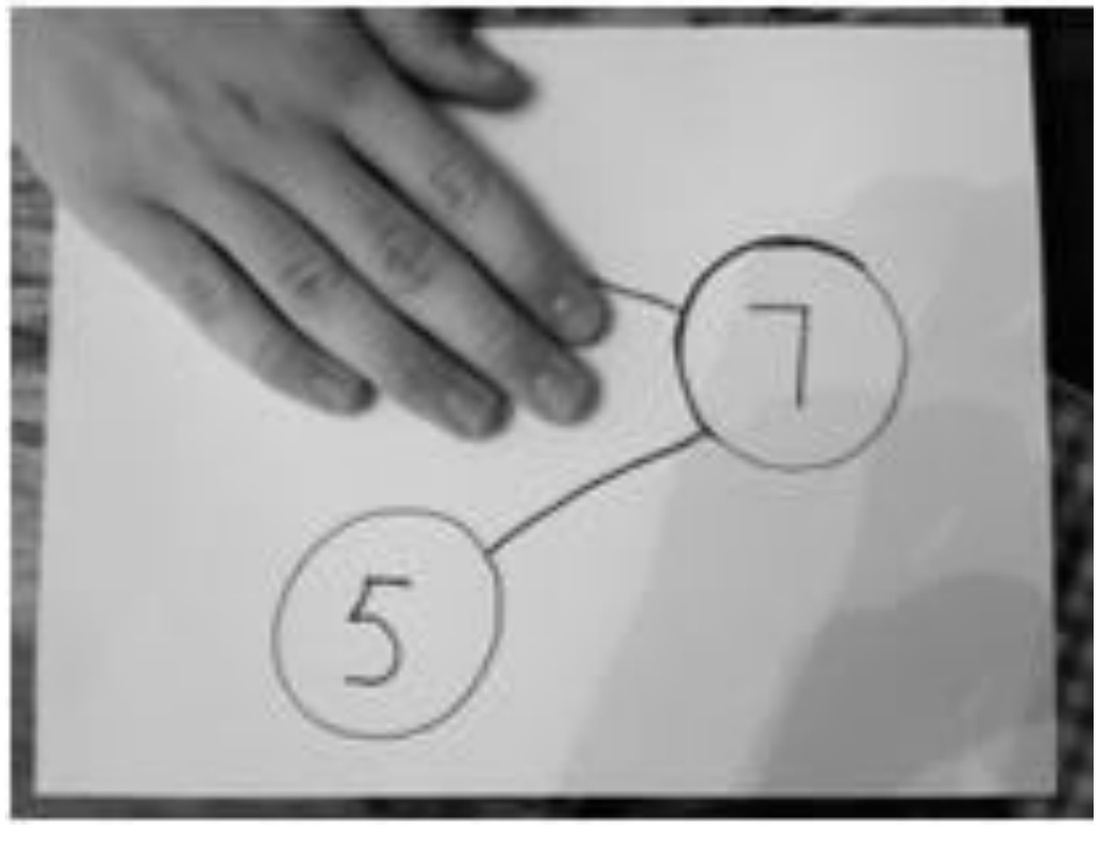
Tell me a number sentence about what you just did.

Concept Development
25 min

Yes! You took your 7 and made it into a 2 and a 5. Draw the cubes on your personal white board, and cross off the ones you hid. Now, let's make a number bond about what we just did. You have 2 cubes hiding in your lap and 5 cubes in your hand. How many together?

Concept Development
25 min

Then, you took 2 away. I will hide the part, 2. (Cover part of the number bond.) How many were left?

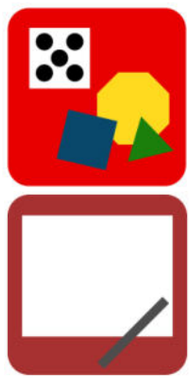


Concept Development

25 min

Write the number bond on your board, too. You can cross out the part, 2, to show what you did. How would we write our number sentence?

$$7 - 2 = 5$$



Concept Development
25 min

I write the 3 here. You know the next part already! Our sign for is the same as or equals.

5 - 3 = 2

How many were left on the table?

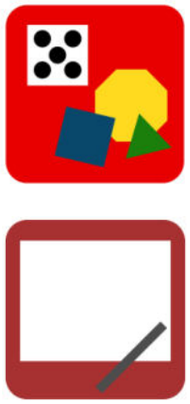
Read with me: 5 take away 3 equals 2.

Concept Development
25 min

Put your cubes away, and erase your board. Does anyone remember how we could draw 7 the 5-group way?

Let’s roll the die to see how many we should take away from our 7.

How many?



Concept Development
25 min

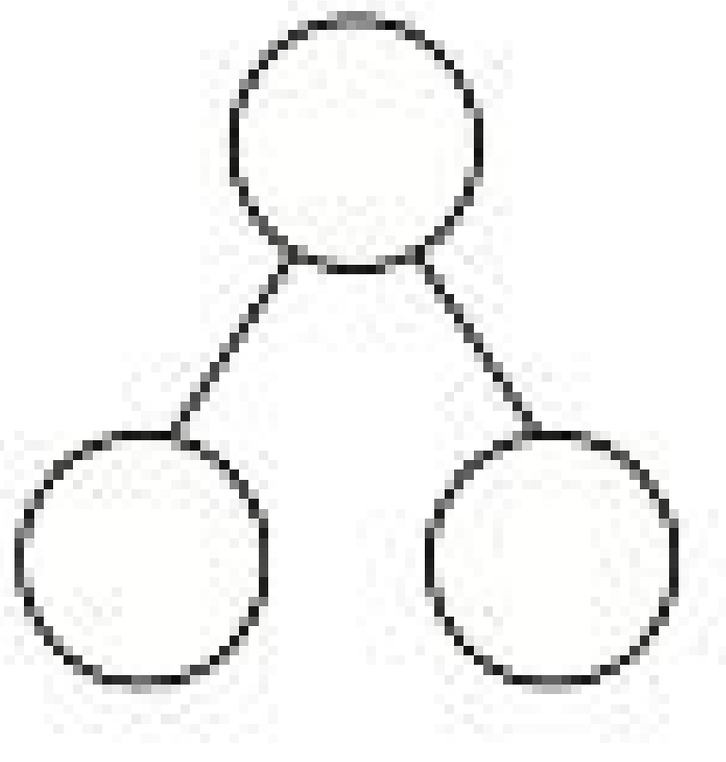
I will cross off 4 to show the ones we are taking away.

How many are left?

What would my number sentence be?

Concept Development
25 min

How could we make a number bond about our picture and then show that we are taking part away?



Concept Development

25 min

On your personal white board, draw the 5-group for the number 7. With your partner, take turns rolling the die to find out how many you should take away each time. When you roll, cross off the dots, and work with your partner to make the number bond and write the number sentence. Let’s see how many different number sentences we can find!

Concept Development
25 min

Who would like to share one of her number sentences with the class? I will list them on the board.

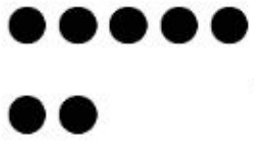
Concept Development

26 min

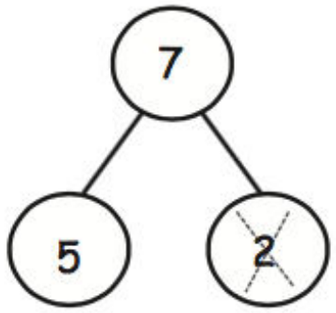
Problem set - 10 min

Name _____ Date _____

Say the number sentence. Fill in the blanks. Cross out the number.
Cross out 2 dots.

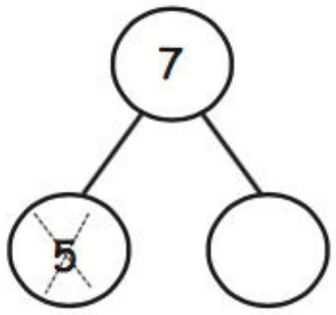


7 - 2 = ☐



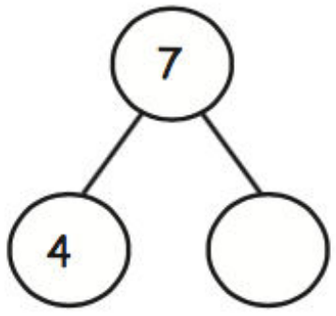
Cross out 5 dots.

7 - 5 = ☐



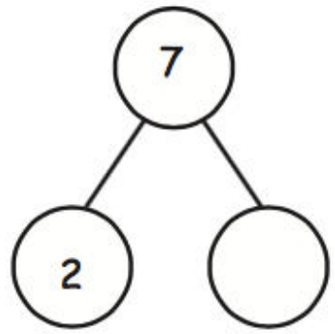
Cross out 4 dots.

7 - 4 = ☐



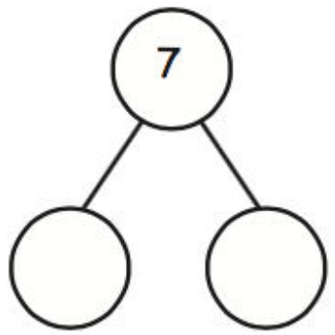
Draw and fill in the number bond and number sentence.
Draw 7 dots. Cross out 2 dots.

7 - 2 = ☐



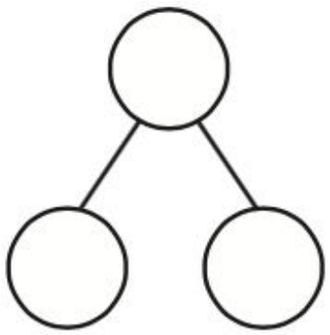
Draw 7 dots in a 5-group. Cross out 3 dots.

7 - ☐ = ☐



Draw 7 dots in a 5-group. Cross out 4 dots.

☐ - ☐ = ☐



Debrief
8 min.

Lesson Objective:

Decompose the number 7 using 5-group drawings by hiding a part, and record each decomposition with a drawing and subtraction equation.

Debrief

- Look at the Problem Set. Why is there a 7 at the top of each number bond? Where is the 7 in the number sentence?
- Which dots is the number 7 talking about?
- Compare with your neighbor the dots you put an X on. Did you put the X on the same dots as your neighbor? Did it change how many dots were left?
- How can the number bond help you when you are taking away part of a number?
- How do the number bonds and number sentences go together?

Debrief

- When we write a number sentence about taking away, what number do we write first?
- If we want to show that a number is being taken away, what symbol do we use? Draw it in the air with your finger.
- Which number do we write next?
- What number do we write after our symbol for is?