

Eureka Math

Kindergarten Module 4 Lesson 24

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Directions for customizing presentations are available on the next slide.

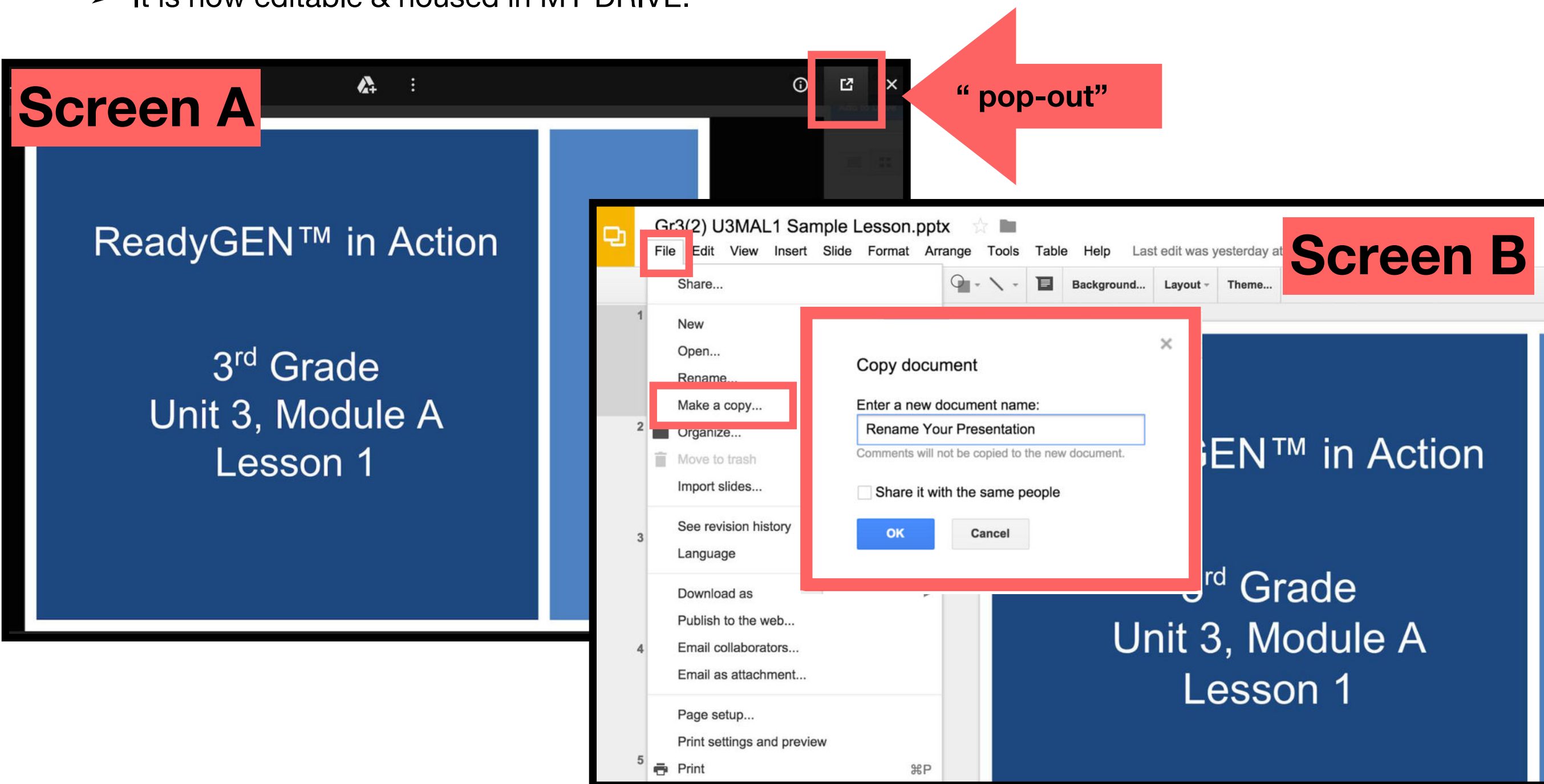


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Customize this Slideshow

Reflecting your Teaching Style and Learning Needs of Your Students

- When the Google Slides presentation is opened, it will look like Screen A.
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- The view now looks like Screen B.
- Within Google Slides (not Chrome), choose FILE.
- Choose MAKE A COPY and rename your presentation.
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- It is now editable & housed in MY DRIVE.



Icons



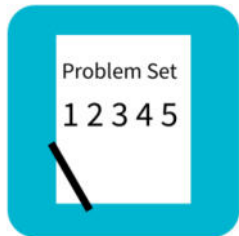
Read, Draw, Write



Learning Target



Personal White Board



Problem Set



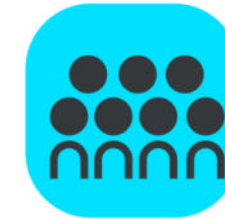
Manipulatives Needed



Fluency



Think Pair Share



Whole Class



Individual



Partner



Small Group



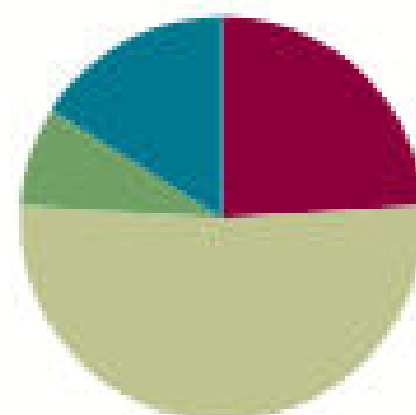
Small Group Time

Lesson 24

Objective: Decompose the number 8 using 5-group drawings and crossing off a part, and record each decomposition with a drawing and subtraction equation.

Suggested Lesson Structure

Fluency Practice	(12 minutes)
Application Problem	(4 minutes)
Concept Development	(26 minutes)
Student Debrief	(8 minutes)
Total Time	(50 minutes)





Materials Needed

Teacher

- Large foam die



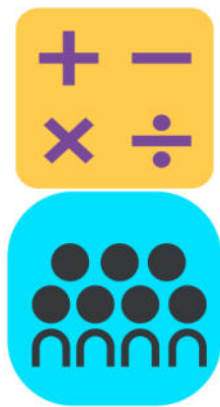
Materials Needed

Students

- Personal white board
- Pair of dice (with the 6 sides covered)
- Linking cube 8-stick



Decompose the number 8 using 5-group drawings and crossing off a part, and record each decomposition with a drawing and subtraction equation.

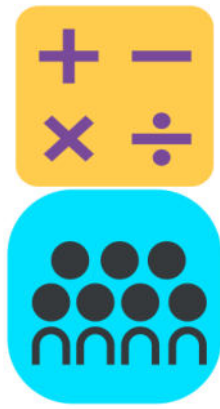


Fluency Practice

(12 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?

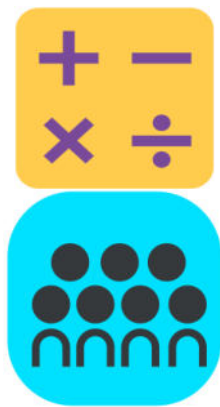


Fluency Practice

(12 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), ...



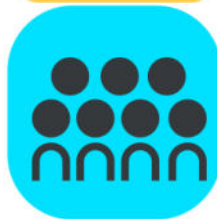
Fluency Practice

(12 minutes)

Roll and Draw 5-Groups (5 minutes)

1. Roll the dice, count the dots, and then draw the number as a 5-group.

(Observe to see which students erase completely and begin each time from one rather than draw more or erase some to adjust to the new number.)

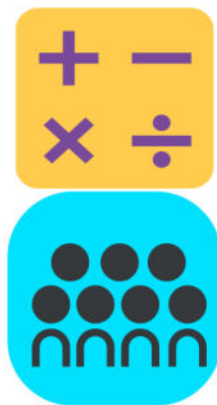


Fluency Practice

(12 minutes)

Take Apart Circles (4 minutes)

Draw 4 circles on your personal white board. (Wait for students to do this.) Put Xs on two of them. How many circles have Xs?

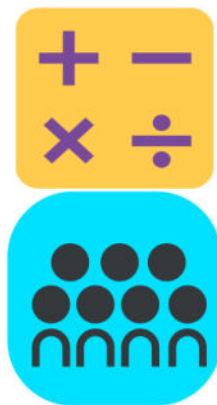


Fluency Practice

(12 minutes)

Take Apart Circles (4 minutes)

How many circles do not have an X?



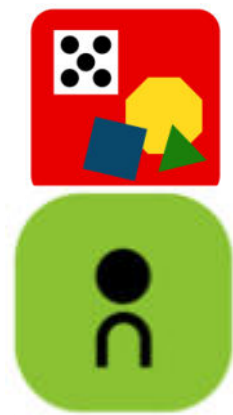
Fluency Practice

(12 minutes)

Take Apart Circles (4 minutes)

Raise your hand when you can say the subtraction number sentence starting with 4. (Wait for all students to raise hands, and then signal). Ready?

Continue working through problems with subtrahends of 2 to 7. The following is a suggested sequence: $5 - 2$, $6 - 2$, $7 - 2$, $3 - 2$, $4 - 3$, $5 - 4$, $6 - 5$, and $7 - 6$.



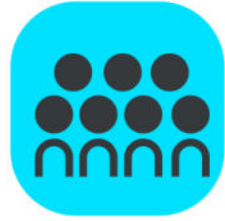
Application Problem

(4 minutes)

Robin had 8 cats in her house. 3 of the cats went outside to play in the sunshine. Draw her cats. Use your picture to help you draw a number bond about the cats. How many cats were still in the house? Can you make a number sentence to tell how many cats were still inside? Share your work with your partner. Did he do it the same way?



Concept Development



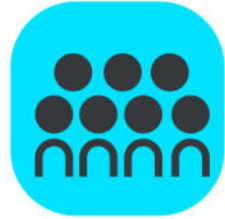
26 min

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

Break 1 cube off the end of your stick,
and put it on your desk. How many cubes
do you still have left in your hand?



Concept Development

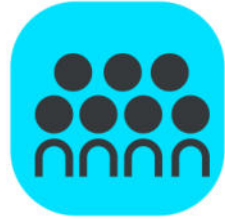


26 min

Tell me a number sentence about what you just did.



Concept Development

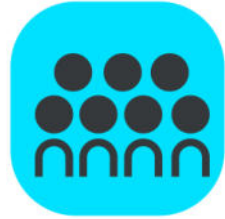


26 min

Draw the cubes on your personal white board, and cross off the one you took off. Now, let's make a number bond about your picture. You have 1 cube on your desk and 7 cubes in your hand. Help me draw the number bond. What is the whole? (8.) What are your parts? (1 and 7.) You took 1 away. (Cover part of the number bond.) How many were left?



Concept Development



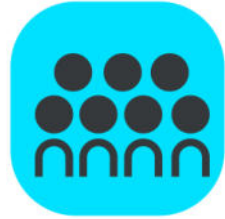
26 min

$$8 - 1 = 7$$

Great! Put your 8-stick back together. This time, take 2 cubes off the end. Draw the picture on your board. What would our number bond look like this time?



Concept Development



26 min

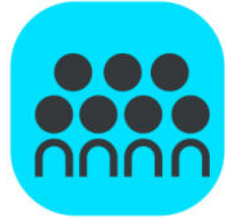
Put your cubes away, and erase your board. Does anyone remember how we could draw 8 the 5-group way?

Let's roll the die to see how many we should take away from our 8.

How many?



Concept Development



26 min

I will cross off 2 to show the ones we are taking away.

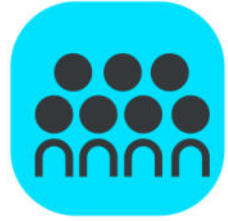
How many are left?

What would my number sentence be?

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



Concept Development

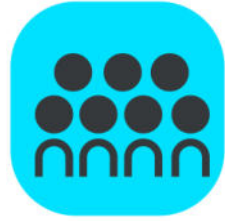


26 min

On your board, draw the 5-group for the number 8. 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!

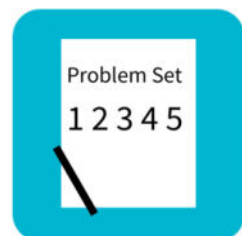


Concept Development



26 min

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



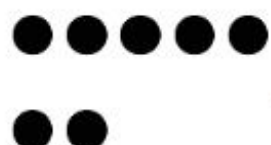
Concept Development

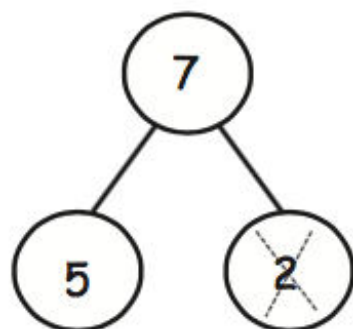
26 min

Problem set - 10 min

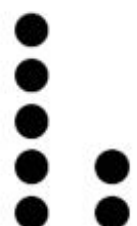
Name _____ Date _____

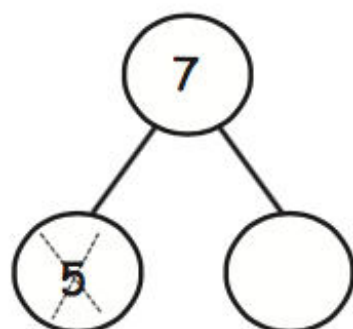
Say the number sentence. Fill in the blanks. Cross out the number.
Cross out 2 dots.

 $7 - 2 = \square$

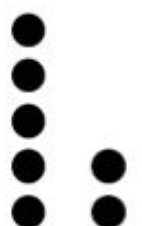


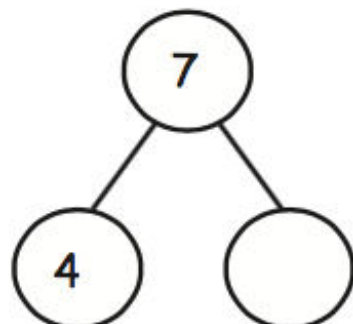
Cross out 5 dots.

 $7 - 5 = \square$



Cross out 4 dots.

 $7 - 4 = \square$

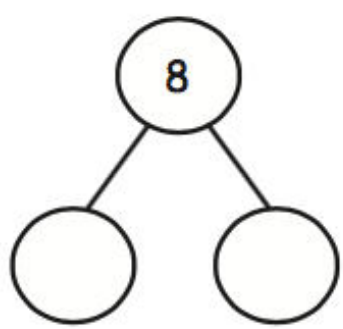


Name _____ Date _____

Fill in the number sentences and number bonds.

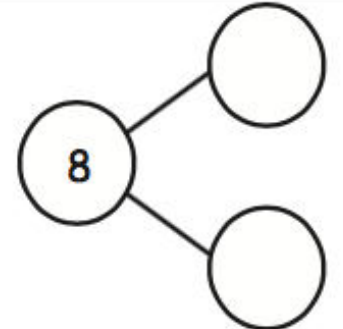
Put an X on 3 dots.

 $\square - \square = \square$



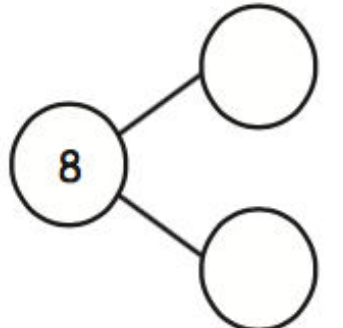
Put an X on 5 dots.

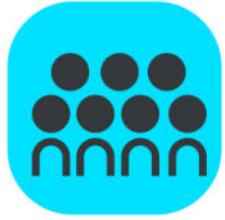
 $\square - \square = \square$



Put an X on some dots.

 $\square - \square = \square$



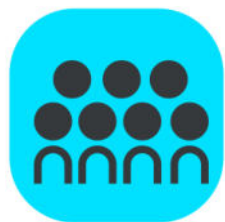


Debrief

8 min.

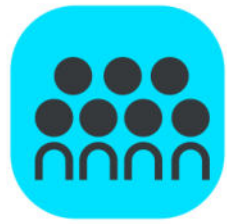
Lesson Objective:

Decompose the number 8 using 5- group drawings and crossing off a part, and record each decomposition with a drawing and subtraction equation.



Debrief

- In the Problem Set, did the 5-group dots make it easier to see how many dots were left? Why?
- In the last problem, how many dots did you put an X on? What did your number sentence and number bond look like?
- Look at the first problem. Tell me all the numbers in your number bond and number sentence.
 - Show me which dots the 8 belongs with.
 - Show me which dots the 3 belongs with.
 - Show me which dots the 5 belongs with.



Debrief

- What number is the same in all of the number bonds and all of the number sentences? Why is 8 in all of them?
- How did the number bonds and the number sentences help one another in our lesson?