# Eureka Math

## Kindergarten
## Module 4
## Lesson 26

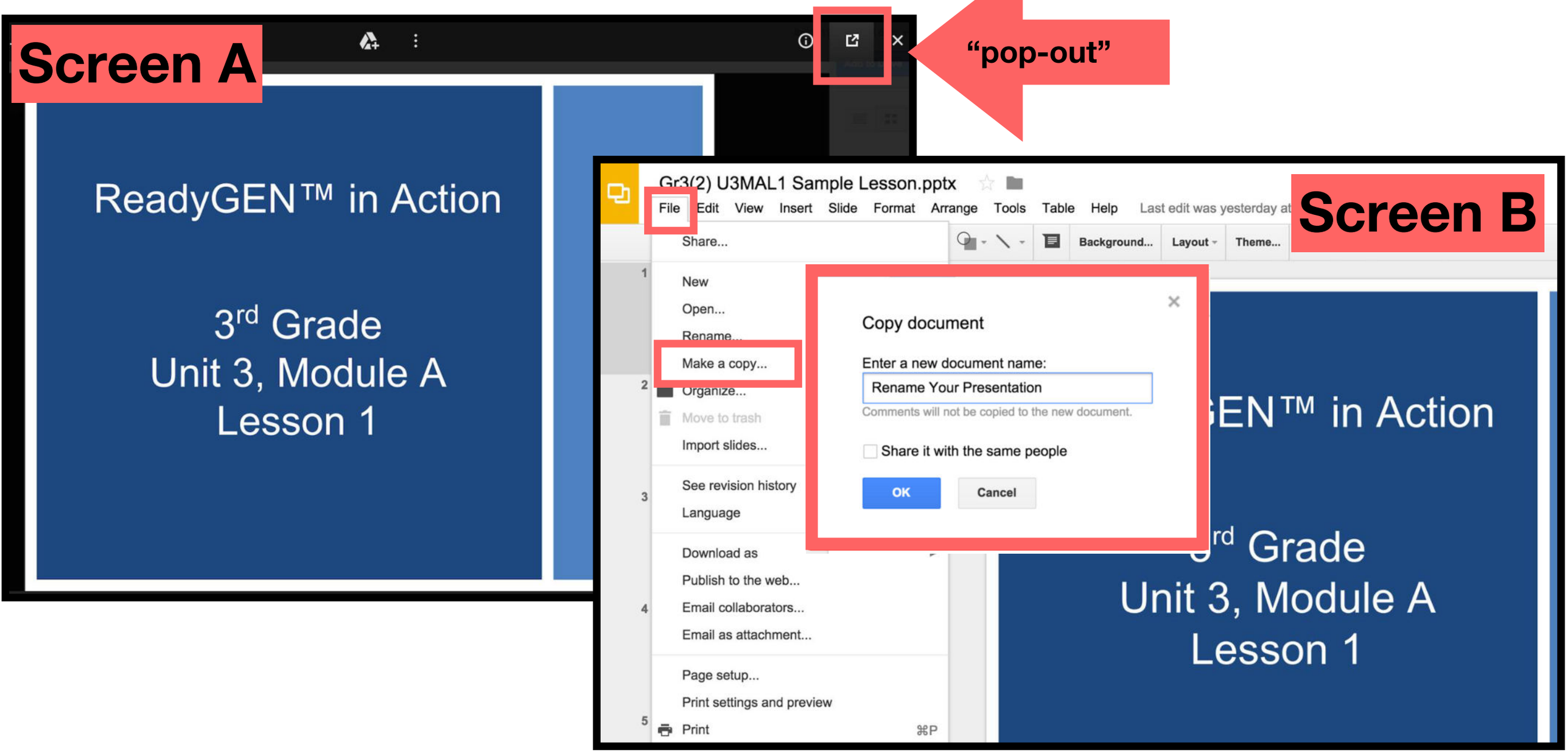
At the request of elementary teachers, a team of Bethel & Sumner educators met as a committee to create Eureka slideshow presentations. These presentations are not meant as a script, nor are they required to be used. Please customize as needed. Thank you to the many educators who contributed to this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

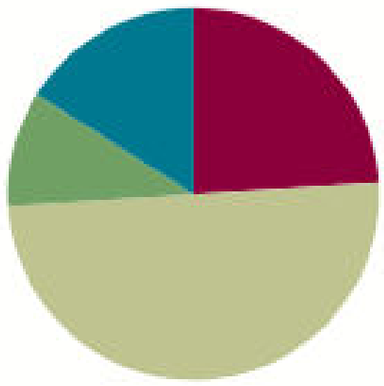
Small Group Time

## Lesson 26

Objective: Model decompositions of 9 using fingers, linking cubes, and number bonds.

### 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**

- 20-bead Rekenrek

# Materials Needed

**Students**

- Personal white board
- Die with the 6-dot side covered (each student)
- Matching game cards 0–5 (Lesson 1 Fluency Template 2),
- Matching game cards 6–9 (Lesson 7 Fluency Template 2) per pair
- Paper
- Green and blue crayons

I can model decompositions of 9 using fingers, linking cubes, and number bonds.

# Rekenrek Wave
# 3 min

We’ve been counting with the Rekenrek the Say Ten Way.

Today we will count the regular way to say the numbers that come after 10.

# Rekenrek Wave
# 3 min

(Show 10 beads on the top row of the Rekenrek).

Here is 10. 1 more than 10 is 11.

(Slide over 1 more bead.)

Say “eleven.”

How many beads do you see?

# Rekenrek Wave
# 3 min

(Show 11 beads on the Rekenrek).

Here is 11. 1 more than 11 is 12.

(Slide over 1 more bead.)

Say “twelve.”

How many beads do you see?

# Rekenrek Wave
# 3 min

(Show 12 beads on the Rekenrek).

Here is 12. 1 more than 12 is 13.

(Slide over 1 more bead.)

Say “thirteen.”

How many beads do you see?

# Rekenrek Wave
# 3 min

(Show 13 beads on the Rekenrek).

Here is 13. 1 more than 13 is 14.

(Slide over 1 more bead.)

Say “fourteen.”

How many beads do you see?

# Rekenrek Wave
# 3 min

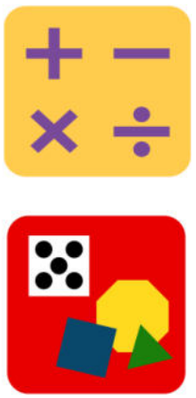
(Show 14 beads on the Rekenrek).

Here is 14. 1 more than 14 is 15.

(Slide over 1 more bead.)

Say “fifteen.”

How many beads do you see?



# Rekenrek Wave
# 3 min

After introducing each new number name, use the following sequence while students use the wave hand motions to indicate increasing and decreasing quantities: 10, 11, 12, 11, 12, 13, 12, 13, 14, 13, 14, 15, 14.

# Race to 5 Addition Game

# 4 minutes

1. Both partners roll their dice and state their numbers respectively.

2. Both partners roll again and add the previous number to the new number on the die. Both partners state their new equations.

# Race to 5 Addition Game

# 4 minutes

3. Continue the addition race, rolling the dice and adding with speed and accuracy until one of the partners reaches 5 as the total.

4. He must reach 5 exactly, so if either partner reaches a total more than 5, he can roll again.

# Make 9 Matching Game
# 5 min

1. Shuffle and place the cards face down in two equal rows.

2. Partner A turns over two cards.

3. If the total of the numbers on both cards is 9, then Partner A collects both cards. If not, then Partner A turns them back over in their original place facedown.

4. Repeat for Partner B.

# Application Problem
# 5 min

It is laundry day. We have 9 extra socks! Some are green, and the rest are blue.

Draw the set of green socks and the set of blue socks.

Make a number bond to help tell about your picture.

# Application Problem
# 5 min

Turn and talk to your partner about your drawings and number bonds. Do they look alike? Are your sets of socks different?

Turn your paper over, and show the story a different way.

# Concept Development
# 25 min

Lee had 9 blocks.

Hold up 9 fingers to show how many blocks she had. Show me the Math Way!

5 of her blocks were red, and the rest were blue. Show me her red blocks with your fingers. How many?

Show me the blue blocks. How did you know how many blue blocks she had?

# Concept Development
# 25 min

Could we draw a number bond showing our story?
Where would we put our whole and our parts in our number bond?

Take out your linking cubes, and put them in a stick. Use all of the blue cubes first, and then use the rest of the cubes. How many cubes are in your stick?

# Concept Development
# 25 min

Take off 1 red cube. Do you still have 9 cubes in all? What are the parts now?

Draw the number bond on your board.

Now, take another cube off your long stick, and put it together with the 1 cube. Do we still have 9 cubes? What are your new parts?

# Concept Development
# 25 min

Let’s make a number bond with the new parts.

Did anyone notice a pattern when we did this with the cubes or with the number bonds?

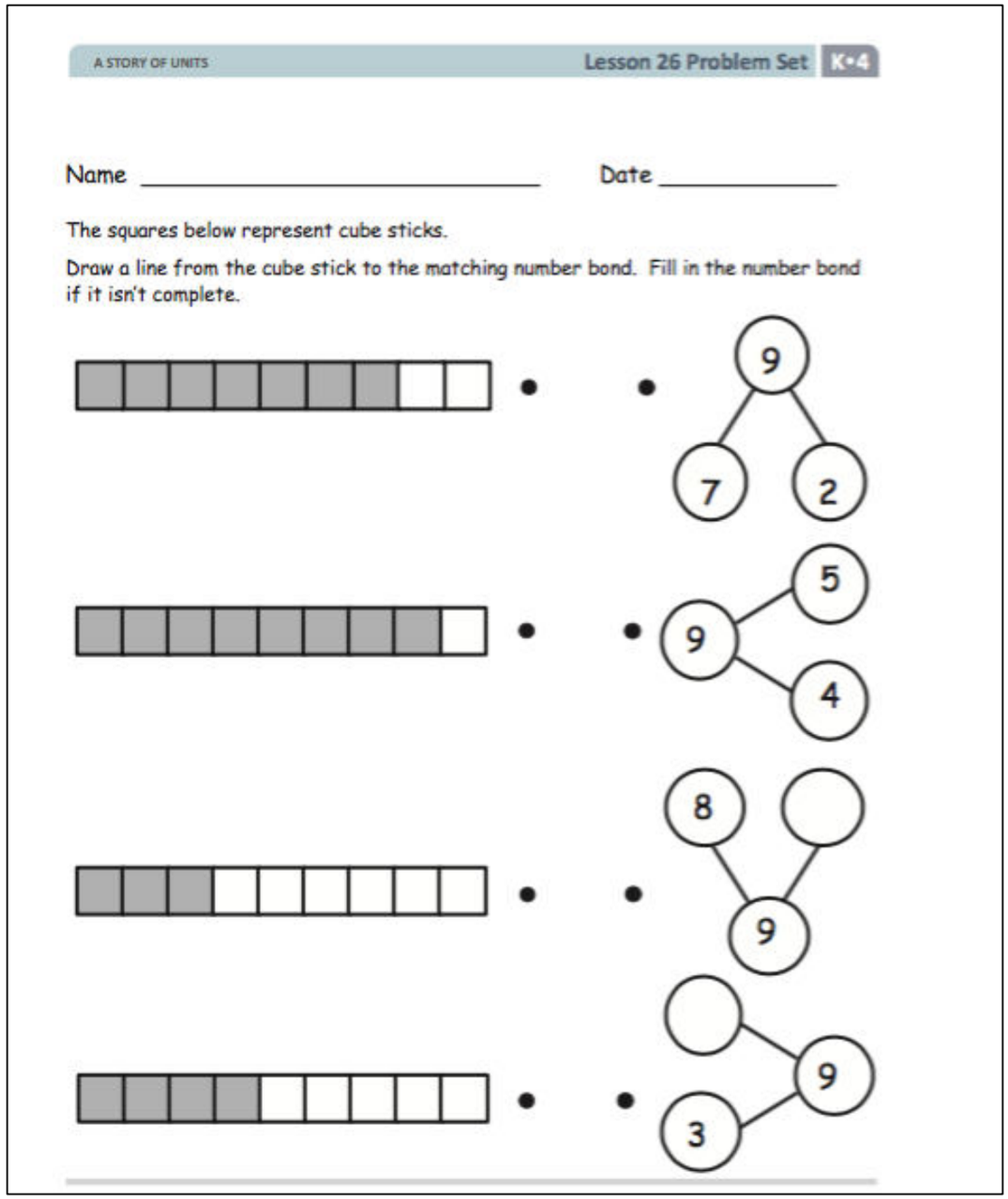
# Concept Development
# 25 min

Put your 9-stick together again. Using your cubes, turn and work with your friend to find hidden partners inside 9.

Could you think of a story to tell about the cubes?

Be sure to write each set of partners in number bonds on your personal white board!

# Problem Set-10 min



A STORY OF UNITS — Lesson 26 Problem Set — K•4

Name _____ Date _____

The squares below represent cube sticks.

Draw a line from the cube stick to the matching number bond. Fill in the number bond if it isn't complete.

# Debrief

How did you know which cube sticks matched the number bonds on the first page of the Problem Set?

How did the cube sticks you colored help you finish the number bonds on the second page of the Problem Set?

# Debrief

How is using your fingers like using cubes to solve a problem?

When you were working with the cube sticks in today's lesson, did you notice any patterns?

# Debrief

What are some of the partners you found to make 9? Tell me using an addition sentence starting with 9.