Eureka Math

Kindergarten
Module 4
Lesson 27

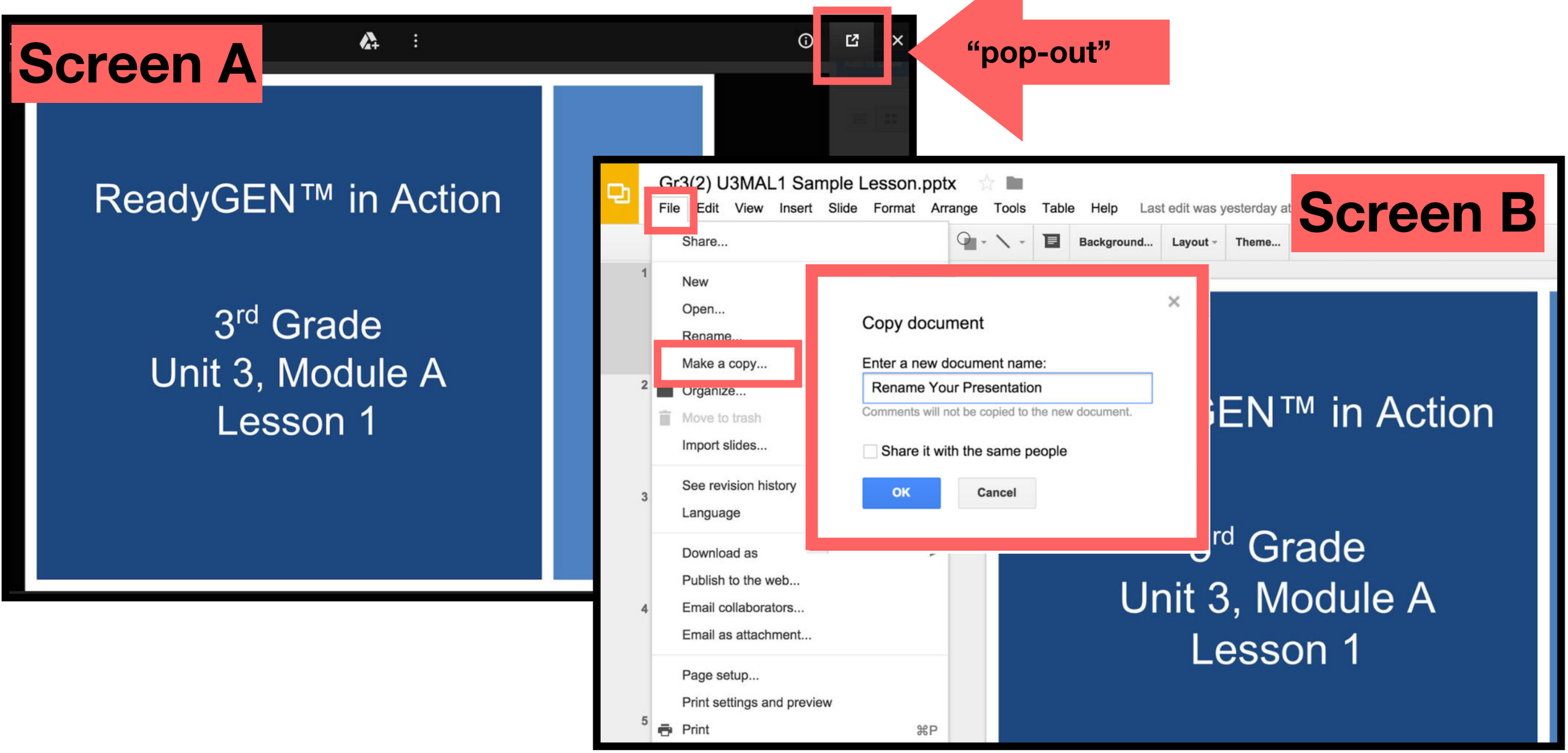
At the request of elementary teachers, a team of Bethel & Sumner educators met as a committee to create Eureka slideshow presentations. These presentations are not meant as a script, nor are they required to be used. Please customize as needed. Thank you to the many educators who contributed to this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

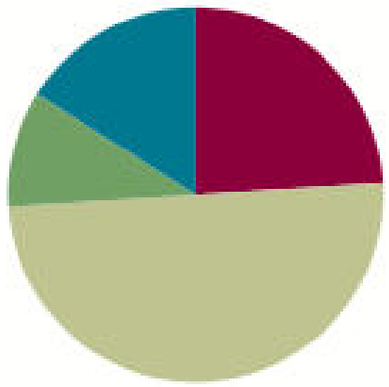
Small Group Time

Lesson 27

Objective: Model decompositions of 10 using a story situation, objects, 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
- Array of 10 (Fluency Template) inserted into personal white board
- Paper
- crayons
- 1 chenille wire stem
- 10 pony beads of a single color

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

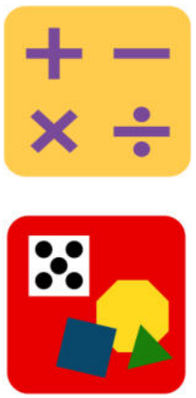
(Show 15 beads on the Rekenrek).

Here is 15. 1 more than 15 is 16.

(Slide over 1 more bead.)

Say “sixteen.”

How many beads do you see? Continue to 20.



Rekenrek Wave
3 min

Consider showing the numbers in the 5-group orientation as well so that students can gain flexibility in recognizing the quantities. For example, 13 would be 5 red on the top row, 5 red on the bottom row (mimicking a 5-group arrangement of 10), plus 3 white beads on the top row.

What is Less
5 minutes

2

Think of a number that is less than 2. Write it on your personal white board, and show me.

Write this subtraction sentence on your board: 2 minus 1.

Write the answer, and show me.

What is Less
5 minutes

2

Say the subtraction sentence.

2 - 1 = 1

(Two minus one equals one)

What is Less

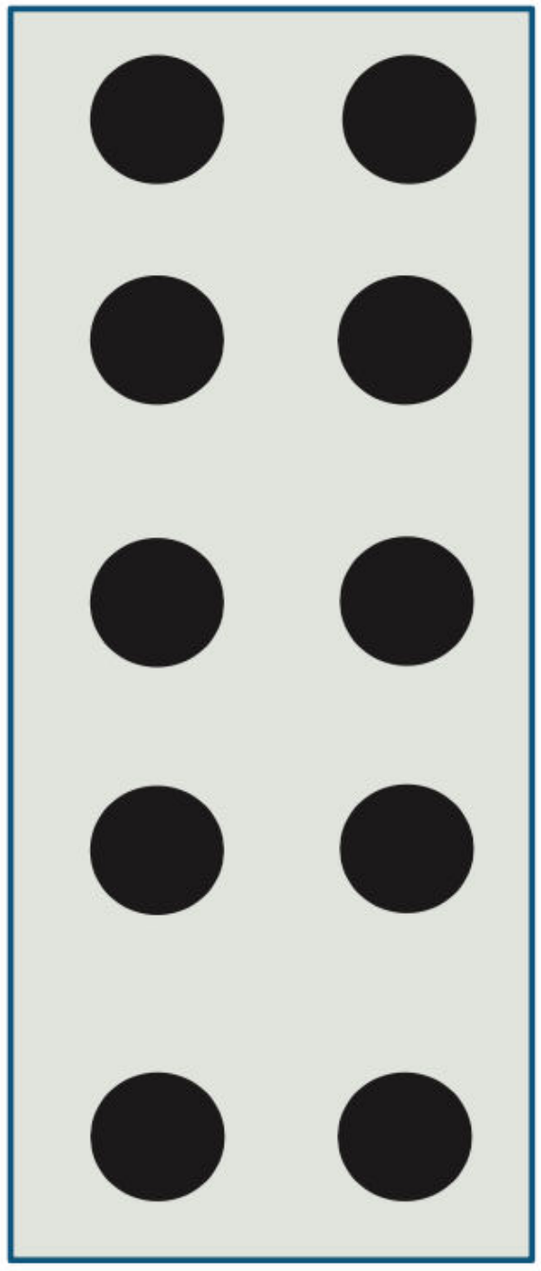
5 minutes

Repeat with 3, 4, and 5. Use each of the smaller numbers students identify to build a subtraction equation (e.g., 3 – 1, 3 – 2).

Invite students who choose zero to write a subtraction equation using zero and show it to the class.

Addition and subtraction of zero is covered in Lesson 37.

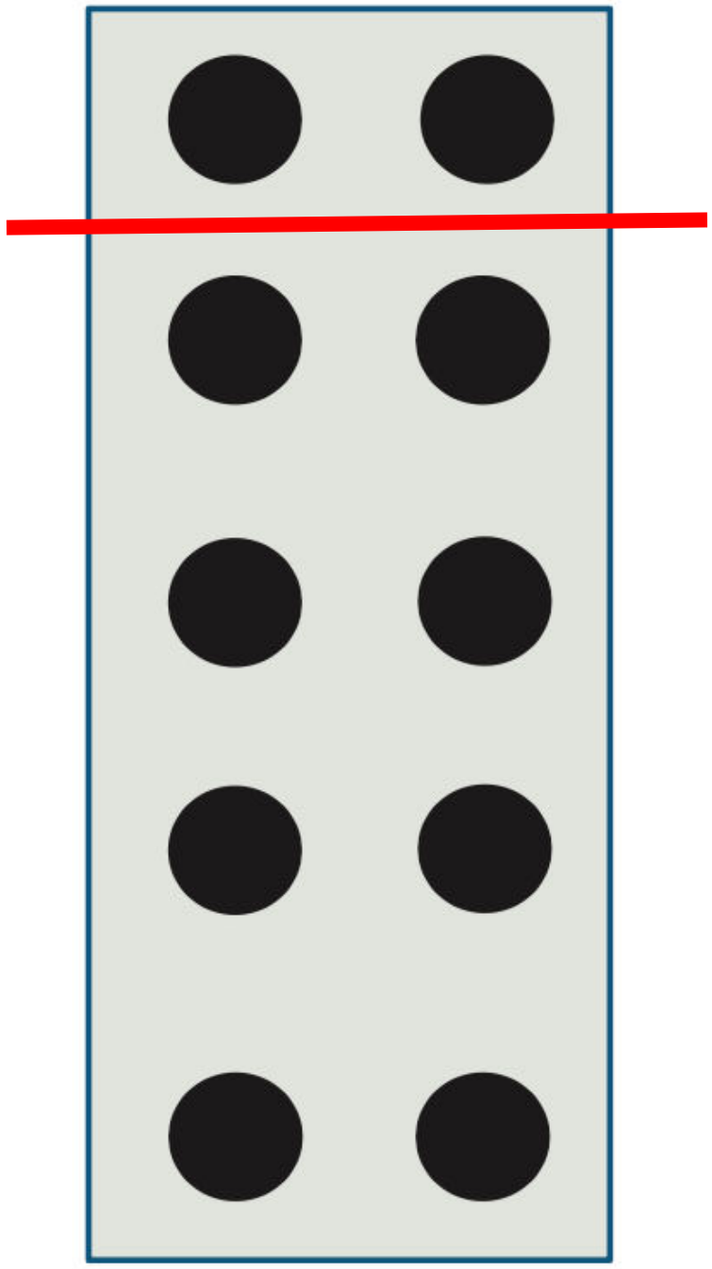
Take Apart the Array
4 min



Let’s count the dots.

So, our job is to take apart what number?

Take Apart the Array
4 min

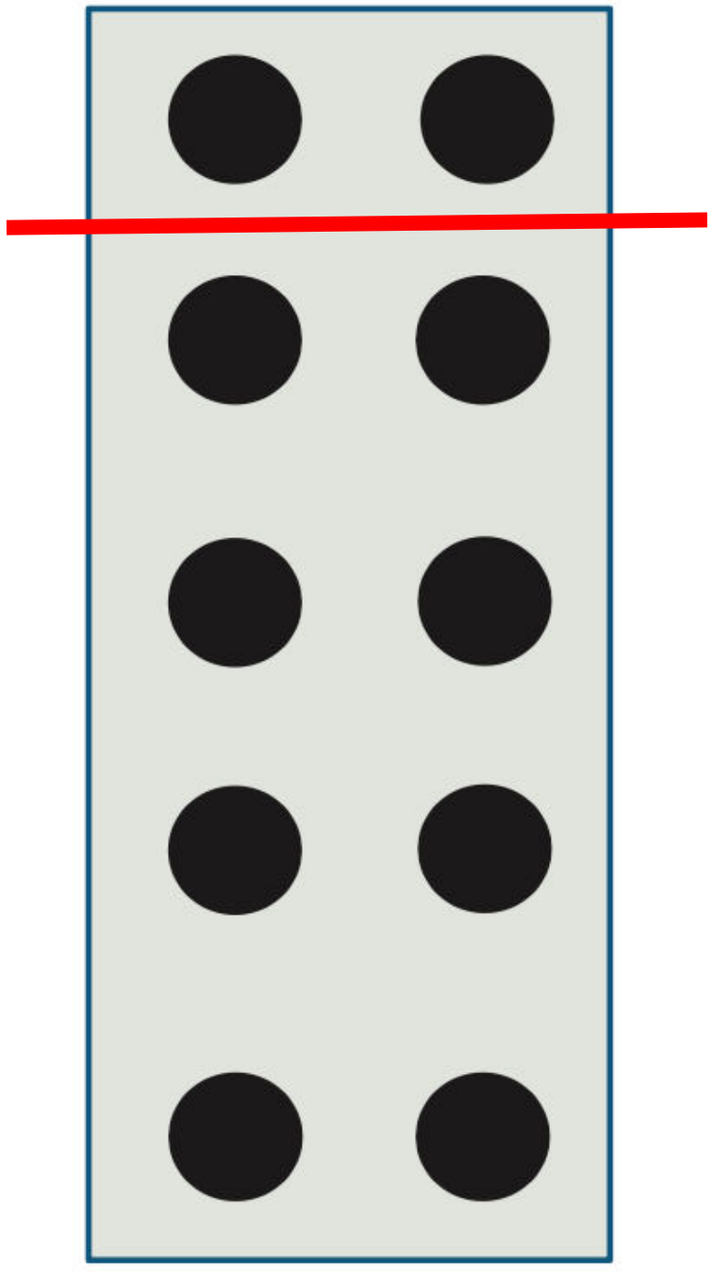


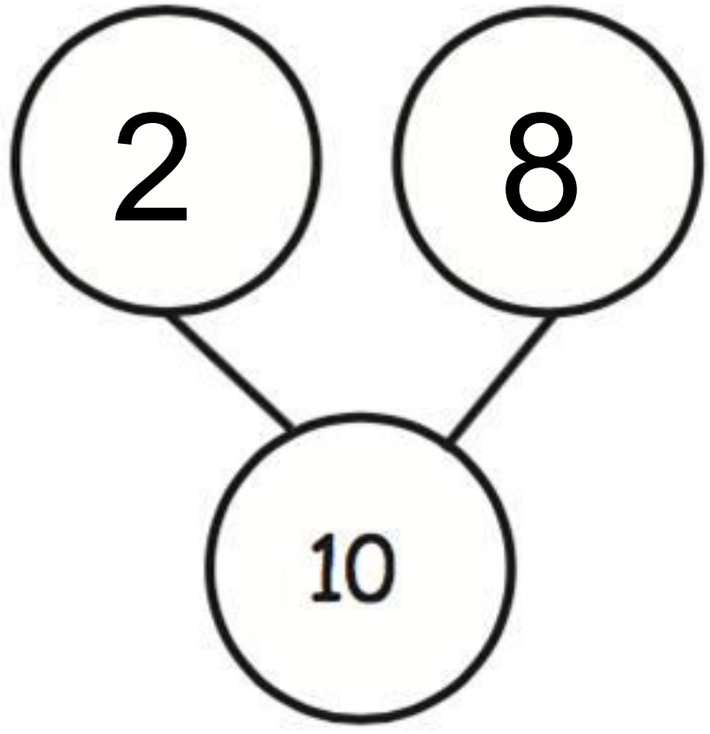
We can take apart the 10 dots like this.

How many dots are in this part?

The other part?

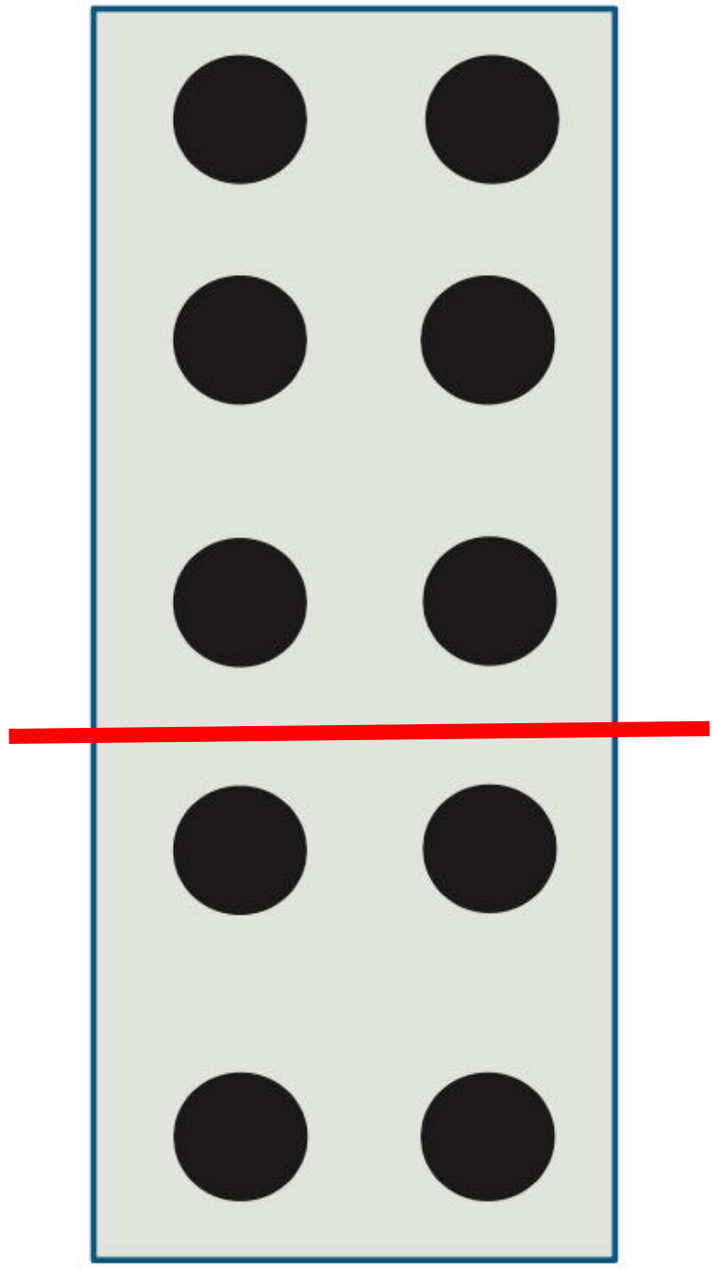
Take Apart the Array
4 min





We can read it like this: 10 is 2 and 8.

Take Apart the Array
4 min



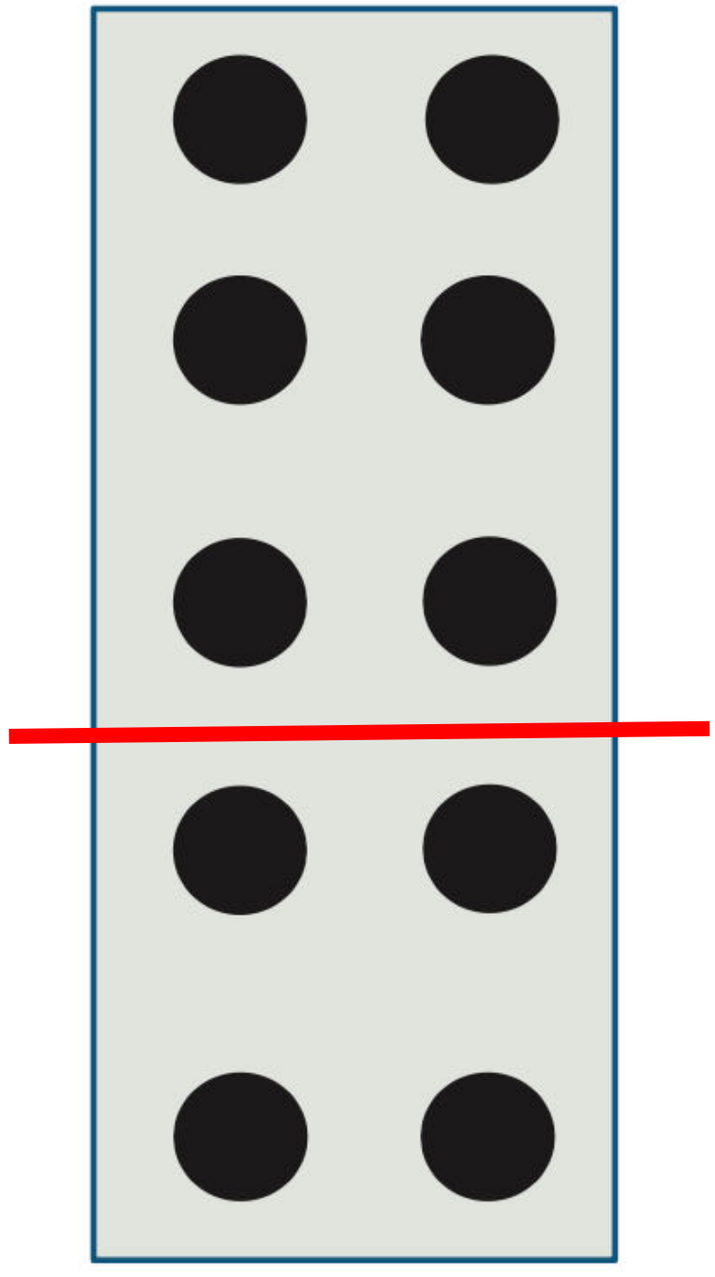
We can take apart the 10 dots like this.

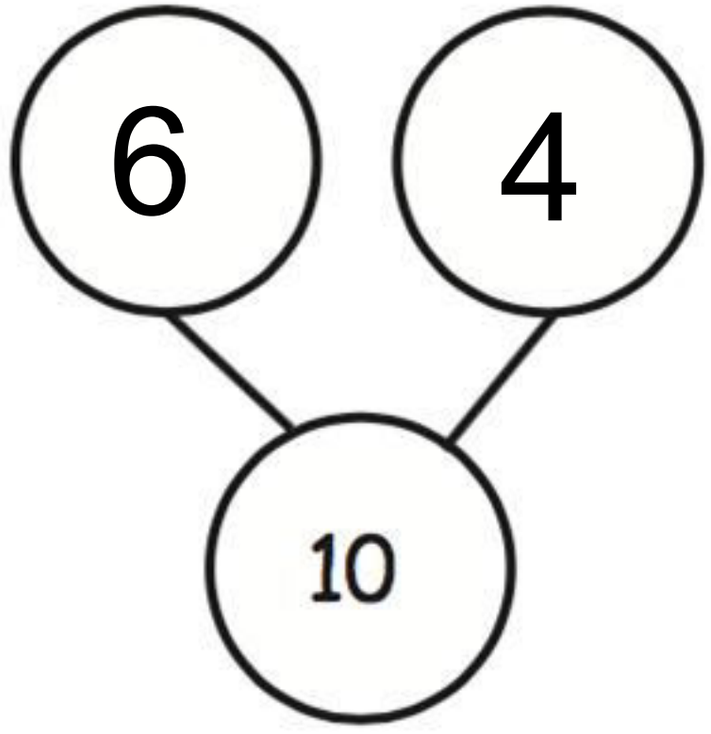
How many dots are in this part?

The other part?

Take Apart the Array

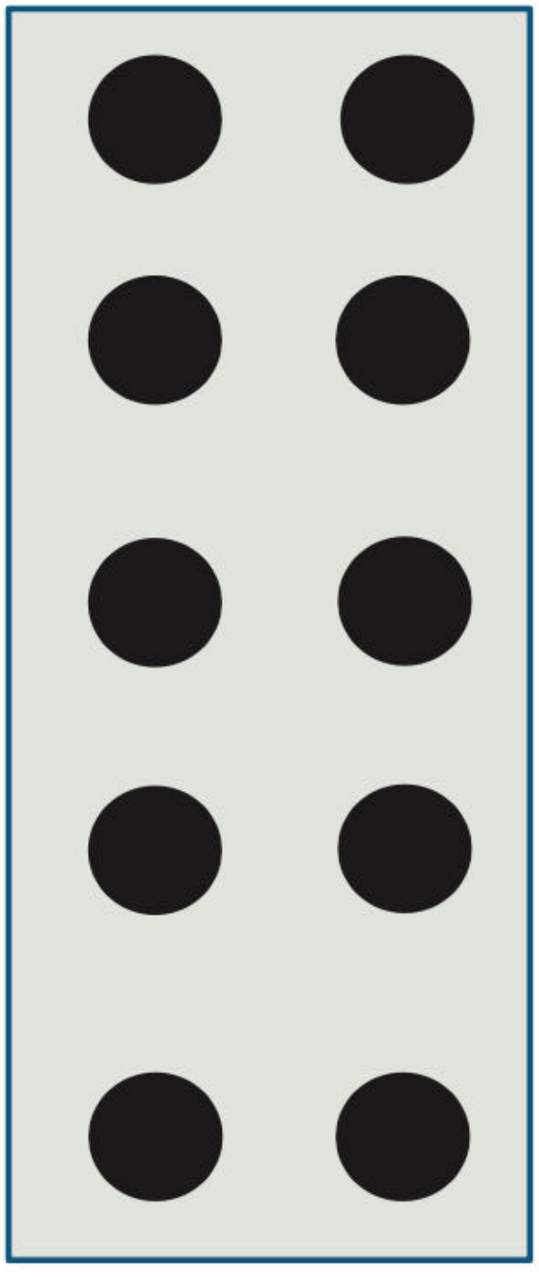
4 min

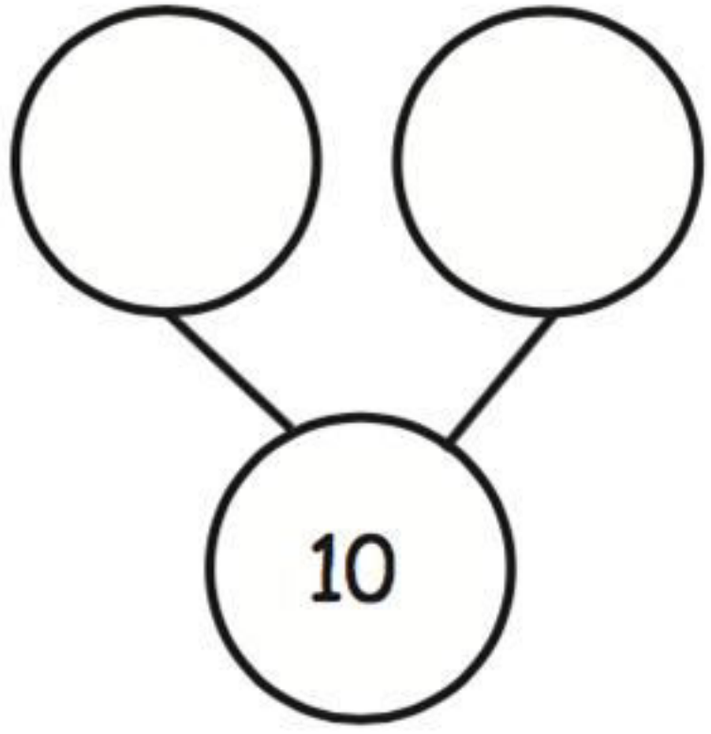




We can read it like this: 10 is 6 and 4.

Take Apart the Array
4 min





Now it’s your turn to take apart 10.

Application Problem
5 min

You are having a birthday party!

You need 10 party hats for your friends.

Draw 10 simple hats.

Color some hats red and some blue.

Make a number bond about your picture.

Application Problem
5 min

Turn and talk with your partner. Do your pictures look the same?

Explain to your partner how you decided which way to color your hats.

Talk about how your number bonds are the same or different.

Concept Development
25 min

We were just talking about birthday parties!

What if you had a birthday party and received 10 presents?

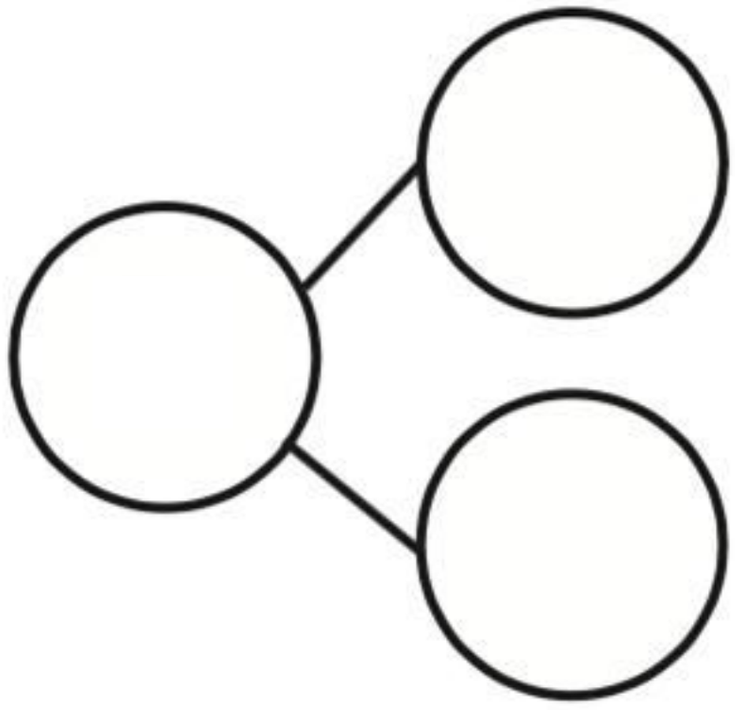
☐ ☐ ☐ ☐ ☐ ☐ ☐ ☐ ☐ ☐

I have 10 presents on the board. I want to color some yellow and some red. Who has an idea to help me?

Concept Development
25 min

□ □ □ □ □ □ □ □ □ □

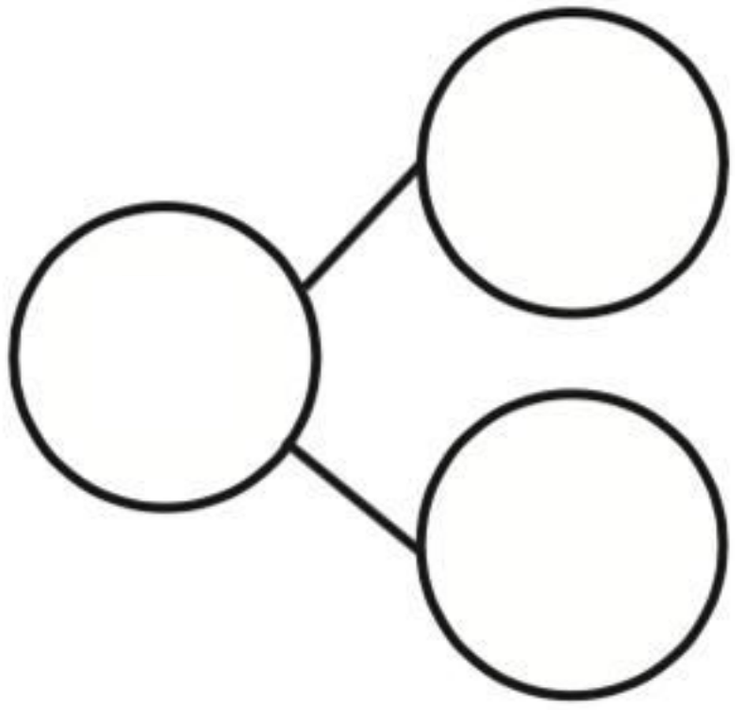
How could I make a number bond about my picture?



Concept Development
25 min

□ □ □ □ □ □ □ □ □ □

Did anyone think about the picture in a different way?



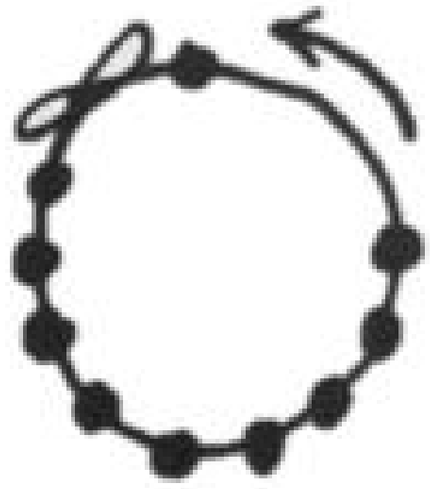
Concept Development
25 min

Did anyone think about the picture in a different way?

10 is a very special number, isn’t it? What seems different about this number compared to the other ones we have looked at so far?

Concept Development
25 min

We are going to make bracelets to celebrate this very special number!



Make sure you have 10 beads.

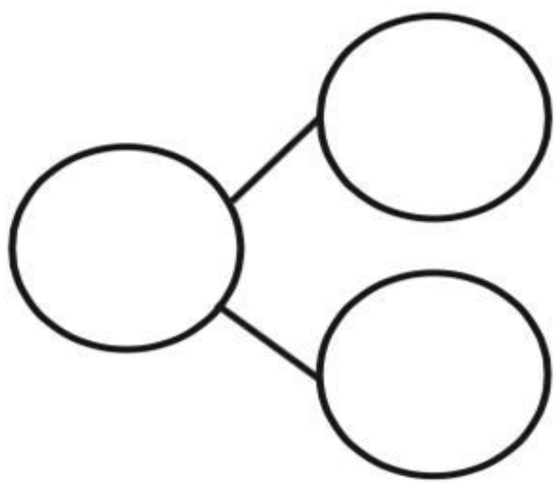
Count the beads on your desk while you lace them onto the chenille stem. I will come around to help you finish your bracelets.

Concept Development
25 min

What happens if we slide 1 bead to this side and all of the other beads to the other side of the bracelet?

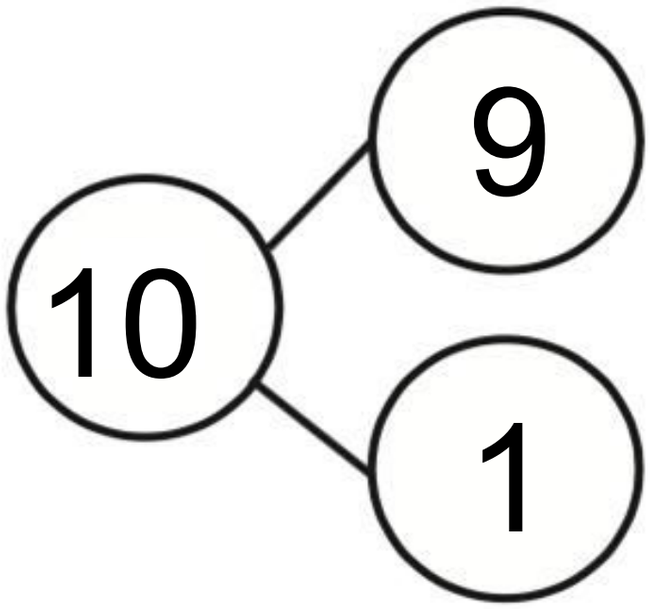
Show me on your bracelets.

Let’s make the number bond for what you just did.
Please write it on your board while I do it up here.



Concept Development

25 min



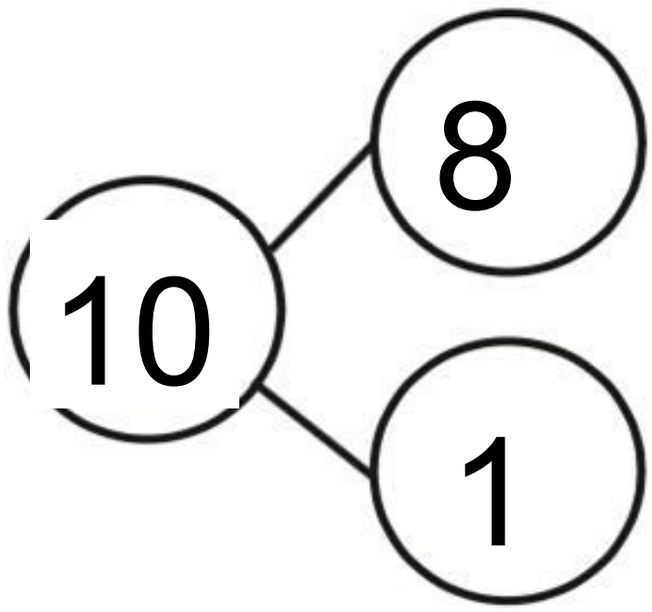
Let’s make a number sentence.

$$10 = 9 + 1$$

Concept Development
25 min

What if we slide another bead over? What are our parts?

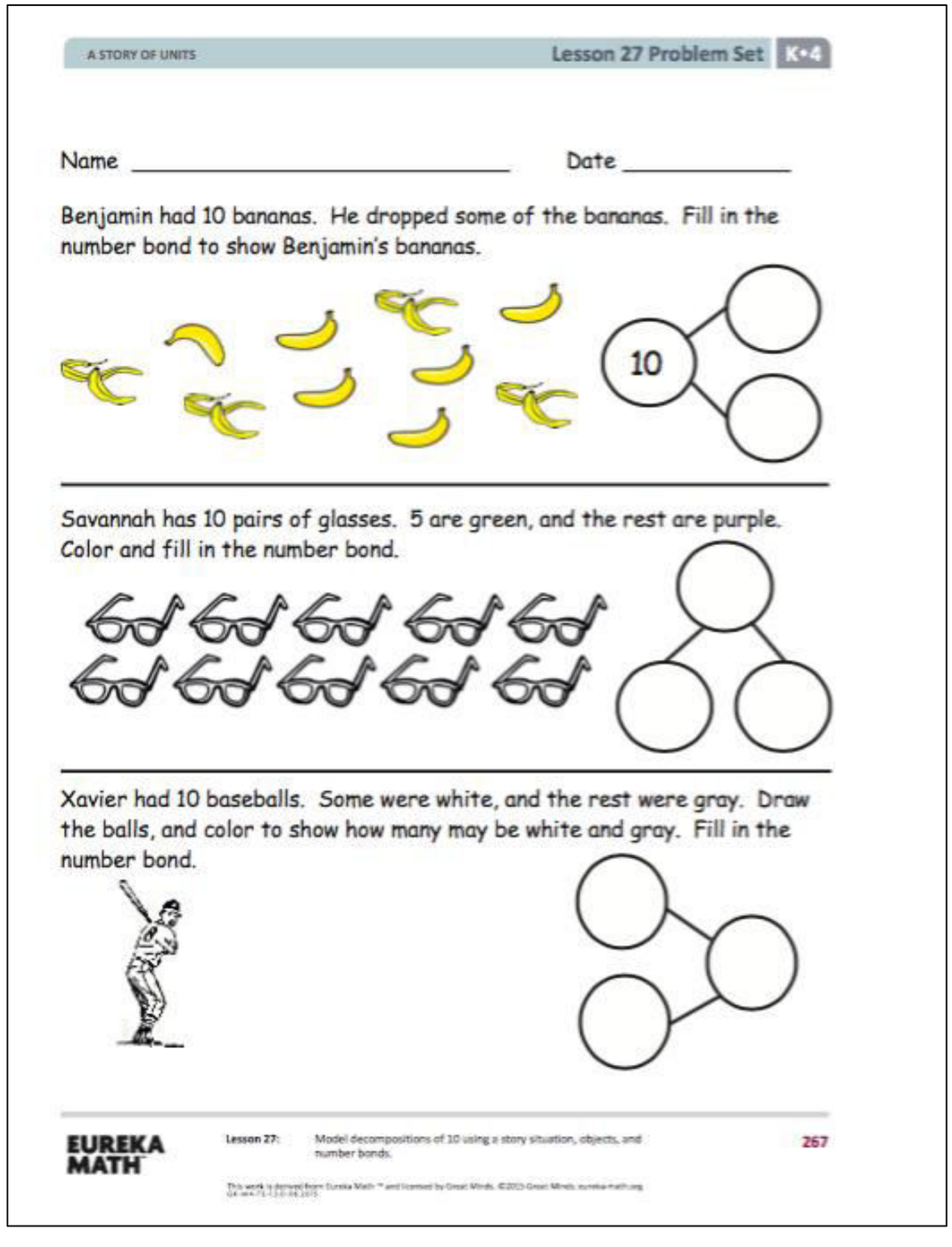
10 = 2 + 8



Concept Development
25 min

Repeat the activity, discussion, and drawing of the number bonds on the boards for the whole sequence of partners to 10.

Problem Set-10 min



A STORY OF UNITS — Lesson 27 Problem Set — K•4

Name _____ Date _____

Benjamin had 10 bananas. He dropped some of the bananas. Fill in the number bond to show Benjamin's bananas.

10

Savannah has 10 pairs of glasses. 5 are green, and the rest are purple. Color and fill in the number bond.

Xavier had 10 baseballs. Some were white, and the rest were gray. Draw the balls, and color to show how many may be white and gray. Fill in the number bond.

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Debrief

Look at the baseball problem. How did you know which numbers to write in the parts of the number bond? Are there other ways you could have done it?

What strategies did you use when you were making up your own story?

How did the bracelets help in finding the partners to 10?

Debrief

Who can use this bracelet to teach someone how to make number bonds at home tonight? Tell me how you will do it.