Eureka Math

Kindergarten
Module 4
Lesson 29

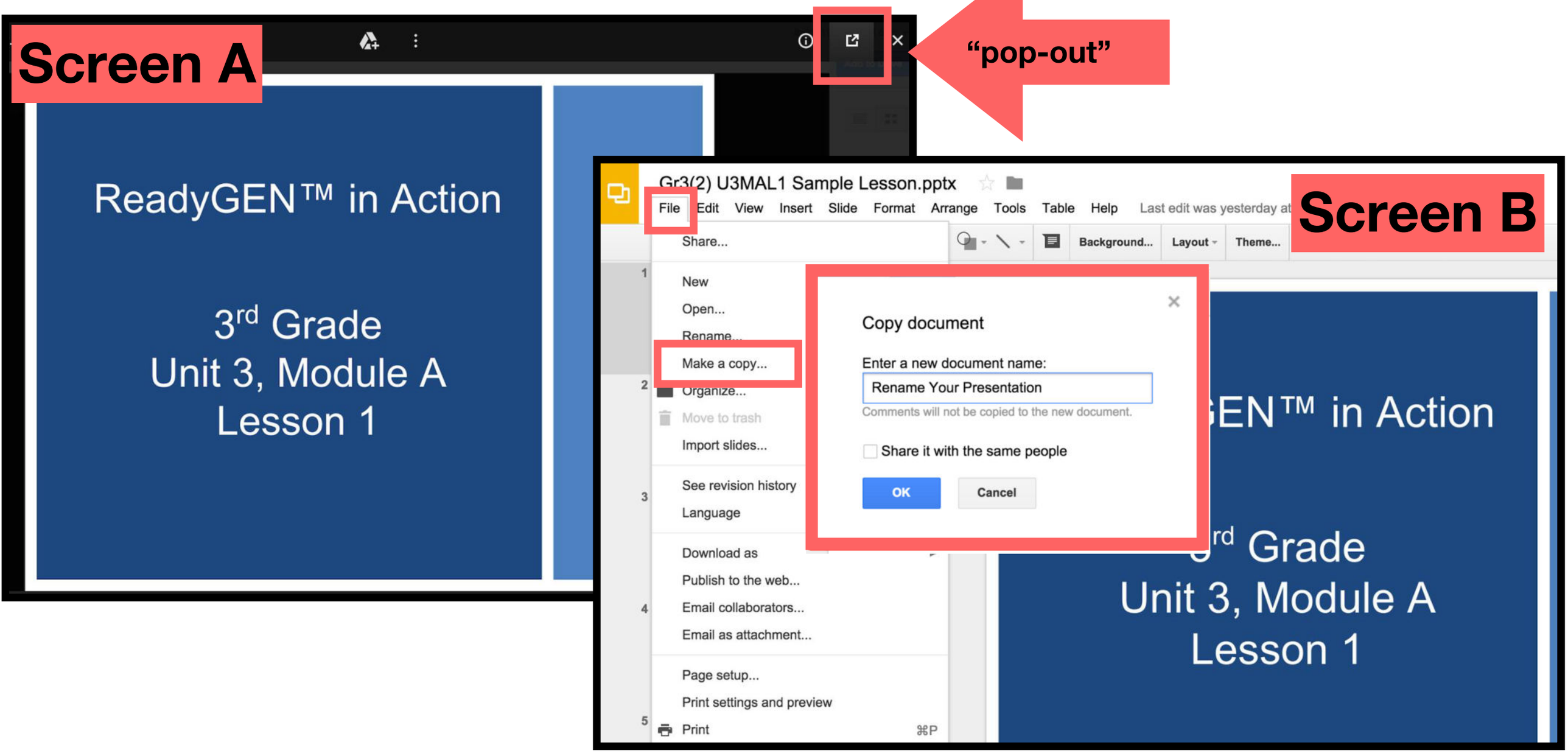
At the request of elementary teachers, a team of Bethel & Sumner educators met as a committee to create Eureka slideshow presentations. These presentations are not meant as a script, nor are they required to be used. Please customize as needed. Thank you to the many educators who contributed to this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

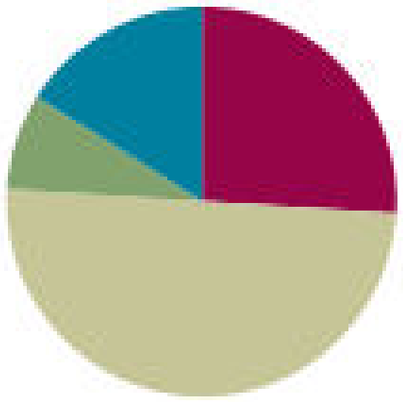
Small Group Time

Lesson 29

Objective: Represent pictorial decomposition and composition addition stories to 9 with 5-group drawings and equations with no unknown.

Suggested Lesson Structure

Fluency Practice	(13 minutes)
Application Problem	(4 minutes)
Concept Development	(25 minutes)
Student Debrief	(8 minutes)
Total Time	**(50 minutes)**



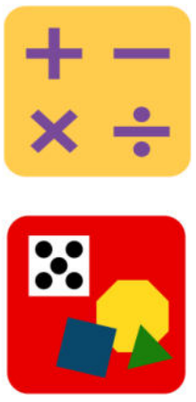
Materials Needed

Teacher

Student

- **Core fluency practice sets**
- **Large 5 group cards**
- **9 pennies**

I can take apart and put together models up to 9 and draw a picture of what I did.



Grade K Core Fluency Differentiated Practice Sets (5 minutes)

Continue fluency practice.

1, 2, 3 Sit on 10 and 20
4 min

Let’s play a counting game!

We will go around the circle and count by one.

If you are number 10 or number 20, you will sit down.

Listen carefully, you need to know your number when it is your turn!

5 Group Flashes
4 minutes

(Show 4 dots) How many dots do you see?

How many more to make 5?

Say the number sentence.

Write the number sentence on your personal white board. Get ready. Show me.

4 + 1 = 5

5 Group Flashes
4 minutes

(Show 3 dots) How many dots do you see?

How many more to make 5?

Say the number sentence.

Write the number sentence on your personal white board. Get ready. Show me.

3 + 2 = 5

Continue: 2, 1, 4, 2, and 3

5 Group Flashes
4 minutes

(Show 2 dots) How many dots do you see?

How many more to make 5?

Say the number sentence.

Write the number sentence on your personal white board. Get ready. Show me.

2 + 3 = 5

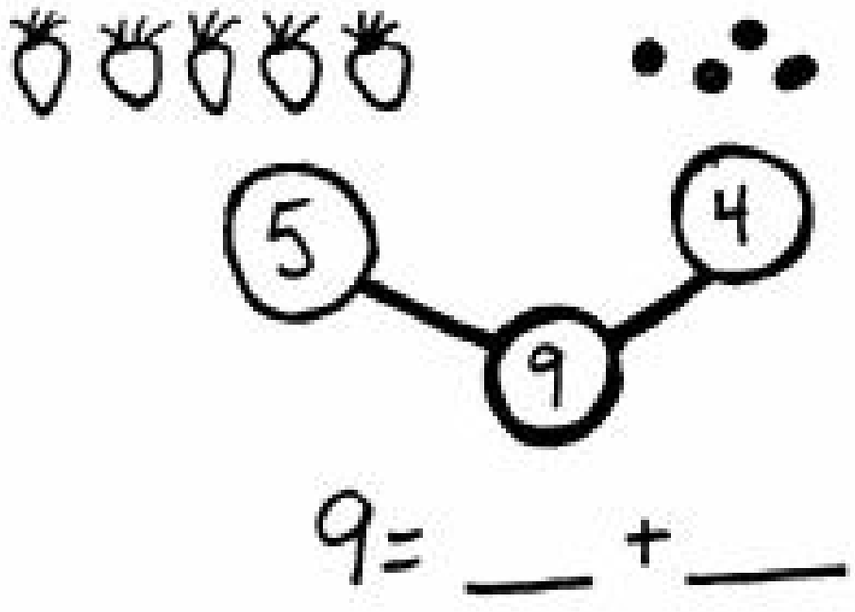
Continue: 1, 4, 2, and 3

Application Problem
5 min

Emma had 9 pennies. Show her pennies in the middle of the desk. She wanted to use 4 of her pennies to buy some gum and 5 pennies to buy a balloon. Count and slide apart the pennies she needs to buy the gum and the balloon. On your paper, show the number bond that corresponds to her pennies now. Now, slide your groups of pennies together again. How many pennies in all? Would you need to create a new number bond about what you just did? Turn and talk to your partner about your work.

Concept Development
25 min

Toby has 9 tasty berries...5 strawberries and 4 blueberries.



Draw a picture of his berries on your whiteboard.

Now, make a number bond .

Last, let’s make a number sentence.

Concept Development
25 min

We’re going to do the same thing with a new story.

Kate has 6 beads, and her friend gave her 3 more.

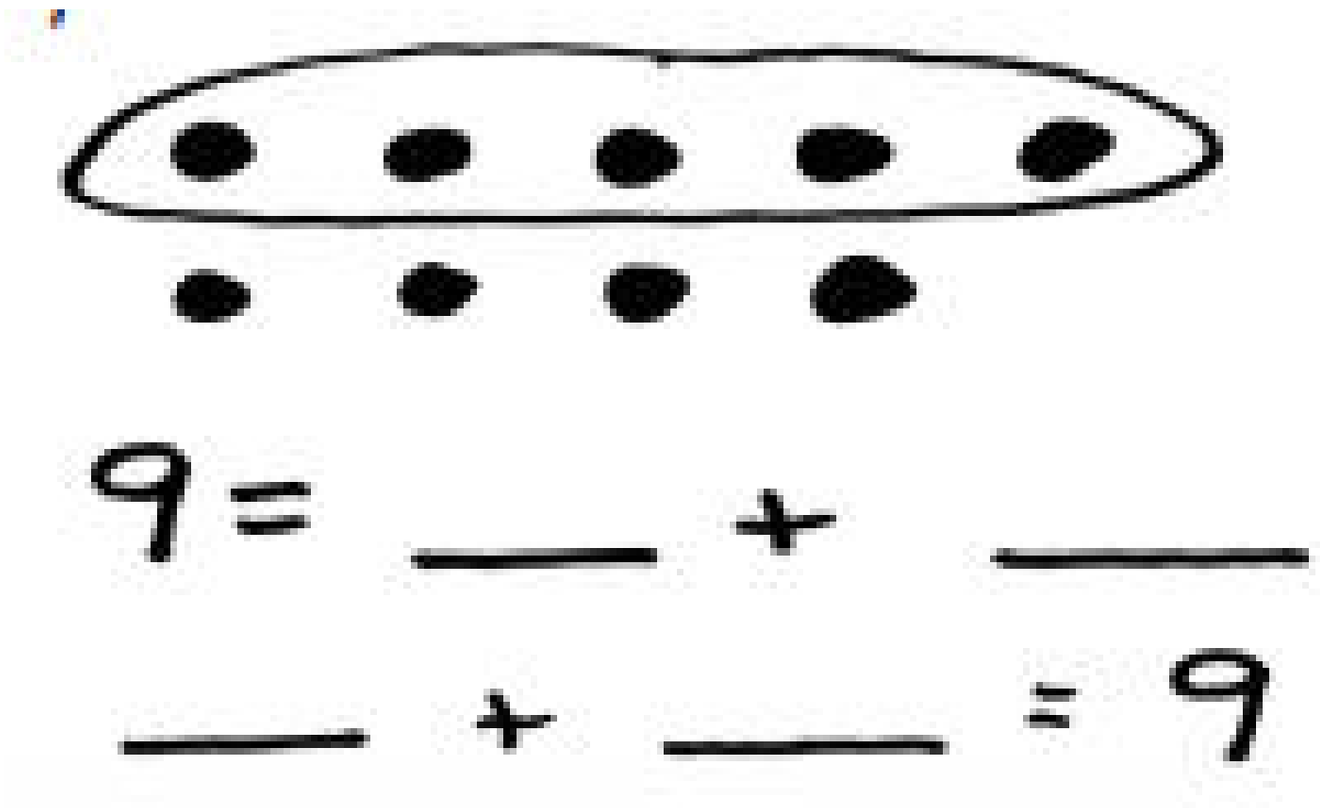
How many does she have altogether?

Can you draw her beads in the 5-group way?

Now, let’s make a number sentence about Kate’s beads.

Concept Development
25 min

This time, draw 9 in the 5 group way.
Circle the 5-dot group at the top.
Can we make two different number sentences about these 9 dots?

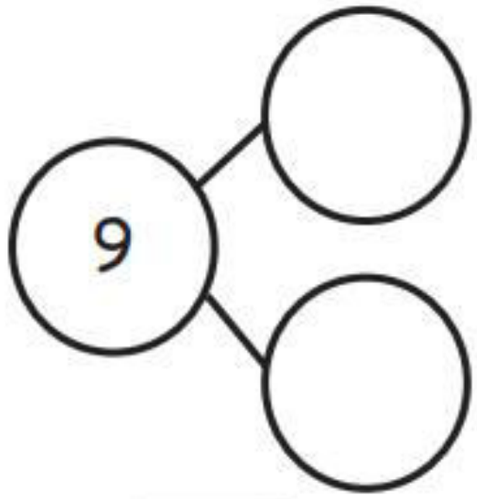


Next, do the same thing with 8 dots.

Problem Set-10 min

Name _____ Date _____

Izzy had a tea party with 7 teddy bears and 2 dolls. There were 9 friends at the party. Fill in the number bond and number sentence.



9 = ☐ + ☐

Debrief

- How did the number bonds help you to make your number sentences in the Problem Set?
- How do you know where the whole or total goes in your number sentence? The parts? (Check for understanding that the sum can be represented on either side of the equation.)
- When you drew your marbles, why was it helpful to make them in the 5-group way?
- How did circling the group of 5 help you with your counting when using 5-groups? What were your strategies?