Eureka Math

Kindergarten
Module 4
Lesson 31

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.
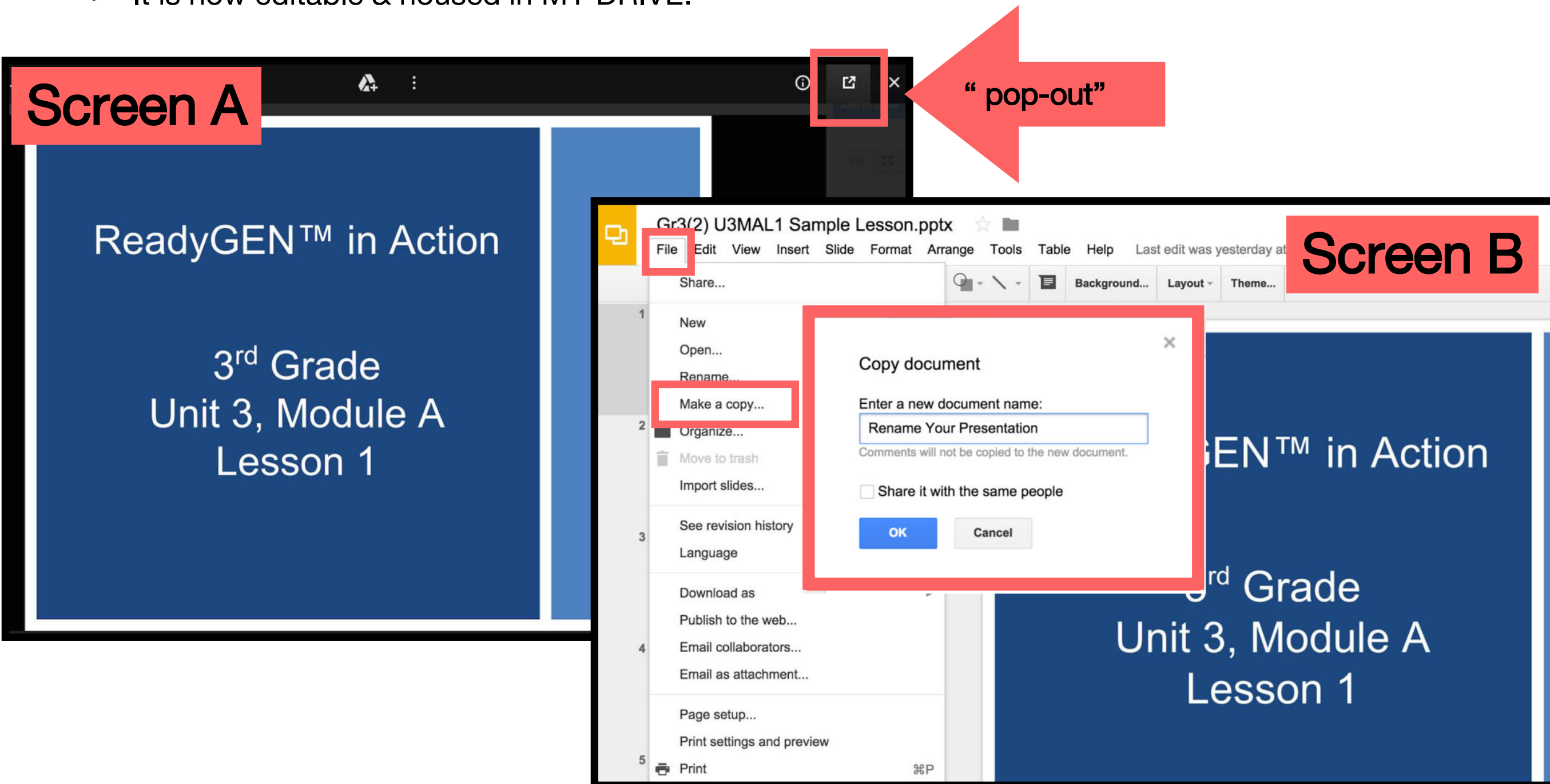
Icons

RDW — Read, Draw, Write

Learning Target

Personal White Board

Problem Set

Manipulatives Needed

Fluency

Think Pair Share
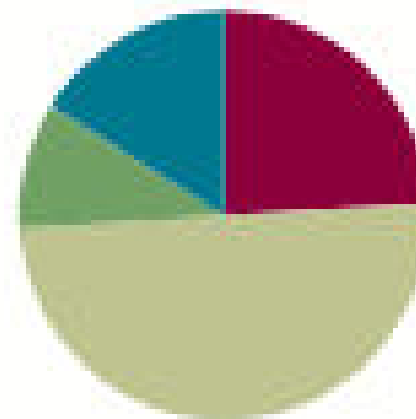
Whole Class

Individual

Partner

Small Group

Small Group Time

Lesson 31

Objective: Solve *add to with total unknown* and *put together with total unknown* problems with totals of 9 and 10.

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
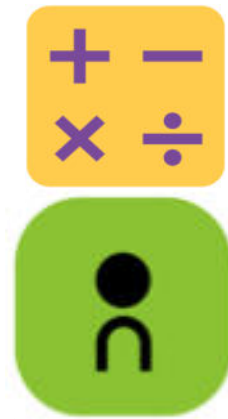
Teacher

- Large foam die

Materials Needed

Students
- Core Fluency Sprint (2 copies)
- Paper, crayons, pencil
- 10 teddy bears or other counters
- equation (Template)
- personal white board

Solve add to with total unknown and put together with total unknown problems with totals of 9 and 10.

Fluency Practice (12 minutes)

Sprint Core Fluency (9 minutes)

It's time for a Sprint!

Take out your pencil and one crayon, any color. For this Sprint, you are going to subtract to find how many are left.

Number Correct:

Name _____ Date _____

Write the missing number.

1.	$2 + 1 =$ ☐	11.	☐ $= 3 + 2$
2.	$1 + 1 =$ ☐	12.	$1 + 3 =$ ☐
3.	$1 + 4 =$ ☐	13.	☐ $= 2 + 2$
4.	$3 + 1 =$ ☐	14.	☐ $= 1 + 2$
5.	$2 + 2 =$ ☐	15.	$1 + 4 =$ ☐
6.	$2 + 3 =$ ☐	16.	☐ $= 2 + 3$
7.	$1 + 2 =$ ☐	17.	☐ $= 5 + 1$
8.	$4 + 1 =$ ☐	18.	$5 + 2 =$ ☐
9.	$3 + 2 =$ ☐	19.	$1 + 0 =$ ☐
10.	$1 + 3 =$ ☐	20.	$5 + 0 =$ ☐

Fluency Practice (12 minutes)

Ready, Set, Add! (3 minutes)

1. Assign partners. Both students put one hand behind their back.

2. With the hand that is in view, pump your fists two times as you say, "Ready, set," and then the third time, show a number of fingers as you say, "Add!" (The motion is similar to rock, paper, scissors.)
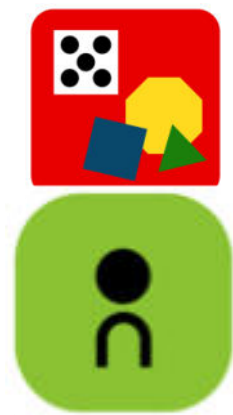
Fluency Practice (12 minutes)

Ready, Set, Add! (3 minutes)

3. Partners race to say an addition sentence that matches the number of fingers shown. The first partner (fastest) repeats the addition sentence for both to hear.

4. The second partner flips the addition sentence.
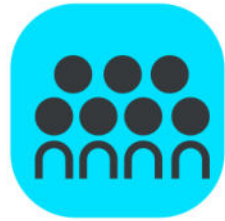
5. Repeat.

Application Problem (4 minutes)

5 children were playing soccer in the park. Draw the children. 4 more children came to play. Draw the new players. How many children were playing soccer? How did you know? Turn and talk to your partner about your answer. Do you agree?
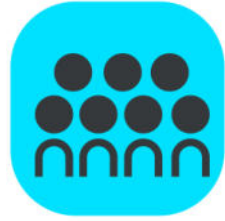
Concept Development
25 min

Problem 1:

$$\underline{\hspace{2cm}} + \underline{\hspace{2cm}} = \underline{\hspace{2cm}}$$

We are going to write more number sentences today. If you look at what I wrote on the board, what kind of number sentences do you think we will be talking about?
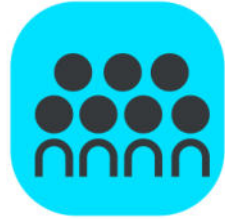
Concept Development
25 min

Do you remember what we put in the box in our lessons before?

You are right! You have some counters on your desk. Listen to my story:

6 bears were walking in the forest. Show the bears with your counters.

Concept Development
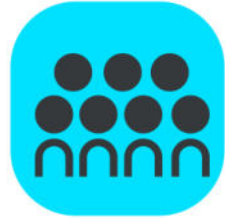# 25 min

3 more bears came to walk with them. Show the new bears with your counters. How many bears were walking in the forest altogether?

How do you know?
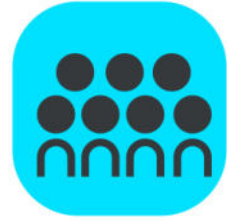
Concept Development
25 min

You are right. We started with 6 bears and added 3 more bears to make 9 bears altogether. How could we write a number sentence about the story? What number should I put in the first blank?

In the next blank?

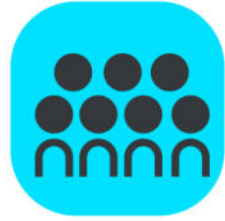What about the blank after the equal sign?

Concept Development
25 min

$$6 + 3 = 9$$

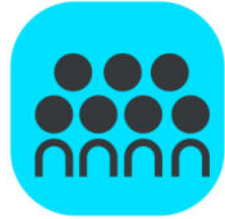How did you know where each of the numbers belonged?

Concept Development
25 min

Problem 2:

Let's make up another story about the bears. This time, there were 3 bears sleeping and 7 bears playing. Show your groups of bears with your counters. How many bears in all?

Concept Development
25 min

Can you tell me a number sentence about these bears?

I will write that on the board, too. Help me fill in my blanks.

Concept Development
25 min

Problem 3:

I'm going to let you try a problem with your partner now on your personal white board. Listen carefully to my story, and draw a picture about what happens. When you have finished your picture, fill in the number sentence to solve the problem.

Concept Development
25 min

Maggie had 4 pennies. Her mom gave her 5 more pennies. How many pennies does Maggie have now? Draw the pennies, and make a number sentence.

Concept Development
25 min

How many pennies does Maggie have now? What was the number sentence?

Concept Development
25 min

Problem 4:

Listen to the next story. Work with your partner to draw a picture about what you hear, and write the number sentence.

Concept Development 25 min

Problem 4:

John had 2 circle magnets and 8 square magnets. How many magnets did he have altogether?

Concept Development
25 min

Great work! What is our number sentence?
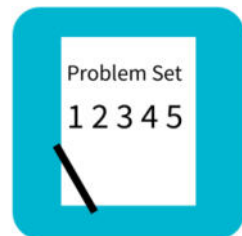
$$2 + 8 = 10$$

How many magnets did he have in all?

Concept Development
25 min

I'm going to give you some time to think up an addition story with your partner. Draw the picture, and write the number sentence. I will come around to hear your stories!

Concept Development
26 min

Problem set - 10 min

Name _____ Date _____

Draw the story. Fill in the number sentence.

Zayne had 6 round crackers and 3 square crackers. How many crackers did Zayne have in all?

____ + ____ = ____

_____

Riley had 9 crayons. Her friend gave her 1 crayon. How many crayons did Riley have in all?

____ + ____ = ____

Draw the story. Write a number sentence to match.

Jenny had 3 red and 7 purple pieces of construction paper. How many pieces of construction paper did Jenny have altogether?

_____

Rhett had 5 square blocks. His friend gave him 4 rectangle blocks. How many blocks did Rhett have altogether?
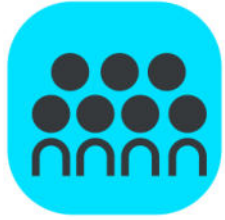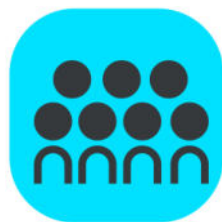
Debrief
8 min.

Lesson Objective:

Solve add to with total unknown and put together with total unknown problems with totals of 9 and 10.

Debrief

- How did the pictures you drew help you with your number sentences in the Problem Set?

- How did you decide where to put each number in the number sentences in your Problem Set? How did you know what numbers to put in the blanks?

- What do we call the types of number sentences that we were working on today? (Addition sentences.)

- Why is listening carefully very important when solving story problems?

- Were there lots of answers today, or was there always one answer? Were there different ways to get to an answer?

- In the Problem Set, did someone create his own number story he would like to share? (Listen to the story, and have students solve together.)