Eureka Math

Kindergarten
Module 4
Lesson 32

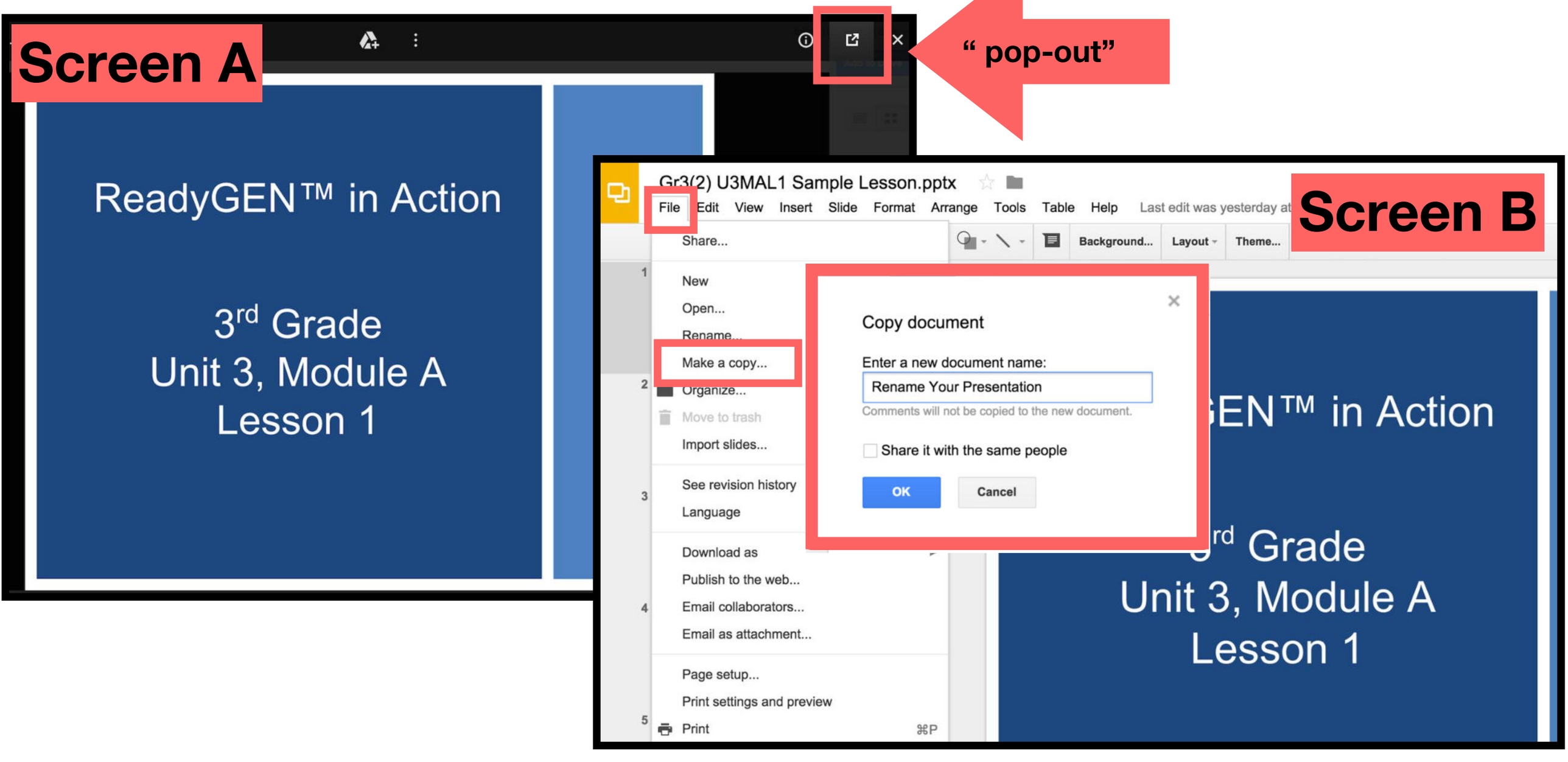
At the request of elementary teachers, a team of Bethel & Sumner educators met as a committee to create Eureka slideshow presentations. These presentations are not meant as a script, nor are they required to be used. Please customize as needed. Thank you to the many educators who contributed to this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

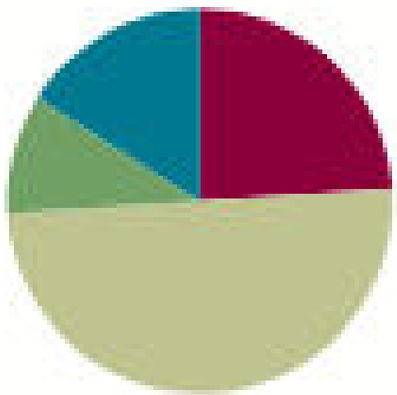
Small Group Time

Lesson 32

Objective: Solve *both addends unknown* word problems with totals of 9 and 10 using 5-group drawings.

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

- 100-bead Rekenrek

Materials Needed

Students

- personal white board
- Break apart numbers (Fluency Template 1)
- Paper
- Crayons
- Two large 5-group cards (Lesson 12 Fluency Template 2)

Solve both addends unknown word problems with totals of 9 and 10 using 5-group drawings.

Fluency Practice (12 minutes)

Counting to 30 by Ones with the Rekenrek (3 minutes)

(Slide 10 beads over.) How many?

(Slide over 10 more for a total of 20.) How many?

(Slide over 10 more for a total of 30.) How many?

Fluency Practice (12 minutes)

Counting to 30 by Ones with the Rekenrek (3 minutes)

(Show 20 beads.) How many?

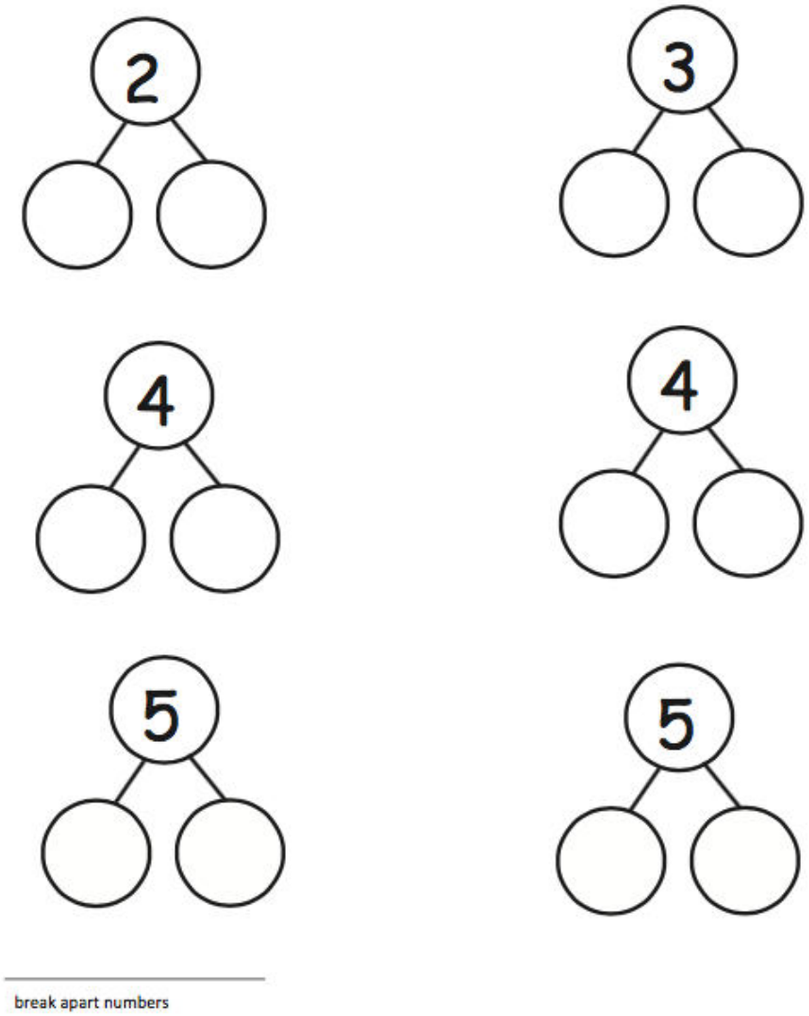
(Slide over 1 more.) 20. 1 more is 21. How many?

(Slide over 1 more.) 21. 1 more is 22. How many?

Fluency Practice (12 minutes)

Break Apart Numbers (4 minutes)

Complete as many different number bonds as you can in one minute.



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.

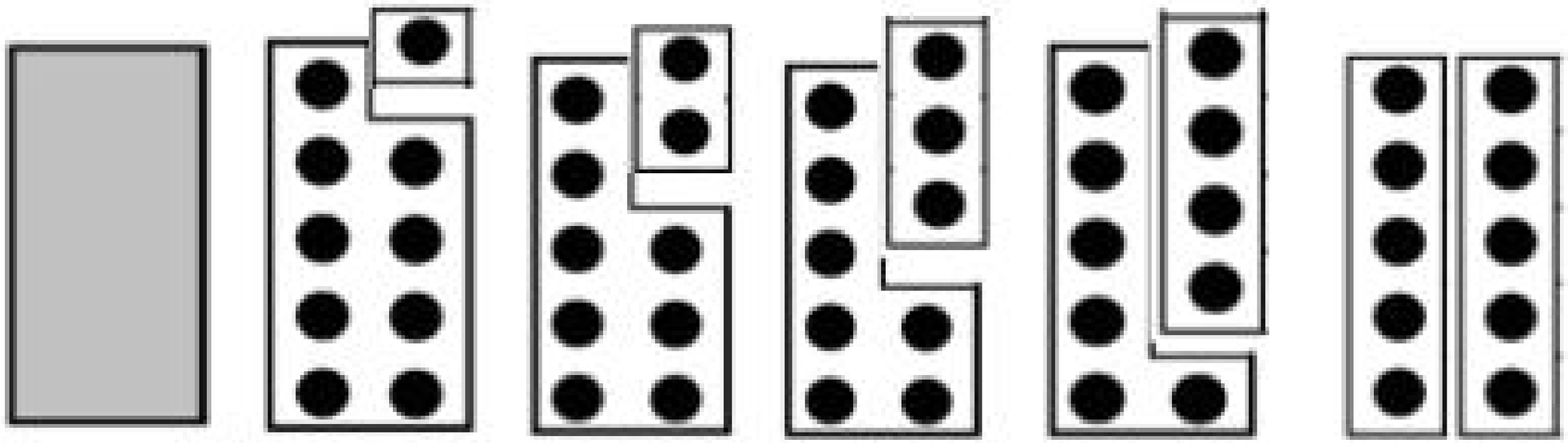
4. The second partner flips the addition sentence.

5. Repeat.

Fluency Practice (12 minutes)

5-Group Puzzles (5 minutes)

Assemble the dot cards to make 10 and then write the number bond.



Application Problem (5 minutes)

Chen had 9 pencils. Some of his pencils were red, and some were blue. Draw Chen's pencils.

Make a number bond about your pencils. Now, turn and talk to your partner about your pictures and your number bond. Do your pictures look the same? Are your number bonds the same? Are they both correct?

Concept Development
25 min

9 = ___ + ___

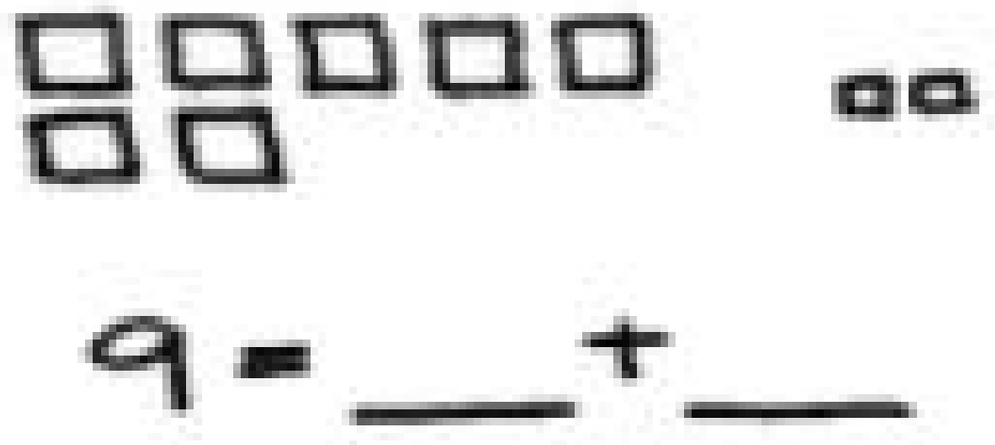
Michael has 9 toy blocks. Some are large, and some are small. Student A, how many of his blocks do you think are large?

Concept Development
25 min

I’m going to make a picture on the board of his large blocks.

I wonder how many of his blocks are small.

How did you know?



Concept Development
25 min

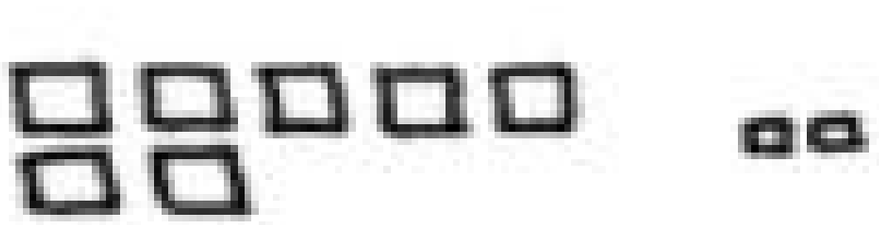
You are right! Let me put that into my picture.

I want to finish my number sentence. What does the 9 tell us—a part or how many he has in all?

9 = ___ + ___

Concept Development
25 min

Which numbers should go in the blanks?



9 = ___ + ___

Concept Development
25 min

Yes! Now, let's read the number sentence together.

9 = 7 + 2

Concept Development
25 min

You and your partner are going to work together to do some more problems like this. Listen to my story: Susie had a plate of 9 cookies. Some were vanilla, and some were chocolate. How many of each kind did she have?

Do we know how many cookies she has of each kind?

Concept Development
25 min

With your partner, decide how many chocolate and how many vanilla cookies Susie had. Make a picture about your story in the 5-group way on your personal white board, and write the number sentence. Raise your hand when you are done, and I will check your work. Then, try making a different story!

Concept Development
25 min

You are good addition sentence detectives! Let’s try another one!

Listen to my story: Jamal had a basket of 10 blocks. Some were white, and some were gray. Work on this problem with your partner. Show Jamal’s blocks, and write the number sentence. Raise your hand when you are ready for me to see your work!

Concept Development

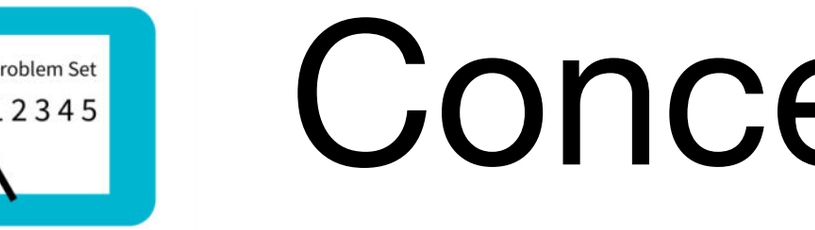
26 min

Problem set - 10 min

Name _____ Date _____

Listen to the word problem. Fill in the number sentence.

Cecilia has 9 bows. Some have polka dots, and some have stripes. How many polka dot and how many striped bows do you think Cecilia has?



9 = ☐ + ☐

Keegan has 10 train cars. Some are black, and some are green. How many black and green train cars do you think Keegan has?

10 = ☐ + ☐

Kate has 9 heart stickers. Some are yellow, and the rest are green. Show two different ways Kate's stickers could look. Fill in the number sentences to match.

9 = ☐ + ☐ | 9 = ☐ + ☐

Danny has 10 robots. Some are red, and the rest are gray. Show two different ways Danny's robots could look. Fill in the number sentences to match.

10 = ☐ + ☐ | 10 = ☐ + ☐

Debrief
8 min.

Lesson Objective:

Solve both addends unknown word problems with totals of 9 and 10 using 5-group drawings

Debrief

- What did you think about when you were drawing the picture of trains in the Problem Set?
- Did you notice any patterns when you were working today? (Refer students to the list of equations showing decompositions of 9 and 10. They may also see patterns in the 5-groups.)
- Howdidyoudecidewheretoputthenumbersinyournumbersentenceblanks?
- Youwereabletochooseyourowngroupswhen you were solving the problems about the cookies. When you chose your first part, did you have a lot of choices for the second part? How did you know what it had to be?

Debrief

- How are 5-group drawings helpful when you are solving story problems?