Eureka Math

Kindergarten
Module 4
Lesson 35

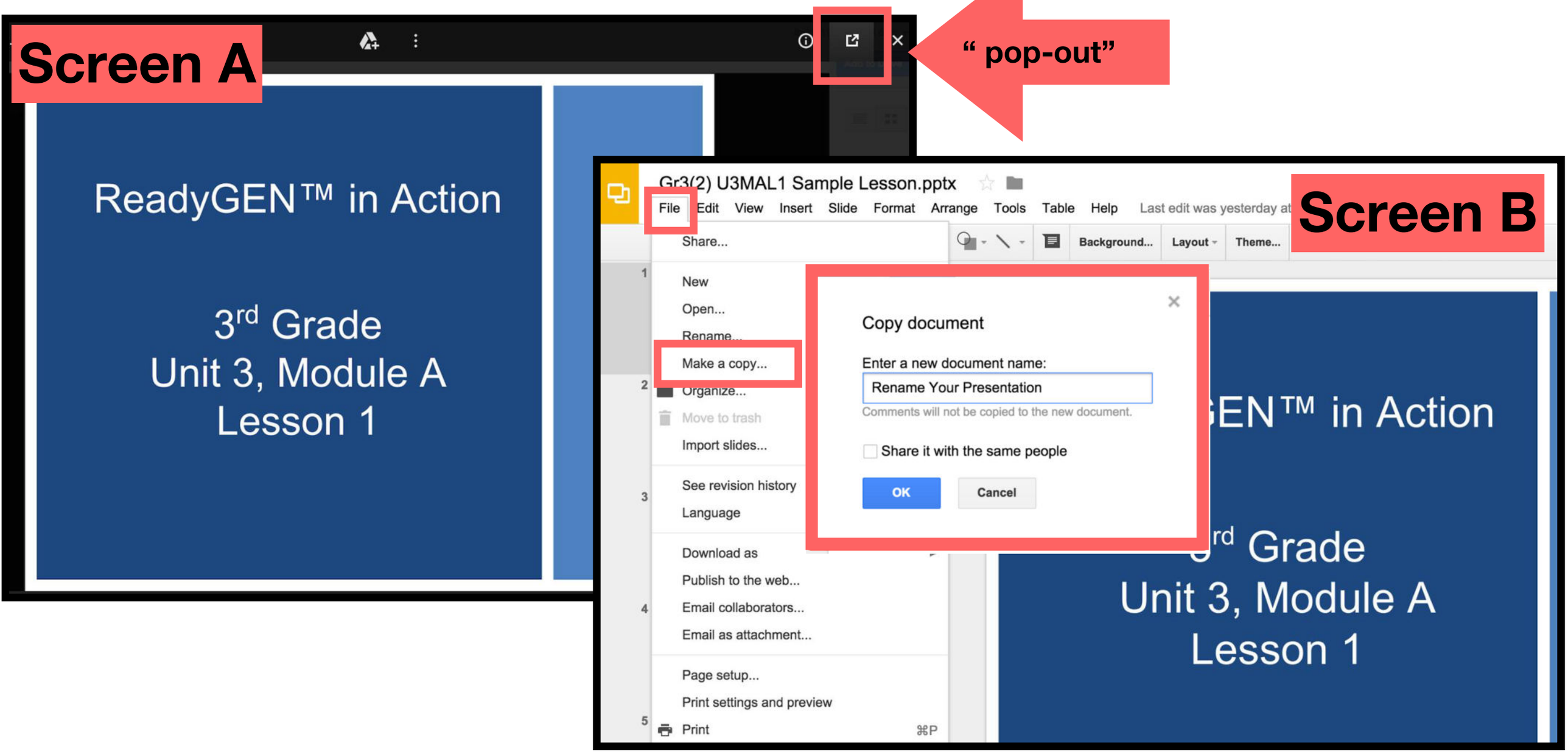
At the request of elementary teachers, a team of Bethel & Sumner educators met as a committee to create Eureka slideshow presentations. These presentations are not meant as a script, nor are they required to be used. Please customize as needed. Thank you to the many educators who contributed to this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

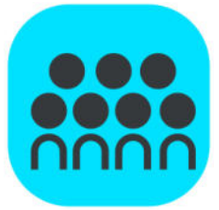
Personal White Board

Problem Set

Manipulatives Needed

Fluency

Think Pair Share



Whole Class

Individual

Partner

Small Group

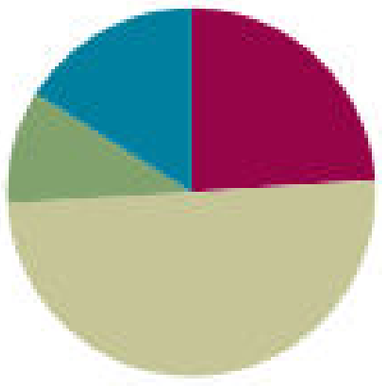
Small Group Time

Lesson 35

Objective: Decompose the number 9 using 5-group drawings, and record each decomposition with a subtraction equation.

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

Materials Needed

Students

- Personal white board
- Core fluency Practice Sets (lesson 29)
- 5-two sided counters
- Cup
- 9 pennies
- Subtraction equation (lesson 33 template)

Decompose the number 9 using 5-group drawings, and record each decomposition with a subtraction equation.

Fluency Practice (12 minutes)

Core Fluency practice Sets (5 minutes)

Give students Practice Sets A, B, C or D (Based on performance from lesson 33)

Complete as many problems as you can in 96 seconds!!

Fluency Practice (12 minutes)

Spill the Beans (4 minutes)

Put 3 beans in the cup, shake & spill

Take away the red beans and record your subtraction sentence ___- ____= ____

Repeat with 4 beans and 5 beans

Fluency Practice (12 minutes)

Happy Counting (3 minutes)

When I hold my hands like this (2 fingers pointing up), I want you to count up. If I put my hand like this (2 fingers pointing down), I want you to count down. If I do this (closed fist), that means stop, but try hard to remember the last numer you said. Ready?

Happy count to 15 or 20!

Application Problem (5 minutes)

Steve had 9 pennies. He wanted to put some pennies into each of his two pockets. Use your pennies to show one way he could have separated them. Make a number bond about your idea. Show your number bond to your partner. Did she do it the same way? How many different ways can you separate the pennies?

Concept Development

Problem 1: 25 min

Connie had 9 bouncy balls. Let me draw the balls in the 5-group way on the board.

3 of the balls were green. I will draw a circle around a group of 3 to show the balls that were green. Let's cross them out so we know we already used them.

How many of the balls were not green? How did you know?

Concept Development
25 min

Show 5 group way drawing

Number bond

Number sentence

Concept Development

25 min

Problem 2:

Doug had 9 special rocks. (draw the rocks)
He had 4 white rocks (let’s circle 4 rocks, and cross them out so we know we used them)How many rocks were another color?

Show me your drawing.

Let’s make a number sentence.

Concept Development
25 min

Partner work:

Calla had 9 apples (draw her apples)

7 of her apples were green (circle the 7 green apples, and cross them out)

Now write the number sentence to tell me how many apples were not green.

Concept Development
25 min

What if Calla had only 1 green apple? How would your picture and your number sentence change?

Talk to your partner about the new story.

Now you and your partner can take turns deciding how many green apples Calla had. Each time, make a new picture and write the number sentence.

Concept Development

25 min

Problem set - 10 min

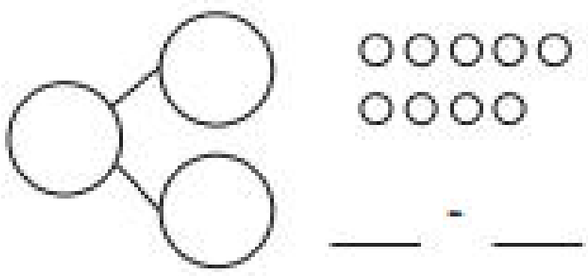
Name _____ Date _____

Cross off the part that goes away. Fill in the number bond and number sentence.

Jeremy had 9 baseballs. He took 5 baseballs outside to play, and they got lost. How many balls are left?

___ - ___ = ___

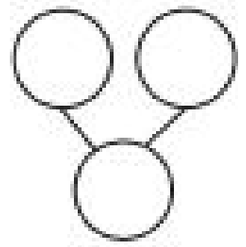
Sandy had 9 leaves. Then, 4 leaves blew away. How many leaves are left?



___ - ___ = ___

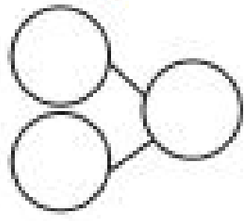
Make a 5-group drawing to show the story. Cross off the part that goes away. Fill in the number bond and number sentence.

Ryder had 9 star stickers. He gave 3 to his friend. How many star stickers does Ryder have now?



___ - ___ = ___

Jen had 9 granola bars. She gave 8 of the granola bars to her teammates. How many granola bars does she have left?



___ - ___ = ___

Subtract.

2 - 1 = ☐ 3 - 2 = ☐ 4 - 3 = ☐ 5 - 4 = ☐

Debrief
8 min.

Lesson Objective:

Decompose the number 9 using 5-group drawings, and record each decomposition with a subtraction equation.

Debrief

- Look at the first problem. Tell your neighbor what each dot represents. (Look for a response that each dot represents one of the balls.)
- How did you decide where to place each number in your number sentences?
- Do you always have to take time drawing a picture, or can we represent pictures with something easier and faster to draw? Did we do this in the Problem Set?

Debrief

- What strategy did you use to solve the subtraction sentences at the end of the Problem Set? (Answers will vary. Many students know these facts after repeated experiences. Others may still be using fingers or drawings to solve.)
- What is similar about the number sentences we listed on the board? What is different?
- How does crossing out in a picture help you to find the numbers for a number sentence?