Eureka Math

Kindergarten
Module 4
Lesson 36

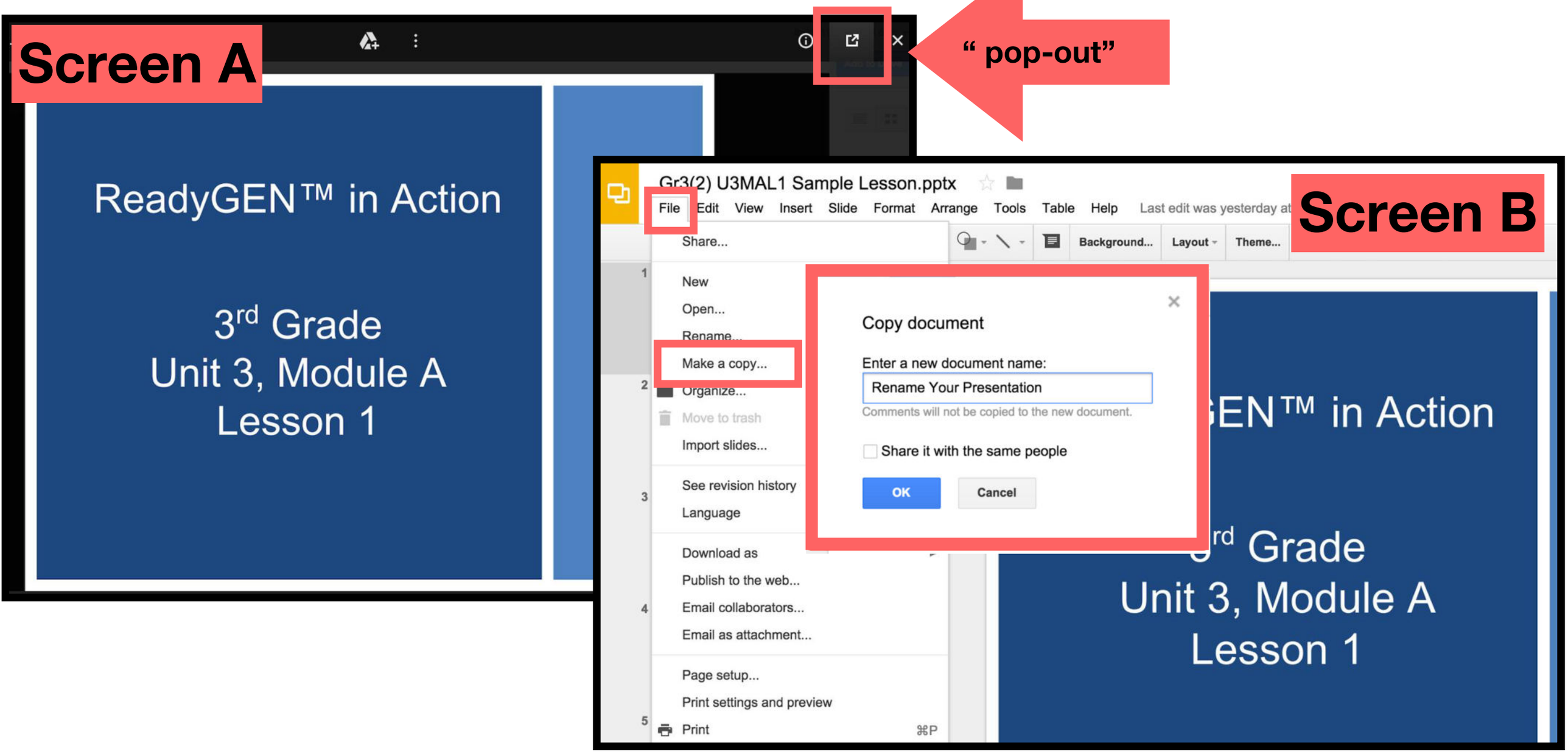
At the request of elementary teachers, a team of Bethel & Sumner educators met as a committee to create Eureka slideshow presentations. These presentations are not meant as a script, nor are they required to be used. Please customize as needed. Thank you to the many educators who contributed to this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

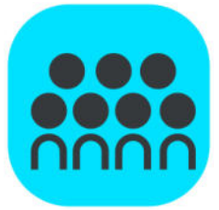
Personal White Board

Problem Set

Manipulatives Needed

Fluency

Think Pair Share



Whole Class

Individual

Partner

Small Group

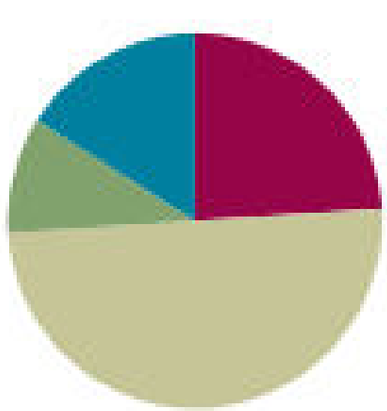
Small Group Time

Lesson 36

Objective: Decompose the number 10 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

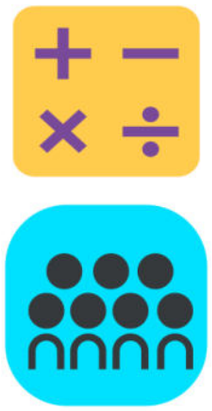
- 100-bead Rekenrek

Materials Needed

Students

- Personal white board
- Core fluency Sprint (2 copies of lesson 31 sprints)
- 10 linking cubes
- Subtraction equation (lesson 33 template)

Objective: Decompose the number 10 using 5-group drawings, and record each decomposition with a subtraction equation.



Fluency Practice (12 minutes)

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!

(Have students work on the Sprint a second time. The goal is simply to do dbetter than the first time and celebrate your improvement!)

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?

Application Problem (5 minutes)

Martin had 10 building blocks. Pretend your linking cubes are his blocks. Count to make sure there are 10. He shared 4 blocks with his sister. Move 4 blocks to show the ones he shared. How many blocks did he still have? Make a number bond about the story. Now, make a number sentence. Show your work to your partner. Did they do it the same way?

Application Problem (5 minutes)

Put your blocks back together. Act out the story again, sharing a different number of blocks this time. How does your number sentence change?

Concept Development

25 min

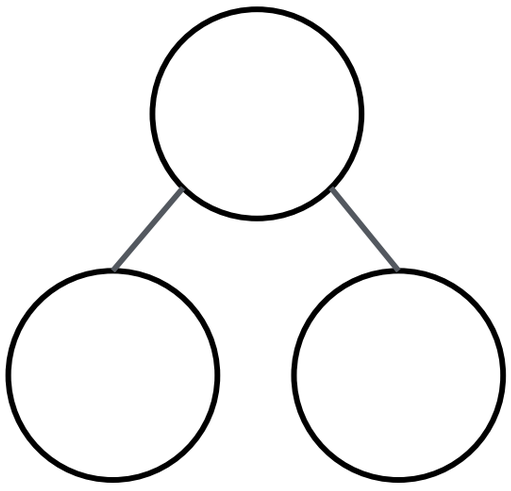
Melanie had 10 peaches. Draw her peaches in the 5-group way on your personal white board.

4 of her peaches were not yet ripe. Circle and cross out the 4 unripe peaches. How many peaches were ready to eat?

Let’s make a number bond about this story. What is our whole? How many peaches does she have? What would our parts be?

Concept Development
25 min

(Demonstrate a number bond)



What if we wanted to make a subtraction sentence from this number bond?

___-___=___

Concept Development
25 min

Chris had 10 toy cars.

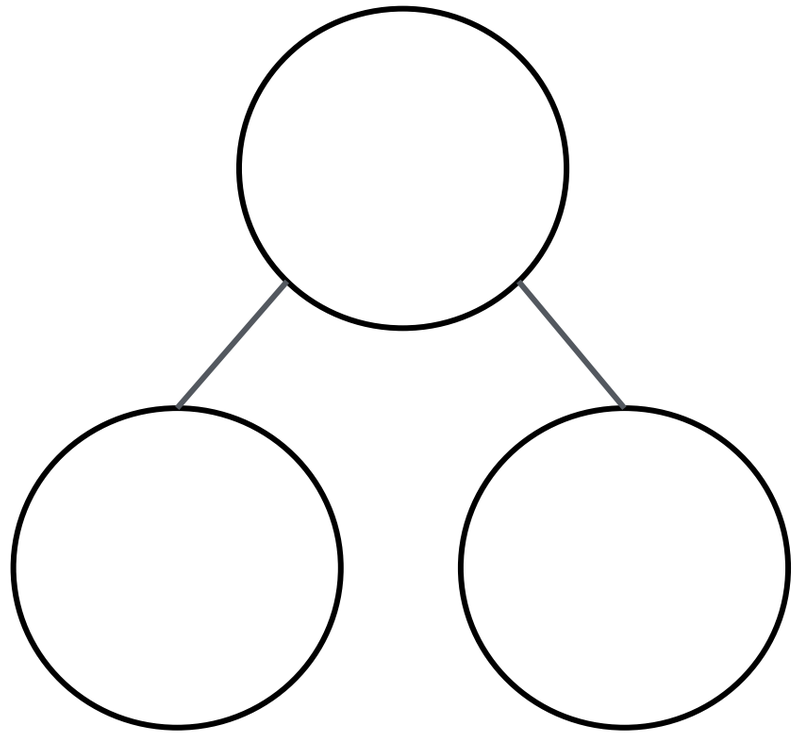
Draw squares in the 5-group way to show all of his cars.

2 of the cars had no wheels. Circle and then cross off the cars with no wheels.

Who can help me make a number bond about this story?

Concept Development
25 min

How will we make the number sentence?



_____ - _____ = _____

Concept Development
25 min

It’s time for some partner work!

With your partner, make up some ten stories of your own.

Show your work on your board.

When you have your number sentence, raise your hand so I can come add it to our collection!

Concept Development

25 min

Problem set - 10 min

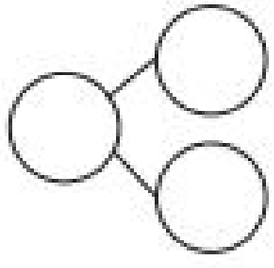
Name _____ Date _____

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

Stan had 10 blueberries. He ate 5 berries. How many blueberries are left?

___ - ___ = ___

Tracy had 10 heart stickers. She lost 1 sticker. How many stickers are left?



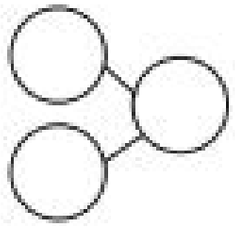
___ - ___ = ___

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

Nick had 10 party hats. 7 hats were thrown away. How many hats does Nick have now?

___ - ___ = ___

Tatiana had 10 juice boxes. 3 juice boxes broke and spilled. How many full juice boxes does she have left?



___ - ___ = ___

Subtract.

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

Debrief
8 min.

Lesson Objective:

Decompose the number 10 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 the response that each dot represents one of the blueberries.)
- How did you know which number belongs in the first blank in your number sentences?
- How did crossing out in your pictures help you make your number sentences?

Debrief

- 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?
- How are the number sentences on the board alike? How are they different?