

Eureka Math

Kindergarten Module 4 Lesson 37

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Screen A

ReadyGEN™ in Action

3rd Grade
Unit 3, Module A
Lesson 1

“pop-out”

Screen B

Gr3(2) U3MAL1 Sample Lesson.pptx

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ReadyGEN™ in Action

3rd Grade
Unit 3, Module A
Lesson 1

Icons



Read, Draw, Write



Learning Target



Personal White Board



Problem Set



Manipulatives Needed



Fluency



Think Pair Share



Whole Class



Individual



Partner



Small Group



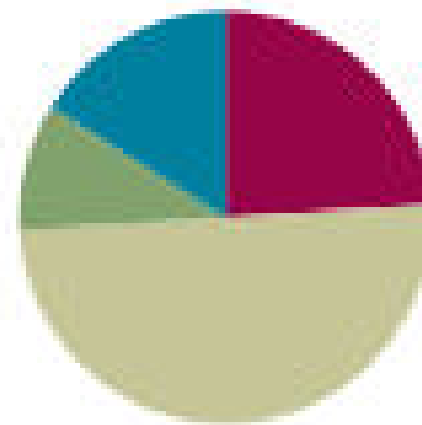
Small Group Time

Lesson 37

Objective: Add or subtract 0 to get the same number and relate to word problems wherein the same quantity that joins a set, separates.

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 5-group cards 0-5 (lesson 12 fluency Template 2)
- Construction paper number path (1-10) on the floor
- Number path (1-10) drawn on the board



Materials Needed

Students

- Personal white board
- Imagine more to add to 5 (fluency template 1)
- Cross out 2 (fluency Template 2)
- Number path (Template)
- Small ball of clay

1	2	3	4	5	6	7	8	9	10
---	---	---	---	---	---	---	---	---	----

A STORY OF UNITS Lesson 37 Fluency Template 1 K•4

Imagine more to add to 5, and write the addition sentence in the box.

○○○○○	○○ ○○
○○○	○○ ○
○○	○ ○
○	○ ○○
○○○○○	○ ○ ○
○○○	○○ ○○
○○	○○ ○○

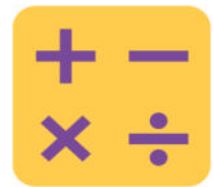
A STORY OF UNITS Lesson 37 Fluency Template 2 K•4

Cross out 2, and finish the subtraction sentence.

★ ★ ★	$3 - 2 = \underline{\quad}$
☾ ☾ ☾ ☾	$4 - 2 = \underline{\quad}$
★ ★ ★ ★ ★	$5 - 2 = \underline{\quad}$
☾ ☾	$2 - 2 = \underline{\quad}$
★ ★ ★ ★	$4 - \underline{\quad} = \underline{\quad}$
☾ ☾ ☾ ☾ ☾	$5 - \underline{\quad} = \underline{\quad}$



Objective: Add or subtract 0 to get the same number and relate to word problems wherein the same quantity that joins a set, separates.



Fluency Practice

(12 minutes)

More to add to 5 (1 minutes)

After giving clear instructions and completing the first few problems together, allow students time to work independently.

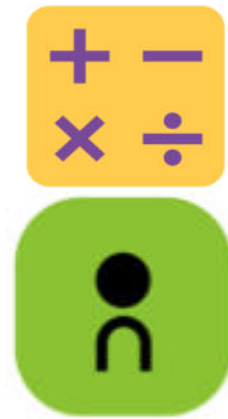
Encourage them to do as many problems as they can within a given time frame.

Go over the answers, and direct students to energetically shout, “Yes!” for each correct answer.

A STORY OF UNITS Lesson 37 Fluency Template 1 K•4

Imagine more to add to 5, and write the addition sentence in the box.

○○○○○	○○ ○○
○○○	○○ ○
○○	○ ○
○	○ ○○
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○○○	○○ ○○
○○	○○ ○○

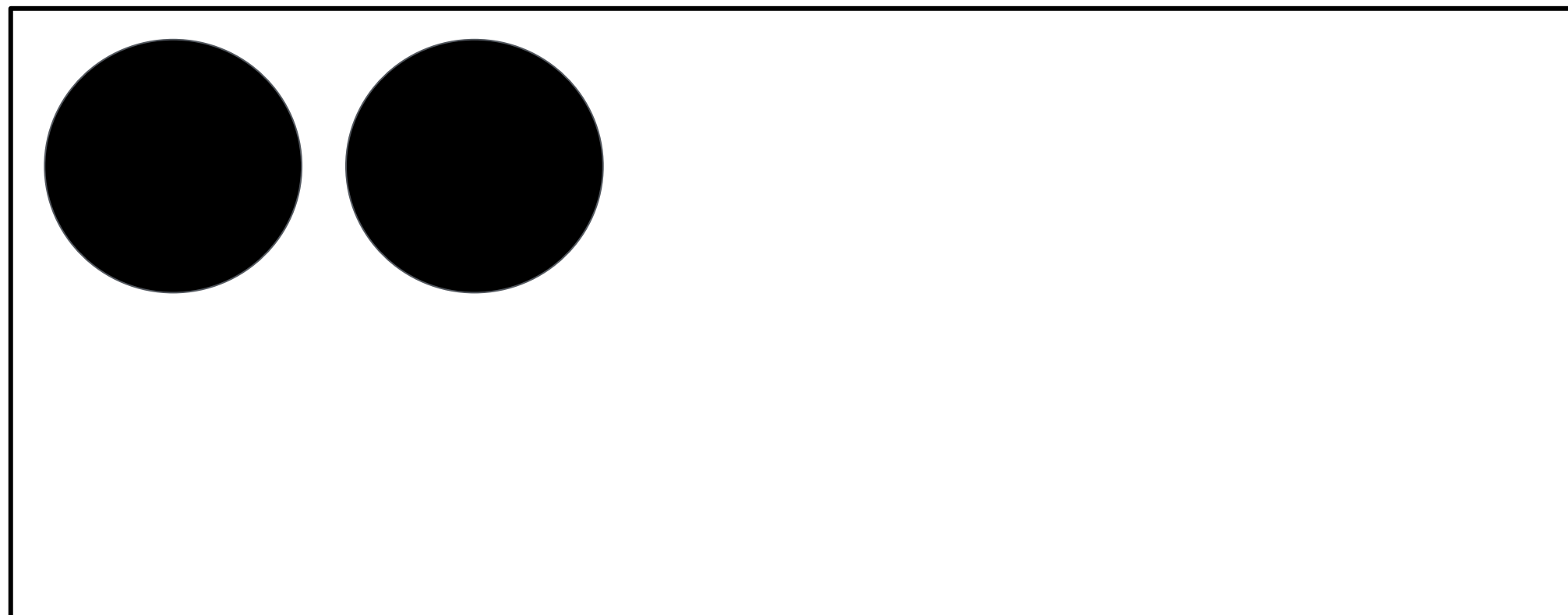


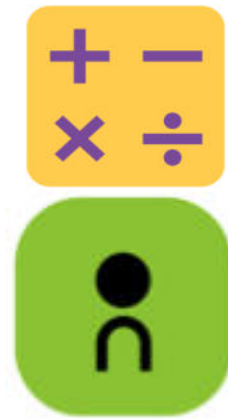
Fluency Practice

(12 minutes)

Hide 1 (3 minutes)

Raise your hand when you know how many dots are on the card. Ready?





Fluency Practice

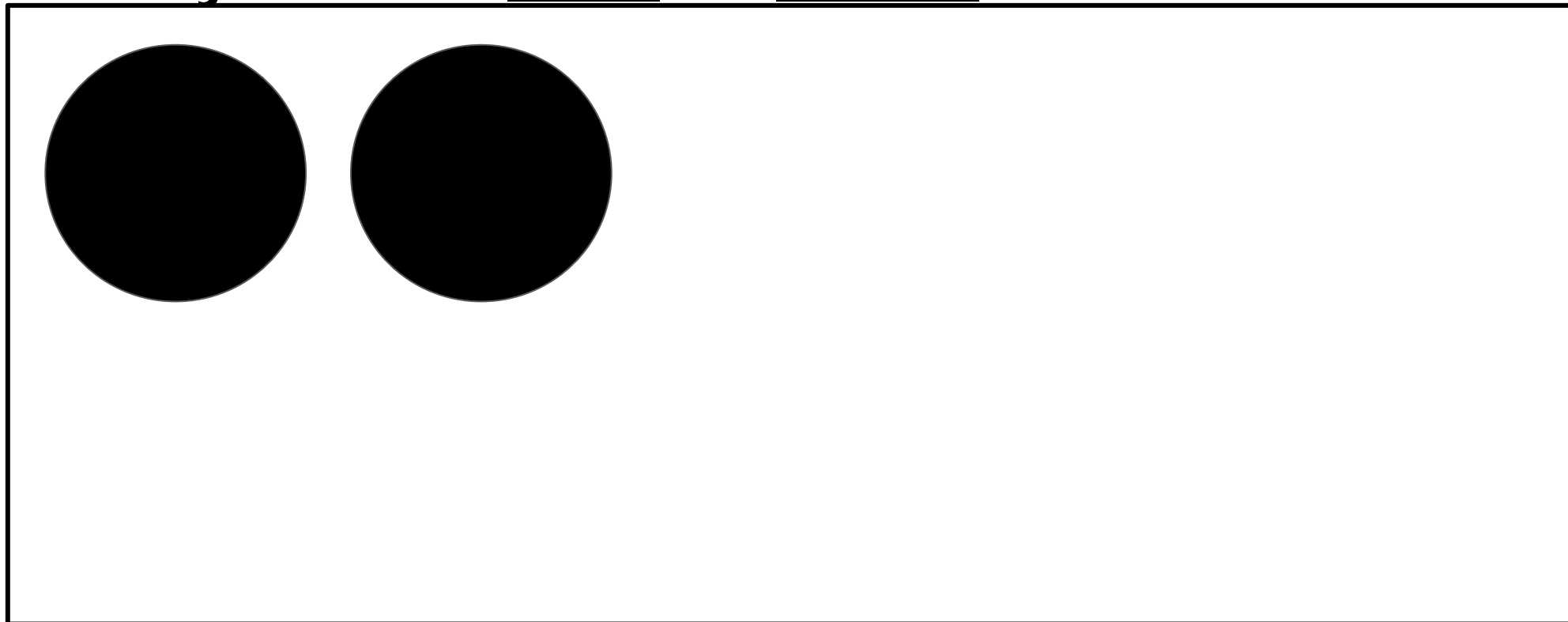
(12 minutes)

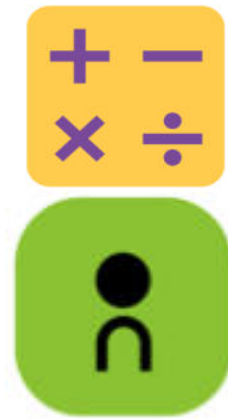
Hide 1 (3 minutes)

Now hide one! How many dots are left?

Say the subtraction sentence starting with

2. Ready? $2 - \underline{\quad} = \underline{\quad}$



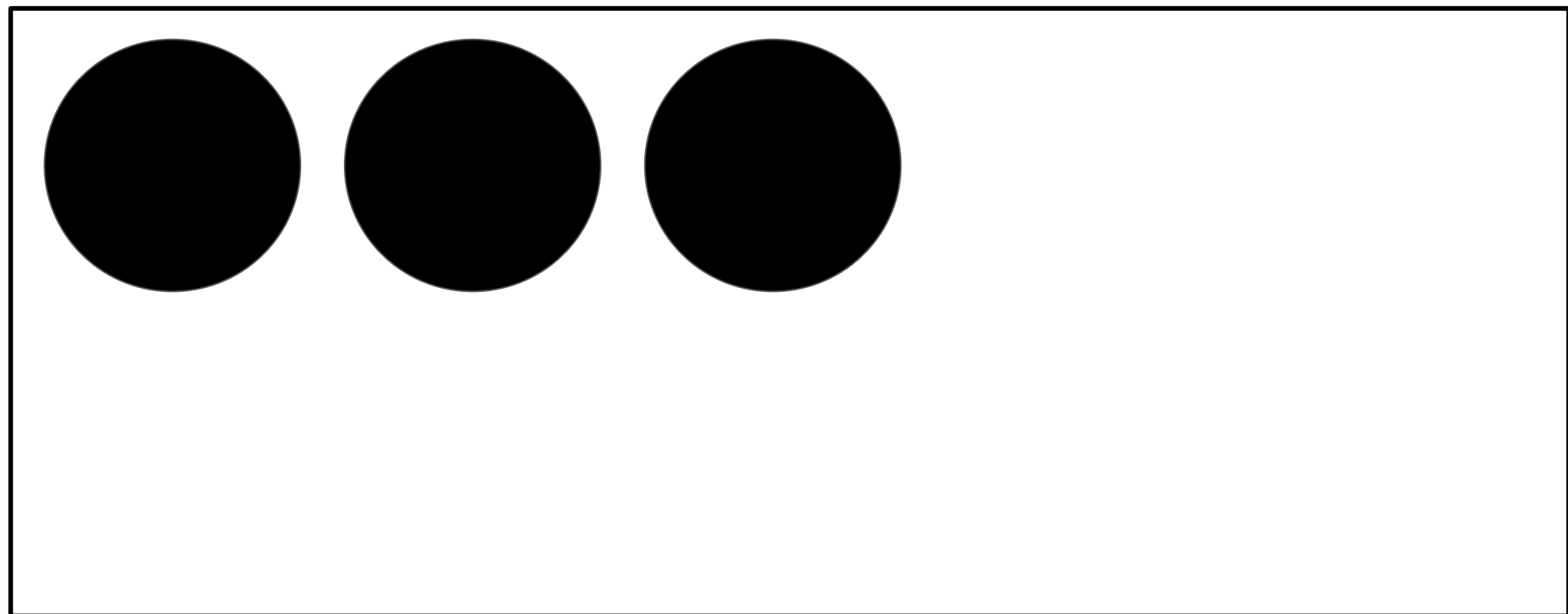


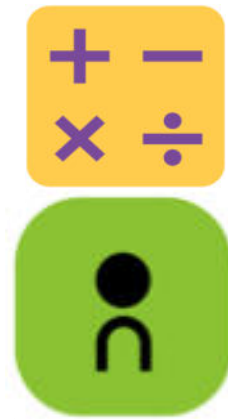
Fluency Practice

(12 minutes)

Hide 1 (3 minutes)

Raise your hand when you know how many dots are on the card. Ready?





Fluency Practice

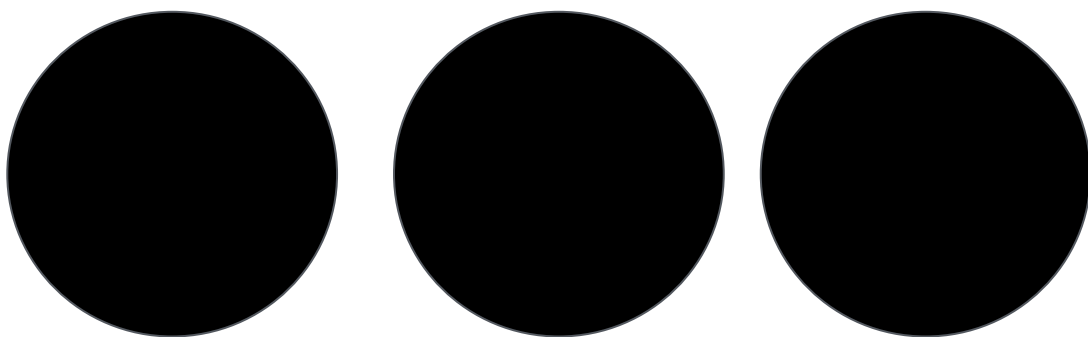
(12 minutes)

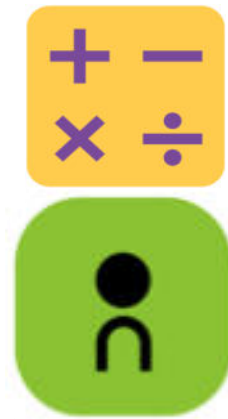
Hide 1 (3 minutes)

Now hide one! How many dots are left?

Say the subtraction sentence starting with

3. Ready? $3 - \underline{\quad} = \underline{\quad}$



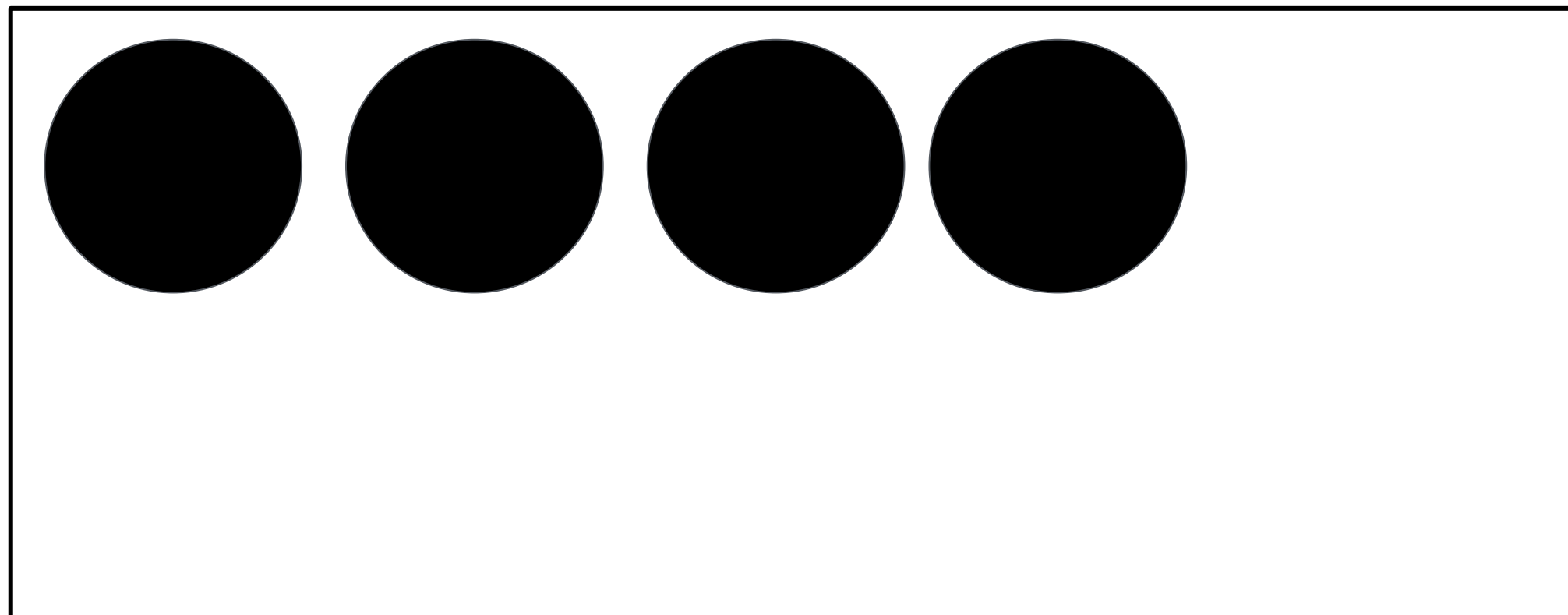


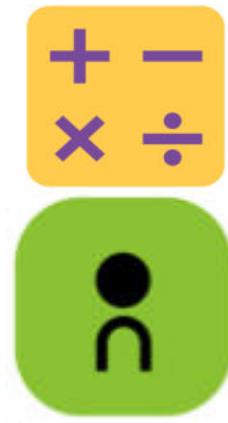
Fluency Practice

(12 minutes)

Hide 1 (3 minutes)

Raise your hand when you know how many dots are on the card. Ready?





Fluency Practice

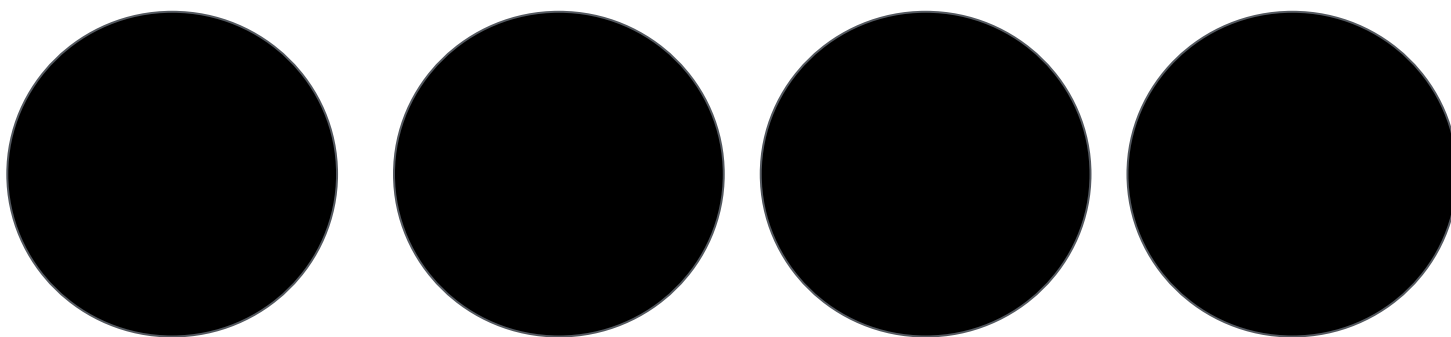
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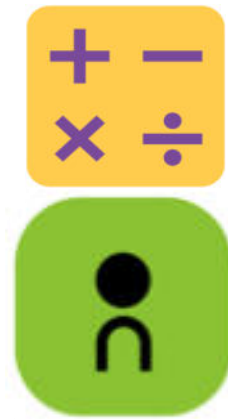
Hide 1 (3 minutes)

Now hide one! How many dots are left?

Say the subtraction sentence starting with

4. Ready? $4 - \underline{\quad} = \underline{\quad}$



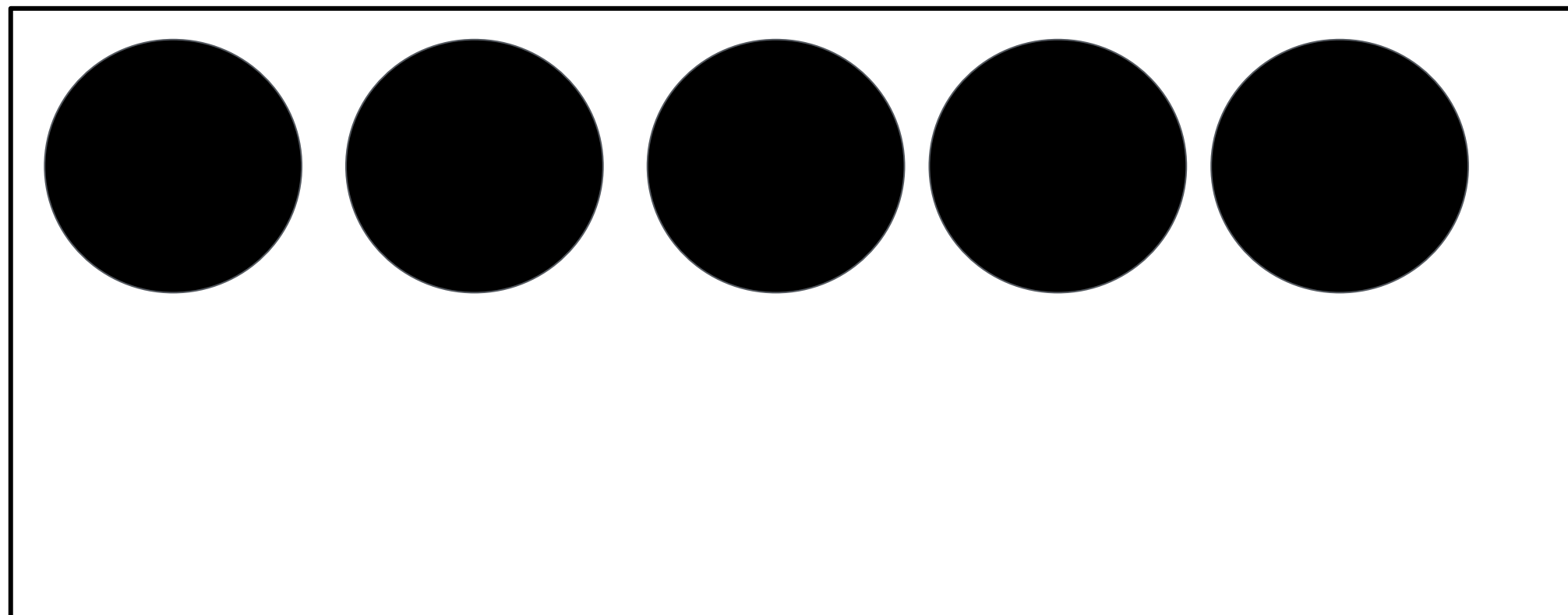


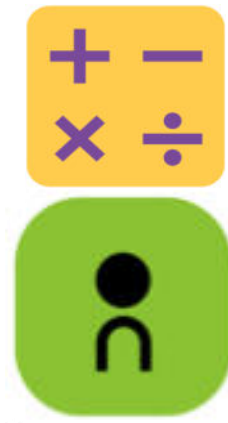
Fluency Practice

(12 minutes)

Hide 1 (3 minutes)

Raise your hand when you know how many dots are on the card. Ready?





Fluency Practice

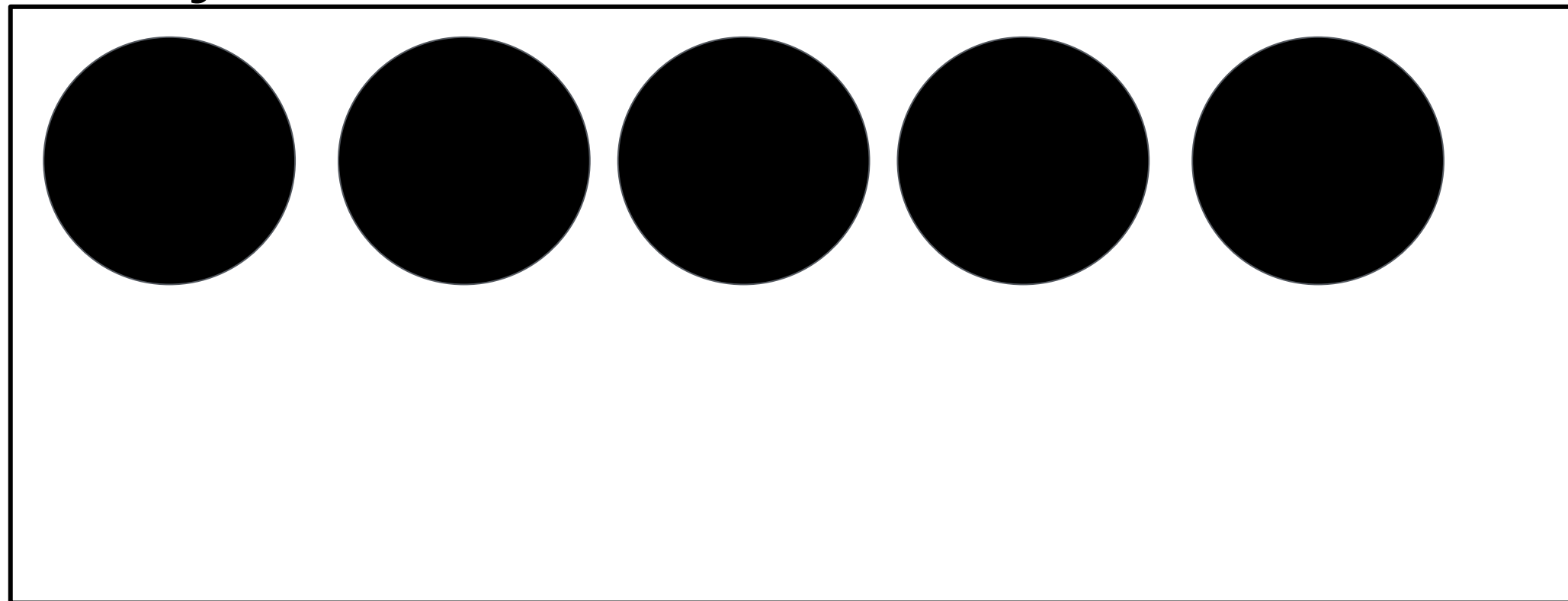
(12 minutes)

Hide 1 (3 minutes)

Now hide one! How many dots are left?

Say the subtraction sentence starting with

5. Ready? $5 - \underline{\quad} = \underline{\quad}$





Fluency Practice

(12 minutes)

Cross out 2 to Subtract within 5
(4 minutes)

After giving clear instructions and completing the first few problems together, allow students time to work independently.

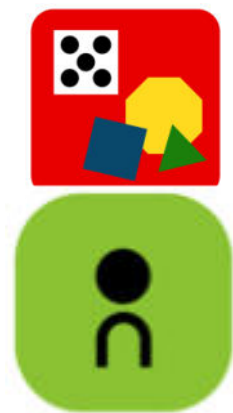
Encourage them to do as many problems as they can within a given time frame.

Go over the answers, and direct students to energetically shout, “Yes!” for each correct answer.

A STORY OF UNITS Lesson 37 Fluency Template 2 K•4

Cross out 2, and finish the subtraction sentence.

★ ★ ★	$3 - 2 = \underline{\quad}$
☾ ☾ ☾ ☾	$4 - 2 = \underline{\quad}$
★ ★ ★ ★ ★	$5 - 2 = \underline{\quad}$
☾ ☾	$2 - 2 = \underline{\quad}$
★ ★ ★ ★	$4 - \underline{\quad} = \underline{\quad}$
☾ ☾ ☾ ☾ ☾	$5 - \underline{\quad} = \underline{\quad}$



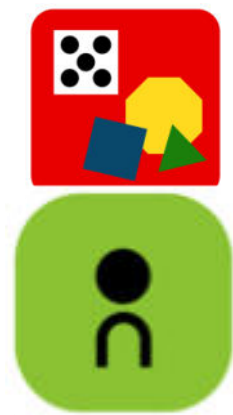
Application Problem

(5 minutes)

Chico the puppy had 8 tennis balls. His owner threw 2 of them, but Chico brought them right back!

Make 8 balls with your clay.

Show the story with the clay balls you created.

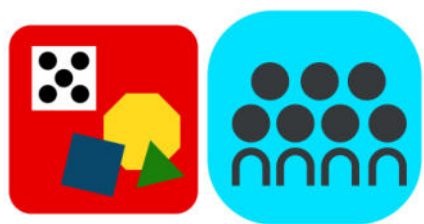


Application Problem

(5 minutes)

Did Chico lose any of his tennis balls? Did he find any more balls? How many balls does Chico have at the end of the story?

Turn to your partner, and talk about how you might be able to create number sentences about Chico's adventures. Then, act out the story with different numbers of balls.



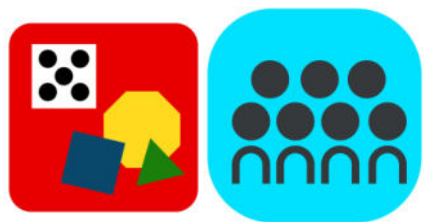
Concept Development

25 min

1	2	3	4	5	6	7	8	9	10
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What do you notice on the floor and on the board?

Do you remember what we call this?

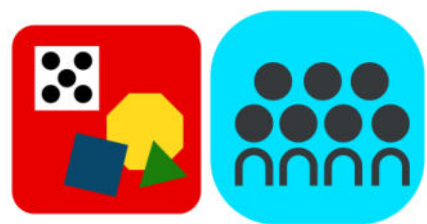


Concept Development

25 min

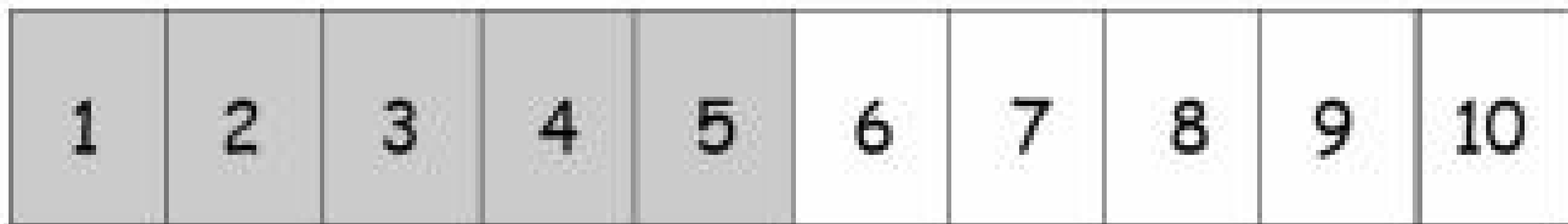
1	2	3	4	5	6	7	8	9	10
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Today, we are going to show how we can use a number path to help us write a number sentence.

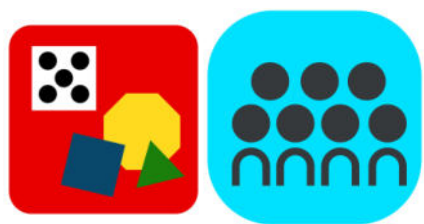


Concept Development

25 min

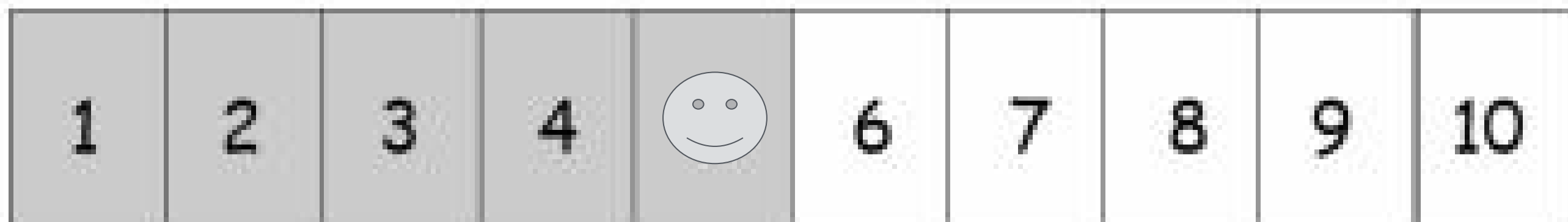


Student A, please start at the beginning.
(Point to the spot next to the number line by number 1.) Count and walk 5 spaces to get to the number 5. I want to make an addition sentence starting with the number 5. If I were thinking about an addition sentence, would I be adding more or taking some away?



Concept Development

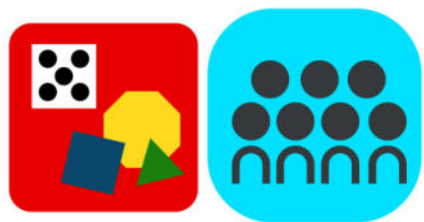
25 min



I want to add 3. Student A, go forward 3 hops on the path to show 3 more. Where do you land?

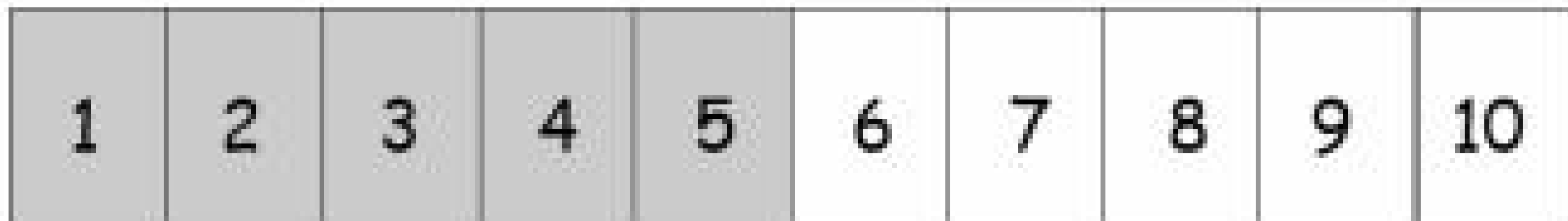
Let's make a number sentence.

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



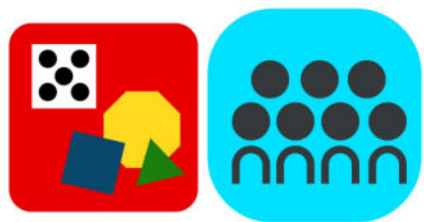
Concept Development

25 min



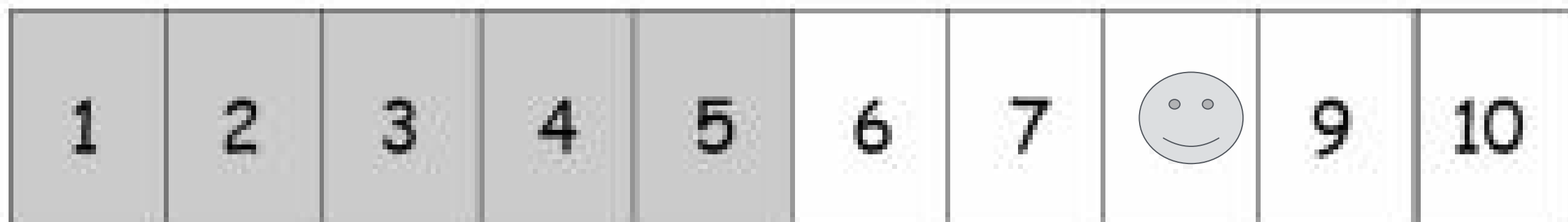
Student B, please stand on the number 8.

I want to make a subtraction sentence starting with my number 8. How do you think we might show that type of story on the number path?



Concept Development

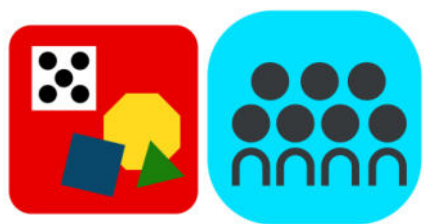
25 min



Student B, could you subtract by going back 3 steps? Where do you land?

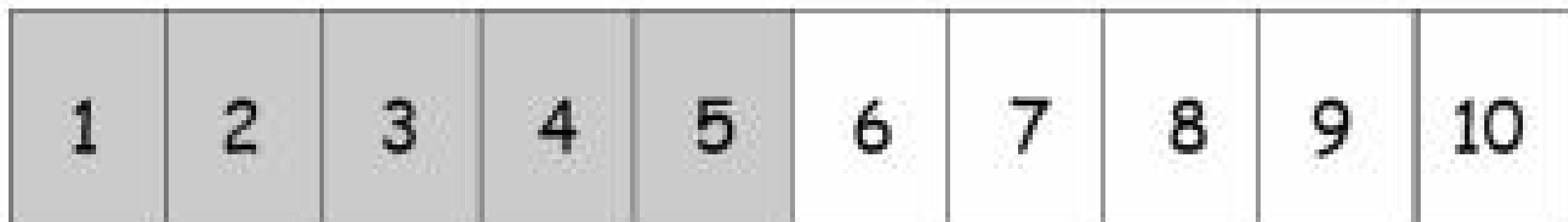
Write the number sentence with me.

_____ - _____ = _____



Concept Development

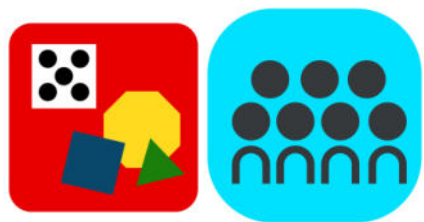
25 min



There were 4 pigeons on the sidewalk. 5 more pigeons came to join them.

How many pigeons are there now?

Student C, please show us how we could use our number path to help us solve this problem. Where would you begin?



Concept Development

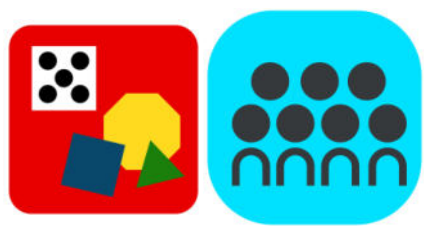
25 min

1	2	3	4	5	6	7	8	9	10
---	---	---	---	---	---	---	---	---	----

Write the number sentence with me.

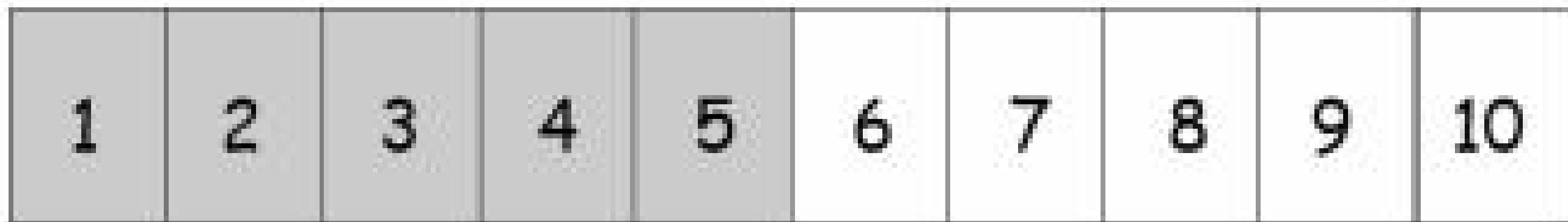
_____ + _____ = _____

(practice similar stories as needed)



Concept Development

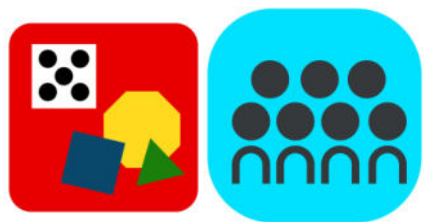
25 min



Let's see what happens with our number path when we work with ZERO!

David found 6 pinecones in the park. Show me 6 pinecones on the number path.

He looked and looked, but he couldn't find any more! Then, it was time to go, so he took his 6 pinecones home.



Concept Development

25 min

1	2	3	4	5	6	7	8	9	10
---	---	---	---	---	---	---	---	---	----

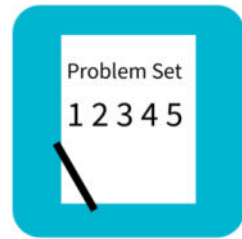
How could we write an addition number sentence for this using zero?

_____ + _____ = _____

Subtraction number sentence?

_____ - _____ = _____

(more examples as needed)



Concept Development

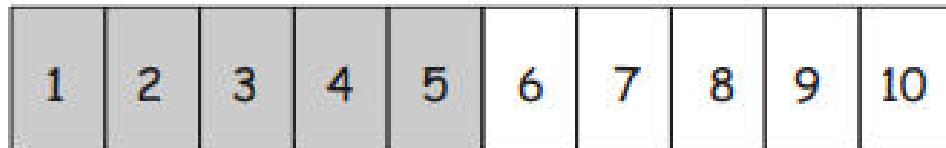
25 min

Problem set - 10 min

A STORY OF UNITS Lesson 37 Problem Set K•4

Name _____ Date _____

Listen to each story. Show the story with your fingers on the number path. Then, fill in the number sentence.



Freddy had 3 strawberries for a snack. His dad gave him 2 more strawberries. How many strawberries does Freddy have now?

$$\underline{3} + \underline{2} = \underline{\quad}$$

Freddy ate 2 of his strawberries. How many strawberries does Freddy have now?

$$\underline{5} - \underline{2} = \underline{\quad}$$

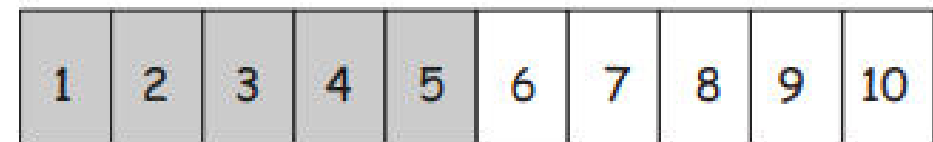
Logan had 7 frogs. 2 frogs hopped away. How many frogs does Logan have now?

$$\underline{\quad} - \underline{\quad} = \underline{\quad}$$

Pretend that Logan's 2 frogs hopped back. How many frogs does he have now?

$$\underline{\quad} + \underline{\quad} = \underline{\quad}$$

A STORY OF UNITS Lesson 37 Problem Set K•4



Stella had 4 pennies. She found 3 more pennies. How many pennies does Stella have now?

$$\underline{\quad} + \underline{\quad} = \underline{\quad}$$

Stella gave the 3 pennies to her dad. How many pennies does she have now?

$$\underline{\quad} - \underline{\quad} = \underline{\quad}$$

Marissa made 8 bracelets. She loved them so much she did not give any away. How many bracelets does Marissa have now?

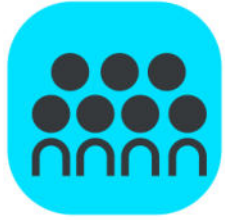
$$\underline{\quad} - \underline{\quad} = \underline{\quad}$$

Jackson found 6 toys under his bed. He looked and did not find any more toys. How many toys does Jackson have now?

$$\underline{\quad} + \underline{\quad} = \underline{\quad}$$

Solve.

$$2 + 0 = \square \quad 2 - 0 = \square \quad 4 - 0 = \square \quad 3 + 0 = \square$$

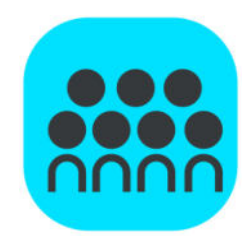


Debrief

8 min.

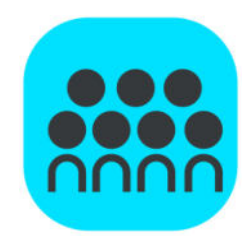
Lesson Objective:

Add or subtract 0 to get the same number and relate to word problems wherein the same quantity that joins a set, separates.



Debrief

- How did the number path help you in the first problem in your Problem Set?
- Did you notice any patterns in the Problem Set?
- How can addition and subtraction sentences undo each other?
- If we add or subtract zero in a number sentence, what happens?



Debrief

- What significant math vocabulary did we use today to communicate precisely?
- Think about our Application Problem at the beginning of the lesson. Now could we write some number sentences about the adventures that Chico had with his tennis balls?