Eureka Math

Kindergarten
Module 4
Lesson 38

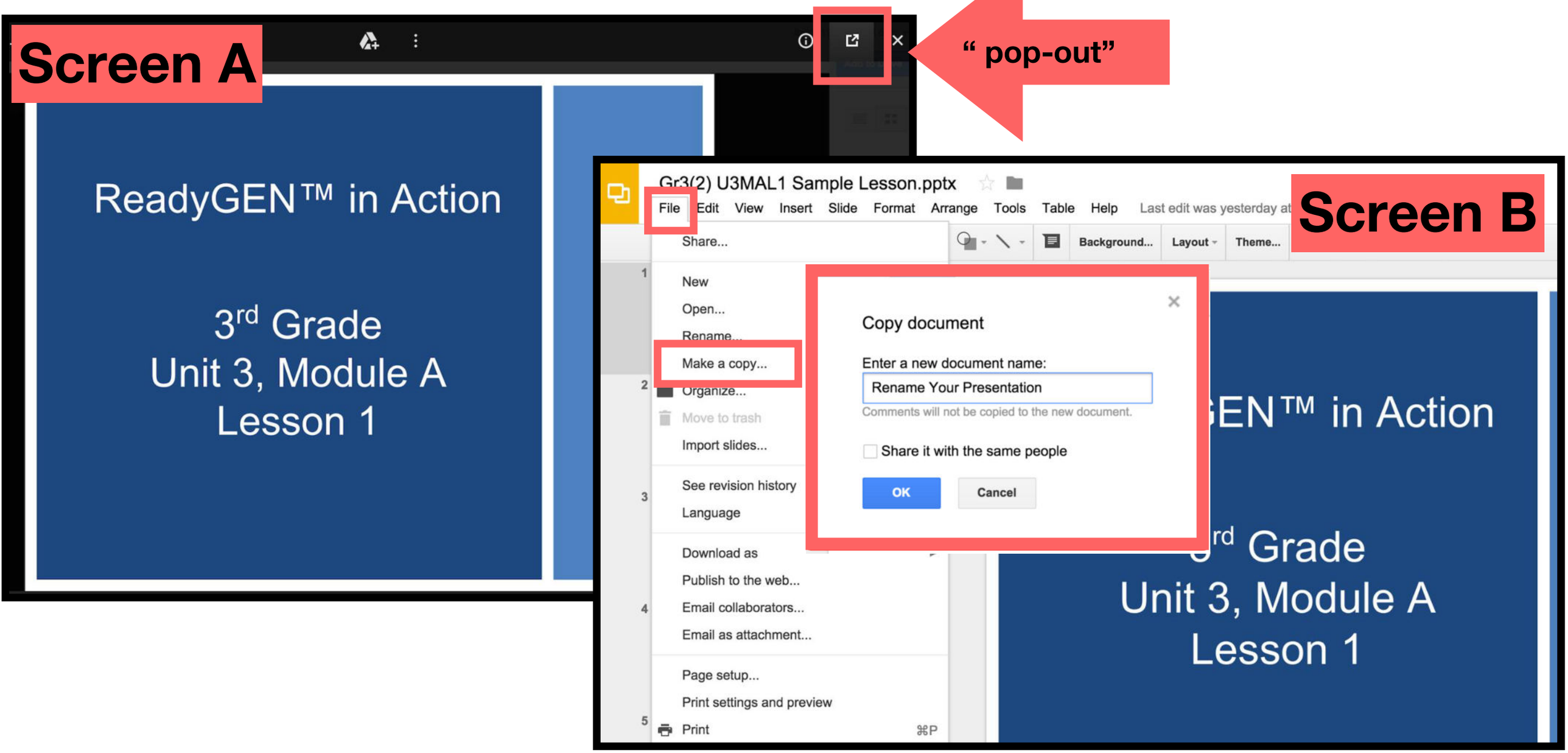
At the request of elementary teachers, a team of Bethel & Sumner educators met as a committee to create Eureka slideshow presentations. These presentations are not meant as a script, nor are they required to be used. Please customize as needed. Thank you to the many educators who contributed to this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

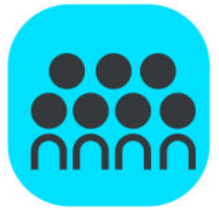
Personal White Board

Problem Set

Manipulatives Needed

Fluency

Think Pair Share



Whole Class

Individual

Partner

Small Group

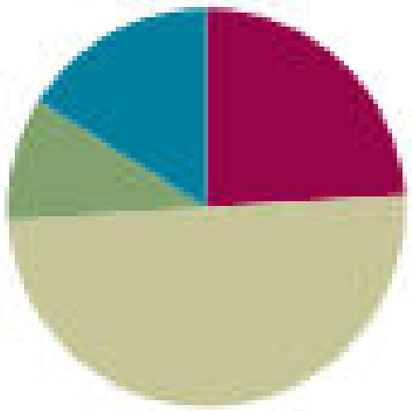
Small Group Time

Lesson 38

Objective: Add 1 to numbers 1–9 to see the pattern of *the next number* using 5-group drawings and equations.

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
- Large foam die

Materials Needed

Students

- Personal white board
- Number path (Template)
- 10 linking cubes
- Small quare of blue aper to represent watering hole
- Core Fluency Practice Sets (lesson 29)

Objective: Add 1 to numbers 1–9 to see the pattern of the next number using 5-group drawings and equations.

Fluency Practice (12 minutes)

Core Fluency Practice Sets (5 minutes)

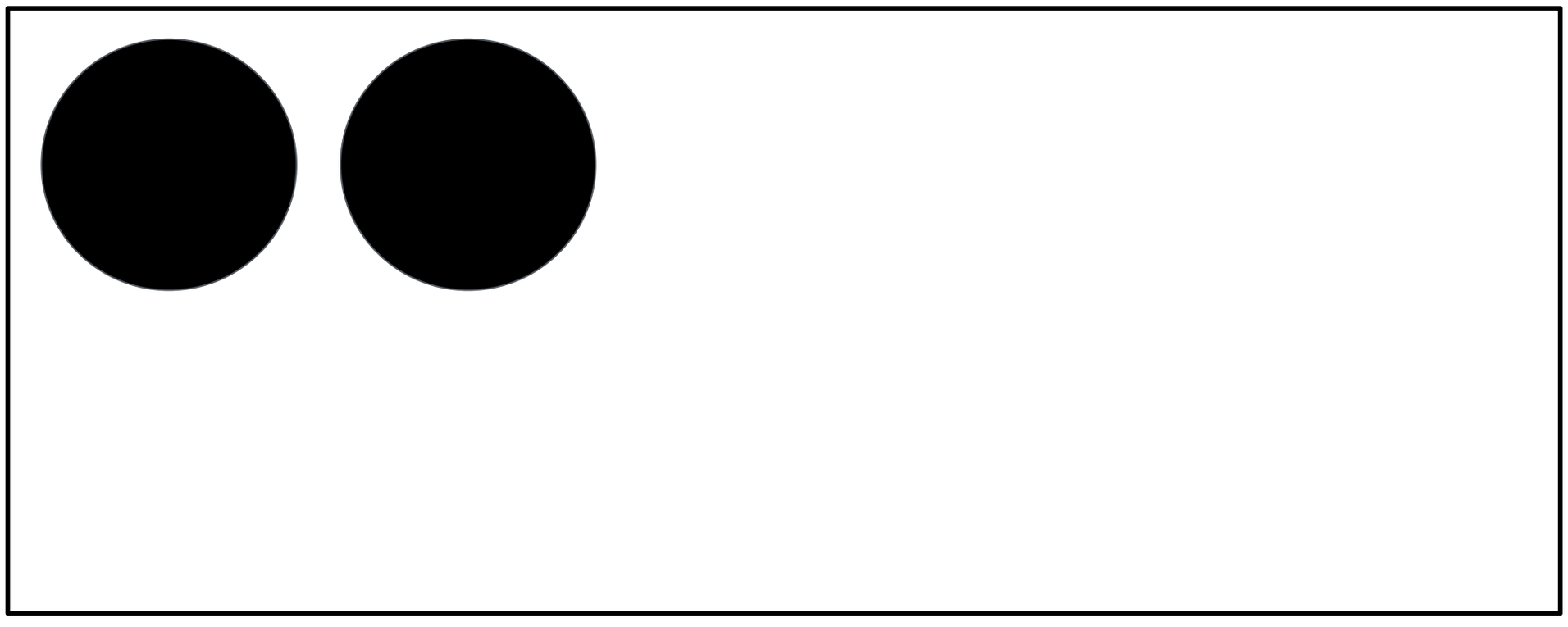
Give students Practice Sets A, B, C or D (Based on performance from lesson 35)

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

Fluency Practice (12 minutes)

Imagine 1 More (3 minutes)

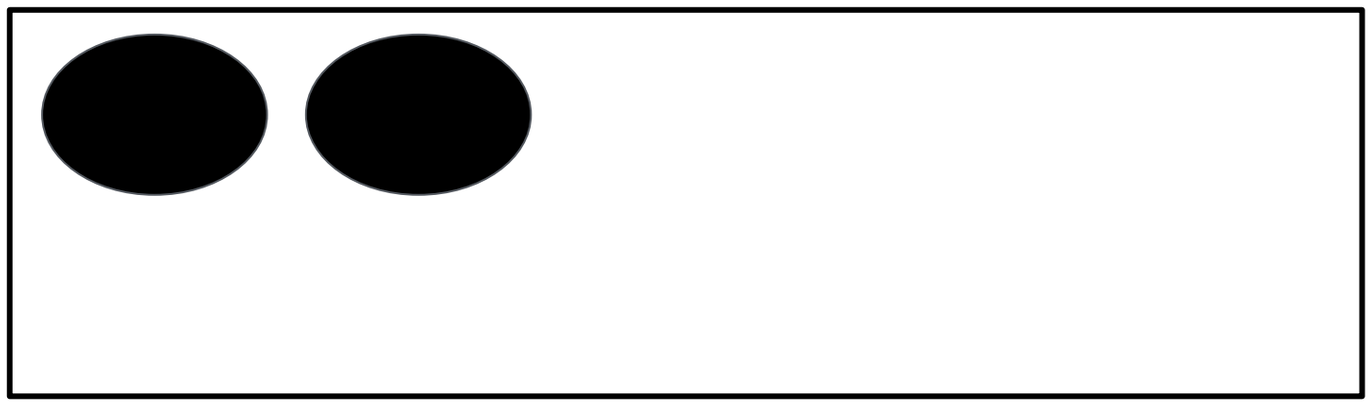
Raise your hand when you know how many dots are on the card. Ready?



Fluency Practice (12 minutes)

Imagine 1 More (3 minutes)

Now imagine that there is 1 more. How many dots with one more? Say the addition sentence starting with 2.



2 + ___ = ____

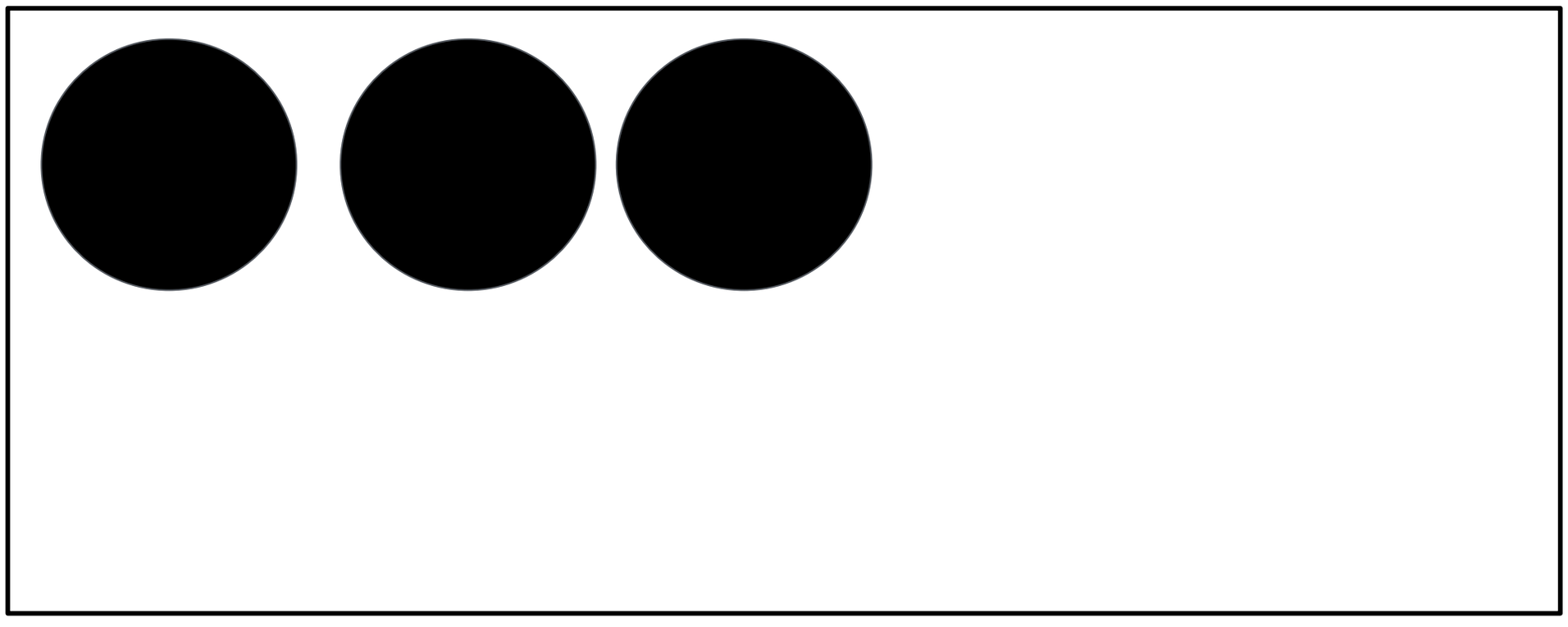
Flip it!

____ + 2 = ____

Fluency Practice (12 minutes)

Imagine 1 More (3 minutes)

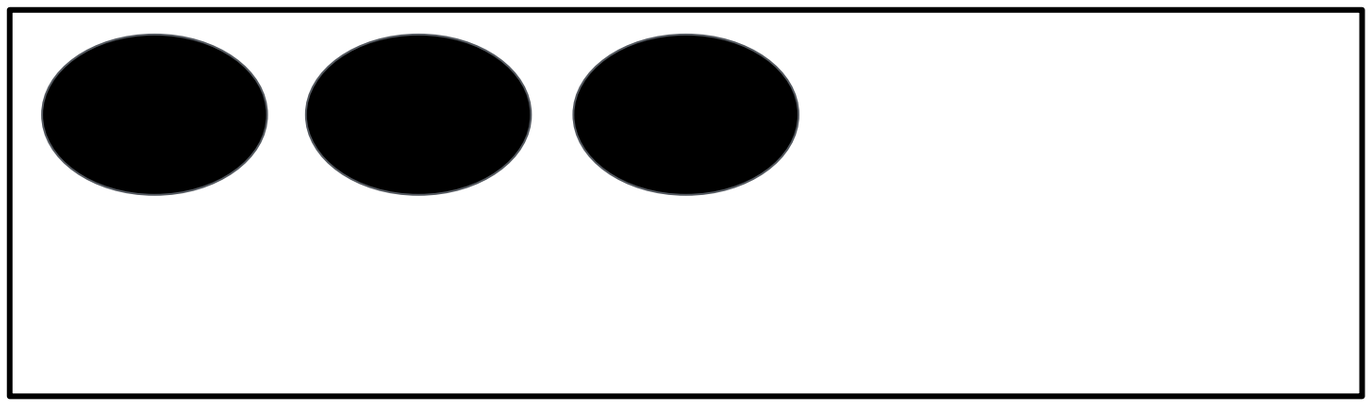
Raise your hand when you know how many dots are on the card. Ready?



Fluency Practice (12 minutes)

Imagine 1 More (3 minutes)

Now imagine that there is 1 more. How many dots with one more? Say the addition sentence starting with 3.



3 + ___ = ____

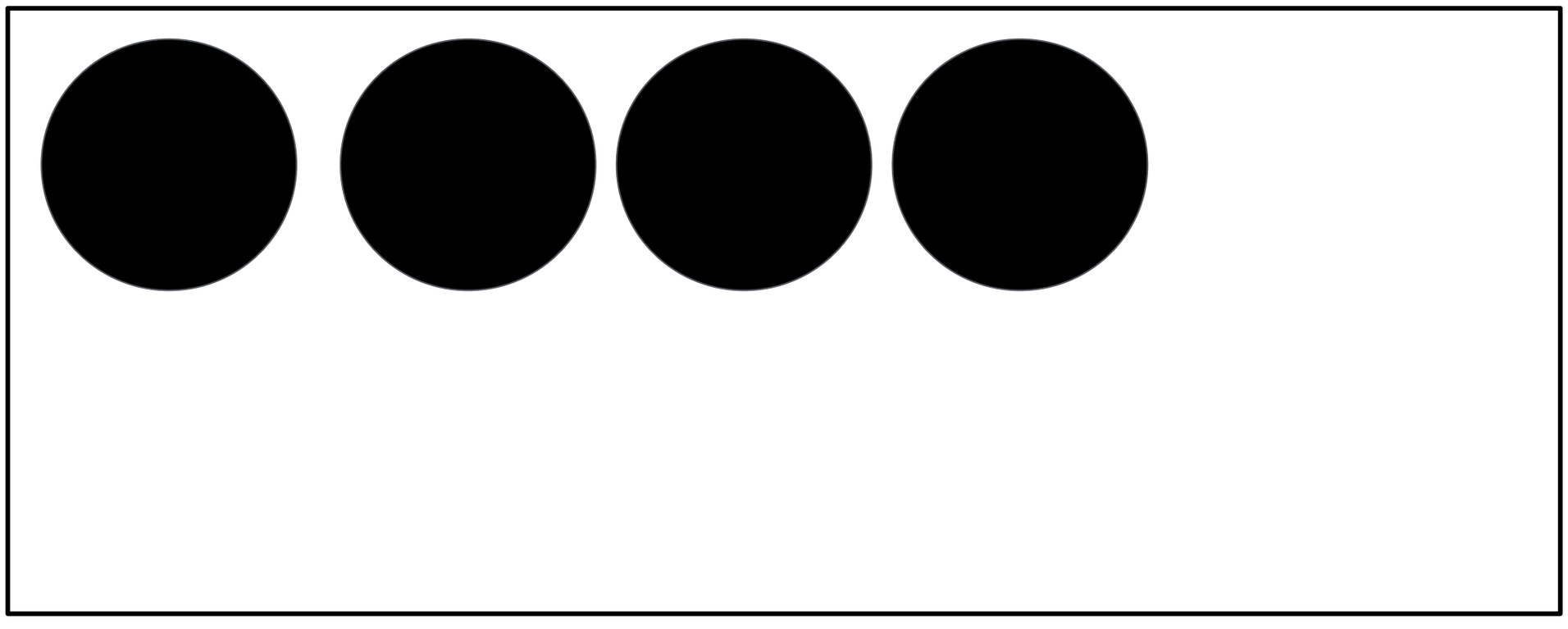
Flip it!

____ + 3 = ____

Fluency Practice (12 minutes)

Imagine 1 More (3 minutes)

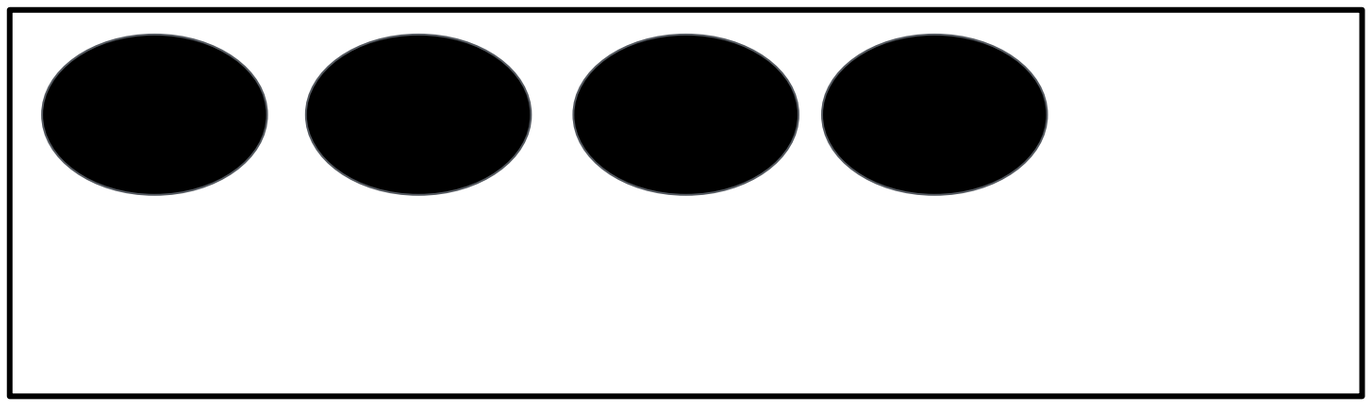
Raise your hand when you know how many dots are on the card. Ready?



Fluency Practice (12 minutes)

Imagine 1 More (3 minutes)

Now imagine that there is 1 more. How many dots with one more? Say the addition sentence starting with 4.



4 + ___ = ____

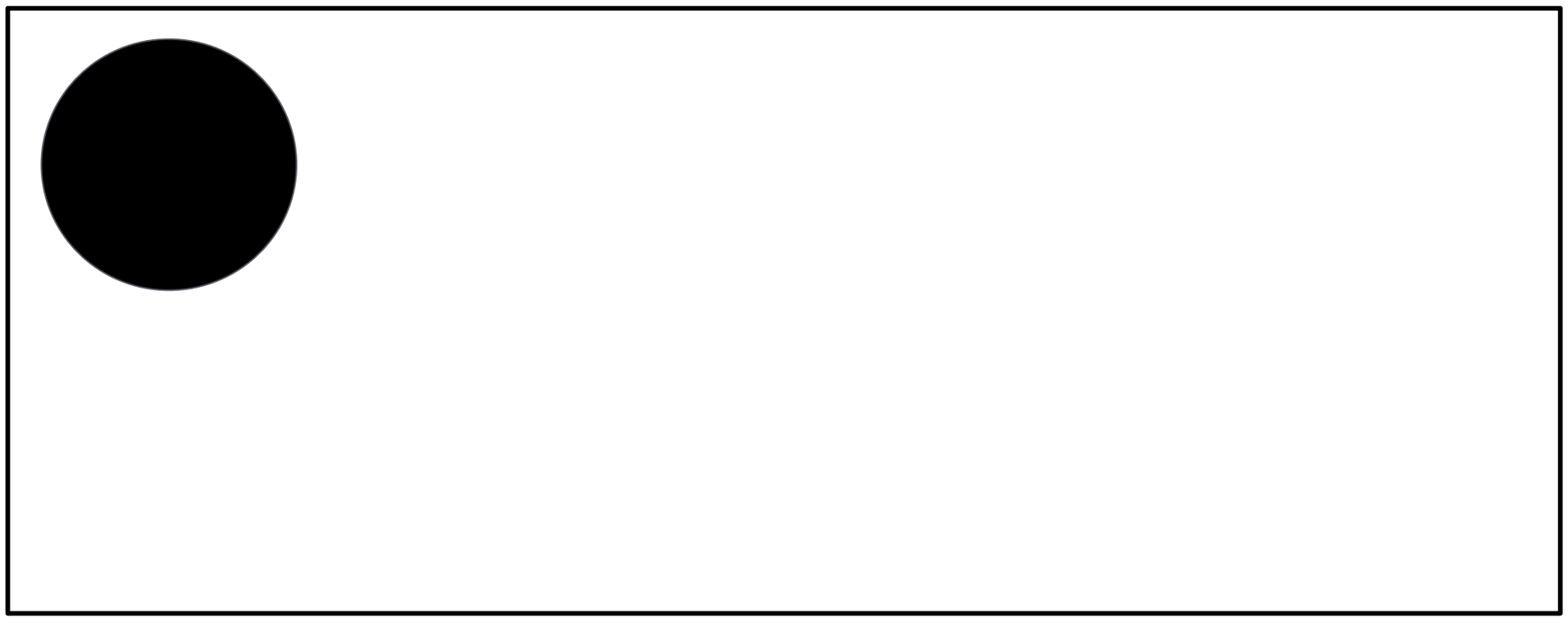
Flip it!

____ + 4 = ____

Fluency Practice (12 minutes)

Imagine 1 More (3 minutes)

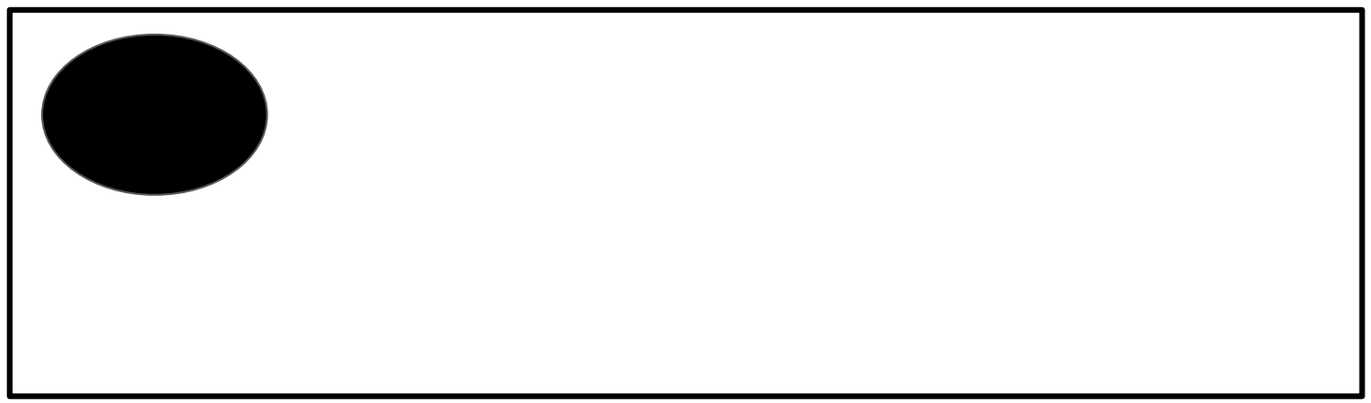
Raise your hand when you know how many dots are on the card. Ready?



Fluency Practice (12 minutes)

Imagine 1 More (3 minutes)

Now imagine that there is 1 more. How many dots with one more? Say the addition sentence starting with 1.



1 + ___ = ____

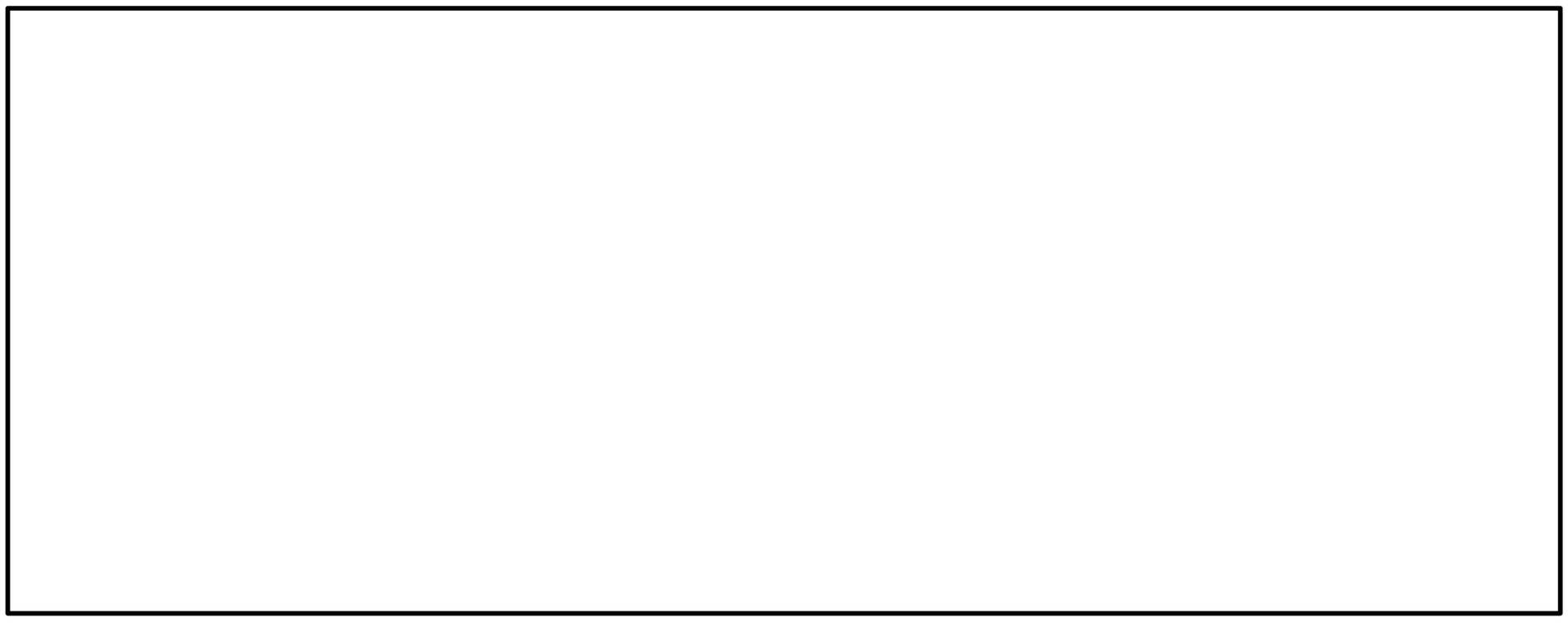
Flip it!

____ + 1 = ____

Fluency Practice (12 minutes)

Imagine 1 More (3 minutes)

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

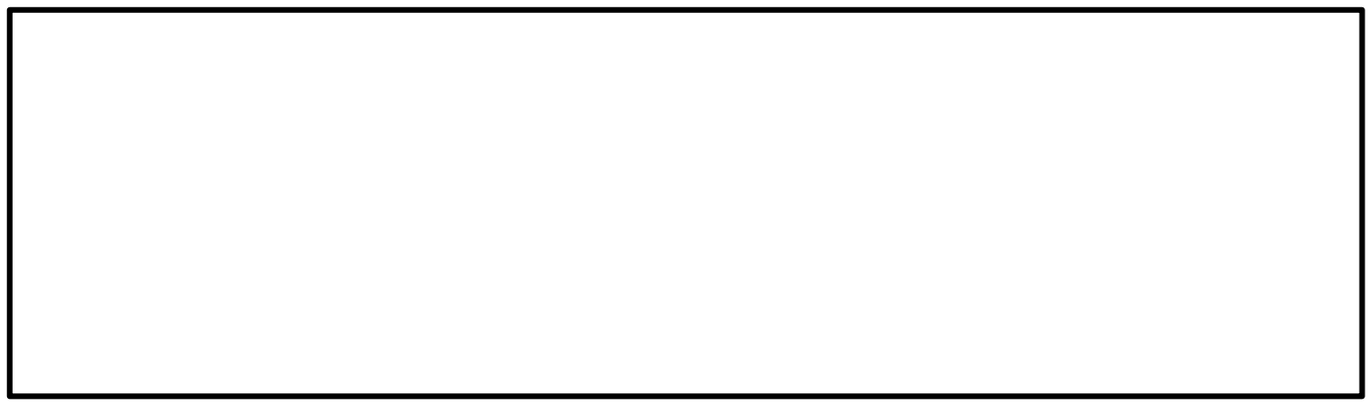


Fluency Practice (12 minutes)

Imagine 1 More (3 minutes)

Now imagine that there is 1 more. How many dots with one more? Say the addition sentence starting with 1.

0 + ___ = ____



Flip it!

____ + 0 = ____

If students are ready, work up to sums to 10

Fluency Practice (12 minutes)

Building 1 more and 1 Less Towers (4 minutes)

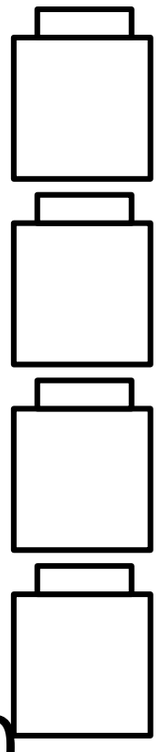
(Maintain consistent language and building)

1

One more is 2

One more is 3

One more is 4….continue to 10

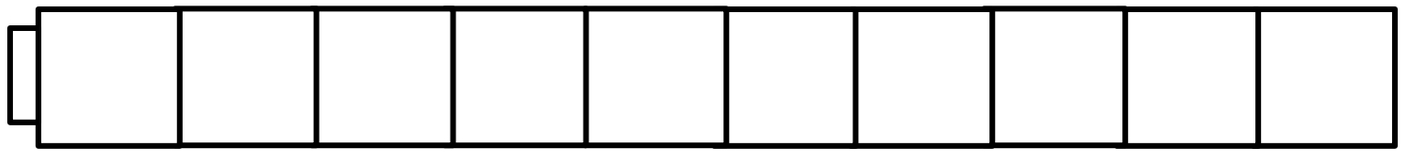


Fluency Practice (12 minutes)

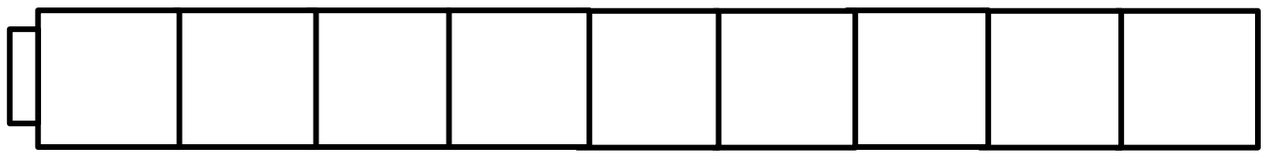
Building 1 more and 1 Less Towers (4 minutes)

(Maintain consistent language and building)

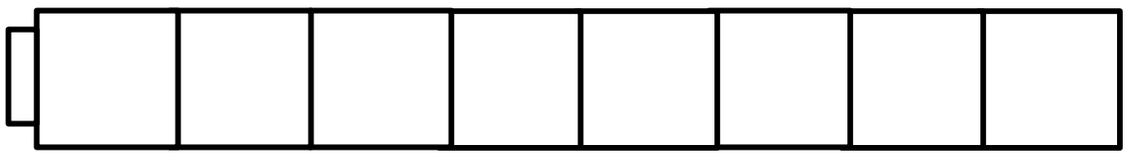
10



One less is 9



One less is 8



One less is 7….continue to 0

Application Problem (5 minutes)

Pretend your cubes are dinosaurs.

1 dinosaur went to the watering hole because he was thirsty.

Move 1 of your cubes to the watering hole to show the thirsty dinosaur going to get his drink.

Application Problem (5 minutes)

1 more dinosaur got thirsty, too.

Add another cube to the one by the watering hole.

How many thirsty dinosaurs are there now?

Turn to your partner, and talk about an addition sentence that would tell what you just did.

Application Problem (5 minutes)

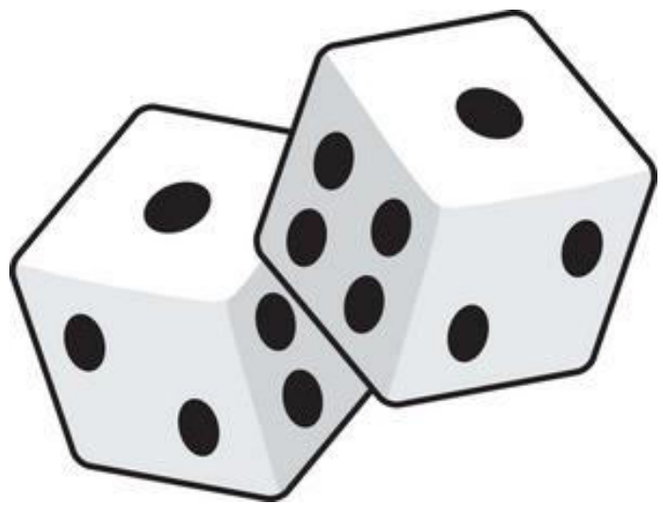
Another dinosaur got thirsty!

Take her to the watering hole, too! Now how many dinosaurs are at the watering hole?

Talk to your partner about the new addition sentence. Keep acting out the story until all the dinosaurs are drinking water. Do you notice any patterns?

Concept Development

25 min



Let's roll the dice! What number did we get?

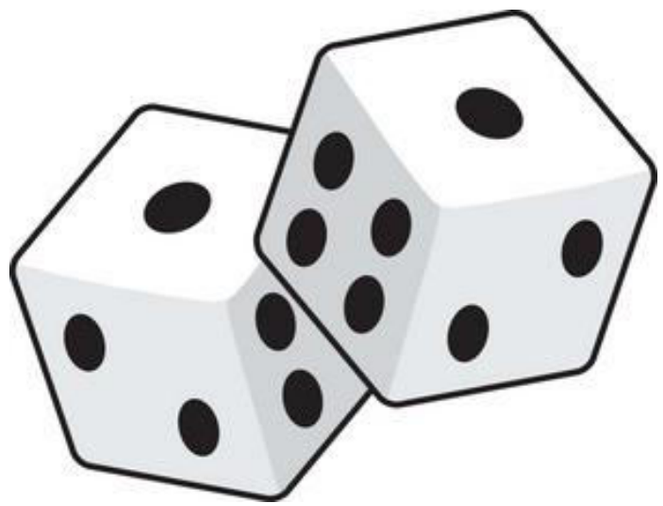
Show us the number on the number path! We want to add 1 to our number.

Find the answer on your number path. Raise your hand when you know. Ready?

1	2	3	4	5	6	7	8	9	10

Concept Development

25 min



Now let’s make a number sentence.

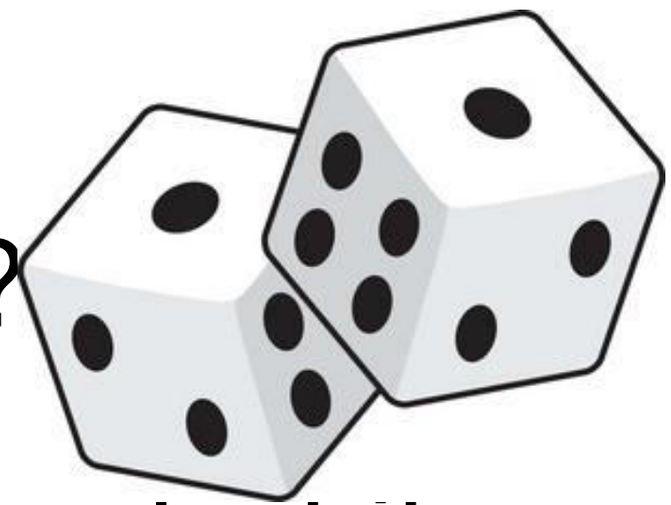
Let’s write _____ + _____ = _____

Repeat multiple times

1	2	3	4	5	6	7	8	9	10

Concept Development

25 min



Does anyone notice any patterns?

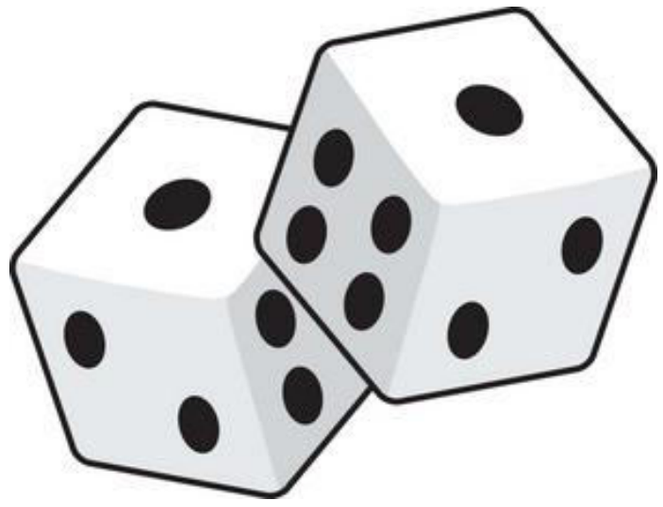
Hopping to the next number, just adding 1 each time

Flip your boards over to the personal white boards. Let's talk about the pattern some more.

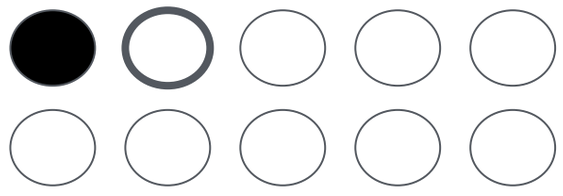
1	2	3	4	5	6	7	8	9	10

Concept Development

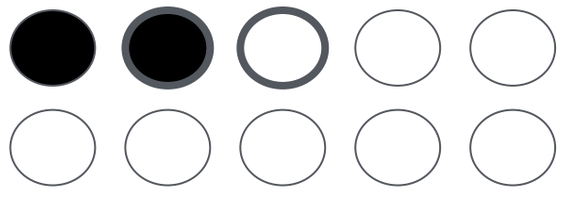
25 min



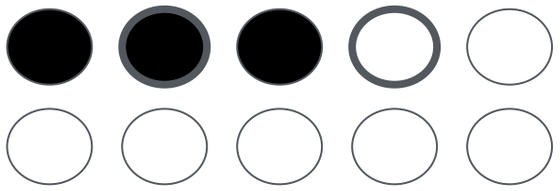
1 + 1 = 2



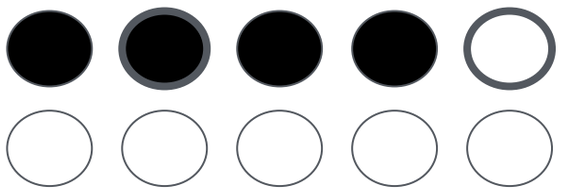
2 + 1 = 3



3 + __ =___

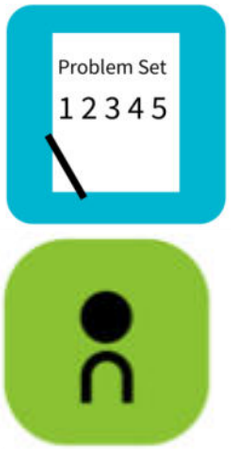


4 + __ = __



Continue to sum of 10

1	2	3	4	5	6	7	8	9	10



Concept Development

25 min

Problem set - 10 min

Name _____ Date _____

1	2	3	4	5	6	7	8	9	10

Use the number path to add. Write the number in the box. Color the circles to match. Use a different color to show 1 more.

1 + 1 = ☐ ○○○○○ ○○○○○

2 + 1 = ☐ ○○○○○ ○○○○○

3 + 1 = ☐ ○○○○○ ○○○○○

4 + 1 = ☐ ○○○○○ ○○○○○

5 + 1 = ☐ ○○○○○ ○○○○○

A STORY OF UNITS Lesson 38 Problem Set K•4

6 + 1 = ☐ ○○○○○ ○○○○○

7 + 1 = ☐ ○○○○○ ○○○○○

8 + 1 = ☐ ○○○○○ ○○○○○

9 + 1 = ☐ ○○○○○ ○○○○○

Fill in the number sentences. Color the circles.

☐ + 1 = ☐ ○○○○○ ○○○○○

☐ + 1 = ☐ ○○○○○ ○○○○○

Debrief
8 min.

Lesson Objective:

Add 1 to numbers 1–9 to see the pattern of the next number using 5-group drawings and equations.

Debrief

- Look at the first page of your Problem Set. Do your 5-groups look exactly like your partner's? Why or why not?
- Look at the last two problems. Do your 5-groups and number sentences look exactly like your partner's? Why or why not?
- How is using the number path like using 5-group drawings? Which one do you like to use more? Why?

Debrief

- Think back to building 1 more and 1 less towers. How are counting forward and adding 1 the same?
- Imagine that you are talking to an alien who does not know about adding 1. How would you tell the alien about what we did today? How would you describe the pattern we found?
- Think about the thirsty dinosaurs in our Application Problem. Was there a pattern in your addition sentences for that problem?