

Eureka Math

Kindergarten Module 5 Lesson 1

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Directions for customizing presentations are available on the next slide.

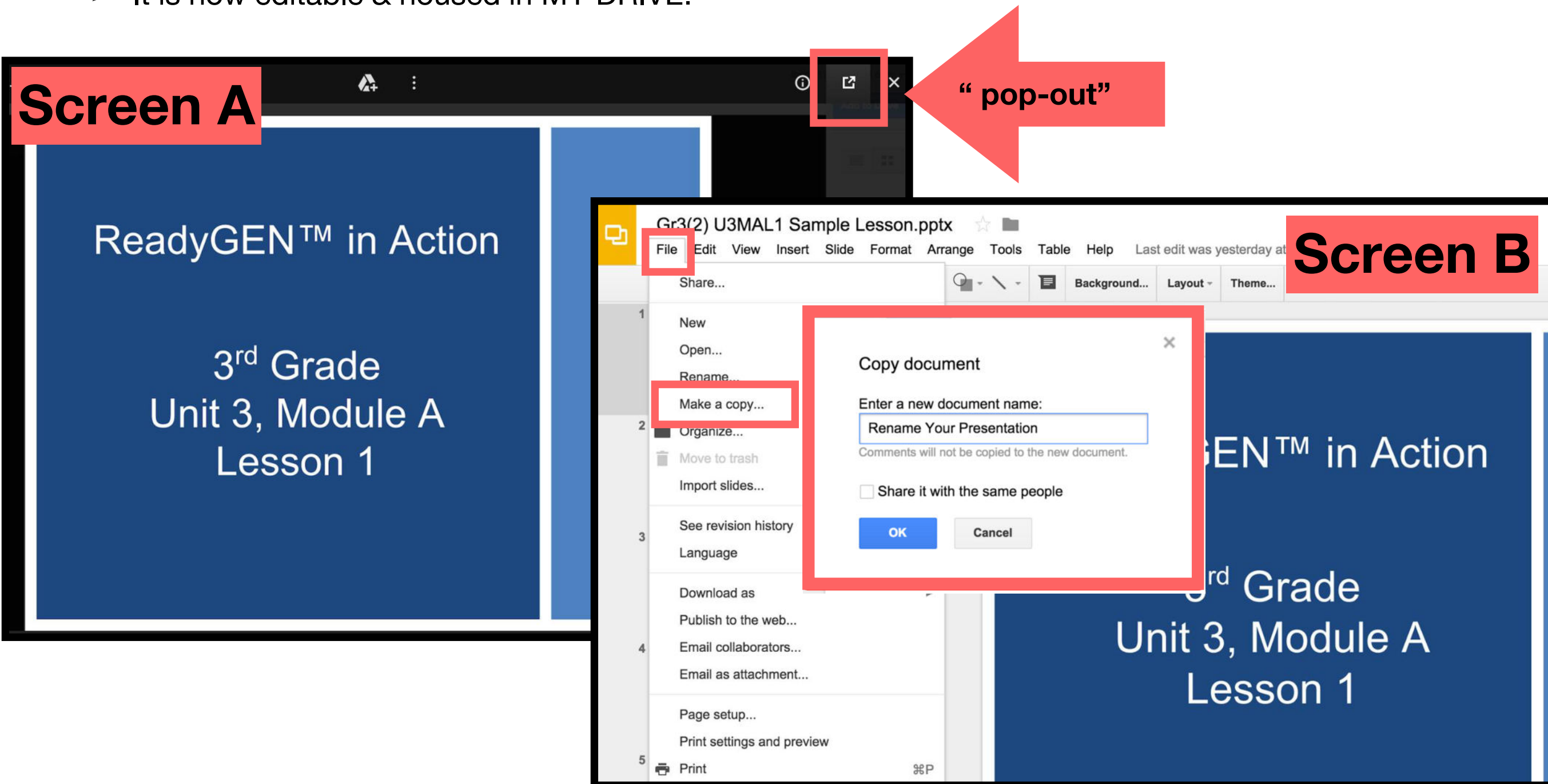


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Customize this Slideshow

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



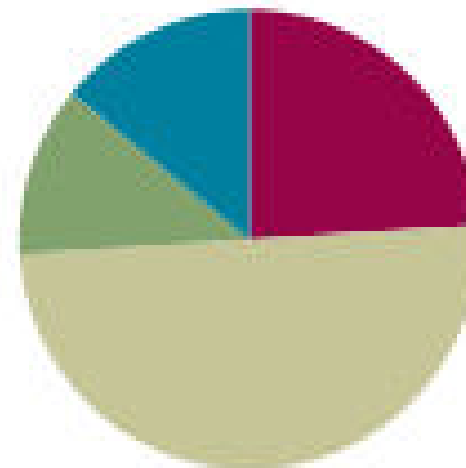
Small Group Time

Lesson 1

Objective: Count straws into piles of ten; count the piles as 10 ones.

Suggested Lesson Structure

■ Fluency Practice	(12 minutes)
■ Application Problem	(6 minutes)
■ Concept Development	(25 minutes)
■ Student Debrief	(7 minutes)
Total Time	(50 minutes)





Materials Needed

Teacher

- Large 5-group cards 0-5 (fluency Template 1)



Materials Needed

Students

- 5 group cards (fluency template 2)
- 1 egg carton (10 compartments) for each pair of students
- 10 bags with different item in each
- 40 straws

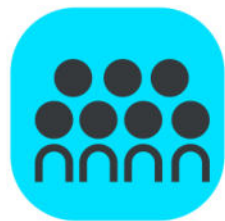


Objective: Count straws into piles of ten; count the piles as 10 ones.



Fluency Practice

(12 minutes)

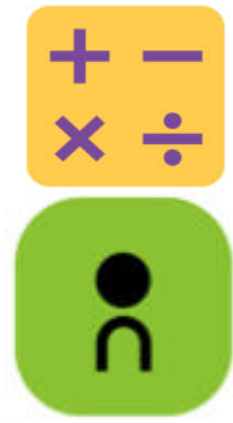


Finger Counting from left to right (2 minutes)

Count by ones within 10 on fingers from left to right, from pinky on the left hand as 1 to pinky on the right hand as 10.

Hover the fingers as if playing the piano. Drop each finger as it is counted, and leave it down. Start and end at different numbers (e.g., count from 5 to 7).

(The five fingers of the left hand have played. Students say, “6, 7,” while playing the thumb and pointer finger of the right hand.)

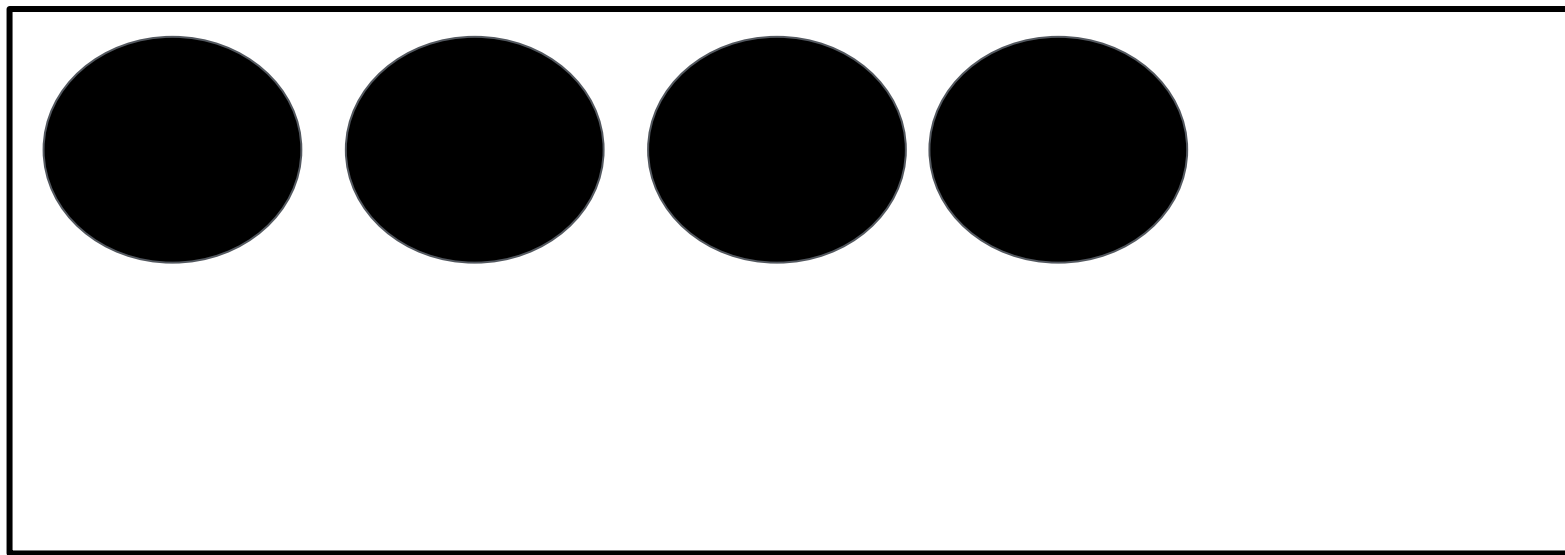


Fluency Practice

(12 minutes)

5-Group Flashes (4 minutes)

How many dots do you see?



How many more to make 5?

Say the number sentence with me.

4 and 1 makes 5.

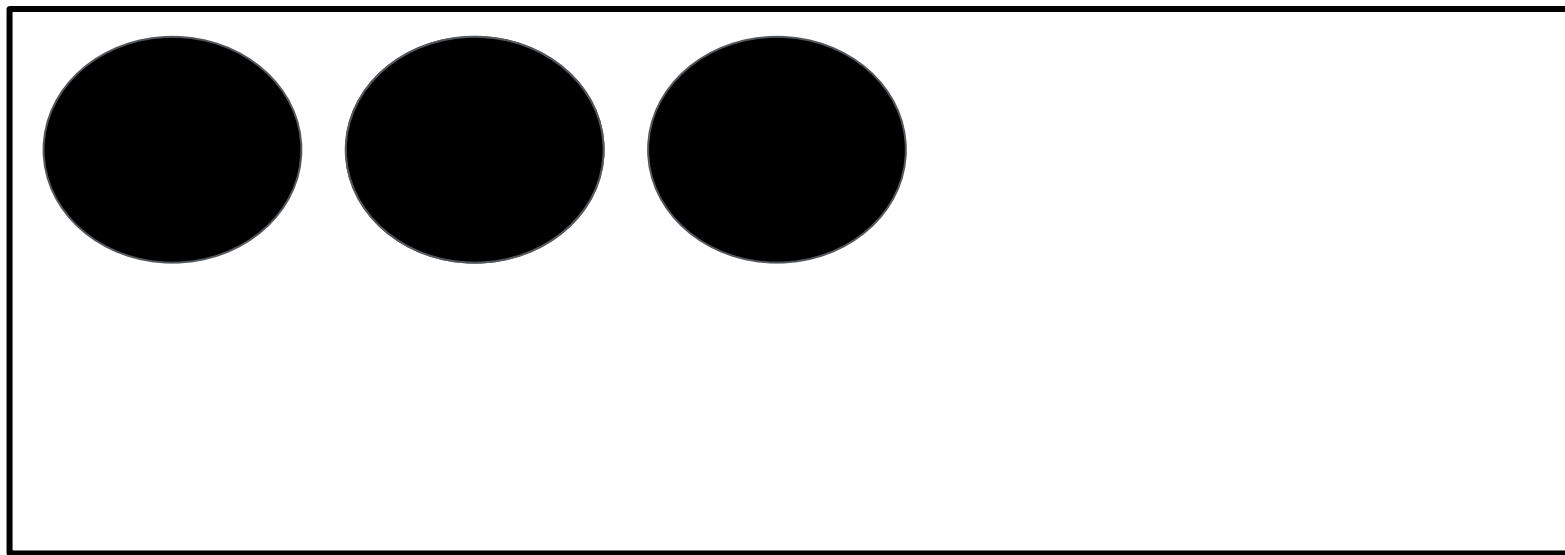


Fluency Practice

(12 minutes)

5-Group Flashes (4 minutes)

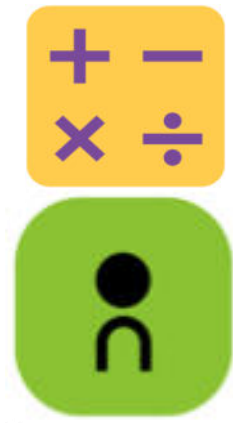
How many dots do you see?



How many more to make 4?

Say the number sentence with me.

_____ and _____ makes _____.

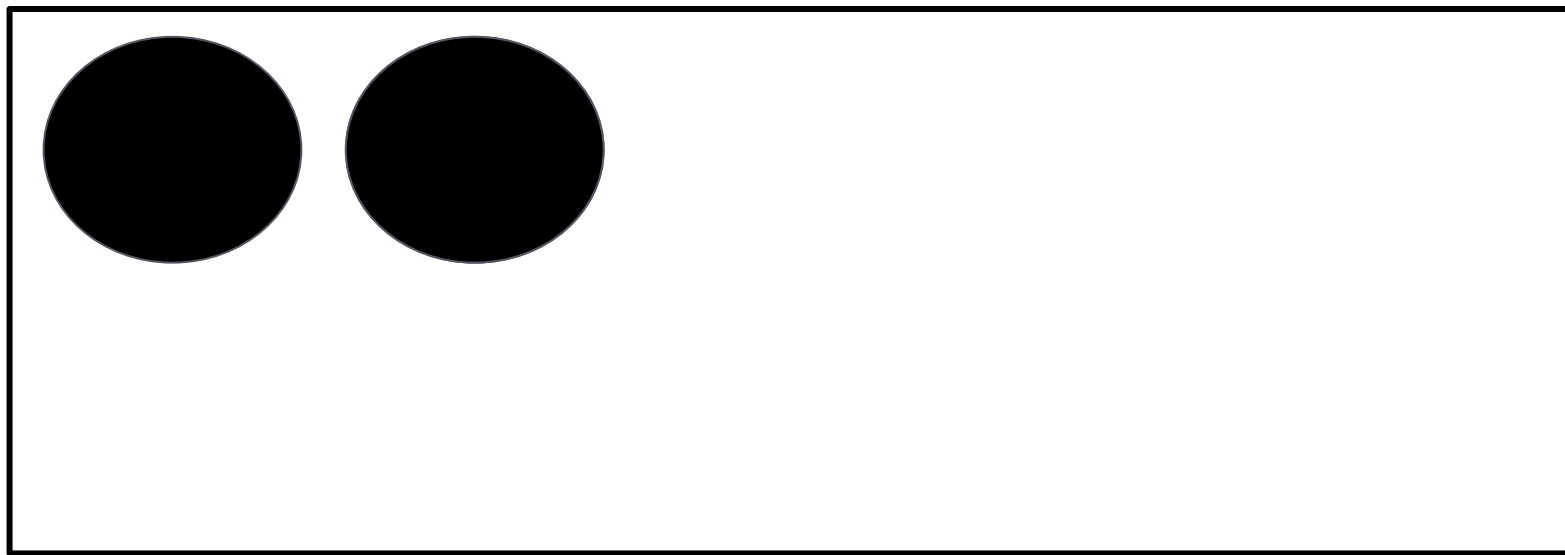


Fluency Practice

(12 minutes)

5-Group Flashes (4 minutes)

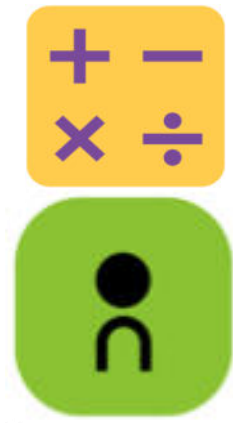
How many dots do you see?



How many more to make 3?

Say the number sentence with me.

_____ and _____ makes _____.

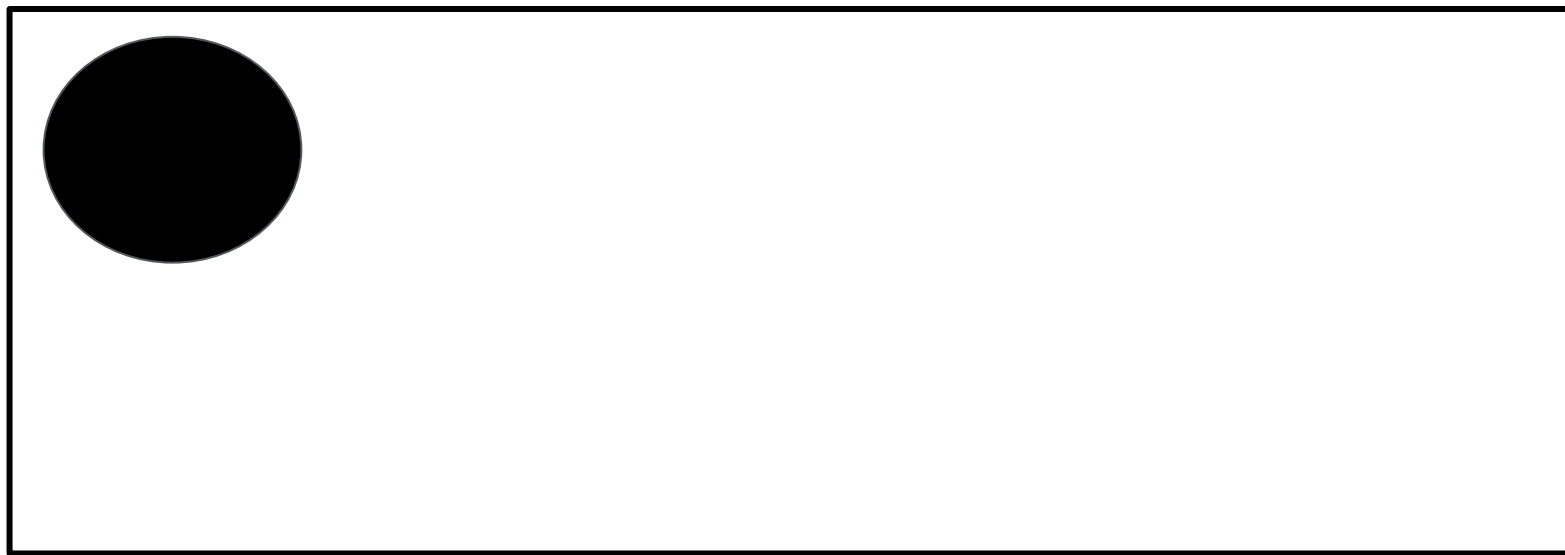


Fluency Practice

(12 minutes)

5-Group Flashes (4 minutes)

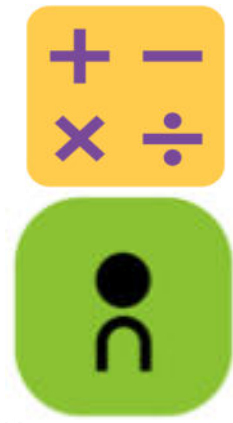
How many dots do you see?



How many more to make 2?

Say the number sentence with me.

_____ and _____ makes _____.

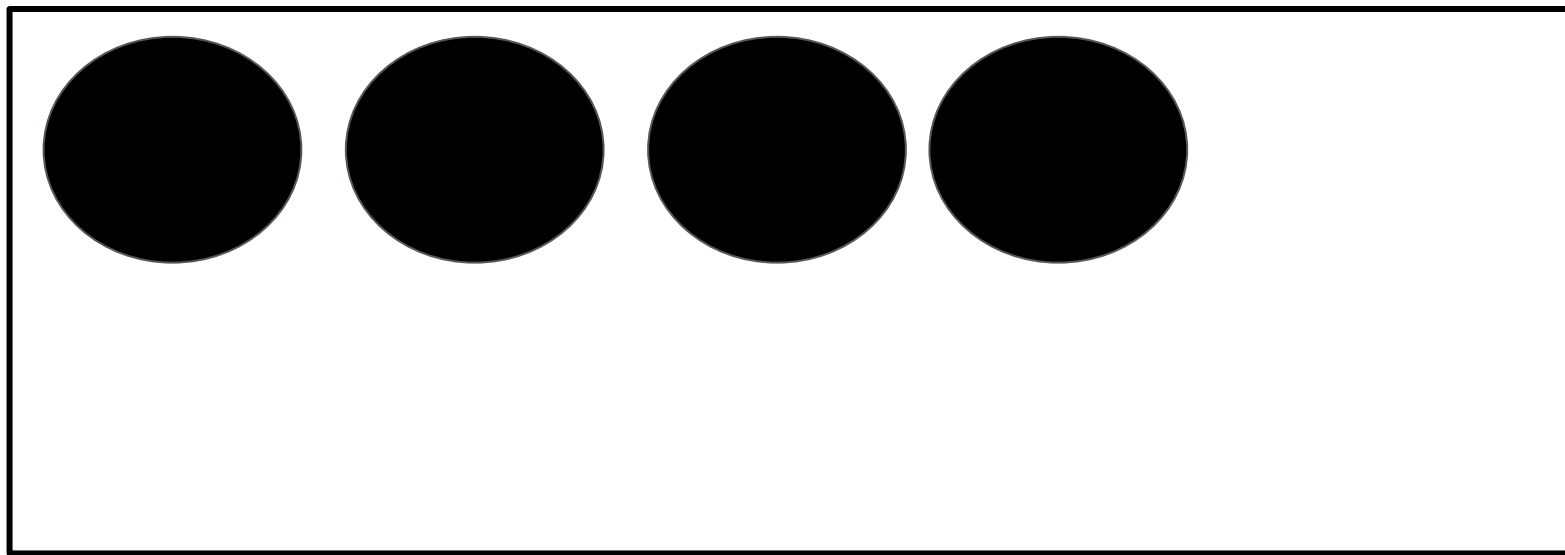


Fluency Practice

(12 minutes)

5-Group Flashes (4 minutes)

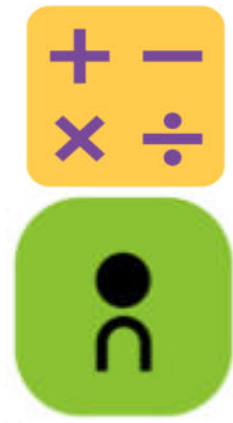
How many dots do you see?



How many more to make 5?

Say the number sentence with me.

4 and 1 makes 5.

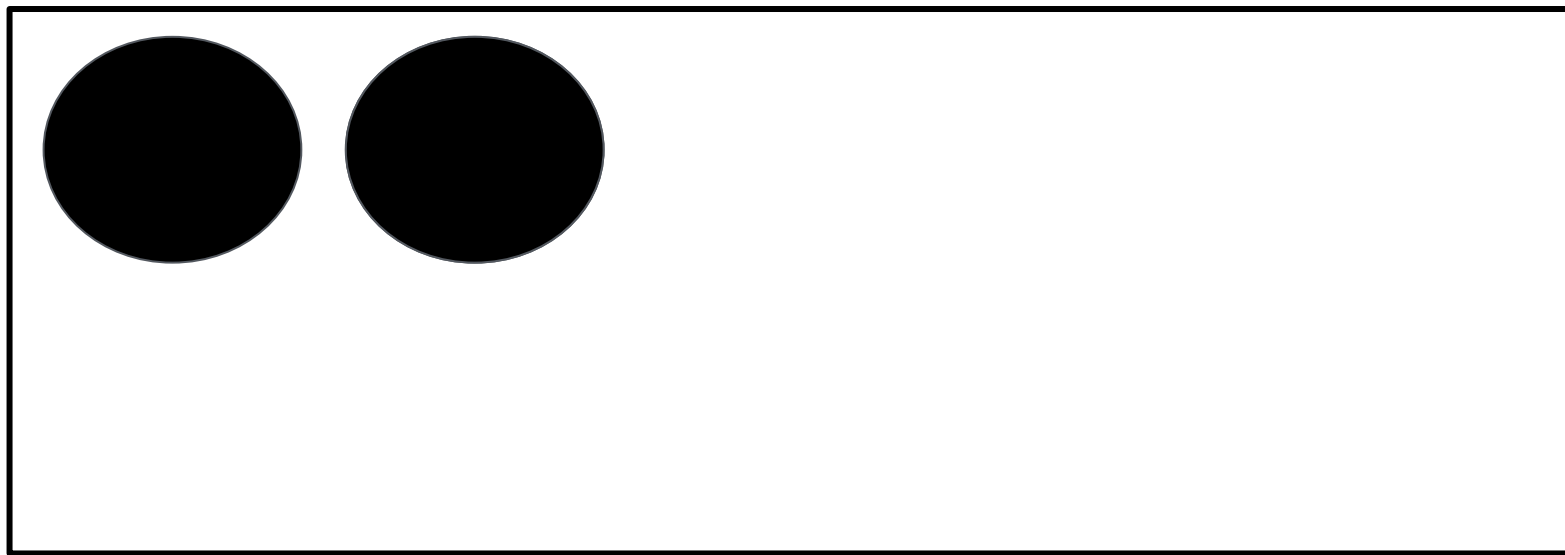


Fluency Practice

(12 minutes)

5-Group Flashes (4 minutes)

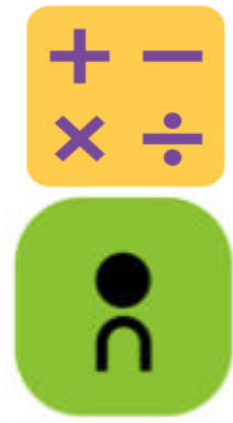
How many dots do you see?



How many more to make 3?

Say the number sentence with me.

_____ and _____ makes _____.

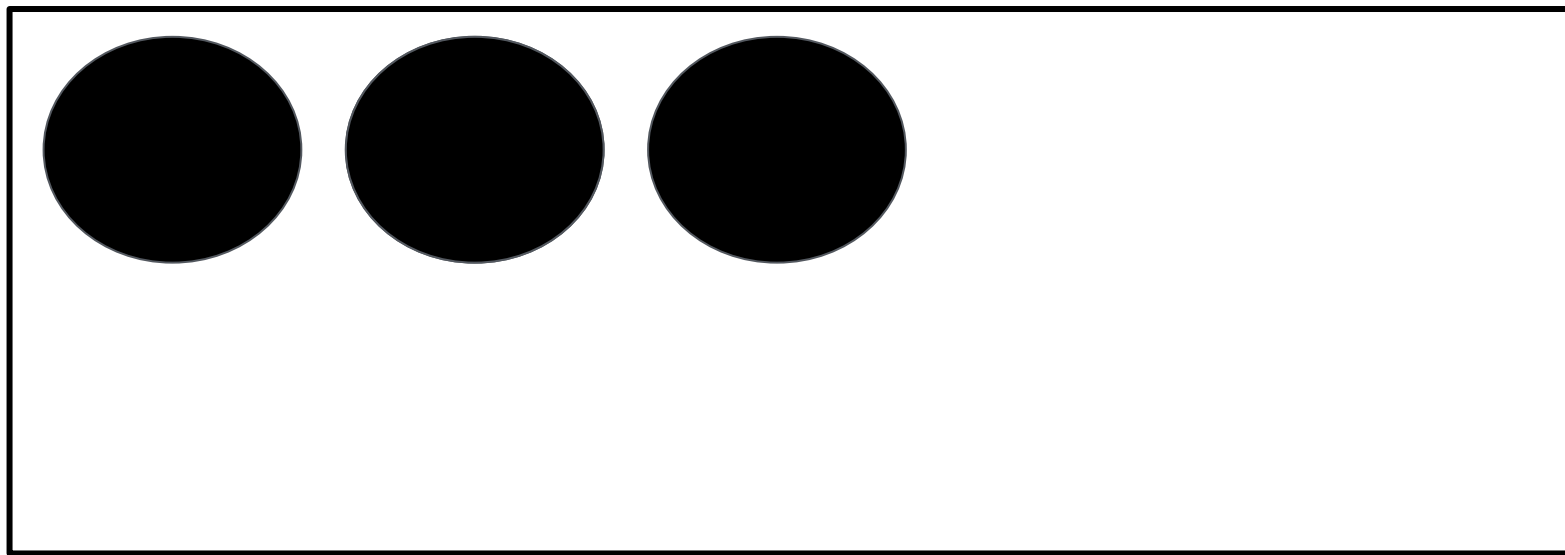


Fluency Practice

(12 minutes)

5-Group Flashes (4 minutes)

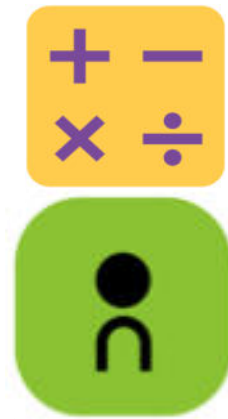
How many dots do you see?



How many more to make 4?

Say the number sentence with me.

_____ and _____ makes _____.

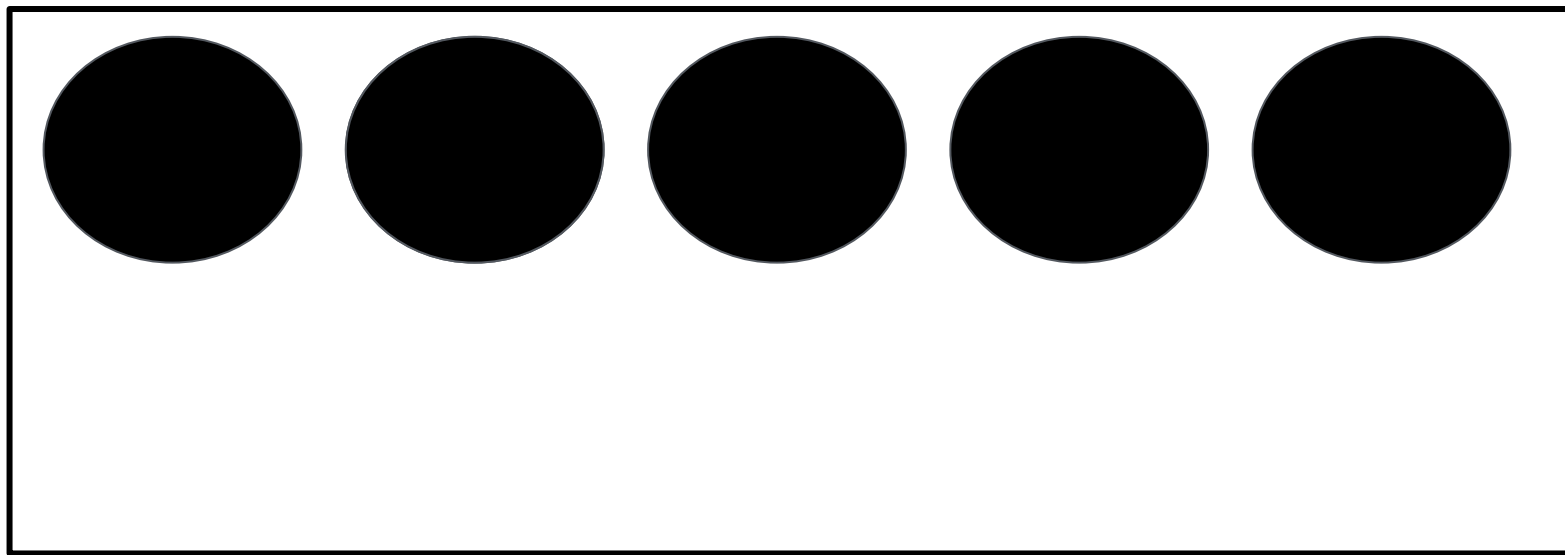


Fluency Practice

(12 minutes)

5-Group Flashes (4 minutes)

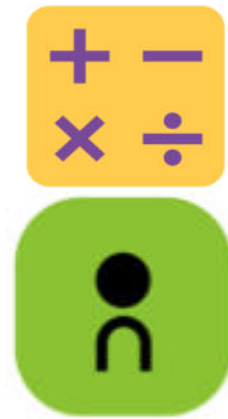
How many dots do you see?



How many more to make 6?

Say the number sentence with me.

_____ and _____ makes _____.



Fluency Practice

(12 minutes)

5-Group Flashes (4 minutes)

How many dots do you see?



How many more to make 1?

Say the number sentence with me.

_____ and _____ makes _____.

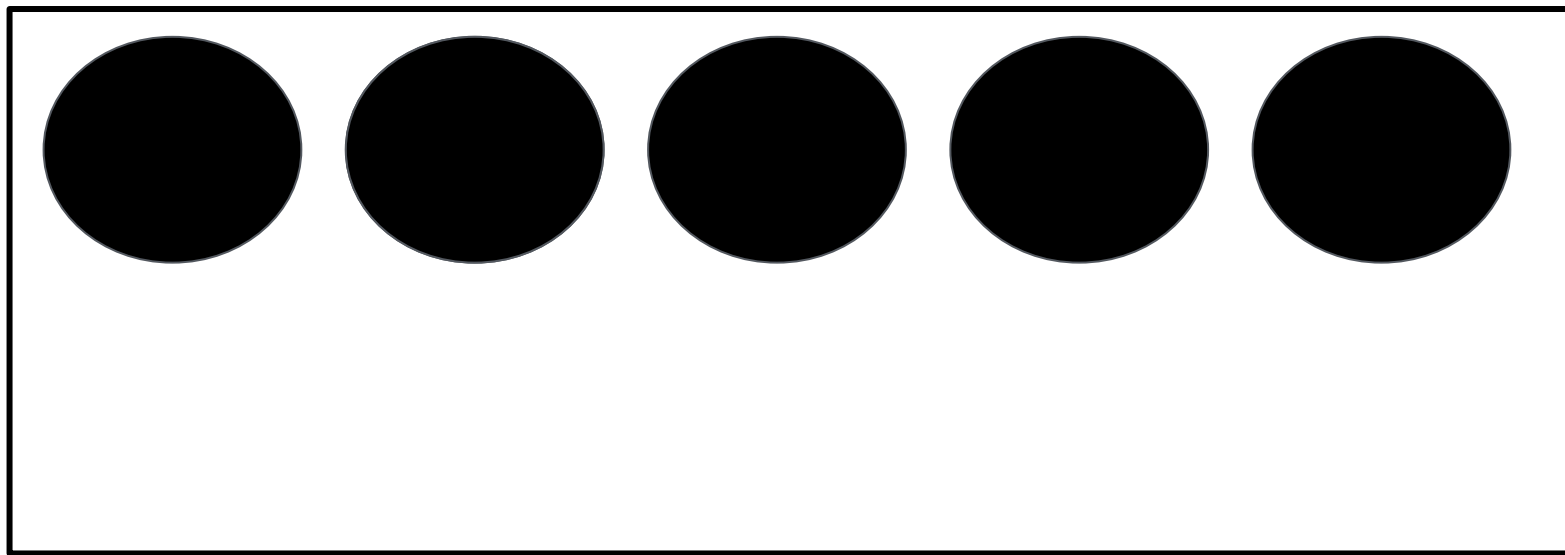


Fluency Practice

(12 minutes)

5-Group Flashes (4 minutes)

How many dots do you see?



How many more to make 6?

Say the number sentence with me.

_____ and _____ makes _____.



Fluency Practice

(12 minutes)

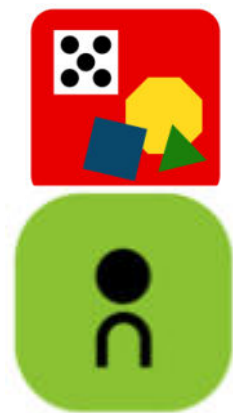
5-Group Flashes: Partners to 10
(6 minutes)

Show your partner a 5 group card

Ask them: “How many Dot’s do you see?”

“How many more does ____ need to be 10?”

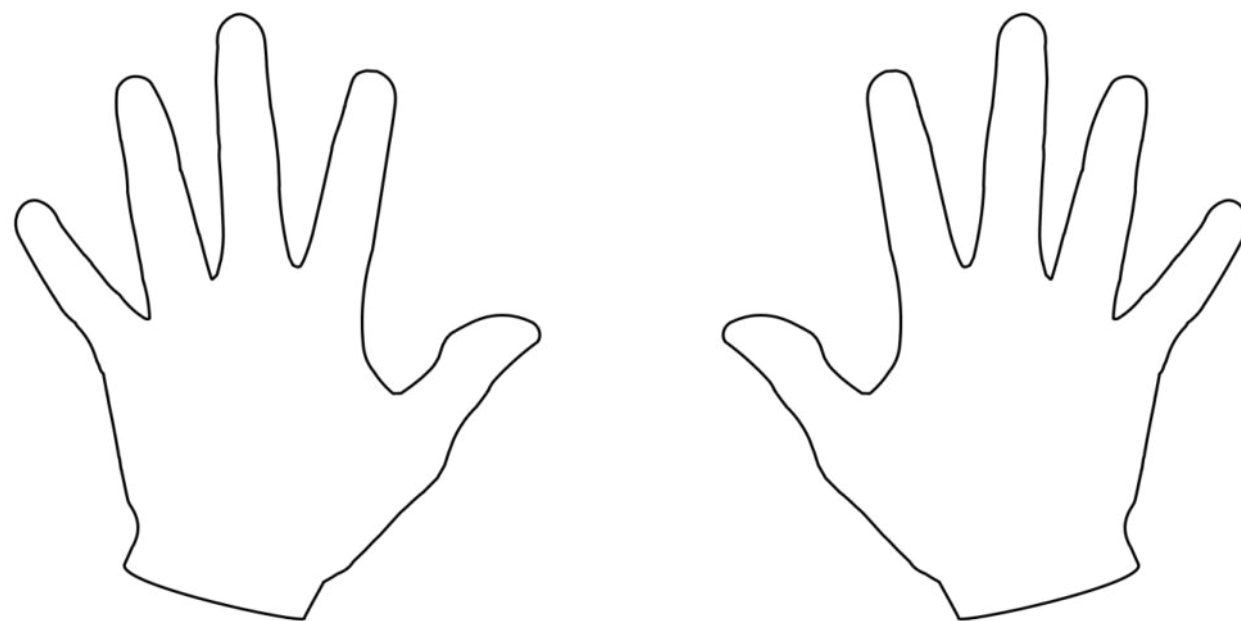
Play with your partner and take turns. Use your math language.

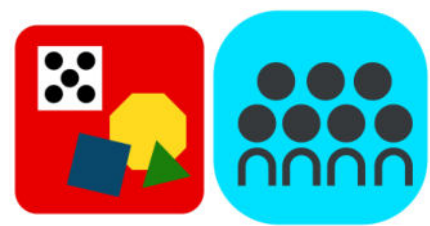


Application Problem

(5 minutes)

Marta loves to share her peanuts at recess. She counted 10 peanuts into the hands of her friend Joey. Draw a picture of the peanuts in Joey's hands.





Concept Development

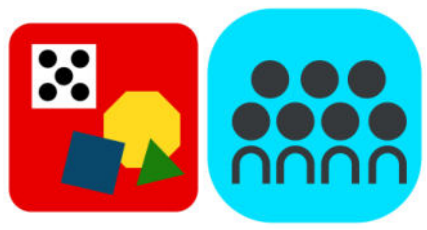
25 min

Count to find out how many slots there are in your egg carton. Wait for the signal to tell me.

Each team will explore 10 bags. Find out which bags have 10 things in them.

Discuss with the partners next to you, which bags had 10 things?

How many times did we count 10 things?



Concept Development

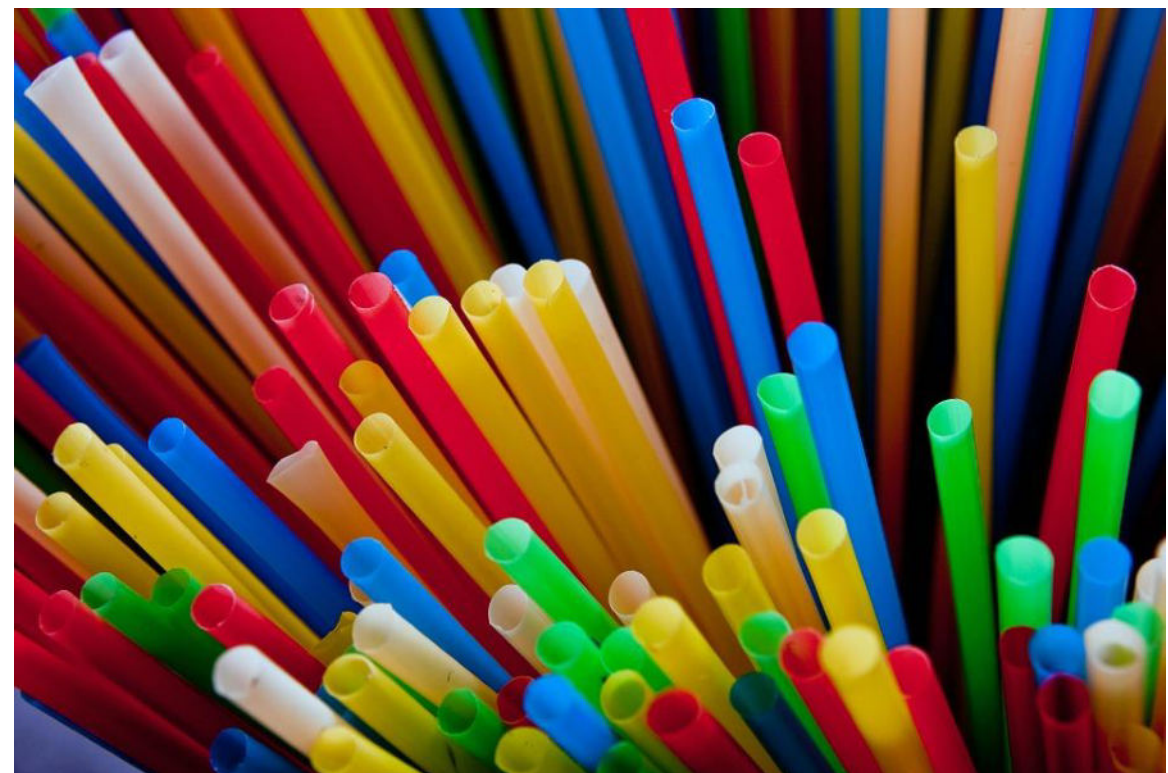
25 min

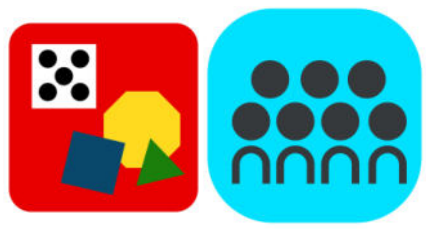
Now we're going to count these straws into 4 piles of 10 to match the erasers, linking cubes, walnuts and play dollars.

Let's count to match the number of erasers.

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

(continue with 4 piles)





Concept Development

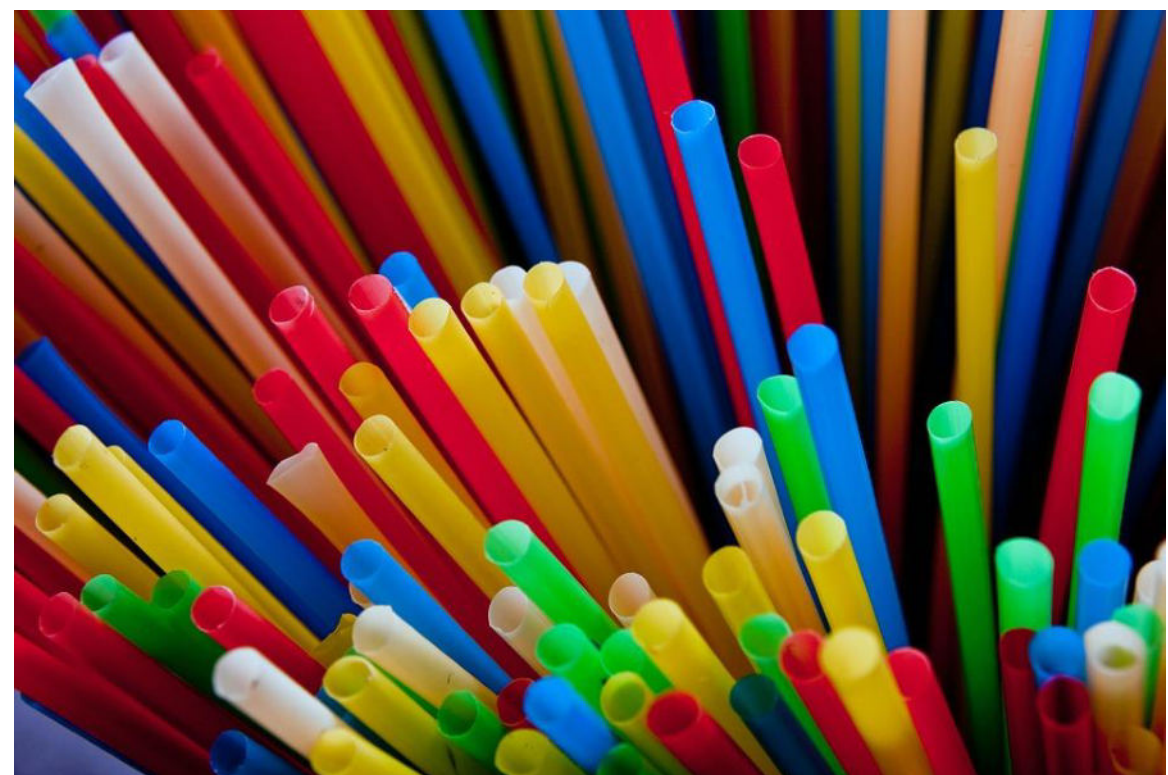
25 min

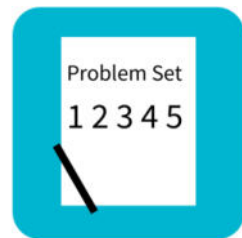
How many piles of 10 did we make?

How many bags of 10 did we have?

How many times did we count 10 ones?

How many times did we
count 10 things when we
counted things in bags?





Concept Development


25 min


Problem set - 10 min


A STORY OF UNITS Lesson 1 Problem Set K•5


Name _____ Date _____


Circle the groups that have 10 ones.









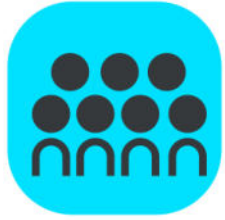








How many times did you count 10 ones?

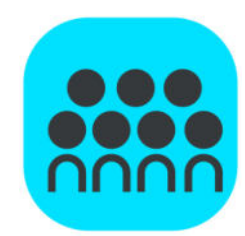


Debrief

8 min.

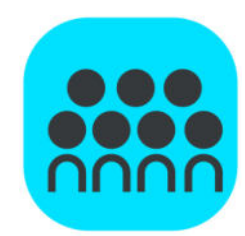
Lesson Objective:

Count straws into piles of ten; count the piles as 10 ones.



Debrief

- Have students bring their Problem Set to the meeting area and discuss with a partner which things they circled and why. Suggested sentence frames: “I circled _____ because I counted 10 of them.” “I didn’t circle _____ because I counted _____ of them.”
- Have them count the number of sets of 10 ones they counted.



Debrief

- Help students to remember that there were also 4 piles of 10 straws and 4 bags with 10 things in them. Have them discuss how the Problem Set is the same as and different from their work with the bags and straws. Would you ever put apples or soccer balls in bags of 10?
- To review and apply K.OA.4, discuss how many objects the other groups are missing to make 10. Have students draw in the missing objects and circle all the sets of 10 ones. “Now, how many times did we count 10 ones?”



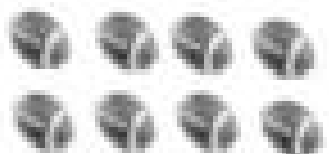

Exit Ticket

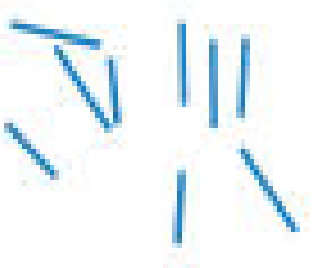
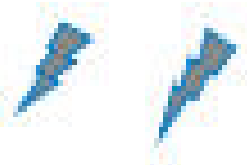
- After the Student Debrief, have students complete the Exit Ticket. A review of their work will help assess students' understanding of the concepts that were presented in today's lesson and planning more effectively for future lessons. **The questions may be read aloud to students.**

A STORY OF RATIOS Lesson 2 Exit Ticket K-5

Name _____ Date _____

Circle the groups that have 10 things.

How many times did you count 10 things?