

# Eureka Math

## Kindergarten Module 5 Lesson 6

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Directions for customizing presentations are available on the next slide.



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- 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 6

**Objective:** Model with objects and represent numbers 10 to 20 with place value or Hide Zero cards.

### Suggested Lesson Structure

|                       |                     |
|-----------------------|---------------------|
| ■ Fluency Practice    | (12 minutes)        |
| ■ Application Problem | (6 minutes)         |
| ■ Concept Development | (24 minutes)        |
| ■ Student Debrief     | (8 minutes)         |
| <b>Total Time</b>     | <b>(50 minutes)</b> |





# Materials Needed

## Teacher

- Large 5-group cards (Lesson 1 Fluency Template 1)
- Dot Cards of 8 (Fluency Template)
- Large Hide Zero cards (Template 1)



# Materials Needed

## Student

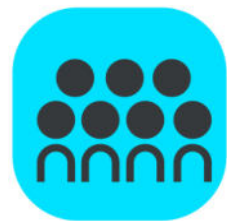
- 5-group cards (Lesson 1 Fluency Template 1)
- 20 straws (per pair)
- Dot Cards of 8 (Fluency Template)
- Hide Zero cards (Template 1)
- 1 hide Zero 10 cards (Template 2)
- 2 sets of 10 linking cubes (2 colors)
- Personal White Board



Model with objects and represent numbers 10 to 20 with place value or Hide Zero cards.



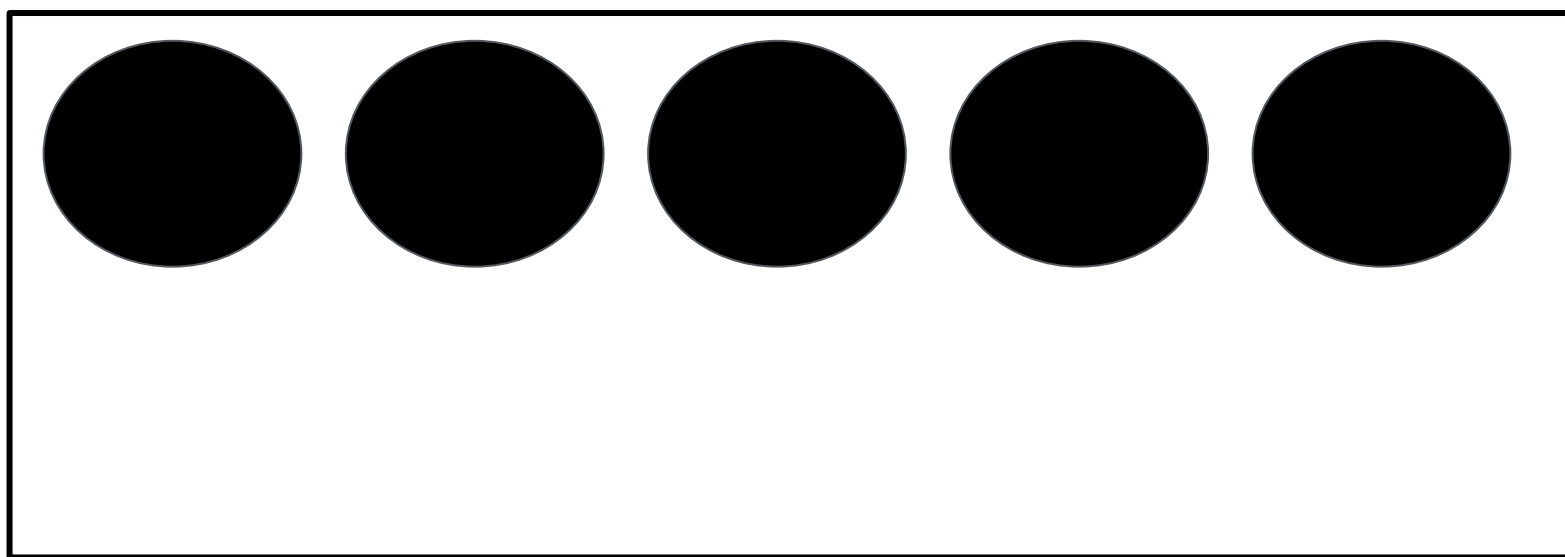
# Fluency Practice



(12 minutes)

*How Many more make 10? (4 minutes)*

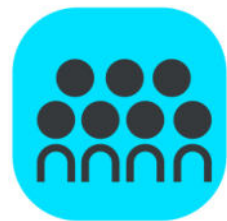
How many dots do you see?



How many more does 5 need to make 10?

5 needs 5 more to make 10



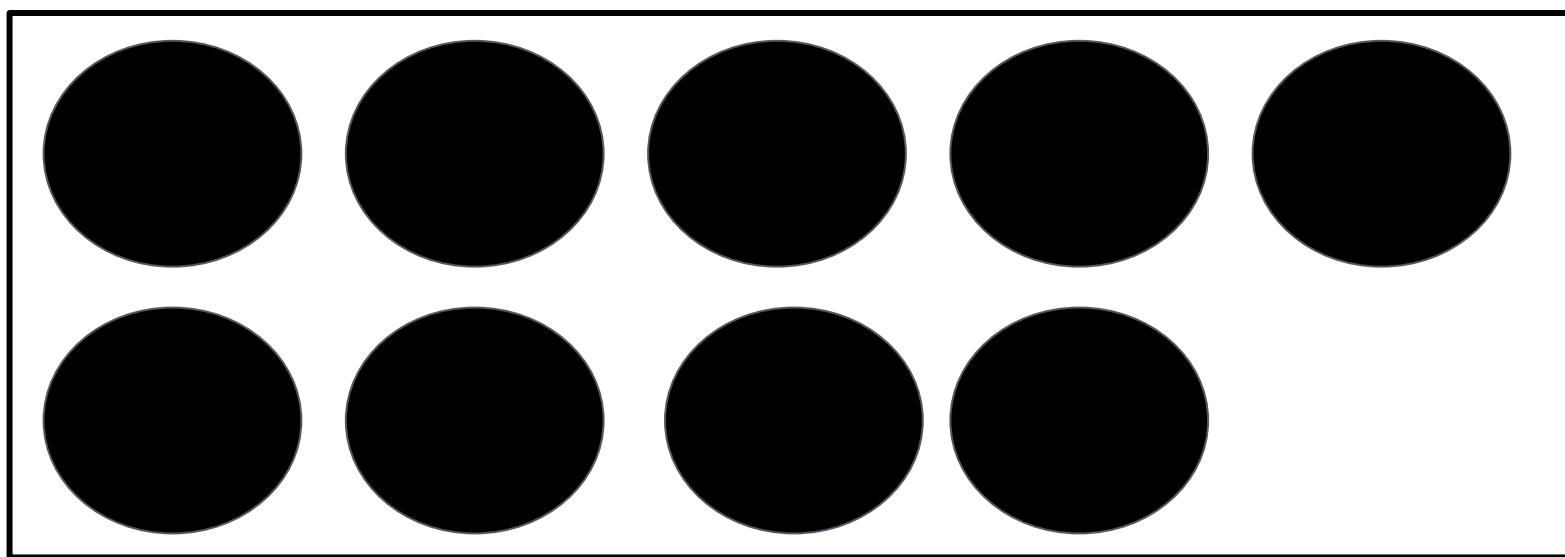


# Fluency Practice

(12 minutes)

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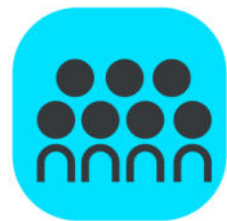


How many to make 10?

\_\_\_ needs \_\_\_ more to make 10



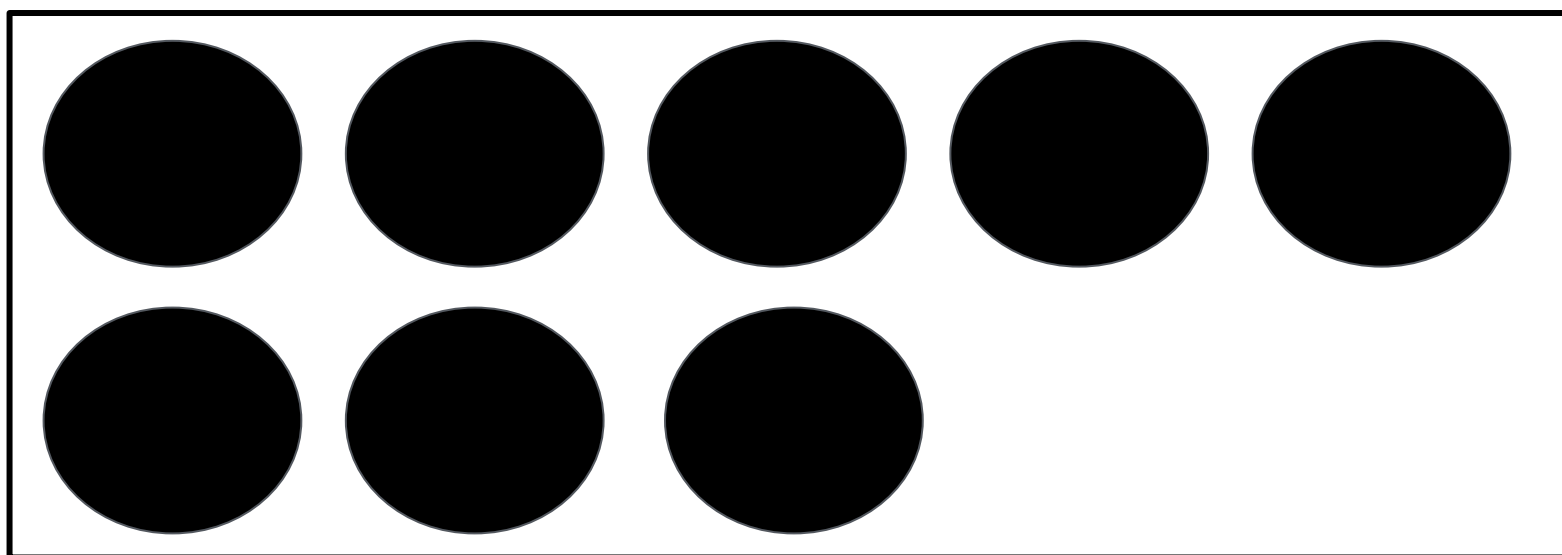
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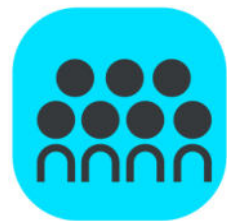


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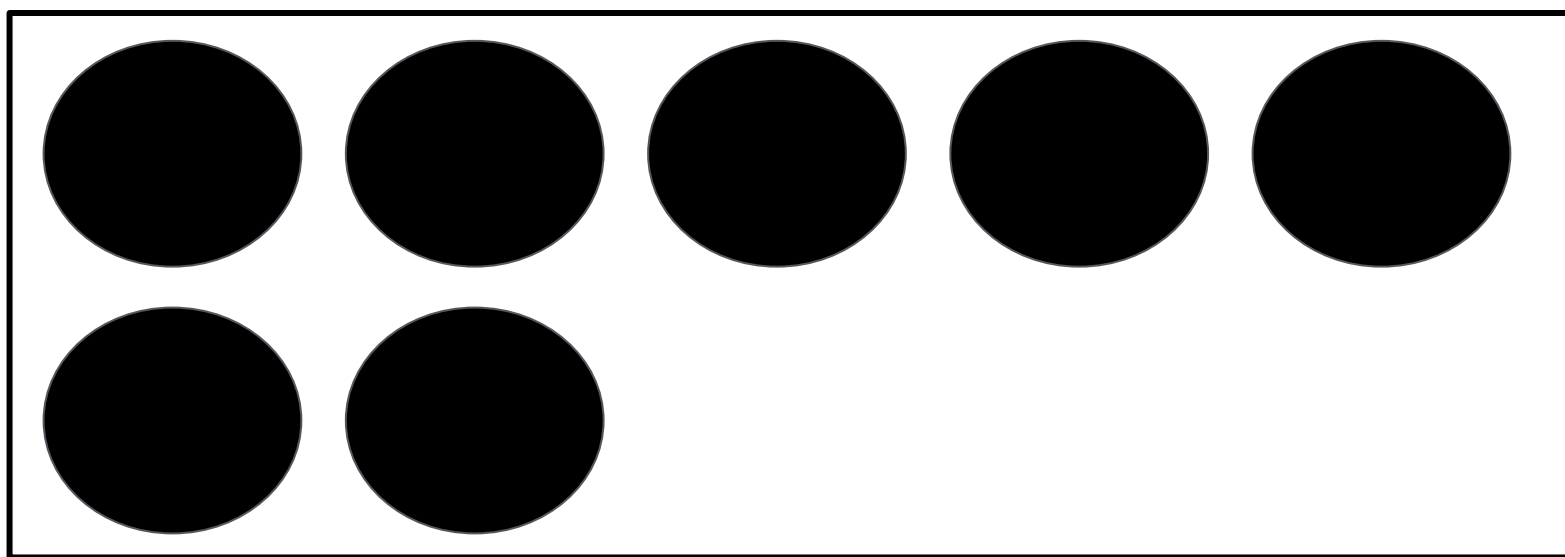
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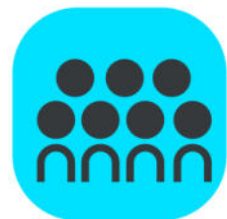


How many to make 10?

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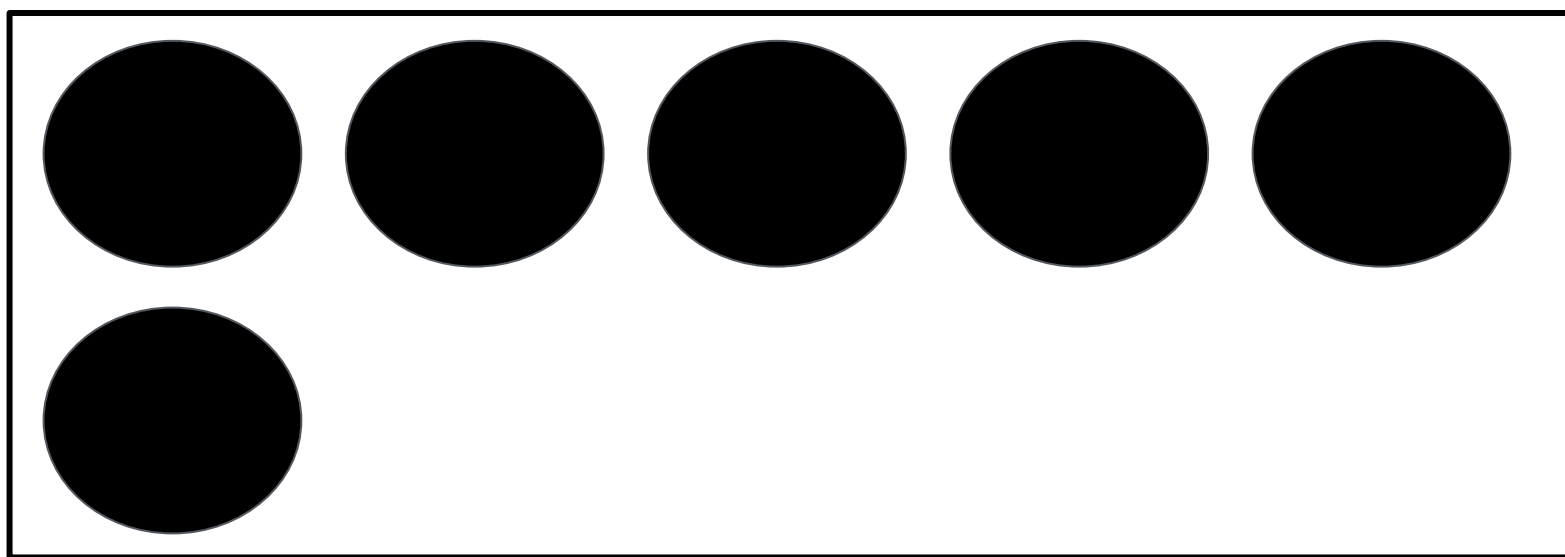
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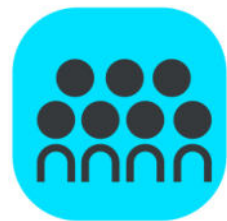


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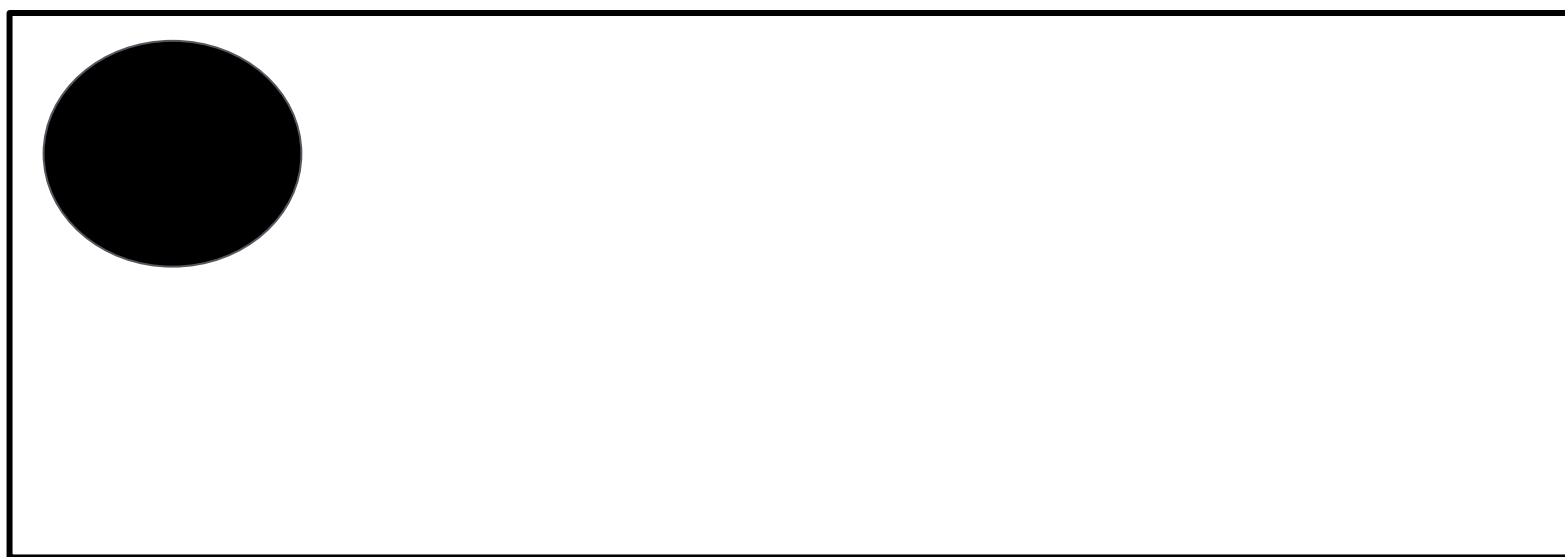
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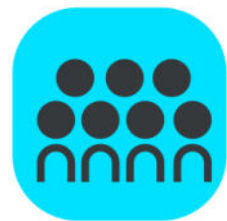


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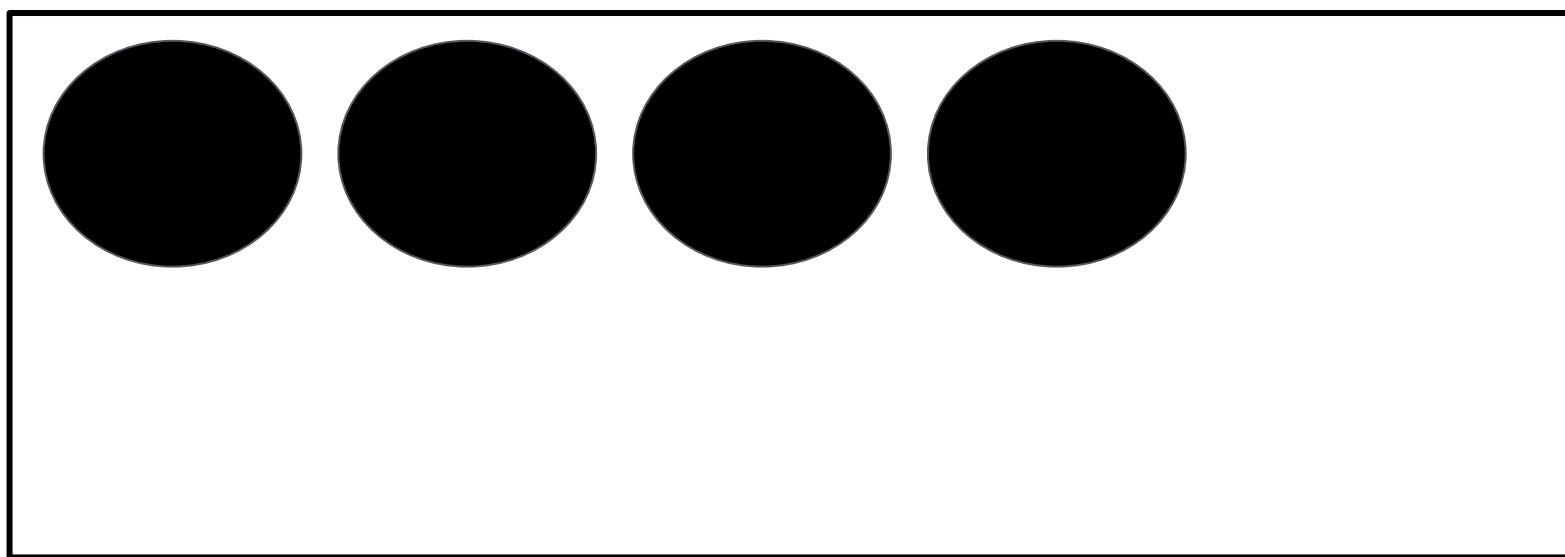
# Fluency Practice



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*How Many more make 10? (4 minutes)*

How many dots do you see?

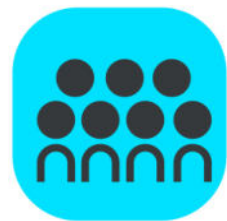


How many to make 10?

\_\_\_ needs \_\_\_ more to make 10



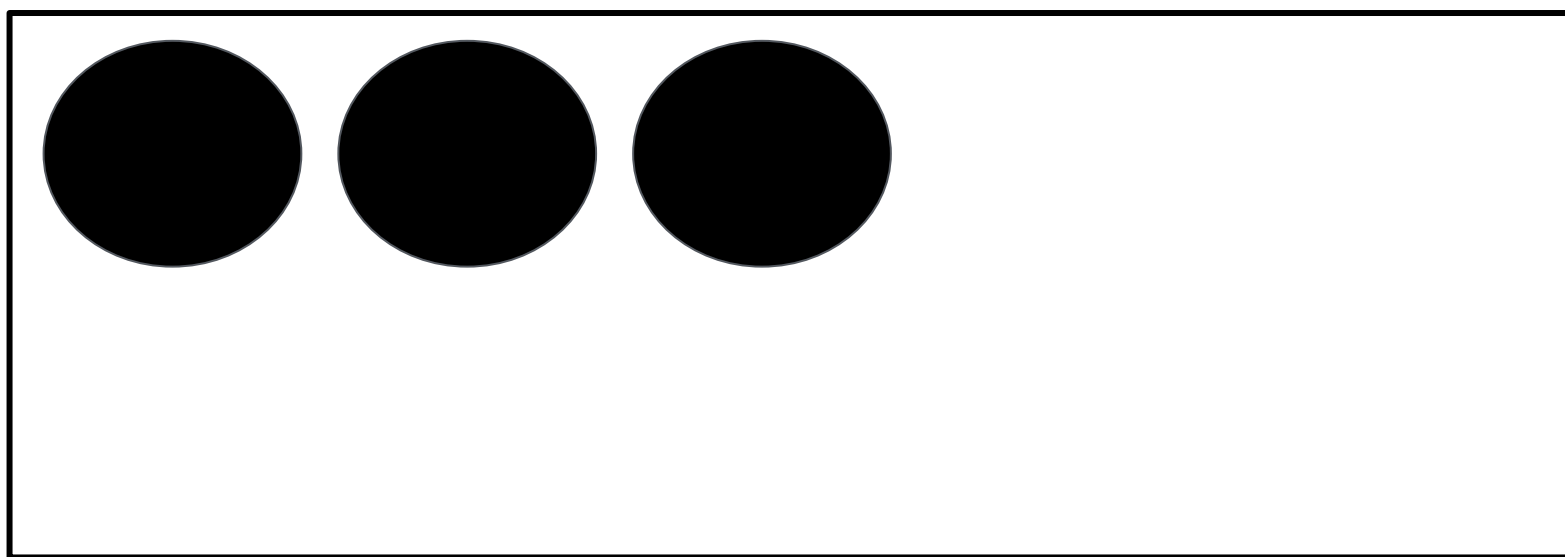
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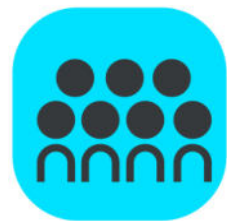


How many to make 10?

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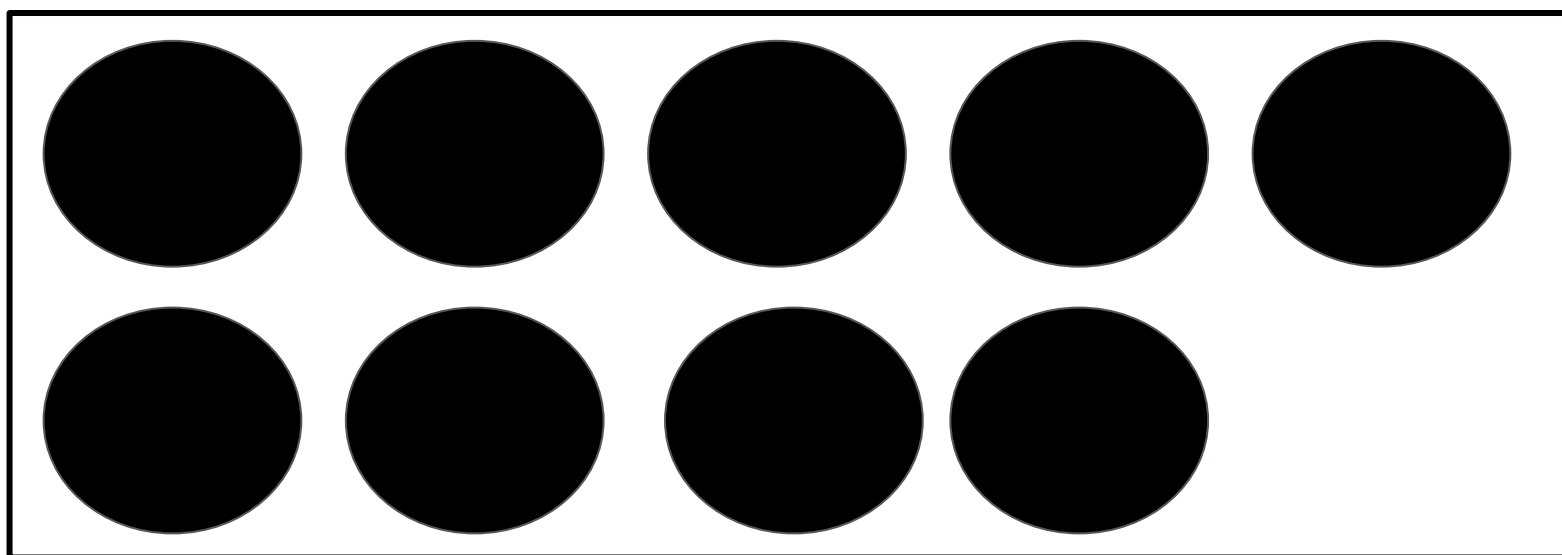
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(12 minutes)

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How many dots do you see?



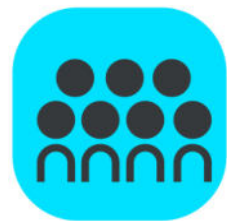
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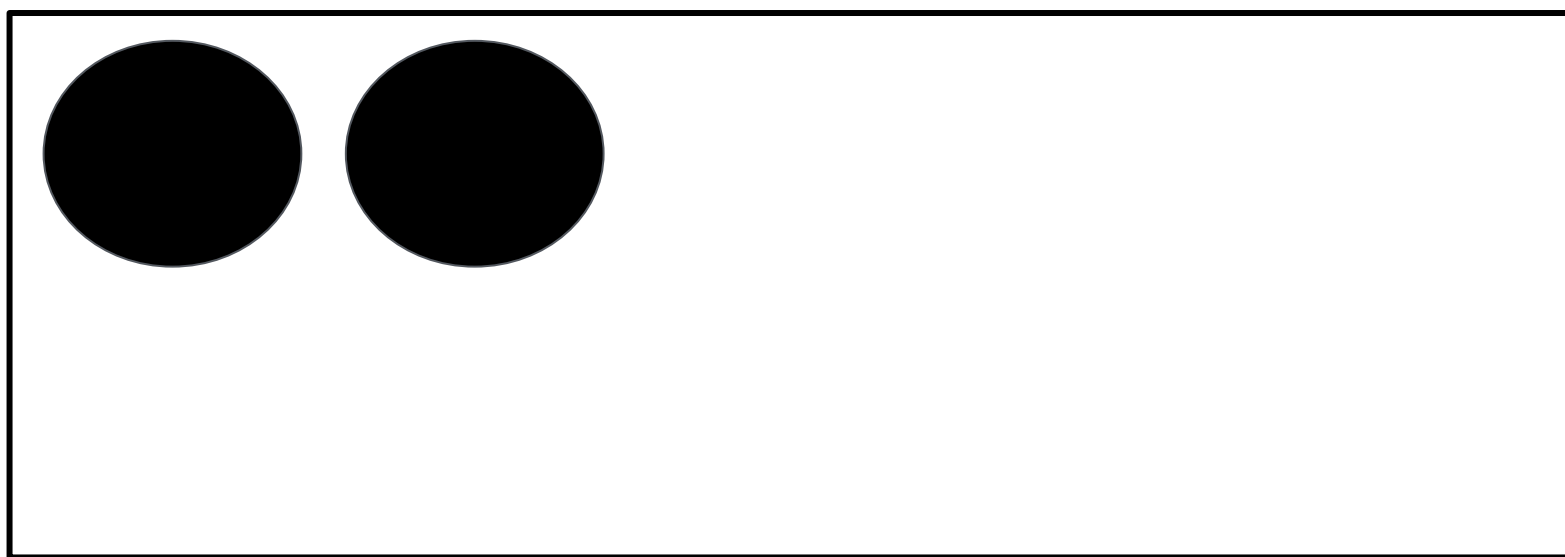
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How many dots do you see?

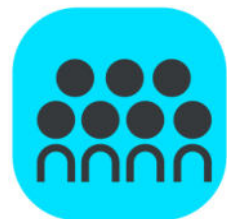


How many to make 10?

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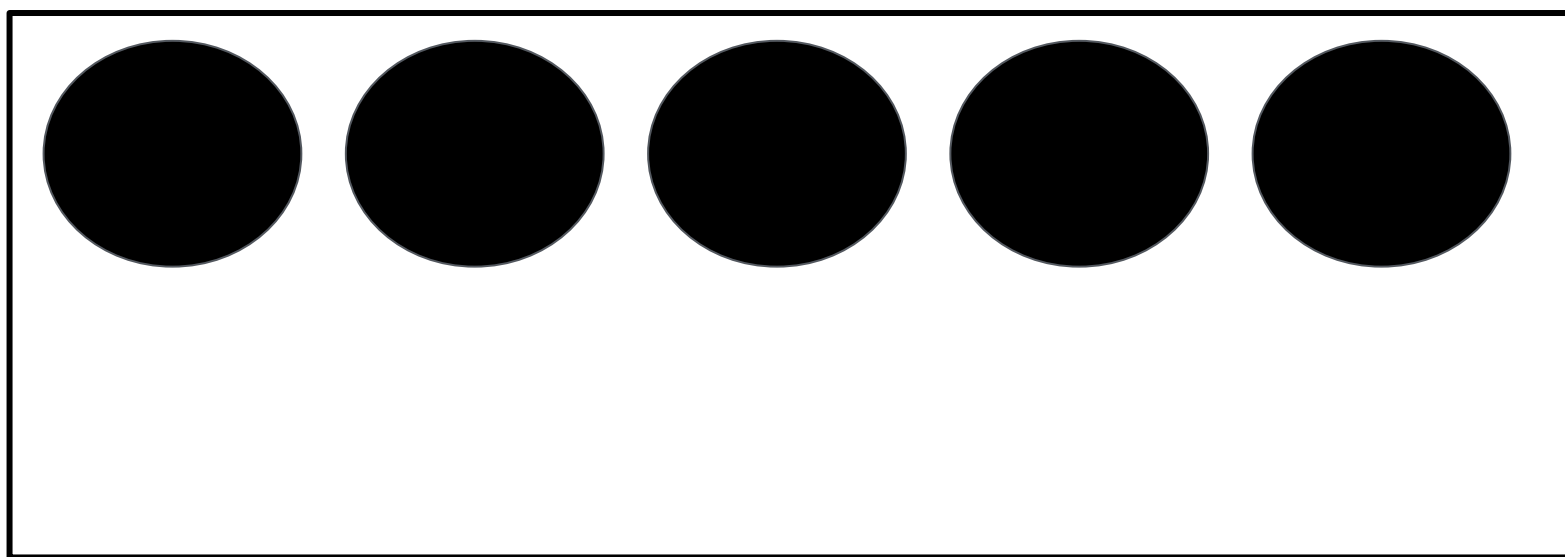
# Fluency Practice



(12 minutes)

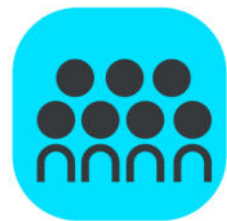
*How Many more make 10? (4 minutes)*

How many dots do you see?



How many to make 10?

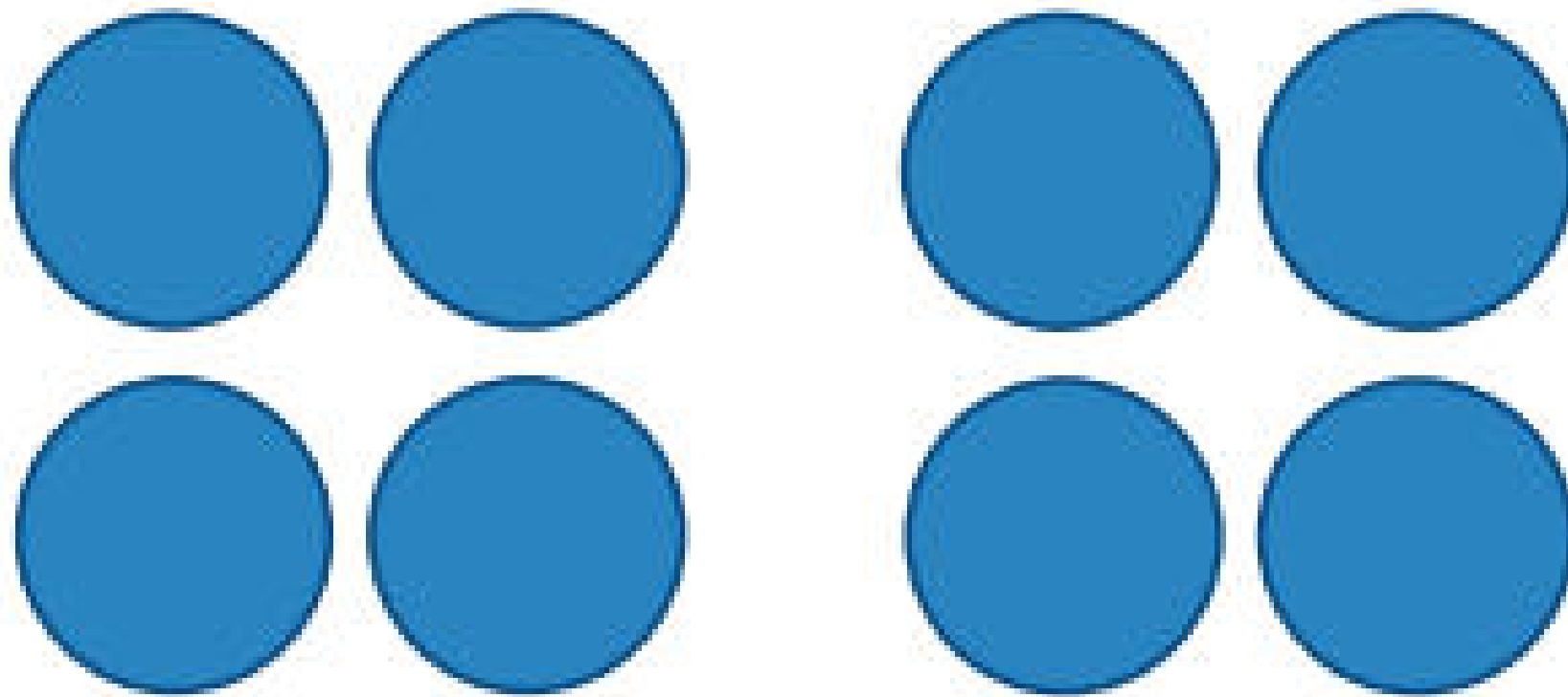
\_\_\_ needs \_\_\_ more to make 10



# Fluency Practice

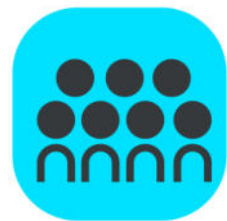
## (12 minutes)

Dot Cards of Eight (4 minutes)



How many dots do you count?

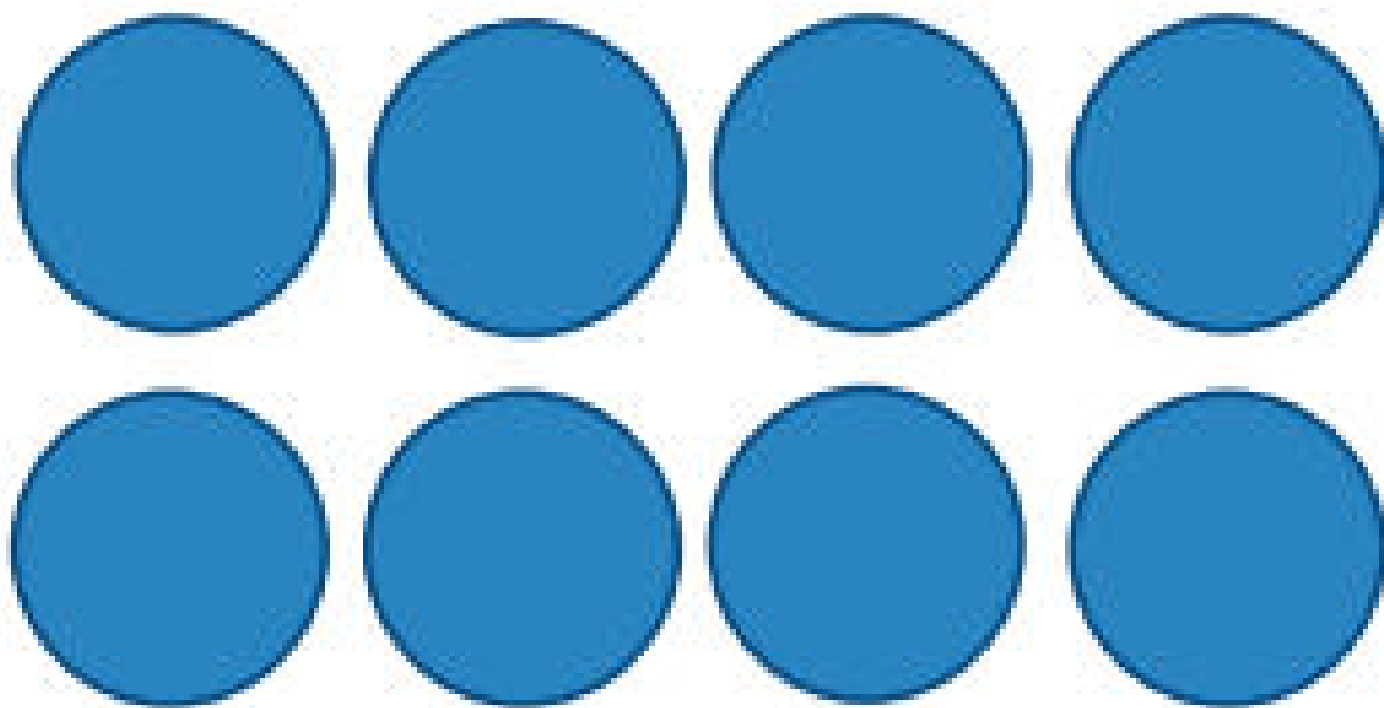
How can you see them in 2 parts?



# Fluency Practice

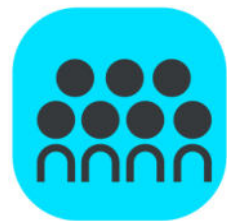
## (12 minutes)

Dot Cards of Eight (4 minutes)



How many dots do you count?

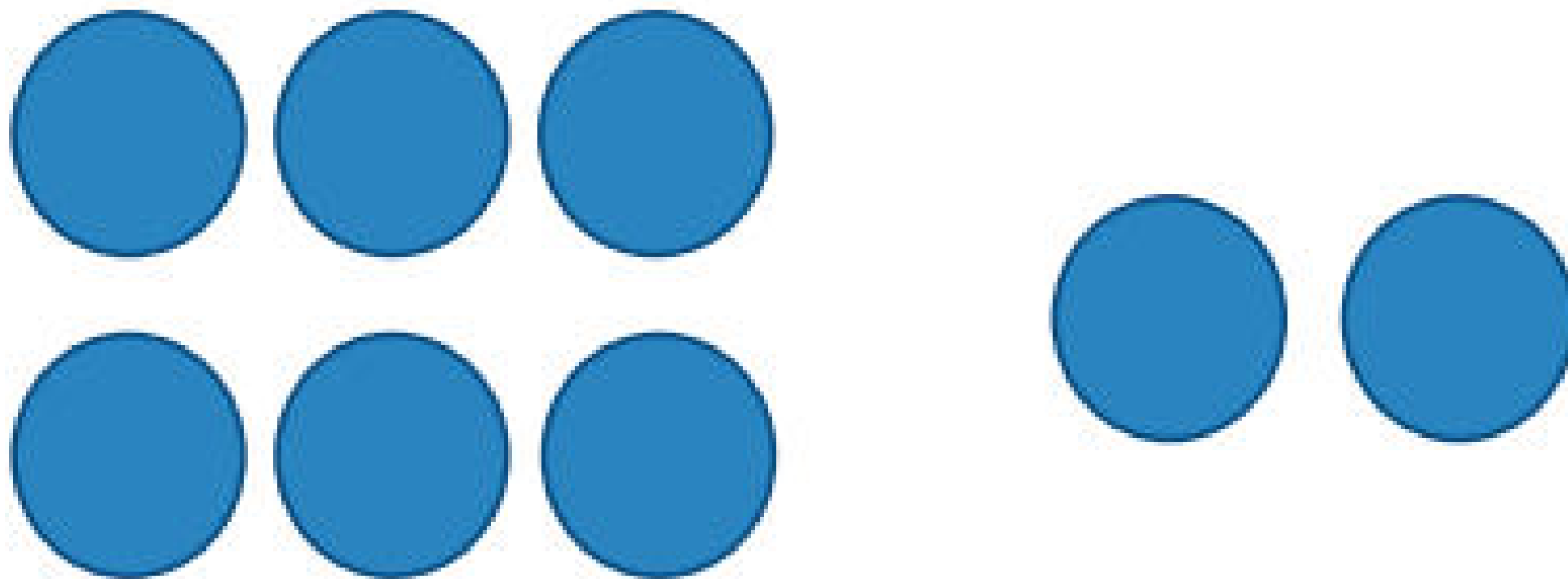
How can you see them in 2 parts?



# Fluency Practice

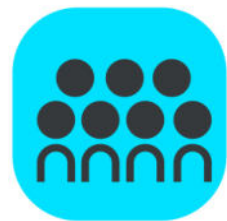
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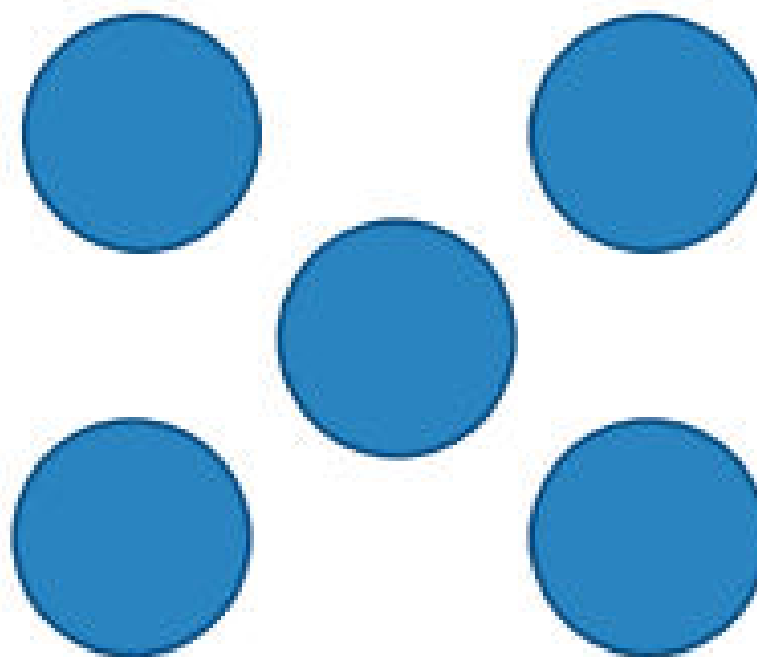
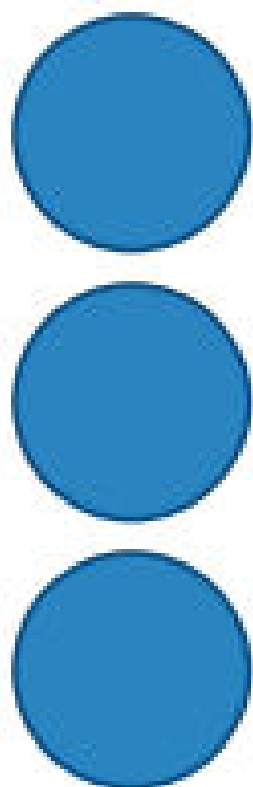
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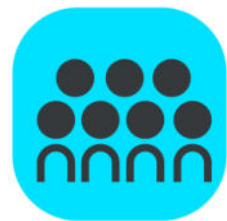
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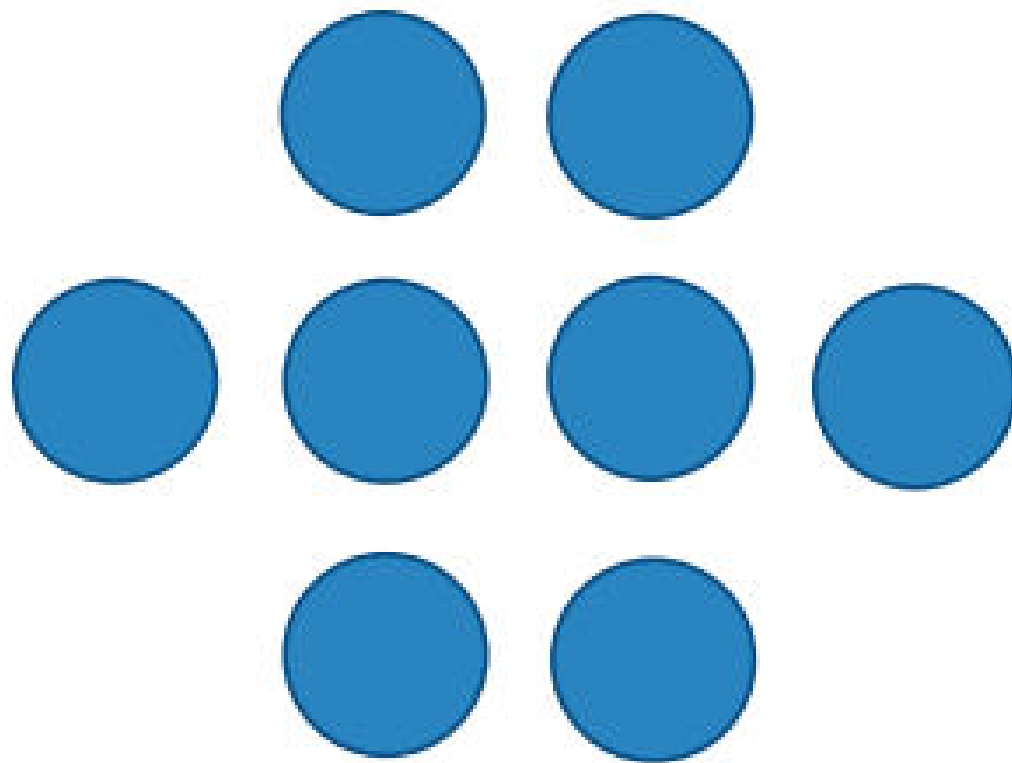
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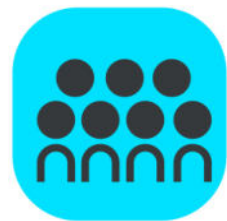
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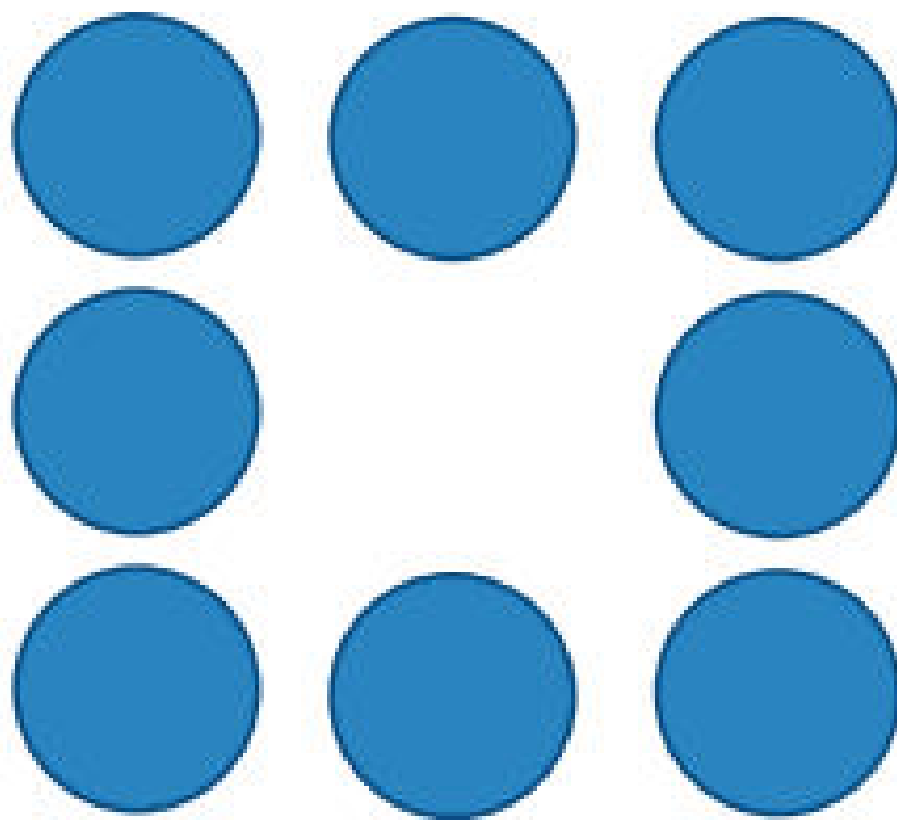
How can you see them in 2 parts?



# Fluency Practice

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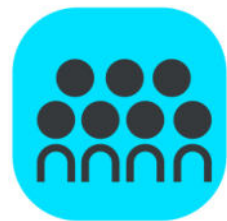
Dot Cards of Eight (4 minutes)



How many dots do you count?

How can you see them in 2 parts?

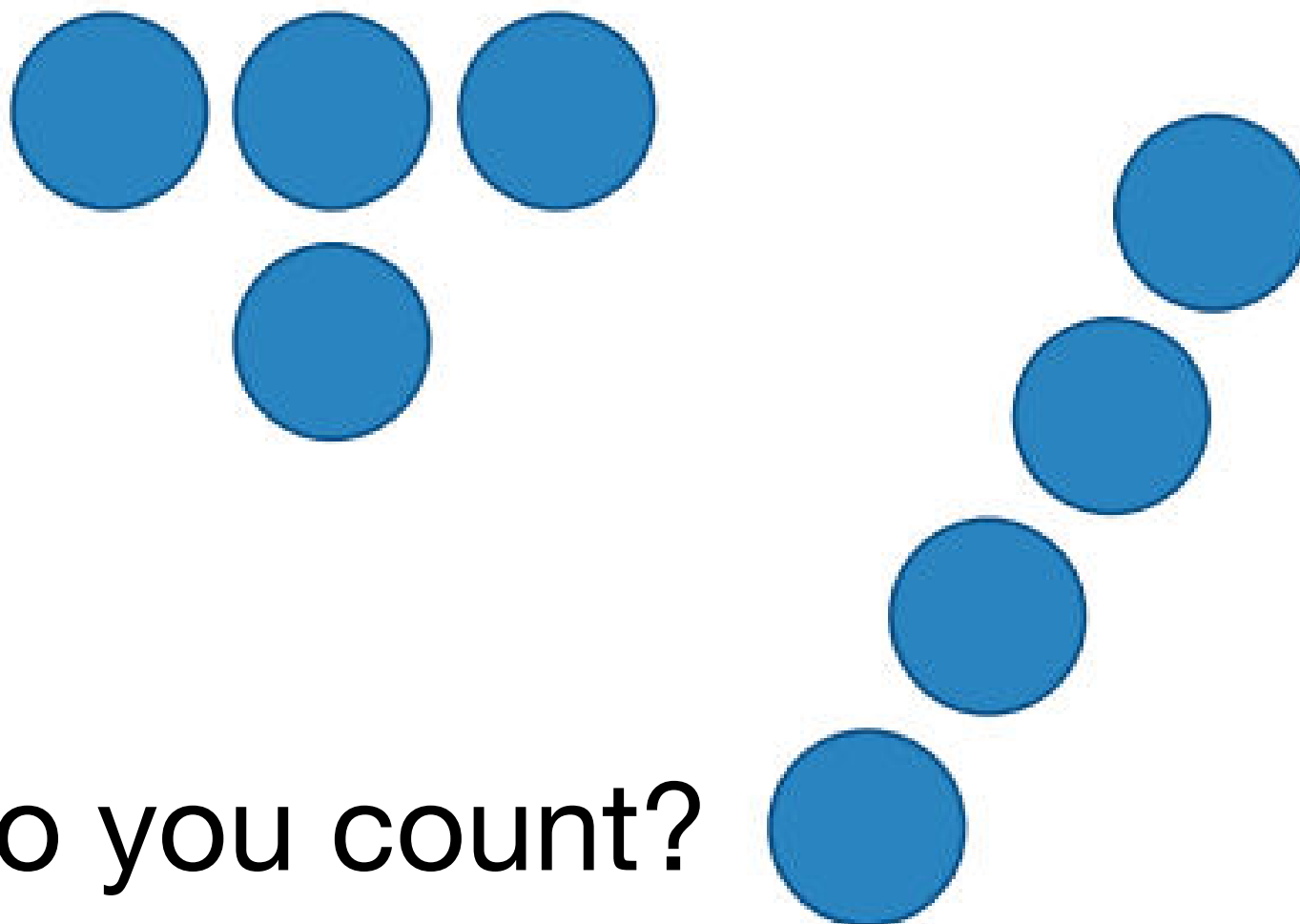




# Fluency Practice

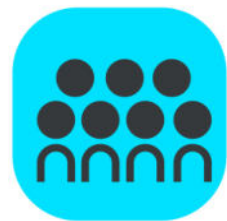
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Dot Cards of Eight (4 minutes)



How many dots do you count?

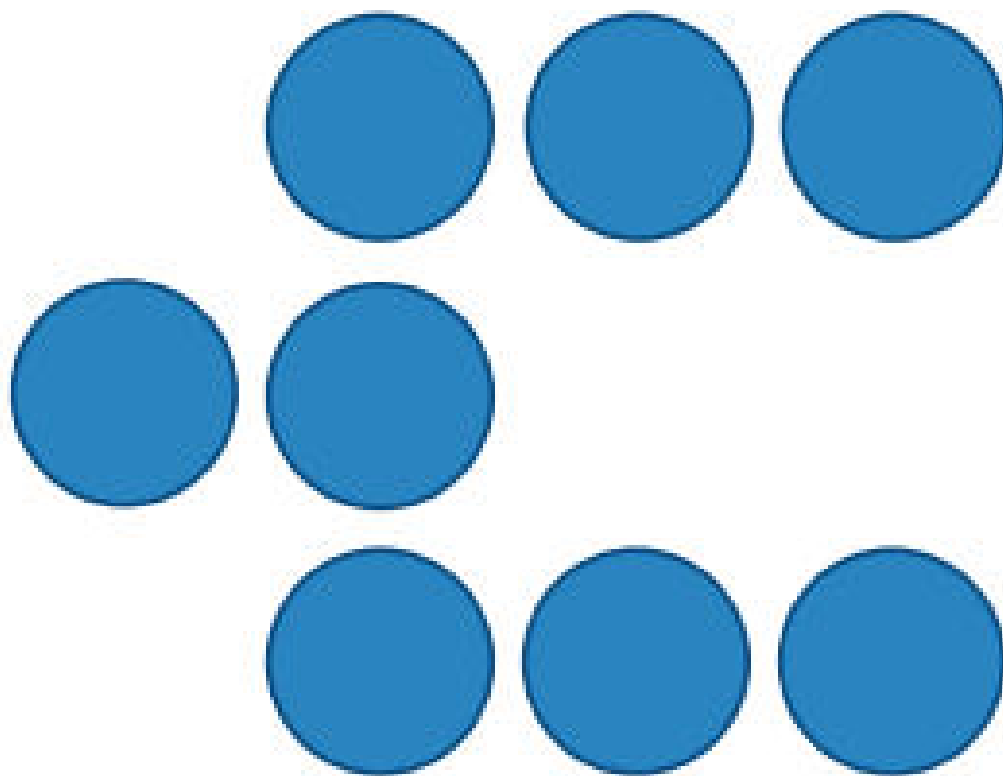
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# Fluency Practice

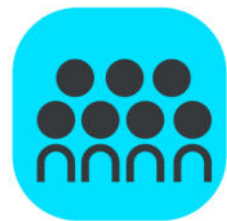
## (12 minutes)

Dot Cards of Eight (4 minutes)



How many dots do you count?

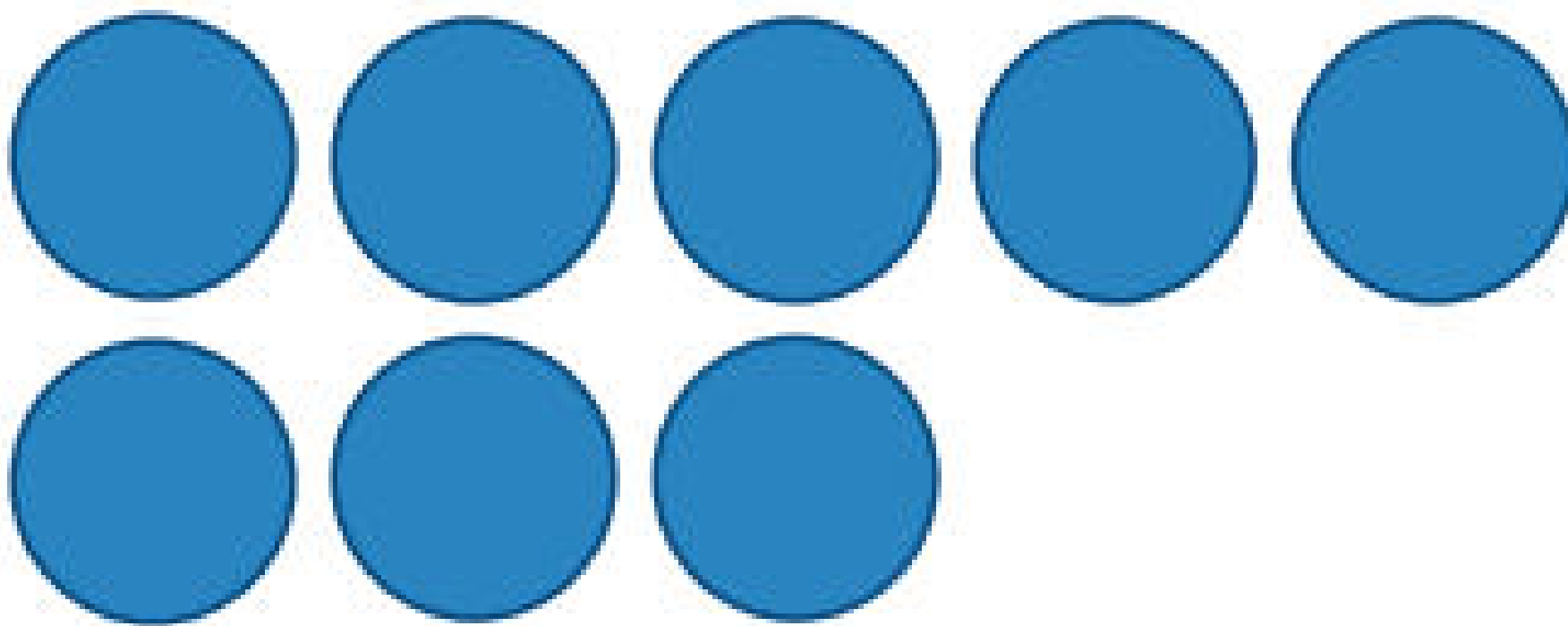
How can you see them in 2 parts?



# Fluency Practice

## (12 minutes)

Dot Cards of Eight (4 minutes)

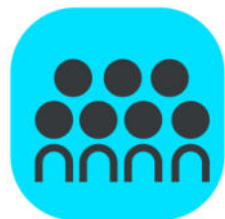


How many dots do you count?

How can you see them in 2 parts?

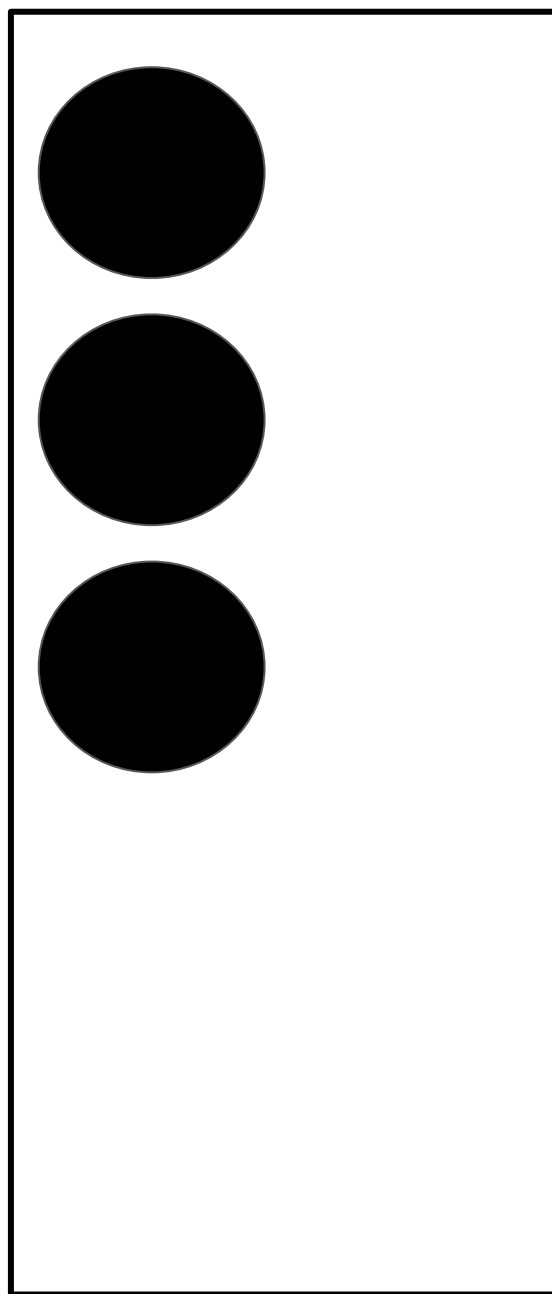
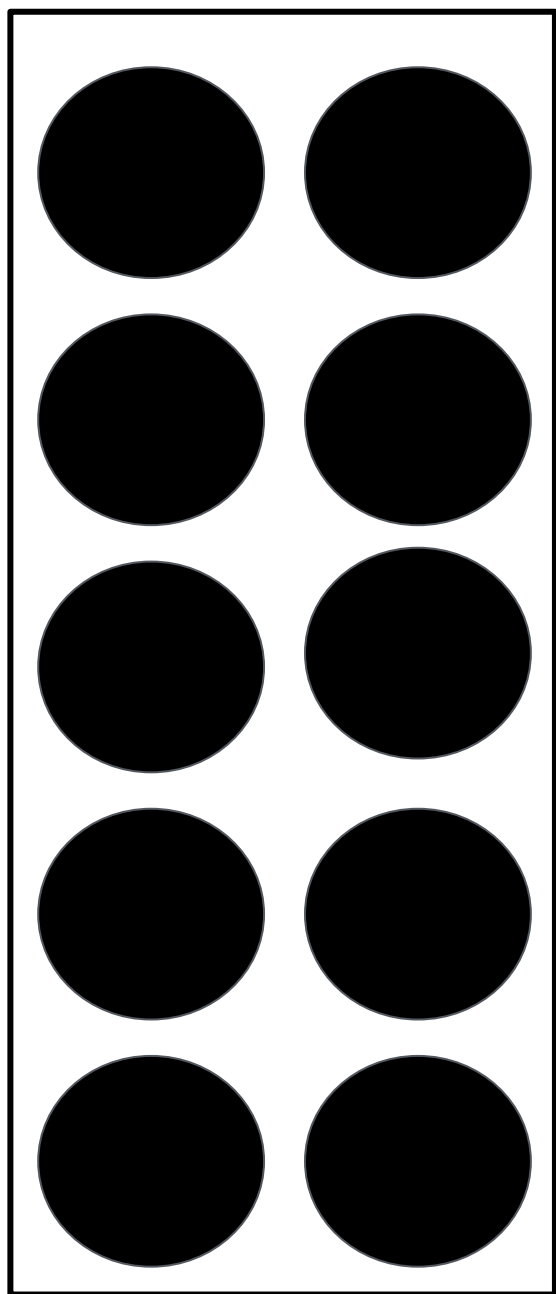


# Fluency Practice



(12 minutes)

Counting Straws the Say Ten Way (4 minutes)

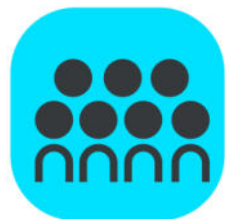


Say the number the  
*Say Ten Way*

Count out that many  
straws with your  
partner.

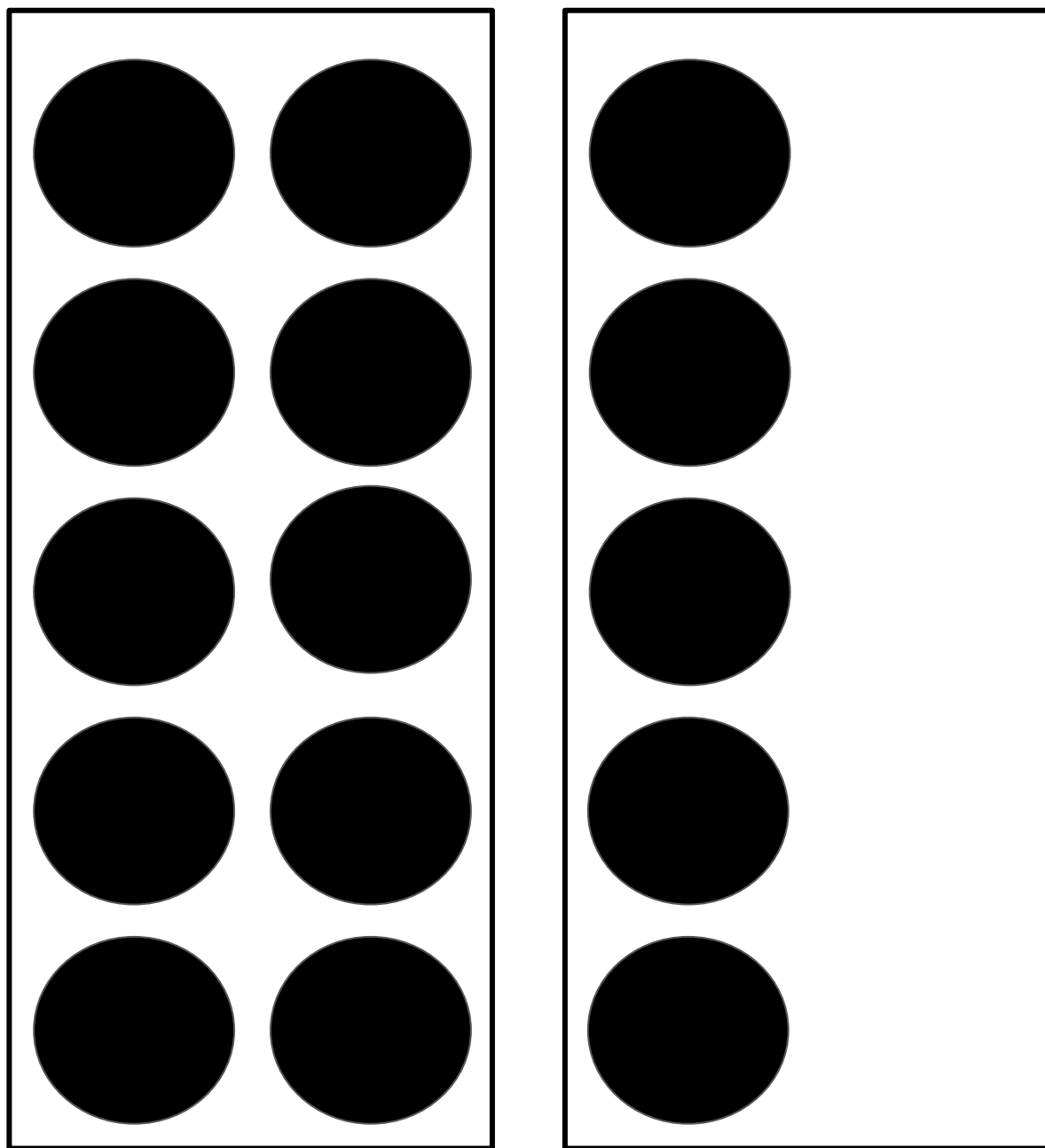


# Fluency Practice



(12 minutes)

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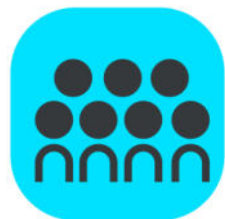


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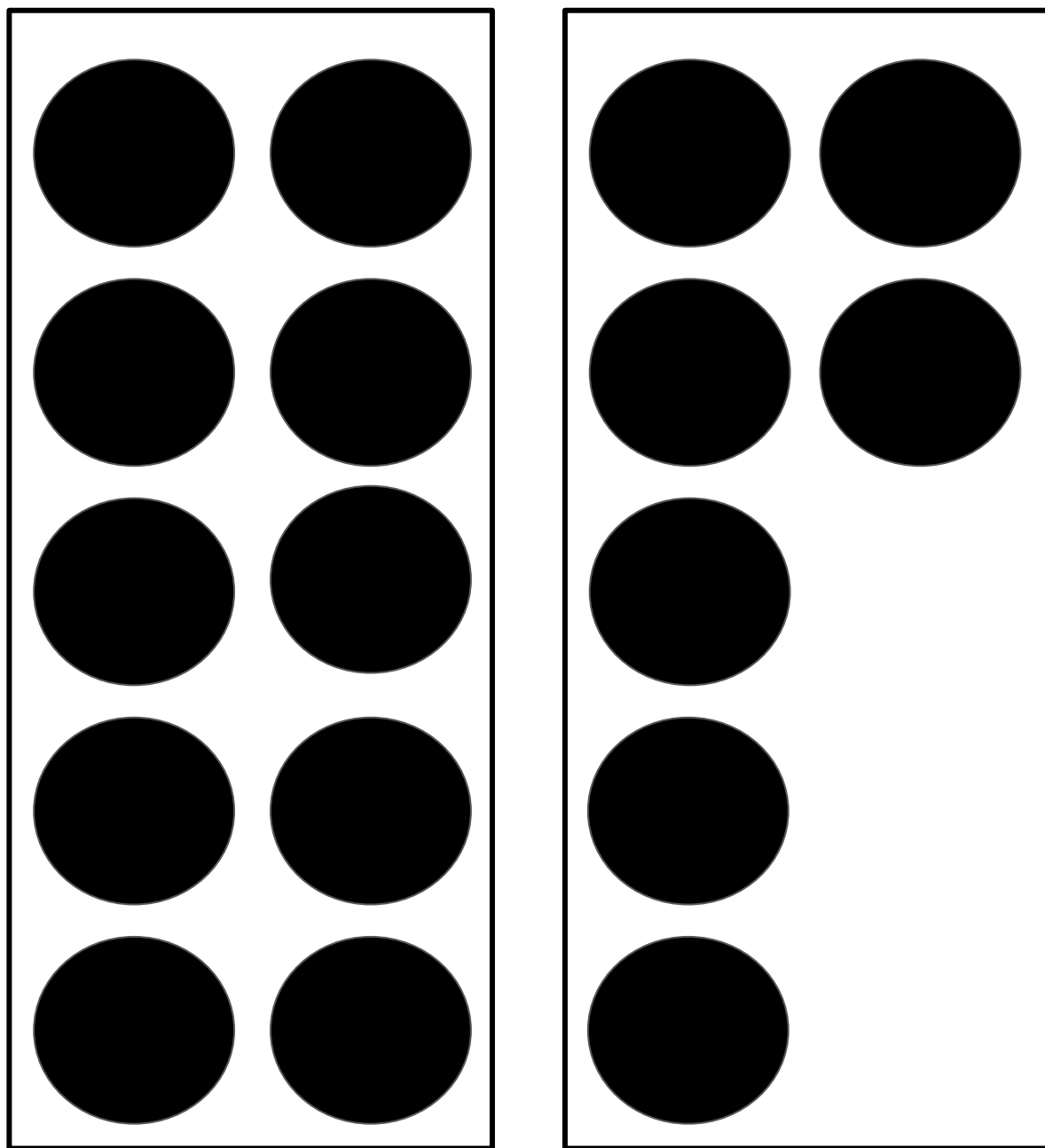


# Fluency Practice



(12 minutes)

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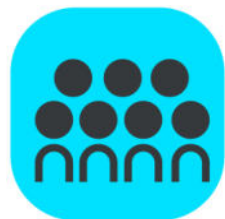


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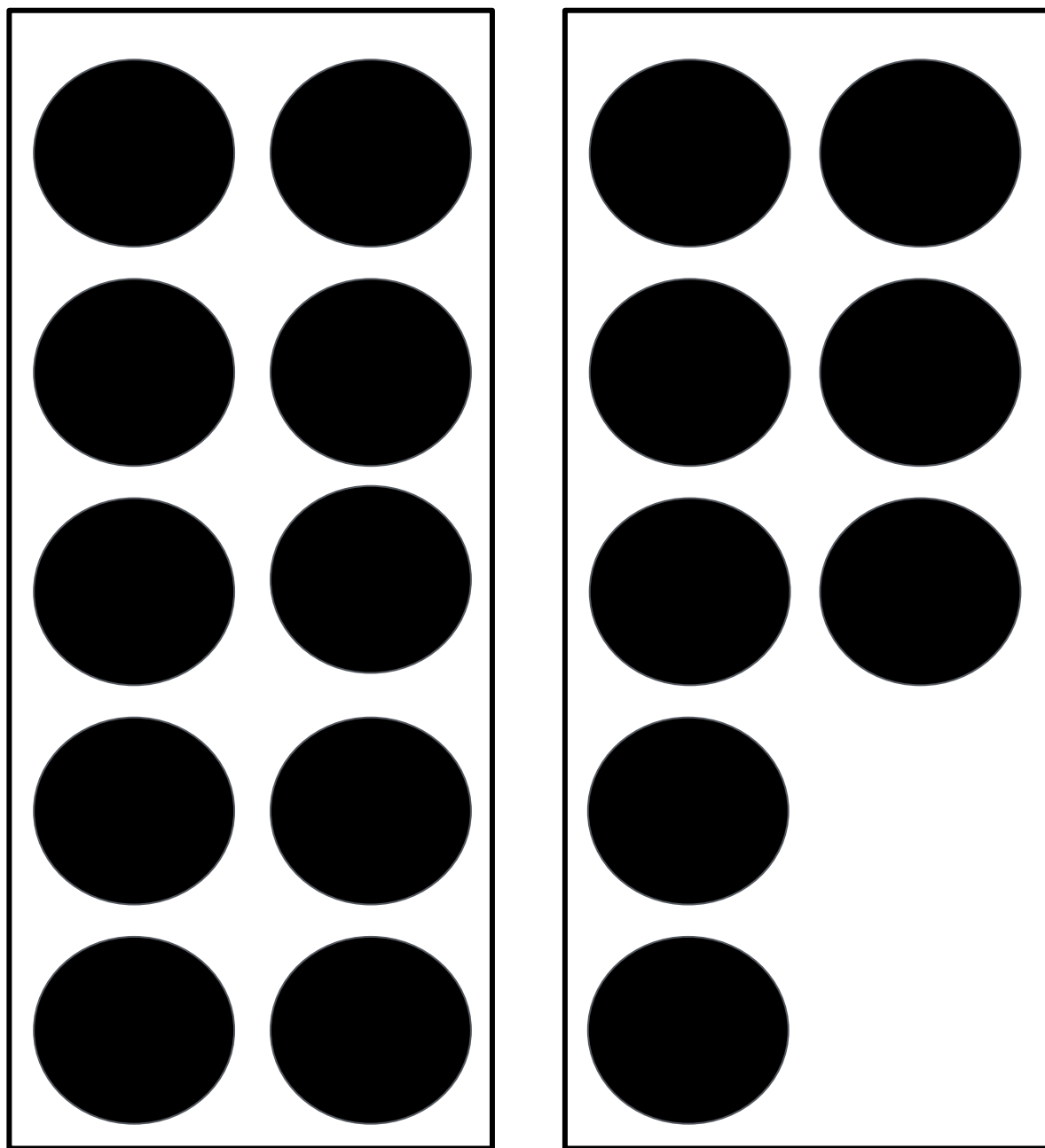


# Fluency Practice



(12 minutes)

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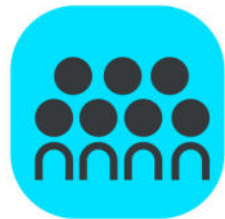


Say the number the  
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Count out that many  
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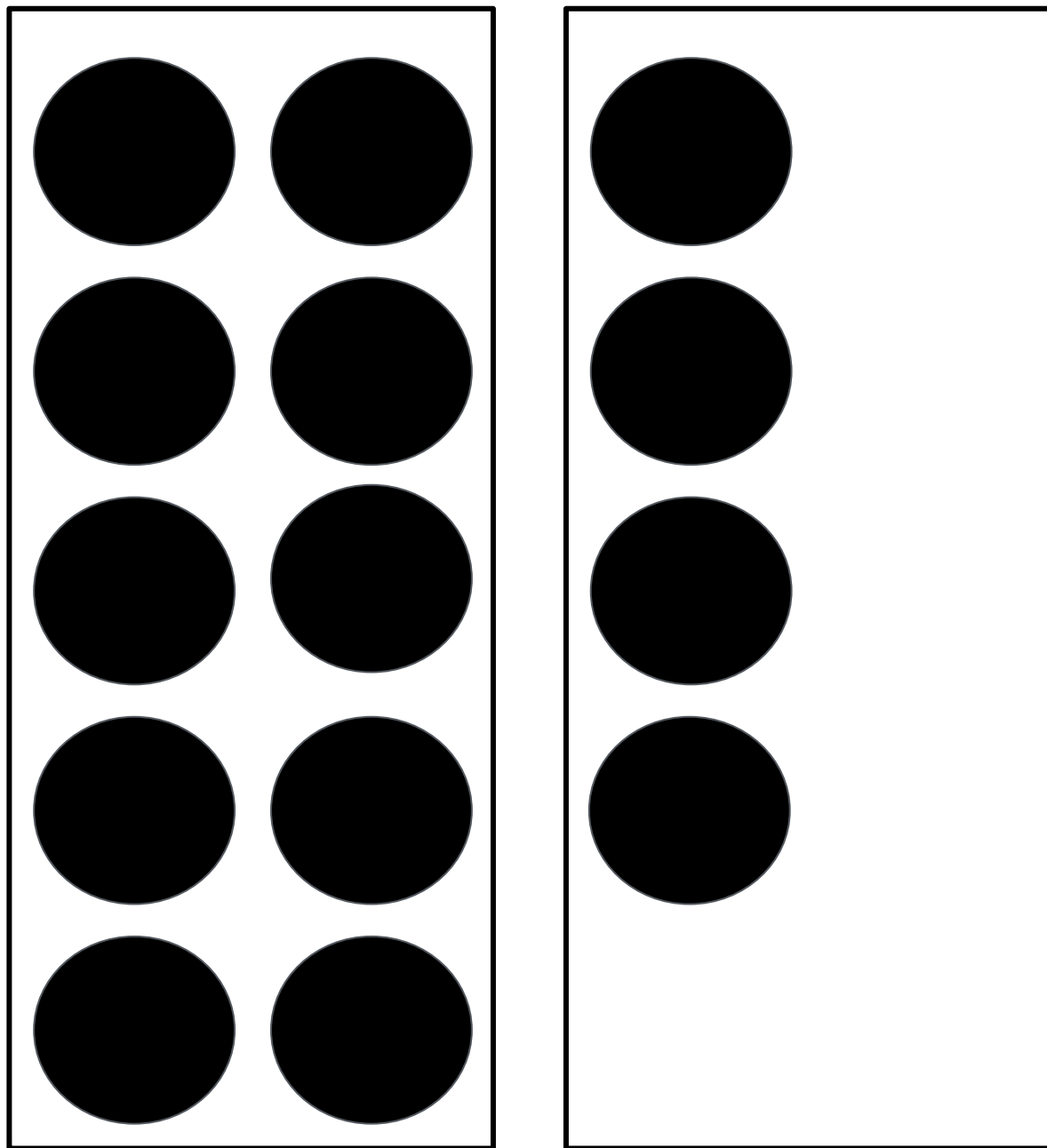


# Fluency Practice



(12 minutes)

Counting Straws the Say Ten Way (4 minutes)



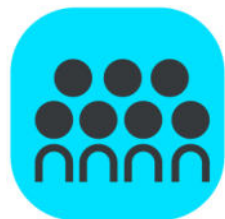
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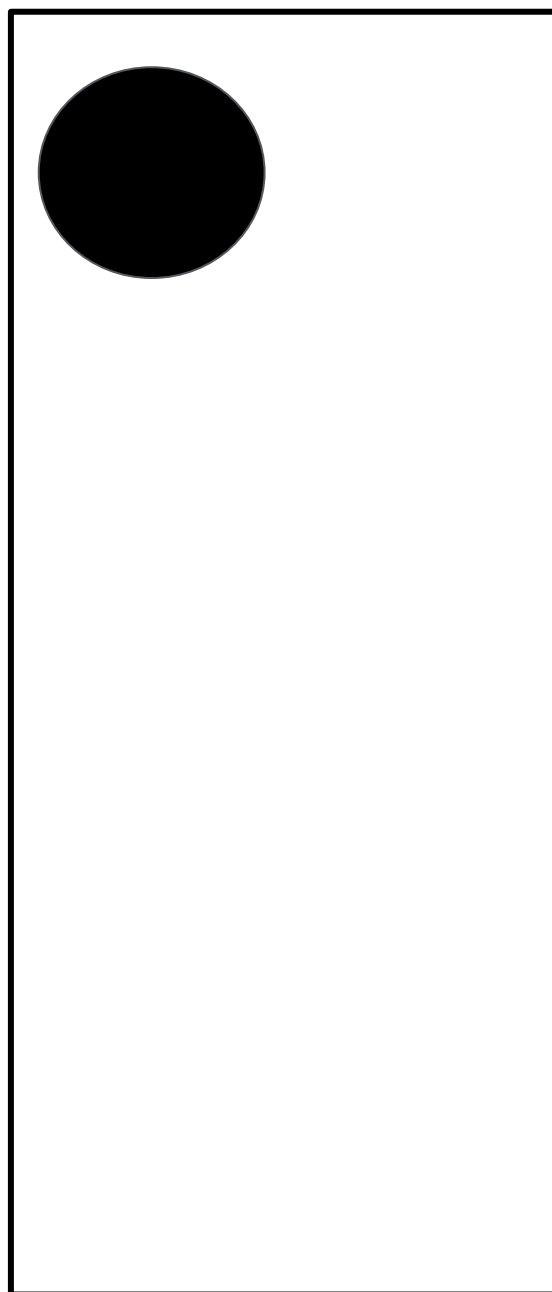
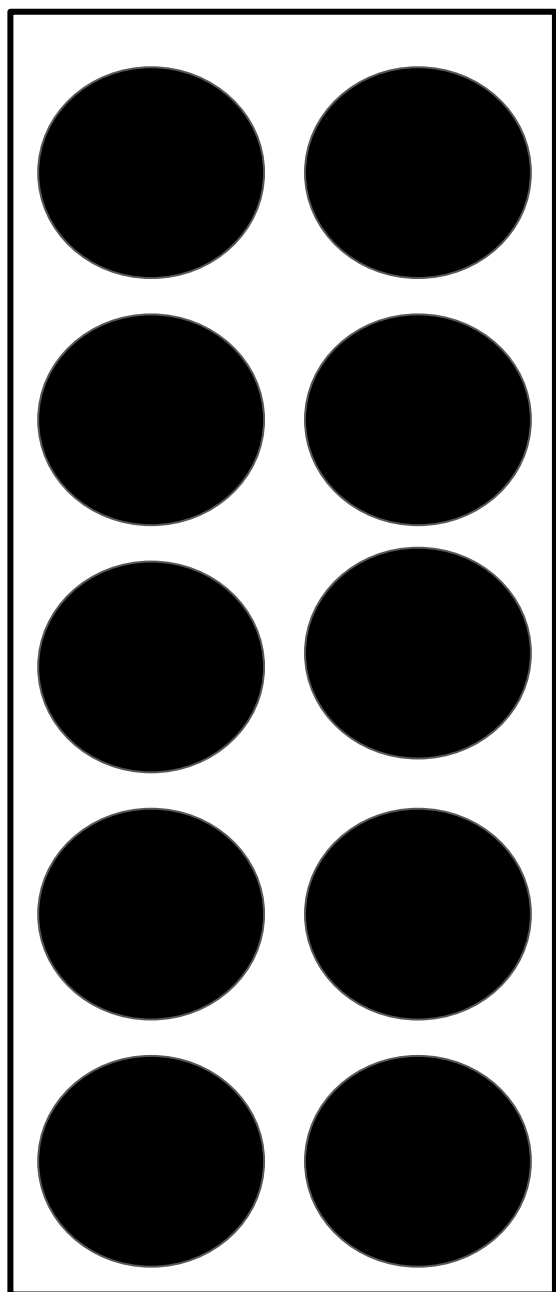


# Fluency Practice



(12 minutes)

Counting Straws the Say Ten Way (4 minutes)

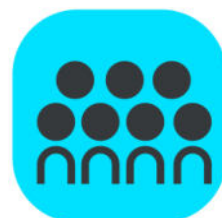


Say the number the  
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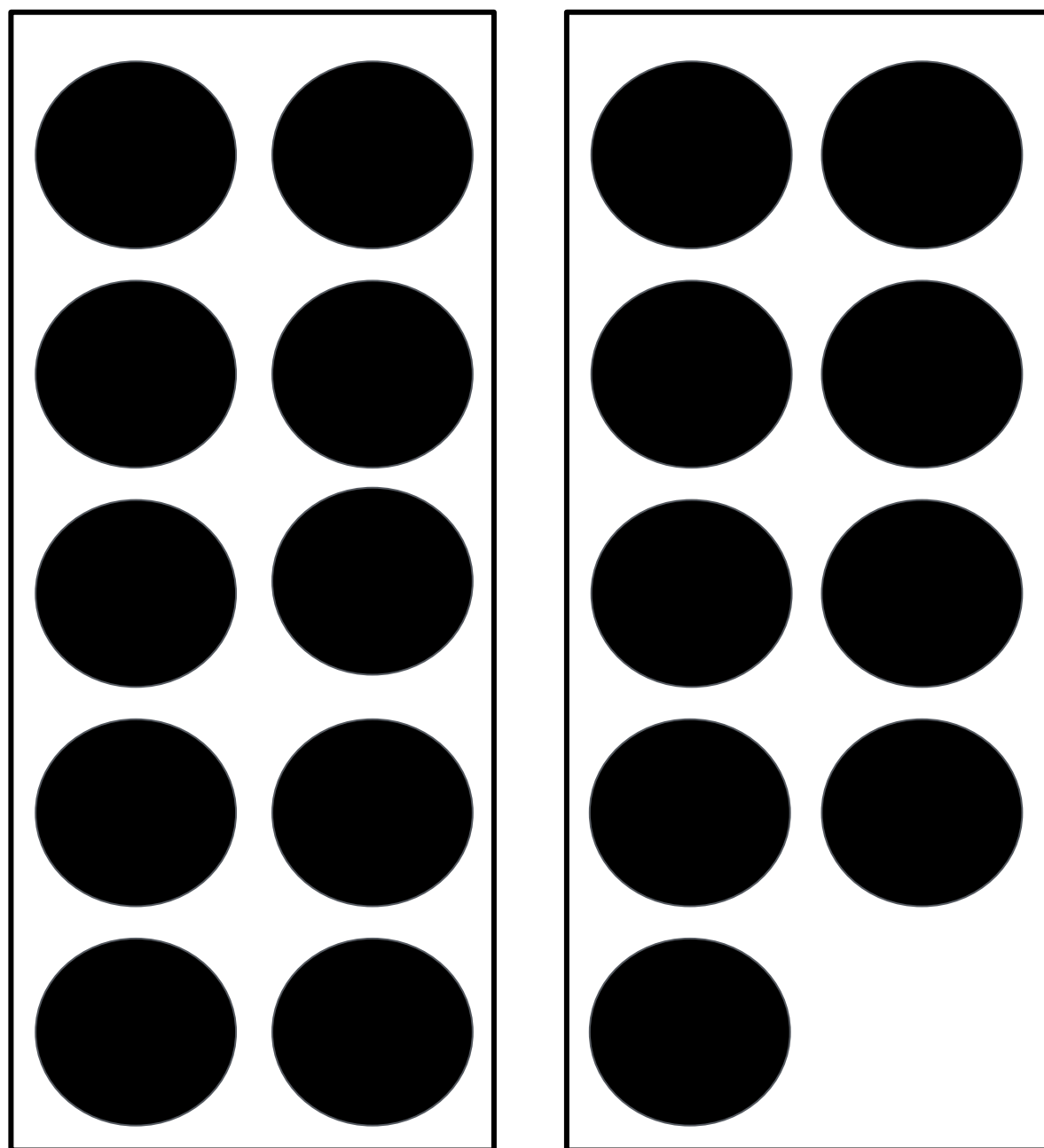


# Fluency Practice



(12 minutes)

Counting Straws the Say Ten Way (4 minutes)

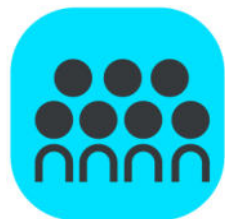


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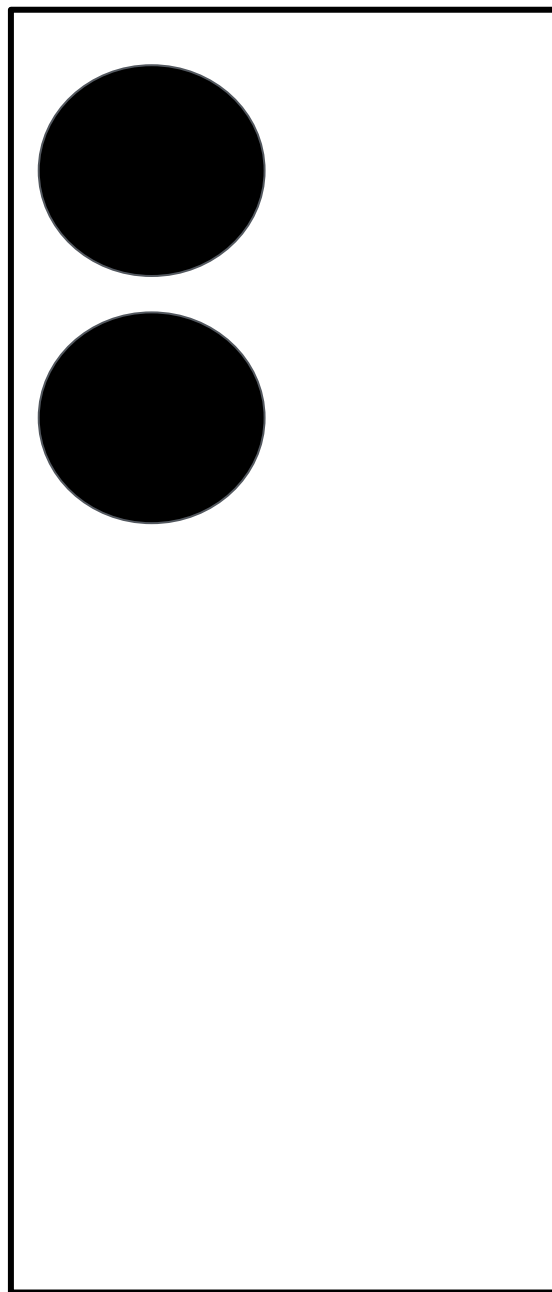
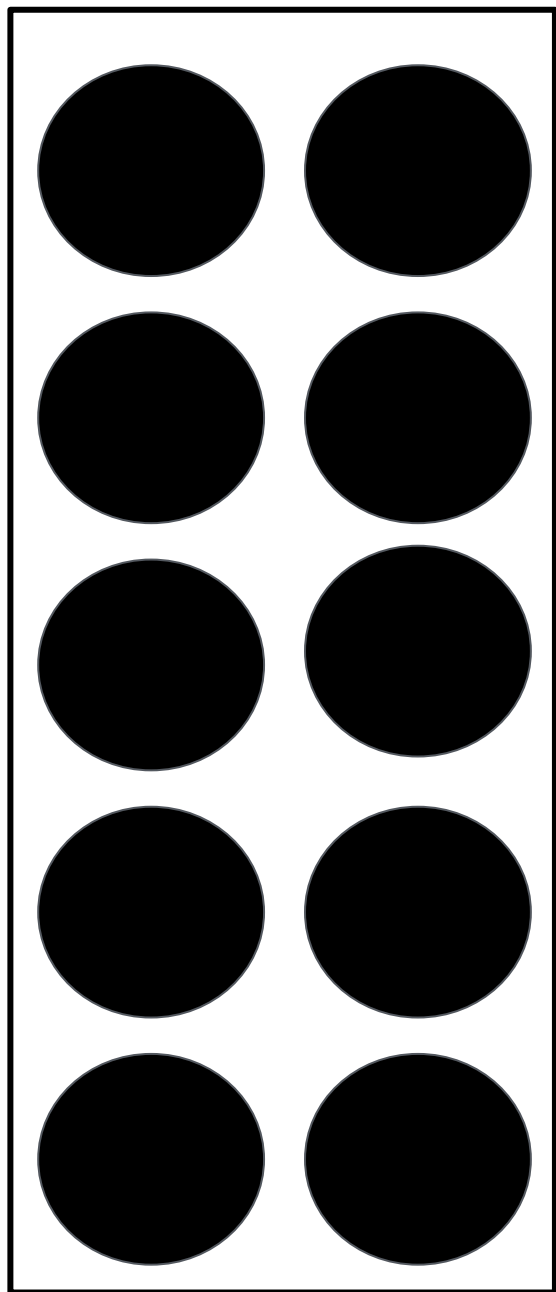


# Fluency Practice



(12 minutes)

Counting Straws the Say Ten Way (4 minutes)



Say the number the  
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Count out that many  
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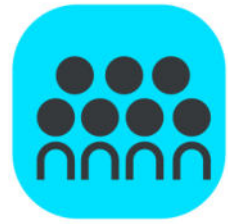
# Application Problem (5 minutes)

There are 18 students: 10 girls and 8 boys.  
Show the 18 students as 10 girls and 8 boys.





# Concept Development



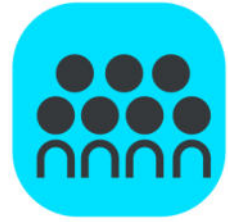
24 min

Let's have one color of cubes represent the boys and another one the girls from the story.

Show me the boys and girls that were in school. When you're done, check with your partner to be sure you agree.



# Concept Development

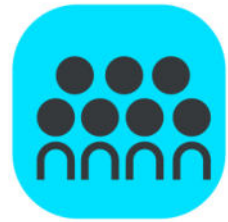


24 min

How many girls are there?

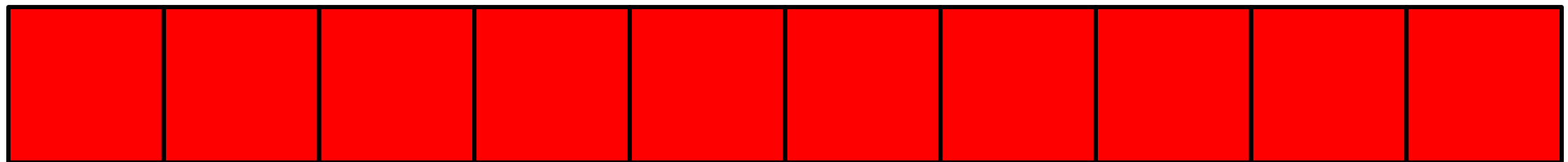


# Concept Development



24 min

How many girls are there?

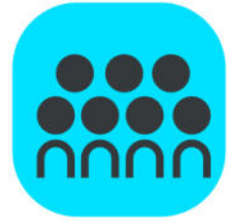


1

0



# Concept Development



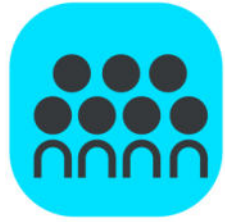
24 min

How many boys are there?



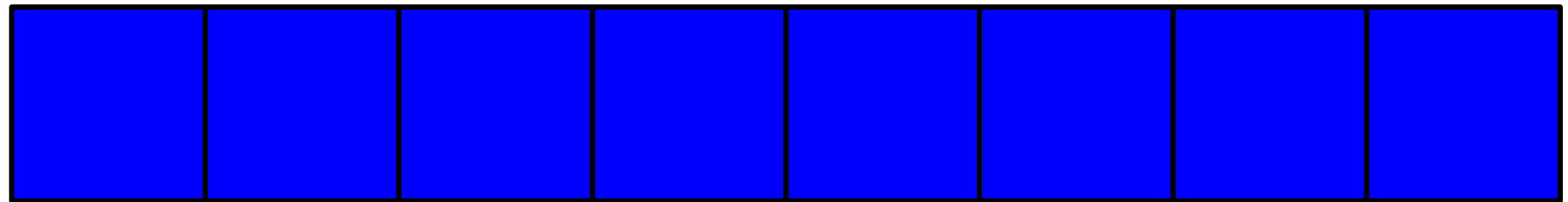


# Concept Development



24 min

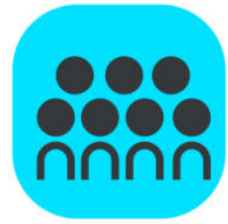
How many girls are there?



8



# Concept Development



24 min

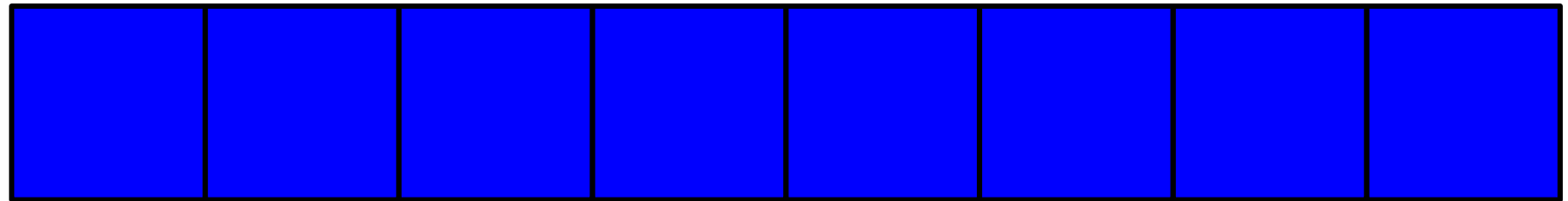
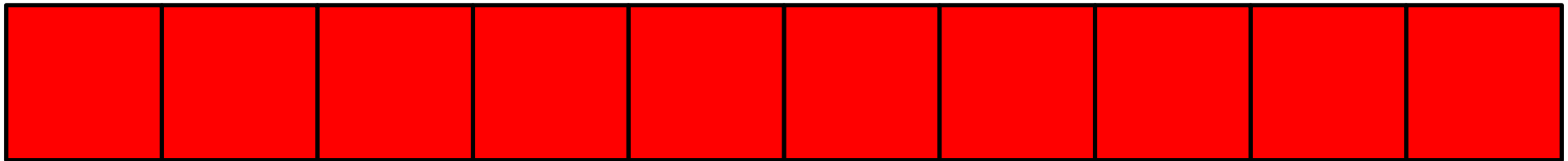
Put the boys together with the girls. Count with your partner the Say Ten Way to see how many students you have.



# Concept Development



24 min



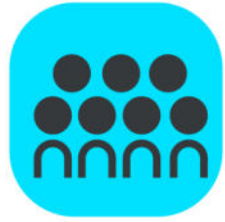
1

0

8

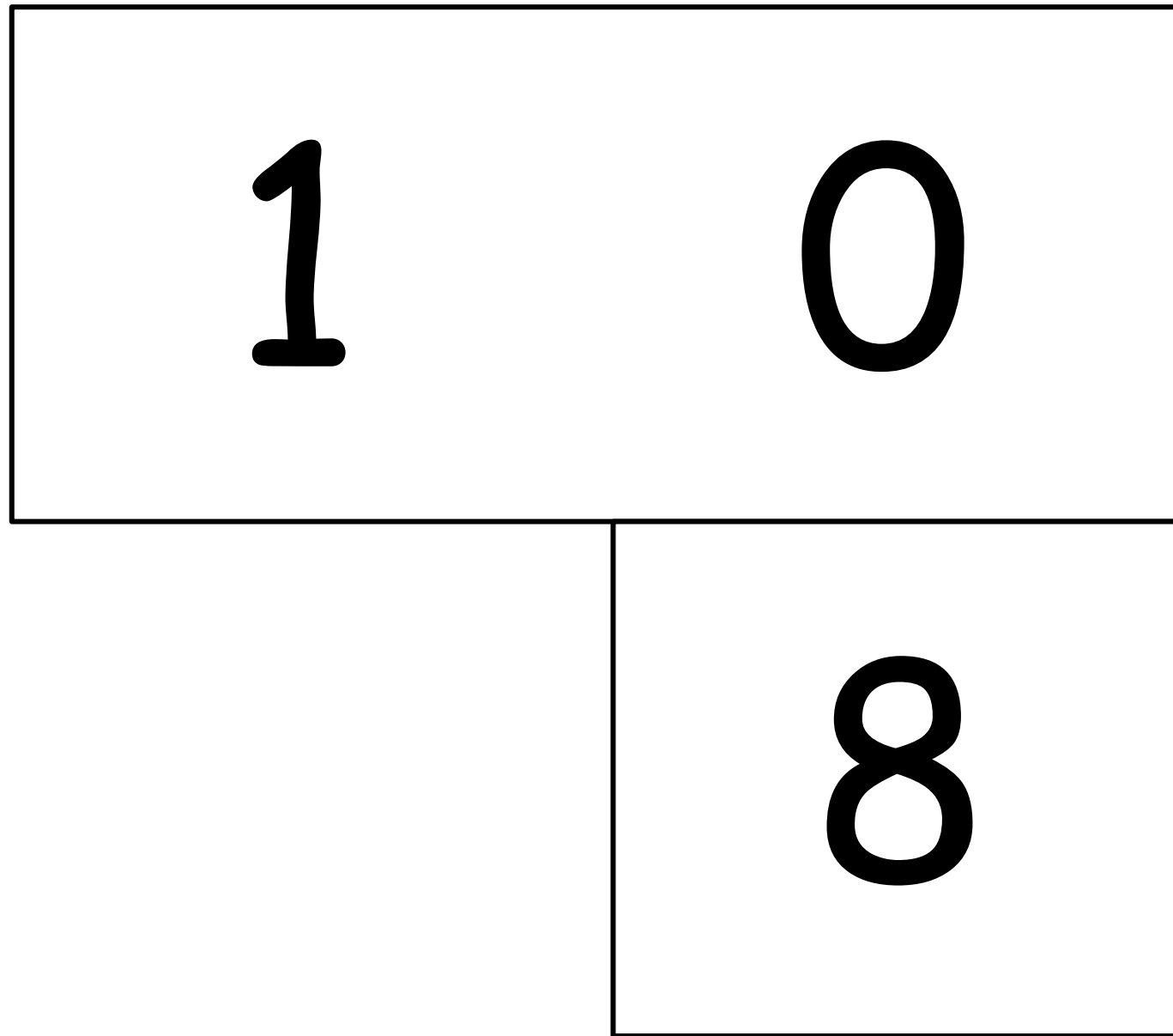


# Concept Development



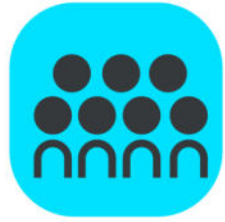
24 min

Watch this magic....





# Concept Development



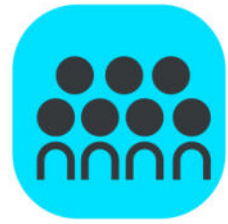
24 min

Watch this magic....

|   |   |
|---|---|
| 1 | 8 |
|---|---|



# Concept Development



24 min

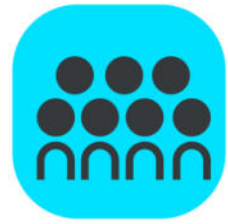
Watch this magic....

|   |   |
|---|---|
| 1 | 8 |
|---|---|

Talk to your partner. What happened to the 0 of the 10 ones?



# Concept Development



24 min

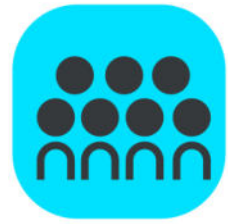
Yes, it's hiding. Here's how we write it without the cards

1 8

It is like there is a 0 hiding under the 8.  
Write this number on your white board.



# Concept Development



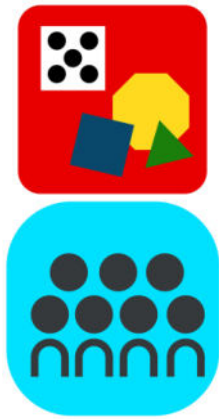
24 min

Now we're going to take our cards and put them in order from 1 to 10

Take turns using cubes and cards to write numbers.

Be sure to write them on your white board.





# Problem Set

## 7 min

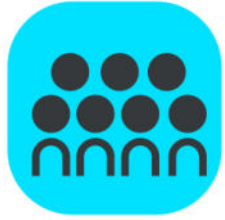
Have students use their Hide Zero cards while doing the Problem Set, drawing the number represented and then writing the teen number.

Lesson 8 Problem Set

Name: \_\_\_\_\_ Date: \_\_\_\_\_

Write and draw the number. Use your Hide Zero cards to help you.

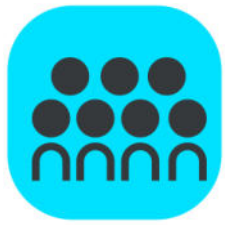
|      |      |
|------|------|
|      |      |
| 10 3 | 10 5 |
|      |      |
| 10 8 | 10 6 |



# Debrief

(8 minutes)

**Lesson Objective:** Model with objects and represent numbers 10 to 20 with place value or Hide Zero cards.



# Debrief

(8 minutes)

- Why do you think we call these cards Hide Zero cards?
- How is the number made by the Hide Zero cards different from, and the same as, the number written with pencil?
- How do the cards help you to understand the number 13? 18?
- If you didn't know the 0 was hiding, you might think the 1 in 13 was equal to 1 instead of 10. Then, the total value would be 4 because  $1 + 3$  is 4.



# Exit Ticket

(3 minutes)

A STORY OF UNITS

Lesson 6 Exit Ticket

K•5

Name \_\_\_\_\_ Date \_\_\_\_\_

Draw the number shown on the Hide Zero cards with a drawing in the ten-frame. Write the number below after the 0 is hidden.

Show the number again on the right with a count of 10 ones and 4 ones. Circle the 10 ones.

|  |  |  |  |  |
|--|--|--|--|--|
|  |  |  |  |  |
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