

Eureka Math

Kindergarten Module 5 Lesson 9

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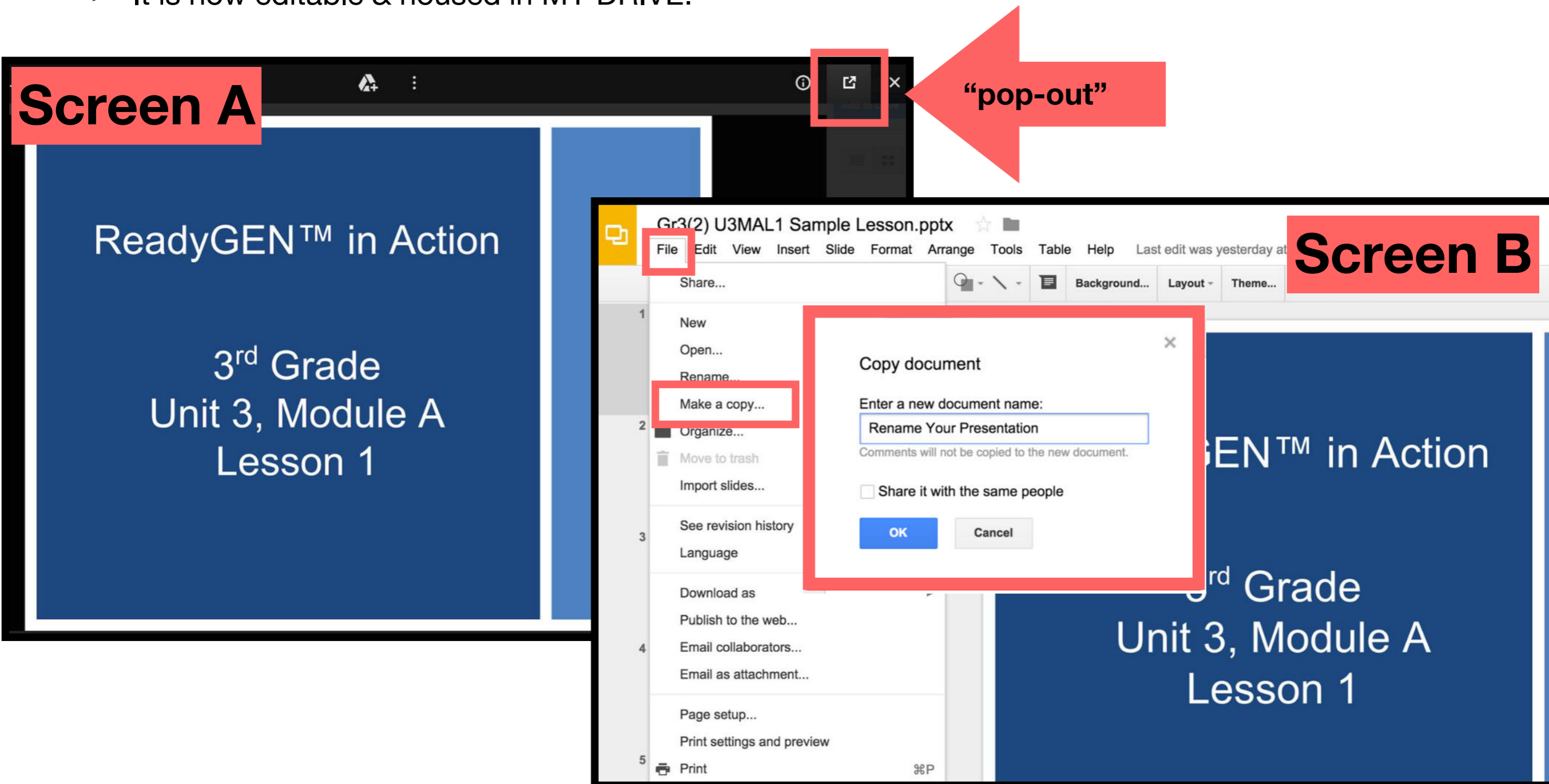


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Customize this Slideshow

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



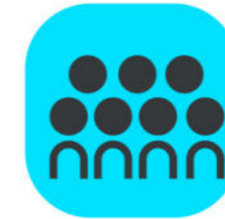
Manipulatives Needed



Fluency



Think Pair Share



Whole Class



Individual



Partner



Small Group



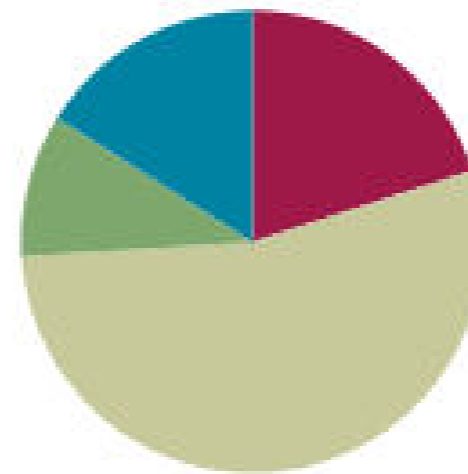
Small Group Time

Lesson 9

Objective: Draw teen numbers from abstract to pictorial.

Suggested Lesson Structure

■ Fluency Practice	(10 minutes)
■ Application Problem	(5 minutes)
■ Concept Development	(27 minutes)
■ Student Debrief	(8 minutes)
Total Time	(50 minutes)





Materials Needed

Teacher

- Dot Cards of 9 (Fluency Template)
- Ten Frame cards (Fluency Template)



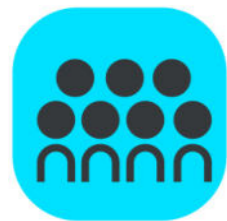
Materials Needed

Student

- Personal White Board
- Bag with about 20 small objects
- Double Ten Frame Cards
- Work Mat



Draw teen numbers from abstract to pictorial.



Fluency Practice

(10 minutes)

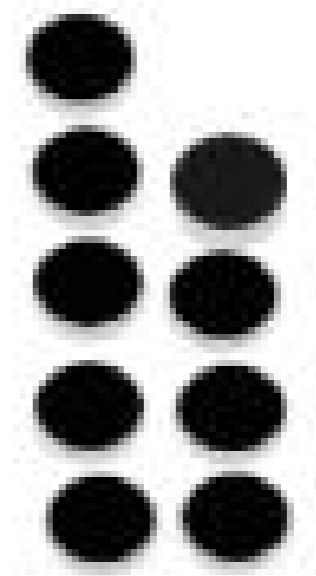
Dot Cards of 9 (4 minutes)

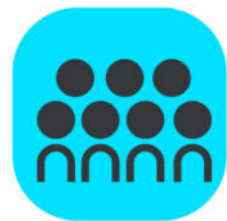
(Show a card with 9 dots.) How many dots do you see?

Count? Wait for the signal to tell

Me. (Snap)

How can you see them in 2 parts?



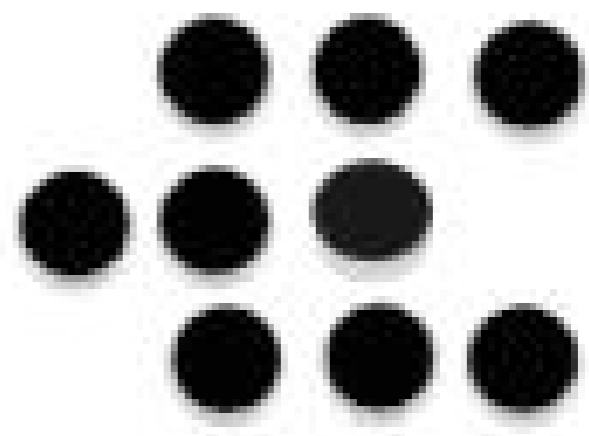


Fluency Practice

(10 minutes)

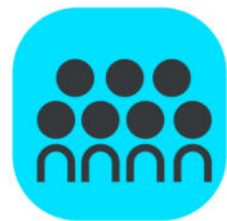
Dot Cards of 9 (4 minutes)

(Show a card with 9 dots.) How many dots do you see?



Count? Wait for the signal to tell me. (Snap)

How can you see them in 2 parts?

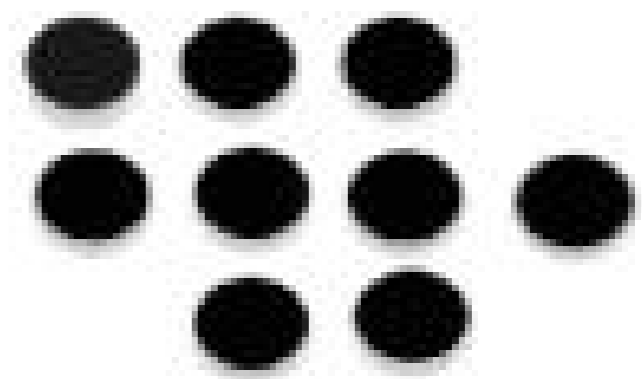


Fluency Practice

(10 minutes)

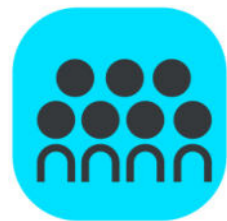
Dot Cards of 9 (4 minutes)

(Show a card with 9 dots.) How many dots do you see?



Count? Wait for the signal to tell me. (Snap)

How can you see them in 2 parts?



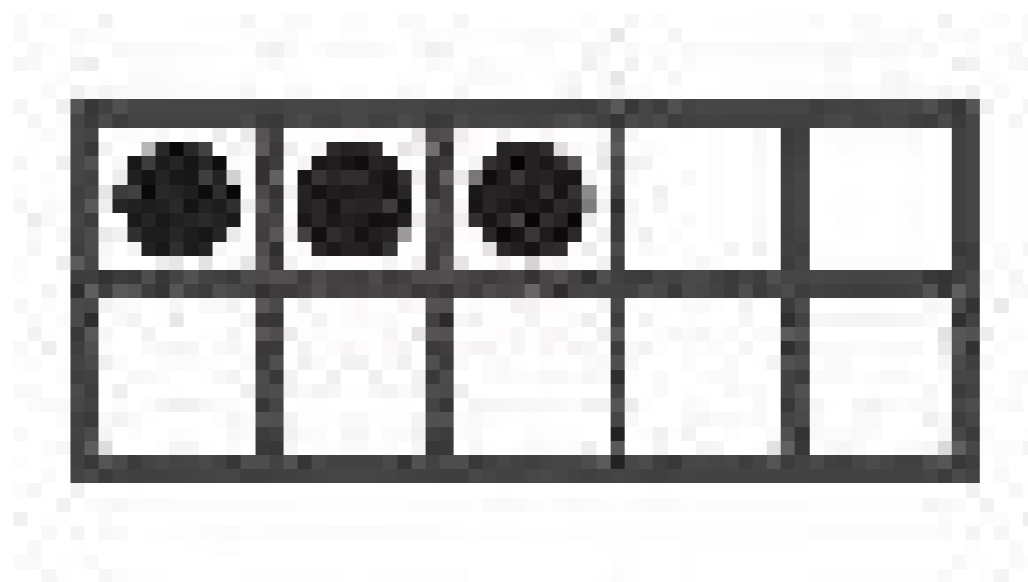
Fluency Practice

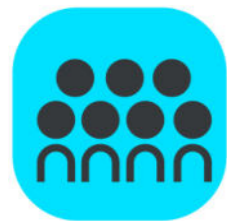
(10 minutes)

How Many is One More? (2 minutes)

How many dots?

What's one more
than 3?





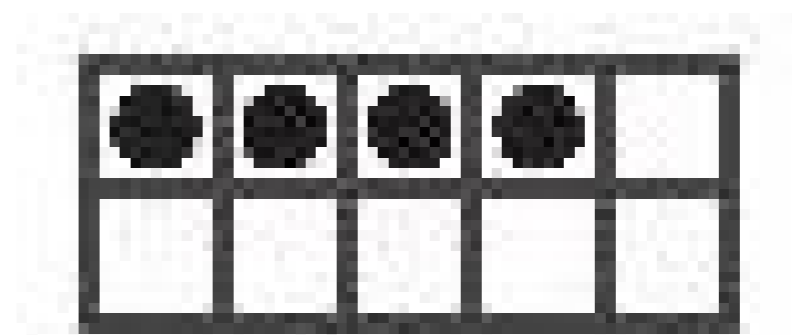
Fluency Practice

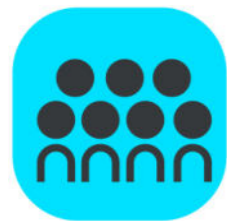
(10 minutes)

How Many is One More? (2 minutes)

How many dots?

What's one more
than 4?





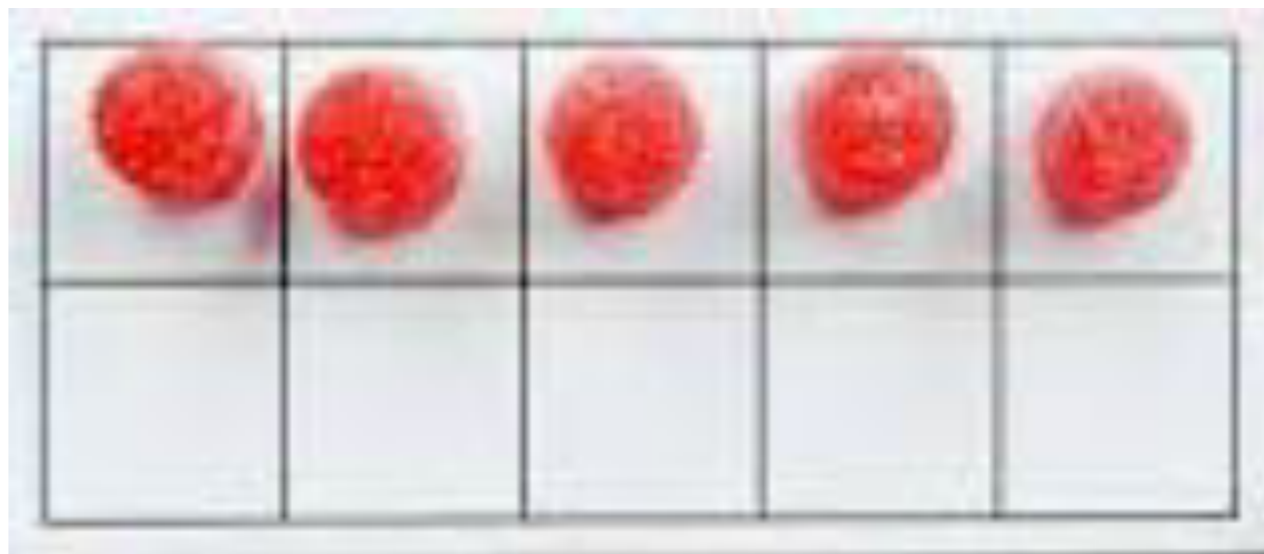
Fluency Practice

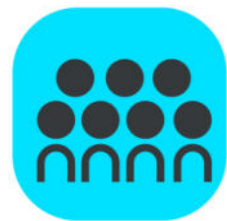
(10 minutes)

How Many is One More? (2 minutes)

How many dots?

What's one more
than 5?





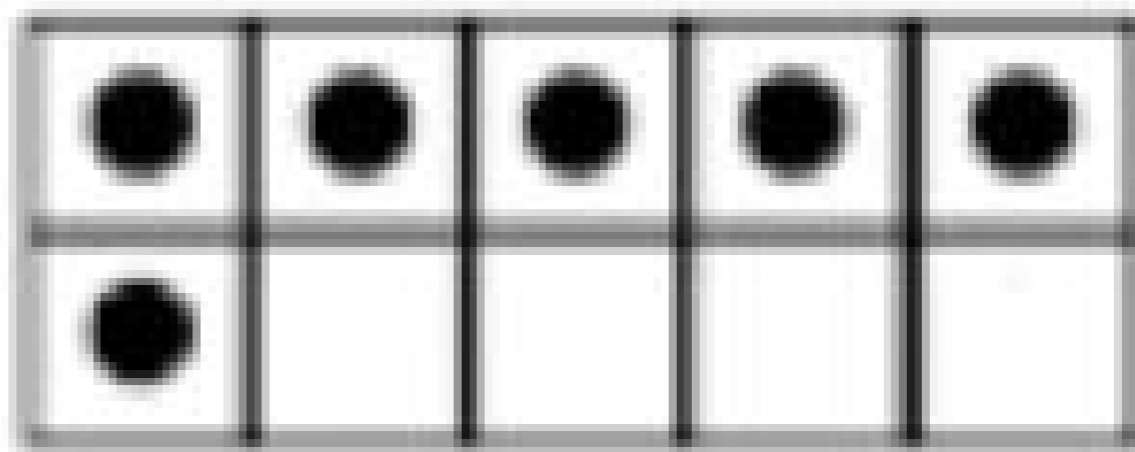
Fluency Practice

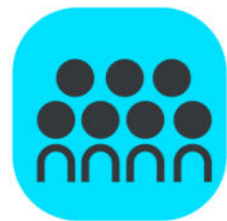
(10 minutes)

How Many is One More? (2 minutes)

How many dots?

What's one more
than 6?





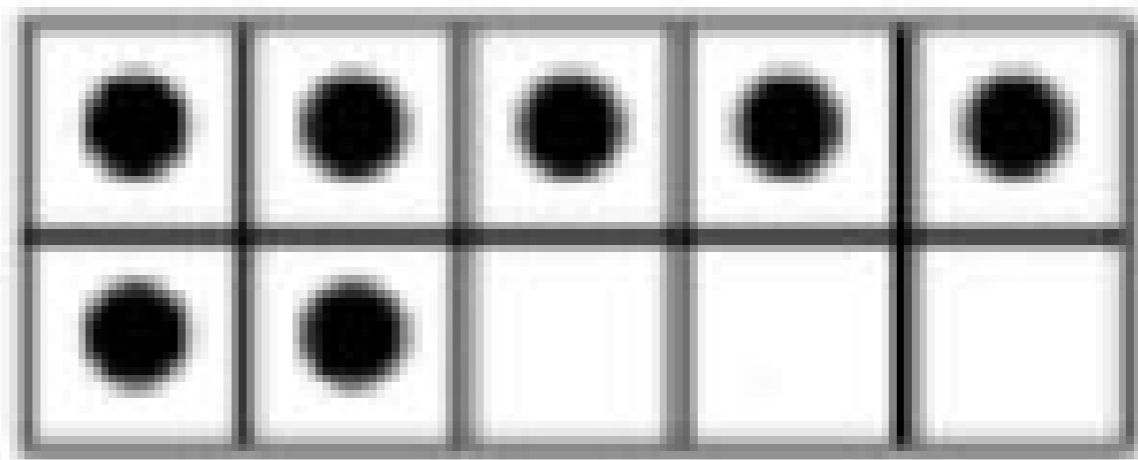
Fluency Practice

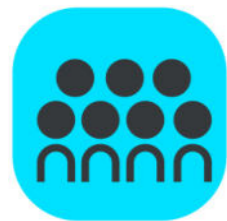
(10 minutes)

How Many is One More? (2 minutes)

How many dots?

What's one more
than 7?





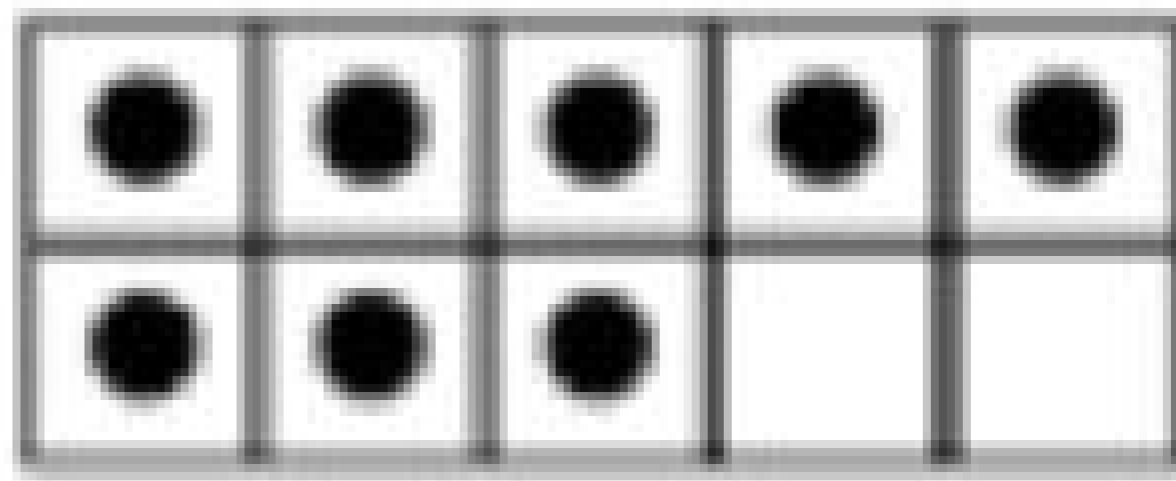
Fluency Practice

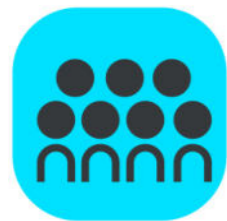
(10 minutes)

How Many is One More? (2 minutes)

How many dots?

What's one more
than 8?





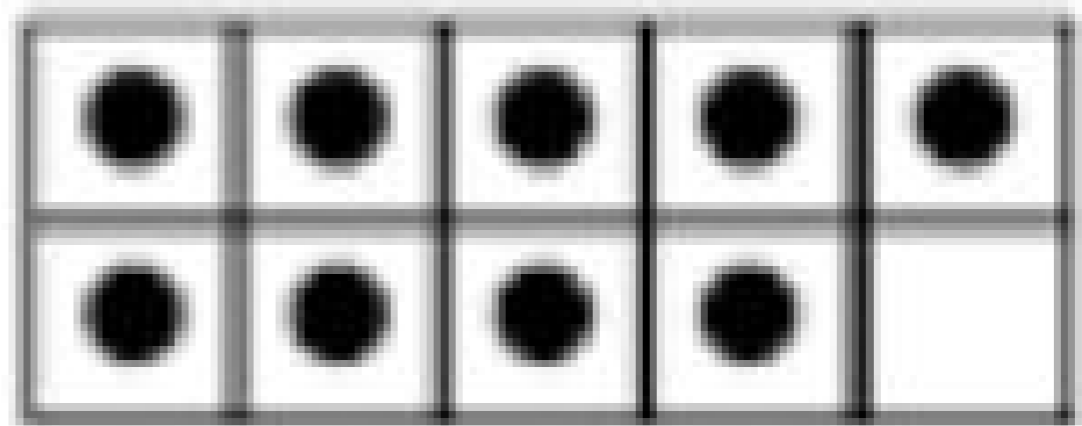
Fluency Practice

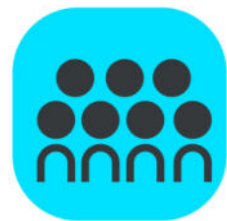
(10 minutes)

How Many is One More? (2 minutes)

How many dots?

What's one more
than 9?





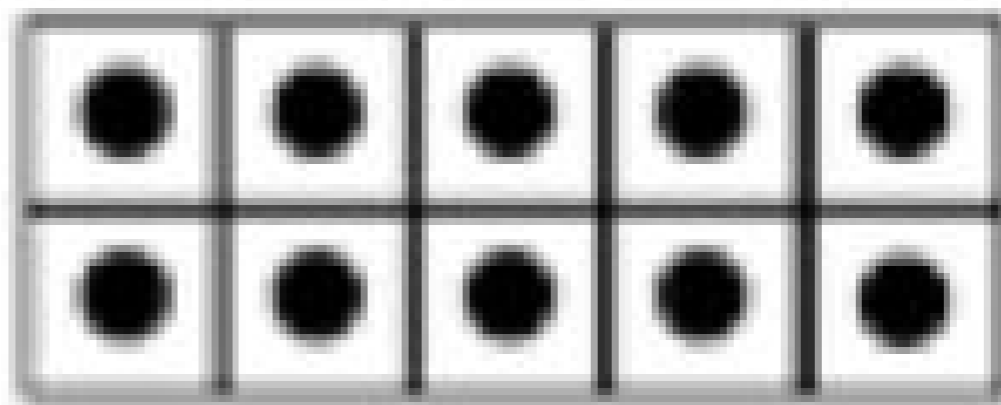
Fluency Practice

(10 minutes)

How Many is One More? (2 minutes)

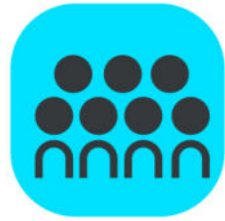
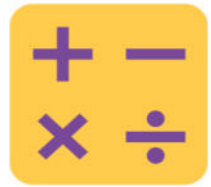
How many dots?

What's one more
than 10?



Fluency Practice

(10 minutes)



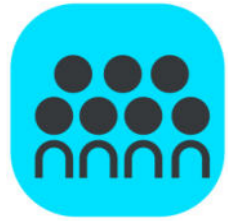
Grouping Teen Numbers into 10 Ones (4 minutes)

Empty your bag. Put all the items on your work mat. Count out 10 ones, and move them together into a bunch.

(Wait while they work.) How

Many ones are in your bunch?

Fluency Practice



(10 minutes)

Grouping Teen Numbers into 10 Ones (4 minutes)

How many are not in the bunch?

Say the number sentence.

Push all your things back

together. Spread them all out

over your work mat.



Application Problem

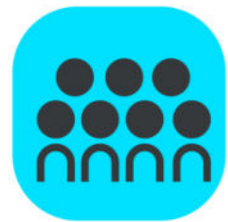
(5 minutes)

A Pre-Kindergarten friend named Jenny drew 15 things with 1 chip and 5 more chips. Draw 15 things as 10 ones and 5 ones, and explain to your partner why you think Jenny made her mistake.



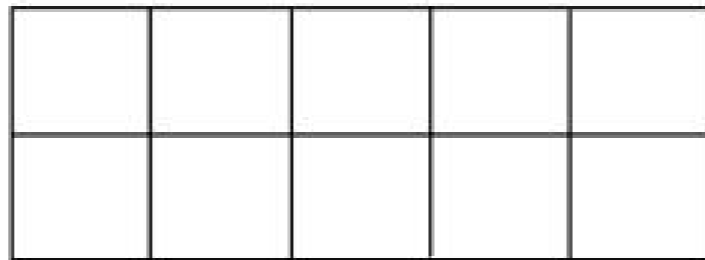
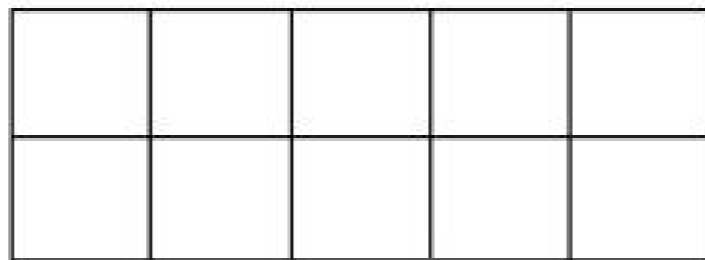


Concept Development



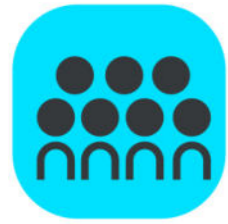
27 min

I'm going to write a number on the board.
I want you to show that number by putting
circles or dots inside the 10-frames.





Concept Development



27 min

Say the number.

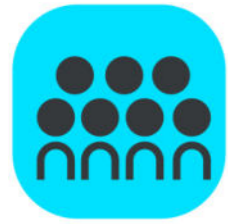
Draw circles or dots to show ten.
Show me, hold up your white
board.

How many ones did you draw?





Concept Development



27 min



Say the number.

Whisper the number the Say Ten

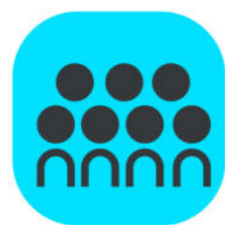
Way as you fill in your 10-frames to show it.

Talk with a partner to explain your drawing
and how you grouped
the dots.

Continue this way with 15 and 19.



Concept Development

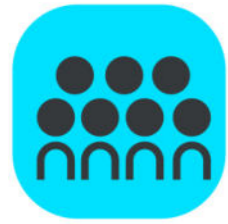


27 min

Now, let's try something different. Turn your board over to the blank side. I'm going to Show a number. I want you to make a drawing that shows that many circles. Then, I want you to circle 10 ones so we can see the parts that make up the number.



Concept Development



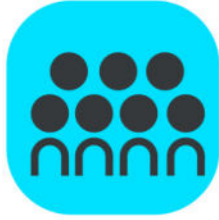
27 min

Show me.

How many ones did you draw?

How did you group the sixteen ones?

Yes! Let's do another.



Problem Set

7 min

A STORY OF UNITS

Lesson 9 Problem Set K•5

Name _____ Date _____

Whisper count as you draw the number. Fill one 10-frame first. Show your numbers with your Hide Zero cards.

12

17

16

13

A STORY OF UNITS

Lesson 9 Problem Set K•5

Draw and circle 10 ones and some more ones to show each number.

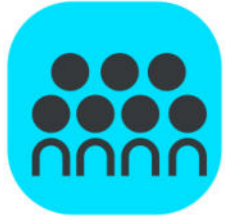
20

11

Choose a teen number to draw. Circle 10 ones and some ones to show each number.

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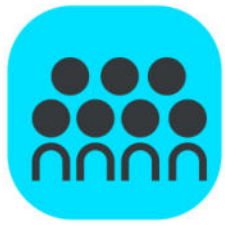
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Debrief

(8 minutes)

Lesson Objective: Draw teen numbers from abstract to pictorial.



Debrief

(7 minutes)

- How are your 10-frame drawings and your circle drawings the same and different?
- Look at your 10-frame drawings with your partner. Did you draw the number 17 the same way? If not, explain why both drawings show 17. Do the same for the number 16.
- Compare your 10-frame drawings with your circle drawings. Is one drawing easier to read and understand than the other? Explain your thinking.
- (Do a finger flash in mixed order from 10 to 20, and have students say the numbers the Say Ten way.)



Exit Ticket

(3 minutes)

A STORY OF UNITS

Lesson 9 Exit Ticket

K•5

Name _____ Date _____

Show the number by filling in the 10-frames with circles.

15	

19				

Draw circles to show the number. Circle 10 ones.

18

14
