Eureka Math

Kindergarten
Module 5
Lesson 11

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!

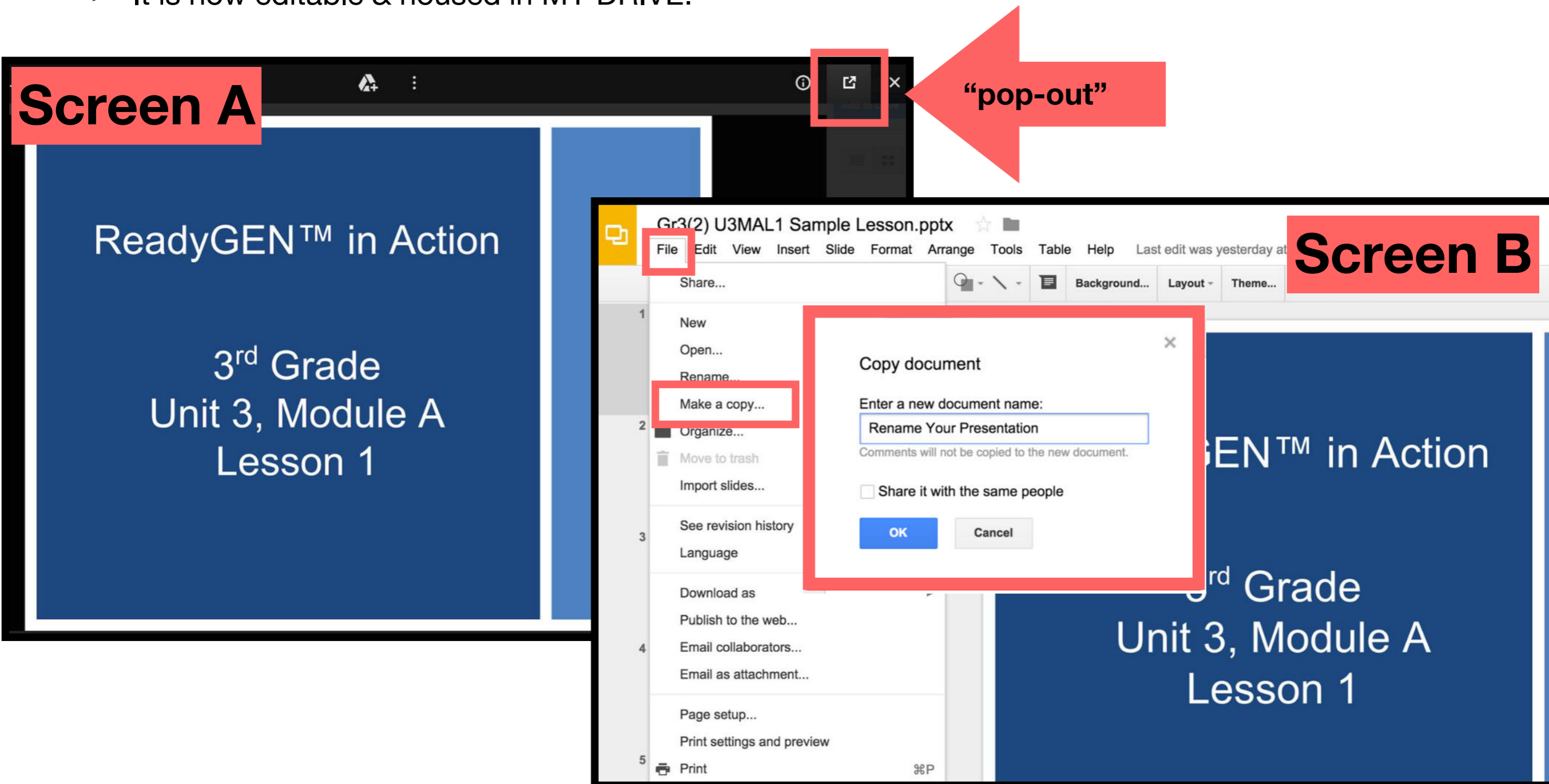Directions for customizing presentations are available on the next slide.

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"pop-out"

Screen A

ReadyGEN™ in Action

3rd Grade
Unit 3, Module A
Lesson 1

Screen B

Gr3(2) U3MAL1 Sample Lesson.pptx

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GEN™ in Action

3rd Grade
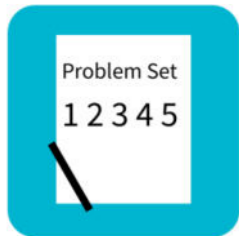Unit 3, Module A
Lesson 1

Icons

RDW — Read, Draw, Write
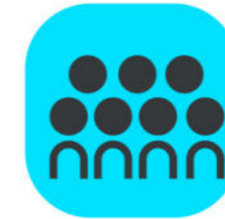
Learning Target

Personal White Board

Problem Set

Manipulatives Needed

Fluency

Think Pair Share
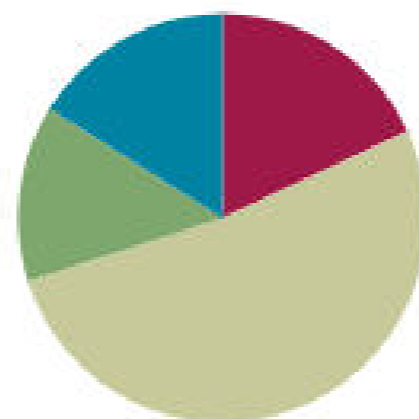
Whole Class

Individual

Partner

Small Group

Small Group Time

Lesson 11

Objective: Show, count, and write numbers 11 to 20 in tower configurations increasing by 1—a pattern of *1 larger*.

Suggested Lesson Structure

■ Fluency Practice	(9 minutes)
■ Application Problem	(7 minutes)
■ Concept Development	(26 minutes)
■ Student Debrief	(8 minutes)
Total Time	**(50 minutes)**

Materials Needed

Teacher

- 20 Bead Rekenrek

Materials Needed

Student
- Rekenrek built in lesson 10
- Two sets of ten linking cubes (10 in one color and 10 in another color)

Show, count, and write numbers 11-20 in tower configurations increasing by 1 - a pattern of 1 larger.
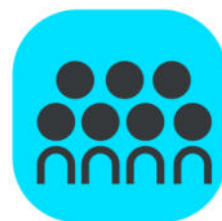
Fluency Practice (10 minutes)
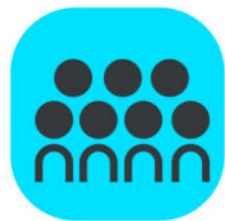
Counting on a rekenrek (4 minutes)

Take out the Rekenrek that you made yesterday. I'm going to call out a number, and I want you to show it on your Rekenrek. (Wait while students prepare their Rekenreks.)

Possible sequence: 1, 2, 5, 6, 10, 11, 12, 13, 14, 15, 16, 15, 16, 17, 18, 19, 20, 19, 18, 17, 16, 15, 10, 5, 4,3,2, 1.
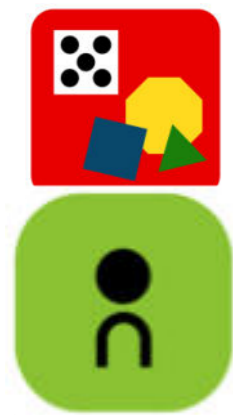
Fluency Practice (10 minutes)

Saying Teen Numbers the Say Ten Way
(2 minutes)

T: I'm going to say a number. You say it the Say Ten way. Eleven.

S: Ten 1.
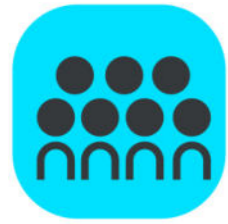
T: Twelve.

S: Ten 2.

Application Problem
(5 minutes)

Mary has 10 toy trucks. She told her mom she likes to spread them out on the floor. She said she doesn't like to put them away neatly in the little toy box because then there are fewer toys. Draw a picture to prove to Mary that the number of toytrucks is the same when they are all spread out as when they are in the little toy box.

🎲 Concept Development (26 min)

T: Show me a tower of 10 cubes using one color.

T: (Students show a tower of 10.) How many cubes are you holding?
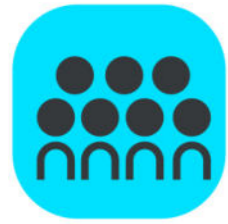
S: Ten.

T: How many ones is that?

S:10 ones.

T: How many more cubes do you need to put on you tower to make 11?

🎲 Concept Development (26 min)

S: 1 more!

T: Show me 11. (Point to the first sentence frame.) While you do that, say, "10. 1 more is 11."

S: 10. 1 more is 11.
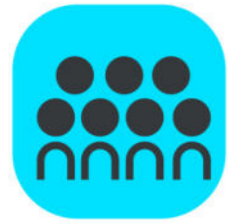
T: And how do we say 11 the Say Ten way?

S: Ten 1.

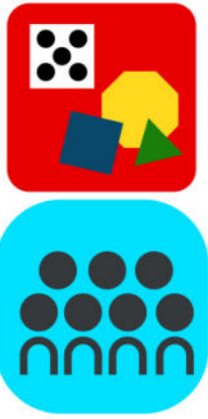T:Good! Put one more cube on your tower.

S: (Show 12.)

Concept Development (26 min)

T: How many cubes do you have now?

S: 12.

T: Repeat with me, "11. 1 more is 12."
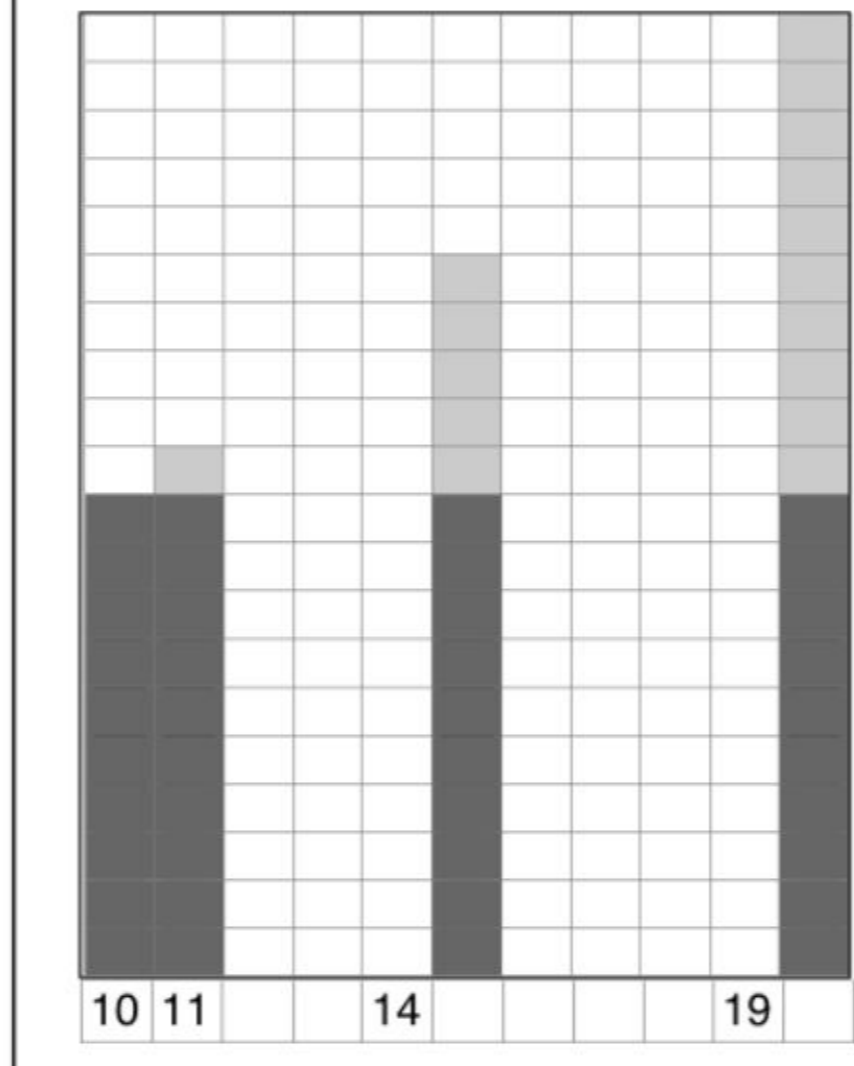
S: 11. 1 more is 12.

Problem Set

7 min

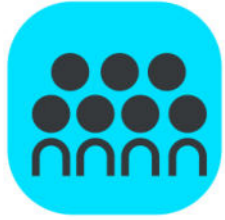Name _____   Date _____

Count, color and write.
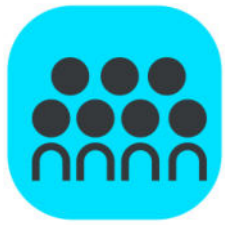
| 10 | 11 | | | 14 | | | | 19 | |

Debrief

(8 minutes)

Lesson Objective: Show, count, and write numbers 11-20 in tower configurations increasing by 1 - a pattern of 1 larger.

Debrief

(8 minutes)

- What do you notice when you look at your paper?

- How is your drawing like the towers you made?

- How many cubes did you put on your tower each time?

- Did the number get larger or smaller when you put on one more?

- How is the number tower you made the same as the Rekenrek you made? How is it different?
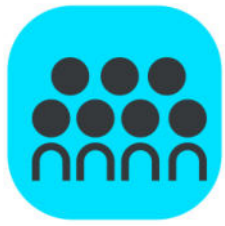
Debrief
(8 minutes)

- Fold your paper in half, and look just at the green stairs.

- How are they the same and different from the stairs for the larger numbers?

Exit Ticket

(3 minutes)

Name _____   Date _____

Start at the bottom. Draw lines to put the numbers in order on the tower. Then, write the numbers in the tower. Say each number the regular way and the Say Ten way as you work.

12 ●

19 ●

16 ●

14 ●

17 ●

20
18
15
13
11
10