Eureka Math

Kindergarten
Module 5
Lesson 12

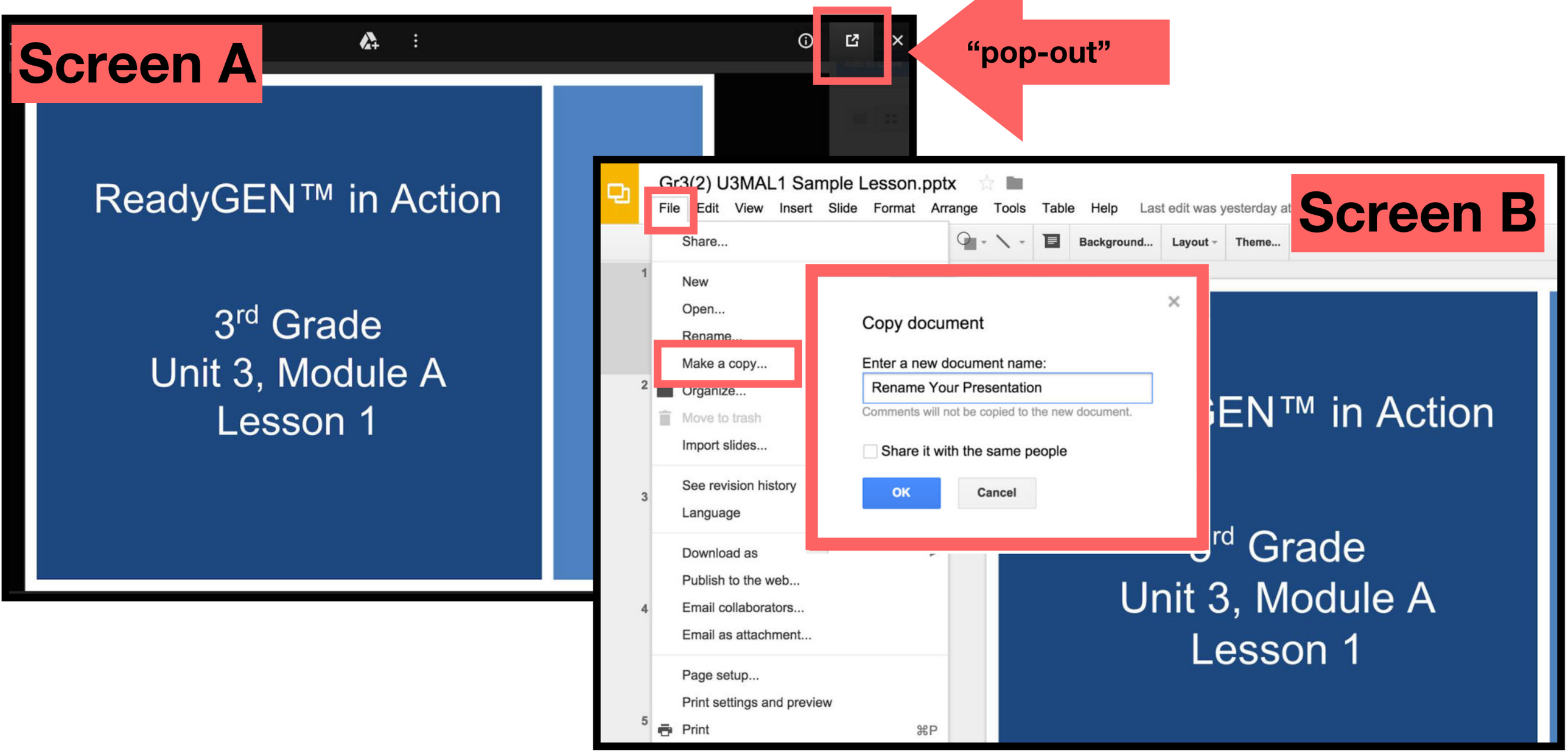
At the request of elementary teachers, a team of Bethel & Sumner educators met as a committee to create Eureka slideshow presentations. These presentations are not meant as a script, nor are they required to be used. Please customize as needed. Thank you to the many educators who contributed to this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

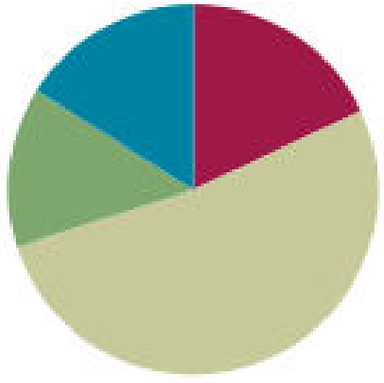
Small Group Time

Lesson 12

Objective: Represent numbers 20 to 11 in tower configurations decreasing by 1—a pattern of *1 smaller*.

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

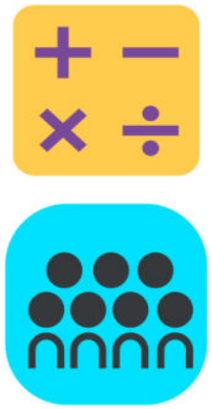
Teacher

Materials Needed

Student

- 2 10-sticks (linking cubes)
- Sentence Frame (template)

Represent numbers 20-11 in a tower decreasing by 1.



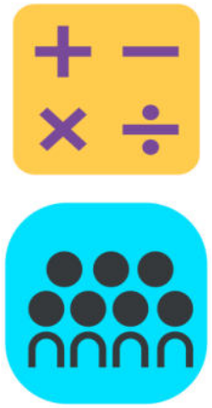
Fluency Practice (9 minutes)

Write Teen Numbers (3 minutes)

T: Place your stick of ten cubes on your personal white board.

T: Place 3 cubes next to your 10 cubes.

T: Write the number of cubes that you placed on your board.



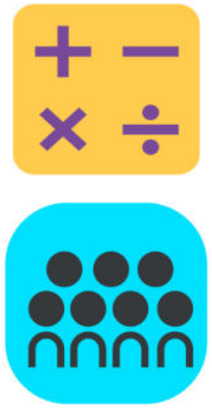
Fluency Practice (9 minutes)

Write Teen Numbers (3 minutes)

T: (Students write 13.) Say the number.

S: Ten 3. Thirteen! Repeat process for several

other teen numbers.



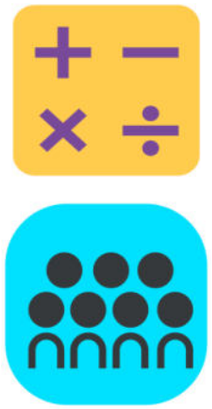
Fluency Practice (9 minutes)

Show Teen Numbers (3 minutes)

T: Hold up your stick of 10 cubes.

T: Show me 11 cubes. Say the number the Say Ten way.

S: Ten 1.



Fluency Practice (9 minutes)

Show Teen Numbers (3 minutes)

T: Take off the extra one, and put it back in the pile of 10 ones.

Repeat process for several other teen numbers.

Fluency Practice
(9 minutes)

Count the Say Ten Way
(3 minutes)

Let’s count the Say Ten way.

Application Problem
(5 minutes)

Peter was sitting at lunch eating his french fries. He counted 8 left on his plate.He ate 1 french fry.He ate another french fry. Then, he ate another french fry. How many french fries did Peter have then?

Concept Development (26 min)

T: Build a tower with all the cubes of one color.
T: How many cubes are in your tower?
S:Ten!
T: How many ones is that?
S:10 ones!
T: Now, build a tower using the other cubes.
T: How many cubes are in this tower?
S:Ten!

Concept Development (26 min)

T: Join the two towers. What is 10 ones and 10 ones?
S: Twenty! 2 tens!
T: How can we show 19?
S: Take off 1 cube. (Students remove one cube.)

Concept Development (26 min)

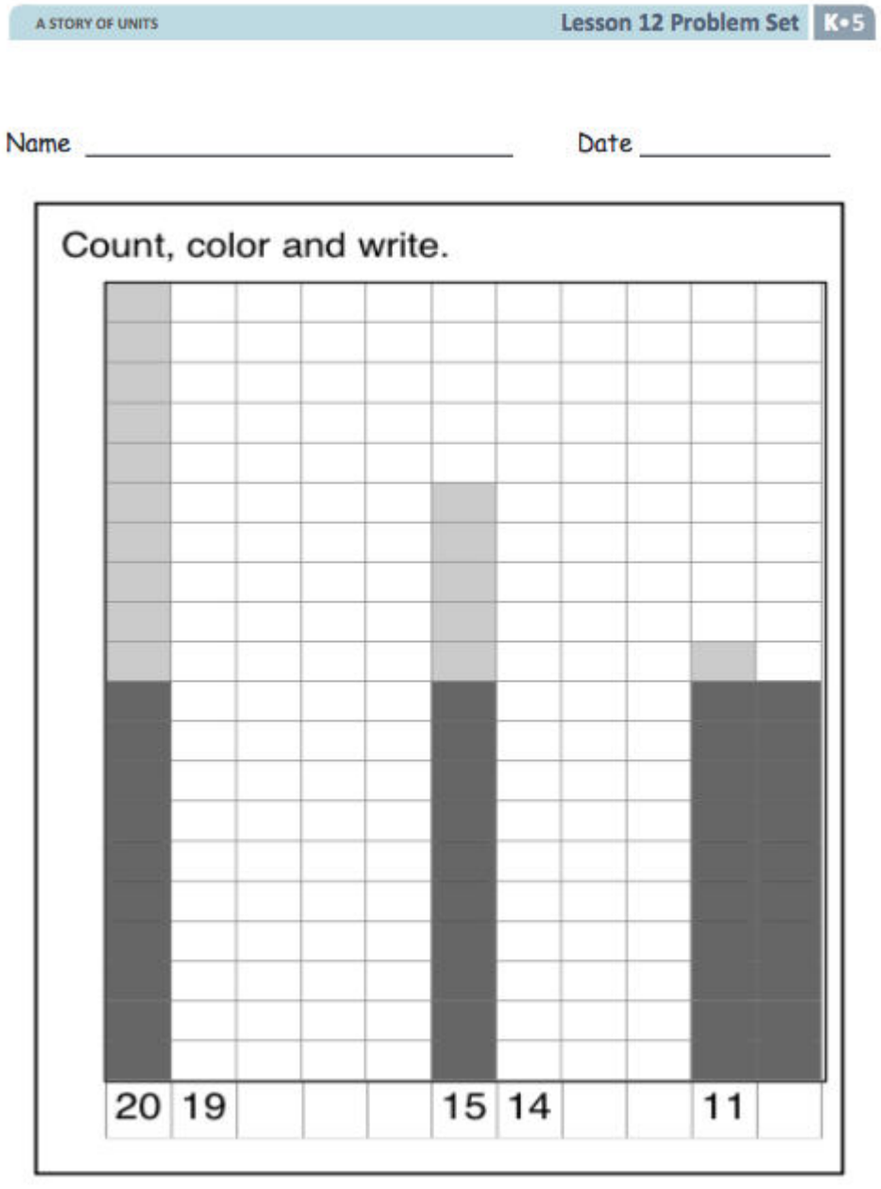
T: Say this with me: “20. 1 less is 19.”
(Use sentence frame for support.)
S: 20.1 less is 19.
T: Take off one cube. Be sure to take the same color cube as before. Talk to your partner.
How many cubes are in your tower now?

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



A STORY OF UNITS | Lesson 12 Problem Set | K•5

Name _____ Date _____

Count, color and write.

20	19				15	14			11	

Debrief

(8 minutes)

Lesson Objective: Represent numbers 20-11in a tower decreasing by 1.

Debrief

(8 minutes)

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

- How is your drawing like the towers you made?
- How many cubes did you remove from your tower each time?
- When you take one cube off, does the number get larger or smaller?
- How is this work similar to the story problem of the french fries?
- How is what we did today alike and different from what we did yesterday?

Exit Ticket

(3 minutes)

Name _____ Date _____

Write the missing numbers, counting down.

14, 13, 12, 11, _____	
15, 14, _____, 12, _____, _____	
13, 12, _____, _____, _____	