Eureka Math

Kindergarten
Module 5
Lesson 14

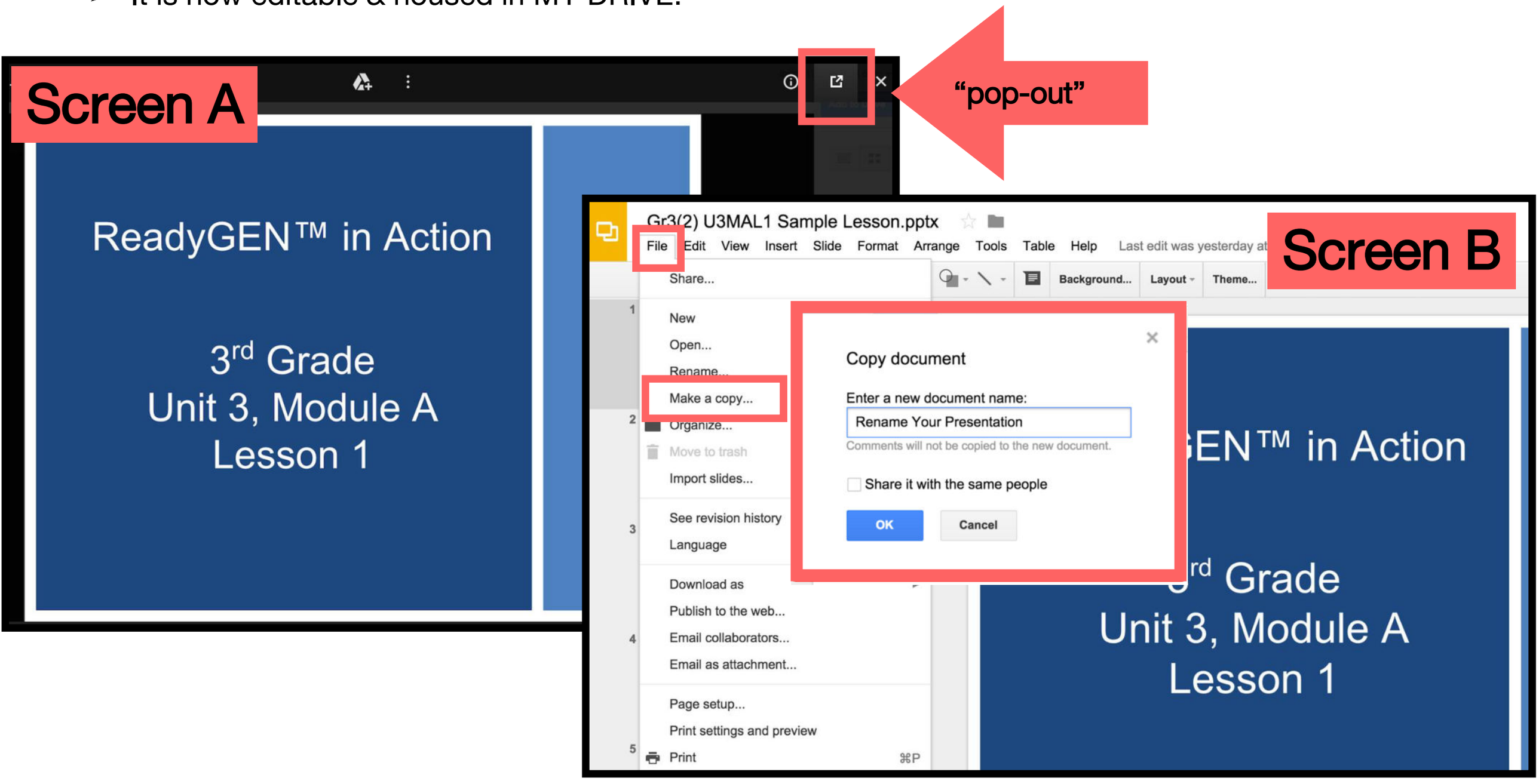
At the request of elementary teachers, a team of Bethel & Sumner educators met as a committee to create Eureka slideshow presentations. These presentations are not meant as a script, nor are they required to be used. Please customize as needed. Thank you to the many educators who contributed to this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

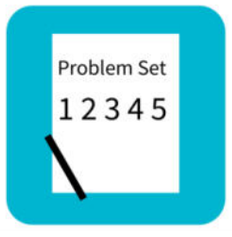


Icons

Read, Draw, Write

Learning Target

Personal White Board

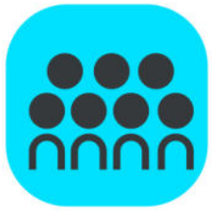


Problem Set

Manipulatives Needed

Fluency

Think Pair Share



Whole Class

Individual

Partner

Small Group

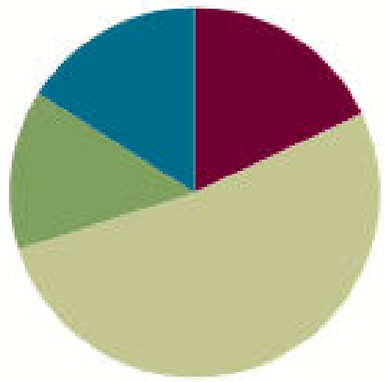
Small Group Time

Lesson 14

Objective: Show, count, and write to answer *how many* questions with up to 20 objects in circular configurations.

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

- Pre-drawn Arrays
- Hide Zero Cards

Materials Needed

Student

- Teen counting array template
- (P's) Numeral cards 10-20
- Paper plates
- Bag of 20 objects
- Double ten frame mat (lesson 9)

Show, count, and write to answer how many questions with up to 20 objects in a circle.

Fluency Practice (9 minutes)

Write Teen Numbers with Arrays (3 minutes)

On your personal white board, write the number of stars you see.

Fluency Practice (9 minutes)

Write Teen Numbers with Arrays (3 minutes)

Say the number the Say Ten Way.

Fluency Practice (9 minutes)

Write Teen Numbers with Arrays (3 minutes)

Say the number the regular way.

Fluency Practice
(9 minutes)

Hide Zero for Teen Numbers
(3 minutes)

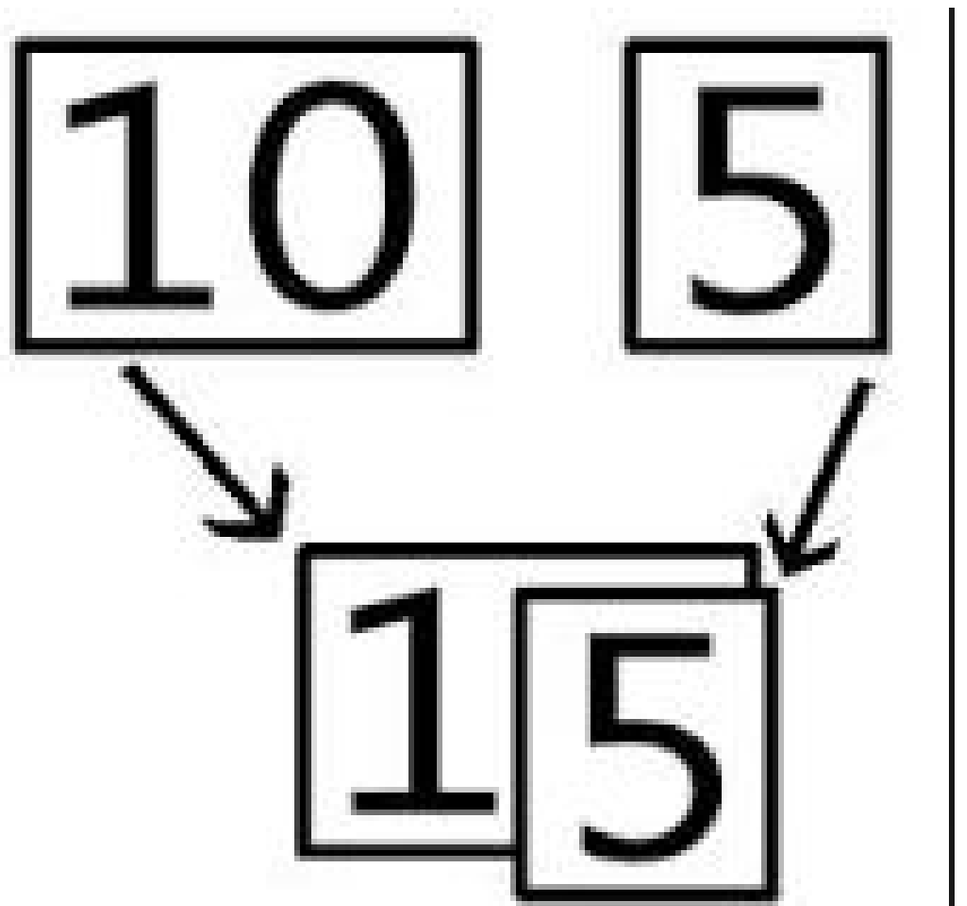
Say the number.

Say the number the

Say Ten way.

Repeat for other teen

numbers.

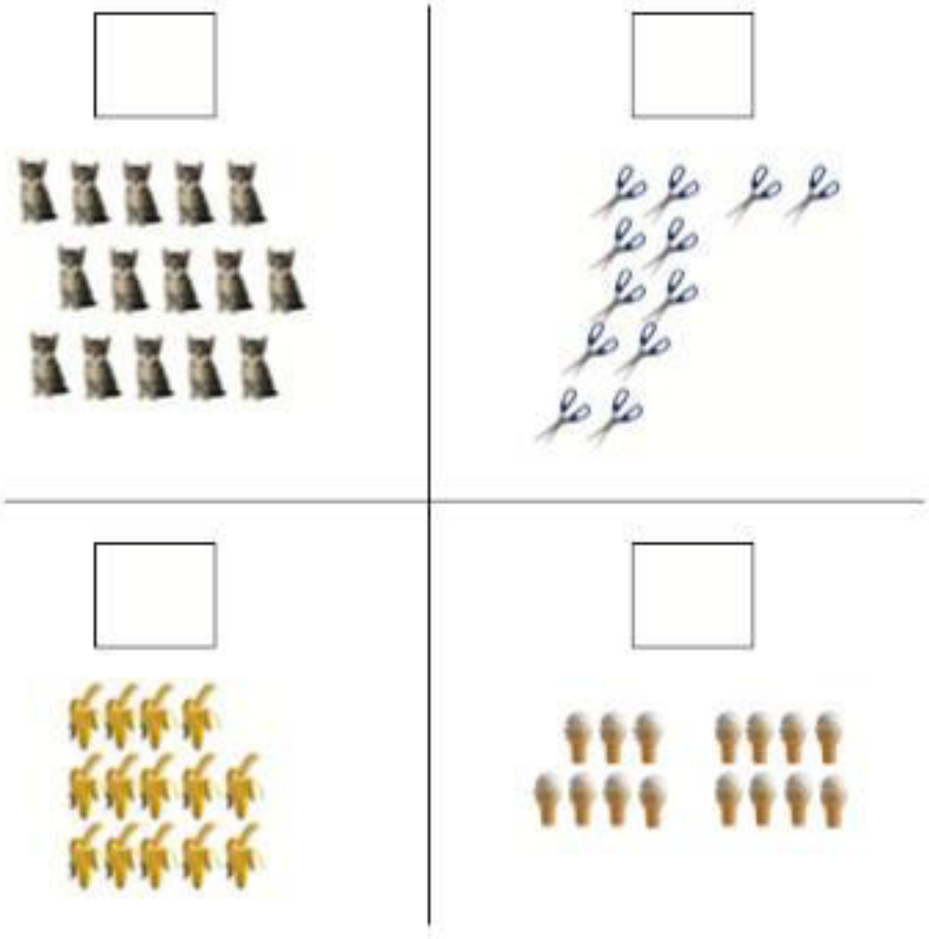


Fluency Practice (9 minutes)

Teen Counting Array Template (3 minutes)

Name _____ Date _____

Count the objects in each group and write the number.



teen counting array

Application Problem

(5 minutes)

Eva put her 12 cookies on her cookie sheet in 2 rows of 6. Draw Eva's cookies. Show her 12 cookies as a number bond of 10 ones and 2 ones using your Hide Zero cards. Then, find and circle the 10 cookies that are inside the 12 cookies.

Explain how the parts of the number bond match the parts of your drawing and the Hide Zero cards with a partner.

Concept Development (26 min)

Let’s see how well you can show, count, and write numbers!

Partner A, draw a card and tell your partner the number. You can say the number the regular way or the Say Ten way.

Concept Development (26 min)

Partner B, put that number of objects around the outside edge of your plate. (Guide them to use the edge of the plate to make a circular configuration.)

Concept Development (26 min)

Now, take turns counting the objects. How many are there?

Partner B, now you get to draw the card, and Partner A will show it.

Count the objects. How many are there?

Repeat the process two or three times.

Concept Development (26 min)

Let’s try something different. We won’t use the number cards for this.

Partner A, put any number of objects you want in a circle around the edge of your plate.

Partner B, count the objects and write the number on your personal white board.

Concept Development (26 min)

Now, Partner B gets to put any number of objects in a circle around the edge of the plate, and Partner A counts them and writes the number on her personal white board.

Concept Development (26 min)

This time, Partner A, write any number between 11 and 20 on your personal white board.
Partner B, count out that many objects as you place them in a circle around the edge of the plate. How many objects are there?
T: Partner A, count each object as you move it from the circle to the 10-frame to check that

Concept Development (26 min)

Partner A, count each object as you move it from the circle to the 10-frame to check that the count is correct. How many objects are there?

Concept Development (26 min)

Now, Partner B, you get to write any number between 11 and 20 on your personal white board. Partner A, count out that many objects as you place them in a circle around the edge of the plate. How many objects are there?

Concept Development (26 min)

Partner B, count each object as you move it from the circle to the 10-frame to check that the count is correct. How many objects are there?

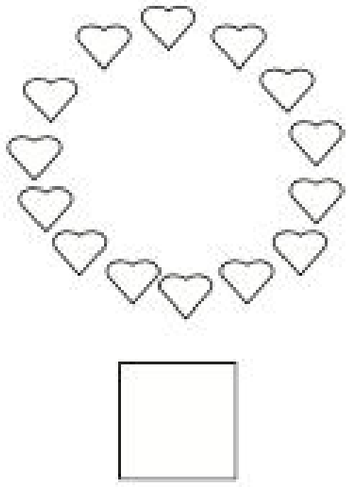
Repeat the process two or three times.

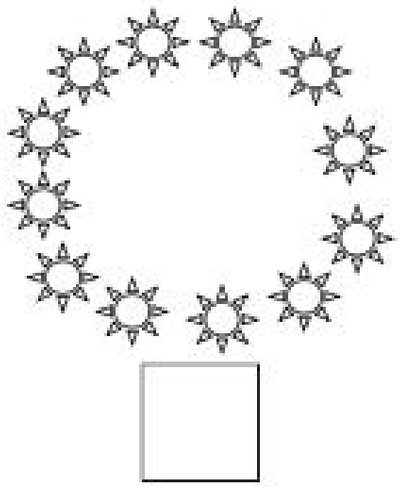
Problem Set

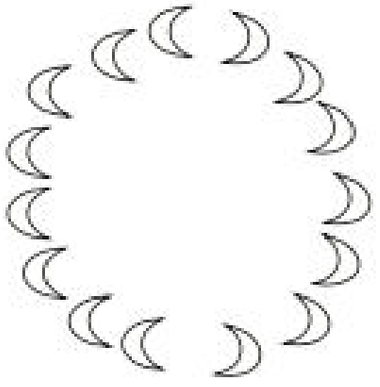
7 min

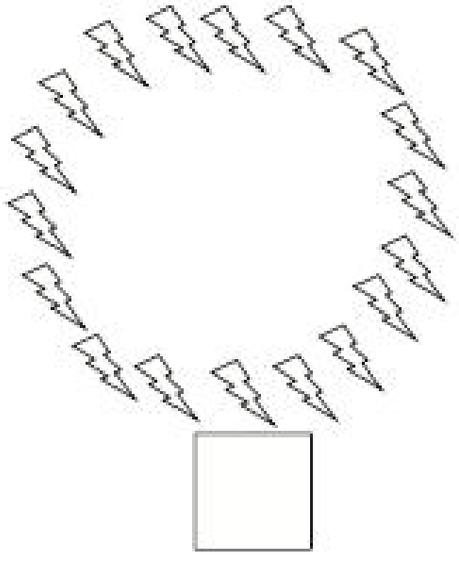
Name _____ Date _____

Whisper count how many objects there are. Write the number.



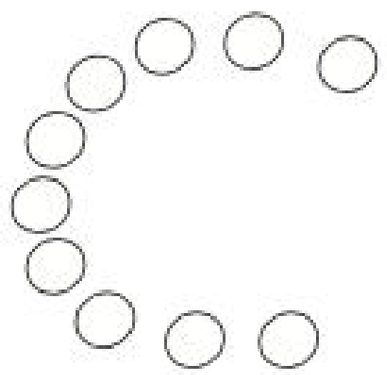






Whisper count and draw in more shapes to match the number.

13



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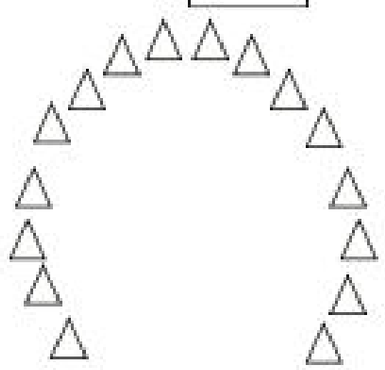


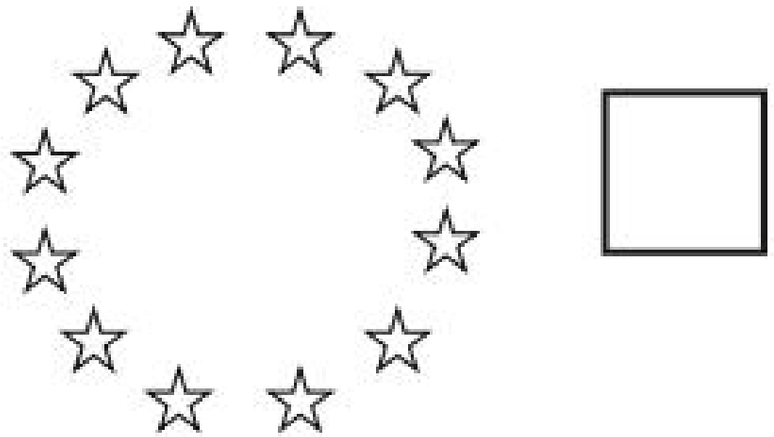
Early finishers: Write your own teen number in the box. Draw a picture to match your number.

Exit Ticket

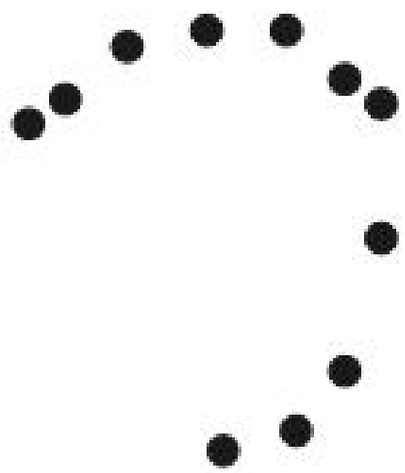
(3 minutes)

Name _____ Date _____

Count the stars. Write the number in the box.



Whisper count and draw in more dots to match the number.



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Debrief

(8 minutes)

Lesson Objective: Show, count, and write to answer how many questions with up to 20 objects in a circle.

Debrief

(8 minutes)

- What do you notice about all of the pictures?
- Is it easier or harder for you to count objects when they are in circles like these pictures? Why?
- Which way is easier for you to count—when we show the number in a circle or when we show it as a tower? Why?
- Did the number change when you moved the objects from the circle to the 10-frame? Why not?
- (Show objects in a circle configuration,and have students count how many. Then, slide the objects to change the circle into a line.) How can you prove that the number is still the same? Tell your partner. Did he prove it to you? What are some ways you proved it? Which ways were the most convincing?