

Eureka Math

Kindergarten Module 5 Lesson 15

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Reflecting your Teaching Style and Learning Needs of Your Students

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- Choose MAKE A COPY and rename your presentation.
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- It is now editable & housed in MY DRIVE.



Icons



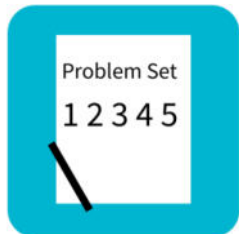
Read, Draw, Write



Learning Target



Personal White Board



Problem Set



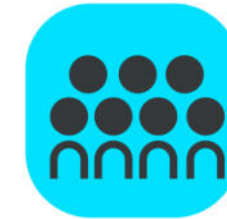
Manipulatives Needed



Fluency



Think Pair Share



Whole Class



Individual



Partner



Small Group



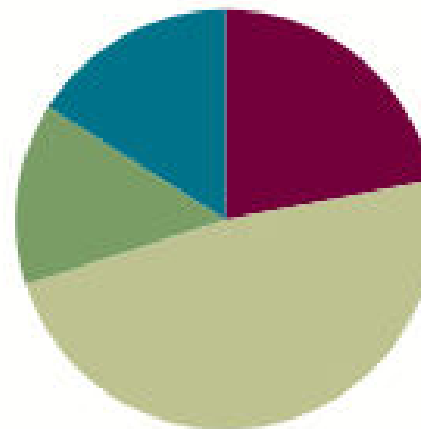
Small Group Time

Lesson 15

Objective: Count up and down by tens to 100 with Say Ten and regular counting.

Suggested Lesson Structure

■ Fluency Practice	(11 minutes)
■ Application Problem	(7 minutes)
■ Concept Development	(24 minutes)
■ Student Debrief	(8 minutes)
Total Time	(50 minutes)



A NOTE ON STANDARDS ALIGNMENT:

In this lesson, students write multiples of 10 through 100, which bridges Kindergarten content of writing numbers to 20 (**K.CC.3**) to Grade 1 content of writing numbers to 120 (**1.NBT.1**).



Materials Needed

Teacher

- Pre-drawn circular configurations
- Hide Zero Cards
- 100 bead rekenrek



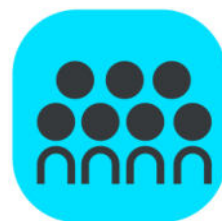
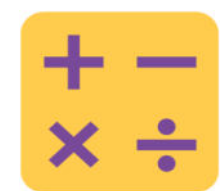
Materials Needed

Student

- Teen circular counting template
- Donuts template
- Small ten frame cards
- 20 cubes



Count up and down by tens to 100
with Say Ten and regular counting.

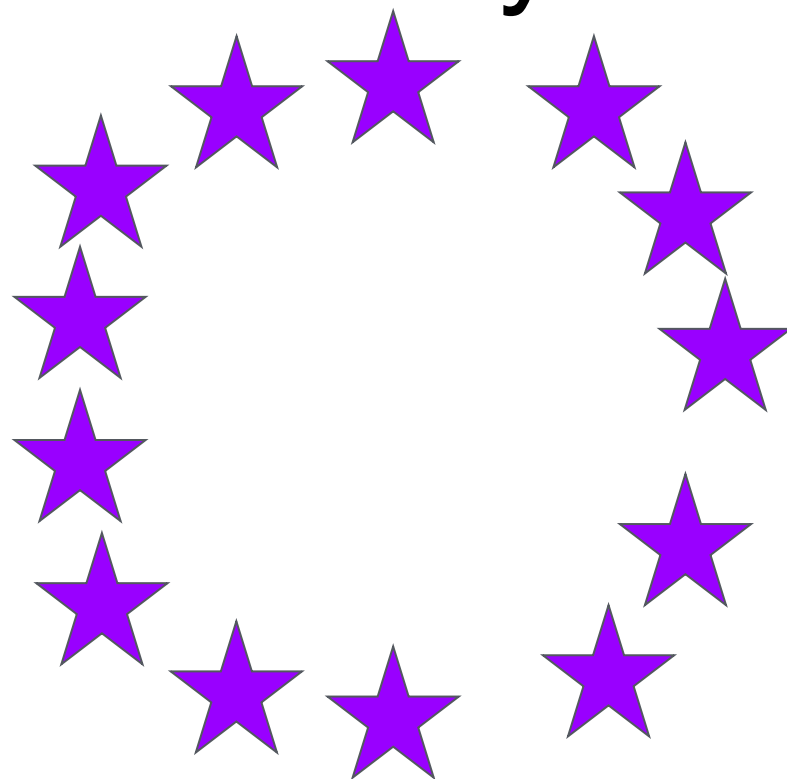


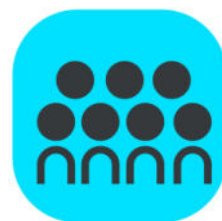
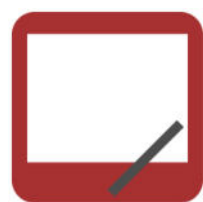
Fluency Practice

(9 minutes)

Write Teen Numbers with Circular
Configurations (3 minutes)

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





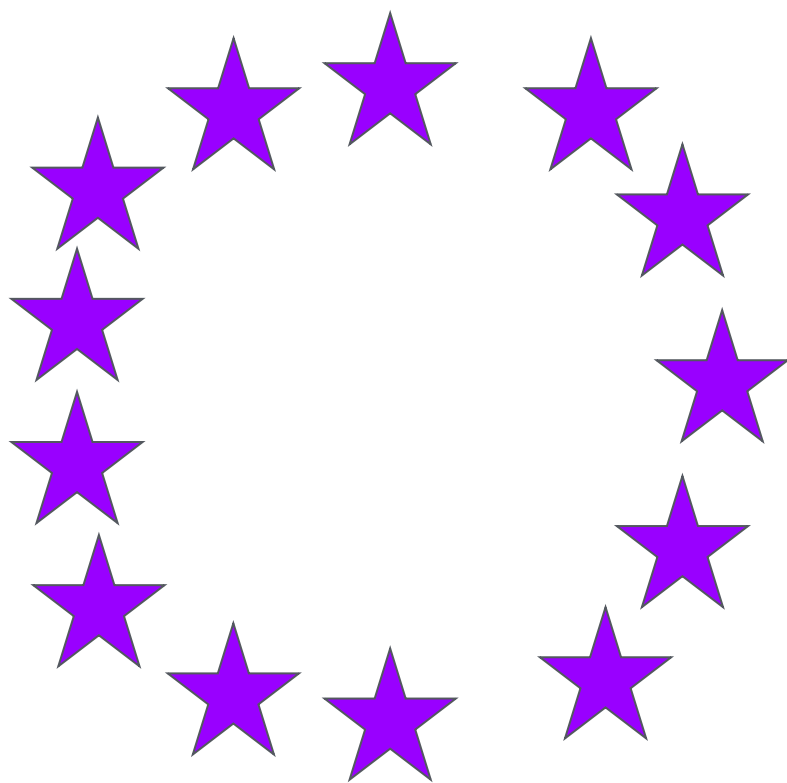
Fluency Practice

(9 minutes)

Write Teen Numbers with Circular
Configurations (3 minutes)

Say the number the Say Ten way.

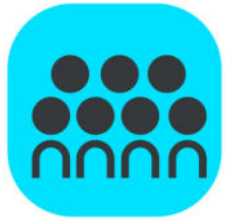
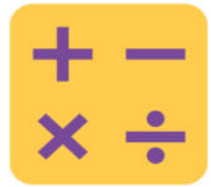
Say the
number the
regular way.



Fluency Practice

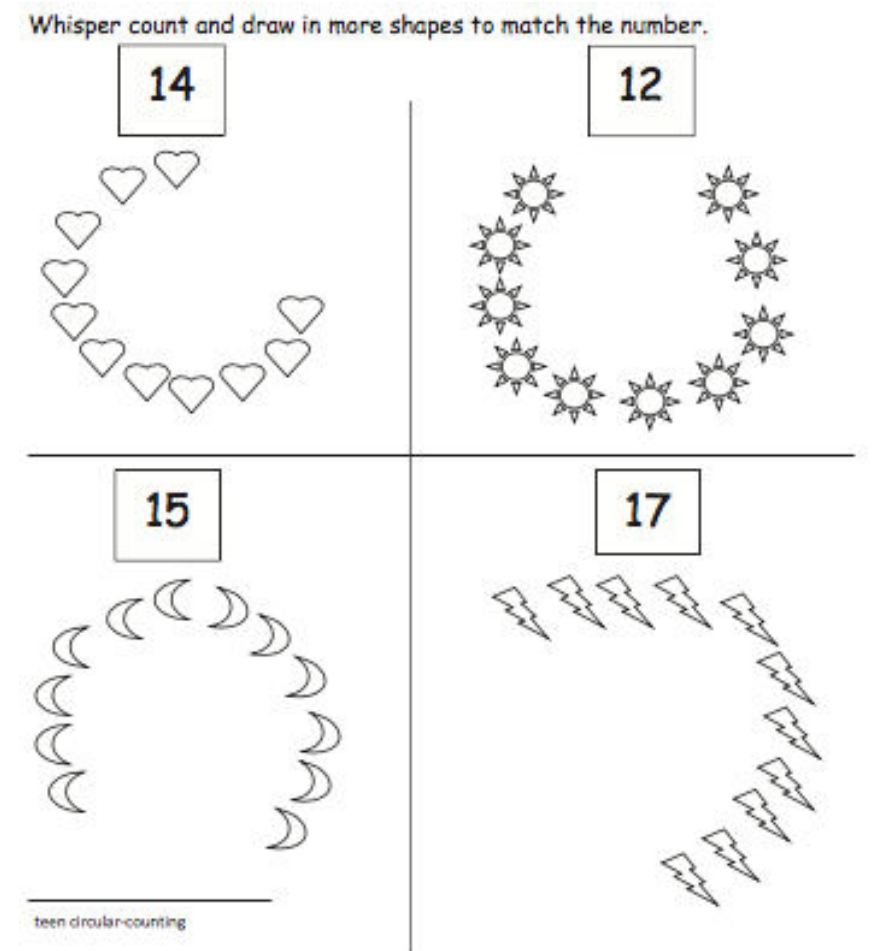
(9 minutes)

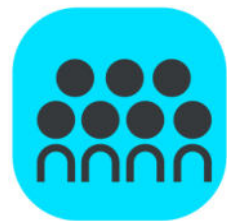
Teen Circular-Counting (5 minutes)



Say each number the
regular way and the Say
Ten way.

Then, whisper count as you draw more
shapes to match the number indicated.





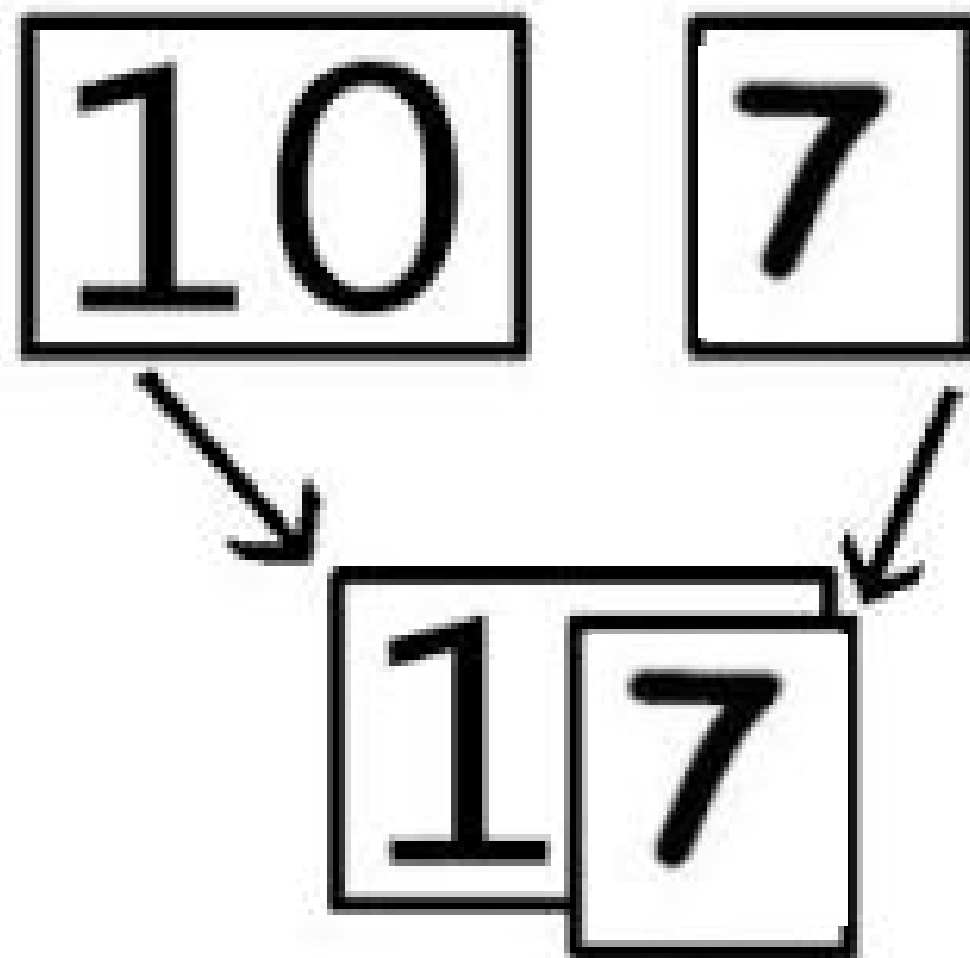
Fluency Practice

(9 minutes)

Hide Zero for Teen Numbers (3 minutes)

Say the number.

Say the number the Say Ten way.

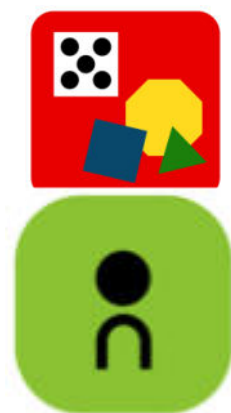




Application Problem

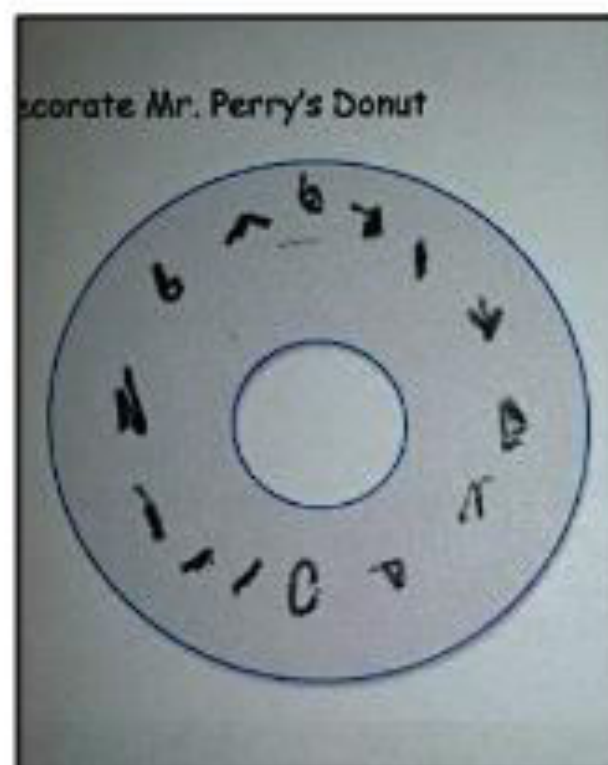
(7 minutes)

Mr. Perry is decorating donuts. He puts 14 little dots of chocolate in rows. Show him an idea about how to put the 14 dots in a circle on his donut. Use the cubes first, and then draw the chocolate dots on his donut. Show the total number of dots of chocolate with a number bond and the Hide Zero cards.



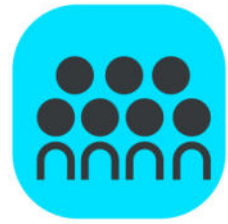
Application Problem

(7 minutes)





Concept Development

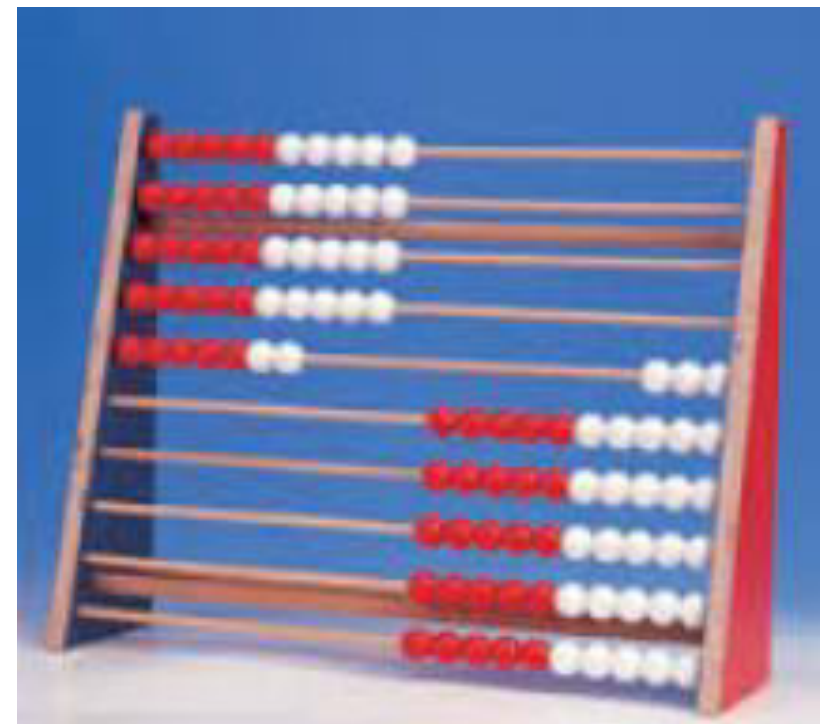


(24 min)

Count the beads as I move them.

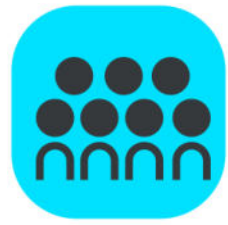
How many beads are in this row?

(Point to the beads in the second row.) How many beads are in this row?





Concept Development



(26 min)

How can you tell there are ten beads?

So, each row has how many beads?

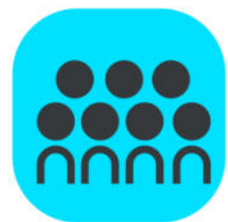
Let's count all the beads. Should we count by ones or by tens? Which way is faster?

Let's count by tens.

Now, let's count back.



Concept Development



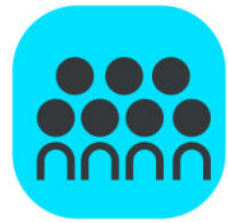
(26 min)

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.



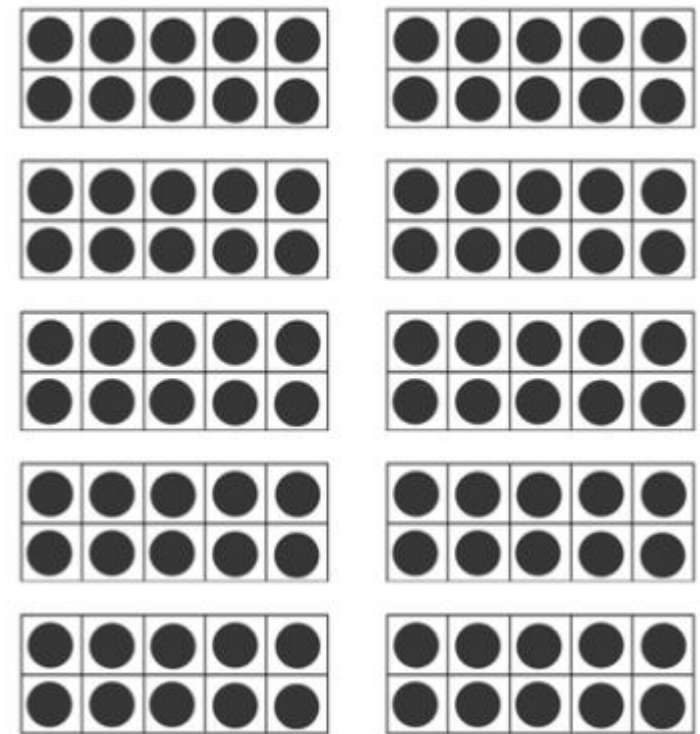
Concept Development

(26 min)

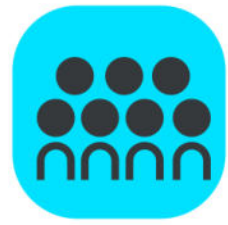
Lay your 10-frame cards out at the top of your table.

Let's count them the Say Ten way.

Ten, 2 tens, 3 tens,
4 tens, 5 tens, 6 tens,
7 tens, 8 tens, 9 tens,
10 tens.



And now count them the regular way.



Concept Development

(26 min)

I will say a number the Say Ten way. Pull down that many cards in front of you.

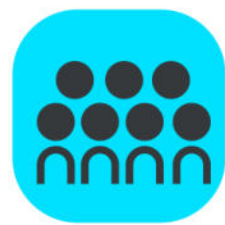
3 tens.

Count up by tens, and tell me how many.

Use your finger and write 30 on your table.



Concept Development



(26 min)

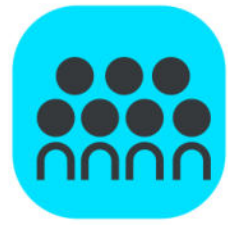
Now, slide each card back to the top of your table, and count down by ten as you do so.

Here's a new number. 8 tens.

Count up by tens, and tell me how many.



Concept Development



(26 min)

Use your finger and write 80 on the table.

Slide each card back, and count down by ten as you go.

Repeat with the other tens.

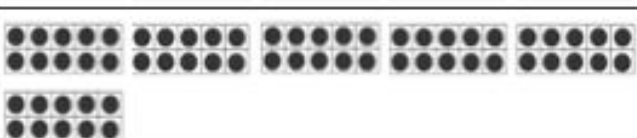
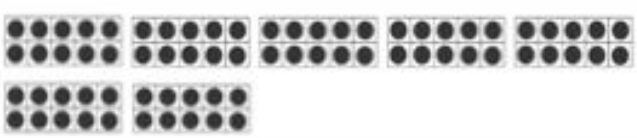
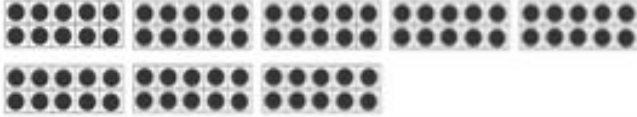
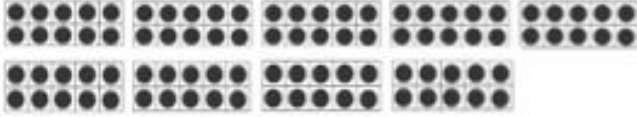
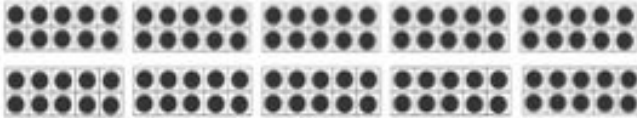


Problem Set

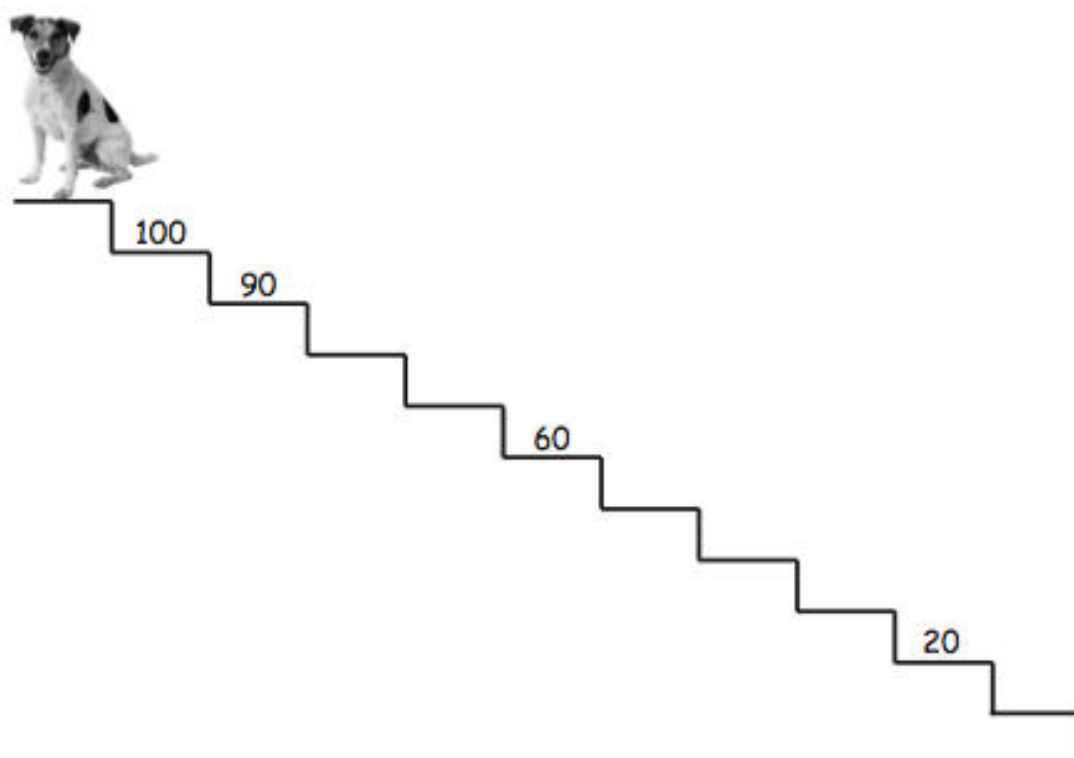
7 min

Name _____ Date _____

Count up by tens, and write the numbers.

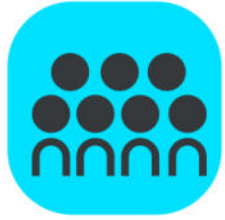
	10
	20
	
	
	50
	
	
	
	
	

Help the puppy down the stairs! Count down by tens. Write the numbers.



Count up by tens the Say Ten way.

ten	_____ tens	<u>3</u> tens	_____ tens
			
_____ tens	_____ tens	_____	_____

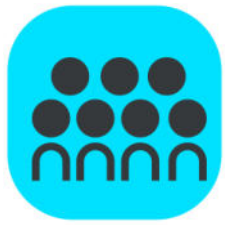


Debrief

(8 minutes)

Lesson Objective:

Count up and down by tens to 100 with
Say Ten and regular counting.



Debrief

(8 minutes)

- How would the picture of the stairs be different if you were counting by ones?
- What kinds of things could we count by tens?
- Why is it helpful to count by tens?
- Practice more counting on the Rekenrek.



Exit Ticket

(3 minutes)

Name _____ Date _____

Count up and down by 10. Write the numbers.

	10
	
	
	
	
	40
	
	
	

Count down and up by 10 the Say Ten way.

	100	10	tens
	90		tens
	80		tens
	70	7	tens
	60		tens

	50		tens
	40	4	tens
	30		tens
	20		tens
	10	1	ten