Eureka Math

Kindergarten
Module 5
Lesson 16

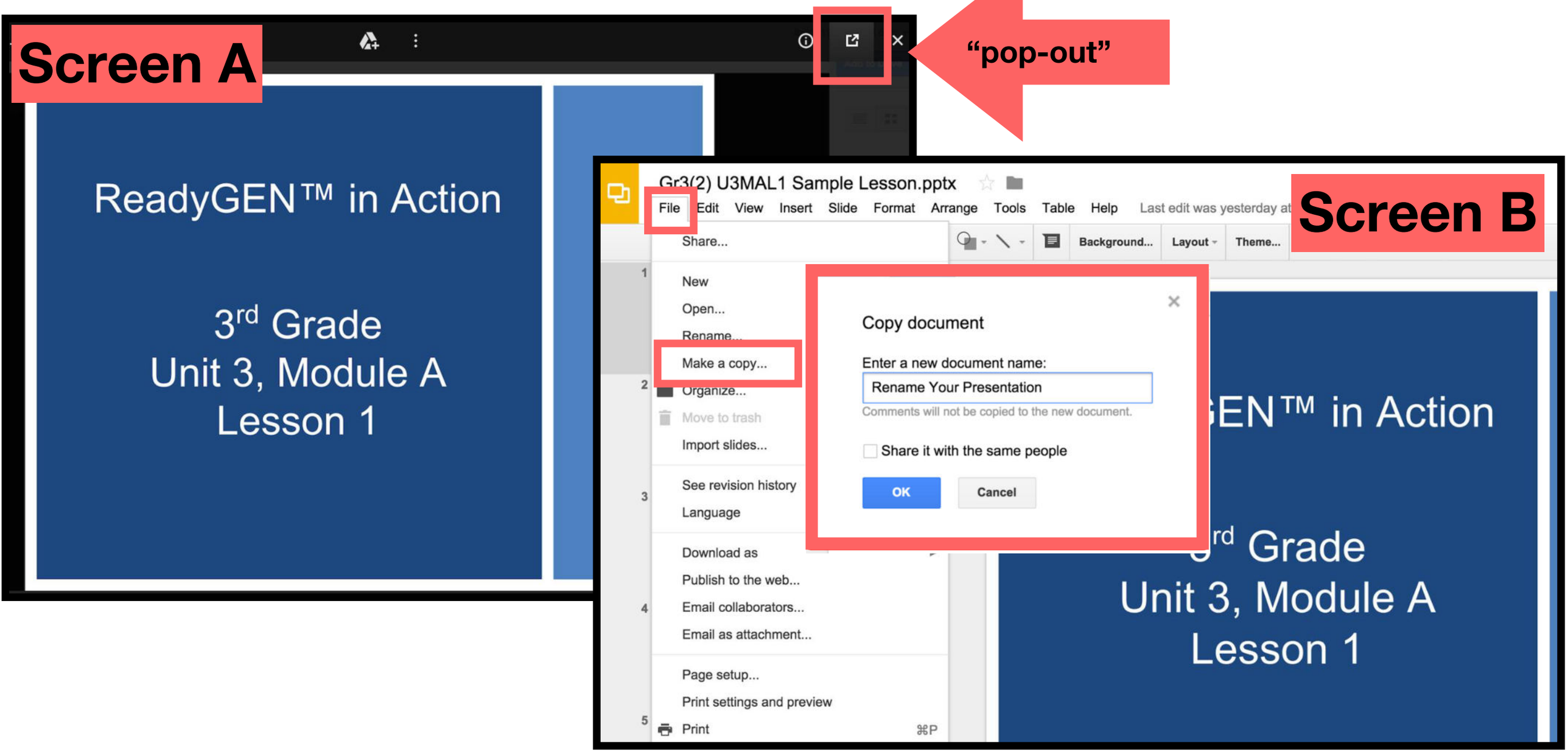
At the request of elementary teachers, a team of Bethel & Sumner educators met as a committee to create Eureka slideshow presentations. These presentations are not meant as a script, nor are they required to be used. Please customize as needed. Thank you to the many educators who contributed to this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

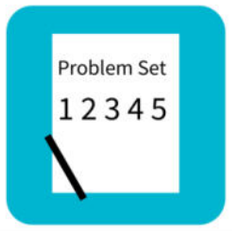


Icons

Read, Draw, Write

Learning Target

Personal White Board

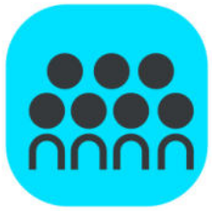


Problem Set

Manipulatives Needed

Fluency

Think Pair Share



Whole Class

Individual

Partner

Small Group

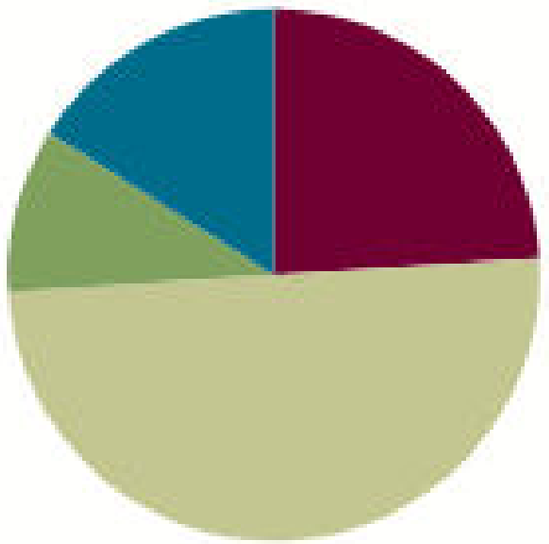
Small Group Time

Lesson 16

Objective: Count within tens by ones.

Suggested Lesson Structure

Fluency Practice	(12 minutes)
Application Problem	(5 minutes)
Concept Development	(25 minutes)
Student Debrief	(8 minutes)
Total Time	**(50 minutes)**



Materials Needed

Teacher

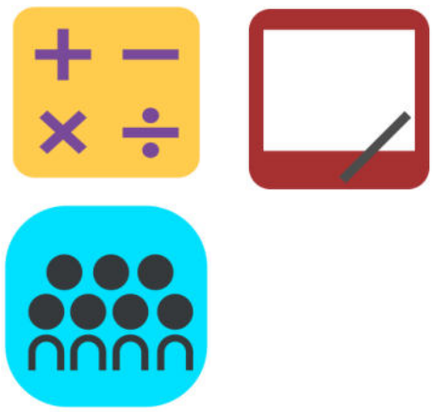
- 100 bead rekenrek
- Hide Zero Cards
- Interesting counters

Materials Needed

Student

- 2 hands card template
- Ten frame cards from 15
- 10 pieces of tag board
- Small ten frame cards template
- 9 counters

Count within tens by ones.



Fluency Practice (9 minutes)

Hide Zero for Teen Numbers (7 minutes)

Give each pair of students a set of Hide Zero cards, and have them place the number 10 in the middle.

Fluency Practice (9 minutes)

Hide Zero for Teen Numbers (7 minutes)

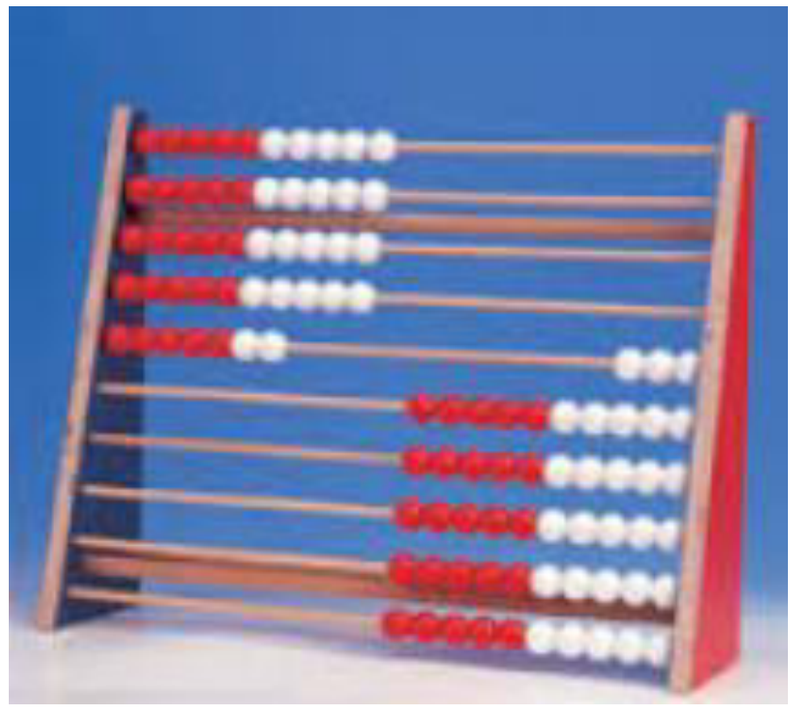
One partner gets 4 of the cards numbered 1–9, and the other partner gets the remaining 5 cards. The player with 5 cards puts one of his cards down on the ten. The other partner counts out that many interesting counters (shells, rocks, pennies). They then reverse roles.

Fluency Practice
(9 minutes)

Count by Tens the Say Ten Way
(2 minutes)

(Show 10 on the Rekenrek.)

Say the number you see.

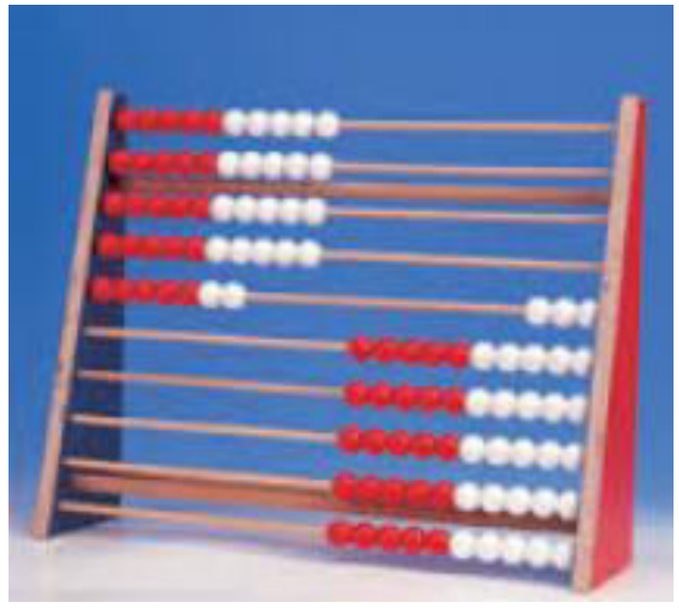


Fluency Practice
(9 minutes)

Count by Tens the Say Ten Way
(2 minutes)

(Show 2 tens on the Rekenrek.)

Say the number the Say Ten way.

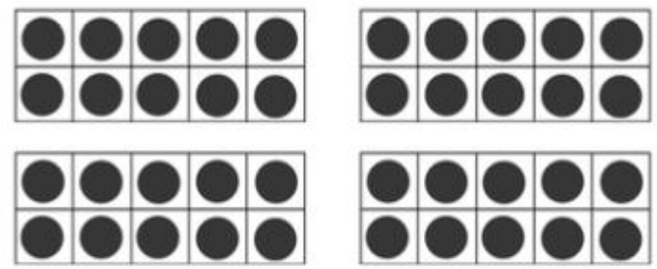


Work toward 100 and back to zero, occasionally changing direction.

Fluency Practice (9 minutes)

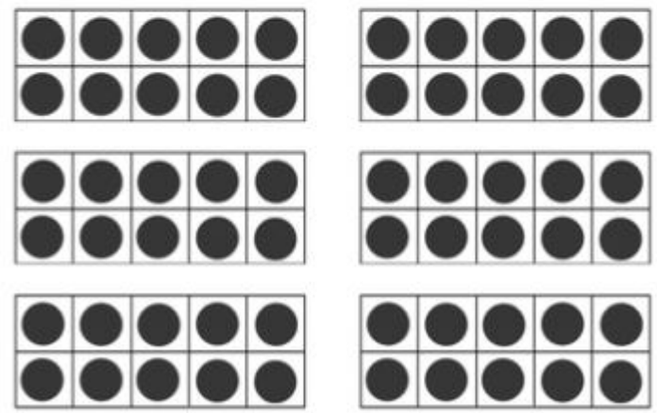
Count with Ten-Frame Cards (3 minutes)

Place a 10-frame card in front of you.



Say the number.

Place another 10-frame card in front of you.

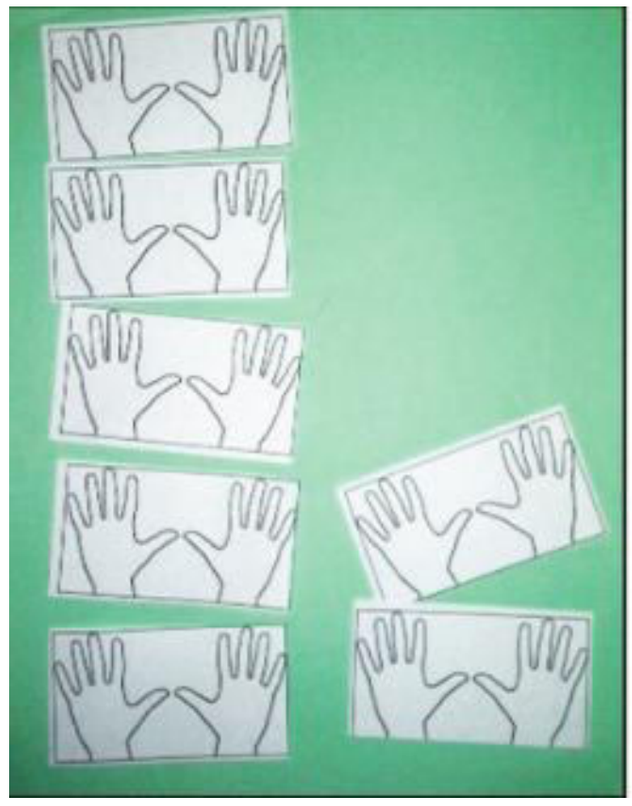


Say the number the Say Ten way.

Continue with this possible sequence: 3 tens, 4 tens, 5 tens, 6 tens, 7 tens, 8 tens, 9 tens, and 10 tens.

Application Problem
(7 minutes)

The students in Pre-Kindergarten are making handprints. 7 students are putting their handprints on a poster board. How many fingers will show on the poster? Use the 2-hand cards to help find out.



Concept Development (25 min)

Demonstrate the following before having students do it with a partner:

Students count up from 0 to 9 as they place counters on their table in vertical 5-groups. When done, have them raise their hands to receive a 10-frame. They remove the nine counters the moment they are given the 10-frame.

Concept Development (25 min)

They then count from 10 to 19 while placing counters on the table as before. Then, hand them a new10-frame as they remove the 9 counters, and have them count from 20 to 29 while placing the counters down. Do not mention trading or regrouping.

Concept Development (25 min)

For now, just tell the students that when they have counted to 29—or 39 or 49 or 59, etc.—to clear off all the ones, and they are given a new card of 10 ones. Show students how what they know about counting to 9 will help them count much larger numbers! The Say Ten way really shows that correlation.

Concept Development (25 min)

Group Activity:

(Create a path by laying the pieces of tagboard across the floor like stepping stones. Have fun creating a story with students about what is at the end of the path.) There's a magic pot at the end of this path, and if you can reach it, you can wish for anything you want! But to get there, you have to count in order from 30 to 39, or 40 to 49, or 50 to ...?

Concept Development (25 min)

From 60 to ...?

Who would like to try to reach the magic pot?

We'll help you count so you can get there. (Choose a student, and then write 30 on the board.) Let's help Miles count, starting at 30.

Concept Development (25min)

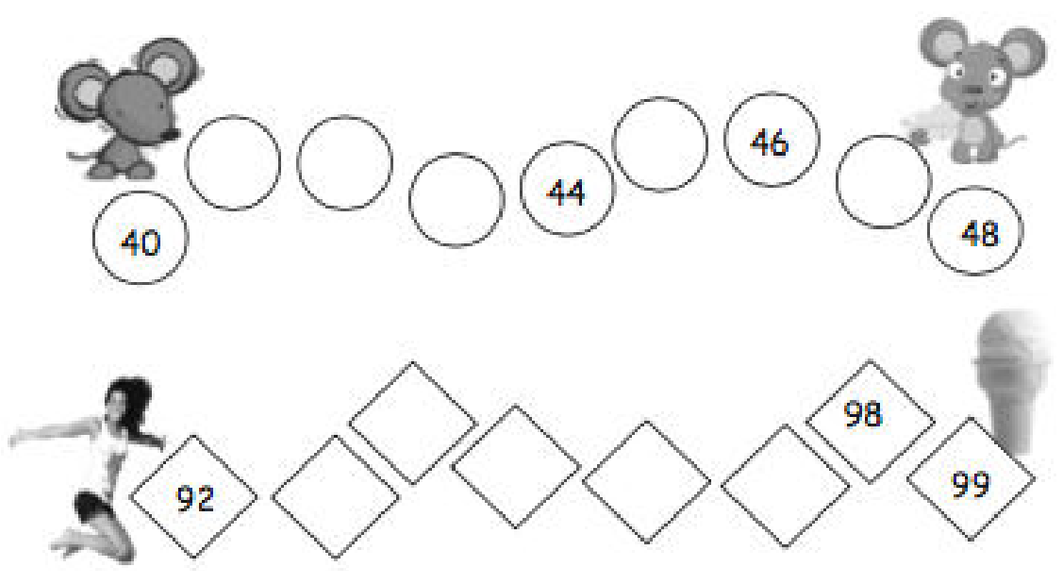
He made it! What did you wish for? (Allow a quick response.)
Who would like to go next?
(Choose another student, and then write 50 on the board.) Let’s help Victoria get to the magic pot!
Victoria made it to the pot! What did you wish for?

Problem Set

7 min

Name _____ Date _____

Count up or down by 1s. Help the animals and the girl get what they want!



Count up.

63	64			

Stop!

Count down.

66			

Debrief

(8 minutes)

Lesson Objective:

Count within tens by ones.

Debrief

(8 minutes)

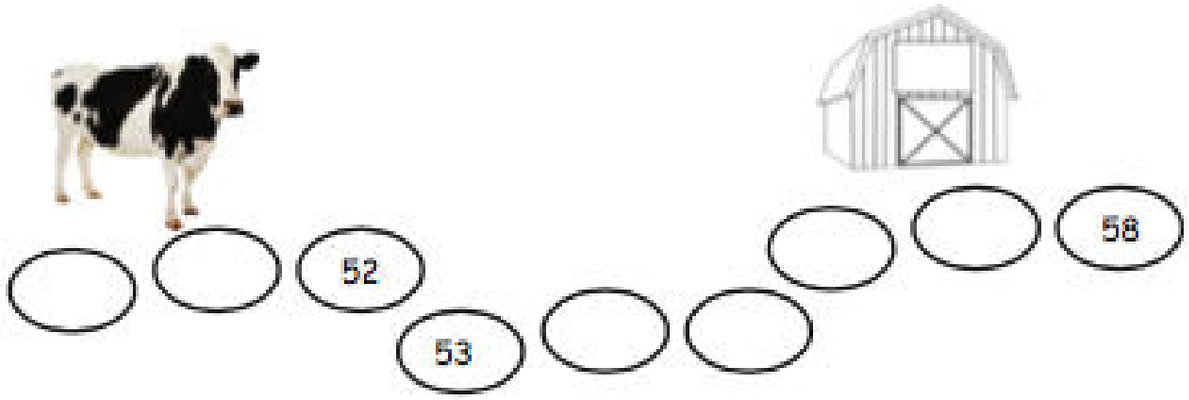
- Look at the numbers in the first row on your Problem Set. What is the same about the numbers? What is different?
- Use the Rekenrek to practice more counting within a sequence. Possibly count from 63 to 69, 72 to 79, and 84 to 89.

Exit Ticket

(3 minutes)

Name _____ Date _____

Help the cow get to the barn by counting by 1s.



Help the boy get to his present. Count up by 1s. When you get to the top, count down by 1s.