

Eureka Math

Kindergarten Module 5 Lesson 18

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.

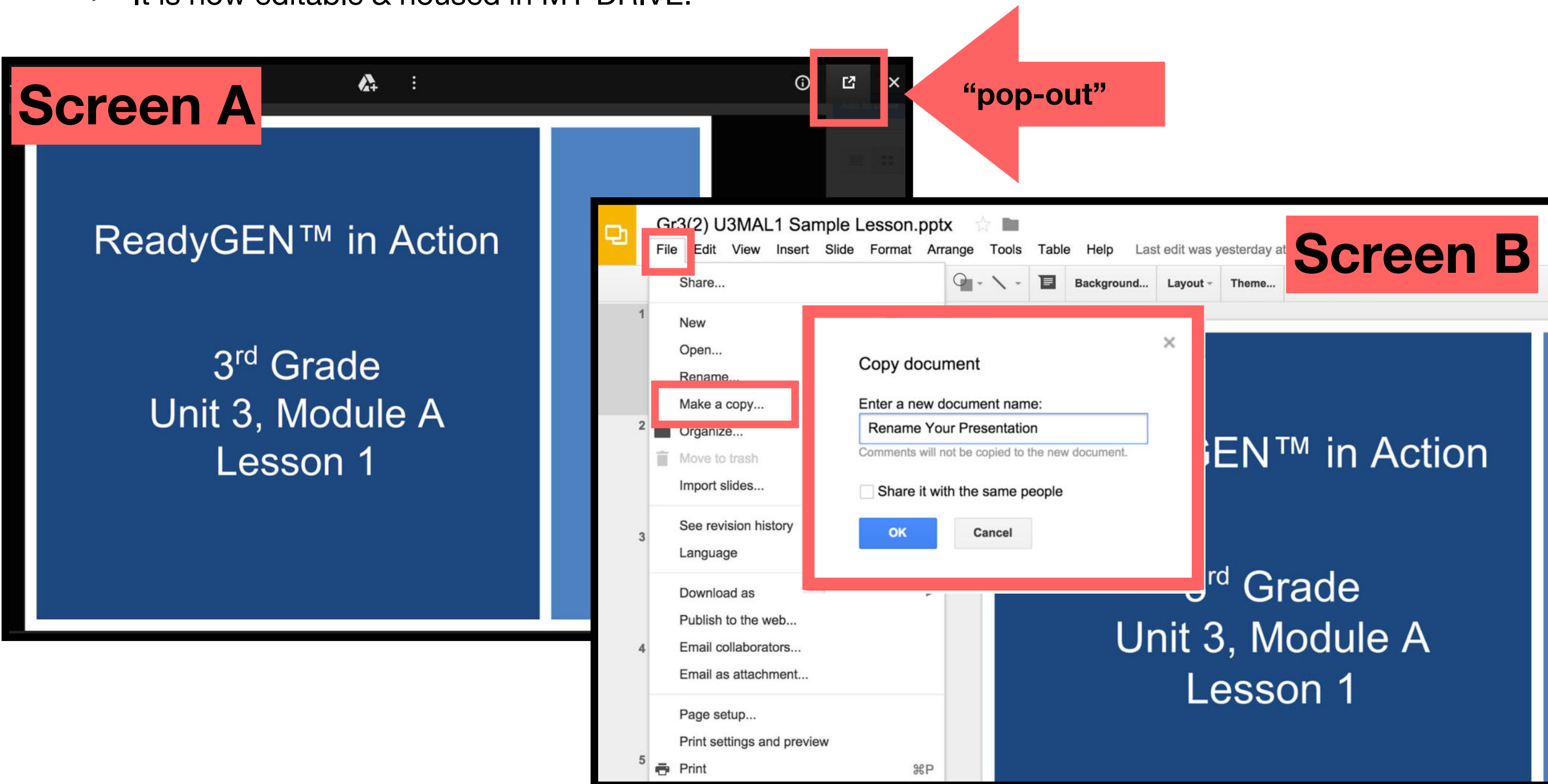


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Customize this Slideshow

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



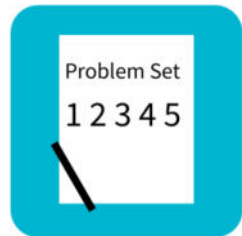
Read, Draw, Write



Learning Target



Personal White Board



Problem Set



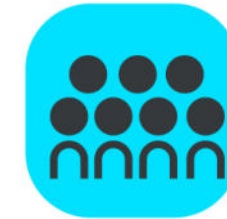
Manipulatives Needed



Fluency



Think Pair Share



Whole Class



Individual



Partner



Small Group



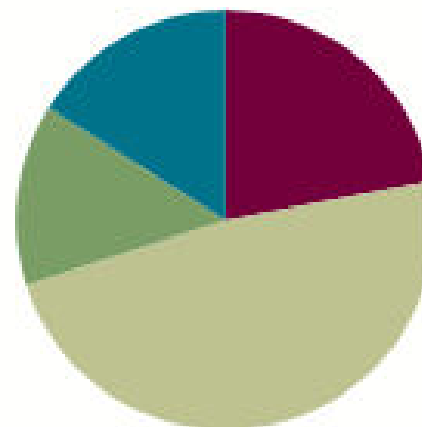
Small Group Time

Lesson 18

Objective: Count across tens by ones to 100 with and without objects.

Suggested Lesson Structure

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





Materials Needed

Teacher



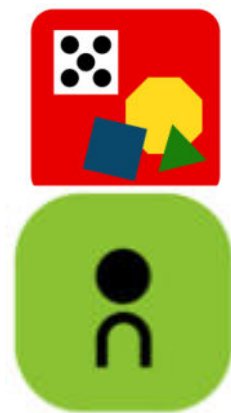
Materials Needed

Student

- **Keep Problem Set for next lesson!!!**
- Ten Frame Cards (Lesson 1, Template 4)
- Blank Number Bond (Lesson 7)
- 100 bead rekenrek
- Set of 9 full ten frames (lesson 15, template 2)
- 20 counters
- Blank paper



Count across tens by ones to 100 with
and without objects.

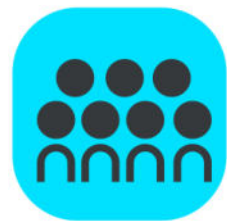


Application Problem

(7 minutes)

Susan is putting 9 flowers in 2 vases. Draw a picture to show a way she might do that. Make a number bond and a number sentence to match the idea. (Extension: See if there is another way to put the flowers in the vases.)

When students have finished, have them compare their work with another student. Are their ways of showing the flowers the same? Why or why not? How is the flower problem similar to the apple problem from yesterday?



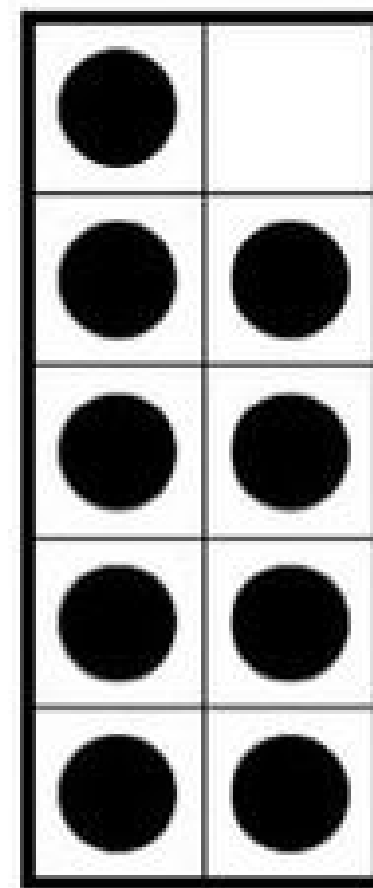
Fluency Practice

(11 minutes)

5-Group Flashes (7 minutes)

How many dots do you see?

How many more does 9 need to be 10?

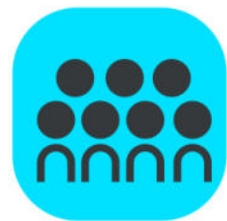


Continue with the following possible
sequence: 1, 5, 8, 2, 3, 7, 6, 1, 4, 3, 5, 2, 9.



Fluency Practice

(11 minutes)

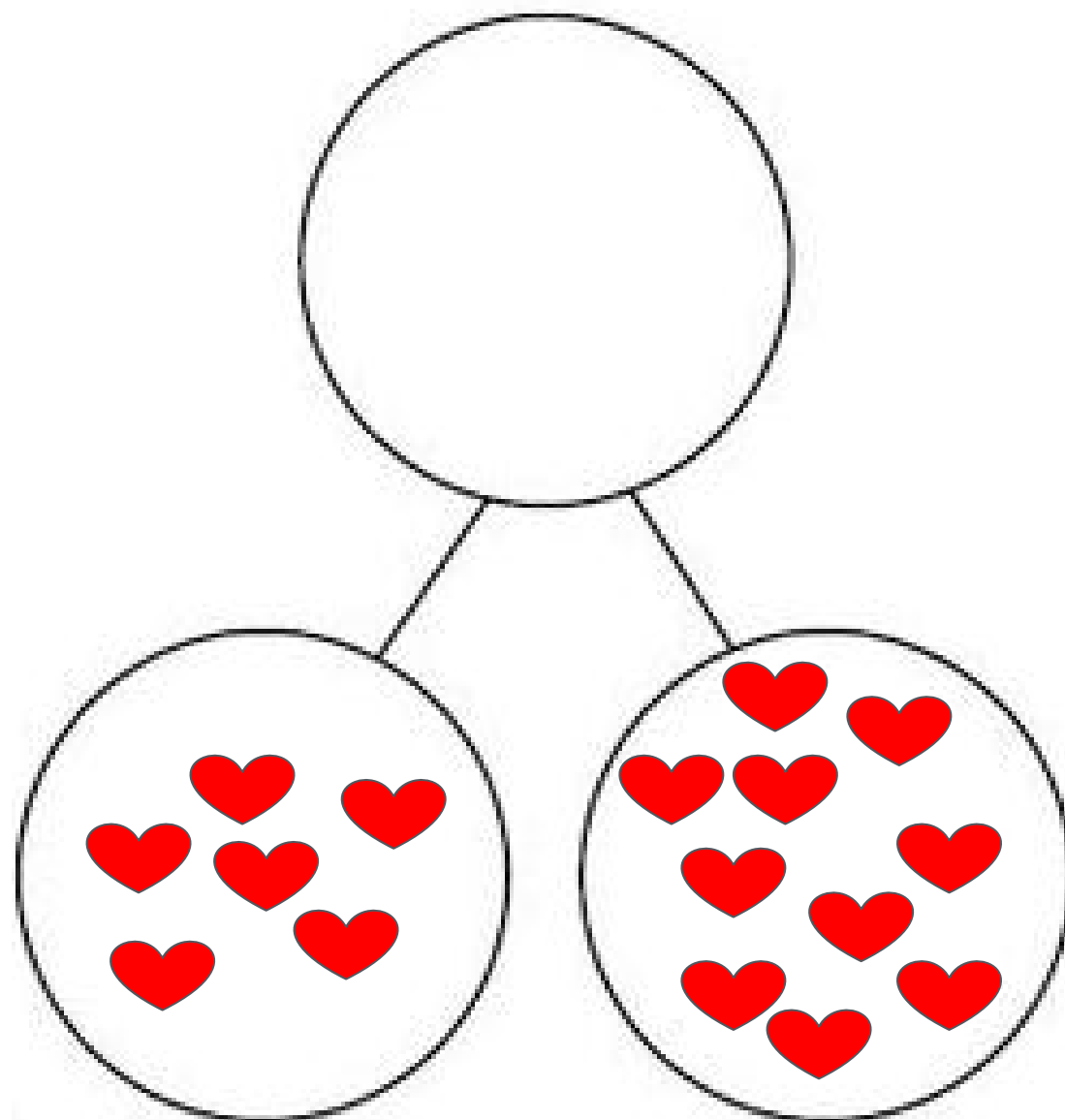


Count Out Teen Numbers (4 minutes)

Say the larger part.

Say the smaller part.

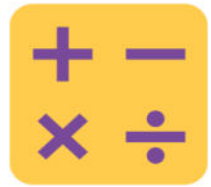
Count the whole, or total,
with me.



Fluency Practice

(11 minutes)

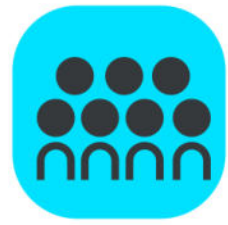
Count on the Rekenrek
(2 minutes)



Put your Rekenrek together with your partner's. Whisper count with your partner up to 40 on your Rekenrek. Take turns moving the beads with each new row. Buzz before you say the first number of each row.



Concept Development



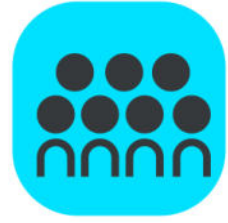
(25 min)

(Count by tens to 40 by sliding four rows on the Rekenrek.)

Count with me.



Now, count by ones. (Slide one bead at a time as students count.)



Concept Development

(25 min)

(Slide the bead back so that only 50 beads are showing.) How many beads are there now?

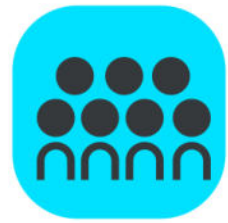
(Slide one bead back so that 49 are showing.)

How many beads are there, the Say Ten way?

How many, the regular way?



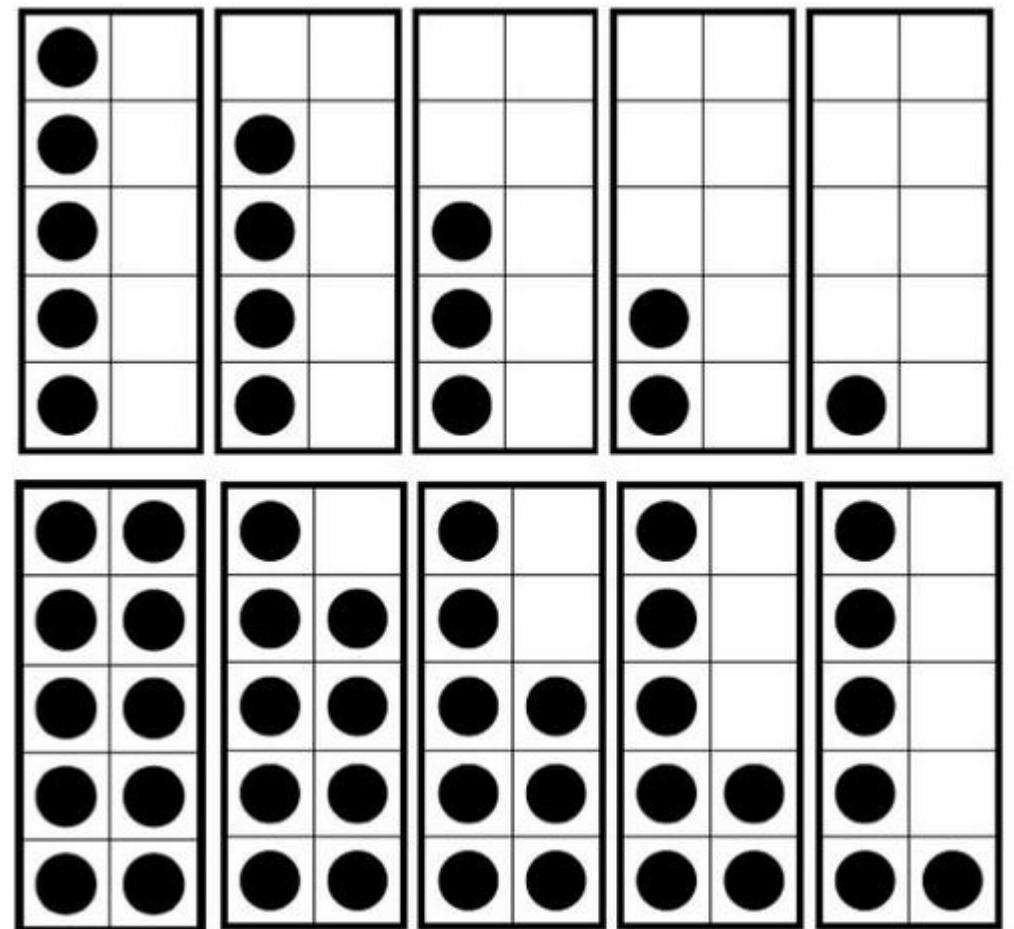
Concept Development



(25 min)

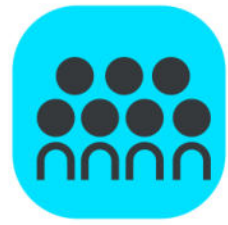
Now, let's show and count numbers a different way. Lay out 10-frame cards as we count the Say Ten way.

Now, let's count the regular way by tens. Touch each card as we count it.





Concept Development



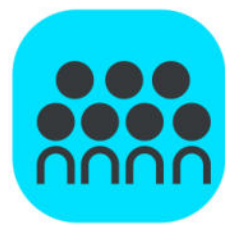
(25 min)

Place the two empty 10-frames down after 50. Count on from 50, placing one counter at a time as we say each number. Let's start the Say Ten way.

Now, let's count that the regular way, starting at 51. Touch each counter as you count.



Concept Development



(25 min)

Place one more counter on the next 10-frame.

Say the number the Say Ten way.

What is the number the regular way?

What is one more than 60?

Take one counter off. What is the number the Say Ten way?

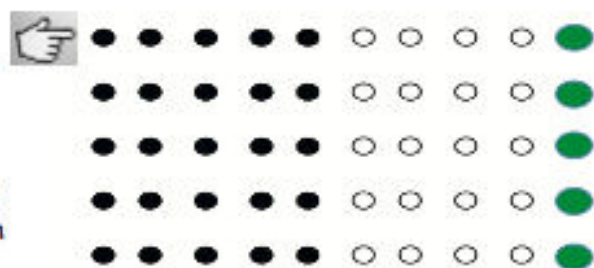


Problem Set

7 min

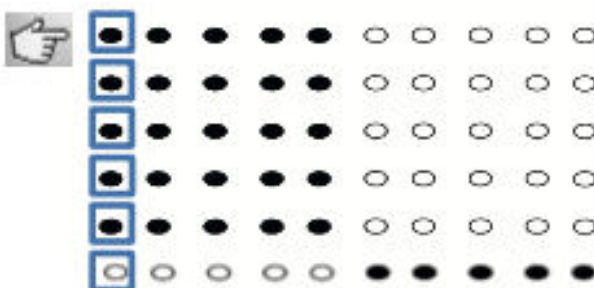
Teachers' Directions for the Rekenrek Problem Set

Have students show 50 dots by using their hiding paper to cover the other rows.



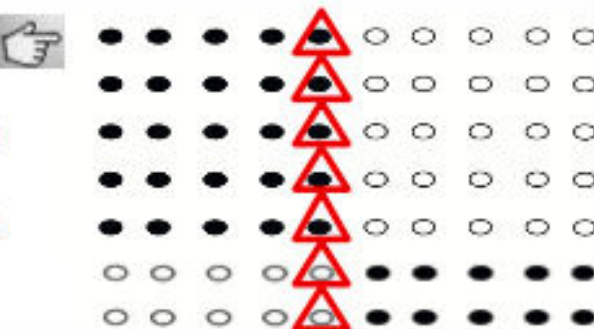
Then, have students whisper count all the dots. Say the last number in each row loudly, and color the dot green.

Have students show 60 dots using their hiding paper to cover 4 rows.



Then, have students whisper count all the dots. Have them box the first dot in each row with blue and say its number loudly.

Have students show 70 dots by hiding 30 dots.

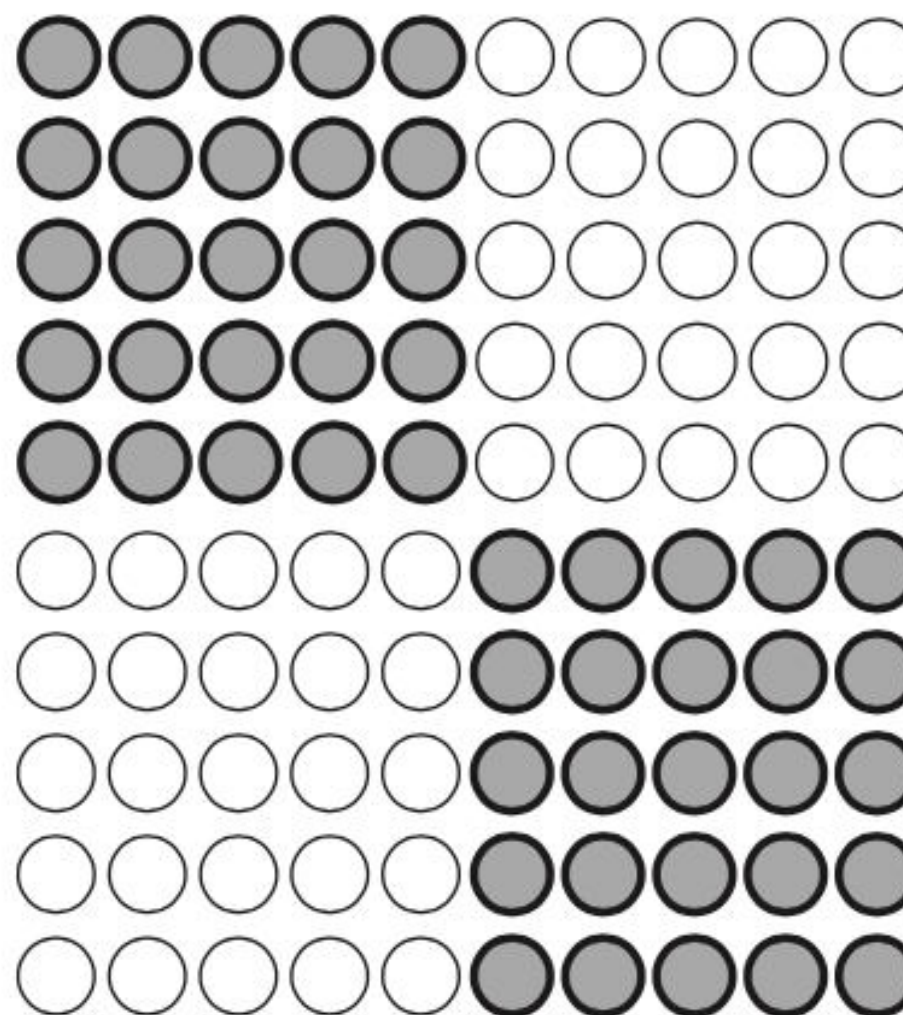


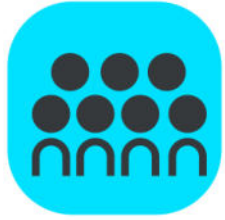
Then, have students whisper count all the dots. Have them put a triangle around the fifth dot in each row with red and say those numbers loudly.

Name _____

Date _____

Rekenrek



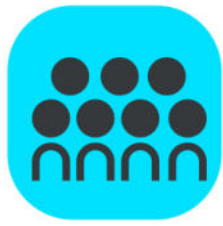


Debrief

(8 minutes)

Lesson Objective:

Count across tens by ones to 100 with and without objects.



Debrief

(8 minutes)

- What is one more than 19? What is one more than 29?
- Count from 79 to 90. From 61 to 71.
- Who can come up and show one more than 30 on the Rekenrek? One more than 80? What did you get better at (learn, understand, do better) today?



Exit Ticket

(3 minutes)

Name _____ Date _____

Touch and whisper count the circles by 1s to 100. Say the last number in each row loudly, and color the circle purple. Do your best. Your teacher may call time before you are finished.

