Eureka Math

Kindergarten
Module 5
Lesson 22

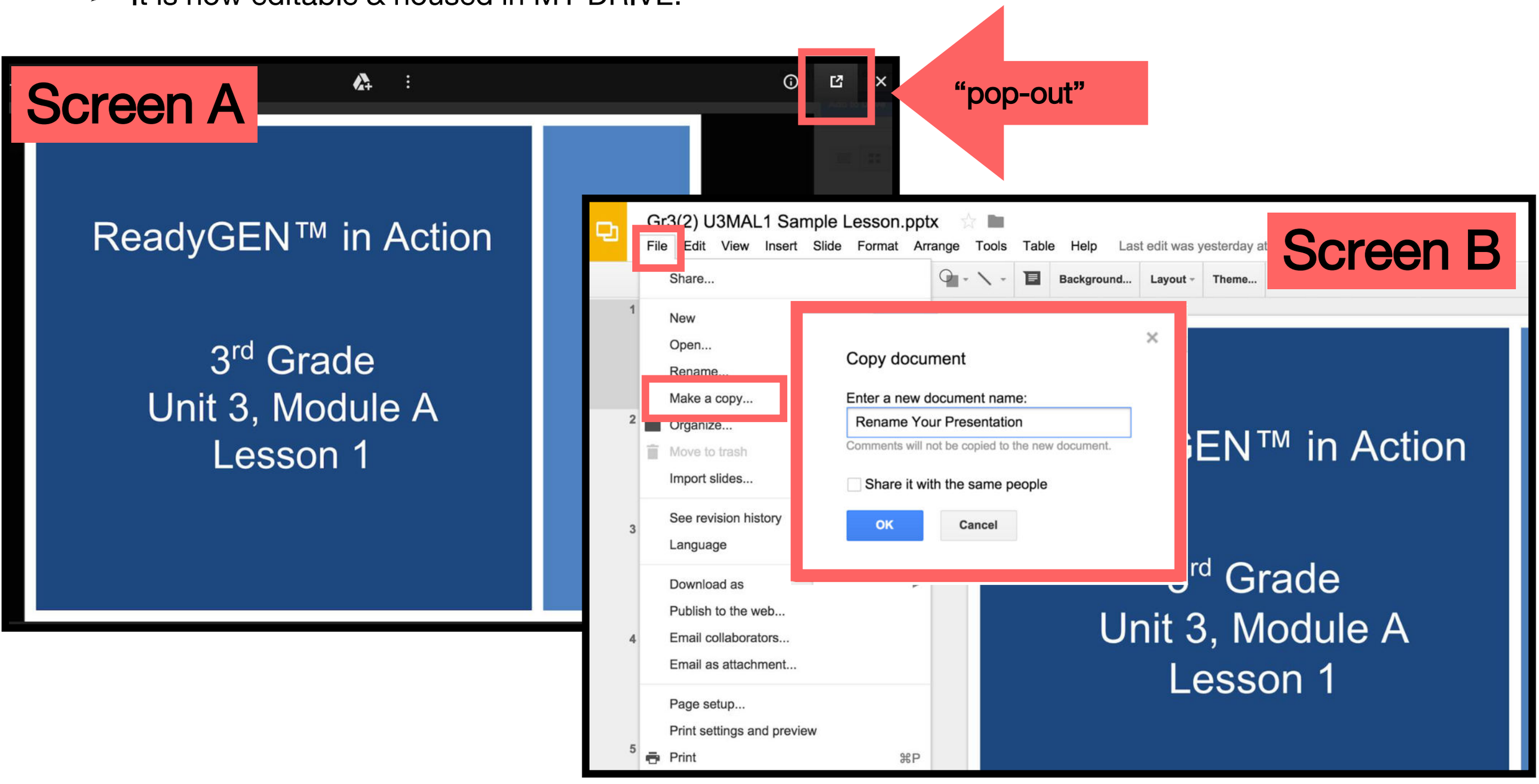
At the request of elementary teachers, a team of Bethel & Sumner educators met as a committee to create Eureka slideshow presentations. These presentations are not meant as a script, nor are they required to be used. Please customize as needed. Thank you to the many educators who contributed to this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

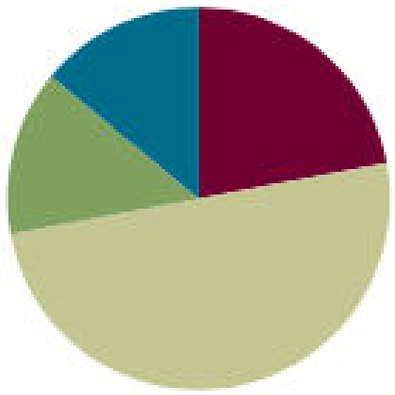
Small Group Time

Lesson 22

Objective: Decompose teen numbers as 10 ones and some ones; compare *some ones* to compare the teen numbers.

Suggested Lesson Structure

Application Problem	(7 minutes)
Fluency Practice	(11 minutes)
Concept Development	(25 minutes)
Student Debrief	(7 minutes)
Total Time	**(50 minutes)**



Materials Needed

Teacher

- Dot cards of 8

Materials Needed

Student

- Rekenrek (lesson 10)
- P’s 20 cubes

Decompose teen numbers as 10 ones and some ones; compare some ones to compare the teen numbers.

Application Problem
(7 minutes)

Lisa has 5 pennies in her hand and 2 in her pocket. Matt has 6 pennies in his hand and 2 in his pocket. Who has fewer pennies—Lisa or Matt? How do you know?

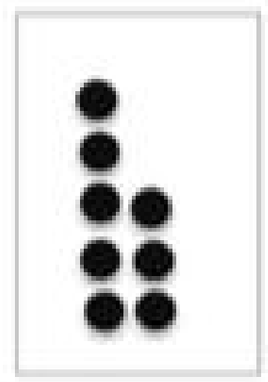
Fluency Practice (11 minutes)

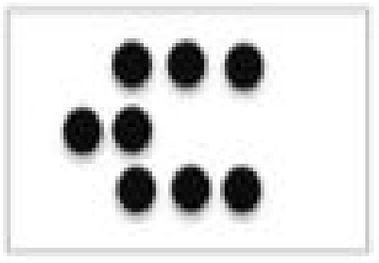
Dot Cards of 8 (3 minutes)

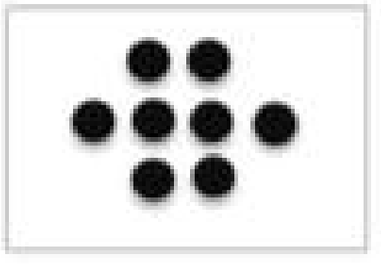
How many dots do you count? Wait for the signal to tell me. Get ready (snap.)

How can you see them in two parts?

Say the number sentence.







Fluency Practice (11 minutes)

Dot Cards of 8 (3 minutes)

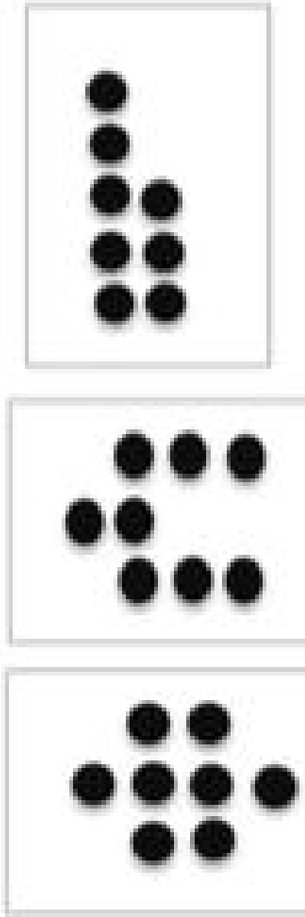
Flip it.

3 and 5 makes 8.

Who sees 8 in two different parts?

Say the number sentence.

Flip it.

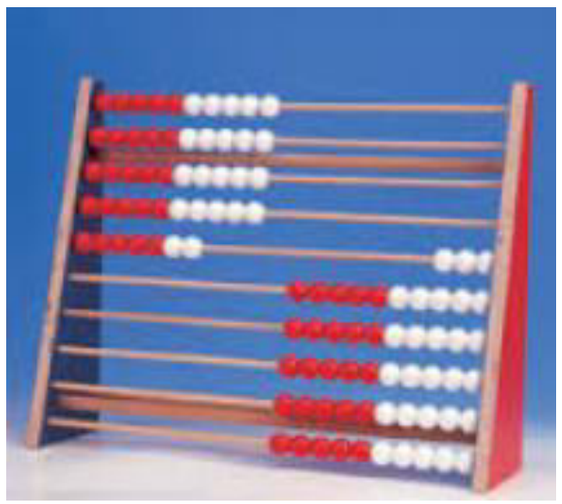


Fluency Practice (11 minutes)

Count Teen Numbers (4 minutes)

Count from 11 to 20 and back to 11 the Say Ten way.

Count from 11 to 20 and back to 11 the regular way.



Fluency Practice (11 minutes)

Count Teen Numbers (4 minutes)

Now, I want you to change the way you count each time. We'll say the first number the regular way. Then, we'll say the next number the Say Ten way. Listen to my example. 11, ten 2, 13, ten 4, 15, ten 6. Now, it's your turn.

Count back from 20 to 11, starting with the regular way.

Fluency Practice (11 minutes)

Teen Numbers on the Rekenrek (4 minutes)

Show me the number 12 in two parts on your Rekenrek with one part 10 ones on your top row.

Now, show me 12 again, but this time, with 10 ones that are all red.

Fluency Practice (11 minutes)

Teen Numbers on the Rekenrek (4 minutes)

Now, show me 12 again, but this time, with 10 ones that are all white.

Continue with other teen numbers.

Concept Development (25 min)

Use your personal white board as a work mat.

Partner A, count out 13 cubes on your mat.

Partner B, count out 15 cubes on your mat.

Now, each of you move your cubes to show the number the Say Ten way. Partner A, tell me your number the Say Ten way.

Concept Development (25 min)

Partner B, tell me your number the Say Ten way.

How can we tell which number is greater? You both have 10 ones. True



Concept Development (25 min)

So, let’s look at the extra ones. Which number is greater—3 ones or 5 ones?

So, which number is greater—ten 3 or ten 5?

Let’s all say 15 is more than 13.

Let’s say that the Say Ten way. Ten 5 is more than ten 3.

Concept Development (25 min)

Now, Partner A, show me 14 on your mat as 10 ones and some ones. Partner B, show 11 on your mat as 10 ones and some ones.

Do you both have 10 ones?

So, let’s compare the extra ones. Which part is smaller— 4 ones or 1 one?

Concept Development (25 min)

Concept Development (25 min)

Talk to your partner about which number is smaller and which number is larger, as well as how you know.

Now, I want both Partner A and Partner B to show 17 on your mat. Show it as 10 ones and some ones.

Do you both have 10 ones?

Concept Development (25 min)

How many extra ones do you both have?

Is 7 more than 7?

Is 10 more than 10?

What should we say about 17 and 17?

Concept Development (25 min)

(Point to 19.) What is the missing part?
(Fill in 9.)
(Point to 16.) What is the missing part?

(Fill in 6.) Compare the extra ones. Which number is more?

Concept Development (25 min)

We are using what we know about comparing the numbers less than 10 to compare numbers that are more than 10.

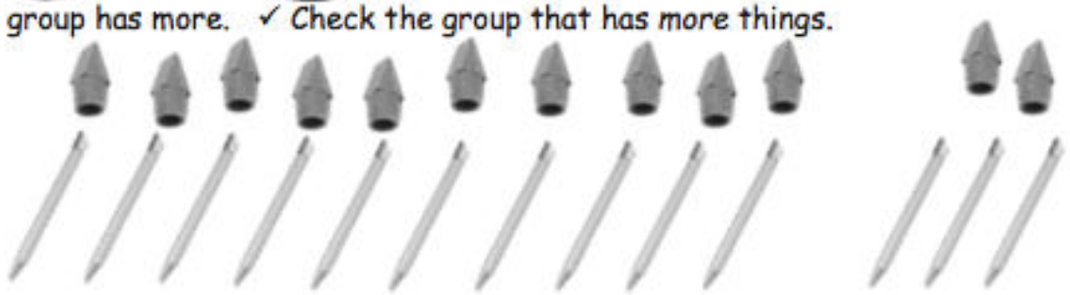
Talk to your partner about that.

Problem Set

7 min

Name _____ Date _____

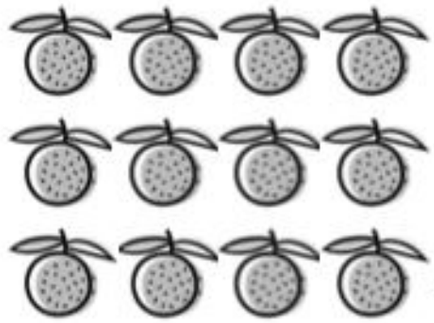
Circle 10 erasers. Circle 10 pencils. Match the extra ones to see which group has more. ✓ Check the group that has *more* things.



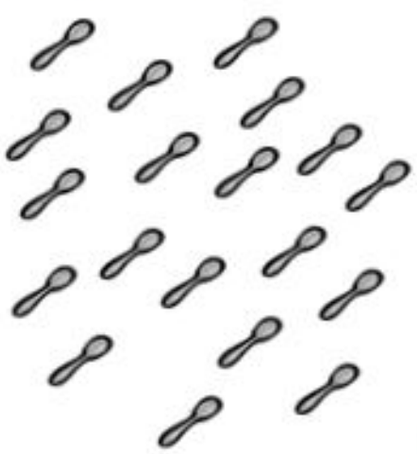
Circle 10 sandwiches. Circle 10 milk cartons. ✓ Check the group that has *less* things.

Circle 10 baseballs. Circle 10 gloves. Write how many are in each group.
✓ Check the group that has *more* things.

Circle 10 apples. Circle 10 oranges. Write how many are in each group.
✓ Check the group that has *less*.



Circle 10 spoons. Circle 10 forks. Write how many are in each group.
Circle *more* or *less*.



_____ is *more* / *less* than _____

Debrief

(8 minutes)

Lesson Objective:

Decompose teen numbers as 10 ones and some ones; compare some ones to compare the teen numbers.

Debrief

(7 minutes)

- What was today's lesson about?
- How do you know 11is less than 15?
- Read each comparison from the Problem Set the Say Ten way and then the regular way. For example, "Ten 3 is more than ten 2. 13 is more than 12. Ten 1 is less than ten 4. 11 is less than 14."
- What do you think I wanted you to learn from the lesson?

Exit Ticket

(3 minutes)

Name _____ Date _____

Count and write the number.
Circle *more* or *less*.