Eureka Math

Kindergarten
Module 5
Lesson 23

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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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.
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➤ Choose MAKE A COPY and rename your presentation.
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Screen A

"pop-out"

ReadyGEN™ in Action

3rd Grade
Unit 3, Module A
Lesson 1

Screen B

Gr3(2) U3MAL1 Sample Lesson.pptx

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Print   ⌘P

GEN™ in Action

3rd Grade
Unit 3, Module A
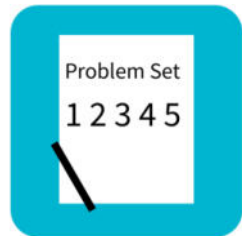Lesson 1

Icons

RDW   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 23

Objective: Reason about and represent situations, decomposing teen numbers into 10 ones and some ones and composing 10 ones and some ones into a teen number.

## Suggested Lesson Structure

■ Fluency Practice	(12 minutes)	
■ Concept Development	(30 minutes)	
■ Student Debrief	(8 minutes)	
Total Time	**(50 minutes)**	
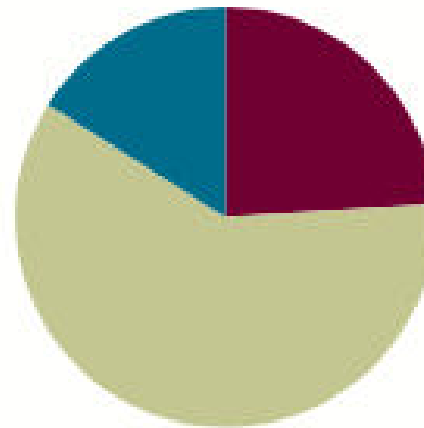
Materials Needed

Teacher

- Dot cards of 8 (lesson 6 fluency template)
- 12 Pieces of red construction paper

Materials Needed

Student
- Teen Number dot cards
- Picture and word problem template
- Personal white board with number bond

Reason about and represent situations. Decompose teen numbers as 10 ones and some ones and compose 10 ones and some ones into a teen number.
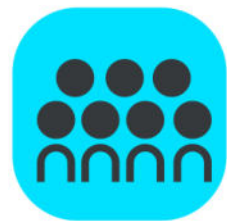
Fluency Practice (12 minutes)

Number Bonds of 8 (4 minutes)

Say the larger part. (Give students time to count).

Say the smaller part.

What is the total number of dots? (Give time to count.)
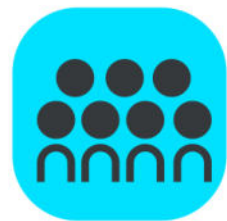
Fluency Practice (12 minutes)

Number Bonds of 8 (4 minutes)

Say the number sentence.

Flip it.

Fluency Practice (12 minutes)
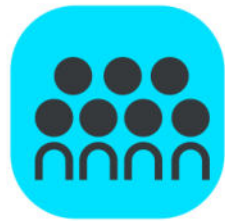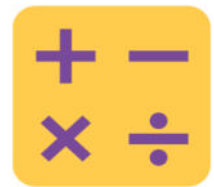
Matching Dot and Number Cards (8 minutes)

Put your number cards in order from smallest to greatest.
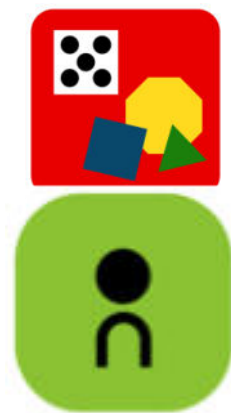
Match each number card to a dot card.
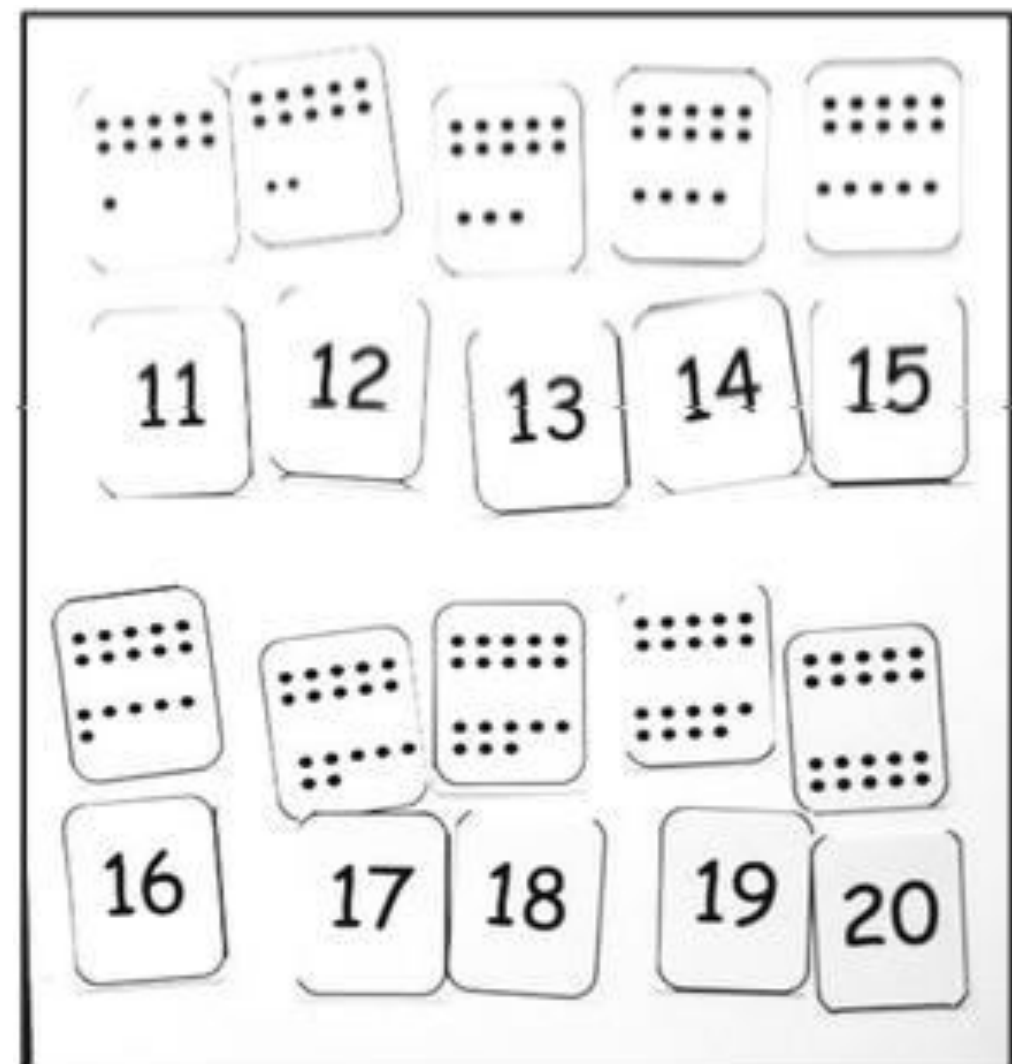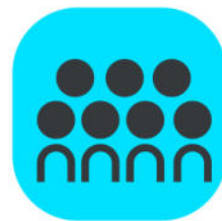
Fluency Practice (12 minutes)

Matching Dot and Number Cards (8 minutes)

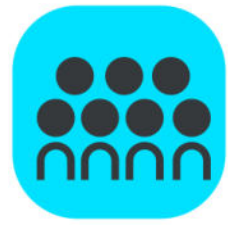Talk to your partner. What do you notice about your dot cards and your number cards?
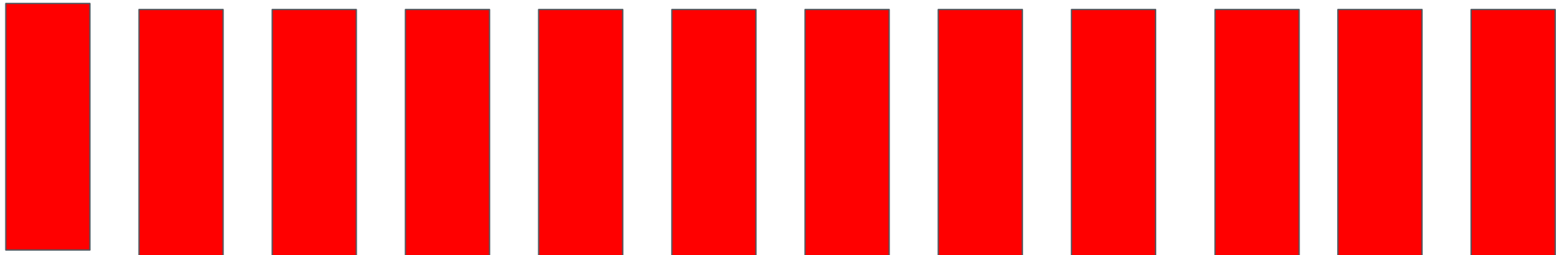
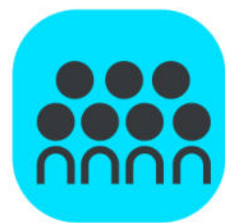# Application Problem
(0 minutes)

Concept Development (30 min)
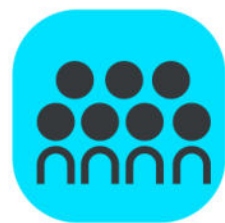
Count with me:

🎲 Concept Development
(30 min)

Draw and show the 12 papers as 10 ones and some ones.

You can draw a picture and make a number bond.

That is another good way to show what twelve is made of.

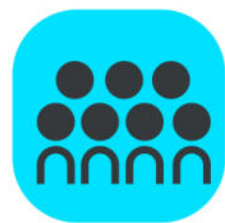# 🎲🟦 Concept Development
(30 min)

(After working.) Share with your partner how you showed 10 red papers and some more papers.

What parts did you break 12 into?

What number sentence did you use to show that?
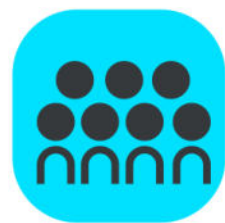
🎲🔷🟦🔺 Concept Development
👥⬜ (30 min)

(Referring back to the red papers on the board.) What can I do with my papers to show that we made two parts?

Okay, I'll do that. Yes, now we can see that 12 is 10 and 2.

🎲🧩 Concept Development
👥🖊️ (30 min)
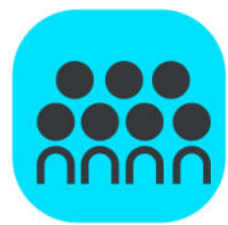
Let's do a different problem at a farm. (Pass out the picture and word problem.) Look at the picture with your partner.

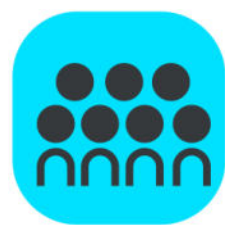Talk about what you see.

🎲🔷 Concept Development
(30 min)

It's easy to see the parts, so let's put them together to find how many animals there are.

Work with your partner to show ways to put those parts together.

(Pause while students work.) What are some of the ways you put the two parts together?
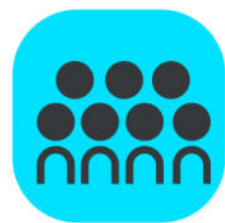
🎲🧩 Concept Development
(30 min)

When you put the parts together, what was the total of your bond or number sentence?
What number sentence did you use to show that?
Yes, that is how I think of it when I'm putting parts together. When I'm taking them apart, I say it this way: $13 = 10 + 3$. Talk to your partner about why you think I do that.

🎲 Concept Development (30 min)
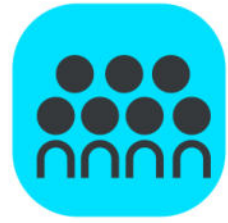
I showed the papers like this:
12 = 10 + 2.

And I showed the animals like this:
10 + 3 = 13.

Talk to your partner about why.

🎲 Concept Development (30 min)

So, with the animals, you thought about the parts first, and with the papers, you thought about the total first?
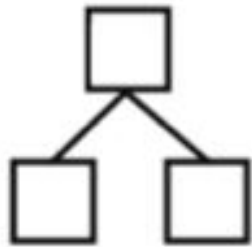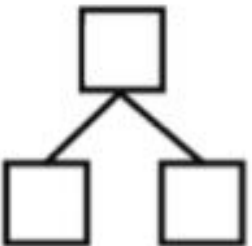
Problem Set

7 min

Name _____ Date _____

Robin sees 5 apples in a bag and 10 apples in a bowl. Draw a picture to show how many apples there are.

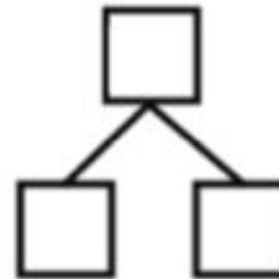Write a number bond and an addition sentence to match your picture.

_____ _____ _____

Sam has 13 toy trucks. Draw and show the trucks as 10 ones and some ones.
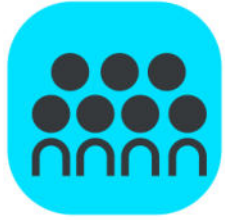
Write a number bond and an addition sentence to match your picture.

_____ _____ _____

Our class has 16 bags of popcorn. Draw and show the popcorn bags as 10 ones and some ones.

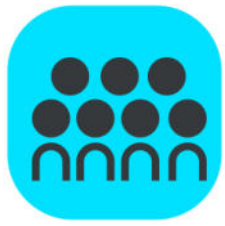Write a number bond and an addition sentence to match your picture.

_____ _____ _____

Debrief

(8 minutes)

Lesson Objective:

Reason about and represent situations. Decompose teen numbers as 10 ones and some ones and compose 10 ones and some ones into a teen number.

Debrief
(7 minutes)

- Did you start by drawing the parts first or the total first in the story of Robin's apples? The toy trucks? The popcorn bags?
- Explain how your drawing relates to the number bond you wrote.
- Explain how the number sentence relates to the number bond and situation.
- Show how you wrote the number sentence for
- each situation and whether you started the sentence with the parts or the total. How did you choose your number sentence? Share your thinking.
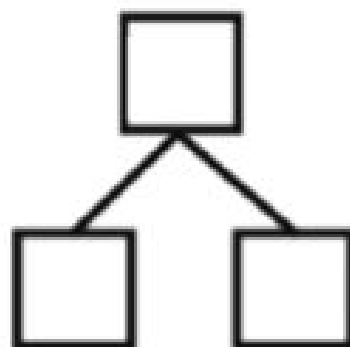
Exit Ticket

(3 minutes)

Name _____   Date _____

There are 12 balls. Draw and show the balls as 10 ones and some ones.

Write a number bond to match your picture.

Write an addition sentence to match your number bond.

_____ _____ _____