

Eureka Math

Kindergarten Module 5 Lesson 24

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Reflecting your Teaching Style and Learning Needs of Your Students

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Screen A

ReadyGEN™ in Action

3rd Grade
Unit 3, Module A
Lesson 1

“pop-out”

Screen B

Gr3(2) U3MAL1 Sample Lesson.pptx

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ReadyGEN™ in Action

3rd Grade
Unit 3, Module A
Lesson 1

Icons



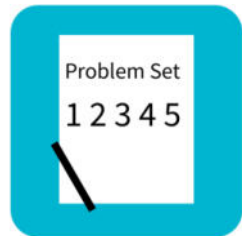
Read, Draw, Write



Learning Target



Personal White Board



Problem Set



Manipulatives Needed



Fluency



Think Pair Share



Whole Class



Individual



Partner



Small Group



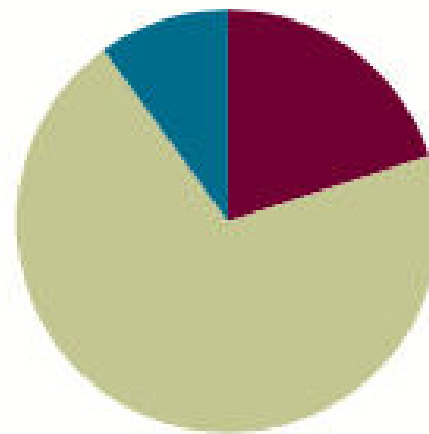
Small Group Time

Lesson 24

Objective: Culminating Task—Represent teen number decompositions in various ways.

Suggested Lesson Structure

■ Fluency Practice	(10 minutes)
■ Concept Development	(35 minutes)
■ Student Debrief	(5 minutes)
Total Time	(50 minutes)





Materials Needed

Teacher

- Pictorial Growth Chart 10-20 (fluency template 1)
- Frog puppet (popsicle stick with a frog picture)



Materials Needed

Student

- 10 bags each with a different teen number of objects inside.
- Materials for each station:
 - 2-hand cards (Lesson 16 Template)
 - Hide Zero cards: 1 Hide Zero 10 card (Lesson 6 Template 2) and 5-group cards 1–9 (Lesson 1 Fluency Template 2)
 - Personal Rekenrek (Lesson 10)
- 20 centimeter cubes
- 20 sticks
- 20 beans



Materials Needed

Student

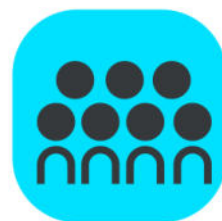
- 1 small paper plate
- 20 linking cubes
- blank paper
- number bond (Lesson 7 Template)



Represent teen number decomposition
in various ways.



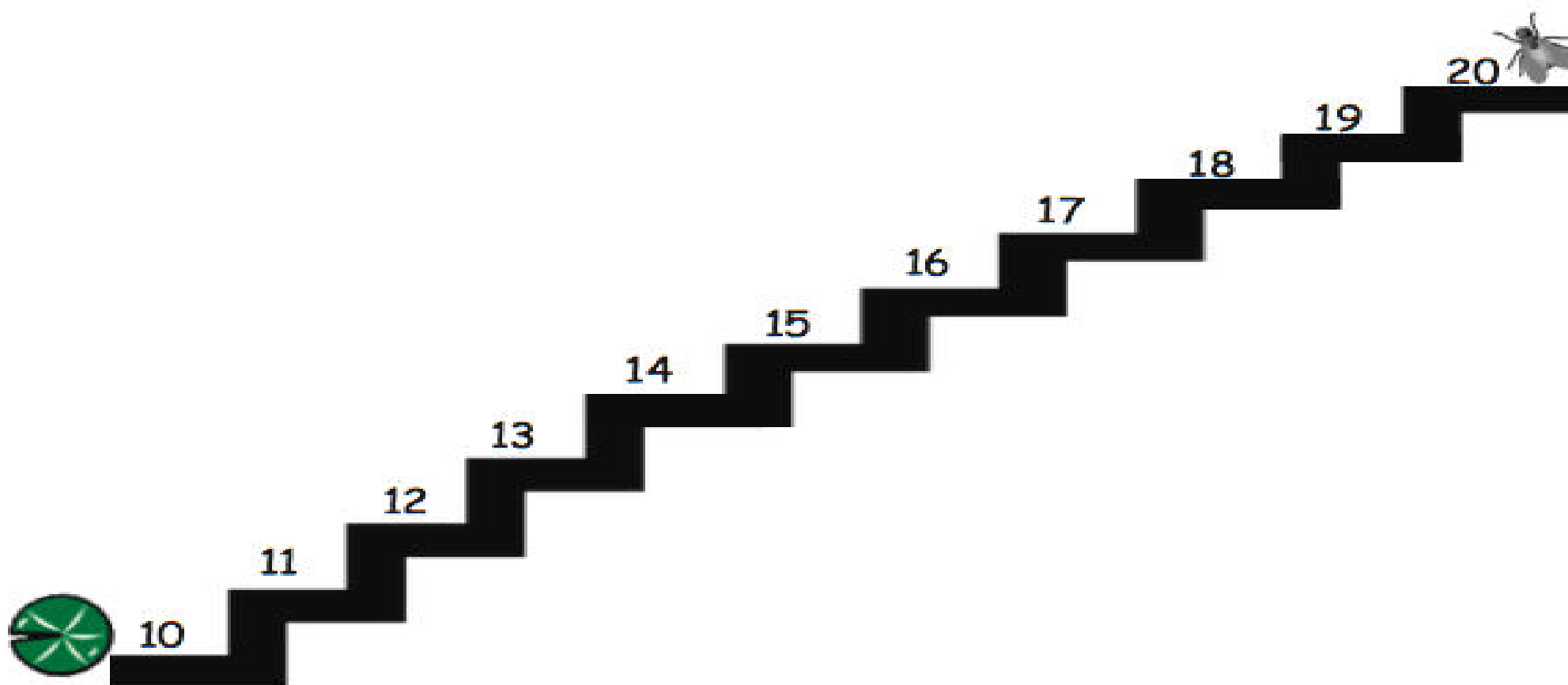
Fluency Practice



(10 minutes)

Help the Frog Catch the Fly (4 minutes)

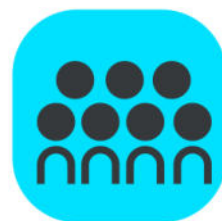
Hold a frog puppet on the 10. What number is Froggy on now?



pictorial growth chart



Fluency Practice



(10 minutes)

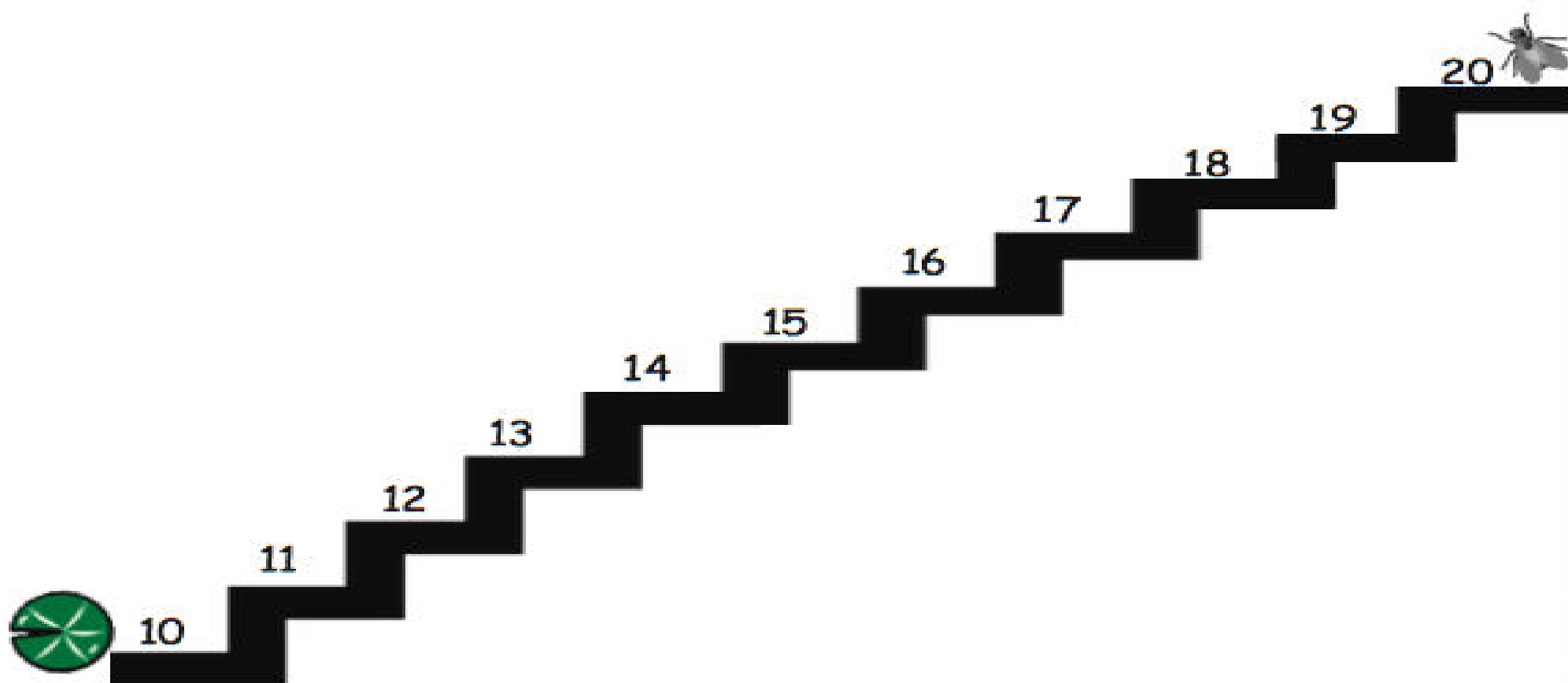
Help the Frog Catch the Fly (4 minutes)

Can you help Froggy get the fly?

Tell Froggy what

number is

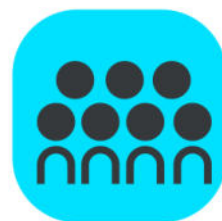
1 more.



pictorial growth chart



Fluency Practice



(10 minutes)

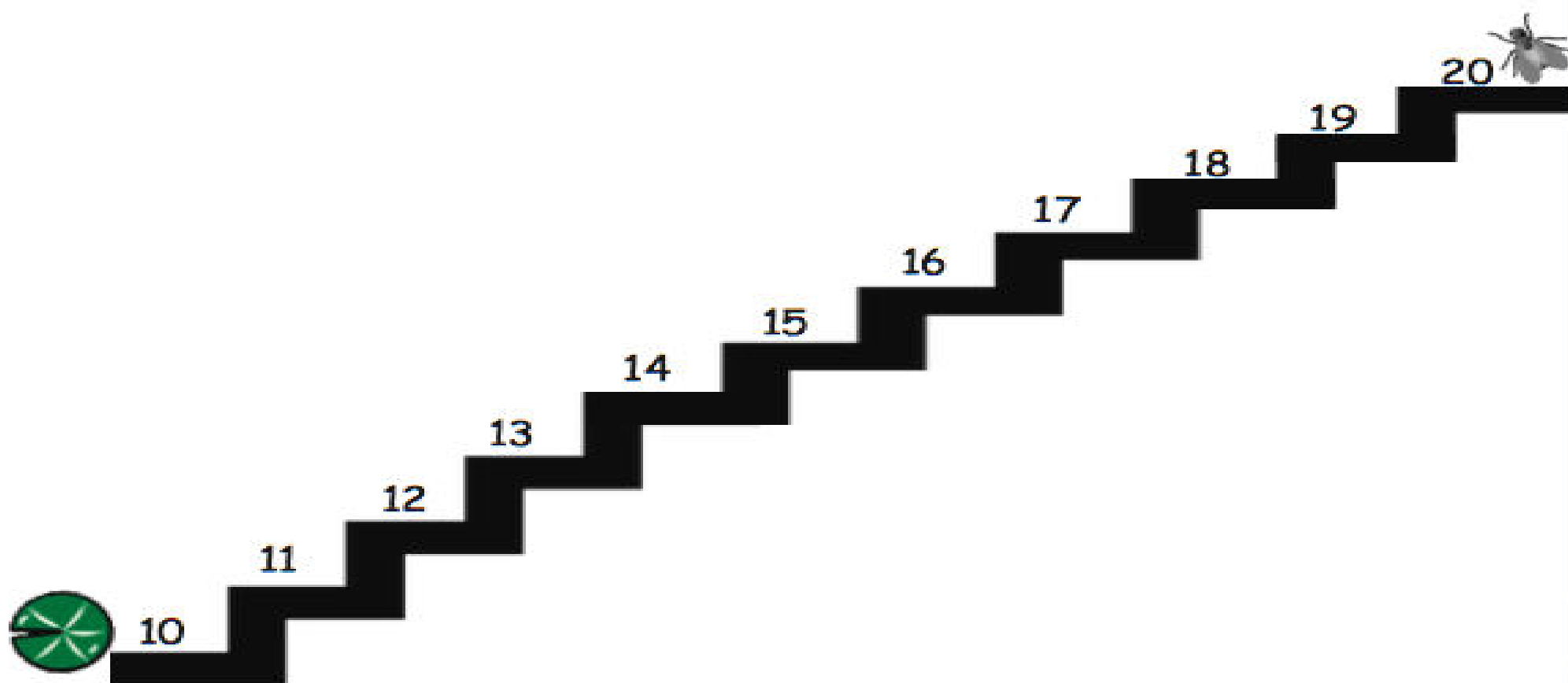
Help the Frog Catch the Fly (4 minutes)

(Make the frog puppet jump to the next stair.)

It's working!

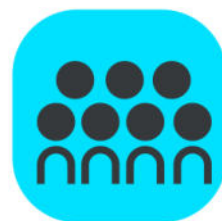
What number is

he on now?





Fluency Practice

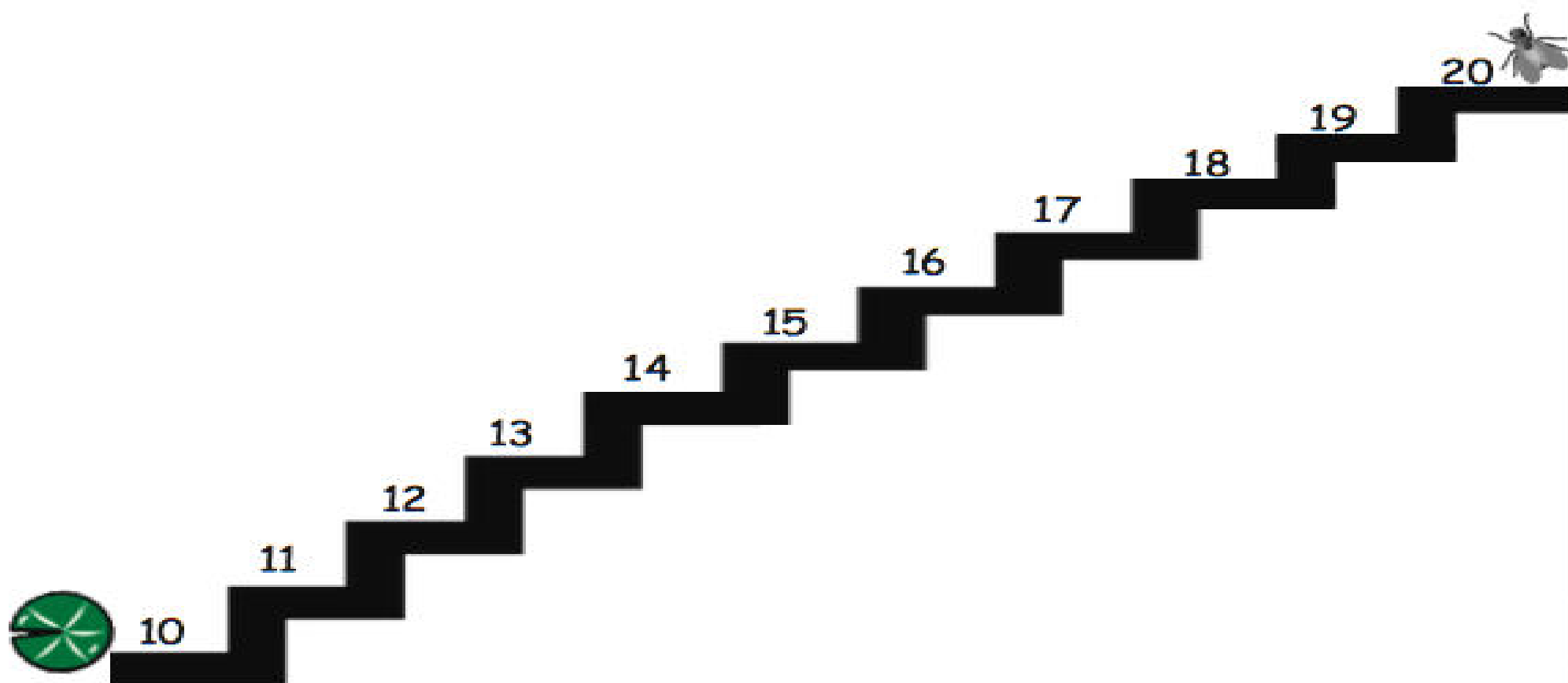


(10 minutes)

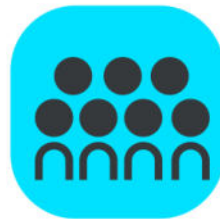
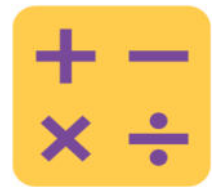
Help the Frog Catch the Fly (4 minutes)

Tell him 1 more. 11. 1 more is 12.

(Frog jumps.)



pictorial growth chart



Fluency Practice

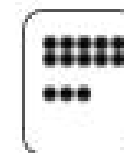
(10 minutes)

Number Bond Hopping Card Game (6 minutes)

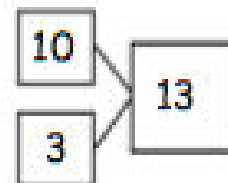
Rabbit and Froggy's Matching Race

Directions: Play Rabbit and Froggy's Matching Race with a friend, relative, or parent to help your animal reach its food first! The first animal to reach the food wins.

- Put your teen numeral and dot cards face down in rows with teen numbers in one row and dot cards in another row.
- Flip to find 2 cards that match.
Place cards back in the same place if they don't match.
Continue until you find a match.



- Write a number bond to match.



Hop 1 space if you get it right!

- Write a number sentence.



$$13 = 10 + 3$$



Hop 1 space again if you get it right!



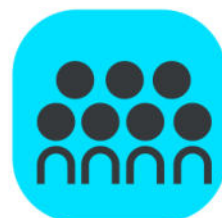
10	11	12	13	14	15	16	17	18	19	20
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Fluency Practice

(10 minutes)




Number Bond Hopping Card Game (6 minutes)


Player 1: _____




10	11	12	13	14	15	16	17	18	19	20
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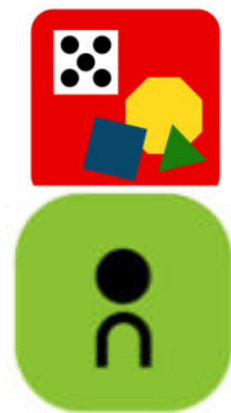


Player 2: _____



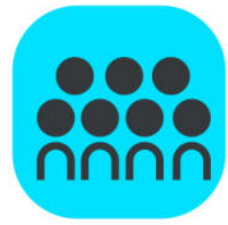
10	11	12	13	14	15	16	17	18	19	20
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Application Problem

(0 minutes)



Concept Development

(35 min)

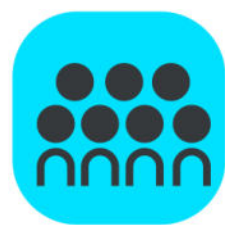
- Introduction (3minutes)
- Creating exhibits (32 minutes)

Setup:

Unbeknownst to students, Station 1 has a bag with 11 cubes, Station 2 has a bag with 12 cubes, and Station 10 has a bag with up to 20 cubes. Pair students who are generally performing at the same level. Put students performing at higher levels at the stations with 16–20 cubes. Direct each pair of students to one of the stations.



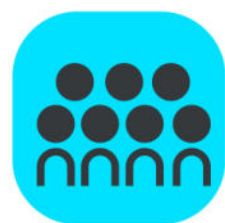
Concept Development



(35 min)

Open your mystery bag, and count how many objects are inside.

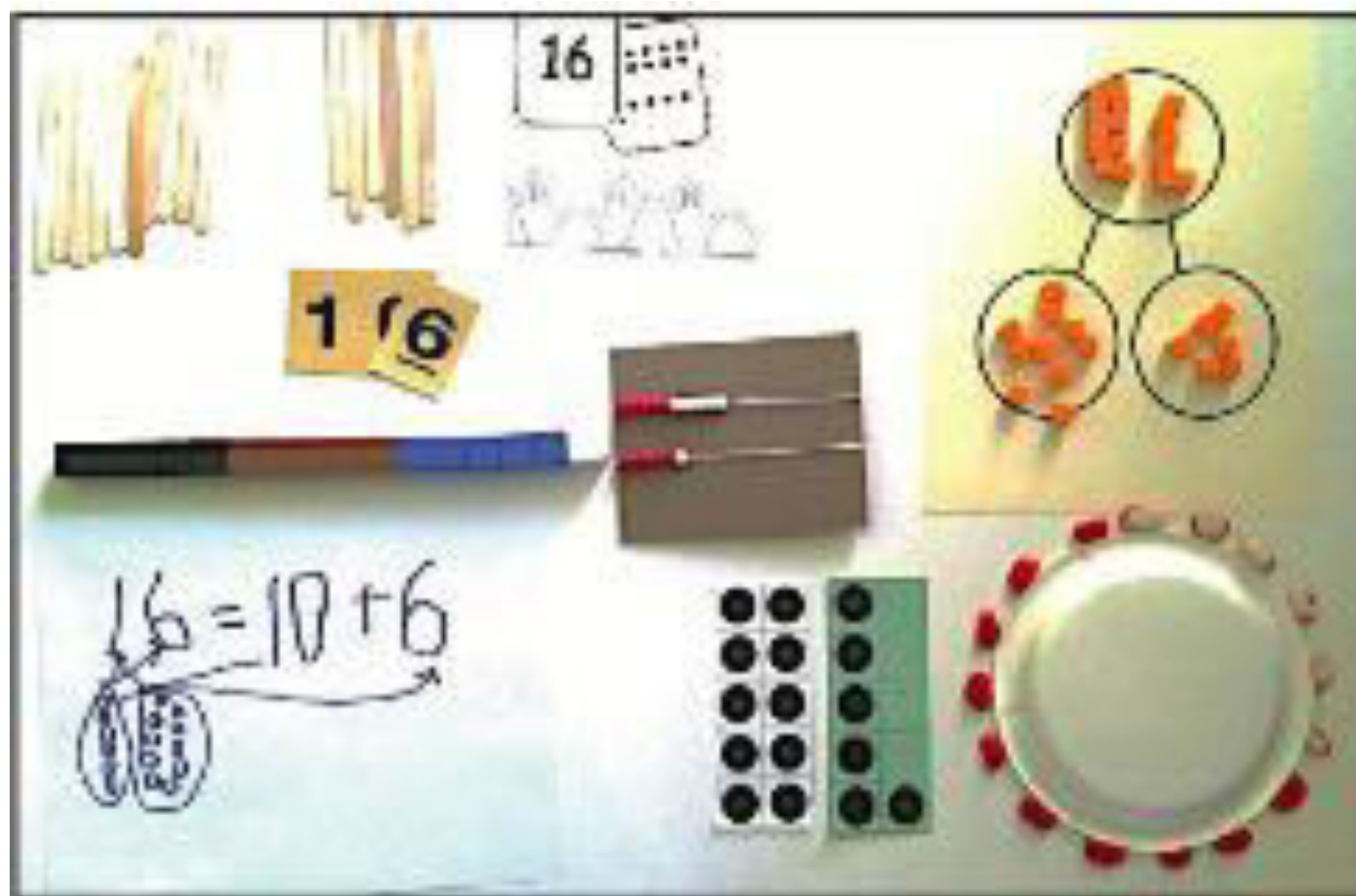
Show this number in different ways using the materials available to you at your station.



Concept Development

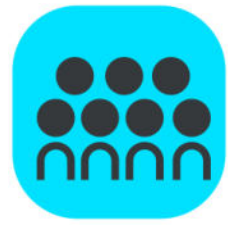
(35 min)

You are going to create an exhibit showing your number in as many ways as you can.





Concept Development



(35 min)

The ways you must show your number include:

A number bond

Hide Zero cards

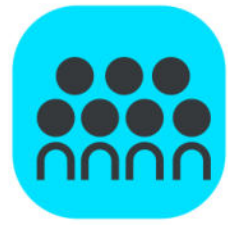
Rekenrek

Addition sentence

Linking cubes



Concept Development

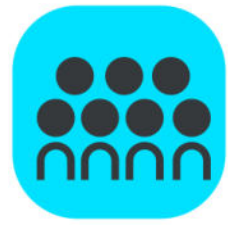


(35 min)

Once you have finished the have to's, show the number in other ways, too. You will have 20 minutes. At your table are different materials to help you. You do not have to use them all. You may also use paper and pencil.



Concept Development



(35 min)

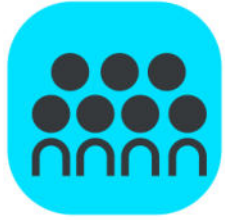
(After 20 minutes.) Now, we are going to take a tour to see your friends' creations. When I give the signal, move to the next station.

Think about what you are seeing at each station. Point to the different ways your friends have shown their number. Talk about each one. What makes it special? (Students spend a little less than one minute at each station.)



Problem Set

0 min

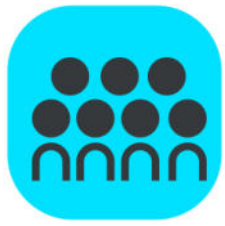


Debrief

(8 minutes)

Lesson Objective:

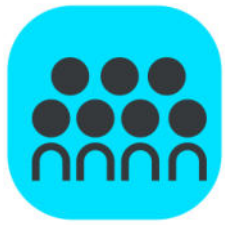
Represent teen number decomposition
in various ways.



Debrief

(7 minutes)

- What are some different ways you saw the teen number represented?
- S: Number bonds. Piles of 10 ones and some more ones. In circles. In arrays.
- In rows. With hand cards. With linking cubes in one long line. In towers. In addition sentences. In story problems. In pictures. With Hide Zero cards. On our Rekenrek.
- Which of these different ways do you feel helps you understand your teen numbers the most? Why?
- How is a number bond different from and the same as an addition sentence?
- How is a pile of 10 sticks and some more sticks different and the same as the numbers shown with Hide Zero cards?



Debrief

(5 minutes)

- How is a pile of 10 sticks and some more sticks different and the same as the number shown with Hide Zero cards?
- What did you notice as you went around the room? How did the exhibits vary?



Exit Ticket

(3 minutes)

Rather than having an Exit Ticket for this lesson, the teacher is encouraged to record observations as students work with their partners as described in the closing of the Concept Development section of this lesson.