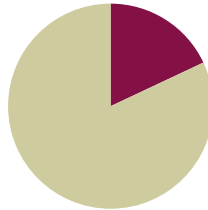


## Lesson 41

**Culminating task—choose tools strategically to model and represent a stick of 10 cubes broken into two parts.**

### Suggested Lesson Structure

■ Fluency Practice	(9 minutes)
■ Concept Development	(41 minutes)
<b>Total Time</b>	<b>(50 minutes)</b>



### Fluency Practice (9 minutes)

- Sprint: Core Fluency **K.OA.5** (9 minutes)

### Sprint: Core Fluency (9 minutes)

Materials: (S) Core Fluency Sprint (2 copies of the Lesson 31 Sprints)

Note: This activity assesses students' progress toward mastery of the required fluency for kindergarten. Select the Sprint that is most appropriate for the class. In order to correct the work as a class, all students should take the same sprint.

T: It's time for a Sprint!

Briefly recall previous Sprint preparation activities, and distribute Sprints facedown.

T: Take out your pencil and one crayon, any color. For this Sprint, you are going to subtract to find how many are left.

Demonstrate the first problem as needed.

Continue to follow the Sprint procedure as outlined in Lesson 3. Have students work on the Sprint a second time. Continue to emphasize that the goal is simply to do better than the first time, and celebrate improvement.

### Concept Development (41 minutes)

Materials: (T) A few sets of large plastic eyeglasses, pointers, or other props for students to use as they become the *teachers* (S) Personal white board, linking cube 10-stick, colorful markers, 11-inch × 17-inch sheet of sturdy paper (construction or white)

Note: As this lesson represents the culmination of a great deal of learning in this module, it is suggested that a younger class or other members of the learning community be invited to act as the *students* for the kindergartners to instruct. See details at the end of the lesson.

## Preparation

- T: Let's all count the cubes in this linking cube stick.
- S: 1, 2, 3, 4, 5, 6, 7, 8, 9, 10.
- T: (Break the stick into two parts—one of 3 and one of 7. Hold up the stick of 3.) How many are here?
- S: 3.
- T: How many cubes are in the other part? Take your time. Raise your hand when you know. Wait for the signal. (Pause until all hands are raised.)
- S: 7.
- T: Who can tell me what these two parts make you think about?
- S: I think about a number bond! → That makes me think of my 5-group drawings. → I think about an addition number sentence. → I think about a subtraction sentence. → I have a story about that!
- T: (Hold up a piece of 11-inch × 17-inch paper.) Talk to your partner about all the ways you might show your ideas on paper! (Allow time for student discussion.)
- MP.5** T: You have so many different ideas. Now it is your turn to share them! You have a big piece of paper and some markers. You have a linking cube stick, too. (Pass out a linking cube stick to each student.)
- T: When I say to start, break your stick into two parts! Then, use as many ideas as you can to show your students and visitors different ways you think about your 10-stick and its two parts. Write or draw all of them on your poster. Then, you will get a chance to share the work you did on your poster with someone else. You will be the teacher!

Note: Circulate during the activity to assess students informally. Note areas of emerging understanding with individual students, and support students who might need repetition of the directions. If students need support developing ideas for their posters, provide hints rather than ideas, for example, “Look around the room. Do you see any drawings or number sentences that could help you think of ideas for your poster?”

## Presentation

Student presentations take the place of the Student Debrief in this lesson. This is an opportunity to *celebrate* the intensive learning that has taken place during this module. Students can use their teacher props as they present their work. If possible, invite parents, administrators, younger students, or community volunteers to serve as enthusiastic *students* for individual presentations. Alternatively, students can share with a partner or a small group, teaching about their selected number pair, explaining the various representations, and telling the related story. As students make their presentations, ask the other students in the small groups to try to solve the problems on their personal white boards to ensure engagement.

Students working above grade level could make additional posters with other addends.

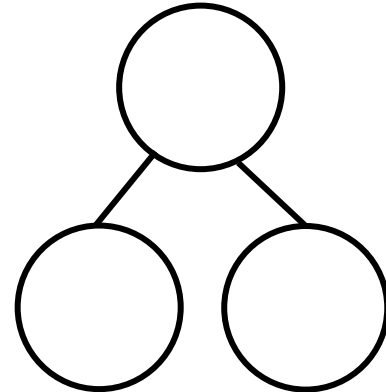
The posters could be used as room decorations or bulletin board highlights. Alternatively, they could be made into a class *Book for Ten*.

Name \_\_\_\_\_

Date \_\_\_\_\_

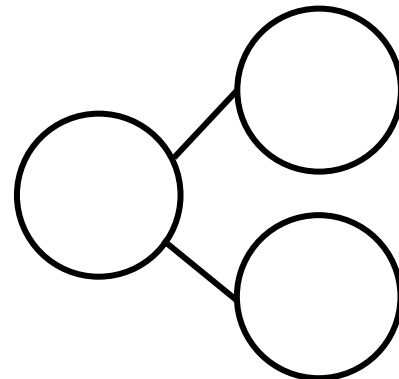
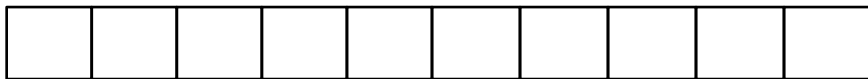
Complete a number bond and number sentence for each problem.

Color 6 blocks blue. Color the rest red. All of the blue blocks fell off the table. How many blocks are still on the table?



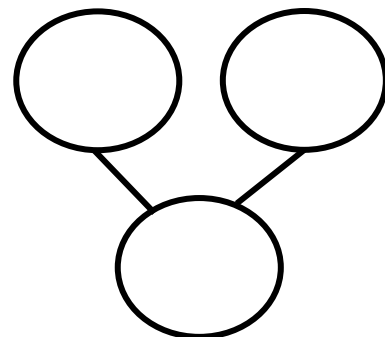
$$\underline{\quad\quad} - \underline{\quad\quad} = \underline{\quad\quad}$$

Color some blocks orange and the rest yellow to make 10. All of the yellow blocks fell off the table. How many blocks are left?



$$\underline{\quad\quad} - \underline{\quad\quad} = \underline{\quad\quad}$$

Draw 5 dogs and some cats the 5-group way.



$$\underline{\quad\quad} + \underline{\quad\quad} = \underline{\quad\quad}$$

There were 10 horses in the yard. Some were brown, and some were white. Draw the horses the 5-group way. The brown ones went back into the barn. How many horses were still in the yard? Draw a number bond, and write a subtraction sentence.

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Solve.

$1 + 1 = \underline{\quad}$

$1 + 2 = \underline{\quad}$

$2 + 1 = \underline{\quad}$

$\underline{\quad} = 2 + 2$

$3 + 1 = \underline{\quad}$

$1 + 4 = \underline{\quad}$

$4 + 1 = \underline{\quad}$

$\underline{\quad} = 3 + 2$

$5 + 1 = \underline{\quad}$

$2 + 3 = \underline{\quad}$