

## Eureka Math Module 5 Lesson 9

**Objective: Draw teen numbers from abstract to pictorial.**

### Fluency Warm-Up Practice

#### Dot Cards of Nine

Materials: Dot cards of 9 (Fluency Template)

Note: This fluency activity gives students an opportunity to develop increased familiarity with decompositions of nine and practice seeing part-whole relationships.

P: (Show a card with 9 dots.) How many dots do you count?

S: 9

P: How can you see them in two parts?

S: I saw 5 here and 4 here. I saw 3 here and 6 here. I saw 2 here and 7 here.

Repeat with other cards.

#### How Many Is One More?

Materials: Large 5-group cards (Lesson 1 Fluency Template 1)

Note: This fluency activity advances the familiar work with the pattern 1 more as it requires students to visualize an additional dot on the 5-groups.

P: (Show 3) How many dots do you see?

S: 3

P: What's one more than 3?

S: 4

Repeat with all numbers through 10.

### **Grouping Teen Numbers into 10 Ones**

Materials: Bag with about 20 small objects and work mat

Note: The bags should have a variety of objects between 11 and 20.

Note: Practice separating and counting objects as ten ones and some ones solidifies students' understanding of teen numbers.

P: Empty your bag. Put all the items on your work mat. Count out 10 ones, and move them together into a bunch.

P: How many ones are in your bunch?

S: 10

P: How many are not in your bunch?

S: 3 ones

P: Say the number sentence.

S: 10 ones and 3 ones equal 13 ones.

P: Push all your things back together. Spread them all out over your work mat.

Repeat process 2 or 3 more times. Ask if the same 10 things are in the bunch each time.

### **Application Problem**

A Pre-Kindergarten friend named Jenny drew 15 things with 1 chip and 5 more chips. Draw 15 things as 10 ones and 5 ones, and explain why you think Jenny made her mistake.

## Concept Development

Materials: Double 10-frame (Template), pencil

P: I'm going to write a number. I want you to show that number by putting circles or dots inside the 10-frames.

P: (Write 10 on the board.) Say the number.

S: Ten

P: Draw circles or dots to show ten. When I say show me, hold up your paper.

P: Show me. How many ones did you draw?

S: Ten ones.

P: Good. (Write 14) Say the number.

S: 14

P: Whisper the number the Say Ten way as you fill in your ten frames to show it.

S: Ten 4

P: Explain your drawing and how you grouped the dots.

P: (Write 18) Say the number the Say Ten way.

S: Ten 8

P: Whisper the number the regular way as you fill in your ten frames.

S: Eighteen (whispering while filling in. 10 frames)

P: Explain why your picture shows ten 8.

Continue this way with 15 and 19.

P: Now, let's try something different. Turn your paper over. I'm going to show a number. I want you to make a drawing that shows that many circles. Then, I want you to circle ten ones so we can see the parts that make up the number.

P: (Show 16.)

P: Show me.

P: How many ones did you draw?

S: 16

P: How did you group the sixteen ones?

S: Ten ones and 6 ones.

P: Yes. Let's do another.

Continue this way through the other teen numbers.

Complete Module 5, Lesson 9 Problem Set and Lesson 9 Exit Ticket