Homework Helpers

Eureka Math Grade K

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Grade K Module 1

Color the things that are exactly the same. Color them so that they look like each other.





Lesson 1:

Draw a line between two objects that match. Use your words. "These are the same, but this one is ______, and this one is ______."





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Make a picture of 2 things you use together. Tell why.





Make two groups. Circle the things that belong to one group. Underline the things that belong to the other group. Tell someone why the items in each group belong together. (There is more than one way to make groups!)





Lesson 4:

Use the cutouts. Glue the pictures to show where each belongs. Tell an adult how many are in each place.





Lesson 5:

Classify items into three categories, determine the count in each, and reason about how the last number named determines the total.

Draw lines to put the treasures in the boxes.





Count and color.





Lesson 7:

Sort by count in vertical columns and horizontal rows (linear configurations to 5). Match to numerals on cards.

Count. Circle the number that tells *how many*.





Answer *how many* questions to 5 in linear configurations (5-group), with 4 in an array configuration. Compare ways to count five fingers.



Count the circles, and box the correct number. Color in the same number of circles on the right as the shaded ones on the left to show hidden partners.





Lesson 9:

Count how many. Draw a box around that number. Then, color 1 of the circles in each group.





Color the shapes to show 1 + 2. Use your 2 favorite colors.





How many? Draw a line between each picture and its number.



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Count the objects. Write how many.



Write the missing numbers.







Color the stars so that 1 is yellow and 2 are red.



Lesson 14:

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Write numerals 1–3. Represent decompositions with materials, drawings, and equations, 3 = 2 + 1 and 3 = 1 + 2.



Count the shapes and write the numbers. Mark each shape as you count.









Connect the boxes with the same number.





Lesson 17:Count 4–6 objects in vertical and horizontal linear configurations and
array configurations. Match 6 objects to the numeral 6.

Color 4.



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 Count 4–6 objects in circular and scattered configurations. Count 6 items out of a larger set. Write numerals 1–6 in order.

....

5-group

Like fingers on a hand, we can make groups of 5 (and some more).

•	• •	• • •	$\bullet \bullet \bullet \bullet$	

Draw a line from the numeral to the 5-group it matches.





Lesson 19:Count 5–7 linking cubes in linear configurations. Match with numeral 7.
Count on fingers from 1 to 7, and connect to 5-group images.

Fill in the missing numbers.

I count up to 7, starting from any number. Look at me! I can write my numbers!



7, 6, **5**, 4, **3**, 2

1,**2**, 3, **H**,5,6,7

Lesson 19:

Count 5–7 linking cubes in linear configurations. Match with numeral 7. Count on fingers from 1 to 7, and connect to 5-group images.



How many? Write the number in the box.



There are 7 in all! "A straight line and down from heaven; that's the way we make a 7."



Lesson 20: Reason about sets of 7 varied objects in circular and scattered configurations. Find a path through the scattered configuration. Write numeral 7. Ask, "How is your seven different from mine?"

Color 4 ladybugs red. Color 4 ladybugs yellow. Count and circle how many.



These two rows have the same number of ladybugs. I can see 4 and 4 hiding in 8.



Color 4 ladybugs blue. Color 4 ladybugs orange.

Count and circle how many.

It doesn't matter whether the ladybugs are arranged in rows or columns; there are still 8 ladybugs in all!







21: Compare counts of 8. Match with numeral 8.

Count how many. Write the number in the box.





Draw 8 beads around the circle.





Lesson 22:

Arrange and strategize to count 8 beans in circular (around a cup) and scattered configurations. Write numeral 8. Find a path through the scattered set, and compare paths with a partner.

Count how many. Write the number in the box





I can write 8. Make an S, and do not stop. Go right back up, and an 8 you've got!



Arrange and strategize to count 8 beans in circular (around a cup) and scattered configurations. Write numeral 8. Find a path through the scattered set, and compare paths with a partner.



Draw 9 shapes.



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Lesson 23:

Organize and count 9 varied geometric objects in linear and array (3 threes) configurations. Place objects on 5-group mat. Match with numeral 9.

Color 9 circles.



Count. Write the number in the box.





Lesson 24: Strategize to count 9 objects in circular (around a paper plate) and scattered configurations printed on paper. Write numeral 9. Represent a path through the scatter count with a pencil. Number each object.

Color 5 suns. Color 5 more suns a different color.



Draw 5 circles under the row of circles. Color 5 circles yellow. Color 5 circles green.



5: Count 10 objects in linear and array configurations (2 fives). Match with numeral 10. Place on the 5-group mat. Dialogue about 9 and 10. Write numeral 10.



Draw 5 circles in a row. Draw another 5 circles in a row under them.

How many circles did you draw?



Write how many in the box.



These triangles are not arranged in a line. But, I can count them all without counting twice. I've got a strategy!





Lesson 26:

Count 10 objects in linear and array configurations (2 fives). Match with numeral 10. Place on the 5-group mat. Dialogue about 9 and 10. Write numeral 10.



Lesson 27: Count 10 objects, and move between all configurations.



Make up a story about 10 things in your house. Draw a picture to go with your story. Be ready to share your story at school tomorrow.





Count the dots. Write how many. Draw the same number of dots below but going up and down instead of across.



Make your own 5-group cards! Cut the cards out on the dotted lines. On one side, write the numbers from 1 to 10. On the other side, show the 5-group dot picture that goes with the number.





Order and match numeral and dot cards from $1 \mbox{ to } 10.$ State $1 \mbox{ more than a given number.}$
Draw the missing stairs. Write the numbers below each step.



Draw 1 more cube on each stair so the cubes match the number. Say as you draw, "1. One more is two. 2. One more is three."





Draw one more circle. Color all the circles, and write how many.



Draw one more star. Color all the stars, and write how many.



Write the missing numbers.



Listen to my story: I have 3 apples in a basket. I put 1 more apple in my basket. 3. 1 more is 4. Then, I put 1 more in my basket. 4. 1 more is 5. I have 5 apples now!



Lesson 32: Arrange, analyze, and draw sequences of quantities of 1 more, beginning with numbers other than 1.

Make 5-Group Cards: Cut the cards out on the dotted lines. On one side, write the numbers from 1-10. On the other side, show the 5-group dot picture that goes with the number. Mix up your cards, and practice putting them in order the "1 less way."





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Count and color the triangles. Draw a group of triangles that is 1 less. Write how many you drew.





Count all the squares in each tower, and write how many. Share with someone what you notice!





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5: Arrange number towers in order from 10 to 1, and describe the pattern.



Draw bracelets with the number of beads shown. Write the missing number. Hint: The missing number is 1 less!





Lesson 36: Arrange, analyze, and draw sequences of quantities that are 1 less in configurations other than towers.

Note: Be sure to ask your child about his/her mystery number from today's Number Fair! Count how many are in each group. Write the number in the box. Circle the smaller group.





Lesson 37: Culminating task



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Grade K Module 2

Draw a line from the shape to its matching object.





Color the triangles red and the other shapes blue.



Lesson 2:

Explain decisions about classifications of triangles into categories using variants and non-examples. Identify shapes as triangles.



Color all the rectangles red. Color all the triangles green.



In the box, draw 2 rectangles and 2 triangles. How many shapes did you draw? Put your answer in the circle.





Lesson 3: Explain decisions about classifications of rectangles into categories using variants and non-examples. Identify shapes as rectangles.

Color the triangles blue. Color the rectangles red. Color the circles green.





Explain decisions about classifications of hexagons and circles, and identify them by name. Make observations using variants and non-examples.

Next to the flower, draw a shape with 4 sides, 2 long and 2 short. Color it green. Below the flower, draw a shape with no corners. Color it red. Above the flower, draw a shape with 3 straight sides. Color it blue.



In the box, draw 3 circles and 2 triangles. How many shapes did you draw? Put your answer in the circle.





Lesson 5: Describe and communicate positions of all flat shapes using the words above, below, beside, in front of, next to, and behind.

Find things in your house or in a magazine that look like these solids. Draw the solids or cut out and paste pictures from a magazine.





Cut one set of solid shapes. Sort the 4 solid shapes. Paste them onto the chart.





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Color the shape in front of the car blue. Color the shape above the car orange. Color the shape below the car green. Color the shape beside the car red.



Lesson 8:

Describe and communicate positions of all solid shapes using the words above, below, beside, in front of, next to, and behind.

In each row, circle the one that doesn't belong. Explain your choice to a grown-up.





Lesson 9: Identify and sort shapes as two-dimensional or three-dimensional, and recognize two-dimensional and three-dimensional shapes in different orientations and sizes.

Search your house to see what shapes and solids you can find. Draw the shapes that you see by tracing the faces of the solids that you find. Color your collage.



Lesson 10:

Culminating task-collaborative groups create displays of different flat shapes with examples, non-examples, and a corresponding solid shape.

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Grade K Module 3

Draw 2 more trees that are shorter than these trees. Count how many trees you have now. Write the number in the box.



On the back of your paper, draw something that is shorter than the refrigerator.



My kitty stands beside the refrigerator. The refrigerator is so tall! Kitty is much shorter than the refrigerator.



Lesson 1: Compare lengths using *taller than* and *shorter than* with aligned and non-aligned endpoints.

Using the 1-foot piece of string from class, find three items at home that are shorter than your piece of string and three items that are longer than your piece of string. Draw a picture of those objects on the chart. Try to find at least one thing that is about the same length as your string, and draw a picture of it on the back.





Compare length measurements with string.

Take out a new crayon. Use a red crayon to circle objects with lengths shorter than the crayon. Use a blue crayon to circle objects with lengths longer than the crayon.





Make a series of longer than and shorter than comparisons.

Lesson 3:

GK-M3-Lesson 4	I count 5 cubes on this 5-stick.
Use a red crayon to circle the sticks that are shorter than the 5-stick.	
Use a blue crayon to circle the sticks that are longer than the 5-stick.	I can find sticks that are longer than the 5-stick. I notice they are long and have 2 colors.

Lesson 4:

Compare the length of linking cube sticks to a 5-stick.



Circle the stick that is shorter than the other.



Lesson 5:

Color the cubes to show the length of the object.





These boxes represent cubes.





Draw an object that would be heavier than the one in the picture.





Lesson 8:

Compare using heavier than and lighter than with classroom objects.



Draw something inside the box that is heavier than the object on the balance.



Draw something lighter than the object on the balance.





Lesson 9:



Draw in the pennies so that the crayon is as heavy as 6 pennies.

Lesson 10: Compare the weight of an object to a set of unit weights on a balance scale.



Draw linking cubes so each side weighs the same.





Lesson 11: Observe conservation of weight on the balance scale.



Each rectangle shows 8 items. Circle two different sets within each. The two sets represent the two parts that make up the 8 objects.





Within each rectangle, make one set of 8 objects.




Circle 2 sets within each set of 8.





Cover the shape with beans. Count how many, and write the number in the box.





Draw straight lines with your ruler to see if there are enough flowers for the butterflies.





Lesson 17: Compare to find if there are enough.

©2015 Great Minds. eureka-math.org GK-M3-HWH-1.3.0-09.2015 You have 3 dog bones. Draw enough bowls so you can put 1 bone in each bowl.





Draw straight lines with your ruler to see if there are enough hats for the scarves.









Draw another bug so there are the same number of bugs as leaves.







Draw a chain with more than 5 beads but fewer than 9 beads.





Which has more? The



Circle the set that has more.



Draw a set of 3 kittens. Then draw some puppies. Are there fewer kittens or fewer puppies?



I know there are fewer puppies. I draw the 3 kittens, and then when I draw the puppies, I stop at 2.



Count the fish. In the next box, draw the same number of bowls as fish.

	5555
I count 5 fish. So, I need to draw 5 bowls.	There are the same number of bowls as fish!



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Count the set of objects, and write how many in the box.

Draw a set of triangles that has 1 less, and write how many in the box. As you work, use your math words *less than*.





Count the objects in each line. Write how many in the box. Then, fill in the blanks below. Use the words *more than* to compare the numbers.





Count the objects in each line. Write how many in the box. Then, fill in the blanks below. Say your words *less than* out loud as you work.





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Draw a tower with more cubes. $\underline{4}$ is more than $\underline{3}$. $\underline{3}$ is less than $\underline{4}$.	Draw a tower with fewer cubes. $ \underbrace{6}_{is more than} \underbrace{3}_{.} $ is less than $\underbrace{6}_{.} $
I can make a tower with more cubes. I just make it taller! The first tower has 3 cubes, so I made a tower with 1 more. My tower has 4 cubes.	I can make a tower with fewer cubes. I just make it shorter! The first tower has 6 cubes, so I made mine with only 3 cubes. 3 is less than 6.



Visualize the number in Set A and Set B. Write the number in the sentences.





Draw a line from each container to the word that describes the amount of liquid the container is holding.





Color 5 apples.





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Read the following directions to your child to make a house:

- Draw a square as wide as a fork.
- Draw a triangle on top of the square as tall as your pinky for the roof.
- Draw a rectangle as long as your thumb for the door.
- Draw 2 square windows each as long as a fingernail.





Circle groups of dots. Then, fill in the blanks to make a number sentence.



Make your own 6 det card	Circle come date	and thon cave	" and	ic	"
Make your own o-uot caru.	circle some dots,	and then say,	anu	^{IS} _	·

Culminating task-describe measurable attributes of single objects.





Lesson 32:

Homework Helpers

Grade K Module 4

Number Bonds

Number bonds are models that show how numbers can be taken apart. The bigger number is the *whole*, or *total*, and the smaller numbers are the *parts* except when there is a 0. For now, please use everyday words such as "is," "and," and "make." Addition and subtraction will come later in this module. Number bonds are shown in different positions so that students can become flexible thinkers!

Draw the dark butterflies in the first circle on top. Draw the light butterflies in the next circle on top. Draw all the butterflies in the bottom circle.







There are 3 dark butterflies; that's one part. There are 2 light butterflies; that's the other part. When I count them all, there are 5. That's the total, or whole.



The squares below represent a cube stick. Color some squares blue and the rest of the squares red. Draw the squares you colored in the number bond. Show the hidden partners on your fingers to an adult. Color the fingers you showed.





Model composition and decomposition of numbers to 5 using fingers and linking cubes sticks.

Fill in the number bond to match the domino.



Fill in the domino with dots, and fill in the number bond to match.





Lesson 3: Fill in the domino with dots, and fill in the number bond to match.

Finish the number bond. Finish the sentence.





Represent decomposition story situations with drawings using numeric number bonds.

Tell a story about the picture. Fill in the number bond and the sentence to match your story.





Lesson 5: Represent composition and decomposition of numbers to 5 using pictorial and numeric number bonds.

Tell a story. Complete the number bond. Draw pictures that match your story and number bond.

Draw some animals for your story.

Listen to my story! At the pet store, I saw 4 animals. 2 of them were cats, and the other 2 were birds.





Look at the shapes. Make 2 different number bonds. Tell an adult about the numbers you put in the number bonds.





Lesson 7: Model decompositions of 6 using a story situation, objects, and number bonds.

The squares represent cube sticks. Color some cubes red and the rest blue. Fill in the number bond and sentence to match.



8



Complete the number bond to match the domino.





Let me tell you how my number bond and domino match. 8 tells how many dots in all. 6 is the number of grey dots.

2 is the number of white dots.

Draw a line to make 2 groups of dots. Fill in the number bond.





The squares below represent cubes. Color 7 cubes green and 1 blue. Fill in the number bond.



Color 6 cubes green and 2 blue. Fill in the number bond.







These squares represent cubes. Color 5 cubes green and 1 blue. Fill in the number bond.



Color 5 cubes green and 2 blue. Fill in the number bond.





The whole can be on the top, bottom, or sides. The lines show how the parts go together.



Fill in the number bond to match the squares.



Color 5 squares blue in the first row.

Color 2 squares red in the second row.





There are 3 monkeys and 3 elephants. All 6 animals are going into the circus tent. Fill in the number sentence and the number bond.



There are 6 animals. 4 are tigers, and 2 are lions. Fill in the number sentences and the number bond.

This story is different. It starts with the whole and ends with the parts.

I'll write my number sentences that way, too!





Lesson 13: Represent decomposition and composition addition stories to 6 with drawings and equations with no unknown.

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There are 7 bears. 3 bears have bowties. 4 bears have hearts. Fill in the number sentences and the number bond.




There are 8 trees. 5 are palm trees, and 3 are apple trees. Fill in the number sentences and the number bond.





There are 3 penguins on the ice. 4 more penguins are coming. How many penguins are there?

To find the mystery number, I can count all of the penguins: 1, 2, 3, 4, 5, 6, 7. There are 7 penguins in all!



The mystery box is for the number we don't know. I can trace the mystery box.



There are 5 hexagons and 2 triangles. How many shapes are there?





Devin has 6 pencils. He put some in his desk and the rest in his pencil box. Write a number sentence to show how many pencils Devin might have in his desk and pencil box. The total is 6. I get to choose how many of each!



Solve both addends unknown word problems to 8 to find addition

patterns in number pairs.

Lesson 18:

4 tells how many are left.

GK-M4-Lesson 19

Later I'll learn about "minus." For now, I can say that 5 trains take away 1 train is 4 trains.

1 train drove away. Cross out 1. Write how many were left.



out as long as I cross out 1.

Two Ways to Cross Out





The squares below represent cube sticks. Match the cube stick to the number sentence.



Solve take from with result unknown expressions and equations using the

minus sign with no unknown.

Lesson 20:

There were 4 oranges. Robin ate 1. Cross out the orange she ate. How many oranges were left? Fill in the boxes.





Draw 6 hearts. Cross out 2. Fill in the number sentence and the number bond.





Draw 7 dots in a 5-group. Cross out 4 dots. Fill in the number sentence and number bond.





Here is 8 the 5-group way. Put an X on 3 cubes. How many are left? Fill in the number sentence and number bond.







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Lesson 24:

There are 9 stars. Color some blue and the rest yellow. Fill in the number bond.





The squares below represent cube sticks.

Do the linking cube sticks match the number bond? Circle yes or no.



Make the number bond match the cube stick.







Pretend this is your bracelet.

Color some beads red and the rest black. Make a number bond to match.







Model decompositions of 10 using fingers, sets, linking cubes, and number bonds.



Rosey found 8 paintbrushes and 1 gluestick. She found 9 art things. Draw the paintbrushes and the glue stick in the 5-group way. Fill in the number sentence.



Jack needs a snack. He found 9 pieces of fruit. 5 were apples, and 4 were oranges. Draw the apples and oranges in the 5-group way.

Fill in the number sentence.





Lesson 29: Represent pictorial decomposition and composition addition stories to 9 with 5-group drawings and equations with no unknown.

Ming saw 10 animals at the pet store. She saw 6 fish and 4 turtles. Draw the animals in the 5-group way.



Make 2 groups. Circle 1 of the groups. Write a number sentence to match. Find as many partners of 10 as you can.



Represent pictorial decomposition and composition addition stories to 10 with 5-group drawings and equations with no unknown.



Draw the story. Fill in the number sentence.

Ke'Azia has 6 chocolate chip cookies and 3 sugar cookies. How many cookies does she have altogether?



Mario's mother bought juice boxes. 5 were lemonade, and 4 were fruit punch. How many juice boxes did she have in all?





Lesson 31: Solve *add to with total unknown* and *put together with total* unknown problems with totals of 9 and 10.

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Anya has 9 stuffed cats. Some are gray, and the rest are white. Show two different ways Anya's cats could look. Fill in the number sentences to match.





Fill in the number sentence to match the story.

There were 10 teddy bears. Cross out 3 bears. There are 7 bears left.



Draw a line from the picture to the number sentence it matches.





Lesson 33: Solve *take from* equations with no unknown using numbers to 10.

There were 10 penguins. 4 penguins went back to the ship. Cross out 4 penguins. Fill in the number sentence and the number bond.



The squares below represent cubes. Count the cubes. Draw a line to break 4 cubes off the train. Fill in the number sentence and the number bond.



Lesson 34:

Represent subtraction story problems by breaking off, crossing out, and hiding apart.



Cross off the part that goes away. Fill in the number bond and number sentence.

Mary had 9 library books. She returned 2 books to the library. How many books are left?



Make a 5-group drawing to show the story. Cross off the part that goes away. Fill in the number bond and number sentence.

Ryder had 9 pencils. 4 of them broke. How many pencils are left?





Lesson 35: Decompose the number 9 using 5-group drawings, and record each decomposition with a subtraction equation.

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Fill in the number bond and number sentence. Cross off the part that goes away.

MacKenzie had 10 buttons on her jacket. 4 buttons broke off her jacket. How many buttons are left on her jacket?



Make a 5-group drawing to show the story. Fill in the number bond and number sentence. Cross off the part that goes away.

Bob had 10 toy cars. 3 cars drove away. How many cars are left?



Lesson 36:

Decompose the number 10 using 5-group drawings, and record each decomposition with a subtraction equation.



Listen to each story. Show the story with your fingers on the number path. Then, fill in the number sentence and number bond.

1 2 3 4 5	6	7	8	9	10
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Joey had 7 pennies. He found 2 pennies in the couch. How many pennies does Joey have now?



Joey gave the 2 pennies to his dad. How many pennies does Joey have now?





Lesson 37: Add or subtract 0 to get the same number and relate to word problems wherein the same quantity that joins a set, separates.



There were 9 children waiting for the school bus. No more children came to the bus stop. How many children are waiting now?



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Follow the instructions to color the 5-group. Then, fill in the number sentence and number bond to match.

Color 6 squares green and 1 square blue. I see the pattern! When I add 1 to a number, it's just G G G the next number. G В Color 3 squares green and 1 square blue. Adding 1 is easy! 3. 1 more is 4. G G G В



Lesson 38: Add 1 to numbers 1–9 to see the pattern of the next number using 5-group drawings and equations.

Draw dots to make 10. Finish the number bonds. Draw a line from the 5-group to the matching number bond.



Find the number that makes 10 for numbers 1-9, and record each with a

Lesson 39:

Color 7 boxes red the 5-group way. Color the rest blue to make 10. Fill in the number sentence.





Complete a number bond and a number sentence for the problem:

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?



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.



Lesson 41:

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



Homework Helpers

Grade K Module 5

Circle 10. Count the number of times you circled 10 ones. Tell a friend or an adult how many times you circled 10 ones.





Draw more to show the number.

10 ones and 3 ones

It's easy to see 10 dots right here. They are in 5-groups! So I just draw 3 more.





Count 10 objects within counts of 10 to 20 objects, and describe as 10 ones and ___ ones.



Circle 10 things. Tell how many there are in two parts, 10 ones and some more ones.





Lesson 3: Count and circle 10 objects within images of 10 to 20 objects, and describe as 10 ones and __ ones.

Draw a line to match each picture with the numbers the Say Ten way.





Write the numbers that go before and after, counting the Say Ten way.



I just count the Say Ten way and listen for the numbers before and after. Then I know what to write!



Write and draw the number. Use your Hide Zero cards to help you.







Model with objects and represent numbers 10 to 20 with place value or Hide Zero cards.
Look at the Hide Zero cards or the 5-group cards. Use your cards to show the number. Write the number as a number bond.





Use your materials to show each number as 10 ones and some more ones. Use your 5-groups way of drawing.





For each number, make a drawing that shows that many objects. Circle 10 ones.



17 the Say Ten way is ten 7. I can draw 17 moons in 5-groups to help me see 10 ones and 7 more ones easily.



Color the number of fingernails and beads to match the number bond. Show by coloring 10 ones above and extra ones below. Fill in the number bonds.



ţ

Lesson 10: Build a Rekenrek to 20.

Write the missing numbers. Then, count and draw X's and O's to complete the pattern.

	X 0 0 0 0 0 0 0 0	x x o o o o o o o o o	×××0000000000000	x x x x 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0	*****00000000000000	x x x x x x o o o o o o o o o o	********	x x x x x x x o o o o o o o o o	*********	x x x x x x x x x x 0 0 0 0 0 0 0 0 0 0
10	11	12	13		15	16	17	18	19	20

To find the missing number, I use the pattern of

- 1 larger. It goes like this:
- 10. 1 more is 11.
- $11. \ 1 \text{ more is } 12.$

I draw 10 O's and 2 X's. Ten 2 is the same as 12.

I can think of my Hide Zero cards and Say Ten counting, too. I know 19 is 10 ones and 9 more ones. I can draw 10 O's and 9 X's.



Lesson 11: Show, count, and write numbers 11 to 20 in tower configurations increasing by 1—a pattern of *1 larger*.

Write the missing numbers. Then, draw X's and O's to complete the pattern.

I count the O's and X's. There are 10 O's and 10 X's. That's 2 ten. 2 ten is the same as 20.

- 14. 1 less is 13.
- 13. 1 less is 12.
- 12. 1 less is 11.





12

Lesson 12:

I know I'm on the right track because I hear the pattern of 1 smaller. It goes like this:

Count the objects. Draw dots to show the same number on the double 10-frames.







I know 18 the Say Ten way is ten 8. I can fill in the top frame with ten ones and draw 8 more ones in the bottom ten-frame. I can draw 8 ones easily. I know 8 is five and three.



Lesson 13: Show, count, and write to answer *how many* questions in linear and array configurations.

Count the objects. Write the number in the box next to the picture.



Count and draw in more shapes to match the number.



Show, count, and write to answer *how many* questions with up to 20 objects in circular configurations.



There are 16 dots. I can draw 16 in the double 10-frames. I can draw 10 in the top frame and draw 6 more in the bottom frame. Sixteen the Say Ten way is ten 6.

Count the dots. Draw each dot in the 10-frame. Write the number in the box below the 10-frames.



Lesson 14: Show, count, and write to answer *how many* questions with up to 20 objects in circular configurations.

Count the Say Ten way. Write the missing numbers.

60	<u>6</u> tens
70	7 tens
80	8 _{tens}
70	
60	6 tens

I can count by tens and the Say Ten way! I count the ten-frames first. There are 6 ten-frames, so that is 6 tens. 6 tens is the same as 60.



Help the rabbit get his carrot. Count by 1's.





Draw more to show the number.

42 is the same as 4 tens 2. The first ten-frame is full, so I don't need to draw more dots. I make dots in each ten-frame until 4 ten-frames are full. Then, I add two more dots to make 42.



I draw more dots to get to 20 and then add 1 more to make 21 dots!



Use your Rekenrek, hiding paper (a blank sheet of paper), and crayons to complete each step listed below. Read and complete the problems with the help of an adult.

Hide to show just 40 on your Rekenrek dot paper. Touch and count the circles until you say 24. Color 24 (the 24th circle) green.

- Touch and count each circle from 24 to 32.
- Color 32 (the 32nd circle) with a red crayon.





Write the number you see. Now, draw one more. Then write the new number.





Draw stars to show the number as a number bond of 10 ones and some ones. Show each example as two addition sentences of 10 ones and some ones.





Lesson 20: Represent teen number compositions and decompositions as addition sentences.

Complete the number bond and number sentence. Draw the cubes of the missing part.



Fill in the number bond. Check the group with more.





Lesson 22: Decompose teen numbers as 10 ones and some ones; compare some ones to compare the teen numbers.

that means ten 8 is more than ten 4.

Bob bought 5 strawberry doughnuts and 10 chocolate doughnuts. Draw and show all of Bob's doughnuts.





Write an addition sentence to match your drawing.



I am great at making addition sentences! Let me tell you how my addition sentence matches my picture. The number 5 tells about the strawberry doughnuts. The number 10 tells about the chocolate. The number 15 tells how many doughnuts in all. It's easy to see the doughnuts in two parts: strawberry and chocolate! 5 and 10 is the same as ten 5. That's 15.

24

 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.

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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. Hop 1 space if you get it right!





Lesson 24: Culminating Task—Represent teen number decompositions in various ways.

Homework Helpers

Grade K Module 6

First, use your ruler to draw 2 lines to make a square. Second, color the corners red. Third, draw another square.





Trace the shapes. Then, use a ruler to draw similar shapes in the large rectangle.





Lesson 2: Build flat shapes with varying side lengths and record with drawings.

Draw something that is a cube.





Lesson 3: Compose solids using flat shapes as a foundation.

Color the 2^{nd} \bigstar red. Color the 4^{th} \bigstar blue. Color the 6^{th} \bigstar green.

The star next to the arrow is the 1st star. That's where I start counting.

I color the 2nd star red. It is easy to find the second star! I just count 2 stars. I do the same thing with the 4th star.



Match each group of shapes on the left with the new shape they make when they are put together.





Cut out the triangles at the bottom of the paper. Use the small triangles to make the big shape. Draw lines to show where the triangles fit. Count how many small triangles you used to make the big shape.





Using your ruler, draw 2 straight lines from side to side through the shape. Describe to an adult the new shapes you made.



The lines I draw on the square make 4 new rectangles. 2 of the rectangles are squares! It is fun making new shapes!

