

Eureka Math™

Grade K Module 5

Student File_B

Additional Student Materials

This file contains

- GK-M5 Sprint and Fluency Resources¹
- GK-M5 Exit Tickets²
- GK-M5 Mid-Module Assessment
- GK-M5 End-of-Module Assessment

¹Note that not all lessons in this module include sprint or fluency resources.

²Note that Lesson 24 does not include an exit ticket.

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10 9 8 7 6 5 4 3 2

GK-M5-SFB-1.3.1-10.2016

Sprint and Fluency Packet

Name _____

Date _____

Circle 10.

circle 10

Name _____

Date _____

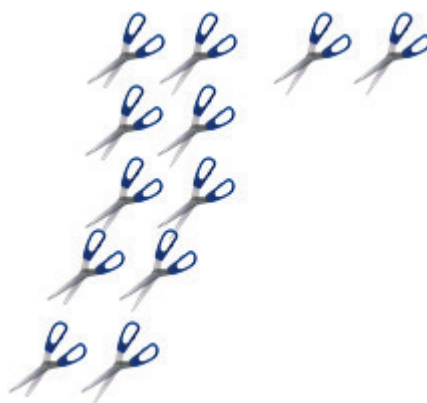
Circle sets of 10, and tell how many.

circle 10 ones

Name _____

Date _____

Count the objects in each group and write the number.



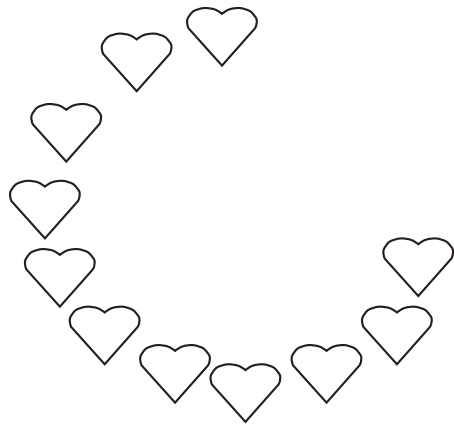
teen counting array

Name _____

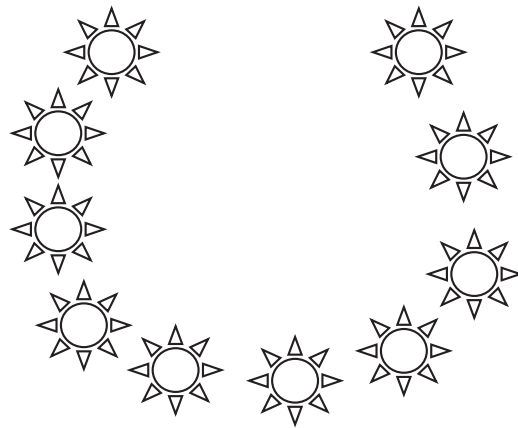
Date _____

Whisper count and draw in more shapes to match the number.

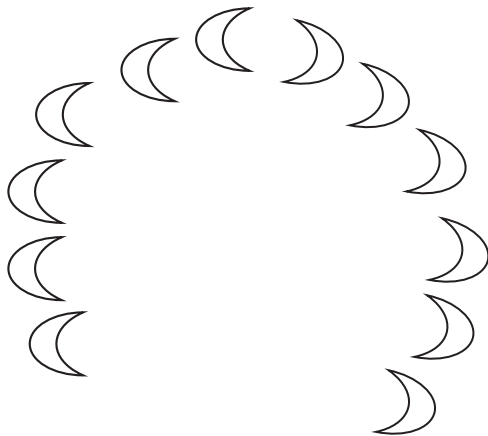
14



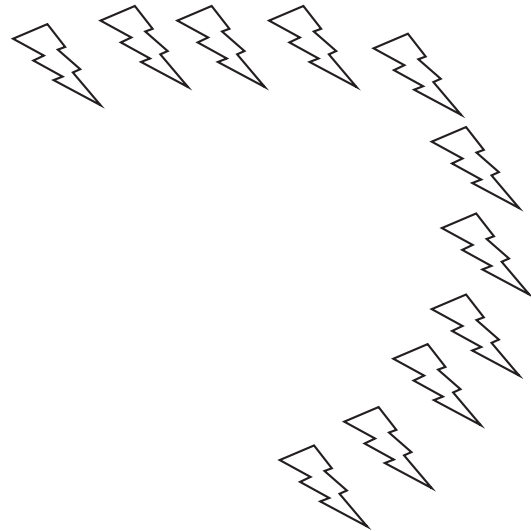
12



15



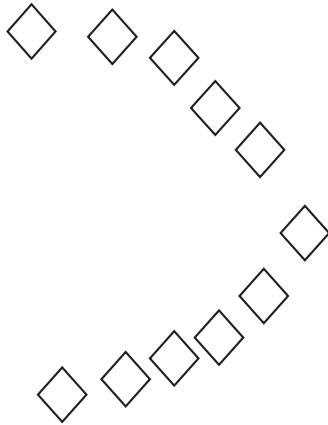
17



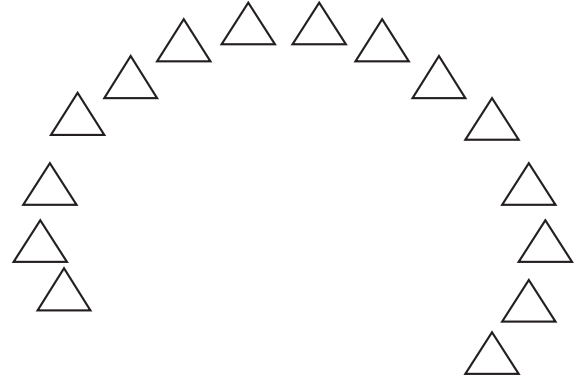
teen circular-counting

Whisper count and draw in more shapes to match the number.

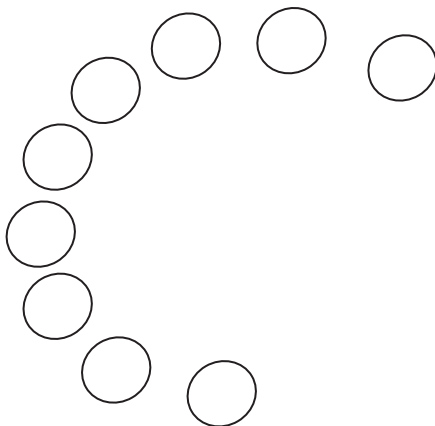
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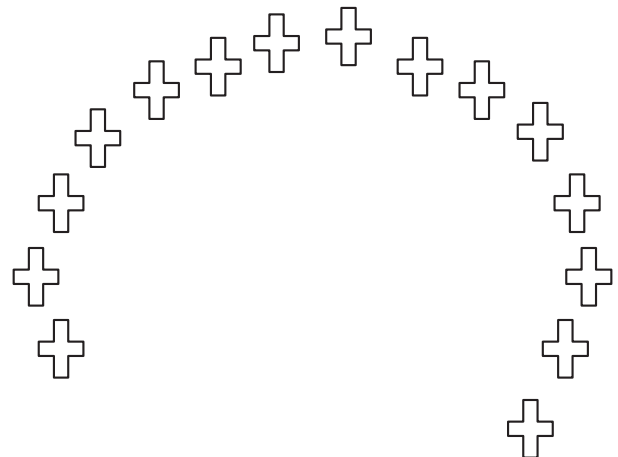
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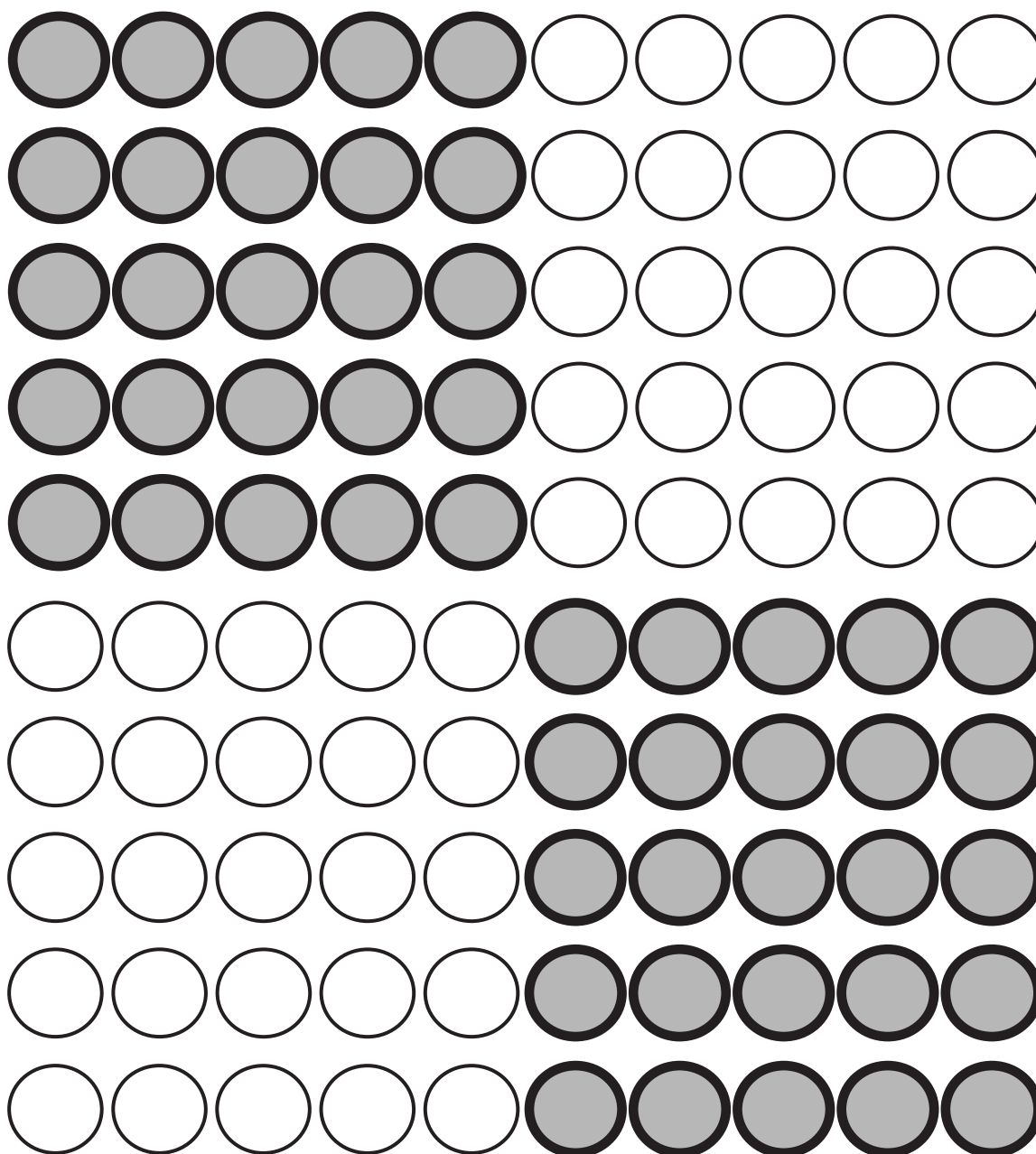
13



20



teen circular-counting

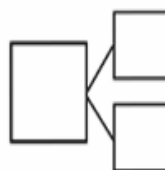
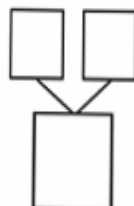
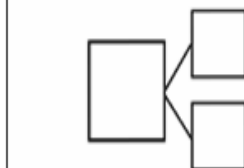
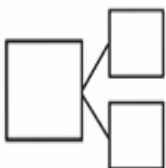
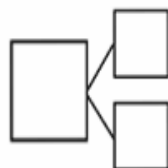
Rekenrek

Rekenrek dot paper

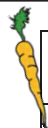
Player 2:



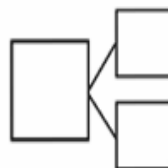
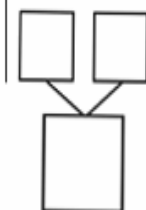
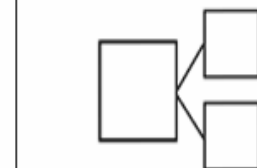
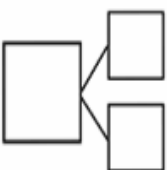
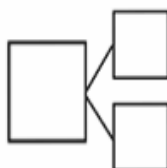
10	11	12	13	14	15	16	17	18	19	20
----	----	----	----	----	----	----	----	----	----	----



Player 1:



10	11	12	13	14	15	16	17	18	19	20
----	----	----	----	----	----	----	----	----	----	----



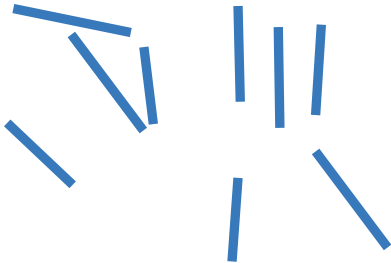
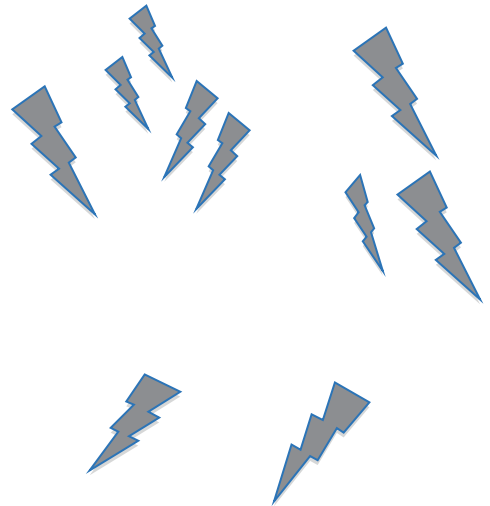
Rabbit and Froggy's matching race

Exit Ticket Packet

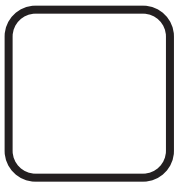
Name _____

Date _____

Circle the groups that have 10 things.



How many times did you count 10 things?



Name _____

Date _____



10 ones and 3 ones

10 ones and 1 one

Circle the correct numbers that describe the pictures.



10 ones and 3 ones



10 ones and 7 ones



10 ones and 8 ones



10 ones and 5 ones



10 ones and 10 ones



10 ones and 8 ones



10 ones and 4 ones

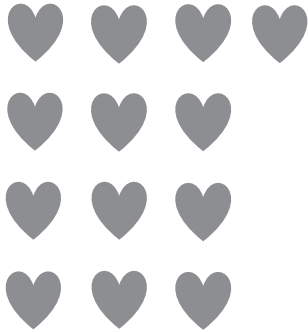


10 ones and 2 ones

Name _____

Date _____

Circle 10 ones.



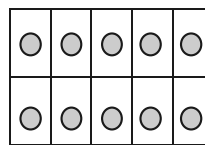
I have 10 ones and ____ ones.

Draw 10 ones and 6 ones.

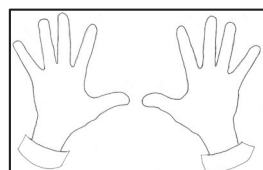
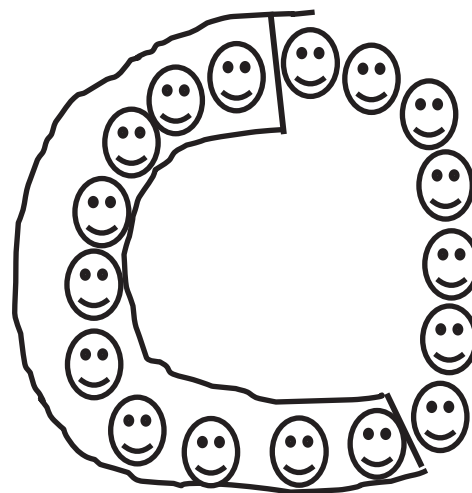
I have 10 ones and 6 ones.

Name _____

Date _____

103

Count and write how many the Say Ten way.

10 10  

Name _____

Date _____

Write and whisper the missing numbers.

Count the Say Ten way from 11 to 20.

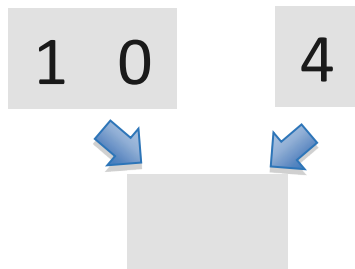
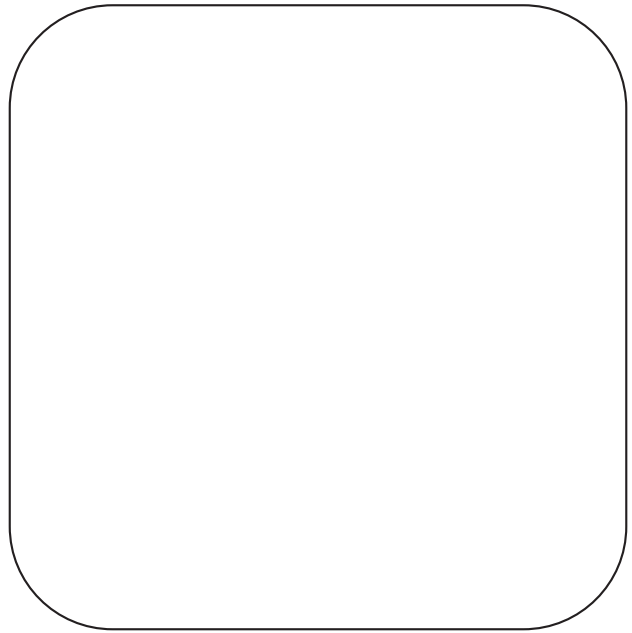
<u>10</u> and <u>1</u>	<u>10</u> and <u>2</u>	<u>10</u> and ____	<u>10</u> and <u>4</u>	<u>10</u> and ____
<u>10</u> and <u>6</u>	____ and ____	____ and ____	____ and ____	<u>10</u> and <u>10</u>

Name _____

Date _____

Draw the number shown on the Hide Zero cards with a drawing in the ten-frame. Write the number below after the 0 is hidden.

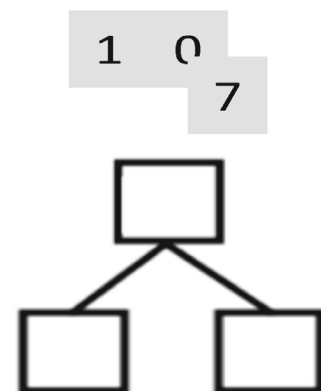
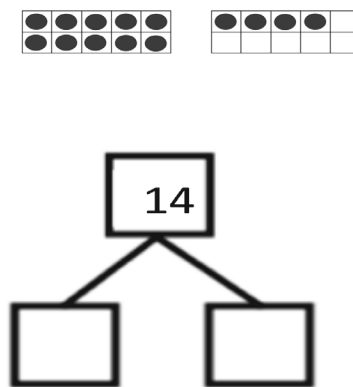
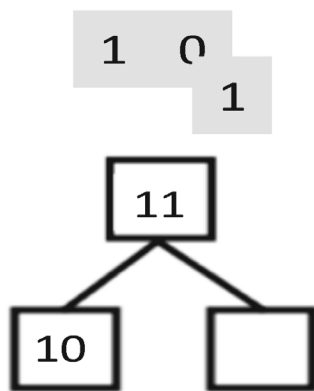
Show the number again on the right with a count of 10 ones and 4 ones. Circle the 10 ones.



Name _____

Date _____

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.



Name _____

Date _____

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

1 6

Use your cubes to show the number. Then, color in the squares below to match the number.

1 2

--	--	--	--	--	--	--	--	--	--

--	--	--	--	--	--	--	--	--	--

Name _____

Date _____

Show the number by filling in the 10-frames with circles.

15	

19				

Draw circles to show the number. Circle 10 ones.

18

14

Name _____ Date _____

Use your red crayon and yellow crayon to draw the beads from your Rekenrek in two lines.

How many beads did you draw?

Trace your hands. Draw your fingernails. How many fingernails do you have on your two hands?

Name _____

Date _____

Start at the bottom. Draw lines to put the numbers in order on the tower. Then, write the numbers in the tower. Say each number the regular way and the Say Ten way as you work.

12 ●

19 ●

16 ●

14 ●

17 ●

20
18
15
13
11
10

Name _____

Date _____

Write the missing numbers, counting down.

14, 13, 12, 11, _____

15, 14, _____, 12, _____, _____

13, 12, _____, _____, _____

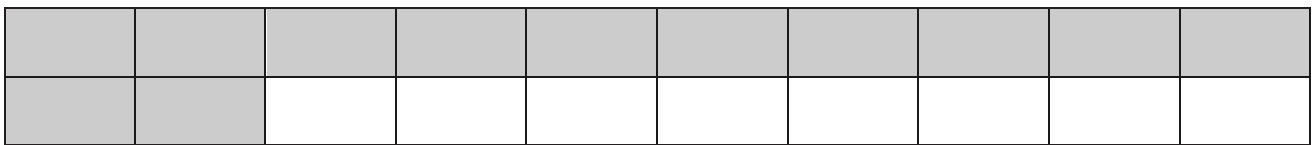
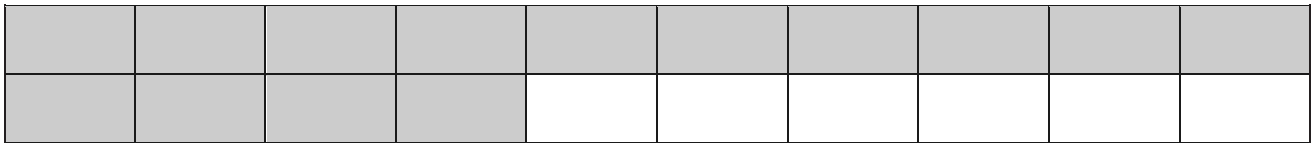
Name _____

Date _____

Count and write how many.



Look at the 3 sets of blocks below. Count the shaded blocks in each set. Circle the set that has the same number of shaded blocks as stars.



Early finishers: Which was easier to count, stars or blocks? Why?

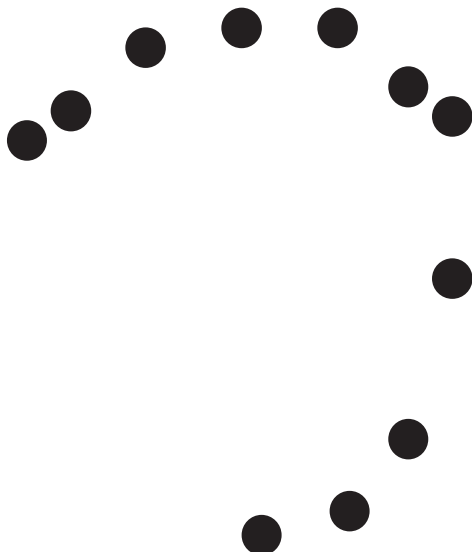
Name _____

Date _____

Count the stars. Write the number in the box.



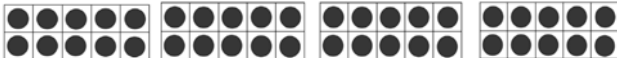
Whisper count and draw in more dots to match the number.



Name _____

Date _____

Count up and down by 10. Write the numbers.

	10
	
	
	
	
	40
	
	
	

Count down and up by 10 the Say Ten way.

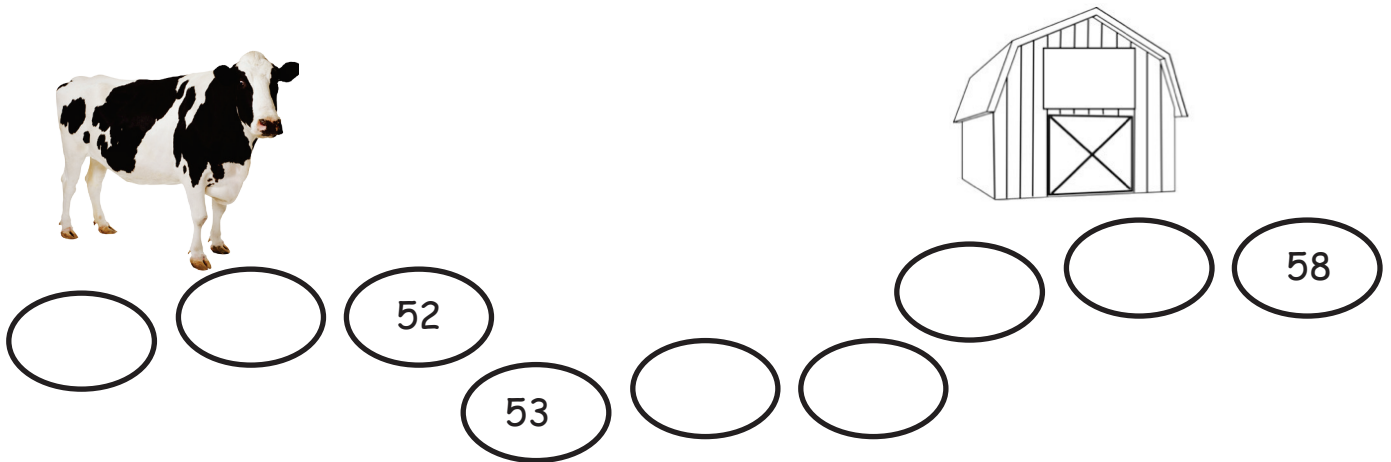
	100	10 tens
	90	tens
	80	tens
	70	7 tens
	60	tens

	50	tens
	40	4 tens
	30	tens
	20	tens
	10	1 ten

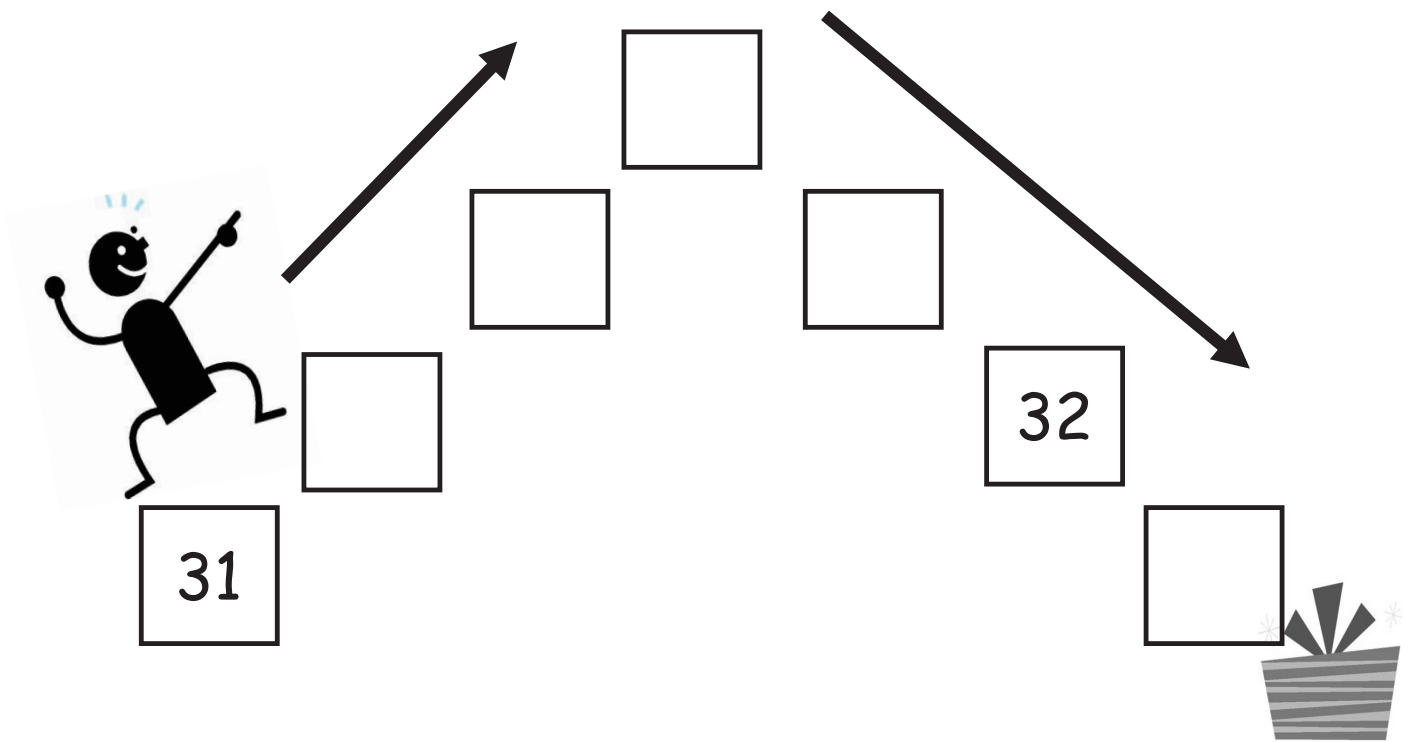
Name _____

Date _____

Help the cow get to the barn by counting by 1s.



Help the boy get to his present. Count up by 1s. When you get to the top, count down by 1s.



Name _____

Date _____

Touch and count carefully. Cross out the mistake, and write the correct number.

3

Example:

1, 2, ~~9~~, 4, 5

						
20	21	22	23	24	25	29

						
30	31	32	33	43	35	36

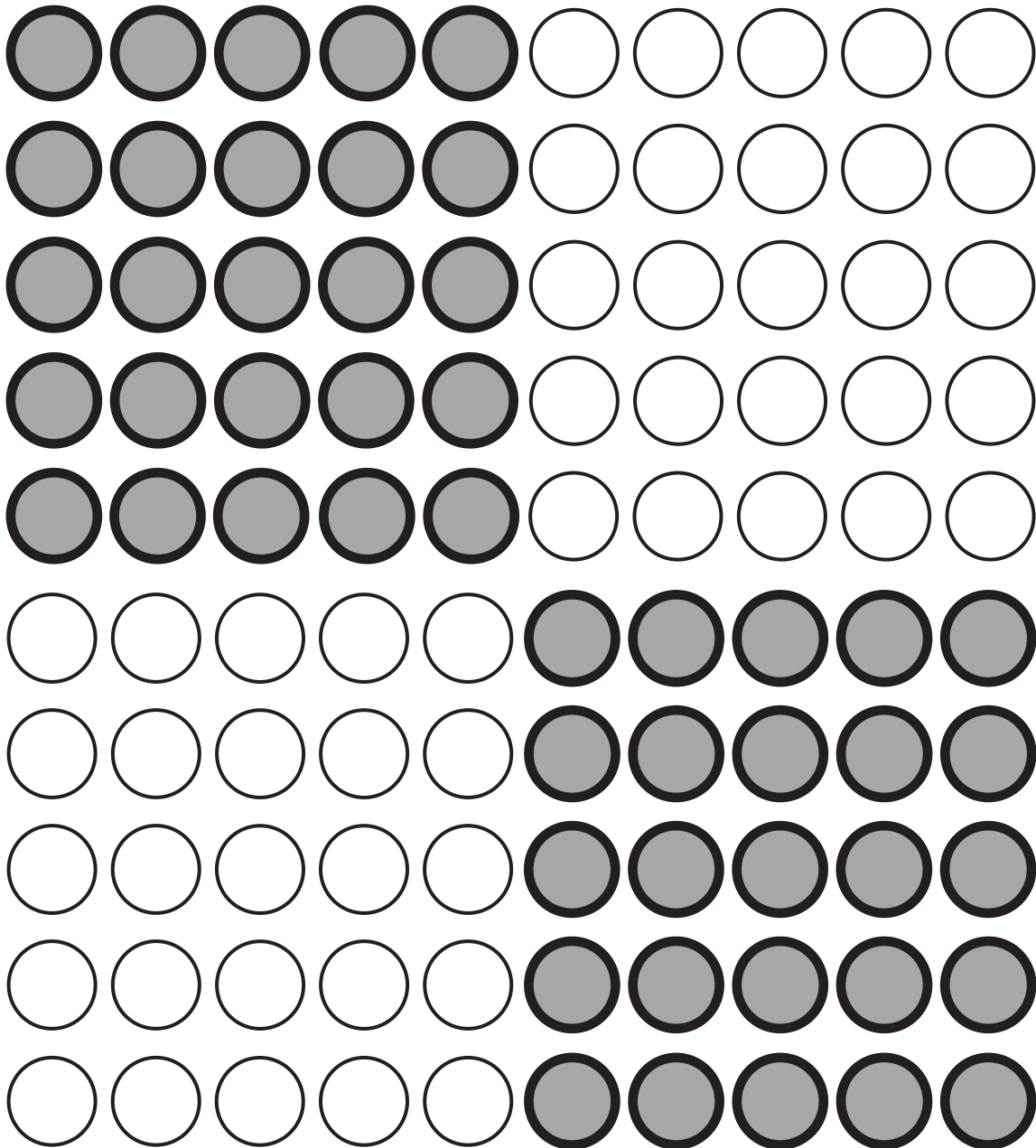
						
25	26	27	28	29	29	31

						
34	35	36	37	38	39	44

Name _____

Date _____

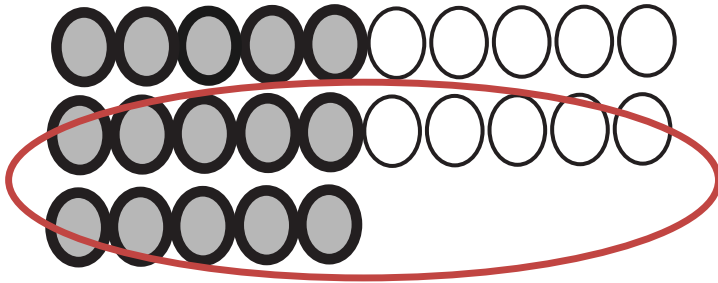
Touch and whisper count the circles by 1s to 100. Say the last number in each row loudly, and color the circle purple. Do your best. Your teacher may call time before you are finished.



Name _____

Date _____

Show the number on your Rekenrek with your partner. In the box, write the number that tells how many objects there are. Circle the teen number you see. Write the teen number in the other box.



Name _____

Date _____

The first number is the whole. Circle its parts.

5	1	2	3
---	---	---	---

12	10	6	2
----	----	---	---

11	1	10	8
----	---	----	---

14	4	2	10
----	---	---	----

18	1	10	8
----	---	----	---

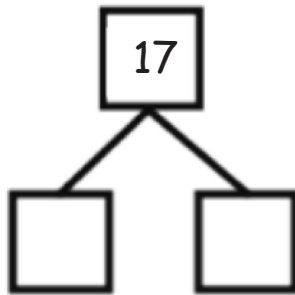
10	10	1	0
----	----	---	---

20	10	2	10
----	----	---	----

Name _____

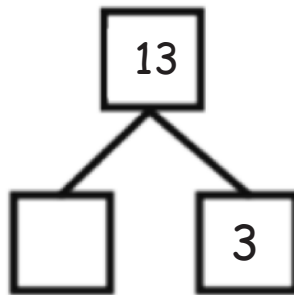
Date _____

Complete the number sentences and number bonds. Use your materials to help you.



$$\underline{\hspace{2cm}} + 7 = 17$$

$$17 = \underline{\hspace{2cm}} + 10$$



$$\underline{\hspace{2cm}} + 3 = \underline{\hspace{2cm}}$$

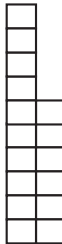
$$13 = \underline{\hspace{2cm}} + 10$$

Name _____

Date _____

Count and write the number.
Circle more or less.

		
1	is	4
	more	
	less	

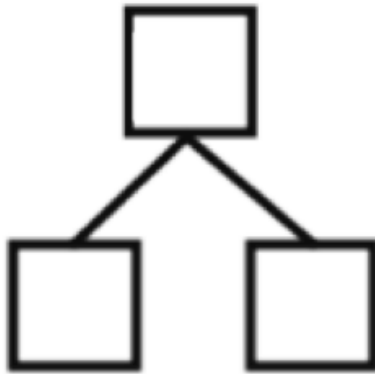
		
_____	is	_____
	more	
	less	
	than	
		
_____	is	_____
	more	
	less	
	than	
		
_____	is	_____
	more	
	less	
	than	

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.

Assessment Packet

Student Name _____

Topic A: Count 10 Ones and Some Ones

Rubric Score _____ Time Elapsed _____

Materials: (S) 19 loose straws (or another set of objects in the classroom)

	Date 1	Date 2	Date 3
Topic A			
Topic B			
Topic C			

T: Count 10 straws into a pile. Whisper while you count so I can hear you.

T: Count 6 more straws into a different pile.

T: Count 10 straws and 6 more straws the Say Ten way. (Pause.) How many straws do you have? (If the student says the number the Say Ten way, ask the student to also say it the regular way.)

What did the student do?	What did the student say?

Topic B: Compose Numbers 11–20 from 10 Ones and Some Ones; Represent and Write Teen Numbers

Rubric Score _____ Time Elapsed _____

Materials: (S) 19 cubes, work mat, marker, Hide Zero cards: 1 Hide Zero 10 card (Lesson 6 Template 2) and 5-group cards 1–9 (Lesson 1 Fluency Template 2)

T: (Show the numeral 13.) Move this many cubes onto your work mat.

T: Use the Hide Zero cards to show the number of cubes on your work mat.

T: Hand me the cubes that the 1 is telling us about. (Point to the 1 of 13 on the numeral 13.)

T: (Put 3 more cubes.) This is 16 cubes. Please write the number 16 on your work mat.

What did the student do?	What did the student say?

Topic C: Decompose Numbers 11–20, and Count to Answer “How Many?” Questions in Varied Configurations

Rubric Score _____ Time Elapsed _____

Materials: (S) 19 cubes

T: (Set out 15 cubes in a scattered configuration.) Count 12 cubes into a straight line. (Pause.) How many cubes are there counting the regular way? The Say Ten way?

T: Move the cubes into 2 rows.

- a. How many cubes are there? (Assessing for conservation.)
- b. Please show me how you count these cubes that are now in rows.

T: Move the cubes into a circle.

- a. How many cubes are there? (Assessing for conservation.)
- b. Please show me how to count these cubes that are now in a circle.

T: Put one more cube in your circle. How many cubes do you have now?

What did the student do?	What did the student say?

Class Record Sheet of Rubric Scores: Module 5

Student Names:	Topic A: Count 10 Ones and Some Ones	Topic B: Compose Numbers 11–20 from 10 Ones and Some Ones; Represent and Write Teen Numbers	Topic C: Decompose Numbers 11–20, and Count to Answer “How Many?” Questions in Varied Configurations	Next Steps:

Student Name _____

Topic D: Extend the Say Ten and Regular Count Sequence to 100

Rubric Score _____ Time Elapsed _____

Materials: (T) 10 small 10-frame cards (Lesson 15 Template 2)

Set out the 10-frame cards.

T: (Set out two 10-frame cards.) How many dots are on these cards? Touch and count each dot the regular way. Whisper while you count so I can hear you.

T: Please count the dots from 11 to 20 the Say Ten way.

T: Please count by 10s to 100 the Say Ten way.

T: Please count by 10s to 100 the regular way.

T: Start at 28. Count up by 1s and stop at 32 the regular way. (If the student is unable to do this, try 8 through 12, then 18 through 22.)

What did the student do?	What did the student say?

Topic E: Represent and Apply Compositions and Decompositions of Teen Numbers

Rubric Score _____ Time Elapsed _____

Materials: (S) 17 centimeter cubes, number bond (Lesson 7 Template) within a personal white board, eraser

- T: (Set out 17 cubes.) How many cubes are there? (Note the arrangement in which the student counts. If the student does *not* arrange cubes into a straight line or array, do so for the student.)
- T: Separate 10 cubes into a group.
- T: Write 17 as a number bond on your personal white board using 10 ones as one of the parts. (Be sure to have students write the numerals.)
- T: (Write $17 = \underline{\quad} + \underline{\quad}$.) Make an addition sentence to match your number bond.
- T: How are your number bond and your addition sentence the same?

What did the student do?	What did the student say?

Class Record Sheet of Rubric Scores: Module 5			
Student Names:	Topic D: Extend the Say Ten and Regular Count Sequence to 100	Topic E: Represent and Apply Compositions and Decompositions of Teen Numbers	Next Steps: