### Eureka Math

Kindergarten Module 1 Lesson 1

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Directions for customizing presentations are available on the next slide.



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#### **Reflecting your Teaching Style and Learning Needs of Your Students**

- > When the Google Slides presentation is opened, it will look like Screen A.
- > Click on the "pop-out" button in the upper right hand corner to change the view.
- $\succ$  The view now looks like Screen B.
- ➤ Within Google Slides (not Chrome), choose FILE.
- ➤ Choose MAKE A COPY and rename your presentation.
- ➤ Google Slides will open your renamed presentation.
- ➤ It is now editable & housed in MY DRIVE.



### Materials

- (S) Left hand mat (fluency Template),
- bag of beans or small counters,
- number glove,
- counting mats,
- blue sock, pairs of socks (or any other pairs of items available) in a variety of patterns, colors, sizes, and lengths in a laundry bag

### Icons



















Manipulatives Needed







#### Lesson 1

Objective: Analyze to find two objects that are *exactly the same* or *not exactly the same*.

#### **Suggested Lesson Structure**

Fluency Practice (1)
Application Problem (6)
Concept Development (2)
Student Debrief (7)
Total Time (5)

(11 minutes) (6 minutes) (26 minutes) (7 minutes) (50 minutes)







I can find two objects that are exactly the same or not exactly the same.



Take 1 bean out of your bag and put it on your mat. Count how many beans are on your mat.

# Counting Beans and fingers to 3

Take another bean out of your bag and put it on your mat. Count how many beans are on your mat now.

## Counting Beans and fingers to 3

Take another bean out of your bag and put it on your mat. Count how many beans are on your mat now.

## Counting Beans and fingers to 3

Let's touch and count them one at a time like this: 1,2,3.

# Counting Beans and fingers to 3

Move 1 bean to the pink fingernail. HOw many bingers have a bean?

How many fingernails are under the bean?

Is that exactly the same number?



# Show Me Beans (3min)

Now we'll play a game called Show Me Beans.





I'll say a number and you put that many beans on the fingernails. Remember to start on the pinky and don't skip any fingers.

Ready? Show me 1!

### Show Me Beans



Quick...Show me 2!

Show me 1!

Show me 2!

Show me 3!



Number Glove Viewed from the Students' Perspective.

Watch my number glove and count with me. Ready? (Begin with a closed fist, then show the pinky finger, followed by ring finger, and then middle finger).

## Counting with the Number Glove to 3



Stay here at 3. Let's count back down to 1. Ready? You're ready for something harder! Let's count up and down like a wave. Watch my glove and you'll know just what to do.

## Application Problem (6 min)

Please draw a picture of this sock.



## Concept Development (26 min)

I just came back from the laundromat, and now I have to match up all of these pairs of socks.



### Look at these two. (Hold up two blue socks). These two are exactly the same because they are both..?

(Hold up the red knee sock and red ankle sock) What color are these two socks? These two are both red, but they are not exactly the same.

(Hold up two socks that are similar). Who can explain why these are not exactly the same?

Let's play the exactly the same game. When I call you pick up one sock. (Call students until everyone has sock).

When the music begins, I want you to slowly and calmly walk around the room until you find a sock that is exactly the same as yours. When you find the sock, link arms with the person who has it like this (demonstrate) and say "Our socks are exactly the same!" See if you can get together before the music stops!

### Problem Set (5 min)





### Debrief (7 min)

- Are your shoes exactly the same?
- Does the left shoe look exactly the same as the right?
- Let's look at our pictures of the sock. Is this picture the same as that one?
- The sock was exactly the same. Why are our pictures not exactly the same?
- How can you tiell if two things are exactly the same or not exactly the same?