

# Eureka Math

## Kindergarten Module 1 Lesson 2

At the request of elementary teachers, a team of Bethel & Sumner educators met as a committee to create Eureka slideshow presentations. These presentations are not meant as a script, nor are they required to be used. Please customize as needed. Thank you to the many educators who contributed to this project!

Directions for customizing presentations are available on the next slide.

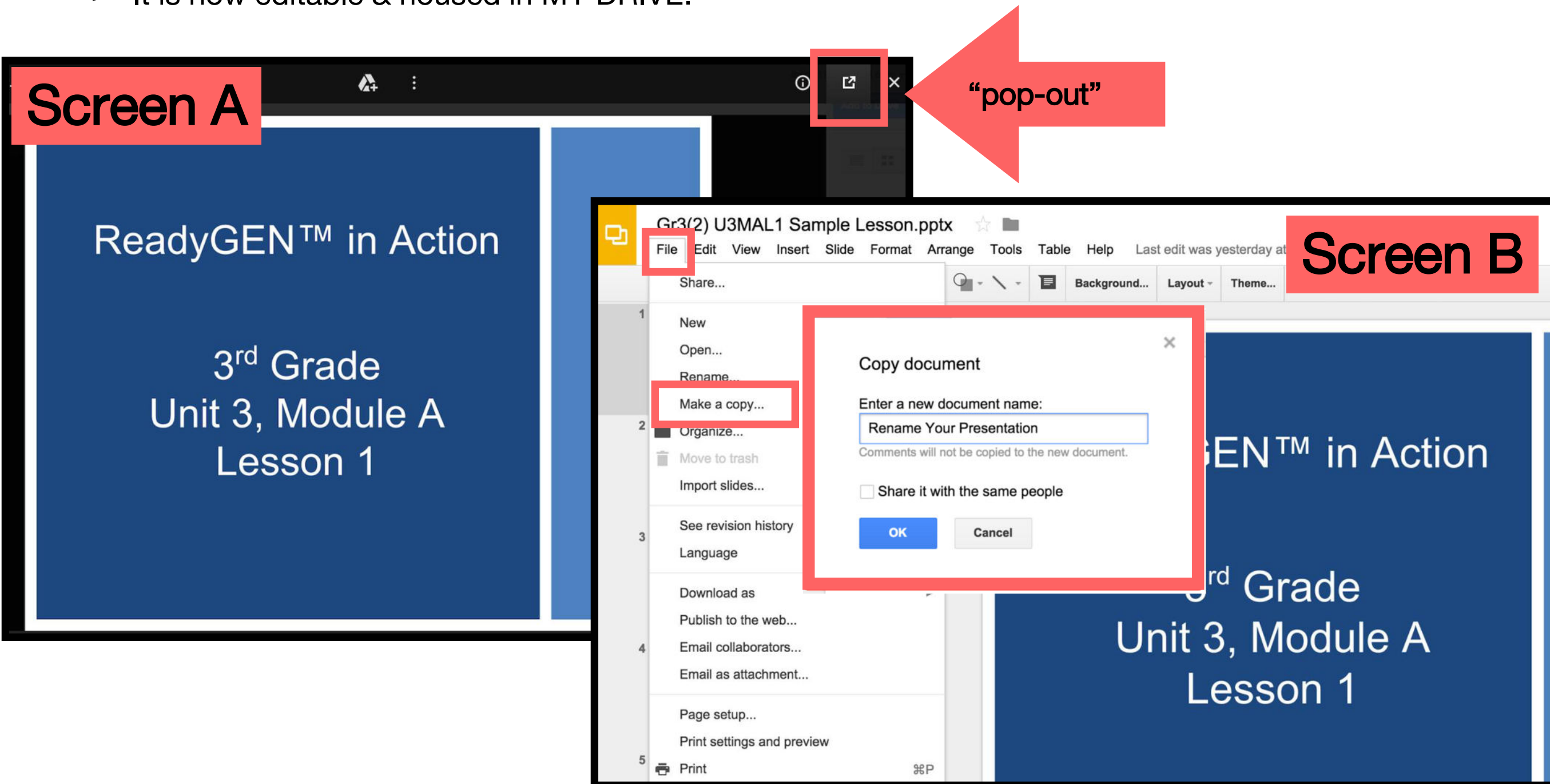


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# Customize this Slideshow

## 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.
- 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 ( Lesson 1 Fluency Template),
- bag of beans or small counters,
- 20 bead Rekenrek
- Pairs of similar items that are different in one aspect (e.g., two tennis balls, one white and one yellow; two identical cups, one with a straw and one empty; two squares, one turned to be a kite and one parallel to the floor; two identical pencil boxes, each labeled with a different student's name; two identical pencils, one new and one used

# Icons



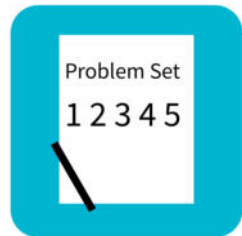
Read, Draw, Write



Learning Target



Personal White Board



Problem Set



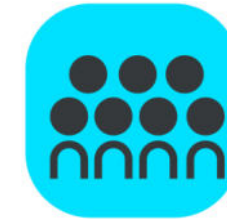
Manipulatives Needed



Fluency



Think Pair Share



Whole Class



Individual



Partner



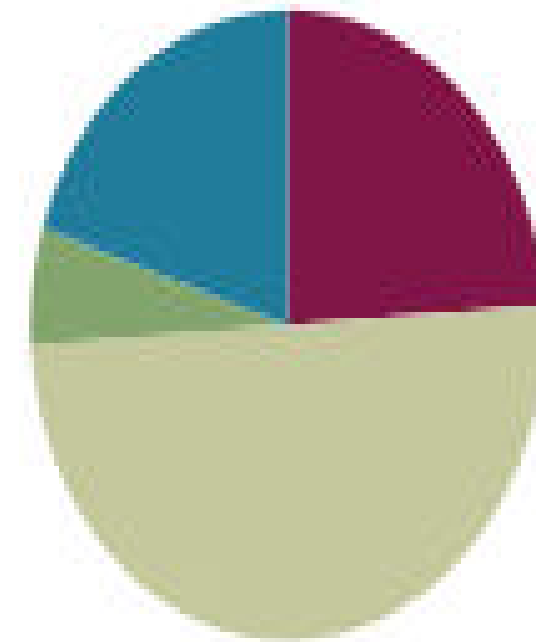
Small Group



Small Group Time

## Suggested Lesson Structure

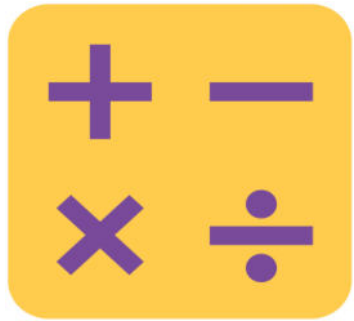
■ Fluency Practice	(12 minutes)
■ Application Problem	(3 minutes)
■ Concept Development	(25 minutes)
■ Student Debrief	(10 minutes)
<b>Total Time</b>	<b>(50 minutes)</b>





I can find two similar objects -these are the same  
but.....

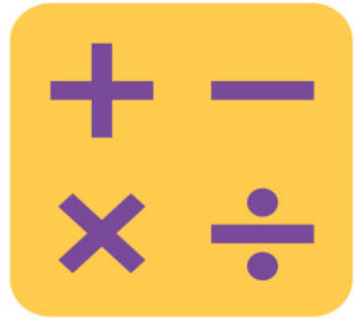
# Hands Number Line to 3 (5min)



How many hands do you see on your mat?

How many real hands do you have?

# Hands Number Line to



## 3

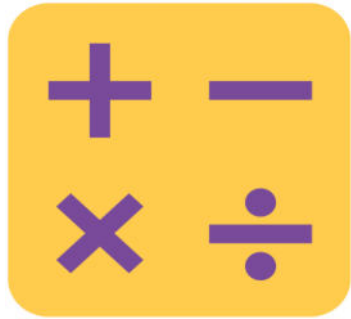
Put 1 of your real hands down on the mat so that it matches the picture of the hand on your mat exactly. Make sure to line up all of your fingers.

Take 1 bean out of your bag, and put it on the pinky fingernail on your mat. How many fingers have a bean?



# Hands Number Line to

# 3

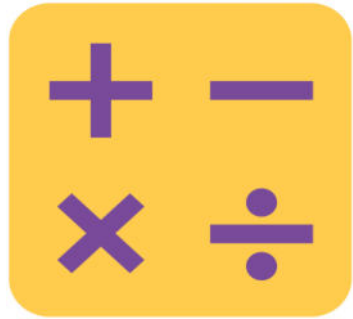


Which finger is it?

Show me your real pinky finger. This is the finger we'll start counting with. (Demonstrate.)



# Hands Number Line to

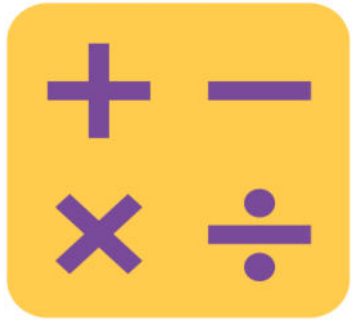


# 3

Put another bean on the very next finger. How many fingers have beans on them now?

Show me which fingers have beans. Use your mat to help you. Let's count on fingers from 1 to 2.  
Ready?

# Hands Number Line to



3

Put another bean on the very next finger. How many fingers have beans on them now?

Show me which fingers have beans. Use your mat to help you.

# Hands Number Line to 3



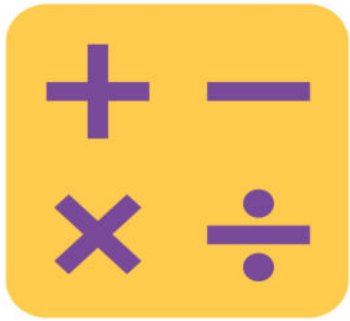
Very good! See if you can do it without looking at the mat. Close it up (show closed fist). Ready?

Stay here at 3. Now, count back down to 1. Ready?



# Show Me Fingers to 3

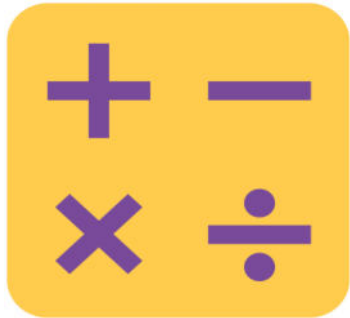
(2 min)



Let's play Show Me Fingers. I'll say a number, and you show me that many fingers, the same way as before. Remember to start on the pinky, and don't skip any fingers! Ready? Show me 1.

Quick...show me 2!

# Finger Flashes to 3 (2 min)



This time, I'll show you my fingers, and you say how many you see. Ready?



*Student View*

# Rekenrek (3 min)



Let's practice counting with the Rekenrek. (Show the 20-bead Rekenrek with the side panel.) Say how many you see.

# Application Problem

## (3 min)

Jeremy has 3 marbles. Draw his marbles.





# Concept Development



(25 min)

What am I holding?

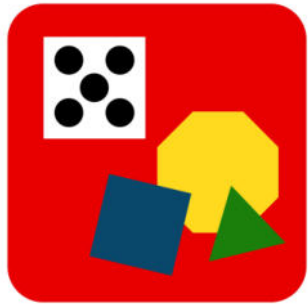
Are they exactly the same, or are they not exactly the same?

They are the same but.....

So many good ideas! Repeat one of them after me.

They are the same, but one is \_\_\_\_\_ and one is \_\_\_\_\_.

# Concept Development



What am I holding now?

Are they exactly the same, or are they not exactly the same?

They are the same but....

Repeat one of your ideas after me. They are the same but one is \_\_\_\_\_ and one is \_\_\_\_\_.

# Concept Development



What am I holding now?

Are they exactly the same, or are they not exactly the same?

# Problem Set (5 min)

Use your ruler to draw a line between two objects that match.  
Use your words. "These are the same, but this one is \_\_\_\_\_, and this one is \_\_\_\_\_."

Problem Set

1 2 3 4 5





# Debrief (7 min)

- What were your favorite objects?
- Who can make a sentence about the cats using “they are the same but...”? (repeat with each of the animals.)
- How could we change one of the cats to make it exactly the same as the other? (repeat with each of the animals.)