

Eureka Math

Kindergarten Module 1 Lesson 3

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,
- Number glove
- Sets of plates, cups, bowls, etc., in a variety of patterns; bin or basket; stuffed animals
- Bags of objects or pictures of objects that are used together.

Icons



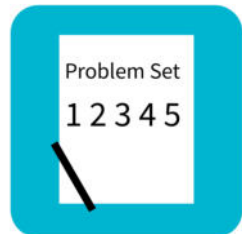
Read, Draw, Write



Learning Target



Personal White Board



Problem Set



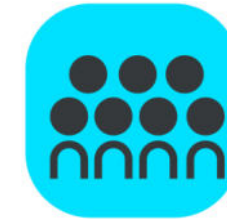
Manipulatives Needed



Fluency



Think Pair Share



Whole Class



Individual



Partner



Small Group



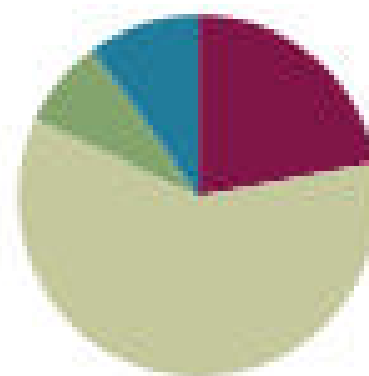
Small Group Time

Lesson 3

Objective: Classify to find two objects that share a visual pattern, color, and use.

Suggested Lesson Structure

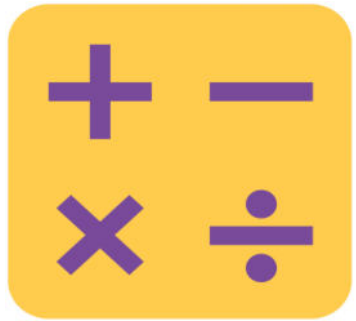
Fluency Practice	(11 minutes)
Application Problem	(4 minutes)
Concept Development	(30 minutes)
Student Debrief	(5 minutes)
Total Time	(50 minutes)





I can find two objects that share a visual pattern, color and use.

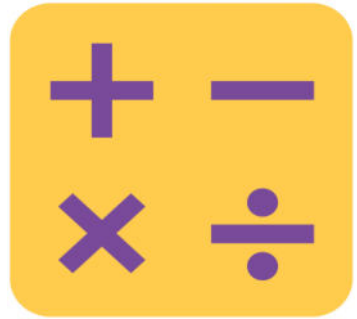
Counting Beans and Fingers to 5 (5min)



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

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 5

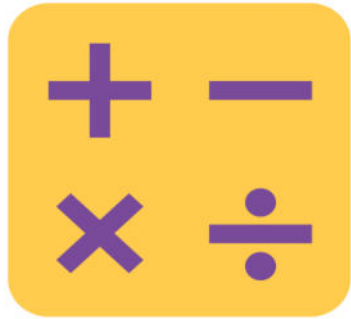


Yes. Take another bean out of your bag and put it on your mat. Count how many beans are on your mat now.

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

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 5

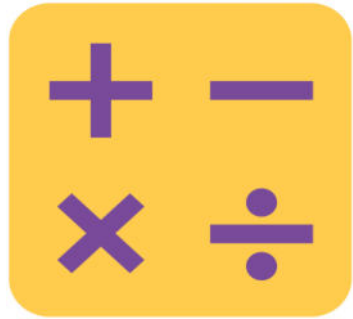


Yes. Let's touch and count them one at a time like this: 1,2,3,4.

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

Great! Let's touch and count them one at a time like this: 1,2,3,4,5.

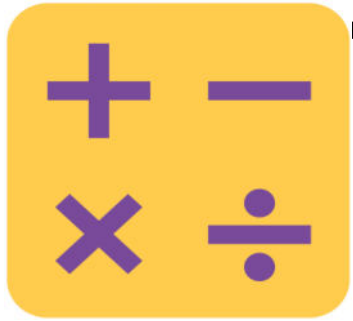
Show Me Beans to 5



(3 min)

You're getting very good at counting beans and fingers. 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 to 5



Quick...show me 2!

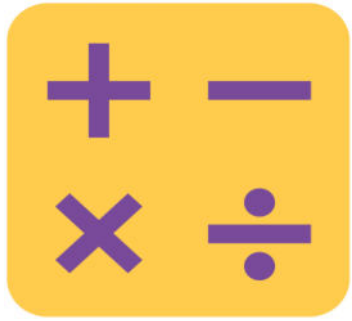
Show me 1!

Show me 2!

Show me 3!

Show me 4!

Show Me Beans to 5



Show me 3!

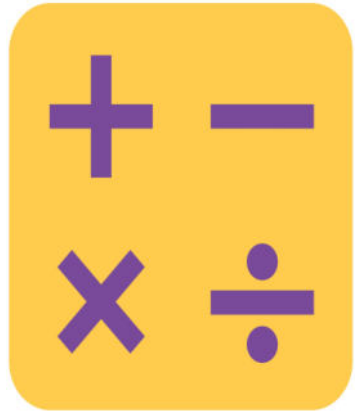
Show me 2!

Show me 4!

Show me 5!

Counting with the Number Glove to 5

(3 min)



Watch my number glove and count with me. Ready?

1,2,3,2,1,2,,1,2,3,2,3,2,3,4,3,4,3,2,3,4,5,4,5,4,...

Application Problem

(4 min)

Draw two circles that are the same but a different color.



Concept Development

(30 min)



Let's have a teddy bear tea party! This is Teddy's plate. (Place a plate in front of the stuffed animal. What do we see on Teddy's plate?)



Concept Development



Yes. We see _____. What color at the
_____?

Good. Teddy wants a cup that has the same
_____pattern. Let's find a cup that matches
Teddy's plate.

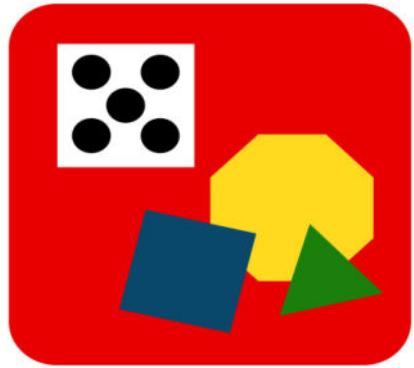
How are they a match?

Concept Development



Distribute a bin and stuffed animals to each group or table. Have them set the table so that each stuffed animal has a matching set of dinnerware. Place the items back into the bin and rotate so that students can practice with several different sets. Circulated and foster dialogue about the attributes of the objects.

Concept Development



How are these used together? (Hold up a plate and a fork).

Yes. Let's say it in a sentence like this: "I use a fork and plate for eating." Ready?

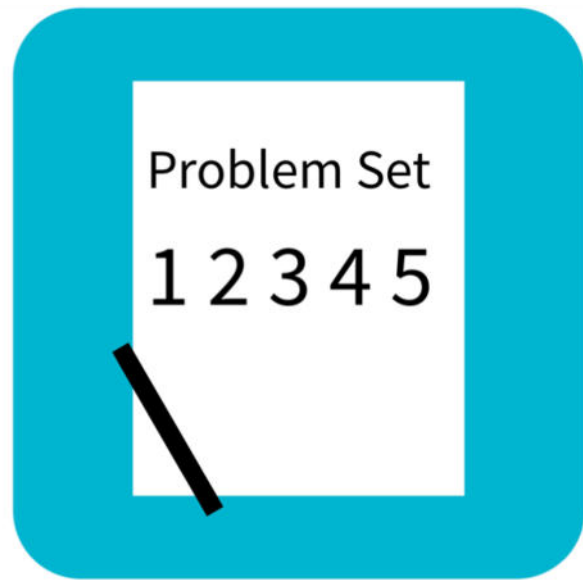
Raise your hand when you can say the sentence about these two items. (paper and pencil)

Concept Development



Very good. When you go back to your seat you'll get a bag. First, make a match. Then, tell how they are used together. Remember to say the whole sentence, just like we practiced.

Problem Set (7 min)



Draw a line between the objects that have the same pattern. Talk with a neighbor about the objects that match.



Debrief (5 min)

- What are some ways that we made a match today?
- How can you tell if two items match?
- Can you think of things at home that are used together?
- What are some things at home that are not used together?