

Eureka Math

Kindergarten Module 1 Lesson 4

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.
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- 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
- Assortment of classroom toys with a wide range of attributes and obvious differences to facilitate sorting
- Two plastic trays

Icons



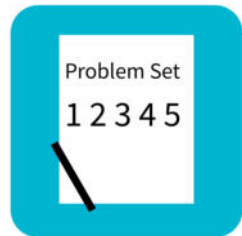
Read, Draw, Write



Learning Target



Personal White Board



Problem Set



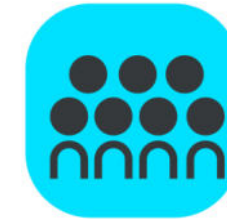
Manipulatives Needed



Fluency



Think Pair Share



Whole Class



Individual



Partner



Small Group



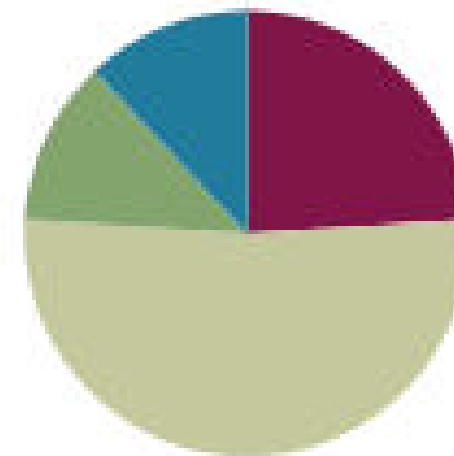
Small Group Time

Lesson 4

Objective: Classify items into two pre-determined categories.

Suggested Lesson Structure

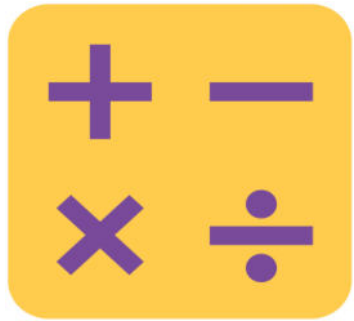
■ Fluency Practice	(12 minutes)
■ Application Problem	(6 minutes)
■ Concept Development	(26 minutes)
■ Student Debrief	(6 minutes)
Total Time	(50 minutes)





I can classify items into two pre-determined categories.

Hands Number Line to 5 (5min)

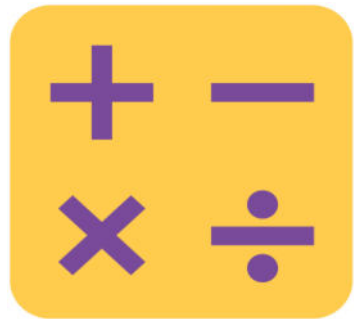


How many hands do you see on your mat?

How many real hands do you have?

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.

Hands Number Line



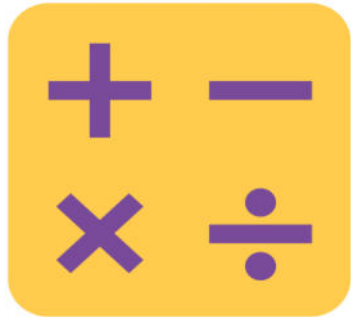
to 5

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

Which finger is it?

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

Hands Number Line to 5

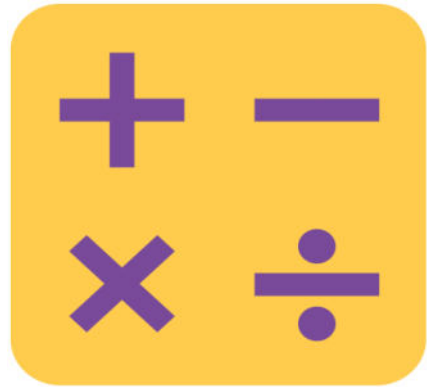


Put another bean on the very next finger. How many fingers have beans on them now?

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

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

Hands Number Line



to 5

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

Show me which fingers have beans. Let's count the fingers from 1 to 3. Ready?

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

Hands Number Line



to 5

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 4. Ready?

Hands Number Line to 5



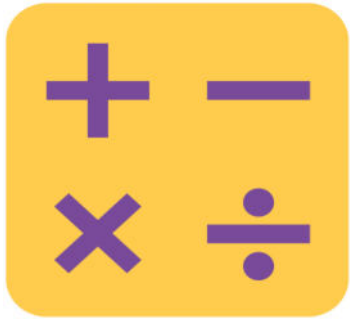
Put another bean on the very next finger. How many fingers have beans on them now?

Show me which fingers have beans. Use your mat to help you. Let's count on fingers from 1 to 5. Ready?

Very good! See if you can do it without looking at the mat. Close it up. Ready?

Show Me Fingers to 5

(3 min)

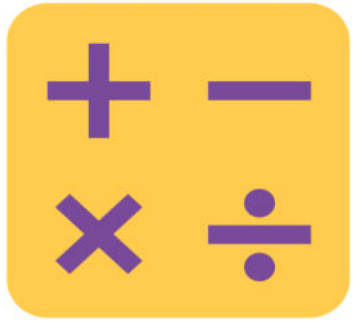


Let's play Show Me Fingers. I'll say a number, and you show me that many fingers, the same way as before. Remember to start on the pinky, and don't skip any fingers! Ready? Show me 1!

Quick...show me 2!

Finger Flashes to 5

(2 min)

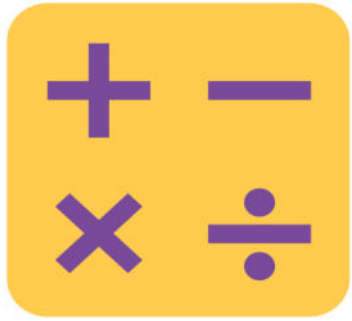


This time, I'll show you my fingers, and you say how many you see. Ready?



Rekenrek to 5

(3 min)



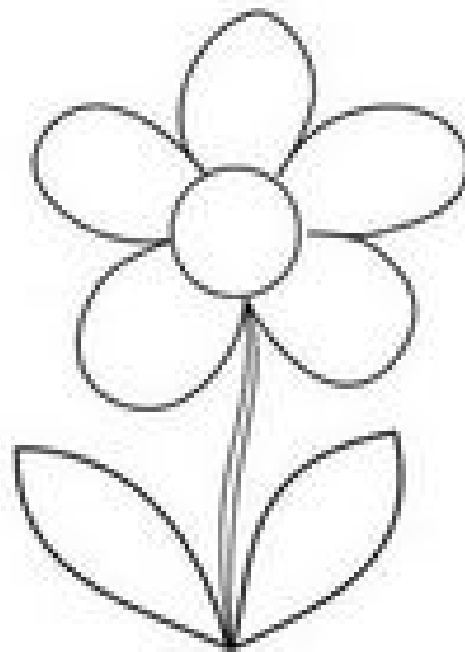
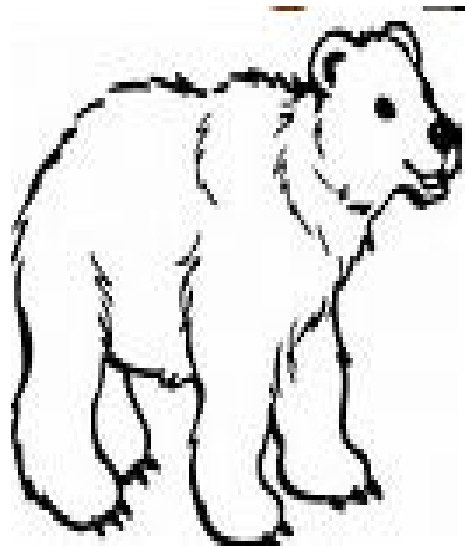
Let's practice counting with the Rekenrek. Say how many you see. (Slide the red beads students will count completely to one side).



Application Problem

(4 min)

Color these pictures so that they are exactly the same. Tell a friend how you know that they are exactly the same.



Concept Development



(26 min)

Watch how I sort these toys into two groups-big and small.

Point to the tray that has the big toy.

Yes. Now, point to the tray that has the small toy.

Do you see any other toys that belong in the small toys group?

How can you tell that it belongs on that tray?

Concept Development



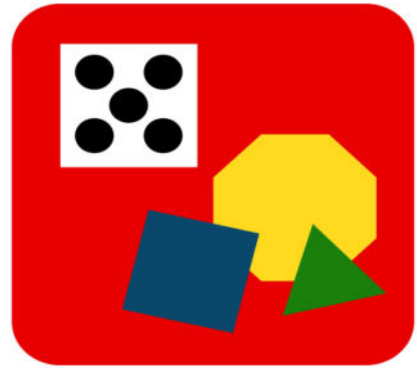
See if you can figure out how I sorted this time and tell a partner.

Concept Development



Sort toys according to students' suggestions.

Concept Development



Now, let's play a game where we sort ourselves! If your shoes have laces, please stand near the window. If your shoes do not have laces, please stand near the door. Everyone, point to the laces group.

Now, point to the no laces group.

Concept Development



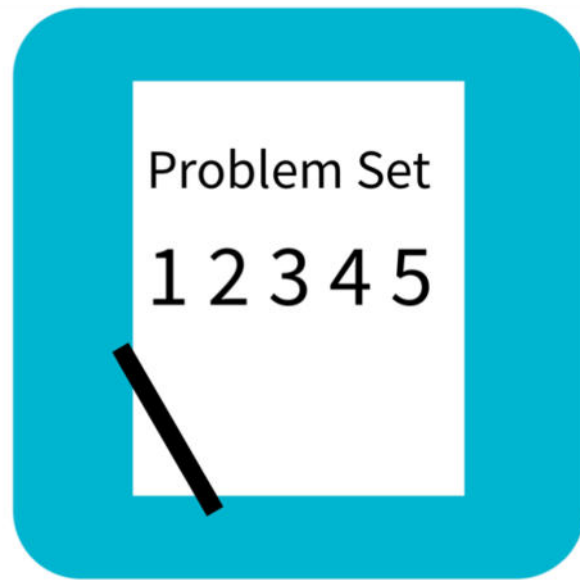
e back to your seats. This time, I will sort you into two groups another way.

What is the same about all of the students in this group?

That's right, and this group?

What are some other ways we could sort ourselves?

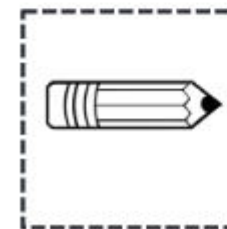
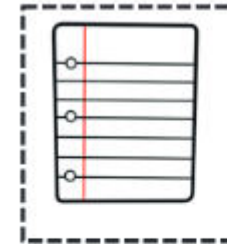
Problem Set (7 min)



Use the cutouts. Glue the pictures to show where to keep each thing.



Cutouts for the Problem Set



Debrief (6 min)

- What is the new math word we used today?
- What does it mean to sort into groups?
- Can you think of other times when it is important to sort things? (Elicit real life examples from home or school.)