Eureka Math

Kindergarten
Module 1
Lesson 8

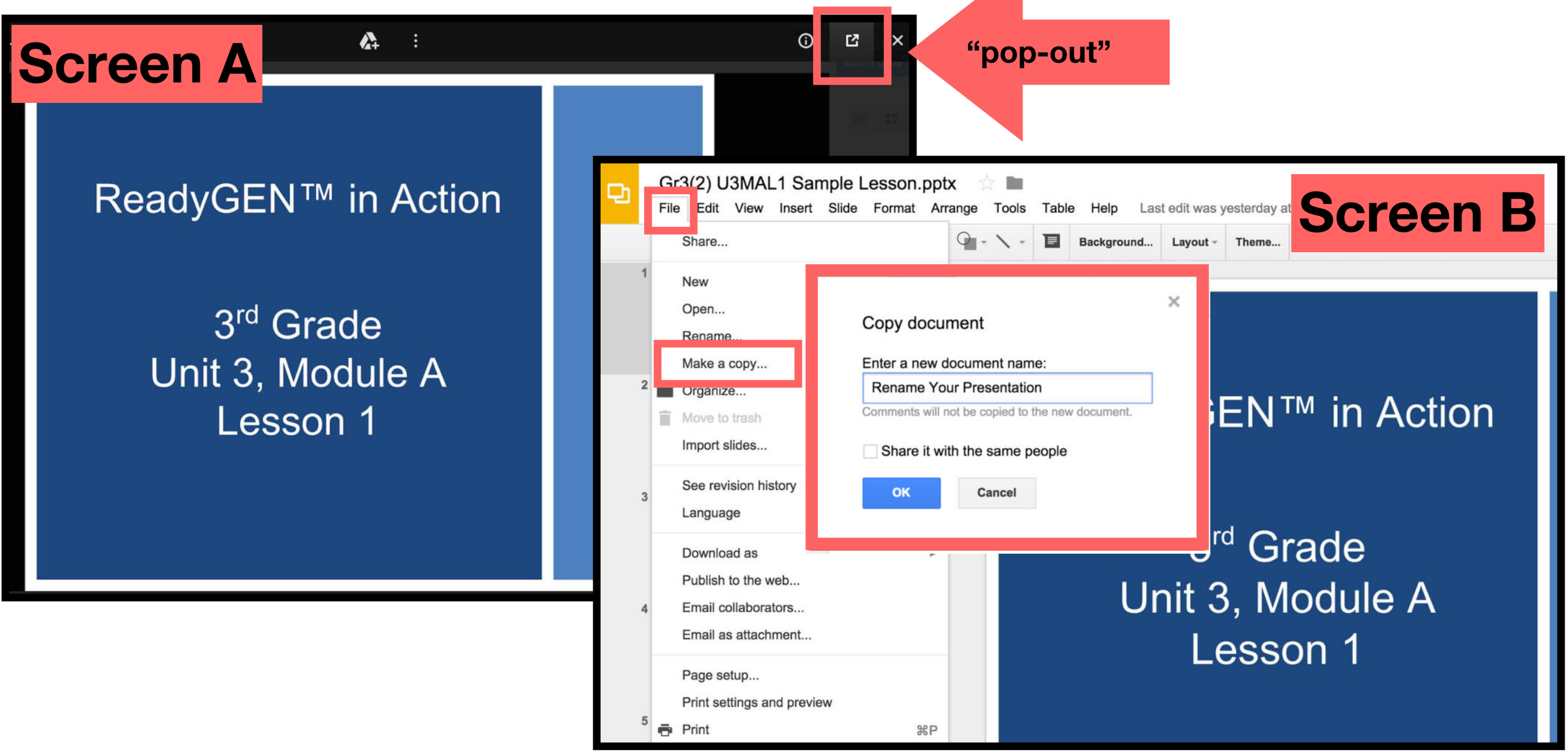
At the request of elementary teachers, a team of Bethel & Sumner educators met as a committee to create Eureka slideshow presentations. These presentations are not meant as a script, nor are they required to be used. Please customize as needed. Thank you to the many educators who contributed to this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

Directions for customizing presentations are available on the next slide.

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

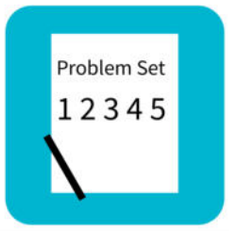
- Large 5-group cards 1-5 (lesson 8 fluency template)
- S-counters in a bag
- T-5 markers
- S-bag with 5 cotton balls,
- Personal white board

Icons

Read, Draw, Write

Learning Target

Personal White Board

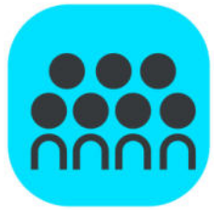


Problem Set

Manipulatives Needed

Fluency

Think Pair Share



Whole Class

Individual

Partner

Small Group

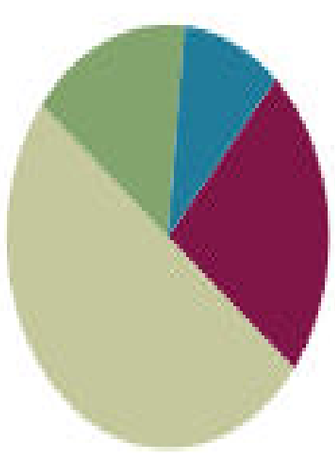
Small Group Time

Lesson 8

Objective: Answer *how many* questions to 5 in linear configurations (5-group), with 4 in an array configuration. Compare ways to count five fingers.

Suggested Lesson Structure

Fluency Practice	(12 minutes)
Application Problem	(8 minutes)
Concept Development	(25 minutes)
Student Debrief	(5 minutes)
Total Time	**(50 minutes)**



I can answer ***how many*** questions to 5 in linear configurations (5-group), with 4 in an array configuration.

I can compare ways to count five fingers.

How Many Dots?
(5 min)

We're going to practice ***listen, think, raise your hand, wait.*** I'm going to show you some dots. Raise your hand when you have counted the dots, then wait for the snap to say the number. Ready?

Show the 1 dot card. Wait until all hands are raised, then give the signal.

How Many Dots?

(Show the 2 dot card. Wait until all hands are raised, and then give the signal.)

As students begin to demonstrate mastery, deviate from a predictable pattern and challenge them to recognize the groups to dots more quickly.

Show Me Another Way (4 min)

Remember how you learned to count on your fingers?

That’s called the Math Way. First, I’ll ask you to sow me fingers the Math Way. Then, I’ll ask you to show me the number another way. Show me 2.

Finger Counting (3 min)

Count with me. Ready? (Show pinky on right hand.)

Show pinky and ring fingers on right hand.

Show pinky on right hand.

Show pinky and ring fingers on right hand.

sequence: 1,2,1,2,3,2,3,2,3,4,3,4,3,4,5,4,5,4,3,4,5.

Application Problem (8 min)

Put 4 counters in a row going across. Put 4 counters in a row going up and down. Draw your counters on your paper.

Concept Development (25 min)

How can I find out how many markers I have?

Count with me.

What is another way to organize them?

(Move them) Let’s count again.

It’s the same! (Put the 4 markers into a 2x2 array.

How would I count these with out putting them in a line?

Concept Development

When I touch and count, I am going to go from left to right. Touch and count with me.

Now each of you will get a bag of cotton balls.

Concept Development

are going to make magic pets. When I call out a number, I want you to put that many cotton balls in a line to make a caterpillar. (5)

Now, change your magic pet into a fuzzy sleeping kitten; push the cotton balls together.

Put one cotton ball away. Put your cotton balls in a line to make a caterpillar.

Concept Development

Now, change your magic pet into a fuzzy sleeping puppy; push the cotton balls together.

Now, change your magic pet into two caterpillars that are exactly the same.

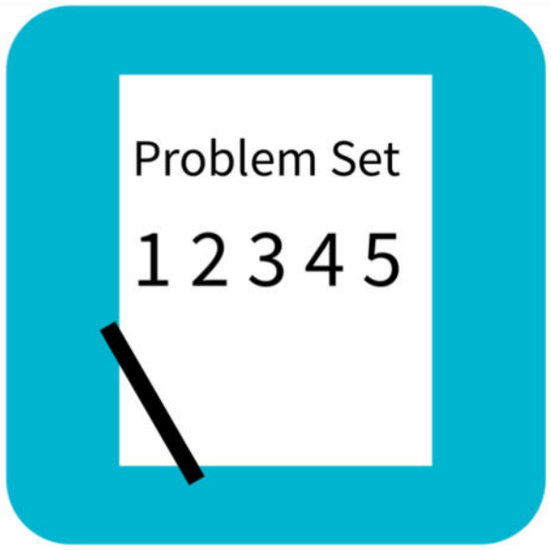
Concept Development

Draw four circles in a line to show your caterpillar. (Model the first few if needed.) Touch and count your circles.

Erase. Now, draw a circle in each corner. Touch and count.

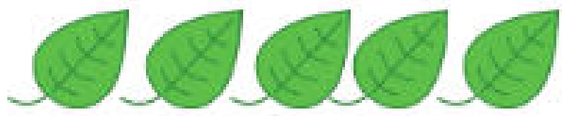
Is that the same number?

Problem Set (5 min)



Name _____ Date _____

Count the objects. Circle the correct number.

 1 2 3	 1 2 3
 3 4 5	 2 3 4
 4 3 2	 5 4 1
 4 3 2	 5 4 1

Debrief (5 min)

- How did you know how many ducks there were? (have the students models how they counted).
- Turn and talk to you neighbor about how you counted the stars (array).
- Draw stars in an array on a dry erase board, and have students count the stars as you model.
- Discuss the answere studetns put on the hand pictures. Ask if they can show other ways to make that number.
- continue…..

Debrief

Engage the students in a discussion about how the number stays the same even though the positioning of the objects changes.

Do we have to touch and count to know the number is the same:

Do we have to touch and count to count?