

Eureka Math

Kindergarten Module 1 Lesson 10

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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.
- 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) Bag of beans
- (S) piece of construction paper or foam as a work mat
- (S) small plastic cup
- (T) Large 5-frame cards (fluency template)
- (T/S) 5 counting bears (1 large red, 2 large yellow, 2 small yellow)
- (T/S) 1 paper clip

Icons



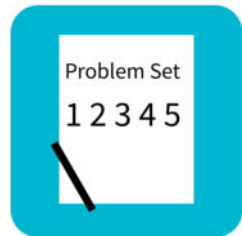
Read, Draw, Write



Learning Target



Personal White Board



Problem Set



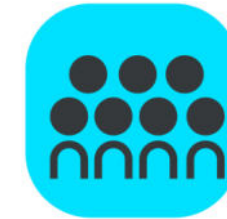
Manipulatives Needed



Fluency



Think Pair Share



Whole Class



Individual



Partner



Small Group



Small Group Time

Lesson 10

Objective: Within circular and scattered dot configurations of numbers 3, 4, and 5, find *hidden partners*.

Suggested Lesson Structure

■ Fluency Practice	(10 minutes)
■ Application Problem	(8 minutes)
■ Concept Development	(27 minutes)
■ Student Debrief	(5 minutes)
Total Time	(50 minutes)



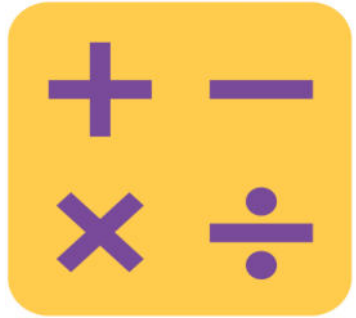
Fluency Practice (10 minutes)

- Line Up, Sprinkle, Circle **K.CC.5** (4 minutes)
- 5-Frames: Counting Dots and Spaces **K.CC.4a** (4 minutes)
- Finger Counting **K.CC.2** (2 minutes)



I can find hidden partners within circular and scattered dot configurations of numbers 3,4, and 5.

Line Up, Sprinkle, Circle (4 min)



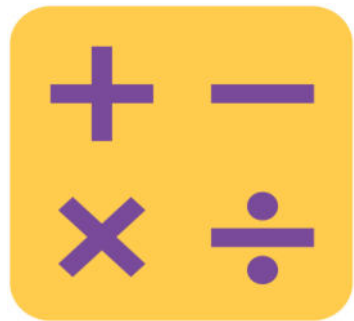
Take three beans out of your bag, and put them in your cup.

Spill them onto your mat. And put them in a straight line. Touch and count. Are there still 3?

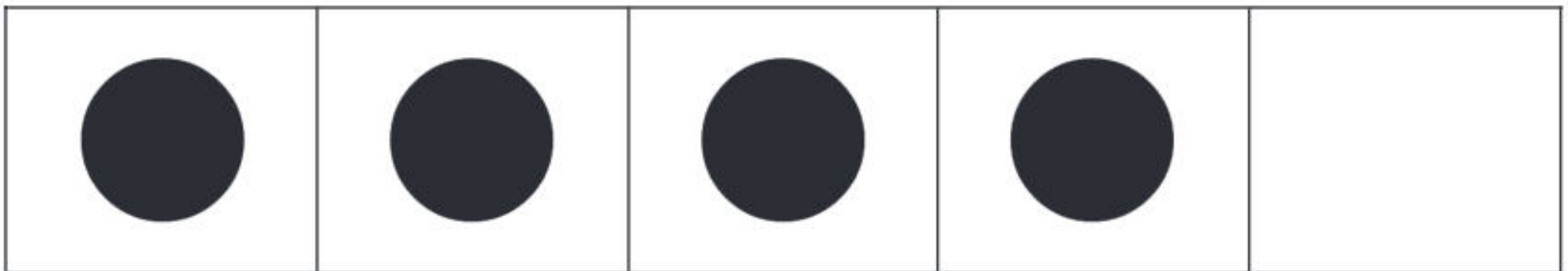
Put them back in your cup. Spill them on your mat, and sprinkle them around. Touch and count. Are there still 3. Repeat with 4, 5 and circle formation.

5-Frames: Counting Dots

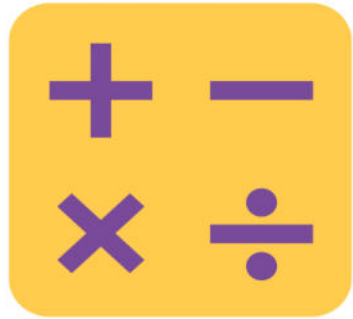
and Spaces (4 min)



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



5-Frame Counting Dots and Spaces



How many spaces? (Wait for all students to raise hands, and then give the signal.)

How many dots? (Show 3 dot card)

How many spaces?

How many dots? (Show 1 dot card)

How many spaces?

Finger Counting (2 min)



Conduct the activity as outlined in lesson 8.

Student View of Teacher's Hand.



Student View of Student's Hand.



Application Problem

(8 min)



Draw 5 dogs playing. Draw a fence that keeps exactly 3 of them inside.



Concept Development



(27 min)

Part 1: Circular Count

Some bears went to the park. They wanted to play on the merry-go-round. (place the plate down, and put the bears in a circle around or on the plate).

Let's count the bears. (Count with students, but do not stop when you get back to the first bear counted).

What can I do so I know when to stop counting when my things are in a circle?



Concept Development

Okay! I am going to put a marker so I can count in a circle correctly. (Place the paper clip at the start of the count). Count with me.

What if I put my marker at a different bear to start? Will the count be the same? (Try to verify.)

There are 5 bears. Yesterday, we found hidden partners inside our big tower. Can we see groups of different bears inside this bigger group? Do you see other small groups of bears? Find small groups.

Concept Development⁺



Part 2: Scatter Count

Hold 5 bears. The bears were going so fast on the merry-go-round that they fell off. Oh, no! Let's count to see if all our ear friends are okay. How can I count them?

Show me a counting path. Where should I start?
Next?

Problem Set (5 min)

Problem Set

1 2 3 4 5

Name Joanna Date _____

Color to see the hidden partners.

Count the objects. Circle the total number.

Color 1 circle.



1 2 (3)

Color 1 star.



2 3 (4)

Color 1 circle.



3 4 (5)

Color 2 stars.



(3) 2 1

Color 2 circles.



(5) 4 3

Color 2 stars.



4 (5) 3

Draw 2 circles. Count all the objects, and circle the number.



(5) 2 3

Debrief (5 min)

- Create stories to go along with problems.
- Discuss what hidden partners were found inside the configurations.
- Circle the hidden partners and discuss
- Talk about the strategies used for counting things that are in a circle and things that are scattered.
- Did you follow the same counting path as your friends?