Eureka Math

Kindergarten
Module 1
Lesson 11

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

- (S) 3 beans, paper or foam triangle
- (S) 3 linking cubes
- (T/S) 5 counting bears or linking cubes per pair
- (T/S) 1 sheet of blue paper, 1 sheet of green paper, ½ sheet of paper
- (T/S) 5 group cards to 5 (lesson 7, template 2)
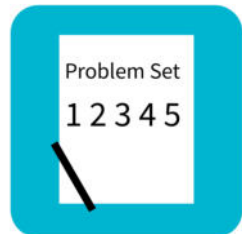
Icons

 Read, Draw, Write

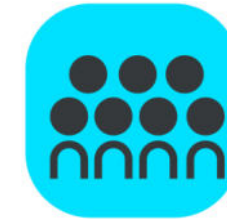 Learning Target

 Personal White Board

 Problem Set

 Manipulatives Needed

 Fluency

 Think Pair Share

 Whole Class

 Individual

 Partner

 Small Group

 Small Group Time

Lesson 11

Objective: Model decompositions of 3 with materials, drawings, and expressions. Represent the decomposition as 1 + 2 and 2 + 1.

Suggested Lesson Structure

|		
■ Fluency Practice	(15 minutes)	
■ Concept Development	(20 minutes)	
■ Application Problem	(5 minutes)	
■ Student Debrief	(10 minutes)	
Total Time	**(50 minutes)**	

Fluency Practice (15 minutes)

- Making 3 with Triangles and Beans **K.CC.4a**   (6 minutes)
- Making Three-Finger Combinations **K.CC.4a**   (4 minutes)
- Hide and See (3 as the Total) **K.OA.2**   (5 minutes)

I can make model decompositions of 3 with materials, drawings, and expressions. Represent the decomposition as 1+2 and 2+1.

Making 3 with triangles and beans (6 min)
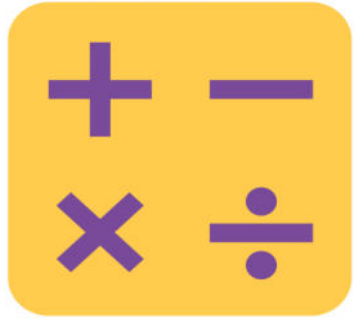
Touch and count the corners of the triangle.

Touch and count your beans.

Our job is to make 3. Put 2 of your beans on the corners of the triangle. Keep the other one in your hand. How many beans on your triangle? How many beans in your hand?

Making 3 with triangles and beans

We can tell how to make 3 like this:

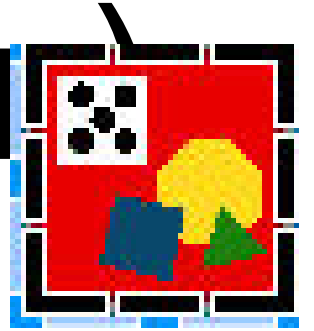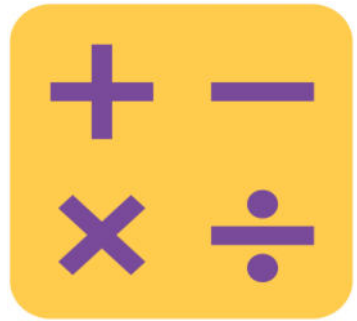2 and 1 make 3. Echo me, please.

Show me 1 bean on your triangle. Keep the rest in your hand. How many beans on your triangle? How many beans in your hand?

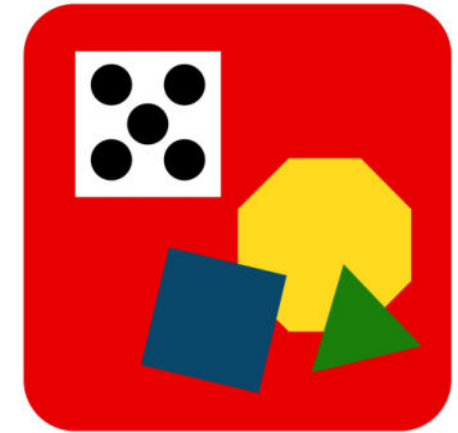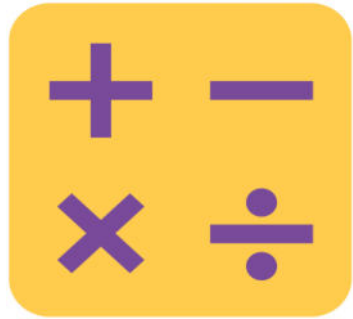Raise your hand when you can say the sentence. Start with 1.

Making Three-Finger Combinations (4min)

I'll show you some fingers. I want to make 3. Show me what I need to make 3. (Show 2 fingers)

Raise your hand when you can say the number sentence. Start with my number.

Hide and See (3 as total) 5min

Touch and count your cubes.

Hide 2 behind your back. How many can you see?

Put them back together. How many cubes do you have?

Hide 1 behind your back. How many can you see?

Put them back together. How many cubes?

Application Problem
(5 min)

Oh, no! Someone threw 4 crayons on the floor. Draw the crayons. Compare your crayons to your friend's. How many of your crayons are the same color as your friend's?

RDW

Concept Development (20 min)

There are 3 bears. Two bears are in the field (move 2 bears to the green paper), and 1 bear is in the water (move one bear to the blue paper). How many bears are there?

How many in the field? How many in the water?

Take 3 bears our of your bag, and tell our number story to your partner. When your are finished, let your partner tell you the story of the 3 bears.

Concept Development

I'm going to tell you a number story. Draw it on your paper.There are 3 flowers. Two flowers are red, and 1 flower is yellow.

Find the number card that matches the number of red flowers. What card did you pull out?Find the card that matches the number of yellow flowers. What number did you pull out?

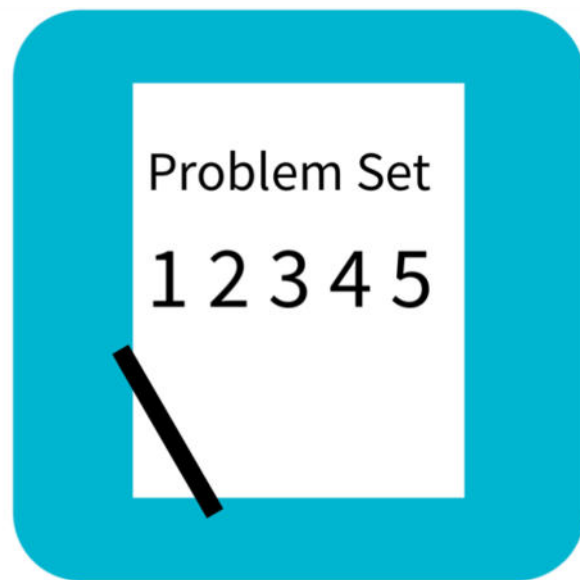We can show the flowers like this (write 2 + 1). We read it like this, 2 plus 1. Say it with me.

Concept Development

What does the 2 tell us about in the story? What does the 1 tell us about?

What does 2 + 1 tell us about.

Problem Set (5 min)

Debrief (10 min)

- Have students bring their Problem Sets to the carpet and create number stories using the combinations in the Problem Set.
- Have linking cubes or counting bears to model and represent various problems.
- How is finding hidden partners in 3 bears the same as showing 3 on your fingers the Math Way and another way?
- How did we show our number stories today?