

Eureka Math

Kindergarten Module 1 Lesson 13

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

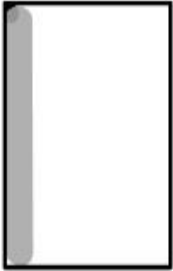

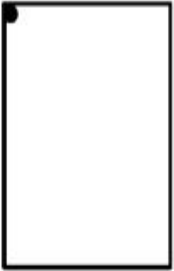



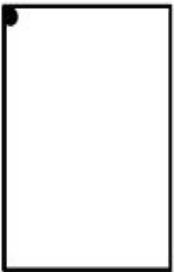



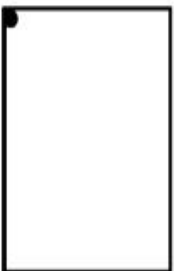

- When the Google Slides presentation is opened, it will look like Screen A.
- Click on the “pop-out” button in the upper right hand corner to change the view.
- The view now looks like Screen B.
- Within Google Slides (not Chrome), choose FILE.
- Choose MAKE A COPY and rename your presentation.
- Google Slides will open your renamed presentation.
- It is now editable & housed in MY DRIVE.





Materials

- (T) 20-bead Rekenrek
- (T) Cardboard picture frame
- (S) Personal white board with numeral formation practice sheet 1-3

Icons



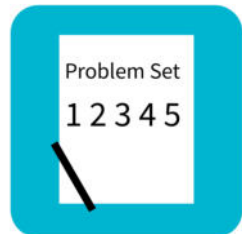
Read, Draw, Write



Learning Target



Personal White Board



Problem Set



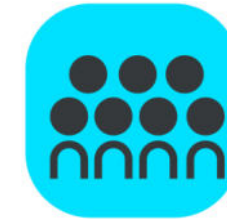
Manipulatives Needed



Fluency



Think Pair Share



Whole Class



Individual



Partner



Small Group



Small Group Time

Lesson 13

Objective: Order and write numerals 0–3 to answer *how many* questions.

Suggested Lesson Structure

■ Fluency Practice	(11 minutes)
■ Concept Development	(22 minutes)
■ Application Problem	(7 minutes)
■ Student Debrief	(10 minutes)
Total Time	(50 minutes)



Fluency Practice (11 minutes)

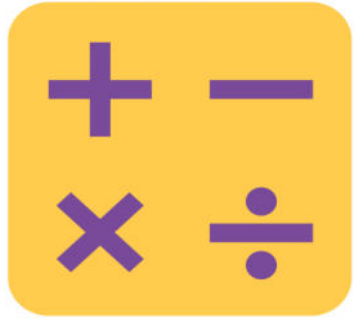
- Rekenrek Roller Coaster **K.CC.4a** (4 minutes)
- Show Me Fingers to 5 **K.CC.5** (2 minutes)
- Hide and See (3 as the Total) **K.CC.4a** (5 minutes)



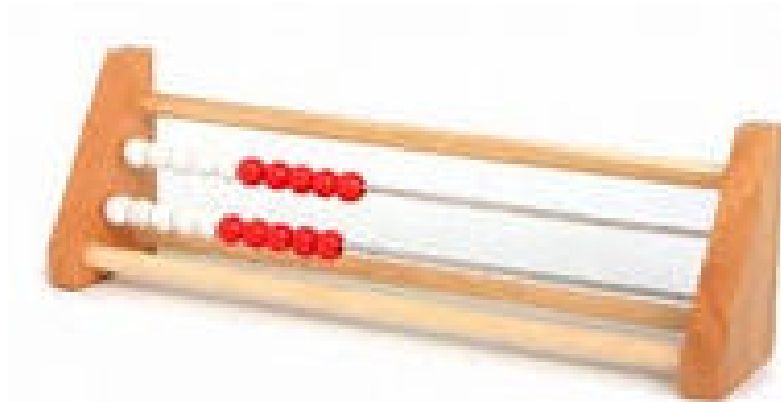
I can order and write numbers 0-3 to answer ***how many*** questions.

Rekenrek Roller Coaster

(4 min)



Consider introducing 6, either with 5 red and 1 white on the top row, or with 5 red on the top and 1 white on the bottom like 5-group. Conduct like in lesson 7.



Show Me Fingers to 5 (2min)

Conduct the activity as outlined in lesson 2.

Change directions frequently, as before, but now include 0.

Hide and See (3 as the total) (5min)



Materials: (S) 3 linking cubes



T: Touch and count your cubes.

S: 1, 2, 3.

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

S: 1.

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

S: 3.

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

S: 2.

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

S: 3.

Variation: As students put the cubes together, they can say the number sentence.

Application Problem

(5 min)



Johnny had 2 cookies in his lunchbox. He gave 1 to a friend and ate 1 himself. How many cookies does he have now?



Concept Development



(22 min)

Look around the room. Finish this riddle: we have exactly 1 _____ in our classroom.

Finish this riddle: We have exactly 2 _____ on our bodies.

How about this one? We have exactly 3 _____ on the table.



Concept Development

Now that we have done some counting, let's practice writing those numerals.

I know a little rhyme that will help us remember how to write the number 1.

Echo me, please. "Top to bottom, then you're done. You just wrote the number 1."

Now say the rhyme while I write the number.

Concept Development

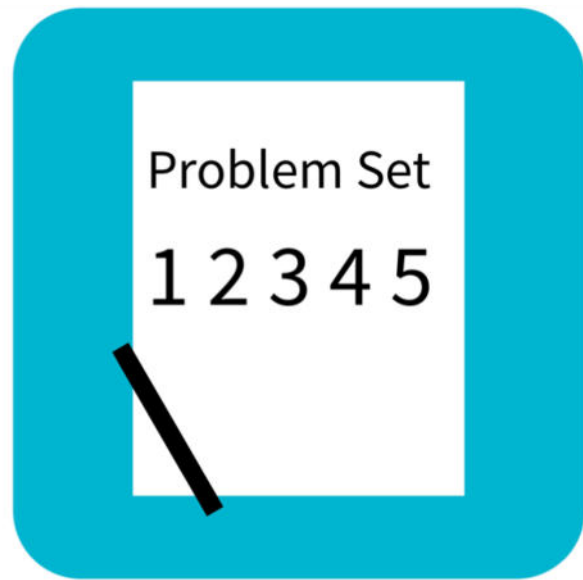
Try it with me this time. Pointer fingers up! (repeat the rhyme together). Now, let's rug write it. Pointer fingers on the rug!

Repeat the exercise for the numerals 2 and 3 using the following rhymes.

“Half a moon, there's more to do: slide to the right, now that's a 2.”

“Backward C, backward C, and that is how you make a 3.” You are ready to try it with markers now

Problem Set (5 min)



Name Taegan Date _____

Write the missing numbers.

1 2 <input type="text" value="3"/>	3 2 <input type="text" value="1"/>
1 <input type="text" value="2"/> 3	3 <input type="text" value="2"/> 1
0 1 <input type="text" value="2"/>	<input type="text" value="3"/> 2 1
0 <input type="text" value="1"/> 2	2 1 <input type="text" value="0"/>
<input type="text" value="0"/> 1 2	2 <input type="text" value="1"/> 0

Debrief (10 min)

- What do you do when you need to find out how many?
- What are some ways that you can tell or show how many?
- What could we tell someone by writing numbers?