Eureka Math

Kindergarten
Module 1
Lesson 14

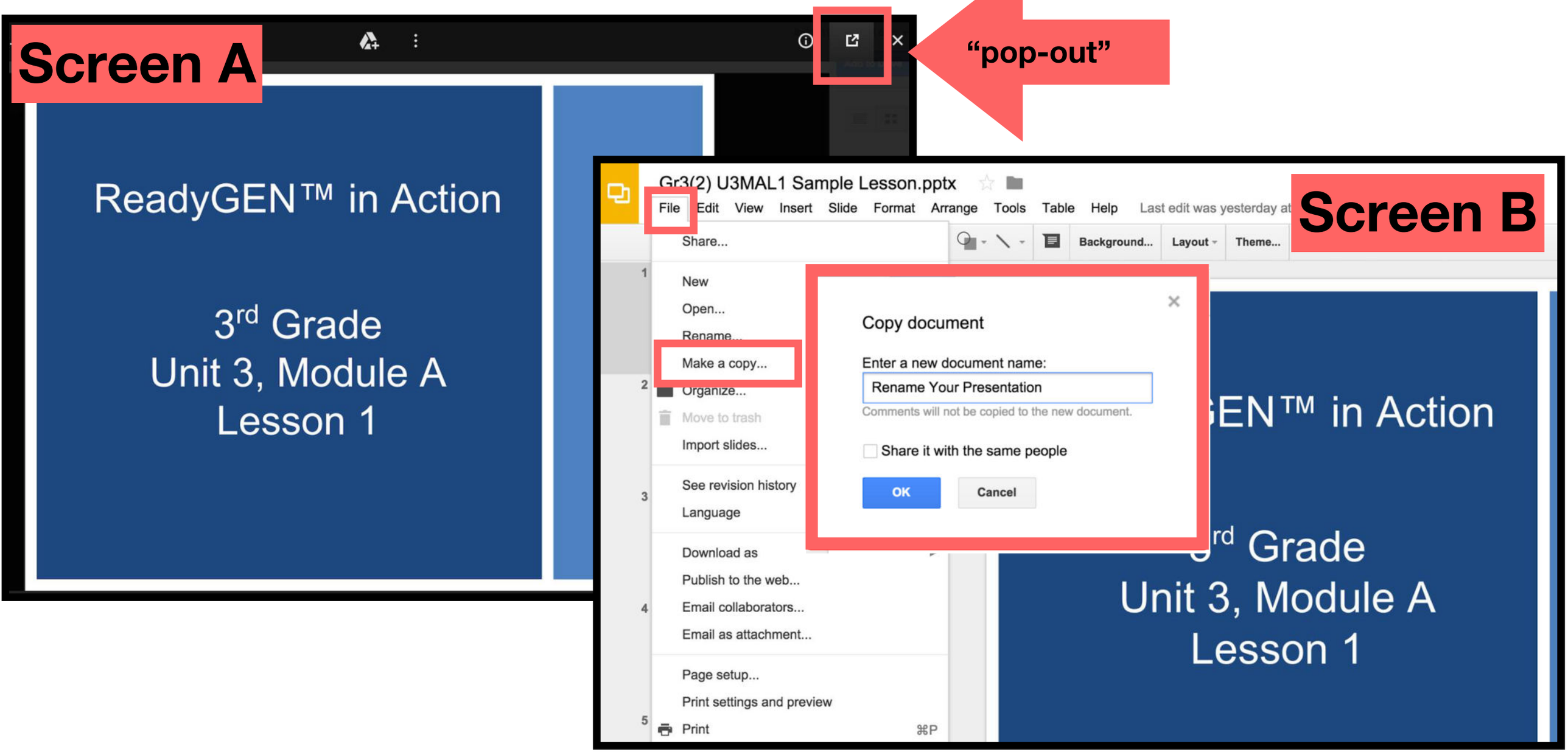
At the request of elementary teachers, a team of Bethel & Sumner educators met as a committee to create Eureka slideshow presentations. These presentations are not meant as a script, nor are they required to be used. Please customize as needed. Thank you to the many educators who contributed to this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

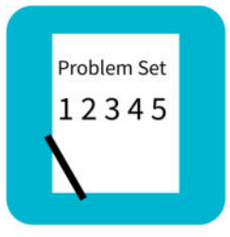
- (S) 3 beans, paper or foam triangle
- (S) Bag of 3 loose linking cubes

Icons

Read, Draw, Write

Learning Target

Personal White Board

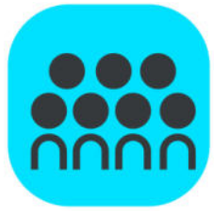


Problem Set

Manipulatives Needed

Fluency

Think Pair Share



Whole Class

Individual

Partner

Small Group

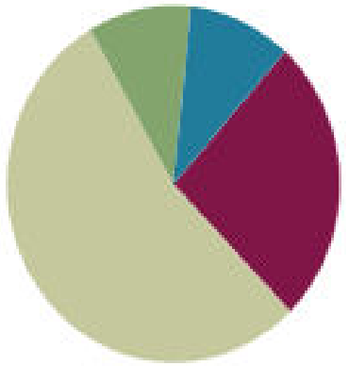
Small Group Time

Lesson 14

Objective: Write numerals 1–3. Represent decompositions with materials, drawings, and equations, 3 = 2 + 1 and 3 = 1 + 2.

Suggested Lesson Structure

Fluency Practice	(13 minutes)
Application Problem	(5 minutes)
Concept Development	(27 minutes)
Student Debrief	(5 minutes)
Total Time	**(50 minutes)**



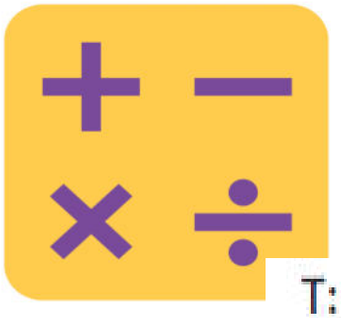
Fluency Practice (13 minutes)

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

I can write numbers 1-3.

I can represent decompositions with materials, drawing, and equations, 3=2+1 and 3=1+2.

Making 3 with Triangles and Beans (5 min)



T: Touch and count the corners of the triangle.

S: 1, 2, 3.

T: Touch and count your beans.

S: 1, 2, 3.

T: 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?

S: 2.

T: How many beans in your hand?

S: 1.

T: We can tell how to make 3 like this: 2 and 1 make 3. Echo me, please.

S: 2 and 1 make 3.

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

S: 1.

Making 3-Finger Combinations (4min)

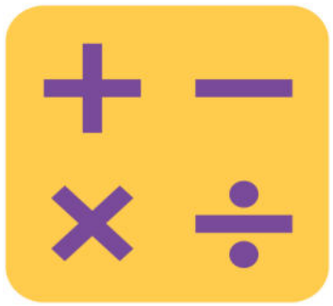
T: I'll show you some fingers. I want to make 3. Show me what I need to make 3. (Show 2 fingers.)

S: (Show 1 finger.)

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

S: 2 and 1 make 3.

Hide and See (3 as the total) (4min)



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)

How many ears do you have? Write the number. How many heads do you have? Write the number. How many feet do you have? Write the number. How many wings do you have? Write the number. Stand with 2 friends. How many noses are in your group? Write the number. Draw something that has 1 ear, 2 heads, and 3 feet. Show your friend your picture.

Concept Development (27 min)

Please take your linking cubes out. Pick up a cube. How many cubes are in your hand?Write 1 in the air.

Pick up another cube, and join it to your first one. Pick up another and join it. How many do you have now? Write 3 in the air.

Watch how I take my tower apart. How many cubes do I have in my hands?

Did I pick up any more cubes? Did I drop some?

Concept Development

So I still have 3 cubes in my hands, but I made my 3 tower into a 1 tower and a 2 tower. Take your tower of 3 and show me how you can break it into a 1 tower and a 2 tower.

Watch me put my parts together to ake a tower of 3 again. There is a special math way to write what I just did. 3=1+2 and 3=2+1.

This is called a number sentence.

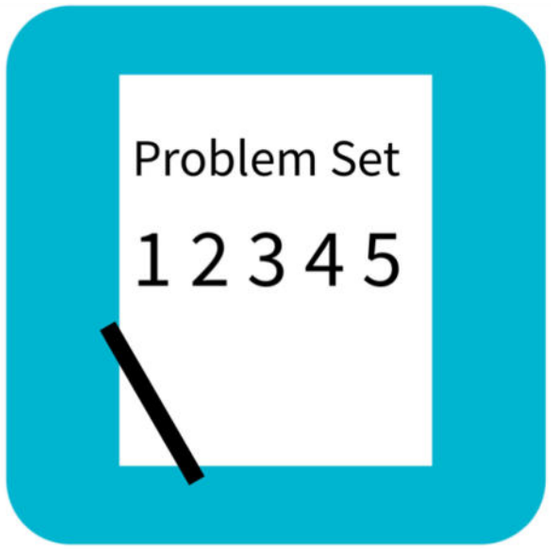
Concept Development

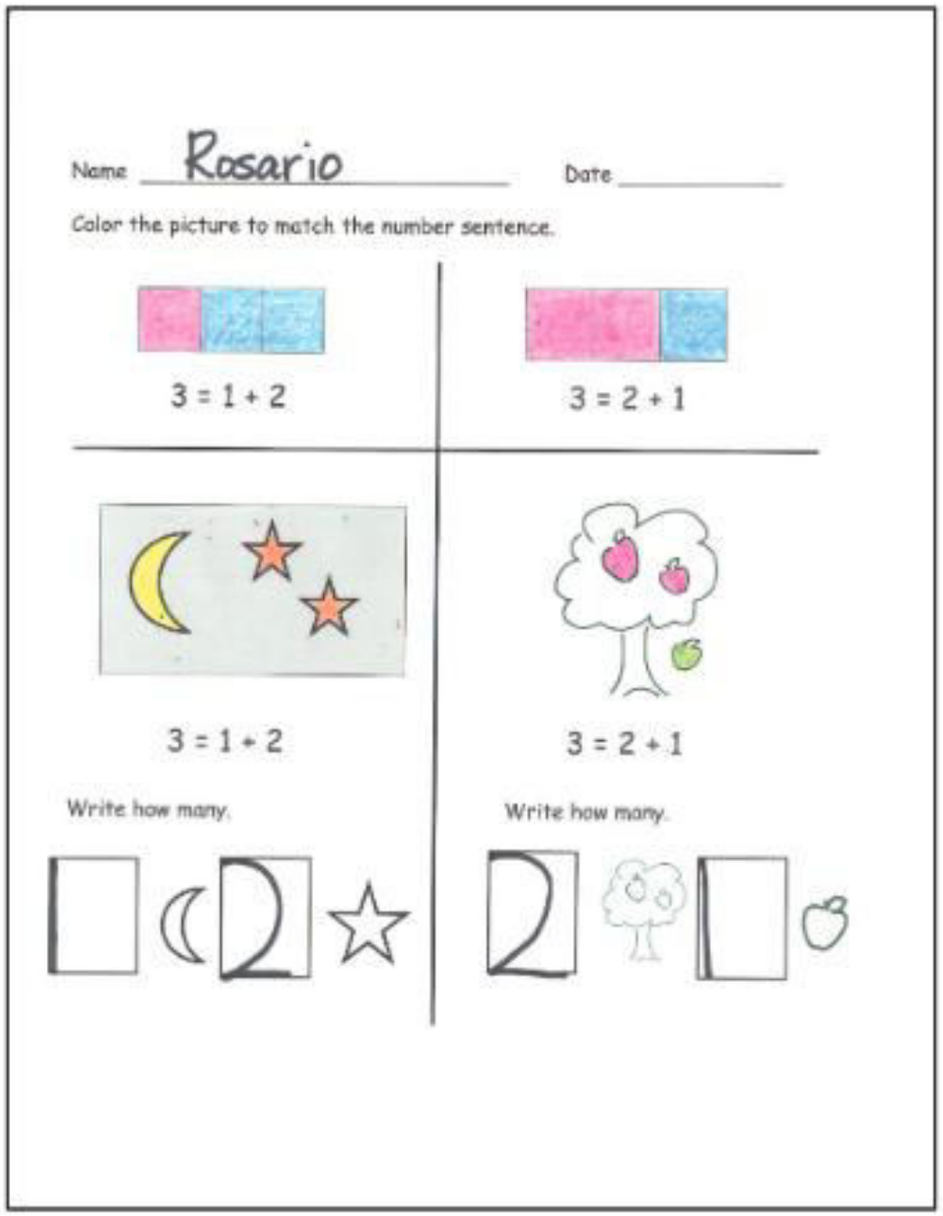
I’m going to draw some cubes on the board. I will color 2 squares red. I will color the rest blue. How many cubes are in my tower?

How many red? How many blue?I will write it the Math Way. Here is our number sentence. 3=2+1

Can we do this with other things? (Draw 3 balls. Put stripes on one) How many balls are there? How many stripes? No stripes? Now we will practice finding the parts of three and write number sentences on our Problem Sets.

Problem Set (5 min)





Debrief (5 min)

- How many are in your tower all together?
- What are the parts of your tower?
- How would we say that as a number sentence?
- 3 is the same as _____ and _____.
- Could we break bigger towers into parts and make number sentences to match?
- When have you taken something whole and broken it into two parts?
- If you put the parts together again, do you get something whole again?