

Eureka Math

Kindergarten Module 1 Lesson 15

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.

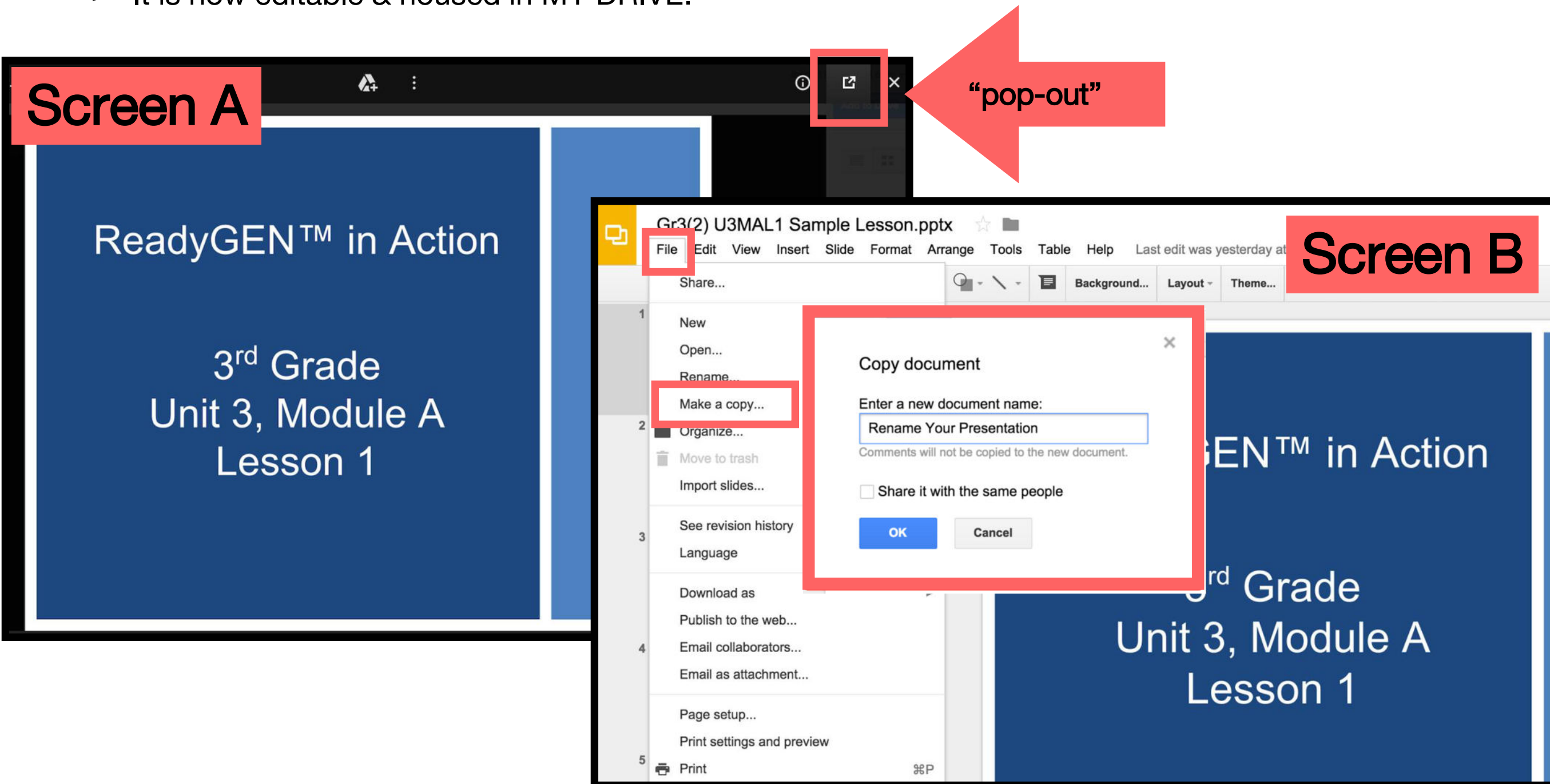


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Customize this Slideshow

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) personal white board or chart paper
- (S) Number path (fluency template 1) one number path per student-cut prior to lesson
- (S) birthday cake number order cards (fluency template 2) cut
- (S) personal white board
- Numeral formation practice sheet 4-5
- Cardboard picture frame

Icons



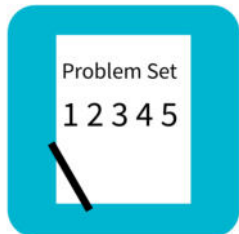
Read, Draw, Write



Learning Target



Personal White Board



Problem Set



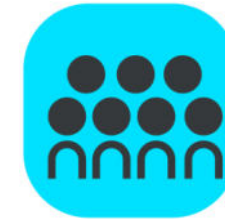
Manipulatives Needed



Fluency



Think Pair Share



Whole Class



Individual



Partner



Small Group



Small Group Time

Lesson 15

Objective: Order and write numerals 4 and 5 to answer *how many* questions in categories; sort by count.

Suggested Lesson Structure

■ Fluency Practice	(12 minutes)
■ Application Problem	(5 minutes)
■ Concept Development	(28 minutes)
■ Student Debrief	(5 minutes)
Total Time	(50 minutes)

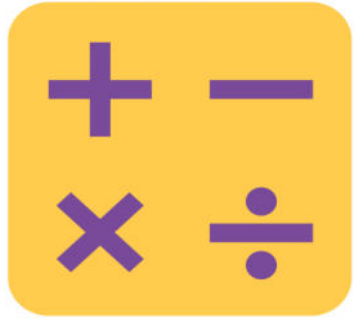




I can order and write numerals 4 and 5 to answer how many questions in categories.

I can sort by count.

Beep Number (4min)



Let's play Beep Number! Listen carefully while I count. Instead of saying a number, I'll say beep. You can touch each number on your number path as I say it. When you know what the beep number is, raise your hand. 1,2,beep!

Wait till all hands are raised, give signal.

Beep Number

1,2,3,beep,5.

1,2,3,4,beep.

1,beep,3,4,5.

Continue in a thoughtful sequence. Return to a simpler sequence if students have difficulty.

Birthday Cake Number Order (4 min)

Take your cakes out of the bag. Count how many candles are on each cake.

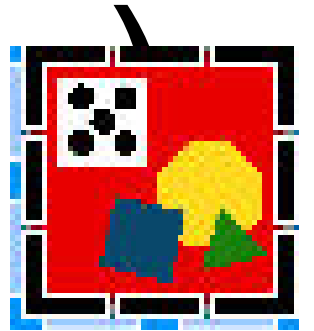
Show me the cake for a 1 year old baby.
Show me the cake for a kindergartener.

Put your cakes in order from baby's first birthday to the kindergartener's cake.

See, Count, Write



Numbers to 3 (4 mi



I'm going to show you some fingers.
Count how many, and write the
number. Show me your board when
you are ready.

Application Problem

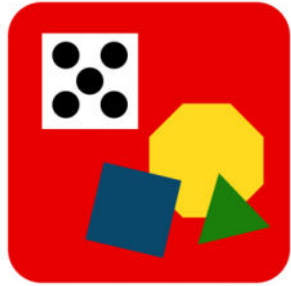
(5 min)



Draw 3 circles. Color 2 blue and 1 red. Complete the number sentence: $3 = \underline{\hspace{2cm}} + \underline{\hspace{2cm}}$.

Concept Development

(28 min)



We are going to play Count, Wait, and Say How Many. Count how many there are in the group I point to. Wait for my magic snap, and then say how many.

We are going to count our groups again and make a graph on the whiteboard to record our counting. Count the erasers.

We will show how many we counted by coloring the bottom 5 rectangle in our eraser column. (sticky notes can be used).

Concept Development



Count the keys. (repeat the procedure for boards and scissors)

Now, we'll learn some more about how to tell how many by writing numerals 4 and 5. We will learn some new rhymes to help us. Let's start with 4.

“Trace down the side; cross the middle for fun. Top to bottom, and you are done!”

Let's rug write it. Pointer fingers on the rug! Repeat several times.

Concept Development

Let's write the number 5. "Trace down the side; curve like that. Back to the dot, and give it a hat!" Try it with your skywriting while I show you in the frame. Say it with me. (demonstrate several more times while students write in the air.)

Can you rug write it now? Pointer fingers on the rug! (practice for several more iterations to provide feedback).

You are ready to try it with your markers now.




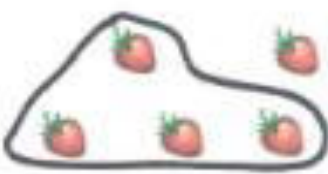
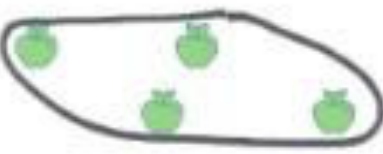

Problem Set (5 min)

Problem Set

1 2 3 4 5

Name Isaac Date _____

Count and write how many. Circle a group of four of each fruit.

 4	 5
 4	 5
 4	 5

Debrief (5 min)

- How many objects did we count together? Look at our graph to help you remember.
- How many objects did you count in each group of the Problem Set?
- Did you count the same number as your friend?
- Practice skywriting you numbers 4 and 5, saying the rhyme, two more times.
- What is different about writing 4 and writing 5? 0 and 5? 0 and 4?