

# Eureka Math

## Kindergarten Module 1 Lesson 17

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

- 5-group cards
- Birthday Cards
- Numeral Cards
- Bag: 6 loose cubes
- Number Cards 1-6
- (2 each) 5-group mats for each student

# Icons



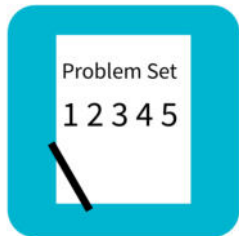
Read, Draw, Write



Learning Target



Personal White Board



Problem Set



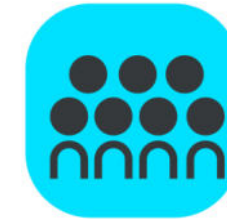
Manipulatives Needed



Fluency



Think Pair Share



Whole Class



Individual



Partner



Small Group



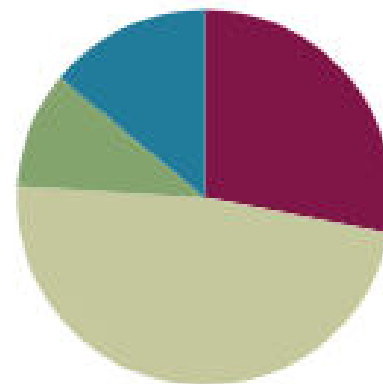
Small Group Time

## Lesson 17

**Objective:** Count 4–6 objects in vertical and horizontal linear configurations and array configurations. Match 6 objects to the numeral 6.

### Suggested Lesson Structure

■ Fluency Practice	(14 minutes)
■ Application Problem	(5 minutes)
■ Concept Development	(24 minutes)
■ Student Debrief	(7 minutes)
<b>Total Time</b>	<b>(50 minutes)</b>





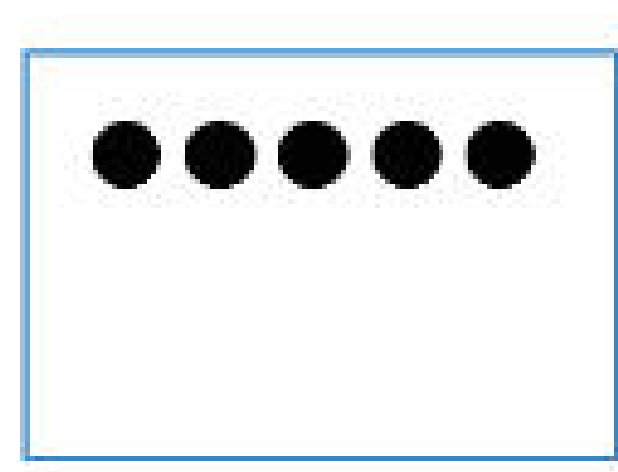
I can count 4-6 objects in vertical and horizontal lines and arrays and match 6 objects to the number 6.



# How Many Dots (5min)



We're going to practice listen, think, raise your hand, wait. I'm going to show you some dots, then wait for the snap to say the number. Ready?

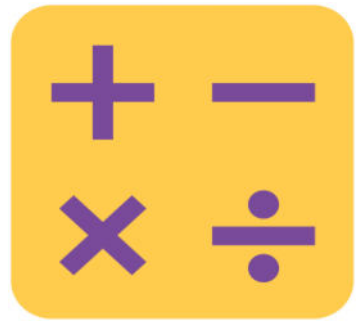




# Sunrise/Sunset Counting to 10

Hold your arms out in a big circle. Pretend you are the sun! It's morning, and the sun is coming up (gradually rise from crouching position). Let me see your sunrise and let's count as the sun rises. What does the sun do at night? Show me your sunset and let's count down as it goes down.





# Birthday Candles



Instead of using dice, use the numeral side of the 5-group cards to build number recognition skills. Touch and count the dots. Put that many candles (crayons) on the birthday cake. Without removing the crayons, the next person chooses a card and then adjusts the candles.



or





# Application Problem

## (5 min)

Finish this sentence: I could eat 5 \_\_\_\_\_.

Draw a picture to show your idea.





# Concept Development

## (24 min)

Take out your bag of linking cubes and your work mat. Count out four of your cubes, and put them on your work mat in a straight row. How many cubes do you have?



# Concept Development

Continue to manipulate cubes in rows and columns of 2 each using the edges of the work mat as a guide.



# Concept Development

Move the cubes to the corners of the work mat and count again.



# Concept Development

Find the number card that shows how many cubes are on your mat. Hold it up and say that number.



# Concept Development

Take another cube out of your bag, and put it on your mat. Put all of your cubes in a row across your mat and count your cubes again. How many cubes do you have?



# Concept Development

We call this a 5-group. Now, you may move your cubes anywhere you like on the mat, but make sure none of them fall off! Count your cubes. How many do you have?





# Concept Development

Put your 5-group mat on your desk. Move your cubes to your 5-group mat. Find the number card that shows how many cubes.



# Concept Development

Put your cubes back on your work mat. Take one more cube out of your bag, and put all of your cubes in a row. Let's count the cubes together.



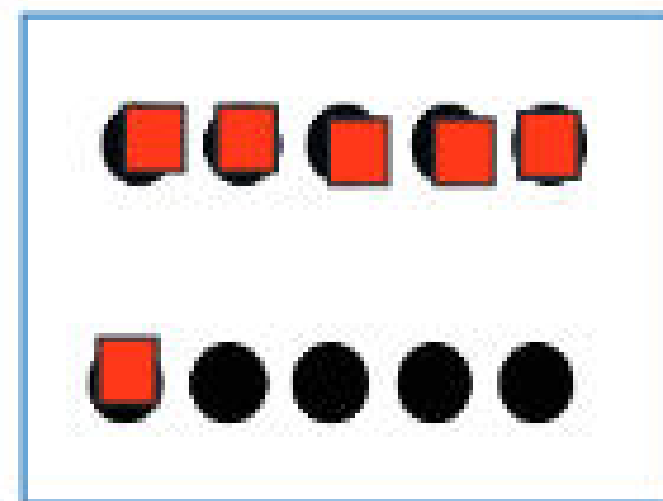
# Concept Development

Take one of the cubes from your work mat and put it onto your 5-group mat. Keep going until it is full. What do you notice?



# Concept Development

You are right! Five and 1 more is 6. I am going to write the number 6 on the board. Look through your number cards to find the number that looks like mine. How many cubes do you have? Hold the number card up and say the number.



# Problem Set (8 min)

Draw 1 more. Then, count the objects and write the number in the box.  
Use the code to color when you are finished.

3 blue    4 red    5 yellow    6 green

Problem Set

1 2 3 4 5

Draw 1 more cloud.



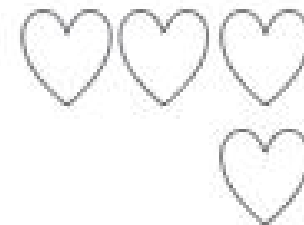
How many?

Draw 1 more face.



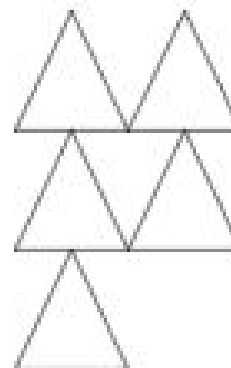
How many?

Draw 1 more heart.



How many?

Draw 1 more.  
Then, circle the number.



4

5

6

Draw 6 fingers.

Draw 6 beads.



# Debrief (7 min)

- Show us where you drew your objects in a line. Who did it a different way? Show us where you drew rows. Show us where you drew columns.
- How does the 5-group help us count?
- Share with a partner how you counted and why.
- Have students discuss the different configurations.
- Look at the configurations you made when you drew 6. How is it similar to or different from your partner's?