#### Eureka Math

Kindergarten Module 1 Lesson 21

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#### Reflecting your Teaching Style and Learning Needs of Your Students

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- $\succ$  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

- Linking Cubes
- Writing Frame
- 5-Group Mat
- 10 cubes (10-stick)
- Work Mat
- 2 5-group Mats
- 5-Group Cards

#### Icons



















Manipulatives Needed







#### Lesson 21

Objective: Compare counts of 8 in linear and array configurations. Match with numeral 8.

#### Suggested Lesson Structure

Fluency Practice (12 minutes)
Application Problem (5 minutes)
Concept Development (25 minutes)
Student Debrief (8 minutes)
Total Time (50 minutes)





#### I can compare counts of 8 in a line and an array and match the number 8.



### Counting with the Number Glove to 8 (4 min)

Count up and down.





## Finger Flashes to 8 (4 min)

I'll show you my fingers, and you say how many you see. Ready?



Student View

# Application Problem (5 min)

There were some children playing with marbles on the playground. Draw a circle and show 7 of their marbles in the circle. Count the marbles with your friend. Talk about what would happen if someone gave the children another marble.





### Concept Development (25 min)

Count out 5 cubes of one color and 3 of another. How many are left in your bag?



Put your cubes on your 5-group mat to show that 7 is the same as 5 and 2. Find the number card that tells how many cubes you have. Hold it up and say the number.



## Concept Development

Take out 1 more cube of the second color and put it in your 5-group mat. How many cubes are on your top five? How many are on your bottome five? Let's count to see how many cubes. Find the number card that shows 8. Hold it up and say the number.



Put your cubes together in a tower like this:

Can you see the 5 and the 3 hiding in our 8?





Take your tower apart and put the cubes in rows on your work mat. Make your rows so that each one as the same number of cubes.





Look at your partner's work mat. Do his cubes look the same as yours? Let's count our cubes. Then, show me the number.



# Concept Development

I wonder what would happen if we put our cubes into columns like towers. Move your cubes so that they are in the sides of your work mat. Make sure that each side has the same number. How many are on each side? Let's count our cubes. Show me the number that tells how many you see.



### Concept Development

Now, put one cube on the top edge of your work mat, one on the left, one on the bottom, and one on the right. Do you have some cubes left? Let's see if we can do it again. Do you have any more cubes left?



How many cubes are on each edge? How many cubes are on your work mat?



### Concept Development

Look at your partner's work mat. Does it look the same as yours?



## Problem Set (8 min)

Date Name. Color 5 ladybugs. Color the remaining ladybugs a different color. Count all the ladybugs, and write how many. ANNA ANA Color 5 diamonds. Color the remaining diamonds a different color. Count all the diamonds, and write how many. Color 5 circles. Then, draw 3 circles. Color 5 circles. Then, draw 3 circles below. Count all the circles. Write to the right. Count all the circles. Write how many in the box. how many in the box.

Color 4 ladybugs. Count all the ladybugs, and write how many in the box.

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Color 5. Then, draw 3 circles to finish the row. Color the bottom 3 circles you drew a different color. Write the total in the box.



# Debrief (8 min)

- What did you notice about the ladybugs and diamonds? Does it look like the same amount?
- How were the ladybugs different on each page? The ladybugs were in a straight line, and then they were pictured in rows. Did it look like there were more ladybugs in a straight line or more ladybugs in the rows?
- Look at the rows of ladybugs. What did you notice about the rows? Discuss how one group of ladybugs showed 8 as 4 and 4. Are there other ways to show 8?
- What number comes before 8? What are some other things that you know about the number 8?