Eureka Math

Kindergarten
Module 1
Lesson 24

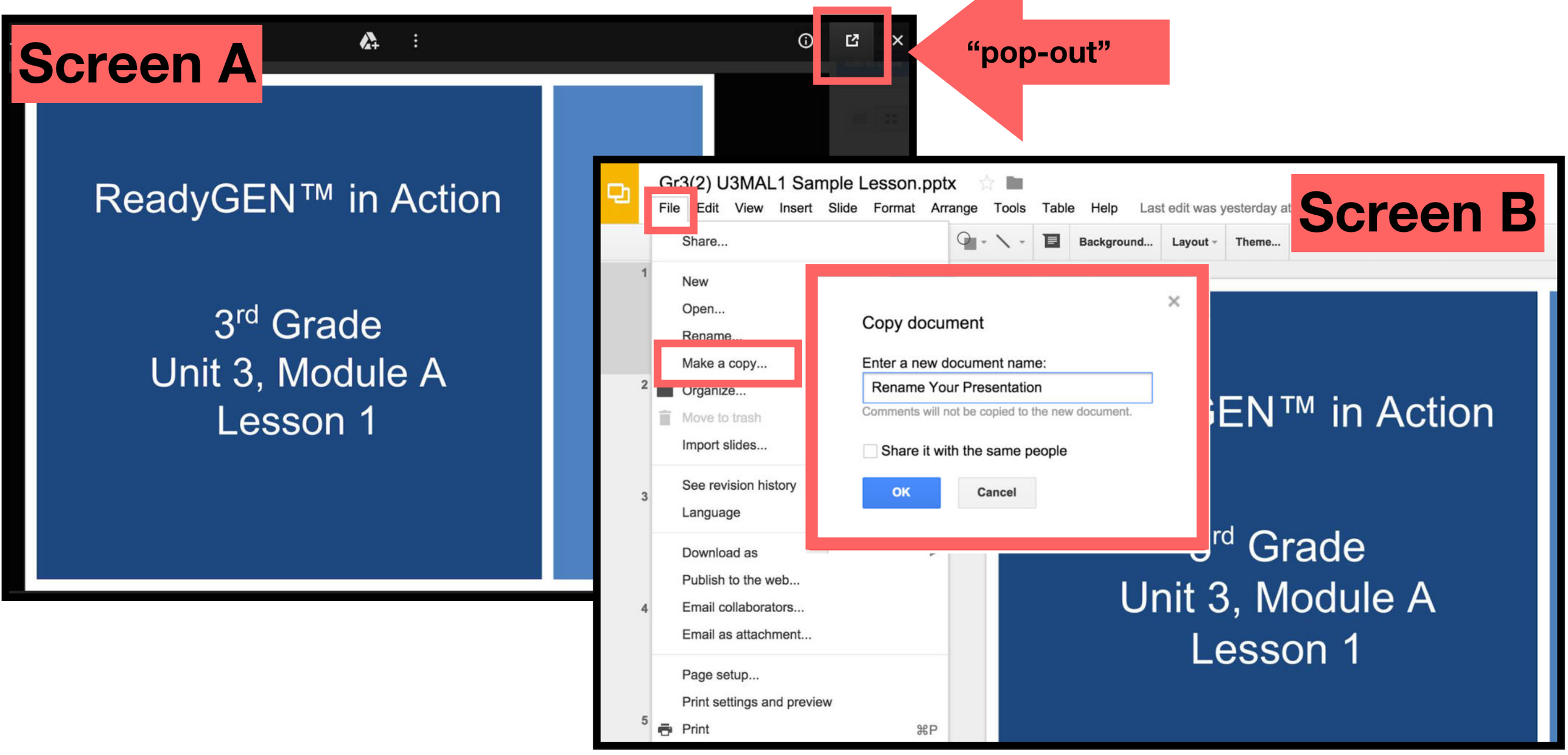
At the request of elementary teachers, a team of Bethel & Sumner educators met as a committee to create Eureka slideshow presentations. These presentations are not meant as a script, nor are they required to be used. Please customize as needed. Thank you to the many educators who contributed to this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

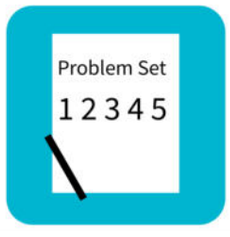
- (T) Cardboard Writing Frame
- 5 linking cubes
- Dice
- White Board
- 10 Counters
- Plastic Cup
- Small Paper Plate
- Practice Sheet

Icons

Read, Draw, Write

Learning Target

Personal White Board

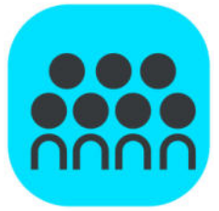


Problem Set

Manipulatives Needed

Fluency

Think Pair Share



Whole Class

Individual

Partner

Small Group

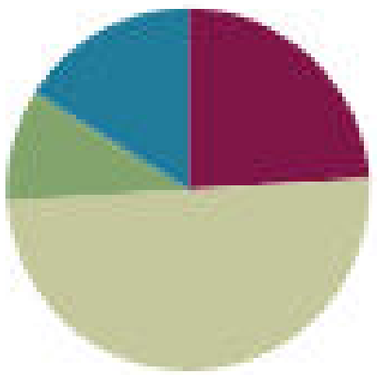
Small Group Time

Lesson 24

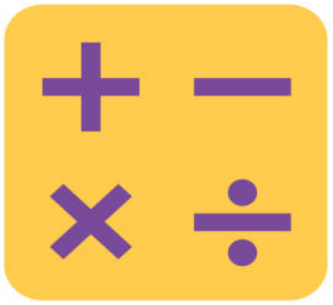
Objective: Strategize to count 9 objects in circular (around a paper plate) and scattered configurations printed on paper. Write numeral 9. Represent a path through the scatter count with a pencil. Number each object.

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 count 9 objects in a circle (around a paper plate) and scattered, number each object, and write the number 9.



Hide and See (5 as the total) (4 min)

Touch and count your cubes. Hide 4 behind your back. How many can you see? Write the expression on your whiteboard. Can you list all possible combinations?

Hands Number Line to 10 (4 min)

Which finger is it?

Show me your real pinky finger. This is the finger we'll start counting with. (Demonstrate.)

Roll, Count, Show the Number (4 min)

Roll the die. Touch and count the dots. Find the number card with that many dots. Repeat.

Application Problem (5 min)

Draw 5 silly shapes. Draw 4 more silly shapes. How many silly shapes do you have?

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Concept Development (25 min)

Take out 5 counters. Count out 4 more. Put them all in your plastic cup. Shake them nine times, and pour them onto your desk. Count your objects. How many?

Concept Development

How many counters are left in your bag? Say the name of what we are counting.

Concept Development

Look at your friend’s objects and compare his group to yours. How are they alike? How are they different?

Concept Development

Pretend your finger is a pencil. Make imaginary lines connecting your objects one at a time as you count them. Show your partner how you counted. Did he count his the same way?

Concept Development

Put your paper plate upside down on your desk.
Arrange your counters around the edge of your paper and carefully lift off.

What do you see?

Concept Development

Do you think you need to count them all again to know how many counters are on the circle?

Concept Development

Let’s count your circle of 9 to tst your idea. Show your friend how you counted. Did you both count the same way?

Concept Development

How did you make sure that you didn’t count one twice?

Concept Development

Put 5 of your counters back in the bag. Now put 4 counters back in the bag. How many counters did you put away? How many do you have left?

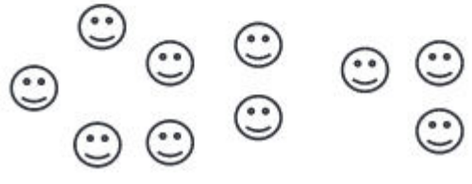
Write 9!

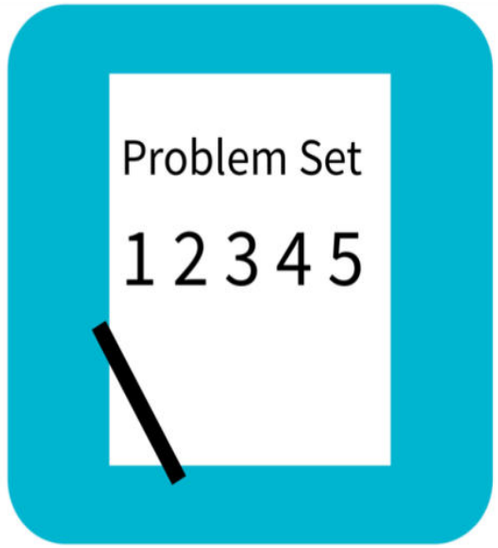
Follow along with your finger in the air. “A hoop and a line. That’s the way we make a nine!”

Put this page into your personal white boards. Practice. When you are ready, use your pencil to write the numbers on the paper.

Color 9 happy faces.

Circle a different group of 9 happy faces.

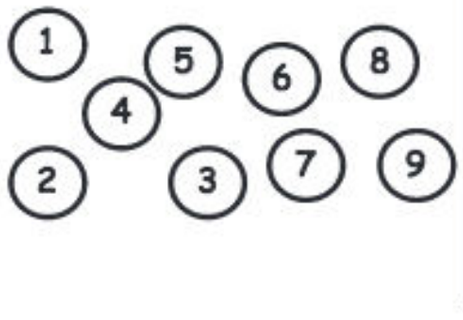




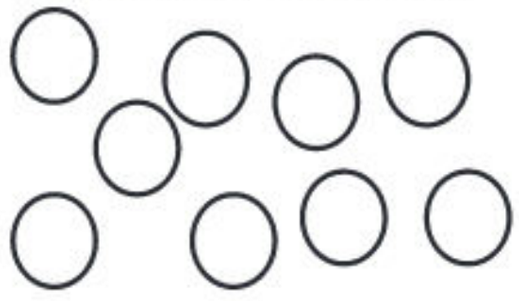
Problem Set (8 min)

Name _____ Date _____

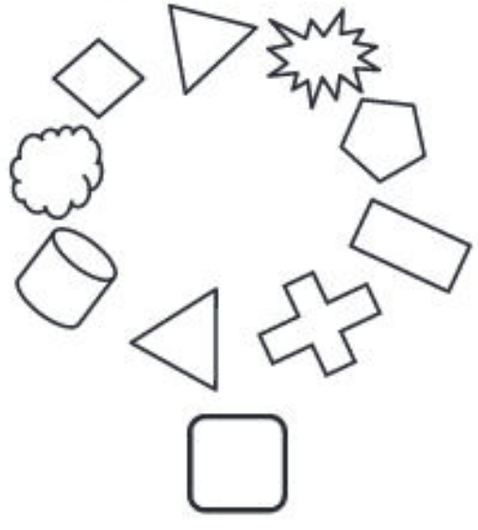
Draw lines to connect the circles starting at 1.



Number the dots 1–9 in a different way. Connect the circles with lines.

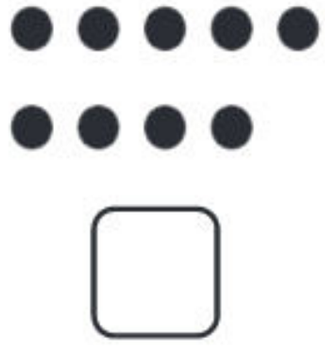


With your pencil, number the objects from 1 to 9 to show how you count the stars and objects. Write the total number of objects in the boxes.



Count the dots.
Write the number.

Count the dots. Write the number.
Circle a group of 5.



Draw more dots to make 9 in a circle.
Number the dots from 1 to 9.

Count the dots. Circle 9 of them.
Within your 9, circle a group of 5.

Debrief (8 min)

- Talk to your friend about the two groups of circles. How are they the same? How are they different?
- With your neighbor, can you come up with another way to count the circles? How many different ways do you think we could count the circles?
- Was it easier to count the stars or objects? Why?
- How many black dots were in each group? Did all the groups of dots look the same? Can 9 be shown in different ways? How?
- What do you like about the number 9?