Eureka Math

Kindergarten
Module 1
Lesson 27

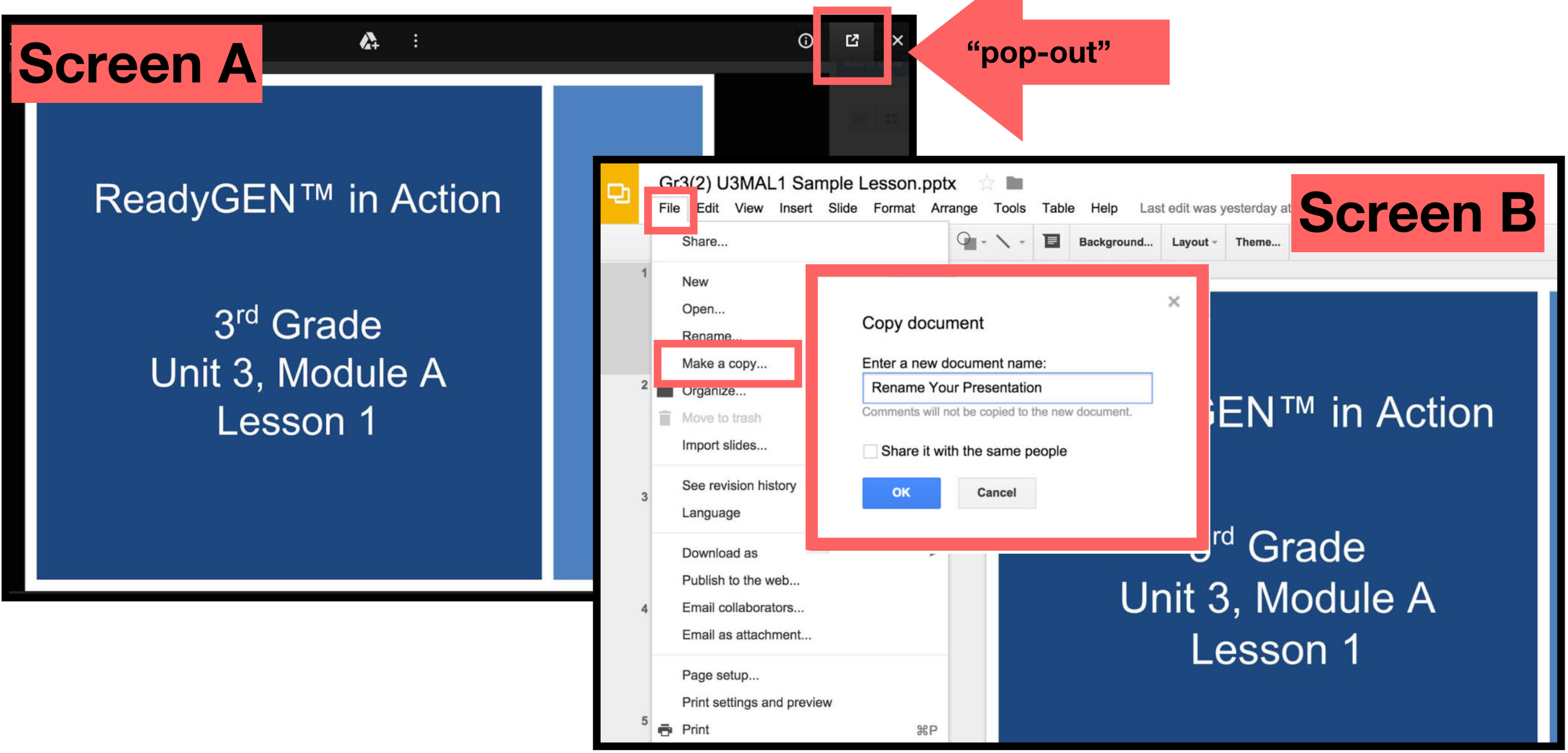
At the request of elementary teachers, a team of Bethel & Sumner educators met as a committee to create Eureka slideshow presentations. These presentations are not meant as a script, nor are they required to be used. Please customize as needed. Thank you to the many educators who contributed to this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

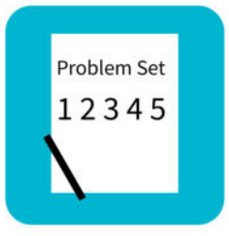
- Counters
- Work Mat with Circle
- Plastic Cup
- Beans
- Rekenrek
- 5-group Mat

Icons

Read, Draw, Write

Learning Target

Personal White Board

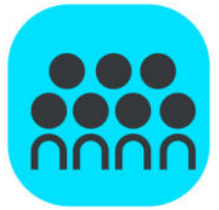


Problem Set

Manipulatives Needed

Fluency

Think Pair Share



Whole Class

Individual

Partner

Small Group

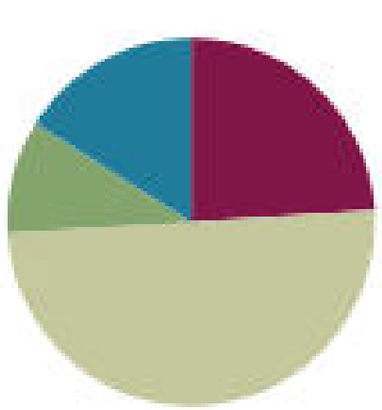
Small Group Time

Lesson 27

Objective: Count 10 objects, and move between all configurations.

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 10 objects and move between all configurations.

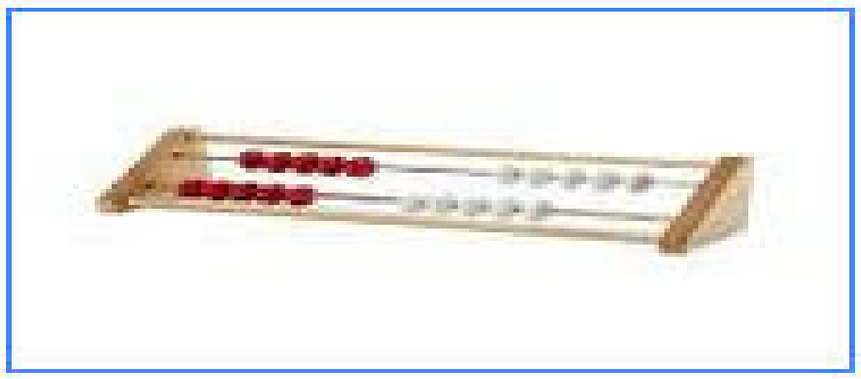
Four Corners (Pairs of 5-Groups (4 min)

When the music starts, calmly walk around the room, visiting corners of the room until you and your classmates can make a 5-group - don’t forget to count yourself! How many can be in a group?

Now let’s pair each 5-group with another 5-group to make 10!

Rekenrek Roller Coaster to 10 (4 min)

Direct students to gradually raise their hands as the numbers increase and lower their hands as the numbers decrease, mimicking the motion of a wave. Count up and down. Change directions after short sequences.



Line Up, Sprinkle, Circle (4 min)

Take 3 beans out of your bag and put them in your cup. Spill them onto your mat and make a straight line. Touch and count.

Line Up, Sprinkle, Circle (4 min)

Are there still 3?

Put them back in your cup. Spill them onto your mat and sprinkle them around. Touch and count.

Are there still 3?

Let’s repeat with 4 and 5.

Application Problem (5 min)

Create a snowman that is 4 snowballs high. Make a friend next to him that is also 5 snowballs high. How many snowballs did you use?

Write the number.

RDW

Concept Development (25 min)

Take our 10 of your counters, and put them in a 5-group on your mat. Now, count out 5 more, and put them on your mat. How many? Show your friend how you counted. Did you both count the same way? How did you make sure you didn't count the same one twice?

Concept Development

Let’s pretend these are beads like the ones we used on our bracelet yesterday. Arrange your counters on the big circle to look like a bracelet. Do you think you need to count them all again to know how many counters are on your bracelet?

Concept Development

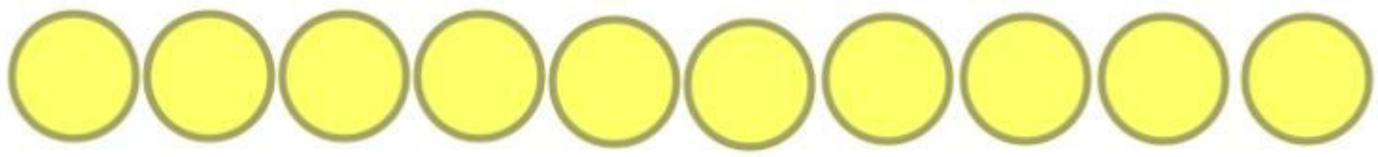
Let's count to test your idea. With your pencil, make a mark by the bead you will use to start your counting, and then count. How many? Show your friend how you counted. Did you both count the same way? How did you make sure that you didn't count one twice?

Concept Development

This time, start with a bead on the other side of the bracelet and count again. Do you have the same number? How do you know?

Concept Development

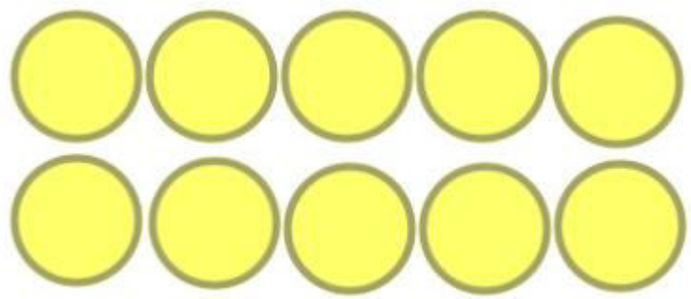
This time, let's put our counters in a long row across the paper. How many counters do you have now? This is a long row! Let's make some smaller ones. Take all your counters off. Now, put 5 counters in a row on your work mat. Make another row of counters underneath the first one (demonstrate). What do you notice?



Concept Development

Now, put 5 counters in a row on your work mat.

Make another row of counters underneath the first one (demonstrate). What do you notice?



Concept Development

Turn your mat so your rows look like towers. What do you see now?

Concept Development

Put your counters in the plastic cup. Shake them up 10 times. And pour them onto your work mat.

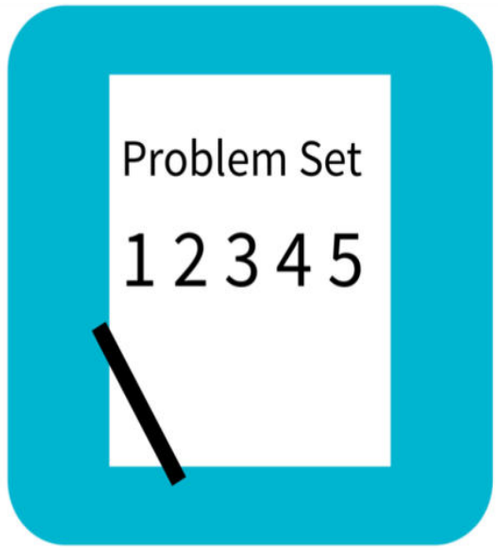
Count your objects. How many?

Concept Development

Look at your friend’s work mat, and compare his set to yours. How are they the same? How are they different? Show each other how you counted. Did you count them the same way?

Concept Development

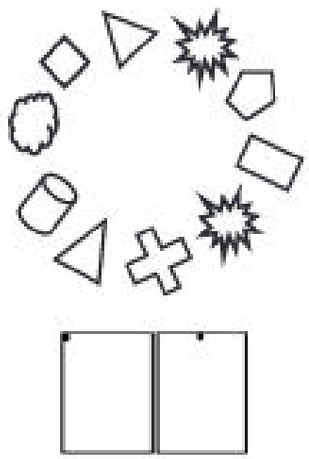
Put 5 of your counters back in the bag. Now, put 5 more counters back in the bag. How many counters did you put away? How many do you have left?



Problem Set (6 min)

Name _____ Date _____

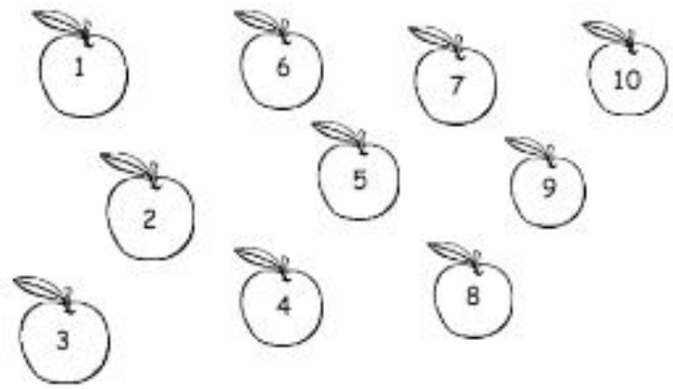
Count the shapes, and write how many. Color the shape you counted first.



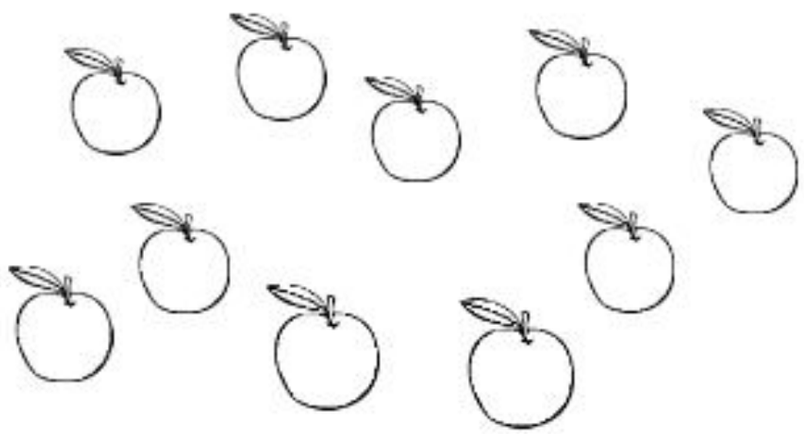
Draw 10 things. Color 5 of them. Color 5 things a different color.

Draw 10 circles. Color 5 circles. Color 5 circles a different color.

Color 10 apples. Draw a path to connect the apples starting at 1.



Color 10 apples. Count and draw a path to connect the apples.



Debrief (8 min)

- With which shape did you begin counting? Was it different from your partner's?
- How did you draw your 10 circles? Compare your drawings with your partner's.
- (Discuss the pattern of counting in the scattered array.) How was this counting path different from the first path? How was your partner's counting path different?
- Lead a discussion fir the best path students used to count the scattered configuration.
- The number 10 is very special for our bodies. Why do I say that?