

Eureka Math

Kindergarten Module 1 Lesson 28

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.

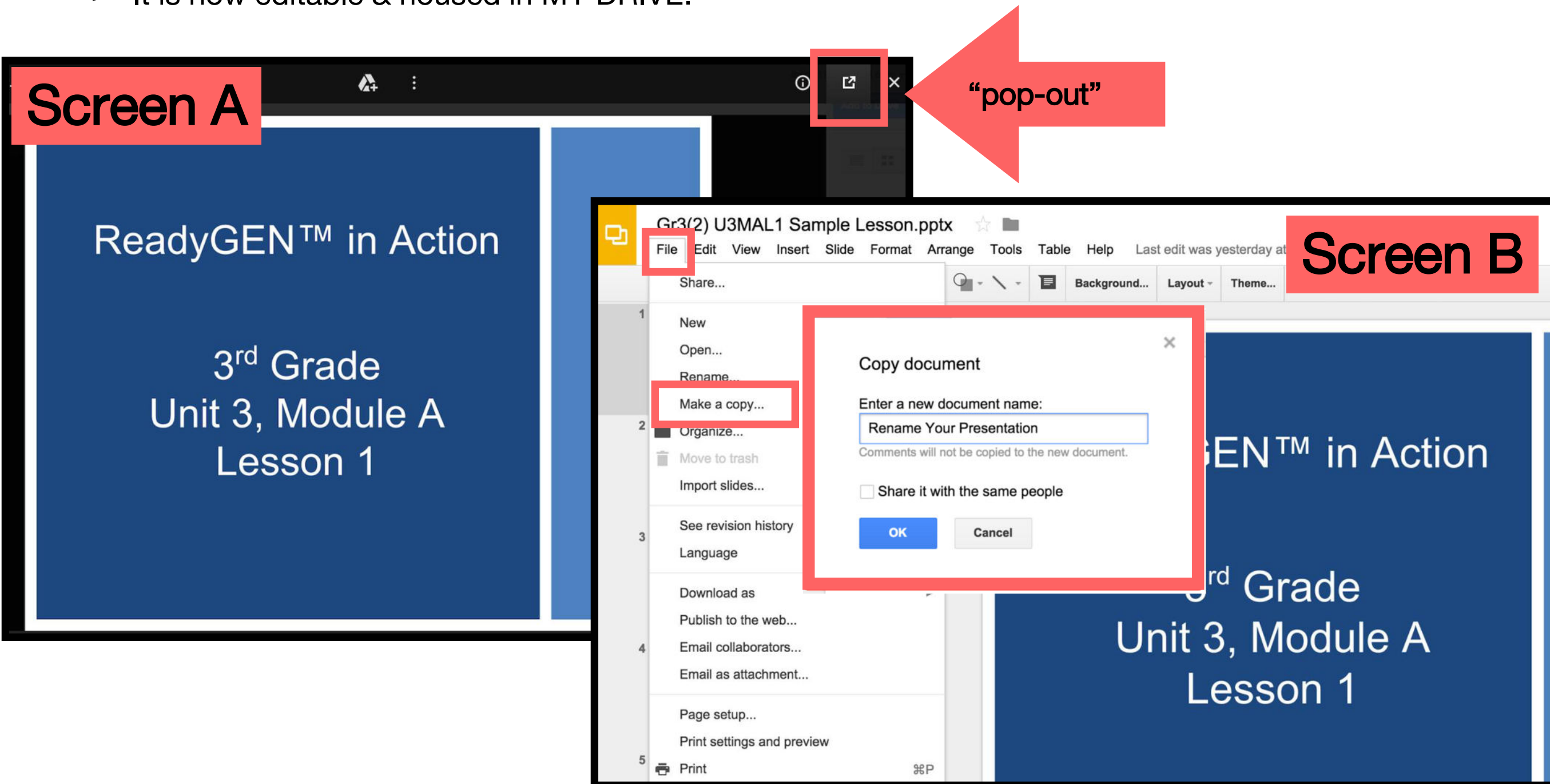


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Customize this Slideshow

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

- Beans
- Dice
- 10 sheets construction paper with numbers 1-10
- Number Cards (1-10)
- 20 Loose Cubes (10 red, 10 white)

Icons



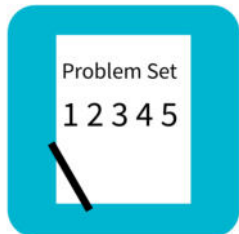
Read, Draw, Write



Learning Target



Personal White Board



Problem Set



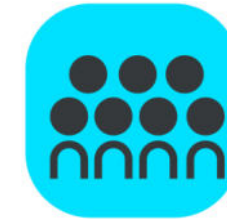
Manipulatives Needed



Fluency



Think Pair Share



Whole Class



Individual



Partner



Small Group



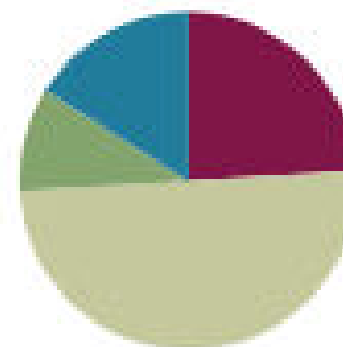
Small Group Time

Lesson 28

Objective: Act out *result unknown* story problems without equations.

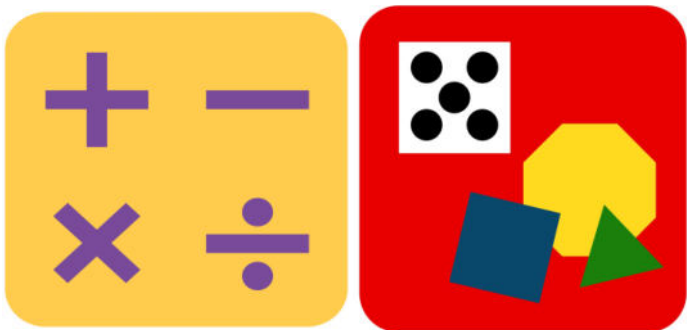
Suggested Lesson Structure

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





I can act out *result unknown* story problems without equations.



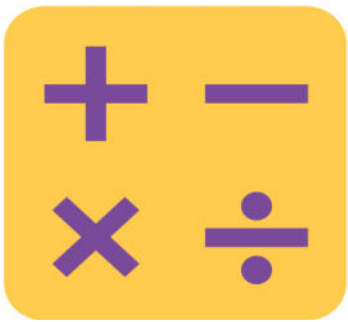
How Many? (4 min)

Partner A rolls a die, and places that many beans on the mat.

Partner B rolls a die, and places that many beans on her mat.

Partner A counts how many beans on both of their mats.

Partner B counts to verify or disagree, and then recounts with Partner A, if necessary.



Wet Dog Counting (4 min)

Pick a number between 1 and 10. (call student)

Wet dog for 4. Ready?



Rekenrek Counting (4 min)

Let's whisper/talk. When I do this (finger to lip) whisper how many beads you see, but if I do this (extended hand toward students) say how many out loud.



Rekenrek Counting

(4 min)

Let's think/talk. When I do this (touch temple), say the number in your mind; but if I do this (extend hand toward students), say how many out loud.



Application Problem

(5 min)

Draw a bracelet with 10 beads. Make sure that your bracelet is closed so the beads don't fall off! Show your bracelet to a friend, and have her count your beads. Are there any smaller numbers inside your bracelet?





Concept Development

(25 min)

We are going to have a math play! First, I need some actors. If I have given you a card, please come up to stand in that place on the number path.



Concept Development

Now, actors, listen to my story, and do what I say. I will need help from the audience, too. Once upon a time, there were some lovely children on a path in a village. How many children were on the path?



Concept Development

There are 10 children and 10 squares on the number path. The children were walking to a birthday party. (Students march in place). On the way, 5 of them got tired and had to sit down. How many children are on the path?



Concept Development

After they rested for a little while, they got up, and the group continued on its way. Suddenly, the last 2 children had to stop to tie their shoes. How many children are tying their shoes? How many are still walking? How many children in all?



Concept Development

Finally, the children got to the party and had a wonderful time eating cake! After they played some games, the first child had to go home. (Have the child standing on number 10 return to her seat.) Look at our number path now! How many squares are empty? How many are still full? How many squares are on our path?



Concept Development

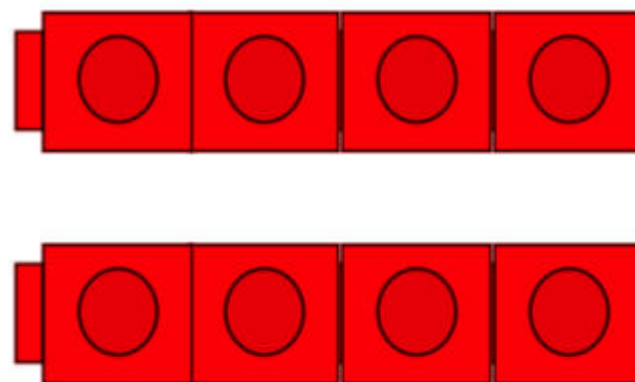
Soon the next child had to go home. How many children left the party? How many are still here?



Concept Development

Now, let's tell some stories with our linking cubes.

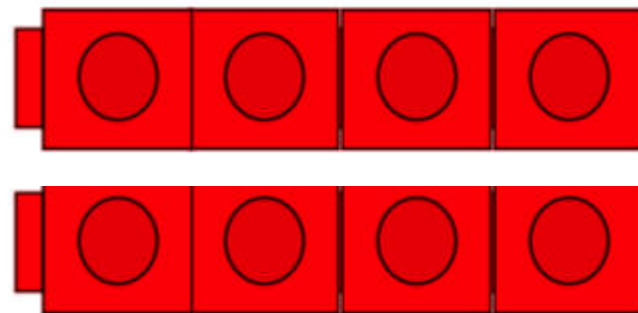
Take out your linking cubes, and put a row of 4 cubes on your desk. Put another row exactly like it underneath. How many cubes?

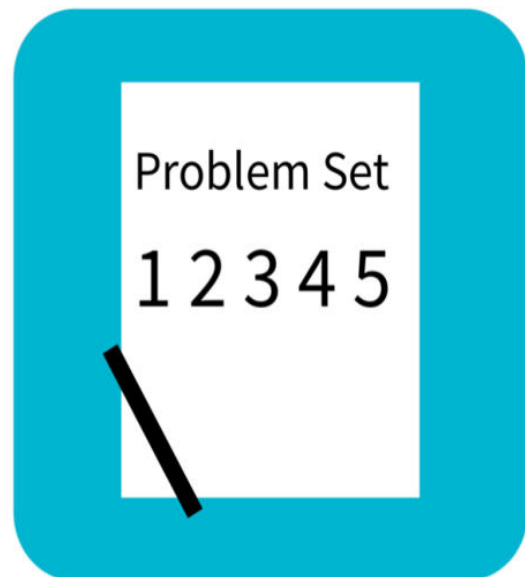




Concept Development

Listen to my story: “There were 8 beautiful roses planted in the garden. One day, there was a terrible snowstorm that covered 4 of the roses with snow.” What can we do to show this with our cubes?





Problem Set

(5 min)

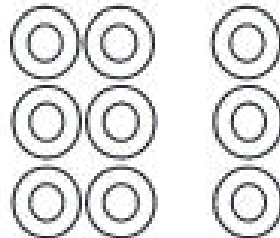
Name _____ Date _____

Listen to my stories. Color the pictures to show what is happening. Write how many in the box.

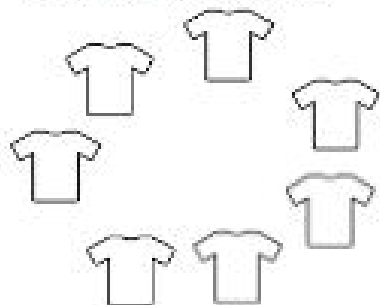
Bobby picked 4 red flowers. Then, he picked 2 purple flowers. How many flowers did Bobby pick?



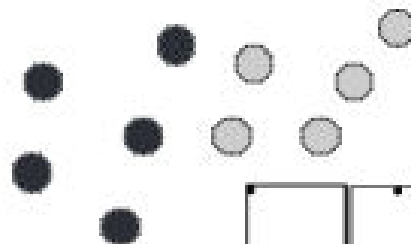
Janet went to the donut store. She bought 6 chocolate donuts and 3 strawberry donuts. How many donuts did she buy?



Some children were sitting in a circle. 4 of them were wearing green shirts. The rest were wearing yellow shirts. How many children were in the circle?



Jerry spilled his bag of marbles. Circle the group of grey marbles. Circle the group of black marbles. How many marbles were spilled?



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Make up a story about the bears. Color the bears to match the story. Tell your story to a friend.



Make up a new story. Draw a picture to go with your story. Tell your story to a friend.



Debrief (8 min)

- How did the number path help us act out our story?
- How many red and purple flowers did it take to make six flowers? Talk to your neighbor: Could we color the flowers a different way and still have 6 flowers? (Discuss the donuts, shirts, and mables the same way.)
- Look at the 9 donuts Janet bought. Imagine that Janet bought 8 chocolate donuts. How many strawberry donuts could Janet buy? What if Janet bought 1 chocolate donut?
- Tell your partner about the story you created with the bears. Listen to your partner's bear story.