

# Eureka Math

## Kindergarten Module 1 Lesson 29

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

- Number Path
- Pennies
- Counters
- Piggy Bank Template
- (S) 5-Group Cards

# Icons



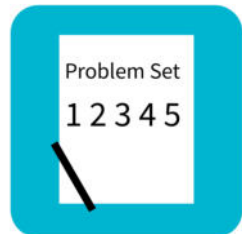
Read, Draw, Write



Learning Target



Personal White Board



Problem Set



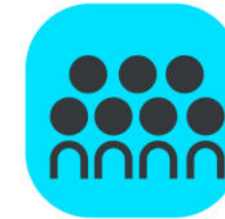
Manipulatives Needed



Fluency



Think Pair Share



Whole Class



Individual



Partner



Small Group



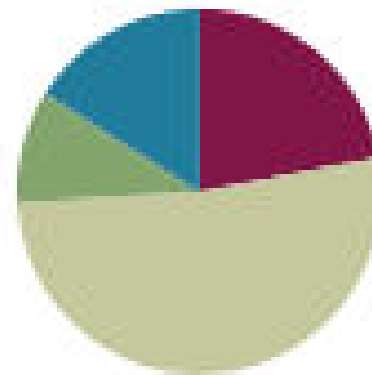
Small Group Time

## Lesson 29

**Objective:** Order and match numeral and dot cards from 1 to 10. State 1 more than a given number.

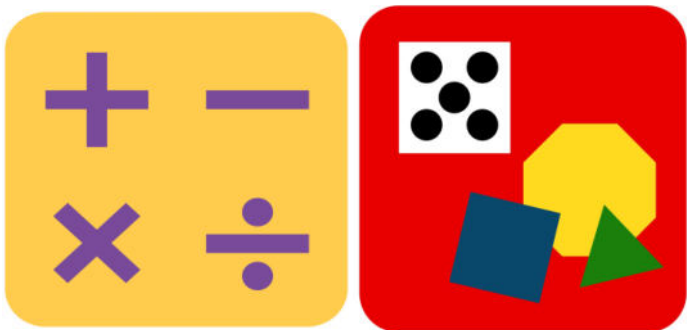
### Suggested Lesson Structure

■ Fluency Practice	(11 minutes)
■ Application Problem	(5 minutes)
■ Concept Development	(26 minutes)
■ Student Debrief	(8 minutes)
<b>Total Time</b>	<b>(50 minutes)</b>





I can order and match number and dot cards from 1 to 10. State 1 more than the given number.



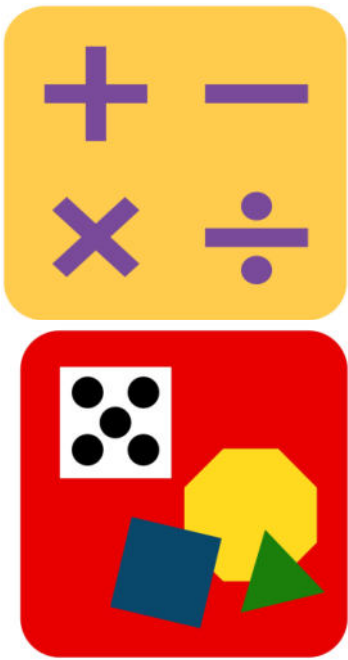
# Guess the Hidden Number (4 min)

Partner A closes her eyes.

Partner B hides one of the numbers on the number path with a penny, and then tells Partner A to open her eyes.

Partner A tells the hidden number.

Partners switch roles and play again.

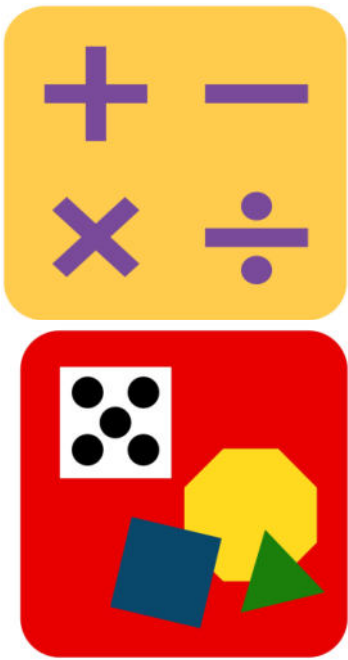


# Piggy Bank Pennies

## (5 min)

Here is a wallet (baggie) with some money in it.  
When I put money in my bank (model), you put the same amount in your bank. (put 5 pennies in the bank) Show me exactly the same number of pennies in your bank. How many pennies are in your bank?



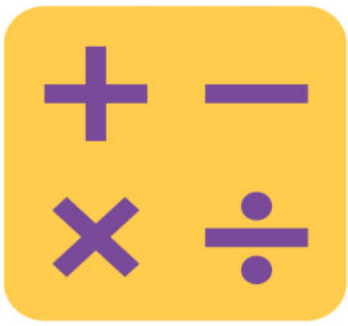


# Piggy Bank Pennies

## (5 min)

(Take 1 off.) Now, show this many. Raise your hand when you know how many pennies are in your bank now.

(Put 1 penny on the mat.) Now, show this many. Raise your hand when you know how many pennies are in your bank now. Ready?



# Beep Number (2 min)

Let's play beep number! Listen carefully while I count. Instead of saying a number I'll say *beep*. You can touch each number on your path as I say it. When you know what the beep number is, raise your hand.

7, 8, beep!

7, beep, 9.

Beep, 8, 9.

1	2	3	4	5	6	7	8	9	10
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# Application Problem

## (5 min)

Draw 10 little dishes on your paper. Write the numbers 1-10 on your dishes. On some of your dishes , draw 1 scoop of strawberry ice cream. In the rest, draw one scoop of chocolate ice cream. Show your treats to a friend. Do your treats look alike?





# Concept Development

## (26 min)

We are going to play the game Mix and Fix  
Numbers 1-10. Do you remember how to play?

Good! Mix up your cards, and scatter them on your desk in front of you. Make sure that each card has the numeral facing up. When I say go, put your cards in increasing order in a straight row on your desk. What should your row of cards say?



# Concept Development

0	1	2	3	4	5
	<u>6</u>	7	8	<u>9</u>	10

Ready?

Set.

Go!



# Concept Development

Turn over the card that says 1. What do you see?

What do you think you might see when you turn over the next card?

Now turn over 3,4, and 5. What do you notice?

It's just like our Math Way of counting on our fingers! Let's do that! What should six look like on our fingers?



# Concept Development

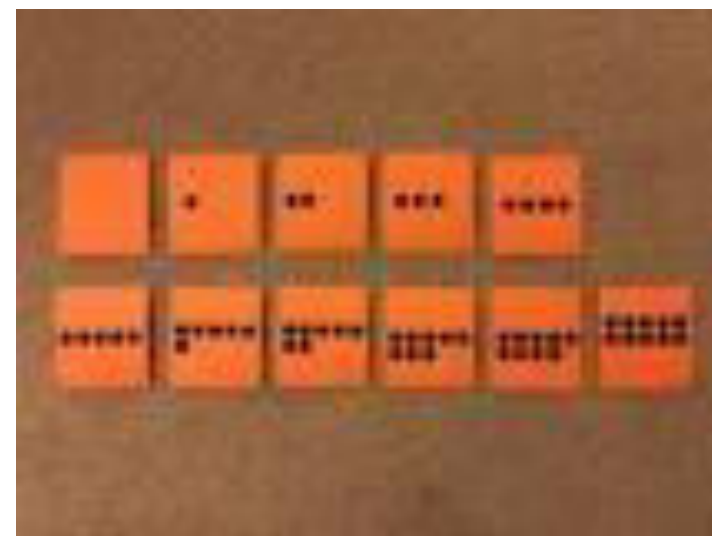
I wonder what will be on the back of the six card?

Let's check! Turn over your 6 card. Were you right?  
What do you think you will see on the back of the  
7?



# Concept Development

Let's play another game with our cards. Make sure that your cards are still in the same order in a row with all the 5-group dot sides facing up.



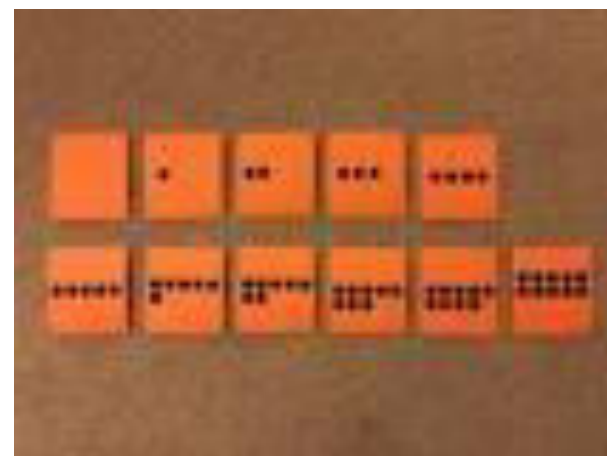




# Concept Development

I will show you how to play. Hold up your dot for 1.  
Echo me: I have 1. **One more** is 2.

Now put down the 1, and hold up your dots for 2.  
Echo me: I have 2. One more is 3. We will continue  
with the rest of the cards.

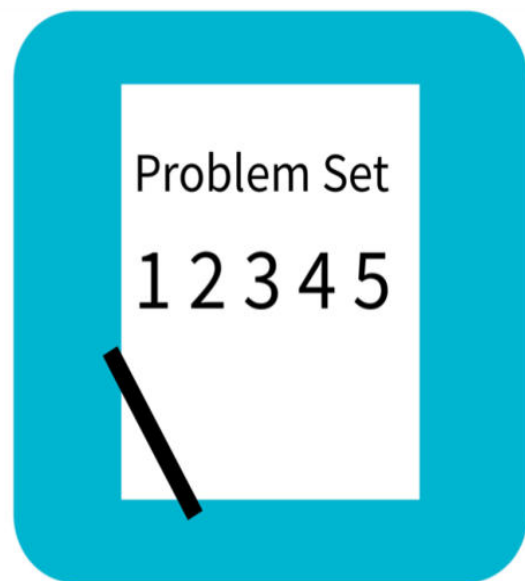




# Concept Development

We have time for one last game!

Choose a partner. One of you will put your cards in front of you with the numerals side facing up; the other will put his cards by yours with the dots facing up. Take turns choosing a numeral card and then quickly finding the dot card that has 1 more than the numeral card.



# Problem Set

## (7 min)

Name \_\_\_\_\_ Date \_\_\_\_\_

Count the dots. Write how many. Draw the same number of dots below, but going up and down instead of across. The number 4 has been done for you.


Count the objects. Draw 1 more object. Count and write how many.











# Debrief (8 min)

- How many balloons did you count before drawing 1 more? What did you notice when you drew one more?
- How many basketballs did you count before drawing 1 more? What did you notice when you drew one more?
- Have students discuss how they counted their dots: Did you count each one?
- Did you notice anything about the dot cards that helped you to count?
- Would you rather show a number by using the numeral or by showing the dots?