

# Eureka Math

## Kindergarten Module 1 Lesson 31

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
- Dice (1/pair)
- Bracelet Mat
- Set of linking cube stairs from yesterday

# Icons



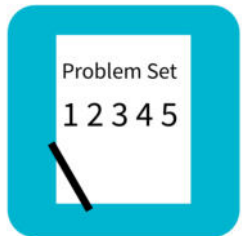
Read, Draw, Write



Learning Target



Personal White Board



Problem Set



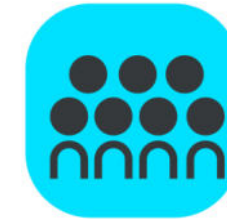
Manipulatives Needed



Fluency



Think Pair Share



Whole Class



Individual



Partner



Small Group



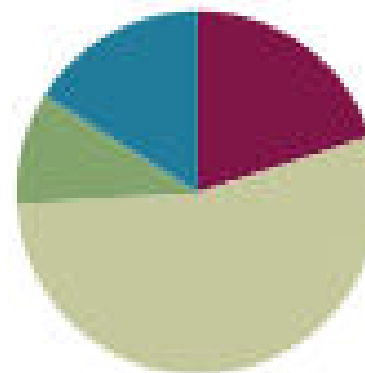
Small Group Time

## Lesson 31

**Objective:** Arrange, analyze, and draw 1 more up to 10 in configurations other than towers.

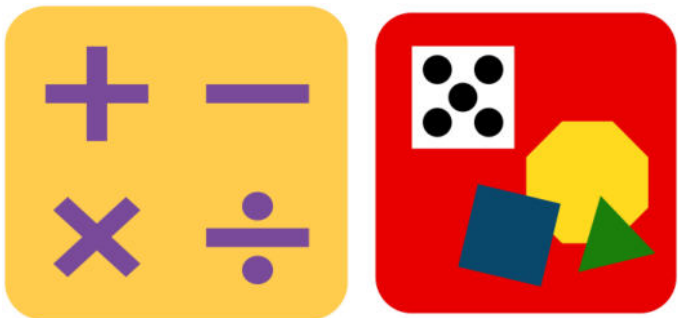
### Suggested Lesson Structure

■ Fluency Practice	(10 minutes)
■ Application Problem	(5 minutes)
■ Concept Development	(27 minutes)
■ Student Debrief	(8 minutes)
<b>Total Time</b>	<b>(50 minutes)</b>





I can arrange, analyze, and draw 1 more up to 10.



# 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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# Show Me 1 More

## (3 min)

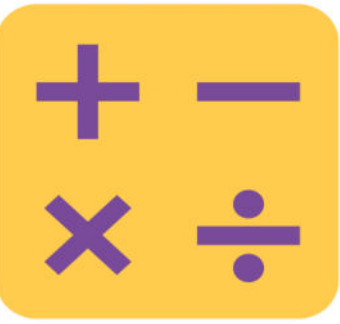
Show me 1 more with your fingers the Math Way:

Show me 3 fingers, the math way. Now, show me 1 more. How many fingers are you showing me now?



# Roll and Write 1 More

## (5 min)



Partner A rolls the die. Both partners count the dots. Partner B determines the number that is 1 more and writes the numeral. Partner A verifies that the number is 1 more. Switch roles and play again.





# Application Problem

## (5 min)

Caleb had a plate of 7 oranges to share with his friends. Draw the oranges Draw 1 more orange in case someone is extra hungry. How many oranges are on the plate? Write the number. Tell your friend: There were 7 oranges. One more is (\_).





# Concept Development

## (27 min)

Put your number stairs on your desk in front of you. Make sure that they are in order! Let's check. Point to the correct stair, and echo me: 1. 1 more is 2. 2. 1 more is 3. 3. 1 more is 4.





# Concept Development

We are going to make some bracelets today. Take your first stair, and put it inside the first circle on your work mat. (Demonstrate.) How many cubes are inside your first circle?



# Concept Development

We have 1 cube. One more is \_\_\_\_\_. Please show me your stair for 2. Take the cubes apart, and put them in the second circle. How many?



# Concept Development

We have 2 cubes. One more is \_\_\_\_\_.

Continue until the cubes of each stair are inside each circle on the work mat.



# Concept Development

Let's count the cubes in our circles. Do we have to count every one of the cubes to know how many there are in each circle?

Did the number change just because we broke apart our tower?



# Concept Development

Pretend we are making bracelets now. Move the cubes to the edge of the circle so that they are like beads on a bracelet. What do you notice?





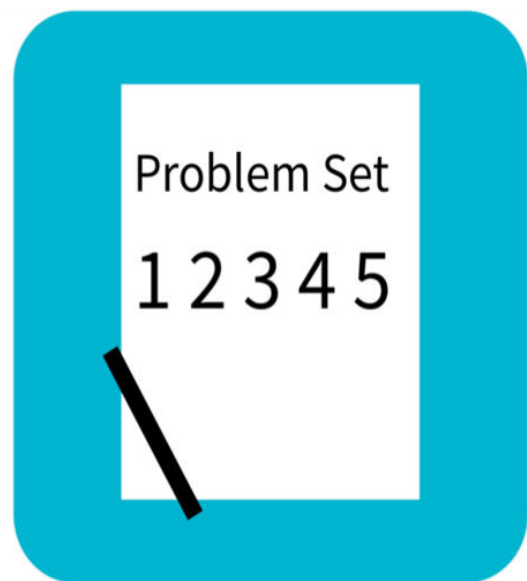
# Concept Development

On the bracelets we made before, were the colors all mixed up, or were our beads in groups of colors?



# Concept Development

These are great. I wish I could put them on the bulletin board. Maybe you could. If we drew beads instead of using cubes, we could put them on the bulletin board. Take the cube off the first circle and draw a blue bead there instead. What could we do on the next circle?

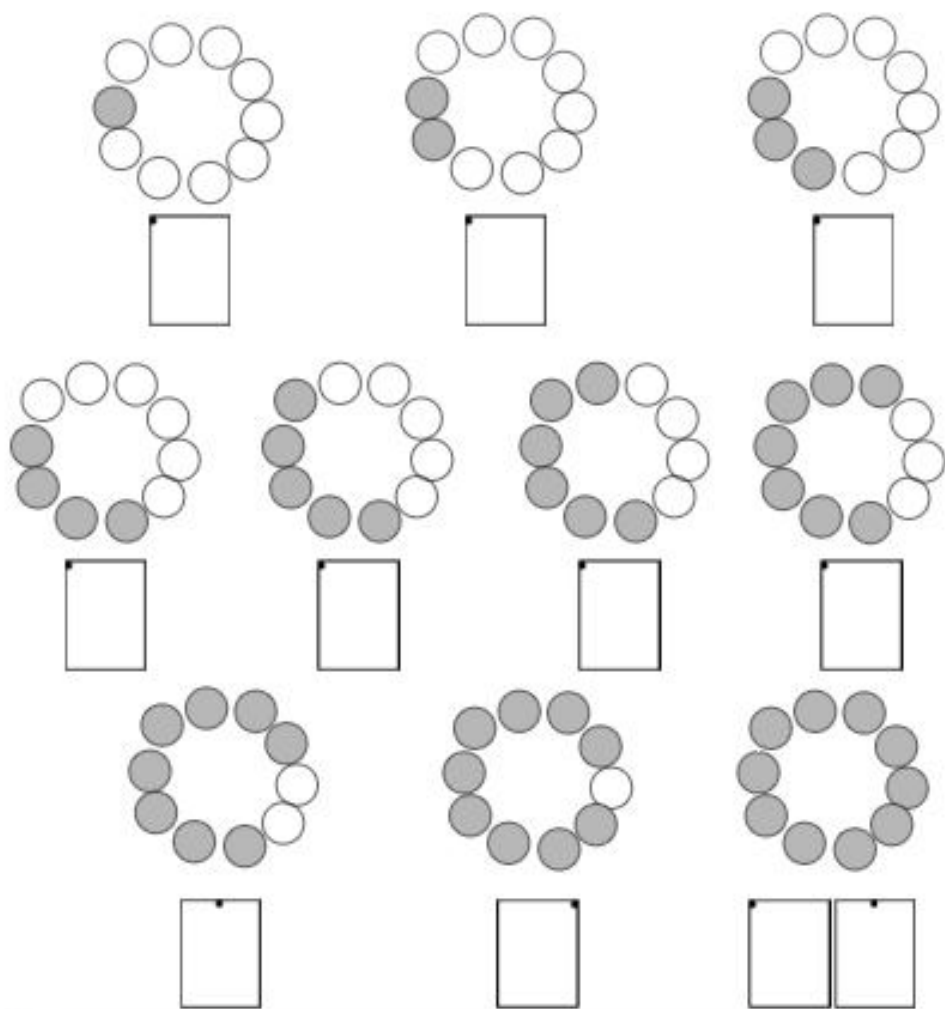


# Problem Set

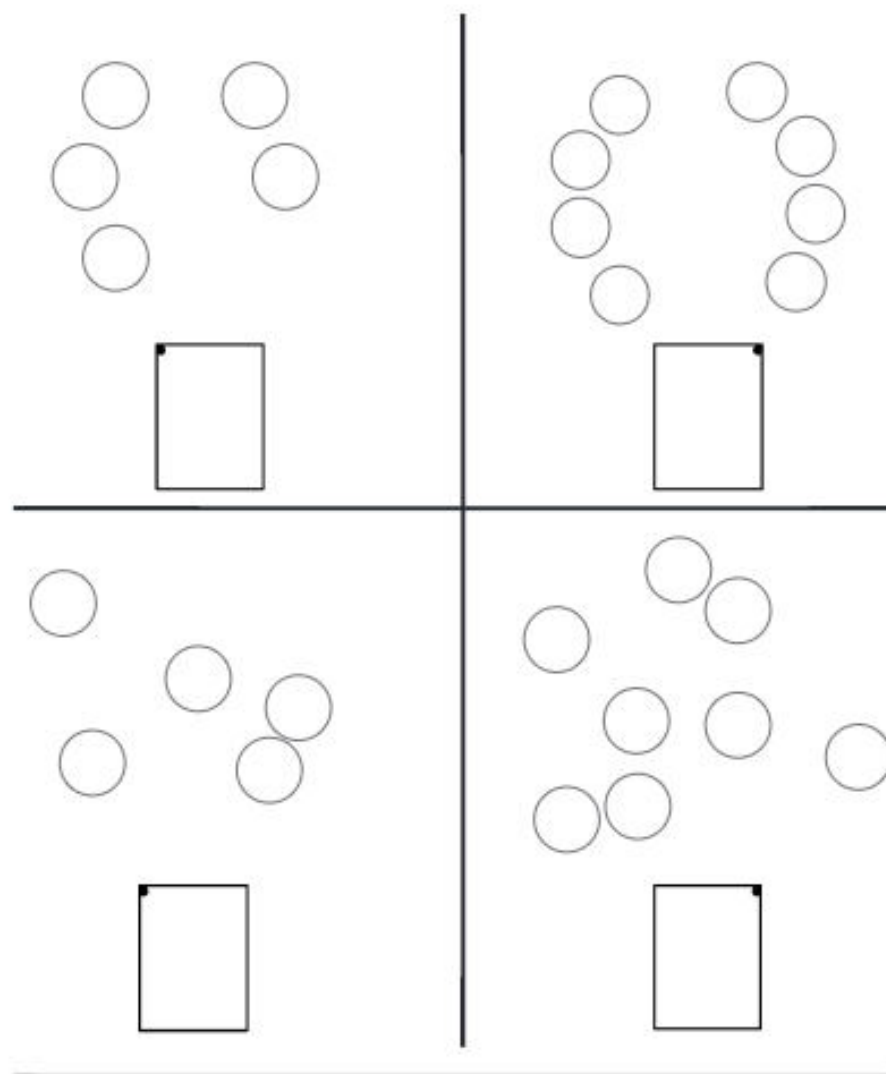
## (7 min)

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

Color and count the empty circles. Count the gray circles. Write how many gray circles in the box.



Draw 1 more circle and count all the circles. Write how many.





# Debrief (8 min)

- What do you notice about the first 3 bracelets?  
How can this help with counting?
- How did you count the scattered configurations?
- What do you notice about the circles you colored?  
Did this help you count?
- What did you notice on the second page of the problem set when you added 1 more?
- Tell your partner how many you counted in each problem. What happened when you added 1 more.
- Why was it so easy to count the cubes on your bracelet? How did the colors of the cubes help us?