Eureka Math

Kindergarten
Module 1
Lesson 36

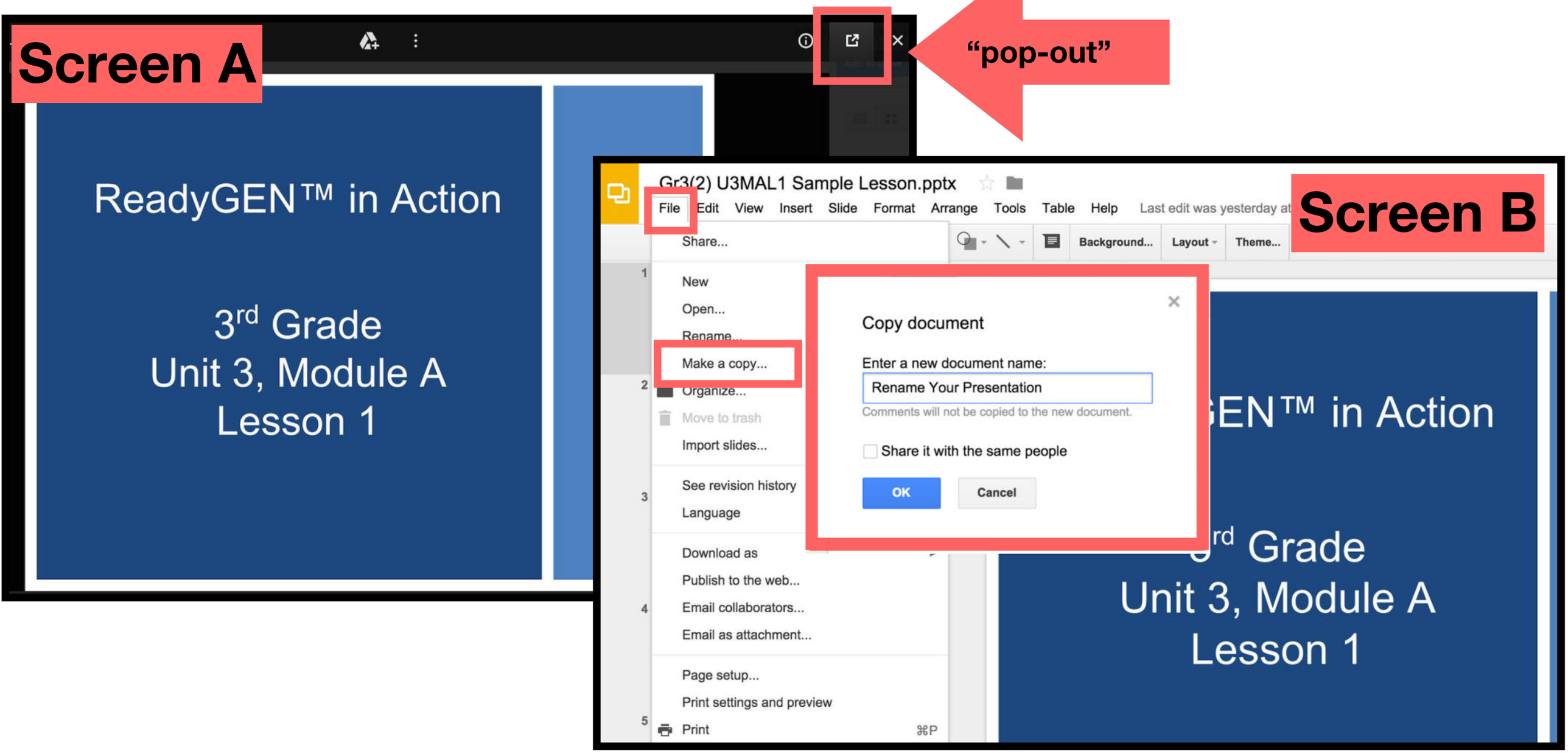
At the request of elementary teachers, a team of Bethel & Sumner educators met as a committee to create Eureka slideshow presentations. These presentations are not meant as a script, nor are they required to be used. Please customize as needed. Thank you to the many educators who contributed to this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

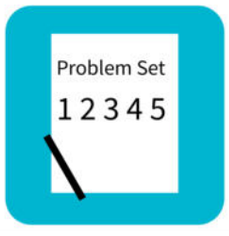
- Draw 1 more template (lesson 32 fluency template)
- Die
- Large construction paper work mat (24”x 21”) per pair inscribed with circles (4” diameter)
- Set of linking cube stairs from yesterday
- Red and blue crayons

Icons

Read, Draw, Write

Learning Target

Personal White Board

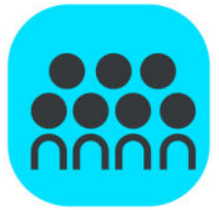


Problem Set

Manipulatives Needed

Fluency

Think Pair Share



Whole Class

Individual

Partner

Small Group

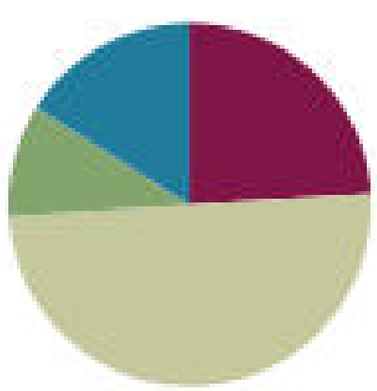
Small Group Time

Lesson 36

Objective: Arrange, analyze, and draw sequences of quantities that are 1 less in configurations other than towers.

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 arrange, analyze, and draw sequences of quantities that are 1 less in configurations other than towers.

Cross 1 Out and Write How Many (4 min)

Name _____ Date _____

Draw 1 more, and write how many in the box.

	How many?		How many?
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draw 1 more

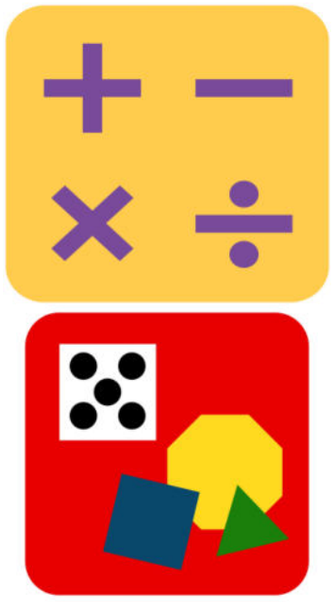
RDW

Show 1 Less (4 min)

Show me 1 less with fingers the Math Way.

Show me 3 fingers the Math Way.

Now, show me 1 less. How many fingers are you showing me now?



Roll and Show 1 Less (4 min)

Partner A rolls the die.

Both Partners count the dots.

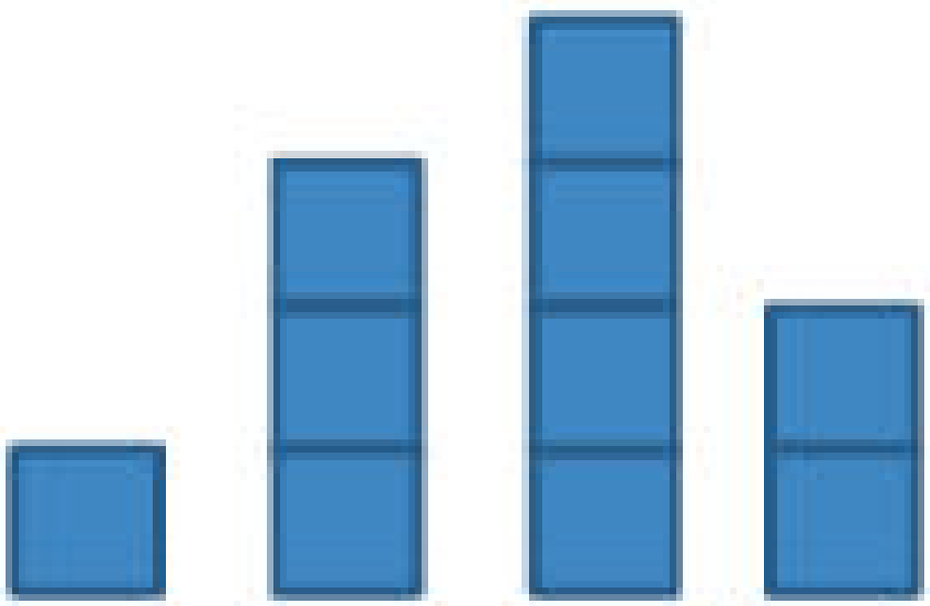
Partner B determines the number that is 1 less and shows that many fingers the Math Way.

Partner A verifies that the number is 1 less.

Switch rolls and play again.

Application Problem (5 min)

Someone mixed up these towers! Draw the towers in order so that each tower in your picture shows 1 less. Write the numbers underneath the towers.



RDW

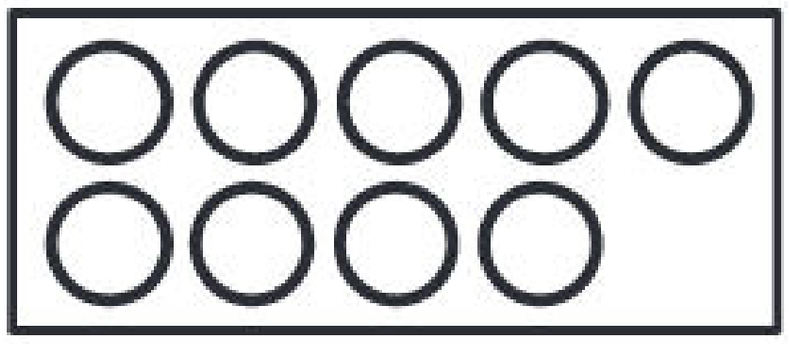
Concept Development (25 min)

Put your number towers on your desk in front of you. Make sure they are in order! Let’s check. Point to the correct tower and echo me: “10. One less is 9. 9. One less is 8….”

Concept Development

We are going to make bracelets today. Take your 10 tower apart, and put the cubes in the last circe on your work mat. How many are in your last circle?

We have 10 cubes. One less is _____.



Concept Development

Please show me your tower for 9. Take the cubes apart, and put them in the circle next to the 10. (Demonstrate.) How many?

We have 9 cubes. One less is _____.

Concept Development

Let’s count the cubes in our circles. Do we have to count every one of the cubes to know how many are in each circle? Did the numbers change just because we broke apart our towers? Let’s count just to be sure.

Concept Development

We will pretend we are making bracelets now. Move the cubes to the edges of their circles so that they are like beads on a bracelet. What do you notice?

Concept Development

Do you remember what we did with our last set of bracelets? Take the cubes off the last circle, and draw red and blue beads there instead. What would we do on the next circle?

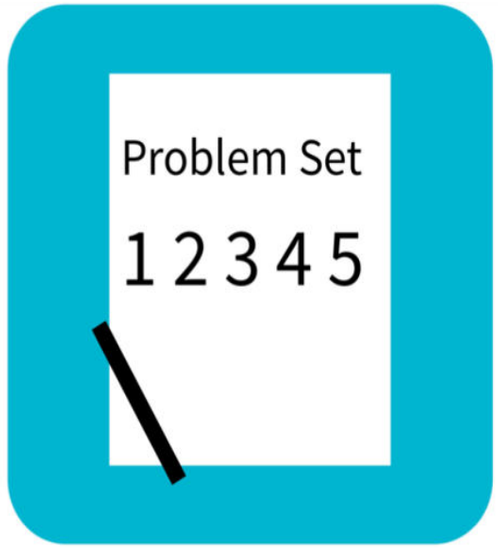
Concept Development

Great ideas! Go ahead and carefully replace each of the cubes with a crayon bead.

Concept Development

Now, we need to name our bracelets. Let's call our last bracelet 10. What should we call the bracelet with 1 less?

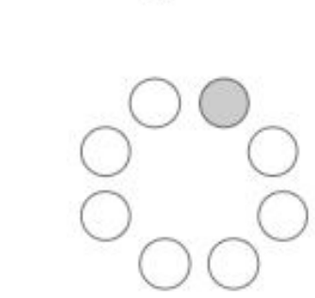
Choose a crayon and label all of your bracelets. Now you can take them home.



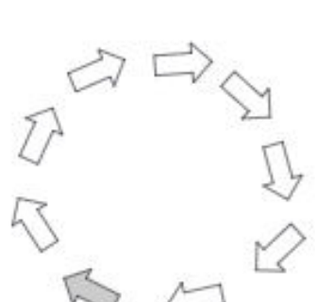
Problem Set (5 min)

Name _____ Date _____

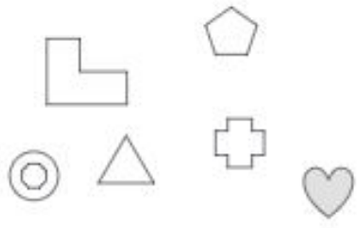
Count all the objects. Write the number in the first box.
Count the objects that are white. Write that number in the second box.



. One less is .



. One less is .



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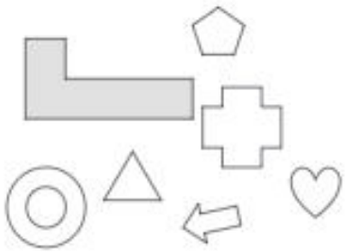
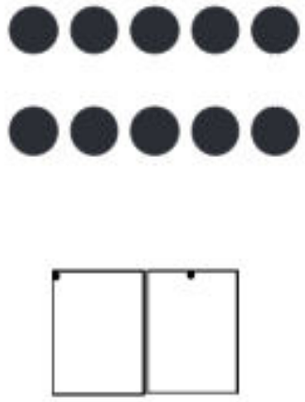
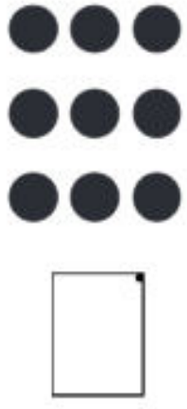


. One less is .

Count and write how many.	Draw 1 less. Write how many.
	

Count and write how many.	Draw 1 less. Write how many.
	

Debrief (8 min)

- What happens when you cross out 1 object from a group of objects.
- Look at the scattered set of objects. Show your neighbor the objects you put an X on. Tell them why you chose that object to cross out.
- Did you and your neighbor choose different objects or the same object to cross out? Did it make a difference when you counted how many were left?