

Eureka Math

Kindergarten Module 2 Lesson 10

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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Reflecting your Teaching Style and Learning Needs of Your Students

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- 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.
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Screen A

ReadyGEN™ in Action

3rd Grade
Unit 3, Module A
Lesson 1

“pop-out”

Screen B

Gr3(2) U3MAL1 Sample Lesson.pptx

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ReadyGEN™ in Action

3rd Grade
Unit 3, Module A
Lesson 1



Materials

- 5 Group Hands
- Student Stations:
 - Work Mat Template
 - Sets of cutouts from module lessons
 - Small pieces of clay
 - Geoboards, Rubber Bands
 - Dot Paper and Markers
 - Pattern Blocks
 - Paper and Glue Sticks
 - Crayons
 - Pencils
 - Wikki Stix
 - Geometric Solids
 - Collection of Pictures from Catalogs, magazines, etc



Materials

- Teacher Materials:
 - Bag of Flat Shapes (triangle, rectangle, square, circle, and hexagon)
 - Lesson 5 Template

Icons



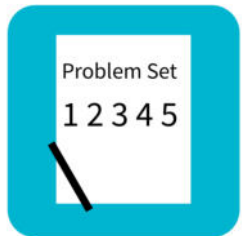
Read, Draw, Write



Learning Target



Personal White Board



Problem Set



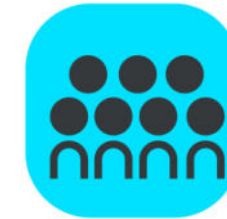
Manipulatives Needed



Fluency



Think Pair Share



Whole Class



Individual



Partner



Small Group



Small Group Time

Lesson 10

Objective: Culminating task—collaborative groups create displays of different flat shapes with examples, non-examples, and a corresponding solid shape.

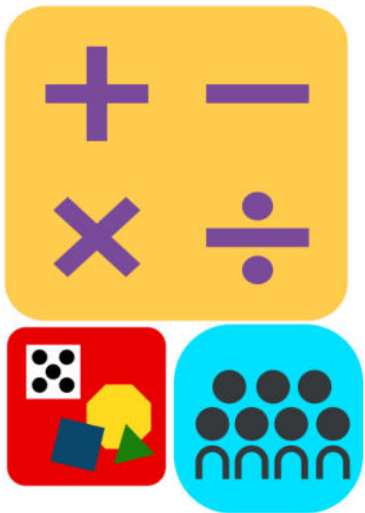
Suggested Lesson Structure

■ Fluency Practice	(5 minutes)
■ Concept Development	(40 minutes)
■ Student Debrief	(5 minutes)
Total Time	(50 minutes)





I can identify and sort two-dimensional and 3-dimensional shapes.



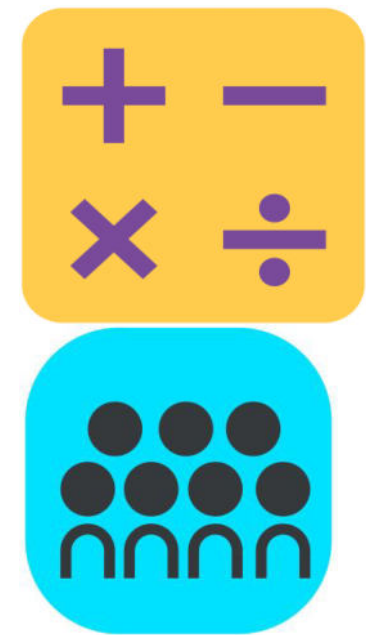
Groups of Shapes (Solid Shapes) (3 min)

(*Use signs and solid shapes)

Look at the shapes that are on the rug.

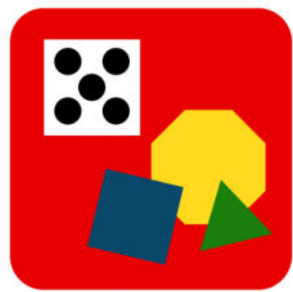
I will ask you to find a certain kind of shape.

When you find it, hold it up. Show me shapes with points. Put them back. Show me shapes with curves.....



5-Group Hands (2 min)

Raise your hands when you know how many dots are on top.

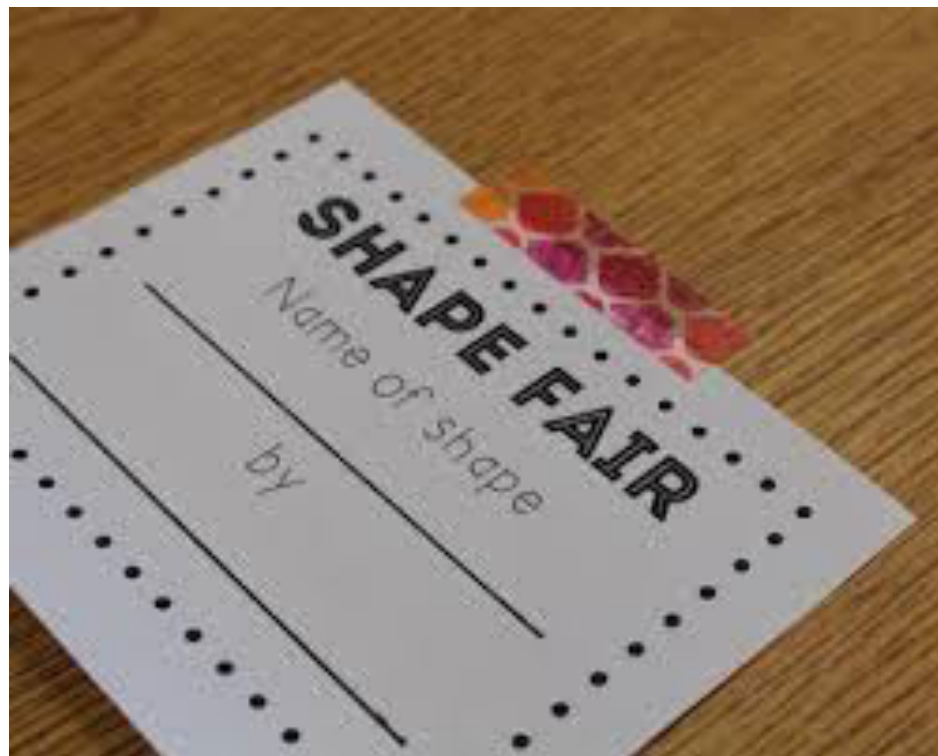


Concept Development

(40 min)



We have been studying many flat shapes and solids. Today, you will get the chance to show what you know. We're having a Shape Fair!





Concept Development

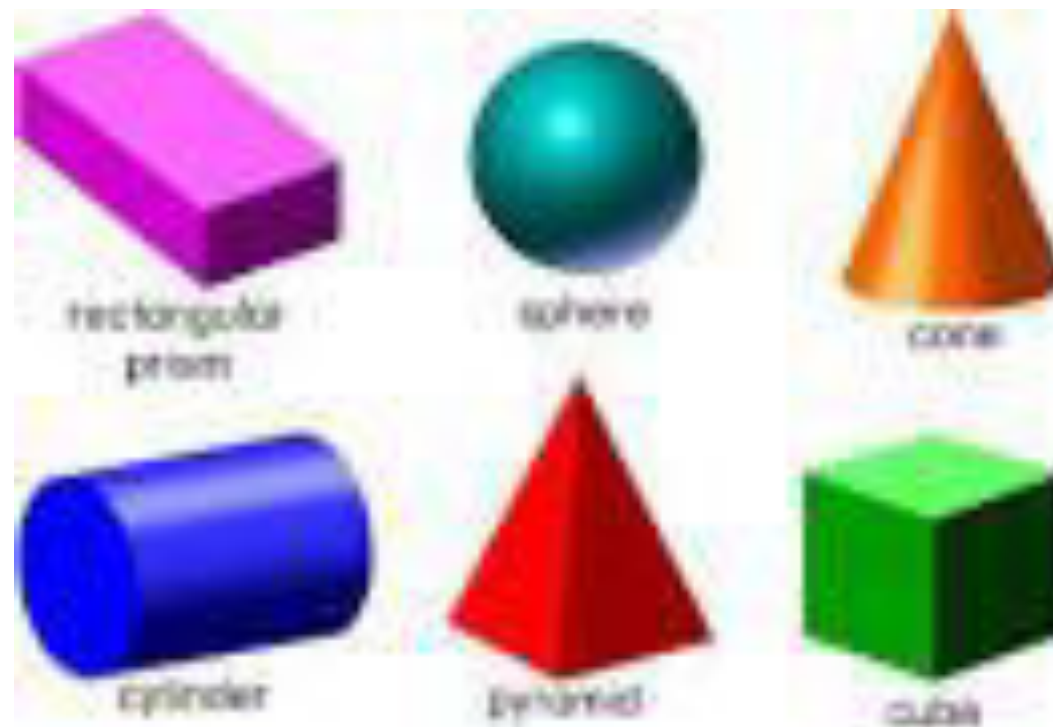
I'm going to call you and your partner up to choose a shape from my bag. You will work with your partner to create an exhibit about that shape. You will go to a station and use the materials there to show what you know. You have cutouts, pictures, craft supplies, and drawing materials. What are some things you could do to show what you've learned about a shape?





Concept Development

There will be a bag of solids at your station as well.
Could they help you to show your shape?



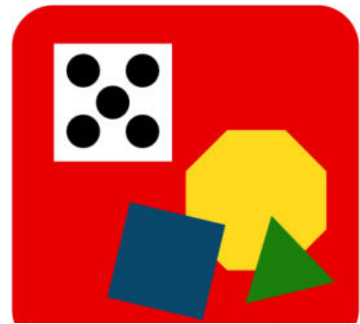


Concept Development

These are (____).

These are not (____).

Work Mat: Draw your shape in the blank spaces and then use this mat to sort. Show things that do and don't match your shape.



Concept Development

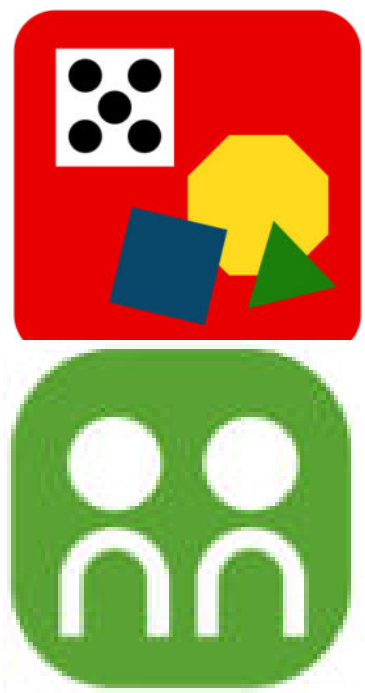
You will have

20 minute timer

20:00

minutes.

Then, you will visit other exhibits in our shape fair.
Students A, B, and C, please come choose your
shape and get started.



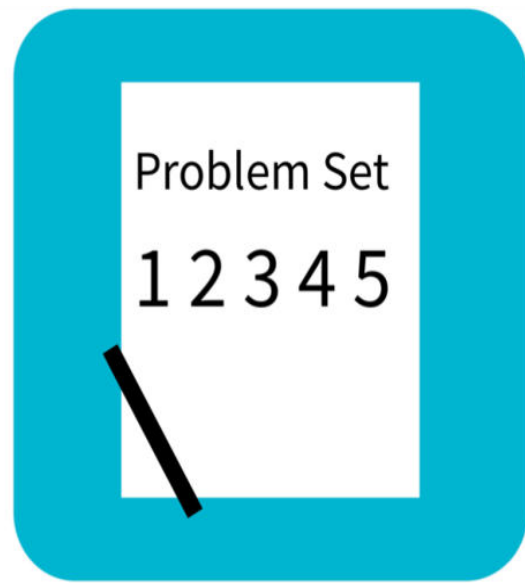
Concept Development

When you visit other stations, talk with your partner(s) about:

What are the shapes and solids shown at each exhibit?

How do you know?

What ways did your friends choose to show them?



Problem Set

(No Problem Set)

■



Debrief (8 min)

- In what ways did you and your partner represent your shape?
- Which materials were easiest for you to use to explain your shape? Why?
- How did you decide which solids to use to represent your shape?
- Which shape(s) do you think were trickiest to make? Why?
- What new (or significant) math vocabulary did we use today to communicate precisely?