Eureka Math

Kindergarten
Module 2
Lesson 2

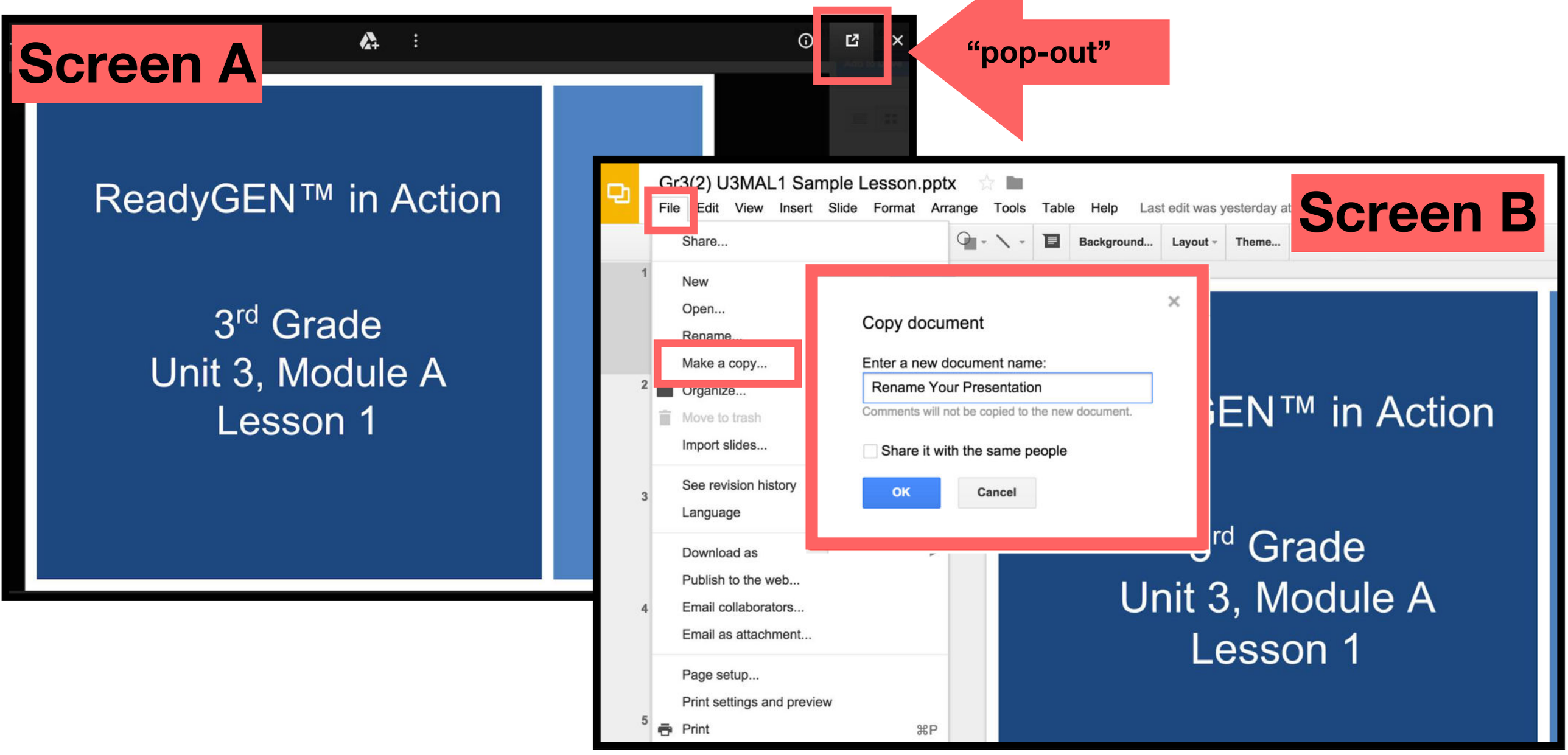
At the request of elementary teachers, a team of Bethel & Sumner educators met as a committee to create Eureka slideshow presentations. These presentations are not meant as a script, nor are they required to be used. Please customize as needed. Thank you to the many educators who contributed to this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



Icons

Read, Draw, Write

Learning Target

Personal White Board

Problem Set

Manipulatives Needed

Fluency

Think Pair Share

Whole Class

Individual

Partner

Small Group

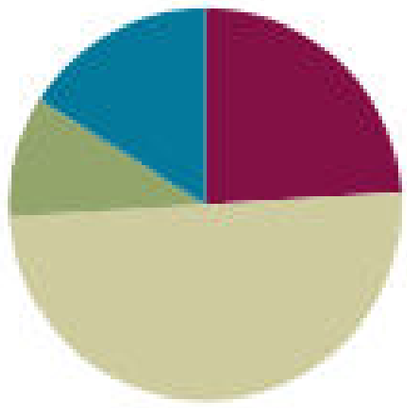
Small Group Time

Lesson 2

Objective: Explain decisions about classifications of triangles into categories using variants and non-examples. Identify shapes as triangles.

Suggested Lesson Structure

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



Materials Needed

Teacher

- Lesson 2 template shapes cut out
- Tape

Materials Needed

Students

- 3 beans
- 1 paper or foam triangle
- Personal white board
- Craft sticks or straws of two different lengths
- Foam or construction paper work mat
- Geoboard
- Rubber bands

I can name which shapes are triangles. I can sort shapes as triangles or not triangles.

Making 3 with Triangles

Touch and count the corners of the shape

Touch and count your beans

Making 3 with Triangles

Our job is to make 3

Put 2 beans on the corners of your shape

Keep the other bean in your hand

Making 3 with Triangles

How many beans are in your hand?

How many beans are on your shape?

Making 3 with Triangles

We can tell how to make 3 like this:

2 and 1 make 3

Making 3 with Triangles

Show me 1 bean on your shape. Keep the rest in your hand.

Making 3 with Triangles

How many beans are on your shape?

How many beans are in your hand?

Making 3 with Triangles

Raise your hand when you can say the number sentence and start with 1

1 and 2 make 3

Making 3 with Triangles

Let’s write the number sentence on our whiteboards

1+2=3

Make a Shape

Let’s play Make a Shape. Put three long craft sticks on your mat

Make a Shape

Move the sticks so they make a shape with three points

Make a Shape

Touch and count the points

Touch and count the sides

Are there any curved sides?

Make a Shape

Trade in your three long sticks for three short ones and put them on your mat

Make a Shape

Move the sticks so they make a new shape with three points

Make a Shape

Does your shape still have three points?

Three sides?

No curved sides?

Make a Shape

Now put one of your sticks back. Get one of the longer sticks and put it on your mat

Make a Shape

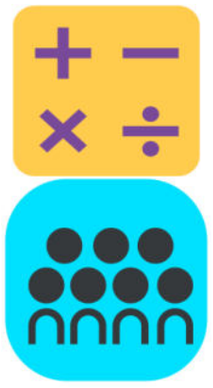
Move the sticks so they make a new shape with three points

Make a Shape

Let’s make more shapes using our sticks

Groups of 6

When the music starts, calmly walk around the room, visiting corners of the room until you and your classmates can make a group of 6

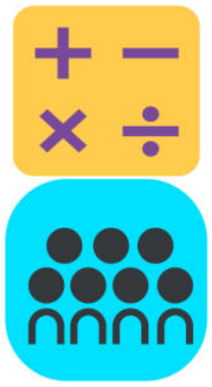


Groups of 6

Don’t forget to count yourself!

How many can be in a group?

6



Groups of 6

If you go to a corner that already has 5 people there, can you stay?

What if there are already 6? Can you stay?

Remember to check all corners of the room. See if we can get into groups of 6 before the music stops!

Application Problem

It’s pizza time! On a piece of paper draw a large, round pizza pie. Don’t forget your favorite toppings!

Application Problem

With your crayons show how you would cut the pizza into enough slices for your family

Application Problem

Compare your slices to those of a partner. Are they alike? Carefully describe the shape of a slice to your partner

Concept Development

Last time you were were telling me about your shapes you used a lot of math words to describe them. What were some of the things you noticed?

Concept Development

We are going to look at more shapes today to see what you notice

Tell me about this shape

Concept Development

We call a shape like this a **triangle**

Concept Development

Tell me about this shape

Concept Development

This shape has three corners and three sides. It is a triangle too!

Concept Development

I am beginning to see a pattern!

How many corners does each shape have?

How many sides?

What does it look like?

Concept Development

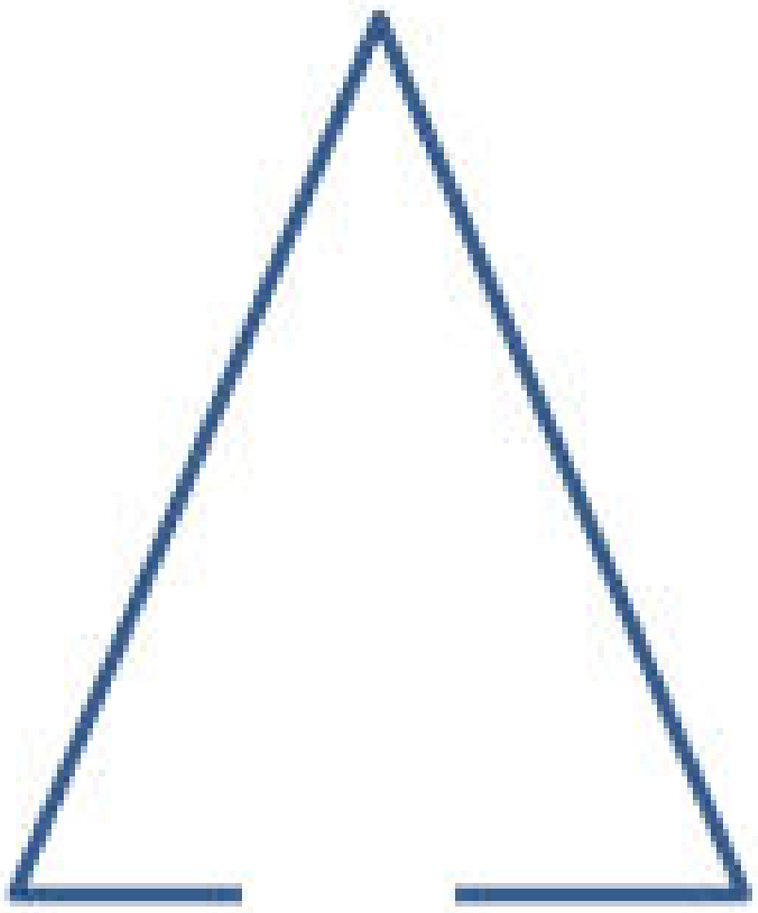
So, a triangle has three straight sides and three corners?

Concept Development

Here is another shape. It has three corners, and all the sides are straight. It must be a triangle.

Concept Development

If you were a pet inside this fence, you would escape! So triangles have to be closed. This is not a triangle.



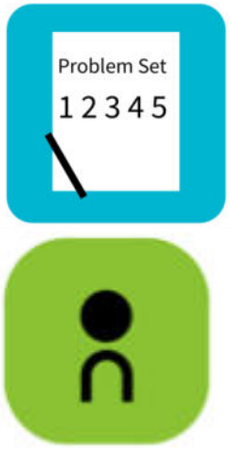
Concept Development

We have several triangles on the board. I'm going to ask you to copy these triangles onto your geoboard.

Remember, you can only use one rubber band. Stretch it around three corners.

Concept Development

Now create your own triangle on your geoboard, and then show your partner. Be sure to tell how you *know* it is a triangle



Problem Set

Find the triangles and color them **blue**

Put an **X** on shapes that are not triangles

At the bottom of the page you are going to draw triangles

Debrief

Learning Objective: Explain decisions about classifications of triangles into categories using variants and nonexamples. Identify shapes as triangles.

Debrief

- What new (or significant) math vocabulary did we use today to communicate precisely?
- Count how many triangles you colored.
- Did your partner color that same number?
- Did you color the same triangles as your partner?
- Explain to your partner how you knew the objects you colored were triangles.
- What do you look for in a triangle?
- Were the slices of the pizza in the Application Problem triangles? Why or why not?