

Eureka Math

Kindergarten Module 2 Lesson 3

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.

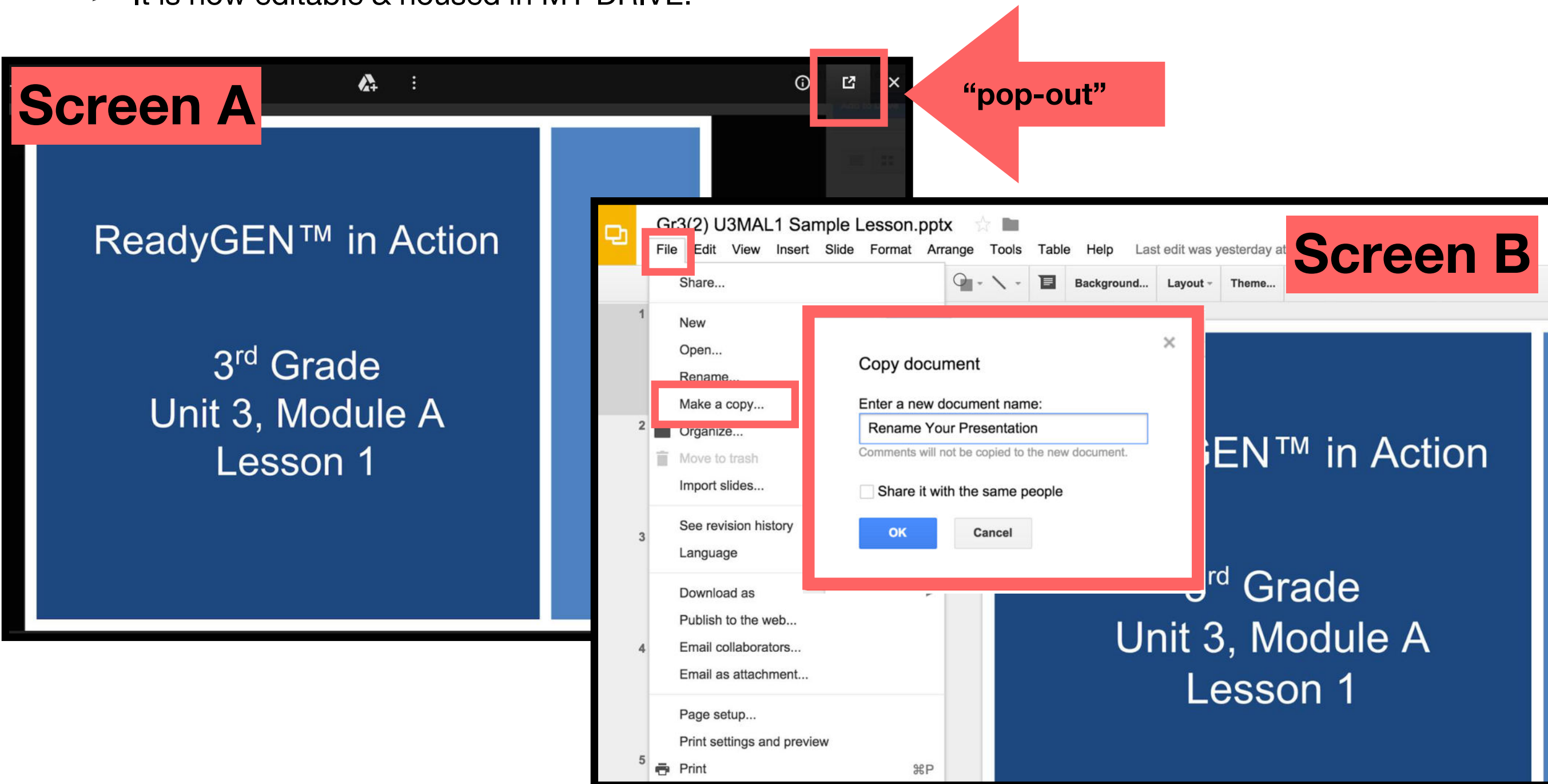


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Customize this Slideshow

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.



Icons



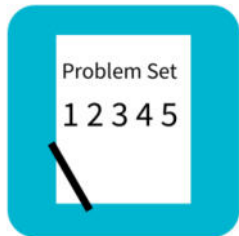
Read, Draw, Write



Learning Target



Personal White Board



Problem Set



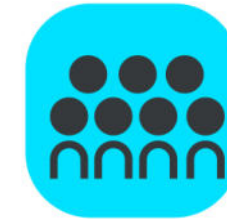
Manipulatives Needed



Fluency



Think Pair Share



Whole Class



Individual



Partner



Small Group



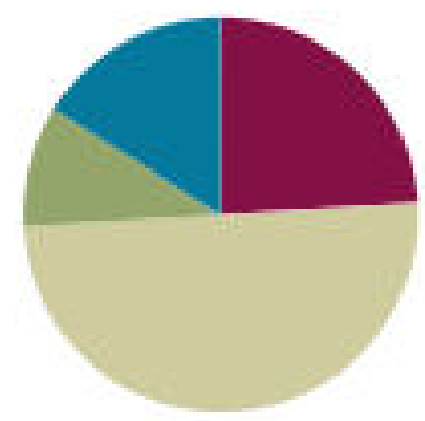
Small Group Time

Lesson 3

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

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

- 5-group cards (Lesson 1 Fluency Template 3)
- Lesson 3 Fluency Template shapes cut out
- Lesson 3 Template 1 shapes cut out
- Tape



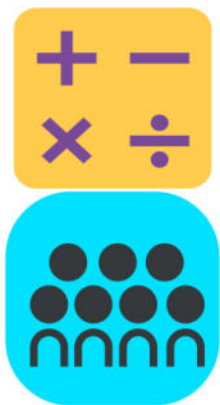
Materials Needed

Students

- 4 beans
- Paper or foam squares
- Personal white board
- Lesson 3 Template 2
- Wikki Stix (crayons or markers may also be used)

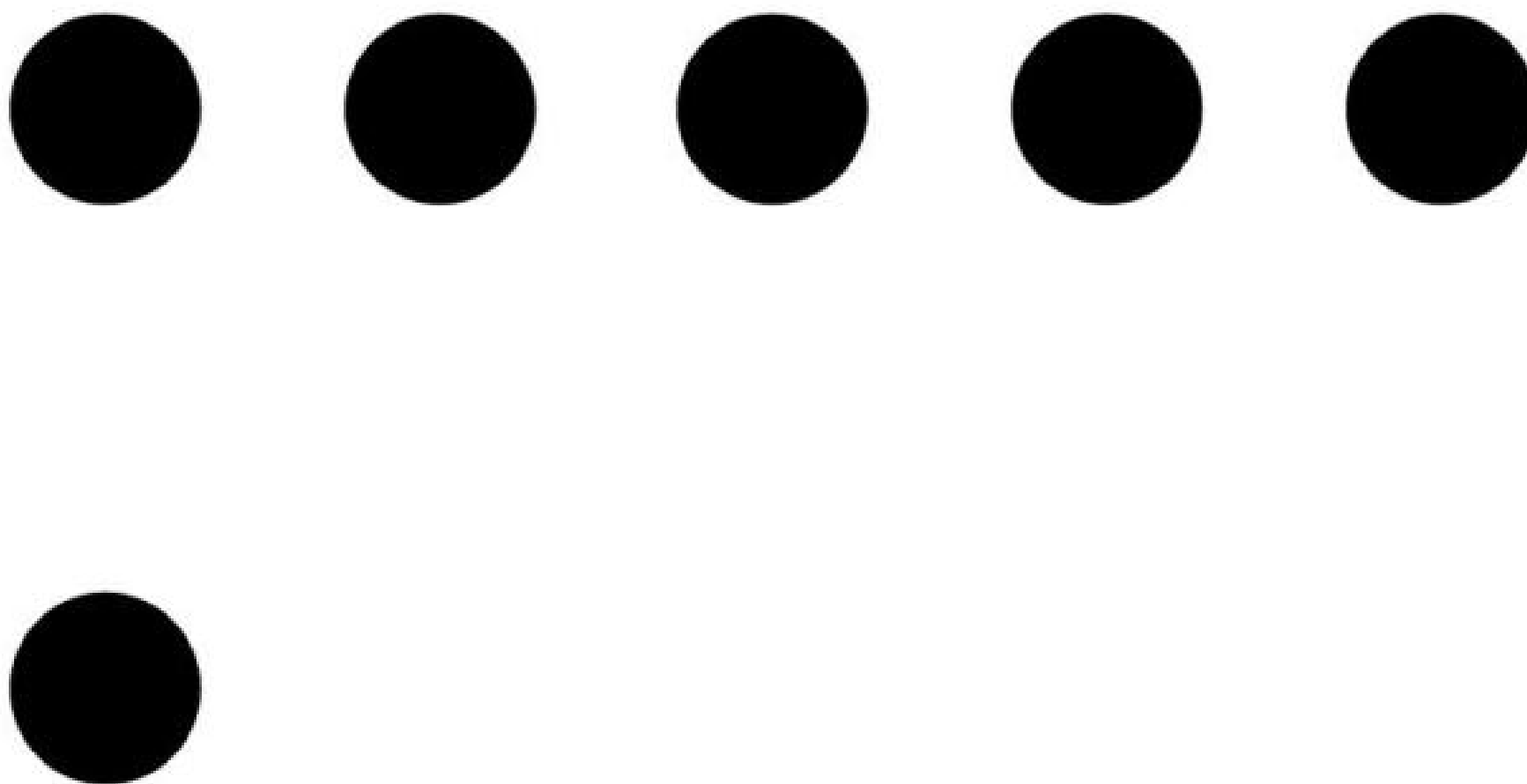


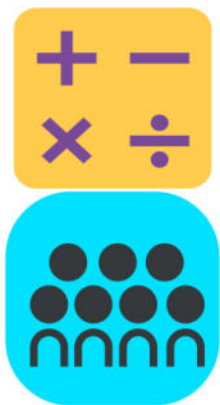
I can name which shapes are rectangles. I can sort shapes as rectangles or not rectangles.



5-Group Hands

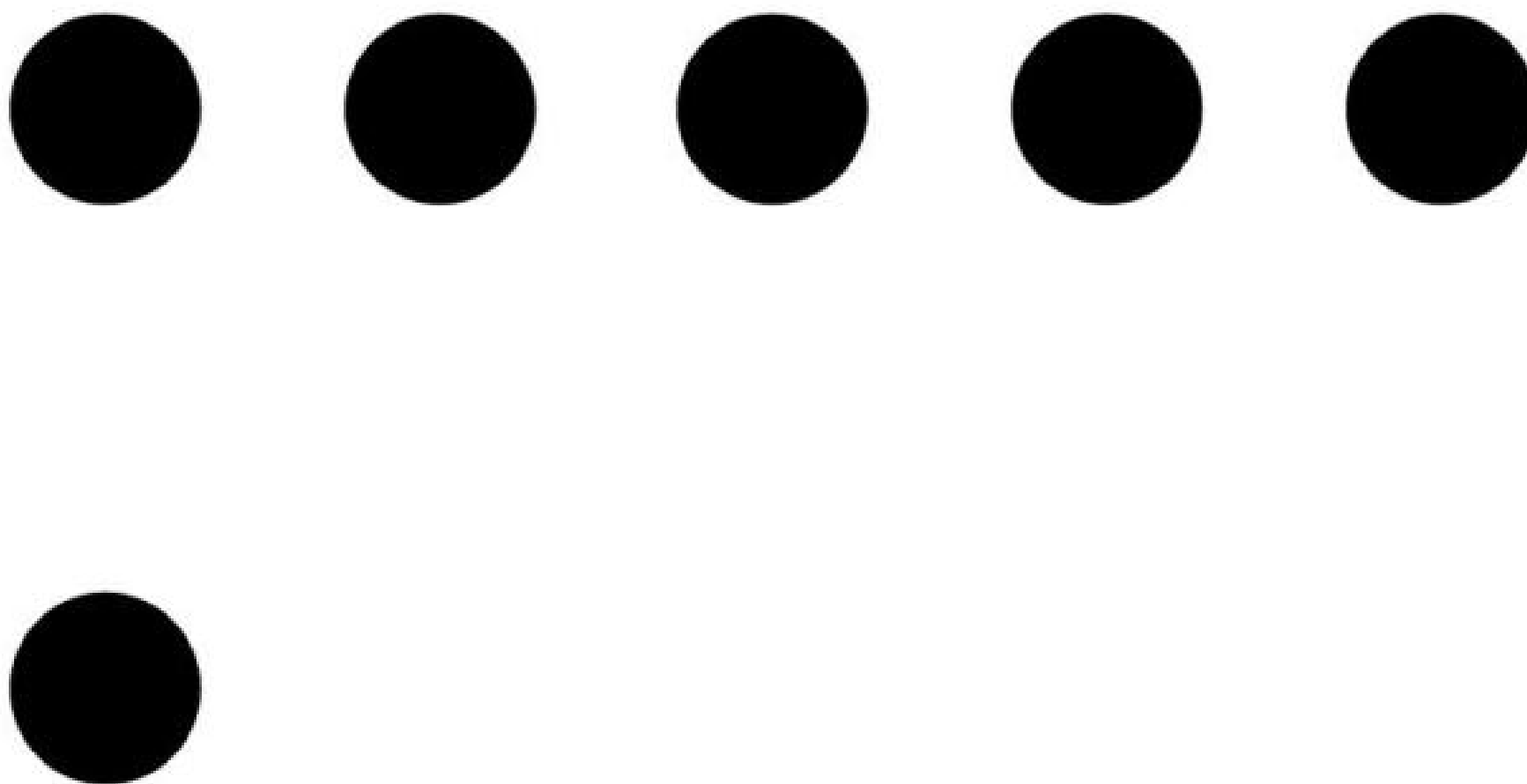
Raise your hands when you know how many dots are on top

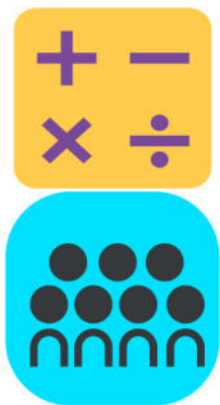




5-Group Hands

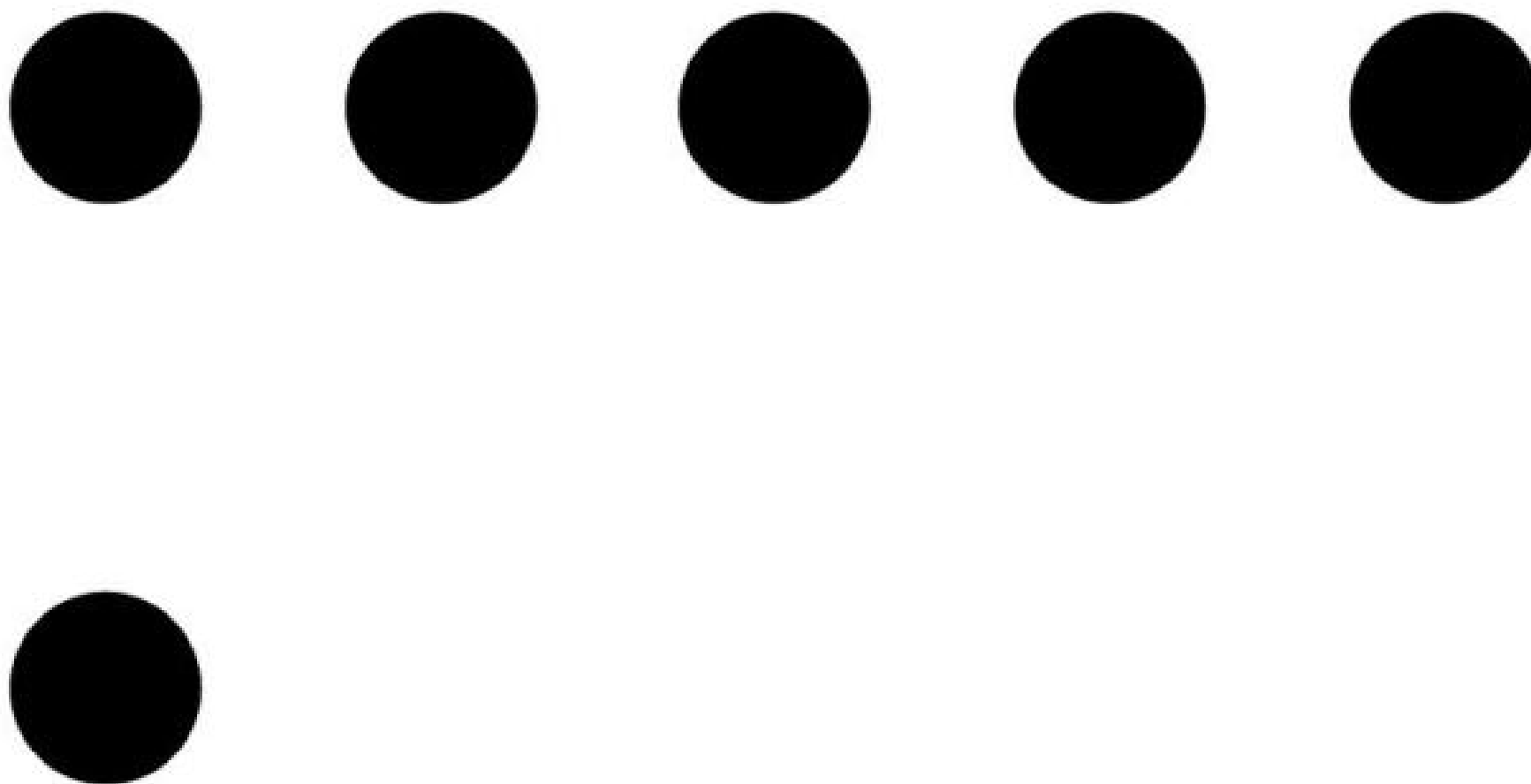
Ready? (Signal)

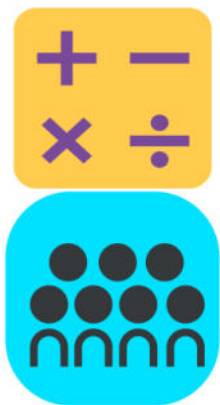




5-Group Hands

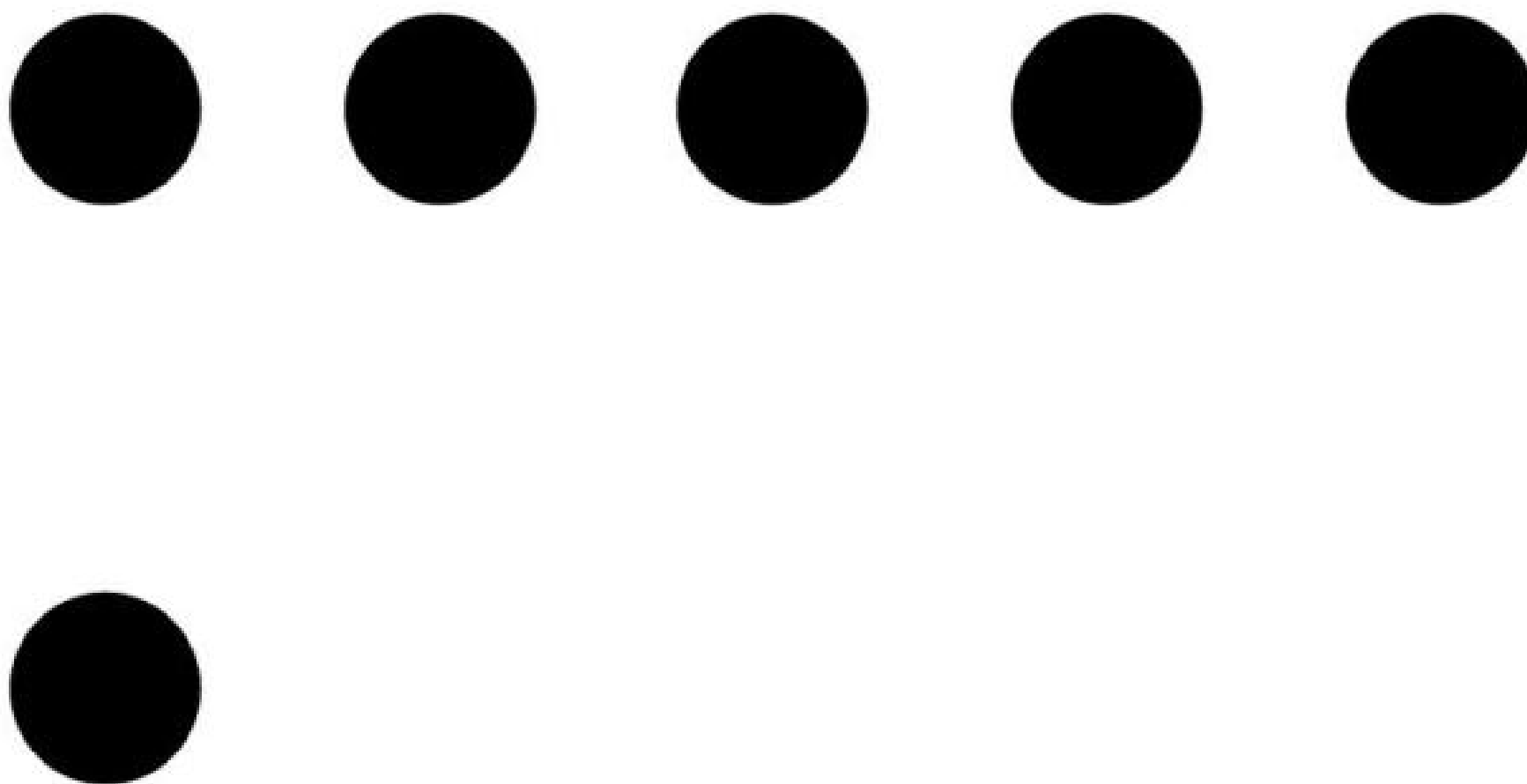
How many are on the bottom?

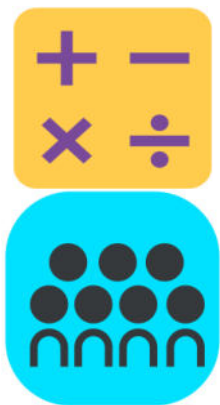




5-Group Hands

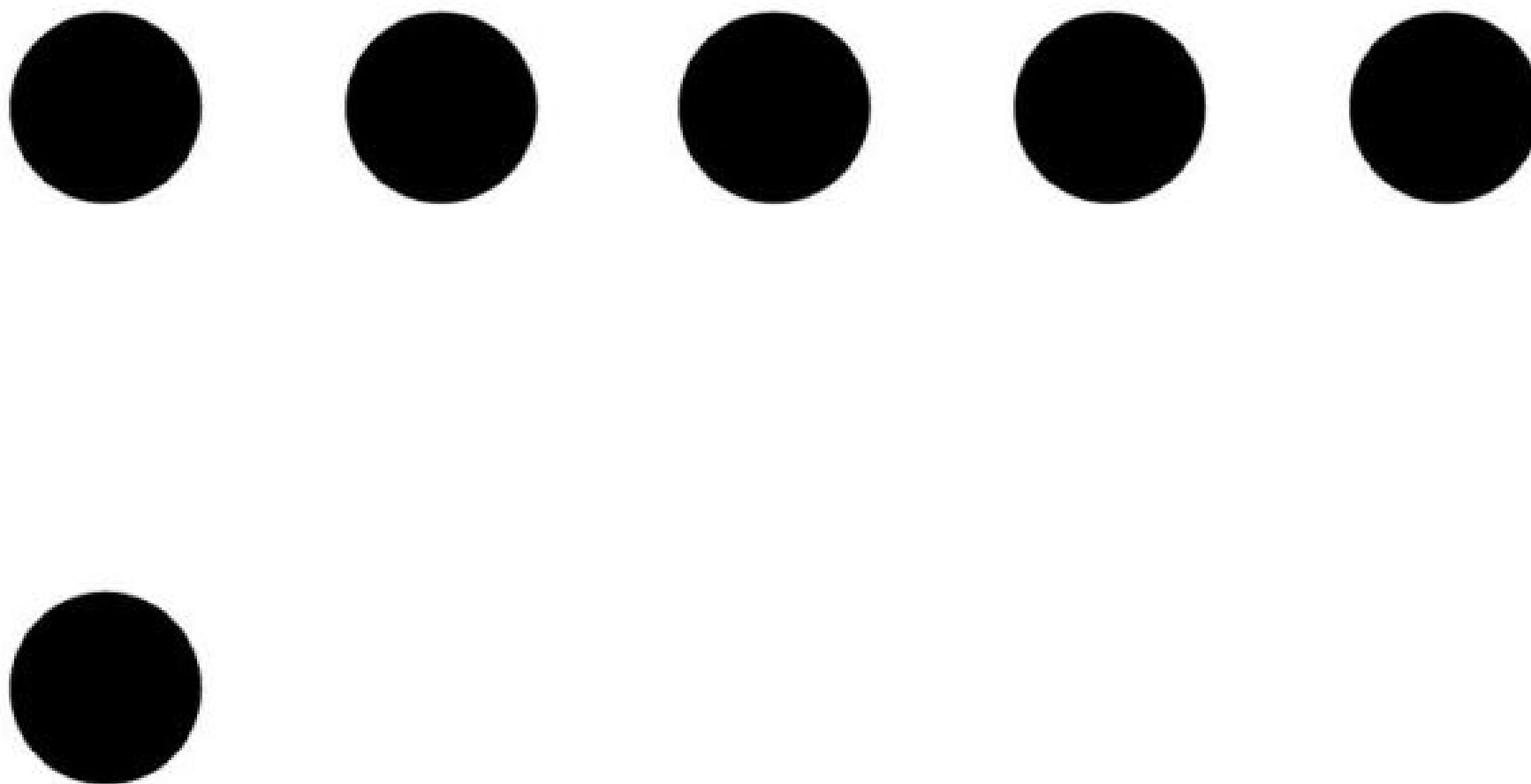
We can show this 5 group on our hands. 5 on top, 1 on the bottom.





5-Group Hands

Let's push our hands out as we count on from 5

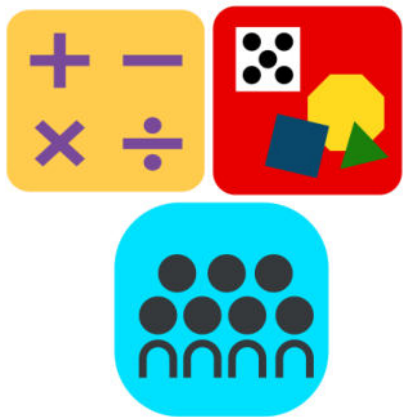




Making 4 with Squares and Beans

Touch and count the corners of the square

Touch and count your beans



Making 4 with Squares and Beans

Our job is to make 4. Put 3 beans on the corners of your square. Keep the other bean in your hand.

How many beans are on your square?

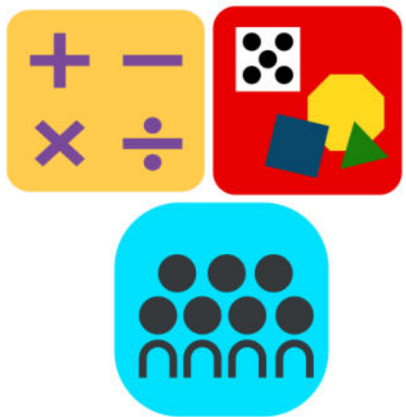
How many beans are in your hand?



Making 4 with Squares and Beans

We can tell how to make 4 like this:

3 and 1 make 4.

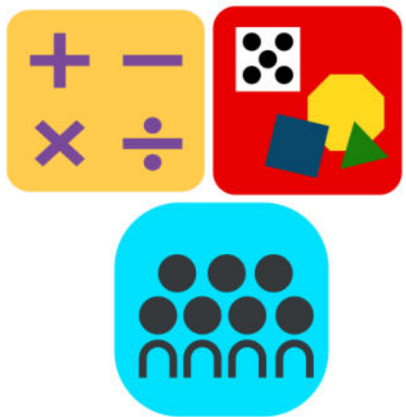


Making 4 with Squares and Beans

Show me 2 beans on your square. Keep the rest in your hand.

How many beans are on your square?

How many beans are in your hand?



Making 4 with Squares and Beans

Raise your hand when you can say the number sentence.

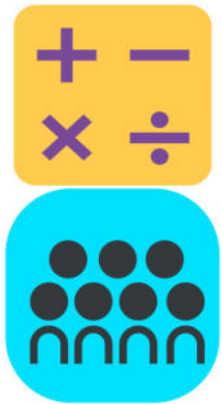
2 and 2 make 4



Making 4 with Squares and Beans

Let's write the number sentence on our white boards

$$2+2=4$$



Triangle or Not

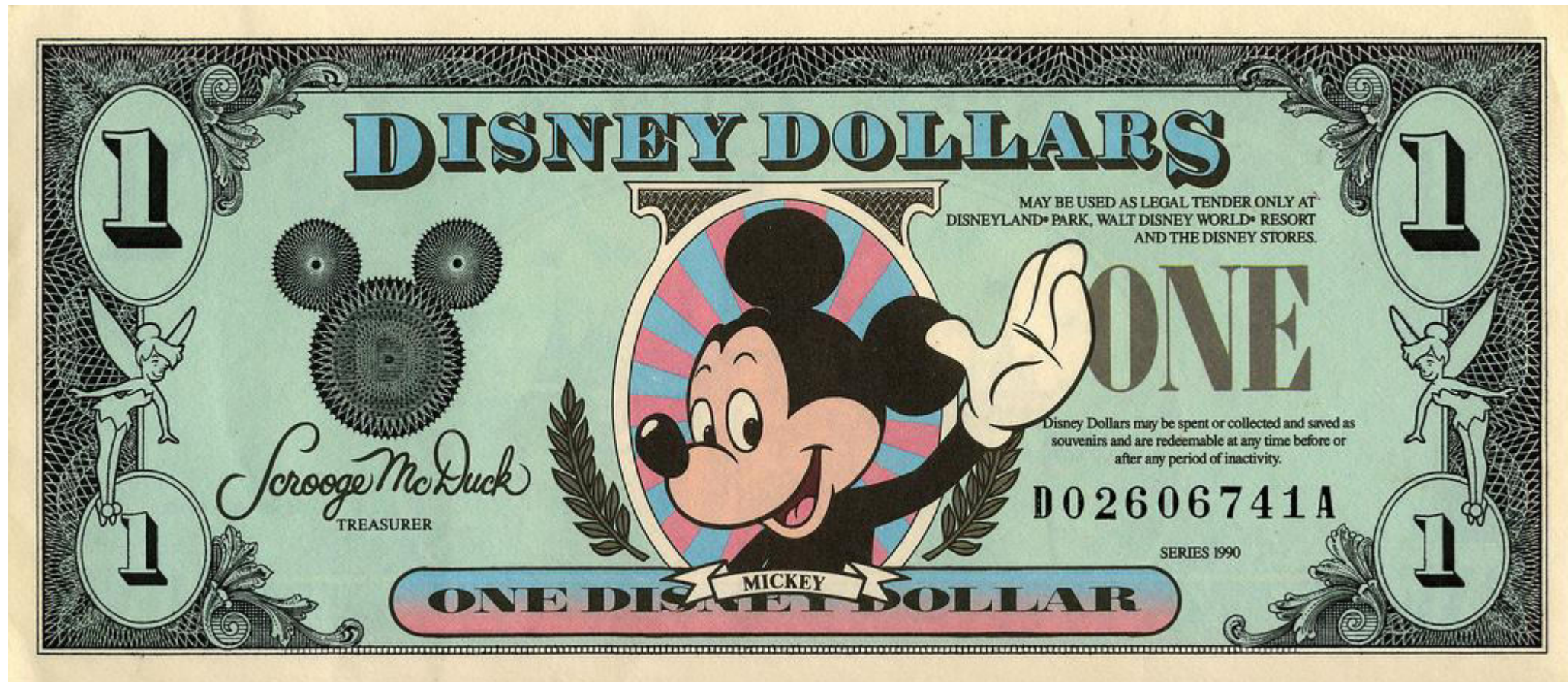
I'll show you a shape. We'll try to decide if it's a triangle or not. If you think it's a triangle, give me a thumbs-up. If it's not a triangle, thumbs-down. Either way, be ready to explain your choice.





Application Problem

Design your own dollar bill! Draw your dollar bill on a piece of paper. Whose picture will you put in the center?

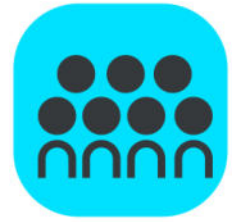




Application Problem

Compare your dollar with your partner. Tell him about the shape of your bill. How are your dollars alike?



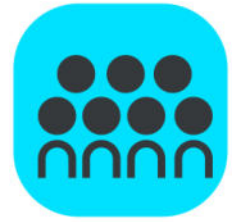


Concept Development

We are going to talk about another type of shape today.

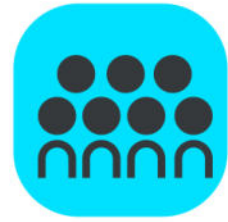
Look at the shape I'm holding up.

Use your math words to tell me about it.



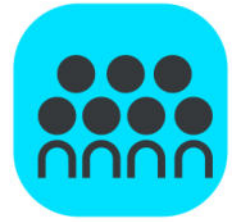
Concept Development

This shape is called a rectangle. It has four corners, four sides, and the sides are all straight.



Concept Development

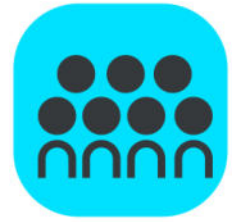
Tell me about this shape.



Concept Development

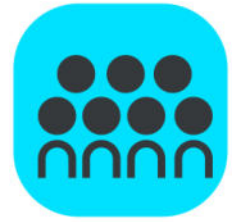
It has four straight sides and four corners too. It is also a rectangle.

I wonder if we will have another pattern today.



Concept Development

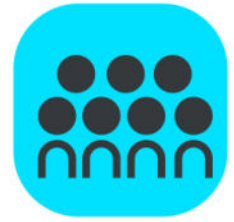
How about this shape? Is this a rectangle too?



Concept Development

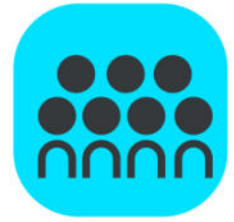
This is a *special* rectangle with all the sides the same length. This is called a ...

square



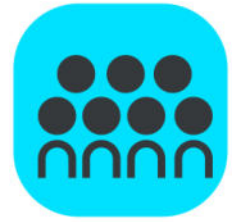
Concept Development

How about this shape? Is this a rectangle? It has straight sides and four corners.



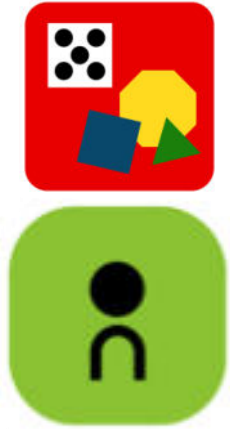
Concept Development

What do the corners look like in a rectangle?



Concept Development

Rectangles need to have L-shaped corners, so this is **not** a rectangle.

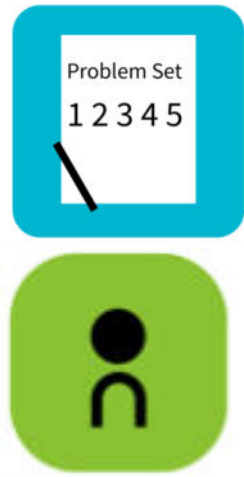


Concept Development

You have learned many rules about rectangles today! Now, make some rectangles of your own.

Use Wikki Stix for the sides, and use the special dots on this paper to keep your sides straight.

Use the rectangles you sorted on the board for your models.

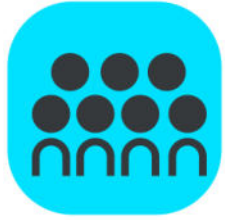


Problem Set

Find all the shapes that are not rectangles and put an **X** on them

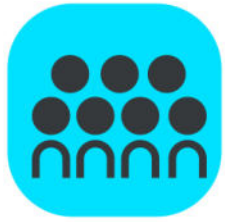
Color the rectangles **red**

Draw your own rectangles on the bottom of the page



Debrief

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



Debrief

- What new (or significant) math vocabulary did we use today to communicate precisely?
- Count how many **rectangles** you colored. Did your partner color that same number?
- Did you color the same rectangles as your partner?
- Explain to your partner how you knew the objects you colored were rectangles.
- What do you look for in a rectangle?
- What shape did you draw with four sides?
- Can you draw more than one shape with four sides?
- How are rectangles and triangles the same and different?
- Why is a **square** a special kind of rectangle?