Eureka Math

Kindergarten
Module 2
Lesson 6

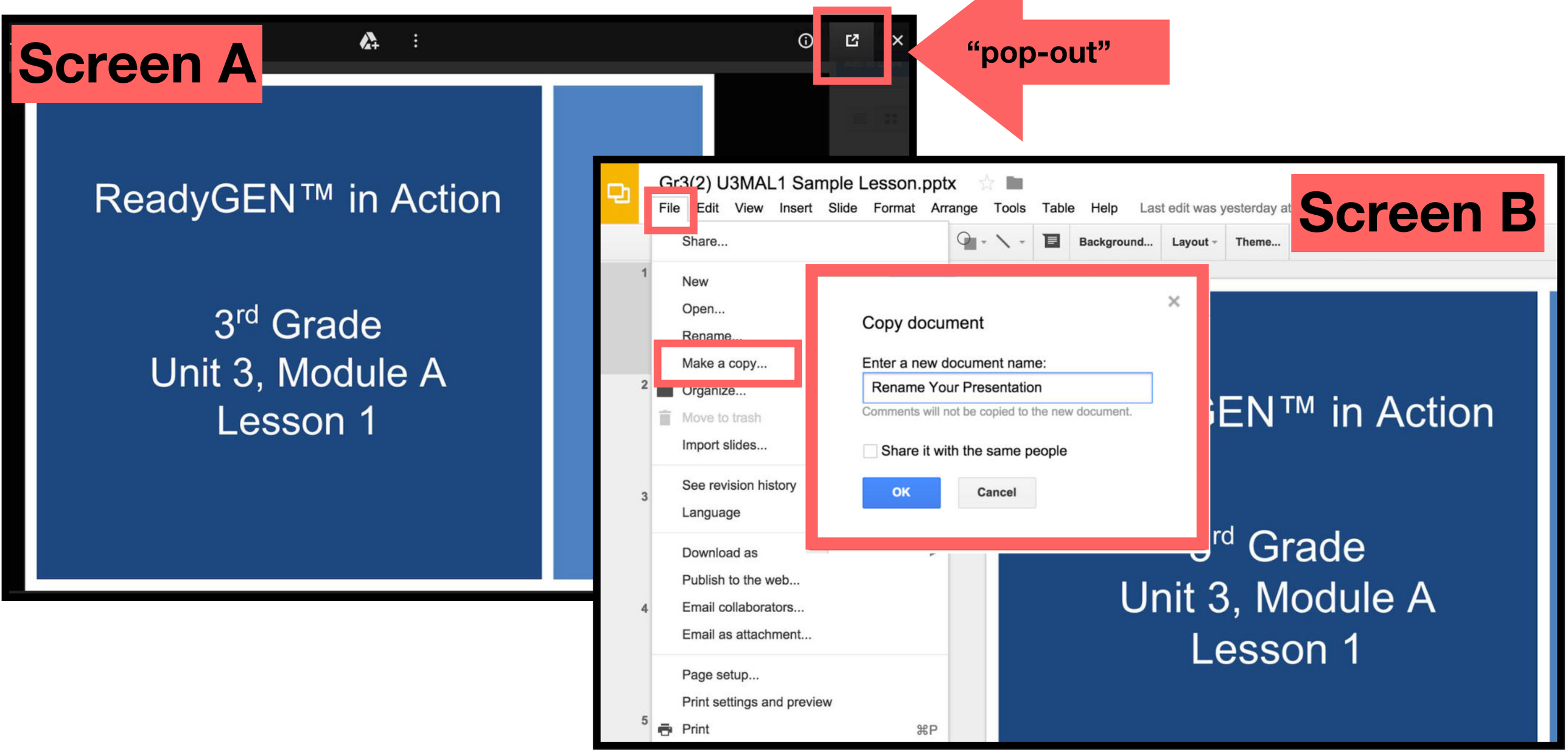
At the request of elementary teachers, a team of Bethel & Sumner educators met as a committee to create Eureka slideshow presentations. These presentations are not meant as a script, nor are they required to be used. Please customize as needed. Thank you to the many educators who contributed to this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

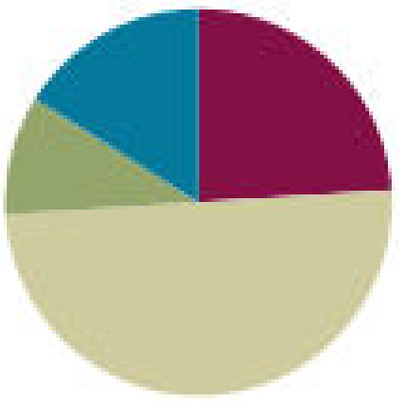
Small Group Time

Lesson 6

Objective: Find and describe solid shapes using informal language without naming.

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

- Personal white board (optional)

Materials Needed

Students

- Lesson 6 Fluency Template (optional)
- 5 linking cubes per student
- Personal white board
- 1 bag per student containing a cone, a cylinder, a cube, a sphere
- Clipboard
- Paper
- Real or toy mangnifying glass (optional)
- ½ Class set of balls
- ½ Class set of cubes

I can find and describe solid shapes without using their name

Beep Number

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 number path as I say it

When you know what the beep number is, raise your hand

Beep Number

5, beep, 7!

Beep Number

7, beep, 5

Hide and See 5

Touch and count your cubes

Hide and See 5

Hide 2 behind your back

How many can you see?

Hide and See 5

Put them back together

How many cubes do you have?

Hide and See 5

Hide 1 behind your back

How many can you see?

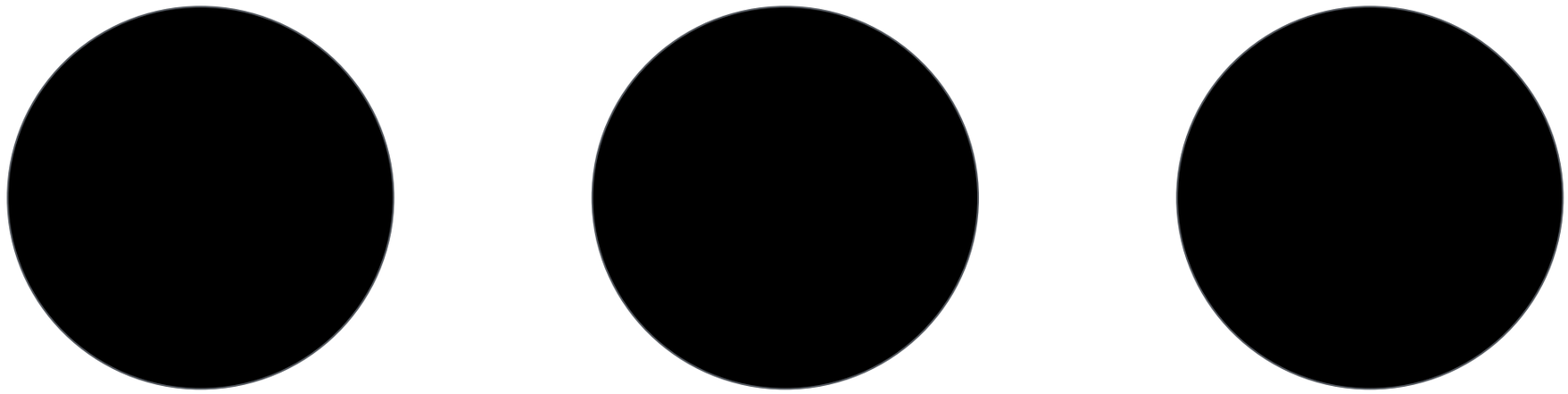
Hide and See 5

Put them back together

How many cubes do you have?

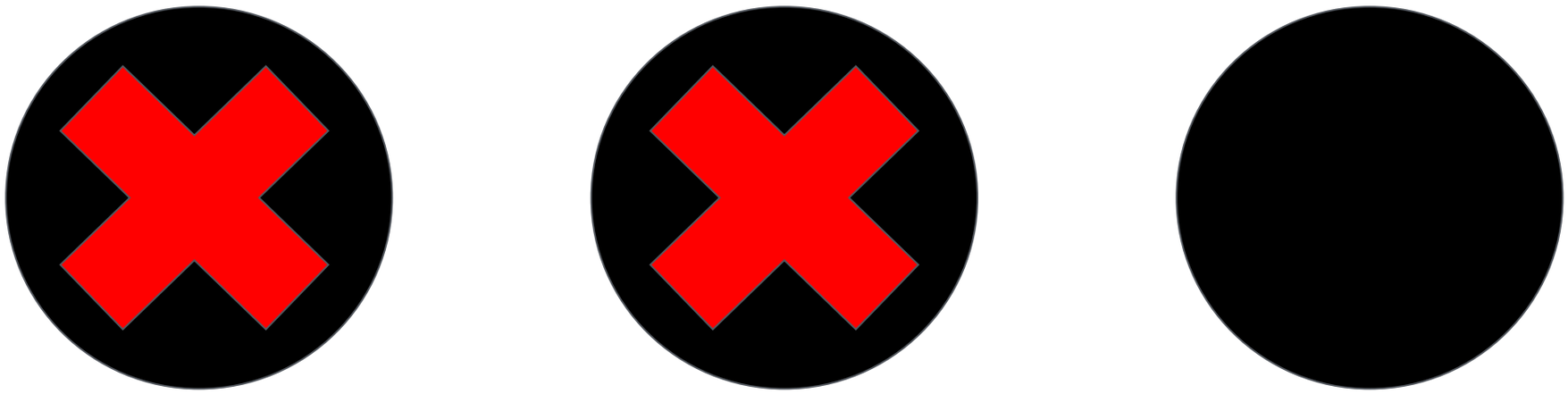
Take Apart Groups of Circles

Draw three circles on your board



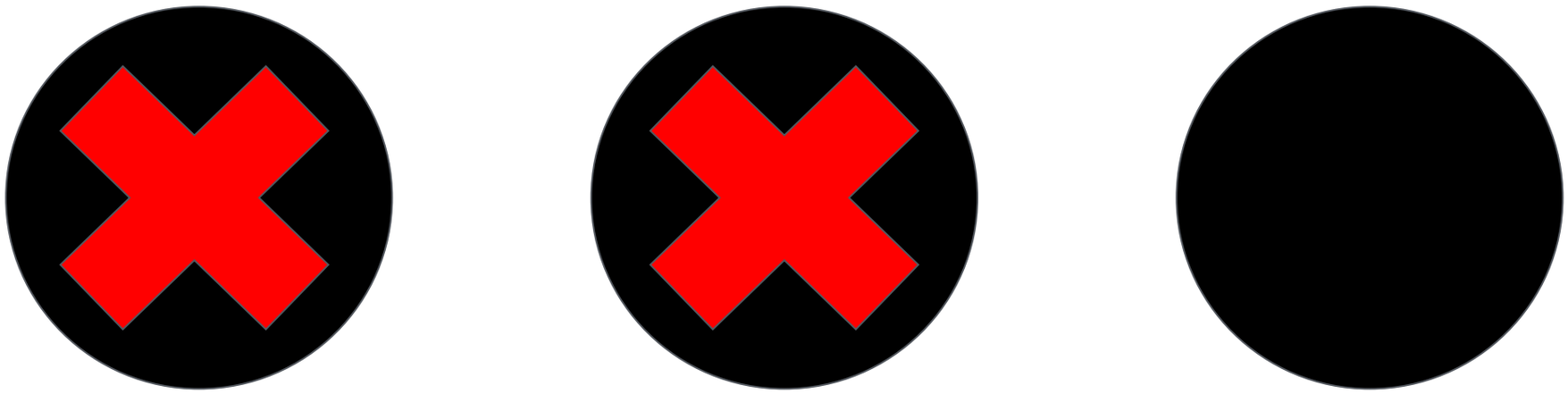
Take Apart Groups of Circles

Put an X on two of them



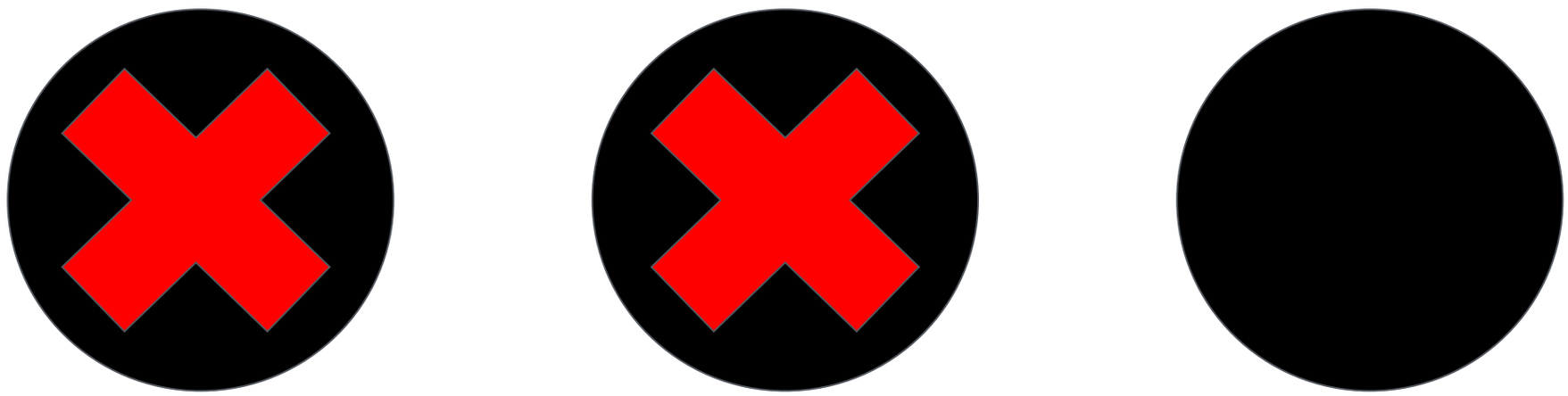
Take Apart Groups of Circles

How many circles have an X?



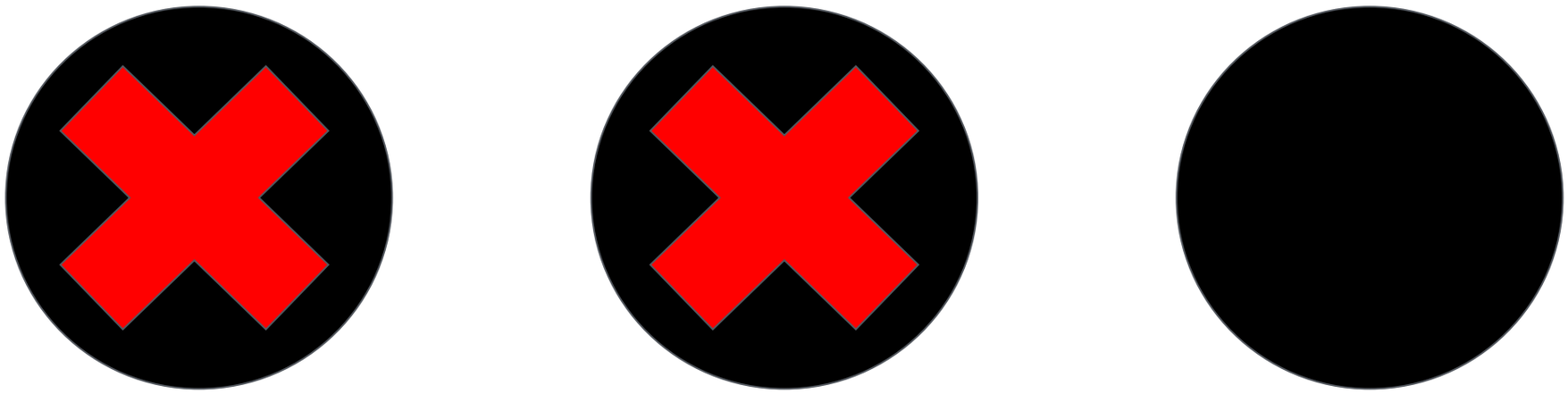
Take Apart Groups of Circles

How many circles do *not* have an X?



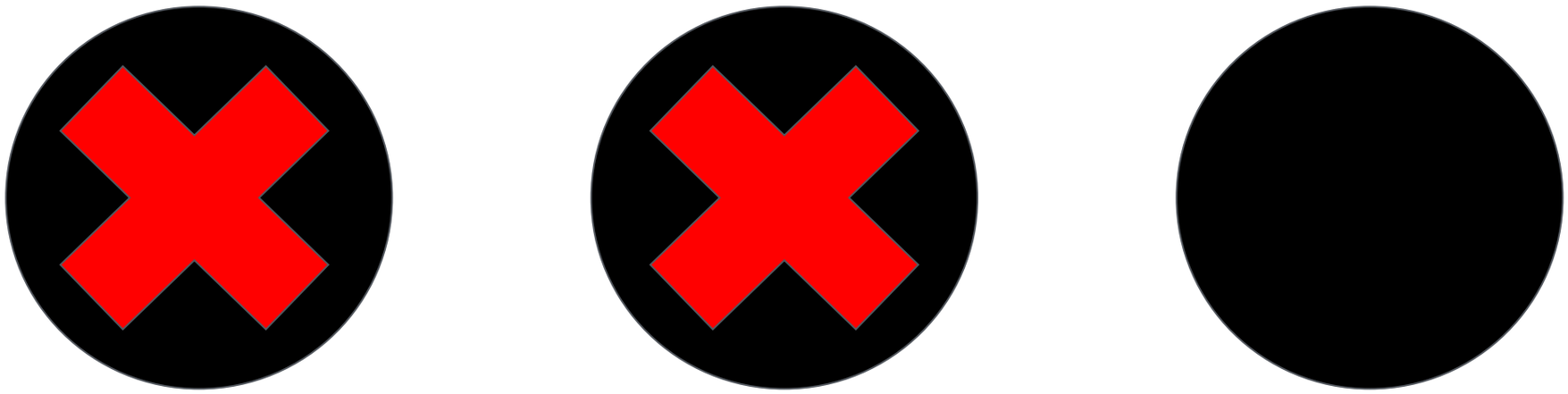
Take Apart Groups of Circles

How many circles are on your board?



Take Apart Groups of Circles

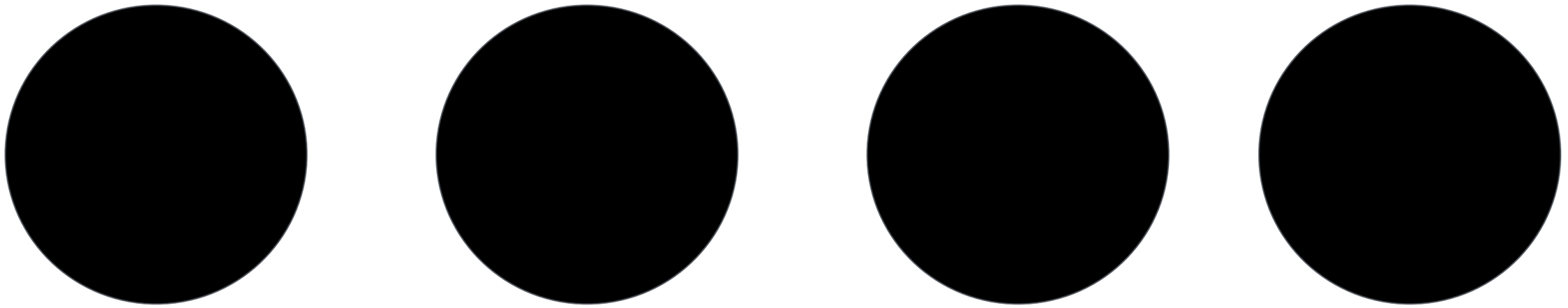
Raise your hand when you can say the number sentence starting with 2



Take Apart Groups of Circles

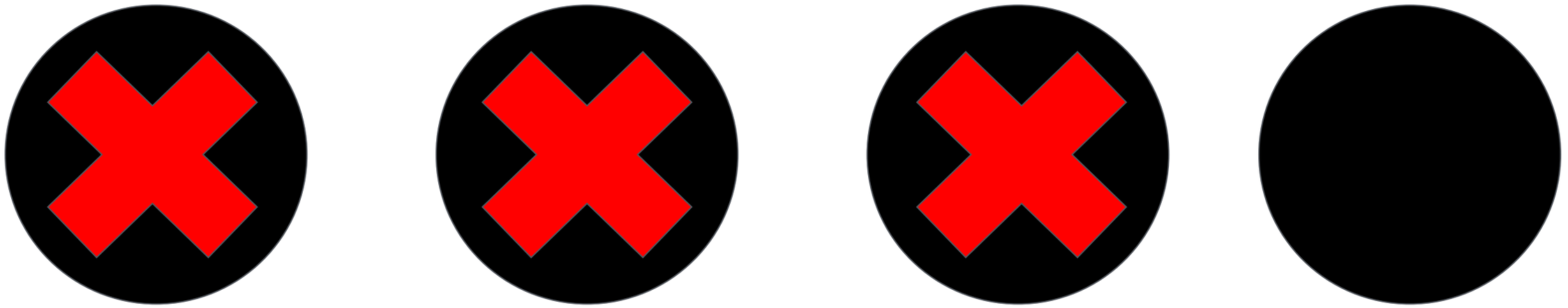
Let’s go a little faster now

Erase your board and now draw four circles on your board.



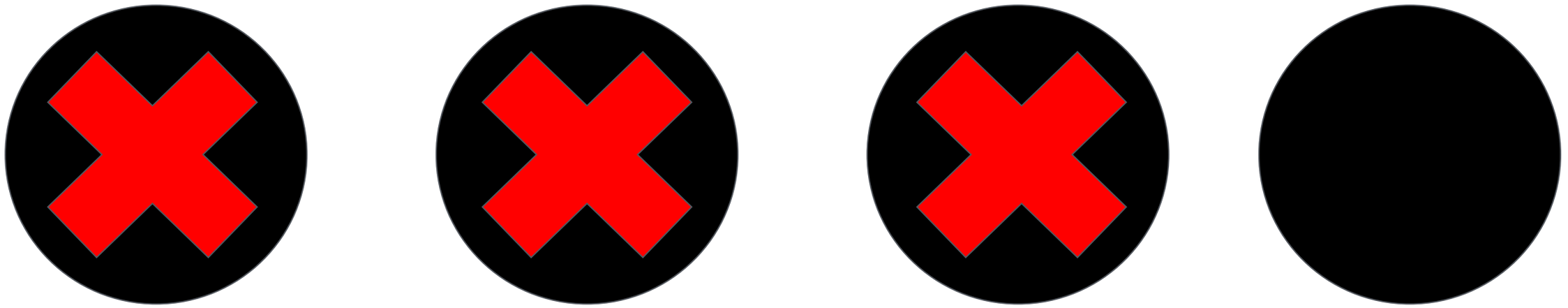
Take Apart Groups of Circles

Put an X on three of them



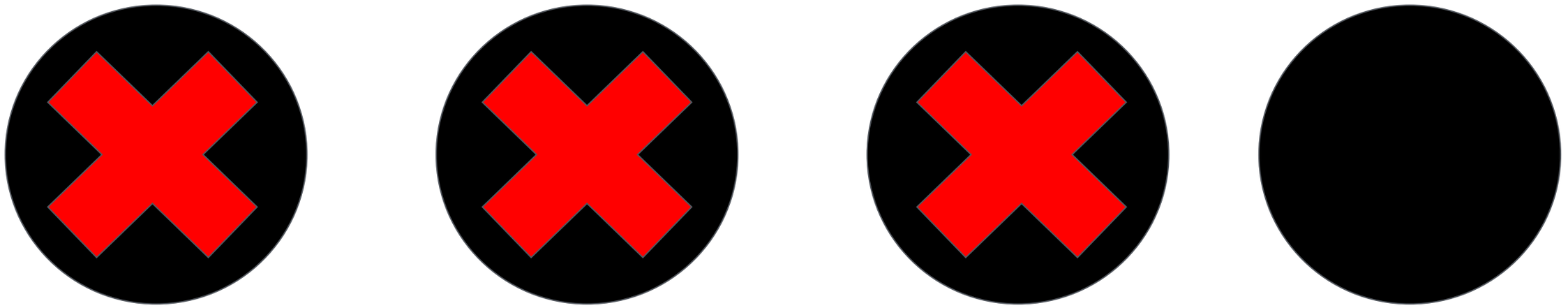
Take Apart Groups of Circles

How many do *not* have an X?



Take Apart Groups of Circles

Raise your hand when you can say the number sentence starting with 3



Application Problem

We are going to do an experiment using balls and cubes

You will need to work with a partner

Application Problem

Roll the ball back and forth between you and your partner a few times

Watch the ball carefully as it rolls

Application Problem

Now, try to roll the block between you

Talk to your partner about what happens

Application Problem

Why do you think the objects behave so differently?

What would be the best way to get the block to your partner?

Why do most cups have a circle on the bottom but don’t roll off the table?

Concept Development

I have something new for you to explore today!

You will be working with your partner

Please take everything out of your bag

I will give you a few minutes to look and talk with your partner about what you notice

Concept Development

Place your things on your desk

Stand up and look down at them as though you were a bird

What do you notice?

Concept Development

Now pretend that you are an ant

Bend down and look from eye level across the top of your desk

When we did this with your flat shapes, you said you couldn’t see them anymore

What happens this time?

Concept Development

These shapes are not flat

We call these **solids**

Concept Development

Find the solid that looks like this

Tell me about this solid

Concept Development

Look at this solid

Find the one that looks like it on your desk

How is it different?

Concept Development

Put your shapes back in the bag

Take out your detective materials

Concept Development

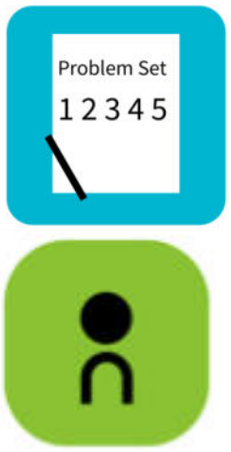
You and your partner are going to hunt for these shapes around our classroom

When you find one, draw it on your paper

Concept Development

Please return to your seats

Let’s show and share about we found



Problem Set

Match the objects and solids by drawing a line from the object to the solid

If you finish early draw solid shapes that you see in the classroom on the back of the paper

Debrief

Lesson Objective: Find and describe solid shapes using informal language without naming

Debrief

- What solids did you match that were curved? What solids did you match that were not curved?
- Which shapes were the hardest to match? Why?
- Explain to your partner what you drew on the back of your paper. Can you think of other objects around you that are these solid shapes? Have a volunteer (or two) share their drawings.
- What new (or significant) math vocabulary did we use today to communicate precisely? How can you tell about each solid without using the solid's name?
- How did the Application Problem connect to today's lesson?