Eureka Math

Kindergarten
Module 3
Lesson 1

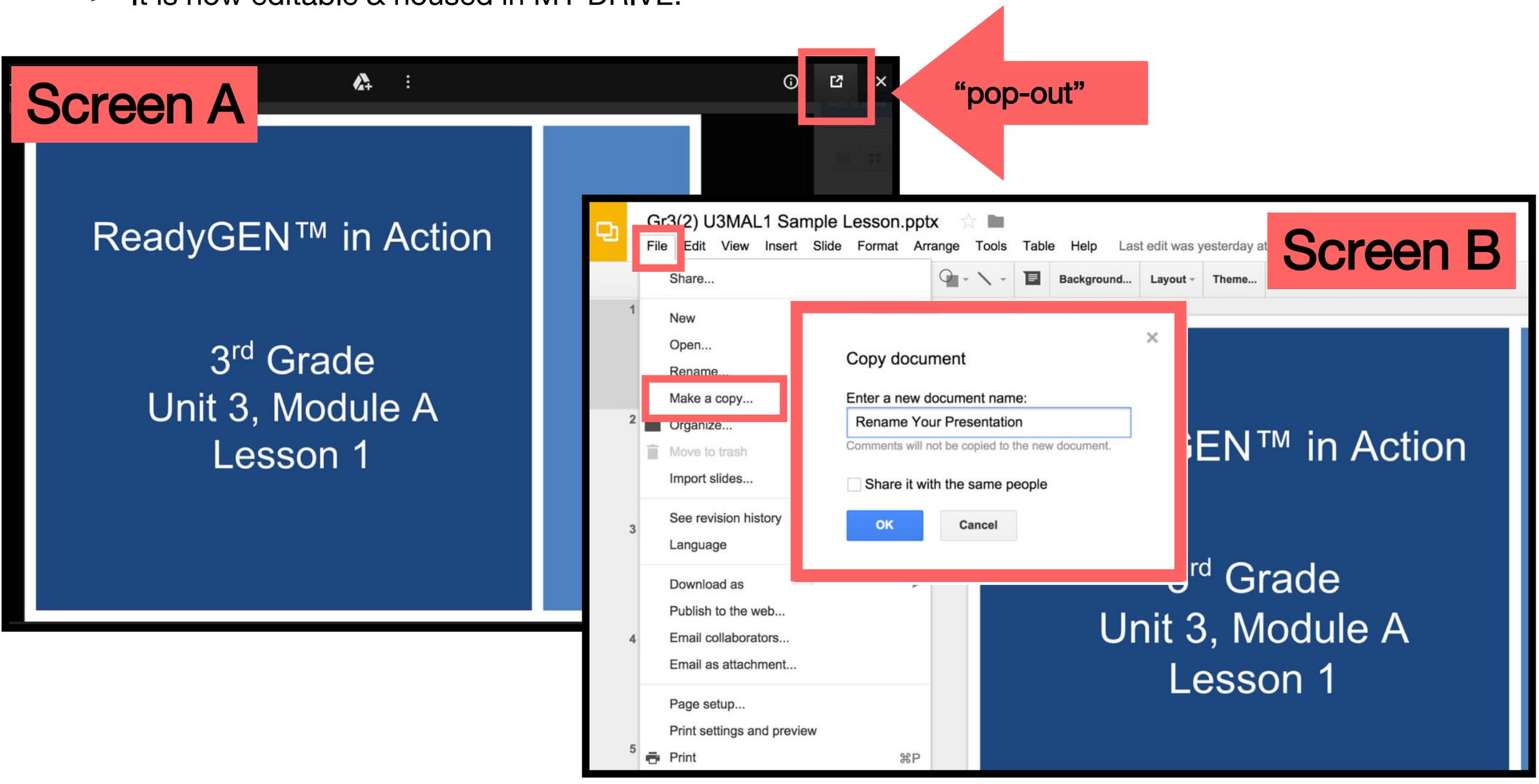
At the request of elementary teachers, a team of Bethel & Sumner educators met as a committee to create Eureka slideshow presentations. These presentations are not meant as a script, nor are they required to be used. Please customize as needed. Thank you to the many educators who contributed to this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

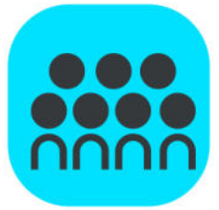
Personal White Board

Problem Set

Manipulatives Needed

Fluency

Think Pair Share



Whole Class

Individual

Partner

Small Group

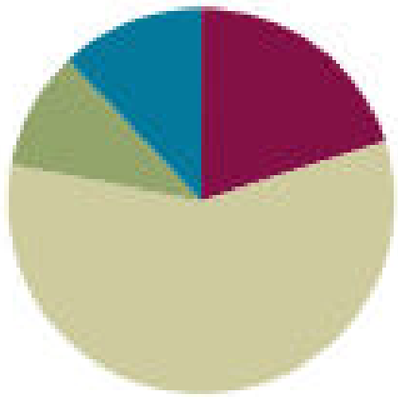
Small Group Time

Lesson 1

Objective: Compare lengths using *taller than* and *shorter than* with aligned and non-aligned endpoints.

Suggested Lesson Structure

Fluency Practice	(10 minutes)
Application Problem	(5 minutes)
Concept Development	(29 minutes)
Student Debrief	(6 minutes)
Total Time	**(50 minutes)**



Materials Needed

Teacher

- Heavy book
- Piece of ribbon 1 meter long
- 2 chairs
- 2 different lengths of string
- 2 pencils of different lengths
- 2 strips of paper (a longer blue one and a shorter red one)

Materials Needed

Students

- Pennies
- Lesson 1 Fluency Template-Number Paths

I can compare lengths using *taller than* and *shorter than* with even and uneven endpoints

Tell the Hidden Number-4 min.

We are going to play a game with partners

Partner A will close their eyes

Partner B will hide one of the numbers on the number path with a penny and then tell Partner A to open their eyes

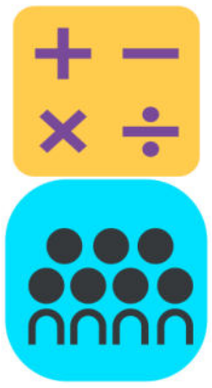
Tell the Hidden Number

Partner A will say what the hidden number is

Partners will switch roles and play again

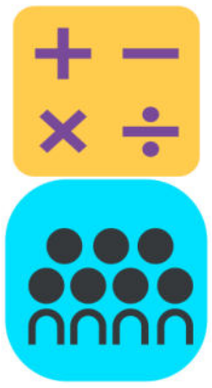
5-Group Finger Counting-2 min.

Quick! Show me 5!



5-Group Finger Counting

Show me one more



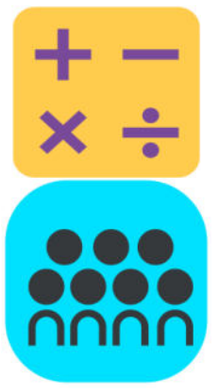
5-Group Finger Counting

We can count from 5 like this

5 *(push out the left hand)*

1 more *(push out the thumb of the right hand)* **is…**

6! *(push both the left hand and the thumb of the right hand)*



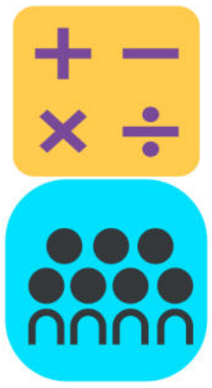
5-Group Finger Counting

Try it with me. Ready?

5 *(push out the left hand)*

1 more *(push out the thumb of the right hand)* **is…**

6! *(push both the left hand and the thumb of the right hand)*



5-Group Finger Counting

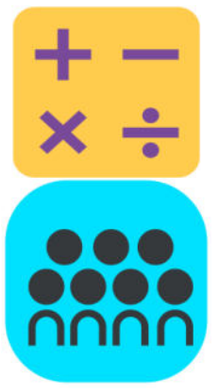
Stay there at 6

Now, show me 1 more

5-Group Finger Counting

How many fingers are you showing on your left hand?

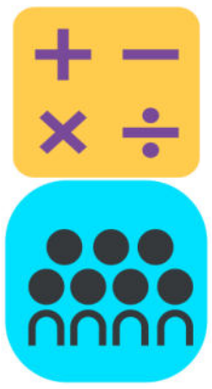
5



5-Group Finger Counting

How many fingers are you showing on your right hand?

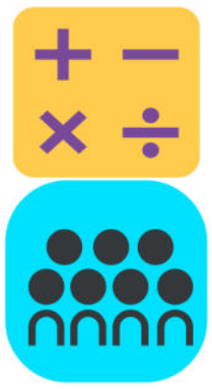
2



5-Group Finger Counting

How many fingers are you showing in all?

7



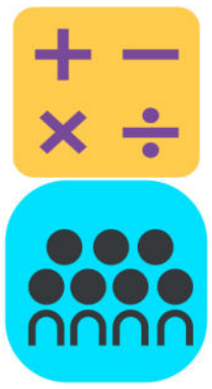
5-Group Finger Counting

So, this time, we'll say it this way

5 *(push out the left hand)*

2 more *(push out the thumb and index finger of the right hand)* is…

7! *(push out both the left hand and the thumb and index finger of the right hand)*



5-Group Finger Counting

Try it with me. Ready?

5 *(push out the left hand)*

2 more *(push out the thumb and index finger of the right hand)* is…

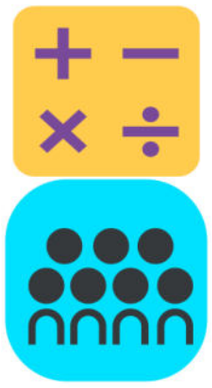
7! *(push both the left hand and the thumb of the right hand)*

Say Ten Push Ups- 4 min.

You’ve gotten so good at counting to ten. It’s time to start counting higher!

Next is ten 1

Say that for me

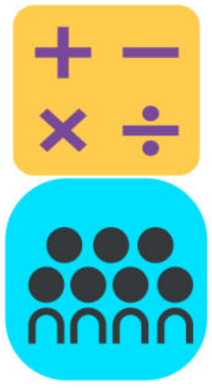


Say Ten Push Ups

We can show it on our hands like this:

Ten *(push out both hands, palms out, as if doing a push-up exercise in the air, and then pause with closed fists close to body)*

1 *(push out the right hand pinky finger)*

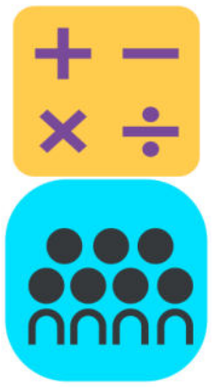


Say Ten Push Ups

It’s your turn. Ready?

Ten *(push out both hands, palms out, as if doing a push-up exercise in the air, and then pause with closed fists close to body)*

1 *(push out the right hand pinky finger)*

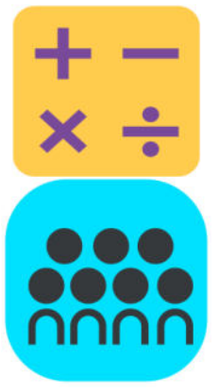


Say Ten Push Ups

Next is ten 2. We do it like this

Ten *(push out both hands as if doing a push-up exercise in the air)* and *(closed fists, close to body)*

2 *(push out the right hand pinky and ring fingers)*

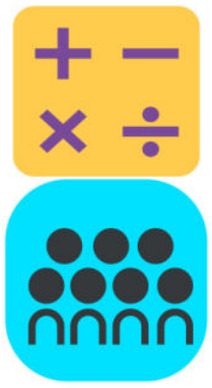


Say Ten Push Ups

It’s your turn now. Ready?

Ten *(push out both hands as if doing a push-up exercise in the air)* and *(closed fists, close to body)*

2 *(push out the right hand pinky and ring fingers)*

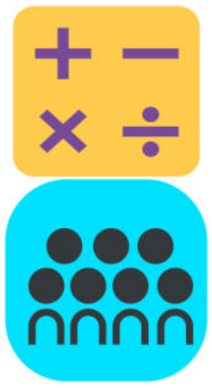


Say Ten Push Ups

Next is ten 3

Ten *(push out both hands as if doing a push-up exercise in the air)* and *(closed fists, close to body)*

3 *(push out the right hand pinky, ring, and middle fingers)*



Say Ten Push Ups

Your turn!

Ten *(push out both hands as if doing a push-up exercise in the air)* and *(closed fists, close to body)*

3 *(push out the right hand pinky, ring, and middle fingers)*

Application Problem- 5 min.

With your partner, look at the photos of the buildings on the next slide

Talk about how they are the same and how they are different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Apply for a
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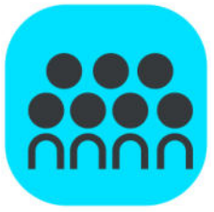
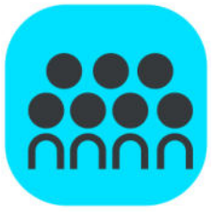


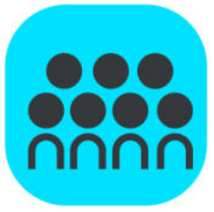
Application Problem

When we compare and say it is bigger, let’s think about what we mean



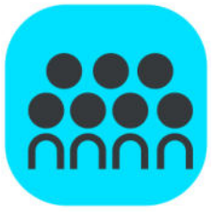
Application Problem

Do we mean that it is heavier, like this book is heavier than this ribbon?



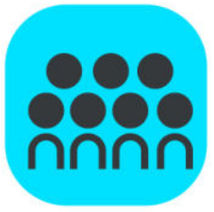
Application Problem

Do we mean that it is longer, like this ribbon is longer than this book?



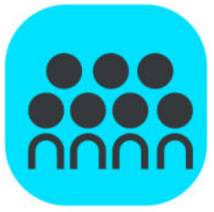
Application Problem

Do we mean it takes up more space, like this book takes up more space than this ribbon when it is all squished together?



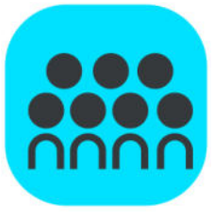
Application Problem

Do we mean to compare the number of things, like the number of books and ribbons?



Application Problem

Do we mean to compare the number of things, like the number of books and ribbons?



Application Problem

So, we can compare things in different ways!

Today, let’s compare by thinking about how much longer or shorter one thing is than another thing

Concept Development- 29 min.

We are going to have a magic show!

I’m going to need several volunteers to help today

Volunteer #1 come stand by me

Concept Development

What do you notice about our heights?

Concept Development

I am **taller** than my volunteer

We say that my volunteer is **shorter** than I am

Concept Development

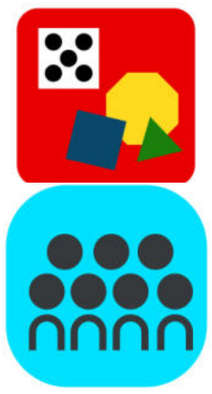
Now watch my magic… ABRACADABRA!

Concept Development

It’s magic! Isn’t my volunteer taller than I am now?

Concept Development

So, even though their head is above mine right now, am I still taller than my volunteer?



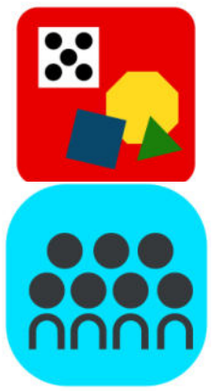
Concept Development

Hmmm. Thanks anyway, volunteer #1.

I’ll need a new volunteer to help with my next magic trick

Concept Development

Volunteer #2 what do you notice about the strings?



Concept Development

This string is longer than the other one

Concept Development

ABRACADABRA! Now it’s shorter than the other one. It’s magic!

Concept Development

I have two pencils

One pencil is shorter than the other one

Now, close your eyes

Concept Development

ABRACADABRA! Look at the pencils now. They are the same length! It’s magic!

Concept Development

Volunteer #3, come look at my pencils and tell the class what you see.

Concept Development

The endpoints of the pencils need to be in the same place for us to compare them fairly

Now, you will get a chance to be the magicians

Concept Development

You and your partner will have two strips of paper

Compare to see which one is longer

Concept Development

With your partner, see if you can find a way to make the red one look longer than the blue one

What happens if you line up the ends of the strips with the edge of your desk?

Concept Development

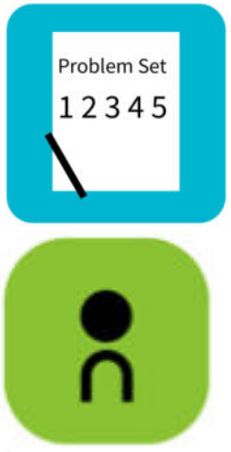
This reminds me of the number work we did with counters

Remember, even when we moved our counters around in different ways, we still had the same number of things

How is that similar to what you just saw?

Concept Development

Now, we will think about taller than and shorter than while we look at our Problem Set



Problem Set-10 min.

For each pair, circle the longer one. Imagine the paper strips are lying flat on a table

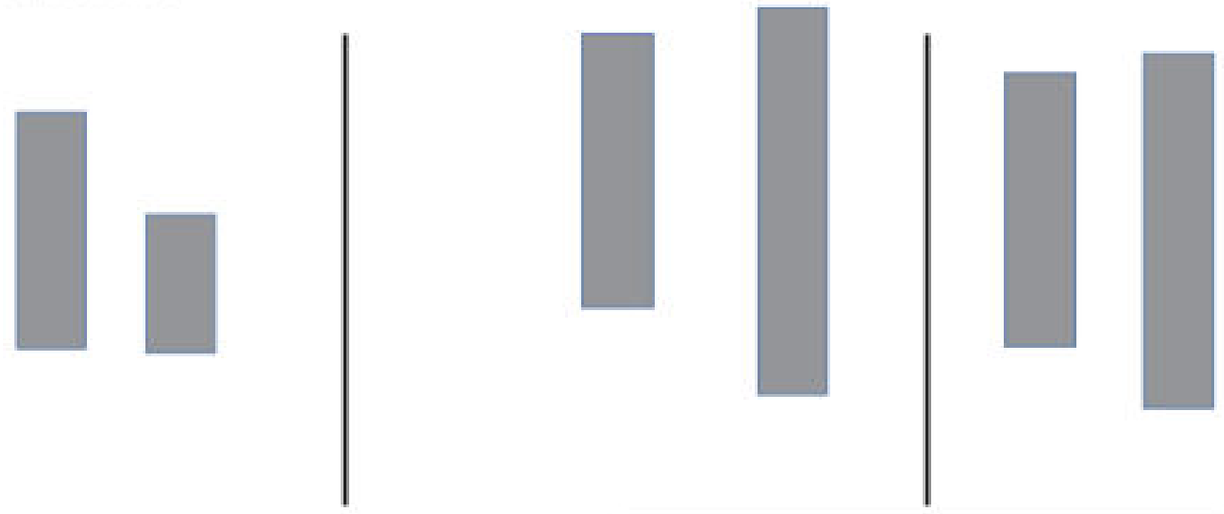
Draw a flower that is taller than the vase

Draw a tree that is taller than the house

Problem Set

Name _____ Date _____

For each pair, circle the longer one. Imagine the paper strips are lying flat on a table.



Draw a flower that is taller than the vase.

Draw a tree that is taller than the house.

Debrief-6 min.

Lesson Objective: Compare lengths using taller than and shorter than with aligned and non-aligned endpoints.

Debrief

- What did you notice when we were looking at the pencils?
- What did you notice when we were comparing the strings?
- How did you know which paper strip on your Problem Set was longer than the other?
- How did you know which paper strip on your Problem Set was shorter than the other?
- Explain to your partner how you were able to draw the flower taller than the vase. Did your partner think the same way?
- When we started our lesson, we thought about how we might compare things. What were we comparing today? How heavy something is, how long something is, how many of something there are, or how much space something takes up?