

Eureka Math

Kindergarten Module 3 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.

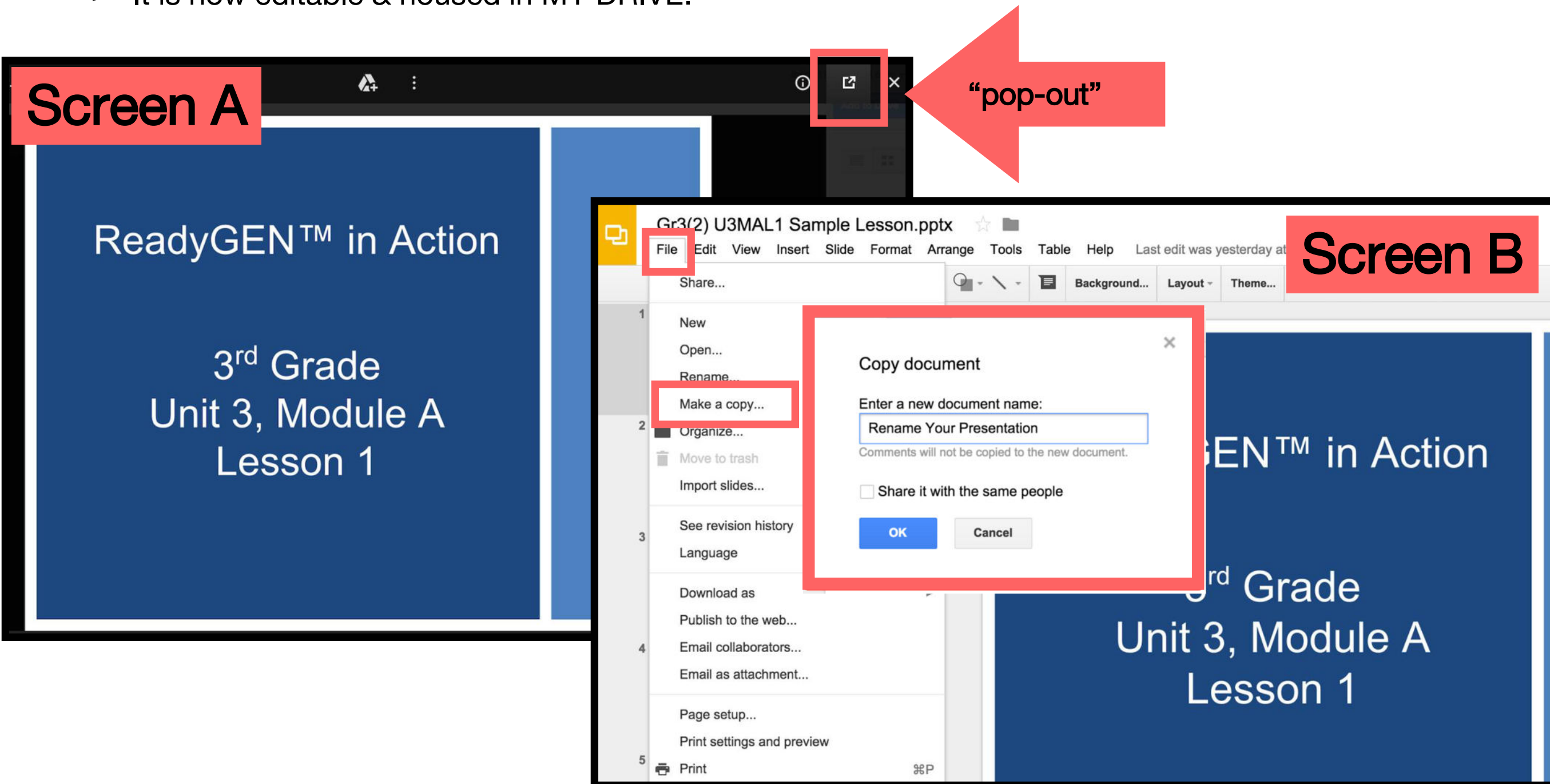


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Customize this Slideshow

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



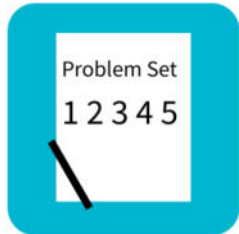
Read, Draw, Write



Learning Target



Personal White Board



Problem Set



Manipulatives Needed



Fluency



Think Pair Share



Whole Class



Individual



Partner



Small Group



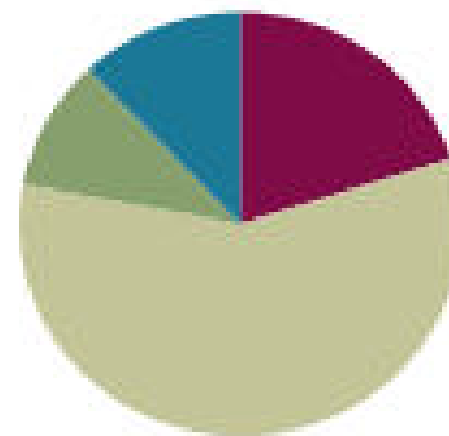
Small Group Time

Lesson 2

Objective: Compare length measurements with string.

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

- Marker, crayon
- String, scissors, masking tape



Materials Needed

Students

- Bags of beans
- Laminated paper or foam work mat
- Dice
- String, scissors, clipboard, pencil
- Longer or shorter recording sheet template



I can compare length measurements with string.



Show Me Taller and Shorter-3min.

T: Let's use our hands to show taller and shorter. For taller, we'll do this...

T: To show shorter, we'll do this...

T: Let's practice. Show me taller.

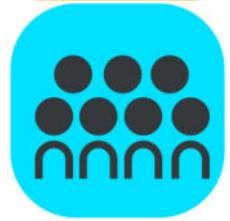
T: Show me shorter.



Show Me Taller and Shorter

T: Look at my marker (hold a marker upright), and look at my crayon. Is the crayon shorter or taller?

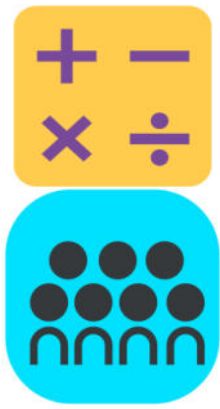
T: Show me the gesture for taller if you think the crayon is taller. Show me the gesture for shorter if you think the crayon is shorter.



Say Ten Push-Ups 3min.

T: You've gotten so good at counting to ten. It's time to start counting higher! Next is ten 1. Repeat, please.

T: 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). It's your turn. Ready?



Make It Equal-4 min.

1. Teacher introduces the term equal as meaning the same number.
2. Both partners roll the dice and put the same number of beans on their work mat as dots shown on the dice.
3. Partner A has to make his beans equal to his partner's by taking off or putting on more beans. Partner B counts to verify.
4. Switch roles and play again.

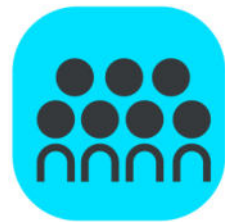


Application Problem

5 min.

Draw a picture of something you have seen that is very tall.

Compare your picture to your friend's. Is the item in her drawing taller than or shorter than yours? Are you sure? How can you find out?



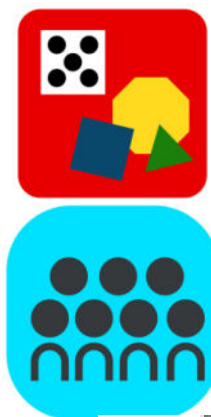
Concept Development

29 min.

Today, your job will be to compare the Length or height of things in our classroom to the length of a piece of string. You will each have a string of your own to use.

First, I will make one for myself.

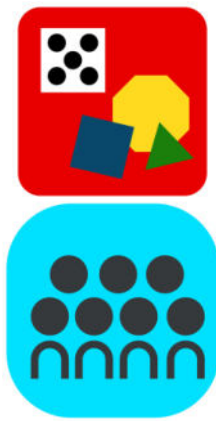
I want my string to be this long. Now, I want to compare it to some things in the room. Let's make a chart.



Concept Development

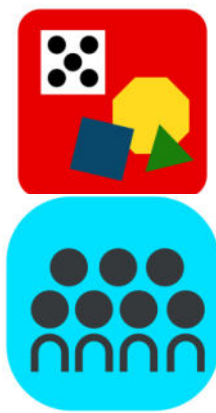
These things are *longer than* my string.

These things are *shorter than* my string.



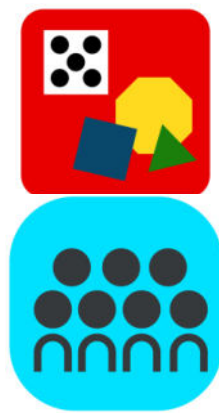
Concept Development

Now, you and your partner will help each other make your special measuring strings. Show your partner how long you would like your string to be, and then he can help you cut it. Be sure to label your strings with a piece of masking tape and your initials, because otherwise, they will look a lot alike.



Concept Development

Here are clipboards and your own charts just like the one on the board. Use your strings to compare lengths. Find at least five things that are longer than your string and at least five things that are shorter than your string. Draw them on your charts. Maybe you will discover something that is the same length as your string! If you do, draw it on the back of your sheet.



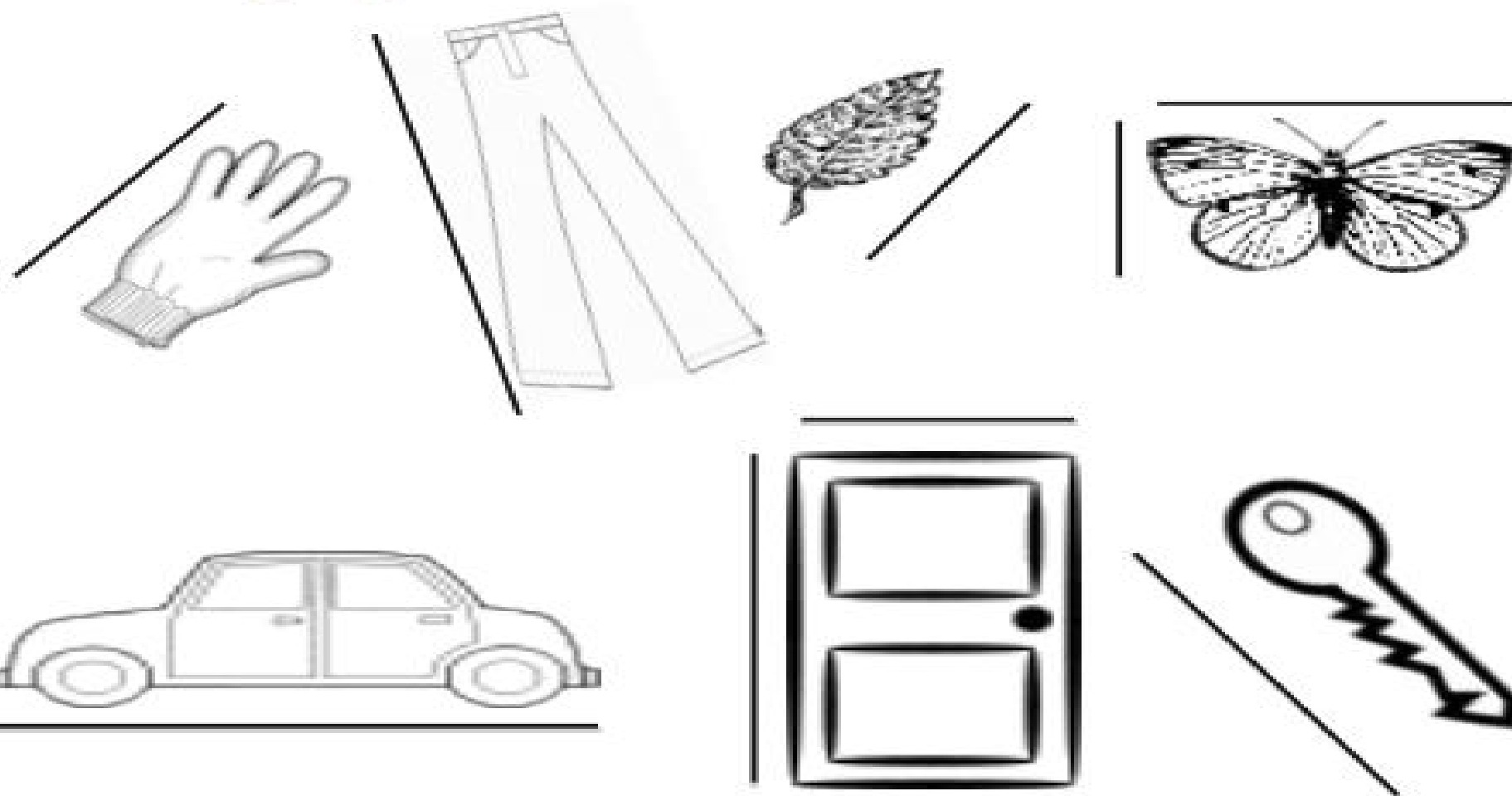
Concept Development

Who would like to show and share some things that he or she discovered? Did you find any things what are almost the same length as your string?

Put your string in your pocket or backpack. You can measure more things after school and at home tonight.

Problem Set

Cut out the picture of the string at the bottom of the page. Compare the string with each object to see which is longer. Use the line next to each object to help you compare. Color objects shorter than the string green. Color objects longer than the string orange.



On the back of your paper, draw something longer than, shorter than, and the same length as the picture of the string. Color objects shorter than the string green. Color objects longer than the string orange.



Debrief-6 min.

Lesson Objective: Compare length measurements with string.



Debrief

- What did you notice as you compared each object to the string?
- Did you do anything different as you compared the lengths? What did you need to be sure to do? Why?
- Did you predict if the string would be shorter than or longer than before you measured?
- Explain to your partner how you compared the heights. Did your partner do anything different?
- Does it matter which way you compare two objects? Why? How did you compare the string and the door?

Debrief

- What new math vocabulary did we use today to communicate precisely?
- How did the Application Problem connect to today's lesson?
- Did your partner find something that was longer for his string that was shorter for yours? Did she find something that was shorter for her string that was longer for yours? Why did that happen?