

Eureka Math

Kindergarten Module 3 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

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- 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



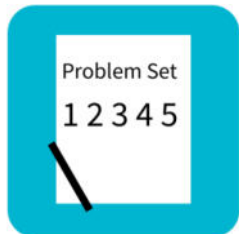
Read, Draw, Write



Learning Target



Personal White Board



Problem Set



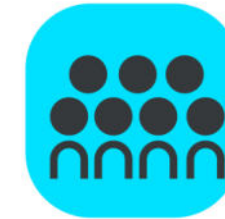
Manipulatives Needed



Fluency



Think Pair Share



Whole Class



Individual



Partner



Small Group



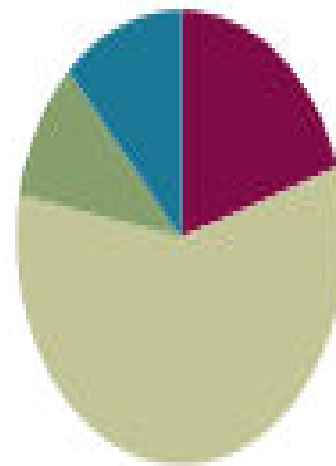
Small Group Time

Lesson 3

Objective: Make a series of *longer than* and *shorter than* comparisons.

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

Students

- Hidden numbers mat (fluency template) inserted into personal white board
- Longer than and shorter than work mat (template).
- Popsicle stick and prepared paper bag filled with various items to measure (eg. pencil, eraser, glue stick, toy car, small block, 12-inch piece of string, marker, child's scissors, crayon, tower of 5 linking cubes) per pair



I can make a series of *longer than* and *shorter than* comparisons.



Say Ten Push-Ups 3min.

Conduct activity as outlined in Lesson 1, but now continue to ten 5, encouraging students to predict what comes next in the pattern.



Hidden Numbers

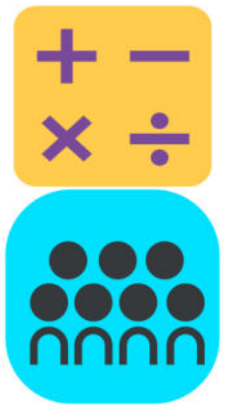
(5 as the Whole)-4min.

Touch and count the fish on your mat. Raise your hand when you know how many. (Wait for all hands to go up, and then give the signal.) Ready?

T: Put an X on 5 of the fish. We're not going to count those fish right now. Pretend they swam away!

T: Circle a group of 4 from the fish who didn't swim away.

T: How many fish are left?



Hidden Numbers

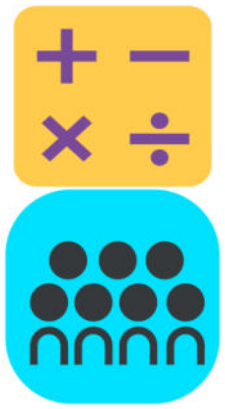
Erase your board. Put an X on 5 of the fish again to show they swam away. How many fish did not swim away?

T: Now, this time, circle a group of 2. Circle another 2

T: How many fish have you circled so far?

T: Circle 1 more. Now, how many are circled?

T: Erase your board



Hidden Numbers

Put an X on 5 of the fish again to show they swam away. How many fish did not swim away?

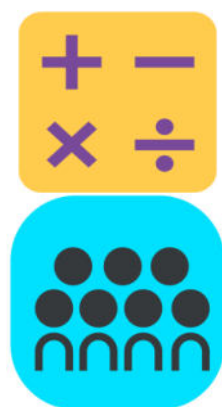
T: This time, circle a group of 3.

T: Circle a group of 2.

T: How many are in the larger group?

T: How many are in the smaller group?

T: How many did you circle all together?



Make It Equal-3 min.

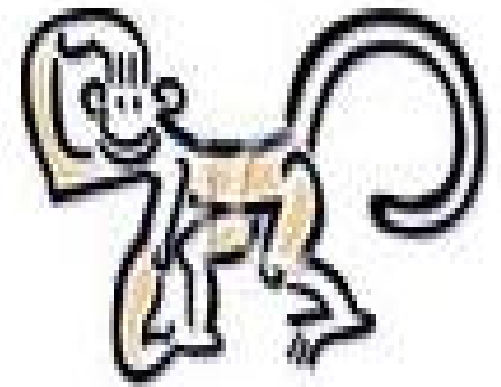
Conduct activity as outlined in Lesson 2, but now have students line up their beans (up to 10 beans) in horizontal rows or vertical columns.





Application Problem

5 min.

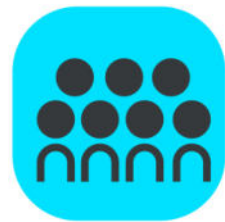


Draw a monkey with a very long tail.

Draw a monkey with a very short tail.

Now, draw a yummy banana for the monkeys to share. Is the banana longer than or shorter than the tail of the first monkey?

Is it longer than or shorter than the tail of the second monkey? Tell your partner what you notice.



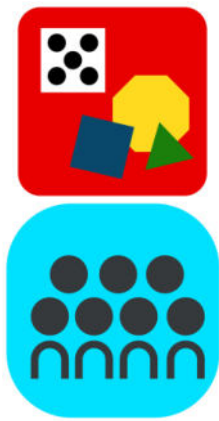
Concept Development

29 min.

T: Today, you and your partner have a mystery bag!

Each of you close your eyes, and take something out of the bag. Put the objects on your desk.

T: Here is a popsicle stick. Take one of your objects, and compare its length to the popsicle stick. (Select a pair of students to demonstrate. Model and have students repeat. Correct longer than and shorter than language, if necessary.) Student A, what do you notice? Student B?

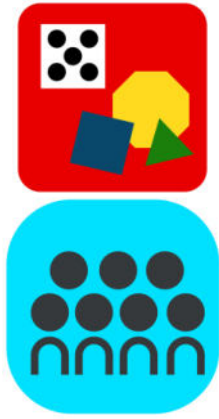


Concept Development

Take out another object, and compare it to the popsicle stick. Tell your partner what you observe.

(Allow time for students to compare the rest of the objects in the bag with the stick.)

T: How could we use the popsicle stick to help us sort these objects?

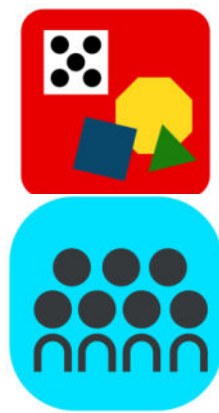


Concept Development

Good idea. Here is a work mat to help you with your sort. (Distribute work mats to students, and allow them to begin.)

During the activity, students may line up objects by size within the sort category.

What if you put away your popsicle stick and used your toy car instead to help you sort?

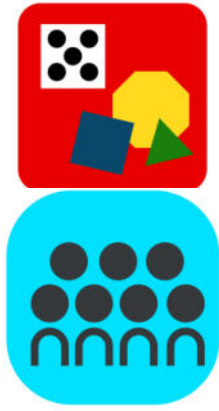


Concept Development

Which objects would you need to move? Let's find out.

This time, use your toy car to measure the other things. (Continue the exercise through several iterations, each time sorting with respect to the length of a different object from the bag.)

Did you notice anything during your sorting?

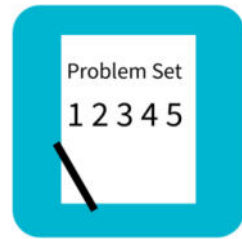


Concept Development

I have two pencils

One pencil is shorter than the other one

Now, close your eyes

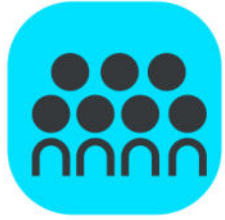


Problem Set- 10min.

Directions: Pretend that I am a pirate who has traveled far away from home. I miss my house and family. Will you draw a picture as I describe my home? Listen carefully, and draw what you hear.

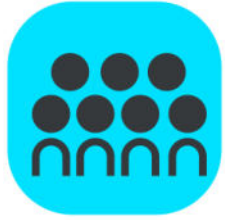
- Draw a house in the middle of the paper as tall as your pointer finger.
- Now, draw my daughter. She is shorter than the house.
- There's a great tree in my yard. My daughter and I love to climb the tree. The tree is taller than my house.
- My daughter planted a beautiful daisy in the yard. Draw a daisy that is shorter than my daughter.
- Draw a branch lying on the ground in front of the house. Make it the same length as the house.
- Draw a caterpillar next to the branch. My parrot loves to eat caterpillars. Of course, the length of the caterpillar is shorter than the length of the branch.
- My parrot is always hungry, and there are plenty of bugs for him to eat at home. Draw a ladybug above the caterpillar. Should the ladybug be shorter or longer than the branch?
- Now, draw some more things you think my family would enjoy.

Show your picture to your partner, and talk about the extra things that you drew. Use *longer than* and *shorter than* when you are describing them.



Debrief-6 min.

Lesson Objective: Make a series of *longer than* and *shorter than* comparisons.



Debrief

- What did you notice when you changed the object you were comparing within our mystery bag activity?
- What did you think about when you were deciding how to draw the pirate's daughter?
- What did you think about when you were deciding how to draw your caterpillar?
- How were the words longer than and shorter than useful when you were telling your partner about your picture?