

# Eureka Math

## Kindergarten Module 3 Lesson 4

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Directions for customizing presentations are available on the next slide.



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## Reflecting your Teaching Style and Learning Needs of Your Students

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- 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.
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- It is now editable & housed in MY DRIVE.



# Icons



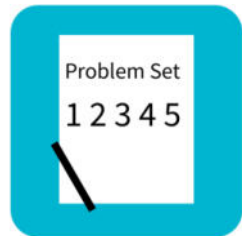
Read, Draw, Write



Learning Target



Personal White Board



Problem Set



Manipulatives Needed



Fluency



Think Pair Share



Whole Class



Individual



Partner



Small Group



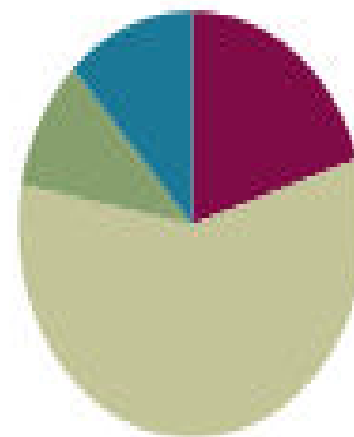
Small Group Time

## Lesson 4

**Objective:** Compare the length of linking cube sticks to a 5-stick.

### Suggested Lesson Structure

■ Fluency Practice	(10 minutes)
■ Application Problem	(5 minutes)
■ Concept Development	(29 minutes)
■ Student Debrief	(6 minutes)
<b>Total Time</b>	<b>(50 minutes)</b>





# Materials Needed

## Students

- Bag of loose linking cubes per pair: 40 red and 15 of another color or 30 of one color and 24 of another depending on how you build the stairs.
- Longer or shorter mat (template)



I can compare the length of linking cube sticks to a 5-stick.



# Show Me Longer and Shorter (3 min)

Conduct activity as described in Lesson 2, but with *longer* and *shorter*. Now, students extend their hands from side to side to indicate length.



# Show Me Fingers the Say Ten Way-4 min.

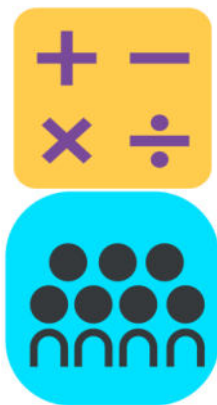
You're getting very good at counting on your fingers the Say Ten way! Show me ten 1.

T: Show me ten 2.

S: 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 left hand pinky and ring fingers).

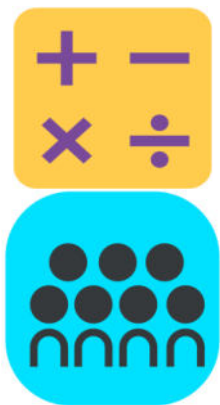
Continue in a predictable pattern and then randomly.





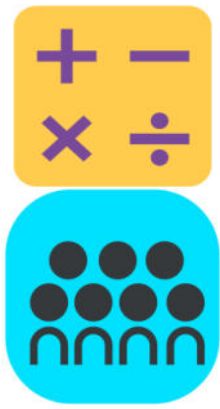
# 5-Group Finger Counting-3 min.

Quick! Show me 5!



# 5-Group Finger Counting

Show me one more



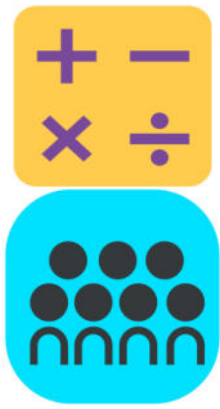
# 5-Group Finger Counting

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*)



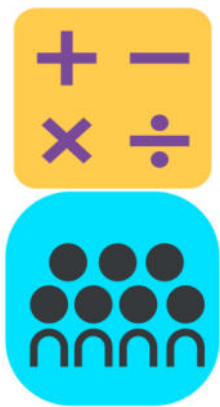
# 5-Group Finger Counting

Try it with me. Ready?

**5** (*push out the left hand*)

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

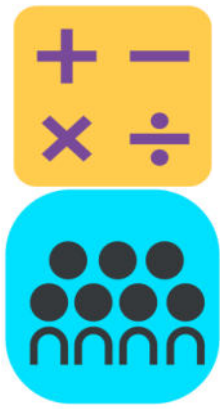
**6!** (*push both the left hand and the thumb of the right hand*)



# 5-Group Finger Counting

Stay there at 6

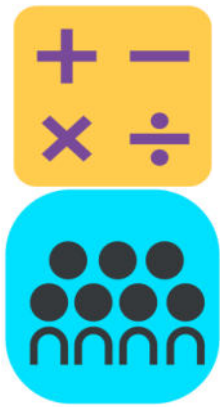
Now, show me 1 more



# 5-Group Finger Counting

How many fingers are you showing on your left hand?

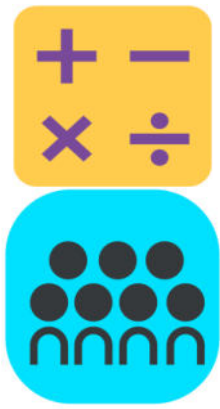
5



# 5-Group Finger Counting

How many fingers are you showing on your right hand?

2

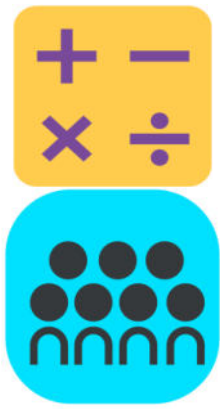


# 5-Group Finger Counting

How many fingers are you showing in all?

7





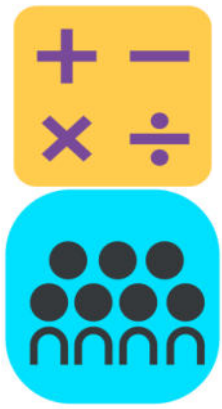
# 5-Group Finger Counting

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*)

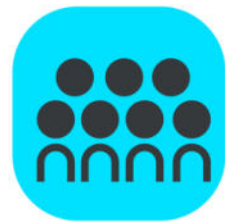


# Application Problem

I am taller than \_\_\_\_\_.

I am shorter than \_\_\_\_\_.

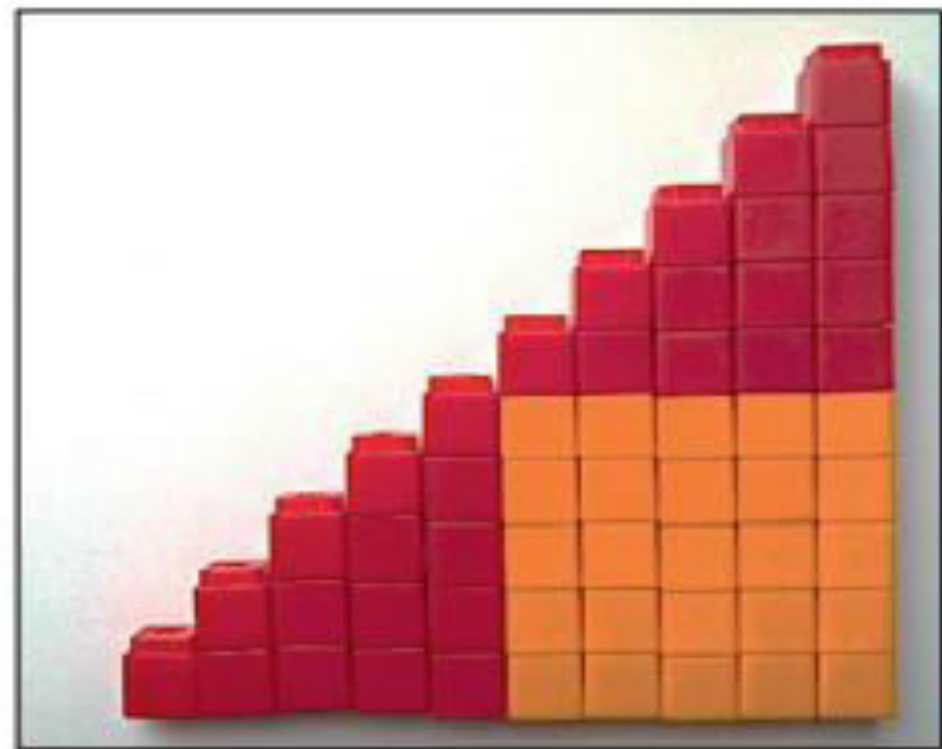
Draw 2 things on your paper that would make your sentence true. Tell your sentence to your partner. Does he agree that it is true?

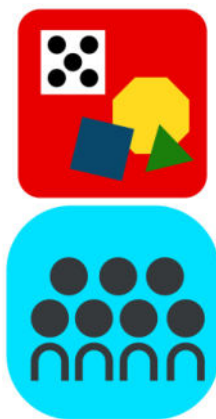


# Concept Development

## 29 min.

Do you remember the number stairs we made earlier this year? With your partner, make a set of red number stairs from 1 to 5.

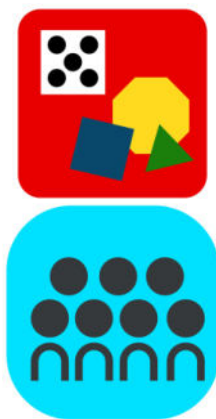




# Concept Development

What did we do to make the rest of the stairs?

You have great memories! Let's do that again. Use the rest of your red cubes (or orange cubes) to make as many 5-sticks as you can. Then, add your other cubes to make the rest of your number stairs. Put them in order so you make sure you have them all.

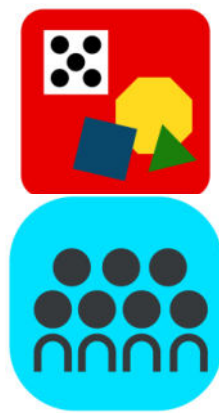


# Concept Development

What do you notice about the number stairs?

Let's count to make sure we aren't missing any!

Now, mix them all up. Can you find your 5-stick?  
Hold it up for me to see. How many cubes?



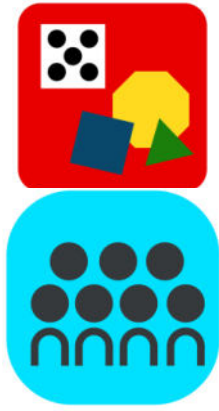
# Concept Development

Let's compare with your 5-stick!

We will use this new work mat to help us organize the rest of the stairs.(Pass out work mat.)

Choose another cube stick from your desk. Is that stick longer than or shorter than your 5-stick?

(Encourage students to use the sentence, “My \_\_\_\_\_ stick is shorter than/longer than my \_\_\_\_\_stick.”)



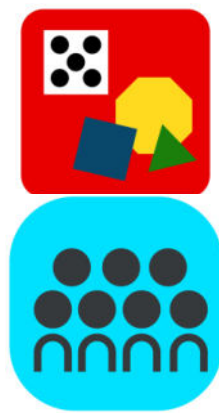
# Concept Development

If your stick is longer than your 5-stick, put it on this side of the mat. (Demonstrate.)

If it is shorter, put it on this side. (Demonstrate.)  
Choose another one. Compare it to your 5-stick.  
Which side should it go on?

Continue the activity until all sticks have been compared.



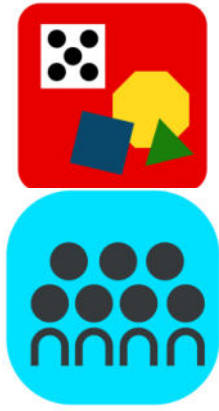


# Concept Development

Take all of the sticks off your mat, and mix them up again on your desk. Find your 5-stick.

This time, I am going to see how long it takes you to measure and sort your sticks onto your work mat. Ready? Set. Go!

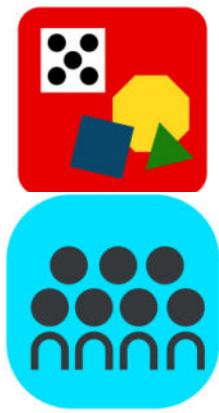
Count while students quickly sort sticks. If necessary, repeat the activity until students demonstrate fluency and confidence with comparing and sorting.



# Concept Development

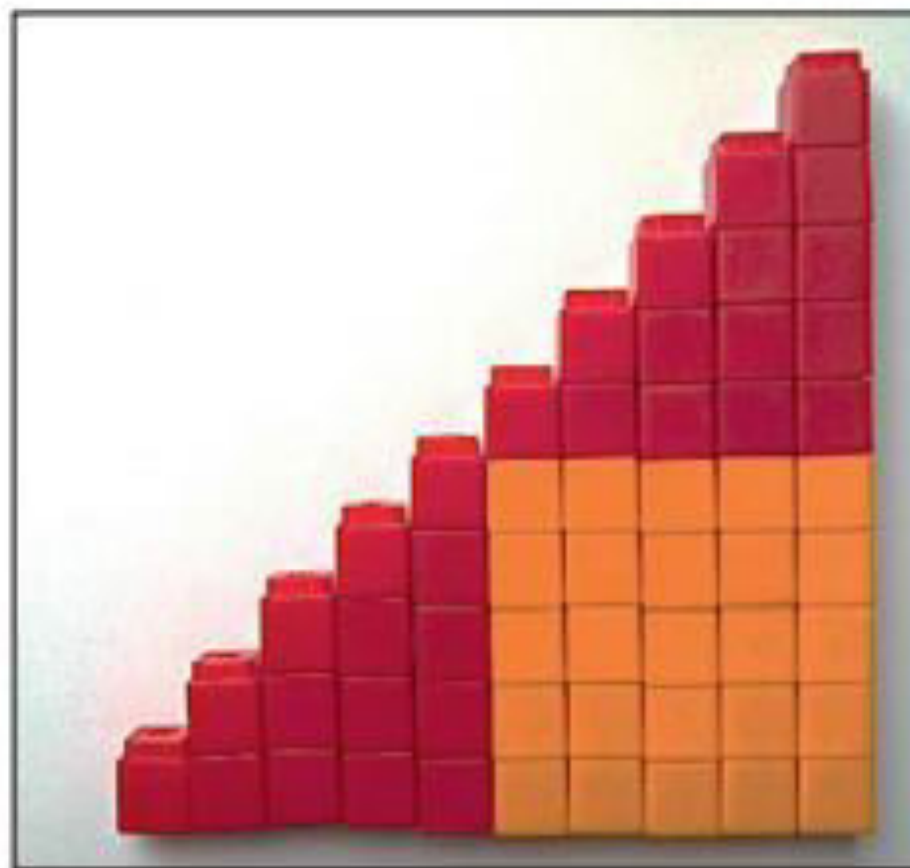
Great! Now, take a minute to look at your work mat with your partner.

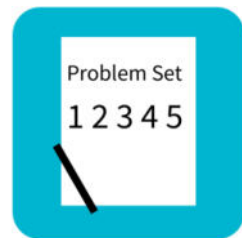
Talk about what you notice about the sticks that you sorted.



# Concept Development

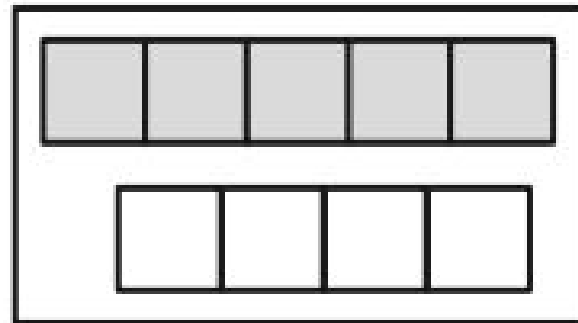
Put your sticks away carefully because we will be using them again tomorrow.



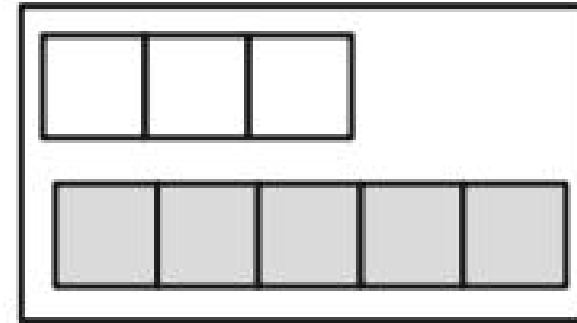


# Problem Set-10 min.

Circle the shorter stick.

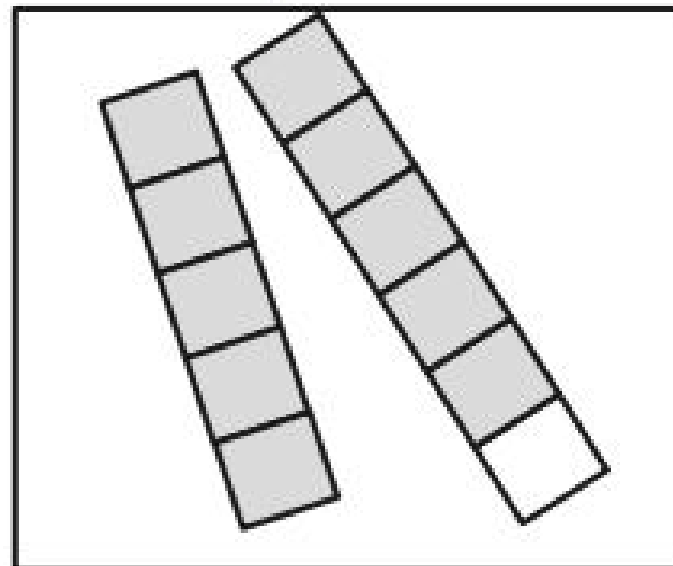


How many linking cubes are in the shorter stick? Write the number in the box.

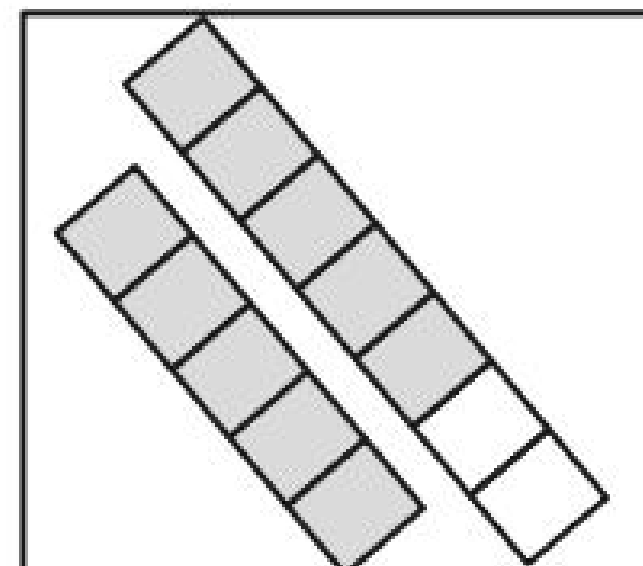


How many linking cubes are in the shorter stick? Write the number in the box.

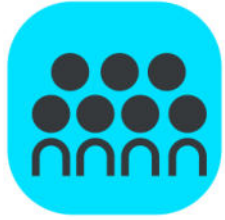
Circle the longer stick.



How many linking cubes are in the longer stick? Write the number in the box.

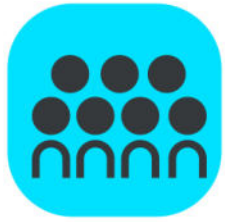


How many linking cubes are in the longer stick? Write the number in the box.



# Debrief-6 min.

Lesson Objective: Compare length of linking cube sticks to a 5-stick.



# Debrief

- How did you compare the sticks in the sorting
- activity? (Review the importance of endpoint
- alignment.)
- Was it easier to sort the sticks the second time? Why?
- When you were sorting the sticks, did you notice
- any patterns?
- Did you notice any clues from the colors of the
- sticks that helped you with your sort?