Eureka Math

Kindergarten
Module 3
Lesson 5

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.

Screen A

"pop-out"

Screen B

ReadyGEN™ in Action

3rd Grade
Unit 3, Module A
Lesson 1

Gr3(2) U3MAL1 Sample Lesson.pptx

File   Edit   View   Insert   Slide   Format   Arrange   Tools   Table   Help   Last edit was yesterday at

Background...   Layout   Theme...

Share...

New
Open...
Rename...
Make a copy...
Organize...
Move to trash
Import slides...

See revision history
Language

Download as
Publish to the web...
Email collaborators...
Email as attachment...

Page setup...
Print settings and preview
Print   ⌘P

Copy document

Enter a new document name:

Rename Your Presentation

Comments will not be copied to the new document.

☐ Share it with the same people

OK   Cancel

GEN™ in Action

3rd Grade
Unit 3, Module A
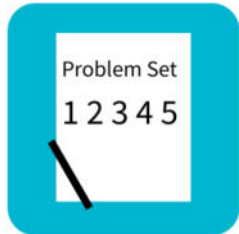Lesson 1

Icons

RDW — Read, Draw, Write

Learning Target

Personal White Board

Problem Set

Manipulatives Needed

Fluency

Think Pair Share
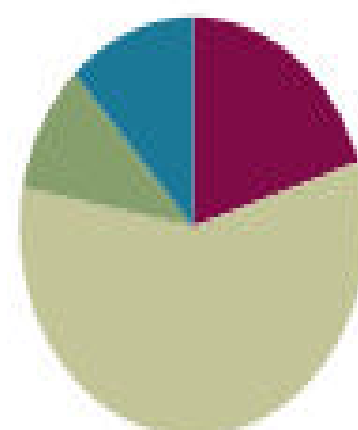
Whole Class

Individual

Partner

Small Group

Small Group Time

Lesson 5

Objective: Determine which linking cube stick is *longer than* or *shorter than* the other.

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

- 5-group cards in vertical orientation (fluency template 1)
- Dot path (fluency template 2) placed inside of a personal white board
- 1 bag of linking cube stairs from lesson 4 per pair

I can determine which linking cube stick is *longer than* or *shorter than* the other.

Show Me Longer and Shorter-2 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.
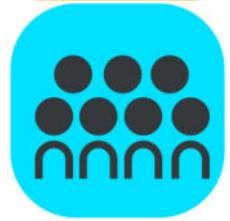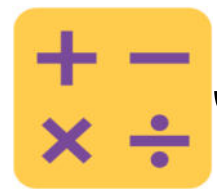
5-Group Hands-4 min.

Conduct this activity as described in Module 2, Lesson 1, but this time showing the 5-groups in the vertical orientation. Accordingly, students should put their hands side by side to represent the number.
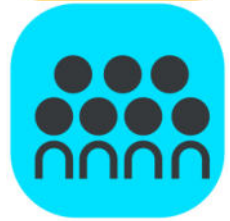
➗📱 5-Groups on the Dot Path-4 min.

Touch and count the dots on your dot path.

T: What do you notice about the dot path?

5-Groups on the Dot Path

I'm going to ask you to circle a group of dots.

 Use the color change at 5 to count and circle them as fast as you can. Ready? Circle 5.

5-Groups on the Dot Path

How did you do that so fast?

T: Erase. Get ready for your next number. Circle 6.

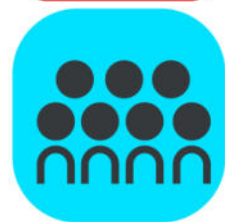T: How did you count 6?

Application Problem
5 min.

Write your name so that one letter is in each box. Begin with the box above the star. Don't skip any boxes!

You made a name train. Compare your train to your partner's. What do you notice?
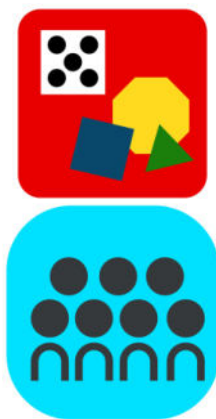
Concept Development 29 min.

With your partner, arrange your linking cube stairs from yesterday on your desk.

This time, put them in order from the tallest to shortest.

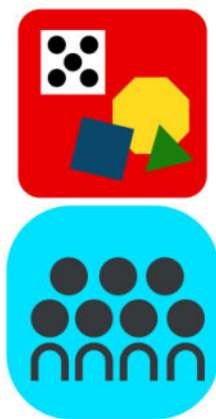Let's count to make sure they are all here. How many are in the longest stick?

Concept Development

Find your 5-stick, and hold it up. How many?

 Now, find your 2-stick, and compare it to your 5-stick. What do you notice?

 Repeat after me, "My 2 is shorter than my 5. My 5 is longer than my 2." (Hold up sticks, and demonstrate.)
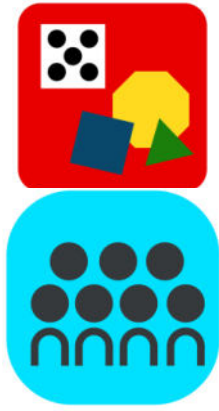
Concept Development

Put your sticks down. Find your 5 and your 4. Compare the sticks. What do you notice?

Great! Now, use your 5, and choose another stick of your own. What did you choose?

Say it with me. "The 7 is longer than the 5. The 5 is shorter than the 7." Did anyone choose a different stick? (Allow other students to tell about their choices.)
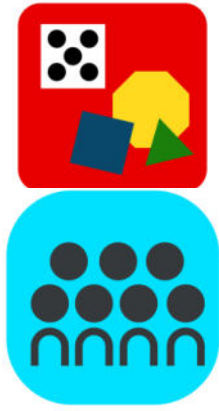
Concept Development

Do you see a stick that is shorter than the 1? Why not?

(Allow time for discussion.)

Do you see a stick that is longer than the 10? Why not? (Allow time for discussion.)

Concept Development

Mix up all of your sticks on your desk. Now, you will play a game with your partner. One of you will close your eyes and choose two sticks. When you open your eyes, quickly tell your partner which stick is longer than the other one and which stick is shorter than the other one. Make sure you tell your partner in the way that we just practiced! Then, it will be your partner's turn.
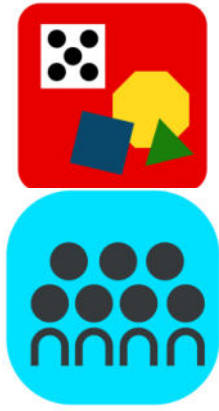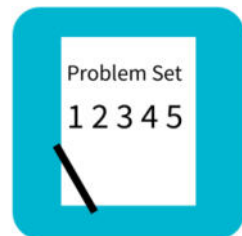
Concept Development

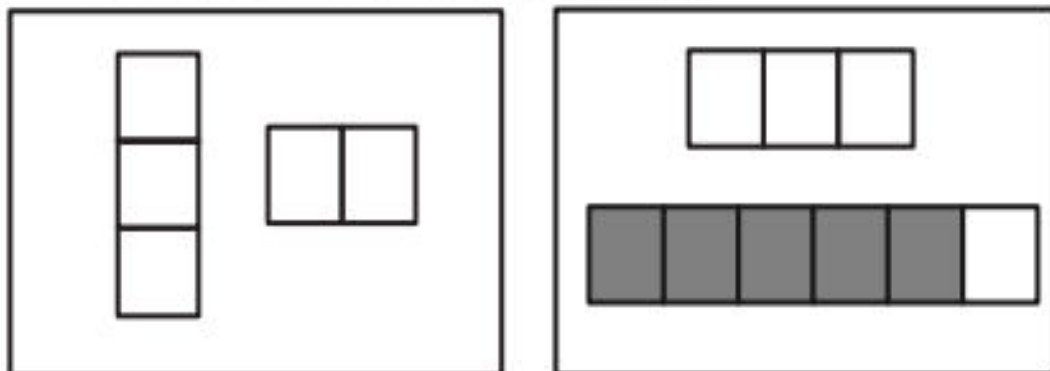What did you notice while you were playing your game? (Allow time for responses.)

Did it matter if your sticks were up, down, or sideways?

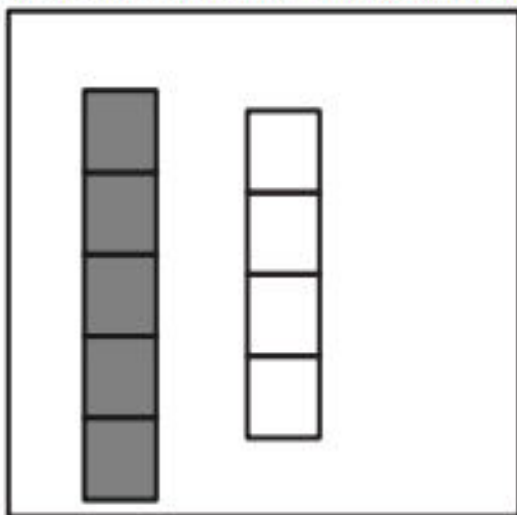Put your stairs away carefully for next time.

Problem Set-10 min
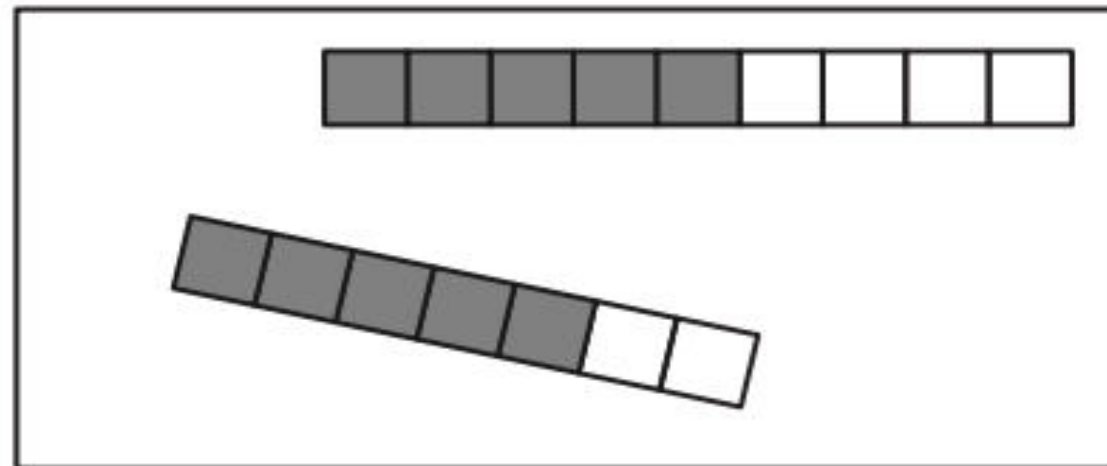
Circle the stick that is shorter than the other.

Circle the stick that is longer than the other.

My _____ -stick is longer than my _____ -stick.

My _____ -stick is shorter than my _____ -stick.

Circle the stick that is shorter than the other stick.

My _____ -stick is longer than my _____ -stick.

My _____ -stick is shorter than my _____ -stick.

On the back of your paper, draw a 6-stick.
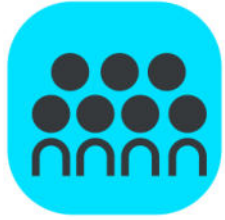
Draw a stick longer than your 6-stick.

Draw a stick shorter than your 6-stick.

OR

On the back of your paper, draw a 9-stick.
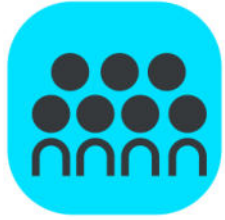
Draw a stick longer than your 9-stick.

Draw a stick shorter than your 9-stick.

Debrief-6 min.

Lesson Objective:

Determine which linking cube stick is longer than or shorter than the other.

Debrief

- When you were asked to draw a stick taller or shorter than 6 or 9 cubes, what did you draw?
- Did you all choose to draw the same stick? What else could you have chosen?
- How did you compare the lengths of your sticks?
- Tell your partner about the number of cubes in the stick you drew using the sentence, "My _____stick is longer than/shorter than my_____stick."
- Turn to your partner, and tell him something you could teach or share with your family tonight about length. Be sure to use the words longer than and shorter than.