Eureka Math

Kindergarten
Module 3
Lesson 6

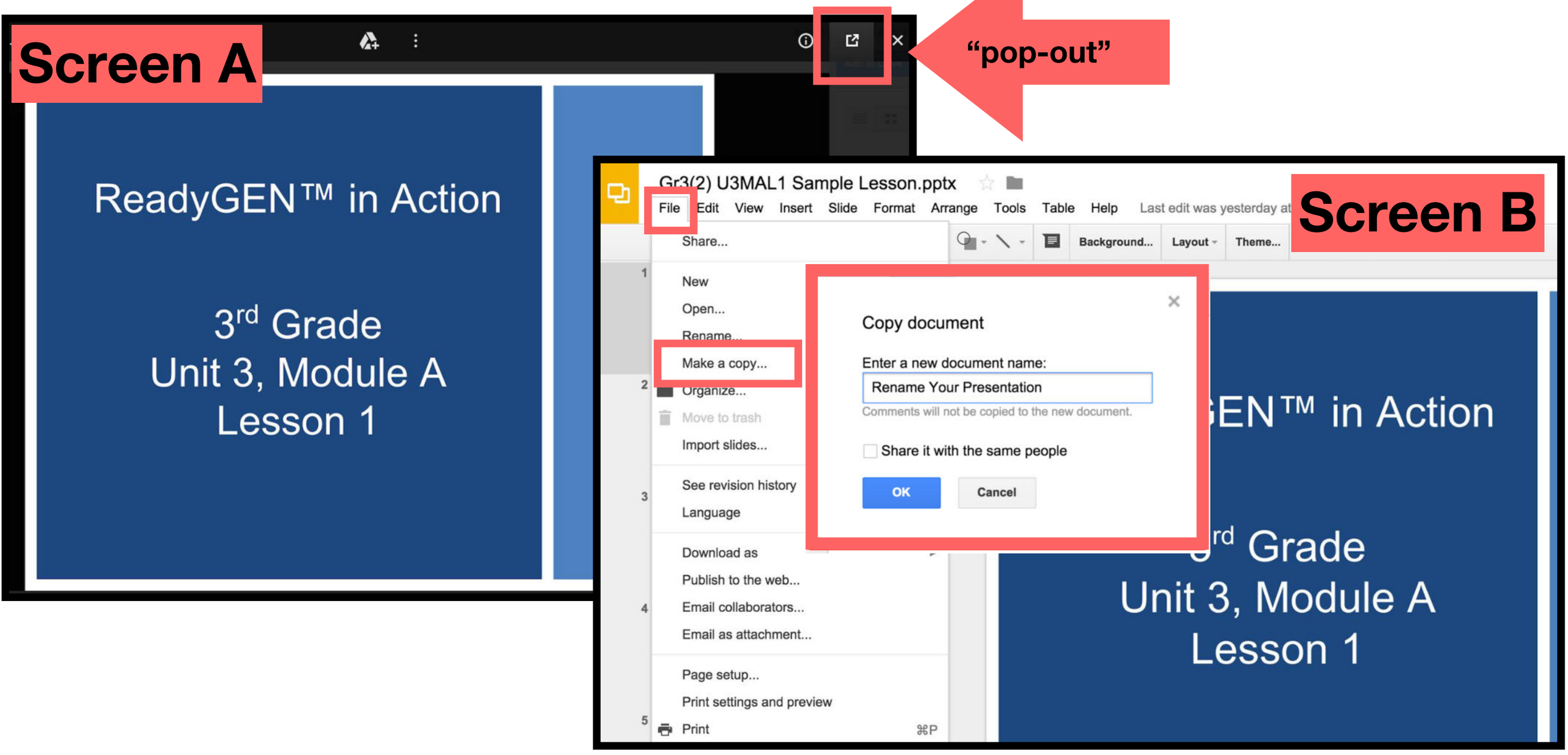
At the request of elementary teachers, a team of Bethel & Sumner educators met as a committee to create Eureka slideshow presentations. These presentations are not meant as a script, nor are they required to be used. Please customize as needed. Thank you to the many educators who contributed to this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

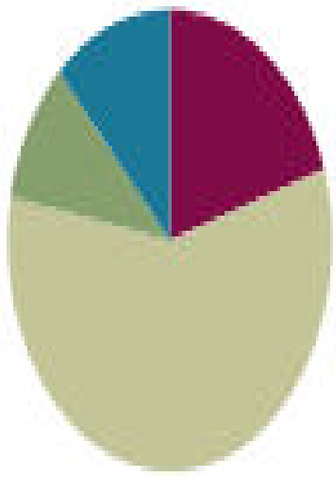
Small Group Time

Lesson 6

Objective: Compare the length of linking cube sticks to various objects.

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

- (T) 20-bead Rekenrek

Materials Needed

Students

- Hidden numbers mat (lesson 3 fluency template) inserted into personal white board
- Crayon, paper, bag of linking cube stairs
- Bag of linking cube number stairs and paper bag filled with various items to measure (e.g., pencil, eraser, glue stick, toy car, small block, 8-inch piece of string, marker, child's scissors, crayon) per pair

I can compare length of linking cube sticks to various objects.

Show Me Taller and Shorter-3 min.

Note: This kinesthetic fluency activity reviews vocabulary.

Conduct the activity as described in Lesson 2, but with *longer* and *shorter*.

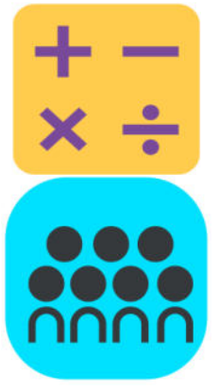
Now, students extend their hands from side to side to indicate length.

Counting the Say Ten Way with the Rekenrek-4 min.

We can count with the Rekenrek the same way we do our Say Ten push-ups. How many do you see?

Here’s 1 more. (Slide over 1 bead on the bottom row.) That’s what ten 1 looks like on the Rekenrek.

How many do you see?



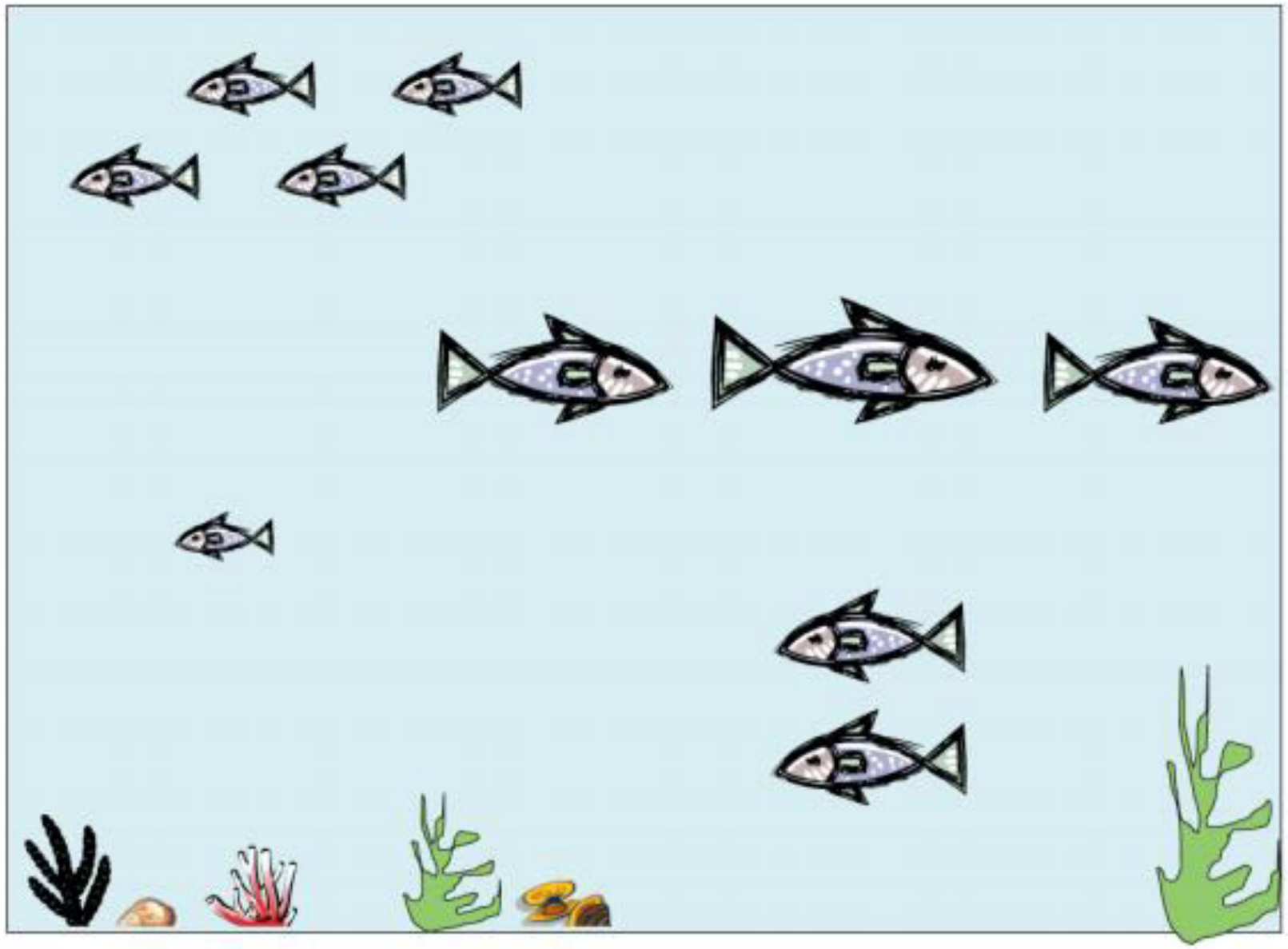
Counting the Say Ten Way with the Rekenrek

(Slide 1 more bead over on the bottom row.) How many do you see?

(Slide 1 more bead over on the bottom row.) How many do you see?

Continue counting forward and backward with the following suggested sequence: ten 1, ten 2, ten 1, ten 2, ten 3, ten 2, ten 3, ten 2, ten 1.

Hidden Numbers
3min.



Application Problem
5 min.

Spread your hand out on the piece of paper, and trace around it to make your handprint. Now, take your hand off of the paper, and look carefully at the fingers in your handprint drawing.

Application Problem

Think about which linking cube stick might be as long as your thumb. Take out that stick, and check your guess. Were you right?

Which one would be about as long as your little finger?

Your middle finger?

Concept Development
29 minutes

With your partner, take the items out of your mystery bag, and place them on your desk.

Now, use the linking cube sticks to make a set of number stairs on your desk. Put them in order from the 1-cube to the 10-stick. Let's count to make sure we have them all.

Lesson 6: Compare the

Concept Development

Find the crayon. Hold it up. Now, guess which cube stick might be the same length as your crayon.

Test your guess with your partner. (Allow time for discussion and comparison of the lengths.)

Find your 10-stick. Look at the items from your mystery bag. Point to something that might be shorter than your 10-stick. Now, compare the length of your 10-stick with the length of your object. Test your guess. Were you correct? (Allow time for discussion and comparison of the lengths.)

Concept Development

This time, point to something that you think will be longer than your 4-stick. Test your guess. Were you correct?

Concept Development

We will play Simon Says. Simon says, point tosomething that you think is shorter than your 8-stick.Simon says, test your guess. Simon says, hold up your object if you were correct. Put it down. I didn’t say Simon says!

Simon says, point to something that you think is taller than your 2-stick. Simon says, test your guess. Hold up your object if you were correct. I didn’t say Simon says!

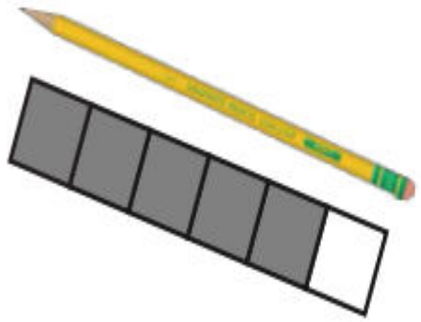
Concept Development

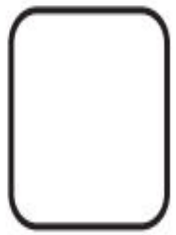
Continue playing the game several times, varying the shorter than, longer than, and taller than language and incorporating all of the number sticks at least once. Observe accuracy of student responses with respect to object length.)

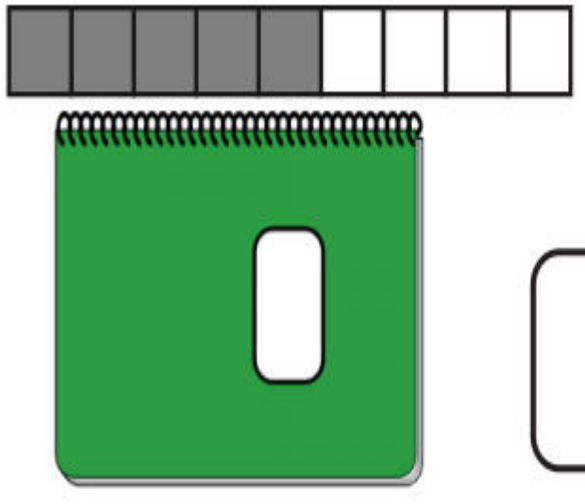
Great listening! Put your objects back in your mystery bag, and carefully put away the linking cube sticks. We will be talking more about linking cube sticks during our Problem Set.

Problem Set-10 min.

In the box, write the number of cubes there are in the pictured stick.
Draw a green circle around the stick if it is longer than the object.
Draw a blue circle around the stick if it is shorter than the object.







Make a 3-stick. In your classroom, select a crayon, and see if your crayon is longer than or shorter than your stick.

Trace your 3-stick and your crayon to compare their lengths.

In your classroom, find a marker, and make a stick that is longer than your marker.

Trace your stick and your marker to compare their lengths.

Make a 5-stick. Find something in the classroom that is longer than your 5-stick.

Trace your 5-stick and the object to compare their lengths.

Debrief-6 min.

Lesson Objective: Compare the length of linking cube sticks to various objects.

Debrief

- What did we do when we were playing Simon Says?
- How did you make your guesses?
- What did you draw on your Problem Set that was longer than your 3-stick? Shorter than your 3-stick?
- Can you think of something at home that would be shorter than your 5-stick? Bring it tomorrow so that you may test your guess!