

Eureka Math

Kindergarten Module 3 Lesson 7

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.
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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



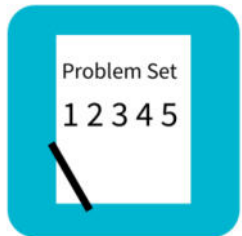
Read, Draw, Write



Learning Target



Personal White Board



Problem Set



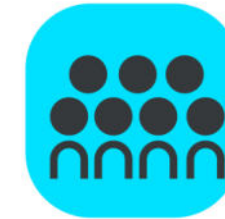
Manipulatives Needed



Fluency



Think Pair Share



Whole Class



Individual



Partner



Small Group



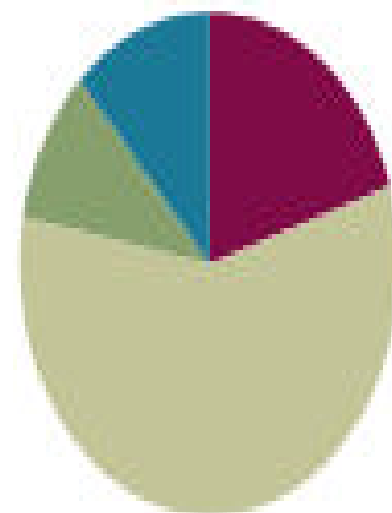
Small Group Time

Lesson 7

Objective: Compare objects using *the same as*.

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

- Green and red dry-erase markers
- Bag of linking cube number stairs
- Riddle work mat template copied on two sides of the paper or inserted into personal white board.



Materials Needed

Students

- Die (with 6 dot side covered)
- Personal white board
- Bag of linking cube number stairs,
- Riddle work mat template copied on two sides of the paper or inserted into personal white board
- Small ball of clay



I can compare objects using *the same as*.



Counting the Say Ten Way with the Rekenrek-3 min.

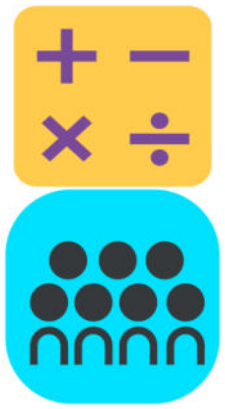
Conduct activity as described in lesson 6, but this time, continue to ten 5.



Roll and Draw 5- Groups-4 min

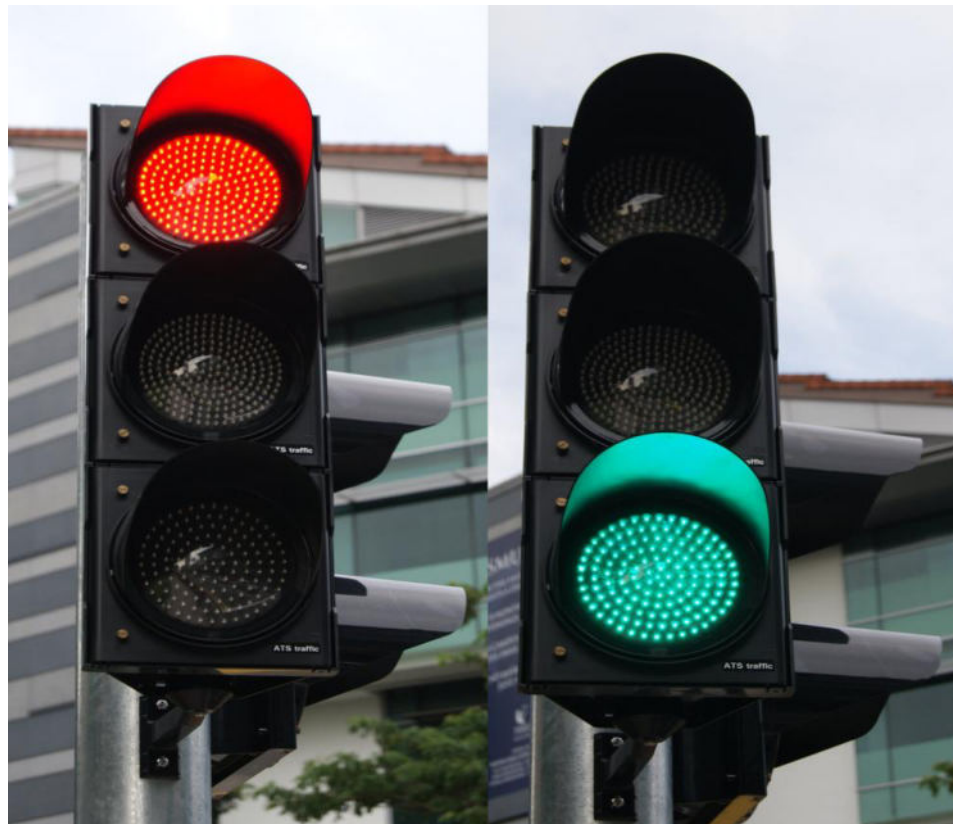
Roll the die, count the dots, and then draw the number as a 5-group.

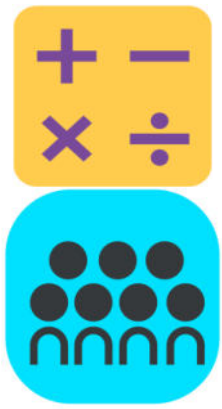




Green Light, Red Light-3 min.

Look at the numbers. (Point to the number 1 written below the green dot and the number 3 below the red dot.) Think. Ready? Green light!





Green Light, Red Light

Very good! (Erase numbers 1 and 3, and write the new numbers.) New numbers (green is 3, red is 1).
Look, think, ready... green light!



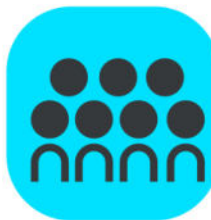
Application Problem

Make a little clay snake that is as long as your pointer finger.

Now, make a friend for him that is as long as your pinky finger.

Which one is longer? Show your creations to your partner.

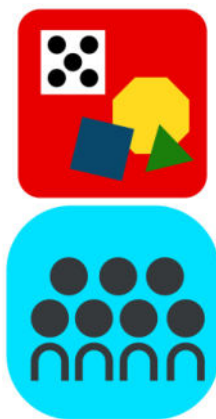




Concept Development- 29 min.

Mix up your number stairs on your desk. Find your 5-stick. Look at it carefully.

Now, listen to my riddle. We are two different sticks. We are each shorter than the 5-stick, but when you put us together, we are the same length as the 5-stick!

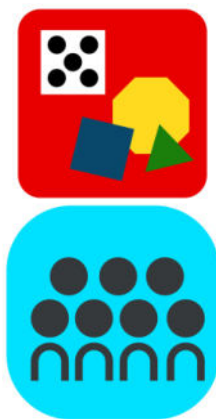


Concept Development

Which sticks could the riddle be talking about? Look at your sticks, and find two that would work.(Allow time for experimenting.)

T: Student A, what did you find?

T: Right! We would say it like this, “Together, my 3-stick and my 2-stick are the same length as my 5-stick.” Repeat after me

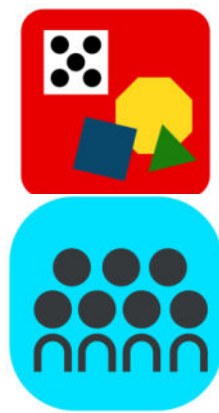


Concept Development

Did anyone do it differently?

Say with me, “Together, my 1-stick and my 4-stick are the same length as my 5-stick.”

Let’s record what we just found. On your work mat, trace your 5-stick like this. (Demonstrate.) Now, trace the 1-stick and the 4-stick underneath the 5-stick you drew. (Demonstrate.) Finish the sentence frame: “Together, my 1-stick and my 4-stick are the same length as my 5-stick.”

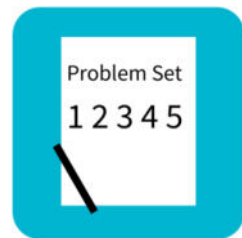


Concept Development

We are going to see how many sets of sticks we can find that will make our riddle true. (Allow time for experimenting and recording.)

How many different ways did you find to make a stick the same length as your 5-stick?

Would anyone like to share their work? (Allow time for discussion and sharing.)



Problem Set-10 min.

Name _____ Date _____

These boxes represent cubes.



Color 2 cubes red. Color 3 cubes green.

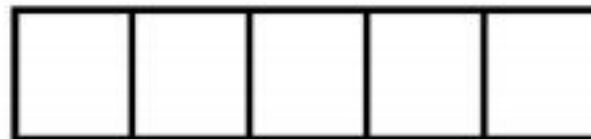


How many cubes did you color?

Is this stick the same length as the gray stick? YES NO

Together 2 cubes and 3 cubes are the same length as 5.

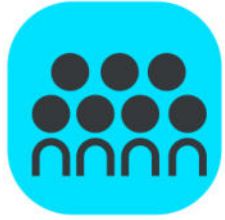
Color 1 cube red and the rest green.



How many cubes did you color?

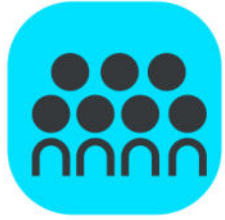
Is this stick the same length as the gray stick? YES NO

Together 1 cube and 4 cubes are the same length as ____.



Debrief

Lesson Objective: Compare objects using *the same* *as*.



Debrief

- When you made the clay snake today, how could you tell it was the same length as your finger?
- How did you solve the riddle in the lesson today?
- How did you use the cube sticks to help you solve the riddle?
- Are there other riddles that you can think of about cube sticks that together make the same length as another? Turn to your partner, and see if you can think of some other riddles.