Eureka Math

Kindergarten
Module 3
Lesson 1

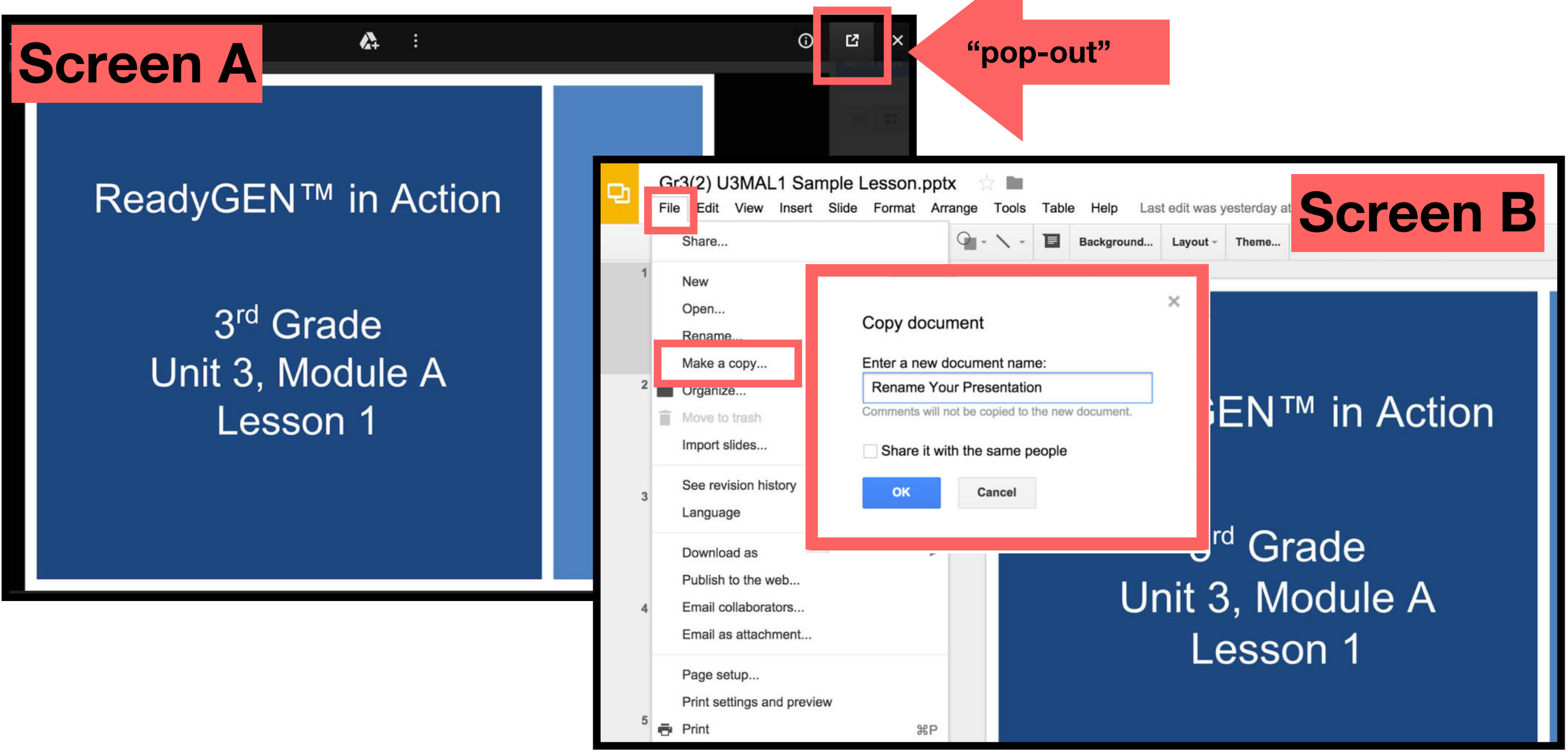
At the request of elementary teachers, a team of Bethel & Sumner educators met as a committee to create Eureka slideshow presentations. These presentations are not meant as a script, nor are they required to be used. Please customize as needed. Thank you to the many educators who contributed to this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

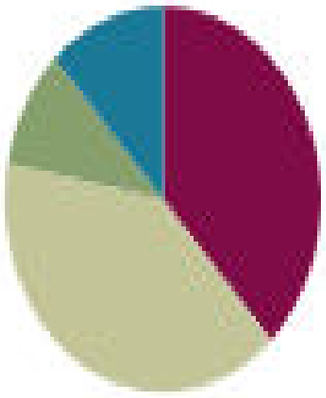
Small Group Time

Lesson 8

Objective: Compare using *heavier than* and *lighter than* with classroom objects.

Suggested Lesson Structure

Fluency Practice	(19 minutes)
Application Problem	(5 minutes)
Concept Development	(20 minutes)
Student Debrief	(6 minutes)
Total Time	**(50 minutes)**



Materials Needed

Teacher

- Personal white board
- Collect objects from the classroom of varying weights, enough that each pair of students has at least three objects to test. Include something tall but light (such as a bag of rice cakes) and something short but heavy (such as a can). Other suggestions include: a stack of books, a pencil, an eraser, a marker, a balloon, a tower of linking cubes, a block, a sphere, some cotton balls, some rocks, and a bag of coins. Be sure to include some surprises that are large but relatively light and some that are small but relatively heavy! Place the objects on a table in the front of the room prior to the lesson.

Materials Needed

Students

- Bag of beans
- Laminated paper or foam work mat
- 2 dice
- Number Path (lesson 1 fluency template)
- Make 5 fluency template

I can compare *heavier than* and *lighter than* with classroom

Make It Equal-6 min.

1. The teacher introduces the term equal as meaning the same number.

2. Both partners roll the dice and then put that many beans on their mat.

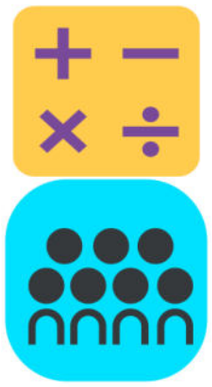
3. Partner A has to make her beans equal to her partner's by taking off or putting on more beans.

4. Partner B counts to verify.

5. Switch roles and play again.

Counting the Say Ten Way with the Rekenrek-4min

Conduct activity as outlined in Lesson 6, but now continue to 20 (2 ten) if students are ready.



Beep Number-4 min.

A possible sequence, moving from simple to complex, is the following:

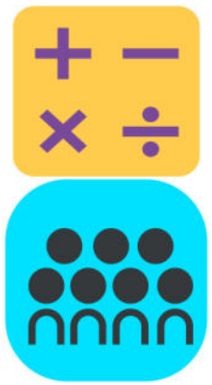
Ten 1, ten 2, beep.

Beep, ten 4, ten 5.

Ten 6, beep, ten 8.

9, beep, ten 1.

Variation: Extend the sequences to four numbers, for example, ten 1, ten 2, beep, ten 4.



Draw More or Cross Out to Make 5-5 min.

After giving clear instructions and completing the first few problems together, allow students time to work independently.

Encourage them to do as many problems as they can within a given time frame.

Draw More or Cross Out to Make 5

Draw more objects, or cross out objects to make 5. Circle the group of 5.

⬭ ⬭ ⬭ ⬭	△ △ △ △ △ △
▲	■ ■ ■ ■ ■
□ □ □	⬭ ⬭ ⬭ ⬭ ⬭ ⬭ ⬭
⬬ ⬬ ⬬ ⬬	▲ ▲ ▲ ▲ ▲ ▲
△ △ △ △	□ □ □ □ □ □
■ ■ ■ ■	⬬ ⬬ ⬬ ⬬ ⬬ ⬬ ⬬
⬭ ⬭ ⬭ ⬭ ⬭ ⬭	△ △ △ △ △ △ △ △
▲ ▲ ▲ ▲ ▲ ▲	■ ■ ■ ■ ■ ■
□ □ □ □ □	⬭ ⬭ ⬭ ⬭ ⬭ ⬭ ⬭ ⬭ ⬭

Application Problem
5 min.

Draw three things you would not mind carrying around in your backpack, even if you had to walk a long way.

Application Problem

Now, draw one thing that you would not want to carry around in your backpack because it might make you very tired.

Why wouldn’t you want to carry it? How is it different from the firstthings you drew?

Talk to your partner about your pictures.

Concept Development
20 min.

Look at the rice cakes and the can. Which is taller

T: Which would you rather carry home from the store?

T: Why?

T: We've been talking about how tall, short, or long things are. There are other ways we can compare things, aren't there? Can you think of some more?

Concept Development

Good thinking. Let's do some comparing right now. Student A, would you come to the front and be my helper? Please pick up this book.

Thank you. Now, pick up these cotton balls. (Student A picks them up.) Which would you rather carry in your backpack all day?

Why?

Concept Development

The cotton balls are lighter than the book. The book is heavier than the cotton balls.

We can say that they have different weights.

Weight is the math word for how heavy or light something is. Thank you, Student A.

Concept Development

Student B, would you please come up? Hold the book in one hand and the rocks in the other. What do you notice?

The rocks are heavier than the book. The book is lighter than the rocks. Compare using the word than.

They have different weights. Put down the book, and find something else that is lighter than the rocks. (Allow the student to choose another object. Discuss the student's choice, and ask how he or she determined that the object was lighter.)

Concept Development

Student C, do you think the book will be heavier than the eraser or lighter than the eraser?

(Allow various students to predict and test the relative weights of various objects against the weight of the book. Discuss how the students determined their answers.)

Concept Development

I am going to give you and your partner each some objects.

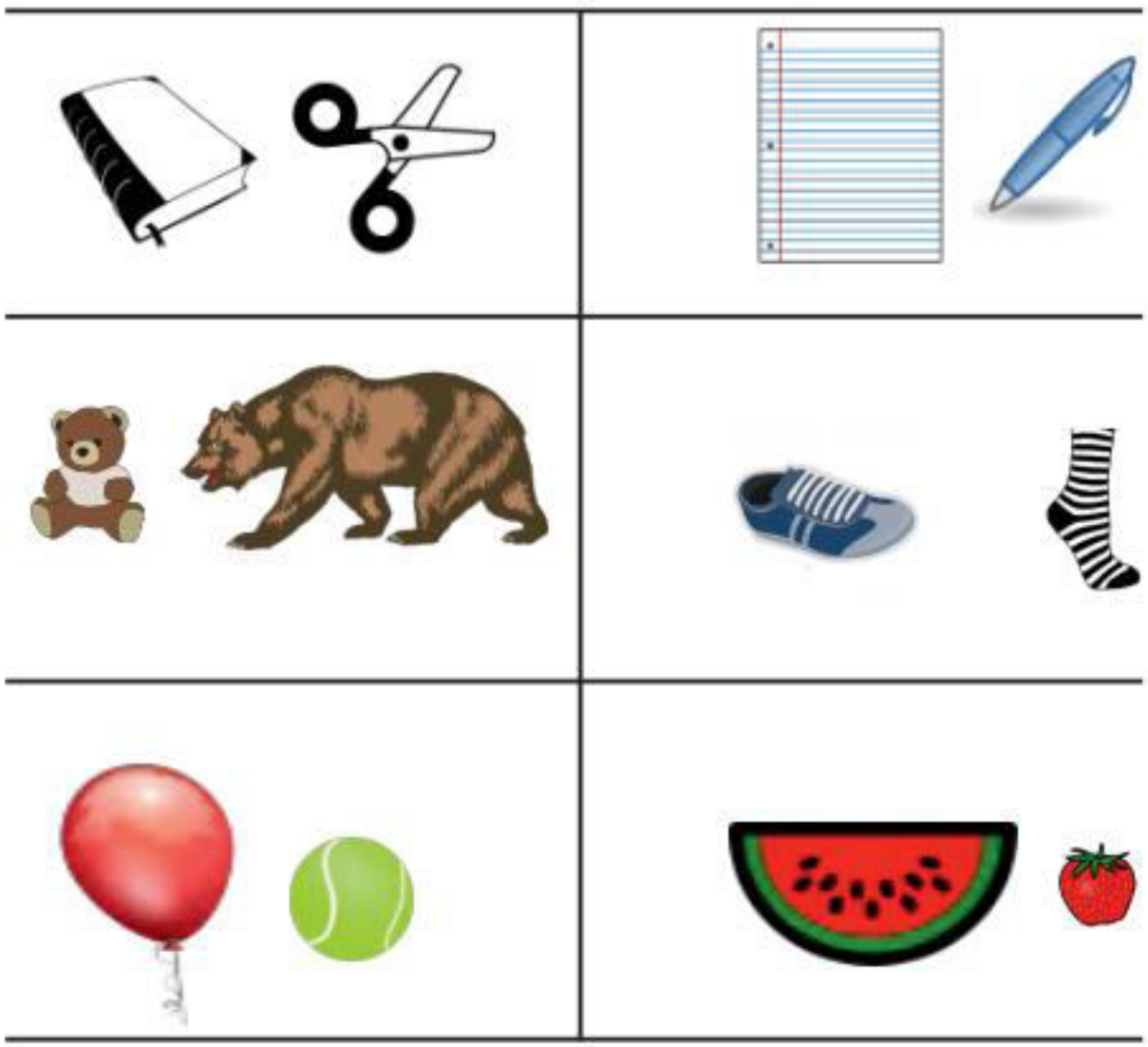
First, make some guesses, and then hold each of them to feel its weight. Work together to see which of your things is the lightest and which is the heaviest.
T: Which object did you find to be the heaviest in your group? Hold it up! Which was the lightest?

Hold it up. Are the biggest things always the heaviest? (Allow time for discussion.)

Problem Set-10 min.

Name _____ Date _____

Which is heavier? Circle the object that is heavier than the other.



On the back, draw 3 objects that are lighter than your chair.

Debrief

Lesson Objective: Compare using *heavier than* and *lighter than* with classroom objects.

Debrief

- What did you notice about heavier than and lighter than when you were working with your partner on our class activity?
- How could you tell that one thing was lighter than or heavier than another?
- Are larger objects always heavier than smaller objects?
- Are smaller objects always lighter than larger objects?
- How did you decide which objects on the Problem Set would be heavier?
- Could you make a prediction even though you couldn’t feel their weight?
- Which objects did you circle? Why?
- What new (or significant) math vocabulary did we use today to talk about our object?