Eureka Math

Kindergarten Module 3 Lesson 10

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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.
- \succ 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.





Materials

- Green and Red Dry Erase Markers
- Bag of Beans
- Foam or Laminated Work Mat
- 2 Dice
- (T) Large 5-Group Cards
- (T) Balance Scale
- (T)Marker
- (T)Bag of 30 Pennies
- (T)As Heavy Recording Sheet
- Balance Scale Bag of 30 Pennies
- Bag of objects to weigh (pencil, eraser, marker, scissors, linking cube, small block or toy) /pair or small group
- As heavy recording sheet

Icons





Read, Draw, Write











Manipulatives Needed







Lesson 10

Objective: Compare the weight of an object to a set of unit weights on a balance scale.

Suggested Lesson Structure

- Fluency Practice
 Application Problem
 Concept Development
 Student Debrief
 Total Time
- (11 minutes)(5 minutes)(27 minutes)(7 minutes)(50 minutes)





I can compare the weight of an object to a set of unit weights on a balance scale.

Green Light, Red Light (3 min)









3



Make it Equal (4 min)

1. equal = the same number

2. Both partners roll dice and put that many beans on your mat.

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

4. Partner B counts to verify.

5. Switch roles and play again.



Double 5-Groups (4 min)

You're getting so good at 5-groups! Now, we'll start using two cards! This is the top card. How many dots are on the top card? (Wait for all hands to go up, and then give the signal.) Ready?

This is the bottom card.

How many dots are on the bottom card?





Double 5-Groups (4 min)

Do you remember how many dots were on the top card?

Do we really need to go back and count them again?

We can take a shortcut. Count on from 10 like this:

10 (wave hand over the top card) Ten 1. Try it!



Double 5-Groups (4 min)

How many dots are on the top card? Ready?

How many dots are on the bottom card? Ready?



Application Problem (5 min)

Imagine that you were on a seesaw with a little kitten on the other end. Draw a picture of yourself and the kitten on the seesaw. Which end of the seesaw would be closer to the ground? How do you know? Talk about your picture with your partner. Do your seesaws look the same?



Concept Development (27 min)

I have nothing on my balance. What do you notice?





(Place a pencil on one side and a marker on the other side of the balance.) Which is heavier, this pencil or this marker? How do you know?





Concept Development

(Remove marker and replace it with the eraser.) Which is heavier, the pencil or the eraser?





I want to find something that is the same weight as my pencil. How would I know if it were the same weight? How would my balance look?





Which is heavier, the pencil or penny?







Which is heavier, the pencil or two pennies?





The pencil is as heavy as a set of 5 pennies! I am going to show that on my recording sheet.





Concept Development

Student A, would you please come up to help me test something else? (Empty balance and place marker on one side.)

I wonder how many pennies are as heavy as the marker?

I will put that on my recording sheet. (demonstrate)



Concept Development

You and your partner are going to compare the weight of pennies with other things in our classroom. Choose one of the objects from your bag. Guess how many pennies will be as heavy as your object. Use your balance to test your guess. On your recording sheet, draw a picture of your object and then count and write how many pennies weigh the same as your object. (Allow time for experimentation and recording of results.)



What did you discover? (Allow time for discussion.) Which object was the heaviest? Which object was the lightest? Were any of them the same weight? (Allow time for discussion.)

Problem Set (10 min)







Debrief (8 min)

- What did you notice as you weighed the objects?
- When you guessed how many pennies each object would weigh, how close were you?
- How did you know when to stop adding pennies to the balance scale?
- Were you surprised by anything that happened in the activity today?
- Show your as heavy as recording sheet to your friend. Did she make some of the same discoveries?
- What new (or significant) math vocabulary did we use today to communicate precisely?