Eureka Math

Kindergarten
Module 3
Lesson 13

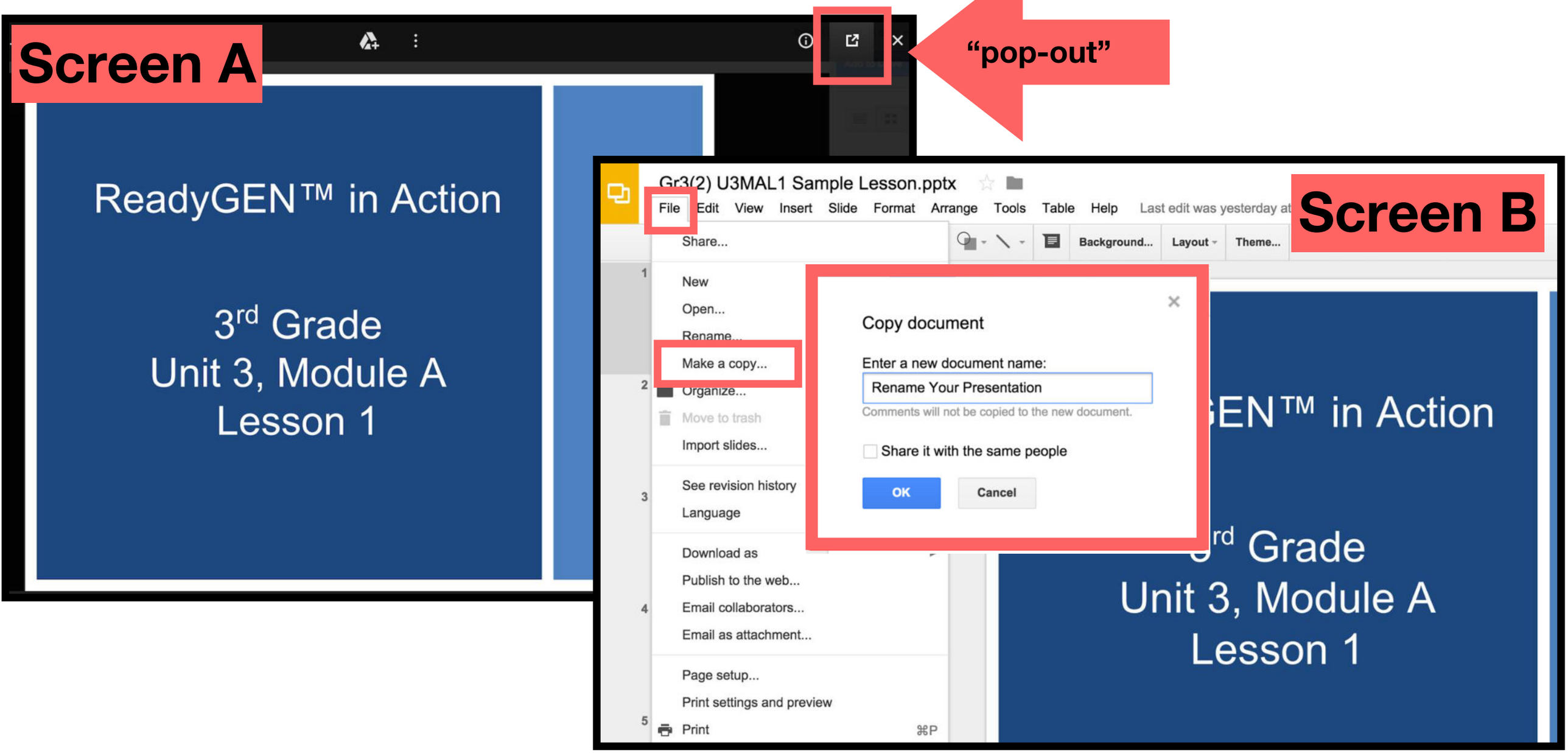
At the request of elementary teachers, a team of Bethel & Sumner educators met as a committee to create Eureka slideshow presentations. These presentations are not meant as a script, nor are they required to be used. Please customize as needed. Thank you to the many educators who contributed to this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



Materials

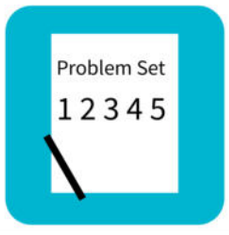
- (T/S) Dot cards of 6
- 10 linking cubes
- Pair of dice with 6-dot covered
- Small ball of clay
- Teacher/Student
  - 2 cups uncooked rice
  - Several small containers (two with equal capacity: coffee or beverage scoop, ¼ cup measure, teacup, bowl, small drinking cup, small box, tablespoon)
  - Tray per/pair or small group
  - Recording sheet

Icons

Read, Draw, Write

Learning Target

Personal White Board

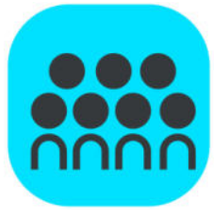


Problem Set

Manipulatives Needed

Fluency

Think Pair Share



Whole Class

Individual

Partner

Small Group

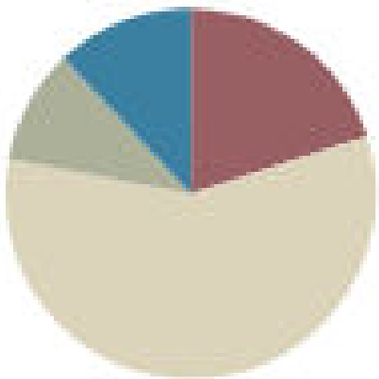
Small Group Time

Lesson 13

Objective: Compare volume using *more than, less than,* and *the same as* by pouring.

Suggested Lesson Structure

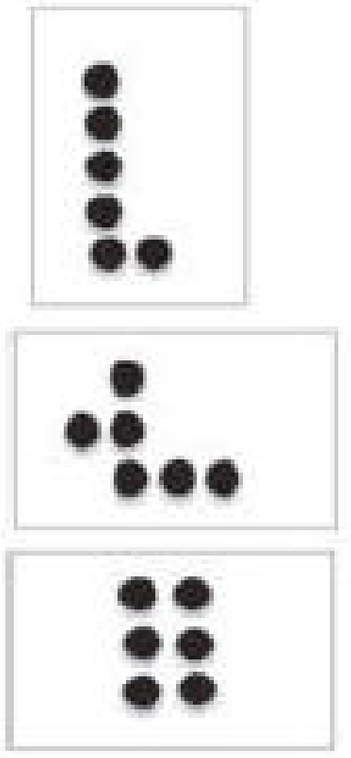
Fluency Practice	(10 minutes)
Application Problem	(5 minutes)
Concept Development	(29 minutes)
Student Debrief	(6 minutes)
Total Time	**(50 minutes)**



I can compare volume using *more than, less than,* and *the same as* by pouring.

Dot Cards of 6 (3 min)

How many do you see? (use 6 dot cards and return to presentation when finished)



Building *1 more* and *1 less* towers (4 min)

Let’s build towers together:

1. 1 more is 2. 2. 1 more is 3. 3. 1 more is 4. (Continue to 10.)

10. 1 less is 9. 9. 1 less is 8. 8. 1 less is 7. (Continue to 0.)

Roll and Say 1 more, 1 Less (3 min)

Roll the dice and count the dots. Make 1 more and 1 less statements using consistent language. For example, if you roll a 4, you would say:

4. 1 more is 5. 4. 1 less is 3.

Application Problem (5 min)

With your clay, create a cup that could hold just enough milk for a little kitten to drink. Show your cup to your friend. Do you think your cups would hold the same amount?

Concept Development (29 min)

What do you notice on your tray?

Concept Development

Watch as I fill my cup with the rice. Tell me when it is full. (use tablespoon to fill)

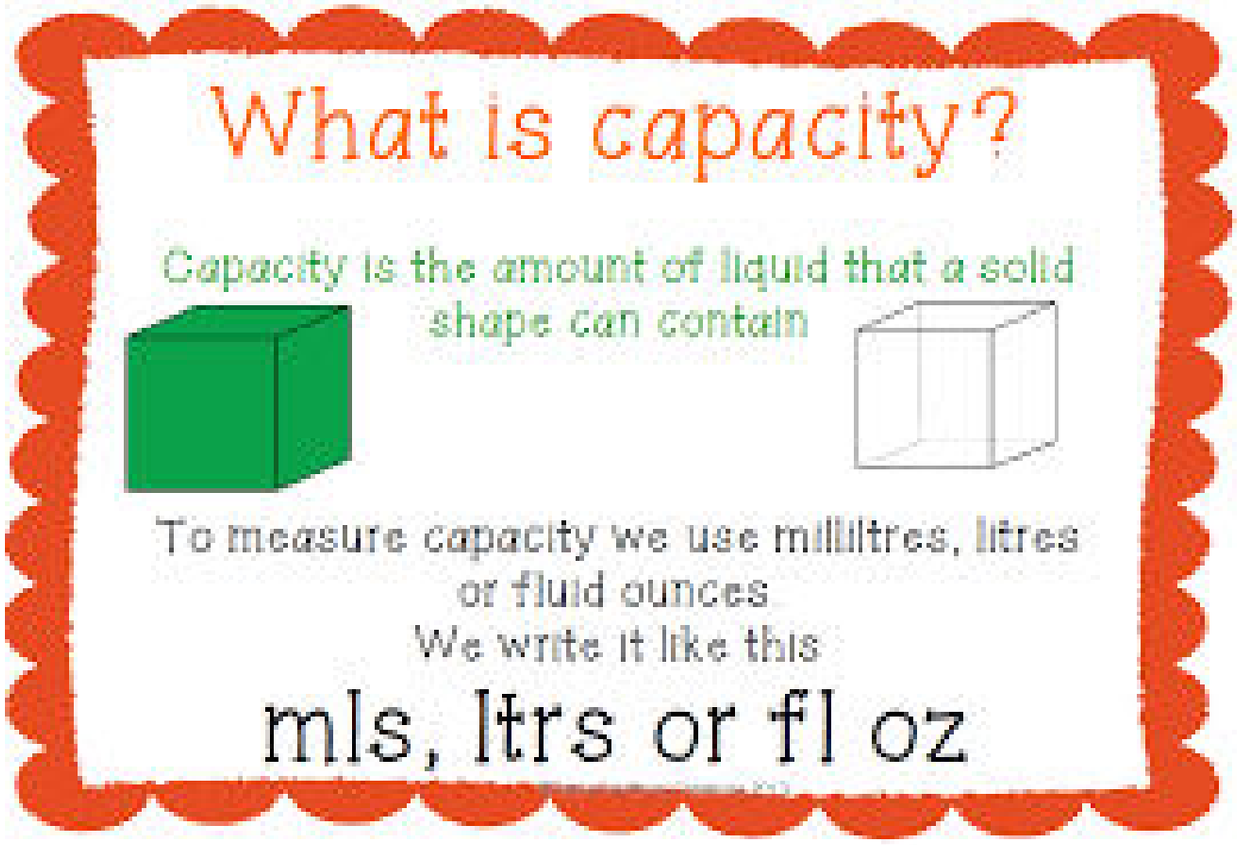
How could you tell my cup was full?

Concept Development

It held a lot of rice. One math word for how much something holds is capacity. (Hold up a smaller container.) I wonder if the capacity of this container is more than or less than the capacity of my cup? Do you think it will hold more or less?

Concept Development

Repeat after me. “I think the capacity of this container is less than the capacity of the cup.”



Concept Development

Let’s test your guess. (Pour rice into smaller cup until it begins to overflow.)

What happened?

Concept Development

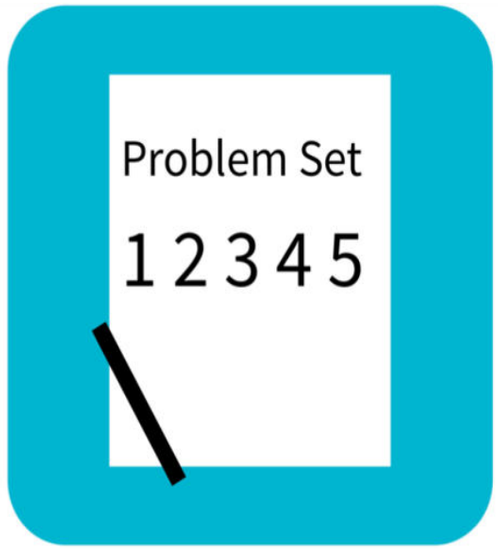
It was too small. The capacity of the little cup is less than the capacity of the first cup. (Hold up a larger bowl.) Do you think the capacity of this container is more or less than the capacity of my little cup?

Concept Development

The capacity of the bowl is more than the capacity of the little cup! I'm going to let you test your containers now. Test their capacities by carefully spooning or pouring the rice from one to another. See if you can find the container on your tray that has the biggest capacity and the container with the smallest capacity. Draw them on your recording sheet. (Show students relevant sections on the sheet.) If you spill, just

Concept Development

Hold up the container on your tray that has the biggest capacity. (Observe whether or not the students exhibit understanding.) How did you know? (Discuss reasonable answers.) Hold up the container with the smallest capacity. How could you tell?



Problem Set (10 min)

Name _____ Date _____

Talk to your partner about which container might have more or less capacity. Which might have about the same capacity? What happens if the containers are not filled up to the top? Can we tell that they are filled completely from looking at the pictures?

Debrief (6 min)

- How were we comparing today? Were we
- comparing length, weight, or the number of
- objects?
- What does the word capacity mean to you?
- Which of your containers had the biggest
- capacity?
- Which had the smallest capacity?
- Did the shape of the container make a difference in how much it could hold?
- Were you surprised by anything you learned during this activity?