Eureka Math

Kindergarten Module 3 Lesson 15

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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

- > 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.
- \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

- Teacher
 - $\circ~$ Dot Cards of 7
 - Set of student materials for demonstration
 - Recording Sheet



Materials

- Student:
 - Bag of beans
 - Foam or laminated work mat
 - \circ 2 dice with 6 covered
 - 10 linking cubes
 - Small ball of clay
 - 10 beans
 - \circ 2 cups of rice
 - Assortment of containers (teacup, small bottle, bowl, glass, small box, measuring cup)
 - Small scoop such as a coffee scoop
 - Funnel
 - Tray / pair or small group
 - Recording sheet

Icons





Read, Draw, Write











Manipulatives Needed







Lesson 15

Objective: Compare using the same as with units.

Suggested Lesson Structure

- Fluency Practice (12 minutes)
 Application Problem (5 minutes)
 Concept Development (27 minutes)
 Student Debrief (6 minutes)
 Total Time (50 minutes)



I can compare using the same as with units.



Dot Cards of 7 (4 min)

(Show 7 dots.) How many do you see?

How can you see 7 in two parts?





Make it Equal (3 min)

- 1. equal means the same number
- 2. Both partners roll dice and put that many beans on their mat.
- 3. Partner A makes 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.



Build up your tower while saying "1 more." Stop when you get to 5.

Stop! Now, take it apart while saying 1 less. Stop when you get to 3.

Stop! (at 3, continue to reverse directions)



Application Problem (5 min)

Use your clay to make a container just large enough to hold your 10 beans. Test to see if the beans fit! Show your work to your partner.



Concept Development (28 min)

I wonder how many of these little scoops of rice it will take to fill my teacup. Does anyone have a guess?





I will put in 1 scoop so you can see how it looks in the cup. Watch how I am careful to level off the scoop before I pour it. It's not fair using scoops that are only half full!

(Model correct measuring technique.)

Do you want to change your guess?



Student A, would you please help me finish filling my cup? Let's count with Student A while he uses the scoop to fill the teacup.





It took 10 scoops to fill the teacup. 10 scoops is the same as 1 teacup of rice! Let me put that on my recording sheet. (Demonstrate.)





(Hold up a smaller container.) How many scoops do you think it will take to fill this? Will it still be 10?





Student B, would you please come up to help? Count with Student B as he uses the scoop to fill the container.



This container holds the same amount as 6 scoops. The capacity of this container is the same as 6 scoops. I will record that on my sheet, too. (Demonstrate.)





I want you to work with your partner to find out how many scoops each of the containers on your tray holds. Count the scoops and fill each container carefully. Use your funnel if you need to. Each time, remember to fill the scoop up all the way, but make sure it isn't spilling over. Write your discoveries on your recording sheet. (Allow time for measurement and experimentation.)



Problem Set (10 min)

ne	Date
1	We've Got the Scoop! 🛁
	is the same as scoops.
	is the same as scoops.
	is the same as scoops.
sco	ops is the same as
got the scoop recordin	ips is the same as



Debrief (6 min)

- Which of your containers held the most scoops?
- Which of your containers held the least number
- of scoops?
- Which container had the largest capacity? How
- did you know?
- Which container do you think had the least
- capacity? How did you know?
- Do you notice any patterns from your work
- today?
- Did you make any surprising discoveries during
- your work today?