Eureka Math

Kindergarten
Module 3
Lesson 17

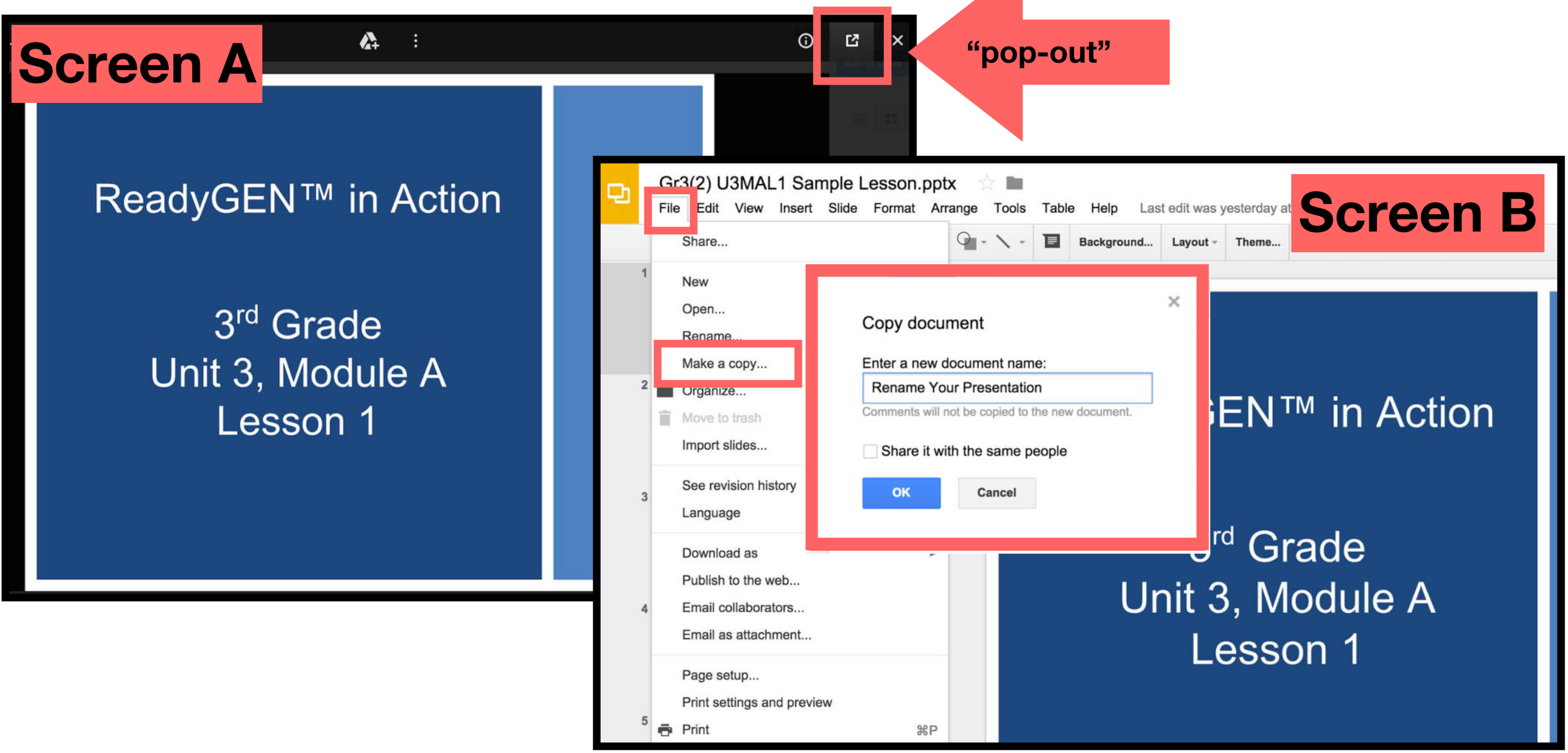
At the request of elementary teachers, a team of Bethel & Sumner educators met as a committee to create Eureka slideshow presentations. These presentations are not meant as a script, nor are they required to be used. Please customize as needed. Thank you to the many educators who contributed to this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

- Teacher
  - Dot Cards of 8
  - Music player; chairs, carpet squares, or pieces of construction paper per student; plus several more chairs than students

Materials

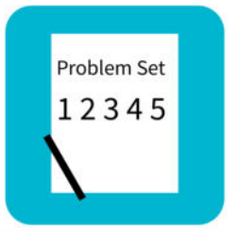
- Student:
  - Dot Cards of 8
  - Dice
  - Paper plate
  - Spoon
  - Napkin
  - Popcorn (or some other snack)
  - Bottle of water

Icons

Read, Draw, Write

Learning Target

Personal White Board

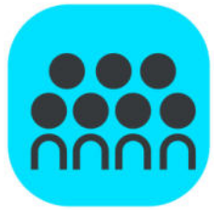


Problem Set

Manipulatives Needed

Fluency

Think Pair Share



Whole Class

Individual

Partner

Small Group

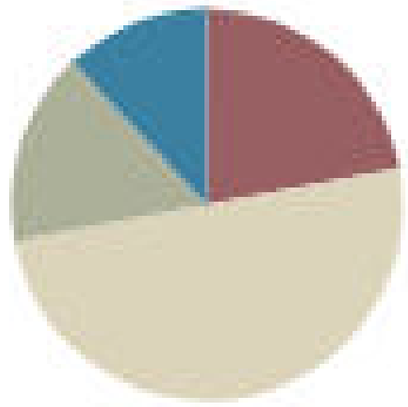
Small Group Time

Lesson 17

Objective: Compare to find if there are enough.

Suggested Lesson Structure

Fluency Practice	(11 minutes)
Application Problem	(8 minutes)
Concept Development	(25 minutes)
Student Debrief	(6 minutes)
Total Time	**(50 minutes)**



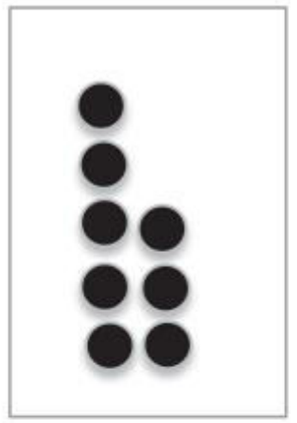
I can compare to find if there is enough.

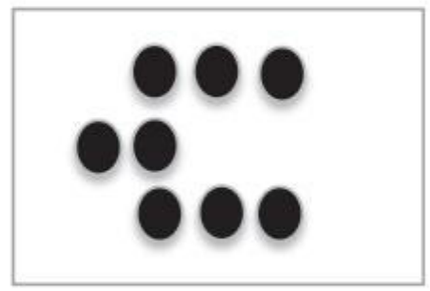
Dot Cards of 8
(4 min)

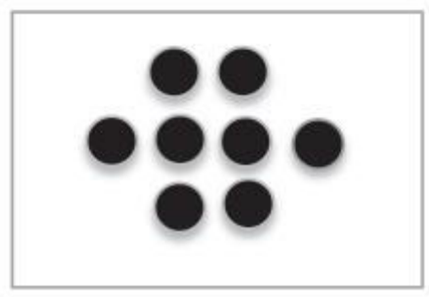
(Show a card with 8 dots.) How many dots do you count? Wait for the signal to tell me.

How can you see them in two parts?

(Repeat.)

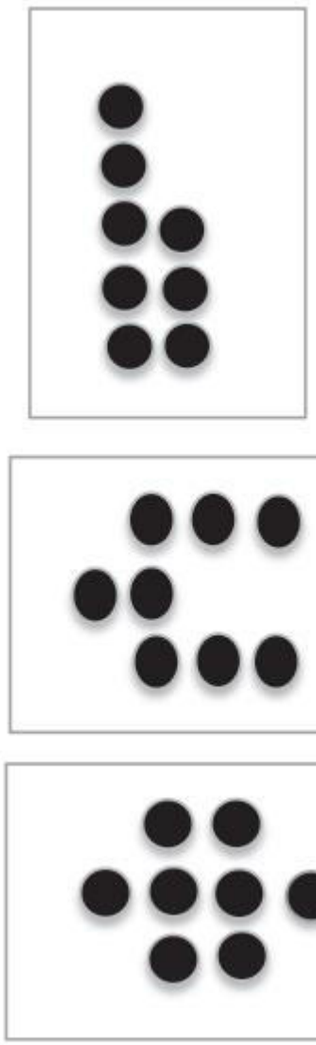






Dot Cards of 8 (4 min)

Now it’s your turn!



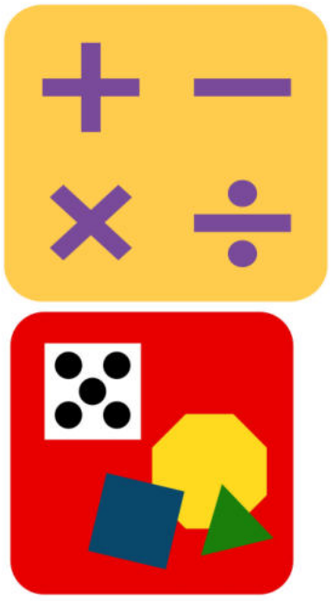
Show Me Bigger and Smaller (3 min)

Let’s use our hands to show taller and shorter. For taller, we’ll do this…

To show shorter, we’ll do this, hold your hands close like you’re holding a tennis ball and farther apart as if you’re holding a basketball to show *bigger*…

Let’s practice. Show me taller.

Show me shorter.

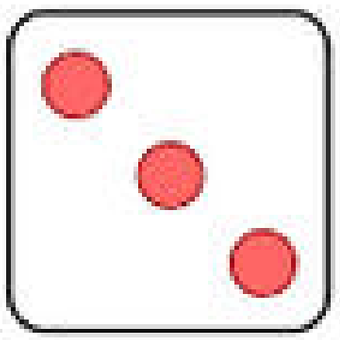


Matching Fingertips One-to-One (4 min)

1. Partner A rolls a die and shows as many fingers as dots on the rolled die.

2. Partner B shows the same number of fingers.

3. Both partners touch fingertips, carefully matching one-to-one.



Application Problem (5 min)

It's time to have a math celebration and play a game of musical chairs (or carpet squares or papers)! (During the first round, make sure that there are several more chairs than students. When the students sit and notice the extra chairs, tell them, "There are not enough children to fill the chairs." Continue playing and remove a chair each round until there are just as many chairs as students. When they sit down, tell them, "There are just enough chairs!" Repeat as time permits.)

Concept Development (25 min)

We are going to have a math popcorn party today!

Concept Development (25 min)

You will each need a plate, a spoon, a cup, and a napkin. Here is a plate for each of you. (Hand each group of students a stack of four plates.) Please pass out the plates. Are there enough?

Concept Development

Good! There is one plate for each of you.

Here are spoons for you. (Hand each group of 4 students three spoons.) Are there enough spoons?

Concept Development

How many more do you need in your group?

Concept Development

Now we have one spoon for each child. We have enough spoons.

Here are your cups. (Give each group five cups.)

Concept Development

How many extra cups do you have in your group?

(Take back the extra cups.)

Good! Each of you has a cup.

We have **just enough**.

Concept Development

Here are some napkins for you. Make sure that you each have one. (Hand each group two napkins.)

Concept Development

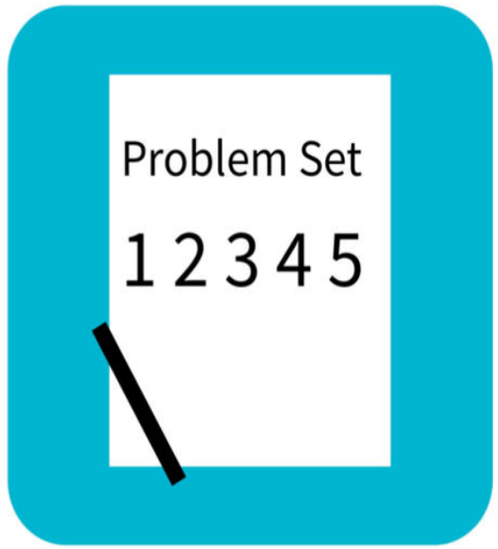
Here are extra napkins. Please make sure that each of you has one napkin. When you have enough, please give the rest back to me. Also, here is some popcorn for you to munch on while you do your Problem Set! (Serve the popcorn and water.) I wonder how many cups I can fill with my water bottle? I hope that I have enough!

Concept Development

Count the cups the Say Ten Way as I pour your water.

Count the number of scoops of popcorn.

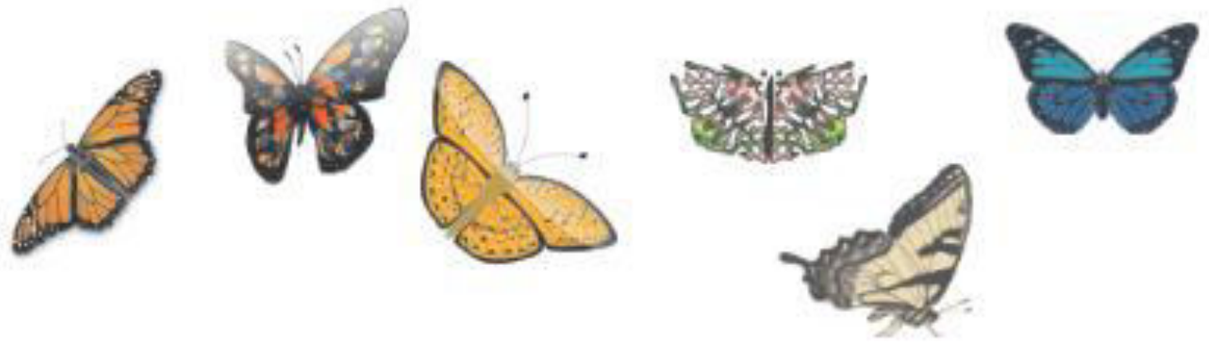
What should we do with the leftovers (the remainder)?



Problem Set (10 min)

Name _____ Date _____

Draw straight lines with your ruler to see if there are enough flowers for the butterflies.



On the back, draw some plates. Draw enough apples so each plate has one.

Debrief (10 min)

- When we were playing musical chairs, did we know before we started if there would be enough chairs?
- How could we have found out if there were enough chairs before we started playing?
- When there were not enough spoons, how did you know how many more your group needed?
- When there were too many cups, how did you know how many extra cups your group had?
- In the Problem Set, were there just enough flowers for the butterflies? How did you know?

Debrief (10 min)

- How many plates did you draw on the back of your paper? How many apples did you draw? Did you draw enough apples and plates?
- What new (or significant) math vocabulary did we use today to communicate precisely?