Eureka Math

Kindergarten
Module 3
Lesson 18

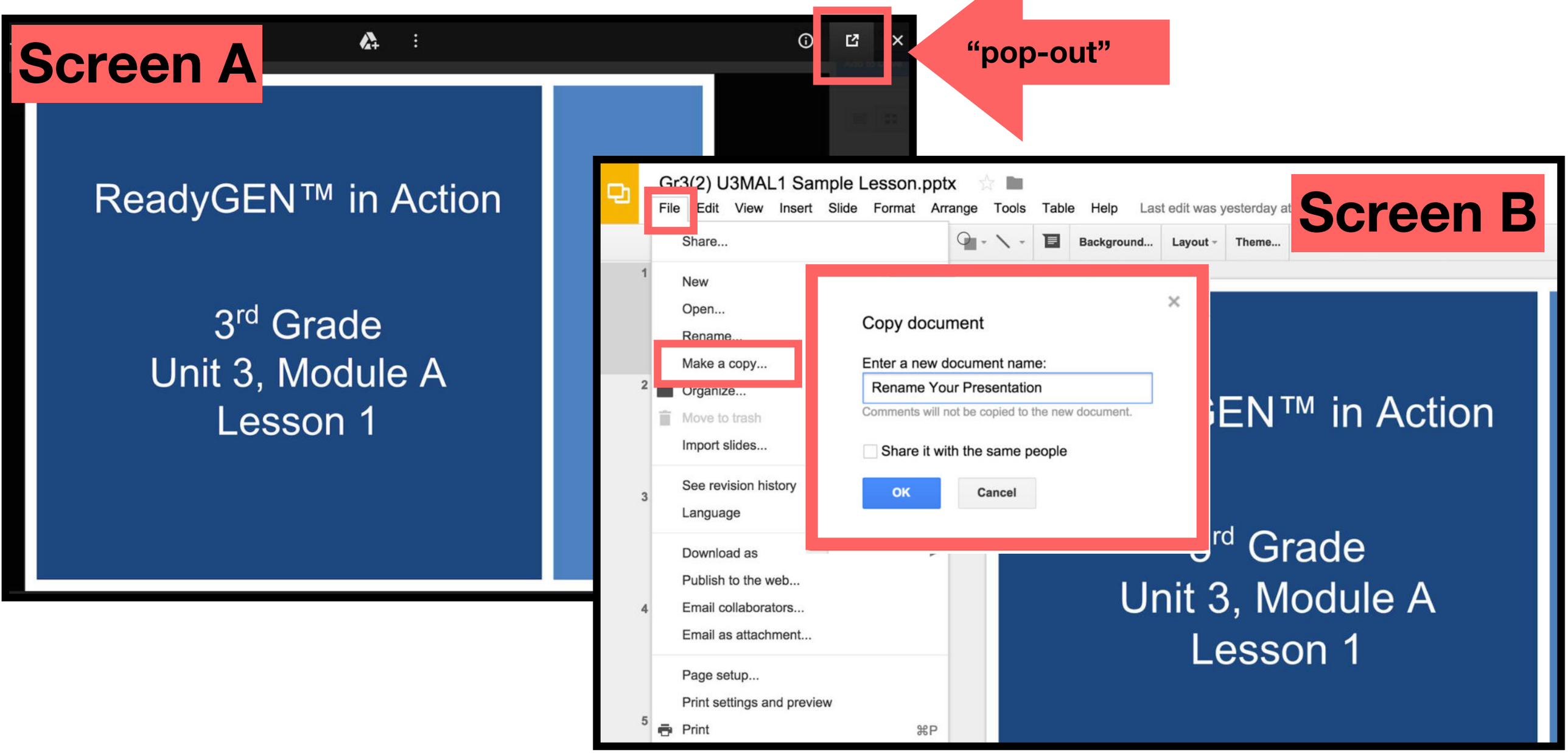
At the request of elementary teachers, a team of Bethel & Sumner educators met as a committee to create Eureka slideshow presentations. These presentations are not meant as a script, nor are they required to be used. Please customize as needed. Thank you to the many educators who contributed to this 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
  - Basket of 3 blocks or small toys, additional blocks

Materials

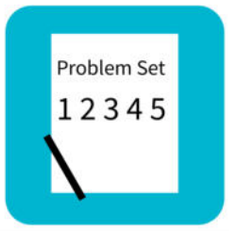
- Student:
  - Dice
  - Bag of 5 red loose linking cubes
  - Bag of 10 blue loose linking cubes
  - Pair of dice with 6 dot covered
  - 5 additional red linking cubes

Icons

Read, Draw, Write

Learning Target

Personal White Board

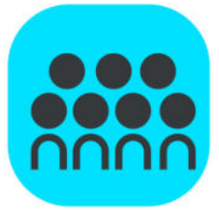


Problem Set

Manipulatives Needed

Fluency

Think Pair Share



Whole Class

Individual

Partner

Small Group

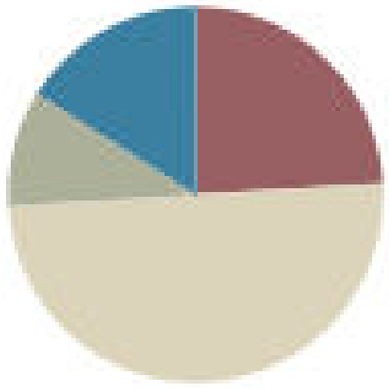
Small Group Time

Lesson 18

Objective: Compare using *more than* and *the same as*.

Suggested Lesson Structure

Fluency Practice	(12 minutes)
Application Problem	(5 minutes)
Concept Development	(25 minutes)
Student Debrief	(8 minutes)
Total Time	**(50 minutes)**



I can compare using *more than* and *the same as*.

Finger Number Pairs (4 min)

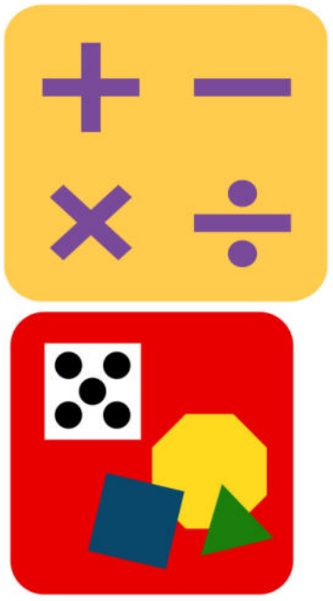
You've gotten very good at showing fingers the Math way. I want to challenge you to think of other ways to show numbers on your fingers. Here's a hint: you can use two hands! First, I'll ask you to show me fingers the Math way. Then, I'll ask you to show me the number another way. Ready? Show me 2!

Finger Number Pairs (4 min)

Now, show me another way to make 2 using two hands.

How can we be sure that we're still showing 2?

Continue.

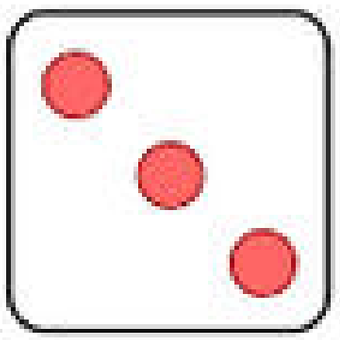


Matching Fingertips One-to-One (4 min)

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.



Matching Circles and Squares (4 min)

1. Partner A rolls a die and draws the number of circles that corresponds to the number of dots on the rolled die.

2. Partner B draws that same number of squares.

3. Partner A draws lines to match circles to squares, while both partners say, “One circle, one square, one circle, one square…”

Application Problem (5 min)

Draw four little mice. Draw some pieces of cheese so that each mouse can have one. Use a ruler to draw a line between each mouse and its cheese.

Are there just enough pieces of cheese? Talk to your partner about how you knew how many pieces of cheese to draw.

Concept Development (25 min)

(Call four students to the front.) Please reach in, one at a time, and take one thing out of my mystery basket.

Concept Development (25 min)

There are not enough. There are more students than blocks. Here is another block for you to hold. Now, we have the same number of blocks as students!

Please return to your seats.

What happened when I asked them each to take a block?

Concept Development (25 min)

Right. I had more students than blocks! I had to find another block to make them the same number. (Put another three blocks in the basket and call a pair of students forward.) One at a time, please take one thing out of my basket. What happened this time?

Concept Development (25 min)

There were more blocks than students! Student A, would you please come up and take a block out of my basket? (Student takes last block.) Now, we have the same number of blocks as students.

Concept Development (25 min)

Repeat activity several times until many or all students have had a chance to participate.

Model and encourage use of

“more ___ than ____ ” and “the same number of ____ as ____ .”

Concept Development

Take out your bags of linking cubes. Put the red cubes on one side of your desk and the blue cubes on the other side of your desk. Take a minute to look at the cubes. Tell your partner what you notice. Are the red and blue cube sets the same?

What do you notice?

Tell me how you knew.

Concept Development

Those are interesting strategies! You found ways to know that there were more blue cubes than red cubes. Now, put seven blue cubes back into your bag. What do you notice about the cubes you have left on your desk?

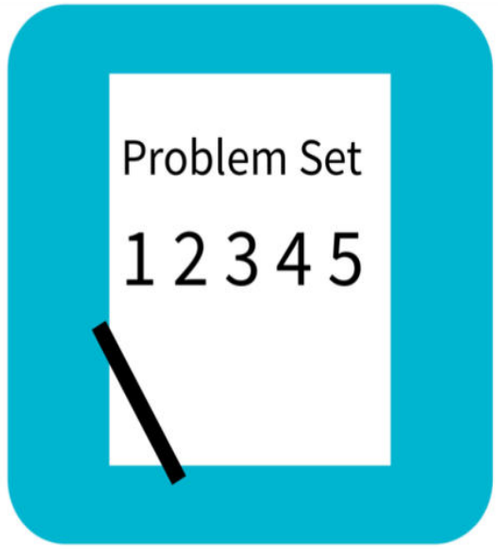
Concept Development

Yes, now there are more red cubes than blue cubes. Can you put enough red cubes away so that there are the same number of red cubes as blue cubes? Show your work to your partner. (Circulate again to ensure understanding of one-to-one correspondence.)

Concept Development

Let’s play a game!

1. Partner A rolls a pair of dice.
2. Show the same number of red cubes as the number rolled.
3. Partner B does the same.
4. Extension: could you show more than? Less than?



Problem Set (10 min)

Name _____ Date _____

Draw straight lines with your ruler to see if there are enough hats for the scarves.

Are there more  or  ?

Cross off by putting an X on 2  . Talk to your partner about what you notice now.

Draw more leaves than ants.

Debrief (10 min)

- What happened when you first took out the red and blue cubes? How did you know which set had more? Did someone else do it differently?
- In the Problem Set, were there more hats or scarves? How did you know? (Help students use more than and the same number as in their answers.)
- How did you use your ruler to help find which had more?
- What happened when you crossed out the two scarves? (Guide students to practice saying more than and the same as.)

Debrief (10 min)

- How many ants were there? You had to draw more leaves than ants. How many leaves did you draw? Check with your partner to see if they drew the same number of leaves. Who had more?
- What new math vocabulary did we use today to communicate precisely?