Eureka Math

Kindergarten
Module 3
Lesson 22

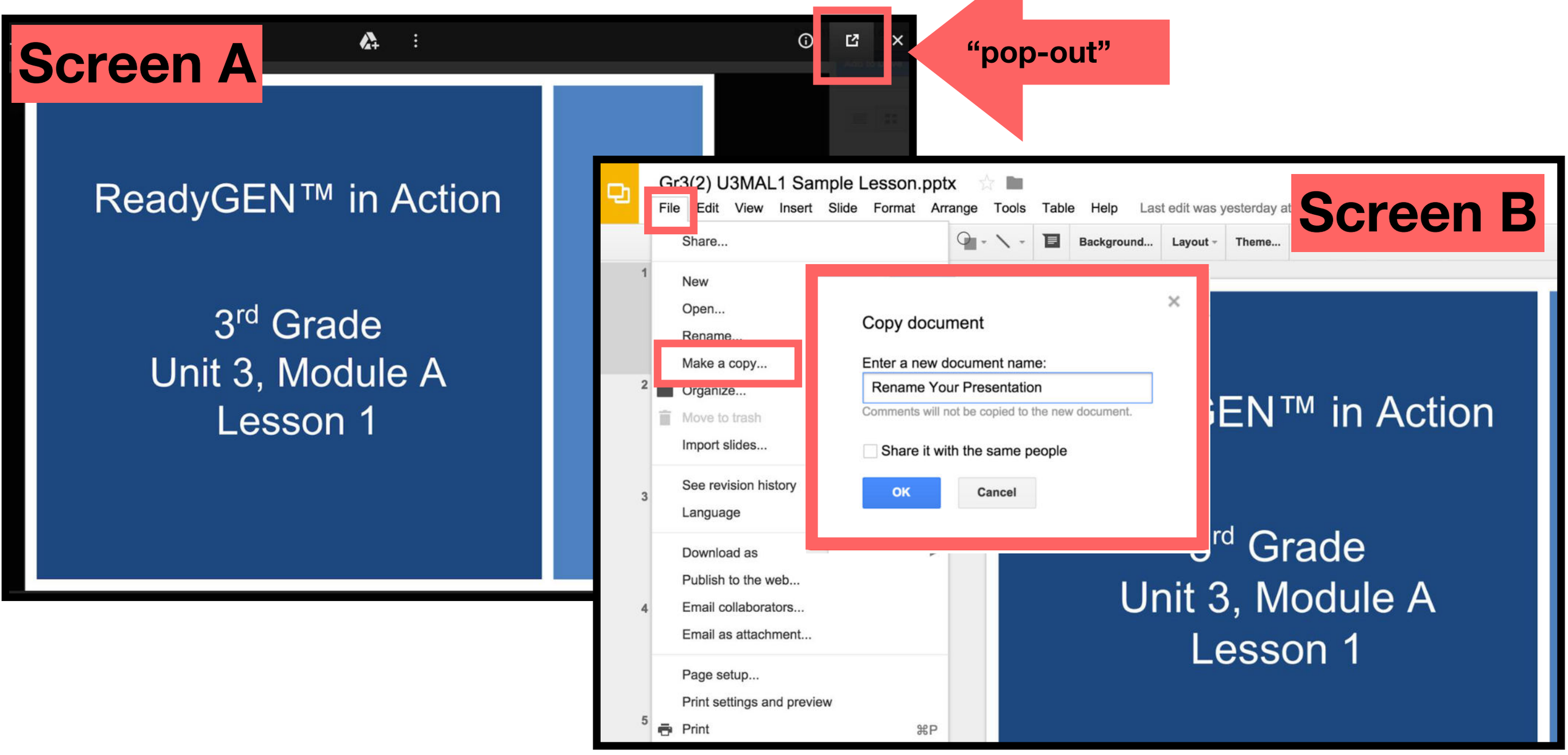
At the request of elementary teachers, a team of Bethel & Sumner educators met as a committee to create Eureka slideshow presentations. These presentations are not meant as a script, nor are they required to be used. Please customize as needed. Thank you to the many educators who contributed to this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

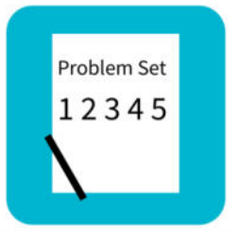


Icons

Read, Draw, Write

Learning Target

Personal White Board

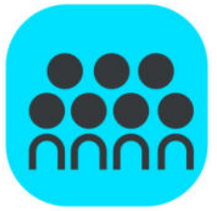


Problem Set

Manipulatives Needed

Fluency

Think Pair Share



Whole Class

Individual

Partner

Small Group

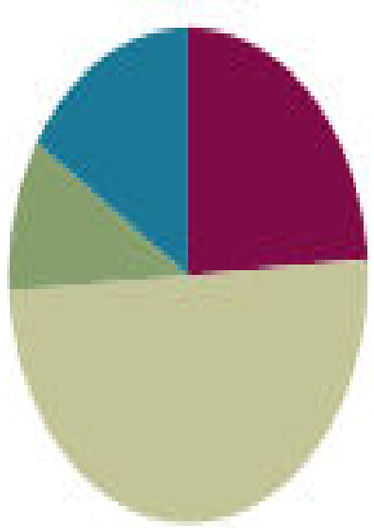
Small Group Time

Lesson 22

Objective: Identify and create a set that has the same number of objects.

Suggested Lesson Structure

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



Materials Needed

Students

- Dice with 6-dot side covered
- Personal white board
- 7 linking cubes
- Small piece of clay
- 10-sided die or spinner
- Bag of 20 linking cubes
- Bag of 20 pennies.

I can identify and create a set that has the same number of objects.

Make It Equal-3 min.

1. Teacher introduces the term equal as meaning the same number.

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

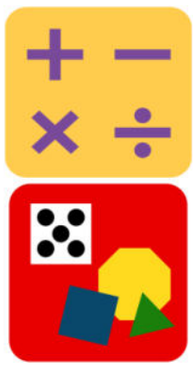
3. Partner A makes her beans equal to her partner's by taking off or putting on more beans.

4. Partner B counts to verify.

5. Switch roles and play again.

Roll and Draw 5-Groups-5 min.

Roll the die, count the dots, and then draw the number a a 5-group.



5-Group Fill Up-4 min.

1. Partner A rolls the dice and draws a corresponding 5-group with Os.

2. Partner B completes the 10 by drawing Xs.

3. Both partners engage in math talk: “I have 3. You drew 7 more to make 10.”

Application Problem
5 min.

Pretend your linking cubes are little baskets. Use your clay to make as many balls as there are baskets.

Check your work by putting a ball in each basket. Do you have just enough?

Score 1 point for every basket you made!

Concept Development
25 min.

We are going to play Match My Set today! Let me show you how it works.

Student A, please roll the die.

What number do you see?

T: I will draw a set of 8 shapes. What shape should Idraw, Student A?

Concept Development

(Draw 8 circles on the board.)

Now, I will draw as many squares as circles. Then, I'll have the same number of squares as circles.

(Demonstrate.) How should I check my work?

Good idea. Count the circles with me.

T/S: 1, 2, 3, 4, 5, 6, 7, 8.

Concept Development

I will write the number 8 under this set. Now, let’scount the squares.

T/S: 1, 2, 3, 4, 5, 6, 7, 8.

I will write the number 8 under this set.

Do I have the same number of shapes in each set?

Concept Development

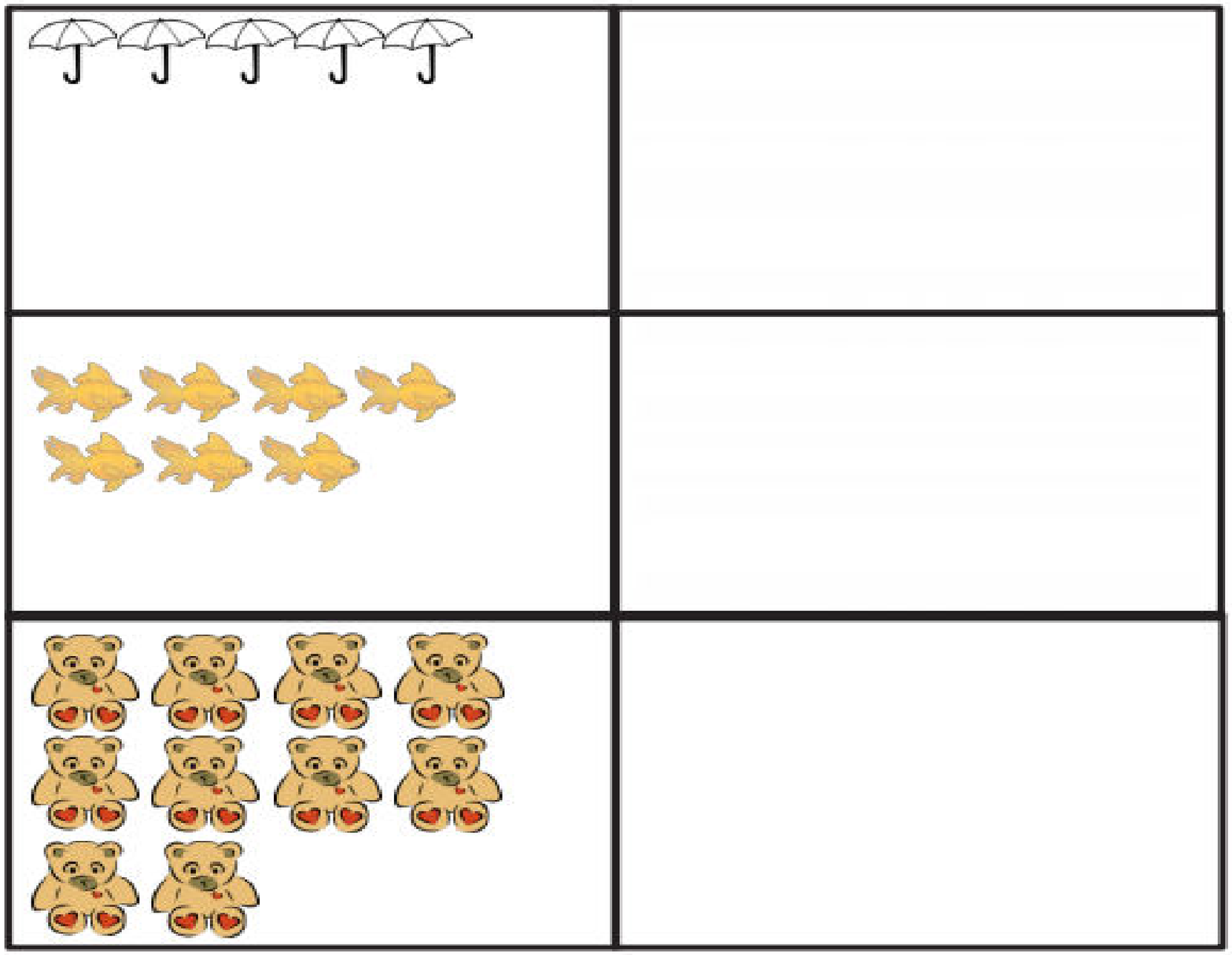
Now, you will play this game with your partner. One of you will roll the die and make the first setwith the cubes.

Then, the other will make a set of pennies that has the same number of pennies as cubes. When you have made your sets, count each of them to make sure they are the same!

The next time, you can switch.

Problem Set-10 min.

Count the objects in the box. Then, draw the same number of circles in the empty box.



Debrief-8 min.

Lesson Objective: Identify and create a set that has the same number of objects.

Debrief

- When you were making the sets with your cubes and pennies, how did you check to make sure that the sets had the same number of items?
- What would it mean if you counted 8 in one set and 6 in another?
- What do we have to remember when we are making sets that have the same number of items?

- On the second page of the Problem Set, did your partner draw the correct number of objects to match your set?
- Use the words the same number to tell me something about your hands.
- Could you make a similar sentence about the same number for any other part of your body?
- What new (or significant) math vocabulary did we use today to communicate precisely?