Eureka Math

Kindergarten
Module 3
Lesson 23

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!

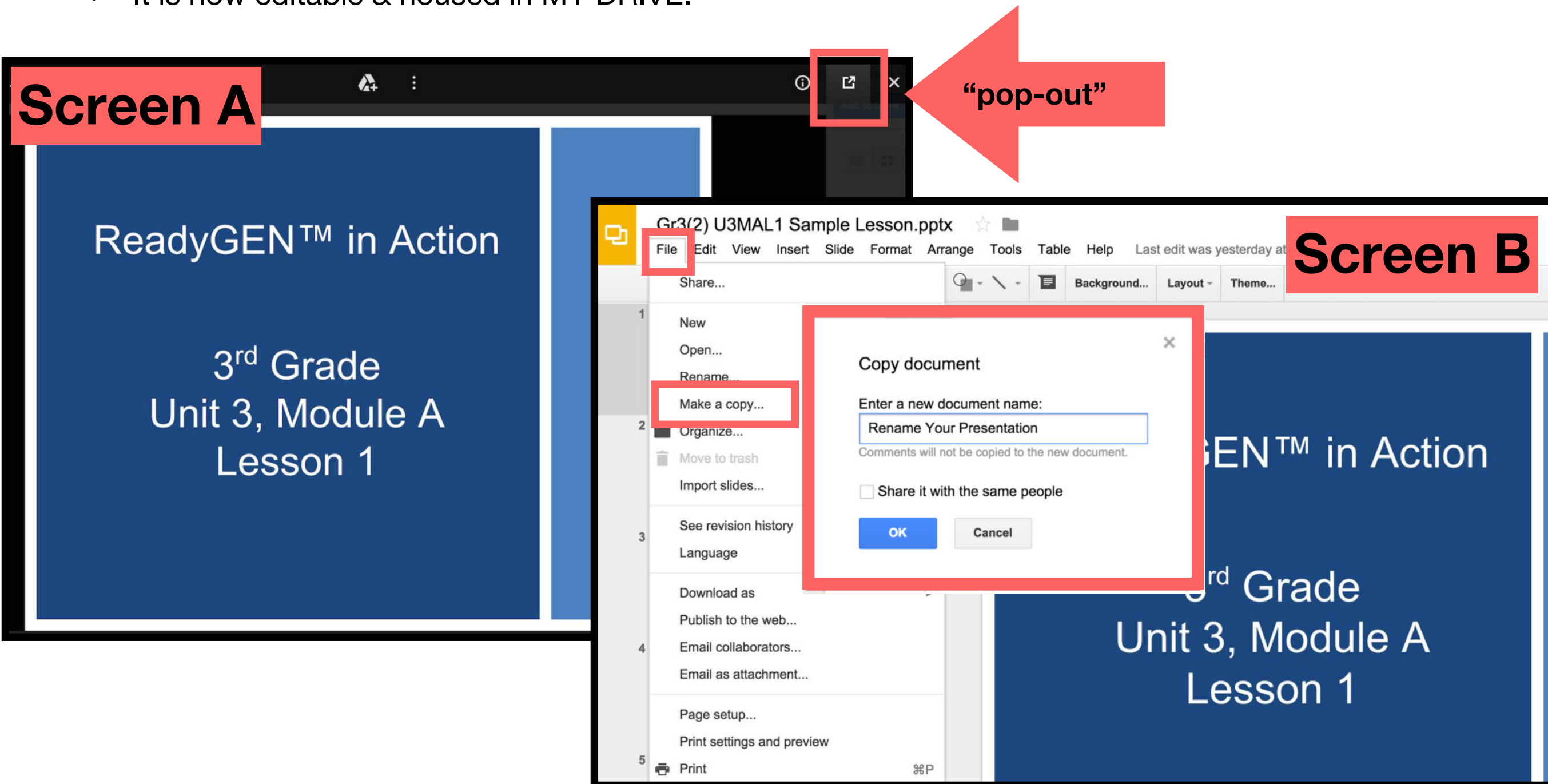Directions for customizing presentations are available on the next slide.

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.

Screen A

"pop-out"

ReadyGEN™ in Action

3rd Grade
Unit 3, Module A
Lesson 1

Screen B

Gr3(2) U3MAL1 Sample Lesson.pptx

File Edit View Insert Slide Format Arrange Tools Table Help   Last edit was yesterday at

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New
Open...   Copy document   ×
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Organize...   Rename Your Presentation   EN™ in Action
Move to trash   Comments will not be copied to the new document.
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                                                                     Unit 3, Module A
Download as
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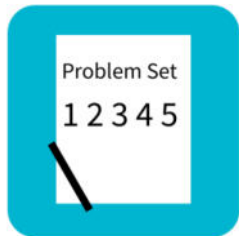
Icons

RDW — Read, Draw, Write

Learning Target

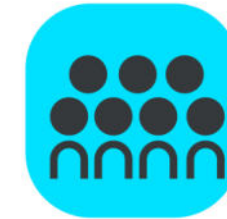Personal White Board

Problem Set

Manipulatives Needed

Fluency

Think Pair Share

Whole Class
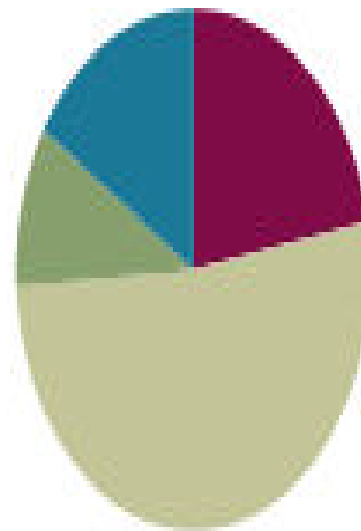
Individual

Partner

Small Group

Small Group Time

Lesson 23

Objective: Reason to identify and make a set that has 1 more.

Suggested Lesson Structure

■	Fluency Practice	(11 minutes)
■	Application Problem	(5 minutes)
■	Concept Development	(26 minutes)
■	Student Debrief	(8 minutes)
	Total Time	**(50 minutes)**

Materials Needed

Students
- 10-sided die
- Bag of 20 linking cubes
- Bag of 20 pennies

I can reason to identify and make a set that has 1 more.

Show Me 1 More
4 min.

Conduct the activity as described in Lesson 19, but focus exclusively on practicing 1 more.

Maintain consistency in the language.

Roll and Say 1 More
3 min.

Conduct the activity as described in Lesson 13, but focus exclusively on practicing 1 more.

Maintain consistency in the language.
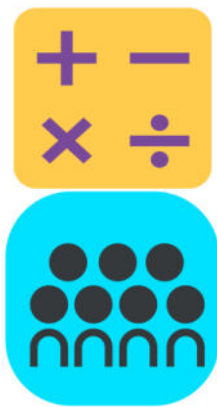
Finish My Sentence (1 More) 4 min.

Raise your hand, and wait for the signal for when you can finish this sentence. 3. 1 more is…?

(Wait for all hands to go up, and then signal.)

T: 4. 1 more is…? (Wait for all hands to go up, and then signal.)

Variation: After some whole group practice, have students complete this activity with a partner.

Application Problem
5 min

Draw 9 birds. Draw enough worms so that each bird gets one, but also draw 1 extra worm for a snack for later.

Use your ruler to match each bird to its worm. How many birds are there? Write the number.

How many worms are there? Write the number. Show your picture to a friend.
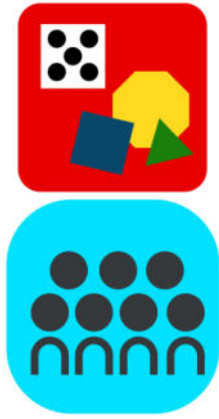
Concept Development

We are going to play another set game today. Let meshow you how we will play.

Student A, please roll the die. What number do you see?

I will draw a set of_____. What shape should I draw, Student A?
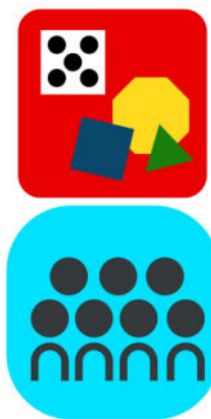
Concept Development

(Draw ____triangles on the board.) Now, I need to draw a set of squares that has 1 more than my set of triangles.

How many should I draw?

Do you remember how we learned to count 1 more than with our linking cube stairs a long time ago? We will do that again.

Count the triangles with me.
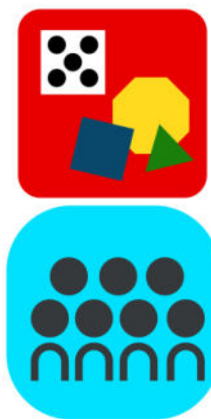
Concept Development

____I will write ___under this set. What is 1 more?

S: 1 more is ____.

T:____. 1 more is ____. (Draw ____ squares.) I will write the number ____ under this set. Do the sets have the same number?
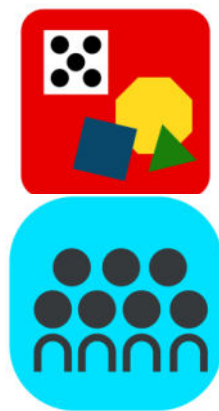
Concept Development

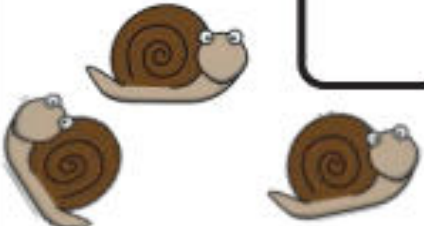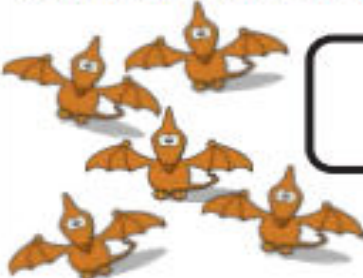Now, you will play the game with your partner.

One of you will roll the die and make the first set with the cubes, and then the other will make a set of pennies that has 1 more than the set of cubes.

After you have made your sets, count each of them again to make sure that the set of pennies has 1 more!

The next time, you can switch.
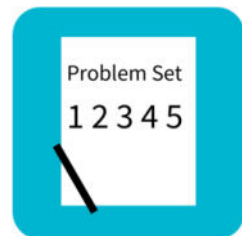
Problem Set-10 min.

How many snails? ☐	Draw 1 leaf for every snail and 1 more leaf. How many leaves? ☐
How many pterodactyls? ☐	Draw 1 fish for every pterodactyl and 1 more fish. How many fish? ☐
How many squirrels? ☐	Draw 1 acorn for every squirrel and 1 more acorn. How many acorns? ☐
How many pigs? ☐	Draw 1 piece of corn for every pig and 1 more piece of corn. How many pieces of corn? ☐
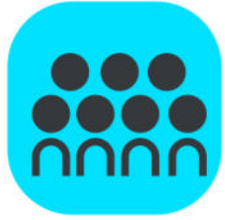
Debrief-8 min

Lesson Objective: Reason to identify and make a set that has 1 more.
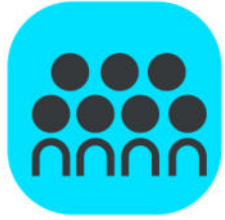
Debrief

- In our activity, how did you know how many cubes you needed to use in your set each time?
- How did you know how many pennies should be in the set each time?
- Think about the birds and the worms you drew at the beginning of math today. What could you say about the sets of birds and worms?
- On the Problem Set, what did you do to make sure you drew a set with 1 more?
- Talk to your partner about the second page of the Problem Set.
- Pick one box and talk about the number you rolled and how many objects you drew. (Encourage students to talk about hidden partners, if applicable. For example, how many puppies are playing? How
- many are eating?)
- What math vocabulary did we use today to communicate precisely?