

Eureka Math

Kindergarten Module 3 Lesson 24

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.



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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



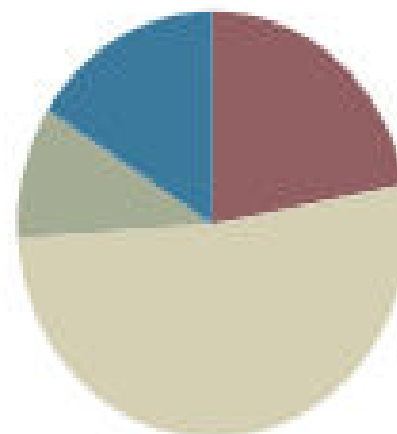
Small Group Time

Lesson 24

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

Suggested Lesson Structure

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





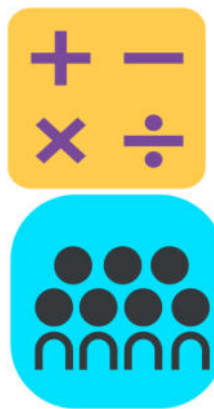
Materials Needed

Students

- 10-sided die
- Bag of 20 linking cubes per pair
- Bag of 20 pennies per pair
- Die with 6 dot covered



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



Show Me 1 Less

4 min

Conduct activity as described in Lesson 19, but instead, focus exclusively on practicing 1 less. Maintain consistency in the language.

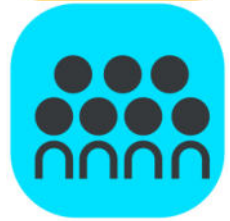


Roll and Say 1 Less

3 min.

Roll the dice and count the dots. Make 1 more and 1 less statements using consistent language. For example,

if the student rolls a 4, they would say: 4. 1 more is 5.
4. 1 less is 3.



Finish My Sentence

4 min.

Raise your hand, and wait for the signal when you can finish this sentence. 5. 1 less is...?

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

4. 1 less is...?

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



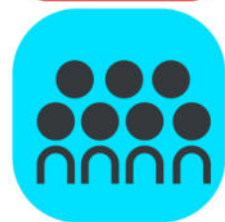
Application Problem

5 min

The birds are back! Draw 9 birds. Each of them wants a worm for lunch today except for one—she has become a vegetarian.

Draw just enough worms so that each bird who wants one can have one. How many birds did you draw? Write the number.

How many worms did you draw? Write the number.



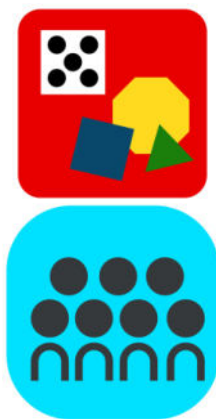
Concept Development

26 min.

We have one last set game to play!

Student A, please roll the die. What did you get?

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

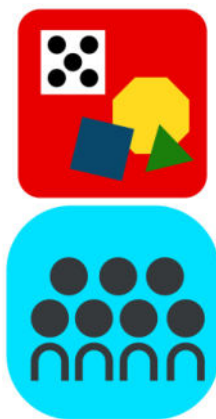


Concept Development

(Draw ____ shapes on the board.) Now, I need to draw a set of squares that has 1 fewer than my set of _____. Do you remember how we learned to count 1 less with our linking cube stairs? We will do that again. Count the _____ with me.

S: 1, 2, 3, 4, 5, 6. (your number may be different)

T: _____. I will write _____ under this set. What is 1 less, or 1 fewer, than _____?



Concept Development

____. 1 less is _____. (Draw ____ squares.) I will write the number ____ under this set. Are the sets the same?

S: No! ____ is 1 more than ____!

Model the exercise one more time, having a different student roll the die. Encourage the use of language

such as, “9. 1 less is 8. 8. 1 less is 7.”



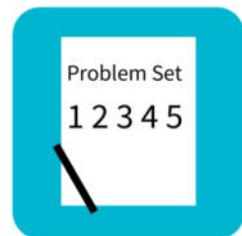
Concept Development

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 fewer than the set of cubes.

After you make your sets, count each of them again to make sure that the number of pennies is one less!

Next time, you can switch.




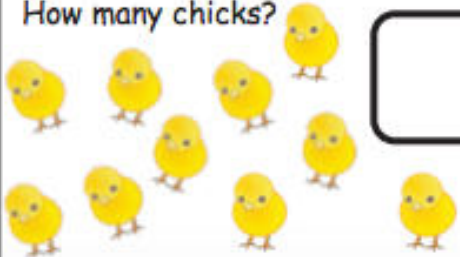


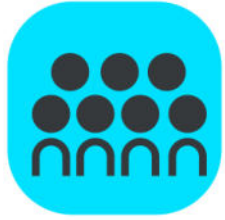
Problem Set

10 min

Name _____ Date _____

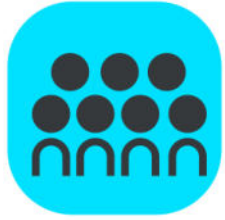
As you work, use your math words *less than*.

<p>How many kites?</p>  <p><input type="text"/></p>	<p>Draw a set of suns that has 1 less. How many suns?</p> <p><input type="text"/></p>
<p>How many hot air balloons?</p>  <p><input type="text"/></p>	<p>Draw a set of clouds that has 1 less. How many clouds?</p> <p><input type="text"/></p>
<p>How many octopi?</p>  <p><input type="text"/></p>	<p>Draw a set of sharks that has 1 less. How many sharks?</p> <p><input type="text"/></p>
<p>How many chicks?</p>  <p><input type="text"/></p>	<p>Draw a set of worms that has 1 less. How many worms?</p> <p><input type="text"/></p>



Debrief

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



Debrief

- When you were playing the game, how did you know how many pennies needed to be in a set?
- If your partner made a set of 5 pennies, how many cubes would you have put in a set?
- What if he had made a set of 9 pennies? How many cubes would you have put in the set?
- On the Problem Set, how did you know how many chicks there were? How did you know how many worms to draw?
- What math vocabulary did we use today to communicate precisely?
- 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?