Eureka Math

Kindergarten
Module 3
Lesson 25

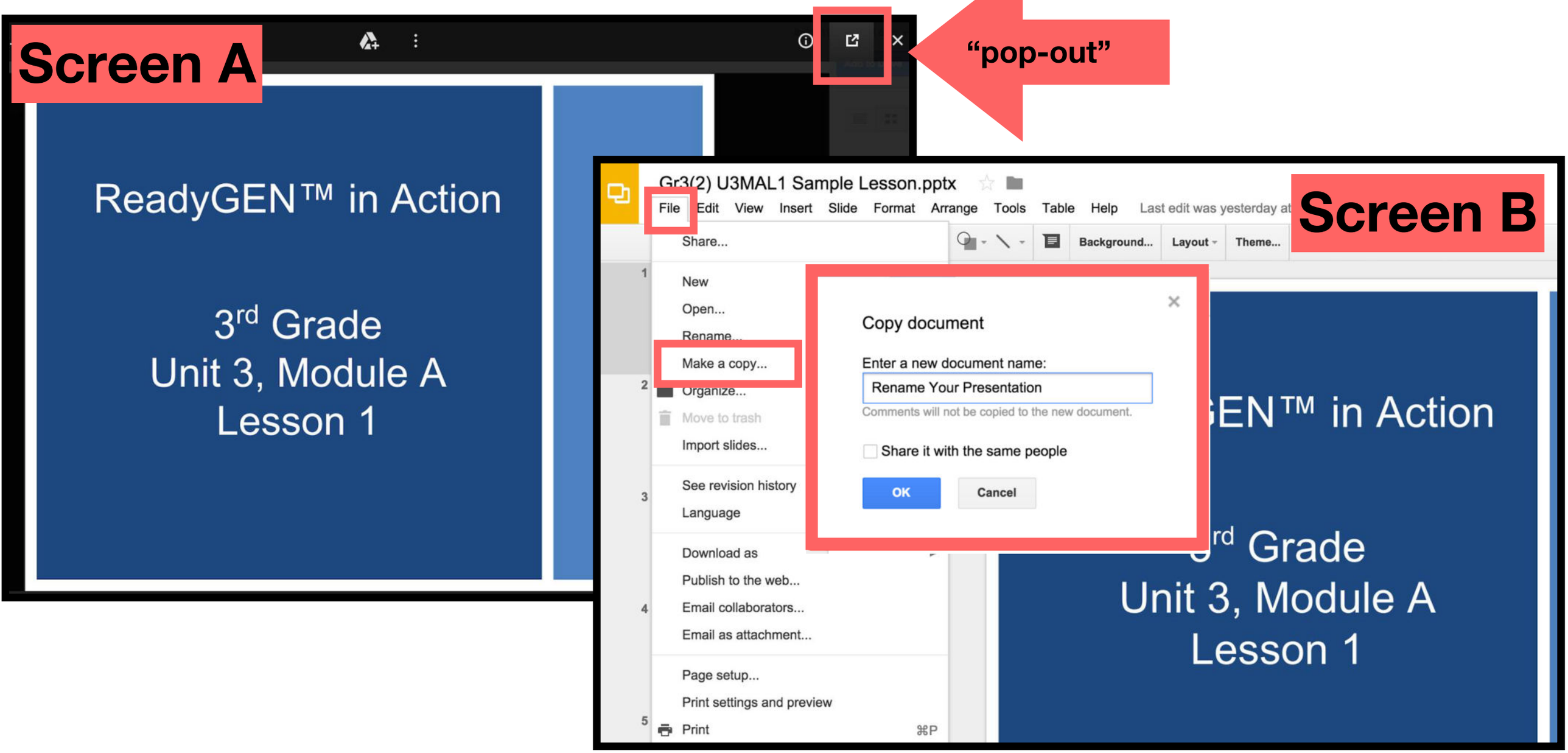
At the request of elementary teachers, a team of Bethel & Sumner educators met as a committee to create Eureka slideshow presentations. These presentations are not meant as a script, nor are they required to be used. Please customize as needed. Thank you to the many educators who contributed to this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

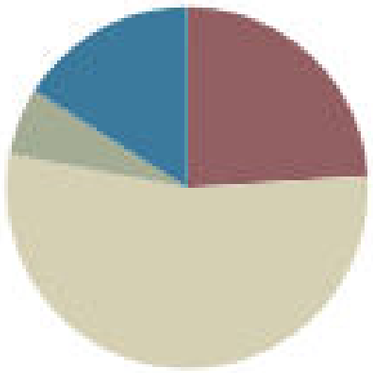
Small Group Time

Lesson 25

Objective: Match and count to compare a number of objects. State which quantity is more.

Suggested Lesson Structure

Fluency Practice	(12 minutes)
Application Problem	(3 minutes)
Concept Development	(27 minutes)
Student Debrief	(8 minutes)
Total Time	**(50 minutes)**



Materials Needed

Teacher

- White board and markers
- Shapes (lesson 21 template), cut out and placed in scatter arrangements on the board

Materials Needed

Students

- 2 copies of *count and circle how many* (lesson 20 sprint)
- Bag of 10 pennies
- Bag of 8 linking cubes

I can match and count to compare a number of objects. State which quantity is more.

Beat Your Score
12 min.

It’s time for a Sprint!

(Briefly recall previous Sprint preparation activities, and distribute Sprints facedown.)

Take out your pencil and one crayon, any color.

T: On your mark, get set, go!

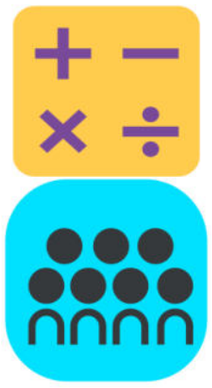
Beat Your Score

(Ring the bell or give another signal for students to stop. Although it will not be necessary to time the students in this short practice Sprint, be sure to give the stop signal before students finish so they do not develop the expectation of finishing every time.)

Pencils up!

Pencils down, crayons up!

T: It’s time to check answers. What do you do if the answer is right?



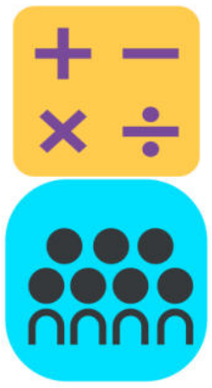
Beat Your Score

What do you say?

S: Yes!

T: We’ll begin with the hearts. Ready? 1

Proceed through the checking answers procedure as in Lesson 21



Beat Your Score

Kindergarteners, do you ever wish you had more time? Another chance to do even better?

S: Yes.

T: Before we try again, let’s get our mind and body ready to work hard with an exercise. Stand up and push in your chairs. Let’s do jumping jacks while counting to 10. Ready?

S: 1, 2, 3, …10. (Count while doing jumping jacks.)

Beat Your Score

Hands on your hips. Twist slowly, counting down from 10. Ready? (While students exercise,distribute the second set of Sprints, which is the same as the first.)

S: 10, 9, 8, …1. (Count while twisting.)

T: Have a seat. Pencils up. Do you remember the number you got the first time?

T: See if you can beat your own score! Race against yourself! On your mark, get set, go!

Beat Your Score

Stand up if you beat your score.

You worked so hard, and I am so proud of you! Let's celebrate (e.g., congratulate each other, give three pats on the back, shake hands, have a parade).

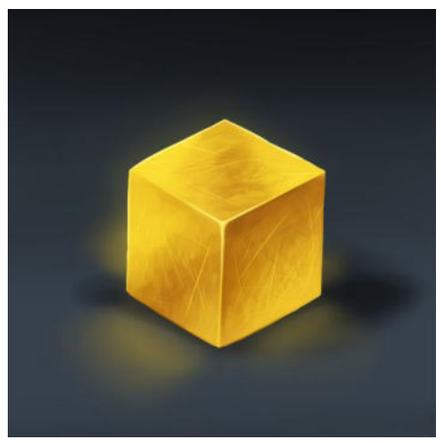
Variation: Allow students to finish, but provide an early finisher activity to do on the back.

Application Problem
3 min

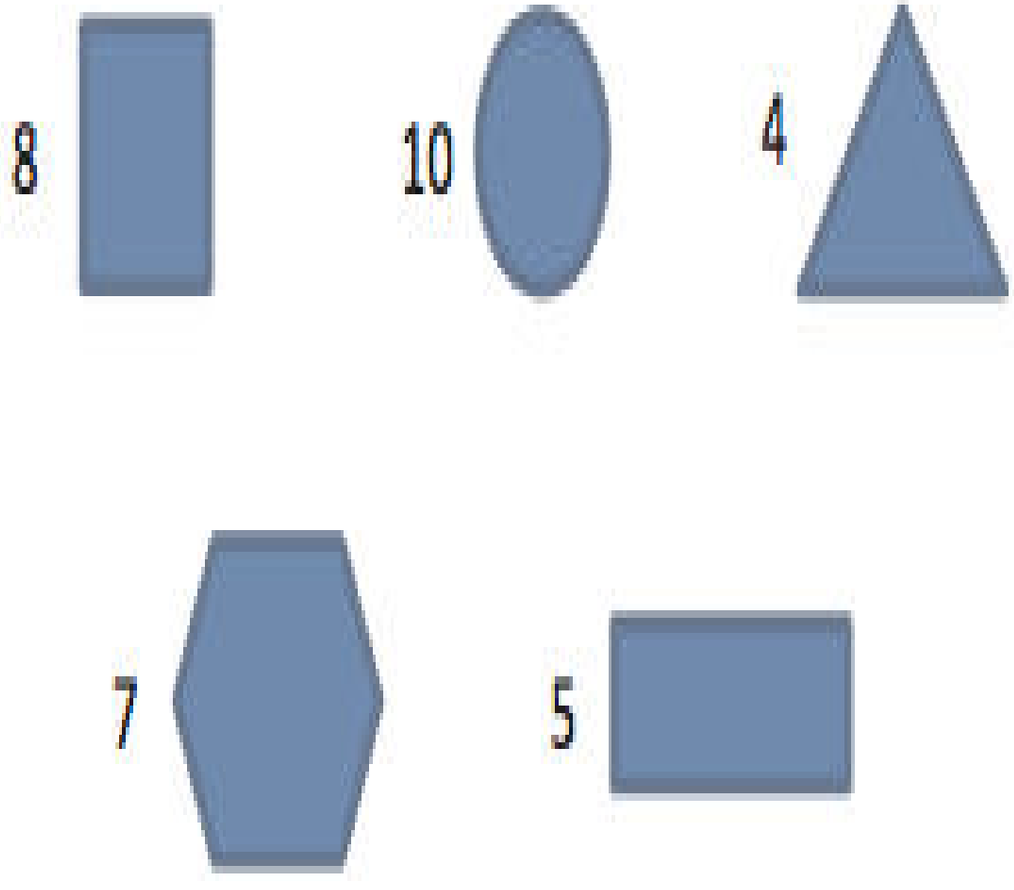
Put your pennies in a row.

Now, put one linking cube on top of each penny. Are there enough cubes to cover each penny?

Talk to your friend about which has more, the set of cubes or the set of pennies?



Concept Development
27 min



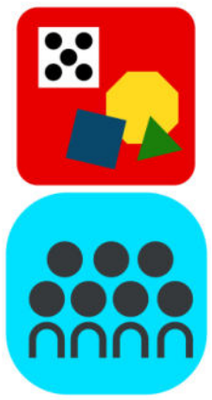
Concept Development

What do you notice on the board today?

T: Do you remember the names of the shapes?

T: We've been talking lately about sets that have more than and less than.

Today we are going to talk about ways to organize our groups of shapes so that it is easier to tell which has more.



Concept Development

Which has more, the circles or triangles?

T: How did you know so fast?

T: That makes sense, but what about the squares and the hexagons?

Right now it is hard for me to guess which has more. It isn’t so easy to just see. Do you have any ideas?

Concept Development

Guide the discussion so that students remember howthey worked with the coins and cubes in previous lessons.

T: I can move our shapes. I will put the squares in a row, and the hexagons in a row just underneath.

(Demonstrate.) Now, what do you notice?

Concept Development

We can show which set has more. Let’s draw a line between the first hexagon and the first square.

(Demonstrate.) Now, let’s match the second hexagon with the second square. (Continue until all hexagons are matched.)

Each of our hexagons has a partner in the other set. What do you notice now?

Concept Development

I wonder if we could count them to find out which has more. Let’s count the hexagons and write that number at the end. 1, 2, 3, 4, 5, 6, 7.

Now, let’s count the squares. 1, 2, 3, 4, 5, 6, 7, 8.

Let’s write that number, too. (Write the number.) What do you notice?

Look at the numbers at the ends of the lines. There are 8 squares and 7 hexagons. 8 is more than 7. Repeat with me

Concept Development

Here is a question to ask your partner, “Partner, which is more, 8 or 7?”

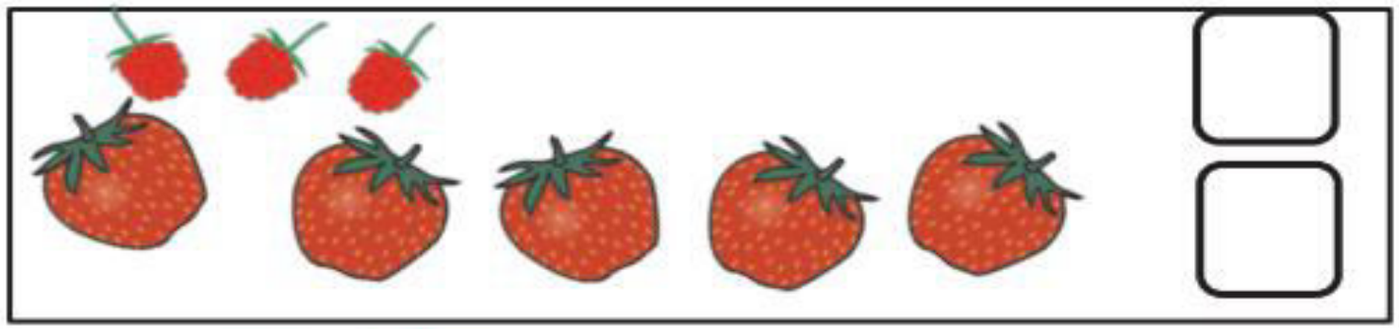
What will your partner say?

T: Take turns, and ask your partner the question.

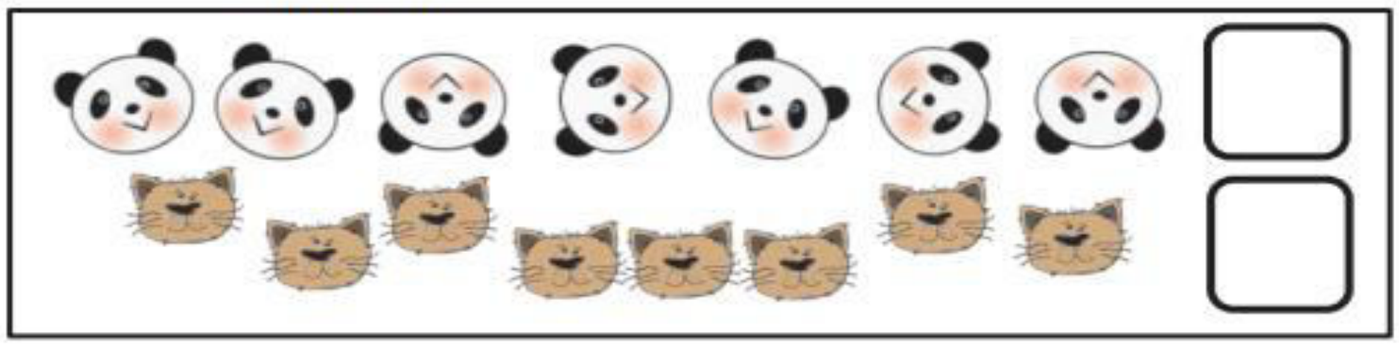
Problem Set-10 min

Name _____ Date _____

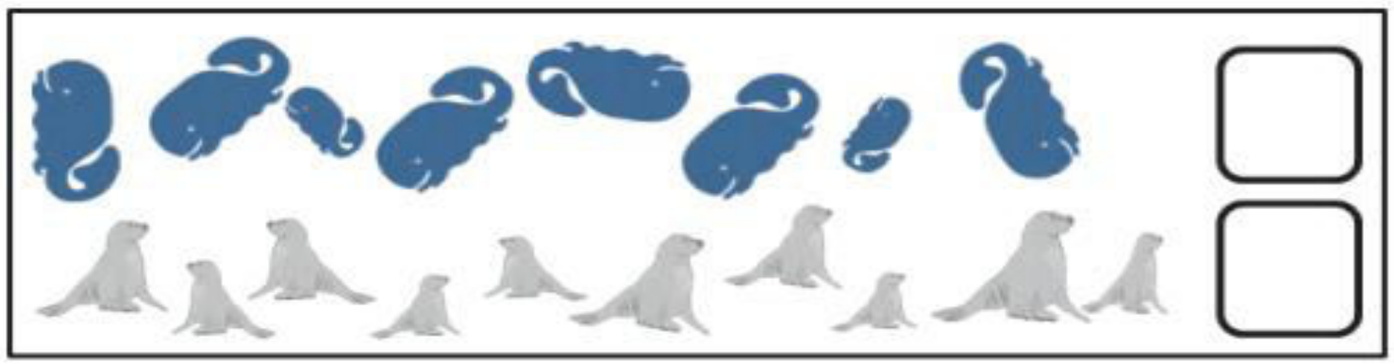
1. Count the objects in each line. Write how many in the box. Then, fill in the blanks below. Use the words *more than* to compare the numbers.



_____ is more than _____.



_____ is more than _____.



_____ is more than _____.

Debrief

Lesson Objective: Match and count to compare a number of objects. State which quantity is more.

Debrief

- How did you organize your shapes to help you know which had more?
- Can you tell by lining up the shapes, which has more? How or how not?
- On the Problem Set, how did you know which set had more? Fewer?
- On the second page of the Problem Set, you compared two numbers. Did anyone roll the same number to compare? What did you do?
- What math vocabulary did we use today to communicate precisely? How did the Application problem connect to today's lesson?