Eureka Math

Kindergarten Module 3 Lesson 26

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.



This work by Bethel School District (<u>www.bethelsd.org</u>) is licensed under the Creative Commons Attribution Non-Commercial Share-Alike 4.0 International License. To view a copy of this license, visit http://creativecommons.org/licenses/by/4.0/. Bethel School District Based this work on Eureka Math by Common Core (http://greatminds.net/maps/math/copyright) Eureka Math is licensed under a Creative Commons Attribution Non-Commercial-ShareAlike 4.0 License.

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.
- \succ 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
 - \circ Dot cards of 6
 - \circ White board
 - Markers
 - Shapes (lesson 21 template) cut out



Materials

- Student:
 - \circ Dot cards of 6

Icons





Read, Draw, Write











Manipulatives Needed







Lesson 26

Objective: Match and count to compare two sets of objects. State which quantity is less.

Suggested Lesson Structure

Fluency Practice
Application Problem
Concept Development
Student Debrief
Total Time

(12 minutes) (5 minutes) (25 minutes) (8 minutes) **(50 minutes)**





I can match and count to compare two sets of objects. State which quantity is less.



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.





Dot Cards of 6 (4 min)

How many do you see? (use 6 dot cards and return to

presentation when finished)





Let's practice!

Ten 1

Say that for me



We can show it on our hands like this:

Ten (push out both hands, palms out, as if doing a push-up exercise in the air, and then pause with closed fists close to body)

1 (push out the right hand pinky finger)



It's your turn. Ready?

Ten (push out both hands, palms out, as if doing a push-up exercise in the air, and then pause with closed fists close to body)

1 (push out the right hand pinky finger)



Next is ten 2. We do it like this

Ten (push out both hands as if doing a push-up exercise in the air) and (closed fists, close to body)

2 (push out the right hand pinky and ring fingers)



It's your turn now. Ready?

Ten (push out both hands as if doing a push-up exercise in the air) and (closed fists, close to body)

2 (push out the right hand pinky and ring fingers)



Next is ten 3

Ten (push out both hands as if doing a push-up exercise in the air) and (closed fists, close to body)

3 (push out the right hand pinky, ring, and middle fingers)



Your turn!

Ten (push out both hands as if doing a push-up exercise in the air) and (closed fists, close to body)

3 (push out the right hand pinky, ring, and middle fingers)

Application Problem (5 min)

Draw how many people are sitting at your table. Draw them in a row or line. Now, draw to show how many pencils are at your table. Draw them in a row or line. Draw lines to match each person to one pencil. Remember, each one gets only one partner! Are there more pencils or people? Show your work to your partner.



Concept Development (25 min)

In Lesson 25, we talked about how to organize our counting and comparing when we had groups of things. What do you remember?

Concept Development (25 min)

We are going to work on more of this today. Look at the shapes on the board. How can we quickly find out if there are more circles or squares?



Concept Development (25 min)

Yes, we can line them up and match them with partners. What if we put them in towers like your linking cubes? What if we put them in columns? Will that still work?

Concept Development (25 min)

Let's try. (Place circles and squares in columns.) Now, what do I need to remember? How do I match them?



Does it matter which shape is bigger when I am matching?

I will draw lines between the partners. (Demonstrate.)What did we discover?





Concept Development

Count the circles.

Now, let's count the squares.



Concept Development

Let's write the numbers above each column.

Compare the numbers!

Just like we did in the other lesson, let's question our partner. Today let's use the word less. Who thinks they have a good question?



Concept Development

Those questions got better and better. Let's use this one, "Which number is less, 10 or 8?" What will your partner say?

Great. Begin your interview.



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. Say your words less than out loud as you work.



is less than



is less than ____



is less than _____.

2. Roll a die and draw the number of dots in the box. Then, draw a set of objects to match the number. Roll the die again, and do the same in the next





Debrief (8 min)

- When we were lining up the shapes on the board
- to compare the sets, did it matter if we made
- rows or columns?
- What is the most important thing to remember
- when lining up shapes? Why does each shape
- get only one partner?
- What new (or significant) math vocabulary did we
- use today to communicate precisely?
- How did the Application Problem connect to
- today's lesson?