### Eureka Math

Kindergarten Module 3 Lesson 27

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Directions for customizing presentations are available on the next slide.



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#### **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.
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- ➤ 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
  - $\circ$  Ruler
  - Pencil
  - 2 sets of student materials



### Materials

- Student:
  - Hidden Numbers Mat (lesson 3 fluency template)
  - Pattern Blocks (small bucket per pair)
  - 10-sided die
  - Bag of 10 linking cubes
  - Bag of 10 beans
  - Bag of 10 pennies
  - Bag of 10 counters

\*per pair

### Icons





Read, Draw, Write











Manipulatives Needed







### Lesson 27

### Objective: Strategize to compare two sets.

#### **Suggested Lesson Structure**

Fluency Practice
Application Problem
Concept Development
Student Debrief

**Total Time** 

(11 minutes)(5 minutes)(26 minutes)(8 minutes)(50 minutes)





I can use strategies to compare two sets.



How many fingers do you have on two hands?

Show me 9, piano style, like this. (Demonstrate fingers the Math way, palms down, flat on the table.)

How many fingers are hiding?

Let that finger come out now. 9 and 1 make...?



Now, show me 8.

How many fingers are hiding?

Let those fingers come out now. 8 and 2 make...?

Work through all of the combinations of 10.



## Hidden Numbers (4 min)

Touch and count the fish on your mat. Raise your hand when you know how many. (Wait for all hands to go up, and then give the signal.) Ready?

Put an X on 4 of the fish. We're not going to count those fish right now. Pretend they swam away!

Circle a group of 2 from the fish who didn't swim away.

What do you notice?



## Hidden Numbers (4 min)

Erase your board. Put an X on 3 of the fish again to show they swam away. How many fish did not swim away?

Now, this time, circle a group of 3.

How many fish have you circled so far?

What do you notice?

Erase your board

## Show Me Taller and Shorter (3 min)

Let's use our hands to show taller and shorter. For taller, we'll do this...

To show shorter, we'll do this...

Let's practice. Show me taller.

Show me shorter.

## Show Me Taller and Shorter (3 min)

Look at my marker (hold a marker upright), and look at my crayon. Is the crayon shorter or taller?

Show me the gesture for taller if you think the crayon is taller. Show me the gesture for shorter if you think the crayon is shorter.

## Application Problem (5 min)

Work with a partner. Take one handful of pattern blocks out of the bucket. Let your partner do the same. Compare your handfuls of pattern blocks. Who has more? How do you know? Put the blocks back, and try the game again.



We are going to do some more comparing activities together, and then you will repeat them with your partner. Watch carefully. Student A, please come up to help.

I am going to roll the die and take that many cubes out of the bag. You do the same. (Demonstrate.) What would be a simple way to see who has more?

(Demonstrate.) Student A, how many cubes are in your tower?

I have 8. Let's see whose tower is taller. Which is more, 8 or 6?

8 is more than 6. Use your words.

Now, you and your partner try the game. (Allow time for comparison and discussion. Continue to encourage the language of more than and less than.)

Put the cubes away, and watch our next game. Student B, please come up to help. Student B and I will each take some pennies out of our bag. (Demonstrate.) How can we see who has more?



We will make rows of our pennies. (Demonstrate.) Student A, how many pennies do you have?

(T)I have 3. Let's make pairs, and then move our pennies. (Demonstrate.) Who has fewer?

3 is less than 9. Use your words.



## Concept Development

Thank you, Student B! You and your partner can play the game now. Line up your pennies each time to find out who has more. (Allow time for comparison and discussion.)





## Concept Development

Put your pennies away. Take out your bag of beans. Roll the die to find out how many beans will be in your set. Compare your set with your partner's. Who has more? How do you know?





## Problem Set (10 min)

Date

Draw a tower with more cubes.	Draw a train with fewer cubes.	Draw a tower with more cubes.
is more than	is less than	is more than
Н		

Name

aw a train. Draw another t	rain with ter	ver cubes.
is more than		is less than



## Debrief (8 min)

- How did we compare our sets with the linking cubes? What is another way we could have compared them?
- What do you think was the easiest way to find out which bean set had more? Would you do the same thing to find out which set had fewer beans?
- When do you need to count to see which set has more or less?
- When might we compare numbers in our lives?
- What math vocabulary did we use today to communicate precisely?
- How did the Application Problem connect to today's lesson?