

Eureka Math

Kindergarten Module 3 Lesson 28

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.





Materials

- Teacher
 - Ruler
 - Pencil
 - 2 sets of student materials
 - Bell
 - chime



Materials

- Student:
 - 2 copies of the counting to 5 sprint
 - Paper
 - Crayons
 - Clay
 - 1 set of numeral cards / 5-group cards

Icons



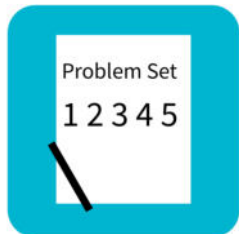
Read, Draw, Write



Learning Target



Personal White Board



Problem Set



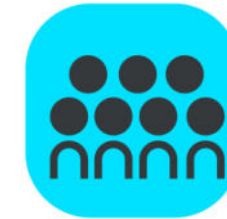
Manipulatives Needed



Fluency



Think Pair Share



Whole Class



Individual



Partner



Small Group



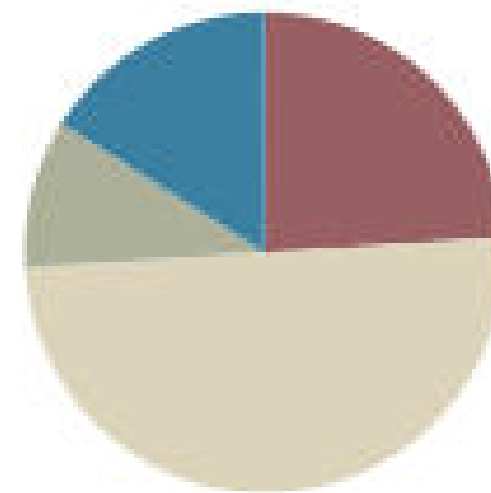
Small Group Time

Lesson 28

Objective: Visualize quantities to compare two numerals.

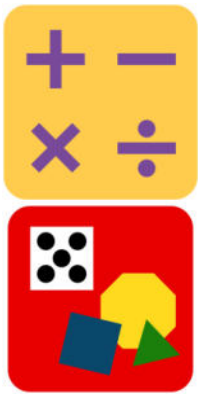
Suggested Lesson Structure

■ Fluency Practice	(12 minutes)
■ Application Problem	(5 minutes)
■ Concept Development	(25 minutes)
■ Student Debrief	(8 minutes)
Total Time	(50 minutes)





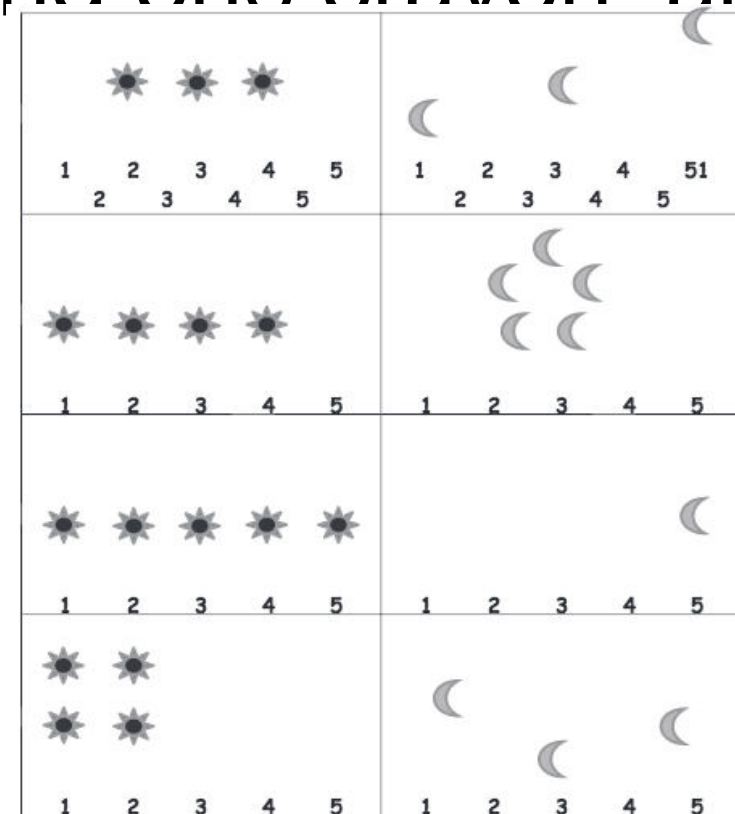
I can visualize quantities to compare two numerals.

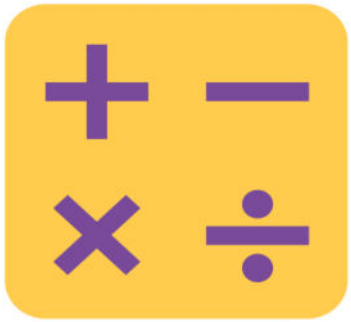


Sprint: Counting to 5 in Varied Configurations (12min)

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.

On your mark, get set, go!

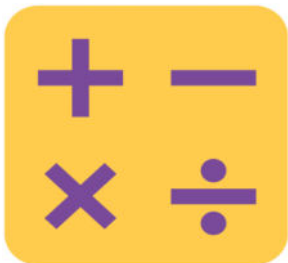




Sprint (12 min)

Pencils up!





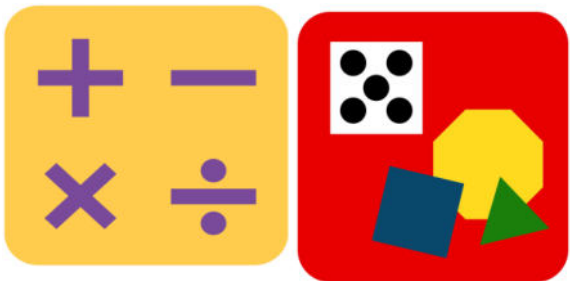
Sprint (12 min)

Pencils down, crayons up!

It's time to check answers. What do you do if the answer is right?

What do you say?





Sprint (12 min)

Let's skip count!

Now, let's see if you can beat your score! Race against yourself! On your mark, get set, go!



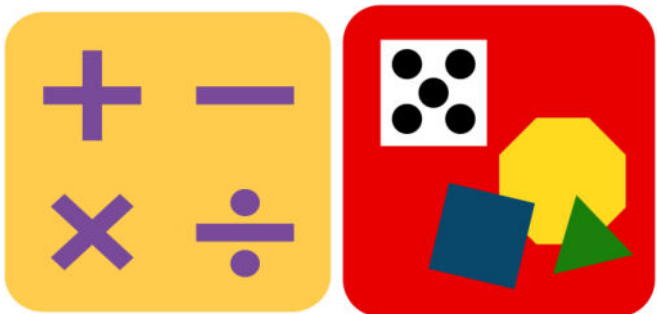
Sprint (12 min)

Pencils down, crayons up!

It's time to check answers. What do you do if the answer is right?

What do you say?





Sprint (12 min)

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).

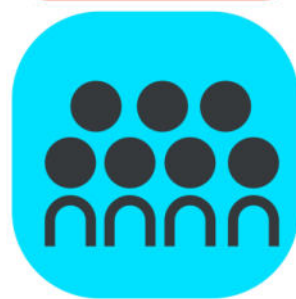
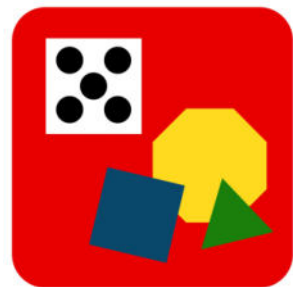


Application Problem

(5 min)

Draw four snowmen on your paper. With your clay, make little hats and put them on the snowmen. Now, make two more hats for the snowmen that melted yesterday. How many snowmen did you draw? How many hats did you make? Which number is greater? Which number is less?





Concept Development

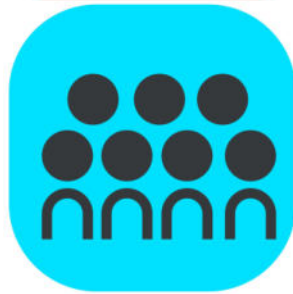
(25 min)

You are really good at comparing sets! I wonder if you need to see them to be able to compare them. Please close your eyes, put your heads on your desks, and listen carefully. I'm going to give you sets of sounds to compare. (Tap chime 3 times.) Think about how many chimes you just heard and keep that number in your brain. Now, listen again. (Tap chime 6 times.) Think about the number of chimes the second time. Which number was greater?



Concept Development

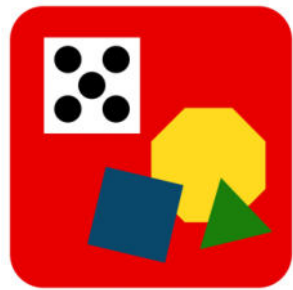
(25 min)



Which number was less?

3 is less than 6.

Repeat.

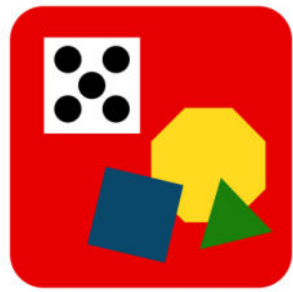


Concept Development

(25 min)



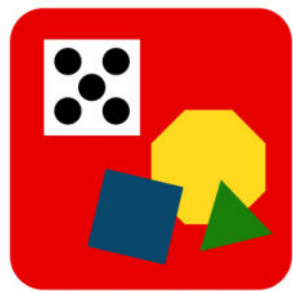
Now that you are confident, play a tapping game with your partner. Tap a number lightly that is less than 5. Wait. Tap another number less than 5. See if your partner can make a statement about the two numbers you tapped.



Concept Development (25 min)



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.)



Concept Development

(25 min)



Next, you are going to play a game with your partner. Each of you has a mixed-up deck of number cards. Hide your deck in your hands with the number side up. When I count to three, quickly put the top card in front of you and compare it to your partner's card. Which number is less?



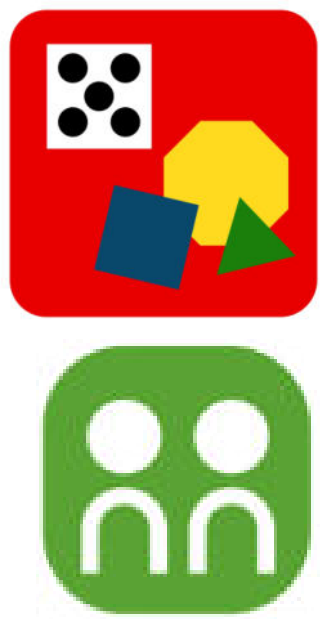


Concept Development

(25 min)



Close your eyes and try to see how many are in each set. You may use the dots on the back to help you if you need to. When you and your partner agree, continue with the next card.



Concept Development

Now, let's play again but this time state which number is more.





Problem Set (10 min)

Name _____ Date _____

Visualize the number in Set A and Set B. Write the number in the sentences.

3

Set A

5

Set B

_____ is more than _____.

_____ is less than _____.

7

Set A

6

Set B

_____ is more than _____.

_____ is less than _____.

8

Set A

6

Set B

_____ is more than _____.

_____ is less than _____.

9

Set A

10

Set B

_____ is more than _____.

_____ is less than _____.

Roll a die twice, and write both numbers on the back. Circle the number that is more than the other.



Debrief (8 min)

- How did you count and compare the sets of sounds? What did you think about?
- If you are having trouble comparing two numbers, what can you do?
- When you closed your eyes, could you see a number? Who can describe how they see numbers?
- What new (or significant) math vocabulary did we use today to communicate precisely?
- How did the Application Problem connect to today's lesson?