Eureka Math

Kindergarten
Module 3
Lesson 30

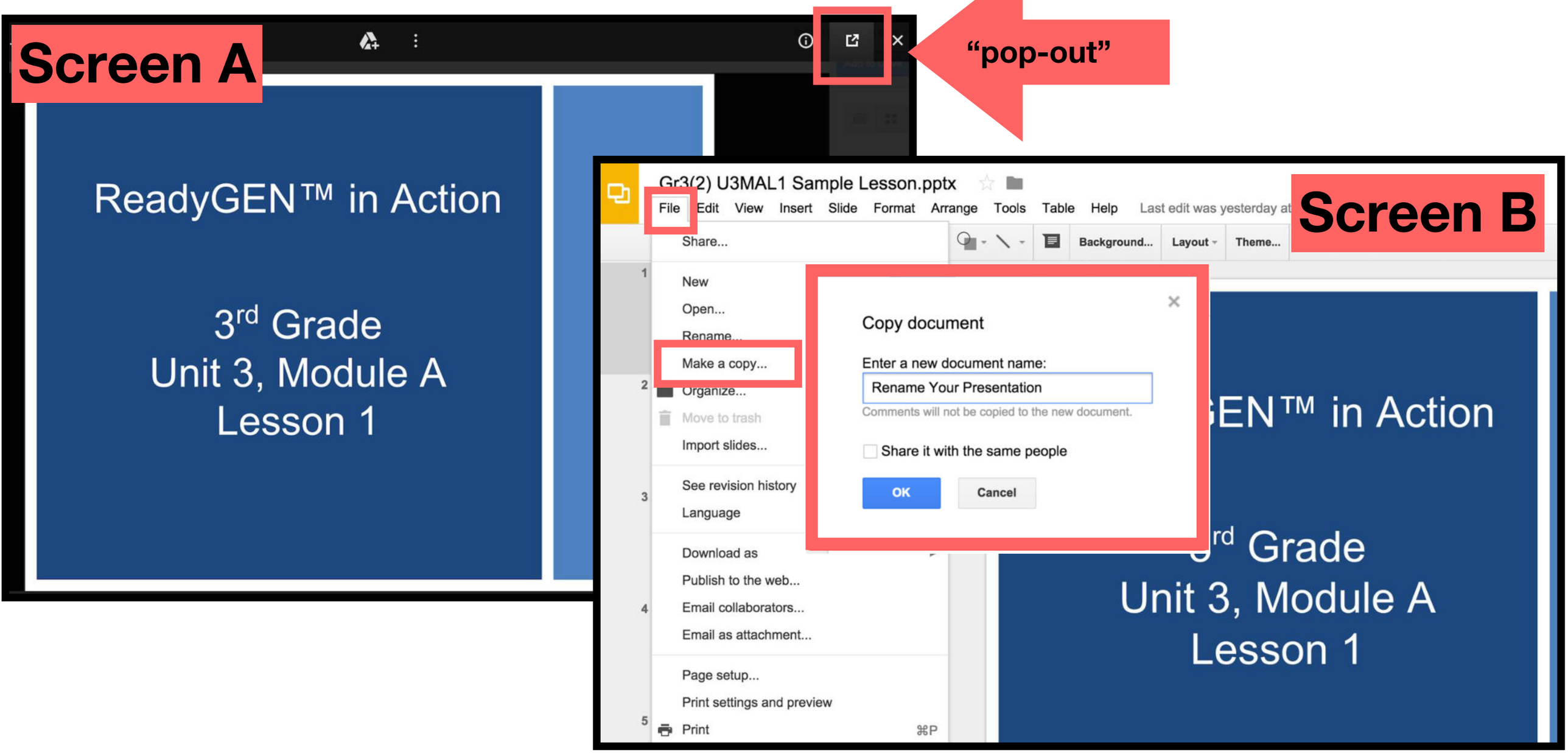
At the request of elementary teachers, a team of Bethel & Sumner educators met as a committee to create Eureka slideshow presentations. These presentations are not meant as a script, nor are they required to be used. Please customize as needed. Thank you to the many educators who contributed to this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



Materials

- Teacher
  - 20 bead rekenrek

Materials

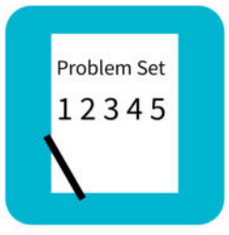
- Student:
  - 5 linking cubes
  - Apple mat
  - 10 red beans
  - Die with 6-dot side covered
  - Balance Scale
  - 2 small pieces of clay per pair (different color clays, but equal weight)
  - Clay shapes recording sheet (*send home to use with homework!)

Icons

Read, Draw, Write

Learning Target

Personal White Board

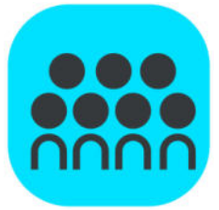


Problem Set

Manipulatives Needed

Fluency

Think Pair Share



Whole Class

Individual

Partner

Small Group

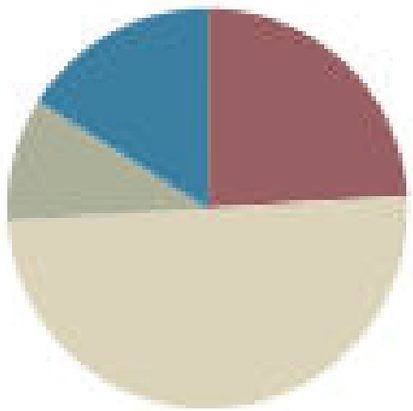
Small Group Time

Lesson 30

Objective: Use balls of clay of equal weights to make sculptures.

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 use balls of clay of equal weights to make sculptures.

Tower Flip (4 min)

Touch and count your cubes.

How many cubes do you have?

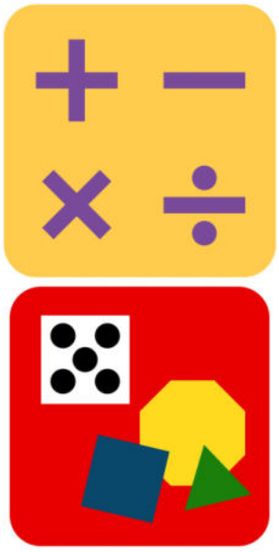
This time, lay your towers down on the table like a train.

Tower Flip (4 min)

How many cubes are on the first tower?

On the other tower?

We can say 4 and 1 make 5. Echo me, please.



Tower Flip (4 min)

Good. Take another cube off the top of the first tower, and stick it onto the top of the other tower. Do you still have 5 cubes?

How many cubes are on the first tower?

On the other tower?

Give me the …and…make… statement.

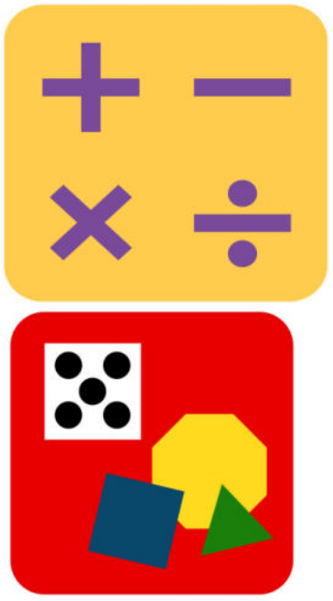
Counting the Say Ten Way with the Rekenrek (3 min)

We can count with the Rekenrek the same way we do our Say Ten push-ups. How many do you see?

Here’s 1 more. (Slide over 1 bead on the bottom row.)

That’s what ten 1 looks like on the Rekenrek.

How many do you see?



Counting the Say Ten Way with the Rekenrek (3 min)

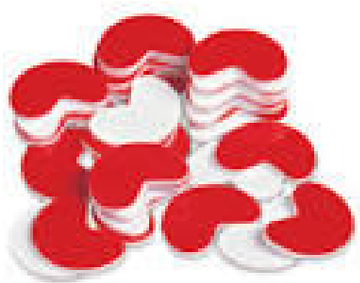
(Slide 1 more bead over on the bottom row.) How many do you see?

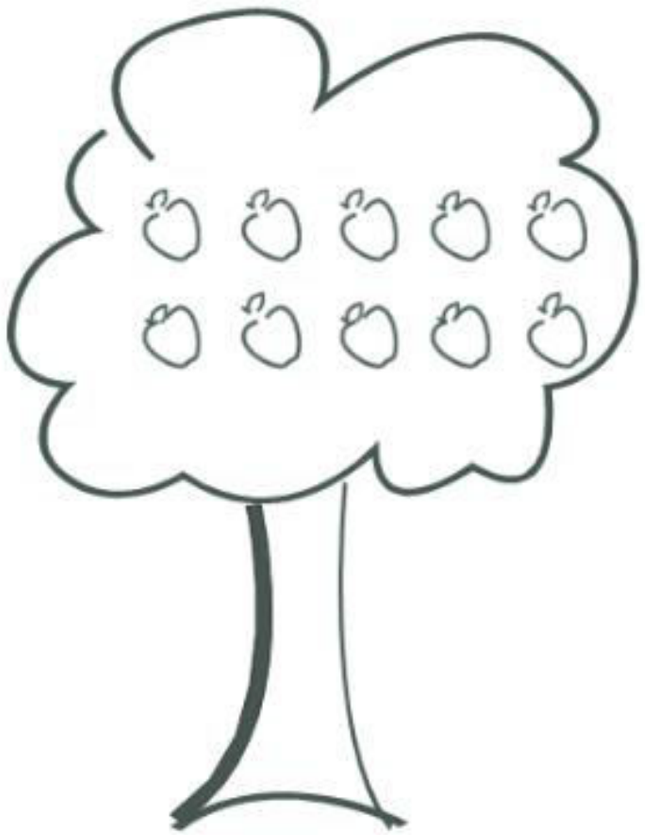
(Slide 1 more bead over on the bottom row.) How many do you see?

Continue counting forward and backward with the following suggested sequence: ten 1, ten 2, ten 1, ten 2, ten 3, ten 2, ten 3, ten 4, ten 5… continue to 2 tens.

Growing Apples to 10 (5 min)

1. Roll the die.
2. Put that many red beans on the apple tree. arranging them in 5-groups.

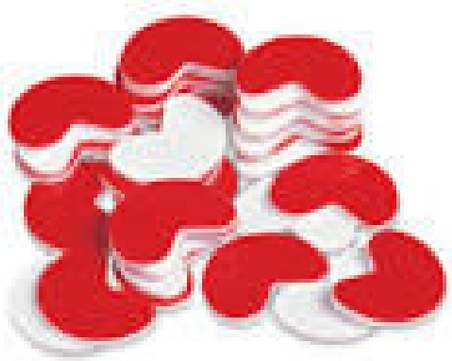


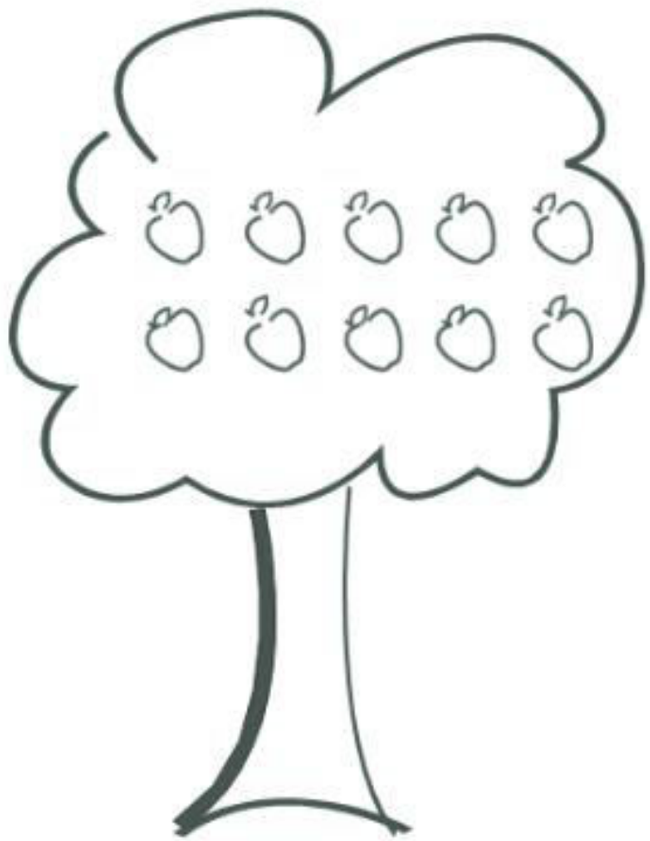


Growing Apples to 10 (5 min)

3. Count how many more are needed to make 10.

4. Say, “I have ____. I need _____ more to make 10.”





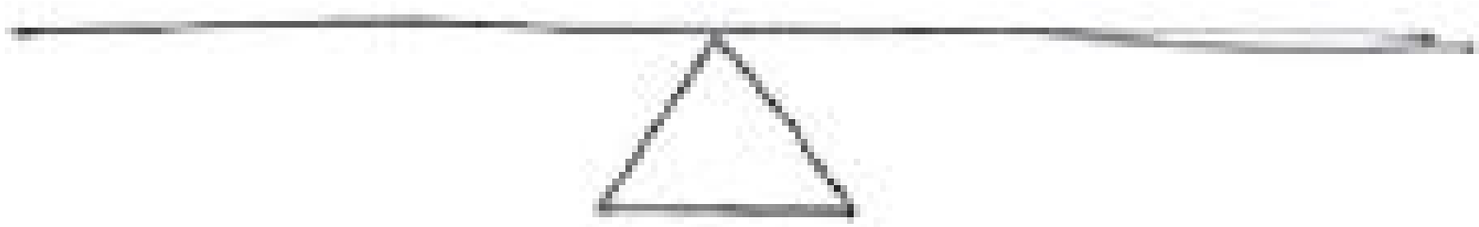
Growing Apples to 10 (5 min)

5. Do not remove the beans. Roll the die again. Count to see if there are enough spaces for that many beans. (If the number goes over 10, and there aren't enough spaces, simply roll again to get a smaller number.) Then, place that many beans on the apple tree.

6. State the new amount and how many more it needs to make 10. Continue until 10 is made.

Application Problem (5 min)

Imagine a balance scale. Can you see it? Now, imagine putting one big ball of clay on one side and four small balls of clay on the other. If the big ball is as heavy as the four small balls put together, then what would the balance scale look like? Draw it.



Concept Development (25 min)

Work with your partner. Test your pieces of clay on your balance scale. What do you notice?

Concept Development (25 min)

With all of your blue clay, make a snake as long as your pinky finger. With all of your red clay, make a snake as long as your thumb. What do you notice?

Concept Development (25 min)

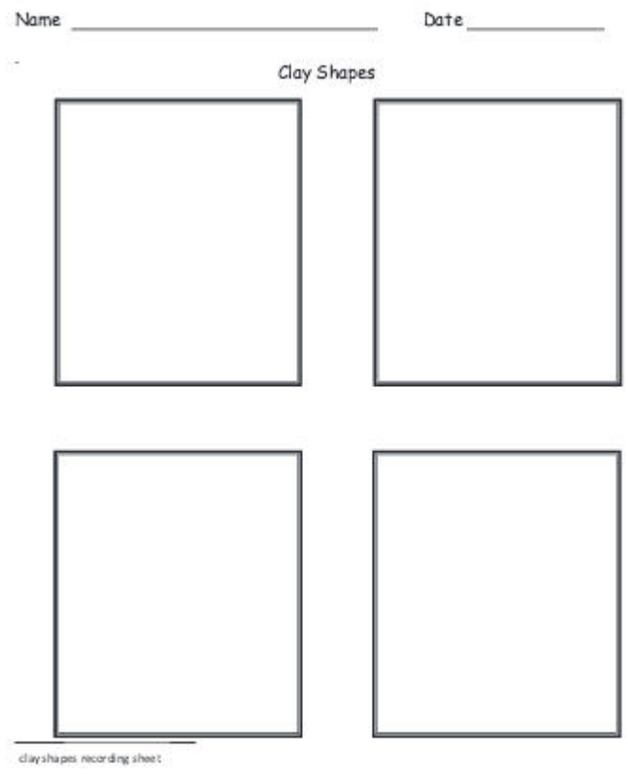
Test your snakes on the balance.

Concept Development (25 min)

What is the same about them?

Concept Development (25 min)

Now, make a little bowl with your blue clay. On your Recording Sheet, pick a frame. In that frame, draw a picture of your bowl. Make a cup with your red clay. Draw a picture of your cup in another frame. Now, test them on your balance.


Name _____ Date _____

Clay Shapes

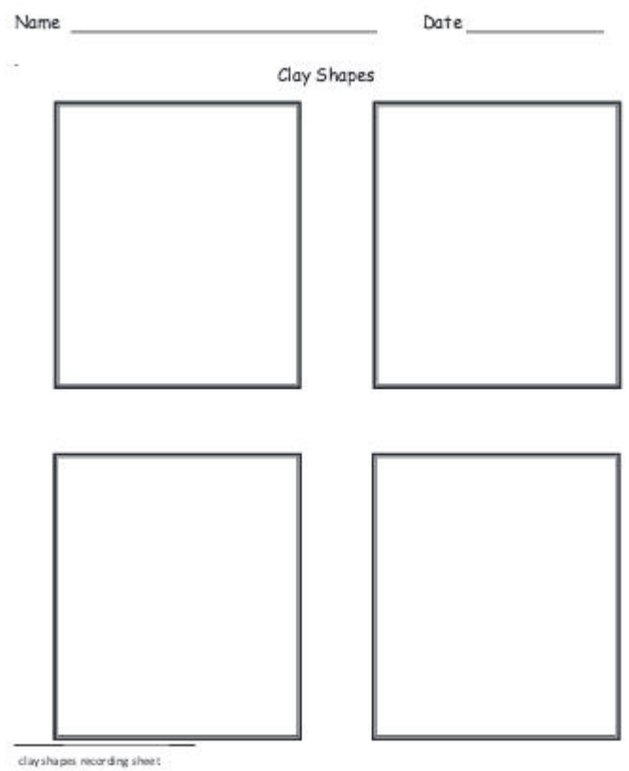
clay shapes recording sheet

Concept Development

Hmm. I wonder which of your clay containers would hold more? (Allow time for discussion and sharing.)

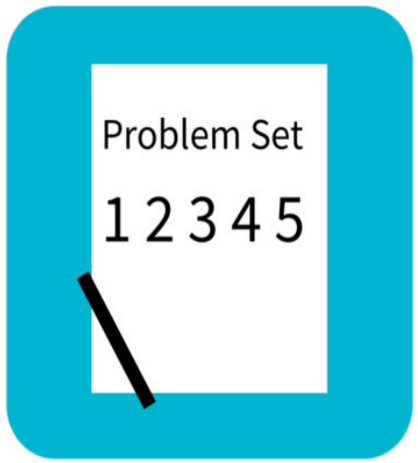
Concept Development

Now, make your favorite indoor animal with the blue clay and draw it on your Recording Sheet. Make your favorite outdoor animal with the red clay and draw it on your Recording Sheet. Can you make a guess about their weights? Talk about your guess with your partner. Now, test your guess!


Name _____ Date _____

Clay Shapes

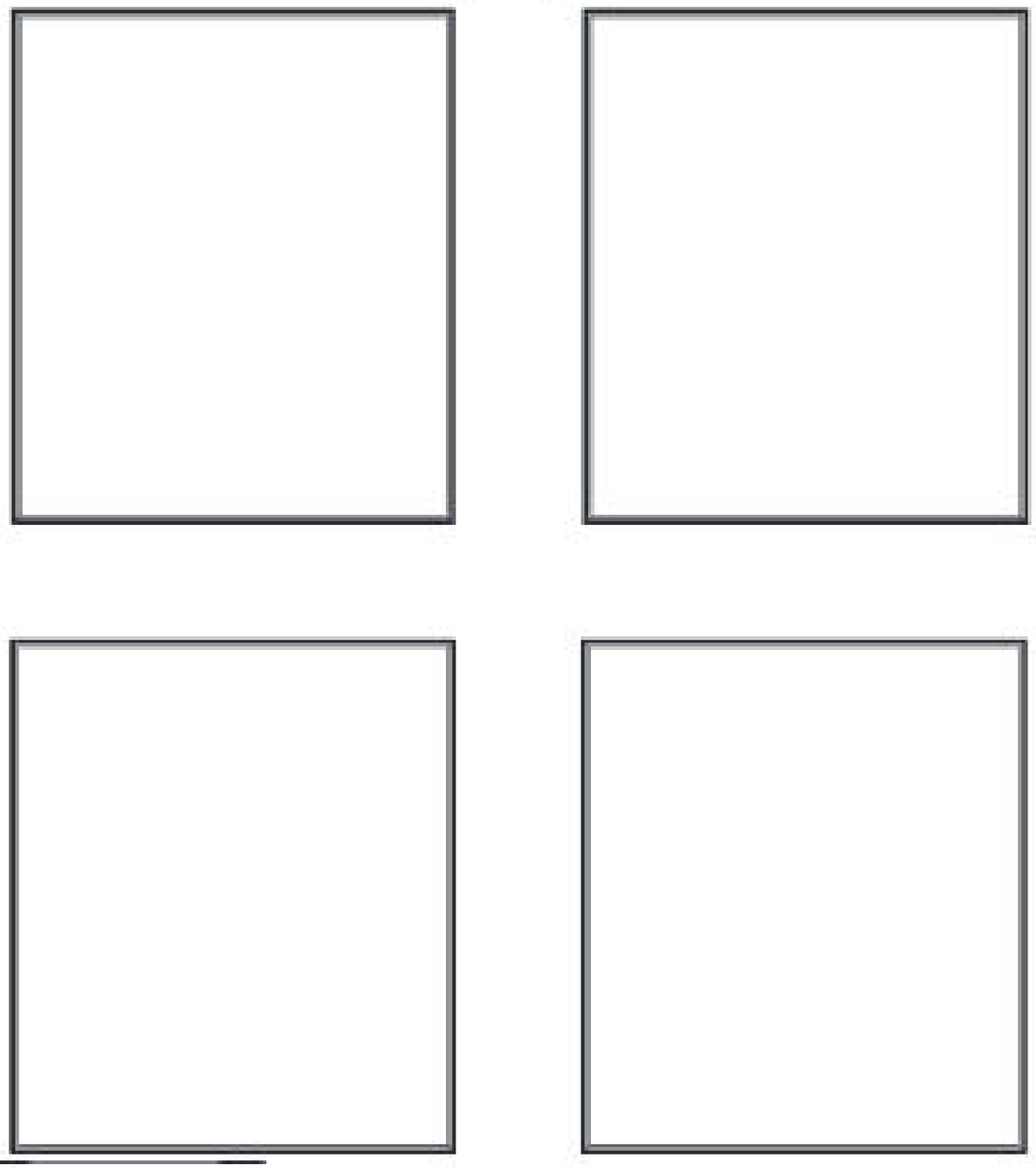
clayshapes recording sheet



Problem Set (10 min)

Name _____ Date _____

Clay Shapes



clay shapes recording sheet

Debrief (8 min)

- When you compared your clay with your partner's, did you expect them to weigh the same? Why or why not?
- What did you learn when you and your partner made snakes and compared their weights? Were you surprised with the results? Did this change your thinking? (Observe student responses to see who has a grasp of the conservation of weight.)

Debrief (8 min)

- What happened to the weight of your clay when you created a new object? Was this a surprise to you, or did you expect your clay to weigh the same?
- How did the Application Problem connect to today's lesson?