Eureka Math

Kindergarten Module 3 Lesson 31

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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.
- \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



Materials

- Student:
 - 2 copies of Rekenrek to 5 sprint
 - Bag of pony beads
 - 1 foot of elastic string or yarn with bead tied on one end to prevent the beads from falling off
 - Construction Paper
 - Crayons or markers
 - Scissors
 - Tape
 - 10-sticks
 - o 5-stick

Icons





Read, Draw, Write











Manipulatives Needed







Lesson 31

Objective: Use benchmarks to create and compare rectangles of different lengths to make a city.

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 use benchmarks to create and compare rectangles of different lengths to make a city.



Sprint: Rekenrek to 5 (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.

On your mark, get set, go!





Sprint: Rekenrek to 5 (12 min)

Pencils up!





Sprint: Rekenrek to 5 (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?

We'll begin with the hearts. Ready? 1.





Application Problem (5 min)

Using your elastic or your yarn, make a string of beads that is as long as your hand. Turn to your partner to talk about how you decided how long to make your string. Compare your strings.

Are they the same length? Tie the ends of your string together to make a bracelet!





Concept Development (25 min)

Today we are going to make a math city! We will use construction paper for each of you to design a special building for our city. First, plan how tall you want your building to be. Think about comparing the height of your building to something else in the room. What are some of your ideas?

Concept Development (25 min)

Now, you need to think about the shape and color of your building. Turn to your partner and talk about your plan. What type of building do you want it to be?

Concept Development (25 min)

Now we will create our city! Students A and B, please bring your buildings to the front. Whose is shorter?

Concept Development (25 min)

Great! Please find a place on the bulletin board for your buildings. (Help students affix their work to the wall or bulletin board.)

Students C and D, please bring up your buildings. Whose is taller?

Concept Development

Good! Please find a place in the city for your buildings. (Continue with sets of student work, each time comparing the heights of the buildings and reinforcing taller than and shorter than language.)

Concept Development

This is a wonderful city! Take some time to talk about the city with your friends. Which buildings do you think would be taller than your foot? Which ones do you think would be shorter than your hand? Are there any that would be shorter than a crayon? (Allow time for observation and discussion. Encourage students to use benchmarks for their comparison; "Here is my pencil! This building is longer, but this one is shorter than my pencil!")

Problem Set 12345

Problem Set (10 min)

Name

Date ____

Listen to the directions, and draw the imaginary animal inside the box.

Draw a rectangle body as long as a 5-stick. Draw 4 rectangle legs each as long as your thumb. Draw a circle for a head as wide as your pinky. Draw a line for a tail shorter than your pencil. Draw in eyes, a nose, and a mouth.

Imaginary Animal

Debrief (8 min)

- How did you choose how tall you wanted your building to be?
- How did you choose the object to compare your building to?
- Did you test to see if your guess was right?
- Compare your imaginary animal to a partner's. Do they look the same? How are they different?
- Why would your drawings be different if you followed the same directions? Were your comparisons different?

Debrief (8 min)

- What new (or significant) math vocabulary did we use today to communicate precisely?
- How did the Application Problem connect to today's lesson?