

Eureka Math

Kindergarten Module 3 Lesson 32

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Directions for customizing presentations are available on the next slide.



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- Choose MAKE A COPY and rename your presentation.
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- It is now editable & housed in MY DRIVE.





Materials

- Teacher
 - Assorted classroom objects
 - Balance scale
 - Wide variety of objects arranged on the table from past lessons such as a:
 - piece of clay
 - a few linking cube sticks
 - clear containers including a vase and a cup
 - a string
 - a paper strip
 - a set of pennies
 - an empty clean juice box
 - a water bottle
 - and other student favorites



Materials

- Student:
 - Dot cards of 6 (lesson 13 fluency template) inserted into personal white board
 - Balance scale
 - bag of two cups of rice
 - small scoop
 - tray for a working surface per pair
 - comparing attributes recording sheet (Template)

Icons



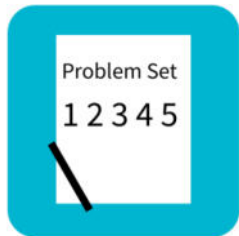
Read, Draw, Write



Learning Target



Personal White Board



Problem Set



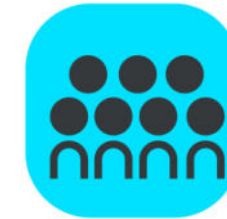
Manipulatives Needed



Fluency



Think Pair Share



Whole Class



Individual



Partner



Small Group



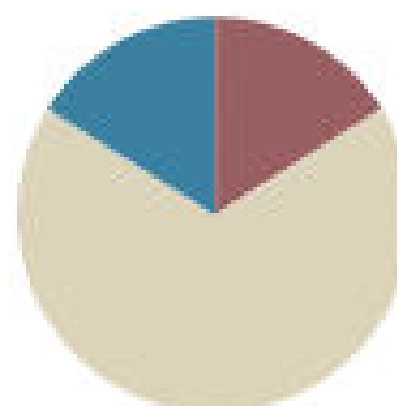
Small Group Time

Lesson 32

Objective: Culminating task—describe measurable attributes of single objects.

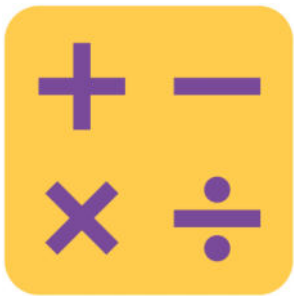
Suggested Lesson Structure

■ Fluency Practice	(8 minutes)
■ Concept Development	(34 minutes)
■ Student Debrief	(8 minutes)
Total Time	(50 minutes)



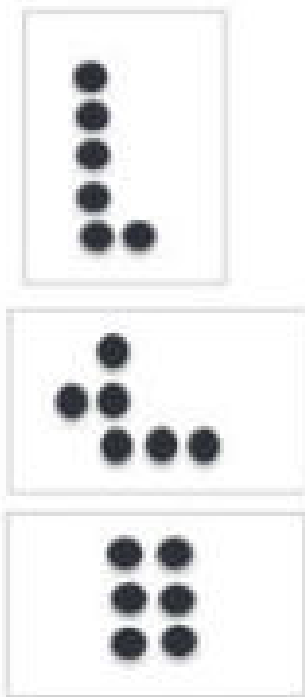


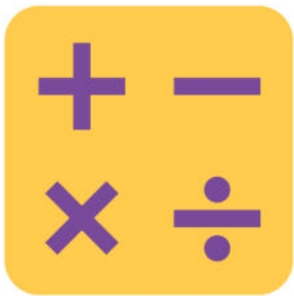
I can describe measurable attributes of single objects.



Breaking Apart Dot Cards of 6 (4 min)

1. Touch and count the dots.
2. Partner A circles a group of dots, and then tells how many he circled.



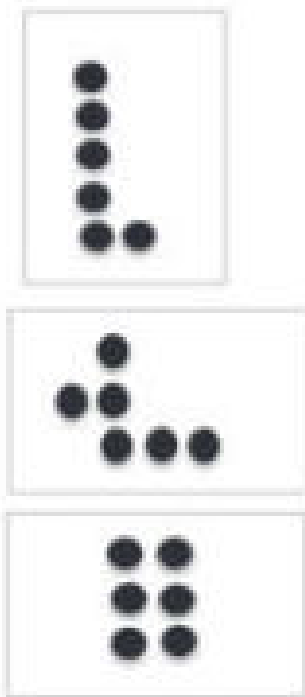


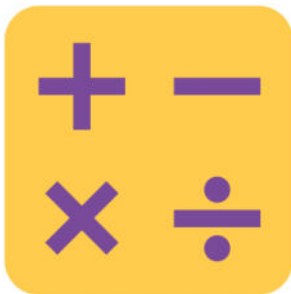
Breaking Apart Dot Cards of 6 (4 min)



3. Partner B tells how many are not circled and gives a (and...make) statement (e.g., 4 and 2 make 6).

4. Partners erase, switch roles. and continue exploring compositions of 6.



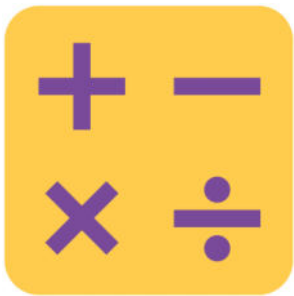


Mystery Attribute

(4 min)

Listen carefully, and raise your hand when you know what word is missing: “The pencil is than the crayon.”
(If students are unsure at first, offer two options—taller or heavier.) Ready?





Mystery Attribute

(4 min)

Listen carefully, and raise your hand when you know what word is missing: “The pencil is _____ than the crayon.”
(If students are unsure at first, offer two options—taller or heavier.) Ready?





Application Problem

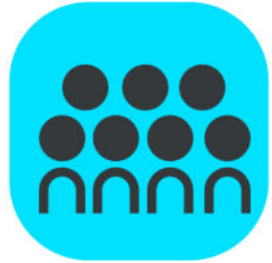
(5 min)

Note: In this lesson, the Application Problem has been omitted to allow more time for the culminating task.



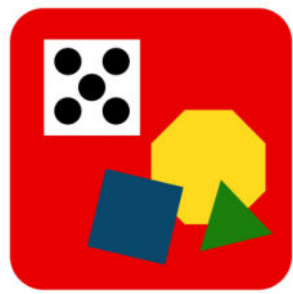
Concept Development

(34 min)



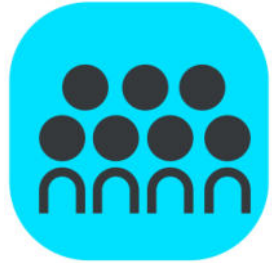
You have learned so much about how to compare things! We are going to play a comparing game today. Student A, please come up to the table. Choose an object.





Concept Development

(34 min)



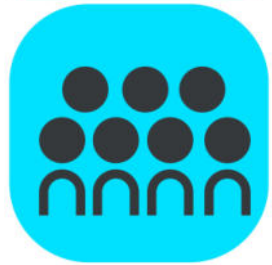
If you wanted to tell someone about the cup, what would you say?





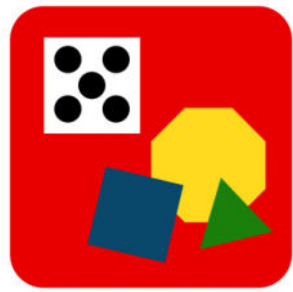
Concept Development

(34 min)

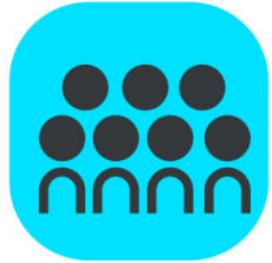


We can talk about the cup in a lot of different ways, can't we? We can talk about its height, its weight, or its capacity. (Act out each as you use the words.) These are all ways to describe and compare objects.



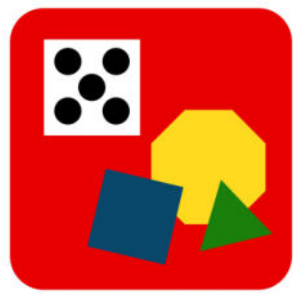


Concept Development (34 min)



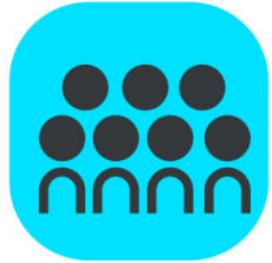
Student B, please come up and choose two objects on the table.





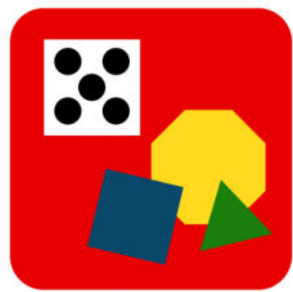
Concept Development

(34 min)



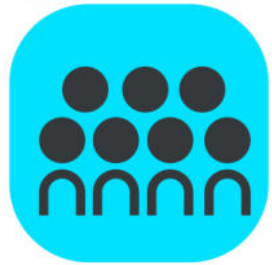
What are some things that are different about the stick and the vase?





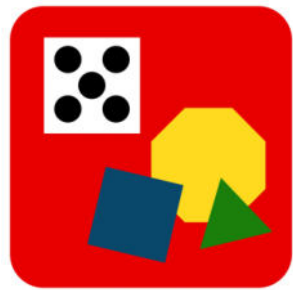
Concept Development

(34 min)



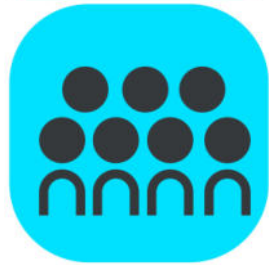
Let's choose one way to compare first. Let's compare which is heavier. Use the balance scale to see which is heavier. (Allow student to demonstrate.) Which is heavier? Use your math words!





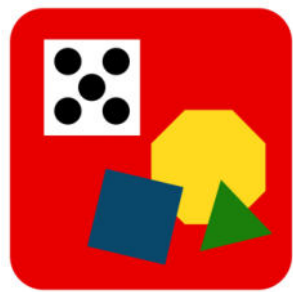
Concept Development

(34 min)



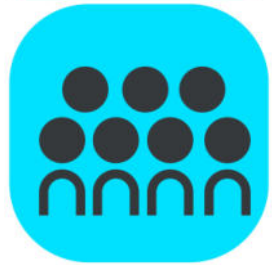
Yes, the cube stick is lighter than the vase. Let's show how we would put that on our Recording Sheet. (Demonstrate by drawing a balance and the objects.)

Name _____ Date _____



Concept Development

(34 min)



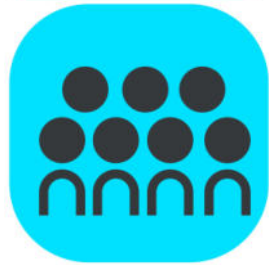
Let's think about your other ideas. Which do you think is taller? How could you find out?





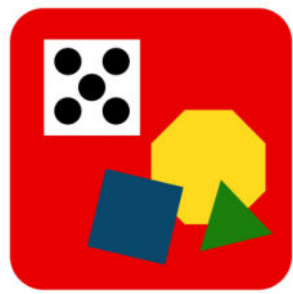
Concept Development

(34 min)



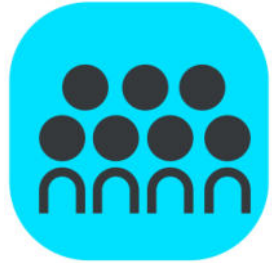
Yes, the vase is shorter than the stick. The stick is taller than the vase. Let's draw that on our Recording Sheet. (Demonstrate.)

Name _____ Date _____



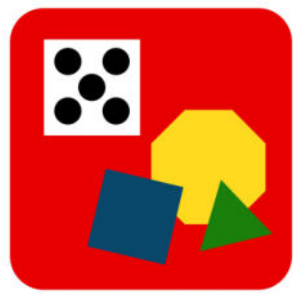
Concept Development

(34 min)



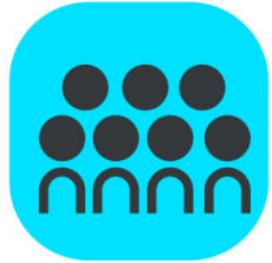
What other way could we compare the vase and the cube stick?





Concept Development

(34 min)



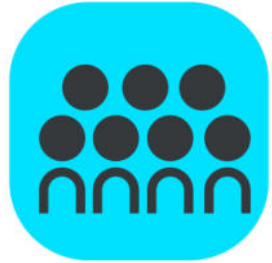
Yes, we have been talking about the capacity of things. We were thinking about which object can hold more. What do you think about the vase and the cube stick?





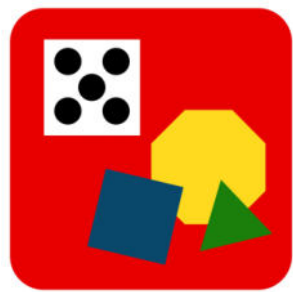
Concept Development

(34 min)



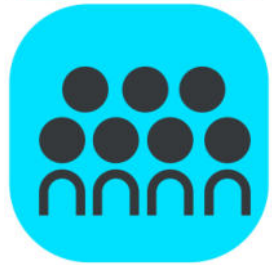
Okay, so I can figure out the capacity of the vase,
but is the cube stick meant to hold liquid or objects?





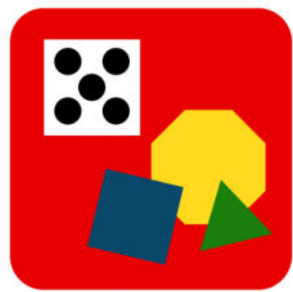
Concept Development

(34 min)



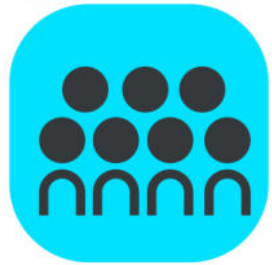
The cube stick might be able to hold a little bit of liquid or small objects in these dents, but we don't actually use it for that. So, does it make sense to compare the capacity of these two objects?





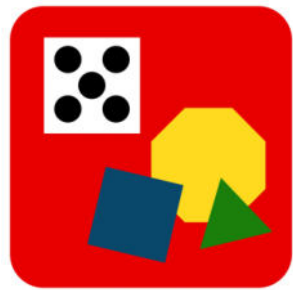
Concept Development

(34 min)



We can compare things in lots of different ways! Our answers will be very different depending on what we choose to compare and how we compare them.



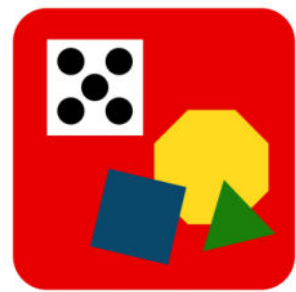


Concept Development

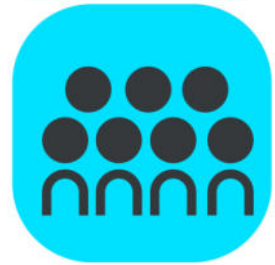
(34 min)



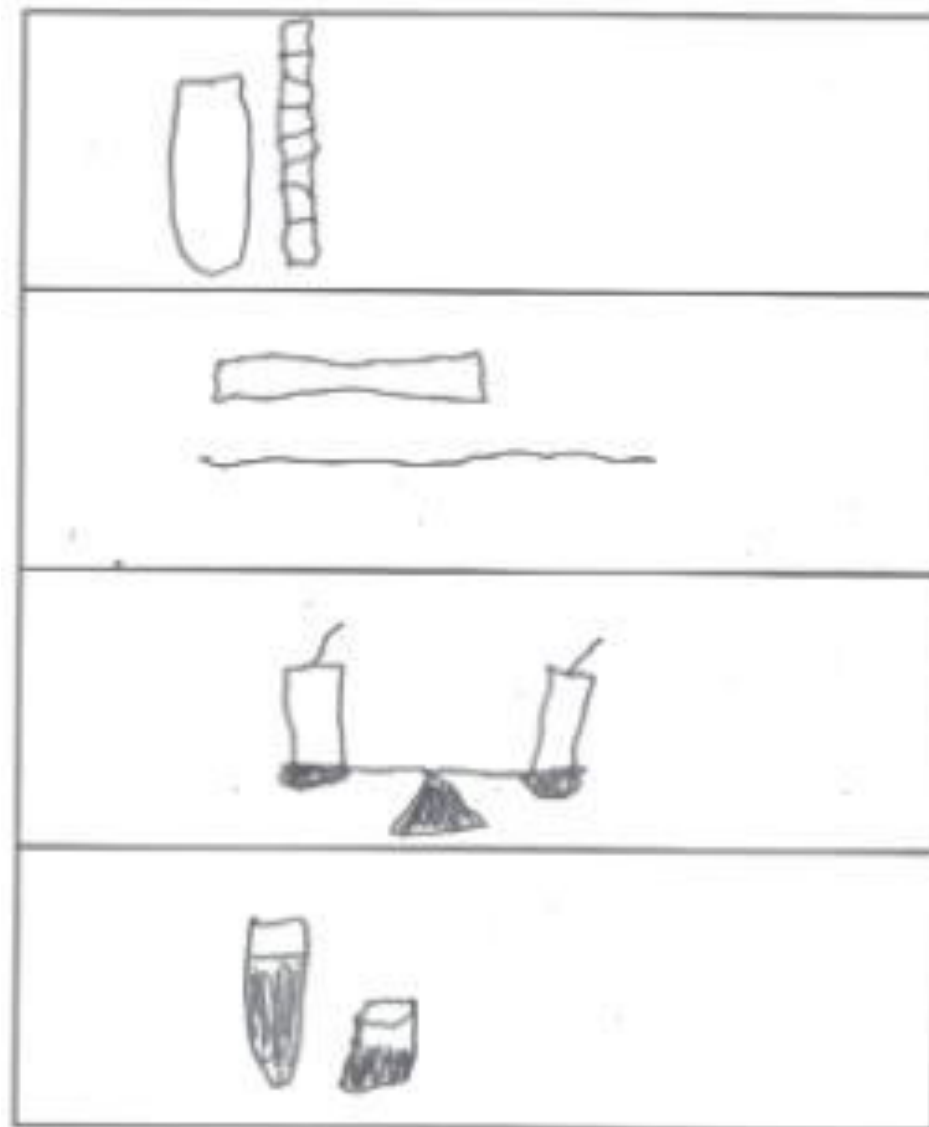
You will work with a partner. You will choose a pair of objects and decide in what ways you could compare them. Talk to your partner about which way is the best way to measure. You will use the recording sheet to draw a picture to show which is more. Think about your math words. Is one object longer than the other? Does it hold more than the other? Is it heavier than the other? Test your guesses, and show your work! When you have recorded your work, choose two other objects.



Concept Development (34 min)



Let's share some of our discoveries! Who would like to share?





Debrief (8 min)

- How did you and your partner decide to compare
- your first set of objects?
- What did you discover?
- How did you draw your discovery on your
- recording sheet to show your friends?
- Are there any objects that you couldn't compare
- in a certain way? Why?
- What new (or significant) math vocabulary did we
- use today to communicate precisely?