Eureka Math

Kindergarten
Module 4
Lesson 1

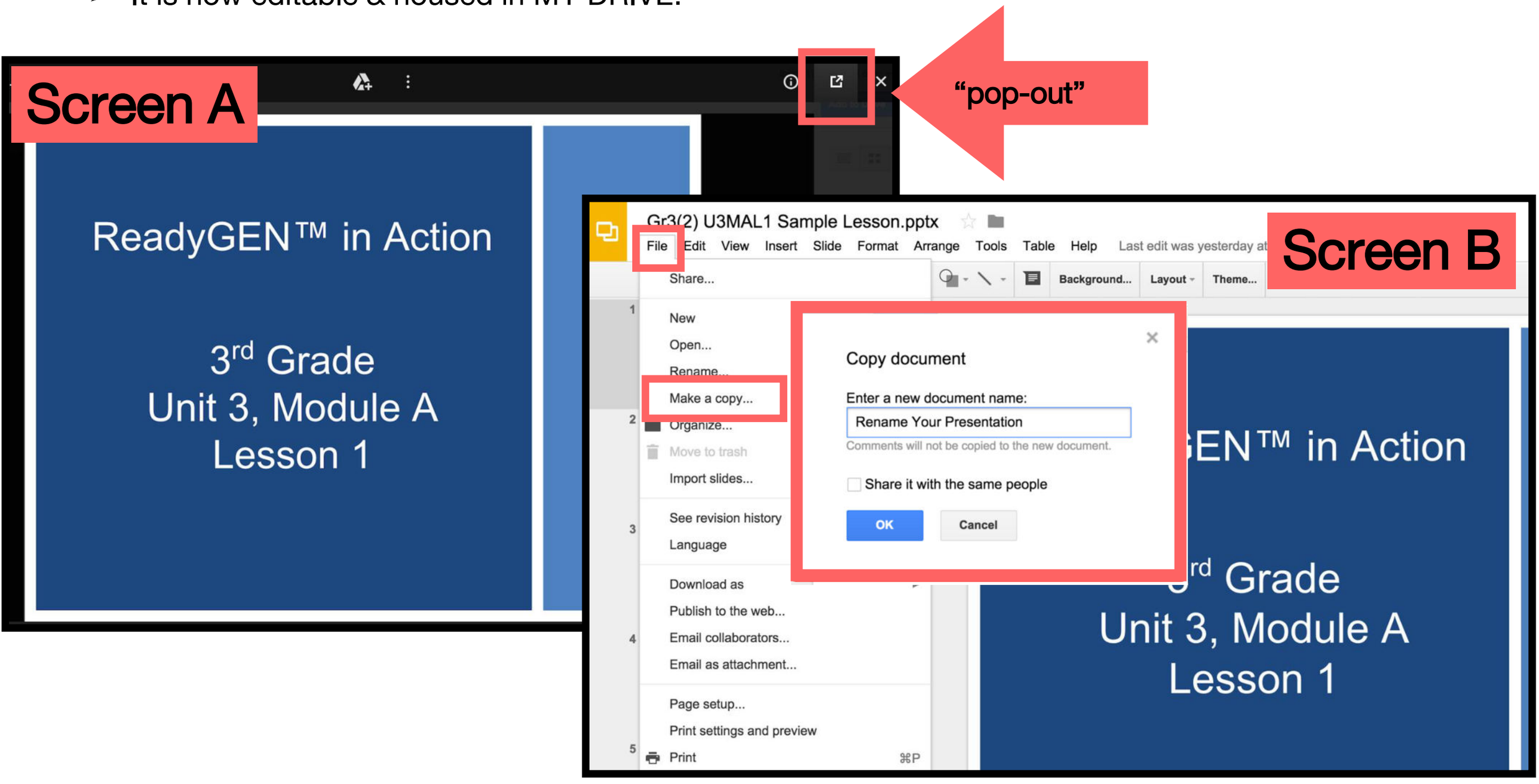
At the request of elementary teachers, a team of Bethel & Sumner educators met as a committee to create Eureka slideshow presentations. These presentations are not meant as a script, nor are they required to be used. Please customize as needed. Thank you to the many educators who contributed to this 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
  - Large 5-frame cards (Fluency Template 1)
  - 3 hula hoops
  - Colorful masking tape
  - Graphic of birds (template 1)

Materials

- Student:
  - Matching game cards (Fluency Template 2) (use only dots, dice, and fingers) per pair
  - Personal White board
  - Number Bond (Template 2)
  - 5 cubes

Icons

Read, Draw, Write

Learning Target

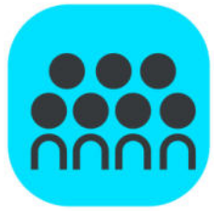
Personal White Board

Problem Set

Manipulatives Needed

Fluency

Think Pair Share



Whole Class

Individual

Partner

Small Group

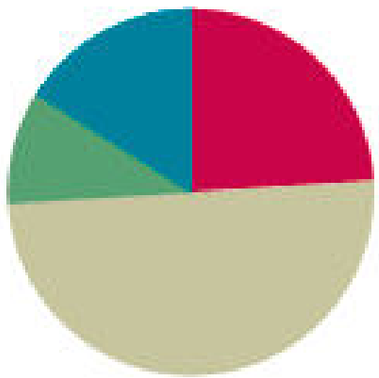
Small Group Time

Lesson 1

Objective: Model composition and decomposition of numbers to 5 using actions, objects, and drawings.

Suggested Lesson Structure

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

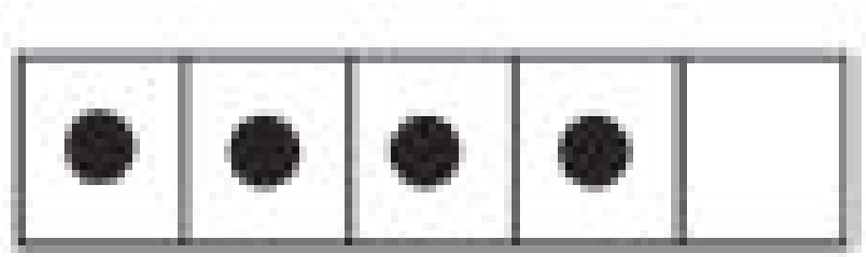


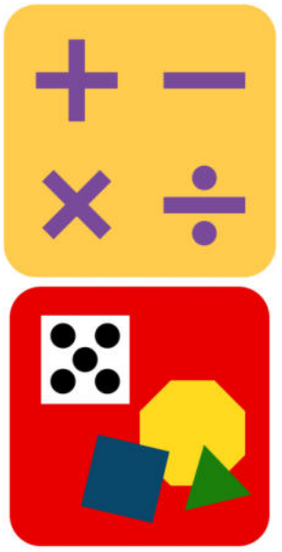
I can model composition and decomposition of numbers to 5 using actions, objects, and drawings.

5-Frames: Counting Dots and Spaces (3 min)

Raise your hand when you have counted the dots, and then wait for the snap to say the number. How many dots? (Show 4 dot card. Wait until all hands are raised, and then give the signal.)

How many empty spaces?





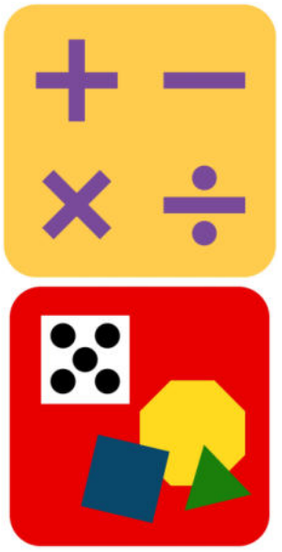
Making 3, 4, and 5 Finger Combinations (4 min)

I'll show you some fingers. I want to make 3. Show me what is needed to make 3.

Making 3, 4, and 5 Finger Combinations (4 min)

Raise your hand when you can say the number sentence. Start with my number.

Continue...

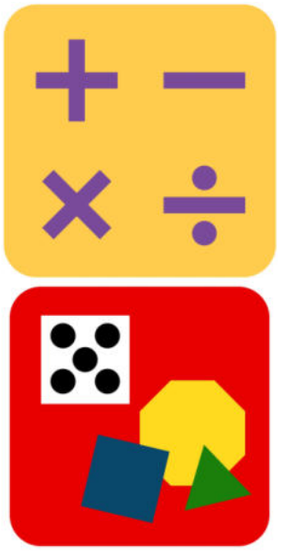


Make 5 Matching Game (5 min)

1. Shuffle and place the cards facedown in two equal rows.

2. Partner A turns over two cards.

3. If the total of the numbers on both cards is 5, then she collects both cards. If not, then Partner A turns them back over in their original place facedown.



Make 5 Matching Game (5 min)

4. Repeat for Partner B.

Application Problem (5 min)

Julia went to the beach and found 3 seashells. Her sister Megan found 2 seashells. Draw the seashells the girls found. How many did they find in all? Talk to your partner about how you know.

Concept Development (25 min)

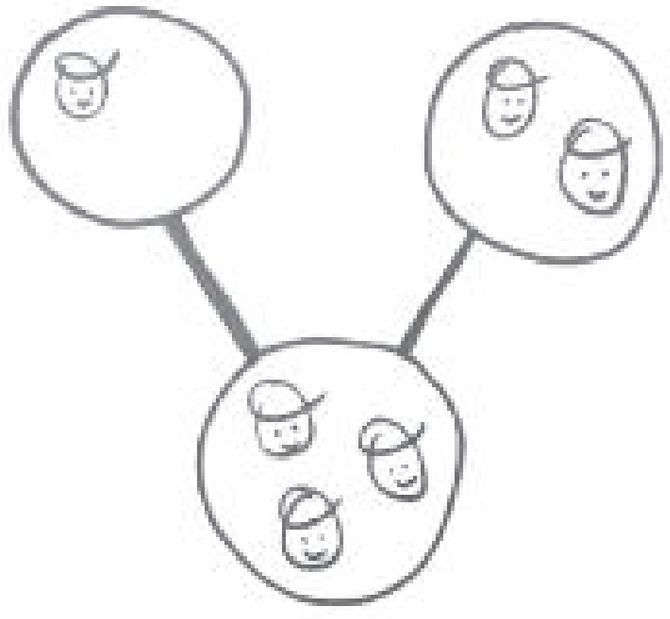
We are going to play a game today! Student A, please come and stand in this hula hoop. (Direct the student to stand in one part of the “number bond.”)

Students B and C, please come stand in this hula hoop. (Direct students to stand in the other part.)

What do you notice?

Concept Development (25 min)

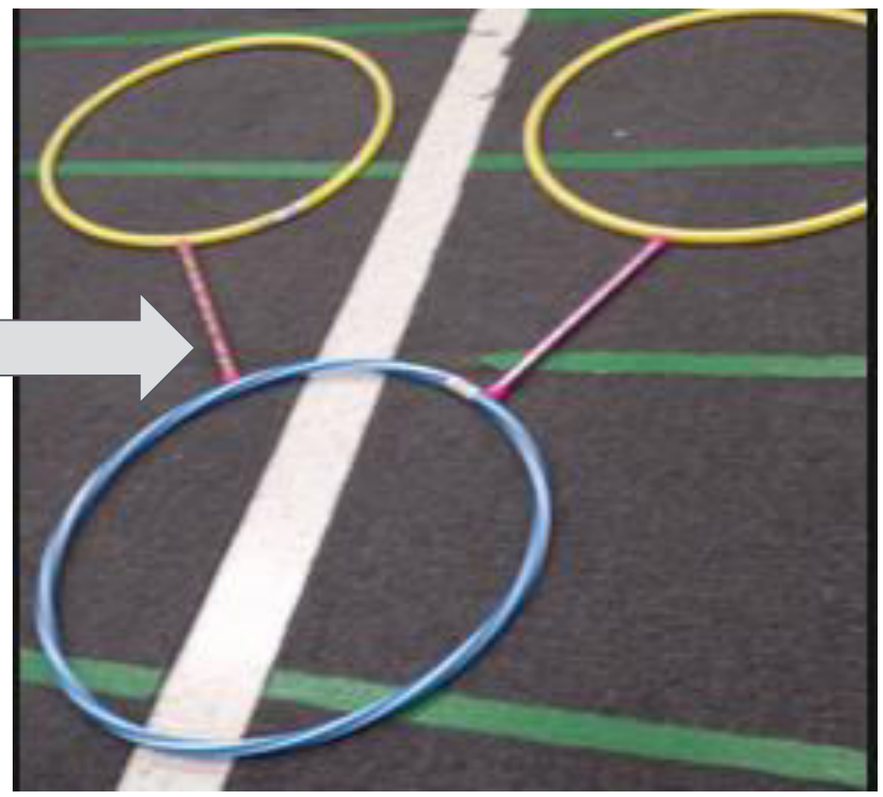
Yes, there are some special paths on the floor connecting our hoops. I am going to make a picture to show our friends right now. (Construct a visual of the number bond on the board showing two students in one part and one in the other.)



Concept Development (25 min)

Let’s pretend the students are all going to a party.
Please walk along the tape paths to get to the party.
Don’t fall off the path! What do you notice now?

Number Path



Concept Development (25 min)

So, we started with one student in one hoop and two in the other. Now, we have all three students in one hoop! Let me put that in my picture. (Complete the pictorial number bond on the board.) 1 student and 2 students together make …?

Concept Development (25 min)

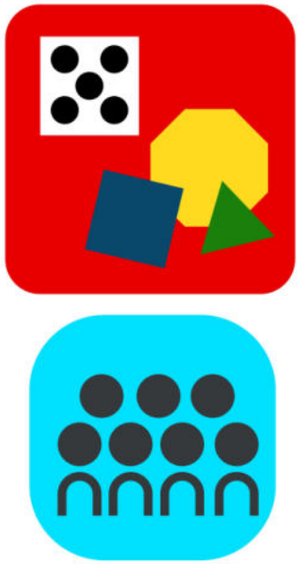
Now we will create our city! Students A and B, please bring your buildings to the front. Whose is shorter?

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.)

Concept Development (25 min)

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

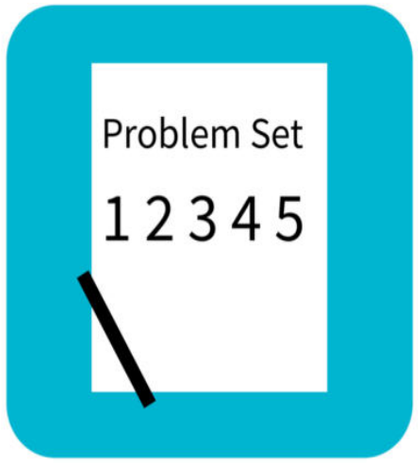


Concept Development

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 (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?