Eureka Math

Kindergarten
Module 5
Lesson 2

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!

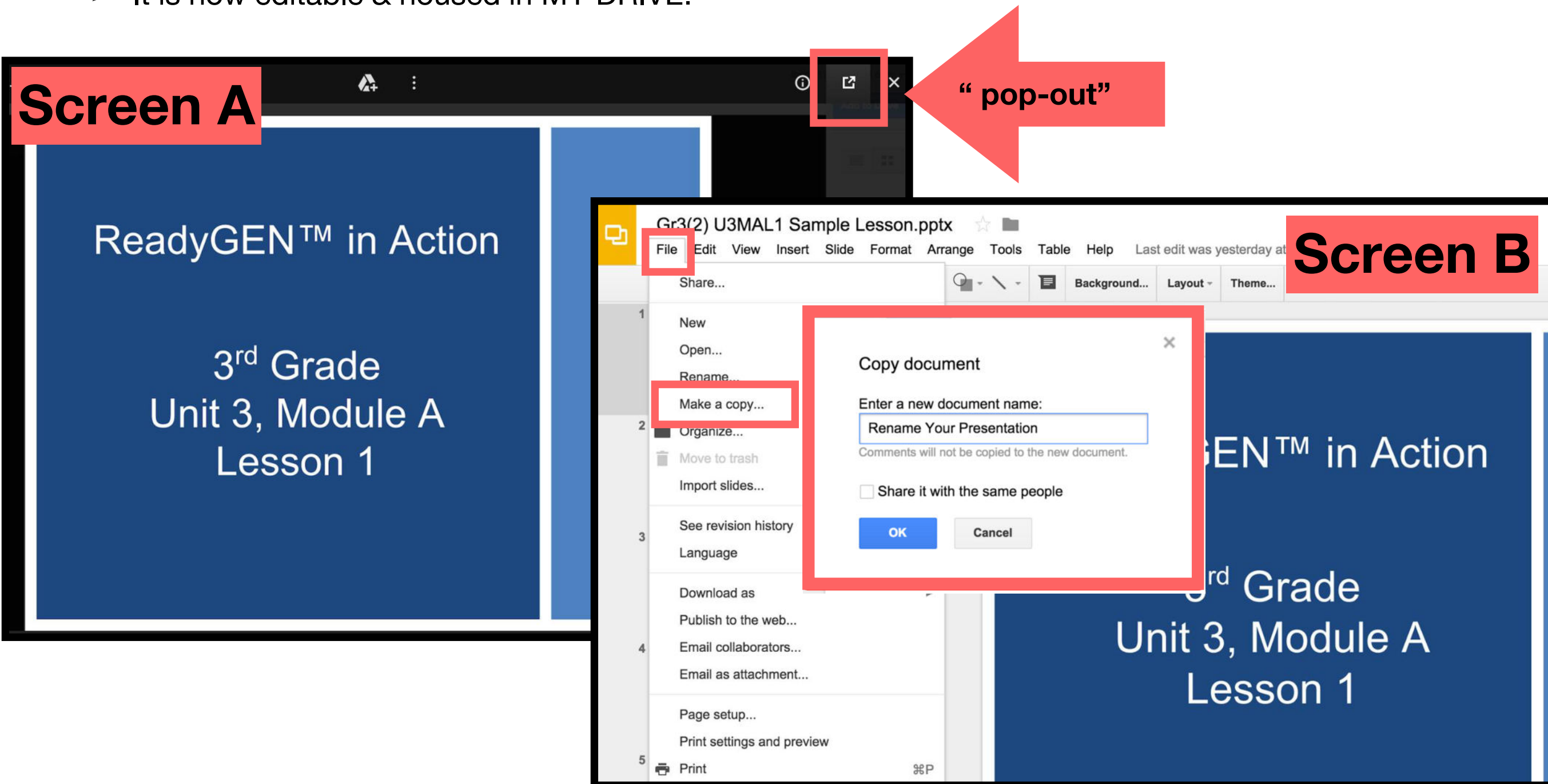Directions for customizing presentations are available on the next slide.

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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.
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➢ Choose MAKE A COPY and rename your presentation.
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Screen A

" pop-out"

Screen B

ReadyGEN™ in Action

3rd Grade
Unit 3, Module A
Lesson 1

Gr3(2) U3MAL1 Sample Lesson.pptx   Last edit was yesterday at

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GEN™ in Action

3rd Grade
Unit 3, Module A
Lesson 1

Icons

RDW — Read, Draw, Write

◎ — Learning Target

▭ — Personal White Board

Problem Set — Problem Set

🎲 — Manipulatives Needed

+ − × ÷ — Fluency

💬 — Think Pair Share
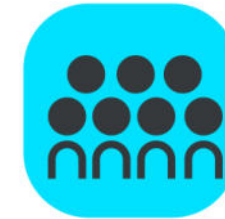
👥 — Whole Class

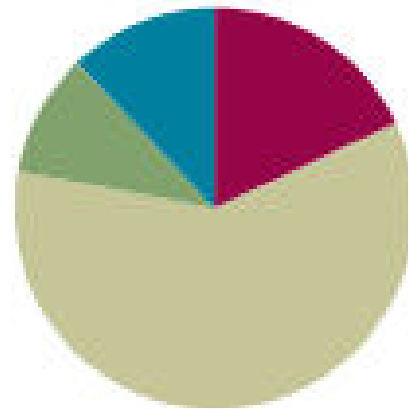👤 — Individual

👥 — Partner

👥 — Small Group

🐾 — Small Group Time

Lesson 2

Objective: Count 10 objects within counts of 10 to 20 objects, and describe as 10 ones and __ ones.

Suggested Lesson Structure

■	Fluency Practice	(9 minutes)
■	Application Problem	(5 minutes)
■	Concept Development	(30 minutes)
■	Student Debrief	(6 minutes)
	Total Time	**(50 minutes)**

Materials Needed

Teacher

- Large 5-group cards 0-5 (lesson 1 fluency Template 1)
- 20-bead Rekenrek
- 10 bags with different items in each
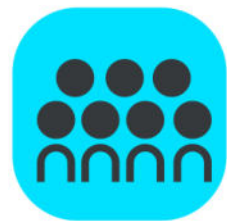
Materials Needed

Students

- 5 group cards (lesson 1 fluency template 2)
- 1 egg carton (10 compartments) for each pair of students
- ~ 40 straws for each pair of students

Objective: Count 10 objects within counts of 10 to 20 objects, and describe as 10 ones and __ ones.

Fluency Practice
(9 minutes)
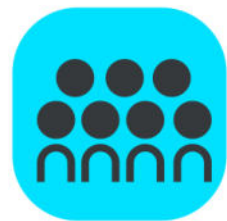
How Many is One More? (3 minutes)
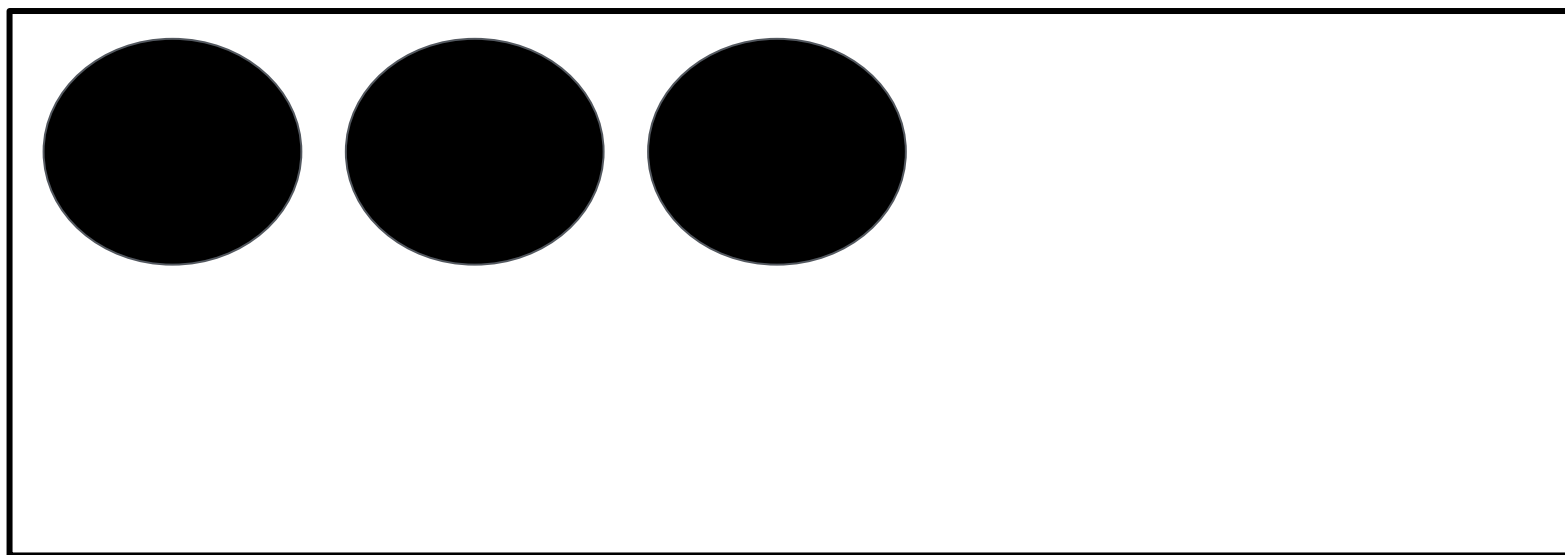
How Many Dots?

What's one more than 3?

Fluency Practice
(9 minutes)
How Many is One More? (3 minutes)
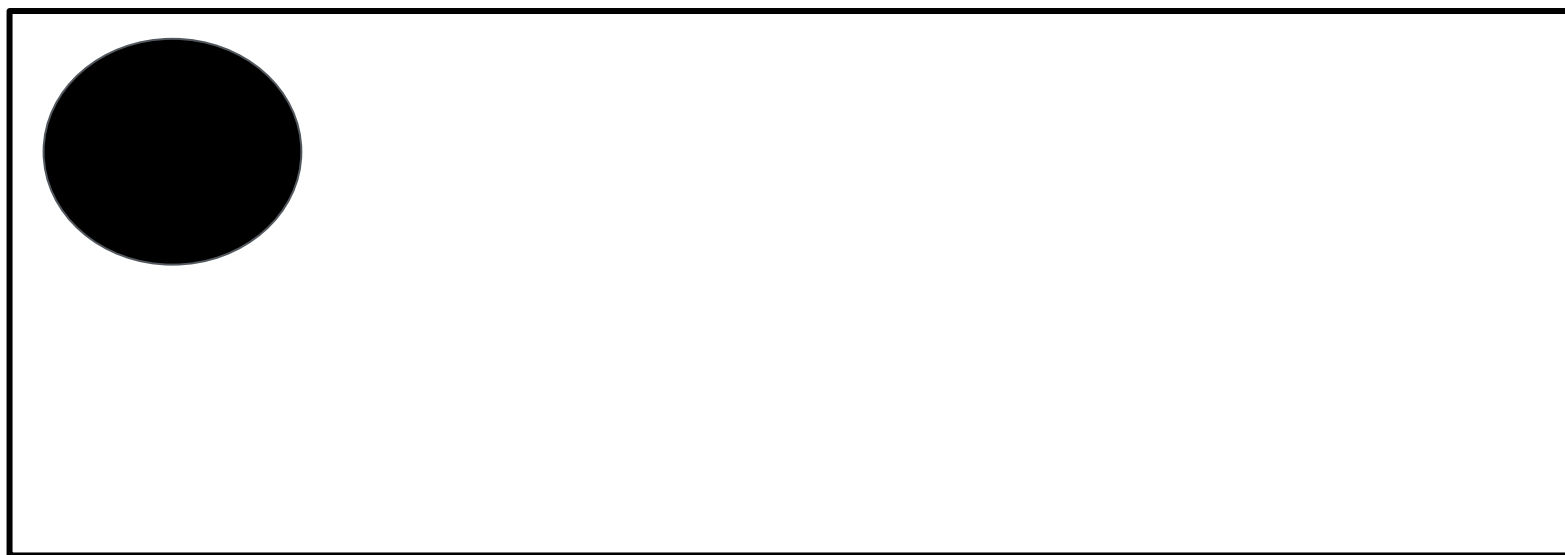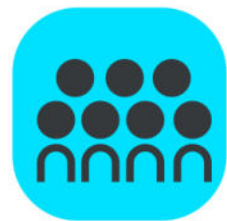
How Many Dots?

What's one more than 1?

Fluency Practice
(9 minutes)
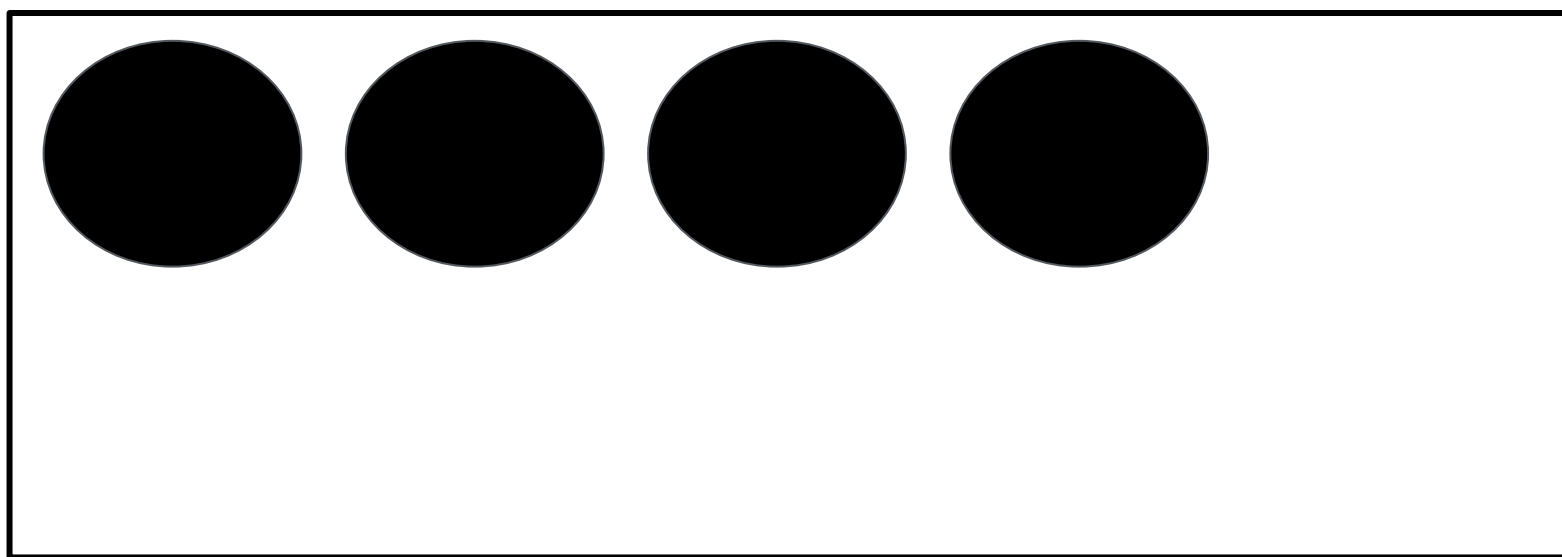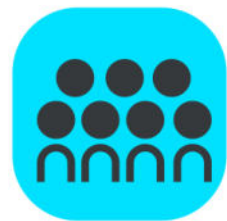
How Many is One More? (3 minutes)

How Many Dots?

What's one more than 4?

Fluency Practice (9 minutes)

How Many is One More? (3 minutes)
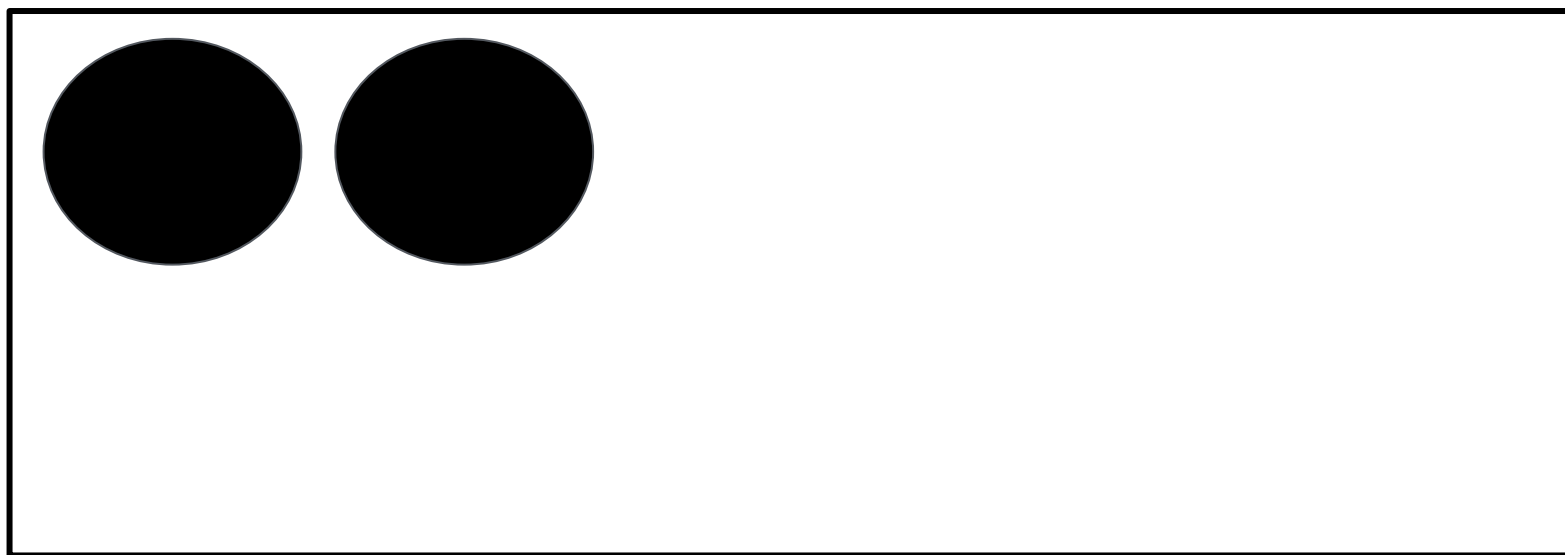
How Many Dots?

What's one more than 2?
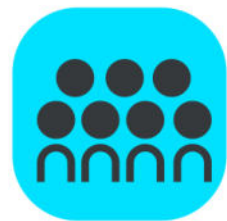
Fluency Practice (9 minutes)
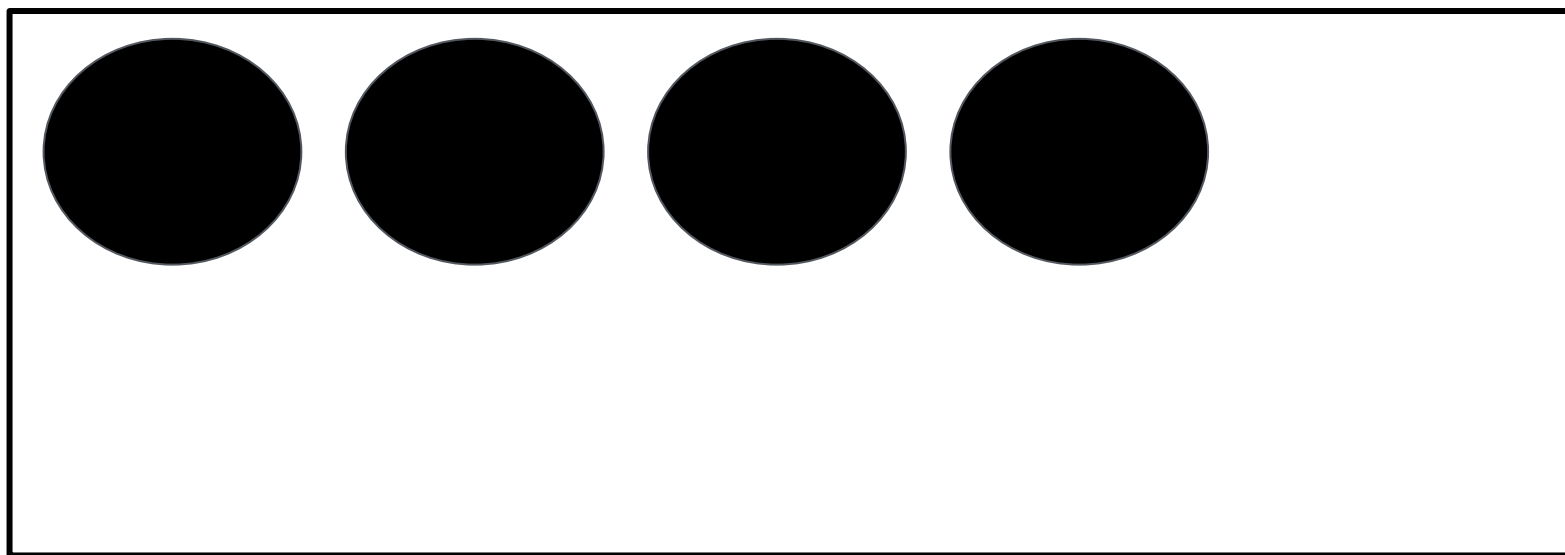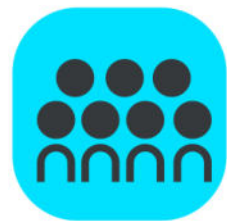
How Many is One More? (3 minutes)

How Many Dots?

What's one more than 4?

Fluency Practice
(9 minutes)

How Many is One More? (3 minutes)
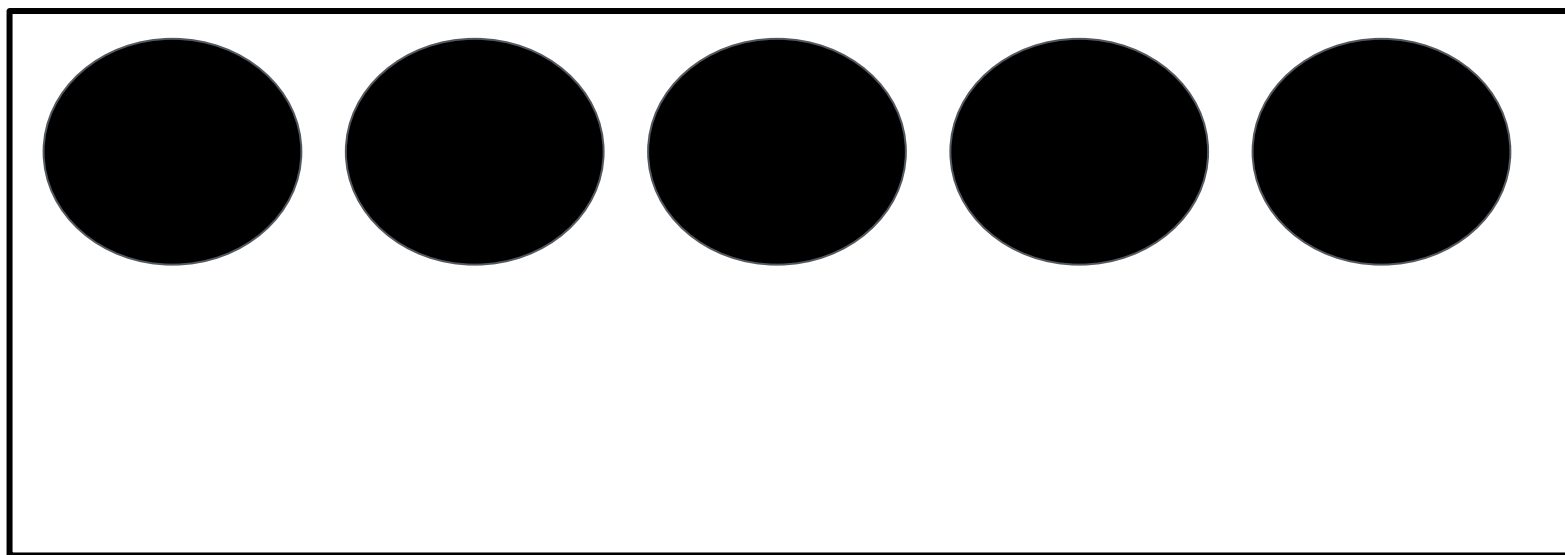
How Many Dots?

What's one more than 5?
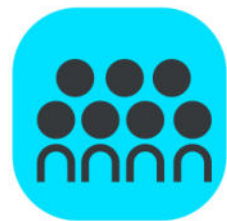
Fluency Practice
(9 minutes)

How Many is One More? (3 minutes)
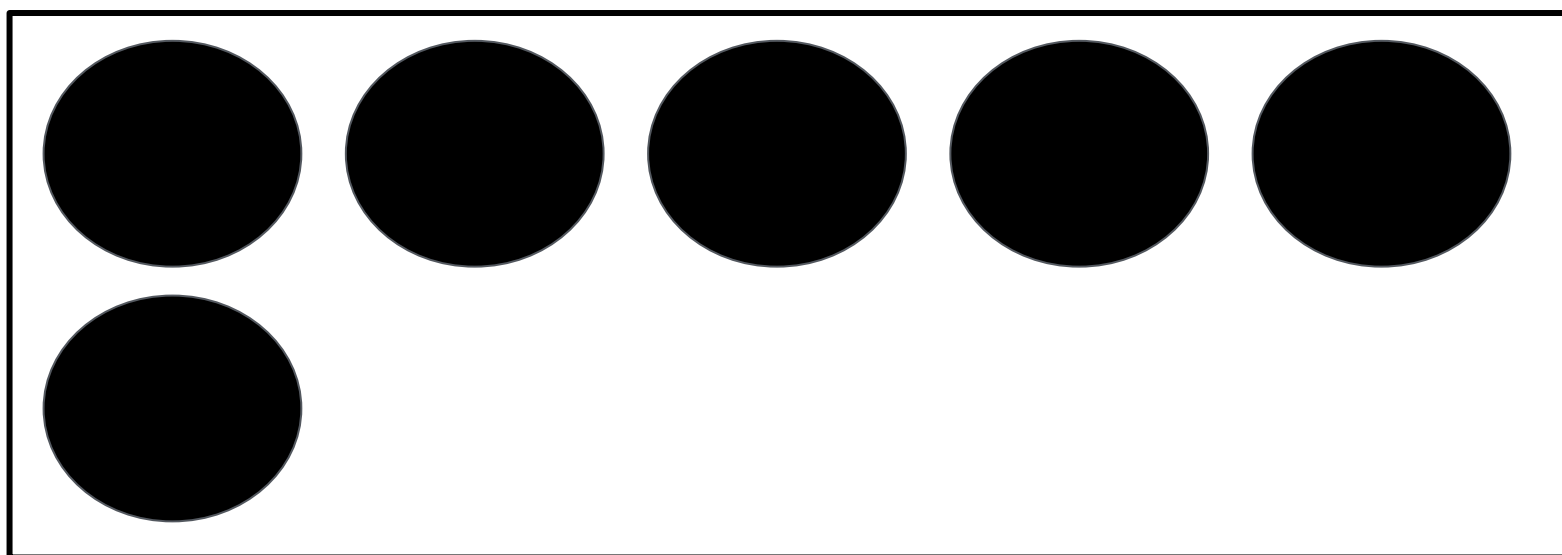
How Many Dots?

What's one more than 6?
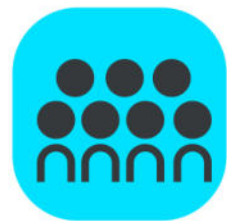
Fluency Practice
(9 minutes)
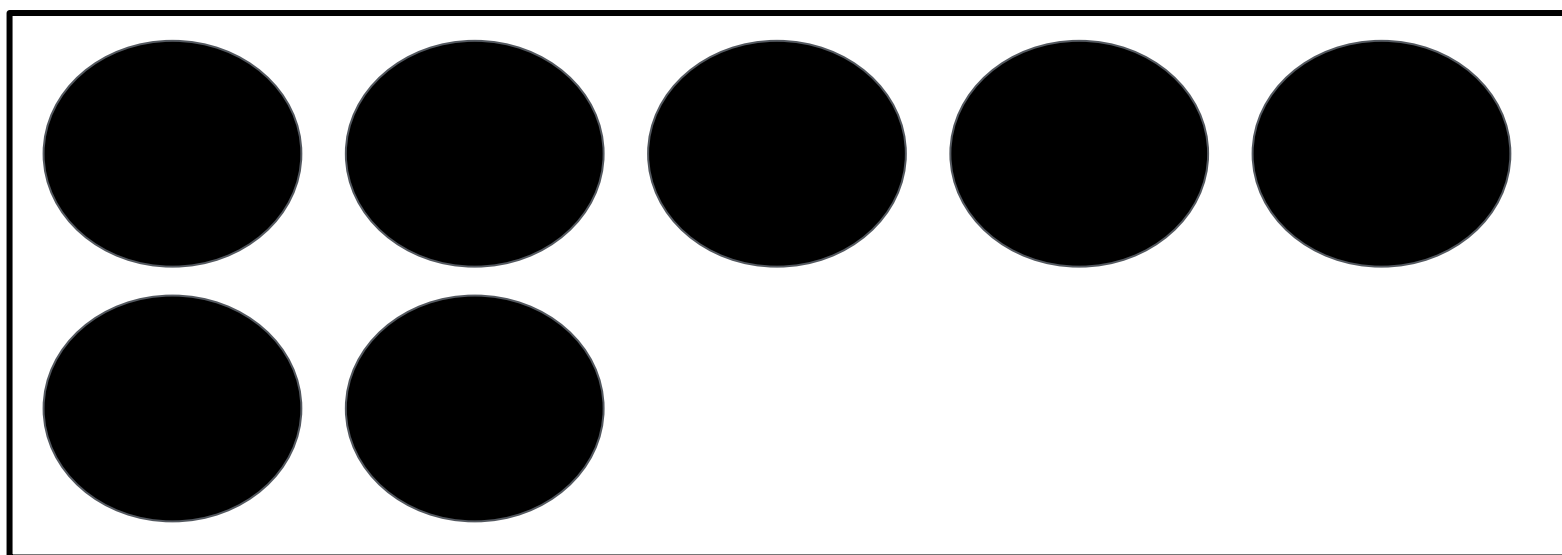
How Many is One More? (3 minutes)

How Many Dots?

What's one more than 7?

Fluency Practice (9 minutes)

How Many is One More? (3 minutes)
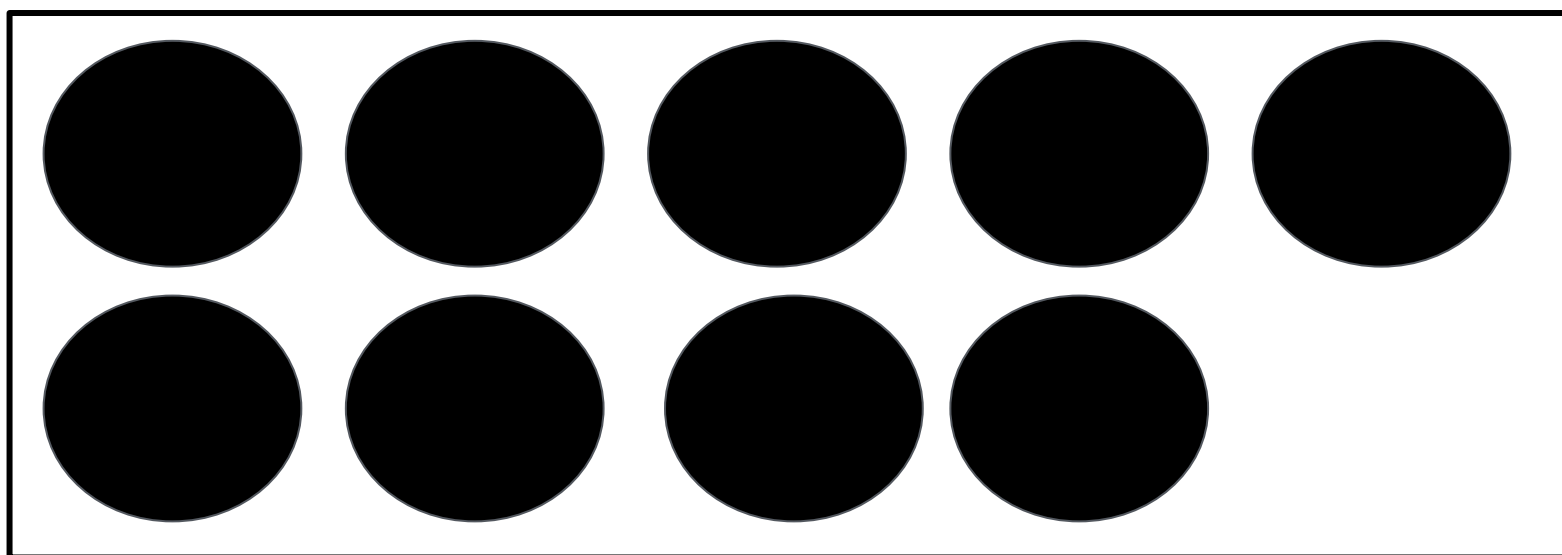
How Many Dots?

What's one more than 9?

Fluency Practice
(9 minutes)
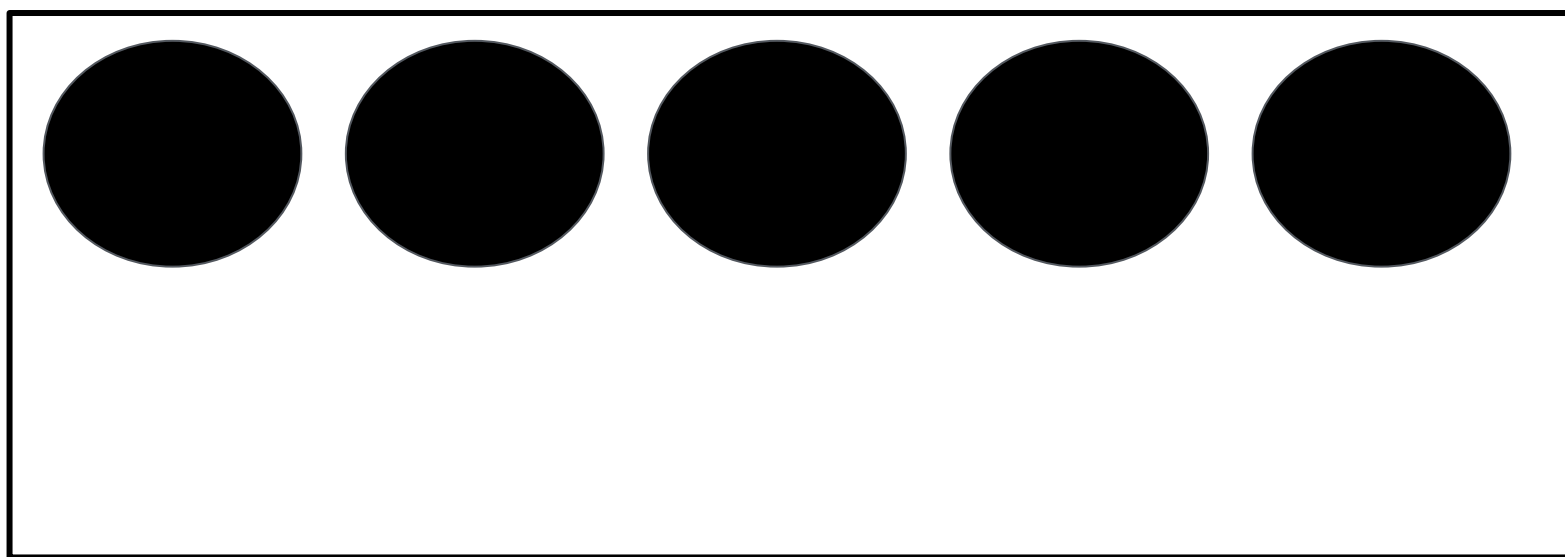
How Many is One More? (3 minutes)

How Many Dots?

What's one more than 5?

Fluency Practice (9 minutes)

How Many is One More? (3 minutes)
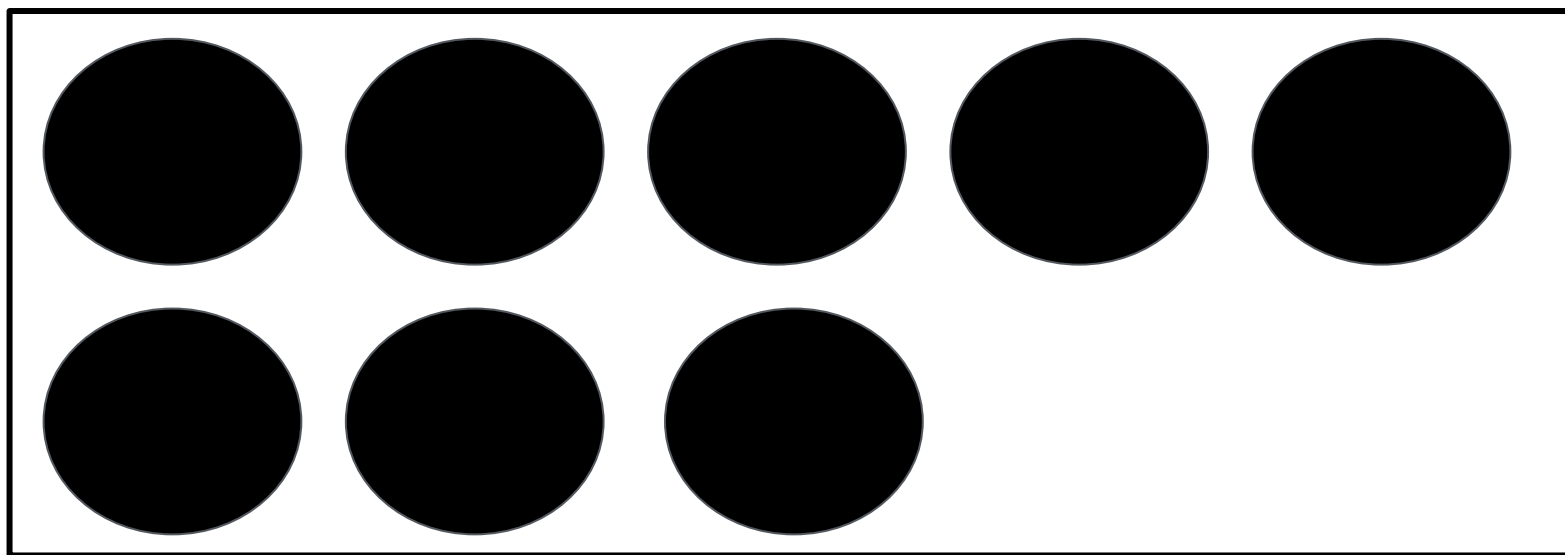
How Many Dots?

What's one more than 8?

Fluency Practice (9 minutes)

How Many is One More? (3 minutes)

How Many Dots?
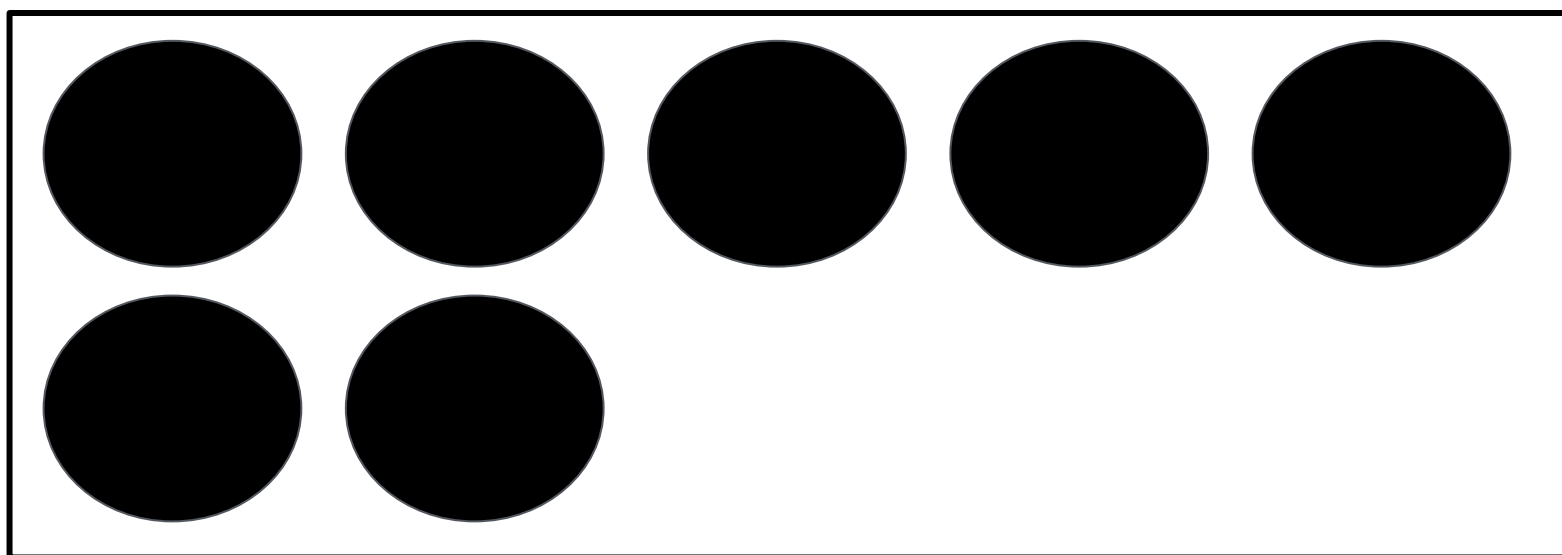
What's one more than 7?

Fluency Practice
(9 minutes)
Show One More on Fingers
(3 minutes)

(Show 5 beads on rekenrek)

Count the nubmer of beads

Count on more on your fingers left to right
(piano counting)

(Continue with random numbers 4-9)
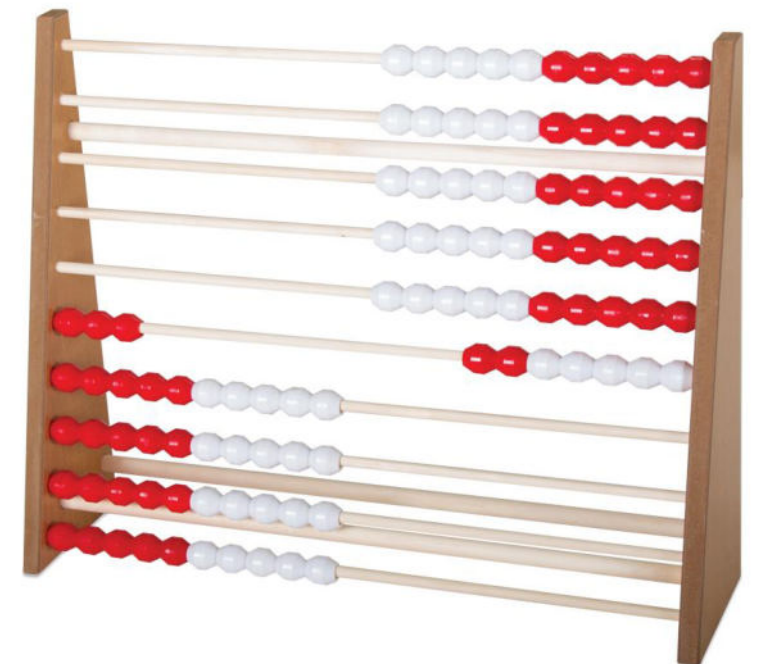
Fluency Practice
(9 minutes)
Count Piles of Ten
(3 minutes)

How many piles of 10 straws can you count?
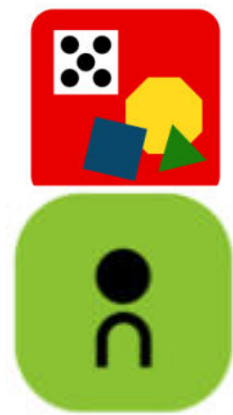
Application Problem
(5 minutes)

Lisa counted some sticks into one pile of 10.
She counted 5 other sticks into another pile.
Draw a picture to show Lisa's piles of sticks.
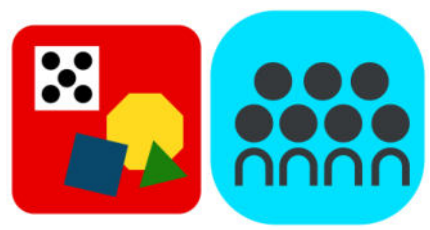
Concept Development
30 min

Count to find out how many slots there are in your egg carton. Wait for the signal to tell me.

Each team will count the objects in ten bags. To count the objects in your bag, start by placing the objects in the egg carton, and then put any extra objects next to the carton.

Tell your partner "I have 10 ones and ___ ones."

Have teams trade bags, Do some bags together as a class after a bit of time.
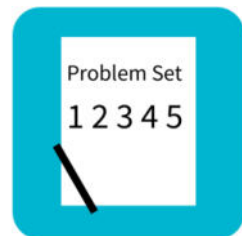
Concept Development
25 min

Problem set - 8 min

Name _____   Date _____

I have 10 ones and 2 ones.

Touch and count 10 things. Put a check over each one as you count 10 things.

I have 10 ones and ____ ones.

I have 10 ones and ____ ones.

I have ____ ones and ____ ones.

I have ____ ones and ____ ones.

Draw pictures to match the words.

I have 10 small circles and 2 small circles:

I have 10 ones and 4 ones:
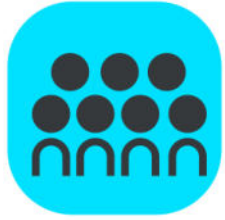
Debrief
6 min.

Lesson Objective:

Count 10 objects within counts of 10 to 20 objects, and describe as 10 ones and ____ ones.
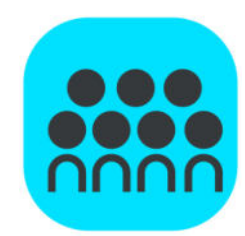
Debrief

- Is it easy to see 10 ones in this picture? Why?
- How is this picture the same and different from counting using the egg carton?
- Which was easier to count, the ducks or the glasses of juice? Why? Show your friend how you counted the glasses of juice.
- Does your drawing of 10 ones and 2 ones look exactly the same as your friend's? How is it the same? How is it different?
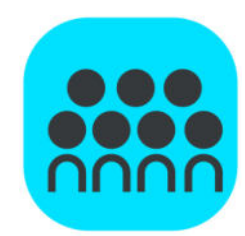
Debrief

- Write the number 17 on the board. Can someone come up and draw 17 squares on the board? Can someone come up and circle 10? Fill in this sentence for me: 17 is 10 ones and ____ ones.

- 14 is 10 ones and ____ ones. Fourteen is a teen number. What is another teen number?

- Eleven and twelve don't have teen, but most grown-ups call them teen numbers. What have you noticed today about teen numbers?

Exit Ticket

- After the Student Debrief, have students complete the Exit Ticket. A review of their work will help assess students' understanding of the concepts that were presented in today's lesson and planning more effectively for future lessons. **The questions may be read aloud to students.**