Eureka Math

Kindergarten
Module 5
Lesson 3

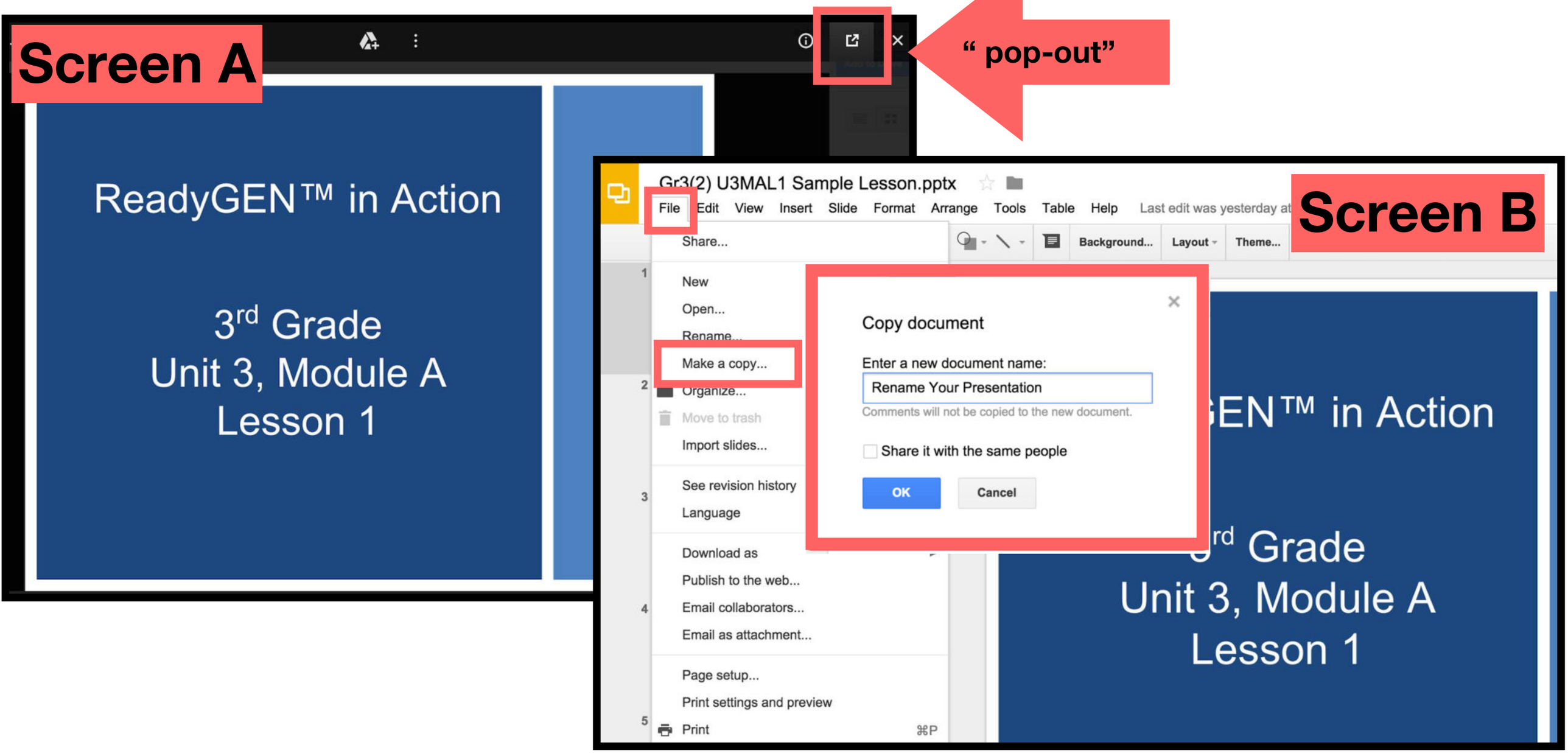
At the request of elementary teachers, a team of Bethel & Sumner educators met as a committee to create Eureka slideshow presentations. These presentations are not meant as a script, nor are they required to be used. Please customize as needed. Thank you to the many educators who contributed to this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



Icons

Read, Draw, Write

Learning Target

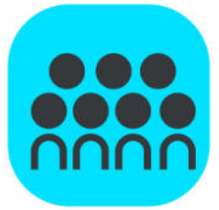
Personal White Board

Problem Set

Manipulatives Needed

Fluency

Think Pair Share



Whole Class

Individual

Partner

Small Group

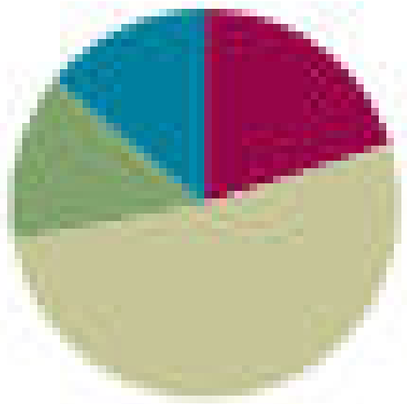
Small Group Time

Lesson 3

Objective: Count and circle 10 objects within images of 10 to 20 objects, and describe as 10 ones and ___ ones.

Suggested Lesson Structure

Fluency Practice	(10 minutes)
Application Problem	(7 minutes)
Concept Development	(26 minutes)
Student Debrief	(7 minutes)
Total Time	(50 minutes)



Materials Needed

Teacher

- Large 5-group cards 0-5 (lesson 1 fluency Template 1)

Materials Needed

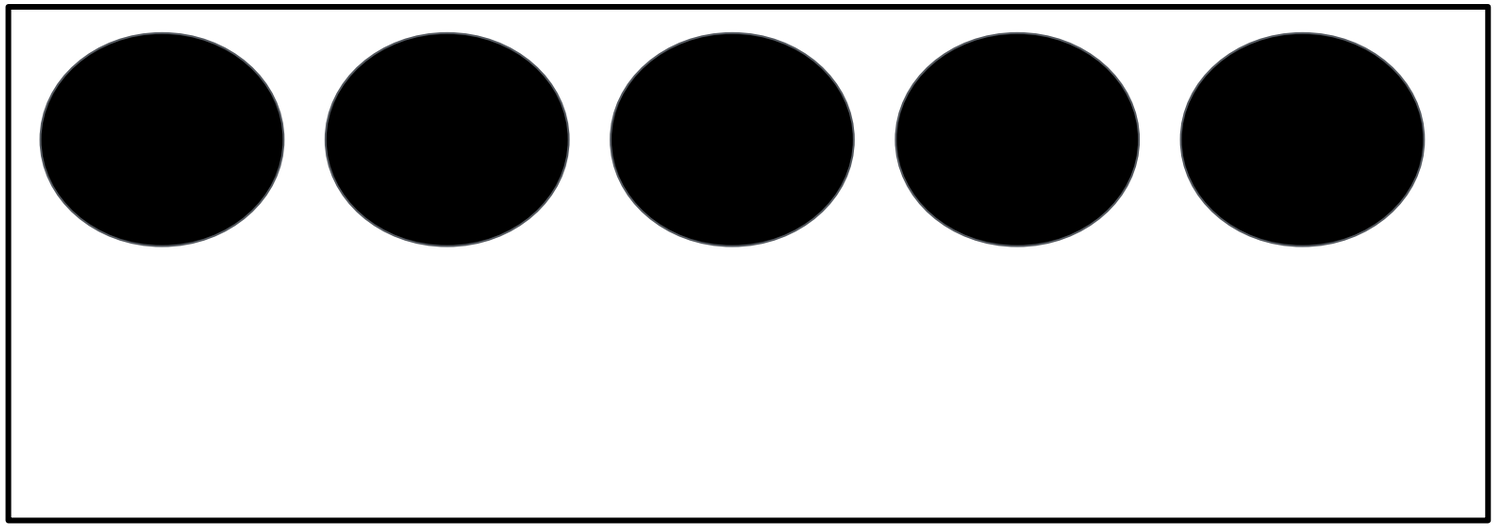
Students

- 5 group cards (lesson 1 fluency template 2)
- Bag with about about 20 small objects for each student
- Find 10 (Template, cut into strips)

Objective: Count and circle 10 objects within images of 10 to 20 objects, and describe as 10 ones and ___ ones.

Fluency Practice (10 minutes)

Hide 1 (4 minutes)

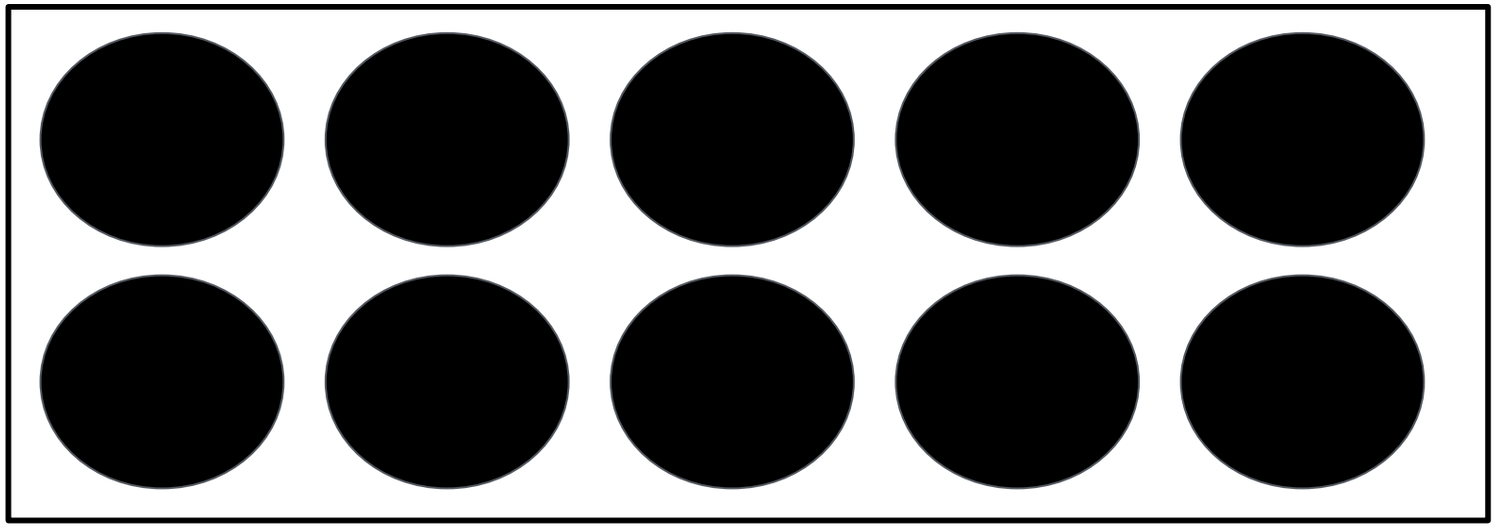


Use your imagination to hide 1.

How many are left?

Fluency Practice (10 minutes)

Hide 1 (4 minutes)



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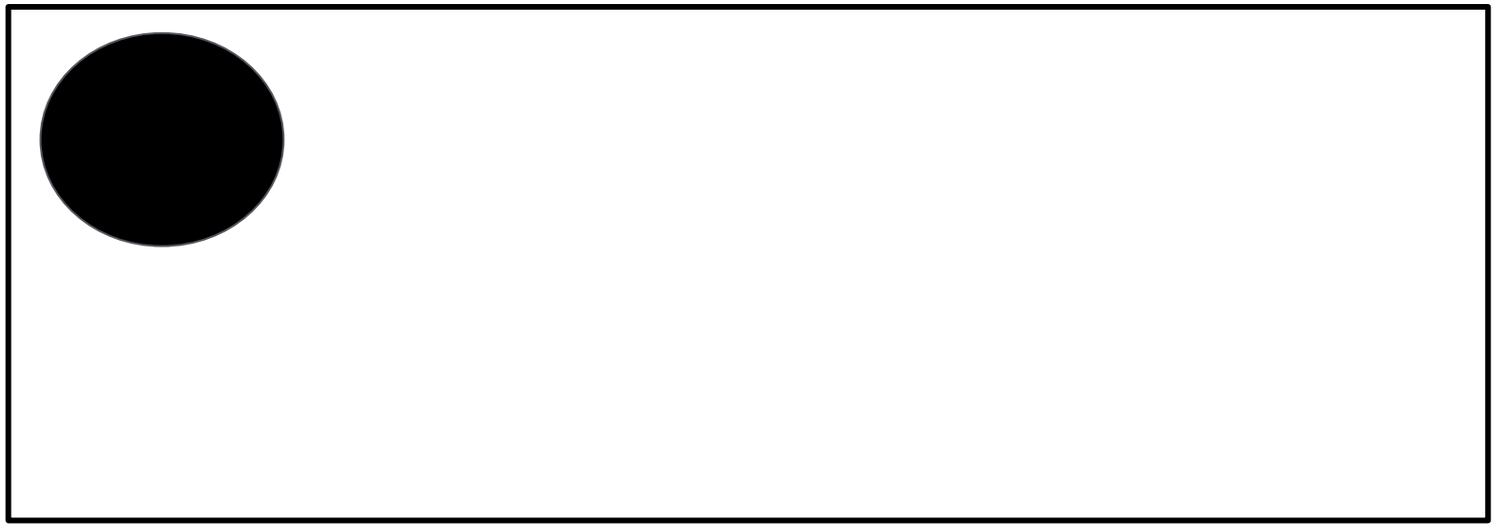
Fluency Practice (10 minutes)

Hide 1 (4 minutes)



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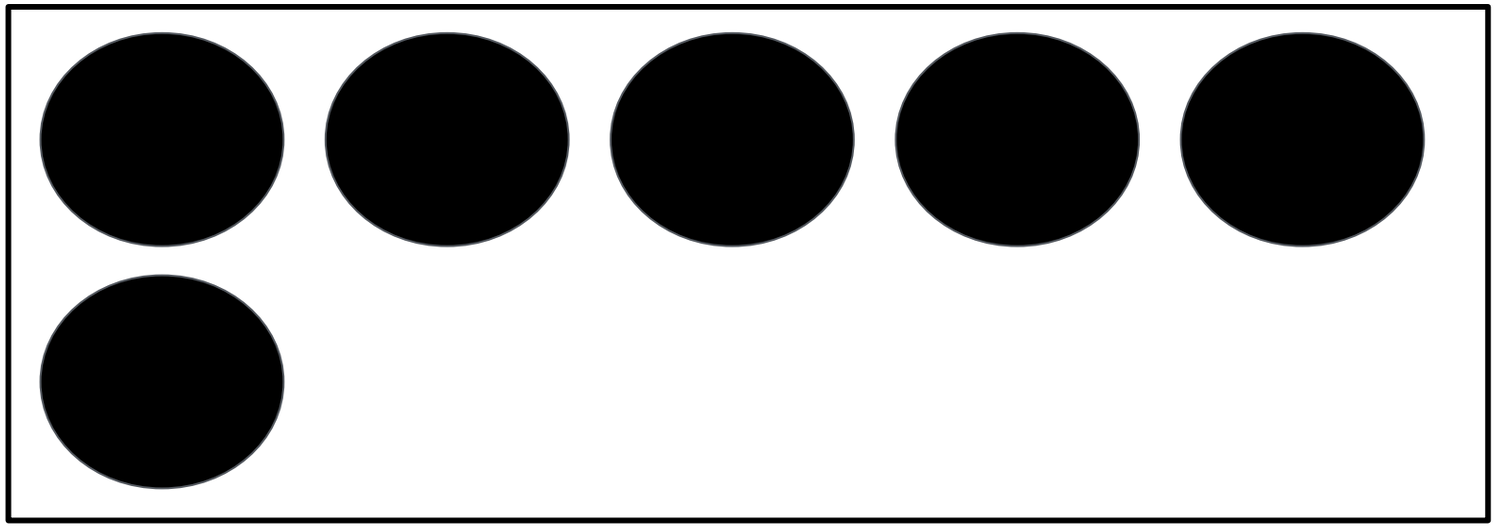

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Fluency Practice (10 minutes)

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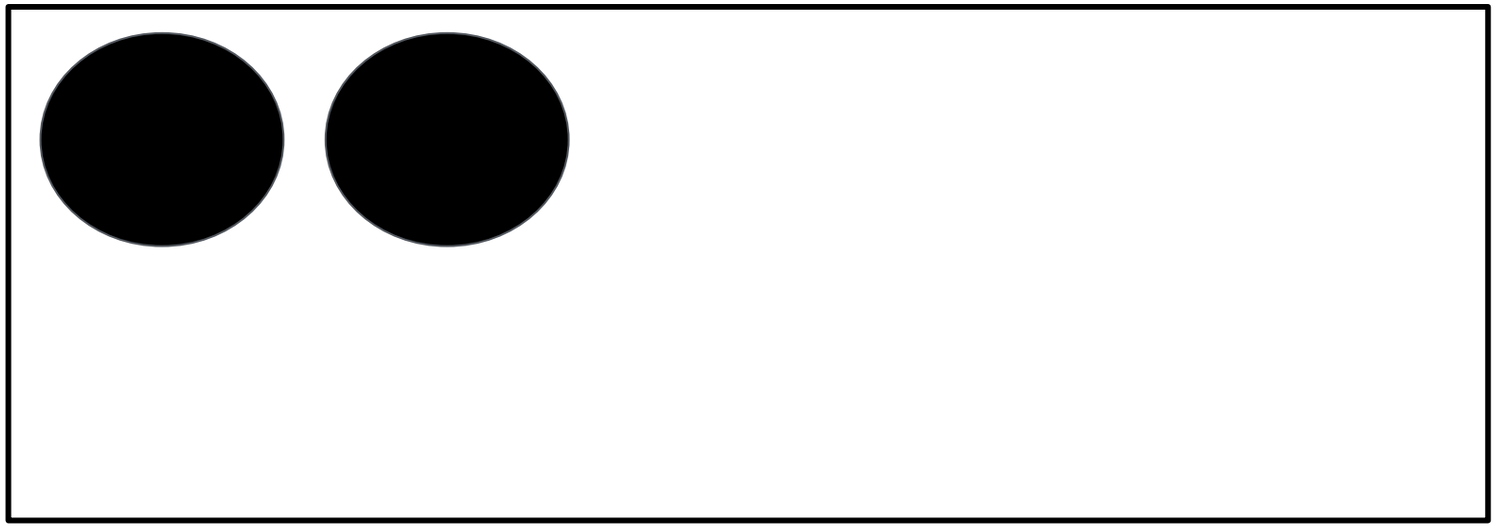

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Fluency Practice (10 minutes)

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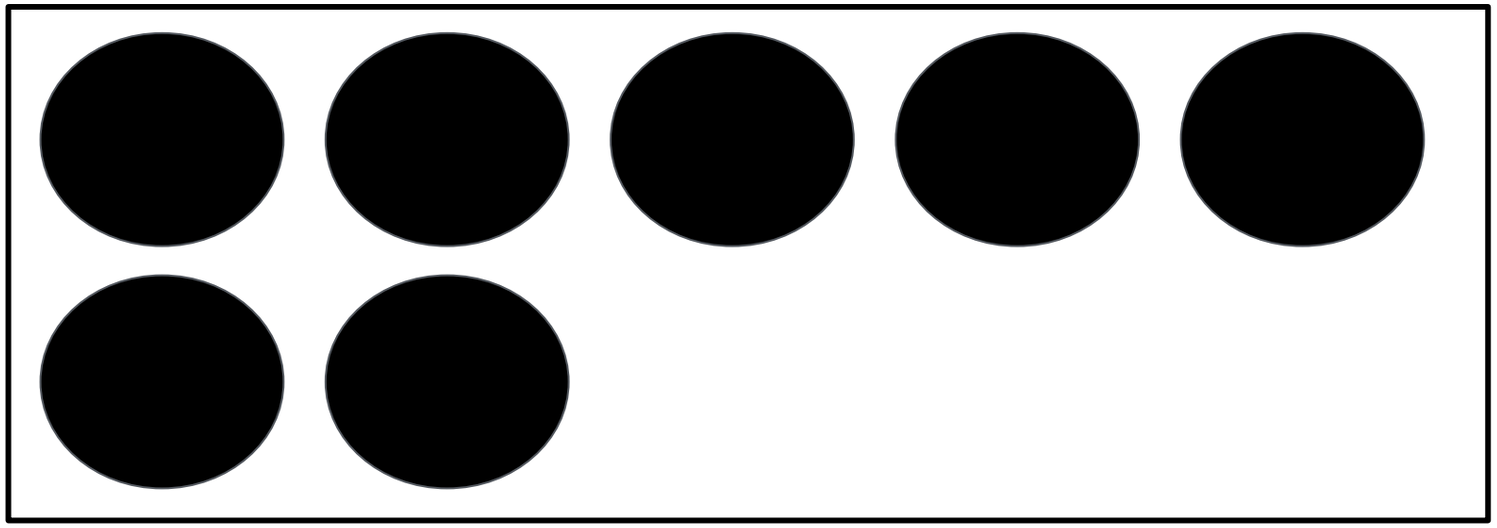

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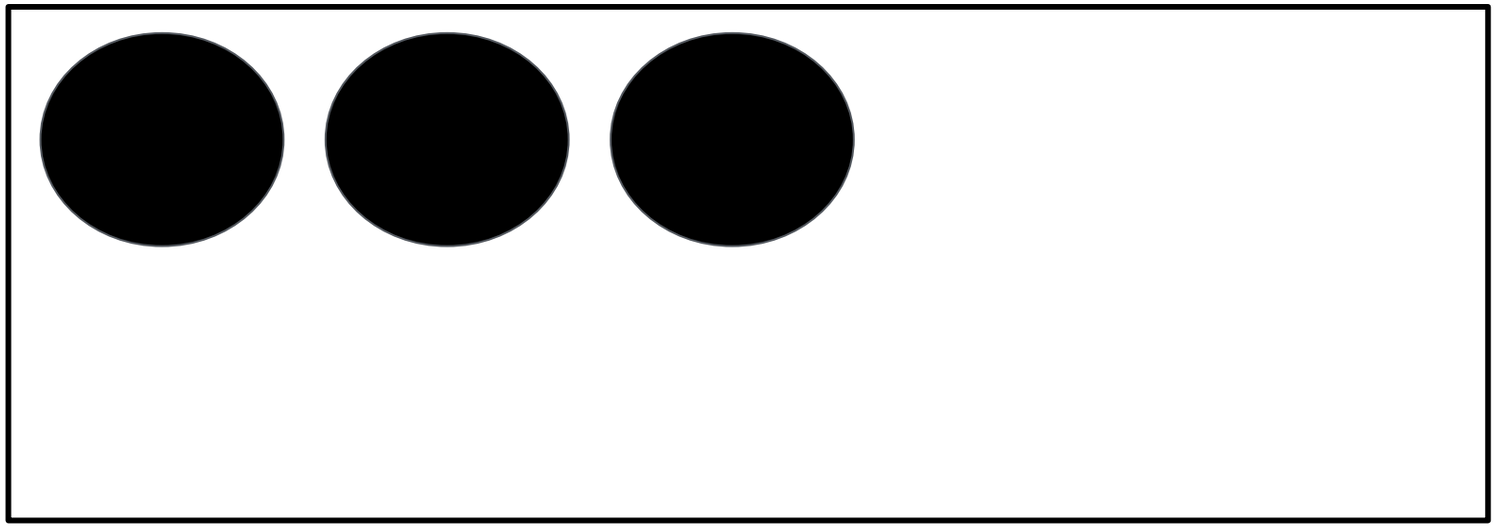

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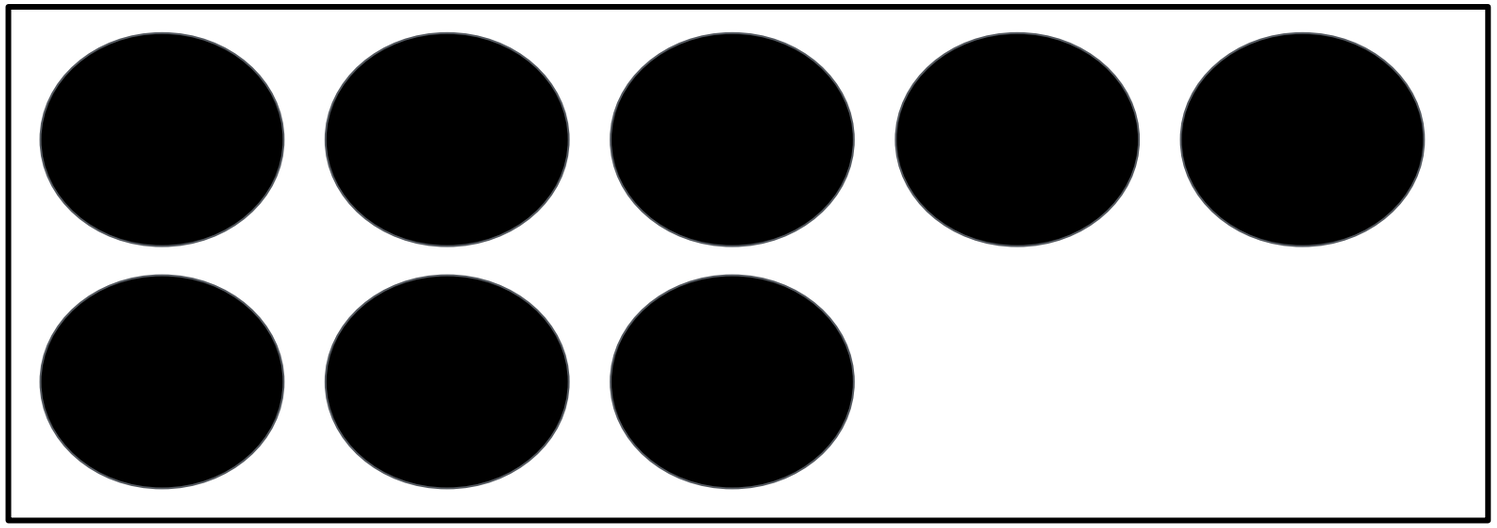

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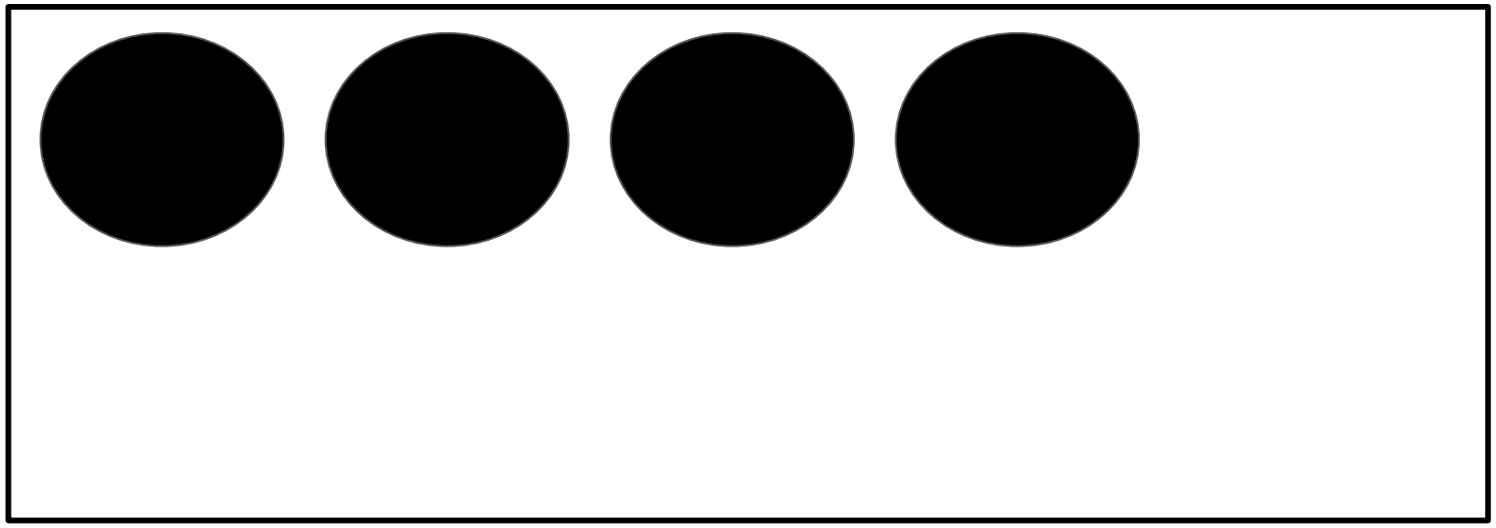

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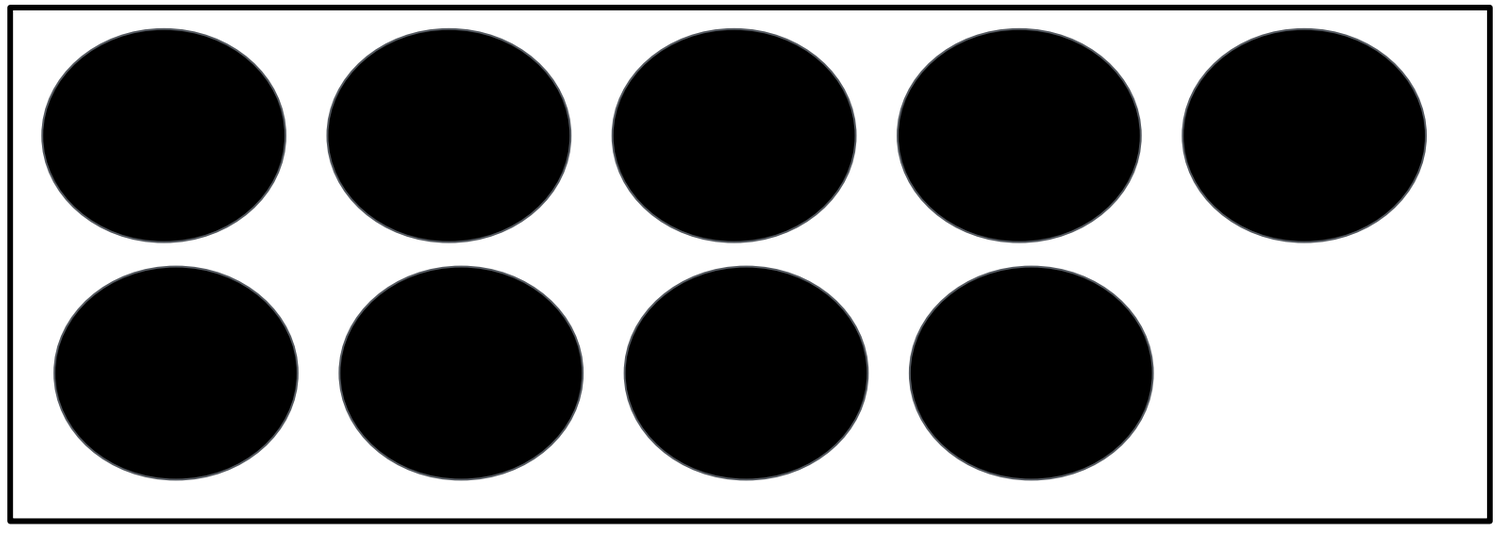
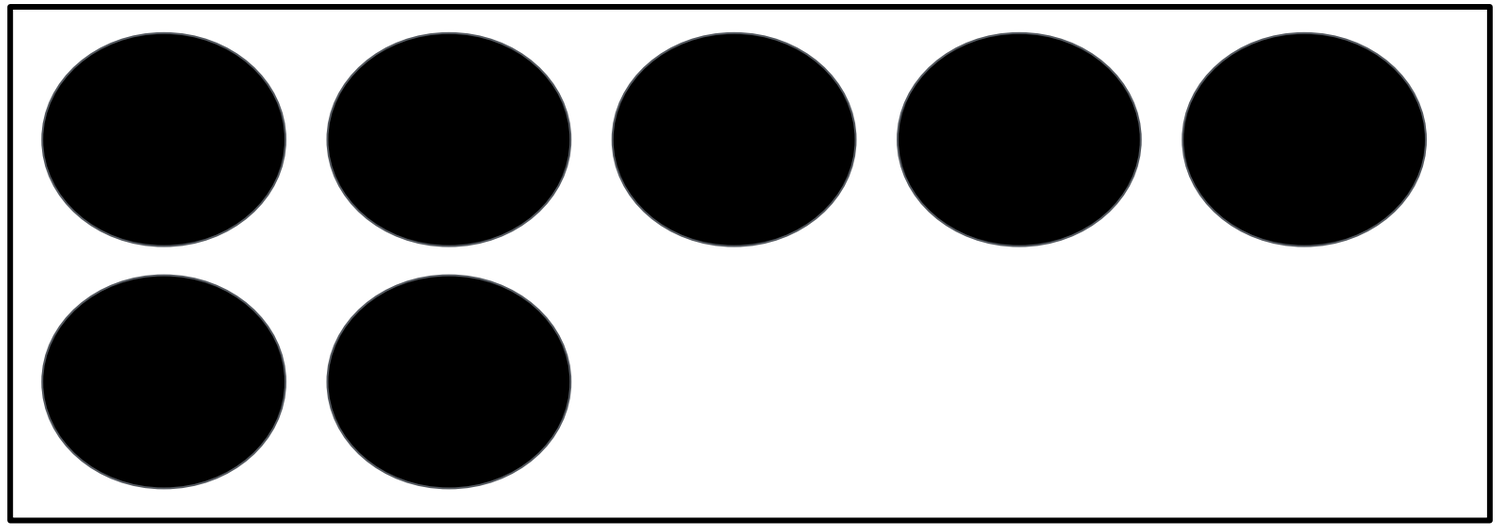


Use your imagination to hide 1.

How many are left?

Fluency Practice (10 minutes)

How Many Do You See? (3 minutes)



Fluency Practice (10 minutes)

How Many Do You See? (3 minutes)

Wait for the signal…. How many did you see?

Who can explain how they saw ___?

Fluency Practice (10 minutes)

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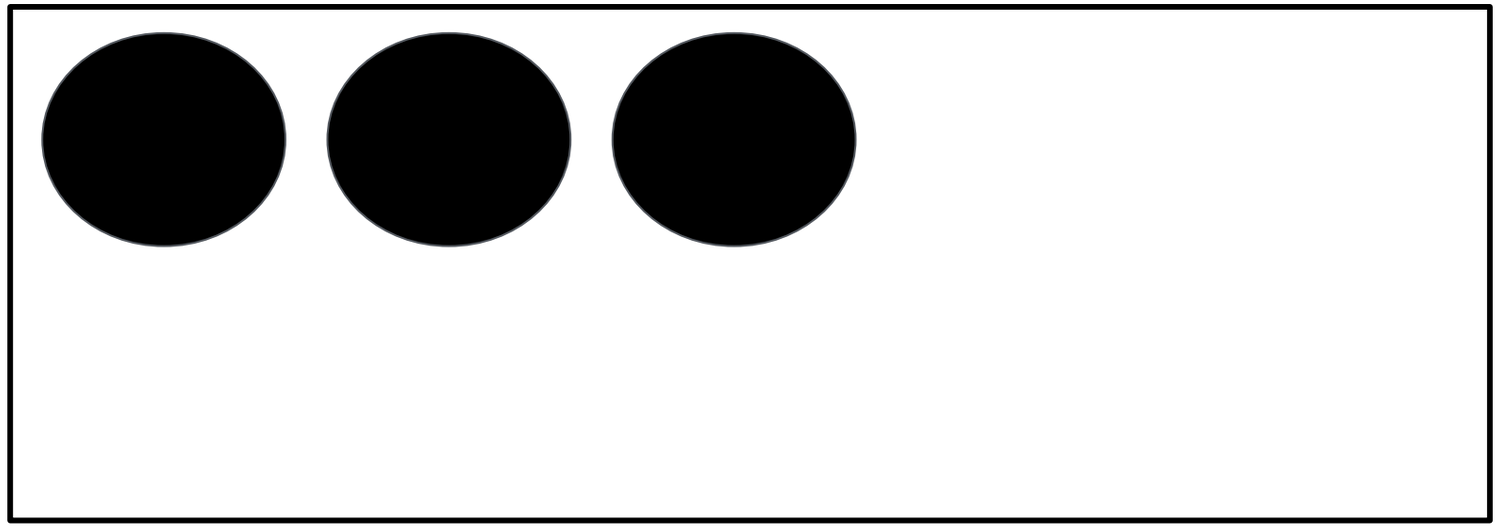

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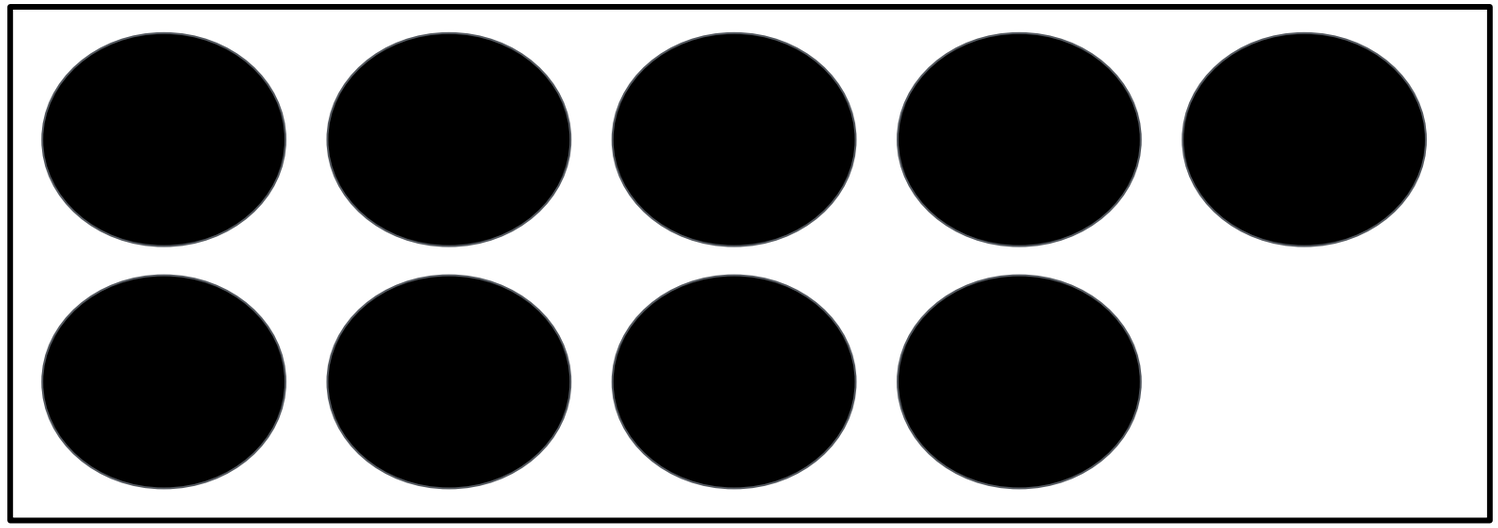

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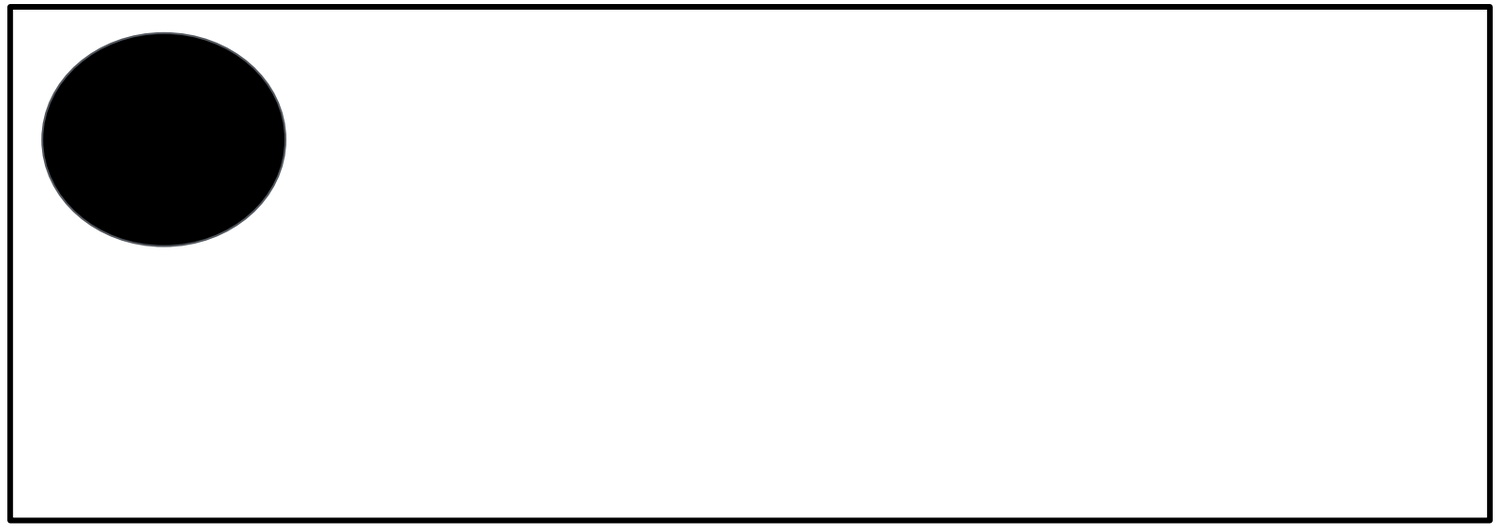

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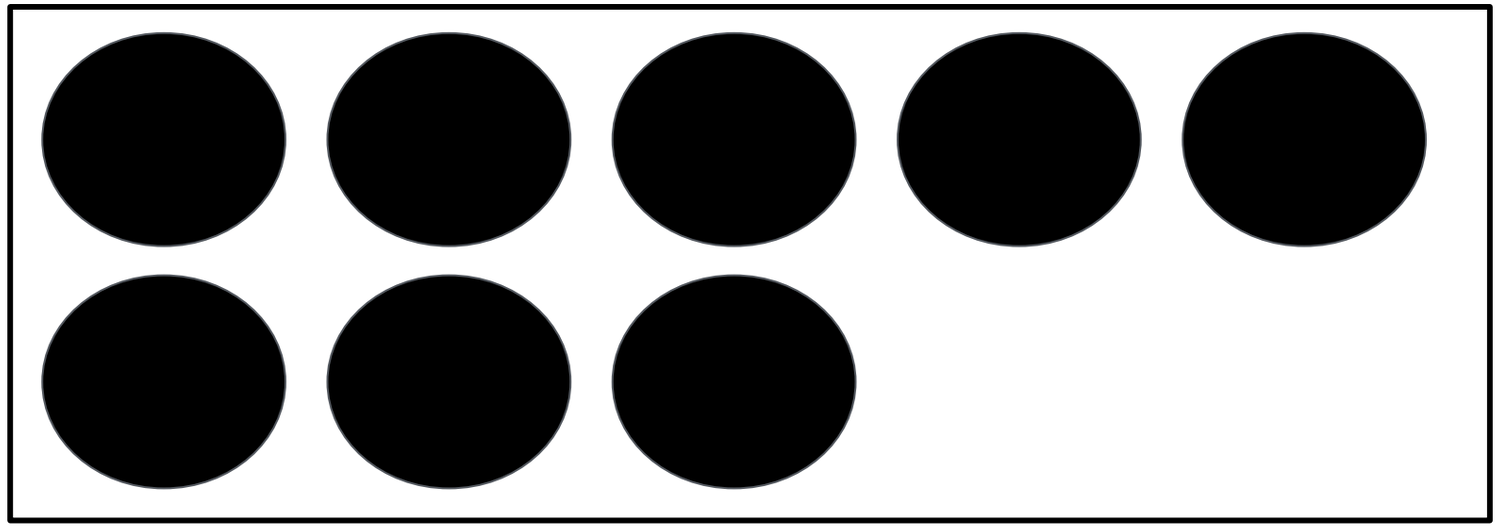

Fluency Practice (10 minutes)

How Many Do You See? (3 minutes)

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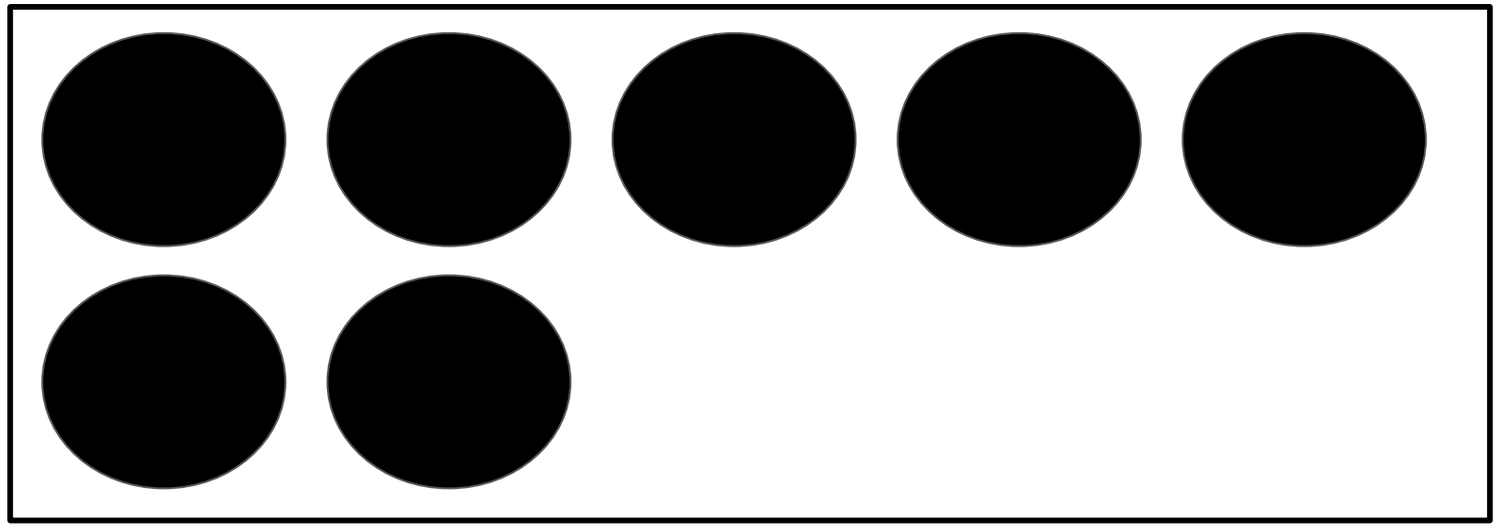


Fluency Practice (10minutes)

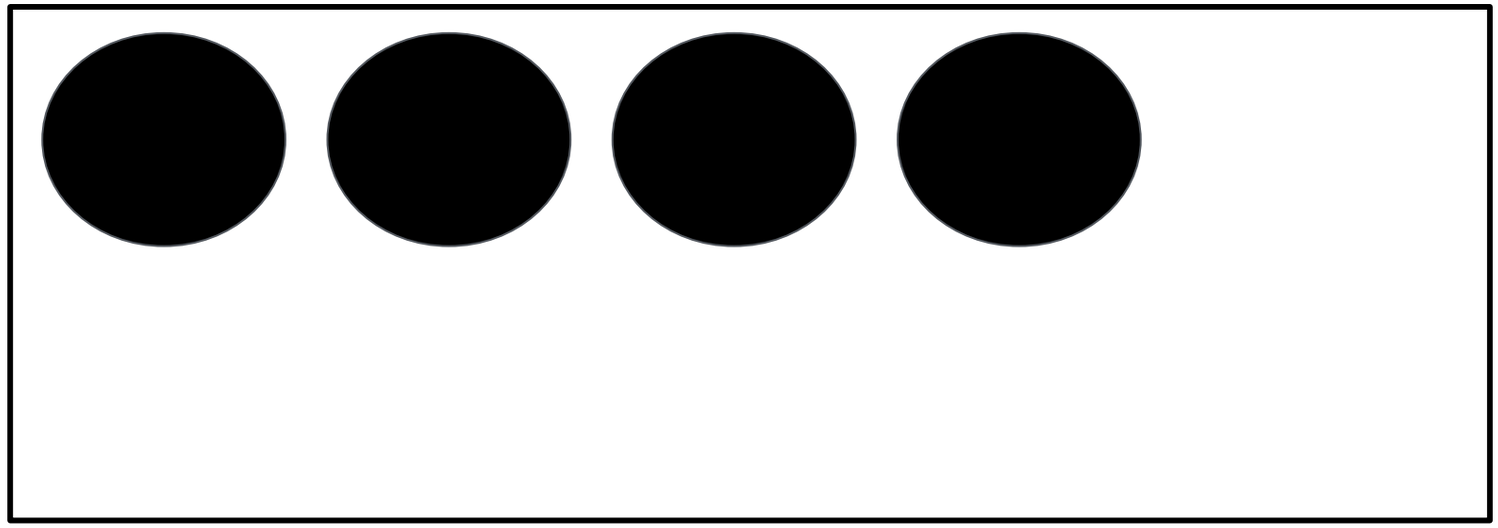
How Many Do You See?
(3 minutes)

Wait for the signal…. How many did you see?

Who can explain how they saw ___?

Fluency Practice (10 minutes)

How Many Do You See? (3 minutes)



Fluency Practice (10 minutes)

How Many Do You See? (3 minutes)

Wait for the signal…. How many did you see?

Who can explain how they saw ___?

Fluency Practice (10 minutes)

Grouping 10 Objects (3 minutes)

Place the items from your bag on your work mat. Count out 10 ones, and move them together into a bunch.

By counting, prove to your partner there are 10 things in your bunch.

Fluency Practice (10 minutes)

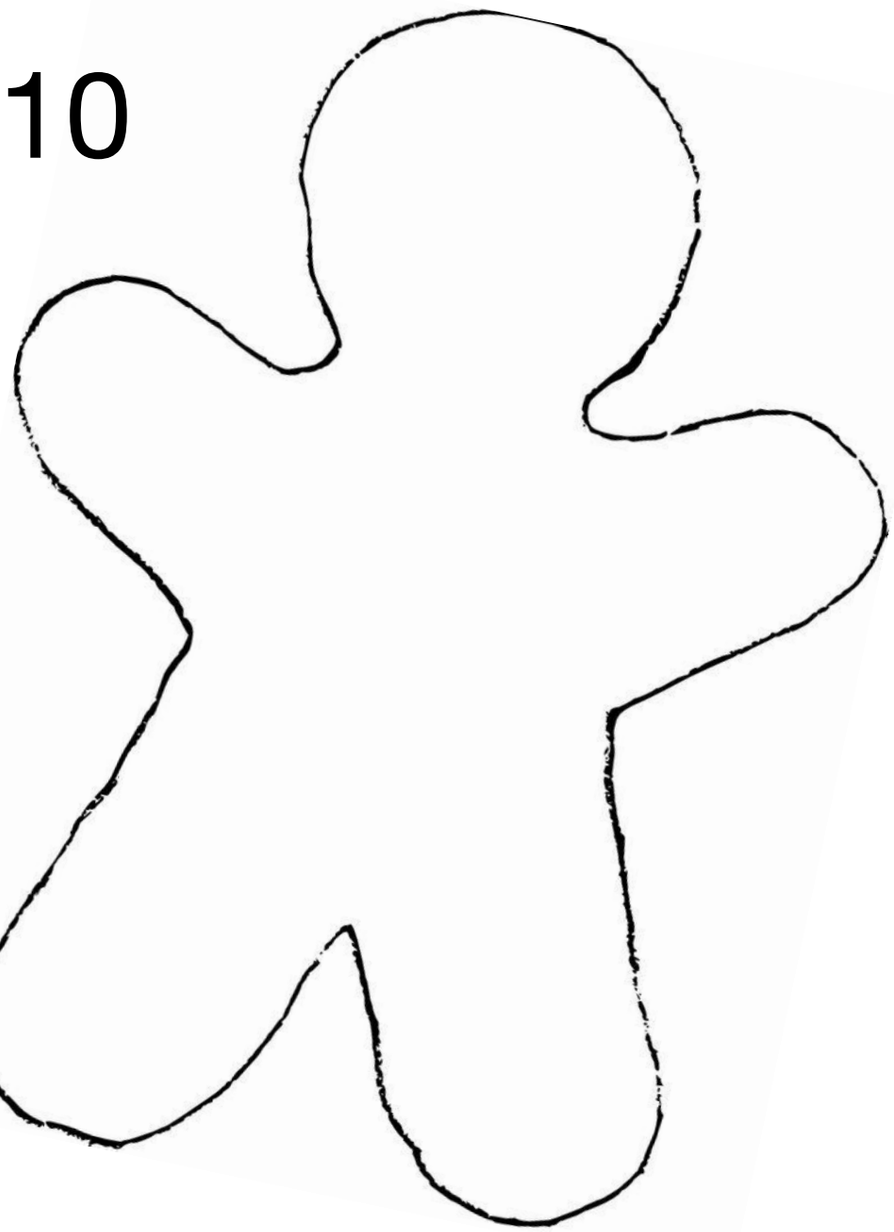
Grouping 10 Objects (3 minutes)

Push all your things back together. Mix them up. Count out 10 ones again, and move them together into a bunch.

Repeat process two or three more times. Ask students if the same 10 things are in the bunch each time.

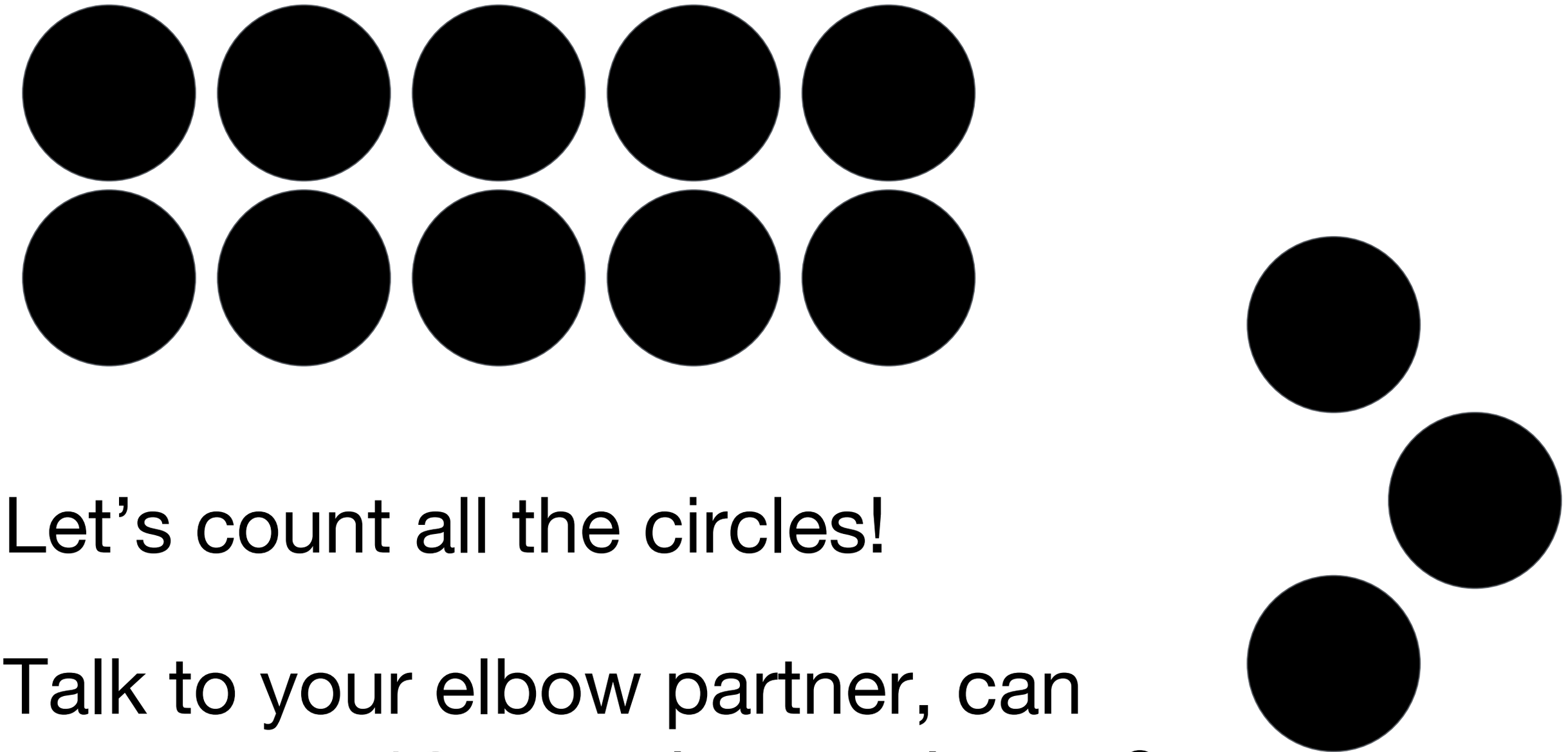
Application Problem (7 minutes)

Each gingerbread man got 10 sprinkles as buttons with 2 sprinkles to show the eyes. Draw to show the 12 sprinkles as 10 buttons and 2 eyes.



Concept Development

26 min

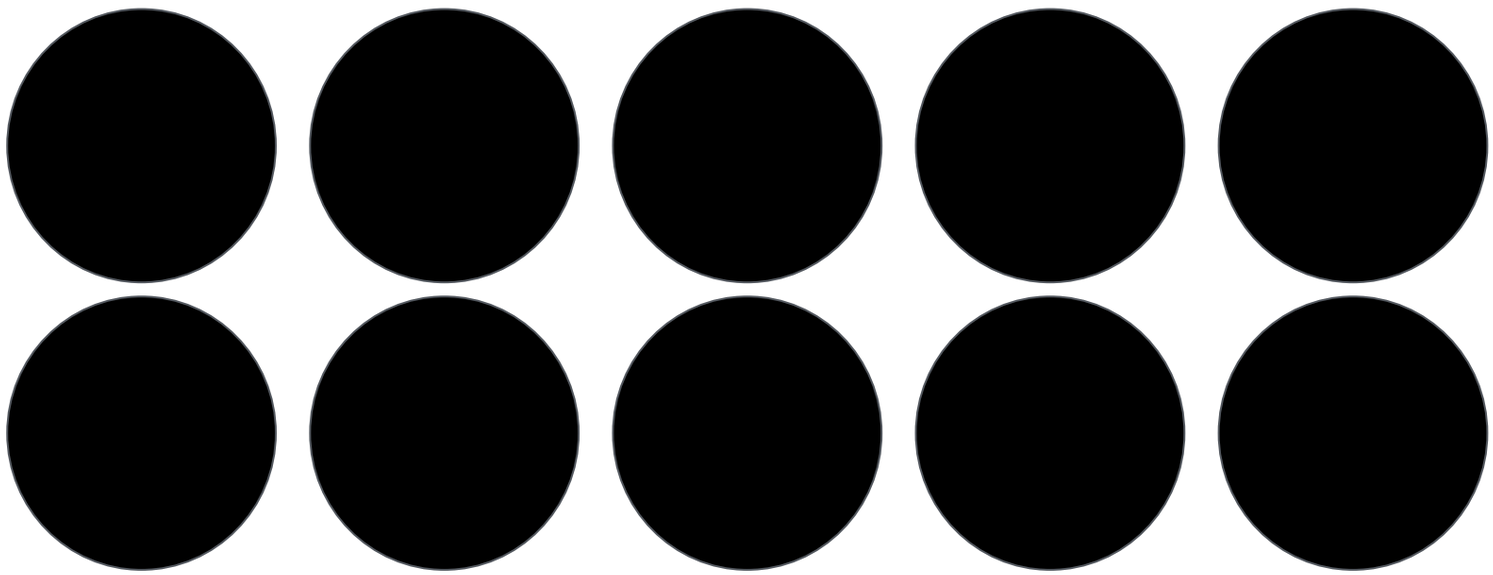


Let’s count all the circles!

Talk to your elbow partner, can you count 10 ones in my picture?

Concept Development

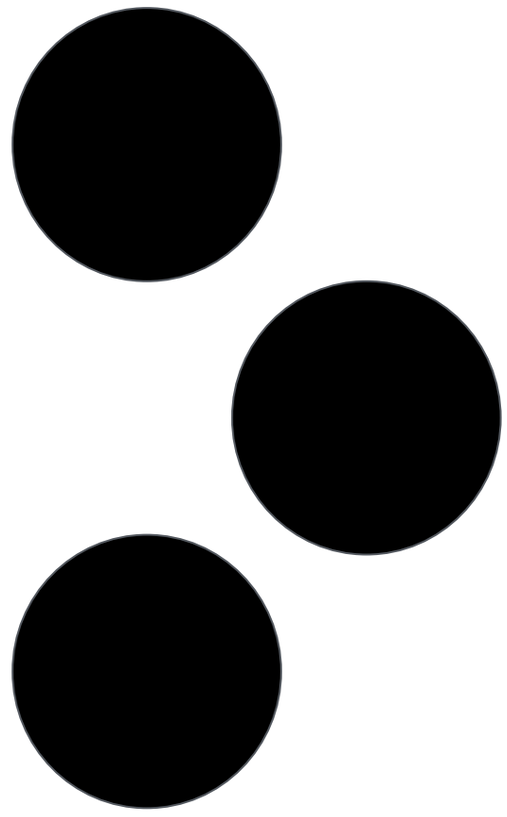
26 min



I need someone to come to the board and show us how they counted 10 ones.

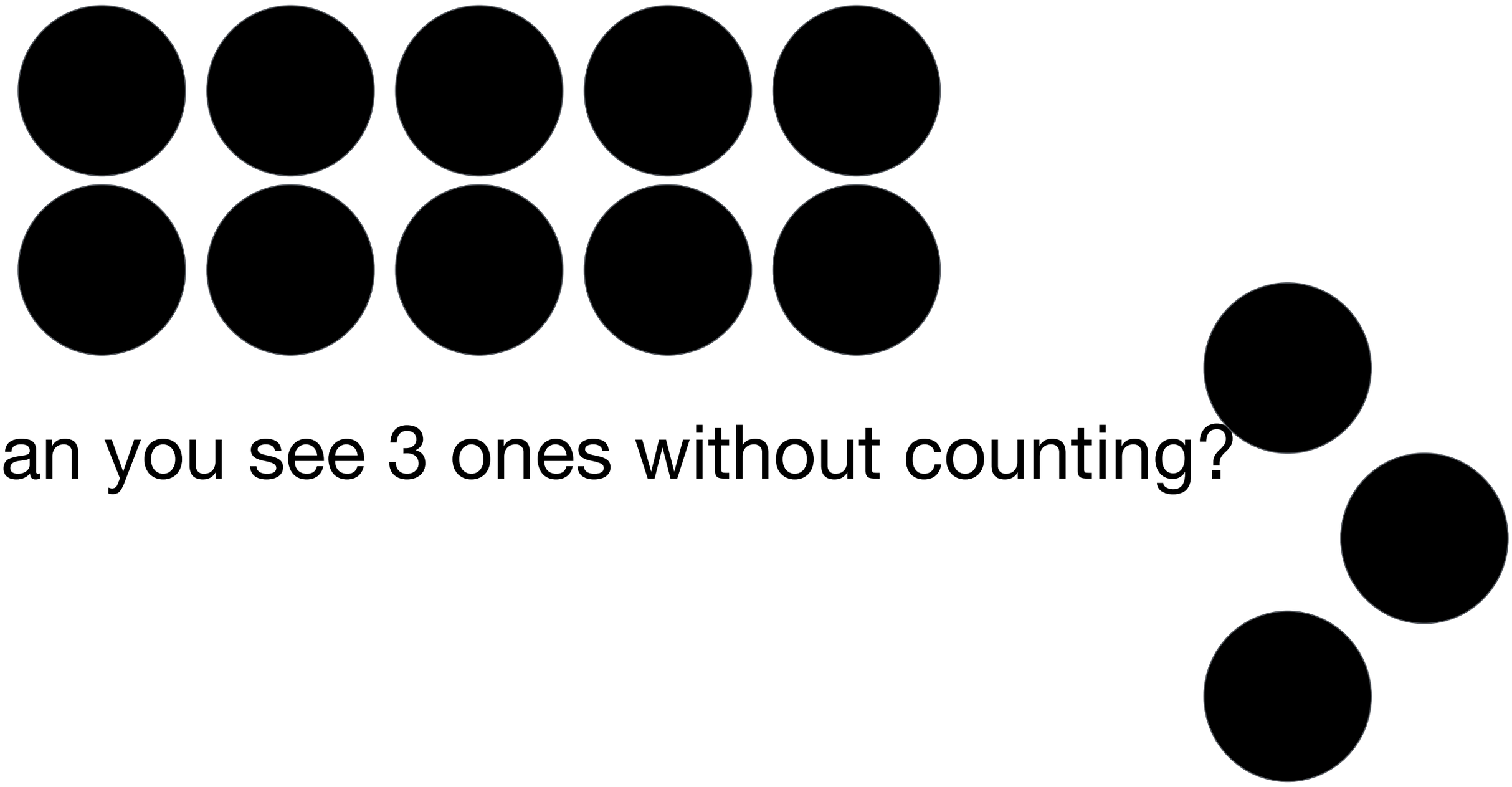
Let’s count along while they point.

Are there more? How many more?



Concept Development

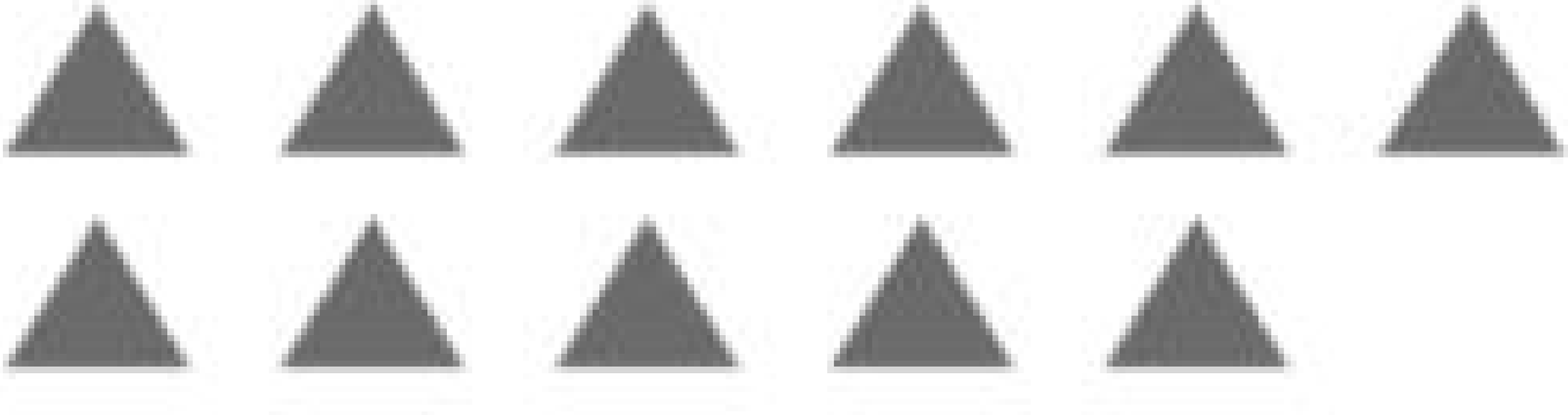
26 min



Can you see 3 ones without counting?

Concept Development
26 min

Now find 10 triangles inside this group of triangles.

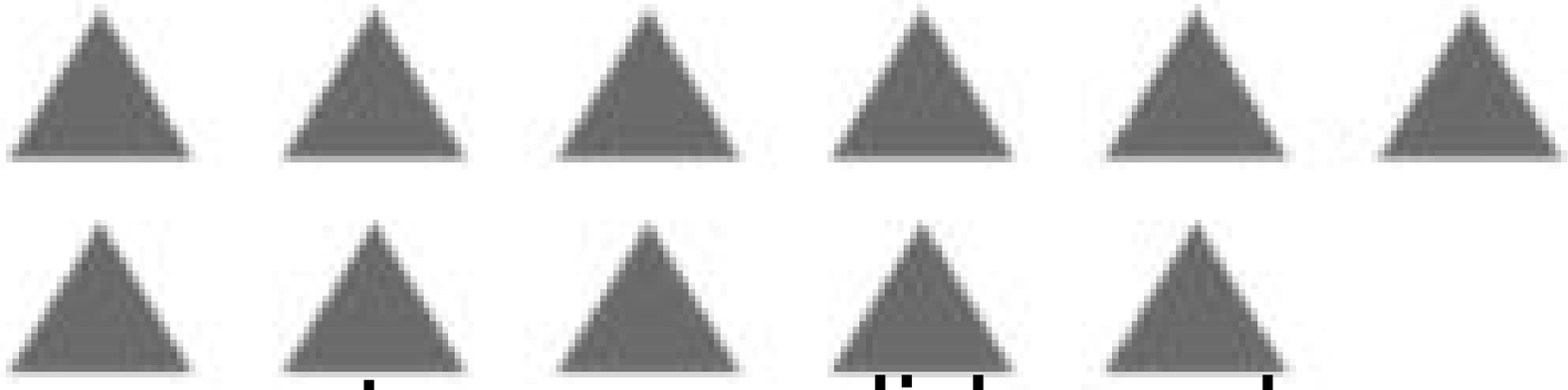


Find 10 ones and circle them carefully with your finger.

Show your partner how you found and circled 10 ones with your finger.
Prove to him that it is 10 by counting and then circling

Concept Development
26 min

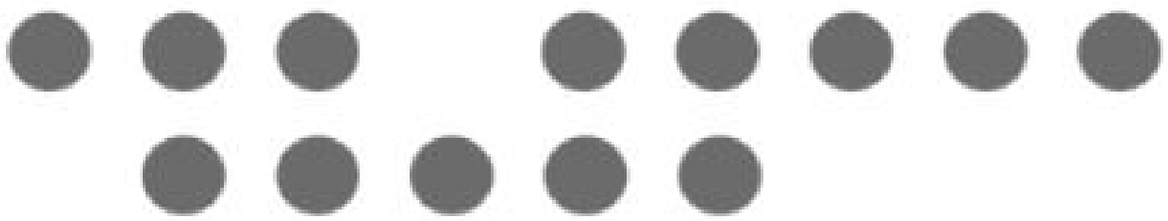
Use your pencil to find and circle your 10 ones. Trade papers with your partner, count to be sure they circled exactly 10 ones. If you disagree, tell your partner why you think the answer should be different.

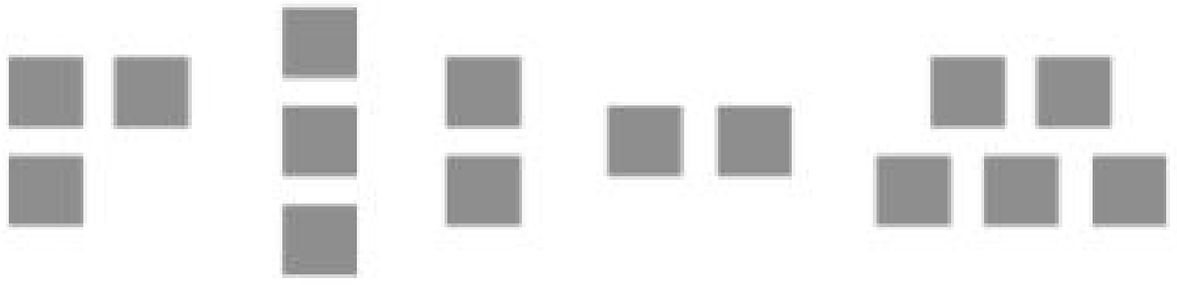


How many extra ones did you have after you counted the 10 triangles?

Concept Development
26 min

When you and your partner are ready, raise your hand for a new picture. Find and circle 10 ones with your finger and then with your pencil. Prove your count of 10 ones to your partner. Trade papers with your partner, and check his count.



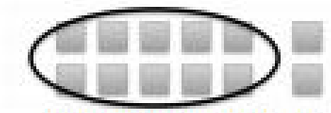


Concept Development

25 min

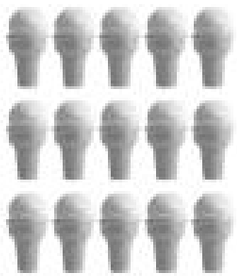
Problem set - 8 min

Name _____ Date _____



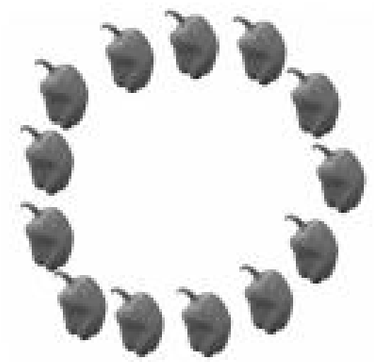
I have 10 ones and 2 ones.

Count and circle 10 things. Tell how many there are in two parts, 10 ones and some more ones.

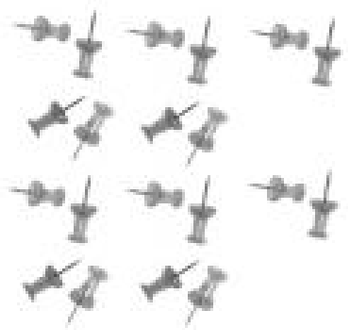


I have 10 ones and ___ ones.

I have ___ ones and ___ ones.



I have ___ ones and ___ ones.



I have ___ ones and ___ ones.

A STORY OF UNITS Lesson 3 Problem Set K•5

Draw your picture to match the words. Circle 10 ones.

I have 10 ones and 3 ones:

I have 10 ones and 8 ones:

Debrief
6 min.

Lesson Objective:

Count and circle 10 objects within images of 10 to 20 objects, and describe as 10 ones and ___ ones.

Debrief

- Did your friend circle the exact same ice-cream cones? Apples? Peppers? Tacks?
- Were both your answers correct? Why?
- How did your friend represent 10 ones in his picture?
- How do we say 10 ones and 5 ones (and the other numbers represented) as one number? (The students have been counting to higher numbers during Fluency Practice since early in the year. Pre-K standards call for counting to 20.)

Debrief

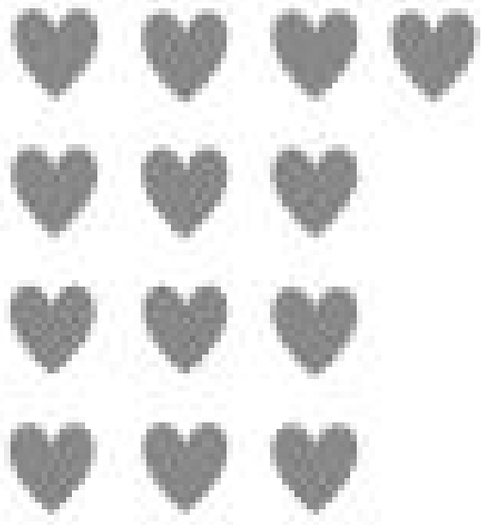
- Which pictures were the easiest for you to count? Why?
- What do all these examples have in common? Do 10 ones always look the same? What other things in our classroom could we make into a bunch or pile of 10 ones?

Exit Ticket

- The questions may be read aloud to students.

Name _____ Date _____

Circle 10 ones.



I have 10 ones and ___ ones.

Draw 10 ones and 6 ones.

I have 10 ones and 6 ones.