Eureka Math

Kindergarten
Module 6
Lesson 1

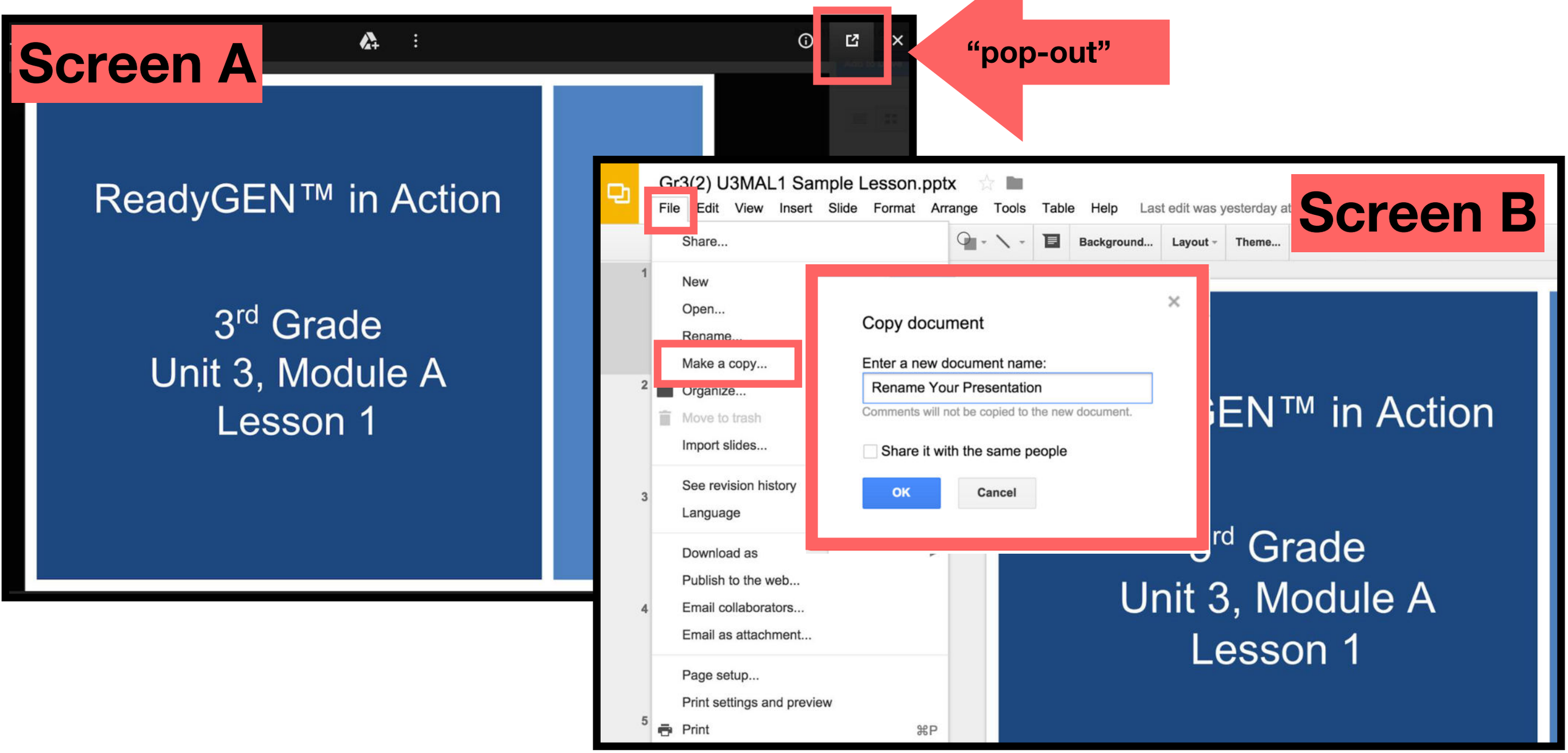
At the request of elementary teachers, a team of Bethel & Sumner educators met as a committee to create Eureka slideshow presentations. These presentations are not meant as a script, nor are they required to be used. Please customize as needed. Thank you to the many educators who contributed to this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



Icons

Read, Draw, Write

Learning Target

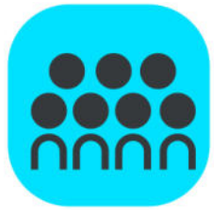
Personal White Board

Problem Set

Manipulatives Needed

Fluency

Think Pair Share



Whole Class

Individual

Partner

Small Group

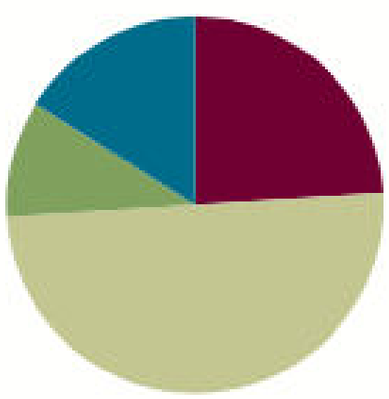
Small Group Time

Lesson 1

Objective: Describe the systematic construction of flat shapes using ordinal numbers.

Suggested Lesson Structure

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



Materials Needed

Teacher

- Shape cutouts (Fluency Template 2)

Materials Needed

Student

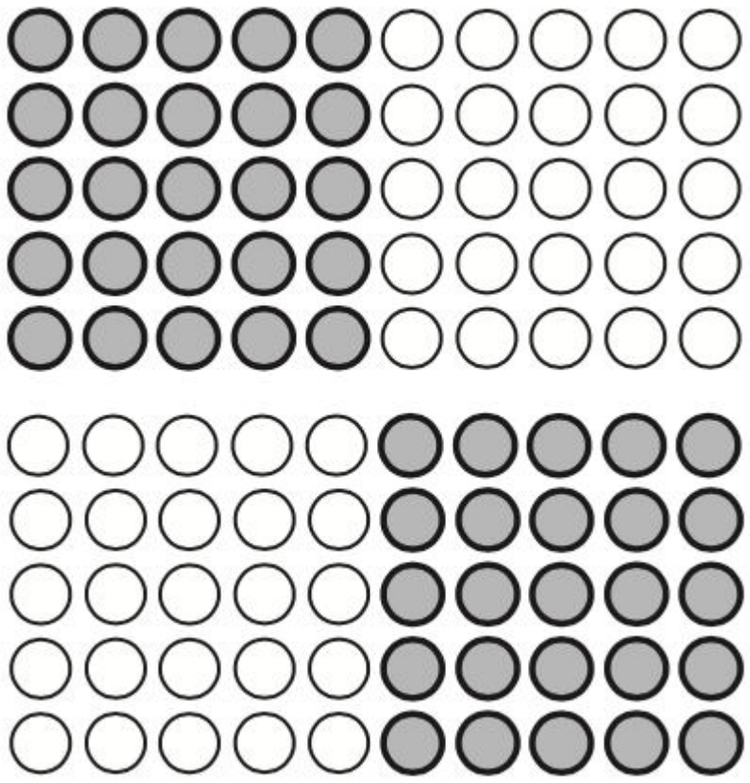
- Rekenrek dot paper (fluency template 1)
- Markers
- Paper
- 15 coffee stir sticks or similar material marked at the midpoint with permanent marker
- Scissors
- small ball of clay
- Pencil
- piece of construction paper
- ruler

Describe the systematic construction of flat shapes using ordinal numbers.

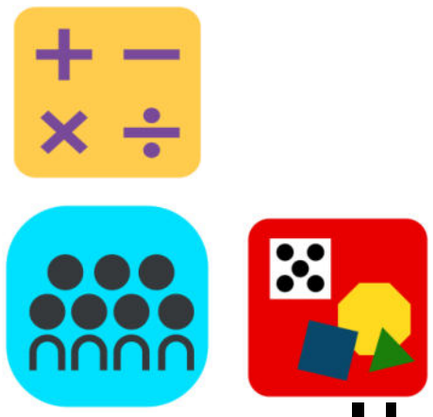
Fluency Practice (12 minutes)

Count to 100 by Ones (3 minutes)

Students count to 100 (or as high as they can in three minutes) by touching the beads on the Rekenrek dot paper. Have them say “buzz” after the last number of each row.



Fluency Practice (12 minutes)

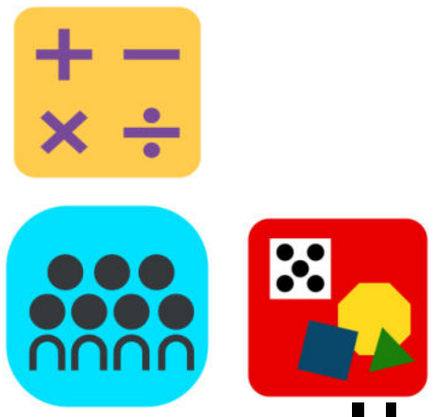


If You’re Happy and You Know It (5 minutes)

Raise your hand if you know the song “If You’re Happy and You Know It.”

Even if you don’t know all of the words, you can still do all of the moves, and that’s the part that will help us in math today. We’ll sing the song three times and use a different movement each time. Then, we’ll sing it a final time and put all three movements together. Ready?

Fluency Practice (12 minutes)



If You’re Happy and You Know It (5 minutes)

Verse 1: If you’re happy and you know it, clap your hands. (Clap, clap.)

Verse 2: If you’re happy and you know it, stomp your feet. (Stomp, stomp.)

Verse 3: If you’re happy and you know it, shout “hooray.” (“Hooray!”)

Verse 4 (combined): If you’re happy and you know it, do all three. (Clap, clap. Stomp, stomp. “Hooray!”)



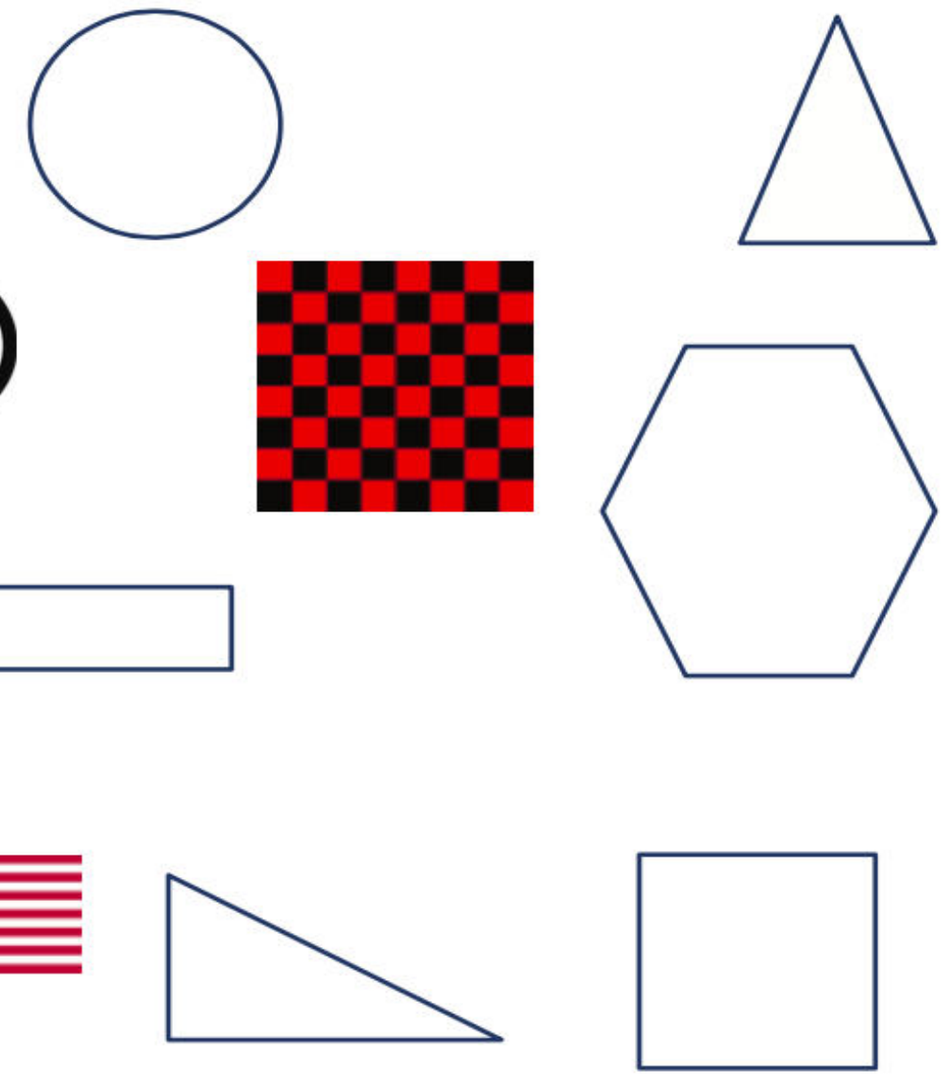
Fluency Practice (12 minutes)

Peek-a-Boo Shapes (4 minutes)

Show students each shape briefly, and then take it out of view. Remind students beforehand that they are to use the listen, think, raise your hand, wait for the snap procedure to name the shape in choral response. Start with easy shapes to build confidence, and then steadily increase the level of difficulty. After they have named the shapes, have students tell the number of sides.

Fluency Practice (12 minutes)

Peek-a-Boo Shapes (4 minutes)



Application Problem
(5 minutes)

We are going to be talking about shapes again! Draw several things you saw this past week that looked like shapes you know. What are the different shapes called?

Share your picture with your partner. Talk about each of the shapes and how you knew its name. Does your partner agree with you?

Concept Development (25 min)

Listen to my directions.

First, stand up.

Second, put your hands on your shoulders.
Go!

What did I ask you to do **first**?
What was the **second** thing I asked you to do?

Concept Development (25 min)

Good! Please sit down. Listen to my directions.

First, stand up. **Second**, put your hands on your shoulders. **Third**, jump up and down 3 times! (Allow time for activity.)

Please sit down. What did I ask you to do first?

Concept Development (25 min)

What was the second thing I asked you to do?

And the third thing?

Good listening! Let’s play one more time. Listen carefully! **First**, clap two times. **Second**, stomp three times. **Third**, shout “Hooray!” once. (Allow time for activity.)

Concept Development (25 min)

What did you do **first**?

Second?

Third?

Concept Development (25 min)

You are going to be builders today. We are going to make shapes. Look at the materials you have. What do you notice?

Concept Development (25 min)

Pick up your sticks, and arrange them on your desk. Try to make a shape.
Who has an idea?

How do you know it is a square?

Did anyone think of something else?

How do you know it is a triangle?

Concept Development (25 min)

Pick up your sticks, and arrange them on your desk. Try to make a shape.
Who has an idea?

How do you know it is a square?

Did anyone think of something else?

How do you know it is a triangle?

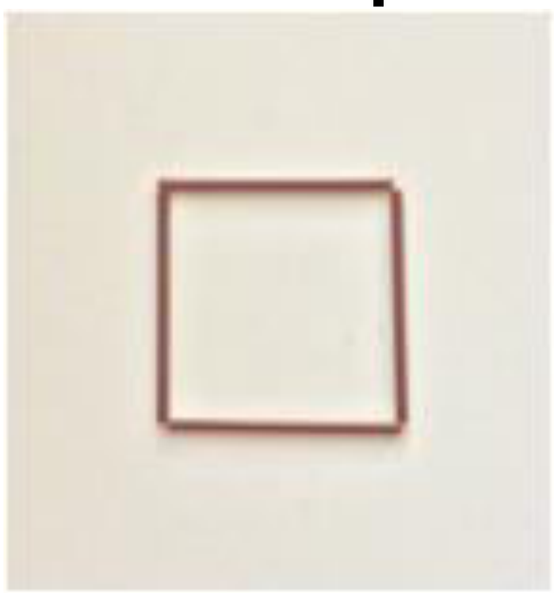
Concept Development (25 min)

We are going to practice more shape making.

Concept Development (25 min)

First, use your scissors to cut each of your sticks at the mark in the middle. Second, arrange your little sticks to make different flat shapes. Third, use bits of clay to connect the corners of your new shapes.

First



Second

Third

Concept Development (25 min)

If you haven't made a square already, please do so now. Then, you may experiment. How many different shapes can you make? We will have a shape show when you are done. (Allow ample time for experimentation and construction.)

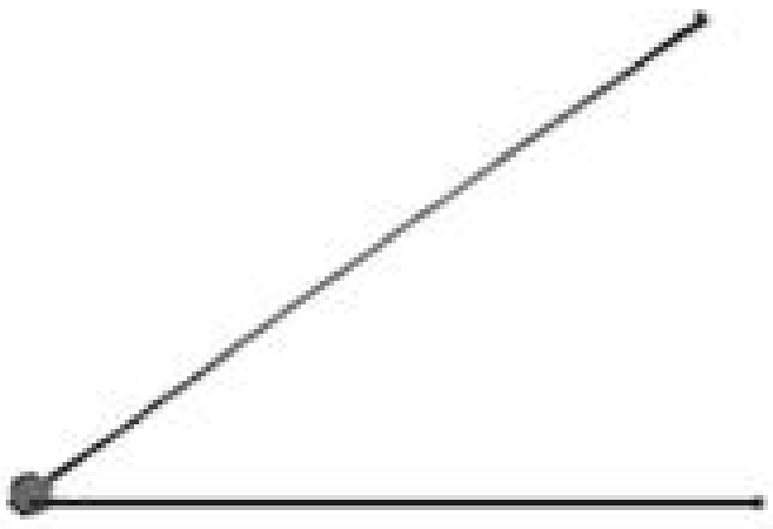
Concept Development (25 min)

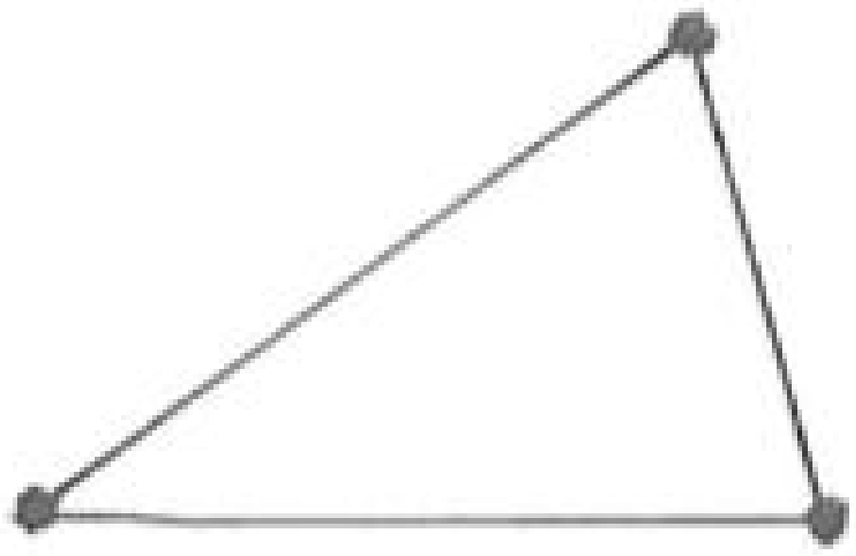
Who would like to share one of their shapes?
Tell us what you did **first**, **second**, and **third**.

Use your math words!

Concept Development (25 min)

Listen again. Get your pencil and construction paper ready. **First**, put a dot on the left side of your paper. **Second**, draw a line that starts at that dot with your ruler. **Third**, draw another line that starts at the same dot with your ruler.





Concept Development (25 min)

Show me your work.

Listen again. First, put a dot at the ends of both your lines. Second, draw a line with your ruler to connect those dots. Third, show your work to a friend, and tell her what shape you drew. (Allow time for sharing.)

Concept Development (25 min)

Now, share about all your shapes with your friends: the ones you made with straws and the one you made with your ruler.

Concept Development (25 min)

Listen carefully.

First, put your name on your construction paper.
Second, carefully lift your shapes onto your paper, and leave them on your desk.
Third, stand up, and get ready to look at the shapes the rest of the class created! It's time for a shape show!

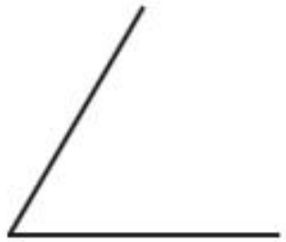
Problem Set

0 min

Name _____ Date _____

Listen to the directions.

First, draw the missing line to finish the triangle using a ruler. **Second**, color the corners red. **Third**, draw another triangle.



First, use your ruler to draw 2 lines to make a square. **Second**, color the corners red. **Third**, draw another square.

First, draw a triangle using your ruler. **Second**, draw a different triangle using your ruler. **Third**, show your pictures to your partner.

4 + 1 = _____	5 - 1 = _____
_____ = 2 + 1	_____ = 4 - 1
3 + 2 = _____	3 - 2 = _____
3 + 1 = _____	3 - 0 = _____
_____ = 5 + 0	_____ = 5 - 4
2 - 1 = _____	2 + 2 = _____
_____ = 3 - 3	_____ = 5 - 3
1 - 0 = _____	1 + 1 = _____
3 - 0 = _____	4 - 0 = _____
_____ = 4 - 4	_____ = 4 + 1

Debrief

(8 minutes)

Lesson Objective:

Describe the systematic construction of flat shapes using ordinal numbers.

Debrief

(8 minutes)

- What words did we use to help us complete our Problem Set in order?
- Look at the triangles and squares you drew in your Problem Set. Are all the sides equal in length? Find someone who drew a shape with equal length sides; find someone who drew a shape with unequal length sides.
- How did the words first,second,and third help us be good builders today?
- Can you think of a time when order is important? What would happen if we put our shoes on first and our socks on second?
- Can you think of other ways that we use words like first, second, and third?

Exit Ticket

(3 minutes)

Name _____ Date _____

Use your ruler.

First, draw a straight line from the dot.

Second, draw a different straight line from the dot.

Third, draw another straight line to make a triangle.