Eureka Math

Kindergarten
Module 6
Lesson 2

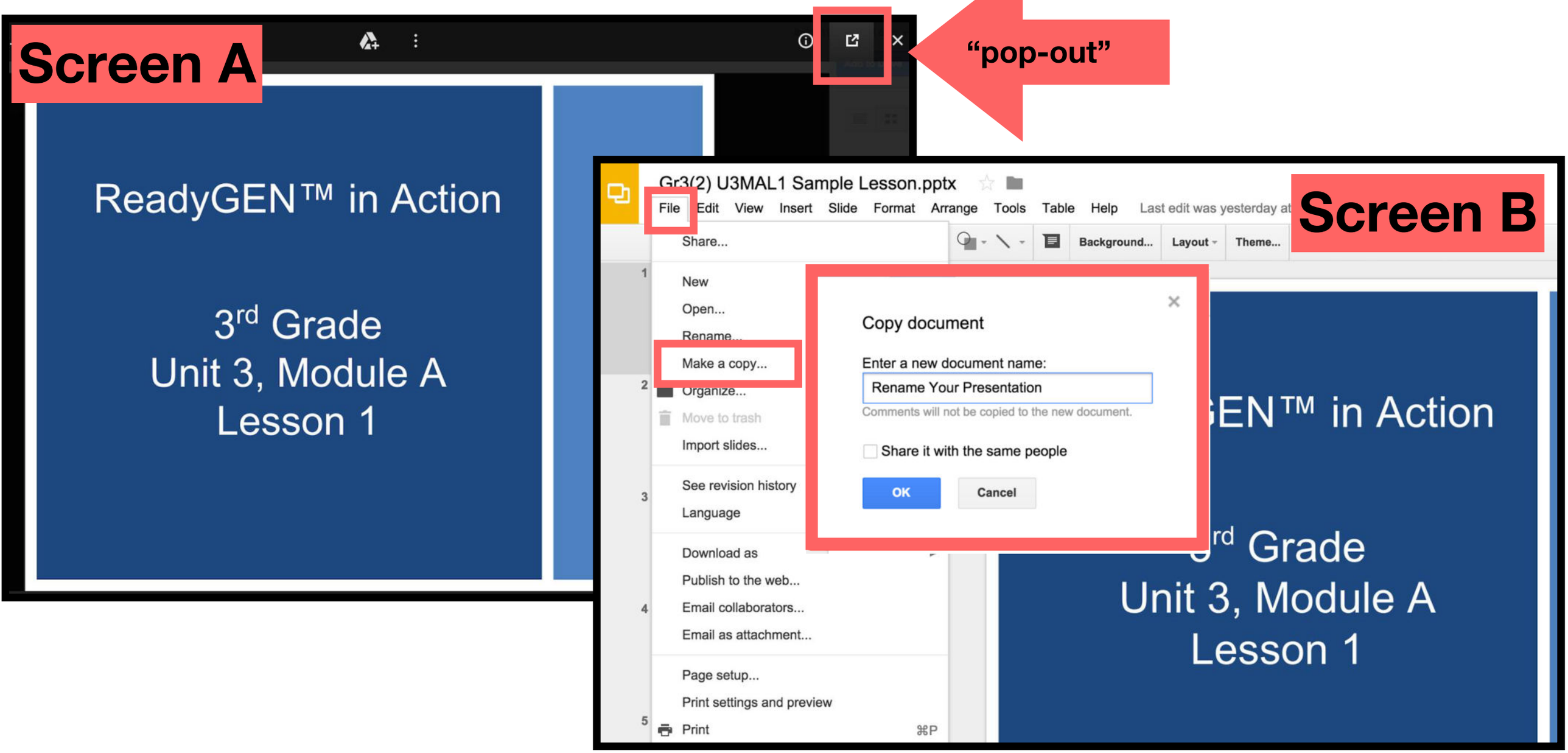
At the request of elementary teachers, a team of Bethel & Sumner educators met as a committee to create Eureka slideshow presentations. These presentations are not meant as a script, nor are they required to be used. Please customize as needed. Thank you to the many educators who contributed to this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

Directions for customizing presentations are available on the next slide.

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

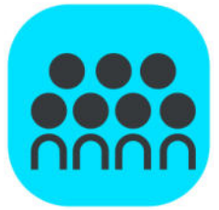
Personal White Board

Problem Set

Manipulatives Needed

Fluency

Think Pair Share



Whole Class

Individual

Partner

Small Group

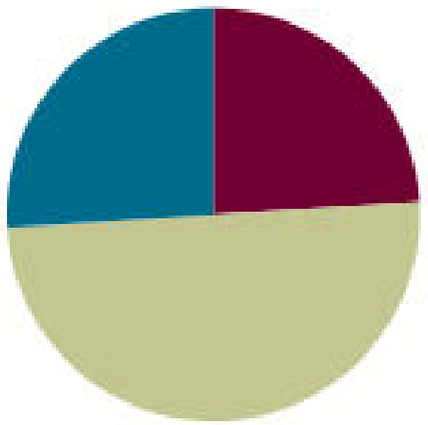
Small Group Time

Lesson 2

Objective: Build flat shapes with varying side lengths and record with drawings.

Suggested Lesson Structure

Fluency Practice	(12 minutes)
Concept Development	(25 minutes)
Student Debrief	(13 minutes)
Total Time	**(50 minutes)**



Materials Needed

Teacher

- Large Hide Zero cards (Fluency Template) (optional)

Materials Needed

Student

- Core Fluency Sprint A, B, C, or D
- Approximately 15 coffee stir sticks
- Scissors
- personal white board
- small ball of clay
- ruler

Build flat shapes with different side lengths and record with drawings.

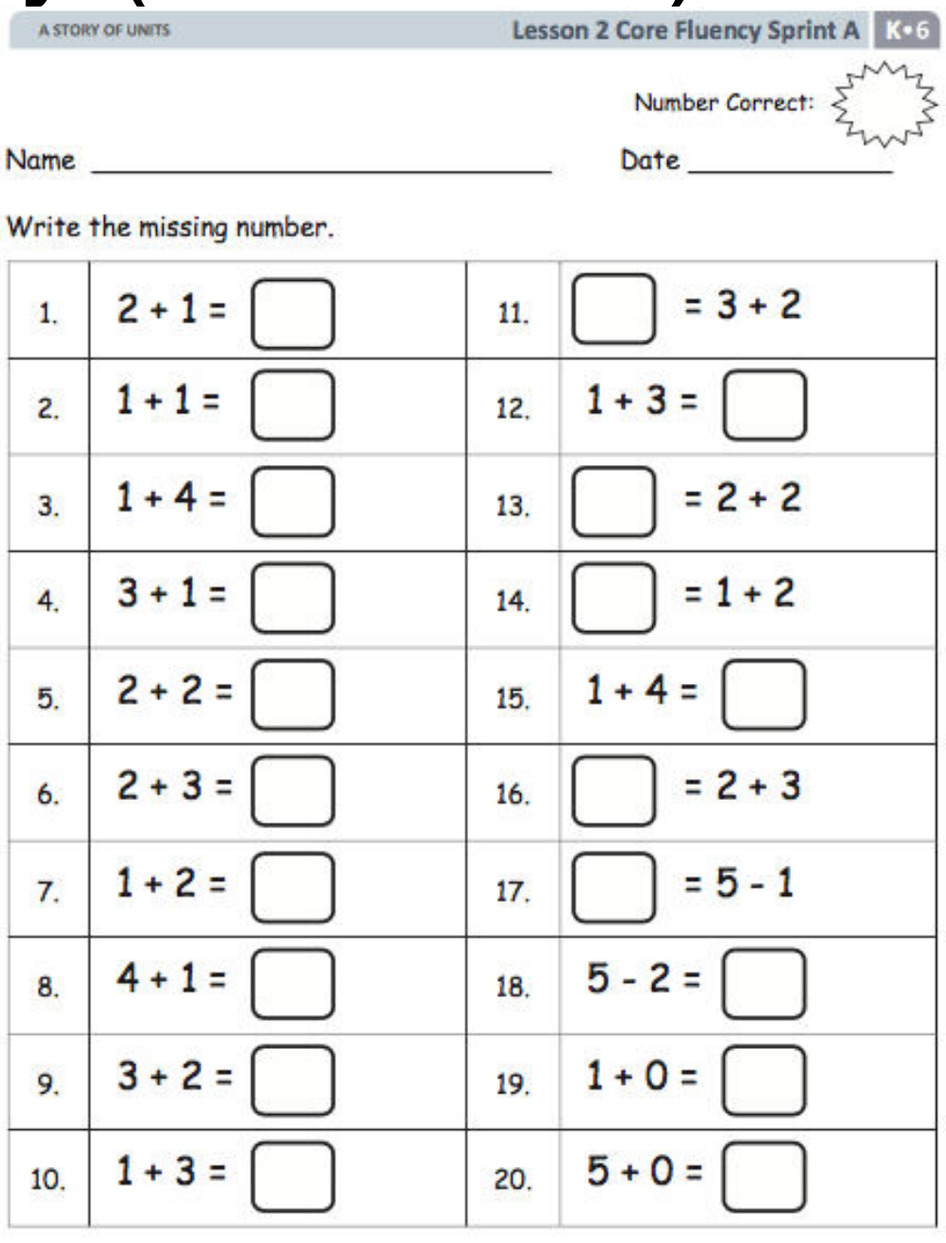
Fluency Practice (12 minutes)

Sprint: Core Fluency (9 minutes)

It’s time for a Sprint!

(Briefly recall previous Sprint preparation activities, and distribute Sprints facedown.)

Take out your pencil and one crayon, any color.



A STORY OF UNITS | Lesson 2 Core Fluency Sprint A | K•6

Number Correct:

Name _____ Date _____

Write the missing number.

1.	2 + 1 = ☐	11.	☐ = 3 + 2
2.	1 + 1 = ☐	12.	1 + 3 = ☐
3.	1 + 4 = ☐	13.	☐ = 2 + 2
4.	3 + 1 = ☐	14.	☐ = 1 + 2
5.	2 + 2 = ☐	15.	1 + 4 = ☐
6.	2 + 3 = ☐	16.	☐ = 2 + 3
7.	1 + 2 = ☐	17.	☐ = 5 - 1
8.	4 + 1 = ☐	18.	5 - 2 = ☐
9.	3 + 2 = ☐	19.	1 + 0 = ☐
10.	1 + 3 = ☐	20.	5 + 0 = ☐

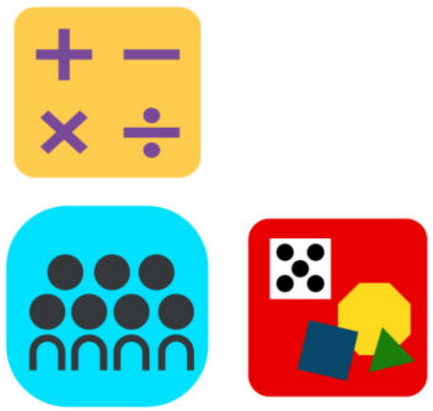
Fluency Practice (12 minutes)

Compose Teen Numbers (3 minutes)

(Show cards, or say the numbers 10 and 6.) Raise your hand when you can say the number the Say Ten way. (Wait for all hands to go up, and then signal.) Ready?

1 0

6



Fluency Practice (12 minutes)

Compose Teen Numbers (3 minutes)

Now, say it the regular way, please.

Continue with the following sequence: 17, 18, 19, 13, 14, 15, 11, 12, 10, 20.

Application Problem

(0 minutes)

Concept Development (25 min)

Who can remind us about what we did in math class yesterday?

Can you use your math words to tell us, in order, the steps that we took in our lesson?

Concept Development (25 min)

That’s right. We are going to make more flat shapes today. Yesterday, we made special rectangles that had equal sides. What did we call them?

Concept Development (25 min)

Today, use your sticks and your clay to create another type of rectangle: one that has corners like an L but whose sides are not all the same length.

Concept Development (25 min)

Take three sticks that are the same length.

Now, use those sticks to make a closed shape with three straight sides. (Allow time for students to experiment.) Hold up your shapes. What do we call this shape?

Concept Development (25 min)

What if you take one of the sides of your triangle and cut it to be shorter, and then put it back into your shape? (Allow time for students to experiment.)

What do you notice?

Concept Development (25 min)

Great job! With your partner, use your sticks and your clay to make several different flat shapes. You may cut the sticks to be any lengths you like. Be creative!

Concept Development (25 min)

Wow! You made a lot of different shapes! Would anyone like to show their favorite and tell the class about it? (Allow time for discussion.)

Concept Development (25 min)

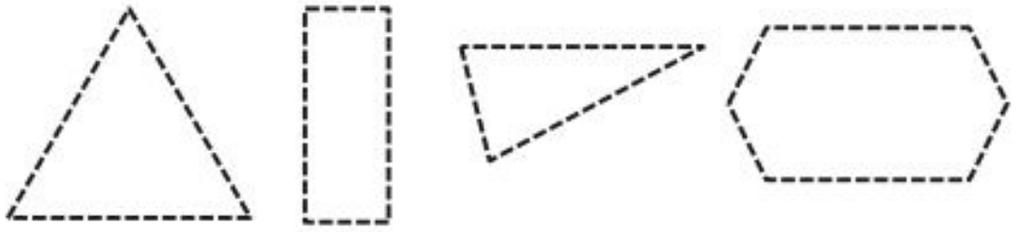
With your ruler and your marker, try to copy each of your new shapes on your personal white board.

Problem Set

10 min

Name _____ Date _____

First, use a ruler to trace the shapes. Second, follow the directions in each box. Use your ruler to draw the shapes.



Draw 3 different triangles.

Draw 2 different rectangles.

Draw 1 hexagon.

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

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

Debrief

(13 minutes)

Lesson Objective:

Build flat shapes with different side lengths and record with drawings.

Debrief

(8 minutes)

- Look at all the triangles on your Problem Set. Tell your partner what they all have in common. Choose two triangles that are different. Tell your partner how they are different.
- Does a triangle need to be closed? Can it have gaps between the sides?
- Iheardyousaythatallofthetrianglesareclosed and have three sides and three corners. Do they all look the same? Tell your partner how many different-looking triangles you think you could draw.
- Whenyoumadeashapewithfoursticksand corners like an L, what did you call it? What did you call the special shape you made where all four sticks were the same length?

Debrief

(8 minutes)

- (Hold up a set of three equal stir sticks and a set of three sticks with different lengths.) If I asked you to make a triangle, which set of sticks would you choose? Why?
- Look carefully at your flat shapes and at those of your peers. What are some ways we could sort them? (Take time to allow several iterations of shape sorting with students. Encourage them to be creative in their thinking. Apart from the number of sides, also guide them to think about attributes such as concave vs. convex, regular vs. irregular, etc.)

Exit Ticket

(3 minutes)

Name _____ Date _____

First, draw a triangle so all of the sides are different lengths.

Second, draw a triangle with your ruler that has 2 sides that are about the same length.