Eureka Math

Kindergarten
Module 6
Lesson 4

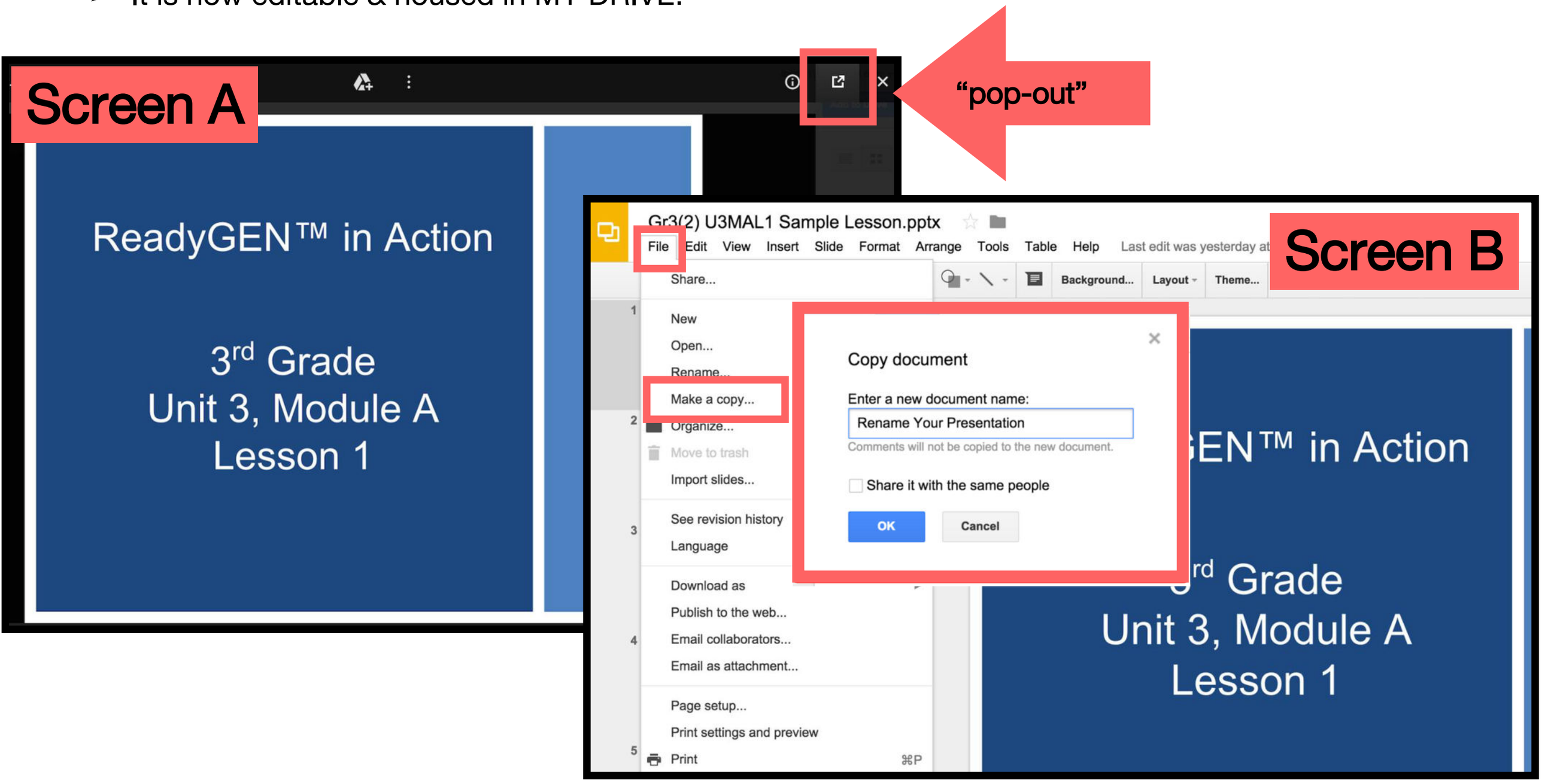
At the request of elementary teachers, a team of Bethel & Sumner educators met as a committee to create Eureka slideshow presentations. These presentations are not meant as a script, nor are they required to be used. Please customize as needed. Thank you to the many educators who contributed to this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

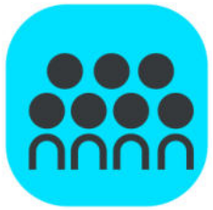
Personal White Board

Problem Set

Manipulatives Needed

Fluency

Think Pair Share



Whole Class

Individual

Partner

Small Group

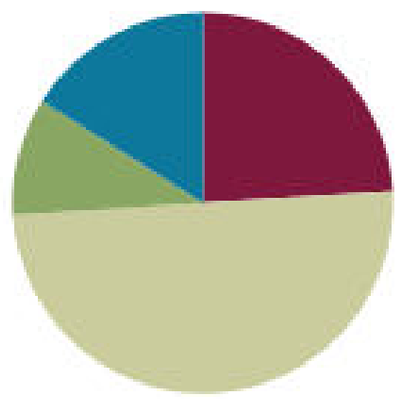
Small Group Time

Lesson 4

Objective: Describe the relative position of 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

- 100-bead rekenrek (preferably one that shows the color change at 50)

Materials Needed

Student

- 4-dot puzzle cards (Fluency Template 1), plus extra 1-dot and 2-dot pieces
- 5-dot puzzle cards (Fluency Template 2), plus extra 1-dot and 2-dot pieces
- Shapes (Template)
- Scissors

Describe the relative position of shapes using ordinal numbers.

Fluency Practice (12 minutes)

Rekenrek Counting to 100 (4 minutes)

Let’s count the Say Ten way. Ready?

10 tens is the same as...?

Now, let’s count the regular way. Ready?

Fluency Practice (12 minutes)

Rekenrek Counting to 100 (4 minutes)

Wow! You're getting good at counting both ways. Now, let's mix it up. Start counting the Say Ten way, but then be ready to switch to the regular way.

Stop! 3 tens the regular way is...?

Fluency Practice (12 minutes)

Rekenrek Counting to 100 (4 minutes)

Keep counting the regular way.

Stop! 60 the Say Ten way is...?

Keep going the Say Ten way.

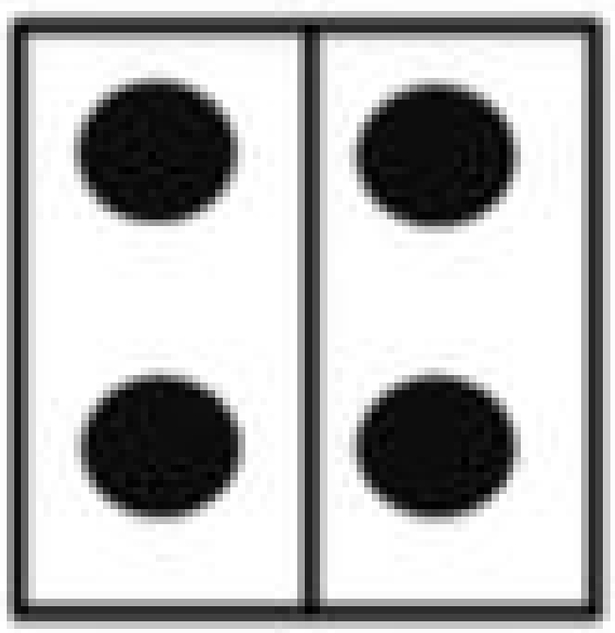
Stop! 9 tens the regular way is...?

Say the next number the regular way.

Fluency Practice (12 minutes)

Make a Shape to Find Hidden Numbers in 4 (4 minutes)

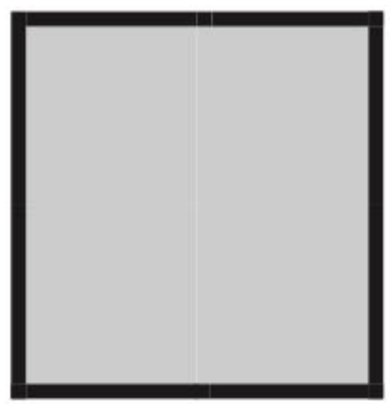
(Distribute the 4-dot array card.) Raise your hand when you know how many dots. Ready?



Fluency Practice (12 minutes)

Make a Shape to Find Hidden Numbers in 4 (4 minutes)

Raise your hand when you know the name of this shape. Ready?



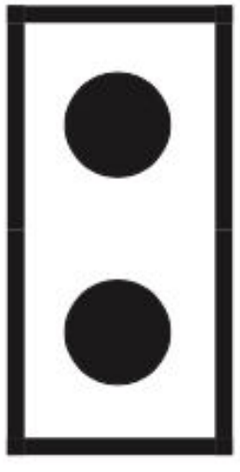
Very good. We're going to use puzzle pieces to make a square and, at the same time, show different ways to make 4. Here is one way you could do it.

How many dots are on this puzzle piece? (Hold up one of the 2-dot rectangle pieces.)

Fluency Practice (12 minutes)

Make a Shape to Find Hidden Numbers in 4 (4 minutes)

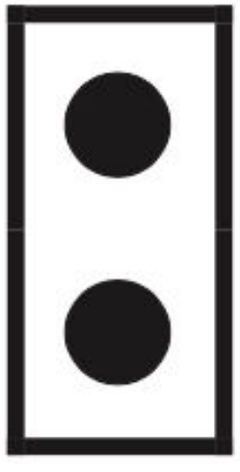
How many dots are on this puzzle piece?



Fluency Practice (12 minutes)

Make a Shape to Find Hidden Numbers in 4 (4 minutes)

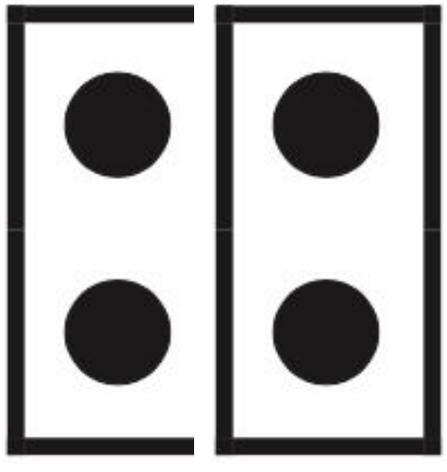
And on this one?



Fluency Practice (12 minutes)

Make a Shape to Find Hidden Numbers in 4 (4 minutes)

On the whole puzzle? (Replace the piece, and point to indicate the entire puzzle.)



Fluency Practice (12 minutes)

Make a Shape to Find Hidden Numbers in 4 (4 minutes)

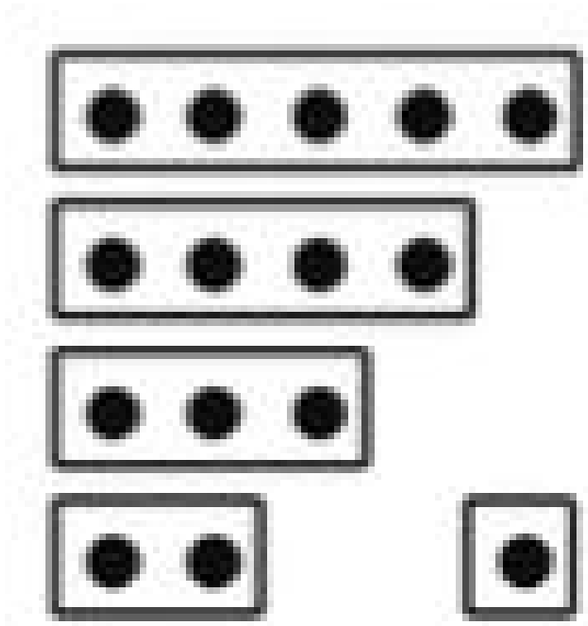
So then, what numbers are hiding in 4?

What shapes did I use to make the square?

Fluency Practice (12 minutes)

Make a Shape to Find Hidden Numbers in 5 (4 minutes)

Repeat the process laid out in the previous activity, but this time use the 5-dot puzzle cards. Invite students to combine puzzle pieces with up to four friends to have fun making numbers to 20.



Application Problem
(5 minutes)

First,draw 3 three-sided shapes on your personal whiteboard.

Second,draw 4 four-sided shapes on your paper.

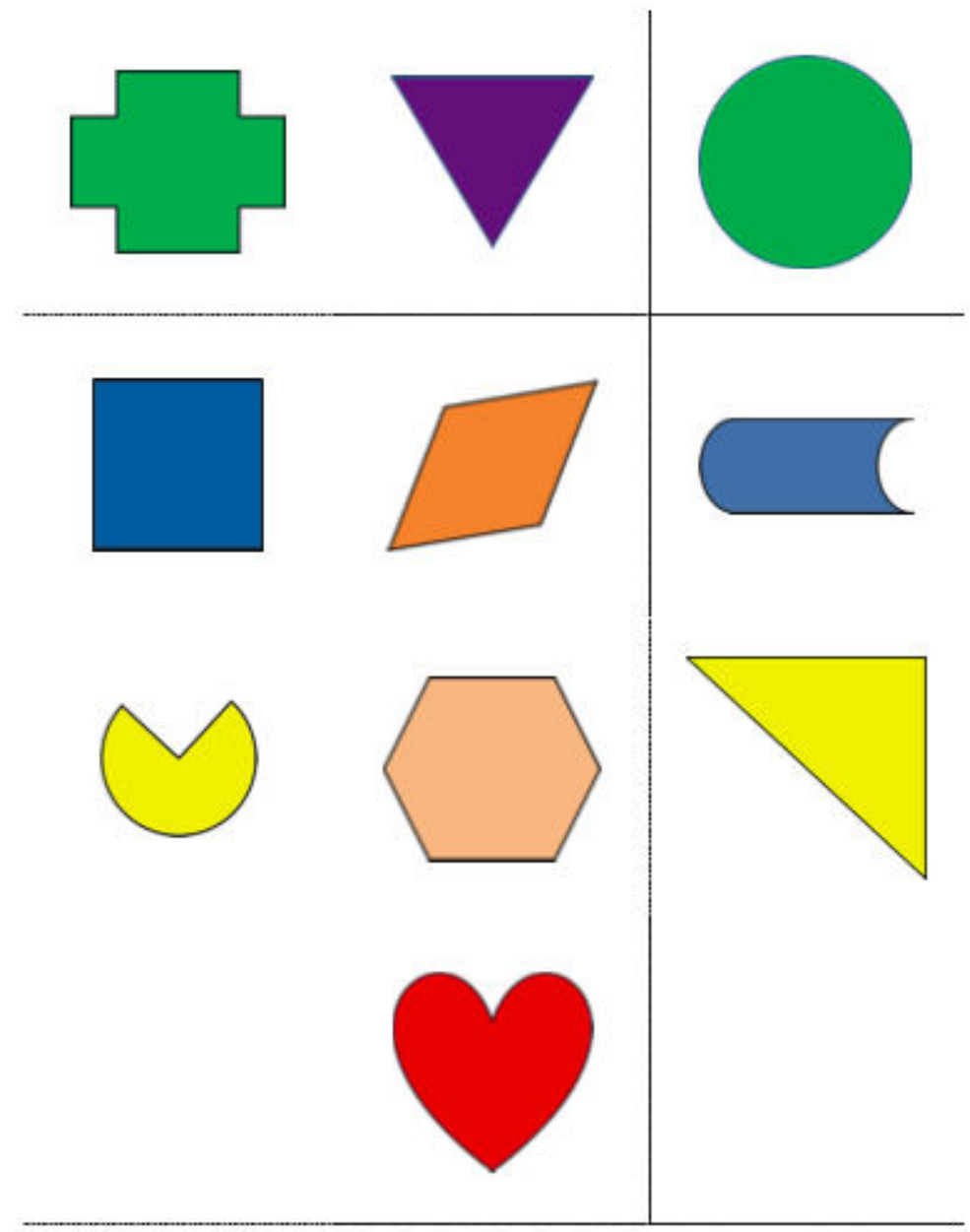
Third,draw a number bond, and write a number sentence to tell how many shapes you have in all.

Share your work with your partner. Do your shapes look the same? Do your number bonds look the same? How about your number sentences?

Concept Development (25 min)

How many shapes do you see on your paper? Raise your hand when you know. Call it out at my signal!

(Wait until most hands are raised, and then signal.)



Concept Development (25 min)

shapes so that the first shape from the left is a circle. (If necessary, review left and right.) Make your second shape the smaller triangle. Keep your row straight! Now, arrange it so that your third shape is a circle with a chunk missing. Share with your partner. What is the next shape in your row?

Concept Development (25 min)

Student A, count your shapes starting from the left, stopping at the cross.

You stopped at shape number 4. We would say that the cross is your fourth shape!

Tell your partner your fourth shape. Use the words, “My fourth shape is _____.”

Concept Development (25 min)

Student B, what is the last shape in your row?

Student B, count your shapes starting from the left and stopping at the big triangle.

Tell your partner what your tenth shape is. Use the words, “My tenth shape is _____.”

Concept Development (25 min)

Mix up all of your shapes again.

This time, we are going to make a column of your shapes. Our columns will all be the same, so listen carefully.

- Make the first shape, the one at the top of your column, a square.
- Second,the large triangle.

Concept Development (25 min)

- Third, a cross.
- Fourth, a circle.
- Fifth, a heart.
- Sixth, the hexagon.
- Seventh, the circle with a chunk out of it.
- Eighth, the small triangle.
- Ninth, the diamond (rhombus).
- Tenth, the one that looks like part of a can.

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)

Start at the top of your column, and count down 5 shapes. What is your fifth shape?

Use the words, “My fifth shape is _____.”

Concept Development (25 min)

Count from the top, and then put your finger on the last shape in your column. How many shapes did you count?

Yes. Your finger is on your tenth shape. What is your tenth shape? Use your words.

Concept Development (25 min)

We are going to play Simon Says with your shapes. Simon says, make a row of shapes. Simon says, make your sixth shape a heart. Simon says, make your ninth shape a square. Simon says, make sure that your first shape is a triangle. Put your finger on the third shape.

Concept Development (25 min)

Turn to your partner, and tell him about your column of shapes. Use your math words to describe the position of each shape in the line.

Problem Set

10 min

Name _____ Date _____

Circle the 2nd truck from the stop sign. Draw a square around the 5th truck. Draw an X on the 9th truck.

Draw a triangle around the 4th vehicle from the stop sign. Draw a circle around the 1st vehicle. Draw a square around the 6th vehicle.

Put an X on the 10th horse from the stop sign. Draw a triangle around the 7th horse. Draw a circle around the 3rd horse. Draw a square around the 8th horse.

Draw a line from the shape to the correct ordinal number, starting at the top.

- 9th ninth
- 4th fourth
- 6th sixth
- 1st first
- 7th seventh
- 3rd third
- 10th tenth
- 5th fifth
- 8th eighth
- 2nd second

Debrief

(13 minutes)

Lesson Objective:

Describe the relative position of shapes using ordinal numbers.

Debrief

(8 minutes)

- Tell your partner how you marked the second, fifth, and ninth truck. Did you start counting from the beginning each time, or did you count on each time you were marking the next truck?
- Look at the next problem with the vehicles. Could you use the counting on strategy this time? Why or why not? (In the first problem, the students were asked to mark the trucks in sequential order; in this next problem, they are asked to mark the vehicles out of order.)
- What's different about the line of horses and the first two problems we did with the vehicles? (All the horses are exactly the same.) Did that make it easier or harder to find the one to mark?

Debrief

(8 minutes)

- Before, we talked about standing up first and then about putting a shape first in the row. How are those ideas similar? How are they different? Is it fair to use first in both of those sentences?

Exit Ticket

(3 minutes)

Name _____ Date _____

Listen to the directions. Start at the circle when counting.

Color the 5th shape red.

Color the 2nd shape green.

Color the 10th shape yellow.

Color the 7th shape blue.

Color the 1st shape pink.

Color the 8th shape orange.