

Eureka Math

Kindergarten Module 6 Lesson 5

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Directions for customizing presentations are available on the next slide.



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Reflecting your Teaching Style and Learning Needs of Your Students

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- The view now looks like Screen B.
- Within Google Slides (not Chrome), choose FILE.
- Choose MAKE A COPY and rename your presentation.
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Icons



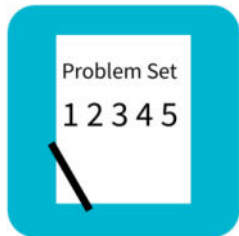
Read, Draw, Write



Learning Target



Personal White Board



Problem Set



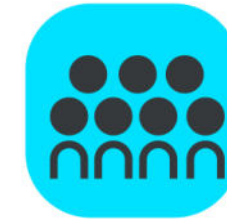
Manipulatives Needed



Fluency



Think Pair Share



Whole Class



Individual



Partner



Small Group



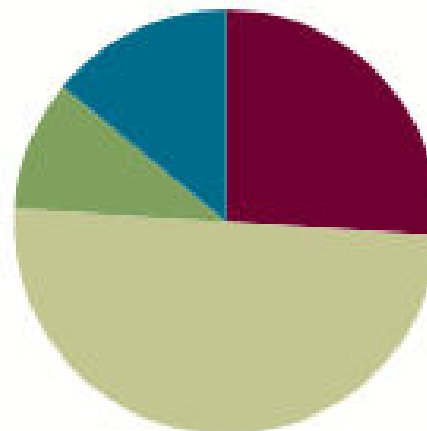
Small Group Time

Lesson 5

Objective: Compose flat shapes using pattern blocks and drawings.

Suggested Lesson Structure

■ Fluency Practice	(13 minutes)
■ Application Problem	(5 minutes)
■ Concept Development	(25 minutes)
■ Student Debrief	(7 minutes)
Total Time	(50 minutes)





Materials Needed

Teacher

- 10 linking cubes
- Personal white board (turned to landscape orientation)



Materials Needed

Student

- Core Fluency Sprint A, B, C, or D (Lesson 2 Core Fluency Sprints)
- 10 linking cubes
- Personal white board (turned to landscape orientation)
- Pattern blocks (a variety including 4 squares and 1 triangle)
- I can make new shapes recording sheet (Template)



Compose flat shapes using pattern blocks and drawings.



Fluency Practice

(13 minutes)

Sprint: Core Fluency (4 minutes)

It's time for a Sprint!

(Briefly recall previous Sprint

preparation activities, and distribute

Sprints facedown.)

Take out your pencil and one crayor

any color.

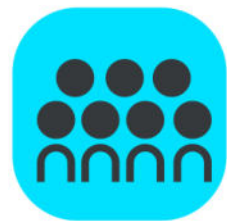
A STORY OF UNITS Lesson 2 Core Fluency Sprint A K•6

Number Correct: 

Name _____ Date _____

Write the missing number.

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



Fluency Practice

(12 minutes)

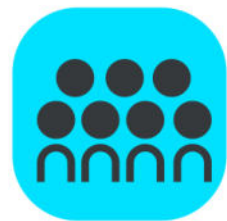
Finish Line (4 minutes)

How many cubes do you have? (Give students time to count if necessary.)

Pretend that your 10-stick of cubes is a little train. (Have students orient their trains the same way by giving them a point of reference in the classroom.) Put your finger on the first cube.

Let's use our number order words
as we touch each cube. Ready?





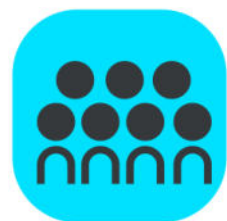
Fluency Practice

(12 minutes)

Finish Line (4 minutes)

Good. Now, break apart your cubes so none are connected. (Give students a moment to do this.) This time, I want you to pretend that they are little people running in a race! The start line is the edge of your personal white board. The finish line is the opposite side of your board. Watch me make my people run. (Demonstrate how to make cubes run.)





Fluency Practice

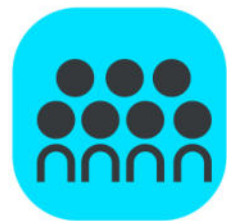
(12 minutes)

Finish Line (4 minutes)

On your mark, get set, go! (Allow about 10–30 seconds for students to participate.)



Stop! The race is over. (Do not allow students to change the position of the cubes at this point.) Get out your marker. Listen carefully to what I want you to do. Circle the first runner.



Fluency Practice

(12 minutes)

Finish Line (4 minutes)

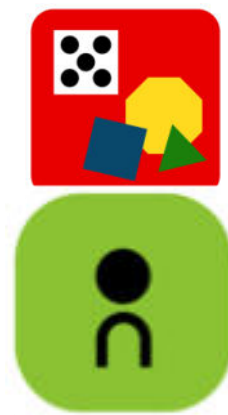
Make an X next to the tenth runner.

Underline the fifth runner.

Now, point and show your partner

who is first, second, and so on.





Application Problem

(5 minutes)

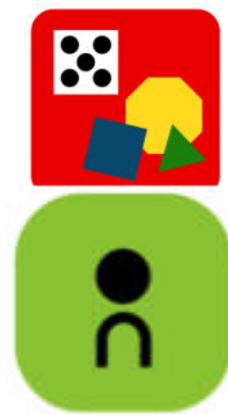
Listen carefully to my instructions. You are going to draw a house!

First, draw a square to make the big part of your house.

Second, use a triangle to make a roof.

Third, use a shape of your choice for a door.

Fourth, find some where in your picture where you can use two more squares or rectangles.



Application Problem

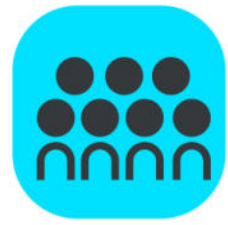
(5 minutes)

Fifth, use a circle somewhere in your scene.

Sixth, find a place where you could draw a hexagon in your scene.

Take another minute to finish your scene with more shapes and details. Don't forget to draw yourself!

Now, show your picture to your partner. Tell her about each of your shapes. Do your houses look alike? How did you use shapes differently in your pictures?



Concept Development

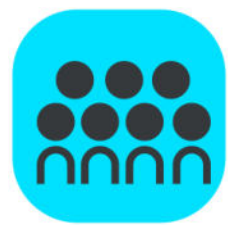
(25 min)

Find two squares in your pattern block box.
How do you know they are squares?

Place the squares on your personal white board. See if you can make a different rectangle from your squares. (Pause.) Tell me about your work.



Concept Development



(25 min)

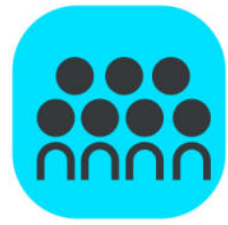
I like how you put your squares together so that the edges are fully touching. While you hold your pattern blocks down, trace your new shape with your marker. Hold up your boards to show me your work! (Pause.)

Put your squares back inside your new shape outline. I wonder what would happen if we added another square?





Concept Development



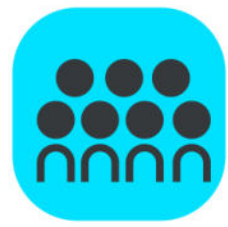
(25 min)

Try it and see! Trace your new shape. (Pause.)

Turn and talk to your partner about your drawings. (Pause.)

Take out one more square.
Can you use the four small
squares to make a larger
square?





Concept Development

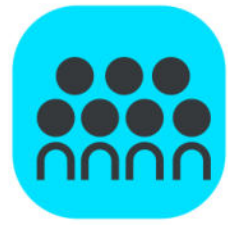
(25 min)

How do you know that you built a square?

Let's try another one. Take a square and a triangle out of your pattern block box. On your board, find a way to put their sides together to make a new shape. (Pause.) Tell me about your work.



Concept Development

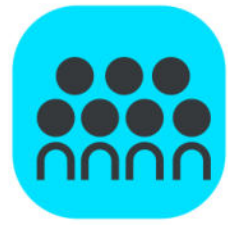


(25 min)

Trace your pattern blocks to show your new shape. (Pause.) Hold up your boards to show me your work! (Briefly observe to ensure understanding and to see which students might need additional support with the tracing activity.)



Concept Development

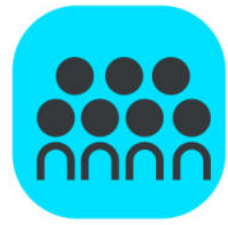


(25 min)

Now, you are going to get a chance to make up your own new shapes! Work with your partner, taking turns to be the shape artist.

First, choose two shapes from your pattern block box.

Second, put them together to make a new shape.

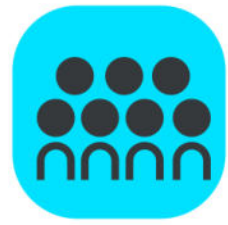


Concept Development

(25 min)

Third, trace your shape on your recording sheet.

Fourth, tell your partner about your new shape. How many sides does it have? How many corners? What would you name your new shape?



Concept Development

(25 min)

Would anyone like to hold up their recording sheet and share one of their new shapes?



Problem Set

10 min

A STORY OF UNITS

Lesson 5 Problem Set K•6

Name _____ Date _____

Choose 4 shapes to create a new shape in Box 1. Give the same 4 shapes to your partner. Have your partner create a different shape in Box 2.

1

2

A STORY OF UNITS

Lesson 5 Problem Set K•6

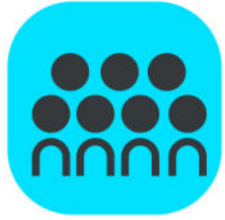
Choose 5 shapes to create a new shape in Box 3. Give the same 5 shapes to your partner. Have your partner create a different shape in Box 4.

3

4

Subtract.

$$5 - 1 = \square \quad 5 - 2 = \square \quad 5 - 3 = \square \quad 5 - 4 = \square$$

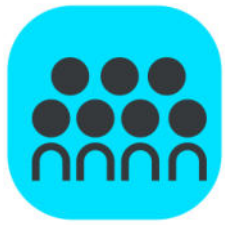


Debrief

(13 minutes)

Lesson Objective:

Compose flat shapes using pattern blocks and drawings.



Debrief

(7 minutes)

- In your Problem Set, what did you think about when you were arranging your pattern blocks to make new shapes?
- What if you had left spaces in between the blocks?
- Look around the classroom. Can you see anything that is made out of different shapes?
- How did you choose names for the shapes you created? (Many students name shapes after a real-world object they resemble, but look for some students to start naming based on attributes.)
- How does our work with the pattern blocks remind you of when you drew your house at the beginning of the lesson?



Exit Ticket

(3 minutes)

A STORY OF UNITS

Lesson 5 Exit Ticket

K•6

Name _____ Date _____

Use your pattern blocks to help you solve the problem.

Use 2 blocks to make a rectangle. Trace your blocks to show your rectangle.