Eureka Math

Kindergarten
Module 6
Lesson 7

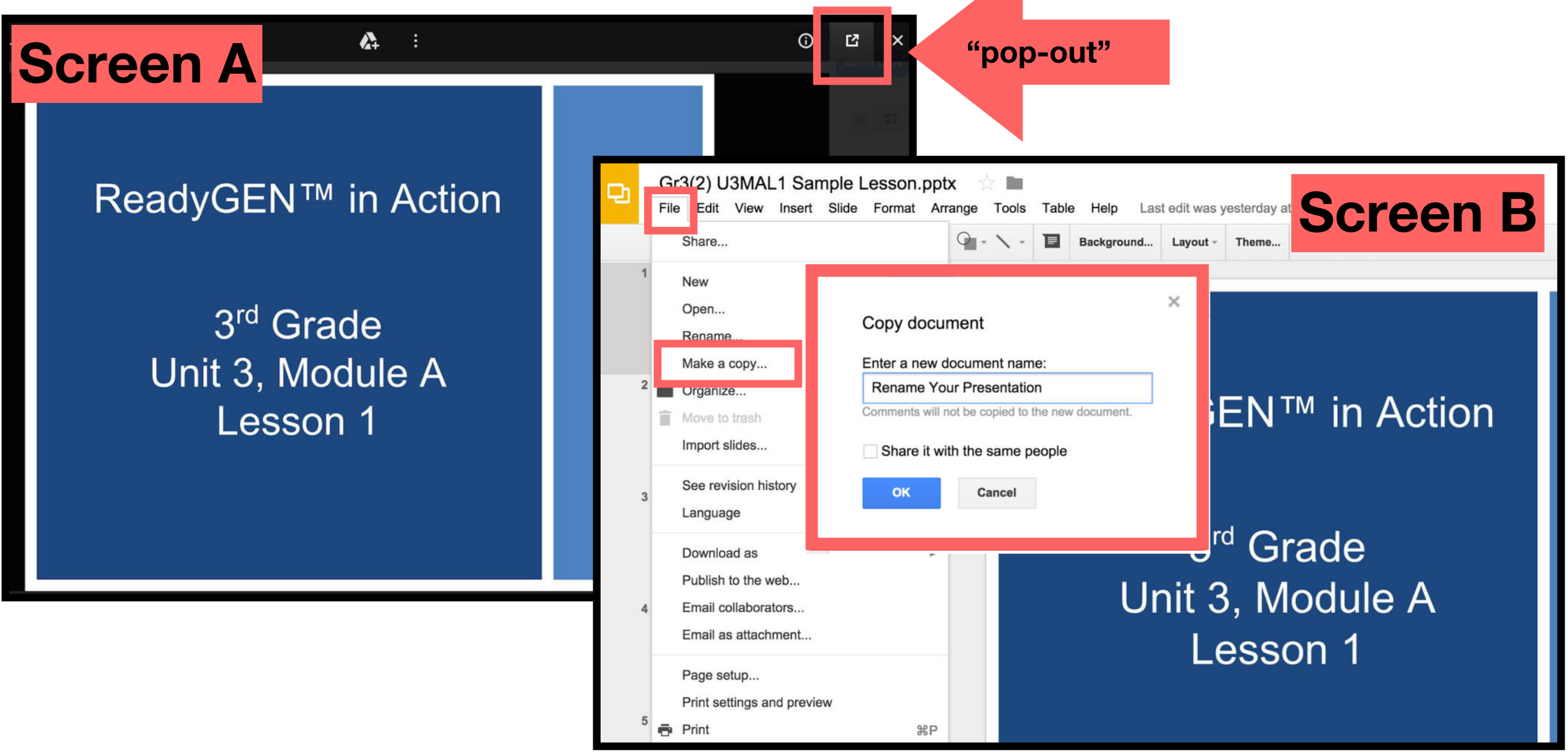
At the request of elementary teachers, a team of Bethel & Sumner educators met as a committee to create Eureka slideshow presentations. These presentations are not meant as a script, nor are they required to be used. Please customize as needed. Thank you to the many educators who contributed to this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

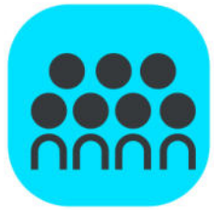
Personal White Board

Problem Set

Manipulatives Needed

Fluency

Think Pair Share



Whole Class

Individual

Partner

Small Group

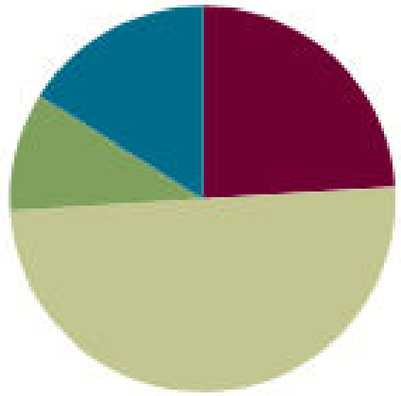
Small Group Time

Lesson 7

Objective: Compose simple shapes to form a larger shape described by an outline.

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

Materials Needed

Student

- Folders
- resealable plastic bags
- personal white board
- copies of Sprints
- personal Rekenreks (made in Module 5)
- fluency kit (Fluency Template), and other consumable fluency materials

Compose simple shapes to form a larger shape described by an outline.

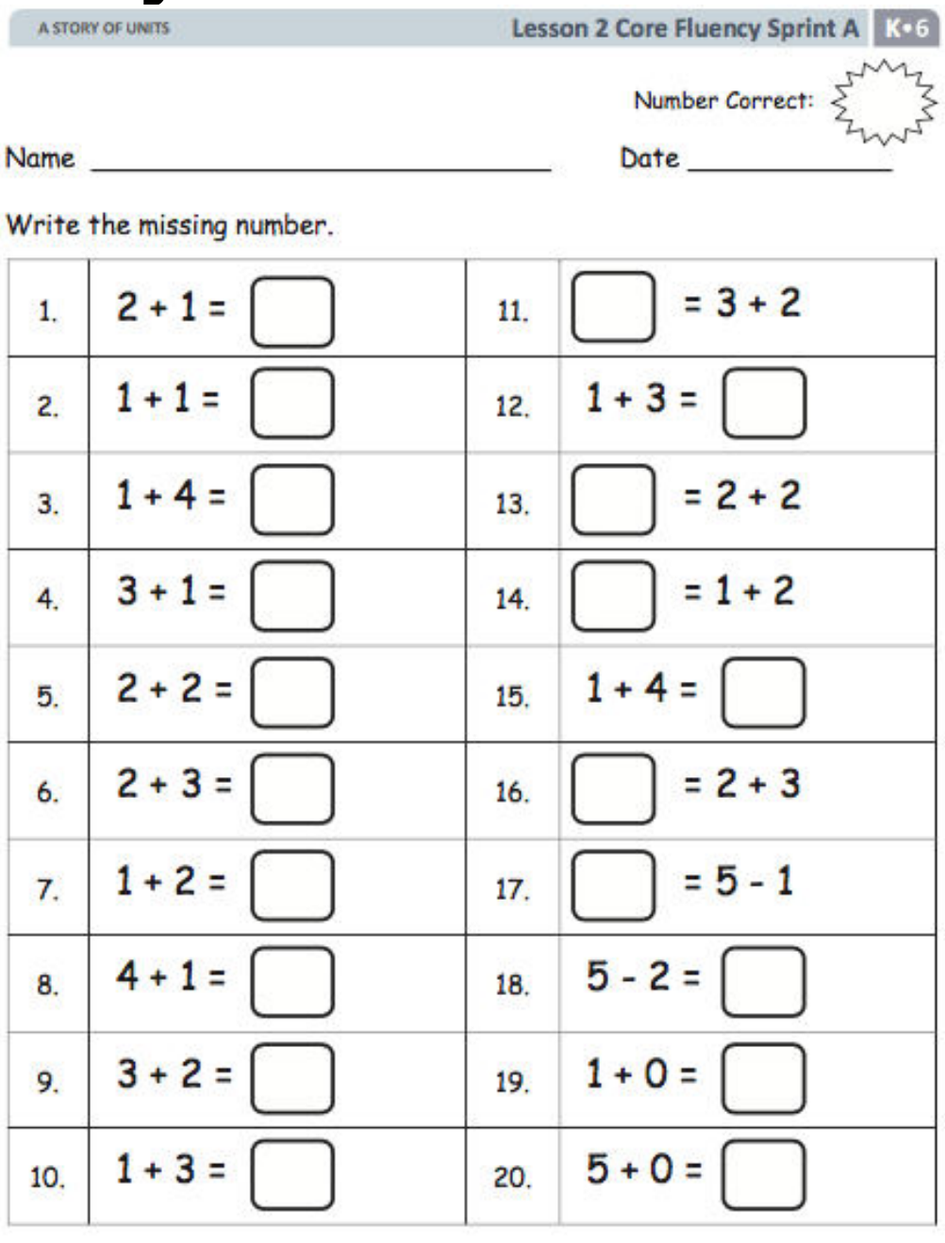
Fluency Practice (12 minutes)

Getting Ready for First Grade! (2 minutes)

Generate a conversation about the necessity of practicing math over the summer to maintain skills students have learned in kindergarten. Emphasize the importance of getting ready for first grade, and tell students that they will get some things today to take home and use over the summer. Tell students that they will receive a letter telling parents and families how they can help.

Fluency Practice (12 minutes)

Getting Ready for First Grade! (2 minutes)



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)

Getting Ready for First Grade! (2 minutes)

Select materials in advance based on individual students' needs. Take into consideration the amount of support students can be expected to receive at home, and choose activities that can be done somewhat independently. Distribute copies of Sprints and Fluency Activity Sheets. Demonstrate how to use them in a personal white board so that they can be used multiple times over the summer.

Fluency Practice (12 minutes)

Getting Ready for First Grade! (2 minutes)

Consider enlisting the help of parents or older students to assemble students' materials into packets. Hold students' packets until Lesson 8 so that they can share them with guests at the culminating activity!

Application Problem

(5 minutes)

Pretend you are having a party. Draw a big rectangle on your personal white board to show a delicious pretend chocolate cake.

Now, use your ruler, and draw lines to show how you would slice it to share the cake with the party guests. Where would you draw the lines? How many pieces did you make?

Compare your cake to your partner's. Did you both do it the same way? Who has more pieces?

Concept Development (25 min)

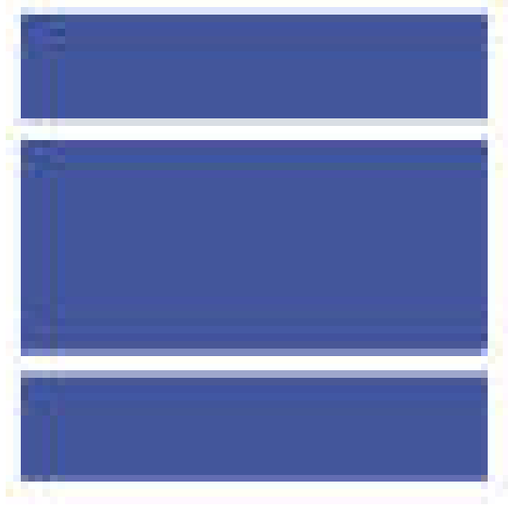
What do you see on your paper?

Yes! Today, you are going to be puzzle makers! Your first job is to cut the paper down the dotted line. Then, cut out your colored (or gray) shapes. Leave the white ones because you are going to use those for puzzle frames. (Allow time for cutting.)

Concept Development (25 min)

Use your ruler to draw two lines through your square, just like you did in the cake problem. Make sure that your lines go from edge to edge. (Pause.)

Do you see some new shapes inside your square now?



Concept Development (25 min)

Use your pencil to put your initials inside each of your new shapes. Now, cut the new shapes apart with your scissors. You are making a puzzle! (Allow time for cutting.)

Concept Development (25 min)

Mix up your puzzle pieces!

Now, trade your puzzle pieces with your partner.

Concept Development (25 min)

Try to put his square back together. Use the frame on your paper to help you.

Tell me about your work.

Concept Development (25 min)

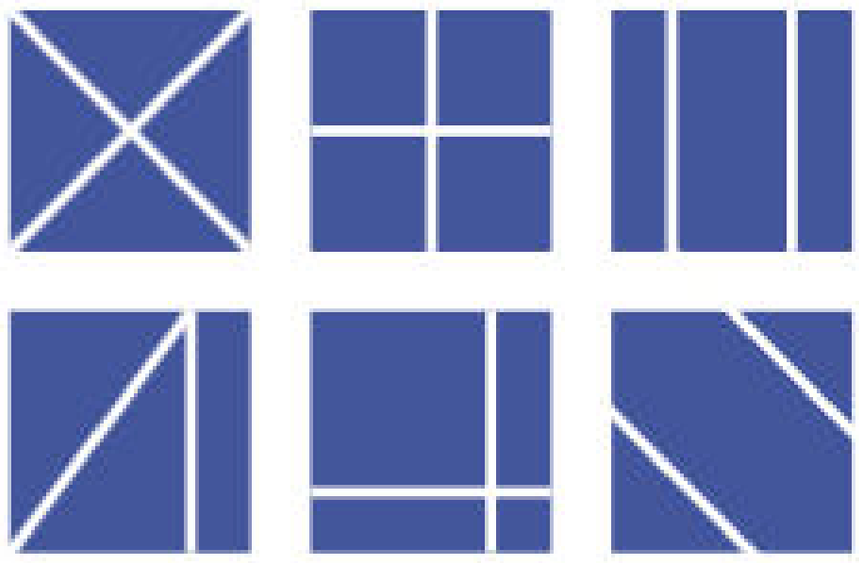
Could you move the triangle to make it fit?

Think about another way to move it.

Concept Development (25 min)

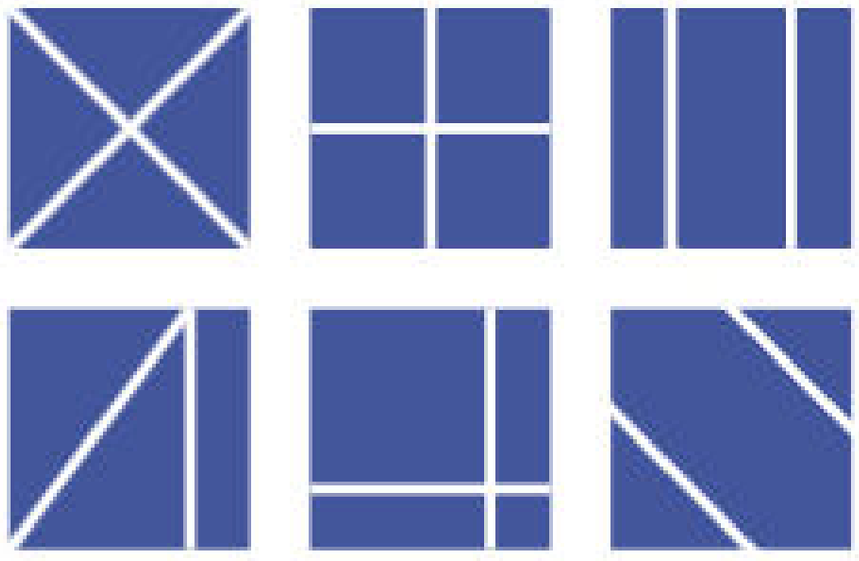
You needed to flip it!

I like how you kept trying until you found a way to solve the puzzle.



Concept Development (25 min)

Great job! Trade with another partner, and try again! (Allow time for more experimentation.)



Concept Development (25 min)

Let’s make another puzzle! This time, use your ruler to draw two lines through your rectangle. Make sure that your lines go from side to side. Remember to put your initials in each of the new shapes before you cut them apart.

Problem Set

10 min

Name _____ Date _____

Glue your puzzles into the frames.

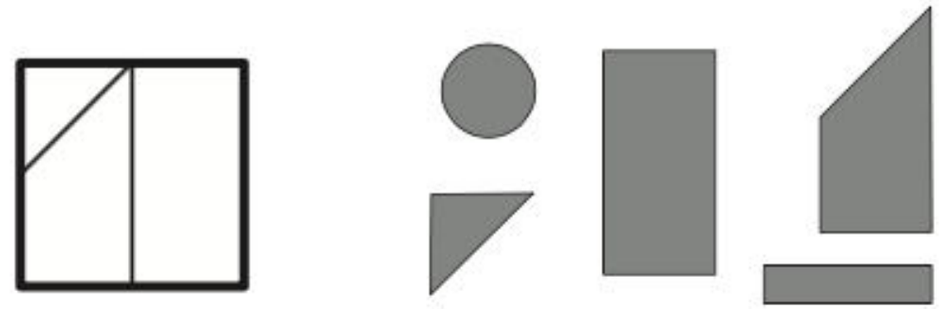
Glue puzzle here.

Glue puzzle here.

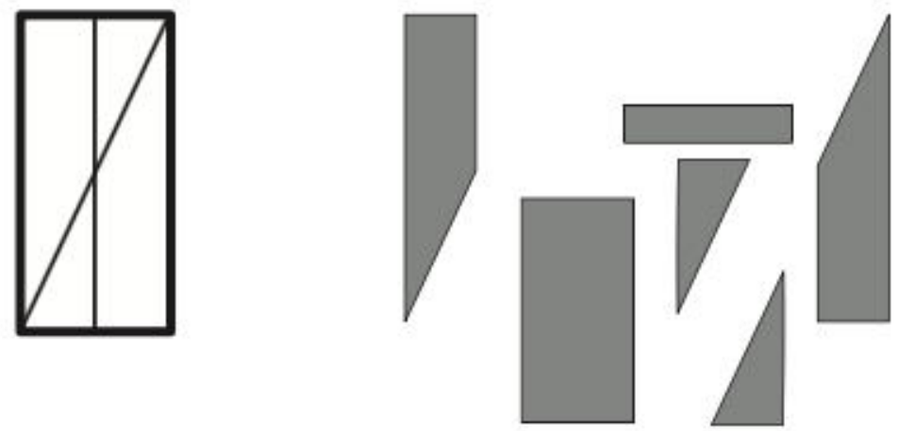
Draw some of the shapes that you had after you cut your rectangles.

A STORY OF UNITS Lesson 7 Problem Set K•6

Carlos drew 2 lines on his square. You can see his square before he cut it. Circle the shapes Carlos had after he cut.



India drew 2 lines on her rectangle. You can see her rectangle before she cut it. Circle the shapes India had after she cut.



Debrief

(13 minutes)

Lesson Objective:

Compose simple shapes to form a larger shape described by an outline.

Debrief

(7 minutes)

- Howdidyoudecidewhichpatternblocksyou needed to fill in the shapes in the Problem Set?
- Did you and your neighbor use the same blocks?
- Do you think there are shapes hiding inside your pattern blocks, too? Give me an example. How can you use this to help you find more than one way to fill in the big shapes?
- How is finding hidden shapes inside other shapes like what we did yesterday? (In the previous lesson, students put shapes together to make new shapes.)
- How is finding hidden shapes inside a bigger shape like finding hidden numbers inside a bigger number?
- Can you think of something at home that is made out of more than one shape and tell us about it?

Exit Ticket

(3 minutes)

Carlos drew 2 lines on his square. You can see his square before he cut it. Circle the shapes Carlos had after he cut.

India drew 2 lines on her rectangle. You can see her rectangle before she cut it. Circle the shapes India had after she cut.