Eureka Math

1st Grade
Module 1
Lesson 1

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Customize this Slideshow

Reflecting your Teaching Style and Learning Needs of Your Students

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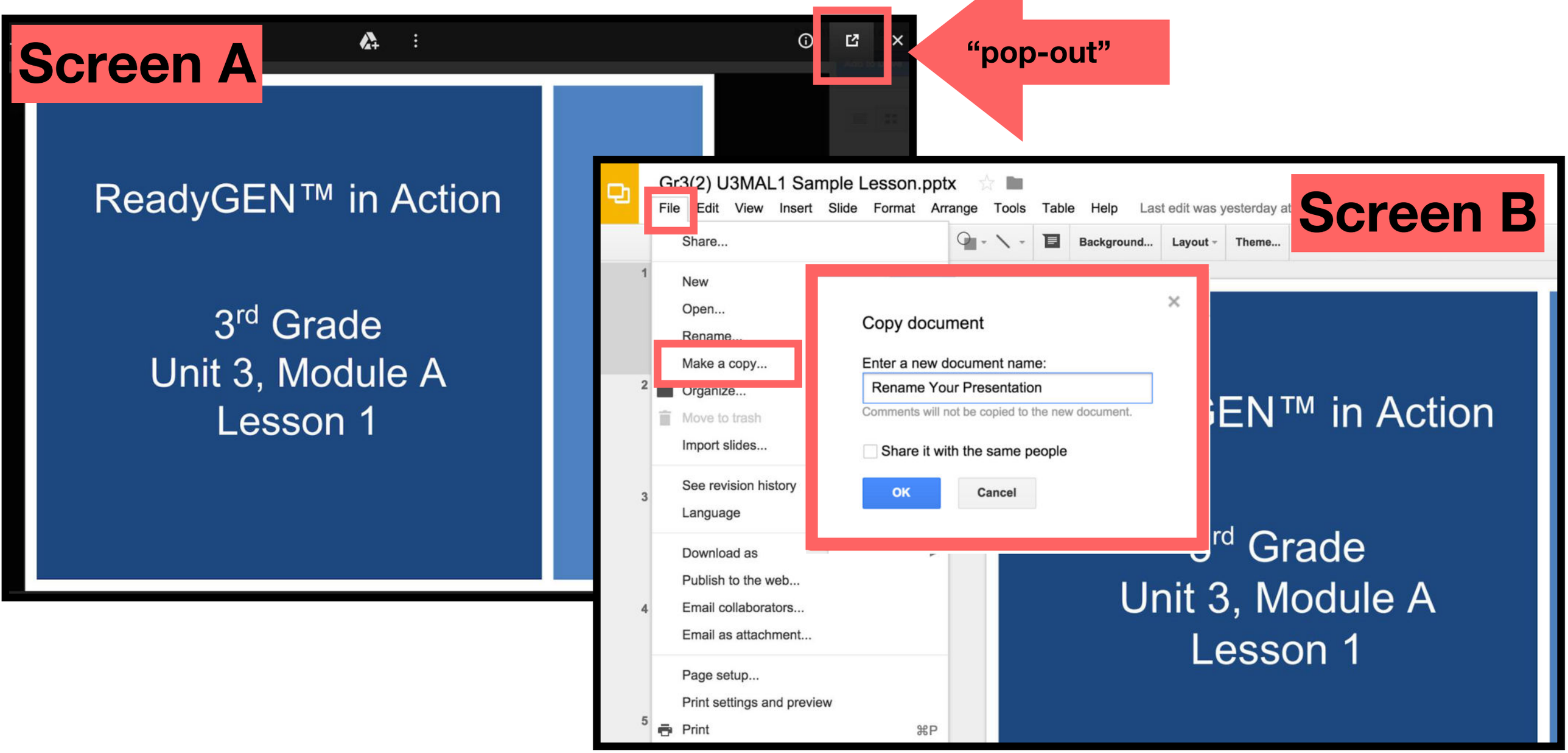
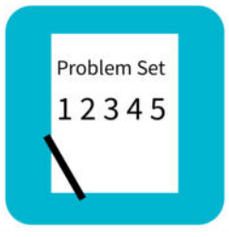


Icons

Read, Draw, Write

Learning Target

Personal White Board

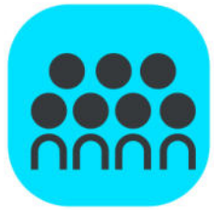


Problem Set

Manipulatives Needed

Fluency

Think Pair Share



Whole Class

Individual

Partner

Small Group

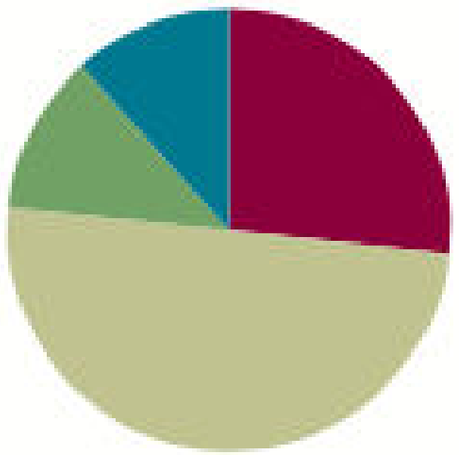
Small Group Time

Lesson 1

Objective: Analyze and describe embedded numbers (to 10) using 5-groups and number bonds.

Suggested Lesson Structure

Fluency Practice	(16 minutes)
Application Problem	(7 minutes)
Concept Development	(30 minutes)
Student Debrief	(7 minutes)
Total Time	**(60 minutes)**



Materials Needed

- Egg carton (cut down) or another representation of ten frame for teacher and each student.
- A set of 9 items (ex. beads, cubes, bears) for teacher and each student
- Number Bond Templates
- Personal white boards

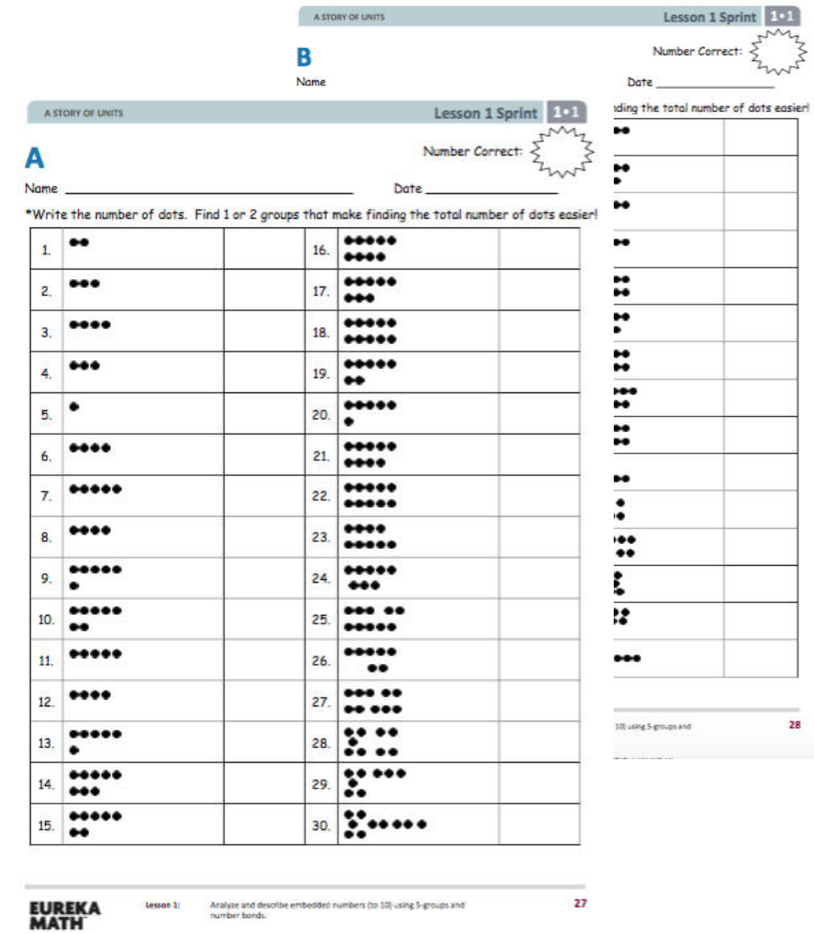
I can find and talk about embedded numbers to 10 using five-groups and number bonds.

Math Finger Flash

I’m going to hold up some fingers the Math Way and then hide them. Look carefully and say the number you saw when I give the signal.

Count Dots

Let’s do a Sprint!



A STORY OF UNITS Lesson 1 Sprint 1•1

A

Number Correct:

Name _____ Date _____

*Write the number of dots. Find 1 or 2 groups that make finding the total number of dots easier!

1.			16.		
2.			17.		
3.			18.		
4.			19.		
5.			20.		
6.			21.		
7.			22.		
8.			23.		
9.			24.		
10.			25.		
11.			26.		
12.			27.		
13.			28.		
14.			29.		
15.			30.		

EUREKA MATH Lesson 1: Analyze and describe embedded numbers (to 10) using 5-groups and number bonds. 27

A STORY OF UNITS Lesson 1 Sprint 1•1

B

Number Correct:

Name Date _____

ding the total number of dots easier!

10) using 5-groups and 28

Application Problem

Dora found 5 leaves that blew in through the window.

Then, she found 2 more leaves that blew in.

Draw a picture and use numbers to show how many leaves Dora found in all.

RDW

Concept Development

Take out your egg carton.

Count to find out how many slots there are.

When you hear the signal tell me how many slots there are.

Concept Development

How many slots are in the top row?

Concept Development

How many slots are in the bottom row?

Concept Development

Take out the objects in your bag.

Concept Development

Take out the objects in your bag.

First, count 5 into the top row from left to right.

Concept Development

Take out the objects in your bag.

First, count 5 into the top row from left to right.

How many objects do you have in your top row?

Concept Development

Now we are going to be number detectives.

Let’s see what numbers are hiding inside of 5!

Concept Development

I see 2 hiding inside.

Concept Development

I see 2 hiding inside.

What other numbers do you see hiding inside?

Concept Development

I see 2 hiding inside.

What other numbers do you see hiding inside?

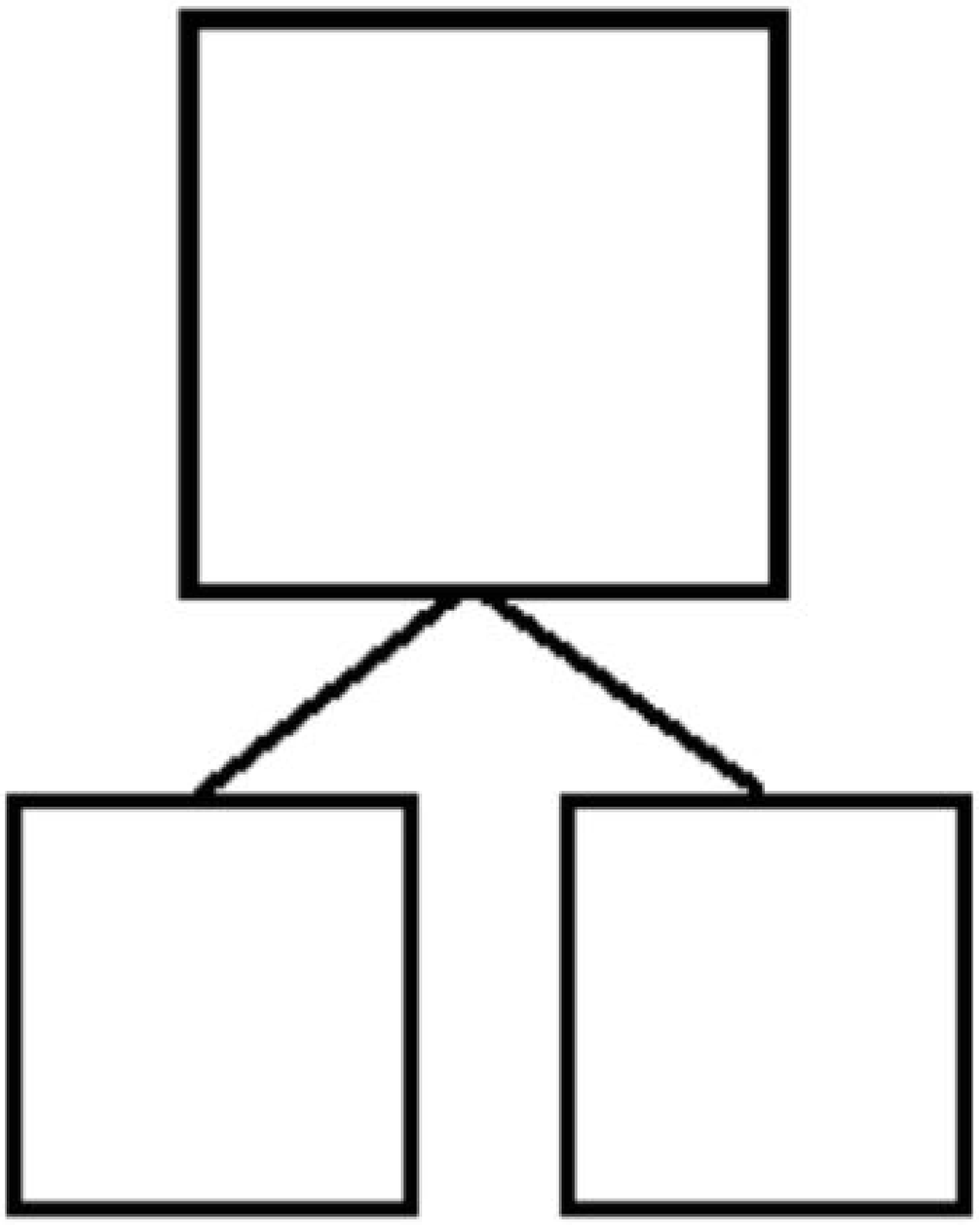
Turn and talk to your partner.

Concept Development

Let’s put this information in a number bond.

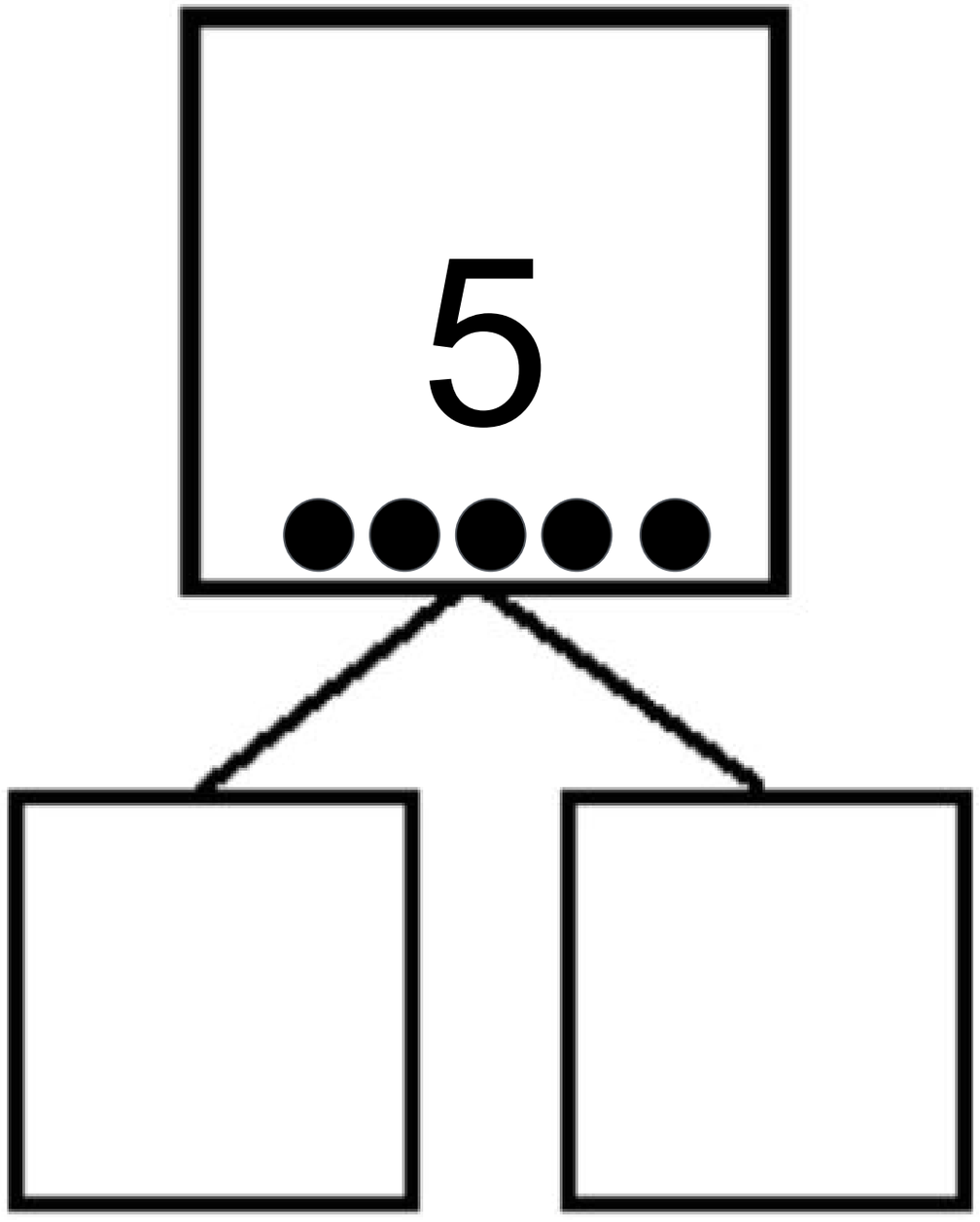
.

Concept Development



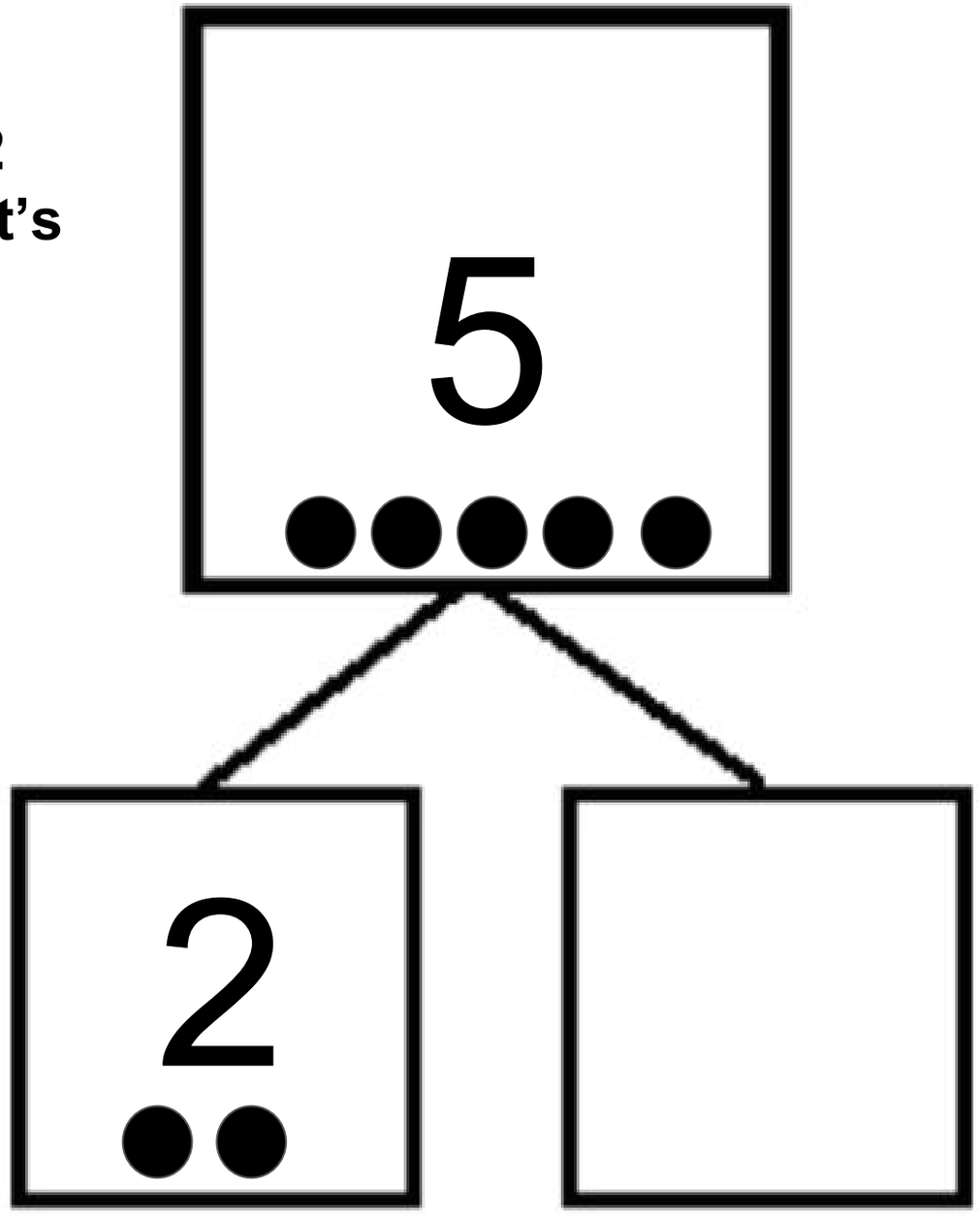
Concept Development

This is our total, or whole.



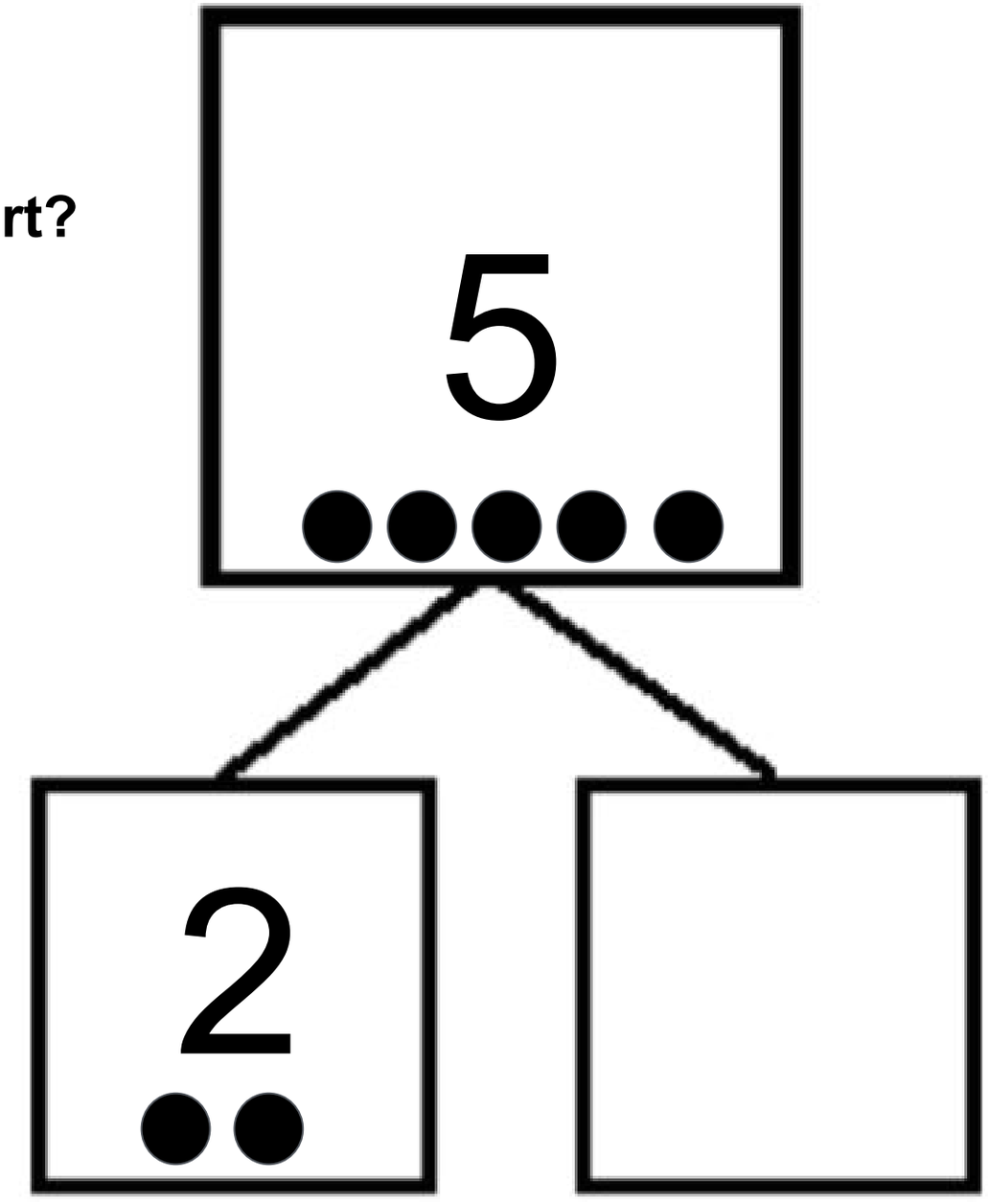
Concept Development

You said there was a 2 hiding inside of 5. That's a part.



Concept Development

Let's cover those 2.
What is the other part?



Concept Development

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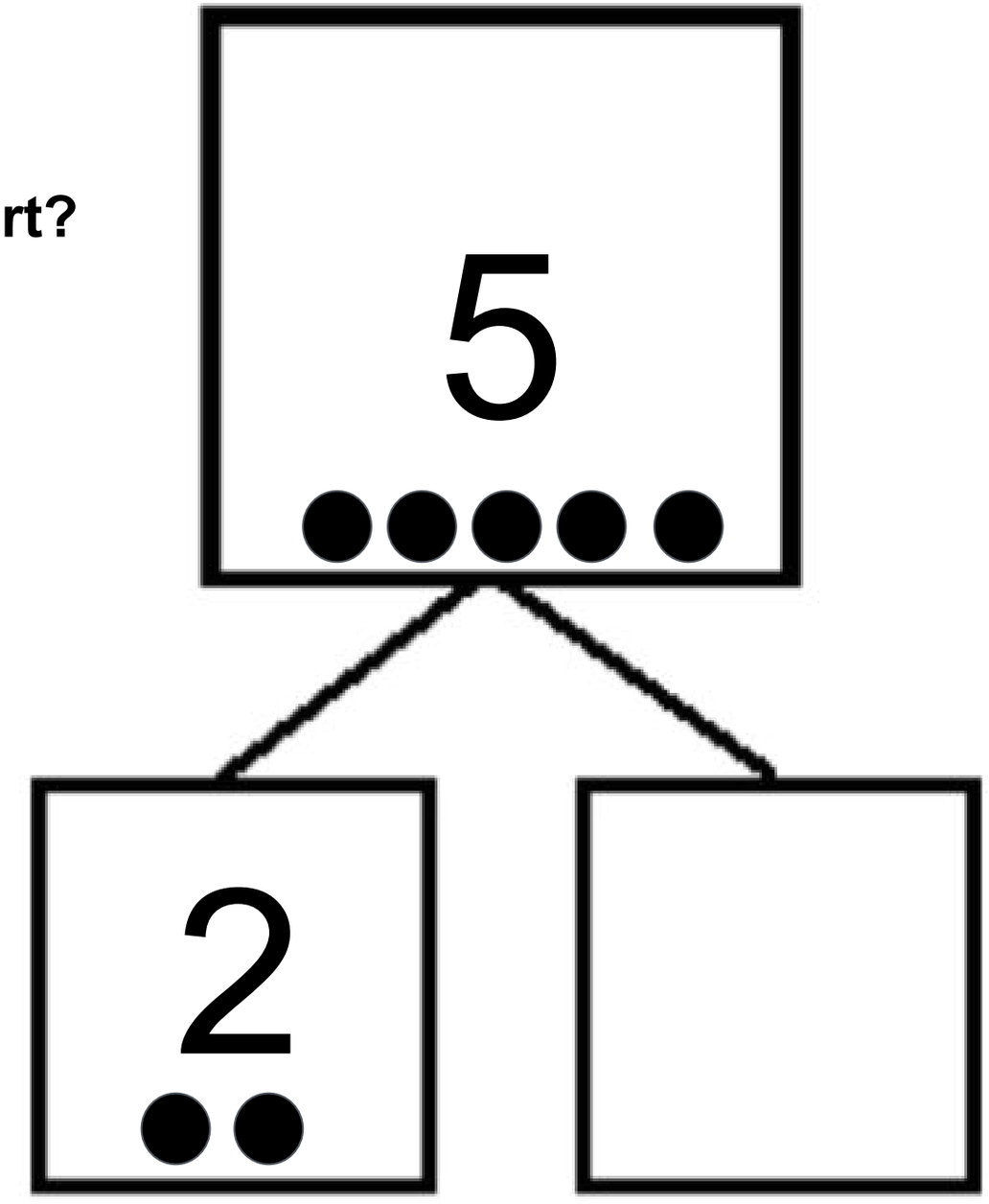
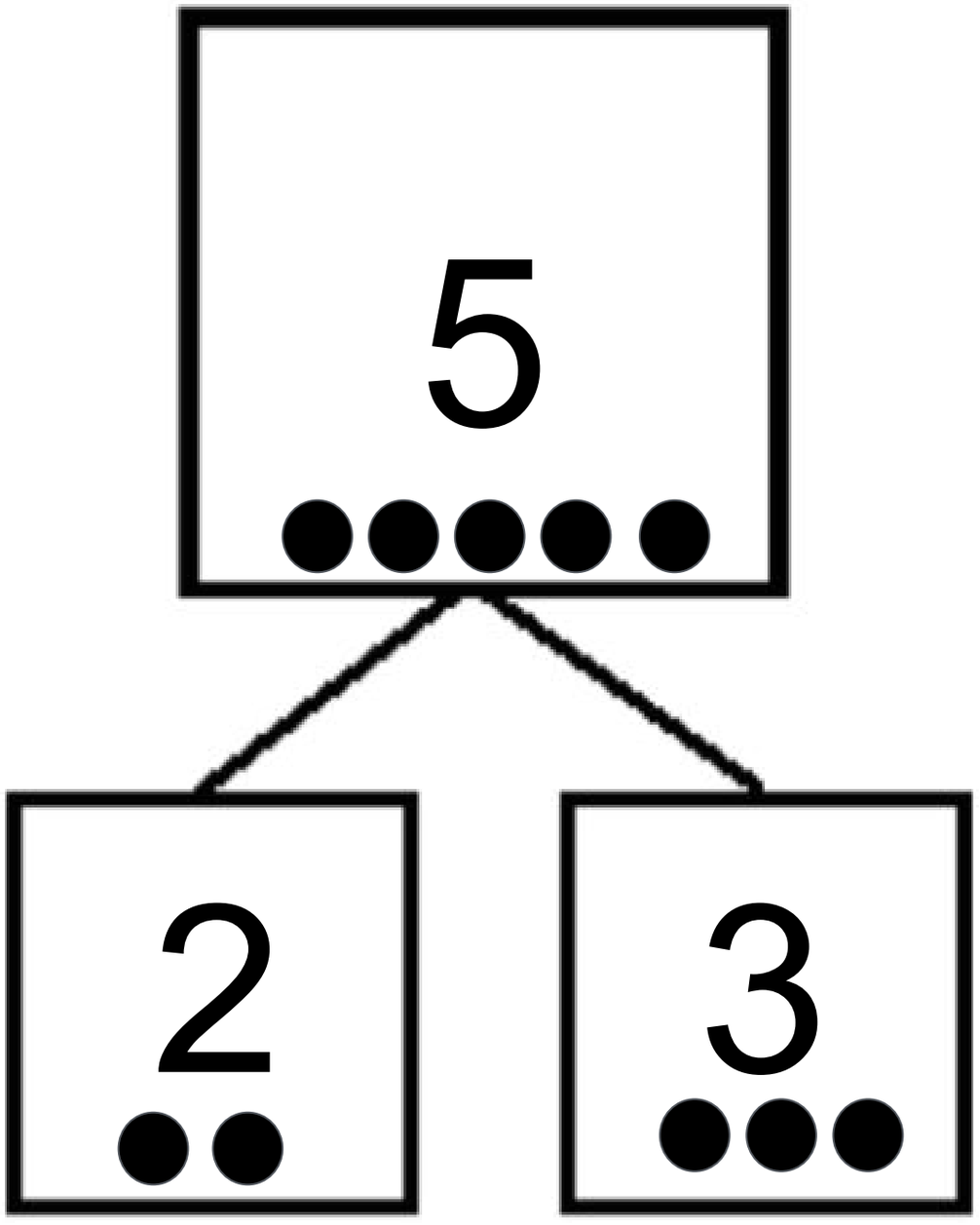
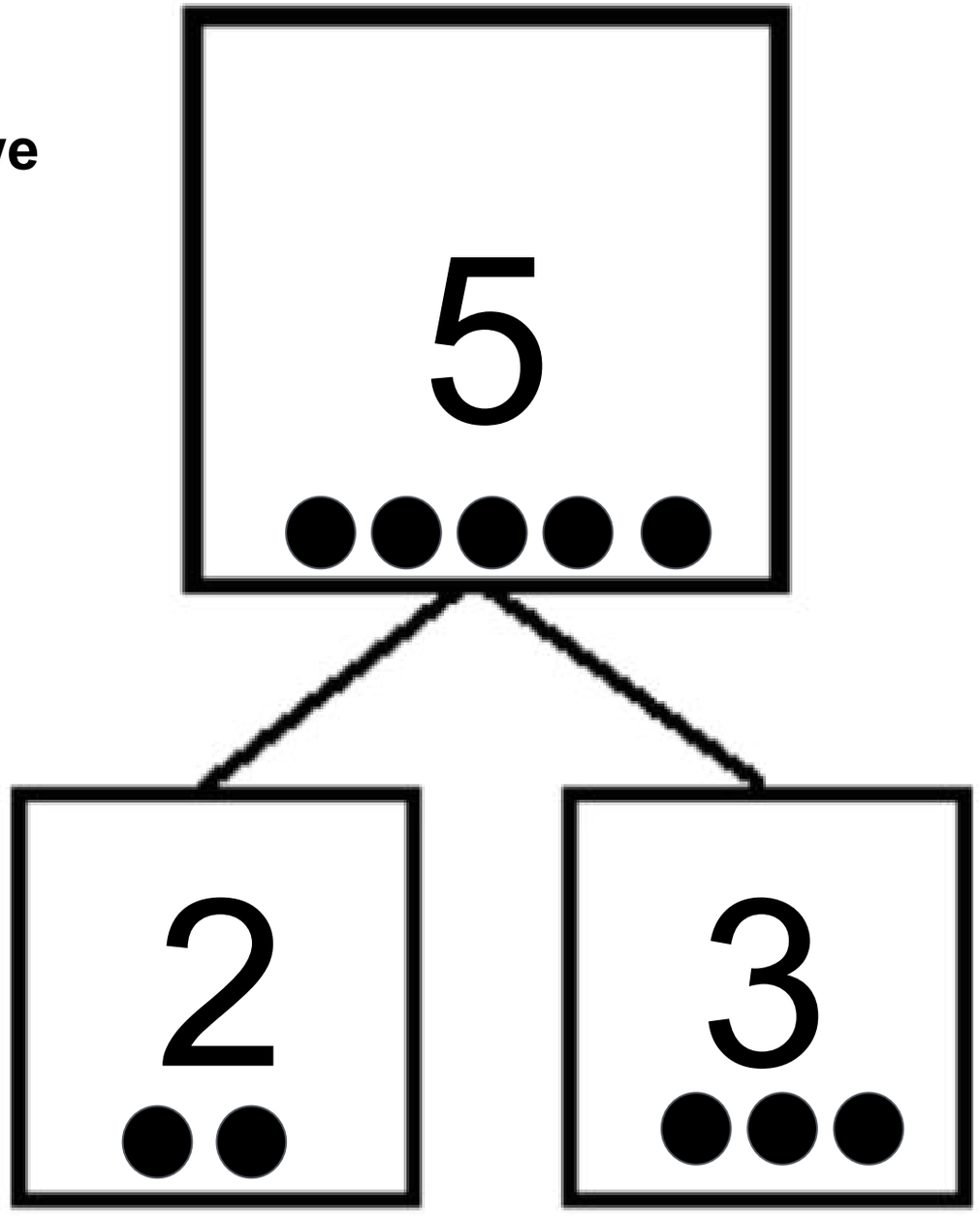


Concept Development



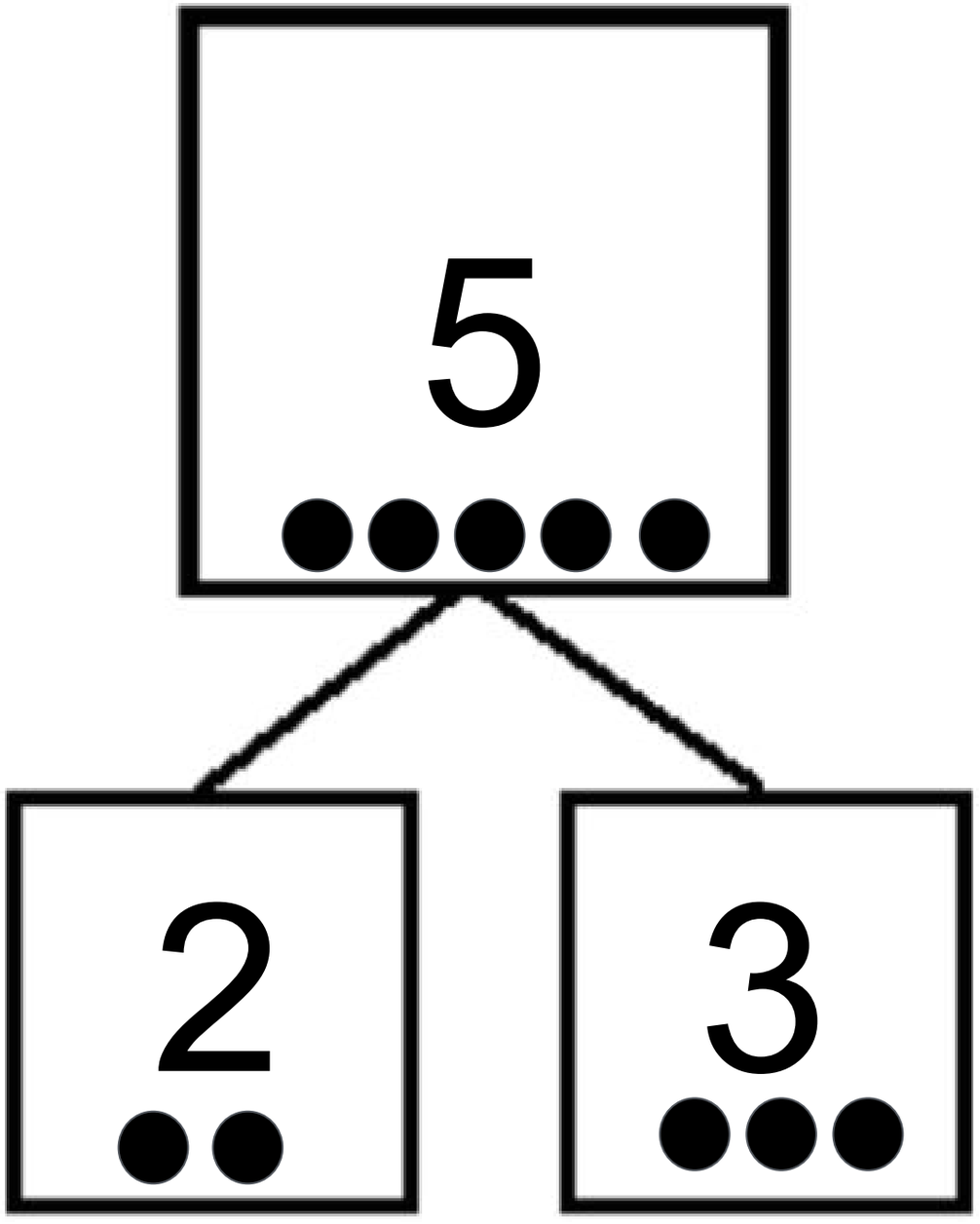
Concept Development

What two parts did we find that make 5?



Concept Development

Yes, 2 and 3!



Concept Development

Let’s see if we can find different numbers inside of 5.

Concept Development

Now that we are experts at numbers inside 5, let's look at a different number.

Take out 2 more objects, and put them in the bottom row of the egg carton.

Concept Development

Now that we are experts at numbers inside 5, let's look at a different number.

Take out 2 more objects, and put them in the bottom row of the egg carton.

How many beads are there now?

Concept Development

Turn and talk to your partner about what numbers you see inside 7.

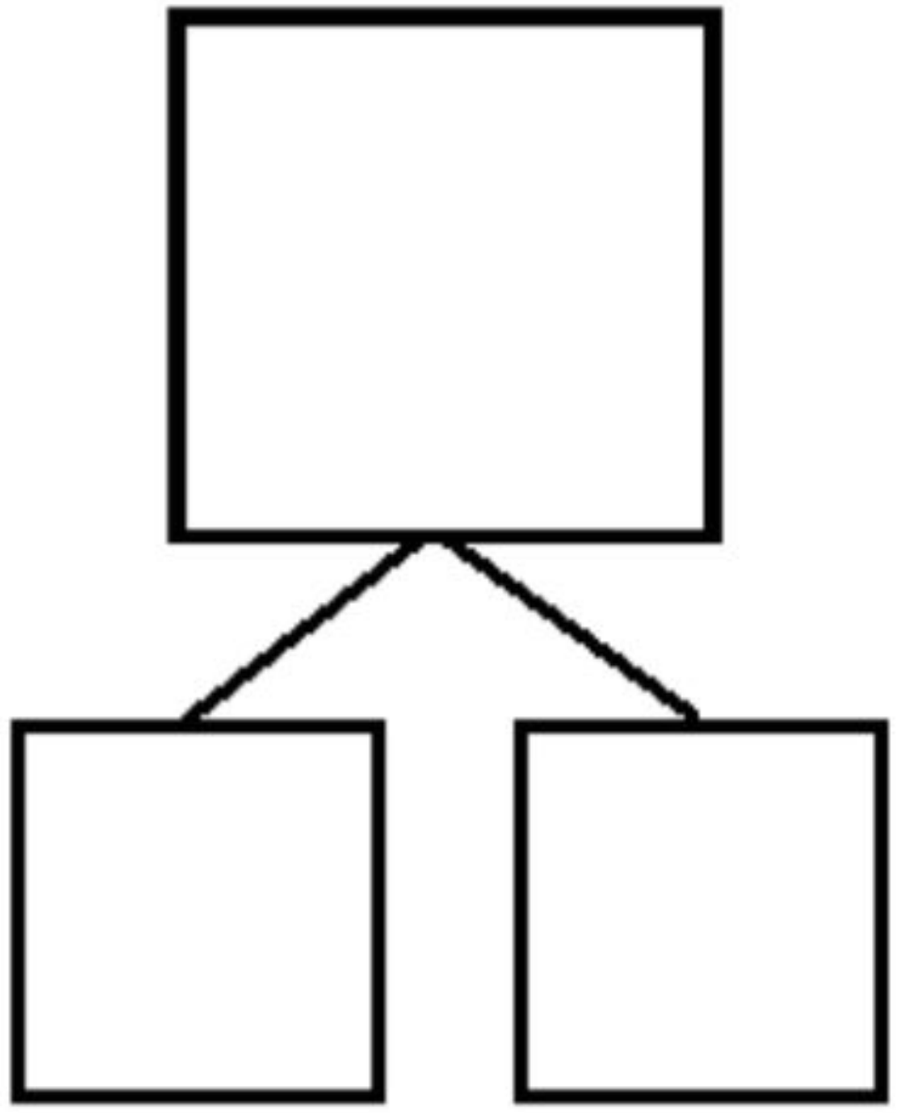
Concept Development

I heard a student say that they saw 5 beads.

Are there 5 beads?

Concept Development

Let’s draw 5 dots as a part in our number bond instead of the number 5.



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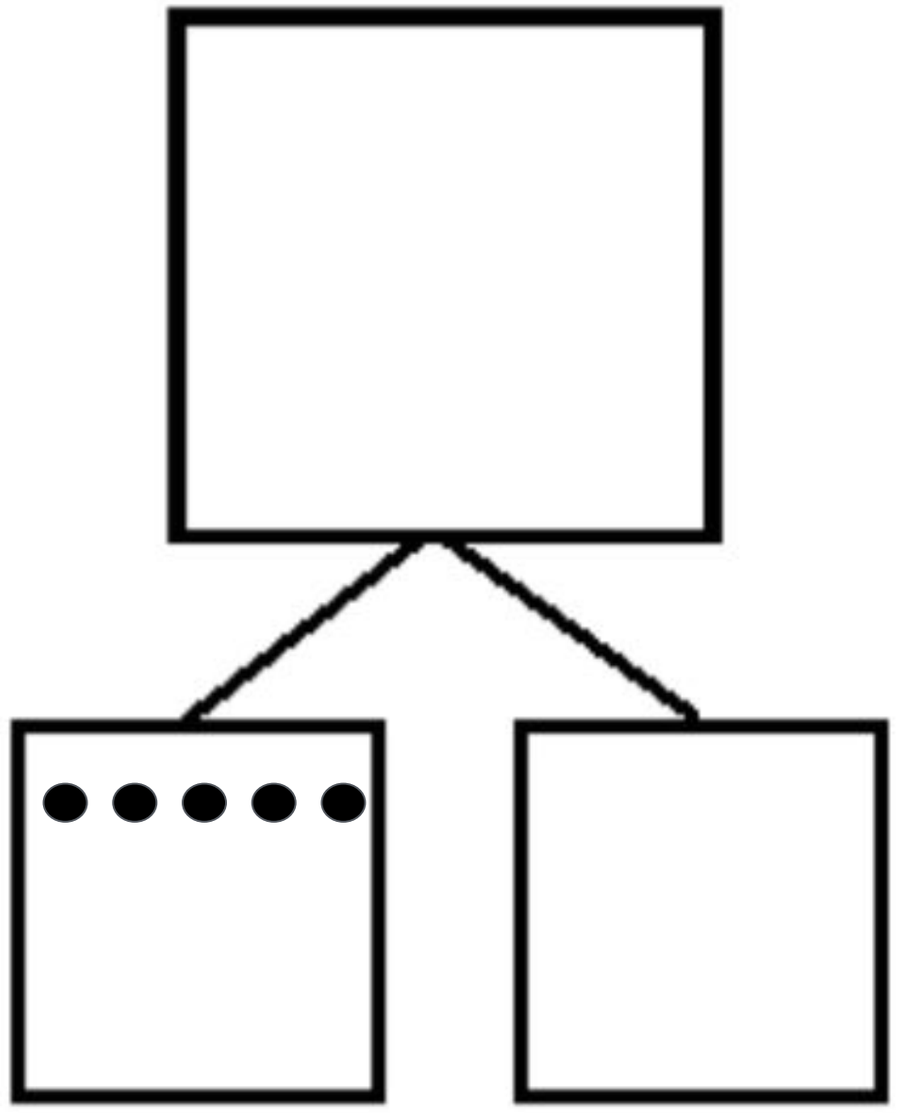
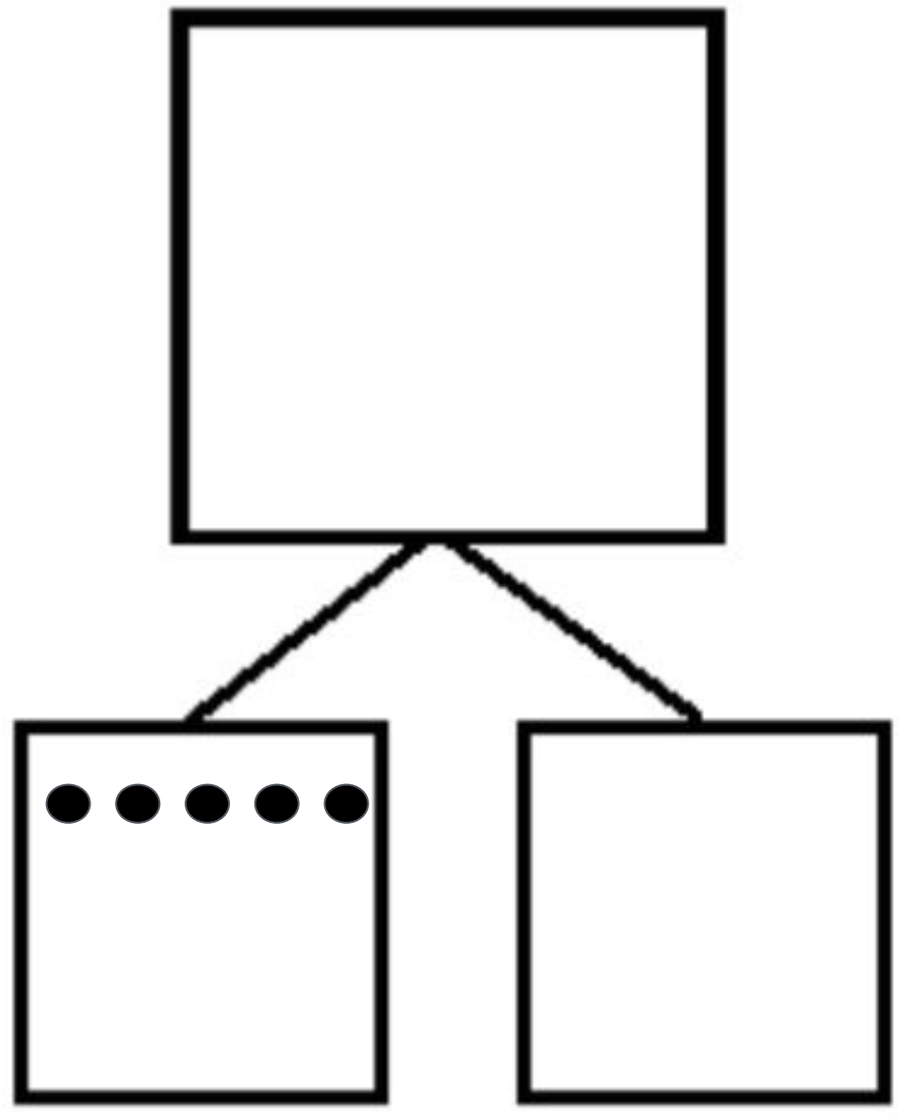


Concept Development

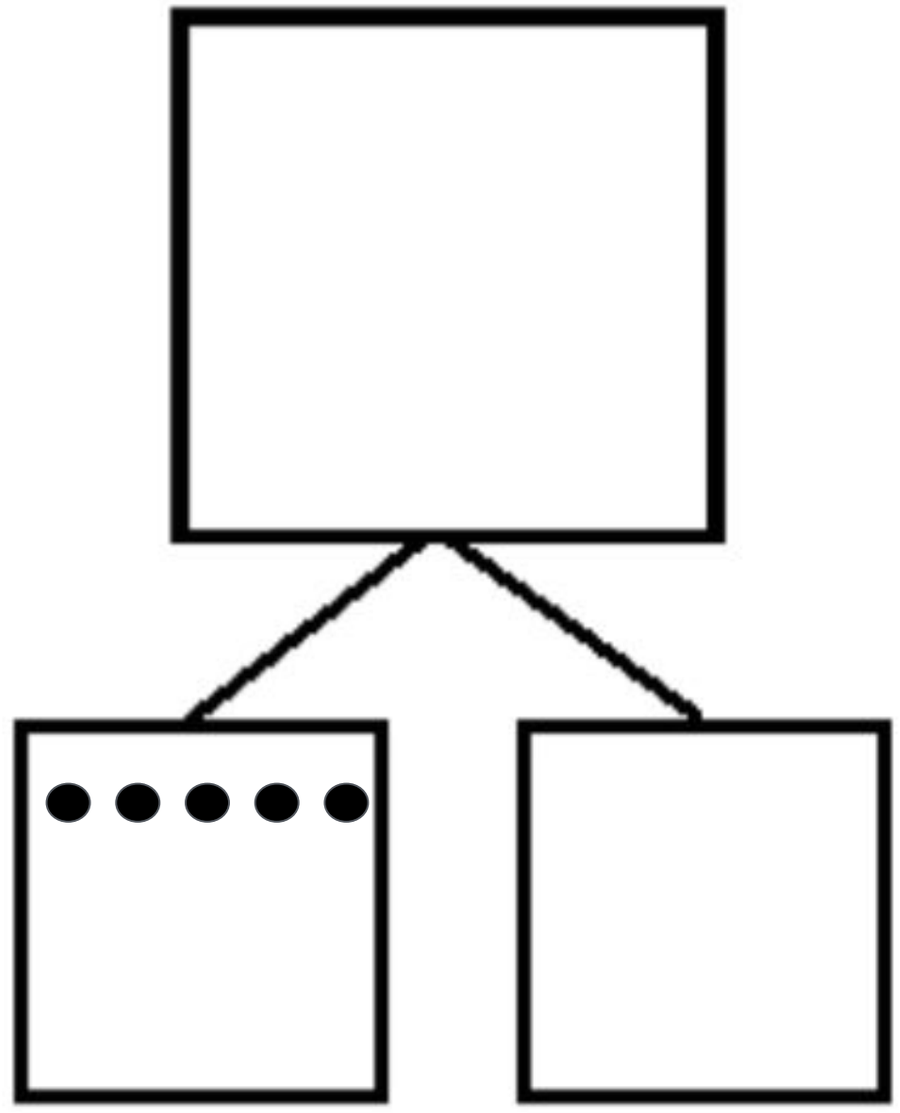
Let’s draw 5 dots as a part in our number bond instead of the number 5.

Where did you see the 5?



Concept Development

Let’s cover the 5 in our egg carton. What is the other part to make 7?



Concept Development

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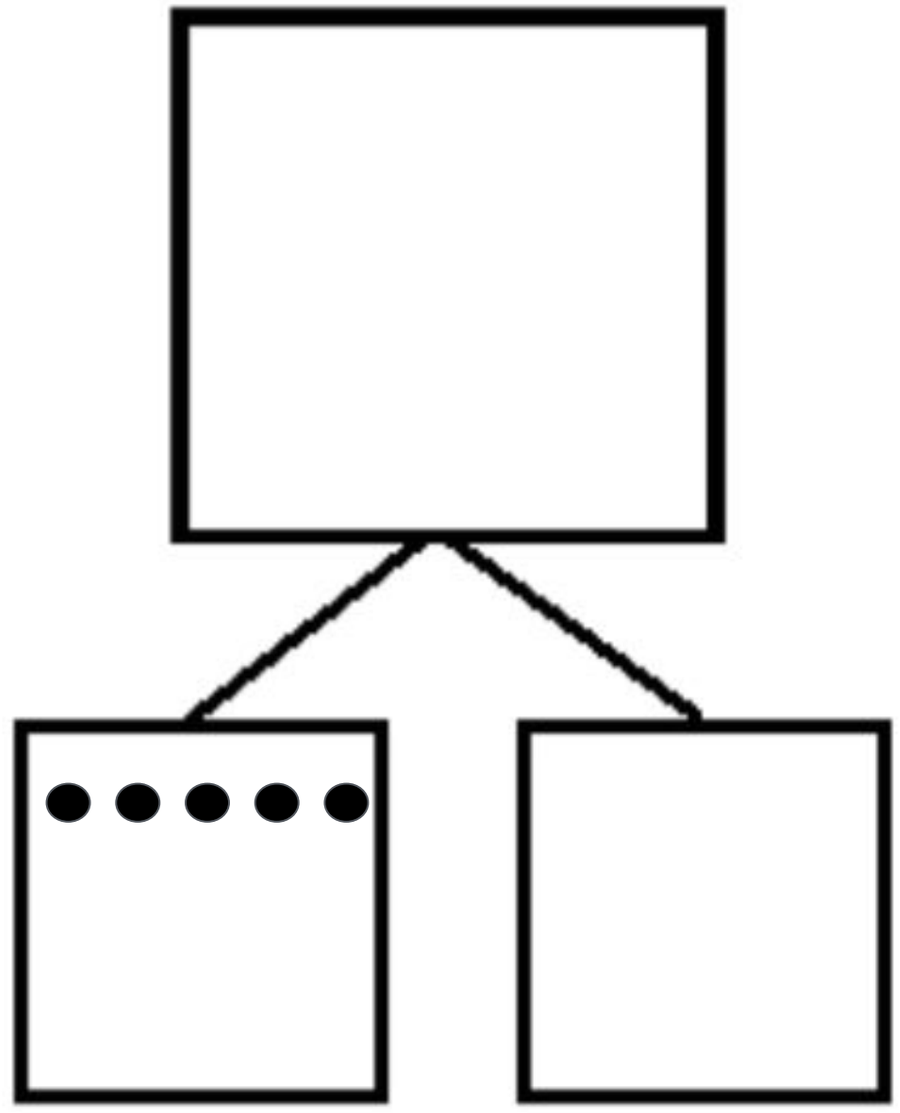
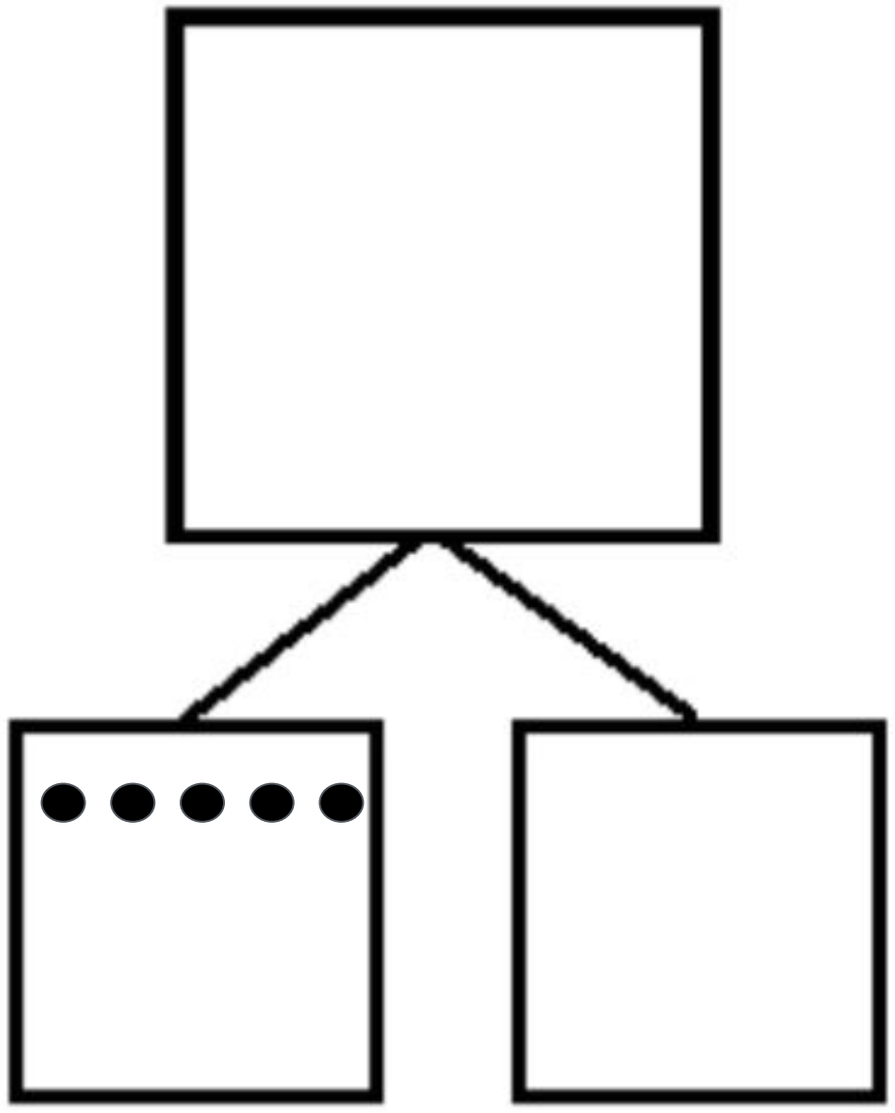
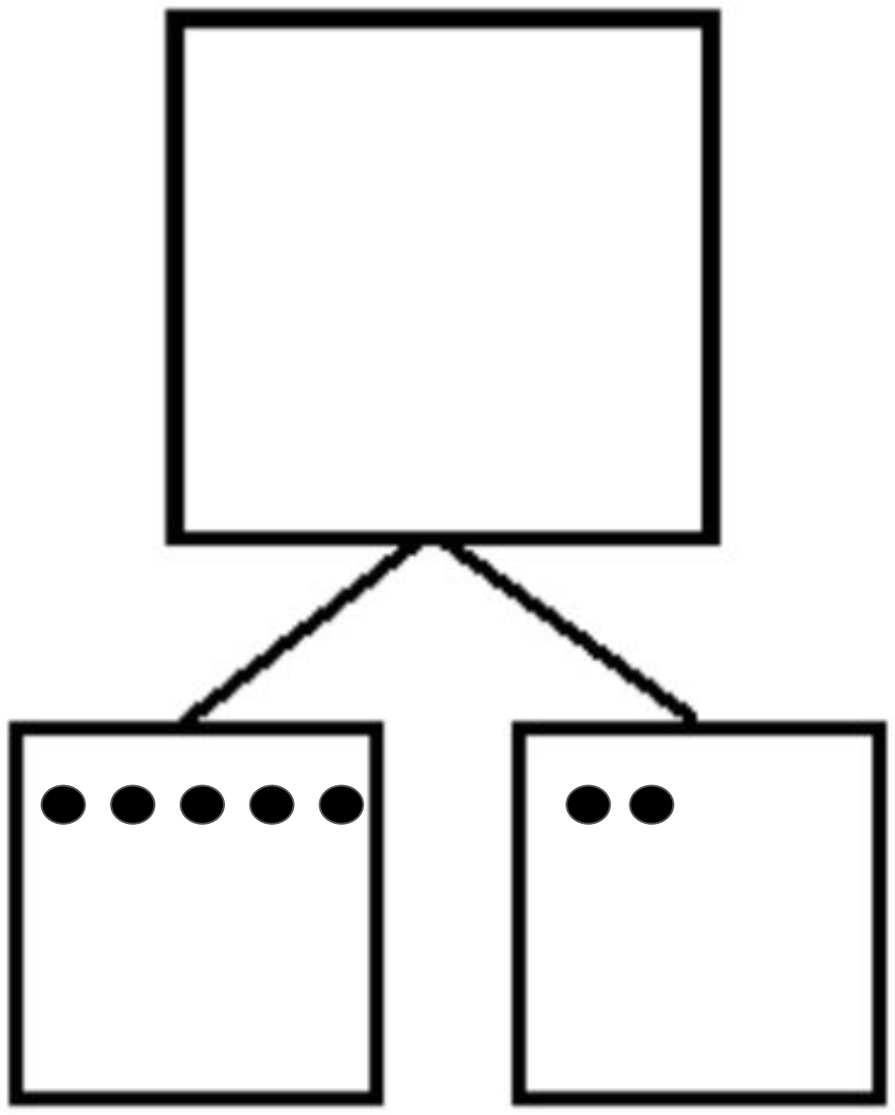


Concept Development

Yes, 2! Let’s draw in 2 dots as the other part in the number bond.

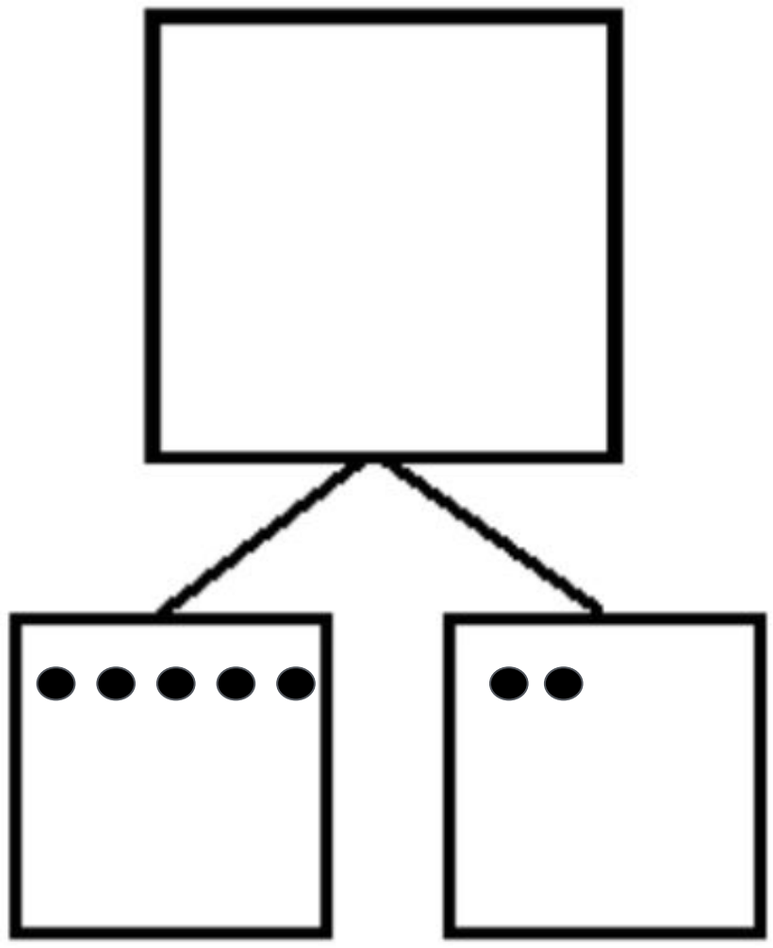


Concept Development



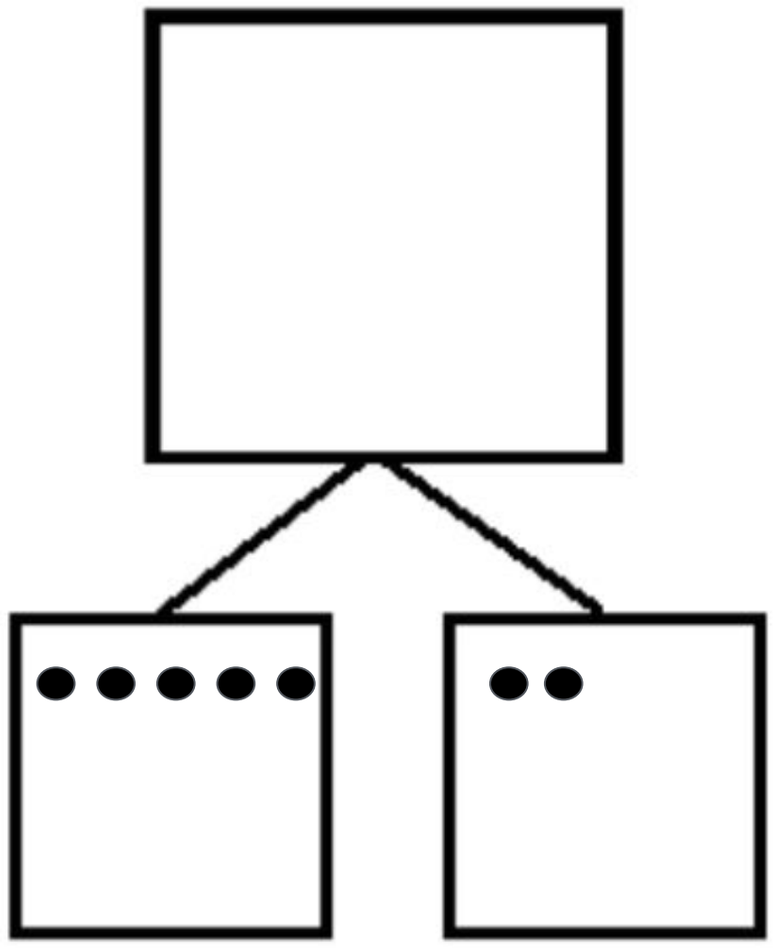
Concept Development

How many?

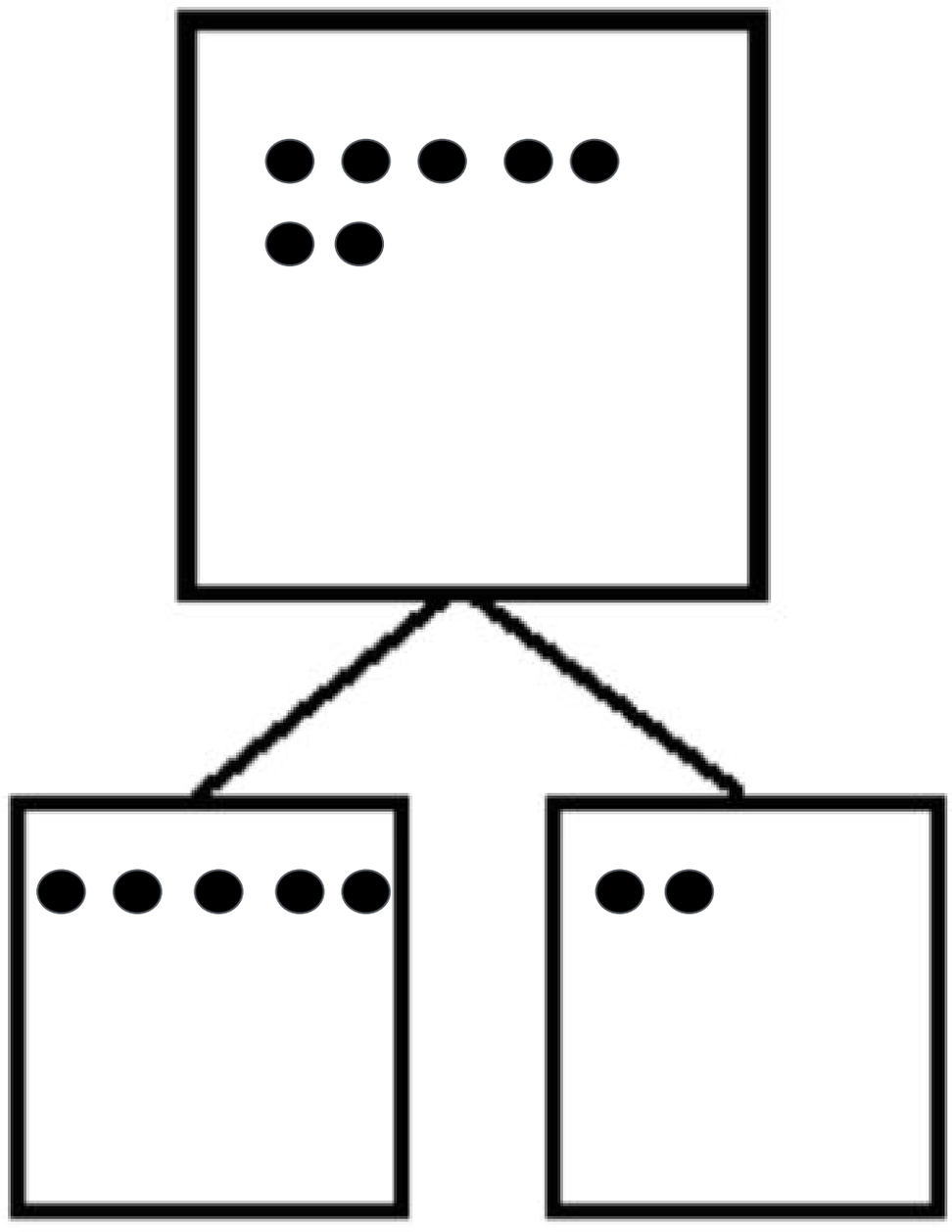


Concept Development

How many?

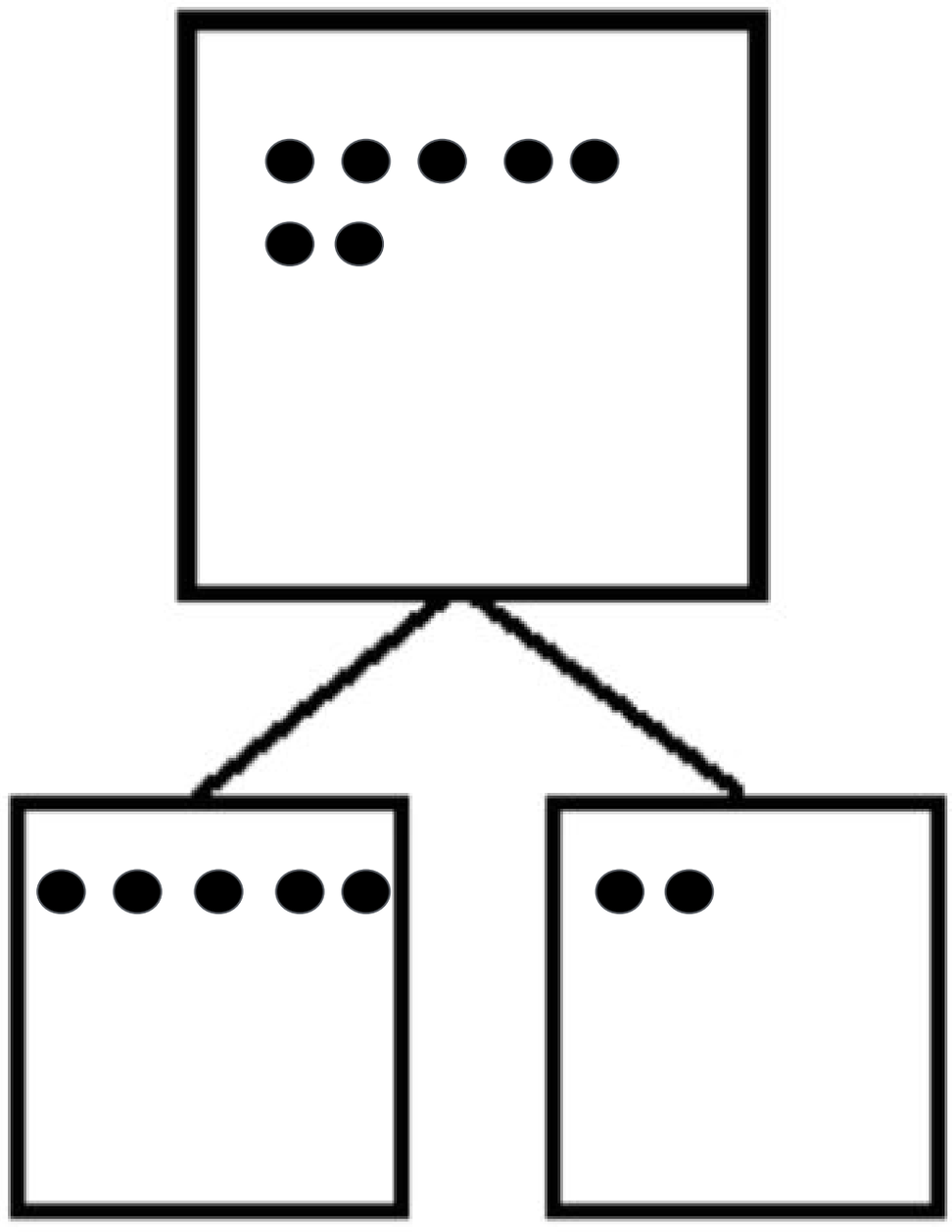


Concept Development



Concept Development

Yes, 7!



Concept Development

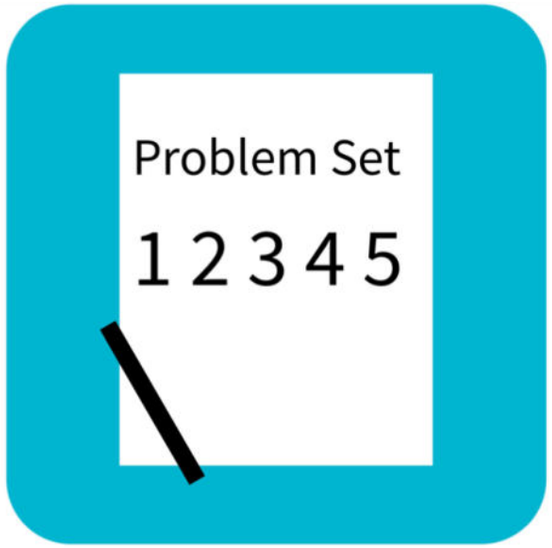
Let’s represent this number bond with numbers instead of dots.

You’ll need your personal whiteboard.

Concept Development

Let’s find five and its partner inside of other numbers.

You’ll need your personal whiteboard.

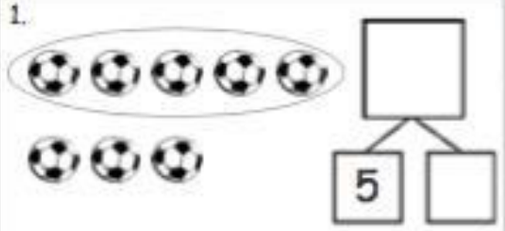


Problem Set

Name _____ Date _____

Circle 5, and then make a number bond.

1.



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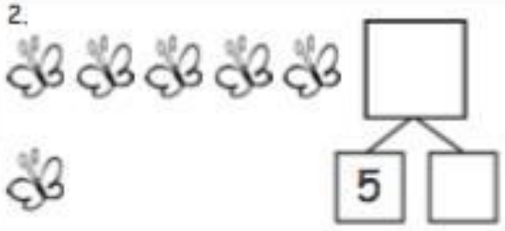
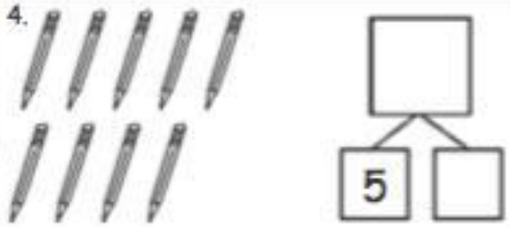


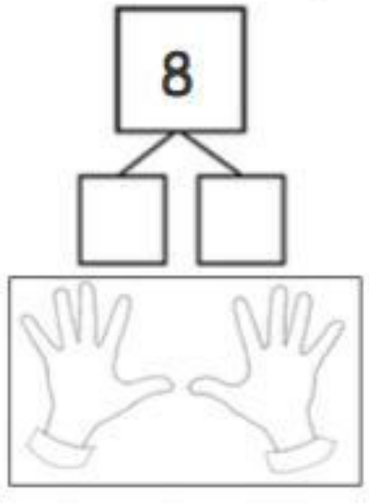
3.

4.



Put nail polish on the number of fingernails shown from left to right. Then, fill in the parts. Make the number of fingernails on one hand a part.

5.



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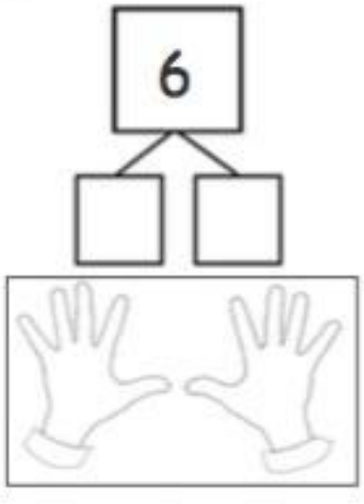
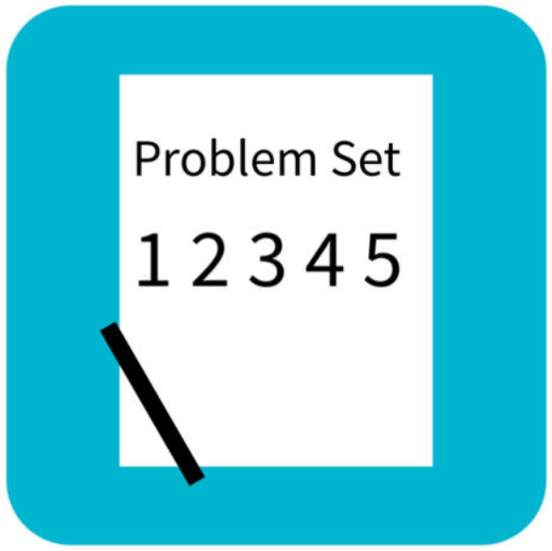
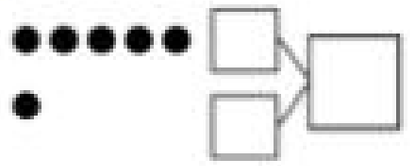




Problem Set

Make a number bond that shows 5 as one part.

7.



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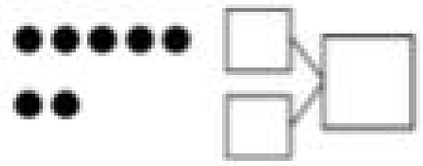

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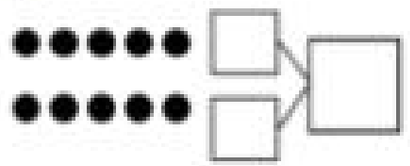

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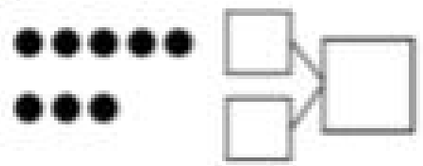

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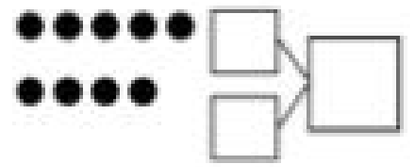

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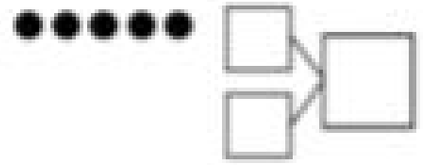


Debrief

Share your solutions with your partner.

Talk about where you see 5 and the other part to make your number bond and find the total.

Debrief

Are there 5 butterflies?

Debrief

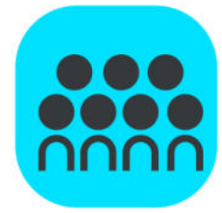
Are there 5 butterflies?

What is the other part?

Debrief

Are there 5 strawberries?

Debrief



Are there 5 strawberries?

What is the other part?

Debrief

Look at the soccer balls and the pencils.

What is the same about them?

What is different about them?

Debrief

Can you show me 5 fingers?

Debrief

Can you show me 5 fingers?

Show me 5 with two hands.

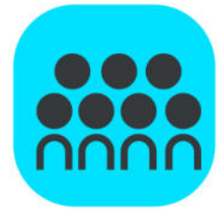
Debrief

Can you show me 5 fingers?

Show me 5 with two hands.

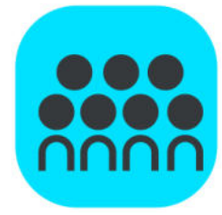
Now, show me 5 with one hand.

Debrief



Can you show me 6 the Math Way with your fingers?

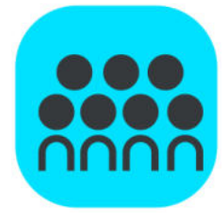
Debrief



Can you show me 6 the Math Way with your fingers?

Can you show me the 5 inside 6?

Debrief



Can you show me 6 the Math Way with your fingers?

Can you show me the 5 inside 6?

Let’s do the same thing with 7, 8, 9, and 10.

Debrief

Let’s look at the Application Problem again.

What were the two parts in our story problem?

Debrief

What were the two parts in our story problem?

5 and 2

Debrief

What were the two parts in our story problem?

5 and 2

What does that have in common with today’s lesson?

Debrief

Turn to your partner and share what you learned in today's lesson.

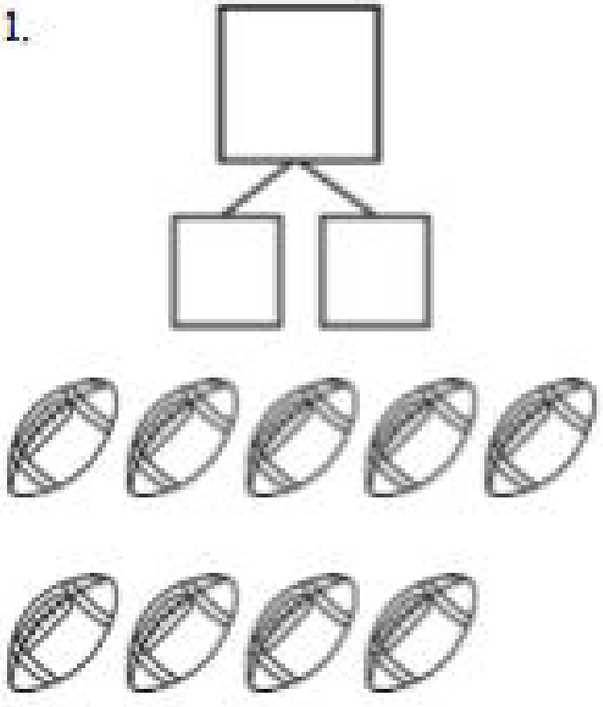
What did you get really good at today?

Exit Ticket

Name _____ Date _____

Make a number bond for the pictures that shows 5 as one part.

1.



2.