

Eureka Math

1st Grade Module 1 Lesson 2

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- Within Google Slides (not Chrome), choose FILE.
- Choose MAKE A COPY and rename your presentation.
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Icons



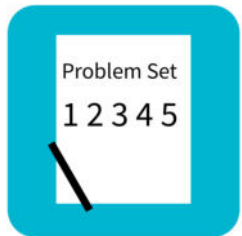
Read, Draw, Write



Learning Target



Personal White Board



Problem Set



Manipulatives Needed



Fluency



Think Pair Share



Whole Class



Individual



Partner



Small Group



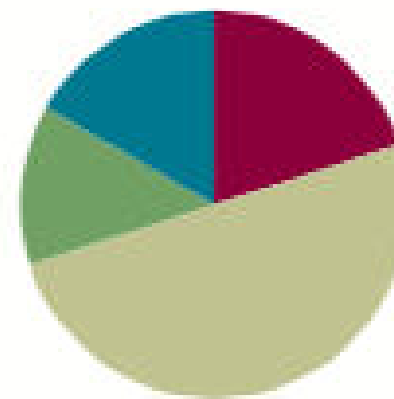
Small Group Time

Lesson 2

Objective: Reason about embedded numbers in varied configurations using number bonds.

Suggested Lesson Structure

■ Fluency Practice	(12 minutes)
■ Application Problem	(8 minutes)
■ Concept Development	(30 minutes)
■ Student Debrief	(10 minutes)
Total Time	(60 minutes)

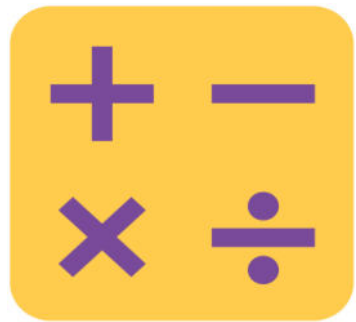


Materials Needed

- Dot cards 6-9 cut and prepped for teacher and each student
- Personal white boards



I can explain how I found my total number of dots and show my thinking with a number bond.

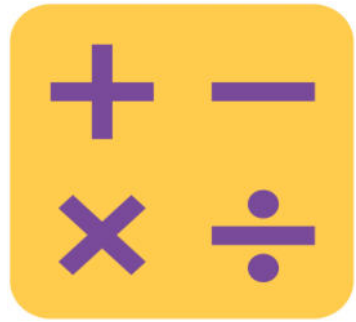


Finger Counting from Left to Right

You are going to count with your “piano” fingers.

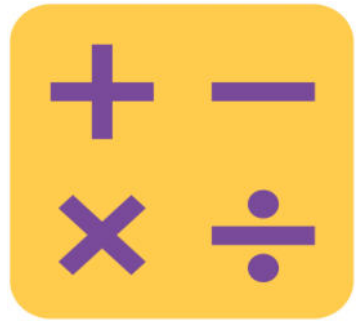


When a finger has been counted, drop it and leave it down.



Show Me Your Math Fingers

You're going to show me some numbers the Math Way.



Show Me Your Math Fingers: Partners to 5

You're going to show me some numbers the Math Way.

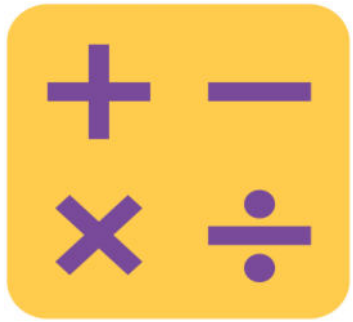
Then I'm going to ask you how many more fingers you need to make 5.



Show Me Your Math

Fingers: 5 More

Now you're going to show me some numbers the Math Way and I'm going to ask you to show me 5 and 5's partner.



Number Bond Dash



Let's do a Number Bond Dash!

Name _____ Date _____

Number Bond Dash!

Do as many as you can in 90 seconds. Write the number of bonds you finished here: _____

1. <div>5 4 <input type="text"/></div>	2. <div>5 5 <input type="text"/></div>	3. <div>5 4 <input type="text"/></div>	4. <div>5 3 <input type="text"/></div>	5. <div>5 4 <input type="text"/></div>
6. <div>5 <input type="text"/> 3</div>	7. <div>5 <input type="text"/> 2</div>	8. <div>5 <input type="text"/> 4</div>	9. <div>5 <input type="text"/> 1</div>	10. <div>5 <input type="text"/> 2</div>
11. <div>5 0 <input type="text"/></div>	12. <div>5 1 <input type="text"/></div>	13. <div>5 2 <input type="text"/></div>	14. <div>5 3 <input type="text"/></div>	15. <div>5 4 <input type="text"/></div>
16. <div>5 <input type="text"/> 5</div>	17. <div>5 <input type="text"/> 4</div>	18. <div>5 <input type="text"/> 3</div>	19. <div>5 <input type="text"/> 2</div>	20. <div>5 <input type="text"/> 1</div>
21. <div>5 5 <input type="text"/></div>	22. <div>5 0 <input type="text"/></div>	23. <div>5 1 <input type="text"/></div>	24. <div>5 3 <input type="text"/></div>	25. <div>5 2 <input type="text"/></div>

number bond dash 5

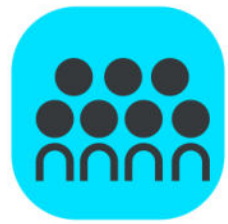
Application Problem

A green rounded square containing the white text "RDW".

Bella spilled some pencils on the carpet. Geno came over to help her pick them up. Geno found 5 pencils under the desk and Bella found 4 by the door.

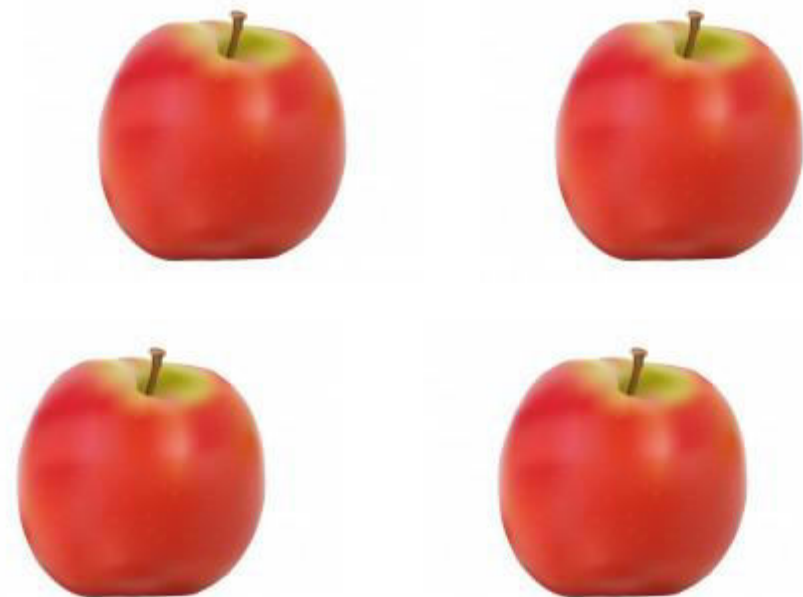
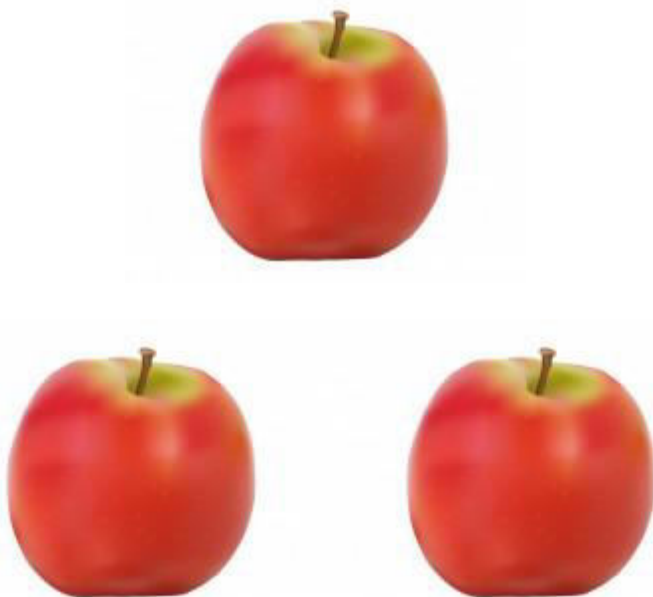
How many pencils did they find together?

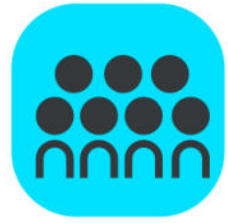
Draw a math picture and write a number bond and a number sentence that tells about the story.



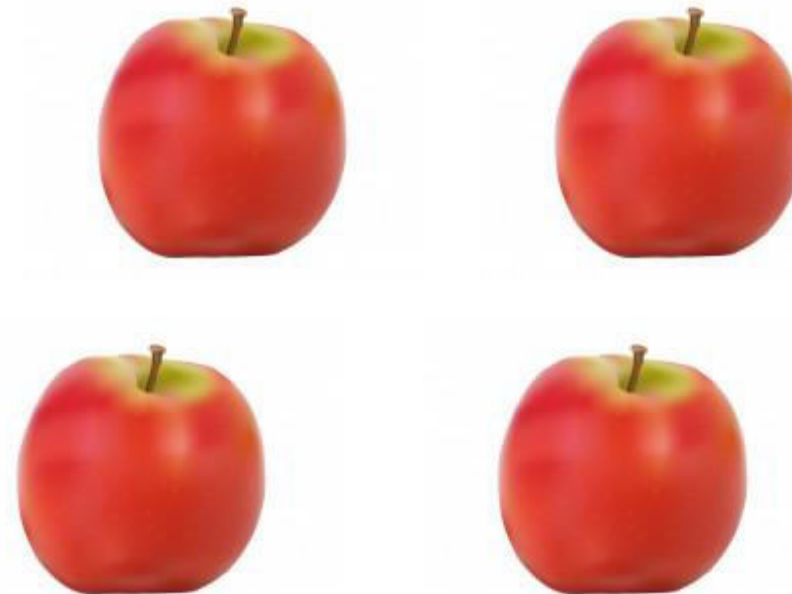
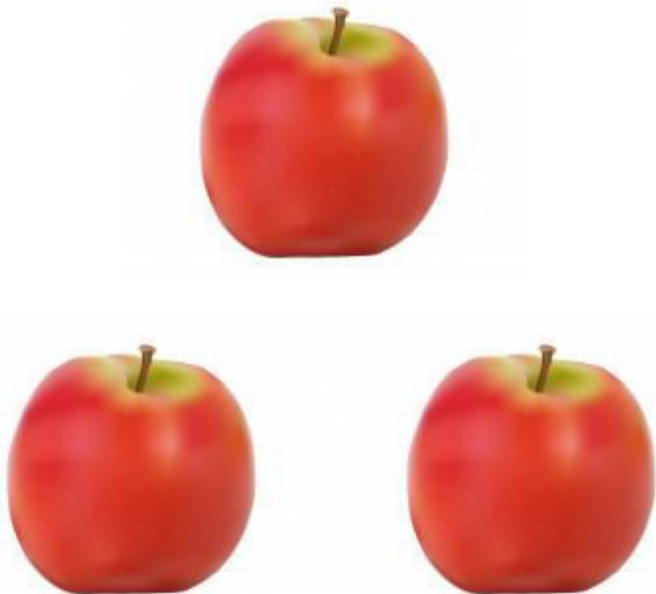
Concept Development

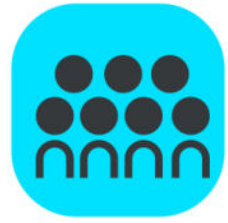
How many apples? Wait for my signal.





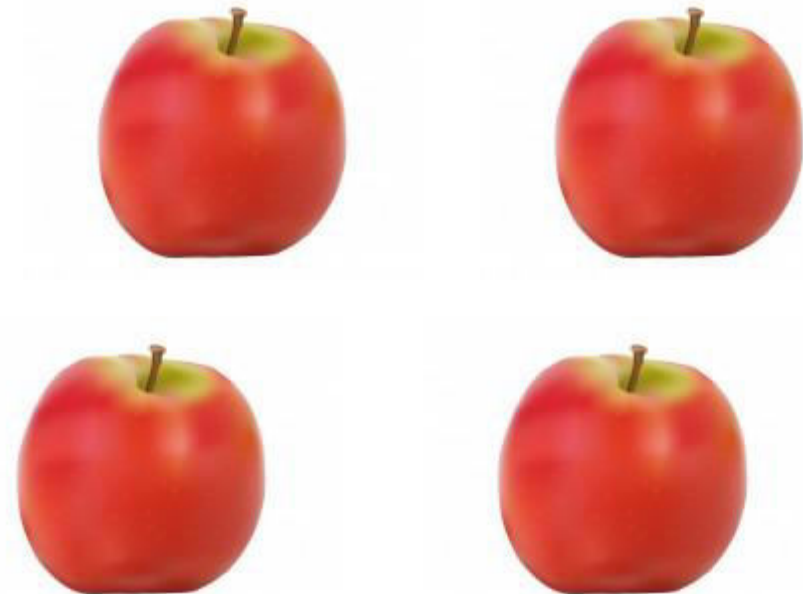
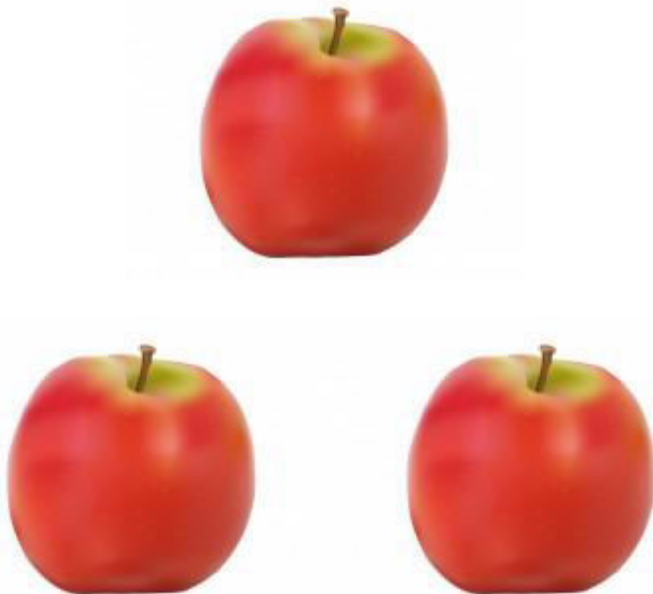
Concept Development

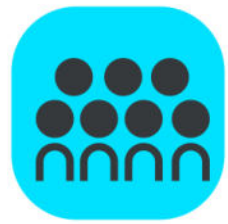




Concept Development

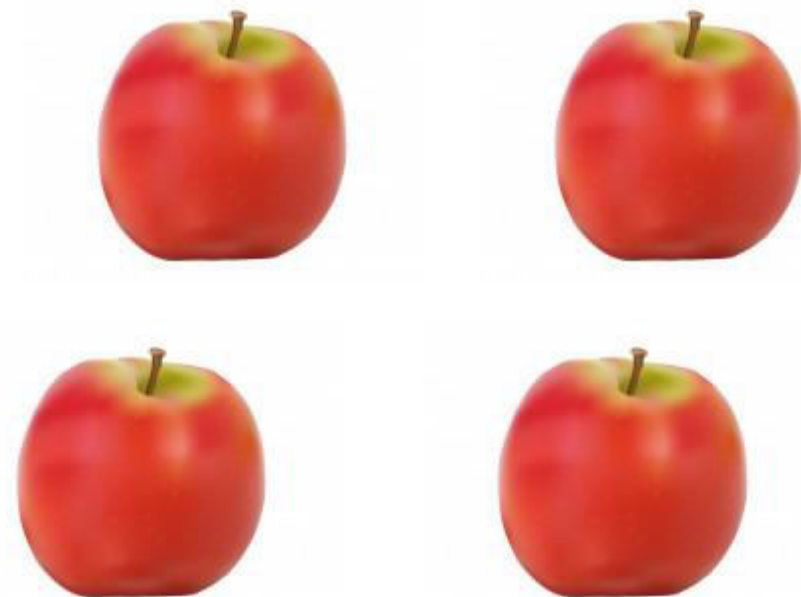
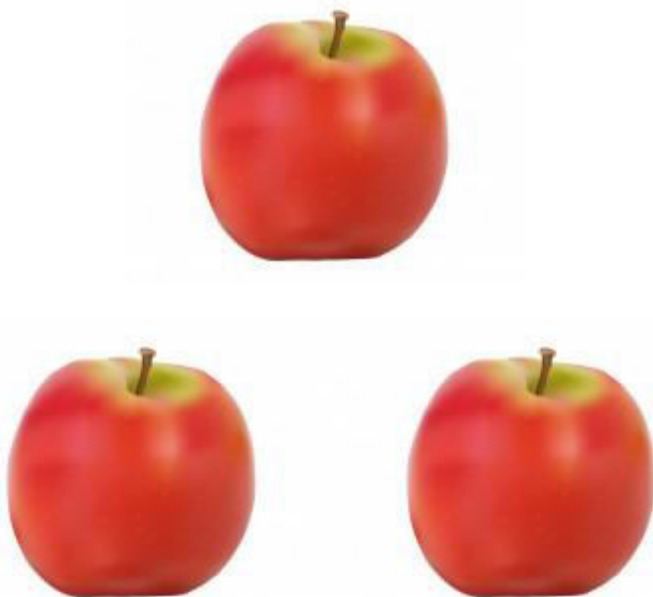
Yes, 7!





Concept Development

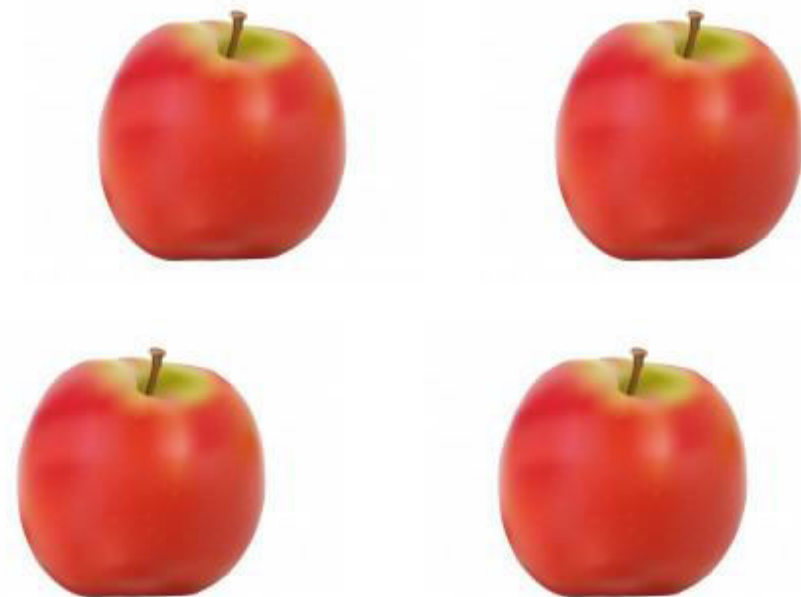
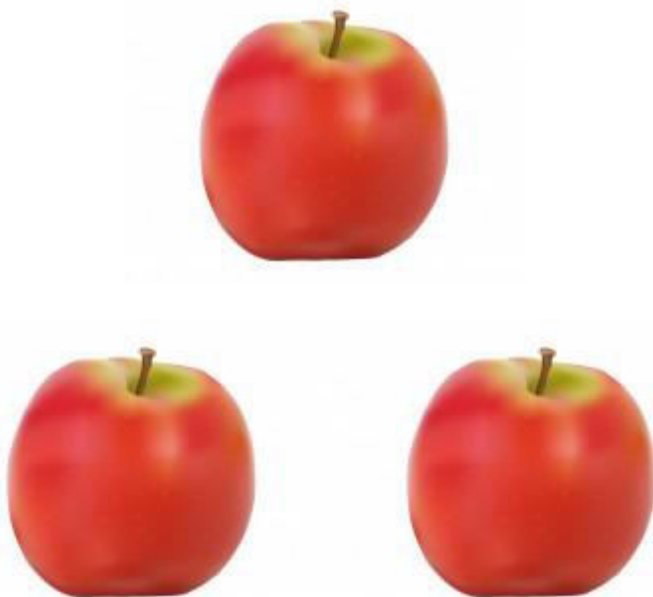
Talk to your partner about the different groups of apples you see hiding inside of 7.





Concept Development

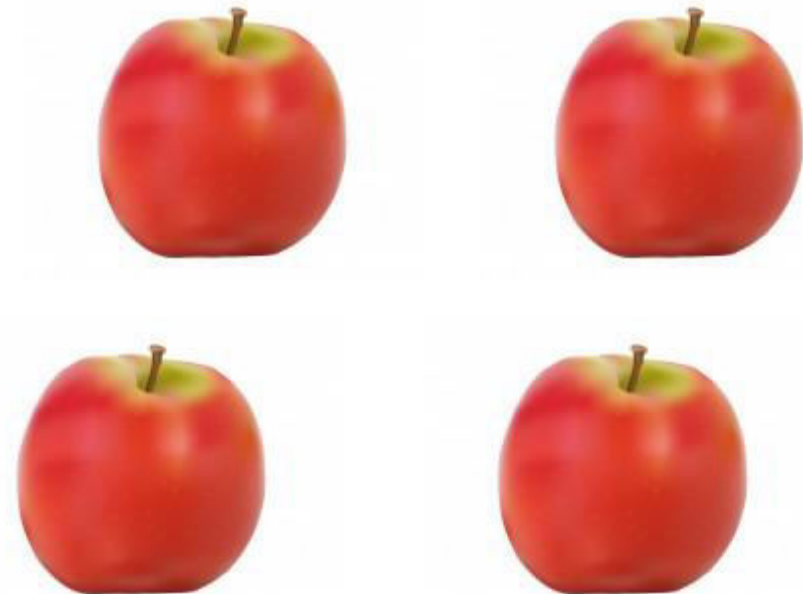
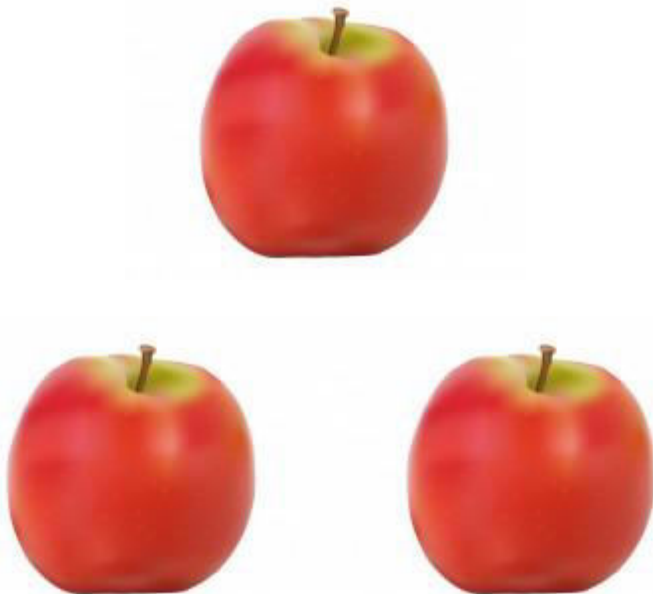
What two different groups or **number partners** do you see?

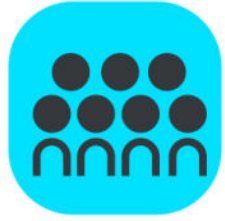




Concept Development

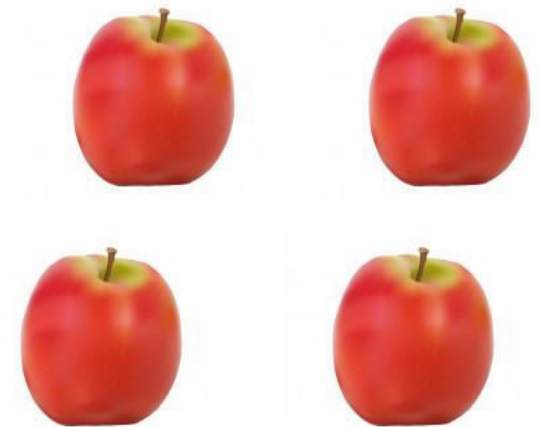
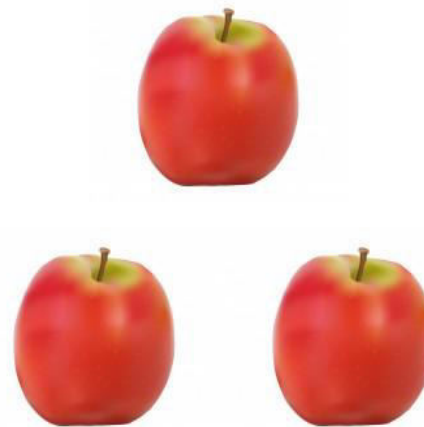
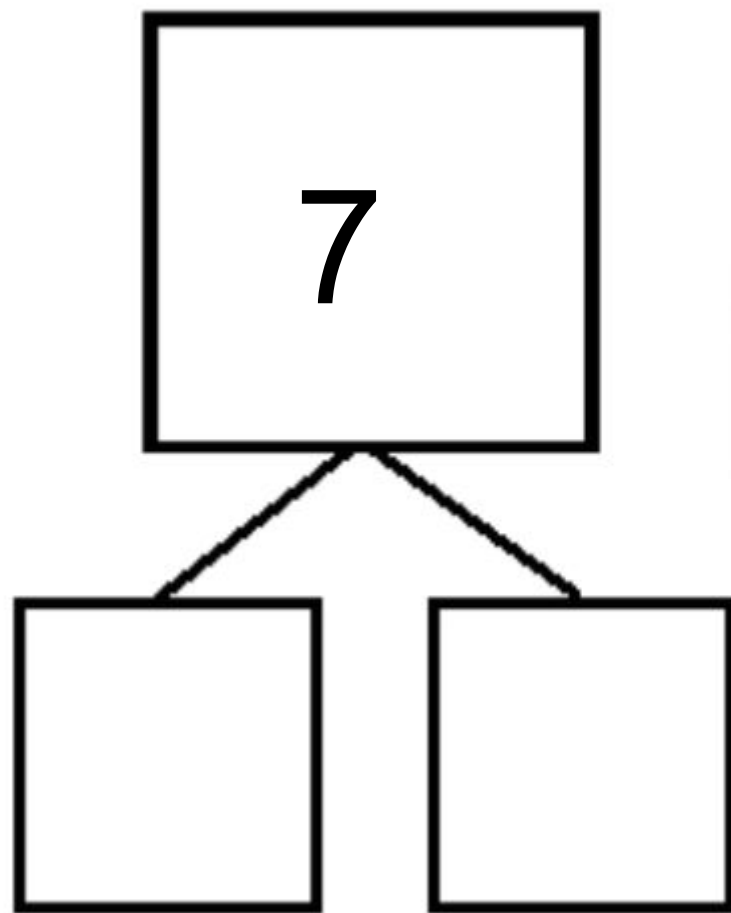
Let's switch to paper and circle the two groups.





Concept Development

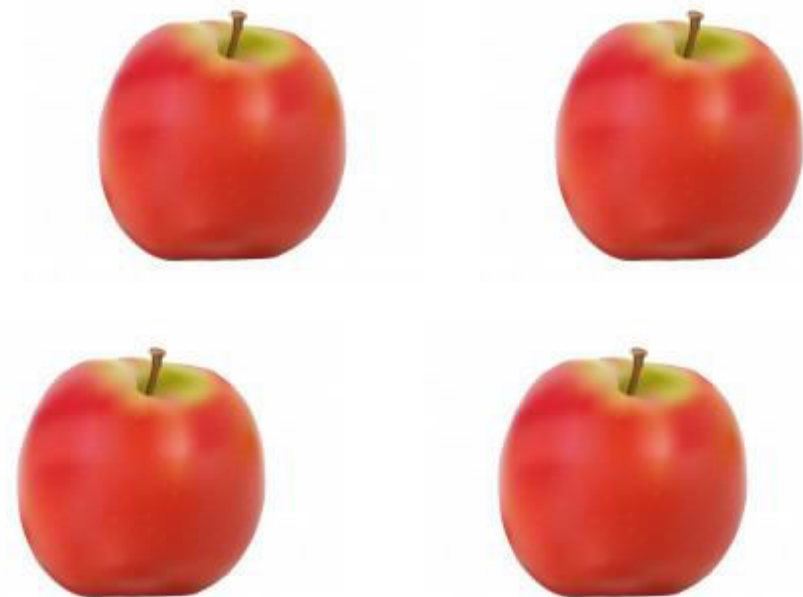
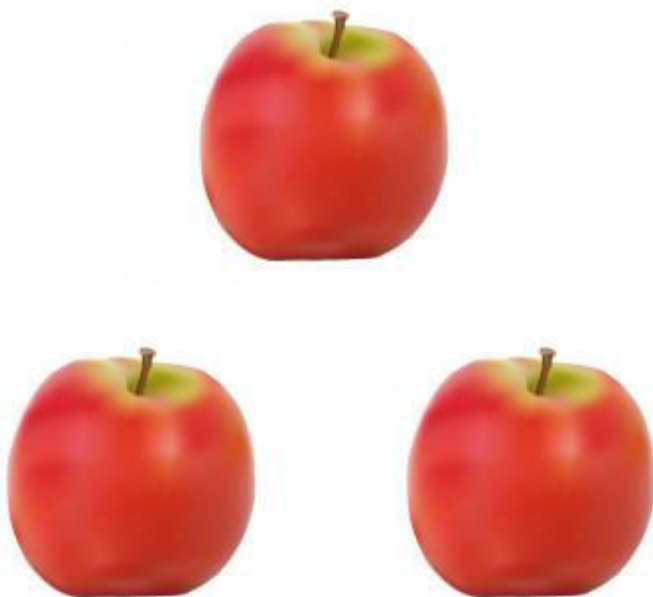
Let's make a number bond to match our picture.

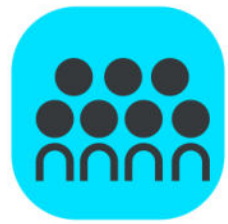




Concept Development

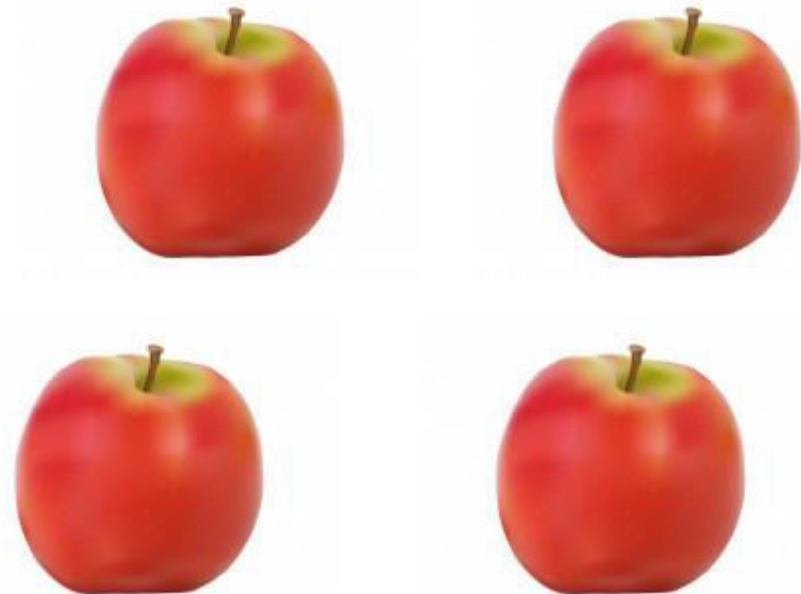
What other **number partners** do you see?

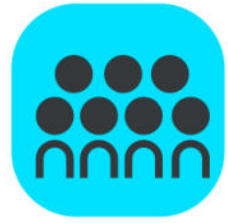




Concept Development

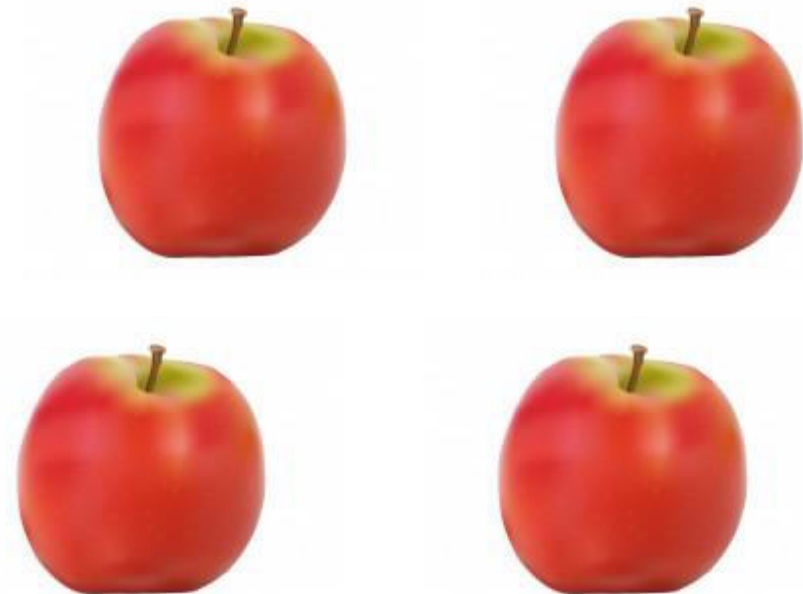
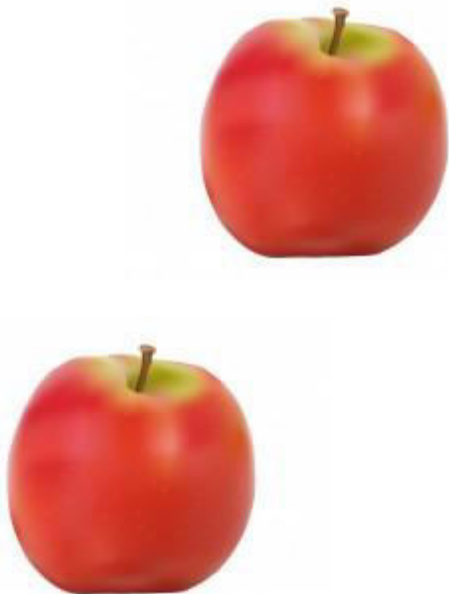
How many apples? Wait for my signal.

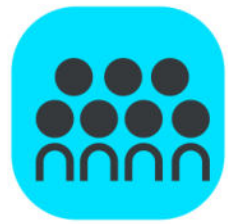




Concept Development

Yes, 6!

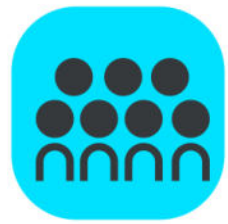




Concept Development

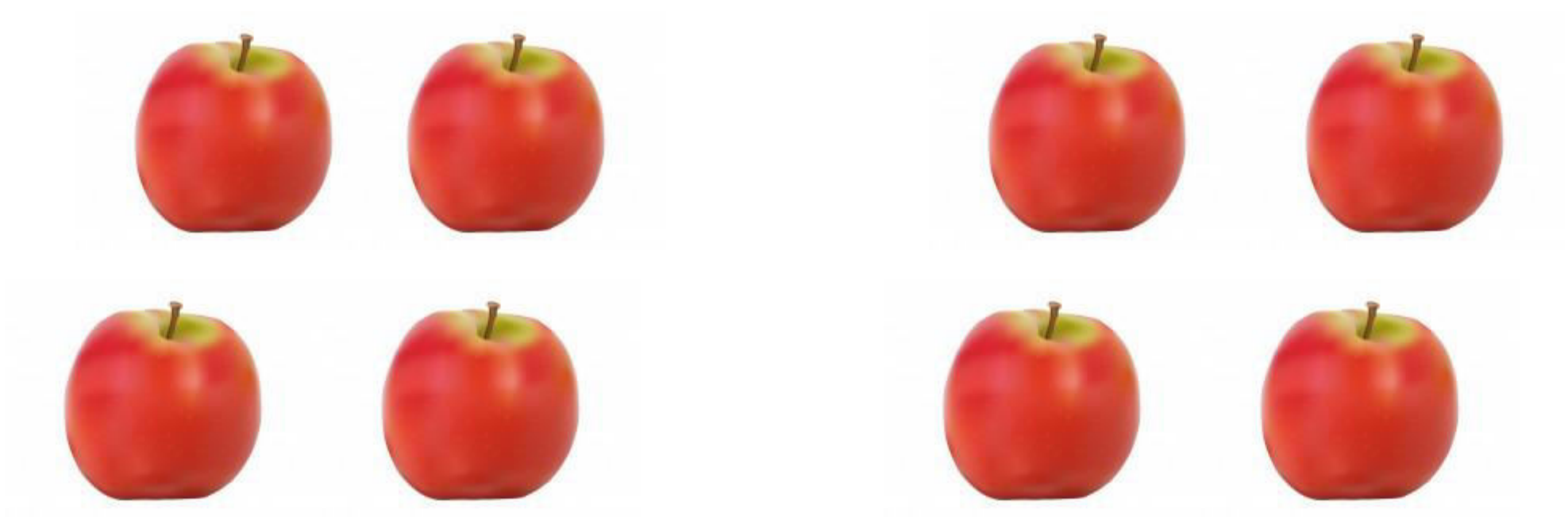
What **number partners** do you see now? Let's circle them and make a number bond to match.

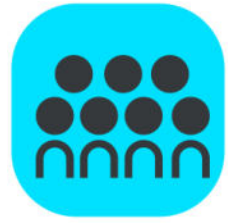




Concept Development

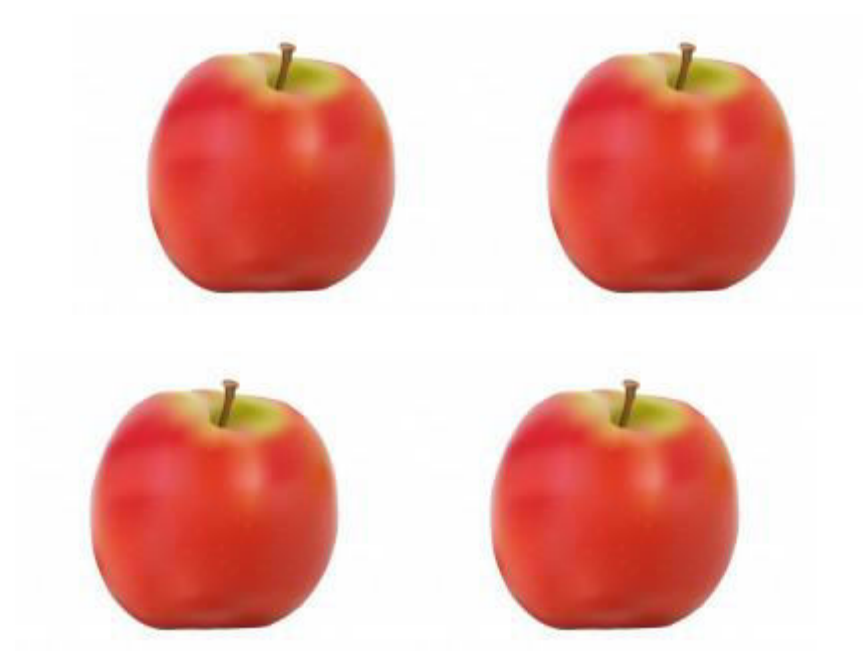
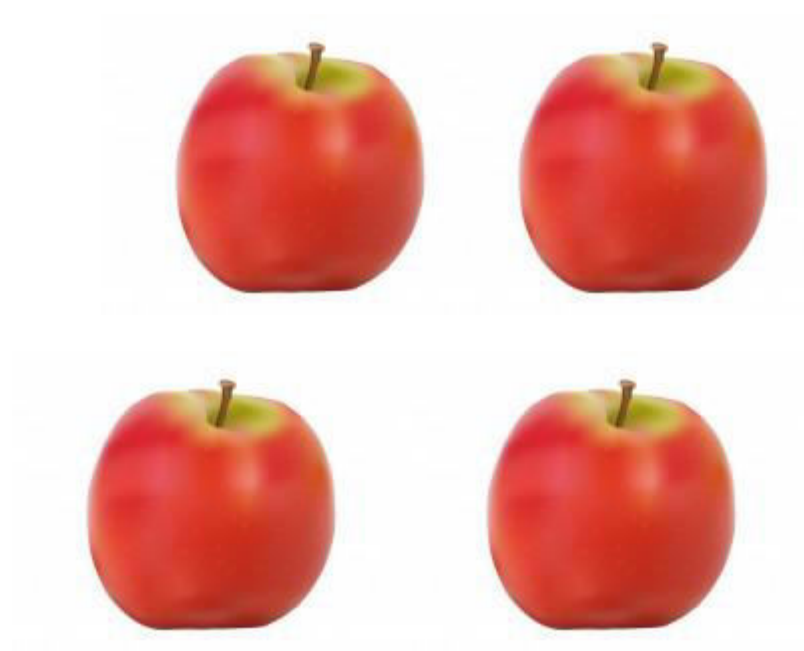
How many apples? Wait for my signal.

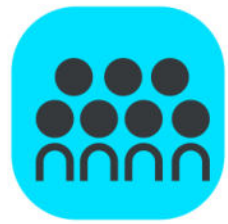




Concept Development

Yes, 8!

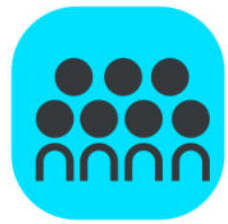




Concept Development

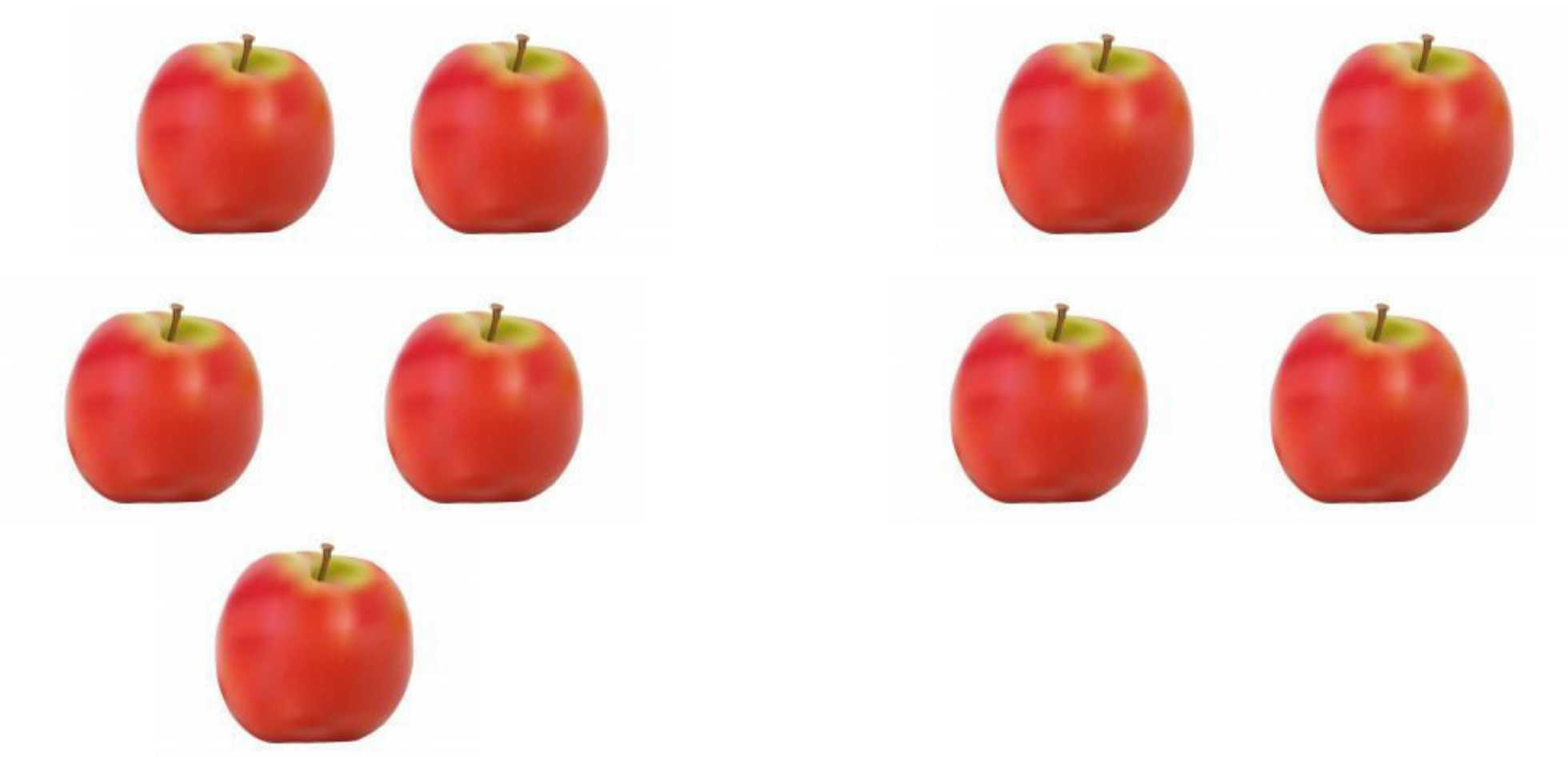
What **number partners** do you see now? Let's circle them and make a number bond to match.

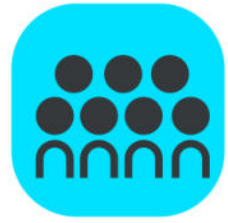




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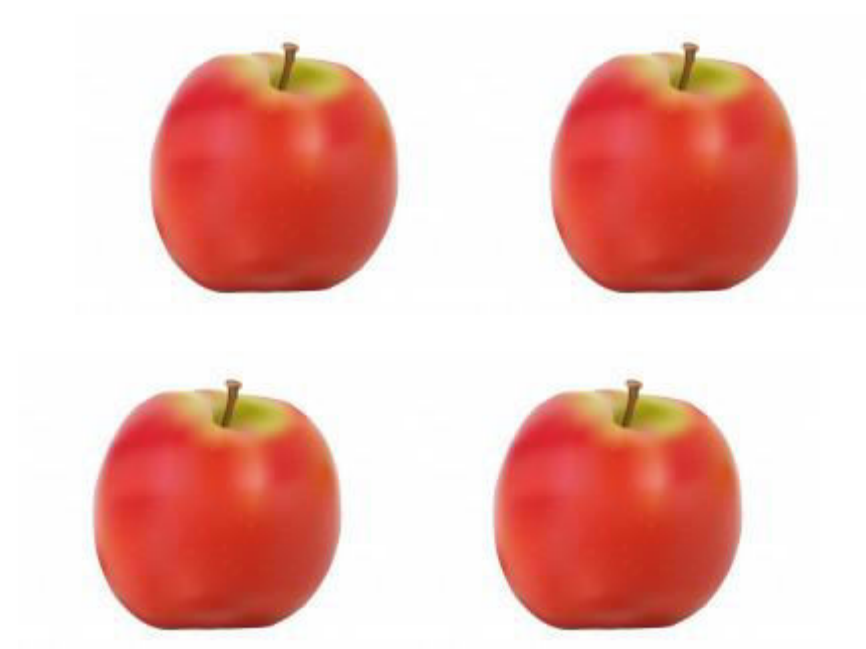
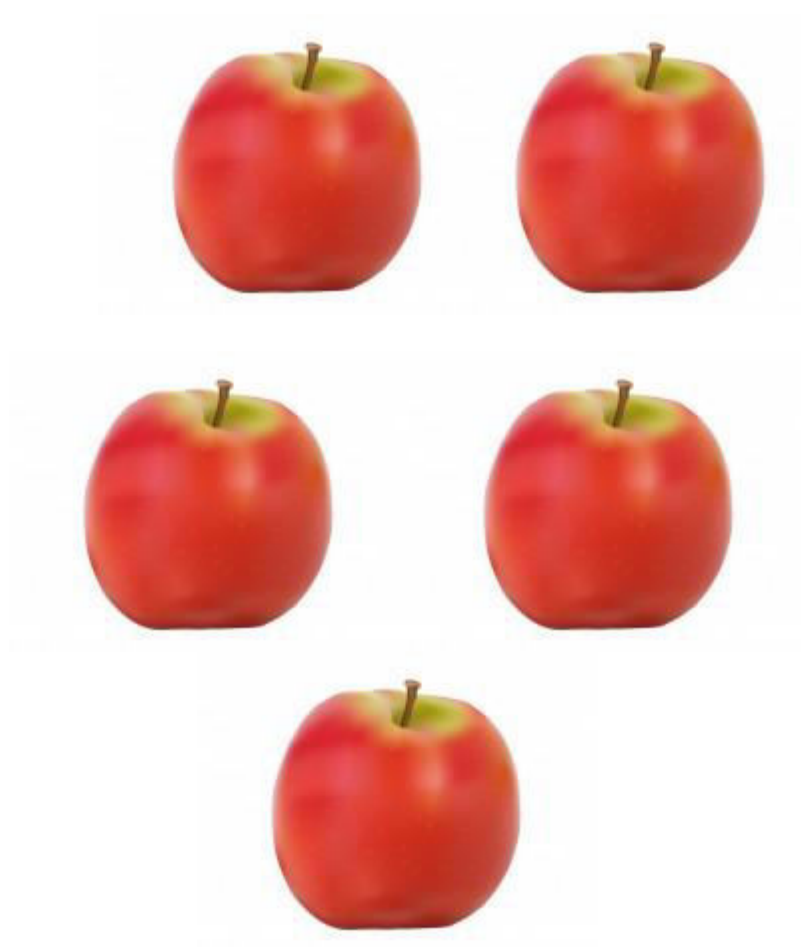
How many apples? Wait for my signal.

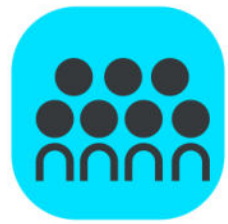




Concept Development

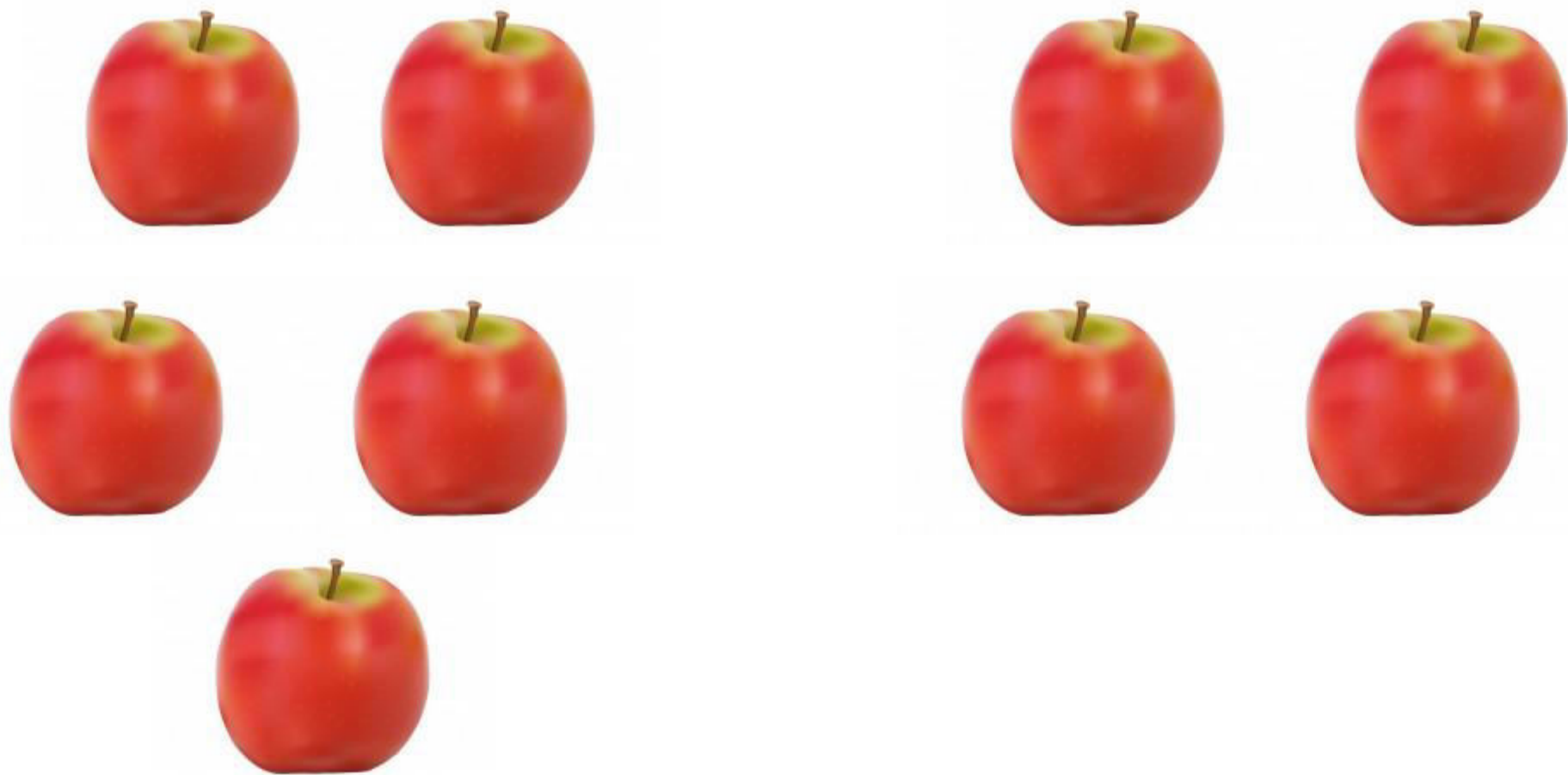
Yes, 9!

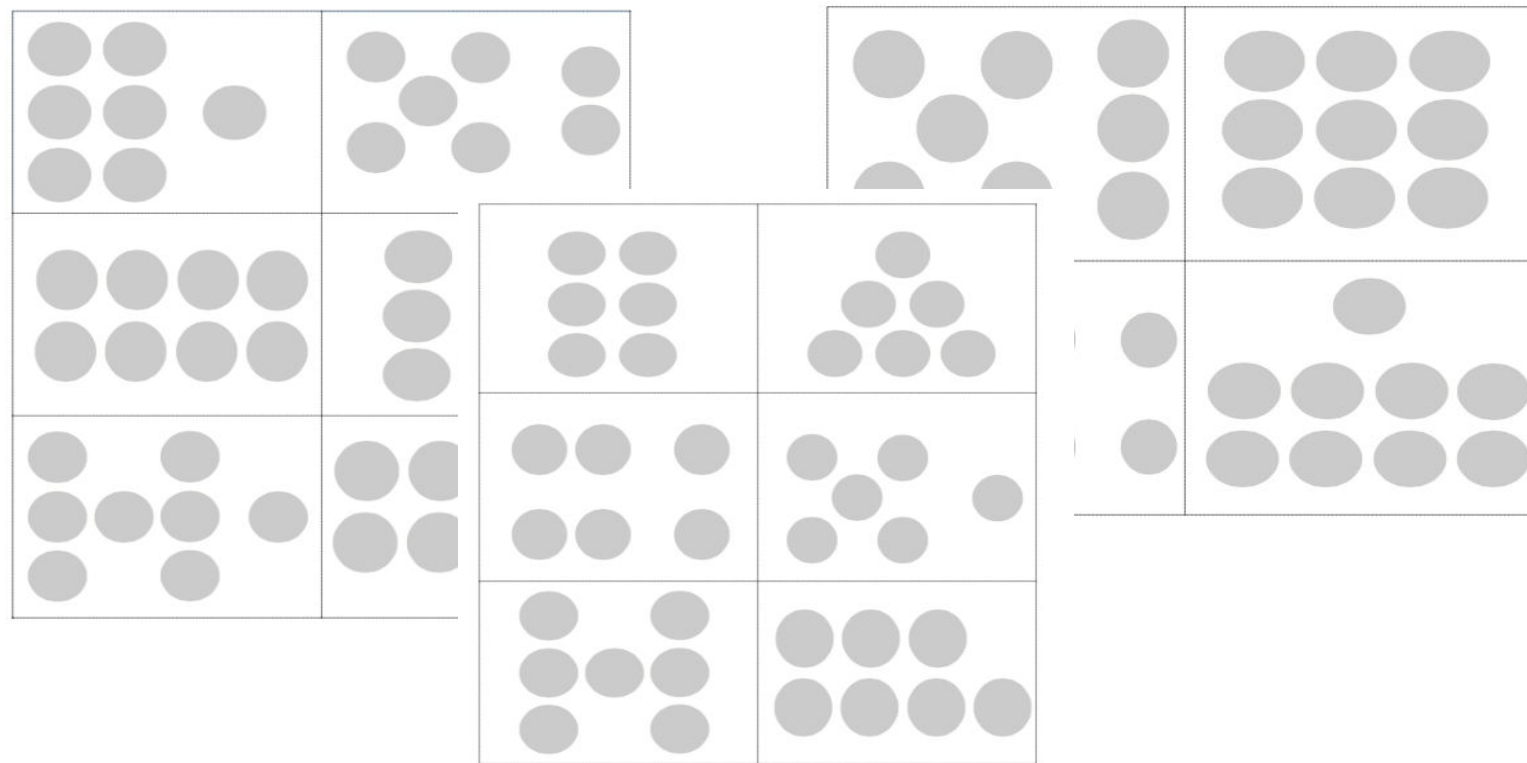




Concept Development

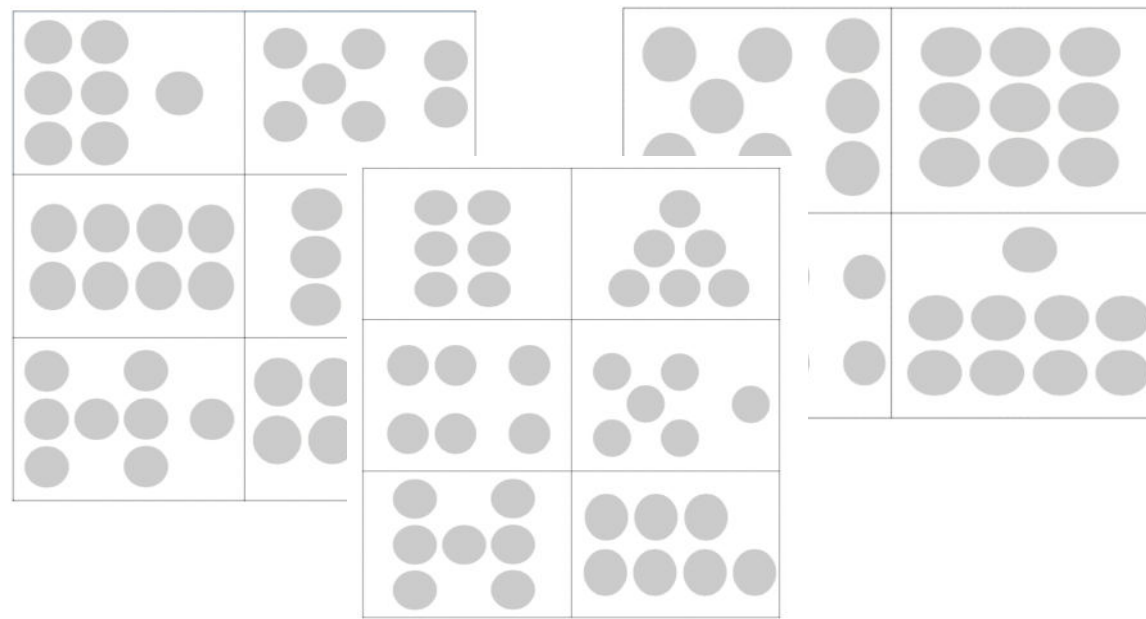
What **number partners** do you see now? Let's circle them and make a number bond to match.





Concept Development

Using your personal board, show a dot card to your partner. They will circle the two parts they see. Then you will write a number bond to match the two partners. Switch roles using the same dot card (change cards after two turns).



Problem Set
1 2 3 4 5

Problem Set



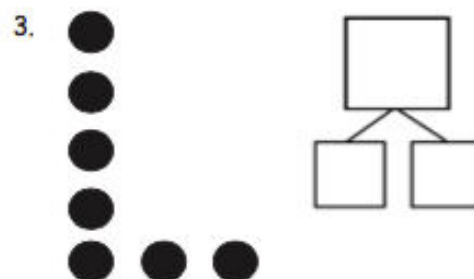
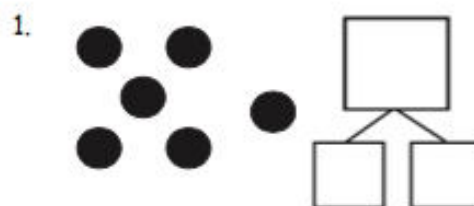
A STORY OF UNITS

Lesson 2 Problem Set 1•1

Name _____

Date _____

Circle 2 parts you see. Make a number bond to match.



Problem Set
1 2 3 4 5

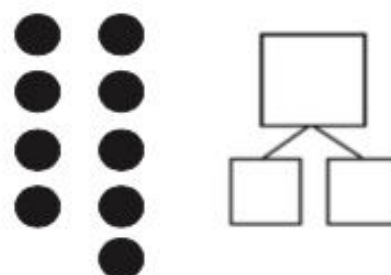
Problem Set



A STORY OF UNITS

Lesson 2 Problem Set 1•1

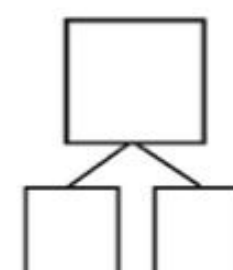
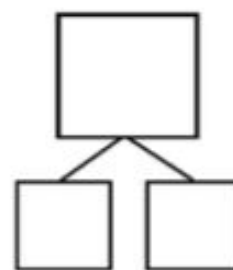
7.



8.



9. How many pieces of fruit do you see? Write at least 2 different number bonds to show different ways to break apart the total.



Debrief



Quickly check your work by sharing and comparing with a partner.

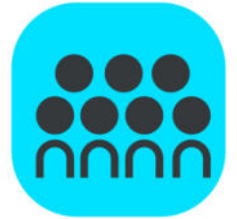
- How did you find your two parts?
- How did you find your total?
- Did you count on?
- Can you count on? What number did you start with?

Debrief



Talk to your partner about how you found the total in Problem 6. Did you count all of the dots, or did you count on from a part you saw?

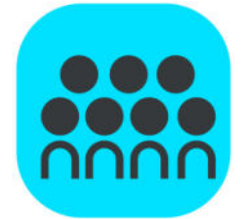
Debrief



Pick one problem where you and your partner came up with a different way to make the total.

How is the total the same when you came up with different parts?

Debrief



Is there always more than one way to make the total?

Debrief

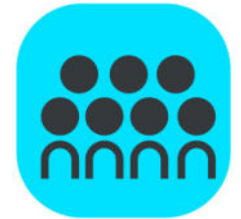


Look at Problem 9.

How were your solutions different from or similar to your partner's solutions?

Debrief

Let's look at our Application Problem again.



Bella spilled some pencils on the carpet. Geno came over to help her pick them up. Geno found 5 pencils under the desk and Bella found 4 by the door.

How many pencils did they find together?

Draw a math picture and write a number bond and a number sentence that tells about the story.

Debrief



What were the two parts in our story problem?

Debrief



What were the two parts in our story problem?

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



A STORY OF UNITS

Lesson 2 Exit Ticket

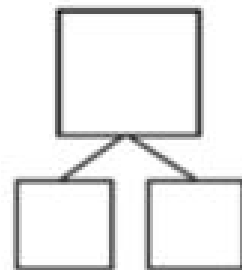
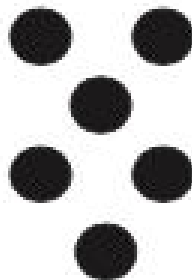
1•1

Name _____

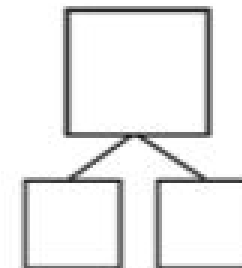
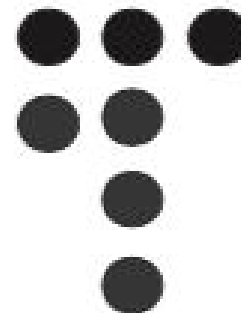
Date _____

Circle 2 parts you see. Make a number bond to match.

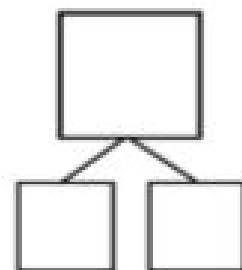
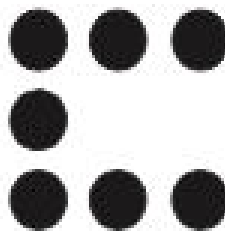
1.



2.



3.



4.

