

Eureka Math

1st Grade Module 1 Lesson 4

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Directions for customizing presentations are available on the next slide.

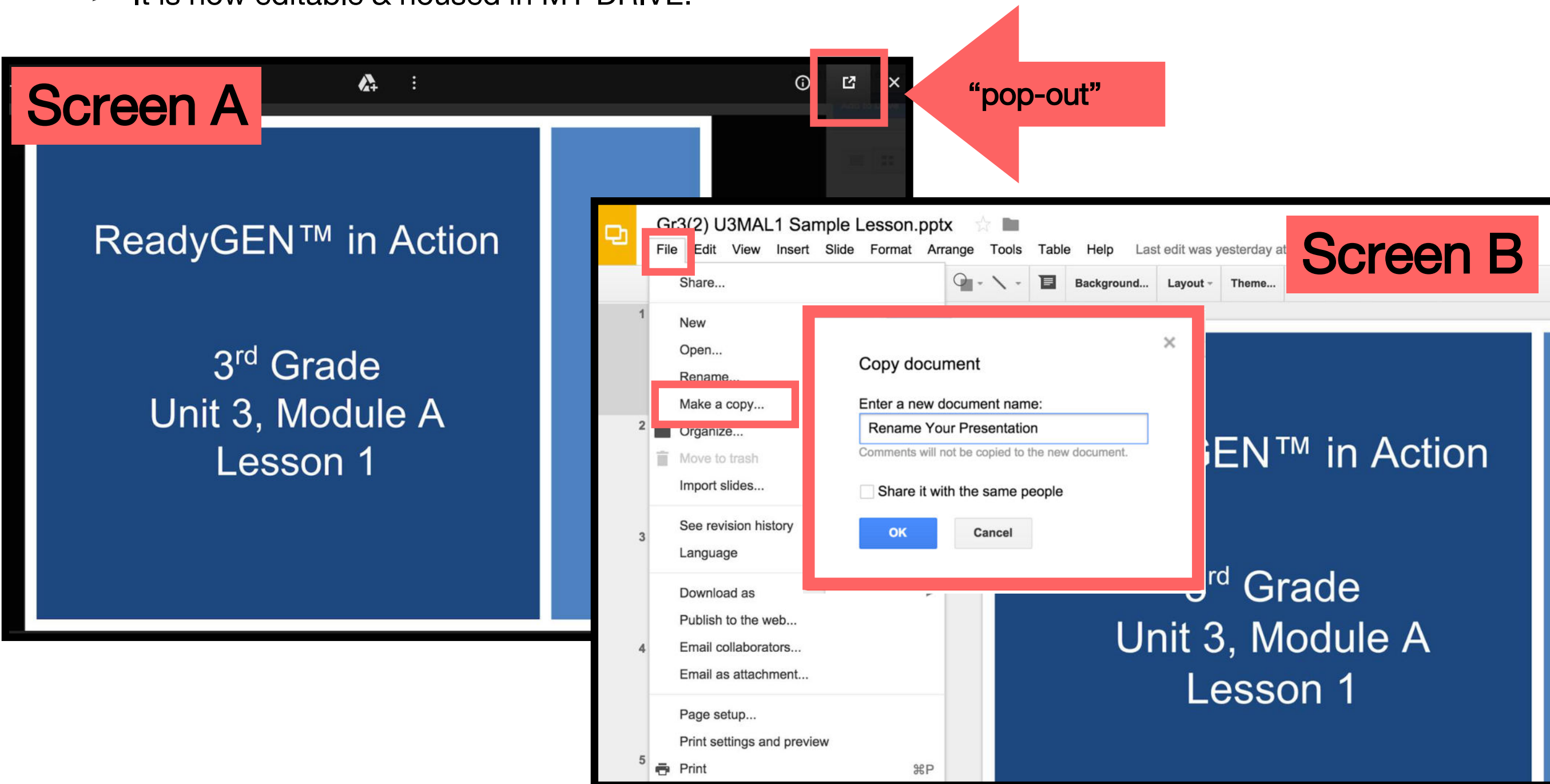


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Customize this Slideshow

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



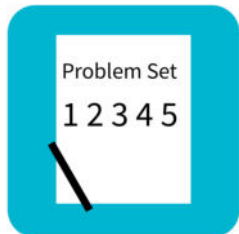
Read, Draw, Write



Learning Target



Personal White Board



Problem Set



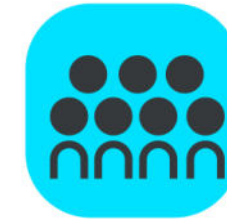
Manipulatives Needed



Fluency



Think Pair Share



Whole Class



Individual



Partner



Small Group



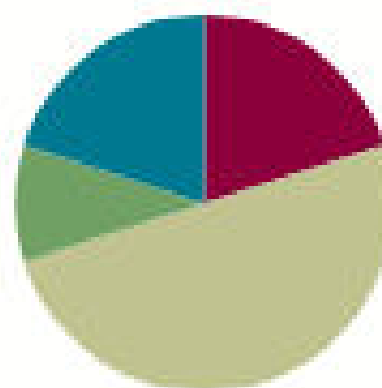
Small Group Time

Lesson 4

Objective: Represent *put together* situations with number bonds. Count on from one embedded number or part to totals of 6 and 7, and generate all addition expressions for each total.

Suggested Lesson Structure

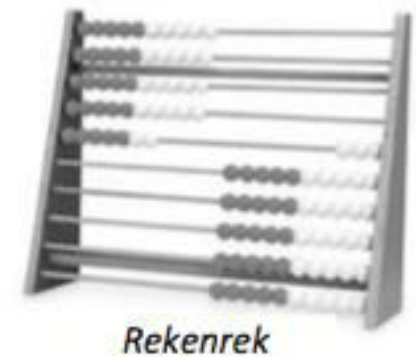
■ Fluency Practice	(12 minutes)
■ Application Problem	(6 minutes)
■ Concept Development	(30 minutes)
■ Student Debrief	(12 minutes)
Total Time	(60 minutes)



Materials Needed

Teacher

- Rekenrek
- Chart to record decompositions of 6



Student

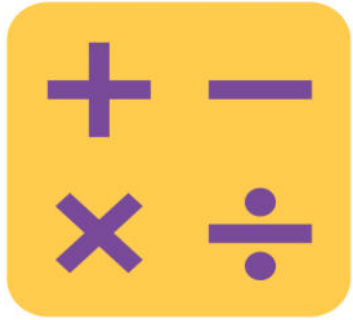
- Bag of 10 two-color beans, 6 apples picture card (Lesson 4 Template).



I can show a **put together situation** with number bonds.

I can count on from one part to a total.

I can write all of the addition expressions for a total.



Sprint

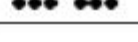
1 More with Dots and Numerals

A STORY OF UNITS Lesson 4 Sprint 1•1

A Number Correct: 

Name _____ Date _____

*Write the number that is 1 more.

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

A STORY OF UNITS Lesson 4 Sprint 1•1

B Number Correct: 

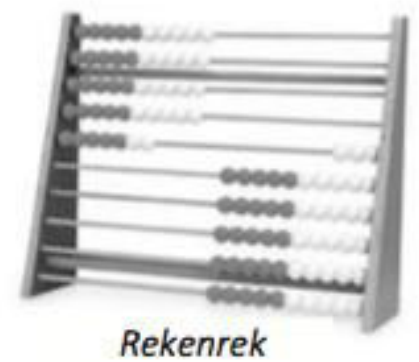
Name _____ Date _____

*Write the number that is 1 more.

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



Happy Counting by Ones, 10-20



Rekenrek

Let's play Happy Counting! We're going to count by ones.

When I hold my hand like this (point thumb and motion up), I want you to count **up**.



If I put my hand like this (point thumb and motion down), I want you to count **down**.



If I do this (thumb to the side) that means **stop**, but try hard to remember the last number you said.



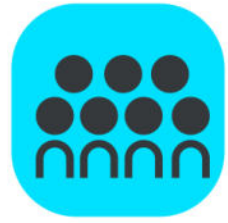
Application Problem

The logo consists of a green rounded square with the white text "RDW" inside.

Our class had 4 pumpkins. On Monday, Marta brought 1 more pumpkin. How many pumpkins did our class have on Monday?

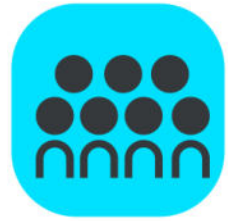
On Tuesday, Beto brought 1 more pumpkin. How many pumpkins did our class have on Tuesday?

Then, on Wednesday, Shea brought 1 more pumpkin. How many pumpkins did our class have on Wednesday? Draw a picture and write a number sentence to show your thinking. What do you notice about what happened each day?



Concept Development

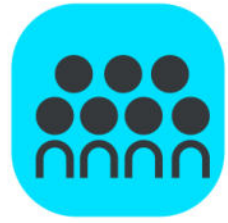
How many students do you see?



Concept Development

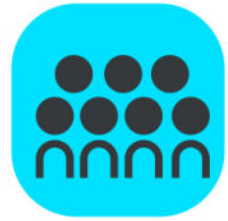
How many students do you see?

Yes, 6!



Concept Development

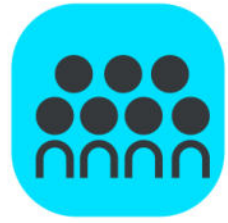
How many boys are there?



Concept Development

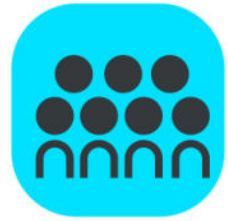
How many boys are there?

Yes, 4!



Concept Development

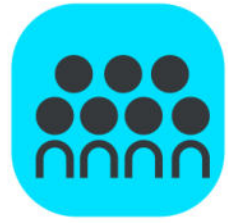
How many girls are there?



Concept Development

How many girls are there?

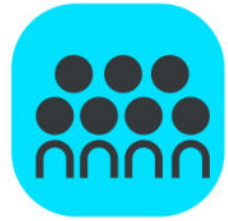
Yes, 2!



Concept Development

Talk to your partner about what would be a good strategy to see how many students there are altogether.

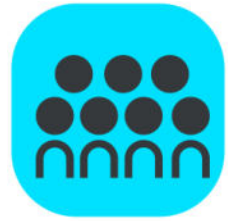




Concept Development

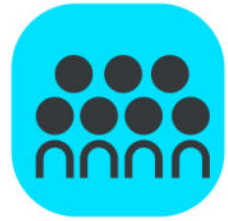
I heard someone say that we can
count on from 4.

Point with me to keep track as we
count on from 4.



Concept Development

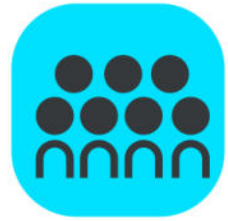
What parts did we put together to
make 6?



Concept Development

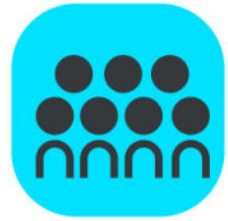
What parts did we put together to make 6?

Yes, 4 and 2!



Concept Development

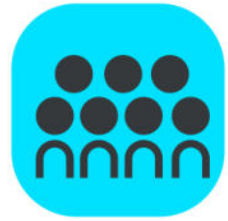
Let's write those parts in a number sentence.



Concept Development

Let's write those parts in a number sentence.

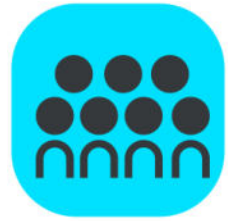
$$6 =$$



Concept Development

Let's write those parts in a number sentence.

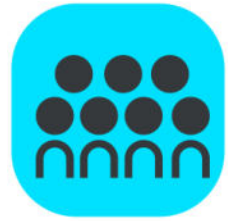
$$6 = 4$$



Concept Development

Let's write those parts in a number sentence.

$$6 = 4 + 2$$

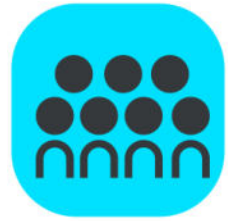


Concept Development

What would our number sentence look like if we started with the girls first?

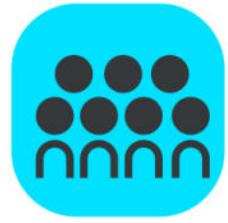
Talk to your partner about what the number sentence would be.





Concept Development

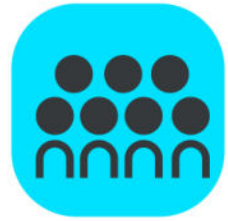
Let's write that number sentence.



Concept Development

Let's write that number sentence.

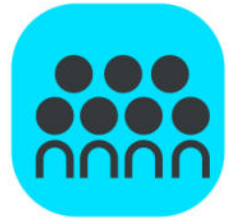
$$6 =$$



Concept Development

Let's write that number sentence.

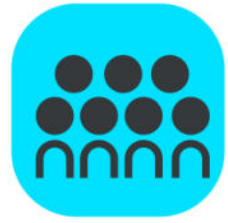
$$6 = 2$$



Concept Development

Let's write that number sentence.

$$6 = 2 + 4$$



Concept Development

Now, let's look at...

Problem Set



Problem Set

1 2 3 4 5

A STORY OF UNITS

Lesson 4 Template 1•1

A STORY OF UNITS

Lesson 4 Problem Set 1•1

Name _____ Date _____

Ways to Make 6.

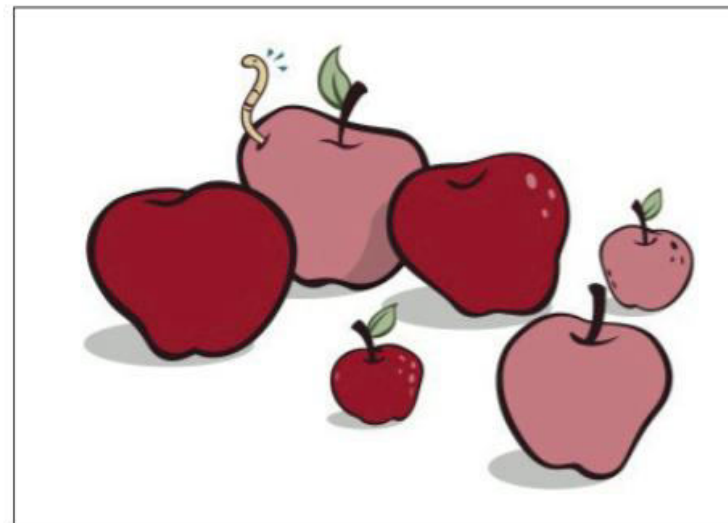
Use the apple picture to help you write all of the different ways to make 6.

	+	
	+	

	+	
	+	

	+	
	+	

	+	
	+	



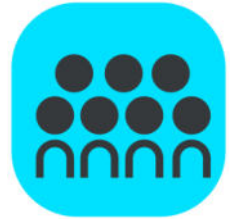
You are going to get an apple picture card and a bag of 10 two-color beans.

Debrief



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

Debrief

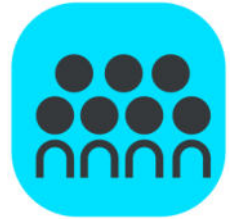


Why did we keep track of the apples as we counted?

Talk to your partner about all of the different ways you made 6.



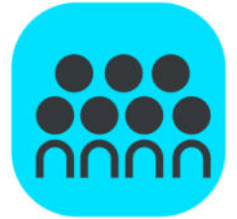
Debrief



We are going to write number bonds to show all the different ways you made 6.

What was the biggest part you found in your number bond, and what was its partner?

Debrief



We are going to write number bonds to show all the different ways you made 6.

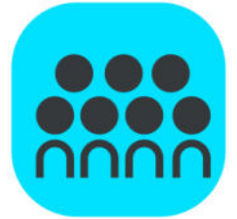
What was the biggest part you found in your number bond, and what was its partner?

Yes, 6 and 0.

Let's put that number bond on our chart and we can write the expressions.

What other partners did you find?

Debrief



What do you notice about the two parts in the **expressions** that make 6 as we look at them in order from left to right?

$$6 + 0 \quad 5 + 1 \quad 4 + 2 \quad 3 + 3$$

What is different between the expression and the number sentence?

$$4 + 2$$

$$4 + 2 = 6$$

Debrief



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



What did you get really good at today?

Exit Ticket



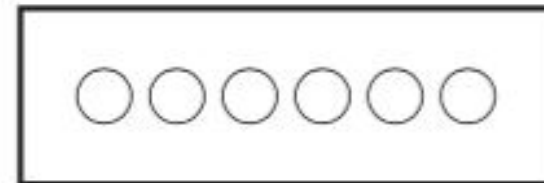
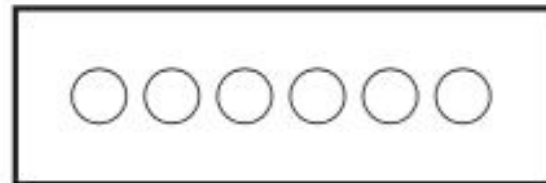
A STORY OF UNITS

Lesson 4 Exit Ticket

1•1

Name _____ Date _____

Show different ways to make 6. In each set, shade some circles and leave the others blank.



○ ○ ○ ○ ○ ○

Write a number bond to match this picture.

○ ○ ○ ○ ○ ○

Write a number sentence to match this picture.

+ =