Eureka Math

1st Grade
Module 1
Lesson 5

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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.
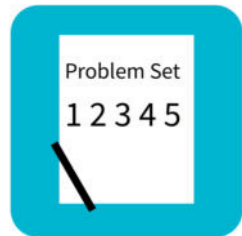
Icons

RDW — Read, Draw, Write

Learning Target
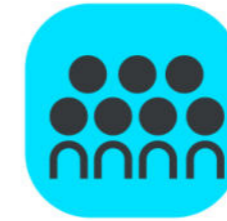
Personal White Board

Problem Set

Manipulatives Needed

Fluency

Think Pair Share

Whole Class

Individual

Partner

Small Group

Small Group Time

Lesson 5

Objective: 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	(15 minutes)	
■ Application Problem	(5 minutes)	
■ Concept Development	(25 minutes)	
■ Student Debrief	(15 minutes)	
Total Time	**(60 minutes)**	
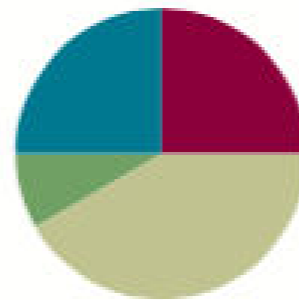
Materials Needed

Teacher
- Number bond on white board
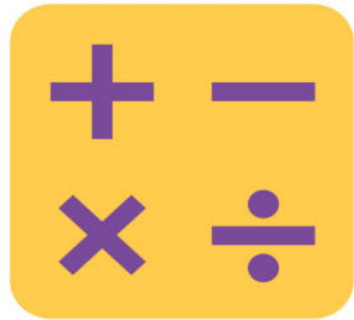- Chart to record decompositions of 7

Student
- 5-group cards (Template 1 - double sided), 7 children picture card (Template 2),
- For Debrief - scissors, glue stick, sheet of blank paper

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

I can count on from one part to a total of 6 and 7.

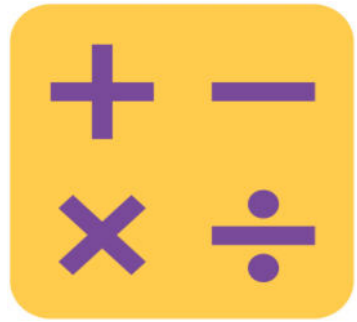I can write all of the addition expressions for a total.

Math Finger Flash
(with Number Sentences)

I'm going to flash my fingers the Math Way for just a few seconds.Then I'm going to hide them.

When I give the signal, tell me how many fingers you saw.

Then say an addition sentence to make 5.

Math Finger Flash
(with Number Sentences)

Now I'm going to show you numbers between 5 and 10.

When I give the signal, tell me how many fingers you saw.

Then say a 5 + ___ addition sentence for the number you saw.

Shake Those Disks

Shake Those Disks!—6
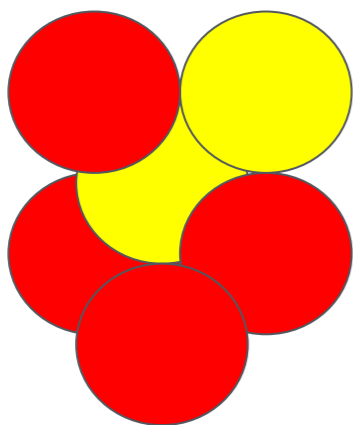
6	6	6	6
0 6	1 5	2 4	3 3

shake those disks 6 board
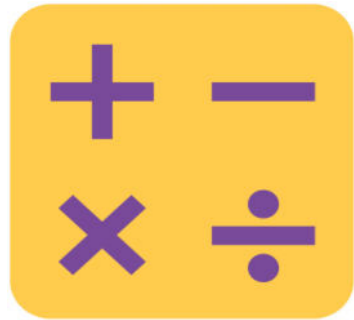
Shake Those Disks

Take turns with your partner being the Shaker and the Recorder.

The Shaker shakes the disks and tosses them on the table.

The Recorder then records the roll on the Shake Those Disks board.
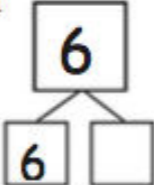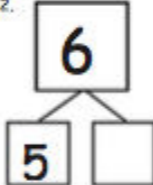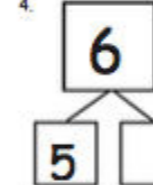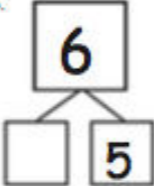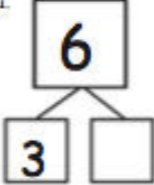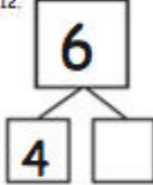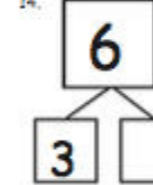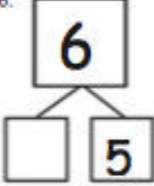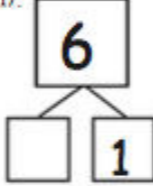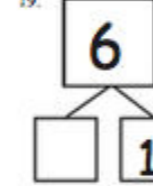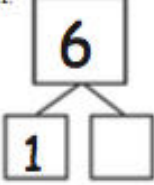
Number Bond Dash

Name _____   Date _____

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

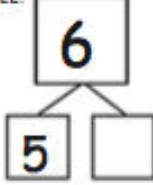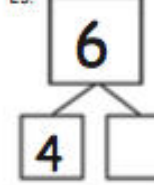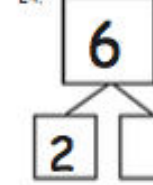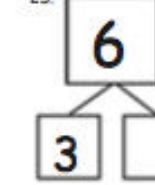|				
1. 6 / 6 ☐	2. 6 / 5 ☐	3. 6 / 4 ☐	4. 6 / 5 ☐	5. 6 / 6 ☐
6. 6 / ☐ 5	7. 6 / ☐ 4	8. 6 / ☐ 5	9. 6 / ☐ 4	10. 6 / ☐ 3
11. 6 / 3 ☐	12. 6 / 4 ☐	13. 6 / 2 ☐	14. 6 / 3 ☐	15. 6 / 2 ☐
16. 6 / ☐ 5	17. 6 / ☐ 1	18. 6 / ☐ 0	19. 6 / ☐ 1	20. 6 / ☐ 0
21. 6 / 1 ☐	22. 6 / 5 ☐	23. 6 / 4 ☐	24. 6 / 2 ☐	25. 6 / 3 ☐

Application Problem

RDW

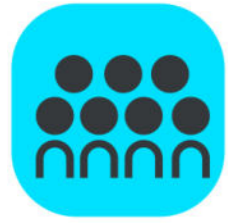Marcus had 6 pieces of candy. He decided to give some to his mother and keep some for himself.

Use pictures and numbers to show two ways that Marcus could have split up 6 pieces of his candy.
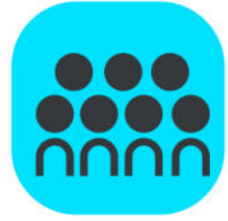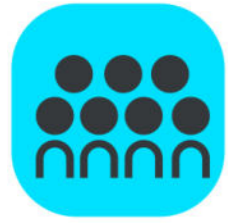
Concept Development

I'm going to bring up a group of students.

Concept Development
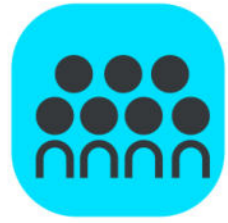
How many students do you see?

🔵 Concept Development

Yes, 7!
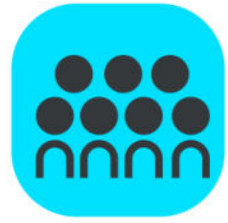
Let's record that in our number bond.

What does the 7 represent?

🟦 Concept Development

I heard someone say that 7 is the number of kids.

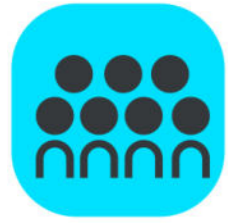The number 7 in the whole box of our number bond represents the number of kids.

Concept Development

Let's talk about a difference we see.

There is 1 student up here who has something different from the rest.
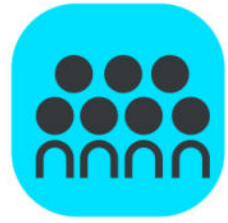
What is it?

Concept Development
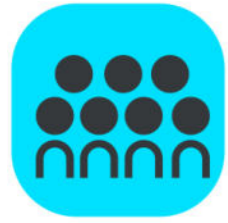
Yes, 1 has long hair.

Let's write 1 in our number bond.
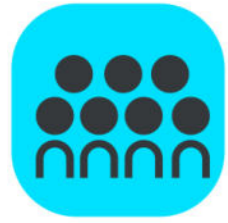
What does this 1 represent?

Concept Development

Yes, students with long hair.

Let's label this part of our number bond *long hair.*
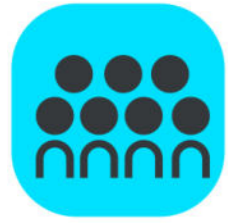
📊 Concept Development

Show 1 with your 5-group card using the dot side, and put it in front of you.
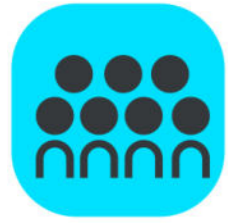
Concept Development

Show 1 with your 5-group card using the dot side, and put it in front of you.
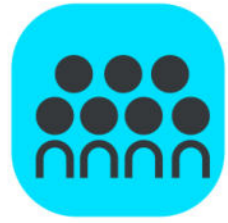
Concept Development

If one student has long hair, what about the rest of these students?

🔵 Concept Development

If one student has long hair, what about the rest of these students?
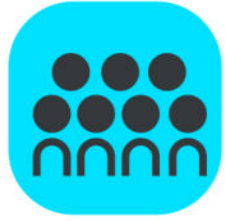
How many students have short hair?

Concept Development

Yes, 6 have short hair.
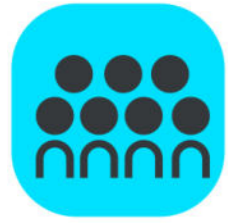
Let's write 6 in our number bond.

What does this 6 represent? How should I label this part of our number bond?
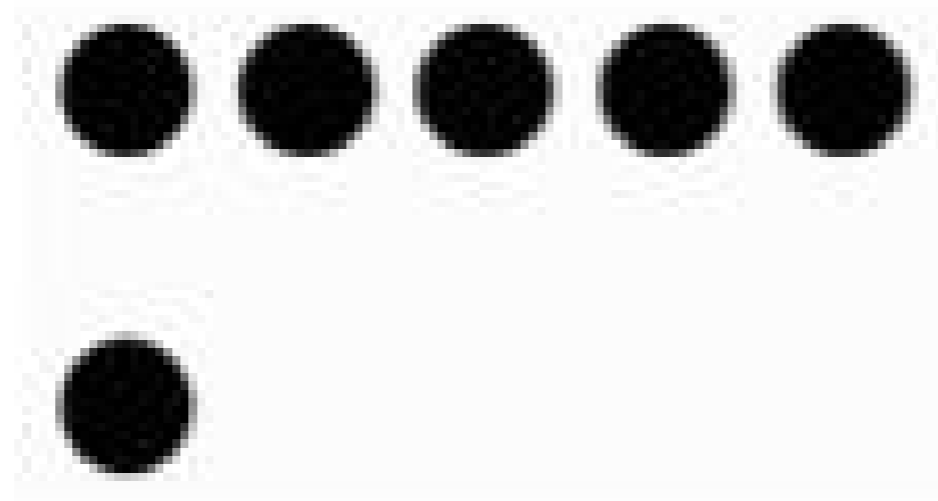
Concept Development

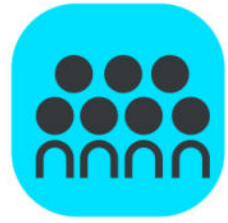Yes, 6 represents the number of students with short hair.

Let's label that part of our number bond *short hair.*

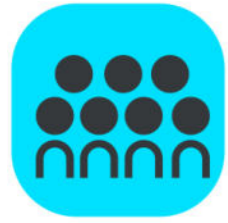![Concept Development app icon] Concept Development

Show 6 with your 5-group card using the dot side, and put it in front of you.
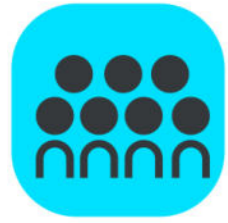
Concept Development

What's the best strategy to find out how many students there are altogether?

Concept Development

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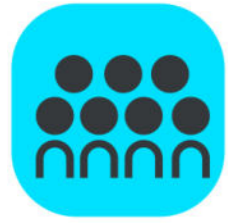
Can we count on from 1?

🟦 Concept Development

What's the best strategy to find out how many students there are altogether?

Can we count on from 1?

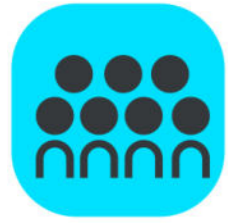Point with me to keep track as we count on from 1.

🔵 Concept Development

Now, it's your turn to count on.

Flip your 1 dot card to show the number 1. Then, count on from 1.
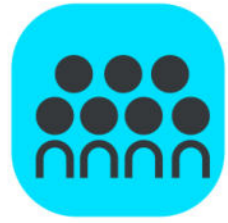
Be sure to touch and count!

Concept Development
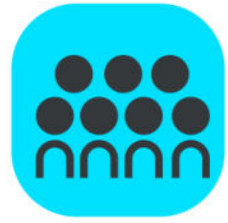
What are the two parts that make 7?.
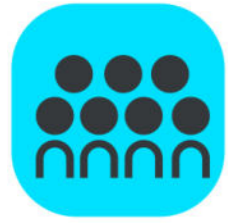
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🔳 Concept Development

Yes, 1 and 6

🔵 Concept Development

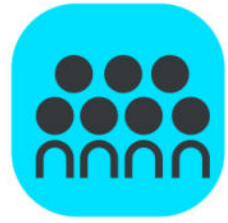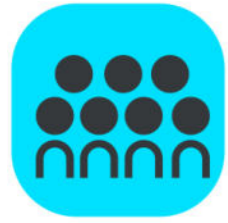Say the number sentence that makes 7.

🔷 Concept Development

Yes, 1 + 6 = 7.
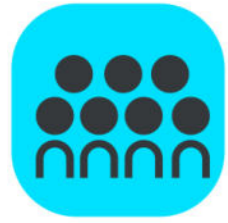
Concept Development

Say the number sentence starting with the students with short hair.
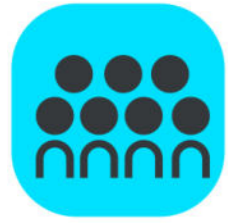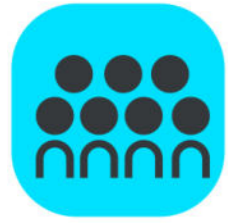
📱 Concept Development

Yes, 6 + 1 = 7.

🟦 Concept Development

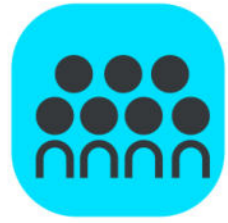Say the number sentence starting with the total.

🔷 Concept Development

Yes, 7 = 1 + 6.

🔢 Concept Development

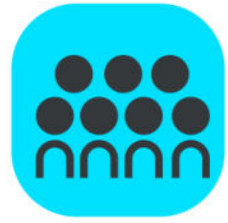Say the number sentence starting with the total, but flip the parts this time. .
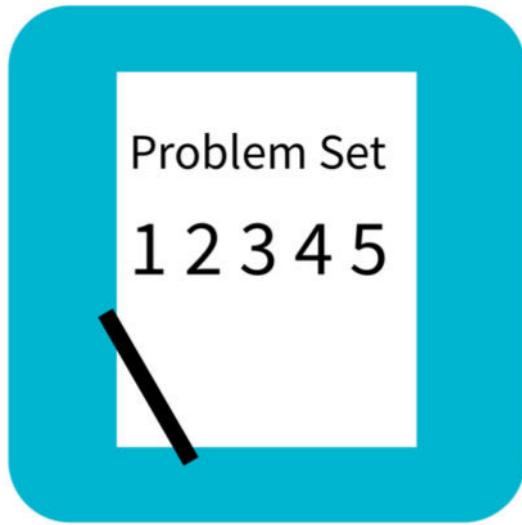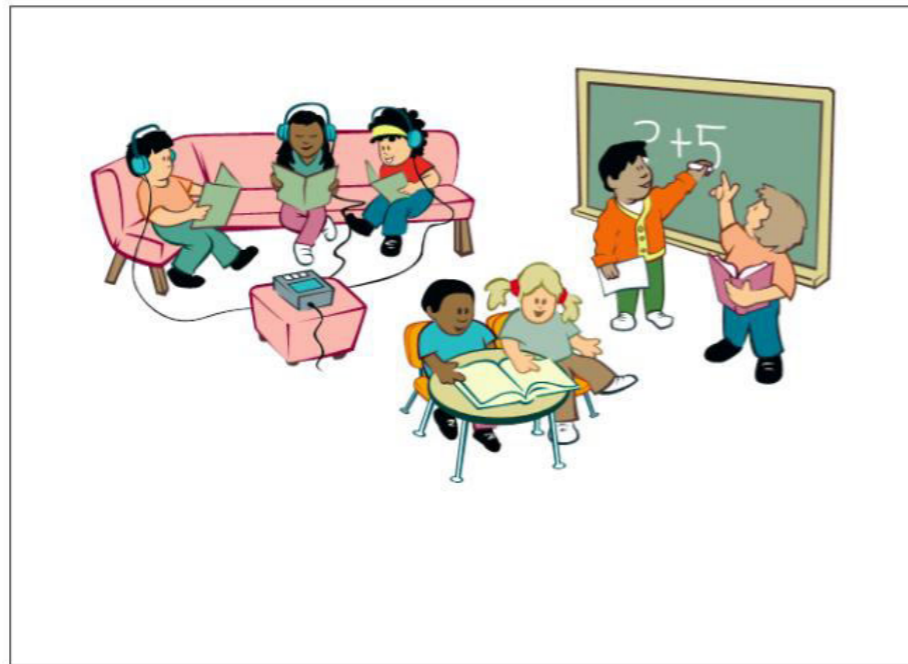
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Concept Development

Yes, 7 = 6 + 1.

Concept Development

Let's look for another difference in our group of kids.

Problem Set

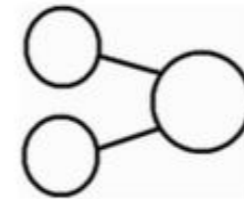You are going use a student picture card and your 5-group cards.
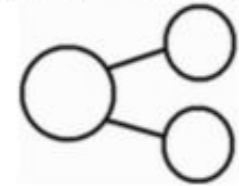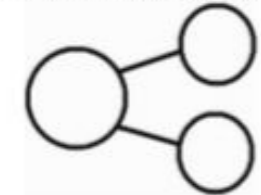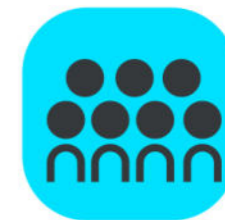
Debrief

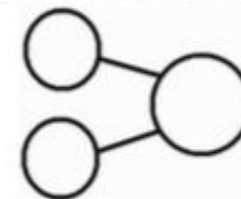Come to the meeting area with your Problem Set, scissors and glue.

Cut out your number bonds (in sections) from the sheet and place them in a number order that makes sense to you.

Be ready to talk to your partner about the order you chose.

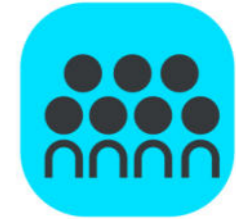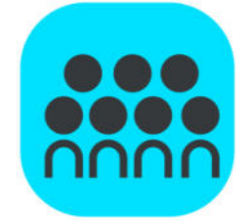# Debrief

Talk with your partner about how you put your number bonds of 7 in an order based on the numbers.
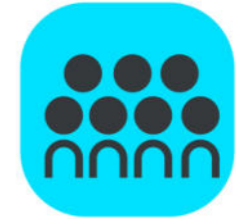
Does your way of ordering look the same as or different from your partner's?

Debrief
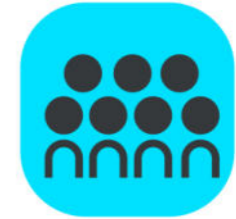
Let's write all of the number bonds of 7.

Debrief

Now we are going to glue our number bonds iin order, starting with 7 and 0, on a blank sheet of paper.
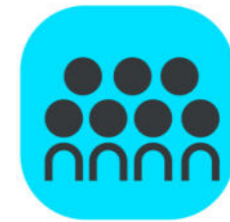
Debrief

Look at all the ways we made 7 in this poster.

What patterns do you see?

Debrief

Let's revisit our poster for 6.

What do you see that is the **same** about our poster showing ways to make 6 and our poster showing ways to make 7?

What do you see that is **different** about our poster showing ways to make 6 and our poster showing ways to make 7?

Talk to your partner about what you noticed.

Debrief

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

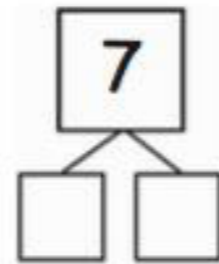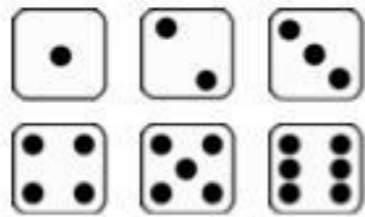What did you get really good at today?

Exit Ticket

Name _____   Date _____

Color in two dice that make 7 together. Then, fill in the number bond and number sentences to match the dice you colored.