Eureka Math

1st Grade
Module 1
Lesson 10

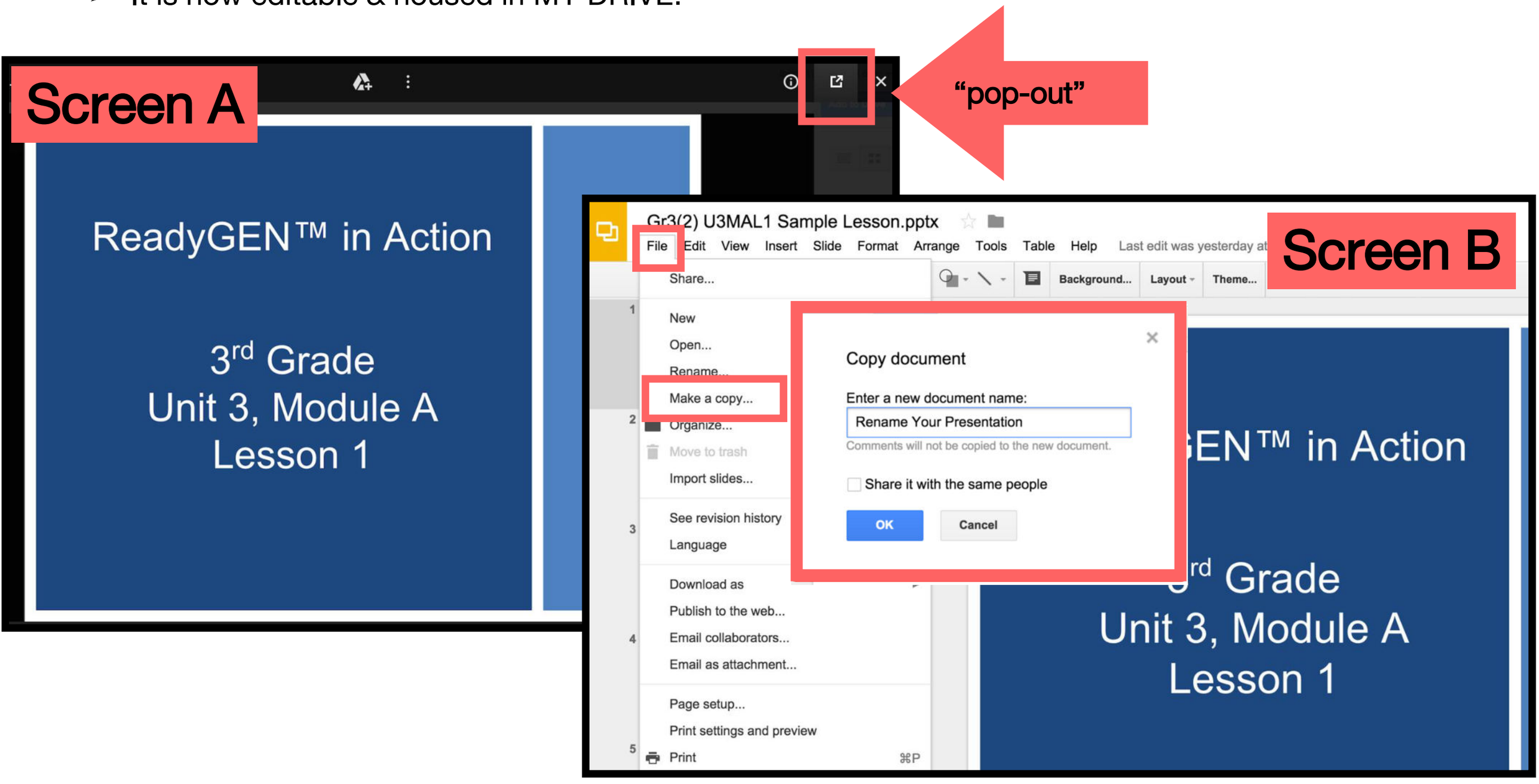
At the request of elementary teachers, a team of Bethel & Sumner educators met as a committee to create Eureka slideshow presentations. These presentations are not meant as a script, nor are they required to be used. Please customize as needed. Thank you to the many educators who contributed to this 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 10

Objective: Solve *put together with result unknown* math stories by drawing and using 5-group cards.

Suggested Lesson Structure

Fluency Practice	(15 minutes)
Application Problem	(10 minutes)
Concept Development	(25 minutes)
Student Debrief	(10 minutes)
Total Time	**(60 minutes)**

Materials Needed

Teacher

- 7 children picture card (Lesson 5 Template 2), 10 children on playground picture card (Lesson 8 Template)

Student

- Per set of partners: personal white board, Target Practice (Fluency Template), 6 counters, 1 die, 5-group cards (Lesson 5 Template 1), number bond and two blank equations (Lesson 9 Template), 10 children on playground picture card (Lesson 8 Template) per pair

I can solve *put together with result unknown* math stories by drawing and using 5-group cards.

Happy Counting
The Say Ten Way

Let's play Happy Counting! We're going to count from 15 to 25 the Say Ten way.

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.

Cold Call: 1 More

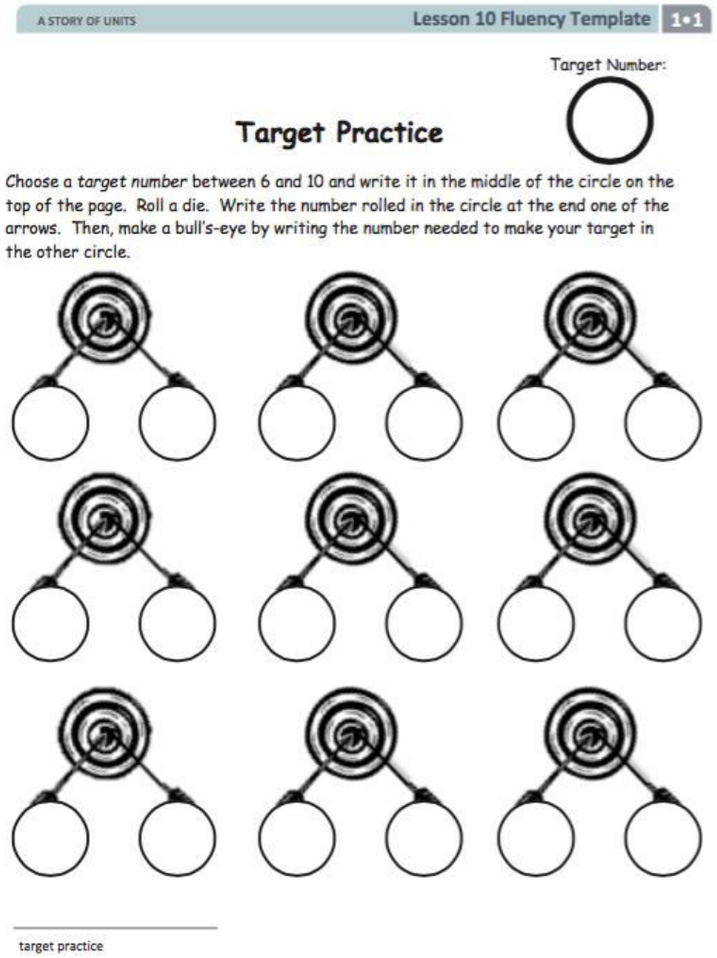
I’m going to say a number.

Think about the number that is 1 more.

I’m going to call on one student to say the number as quickly as possible.

Target Practice: 5 & 6

We have played this before, but now you will have a Target Practice board.



A STORY OF UNITS Lesson 10 Fluency Template 1•1

Target Number:

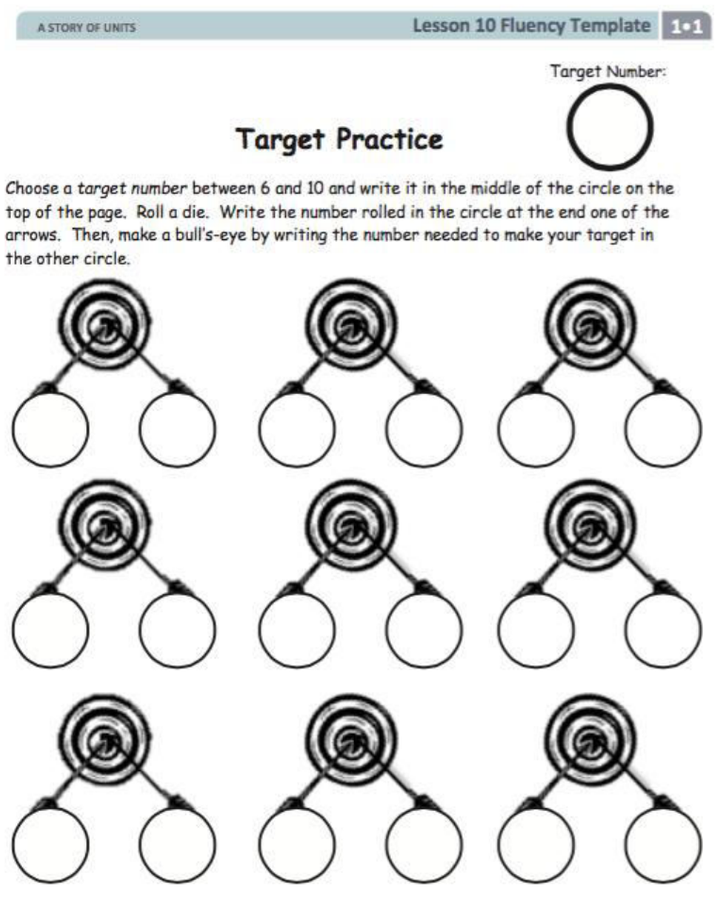
Target Practice

Choose a *target number* between 6 and 10 and write it in the middle of the circle on the top of the page. Roll a die. Write the number rolled in the circle at the end one of the arrows. Then, make a bull's-eye by writing the number needed to make your target in the other circle.

target practice

Target Practice: 5 & 6

Start with a target of 5. When you are ready, use 6 as the target.



A STORY OF UNITS Lesson 10 Fluency Template 1•1

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target practice

Application Problem

RDW

The class is collecting canned food to help those in need. The teacher brings in 3 cans to start the collection.

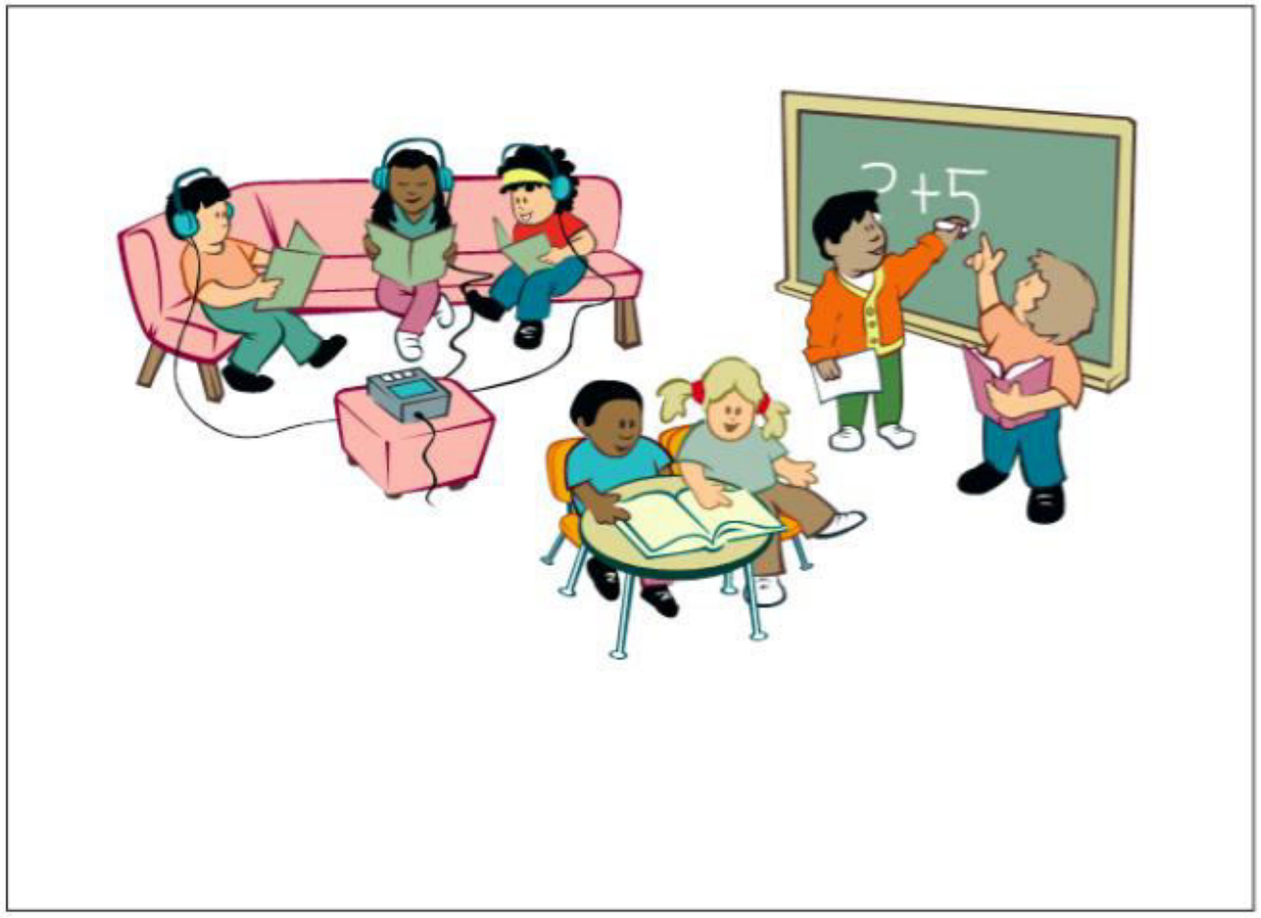
On Monday, Becky brings in 2 cans. On Tuesday, Talia brings in 2 cans.

On Wednesday, Brendan brings in 2 cans.

How many cans were there at the end of each day?

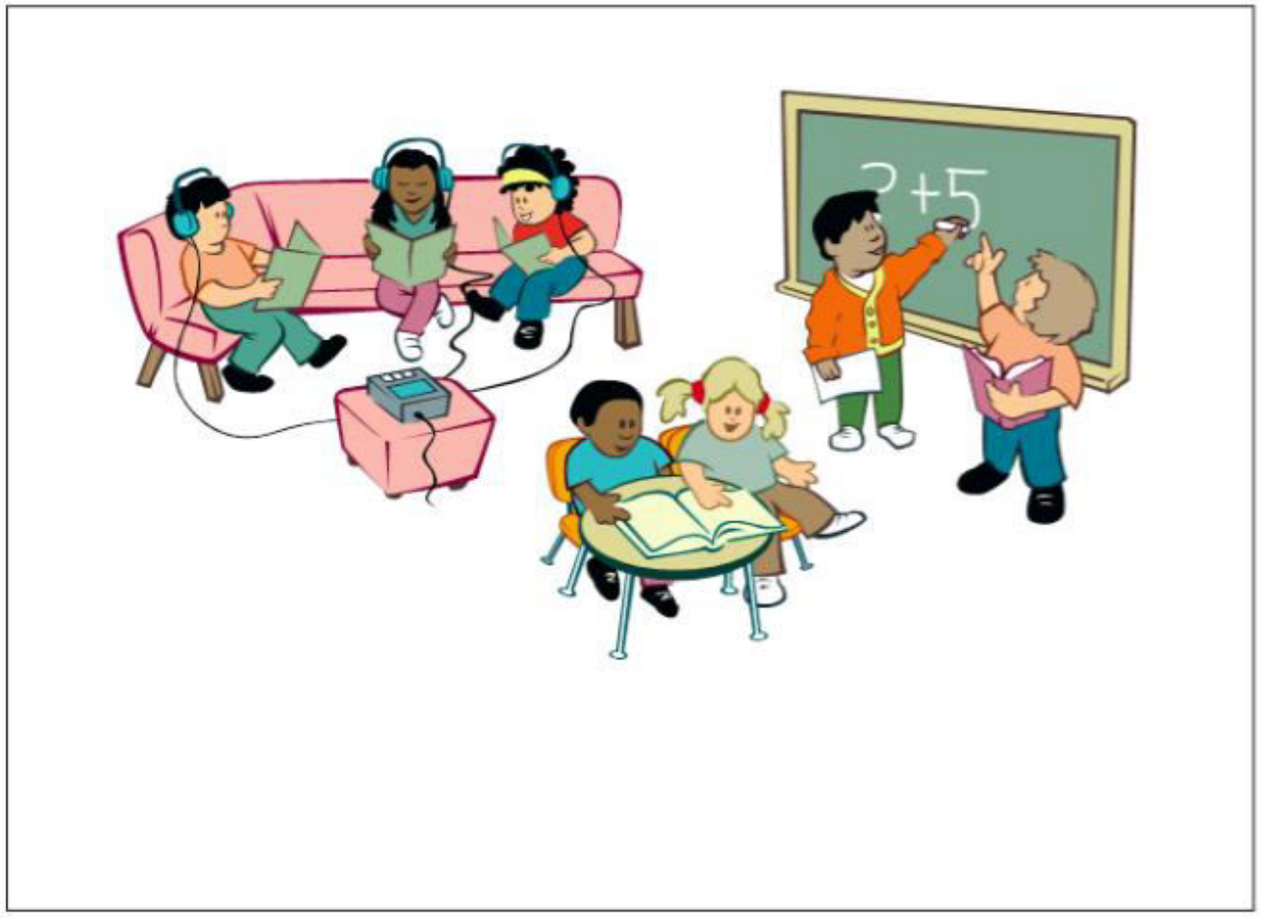
Draw a picture to show your thinking. What do you notice about what happened each day?

Concept Development



When I tell the math story from the picture, you draw a picture to match it on your personal white board.

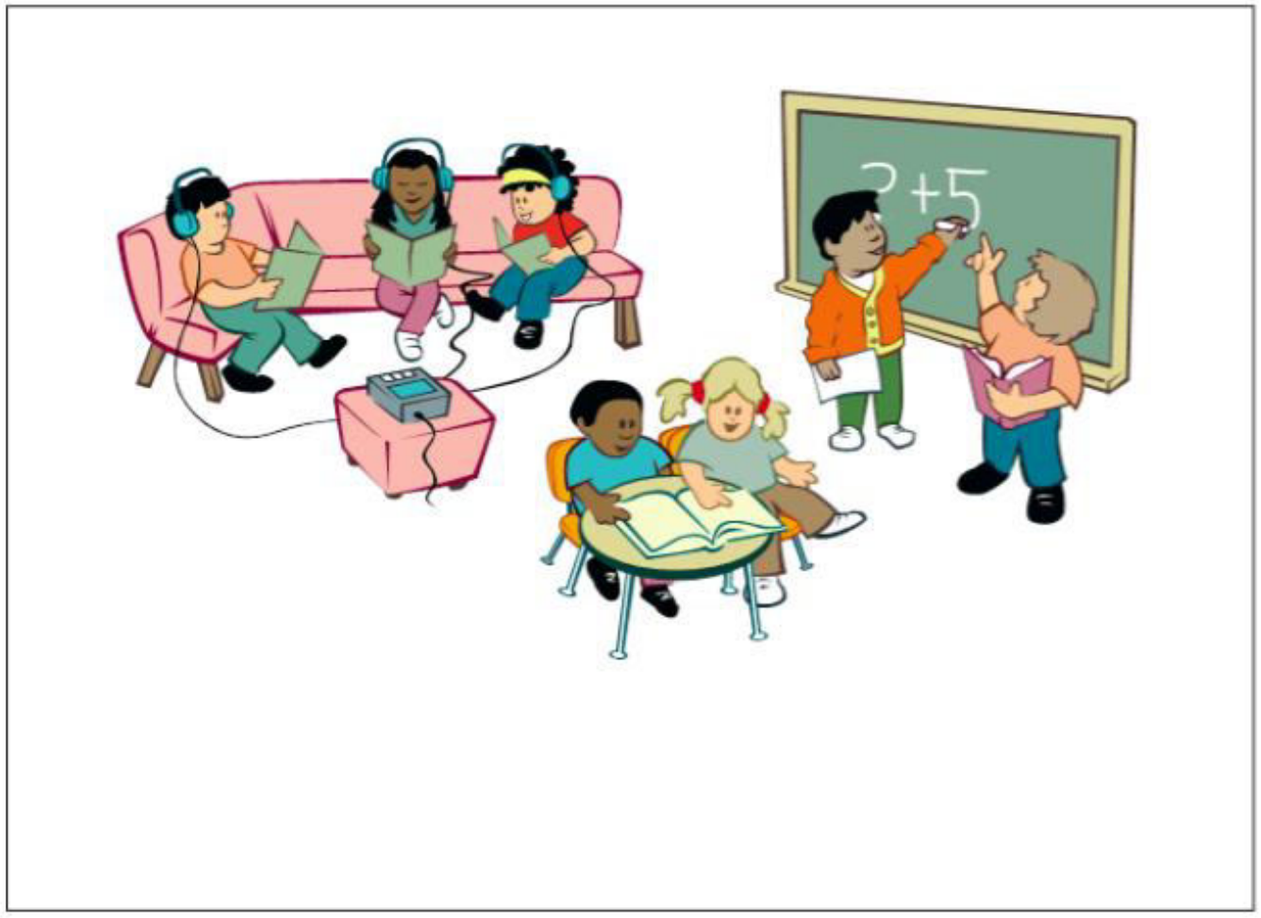
Concept Development



In a first-grade classroom, some students are sitting down and learning.

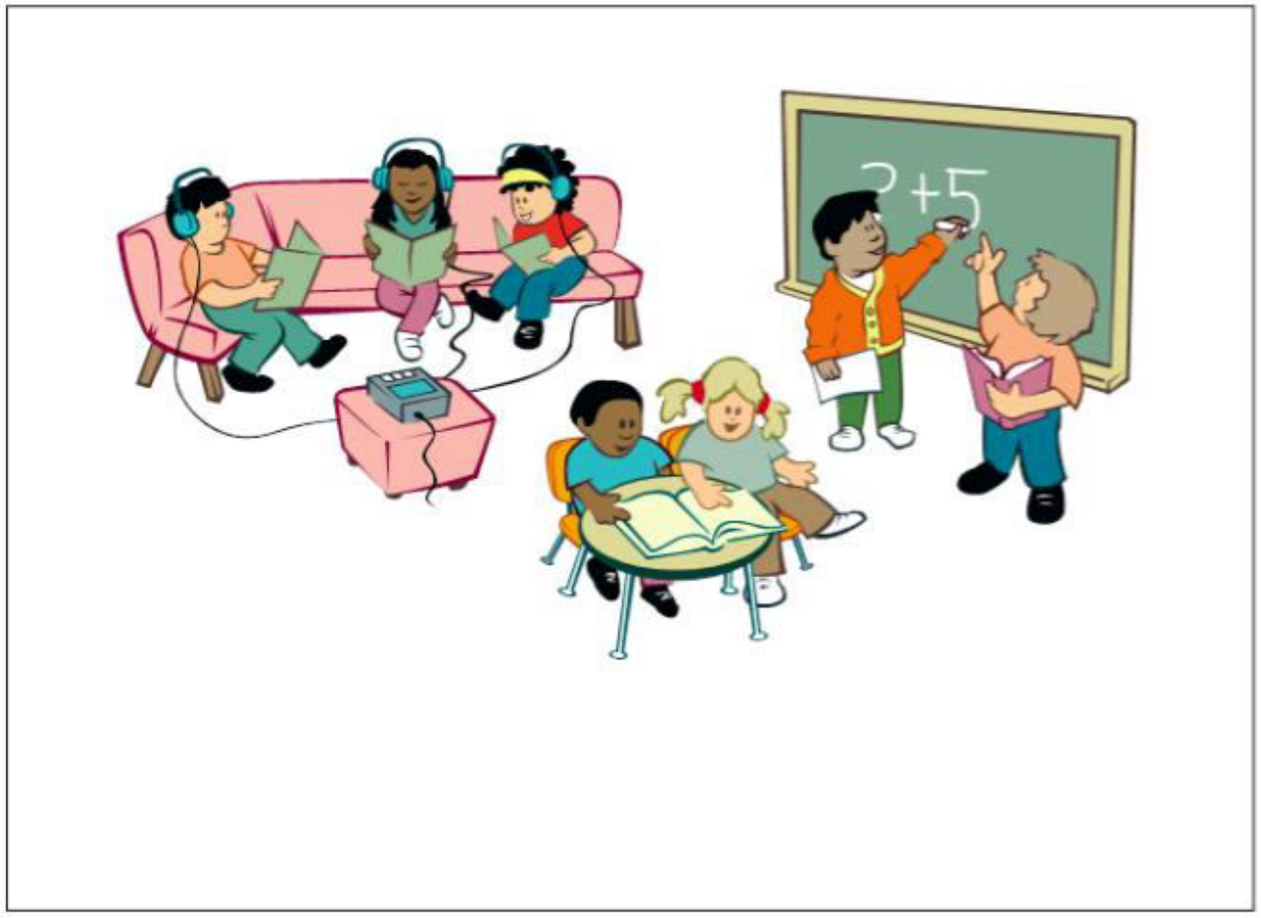
Use simple math drawings like circles to draw how many students are sitting down.

Concept Development



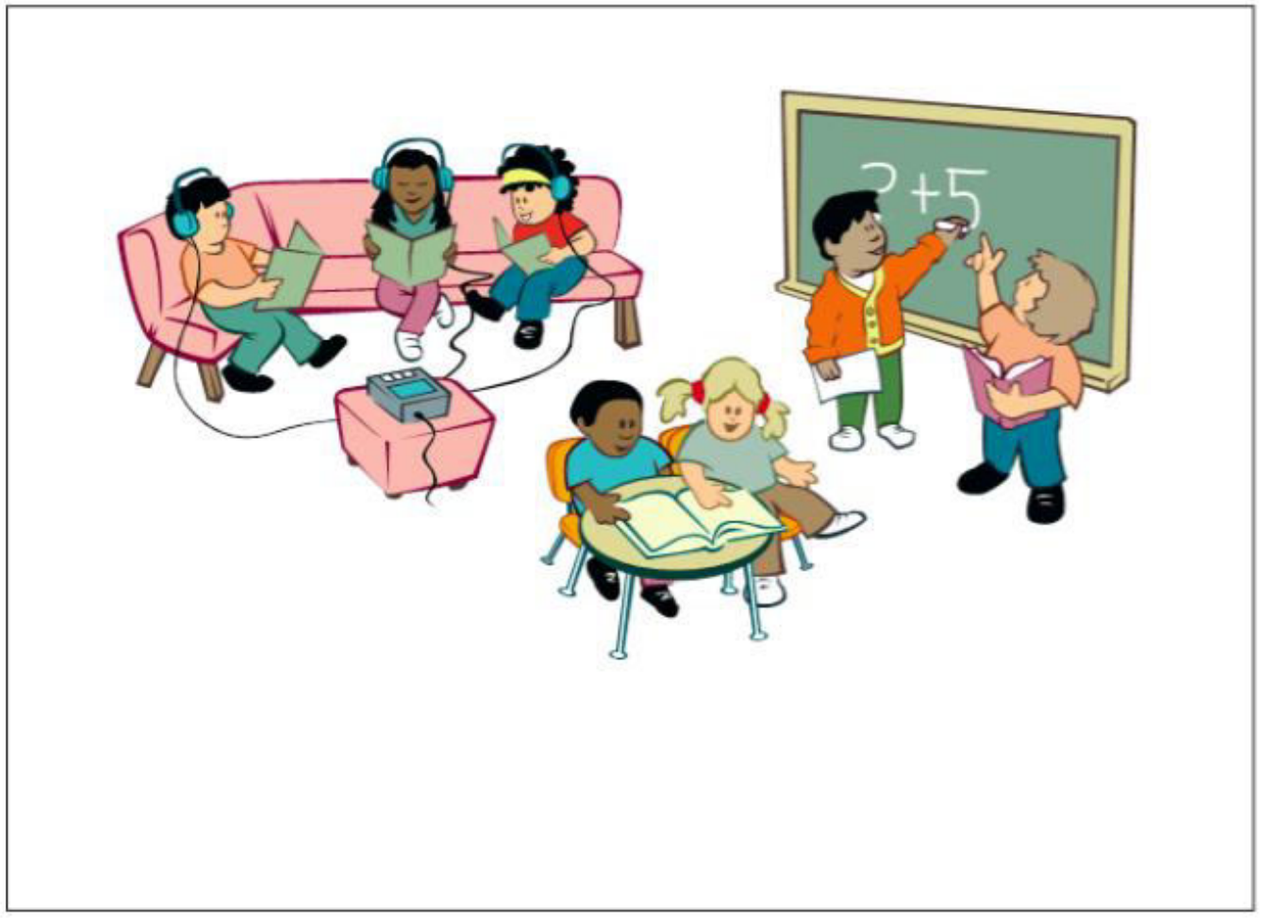
Some students are standing up and learning. Draw this part of the story.

Concept Development



How many students are there in all?

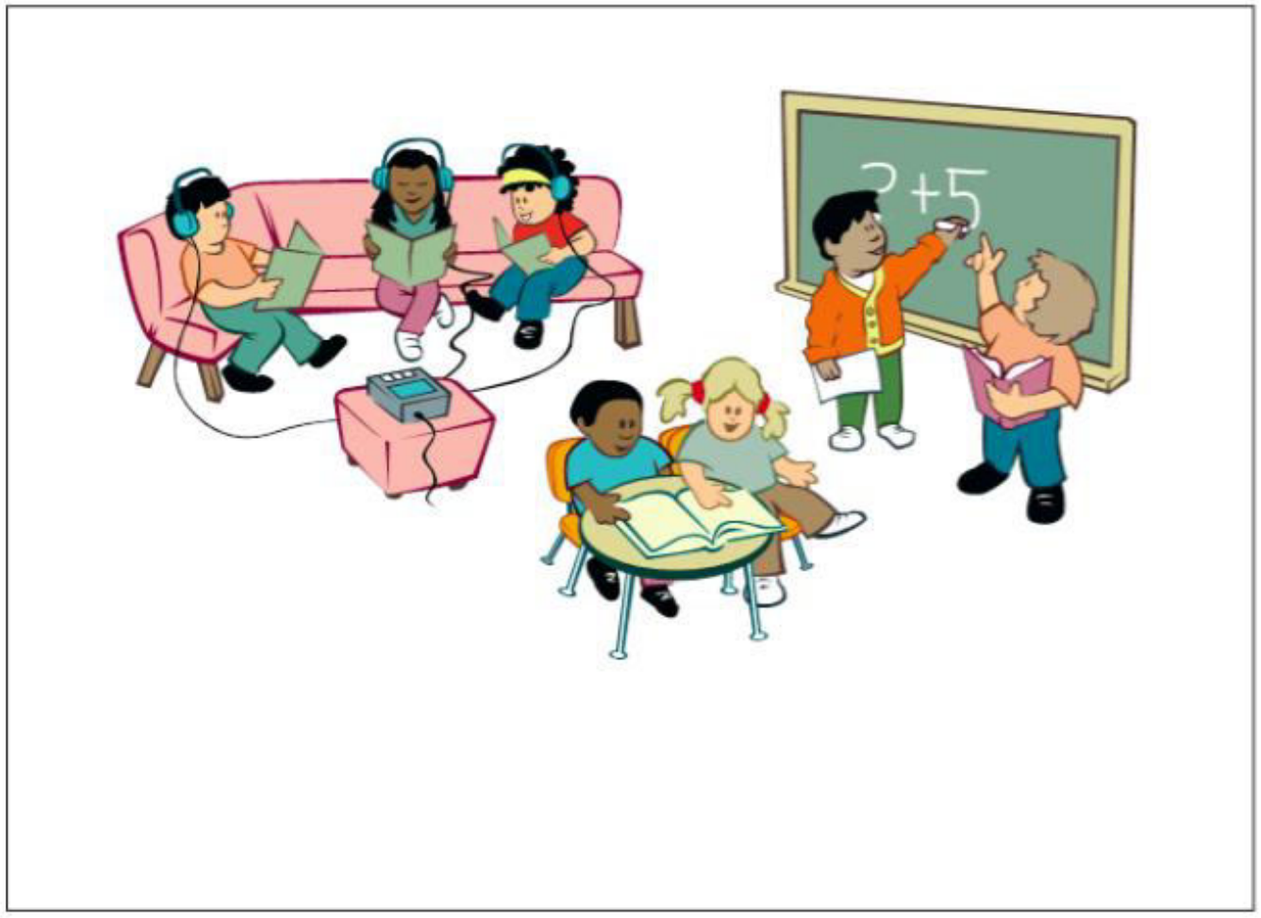
Concept Development



Yes, 7!

Write the number sentence to match your drawing.

Concept Development



5 + 2 = 7

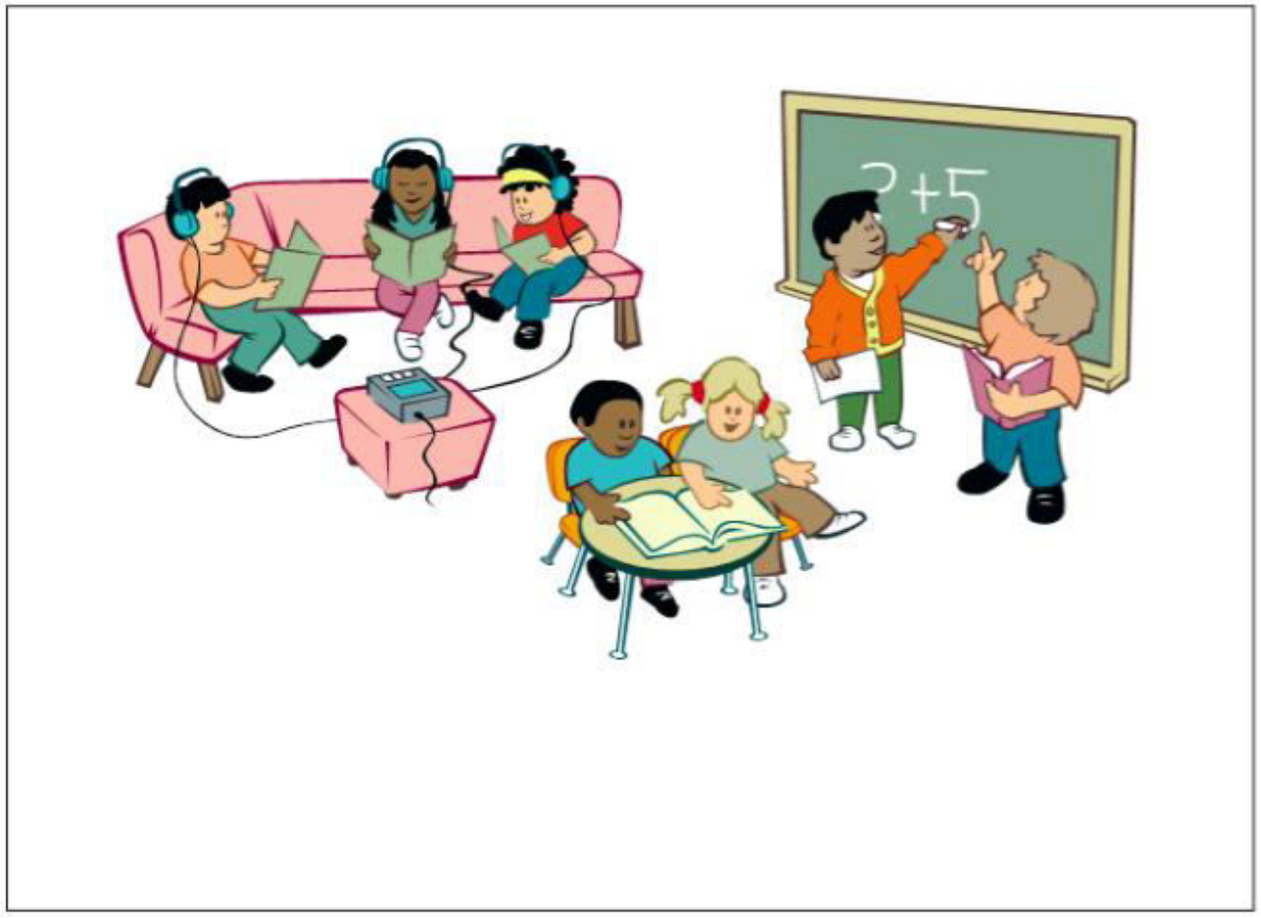
7 = 5 + 2

2 + 5 = 7

7 = 2 + 5

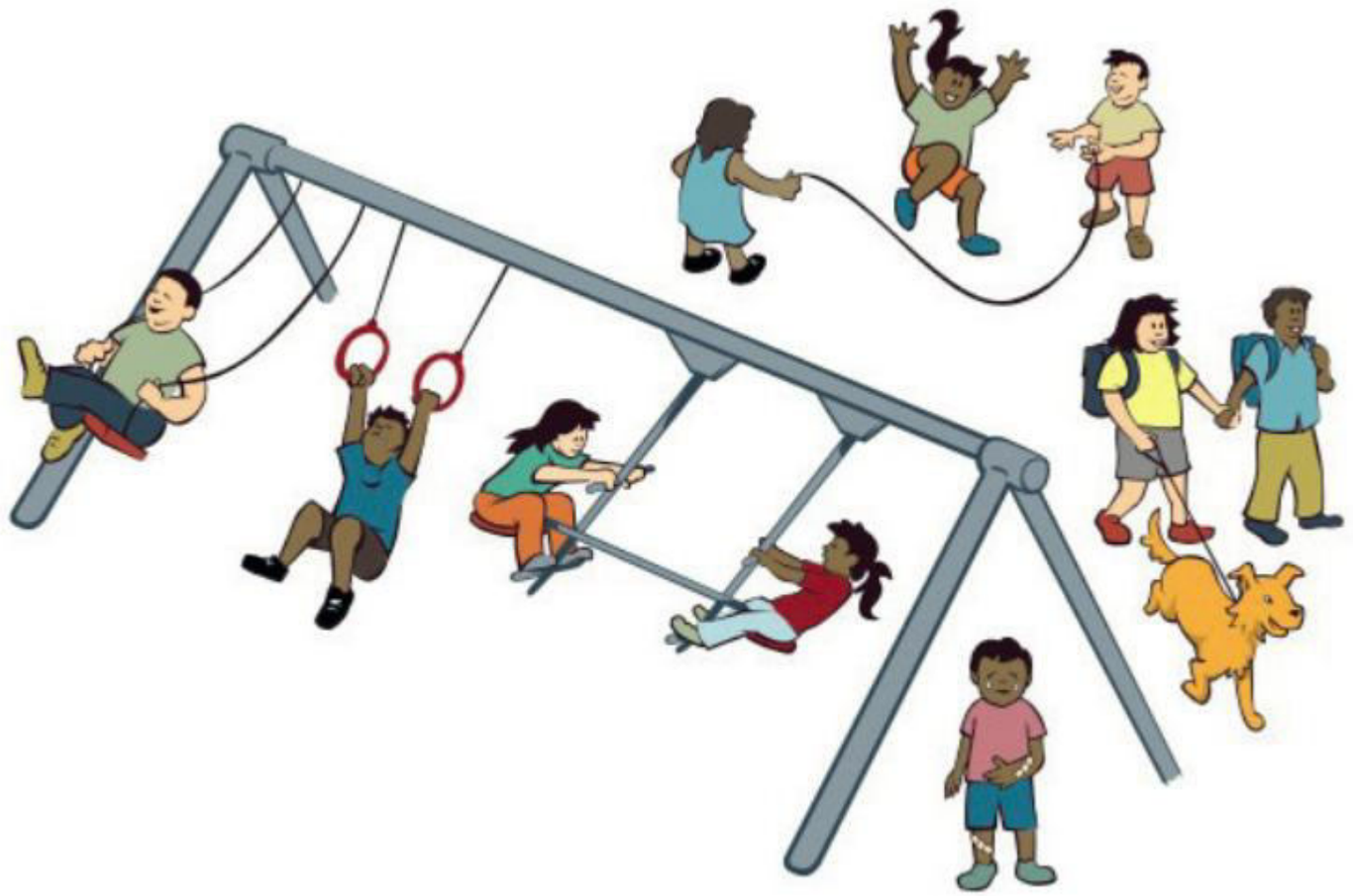
What does the 5 represent? The 2? The 7?

Concept Development



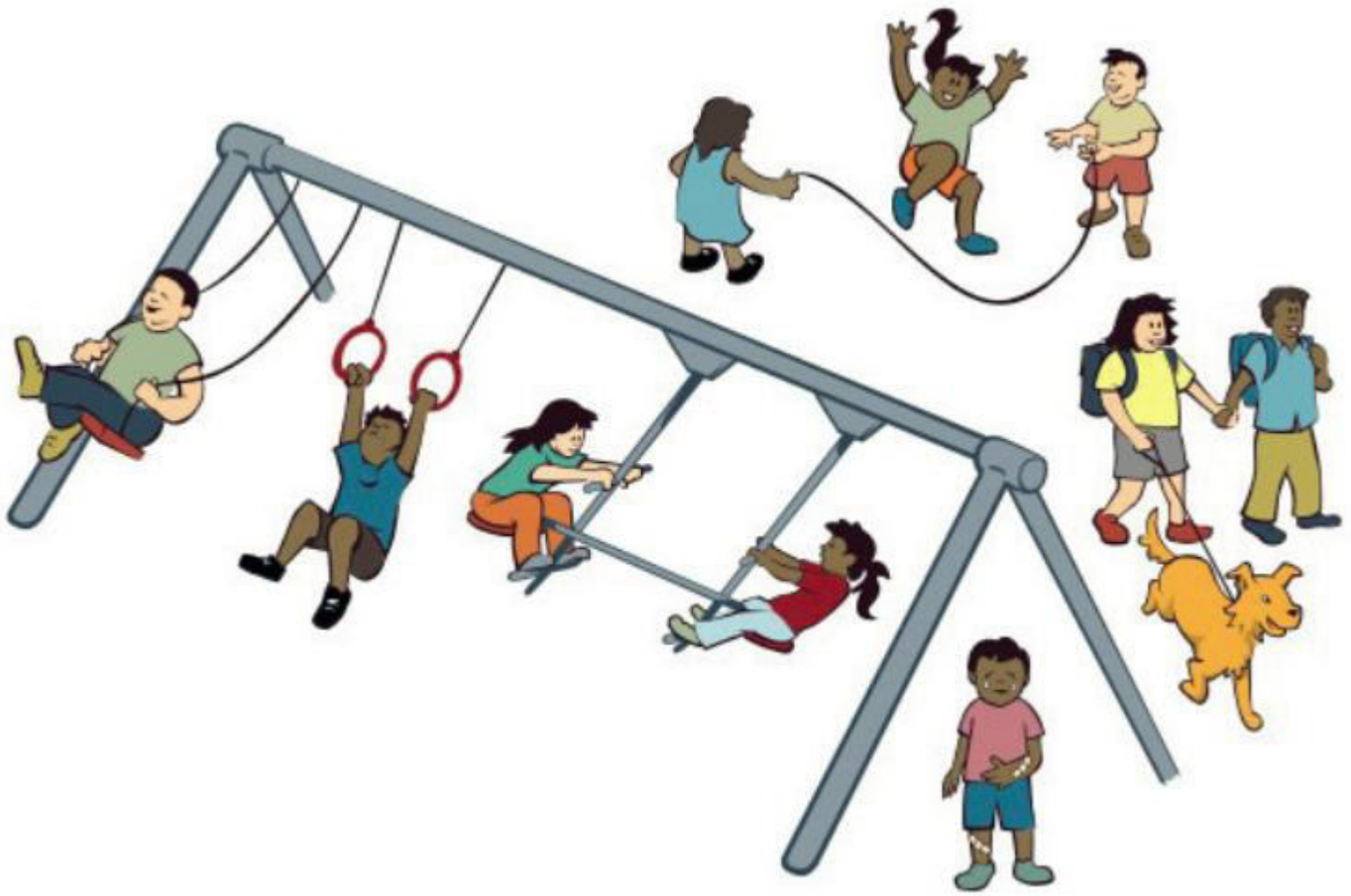
Let’s do another story!

Concept Development



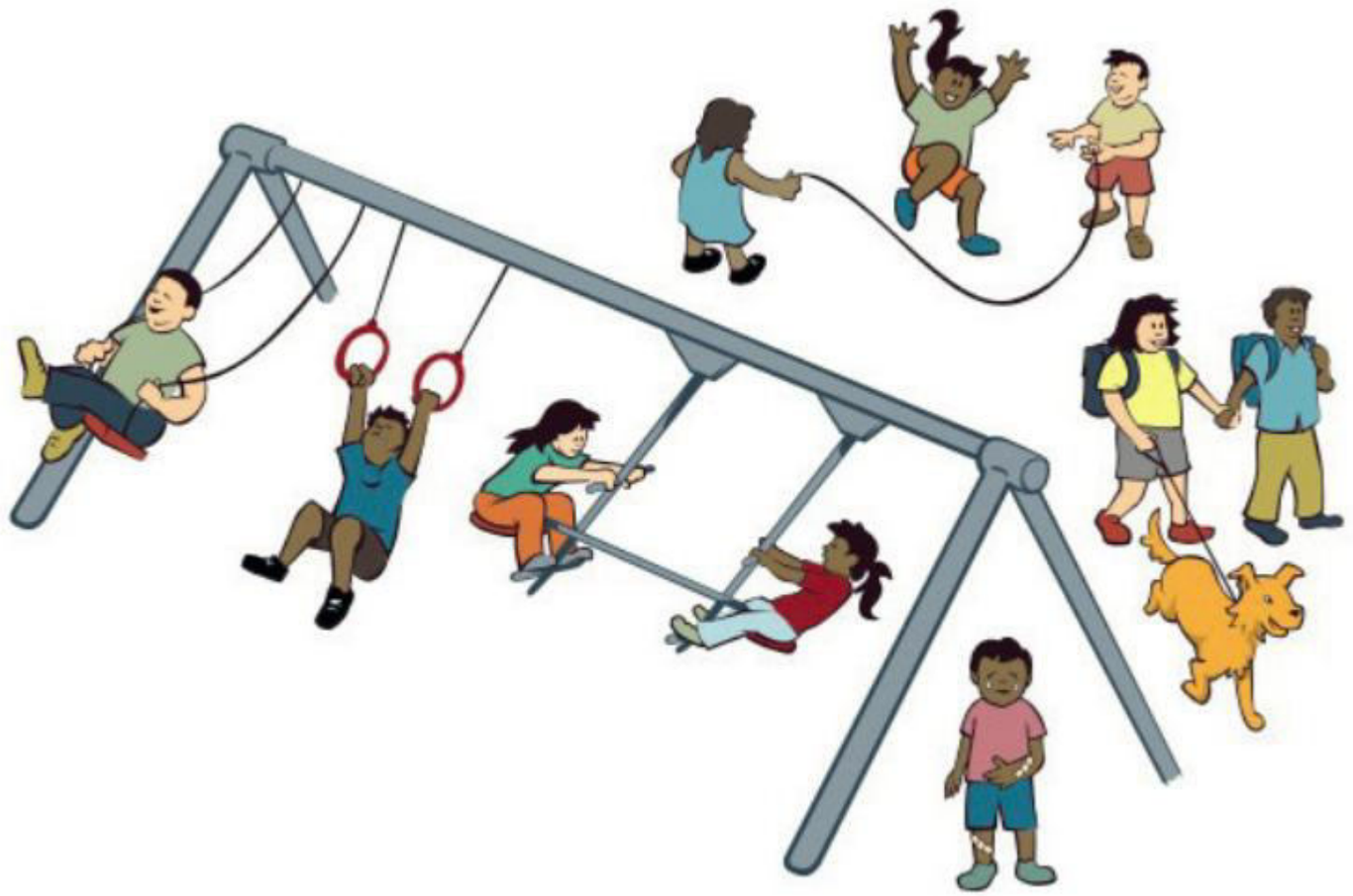
Let’s look at another picture. This time we’re going to use our 5-group cards to match the story.

Concept Development



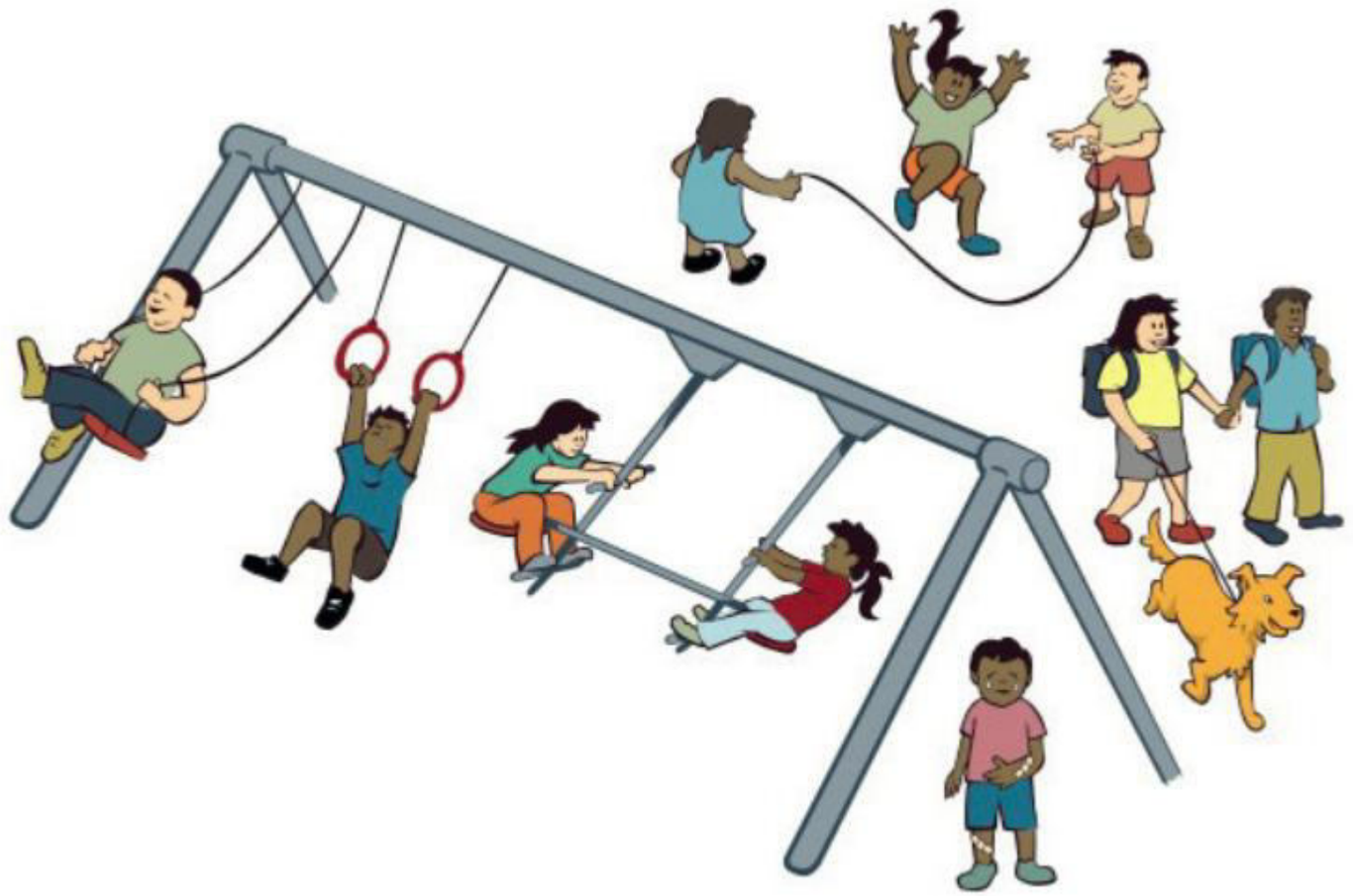
At recess, 4 students are having fun on the swingset. Show me with your 5-group card, using the numeral side.

Concept Development



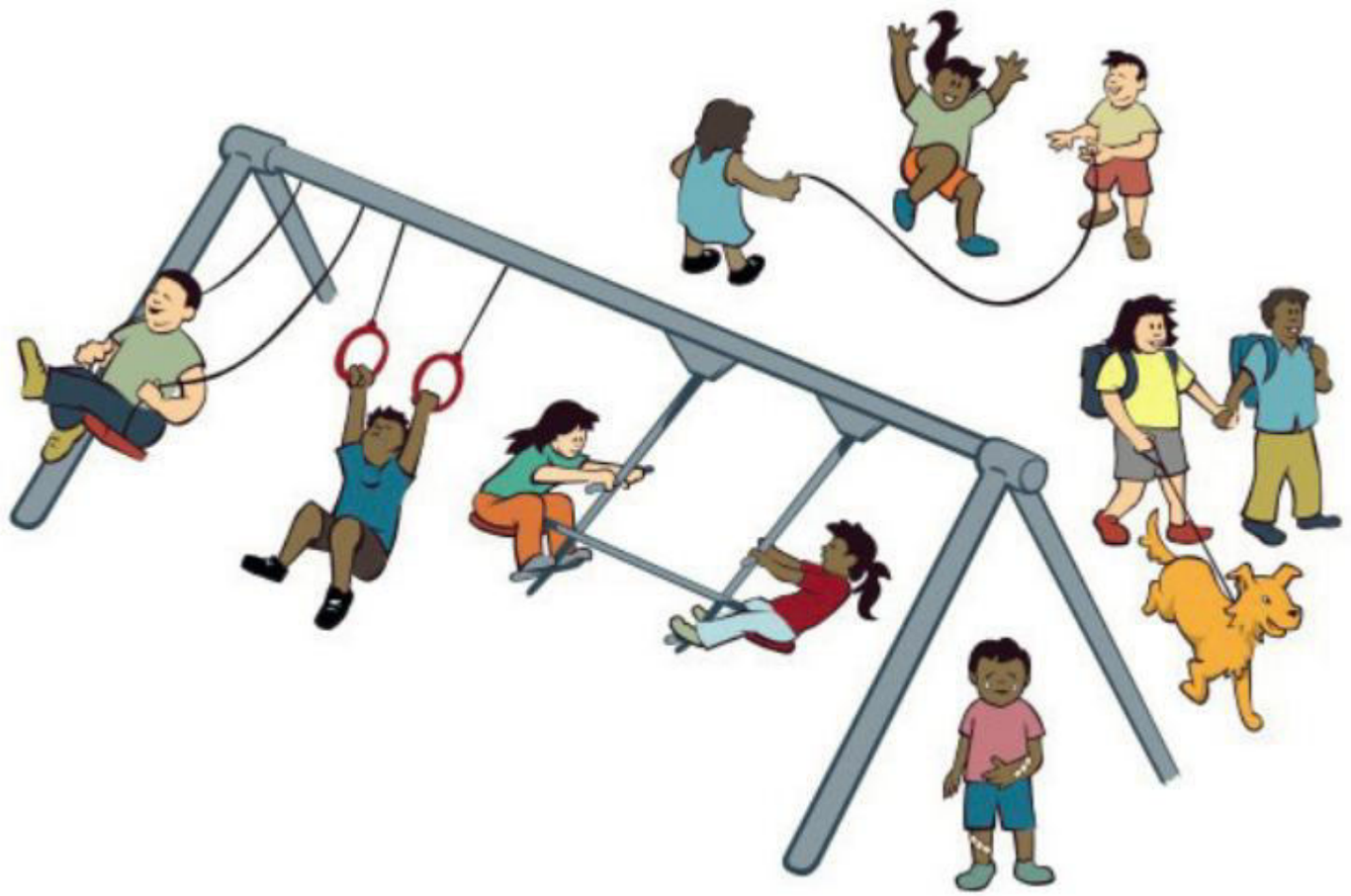
Three (3) students are having fun playing with the jump rope.
Show me with your 5-group card, using the dot side.

Concept Development



4 •••

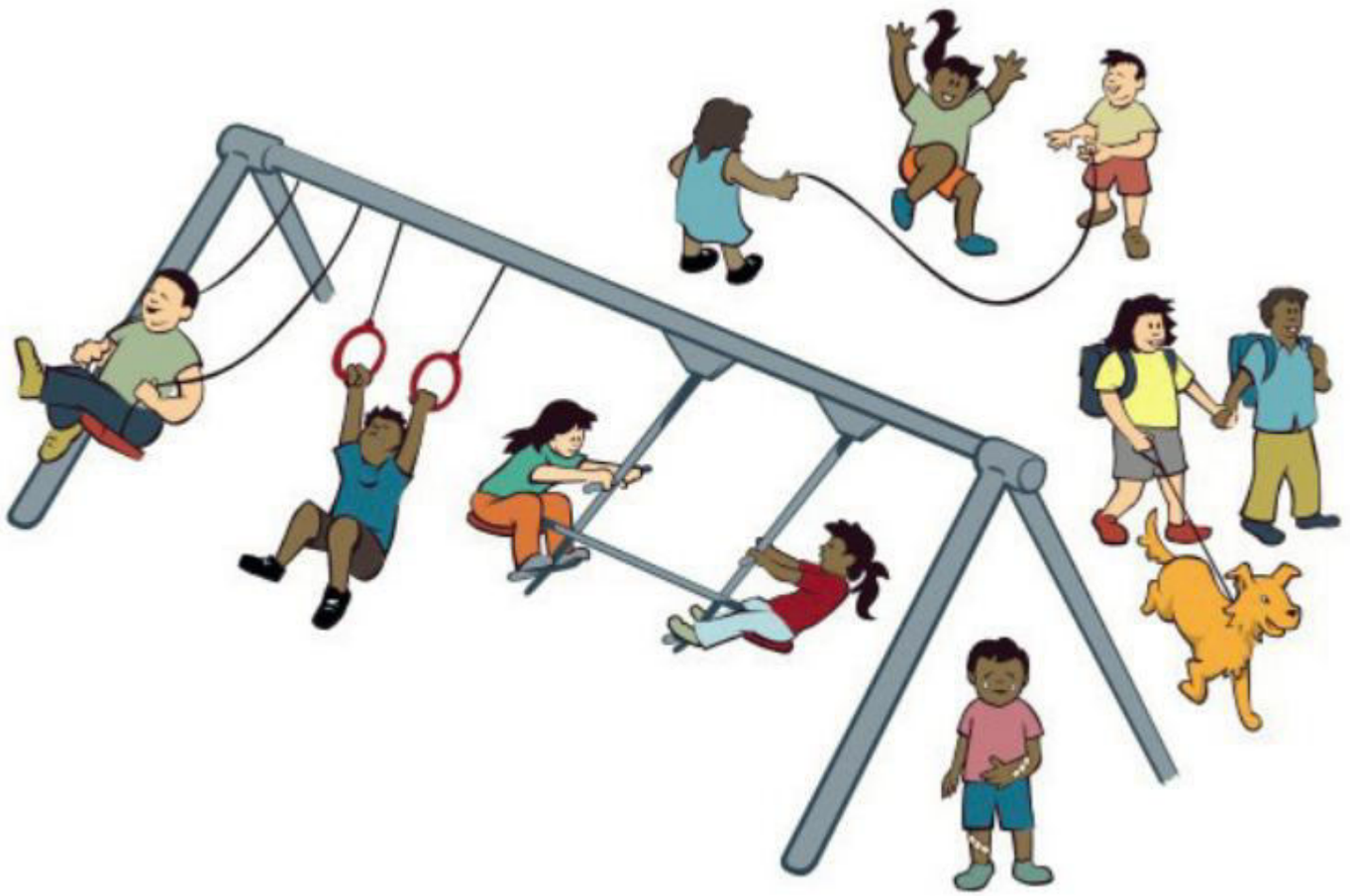
Concept Development



Count on to find out how many students are playing on the swings and how many students are playing with the jump rope.

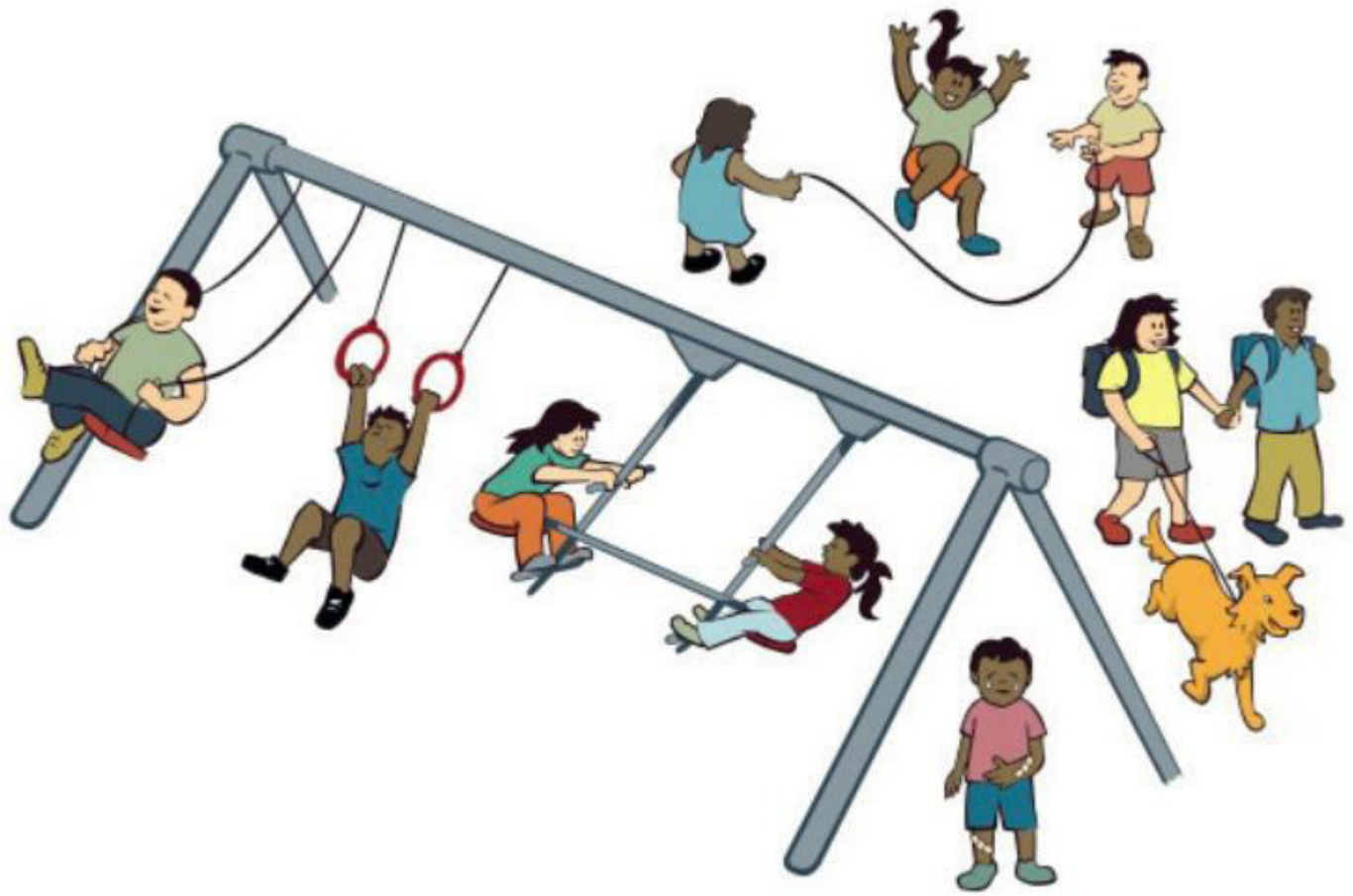
4 •••

Concept Development



Write the number sentence using numbers to match the story and the cards.

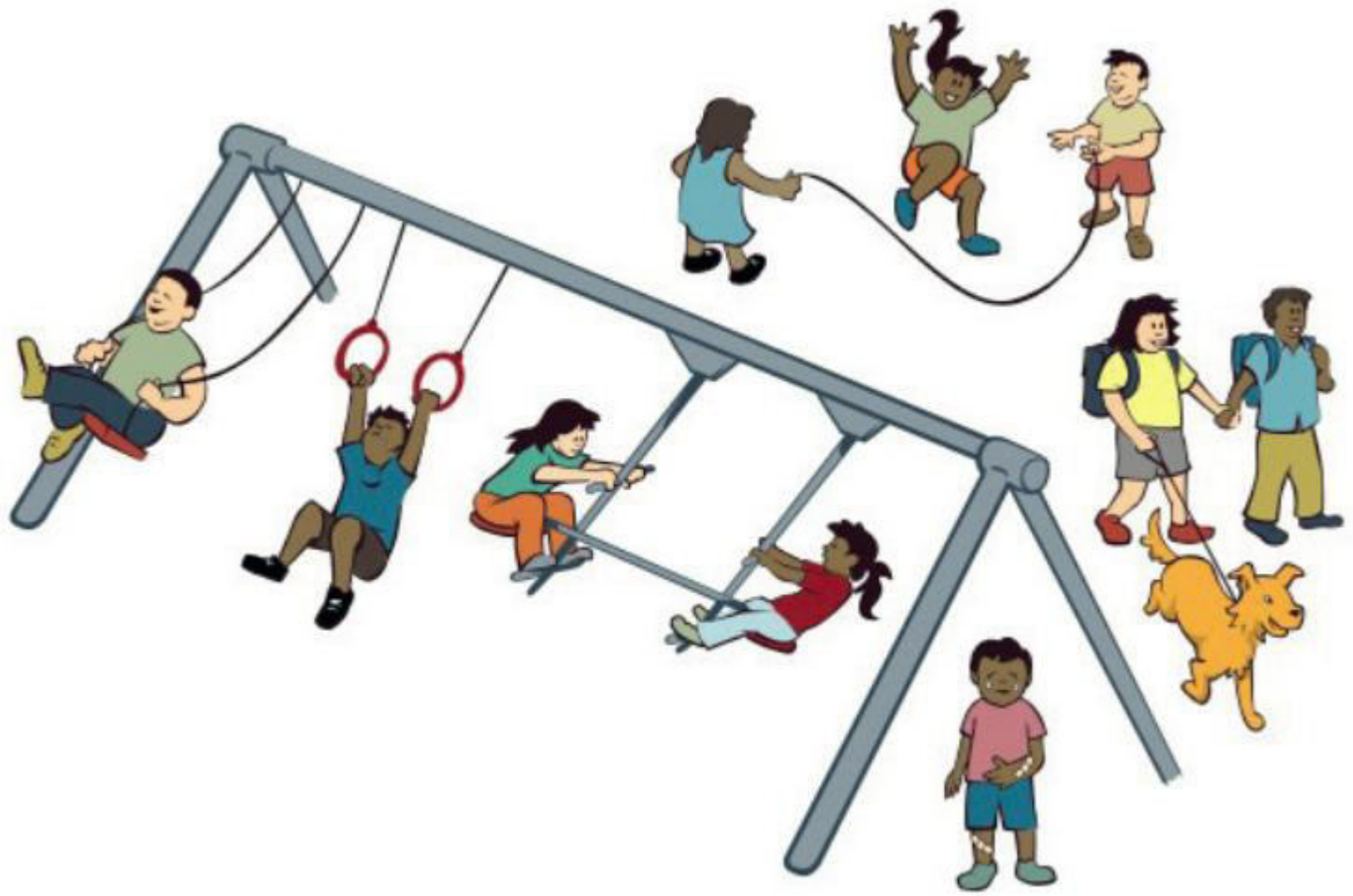
Concept Development



4 + 3 = 7

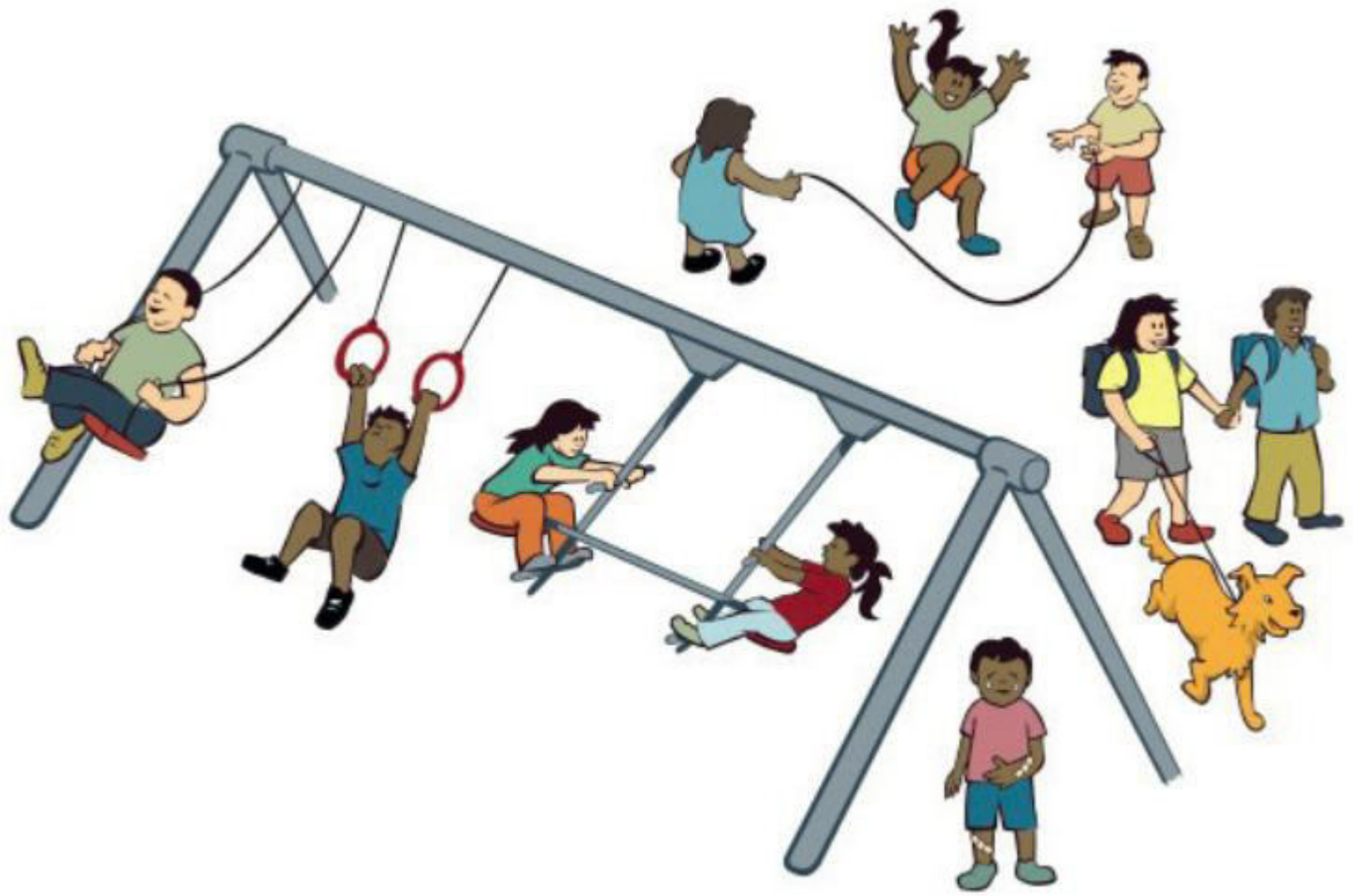
What does the 4 represent? The 3? The 7?

Concept Development



Let’s do some other stories.

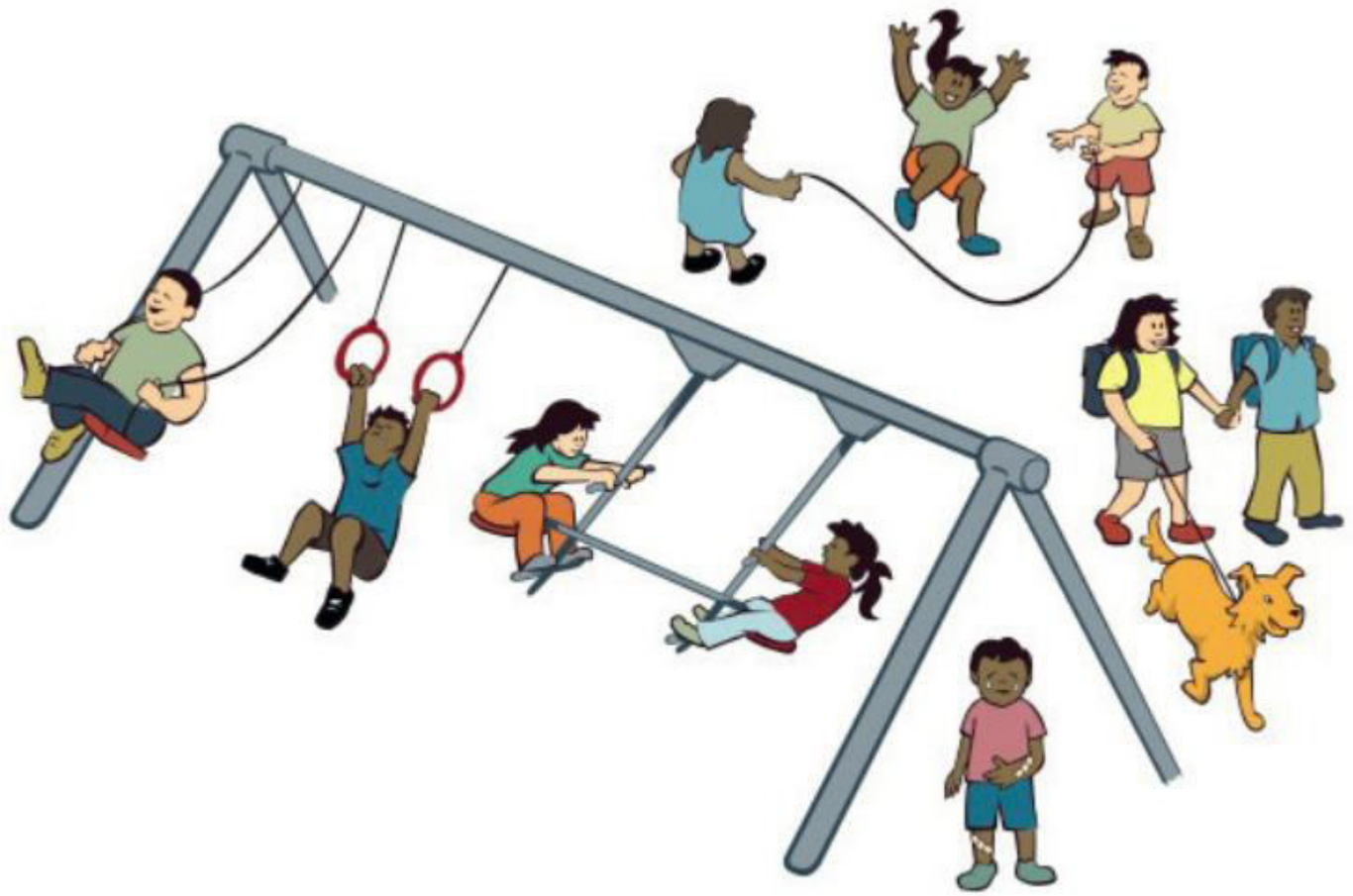
Concept Development



Now it’s your turn to be the storyteller. Study the picture card carefully!

Work with your partner to come up with a story that matches my expression.

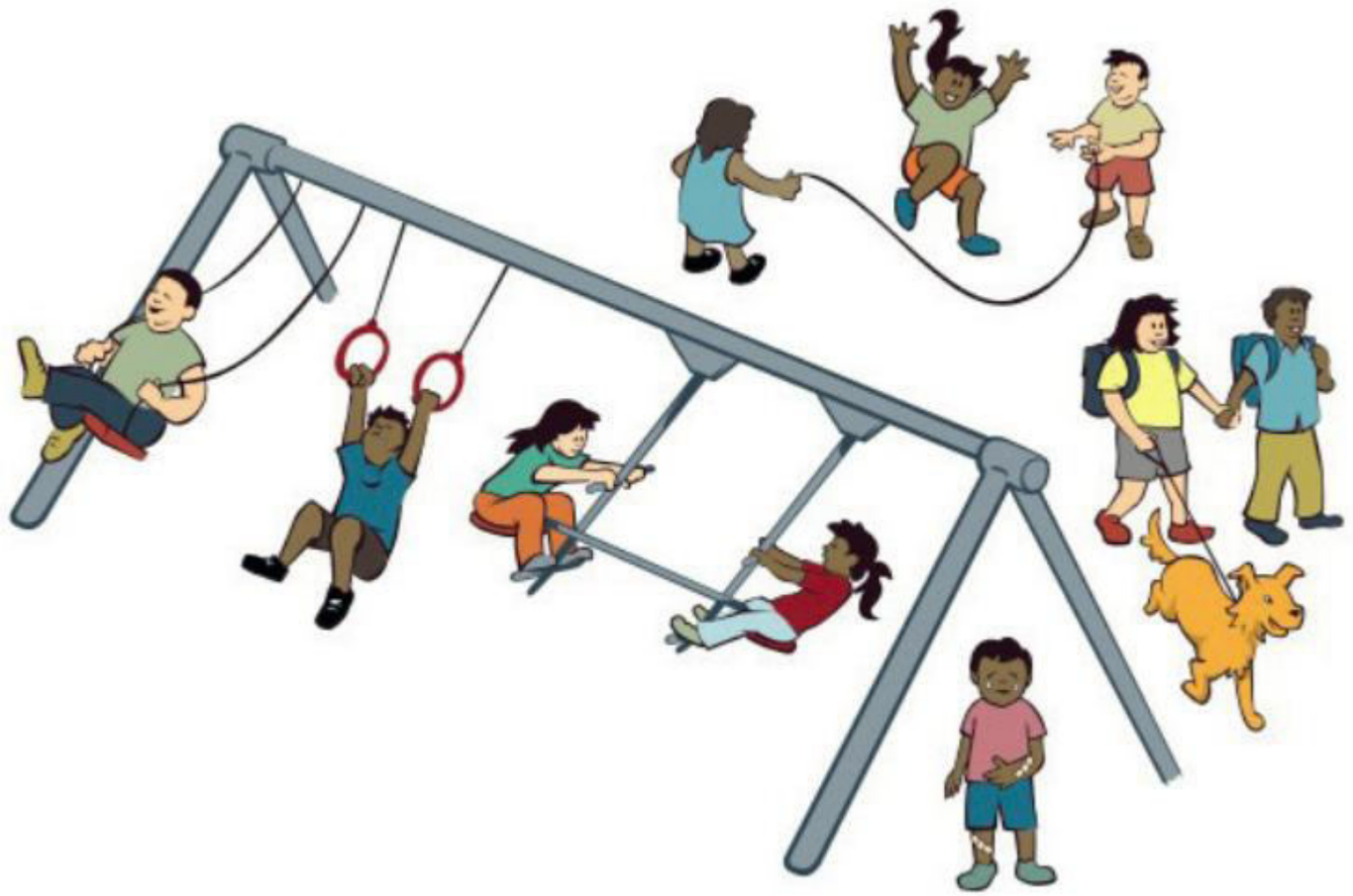
Concept Development



Work with your partner to come up with a story that matches my expression.

$$8 + 2$$

Concept Development



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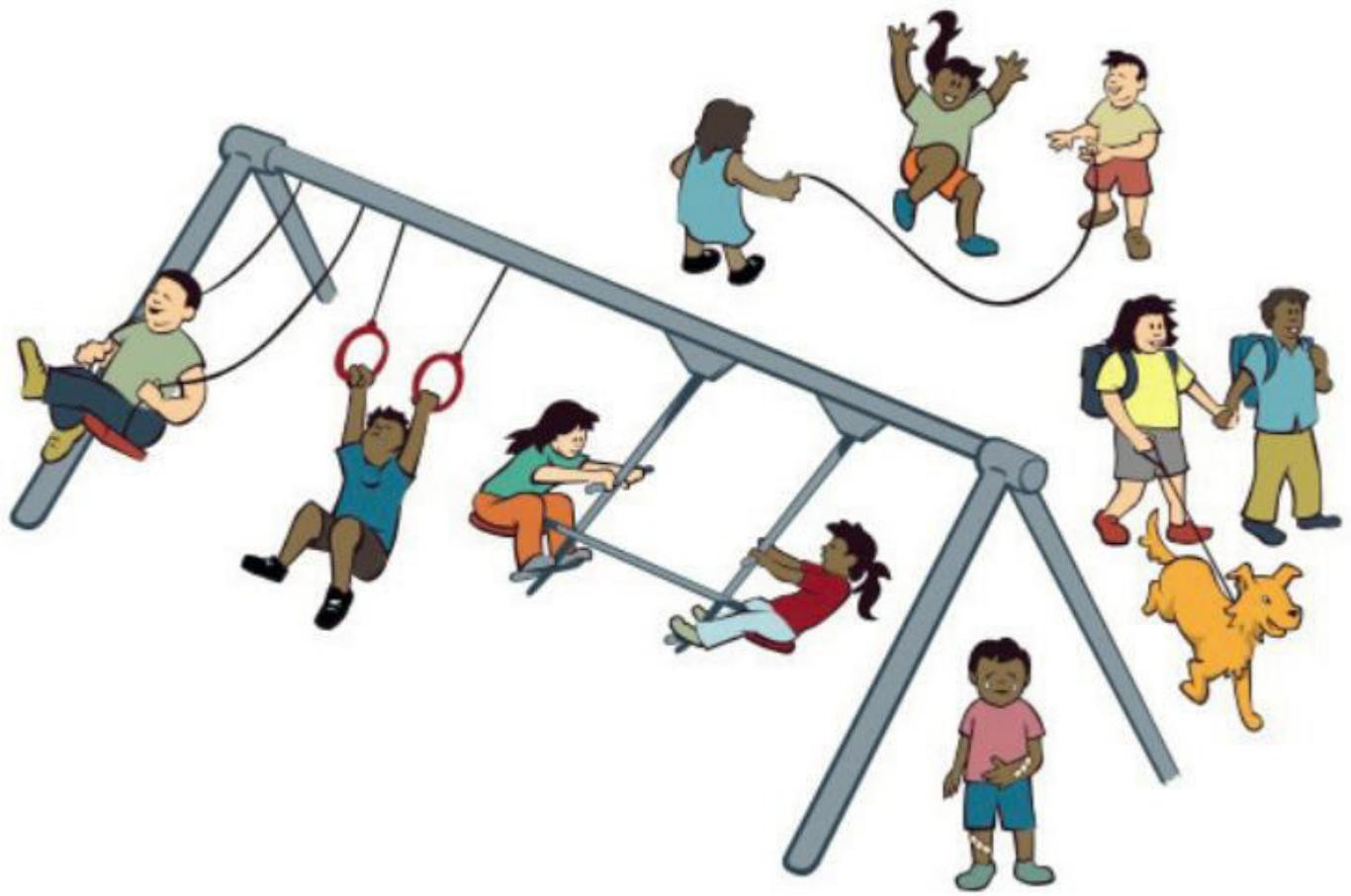
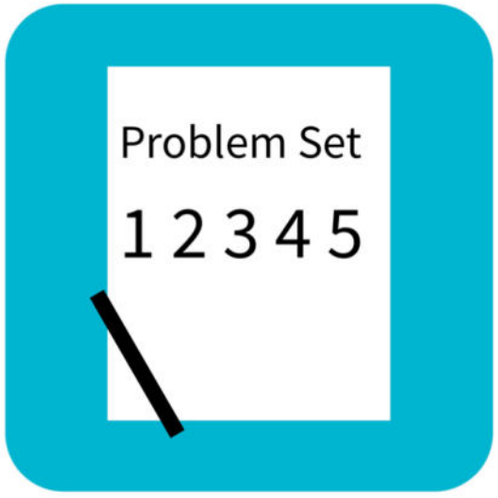


You are going to get your own copy of this picture. Work with your partner to make up story problems and then solve them using your 5-group cards.

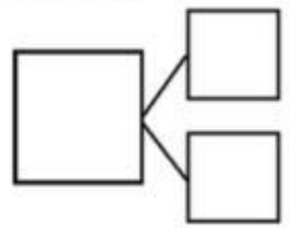
I'll be looking for a problem to share with the class. .



Problem Set

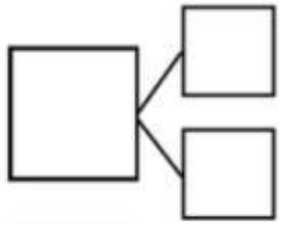
Name _____ Date _____

1. Use the picture to write the number sentence and the number bond.



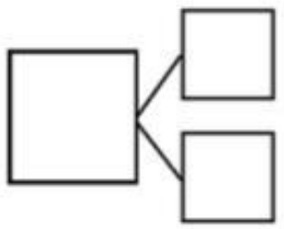
_____ little turtles + _____ big turtles = _____ turtles

2.

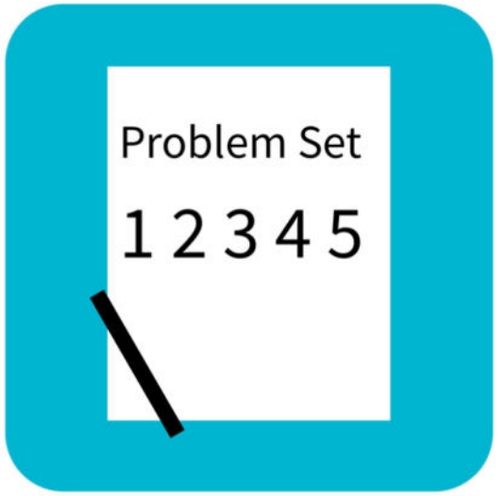


_____ dogs that are awake + _____ sleeping dogs = _____ dogs

3.



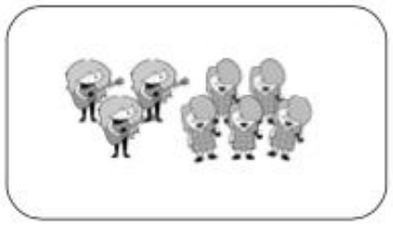
_____ pigs + _____ pigs in mud = _____ pigs

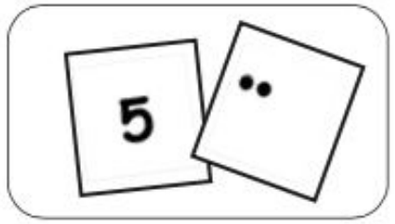


Problem Set

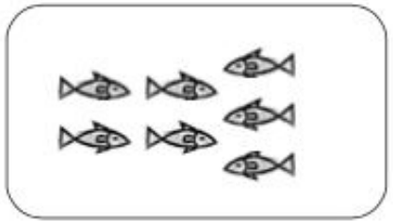
4. Draw a line from the picture to the matching 5-group cards.

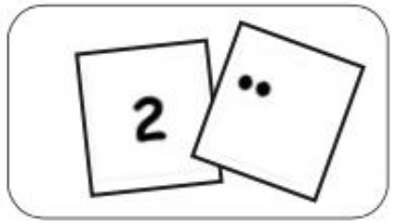
a.





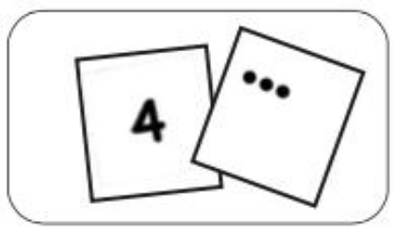
b.





c.

d.



Debrief

Check your work by comparing answers with your partner.

Debrief

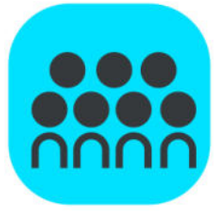
In our lesson, we used simple math drawings like circles to draw the students in our problem.

Why would we use circles instead of drawing the students?

Look at your Problem Set and your Application Problem.

What strategies have you been using to tell and solve our stories today?

Debrief



What patterns do you see in your Application Problem?

Share with a partner how you solved the Application Problem.

In what ways did you solve it differently?

In what ways did you solve it similarly?

Debrief

What do you think was an efficient strategy to use to solve the Application Problem?

What made that strategy efficient?

Debrief

DId anyone count by 2 each time?

Help me write a number sentence that shows what happened on Monday

Debrief

DId anyone count by 2 each time?

Help me write a number sentence that shows what happened on Monday

$$3 + 2 = 5$$

Debrief

Let’s circle the part that shows that we counted on 2.

$$3 + 2 = 5$$

Debrief

Let’s circle the part that shows we counted on 2.

$$3 + 2 = 5$$

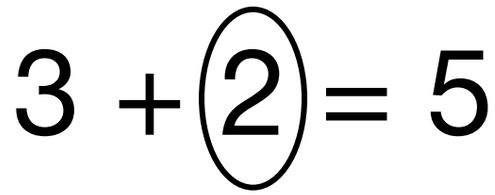
Debrief

How could we use 5-group cards to show how to solve this?

$$3 + 2 = 5$$

Debrief

How could we use 5-group cards to show how to solve this?



Debrief

Was counting on the same as adding today?

How do you know?

$3 + \textcircled{2} = 5$

3 ••

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 _____

1. Draw to show the story. There are 3 large balls and 4 small balls.

□ + □ = □

How many balls are there? There are _____ balls.

2. Circle the set of tiles that match your picture.