Eureka Math

1st Grade
Module 1
Lesson 11

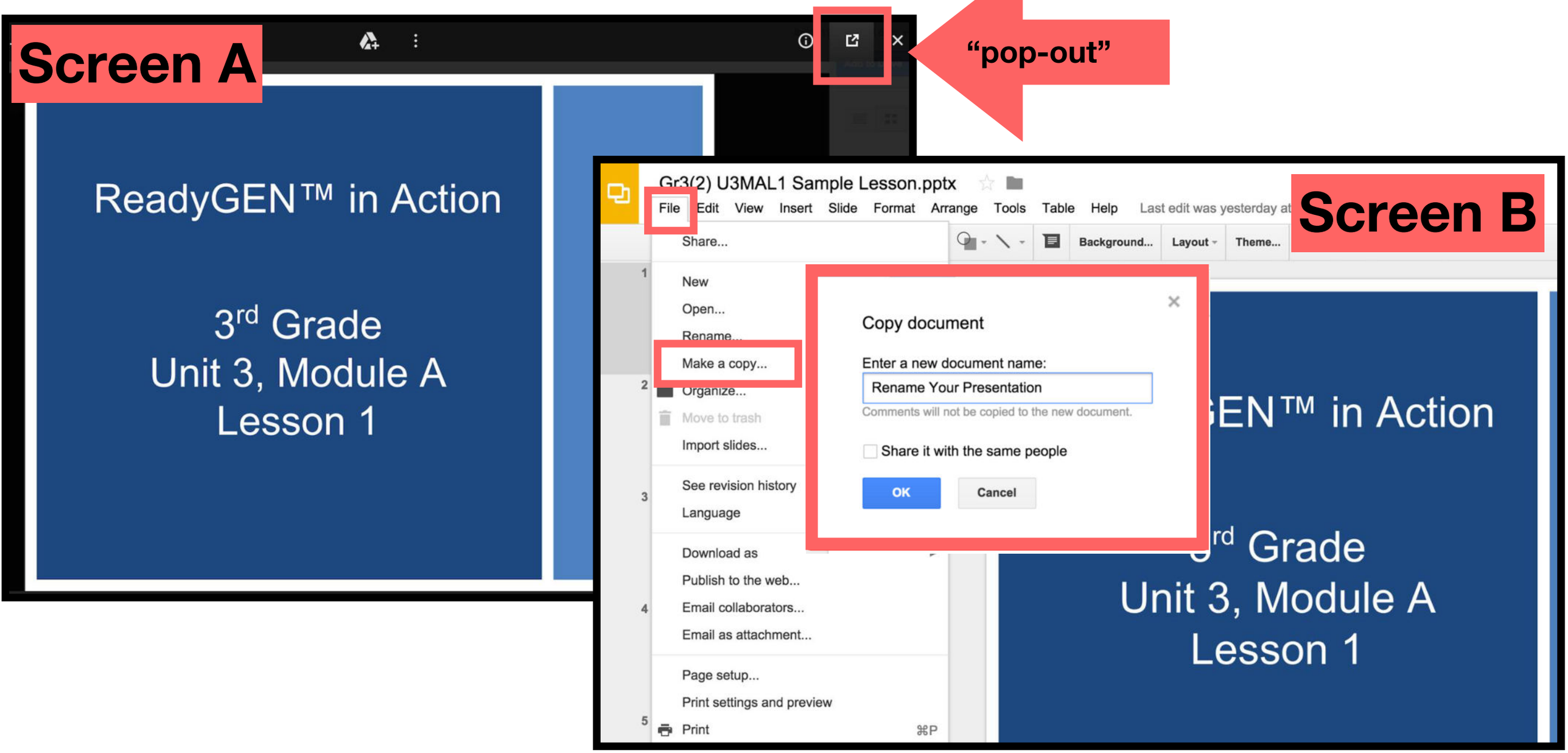
At the request of elementary teachers, a team of Bethel & Sumner educators met as a committee to create Eureka slideshow presentations. These presentations are not meant as a script, nor are they required to be used. Please customize as needed. Thank you to the many educators who contributed to this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

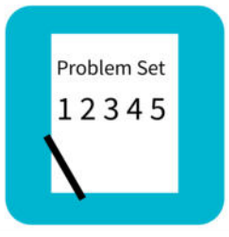


Icons

Read, Draw, Write

Learning Target

Personal White Board

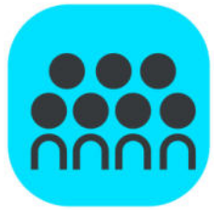


Problem Set

Manipulatives Needed

Fluency

Think Pair Share



Whole Class

Individual

Partner

Small Group

Small Group Time

Materials Needed

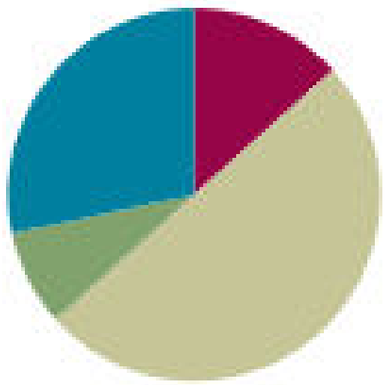
- (T) Mystery box (shoe box or other box with a question mark on it), counting bears (or another engaging classroom material that lends itself to storytelling),
- (T) Enlarged blank number sentence and number bond (Lesson 6 Template 2)
- (T) Number sentence cards (Template) and 2" × 2" sticky notes labeled with question mark
- (S) Personal white board; blank number sentence and number bond (Lesson 6 Template 2)
- (S) yellow colored pencil or a crayon; set of bear counters, paper bag labeled with question marks on the front per pair

Lesson 11

Objective: Solve *add to with change unknown* math stories as a context for counting on by drawing, writing equations, and making statements of the solution.

Suggested Lesson Structure

Fluency Practice	(8 minutes)
Application Problem	(5 minutes)
Concept Development	(30 minutes)
Student Debrief	(17 minutes)
Total Time	**(60 minutes)**

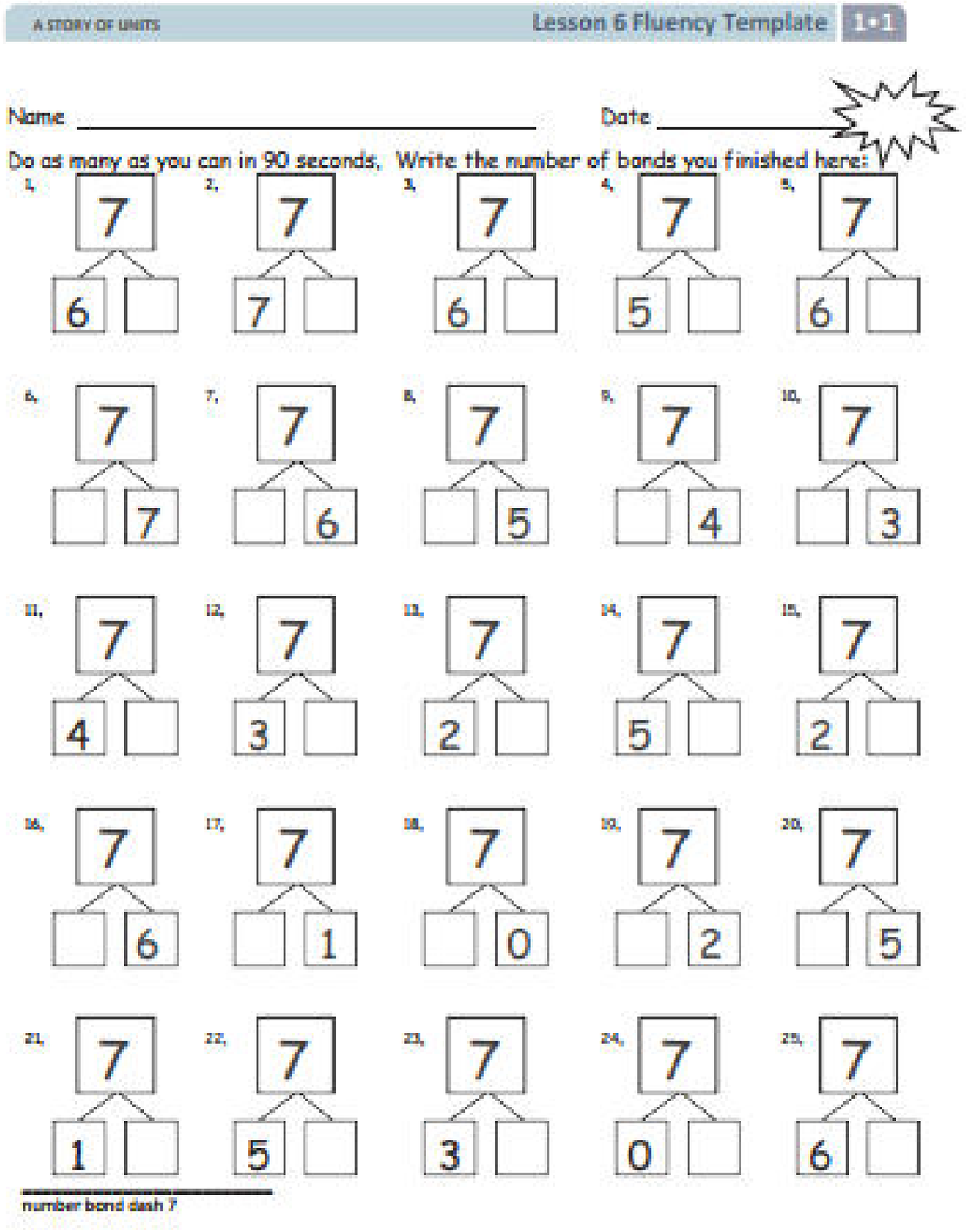


I can add unknown math stories as a picture, writing equations, and making statements of the solution.

Counting On Cheers: 2 More

I will say a number aloud. Then, you will repeat the number, touching your head and counting on as you put your fist in the air, one at a time.

Number Bond Dash: 6



A STORY OF UNITS — Lesson 6 Fluency Template — 1•1

Name _____ Date _____

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

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

number bond dash 7

Application Problem

There are 8 children in the afterschool cooking club. How many boys and how many girls might be in the class? Draw a picture and write a number sentence to explain your thinking.

Extension: How many other combinations of boys and girls could be made? Write a number bond for each combination you can think of.

Concept Development

Once upon a time, 3 little bears went to play tag in the forest. (Place 3 bear counters on the template on the floor.)

Then, some more bears came over. (Place the box with the question mark next to the bears.)

In the end, there were 5 little bears playing tag in the woods altogether.

How many bears do you think came to play?

Turn and talk to a partner.

Concept Development

How many bears joined the group to play tag?

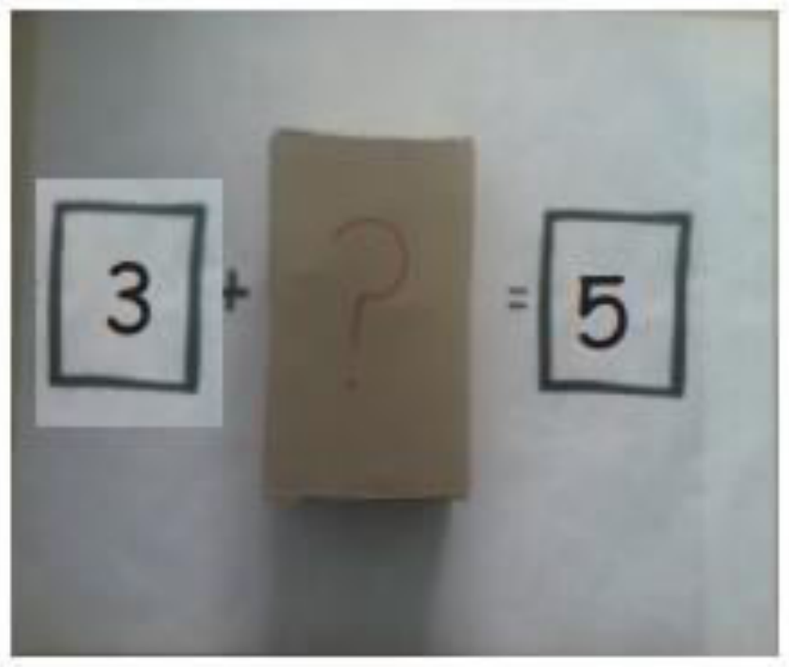
What strategy did you use to decide?

Let’s use counting on to test our ideas.

Concept Development

Threeeee,

(tap the box while drawing dots below the box for each count) 4,



Concept Development

Let’s find out if we were right.

You were right! There were 2 more bears that came to play tag.

Write the number sentence and number bond for the story.

Concept Development

Let’s replace our bears with numbers to see our number sentence.

(Replace the 3 bears with the number 3 and the 2 bears with the number 2. Add the number 5 after the equal sign as the total.)

Concept Development

Let’s try a new story.

Nine bears were playing tag. At first, there were 6 bears playing. How many more bears joined in?

Turn and talk with your partner.

*See notes

Problem Set

1 2 3 4 5

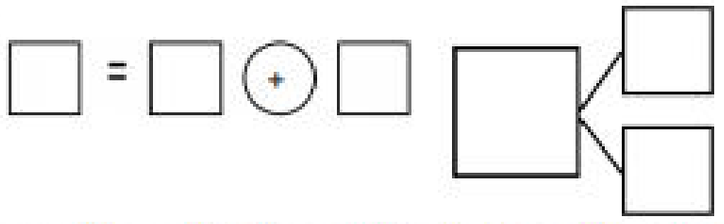
Problem Set

Name _____ Date _____

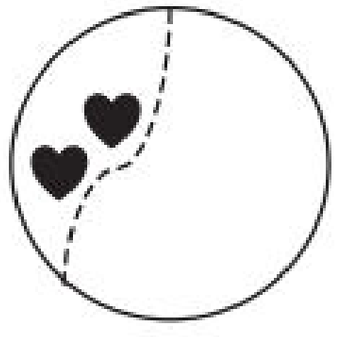
1. Jill was given a total of 5 flowers for her birthday. Draw more flowers in the vase to show Jill's birthday flowers.

How many flowers did you have to draw? ___ flowers

Write a number sentence and a number bond to match the story.

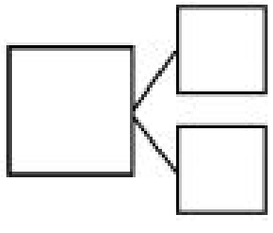


2. Kate and Nana were baking cookies. They made 2 heart cookies and then made some square cookies. They made 8 cookies altogether. How many square cookies did they make? Draw and count on to show the story.



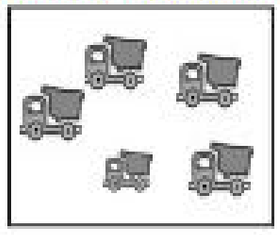
Write a number sentence and a number bond to match the story.

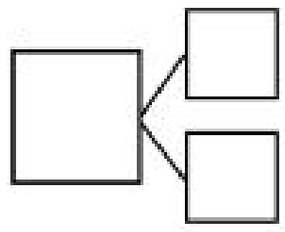
2 + ☐ = 8



Show the parts. Write a number bond to match the story.

3. Bill has 2 trucks. His friend, James, came over with some more. Together, they had 5 trucks. How many trucks did James bring over?



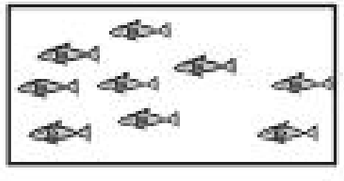


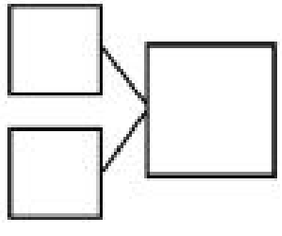
James brought over _____ trucks.

Write a number sentence to explain the story.

2 + ☐ = 5

4. Jane caught 7 fish before she stopped to eat lunch. After lunch, she caught some more. At the end of the day, she had 9 fish. How many fish did she catch after lunch?





Jane caught _____ fish after lunch.

Write a number sentence to explain the story.

☐ + ☐ = ☐

Debrief

Look at Problem 1. Where was the mystery number in your number sentence? (Have students color in the box with a yellow crayon.)

Repeat the process for the rest of the Problem Set.

Debrief

What other strategy did you use to solve these problems?

Debrief

Look at Problem 3. How can you show the starting part and the mystery part in the picture?

Debrief

How are Problem 1 and Problem 3 different and similar?

How are these number stories different from other number stories we've solved?

Debrief

(Select student Application Problem samples that represent all decompositions of 8.) There are so many different answers. Are these all correct?

How can we figure out if we came up with all of the ways to make 8 boys and girls?

Debrief

There were 8 boys and girls in our Application Problem, 2 more boys join the cooking club.

How can we count on to find out how many students are in the club now?

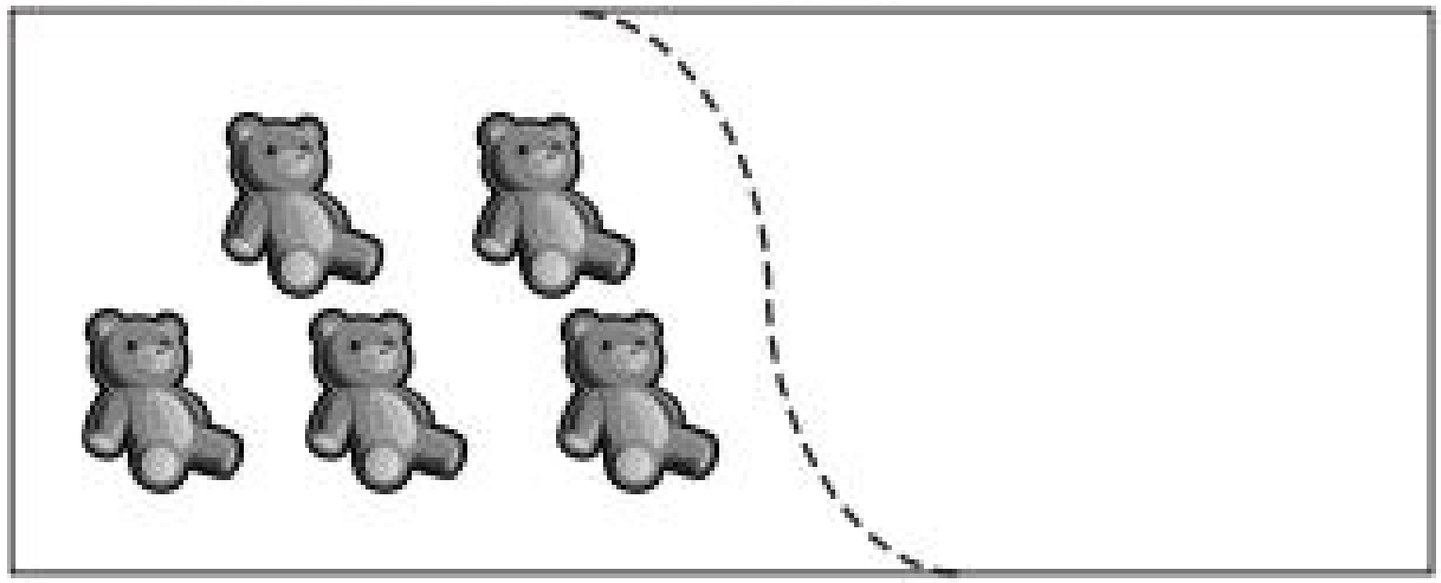
How would you change your number sentence?

What if there were still 8 students in the afterschool cooking club, and we knew that there were 5 boys, but we didn't know how many girls? How can you write that as a new number sentence?

Exit Ticket

Name _____ Date _____

Draw more bears to show that Jen has 8 bears total.



I added _____ more bears.

Write a number sentence to show how many bears you drew.