

Eureka Math

1st Grade Module 1 Lesson 12

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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

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- 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

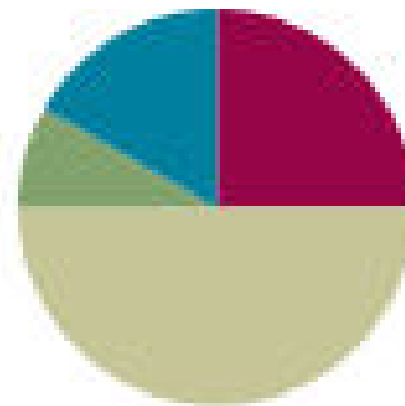
- (T) Mystery box (Lesson 11), counting bears (or another engaging classroom material that allows for storytelling),
- (T) Enlarged blank number sentence and number bond (Lesson 6 Template 2)
- (S) Personal white board, blank number sentence and number bond (Lesson 6 Template 2),
- (S) 5-group cards including blank (Lesson 5 Template 1), number sentence cards (Lesson 11 Template) with sticky notes labeled with question marks per pair

Lesson 12

Objective: Solve *add to with change unknown* math stories using 5-group cards.

Suggested Lesson Structure

■ Fluency Practice	(15 minutes)
■ Application Problem	(5 minutes)
■ Concept Development	(30 minutes)
■ Student Debrief	(10 minutes)
Total Time	(60 minutes)





I can solve add to with change unknown math stories using my 5-group cards.



Slam: Partners to 6

Order your cards 0–6 on your desk beginning with 0. I will flash a 5-group card, and you will need to “slam” the card with the partner to 6 (students carefully slap the card on the table).

Now when you hear me snap I want you to say the partners you found.


Continue playing until students have found all possible partners to 6. Then, give them time to play the game with partners.



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

number bond dash 7



Application Problem

Tanya has 7 books on her shelf. She borrowed some books from the library, and now there are 9 books on her shelf. How many books did she get at the library?

Explain your thinking in pictures, words, or with a number sentence. Draw a box around the mystery number in your number sentence.



Concept Development

Use the number side of your 5-group cards to help me solve a story. Once upon a time, 5 little bears came out of hibernation.

(Place 5 bear counters above the first addend space on the teacher number sentence template.)

Then, some more bears came out of hibernation.
(Bring out mystery box.)

What should we do?



Concept Development

Here's a blank card for everyone.

Place it in your number sentence to show that this part is a mystery.



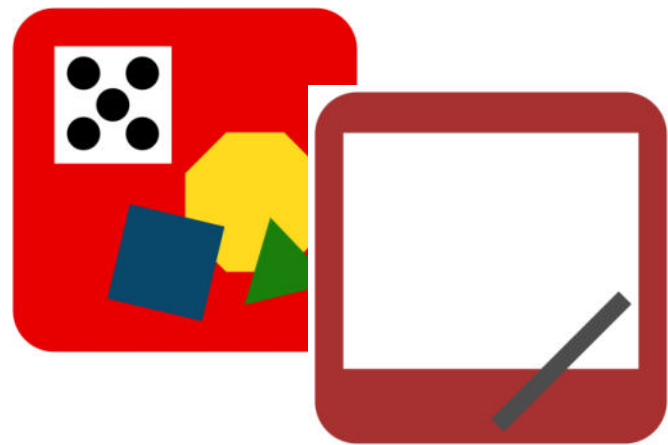
Concept Development

At the end, there were 8 little bears out of hibernation. Where should we show that number of bears in our number sentence?

How can we use the 5-group cards to figure out how many more bears came out of hibernation?

With your partner, use your cards to show how many bears are in the box.





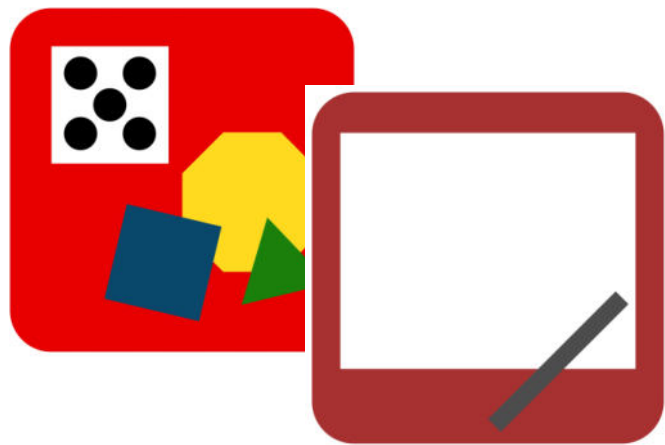
Concept Development

How many bears joined the group?

How did you use your 5-group cards to figure this out?

Let's count on as we point to each dot.





Concept Development

Fiiiiive, 6, 7, 8.

How many more bears came out of hibernation?

Let's open the box and see how many more bears came out of hibernation! Write the number sentence using the 5-group cards in front of you to help.



Concept Development

This type of a story problem is a mystery change problem because the change that results in the total is a mystery.

$$4 + ? = 7$$

This time, I want you to think of a mystery change story with your partner. Try to solve the mystery using your 5-group cards.





Concept Development

$$9 = 5 + ?$$

Again think of a mystery change story with your partner. Try to solve the mystery using your 5-group cards.



Problem Set

1 2 3 4 5

Problem Set

A STORY OF RATIOS

Lesson 12 Problem Set



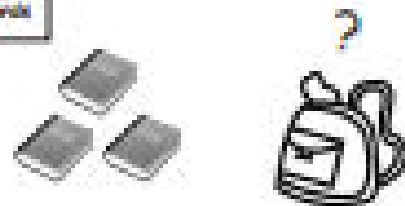
Name _____

Date _____



Fill in the missing numbers.

1.



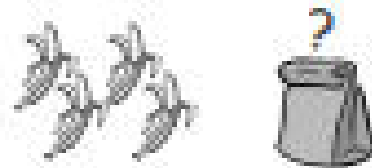
$$3 + \underline{\quad} = 5$$

2.



$$5 + \underline{\quad} = 9$$

3.



$$4 + \underline{\quad} = 10$$

A STORY OF RATIOS

Lesson 12 Problem Set



4. Kate and Bob had 6 balls at the park. Kate had 2 of the balls.

How many balls did Bob have?

$$\underline{\quad} \text{ balls} = \underline{\quad} \text{ balls} + \underline{\quad} \text{ balls}$$

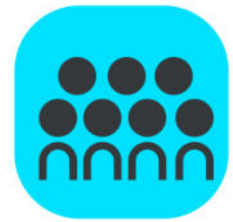
Bob had balls at the park.

5. I had 3 apples. My mom gave me some more. Then, I had 10 apples.

How many apples did my mom give me?

$$\underline{\quad} \text{ apples} + \underline{\quad} \text{ apples} = \underline{\quad} \text{ apples}$$

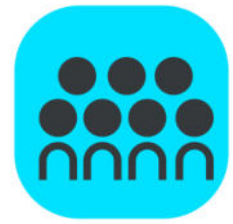
Mom gave me apples.



Debrief



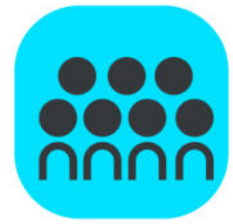
- How did the 5-group cards help you with today's work?
- Were some problems faster to solve than others? Why? Share an example.



Debrief



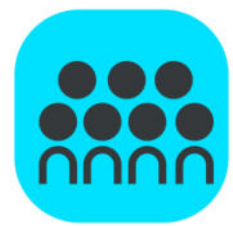
- Compare the different strategies we used yesterday and today.
- Which strategy was easier for you, and why?



Debrief



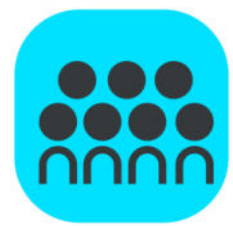
How are Problem 3 and Problem 5 different? How are they the same?



Debrief



- Look at your Application Problem.
How can you use 5-group cards to solve this problem?



Debrief



Share with your partner an “I can...” statement, based on something you can now do on your own.

For example, “I can make up mystery change problems and write number sentences with sticky notes,” or “I can use 5-group cards to help me solve mystery change problems.”



Exit Ticket

A STORY OF RATS

Lesson 12 Exit Ticket



Name _____

Date _____

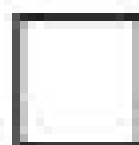
Draw a picture, and count on to solve the math story.



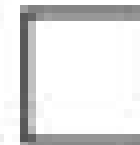
Bob caught 5 fish. John caught some more fish. They had 7 fish in all. How many fish did John catch?



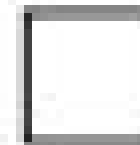
Write a number sentence to match your picture.



+



=



John caught _____ fish.