Eureka Math

1st Grade
Module 1
Lesson 13

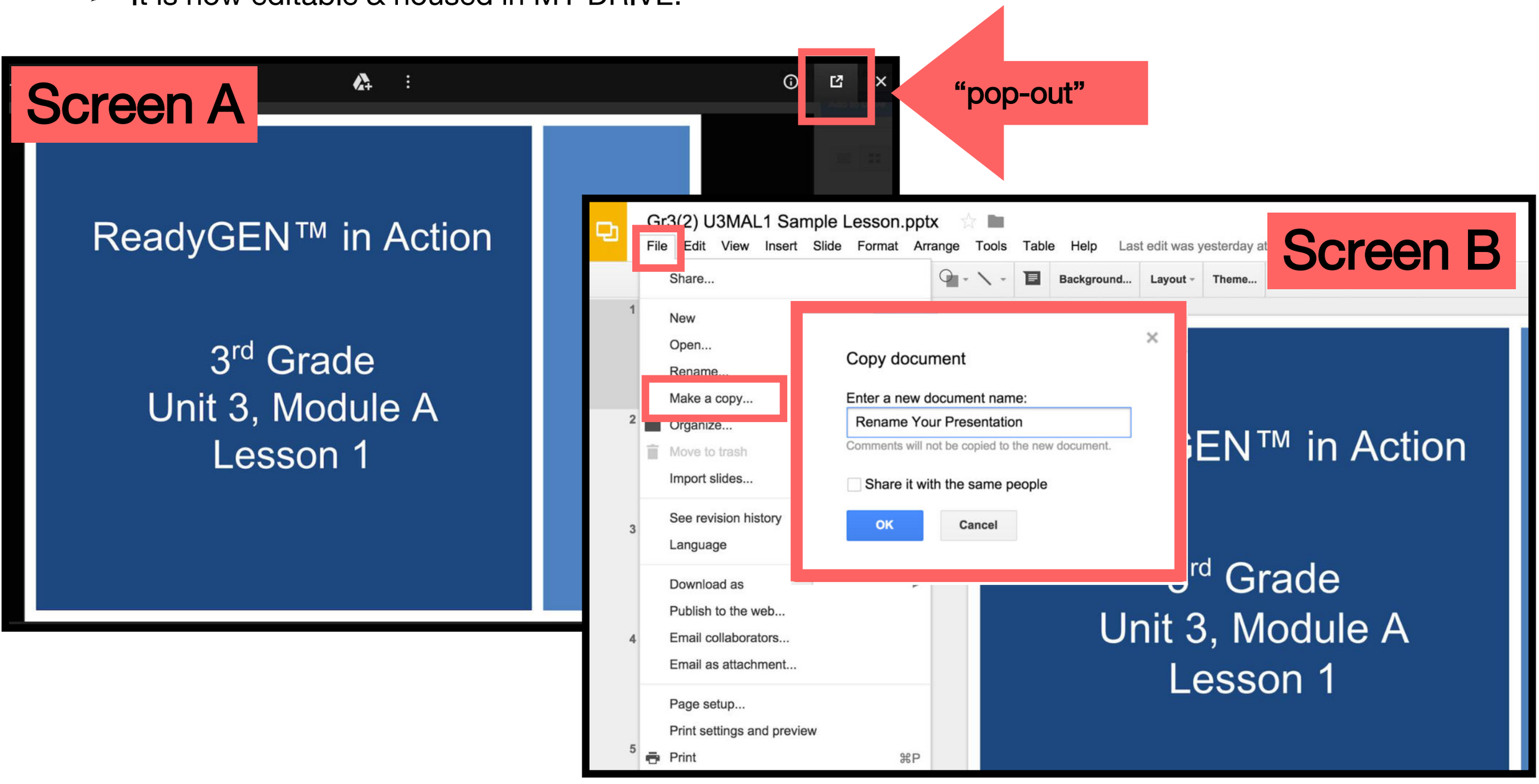
At the request of elementary teachers, a team of Bethel & Sumner educators met as a committee to create Eureka slideshow presentations. These presentations are not meant as a script, nor are they required to be used. Please customize as needed. Thank you to the many educators who contributed to this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

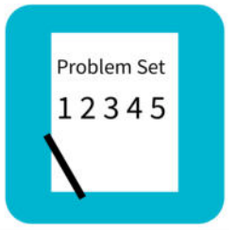


Icons

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

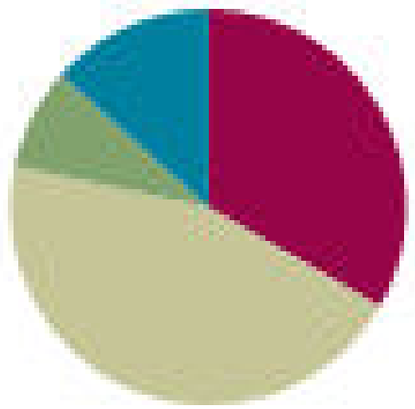
- (T) Mystery box (shoe box or other box with a question mark on it), counting bears (or another engaging classroom material that lends itself to storytelling)
- (T) Enlarged blank number sentence and number bond
- (T) (Lesson 6 Template 2), number sentence cards (Template) and 2" × 2" sticky notes labeled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

Lesson 13

Objective: Tell *put together with result unknown, add to with result unknown,* and *add to with change unknown* stories from equations.

Suggested Lesson Structure

Fluency Practice	(20 minutes)
Application Problem	(5 minutes)
Concept Development	(27 minutes)
Student Debrief	(8 minutes)
Total Time	**(60 minutes)**



I can solve **put together** number stories with unknown parts.

Count by Tens

Use the tens from your 5-group cards as a visual while students count by tens, first the regular way and then the Say Ten Way.

Next, show students a 3 card and add 10 cards to count on by tens the Say Ten Way, starting at three (three, ten 3, 2 tens 3, 3 tens 3…).

Repeat, starting at various numbers between 1 and 9

Ten and Tuck

Have students show 10 fingers. Now tuck 3 (students put down the pinky, ring finger, and middle finger on their right hands). How many fingers are up? How many are tucked.
Then, ask them to say the number sentence aloud, beginning with the larger part (7 + 3 = 10), beginning with the smaller part (3 + 7 = 10), and beginning with the whole (10 = 3 + 7 or 10 = 7 + 3).

Memory: Partners to 10

Partner A: a set of single-sided 5-group cards and
Partner B: a set of single-sided numeral cards.

1. Students to sit facing each other and line up their cards in front of them, face down.
2. Students take turns flipping over one of their cards and one of their partner's cards to try to make a ten. When you make a ten, place the cards in a separate pile and keep them until the end of the game.
3. The player with the most cards at the end of the game wins.

Application Problem

Sammi had 6 bunnies. One of them had babies. Now, she has 10 bunnies. How many babies were born?

Draw a picture to show how you know. Write a number bond and a number sentence to match your picture.

Concept Development

5 + 1 = ?

What do we need to find in this number sentence?

Concept Development

With your partner, make up a math story using this number sentence.

As you make up the story, draw a picture to help you solve for the number that hides under the question mark.

Concept Development

Let’s share our stories!

(Choose two or three pairs to share their stories. After each pair tells the story, invite the class to say the answer and the number sentence. Emphasize the importance of naming the unit: 5 lions + 1 lion = 6 lions.)

Concept Development

$6 + ? = 8$

What do we need to find in this number sentence?

Concept Development

With your partner, make up a math story using this number sentence.

As you make up the story, draw a picture to help you solve for the number that hides under the question mark. (Demonstrate)

Concept Development

Let’s share our stories!

(Choose two or three pairs to share their stories. After each pair tells the story, invite the class to say the answer and the number sentence. Emphasize the importance of naming the unit: 5 lions + 1 lion = 6 lions.)

Concept Development

You and your partner will take turns being math storytellers.

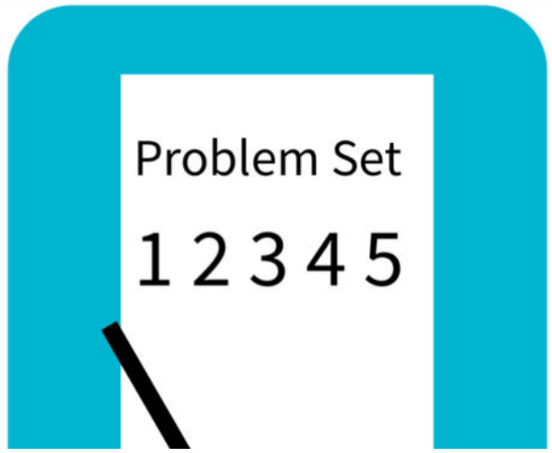
Partners will each pick their own number sentence card and make it special by placing a sticky note either on the total or on the second part of the number sentence.

Concept Development

Then, come up with a story that matches your number sentence creation.

Tell your partner your story as you show your number sentence.

The partner will have to draw a math picture to show what is happening in the story and to solve the problem.

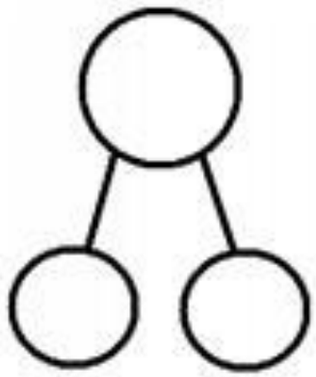


Problem Set

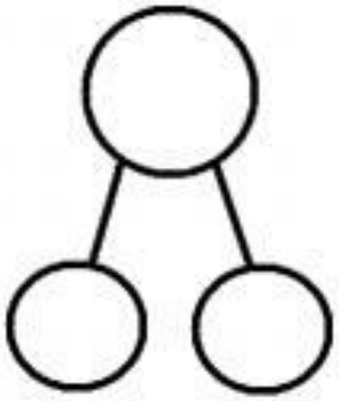
Name _____ Date _____

With a partner, create a story for each of the number sentences below. Draw a picture to show. Write the number bond to match the story.

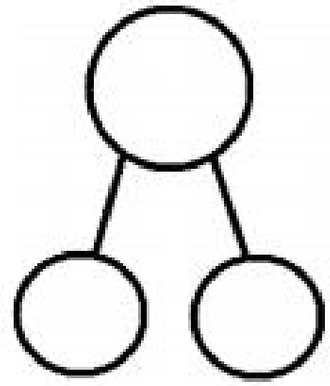
1. $6 + 2 = \square$



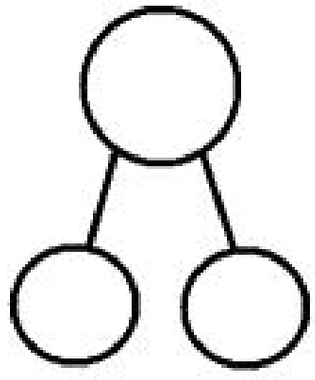
2. $5 + 5 = \square$



3. $5 + \square = 7$



4. $6 + \square = 10$



Debrief

- Which two problems from your Problem Set did you think were similar? Why?

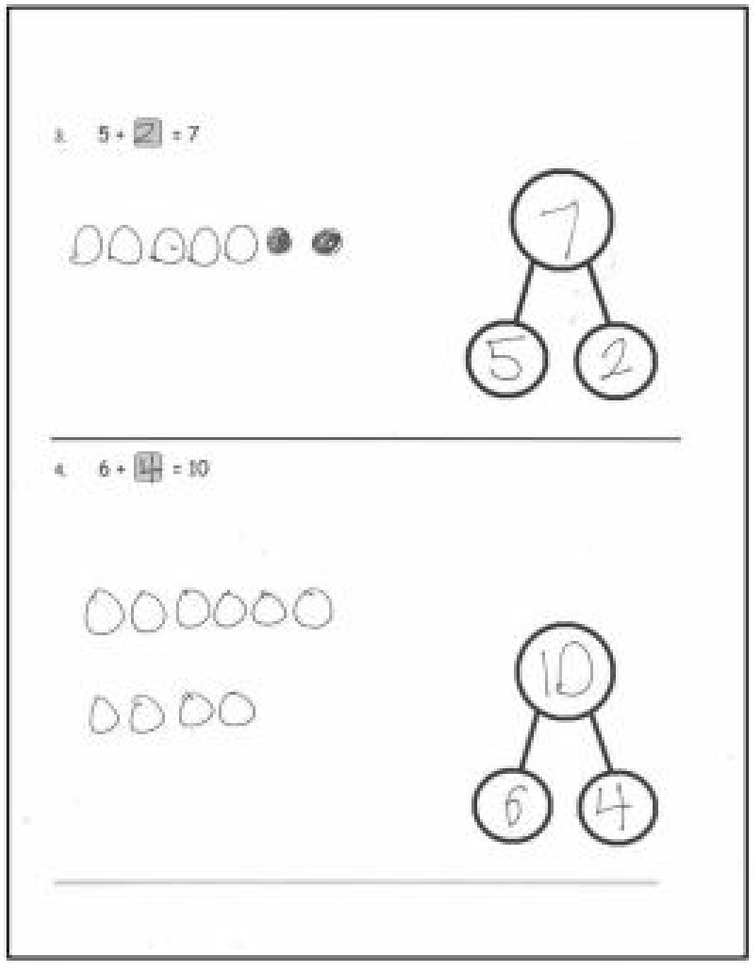
- Which two problems from your Problem Set did you think were different? Why?

Debrief

- Which of your stories was the most difficult for you to make?

- Which story was the easiest for you? Why?

Debrief



Which problem was our Application Problem similar to?

In what way(s) are they similar?

Exit Ticket

Name _____ Date _____

Tell a math story for each number sentence by drawing a picture.

1. 5 + 1 = 6

2. 3 + ? = 8