Eureka Math

1st Grade
Module 1
Lesson 14

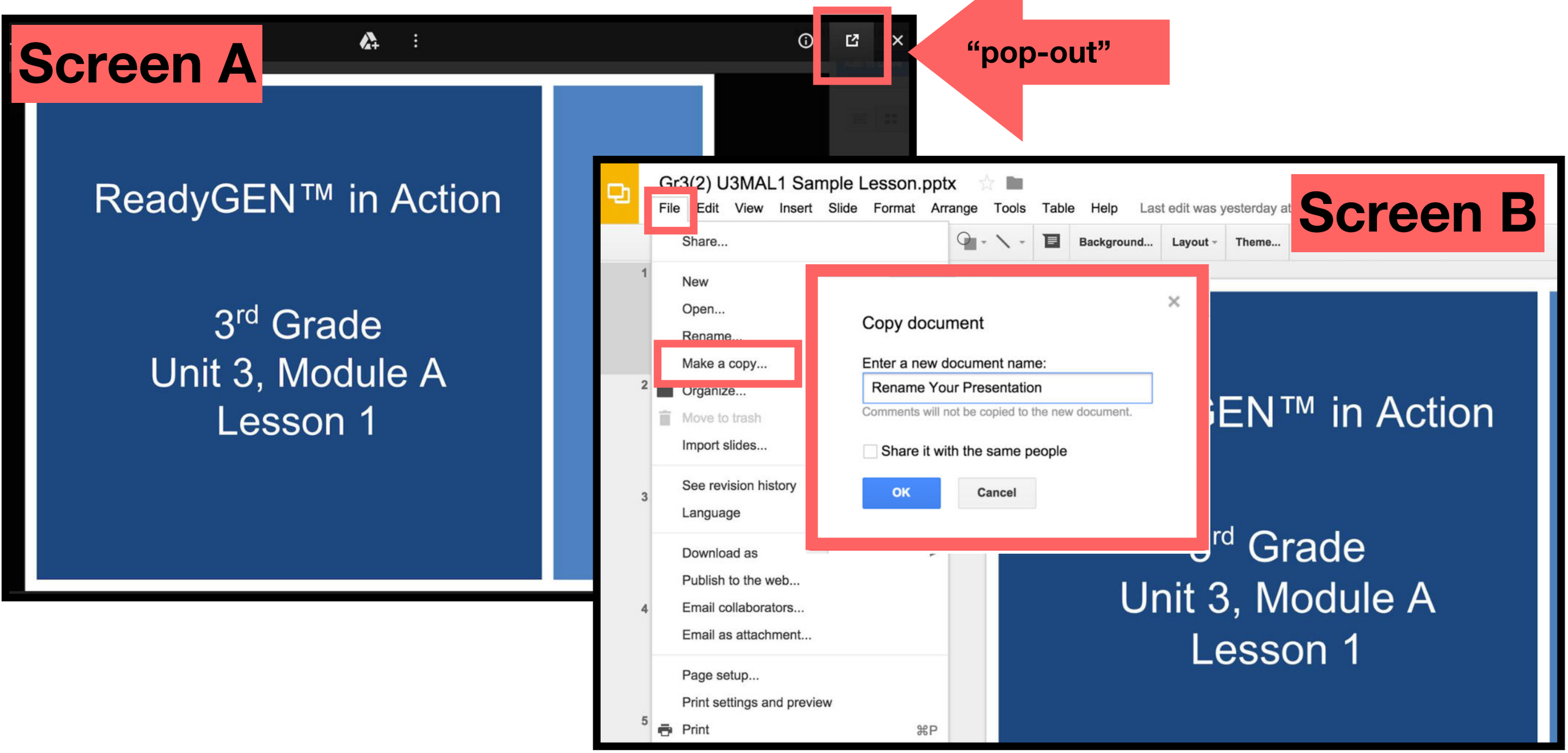
At the request of elementary teachers, a team of Bethel & Sumner educators met as a committee to create Eureka slideshow presentations. These presentations are not meant as a script, nor are they required to be used. Please customize as needed. Thank you to the many educators who contributed to this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

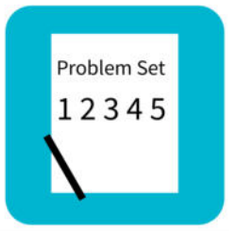


Icons

Read, Draw, Write

Learning Target

Personal White Board

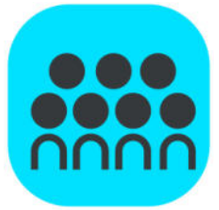


Problem Set

Manipulatives Needed

Fluency

Think Pair Share



Whole Class

Individual

Partner

Small Group

Small Group Time

Materials Needed

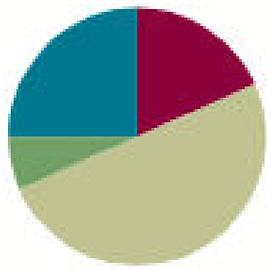
- 5-Group Cards
- Template: Pictures of crayons and hot dogs (this was screenshotted into the slides, so the paper template is optional)

Lesson 14

Objective: Count on up to 3 more using numeral and 5-group cards and fingers to track the change.

Suggested Lesson Structure

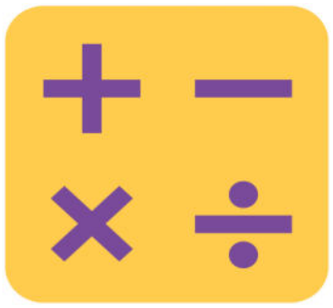
Fluency Practice	(11 minutes)
Application Problem	(4 minutes)
Concept Development	(30 minutes)
Student Debrief	(15 minutes)
Total Time	**(60 minutes)**



I can count on up to 3 more using numeral cards, my fingers, or 5-group cards.

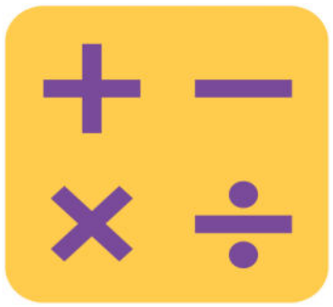
Skip Counting Squats

Let’s count from 0 to 20 and back two times, squatting down and touching the floor on odd numbers and standing up for even numbers.



Skip Counting Squats

Now let’s whisper when we squat and talk normally when we stand.



Skip Counting Squats

Next let’s think of the number in our heads when we squat and whisper when we stand.

Count on Cheers

I’ll say a number aloud. You will repeat the number, touching your head and count on as you put your fists in the air, one at a time. You can count on with boxing punches. We can also extend the game by counting back 2. Example:

Missing Part: Make 10

Work with a partner, using 5-group cards. You will put a card on his or her forehead. Your partner will tell how many more to make 10. Guess the on your partner's forehead. Partners can play simultaneously, each putting a card on his or her forehead. You can use your fingers to help you!

Application Problem

Beth went apple picking. She picked 7 apples and put them in her basket. Two more apples fell out of the tree right into her basket! How many apples does she have in her basket now? Draw a math picture and write a number bond and number sentence to match the story.

RDW

Concept Development

Today, let's try some of those same great strategies to help us solve missing numbers in math sentences. What are some of the ways we figured out the mystery number in our bear stories? Turn and talk with a partner.

Concept Development

What strategies did you and your partner discuss?

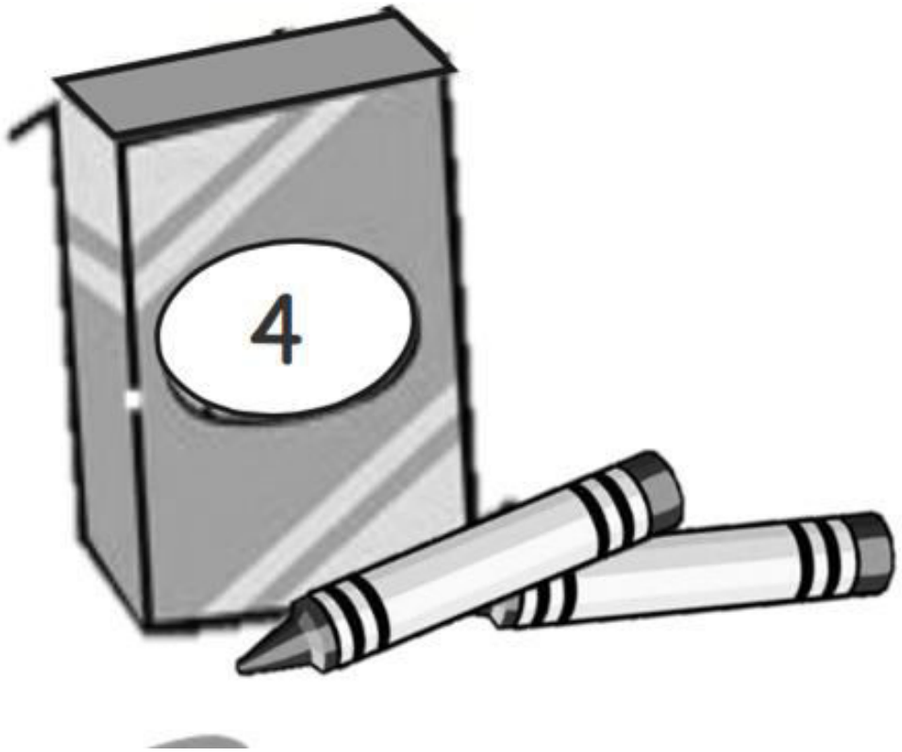
Concept Development

Here are some strategies we can use to solve for mystery numbers:

- Counting On
- Using 5-group cards
- Drawing

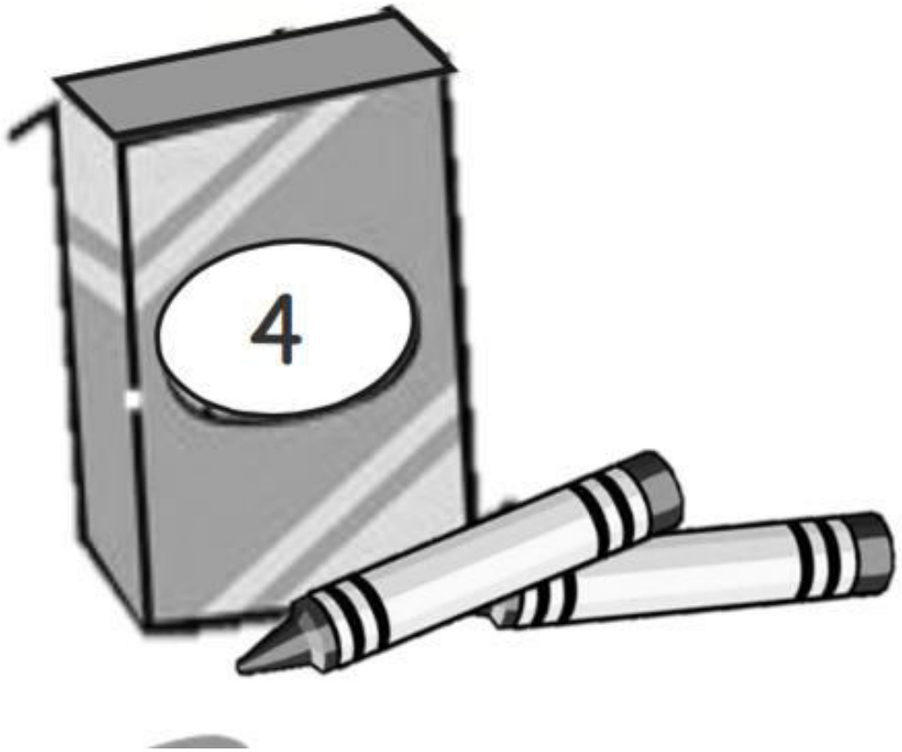
Concept Development

Let’s use those strategies with this situation. Look at this picture. How many crayons are outside of the box?



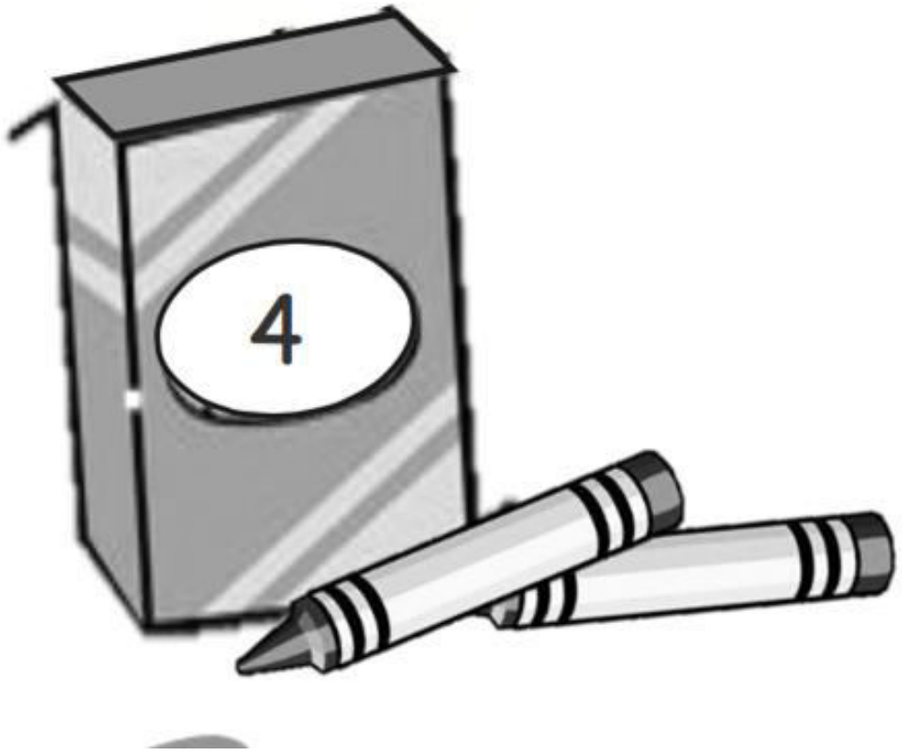
Concept Development

2 crayons are outside the box! Let’s use our fingers to keep track of these two crayons. As I point, put out your fingers to follow along.



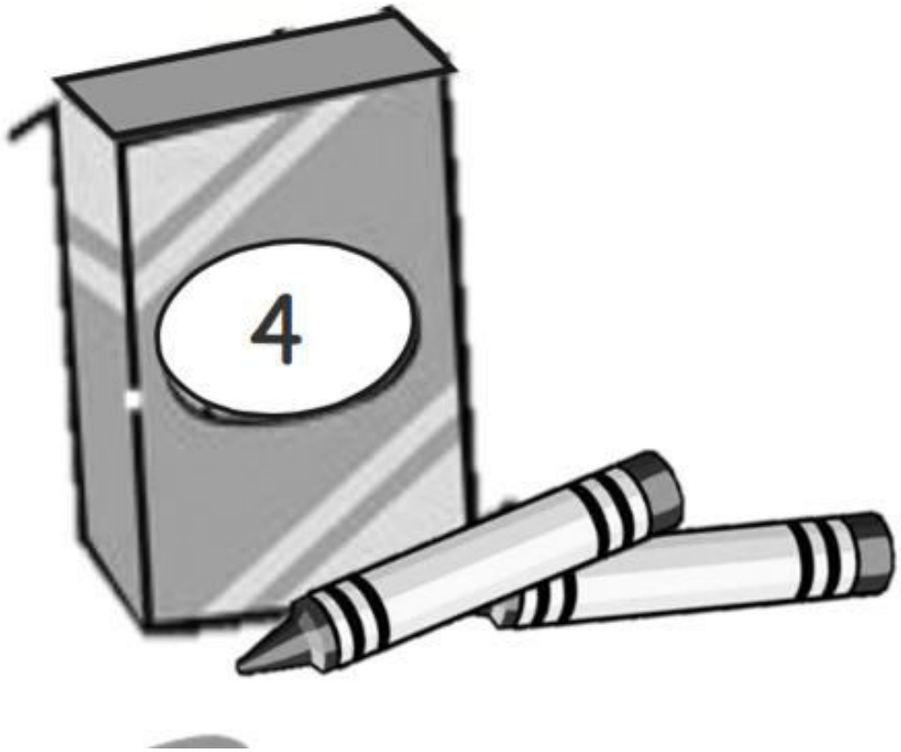
Concept Development

Oooneeee, 2



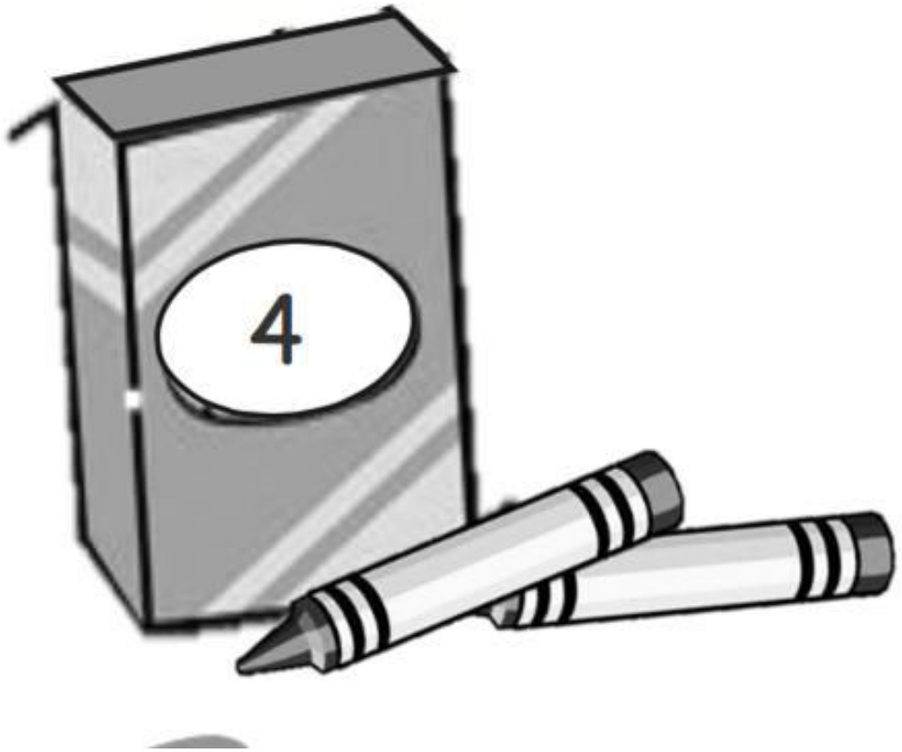
Concept Development

How many fingers do you have out?



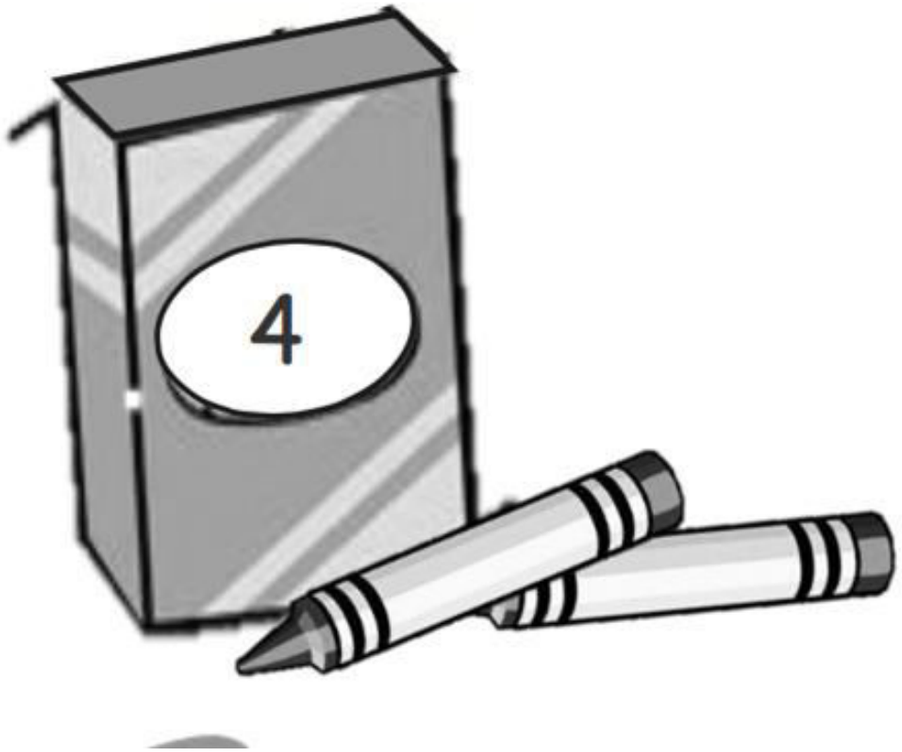
Concept Development

Those two fingers match these 2 crayons.



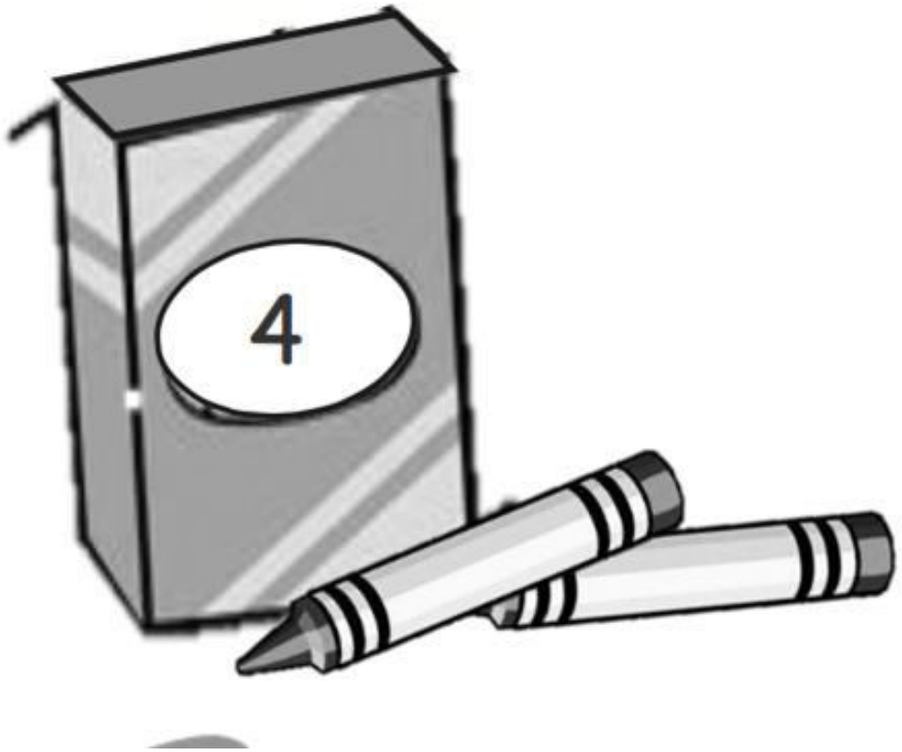
Concept Development

Let’s count on to find out how many crayons are in the picture. We’ll start with the box first. Use your fingers to count with me.



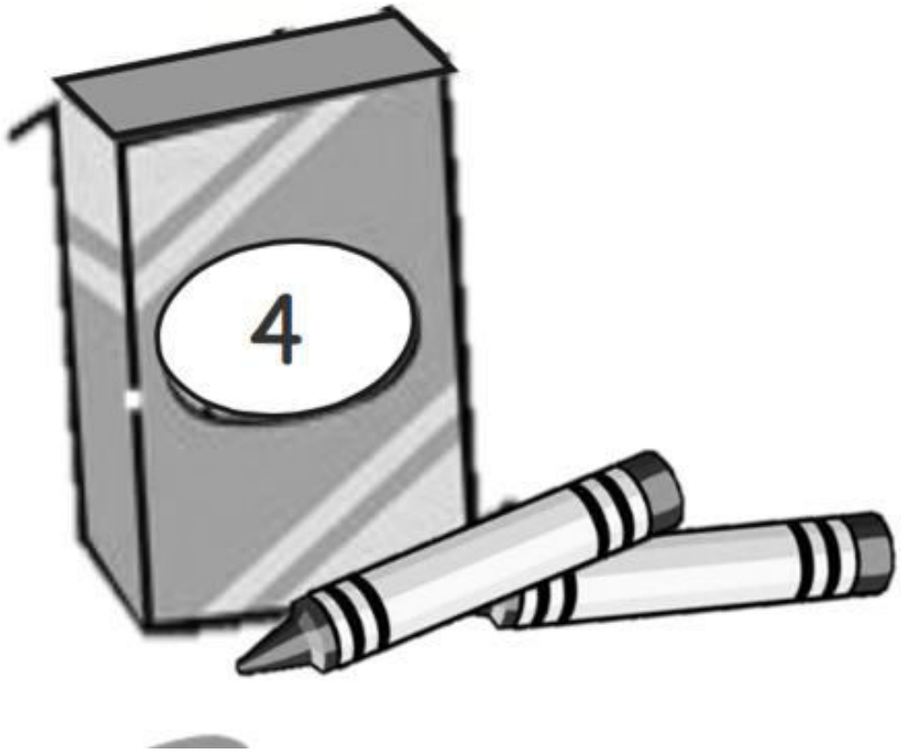
Concept Development

Fourrrrr, 5, 6.



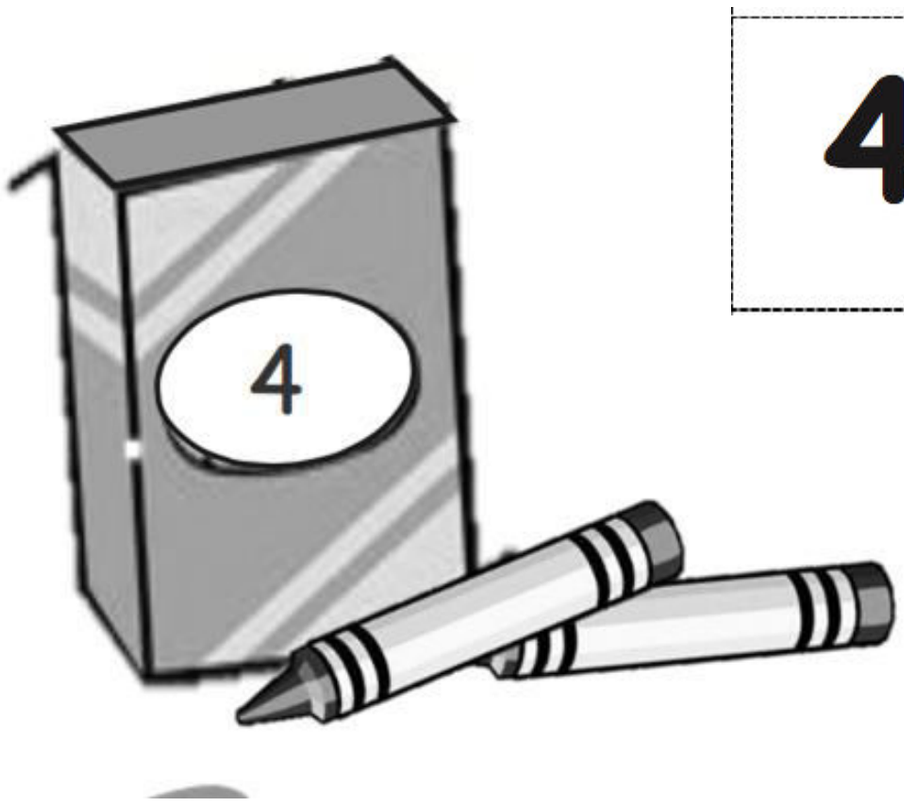
Concept Development

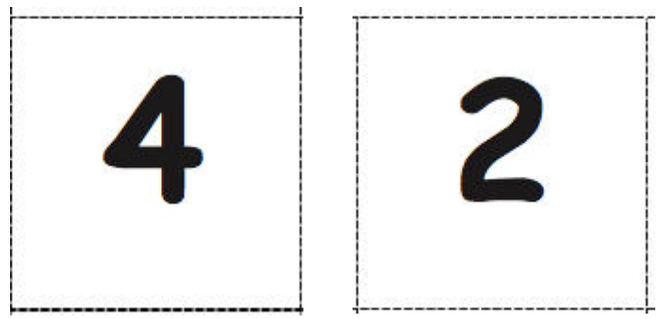
How many crayons are there altogether?



Concept Development

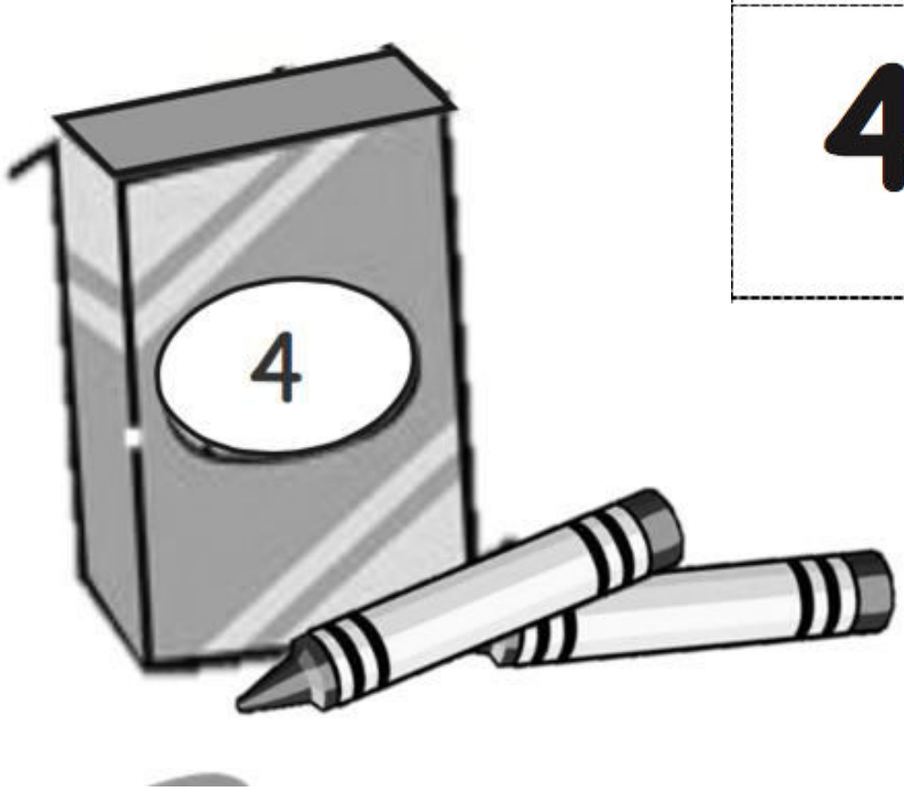
Take out your 5-group cards and build the number sentence using the numeral cards.

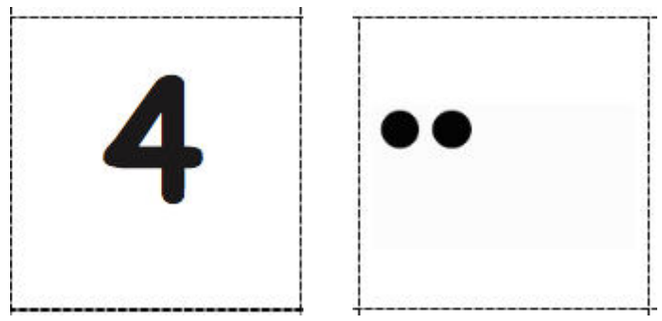




Concept Development

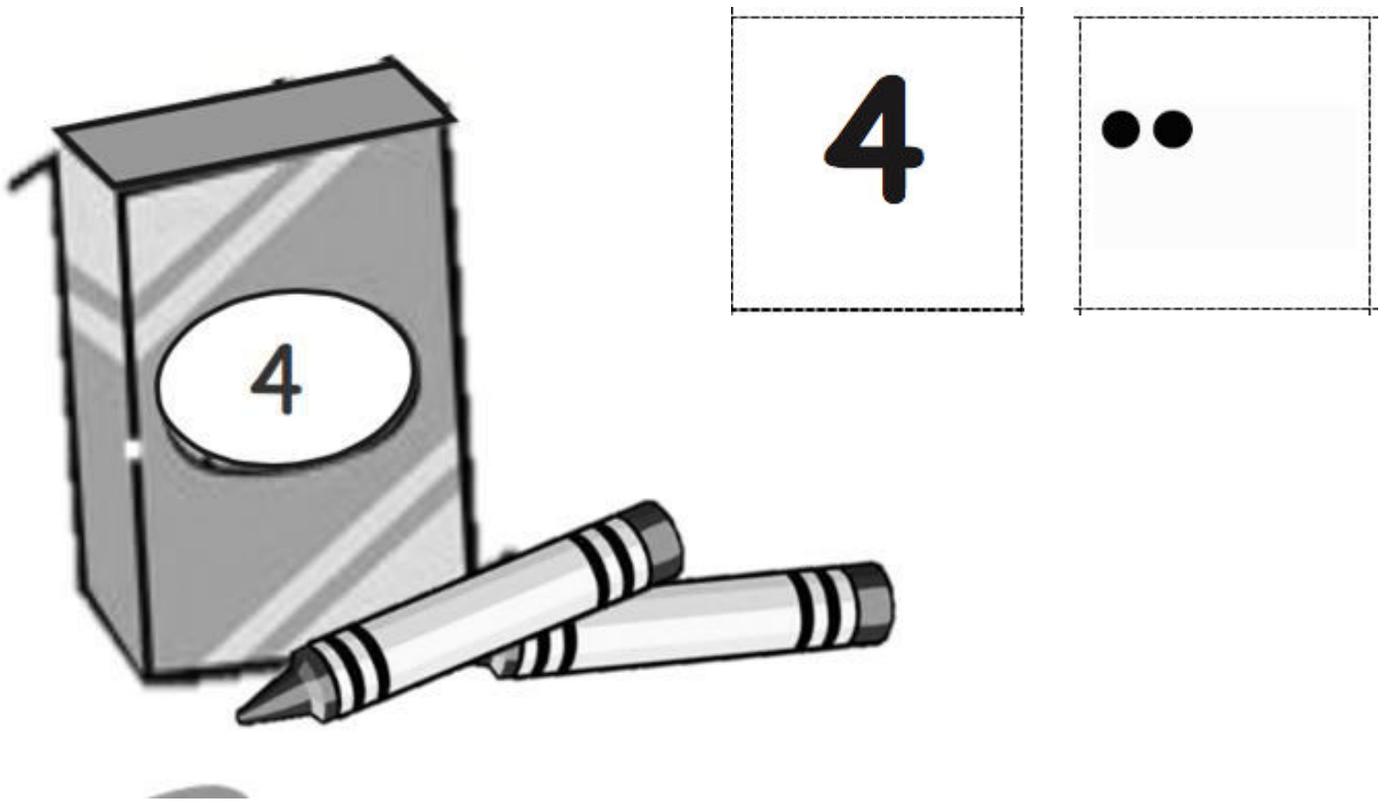
Turn over your 2 to show the dot side. We will use the 5-group cards and count on to check our solution.





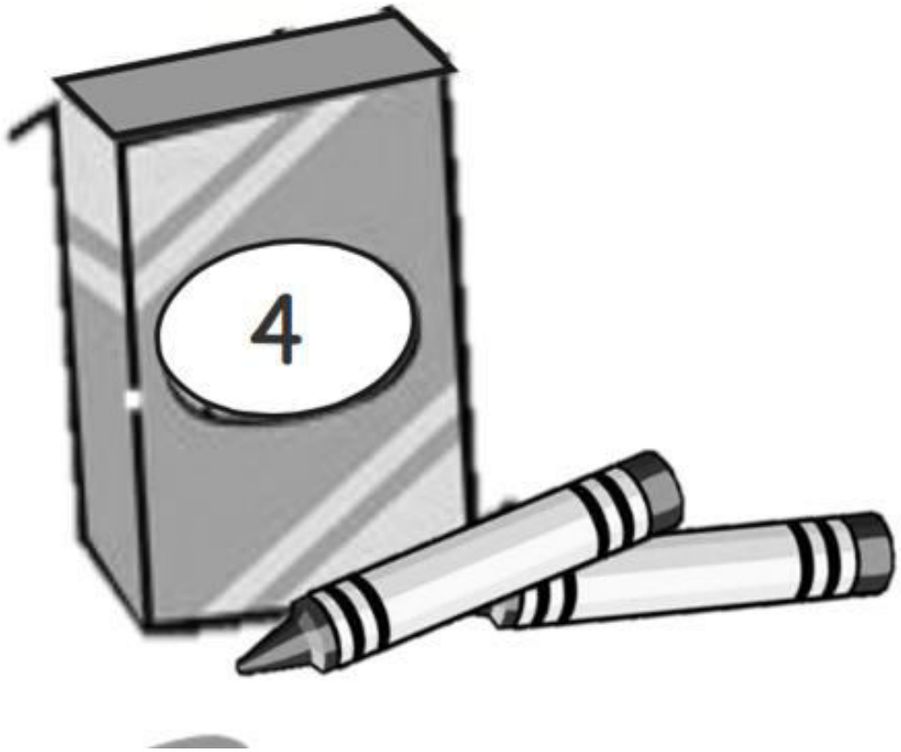
Concept Development

What is the total when we counted using our cards?



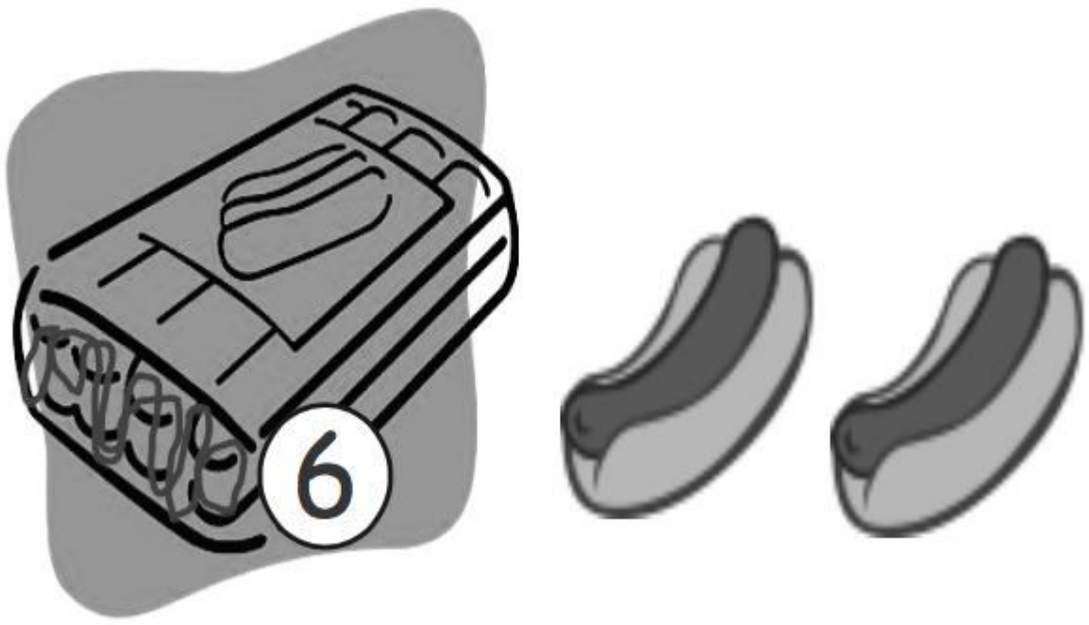
Concept Development

What is the total when we counted the crayons with our fingers?



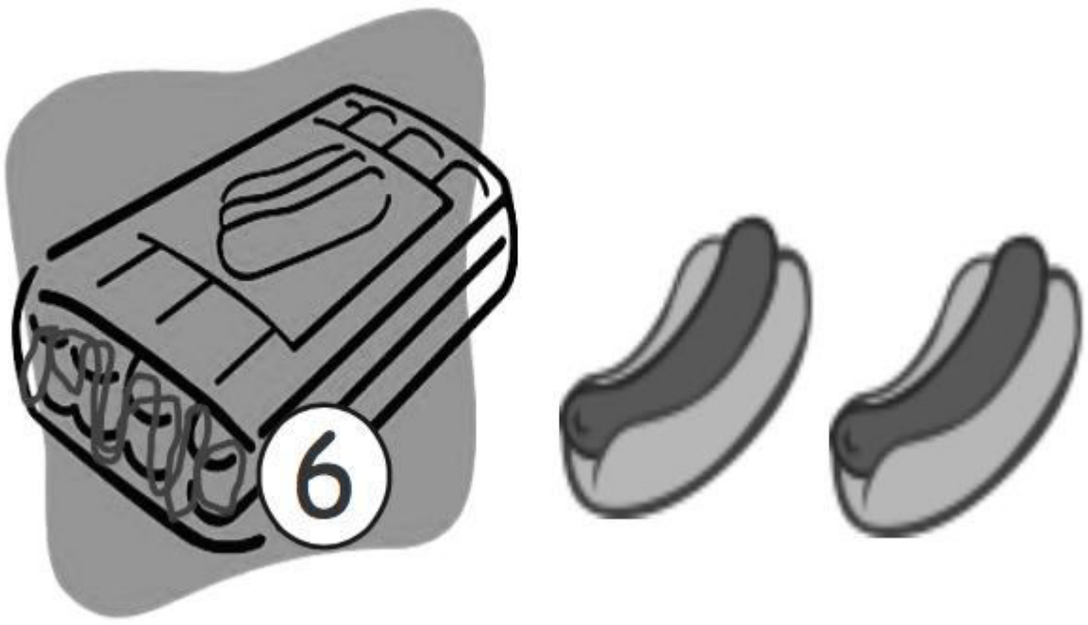
Concept Development

Great job! Let’s try another. We’ll repeat the process of what we did with the crayon picture with this picture of hot dogs.



Concept Development

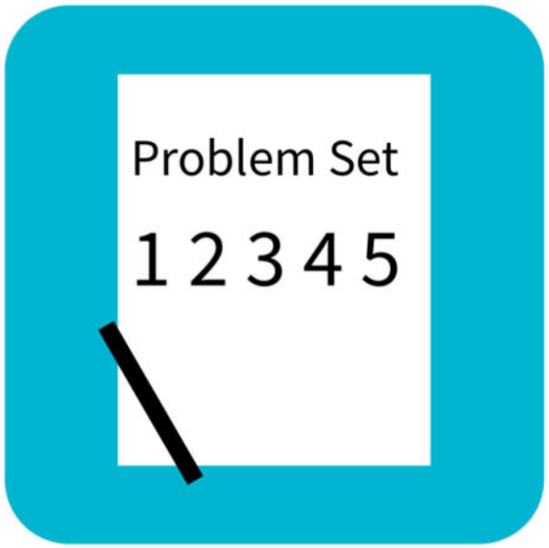
Turn and talk with your partner about the two strategies we just used. How are they similar?



Concept Development

$4 + \square = 7$

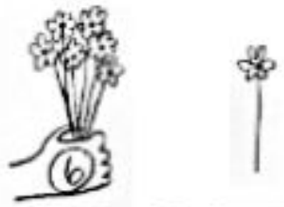
Let’s try to solve one more with a partner. Talk quietly with your partner to decide what number belongs in the box. Remember that you can count on using your fingers or your 5-group cards to help you.



Problem Set

Name _____ Date _____

1. Count on to add.



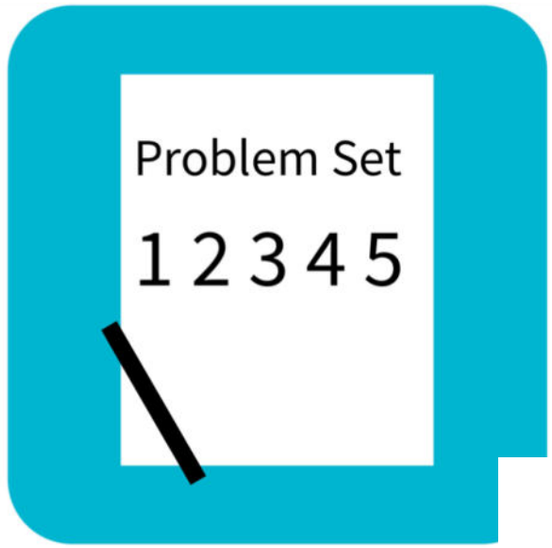
☐ + ☐ = ☐ There are ____ flowers altogether.

2. 

☐ = ☐ + ☐ There are ____ oranges in all.

3. 

☐ = ☐ + ☐ There is a total of ____ crayons.



Problem Set

4. Use your 5-group cards to count on to add. Try to use as few dot cards as you can.

a. 6 + 1 = ☐

b. 6 + 3 = ☐

c. 7 + 2 = ☐

d. ☐ = 5 + 3

5. Use your 5-group cards, your fingers, or your known facts to count on to add.

a. 8 + 2 = ☐

b. ☐ = 4 + 1

c. 4 + 3 = ☐

d. ☐ = 6 + 3

Debrief

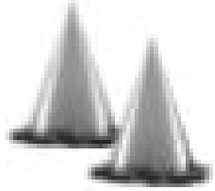
- Any combination of the questions below may be used to lead the discussion.
- For which problems did you need to add1? Let's list those number sentences.
- What do you notice about these problems? Is there a pattern you can find?
- Look at the first three problems. What do you notice about what we are adding each time? Why might we be only counting on 1, 2, or 3 more with our fingers?
- Are there any problems that have the same total? Let's list those number sentences.
- How can the totals be the same if we counted on different amounts?

Exit Ticket

Name _____ Date _____

1.

6



6 + 2 = ☐

I counted _____ hats in all.

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2. Count on to solve the number sentences.

a. 7 + 3 = ☐

b. 8 + 2 = ☐