Eureka Math

1st Grade
Module 1
Lesson 15

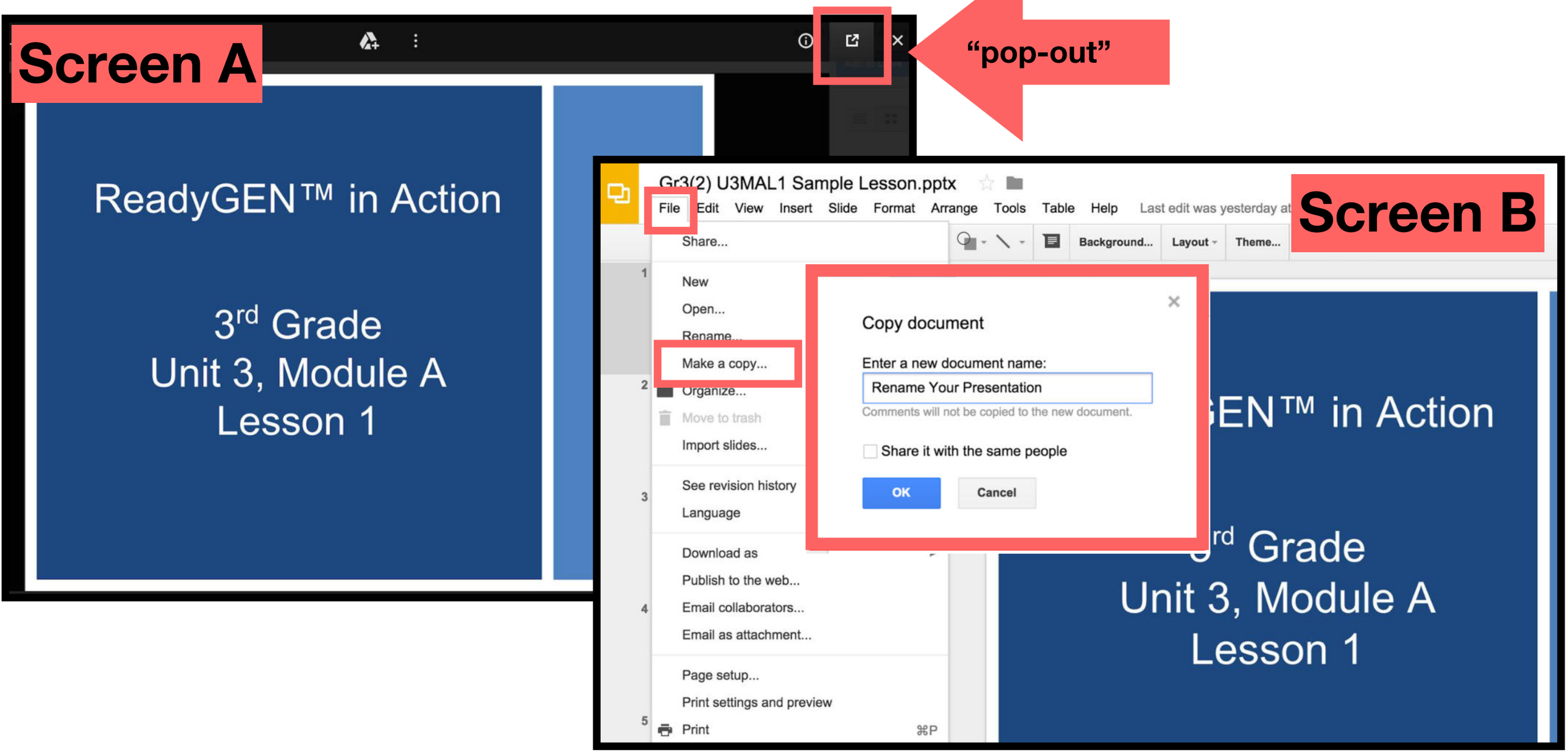
At the request of elementary teachers, a team of Bethel & Sumner educators met as a committee to create Eureka slideshow presentations. These presentations are not meant as a script, nor are they required to be used. Please customize as needed. Thank you to the many educators who contributed to this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

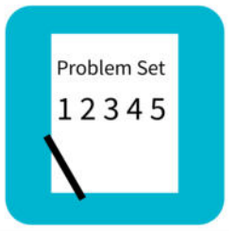


Icons

Read, Draw, Write

Learning Target

Personal White Board

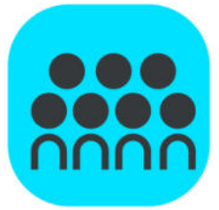


Problem Set

Manipulatives Needed

Fluency

Think Pair Share



Whole Class

Individual

Partner

Small Group

Small Group Time

Materials Needed

- (S) 5-Group Cards (Lesson 5 Template 1)
- (S) Number Sentence Cards (Lesson 11 Template) per pair with sticky note covering the total
- (S)Personal whiteboards for students

Lesson 15

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

Suggested Lesson Structure

Fluency Practice	(15 minutes)
Application Problem	(5 minutes)
Concept Development	(25 minutes)
Student Debrief	(15 minutes)
Total Time	**(60 minutes)**

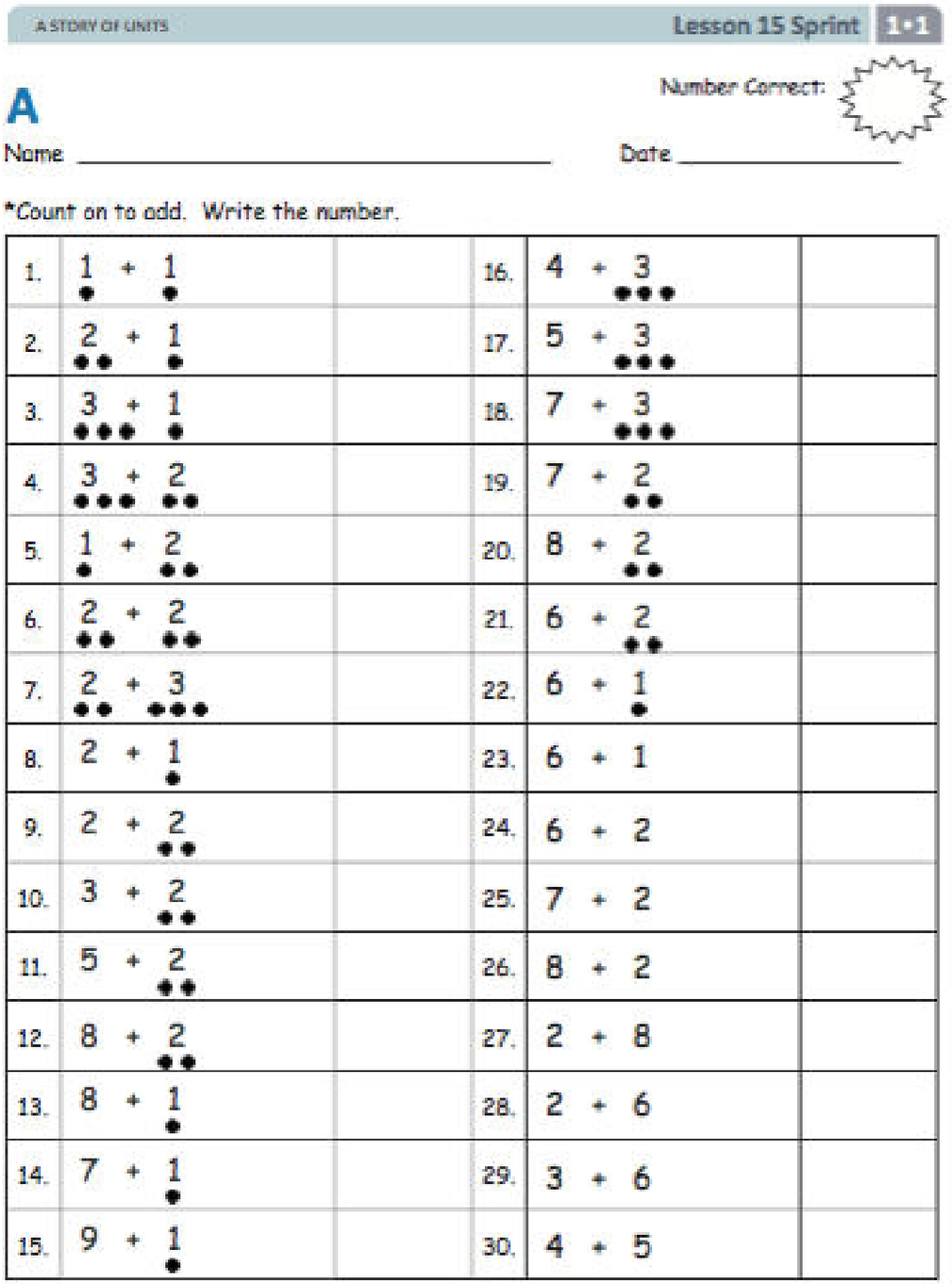
I can count on up to 3 more using numeral cards, my fingers, or 5-group cards.

Happy Counting

We will do our Happy Counting activity from Lesson 3 Fluency Practice, counting by tens the Say Ten Way using our Rekenrek. First, we'll count from 0 to 50 and back. Then, we'll count from 7 to 77 and back.

Count On

Let’s do a Sprint!



A STORY OF UNITS — Lesson 15 Sprint — 1•1

A

Number Correct: _____

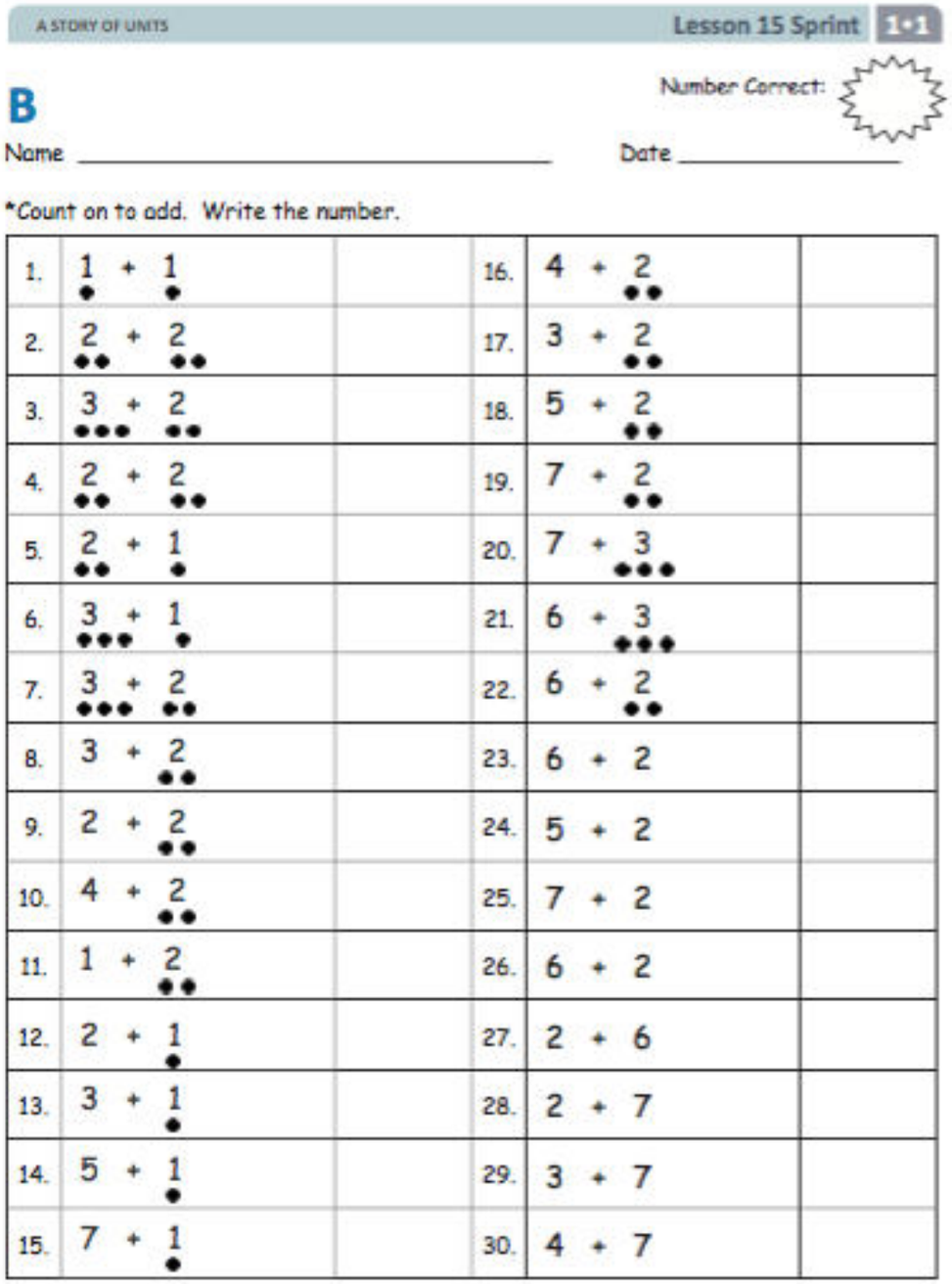
Name _____ Date _____

*Count on to add. Write the number.

1.	1 + 1		16.	4 + 3	
2.	2 + 1		17.	5 + 3	
3.	3 + 1		18.	7 + 3	
4.	3 + 2		19.	7 + 2	
5.	1 + 2		20.	8 + 2	
6.	2 + 2		21.	6 + 2	
7.	2 + 3		22.	6 + 1	
8.	2 + 1		23.	6 + 1	
9.	2 + 2		24.	6 + 2	
10.	3 + 2		25.	7 + 2	
11.	5 + 2		26.	8 + 2	
12.	8 + 2		27.	2 + 8	
13.	8 + 1		28.	2 + 6	
14.	7 + 1		29.	3 + 6	
15.	9 + 1		30.	4 + 5	

Count On

Let’s do a Sprint!



A STORY OF UNITS — Lesson 15 Sprint — 1•1

B

Number Correct: ____

Name _____ Date _____

*Count on to add. Write the number.

1.	1 + 1		16.	4 + 2	
2.	2 + 2		17.	3 + 2	
3.	3 + 2		18.	5 + 2	
4.	2 + 2		19.	7 + 2	
5.	2 + 1		20.	7 + 3	
6.	3 + 1		21.	6 + 3	
7.	3 + 2		22.	6 + 2	
8.	3 + 2		23.	6 + 2	
9.	2 + 2		24.	5 + 2	
10.	4 + 2		25.	7 + 2	
11.	1 + 2		26.	6 + 2	
12.	2 + 1		27.	2 + 6	
13.	3 + 1		28.	2 + 7	
14.	5 + 1		29.	3 + 7	
15.	7 + 1		30.	4 + 7	

Application Problem

Joshua and Rebecca were eating raisins. Joshua had 7 raisins and took 2 more from the box. Rebecca had 9 raisins and took 2 more from the box. Who had a greater number of raisins, Joshua or Rebecca? Draw math drawings and write number bonds or number sentences to show how you know.

Concept Development

Today, let’s use our strategies for counting on to play the partner game Count On! We will need to use counting on with our fingers and counting with 5-group cards to play.

Concept Development

$6 + \square = 9$

Show how we can use counting on with our fingers to solve this on your own.

Concept Development

$6 + \square = 9$

Let’s count on with our fingers together to solve this!

Concept Development

$6 + \square = 9$

I'll show you 5-group cards with the numeral 6 and a dot card for the mystery number. Use these cards on your own to count on.

Concept Development

$6 + \square = 9$

Now let’s use the cards to count on together!

Concept Development

$6 + \square = 9$

Why did each strategy get to the same answer?

Concept Development

$6 + \square = 9$

Both are ways to keep track of the part we are counting on. This is a type of a shortcut. It is a fast or efficient strategy. Today, you will work with a partner to practice using these shortcuts, or strategies, to play Count On!

Concept Development

Here are the directions for Count On:

1. Partners A and B, lay all of the number sentence cards in front of you.

2. Partner A, you touch the card you want to take.

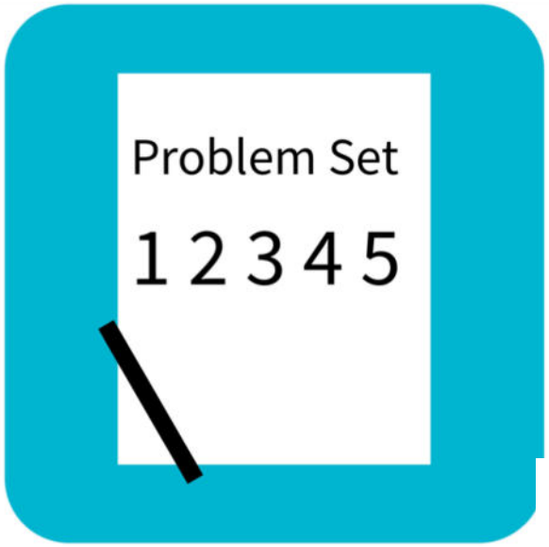
3. Count on or use the 5-group cards to solve for the total under the sticky note.

4. When you do, your partner lifts the sticky. If you are right, your partner says, “Go ahead and take it!”

5. Partner B takes a turn. Continue until all the cards are taken.

Concept Development

Let’s Play Count on!



Problem Set

Name _____ Date _____

1. Count on to add.

a.

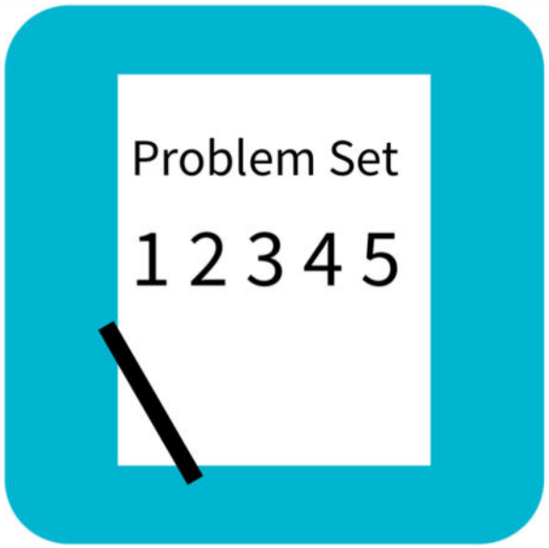
□ + □ = □ There are ____ crayons altogether.

b.

□ + □ = □ There are a total of ____ balloons.

c.

□ = □ + □ In all, there are ____ pencils.



Problem Set

2. What shortcut or efficient strategy can you find to add?

a.	4 + 1 = ☐		h.	2 + 5 = ☐	
b.	4 + 3 = ☐		i.	7 + 2 = ☐	
c.	7 + 1 = ☐		j.	7 + 3 = ☐	
d.	☐ = 6 + 2		k.	☐ = 4 + 2	
e.	☐ = 5 + 3		l.	☐ = 2 + 5	
f.	☐ = 3 + 6		m.	☐ = 6 + 2	
g.	☐ = 3 + 7		n.	☐ = 2 + 8	

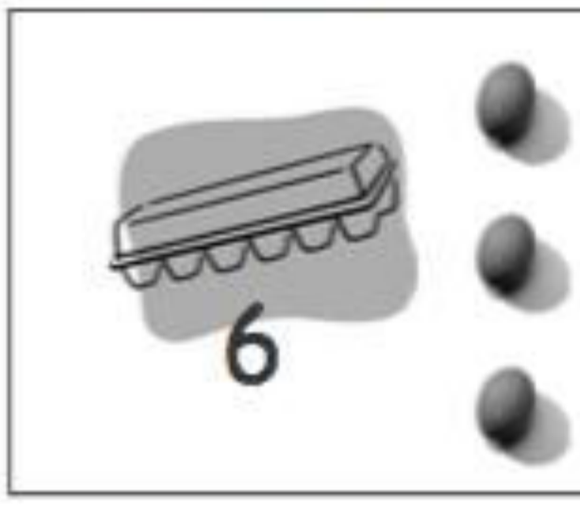
Debrief

- How are Problems 1(a) and 1(b) similar? How are they different? Can one of these help you solve the other? How?
- What shortcuts did you find to add when completing Page 2 of the Problem Set? Explain your thinking.
- How do shortcuts or strategies help us?
- Look at 7+1 and 6+2. Why is the total the same?
- How does counting on 1 relate to counting on 2?

Exit Ticket

Name _____ Date _____

Use the picture to add.



Show the shortcut you used to add.

☐ + ☐ = ☐

There are _____ eggs total.