Eureka Math

1st Grade
Module 1
Lesson 17

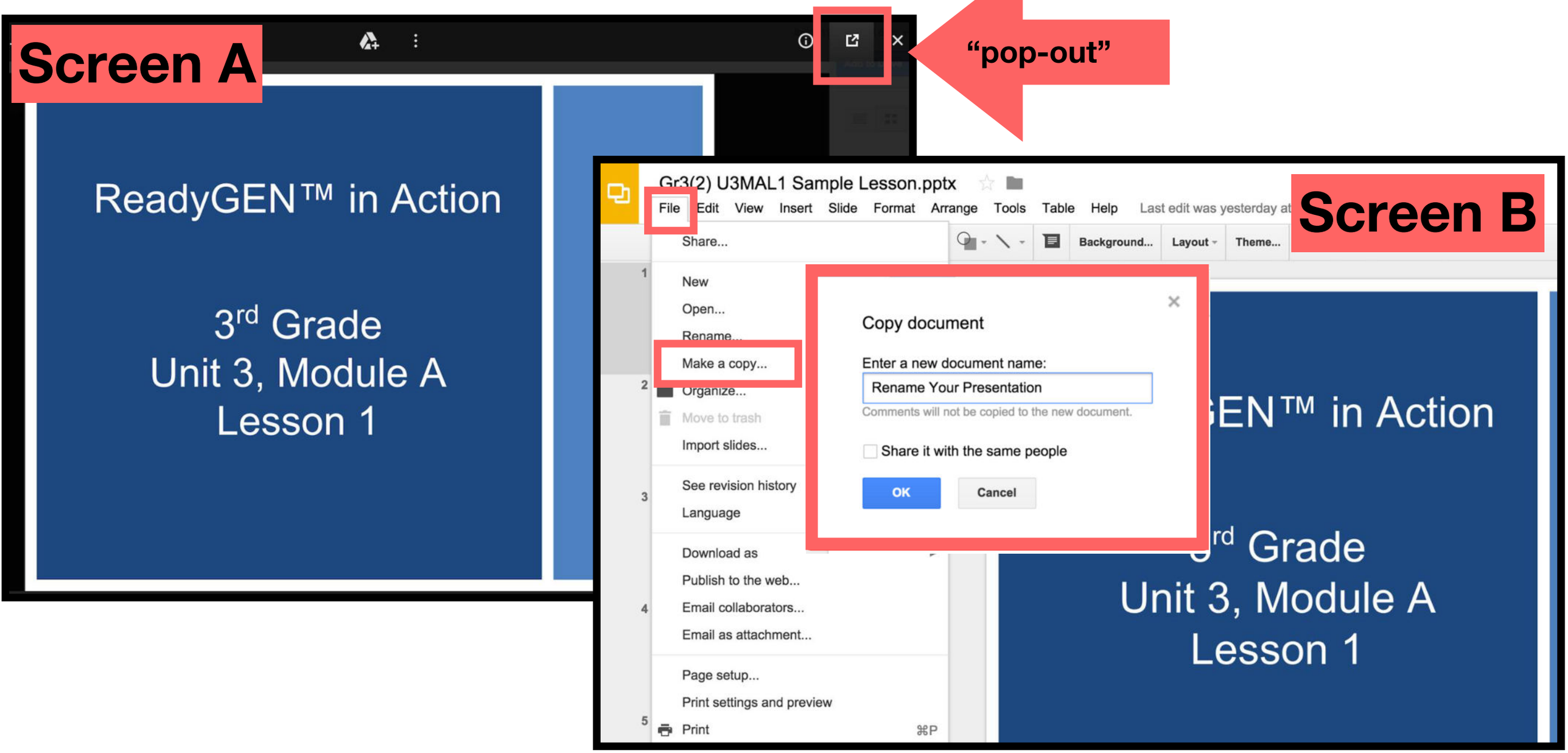
At the request of elementary teachers, a team of Bethel & Sumner educators met as a committee to create Eureka slideshow presentations. These presentations are not meant as a script, nor are they required to be used. Please customize as needed. Thank you to the many educators who contributed to this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

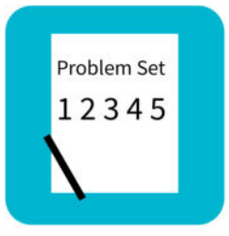


Icons

Read, Draw, Write

Learning Target

Personal White Board

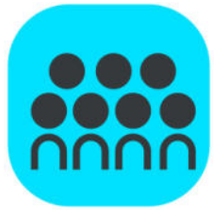


Problem Set

Manipulatives Needed

Fluency

Think Pair Share



Whole Class

Individual

Partner

Small Group

Small Group Time

Materials Needed

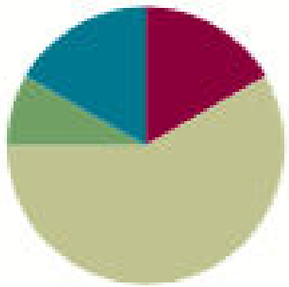
- (T) 7 pennies
- (T) 1 can
- (S) Number bond dash 7
- (S) Bag of 20 linking cubes (10 of one color, 10 of another)
- (S) Personal Whiteboard

Lesson 17

Objective: Understand the meaning of the equal sign by pairing equivalent expressions and constructing true number sentences.

Suggested Lesson Structure

Fluency Practice	(10 minutes)
Application Problem	(5 minutes)
Concept Development	(35 minutes)
Student Debrief	(10 minutes)
Total Time	**(60 minutes)**



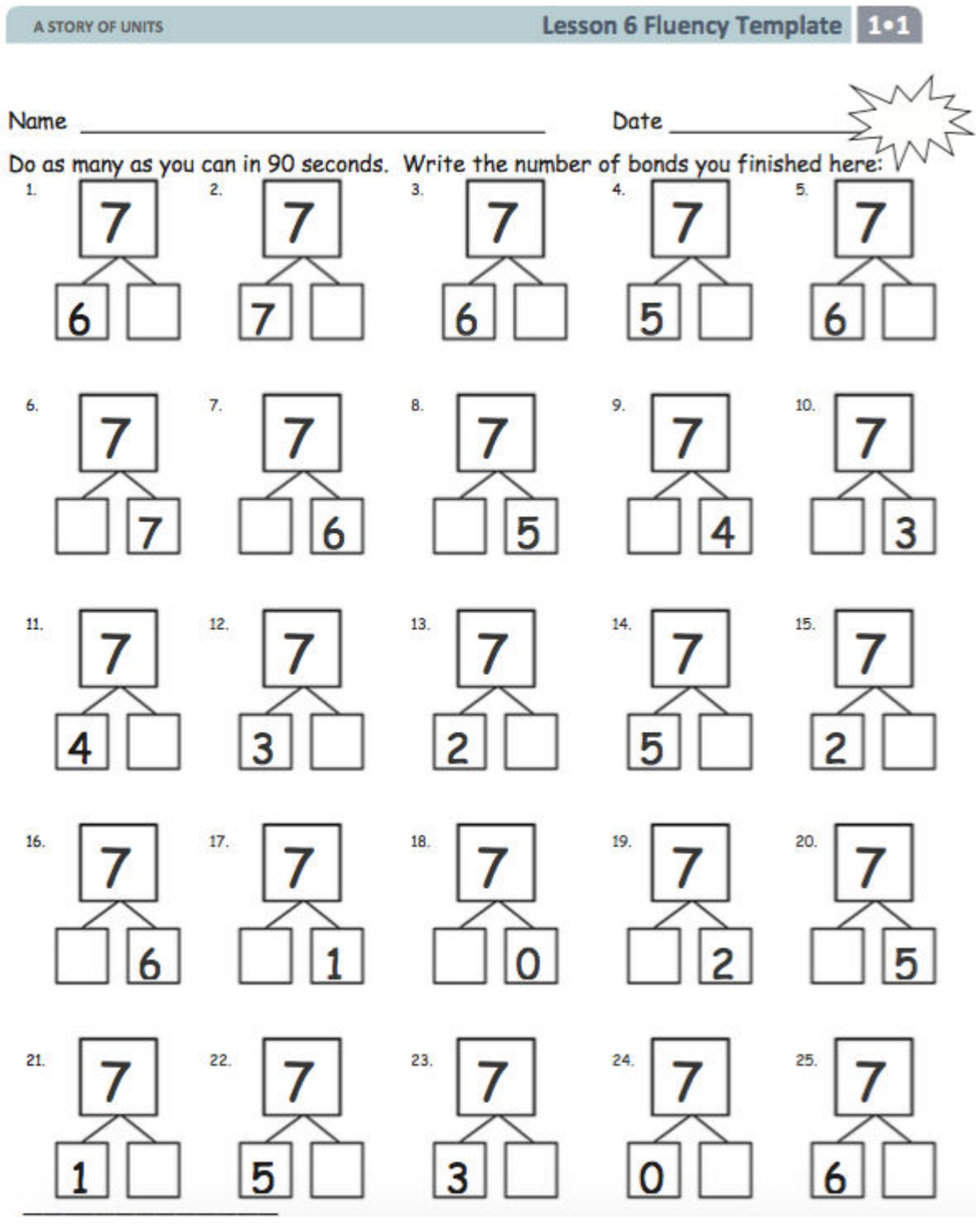
I can understand the meaning of the equal sign by pairing equivalent expressions and constructing true number sentences.

Penny Drop: 7

I will show you 7 pennies. Close your eyes and listen. I'll drop some of the pennies in a can, one at a time. Then you will open your eyes and guess how many pennies are still in my hand. Then, say how many pennies you heard drop and count on to 7, using the remaining pennies.

Number Bond Dash: 7

Let's do a Number bond dash!



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 + ☐

Application Problem

There are 10 swings on the playground, and 7 students are using the swings. How many swings are empty? Draw or write a number sentence to show your thinking. Use a sentence at the end to answer today's question: How many swings are empty?

Concept Development

Let’s play a game called Make it Equal. Partner B, close your eyes. Partner A, make your linking cubes look exactly like mine (Teacher: see notes). Hide your stick behind you and close your eyes.

Concept Development

Partner B, open your eyes. Make your linking cubes look exactly like mine. (Teacher: see notes.)

Concept Development

Partner A, open your eyes. Everyone, write the expression that shows how many cubes you have.

Concept Development

Show each other your linking cube stick. How are they the same? How are they different?

Concept Development

How are they the same?

Concept Development

Even though you have different parts, do you have the same total?

Concept Development

Put your expressions next to each other. Now, put your sticks in between the expressions by putting them one above the other. What do the two sticks look like now?

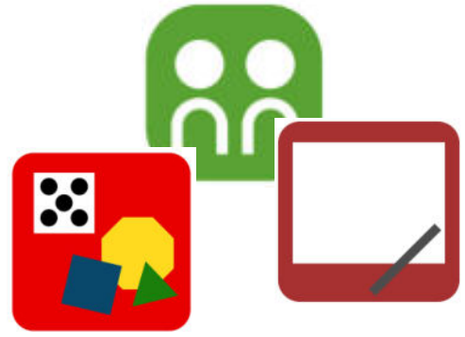
Concept Development

How many cubes do you have on the right side of the equal sign?

Concept Development

Does 5 equal 5?

Concept Development



Does 4+1 equal 3+2?

Concept Development

Yes! Let’s say the number sentence:

4 + 1 = 3 + 2

Concept Development

This is called a true number sentence.

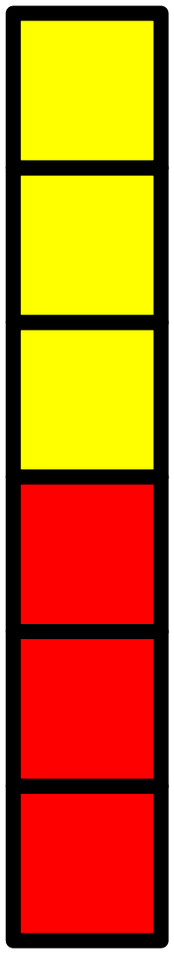
$4 + 1 = 3 + 2$

Concept Development

Let’s repeat this process with other expressions!

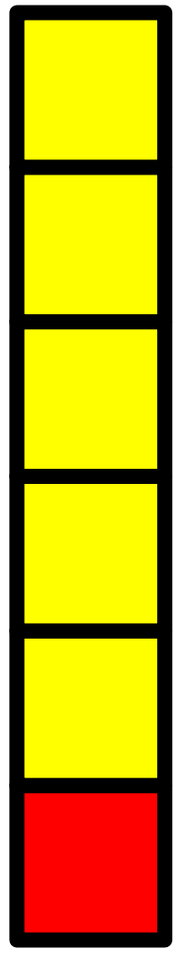
Concept Development

Look at these cubes. Partners, write the expression on one whiteboard.



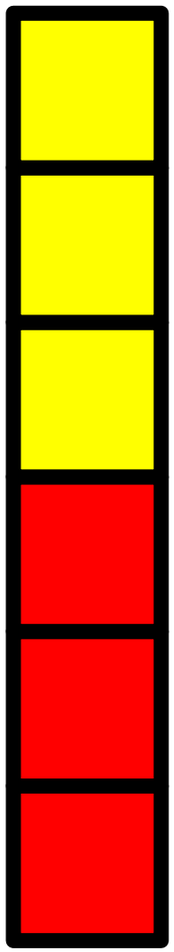
Concept Development

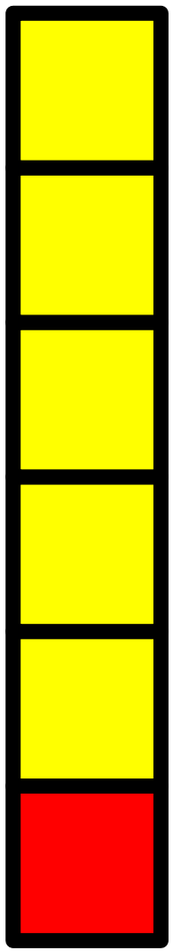
Now write the expression for these cubes on the other whiteboard.



Concept Development

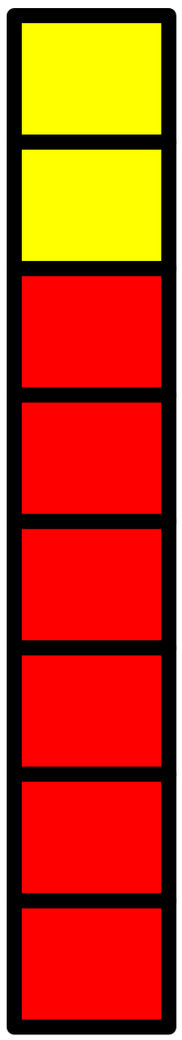
Give me a thumbs up if the expressions you wrote are equal. If it is, we'll draw an imaginary equal sign between the expressions.





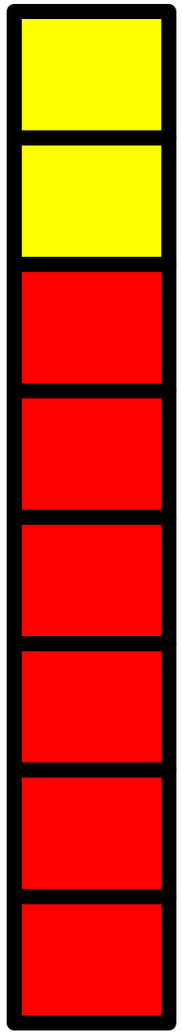
Concept Development

Now, let's look at these cubes!



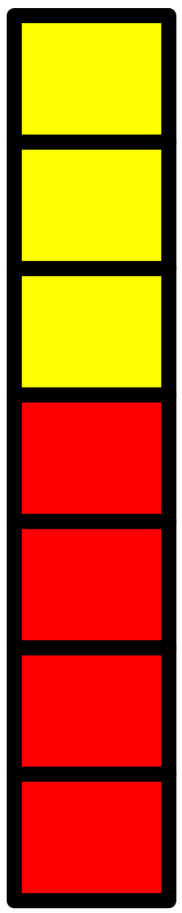
Concept Development

With your partner, use your linking cubes to make another stick to show the same total in a different way. Write the expression to match your stick. Then, use your sticks to make the equal sign to help you say the true number sentence.



Concept Development

Next, let’s look at these cubes!



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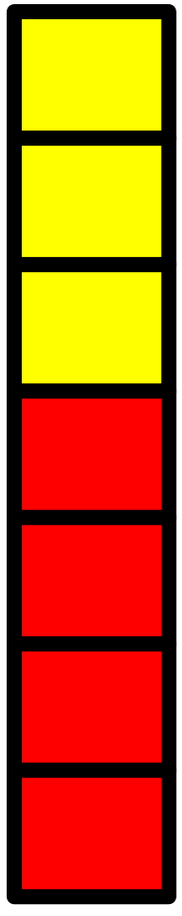

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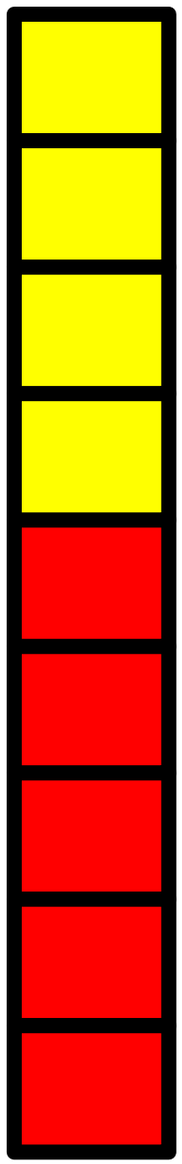

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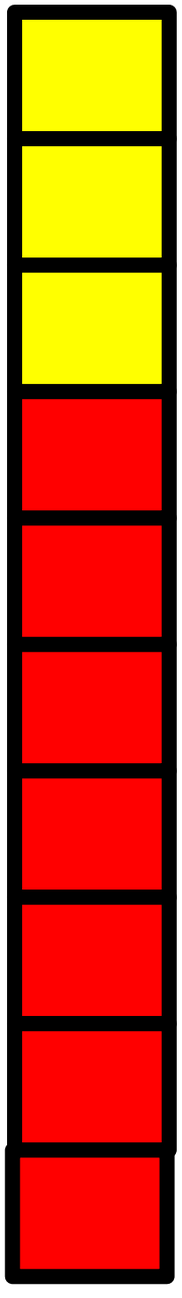

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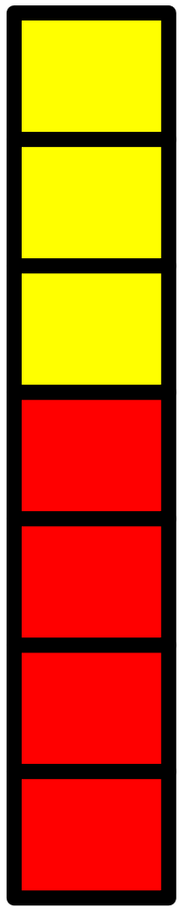
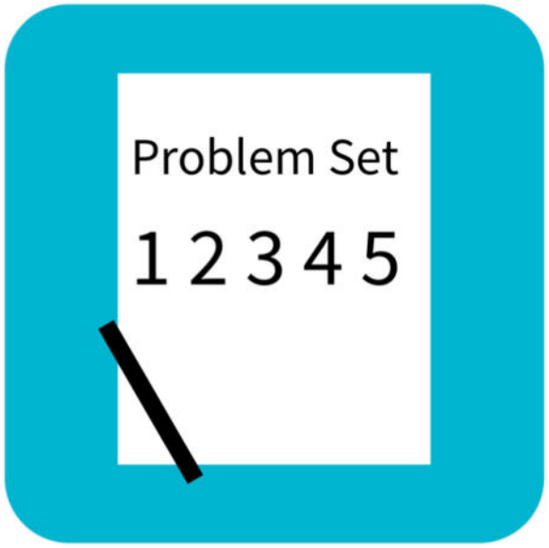
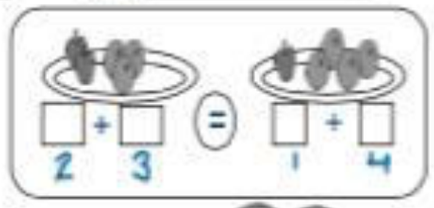




Problem Set

Name _____ Date _____

Write an expression that matches the groups on each plate. If the plates have the same amount of fruit, write the equal sign between the expressions.



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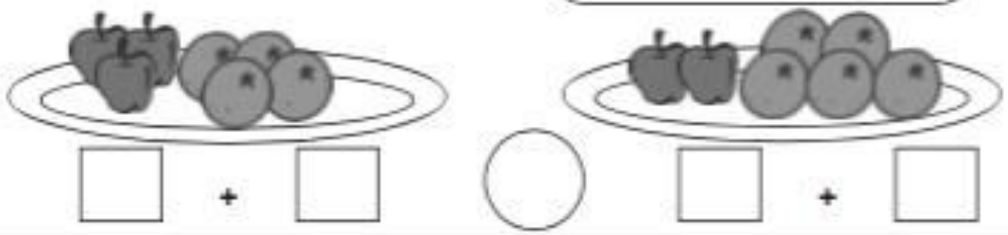

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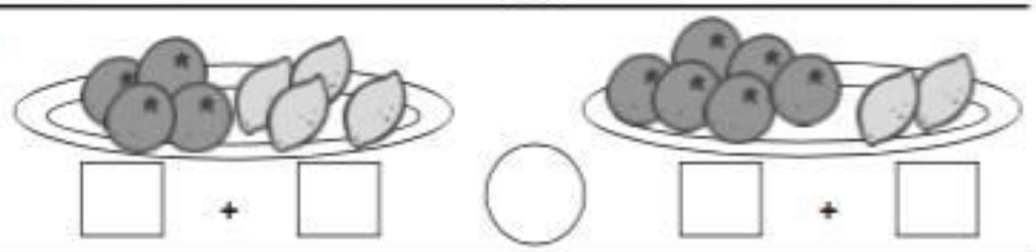

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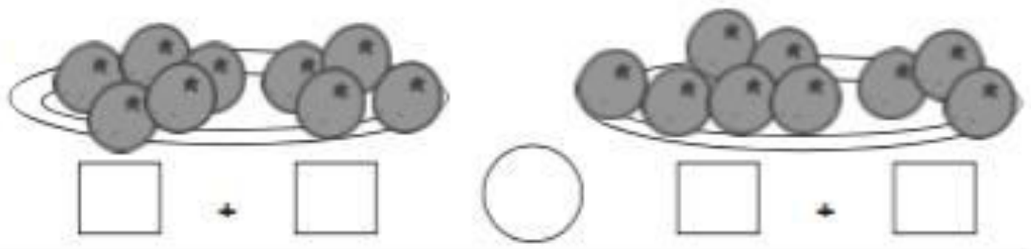

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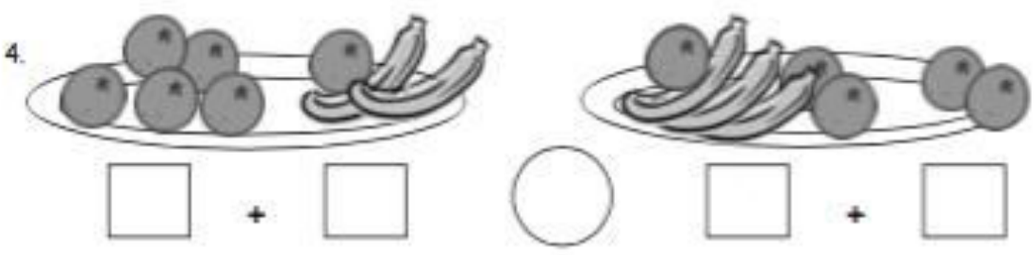
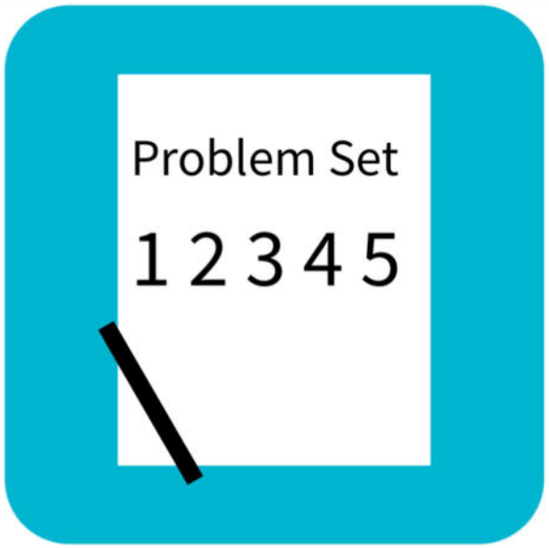




Problem Set

5. Write an expression to match each domino.

a. _____

b. _____

c. 2+5

d. _____

e. _____

f. _____

g. Find two sets of expressions from (a)-(f) that are equal. Connect them below with = to make true number sentences.

_____ _____ _____

6. a. _____

b. _____

c. _____

d. _____

e. _____

f. _____

g. Find two sets of expressions from (a)-(f) that are equal. Connect them below with = to make true number sentences.

_____ _____

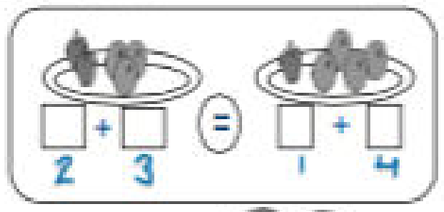
Debrief

- Look at Problems 1–4. In Problem 1, we have apples plus oranges, and that equals fruit. What about Problem 2? What about Problem 3? What about Problem 4? How is Problem 3 different from the others?
- Look at Problem 5(g). Share what you wrote as your true number sentence. What is the total represented by each side of this true number sentence?
- If both sides equal 10, is 6+4=5+5 the same as 10 = 10? (Write this on the board.) Talk with your partner about why or why not.
- Look at the true number sentence you wrote for Problem 6(g). Think about what we just decided about Problem 5(g). What is another way you can write the true number sentence?
- Think about the goal of today's lesson. What does the equal sign tell us?

Exit Ticket

Name _____ Date _____

Write an expression that matches the groups on each plate. If the plates have the same amount of fruit, write the equal sign between the expressions.



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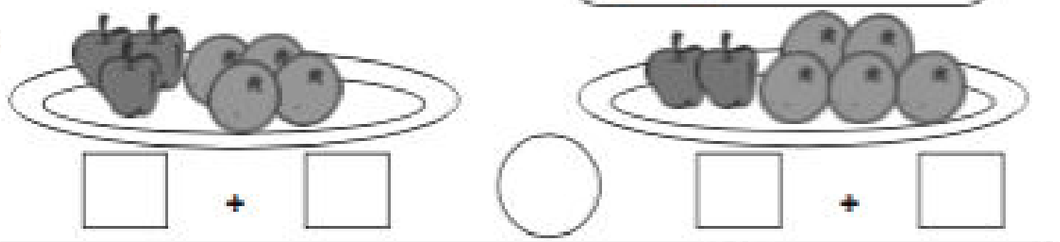

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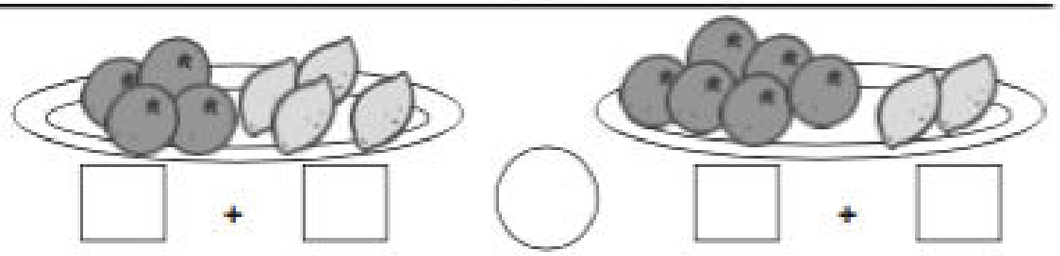

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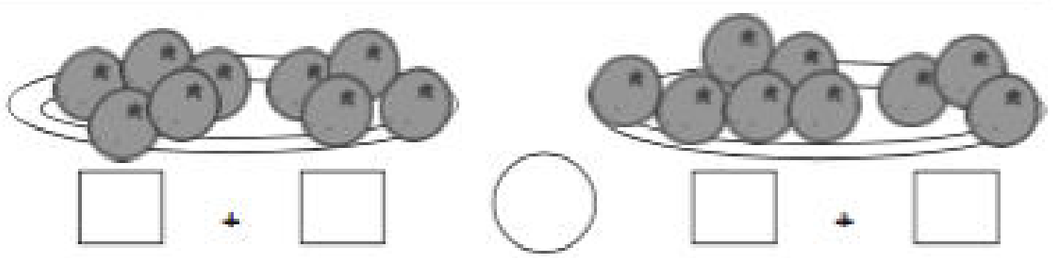

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