Eureka Math

1st Grade
Module 1
Lesson 18

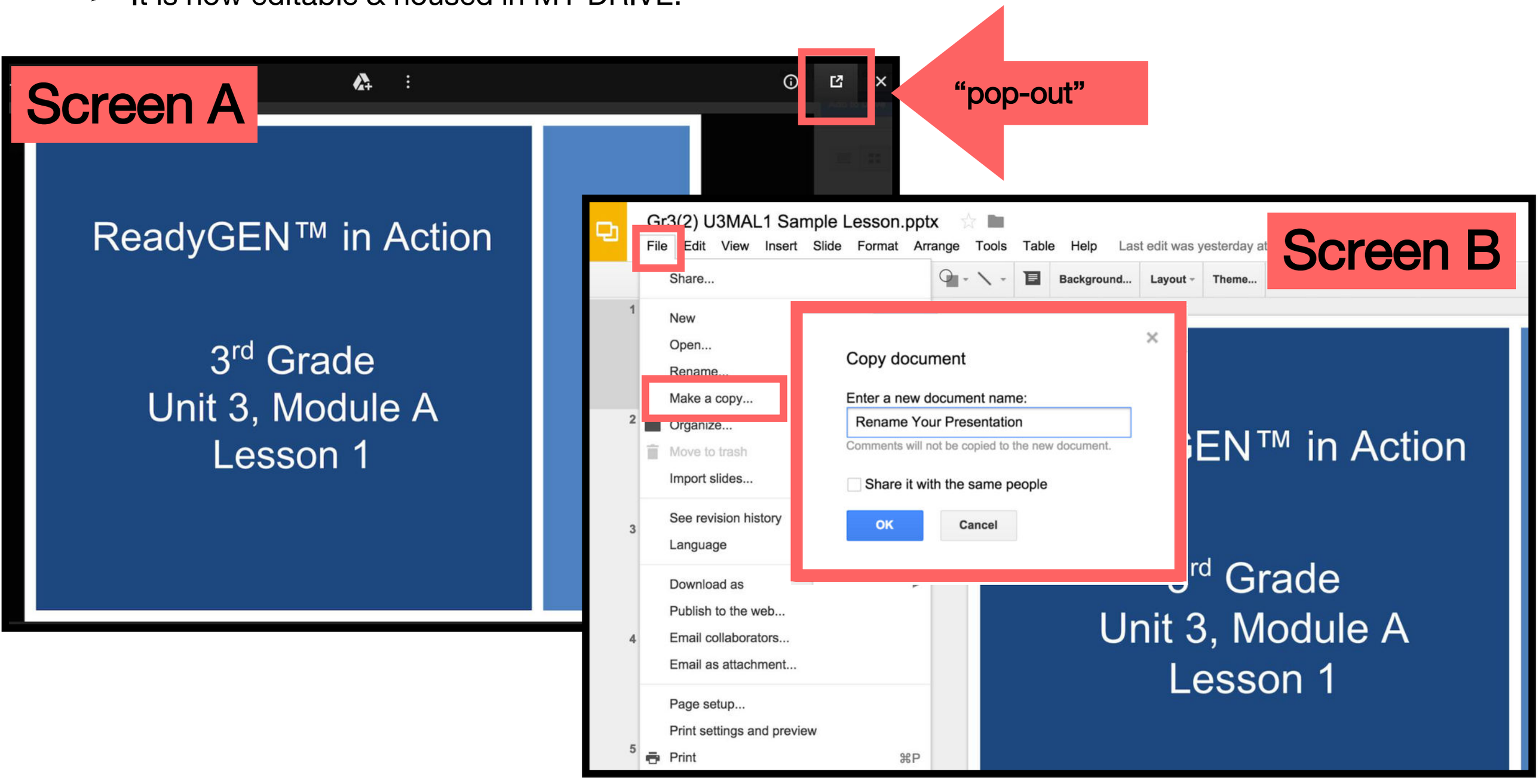
At the request of elementary teachers, a team of Bethel & Sumner educators met as a committee to create Eureka slideshow presentations. These presentations are not meant as a script, nor are they required to be used. Please customize as needed. Thank you to the many educators who contributed to this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

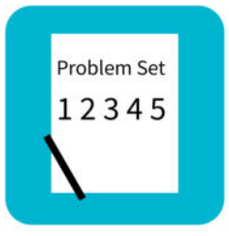


Icons

Read, Draw, Write

Learning Target

Personal White Board

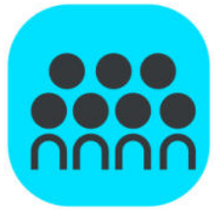


Problem Set

Manipulatives Needed

Fluency

Think Pair Share



Whole Class

Individual

Partner

Small Group

Small Group Time

Materials Needed

- (S) 5-group cards (0–7 only) (Lesson 5 Template 1)
- (S) 5-group cards (Lesson 5 Template 1),
- (S) Personal white board
- (S) True and false number sentence cards (Template),
- (S) Red and green markers per pair

Lesson 18

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

Suggested Lesson Structure

Fluency Practice	(13 minutes)
Application Problem	(7 minutes)
Concept Development	(30 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.

Red Light/ Green Light

We will begin with 0. I'll say "green light," after which you begin running in place and counting aloud together by tens, until you reach 100. Then I'll say "red light." Students stop counting and freeze. Students who are still moving or counting after "red light" sit down until the next game. Once you reach 100, continue to play, counting back by tens until students arrive at 0. The last student (or few students) standing wins.

For the first game, we'll start at 0 to ensure every child feels success. Then, we'll play again beginning with 4 and 8!

Missing Part: Make 7

Work with a partner, using 5-group cards. One of you put a card on your forehead. Your partner tells how many more to make 7. You must guess the card on your forehead!.

Number Bond Dash: 7

Let’s do a Number bond dash!

Application Problem

Dylan has 4 cats and 2 dogs at home. Laura has 1 dog and 5 fish at home. Laura says she and Dylan have an equal number of pets. Dylan thinks he has more pets than Laura. Who is right? Draw a picture, write two number bonds, and use a number sentence to show if Dylan and Laura have an equal amount of pets.

Concept Development

7 + 1 = ___ + ____

Talk with your partner, and use this incomplete number sentence to finish writing a true number sentence on your whiteboard.

Concept Development

7 + 1 = ___ + ____

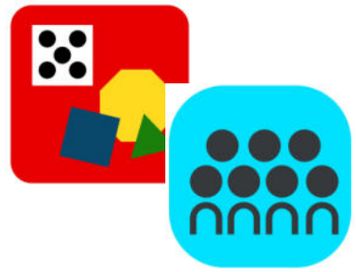
Hold up your true number sentences. Look around the class. Did everyone use the same numbers to make 8 on both sides?

Concept Development

During the last lesson, you made a lot of true number sentences. Use your 5-group cards to tell me why this number sentence is NOT true.

4 + 2 = 5 + 3

Concept Development



Is 4 + 2 = 5 + 3 true or false?

Concept Development

$4 + 2 = 5 + 3$

Talk with your partner. How can you fix this number sentence to make it equal, or true?

Concept Development

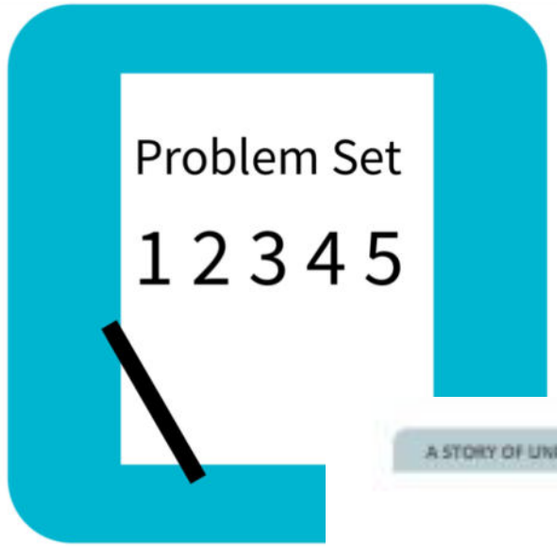
$4 + 2 = 5 + 3$

Is there more than one way to fix this number sentence to make it true?

Concept Development

Today, you will be playing True or False Number Sentences, like we just did, with a partner. Here are the directions:

1. Read the number sentence together.
2. Use your 5-group cards to solve each side of the number sentence together.
3. If the sentence is true, Partner A uses your green marker to put a check on it.
4. If the sentence is false, work together to use your 5-group cards to change one number to fix the number sentence to make it equal, using your red marker.
5. Then, Partner B checks it, and it becomes her turn to pick a card.

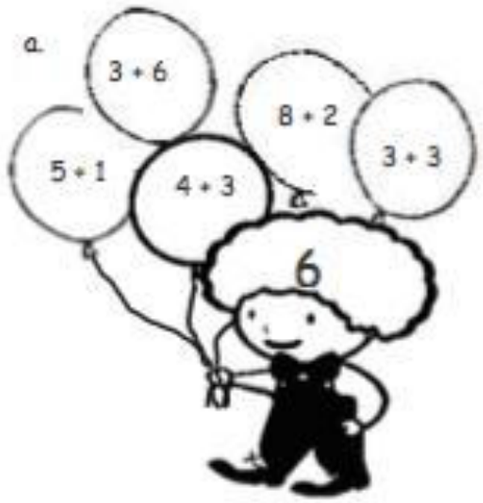


Problem Set

Name _____ Date _____

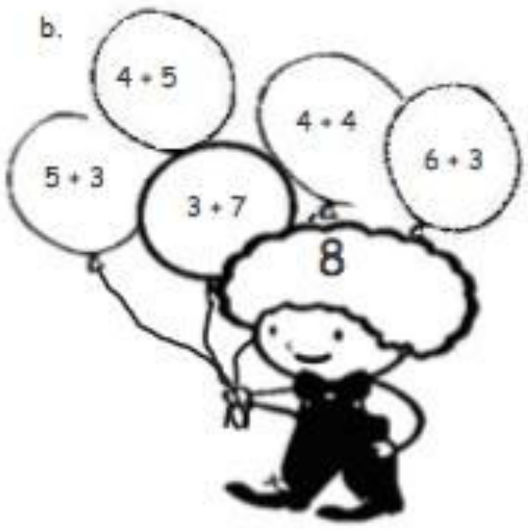
1. Add. Color the balloons that match the number in the boy's mind. Find expressions that are equal. Connect them below with = to make true number sentences.

a.



_____

b.



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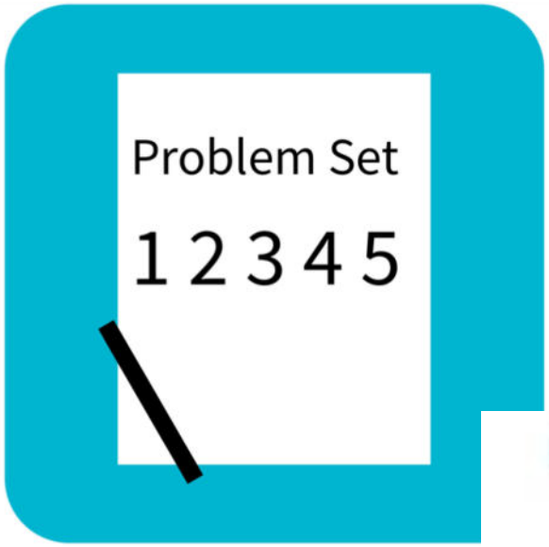

Problem Set

2. Are these number sentences true? ✓ if it is true. ✗ if it is false.

If it is false, rewrite the number sentence to make it true.

a. 3 + 1 = 2 + 2 ☐

b. 9 + 1 = 1 + 2 ☐

c. 2 + 3 = 1 + 4 ☐

d. 5 + 1 = 4 + 2 ☐

e. 4 + 3 = 3 + 5 ☐

f. 0 + 10 = 2 + 8 ☐

g. 6 + 3 = 4 + 5 ☐

h. 3 + 7 = 2 + 6 ☐

3. Write a number in the expression and solve. ✓ if it is true. ✗ if it is false.

a. 1 + ___ = 3 + 2 ☐

b. ___ + 4 = 2 + 5 ☐

c. ___ + 5 = 6 + ___ ☐

d. 7 + ___ = 8 + ___ ☐

Debrief

- Look at Problem 2(b). How did you and your partner rewrite this to make a true number sentence? How were your number sentences the same and different?
- Look at Problem 2(f). Can we rewrite this to be 10 = 10? Why or why not?
- Think about the goal of today's lesson and the work we have been doing with the equal sign. Imagine an alien came down from outer space and asked you what the equal sign means. Tell your partner what you would say to that alien to describe it! Be sure to use examples.
- Look at your Application Problem. Dylan and Laura have a friend Simon who has the same number of pets they have. If Simon has 6 guinea pigs, how many other pets does he have? Show with a number sentence or number bond to prove your answer.

Exit Ticket

Name _____ Date _____

Find two ways to fix each number sentence to make it true.

a. $7 + 3 = 6 + 2$

$7 + 3 = 6 + 4$

_____ _____

_____ _____

b. $8 + 1 = 3 + 5$

_____ _____

_____ _____