Eureka Math

1st Grade
Module 1
Lesson 19

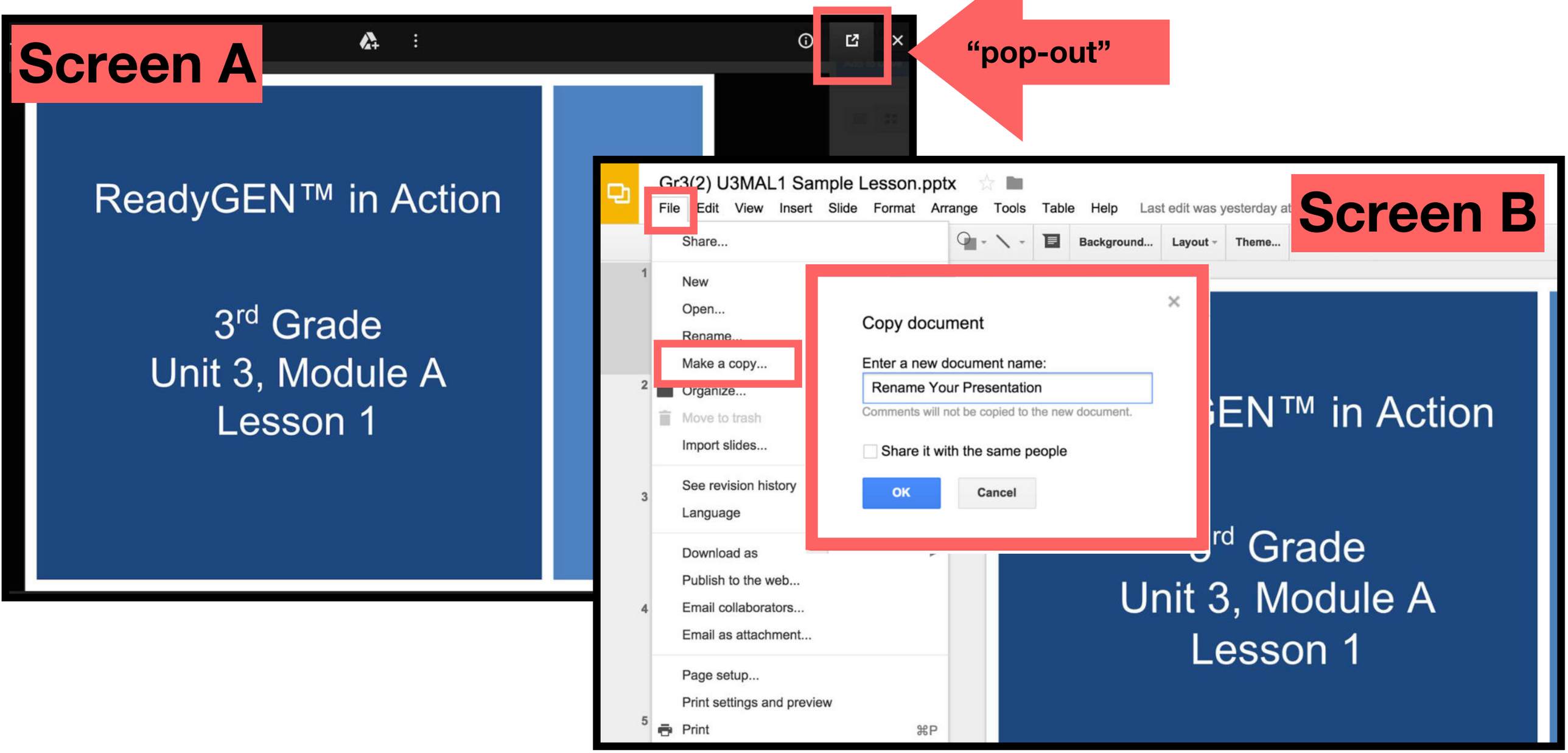
At the request of elementary teachers, a team of Bethel & Sumner educators met as a committee to create Eureka slideshow presentations. These presentations are not meant as a script, nor are they required to be used. Please customize as needed. Thank you to the many educators who contributed to this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

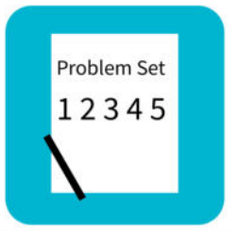


Icons

Read, Draw, Write

Learning Target

Personal White Board

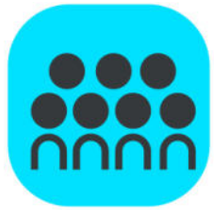


Problem Set

Manipulatives Needed

Fluency

Think Pair Share



Whole Class

Individual

Partner

Small Group

Small Group Time

Materials Needed

- (T) 5-group cards 1–5 only (Lesson 5 Template 1)
- (S) Personal white board
- (S) bag of two-sided counters or 4 of one color, 3 of another

Important Note:

At the beginning of the lesson, you will need to choose a certain amount of boys and girls to show parts and totals. Directions for this are included in the notes section of the lesson.

Lesson 19

Objective: Represent the same story scenario with addends repositioned (the commutative property).

Suggested Lesson Structure

Fluency Practice	(13 minutes)
Application Problem	(7 minutes)
Concept Development	(25 minutes)
Student Debrief	(15 minutes)
Total Time	**(60 minutes)**

I can represent the same story scenario with addends repositioned.

5-Group Addition

I'll hold up a 5-group card and asks you to identify the quantity. Then I'll hold up a second 5-group card and asks you to identify that quantity. I'll hold the cards side by side and ask you a series of addition questions: What is the total? What is the number sentence, starting with the bigger part? What is the number sentence, starting with the smaller part? Next I'll continue the game with various number combinations.

Sprint: +1, 2, 3

Let’s do a Sprint!

A

Number Correct:

Name _____ Date _____

*Count on to add.

1.	1 + 1		16.	4 + 3	
2.	2 + 1		17.	3 + 3	
3.	3 + 1		18.	4 + 3	
4.	3 + 2		19.	3 + 4	
5.	2 + 2		20.	2 + 4	
6.	3 + 2		21.	4 + 2	
7.	2 + 2		22.	5 + 2	
8.	3 + 0		23.	2 + 5	
9.	3 + 1		24.	2 + 6	
10.	3 + 2		25.	6 + 3	
11.	5 + 2		26.	3 + 6	
12.	5 + 3		27.	2 + 7	
13.	5 + 2		28.	3 + 7	
14.	5 + 3		29.	2 + 8	
15.	6 + 3		30.	3 + 6	

Sprint: +1, 2, 3

Let’s do a Sprint!

B

Number Correct:

Name _____ Date _____

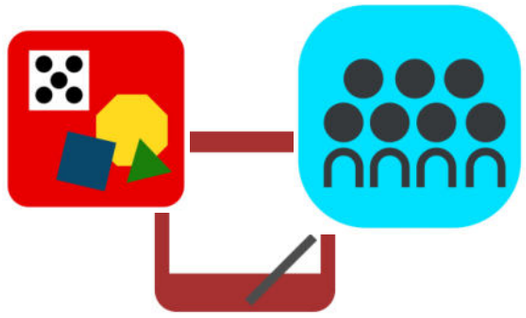
*Count on to add.

1.	2 + 1		16.	4 + 3	
2.	1 + 1		17.	3 + 3	
3.	2 + 1		18.	2 + 3	
4.	2 + 2		19.	1 + 3	
5.	3 + 2		20.	0 + 3	
6.	2 + 2		21.	1 + 3	
7.	3 + 2		22.	2 + 5	
8.	3 + 1		23.	5 + 2	
9.	5 + 1		24.	2 + 6	
10.	6 + 1		25.	6 + 2	
11.	6 + 2		26.	3 + 6	
12.	5 + 2		27.	3 + 7	
13.	6 + 2		28.	2 + 7	
14.	6 + 3		29.	2 + 6	
15.	5 + 3		30.	3 + 6	

Application Problem

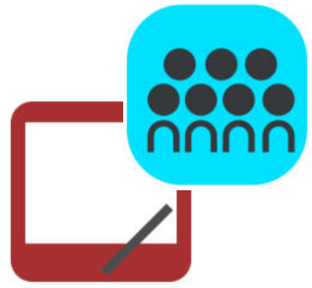
Dylan has 4 cats and 2 dogs at home. Sammy has 1 mama bunny and 6 baby bunnies at home. Draw a number bond showing the total number of pets of each household. Write a statement to tell if the two households have an equal number of pets.

Concept Development



Teachers: See note section before beginning this lesson.

Concept Development

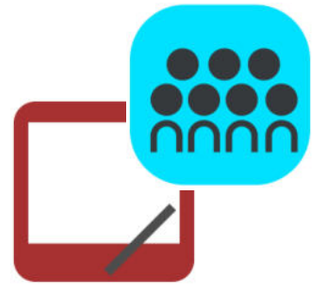


How many girls are standing here?

Concept Development

How many boys are standing here?

Concept Development



Now write a number sentence on your board to show girls plus boys.

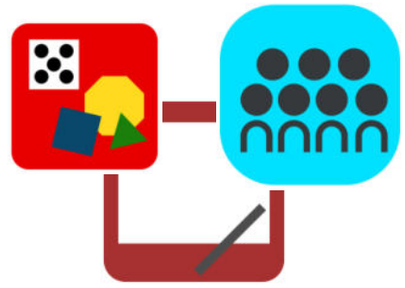
Concept Development

How many children do we have when we add boys and girls?

Concept Development

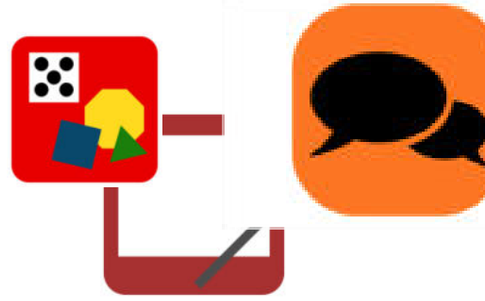
Is that the same total or a different total of children as we had the last time we added the boys and girls?

Concept Development



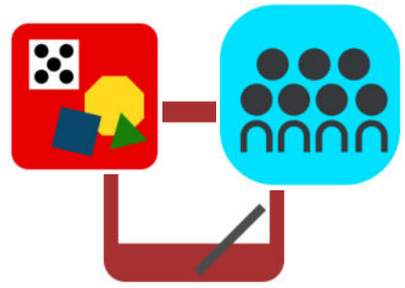
Take 4 counters and 3 counters of one color out of your bag. Put them in a line starting with the 4 of one color and 3 of the other.

Concept Development



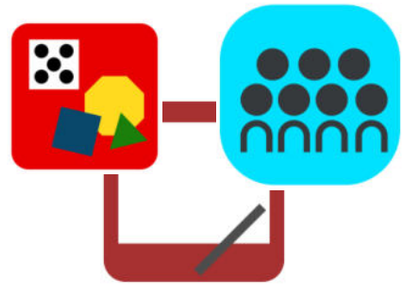
Tell your friend two number sentences that match your materials.

Concept Development



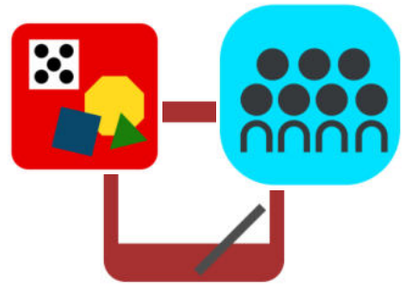
4+3=7 and 3+4=7.

Concept Development



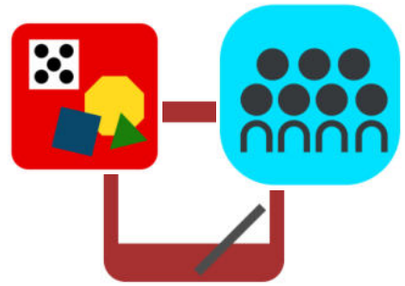
Can you start with the whole amount?

Concept Development



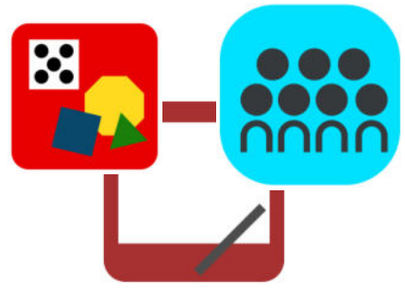
Yes! 7=4+3 and 7=3+4.

Concept Development



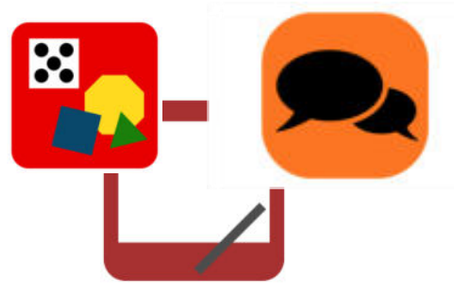
Now, switch the counters, putting 4 counters of one color and 3 of a different color in your line. Tell your partner four number sentences that match your new arrangement.

Concept Development



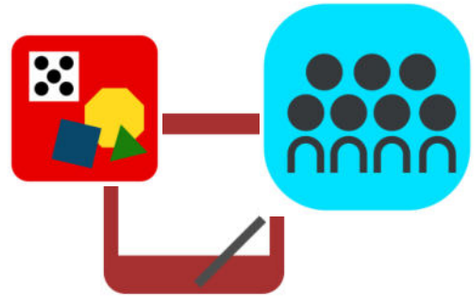
Is this the same set of number sentences?

Concept Development



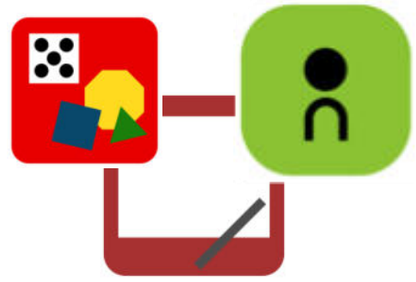
Yes! Why? Turn and talk with your partner.

Concept Development



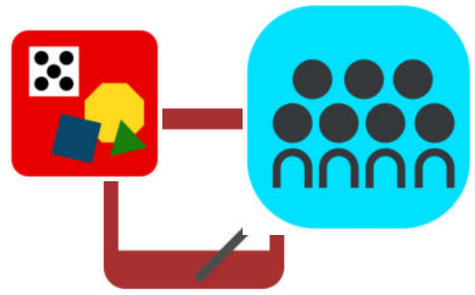
The number of counters did not change. We can add them in any order, as long as we include them all.

Concept Development



On your board, write a number sentence showing that 4 plus 3 is the same as 3 plus 4.

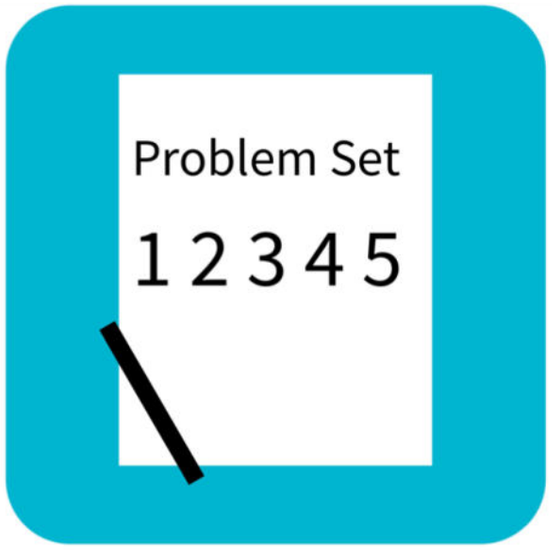
Concept Development



$3 + 4 = 4 + 3$

Concept Development

On your board, draw 6 circles and 3 hearts in a line.
Write four number sentences to match your picture.
Share your work with a partner. What are you noticing?

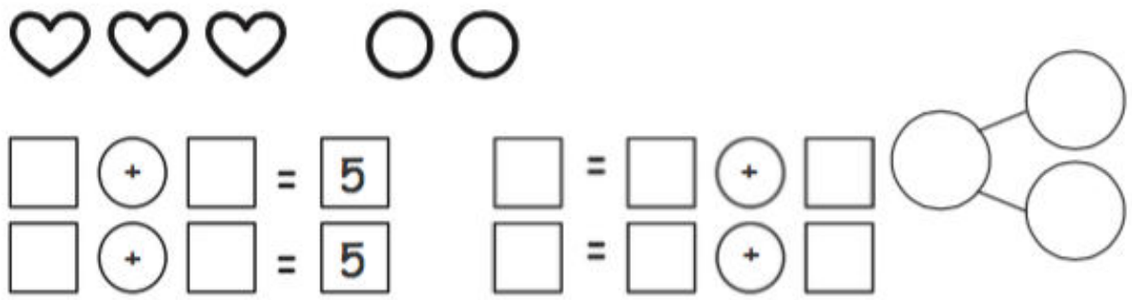


Problem Set

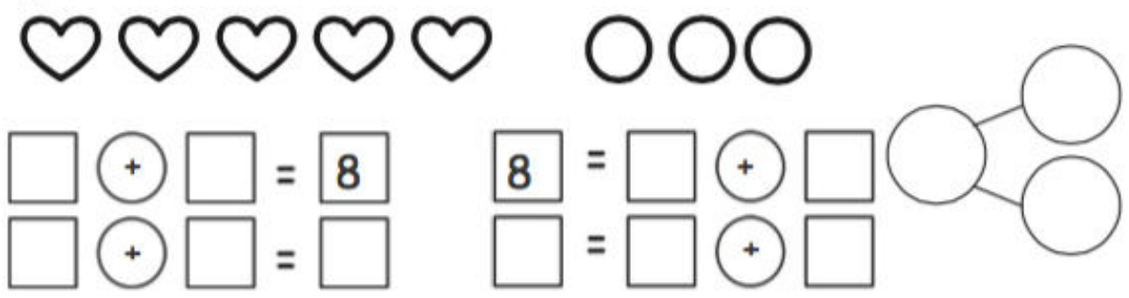
Name _____ Date _____

1. Write the number bond to match the picture. Then, complete the number sentences.

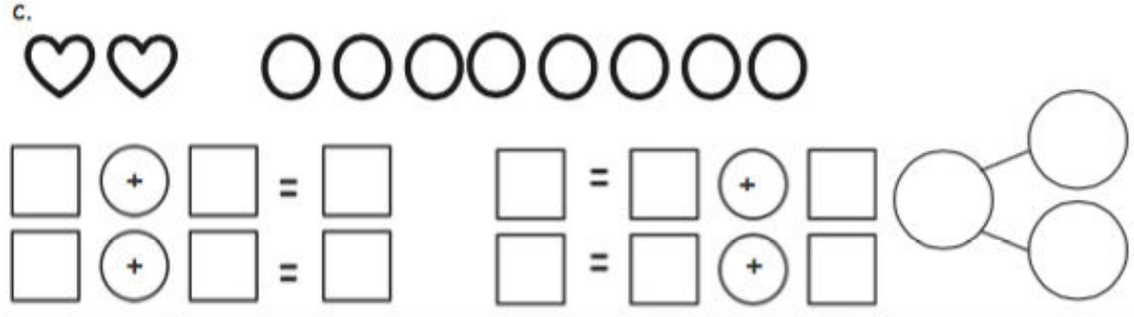
a.

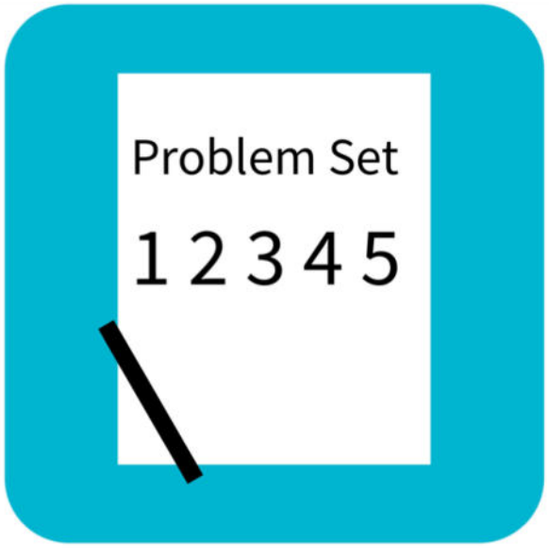


b.



c.

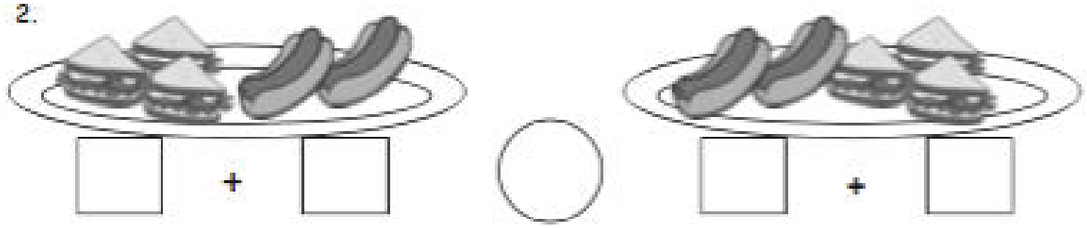




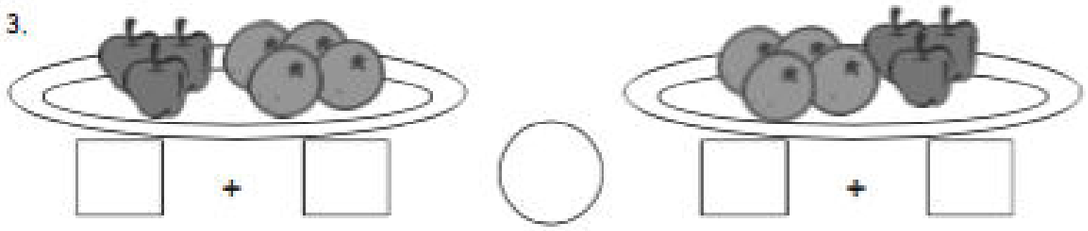
Problem Set

Write the expression under each plate. Add the equal sign to show they are the same amount.

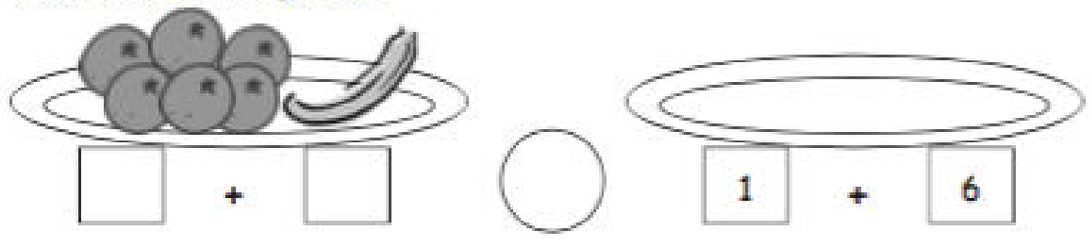
2.



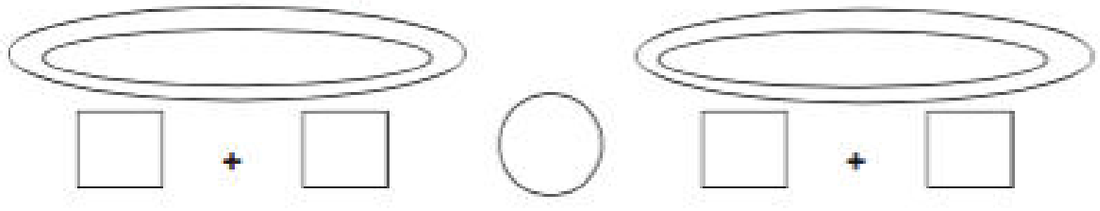
3.



4. Draw to show the expression.



5. Draw and write to show 2 expressions that use the same numbers and have the same total.



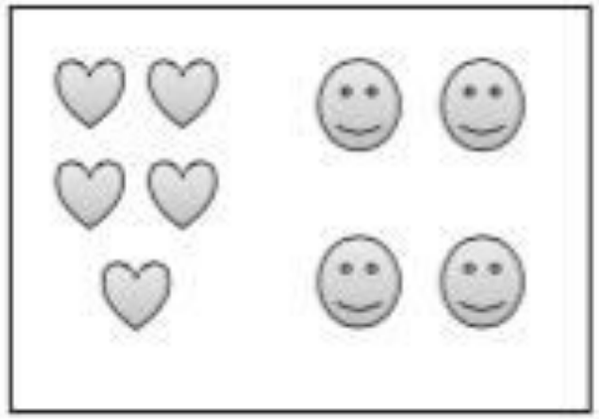
Debrief

- What do you notice about the number sentences you made for Problem 1? Why do you think that happens?
- Why does the total stay the same, even though you are adding in a different order?
- Try adding two amounts in different orders. See if you get the same total each time. You can draw and use number sentences as you try it.
- Look at Problem 1(c). Which number sentence represents the easier way for you to add 2 and 8? How does choosing a certain order make adding easier?
- How will this strategy help you add more quickly next time, especially during a Number Bond Dash or a Sprint?

Exit Ticket

Name _____ Date _____

Use the picture and write the number sentences to show the parts in a different order.



___ + ___ = ___ ___ = ___ + ___

___ + ___ = ___ ___ = ___ + ___