Eureka Math

1st Grade
Module 1
Lesson 20

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Directions for customizing presentations are available on the next slide.

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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.
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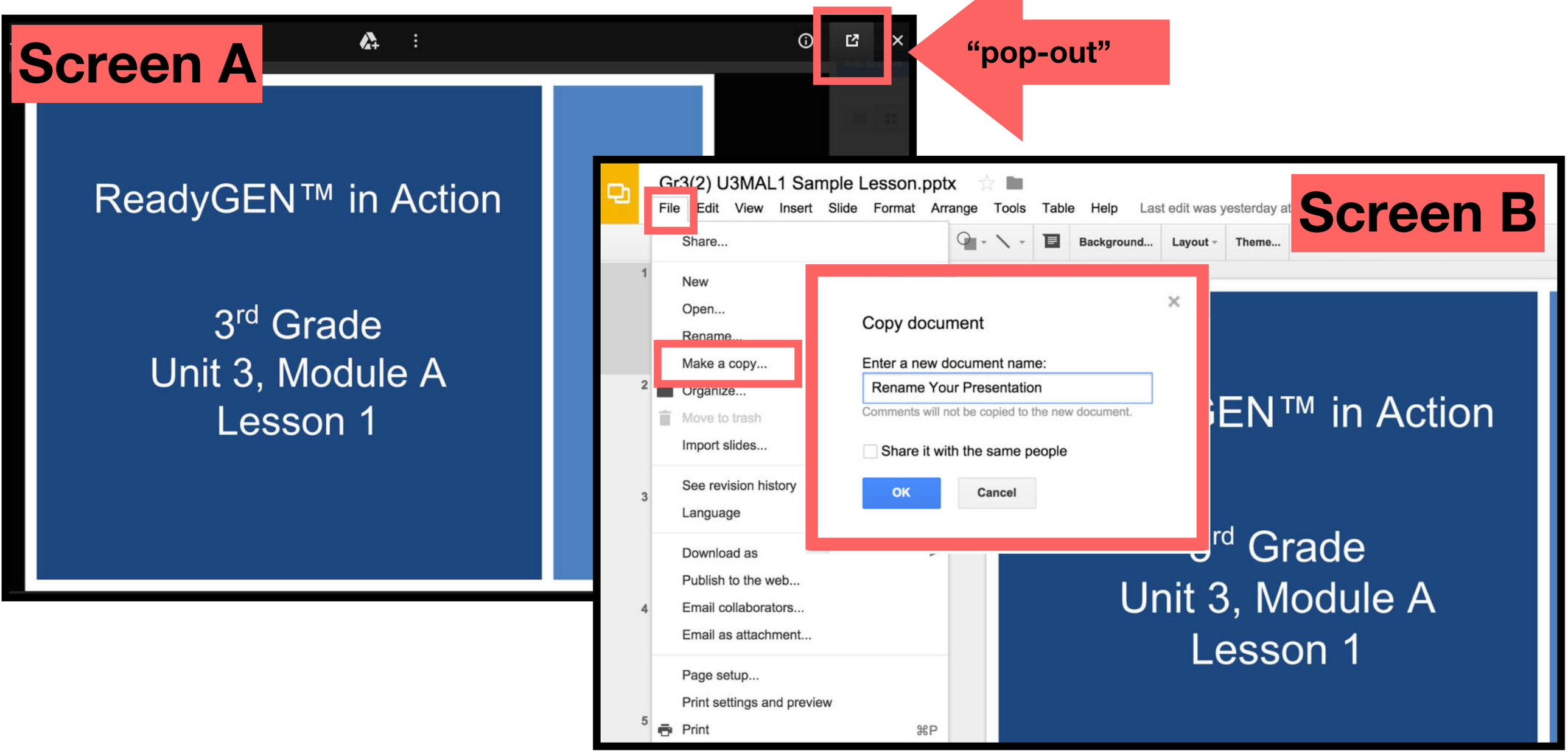
- ➢ Choose MAKE A COPY and rename your presentation.
- ➢ Google Slides will open your renamed presentation.
- ➢ It is now editable & housed in MY DRIVE.

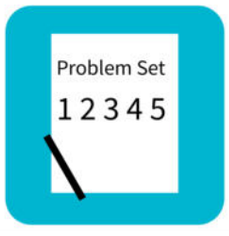


Icons

Read, Draw, Write

Learning Target

Personal White Board

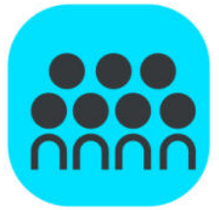


Problem Set

Manipulatives Needed

Fluency

Think Pair Share



Whole Class

Individual

Partner

Small Group

Small Group Time

Materials Needed

- (S) 10 linking cubes (5 cubes one color, 5 cubes another color) per pair
- (S) personal white board
- (S) Expression cards (Template 1)
- Equal signs (Template 2) per pair

Lesson 20

Objective: Apply the commutative property to count on from a larger addend.

Suggested Lesson Structure

Fluency Practice	(15 minutes)
Application Problem	(7 minutes)
Concept Development	(28 minutes)
Student Debrief	(10 minutes)
Total Time	**(60 minutes)**

I can apply the commutative property to count on from a larger addend.

Sparkle: Count By Tens, Starting at 5

We will play two games of Sparkle, counting by tens, starting at 5. For the first game, count the regular way. For the second game, count by tens the Say Ten Way.

Linking Cube Partners: 10

I'll show you 10 linking cubes in a stick with a color change at the 5, and then remove it from sight. Break off a part and show the part to students. You will make a number bond and two number sentences to match the part shown and the part hidden.

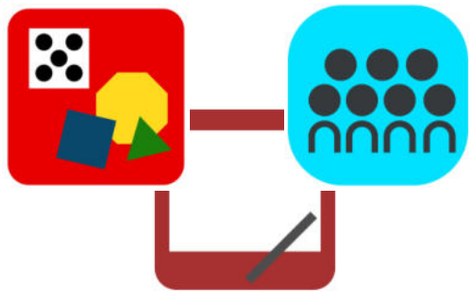
Application Problem

Laura had 5 fish. Her mother gave her 1 more. Laura's brother Frank had 1 fish. Their mother gave Frank 5 more. Laura cried, "That's not fair! He has more fish than I do!"

Use number bonds and a number sentence to show Laura the truth. If you can, write a sentence with words that would help Laura understand.

RDW

Concept Development



Hold your expression card so the rest of the class cannot see it.

Concept Development

Find someone who has an expression card with a total equal to yours. When you find your partner, take an equal sign from the pile in front of the room, sit with your partner, and write a number sentence with your expression cards.

Concept Development

Great job finding your partner. Here is one of the number sentences a partnership made.

$1 + 7 = 7 + 1$

Concept Development

Does everyone agree that 1 plus 7 is the same amount as 7 plus 1?

1 + 7 = 7 + 1

Concept Development

Let’s try counting on for both expressions to decide together.

1 + 7 = 7 + 1

Concept Development

Now, let’s try the second expression.

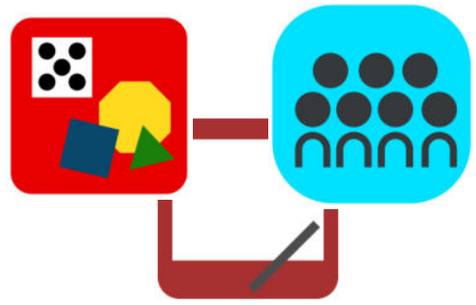
1 + 7 = 7 + 1

Concept Development

Let’s look at another number sentence.

3 + 5 = 5 + 3

Concept Development



Does everyone agree that 3 plus 5 is the same amount as 5 plus 3?

3 + 5 = 5 + 3

Concept Development

Let’s try counting on for both expressions to decide together.

3 + 5 = 5 + 3

Concept Development

Now I’ll the expression cards, redistribute them, and you’ll play again.

Concept Development

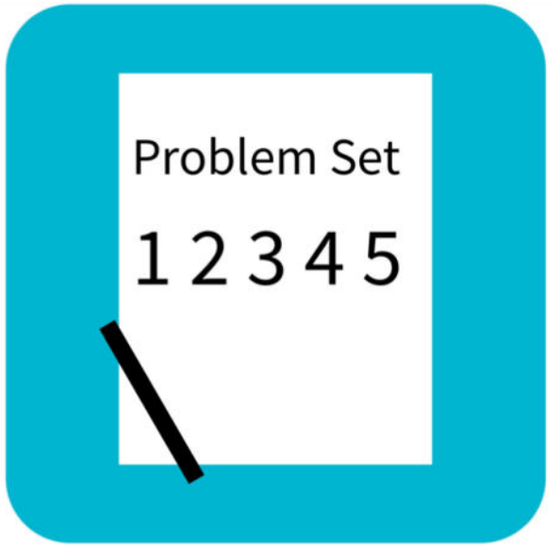
For 3 + 5 = 5 + 3, which way was the faster way to count on?

Concept Development

Why was counting on 5 + 3 faster?

Concept Development

What about when we solved 7 + 1 and 1 + 7? Discuss which was faster and why with your partner.



Problem Set

Name _____ Date _____

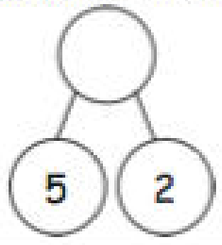
Circle the larger amount and count on. Write the number sentence, starting with the larger number.

1.

□ + □ = □

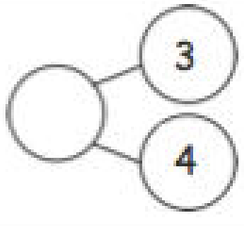
Color the larger part, and complete the number bond.
Write the number sentence, starting with the larger part.

2.



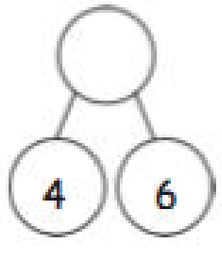
□ + □ = □

3.



□ + □ = □

4.



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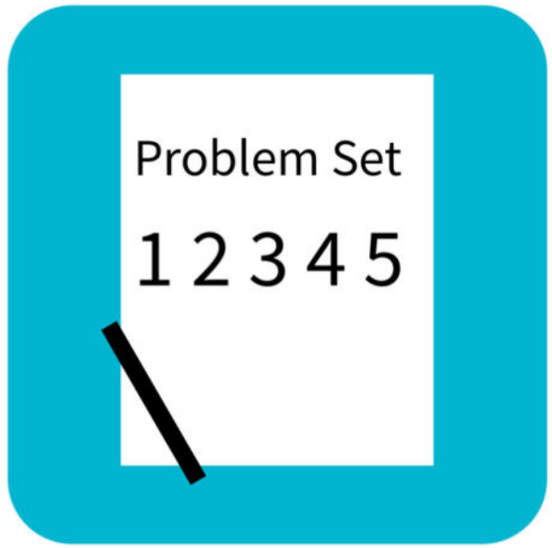
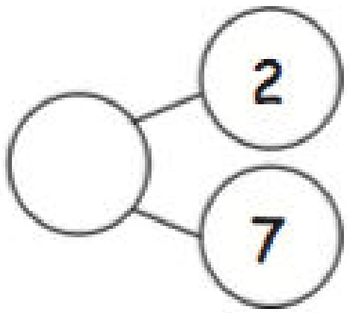


Problem Set

Color the larger part of the bond. Count on from that part to find the total, and fill in the number bond. Complete the first number sentence, and then rewrite the number sentence to start with the larger part.

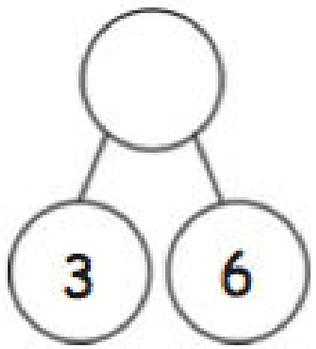
5.



2 + ☐ = ☐

☐ + ☐ = ☐

6.



3 + ☐ = ☐

☐ + ☐ = ☐

Circle the larger number, and count on to solve.

7. 1 + 5 = _____

8. 2 + 6 = _____

9. 4 + 3 = _____

10. 3 + 6 = _____

Debrief

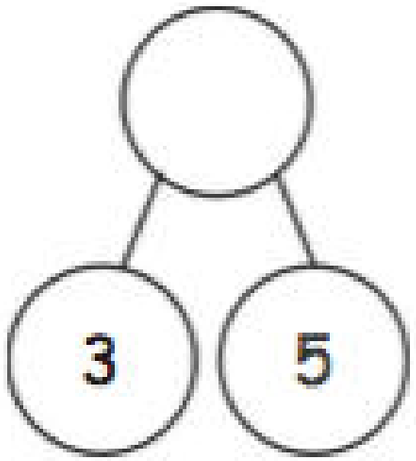
- Look at your Application Problem. How does it relate to today's lesson?
- Which problems on your Problem Set required you to rewrite the number sentence to count on from the larger number?
- When does switching the order to count on from the larger number help you the most?
- If I gave you a really challenging expressionlike 1 + 51, how could you use what you learned today to make it an easier expression to solve?

Exit Ticket

Name _____ Date _____

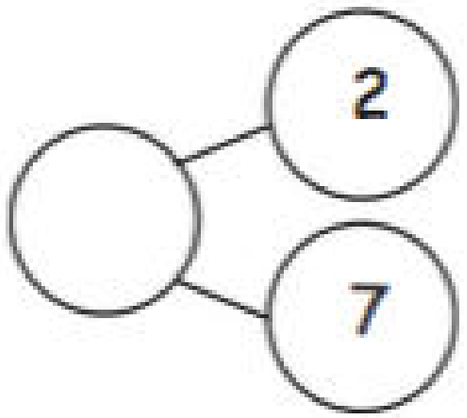
Circle the larger part, and complete the number bond. Write the number sentence, starting with the larger part.

a.



□ ○ □ = □

b.



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