

Eureka Math

1st Grade Module 1 Lesson 20

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.



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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.
- 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.

The image displays two screenshots of a Google Slides presentation. The left screenshot, labeled 'Screen A', shows a presentation slide with the text 'ReadyGEN™ in Action' and '3rd Grade Unit 3, Module A Lesson 1'. The right screenshot, labeled 'Screen B', shows the Google Slides interface with the 'File' menu open. The 'Make a copy...' option is highlighted in a red box. A 'Copy document' dialog box is also shown, with the text 'Rename Your Presentation' entered in the 'Enter a new document name:' field. A red arrow points to the 'pop-out' button in the top right corner of the browser window.

Screen A

ReadyGEN™ in Action

3rd Grade
Unit 3, Module A
Lesson 1

Screen B

Gr3(2) U3MAL1 Sample Lesson.pptx

File Edit View Insert Slide Format Arrange Tools Table Help Last edit was yesterday at

Share...

New

Open...

Rename...

Make a copy...

Organize...

Move to trash

Import slides...

See revision history

Language

Download as

Publish to the web...

Email collaborators...

Email as attachment...

Page setup...

Print settings and preview

Print

Copy document

Enter a new document name:

Rename Your Presentation

Comments will not be copied to the new document.

Share it with the same people

OK Cancel

ReadyGEN™ in Action

3rd Grade
Unit 3, Module A
Lesson 1

“pop-out”

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.

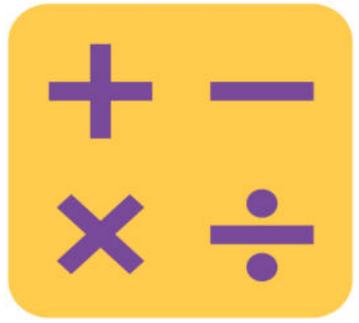
Suggested Lesson Structure

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





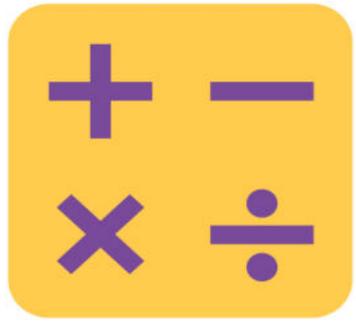
I can apply the commutative property to count on from a larger addend.



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.

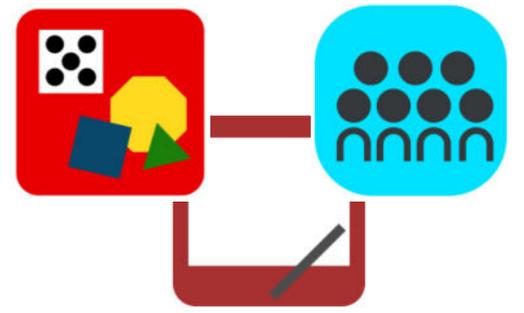
Application Problem

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.



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.

$$1 + 7 = 7 + 1$$

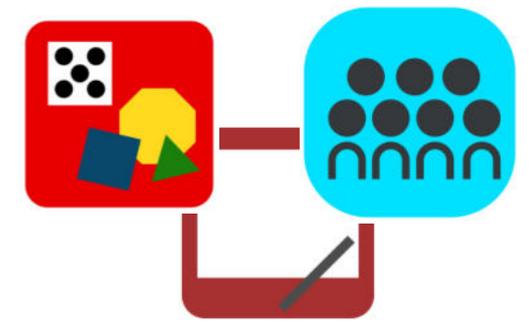
Concept Development



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

1 2 3 4 5

Problem Set

A STORY OF UNITS

Lesson 20 Problem Set 1•1

Name _____ Date _____

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

1.



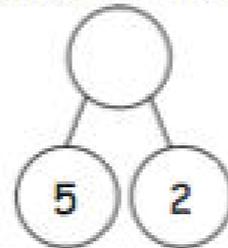
$$\square + \square = \square$$

Color the larger part, and complete the number bond.

Write the number sentence, starting with the larger part.

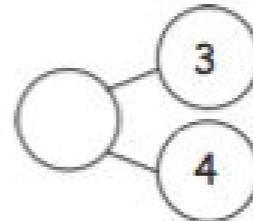


2.



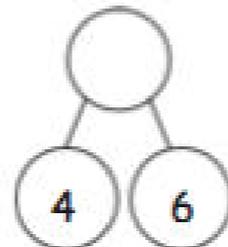
$$\square + \square = \square$$

3.



$$\square + \square = \square$$

4.



$$\square + \square = \square$$

Problem Set

1 2 3 4 5

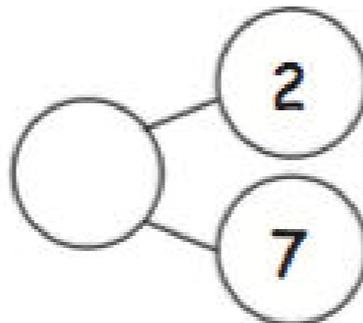
Problem Set

A STORY OF UNITS

Lesson 20 Problem Set 1•1

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.

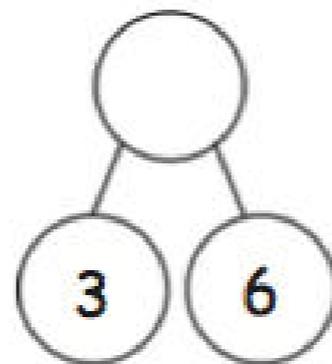
5.



$$\boxed{2} + \square = \square$$

$$\square + \square = \square$$

6.



$$\boxed{3} + \square = \square$$

$$\square + \square = \square$$

Circle the larger number, and count on to solve.

7. $1 + 5 = \underline{\quad}$

8. $2 + 6 = \underline{\quad}$

9. $4 + 3 = \underline{\quad}$

10. $3 + 6 = \underline{\quad}$

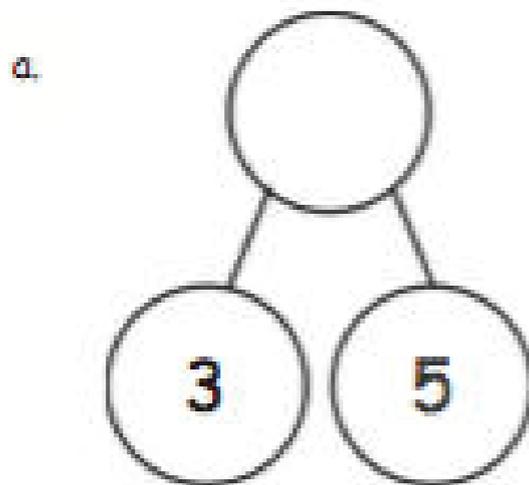
Debrief

- 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 expression like $1 + 51$, how could you use what you learned today to make it an easier expression to solve?

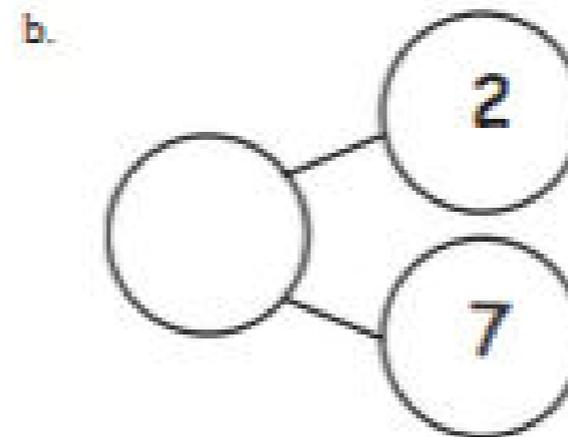
Exit Ticket

Name _____ Date _____

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



$$\square \bigcirc \square = \square$$



$$\square \oplus \square = \square$$

