

Eureka Math

1st Grade Module 1 Lesson 21

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Directions for customizing presentations are available on the next slide.



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Screen A

ReadyGEN™ in Action

3rd Grade
Unit 3, Module A
Lesson 1

“pop-out”

Screen B

Gr3(2) U3MAL1 Sample Lesson.pptx

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ReadyGEN™ in Action

3rd Grade
Unit 3, Module A
Lesson 1

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

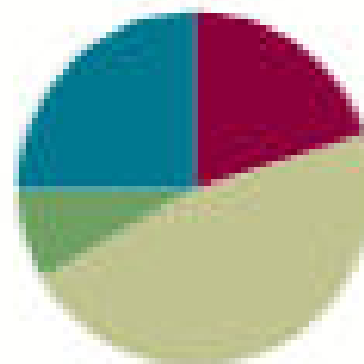
- (T) 5-group cards (1–6) (Lesson 5 Template 1),
- (T) Addition chart (Template)
- (T) colored pencils (yellow, orange, blue)
- (S) Personal white board

Lesson 21

Objective: Visualize and solve doubles and doubles plus 1 with 5-group cards.

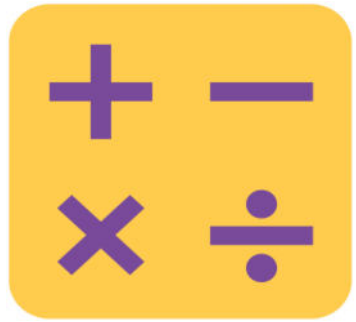
Suggested Lesson Structure

Fluency Practice	(12 minutes)
Application Problem	(5 minutes)
Concept Development	(28 minutes)
Student Debrief	(15 minutes)
Total Time	(60 minutes)

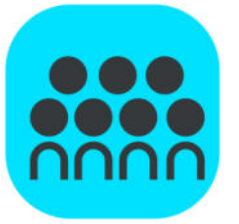




I can visualize and solve doubles and doubles plus 1 with 5-group cards.



Stand on Even Numbers



Students sit in a circle and count by ones, each student saying one number to count up. You will stand when you say an even number. We will continue around the circle until all students are standing. Then, continuing in the same direction around the circle, we'll count backwards, beginning with the last number said and sitting on even numbers.



Target Practice: 8

A STORY OF UNITS

Lesson 10 Fluency Template

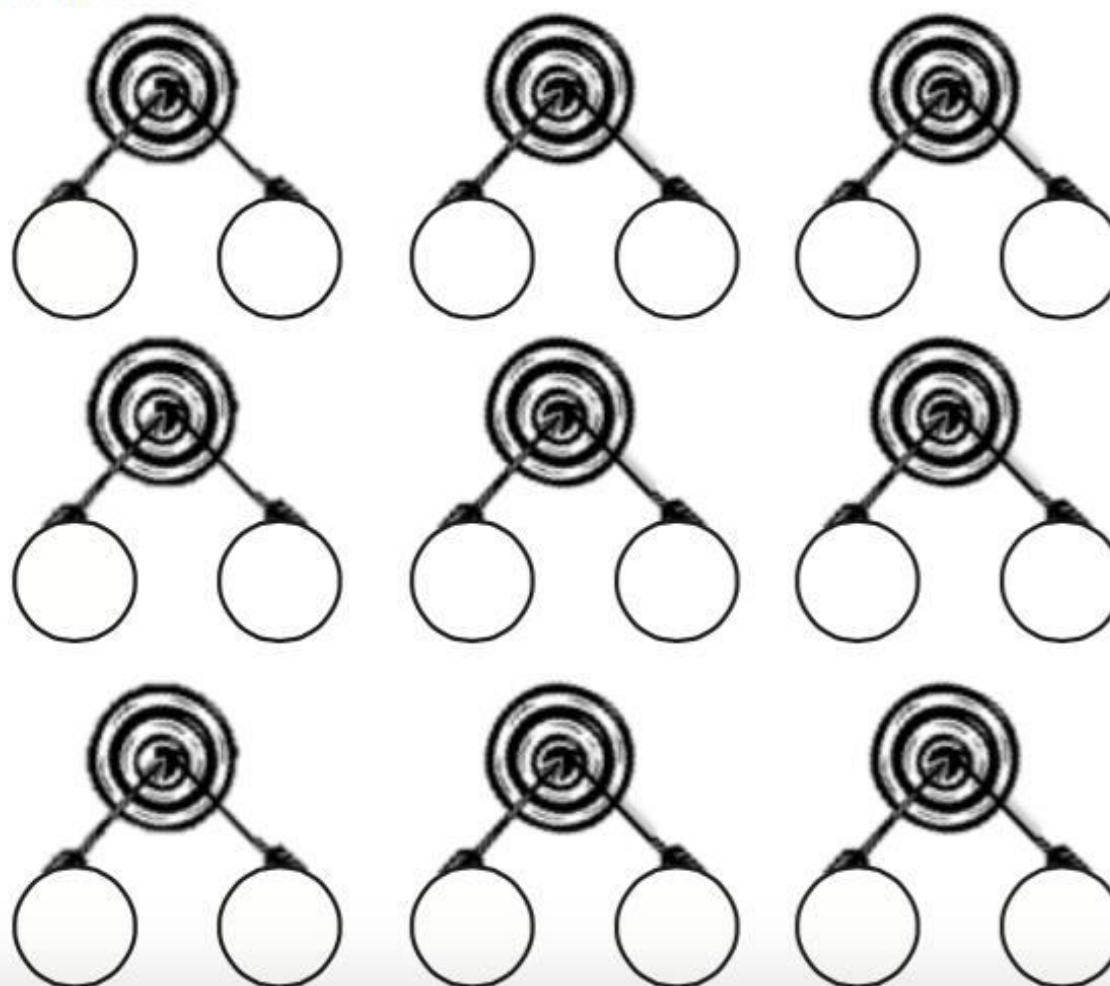
1•1

Target Number:



Target Practice

Choose a *target number* between 6 and 10 and write it in the middle of the circle on the top of the page. Roll a die. Write the number rolled in the circle at the end one of the arrows. Then, make a bull's-eye by writing the number needed to make your target in the other circle.

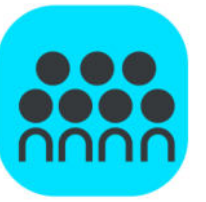


Application Problem

Jordan is holding a container with 3 pencils. His teacher gives him 4 more pencils for the container. How many pencils will be in the container? Write a number bond, number sentence, and statement to show the solution.

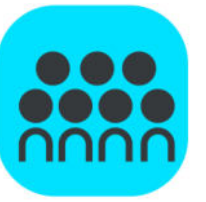


Concept Development



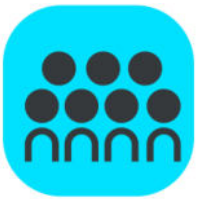
Let's count by twos using our fingers. Watch me first.

Concept Development



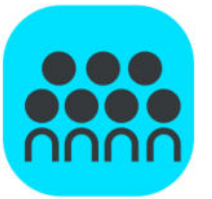
Show me 1 and 1 with your pinkies like me. How many fingers are you holding up?

Concept Development



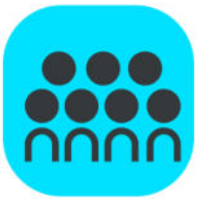
What is the number sentence?

Concept Development

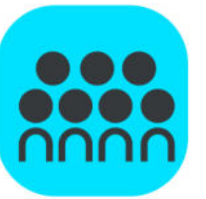


$$1 + 1 = 2$$

Concept Development



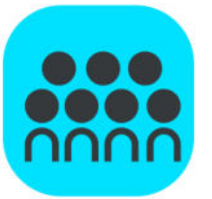
Show me 2 and 2 fingers, your pinkies and ring fingers.
Say the number sentence to tell how many fingers
you're holding up.



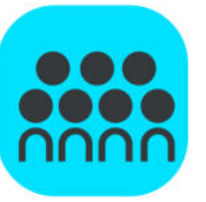
Concept Development

Let's continue with $3 + 3$, $4 + 4$, $5 + 5$, and back down to $1 + 1$.

Concept Development



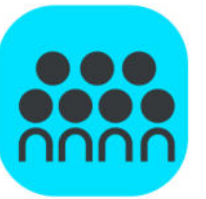
What did you notice about the numbers we added each time?



Concept Development

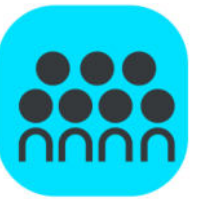
We added the same number two times.

Concept Development



We call those doubles.

Concept Development



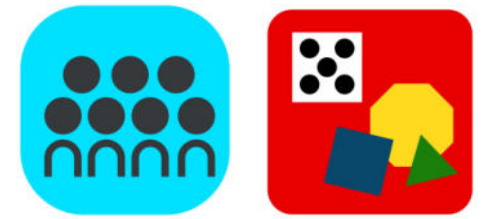
We call those doubles.

Concept Development



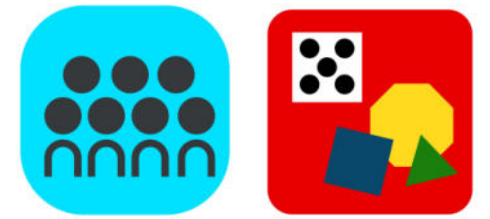
Now we'll 2 minutes for you to work with a partner and practice making doubles number sentences. Partner A flashes doubles fingers; Partner B says the number sentence. Switch roles after 1 minute.

Concept Development



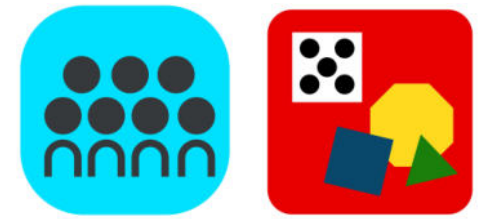
Without counting all, tell how many dots there are.

Concept Development



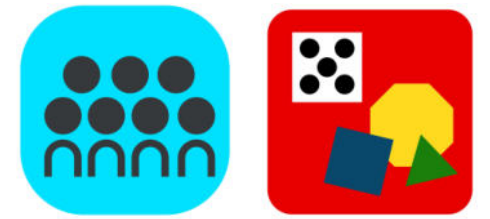
How did you know?

Concept Development



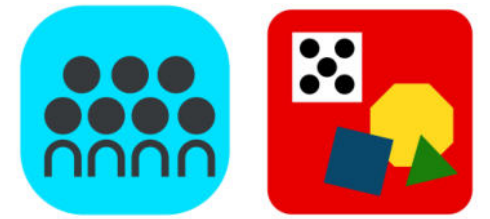
They are doubles. Three and 3. That makes 6.

Concept Development



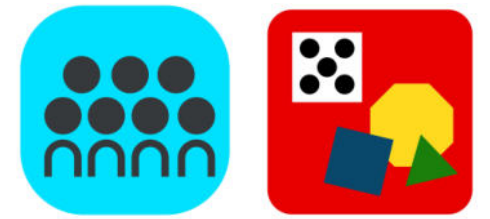
Let's continue with $2 + 2$, $4 + 4$, and $5 + 5$.

Concept Development



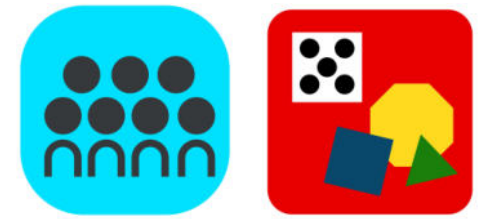
Without counting all, tell how many dots there are.

Concept Development



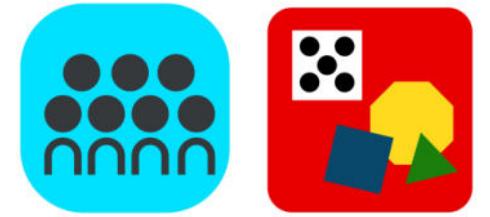
How did you know so quickly? Turn and talk to your partner.

Concept Development



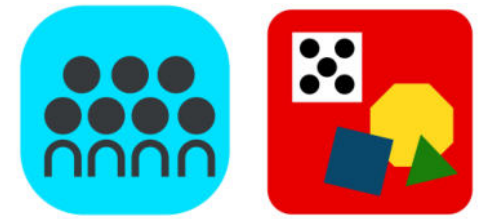
One of you said you saw 3 and 3 plus another dot! Give thumbs up if you see 3 dots hiding inside these 4 dots.

Concept Development



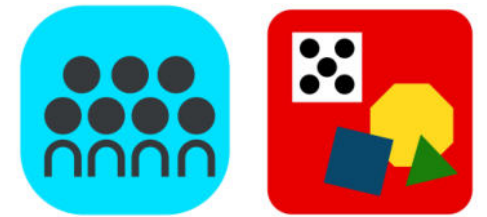
You used your doubles fact to help. Three plus 3,
that's....

Concept Development



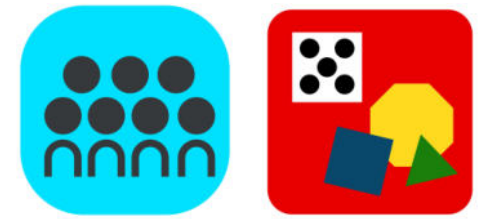
6!

Concept Development



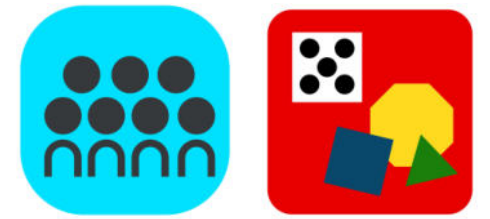
Plus another dot?

Concept Development



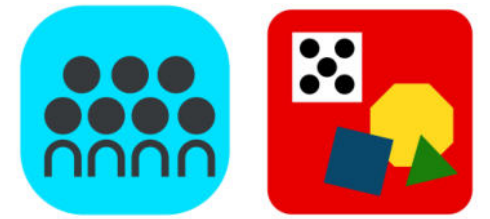
7!

Concept Development



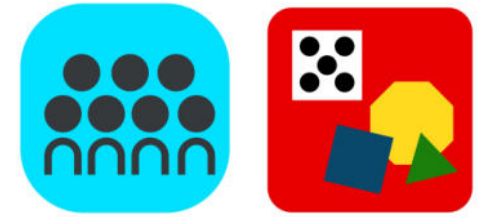
How is $3 + 4$ related to $3 + 3$?

Concept Development



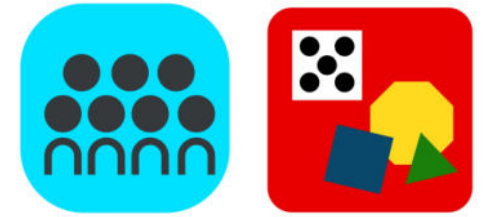
It's making doubles and adding 1 more.

Concept Development



This is called doubles plus 1. Let's see if we can find more doubles facts hiding inside another expression.

Concept Development



This is called doubles plus 1. Let's see if we can find more doubles facts hiding inside another expression.

Concept Development



4

5

How would you solve $4 + 5$ using what you learned in today's lesson?

Turn and talk to your partner, and solve on your board.

Concept Development



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

What number is missing here? Talk with your partner to decide. Tell each other how you know.

Concept Development



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

What is the missing number in $3 + \underline{\quad} = 6$?

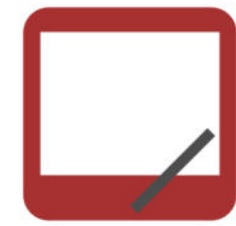
Concept Development



3.

How do you know?

Concept Development



$$3 + \underline{\quad} = 7$$

What number is missing here? Discuss with your partner. Remember to use words or your boards to explain your thinking.

Concept Development



What is the missing number in $3 + \underline{\quad} = 7$?

Concept Development



$$3 + \underline{\quad} = 7$$

4 is the missing number.

How could the last problem, $3 + 3 = 6$, help you with this one?

Concept Development



If you know $3+3$ is 6, and you need to have 7, you know you need 1 more than last time, so now it's $3 + 4$.

Problem Set

1 2 3 4 5

Problem Set

A STORY OF UNITS

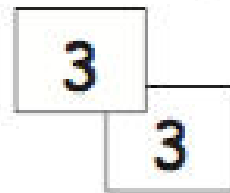
Lesson 21 Problem Set

1•1

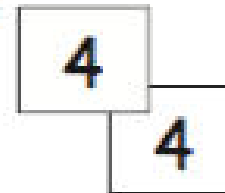
Name _____ Date _____

Add the numbers on the pairs of cards. Write the number sentences. Color doubles red. Color doubles plus 1 blue.

1.



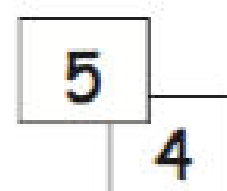
2.



3.



4.



Solve. Use your doubles to help. Draw and write the double that helped.

5.

$$5 + 4 = \square$$

○○○○○
○○○○○

6.

$$4 + 3 = \square$$

○○○○○
○○○○○

Problem Set

1 2 3 4 5

Problem Set

A STORY OF UNITS

Lesson 21 Problem Set

1•1

7. Solve the doubles and the doubles plus 1 number sentences.

a. $0 + 0 = \square$

$0 + 1 = \square$

b. $2 + 2 = \square$

$2 + 3 = \square$

c. $3 + 3 = \square$

$3 + 4 = \square$

d. $4 + 4 = \square$

$4 + 5 = \square$

e. $3 + \square = 6$

$3 + \square = 7$

f. $5 + \square = 10$

$4 + \square = 9$

8. Show how this strategy can help you solve $5 + 6 = \square$

9. Write a set of 4 related addition facts for the number sentences of Problem 7(d).

Debrief

- Can you find all the doubles facts? What do you notice about these numbers?

T: See notes

Debrief

- Is $4+3$ a doubles plus 1? Why? How is this related to another math lesson from before? Can you find any more doubles plus 1 facts like this one?

T: See notes

Debrief

- Look at Problem 7 in your Problem Set. What do you notice about all the answers to the doubles facts? What do you notice about all the answers to the doubles plus 1 facts? Is this always true? Explain your thinking.
- Look at Problem 7(e) and (f) in your Problem Set. How could you use the pictures in your mind or your knowledge of doubles facts to help you solve these problems?
- Look at your Application Problem. If you used counting on to solve this, which number did you start with in your number sentence? Can you use the strategy from today's lesson to solve this? How?

Exit Ticket

A STORY OF UNITS

Lesson 21 Exit Ticket

1•1

Name _____ Date _____

Write the double and double plus 1 number sentence for each 5-group card.

