Eureka Math

1st Grade
Module 1
Lesson 25

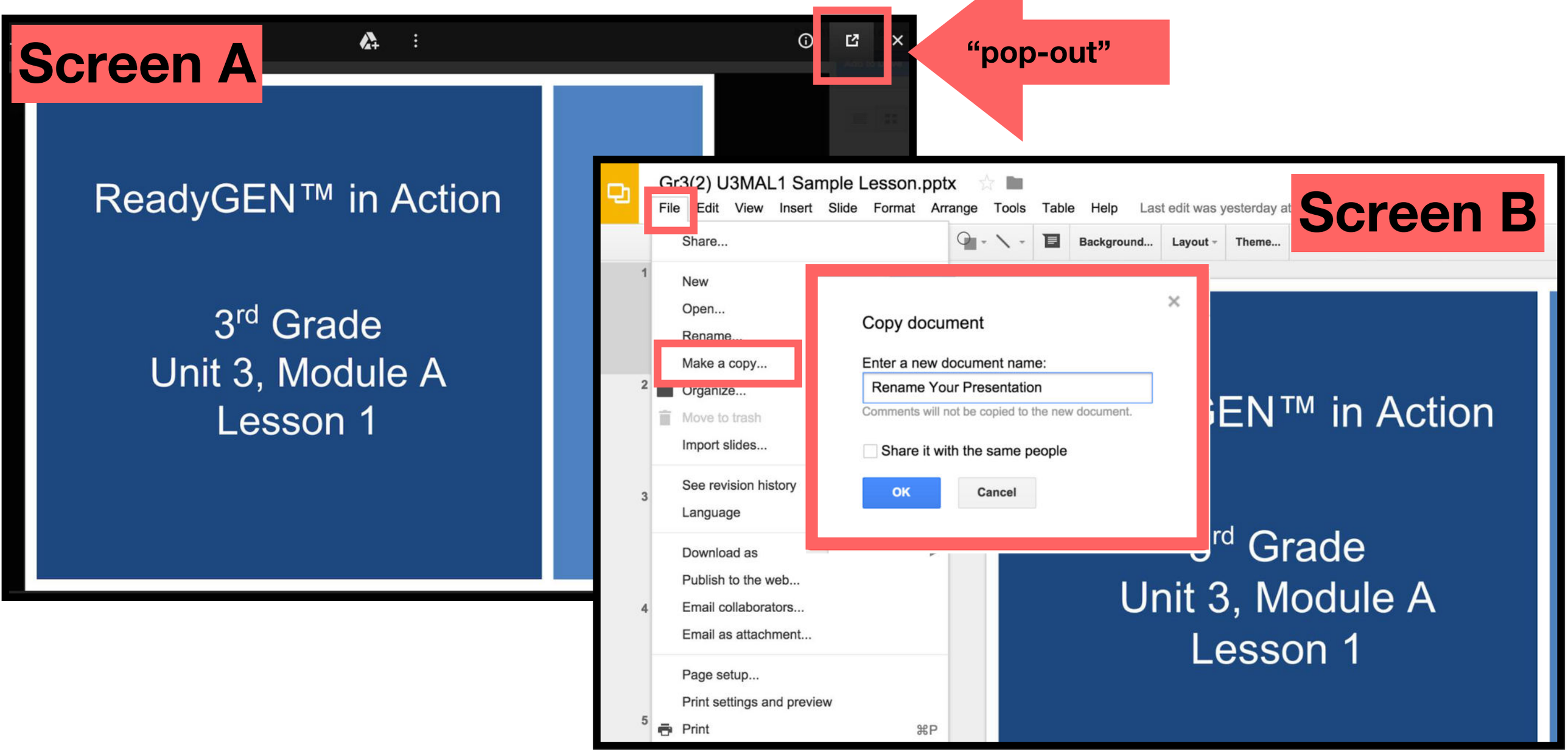
At the request of elementary teachers, a team of Bethel & Sumner educators met as a committee to create Eureka slideshow presentations. These presentations are not meant as a script, nor are they required to be used. Please customize as needed. Thank you to the many educators who contributed to this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

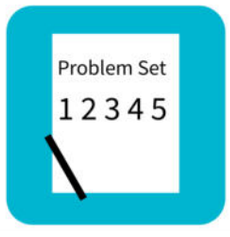


Icons

Read, Draw, Write

Learning Target

Personal White Board

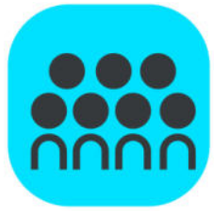


Problem Set

Manipulatives Needed

Fluency

Think Pair Share



Whole Class

Individual

Partner

Small Group

Small Group Time

Materials Needed

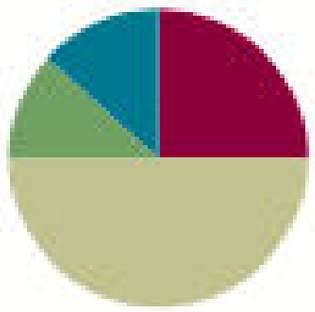
- S) Race to the Top (Fluency Template),
- (S)crayons (or pencil)
- (S) 1 die (replace 6 with 0) per pair
- (T) 9 counters, container
- (T) 10 bear counters, number bond and number sentences (Template)
- (S) Personal white board, number bond and number sentences (Template)
- (T) 10 bear counters

Lesson 25

Objective: Solve *add to with change unknown* math stories with addition, and relate to subtraction. Model with materials, and write corresponding number sentences.

Suggested Lesson Structure

Fluency Practice	(15 minutes)
Application Problem	(7 minutes)
Concept Development	(30 minutes)
Student Debrief	(8 minutes)
Total Time	**(60 minutes)**



I can solve add to with change unknown math stories with addition, and relate to subtraction. Model with materials, and write corresponding number sentences.

Race to the Top Doubles

You will take turns rolling a die. Your partner says the double fact and records it on the graph.

X-Ray Vision: Partners to 9

1. Place 9 counters on the floor next to an opaque container.

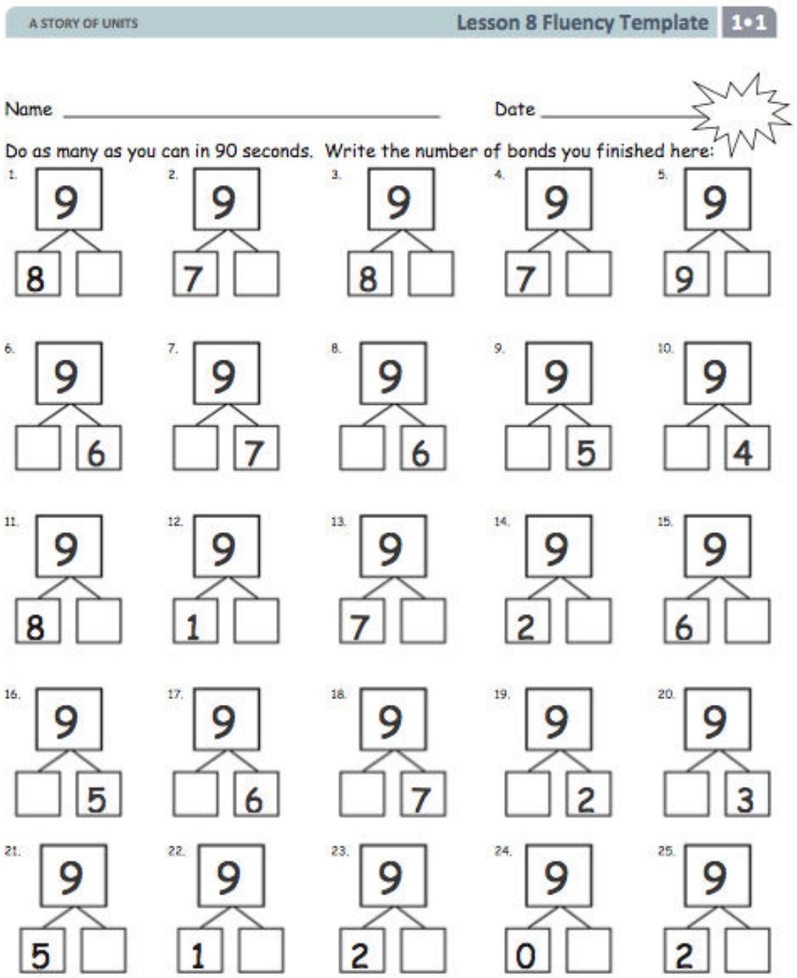
2. Tell students to close their eyes. Put 1 counter in the container.

3. Tell students to open their eyes. Ask, “Who can use their x-ray vision to make a number sentence combining the counters in and outside the container?”

4. Continue the game, eliciting all partners to 9.

Number Bond Dash: 9

Let’s do a Number Bond Dash!



A STORY OF UNITS — Lesson 8 Fluency Template — 1•1

Name _____ Date _____

Do as many as you can in 90 seconds. Write the number of bonds you finished here: _____

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

Application Problem

Taylor and her sister Reilly each got 4 books from the library. Then, Reilly went back in and checked out another book. How many books do Taylor and Reilly have together? Draw and label a number bond to show the part of the books Taylor took out and the part that Reilly took out. Write a statement to share your answer.

RDW

Concept Development

Four bears went to play tag in the forest.

Concept Development

Some more bears came over.

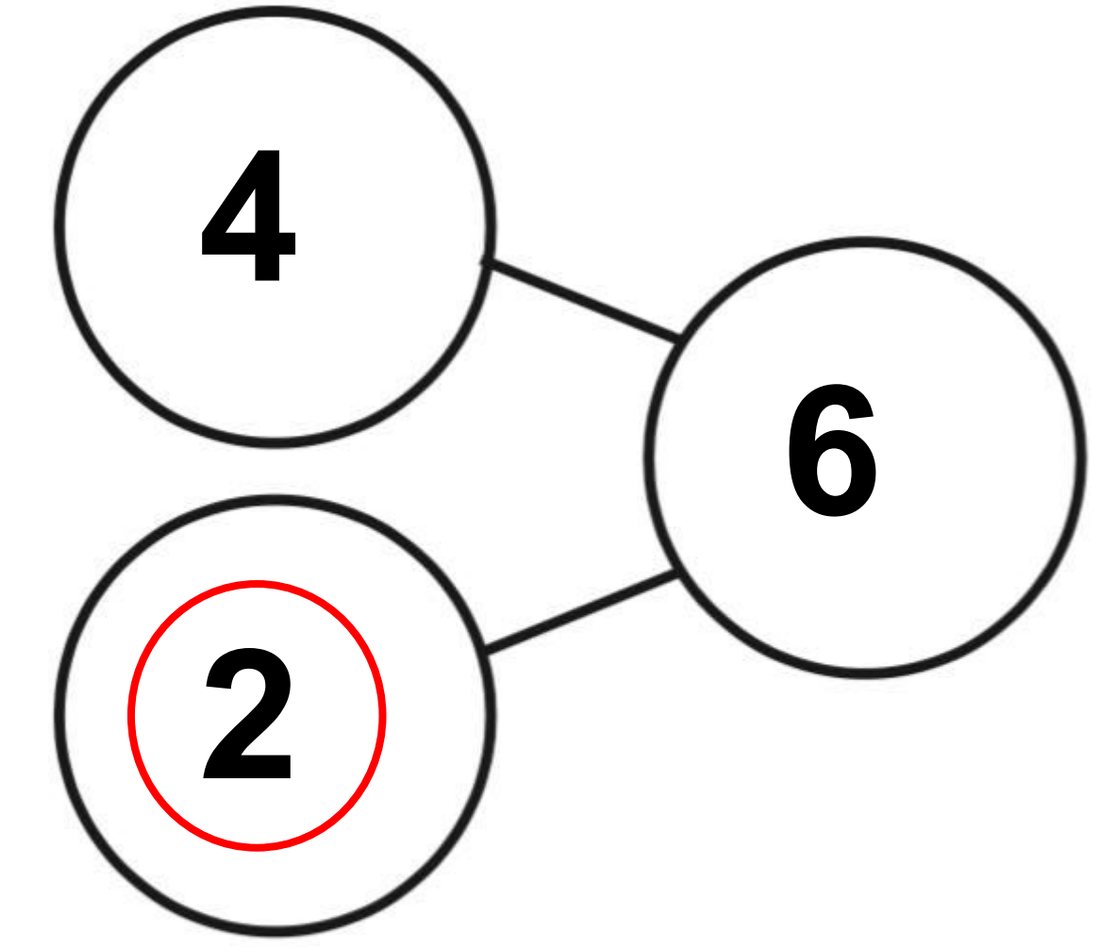
In the end, there were 6 little bears playing tag.

Concept Development

Four bears went to play tag in the forest. Some more bears came over. In the end, there were 6 little bears playing tag.

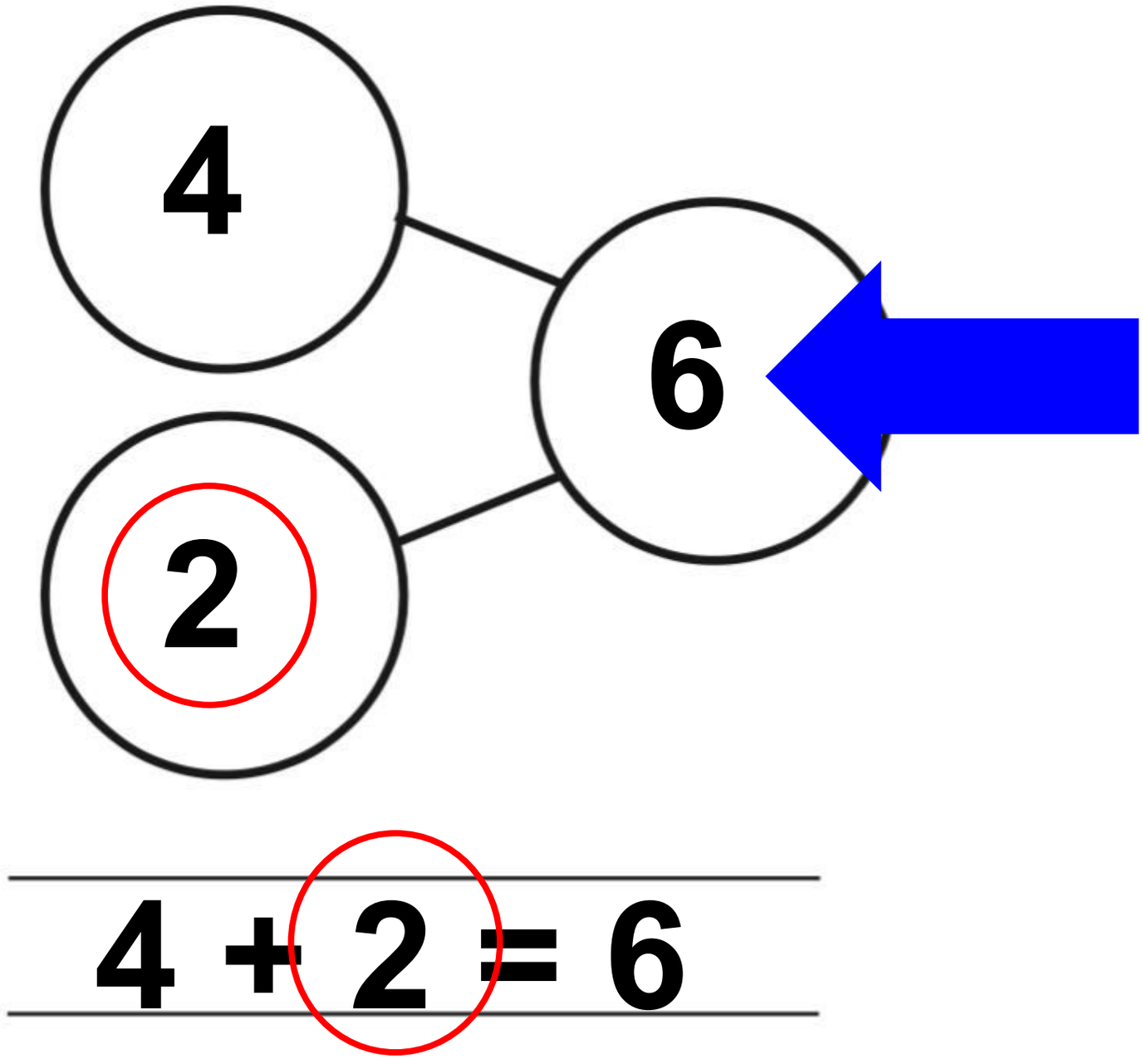
How many more bears came to play?

Concept Development



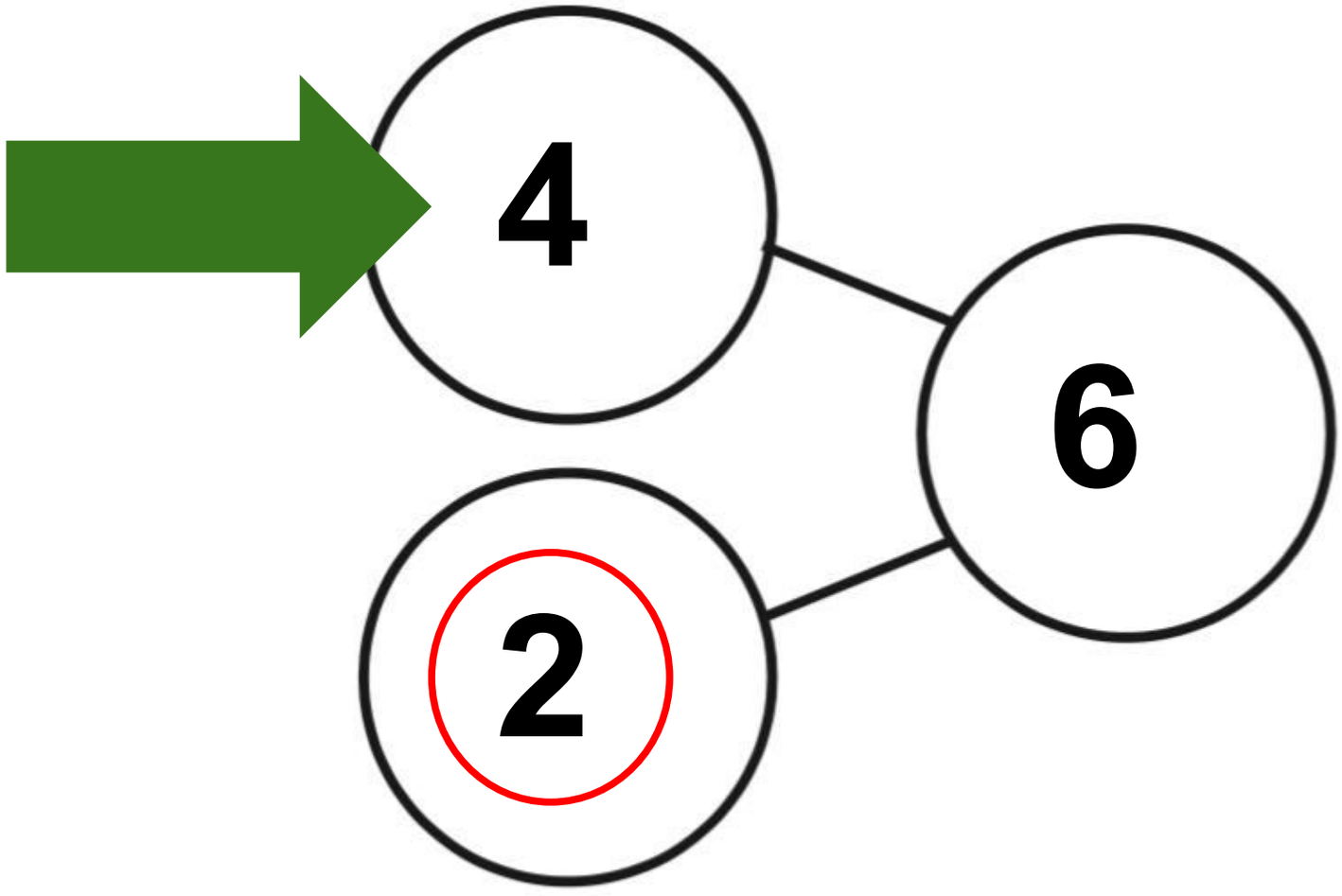
$$4 + 2 = 6$$

Concept Development



What does the 6 stand for?

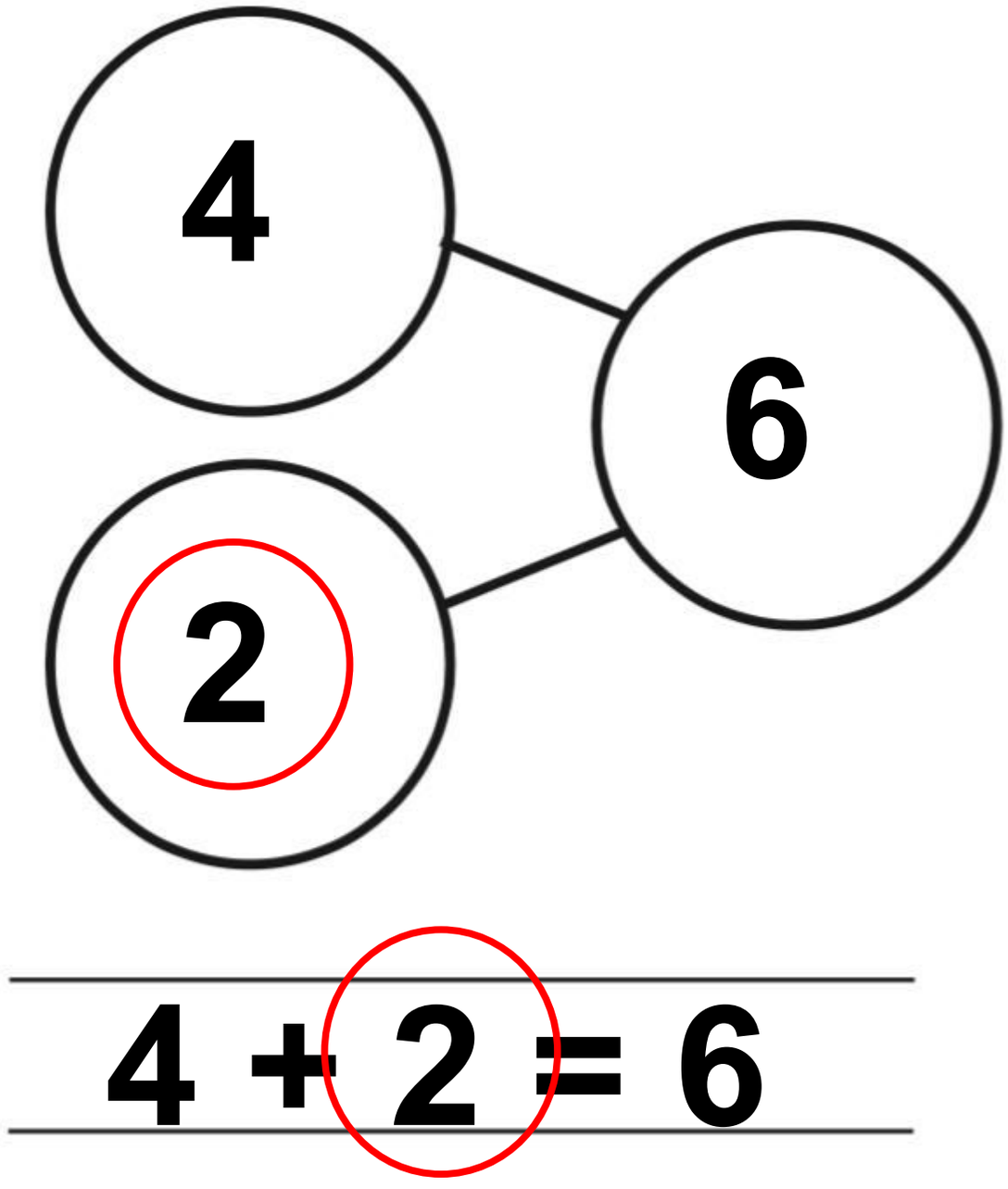
Concept Development



4 + 2 = 6

What does the 4 stand for?

Concept Development



How many more bears came to play?

Concept Development

We can make an imaginary line to show the two parts.

Four bears were there, and then 2 more bears came.

Concept Development

Some of us used addition to figure out how many more bears came to play.

4 + _____ = 6

Concept Development

Since we know the whole and one part, we can also use subtraction to find the other part.

4 + ____ = 6

Concept Development

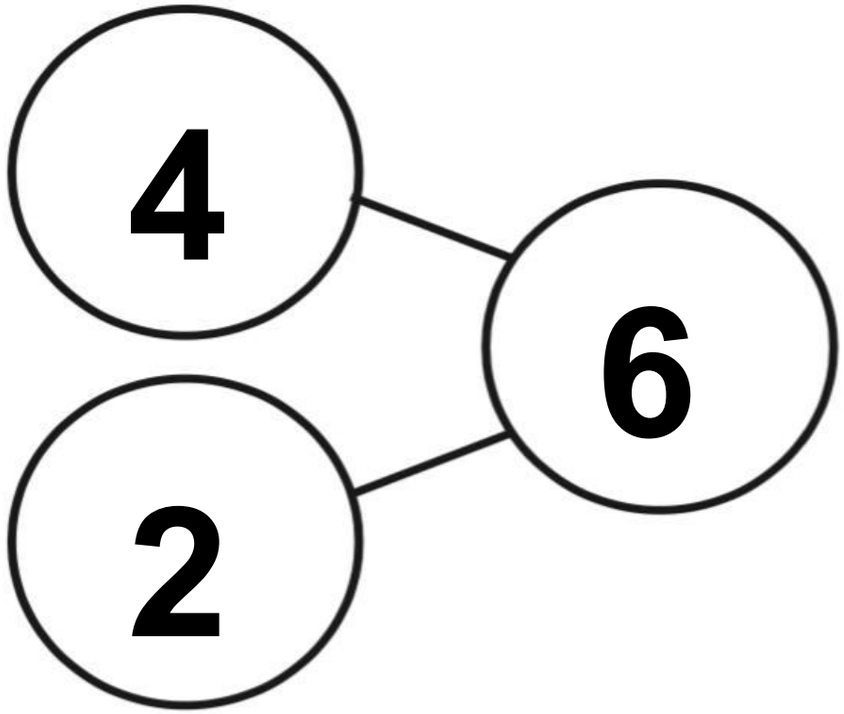
How could we write this as a subtraction sentence?

4 + ____ = 6

Concept Development

6 - 4 = 2

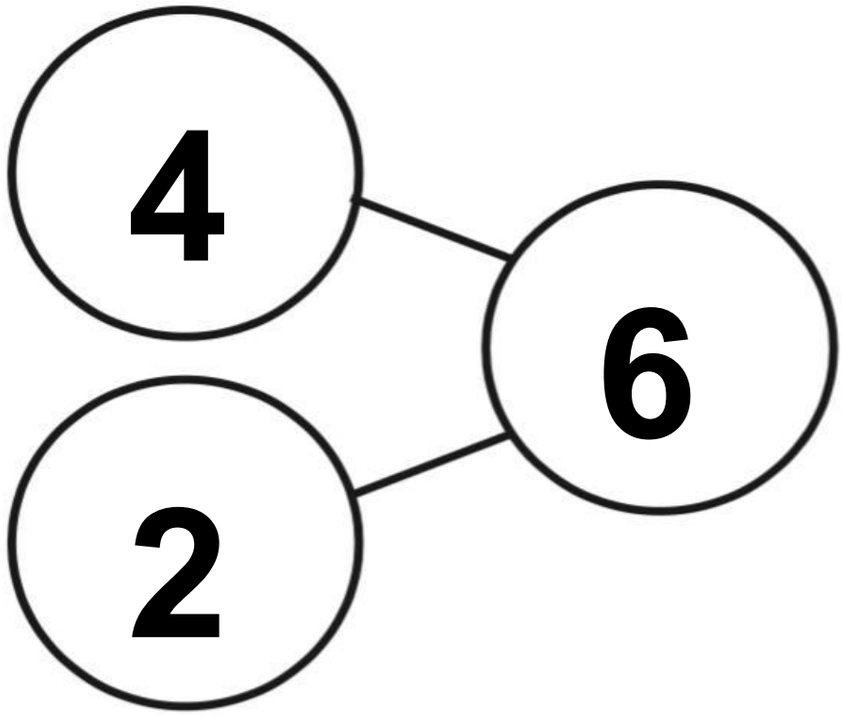
What part of the number bond matches the parts of our story?



Concept Development

6 - 4 = 2

What part of the number bond matches the total of our story?



Concept Development

Once upon a time, 8 bears were fishing for dinner.

Five bears had been fishing all day.

The rest of the bears came after lunch.

How many bears came after lunch?

Concept Development

Once upon a time, 8 bears were fishing for dinner.

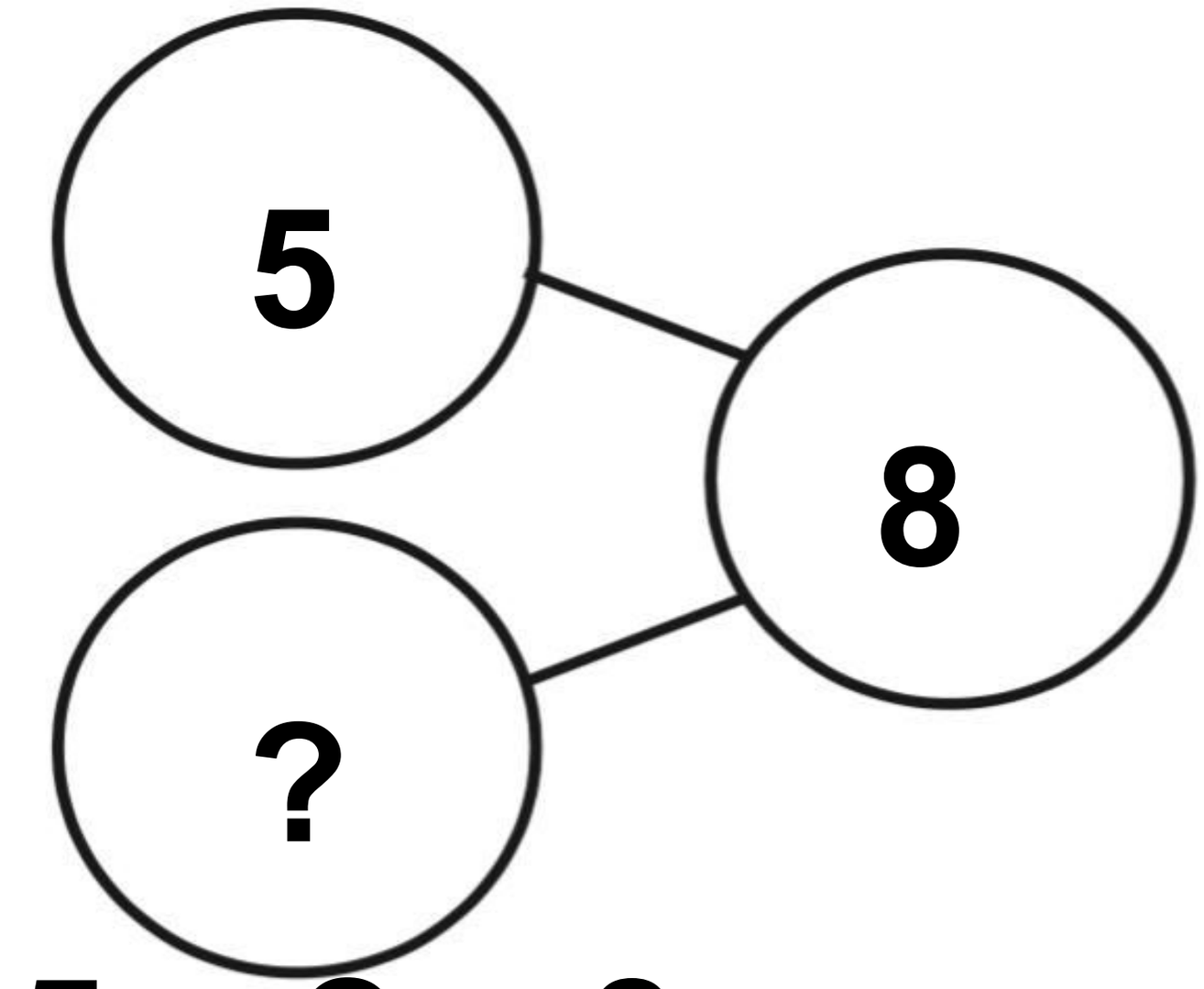
Five bears had been fishing all day.

The rest of the bears came after lunch.

How many bears came after lunch?

Write an addition sentence, a subtraction sentence, and use a number bond.

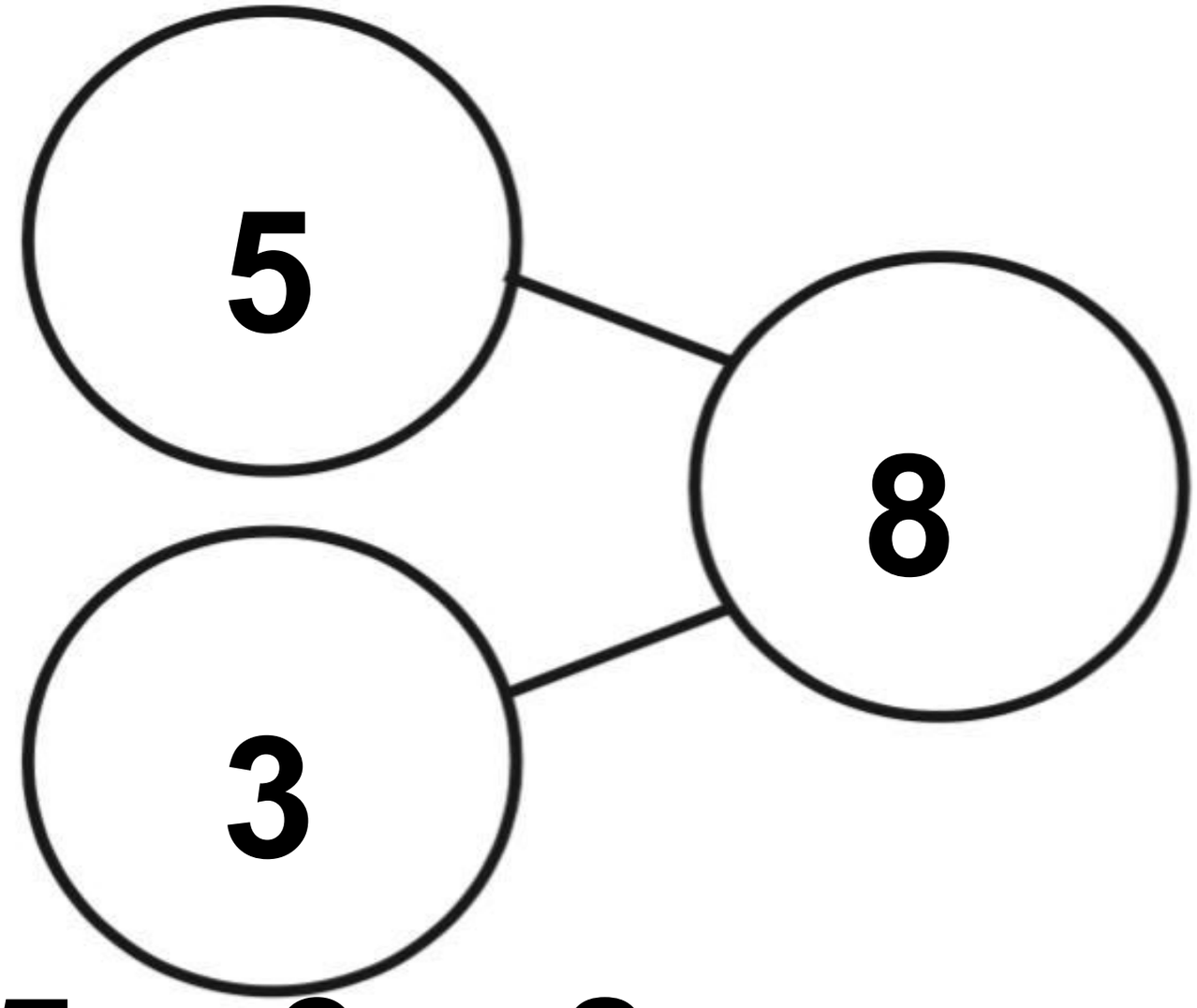
Concept Development



5 + ? = 8

8 - 5 = ?

Concept Development

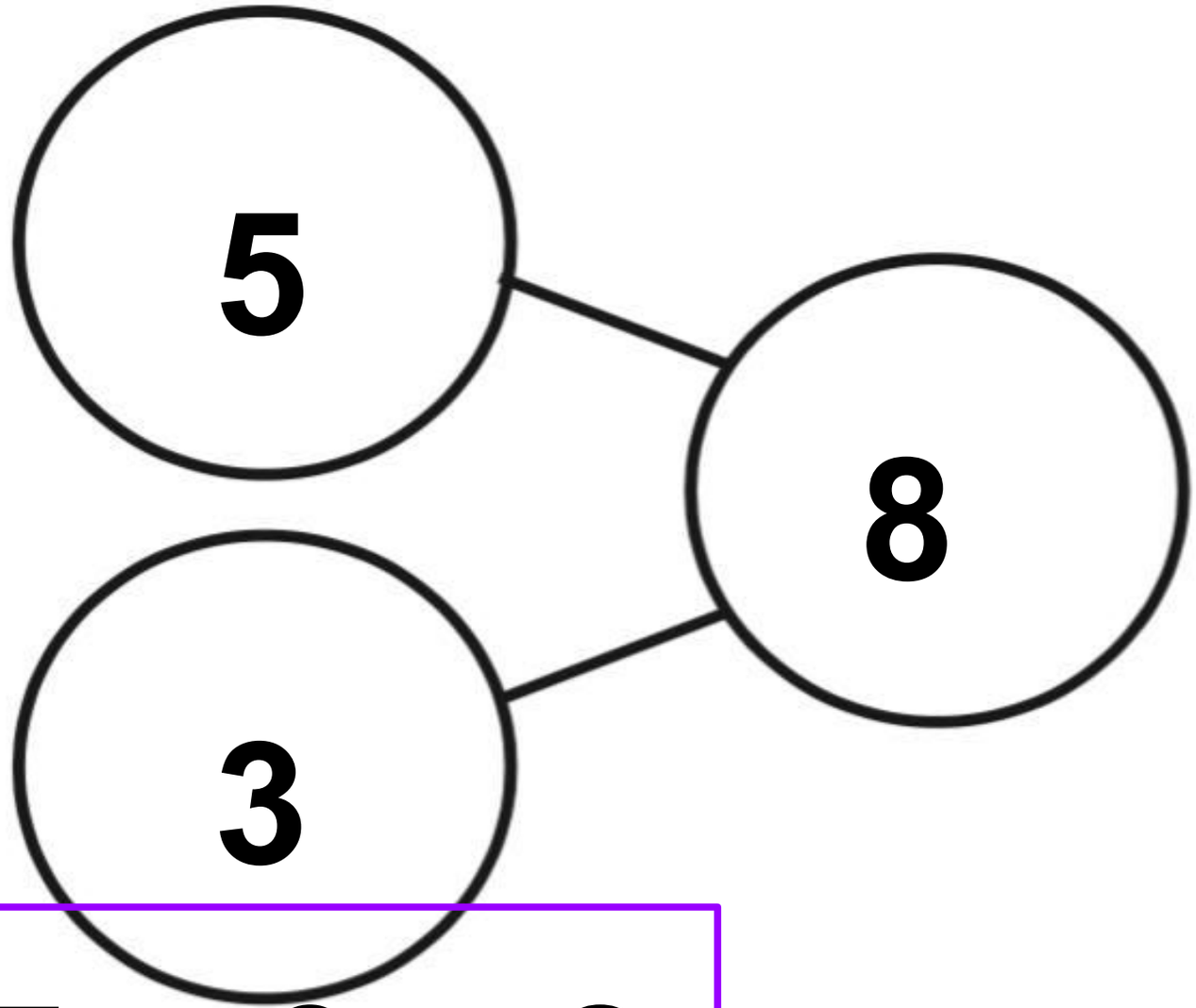


Do both of your number sentences match the number bond?

5 + 3 = 8

8 - 5 = 3

Concept Development



How are these number sentences the same?

How are they different?

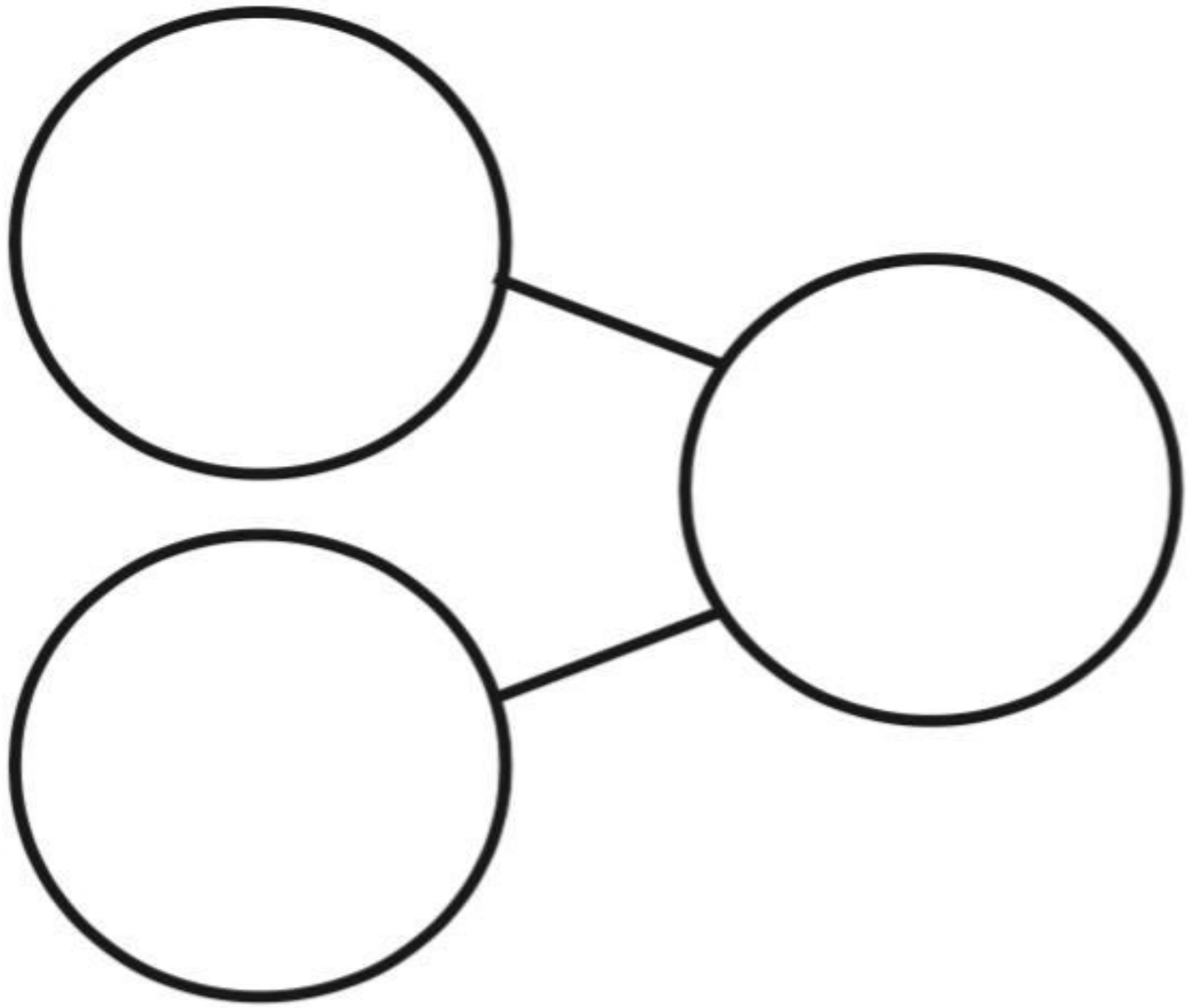
$5 + 3 = 8$

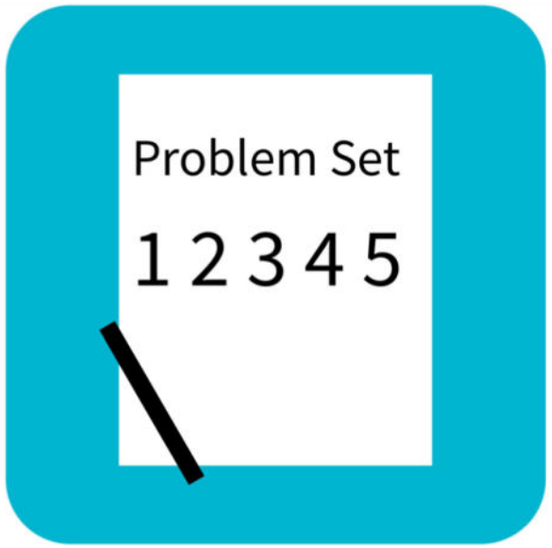
$8 - 5 = 3$

Concept Development

Use your counting bears to solve this this story.

5 bears were playing. Some more came. Now there are 7 bears. How many more bears came?

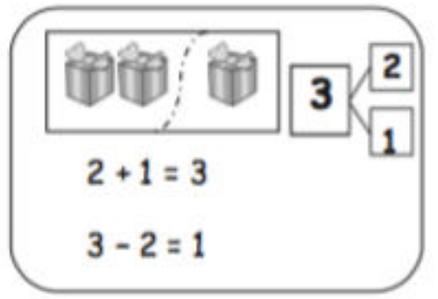




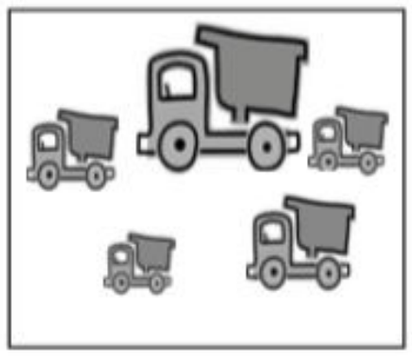
Problem Set

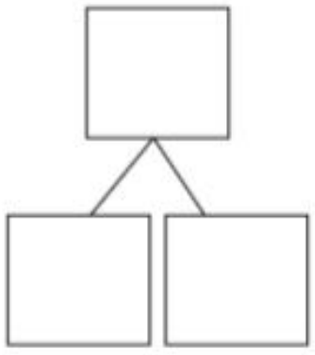
Name _____ Date _____

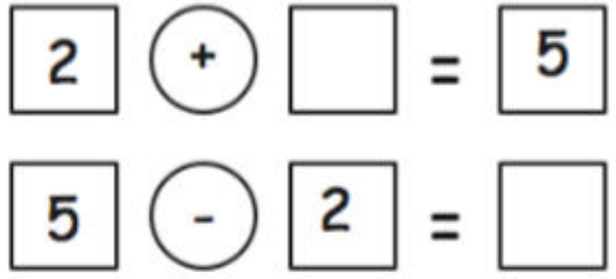
Break the total into parts. Write a number bond and addition and subtraction number sentences to match the story.



1. Rachel and Lucy are playing with 5 trucks. If Rachel is playing with 2 of them, how many is Lucy playing with?







Lucy is playing with _____ trucks.

Debrief

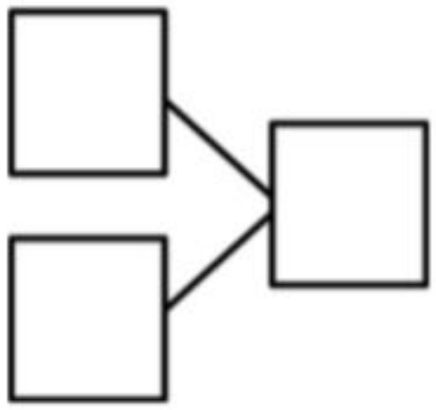
- What did you learn today?
- With your yellow colored pencil, circle all the numbers that were unknown in the number bond and in the numbers sentences. Where do they appear in the number bonds and the number sentences?
- How did the number bond help you come up with the addition and the related subtraction sentence?
- Look at problem 4. Explain how the addition and subtraction sentences are related. How are addition and subtraction alike?

Exit Ticket

Name _____ Date _____

Solve the math story. Complete the number bond and number sentences. Color the unknown number yellow.

Rich bought 6 cans of soda on Monday.
He bought some more on Tuesday.
Now, he has 9 cans of soda.
How many cans did Rich buy on Tuesday?



Rich bought _____ cans.