Eureka Math

1st Grade
Module 1
Lesson 26

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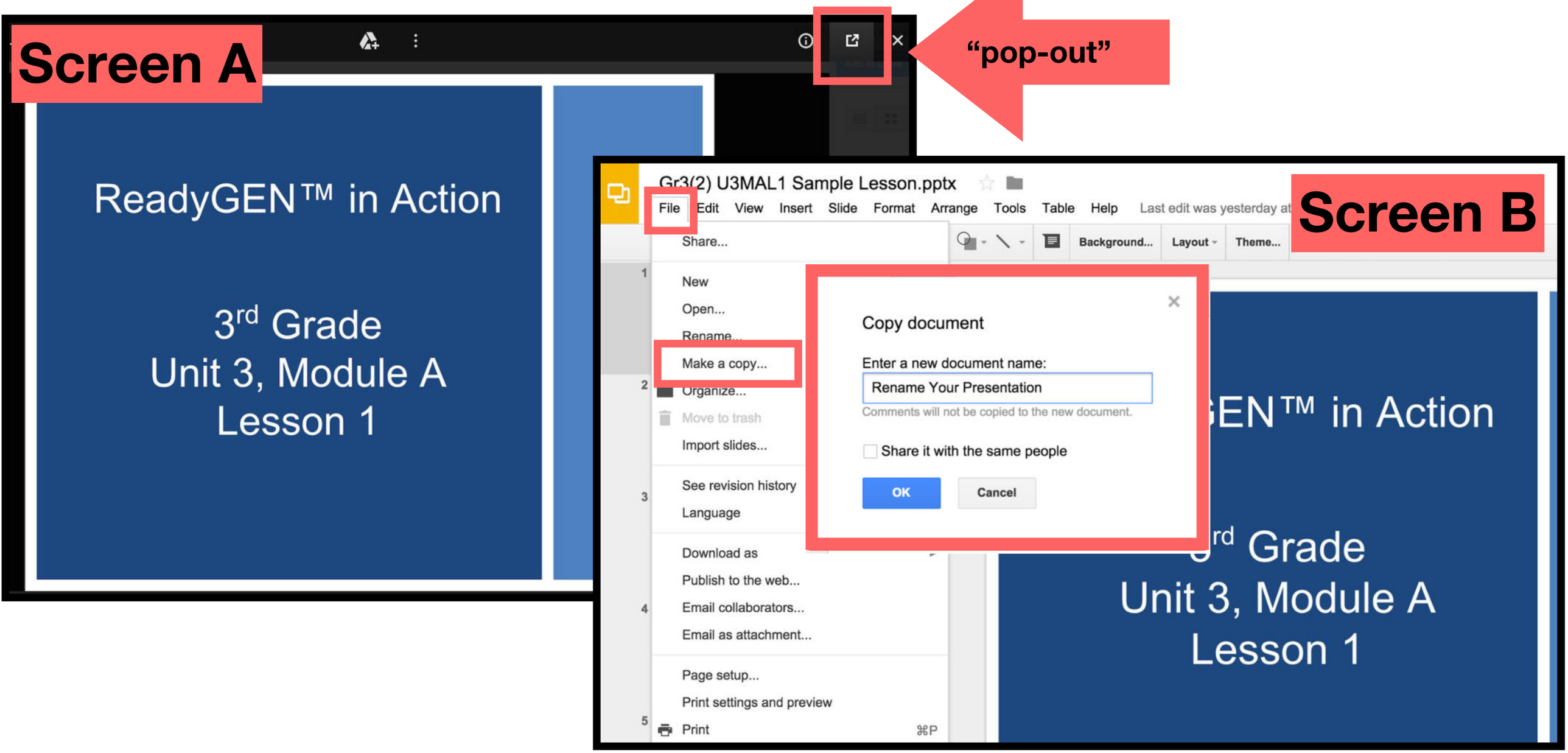
- ➢ Choose MAKE A COPY and rename your presentation.
- ➢ Google Slides will open your renamed presentation.
- ➢ It is now editable & housed in MY DRIVE.

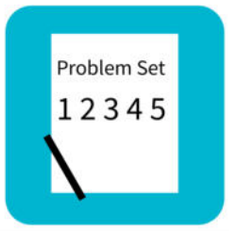


Icons

Read, Draw, Write

Learning Target

Personal White Board

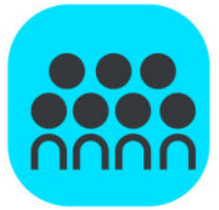


Problem Set

Manipulatives Needed

Fluency

Think Pair Share



Whole Class

Individual

Partner

Small Group

Small Group Time

Materials Needed

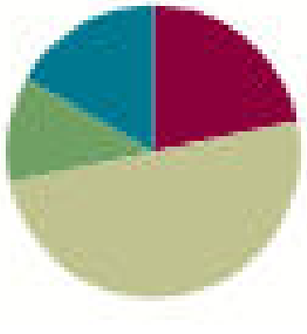
- (S) 5-group cards (Lesson 5 Template 1), 1 counter
- (T/S) 5-group cards (0–9) (Lesson 5 Template 1)
- (T) Stopwatch or timer (S) Number bond dash 9 (Lesson 8 Fluency Template), marker to correct work
- (T) Giant number path 0-10
  - Recommendations: use one piece of 8 ½ by 11 paper for each number
  - You will need this giant number path at the beginning of Concept Development
- (S) Personal white board, number path (Template)
  - Number Path templates need to be slid into personal whiteboards; Teacher needs one as well

Lesson 26

Objective: Count on using the number path to find an unknown part.

Suggested Lesson Structure

Fluency Practice	(13 minutes)
Application Problem	(7 minutes)
Concept Development	(30 minutes)
Student Debrief	(10 minutes)
Total Time	**(60 minutes)**



I can count on using the number path to find an unknown part.

Number Path Hop

You will make a number path by ordering their 5-group cards from 0 to 10. Place your counters on 0, and give a series of directions. “Hop forward 2. Where are you?” “Hop back 1 space. What number are you on?” “Hop from 1 to 5. How many hops did you make?” “What number do you add to 5 to make 9?”

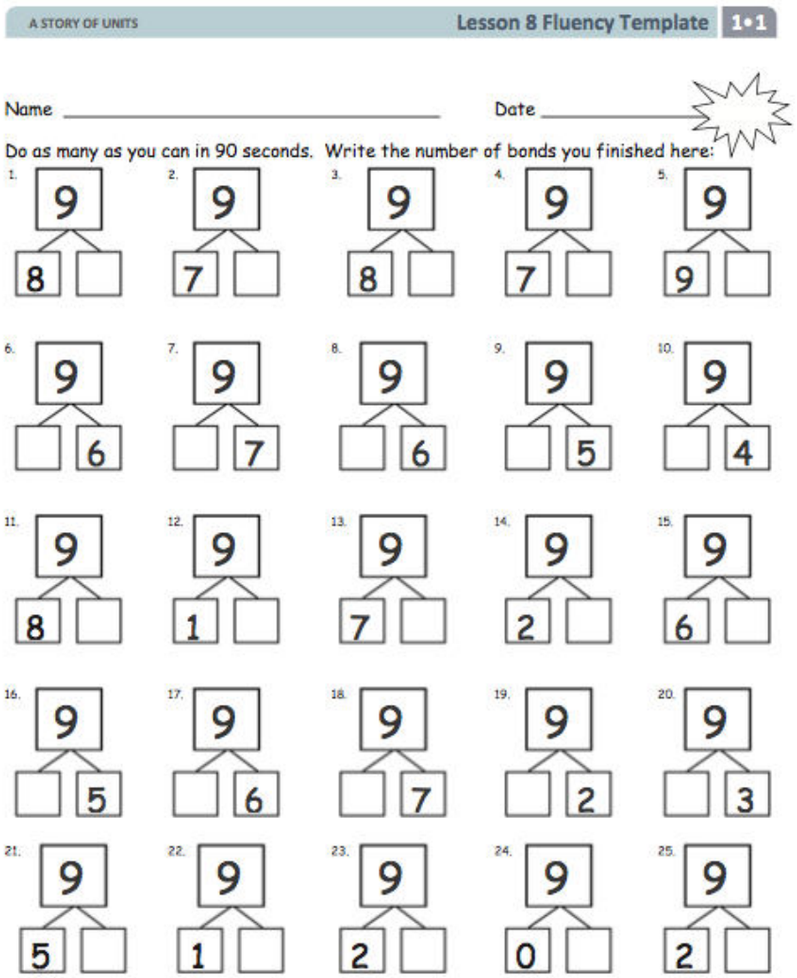
Partners to 9

Let’s practice our partners to 9!

T: See directions in Notes section

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:

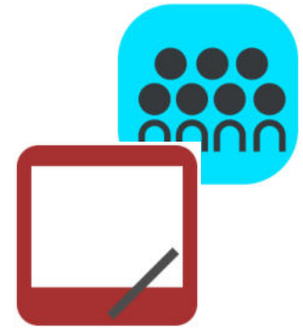
1. 9 = 8 + ☐	2. 9 = 7 + ☐	3. 9 = 8 + ☐	4. 9 = 7 + ☐	5. 9 = 9 + ☐
6. 9 = ☐ + 6	7. 9 = ☐ + 7	8. 9 = ☐ + 6	9. 9 = ☐ + 5	10. 9 = ☐ + 4
11. 9 = 8 + ☐	12. 9 = 1 + ☐	13. 9 = 7 + ☐	14. 9 = 2 + ☐	15. 9 = 6 + ☐
16. 9 = ☐ + 5	17. 9 = ☐ + 6	18. 9 = ☐ + 7	19. 9 = ☐ + 2	20. 9 = ☐ + 3
21. 9 = 5 + ☐	22. 9 = 1 + ☐	23.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

Application Problem

There were 5 students in the cafeteria. Some more students came in late. Now, there are 7 students in the cafeteria. How many students came in late? Write a number bond to match the story. Write an addition sentence and a subtraction sentence to show two ways to solve the problem. Draw a rectangle around the unknown number that you found.

RDW

Concept Development



6 - 4 = _____

Fill in your number bond using this number sentence. One of the boxes should be left empty.

Concept Development

6 - 4 = _____

Let’s solve 6 – 4 by using this giant number path.
What is the whole?

Concept Development

6 - 4 = _____

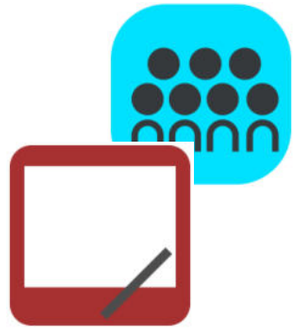
The whole is 6!

Concept Development

6 - 4 = _____

If we are using the number path to show how to take 4 away from 6, should we count on or count back on the number path? By how many?

Concept Development



6 - 4 = _____

We count down by 4! As our friend hops down the giant number line, let’s keep track of our counts until we reach 4.

Concept Development

6 - 4 = _____

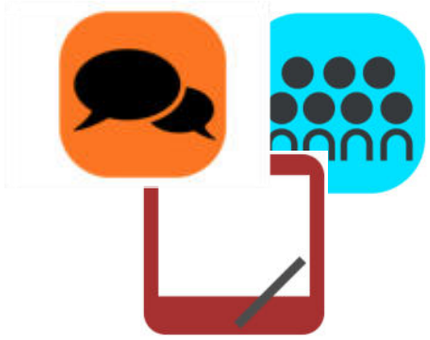
What is 6–4?

Concept Development

6 - 4 = _____

6 – 4 is 2! Let’s complete our number bond and number sentence!

Concept Development



6 - 4 = 2

Is there another way to solve 6 – 4? Turn and talk to your partner.

Concept Development

6 - 4 = 2

Here are some other ways to solve this that you might have discussed with your partner:

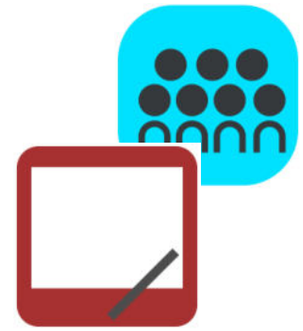
We can also count on from 4 to 6.
We can use an addition sentence.
We can think, “4 + ___ = 6.”

Concept Development

4 + ____ = 6

We can count on using the number path! How many hops are needed to get to 6? Let’s count on and keep track of the hops on our fingers.

Concept Development



4 + ____ = 6

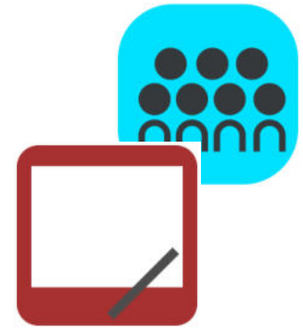
How many does 4 need to get to 6?

Concept Development

4 + ____ = 6

4 needs 2 to get to 6!
What is the number sentence to show what we just did?

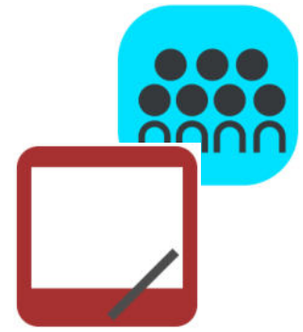
Concept Development



The number sentence is 4 + 2= 6

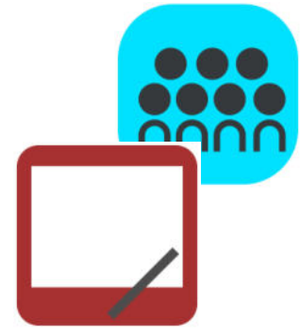
Write that number sentence on your template! Again, 2 was the number we were looking for. It's the same answer as the answer from the subtraction sentence.

Concept Development



Which was easier, counting back or counting on?

Concept Development



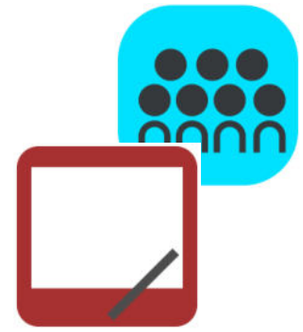
I heard many of you say counting on was easier!

Concept Development

8 - 5 = _____

When you see a subtraction problem, you can always add instead. How can I turn this into an addition sentence?

Concept Development



We can turn 8 - 5 = _____ into 5 + _____ = 8!

5 + _____ = 8

Write the number sentence on your board. Leave the unknown part blank.

Concept Development

Let’s read this together:

5 + _____ = 8

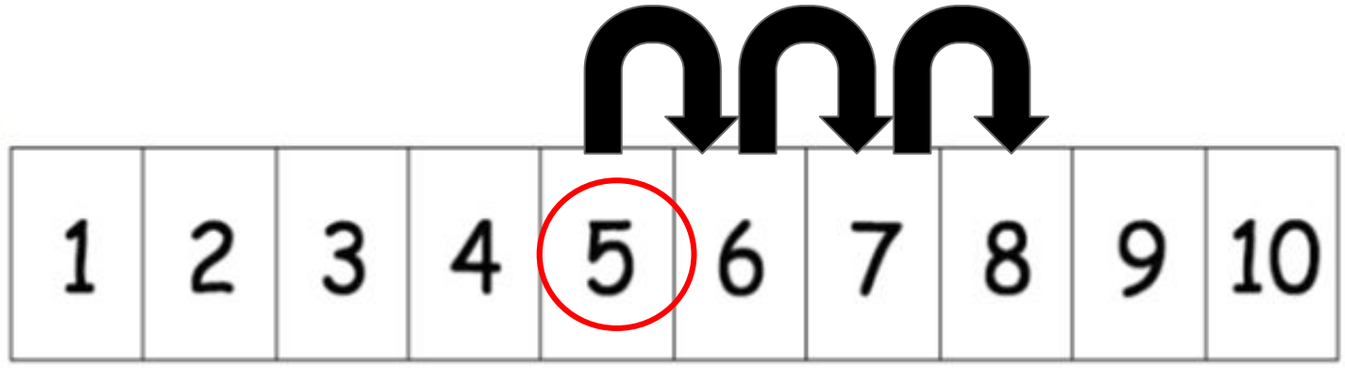
5 plus an unknown part equals 8

Concept Development

On your number path, circle the 5. That's the part we already know. Let's find the unknown part by hopping to each number until we get to 8. Watch me as you help me count on.

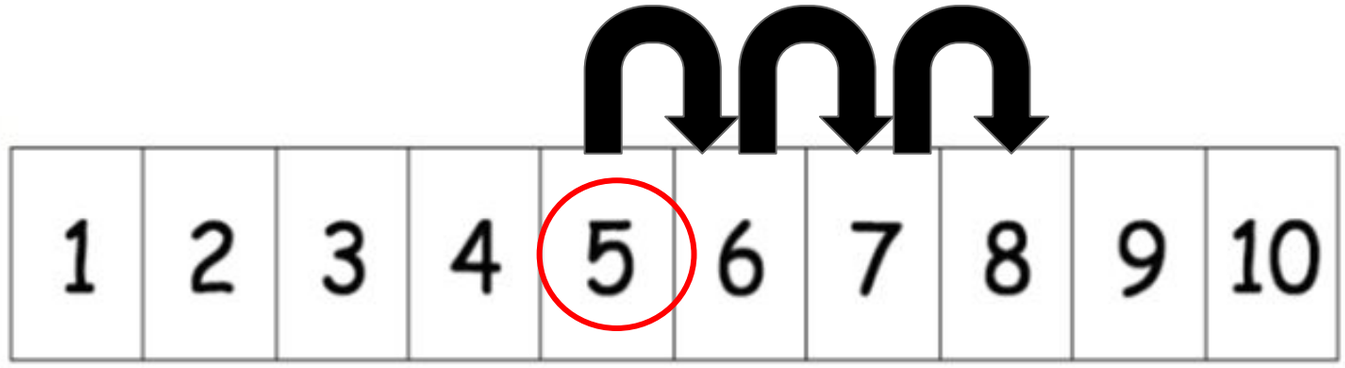
Concept Development

How many did 5 need to get to 8?



Concept Development

Fill in the unknown number in your number sentence, and put a circle around it to show that it was what we were solving for.



Concept Development

If 5+3=8, then 8–5 must be...?

1	2	3	4	5	6	7	8	9	10

Concept Development

8–5 is 3!

1	2	3	4	5	6	7	8	9	10

Concept Development

Let’s check our work by using the number path to solve 8 – 5. Erase the marks on your number path. Start at 8. Which way should we hop to show taking away 5? How many times?

1	2	3	4	5	6	7	8	9	10

Concept Development

We need to hop backward 5 times. Let’s count as we draw our hopping marks.

1	2	3	4	5	6	7	8	9	10

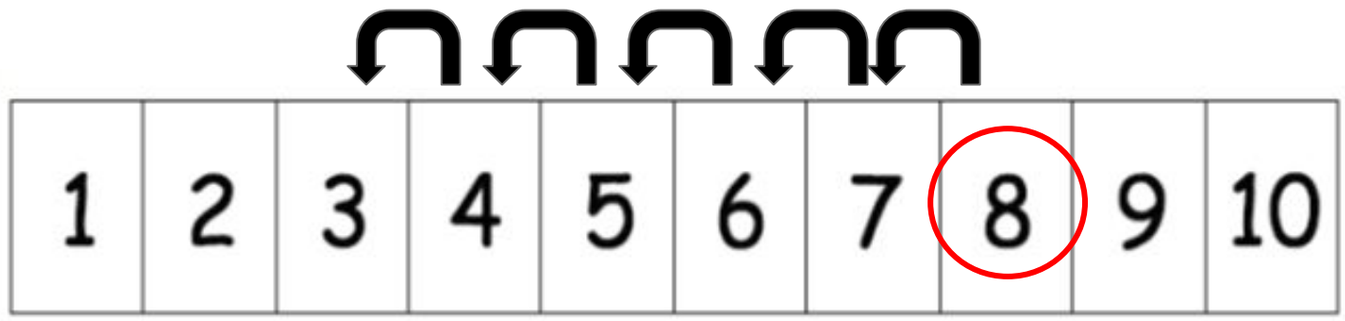
Concept Development

What number did you land on?

1	2	3	4	5	6	7	8	9	10

Concept Development

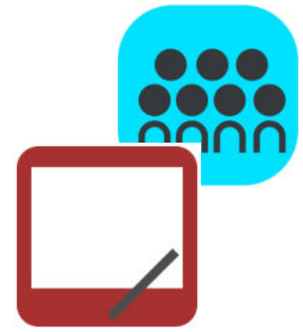
We landed on 3! Write the number sentence on your template, and put a circle around what we were solving for.



Concept Development

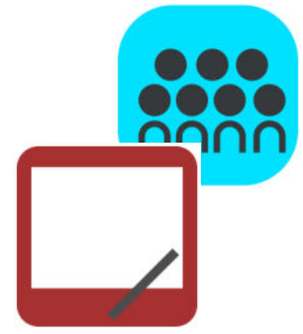
Let’s practice more! We’ll use counting on and counting back with our number path to solve. Then we’ll record both number sentences and circle the number we solved for.

Concept Development



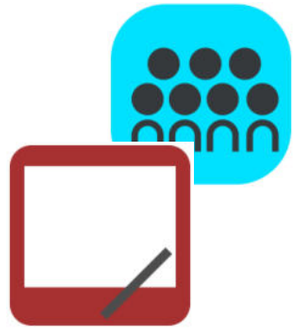
9 - 2 = _____

Concept Development

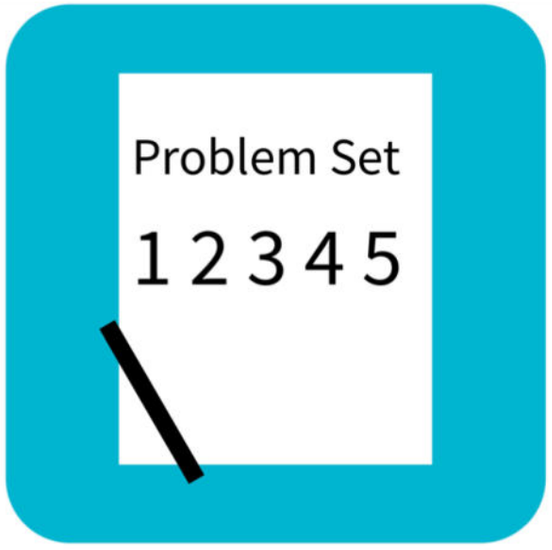


7 - 5 = _____

Concept Development



7 - 3 = _____



Problem Set

Name _____ Date _____

Use the number path to solve.

1	2	3	4	5	6	7	8	9	10

3 - 2 = 1 ∘∘∘ 2 + 1 = 3

1.

1	2	3	4	5	6	7	8	9	10

6 - 4 = _____ ∘∘∘ 4 + _____ = 6

2.

1	2	3	4	5	6	7	8	9	10

8 - 5 = _____ ∘∘∘ 5 + _____ = 8

3.

1	2	3	4	5	6	7	8	9	10

9 - 6 = _____ ∘∘∘ 6 + _____ = 9

4.

1	2	3	4	5	6	7	8	9	10

Debrief

- Look at Problem 3 and Problem 4. How are these problems related? Which strategy would be easier to solve Problem 3? Which strategy would be wiser to use to solve Problem 4?
- □ Look at Problem 5 and Problem 6. What do you notice about these problems? What did you do differently or similarly to solve these problems?
- □ Look at your Application Problem and Problem Set Problem 7. Describe the connections between the two.

Exit Ticket

Name _____ Date _____

Use the number path to solve. Write the addition sentence you used to help you solve.

1	2	3	4	5	6	7	8	9	10

a. 7 - 5 = _____ _____

b. 9 - 2 = _____ _____

c. _____ = 10 - 3 _____