Eureka Math

First Grade
Module 1
Lesson 30

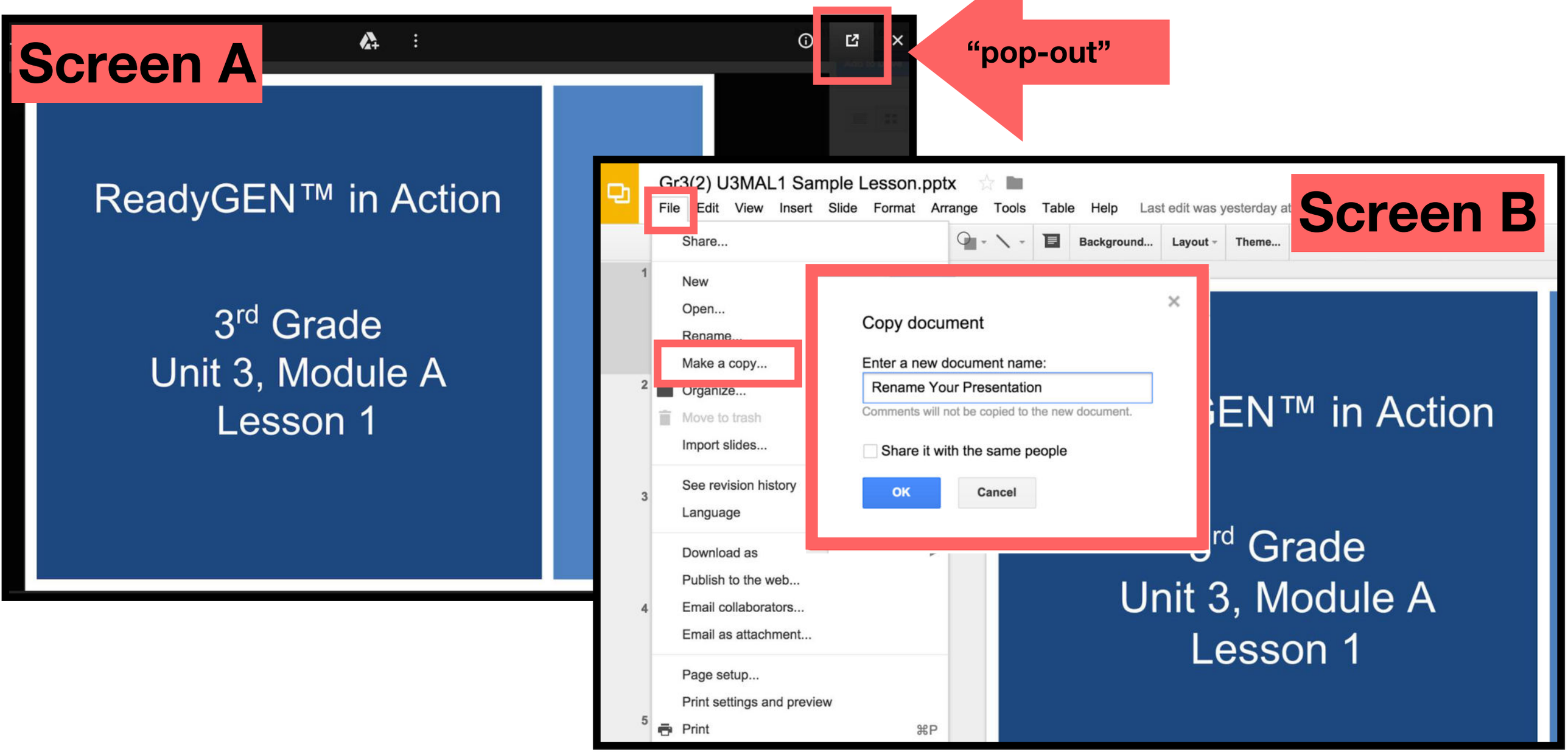
At the request of elementary teachers, a team of Bethel & Sumner educators met as a committee to create Eureka slideshow presentations. These presentations are not meant as a script, nor are they required to be used. Please customize as needed. Thank you to the many educators who contributed to this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

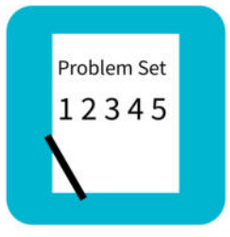


Icons

Read, Draw, Write

Learning Target

Personal White Board

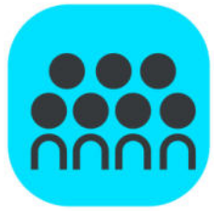


Problem Set

Manipulatives Needed

Fluency

Think Pair Share



Whole Class

Individual

Partner

Small Group

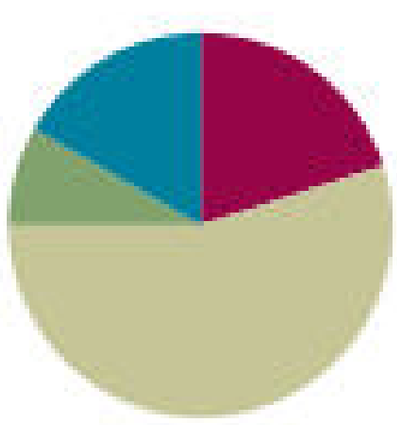
Small Group Time

Lesson 30

Objective: Solve *add to with change unknown* math stories with drawings, relating addition and subtraction.

Suggested Lesson Structure

Fluency Practice	(12 minutes)
Application Problem	(5 minutes)
Concept Development	(33 minutes)
Student Debrief	(10 minutes)
Total Time	**(60 minutes)**



Materials Needed

- (T) Stopwatch or timer
- Number Bond Dash 10 (Lesson 9)
- (T) Book of different sizes
- (S) Personal White Boards
- (S) Number Path (Lesson 26 Template)
- (S) Yellow colored pencil or highlighter

I can solve add or change unknown math stories using the RDW way.

Happy Counting by Tens

Count from 0-120 and back by tens, then from 9 to 119 and back.

Say all of the numbers. Watch my fingers to know whether to count up or down. A closed hand means stop.


Count up

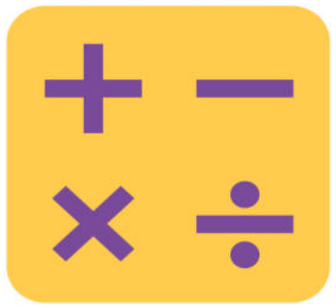

Count down

Math Hands Flash

Partners of 10:

T: Show 9 fingers

Show me how many fingers I need to make 10.



Math Hands Flash

Good!

9 + 1 = 10

so 10 - 9 =?

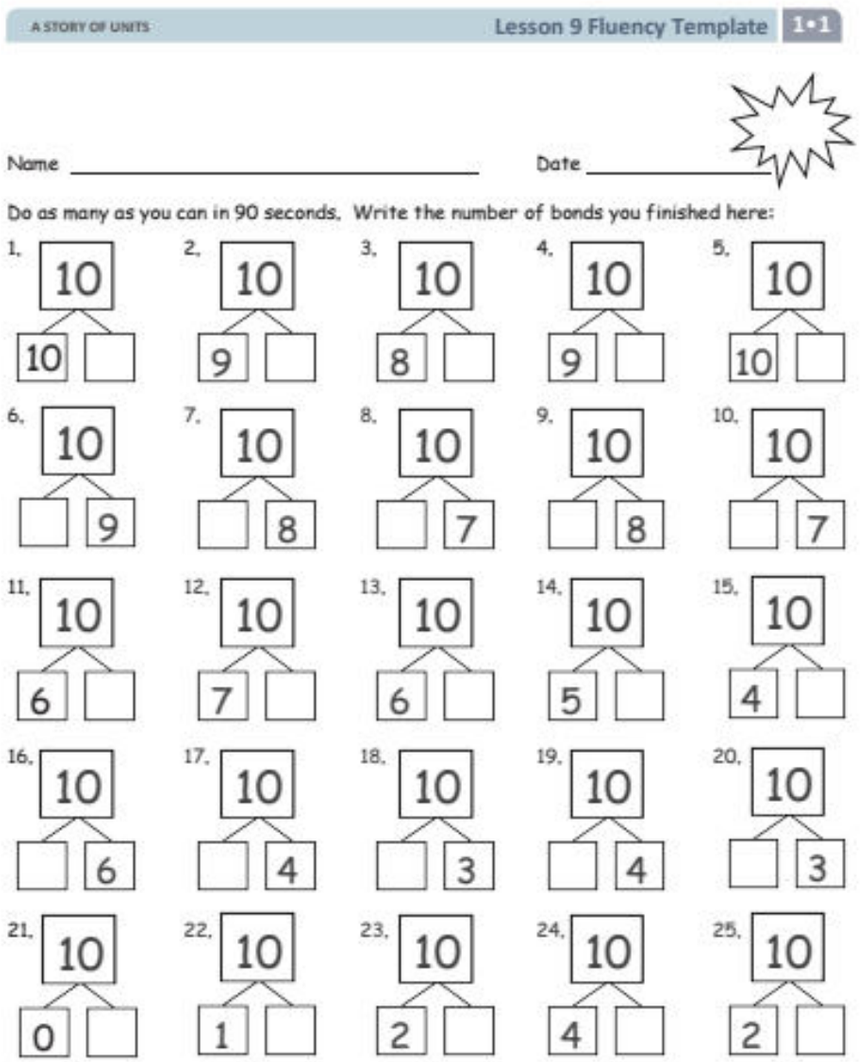
Look at your hands.

Math Hands Flash

Continue playing, eliciting all partners of 10. If students are highly successful, switch to other totals within 10, such as 9, 8, or 7.

Number Bond Dash: 10

Let’s do a Number Bond Dash!



A STORY OF UNITS — Lesson 9 Fluency Template — 1•1

Name _____ Date _____

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

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

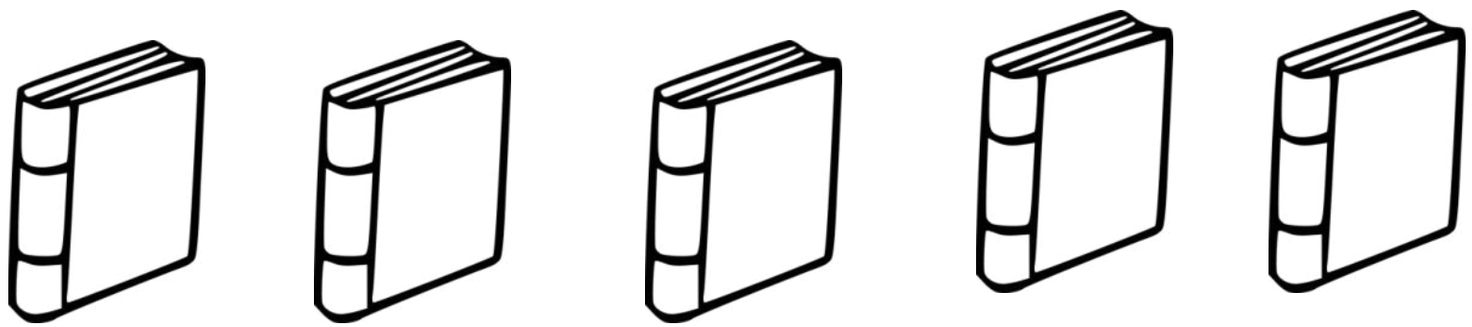
Application Problem

Freddie has 10 action figures in his pocket. Five of them are good guys. How many of his action figures are bad guys? *Box the solution in your number sentence, and include a statement to answer the question. Make a math drawing.* Circle the part that is good guys to show you have the correct number of bad guys.

RDW

Concept Development

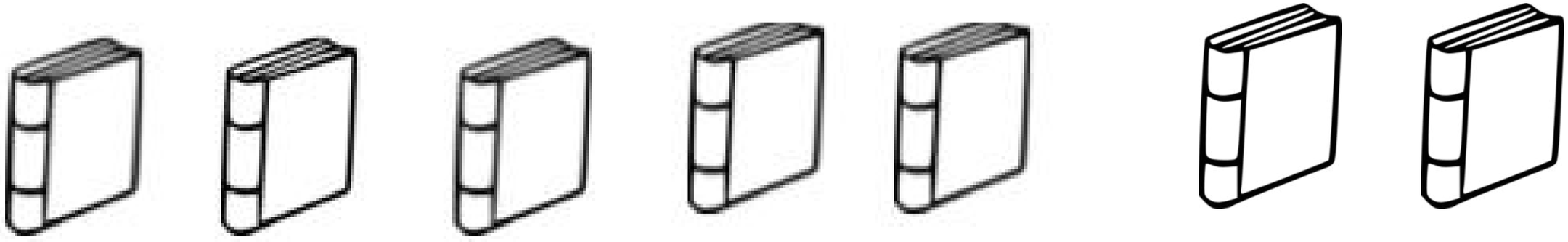
Display 5 books on a shelf for students to see.



How many books do I have on this shelf?

Concept Development

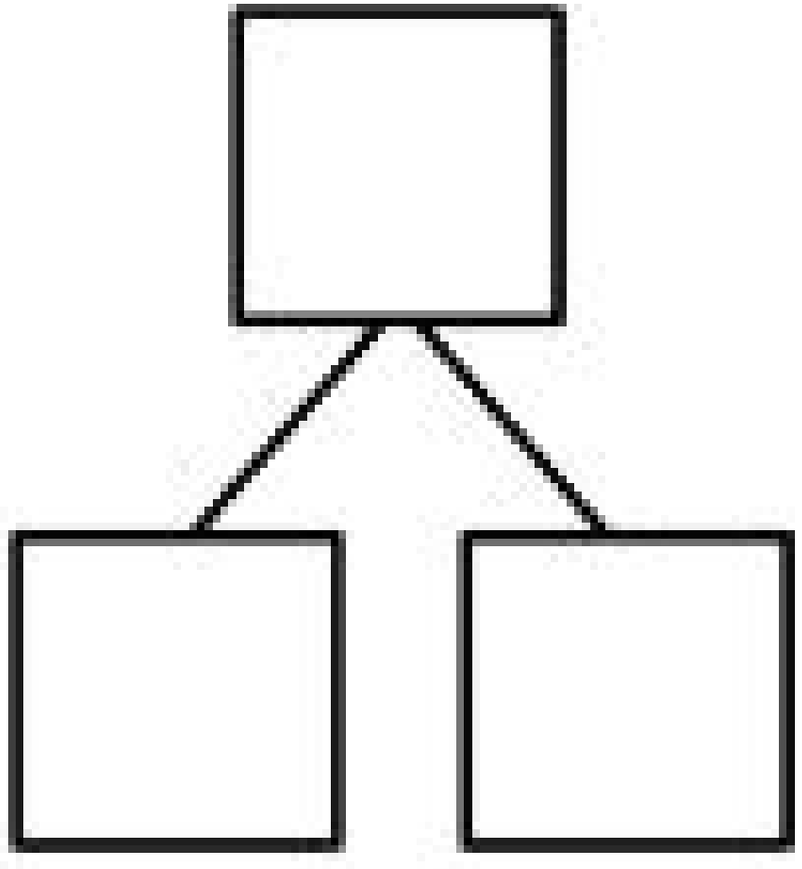
A student came and put some more books on the shelf.



How many books are there now?

Concept Development

Let’s make a number bond to figure out how many more books the student brought.



Concept Development

Turn and talk to your partner about what you can do to solve how many more books the student put on the shelf.

Write the number sentence, but leave the mystery number blank.

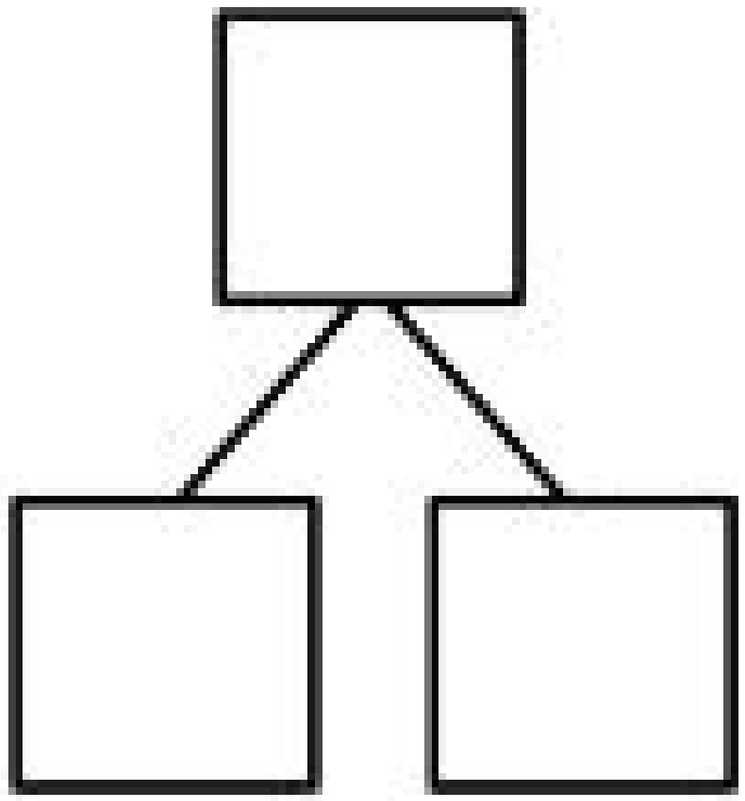
Concept Development

Great Strategies!

Have a student who used subtraction and one who used addition to share with the class.

Concept Development

Nice work! Did we all get the same answer, even though some used an addition sentence and others used a subtraction sentence?



Concept Development

Now let’s draw a picture number bond to show the story.

T: Draw circles in row to represent the total of 7 books. Put a box around it, just like the number has a box around it in the number bond.

Now it’s your turn to draw!

T: Models this process again with the students.

Concept Development

Now let's practice more stories like the one we just did.

There are 4 pencils in Justin's pencil box. Justin put some more pencils in his box. Now, he has 7 pencils total.

How many pencils did Justin add to his pencil box?

Draw a picture number bond to show the story.

Concept Development

Now let's practice more stories like the one we just did.

There are 4 pencils in Justin's pencil box. Justin put some more pencils in his box. Now, he has 7 pencils total.

How many pencils did Justin add to his pencil box?

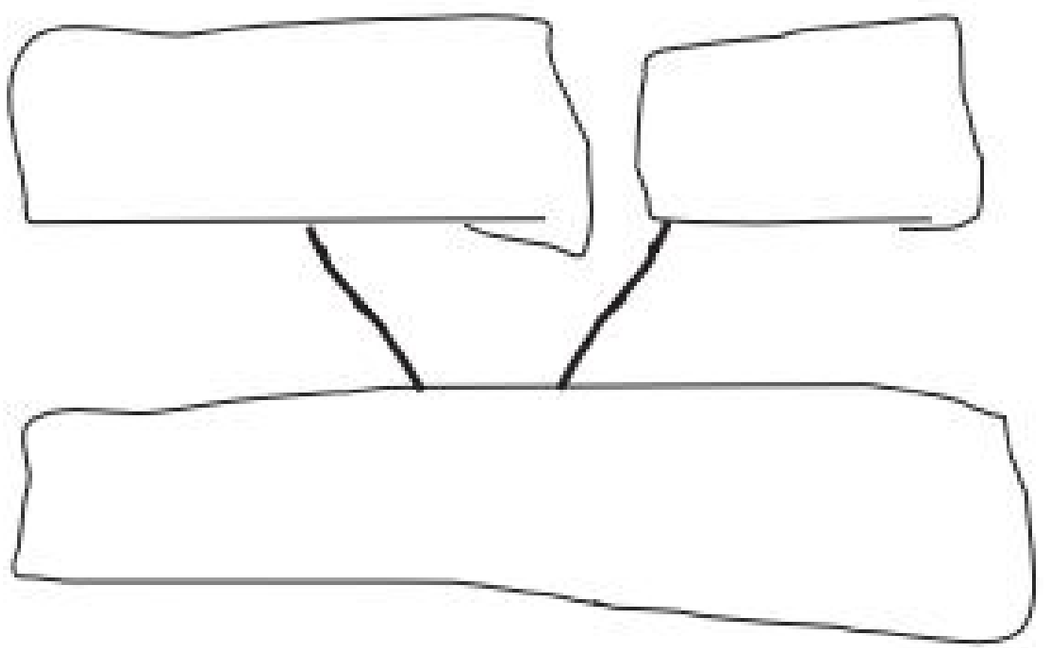
Concept Development

Turn and talk to your partner about what you can do to solve how many more pencils the student put in his pencil box. Write the number sentence, but leave the mystery number blank.

Now let’s draw a picture number bond to show the story.

Concept Development

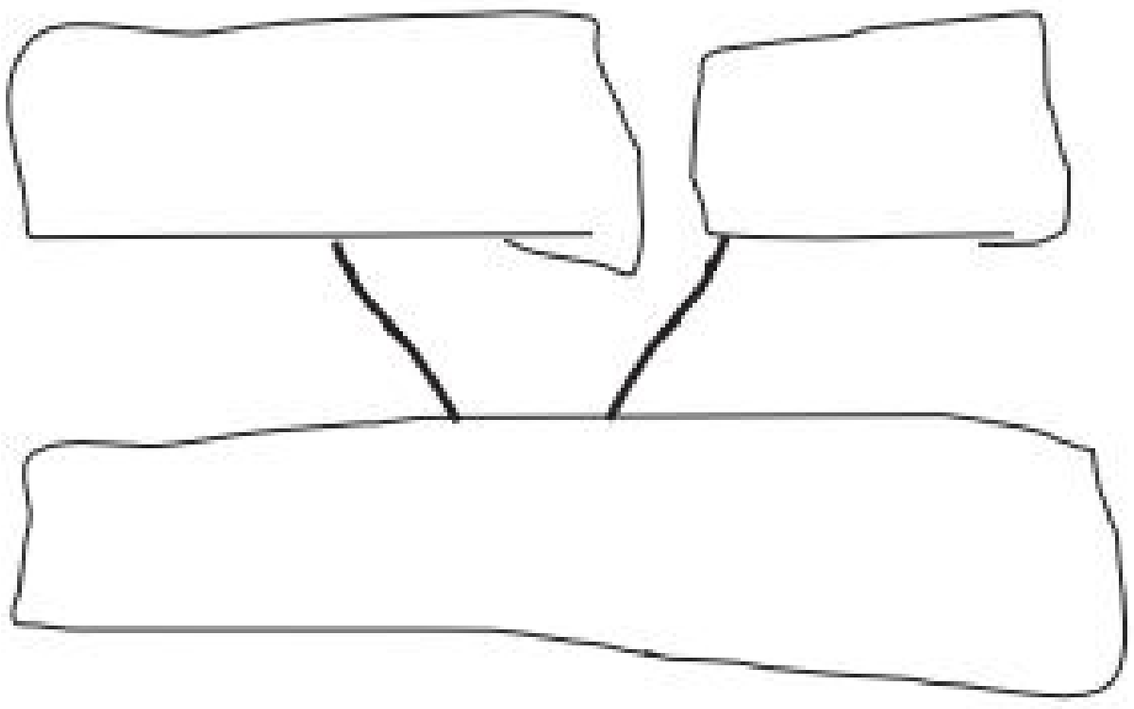
What if we drew the number story in this number bond. Talk with your partner how we would fill in this bond.



Concept Development

How would we label this bond?

Label together.



Concept Development

6 friends were playing on the playground. Some more friends joined them. Now, there are 8 friends playing on the playground. How many students joined them?

Remember to write a number sentence and a number bond with labels.

Concept Development

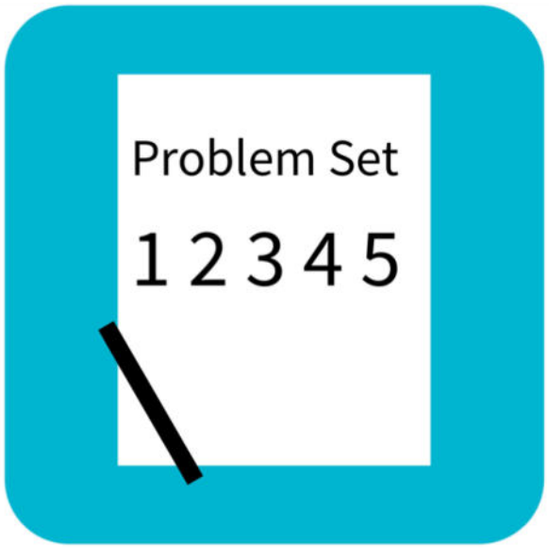
Six birds were in a tree in the morning. Some more birds joined them in the afternoon. Now there are 9 birds in the tree. How many birds came in the afternoon?

Try writing a addition sentence and a subtraction sentence to match your story. Add a number bond with labels.

Concept Development

How did you use your math drawing to show how you can use addition to solve the problem?

How did you use your math drawing to show how you can use subtraction to solve the problem?

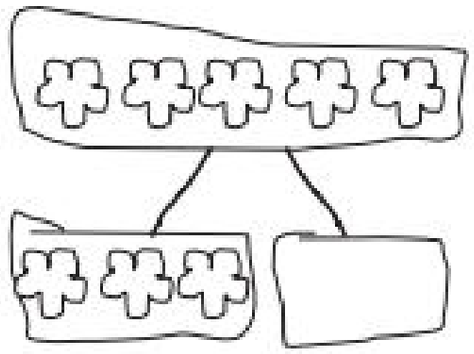


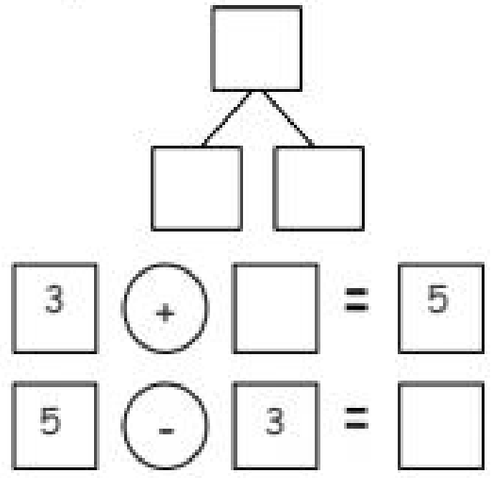
Problem Set

Name _____ Date _____

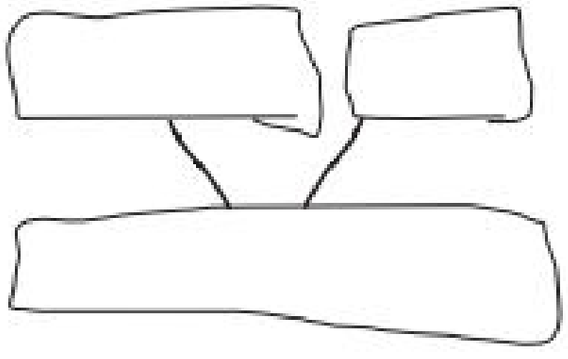
Solve the math stories. Complete and label the number bond and the picture number bond. Lightly shade in the solution.

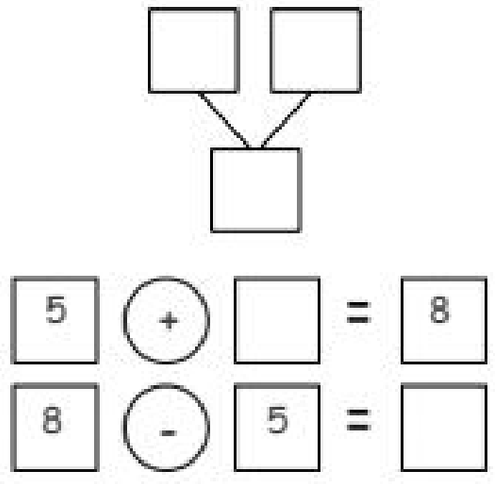
1. Jill was given a total of 5 flowers for her birthday. She put 3 in one vase and the rest in another vase. How many flowers did she put in the other vase?

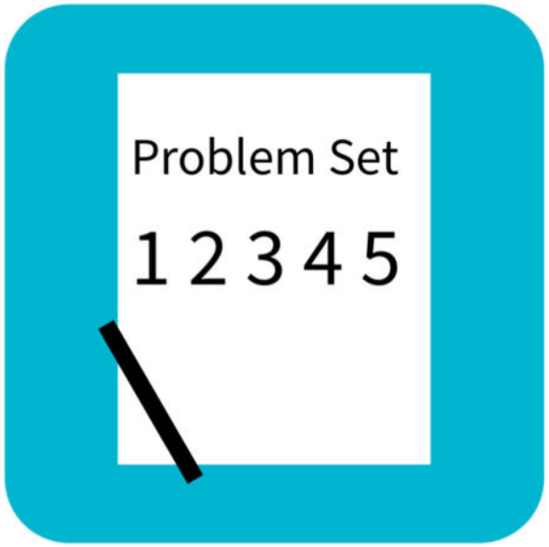




2. Kate and Nana were baking cookies. They made 5 heart-shaped cookies and then made some square cookies. They made 8 cookies altogether. How many square cookies did they make? Draw and solve.

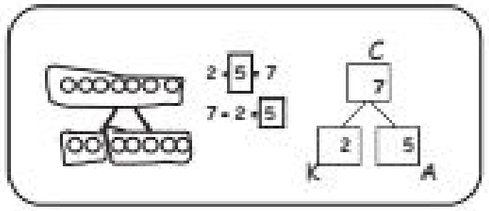




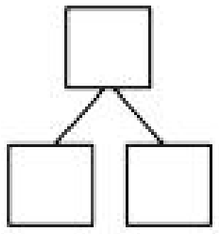


Problem Set

Solve. Complete and label the number bond and the picture number bond. Circle the unknown number.



3. Bill has 2 trucks. His friend James came over with some more.
   Together, they have 6 trucks.
   How many trucks did James bring over?



____ + ____ = 6

6 - ____ = ____

James brought over _____ trucks.

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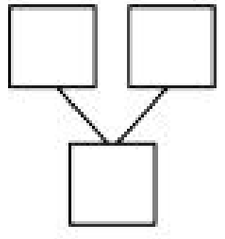
4. Jane caught 5 fish before she stopped to eat lunch.
   After lunch, she caught some more.
   At the end of the day, she had 9 fish.
   How many fish did she catch after lunch?



____ + ____ = 9

9 - ____ = ____

Jane caught _____ fish after lunch.

Debrief

How did the addition sentences help you solve today’s problems? How did subtraction sentences help you solve today’s problems?

Debrief

Which problem do you think would be solved most efficiently using subtraction? Why?

Debrief

What new math strategy did we use today to communicate precisely? Explain how it is helpful.

Debrief

How is drawing a picture number bond similar to and different from your past math drawings?

Debrief

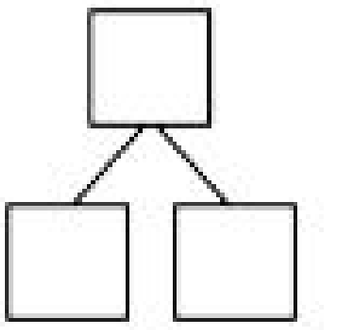
How did the Application Problem connect to today's lesson? Draw a picture number bond to match the story.

Exit Ticket

Name _____ Date _____

Draw and label a picture number bond to solve.

Toby collects shells. On Monday, he finds 6 shells. On Tuesday, he finds some more. Toby finds a total of 9 shells. How many shells does Toby find on Tuesday?



_____ + _____ = _____

_____ - _____ = _____

Toby finds _____ shells on Tuesday.