

Eureka Math

First Grade Module 1 Lesson 32

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Directions for customizing presentations are available on the next slide.

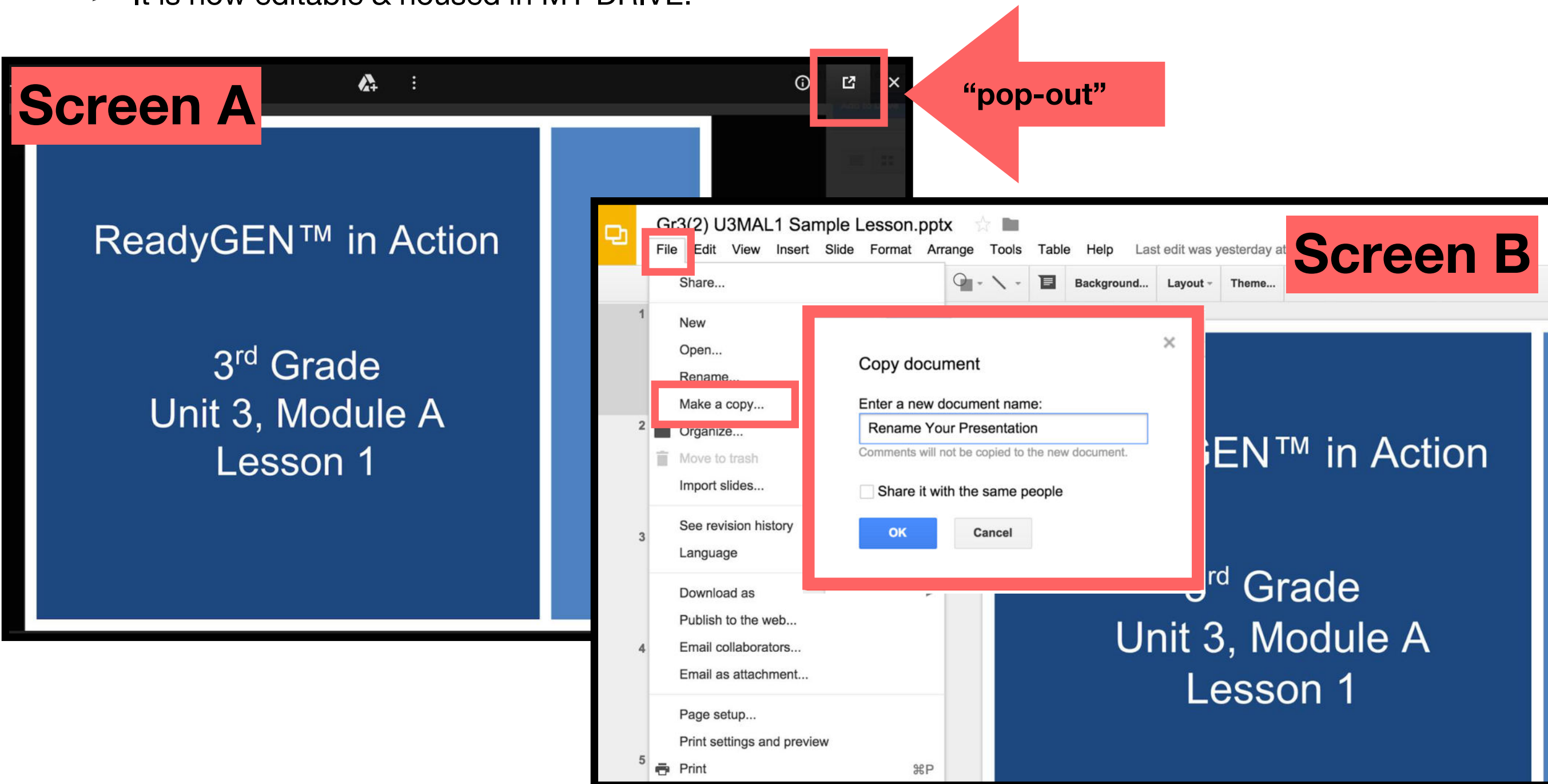


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Reflecting your Teaching Style and Learning Needs of Your Students

- When the Google Slides presentation is opened, it will look like Screen A.
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- The view now looks like Screen B.
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- Choose MAKE A COPY and rename your presentation.
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- It is now editable & housed in MY DRIVE.



Icons



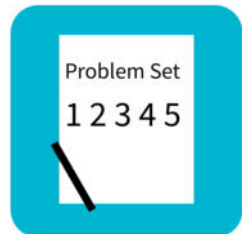
Read, Draw, Write



Learning Target



Personal White Board



Problem Set



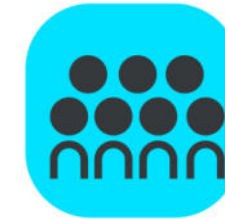
Manipulatives Needed



Fluency



Think Pair Share



Whole Class



Individual



Partner



Small Group



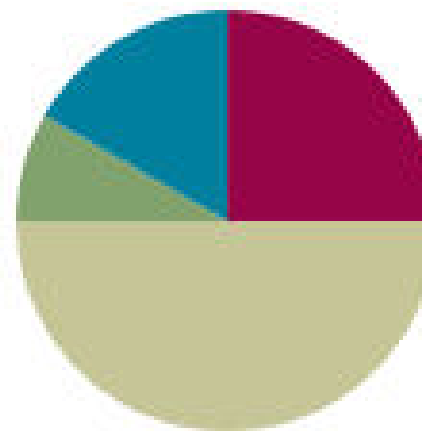
Small Group Time

Lesson 32

Objective: Solve *put together/take apart with addend unknown* math stories.

Suggested Lesson Structure

■ Fluency Practice	(15 minutes)
■ Application Problem	(5 minutes)
■ Concept Development	(30 minutes)
■ Student Debrief	(10 minutes)
Total Time	(60 minutes)





Materials Needed

- T: 5-group cards (0-10) with 1 extra 5 card per pair (Lesson 5 Template 1)
- T: 10 white linking cubes
- S: Personal White Boards



I can solve put together and take apart
number stories with an unknown part.



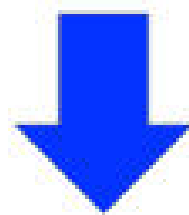
Happy Counting the Say Ten Way

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

Get Ready!



Count up



Count down

See notes for the suggested way to count.



5-Group Match Partners to 10

Assign students partners. Partner 1 closes his eyes. Partner 2 quickly lays out the 5-group cards, numeral side up. Partner 1 opens his eyes and tries to match all partners to ten as quickly as possible. Each player tries twice in a row to see if they can increase their speed.



Number Sentence Swap

$5 - 3 =$ the mystery number

Let's say this as an addition sentence.

$$3 + \underline{\quad} = 5$$

Now, let's count on to solve this problem.

Get Ready! Threeee (touch head) , 4 (raise thumb), 5 (raise index finger)''

How many fingers did you count?



Number Sentence Swap

$7 - 3 =$ the mystery number

Let's say this as an addition sentence.

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

Now, let's count on to solve this problem.

Get Ready! Threee (touch head) , 4 (raise thumb), 5 (raise index finger) 6, (middle), 7 (ring finger)"

How many fingers did you count?



Number Sentence Swap

Continue with the following: $6 - 3$, $4 - 3$, $8 - 5 =$ the mystery number

The addition sentence is...

How many fingers did you count?

Application Problem

There are 8 juice boxes in the cubbies. Some children drink their juice. Now, there are only 5 juice boxes. How many juice boxes were taken from the cubbies?

Make a number bond. Write a subtraction sentence and a statement to match the story. Make a box around the solution in your number sentence. Make a math drawing to show how you know.





Concept Development

There are 8 apples.

Put on your magic glasses that will show different colors.

Ooooh, I see two parts. There are five red apples, here on this side.

That's one part. Thumbs up if you can see the red apples.

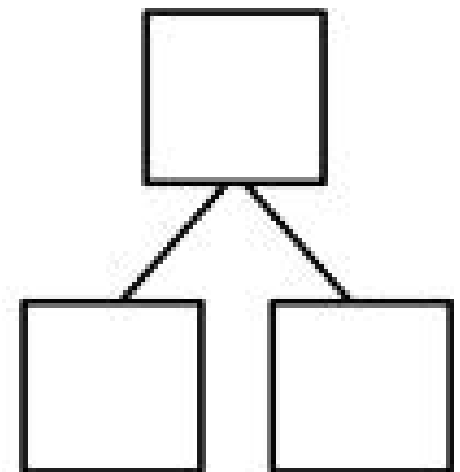


Concept Development

The other part of the apples is green.

Can you see the two parts?

Make a number bond to find out how many apples are green. Be sure to label each box, even the mystery box.

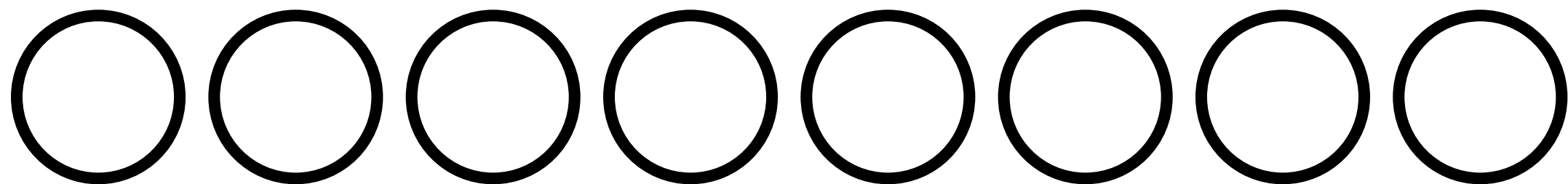




Concept Development

Make a math drawing to show how you can solve the mystery number.

Remember to line up your pictures in a straight row.





Concept Development

Write the number sentence to solve. Be sure to circle the solution.

$$\underline{\hspace{2cm}} + \underline{\hspace{2cm}} = \underline{\hspace{2cm}}$$

$$\underline{\hspace{2cm}} - \underline{\hspace{2cm}} = \underline{\hspace{2cm}}$$

* see notes



Concept Development

I'll be choosing two students to share their work.

*see notes



Concept Development

Which was a faster or more efficient way to solve? Counting up or counting back?



Turn and talk to your partner and explain why.



Concept Development

There are 9 students in the classroom.
7 students were girls and the rest were
boys. How many boys were in the
classroom?



Concept Development

Which was a faster or more efficient way to solve? Counting up or counting back?



Turn and talk to your partner and explain why.



Concept Development

Bergen had 3 toy cars. For his birthday he received some more toy cars. Now, Bergen has 7 toy cars. How many toy cars did Bergen receive for his birthday?



Concept Development

Which was a faster or more efficient way to solve? Counting up or counting back?

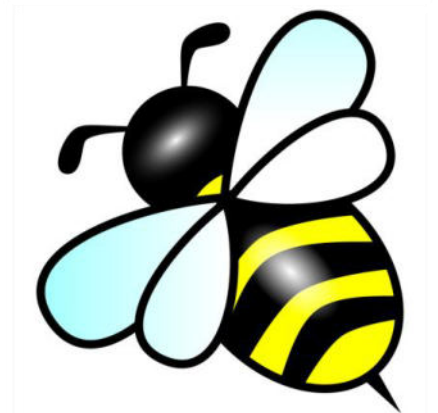


Turn and talk to your partner and explain why.



Concept Development

In the morning there were 4 bees flying around a rose bush. More bees came in the afternoon. Now, there are 8 bees.
How many bees came in the afternoon?





Concept Development

Which was a faster or more efficient way to solve? Counting up or counting back?

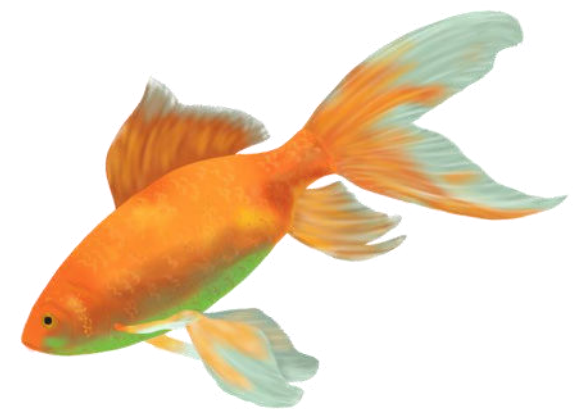


Turn and talk to your partner and explain why.



Concept Development

Jane had 6 goldfish in her pond. She went to the store and bought some more. Now, she has 9 goldfish. How many goldfish did she buy?





Concept Development

Which was a faster or more efficient way to solve? Counting up or counting back?



Turn and talk to your partner and explain why.

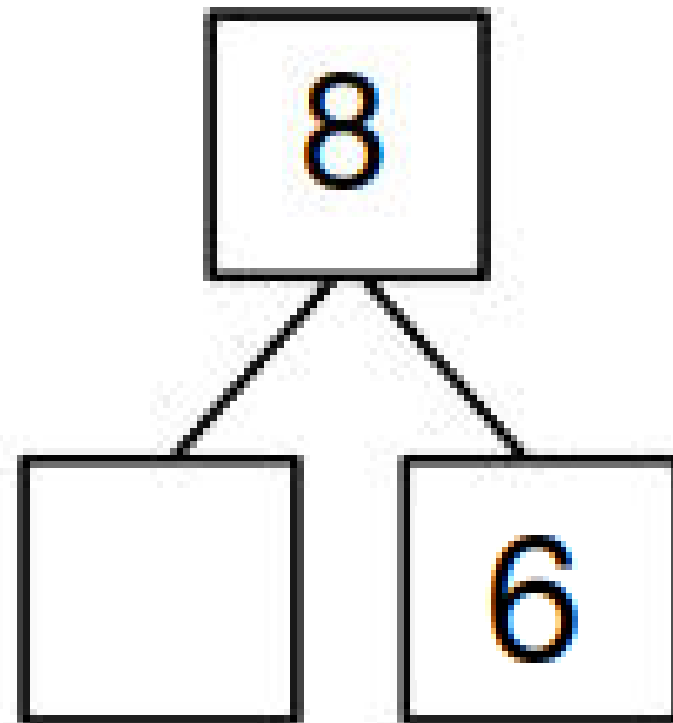
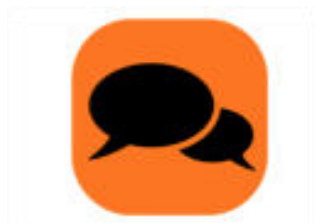


Concept Development

Look at this number bond.

Think of a math story with a missing part where nothing goes away that could go with this number bond.

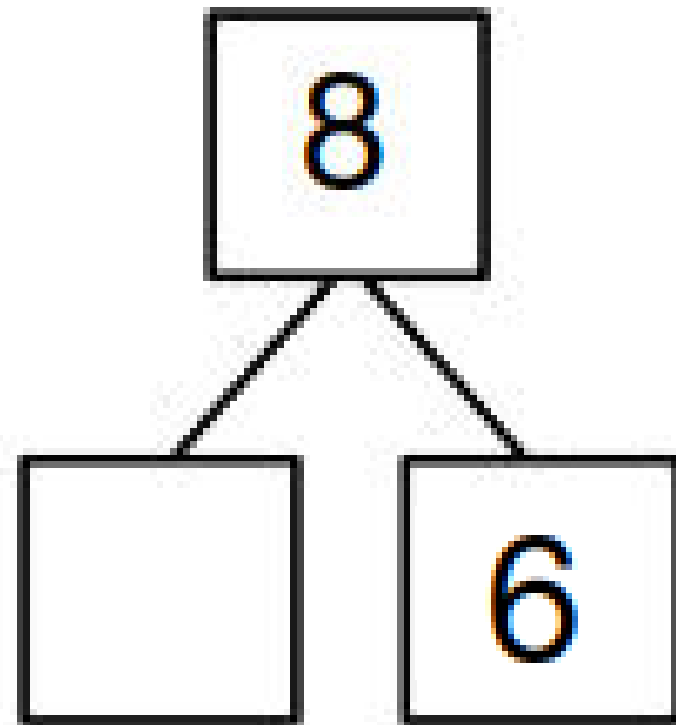
Tell it to your partner.





Concept Development

Make a math drawing, write an addition and subtraction number sentence, and solve. Circle each of your solutions.



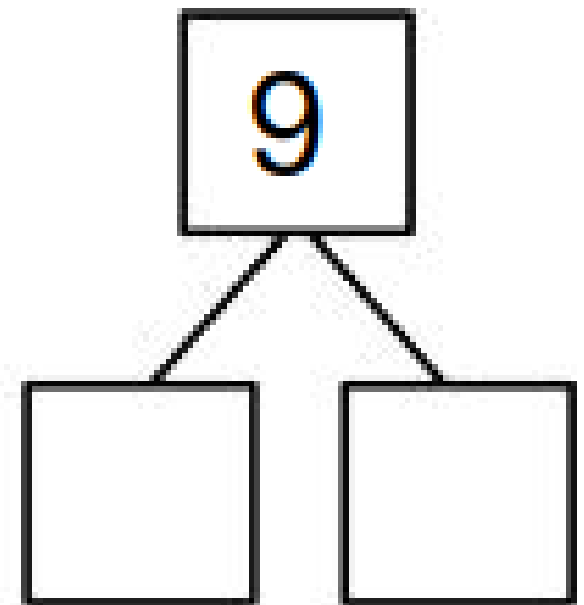
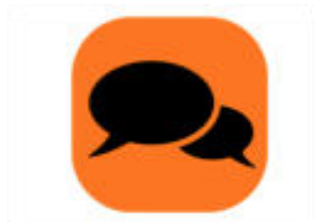


Concept Development

Look at this number bond. Create your own bond using 9 as the total.

Think of a math story with a missing part where nothing goes away that could go with this number bond.

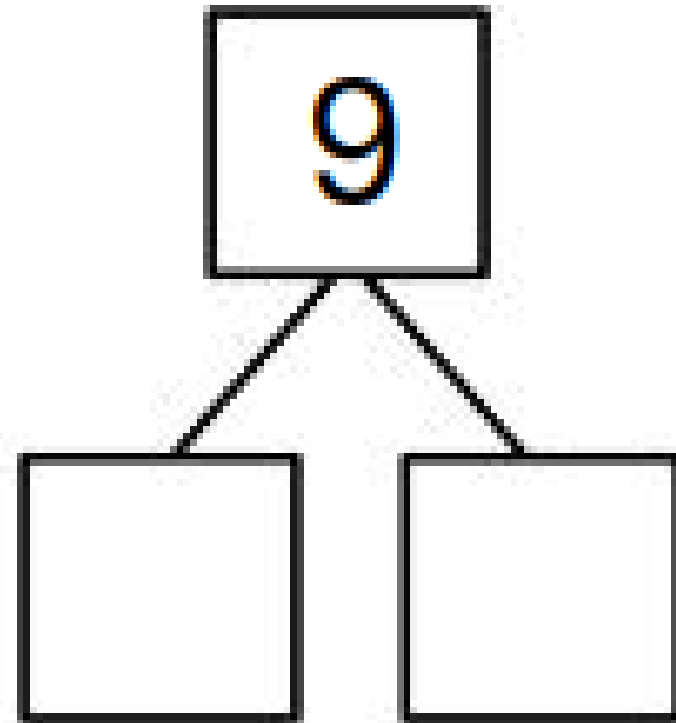
Tell it to your partner.





Concept Development

Make a math drawing, write an addition and subtraction number sentence, and solve. Circle each of your solutions.



Problem Set

1 2 3 4 5

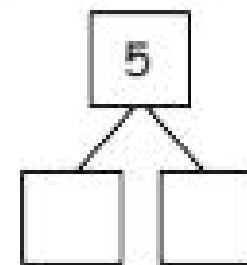
Problem Set

Name _____ Date _____

Solve. Use simple math drawings to show how to solve with addition and subtraction.
Label the number bond.

1,

There are 5 apples,
Four are Sam's,
The rest are Jim's,
How many apples does Jim have?



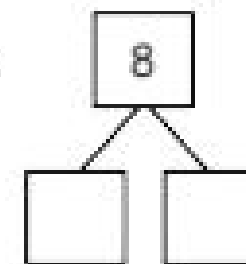
$$\square + \square = 5$$

$$5 - \square = \square$$

Jim has _____ apple.

2,

There are 8 mushrooms. Five are black. The rest are white.
How many mushrooms are white?



$$\square + \square = 8$$

$$8 - \square = \square$$

_____ mushrooms are white.

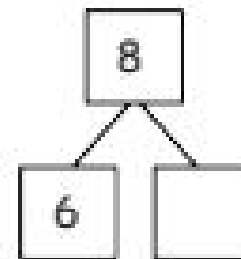
Problem Set

1 2 3 4 5

Problem Set

Use the number bond to complete the number sentences. Use simple math drawings to tell math stories.

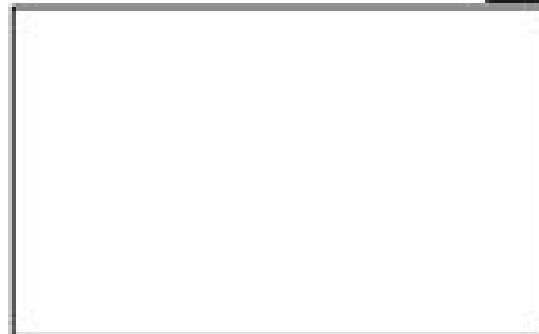
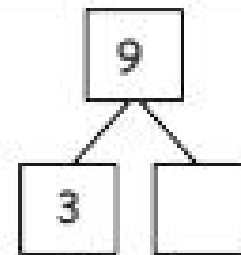
3.



$$\underline{\quad} + \underline{\quad} = 8$$

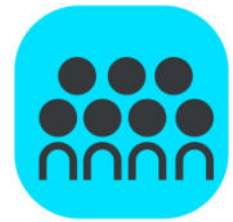
$$8 - \underline{\quad} = \underline{\quad}$$

4.



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

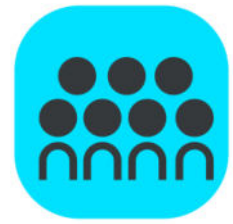
$$\underline{\quad} - \underline{\quad} = \underline{\quad}$$



Debrief



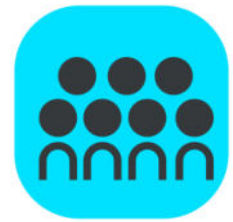
Choose one of your stories for Problem 3 or Problem 4. Tell it to your partner and have him solve and explain what he did. [?]



Debrief



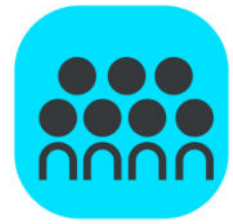
How can solving Problem 2 help you
solve Problem 3?



Debrief



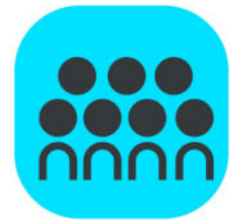
When you use different strategies, do you always find the unknown number in the same place in your number sentence? Give an example to explain your thinking.



Debrief



Was it easier for you to use an addition sentence or a subtraction sentence to solve today's math stories? Why do you think that is?



Debrief



When is it wiser for you to use an addition sentence to solve the problem? Give an example from the Problem Set. What about using a subtraction sentence?



Exit Ticket

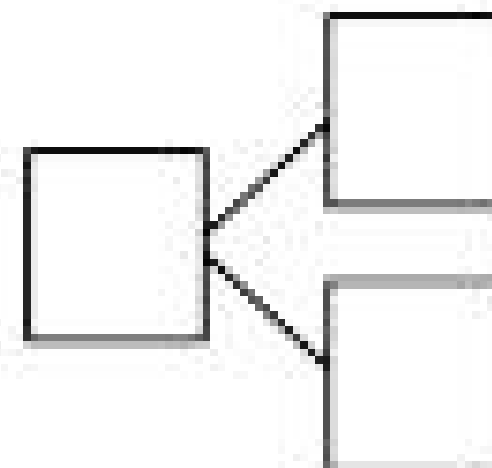
Name _____

Date _____

Read the math story. Make a math drawing and solve.

Glenn has 9 pens. Five are black. The rest are blue. How many pens are blue?

_____ pens are blue.



$$\underline{\quad} - \underline{\quad} = \underline{\quad}$$

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