Eureka Math

First Grade
Module 3
Lesson 01

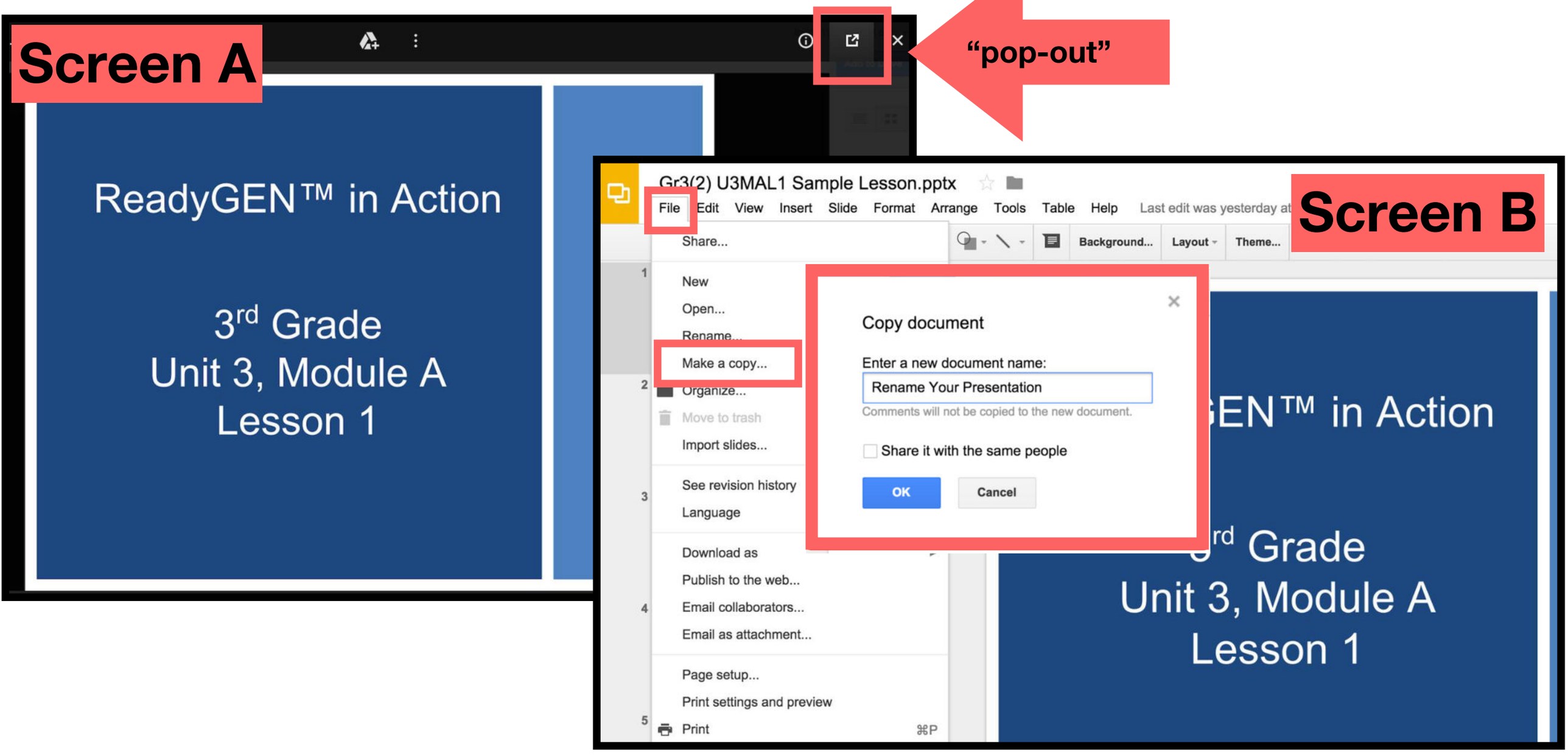
At the request of elementary teachers, a team of Bethel & Sumner educators met as a committee to create Eureka slideshow presentations. These presentations are not meant as a script, nor are they required to be used. Please customize as needed. Thank you to the many educators who contributed to this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

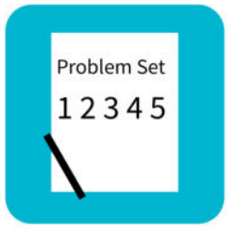


Icons

Read, Draw, Write

Learning Target

Personal White Board

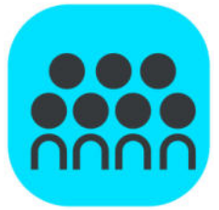


Problem Set

Manipulatives Needed

Fluency

Think Pair Share



Whole Class

Individual

Partner

Small Group

Small Group Time

Lesson 1

Objective: Compare length directly and consider the importance of aligning endpoints.

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) 100-bead Rekenrek
- (S) Subtracting Ones from Teen Numbers Sprint
- (T) Folder
- (T) New crayon, pencil, dry erase marker, jumbo glue stick
- (T) Longer than and shorter than sentence frames (Template)
- (S) Folder
- (S) 5 strips of paper (of varying lengths) per pair
- (S) Various classroom objects

I can compare length directly and consider the importance of aligning endpoints.

Speed Writing

Write numbers from 10 to as high as you can in one minute! Whisper count the Say Ten way as you write.

Ready, set, go!

Tens and Ones

How many tens do you see?

Tens and Ones

How many tens do you see?

That’s right...1!

Tens and Ones

How many ones?

Tens and Ones

How many ones?

Yes! 6.

Tens and Ones

Say the number the Say Ten way.

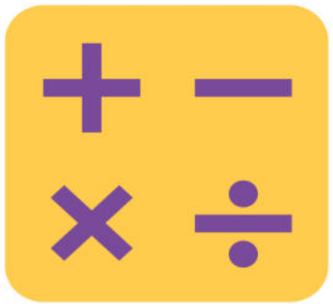
Tens and Ones

Say the number the Say Ten way.

I heard some of you say ten 6.

Tens and Ones

Good! 1 ten plus 6 ones is…?



Tens and Ones

Good! 1 ten plus 6 ones is…?

16 is correct!

Tens and Ones

How many tens do you see?

Tens and Ones

How many tens do you see?

I heard some of you say 2.

Tens and Ones

How many ones?

Tens and Ones

How many ones?

That’s right. 6!

Tens and Ones

Say the number the Say Ten way.

Tens and Ones

Say the number the Say Ten way.

I like how I heard some of you say 2 tens 6.

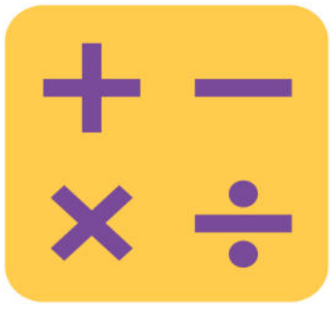
Tens and Ones

Good. 2 tens plus 6 ones is....?

Tens and Ones

Good. 2 tens plus 6 ones is....?

Correct...26!

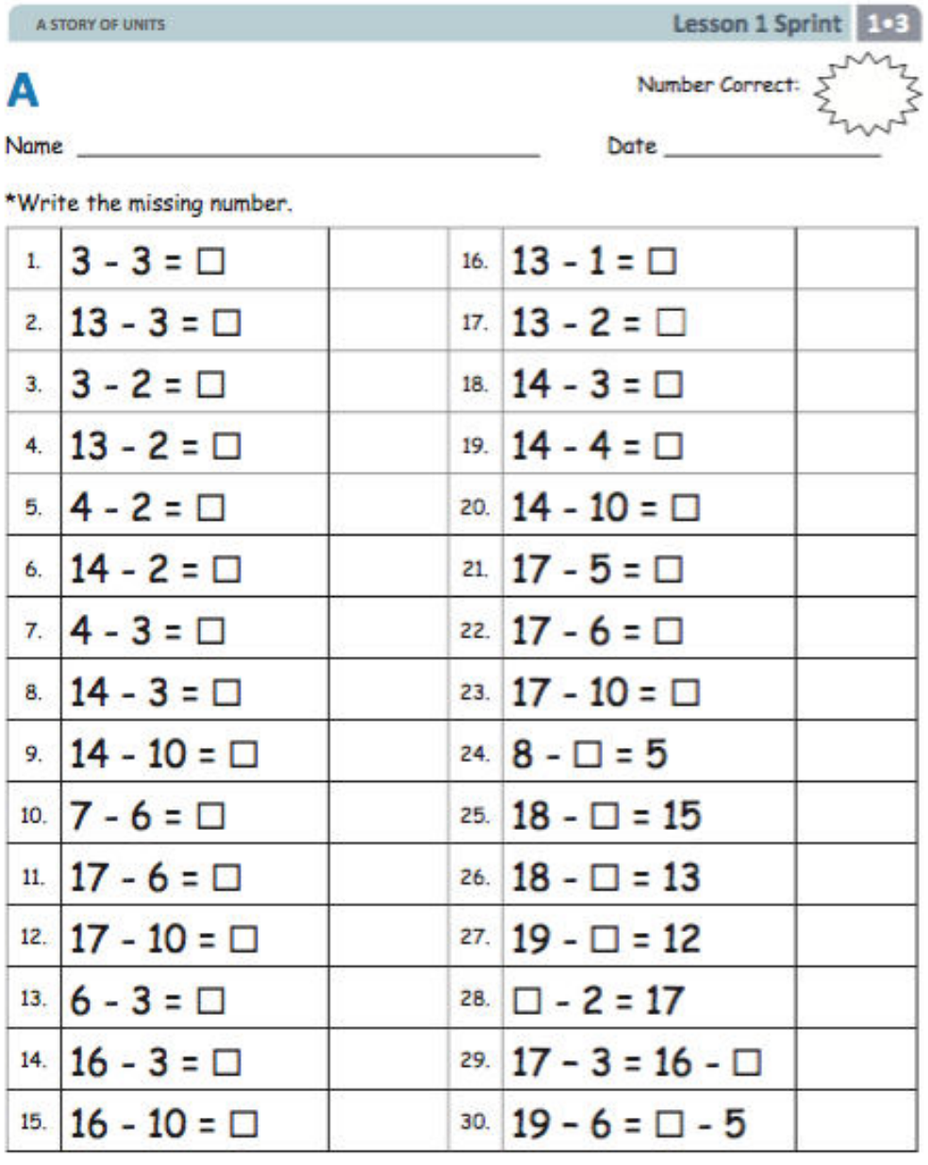


Tens and Ones

Now let’s practice on the Rekenrek with different numbers.

Sprint: Subtracting Ones from Teen Numbers

Let’s do a sprint!



A STORY OF UNITS — Lesson 1 Sprint 1•3

A

Number Correct:

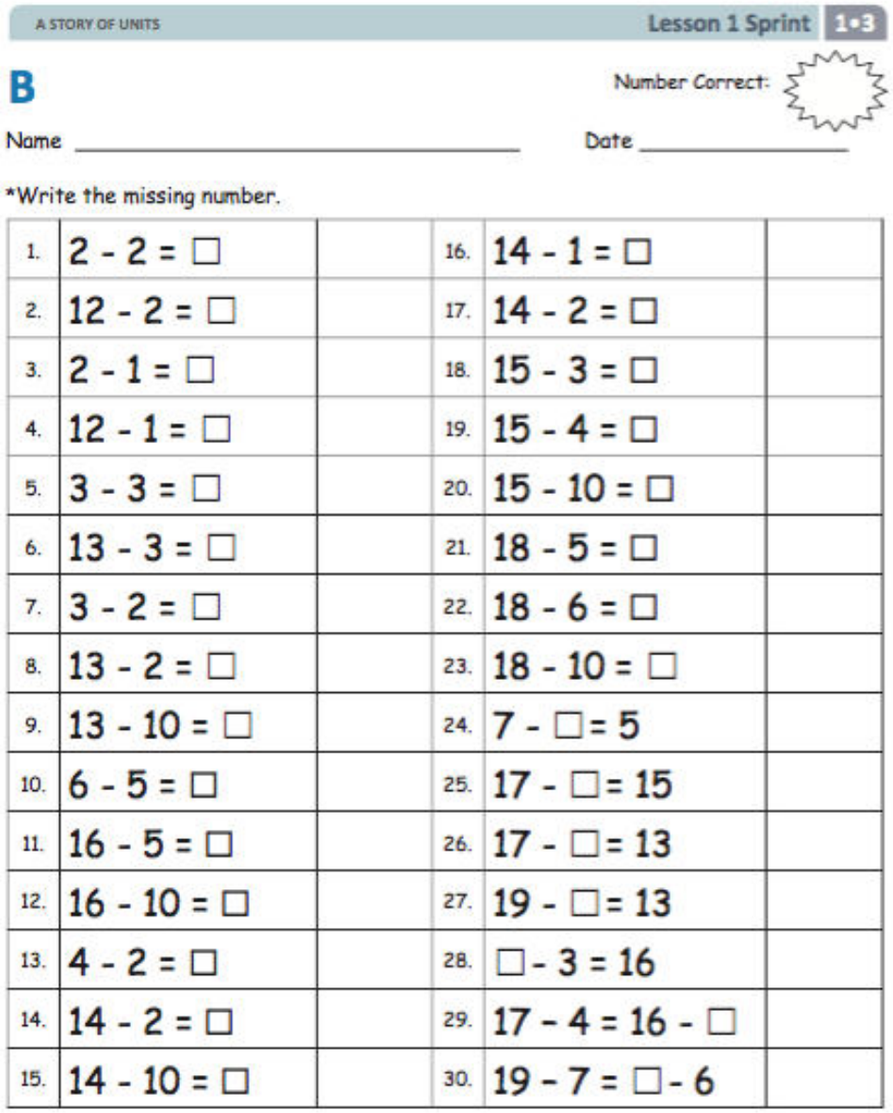
Name _____ Date _____

*Write the missing number.

1.	3 - 3 = ☐		16.	13 - 1 = ☐	
2.	13 - 3 = ☐		17.	13 - 2 = ☐	
3.	3 - 2 = ☐		18.	14 - 3 = ☐	
4.	13 - 2 = ☐		19.	14 - 4 = ☐	
5.	4 - 2 = ☐		20.	14 - 10 = ☐	
6.	14 - 2 = ☐		21.	17 - 5 = ☐	
7.	4 - 3 = ☐		22.	17 - 6 = ☐	
8.	14 - 3 = ☐		23.	17 - 10 = ☐	
9.	14 - 10 = ☐		24.	8 - ☐ = 5	
10.	7 - 6 = ☐		25.	18 - ☐ = 15	
11.	17 - 6 = ☐		26.	18 - ☐ = 13	
12.	17 - 10 = ☐		27.	19 - ☐ = 12	
13.	6 - 3 = ☐		28.	☐ - 2 = 17	
14.	16 - 3 = ☐		29.	17 - 3 = 16 - ☐	
15.	16 - 10 = ☐		30.	19 - 6 = ☐ - 5	

Sprint: Subtracting Ones from Teen Numbers

Let’s do a sprint!



A STORY OF UNITS — Lesson 1 Sprint 1•3

B

Number Correct:

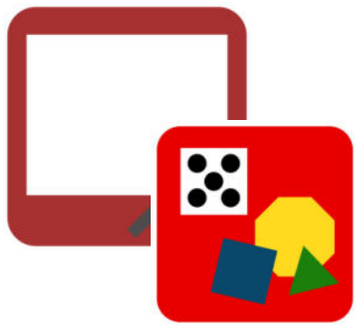
Name _____ Date _____

*Write the missing number.

1.	2 - 2 = ☐		16.	14 - 1 = ☐	
2.	12 - 2 = ☐		17.	14 - 2 = ☐	
3.	2 - 1 = ☐		18.	15 - 3 = ☐	
4.	12 - 1 = ☐		19.	15 - 4 = ☐	
5.	3 - 3 = ☐		20.	15 - 10 = ☐	
6.	13 - 3 = ☐		21.	18 - 5 = ☐	
7.	3 - 2 = ☐		22.	18 - 6 = ☐	
8.	13 - 2 = ☐		23.	18 - 10 = ☐	
9.	13 - 10 = ☐		24.	7 - ☐ = 5	
10.	6 - 5 = ☐		25.	17 - ☐ = 15	
11.	16 - 5 = ☐		26.	17 - ☐ = 13	
12.	16 - 10 = ☐		27.	19 - ☐ = 13	
13.	4 - 2 = ☐		28.	☐ - 3 = 16	
14.	14 - 2 = ☐		29.	17 - 4 = 16 - ☐	
15.	14 - 10 = ☐		30.	19 - 7 = ☐ - 6	

Application Problem

Nigel and Corey each have new pencils that are the same length. Corey uses his pencil so much that he needs to sharpen it several times. Nigel doesn't use his at all. Nigel and Corey compare pencils. Whose pencil is longer? Draw a picture to show your thinking.



Concept Development

Which of these items, the marker or the pencil, is longer?

Concept Development

Which of these items, the marker or the pencil, is longer?

I heard some of you say the marker!

Concept Development

How do you know the marker is longer?

Concept Development

How do you know the marker is longer?

Did you hear someone say the marker is taller or the pencil is shorter? That is correct!

Concept Development

Please take away the folder and reveal what's behind it.

Now, can you tell which one is longer?
Turn and talk to your partner.

Concept Development

Now, can you tell which one is longer?

I heard some say that the marker is longer because the top of it is taller. I also heard that the pencil is taller. Look at how much higher up the marker is in the air. Some of you even say it’s hard to tell.

Concept Development

Now, can you tell which one is longer?

Concept Development

Now, can you tell which one is longer?

Yes! I heard someone say the pencil is longer. You can tell!

Concept Development

Which is longer?

Use this sentence frame to say your answer.

The _____ is longer than the _____.

Concept Development

I like how I heard you say the pencil is *longer than* the marker.

Concept Development

Which is shorter?

Use this sentence frame to say your answer.

The _____ is shorter than the _____.

Concept Development

Good! The marker is shorter than the pencil.

Are you sure about your answer?

Turn and talk to your partner about what I did differently to help you be sure that the pencil is longer than the marker.

Concept Development

I heard some of you say that you knew for sure because I put both things on the floor. I also heard that they started at the same place.

Concept Development

So, what do we have to make sure to do when we compare two different objects to see which is longer?

Concept Development

So, what do we have to make sure to do when we compare two different objects to see which is longer?

Yes! You have to start at the same spot. That’s the fair way to see which is longer.

Concept Development

We have to pay close attention and make sure we line up the very end of each object, which we call the **endpoint**, so that we can accurately compare which is longer or shorter.

Concept Development

Let’s try it again. Which is longer? Turn and talk to your partner.

Concept Development

Let’s try it again. Which is longer? Turn and talk to your partner.

Did you hear anyone say the crayon is longer? Some of you said that you can’t tell and we don’t know if they are starting from the same place.

Concept Development

Good thinking! You can't be sure which is longer because I'm hiding the endpoints.

Turn and talk to your partner about how you would arrange these items so we can accurately figure out which is longer.

Concept Development

What did he do to make sure we can be accurate about which item is longer?

Concept Development

Yes! He lined up the endpoints!

Concept Development

Which is longer, the crayon or the glue stick? Use the sentence frame to say your answer.

The _____ is longer than the _____.

Concept Development

The glue stick is longer than the crayon!

Concept Development

We are going to try to fool our friends! Use your paper strips and have your partner guess which one is longer.

Discuss why your partner's guess is accurate or inaccurate.

Concept Development

Now that we know about endpoints, let’s practice lining things up!

Go on a scavenger hunt! Find two items of different lengths, one longer or shorter than the other. You have one minute to bring those items to your table.

Concept Development

Show how you can compare the length of your two items. Then, make two statements to your partner using the sentence frames.

The _____ is longer than the _____.

The _____ is shorter than the _____.

Concept Development

I saw you making sure to line up your items!

Now try this: Flip just one of your items, and make it stand upside down.

Does this change which item is longer or shorter?

Concept Development

I like how I heard you say no! It does not change which item is longer or shorter. Why not?

Concept Development

I like how I heard you say no! It does not change which item is longer or shorter. Why not?

I heard you say it doesn’t change because it doesn’t matter if you have them standing the regular way or upside down as long as you line up the endpoints.

Concept Development

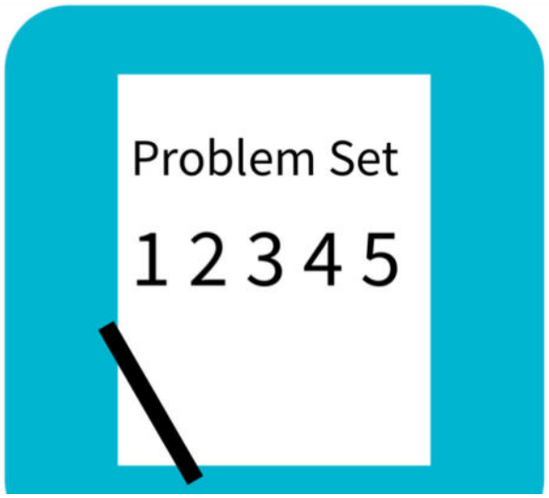
I observed so many students lining up their endpoints by making them stand from the table.

Can you show a different way to line up the endpoints?

Concept Development

Can you show a different way to line up the endpoints?

I saw that some of you laid them down, one on top of the other. I also saw you make sure the endpoints are starting at the same line. You can also use the edge of the table and lay down the items so they both start from the same place.

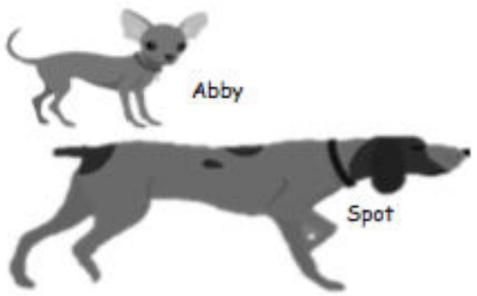


Problem Set

Name _____ Date _____

Write the words **longer than** or **shorter than** to make the sentences true.

1.



Abby is _____ Spot.

2.

B is _____ A.

3.

The American flag hat

is _____

the chef hat.

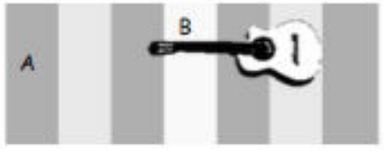
4.

The darker bat's wingspan

is _____

the lighter bat's wingspan.

5.

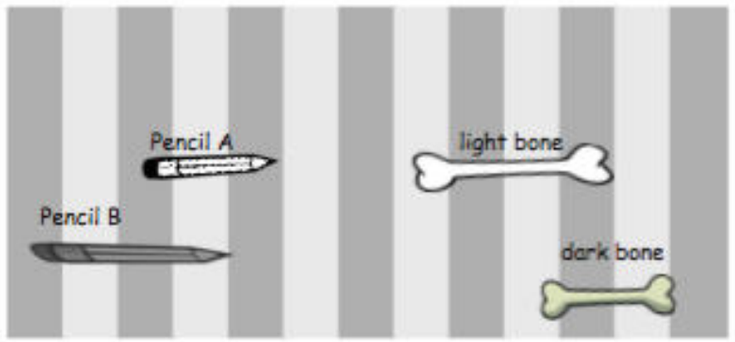


Guitar B is

_____

Guitar A.

A STORY OF UNITS Lesson 1 Problem Set 1•3



6. Pencil B is _____ Pencil A.

7. The dark bone is _____ the light bone.

8. Circle true or false.
   The light bone is shorter than Pencil A. **True** or **False**

9. Find 3 school supplies. Draw them here in order from **shortest** to **longest**.
   Label each school supply.

Debrief

When we compare lengths of different objects, what do we need to do to make sure we are comparing accurately?

Debrief

When you compare two objects and see that one of them is longer, can you make an accurate statement about which is shorter without looking? How?

Debrief

I saw one student compare the length of two objects by standing both objects on the table instead of standing the objects on the floor.

Will the student be able to compare them accurately? Why or why not?

Debrief

Look at the bats in Problem 4. Were the endpoints aligned? Could you still see which bat has the longer wingspan? How?

Debrief

Look at the pencils and bones from Problems 6 and 7. Compare a pencil to a bone, and talk about how they are longer or shorter than one another and how you know.

Debrief

Look at your drawings from today's Application Problem. Do your drawings show an accurate way to compare the length of these two pencils? If not, redraw your solution based on what you now know about endpoints.

Debrief

Turn to your partner and share what you learned in today's lesson.

What did you get really good at today?

Exit Ticket

Name _____ Date _____

Write the words **longer than** or **shorter than** to make the sentence true.

A 

B 

Shoe A is _____ Shoe B.