# Eureka Math

## 1st Grade
## Module 3
## Lesson 6

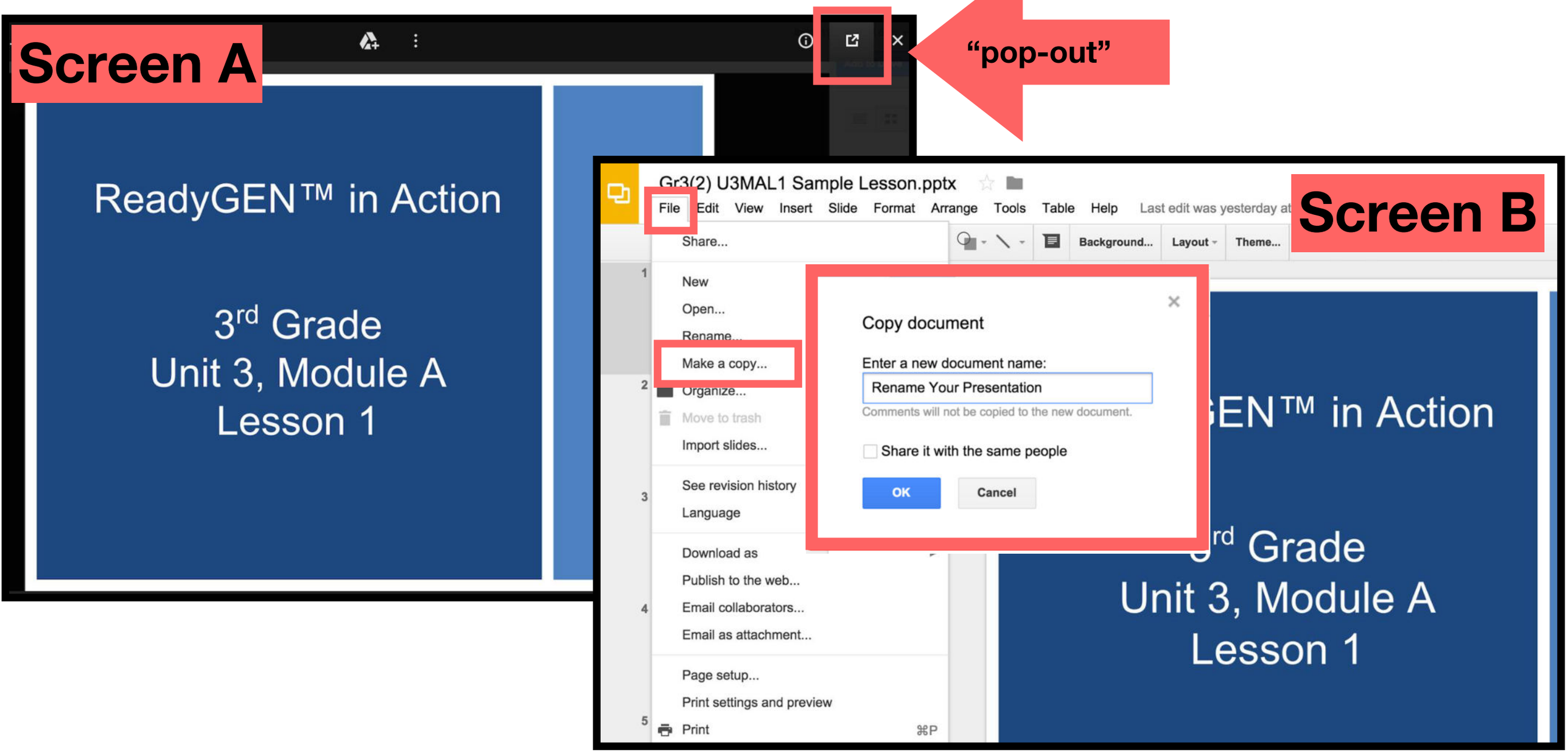
At the request of elementary teachers, a team of Bethel & Sumner educators met as a committee to create Eureka slideshow presentations. These presentations are not meant as a script, nor are they required to be used. Please customize as needed. Thank you to the many educators who contributed to this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

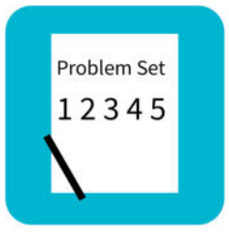


# Icons


Read, Draw, Write

Learning Target

Personal White Board

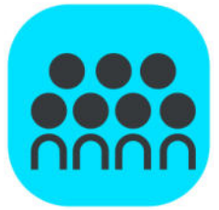



Problem Set

Manipulatives Needed

Fluency

Think Pair Share



Whole Class

Individual

Partner

Small Group

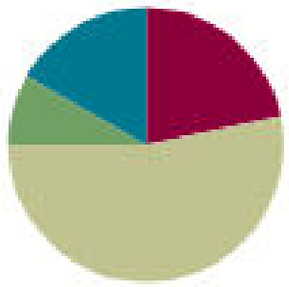
Small Group Time

## Lesson 6

Objective: Order, measure, and compare the length of objects before and after measuring with centimeter cubes, solving *compare with difference unknown* word problems.

**Suggested Lesson Structure**

| | |
|---|---|
| Fluency Practice | (13 minutes) |
| Application Problem | (5 minutes) |
| Concept Development | (32 minutes) |
| Student Debrief | (10 minutes) |
| **Total Time** | **(60 minutes)** |



# Materials Needed

Teacher

- Unsharpened pencil (19 cm), new crayon (9 cm), small paper clip (3 cm), dry erase marker (12 cm), jumbo craft stick (15 cm), new colored pencil (17 cm), centimeter cubes

Student

- Numeral cards 1-10 (L2 Template 2), counters (if needed), bag with centimeter cubes, bag with various classroom objects (Lesson 4), personal white board

I can put objects in order by length.

I can measure and compare the length of objects before and after I measure them with centimeter cubes.

I can solve *compare with difference unknown* word problems.

# Addition with Cards

You will need your Numeral Cards and a partner. Shuffle or mix your cards.

Each partner puts their cards face down and then flips over two cards and adds them together.

The partner with the greater total keeps the cards played by both players.  If there is a tie, the winner of the next round keeps the cards from both rounds.

At the end of the game you'll each have 1 card. Flip it over and the player with the highest card says the sum and collect the card.

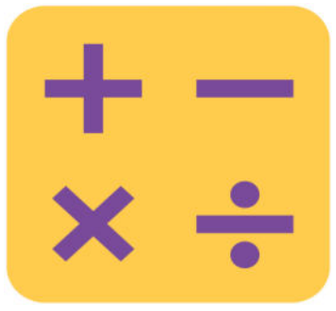
# Speed Writing by Twos

You need your personal white board.

You are going to count by twos from 0 to 40 as fast as you can and write the numbers on your whiteboard.

Stand up and hold your board when you get to 40. The class will earn a point each time a student gets to 40.

Let’s see how many points the class can earn in two minutes.



# Cold Call:
# Number Sentence Swap

I’m going to ask a question and then call on a student or a group of student to answer.

Let’s try it!

# Application Problem

Julia’s lollipop is 15 centimeters long.

She measured the lollipop with 9 red centimeter cubes and some blue centimeter cubes.

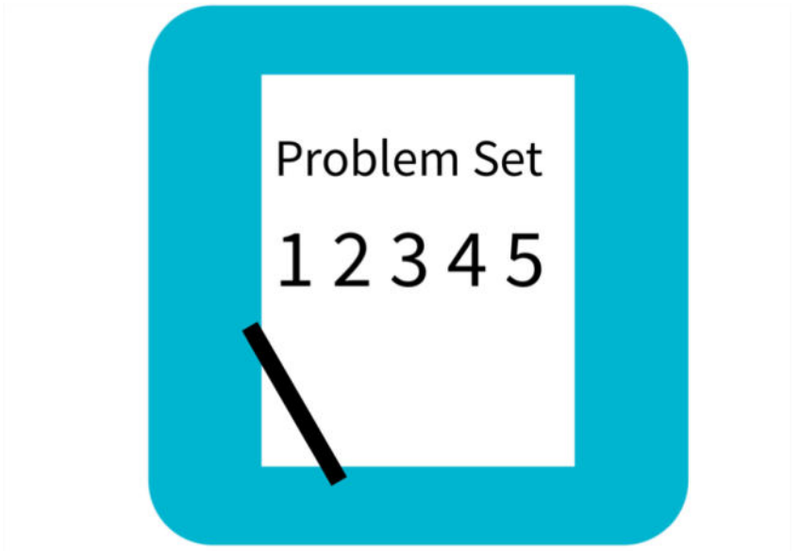
How many blue centimeter cubes did she use?

Remember to use the RDW process.

# Concept Development

Let’s meet together on the floor.

We’re going to switch to the document camera for this part of the lesson.




# Problem Set



Name _____ Date _____

1. Order the bugs from longest to shortest by writing the bug names on the lines. Use centimeter cubes to check your answer. Write the length of each bug in the space to the right of the pictures.

   The bugs from longest to shortest are

   _____ _____ _____

Fly

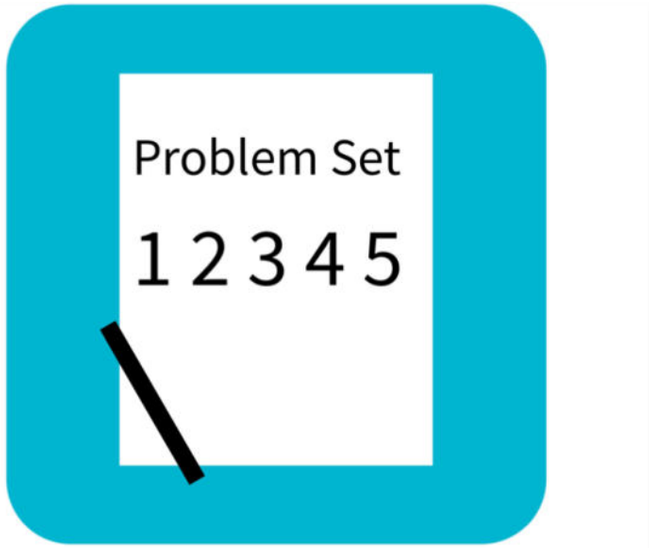
____ centimeters

Caterpillar

____ centimeters

Bee

____ centimeters




# Problem Set



2. Order the objects below from shortest to longest using the numbers 1, 2, and 3. Use your centimeter cubes to check your answers, and then complete the sentences for problems d, e, f, and g.

a. The noise maker: _____

b. The balloon: _____

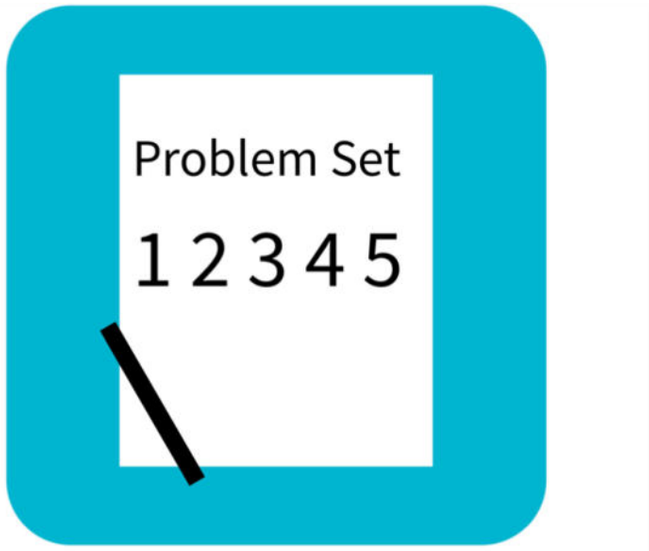
c. The present: _____

d. The present is about _____ centimeters long.

e. The noise maker is about _____ centimeters long.

f. The balloon is about _____ centimeters long.

g. The noise maker is about _____ centimeters longer than the present.




# Problem Set



Use your centimeter cubes to model each length, and answer the question. Write a statement for your answer.

3. Peter's toy T. rex is 11 centimeters tall, and his toy Velociraptor is 6 centimeters tall. How much taller is the T. rex than the Velociraptor?

4. Miguel's pencil rolled 17 centimeters, and Sonya's pencil rolled 9 centimeters. How much less did Sonya's pencil roll than Miguel's?

5. Tania makes a cube tower that is 3 centimeters taller than Vince's tower. If Vince's tower is 9 centimeters tall, how tall is Tania's tower?

# Debrief

Check your work by comparing answers with your partner.

# Debrief

What did we do to figure out precisely how much longer or shorter one object was than another today?

Can you think of a time when it would be helpful or important to say that something is longer by an *exact amount* rather than just saying it is longer or shorter?

# Debrief

Turn and talk to your partner about how you solved Problem 3.

How are your strategies the same?

How are your strategies different?

# Debrief

Look at your Application Problem.

Julia’s lollipop is 15 centimeters long.

How much longer is Julia’s lollipop than the new crayon?

Talk with a partner to discuss how you know.

# 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 _____

Read the measurements of the tool pictures.

The wrench is 8 centimeters long.

The screwdriver is 12 centimeters long.

The hammer is 9 centimeters long.

1. Order the pictures of the tools from shortest to longest.

_____ _____ _____

2. How much longer is the screwdriver than the wrench?

The screwdriver is _____ centimeters longer than the wrench.