Eureka Math

1st Grade
Module 3
Lesson 7

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!

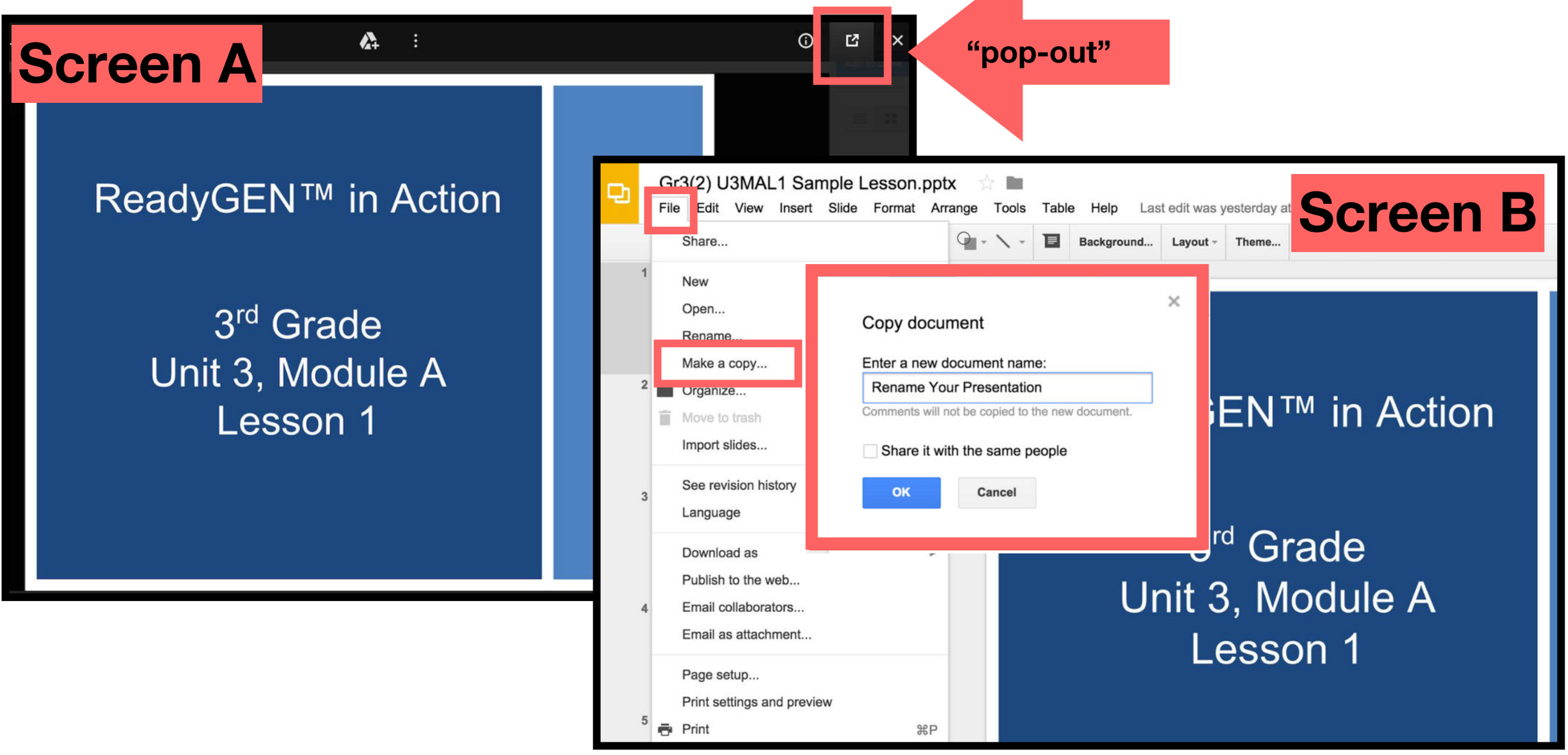
Directions for customizing presentations are available on the next slide.

This work by Bethel School District (www.bethelsd.org) is licensed under the Creative Commons Attribution Non-Commercial Share-Alike 4.0 International License. To view a copy of this license, visit http://creativecommons.org/licenses/by/4.0/. Bethel School District Based this work on Eureka Math by Common Core (http://greatminds.net/maps/math/copyright) Eureka Math is licensed under a Creative Commons Attribution Non-Commercial-ShareAlike 4.0 License.

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

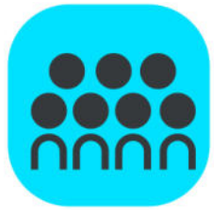
Personal White Board

Problem Set

Manipulatives Needed

Fluency

Think Pair Share



Whole Class

Individual

Partner

Small Group

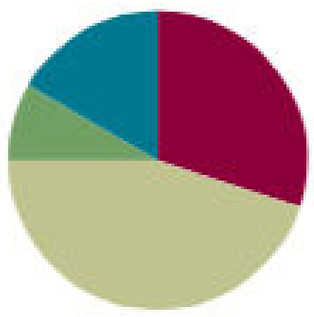
Small Group Time

Lesson 7

Objective: Measure the same objects from Topic B with different non-standard units simultaneously to see the need to measure with a consistent unit.

Suggested Lesson Structure

Fluency Practice	(18 minutes)
Application Problem	(5 minutes)
Concept Development	(27 minutes)
Student Debrief	(10 minutes)
Total Time	**(60 minutes)**



Materials Needed

Teacher

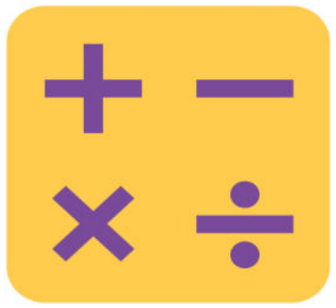
- Hide Zero cards (L2 Template 1), Chart paper, 3 new pencils of different colors (e.g., red, blue, yellow) from the same brand and size, mixed set of large and small paper clips

Student

- Bag of 20 large paper clips and 20 small paper clips

I can measure familiar objects with a variety of non-standard units.

I can understand and talk about why we should use the same unit when we measure.



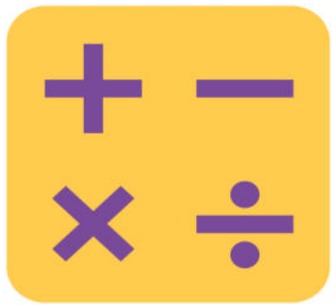
Beep Counting

Let’s play Beep Counting!

I’m going to say three or more numbers, but I’m going to replace one number with the word beep.

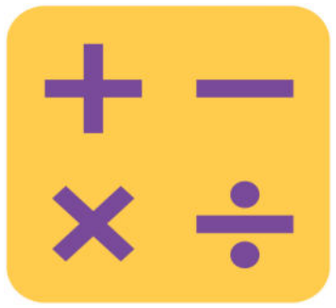
When I give you the signal, say the number that I left out.

Ready?



Beep Counting

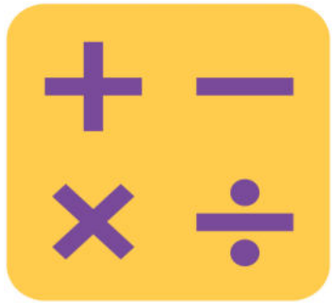
15, 16, Beep



Beep Counting

15, 16, Beep

25, 26, Beep

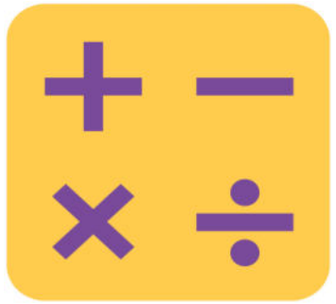


Beep Counting

15, 16, Beep

25, 26, Beep

35, 36, Beep



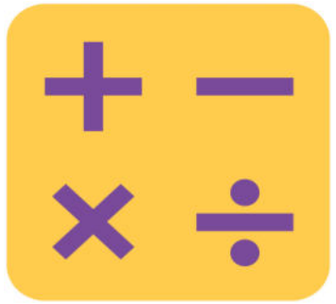
Beep Counting

15, 16, Beep

25, 26, Beep

35, 36, Beep

12, 11, Beep



Beep Counting

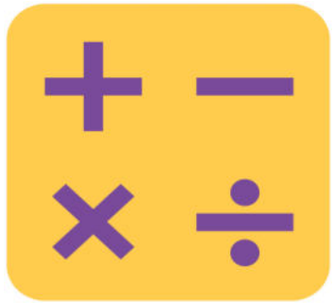
15, 16, Beep

25, 26, Beep

35, 36, Beep

12, 11, Beep

22, 21, Beep



Beep Counting

15, 16, Beep

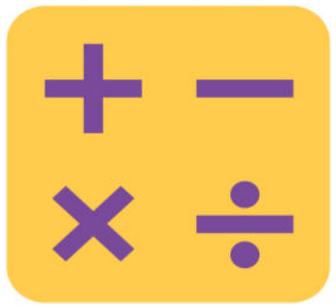
25, 26, Beep

35, 36, Beep

12, 11, Beep

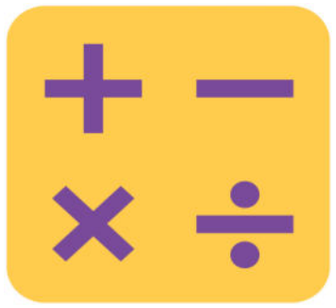
22, 21, Beep

32, 31, Beep



Beep Counting

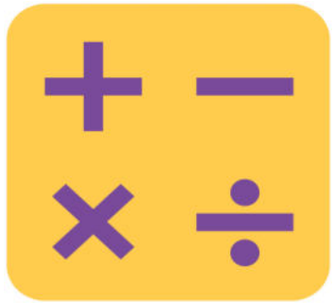
8, Beep, 10



Beep Counting

8, Beep, 10

18, Beep, 20

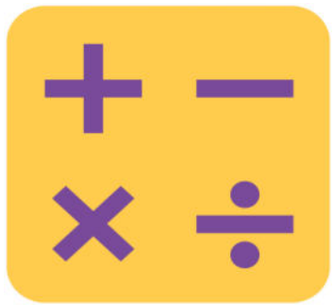


Beep Counting

8, Beep, 10

18, Beep, 20

38, Beep, 40



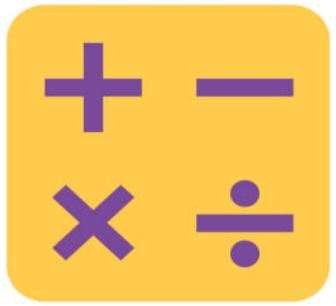
Beep Counting

8, Beep, 10

18, Beep, 20

38, Beep, 40

Beep, 9, 8



Beep Counting

8, Beep, 10

18, Beep, 20

38, Beep, 40

Beep, 9, 8

Beep, 19, 18

Beep Counting

8, Beep, 10

18, Beep, 20

38, Beep, 40

Beep, 9, 8

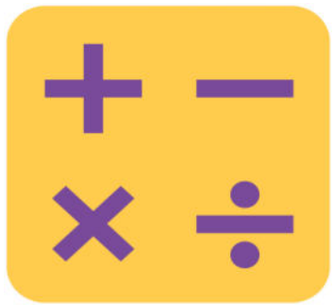
Beep, 19, 18

Beep, 29, 28.

Addition Strategies Review

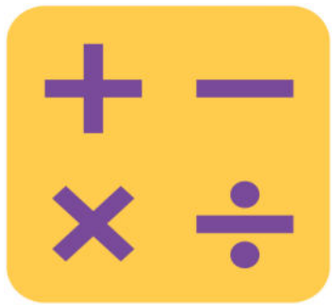
You will need a partner.

You are going to use your Magic Counting Sticks.



Addition Strategies Review

I’m going to show you some cards.



Addition Strategies Review

I’m going to show you some cards.

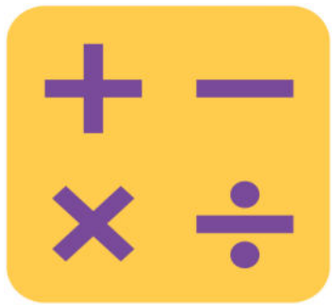
Partner A, show me 9 on your Magic Counting Sticks. Partner B, show me 6.

Addition Strategies Review

I’m going to show you some cards.

Partner A, show me 9 on your Magic Counting Sticks. Partner B, show me 6.

If I want to solve 9 + 6, how can I make a ten?



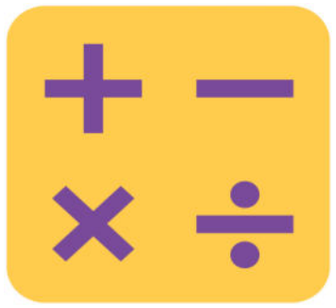
Addition Strategies Review

I’m going to show you some cards.

Partner A, show me 9 on your Magic Counting Sticks. Partner B, show me 6.

If I want to solve 9 + 6, how can I make a ten?

Show me!



Addition Strategies Review

I’m going to show you some cards.

Partner A, show me 9 on your Magic Counting Sticks. Partner B, show me 6.

If I want to solve 9 + 6, how can I make a ten?

Show me!

We changed 9 + 6 into an easier problem. Say our new addition sentence with the solution.

Addition Strategies Review

I’m going to show you some cards.

Partner A, show me 9 on your Magic Counting Sticks. Partner B, show me 6.

If I want to solve 9 + 6, how can I make a ten?

Show me!

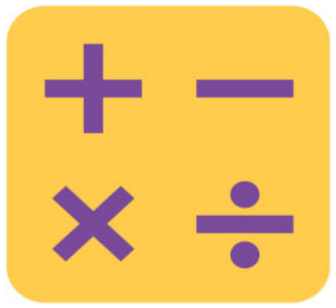
We changed 9 + 6 into an easier problem. Say our new addition sentence with the solution.

10 + 5 = 15

Addition Strategies Review

10 + 5 = 15

Say the total the Say Ten way.



Addition Strategies Review

Let’s do another one!

Addition Strategies Review

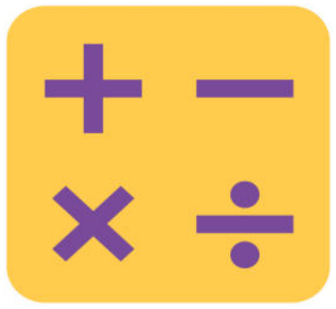
Let’s do another one!

Partner A, show the ones. Partner B, show the tens.

Addition Strategies Review

Let’s do another one!

Partner A, show the ones. Partner B, show the tens.



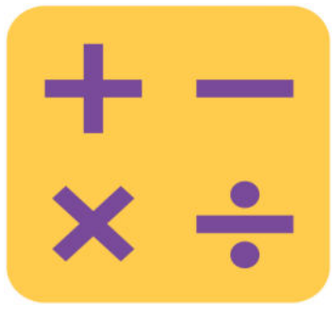
Addition Strategies Review

Let’s do another one!

Partner A, show the ones. Partner B, show the tens.

If we want to add 2, should we make a ten to help us?

Should we add 2 to our 3 or our 10?



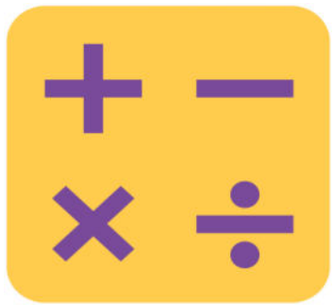
Addition Strategies Review

Let’s do another one!

Partner A, show the ones. Partner B, show the tens.

Should we add 2 to our 3 or our 10?

Yes! Partner A, show me 3 + 2. What is the answer?



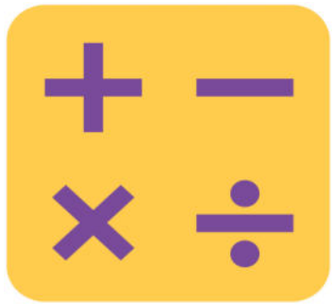
Addition Strategies Review

So, Partner B, what is 13 + 2?

Addition Strategies Review

So, Partner B, what is 13 + 2?

Yes, 15!



Addition Strategies Review

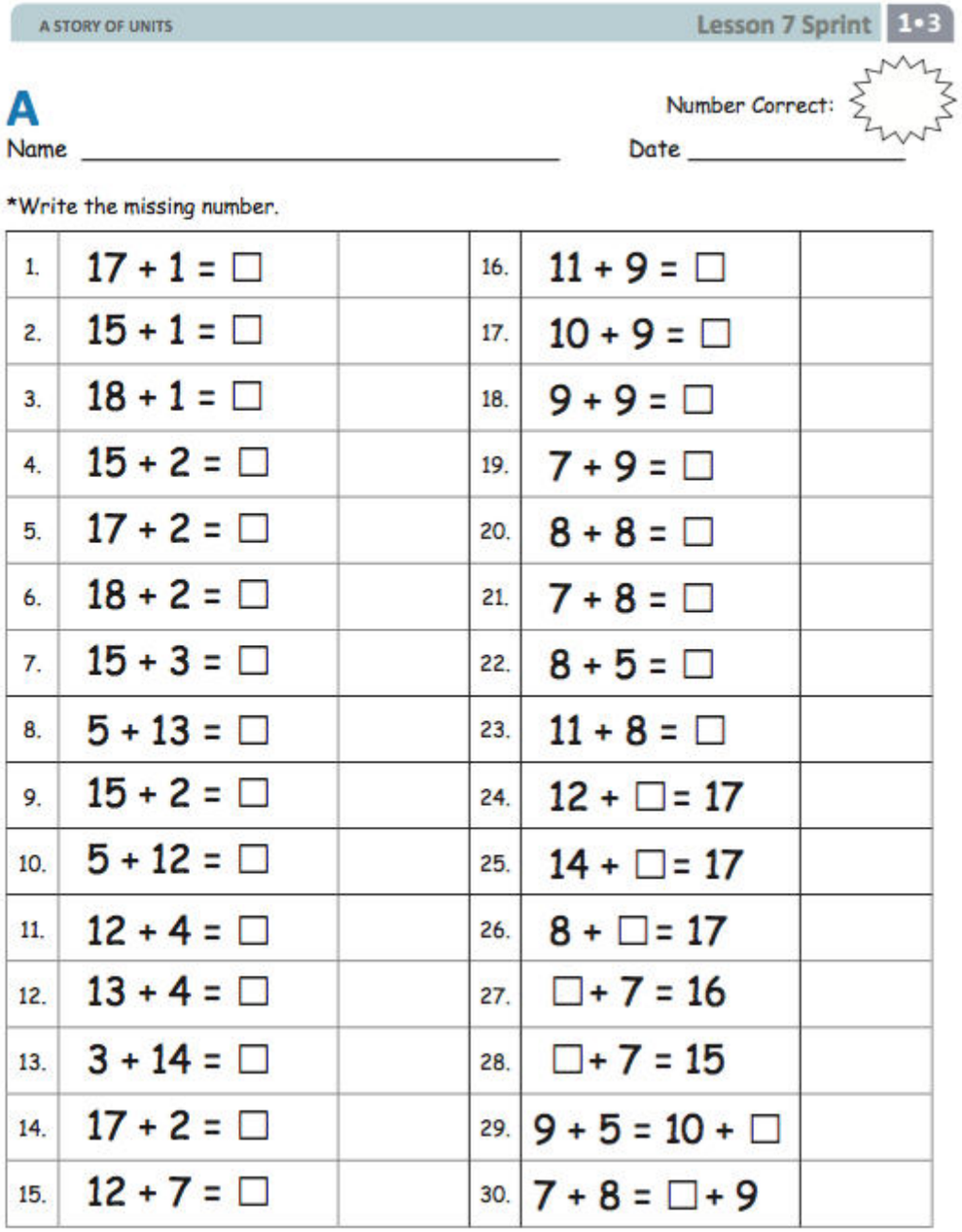
So, Partner B, what is 13 + 2?

Yes, 15!

Say it the Say Ten way.

Sprint: Addition Within 20

Let’s do a Sprint!



A STORY OF UNITS — Lesson 7 Sprint 1•3

A

Number Correct: ☐

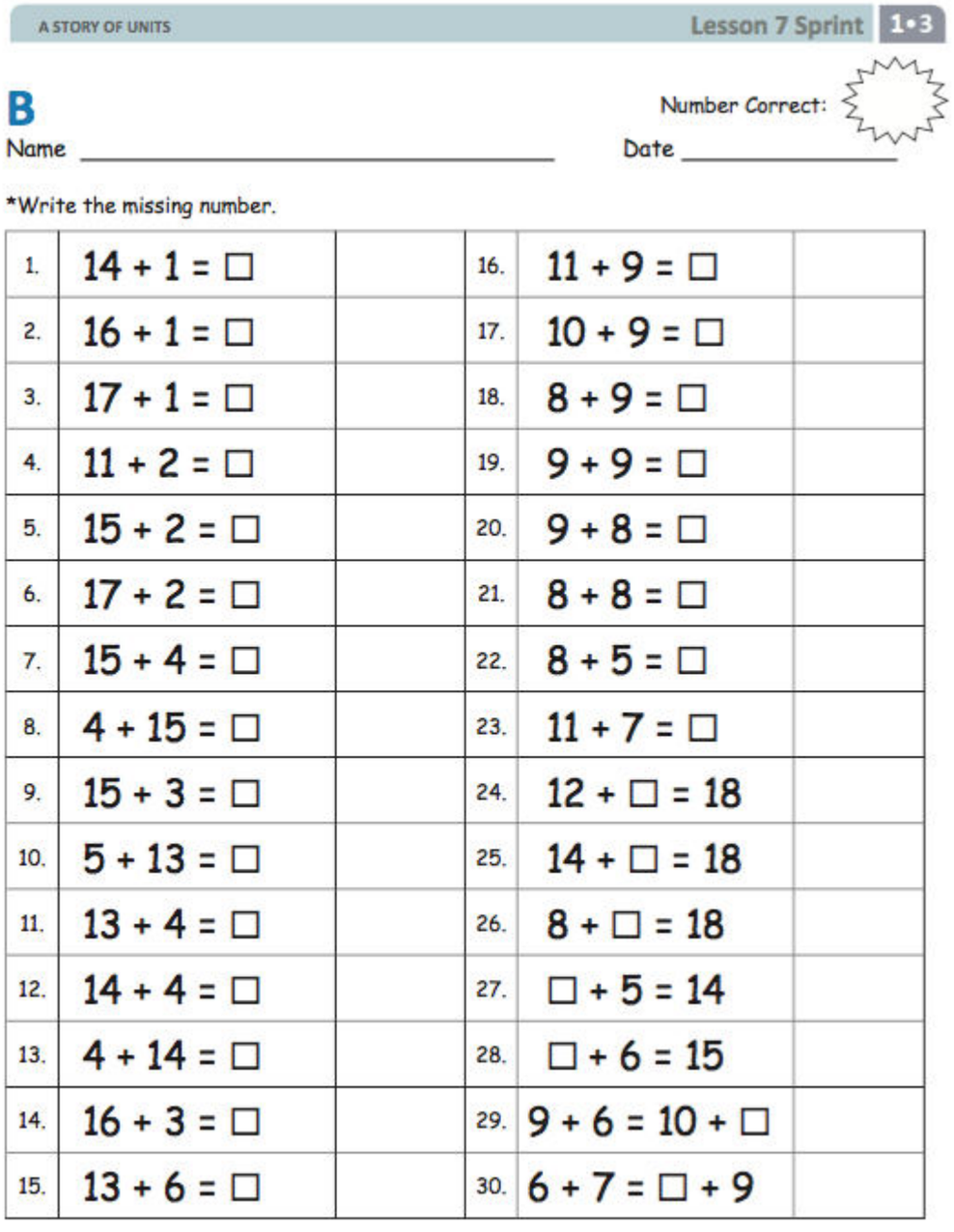
Name _____ Date _____

*Write the missing number.

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

Sprint: Addition Within 20

Let’s do a Sprint!



A STORY OF UNITS — Lesson 7 Sprint — 1•3

B

Number Correct:

Name _____ Date _____

*Write the missing number.

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

Application Problem

When Corey measures his new pencil, he uses 19 centimeter cubes. After he sharpens the pencil, he needs 4 fewer centimeter cubes.

How long is Corey’s pencil after he sharpens it?

Use centimeter cubes to solve the problem.

Write a number sentence and a statement to answer the question.

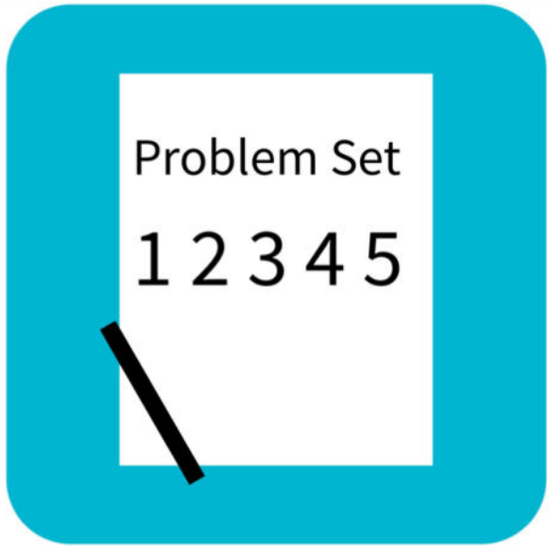
Concept Development

Let’s meet together on the floor.

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

I can measure familiar objects with a variety of non-standard units.

I can understand and talk about why we should use the same unit when we measure.

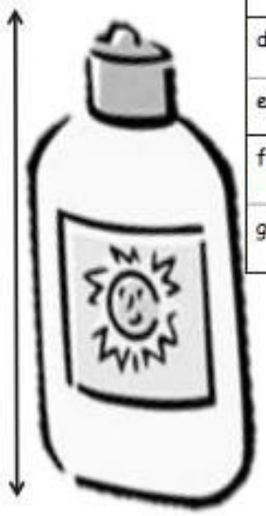


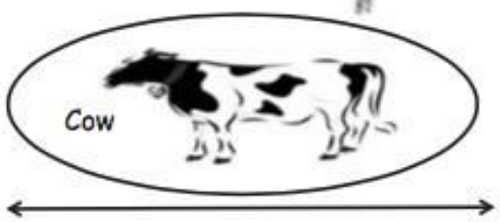
Problem Set

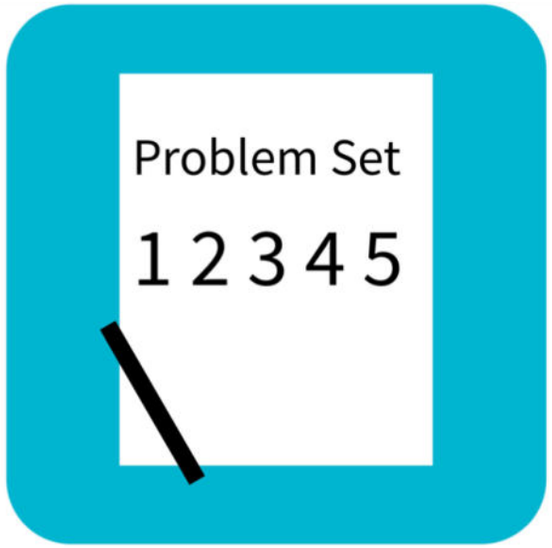
Name _____ Date _____

1. Measure the length of each object with **LARGE** paper clips. Fill in the chart with your measurements.

Name of Object	Number of Large Paper Clips
a. bottle	
b. caterpillar	
c. key	
d. pen	
e. cow sticker	
f. Problem Set paper ↕	
g. reading book (from classroom)	



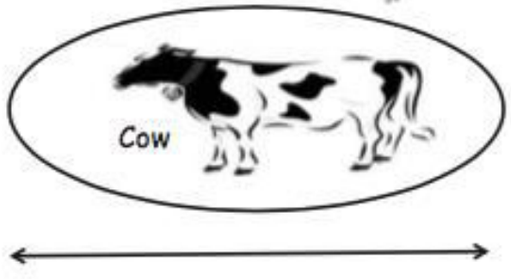




Problem Set

2. Measure the length of each object with **SMALL** paper clips. Fill in the chart with your measurements.

Name of Object	Number of Small Paper Clips
a. bottle	
b. caterpillar	
c. key	
d. pen	
e. cow sticker	
f. Problem Set paper	
g. reading book (from classroom)	



Debrief

Check your work by comparing answers with your partner.

Debrief

What is a new rule we must remember when we are measuring?

Compare your first chart to your partner’s. Explain why you have the same measurements.

Debrief

Even though we measured the same objects, why are your measurements different on your first chart than on your second chart?

Debrief

A student said she used new pencil-top eraser from a pack to measure how long her pencil is.

All the erasers are the same size.

Her partner said she couldn’t use these erasers to measure properly because they are all different colors.

Who is correct? Explain your thinking.

Debrief

Look at your Application Problem.

What measurement rules did you have to keep in mind?

Did you add more cubes or take cubes away to solve this problem?

What number sentence matches the problem?

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 _____

Measure the length of each object with **large** paper clips. Then, measure the length of each object with **small** paper clips. Fill in the chart with your measurements.

Name of Object	Number of Large Paper Clips	Number of Small Paper Clips
a. bow		
b. candle		
c. vase and flowers