

Eureka Math

1st Grade Module 3 Lesson 9

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Directions for customizing presentations are available on the next slide.



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Customize this Slideshow

Reflecting your Teaching Style and Learning Needs of Your Students

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- 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



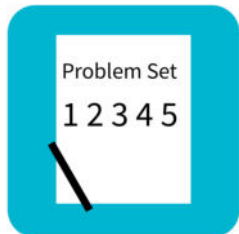
Read, Draw, Write



Learning Target



Personal White Board



Problem Set



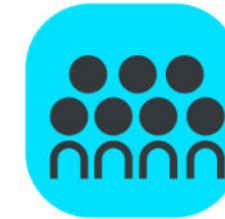
Manipulatives Needed



Fluency



Think Pair Share



Whole Class



Individual



Partner



Small Group



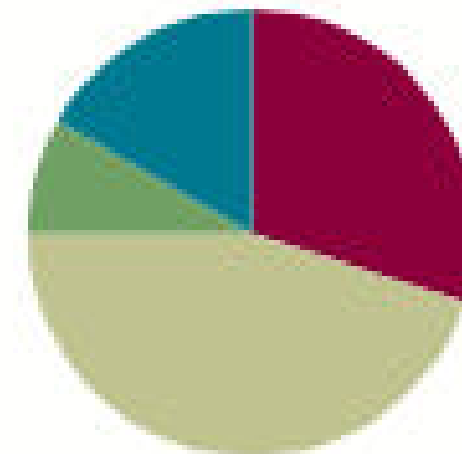
Small Group Time

Lesson 9

Objective: *Answer compare with difference unknown* problems about lengths of two different objects measured in centimeters.

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

- 2 different colors of centimeter cubes (e.g., blue and yellow), dry erase marker, jumbo craft stick, crayon, glue stick, small paper clip, unsharpened pencil, new colored pencil, chart with measuring rules (Lesson 7)

Student

- 1 die per pair, bag with 20 blue and 20 yellow centimeter cubes, bag with classroom materials (Lesson 4), new colored pencil



I can measure objects in centimeters.

I can solve *compare with difference unknown* problems comparing lengths.



Race and Roll Addition



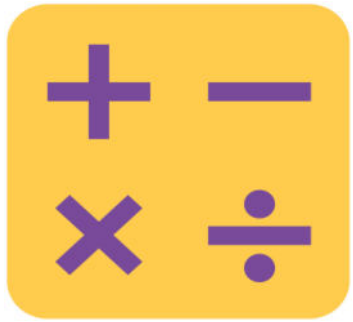
You will be working with a partner.

Start at 0.

Partners take turns rolling a die and then saying a number sentence by adding the number rolled to the total.

Keep rolling and saying number sentences until you get to EXACTLY 20.

Stand when you reach 20.



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



Sprint: Addition Within 20

Let's do a Sprint!

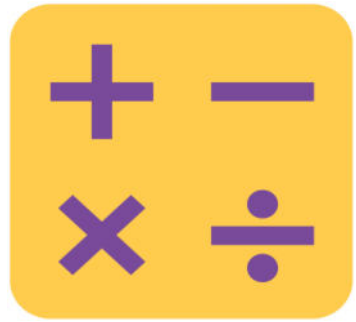
A STORY OF UNITS		Lesson 7 Sprint		1•3
B		Number Correct:		
Name _____		Date _____		
*Write the missing number.				
1.	$14 + 1 = \square$	16.	$11 + 9 = \square$	
2.	$16 + 1 = \square$	17.	$10 + 9 = \square$	
3.	$17 + 1 = \square$	18.	$8 + 9 = \square$	
4.	$11 + 2 = \square$	19.	$9 + 9 = \square$	
5.	$15 + 2 = \square$	20.	$9 + 8 = \square$	
6.	$17 + 2 = \square$	21.	$8 + 8 = \square$	
7.	$15 + 4 = \square$	22.	$8 + 5 = \square$	
8.	$4 + 15 = \square$	23.	$11 + 7 = \square$	
9.	$15 + 3 = \square$	24.	$12 + \square = 18$	
10.	$5 + 13 = \square$	25.	$14 + \square = 18$	
11.	$13 + 4 = \square$	26.	$8 + \square = 18$	
12.	$14 + 4 = \square$	27.	$\square + 5 = 14$	
13.	$4 + 14 = \square$	28.	$\square + 6 = 15$	
14.	$16 + 3 = \square$	29.	$9 + 6 = 10 + \square$	
15.	$13 + 6 = \square$	30.	$6 + 7 = \square + 9$	



Number Sentence Swap

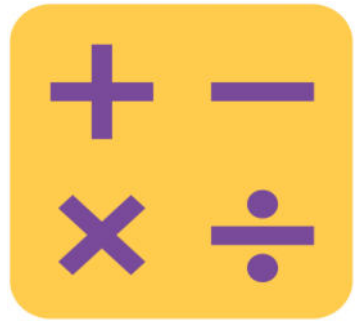
I'm going to say a subtraction sentence aloud.

I will say “the mystery number” instead of one of the numbers.



Number Sentence Swap

Here's an example.



Number Sentence Swap

Here's an example.

$$5 - 3 = \text{the mystery number}$$



Number Sentence Swap

Here's an example.

$$5 - 3 = \text{the mystery number}$$

I'll call on a student to say an addition sentence with the same numbers.



Number Sentence Swap

Here's an example.

$$5 - 3 = \text{the mystery number}$$

I'll call on a student to say an addition sentence with the same numbers.

$$3 + \text{the mystery number} = 5$$



Number Sentence Swap

Here's an example.

$$5 - 3 = \text{the mystery number}$$

I'll call on a student to say an addition sentence with the same numbers.

$$3 + \text{the mystery number} = 5$$

When I give the signal, say the mystery number.



Number Sentence Swap

Here's an example.

$$5 - 3 = \text{the mystery number}$$

I'll call on a student to say an addition sentence with the same numbers.

$$3 + \text{the mystery number} = 5$$

When I give the signal, say the mystery number.

Yes, 2 is the mystery number!



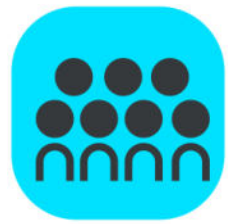
Application Problem

Corey buys a super-cool, extra-long crayon that is 14 centimeters long.

His regular crayon is 9 centimeters long.

Use centimeter cubes to find out how much longer Corey's new crayon is than his regular crayon.

Write a statement to answer the question. Write a number sentence to show what you did.



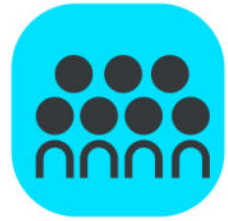
Concept Development



A friend and I were playing a game.

Whoever found the longer object on our desks won, but the object could not be longer than a new pencil.

For each *extra centimeter* in length, the person with the longer object got a point.



Concept Development

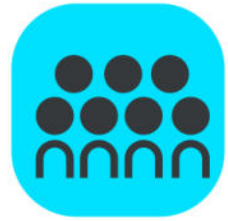


My friend found a craft stick, and I found a dry erase marker, just like the ones on our chart.

My dry erase marker measured 12 centimeters, and my friend's craft stick measured 15 centimeters.

My friend said that they got 15 points, but I don't think that's right.

Let's lay the centimeter cubes down and compare them to see how many points my friend should have gotten in our game.



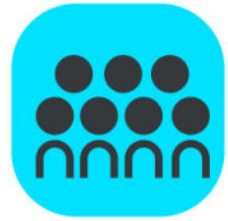
Concept Development



I have 12 centimeter cubes here in my hand.

The dry erase marker is 12 centimeters long.

Will I have enough cubes to measure my dry erase marker?



Concept Development

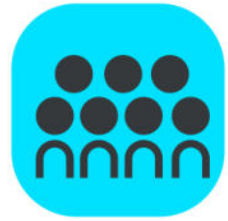


I have 12 centimeter cubes here in my hand.

The dry erase marker is 12 centimeters long.

Will I have enough cubes to measure my dry erase marker?

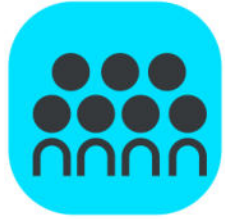
Will these same 12 cubes be enough to measure the craft stick?



Concept Development



My friend said they should get 15 points because it took 15 more centimeter cubes to measure the craft stick than the marker!

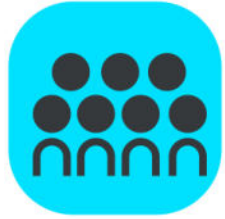


Concept Development



My friend said they should get 15 points because it took 15 more centimeter cubes to measure the craft stick than the marker!

Look at the marker and the centimeter cubes we laid down. Is my friend right?



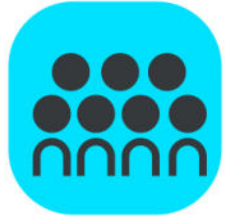
Concept Development



My friend said they should get 15 points because it took 15 more centimeter cubes to measure the craft stick than the marker!

Look at the marker and the centimeter cubes we laid down. Is my friend right?

Did they need 15 more cubes along with the 12 cubes I needed?



Concept Development

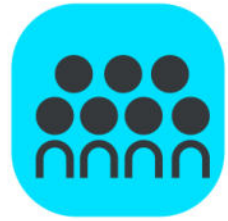


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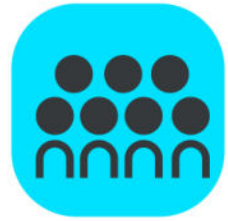
Talk with a partner. How many more cubes did the teacher next door need compared to the number of cubes I used?



Concept Development



Now, let's try my friend's idea.



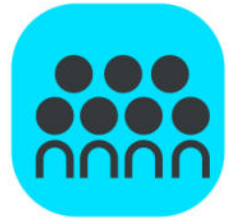
Concept Development



Now, let's try my friend's idea.

Wow, this is too long! It's much longer than the difference between what he already has and what he needs.

What should I do?



Concept Development

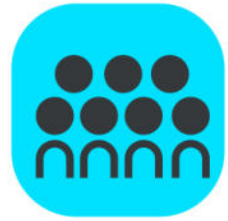


Now, let's try my friend's idea.

Wow, this is too long! It's much longer than the difference between what he already has and what he needs.

What should I do?

If I take away extra cubes until they line up with the stick, how many more did I need?

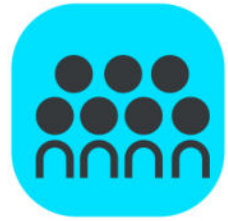


Concept Development



How much longer is the teacher's craft stick compared to my marker?

How much shorter is my marker compared to the teacher's craft stick?



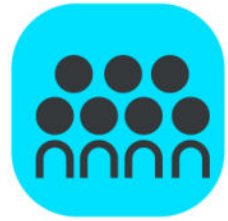
Concept Development



How much longer is the teacher's craft stick compared to my marker?

How much shorter is my marker compared to the teacher's craft stick?

How many points should my friend have earned for that round?



Concept Development

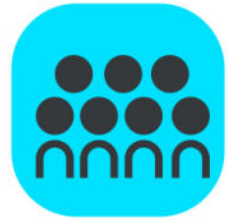


How much longer is the teacher's craft stick compared to my marker?

How much shorter is my marker compared to the teacher's craft stick?

How many points should my friend have earned for that round?

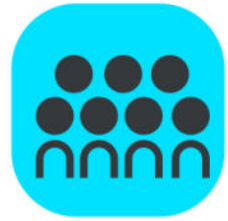
Yes, 3 points. My friend tried to get 15 points and that's not fair!



Concept Development



You are now going to use your centimeter cubes to measure some items.

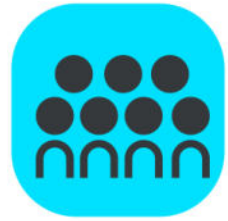


Concept Development



You are now going to use your centimeter cubes to measure some items.

Measure a new colored pencil and an unsharpened pencil, like the game my friend and I played.



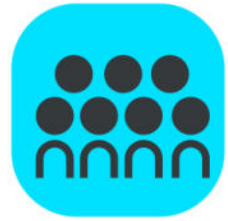
Concept Development



You are now going to use your centimeter cubes to measure some items.

Measure a new colored pencil and an unsharpened pencil, like the game my friend and I played.

Measure and compare the lengths of a crayon and a glue stick to see which item is shorter and by how much.



Concept Development



Kelly is knitting a scarf for her doll. It needs to be 13 centimeters long.

She has already knitted 9 centimeters.

How many more centimeters need to be knitted?

Problem Set

1 2 3 4 5

Problem Set



A STORY OF UNITS

Lesson 9 Problem Set

1•3

Name _____ Date _____

1. Look at the picture below. How much **longer** is Guitar A than Guitar B?

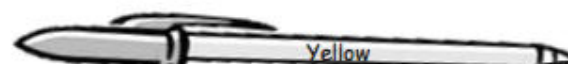


Guitar A is _____ unit(s) longer than Guitar B.

2. Measure each object with centimeter cubes.



The blue pen is _____.



The yellow pen is _____.

Problem Set

1 2 3 4 5

Problem Set



A STORY OF UNITS

Lesson 9 Problem Set

1•3

3. How much **longer** is the yellow pen than the blue pen?

The yellow pen is ____ centimeters **longer** than the blue pen.

4. How much **shorter** is the blue pen than the yellow pen?

The blue pen is ____ centimeters **shorter** than the yellow pen.

Use your centimeter cubes to model each problem. Then, solve by drawing a picture of your model and writing a number sentence and a statement.

5. Austin wants to make a train that is 13 centimeter cubes long. If his train is already 9 centimeter cubes long, how many **more** cubes does he need?

6. Kea's boat is 12 centimeters long, and Megan's boat is 8 centimeters long. How much **shorter** is Megan's boat than Kea's boat?

Problem Set

1 2 3 4 5

Problem Set



A STORY OF UNITS

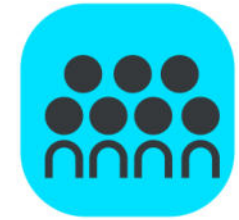
Lesson 9 Problem Set

1•3

7. Kim cuts a piece of ribbon for her mom that is 14 centimeters long. Her mom says the ribbon is 8 centimeters too long. How **long** should the ribbon be?

8. The tail of Lee's dog is 15 centimeters long. If the tail of Kit's dog is 9 centimeters long, how much **longer** is the tail of Lee's dog than the tail of Kit's dog?

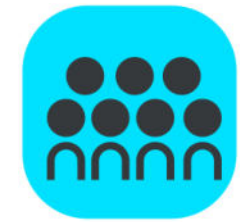
Debrief



Check your work by comparing answers with your partner.



Debrief

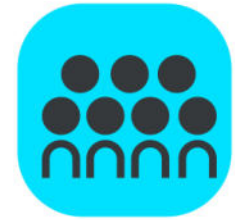


Look at Problems 3 and 4.

What do you notice about the answers?

Explain to your partner why this is so.

Debrief

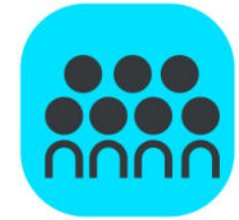


Look at Problem 8.

Can you think of a number sentence that can help you check your answer?

What strategy helped you when you tried to find the difference between two objects?

Debrief



Look at today's Application Problem.

How does it apply to today's lesson?

Debrief



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

What did you get really good at today?



Exit Ticket



A STORY OF UNITS

Lesson 9 Exit Ticket

1•3

Name _____ Date _____

Use your centimeter cubes to model the problem. Then, draw a picture of your model.

Mona's hair grew 7 centimeters. Claire's hair grew 15 centimeters. How much **less** did Mona's hair grow than Claire's hair?