

Eureka Math

1st Grade Module 3 Lesson 11

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.

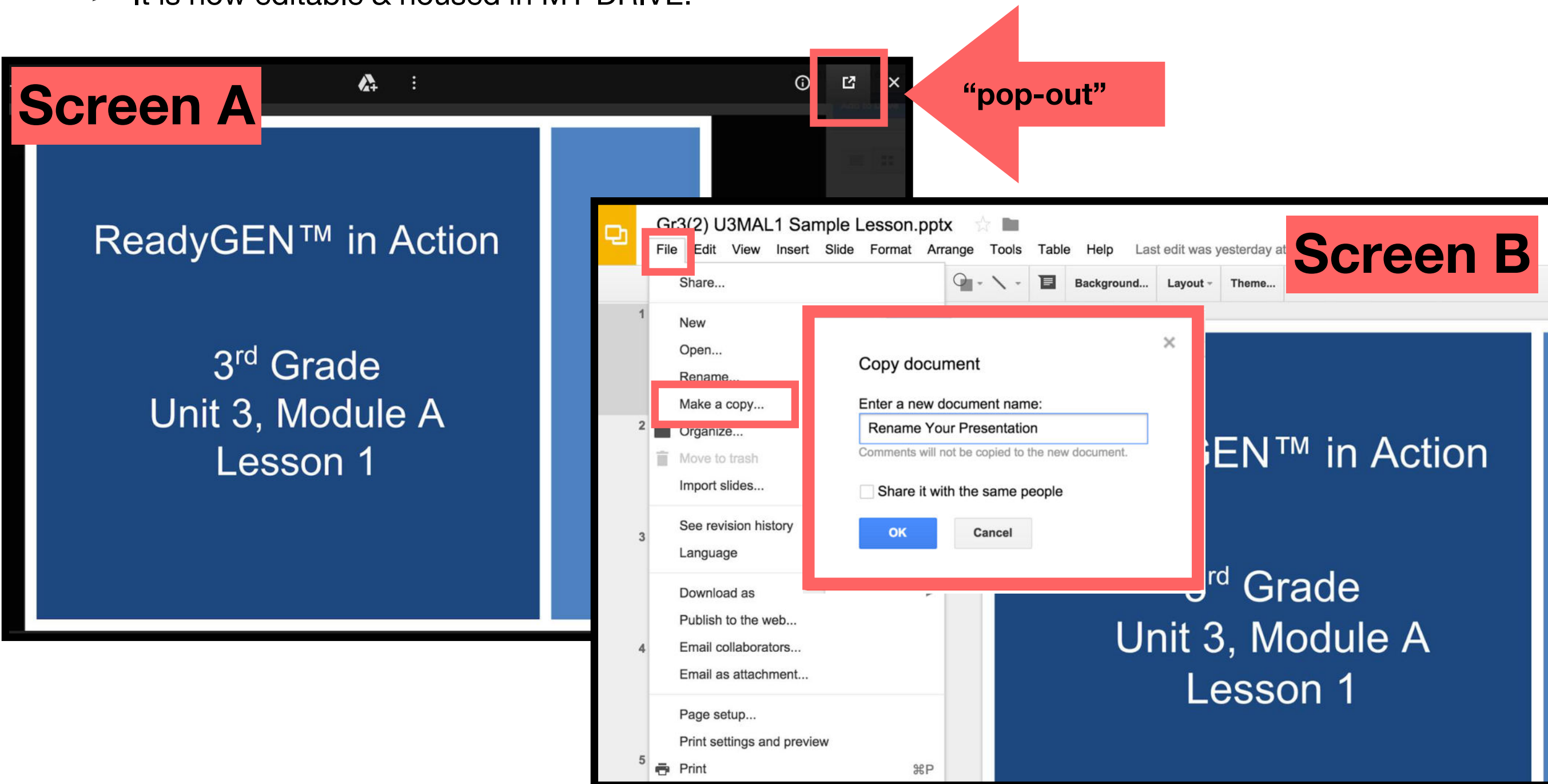


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Customize this Slideshow

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



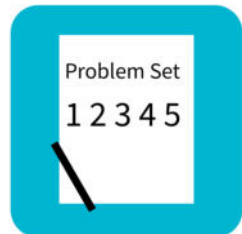
Read, Draw, Write



Learning Target



Personal White Board



Problem Set



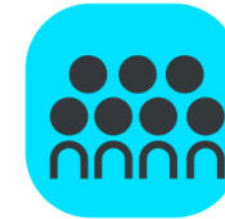
Manipulatives Needed



Fluency



Think Pair Share



Whole Class



Individual



Partner



Small Group



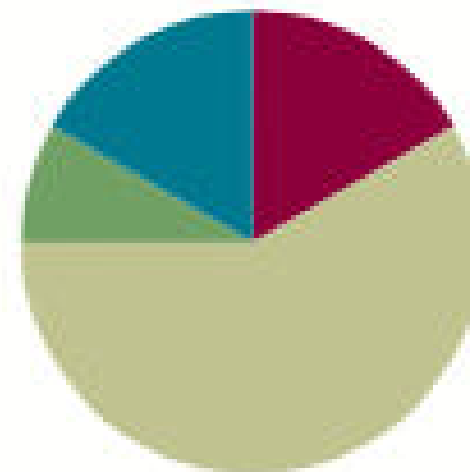
Small Group Time

Lesson 11

Objective: Collect, sort, and organize data; then ask and answer questions about the number of data points.

Suggested Lesson Structure

■ Fluency Practice	(10 minutes)
■ Application Problem	(5 minutes)
■ Concept Development	(35 minutes)
■ Student Debrief	(10 minutes)
Total Time	(60 minutes)

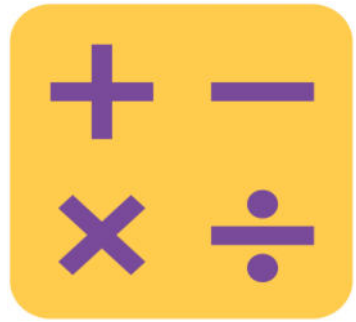


Materials Needed

- (S) Subtraction Within 20 Sprint
- (T) Chart paper with a table entitled Favorite Rainy Day Activities with Activity and Number of Students on the top line
- (T) class list
- (S) Clipboard for class list
- (S) Class list (preferably with first names in alphabetical order)



I can collect, sort, and organize data and then ask and answer questions about the number of data points.



Happy Counting

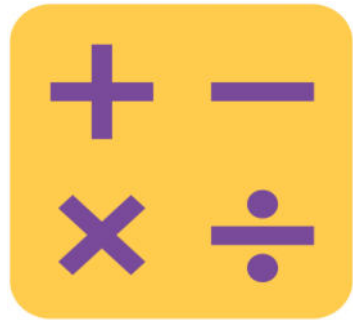
Let's do some Happy Counting!



Race and Roll Subtraction

Let's play Race and Roll Subtraction! You will play in partners!

1. Start at 20 and take turns rolling the die to subtract the number rolled from the total. (For example, Partner A rolls 3 and says, " $20 - 3 = 17$." Partner B rolls 2 and says, " $17 - 2 = 15$."
2. Continue rapidly rolling and saying number sentences until you reach 0, which you must hit precisely.
3. Partners stand when they reach 0. Repeat the game as time permits.



Subtraction Within 20

Let's do a Sprint!

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



Subtraction Within 20

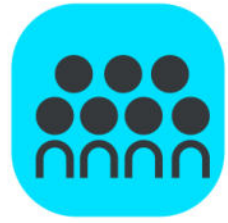
Let's do a Sprint!

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

Application Problem

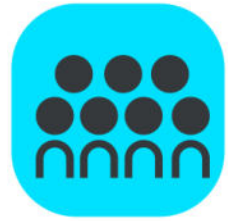
Larry asked his friends whether dogs or cats are smarter. 9 of his friends think dogs are smarter, and 6 think cats are smarter. Make a table to show Larry's data collection. How many friends did he ask?





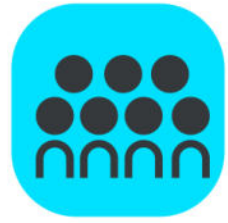
Concept Development

Let's brainstorm some of our favorite rainy day activities and make a table to see how many students like which activity the best and compare the information. To make this table, what do we need to do first? Turn and talk to your partner.



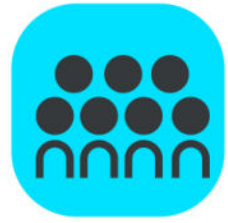
Concept Development

We need to figure out the choices we will vote on!



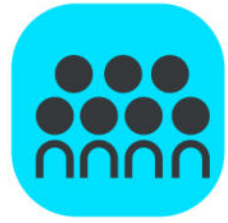
Concept Development

You are right! What are some of your favorite things to do on a rainy day?



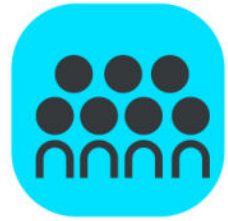
Concept Development

Now, what do we do? Turn and talk to your partner.



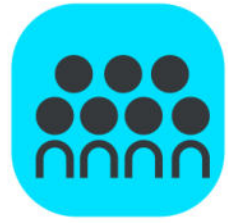
Concept Development

I heard you say we need to ask around and get everyone to vote. We need to write down who likes which activity the best. We can use 5-group rows to show our votes. We can use tally marks to show everyone's votes!



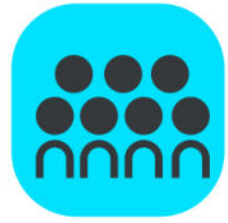
Concept Development

If we want to compare the information in the table, what do you think is the best way to record the information? Why?



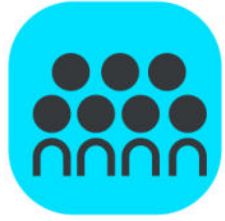
Concept Development

Good thinking! To make sure I interview everyone and get everyone's vote, I'm going to use the class list to help me keep track of who answered my question and what he voted for.



Concept Development

Just like we created this entire table as a class, you will now get to create your own table! Let's look at the Problem Set together to see how!



Concept Development

- How many students like to _____ on a rainy day?
- Which rainy day activity is liked the most by our class? The least? How can you tell from the table?
- How many students like to _____ or _____ the most on a rainy day?
- If two more students voted for _____, how many students would like _____ the best?



Problem Set



A STORY OF UNITS

Lesson 11 Problem Set 1•3

Name _____ Date _____

Welcome to Data Day! Follow the directions to collect and organize data. Then, ask and answer questions about the data.

- Choose a question. Circle your choice.
- Pick 3 answer choices.
- Ask your classmates the question, and show them the 3 choices. Record the data on a class list.
- Organize the data in the chart below.

Which fruit do you like best?	Which snack do you like best?	What do you like to do on the playground the most?	Which school subject do you like the best?	Which animal would you most like to be?
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Answer Choices	Number of Students

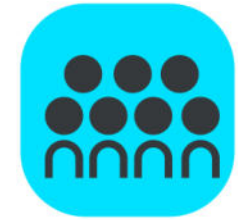
A STORY OF UNITS

Lesson 11 Problem Set 1•3

- Complete the question sentence frames to ask questions about your data.
- Trade papers with a partner, and have your partner answer your questions.

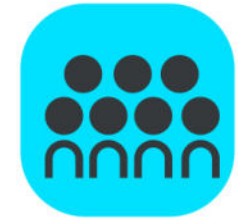
1. How many students liked _____ the best?
2. Which category received the fewest votes? _____
3. How many more students liked _____ than _____?
4. What is the total number of students who liked _____ or _____ the best?
5. How many students answered the question? How do you know?

Debrief



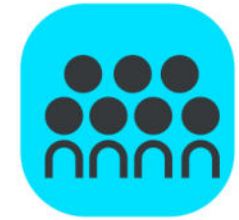
How did you organize your data?

Debrief



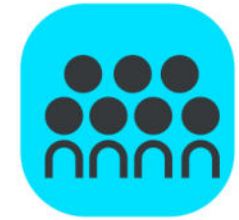
How could you have used tallies?
Pictures? Shapes? What other ways
might someone organize data?

Debrief



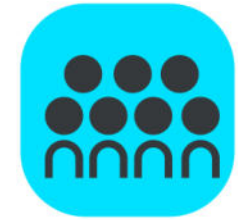
How did you solve Problem 4?

Debrief



How did you solve Problem 5? How can you solve problem 5 by looking at your notes on the class list? Which would be easier to use to find the answer, the class list or the table? Why?

Debrief



Look at the Application Problem. How did you organize the data? How did you solve the problem?

Exit Ticket



Name _____ Date _____

A class collected the information in the chart below. Students asked each other: Among stuffed animals, toy cars, and blocks, which is your favorite toy?

Then, they organized the information in this chart.

Toy	Number of Students
Stuffed Animals	11
Toy Cars	5
Blocks	13

1. How many students chose toy cars? _____
2. How many more students chose blocks than stuffed animals? _____
3. How many students would need to choose toy cars to equal the number of students who chose blocks? _____