Eureka Math

1st Grade
Module 3
Lesson 13

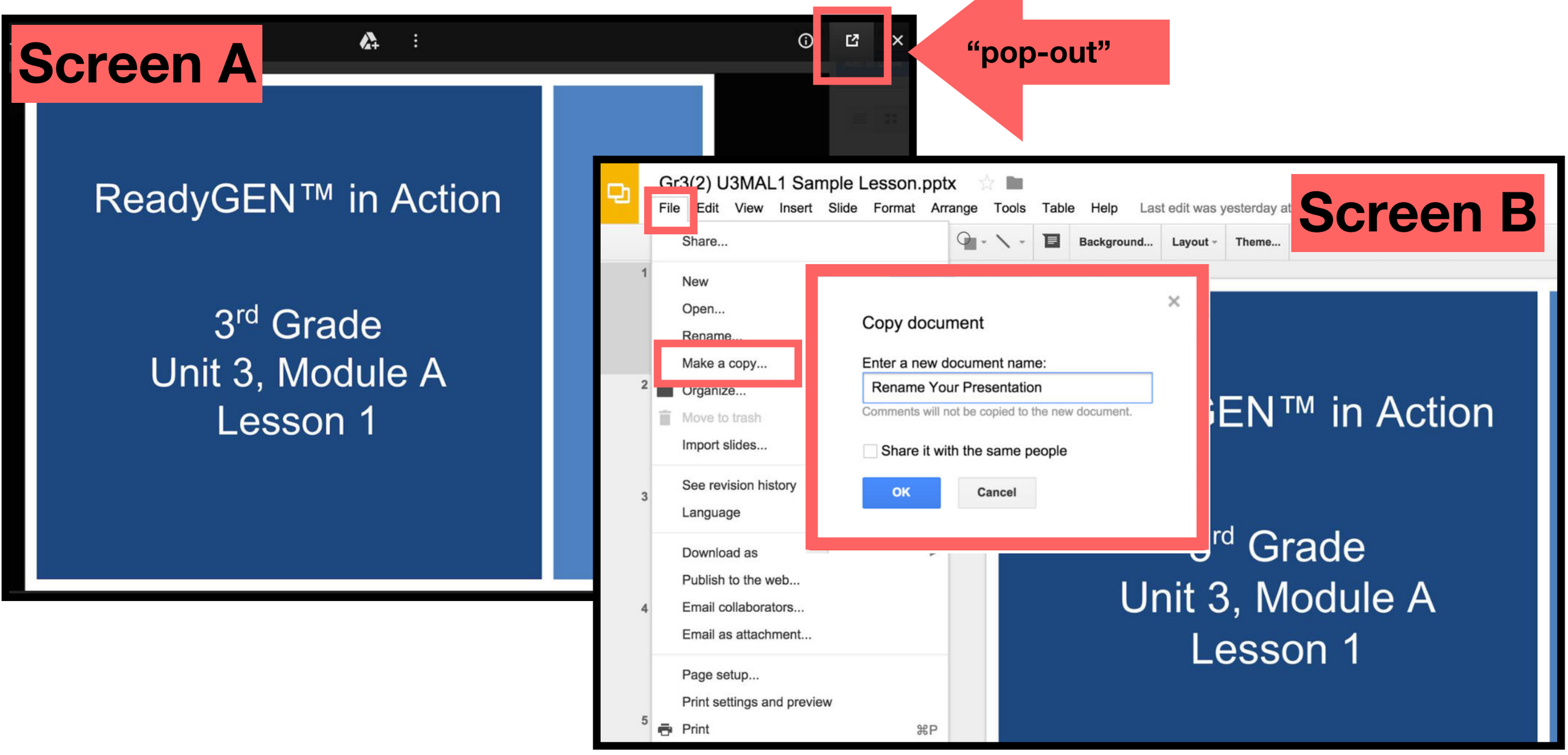
At the request of elementary teachers, a team of Bethel & Sumner educators met as a committee to create Eureka slideshow presentations. These presentations are not meant as a script, nor are they required to be used. Please customize as needed. Thank you to the many educators who contributed to this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

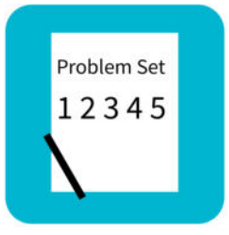


Icons

Read, Draw, Write

Learning Target

Personal White Board

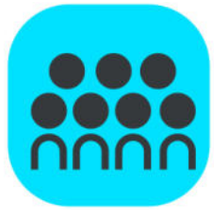


Problem Set

Manipulatives Needed

Fluency

Think Pair Share



Whole Class

Individual

Partner

Small Group

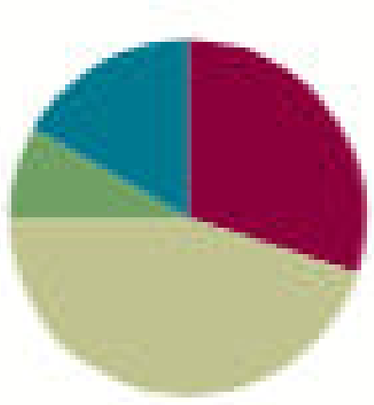
Small Group Time

Lesson 13

Objective: Ask and answer varied word problem types about a data set with three categories.

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

- (T) Hide Zero cards (Lesson 2 Fluency Template 1)
- (S) Add Three Numbers Sprint
- (T) Graph entitled Favorite Things to Make with Snow created on easel (data: snow angels—3, snowman—12, and snow forts—2)
  - OR use the chart in the presentation
- (S) Personal white board

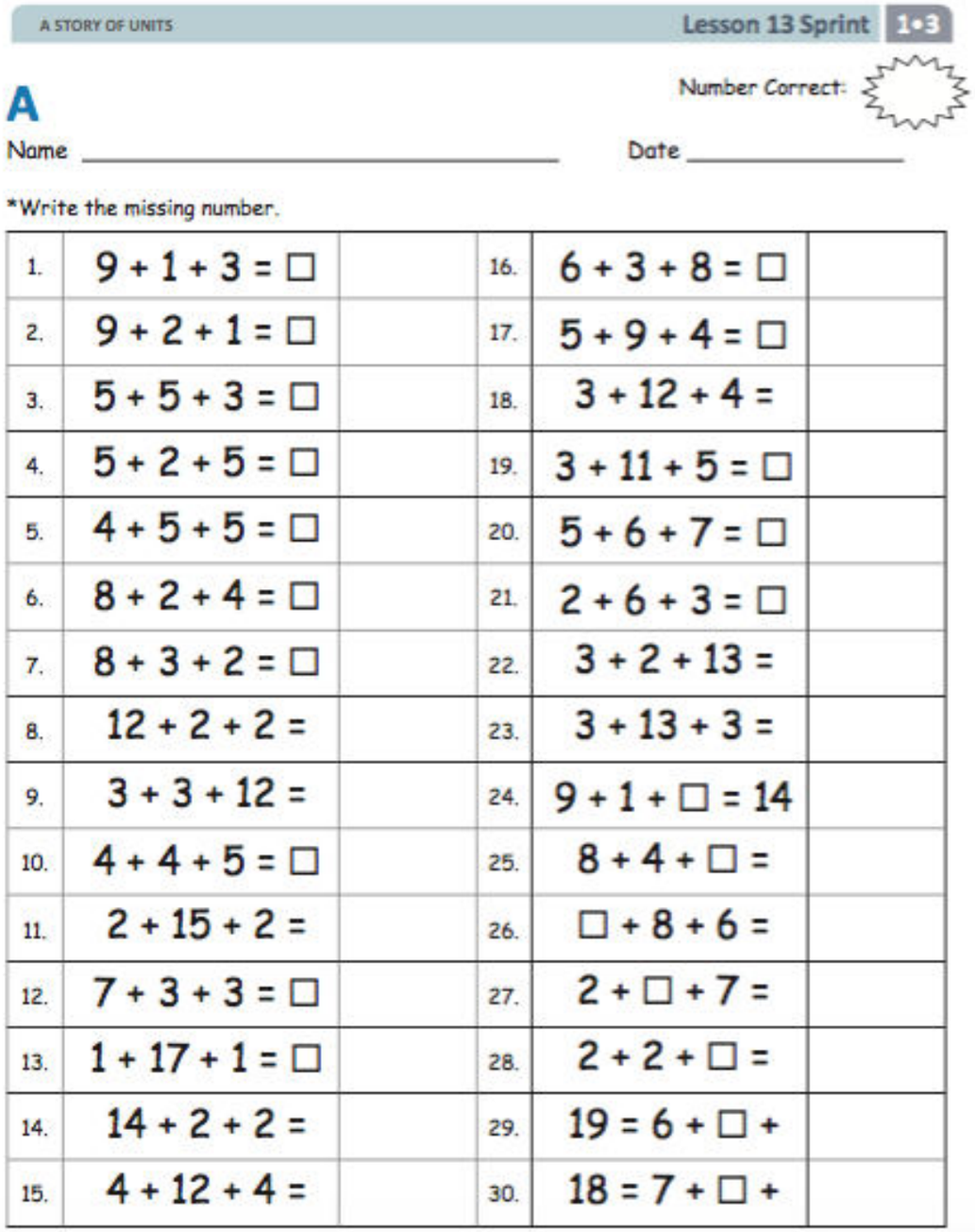
I can ask and answer varied word problem types about a data set with three categories

Hide Zero Number Sentences

Let’s practice saying addition sentences using tens and ones!

Sprint: Add Three Numbers

Let’s do a sprint!



A STORY OF UNITS — Lesson 13 Sprint 1•3

A

Number Correct:

Name _____ Date _____

*Write the missing number.

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

Sprint: Add Three Numbers

Let’s do a sprint!

B

Number Correct:

Name _____ Date _____

*Write the missing number.

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

Application Problem

Zoe made friendship necklaces for her 3 closest friends. Make a graph to show the two colors of beads she used. She used 8 green beads for Lily, 4 purple beads for Jamilah, and 12 green beads for Sage. How many green beads did she use?

Concept Development

Here's a graph I made yesterday after talking to the children in my neighborhood.

Concept Development

I asked what they like to do in the snow. The graph shows how they answered my question. What do you notice about this graph that is different from the graphs we used yesterday? What is similar?

Concept Development

The starting point is on the bottom of this graph. Yesterday, we started from the top. Today, they are built like towers. But it's still following the rules. No overlaps. No gaps. The same endpoints.

Concept Development

Turn and talk to your partner about what you notice. What information can you gather from reading this graph?

Concept Development

How many people prefer building a snowman over makir snow angels? How did you figure it out?

Concept Development

I heard some great ideas: I looked at the snowman and snow angels columns.

Concept Development

I also heard someone say: I counted on from the 4th square in the snowman column since they both have 3 votes.I already know that there are 3 votes for snow angels and 12 votes for the snowman, so I took away 3 from 12 and got 9.

Concept Development

I noticed that yesterday, many students counted to figure out which had more or fewer votes.

What subtraction sentence can you use to solve this problem?

Concept Development

We can use 12–3=9!

Concept Development

Explain to your partner how counting on and subtracting are related.

Concept Development

No matter how you solve this, we can use the number sentence 12 – 3 = 9 as a way to show how we solved the problem.

Concept Development

Let’s answer some more questions about this graph!

Concept Development

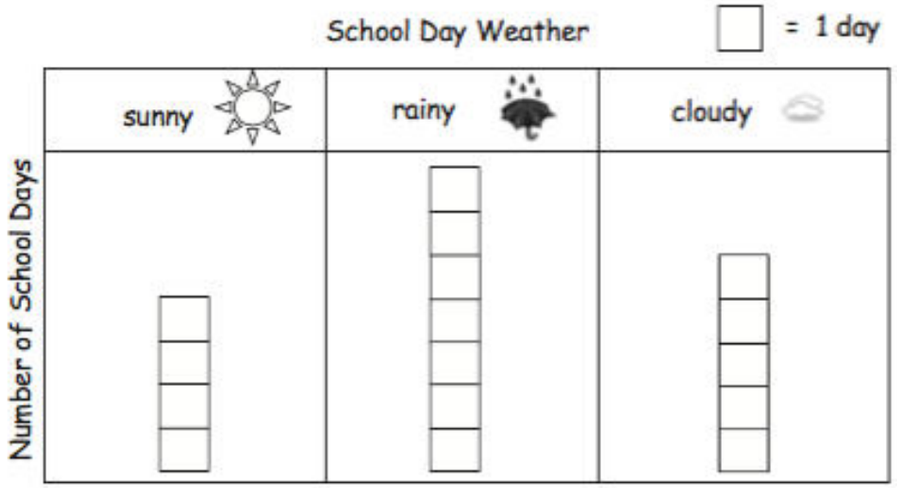
Problem Set

1 2 3 4 5

Problem Set

Name _____ Date _____

Use the graph to answer the questions. Fill in the blank, and write a number sentence to the right to solve the problem.



1. How many more days were cloudy than sunny?

   _____ more day(s) were cloudy than sunny. _____

2. How many fewer days were cloudy than rainy?

   _____ more day(s) were cloudy than rainy. _____

3. How many more days were rainy than sunny?

   _____ more day(s) were rainy than sunny. _____

4. How many total days did the class keep track of the weather?

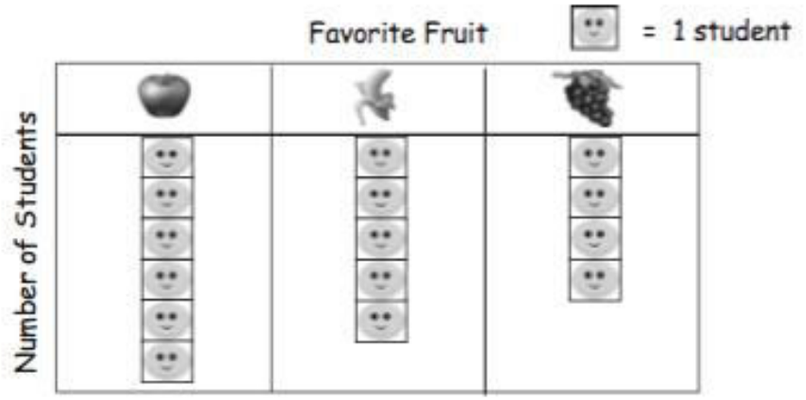
   The class kept track of a total of _____ days. _____

5. If the next 3 school days are sunny, how many of the school days will be sunny in all?

   _____ days will be sunny.

A STORY OF UNITS Lesson 13 Problem Set 1•3

Use the graph to answer the questions. Fill in the blank, and write a number sentence that helps you solve the problem.



6. How many fewer students chose bananas than apples?

   _____ fewer students chose bananas than apples. _____

7. How many more students chose bananas than grapes?

   _____ more students chose bananas than grapes. _____

8. How many fewer students chose grapes than apples?

   _____ fewer students chose grapes than apples. _____

9. Some more students answered about their favorite fruits. If the new total number of students who answered is 20, how many more students answered?

   _____ more students answered the question. _____

Debrief

How is using the counting on strategy related to using a **subtraction** sentence when looking for how many more or fewer votes one received when comparing two categories?

Debrief

How is using the counting on strategy related to using a **addition** sentence when looking for how many more or fewer votes one received when comparing two categories?

Debrief

When is it more efficient to use number combinations to solve rather than counting on?

Debrief

Look at Problem 1. Which problem on Page 2 connects to this one? How do you know?

Debrief

How are the Favorite Fruit and School Day Weather graphs set up differently?

Debrief

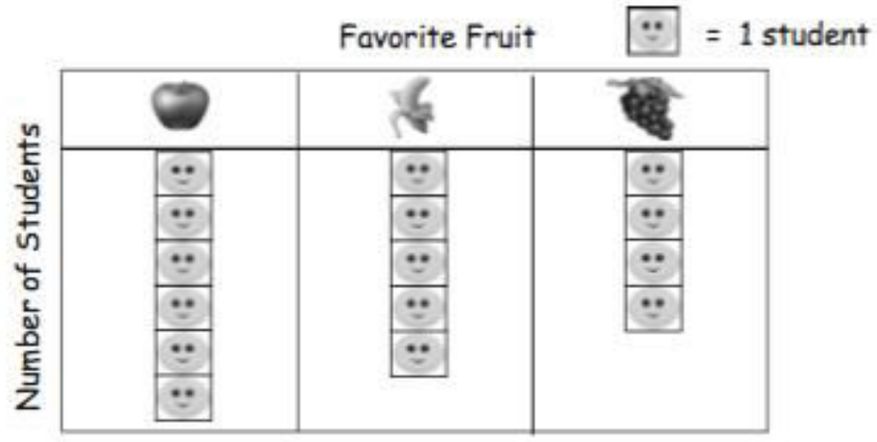
Explain to your partner how you solved Problem 9. Compare how each of you solved the problem.

Debrief

How did the Application Problem connect to today's lesson?

Exit Ticket

Use the graph to answer the questions. Fill in the blank, and write a number sentence that helps you solve the problem.



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