Eureka Math

1st Grade
Module 4
Lesson 1

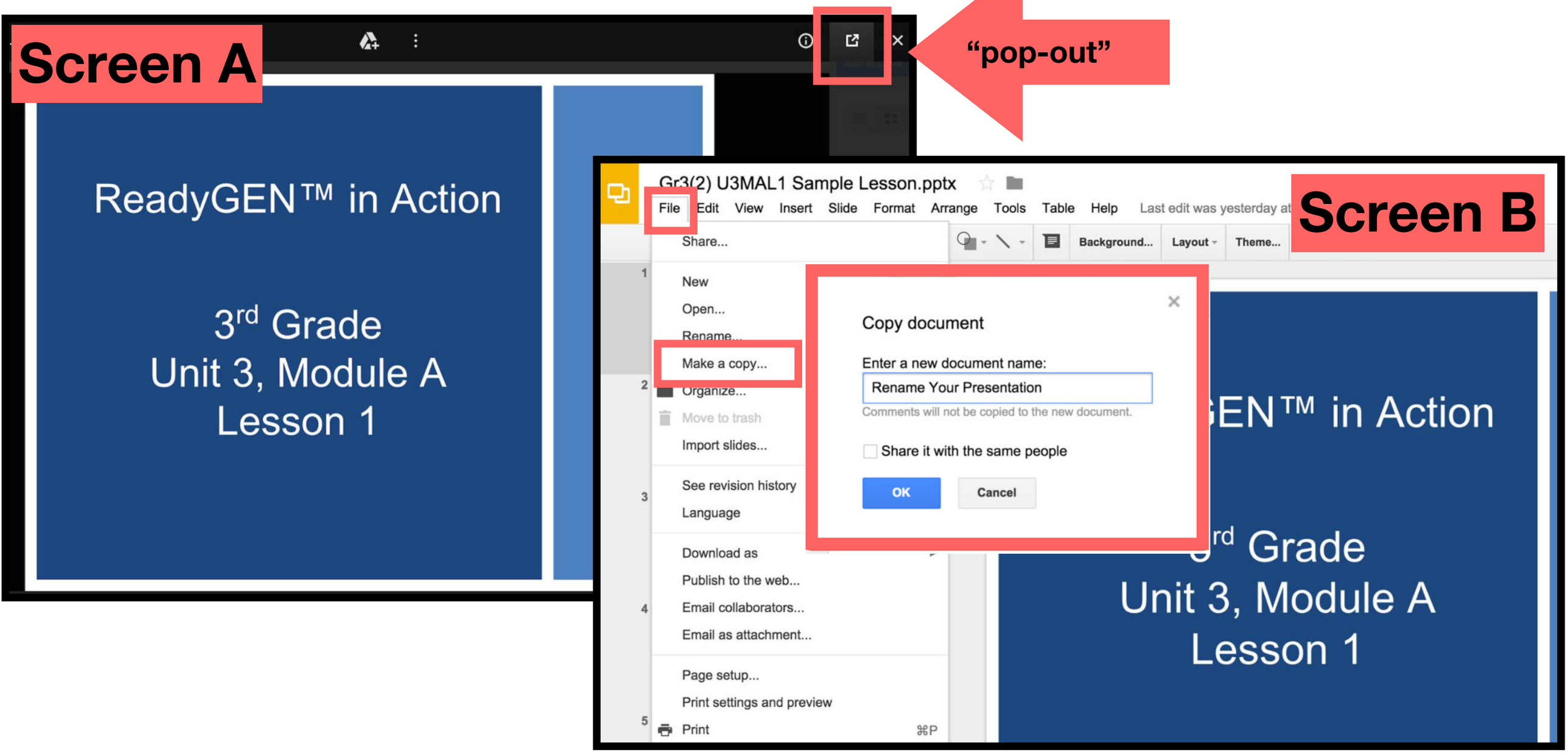
At the request of elementary teachers, a team of Bethel & Sumner educators met as a committee to create Eureka slideshow presentations. These presentations are not meant as a script, nor are they required to be used. Please customize as needed. Thank you to the many educators who contributed to this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

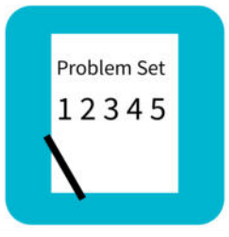


Icons

Read, Draw, Write

Learning Target

Personal White Board

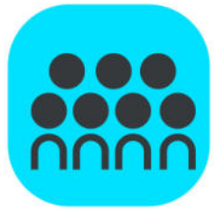


Problem Set

Manipulatives Needed

Fluency

Think Pair Share



Whole Class

Individual

Partner

Small Group

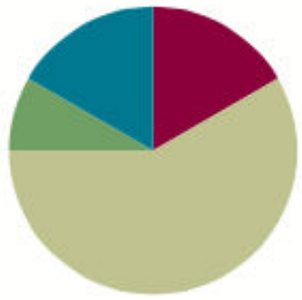
Small Group Time

Lesson 1

Objective: Compare the efficiency of counting by ones and counting by tens.

Suggested Lesson Structure

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



Fluency Practice (10 minutes)

- Break Apart Numbers **1.OA.6** (4 minutes)
- Change 10 Pennies for 1 Dime **1.NBT.2** (4 minutes)
- Happy Counting by Tens **1.NBT.5** (2 minutes)

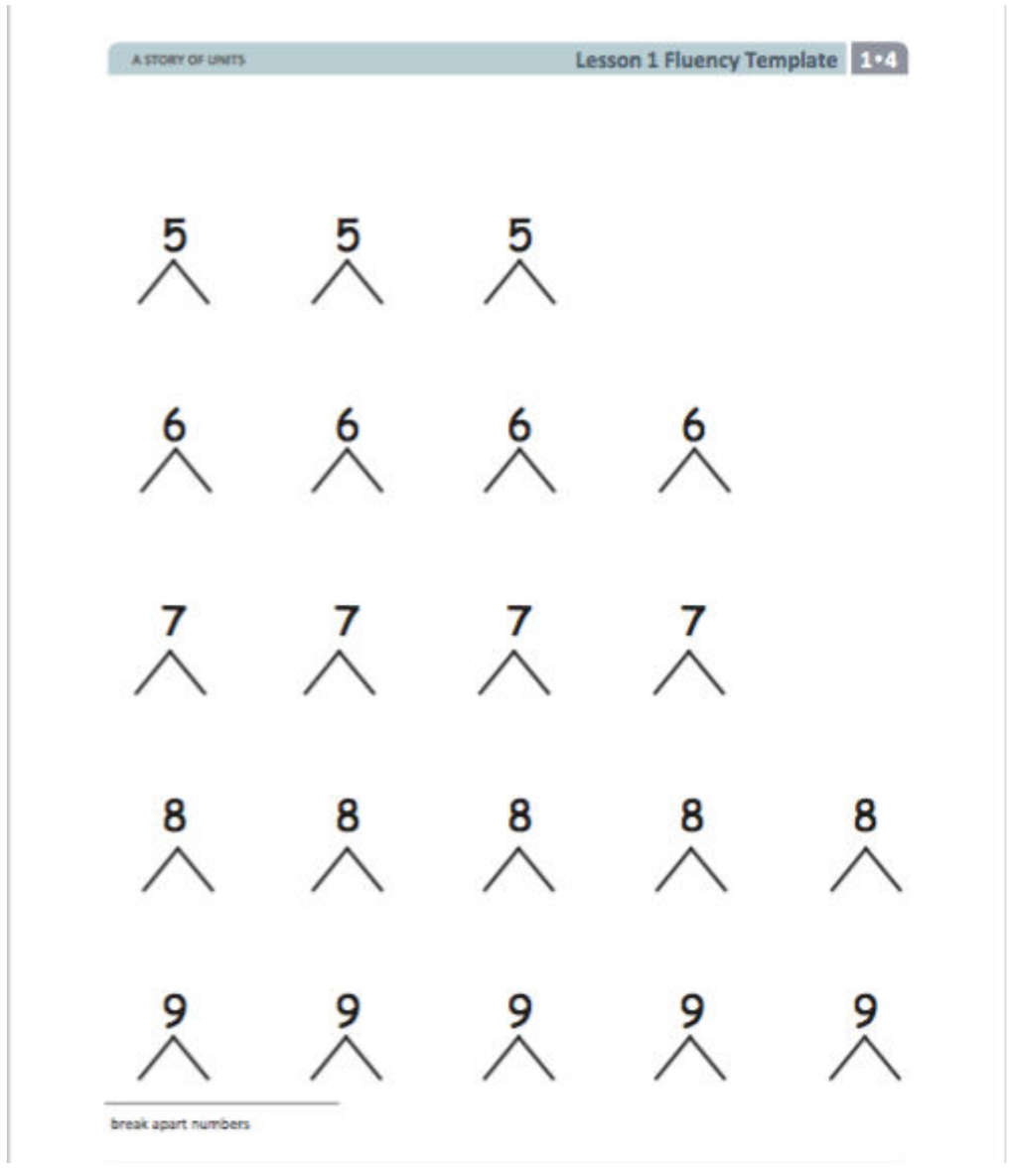
Materials Needed

- (S) Personal white board, break apart numbers template, 10 pennies and 1 dime per pair, 40 linking cubes (20 each of 2 colors)

- (T) 10 pennies, 1 dime, 40 linking cubes (20 each of 2 colors),

I can talk about when I should count by tens and when I should count by ones.

Break Apart Numbers



A STORY OF UNITS Lesson 1 Fluency Template 1•4

5 5 5

6 6 6 6

7 7 7 7

8 8 8 8 8

9 9 9 9 9

break apart numbers

Change 10 Pennies for 1 Dime

I’m going to put down some pennies while you count.

Be sure to include the unit!

Change 10 Pennies for 1 Dime

I’m going to put down some pennies while you count.

Be sure to include the unit!

Now try it with your partner.

Happy Counting by Tens

Let's play Happy Counting! We're going to count by tens the regular way and the Say Ten way.

When I hold my hand like this (point thumb and motion up), I want you to count **up**.

If I put my hand like this (point thumb and motion down), I want you to count **down**.

If I do this (thumb to the side) that means **stop**, but try hard to remember the last number you said.

Application Problem

Joy is holding 10 marbles in 1 hand and 10 marbles in the other hand.

Application Problem

Joy is holding 10 marbles in 1 hand and 10 marbles in the other hand.

How many marbles does she have in all?

Application Problem

Joy is holding 10 marbles in 1 hand and 10 marbles in the other hand.

How many marbles does she have in all?

Draw and label your picture.

Write a number sentence and a statement.

We'll talk about this problem during our debrief.

RDW

Concept Development

We’re going to make a math toolkit today!

Concept Development

We’re going to make a math toolkit today!

Look in your bag.

How many cubes do you think are in your bag?

Concept Development

We’re going to make a math toolkit today!

Look in your bag.

How many cubes do you think are in your bag?

Make a prediction. A prediction is a thoughtful guess.

Concept Development

There are a lot of cubes.

What do you think is the **best** way to count them?

Concept Development

There are a lot of cubes.

What do you think is the **best** way to count them?

Let’s hear those ideas!

Concept Development

How many cubes did you count?

How did you arrange the cubes to make them easier to count?

Let’s count by ones to make sure we have 40 cubes.

Concept Development

Now, let’s count by tens by making them into sticks of 10 cubes.

Use the same color cubes for each ten-stick.

Now that we have these ten-sticks, we can count by...?

Great! Point or move each ten to the side as you count.

Concept Development

Did we still count 40 cubes?

No matter how we count, by ones or by tens, we get to the same number. Why?

But which way was more efficient to count? Efficient means faster and easier, but still correct.

Concept Development

Look at the group of cubes.

How can I make these quicker to count?

I need a volunteer to help me.

Show me this same number of cubes using your own set. Organize them efficiently, like the ones our volunteer showd us.

Concept Development

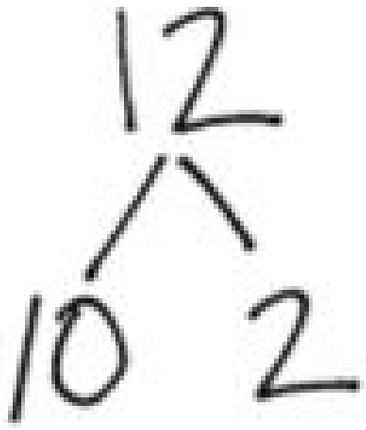
Look at the 12 scattered cubes that I have and the 12 cubes you have in front of you.

Which makes it easier for you to see 12 quickly?

Concept Development

Let’s make a number bond to show the cubes we grouped and the extra cubes that we added to the grouped cubes.

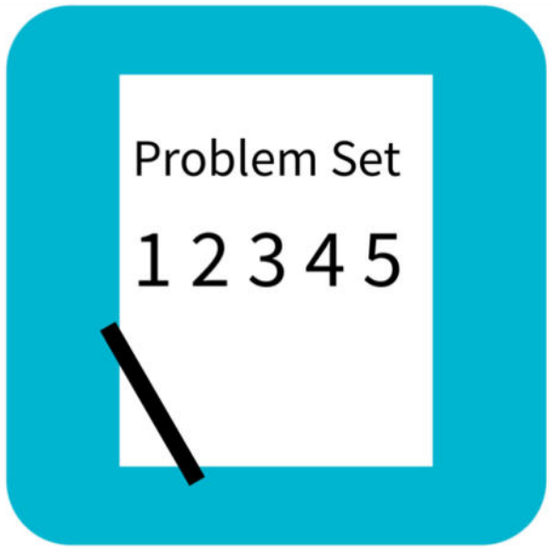
12 is made of 10 and 2 extra ones.



Concept Development

We’re going to practice a few more times with some different numbers.

Listen for the number I call out and then show me that number using ten-sticks and extra ones.



Problem Set

Name _____ Date _____

Circle groups of 10. Write the number to show the total amount of objects.

1. There are _____ grapes.

2. There are _____ carrots.

3. There are _____ apples.

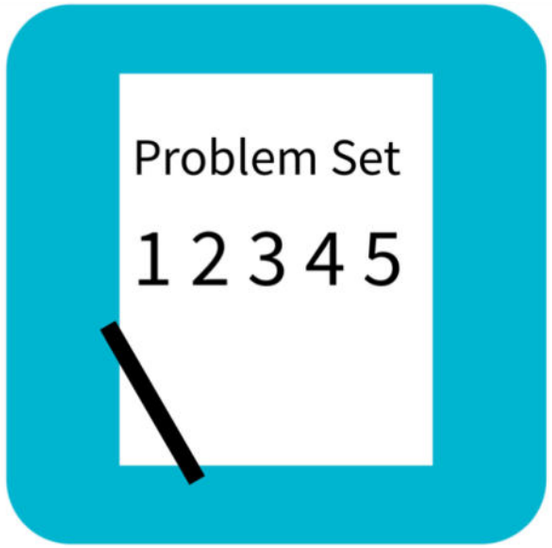
4. There are _____ peanuts.

5. There are _____ grapes.

6. There are _____ carrots.

7. There are _____ apples.

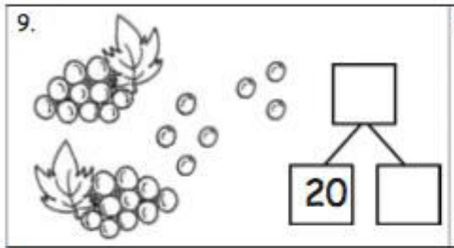
8. There are _____ peanuts.



Problem Set

Make a number bond to show tens and ones.

9.



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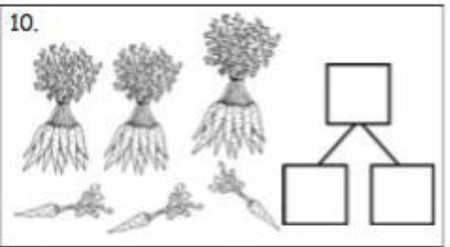

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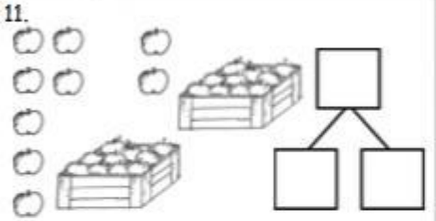

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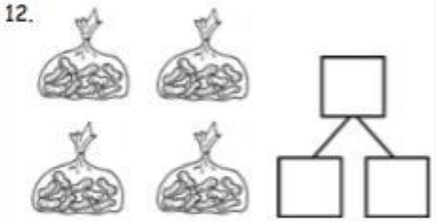
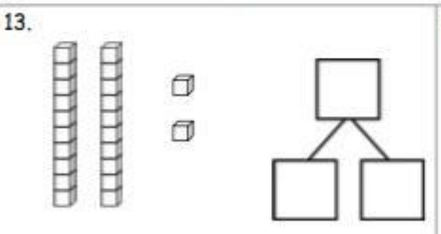


Make a number bond to show tens and ones. Circle tens to help.

13.



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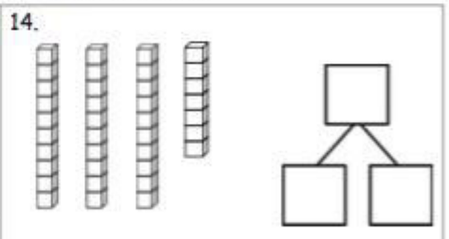

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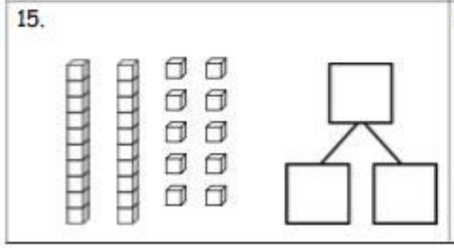

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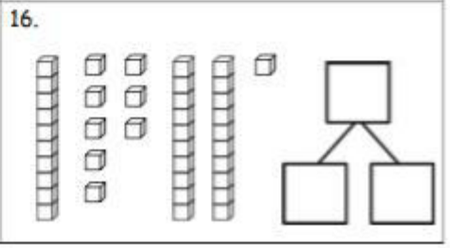


Debrief

Share your solutions with your partner.

Compare your answer to Problem 15 with your partner's.

Did you get the same answer?

What are the parts of your number bond?

Explain your thinking.

Debrief

What did you do to solve Problem 16?

What are the different ways we can group objects to make counting easier?

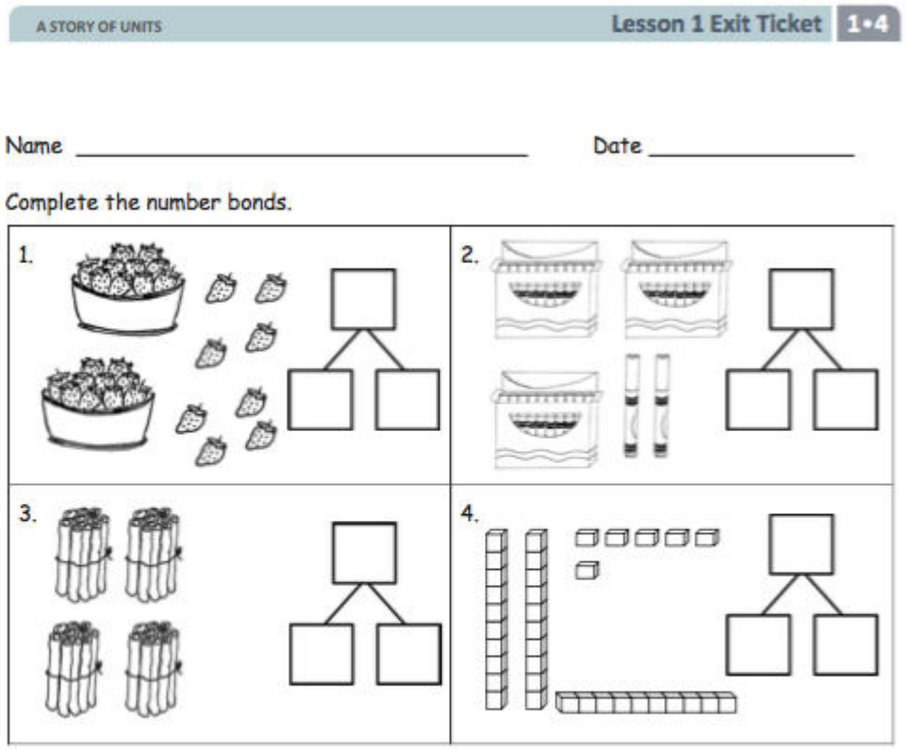
How does organizing objects in groups of 10 help us?

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

What did you get really good at today?

I can talk about when I should count by tens and when I should count by ones.

Exit Ticket



A STORY OF UNITS | Lesson 1 Exit Ticket | 1•4

Name _____ Date _____

Complete the number bonds.

1.

2.

3.

4.