Eureka Math

First Grade
Module 4
Lesson 7

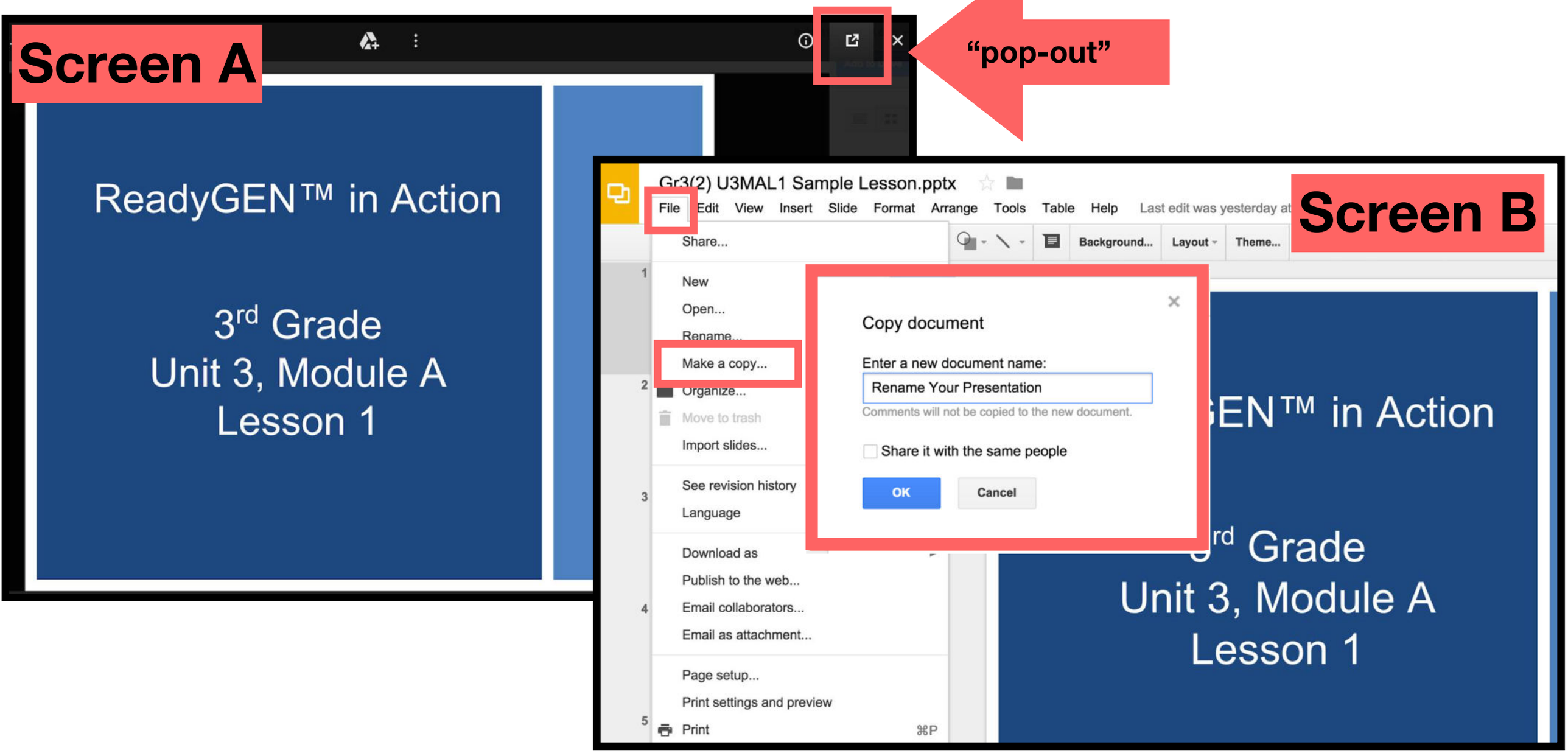
At the request of elementary teachers, a team of Bethel & Sumner educators met as a committee to create Eureka slideshow presentations. These presentations are not meant as a script, nor are they required to be used. Please customize as needed. Thank you to the many educators who contributed to this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

Directions for customizing presentations are available on the next slide.

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.

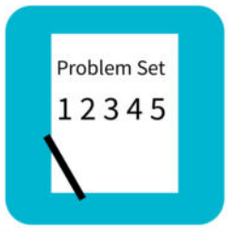


Icons

Read, Draw, Write

Learning Target

Personal White Board

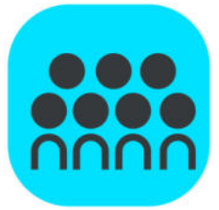


Problem Set

Manipulatives Needed

Fluency

Think Pair Share



Whole Class

Individual

Partner

Small Group

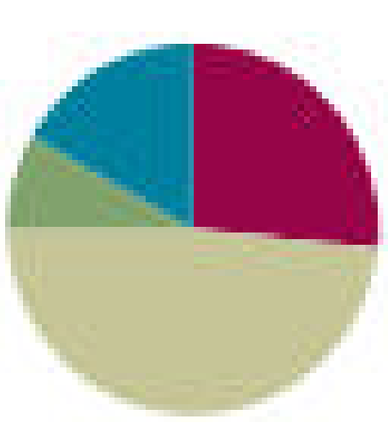
Small Group Time

Lesson 7

Objective: Compare two quantities, and identify the greater or lesser of the two given numerals.

Suggested Lesson Structure

Fluency Practice	(16 minutes)
Application Problem	(5 minutes)
Concept Development	(29 minutes)
Student Debrief	(10 minutes)
Total Time	(60 minutes)

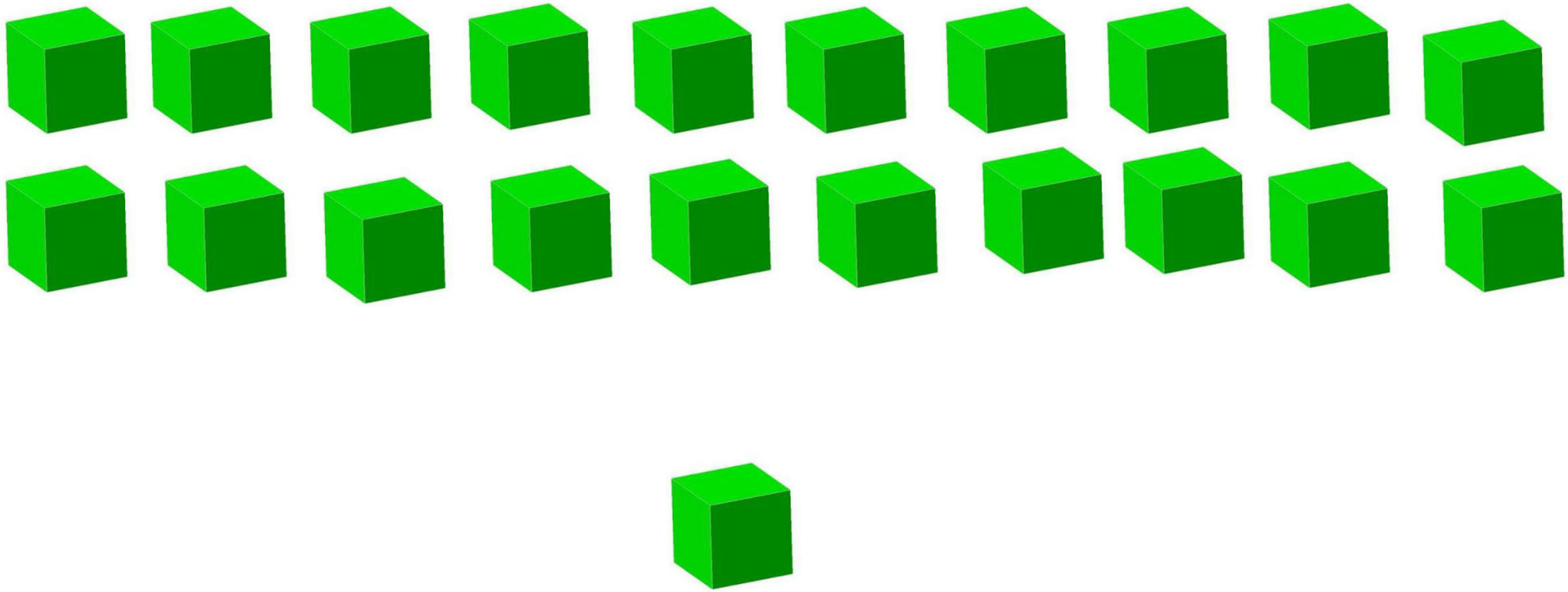


Materials Needed

- S: Sprint: +1,-1,+10,-10
- S: Personal Math Toolkit (4 ten-sticks, 4 dimes, and 10 pennies),
- S:personal white board
- S: large place value chart (Fluency Template)
- T: Enlarged dimes and pennies for display, large place value chart (Fluency Template)
- S: Numeral cards 0-10 (Lesson 4 Fluency Template), dimes and pennies from personal math toolkit

I can compare two numbers and tell the greatest and least between the two.

1 More/Less, 10 More/Less

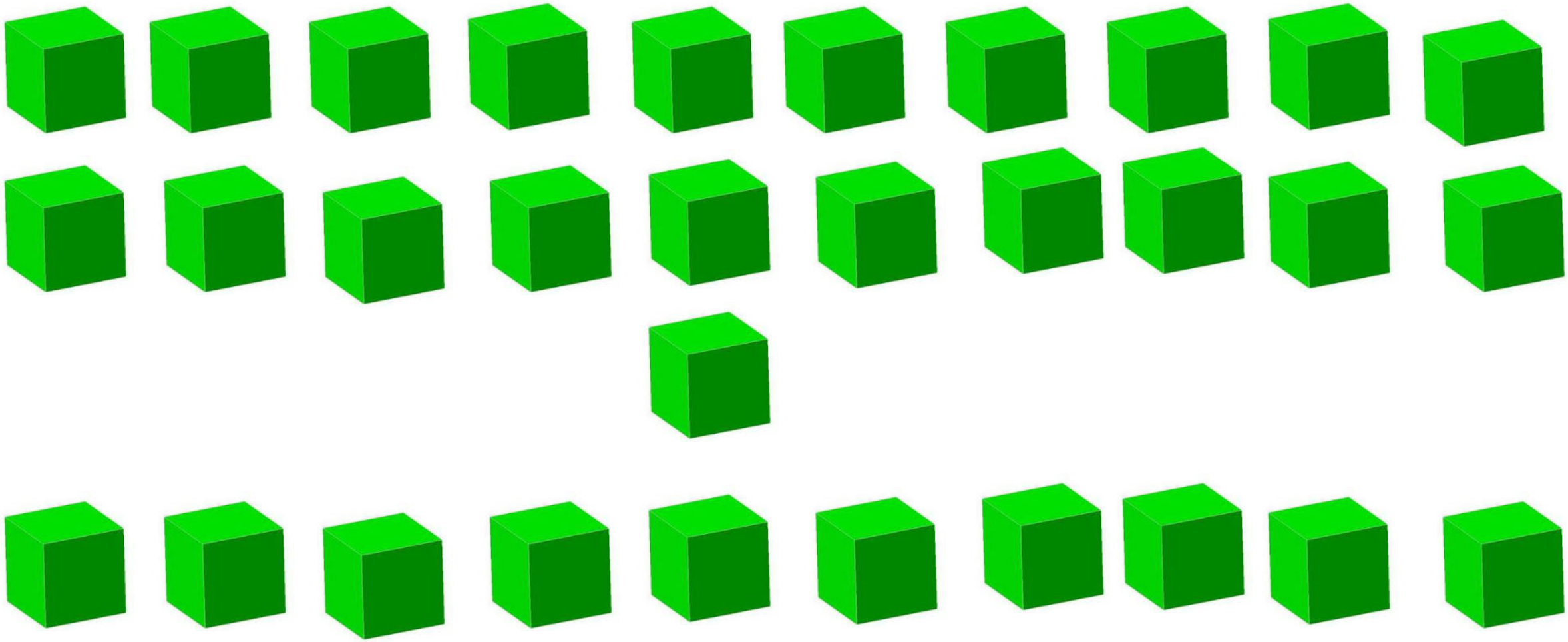


Let’s say the addition sentence, starting with 20.

1 More/Less, 10 More/Less

20 +1 = 21

1 More/Less, 10 More/Less

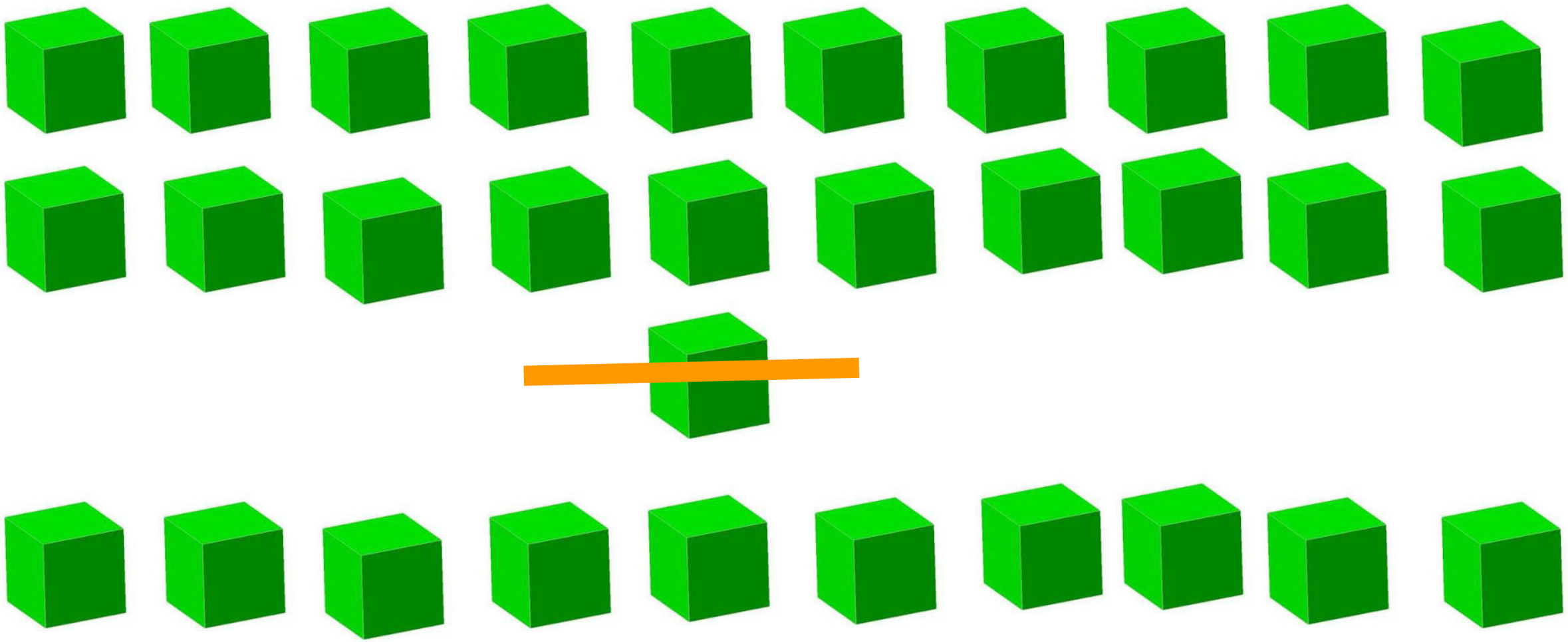


Say the addition sentence, starting with 21.

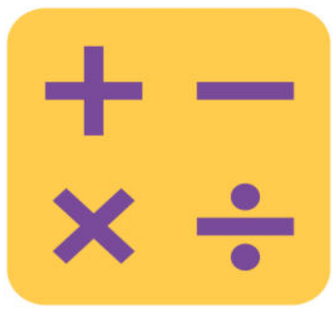
1 More/Less, 10 More/Less

21 +10 = 31

1 More/Less, 10 More/Less



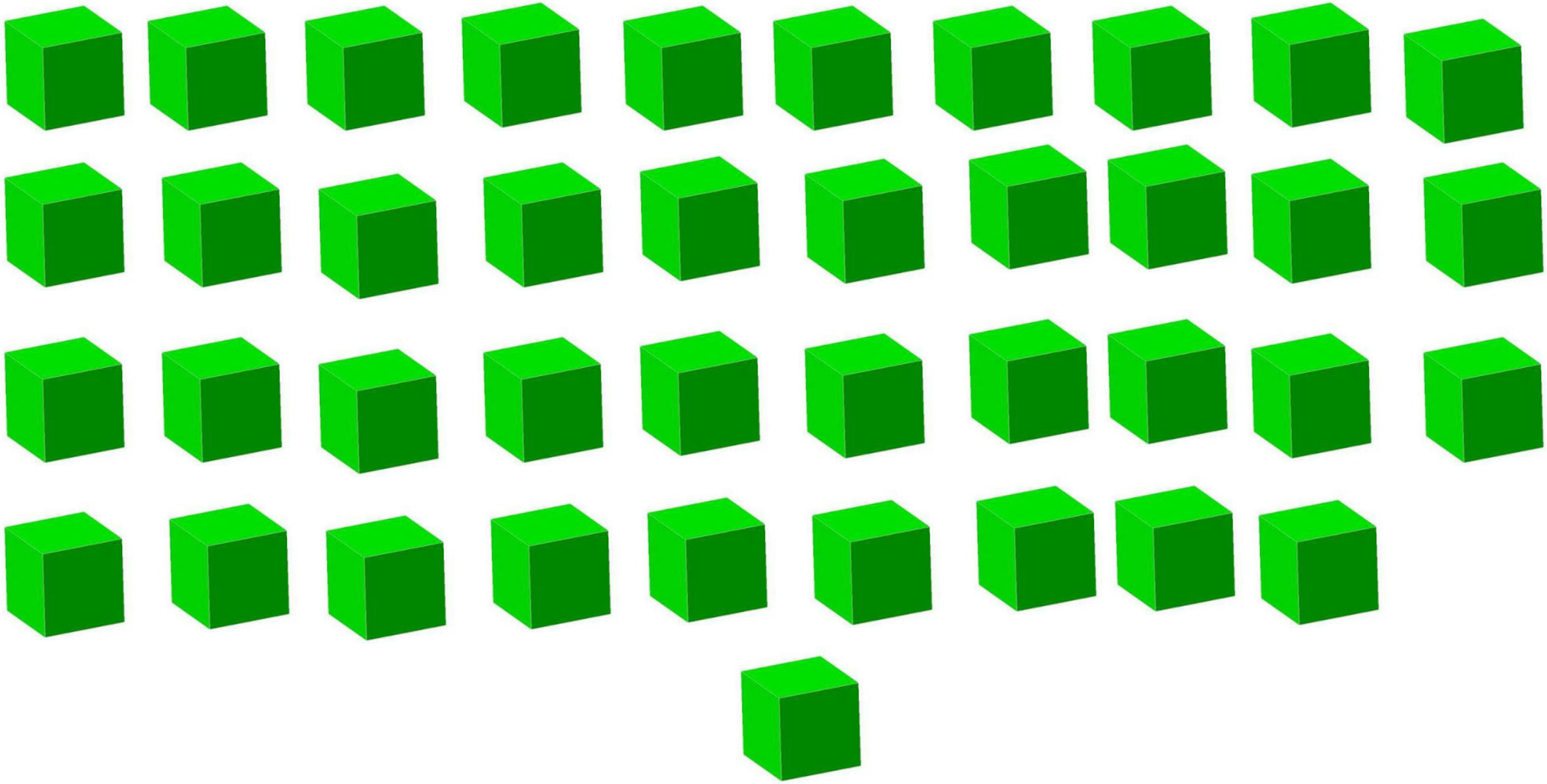
Say the subtraction sentence, starting with 31.



1 More/Less, 10 More/Less

31 -1 = 30

1 More/Less, 10 More/Less

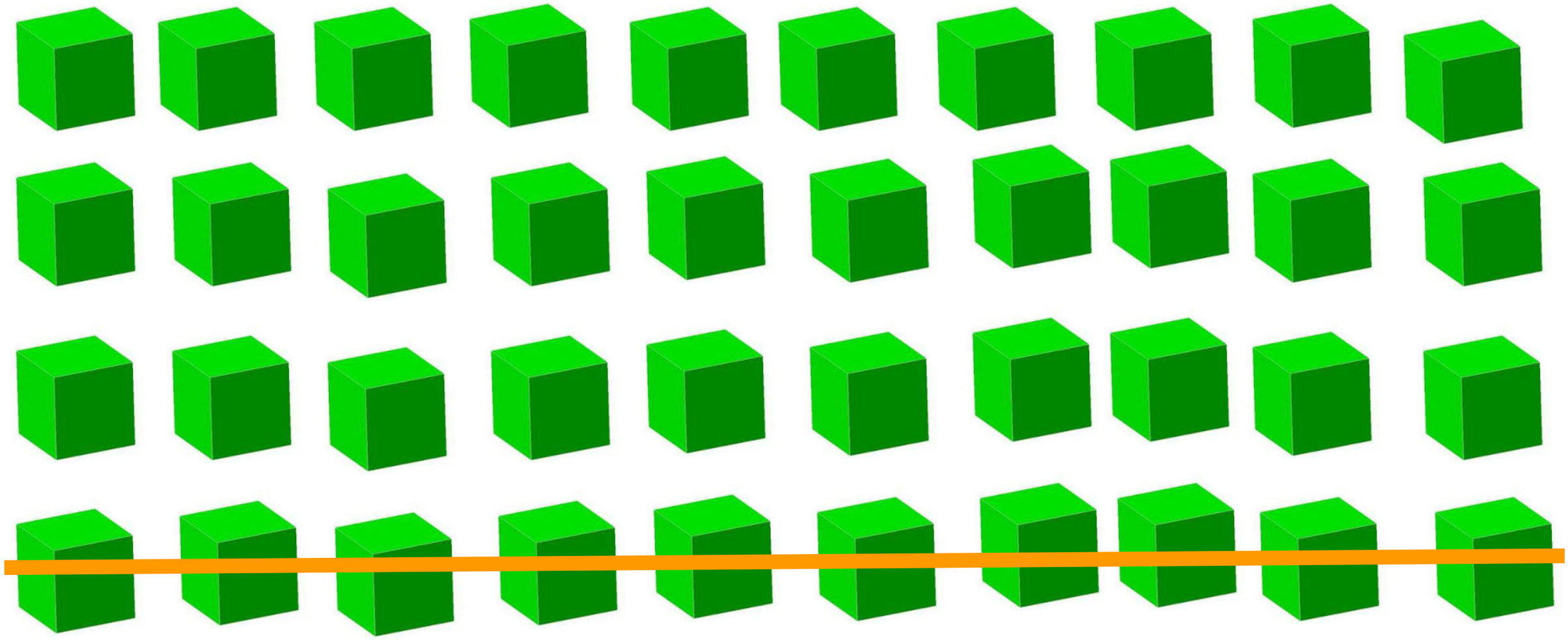


Say the addition sentence, starting with 39.

1 More/Less, 10 More/Less

39 +1 = 40

1 More/Less, 10 More/Less



Say the subtraction sentence, starting with 40.

1 More/Less, 10 More/Less

40 -10 = 30

Sprint

A

Number Correct: ☐

Name _____ Date _____

*Write the missing number. Pay attention to the addition or subtraction sign.

1	5 + 1 = ☐		16	29 + 10 = ☐	
2	15 + 1 = ☐		17	9 + 1 = ☐	
3	25 + 1 = ☐		18	19 + 1 = ☐	
4	5 + 10 = ☐		19	29 + 1 = ☐	
5	15 + 10 = ☐		20	39 + 1 = ☐	
6	25 + 10 = ☐		21	40 - 1 = ☐	
7	8 - 1 = ☐		22	30 - 1 = ☐	
8	18 - 1 = ☐		23	20 - 1 = ☐	
9	28 - 1 = ☐		24	20 + ☐= 21	
10	38 - 1 = ☐		25	20 + ☐= 30	
11	38 - 10 = ☐		26	27 + ☐= 37	
12	28 - 10 = ☐		27	27 + ☐= 28	
13	18 - 10 = ☐		28	☐+ 10 = 34	
14	9 + 10 = ☐		29	☐- 10 = 14	
15	19 + 10 = ☐		30	☐- 10 = 24	

B

Number Correct: ☐

Name _____ Date _____

*Write the missing number. Pay attention to the addition or subtraction sign.

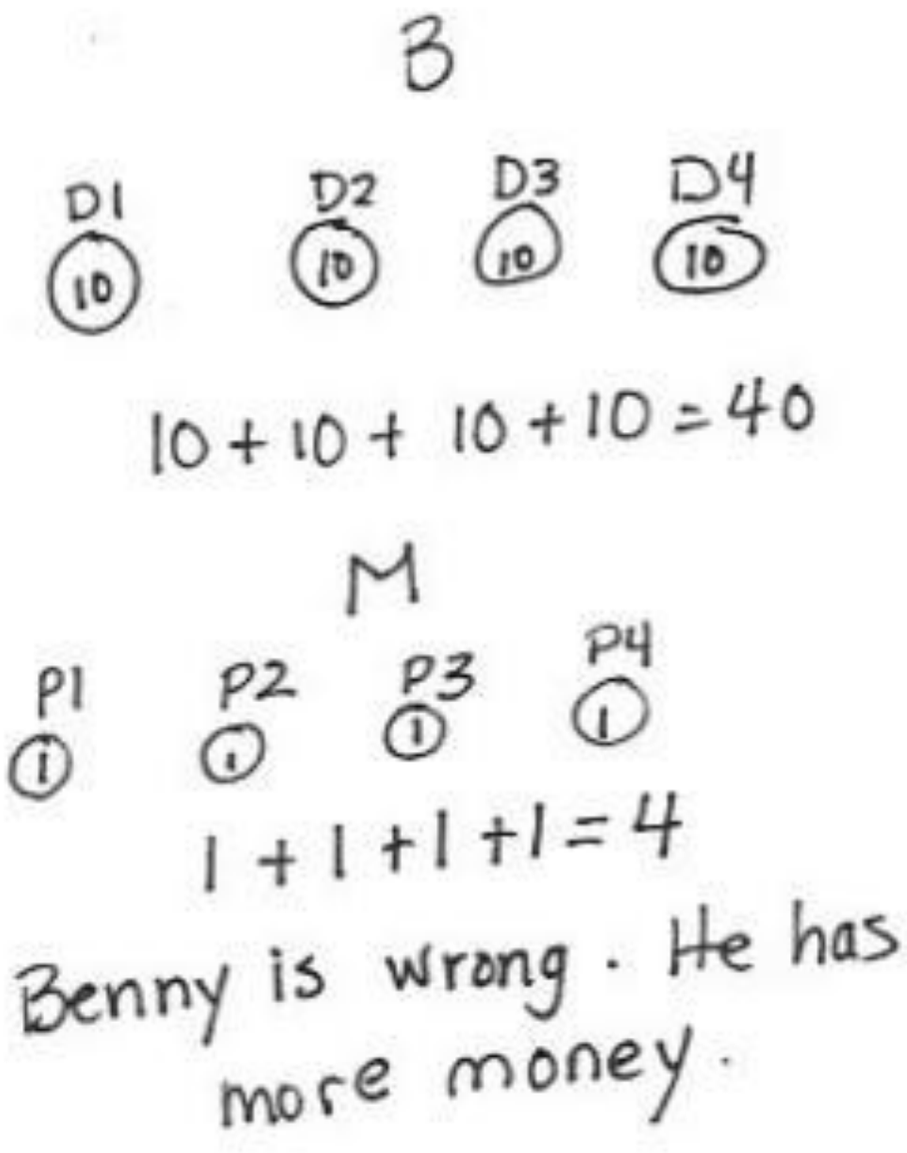
1	4 + 1 = ☐		16	28 + 10 = ☐	
2	14 + 1 = ☐		17	9 + 1 = ☐	
3	24 + 1 = ☐		18	19 + 1 = ☐	
4	6 + 10 = ☐		19	29 + 1 = ☐	
5	16 + 10 = ☐		20	39 + 1 = ☐	
6	26 + 10 = ☐		21	40 - 1 = ☐	
7	7 - 1 = ☐		22	30 - 1 = ☐	
8	17 - 1 = ☐		23	20 - 1 = ☐	
9	27 - 1 = ☐		24	10 + ☐= 11	
10	37 - 1 = ☐		25	10 + ☐= 20	
11	37 - 10 = ☐		26	22 + ☐= 32	
12	27 - 10 = ☐		27	22 + ☐= 23	
13	17 - 10 = ☐		28	☐+ 10 = 39	
14	8 + 10 = ☐		29	☐- 10 = 19	
15	18 + 10 = ☐		30	☐- 10 = 29	

Application Problem

Benny has 4 dimes. Marcus has 4 pennies. Benny says, “We have the same amount of money!” Is he correct? Use drawings or words to explain your thinking.

Concept Development

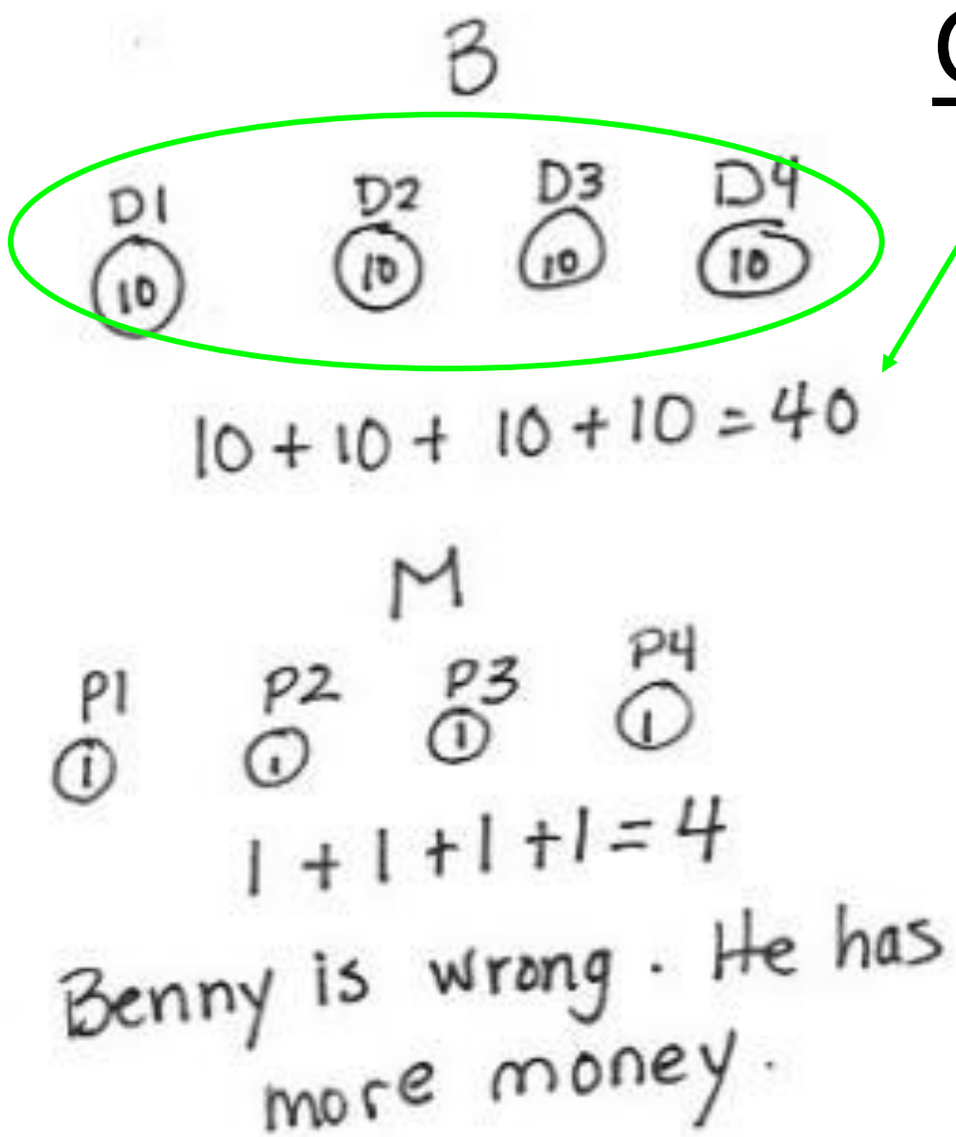
Look at the Application Problem.



Which boy has the greater total value of money?

Concept Development

Look at the Application Problem.

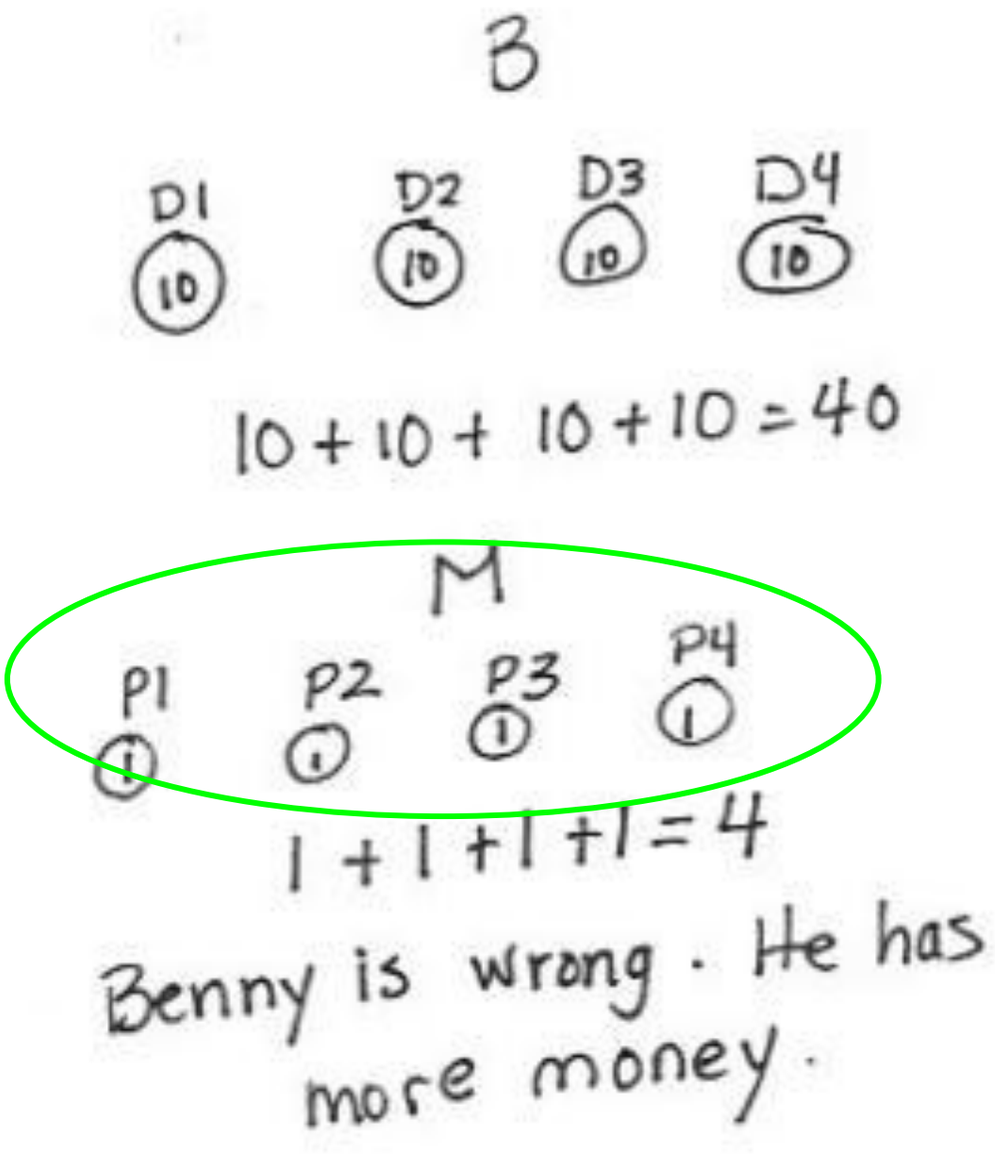


Greater

The word *greater* means more. 40 is more than 4. 40 is greater than 4.

Concept Development

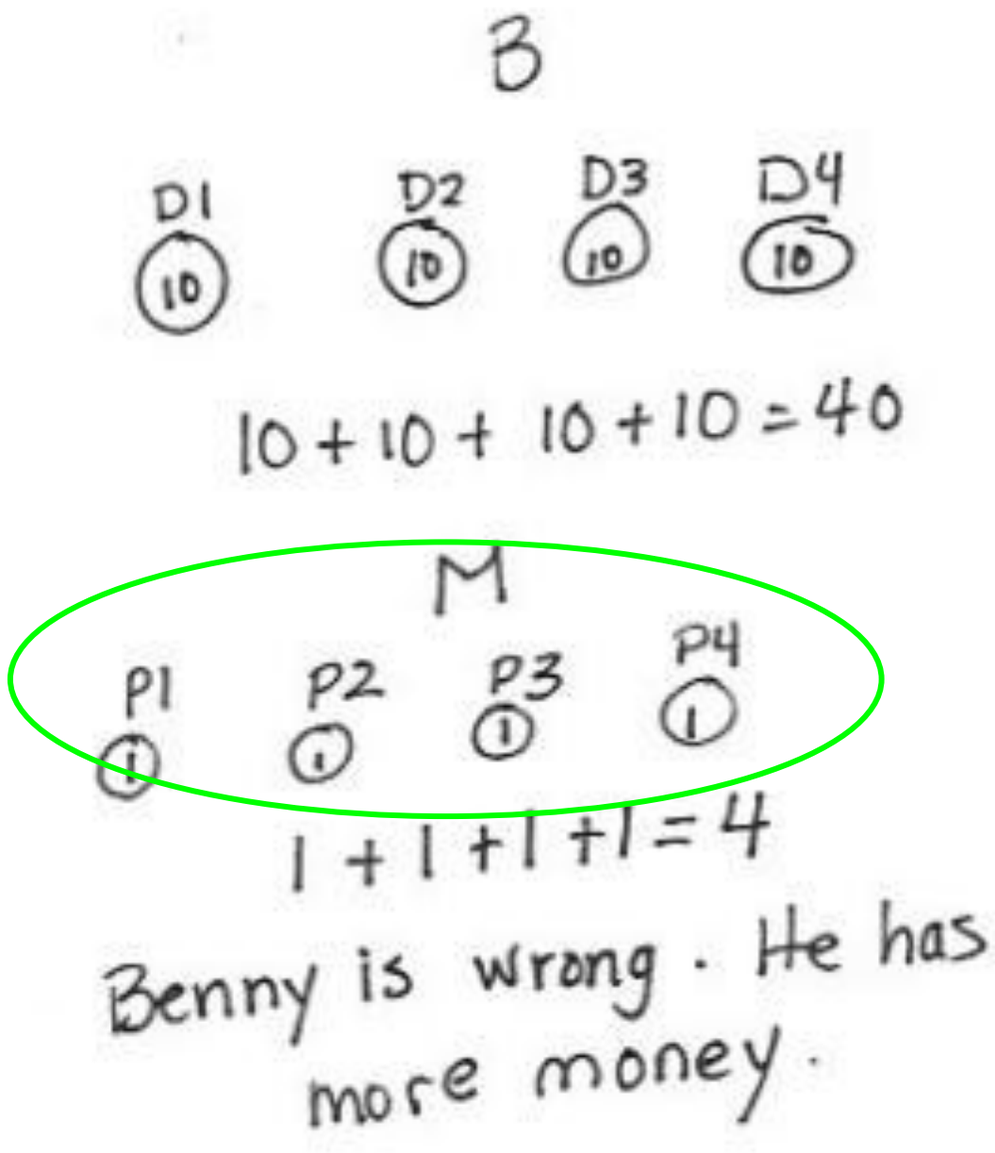
Look at the Application Problem.



How would you describe 4 compared to 40? 4 is…?

Concept Development

Look at the Application Problem.



Yes, we would say 4 is ***less*** than 40.

Let's compare some more numbers. Let's find the greater number in each pair of numbers.

Concept Development

5 and 12

Concept Development

39 and 21

Concept Development

23 and 32

Concept Development

17 and 15

Concept Development

14 and 40

Concept Development

30 and 13

Concept Development

1 ten 9 ones and

2 tens 1 one

Concept Development

3 tens 1 one and

1 ten 3 ones

Concept Development

tens	ones
2	8
3	8

Which number is greater?

Concept Development

tens	ones
2	8
3	8

Which number is greater?

38

Do you look at the tens place or the ones place or the ones place to help you find the greater number? Turn and Talk

Concept Development

tens	ones
2	8
3	8

Which number is greater?

38

Yes, 3 tens is greater than 2 tens. 38 is greater than 28.

Concept Development

tens	ones
2	9
3	2

Which number is greater?

Concept Development

tens	ones
2	9
3	2

9 is a lot greater than either of the digits in 32. Does that mean 29 is greater than 32? Turn and Talk

Concept Development

tens	ones
2	9
3	2

Yes, 3 tens is greater than 2 tens. Let's remember the *value* of the digits when comparing!

Concept Development

Comparison with Cards Game

Partner A and Partner B

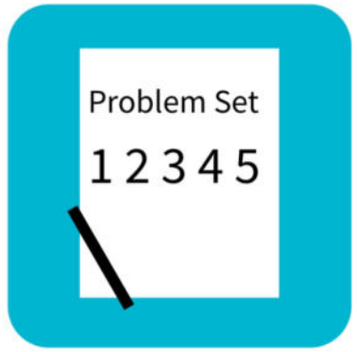
1. Each partner turns over two cards.

2. Add the two numbers together and find the total.

3. Partner A says a sentence to compare the totals using the words greater than or equal to.

4. The partner with the greater total wins the cards. (If the totals are equal, leave the cards until the next round when one student does have a greater total.)

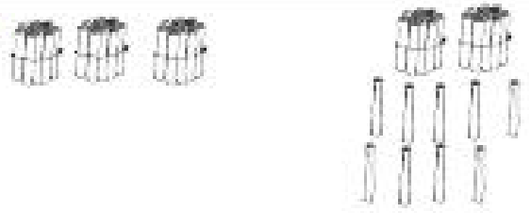
5. Repeat with Partner B making the comparison statement.



Problem Set

Name _____ Date _____

For each pair, write the number of items in each set. Then, circle the set with the *greater* number of items.

1.  _____ _____	2.  _____ _____
3.  _____ _____	4.  _____ _____

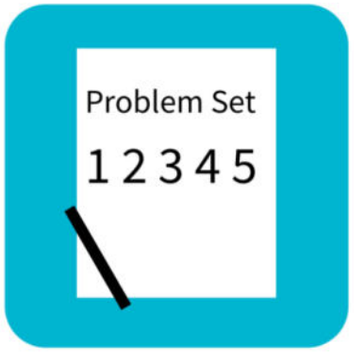
5. Circle the number that is *greater* in each pair.

a.	1 ten 2 ones	3 tens 2 ones
b.	2 tens 8 ones	3 tens 2 ones
c.	19	15
d.	31	26

6. Circle the set of coins that has a *greater* value.

3 dimes

3 pennies

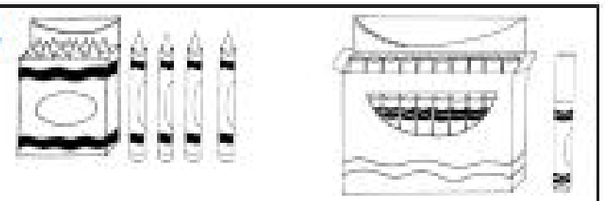


Problem Set

For each pair, write the number of items in each set. Circle the set with *fewer* items.

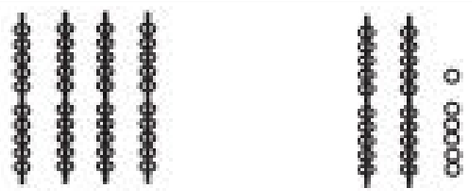
7.

8.



9.

10.



11. Circle the number that is *less* in each pair.

a. 2 tens 5 ones 1 ten 5 ones

b. 28 ones 3 tens 2 ones

c. 18 13

d. 31 26

12. Circle the set of coins that has *less* value.

1 dime 2 pennies

1 penny 2 dimes

13. Circle the amount that is *less*. Draw or write to show how you know.

32 17

Debrief

- In Problem 3, did you look at the tens or ones to compare? Why?

- Look at your Problem Set with a partner, and find an example where you needed to look at the ones place to compare. Talk about why you must sometimes look the ones place to compare numbers.

Debrief

- How are dimes and pennies similar to tens and ones?

- Look at Problem 4. Was this pair more difficult for you to compare? Why?

Debrief

- We call the numeral in the tens place a digit. The numeral in the ones place can also be called a digit. Look at the pair of numbers in Problem 5(d) and identify the digit in the tens place and the digit in the ones place for both numbers.

Debrief

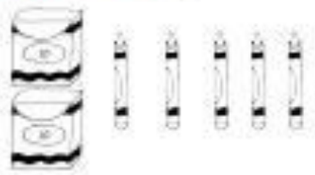
- Take out the cards you kept from today's Comparison with Cards game. What is the total of each pair of cards? Write your total in a place value chart on your personal white board and compare with your partner.

- Share your answer to today's Application Problem with a partner. Restate your answer using the words greater or less.

Exit Ticket

Name _____ Date _____

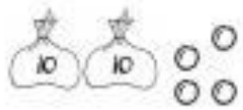
1. Write the number of items in each set. Then, circle the set that is *greater* in number. Write a statement to compare the two sets.

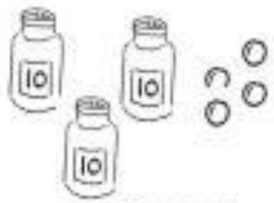


_____ _____

_____ is greater than _____.

2. Write the number of items in each set. Then, circle the set that is *less* in number. Say a statement to compare the two sets.





_____ _____

_____ is less than _____.

3. Circle the set of coins that has a greater value.

4. Circle the set of coins that has less value.