Eureka Math

First Grade
Module 4
Lesson 8

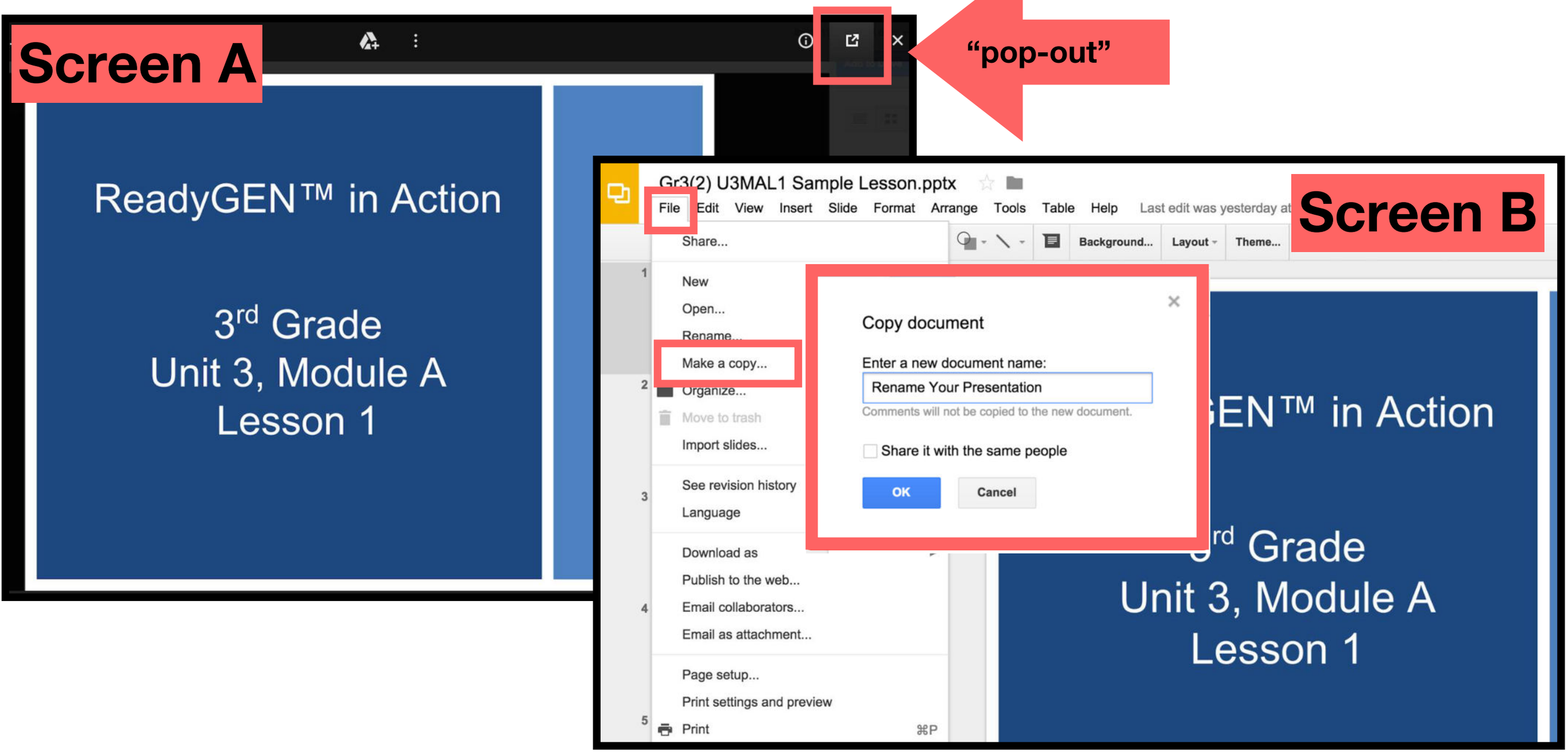
At the request of elementary teachers, a team of Bethel & Sumner educators met as a committee to create Eureka slideshow presentations. These presentations are not meant as a script, nor are they required to be used. Please customize as needed. Thank you to the many educators who contributed to this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

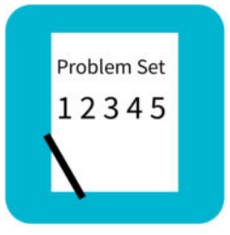


Icons

Read, Draw, Write

Learning Target

Personal White Board

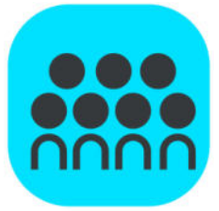


Problem Set

Manipulatives Needed

Fluency

Think Pair Share



Whole Class

Individual

Partner

Small Group

Small Group Time

Lesson 8

Objective: Compare quantities and numerals from left to right.

Suggested Lesson Structure

Fluency Practice	(13 minutes)
Application Problem	(5 minutes)
Concept Development	(32 minutes)
Student Debrief	(10 minutes)
Total Time	(60 minutes)

Materials Needed

- S: 1 pack of numeral cards 0–10 per set of partners (Lesson 4 Fluency Template)
- S: Core Subtraction Fluency Review
- T: Comparison cards (Template)
- S: Comparison cards (Template), personal white board, ten-sticks and coins from personal math toolkit

I can compare two numbers and tell the greatest and least between the two reading them from left to right.

Subtraction with Cards

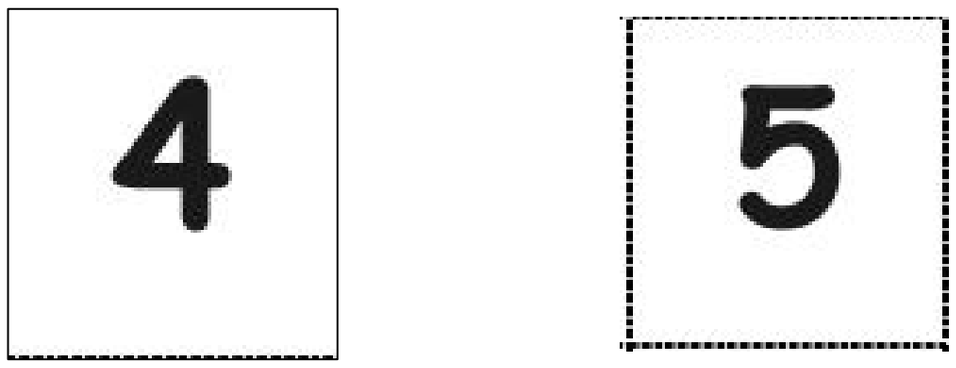
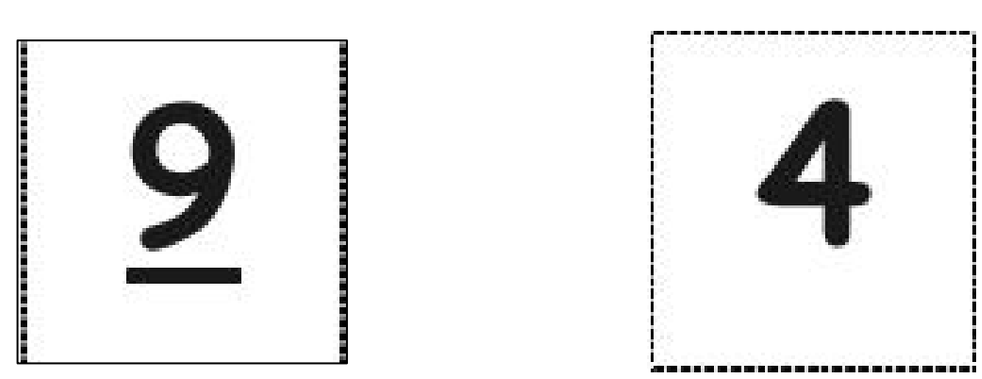
Students combine their numeral cards and place them facedown between them. Each partner flips over two cards and subtracts the smaller number from the larger one. The partner with the smallest difference says a less than sentence and keeps the cards played by both players. If both players have the same difference, each partner flips two more cards, and the player with the smaller difference says a less than sentence and keeps all the cards. The player with the most cards at the end of the game wins.

Subtraction with Cards

Player A	Player B
4 5	9 4

Turn and Talk to your partner about who won this round?

Subtraction with Cards

Player A	Player B
	
5-4=1	9-4=5

5>1

Player A wins this round!

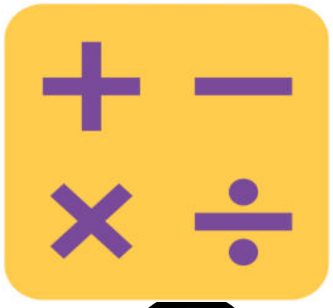
Core Subtraction Fluency Review

Name _____ Date _____

Core Subtraction Fluency Review

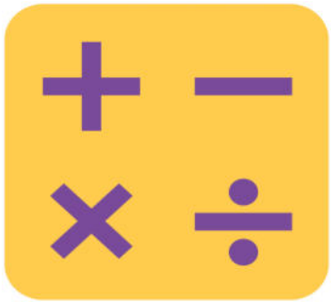
1. 8 - 0 = ___	16. 9 - 3 = ___	31. 5 - 5 = ___
2. 8 - 1 = ___	17. 10 - 3 = ___	32. 6 - 5 = ___
3. 7 - 7 = ___	18. 10 - 4 = ___	33. 7 - 5 = ___
4. 3 - 3 = ___	19. 10 - 2 = ___	34. 8 - 5 = ___
5. 3 - 2 = ___	20. 10 - 8 = ___	35. 8 - 4 = ___
6. 4 - 2 = ___	21. 10 - 7 = ___	36. 10 - 5 = ___
7. 5 - 2 = ___	22. 10 - 6 = ___	37. 9 - 5 = ___
8. 5 - 3 = ___	23. 6 - 6 = ___	38. 9 - 4 = ___
9. 9 - 2 = ___	24. 7 - 7 = ___	39. 6 - 3 = ___
10. 8 - 2 = ___	25. 7 - 6 = ___	40. 6 - 4 = ___
11. 7 - 2 = ___	26. 8 - 8 = ___	41. 7 - 3 = ___
12. 4 - 4 = ___	27. 8 - 7 = ___	42. 7 - 4 = ___
13. 4 - 3 = ___	28. 9 - 9 = ___	43. 8 - 6 = ___
14. 5 - 4 = ___	29. 9 - 8 = ___	44. 9 - 6 = ___
15. 8 - 3 = ___	30. 10 - 9 = ___	45. 9 - 7 = ___

Students have 3 minutes to complete as many problems as they can.



Beep Counting by Ones and Tens (3 min.)

Say a series of four numbers, but replace one of the numbers with the word beep (e.g., 1, 2, 3, beep). When signaled, students say the number that was replaced by the word beep in the sequence. Scaffold number sequences, beginning with easy sequences and moving to more complex ones. Choose sequences that count forward and backward by ones and tens within 40.



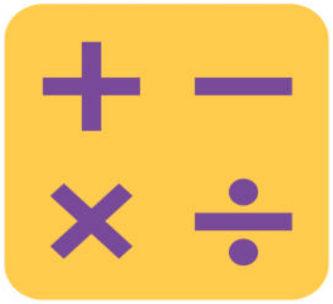
Beep Counting

10, 11, 12,

BEEP!

Beep Counting

13

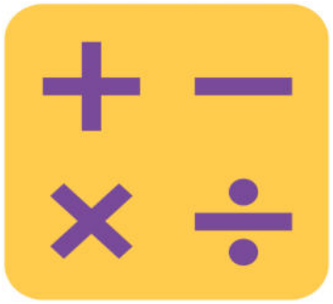


Beep Counting

20, 19, 18, BEEP!

Beep Countingg

17

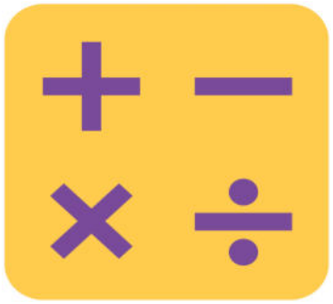


Beep Counting

30, 29, 28, BEEP!

Beep Counting

27

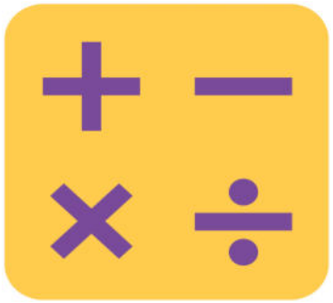


Beep Counting

0, 10, 20, BEEP!

Beep Counting

30

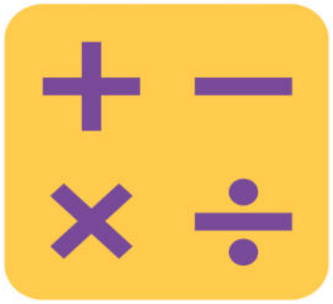


Beep Counting

1, 11, 21, BEEP!

Beep Counting

31

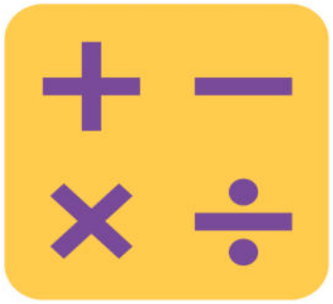


Beep Counting

40, 30, 20, BEEP!

Beep Counting

10



Beep Counting

39, 29, 19, BEEP!

Beep Counting

9

Application Problem

Anton picked 25 strawberries. He picked some more strawberries. Then, he had 35 strawberries.

a. Use a place value chart to show how many more strawberries Anton picked.

b. Write a statement comparing the two amounts of strawberries using one of these phrases: greater than, less than, or equal to.

Concept Development

10, 11, 12, 13

40, 30, 20, 10

You said these numbers during beep counting. What is different about them?

Concept Development

10, 11, 12, 13

40, 30, 20, 10

Let’s use our math language to explain that. Who remembers the words we used yesterday when we were comparing two numbers?

Greater than. Less than. Equal to.

Concept Development

10, 11, 12, 13

40, 30, 20, 10

Are you saying that 10 is less than or greater than 11?

less than

Concept Development

10, 11, 12, 13

40, 30, 20, 10

What about the next numbers? 11 is …?

less than

Concept Development

10, 11, 12, 13

40, 30, 20, 10

Let’s say the whole sequence and use the comparison words as we compare each number in the set.

Concept Development

10, 11, 12, 13

40, 30, 20, 10

- When we compare numbers using words, we read from left to right, just like when we are reading a sentence in a book or when we are reading a number sentence.

- 40, 30, 20, 10 is in a different order. Turn to your partner, and discuss which word we will use when comparing them. Remember, we start with 40.

Concept Development

10, 11, 12, 13

40, 30, 20, 10

- Let’s read the whole sequence, using greater than to compare the number pairs as we go.

Concept Development

- Today, we are reading left to right when we compare numbers.
- Partner A (seated on the left), show 13 with your ten-sticks.
- Partner B, show 23 with your ten-sticks. Find the card with the comparison words that show how your number compares to your partner's number, and put it below your ten-sticks.

Concept Development

13

23

less than

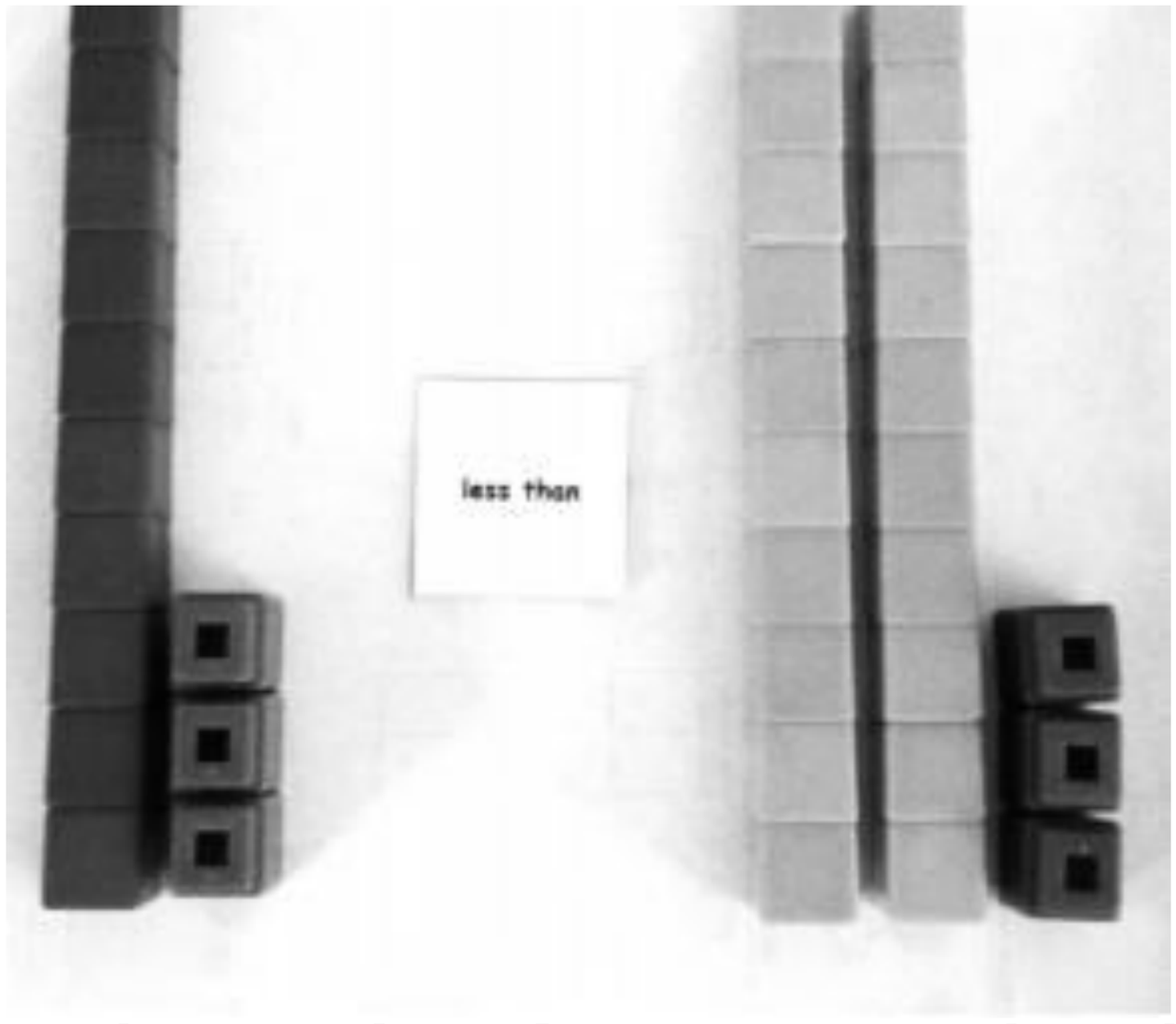
greater than

I see these cards under your numbers.

To read this from left to right, we would say 13 is…?

Less than 23

Concept Development



Yes, less than. Let’s move the less than card between our numbers. We’ll read together.

Concept Development

15

19

Concept Development

21

19

Concept Development

3 tens 5 ones

2 tens 8 ones

Concept Development

21

31

Concept Development

18

9

Concept Development

38

12

Concept Development

27

19

Concept Development

Does anyone else notice something interesting about which card we have been using when we read the comparison from left to right?

Yes, we always use Partner A’s card!

Do we even need Partner B’s card to say our comparison sentence?

Concept Development

Now switch spots so that we can use Partner B’s card!

Concept Development

14

17

Concept Development

3 tens and 2 tens

Concept Development

9 ones and 3 tens

Concept Development

24 and 38

Concept Development

34 and 28

Which digit in each number did you look at first to compare them?

That’s right the tens place!

Concept Development

Why do we look at the tens place first when we compare two numbers?

Turn and talk

Concept Development

29, 38, 7, 14, 24

0 10 20 29 30 40

If I want to place these numbers into this set of numbers, in order, where would they go? Where would I put 29?

Concept Development

29, 38, 7, 14, 24

0 10 20 30 38 40

Where would I put 38?

Concept Development

29, 38, 7, 14, 24

40 38 30 29 20 10 0

Where does 29 go now?

Concept Development

29, 38, 7, 14, 24

0 7 10 14 20 24 29 30 38 40

Now let’s go back to our original sequence we made, starting on the ...?

left

Concept Development

29, 38, 7, 14, 24

40 30 20 10 0

What will we say when we are comparing the numbers in the second set?

Greater than!

Concept Development

29, 38, 7, 14, 24

40 38 30 29 24 20 14 10 7 0

Problem Set

1 2 3 4 5

Problem Set

Name _____ Date _____

Word Bank

is greater than
is less than
is equal to

1. Draw quick tens and ones to show each number. Label the first drawing as *less than (L)*, *greater than (G)*, or *equal to (E)* the second. Write a phrase from the word bank to compare the numbers.

a.

20 _____ 18

b. 2 tens 3 tens

2 tens _____ 3 tens

c.

24 15

24 _____ 15

d.

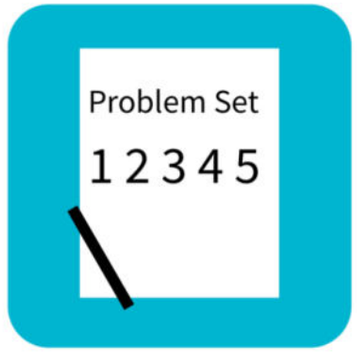
26 32

26 _____ 32

2. Write a phrase from the word bank to compare the numbers.

36 _____ 3 tens 6 ones

1 ten 8 ones _____ 3 tens 1 one



Problem Set

38 _____ 26

1 ten 7 ones _____ 27

15 _____ 1 ten 2 ones

30 _____ 28

29 _____ 32

3. Put the following numbers in order from *least* to *greatest*. Cross off each number after it has been used.

9	40	32	13	23

4. Put the following numbers in order from *greatest* to *least*. Cross off each number after it has been used.

9	40	32	13	23

5. Use the digits 8, 3, 2, and 7 to make 4 different two-digit numbers less than 40. Write them in order from *greatest* to *least*.

8	3	2	7

Examples: 32, 27,...

Debrief

- Look at Problem 2. Use math drawings, materials, or place value charts to prove your solution for 36 _____ 3 tens 6 ones.

- How did Problem 3 help you solve Problem 4? What is the same about these two problems? What is different?

Debrief

- Rewrite your statement for the Application Problem using only numbers and the phrase greater than or less than to compare the two sets of strawberries. Start with Anton's strawberries.

- Share your solution to Problem 5 with your partner. Did you have the same solution? If your solutions were different, explain how they could both be correct.

Exit Ticket

Name _____ Date _____

1. Write the numbers in order from *greatest* to *least*.

	40	
39		29
	30	

_____ _____ _____ _____

2. Complete the sentence frames using the phrases from the word bank to compare the two numbers.

Word Bank

is greater than
is less than
is equal to

a. 17 _____ 24

b. 23 _____ 2 tens 3 ones

c. 29 _____ 20