Eureka Math

1st Grade
Module 4
Lesson 19

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Directions for customizing presentations are available on the next slide.

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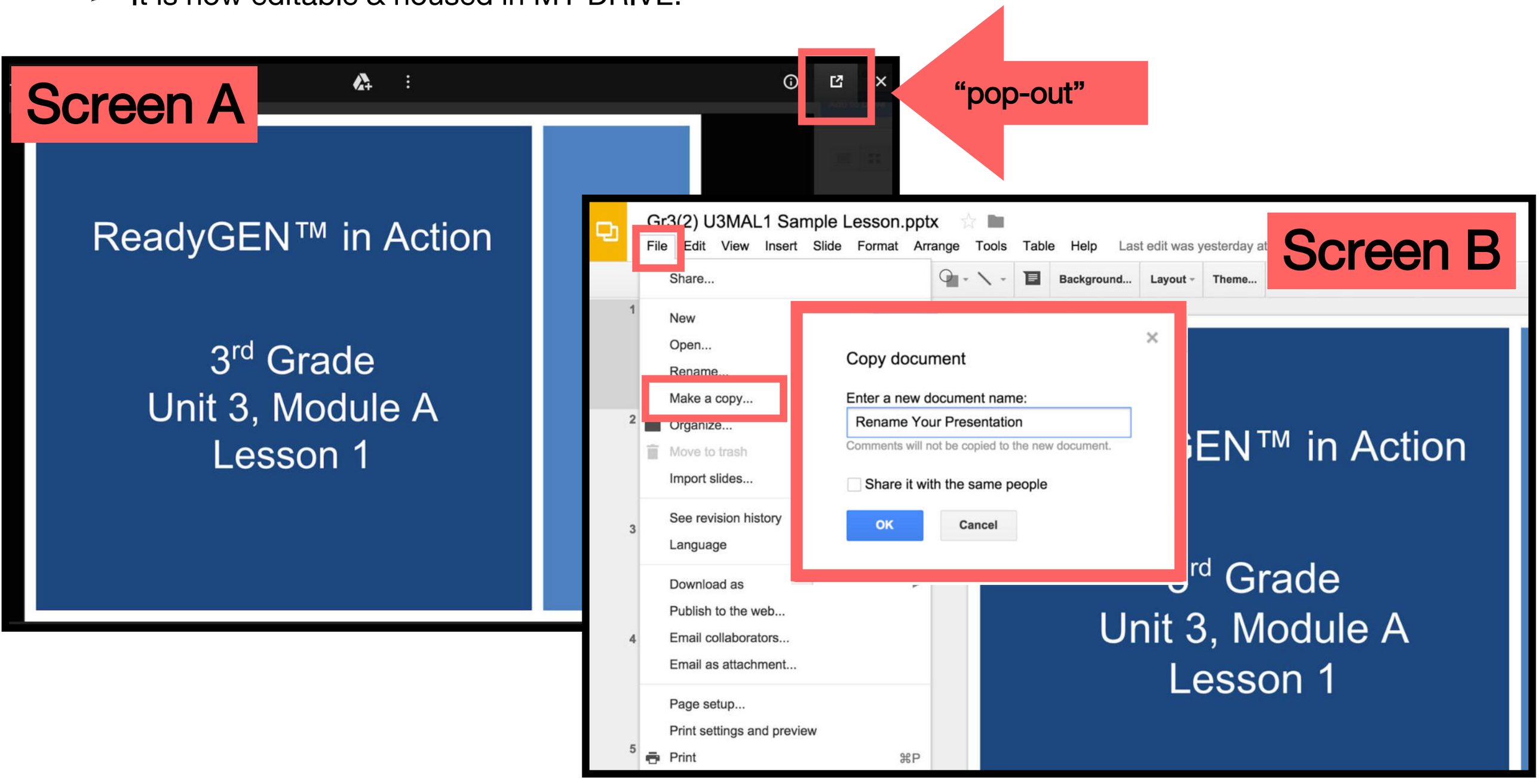
Reflecting your Teaching Style and Learning Needs of Your Students

- 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.

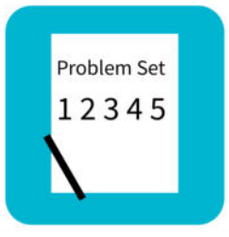


Icons

Read, Draw, Write

Learning Target

Personal White Board

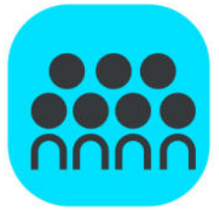


Problem Set

Manipulatives Needed

Fluency

Think Pair Share



Whole Class

Individual

Partner

Small Group

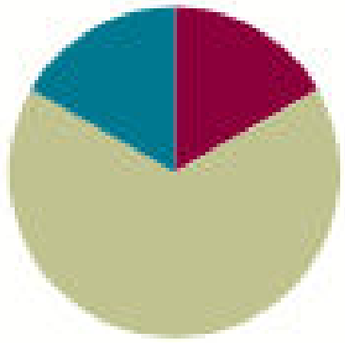
Small Group Time

Lesson 19

Objective: Use tape diagrams as representations to solve *put together/take apart with total unknown* and *add to with result unknown* word problems.

Suggested Lesson Structure

Fluency Practice	(10 minutes)
Concept Development	(40 minutes)
Student Debrief	(10 minutes)
Total Time	**(60 minutes)**



Materials Needed

- Fluency
  - (S) Sprint: Analogous Addition Within 40
- Concept Development

  (T) Document camera (S) Problem Set

Note: Problem Set work is part of Concept Development. Concept Development asks you to use student work as examples. You may want to look at the examples in your Teacher's Guide to see the goal of what tape diagrams should look like.

I can use tape diagrams to solve word problems.

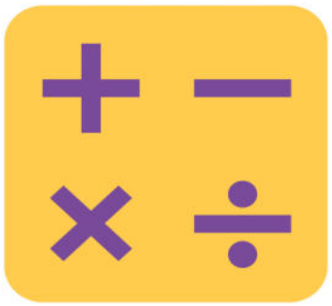
Application Problem

Use the RDW process to solve one or both of the problems.

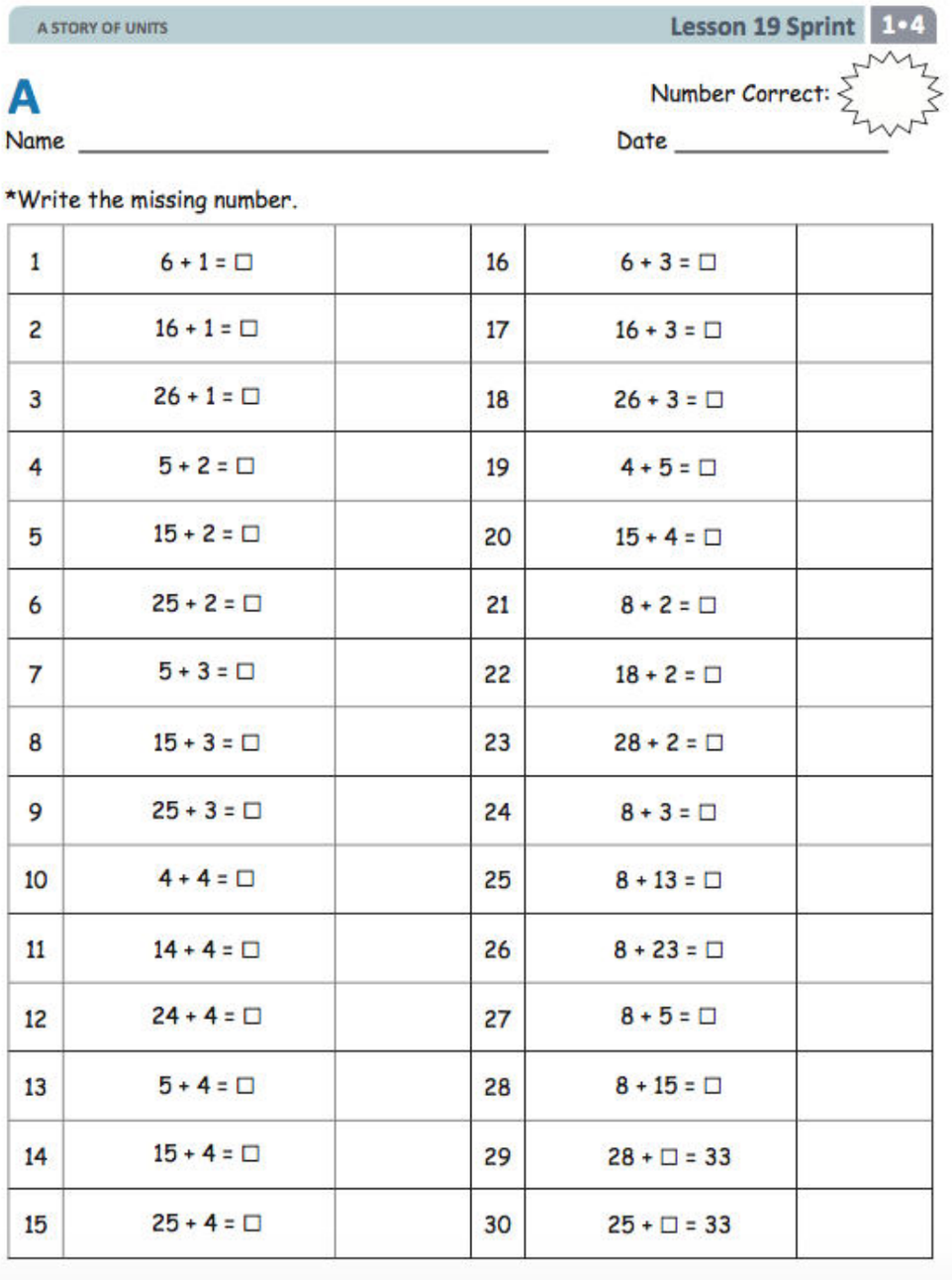
a. Some ducks were in a pond. 4 baby ducks joined them. Now, there are 6 ducks in the pond. How many ducks were in the pond at first?

b. Some frogs were in the pond. Three jumped out, and now there are 5 frogs in the pond. How many frogs were in the pond at first?

Sprint: Analogous Addition Within 40



Let’s do a sprint!



A STORY OF UNITS — Lesson 19 Sprint 1•4

A

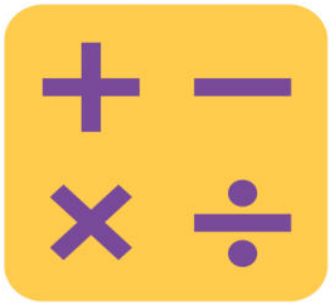
Number Correct: _____

Name _____ Date _____

*Write the missing number.

1	6 + 1 = ☐		16	6 + 3 = ☐	
2	16 + 1 = ☐		17	16 + 3 = ☐	
3	26 + 1 = ☐		18	26 + 3 = ☐	
4	5 + 2 = ☐		19	4 + 5 = ☐	
5	15 + 2 = ☐		20	15 + 4 = ☐	
6	25 + 2 = ☐		21	8 + 2 = ☐	
7	5 + 3 = ☐		22	18 + 2 = ☐	
8	15 + 3 = ☐		23	28 + 2 = ☐	
9	25 + 3 = ☐		24	8 + 3 = ☐	
10	4 + 4 = ☐		25	8 + 13 = ☐	
11	14 + 4 = ☐		26	8 + 23 = ☐	
12	24 + 4 = ☐		27	8 + 5 = ☐	
13	5 + 4 = ☐		28	8 + 15 = ☐	
14	15 + 4 = ☐		29	28 + ☐ = 33	
15	25 + 4 = ☐		30	25 + ☐ = 33	

Sprint: Analogous Addition Within 40



Let’s do a sprint!

A STORY OF UNITS — Lesson 19 Sprint — 1•4

B

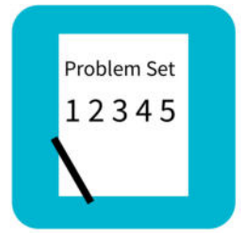
Number Correct: _____

Name _____ Date _____

*Write the missing number.

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

Concept Development

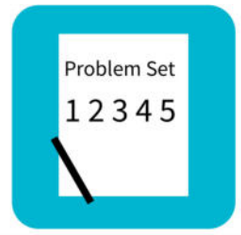


Let's read the problem together.

1. Lee saw 6 squashes and 7 pumpkins growing in his garden. How many vegetables did he see growing in his garden?

Lee saw _____ vegetables.

Concept Development



Remember that we always read the problem, draw and label, and write the number sentence and the statement that answers the question.

1. Lee saw 6 squashes and 7 pumpkins growing in his garden. How many vegetables did he see growing in his garden?

Lee saw _____ vegetables.

Concept Development

How did you use drawing to make sense of the problem? Talk with a partner and explain your drawing.

1. Lee saw 6 squashes and 7 pumpkins growing in his garden. How many vegetables did he see growing in his garden?

Lee saw _____ vegetables.

Concept Development

How did you use drawing to make sense of the problem? Talk with a partner and explain your drawing.

1. Lee saw 6 squashes and 7 pumpkins growing in his garden. How many vegetables did he see growing in his garden?

Lee saw _____ vegetables.

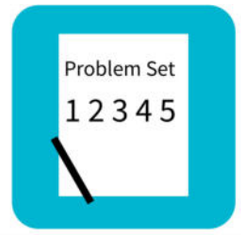
Concept Development

Look at this student's work. Where in the drawing can I find the squashes?

1. Lee saw 6 squashes and 7 pumpkins growing in his garden. How many vegetables did he see growing in his garden?

Lee saw _____ vegetables.

Concept Development

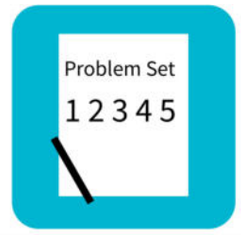


The label helps find this part of the drawing. Let's put a rectangle around it, so I can keep track of this part more easily.

1. Lee saw 6 squashes and 7 pumpkins growing in his garden. How many vegetables did he see growing in his garden?

Lee saw _____ vegetables.

Concept Development



How many squash are there?

1. Lee saw 6 squashes and 7 pumpkins growing in his garden. How many vegetables did he see growing in his garden?

Lee saw _____ vegetables.

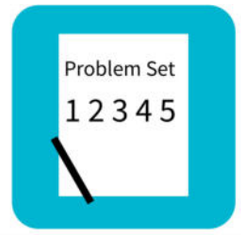
Concept Development

How can I tell quickly?

1. Lee saw 6 squashes and 7 pumpkins growing in his garden. How many vegetables did he see growing in his garden?

Lee saw _____ vegetables.

Concept Development

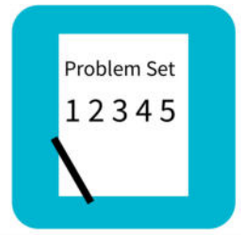


He wrote 6 next to his picture!

1. Lee saw 6 squashes and 7 pumpkins growing in his garden. How many vegetables did he see growing in his garden?

Lee saw _____ vegetables.

Concept Development



How many vegetables are there?

1. Lee saw 6 squashes and 7 pumpkins growing in his garden. How many vegetables did he see growing in his garden?

Lee saw _____ vegetables.

Concept Development

So, from here to here (pointing to the other end of the pumpkins), we have 13 vegetables?

1. Lee saw 6 squashes and 7 pumpkins growing in his garden. How many vegetables did he see growing in his garden?

Lee saw _____ vegetables.

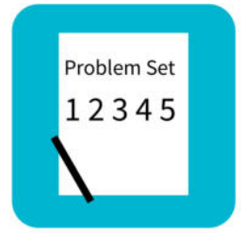
Concept Development

Let’s show that above our drawing, so we can keep track.

1. Lee saw 6 squashes and 7 pumpkins growing in his garden. How many vegetables did he see growing in his garden?

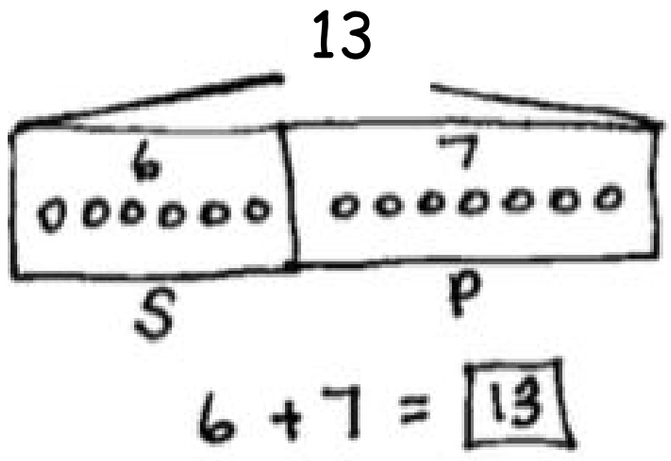
Lee saw _____ vegetables.

Concept Development



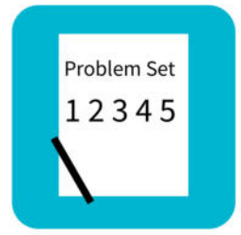
When we connect our two parts like this and show the total, we call it a **tape diagram**. If you didn't show this in your drawing, add it now.

1. Lee saw 6 squashes and 7 pumpkins growing in his garden. How many vegetables did he see growing in his garden?



Lee saw 13 vegetables.

Concept Development

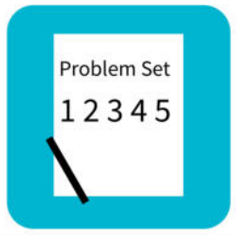


Let’s work on #2!

2. Kiana caught 6 lizards. Her brother caught 6 snakes. How many reptiles do they have altogether?

Kiana and her brother have _____ reptiles.

Concept Development



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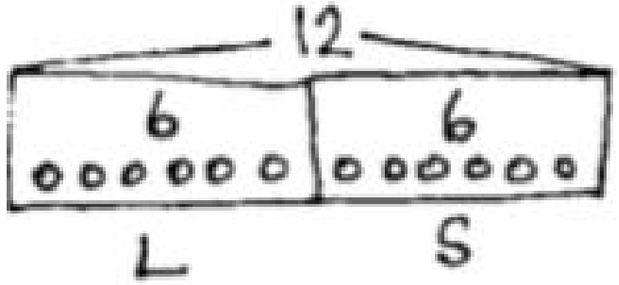
2. Kiana caught 6 lizards. Her brother caught 6 snakes. How many reptiles do they have altogether?

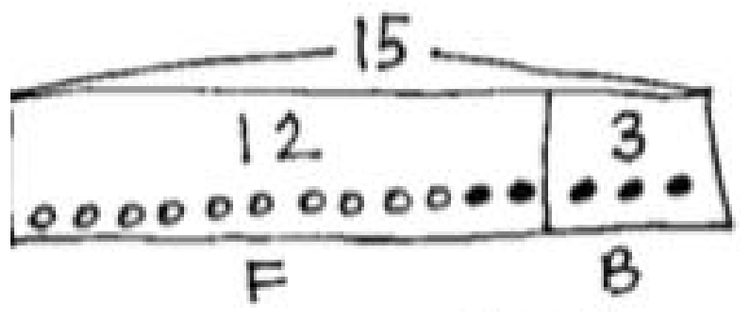


Kiana and her brother have 12 reptiles.

Concept Development

Remember, when we connect our two parts like th... and show the total, we call it a tape diagram. If you didn't show this in your drawing, add it now.

3. Anton's team has 12 soccer balls on the field and 3 soccer balls in the coach's bag. How many soccer balls does Anton's team have?



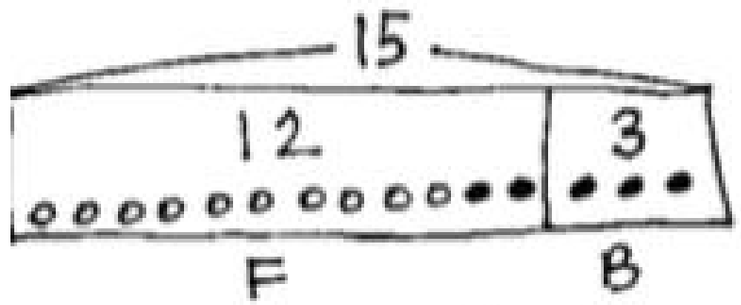
12 + 3 = 15

Anton's team has __15__ soccer balls.

Concept Development

How could using a color change at 10 help you keep track of the number of soccer balls on the field?

3. Anton's team has 12 soccer balls on the field and 3 soccer balls in the coach's bag. How many soccer balls does Anton's team have?



12 + 3 = 15

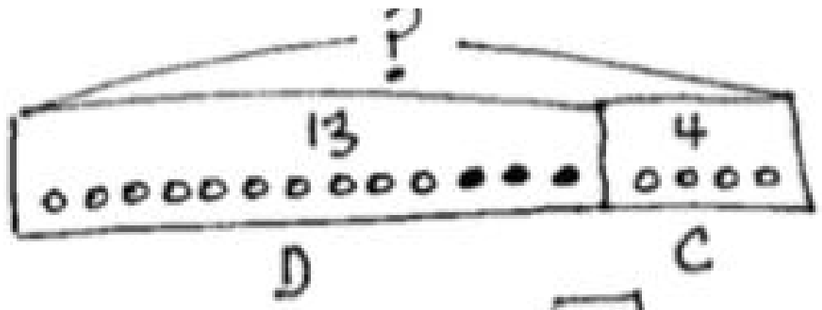
Anton's team has 15 soccer balls.

Concept Development

Problem Set
1 2 3 4 5

Now let's work on #4!

4. Emi had 13 friends over for dinner. 4 more friends came over for cake. How many friends came over to Emi's house?



13 + 4 = 17

There were 17 friends.

Concept Development

Problem Set
1 2 3 4 5

Now let's work on #5!

5. 6 adults and 12 children were swimming in the lake. How many people were swimming in the lake?

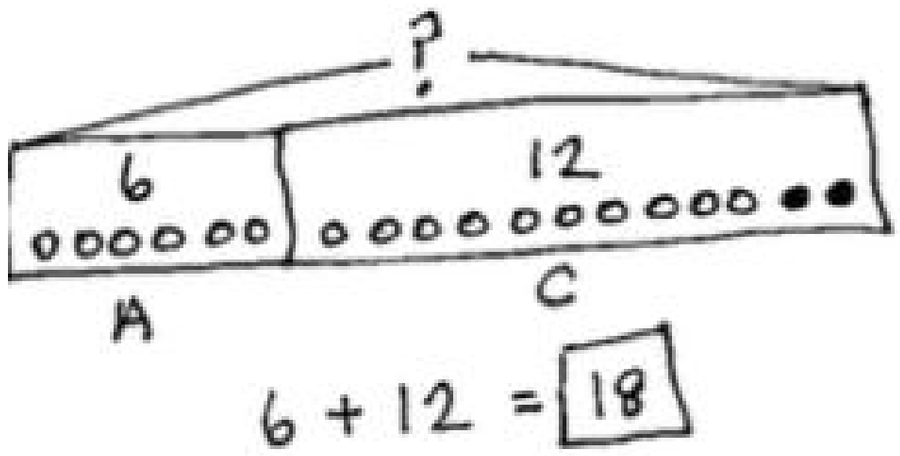
There were _____ people swimming in the lake.

Concept Development

Problem Set
1 2 3 4 5

Now let's work on #5!

5. 6 adults and 12 children were swimming in the lake. How many people were swimming in the lake?



ere 18 people swimming in the lake.

Concept Development

Problem Set
1 2 3 4 5

Now let's work on #6!

6. Rose has a vase with 13 flowers. She puts 7 more flowers in the vase. How many flowers are in the vase?

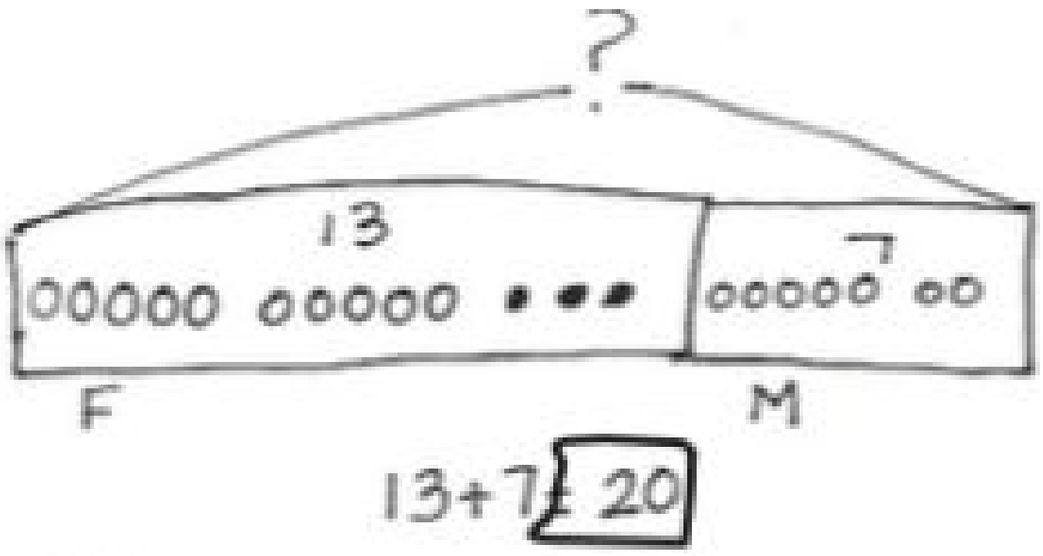
There are _____ flowers in the vase.

Concept Development

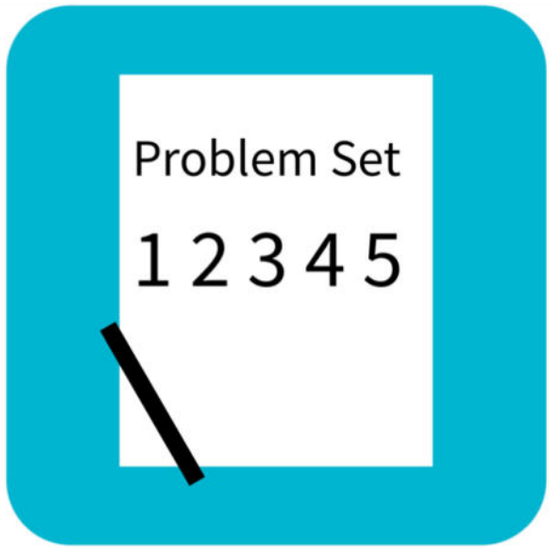
Problem Set
1 2 3 4 5

Now let's work on #6!

6. Rose has a vase with 13 flowers. She puts 7 more flowers in the vase. How many flowers are in the vase?



There are 18 flowers in the vase.



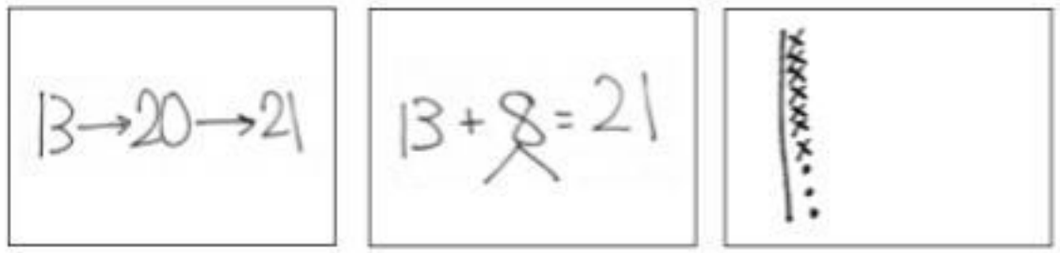
Problem Set

Name _____ Date _____

1. Each of the solutions is missing numbers or parts of the drawing. Fix each one so it is accurate and complete.

13 + 8 = 21

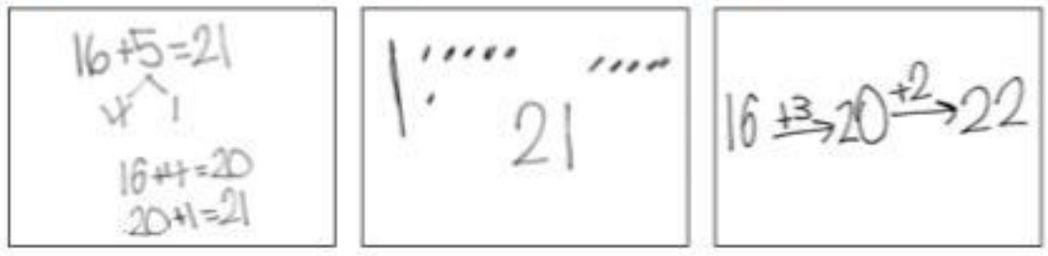
a. b. c.



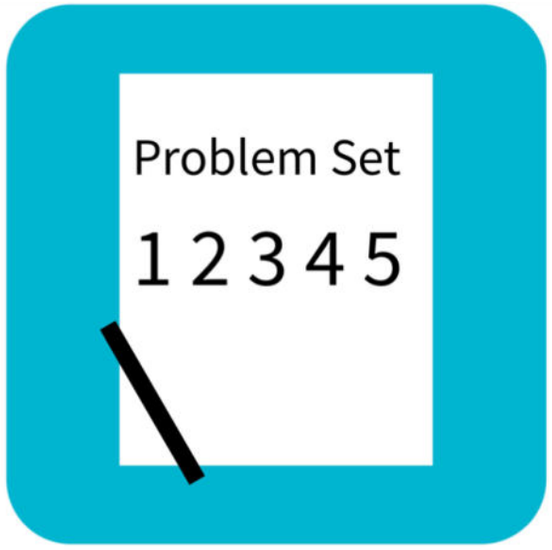
2. Circle the student work that correctly solves the addition problem.

16 + 5

a. b. c.



d. Fix the work that was incorrect by making new work in the space below with the matching number sentence.

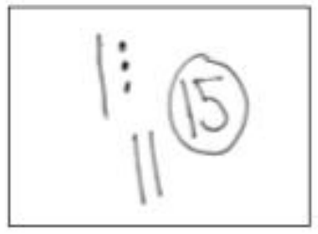


Problem Set

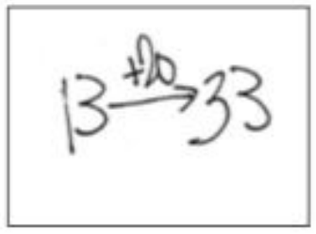
3. Circle the student work that correctly solves the addition problem.

13 + 20

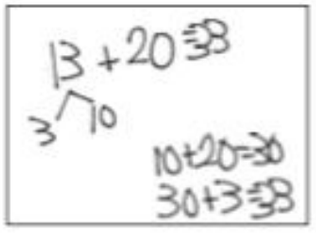
a.



b.



c.



d. Fix the work that was incorrect by making a new drawing in the space below with the matching number sentence.

4. Solve using quick tens, the arrow way, or number bonds.

17 + 5 = ____

Share with your partner. Discuss why you chose to solve the way you did.

Debrief

Today, we called our drawings tape diagrams. Think about the diagrams we draw in science class. Why might we use the word diagram here? What are the important parts of our tape diagram?Problem 2. What did you do to fix the student work?

Debrief

Look at Problem 2. What do you notice about the size of each rectangle around the parts? Why is that?

Debrief

Look at Problem 5. How is the tape diagram similar to the one you made for Problem 2? How is it different? Compare the size of the two rectangles around each part of Problem 5.

What do you notice?

Debrief

What do you notice about the story problems we completed today? Who created a problem that puts together two known parts to find an unknown total?

Share your story problem with the class.

Debrief

You know your tape diagram has good labels when you can tell the story by looking at it. Who can use the tape diagram to tell the soccer ball story?

Debrief

How can a tape diagram help us share our thinking?

Debrief

How did today’s fluency help you to be successful with the lesson?

Exit Ticket

Name _____ Date _____

Read the word problem.
Draw a tape diagram and label.
Write a number sentence and a statement that matches the story.

Peter counted 14 ladybugs in a garden, and Lee counted 6 ladybugs outside of the garden. How many ladybugs did they count in all?

They counted _____ ladybugs.