Eureka Math

1st Grade
Module 5
Lesson 1

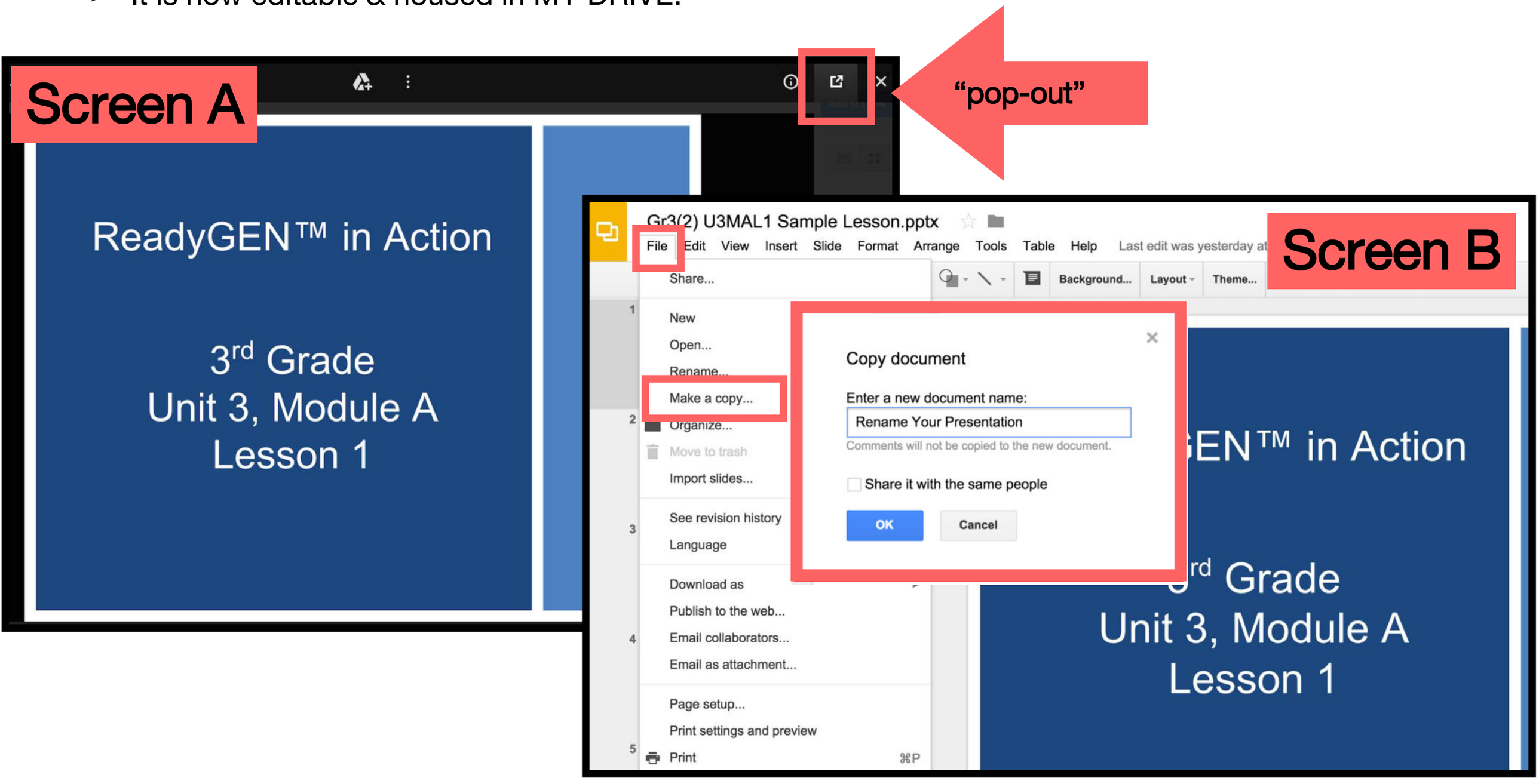
At the request of elementary teachers, a team of Bethel & Sumner educators met as a committee to create Eureka slideshow presentations. These presentations are not meant as a script, nor are they required to be used. Please customize as needed. Thank you to the many educators who contributed to this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

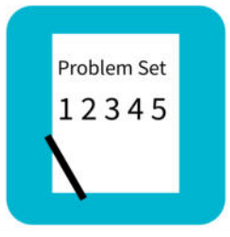


Icons

Read, Draw, Write

Learning Target

Personal White Board



Problem Set

Manipulatives Needed

Fluency

Think Pair Share

Whole Class

Individual

Partner

Small Group

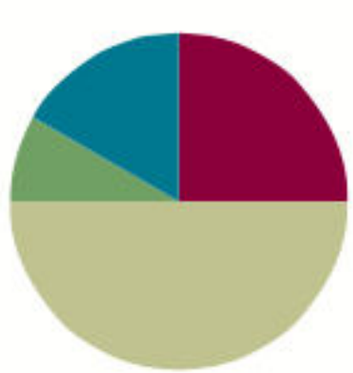
Small Group Time

Lesson 1

Objective: Classify shapes based on defining attributes using examples, variants, and non-examples.

Suggested Lesson Structure

Fluency Practice	(15 minutes)
Application Problem	(5 minutes)
Concept Development	(30 minutes)
Student Debrief	(10 minutes)
Total Time	**(60 minutes)**



Materials Needed

Teacher

- (T) Chart paper, document camera, open- and closed-shape images (Template 1), square corner tester (Template 2)

Student

- Core Fluency Sprints, numeral cards including one “=” card and two “+” cards (Fluency Template), blank paper, straw kit (see note in module for more information each kit contains 2 full-length straws, 3 half-length straws, and 2 quarter-length straws), ruler

0	1	2	3
4	5	6	7
8	9	10	5
=	+	+	−
−			

numeral cards

I can identify and talk about the attributes of a shape.

I can use attributes to sort and classify shapes.

Core Fluency Sprint

A

Number Correct:

Name _____ Date _____

*Write the unknown number. Pay attention to the symbols.

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

Make It Equal - Addition Expressions

You are going to work with a partner.

Arrange your numeral cards from 0 to 10, including the extra 5.

Look at my numbers. 5, 5, 9, 1

Take the cards that match my numbers and make two equivalent expressions.

Here's one way. 5 + 5 = 9 + 1

Make It Equal - Addition Expressions

0, 1, 9, 10

10, 8, 2, 0

8, 7, 3, 2

5, 3, 5, 7

3, 6, 7, 4

2, 4, 6, 8

Application Problem

RDW

Today, everyone will get 7 straw pieces to use in our lesson.

Later, you will use your pieces and your partner's pieces together.

How many straw pieces will you have to use when you and your partner put them together?

Concept Development

Today, we will be making all kinds of shapes with these straws.

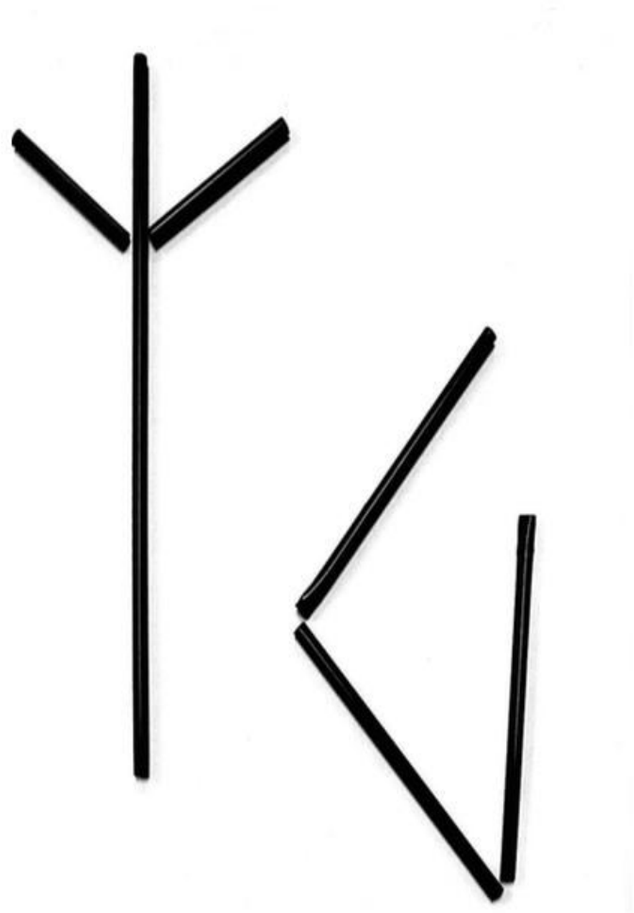
Take two minutes to explore the pieces and see what you can make.

Keep the straws flat on your desk.

We do not chew on our math tools.

Concept Development

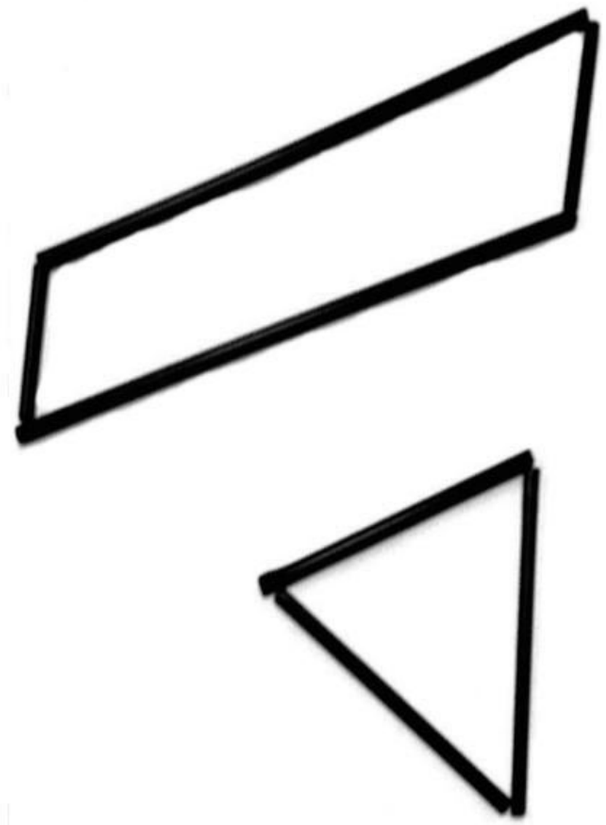
Some of you made shapes like this.



Open Shapes

Concept Development

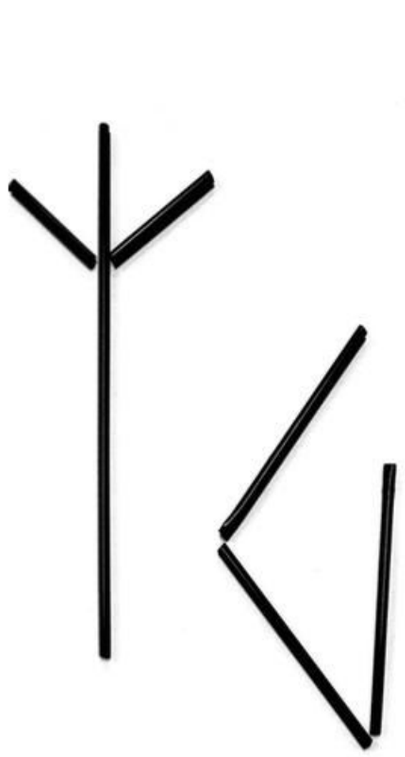
And some of you made shapes like this.



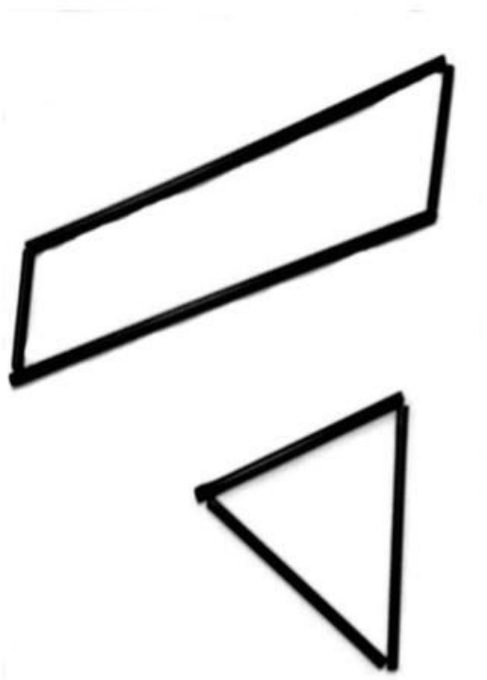
Closed Shapes

Concept Development

Can you remember what the difference is between an open shape and a closed shape?



Open Shapes



Closed Shapes

Concept Development

Who has an example of an open shape to show us?

Who has an example of a closed shape to show us?

Concept Development

Today, we'll be making closed shapes, so try to make sure you keep your straws touching at the ends when we make our shapes.

If you have an open shape right now, make a new shape so that you have a closed one.

Can you remember what the difference is between an open shape and a closed shape?

Concept Development

Let’s look at this shape.

How would you describe it?

Share with your math partner.

Concept Development

Did you hear?

It has 3 straight sides.

The straws come together at 3 points.

It has 3 corners.

Concept Development

Let’s talk about the sides.

Are the lengths the same or different?

Let’s make a chart about this shape.

I am going to make a big chart and you’re going to make a small one on your blank paper.

Concept Development

Use your straws to create this exact same shape on top of your blank paper.

Let’s record the shape.

Draw a dot at the corners where each set of straws meet.

Remember a corner is where two sides meet.

Concept Development

Now, move your straws away.

Line up your ruler so that two dots are touching the side of the ruler.

We can touch one dot with our pencil and draw a very straight line to the next dot.

You try it!

Concept Development

Let’s do the same thing to draw all three sides of our shape.

Does anyone else have a shape that is made with three straight sides and three corners?

Let’s add it to our charts.

Concept Development

All of these shapes have two attributes, or characteristics, in common.

What are they?

Yes! All of the shapes have three straight sides and three corners.

Concept Development

Let’s make a new chart with shapes that have a different attribute.

Let’s make different shapes that all have four straight sides and four corners.

Turn over your paper so you can record the shapes on the other side.

Concept Development

This chart is called 4 Corners and 4 Straight Sides.

Let’s make some new shapes and record them on our paper the same way.

Now, combine your straws with your partner.

Can you come up with other shapes with four corners and four straight sides that we did not record on our list?

Concept Development

Let’s look at this new chart.

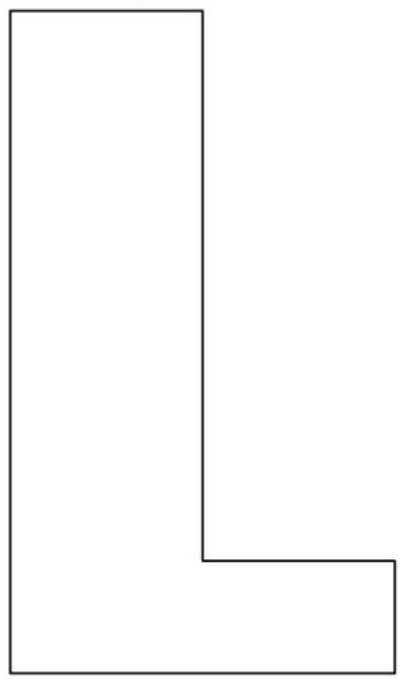
All of these shapes have four straight sides and four corners.

Some of the corners are a special kind, called a **square corner**.

Concept Development

This is called a square corner tester.

We can use this to find square corners on our four-sided, four-cornered shapes.



Concept Development

Think back to the shapes you made at the very beginning of the lesson.

What closed shapes did you make that would not fit with one of our charts?

We'll make a separate chart for these.

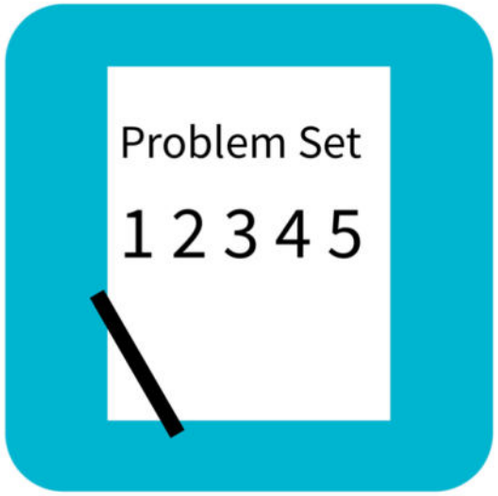
Concept Development

This chart shows shapes with 5 straight sides, 6 straight sides, and even 7 straight sides.

I want to draw a shape on here that has no straight sides.

Who would like to add a shape on here that has no straight sides?

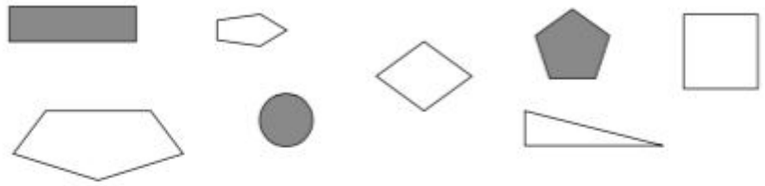
Let’s add one open figure or shape, too.



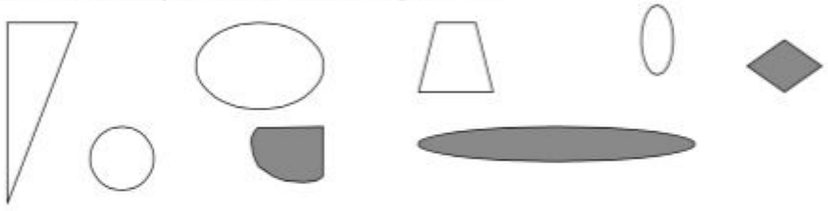
Problem Set

Name _____ Date _____

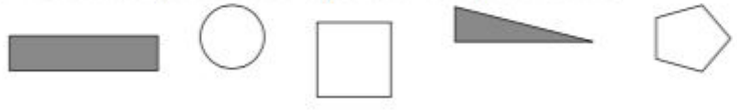
1. Circle the shapes that have 5 straight sides.



2. Circle the shapes that have no straight sides.

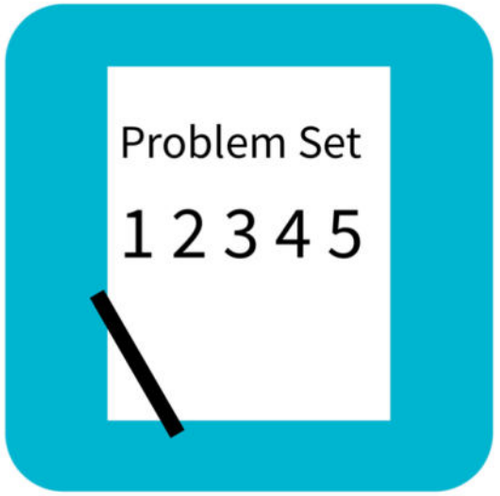


3. Circle the shapes where every corner is a square corner.



4. a. Draw a shape that has 3 straight sides.

b. Draw another shape with 3 straight sides that is different from 4(a) and from the ones above.



Problem Set

5. Which attributes, or characteristics, are the same for all of the shapes in Group A?

GROUP A

They all _____.

They all _____.

6. Circle the shape that best fits with Group A.

7. Draw 2 more shapes that would fit in Group A.	8. Draw 1 shape that would **not** fit in Group A.

Debrief

Check your work by comparing answers with your partner.

Debrief

Look at Problem 1.

Which shapes did you choose?

Which shapes did not have the attribute of having five straight sides?

Debrief

Look at Problem 4.

Compare your shapes to those on our chart.

Which shapes look exactly the same?

Did anyone draw a shape that is not already represented on our chart?

Debrief

Look at Problem 5.

Which attributes, or characteristics, are the same for all of the shapes?

Which attributes are different among the shapes in Group A?

What does it mean to share an attribute of a shape?

Debrief

Look at your Application Problem and share your solution with a partner.

How did your straws help you create different shapes today?

Debrief

Can you make a shape with four straight sides and only three corners?

What would that look like?

Debrief

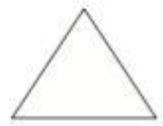
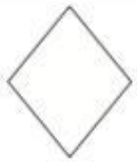
Turn to your partner and share what you learned in today's lesson.

What did you get really good at today?

Exit Ticket

Name _____ Date _____

1. How many corners and straight sides does each of the shapes below have?

a.	b.	c.
		
_____ corners	_____ corners	_____ corners
_____ straight sides	_____ straight sides	_____ straight sides

2. Look at the sides and corners of the shapes in each row.

a. Cross off the shape that does not have the same number of sides and corners.

b. Cross off the shape that does not have the same kind of corners as the other shapes.