

Eureka Math

1st Grade Module 5 Lesson 2

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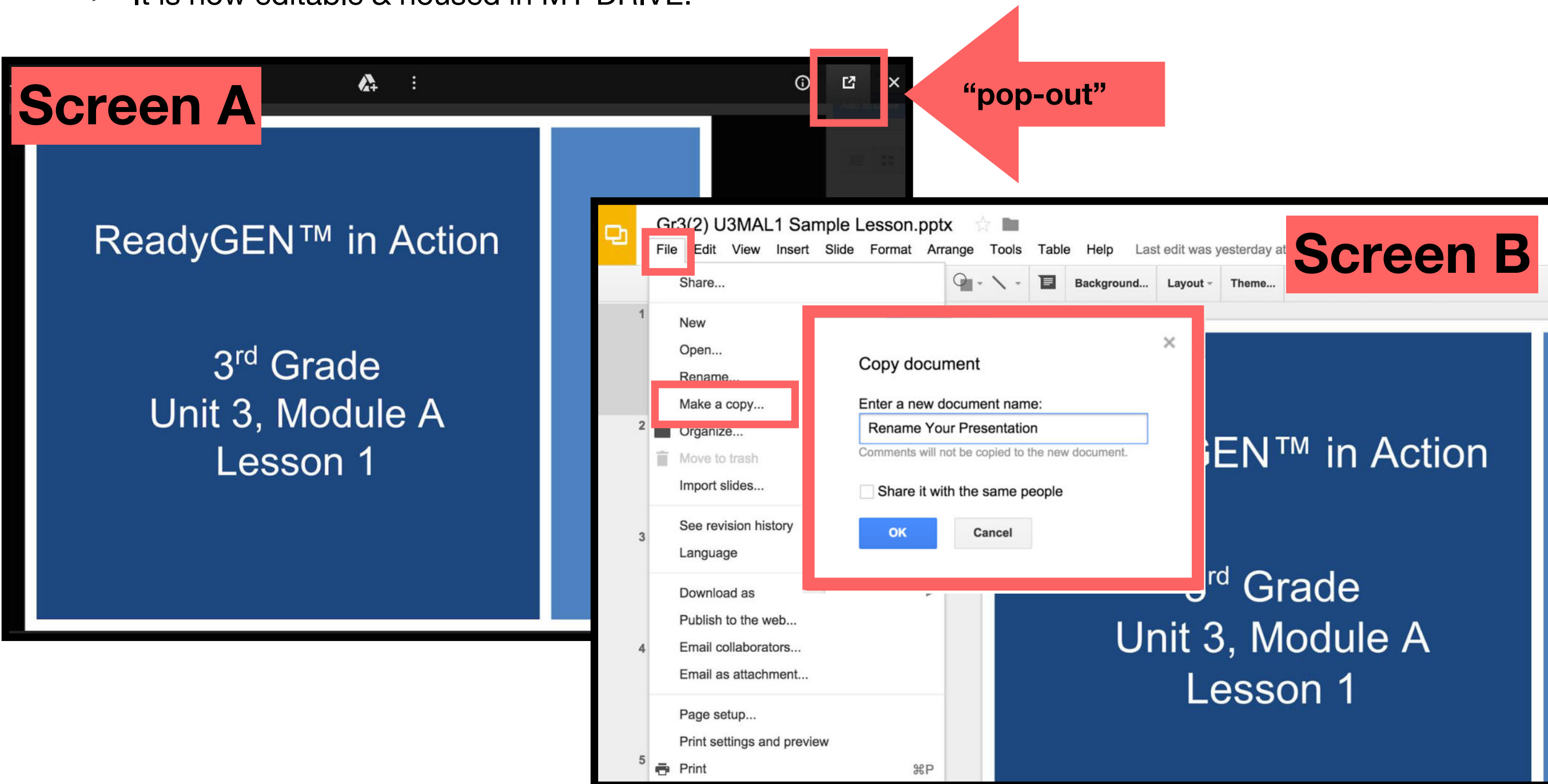


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Reflecting your Teaching Style and Learning Needs of Your Students

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- It is now editable & housed in MY DRIVE.



Icons



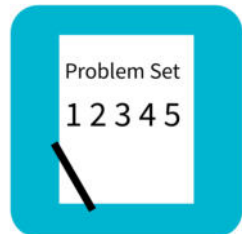
Read, Draw, Write



Learning Target



Personal White Board



Problem Set



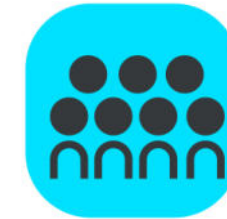
Manipulatives Needed



Fluency



Think Pair Share



Whole Class



Individual



Partner



Small Group



Small Group Time

Lesson 2

Objective: Find and name two-dimensional shapes including trapezoid, rhombus, and a square as a special rectangle, based on defining attributes of sides and corners.

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) Charts from Lesson 1, shape description cards (Template), tape

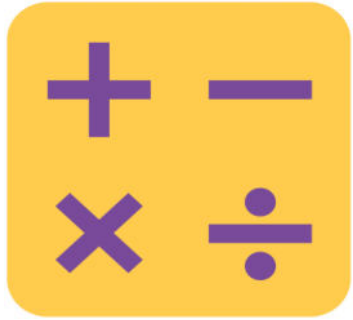
Student

- Core Fluency Sprint, Numeral cards (Lesson 1 Fluency Template), one “=” card, two “–” cards, straw kit, 10 additional straws per person, square corner tester (Lesson 1 Template 2), shape description cards (Template)



I can use attributes of sides and corners to find and name different shapes.

I can talk about a square as a special rectangle.



Core Fluency Sprint

A STORY OF UNITS

Lesson 1 Core Addition Sprint 1

1•5

A

Name _____

Number Correct: 

Date _____

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

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



Make It Equal - Subtraction 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. 9, 10, 2, 1

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

Here's one way. $10-2 = 9-1$



Make It Equal - Subtraction Expressions

Let's do some more!

2,10,3,9

4,5,9,10

10,8,7,9

7,10,9,6

2,4,10,8

Application Problem

A green rounded square containing the white text "RDW".

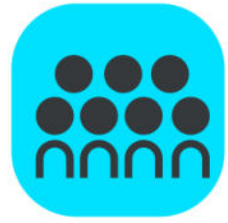
Lee has 9 straws.

He uses 4 straws to make a shape.

How many straws does he have left to make other shapes?

Use the RDW method to show your thinking.

We will share solutions during our debrief.

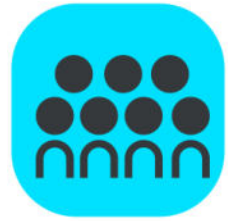


Concept Development

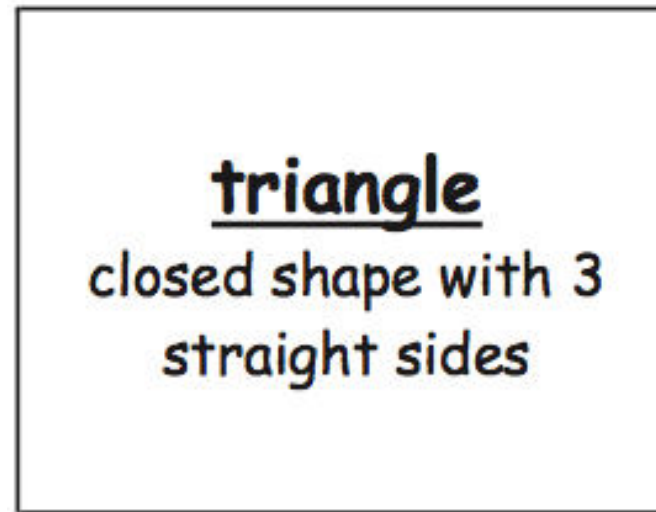
Look at the charts we made yesterday.

In our last lesson, you made all of these shapes with your straws.

Today, we're going to name them based on their attributes or characteristics.

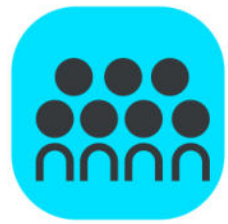


Concept Development

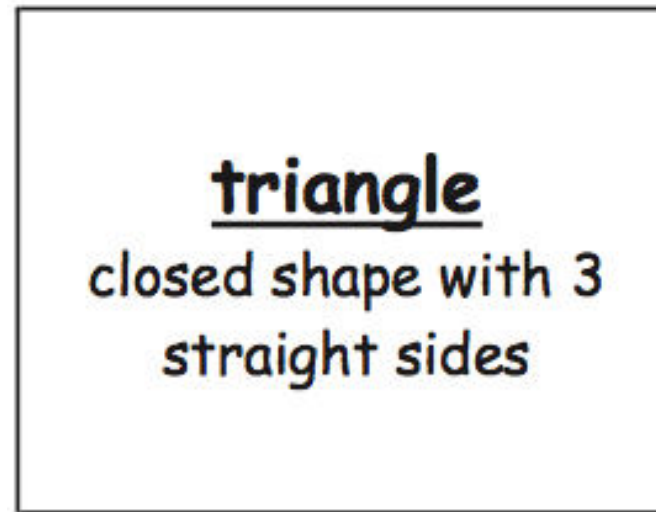


This is the **triangle** card.

The word triangle actually describes something about the shape!



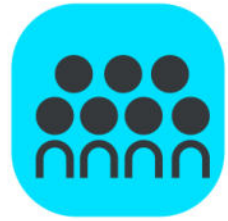
Concept Development



Listen carefully—tri means three, and angle is what gives us corners.

So, when we say triangle, we're saying it has 3 angles, or 3 corners.

Which chart has shapes that we can label as triangles?

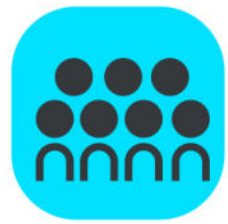


Concept Development

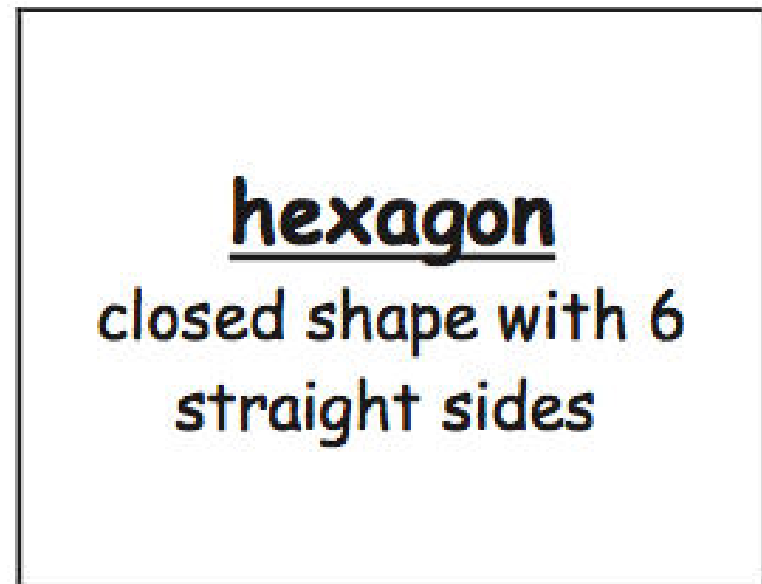
Yes, the first chart!

Are they all triangles?

Tell me about each one.



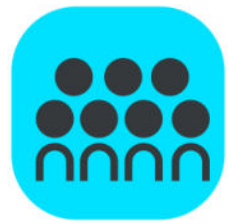
Concept Development



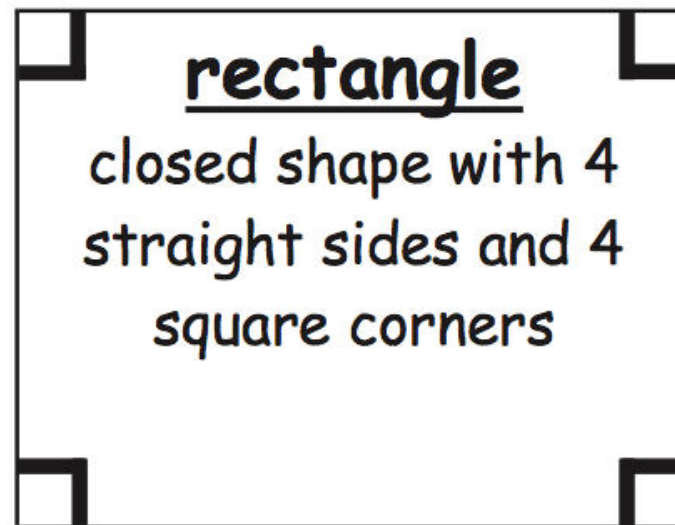
This is the **hexagon** card.

A hexagon is a shape with six straight sides.

Do we have any hexagons on our chart? Which one?



Concept Development

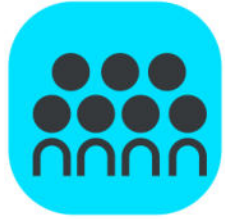


This is the **rectangle** card.

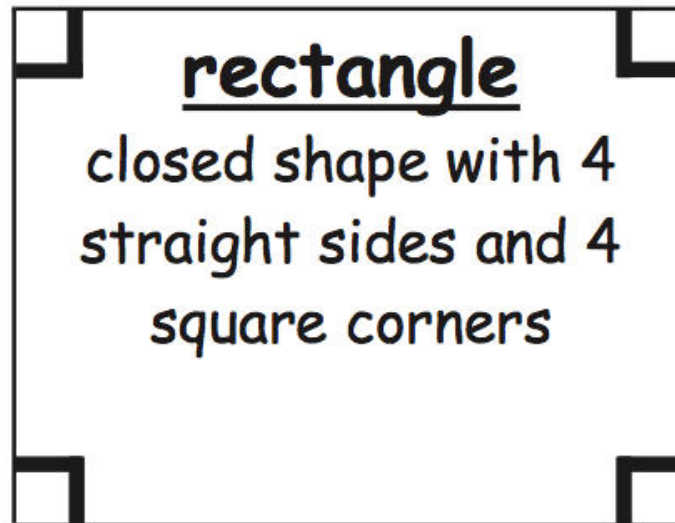
A rectangle is a shape with four square corners, or right angles.

Do we have any rectangles on our chart?

We can use our square corner tester to check.



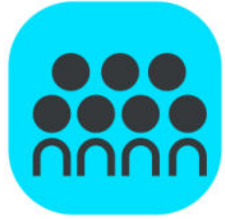
Concept Development



Do any of these rectangles have another name you know?

Yes! A square is a type of special rectangle with four straight sides of equal length.

We can add our square card and our rectangle card to the chart.



Concept Development

rhombus

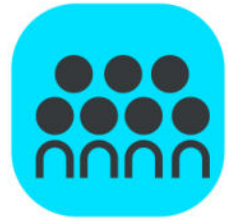
closed shape with 4
straight sides of the
same length

A rhombus is a shape with four straight sides of equal length.

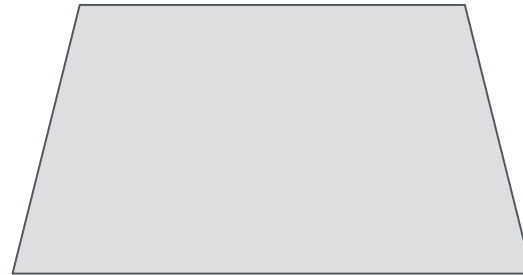
Do we have any rhombuses?

Yes, a square is a special kind of rectangle, and it is also a special kind of rhombus.

Squares are pretty special!

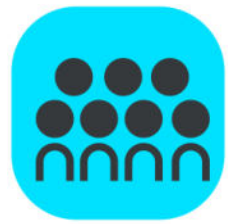


Concept Development

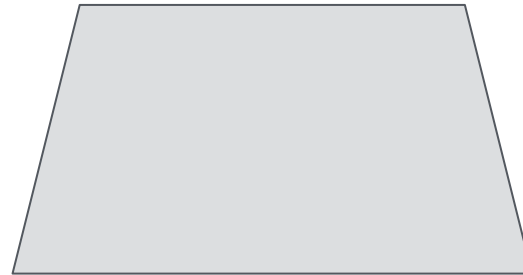


Does anyone know what this shape is called? We have one on our chart.

Yes, a trapezoid.

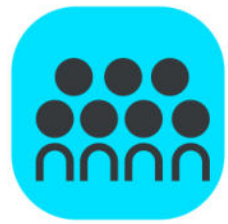


Concept Development

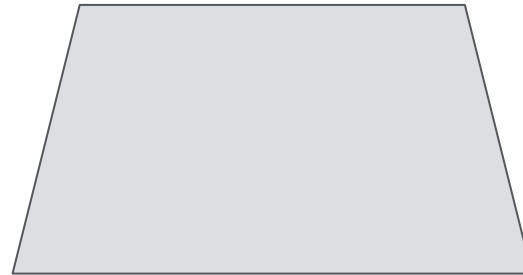


How is this shape the same as the other shapes we have defined?

Yes, it has four straight sides and four corners.



Concept Development

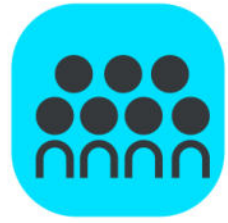


How is this trapezoid different from the other shapes?

Did you hear?

The sides are not all the same length, like the square.

This trapezoid doesn't have four square corners.



Concept Development

Let's play Make the Shape!

You will work with a partner.

Each pair gets a stack of shape description cards and each partner gets 10 more straws for their straw kit.

Turn over a card. Use your straws to make that shape and then put the card below your shape.

Take turns until one player has used all of thier straws.

Problem Set

1 2 3 4 5

Problem Set



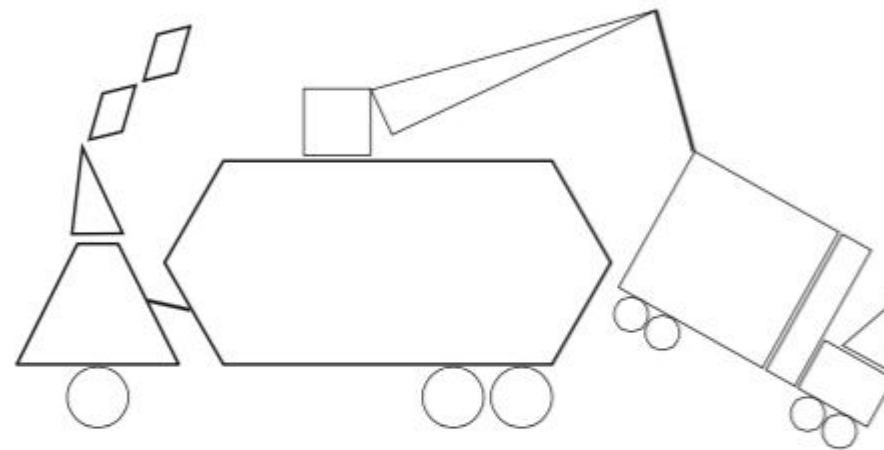
A STORY OF UNITS

Lesson 2 Problem Set

1•5

Name _____ Date _____

1. Use the key to color the shapes. Write how many of each shape are in the picture. Whisper the name of the shape as you work.



a. RED—4-sided shapes: _____ b. GREEN—3-sided shapes: _____

c. YELLOW—5-sided shapes: _____ d. BLACK—6-sided shapes: _____

e. BLUE—shapes with no corners: _____

Problem Set

1 2 3 4 5

Problem Set



A STORY OF UNITS

Lesson 2 Exit Ticket 1•5

Name _____ Date _____

Write the number of corners and sides that each shape has. Then, match the shape to its name. Remember that some special shapes may have more than one name.

1. 
____ corners
____ straight sides

triangle

2. 
____ corners
____ straight sides

circle

rectangle

3. 
____ corners
____ straight sides

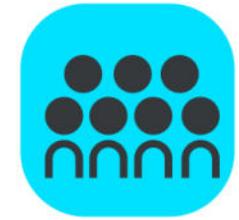
hexagon

4. 
____ corners
____ straight sides

square

rhombus

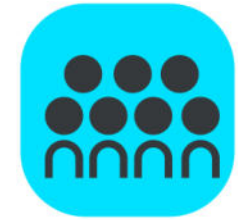
Debrief



Check your work by comparing answers with your partner.



Debrief

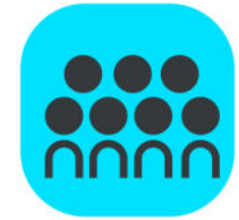


Look at Problem 1.

Which shapes were the most challenging to count or find?

Which shapes were the easiest? Explain your thinking

Debrief



Which four-sided shapes are squares?

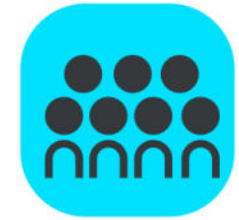
Which are rhombuses?

Which are rectangles?

Which are trapezoids?

How many sides do hexagons have?

Debrief

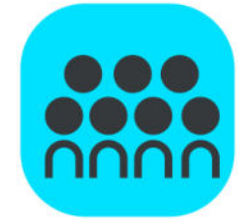


What name can we use for the three-sided shapes?

What name can we use for the six-sided shapes?

What name can we use for all of the shapes with no corners in this picture?

Debrief



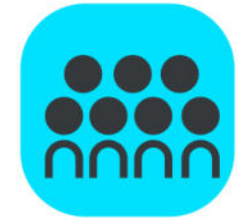
In Problem 1, what do the shapes look like when they are put together in this way?

□ Look at Problem 2.

Explain why you chose each shape that is a rectangle.

Explain why the other shapes are not rectangles

Debrief



Look at Problem 3(b).

How is the shape in Problem 3(b) like a rectangle?

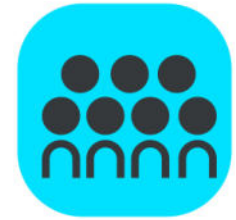
How is it different from a rectangle?

What other shapes have similar attributes to the shape in Problem 3(b)?

How are they similar, and how are they different?

Explain your thinking.

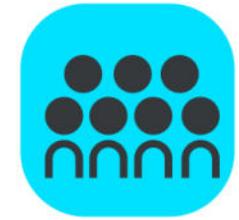
Debrief



What shape names did we use today?

Name the attributes or characteristics that are important to each shape.

Debrief



Look at the Application Problem.

What shape or shapes might Lee have created?

How did your fluency work go today?

How do you practice?

Debrief



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

What did you get really good at today?

Exit Ticket



A STORY OF UNITS

Lesson 2 Exit Ticket

1•5

Name _____

Date _____

Write the number of corners and sides that each shape has. Then, match the shape to its name. Remember that some special shapes may have more than one name.

1. 
____ corners
____ straight sides

triangle

circle

2. 
____ corners
____ straight sides

rectangle

3. 
____ corners
____ straight sides

hexagon

square

4. 
____ corners
____ straight sides

rhombus