Eureka Math

1st Grade
Module 5
Lesson 6

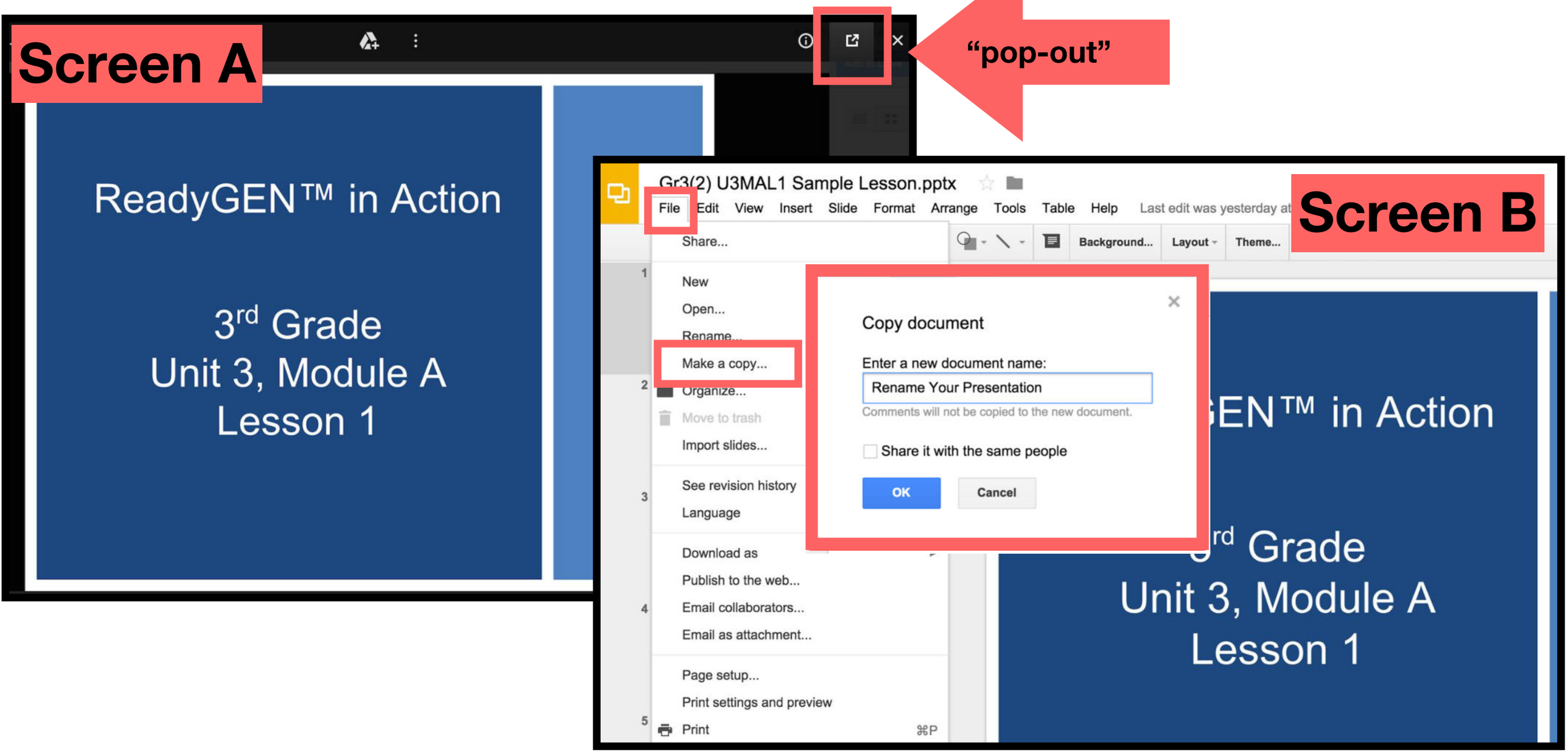
At the request of elementary teachers, a team of Bethel & Sumner educators met as a committee to create Eureka slideshow presentations. These presentations are not meant as a script, nor are they required to be used. Please customize as needed. Thank you to the many educators who contributed to this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

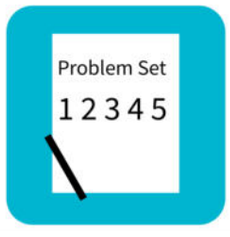


Icons

Read, Draw, Write

Learning Target

Personal White Board



Problem Set

Manipulatives Needed

Fluency

Think Pair Share

Whole Class

Individual

Partner

Small Group

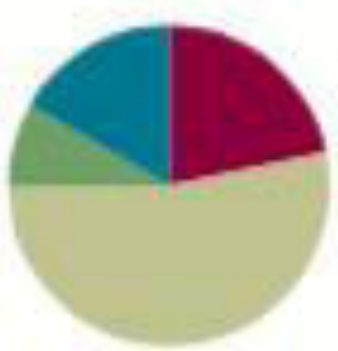
Small Group Time

Lesson 6

Objective: Create a composite shape from three-dimensional shapes and describe the composite shape using shape names and positions.

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

Teacher:

- (T) 4 dimes, 10 pennies, can
- (T) Three-dimensional solids including cubes, cones, rectangular prisms, spheres, and cylinders
- 1 large privacy folder

Student:

- Core Fluency Sprint
- Sets of three-dimensional shapes
- large privacy folder

Note: This lesson works best with ample materials for each set of students. If a set of three-dimensional solids is not readily available, use a collection of reused or recycled materials such as those listed in Lesson 3.

On a table or desk, behind a privacy folder, gather the teacher's set of three-dimensional shapes so that students cannot see the shapes as the teacher picks them up to build. Distribute the materials to students, seated at their desks or tables. Place one additional sample of each shape on the floor or table in front of the class for students who need visual reminders of each shape.

I can create a composite shape from three-dimensional shapes and describe the composite shape using shape names and positions.

Core Fluency Sprint

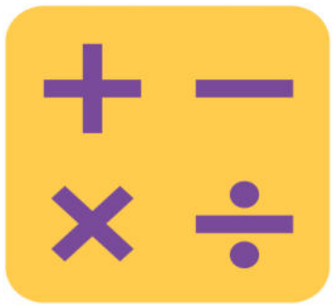
A

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



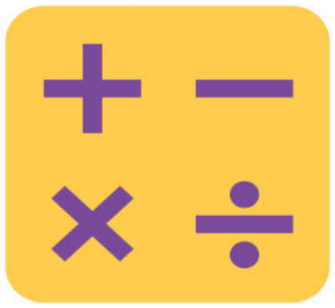
Coin Drop

Name my coin.

Coin Drop

Penny!

How much is it worth?



Coin Drop

1 cent!

Listen carefully as I drop pennies in my can. Count along in your minds.

Application Problem

RDW

Emi lined up 4 yellow cubes in a row. Fran lined up 7 blue cubes in a row. Who has fewer cubes? How many fewer cubes does she have?

Concept Development

I am going to build a three-dimensional structure but hide it behind this folder. Listen to my description, and try to build the same shape at your desk.

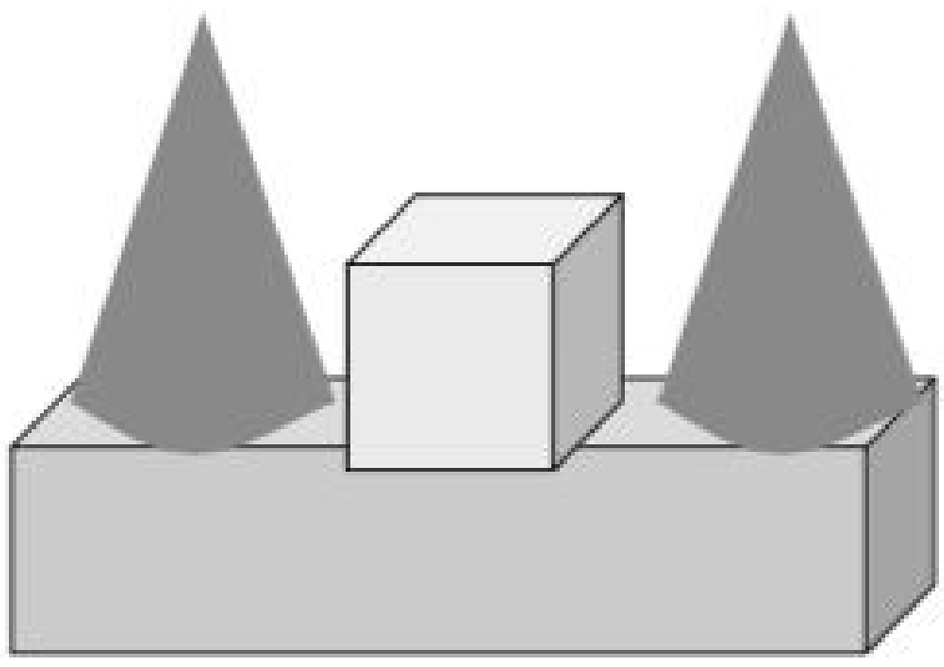
Concept Development

Do you think your structure looks like my structure?

Share what you built with your partner.

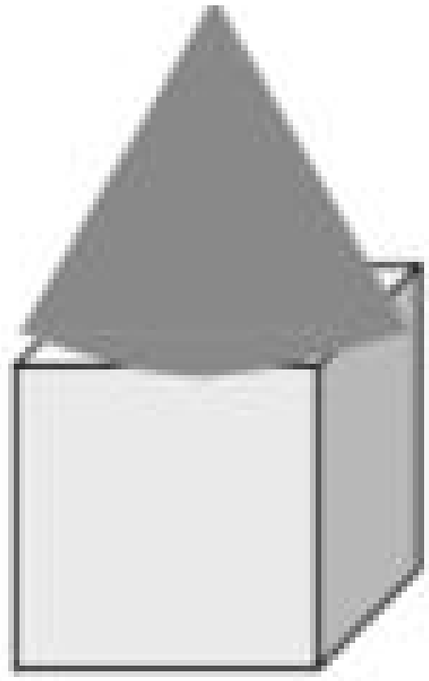
Concept Development

Were you correct? Adjust your shapes if you need to!



Concept Development

Were you correct? Adjust your shapes if you need to!



Concept Development

Let’s practice another shape!

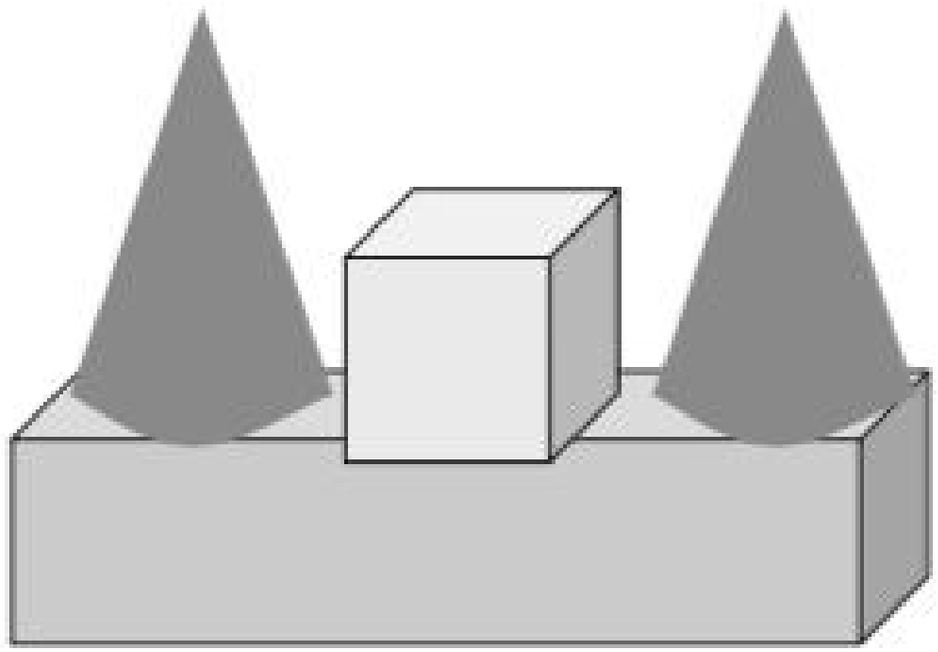
Concept Development

Do you think your structure looks like my structure?

Share what you built with your partner.

Concept Development

Were you correct?



Concept Development

Let’s do another shape!

Concept Development

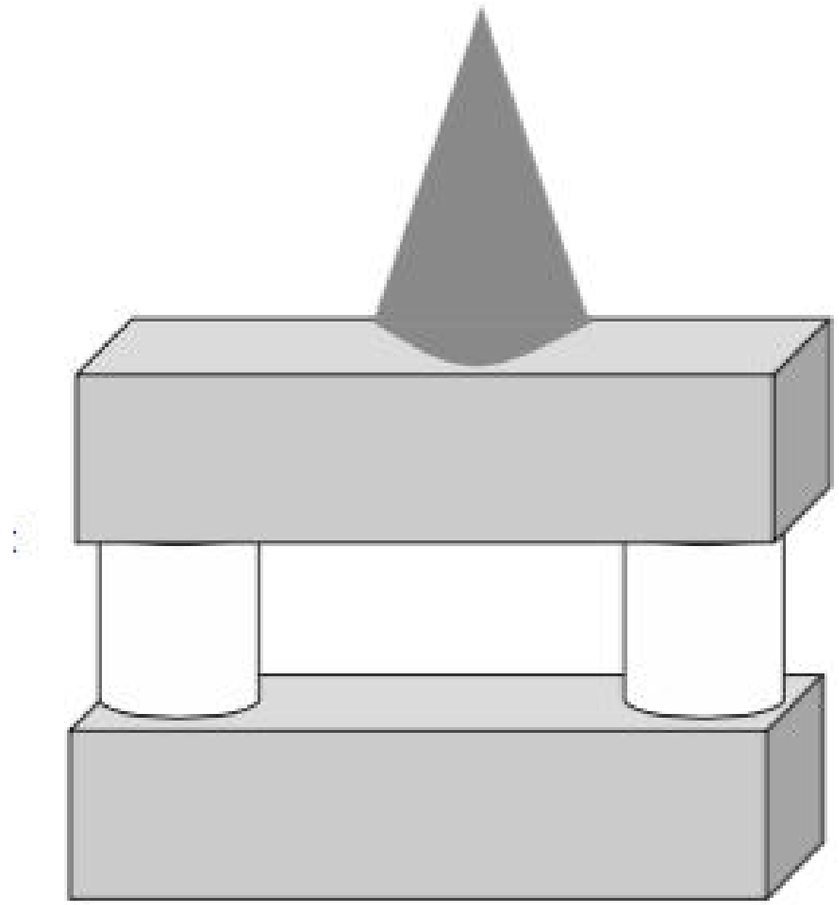
Let me repeat my description. As I do, look at your structure, and decide if you have everything where you want it.

Concept Development

Who is convinced they have the same structure that I have? Explain why you think you are correct.

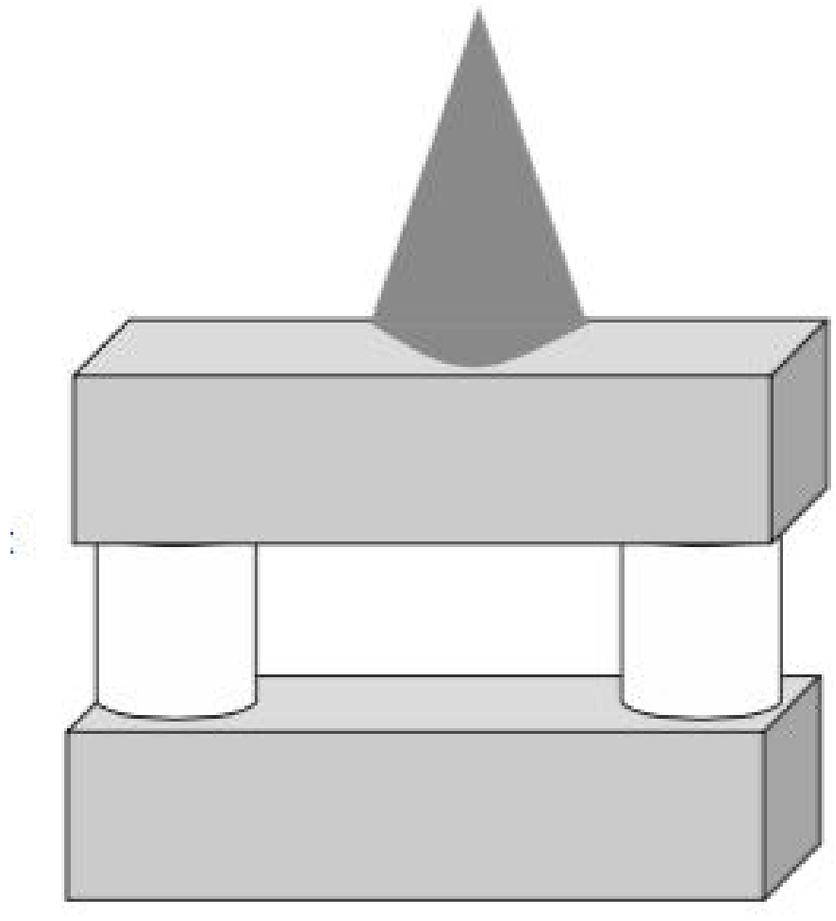
Concept Development

Were you correct? Make changes if you need to!



Concept Development

Don’t you like my new composite shape?Do you think you could make and describe your own interesting composite shapes?



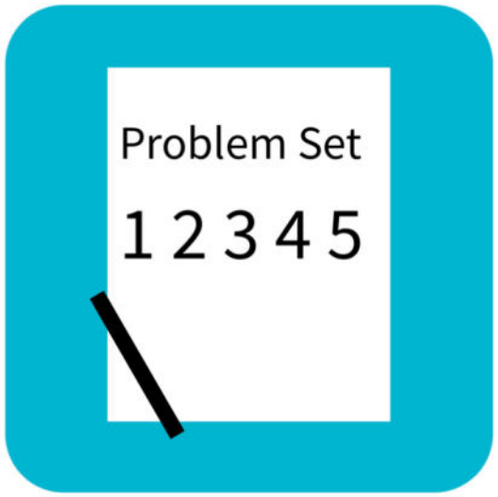
Concept Development

With your partner, you are going to get to play the Build My Composite Shape Game that we just played together!

Partner A will make a structure behind his hiding folder. Partner B should turn her back so that he cannot peek. Partner A will tell Partner B when to turn around.

As Partner A describes the structure, Partner B tries to make it with her three-dimensional shapes. When she thinks she has the right structure, Partner A removes the folder, and they compare structures.

The partners switch roles. Continue to take turns until time is up.



Problem Set

Name _____ Date _____

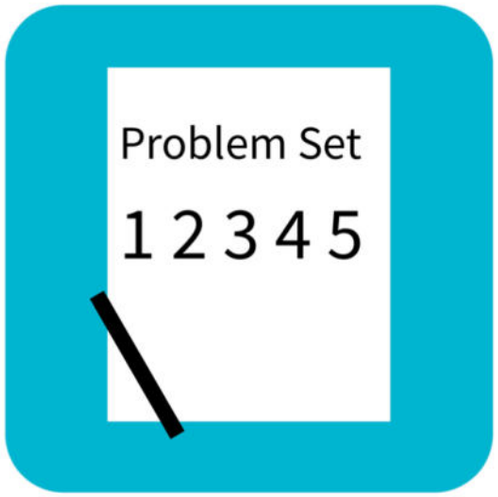
1. Work with your partner and another pair to build a structure with your 3-dimensional shapes. You can use as many of the pieces as you choose.

2. Complete the chart to record the number of each shape you used to make your structure.

Cubes	
Spheres	
Rectangular Prisms	
Cylinders	
Cones	

3. Which shape did you use on the bottom of your structure? Why?

4. Is there a shape you chose not to use? Why or why not?



Problem Set

Name _____ Date _____

Maria made a structure using her 3-dimensional shapes. Use your shapes to try to make the same structure as Maria as your teacher reads the description of Maria's structure.

Maria's structure has the following:

- 1 rectangular prism with the shortest face touching the table.
- 1 cube on top and to the right of the rectangular prism.
- 1 cylinder on top of the cube with the circular face touching the cube.

Debrief

Which shapes are used to make the large square we call a tangram? Which smaller shapes can be seen inside the tangram square?

Debrief

Look at Problem 2. Share how you made a square. Could you have used other tangram pieces to make the square?

Debrief

Look at Problem 3. Share how you made a trapezoid with four pieces. Could you have made a trapezoid with fewer pieces? Demonstrate your solution. Compare the similarities and differences.

Debrief

How did you cover the picture in Problem 4? Did everyone use the same pieces in the same places? Why or why not?

Debrief

Think about today's Fluency Practice. Did you get better at a slow-me-down problem today? Did you do anything to make that happen?

Exit Ticket

Name _____ Date _____

Maria made a structure using her 3-dimensional shapes. Use your shapes to try to make the same structure as Maria as your teacher reads the description of Maria's structure.

Maria's structure has the following:

- 1 rectangular prism with the shortest face touching the table.
- 1 cube on top and to the right of the rectangular prism.
- 1 cylinder on top of the cube with the circular face touching the cube.