Eureka Math

1st Grade Module 5 Lesson 7

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Reflecting your Teaching Style and Learning Needs of Your Students

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- \succ The view now looks like Screen B.
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- ➤ Choose MAKE A COPY and rename your presentation.
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Icons





Read, Draw, Write











Manipulatives Needed







Lesson 7

Objective: Name and count shapes as parts of a whole, recognizing relative sizes of the parts.

Suggested Lesson Structure

Fluency Practice	(12 minutes)
Application Problem	(5 minutes)
Concept Development	(33 minutes)
Student Debrief	(10 minutes)
Total Time	(60 minutes)



Materials Needed

Teacher:

- (T) Tangram pieces (Lesson 5 Template) from Lesson 5
- pattern blocks
- Chart paper
- Yellow marker

Student:

- (S) Core Fluency Practice Sets (Lesson 3 Core Fluency Practice Sets)
- (S) Tangram pieces from Lesson 5
- (S) pattern blocks in individual plastic bags (set of 1–2 hexagons, 6 squares, 6–10 triangles, 2–4 trapezoids, 2–4 blue rhombuses, 2–4 tan rhombuses)



I can name and count shapes as parts of a whole, recognizing relative sizes of the parts.



Core Fluency Sprint

A STORY OF	JNITS	Lesson	1 Core Addition Sprint 1	1•5
Α			Number Correct: z_{z}^{r}	~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~
Name			Date	_
*Write the	unknown number. Pay at	tention to the sym	bols.	8
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



Whisper Count

Whisper count with me. Say the circled numbers out loud. Continue counting to 30.



Make Ten Addition with Partners

You will work with a partner!

- Choose an addend between 1 and 10
- On your personal whiteboard, add the number you chose to 9. 8, and 7.
 Write the two addition sentences for making 10.
- Exchange personal white boards and check your partner's work!

Application Problem

RDW





Two lessons ago, we made many different shapes using two or more of these tangram pieces. Can you think of any shapes we made?



We made a big square! We made a smaller square. We made a rectangle! We made trapezoids and parallelograms!



Great! Use two or more of your pieces to make a shape you can name.



Let's look at some of the shapes you created and see what parts, or shapes, they are made of.



What shape did our friend create?



A square!



What are the parts that he used to make this square, and how many parts are there?



He used two triangles to make the square!



He used two triangles to make the square!



Great! Let's record this. Student A used two triangles to make a square.



I saw someone make a square in a different way.



What are the parts that are used to make this square, and how many parts are there?



There are seven parts!

There are two large triangles, one medium triangle, two small triangles, one parallelogram, and one square!



Some of the shapes on our chart are made with equal parts, where two same-size parts were used to make the larger shape. Can you find them on this chart or our chart?





The first square is made of equal parts!





Can you find any more shapes made with equal parts?





The triangle made with two smaller triangles has equal parts!





What about the large square that we made using all of the pieces? Is this made of seven equal parts?





No. The parts are different sizes. There are big triangles and little triangles.





You are correct! Let's check the rest of our shapes on the chart to make sure we found all the shapes with

equal parts.





Let's look at some of the hexagon shapes we made a few days ago.





How can we make a hexagon using smaller pattern block pieces?





Use six triangles!





Use six triangles!





Is the hexagon made of equal parts?





Yes! How many equal parts?





Six! What's another way to make a hexagon?





Two trapezoids!





Is the hexagon made of equal parts?





Yes!





How many equal parts?





Two equal parts!





Can we use trapezoids and triangles to make a hexagon?





Can we use trapezoids and triangles to make a hexagon?





Use one trapezoid and three triangles.





How many parts are used for this hexagon?





Four parts!





Are they four equal parts?





No. The trapezoid is much bigger than the triangles.





With a partner, make one hexagon that is created with equal parts and another hexagon that is made with parts that are not equal.





Problem Set



A STORY OF UNITS	Lesson 7 Problem Set	1.5
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Name

Date

 Are the shapes divided into equal parts? Write Y for yes or N for no. If the shape has equal parts, write how many equal parts on the line. The first one has been done for you.





Problem Set



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Lesson 7 Problem Set 1.5

2. Write the number of equal parts in each shape.



3. Draw one line to make this triangle into 2 equal triangles.



4. Draw one line to make this square into 2 equal parts.



5. Draw two lines to make this square into 4 equal squares.



Look at Problem 1. Find an example of a shape that is not divided into equal parts. How did you decide that the parts were not equal?



Look at Problem 4. What are the shapes of your equal parts? Compare with your partner. Did everyone make the same shape?



What does it mean when we say a shape has equal parts? How is this the same as or different from the ways we have used the word equal in the past? Give examples of ways we use the word equal in math class.





Think about your Fluency Practice today. Which addition or subtraction facts are becoming easier for you to remember?



Exit Ticket

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A STORY OF UNITS		Lesson 7 Exit Ticket		
Name		Date		
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How many equal parts does the shape have?