Eureka Math

1st Grade
Module 6
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!

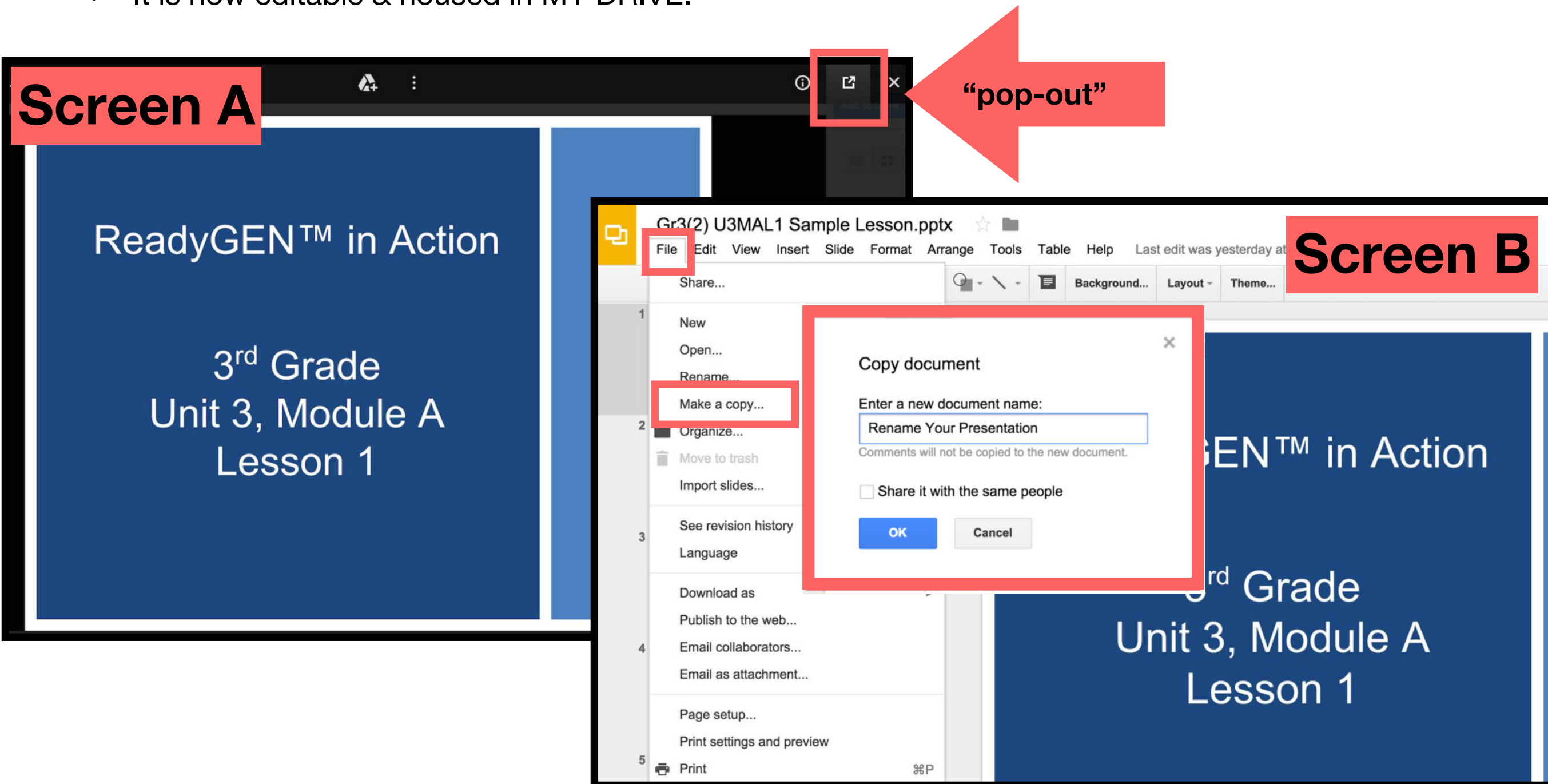Directions for customizing presentations are available on the next slide.

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.

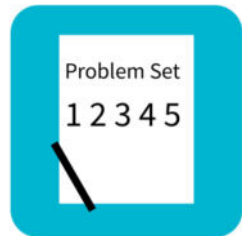**Screen A**

"pop-out"

ReadyGEN™ in Action

3rd Grade
Unit 3, Module A
Lesson 1

Screen B

Gr3(2) U3MAL1 Sample Lesson.pptx

File Edit View Insert Slide Format Arrange Tools Table Help Last edit was yesterday at

Share...
New
Open...
Rename...
Make a copy...
Organize...
Move to trash
Import slides...
See revision history
Language
Download as
Publish to the web...
Email collaborators...
Email as attachment...
Page setup...
Print settings and preview
Print   ⌘P

Background... Layout ⁃ Theme...

Copy document

Enter a new document name:

Rename Your Presentation

Comments will not be copied to the new document.

☐ Share it with the same people

OK   Cancel

EN™ in Action

3rd Grade
Unit 3, Module A
Lesson 1

Icons

RDW — Read, Draw, Write

Learning Target

Personal White Board
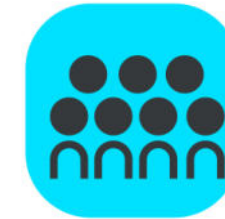
Problem Set — *Problem Set 1 2 3 4 5*

Manipulatives Needed

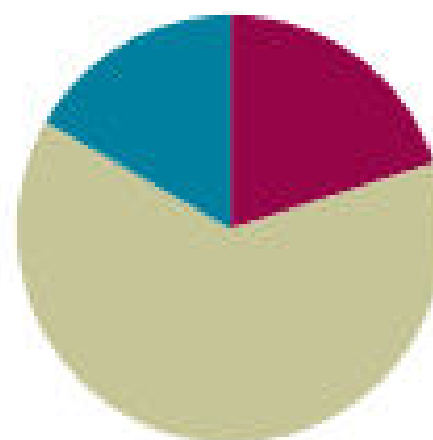Fluency

Think Pair Share

Whole Class

Individual

Partner

Small Group

Small Group Time

Lesson 1

Objective: Solve *compare with difference unknown* problem types.

Suggested Lesson Structure

◼	Fluency Practice	(12 minutes)
◼	Concept Development	(38 minutes)
◼	Student Debrief	(10 minutes)
	Total Time	**(60 minutes)**

Materials Needed

- Fluency
  - (S) Core Fluency Practice Sets
  - (S) Personal white board, die per pair
- Concept Development
  - (T) 4 ten-sticks, 2 charts with today's story problems
  - (S) Personal math toolkit with 4 ten-sticks, personal white board

I can solve comparison word problems with difference unknown.

Application Problem

No Application Problem for this lesson.

Core Fluency Differentiated Practice Sets (5 min.)
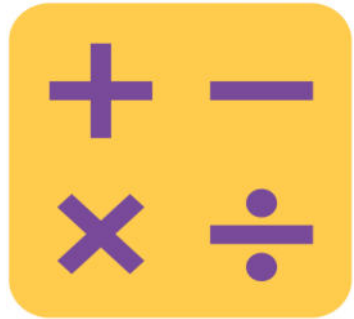
Give the appropriate Practice Set to each student.
A-E

Name _____   Date _____

My Addition Practice

1. $6 + 0 =$ ___	11. $7 + 1 =$ ___	21. $5 + 3 =$ ___
2. $0 + 6 =$ ___	12. ___ $= 1 + 7$	22. ___ $= 5 + 4$
3. $5 + 1 =$ ___	13. $3 + 3 =$ ___	23. $6 + 4 =$ ___
4. $1 + 5 =$ ___	14. $3 + 4 =$ ___	24. $4 + 6 =$ ___
5. $6 + 1 =$ ___	15. ___ $= 3 + 5$	25. ___ $= 4 + 4$
6. $1 + 6 =$ ___	16. $6 + 3 =$ ___	26. $3 + 4 =$ ___
7. $6 + 2 =$ ___	17. $7 + 3 =$ ___	27. $5 + 5 =$ ___
8. $5 + 2 =$ ___	18. ___ $= 7 + 2$	28. ___ $= 4 + 5$
9. $2 + 5 =$ ___	19. $2 + 7 =$ ___	29. $3 + 7 =$ ___
10. $2 + 4 =$ ___	20. $2 + 8 =$ ___	30. ___ $= 3 + 6$

Today I finished _____ problems.

I solved _____ problems correctly.
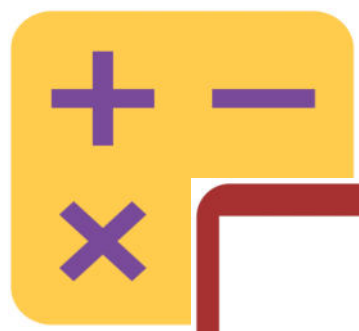
Number Bond Addition and Subtraction (5 min.)

Assign partners of equal ability. Allow partners to choose a number for their whole (within 10) and roll the die to determine one of the parts.

Both students write two addition and two subtraction sentences with a box representing the unknown number in each equation and solve for the missing number. Students exchange boards and check each other's work.
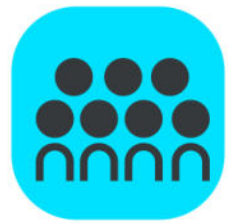
Happy Counting (2 min.)

T:	👎	👎	👇	👍	👍	👇	👍	👍	👎	👍	
T/S:	97	96	(pause)	97	98	(pause)	99	100	99	100	(etc.)

Concept Development (38 min.)

Let's read this story problem together.

Rose wrote 8 letters to her friends. Her goal is to write 12 letters. How many more letters does she need to write to meet her goal?
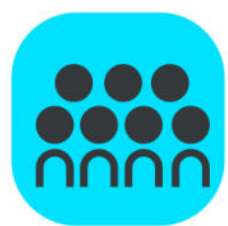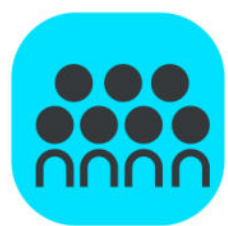
Concept Development (38 min.)

Rose wrote 8 letters to her friends. Her goal is to write 12 letters. How many more letters does she need to write to meet her goal?

Use a tape diagram to solve how many more letters Rose needs to write. You may also use your linking cubes to help draw and solve.
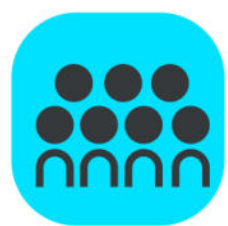
🎨 Concept Development (38 min.)
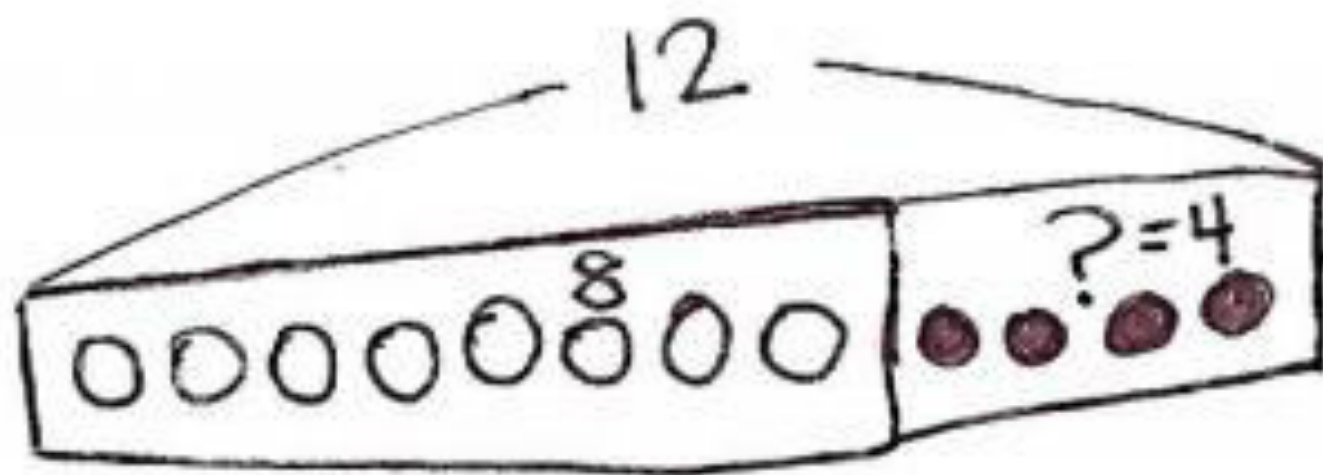
How did this student solve this problem?

👥 Concept Development (38 min.)

I made a model of this story using linking cubes.
Watch me as I draw my tape diagram only using numbers.
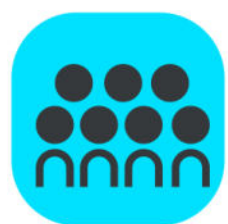
Concept Development (38 min.)

Rose wrote 8 letters to her friends.

8

R

What number should I write inside?
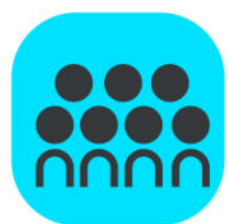
Concept Development (38 min.)

Her goal is to write 12 letters.

8

Is that a part of how many letters she wants to write, or is it the total letters she wants to write?

The total
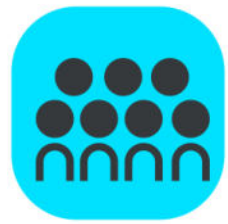
ᐧᐧᐧ Concept Development (38 min.)

So, that means there are some more letters Rose needs to write. We just don't know how many more yet.

8	?
R	M
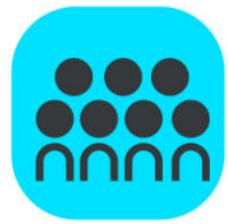
Concept Development (38 min.)

What addition sentence helps find the missing part?

$$12$$

8	?
R	M

8 + ___ = 12
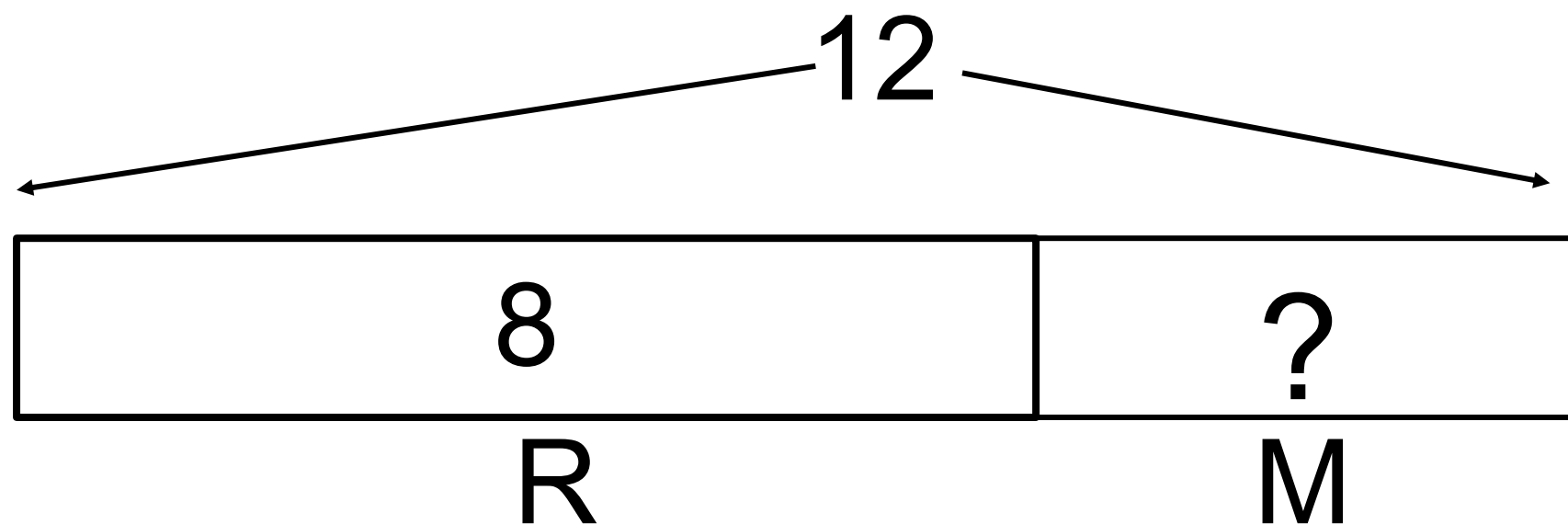
🔲 Concept Development (38 min.)

What is the subtraction number sentence to find the missing part?

```
              12
        ┌──────────────┐
  ┌─────────────┬──────────┐
  │      8      │    ?     │
  └─────────────┴──────────┘
        R             M
```

12 - 8 =
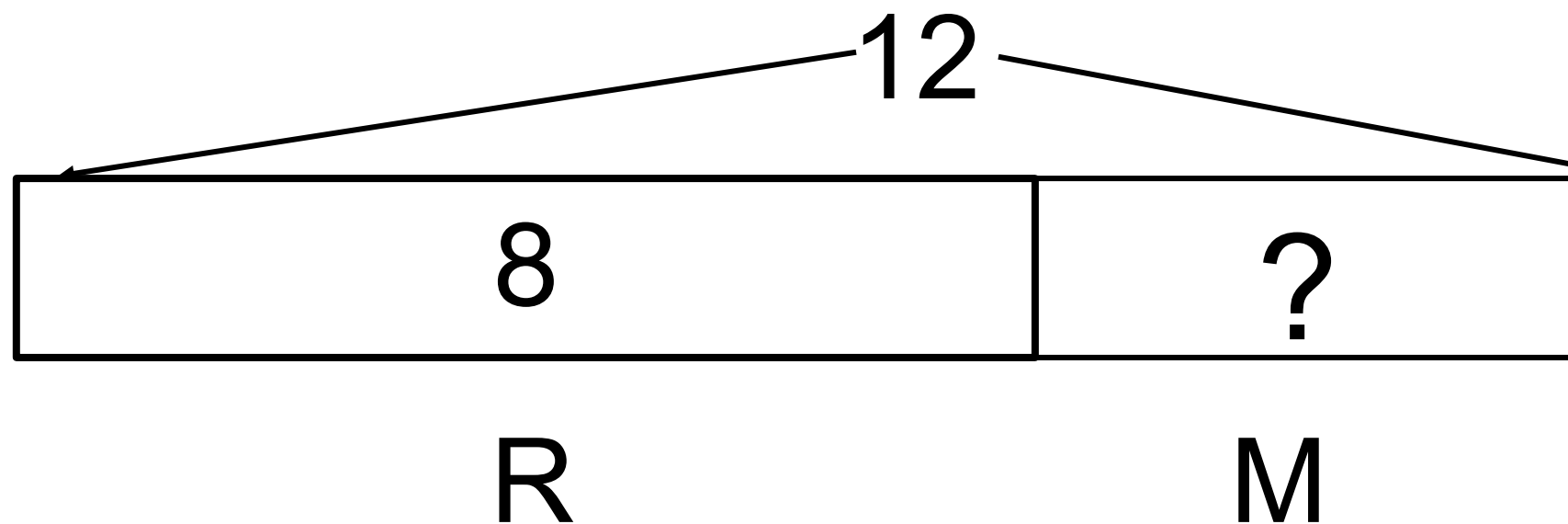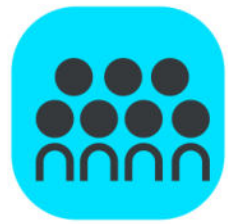
📊 Concept Development (38 min.)

How many more letters does Rose need to write?

12

8	?
R	M
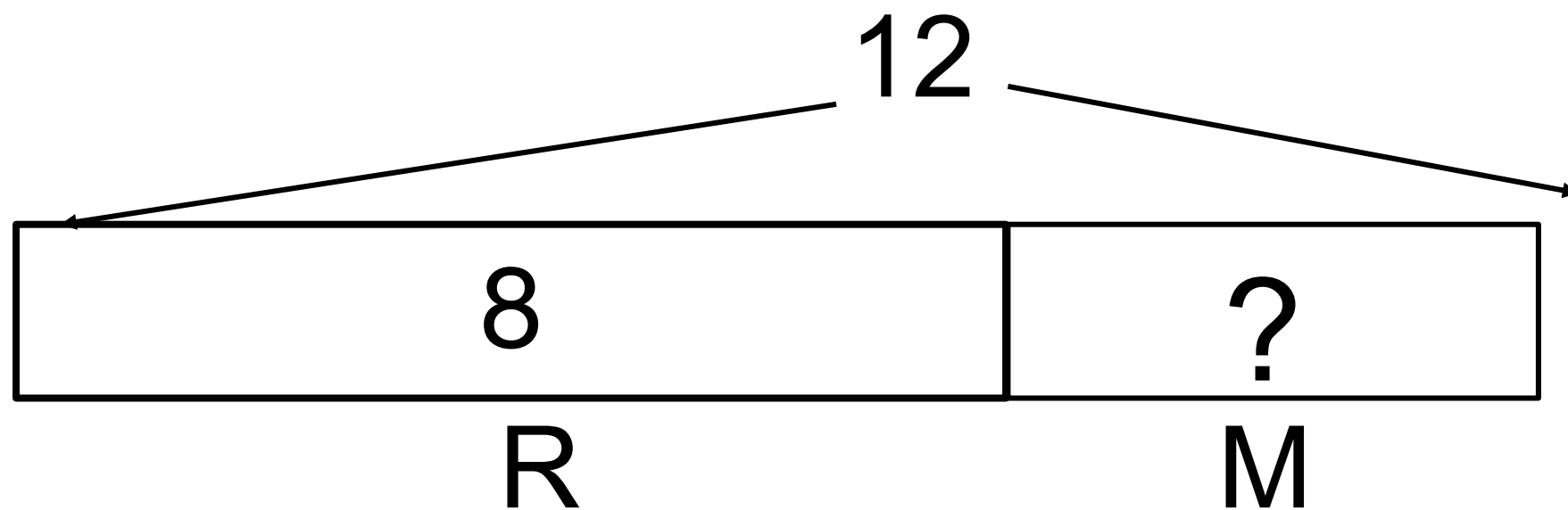
12 - 8 = 4
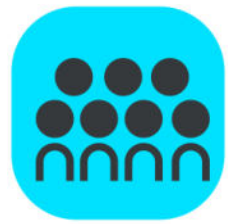
Concept Development (38 min.)

Let's read another story problem together?

Rose wrote 8 letters. Nikil wrote 12 letters. How many more letters did Nikil write than Rose?
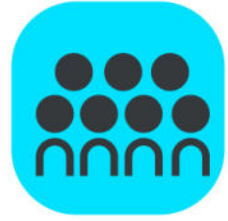
Concept Development (38 min.)

Partner A, using one color, make a stick of how many letters Rose wrote.
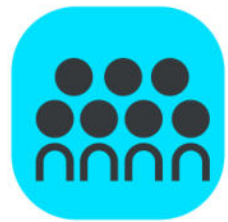
Partner B, using a different color, make a stick to show the number of letters Nikil wrote.
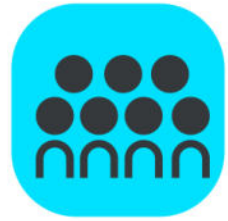
Concept Development (38 min.)

Lay the two sticks down on the personal white board so we can compare them easily.

R
N

Concept Development (38 min.)

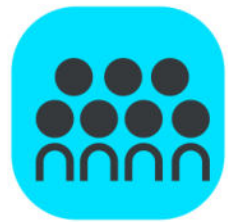Watch me as I use these cubes to help me draw my tape diagram to compare the number of letters Rose and Nikil wrote.
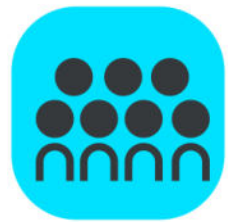
R

N

How many letters did Rose write?

8

Concept Development (38 min.)

R | 8 |

N
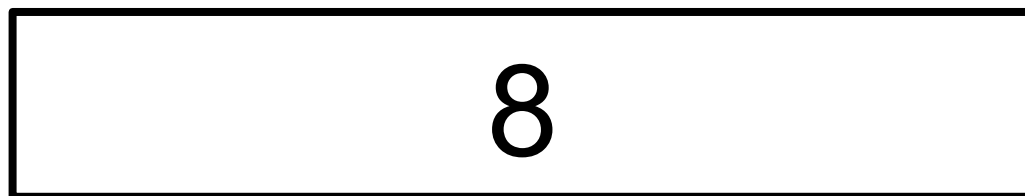
How many letters did Nikil write?
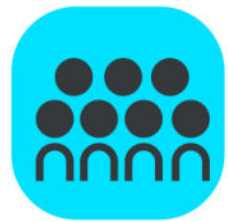
12

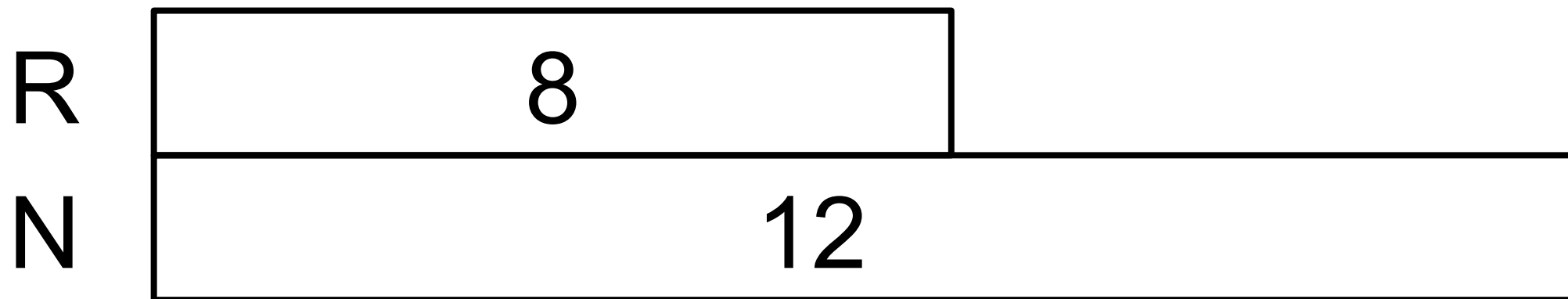# Concept Development (38 min.)

R [8]

N

Will his tape, his part, be longer or shorter than Rose's tape, her part?
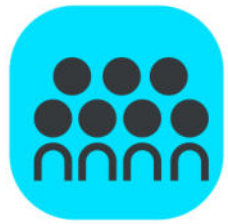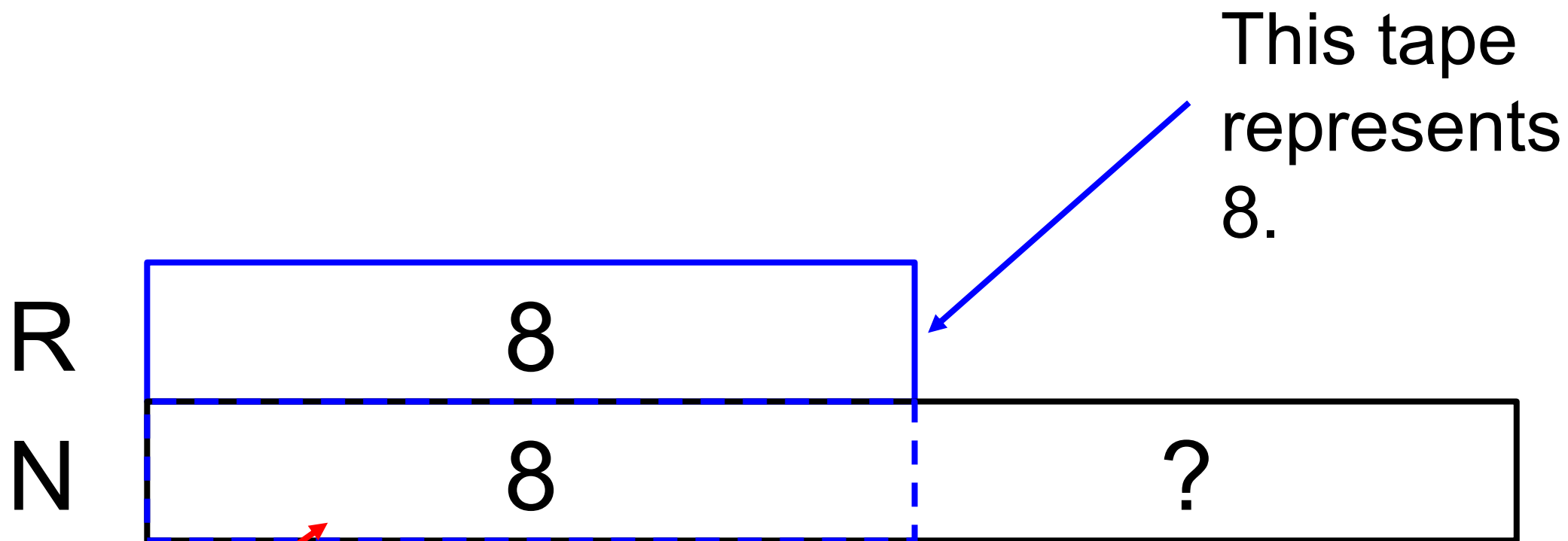
bigger

Concept Development (38 min.)

R | 8

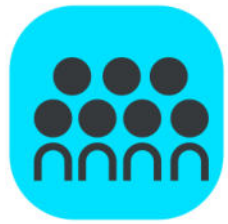N | 12

What number goes with this tape?

Concept Development
(38 min.)

The question says, "How many more letters did Nikil write than Rose?"

This tape represents 8.

R | 8

N | 8 | ?

So this much of Nikil's tape is also 8.

This part of Nikil's tape represents how many more letters he wrote.
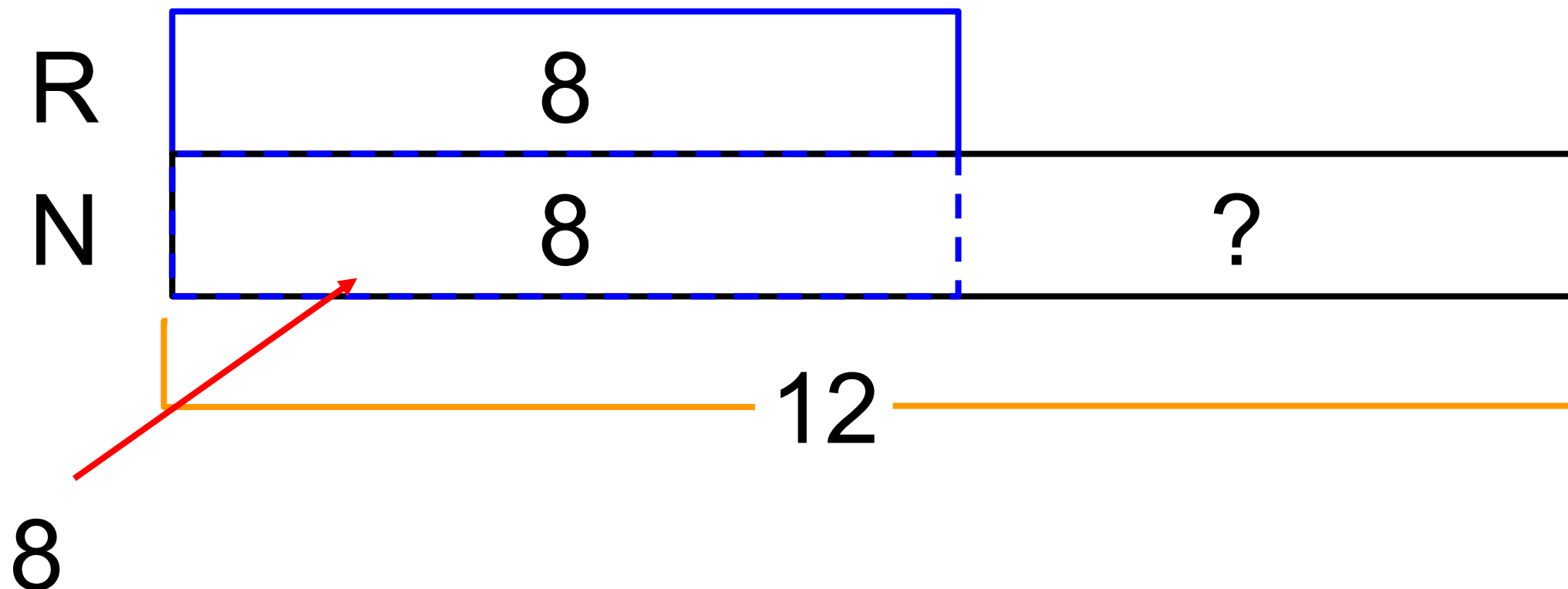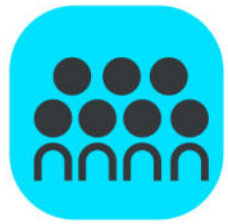
Concept Development
(38 min.)

What is the total number of letters Nikil wrote?

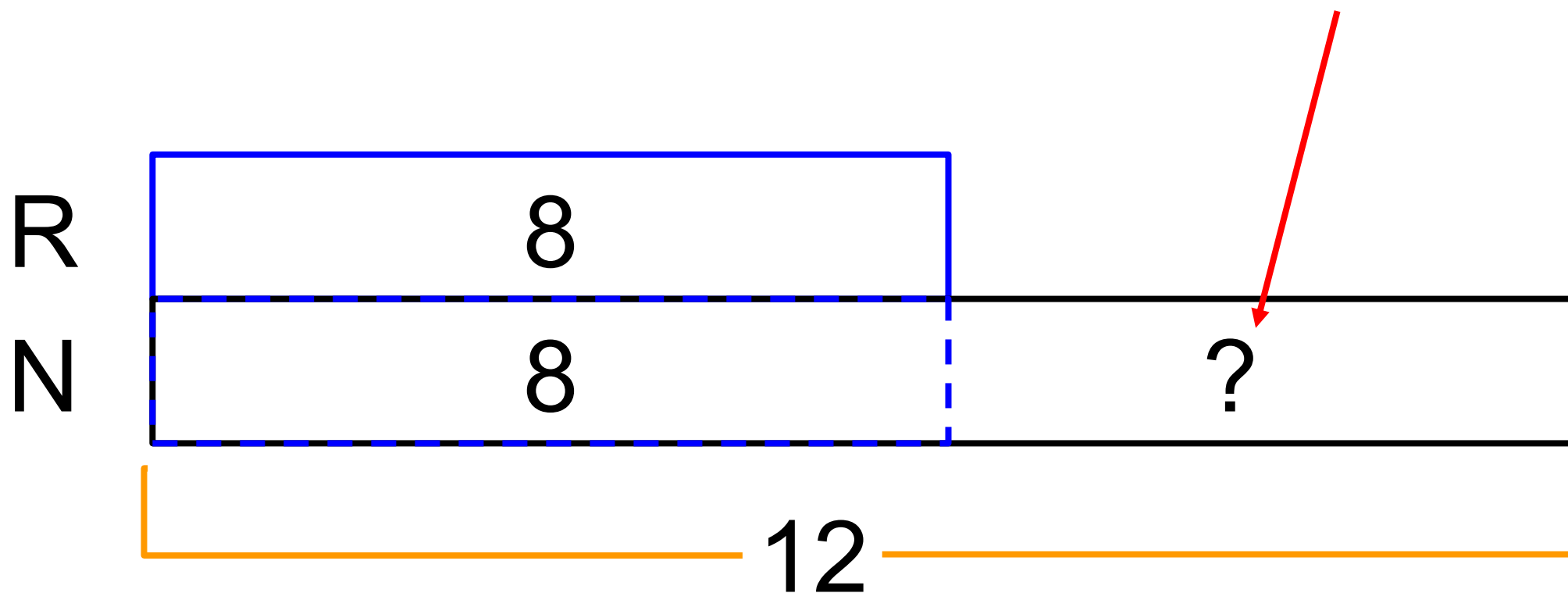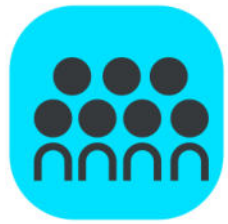What is the part of Nikil's letters that are the same number as Rose's letters?

R	8	
N	8	?

12

8

Concept Development
(38 min.)

How many more letters did Nikil write than Rose? What can we do to figure out the unknown part? Turn and talk to your partner.

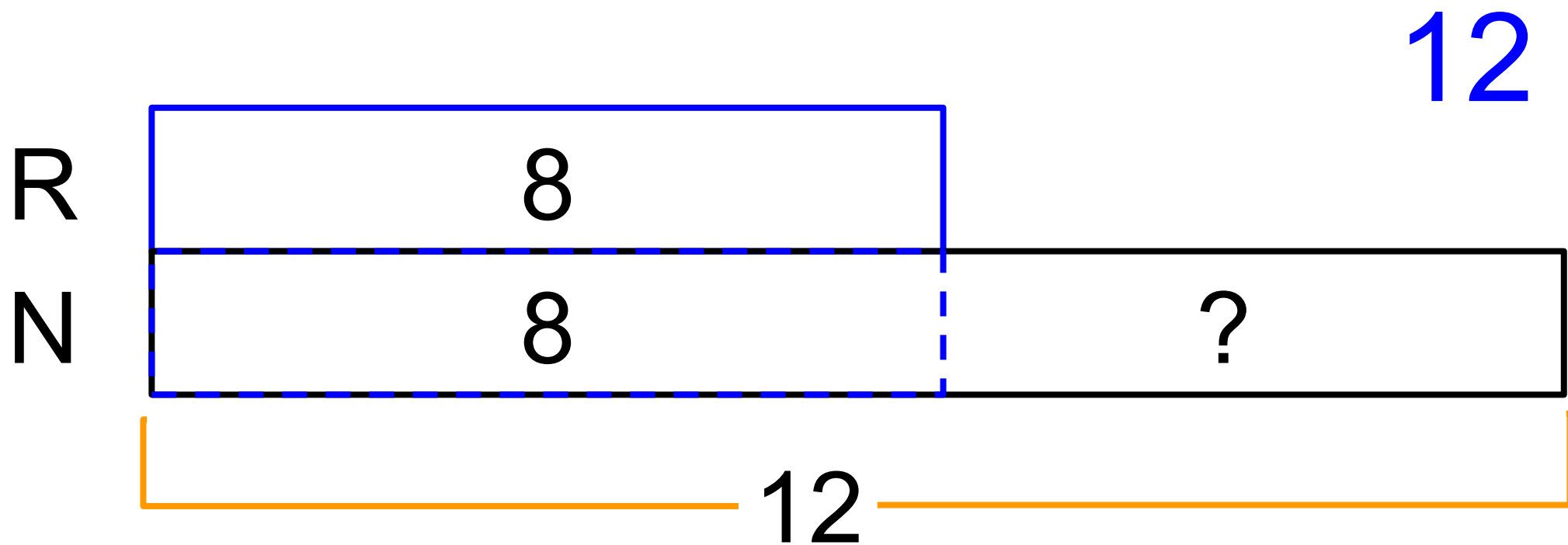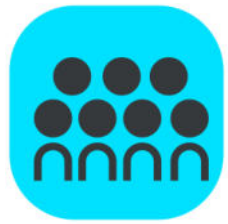|	
R	8
N	8 ?

12

Concept Development
(38 min.)

If we count on 4 more from 8, we are adding 8 + 4 to get 12. If we cover up the 8 to see how many more letters he wrote, that is the same as taking away 8 from…?
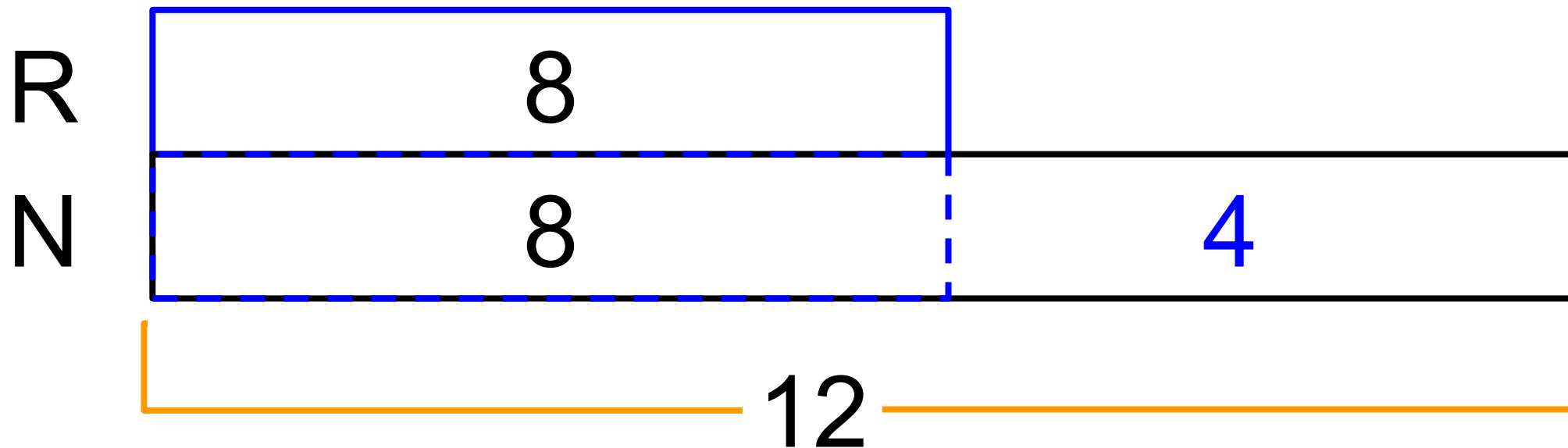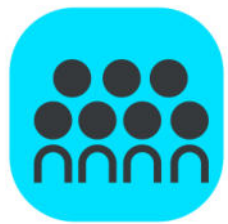
12

R	8	
N	8	?

12

What is 12 – 8? **4**

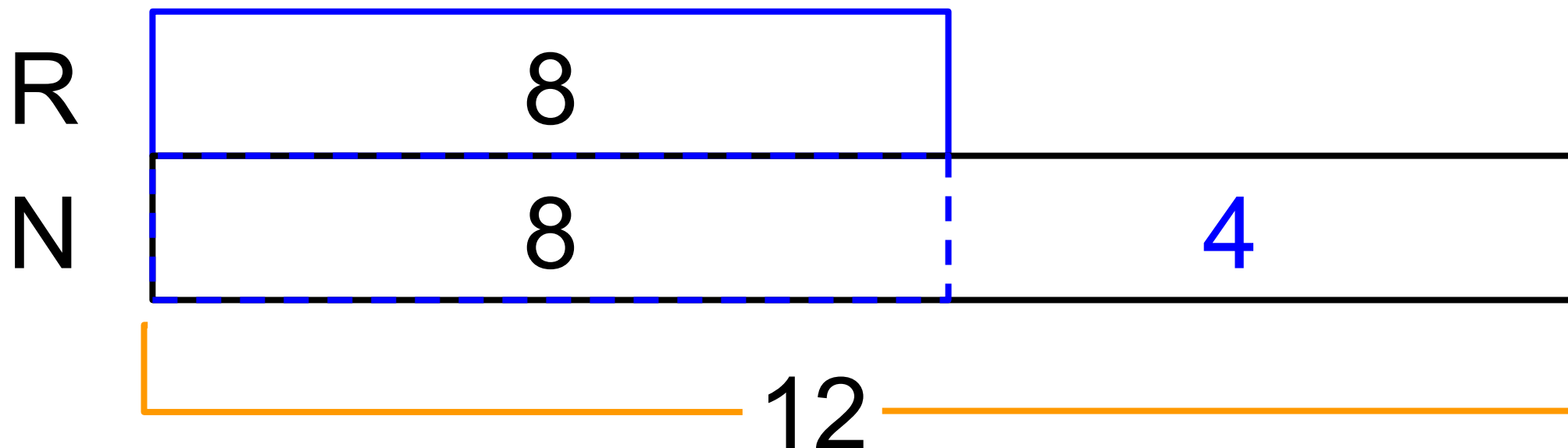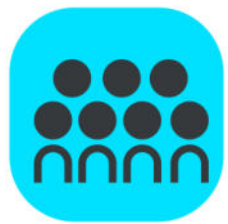How many more letters did Nikil write?

Concept Development
(38 min.)

I want you to see that we can use subtraction to compare the number of letters Rose and Nikil wrote.

Who wrote fewer letters? Rose

How do you know?

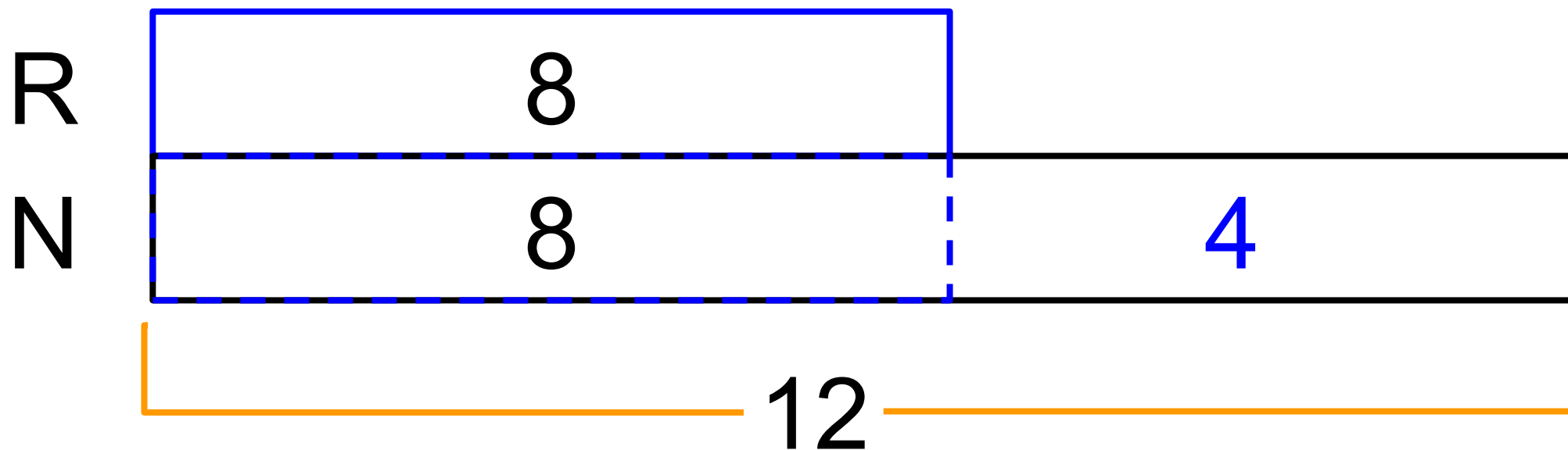

R	8	
N	8	4

12

▦ Concept Development
(38 min.)

How many fewer letters did Rose write than Nikil?

How do you know?

R | 8

N | 8 | 4

12

*See manual to continue this process with additional story problems.

Problem Set
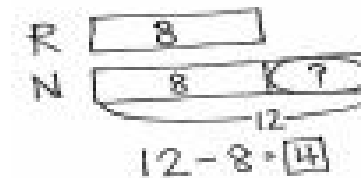
Name _____   Date _____

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

R [8]
N [8] (?)
—12—
$12 - 8 = \boxed{4}$

1. Peter has 3 goats living on his farm. Julio has 9 goats living on his farm.
   How many more goats does Julio have than Peter?

---

2. Willie picked 16 apples in the orchard. Emi picked 10 apples in the orchard.
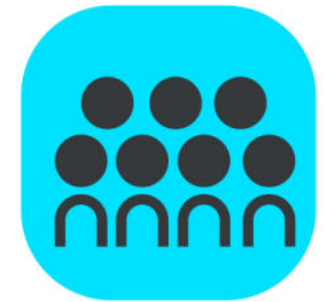   How many more apples did Willie pick than Emi?

Problem Set

3. Lee collected 13 eggs from the hens in the barn. Ben collected 18 eggs from the hens in the barn. How many fewer eggs did Lee collect than Ben?

4. Shanika did 14 cartwheels during recess. Kim did 20 cartwheels. How many more cartwheels did Kim do than Shanika?
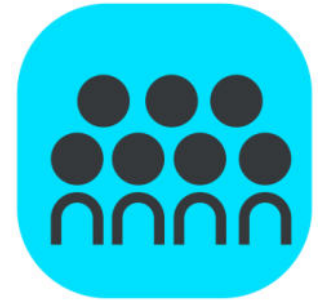
Debrief

- Look at Problem 1. Using the same story, how many fewer goats does Peter have than Julio? What do you notice about the answer to the question in the problem and this new question? Explain your thinking. How was setting up Problem 3 similar to and different from setting up Problems 1 and 2? What did you need to be sure to do? Why?
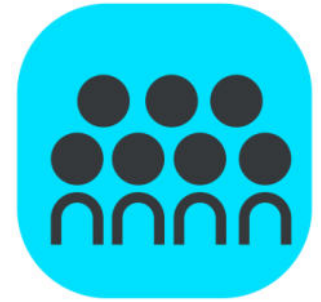
Debrief
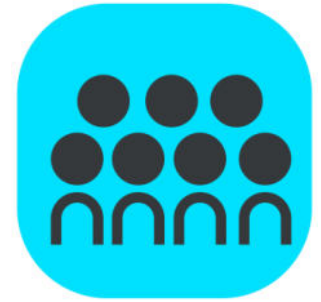
When we know the total and just one of the parts, what strategy did we use to solve for the missing part?

Debrief

When two tapes are arranged one above the other like the ones we used today, we call that a double tape diagram. How does setting up our two tapes this way help you compare more easily?

Debrief

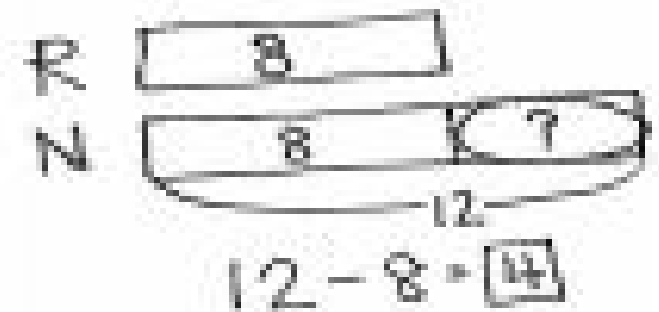How did the Application Problem connect to today's lesson?

Exit Ticket

Name _____   Date _____

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

R [8]
N [8   ][?]
—12—
$12 - 8 = \boxed{4}$

Anton drove around the racetrack 12 times during the race. Rose drove around the racetrack 17 times. How many more times did Rose go around the racetrack than Anton?