

Eureka Math

1st Grade Module 6 Lesson 2

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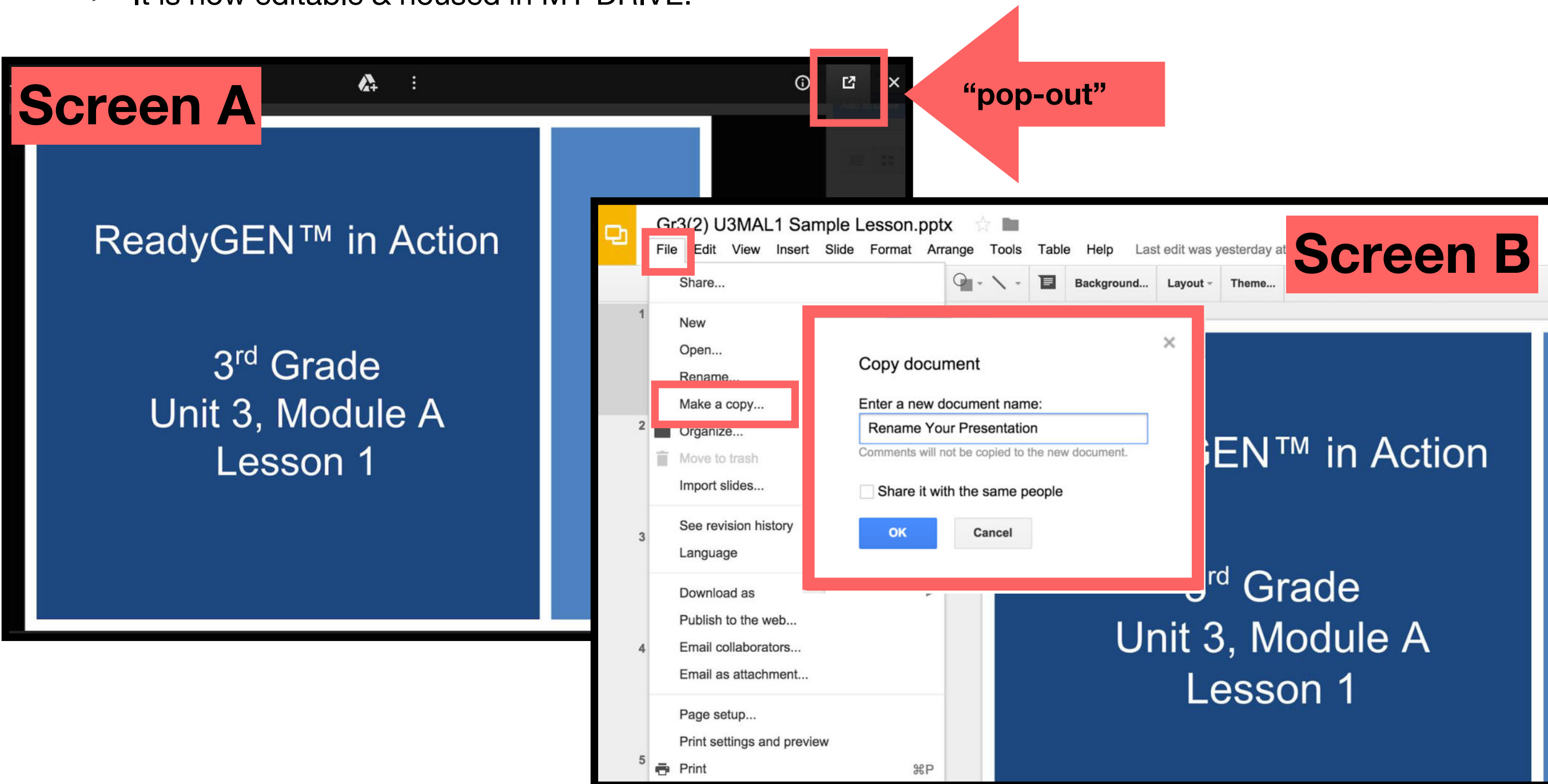


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Customize this Slideshow

Reflecting your Teaching Style and Learning Needs of Your Students

- When the Google Slides presentation is opened, it will look like Screen A.
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- The view now looks like Screen B.
- Within Google Slides (not Chrome), choose FILE.
- Choose MAKE A COPY and rename your presentation.
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- It is now editable & housed in MY DRIVE.



Icons



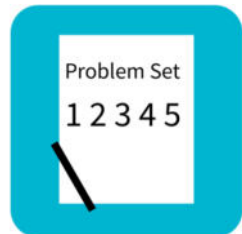
Read, Draw, Write



Learning Target



Personal White Board



Problem Set



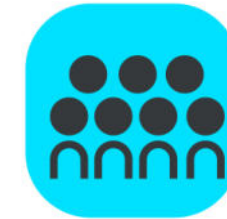
Manipulatives Needed



Fluency



Think Pair Share



Whole Class



Individual



Partner



Small Group



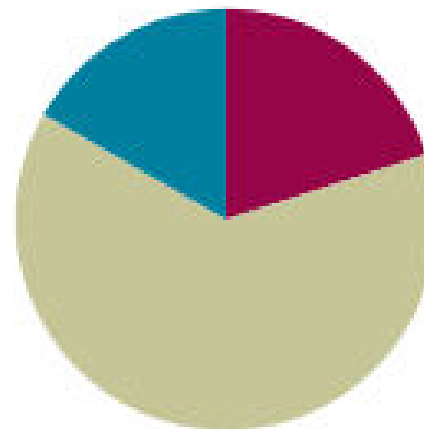
Small Group Time

Lesson 2

Objective: Solve *compare with bigger or smaller 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 (Lesson 1)
 - (S) Personal white board, die per pair
- Concept Development
 - (T) Chart with Lesson 1's tape diagram and Problem 2, chart with today's Problems 2 and 3, 4 tensticks
 - (S) Personal math toolkit with 4 ten-sticks, personal white board



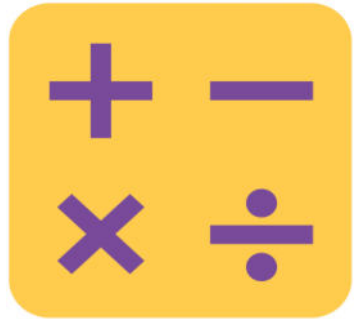
I can solve compare with bigger or smaller unknown problem types.

Application Problem

The logo consists of the letters 'RDW' in white, bold, sans-serif font, centered within a green rounded square.

No Application Problem for this lesson.

Core Fluency Differentiated Practice Sets (5 min.)



Give the appropriate Practice Set to each student.

A-E

A STORY OF UNITS		Lesson 1 Core Fluency Practice Set A	1•6
Name _____ Date _____			
My Addition Practice			
1. $6 + 0 = \underline{\quad}$	11. $7 + 1 = \underline{\quad}$	21. $5 + 3 = \underline{\quad}$	
2. $0 + 6 = \underline{\quad}$	12. $\underline{\quad} = 1 + 7$	22. $\underline{\quad} = 5 + 4$	
3. $5 + 1 = \underline{\quad}$	13. $3 + 3 = \underline{\quad}$	23. $6 + 4 = \underline{\quad}$	
4. $1 + 5 = \underline{\quad}$	14. $3 + 4 = \underline{\quad}$	24. $4 + 6 = \underline{\quad}$	
5. $6 + 1 = \underline{\quad}$	15. $\underline{\quad} = 3 + 5$	25. $\underline{\quad} = 4 + 4$	
6. $1 + 6 = \underline{\quad}$	16. $6 + 3 = \underline{\quad}$	26. $3 + 4 = \underline{\quad}$	
7. $6 + 2 = \underline{\quad}$	17. $7 + 3 = \underline{\quad}$	27. $5 + 5 = \underline{\quad}$	
8. $5 + 2 = \underline{\quad}$	18. $\underline{\quad} = 7 + 2$	28. $\underline{\quad} = 4 + 5$	
9. $2 + 5 = \underline{\quad}$	19. $2 + 7 = \underline{\quad}$	29. $3 + 7 = \underline{\quad}$	
10. $2 + 4 = \underline{\quad}$	20. $2 + 8 = \underline{\quad}$	30. $\underline{\quad} = 3 + 6$	
Today I finished _____ problems.			
I solved _____ problems correctly.			



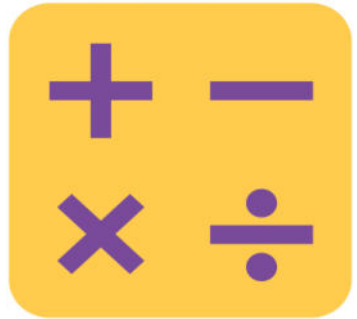
Number Bond Addition and Subtraction (5 min.)



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)

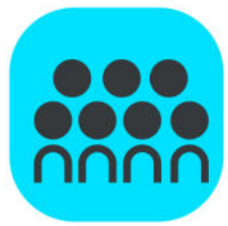
99

100

99

100

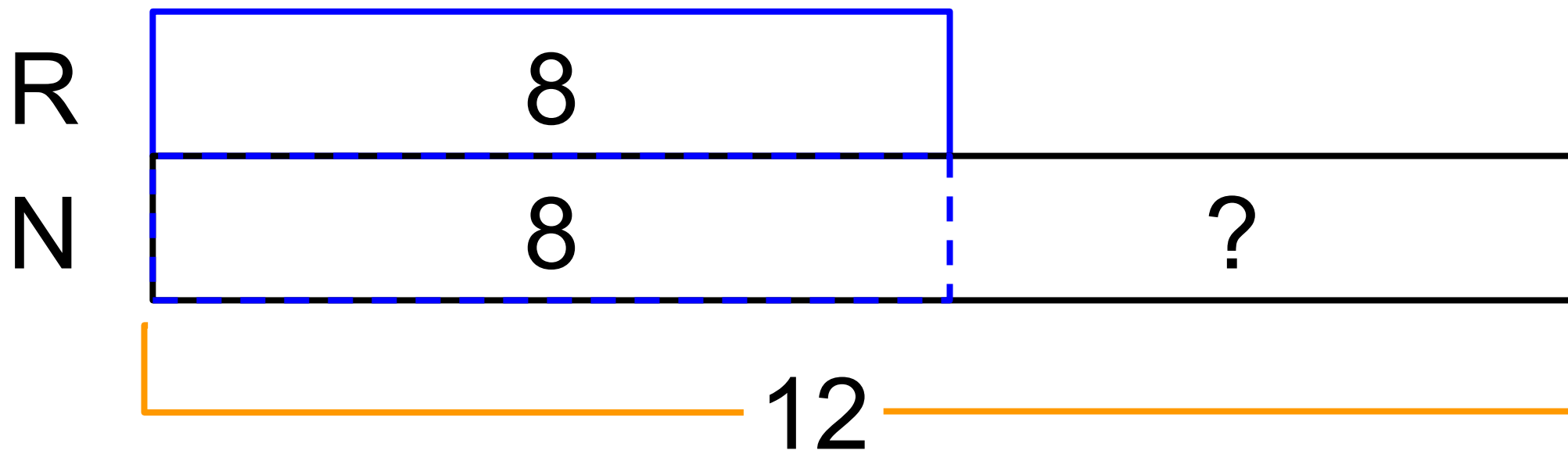
(etc.)



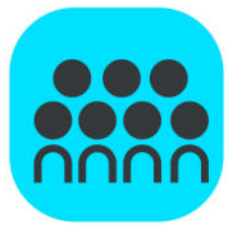
Concept Development

(38 min.)

What was the story that went with this tape diagram, in the last lesson?



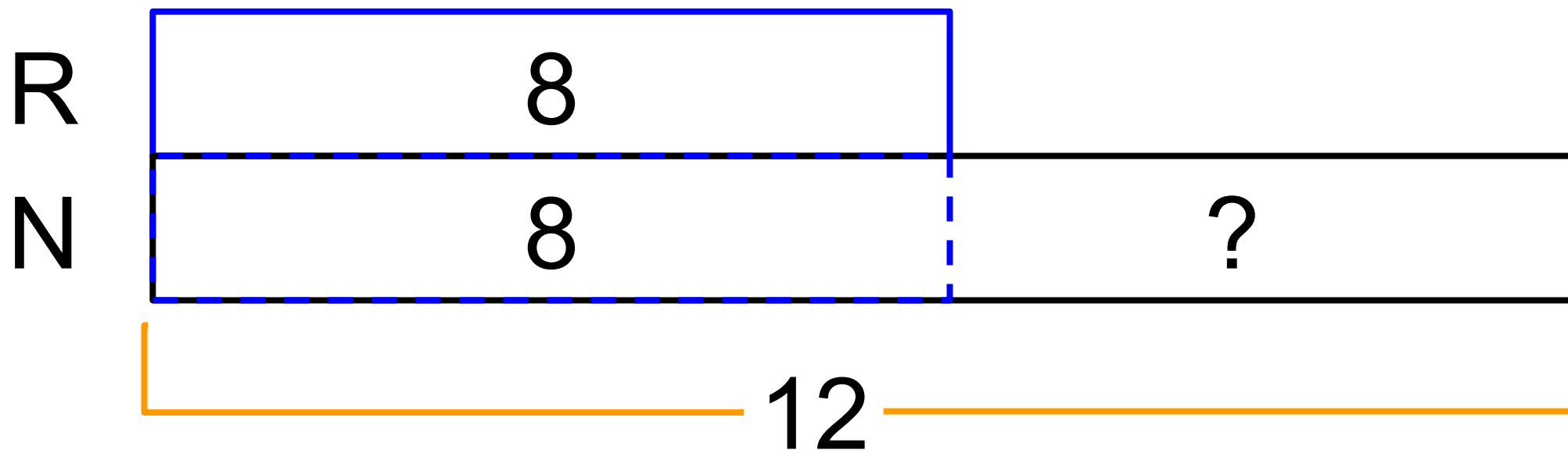
What is $12 - 8 =$ 4 Nikil wrote 4 more letters than Rose.



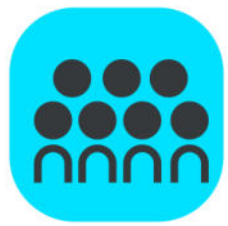
Concept Development

(38 min.)

Great! I have a new problem for you. Rose wrote 8 letters. Nikil wrote 4 more letters than Rose. How many letters did Nikil write? Turn and talk with your partner.



What is $12 - 8 =$ 4 Nikil wrote 4 more letters than Rose.

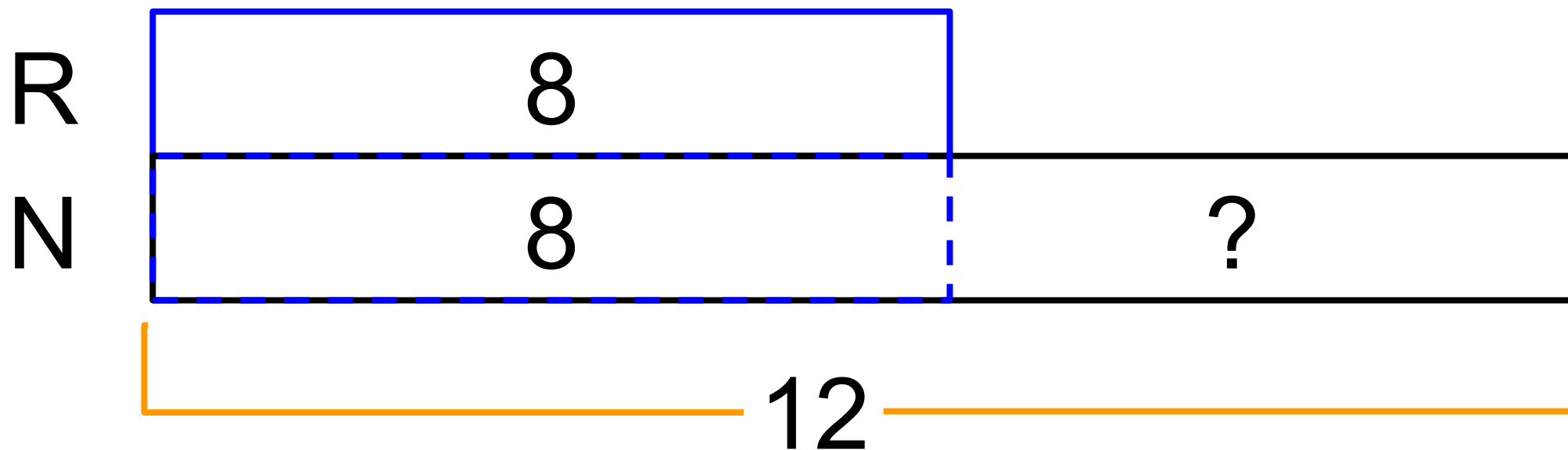


Concept Development

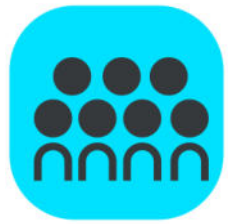
(38 min.)

If Rose wrote 8 letters, and Nikil wrote 4 more letters than Rose, how many letters did Nikil write?

How do you know?



What is $12 - 8 =$ 4 Nikil wrote 4 more letters than Rose.

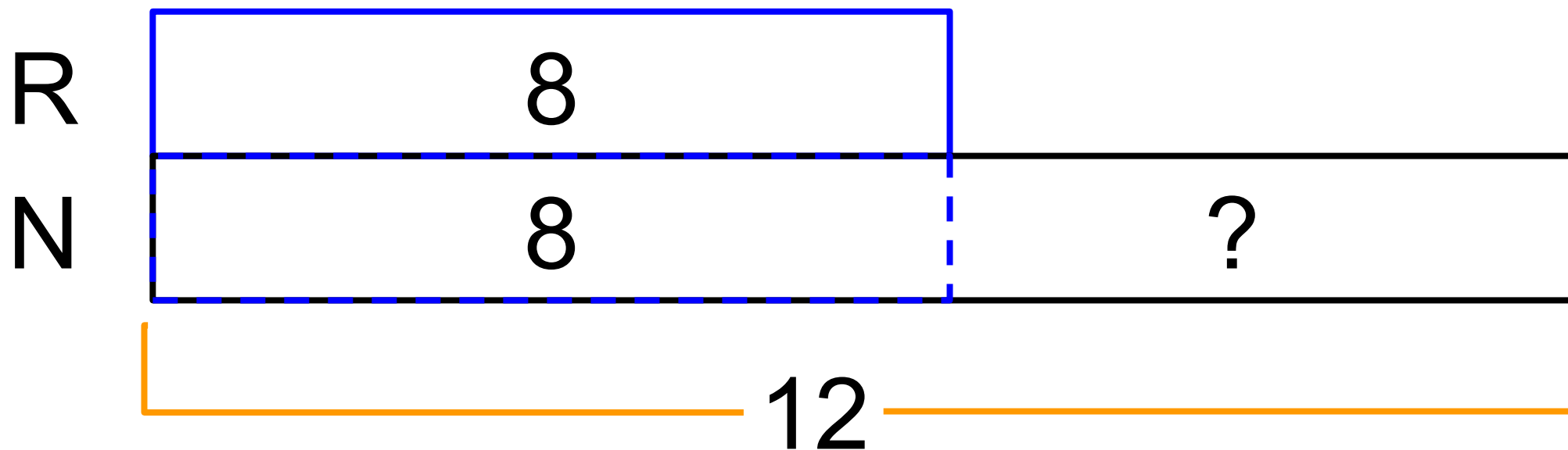


Concept Development

(38 min.)

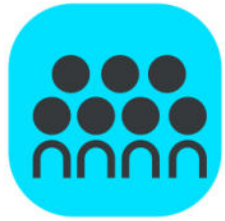
In the last lesson, you subtracted to find the difference between the two sets of letters. Is that what you did this time?

Talk with a partner, and decide what number sentence you needed to use.



Yes we needed to add this time! Eight letters plus 4 more letters is 12 letters.

$$8 + 4 = 12$$

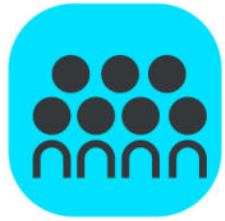


Concept Development

(38 min.)

Let's try another one. This time, use your linking cubes with a partner. Each of you will show linking cubes for your character.

Ben solved 6 math problems. Robin solved 4 more problems than Ben. How many problems did Robin solve?



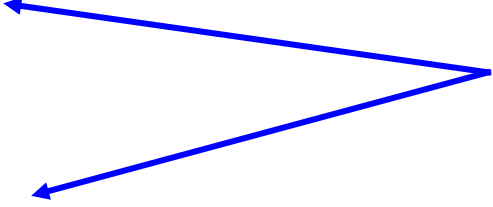
Concept Development

(38 min.)

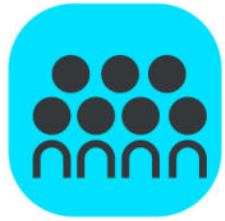
Ben solved 6 math problems. **Robin** solved 4 more problems than Ben. How many problems did Robin solve?

Let's draw a tape diagram to show what you just did.
Who is this story about?

B
R



Start with your labels.



Concept Development

(38 min.)

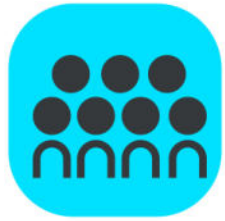
Ben solved 6 math problems. **Robin** solved 4 more problems than Ben. How many problems did Robin solve?

What do you notice about these two tapes?



The same size tape means they solved the same amount of problems. Is this true?

So who solved more problems?

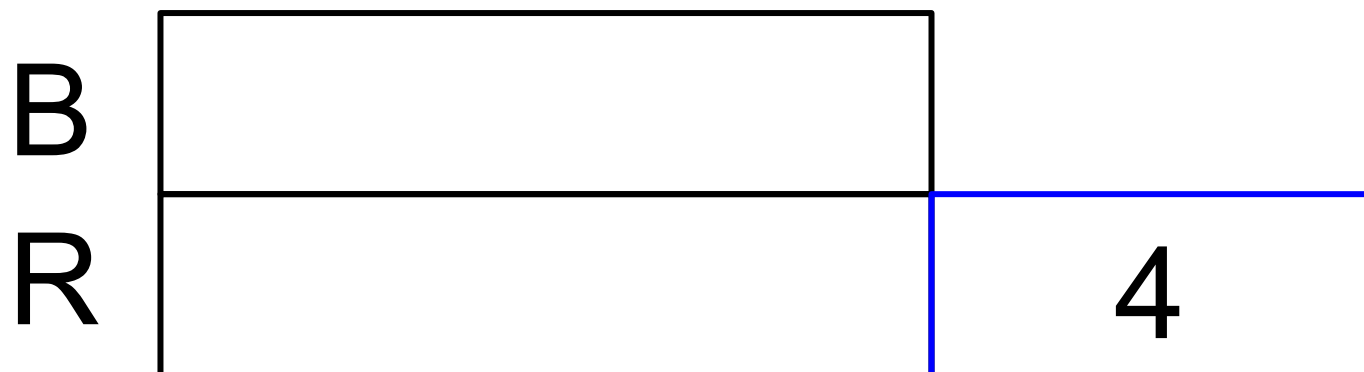


Concept Development

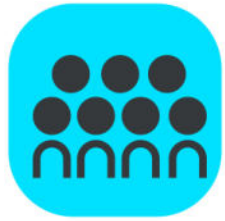
(38 min.)

Ben solved 6 math problems. **Robin** solved 4 more problems than Ben. How many problems did Robin solve?

You are right! I'm going to add an extra part of tape next to Robin's to show that she solved more problems than Ben.



How many more problems did Robin solve?



Concept Development

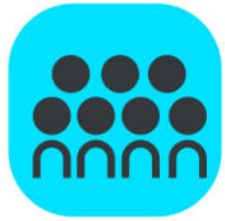
(38 min.)

Ben solved 6 math problems. **Robin** solved 4 more problems than Ben. How many problems did Robin solve?

What information can I add to my double tape diagram?

B	6	
R	6	4

Does this match the linking cubes on your personal white board?



Concept Development

(38 min.)

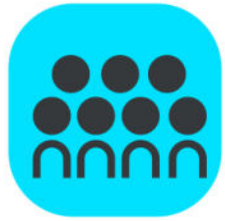
Ben solved 6 math problems. **Robin** solved 4 more problems than Ben. How many problems did Robin solve?

As I read each part of the story problem again, touch the part of the double tape model on your board that corresponds to what I'm saying.

B	6	
R	6	4

Write a number sentence that helped you find how many problems Robin solved.

$$6 + 4 = ? \quad 10$$



Concept Development

(38 min.)

Tamra found 12 ladybugs. **Willie** found 4 fewer ladybugs than Tamra. How many ladybugs did Willie find?

Who are the children in this story problem?

T

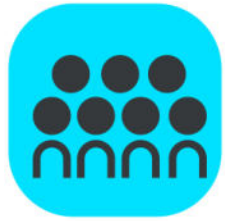
--

W

--

Is it true that they found the same number of ladybugs?

Who found more ladybugs?
Turn and talk to your partner.



Concept Development

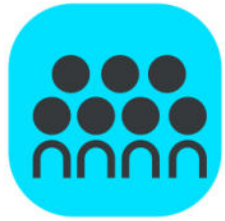
(38 min.)

Tamra found 12 ladybugs. **Willie** found 4 fewer ladybugs than Tamra. How many ladybugs did Willie find?

Great thinking! I need to add an extra tape, the “more tape,” onto ...?

T		4
W		

How many more ladybugs did Tamra find than Willie?



Concept Development

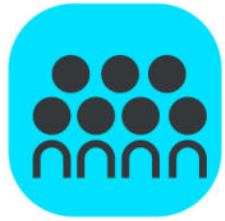
(38 min.)

Tamra found 12 ladybugs. **Willie** found 4 fewer ladybugs than Tamra. How many ladybugs did Willie find?

Take a look at Tamra's tape. Turn and talk to your partner about where the 12 should go.

T		4
W		

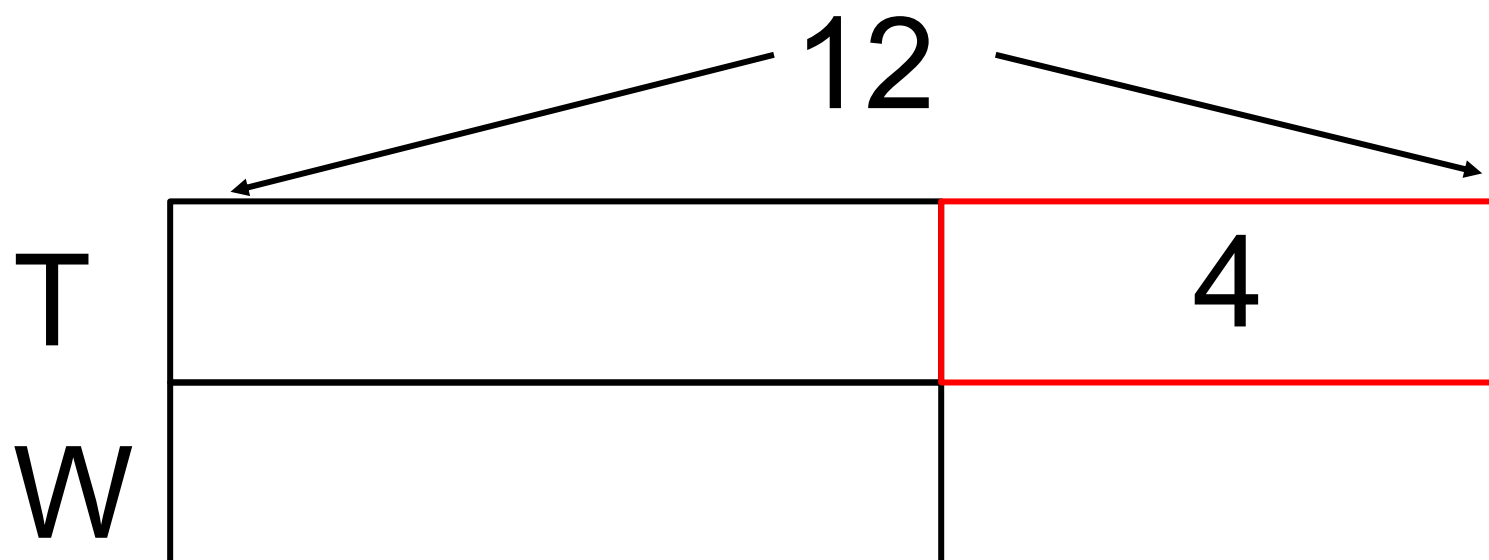
Is 12 one of the parts or the total of ladybugs Tamra found?



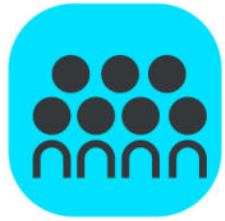
Concept Development

(38 min.)

Tamra found 12 ladybugs. **Willie** found 4 fewer ladybugs than Tamra. How many ladybugs did Willie find?



Does this show that Tamra found a total of 12 ladybugs?

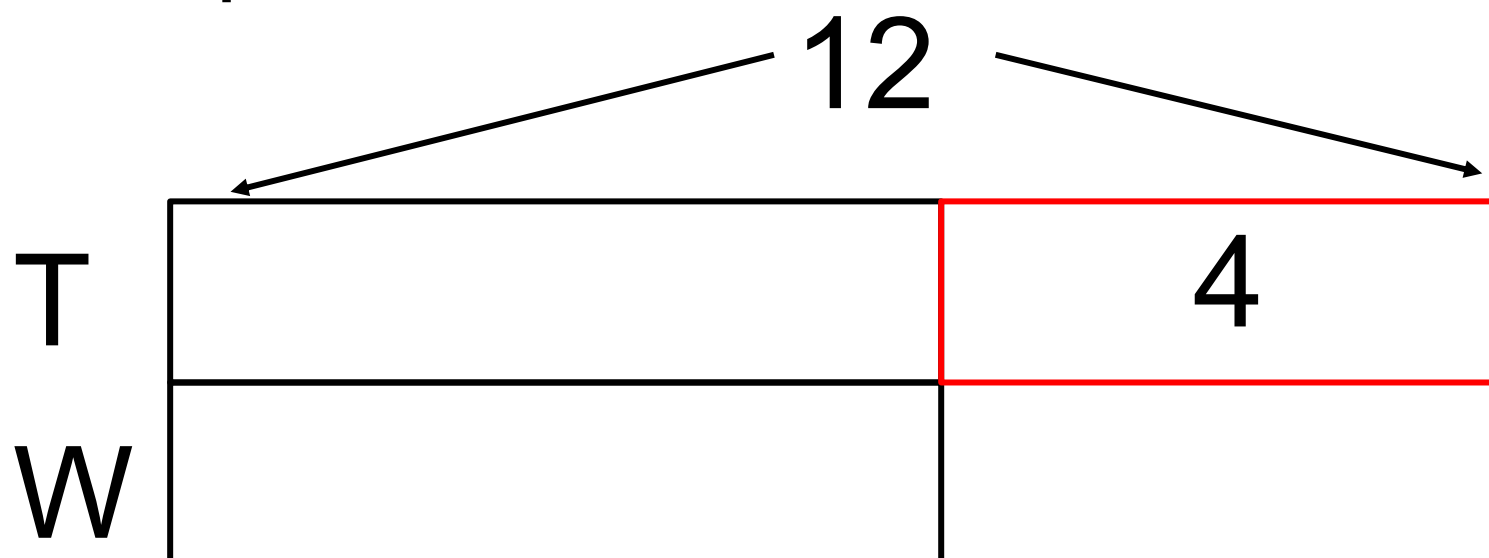


Concept Development

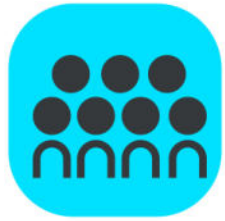
(38 min.)

Tamra found 12 ladybugs. **Willie** found 4 fewer ladybugs than Tamra. How many ladybugs did Willie find?

Look at Willie's tape. What do you notice about the size of the tape?



If we find out what the missing part for Tamra's tape is, then we are also finding out...?

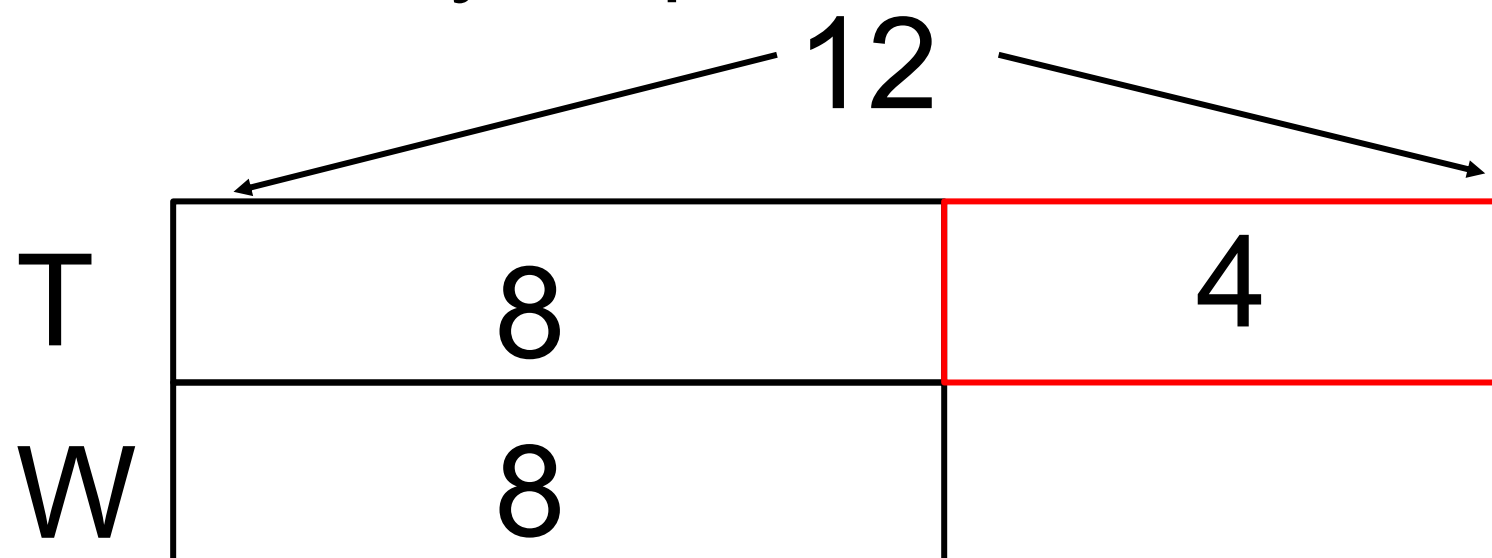


Concept Development

(38 min.)

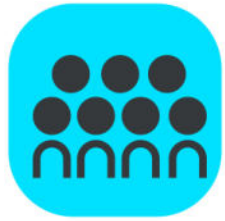
Tamra found 12 ladybugs. **Willie** found 4 fewer ladybugs than Tamra. How many ladybugs did Willie find?

How can we find this missing part of Tamra's tape? Turn and talk to your partner.



Great. If this part is 8, then what else is 8?

$$12 - 4 = \boxed{8}$$

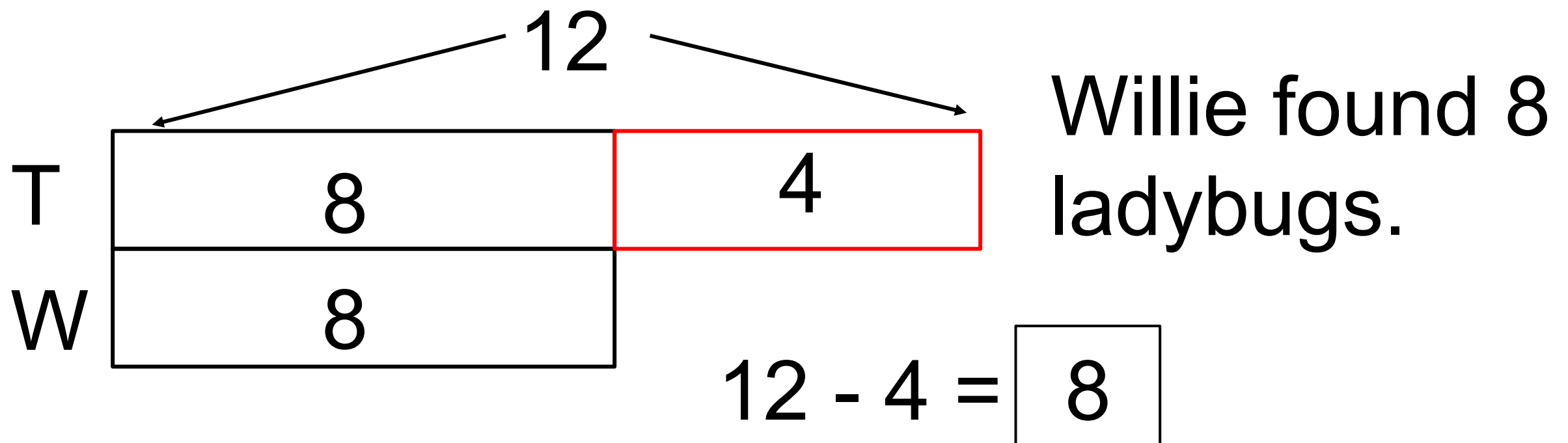


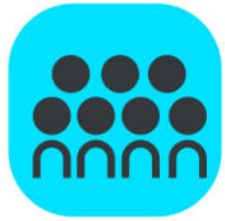
Concept Development

(38 min.)

Tamra found 12 ladybugs. **Willie** found 4 fewer ladybugs than Tamra. How many ladybugs did Willie find?

So, how many ladybugs did Willie find?





Concept Development

(38 min.)

Repeat the process by using the following story problems. For each problem, guide students through drawing the double tape diagram.

- Shanika used 11 blocks to build a house. Julio used 5 more blocks than Shanika. How many blocks did Julio use?
- Darnel caught 10 fewer fish than Fran. Fran caught 16 fish. How many fish did Darnel catch?
- Maria found 9 flowers in the garden. Kiana found 12 flowers. How many more flowers did Kiana find than Maria?



Problem Set

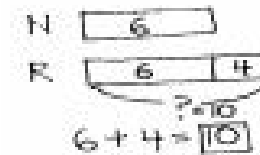
Name _____

Date _____

Read the word problem.

Draw a tape diagram or double tape diagram and label.

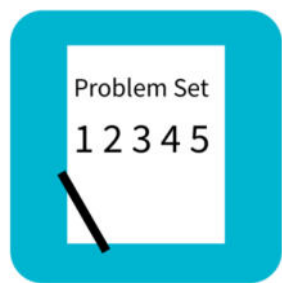
Write a number sentence and a statement that matches the story.



1. Nikil baked 5 pies for the contest. Peter baked 3 more pies than Nikil.
How many pies did Peter bake for the contest?

-
2. Emi planted 12 flowers. Rose planted 3 fewer flowers than Emi.
How many flowers did Rose plant?

-
3. Ben scored 15 goals in the soccer game. Anton scored 11 goals.
How many more goals did Ben score than Anton?



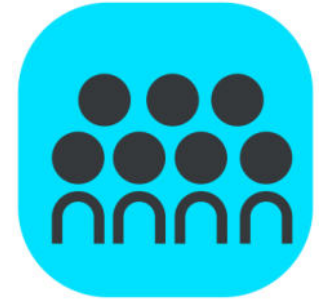
Problem Set

4. Kim grew 12 roses in a garden. Fran grew 6 fewer roses than Kim.
How many roses did Fran grow in the garden?

-
5. Maria has 4 more fish in her tank than Shanika. Shanika has 16 fish.
How many fish does Maria have in her tank?

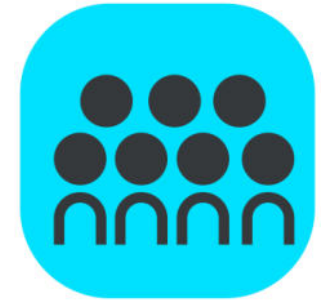
-
6. Lee has 11 board games. Lee has 5 more board games than Darnel.
How many board games does Darnel have?

Debrief



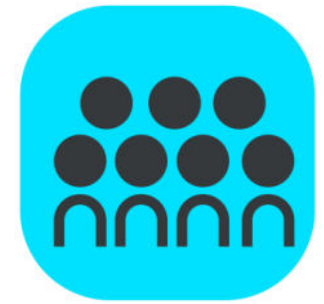
- Look at Problems 1 and 2. How was drawing Nikil's tape and Emi's tape different? Explain why this is so.
- How was setting up the tape diagram from Problem 3 different from Problem 1?

Debrief



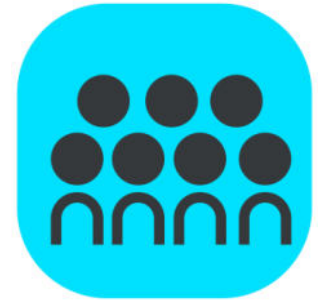
- Explain to your partner how you solved Problem 6.
- In which problem were you able to use your doubles or doubles plus 1 facts to solve?

Debrief



- How did working on number bond addition and subtraction in today's fluency activity help you with solving today's story problems?

Debrief



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

Exit Ticket



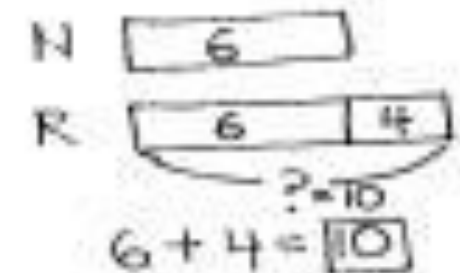
Name _____

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.



Tamra decorated 13 cookies. Kiana decorated 5 fewer cookies than Tamra. How many cookies did Kiana decorate?