

Eureka Math

1st Grade Module 6 Lesson 6

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- Choose MAKE A COPY and rename your presentation.
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- It is now editable & housed in MY DRIVE.

Screen A

ReadyGEN™ in Action

3rd Grade
Unit 3, Module A
Lesson 1

“pop-out”

Screen B

Gr3(2) U3MAL1 Sample Lesson.pptx

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Last edit was yesterday at

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ReadyGEN™ in Action

3rd Grade
Unit 3, Module A
Lesson 1

Icons



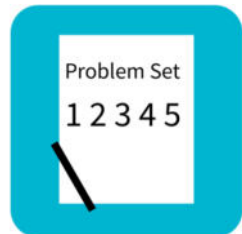
Read, Draw, Write



Learning Target



Personal White Board



Problem Set



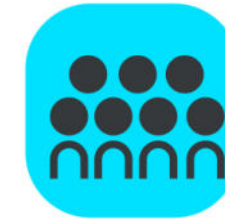
Manipulatives Needed



Fluency



Think Pair Share



Whole Class



Individual



Partner



Small Group



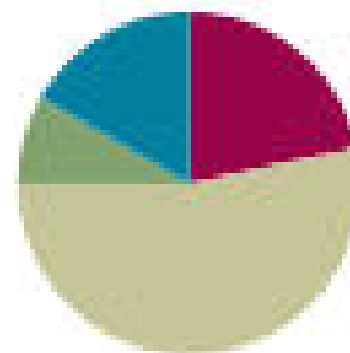
Small Group Time

Lesson 6

Objective: Use the symbols $>$, $=$, and $<$ to compare quantities and numerals to 100.

Suggested Lesson Structure

■ Application Problem	(5 minutes)
■ Fluency Practice	(13 minutes)
■ Concept Development	(32 minutes)
■ Student Debrief	(10 minutes)
Total Time	(60 minutes)





Materials Needed

- Fluency
 - (S) Core Fluency Practice Sets (Lesson 1)
 - (T) 10 dimes, 10 pennies, can
 - (T/S) Personal white board
- Concept Development
 - (T) Chart paper, comparison cards (Template), tape
 - (S) Personal white board, place value chart (Lesson 3 Template 2), comparison cards (Template)



I can use the symbols $>$, $=$, and $<$ to compare quantities and numerals to 100.

Application Problem

(5 min.)

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

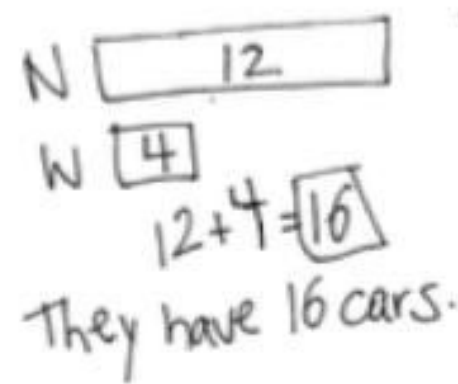
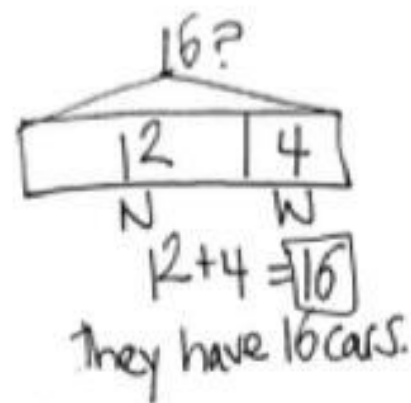
Nikil has 12 toy cars. Willie has 4 toy cars.
When Nikil and Willie play, how many toy cars do they have?

Application Problem

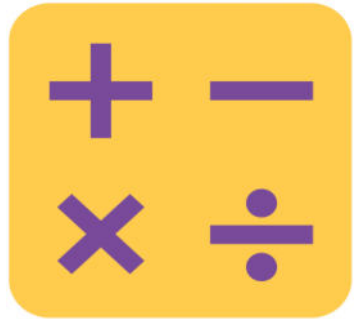
(5 min.)

RDW

Nikil has 12 toy cars. Willie has 4 toy cars.
When Nikil and Willie play, how many toy cars do they have?

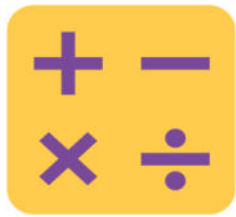


Core Fluency Differentiated Sets (5 min.)



Choose an appropriate Sprint based on the needs of the class.

A STORY OF UNITS		Lesson 3 Core Addition Sprint 1		1•6
A		Number Correct:		
Name _____		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.	$\underline{\quad} + 7 = 3 + 6$	



Coin Drop (3 minutes)

Today, start with 5 dimes in the can.

Drop a penny or a dime into the can, asking students the total after each drop of one coin.

Ask them to say, “1 cent more is 51 cents,” or “10 cents more is 60 cents.”

For today, perhaps limit it to 1 more and 10 more.

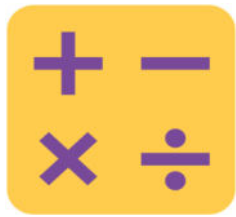


True or False Number Sentences (5 minutes)

What does this symbol mean?

$>$

greater than

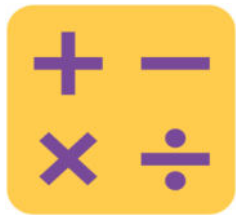


True or False Number Sentences (5 minutes)

What does this symbol mean?

$<$

less than



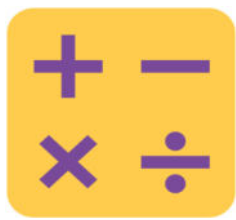
True or False Number Sentences (5 minutes)

On my signal say whether the number sentence is true or false.

$$5 = 7$$

$$8 = 6 + 2$$

$$8 = 8$$



True or False Number Sentences (5 minutes)

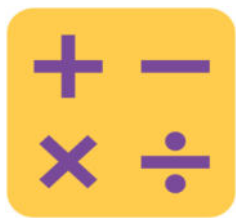
On my signal say whether the number sentence is true or false.

$$6 = 8 - 2$$

$$5 + 1 = 4 + 1$$

$$3 = 8 - 5$$

$$5 + 1 = 4 + 2$$



True or False Number Sentences (5 minutes)

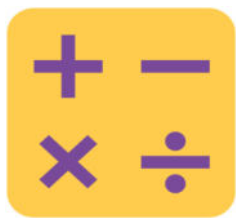
On my signal say whether the number sentence is true or false.

$$5 > 6$$

$$8 > 7$$

$$7 > 4$$

$$6 > 9$$



True or False Number Sentences (5 minutes)

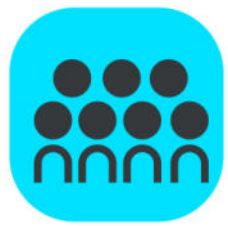
On my signal say whether the number sentence is true or false.

$$8 < 9$$

$$6 < 3 + 3$$

$$6 < 5$$

$$5 + 2 < 2 + 5$$



Concept Development

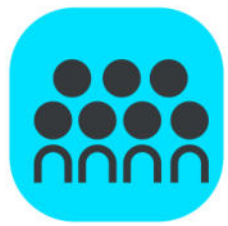
(32 min.)

Tens	Ones
10	0

Tens	Ones
5	0

Which number is greater? How do you know?

Which symbol should I use? $<$, $>$, $=$



Concept Development

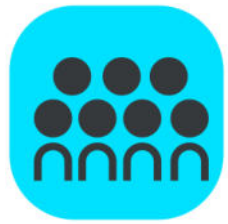
(32 min.)

Tens	Ones
10	0

>

Tens	Ones
5	0

What are some of the ways you help yourself remember that this **>** is the greater than symbol?

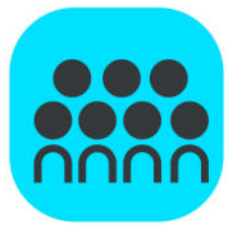


Concept Development

(32 min.)

< What is the name of this symbol?

= What is the name of this symbol?

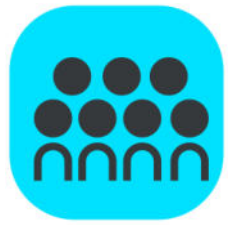


Concept Development

(32 min.)

Choose the symbol you think I should use to compare the two numbers I write. Wait for the snap.

$$60 < 90$$



Concept Development

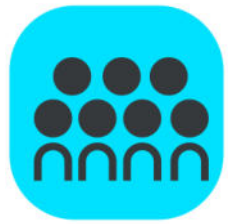
(32 min.)

$$59 > 52$$

$$80 > 70$$

$$49 < 94$$

$$7 \text{ tens} > 6 \text{ tens } 8 \text{ ones}$$



Concept Development

(32 min.)

78 ones $<$ 8 tens

67 ones $>$ 6 tens

7 tens $<$ 6 tens 10 ones

10 tens $>$ 90



Concept Development

(32 min.)

Compare It!

- Each partner writes a number from 0 to 100 on her white board, without showing her partner.
- When both are ready, they show their boards.
- For the first round, Partner A uses the cards to put the symbol between the boards.
- Partner B reads the true number sentence that was made.

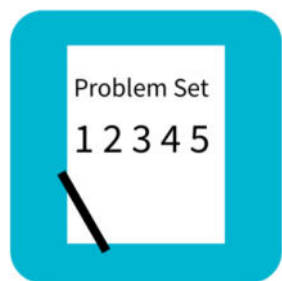


Concept Development

(32 min.)

Compare It!

At the end of the first round, have partners use Partner B's cards. Alternate for each round until the students have played for four minutes. During that time, circulate and notice which students are successful and which students may need more support. Encourage students to make the game more challenging by varying how they represent the number, using quick tens, place value charts, and writing the numbers as tens and ones.



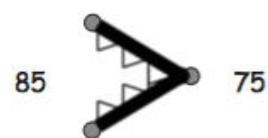
Problem Set

A STORY OF UNITS

Lesson 6 Problem Set 1•6

Name _____ Date _____

1. Use the symbols to compare the numbers. Fill in the blank with $<$, $>$, or $=$ to make the statement true.



85 $>$ 75
85 is greater than 75.



43 $<$ 46
43 is less than 46.

a.

35 $\bigcirc$ 42

b.

78 $\bigcirc$ 80

c.

100 $\bigcirc$ 99

d.

93 $\bigcirc$ 8 tens 3 ones

e.

9 tens 8 ones $\bigcirc$ 10 tens

f.

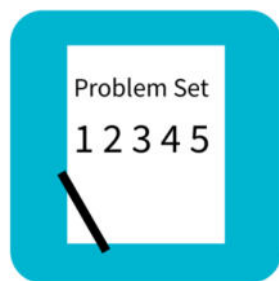
6 tens 2 ones $\bigcirc$ 2 tens 6 ones

g.

72 $\bigcirc$ 2 ones 7 tens

h.

5 tens 4 ones $\bigcirc$ 4 tens 14 ones



Problem Set

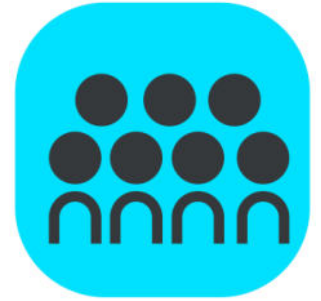
2. Circle the correct words to make the sentence true. Use $>$, $<$, or $=$ and numbers to write a true statement.

a. 29 is greater than is less than is equal to _____ ○ _____ 2 tens 9 ones	b. 7 tens 9 ones is greater than is less than is equal to _____ ○ _____ 80
c. 10 tens 0 ones is greater than is less than is equal to _____ ○ _____ 0 tens 10 ones	d. 6 tens 1 one is greater than is less than is equal to _____ ○ _____ 5 tens 16 ones

3. Use $<$, $=$, or $>$ to compare the pairs of numbers.

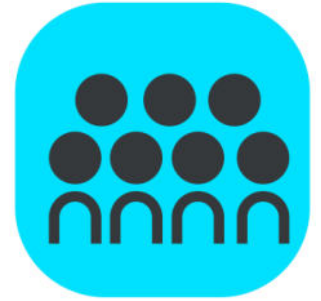
- a. 3 tens 9 ones ○ 5 tens 9 ones
- b. 30 ○ 13
- c. 100 ○ 10 tens
- d. 6 tens 4 ones ○ 4 ones 6 tens
- e. 7 tens 9 ones ○ 79
- f. 1 ten 5 ones ○ 5 ones 1 ten
- g. 72 ○ 6 tens 12 ones
- h. 88 ○ 8 tens 18 ones

Debrief



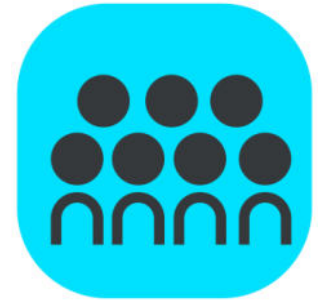
- Look at Problem 1(g). How did you solve this problem? Explain your thinking.

Debrief



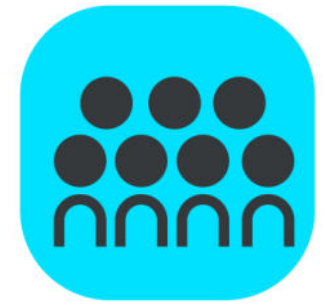
- Which problem was the trickiest in the Problem Set to compare? What made it tricky, and how did you or your partner solve it? If you were going to give a friend advice on how to solve these kinds of tricky comparisons, what would you suggest to him?

Debrief



- Share a comparison problem that you and your partner created during the Compare It! activity.
- With your partner, share how you remember the meaning of each symbol.

Debrief



- How did today's Fluency Practice help you with our lesson? Explain your thinking.
- Look at your Application Problem. Share your drawing and your solution. How did your drawing help you solve the problem? How is your drawing similar to or different from your partner's drawing?

Exit Ticket



A STORY OF UNITS

Lesson 6 Exit Ticket 1•6

Name _____ Date _____

Circle the correct words to make the sentence true. Use $>$, $<$, or $=$ and numbers to write a true statement.

a. 36 is greater than is less than is equal to 6 tens 3 ones _____ ○ _____	b. 90 is greater than is less than is equal to 8 tens 9 ones _____ ○ _____
c. 52 is greater than is less than is equal to 5 tens 2 ones _____ ○ _____	d. 4 tens 2 ones is greater than is less than is equal to 3 tens 14 ones _____ ○ _____