

Eureka Math

1st Grade Module 6 Lesson 7

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Directions for customizing presentations are available on the next slide.

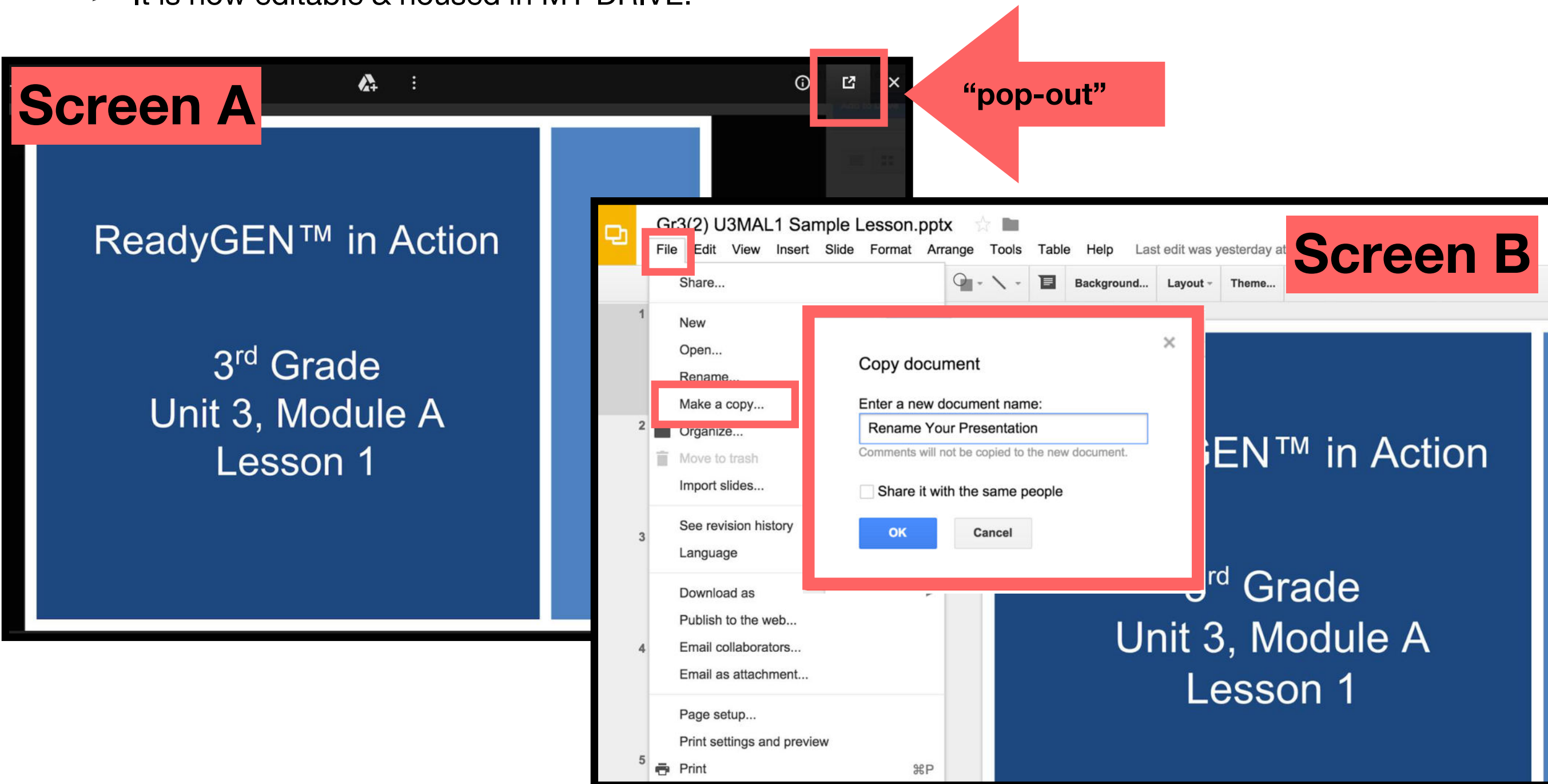


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Customize this Slideshow

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



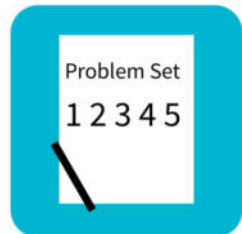
Read, Draw, Write



Learning Target



Personal White Board



Problem Set



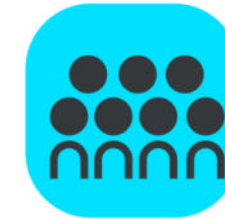
Manipulatives Needed



Fluency



Think Pair Share



Whole Class



Individual



Partner



Small Group



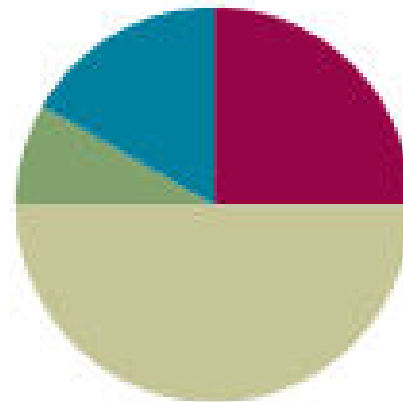
Small Group Time

Lesson 7

Objective: Count and write numbers to 120. Use Hide Zero cards to relate numbers 0 to 20 to 100 to 120.

Suggested Lesson Structure

Application Problem	(5 minutes)
Fluency Practice	(15 minutes)
Concept Development	(30 minutes)
Student Debrief	(10 minutes)
Total Time	(60 minutes)





Materials Needed

- Fluency
 - (S) Core Fluency Sprints (Lesson 3)
 - (T/S) Personal white board
- Concept Development
 - (T) Vertical counting sequence (Template),
Hide Zero cards (Lesson 3 Template 1) (S)
Hide Zero cards (optional)



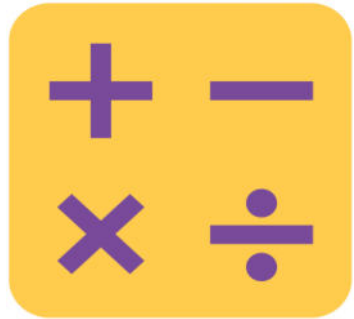
I can count and write numbers to 120.

Application Problem

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

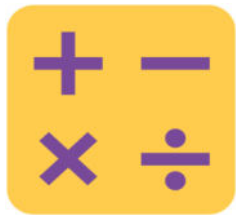
Shanika has 6 roses and 7 tulips in a vase.
Maria has 4 roses and 8 tulips in a vase.
Who has more flowers? How many more
flowers does she have?

Core Fluency Sprints (10 min.)



Choose the appropriate Sprint based on needs of your 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.	$\underline{\quad} + 7 = 3 + 6$	

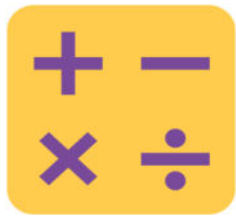


True or False Number Sentences (5 minutes)

What does this symbol mean?

$>$

greater than

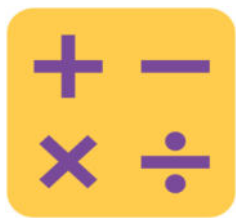


True or False Number Sentences (5 minutes)

What does this symbol mean?

$<$

less than



True or False Number Sentences (5 minutes)

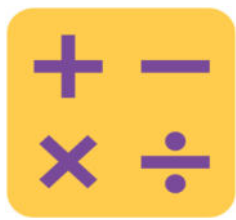
On my signal say whether the number sentence is true or false.

$$5 > 4$$

$$45 > 54$$

$$50 > 40$$

$$15 < 41$$



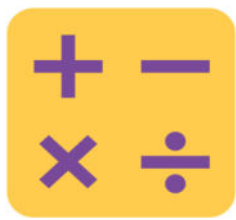
True or False Number Sentences (5 minutes)

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

$$30 + 5 = 35 \qquad 53 = 5 + 30$$

$$73 < 7 \text{ tens } 3 \text{ ones}$$

$$94 > 9 \text{ ones } 3 \text{ tens}$$

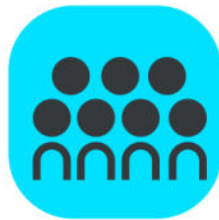


True or False Number Sentences (5 minutes)

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

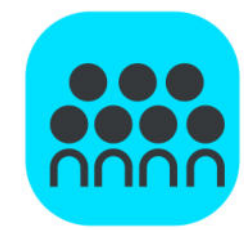
$$9 + 8 = 10 + 7 \quad 15 + 10 = 25 - 10$$

$$14 - 7 > 9 \quad 80 < 79 + 1$$



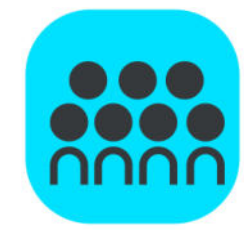
Concept Development (30 min.)

1	11	21	31	41	51	61	71				
2	12	22	32	42	52	62	72				
3	13	23	33	43	53	63	73				
4	14	24	34	44	54	64	74				
5	15	25	35	45	55	65	75				
6	16	26	36	46	56	66	76				
7	17	27	37	47	57	67	77				
8	18	28	38	48	58	68					
9	19	29	39	49	59	69					
10	20	30	40	50	60	70					



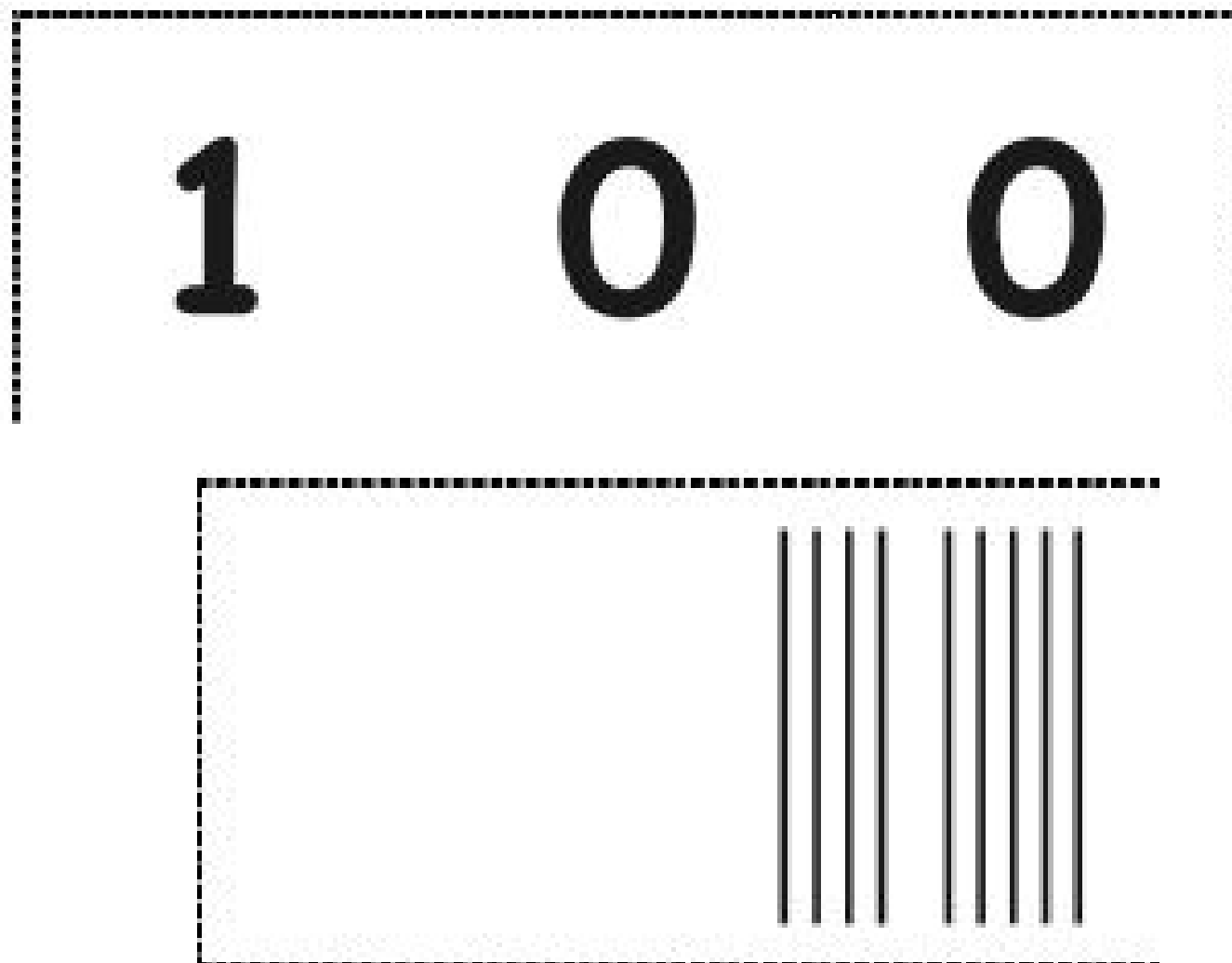
Concept Development

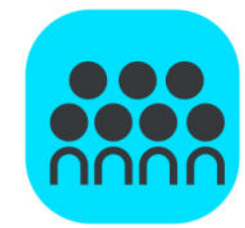
1	11	21	31	41	51	61	71	81	91	101	111
2	12	22	32	42	52	62	72	82	92	102	112
3	13	23	33	43	53	63	73	83	93	103	113
4	14	24	34	44	54	64	74	84	94	104	114
5	15	25	35	45	55	65	75	85	95	105	115
6	16	26	36	46	56	66	76	86	96	106	116
7	17	27	37	47	57	67	77	87	97	107	117
8	18	28	38	48	58	68	78	88	98	108	118
9	19	29	39	49	59	69	79	89	99	109	119
10	20	30	40	50	60	70	80	90	100	110	120



Concept Development

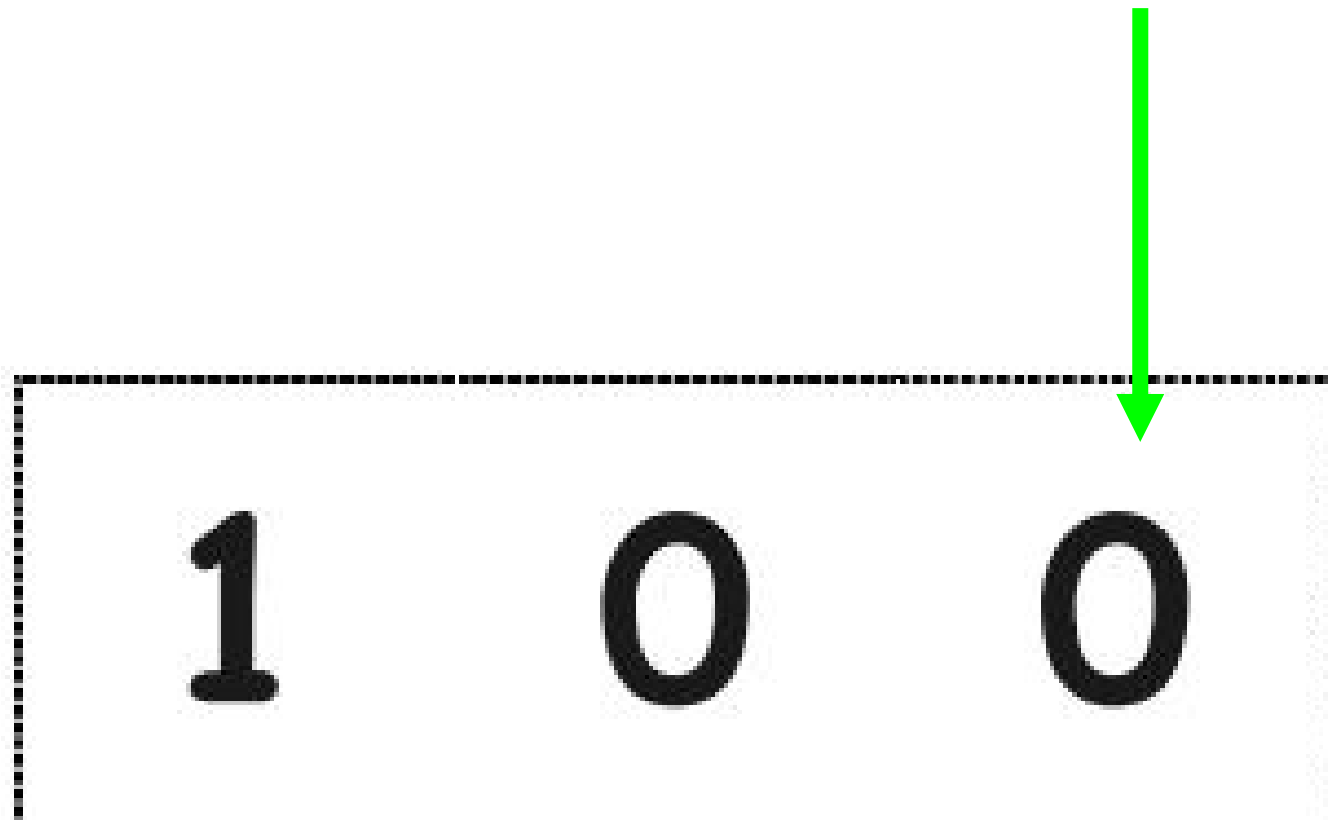
Let's try this again with Hide Zero cards and see if we can tell what's happening.



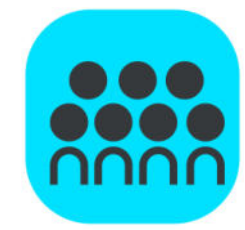


Concept Development

When we get to 100, the next number is ...



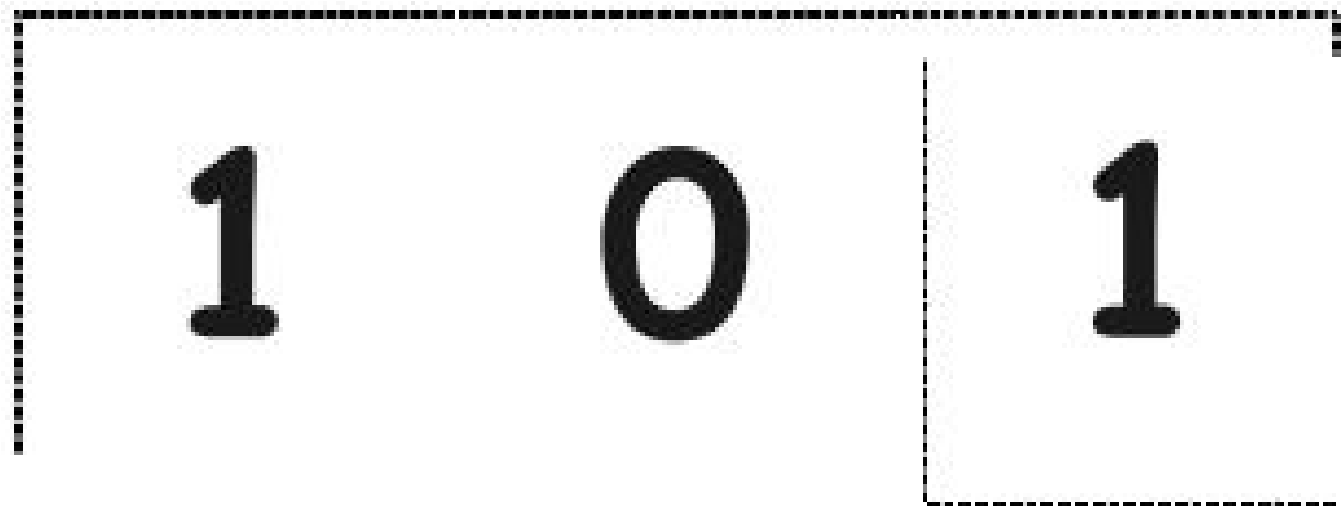
Point to the ones place on your card.

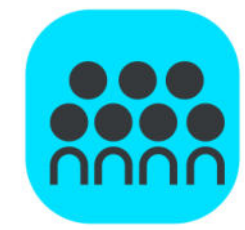


Concept Development

Place one on top of your 100 card
in the ones place.

What number did you make?

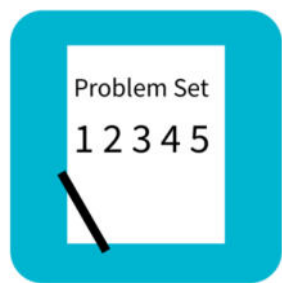




Concept Development

Now let's add another one.
What number did you make?

1	0	2
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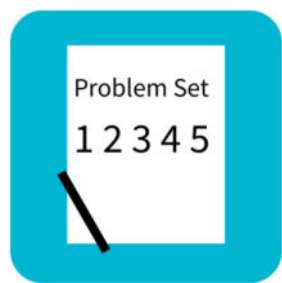
Problem Set

Name _____

Date _____

1. Fill in the missing numbers in the chart up to 120.

a.	b.	c.	d.	e.
71	81	91		111
	82		102	
73	83	93		113
	84	94	104	114
76	86	96	106	116
77	87	97		117
79	89	99	109	119
80		100	110	



Problem Set

2. Write the numbers to continue the counting sequence to 120.

96, 97, _____, _____, _____, _____, _____,
_____, _____, _____, _____, _____, _____,
_____, _____, _____, _____, _____, _____,
_____, _____, _____, _____, _____, _____

3. Circle the sequence that is incorrect. Rewrite it correctly on the line.

a.

107, 108, 109, 110, 120

b.

99, 100, 101, 102, 103

4. Fill in the missing numbers in the sequence.

a.

115, 116, _____, _____, _____

b.

_____, _____, 118, _____, 120

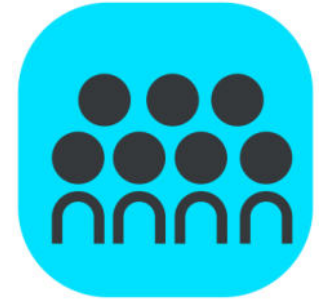
c.

100, 101, _____, _____, 104

d.

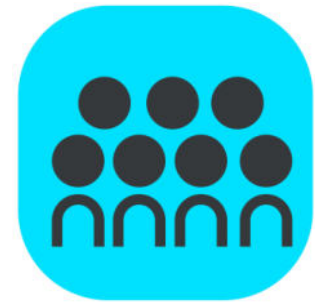
97, 98, _____, _____, _____, _____

Debrief



- Look at Problem 1. What are some patterns you notice in the chart?
- Look at Problem 4. Which sequences were the quickest for you to solve? Why? Which sequences were trickier? On your personal white board, create a really tricky problem for your partner. What did you do to make it tricky to solve? What strategies might you use to solve it correctly?

Debrief



- Share the progress you have made with your work with Sprints. Tell us about the math accomplishments you are proud of.
- Look at your Application Problem. Share your strategies for solving the problem.

Exit Ticket



Name _____

Date _____

1. Complete the chart by filling in the missing numbers.

a.

88
90

b.

99

c.

108

d.

119

2. Fill in the missing numbers to continue the counting sequence.

a.

117, _____, 119, _____

b.

108, 109, _____, _____, _____
