

Eureka Math

1st Grade Module 6 Lesson 26

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Directions for customizing presentations are available on the next slide.



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Reflecting your Teaching Style and Learning Needs of Your Students

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- It is now editable & housed in MY DRIVE.



Icons



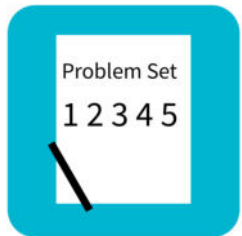
Read, Draw, Write



Learning Target



Personal White Board



Problem Set



Manipulatives Needed



Fluency



Think Pair Share



Whole Class



Individual



Partner



Small Group



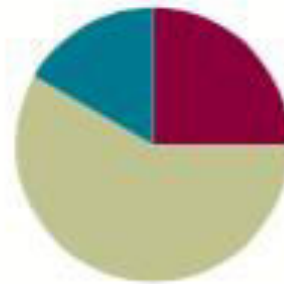
Small Group Time

Lesson 26

Objective: Solve *compare with bigger or smaller unknown* problem types.

Suggested Lesson Structure

■ Fluency Practice	(15 minutes)
■ Concept Development	(35 minutes)
■ Student Debrief	(10 minutes)
Total Time	(60 minutes)



Materials Needed

Teacher

- Personal white board, time recording sheet (Fluency Template),

Student

- Core Fluency Practice Sets, personal white board, time recording sheet (Fluency Template), Problem Set (used during Concept Development)



I can solve *compare with bigger unknown* word problems.

I can solve *compare with smaller unknown* word problems.



Core Fluency

A STORY OF UNITS

Lesson 1 Core Fluency Practice Set A

1•6

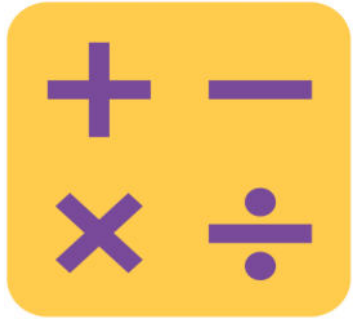
Name _____ Date _____

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.



Standards Check: Time

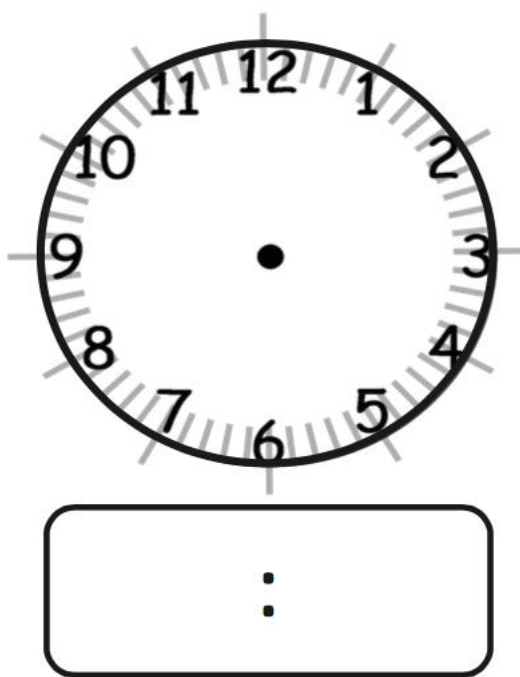
I'm going to read some times to you.

Draw hands on the analog clock.

Write the time on the digital clock.

Fill in the correct sentence frame.

A STORY OF UNITS Lesson 26 Fluency Template 1•6



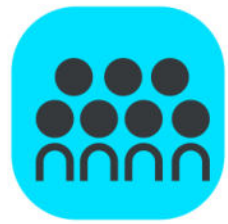
It is ____ o'clock. It is half past ____.

time recording sheet



Fluency Favorite or Standards Review

Let's do a favorite activity!

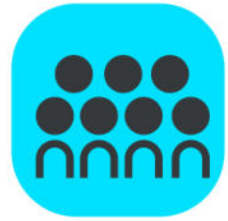


Concept Development

We're doing to do several different problems today.

Here are some things to think about:

- How do we set up our story as a tape diagram?
- Read carefully and determine who has more.
- Is every part of the story represented in your tape diagram?



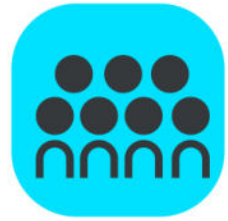
Concept Development

Problem 1

Tony is reading a book with 16 pages.

Maria is reading a book that has 10 pages.

How much longer is Tony's book than Maria's book?



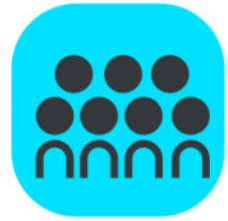
Concept Development

Problem 2

Shanika built a block tower using 14 blocks.

Tamra built a tower by using 5 more blocks than Shanika.

How many blocks did Tamra use to build her tower?



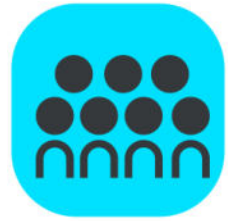
Concept Development

Problem 3

Darnel walked for 10 minutes to get to Kiana's house.

The next day, Kiana took a shortcut and walked to Darnel's house in 8 minutes.

How much shorter in time was Kiana's walk?



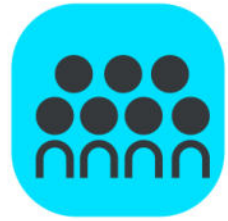
Concept Development

Problem 4

Lee read 16 pages in a book.

Kim read 4 fewer pages in her book.

How many pages did Kim read?



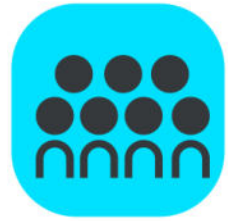
Concept Development

Problem 5

Nikil's soccer team has 13 players.

Nikil has 4 fewer players on his team than Rose's team.

How many players are on Rose's team?



Concept Development

Problem 6

After dinner, Darnel washed 15 spoons.

He washed 9 more spoons than forks.

How many forks did Darnel wash?

Problem Set

1 2 3 4 5

Problem Set



A STORY OF UNITS

Lesson 26 Problem Set

1•6

Name _____

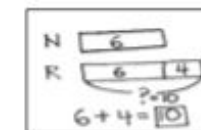
Date _____

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.

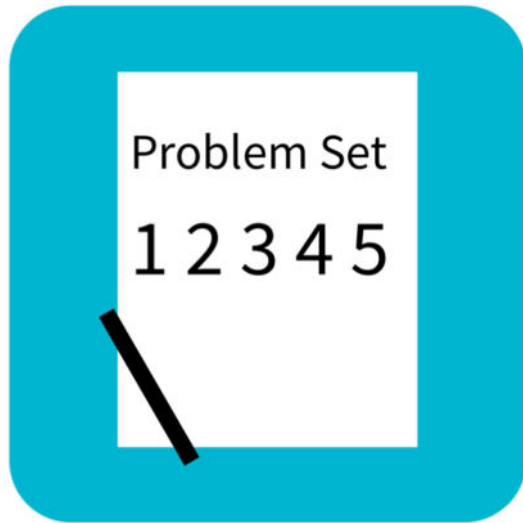
Sample Tape Diagram



1. Tony is reading a book with 16 pages. Maria is reading a book that has 10 pages. How much longer is Tony's book than Maria's book?

2. Shanika built a block tower using 14 blocks. Tamra built a tower by using 5 more blocks than Shanika. How many blocks did Tamra use to build her tower?

3. Darnel walked 10 minutes to get to Kiana's house. The next day, Kiana took a shortcut and walked to Darnel's house in 8 minutes. How much shorter in time was Kiana's walk?



Problem Set



A STORY OF UNITS

Lesson 26 Problem Set

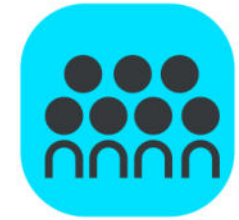
1•6

4. Lee read 16 pages in a book. Kim read 4 fewer pages in her book. How many pages did Kim read?

5. Nikil's soccer team has 13 players. Nikil has 4 fewer players on his team than Rose's team. How many players are on Rose's team?

6. After dinner, Darnel washed 15 spoons. He washed 9 more spoons than forks. How many forks did Darnel wash?

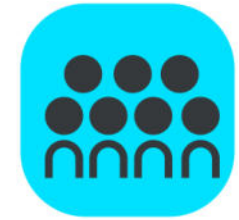
Debrief



Check your work by comparing answers with your partner.



Debrief

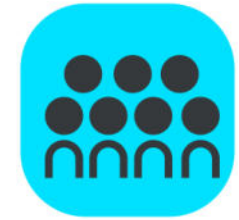


Look at Problem 1.

What did you draw?

How did your drawing help you solve the problem?

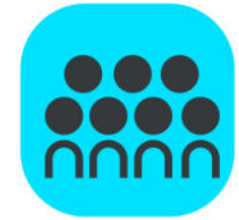
Debrief



Look at Problem 3.

How is your drawing similar or different from the drawing you made for Problem 1?

Debrief

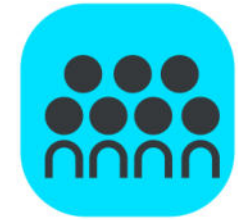


Look at Problem 4.

How was setting up your drawing similar to Problem 5?

Explain your thinking.

Debrief



Why is it important to read the stories carefully?

When you see the words **more than**, does it always mean you have to add to find your solution?

Use examples from your Problem Set to support your thinking.

Debrief



Turn to your partner and share what you learned in today's lesson.

What did you get really good at today?





I can solve *compare with bigger unknown* word problems.

I can solve *compare with smaller unknown* word problems.

Exit Ticket



A STORY OF UNITS

Lesson 26 Exit Ticket 1•6

Name _____

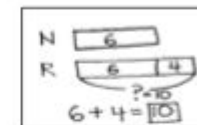
Date _____

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.

Sample Tape Diagram



Maria jumped off the diving board into the pool 3 fewer times than Emi. Maria jumped off the diving board 14 times. How many times did Emi jump off the diving board?

Homework



A STORY OF UNITS

Lesson 26 Homework 1•6

Name _____

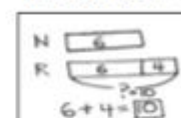
Date _____

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.

Sample tape diagram



1. Fatima walks 15 blocks home from school. Ben walks 8 blocks. How much longer is Fatima's walk home from school than Ben's?

-
2. Maria bought a basket with 13 strawberries in it. Darnel bought a basket with 4 more strawberries than Maria. How many strawberries did Darnel's basket have in it?

-
3. Tamra has 5 books checked out from the library. Kim has 11 books checked out from the library. How many fewer books does Tamra have checked out than Kim?

Homework



A STORY OF UNITS

Lesson 26 Homework 1•6

4. Kiana picked 12 apples from the tree. She picked 6 fewer apples than Willie. How many apples did Willie pick from the tree?
-
5. During recess, Emi found 16 rocks. She found 5 more rocks than Peter. How many rocks did Peter find?
-
6. The first grade football team has 12 players. The first grade team has 6 fewer players than the second grade team. How many players are on the second grade team?