Eureka Math

1st Grade
Module 6
Lesson 27

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!

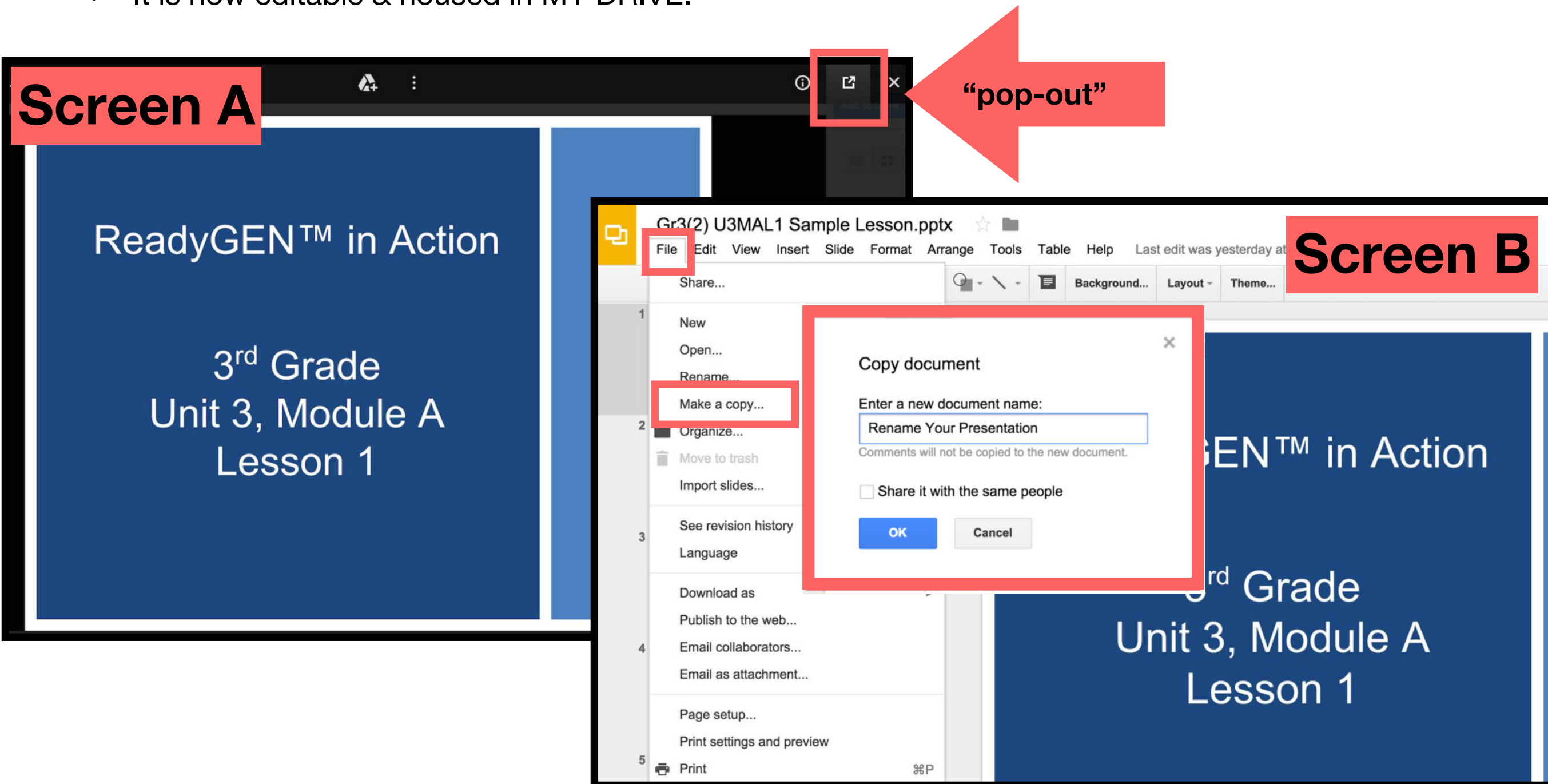Directions for customizing presentations are available on the next slide.

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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.
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➢ 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

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EN™ in Action

3rd Grade
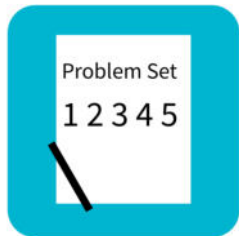Unit 3, Module A
Lesson 1

Icons

 Read, Draw, Write

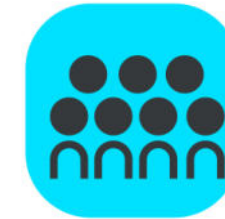 Learning Target

 Personal White Board

 Problem Set

 Manipulatives Needed

 Fluency

 Think Pair Share

 Whole Class

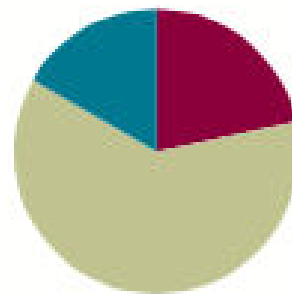 Individual

 Partner

 Small Group

 Small Group Time

Lesson 27

Objective: Share and critique peer strategies for solving problems of varied types.

Suggested Lesson Structure

■ Fluency Practice   (13 minutes)
■ Concept Development   (37 minutes)
■ Student Debrief   (10 minutes)
Total Time   **(60 minutes)**

Materials Needed

Teacher

Two-dimensional shape flashcards (Fluency Template 1), three-dimensional objects used in Module 5 Lesson 3, Chart paper

Student

Core Fluency Practice Sets, personal white board, shapes recording sheet (Fluency Template 2), Problem Set (used during Concept Development)

I can share my strategies for solving problems with my classmates.

I can (politely) critique my classmates' strategies for solving problems.

Core Fluency

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.

Standards Check: Shapes

Let's review the names and attributes of two-dimensional and three-dimensional shapes.

When I hold up a shape, circle the name(s) of the shape and complete the attributes section.

Ready?

2-D SHAPES	3-D SHAPES
circle	sphere
triangle	cone
rectangle	cylinder
rhombus	rectangular prism
square	cube
trapezoid	
hexagon	

_____ corners	_____ corners
_____ square corners	_____ faces
_____ sides	_____ straight edges
Are all sides the same length?	Are all faces the same shape?
yes no	yes no

shapes recording sheet
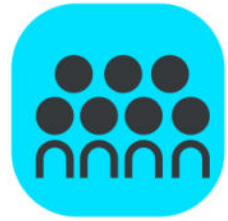
Concept Development

We're doing to do several different problems today.

One of our goals today is to get really good at sharing our strategies and asking our partners about their strategies.
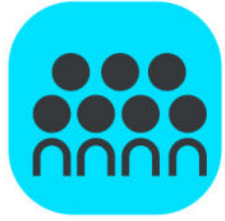
Concept Development

Here are some things we might say.

- How does your work or tape diagram help you solve the problem?
- A compliment I could give you is...
- A question I have for you is...
- One way you might improve your work would be…
- Let's look for similarities and differences in our drawings and strategies.
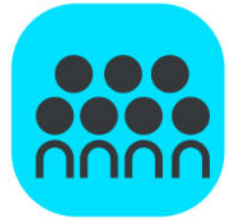
🔵 Concept Development

Problem 1

Nine letters came in the mail on Monday.

Some more letters were delivered on Tuesday.

Then, there were 13 letters.
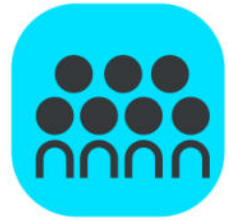
How many letters were delivered on Tuesday?
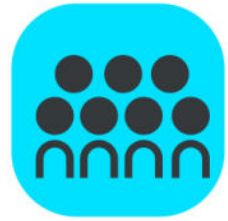
Concept Development

Problem 2

Ben and Tamra found a total of 18 seeds in their watermelon slices.

Ben found 7 seeds in his slice.
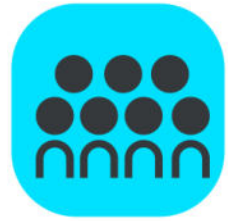
How many seeds did Tamra find?

🟦 Concept Development

Problem 3

Some children were playing on the playground.

Eight children came to join, and now there are 14 children.

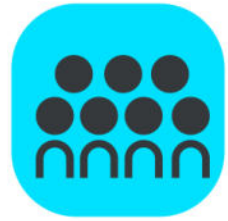How many children were on the playground in the beginning?

Concept Development

Problem 4

Willie walked for 7 minutes.

Peter walked for 14 minutes.
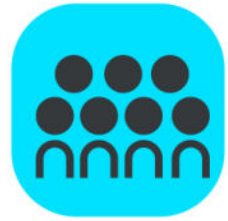
How much shorter in time was Willie's walk?

Problem 5

Emi saw 12 ants walking in a row.

Fran saw 6 more ants than Emi.

How many ants did Fran see?

🔵 Concept Development

Problem 6

Shanika has 13 cents in her front pocket.

She has 8 fewer cents in her back pocket.

How many cents does Shanika have in her back pocket?

Problem Set

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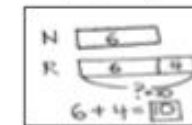
Read the word problem.
Draw a tape diagram or double tape diagram and label.
Write a number sentence and a statement that matches the story.

Sample Tape Diagram

1. Nine letters came in the mail on Monday. Some more letters were delivered on Tuesday. Then, there were 13 letters. How many letters were delivered on Tuesday?

2. Ben and Tamra found a total of 18 seeds in their watermelon slices. Ben found 7 seeds in his slice. How many seeds did Tamra find?

3. Some children were playing on the playground. Eight children came to join, and now there are 14 children. How many children were on the playground in the beginning?
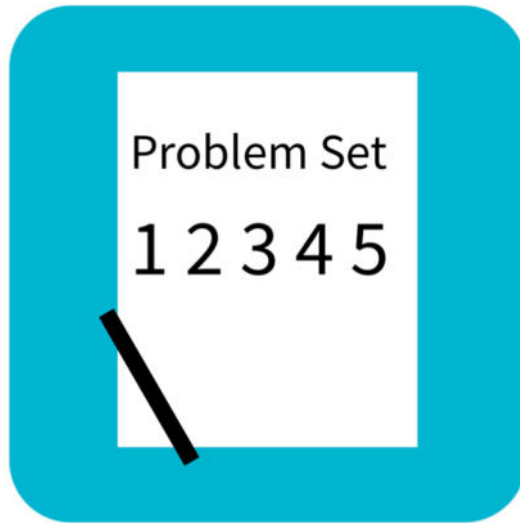
Problem Set

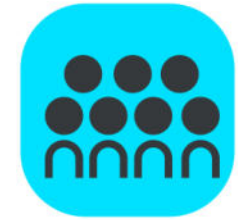4. Willie walked for 7 minutes. Peter walked for 14 minutes. How much shorter in time was Willie's walk?

5. Emi saw 12 ants walking in a row. Fran saw 6 more ants than Emi. How many ants did Fran see?

6. Shanika has 13 cents in her front pocket. She has 8 fewer cents in her back pocket. How many cents does Shanika have in her back pocket?
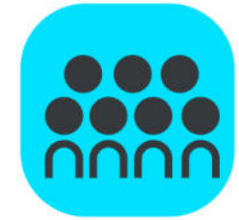
Debrief

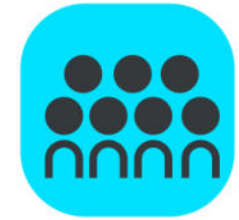Check your work by comparing answers with your partner.

Debrief

Which problems did you and your partner find challenging today?

How did your discussion help you to solve the problem or to improve your strategies for solving the problem?
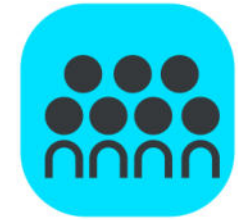
Debrief

What were some of the similarities in the way you and your partner drew and solved the problems?
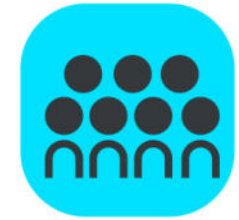
What were some of the differences?

Debrief

How did seeing your partner's work help improve your own work?

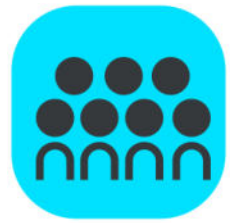Show your improvement to the class.

Debrief

What compliments did you give your partner about his or her work?

Show the class an example of your partner's work.

Debrief

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

What did you get really good at today?

I can share my strategies for solving problems with my classmates.

I can (politely) critique my classmates' strategies for solving problems.

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.

Sample Tape Diagram

N [6]
R [6 | 4]
6 + 4 = [10]

Emi tried on 8 fewer costumes than Nikil. Emi tried on 4 costumes. How many costumes did Nikil try on?

EUREKA MATH

Lesson 27:   Share and critique peer strategies for solving problems of varied types.

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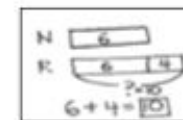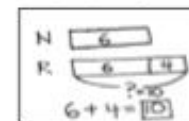G1-M6-TE-1.3.0-06.2015

Homework

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

N [6]
R [6 | 4]
6 + 4 = [10]

1. Eight students lined up to go to art. Some more lined up to go to music. Then, there were 12 students in line. How many students lined up to go to music?

2. Peter rode his bike 5 blocks. Rose rode her bike 13 blocks. How much shorter was Peter's ride?

3. Lee and Anton collected 16 leaves on their walk. Nine of the leaves were Lee's. How many leaves were Anton's?

Homework

4. The team counted 11 soccer balls inside the net. They counted 5 fewer soccer balls outside of the net. How many soccer balls were outside of the net?

5. Julio saw 14 cars drive by his house. Julio saw 6 more cars than Shanika. How many cars did Shanika see?

6. Some students were eating lunch. Four students joined them. Now, there are 17 students eating lunch. How many students were eating lunch in the beginning?