# Eureka Math

1st Grade
Module 1
Lesson 21

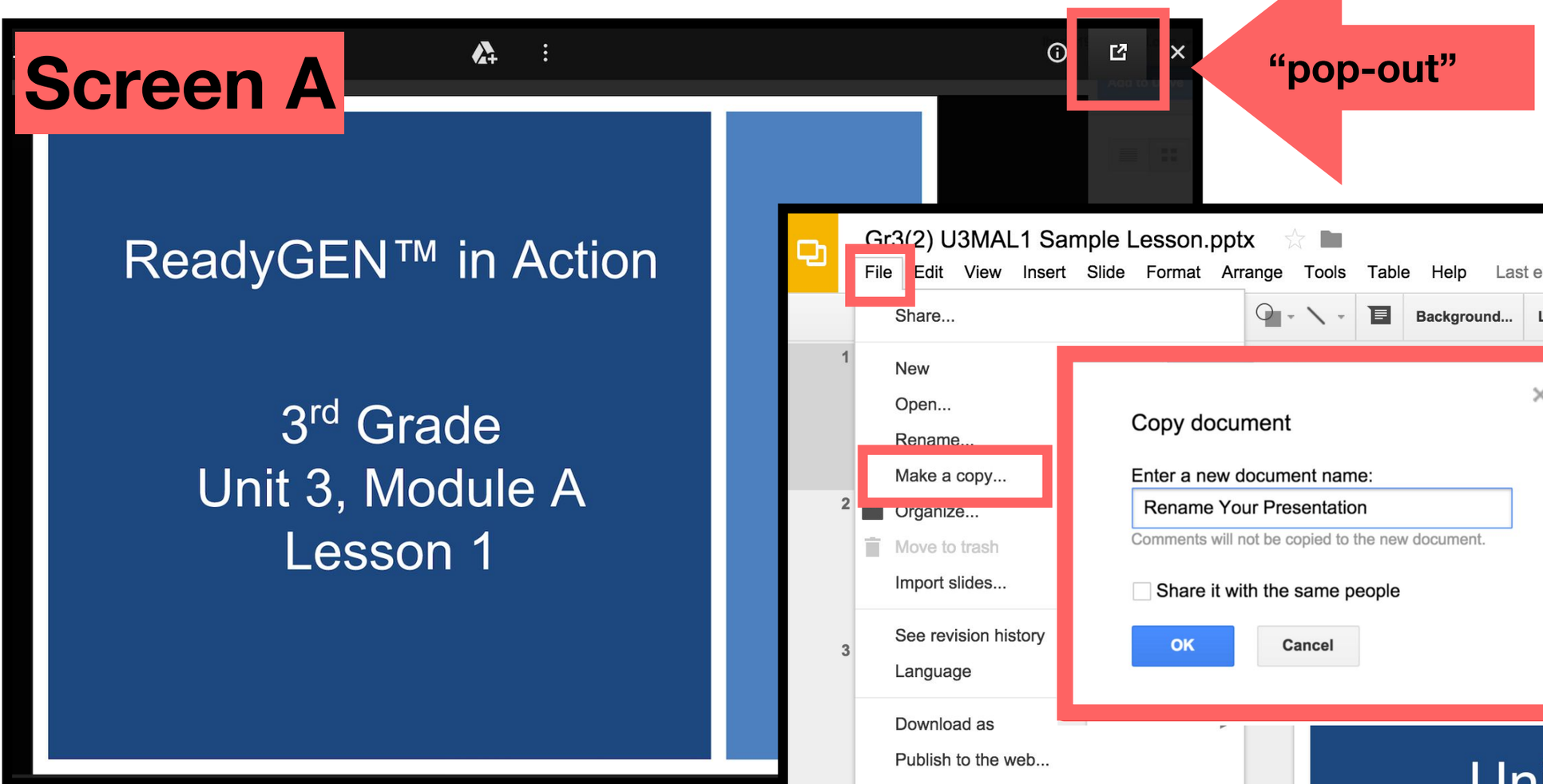
At the request of elementary teachers, a team of Bethel & Sumner educators met as a committee to create Eureka slideshow presentations. These presentations are not meant as a script, nor are they required to be used. Please customize as needed. Thank you to the many educators who contributed to this project!

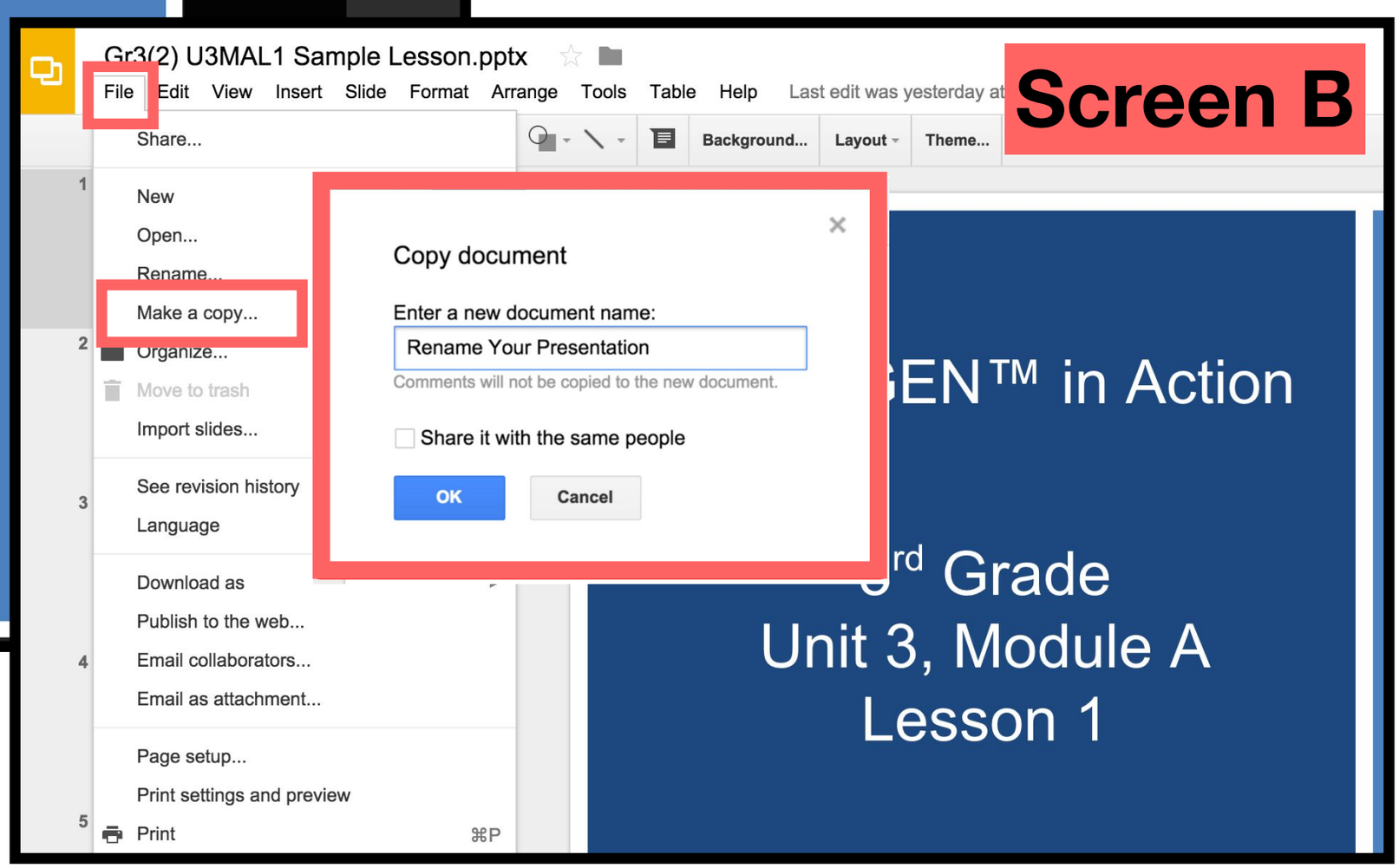
Directions for customizing presentations are available on the next slide.

# 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.
- 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.
- Google Slides will open your renamed presentation.
- It is now editable & housed in MY DRIVE.



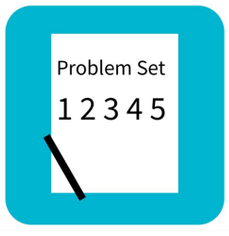



# Icons


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

# Materials Needed

- (T) 5-group cards (1–6) (Lesson 5 Template 1),
- (T)Addition chart (Template)
- (T) colored pencils (yellow, orange, blue)
- (S) Personal white board

## Lesson 21

Objective: Visualize and solve doubles and doubles plus 1 with 5-group cards.

**Suggested Lesson Structure**

| | |
|---|---|
| Fluency Practice | (12 minutes) |
| Application Problem | (5 minutes) |
| Concept Development | (28 minutes) |
| Student Debrief | (15 minutes) |
| **Total Time** | **(60 minutes)** |

I can visualize and solve doubles and doubles plus 1 with 5-group cards.

# Stand on Even Numbers

Students sit in a circle and count by ones, each student saying one number to count up. You will stand when you say an even number. We will continue around the circle until all students are standing. Then, continuing in the same direction around the circle, we'll count backwards, beginning with the last number said and sitting on even numbers.

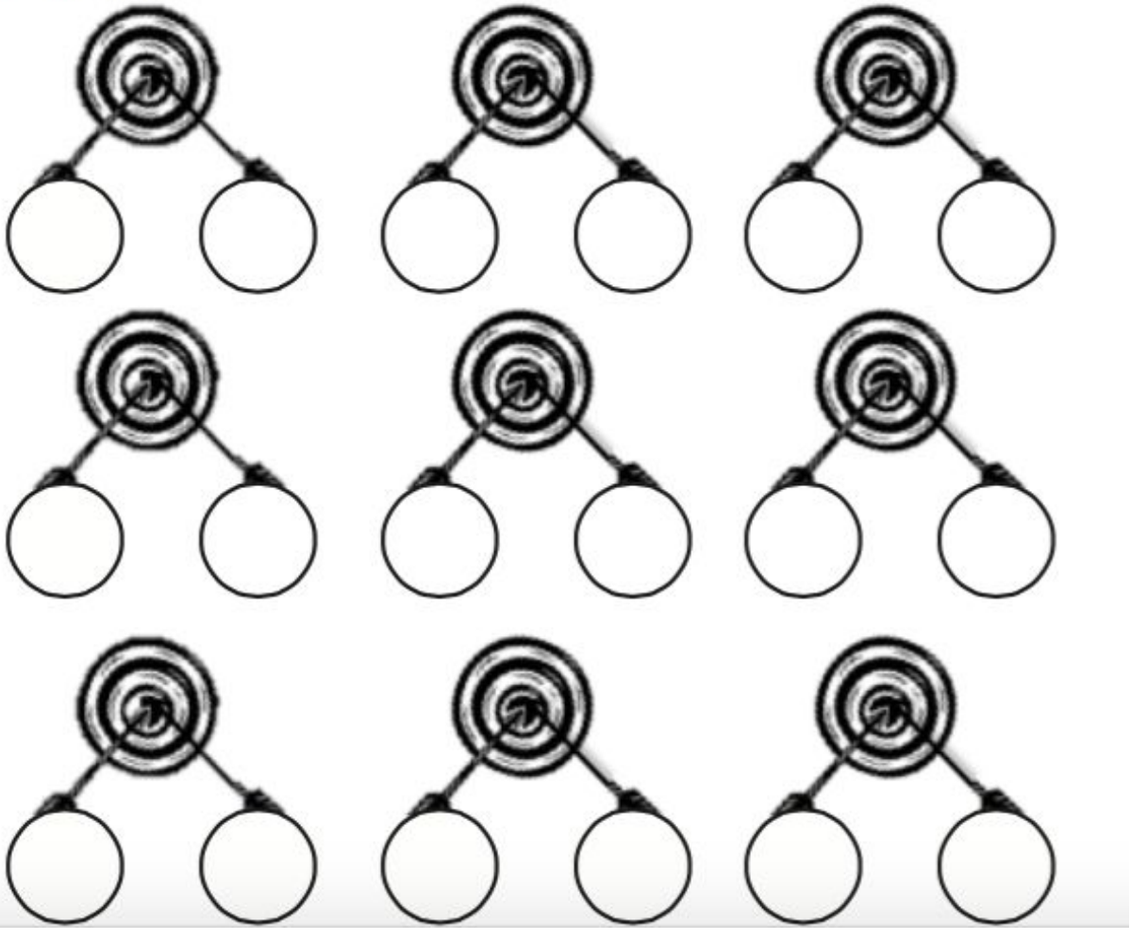
# Target Practice: 8



Target Number:

## Target Practice

*Choose a target number* between 6 and 10 and write it in the middle of the circle on the top of the page. Roll a die. Write the number rolled in the circle at the end one of the arrows. Then, make a bull's-eye by writing the number needed to make your target in the other circle.



# Application Problem

Jordan is holding a container with 3 pencils. His teacher gives him 4 more pencils for the container. How many pencils will be in the container? Write a number bond, number sentence, and statement to show the solution.

# Concept Development

Let’s count by twos using our fingers. Watch me first.

# Concept Development

Show me 1 and 1 with your pinkies like me.How many fingers are you holding up?

# Concept Development

What is the number sentence?

# Concept Development

1 + 1 = 2

# Concept Development

Show me 2 and 2 fingers, your pinkies and ring fingers.
Say the number sentence to tell how many fingers you're holding up.

# Concept Development

Let’s continue with 3 + 3, 4 + 4, 5 + 5, and back down to 1 + 1.

# Concept Development

What did you notice about the numbers we added each time?

# Concept Development

We added the same number two times.

# Concept Development

We call those doubles.

# Concept Development

We call those doubles.

# Concept Development

Now we'll 2 minutes for you to work with a partner and practice making doubles number sentences. Partner A flashes doubles fingers; Partner B says the number sentence. Switch roles after 1 minute.

# Concept Development

Without counting all, tell how many dots there are.

# Concept Development

How did you know?

# Concept Development

They are  doubles. Three and 3. That makes 6.

# Concept Development

Let’s continue with 2 + 2, 4 + 4, and 5 + 5.

# Concept Development

Without counting all, tell how many dots there are.

# Concept Development

How did you know so quickly? Turn and talk to your partner.

# Concept Development

One of you said you saw 3 and 3 plus another dot! Give thumbs up if you see 3 dots hiding inside these 4 dots.

# Concept Development

You used your doubles fact to help. Three plus 3, that’s....

# Concept Development

6!

# Concept Development

Plus another dot?

# Concept Development

7!

# Concept Development

How is 3 + 4 related to 3 + 3?

# Concept Development

It’s making doubles and adding 1 more.

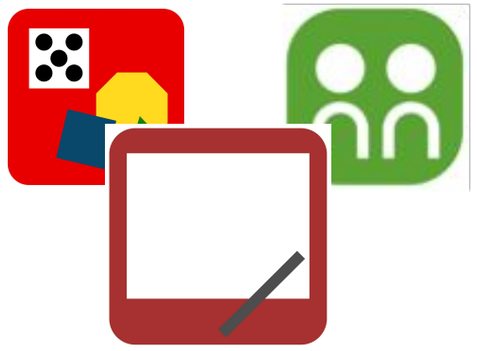
# Concept Development

This is called doubles plus 1. Let’s see if we can find more doubles facts hiding inside another expression.

# Concept Development

This is called doubles plus 1. Let’s see if we can find more doubles facts hiding inside another expression.

# Concept Development



4 5

How would you solve 4 + 5 using what you learned in today's lesson?

Turn and talk to your partner, and solve on your board.

# Concept Development

3 + __ = 6

What number is missing here? Talk with your partner to decide. Tell each other how you know.

# Concept Development

3 + __ = 6

What is the missing number in 3 + __ = 6?

# Concept Development

3.

How do you know?

# Concept Development

3 + __ = 7

What number is missing here? Discuss with your partner. Remember to use words or your boards to explain your thinking.

# Concept Development

What is the missing number in 3 + __ = 7?

# Concept Development

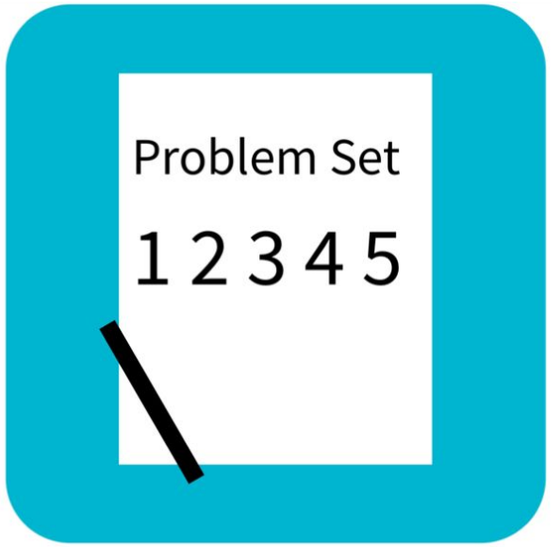
3 + __ = 7

4 is the missing number.

How could the last problem, 3 + 3 = 6, help you with this one?

# Concept Development

If you know 3+3 is 6,and you need to have 7,you know you need 1 more than last time, so now it’s 3 + 4.




# Problem Set



Name _____ Date _____

Add the numbers on the pairs of cards. Write the number sentences. Color doubles red. Color doubles plus 1 blue.

1. 3 3 _____

2. 4 4 _____

3. 3 4 _____

4. 5 4 _____

Solve. Use your doubles to help. Draw and write the double that helped.

5. 5 + 4 = ☐

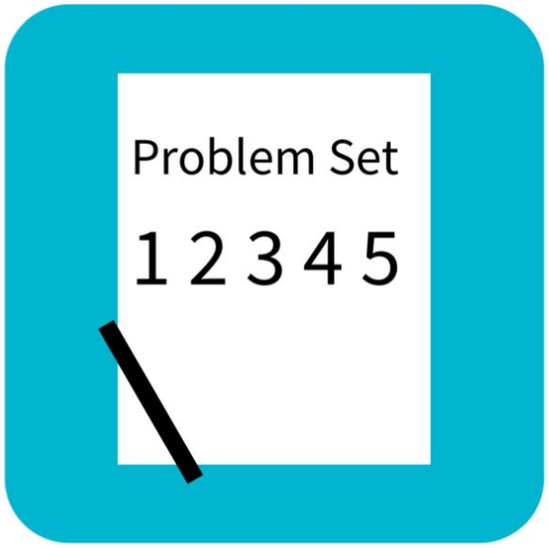
OOOOO
OOOOO

_____

6. 4 + 3 = ☐

OOOOO
OOOOO

_____




# Problem Set



7. Solve the doubles and the doubles plus 1 number sentences.

a. $0 + 0 = \square$ $0 + 1 = \square$

b. $2 + 2 = \square$ $2 + 3 = \square$

c. $3 + 3 = \square$ $3 + 4 = \square$

d. $4 + 4 = \square$ $4 + 5 = \square$

e. $3 + \square = 6$ $3 + \square = 7$

f. $5 + \square = 10$ $4 + \square = 9$

8. Show how this strategy can help you solve $5 + 6 = \square$

9. Write a set of 4 related addition facts for the number sentences of Problem 7(d).

# Debrief

- Can you find all the doubles facts? What do you notice about these numbers?

T: See notes

# Debrief

- Is 4+3 a doubles plus 1? Why? How is this related to another math lesson from before? Can you find any more doubles plus 1 facts like this one?

T: See notes

# Debrief

- Look at Problem 7 in your Problem Set. What do you notice about all the answers to the doubles facts? What do you notice about all the answers to the doubles plus 1 facts? s this always true? Explain your thinking.
- Look at Problem 7(e)and(f) in your Problem Set. How could you use the pictures in your mind or your knowledge of doubles facts to help you solve these problems?
- Look at your Application Problem. If you used counting on to solve this, which number did you start with in your number sentence? Can you use the strategy from today's lesson to solve this? How?

# Exit Ticket



Name _____ Date _____

Write the double and double plus 1 number sentence for each 5-group card.


_____ _____ _____

_____ _____ _____