Eureka Math

1st Grade
Module 1
Lesson 8

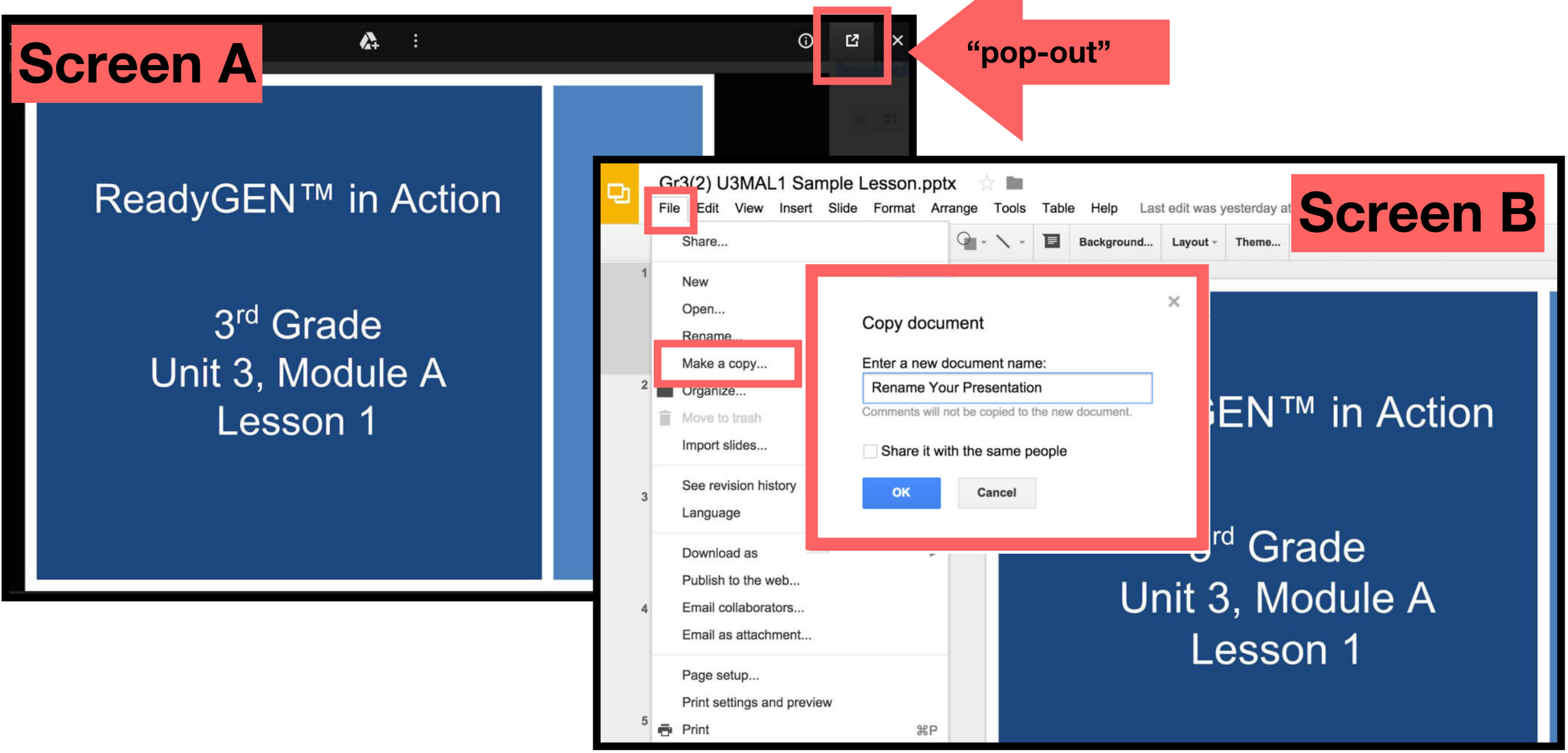
At the request of elementary teachers, a team of Bethel & Sumner educators met as a committee to create Eureka slideshow presentations. These presentations are not meant as a script, nor are they required to be used. Please customize as needed. Thank you to the many educators who contributed to this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

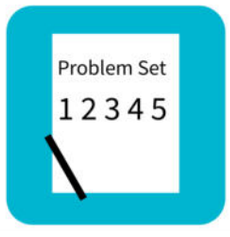


Icons

Read, Draw, Write

Learning Target

Personal White Board



Problem Set

Manipulatives Needed

Fluency

Think Pair Share

Whole Class

Individual

Partner

Small Group

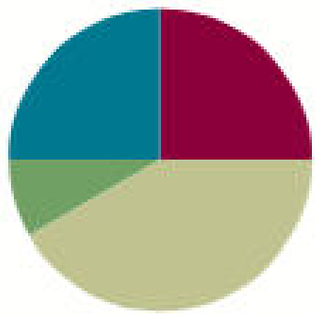
Small Group Time

Lesson 8

Objective: Represent all the number pairs of 10 as number bonds from a given scenario, and generate all expressions equal to 10.

Suggested Lesson Structure

Fluency Practice	(15 minutes)
Application Problem	(5 minutes)
Concept Development	(25 minutes)
Student Debrief	(15 minutes)
Total Time	**(60 minutes)**



Materials Needed

Teacher

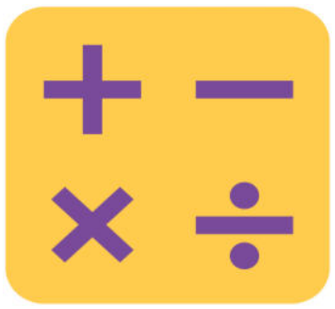
- Chart to record decompositions of 10, 10 children on the playground picture card (Template), linking cubes in two colors (for Debrief)

Student

- Per pair: 9 counters, 1 die, pipe cleaners, 10 beads (5 of one color, 5 of another color)

I can show all the number pairs of 10 as number bonds.

I can write all of the expressions equal to 10.



Skip-Counting Squats

We are going to count up from 0 to 20 and back two times.

We are going to squat down and touch the floor on odd numbers and stand up for even numbers.

The first time we are going to whisper when we squat.

The second time we are going to think of the number in our heads and whisper when we stand.

Target Practice 8 and 9 (8 minutes)

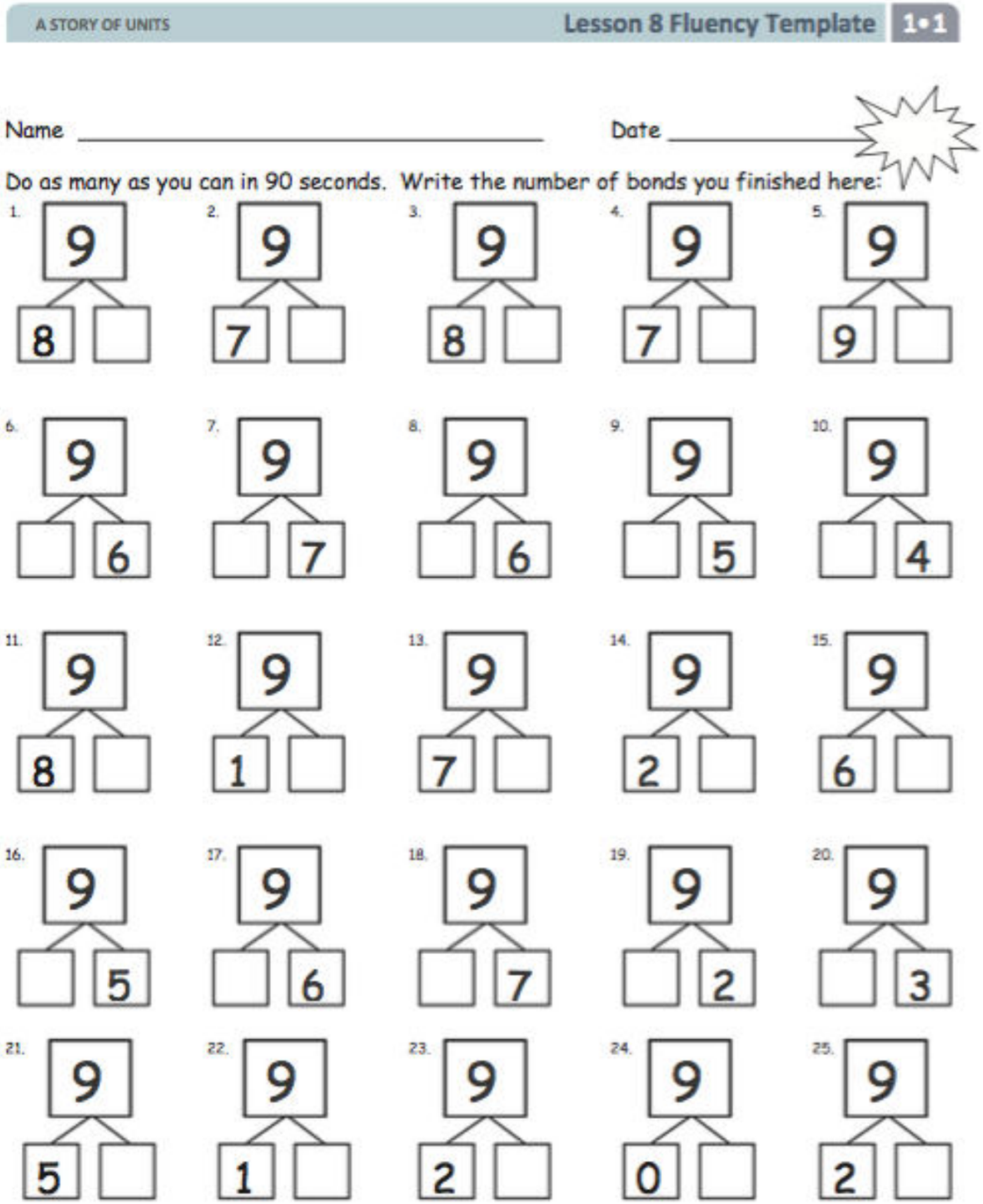
Take turns being the Roller and the Taret FInder.

The Roller rolls the dice. The Target Finder determines the partner to 8

When you are ready, find number partners to 9.

You may use counters if needed.

Number Bond Dash



A STORY OF UNITS — Lesson 8 Fluency Template — 1•1

Name _____ Date _____

Do as many as you can in 90 seconds. Write the number of bonds you finished here:

1. 9 = 8 + ☐	2. 9 = 7 + ☐	3. 9 = 8 + ☐	4. 9 = 7 + ☐	5. 9 = 9 + ☐
6. 9 = ☐ + 6	7. 9 = ☐ + 7	8. 9 = ☐ + 6	9. 9 = ☐ + 5	10. 9 = ☐ + 4
11. 9 = 8 + ☐	12. 9 = 1 + ☐	13. 9 = 7 + ☐	14. 9 = 2 + ☐	15. 9 = 6 + ☐
16. 9 = ☐ + 5	17. 9 = ☐ + 6	18. 9 = ☐ + 7	19. 9 = ☐ + 2	20. 9 = ☐ + 3
21. 9 = 5 + ☐	22. 9 = 1 + ☐	23. 9 = 2 + ☐	24. 9 = 0 + ☐	25. 9 = 2 + ☐

Application Problem

RDW

Rayden received 9 stickers at school.

He received 5 stickers in the morning.

How many stickers did he receive in the afternoon?

Draw a picture, a number bond, and a number sentence to show how you know.

Concept Development

Talk with your partner.

What comes in groups of 10?

Be ready to share some ideas.

Concept Development

We remember from Kindergarten that 10 is an important number.

We’re going to start by making bracelets with 10 beads to help us show all of the different ways to make 10.

We will call these Rekenrek bracelets because they have beads organized in groups of 5 and 5, just like a Rekenrek.

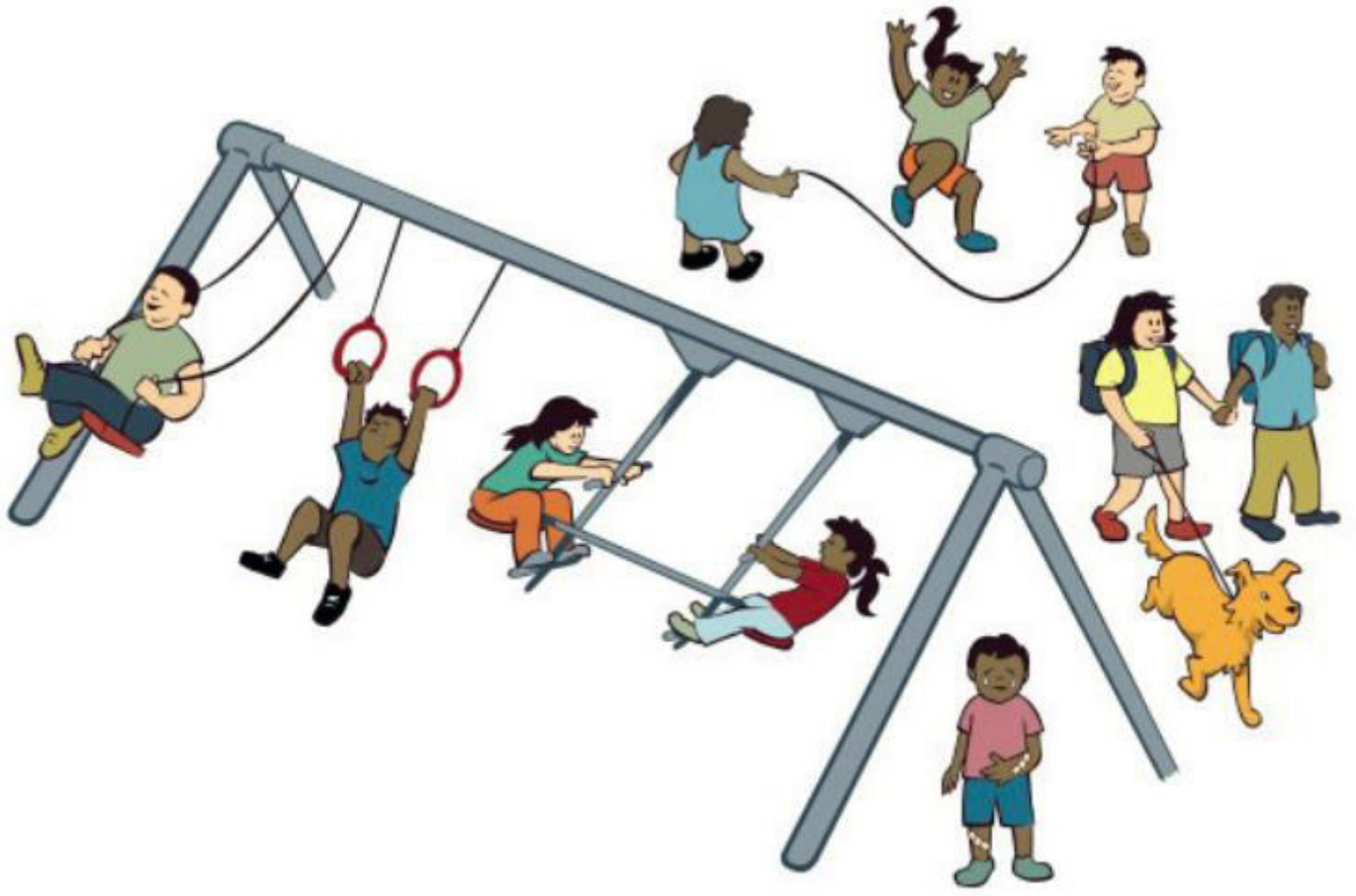
Concept Development

Concept Development

Let’s use our Rekenrek bracelets to find out all of the different ways to make 10.

Rekenrek bracelet with
5 white beads and
5 red beads

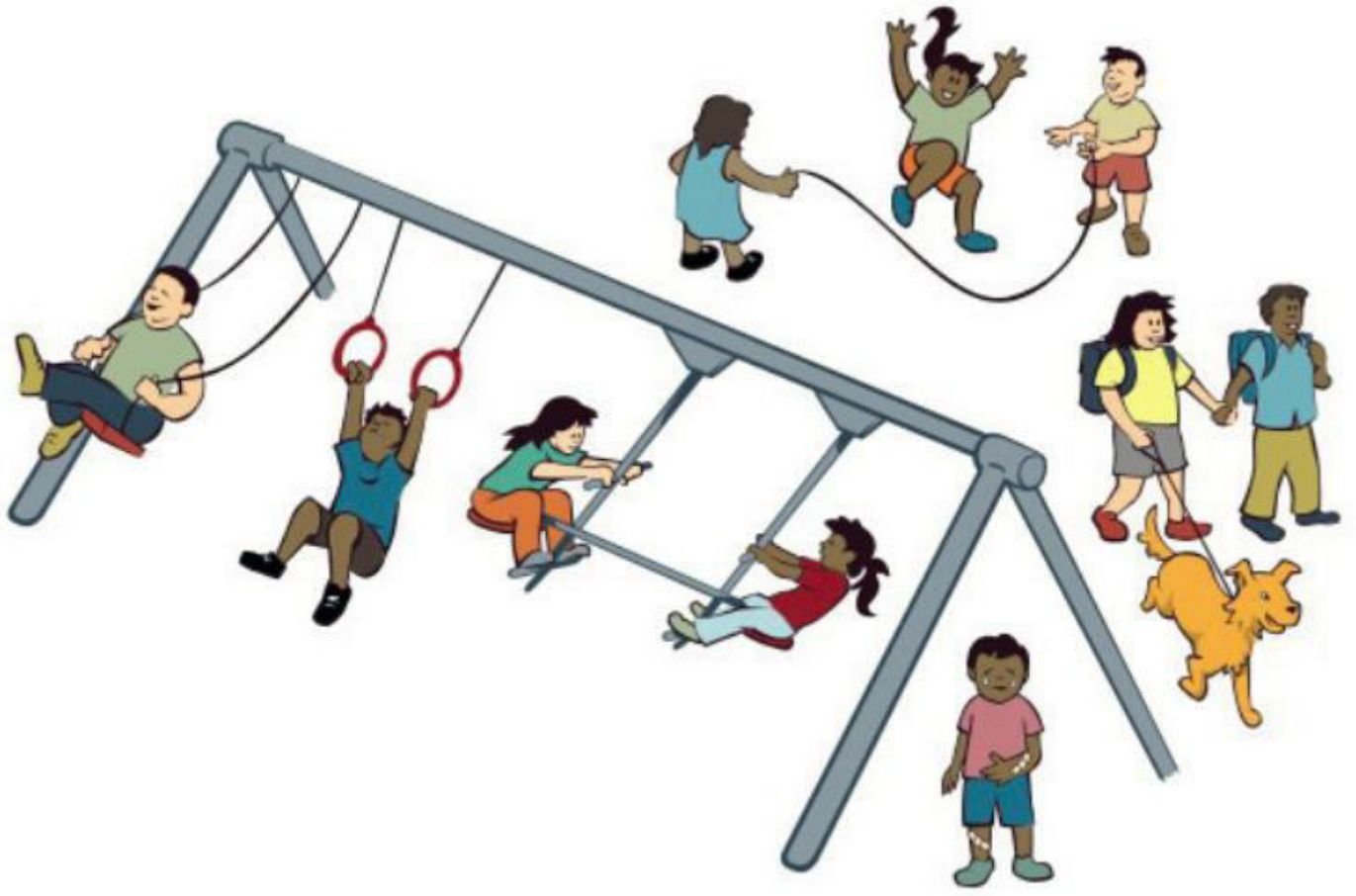
Concept Development



Look at the picture.

Talk with your partner about the different parts you see.

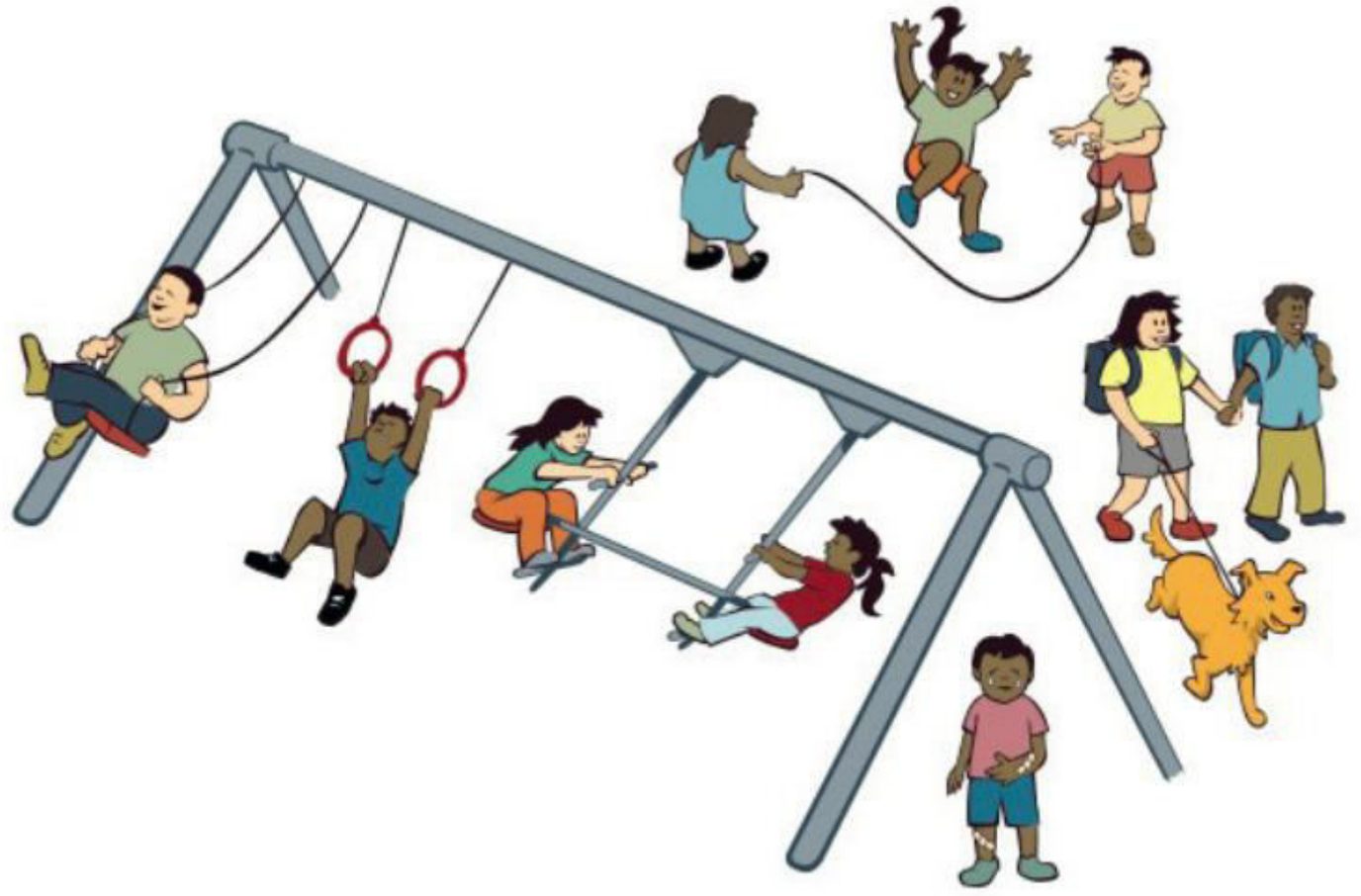
Concept Development



Did anyone notice the kids on the swing set?

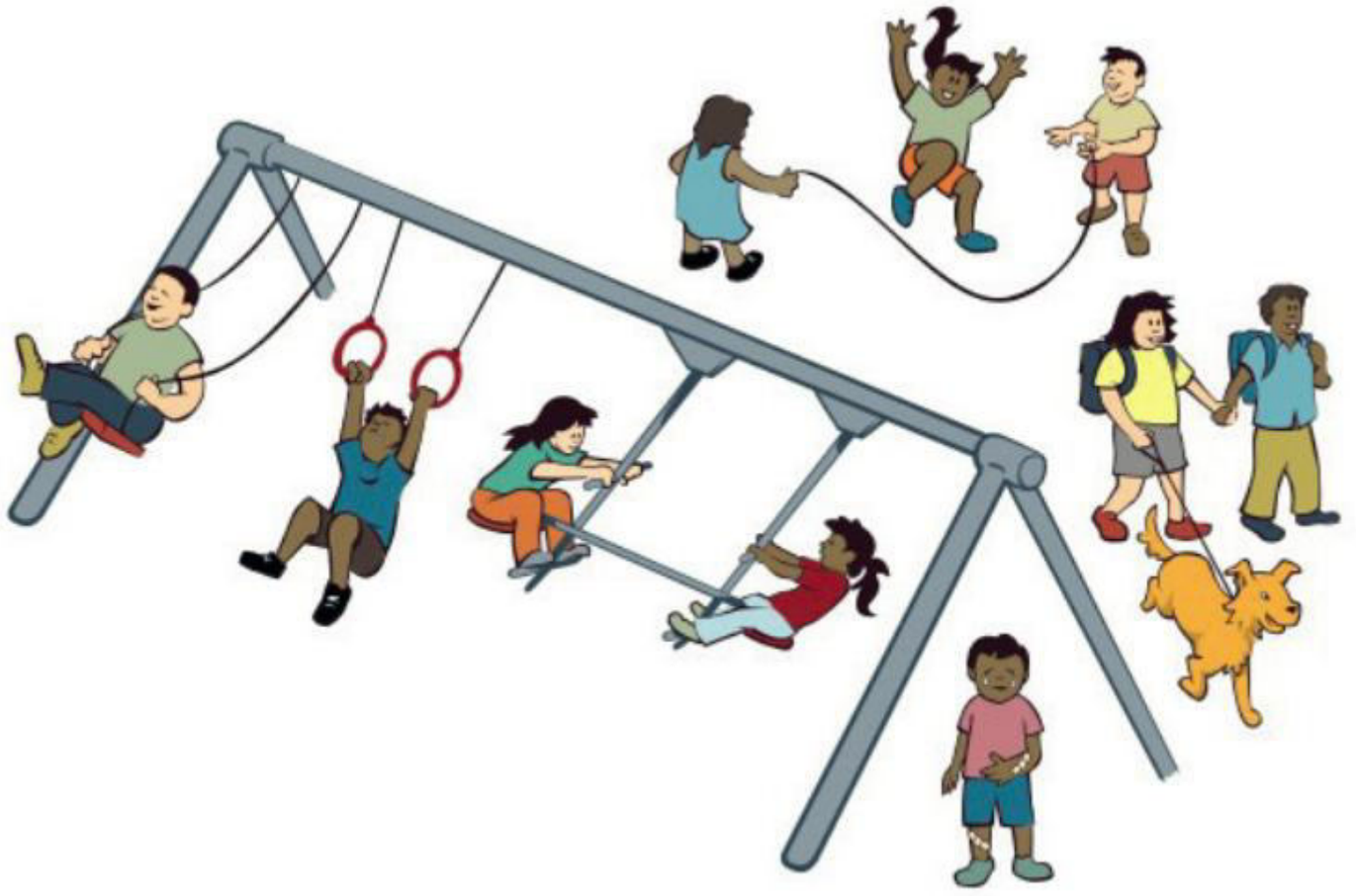
How many kids do you see? Show that on your bracelet.

Concept Development



If 4 kids are on the swings, how many kids are not?

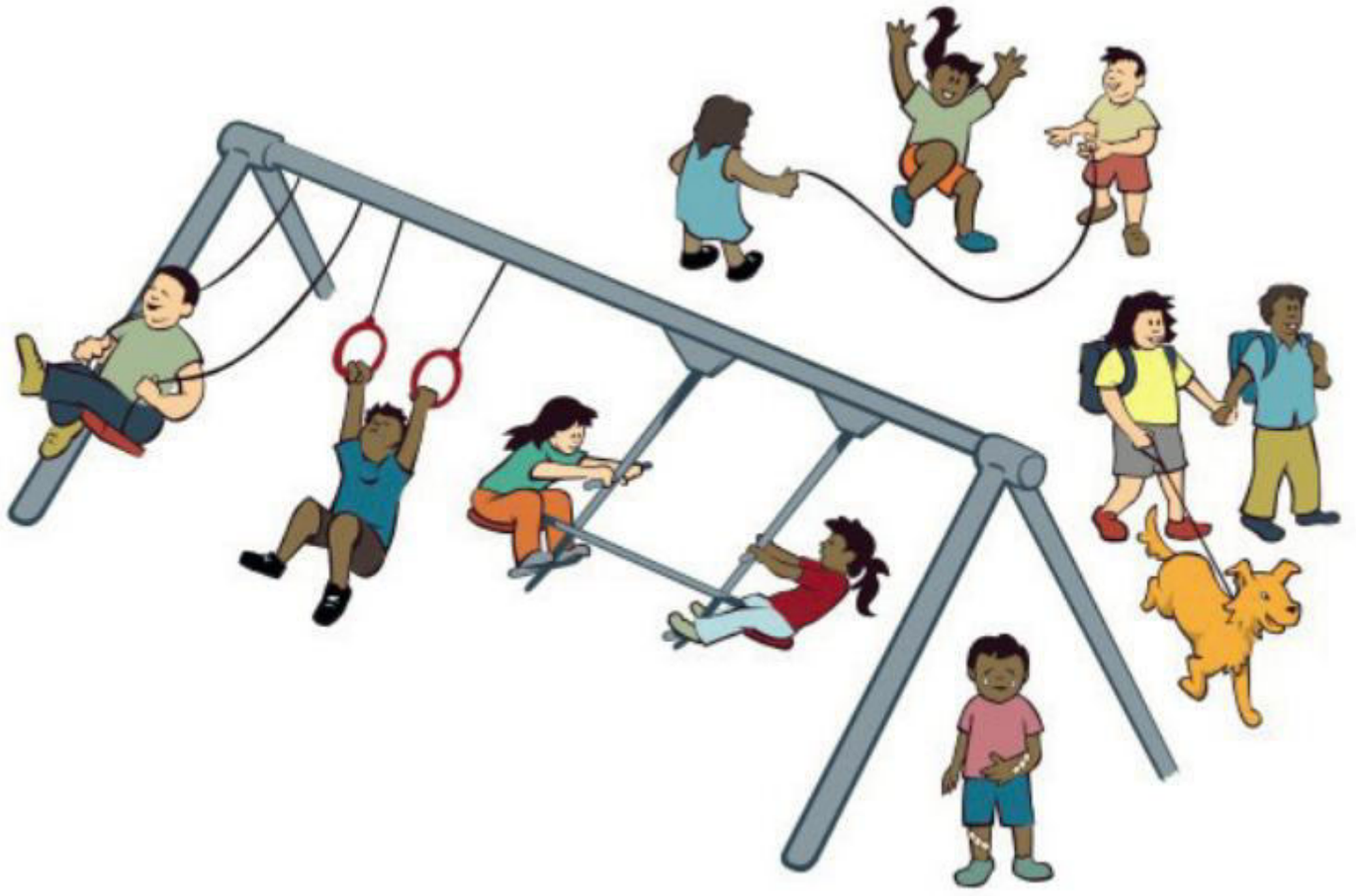
Concept Development



Yes, 6.

What are the parts?

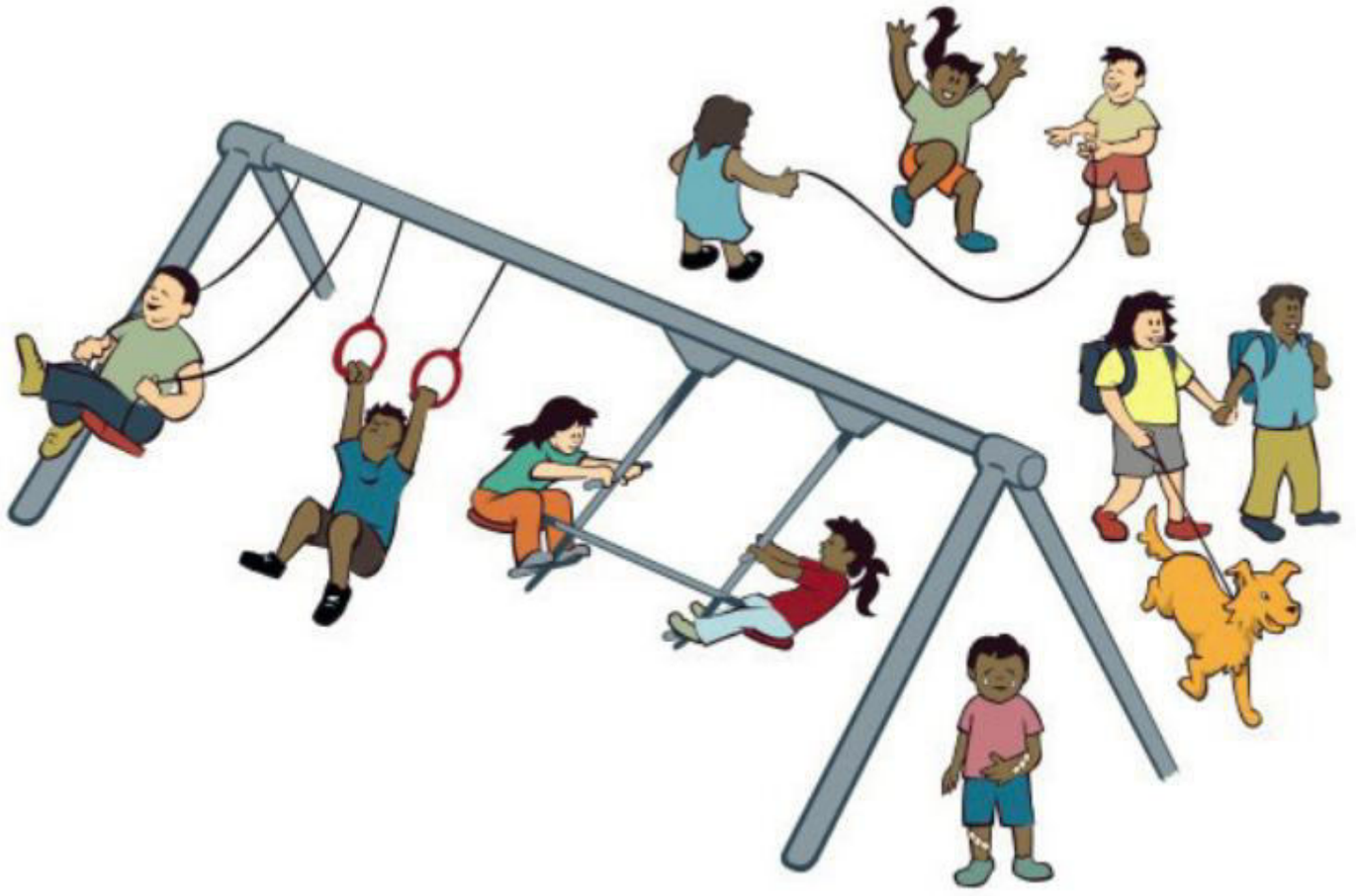
Concept Development



Yes, 4 and 6.

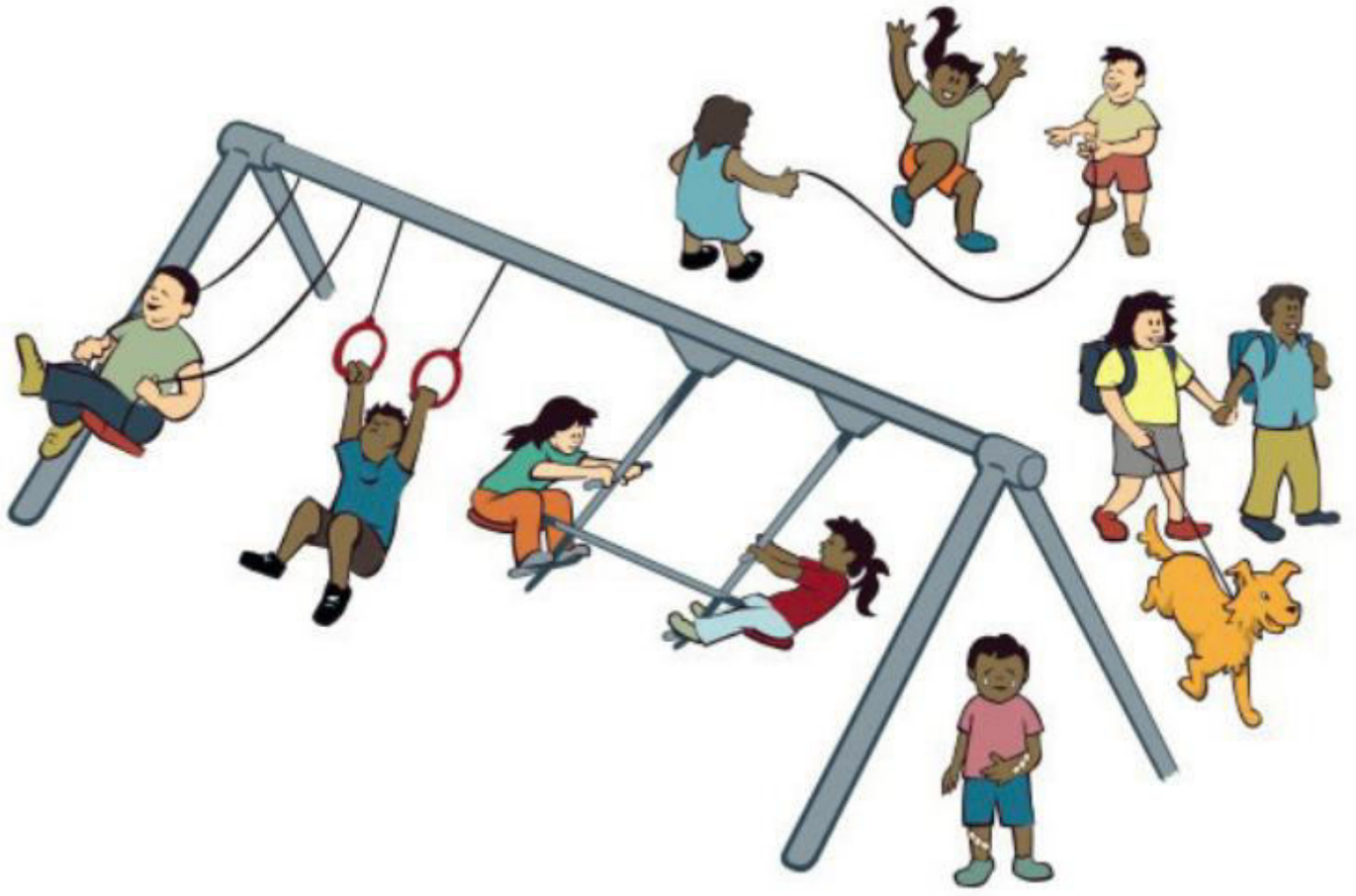
What strategy should we use to find the total?

Concept Development



Should we count all or count on?

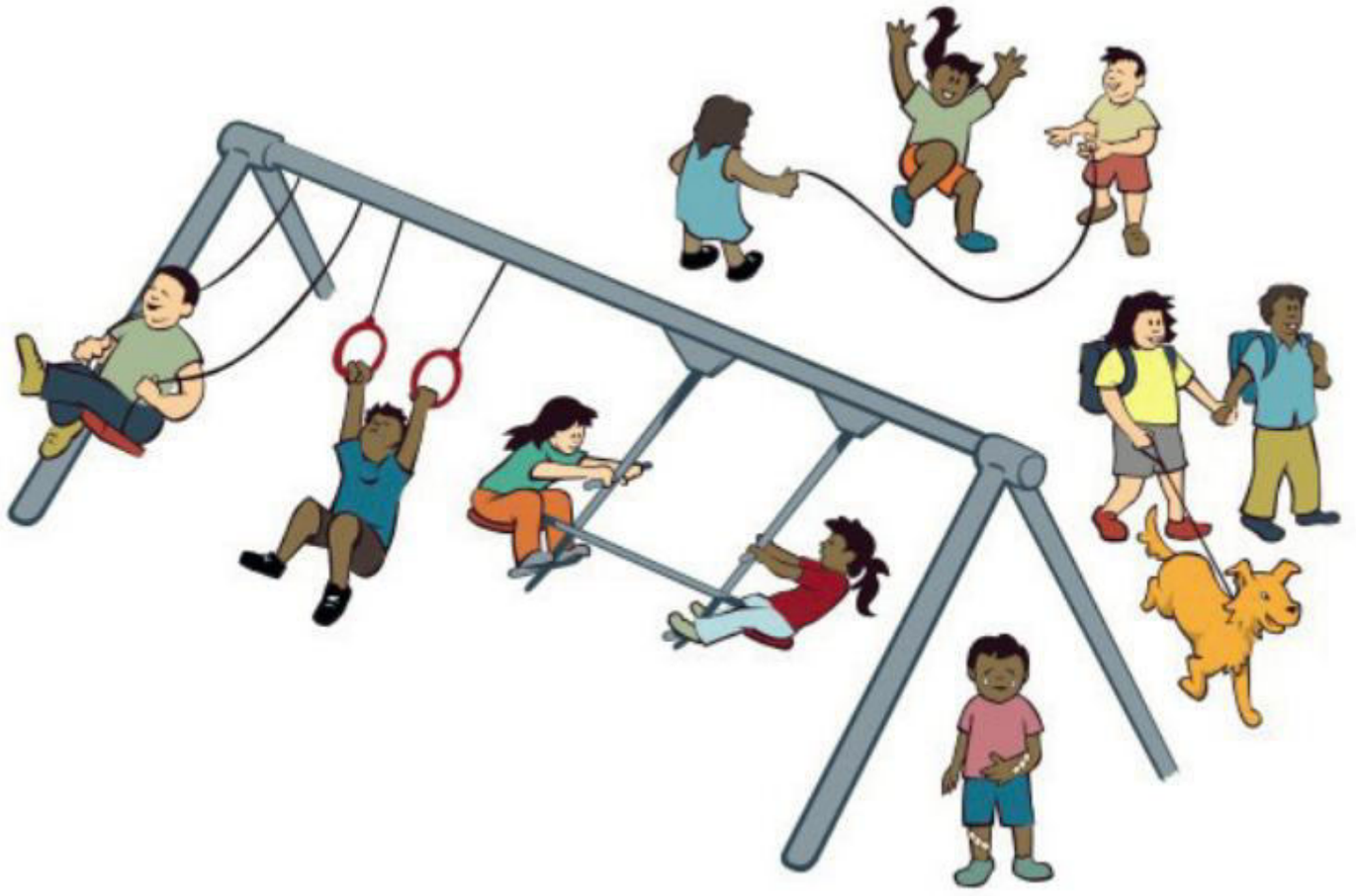
Concept Development



Let’s count on.

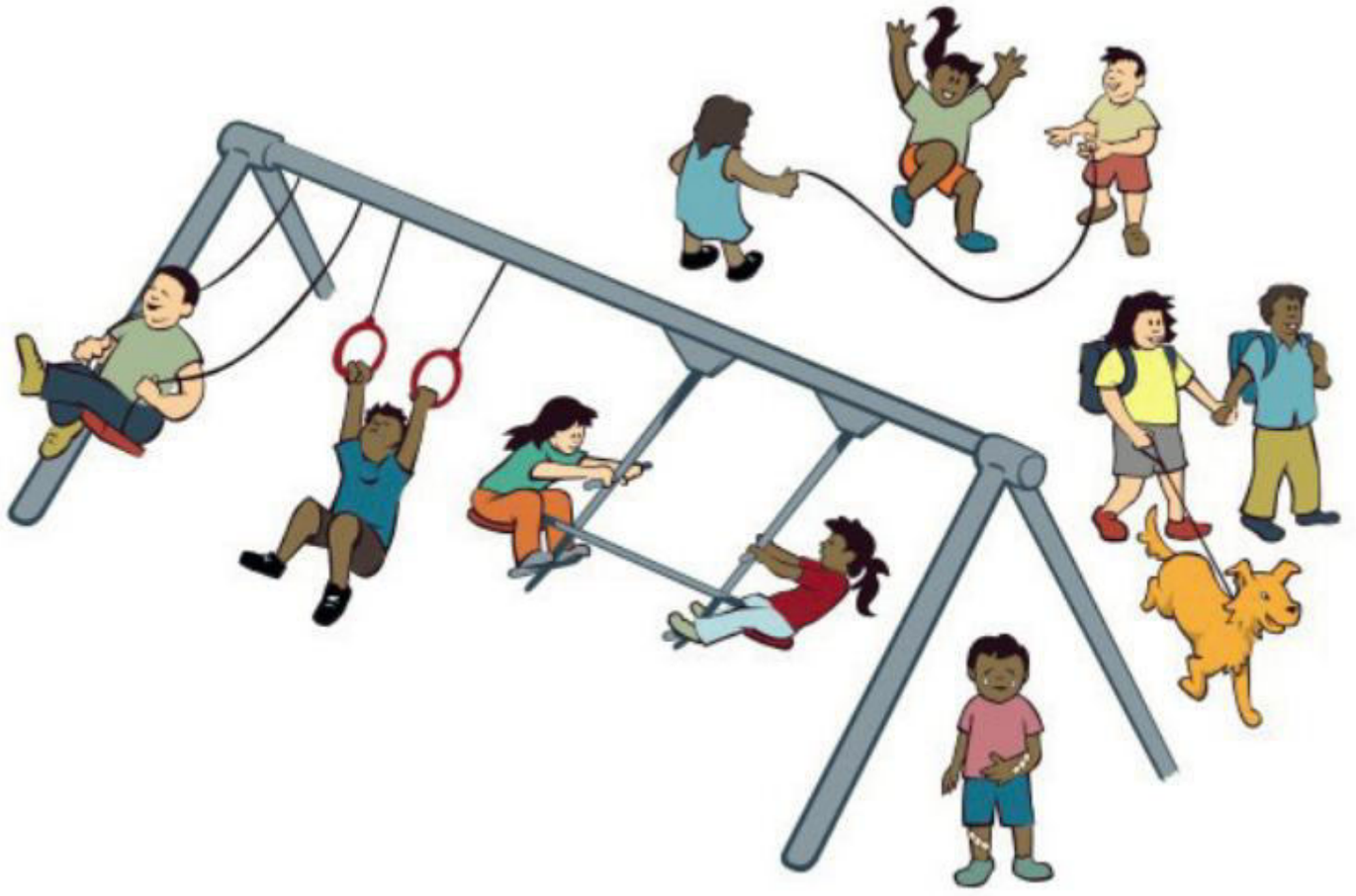
Touch and count, starting from 4.

Concept Development



What’s our total?

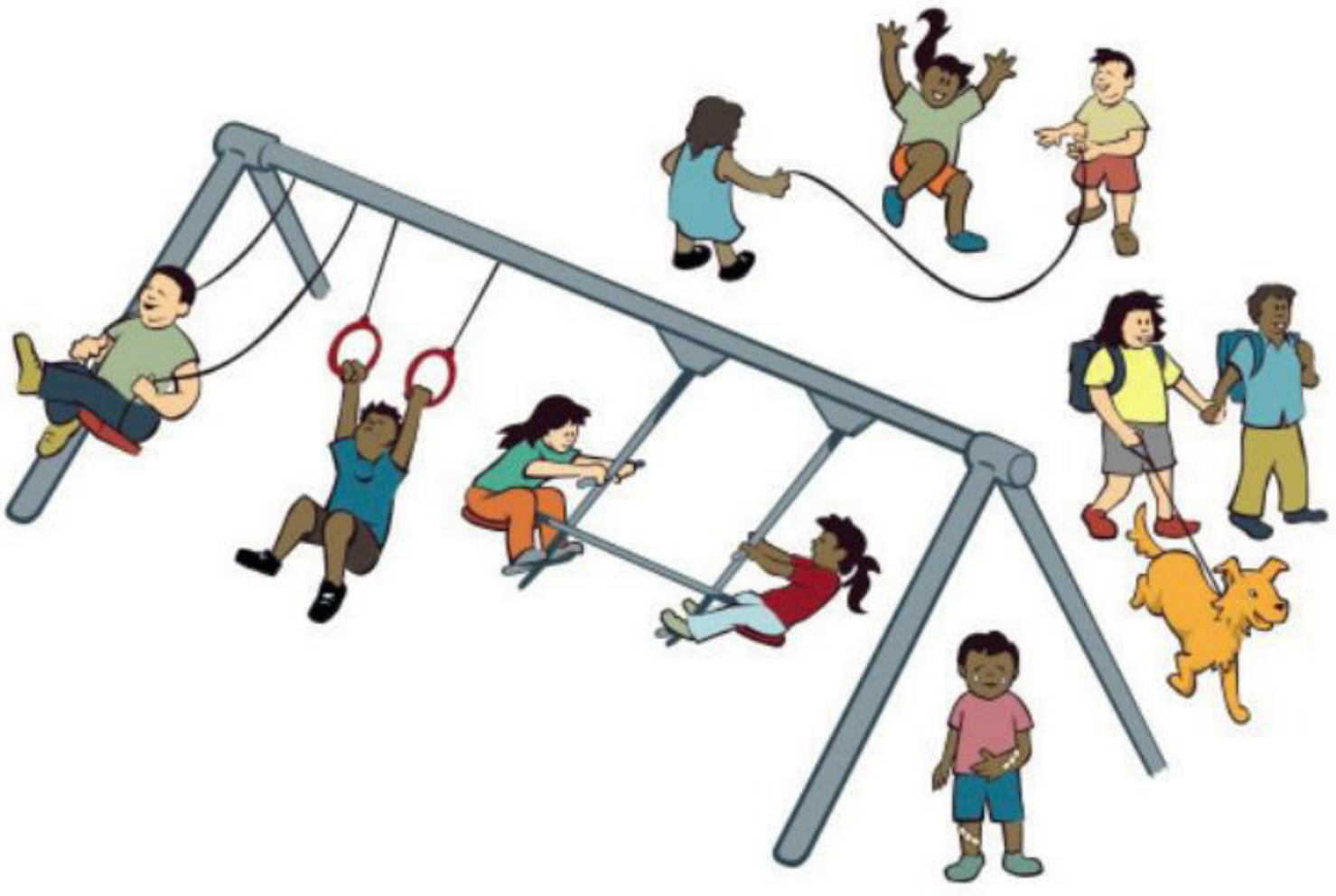
Concept Development

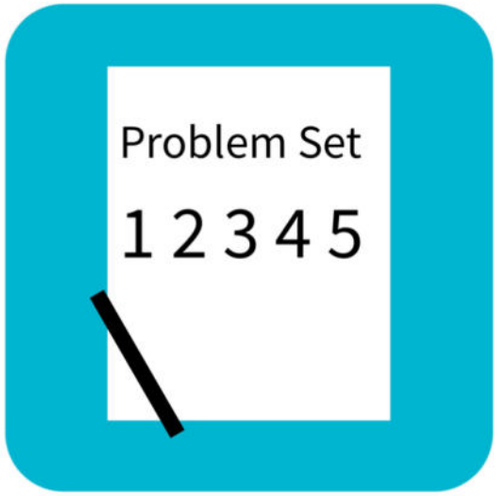


Yes, 10!

What are our two expressions?

Concept Development

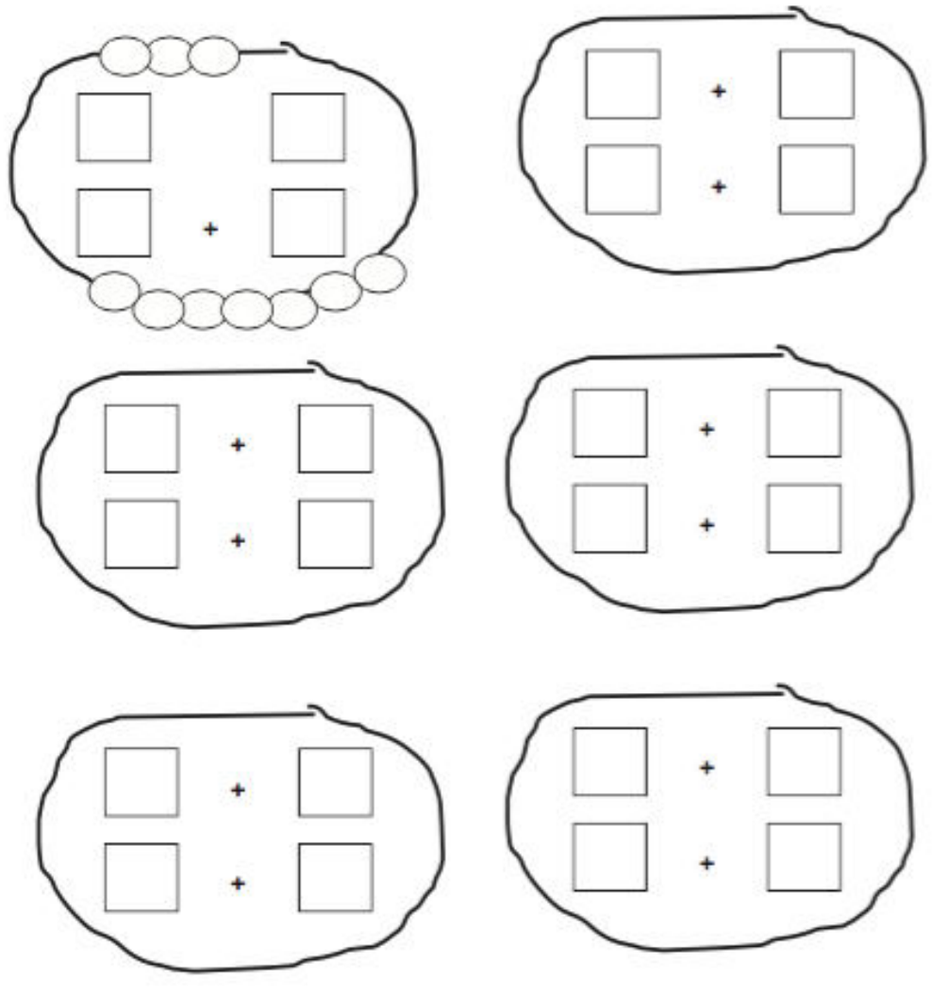


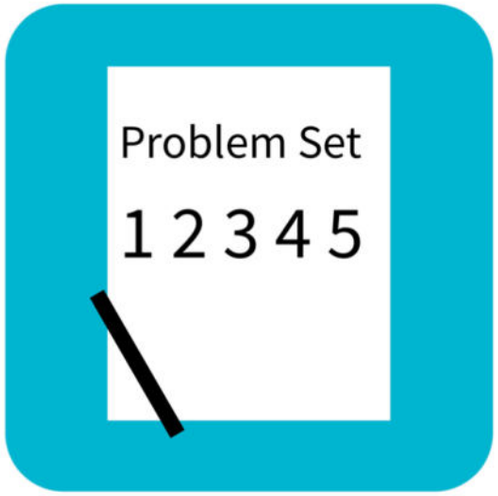


Problem Set

Name _____ Date _____

1. Use your bracelet to show different partners of 10. Then, draw the beads. Write an expression to match.





Problem Set

2. Match the partners of 10. Then, write a number bond for each partner.

a. ●●●●● ●●●●● 10
b. ●●●●● ●●●● 9
c. ●●●●● ●●● 8
d. ●●●●● ●● 7
e. ●●●●● ● 6
f. ●●●●● 5

5 ●●●●●
4 ●●●●
3 ●●●
2 ●●
1 ●
0

a. 10 = 10 + 0
b. ☐ = ☐ + ☐
c. ☐ = ☐ + ☐
d. ☐ = ☐ + ☐
e. ☐ = ☐ + ☐
f. ☐ = ☐ + ☐

3. Color the number bond that has 2 parts that are the same. Write addition sentences to match that number bond.

☐ + ☐ = ☐
☐ = ☐ + ☐

Debrief

Check your work by comparing answers with your partner.

Debrief

Talk with your partner.

What patterns do you see?

Look from left to right.

What is happening each time?

Debrief

Are there any sticks that have the same parts?

How are these sticks different?

Debrief

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

What did you get really good at today?

Exit Ticket

Name _____ Date _____

Color the partners that make 10.