#### Eureka Math

First Grade Module 1 Lesson 39

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#### Icons





Read, Draw, Write











Manipulatives Needed







#### Lesson 39

Objective: Analyze the addition chart to create sets of related addition and subtraction facts.

#### Suggested Lesson Structure

- Fluency Practice
   Application Problem
   Concept Development
   Student Debrief
   Total Time
- (17 minutes) (5 minutes) (28 minutes) (10 minutes) (60 minutes)





### Materials Needed

- (S) personal white board
- (S) Decomposing Teen Numbers Sprint
- (S) Die (with 6 replaced by 0)
- (T) Addition chart (Lesson 21 Template)
- (S) Addition chart (Lesson 21 Template)
- (S) subtraction expression cards (Lesson 38 Template) per group



# I can analyze the addition chart to create sets of related addition and subtraction facts.



### Decompose Teen Numbers

#### Let's decompose teen numbers!

# Sprint: Decomposing Teen Numbers

Let's do a sprint!

A STORY OF UNITS

Lesson 39 Sprint

Date

\*Write the missing number for each sentence

1.	8 and 2 make	16.	11 is 10 and 🗆
2,	9 and 1 make 🗆	17.	11 is 1 and 🗆
3.	7 and 3 make 🗆	18.	12 is 2 and 🗌
4.	6 and make 10	19.	11 is 🗌 and 1
5.	4 and make 10	20.	14 is 10 and 🗆
6.	5 and make 10	21.	15 is 5 and 🗌
7.	and 5 make 10	22.	18 is 8 and 🗆
8.	13 is 10 and 🗌	23.	20 is 10 and 🗆
9.	14 is 10 and 🗆	24.	2 more than 10 is 🗆
10.	16 is 10 and 🗆	25.	10 more than 2 is 🗆
11.	17 is 10 and 🗌	26.	10 is less than 12
12.	19 is 10 and 🗆	27.	10 is 🗆 less than 12
13.	18 is 10 and 🗆	28.	8 less than 18 is 🗌
14.	12 is 10 and 🗆	29.	6 less than 16 is 🗌
15.	13 is 10 and 🗌	30.	10 less than 20 is

## Sprint: Decomposing Teen Numbers

#### A STORY OF UNITS

Lesson 39 Sprint

Number Correct

#### B

	The the missing number for euc	n semence.	
1.	9 and 1 make 🗆	16. 13 is 10 and 🗆	
2.	8 and 2 make	17. 13 is 3 and 🗆	
3.	6 and 4 make 🗆	18. 11 is 1 and 🗆	
4.	7 and 🗆 make 10	19. 11 is and 1	
5.	3 and make 10	20. 15 is and 10	
6.	4 and make 10	21. 14 is 4 and 🗆	
7.	and 5 make 10	22. 19 is 9 and 🗆	
8.	14 is 10 and 🗆	23. 20 is 10 and 🗆	
9.	13 is 10 and 🗆	24. 1 more than 10 is 🗆	
10.	17 is 10 and 🗆	25. 10 more than 1 is 🗆	
11.	16 is 10 and 🗆	26. 10 is 🗆 less than 11	
12,	15 is 10 and 🗆	27. 10 is 🗆 less than 14	
13.	19 is 10 and 🗆	28. <b>7</b> less than <b>18</b> is	
14.	11 is 10 and 🗆	29. <b>7</b> less than <b>16</b> is	
15.	12 is 10 and 🗆	30. 10 less than 20 is	



# Number Bond Roll

#### Let's play number bond roll!

# **Application Problem**

John has 10 pencils. Mark has 9 pencils. Anna has 8 pencils. They each lost two of their pencils. How many do they each have now? Write a number bond and number sentence for each student.





1+0	1 + 1	1+2 1+3	1+4 1+5	1+6	1 + 7	1+8 1+9
2 + 0	2 + 1	2+2 2+3	2+4 2+5	2 + 6	2 + 7	2 + 8
3 + 0	3 + 1	3+2 3+3	3+4 3+5	3+6	3 + 7	
4 + 0	4 + 1	4+2 4+3	4+4 4+5	4+6		
5+0	5 + 1	5+2 5+3	5+4 5+5	E .	]	
6 + 0	6 + 1	6+2 6+3	6 + 4			
7 + 0	7 + 1	7+2 7+3	l			
8 + 0	8 + 1	8 + 2	Lo	ook a	at 5-	⊦2 on t
9+0	9+1		ch	nort	M/h	n can d
10 + 0				iait. Ihtra		n sont

Look at 5+2 on the addition chart. Who can share a subtraction sentence and an addition sentence that have the same parts and total?



1+0	1+1	1+2	1+3 1-	+ 4	1+5	1 + 6	1 + 7	1+8	1+9		
2 + 0	2 + 1	2 + 2	2+3 2	+ 4	2 + 5	2 + 6	2 + 7	2 + 8			
3 + 0	3 + 1	3 + 2	3+3 3	+ 4	3 + 5	3 + 6	3 + 7				
4 + 0	4 + 1	4 + 2	4+3 4	+ 4	4 + 5	4 + 6					
5+0	5 + 1	5 + 2	5+3 5	+ 4	5+5						
6 + 0	6 + 1	6 + 2	6+3 6	+ 4		I					
7 + 0	7 + 1	7 + 2	7 + 3		1						
8 + 0	8 + 1	8 + 2			Ιhe	earc	d so	me	one	sav	7–5=2
9+0	9+1		L		and	1 5	ר¢_⁻	71		5	
10 + 0					an			/ 1			
	12										



1+0	1 + 1	1+2	1+3	1 + 4	1+5	1+6	1 + 7	1+8	1+9		
2 + 0	2 + 1	2 + 2	2+3	2 + 4	2 + 5	2 + 6	2 + 7	2 + 8			
3 + 0	3 + 1	3 + 2	3+3	3 + 4	3 + 5	3+6	3 + 7				
4 + 0	4 + 1	4 + 2	4+3 4	4 + 4	4 + 5	4 + 6					
5+0	5 + 1	5+2	5+3	5 + 4	5+5						
6 + 0	6 + 1	6 + 2	6+3 (	6 + 4		1	/-;	5=2		5+2=7	
7 + 0	7 + 1	7 + 2	7 + 3		1		Le	ťs a	all w	vrite that set or	٦
8+0	8 + 1	8 + 2						r hc	hard	Write the	
9+0	9+1	-	1				ou				
10 + 0							nu	mpe	er D	ond, too.	



1+0	1 + 1	1+2	1 + 3	1 + 4	1+5	1+6	1 + 7	1+8	1+9	7	
2 + 0	2 + 1	2 + 2	2 + 3	2 + 4	2 + 5	2 + 6	2 + 7	2 + 8	*		
3 + 0	3 + 1	3 + 2	3 + 3	3 + 4	3 + 5	3+6	3 + 7				
4 + 0	4 + 1	4 + 2	4 + 3	4+4	4 + 5	4+6				l vurita that aat a	20
5+0	5 + 1	5+2	5+3	5+4	5+5			_et s		i while that set (	JU
6 + 0	6 + 1	6 + 2	6 + 3	6 + 4		]	(	our b	ooa	ard. Write the	
7 + 0	7 + 1	7 + 2	7 + 3		1		r	านm	ber	r bond, too.	
8 + 0	8 + 1	8 + 2		1		F		~			
9+0	9 + 1		]			Q	+5-	=2.	5.	+2 -2 Q	
10 + 0										- 52	



+ 8	1 + 7	1 + 6	5	1+	4	1 •	3	1 +	2	1+	1	+	1	0	٠
+ 8	2 + 7	2+6	5	2 -	4	2 -	3	2 •	2	2 +	1	+	2	0	+
	3 + 7	3+6	5	3 •	4	3 •	3	3 •	2	3 +	1	+	3	0	+
	 т	4+6	5	4 -	4	4 -	3	4 •	2	4 +	1	+	4	0	•
iere	I		5	5 -	4	5 -	3	5 •	2	5+	1	+	5	0	+
cts	fa				4	6 •	3	6 •	2	6 +	1	+	6	0	+
m	fr						3	7 •	2	7 •	1	+	7	0	+
n	h								2	8 +	1	+	8	0	+
лю	N								_		1	+	9	0	+
em	tł													0	) •
en	tł													• 0	) +

There are more addition facts that we can make from this same number bond. What is one of them?



1 + 9



1+9	1+8	'	• ;	1	6	+	1	5	+	1	4	+	1	3	•	1	2	+	1 .	1	•	1	12	0	+
	2 + 8	7	+	2	6	+	2	5	+	2	4	+	2	3	+	2	2	+	2	1	+	2		0	+
		7	+	3	6	÷	3	5	+	3	4	+	3	3	+	3	2	+	3	1	+	3	Ŕ	0	+
سما	boc	-			6	•	4	5	+	4	4	+	4	3	•	4	2	+	4	1	+	4		0	+
Ira	nea	I						5	+	5	4	+	5	3	+	5	2	+	5	1	+	5	13	0	+
=7!	:+5=	2									4	+	6	3	•	6	2	+	6	1	÷	6	1 Sector	0	+
be	um	r											-	3	•	7	2	+	7	1	+	7		0	+
		•												_		-	2	+	8	1	+	8	1	0	+
																l,	_			1	+	9		0	+
																								0	) +

I heard one of you say 2+5=7! Let's write that number sentence as well!





1 + 9



1+8	1 + 7	6	1+		5	+	1	4	+	1	3	• 3	1	2	+ 3	1	1	ŧ	1	0	+	1
2 + 8	2 + 7	6	2 +	t	5	+	2	4	+	2	3	+	2	2	+	2	1	÷	2	0	÷	2
	3 + 7	6	3 +	t	5	+	3	4	+	3	3	•	3	2	•	3	1	+	3	0	÷	3
		6	4 +	T	5	+	4	4	•	4	3	+	4	2	+	4	1	+	4	0	•	4
an	vec	-V		t	5	+	5	4	+	5	3	+	5	2	+	5	1	+	5	0	+	5
enc	ente	S		1	3			4	•	6	3	+	6	2	+	6	1	+	6	0	+	6
tior	ddi	а								2	3	•	7	2	+	7	1	+	7	0	+	7
c 7	otal	+/						$\sim$			_	_		2	•	8	1	+	8	0	•	8
э.	Jlai	Ľ					)	7	(					_		-	1	+	9	0	+	9
ler	partr	р				)	2		4	E										0	+	10
ber	um	n					$\checkmark$			0												

2+5=

an also write a number nce matching two on expressions without . Turn and talk with your er to discuss what this er sentence might be. Write it on your board.



1+0	1 + 1	1+2	1 + 3	1 + 4	1+5	1+6	1 + 7	1+8	1+9
2 + 0	2 + 1	2 + 2	2 + 3	2 + 4	2 + 5	2 + 6	2 + 7	2 + 8	
3 + 0	3 + 1	3+2	3 + 3	3 + 4	3 + 5	3 + 6	3 + 7		ŝ.
4 + 0	4 + 1	4 + 2	4 + 3	4 + 4	4 + 5	4 + 6			
5+0	5+1	5+2	5+3	5+4	5+5		1		
6 + 0	6 + 1	6 + 2	6 + 3	6 + 4			saw	/ ma	any
7 + 0	7 + 1	7 + 2	7 + 3			5	+2	= 2-	⊦5.
8 + 0	8 + 1	8 + 2				5			
9+0	9 + 1		1	(7)	))	J	+2	IS eq	qua
10+0				(F)	à	а	s. 2	+5.	

3=25+5-0

saw many of you write 5+2 = 2+5.

5+2 is equal to, or the same as, 2+5.



1+0	1 + 1	1+2	1 + 3	1 + 4	1+5	1+6	1 + 7	1+8	1+9
2 + 0	2 + 1	2 + 2	2 + 3	2 + 4	2 + 5	2 + 6	2 + 7	2 + 8	
3 + 0	3 + 1	3+2	3 + 3	3 + 4	3 + 5	3 + 6	3 + 7		ŝ.
4 + 0	4 + 1	4 + 2	4 + 3	4 + 4	4 + 5	4 + 6			
5+0	5+1	5+2	5+3	5+4	5+5		1		
6 + 0	6 + 1	6 + 2	6 + 3	6 + 4			saw	/ ma	any
7 + 0	7 + 1	7 + 2	7 + 3			5	+2	= 2-	⊦5.
8 + 0	8 + 1	8 + 2				5			
9+0	9 + 1		1	(7)	))	J	+2	IS eq	qua
10+0				(F)	à	а	s. 2	+5.	

3=25+5-0

saw many of you write 5+2 = 2+5.

5+2 is equal to, or the same as, 2+5.



1+8 1+9	1 + 7	1+6	5	1+	4	1 •	3	1 +	2	1 +	1	٠	1	0	+
2 + 8	2 + 7	2+6	5	2 +	4	2 -	3	2 +	2	2 +	1	+	2	0	: +
	3 + 7	3+6	5	3 +	4	3 -	3	3 +	2	3 +	1	+	3	0	+
		4 + 6	5	4+	4	4	3	4 +	2	4 •	1	+	4	0	+
			5	5+	4	5 -	3	5+	2	5+	1	+	5	0	j +
e are o	<b>Ther</b>		- 21		4	6 •	3	6 +	2	6 +	1	+	6	0	+
ences	sent	S					3	7 +	2	7•	1	+	7	0	•
e and t	orte	r			$\bigcirc$		-		2	8 +	1	+	8	0	+
5 anu i	Janta	ŀ			Z						1	+	9	0	+
ner to	parti	F		2		65								0	0 +
d be. a	coul	C		$\checkmark$		0									
boarc	our	У	Ì	Ī	-	5	ł	2							
						_	- 24								-

=25+23

There are other number sentences that have the same parts and total. Talk with your partner to decide what they could be, and write them on your board.



1 + 9	1+8	1 + 7	6	1 +	5	1 -	4	1+	3	1 +	2	1+	1	+	1	0	1 +
	2 + 8	2 + 7	6	2+	- 5	2 -	4	2 +	3	2 +	2	2 +	1	+	2	0	2 +
		3 + 7	6	3+	5	3 -	4	3 +	3	3 +	2	3 +	1	+	3	0	3 +
			6	4 +	- 5	4 -	4	4+	3	4 +	2	4 •	1	+	4	0	4 •
					- 5	5 -	4	5+	3	5+	2	5+	1	+	5	0	5+
any	v m	sav			88		4	6+	3	6 +	2	6+	1	+	6	0	6 +
! S	2 = 5	' - 2	7					-	3	7 +	2	7+	1	+	7	0	7 +
nha			•			J.	G				2	8 +	1	+	8	0	8 +
	nui	Our	У			2	×						1	+	9	0	9+
0.	s, tc	vays	V		2)	C	5	E							-	0	0

(D-2=52+5=D) (D-5=25+5-D) I saw many of you write 7 - 2 = 5! See if you can write your number bond in different ways, too. Circle your totals!



1 + 9	1+8	1 + 7	6	1 +	5	1 -	4	1+	3	1 +	2	1+	1	+	1	0	1 +
	2 + 8	2 + 7	6	2+	- 5	2 -	4	2 +	3	2 +	2	2 +	1	+	2	0	2 +
		3 + 7	6	3+	5	3 -	4	3 +	3	3 +	2	3 +	1	+	3	0	3 +
			6	4 +	- 5	4 -	4	4+	3	4 +	2	4 •	1	+	4	0	4 •
					- 5	5 -	4	5+	3	5+	2	5+	1	+	5	0	5+
any	v m	sav			88		4	6+	3	6 +	2	6+	1	+	6	0	6 +
! S	2 = 5	' - 2	7					-	3	7 +	2	7+	1	+	7	0	7 +
nha			•			J.	G				2	8 +	1	+	8	0	8 +
	nui	Our	У			2	×						1	+	9	0	9+
0.	s, tc	vays	V		2)	C	5	E							-	0	0

(D-2=52+5=D) (D-5=25+5-D) I saw many of you write 7 - 2 = 5! See if you can write your number bond in different ways, too. Circle your totals!



1+8	7	1 +	6	+ (	1	- 5	1.	ŧ	+ /	1	3	٠	1	2	+	1	1	+	1	0	1 +
2 + 8	7	2 +	6	+ (	2	- 5	2 -	4	+ •	2	3	+	2	2	+	2	1	+	2	0	2 +
	7	3+	6	+ (	3	• 5	3 -	4	+ /	3	3	+	3	2	•	3	1	+	3	0	3 +
			6	+ (	4	- 5	4 -	4	+ 1	4	3	+	4	2	+	4	1	+	4	0	4 +
						- 5	5 -	4	+ 7	5	3	+	5	2	•	5	1	+	5	0	5+
v yc	av	Sa			]			4	+ •	6	3	+	6	2	•	6	1	+	6	0	6 +
ber	m	IUI	r								3	+	7	2	+	7	1	+	7	0	7 +
$\sim$			-				2	6	6				t	2	•	8	1	+	8	0	8 +
(2)								×	9				1			-	1	+	9	0	9+
						2)	C-	)	× 7	(									-	0	0+
	1+8 2+8 V YC ber	7 1+8 7 2+8 7 aw yc mber	1+7       1+8         2+7       2+8         3+7	5       1+7       1+8         6       2+7       2+8         6       3+7         6       3+7         6       1         1       saw yc         number       2	+6       1+7       1+8         +6       2+7       2+8         +6       3+7         +6       -6         I saw yc         number         ②	1+6       1+7       1+8         2+6       2+7       2+8         3+6       3+7         4+6       Isaw yc         number       2	5       1+6       1+7       1+8         5       2+6       2+7       2+8         5       3+6       3+7         5       4+6         5       1       saw yc         1       saw yc         number       2	1+5       1+6       1+7       1+8         2+5       2+6       2+7       2+8         3+5       3+6       3+7         4+5       4+6         5+5       I saw yc         number       2	$ \begin{array}{c ccccccccccccccccccccccccccccccccccc$	$ \begin{array}{c ccccccccccccccccccccccccccccccccccc$	$ \begin{array}{c ccccccccccccccccccccccccccccccccccc$	$\begin{array}{c ccccccccccccccccccccccccccccccccccc$	$\begin{array}{c ccccccccccccccccccccccccccccccccccc$	$ \begin{array}{c ccccccccccccccccccccccccccccccccccc$	$ \begin{array}{c ccccccccccccccccccccccccccccccccccc$	$\begin{array}{c ccccccccccccccccccccccccccccccccccc$	$ \begin{array}{c ccccccccccccccccccccccccccccccccccc$	$ \begin{array}{c ccccccccccccccccccccccccccccccccccc$	$\begin{array}{c ccccccccccccccccccccccccccccccccccc$	$\begin{array}{c ccccccccccccccccccccccccccccccccccc$	$\begin{array}{c ccccccccccccccccccccccccccccccccccc$

7-2=52+5=0

I saw you draw these different number bonds!



1+7 1+8 1+9	1+6	1+5	1+4	1 + 3	1+2	1 + 1	1+0
2 + 7 2 + 8	2 + 6	2 + 5	2 + 4	2 + 3	2 + 2	2 + 1	2 + 0
3 + 7	3 + 6	3 + 5	3 + 4	3 + 3	3 + 2	3 + 1	3 + 0
	4 + 6	4 + 5	4 + 4	4 + 3	4 + 2	4 + 1	4 + 0
		5+5	5+4	5+3	5+2	5+1	5+0
ook how	L		6 + 4	6 + 3	6 + 2	6 + 1	6+0
hare using	S			7 + 3	7 + 2	7 + 1	7 + 0
no foot		2	G		8 + 2	8 + 1	8+0
me lact.	C	$\mathcal{L}$	×	ý.	<b> </b>	9 + 1	9+0
6		2	5				10 + 0
517		$\checkmark$	0				

2:52+5=0

Look how many facts you can share using your knowledge of one fact.





1 + 0	1 + 1	1+2	1 + 3	1 + 4	1+5	1+6	1 + 7	1+8	1+9		
2 + 0	2 + 1	2 + 2	2 + 3	2 + 4	2 + 5	2+6	2 + 7	2 + 8	<u> </u>	1.	
3+0	3 + 1	3 + 2	3 + 3	3 + 4	3 + 5	3+6	3 + 7				
4+0	4 + 1	4 + 2	4 + 3	4+4	4 + 5	4+6					
5+0	5 + 1	5 + 2	5+3	5+4	5+5		J				
6 + 0	6 + 1	6 + 2	6 + 3	6 + 4		1					
7 + 0	7 + 1	7 + 2	7 + 3	No	יעאר ן	will	ass	sian	nai	irs of students	S
8 + 0	8 + 1	8 + 2		ייי ( ייו		••••	uot	''''''			J 1
9+0	9+1			di	tere	ent r	num	ber	boi	nds from whic	ch
10 + 0				to	ma	ke a	as m	nany	/ va	ried number	
				se	nter	nce	s as	you	r ca	an. You will	

You will share their ideas with peers!



#### Problem Set

A STORY OF UNITS

Lesson 39 Problem Set 1-1

Name

Date \_\_\_\_\_

Study the addition chart to solve and write related problems.

1+9							-			
1.8	2+8						ct on the	ence and	d facts.	5
1+7	2+7	3+7				ard.	dition fa n.	ion sente	o related	st 4 turn
1+6	2+6	3+6	4 + 6			action o	lated ad hade it i	sub tract addition	other tw	r at leas
1+5	2+5	3+5	4 • 5	5 + 5		k a subtr	d the re irt and s	ite the s shaded	ite the c	itinue fo
• •	2 • 4	3 • 4	4 • 4	5 • 4	6 - 4	Pid	E Pin	Wr	W	Cor
1 • 3	2+3	3+3	4+3	5 + 3	6+3	7+3				
1+2	2+2	3+2	4 • 2	5+2	6+2	7+2	8+2			
:	2+1	3+1	4 - 1	5 • 1	6+1	7+1	8+1	9 • 1		
•	2 • 0	3+0	4 • 0	2+0	0 • 9	2+0	8+0	0.6	0 • 0	



#### Problem Set

A STORY OF UNITS	Lesson 39 Problem Set
Choose an expression card, and write 4 problems that use the same parts and totals. Shade the totals orange.	6-4 7.2.6 207.6 602.7
1 = = 2.	<sup>=</sup>
	+ =
=	=
=	
3 = 4.	= =
+ =	+ =
=	=



Look at this subtraction expression. What number sentences we can make? What number sentence can we make that uses both of the addition expressions?



# Look at Problem 1. Write the number sentence that uses both addition expressions below your work.



How does knowledge of one addition or subtraction fact help you know other facts? Use an example from your Problem Set to explain your thinking.



Look at your Application Problem. Where are the related addition facts on the addition chart? How are the three number bonds similar? How are they different?



#### Have different groups present their work from the Concept Development. Let the others ask them questions about their work.

# Exit Ticket

A STORY OF UNITS	Lesson 39 Exit Ticket 1•1
Name	Date
Write the related number sentences for th	ne number bonds.
1.	2.
= =	= =
+=	* =
=	=
	=