Eureka Math

First Grade
Module 2
Lesson 1

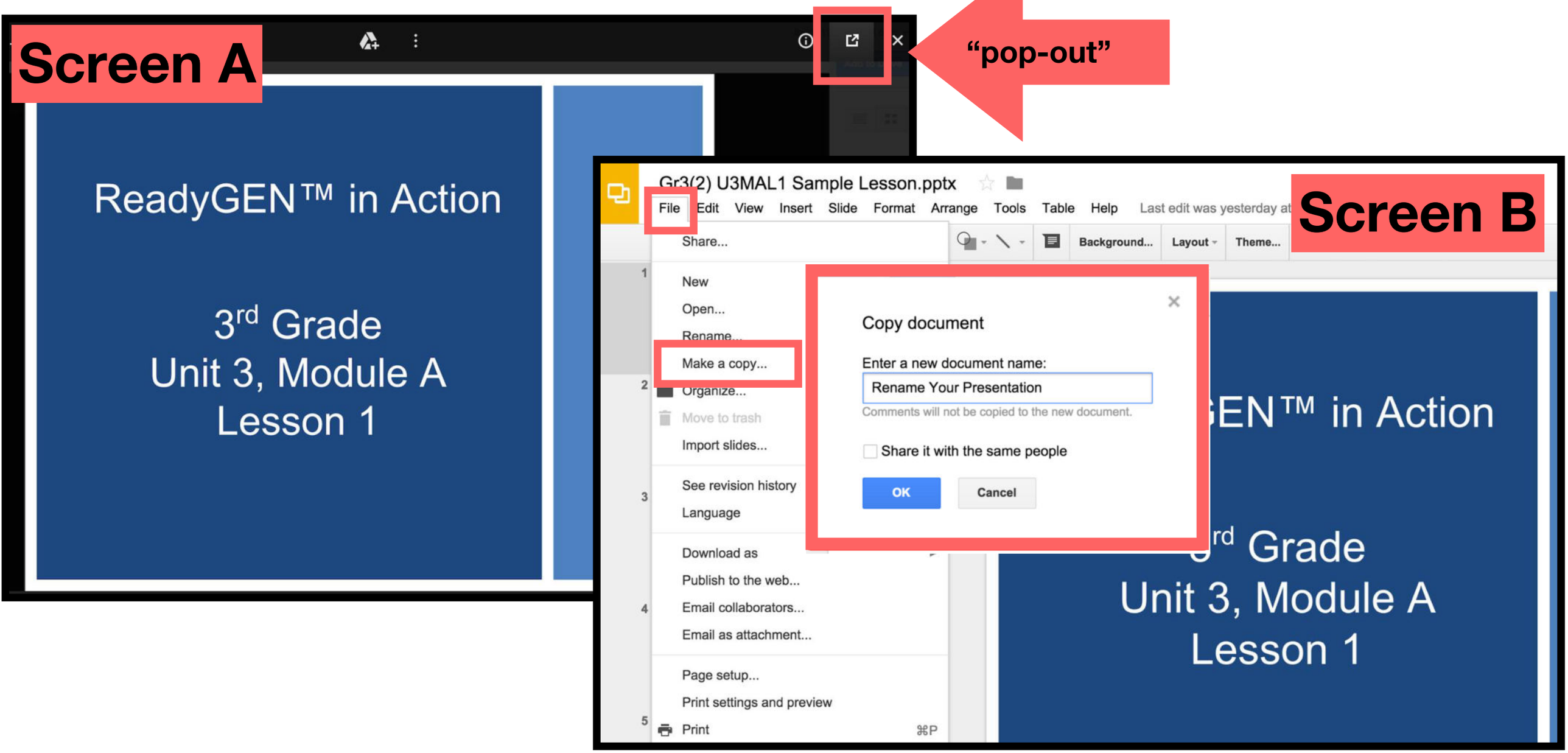
At the request of elementary teachers, a team of Bethel & Sumner educators met as a committee to create Eureka slideshow presentations. These presentations are not meant as a script, nor are they required to be used. Please customize as needed. Thank you to the many educators who contributed to this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

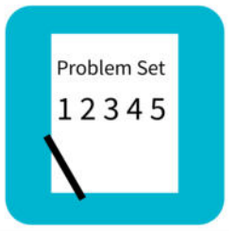


Icons

Read, Draw, Write

Learning Target

Personal White Board

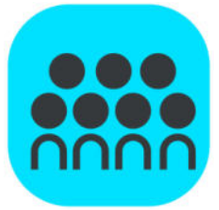


Problem Set

Manipulatives Needed

Fluency

Think Pair Share



Whole Class

Individual

Partner

Small Group

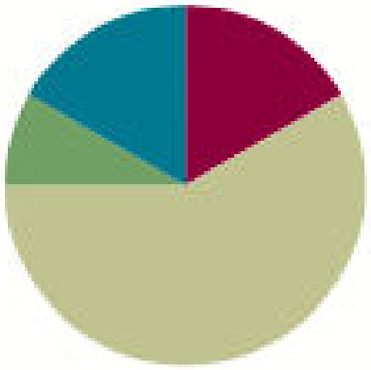
Small Group Time

Lesson 1

Objective: Solve word problems with three addends, two of which make ten.

Suggested Lesson Structure

Fluency Practice	(10 minutes)
Application Problem	(5 minutes)
Concept Development	(35 minutes)
Student Debrief	(10 minutes)
Total Time	**(60 minutes)**

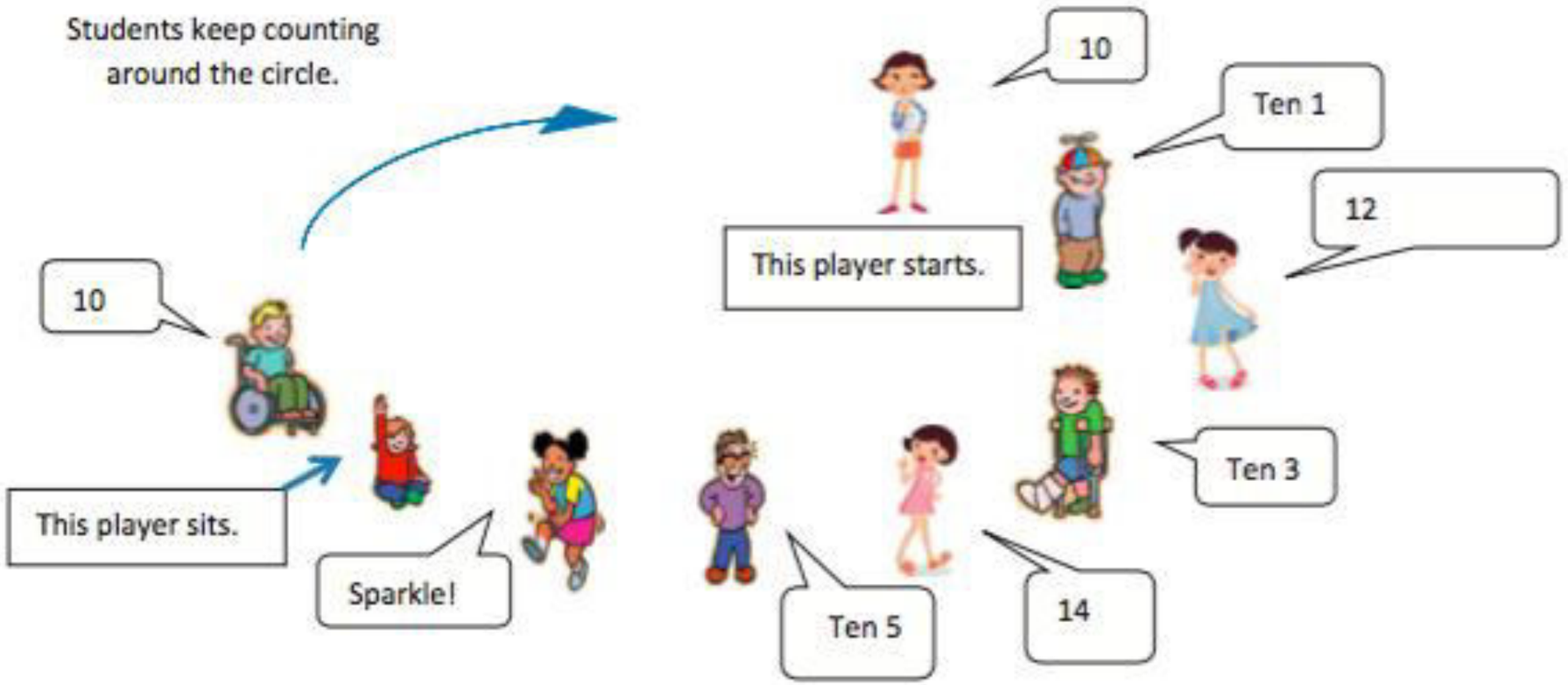


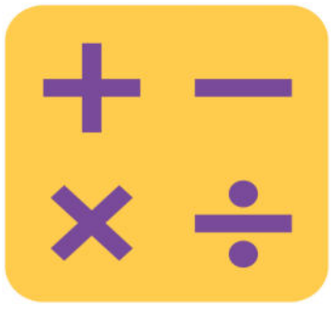
Materials Needed

- (T) Bin, three different kinds of blocks/pattern blocks
- (T) 18-inch length of string tied to form a loop
- (S) Three different kinds of pattern blocks (10 of each shape, e.g., trapezoid, triangle, and square blocks)
- (T) personal white board

I can solve word problems with three addends, two of which make ten.

Sparkle: The Say Ten and Regular Way





Take Out 1

Let’s practice taking out 1 from numbers within 10!

Equal Number Pairs for Ten

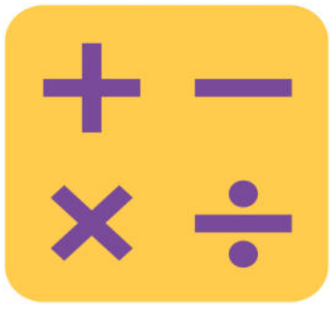
Let’s practice partners to 10! I will show you 4 numbers. Arrange your 5-group cards that match the numbers I show you and place the = between them. Make two equivalent expressions.

Equal Number Pairs for Ten

5 9 1 5

Equal Number Pairs for Ten

5 + 5 = 9 + 1 or 5 + 5 = 1 + 9



Equal Number Pairs for Ten

0 1 9 10

Equal Number Pairs for Ten

1 + 9 = 10 + 0 or

9 + 1 = 10 + 0 or

9 + 1 = 0 + 10 or

1 + 9 = 0 + 10

Equal Number Pairs for Ten

2 5 5 8

Equal Number Pairs for Ten

$2 + 8 = 5 + 5$ or

$8 + 2 = 5 + 5$

Equal Number Pairs for Ten

2 3 7 8

Equal Number Pairs for Ten

$2 + 8 = 7 + 3$ or

$2 + 8 = 3 + 7$ or

$8 + 2 = 3 + 7$ or

$8 + 2 = 7 + 3$

Equal Number Pairs for Ten

2 3 7 8

Equal Number Pairs for Ten

$2 + 8 = 7 + 3$ or

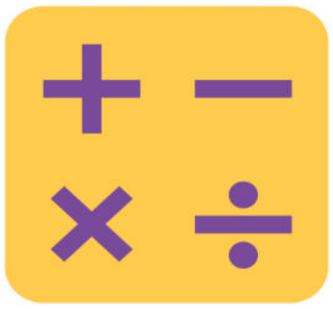
$2 + 8 = 3 + 7$ or

$8 + 2 = 3 + 7$ or

$8 + 2 = 7 + 3$

Equal Number Pairs for Ten

4 1 9 6



Equal Number Pairs for Ten

$4 + 6 = 1 + 9$ or

$4 + 6 = 9 + 1$ or

$6 + 4 = 9 + 1$ or

$4 + 6 = 1 + 9$

Equal Number Pairs for Ten

3 4 6 7

Equal Number Pairs for Ten

$3 + 7 = 4 + 6$ or

$3 + 7 = 6 + 4$ or

$7 + 3 = 6 + 4$ or

$7 + 3 = 4 + 6$

Application Problem

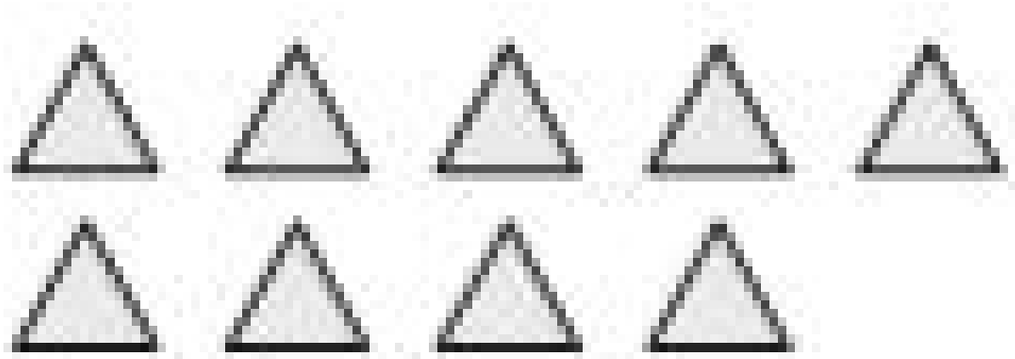
John, Emma, and Alice each had 10 raisins. John ate 3 raisins, Emma ate 4 raisins, and Alice ate 5 raisins. How many raisins do they each have now? Write a number bond and a number sentence for each.

Concept Development

The first-grade classrooms each have these special bins with different types of blocks in them. Let’s figure out how many we have!

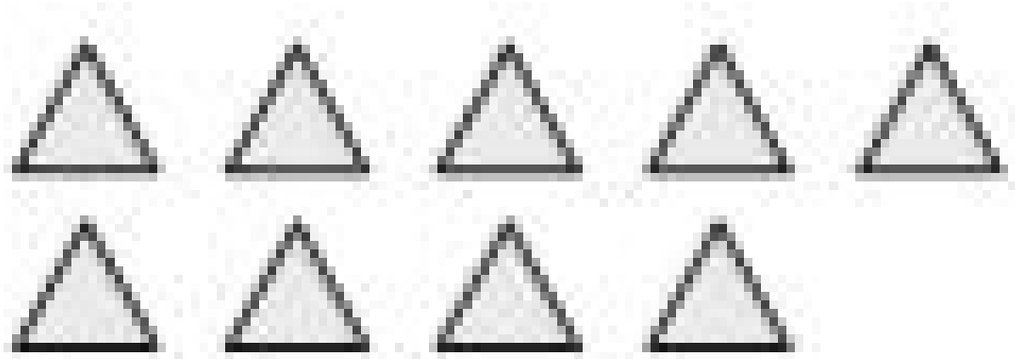
Concept Development

How many triangle blocks do we have?



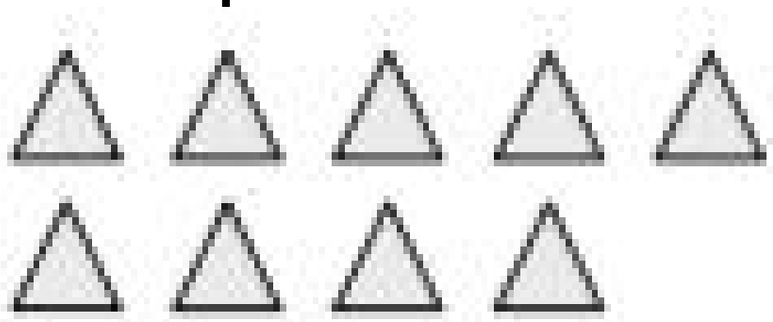
Concept Development

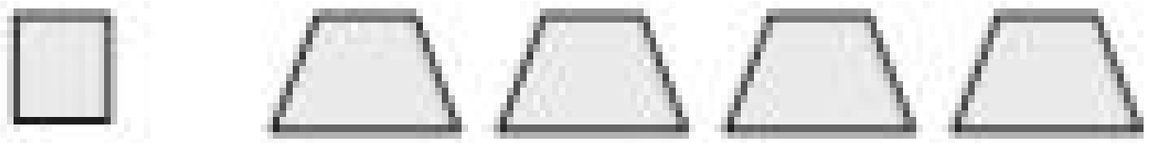
There are 9 triangle blocks!



Concept Development

We need to figure out how many there are altogether. Tell me how many are in each group. Help me write the expression.

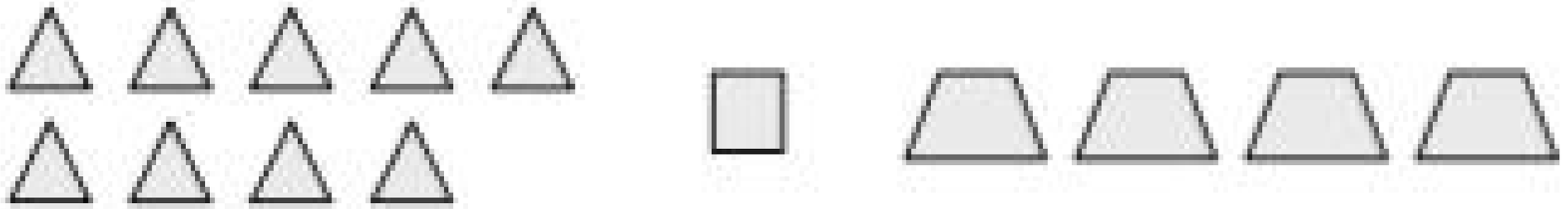




Concept Development

9 + 1 + 4 = ___

Talk to your partner. What are some ways we could add these blocks together?

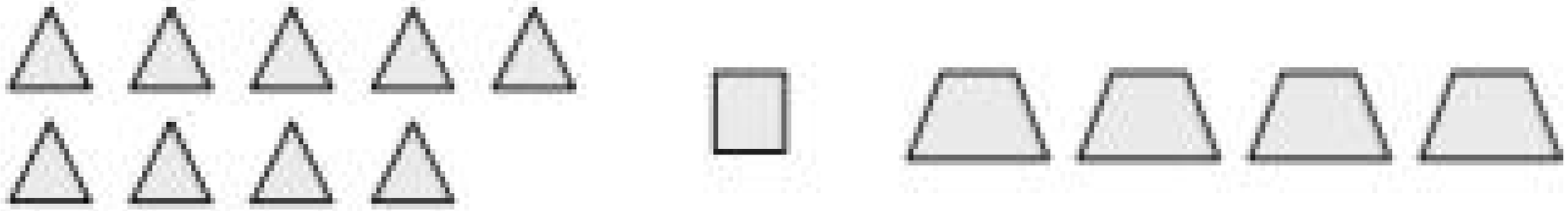


Concept Development

9 + 1 + 4 = ___

I heard some of you say these ideas!

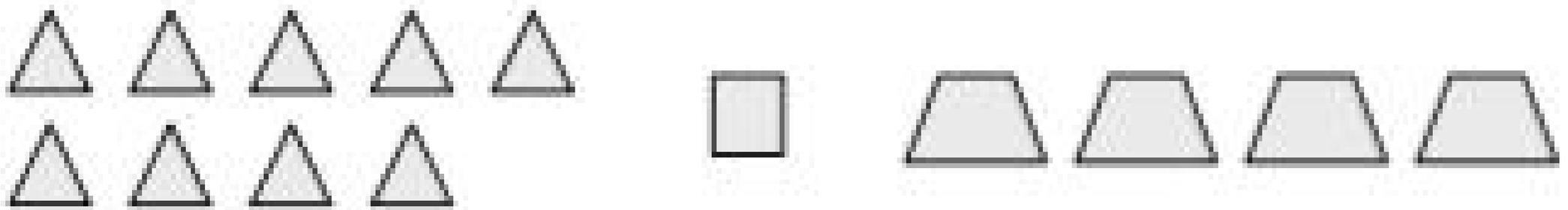
We could start with the larger number and count on!
We could add the groups together by counting them all!



Concept Development

9 + 1 + 4 = ___

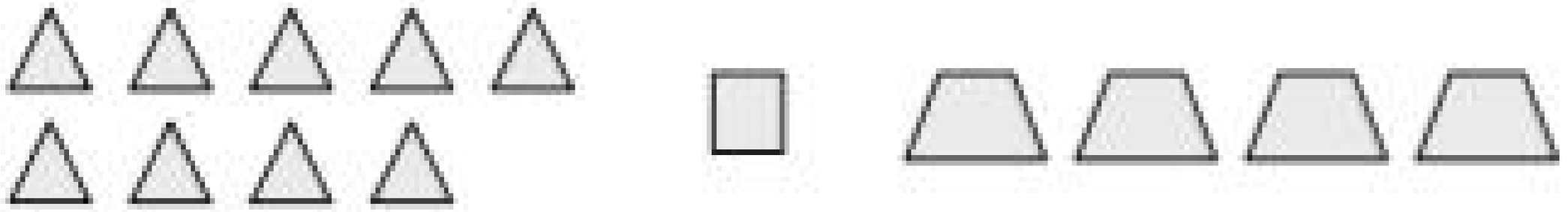
All those ideas are true! Also, I wonder if we can make ten since it is such a friendly number. Talk with your partner.



Concept Development

9 + 1 + 4 = ___

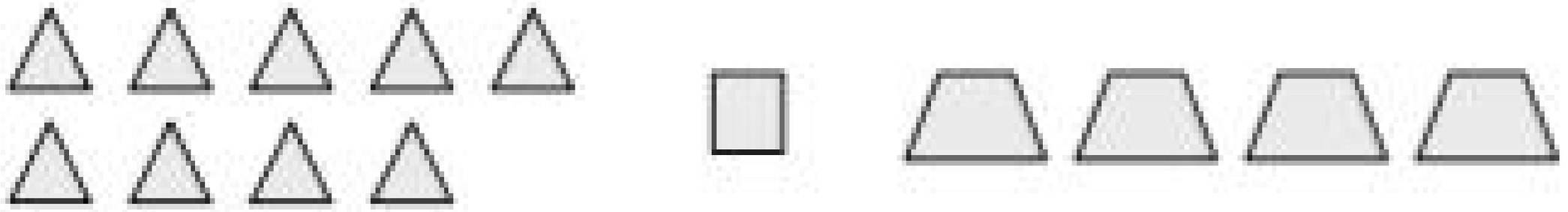
9 and 1! The 9 triangles and the 1 square make 10.



Concept Development

9 + 1 + 4 = ___

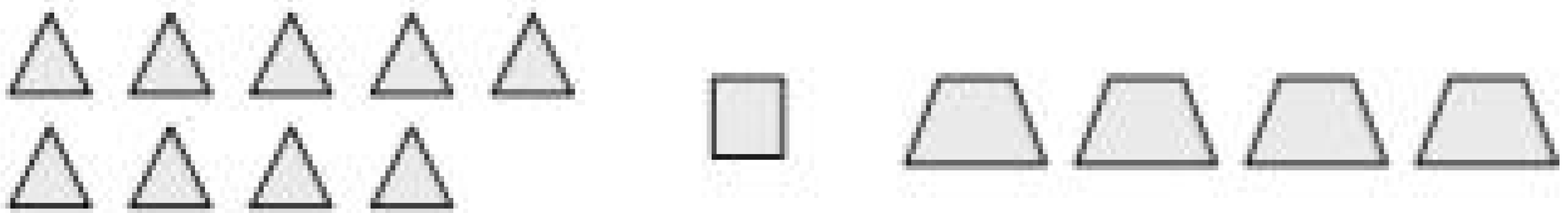
Let’s check to be sure your idea is true! Did 9 and 1 make ten?



Concept Development

9 + 1 + 4 = ___

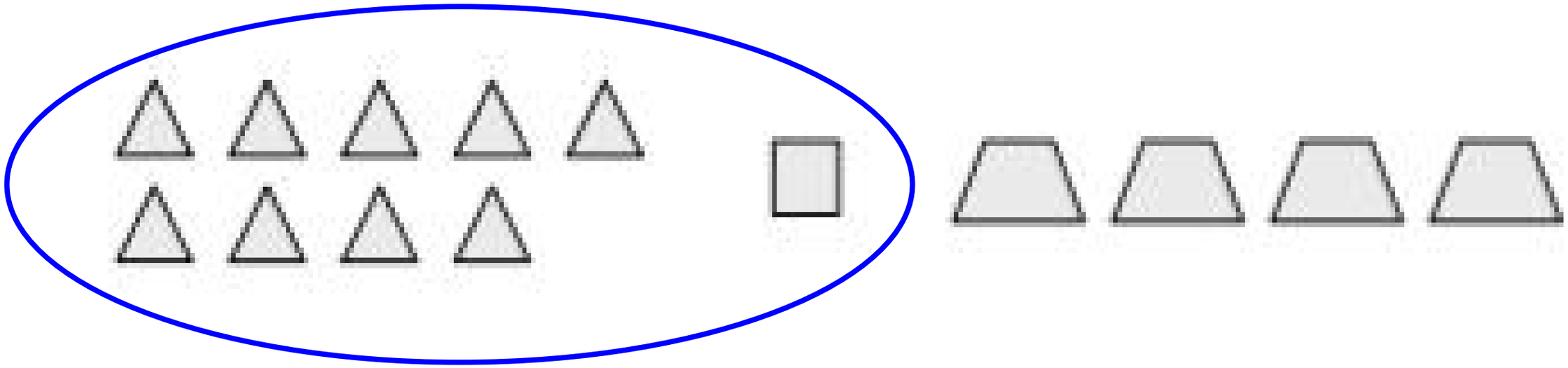
I’m going to make the 9 and 1 one group to show this is 10 and circle 9 and 1 in our equation.



Concept Development

9 + 1 + 4 = ___

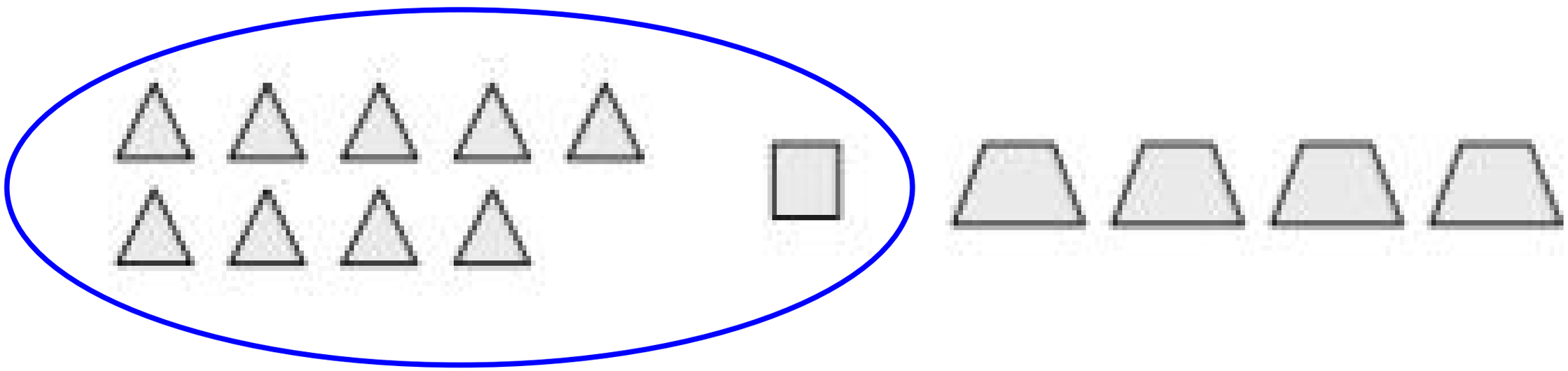
We have 10 and 4 more. How many blocks?



Concept Development

9 + 1 + 4 = ___

Talk with your partner. Write the new number sentence explaining what we just did, starting with 10, on your personal white board.

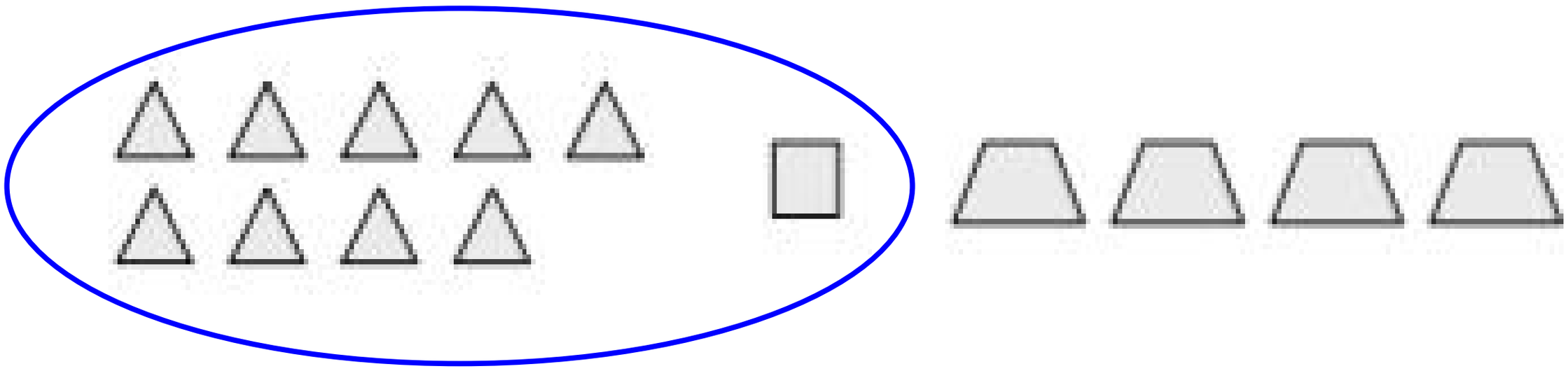


Concept Development

9 + 1 + 4 = ___

I saw many of you write this equation: 10 + 4 = 14

Great job! Now it's your turn.



Concept Development

At lunch, Marcus put 2 pepper slices, 8 carrots, and 6 banana pieces on his tray. When he reached the checkout, how many pieces of food did he have?

With your partner:

1. Put your boards next to one another to make a larger board.
2. Write the expression.
3. Circle 10.
4. Solve for the unknown.

Concept Development

At lunch, Marcus put 2 pepper slices, 8 carrots, and 6 banana pieces on his tray. When he reached the checkout, how many pieces of food did he have?

Let’s check our work!

2 + 8 + 6 = 16

Concept Development

Lena was playing basketball during recess. She made 4 jump shots, 7 layups, and 3 free throws. How many baskets did Lena make?

With your partner:

1. Put your boards next to one another to make a larger board.
2. Write the expression.
3. Circle 10.
4. Solve for the unknown.

Concept Development

Lena was playing basketball during recess. She made 4 jump shots, 7 layups, and 3 free throws. How many baskets did Lena make?

Let’s check our work!

4 + 7 + 3 = 14

Concept Development

We had 5 upper-grade buddies come and visit our classroom with 3 more buddies following them. Soon after that, 5 more buddies came to our classroom. How many total buddies came?

With your partner:

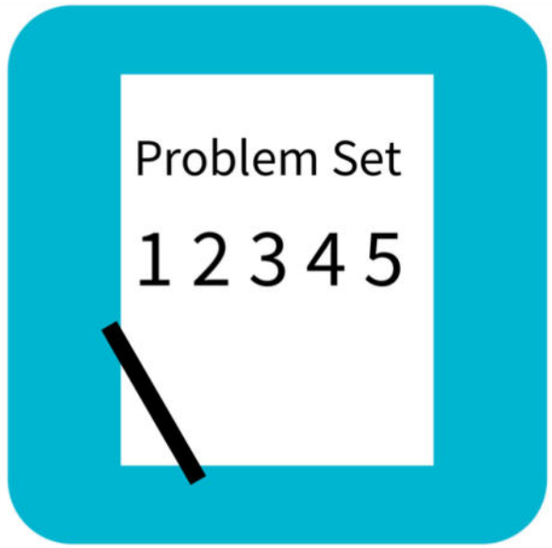
1. Put your boards next to one another to make a larger board.
2. Write the expression.
3. Circle 10.
4. Solve for the unknown.

Concept Development

We had 5 upper-grade buddies come and visit our classroom with 3 more buddies following them. Soon after that, 5 more buddies came to our classroom. How many total buddies came?

Let’s check our work!

5 + 3 + 5 = 16

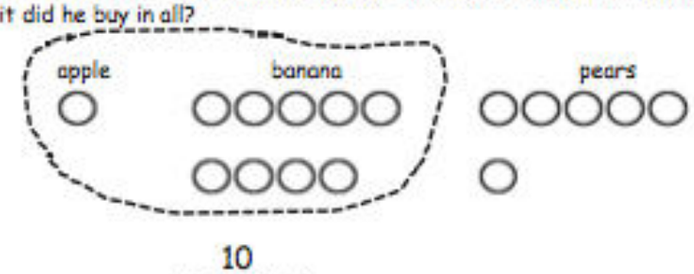


Problem Set

Name _____ Date _____

Read the math story. Make a simple math drawing with labels. Circle 10 and solve.

1. Bill went to the store. He bought 1 apple, 9 bananas, and 6 pears. How many pieces of fruit did he buy in all?



10

1 + 9 + 6 = ___

10 + ___ = ___

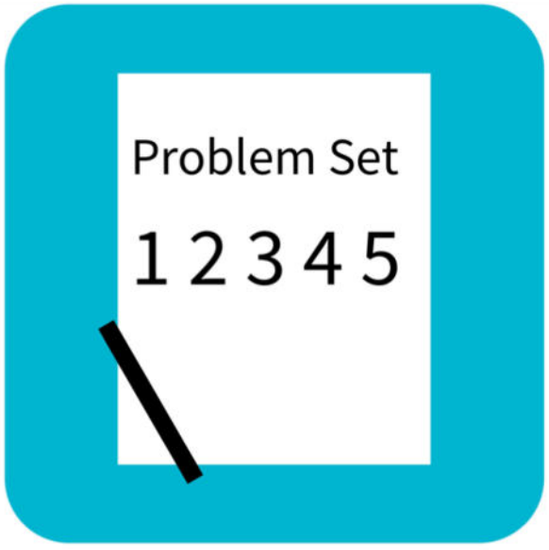
Bill bought ____ pieces of fruit.

2. Maria gets some new toys for her birthday. She gets 4 dolls, 7 balls, and 3 games. How many toys did she receive?

___ + ___ + ___ = ___

10 + ___ = ___

Maria received ____ toys.



Problem Set

3. Maddy goes to the pond and catches 8 bugs, 3 frogs, and 2 tadpoles. How many animals did she catch altogether?

____ + ____ + ____ = ____

10 + ____ = ____

Maddy caught ____ animals.

---

4. Molly arrived at the party first with 4 red balloons. Kenny came next with 2 green balloons. Dara came last with 6 blue balloons. How many balloons did these friends bring?

____ + ____ + ____ = ____

10 + ____ = ____

There are ____ balloons.

Debrief

Earlier,we had 9 triangles,1square,and 4 trapezoid blocks on the floor. The teacher next door has 4 triangles and 10 squares in her bin of blocks. Does she have more, fewer or the same number of blocks as we have? How do you know?

Debrief

What similarities do you notice between Problem 3 and Problem 4?

Debrief

How did the Application Problem connect to today's lesson?

Debrief

What new way or strategy to add did we learn today? Talk with your partner.

Debrief

Why is 10 such a friendly number?

Exit Ticket

Name _____ Date _____

Read the math story. Make a simple math drawing with labels. Circle 10 and solve.

Toby has ice cream money. He has 2 dimes. He finds 4 more dimes in his jacket and 8 more on the table. How many dimes does Toby have?

____ + ____ + ____ = ____

10 + ____ = ____

Toby has ____ dimes.