

# Eureka Math

## First Grade Module 2 Lesson 2

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Directions for customizing presentations are available on the next slide.



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- The view now looks like Screen B.
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**Screen A**

ReadyGEN™ in Action

3<sup>rd</sup> Grade  
Unit 3, Module A  
Lesson 1

“pop-out”

**Screen B**

Gr3(2) U3MAL1 Sample Lesson.pptx

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ReadyGEN™ in Action

3<sup>rd</sup> Grade  
Unit 3, Module A  
Lesson 1

# Icons



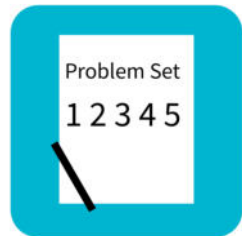
Read, Draw, Write



Learning Target



Personal White Board



Problem Set



Manipulatives Needed



Fluency



Think Pair Share



Whole Class



Individual



Partner



Small Group



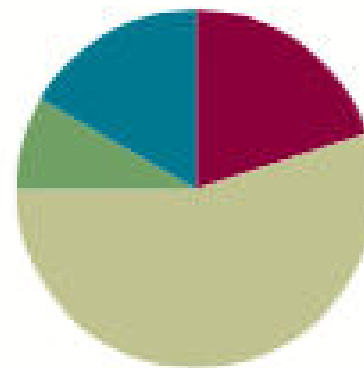
Small Group Time

## Lesson 2

**Objective:** Use the associative and commutative properties to make ten with three addends.

### Suggested Lesson Structure

■ Fluency Practice	(12 minutes)
■ Application Problem	(5 minutes)
■ Concept Development	(33 minutes)
■ Student Debrief	(10 minutes)
<b>Total Time</b>	<b>(60 minutes)</b>



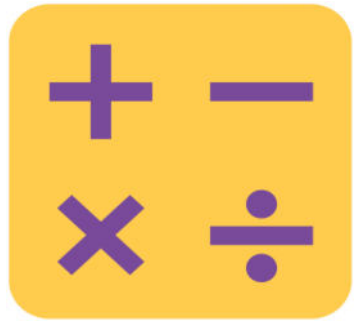


# Materials Needed

- (S) Personal white board
- (T) 5-group cards (Lesson 1 Fluency Template)



I can use the reorder and group addends to make ten with three addends.



# Take Out 1: Number Bonds

I will say a number within 10. You write a number bond for the number I say using 1 as a part!



# 5-Group Flash: Partners to Ten

Let's play 5-group flash! I will show you a card. You write two expressions that make 10 on your whiteboard!





# Say Ten Conversion

I will call a number between 10 and 20 either the regular way or the Say Ten Way. If I say it the Say Ten Way, you say it the regular way. If I say it the regular, you say it the Say Ten Way!

# Application Problem

Lisa was reading a book. She read 6 pages the first night, 5 pages the next night, and 4 pages the following night. How many pages did she read?

Make a drawing to show your thinking. Write a statement to go with your work.





# Concept Development

$$5 + 3 + 5 = \underline{\quad}$$

Draw to solve for this unknown.



# Concept Development

$$5 + 3 + 5 = \underline{\quad}$$

Let's see how our friends solved this!



# Concept Development

$$5 + 3 + 5 = \underline{\quad}$$

I heard some of you say these ideas!

I added  $5 + 3$  and remembered that was 8.  
Then, I counted up 5 more from 8 and got 13.

I drew the groups of 5 together and added those first since I knew they made ten. Then I added. 10 and 3 is 13.



# Concept Development



$$5 + 3 + 5 = \underline{\quad}$$

Talk with your partner. How were the strategies used by your classmates similar and different from one another? Which one was correct?



# Concept Development



$$5 + 3 + 5 = \underline{\quad}$$

Talk with your partner. How were the strategies used by your classmates similar and different from one another? Which one was correct?



# Concept Development



$$5 + 3 + 5 = \underline{\quad}$$

I heard one of you say they were both correct! I see one of you put the fives together and made ten, and one added them in order.





# Concept Development

$$5 + 3 + 5 = \underline{\quad}$$

So, even though they added two different numbers together first, did they get the same total?



# Concept Development

Yes! Okay. Let's try this again. Let's use the strategy of making ten from two of our addends.



# Concept Development

$$7 + 5 + 3 = \underline{\quad}$$

What two numbers make ten?



# Concept Development

$$7 + 5 + 3 = \underline{\quad}$$

7 and 3 make 10!

Good! Show that 7 and 3 make ten in your drawing by circling like we did yesterday.



# Concept Development

$$7 + 5 + 3 = \underline{\quad}$$

Here is a new number sentence that shows what numbers you added first:

$$7 + 3 + 5 = \underline{\quad}$$



# Concept Development

$$7 + 5 + 3 = \underline{\quad}$$

I'll make a number bond to show you made ten from two numbers.

$$7 + 3 + 5 = \underline{\quad}$$

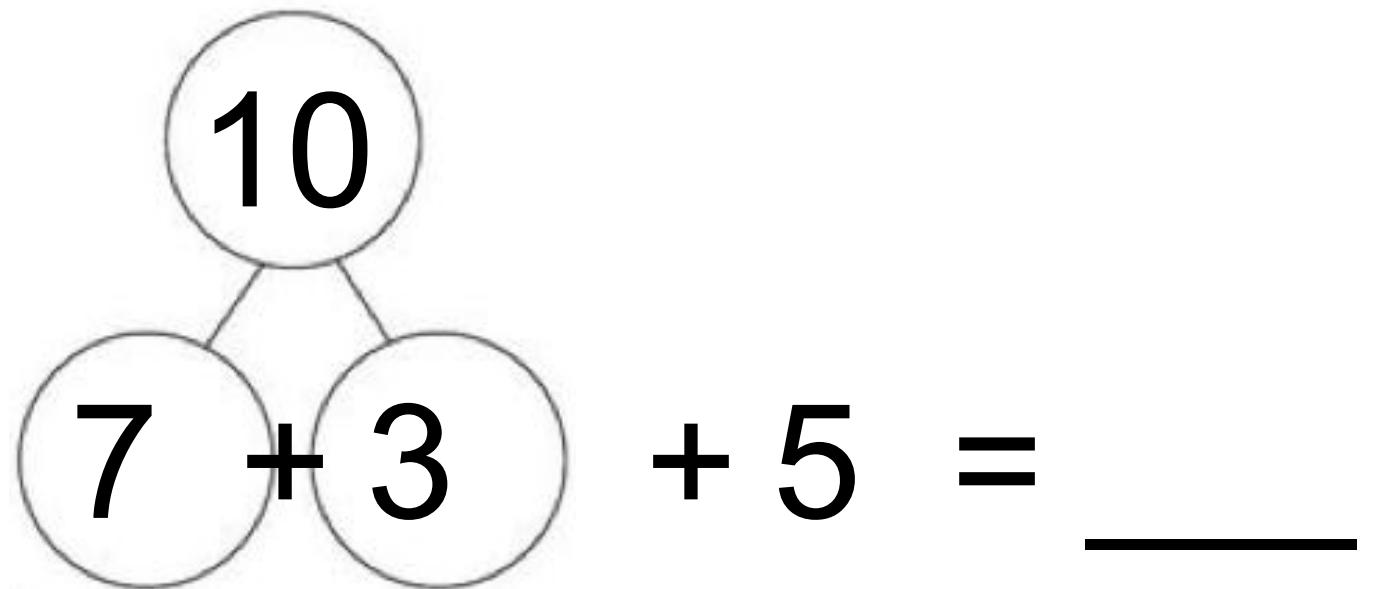


# Concept Development

$$7 + 5 + 3 = \underline{\quad}$$

I'll make a number bond to show you made ten from two numbers.

$$\textcircled{7} + \textcircled{3} + 5 = \underline{\quad}$$



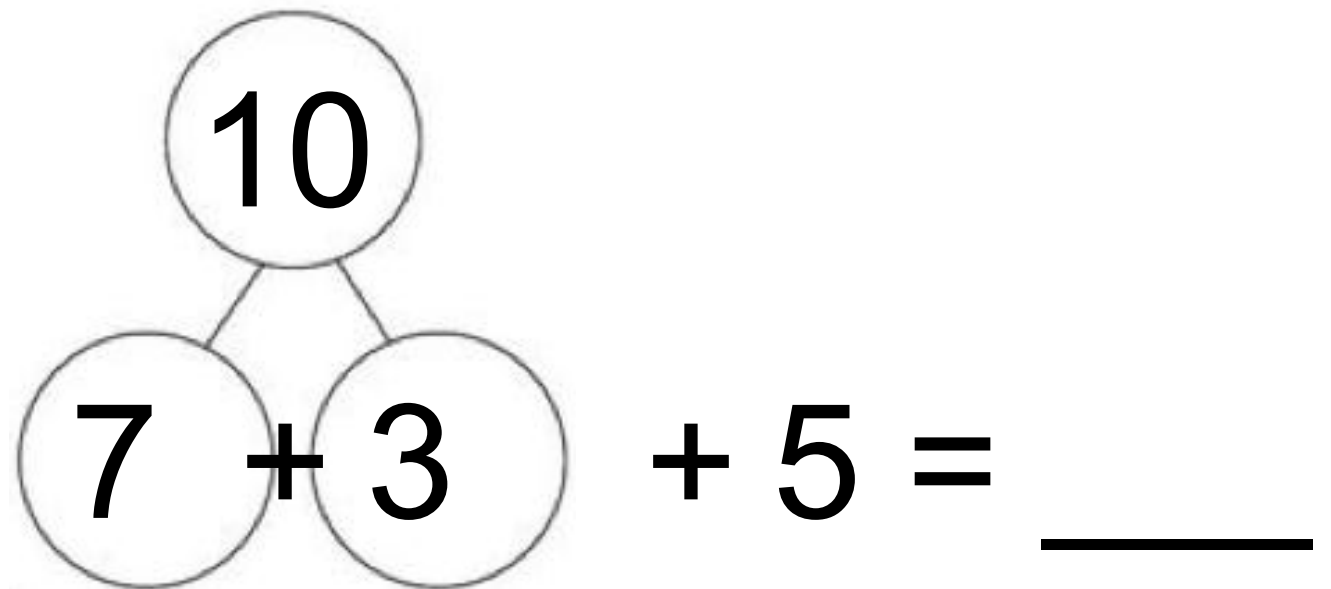


# Concept Development

$$7 + 5 + 3 = \underline{\quad}$$

You just showed me 10 and 5 more, which equals?

$$\textcircled{7} + \textcircled{3} + 5 = \underline{\quad}$$





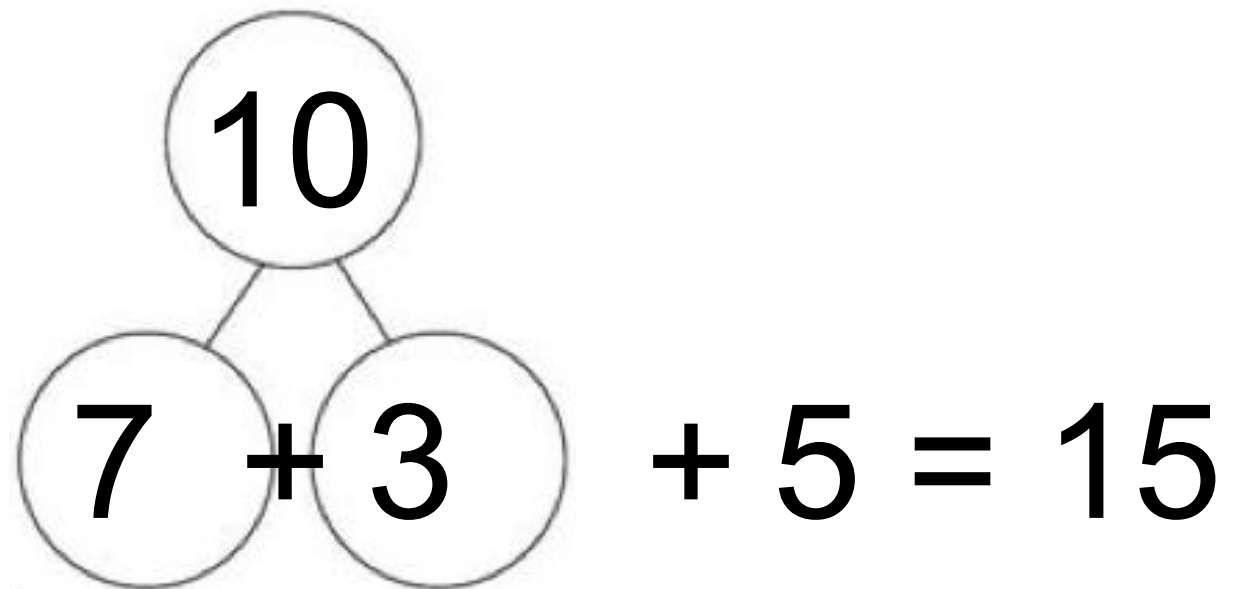


# Concept Development

$$7 + 5 + 3 = \underline{\quad}$$

It equals 15!

$$\textcircled{7} + \textcircled{3} + 5 = \underline{\quad}$$



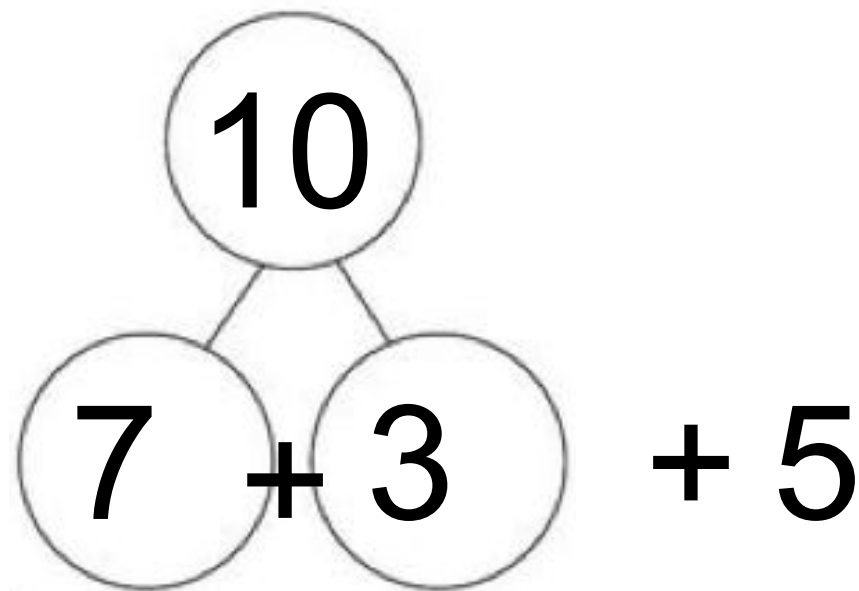


# Concept Development

$$7 + 5 + 3 = \underline{\quad}$$

Good! I'll show how we solved for the unknown.  
I'll write the new number sentence explaining  
what we just did, starting with 10.

$$\textcircled{7} + \textcircled{3} + 5 = \underline{\quad}$$





# Concept Development

Let's practice more!

Problem Set

1 2 3 4 5

# Problem Set

A STORY OF UNITS

Lesson 2 Problem Set

1•2

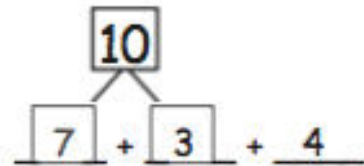
Name \_\_\_\_\_ Date \_\_\_\_\_

Circle the numbers that make ten. Draw a picture. Complete the number sentence.

1.  $\textcircled{7} + \textcircled{3} + 4 = \square$

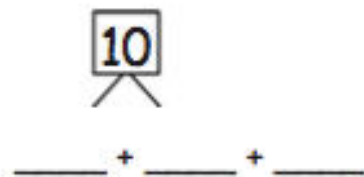


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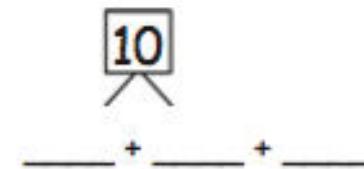
$\boxed{10} + \underline{\hspace{1cm}} = \underline{\hspace{1cm}}$

2.  $9 + 1 + 4 = \square$



$\boxed{10} + \underline{\hspace{1cm}} = \underline{\hspace{1cm}}$

3.  $5 + 6 + 5 = \square$



$\boxed{10} + \underline{\hspace{1cm}} = \underline{\hspace{1cm}}$

Problem Set

1 2 3 4 5

# Problem Set

A STORY OF UNITS

Lesson 2 Problem Set

1•2

4.  $4 + 3 + 7 = \square$



\_\_\_\_ + \_\_\_\_ + \_\_\_\_

$\boxed{10} + \underline{\hspace{1cm}} = \underline{\hspace{1cm}}$

5.  $2 + 7 + 8 = \square$



\_\_\_\_ + \_\_\_\_ + \_\_\_\_

$\boxed{10} + \underline{\hspace{1cm}} = \underline{\hspace{1cm}}$

Circle the numbers that make ten. Put them into a number bond, and solve.

6.



$9 + 1 + 5 = \underline{\hspace{1cm}}$

7.

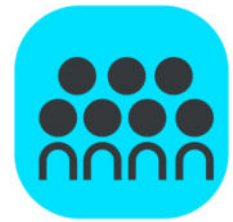
$8 + 2 + 4 = \underline{\hspace{1cm}}$

8.

$3 + 5 + 5 = \underline{\hspace{1cm}}$

9.

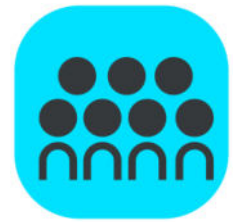
$3 + 6 + 7 = \underline{\hspace{1cm}}$



# Debrief



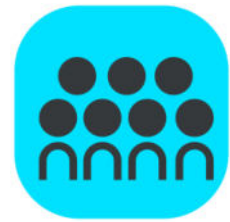
Look at your Problem Set. We added amounts in different orders. When we did this did we get the same amount? Is this always true?



# Debrief



Talk with your partner. How did you organize your drawings to show the three different amounts? How did you show that you used the make ten strategy in your drawings?

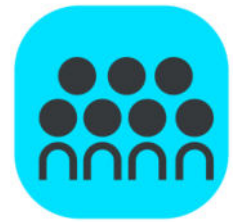


# Debrief



Look at Problem 1 and Problem 4. What similarities do you notice?

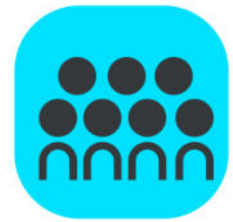




# Debrief



Are there any problems in the Problem Set that you can solve using your knowledge of doubles?



# Debrief



Look at Problem 9. How did you show the number bond for making ten? How is it different from some of your other bonds?



# Exit Ticket

A STORY OF UNITS

Lesson 2 Exit Ticket

1•2

Name \_\_\_\_\_ Date \_\_\_\_\_

Circle the numbers that make ten.

Draw a picture, and complete the number sentences to solve.

a.  $8 + 2 + 3 = \underline{\quad}$

$\underline{\quad} + \underline{\quad} = \underline{\quad}$

$10 + \underline{\quad} = \underline{\quad}$

---

b.  $7 + 4 + 3 = \underline{\quad}$

$\underline{\quad} + \underline{\quad} = \underline{\quad}$

$10 + \underline{\quad} = \underline{\quad}$