# Eureka Math

## 1st Grade
## Module 2
## Lesson 5

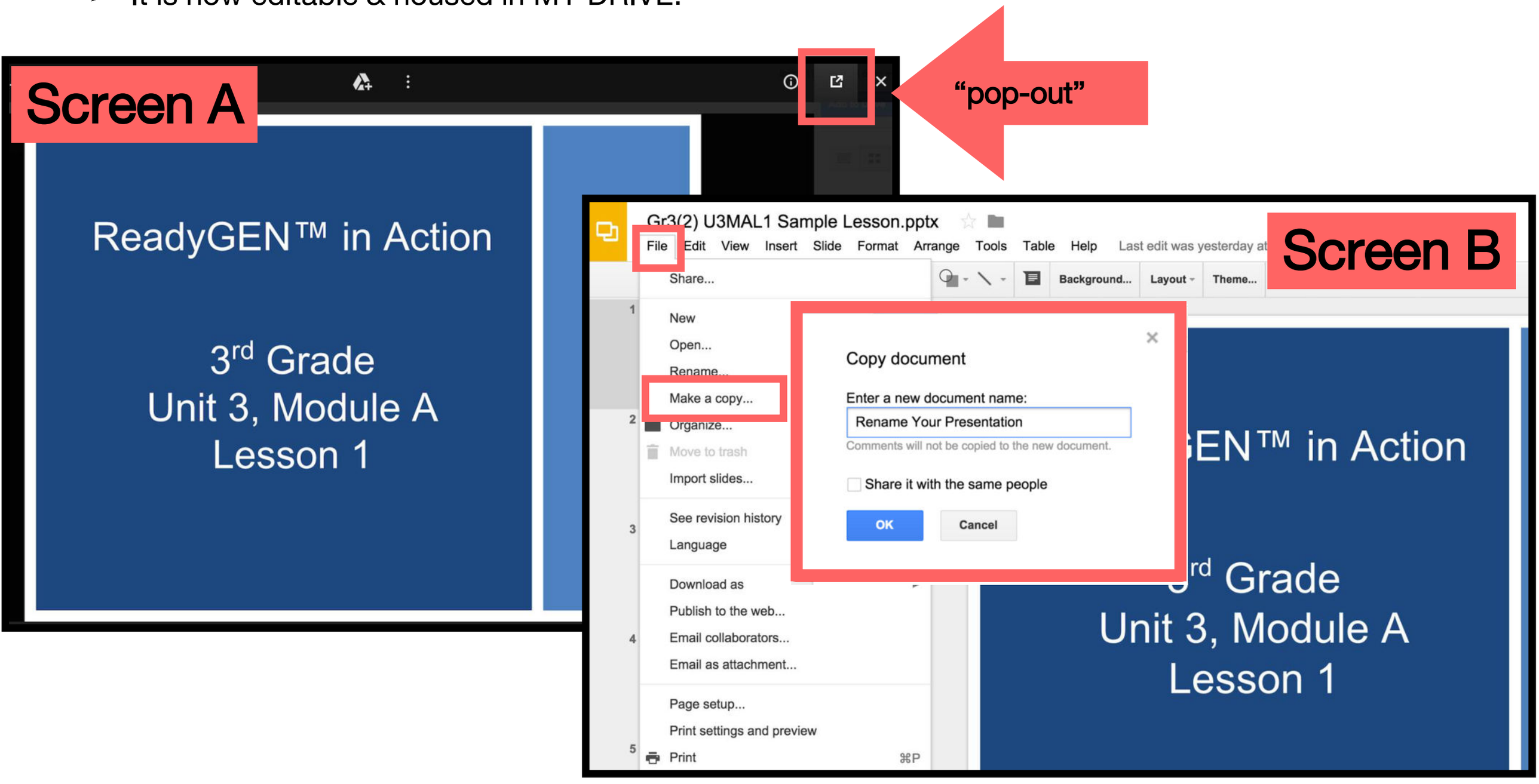
At the request of elementary teachers, a team of Bethel & Sumner educators met as a committee to create Eureka slideshow presentations. These presentations are not meant as a script, nor are they required to be used. Please customize as needed. Thank you to the many educators who contributed to this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

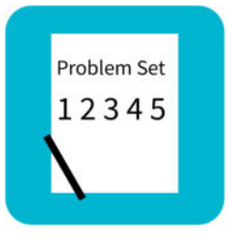


# Icons


Read, Draw, Write

Learning Target

Personal White Board

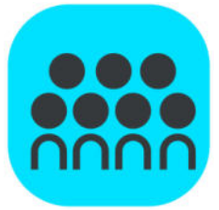



Problem Set

Manipulatives Needed

Fluency

Think Pair Share



Whole Class

Individual

Partner

Small Group

Small Group Time

# Materials Needed

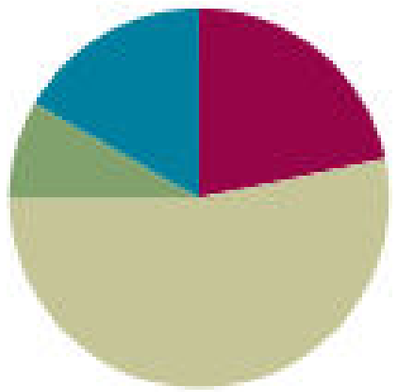
- (S) Numeral cards (Lesson 1 Fluency Template 5-group cards with numeral-side only copied), personal white board
- (S) Personal white board

# Lesson 5

Objective:  Compare efficiency of counting on and making ten when one addend is 9.

**Suggested Lesson Structure**

| | |
|---|---|
| Fluency Practice | (13 minutes) |
| Application Problem | (5 minutes) |
| Concept Development | (32 minutes) |
| Student Debrief | (10 minutes) |
| **Total Time** | **(60 minutes)** |



- I can compare the **counting on strategy** and the **making 10 strategy.**

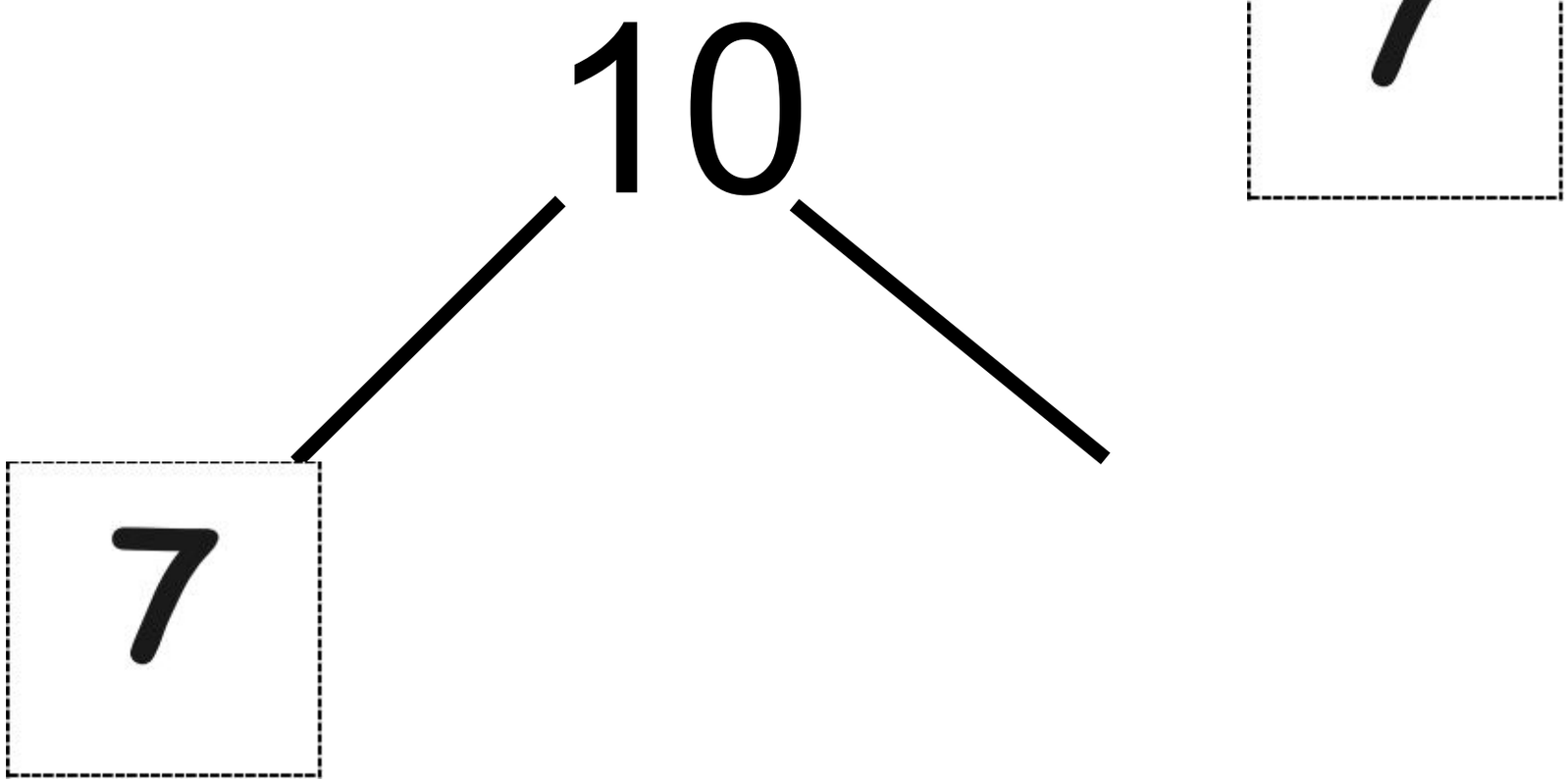
- I can decide which strategy to use in order to solve +9 facts the quickest.

# Partners to Ten

1. Students put their 5-group cards face down and write 10 on their boards.
2. Each partner takes a 5-group card and then draws a number bond without bubbles using the selected card as one part.
3. Students write two addition sentences for the number bond and check each other’s work.

# Partners to Ten

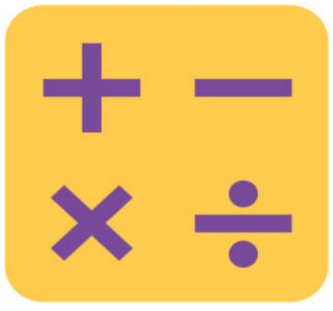
Let’s do one together!




What two addition sentences should we write to go with this number bond?

# Add Partners of Ten First

9 + 1 = ?



# Add Partners of Ten First

Let’s practice adding three numbers by making 10!

# Add Partners of Ten First

$9 + 1 = 10$

$10 + 5 = ?$

# Add Partners of Ten First

$9 + 1 = 10$

$10 + 5 = 15$

$9 + 1 + 5 = ?$

# Add Partners of Ten First

$9 + 1 = 10$

$10 + 5 = 15$

$9 + 1 + 5 = 15$

# Add Partners of Ten First

9 + 1 = ?

# Add Partners of Ten First

$9 + 1 = 10$

$10 + 6 = ?$

# Add Partners of Ten First

$9 + 1 = 10$

$10 + 6 = 16$

$9 + 1 + 6 = ?$

# Add Partners of Ten First

$9 + 1 = 10$

$10 + 6 = 16$

$9 + 1 + 6 = 16$

# Add Partners of Ten First

9 + 1 = ?

# Add Partners of Ten First

$9 + 1 = 10$

$10 + 4 = ?$

# Add Partners of Ten First

$9 + 1 = 10$

$10 + 4 = 14$

$9 + 1 + 4 = ?$

# Add Partners of Ten First

$9 + 1 = 10$

$10 + 4 = 14$

$9 + 1 + 4 = 14$

# Add Partners of Ten First

9 + 1 = ?

# Add Partners of Ten First

$9 + 1 = 10$

$10 + 3 = ?$

# Add Partners of Ten First

$9 + 1 = 10$

$10 + 3 = 13$

$9 + 1 + 3 = ?$

# Add Partners of Ten First

$9 + 1 = 10$

$10 + 3 = 13$

$9 + 1 + 3 = 13$

# Add Partners of Ten First

8 + 2 = ?

# Add Partners of Ten First

$8 + 2 = 10$

$10 + 7 = ?$

# Add Partners of Ten First

$8 + 2 = 10$

$10 + 7 = 17$

$8 + 2 + 7 = ?$

# Add Partners of Ten First

$8 + 2 = 10$

$10 + 7 = 17$

$8 + 2 + 7 = ?$

# Take Out 2

Take out 2 on my signal.

For example, if I say “5,” you say “2 and 3.”

Get ready!

# Take Out 2

3

2 and 1

# Take Out 2

10

8 and 2

# Take Out 2

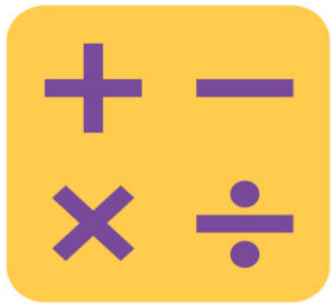
# 7

5 and 2

# Take Out 2

9

7 and 2



# Take Out 2

# 4

2 and 2

# Take Out 2

6

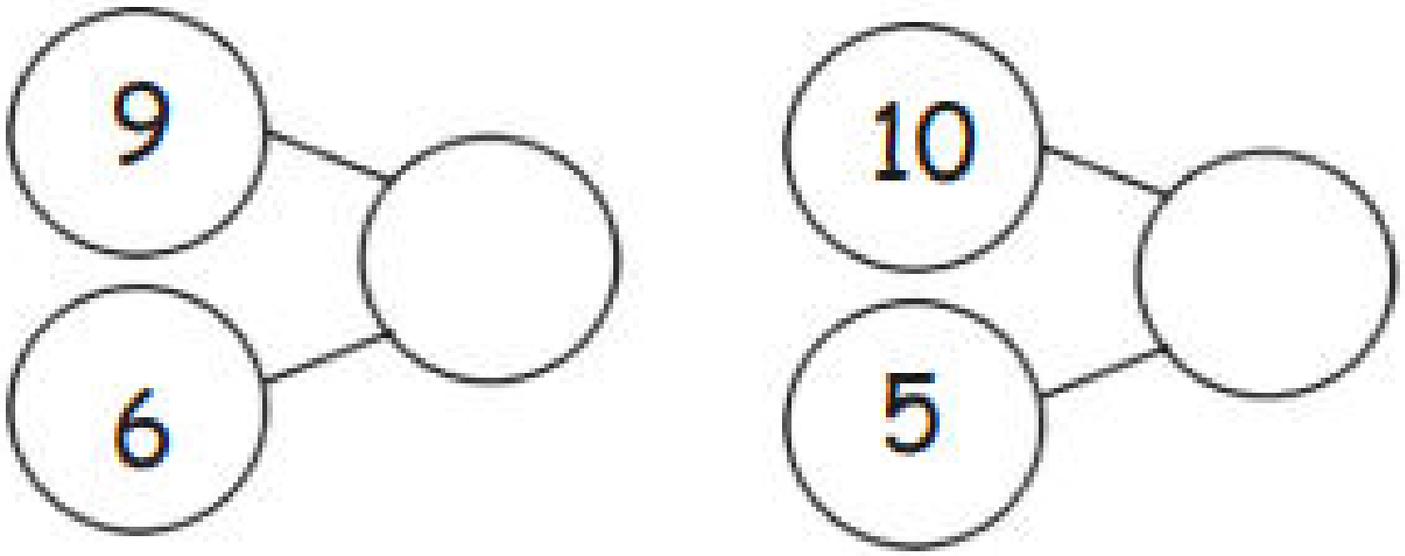
4 and 2

# Application Problem

There are 9 red birds and 6 blue birds in a tree.
How many birds are in the tree?

1. Use a ten-frame drawing and a number sentence.
2. Write a number bond to match the story and a number bond to show the matching 10+ fact.
3. Write a statement.

# Concept Development




Which number bond is easier to solve?

# Concept Development

$$10 + 5 = ?$$

How did you know that so quickly?

# Concept Development

$$9 + 6 =$$

Now let’s count on to solve 9 + 6.

Niiiine, 10, 11, 12, 13, 14, **15**

# Concept Development

Wait. 9 + 6 is equal to 10 + 5?

## Yes!

Both number bonds have the same total, but when one part is 10, our solution came to us automatically.

# Concept Development

Sergio and Lila were getting ready to go to recess. They both had to solve 9 + 8. The first one to solve it got to go to recess first! Sergio decided he was going to count on to solve it.

Think to yourself, was there another way to solve 9 + 8 that Sergio could have used?

Turn to your partner and share.

# Concept Development

Some of you said that you would make ten. Well, that is just what Lila decided to do.

(Assign partners.)

Partner A, use your personal white board to show how Sergio solved 9 + 8 by counting on.

Partner B, show how Lila solved 9 + 8 by making ten.

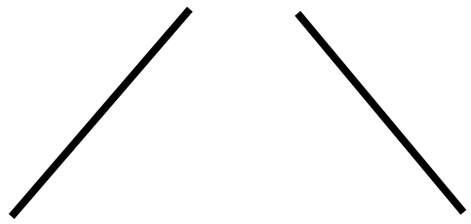
# Concept Development

Talk to your partner about the strategy you used to solve 9 + 8.

# Concept Development

Help me make a number bond to show what Sergio did.

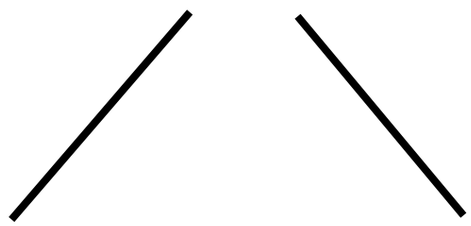
What were the parts that Sergio used?



# Concept Development

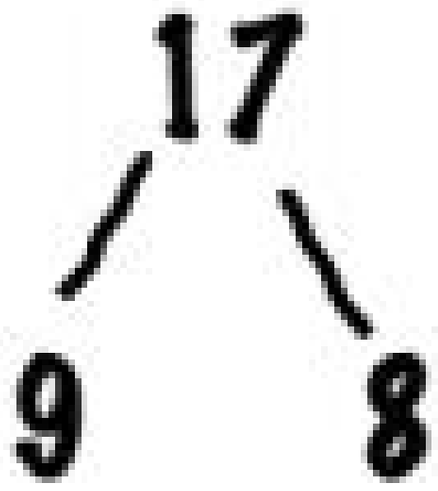
Now help me make a number bond to show what Lila did.

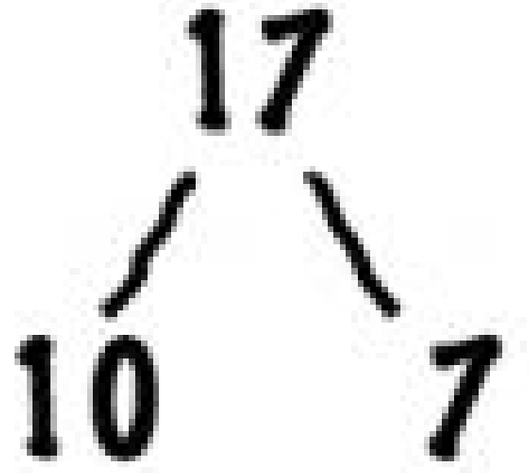
What were the parts that Lila used?



# Concept Development

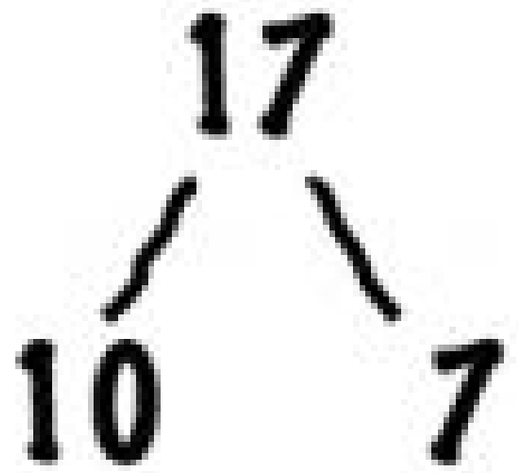
Which number bond will help you solve more efficiently or quickly?



# Concept Development

So, based on these number bonds and the work you and your partner just did, who do you think got to go to recess first? Sergio or Lila

# Concept Development

You’re right!

By using the make ten strategy, she was able to solve for the unknown quickly or efficiently.

Now let’s solve some more addition problems using this same strategy.

# Concept Development

$$9 + 6 =$$

Partner A: Solve using counting on strategy.

Partner B: Solve using the making 10 strategy.

# Concept Development

$$9 + 5 =$$

Partner A: Solve using the making 10 strategy.

Partner B: Solve using counting on strategy.

# Concept Development

$$9 + 2 =$$

Partner A: Solve using counting on strategy.

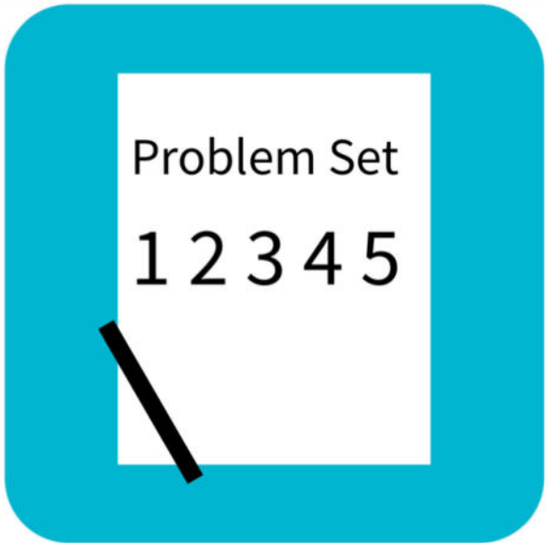
Partner B: Solve using the making 10 strategy.

# Concept Development

$$9 + 9 =$$

Partner A: Solve using the making 10 strategy.

Partner B: Solve using counting on strategy.



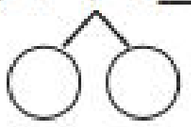

# Problem Set

Name _____ Date _____

Make ten to solve. Use the number bond to show how you took the 1 out.

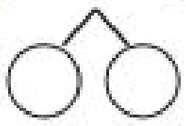
1. Sue has 9 tennis balls and 3 soccer balls. How many balls does she have?

9 + 3 = ____ 10 + ____ = ____



Sue has ____ balls.

2. 9 + 4 = ____ 10 + ____ = ____



Use number bonds to show your thinking. Write the 10+ fact.

3. 9 + 2 = ____ ____ + ____ = ____

4. 9 + 5 = ____ ____ + ____ = ____

5. 9 + 4 = ____ ____ + ____ = ____

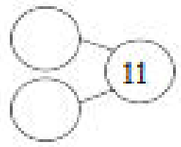


6. 9 + 7 = ____ ____ + ____ = ____

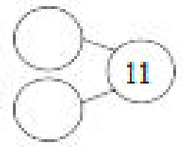
7. 9 + ____ = ____ 10 + 7 = ____

Complete the addition sentences.

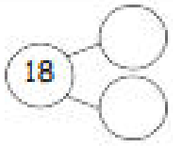
8. a. 10 + 1 = ____



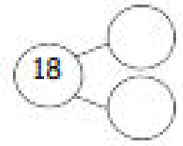

b. 9 + 2 = ____



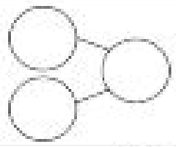

9. a. 10 + 8 = ____



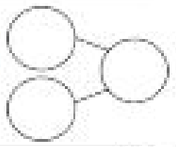

b. 9 + 9 = ____



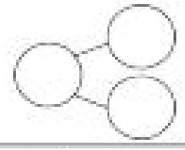

10. a. 10 + 7 = ____



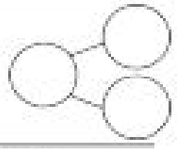
b. 9 + 8 = ____



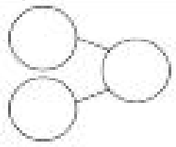
11. a. 5 + 10 = ____



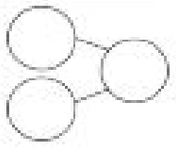
b. 6 + 9 = ____



12. a. 6 + 10 = ____



b. 7 + 9 = ____



# Debrief

Which problems could you solve more efficiently by making ten?

Why was that a more efficient way to solve?

# Debrief

Were there any problems that you think could have been solved more efficiently using counting on?

Why?

# Debrief

Look at Problems 8–10.

What do you notice about the number bonds?

How does knowing your 10+ facts help you with your 9+ facts?

# Debrief

Look at your Application Problem.

What is the related 10+ fact for this problem?

How does your drawing show both the 9+ fact and the related 10+ fact?

# Debrief

Look at Problems 3–6. Think about these statements: 9 and make , and 10 and make . (For example, 9 and 2 make 11, and 10 and 1 make 11.) What pattern do you notice?

# Exit Ticket

Name _____ Date _____

Complete the number sentence.
Use an efficient strategy to solve the number sentences.

1. 9 + 2 = ____

2. 7 + 9 = ____

3. ____ = 9 + 5