Eureka Math

1st Grade Module 2 Lesson 6

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.



This work by Bethel School District (<u>www.bethelsd.org</u>) is licensed under the Creative Commons Attribution Non-Commercial Share-Alike 4.0 International License. To view a copy of this license, visit http://creativecommons.org/licenses/by/4.0/. Bethel School District Based this work on Eureka Math by Common Core (http://greatminds.net/maps/math/copyright) Eureka Math is licensed under a Creative Commons Attribution Non-Commercial-ShareAlike 4.0 License.

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.
- \succ 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



















Manipulatives Needed









Materials Needed

(T) Rekenrek, if available
(S) Personal white board

Lesson 6 Objective: Use the commutative property to make ten.

Suggested Lesson Structure

- Fluency Practice
- Application Problem
- Concept Development
- Student Debrief

Total Time

(10 minutes) (5 minutes) (35 minutes) (10 minutes) (60 minutes)





I can manipulate addends to make 10.



Happy Counting by Twos

Let's play Happy Counting! We're going to count by ones.

When I hold my hand like this (point thumb and motion up), I want you to count **up**.

If I put my hand like this (point thumb and motion down), I want you to count **down**.

If I do this (thumb to the side) that means **stop**, but try hard to remember the last number you said.



Take Out 2: Number Bonds

I'm going to show you a number. You are going to write a number bond for it with 2 being one of the addends. When I say "show me", I want to you hold up your white board.

For example, if I show you 10 you are going to write...

Take Out 2: Number Bonds

8

6

2

Get Ready!



Get Ready!

Take Out 2: Number Bonds

Get Ready!

2 5





Decompose Addition Sentences into Three Parts

Say 3 as an addition sentence starting with 1.

9 + 3



Now say 9 + 3 as a three-part addition sentence.



Decompose Addition Sentences into Three Parts

9 +1 + 2 = 12



Decompose Addition Sentences into Three Parts

Say 5 as an addition sentence starting with 1.

9 + 5



Now say 9 + 5 as a three-part addition sentence.



Decompose Addition Sentences into Three Parts

9 + 1 + 4 = 14



Decompose Addition Sentences into Three Parts

Say 4 as an addition sentence starting with 1.

9 + 4





Now say 9 + 4 as a three-part addition sentence.



Decompose Addition Sentences into Three Parts

9 +1 + 3 = 13

RDW Application Problem

There are 6 children on the swings and 9 children playing tag. How many children are playing on the playground? Make ten to solve. Create a drawing, a number bond, and a number sentence along with your statement.



5 + 9 =



Turn and talk to your partner. What strategy should we use to solve efficiently?



Should we make ten with 5 or with 9? Let's have each partner try it a different way.

Partner A, solve this by making ten with 5. Partner B, solve this by making ten with 9.





Share your solution with your partner.

Did you get the same total or a different total? Discuss how you solved it.



How much is 5 + 9?

14



Did you solve for the total using the same way?

How did you and your partner solve this?



(Write students' solutions on the board, including bonds.)

So, Partner A added 5 + 9 using 5 + 5 + 4. You're saying that this is the same as Partner B's work where she added 5 + 9 using 9 + 1 + 4. (Point to the number bond.) So, 5 + 5 + 4 is the same as 9 + 1 + 4? (Point to the number bonds.)



Which way did you prefer? Why?

Do we always have to start with the first addend when we are adding?



Now let's solve

3 + 9

Which number should we start with?



On your personal white board, find the total, and show your bonds



What is the related 10+ fact to help you solve 3 + 9?

10 + 2



So, what is 3 + 9?

Say the number sentence.

3 + 9 = 12



9 + 4 =

Which number should we make ten with?

That's right! 9



9 + 4 =

Which number should we break apart?

That's right! We should break apart 4.



On your personal white board, find the total, and show your bonds



Now solve 9 + 6 on your whiteboard.

 Make 10
 Write the 10 + fact as a number bond and a number sentence



Now solve 8 + 9 on your whiteboard.

 Make 10
 Write the 10 + fact as a number bond and a number sentence



Now solve 7 + 9 on your whiteboard.

 Make 10
 Write the 10 + fact as a number bond and a number sentence



4.9+4=

5.3+9=

6.9+5=

+

+ =

q. 10+9=_____h. 8+9=_____i.__+7=17

k. ____ + 10 = 18 l. ____ + 9 = 17 j. 5+9=____

m, 6 + 10 = _____ n, ____ + 9 = 16



• Look at Problem 8. Find as many related equal equations as you can.

 Look at Problem 8. In which problem can you use your doubles + 1 fact to help you solve?



 How did we apply the make ten strategy today to solve addition problems efficiently?

 To solve 3 + 9, which addend should we make ten with? Why?



 Look at your Application Problem. Turn and talk to your partner about which addend we should break apart to solve the problem more efficiently.





2. Solve. Draw a line to match the related facts and write the related 10+ fact.

