Eureka Math

1st Grade
Module 2
Lesson 9

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

RDW — 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) 5-group cards, one "=" card, and two "+" cards (Lesson 1 Fluency Template) per set of partners
  - Or just have students write these symbols on their whiteboards.

Lesson 9

Objective: Compare efficiency of counting on and making ten when one addend is 8.

Suggested Lesson Structure

■	Fluency Practice	(12 minutes)
■	Application Problem	(8 minutes)
■	Concept Development	(30 minutes)
■	Student Debrief	(10 minutes)
	Total Time	**(60 minutes)**
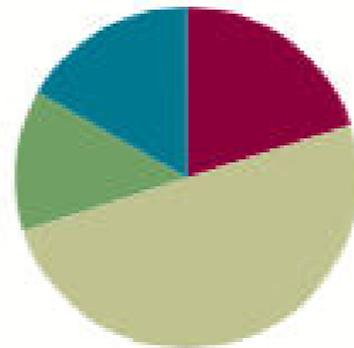
I can compare counting on and making ten when one addend is 8.
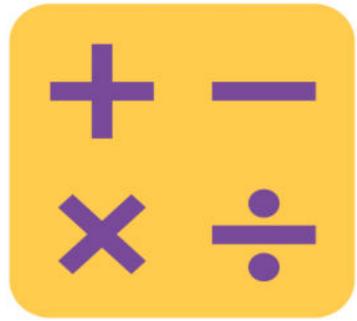
Decompose Addition Sentences into Three Parts

8 + 3

How many do we need from 3 to make ten?
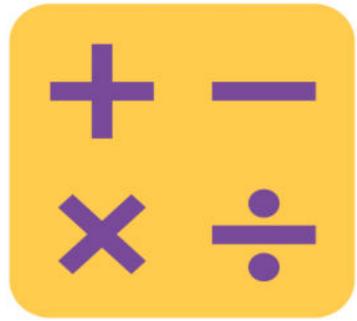
Decompose Addition Sentences into Three Parts

8 + 3

We need to take 2 from 3 to make 10.

Decompose Addition Sentences into Three Parts

8 + 3

2 + 1

Say 8 + 3 as a three-part addition sentence.
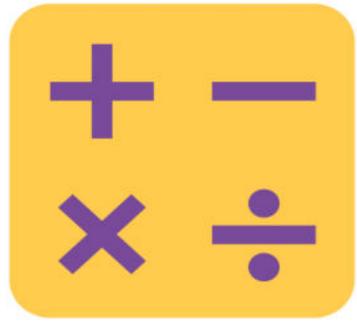
Decompose Addition Sentences into Three Parts

8 + 4

How many do we need from 4 to make ten?

Decompose Addition Sentences into Three Parts

8 + 4

We need to take 2 from 4 to make 10!

# Decompose Addition Sentences into Three Parts

8 + 4

2 + 2

Say 8 + 3 as a three-part addition sentence.
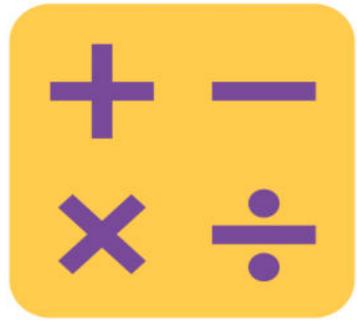
Decompose Addition Sentences into Three Parts

8 + 5

How many do we need from 5 to make ten?
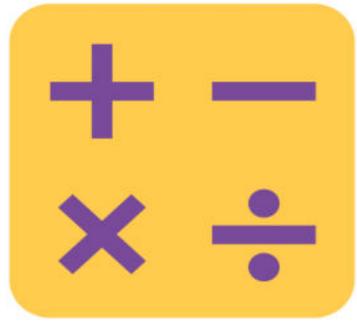
Decompose Addition Sentences into Three Parts

8 + 5

We need to take 2 from 5 to make 10.

Decompose Addition Sentences into Three Parts

8 + 5

2 + 3

Say 8 + 5 as a three-part addition sentence.

Decompose Addition Sentences into Three Parts

8 + 6

How many do we need from 6 to make ten?
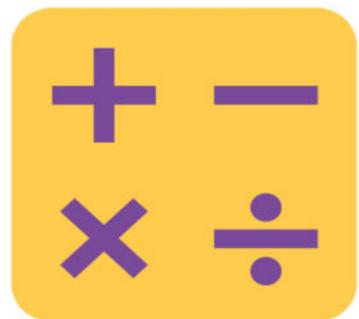
Decompose Addition Sentences into Three Parts

8 + 6

We need to take 2 from 6 to make 10.

Decompose Addition Sentences into Three Parts

8 + 6

2 + 4

Say 8 + 6 as a three-part addition sentence.

Decompose Addition Sentences into Three Parts

8 + 7

How many do we need from 7 to make ten?
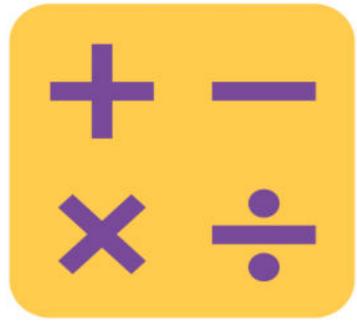
Decompose Addition Sentences into Three Parts

8 + 7

We need to take 2 from 7 to make 10!
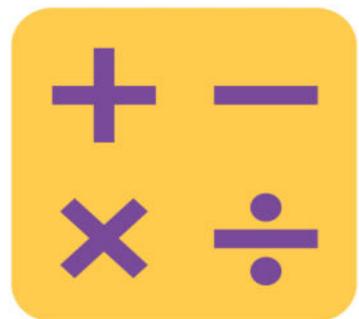
Decompose Addition Sentences into Three Parts

8 + 7

2 + 5

Say 8 + 7 as a three-part addition sentence.
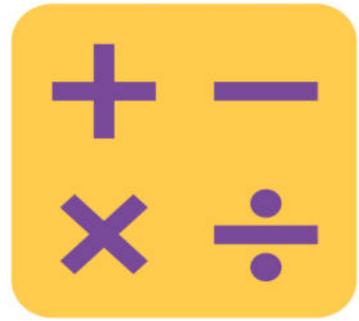
Cold Call:
Break Apart Numbers

I will say a number between 3 and 10. You will are going to be cold called to say the number bond with 3 as a part. I will alternate between calling on individual students, the whole class, and groups of students (e.g., only boys, only girls).

For example, if I say 4, you say 3 and 1!
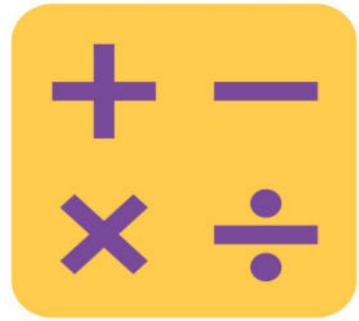
Make It Equal

I will write 4 numbers on the board. You will use "+" and "=" to make two equivalent expressions.

For example if I give you

10,9,1,2

You can write: $10 + 1 = 9 + 2$
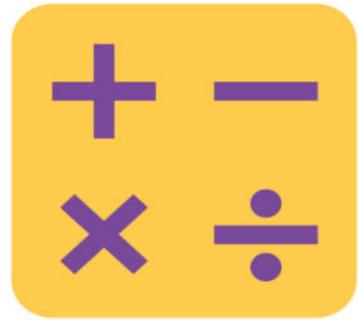
Make It Equal

10,3,9,2
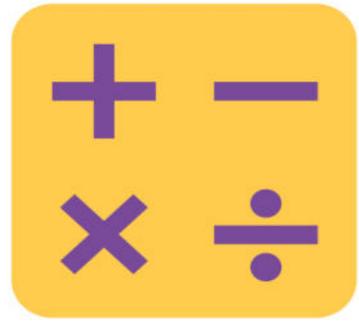
Make It Equal

Here are some equivalent expressions you could have made!

$$10 + 2 = 9 + 3$$

$$2 + 10 = 9 + 3$$

$$10 + 2 = 3 + 9$$

$$2 + 10 = 3 + 9$$
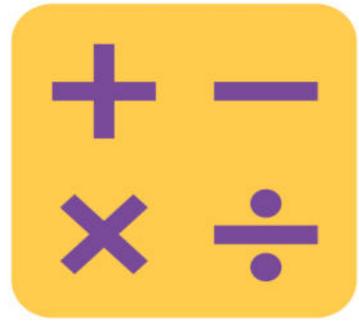
Make It Equal

10,4,5,9
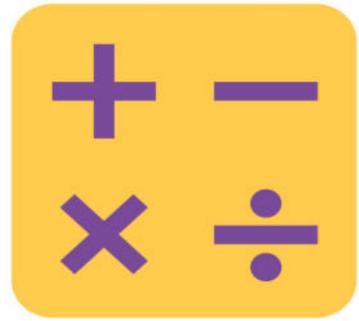
Make It Equal

Here are some equivalent expressions you could have made!

$$10 + 4 = 9 + 5$$

$$4 + 10 = 9 + 5$$

$$10 + 4 = 5 + 9$$

$$4 + 10 = 5 + 9$$
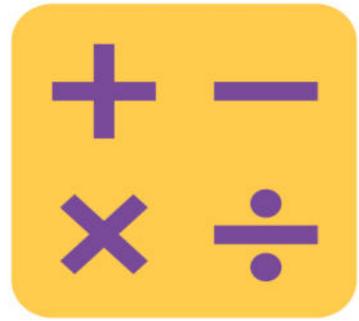
Make It Equal

10,8,1,3
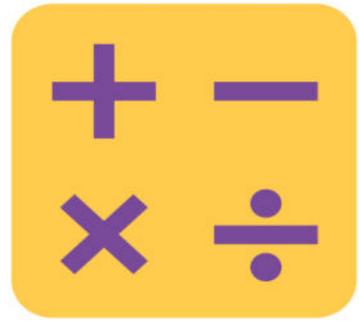
Make It Equal

Here are some equivalent expressions you could have made!

$$10 + 1 = 8 + 3$$

$$1 + 10 = 8 + 3$$

$$10 + 1 = 3 + 8$$

$$1 + 10 = 3 + 8$$
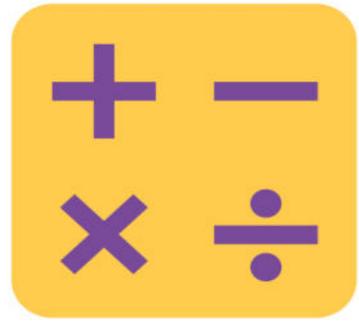
Make It Equal

10,8,4,2
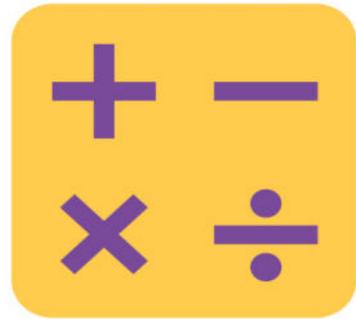
Make It Equal

Here are some equivalent expressions you could have made!

$$10 + 2 = 8 + 4$$

$$2 + 10 = 8 + 4$$

$$10 + 2 = 4 + 8$$

$$2 + 10 = 4 + 8$$

RDW Application Problem

A squirrel found 8 nuts in the morning, 5 nuts in the afternoon, and 2 nuts in the evening. How many nuts did the squirrel find in all?
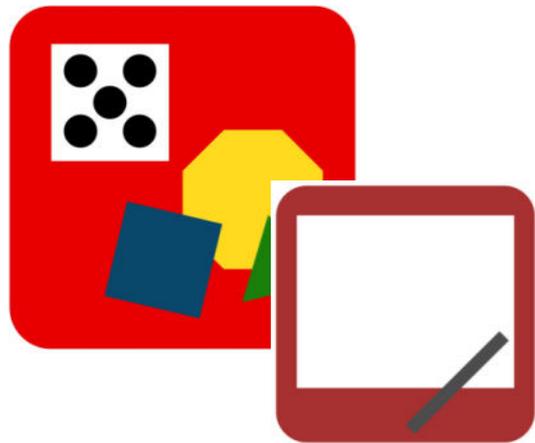
Concept Development

Which number bond are you able to solve faster?
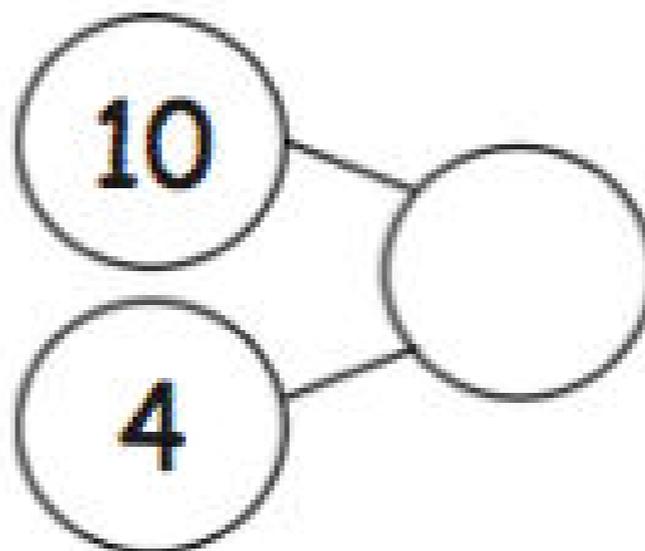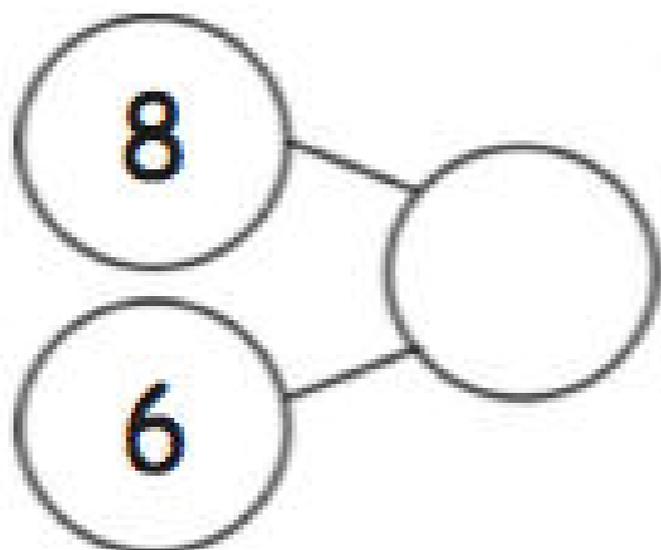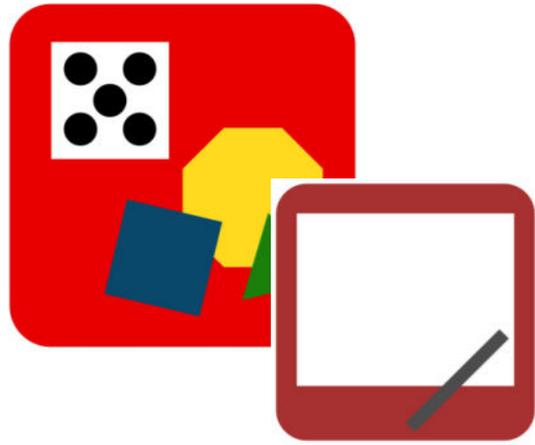
Concept Development

I heard many of you say 10 and 4!
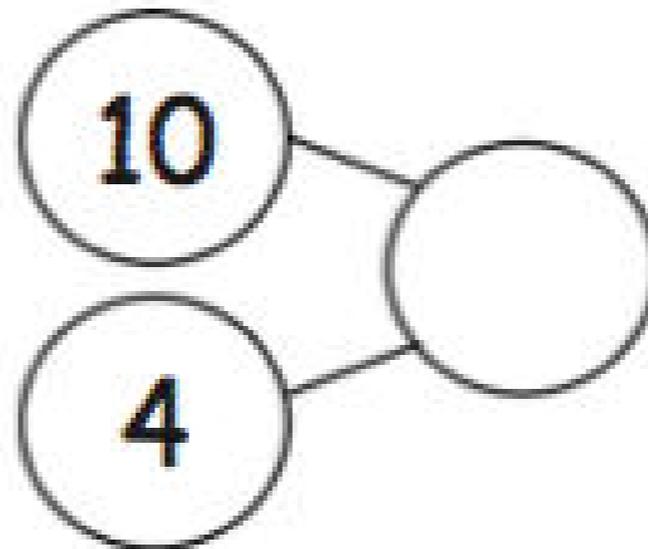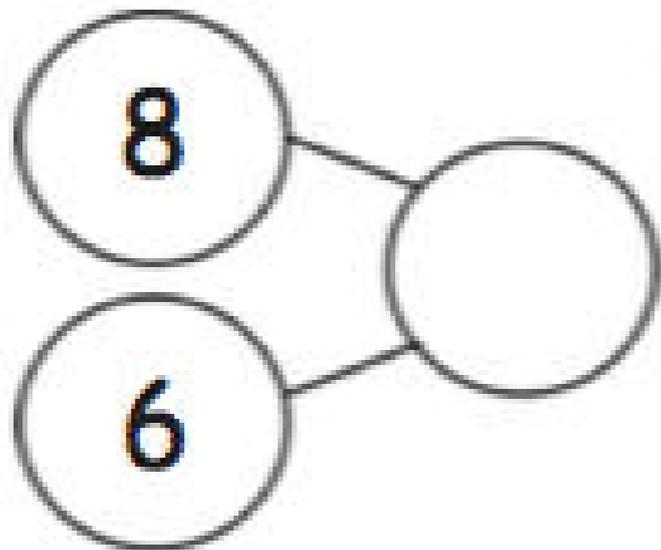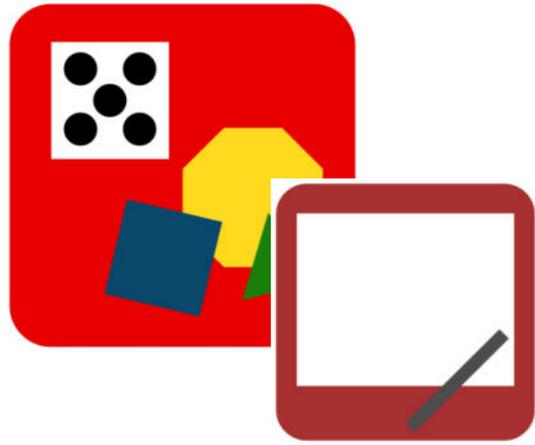
Concept Development

10 + 4 = ____

10 + 4 is...?
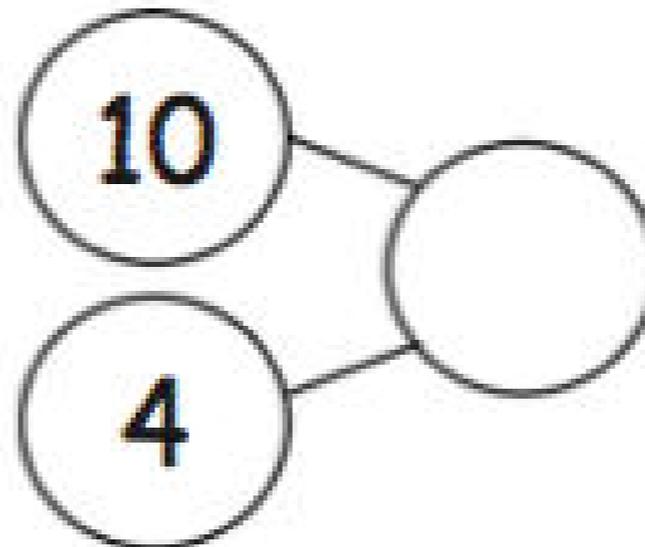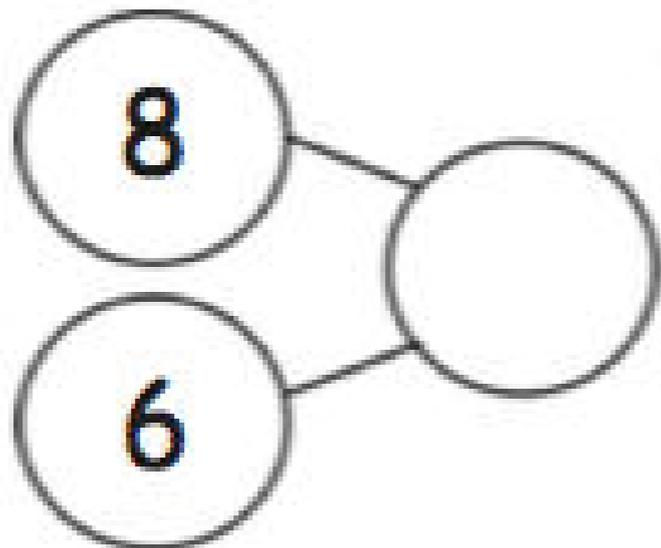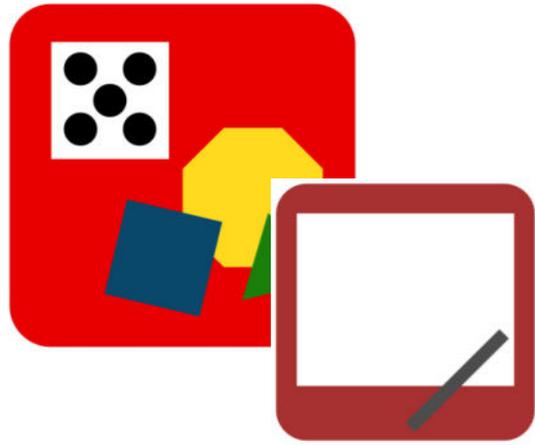
Concept Development

10 + 4 = 14

Because we know our 10+ facts!
Because 10 is a friendly number!
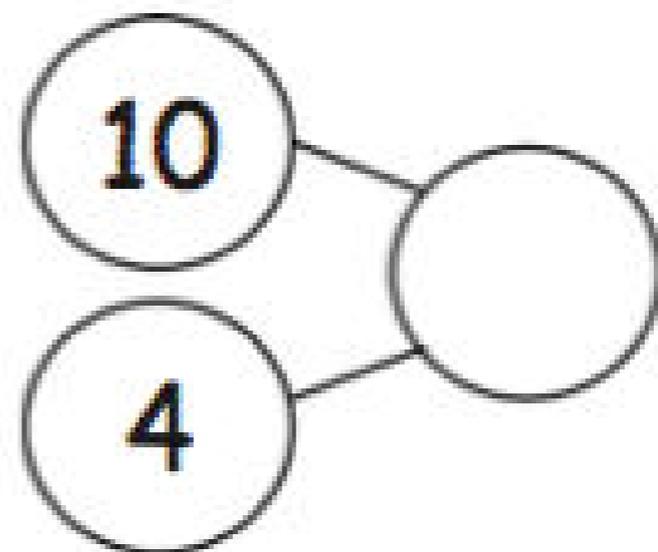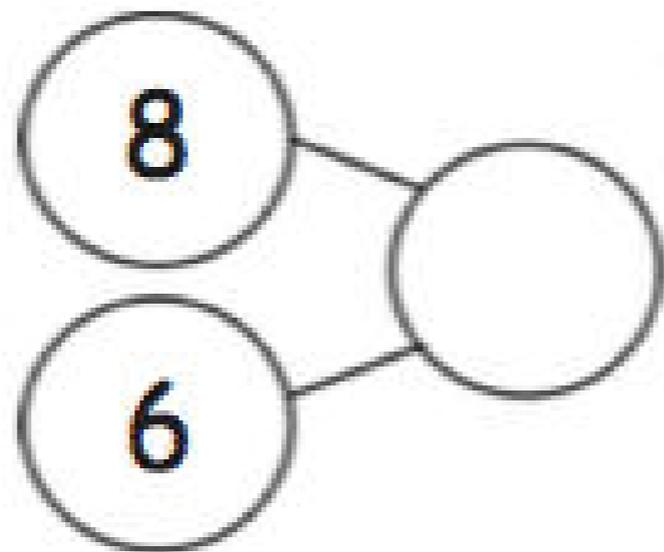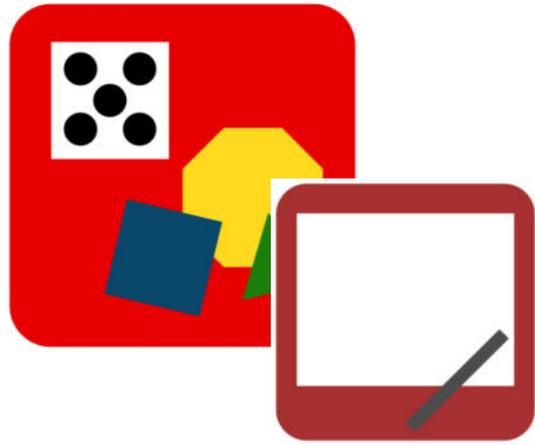
Concept Development

$8 + 6 =$ ___

Let's count on to solve 8+6.
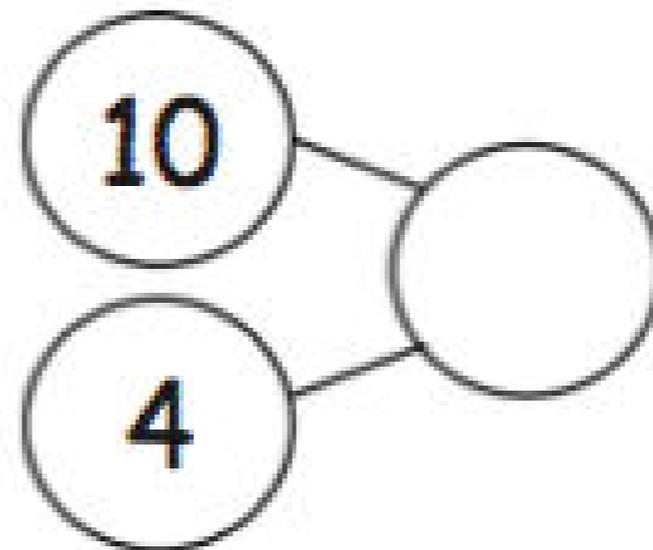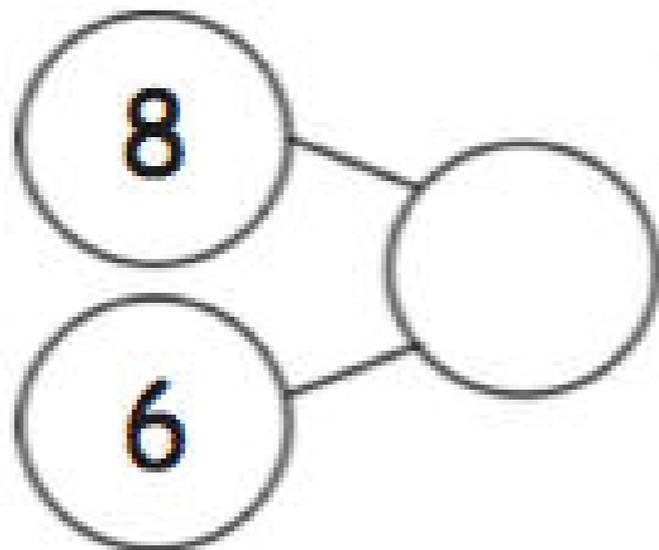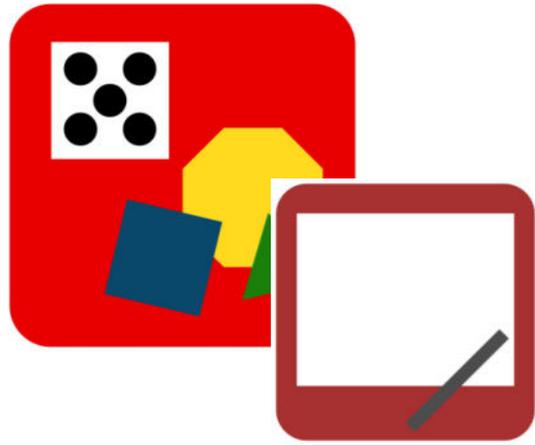
Concept Development

Great job counting on! 8 + 6= 14

8 + 6

What expression is equal to 8 + 6?
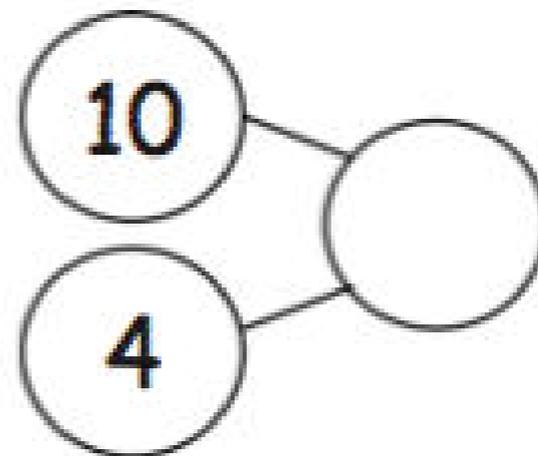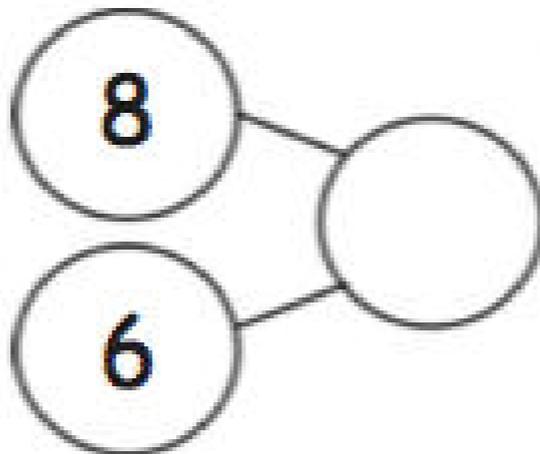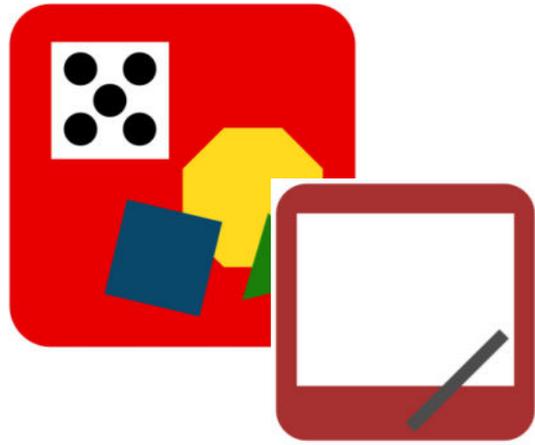
Concept Development

Our friends Sergio and Lila are back again! They were getting ready to go to P.E. They both had to solve 8+7. The first one to solve it got to go to P.E. first! Sergio decided he was going to count on to solve it again.

Was there another way to solve 8 + 7 that Sergio could have used? Turn and talk with your partner.
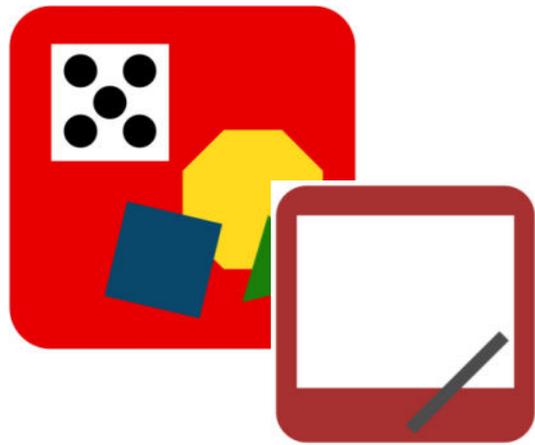
Concept Development

Now you will work with a partner.

Partner A, explain to your partner how Sergio solved 8 + 7 by counting on.

Partner B, explain to your partner how Lila solved 8 + 7 by making ten.

Use your personal white board if it helps you share your thoughts.
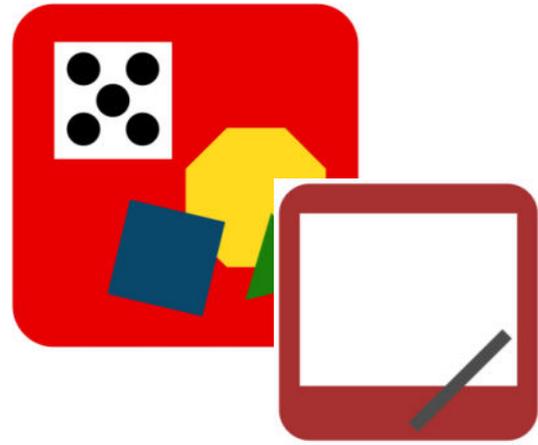
Concept Development

Help me make a number bond to show what Sergio did. What were the parts that Sergio used?
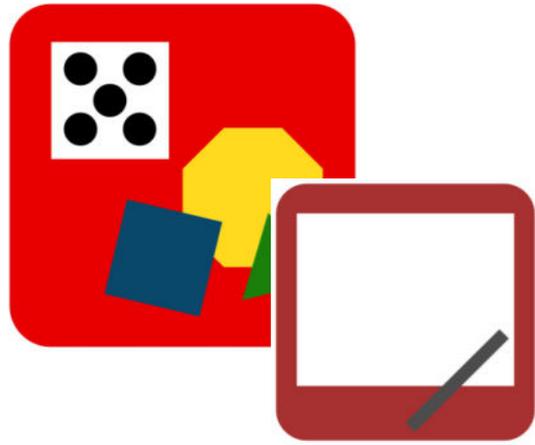
Concept Development

Sergio used 8 and 7.

8   7
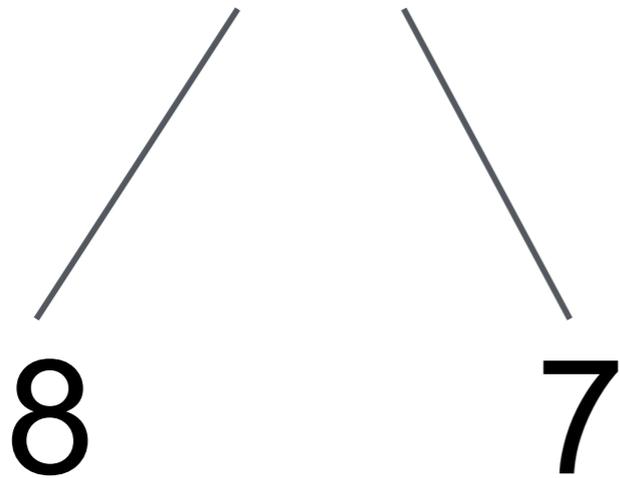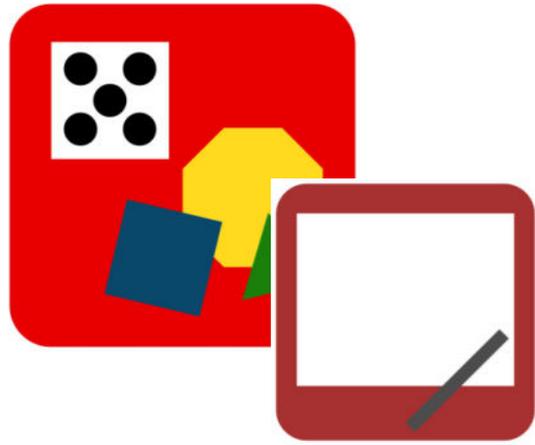
Concept Development

What is the whole?
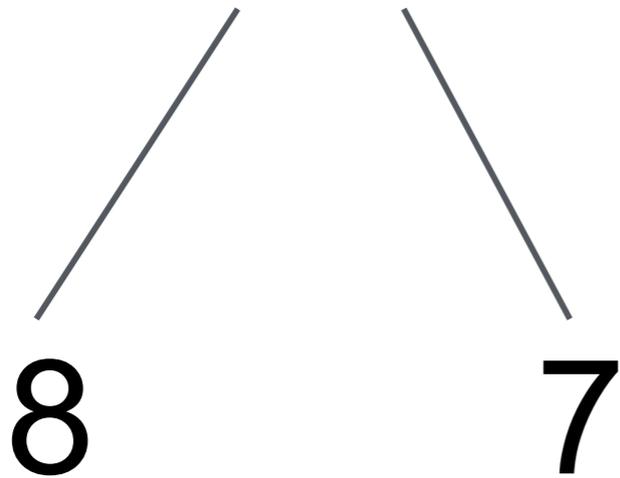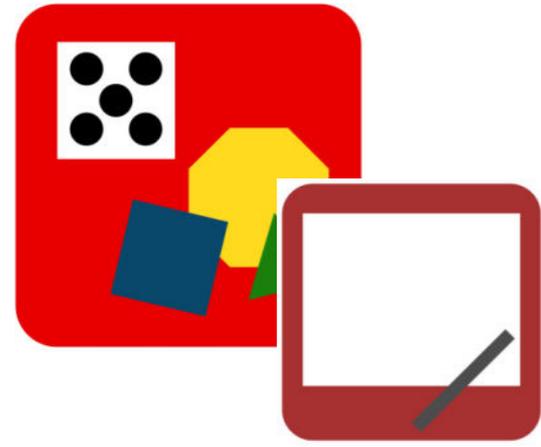
8   7

Concept Development

The whole is 15!

15
/ \
8   7
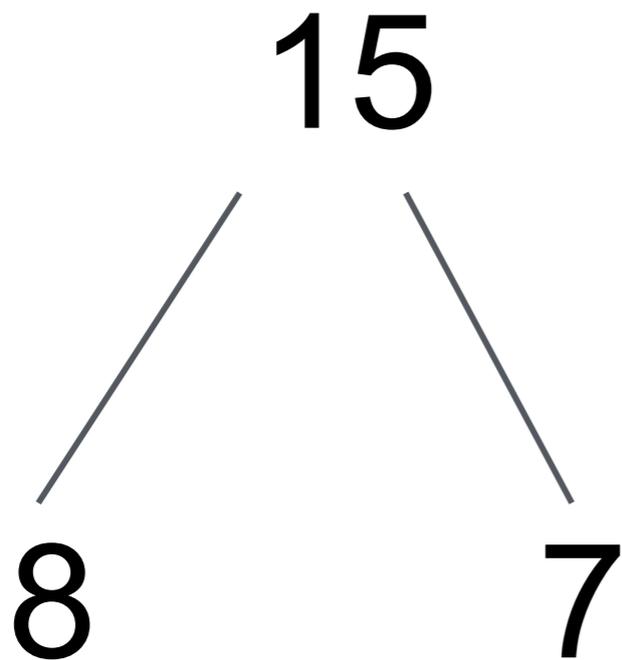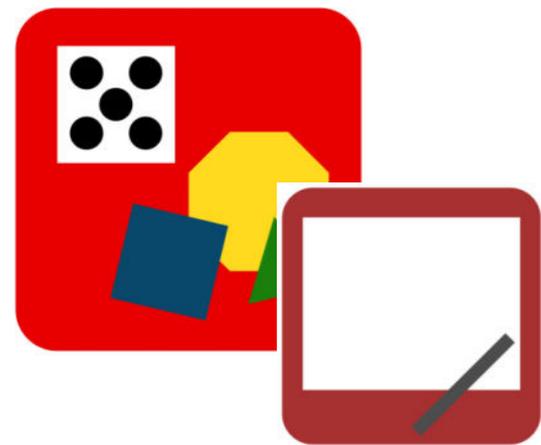
Concept Development

Help me make a number bond to show what Lila did. What were the parts that Lila used?
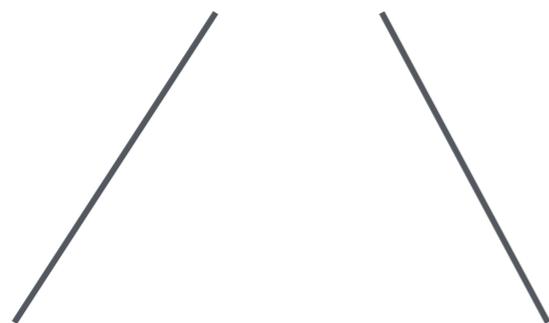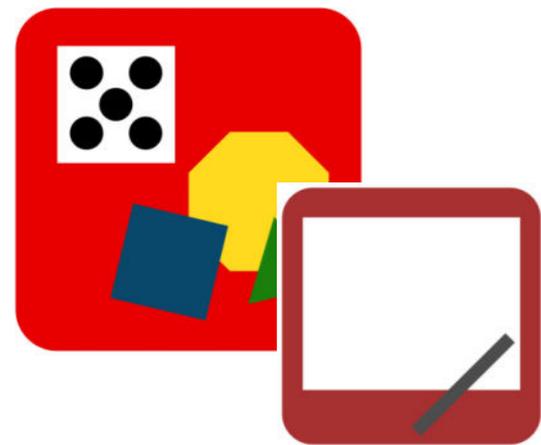
# Concept Development

Lila used 10 and 5! What was the whole?

10   5

# Concept Development

The whole is 15!

15
/ \
10   5
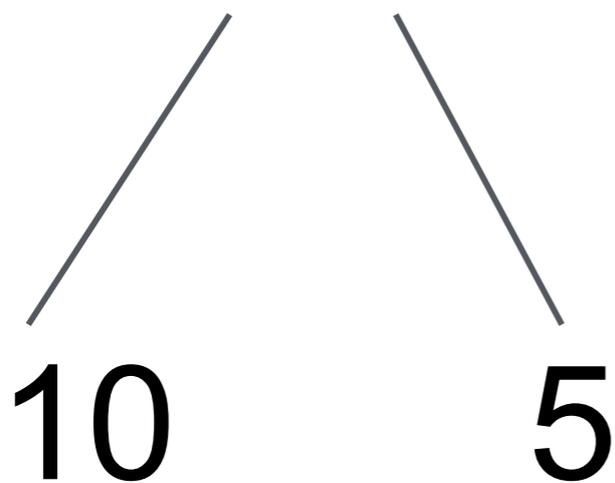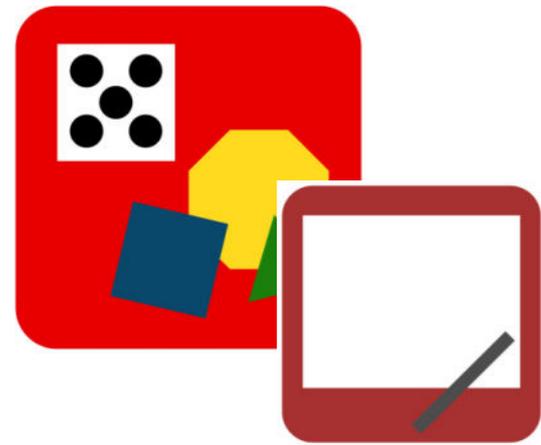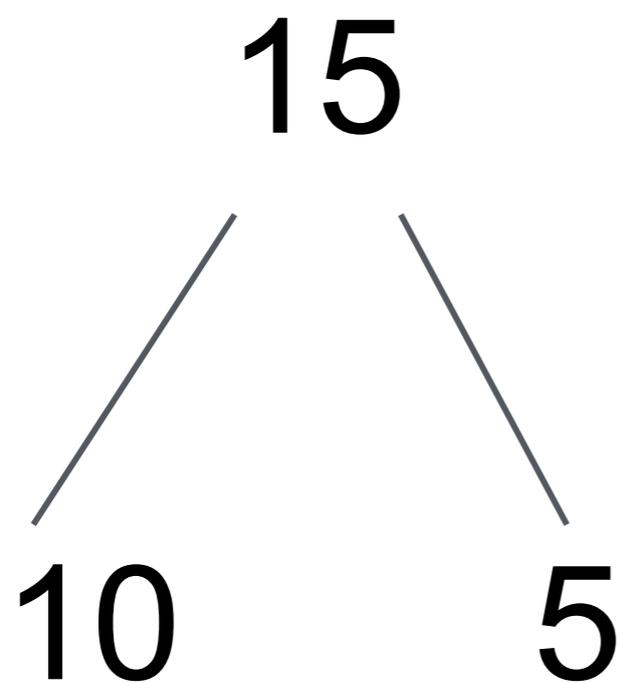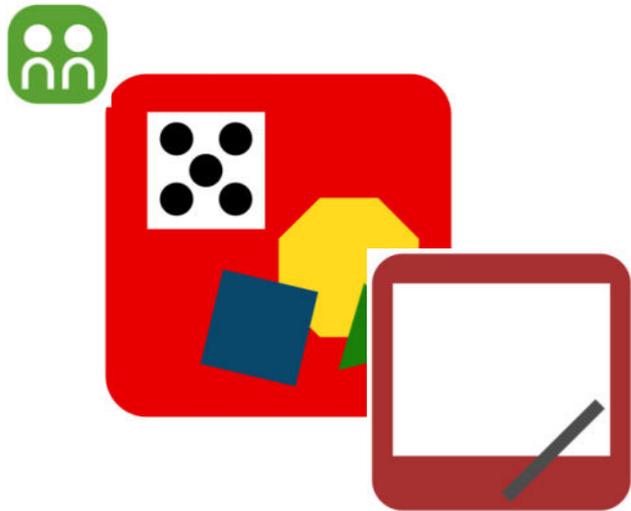
Concept Development

Lila! Again, you're right! Since Lila really knows how to use the make ten strategy, she was able to solve for the unknown very quickly or efficiently.

15
8   7

15
10   5
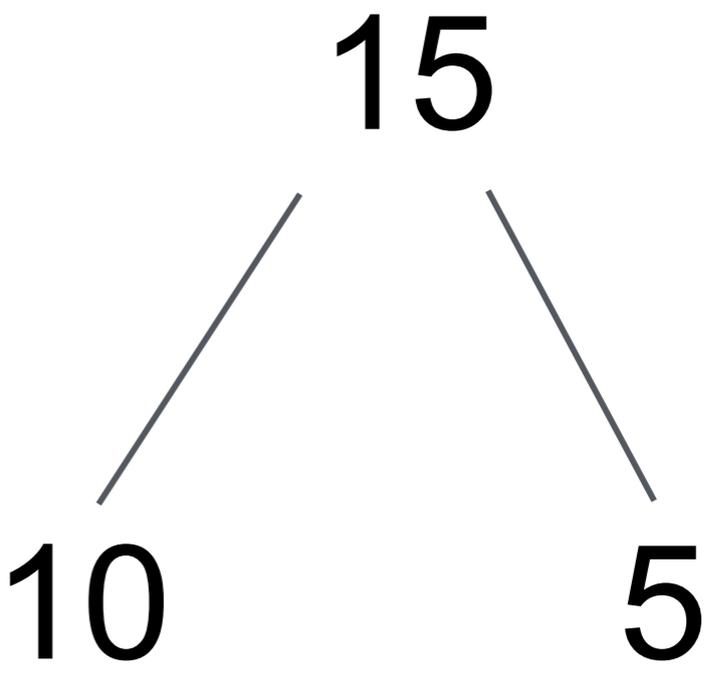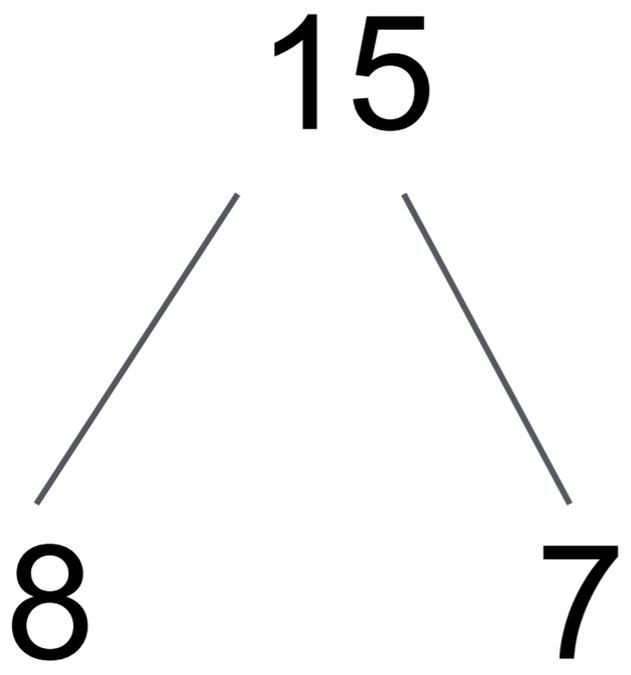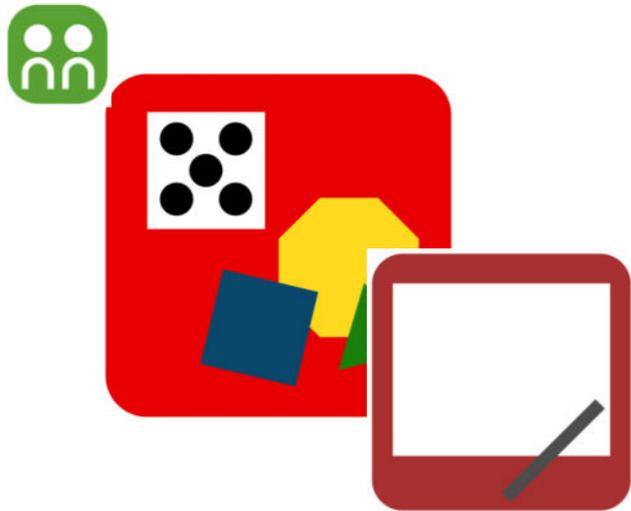
Concept Development

Sometimes it takes practice before we can use a strategy quickly. When a strategy is new to us, it can take longer for us to use it until we get better at it. Let's keep practicing.

15
8   7

15
10   5
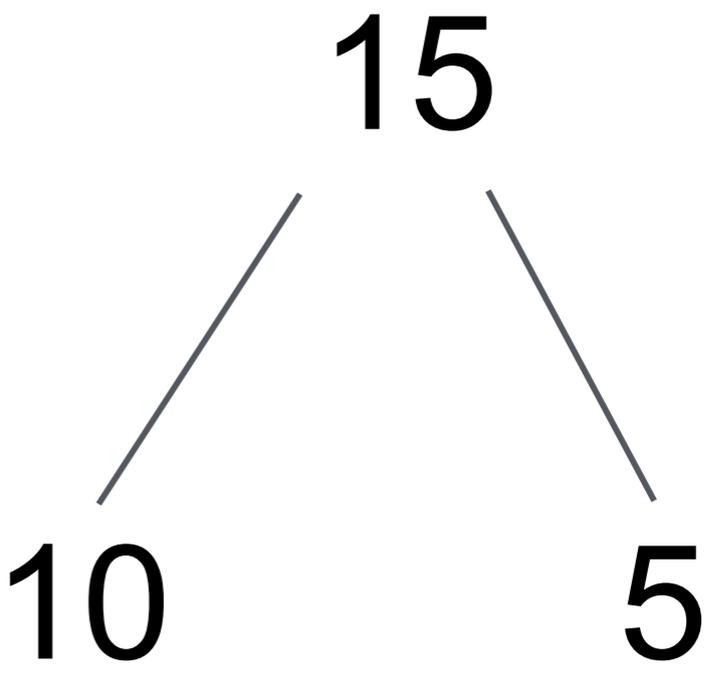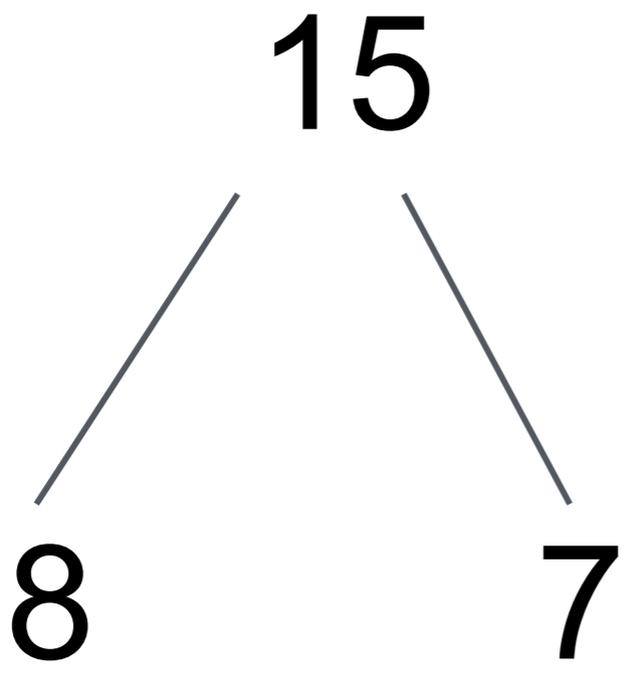
Concept Development

I will show you an expression. You work with your partner to decide whether counting on or making 10 is more efficient!
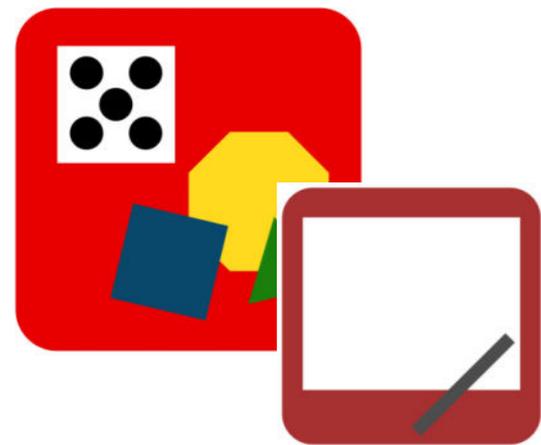
Concept Development

8 + 5
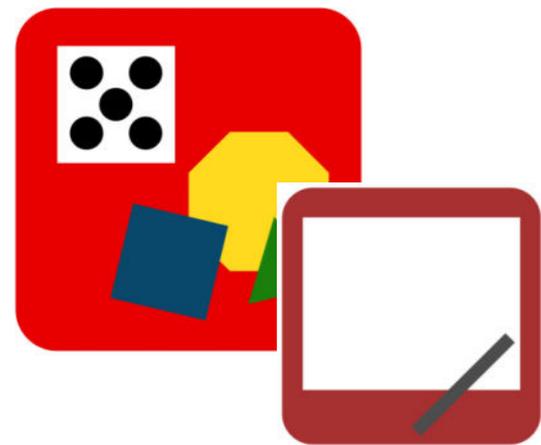
Concept Development

8 + 4
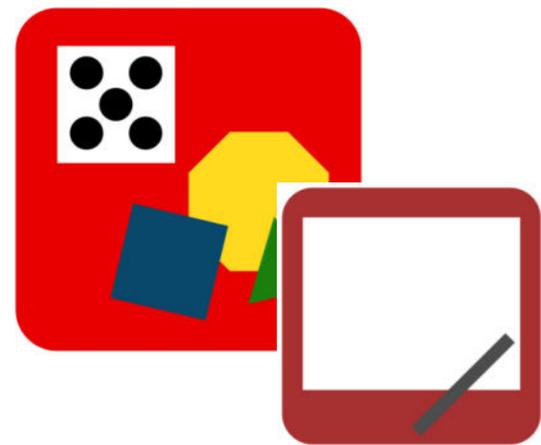
Concept Development

8 + 8
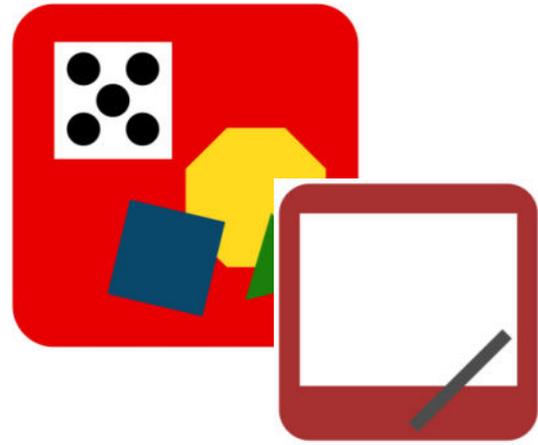
Concept Development

8 + 3
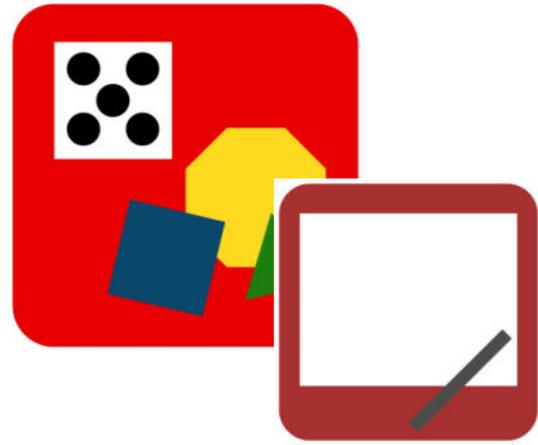
Concept Development

8 + 9

Problem Set

Problem Set
1 2 3 4 5

Name _____   Date _____

Make ten to solve. Use a number bond to show how you took 2 out to make ten.

1. Ben has 8 green grapes and 3 purple grapes. How many grapes does he have?

   8 + 3 = _____   10 + _____ = _____

                                    Ben has ____ grapes.

2. 8 + 4 = _____   10 + _____ = _____

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

3. 8 + 5 = _____   _____ + _____ = _____

4. 8 + 7 = _____   _____ + _____ = _____

5. 4 + 8 = _____   _____ + _____ = _____

6. 7 + 8 = _____   _____ + _____ = _____

7. 8 + _____ = 17   _____ + _____ = _____

Complete the addition sentences and number bonds.

8. a. 10 + 1 = ____   [11]   b. 8 + 3 = ____   [11]

9. a. 10 + 5 = ____   [15]   b. 8 + 7 = ____   [15]
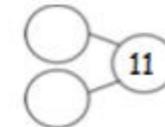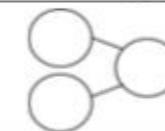
10. a. 10 + 6 = ____   b. 8 + 8 = ____
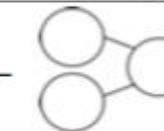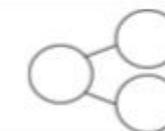
11. a. 2 + 10 = ____   b. 4 + 8 = ____
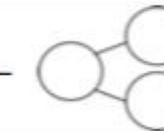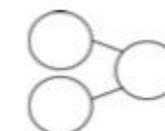
12. a. 4 + 10 = ____   b. 6 + 8 = ____
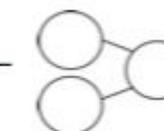
Debrief

- Look at Problem 1 and Problem 2. How are your bonds different? How can Problem 1 help you solve Problem 2?

🔷 Debrief 🟩

- Look at Problem 5 and Problem 8. Do you think counting on or making ten was more efficient to solve these? Why?

🟦 Debrief 🟩

- Look at your Application Problem. Would counting on or making ten help you solve this problem most efficiently? If you used making ten to solve this, share your work, and explain your thinking.

🟦🟩 Debrief

- One first grader I know makes ten for some of her 8+ facts and count s on to solve others. Sometimes she just knows the solution. Is that true for any of you? Which 8+ facts do you use a particular strategy to help you solve? Why?

Exit Ticket

Name _____   Date _____

1. Seyla has 3 stamps in her collection. Her father gives her 8 more stamps. How many stamps does she have now? Show how you make ten, and write the 10+ fact.

    $3 + 8 =$ _____ $10 +$ _____ $=$ _____

2. Complete the addition sentences and the number bonds.

    a. $8 + 6 =$ ___   b. $10 +$ ___ $= 14$