Eureka Math

1st Grade
Module 2
Lesson 10

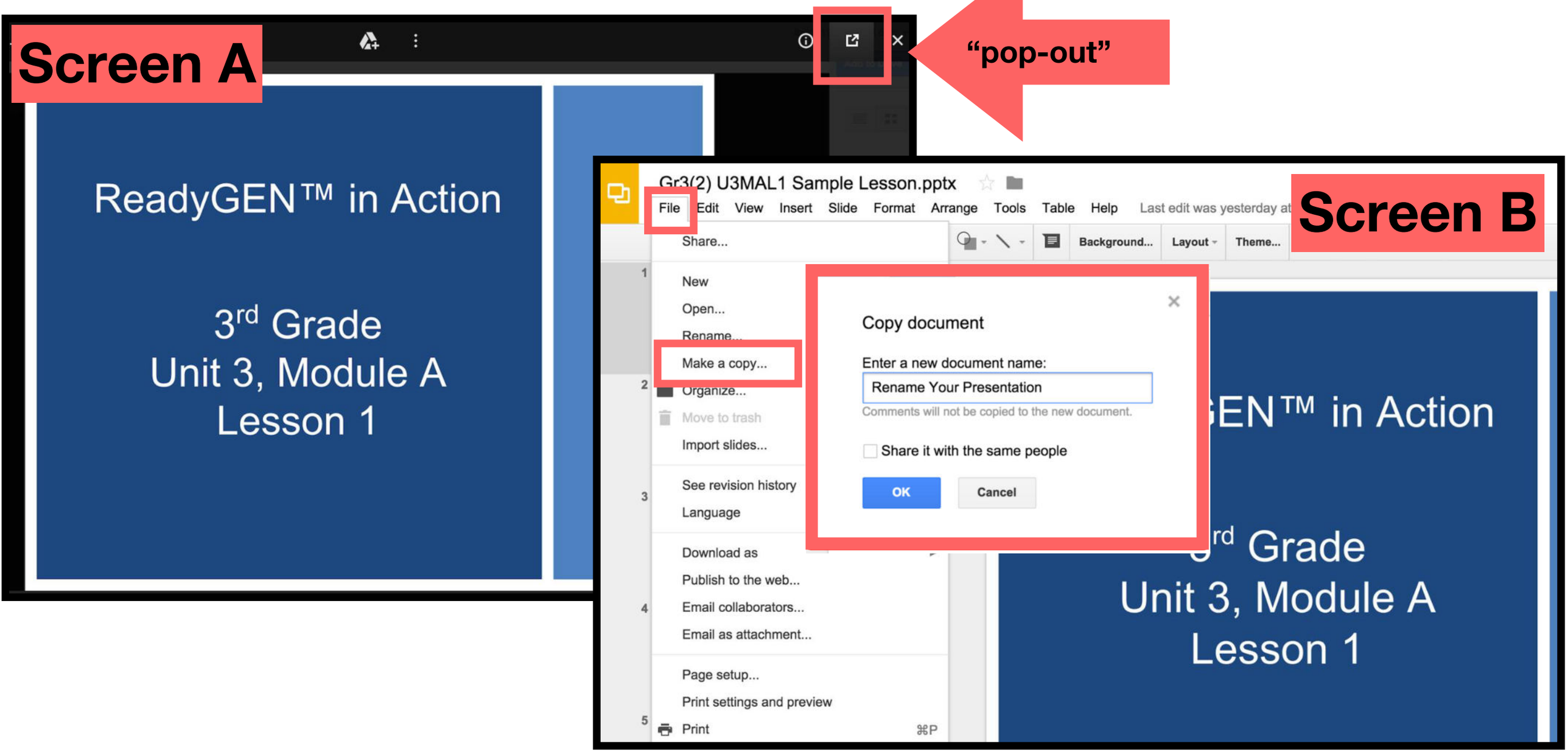
At the request of elementary teachers, a team of Bethel & Sumner educators met as a committee to create Eureka slideshow presentations. These presentations are not meant as a script, nor are they required to be used. Please customize as needed. Thank you to the many educators who contributed to this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

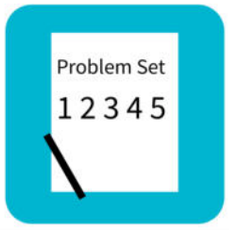


Icons

Read, Draw, Write

Learning Target

Personal White Board

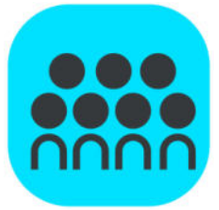


Problem Set

Manipulatives Needed

Fluency

Think Pair Share



Whole Class

Individual

Partner

Small Group

Small Group Time

Materials Needed

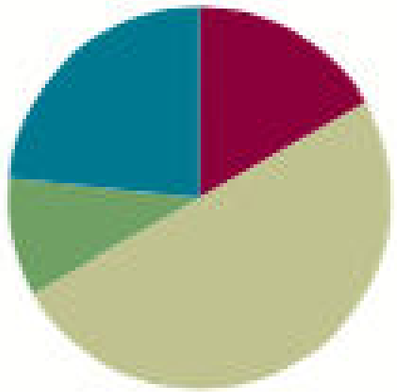
- (S) Personal white board, numeral cards or 5-group cards, one “+” card for each student, and one “=″ card for each pair of students

Lesson 10

Objective: Solve problems with addends of 7, 8, and 9.

Suggested Lesson Structure

Fluency Practice	(10 minutes)
Application Problem	(6 minutes)
Concept Development	(30 minutes)
Student Debrief	(14 minutes)
Total Time	**(60 minutes)**



I can solve problems with addends of 7, 8, and 9.

1, 2, and 3 Less

Let’s play 1, 2, and 3 Less!

Example: On my signal, say the number that is 1 less.

T: 3.

S: 2.

We’ll practice with all numbers within 10. Then we’ll do 2 less and 3 less!

Decompose Addition Sentences into Three Parts

$$9 + 3$$

What does 9 need to make ten?

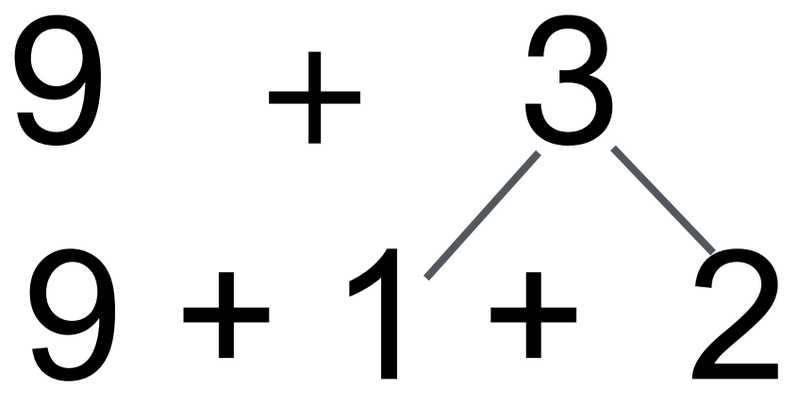
Decompose Addition Sentences into Three Parts

9 + 3

9 + 1

If we take 1, what part is left?

Decompose Addition Sentences into Three Parts



Let’s say the whole number sentence with 3 addends!

Decompose Addition Sentences into Three Parts

8 + 3

What does 8 need to make ten?

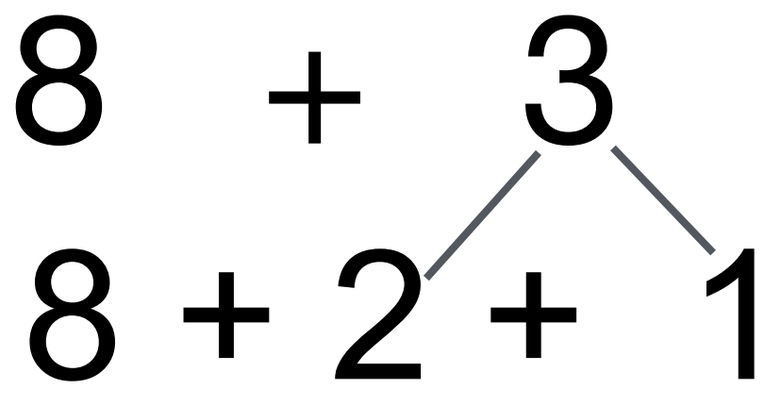
Decompose Addition Sentences into Three Parts

8 + 3

8 + 2

If we take 2, what part is left?

Decompose Addition Sentences into Three Parts



Let’s say the whole number sentence with 3 addends!

Decompose Addition Sentences into Three Parts

9 + 4

What does 9 need to make ten?

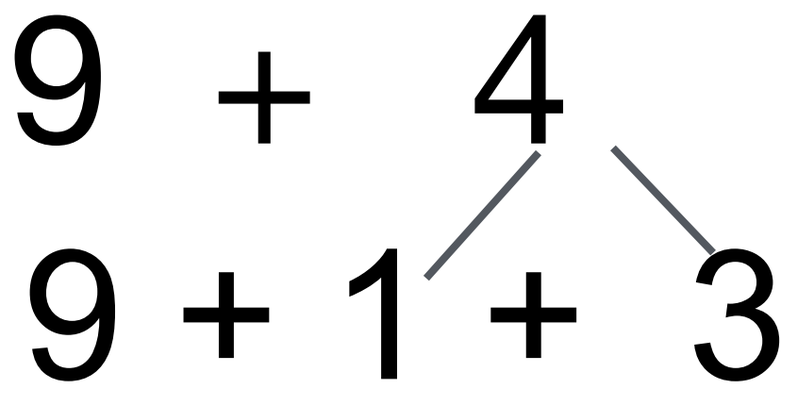
Decompose Addition Sentences into Three Parts

9 + 4

9 + 1

If we take 1, what part is left?

Decompose Addition Sentences into Three Parts



Let’s say the whole number sentence with 3 addends!

Decompose Addition Sentences into Three Parts

$$9 + 5$$

What does 9 need to make ten?

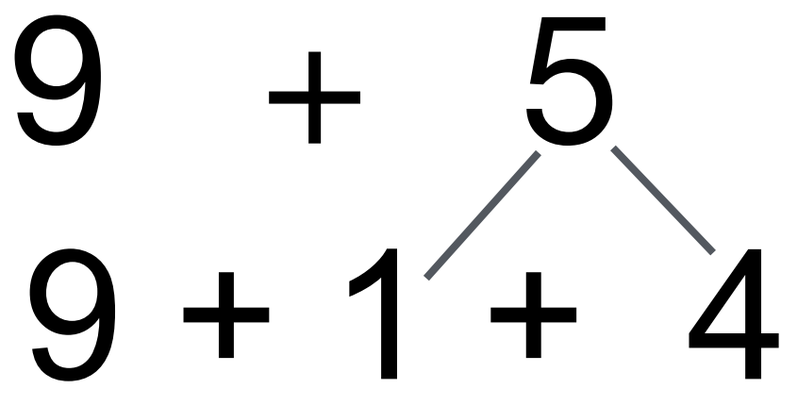
Decompose Addition Sentences into Three Parts

$$9 + 5$$

$$9 + 1$$

If we take 1 from 5, what part is left?

Decompose Addition Sentences into Three Parts



4 is left! Let’s say the whole number sentence with 3 addends!

Decompose Addition Sentences into Three Parts

8 + 5

What does 8 need to make ten?

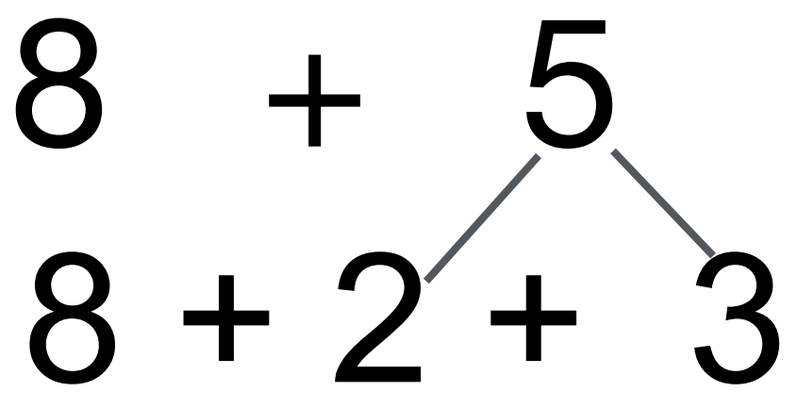
Decompose Addition Sentences into Three Parts

8 + 5

8 + 2

If we take 2 from 5, what part is left?

Decompose Addition Sentences into Three Parts



Let’s say the whole number sentence with 3 addends!

Decompose Addition Sentences into Three Parts

8 + 4

What does 8 need to make ten?

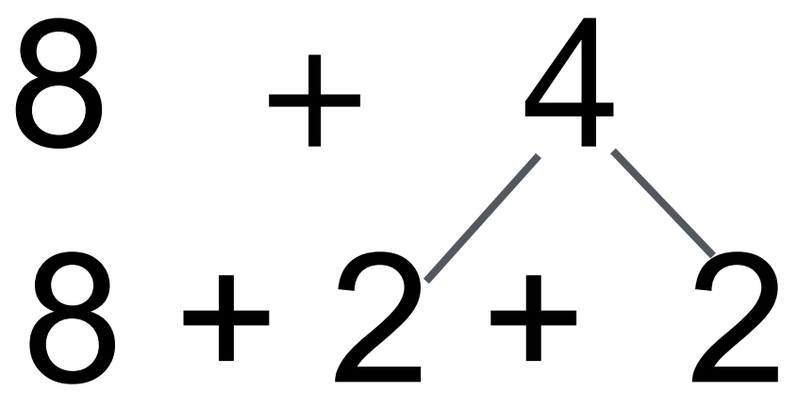
Decompose Addition Sentences into Three Parts

8 + 4

8 + 2

If we take 2 from 4, what part is left?

Decompose Addition Sentences into Three Parts



Let’s say the whole number sentence with 3 addends!

Decompose Addition Sentences into Three Parts

$$9 + 6$$

What does 9 need to make ten?

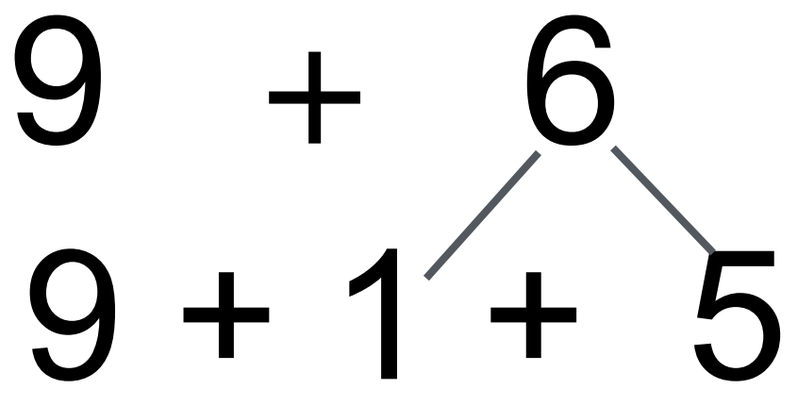
Decompose Addition Sentences into Three Parts

9 + 6

9 + 1

If we take 1 from 6, what part is left?

Decompose Addition Sentences into Three Parts



Let’s say the whole number sentence with 3 addends!

Happy Counting by Threes

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

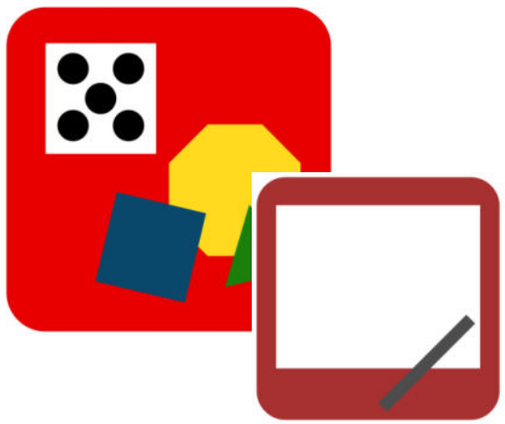
When I hold my hand like this (point thumb and motion up), I want you to count **up**.

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.

Application Problem

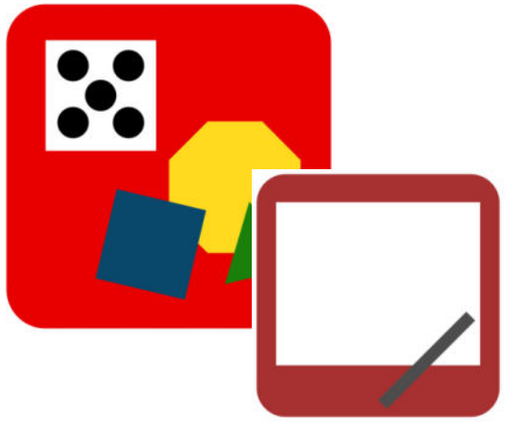
There were 4 boots by the classroom door, 8 boots in the hallway, and 6 boots by the teacher's desk. How many boots were there altogether?



Concept Development

9 + 6 = _____

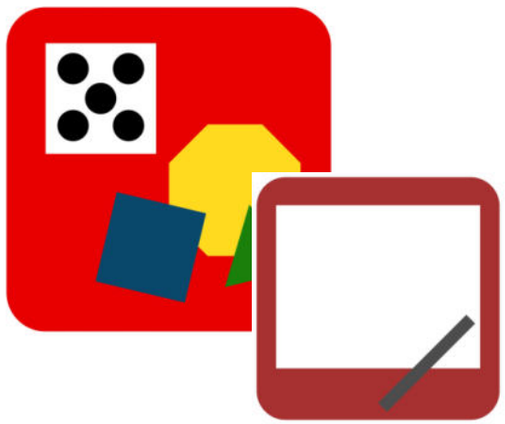
Using an organized math drawing or a number bond, solve 9 + 6. Think about the equal ten-plus fact, and write a true number sentence using two expressions.



Concept Development

9 + 6 = _____

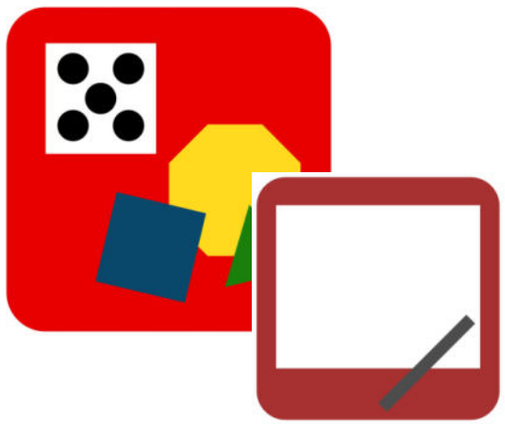
When there is a 9 as an addend, what could you do to the other addend?



Concept Development

9 + 6 = _____

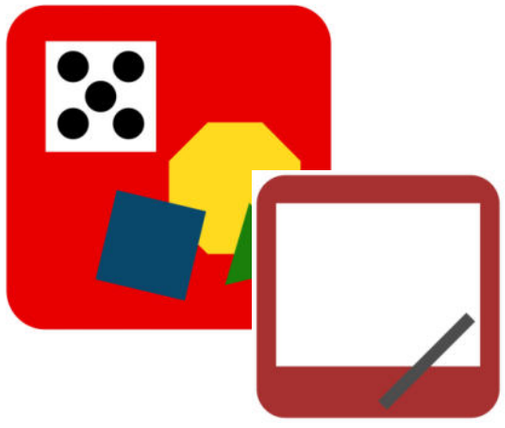
Get the 1 out! Break apart 6 into 1 and 5 as parts.



Concept Development

8 + 4 = _____

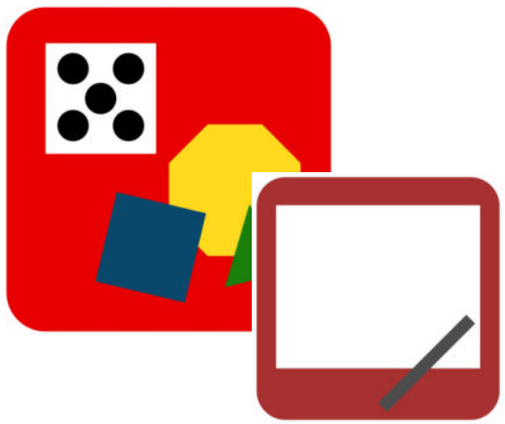
Let’s try another expression. Using an organized math drawing or a number bond, solve 8 + 4. Think about the equal ten-plus fact, and write a true number sentence using two expressions.



Concept Development

8 + 4 = _____

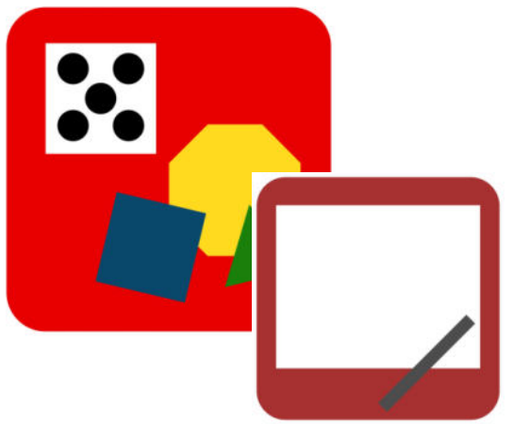
When there is a 8 as an addend, what could you do to the other addend?



Concept Development

8 + 4 = _____

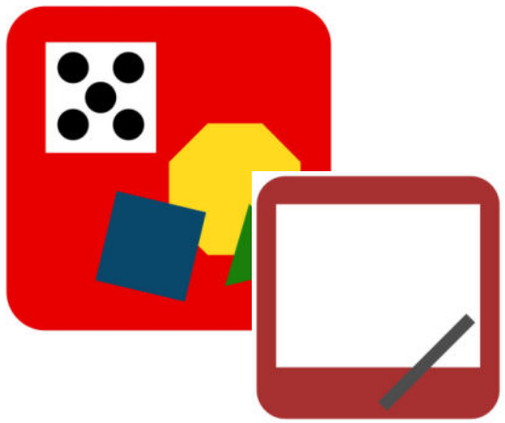
Get the 2 out! Break apart 4 into 2 and 2 as parts.



Concept Development

7 + 6 = _____

Turn and talk to your partner. How might you solve this problem using what you already know about the make ten strategy?



Concept Development

7 + 6 = _____

Which number should we make ten with?

Why?

Concept Development

7 + 6 = _____

With your partner, use a number bond to solve this problem.

Concept Development

7 + 6 = _____

7 + 6 the same as 10 + 3!

Concept Development

7 + 6 = _____

Write that as a true number sentence!

Concept Development

$10 + 3 = 7 + 6$

Concept Development

$10 + 3 = 7 + 6$

What is 10 + 3?

Concept Development

10 + 3 = 7 + 6

10 + 3 is 13! So, what is 7 + 6? Say the number sentence.

Concept Development

10 + 3 = 7 + 6

7 + 6 =13!

Concept Development

Let’s practice more!

4 + 7 = _____

Using an organized math drawing or a number bond, solve 4 + 7. Think about the equal ten-plus fact, and write a true number sentence using two expressions.

Concept Development

Let’s practice more!

7 + 5 = _____

Using an organized math drawing or a number bond, solve 4 + 7. Think about the equal ten-plus fact, and write a true number sentence using two expressions.

Concept Development

Get the 3 out! Make 3 as a part.

Concept Development

Now, we are going to play Simple Strategies! Here's how you play:

I will assign partners. You will make combine your cards and make 2 piles:

1. Digits 1-6
2. Digits 7-9

Concept Development

1. Partner A picks a card from the first pile (digits 1–6).

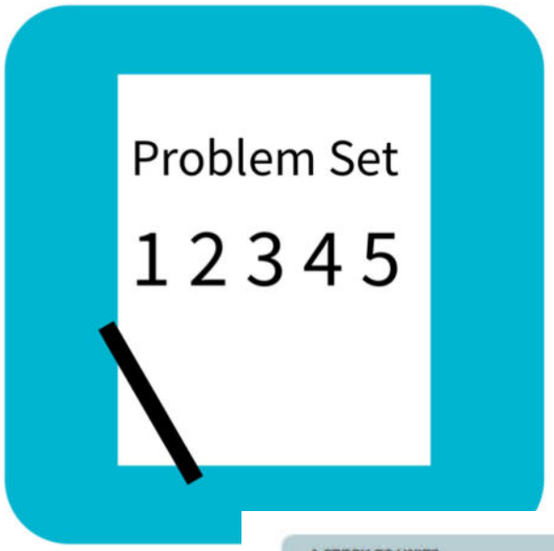
2. Using the 9 card from the second pile and the card picked by Partner A, Partner B writes an addition expression (e.g., 6 + 9).

3. Partners use counting on and then use making ten to solve the expression.

4. After using the make ten strategy, Partner A writes down the equal 10 + fact.

5. Partners place the equal sign card between the boards to make a true number sentence.

6. Switch roles. Keep the 9 card up each time you begin a new



Problem Set

Name _____ Date _____

Solve. Use number bonds or 5-group drawings if needed. Write the equal ten-plus number sentence.

1. 4 + 9 = ____

10 + ____ = ____

2. 6 + 8 = ____

10 + ____ = ____

3. 7 + 4 = ____

10 + ____ = ____

4. Match the equal expressions.

a. 9 + 3	10 + 1
b. 5 + 8	10 + 4
c. 9 + 6	10 + 2
d. 8 + 9	10 + 5
e. 4 + 7	10 + 7
f. 6 + 8	10 + 3

A STORY OF UNITS Lesson 10 Problem Set 1•2

Complete the addition sentences to make them true.

	a.	b.	c.
5.	9 + 2 = ____	8 + 4 = ____	7 + 5 = ____
6.	9 + 5 = ____	8 + 3 = ____	7 + 6 = ____
7.	6 + 9 = ____	6 + 8 = ____	4 + 7 = ____
8.	7 + 9 = ____	5 + 8 = ____	7 + 7 = ____
9.	9 + ____ = 17	8 + ____ = 16	7 + ____ = 16
10.	____ + 9 = 15	____ + 8 = 15	____ + 7 = 17

Debrief

- Look at Problems 8–10. Can you find number sentences that have the same total? What are the number sentences? How are they related?

Debrief

- Why is it efficient to start with a larger addend when you add? Give an example.

Debrief

- Solve9+6= ,8+6= ,7+6= . What patterns do you notice? Look at how you broke apart the second addend. What patterns do you see there? How did this breaking apart affect your totals?

Debrief

- Which is easiest for you to use? Counting on, making ten, or just knowing? Why?

Exit Ticket

Name _____ Date _____

Solve. Use number bonds or 5-group drawings if needed. Write the equal ten-plus number sentence.

a.

9 + 5 = ____

10 + ____ = ____

b.

8 + 4 = ____

10 + ____ = ____

c.

7 + 6 = ____

10 + ____ = ____