Eureka Math

1st Grade
Module 2
Lesson 22

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.
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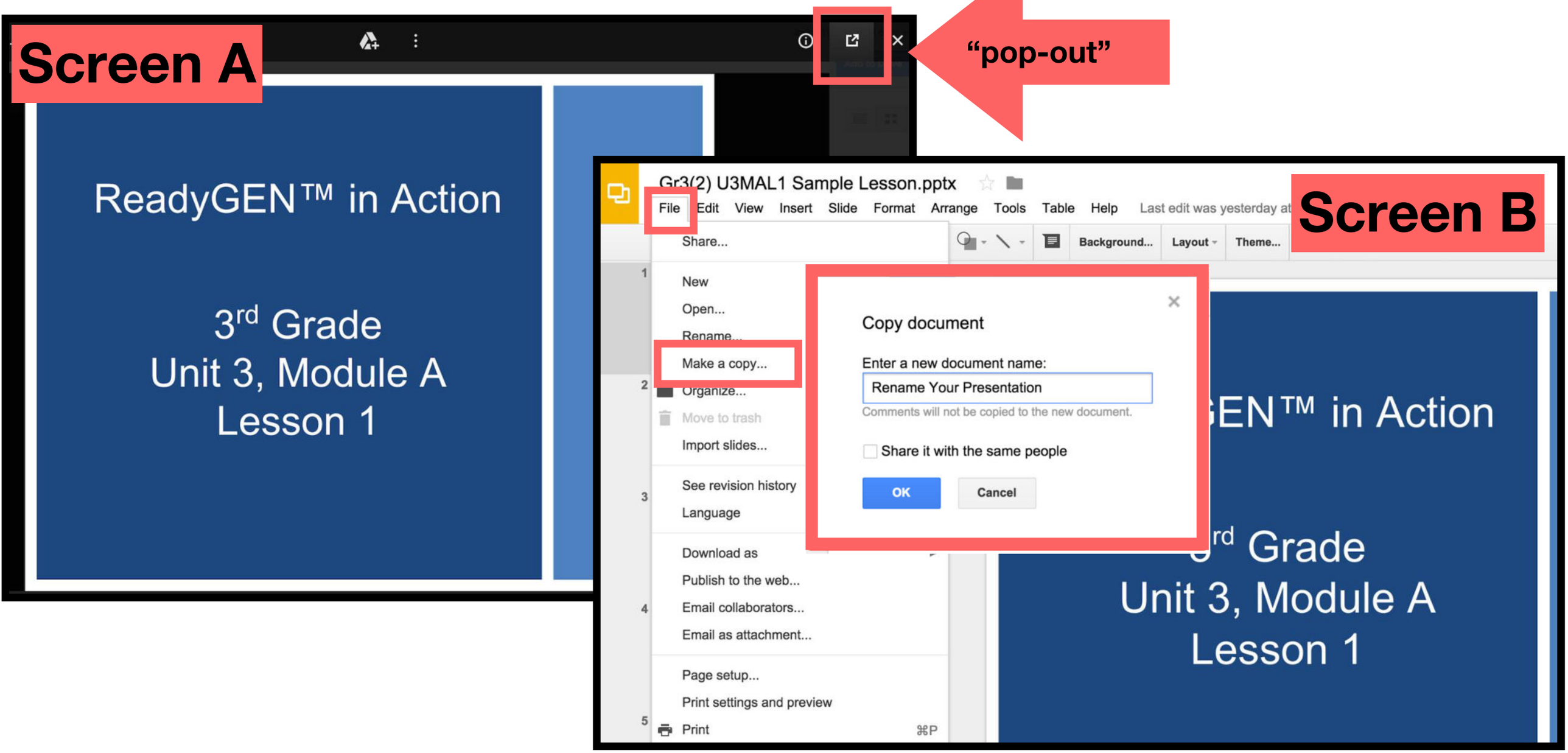
- ➢ Choose MAKE A COPY and rename your presentation.
- ➢ Google Slides will open your renamed presentation.
- ➢ It is now editable & housed in MY DRIVE.

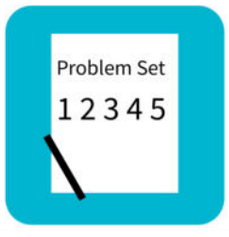


Icons

Read, Draw, Write

Learning Target

Personal White Board

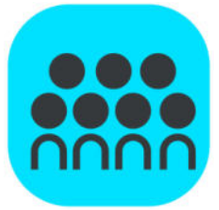


Problem Set

Manipulatives Needed

Fluency

Think Pair Share



Whole Class

Individual

Partner

Small Group

Small Group Time

Materials Needed

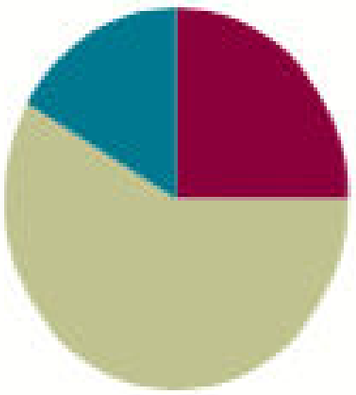
- (T) Hide Zero Cards
- (T) 100-bead Rekenrek
- (S) Missing Addend Within 10 Sprint
- (T) Chart Paper for RDW Steps (suggested)

Lesson 22

Objective: Solve *put together/take apart with addend unknown* word problems, and relate counting on to the take from ten strategy.

Suggested Lesson Structure

Fluency Practice	(15 minutes)
Concept Development	(35 minutes)
Student Debrief	(10 minutes)
Total Time	**(60 minutes)**



I can solve put together/take apart with addend unknown word problems, and relate counting on to the take from ten strategy.

Subtraction with Hide Zero Cards

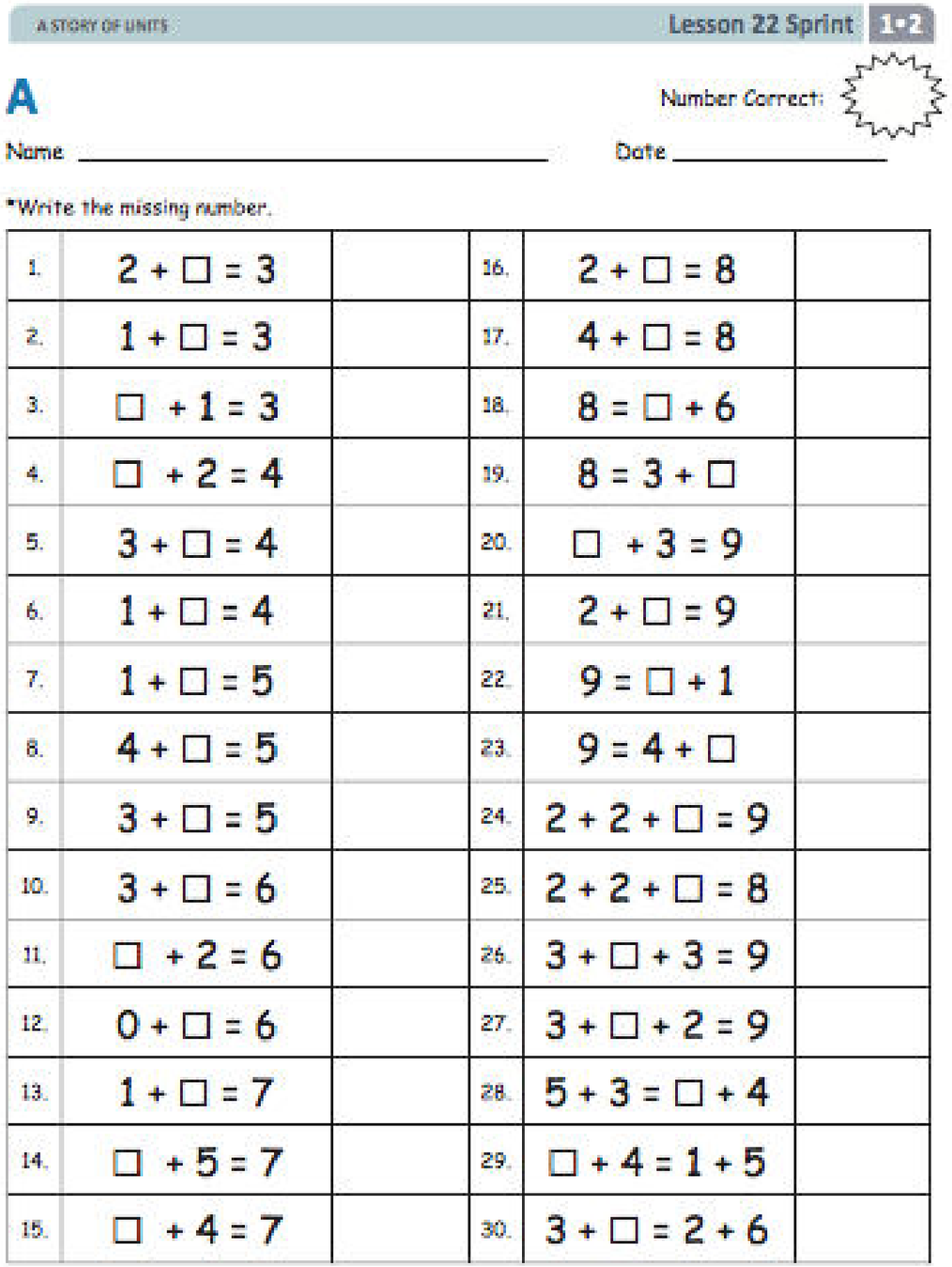
Now let’s use our Hide Zero Cards to practice subtraction of 7, 8, and 9!

Count by Fives

Now we’re going to use the rekenreks to count by 5’s!

Sprint: Missing Addend Within 10

Let’s do a sprint!



A STORY OF UNITS — Lesson 22 Sprint — 1•2

A

Number Correct:

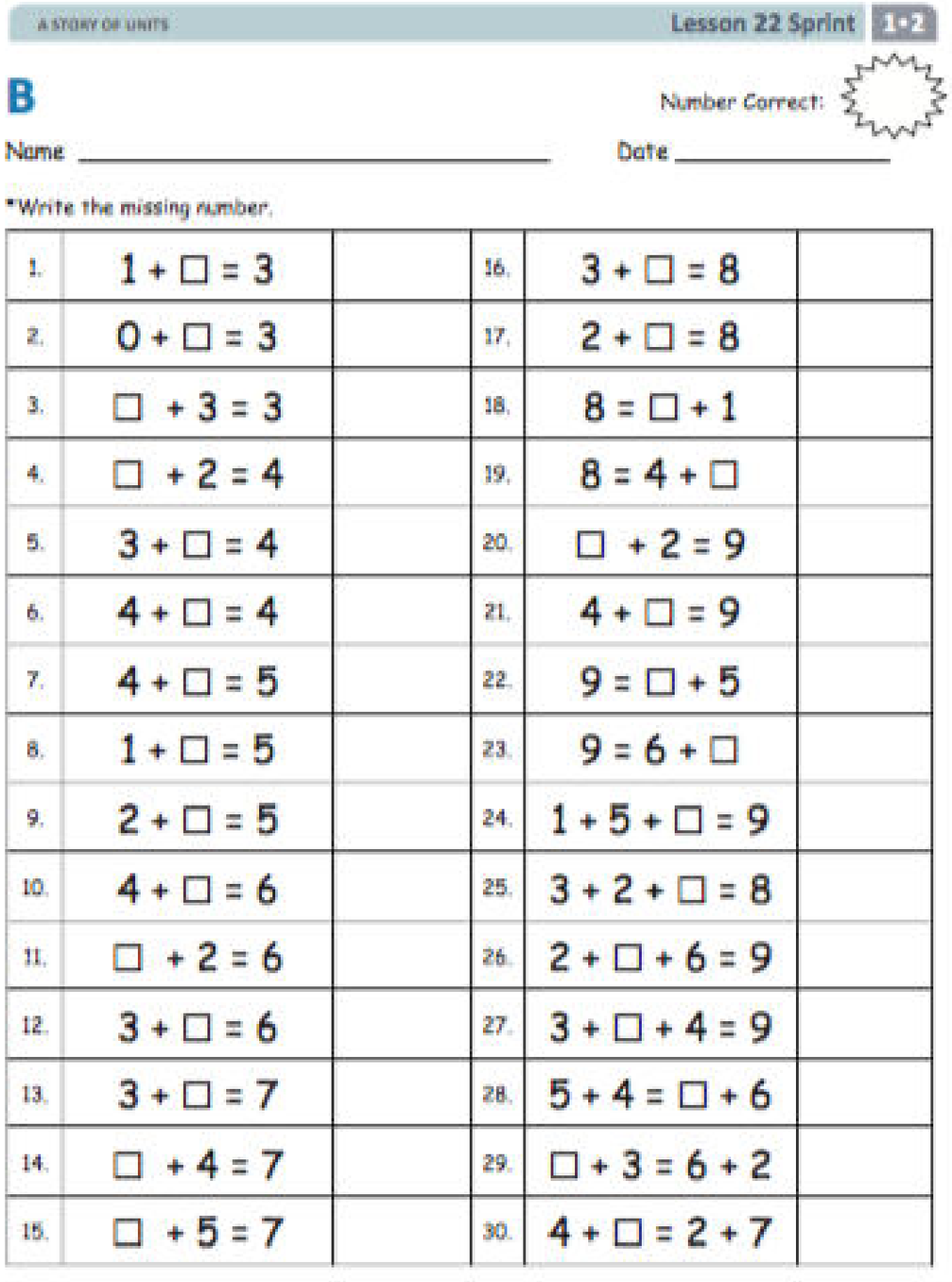
Name _____ Date _____

*Write the missing number.

1.	2 + □ = 3		16.	2 + □ = 8	
2.	1 + □ = 3		17.	4 + □ = 8	
3.	□ + 1 = 3		18.	8 = □ + 6	
4.	□ + 2 = 4		19.	8 = 3 + □	
5.	3 + □ = 4		20.	□ + 3 = 9	
6.	1 + □ = 4		21.	2 + □ = 9	
7.	1 + □ = 5		22.	9 = □ + 1	
8.	4 + □ = 5		23.	9 = 4 + □	
9.	3 + □ = 5		24.	2 + 2 + □ = 9	
10.	3 + □ = 6		25.	2 + 2 + □ = 8	
11.	□ + 2 = 6		26.	3 + □ + 3 = 9	
12.	0 + □ = 6		27.	3 + □ + 2 = 9	
13.	1 + □ = 7		28.	5 + 3 = □ + 4	
14.	□ + 5 = 7		29.	□ + 4 = 1 + 5	
15.	□ + 4 = 7		30.	3 + □ = 2 + 6	

Sprint: Missing Addend Within 10

Let’s do a sprint!



A STORY OF UNITS — Lesson 22 Sprint — 1•2

B

Number Correct:

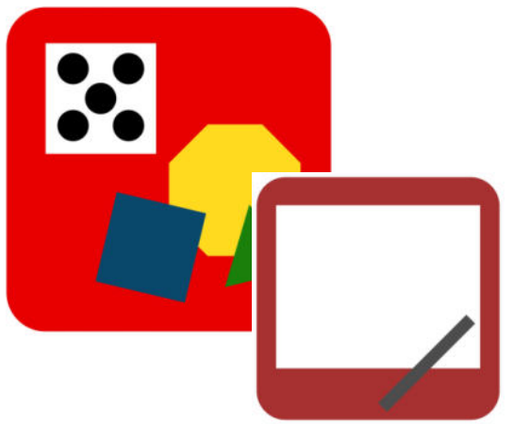
Name _____ Date _____

*Write the missing number.

1.	1 + □ = 3		16.	3 + □ = 8	
2.	0 + □ = 3		17.	2 + □ = 8	
3.	□ + 3 = 3		18.	8 = □ + 1	
4.	□ + 2 = 4		19.	8 = 4 + □	
5.	3 + □ = 4		20.	□ + 2 = 9	
6.	4 + □ = 4		21.	4 + □ = 9	
7.	4 + □ = 5		22.	9 = □ + 5	
8.	1 + □ = 5		23.	9 = 6 + □	
9.	2 + □ = 5		24.	1 + 5 + □ = 9	
10.	4 + □ = 6		25.	3 + 2 + □ = 8	
11.	□ + 2 = 6		26.	2 + □ + 6 = 9	
12.	3 + □ = 6		27.	3 + □ + 4 = 9	
13.	3 + □ = 7		28.	5 + 4 = □ + 6	
14.	□ + 4 = 7		29.	□ + 3 = 6 + 2	
15.	□ + 5 = 7		30.	4 + □ = 2 + 7	

Application Problem

Today's Application Problem is embedded in the lesson!

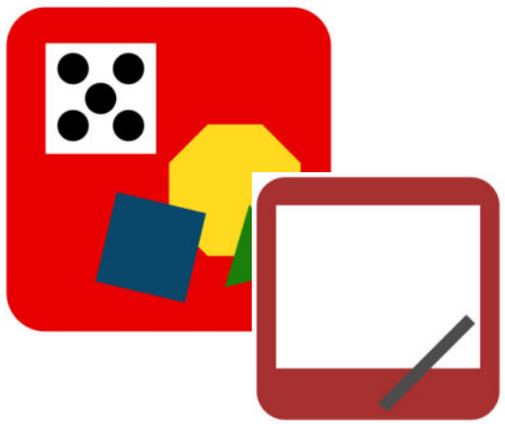


Concept Development

Mark has 14 crayons. Eight of the crayons are on the table, and some more crayons are in the box. How many crayons are in the box?

Concept Development

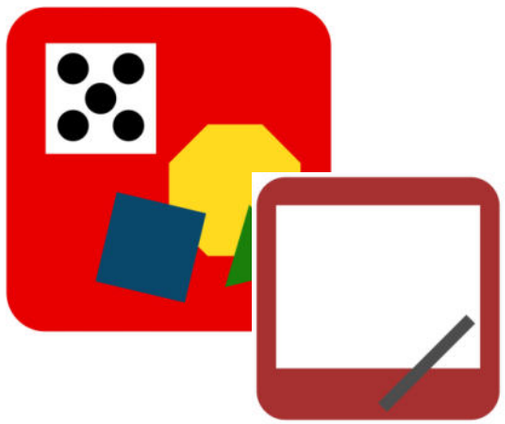
Explain your drawing to your partner, and discuss how you solved the pro



Concept Development

Mark has 14 crayons. Eight of the crayons are on the table, and some more crayons are in the box. How many crayons are in the box?

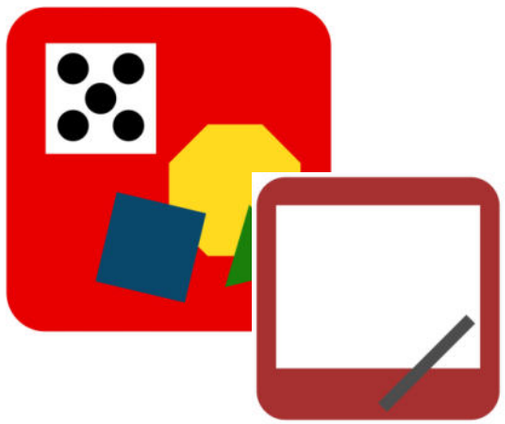
Step 1: When we want to solve a problem, we read or listen to the problem. Let’s read it together again.



Concept Development

Mark has 14 crayons. Eight of the crayons are on the table, and some more crayons are in the box. How many crayons are in the box?

Step 2: Draw as much of the math story as you can. You made some great drawings to match this story. What did you draw?



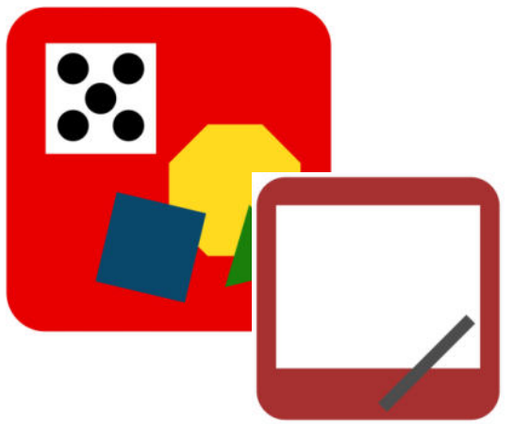
Concept Development

I heard some of you say I drew 14 lines in a row, like the 14 crayons in the problem. I circled 8 of them and labeled those with a T to show they were the ones on the table. I started by drawing 8 circles for the 8 crayons on the table. Then, I started drawing dark circles until I got to 14.

Concept Development

Everyone look at your work. As I read the story, find the part of your math drawing that matches the sentence.

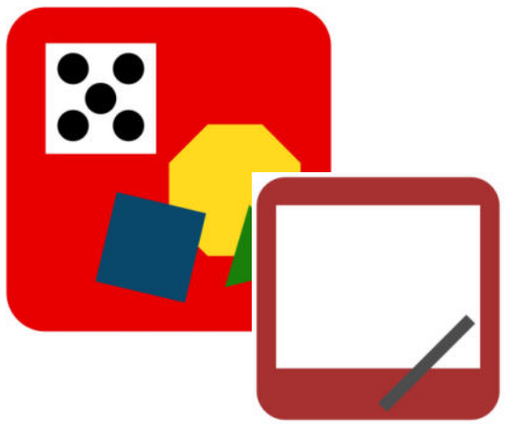
Mark has 14 crayons. Does your drawing show Mark has 14 crayons? Point to where your drawing shows the 14 crayons. Circle it with your finger.



Concept Development

Eight of the crayons are on the table. Where does your picture show the 8 crayons that are on the table?

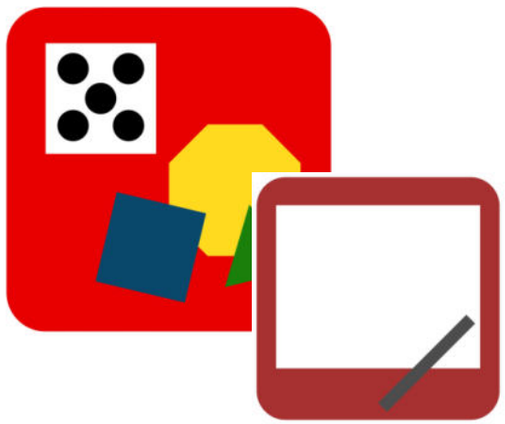
Are these 8 *more* crayons, or are they a part of Mark's 14 crayons?



Concept Development

Eight of the crayons are on the table. Where does your picture show the 8 crayons that are on the table?

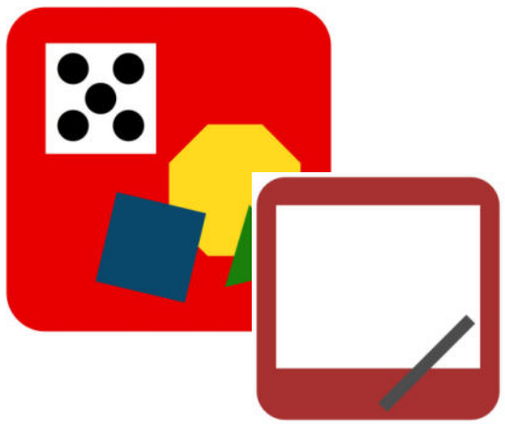
Did anyone hear someone say the 8 crayons are a part of Mark’s crayons!



Concept Development

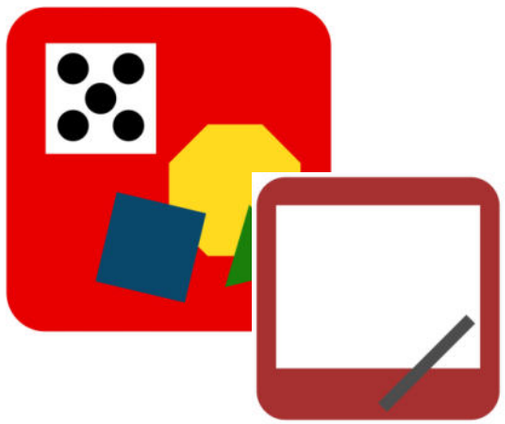
Mark has 14 crayons. Eight of the crayons are on the table, and some more crayons are in the box. How many crayons are in the box?

How can we tell these crayons from the other crayons in the story?



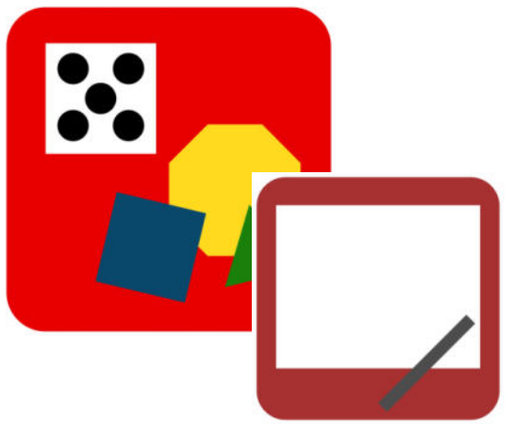
Concept Development

I heard some of you say we can make those crayons circles and the other ones dots. We can label these crayons with a T since they are on the table! We can circle them.



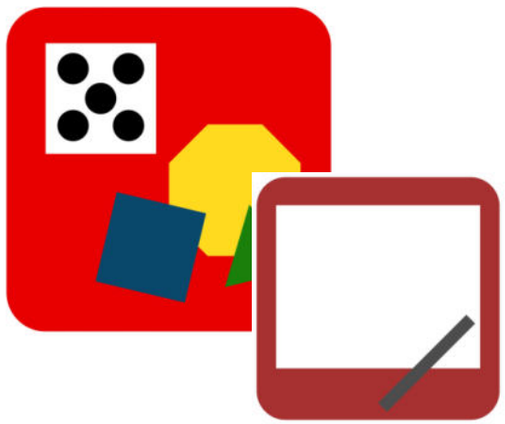
Concept Development

If you didn’t already label them with a T or with the word table, add a label. Let’s put a box around them too, so we can see them together clearly.



Concept Development

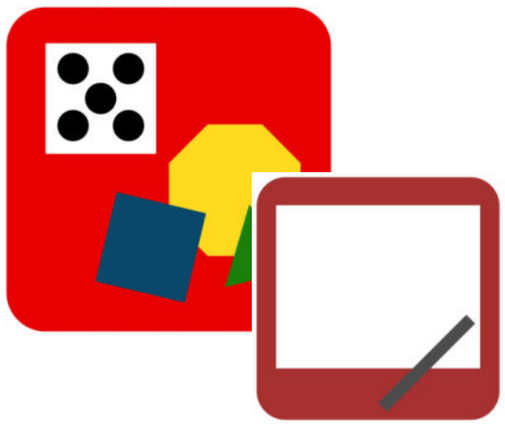
... and some more crayons are in the box. Can you find these crayons in your drawing? Point to them and circle them with your finger.



Concept Development

... and some more crayons are in the box.

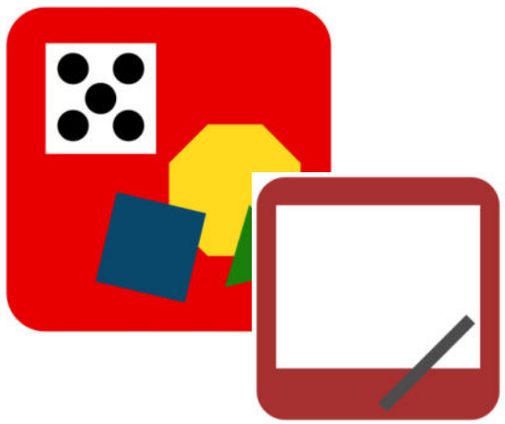
What could we label this set of crayons?



Concept Development

... and some more crayons are in the box.

I heard someone say we can label it *B* for box.

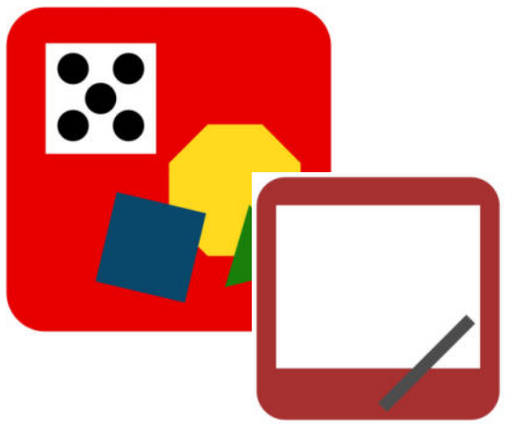


Concept Development

If you didn't label these crayons, add *B* or the word *Box* to show these are the crayons in the box.

Concept Development

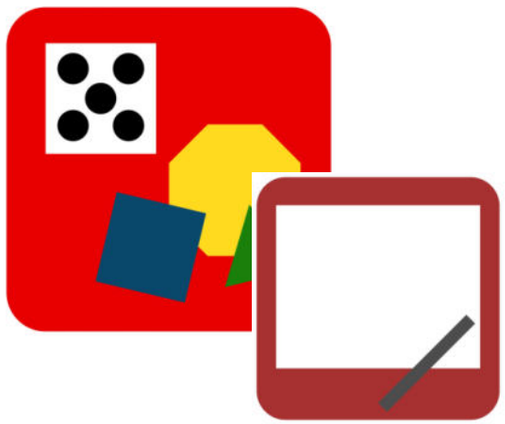
Now, we come to the question part of the word problem. *How many crayons are in the box?* Can we find the answer to this question in our drawing?



Concept Development

How many crayons are in the box?

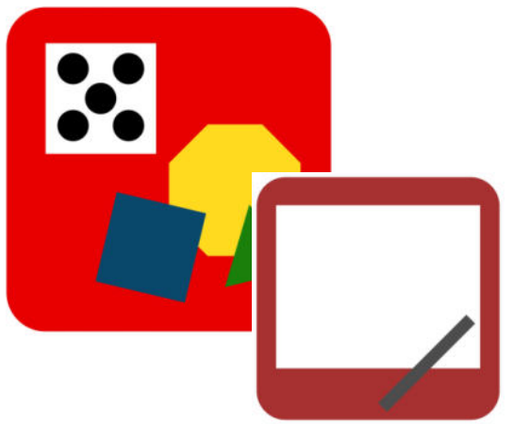
Did anyone hear someone say 6 crayons? Yes, that is correct!



Concept Development

How many crayons are in the box?

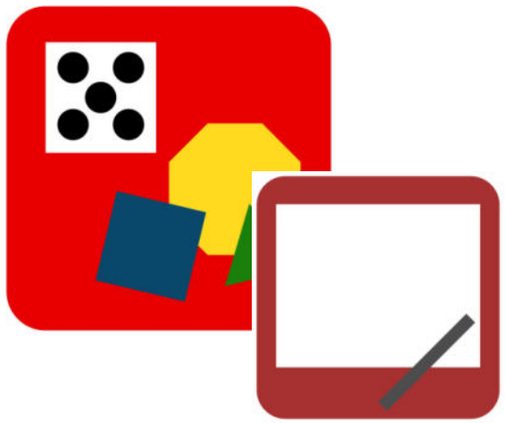
What number sentence would match this story?



Concept Development

How many crayons are in the box?

I saw some of you write 8+6=14.

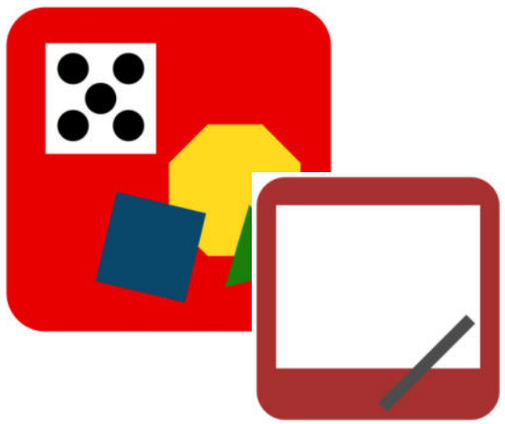


Concept Development

How many crayons are in the box?

8+6=14

Which number in the number sentence is the answer, or solution, to the question?



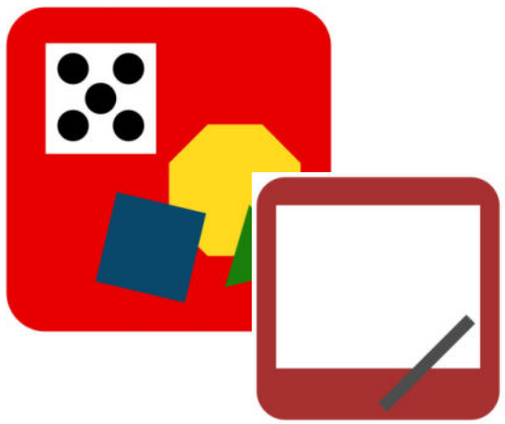
Concept Development

How many crayons are in the box?

8+6=14

Which number in the number sentence is the answer, or solution, to the question?

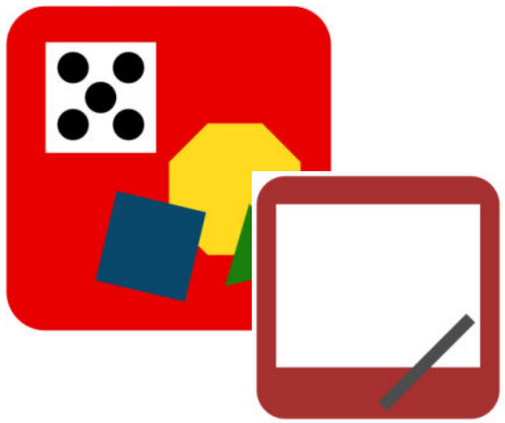
Some of you said the solution is 6. That is right!



Concept Development

8+6=14

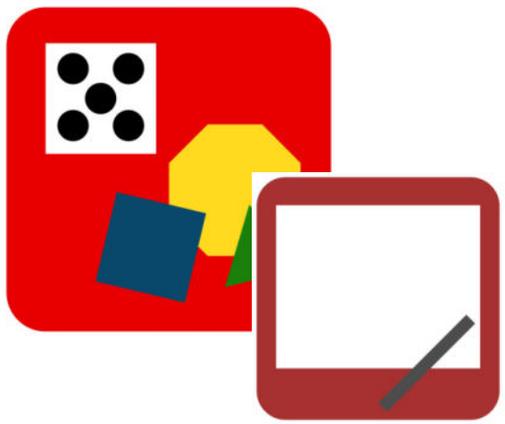
We have to make sure we put a rectangle around this number so we know it is the solution. If you didn’t add a box, do that now.



Concept Development

$8 + \boxed{6} = 14$

What is the answer to our question?

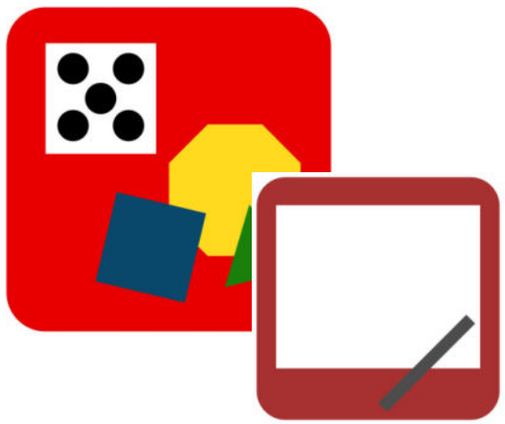


Concept Development

$8 + \boxed{6} = 14$

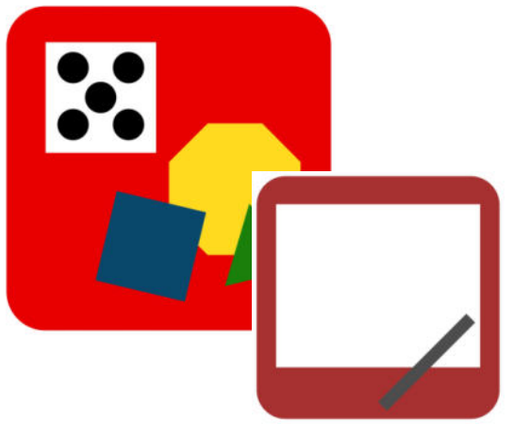
What is the answer to our question?

I heard someone say there are 6 crayons in the box.



Concept Development

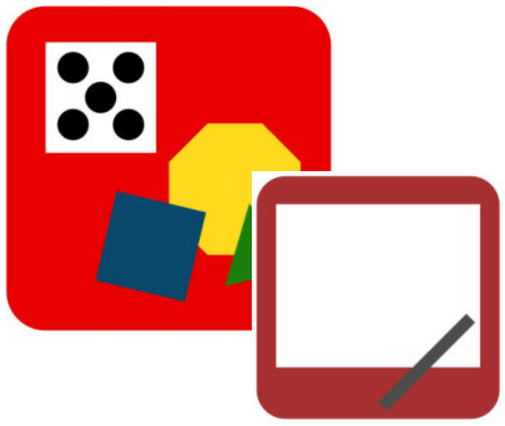
When we read the problem and draw the parts of the story, it can help us understand the problem and help us write the number sentence and the answer, or solution, sentence. Let’s try to **read, draw, and write (RDW)** to solve more problems.



Concept Development

Let’s solve more problems using the RDW process!

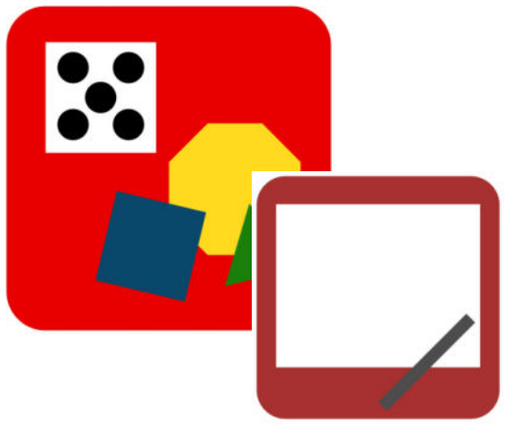
There are 12 milk bottles in the crate. Nine are plain milk bottles, and the rest are chocolate milk bottles. How many are chocolate milk bottles?



Concept Development

Let’s solve another problem using the RDW process!

Ani puts some pink barrettes in her hair. She already had 7 blue barrettes in her hair. If Ani now has 11 barrettes in her hair, how many pink barrettes did she use?



Concept Development

Let’s solve one more problem using the RDW process!

Laurie reads 5 books about frogs and then reads some books about toads. Laurie counts and realizes she has just read 13 books! How many books about toads did Laurie read?

Problem Set

Name _____ Date _____

Read the word problem.
Draw and label.
Write a number sentence and a statement that matches the story.

1. This week, Maria ate 5 yellow plums and some red plums. If she ate 11 plums in all, how many red plums did Maria eat?

2. Tatyana counted 14 frogs. She counted 8 swimming in the pond and the rest sitting on lily pads. How many frogs did she count sitting on lily pads?

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3. Some children are on the playground. Eight are on the swings, and the rest are playing tag. There are 15 children in all. How many children are playing tag?

4. Oziah read some non-fiction books. Then, he read 7 fiction books. If he read 16 books altogether, how many non-fiction books did Oziah read?

Debrief

- Look at Problems 1 and 2. Did you use the same or different strategy to solve? Explain why you chose to use the strategy (or strategies) you did.

Debrief

- How did drawing the parts of the story help you solve the story problems?

Debrief

- What new math strategy did we use today to communicate precisely how we solved the story problem? (RDW.) Explain what it is and how we used it.

Debrief

Turn to your partner and share what you learned in today’s lesson.

What did you get really good at today?

Exit Ticket

Name _____ Date _____

Read the word problem.
Draw and label.
Write a number sentence and a statement that matches the story.
Remember to draw a box around your solution in the number sentence.

1. Some students in Mrs. See's class are walkers. There are 17 students in her class in all. If 8 students ride the bus, how many students are walkers?

2. I baked 13 loaves of bread for a party. Some were burnt, so I threw them away. I brought the remaining 8 loaves to the party. How many loaves of bread were burnt?