Eureka Math

1st Grade
Module 2
Lesson 23

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.
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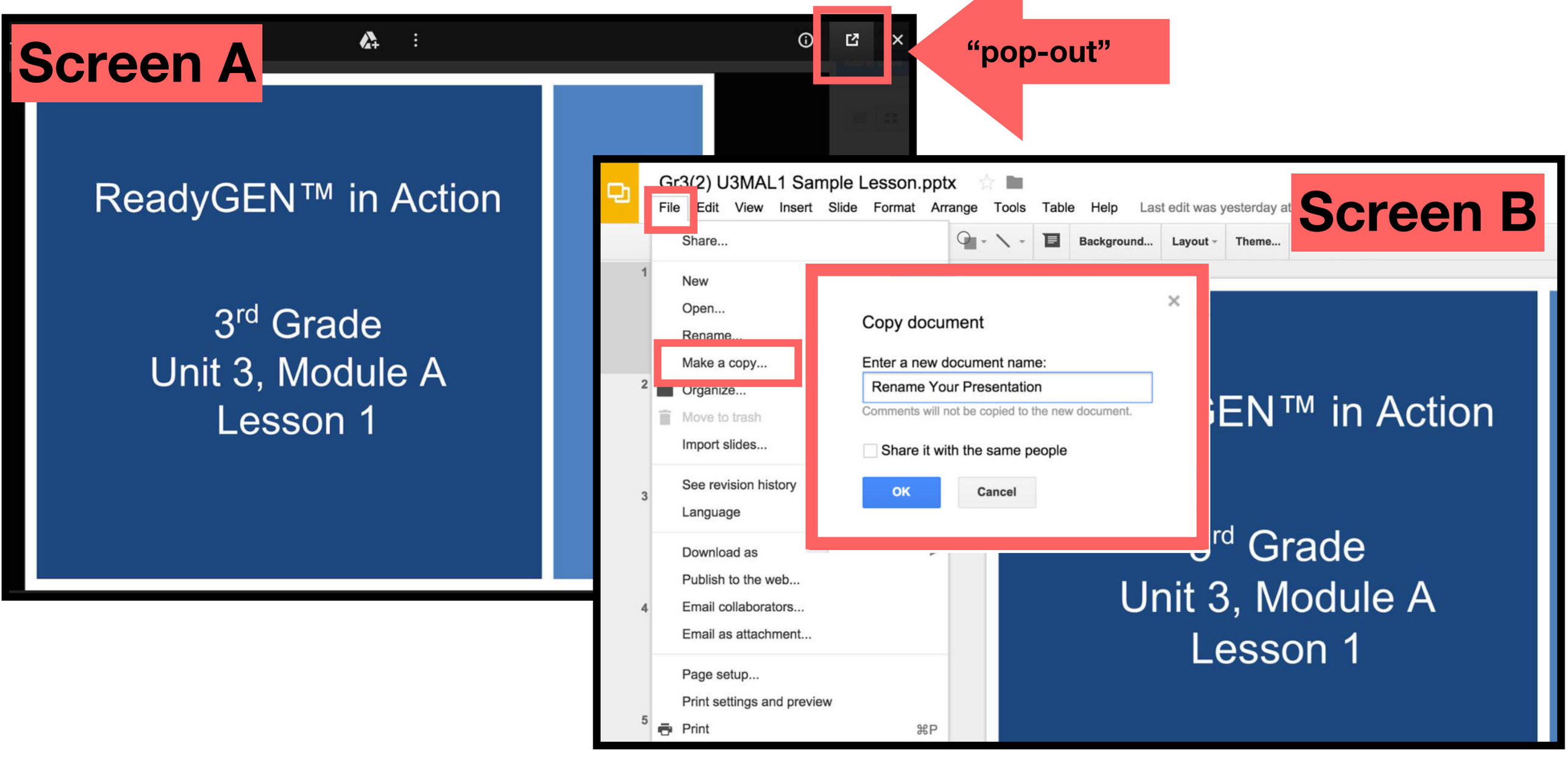
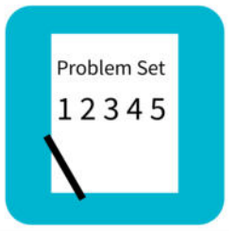


Icons

Read, Draw, Write

Learning Target

Personal White Board

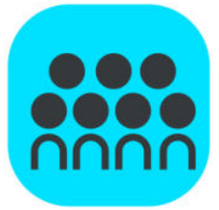


Problem Set

Manipulatives Needed

Fluency

Think Pair Share



Whole Class

Individual

Partner

Small Group

Small Group Time

Materials Needed

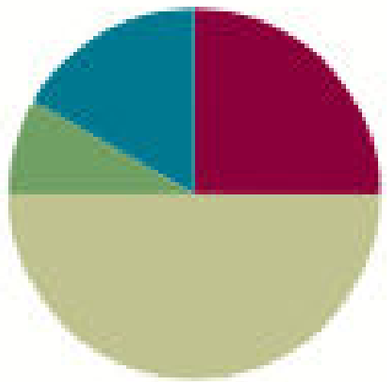
- (S) Missing Addend Within 10 Sprint

Lesson 23

Objective: Solve *add to with change unknown* problems, relating varied addition and subtraction strategies.

Suggested Lesson Structure

■	Fluency Practice	(15 minutes)
■	Application Problem	(5 minutes)
■	Concept Development	(30 minutes)
■	Student Debrief	(10 minutes)
	Total Time	**(60 minutes)**



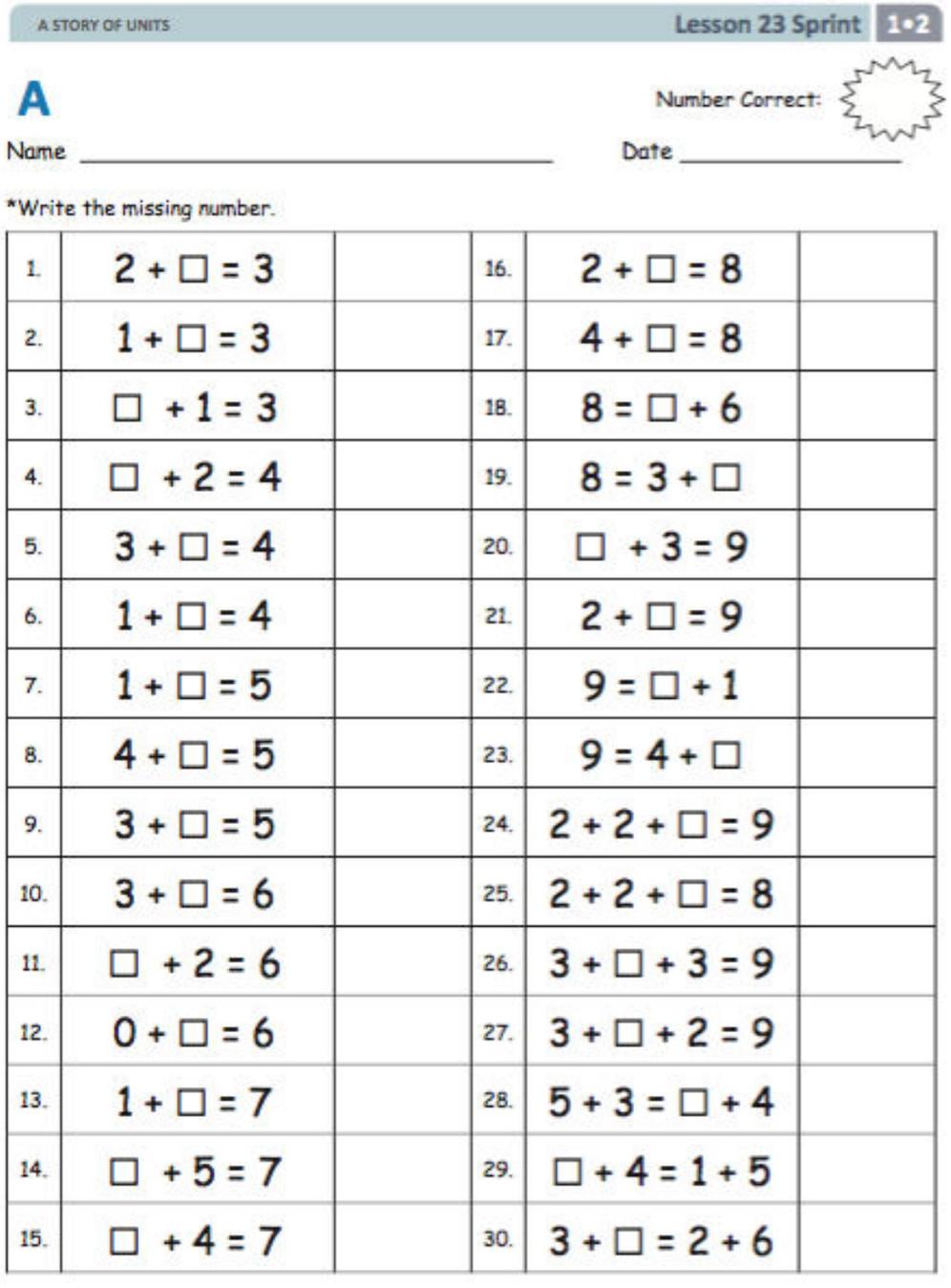
I can solve add to with change unknown problems, relating varied addition and subtraction strategies.

Subtraction with Partners

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

Sprint: Missing Addend Within 10

Now it's time for a sprint!



A STORY OF UNITS — Lesson 23 Sprint 1•2

A

Number Correct:

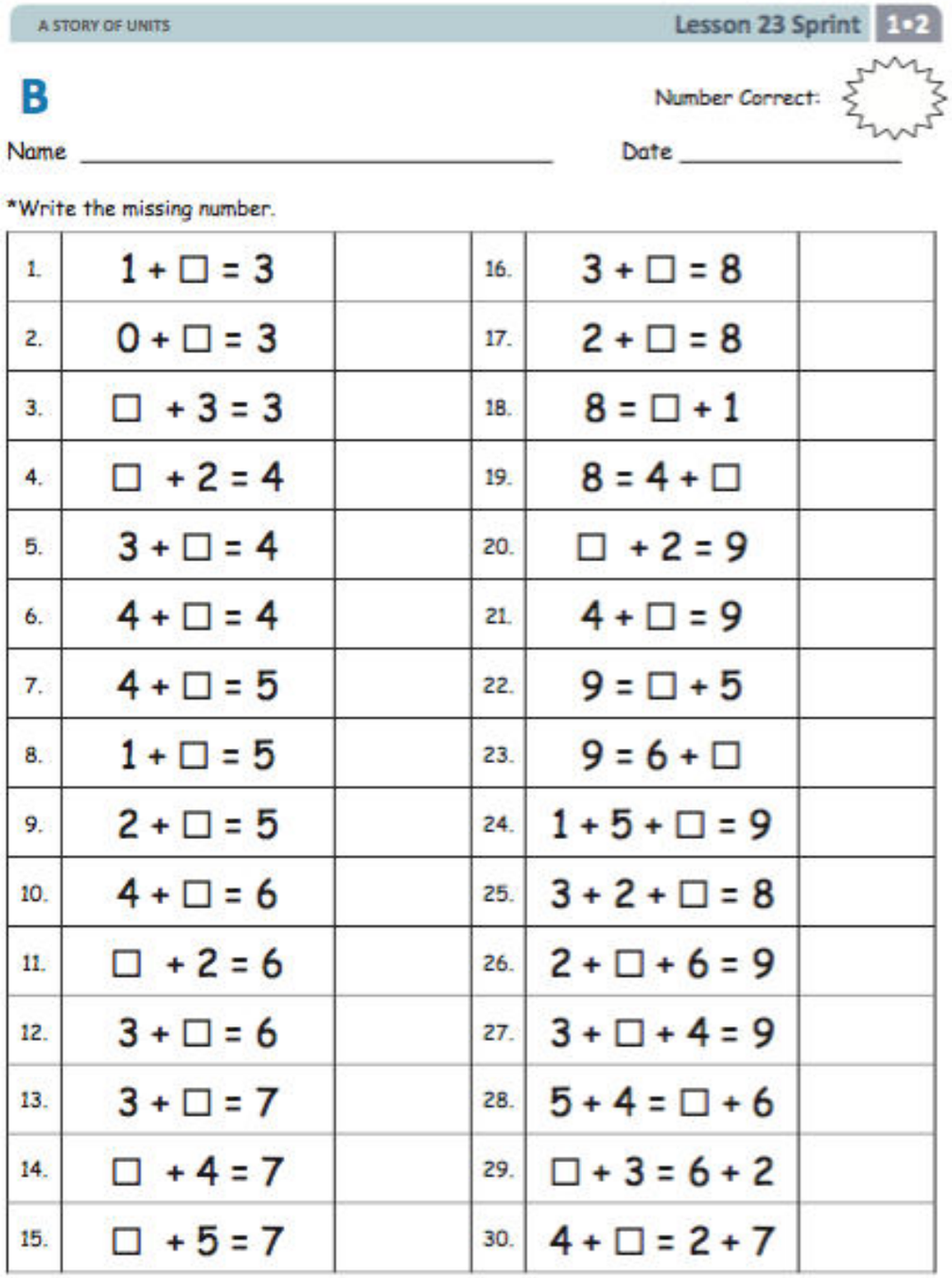
Name _____ Date _____

*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

Now it's time for a sprint!



A STORY OF UNITS — Lesson 23 Sprint 1•2

B

Number Correct:

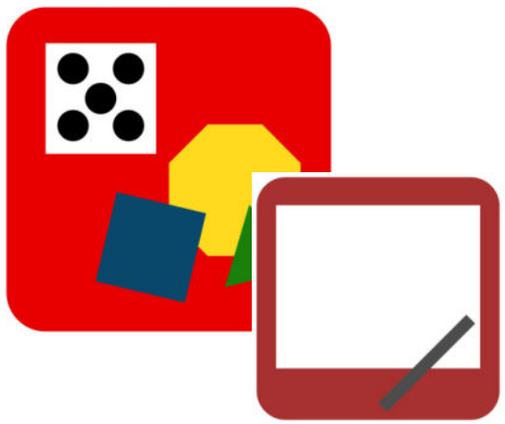
Name _____ Date _____

*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	

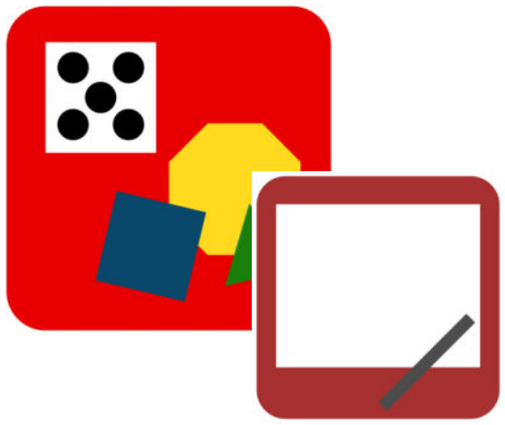
Application Problem

In the morning, there were 8 leaves on the floor under the ficus tree. During the day, more leaves fell on the floor. Now, there are 13 leaves on the floor. How many leaves fell during the day?



Concept Development

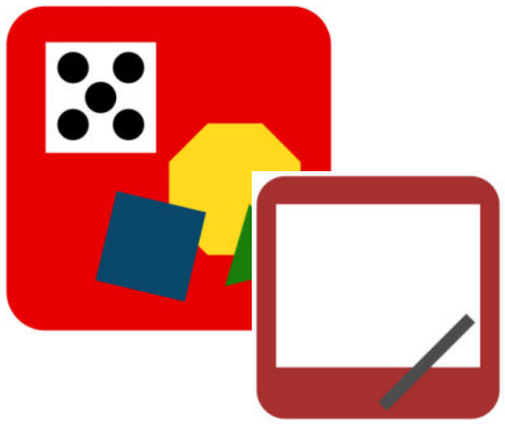
Before we share our Application Problem with a partner, let's walk through the Read and Draw parts of the Read, Draw, Write strategy. We call this RDW. What does RDW stand for?



Concept Development

What does RDW stand for?

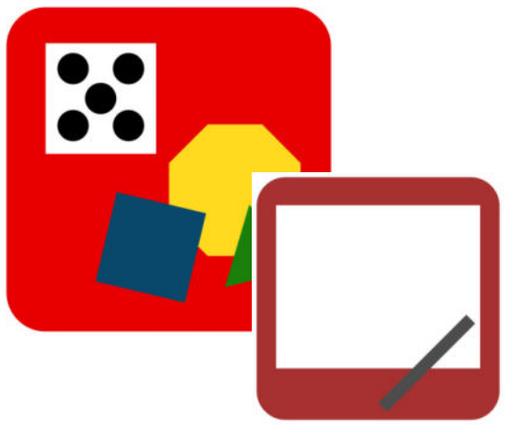
Did anyone hear someone say it stands for Read, Draw, and Write? That is correct!



Concept Development

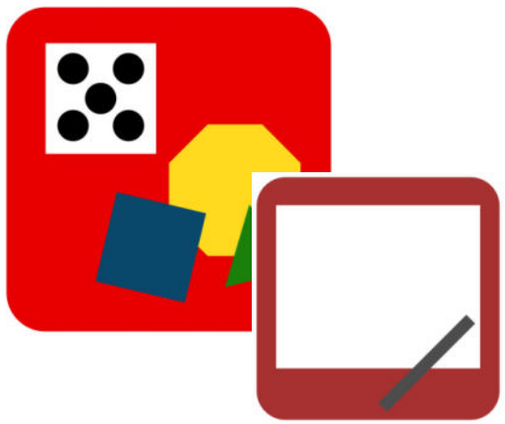
As I read the problem, find the part of your drawing that matches the story.

In the morning, there were 8 leaves on the floor.
Point to where your drawing shows these 8 leaves on the floor. Do these leaves have a label so you can find them easily?



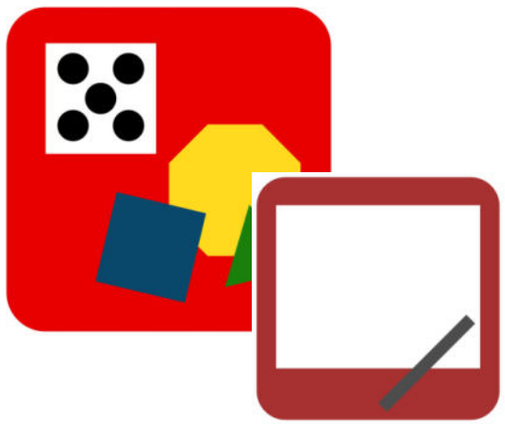
Concept Development

During the day, more leaves fell on the floor.
Touch the part of your drawing that shows these leaves. Label this part if you haven’t yet.



Concept Development

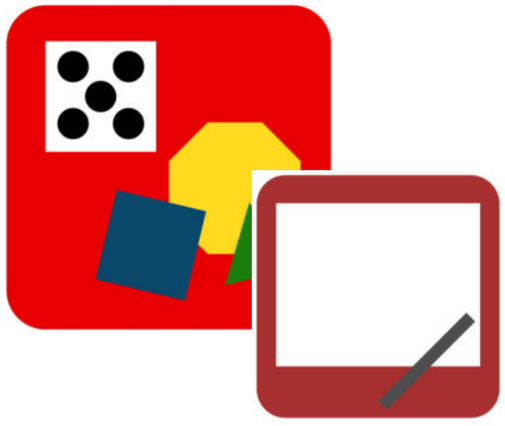
Now, there are 13 leaves on the floor. Can you find these leaves in your drawing? Is this a part of your leaves or is this the total number of leaves?



Concept Development

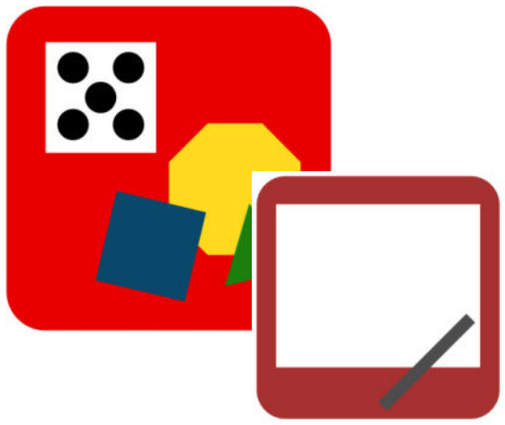
Now, there are 13 leaves on the floor. Can you find these leaves in your drawing? Is this a part of your leaves or is this the total number of leaves?

I heard someone say it's the total number of leaves.



Concept Development

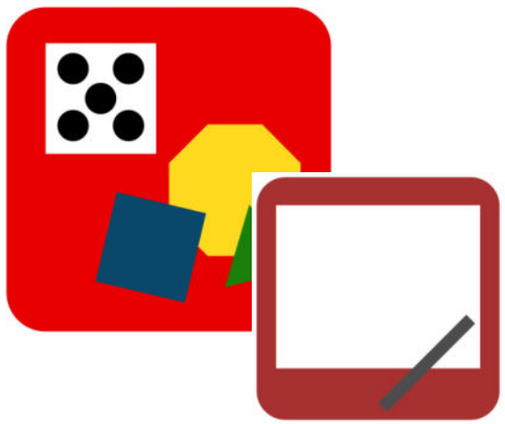
How many leaves fell during the day?



Concept Development

How many leaves fell during the day?

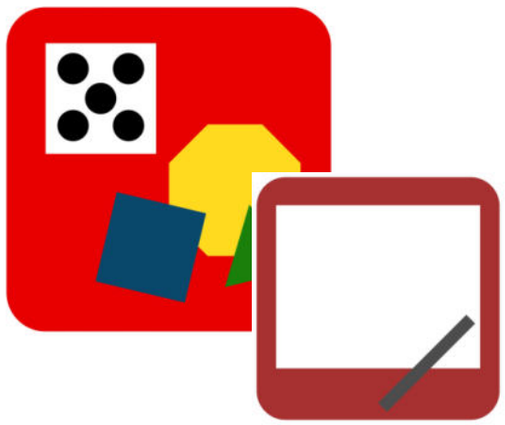
Did anyone hear someone say 5 leaves? That is correct!



Concept Development

In the morning, there were 8 leaves on the floor under the ficus tree. During the day, more leaves fell on the floor. Now, there are 13 leaves on the floor. How many leaves fell during the day?

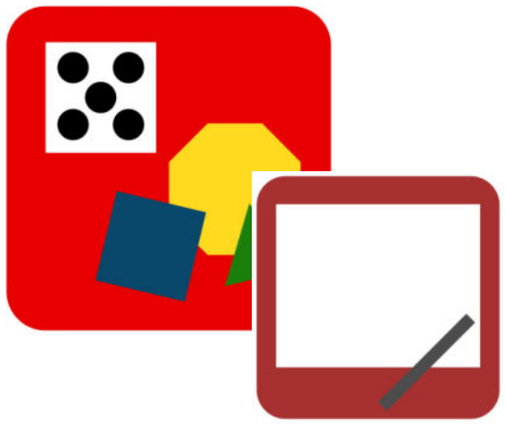
Talk with your partner. How does your drawing help you see the story situation?



Concept Development

In the morning, there were 8 leaves on the floor under the ficus tree. During the day, more leaves fell on the floor. Now, there are 13 leaves on the floor. How many leaves fell during the day?

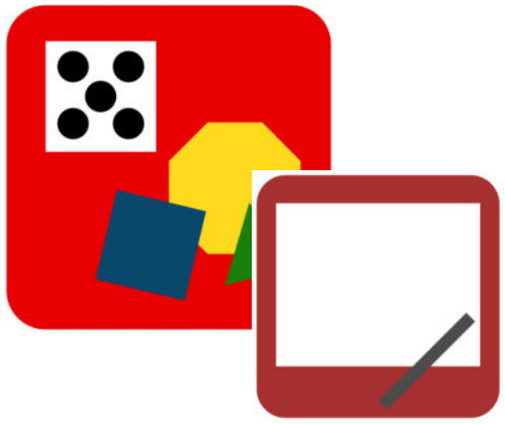
What was missing, a part or the total number of leaves?



Concept Development

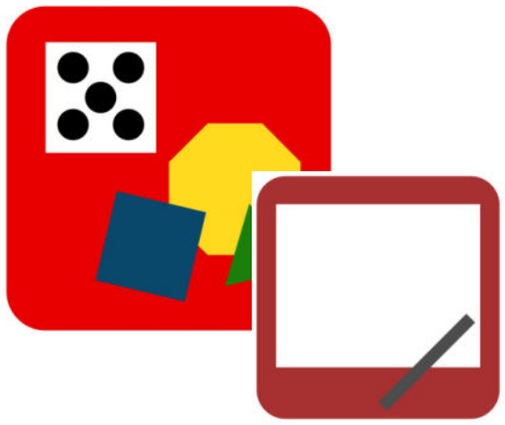
What was missing, a part or the total number of leaves?

I heard someone say a part of the leaves!



Concept Development

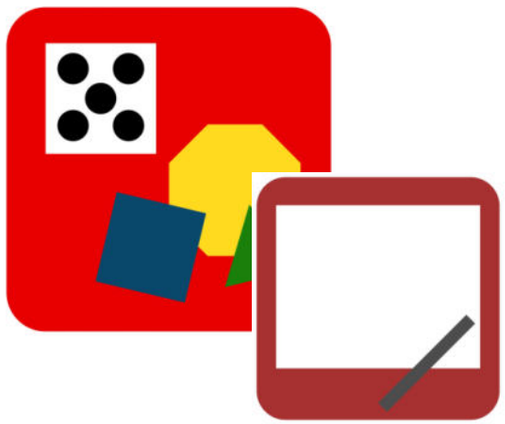
Now that we know we are missing a part, how could we solve this problem?



Concept Development

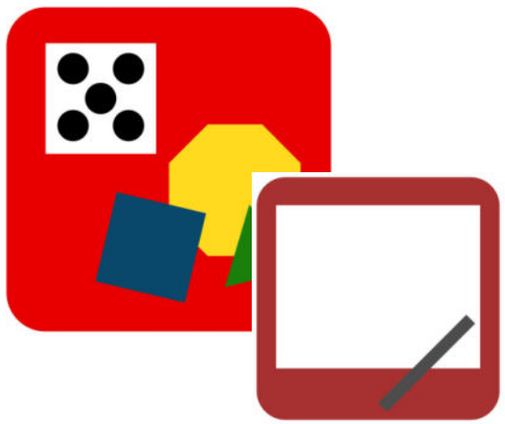
Now that we know we are missing a part, how could we solve this problem?

I like how I heard some of you say We can start at 8 and then count on until we get to 13. That would be 5. We can draw all 13 and then cover, or take away, 8. We would have 5 left. We can draw 13 as 10 and 3, so we can quickly cover the 8 without having to recount them. Then, it’s easy to see the 2 and 3 that are left. That’s 5.



Concept Development

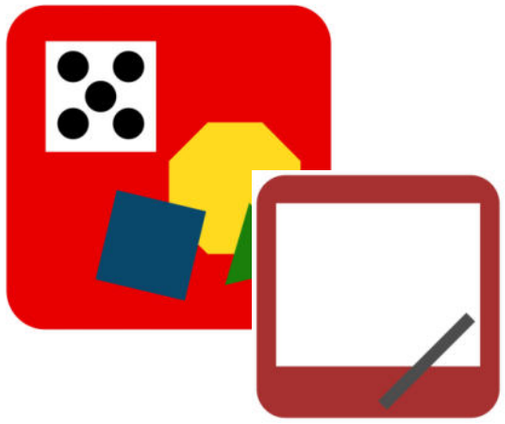
I saw many of you draw your 8 leaves first and use counting on. How can we use our friendly number 10 to count on in bigger amounts, instead of counting by ones?



Concept Development

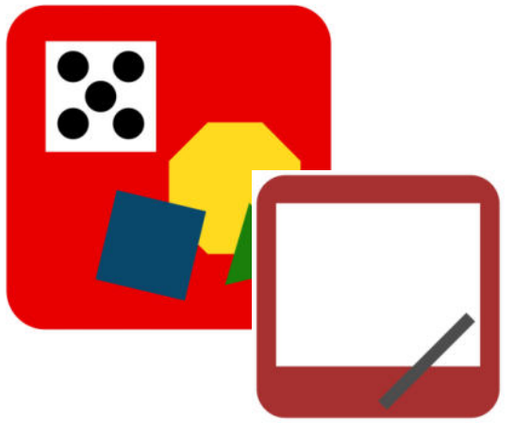
I saw many of you draw your 8 leaves first and use counting on. How can we use our friendly number 10 to count on in bigger amounts, instead of counting by ones?

Did you hear someone say that we can think about how many more we need to get to 10, and then add the rest all at once.



Concept Development

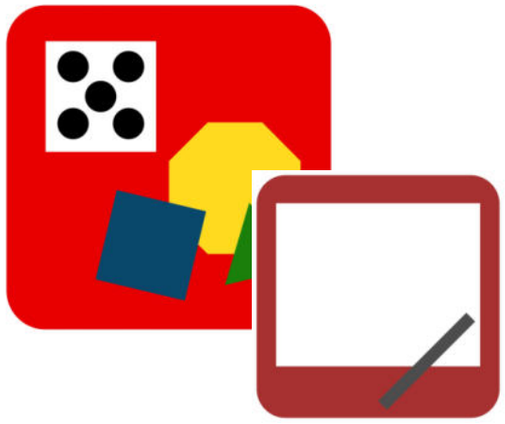
Let’s try that here. We have 8 leaves, so how many would we draw to get to 10 leaves?



Concept Development

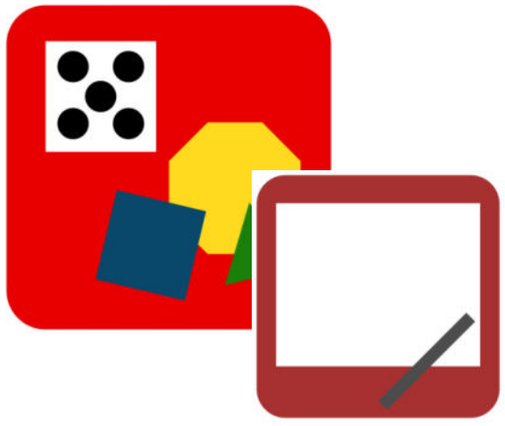
Let’s try that here. We have 8 leaves, so how many would we draw to get to 10 leaves?

That’s right! We would draw 2 more leaves.



Concept Development

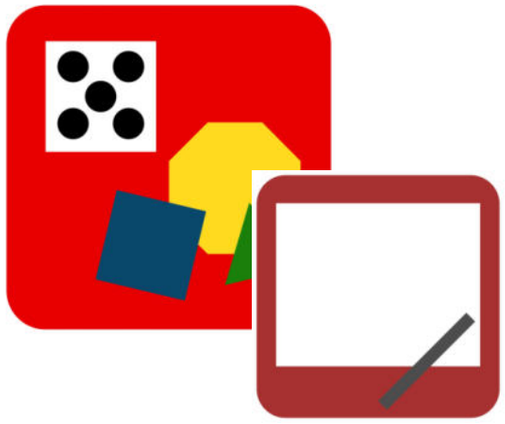
From 10 leaves, how many more to get to the total, 13 leaves?



Concept Development

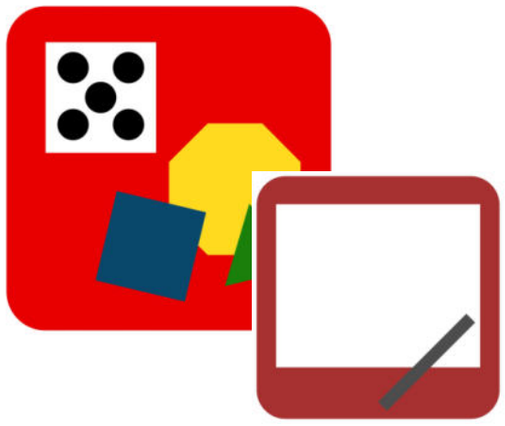
From 10 leaves, how many more to get to the total, 13 leaves?

Yes! There would be 3 leaves!



Concept Development

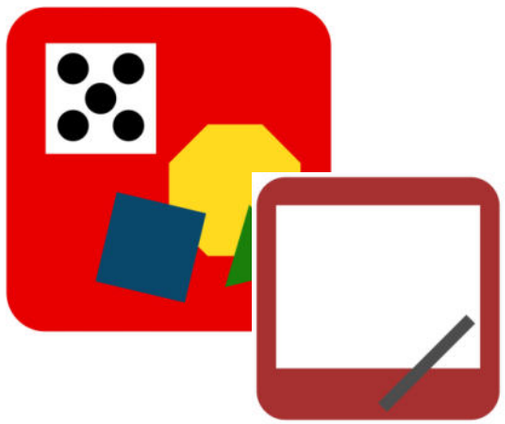
So, how many more leaves did we draw altogether?



Concept Development

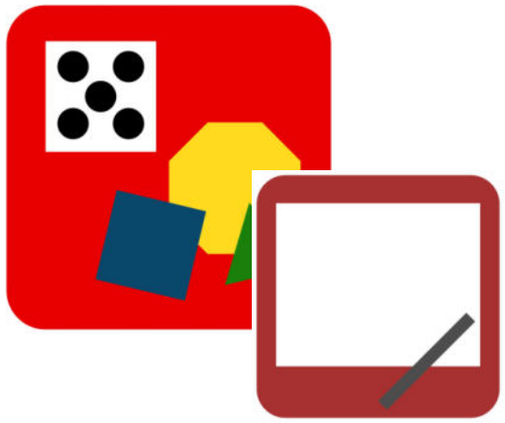
So, how many more leaves did we draw altogether?

I heard someone say 5 leaves!



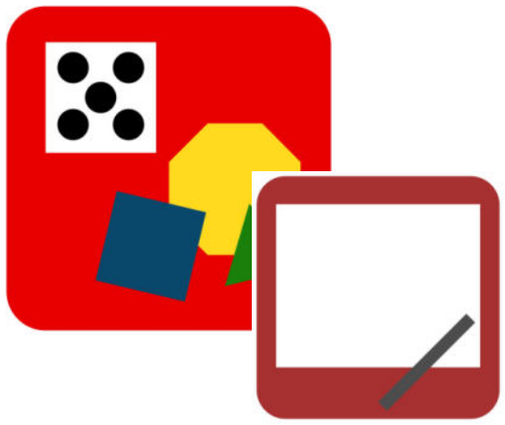
Concept Development

Now that it’s later in our Grade 1 year, we can go a little faster by jumping from 8 to 10 and then jumping to the total. Counting on in this way is a little faster.



Concept Development

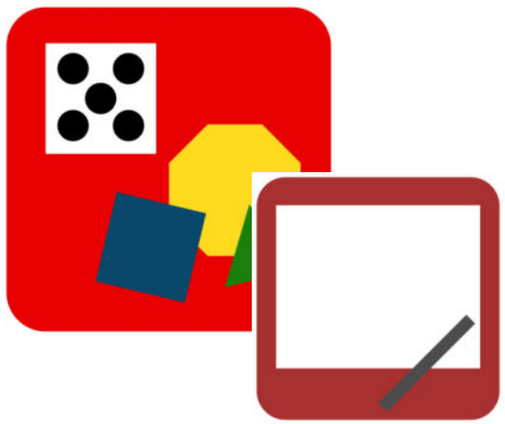
Once we solve the problem, we have to write our number sentence and our statement. Which number sentence best matches what happened in the story? Talk with your partner.



Concept Development

Which number sentence best matches what happened in the story?

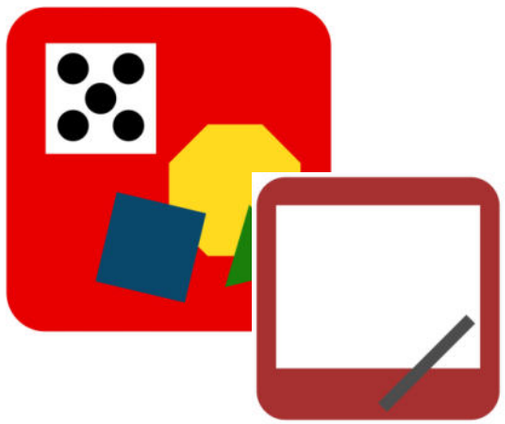
Did anyone hear someone say 8 + 5 = 13 matches the story best because there were 8 leaves in the morning, and then 5 leaves joined the pile. There were 13 leaves at the end of the story. The part we did not know was the 5.



Concept Development

8 + 5 = 13

Which number needs a rectangle around it to show it is our answer, or our solution?

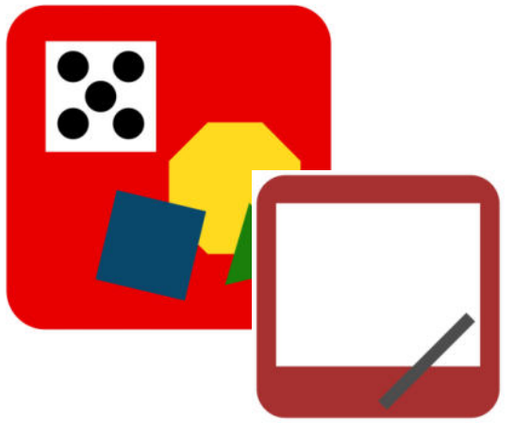


Concept Development

$8 + \boxed{5} = 13$

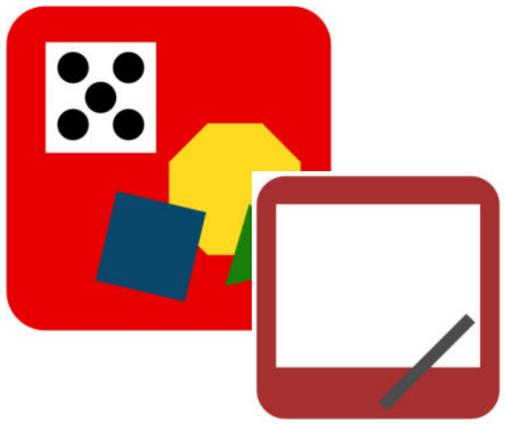
Which number needs a rectangle around it to show it is our answer, or our solution?

That’s right! The 5 needs a rectangle around it because it is the solution.



Concept Development

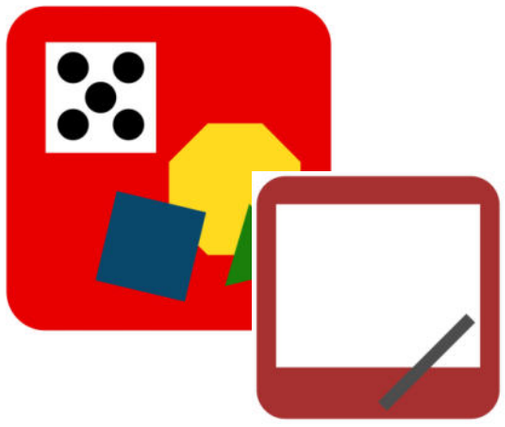
What is our statement, or our word sentence, that tells the answer to the question?



Concept Development

What is our statement, or our word sentence, that tells the answer to the question?

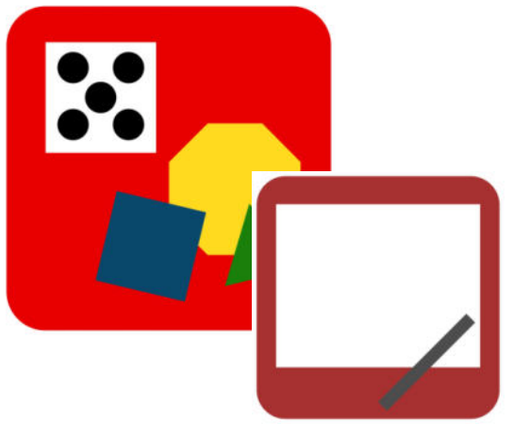
I heard someone say 5 leaves fell during the day.



Concept Development

Let’s try some more. Remember to think about which number sentence best matches the story.

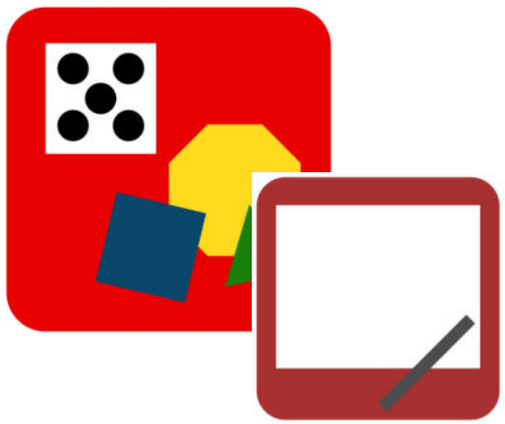
Eight children were playing on the playground. More children came out to join the 8 children. Now, there are 14 children on the playground. How many children came out to join them on the playground?



Concept Development

Let’s do another story problem!

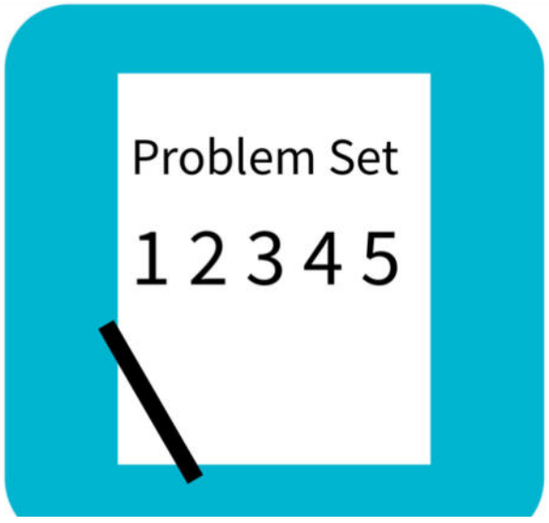
Some new baby ducks hatched at the farm. There were 5 ducks on the farm, and now there are 12 ducks. How many new baby ducks were hatched?



Concept Development

Let’s do one more story problem!

Thirteen cars are in the parking lot. Six were already there in the morning. The rest of the cars arrived after lunch. How many cars arrived after lunch?



Problem Set

Name _____ Date _____

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

1. Janet read 8 books during the week. She read some more books on the weekend. She read 12 books total. How many books did Janet read on the weekend?

2. Eric scored 13 goals this season! He scored 5 goals before the playoffs. How many goals did Eric score during the playoffs?

A STORY OF UNITS Lesson 23 Problem Set 1•2

3. There were 8 ladybugs on a branch. Some more came. Then, there were 15 ladybugs on the branch. How many ladybugs came?

4. Marco's friend gave him some baseball cards at school. If he was already given 9 baseball cards by his family, and he now has 19 cards in all, how many baseball cards did he get in school?

Meet with a partner and share your drawings and sentences. Talk with your partner about how your drawing matches the story.

Debrief

- Compare the way you solved Problems 1 and 2. How are the strategies you used the same or different?

Debrief

- What do all of the story problems in the Problem Set have in common?

Debrief

- Look at Problem 3. How did you use counting on? What did you do? How did that help you solve?

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.

Shanika ate 7 mini-pretzels in the morning. She ate the rest of her mini-pretzels in the afternoon. She ate 13 mini-pretzels altogether that day. How many mini-pretzels did Shanika eat in the afternoon?