Eureka Math

1st Grade
Module 2
Lesson 26

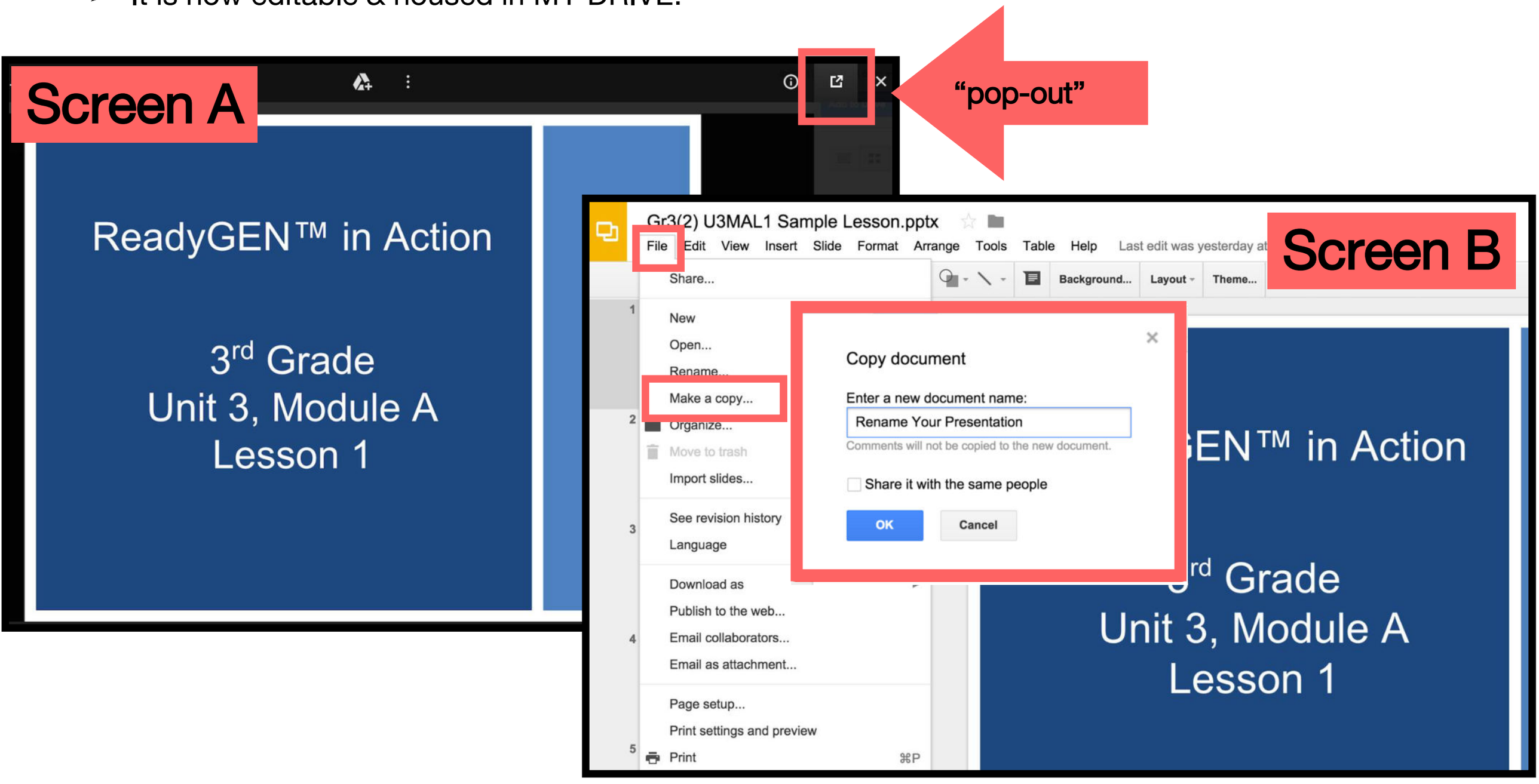
At the request of elementary teachers, a team of Bethel & Sumner educators met as a committee to create Eureka slideshow presentations. These presentations are not meant as a script, nor are they required to be used. Please customize as needed. Thank you to the many educators who contributed to this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

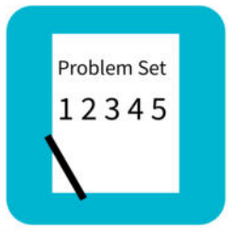


Icons

Read, Draw, Write

Learning Target

Personal White Board



Problem Set

Manipulatives Needed

Fluency

Think Pair Share

Whole Class

Individual

Partner

Small Group

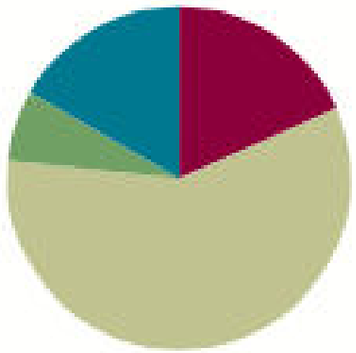
Small Group Time

Lesson 26

Objective: Identify 1 ten as a unit by renaming representations of 10.

Suggested Lesson Structure

Fluency Practice	(11 minutes)
Application Problem	(4 minutes)
Concept Development	(35 minutes)
Student Debrief	(10 minutes)
Total Time	**(60 minutes)**



Materials Needed

Teacher

- 20 Bead Rekenrek, Rekenrek bracelet stretched int a straight line (from M1L8), 5-group cards (L1 fluency template), Hide Zero cards (L18 template 1), 9 beads (separated from pipe cleaner), grouping 10 images (template)

Student

- Personal white board

I can identify 1 ten as a unit when using a Rekenrek, a ten-frame, 5-groups or my fingers.

Addition with Partners

You will need your personal whiteboard and you will be working with a partner.

Take turns giving each other a number from 1-10. Write number sentences with 9, 8, and 7 as the other addend **and** solve them.

Example:
Partner A:Your number is 5.

Partner B: (writes) 9 + 5 = 14, 8 + 5 = 13, 7+ 5 = 12

Happy Counting By Fives

Let’s play Happy Counting! We’re going to count from 0 to 40 and back the Say Ten way and then the regular way.

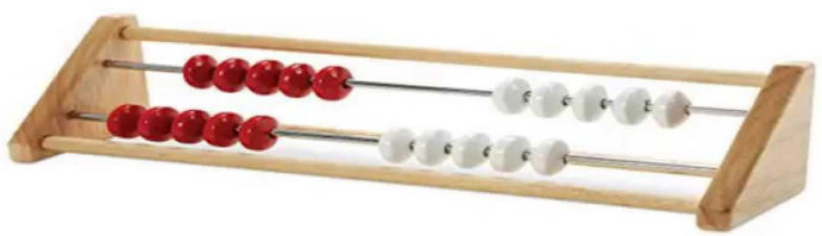
When I hold my hand like this (point thumb and motion up), I want you to count **up**.

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.

10 More/10 Less

We’re going to use our 20-bead Rekenrek to talk about 10 more and 10 less.



Application Problem

Ruben has 18 toy cars.

His car carrier holds 10 toy cars.

If Ruben’s carrier is full, how many cars are in the carrier, and how many cars are outside of the carrier?

Concept Development

Take a look at some of the different math tools we have used this year.

Can you name each of these models?

Concept Development

Take a look at some of the different math tools we have used this year.

Can you name each of these models?

Talk with a partner. What do these models have in common?

Concept Development

Take a look at some of the different math tools we have used this year.

Can you name each of these models?

Talk with a partner. What do these models have in common?

Yes, they all show 10!

Concept Development

We have another math tool that we carry around with us everywhere we go.

Show me the math tools you carry everywhere!

Concept Development

We have another math tool that we carry around with us everywhere we go.

Show me the math tools you carry everywhere!

Concept Development

We have another math tool that we carry around with us everywhere we go.

Show me the math tools you carry everywhere!

These fingers can help us with our math in so many ways. How many fingers do we carry around with us?

Concept Development

Here is one of our Rekenrek bracelets.

We could carry beads to use for counting, but instead we have a bracelet.

Why do we like using the bracelet?

Concept Development

I heard a lot of good answers.

Did anyone say that it’s faster to count 10 beads together than it is to count 10 loose beads?

Concept Development

I heard a lot of good answers.

Did anyone say that it's faster to count 10 beads together than it is to count 10 loose beads?

When I pick up one bracelet, I know that I have 10 beads altogether.

I can call this 1 group of_____.

Concept Development

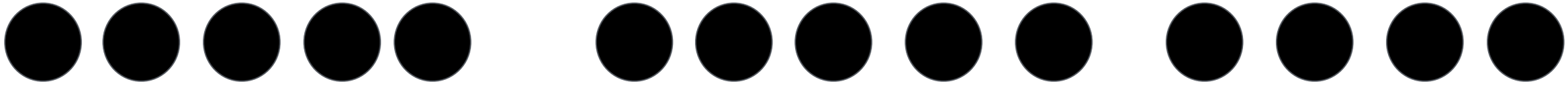
I heard lots of good answers.

Did anyone say that it's faster to count 10 beads together than it is to count 10 loose beads?

When I pick up one bracelet, I know that I have 10 beads altogether.

I can call this 1 group of **ten**.

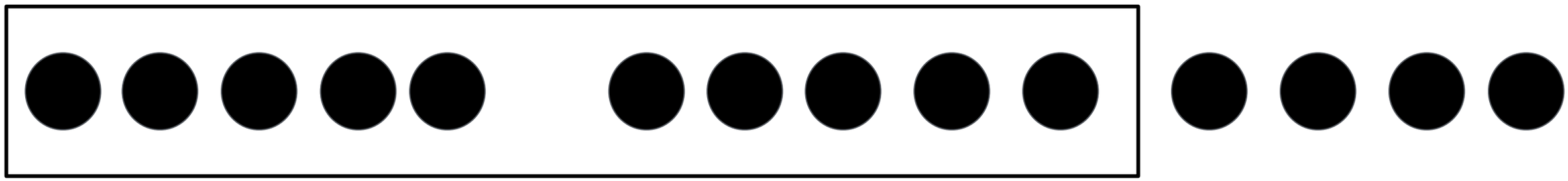
Concept Development



Can you count the dots?

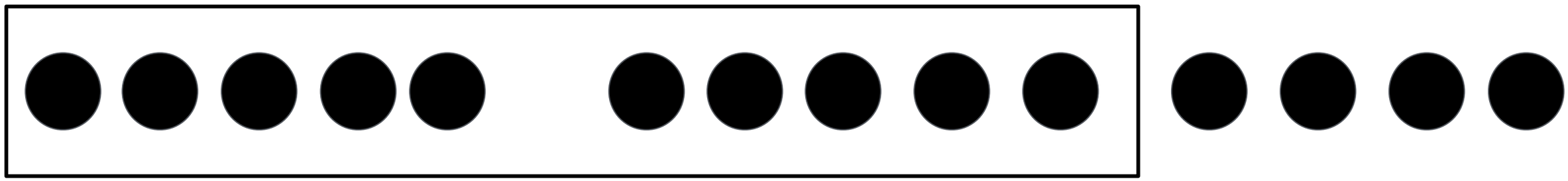
What would make it easier?

Concept Development



Can you count the dots now? How many?

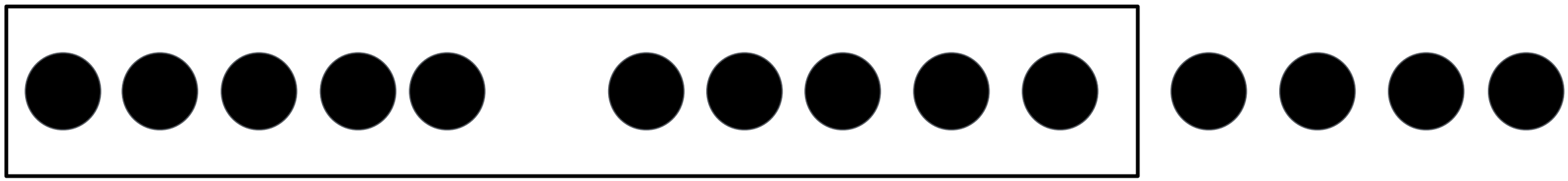
Concept Development



Yes, 14!

Why do we frame the 10 circles?

Concept Development



We can call this 1 ten, just like we called our Rekenrek bracelet 1 ten.

Concept Development

Let’s see if we can make 1 ten with our fingers.

First, show me all 10 of your fingers.

Concept Development

Let’s see if we can make 1 ten with our fingers.

First, show me all 10 of your fingers.

Count with me.

When we say 10, let’s put our hands together.

Concept Development

With our hands bundled like this, we have taken our 10 fingers and put them together to show 1 set of ten, or 1 ten.

Concept Development

Let’s make 12 with our fingers, including pretend fingers now.

Put out all of your fingers. How many pretend ones can you see to make 12?

Concept Development

Yes, 2!

Let’s bundle the 10 fingers on our hands.

Count with me - 1, 2, 3, 4, 5, 6, 7, 8, 9, 10.

Bundle those fingers. We have 1 ten. How many more imaginary fingers do we need to make 12?

Concept Development

Yes, 2!

Let’s bundle the 10 fingers on our hands.

Count with me - 1, 2, 3, 4, 5, 6, 7, 8, 9, 10.

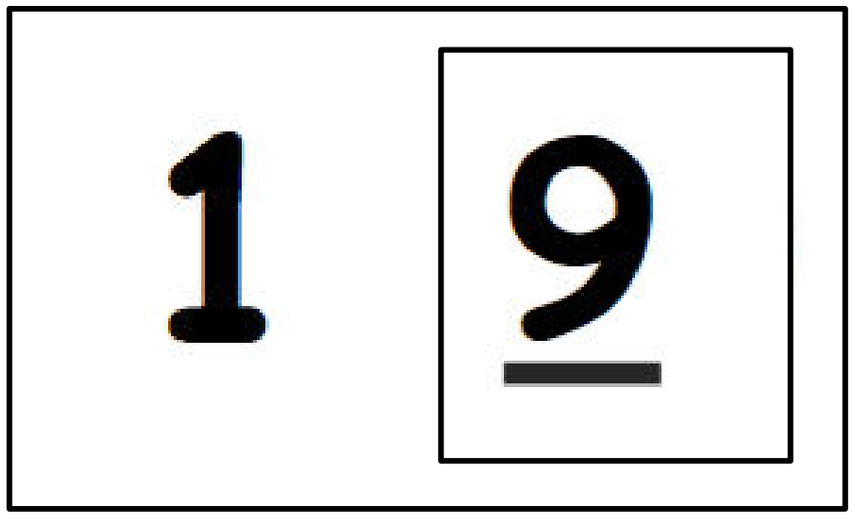
Bundle those fingers. We have 1 ten. How many more imaginary fingers do we need to make 12?

Yes, two more fingers!

Concept Development

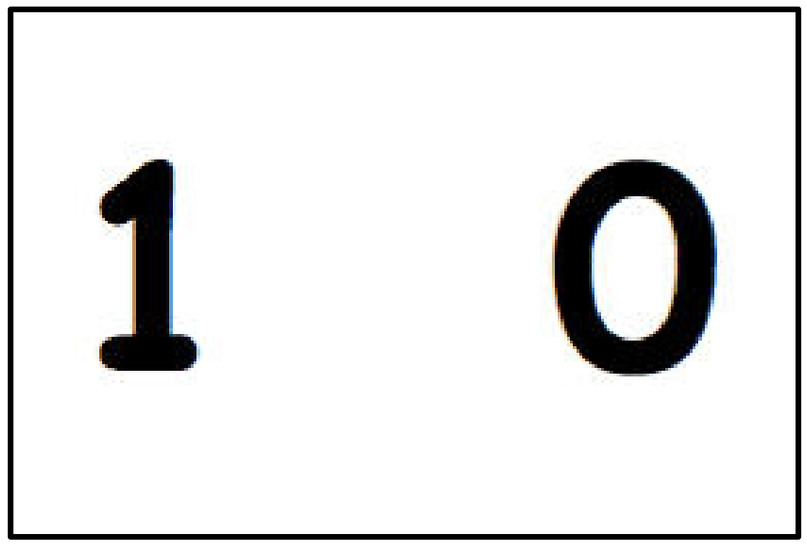
Let’s do this with a partner.

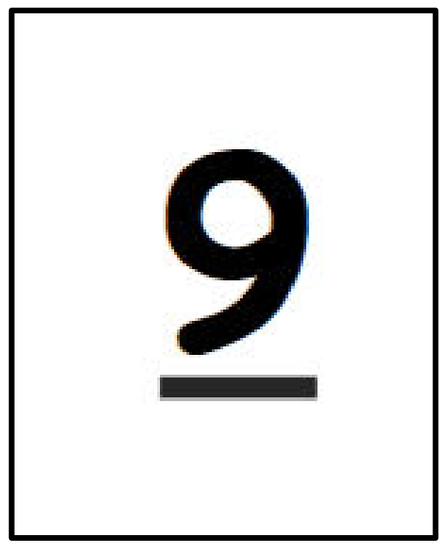
Use your fingers to show this number.



Concept Development

Right! Now you are showing 10 fingers and 9 fingers.





Concept Development

If you are showing 10 fingers, bundle them together to make 1 ten.

1 0 9

Concept Development

If you are showing 10 fingers, bundle them together to make 1 ten.

Do you still have 19 fingers?

1 0 9

Concept Development

How many tens do you have?

How many extra ones do you have out?

We call these 9 ones, since they are all apart and we can count them one by one.

1 0 9

Concept Development

So, our 10 fingers and our 9 fingers become how many tens and how many ones?

1 0 9

Concept Development

What number?

1 9

Concept Development

Let’s try it again with different numbers!

Concept Development

Let’s look at our Rekenrek bracelet and some extra beads.

How many beads are here?

How did you know that so quickly

Concept Development

Let’s look at our Rekenrek bracelet and some extra beads.

How many beads are here?

How did you know that so quickly?

How many tens do I have? How many ones?

Concept Development

Here’s another way to show that number.

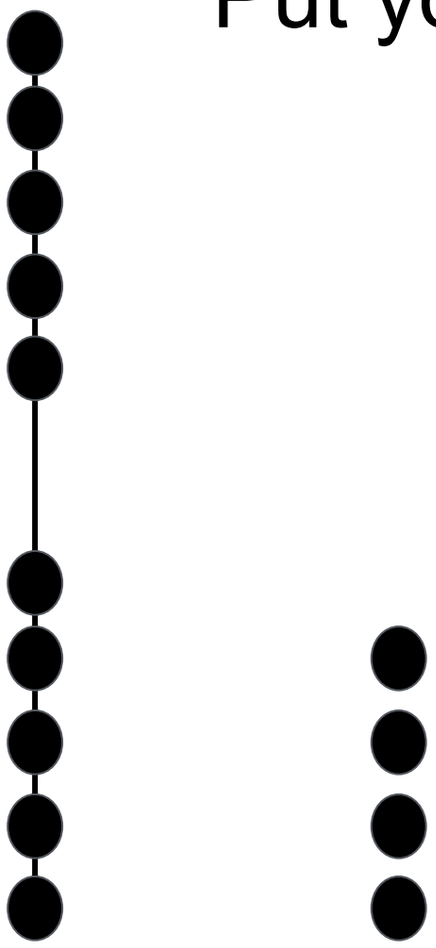
We can call this a 5-group column. Can you pick out the ten from the ones?

Draw 14 in 5-group columns like mine.

Concept Development

Put your finger on your 1 ten.

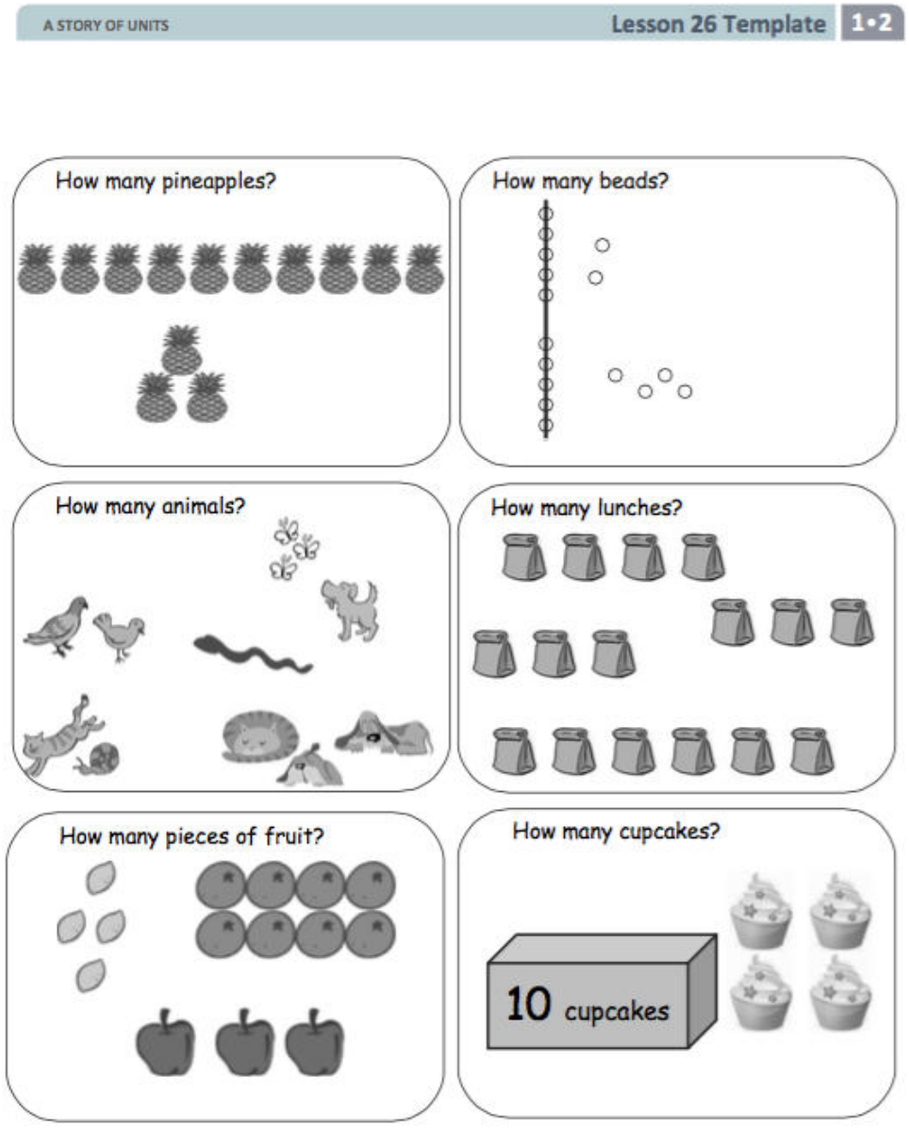
Put your finger on your 4 ones.



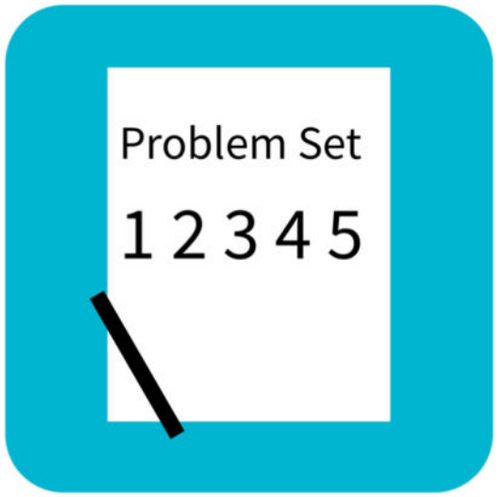
Concept Development

I’m going to show you some pictures.

Draw 5-group columns for each picture and tell how many there are altogether.



grouping ten images

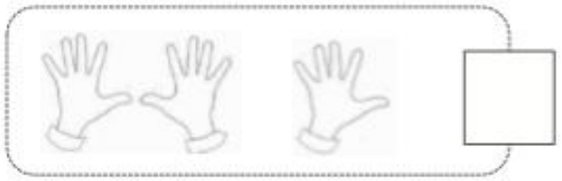


Problem Set

Name _____ Date _____

Circle **ten**. Write the number. How many **tens** and **ones**?

1.



is the same as

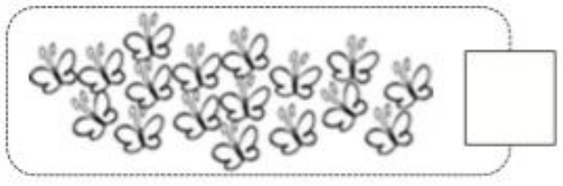
____ ten and ____ ones.

2.

is the same as

____ ten and ____ ones.

3.



is the same as

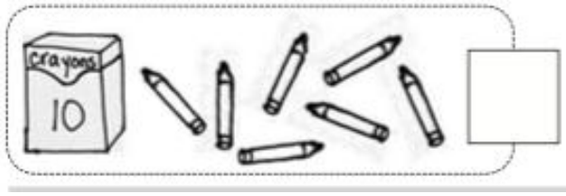
____ ones and ____ ten.

4.

is the same as

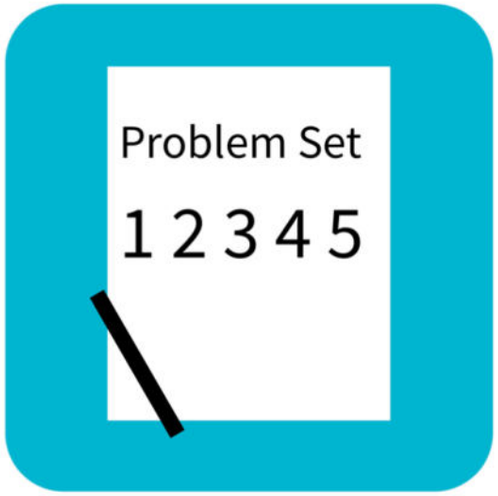
____ ten and ____ ones.

5.



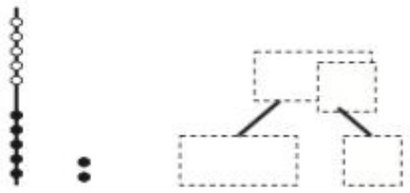
is the same as

____ ten and ____ ones.



Problem Set

Show the total and tens and ones with Hide Zero cards.
Write how many **tens** and **ones**.

6.  is the same as

____ ten and ____ ones.

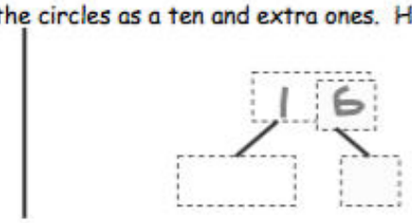
7.  is the same as

____ ten and ____ ones.

8.  is the same as

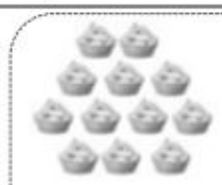
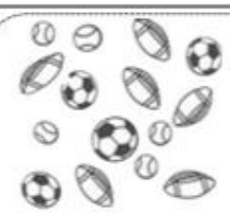
____ ones and ____ ten.

Draw the circles as a ten and extra ones. How many **tens** and **ones**?

9. 

is the same as

____ ten and ____ ones.

10.  

____ ten and ____ ones

____ ten and ____ ones

Debrief

Check your work by comparing answers with your partner.

Debrief

Look at Problems 1-5.

Which were you able to answer most quickly? Why?

Debrief

The cards we used today are called Hide Zero cards.

Why do you think they have that name? Explain how they work.

Look at Problems 6 and 7. What is the same about them? What is different?

Debrief

Talk with a partner.

How do you know 9 ones and 1 ten is the same as 1 ten and 9 ones?

How is this like other addition rules we have learned?

Debrief

How are these different?

How are they the same?

How can the 5-group column help us see the ten better than with the 5-group row?

Debrief

Today, we talked about 1 ten.

How is 1 ten the same as having 10 ones? How is it different?

How did the Application Problem connect to today's lesson?

Debrief

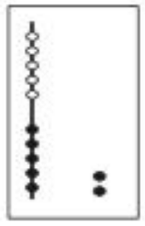
Turn to your partner and share what you learned in today's lesson.

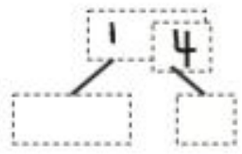
What did you get really good at today?

Exit Ticket

Name _____ Date _____

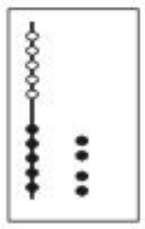
Match the pictures of tens and ones to the Hide Zero cards. How many tens and ones?

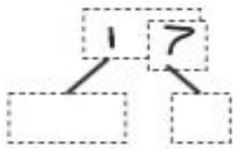




is the same as

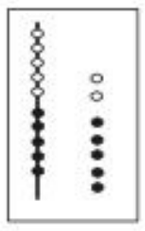
____ ten and ____ ones.

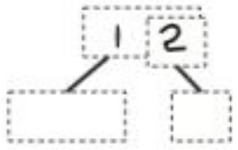




is the same as

____ ten and ____ ones.





is the same as

____ ten and ____ ones.