

# Eureka Math

## 1st Grade Module 2 Lesson 28

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.



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## Reflecting your Teaching Style and Learning Needs of Your Students

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- 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



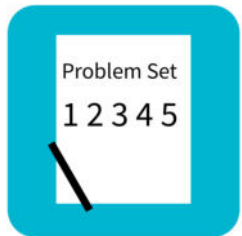
Read, Draw, Write



Learning Target



Personal White Board



Problem Set



Manipulatives Needed



Fluency



Think Pair Share



Whole Class



Individual



Partner



Small Group



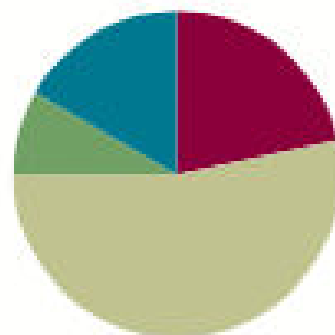
Small Group Time

## Lesson 28

**Objective:** Solve addition problems using ten as a unit, and write two-step solutions.

### Suggested Lesson Structure

■ Fluency Practice	(13 minutes)
■ Application Problem	(5 minutes)
■ Concept Development	(32 minutes)
■ Student Debrief	(10 minutes)
<b>Total Time</b>	<b>(60 minutes)</b>



# Materials Needed

## Teacher

- Hide Zero cards (L18)

## Student

- Personal white board



I can solve addition problems using ten as a unit.

I can write two-step solutions.



# Magic Counting Sticks

You will be working with partners. I'm going to show you a number with Hide Zero cards.

Partner A, show the ones with your Magic Counting Sticks.

Partner B, show the tens with your Magic Counting Sticks.

We will switch roles after each number.



# Magic Counting Sticks

Let's try it!



How many tens are in 13? How many ones?





# Magic Counting Sticks

Let's try it!



How many tens are in 13? How many ones?

If I wanted to add 2, which partner could do it?



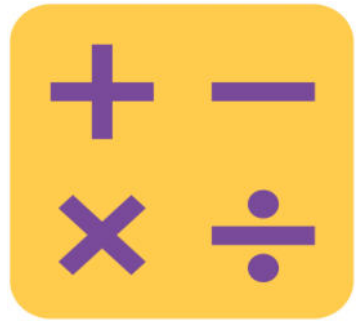
# Magic Counting Sticks

Let's try it!



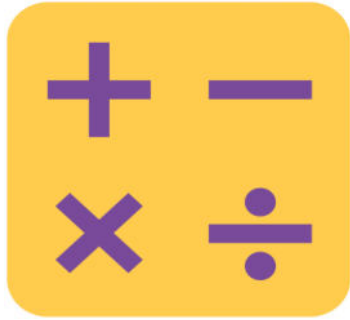
Yes, Partner A.

Add 2 to 13. What number do you see?



# Magic Counting Sticks

Switch roles and let's do another.



# Let's do a Sprint!

A STORY OF UNITS		Lesson 28 Sprint		1•2	
<b>A</b>		Number Correct:			
Name _____		Date _____			
*Write the missing number.					
1.	$10 + 2 = \square$		16.	$12 + 3 = \square$	
2.	$2 + 1 = \square$		17.	$13 + 3 = \square$	
3.	$10 + 3 = \square$		18.	$14 + 3 = \square$	
4.	$4 + 10 = \square$		19.	$13 + 5 = \square$	
5.	$4 + 2 = \square$		20.	$14 + 5 = \square$	
6.	$6 + 10 = \square$		21.	$15 + 5 = \square$	
7.	$10 + 3 = \square$		22.	$4 + 14 = \square$	
8.	$3 + 3 = \square$		23.	$4 + 15 = \square$	
9.	$10 + 6 = \square$		24.	$12 + \square = 14$	
10.	$2 + 1 = \square$		25.	$12 + \square = 15$	
11.	$12 + 1 = \square$		26.	$12 + \square = 16$	
12.	$2 + 2 = \square$		27.	$\square + 4 = 16$	
13.	$12 + 2 = \square$		28.	$5 + \square = 16$	
14.	$3 + 3 = \square$		29.	$5 + \square = 26$	
15.	$13 + 3 = \square$		30.	$4 + \square = 36$	



# Let's do a Sprint!

A STORY OF UNITS

Lesson 28 Sprint 1•2

**B**

Number Correct:



Name \_\_\_\_\_

Date \_\_\_\_\_

\*Write the missing number.

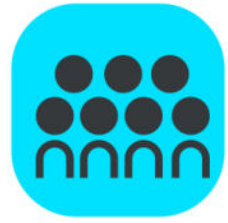
1.	$10 + 1 = \square$		16.	$12 + 2 = \square$	
2.	$1 + 1 = \square$		17.	$13 + 2 = \square$	
3.	$10 + 2 = \square$		18.	$14 + 2 = \square$	
4.	$3 + 10 = \square$		19.	$13 + 4 = \square$	
5.	$3 + 2 = \square$		20.	$14 + 4 = \square$	
6.	$5 + 10 = \square$		21.	$15 + 4 = \square$	
7.	$10 + 2 = \square$		22.	$5 + 14 = \square$	
8.	$2 + 2 = \square$		23.	$5 + 15 = \square$	
9.	$10 + 4 = \square$		24.	$11 + \square = 12$	
10.	$2 + 1 = \square$		25.	$11 + \square = 13$	
11.	$12 + 1 = \square$		26.	$11 + \square = 14$	
12.	$1 + 1 = \square$		27.	$\square + 3 = 14$	
13.	$11 + 1 = \square$		28.	$6 + \square = 19$	
14.	$3 + 2 = \square$		29.	$6 + \square = 29$	
15.	$13 + 2 = \square$		30.	$5 + \square = 39$	

# Application Problem

A green rounded square containing the white text "RDW".

Ruben has 7 blue cars and 6 red cars.

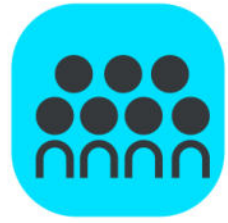
If Ruben puts all of the blue cars in his car carrier that carries 10 cars, how many red cars will fit in the carrier, and how many will be left out of the carrier?



# Concept Development

Let's sit together.

You will need your partner.



# Concept Development

$$8 + 4$$

Solve this problem with a partner.



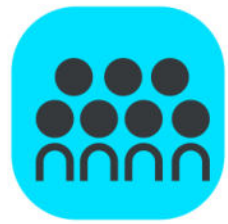


# Concept Development

$$8 + 4$$

Solve this problem with a partner.

What is  $8 + 4$ ?



# Concept Development

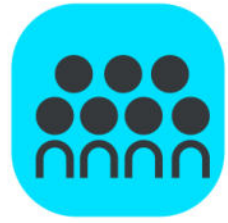
$$8 + 4 = 12$$

Solve this problem with a partner.

What is  $8 + 4$ ?

Yes, 12! In the number 12, do we have any tens?

How many?



# Concept Development

$$8 + 4 = 12$$

Along with 1 ten, do we have any extra ones?

How many?



# Concept Development

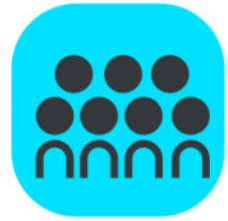
$$8 + 4 = 12$$

How many tens in the number 8?

How many tens in the number 4?

What!!!

Then how did we make a number with 1 ten and 2 ones? Talk to your partner.



# Concept Development

$$8 + 4 = 12$$

How did we add 8 and 4 to make 12, which has 1 ten and 2 ones?

Talk to your partner. I'll write down your explanations as number sentences and then we'll share ideas.

Problem Set

1 2 3 4 5

# Problem Set



A STORY OF UNITS

Lesson 28 Problem Set 1•2

Name \_\_\_\_\_

Date \_\_\_\_\_

Solve the problems. Show your solution in two steps:

Step 1: Write one number sentence to make ten.

Step 2: Write one number sentence to add to ten.

$$\begin{array}{l} 9 + 4 = \boxed{1} \boxed{3} \\ \underline{9 + 1 = 10} \\ 10 + 3 = 13 \end{array}$$

1.  $9 + 5 = \boxed{\phantom{00}}$

$$\underline{\phantom{00}} + \underline{\phantom{00}} = \underline{\phantom{00}}$$

$$\underline{\phantom{00}} + \underline{\phantom{00}} = \underline{\phantom{00}}$$

2.  $8 + 6 = \boxed{\phantom{00}}$

$$\underline{\phantom{00}} + \underline{\phantom{00}} = \underline{\phantom{00}}$$

$$\underline{\phantom{00}} + \underline{\phantom{00}} = \underline{\phantom{00}}$$

Solve. Then, write a statement to show your answer.

3. Su-Hean put together a collage with 9 pictures. Adele put together another collage with 6 pictures. How many pictures did they use?

$$\boxed{9 + 6 = \underline{\phantom{00}}}$$

$$\underline{\phantom{00}} + \underline{\phantom{00}} = \underline{\phantom{00}}$$

$$\underline{\phantom{00}} + \underline{\phantom{00}} = \underline{\phantom{00}}$$

4. Imran has 8 crayons in his pencil case and 7 crayons in his desk. How many crayons does Imran have altogether?

$$\underline{\phantom{00}} + \underline{\phantom{00}} = \underline{\phantom{00}}$$

$$\underline{\phantom{00}} + \underline{\phantom{00}} = \underline{\phantom{00}}$$

Problem Set

1 2 3 4 5

# Problem Set



A STORY OF UNITS

Lesson 28 Problem Set 1•2

5. At the park, there were 4 ducks swimming in the pond. If there were 9 ducks resting on the grass, how many ducks were at the park in all?

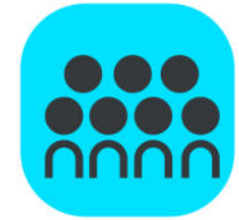
$$\underline{\quad} + \underline{\quad} = \underline{\quad}$$

$$\underline{\quad} + \underline{\quad} = \underline{\quad}$$

6. Cece made 7 frosted cookies and 8 cookies with sprinkles. How many cookies did Cece make?

7. Payton read 8 books about dolphins and whales. She read 9 books about dogs and cats. How many books did she read about animals altogether?

# Debrief

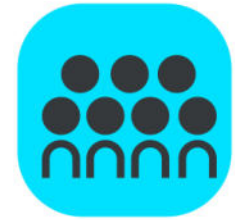


Check your work by comparing answers with your partner.





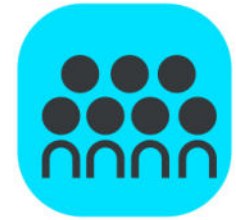
# Debrief



Look at Problem 1.

How many tens and how many ones are there?

# Debrief

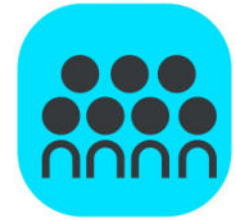


Look at Problem 1.

How many tens and how many ones are there?

Use a yellow crayon and find all of the places 1 ten is hiding within the Problem Set.

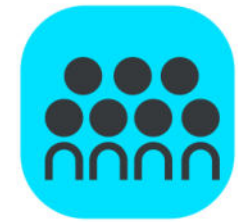
# Debrief



Look at Problems 1 and 3.

What do the number sentences have in common?

# Debrief



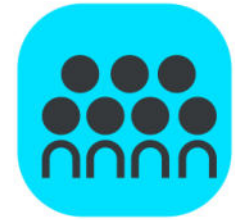
Look at Problems 1 and 3.

What do the number sentences have in common?

Do you have any other problems on the Problem Set that have  $9 + 1 = 10$  as the first number sentence?

What is similar about the problems that caused them to have the same number sentence as part of the solution?

# Debrief

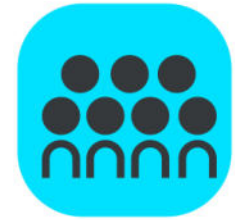


Look at Problems 1 and 2.

How are they the same?

How are they different?

# Debrief

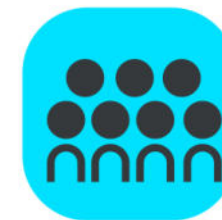


Let's look back at our Application Problem!

**Ruben has 7 blue cars and 6 red cars.**

**If Ruben puts all of the blue cars in his car carrier that carries 10 cars, how many red cars will fit in the carrier, and how many will be left out of the carrier?**

# Debrief



**Ruben has 7 blue cars and 6 red cars.**

**If Ruben puts all of the blue cars in his car carrier that carries 10 cars, how many red cars will fit in the carrier, and how many will be left out of the carrier?**

Ruben has a carrier that fits 10 cars. How is Ruben's 1 carrier like 1 ten?

How many cars does Ruben have? Use two number sentences to show how we can make 1 ten and then add the extra ones.

# Debrief



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

What did you get really good at today?





# Exit Ticket



A STORY OF UNITS

Lesson 28 Exit Ticket 1•2

Name \_\_\_\_\_

Date \_\_\_\_\_

Solve the problems. Write your answers to show how many **tens** and **ones**.

$$\begin{array}{r} 9 + 7 = \boxed{1} \boxed{6} \\ \underline{9 + 1 = 10} \\ \underline{10 + 6 = 16} \end{array}$$

1.  $9 + 4 = \boxed{\phantom{00}}$

$$\underline{\phantom{00}} + \underline{\phantom{00}} = \underline{\phantom{00}}$$

$$\underline{\phantom{00}} + \underline{\phantom{00}} = \underline{\phantom{00}}$$

2.  $8 + 7 = \boxed{\phantom{00}}$

$$\underline{\phantom{00}} + \underline{\phantom{00}} = \underline{\phantom{00}}$$

$$\underline{\phantom{00}} + \underline{\phantom{00}} = \underline{\phantom{00}}$$