Eureka Math

1st Grade
Module 4
Lesson 2

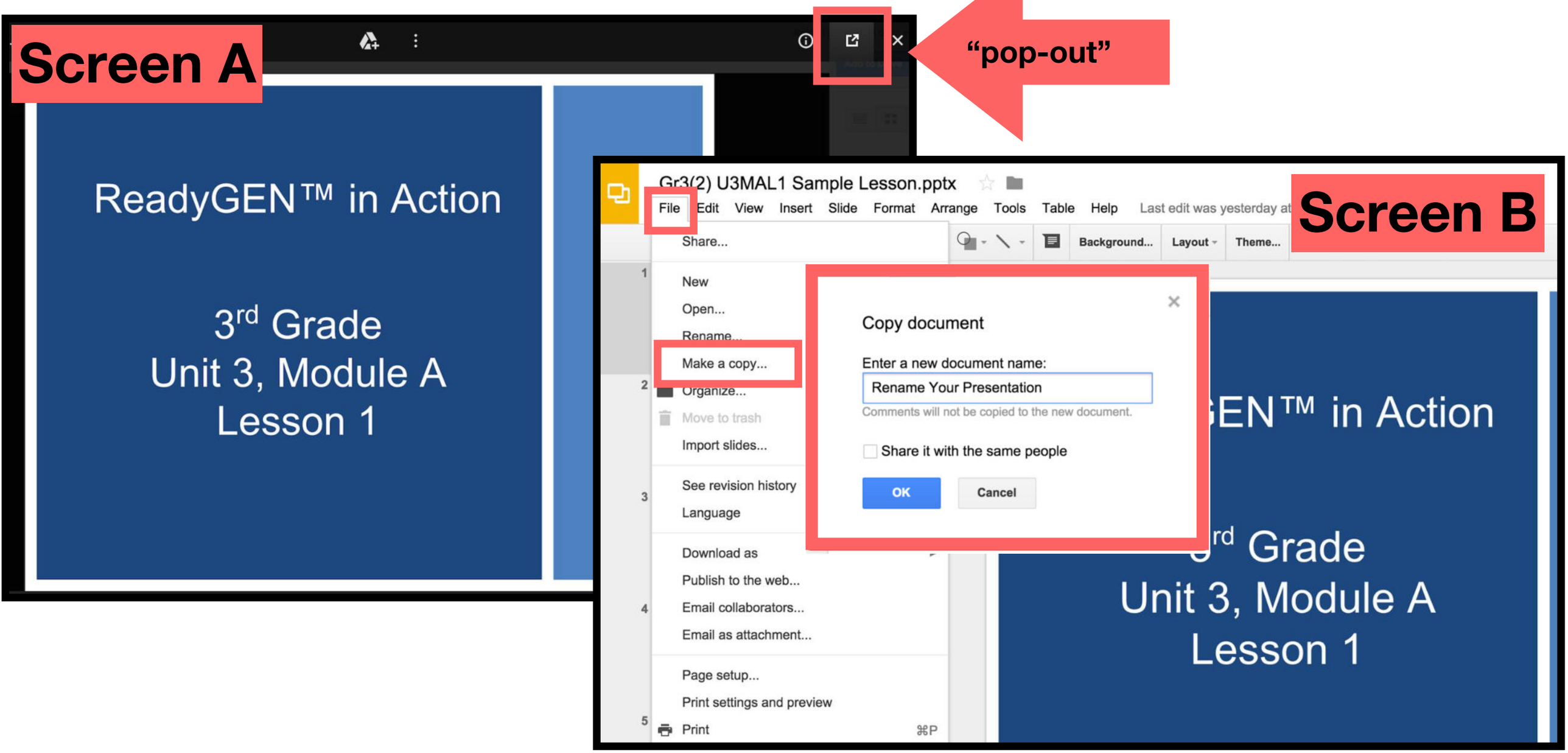
At the request of elementary teachers, a team of Bethel & Sumner educators met as a committee to create Eureka slideshow presentations. These presentations are not meant as a script, nor are they required to be used. Please customize as needed. Thank you to the many educators who contributed to this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

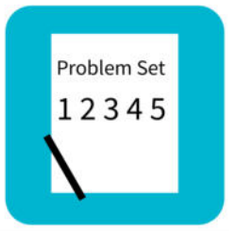


Icons

Read, Draw, Write

Learning Target

Personal White Board



Problem Set

Manipulatives Needed

Fluency

Think Pair Share

Whole Class

Individual

Partner

Small Group

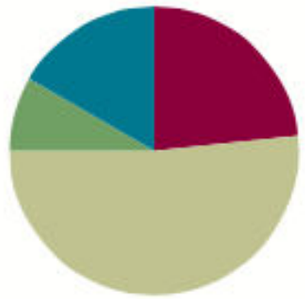
Small Group Time

Lesson 2

Objective: Use the place value chart to record and name tens and ones within a two-digit number.

Suggested Lesson Structure

Fluency Practice	(14 minutes)
Application Problem	(5 minutes)
Concept Development	(31 minutes)
Student Debrief	(10 minutes)
Total Time	**(60 minutes)**



Fluency Practice (14 minutes)

- Core Addition Fluency Review **1.OA.6** (5 minutes)
- 3, 4, and 5 More **1.OA.6** (4 minutes)
- Change 10 Pennies for 1 Dime **1.NBT.2** (5 minutes)

Materials Needed

- (S) Core Addition Fluency Review Sheet, 10 pennies and 2 dimes per student pair, toolkit of cubes from Lesson 1, personal white board, place value chart

- (T) Hide Zero cards, chart paper

I can use a place value chart to record and name a two-digit number as a ten and some ones.

Core Addition Fluency Review

Name _____ Date _____

Core Addition Fluency Review

1. 2 + 0 = ___	16. 1 + 6 = ___	31. 5 + 3 = ___
2. 2 + 1 = ___	17. 6 + 1 = ___	32. 3 + 5 = ___
3. 2 + 2 = ___	18. 6 + 2 = ___	33. 3 + 4 = ___
4. 4 + 0 = ___	19. 5 + 2 = ___	34. 3 + 3 = ___
5. 0 + 4 = ___	20. 4 + 3 = ___	35. 4 + 4 = ___
6. 0 + 3 = ___	21. 2 + 3 = ___	36. 5 + 4 = ___
7. 0 + 0 = ___	22. 2 + 4 = ___	37. 4 + 6 = ___
8. 3 + 1 = ___	23. 4 + 2 = ___	38. 2 + 7 = ___
9. 1 + 3 = ___	24. 3 + 2 = ___	39. 2 + 8 = ___
10. 1 + 4 = ___	25. 9 + 1 = ___	40. 2 + 5 = ___
11. 1 + 5 = ___	26. 8 + 2 = ___	41. 5 + 5 = ___
12. 5 + 1 = ___	27. 7 + 2 = ___	42. 4 + 5 = ___
13. 1 + 7 = ___	28. 7 + 3 = ___	43. 2 + 6 = ___
14. 7 + 1 = ___	29. 6 + 3 = ___	44. 3 + 6 = ___
15. 1 + 8 = ___	30. 6 + 4 = ___	45. 3 + 7 = ___

3, 4 and 5 More

On my signal, say the number that is 3 more.

Now, say the number that is 4 more.

Now, say the number that is 5 more.

Change 10 Pennies for 1 Dime

You are going to work with a partner.

Partner A begins with 10 pennies.

Partner B begins with 2 dimes.

Partner A is going to count their pennies into 5-groups. Partner B is going to change 10 cents for 1 dime when it is time. Be sure to count out loud and say the unit.

Switch roles and count again

Application Problem

Ted has 4 boxes with 10 pencils in each box.

How many pencils does he have altogether?

Draw and label your picture.

Write a number sentence and a statement.

We'll talk about this problem during our debrief.

Concept Development

We’re going to pull apart some numbers today.

I’m going to use Hide Zero cards to show you a number.

When I pull the number apart, tell me the two parts.

Then show me the number using your linking cubes, showing me ten-sticks and extra ones.

Concept Development

Let’s look back at 17 again.

I have a blank chart ready to record this number.

Where do I write the 1 ten?

How many extra ones do you have?

Where should I write 7?

Concept Development

What does this 1 stand for?

Show me with your cubes

I'll label the chart with **tens**.

Point to the set of cubes that tells us what this 7 stands for.

I can write **ones** here because this 7 stands for...?

Concept Development

Look at our new chart.

This is called a place value chart.

What is 1 ten and 7 ones?

Yes, 17. Now say it the Say Ten way.

Yes, 1 ten 7.

Concept Development

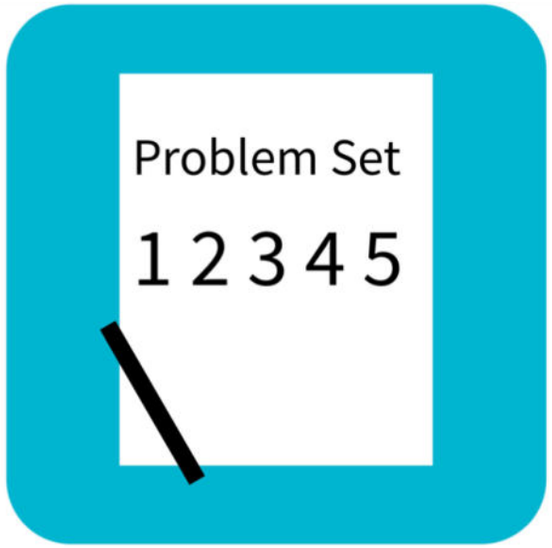
Looking at the cubes in front of you, how many tens and ones are in 17?

Yes, 1 ten 7 ones.

Before we go on to other numbers, let's make a drawing to show 17.

Concept Development

Let’s do it again with some other numbers.

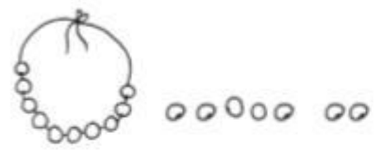


Problem Set

Name _____ Date _____

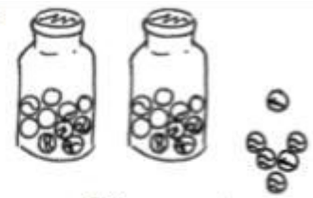
Write the tens and ones and say the numbers. Complete the statement.

1.



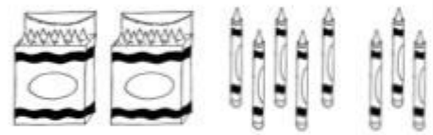
17 = ____ ten ____ ones

2.



26 = ____ tens ____ ones

3.

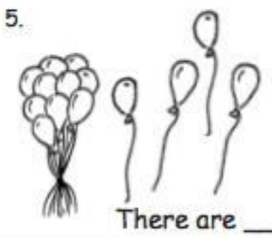


28 = ____ tens ____ ones

4.

____ tens ____ ones = 33

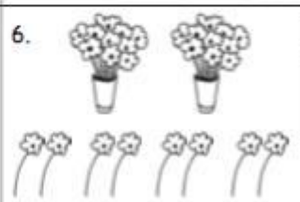
5.



tens	ones

There are _____ balloons.

6.



tens	ones

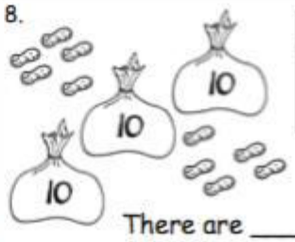
There are _____ flowers.

7.

tens	ones

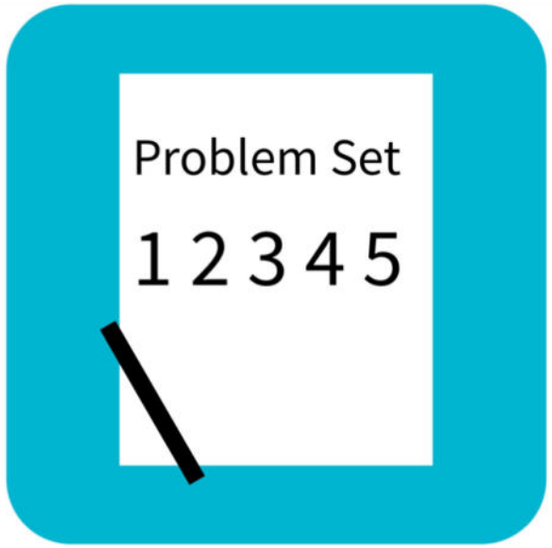
There are _____ marbles.

8.



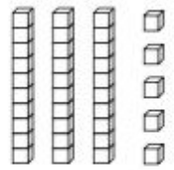
tens	ones

There are _____ peanuts.

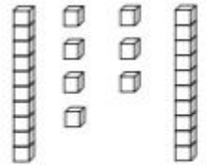


Problem Set

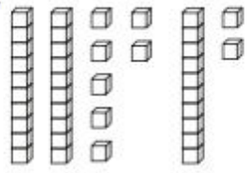
Write the tens and ones. Complete the statement.

9. 

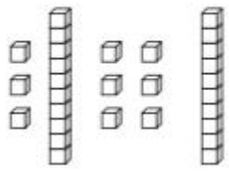
There are _____ cubes.

10. 

There are _____ cubes.

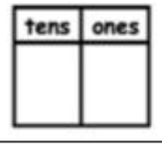
11. 

There are _____ cubes.

12. 

There are _____ cubes.

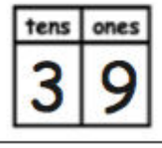
Write the missing numbers. Say them the regular way and the Say Ten way.

13. 

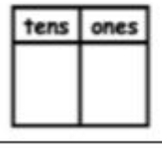
➡ 35

14. 

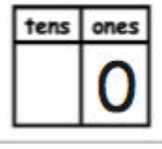
➡ _____

15. 

➡ _____

16. 

➡ 29

17. 

➡ 40

18. 

➡ 9

Debrief

Share your solutions with your partner.

How many tens and how many ones are in the number 29?

What amount is greater — 2 tens or 9 ones?

Explain your thinking. Use your cubes and your place value chart.

Look at Problem 18.

How did you complete your place value chart? Explain your thinking.

Debrief

What new math tool did we use to show how many tens and ones are in a number?

How does the **place value chart** help us?

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

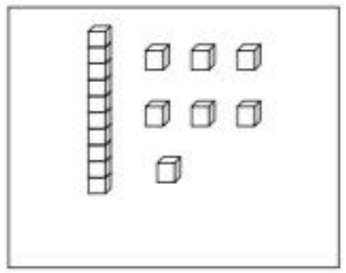
What did you get really good at today?

I can use a place value chart to record and name a two-digit number as a ten and some ones.

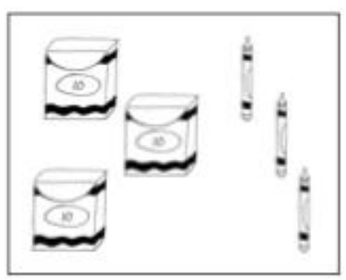
Exit Ticket

Name _____ Date _____

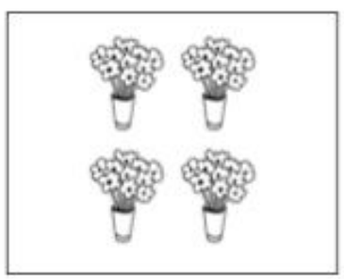
Match the picture to the place value chart that shows the correct tens and ones.



tens	ones
4	0



tens	ones
1	7



tens	ones
3	3