

Eureka Math

1st Grade Module 4 Lesson 3

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Directions for customizing presentations are available on the next slide.

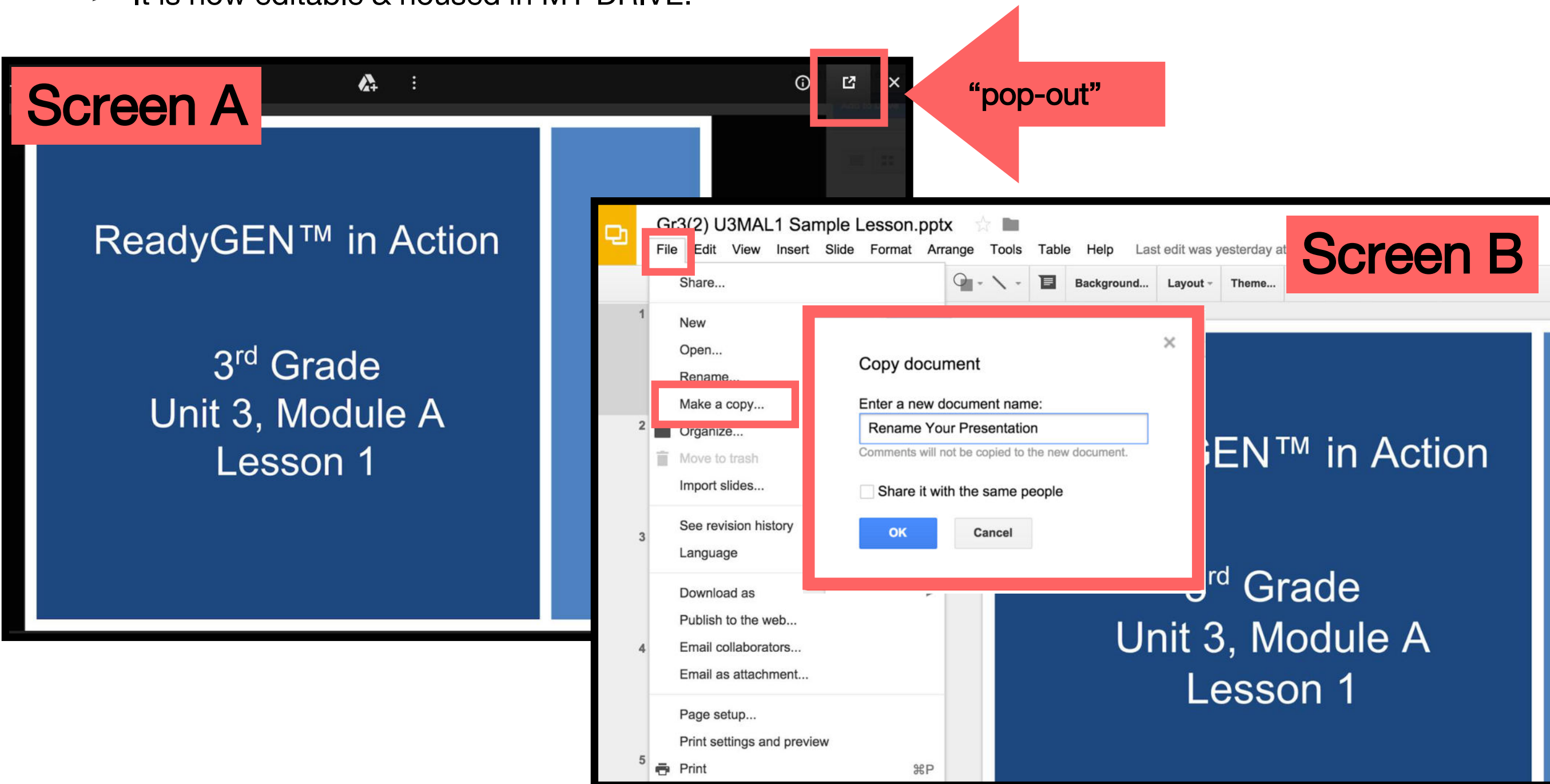


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Customize this Slideshow

Reflecting your Teaching Style and Learning Needs of Your Students

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- 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



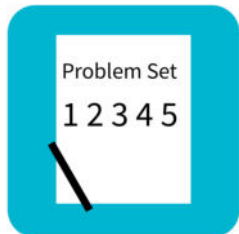
Read, Draw, Write



Learning Target



Personal White Board



Problem Set



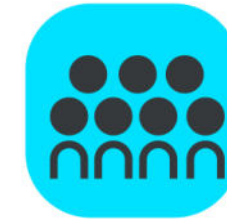
Manipulatives Needed



Fluency



Think Pair Share



Whole Class



Individual



Partner



Small Group



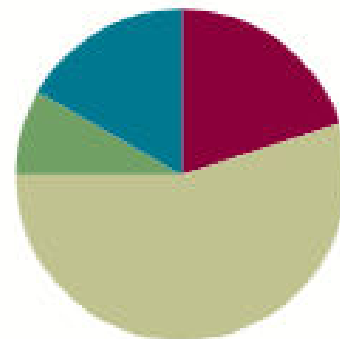
Small Group Time

Lesson 3

Objective: Interpret two-digit numbers as either tens and some ones or as all ones.

Suggested Lesson Structure

■ Application Problem	(5 minutes)
■ Fluency Practice	(12 minutes)
■ Concept Development	(33 minutes)
■ Student Debrief	(10 minutes)
Total Time	(60 minutes)



Materials Needed

- (S) Core Addition Fluency Review Sheet, toolkit of cubes from Lesson 1
- (T) 10 pennies and 2 dimes, Hide Zero cards (Lesson 2 Template 1), toolkit of cubes from Lesson 1



I can name a two-digit number as a ten and some ones or all ones.

Application Problem

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

Sue is writing the number 34 on a place value chart.

She cannot remember if she has 4 tens and 3 ones or 3 tens and 4 ones.

Use a place value chart to show how many tens and ones are in 34.

Use a drawing and words to explain this to Sue.

We will talk more about this during our debrief.



Core Addition Fluency Review

A STORY OF UNITS

Lesson 2 Core Addition Fluency Review

1•4

Name _____

Date _____

Core Addition Fluency Review

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



Dime Exchange



I'm going to put down some coins.

You are going to tell me what coins you see and then we'll count by tens to see how much money we have.

Then we'll exchange 1 dime for some pennies and count again.

Then we'll count backwards. Let's go!



Magic Counting Sticks

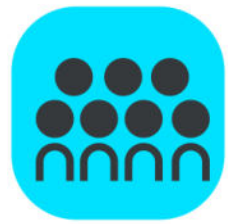


You are going to work in partners.

I'm going to show you a number.

Partner A is going to use their “Magic Counting Sticks” to show me how many tens are in my number.

Partner B is going to use their “Magic Counting Sticks” to show me how many ones are in my number.



Concept Development



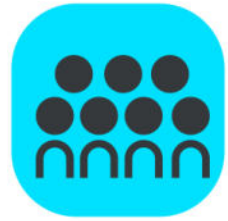
Show me your magic counting sticks.

Wriggle them in the air.

Now, show me 1 ten.

Show me 10 ones.

How can we show 34 using our magic counting sticks?



Concept Development

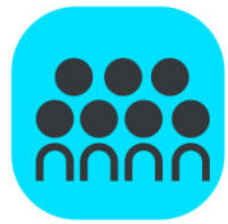


Let's hear your ideas!

Do I need more than one person?

How many?

Let's try it!



Concept Development



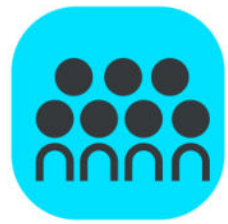
How many tens and ones make up 34?

How many ones is the number 34 made of?

Did you hear anyone say that we had just 4 ones.

What do you think about that?

How many ones make up 34?



Concept Development



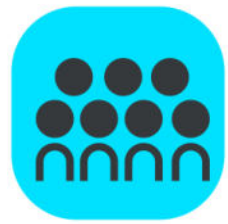
How many ones is the same as 3 tens 4 ones?

Let's count to check. How should we count?

What is the best or most efficient way to count?

Let's count by grouping the 10 ones. Start with Student A. How many ones are here?

Keep counting!



Concept Development

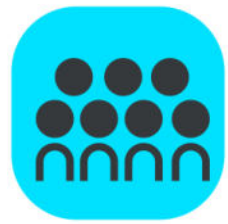


Great. Let's do some more.

I need three helpers.

Show me 27 ones.

If you are able to make a ten, clasp your hands.



Concept Development



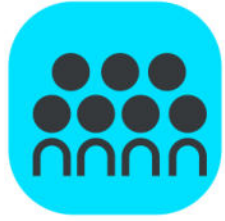
27 ones is the same as how many tens and ones?

Yes, 2 tens and 7 ones.

How many ones?

Yes, 27 ones.

Let's keep going with some more numbers.



Concept Development

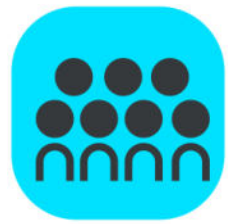


Now we're going to use Hide Zero cards to talk about tens and ones.

How many tens and ones make up 24?

Yes, 2 tens 4 ones.

Watch me pull the number apart. How many ones are in 2 tens.



Concept Development

Yes, 20 ones.



How many extra ones are there?

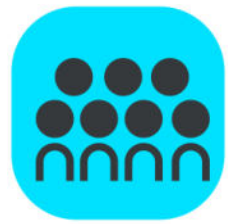
Yes, 4 ones.

How many ones is the same as 2 tens and 4 ones?

Yes, 24 ones.

How many tens and ones is the same as 24 ones?

Yes, 2 tens 4 ones.



Concept Development

Let's do some more!



You are going to work with your partner to show the number with linking cubes.

You will show it first with as many tens as possible and then with just ones (that's called decomposed or broken apart).

Problem Set
1 2 3 4 5

Problem Set

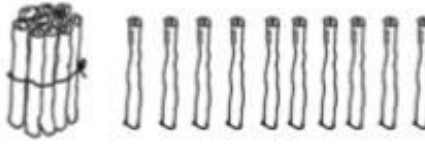


A STORY OF UNITS

Lesson 3 Problem Set 1•4

Name _____ Date _____

Count as many tens as you can. Complete each statement. Say the numbers and the sentences.

1.  ____ ten ____ ones is the same as ____ ones.	2.  ____ tens ____ ones is the same as ____ ones.
3.  ____ tens ____ ones is the same as ____ ones.	4.  ____ tens ____ ones is the same as ____ ones.
5.  ____ tens ____ ones is the same as ____ ones.	6.  ____ ten ____ ones is the same as ____ ones.

Problem Set

1 2 3 4 5

Problem Set



A STORY OF UNITS

Lesson 3 Problem Set

1•4

Match.

7. 3 tens 2 ones

29 ones

8.

tens	ones
1	7

40 ones

9. 37 ones

23 ones

10. 4 tens

32 ones

11.

17 ones

12. 9 ones 2 tens

Fill in the missing numbers.

13.

15



tens	ones



_____ ones

14.



_____ tens _____ ones



39 ones

Debrief



Share your solutions with your partner.

Look at Problem 6.

What is your solution?

How are both of these answers correct?

Debrief



Look at Problem 10.

Explain how 4 tens is the same as 40 ones.

You may use linking cubes or the place value chart to support your thinking.

Debrief



Look at Problem 12.

What are the different ways we can make 29?

Student A says 2 tens and 9 ones **only** has 9 ones.

Do you agree? Why or why not?

How can you help her understand her mistake?

Debrief



Look at your Application Problem.

Share your work and explain your thinking with a partner.

If we counted in all ones, how many ones are in 34?

What did you get really good at today?



I can name a two-digit number as a ten and some ones or all ones.

Exit Ticket



A STORY OF UNITS

Lesson 3 Exit Ticket

1•4

Name _____ Date _____

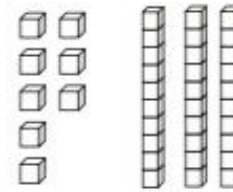
Count as many tens as you can. Complete each statement. Say the numbers and the sentences.

1.



____ tens ____ ones is the
same as ____ ones.

2.



____ tens ____ ones is the
same as ____ ones.

Fill in the missing numbers.

3. **27** →

tens	ones

 → ____ ones