

Eureka Math

1st Grade Module 4 Lesson 4

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Icons



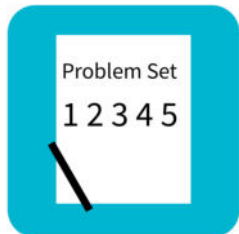
Read, Draw, Write



Learning Target



Personal White Board



Problem Set



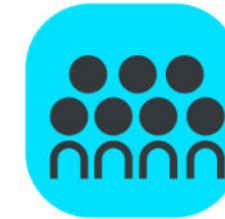
Manipulatives Needed



Fluency



Think Pair Share



Whole Class



Individual



Partner



Small Group



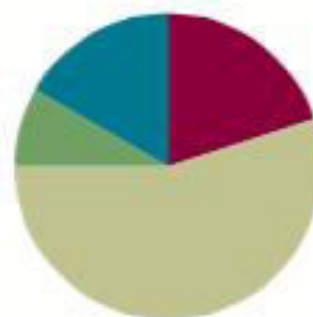
Small Group Time

Lesson 4

Objective: Write and interpret two-digit numbers as addition sentences that combine tens and ones.

Suggested Lesson Structure

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



Fluency Practice (12 minutes)

- Subtraction with Cards **1.OA.6** (5 minutes)
- Dime Exchange **1.NBT.2** (5 minutes)
- 10 More **1.NBT.5** (2 minutes)

Materials Needed

- (S) 1 pack of numeral cards 0-10, 10 pennies and 2 dimes per pair, Toolkit of cubes from lesson 1, personal white board, place value chart, numeral cards
- (T) Teacher toolkit of cubes from lesson 1, chart paper with a place value chart, Hide Zero cards, piece of blank paper to cover sections of chart



I can write and talk about two-digit numbers as addition sentences that combine tens and ones.



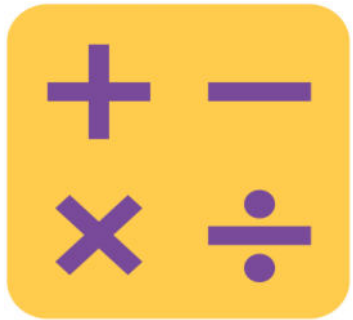
Subtraction With Cards

You are going to work in partners. Shuffle your cards and place your deck face down in front of you.

Each partner will flip over their top 2 cards and subtract the smaller number from the larger.

The partner with the smallest difference keeps the cards played by both players that round.

At the end of the round, flip over your last card. The player with the highest card says the difference and collects the card. Replay if you have enough time.



Dime Exchange



Partner A begins with 2 dimes and Partner B begins with 10 pennies.

Partner A whisper-counts as they lays 2 dimes, “10 cents, 20 cents.”

Partner B exchanges 1 dime for 10 pennies, lays them out in 5-groups, and says, “1 dime is equal to 10 pennies.”

Students whisper-count as Partner A takes away 1 penny at a time (20 cents, 19 cents, etc.). When they get to 10, they exchange the dime for 10 pennies and whisper-count to 0.

Partners A and B switch roles and repeat.



10 More

What's 10 more than 5?

Yes, 15.

Say 15 the Say Ten way.

Yes, Ten 5.

Say it as an addition sentence, starting with 5.

Yes, $5+10=15$.

Say the addition sentence, starting with 10.

Yes, $10+5=15$.

Application Problem

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

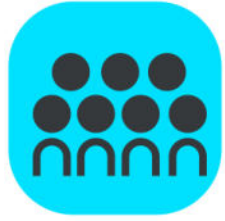
Lisa has 3 boxes of 10 crayons, as well as 5 extra crayons.

Sally has 19 crayons.

Sally says she has more crayons. Lisa disagrees.

Who is right?

Use the RDW process to show your thinking. We'll talk more about this during our debrief.



Concept Development



You are going to use your whiteboards while I do some work with cubes.

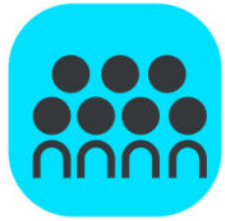
Look at my cubes.

Say this number as tens and ones.

Yes, 3 tens 7 ones.

Which is the same as what number?

Yes, 37.



Concept Development

Let's put that on our place value chart.

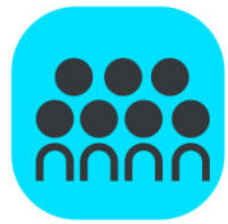


3 is the digit in the **tens** place.

7 is the digit in the **ones** place.

On your personal white board, make a number bond that shows the tens and the ones. I'll put one on my chart.

Write as many addition sentences as you can that use your number bond.



Concept Development

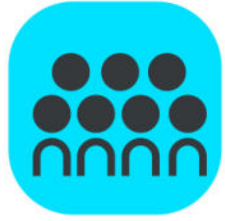


Let's say a number sentence that matches this number bond. Start with the part that represents the tens.

Yes, $30+7=37$.

Now, start your number sentence with the ones.

Yes, $7+30=37$.



Concept Development



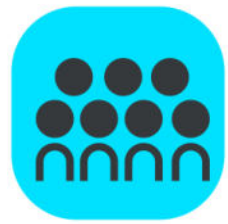
$$37 = \underline{\quad} + \underline{\quad}$$

Yes, $37 = 30 + 7$

This time, let's start with the ones.

$$37 = \underline{\quad} + \underline{\quad}$$

Yes, $37 = 7 + 30$



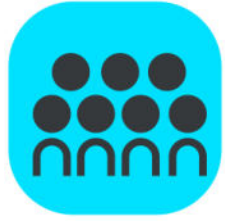
Concept Development



Talk to your partner.

What do you notice about the addends in all of these number sentences?

Let's hear some thoughts!



Concept Development

7 more than 30 is ____?



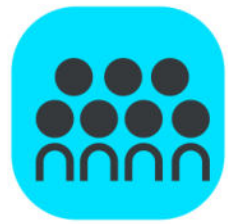
Say the whole sentence.

7 more than 30 is 37.

30 more than 7 is ____?

Say the whole sentence.

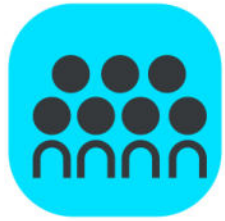
30 more than 7 is 37.



Concept Development

We're going to try this again with other numbers.





Concept Development

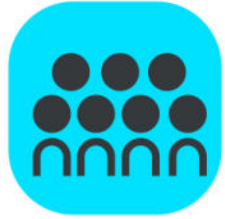


Now you are going to play Combine Tens and Ones.

You are going to use both of your sets of cards to make two decks. One deck should have just digits 1-3 and the other deck should have the 0 cards and digits 4-9.

Pick a card from the first deck. This number is placed in the tens place on the place value chart.

Pick a card from the second deck. This number is placed in the ones place on the place value chart



Concept Development



Partner A and B both write a number bond decomposing the number into tens and ones.

Partner A writes two addition number sentences.

Partner B writes a more than statement that combines tens and ones.

Pick a card from the second deck. This number is placed in the ones place on the place value chart

Switch roles for the next set of cards drawn.

Problem Set
1 2 3 4 5

Problem Set



A STORY OF UNITS

Lesson 4 Problem Set 1•4

Name _____ Date _____

Fill in the number bond. Complete the sentences.

1. 20 3 20 and 3 make ____. $20 + 3 = \underline{\quad}$	2. 20 and 8 make ____. $20 + 8 = \underline{\quad}$
3. $20 + 7 = \underline{\quad}$ 7 more than 20 is ____.	4. $30 + 6 = \underline{\quad}$ 6 more than 30 is ____.
5. $5 + 20 = \underline{\quad}$ 20 more than 5 is ____.	6. $8 + 30 = \underline{\quad}$ 30 more than 8 is ____.

Problem Set

1 2 3 4 5

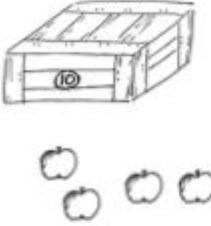
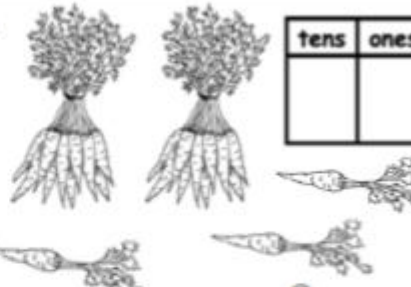
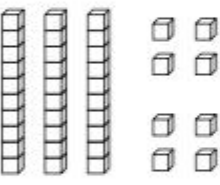
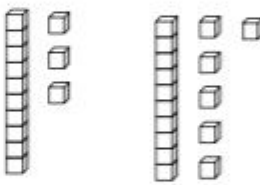
Problem Set



A STORY OF UNITS

Lesson 4 Problem Set 1•4

Write the tens and ones. Then, write an addition sentence to add the tens and ones.

7.  <table border="1" data-bbox="1495 705 1632 827"><thead><tr><th>tens</th><th>ones</th></tr></thead><tbody><tr><td>1</td><td>4</td></tr></tbody></table> $10 + 4 =$	tens	ones	1	4	8.  <table border="1" data-bbox="1961 705 2099 827"><thead><tr><th>tens</th><th>ones</th></tr></thead><tbody><tr><td></td><td></td></tr></tbody></table> $\quad + 3 =$	tens	ones		
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1	4								
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tens	ones								
tens	ones								

Match.

- | | |
|----------------------|------------|
| 11. 4 tens • | • $20 + 7$ |
| 12. 2 tens 7 ones • | • 40 |
| 13. 3 more than 20 • | • $20 + 3$ |
| 14. 9 ones 3 tens • | • $2 + 30$ |
| 15. 2 ones 3 tens • | • $9 + 30$ |

Debrief



Share your solutions with your partner.

How can solving Problem 1 help you solve Problem 2?

How did you solve Problem 5?

Is it easier to start with the ones first or the tens first?

Debrief



Based on our work today, what do you think the word digit means?

When you played Combine Tens and Ones, did you ever pick a 0 card?

What did you write for your number sentences and number bond?

Debrief



Look at your Application Problem.

Share your thinking with a partner.

How many crayons does Lisa have?

Write the number of crayons Lisa has using two number sentences, as we did during today's lesson.

What did you get really good at today?



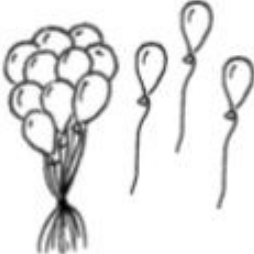
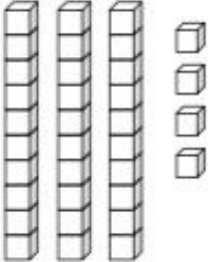
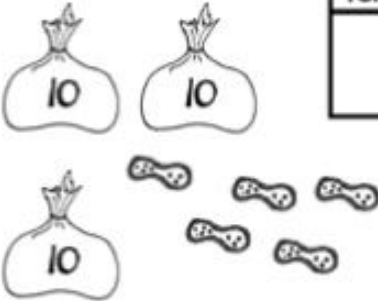
I can write and talk about two-digit numbers as addition sentences that combine tens and ones.

Exit Ticket



Name _____ Date _____

Write the tens and ones. Then, write an addition sentence to add the tens and ones.

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3.  <table border="1" data-bbox="1160 1191 1336 1344"><thead><tr><th>tens</th><th>ones</th></tr></thead><tbody><tr><td></td><td></td></tr></tbody></table> <u> </u> = <u>30</u> + <u> </u>	tens	ones			4.  <table border="1" data-bbox="1731 1191 1907 1344"><thead><tr><th>tens</th><th>ones</th></tr></thead><tbody><tr><td></td><td></td></tr></tbody></table> <u> </u> = <u>6</u> + <u> </u>	tens	ones		
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