Eureka Math

1st Grade
Module 4
Lesson 6

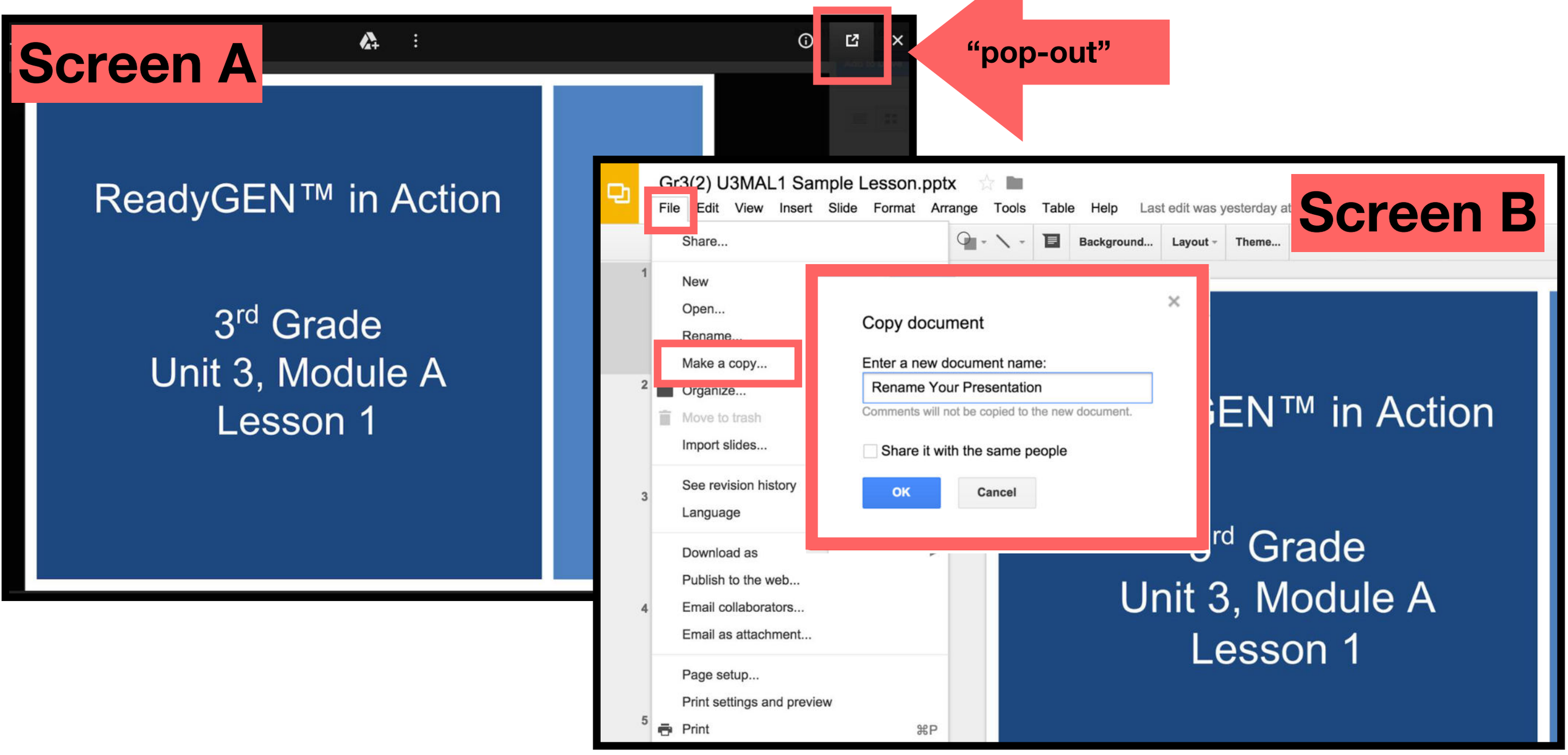
At the request of elementary teachers, a team of Bethel & Sumner educators met as a committee to create Eureka slideshow presentations. These presentations are not meant as a script, nor are they required to be used. Please customize as needed. Thank you to the many educators who contributed to this 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 6

Objective: Use dimes and pennies as representations of tens and ones.

Suggested Lesson Structure

Fluency Practice	(5 minutes)
Application Problem	(5 minutes)
Concept Development	(40 minutes)
Student Debrief	(10 minutes)
Total Time	**(60 minutes)**

Fluency Practice (5 minutes)

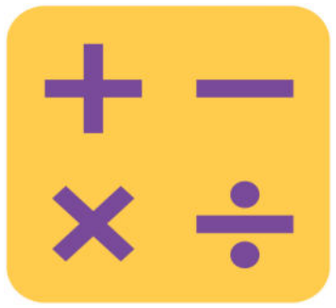
- Quick Tens **1.NBT.2** (3 minutes)
- Count Coins **1.NBT.2** (2 minutes)

Materials Needed

- (S) 4 dimes and 10 pennies, personal white board, place value chart template

- (T) Variety of materials to show tens and ones (Rekenrek, linking cubes with ten sticks an extra ones, place value chart), 10 pennies and 4 dimes, toolkit with 40 cubes,

I can use dimes and pennies to show tens and ones.

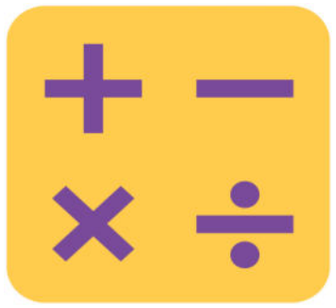


Quick Tens

I’m going to show you some numbers in different ways

I’m going to say some numbers in different ways.

Draw the numbers with quick tens and circles (in 5-group columns).



Quick Tens

Now I’m going to show you numbers using quick tens and ones.

On my signal, say the numbers aloud.

Count Coins

I’m going to put down two dimes and then you are going to count up as I add some pennies.

Ready?

Application Problem

Sheila has 3 bags with 10 pretzels in each bag and 9 extra pretzels.

She gives 1 bag to a friend.

How many pretzels does she have now?

Use the RDW model to explain your thinking.

We'll talk about this more during our debrief.

Application Problem

Extension:

John has 19 pretzels.

How many more pretzels does he need to have as many as Sheila has now?

Concept Development

How many ones, or individual cubes, are in a ten-stick?

Here are some more cubes.

What is the same or different about these two groups of cubes?

Turn and talk with your partner.

Be ready to share.

Concept Development

Did you hear?

They are different because one of them is a ten, and the other is 10 ones.

They are the same amount.

The ten-stick is made up of 10 cubes.

The 10 ones are also made of 10 cubes.

If you put 10 ones together, they'll become a ten-stick.

Concept Development

Let’s look at coins and cubes.

What is the same or different about these two groups of coins?

Be ready to share.

Concept Development

Did you hear?

A dime is 10 cents.

10 pennies are worth 10 cents.

The dime is only made of 1 coin.

The pennies group is made up of 10 coins.

The coins are different.

Concept Development

So, 1 ten-stick has the same value as…

Yes, ten cubes!

And 1 dime has the same value as…

Yes, 10 pennies!

Concept Development

I know I can take a ten-stick and break it apart into 10 individual cubes.

Can I do the same with a dime?

Why?

Be ready to share.

Concept Development

Look at these cubes.

How can I use my coins to show the same number as the cubes?

Show 1 ten 3 ones with your coins, and then share with your partner.

Concept Development

What would you tell someone who wanted to lay down 13 pennies, but found out they didn’t have enough?

Concept Development

I’m going to show you some coins and then we will fill in our place value charts.

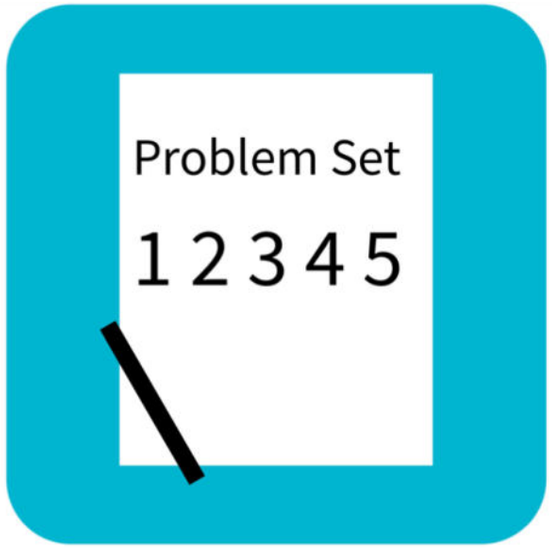
You are going to tell me how many dimes and how many pennies we have.

Then you will tell me how many tens and how many ones we have.

Ready?

Concept Development

Let’s do a few more.



Problem Set

Name _____ Date _____

Fill in the place value chart and the blanks.

1.

tens	ones

20 = _____ tens

2.

tens	ones

14 = _____ ten and _____ ones

3.

dimes	pennies

_____ = 3 tens 5 ones

4.

dimes	pennies

_____ = 2 tens 6 ones

5.

dimes	pennies

_____ = _____ tens _____ ones

6.

dimes	pennies

_____ = _____ tens _____ ones

7.

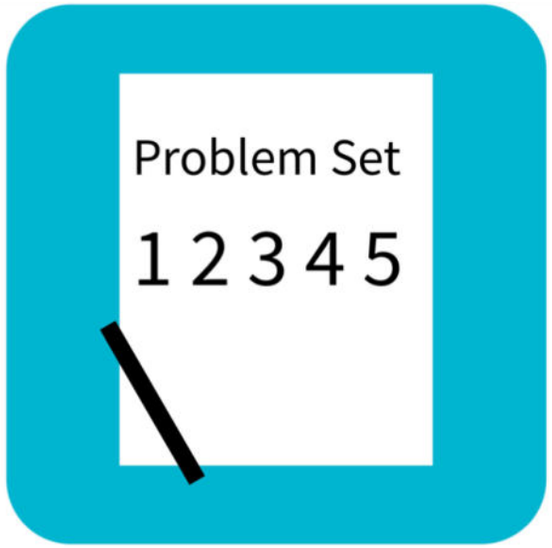
tens	ones

_____ = _____ tens _____ ones

8.

tens	ones

_____ tens _____ ones = _____



Problem Set

Fill in the blank. Draw or cross off tens or ones as needed.

9.

1 more than 15 is _____.

10.

10 more than 5 is _____.

11.

10 more than 30 is _____.

12.

1 more than 30 is _____.

13.

1 less than 24 is _____.

14.

10 less than 24 is _____.

15.

10 less than 21 is _____.

16.

1 less than 21 is _____.

Debrief

Share your solutions with your partner.

Look at Problem 2.

If you were to show that amount with dimes and pennies, how many of each coin would you use?

Look at Problems 3 and 6.

How is Problem 6 different from Problem 3?

What is different about the amount shown in the pictures?

Debrief

Look at Problems 13 and 14.

What did you cross off in 13?

What did you cross off in 14?

Why did you cross off a different coin in each problem?

Debrief

How are the tools that represent 1 ten different from one another?

What are some ways that a dime is different from a penny?

Debrief

Look at your Application Problem.

Discuss how you solved it with a partner.

How could you represent this amount in a place value chart?

How is this problem connected to today's lesson

What did you get really good at today?

I can use dimes and pennies to show tens and ones.

Exit Ticket

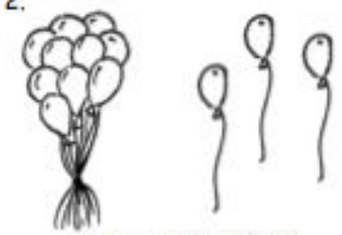
Name _____ Date _____

Fill in the blank. Draw or cross off tens or ones as needed.

1.

10 more than 23 is _____.

2.



1 more than 13 is _____.

3.

10 less than 31 is _____.

4.

1 less than 14 is _____.