Eureka Math

First Grade
Module 4
Lesson 11

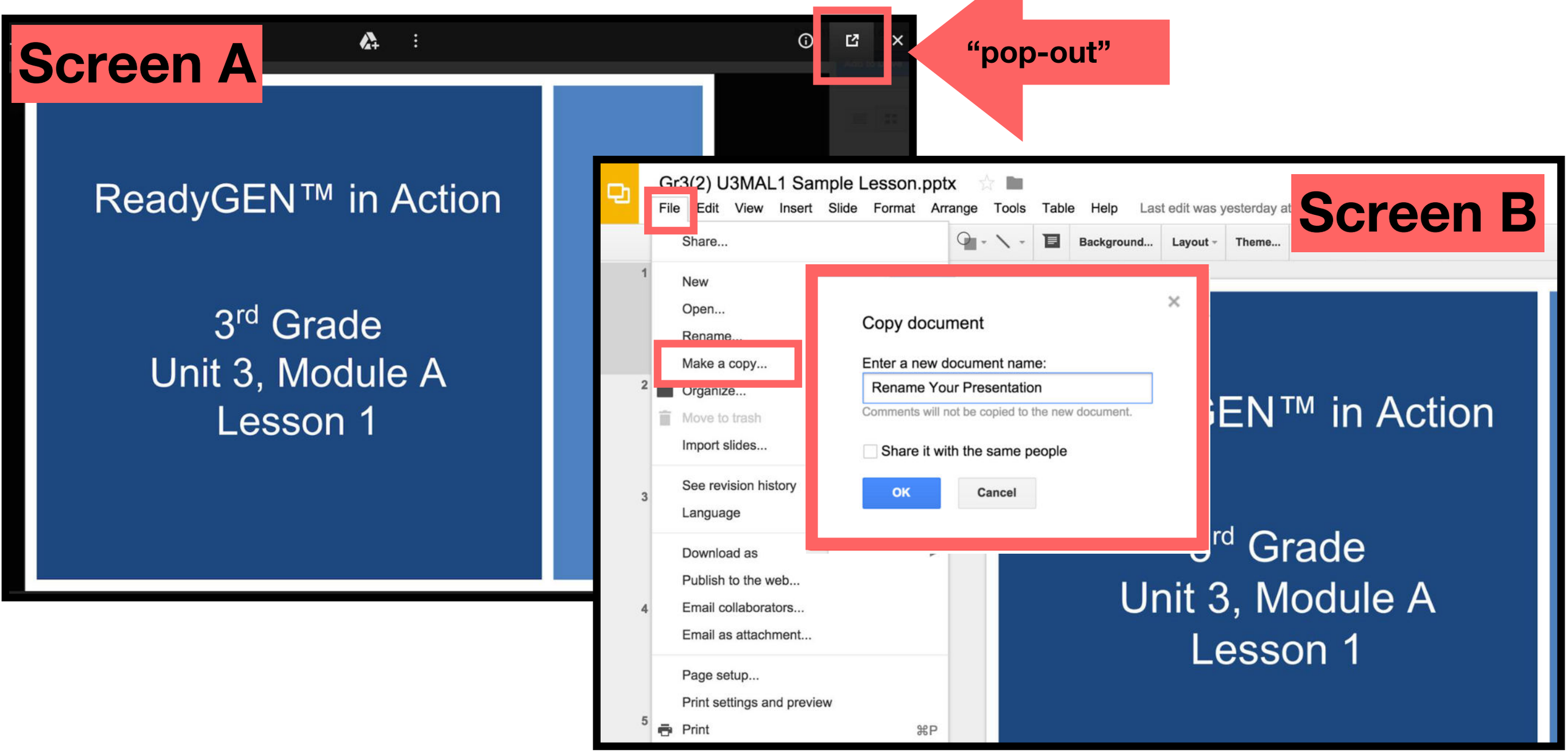
At the request of elementary teachers, a team of Bethel & Sumner educators met as a committee to create Eureka slideshow presentations. These presentations are not meant as a script, nor are they required to be used. Please customize as needed. Thank you to the many educators who contributed to this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

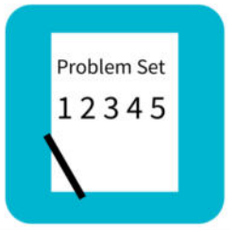


Icons

Read, Draw, Write

Learning Target

Personal White Board

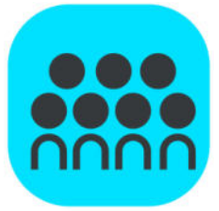


Problem Set

Manipulatives Needed

Fluency

Think Pair Share



Whole Class

Individual

Partner

Small Group

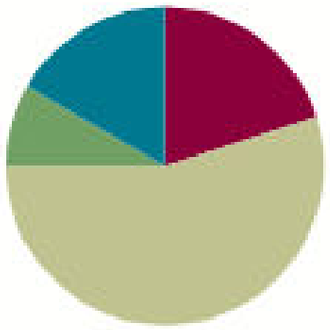
Small Group Time

Lesson 11

Objective: Add and subtract tens from a multiple of 10.

Suggested Lesson Structure

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



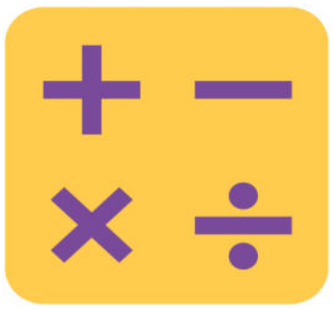
Fluency Practice (12 minutes)

- Compare Numbers **1.NBT.3, 1.OA.6** (5 minutes)
- Number Bond Addition and Subtraction **1.OA.6** (5 minutes)
- Happy Counting by Tens **1.NBT.5** (2 minutes)

Materials Needed

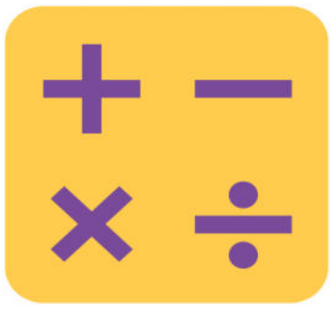
- (T) Chart paper
- (S) Personal white board
- (S)number bond/number sentence set (Template)

I can add or subtract tens from a multiple of 10.



Compare Numbers

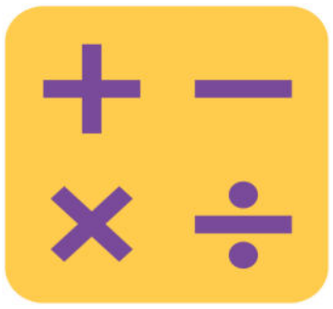
I will give you a set of numbers in various ways, such as numerals, as tens and ones, the Say Ten way. You write the number sentence in the same order it is written on the board and then read their sentences aloud.



Compare Numbers

Complete this number sentence:

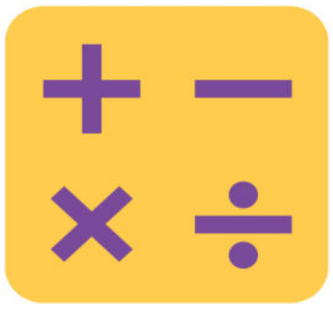
5 _____ 8



Compare Numbers

Now let’s say it out loud!

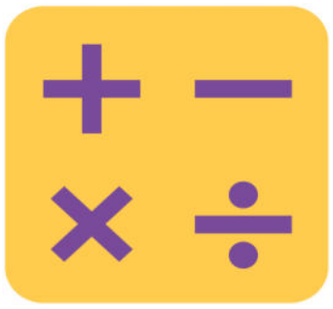
5 < 8



Compare Numbers

Complete this number sentence:

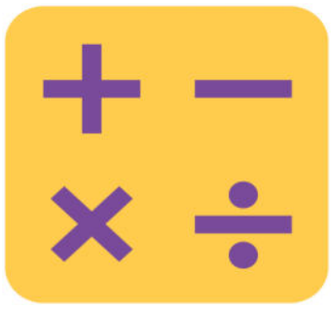
15 _____ 18



Compare Numbers

Now let’s say it out loud!

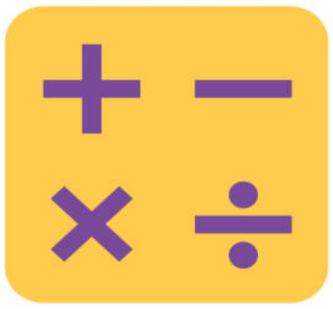
15 < 18



Compare Numbers

Complete this number sentence:

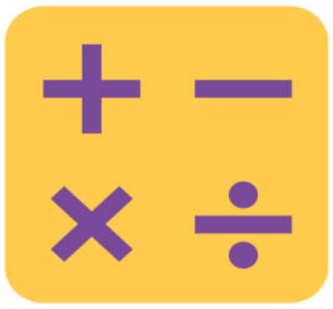
25 _____ 28



Compare Numbers

Now let’s say it out loud!

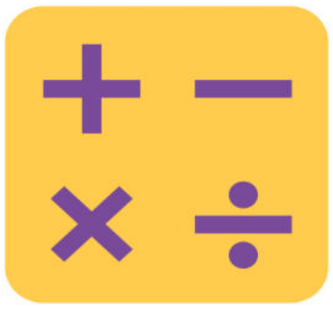
25 < 28



Compare Numbers

Complete this number sentence:

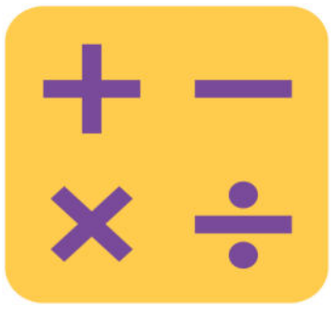
6 _____ 3



Compare Numbers

Now let’s say it out loud!

6 > 3



Compare Numbers

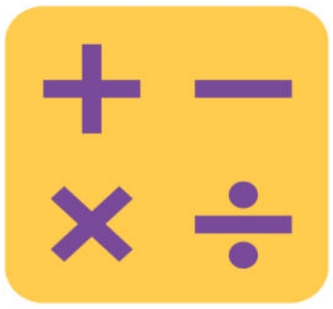
Complete this number sentence:

6 _____ 3

Compare Numbers

Complete this number sentence:

ten 6 ___ ten 3



Compare Numbers

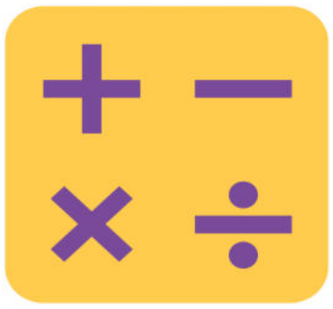
Now let’s say it out loud!

ten 6 > ten 3

Compare Numbers

Complete this number sentence:

2 tens 6 ___ 2 tens 3



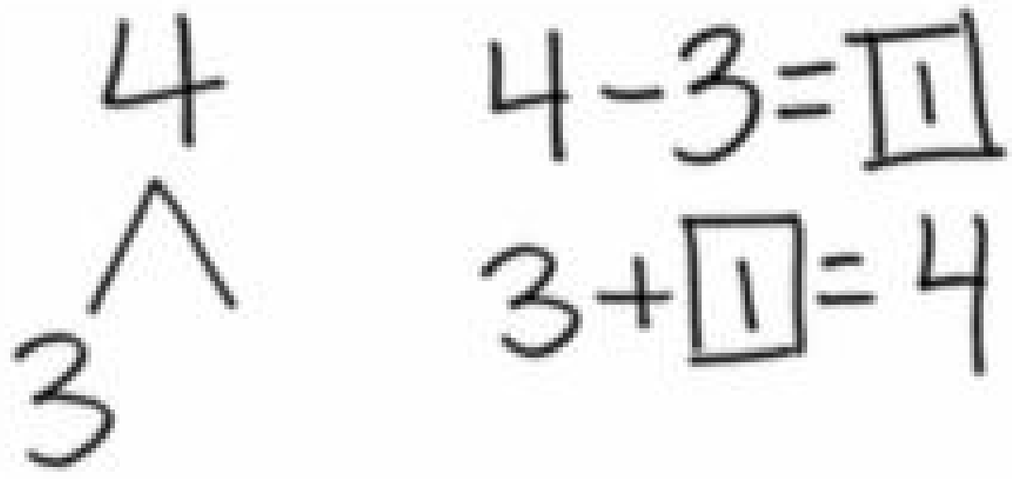
Compare Numbers

Now let’s say it out loud!

2 tens 6 > 2 tens 3

Number Bond Addition and Subtraction

I will show you a number bond with a missing part. You write a subtraction and addition number sentence to find the missing part and solve! Here's an example:

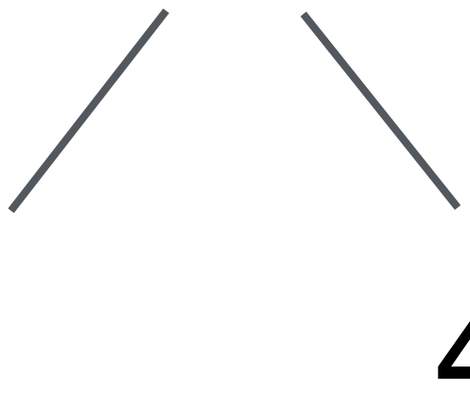


Number Bond Addition and Subtraction

7

3

Number Bond Addition and Subtraction



7 - 3 = 4

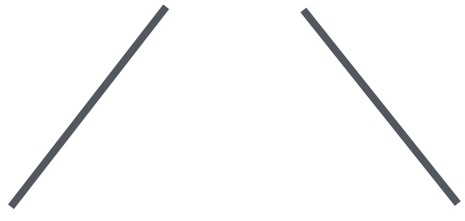
3 + 4 = 7

Number Bond Addition and Subtraction

9

4

Number Bond Addition and Subtraction

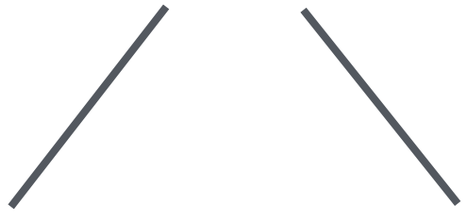


9 - 4 = 5

4 + 5 = 9

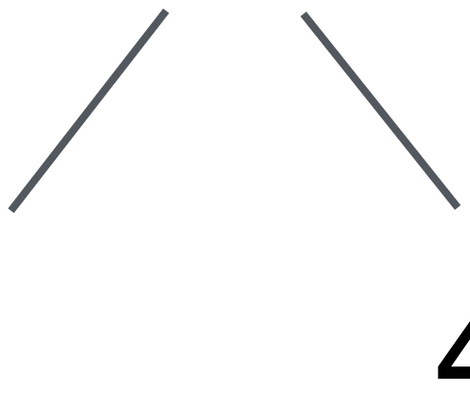
Number Bond Addition and Subtraction

6



2

Number Bond Addition and Subtraction



6 - 2 = 4

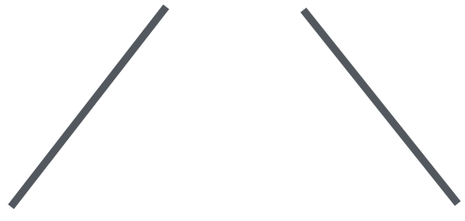
2 + 4 = 6

Number Bond Addition and Subtraction

8

5

Number Bond Addition and Subtraction



8 - 5 = 3

5 + 3 = 8

Application Problem

Sharon has 3 dimes and 1 penny. Mia has 1 dime and 3 pennies. Whose amount of money has a greater value?

Concept Development

2 + 1

How many fingers are there? Say the number sentence.

Concept Development

2 + 1

2+1=3!

Concept Development

2 + 1

On your personal whiteboard, use math drawings to show 2 + 1 = 3 and make a number bond while I write 2 + 1 = 3 on the chart!

Concept Development

2 + 1

Let’s pretend these circles stand for bananas! Say the number sentence using bananas as the unit.

Concept Development

2 + 1

2 bananas + 1 banana = 3 bananas.

Concept Development

Now I need one more volunteer to join the two volunteers we already have.

Concept Development

Volunteers, show us 2 tens + 1 ten using your magic counting sticks.

Concept Development

How many tens do we have here?

Concept Development

2 tens!

Concept Development

How many tens do we have here?

Concept Development

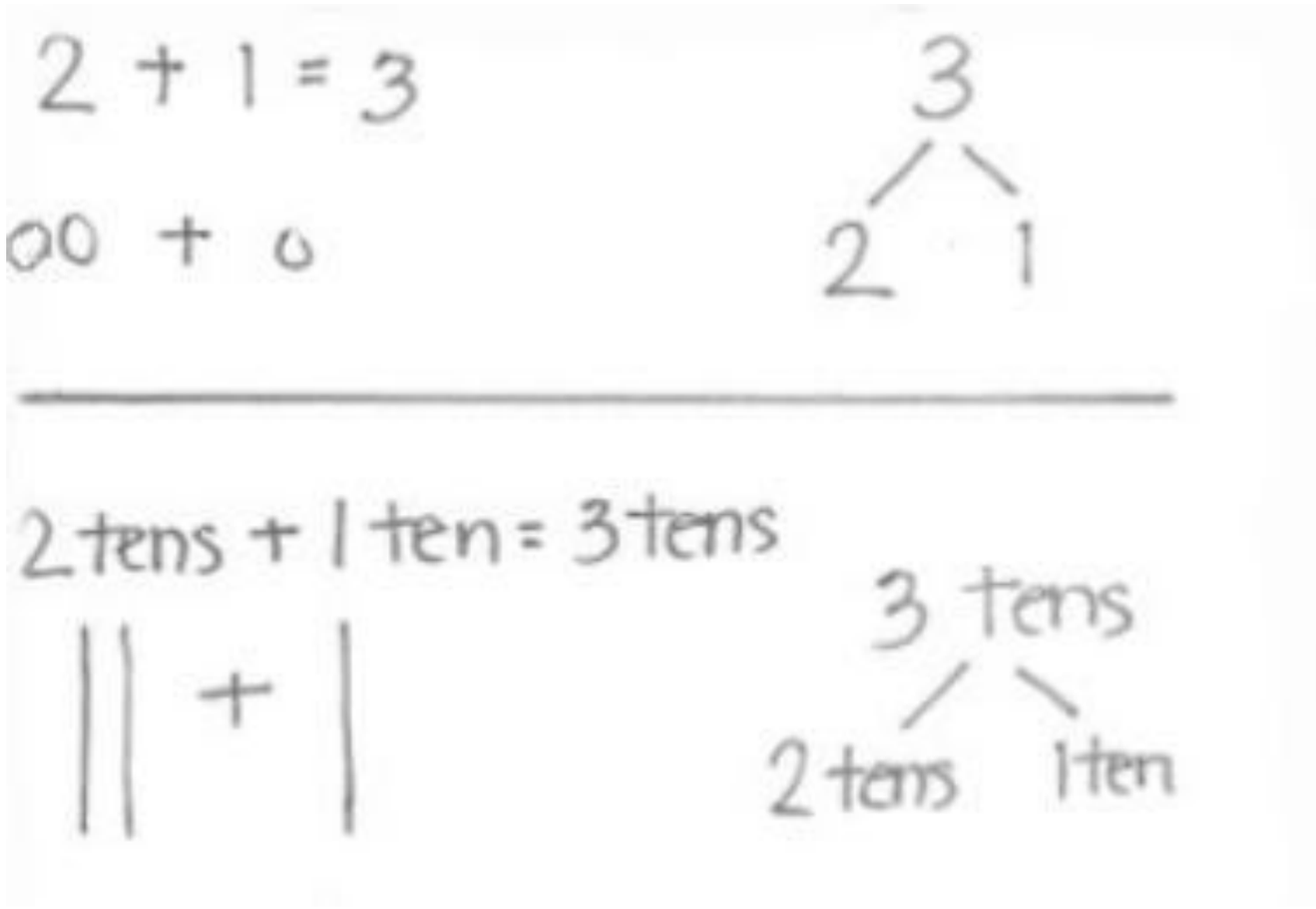
How many tens are there in all?

Concept Development

3 tens!

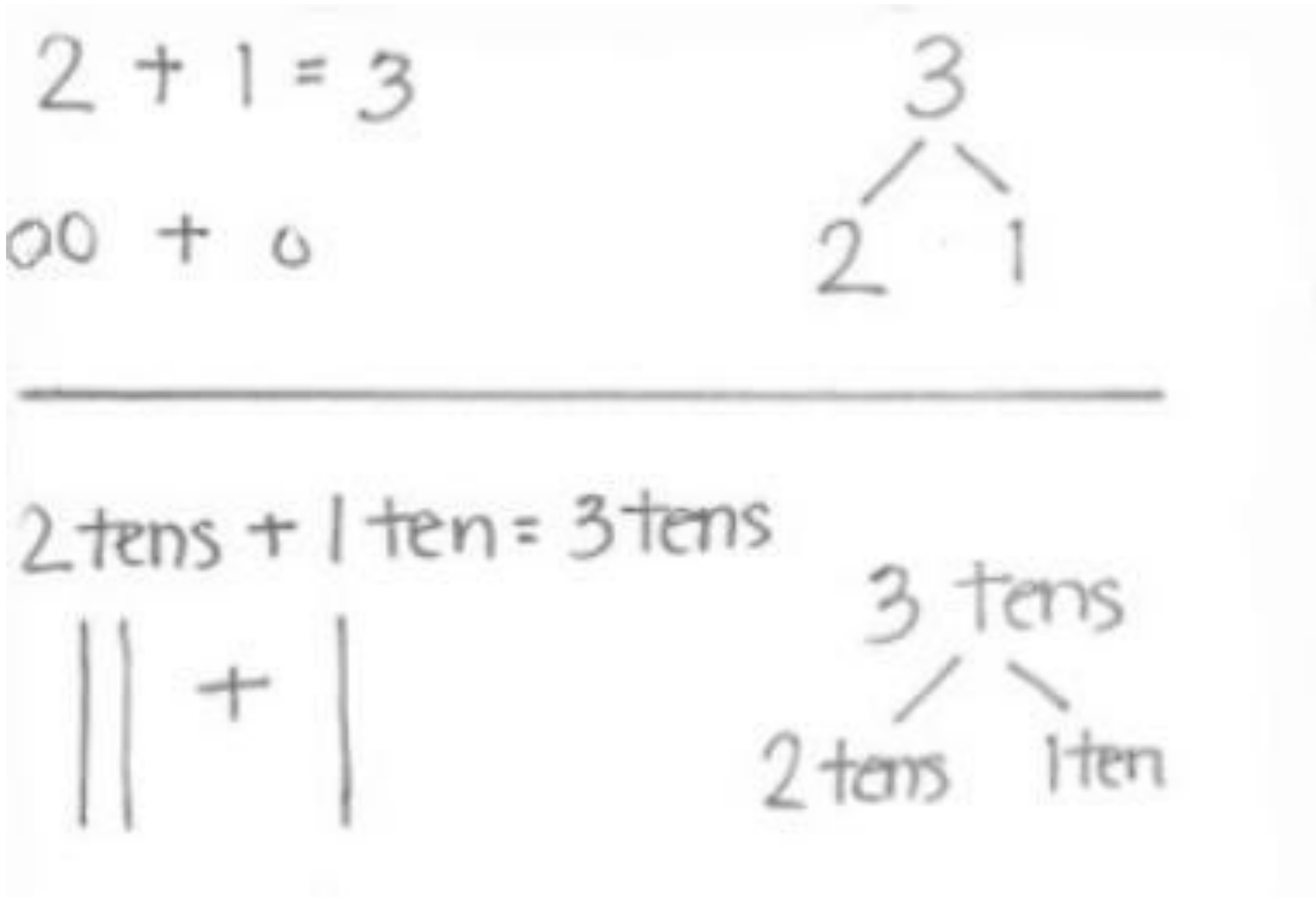
Concept Development

Hmmm, how can knowing 2+1=3 help us with 2 tens +1 ten? Turn and talk to your partner.

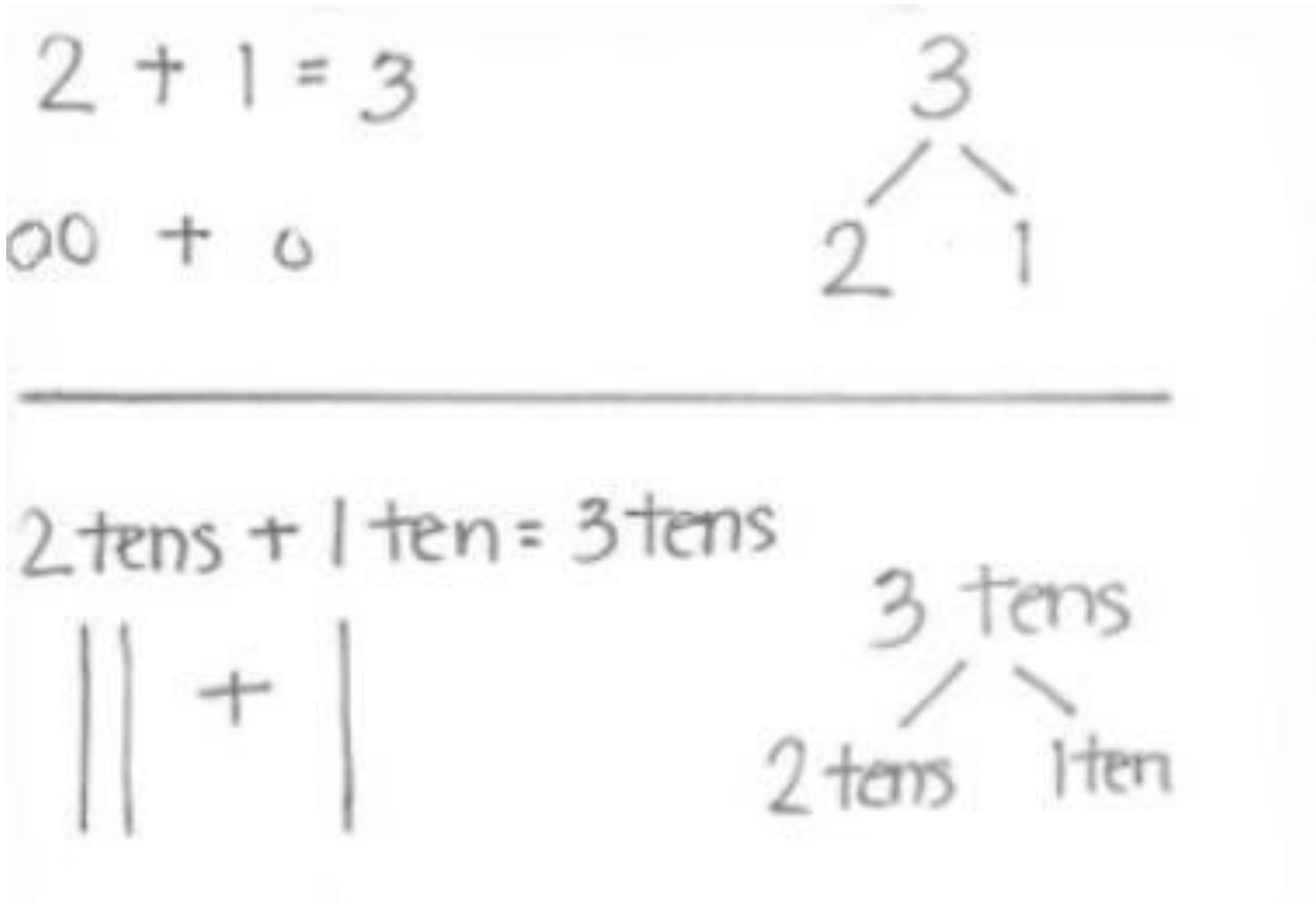


Concept Development

2 tens+1 ten =3 tens is just like 2+1=3. It's 2 things and 1 thing make 3 things. 2 circles and 1 circle make 3 circles.
2 bananas and 1 banana make 3 bananas. 2 tens and 1 ten make 3 tens!



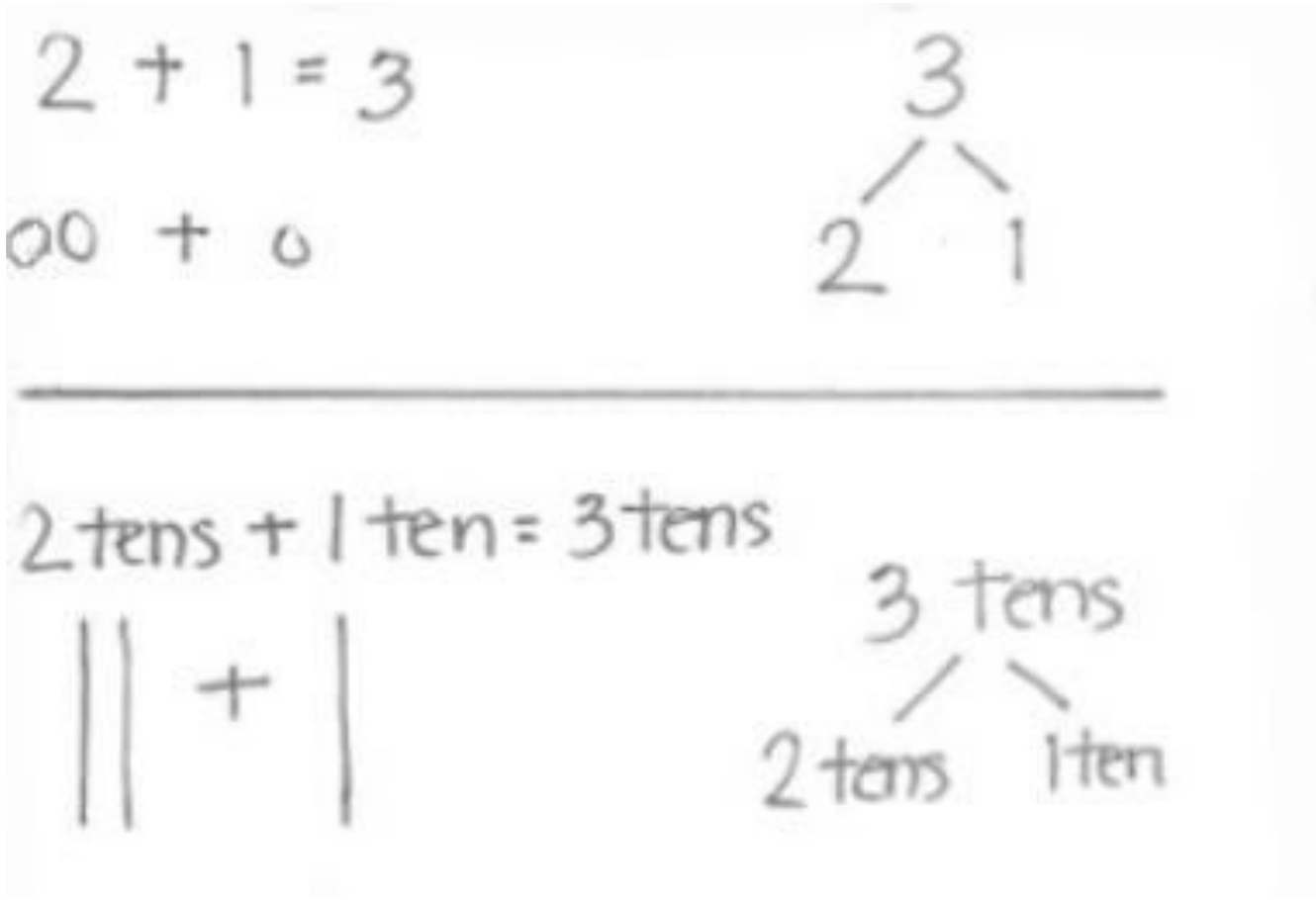
Concept Development



I need three volunteers to show 2 tens + 1 ten = 3 tens again.

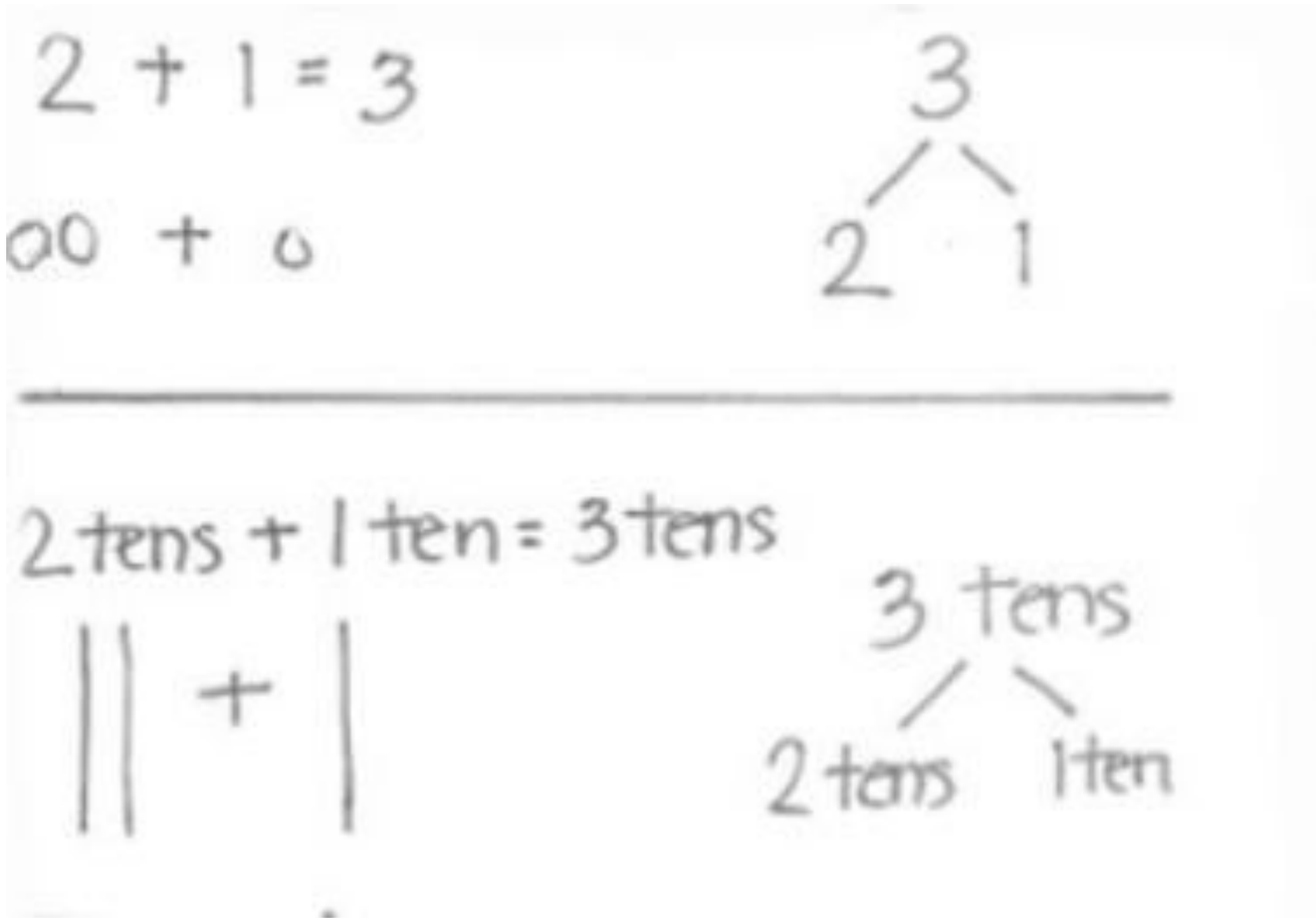
Concept Development

Now, unbundle your magic counting sticks.



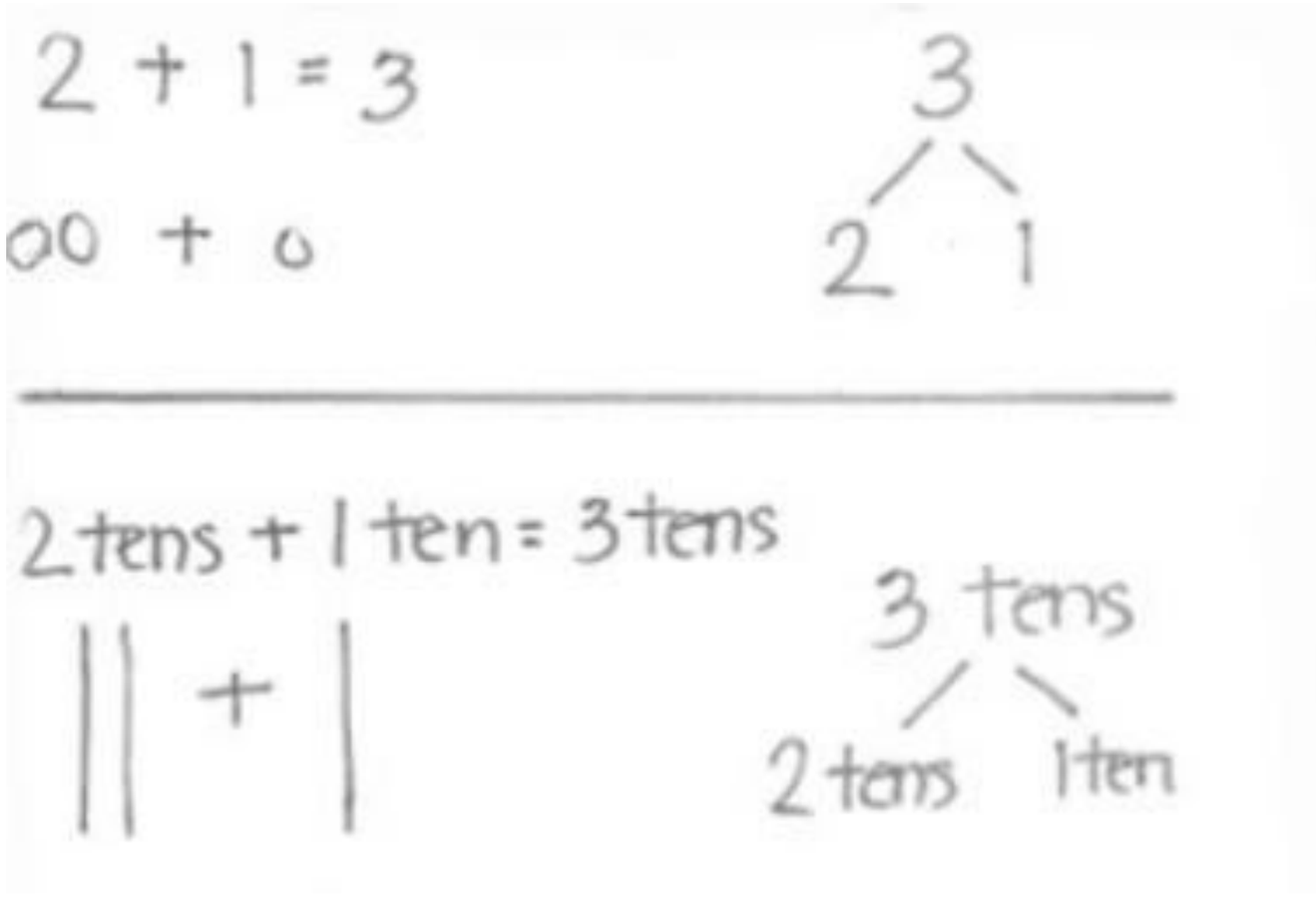
Concept Development

What did 2 tens become?



Concept Development

20!

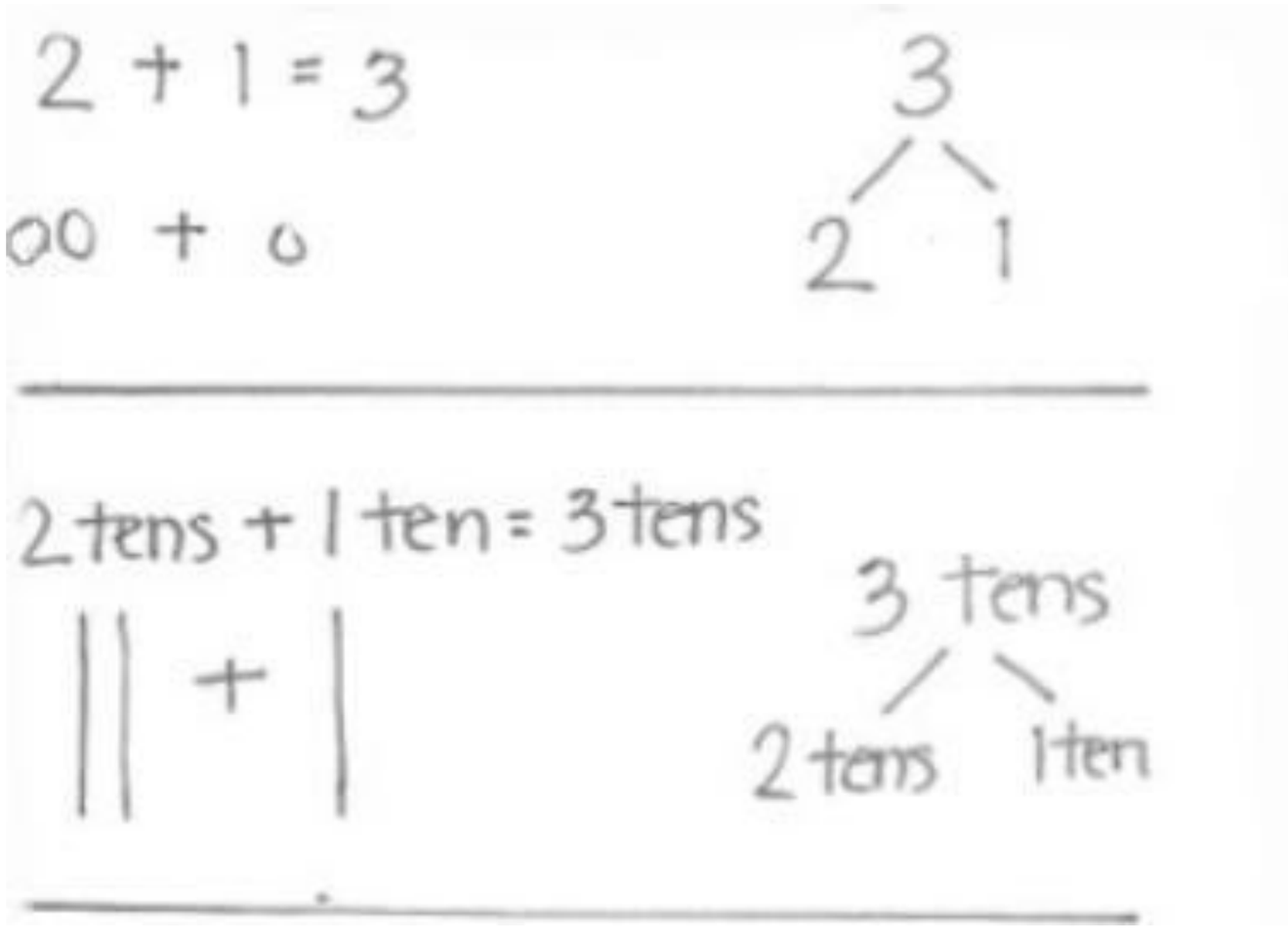


Concept Development

What did 1 ten become?

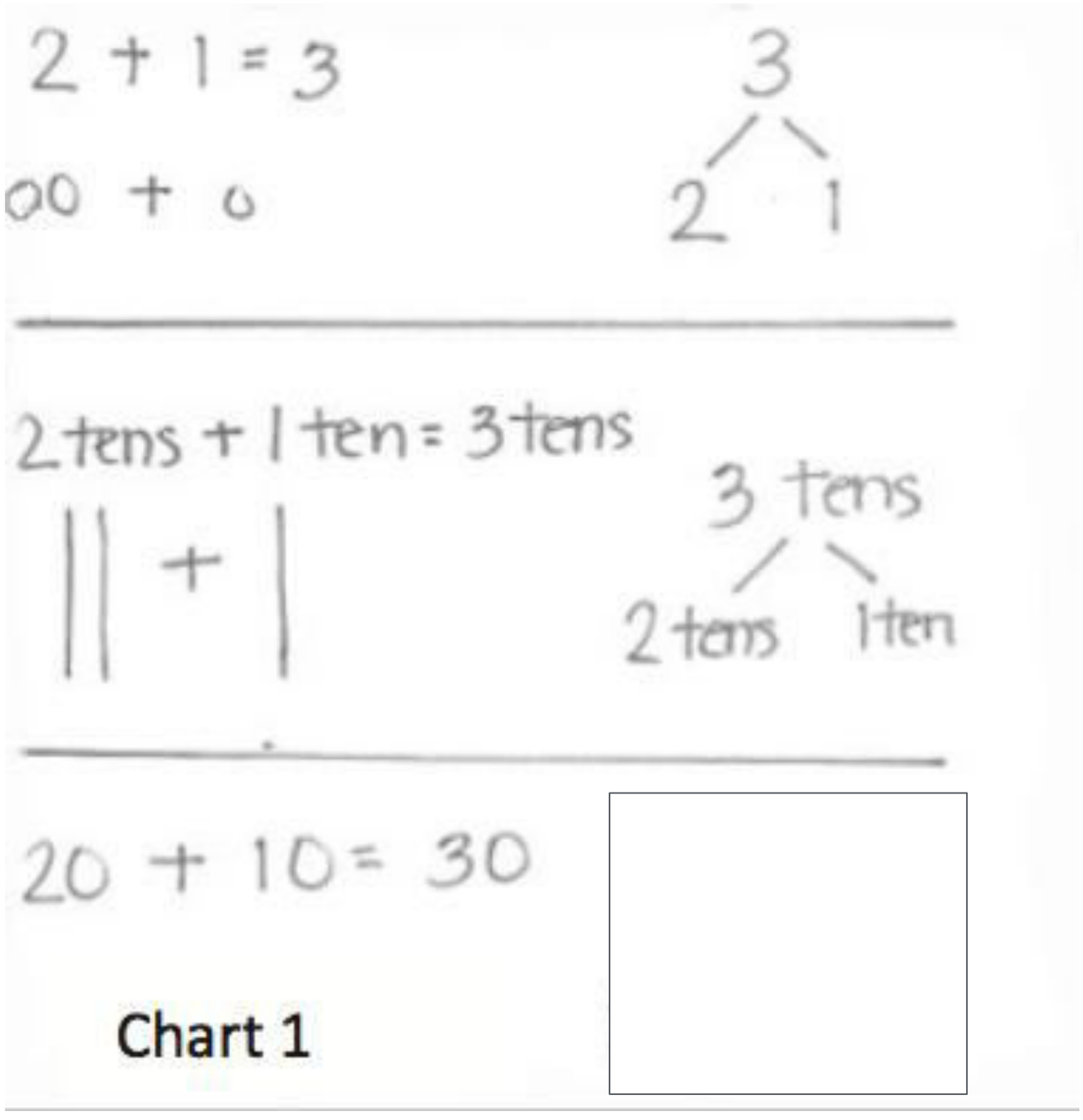
Concept Development

What is 20 + 10? Say the number sentence.!



Concept Development

20+10=30!



Concept Development

When we say 20 + 10 = 30, we'll call this the regular way. When we say the place value units, 2 tens plus 1 ten equals 3 tens, we call this the unit way.

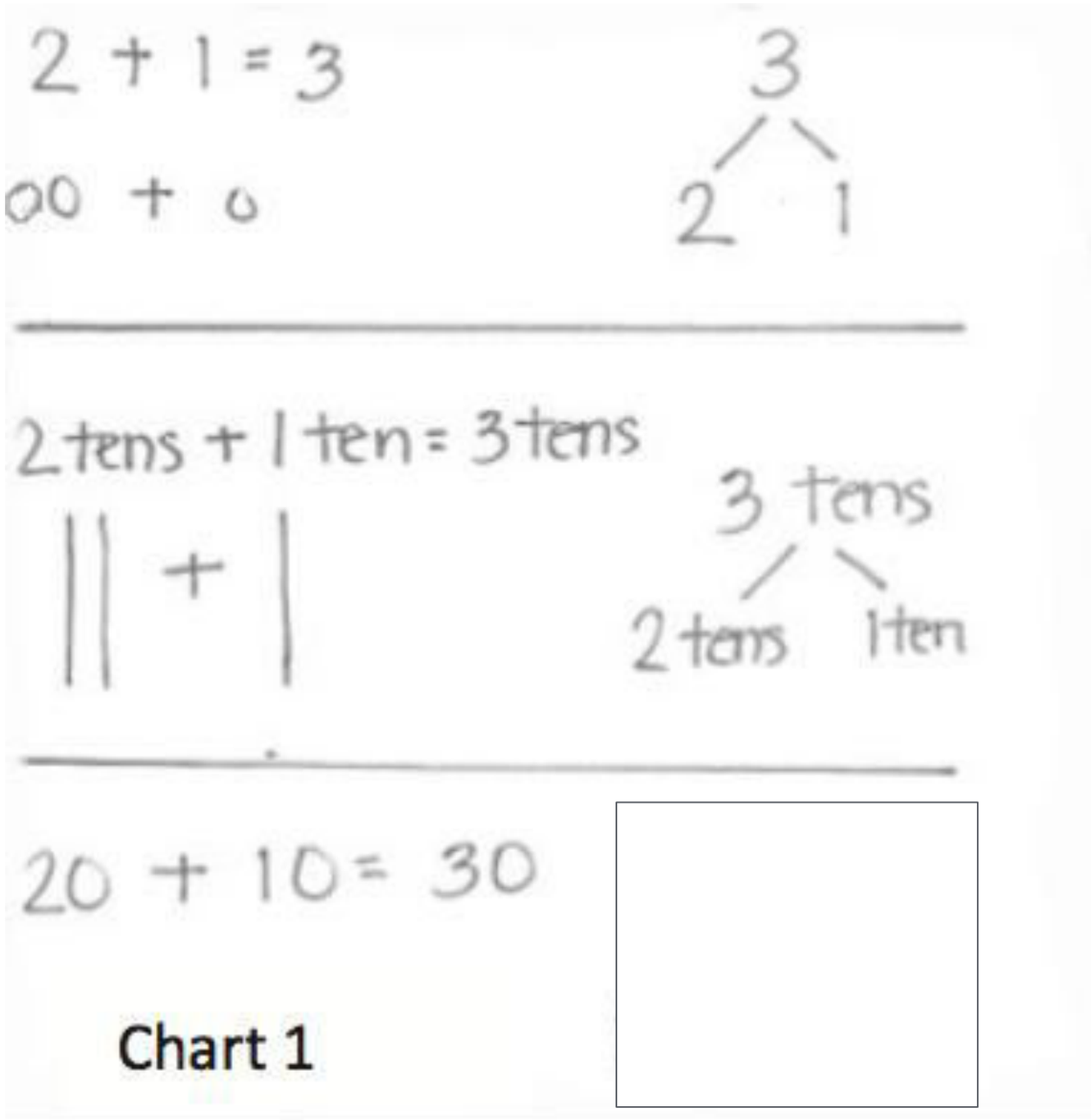


Chart 1

Concept Development

Did we change the number of magic counting sticks when we had 2 tens + 1 ten = 3 tens?

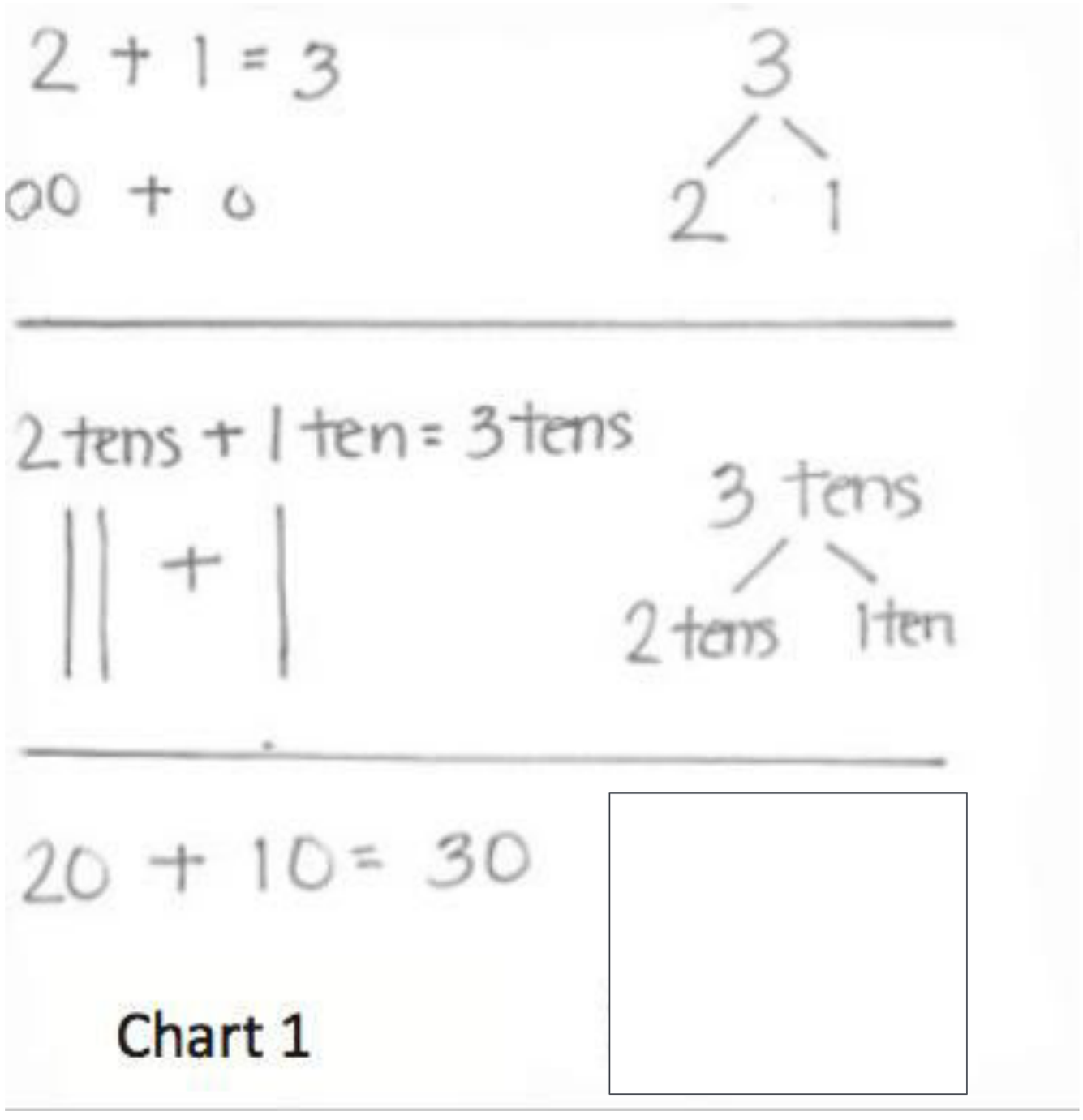
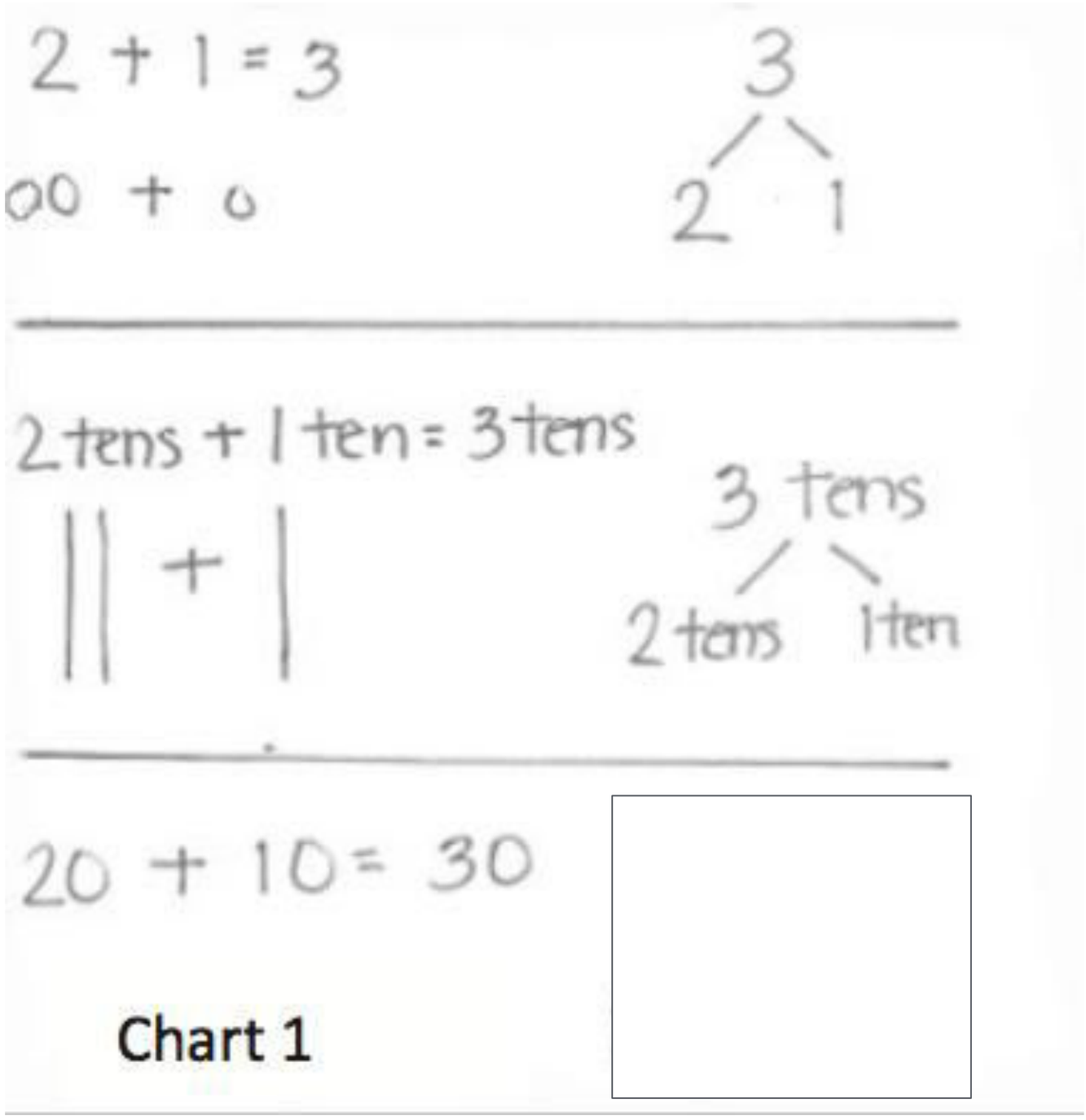


Chart 1

Concept Development

No!



Concept Development

Let’s add this to our chart:

4 tens – 3 tens

What parts of a number bond can we fill in with these numbers?

Concept Development

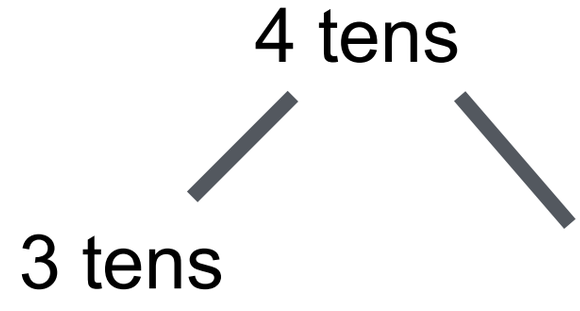
4 tens – 3 tens

4 tens on top, with 3 tens as one of the parts.

Concept Development

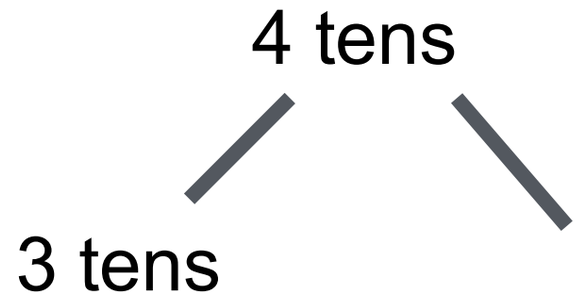
What addition sentence can we write to match this number bond? Remember, we can say “unknown” or “mystery number” for the part we don’t know yet.

4 tens – 3 tens



Concept Development

4 tens – 3 tens



3 tens + “the mystery number”

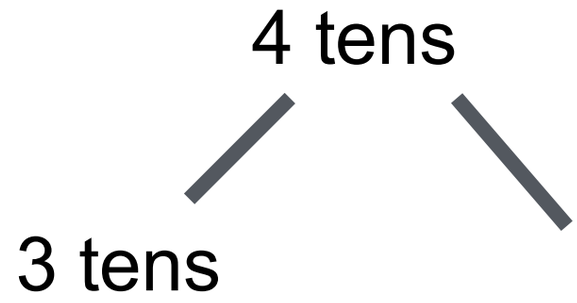
= 4 tens.

3 tens +

= 4 tens

Concept Development

4 tens – 3 tens

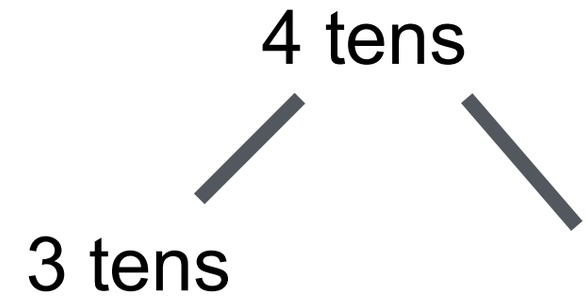


What is the missing part?

3 tens + _____ = 4 tens

Concept Development

4 tens – 3 tens

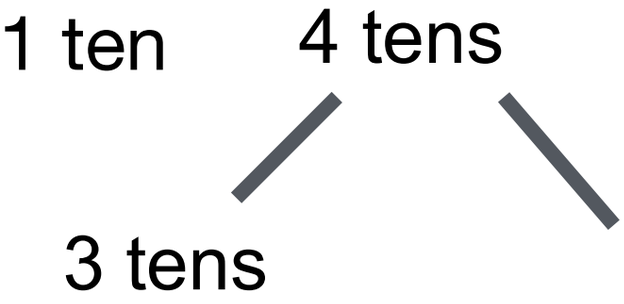


1 ten!

3 tens + 1 ten = 4 tens

Concept Development

4 tens – 3 tens = 1 ten

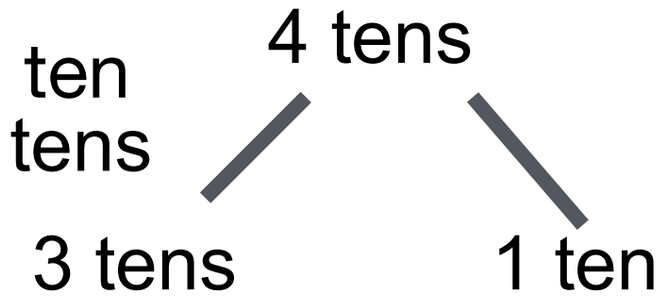


Say the subtraction sentence and the related addition sentence we created.

3 tens + 1 ten = 4 tens

Concept Development

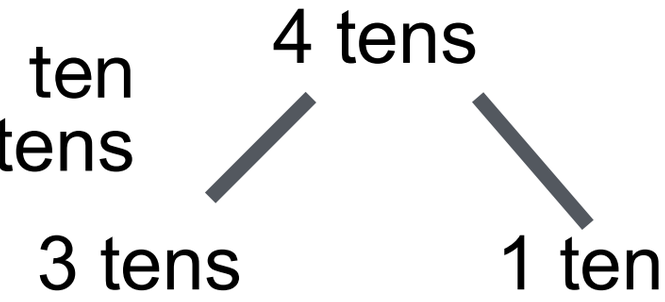
4 tens – 3 tens = 1 ten
3 tens + 1 ten = 4 tens



4 tens – 3 tens=1 ten. 3 tens +1 ten = 4 tens.

Concept Development

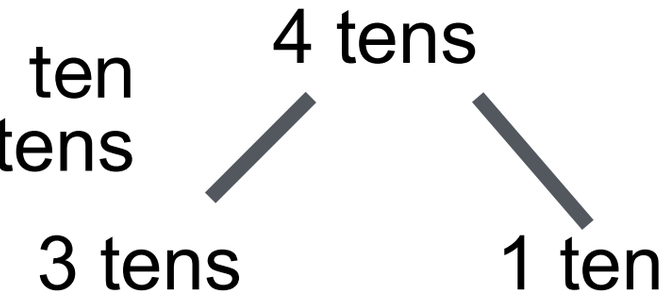
4 tens – 3 tens = 1 ten
3 tens + 1 ten = 4 tens



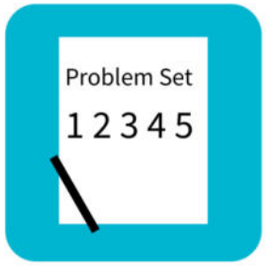
Let’s say it the regular way, too.

Concept Development

4 tens – 3 tens = 1 ten
3 tens + 1 ten = 4 tens



40–30=10. 30+10=40.

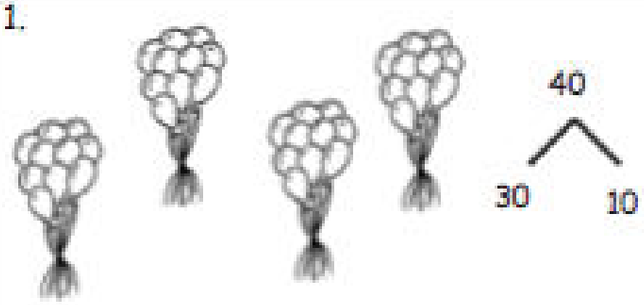


Problem Set

Name _____ Date _____

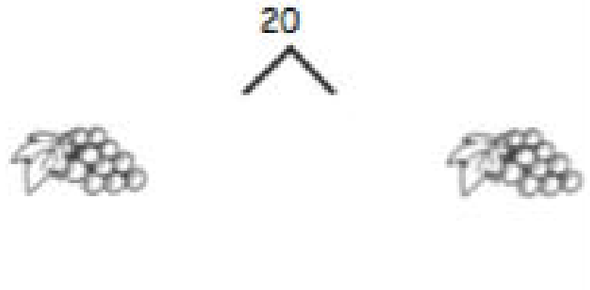
Complete the number bonds and number sentences to match the picture. The first one is done for you.

1.



3 tens + 1 ten = 4 tens
30 + 10 = 40

2.



_____ ten + _____ ten = _____ tens

_____

3.

_____ tens = _____ tens + _____ tens

_____

4.

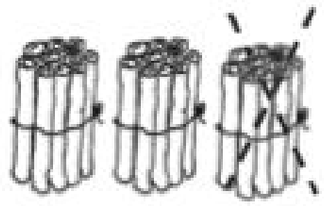
_____ tens = _____ tens + _____ ten

_____

Problem Set
1 2 3 4 5

Problem Set

5.



____ tens - ____ ten = ____ tens

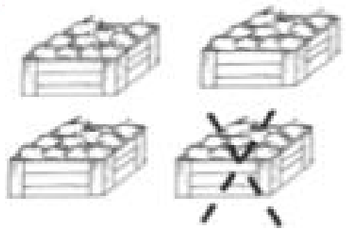
6.

____ tens - ____ tens = ____ tens

7.

____ tens + ____ ten = ____ tens

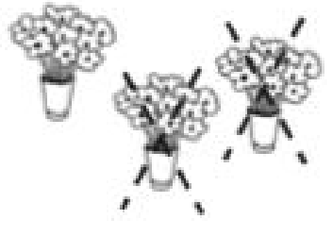
8.



____ tens - ____ ten = ____ tens

____+____

9.



____ tens - ____ tens = ____ ten

10.

____ ten - ____ tens = ____ ten

Problem Set

11. Fill in the missing numbers. Match the related addition and subtraction facts.

a. 4 tens - 2 tens = _____ 2 tens + 1 ten = 3 tens

b. 40 - 30 = _____ 30 + 10 = 40

c. 30 - 20 = _____ 20 + 20 = 40

12. Fill in the missing numbers.

a. 20 + 20 = _____ b. 30 - 20 = _____ c. 10 + _____ = 40

d. 20 - _____ = 0 e. 40 - _____ = 10 f. ____ + ____ = 30

Debrief

- Look at Problem 3. What simpler problem can help you solve this problem?

Debrief

- How are Problems 4 and 5 related?

Debrief

- Look at Problem 10. Share your solution with your partner. Did you solve the problem the same way? (Accept all possible interpretations of this picture as long as the students can support their thinking.)

Debrief

- Look at Problem 12. Can you find an addition and a subtraction sentence that are related?

Debrief

- Use the arrow way to represent the adding and subtracting of Problems 12(a), 12(b), and 12(c).

Debrief

- Explain how you solved the Application Problem.

Exit Ticket

Name _____ Date _____

Complete the number bonds and number sentences.

1.

1 ten + 1 ten = _____ tens

_____ + _____ = 20

2.

_____ tens = _____ tens + _____ ten

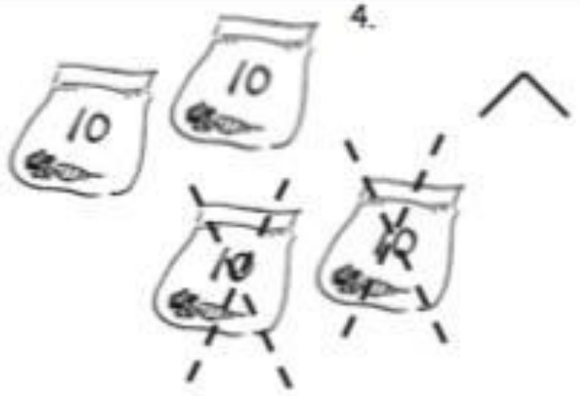
_____ = _____ + _____

3.

_____ tens - _____ ten = _____ tens

_____ - _____ = _____

4.



_____ tens - _____ tens = _____ tens

_____ - _____ = _____