

Eureka Math

First Grade Module 4 Lesson 12

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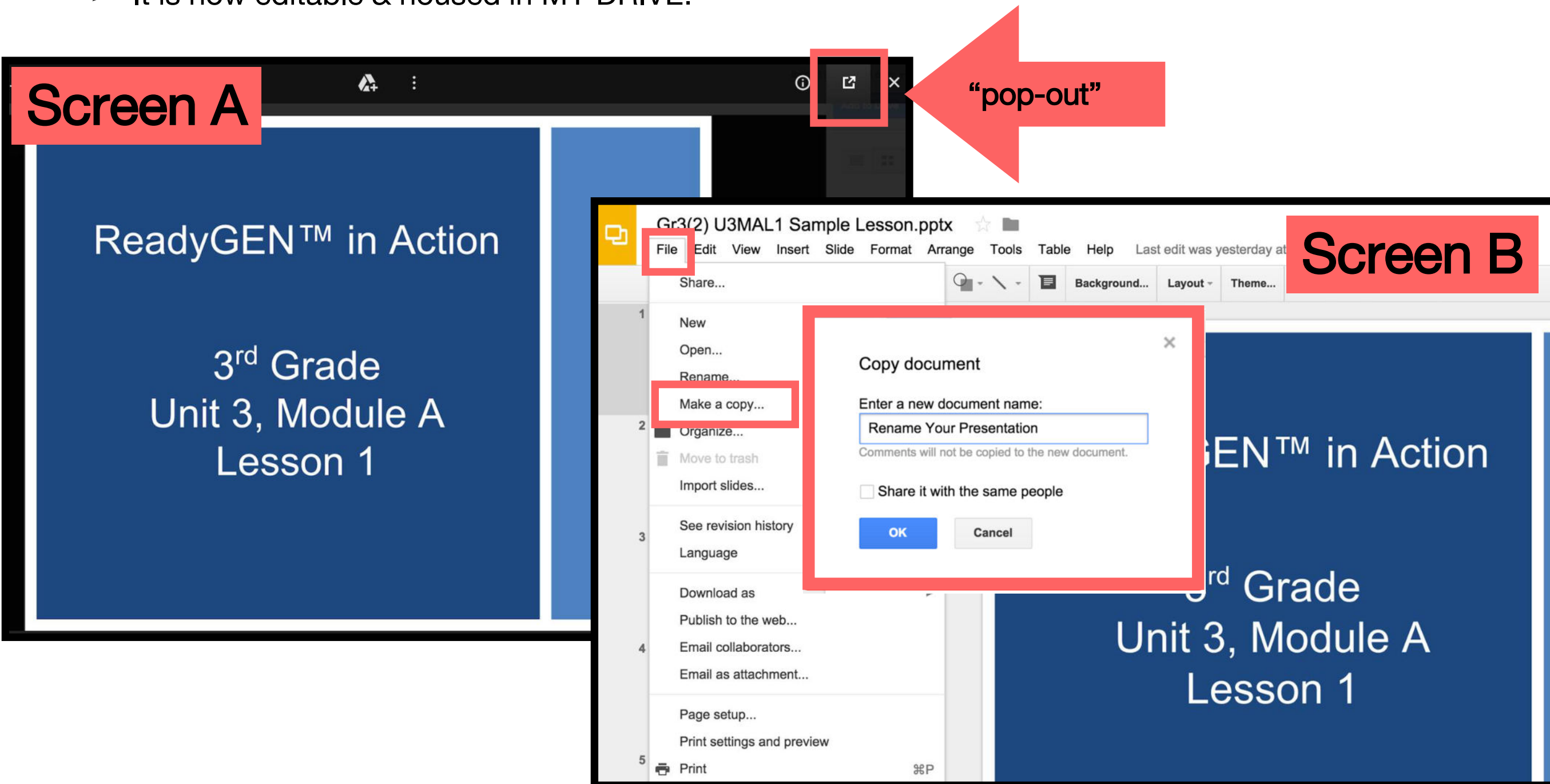


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Customize this Slideshow

Reflecting your Teaching Style and Learning Needs of Your Students

- When the Google Slides presentation is opened, it will look like Screen A.
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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



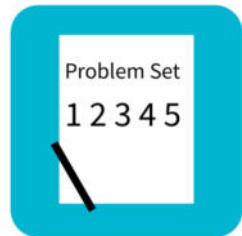
Read, Draw, Write



Learning Target



Personal White Board



Problem Set



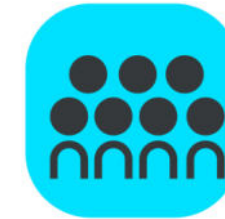
Manipulatives Needed



Fluency



Think Pair Share



Whole Class



Individual



Partner



Small Group



Small Group Time

Lesson 12

Objective: Add tens to a two-digit number.

Suggested Lesson Structure

■ Fluency Practice	(15 minutes)
■ Application Problem	(5 minutes)
■ Concept Development	(30 minutes)
■ Student Debrief	(10 minutes)
Total Time	(60 minutes)



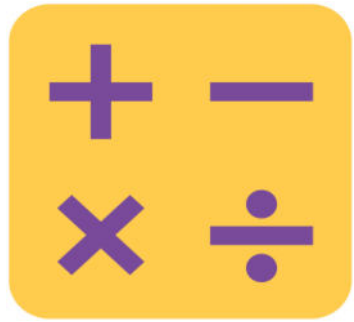


Materials Needed

- Fluency:
 - (S) Related Addition and Subtraction Within 10 Sprint
 - (S) Personal white board
 - (T) Enlarged pennies and dimes (Fluency Template)
- Concept Development:
- (T) 4 ten-sticks, 4 dimes, and 10 pennies from personal math toolkit, double place value chart drawn on chart paper (S) 4 ten-sticks, 4 dimes, and 10 pennies from personal math toolkit, personal white board, addition and subtraction cards (Template)



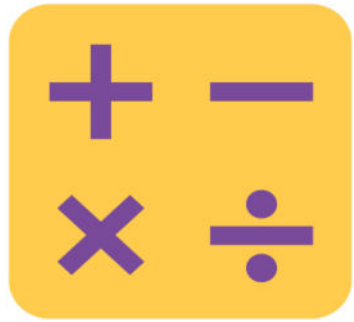
I can add or subtract tens from a multiple of 10.



Sprint: Related Addition and Subtraction Within 10

Let's do a Sprint!

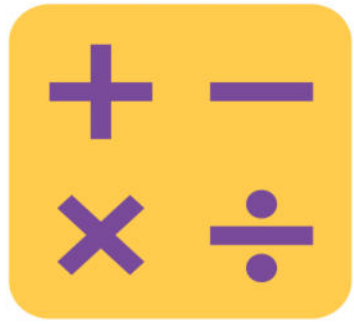
A STORY OF UNITS		Lesson 12 Sprint		1•4	
A		Number Correct:			
Name _____		Date _____			
*Write the missing number. Pay attention to the + and - signs.					
1.	$3 + \square = 4$		16.	$3 + \square = 7$	
2.	$1 + \square = 4$		17.	$7 = 4 + \square$	
3.	$4 - 1 = \square$		18.	$7 - 4 = \square$	
4.	$4 - 3 = \square$		19.	$7 - 3 = \square$	
5.	$3 + \square = 5$		20.	$3 + \square = 8$	
6.	$2 + \square = 5$		21.	$8 = 5 + \square$	
7.	$5 - 2 = \square$		22.	$\square = 8 - 5$	
8.	$5 - 3 = \square$		23.	$\square = 8 - 3$	
9.	$4 + \square = 6$		24.	$3 + \square = 9$	
10.	$2 + \square = 6$		25.	$9 = 6 + \square$	
11.	$6 - 2 = \square$		26.	$\square = 9 - 6$	
12.	$6 - 4 = \square$		27.	$\square = 9 - 3$	
13.	$6 - 3 = \square$		28.	$9 - 4 = \square + 2$	
14.	$3 + \square = 6$		29.	$\square + 3 = 9 - 3$	
15.	$6 - \square = 3$		30.	$\square - 7 = 8 - 6$	



Add and Subtract Tens Within 40

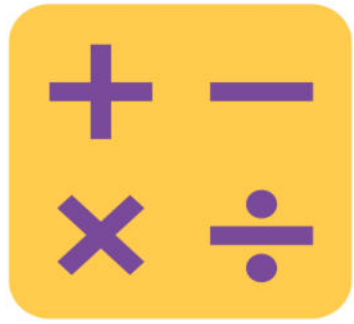
Let's do a Sprint!

A STORY OF UNITS		Lesson 12 Sprint		1•4	
B		Number Correct:			
Name _____		Date _____			
*Write the missing number. Pay attention to the + and - signs.					
1.	$4 + \square = 4$		16.	$2 + \square = 7$	
2.	$0 + \square = 4$		17.	$7 = 5 + \square$	
3.	$4 - 0 = \square$		18.	$7 - 5 = \square$	
4.	$4 - 4 = \square$		19.	$7 - 2 = \square$	
5.	$4 + \square = 5$		20.	$2 + \square = 8$	
6.	$1 + \square = 5$		21.	$8 = 6 + \square$	
7.	$5 - 1 = \square$		22.	$\square = 8 - 6$	
8.	$5 - 4 = \square$		23.	$\square = 8 - 2$	
9.	$5 + \square = 6$		24.	$2 + \square = 9$	
10.	$1 + \square = 6$		25.	$9 = 7 + \square$	
11.	$6 - 1 = \square$		26.	$\square = 9 - 7$	
12.	$6 - 5 = \square$		27.	$\square = 9 - 2$	
13.	$2 + \square = 6$		28.	$9 - 3 = \square + 3$	
14.	$4 + \square = 6$		29.	$\square + 2 = 9 - 4$	
15.	$6 - 4 = \square$		30.	$\square - 6 = 8 - 3$	



Add and Subtract Tens Within 40

I will show you related addition and subtraction sentences using 0-4 tens in unit form. You will convert the number sentences to numeral form and solve!



Add and Subtract Tens Within 40

I will show you related addition and subtraction sentences using 0-4 tens in unit form. You will convert the number sentences to numeral form and solve!

$$4 \text{ tens} - 3 \text{ tens} = \underline{\hspace{2cm}} \text{ tens}$$

$$3 \text{ tens} + \underline{\hspace{2cm}} = 4 \text{ tens}$$



Add and Subtract Tens Within 40

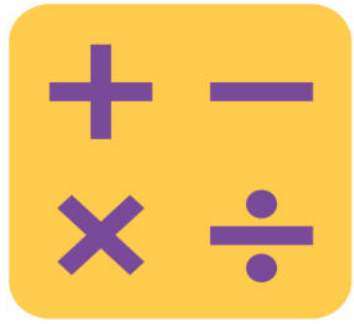
I will show you related addition and subtraction sentences using 0-4 tens in unit form. You will convert the number sentences to numeral form and solve!

$$4 \text{ tens} - 3 \text{ tens} = 1 \text{ ten}$$

$$3 \text{ tens} + 1 \text{ ten} = 4 \text{ tens}$$

$$40 - 30 = 10$$

$$30 + 10 = 40$$

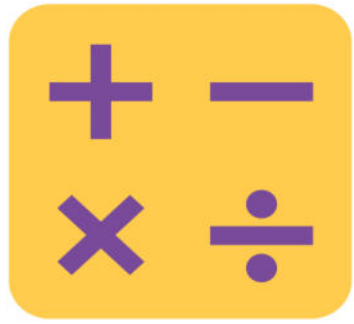


Add and Subtract Tens Within 40

I will show you related addition and subtraction sentences using 0-4 tens in unit form. You will convert the number sentences to numeral form and solve!

$$4 \text{ tens} - 2 \text{ tens} = \underline{\hspace{2cm}} \text{ tens}$$

$$2 \text{ tens} + \underline{\hspace{2cm}} \text{ tens} = 4 \text{ tens}$$



Add and Subtract Tens Within 40

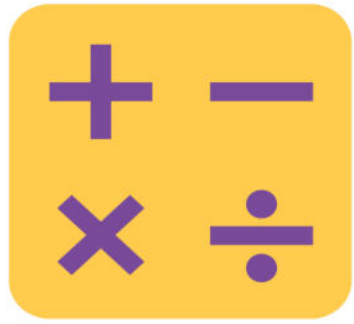
I will show you related addition and subtraction sentences using 0-4 tens in unit form. You will convert the number sentences to numeral form and solve!

$$4 \text{ tens} - 2 \text{ tens} = 4 \text{ tens}$$

$$2 \text{ tens} + 2 \text{ tens} = 4 \text{ tens}$$

$$40 - 20 = 20$$

$$20 + 20 = 40$$



Count by Tens with Coins

Let's count by tens with coins!



Application Problem

Thomas has a box of paper clips. He used 10 of them to measure the length of his big book. There are 20 paper clips still in the box. Use the arrow way to show how many paper clips were in the box at first.



Concept Development

Using your linking cubes, show me 13.



Concept Development

Let's fill out the place value chart. How many tens and ones are here?



Concept Development

tens	ones
1	3

1 ten 3 ones.



Concept Development

tens	ones
1	3

 $\xrightarrow{+10}$

Do what the arrow shows, and show how many cubes we'll have next.



Concept Development

tens	ones
1	3

 $\xrightarrow{+10}$

How many cubes are there now?



Concept Development

tens	ones
1	3

 $\xrightarrow{+10}$

Say the number sentence, beginning with the number of cubes we started with.



Concept Development

tens	ones
1	3

→ +10

$$13 + 10 = 23.$$



Concept Development

tens	ones
1	3

 $\xrightarrow{+10}$

$$13 + 10 = 23.$$



Concept Development

tens	ones
1	3

 $\xrightarrow{+10}$

Use the quick ten drawing to show how we got 23.



Concept Development



Use the quick ten drawing to show how we got 23.



Concept Development

tens	ones
1	3

 $\xrightarrow{+10}$

tens	ones
2	3



Which digit changed, and which digit remained the same? Turn and talk to your partner, and explain your thinking.



Concept Development

tens	ones
1	3

+10
→

tens	ones
2	3



The digit in the tens place changed because we added 1 ten. We didn't touch the ones. □ 1 ten more than 1 ten is 2 tens. That's why we have 2 in the tens place. We didn't add anything to the ones, so the ones digit stays at 3.



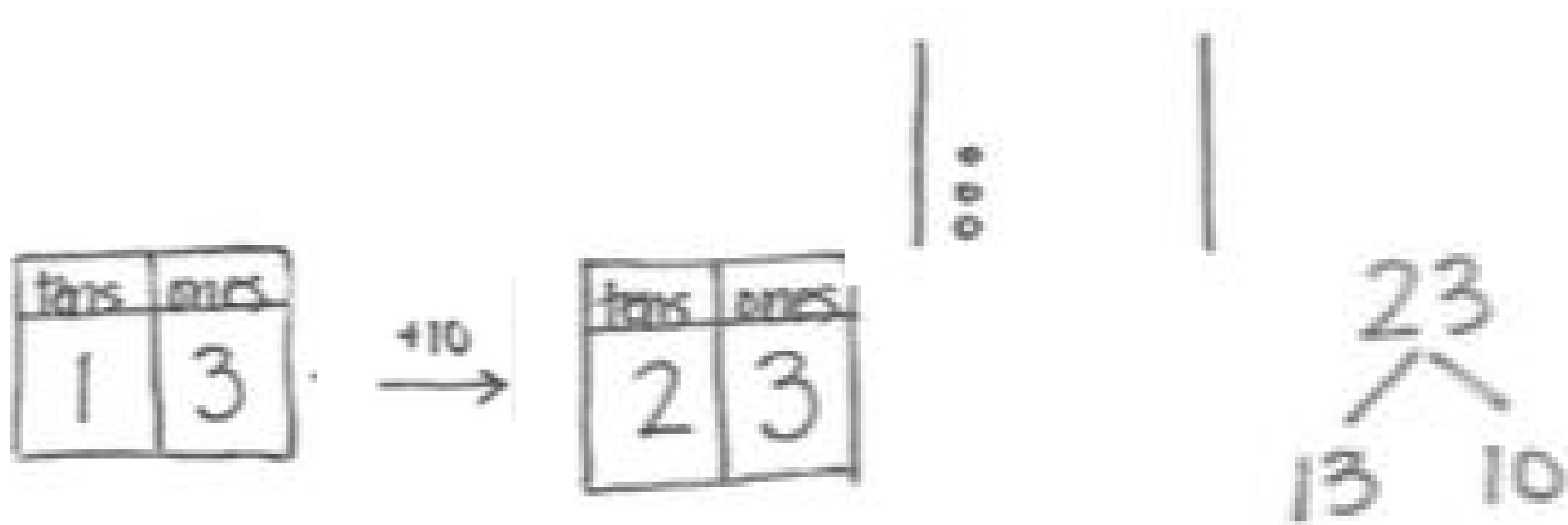
Concept Development



Write the number bond that shows how we changed 13 to make 23.



Concept Development



Write the number bond that shows how we changed 13 to make 23.



Concept Development

Show me 24 using your dimes and pennies.



Concept Development

How many tens and ones are in 24?



Concept Development

2 tens 4 ones.



Concept Development

Do what the arrow way says.

tens	ones
2	4

+10 →



Concept Development

How many tens are there now?

tens	ones
2	4

+10 →



Concept Development

3 tens.

tens	ones
2	4

+10 →



Concept Development

4 ones.

tens	ones
2	4

+10 →



Concept Development

Let's use coin drawings to show what you did.

ten's	one's
2	4

+10 →



Concept Development

Say the number
sentence.

tens	ones
2	4

+10 →

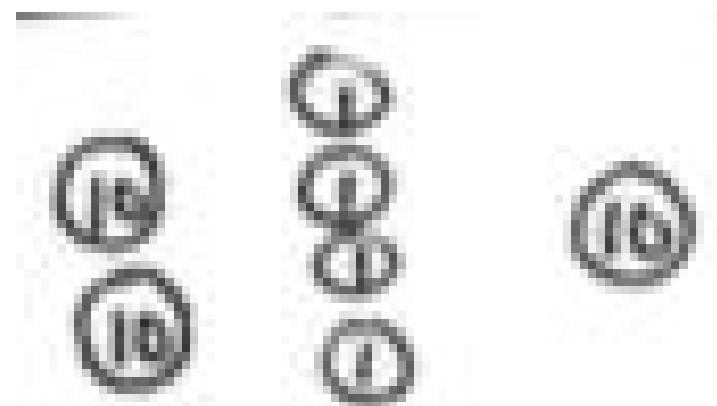
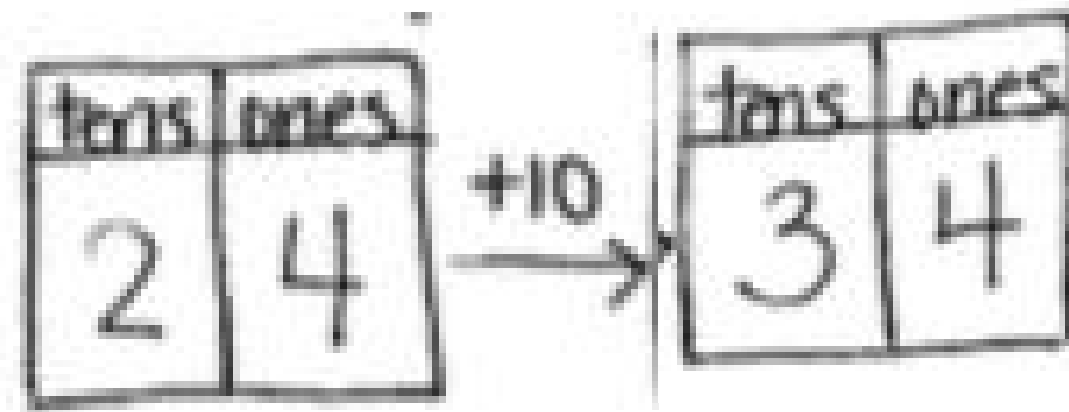




Concept Development

Say the number
sentence.

$$24 + 10 = 34$$

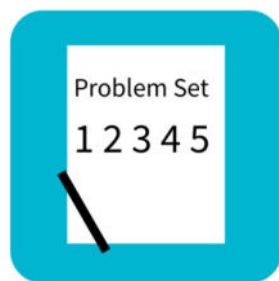




Concept Development

Let's play a game called Addition and Subtraction with Cards! Here are the procedures:

1. Students place the deck of cards facedown between them.
2. Each partner flips over one card, solves the problem, and then says the number sentence.
3. The partner with the greater total wins the cards. (If the totals are equal, leave the cards until the next round when one student does have a greater total.)



Problem Set

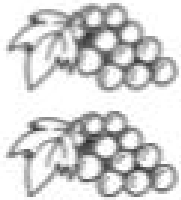
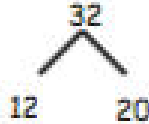
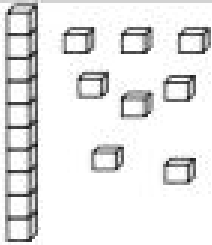
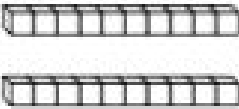
A STORY OF UNITS

Lesson 12 Problem Set

1•4

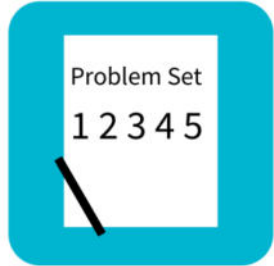
Name _____ Date _____

Fill in the missing numbers to match the picture. Write the matching number bond.

1.   $12 + 20 = \underline{\hspace{2cm}}$ 	2.   $15 + \underline{\hspace{2cm}} = \underline{\hspace{2cm}}$ 
3.   $\underline{\hspace{2cm}} + \underline{\hspace{2cm}} = \underline{\hspace{2cm}}$ 	4.   $\underline{\hspace{2cm}} + \underline{\hspace{2cm}} = \underline{\hspace{2cm}}$ 

Draw using quick tens and ones. Complete the number bond, and write the sum in the place value chart and the number sentence.

5. $19 + 10 = \underline{\hspace{2cm}}$  <table border="1" data-bbox="1130 1782 1330 1958"><thead><tr><th>tens</th><th>ones</th></tr></thead><tbody><tr><td></td><td></td></tr></tbody></table>	tens	ones			6. $20 + 14 = \underline{\hspace{2cm}}$  <table border="1" data-bbox="1778 1782 1978 1958"><thead><tr><th>tens</th><th>ones</th></tr></thead><tbody><tr><td></td><td></td></tr></tbody></table>	tens	ones		
tens	ones								
tens	ones								



Problem Set

A STORY OF UNITS

Lesson 12 Problem Set

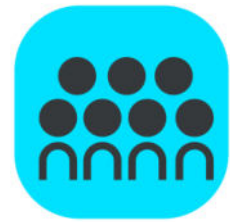
1•4

Use arrow notation to solve.

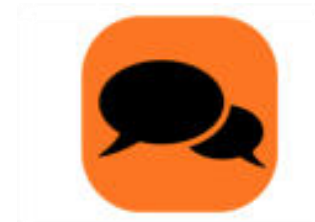
7. 13 $\xrightarrow{+10}$ _____	8. 19 $\xrightarrow{+}$ 39
9. _____ $\xrightarrow{+10}$ 26	10. _____ $\xrightarrow{+20}$ 38

Use the dimes and pennies to complete the place value charts and the number sentences.

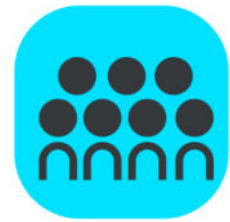
11.   <table border="1" data-bbox="1042 1349 1207 1512"><thead><tr><th>tens</th><th>ones</th></tr></thead><tbody><tr><td></td><td></td></tr></tbody></table> + <table border="1" data-bbox="1289 1349 1454 1512"><thead><tr><th>tens</th><th>ones</th></tr></thead><tbody><tr><td></td><td></td></tr></tbody></table> = <table border="1" data-bbox="1591 1349 1756 1512"><thead><tr><th>tens</th><th>ones</th></tr></thead><tbody><tr><td></td><td></td></tr></tbody></table>	tens	ones			tens	ones			tens	ones		
tens	ones											
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12.   <table border="1" data-bbox="1042 1778 1207 1941"><thead><tr><th>tens</th><th>ones</th></tr></thead><tbody><tr><td></td><td></td></tr></tbody></table> + <table border="1" data-bbox="1289 1778 1454 1941"><thead><tr><th>tens</th><th>ones</th></tr></thead><tbody><tr><td></td><td></td></tr></tbody></table> = <table border="1" data-bbox="1591 1778 1756 1941"><thead><tr><th>tens</th><th>ones</th></tr></thead><tbody><tr><td></td><td></td></tr></tbody></table>	tens	ones			tens	ones			tens	ones		
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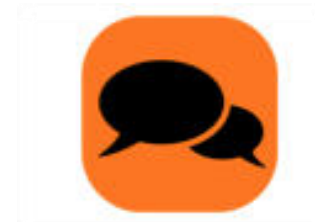
Debrief



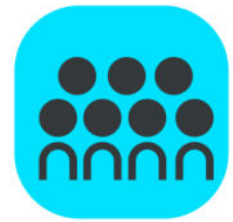
- How is solving Problem 7 different from solving Problem 9?



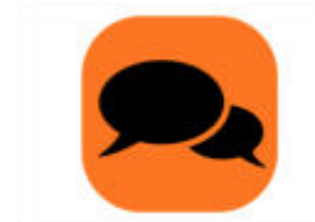
Debrief



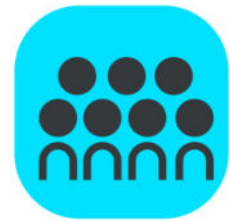
- With your partner, compare the ways you solved Problem 6. Which number did you draw first? Why?



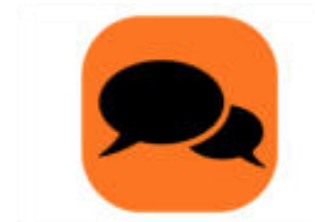
Debrief



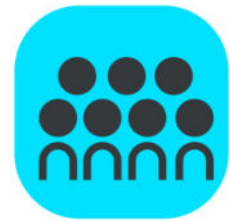
- Look at Problem 11 or 12. Which coin is represented in the tens place? Which coin is represented in the ones place?



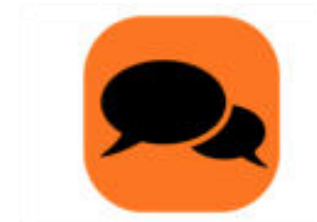
Debrief



- Look at Problem 11. Explain why the ones digit didn't change from the starting number to the ending number.



Debrief



- Share your answer to today's Application Problem. Explain how you found your answer.



Exit Ticket

A STORY OF UNITS

Lesson 12 Exit Ticket

1•4

Name _____ Date _____

Complete the number sentences. Use quick tens, the arrow way, or coins to show your thinking.

$$28 + 10 = \underline{\hspace{2cm}}$$

$$14 + 20 = \underline{\hspace{2cm}}$$