## Eureka Math

First Grade Module 4 Lesson 13

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Directions for customizing presentations are available on the next slide.



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### Icons





Read, Draw, Write











Manipulatives Needed







### Lesson 13

Objective: Use counting on and the make ten strategy when adding across a ten.

#### Suggested Lesson Structure

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



# Materials Needed

- S: Addition and Subtraction Cards (Lesson 12 Template)
- S: 1 Die for Each Set of Partners
- S: Core Addition Fluency Review (Lesson 2 Core Addition Fluency Review)
- T: 4 Ten-Sticks from the Personal Math Toolkit
- T: Place Value Chart Drawn on Chart Paper
- S: 4 Ten-Sticks from the Personal Math Toolkit
- S: Personal White Board



### I can use counting on and the make ten strategy when adding across a ten.



## **Application Problem**

Use linking cubes as you read, draw, and write (RDW) to solve the problems.

- Emi had a linking cube train with 4 blue cubes and 2 red cubes. How many cubes were in her train?
- 2. Emi made another train with 6 yellow cubes and some green cubes. The train was made of 9 linking cubes. How many green cubes did she use?
- 3. Emi wants to make her train of 9 linking cubes into a train of 15 cubes. How many cubes does Emi need?

RDW

## **Application Problem**

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## Addition and Subtraction with Cards

- 1. Students place the deck of cards face down 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.

# Race and Roll Addition

All students start at 0. Partners take turns rolling a die, saying a number sentence, and adding the number rolled to the total. For example, Partner A rolls 6 and says, "0 + 6 = 6," then Partner B rolls 3 and says, "6 + 3 = 9." They continue rapidly rolling and saying number sentences until they get to 20, without going over. Partners stand when they reach 20. For example, if the partners are at 18 and roll 5, they take turns rolling until one of them rolls a 2 or rolls 1 twice, and then both stand.



## Core Addition Fluency Review

| Name |         | Date                     |             |
|------|---------|--------------------------|-------------|
|      |         | Core Addition Fluency Re | view        |
| 1.   | 2 + 0 = | 16. 1 + 6 =              | 31. 5 + 3 = |
| 2.   | 2 + 1 = | 17. 6 + 1 =              | 32. 3 + 5 = |
| 3.   | 2 + 2 = | 18. 6 + 2 =              | 33. 3 + 4 = |
| 4.   | 4 + 0 = | 19. 5 + 2 =              | 34. 3 + 3 = |
| 5.   | 0 + 4 = | 20. 4 + 3 =              | 35. 4 + 4 = |
| 6.   | 0 + 3 = | 21. 2 + 3 =              | 36. 5 + 4 = |
| 7.   | 0 + 0 = | 22. 2 + 4 =              | 37. 4 + 6 = |
| 8.   | 3 + 1 = | 23. 4 + 2 =              | 38. 2 + 7 = |
| 9.   | 1 + 3 = | 24. 3 + 2 =              | 39. 2 + 8 = |



Take a look at my red linking cubes.

How many do you see? 13

(Click) Now how many do you see? Turn and talk to your partner about how you know.

Let's count on from 13 to find the solution.





Let's add the ones first. How many are in the ones place in 13?

3 ones and 4 ones is?

How many tens do we have?

1 ten and 7 ones is...

What are some other addition sentences that we could use to put together 13 cubes and 4 cubes?



Let's use quick tens to draw the number of linking cubes we started with.

Draw to show the number of cubes we added to 13 using Xs in 5-group column formation.

Say the number sentence using you drawing.





### Let's use a number bond.





# Concept Development

Let's solve another problem. Use your cubes to show 13. Use a different color to show 7 more. How many cubes do you have now. Show your partner what you did. Talk about it.







## PROBLEM SET

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#### Lesson 13 Problem Set 1-4

Name

Date

Use the pictures to complete the place value chart and number sentence. For Problems 5 and 6, make a quick ten drawing to help you solve.





Lesson 13: Use counting on and the make ten strategy when adding across a ten.

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## PROBLEM SET

| A STORY OF UNITS | Lesson 13 Homework | 1.4 |
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|                  |                    |     |

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Date

Use quick tens and ones to complete the place value chart and number sentence,

1. \_\_\_\_\_ 2. \_\_\_\_





Lesson Site

Use counting on and the make ten strategy when adding across a ten.

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How can solving problem 1 help you solve problem 3?



In Problem 9, explain why there is a 0 in the ones place in the answer when there are some ones in both addends.

For problem 10 a student said he has 2 tens and 10 ones is he right?

What strategies did we use today to solve addition problems?

How does your fluency work with the sums to ten help you in today's lesson?



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#### Lesson 13 Exit Ticket 1-4

Name

Date \_\_\_\_

Fill in the place value chart, and write a number sentence to match the picture.



Draw quick tens, ones, and number bonds to solve. Complete the place value chart.



