Eureka Math

First Grade
Module 4
Lesson 14

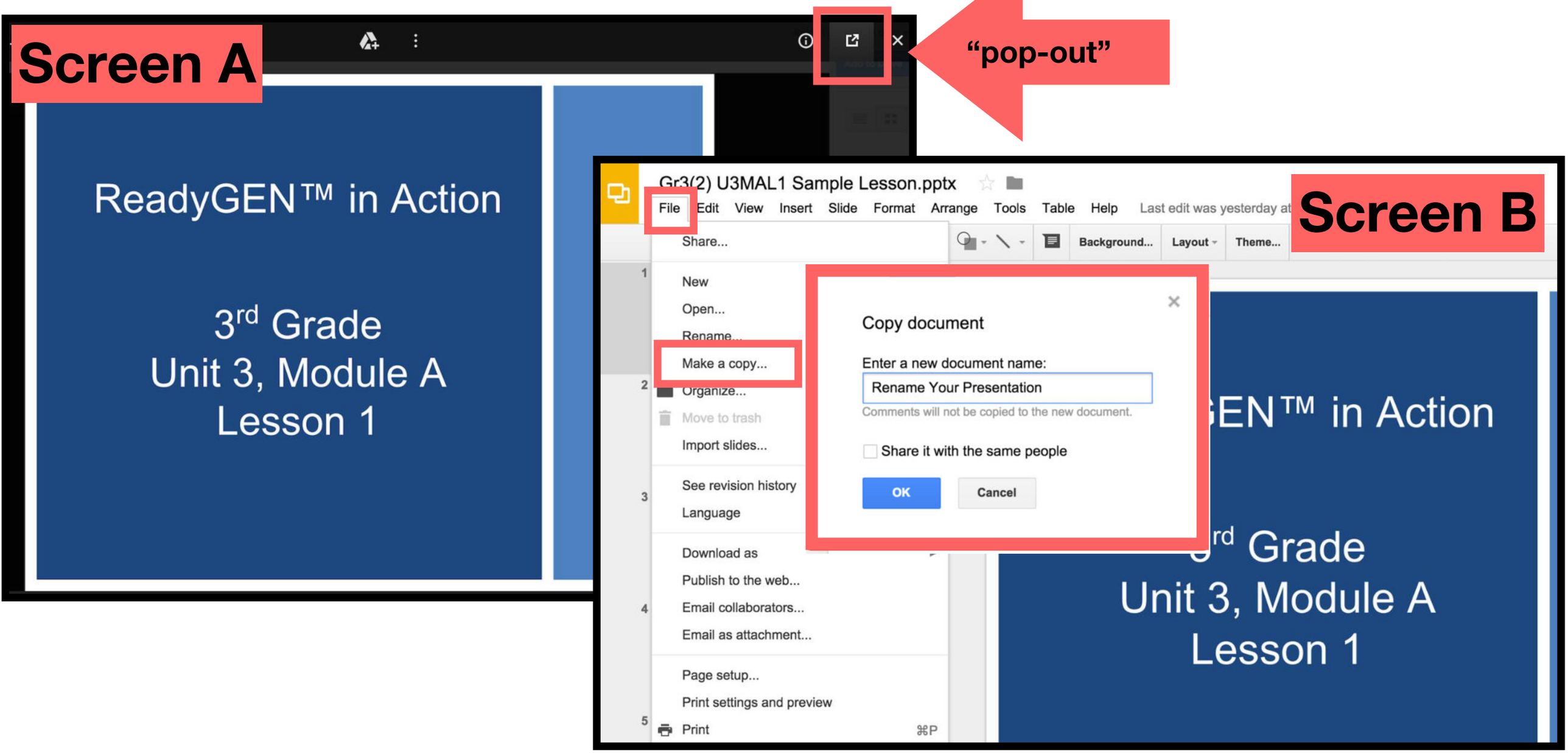
At the request of elementary teachers, a team of Bethel & Sumner educators met as a committee to create Eureka slideshow presentations. These presentations are not meant as a script, nor are they required to be used. Please customize as needed. Thank you to the many educators who contributed to this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

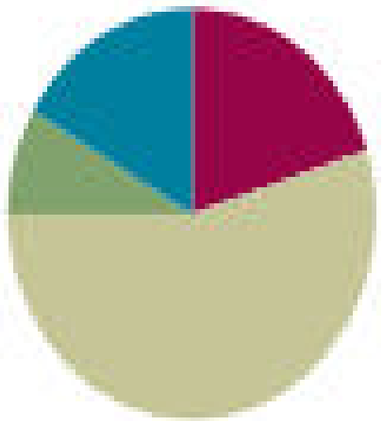
Small Group Time

Lesson 14

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: Linking Cubes
- T: Rekenrek
- S: Personal White Board
- T: 4 Ten-Sticks, Chart Paper
- S: 4 Ten-Sticks from the Math Toolkit

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

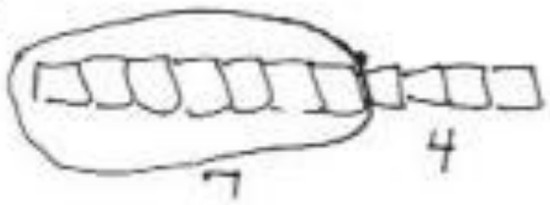
Application Problem

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

1. 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?

Application Problem

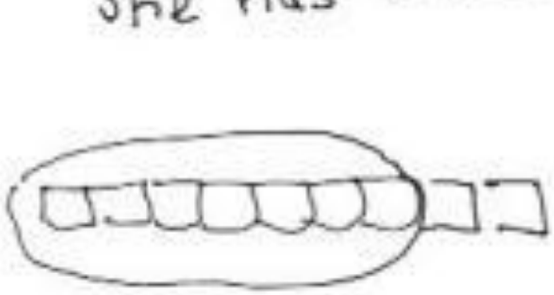
a



$7 + 4 = \boxed{11}$

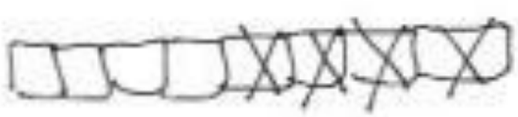
She has 11 cubes

b



$7 + \boxed{2} = 9$

C She added 2 cubes



$8 - \boxed{4} = 4$

Emi took off 4 cubes

Addition Within 40

T: 5 + 2 is…? (Snap.)
Give me the number sentence.
S: 5 + 2 =_____.

T: 10 + 7 is…? (Snap.)
S: 10 + 7 = _____.

T: 15 + 2 is…? (Snap.)
S: 15 + 2 = _____.

Continue with 25 + 2 and 35 + 2. Repeat, beginning with other single-digit addition facts with sums to 10. Make sure one addend is conducive to counting on (e.g., 1, 2, or 3).

Get to 10

For the first minute, say numbers 0–10.

Students say partners to ten on your snap.

Then, take out the Rekenrek and demonstrate partners to 10.

(Show 9.) Give me the number sentence to make 10.

(Show 19.) Give me the number sentence to make 20.

Suggested sequence: 29, 39; 5, 15, 25, 35; 8, 18, 28, 38; 7, 17, 27, 37; etc.

Make Ten Addition with Partners

In today's lesson, students learn how to apply this strategy when adding a one-digit number to a two-digit number. Assign partners of equal ability. Partners choose an addend from 1 to 10 for each other. On their personal white boards, students add their number to 9, 8, and 7. Remind students to write the two addition sentences they learned in Module 2. Partners then exchange boards and check each other's

Concept Development

Materials: (T) 4 ten-sticks, chart paper (S) 4 ten-sticks from the math toolkit, personal white board

19 + 3

How many cubes do I start with? **19**

What else do I need to solve this problem? **3 more**

Turn and talk to your partner about how you can solve 19 + 3.

Can we make a new *Ten Stick* if we add 3 to 19? How many more do we need to make another *Ten Stick*?

Concept Development

Materials: (T) 4 ten-sticks, chart paper (S) 4 ten-sticks from the math toolkit, personal white board

Work with your partner to find the sum for each of the addition expressions below:

18 + 4

28 + 4

26 + 5

26 + 7

15 + 8

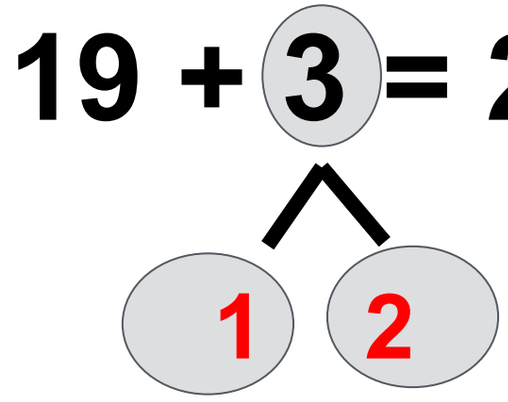
Concept Development

Let's look at this problem again...

19 + 3

Let's record what we did to solve 19 + 3 using a **number bond**.

Can we make a ten?



19 + 1 = 20

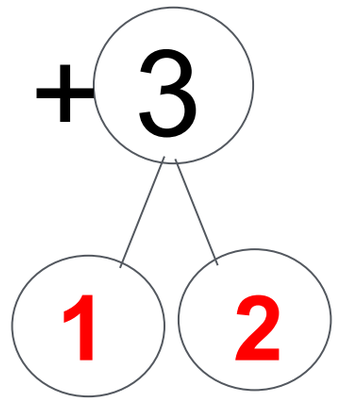
20 + 2 = 22

Let's see how it would look if we used arrows to show how we added...

Concept Development

Let's try this problem...

29 + 3



29 + 1 = 30

30 + 2 = 32

Concept Development

19 + 5

18 + 3

17 + 3

26 + 3

26 + 7

28 + 7.

Problem Set

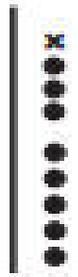
1 2 3 4 5

PROBLEM SET

Name _____ Date _____

Use the pictures or draw quick tens and ones. Complete the number sentence and place value chart.

1. 18 + 1 = _____



tens	ones

2. 18 + 2 = _____

tens	ones

3. 18 + 5 = _____

tens	ones

4. 29 + 1 = _____

tens	ones

5. 29 + 3 = _____

tens	ones

6. 29 + 6 = _____

tens	ones

7. 16 + 4 = _____

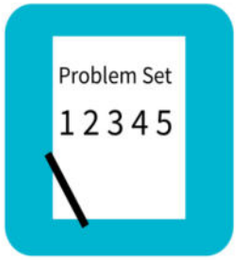
tens	ones

8. 16 + 6 = _____

tens	ones

9. 26 + 6 = _____

tens	ones



PROBLEM SET

Make a number bond to solve. Show your thinking with number sentences or the arrow way. Complete the place value chart.

10. 17 + 2 = _____

tens	ones

11. 17 + 5 = _____

tens	ones

12. 25 + 4 = _____

tens	ones

13. 25 + 6 = _____

tens	ones

14. 34 + 4 = _____

tens	ones

15. 34 + 8 = _____

tens	ones

Debrief

- How could Problem 8 help you solve Problem 9? What smaller problem is in both Problems 8 and 9?
- With your partner, compare your work for Problem 9. Which method did you use to solve, and why? How are the different methods of using quick ten drawings, the number bond, and the arrow way similar?
- How did we record the ways we added today?
- (Post the chart using a number bond and the arrow way to solve 19 + 3.) Do you notice any similarities in our number bond and the arrow way?
- How did your fluency work in Get to Ten help you during today's lesson?

Exit Ticket

Name _____ Date _____

Draw quick tens and ones. Complete the number sentence and place value chart.

1. 17 + 1 = _____

tens	ones

2. 17 + 3 = _____

tens	ones

3. 17 + 6 = _____

tens	ones

Make a number bond to solve. Show your thinking with number sentences or the arrow way. Complete the place value chart.

4. 32 + 7 = _____

tens	ones

5. 26 + 9 = _____

tens	ones