

Eureka Math

1st Grade Module 4 Lesson 17

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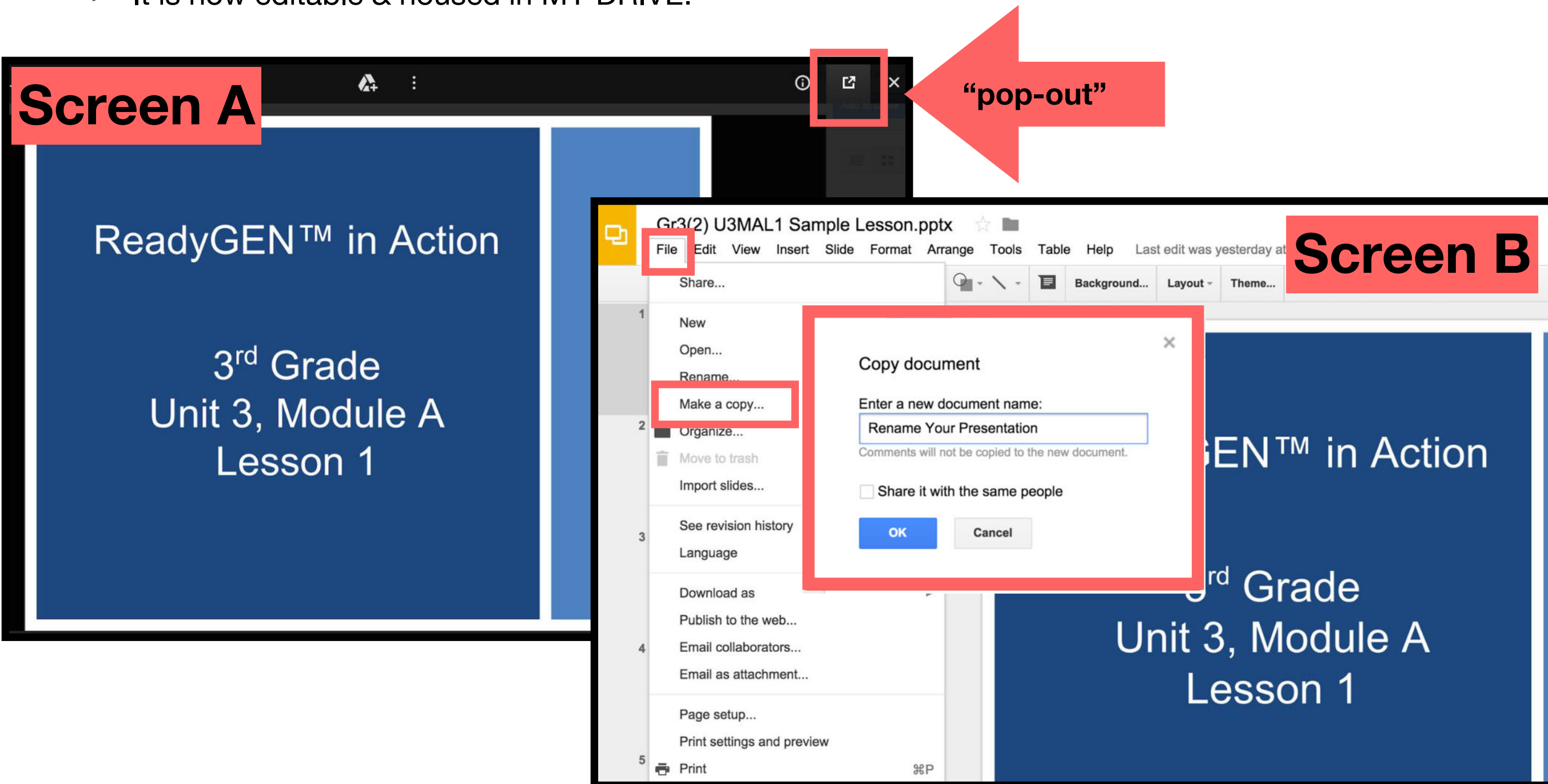


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Customize this Slideshow

Reflecting your Teaching Style and Learning Needs of Your Students

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



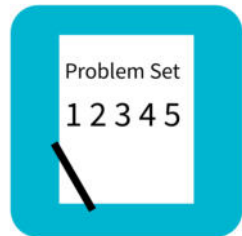
Read, Draw, Write



Learning Target



Personal White Board



Problem Set



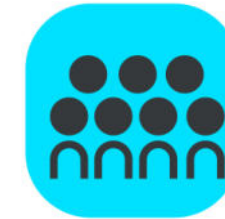
Manipulatives Needed



Fluency



Think Pair Share



Whole Class



Individual



Partner



Small Group



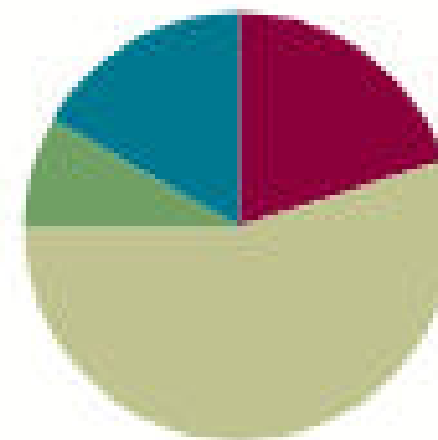
Small Group Time

Lesson 17

Objective: Add ones and ones or tens and tens.

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

- Fluency
 - (S) Core Addition Fluency Review: Missing Addends
 - (S) Personal white board
 - (S) one die per student
- Concept Development

(T) Ten-sticks, chart paper (S) Ten-sticks from math toolkit, personal white board, addition and subtraction cards set 2 (Template)



I can add ones and ones or tens and tens.

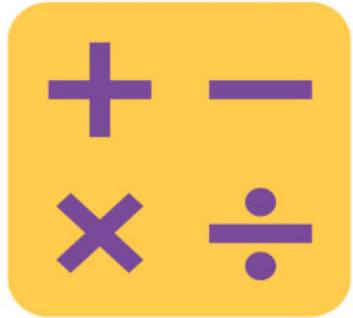
Application Problem

The logo consists of the letters "RDW" in white, bold, sans-serif font, centered within a green rounded square.

Use the RDW process to solve one or more of the problems.

- a. Ben had 7 fish. He bought 4 fish at the store. How many fish does Ben have?
- b. Maria had 7 fish in her tank this morning. She bought some more fish, and now she has 9. How many did she buy?
- c. Anton had 8 fish. Some of the fish died, and now Anton has 4 fish. How many fish died?

Core Addition Fluency Review: Missing Addends



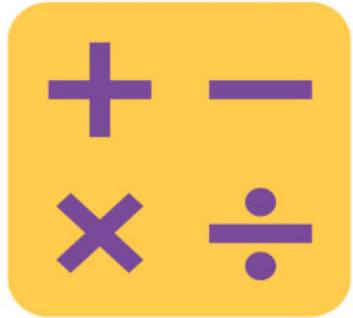
Let's practice addition!

Name _____ Date _____

Core Addition Fluency Review: Missing Addends

- | | | |
|---------------------------------|---------------------------------|----------------------------------|
| 1. $5 + \underline{\quad} = 5$ | 16. $6 + \underline{\quad} = 7$ | 31. $9 + \underline{\quad} = 9$ |
| 2. $4 + \underline{\quad} = 5$ | 17. $1 + \underline{\quad} = 7$ | 32. $0 + \underline{\quad} = 9$ |
| 3. $2 + \underline{\quad} = 5$ | 18. $0 + \underline{\quad} = 7$ | 33. $1 + \underline{\quad} = 9$ |
| 4. $3 + \underline{\quad} = 5$ | 19. $7 + \underline{\quad} = 7$ | 34. $2 + \underline{\quad} = 9$ |
| 5. $0 + \underline{\quad} = 5$ | 20. $3 + \underline{\quad} = 7$ | 35. $7 + \underline{\quad} = 9$ |
| 6. $1 + \underline{\quad} = 5$ | 21. $4 + \underline{\quad} = 7$ | 36. $6 + \underline{\quad} = 9$ |
| 7. $1 + \underline{\quad} = 6$ | 22. $4 + \underline{\quad} = 8$ | 37. $5 + \underline{\quad} = 9$ |
| 8. $0 + \underline{\quad} = 6$ | 23. $5 + \underline{\quad} = 8$ | 38. $3 + \underline{\quad} = 9$ |
| 9. $6 + \underline{\quad} = 6$ | 24. $6 + \underline{\quad} = 8$ | 39. $4 + \underline{\quad} = 9$ |
| 10. $5 + \underline{\quad} = 6$ | 25. $2 + \underline{\quad} = 8$ | 40. $4 + \underline{\quad} = 10$ |
| 11. $3 + \underline{\quad} = 6$ | 26. $3 + \underline{\quad} = 8$ | 41. $5 + \underline{\quad} = 10$ |
| 12. $4 + \underline{\quad} = 6$ | 27. $0 + \underline{\quad} = 8$ | 42. $6 + \underline{\quad} = 10$ |
| 13. $2 + \underline{\quad} = 6$ | 28. $8 + \underline{\quad} = 8$ | 43. $3 + \underline{\quad} = 10$ |
| 14. $2 + \underline{\quad} = 7$ | 29. $7 + \underline{\quad} = 8$ | 44. $1 + \underline{\quad} = 10$ |
| 15. $5 + \underline{\quad} = 7$ | 30. $1 + \underline{\quad} = 8$ | 45. $2 + \underline{\quad} = 10$ |

Relating Addition and Subtraction

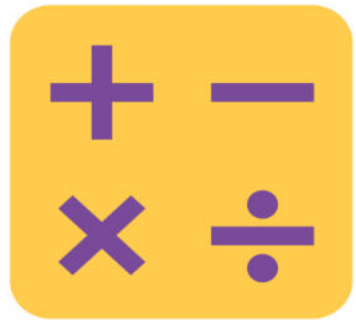


Choose a column from the review sheet and rewrite each problem as a subtraction equation. See how many you can complete in two minutes!

Name _____ Date _____

Core Addition Fluency Review: Missing Addends

- | | | |
|---------------------------------|---------------------------------|----------------------------------|
| 1. $5 + \underline{\quad} = 5$ | 16. $6 + \underline{\quad} = 7$ | 31. $9 + \underline{\quad} = 9$ |
| 2. $4 + \underline{\quad} = 5$ | 17. $1 + \underline{\quad} = 7$ | 32. $0 + \underline{\quad} = 9$ |
| 3. $2 + \underline{\quad} = 5$ | 18. $0 + \underline{\quad} = 7$ | 33. $1 + \underline{\quad} = 9$ |
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| 15. $5 + \underline{\quad} = 7$ | 30. $1 + \underline{\quad} = 8$ | 45. $2 + \underline{\quad} = 10$ |



Analogous Addition Sentences

Let's work in pairs!



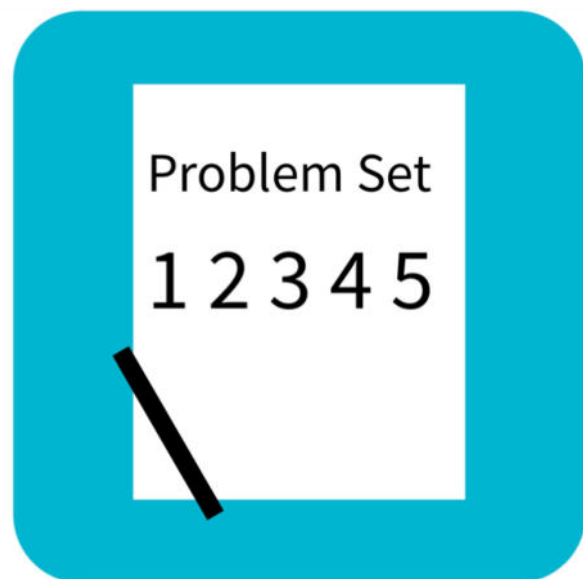
1. Each student rolls one die and writes the number rolled. They then make a list, adding 1 ten to their number on each new line up to 3 tens. (See diagram to the right.)

STEP 1	
<u>Partner A</u>	<u>Partner B</u>
4	3
14	13
24	23
34	33

2. Students write equations, adding the number on their partner's die to each line.

STEP 2	
<u>Partner A</u>	<u>Partner B</u>
$4 + 3 = 7$	$3 + 4 = 7$
$14 + 3 = 17$	$13 + 4 = 17$
$24 + 3 = 27$	$23 + 4 = 27$
$34 + 3 = 37$	$33 + 4 = 37$

3. Partners exchange boards and check each other's work.



Problem Set



A STORY OF UNITS

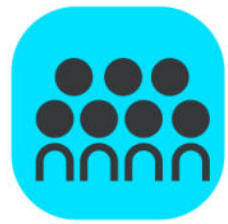
Lesson 16 Problem Set

1•4

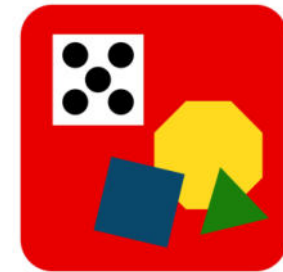
Name _____ Date _____

Draw quick tens and ones to help you solve the addition problems.

1. $16 + 3 = \underline{\quad}$	2. $17 + 3 = \underline{\quad}$
3. $18 + 20 = \underline{\quad}$	4. $31 + 8 = \underline{\quad}$
5. $3 + 14 = \underline{\quad}$	6. $6 + 30 = \underline{\quad}$
7. $23 + 7 = \underline{\quad}$	8. $17 + 3 = \underline{\quad}$

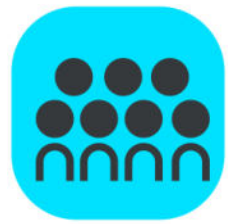


Concept Development

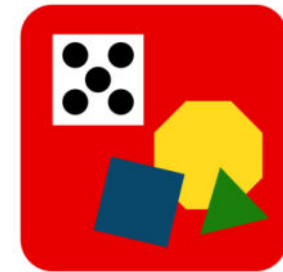


$$19 + 2$$

Look at my 19 cubes and $19 + 2$ on my chart paper.
What are we adding to 19?

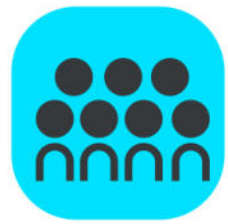


Concept Development

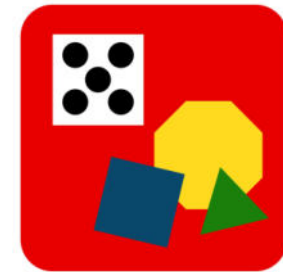


$$19 + 2$$

We are adding 2. 2 what?

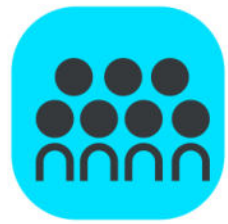


Concept Development

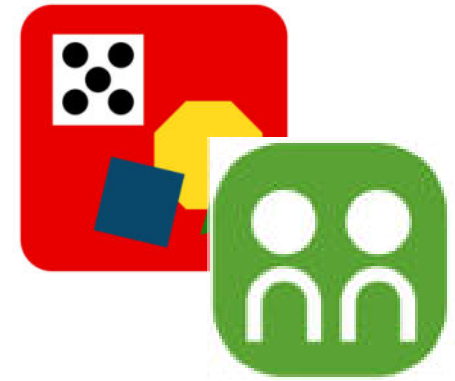


$$19 + 2$$

We are adding 2 ones.

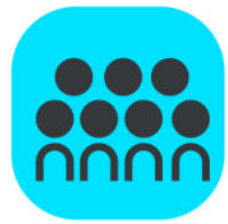


Concept Development

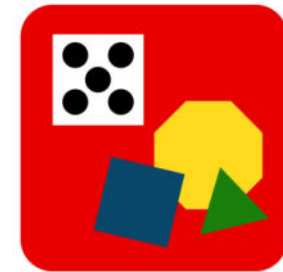


$$19 + 2$$

We are adding the ones! To 9 ones! It's easier to add ones together.

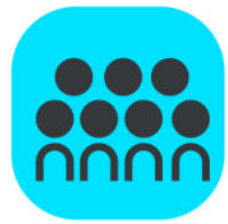


Concept Development

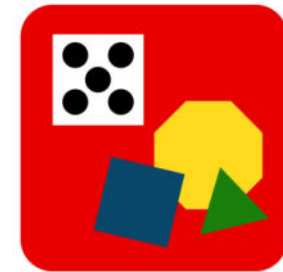


$$19 + 2$$

Use your cubes to solve $19 + 2$.

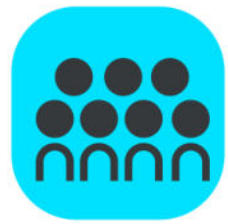


Concept Development

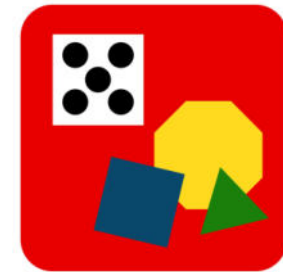


$$19 + 2$$

We knew that 19 needs 1 more to make the next ten. So, we took 1 from the 2 and made a ten. Now, we have 20 and 1. That's 21. We saw 10 ones in $9 + 1$. We now have 2 tens and 1 one. That's 21. We added the ones together. $9 + 2 = 11$. One more ten is 21.

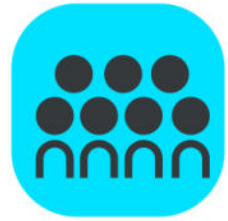


Concept Development

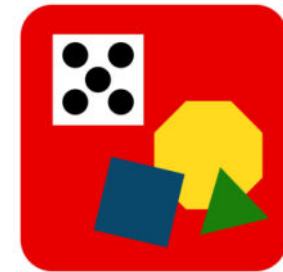


$$19 + 2$$

Excellent strategies! Just like we did yesterday, let's add the ones together. 9 and 2 is...?

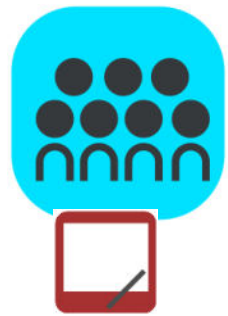


Concept Development

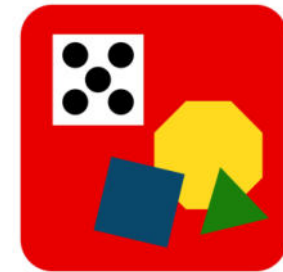


19 + 2

11 and 10 is...?

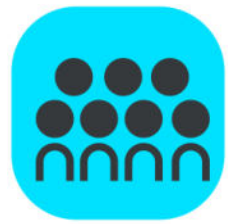


Concept Development



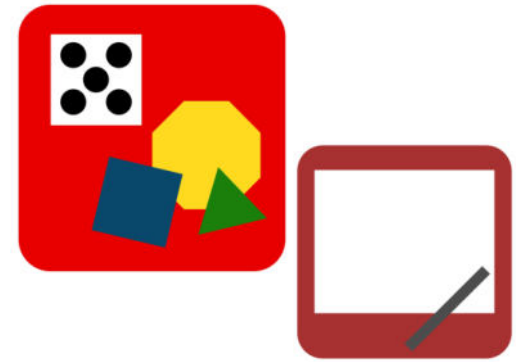
$$19 + 2$$

Let's represent our work with quick ten drawings!



Concept Development

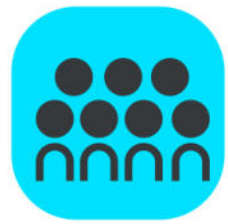
$$19 + 2$$



We broke apart 19 into 10 and 9. That makes it easier to see the ones. I can add 9 and 2 first, and then add 10.

$$19 + 2 = 21$$

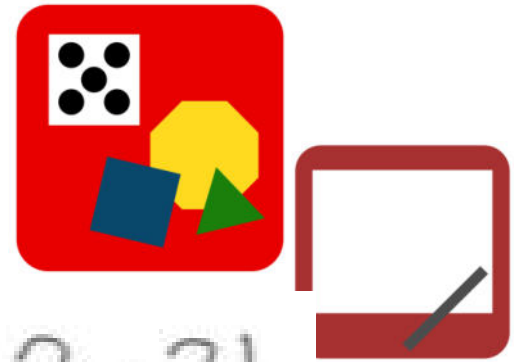




Concept Development

$$19 + 2$$

Great! I'll add the number bond to my chart! 9 and 2 is...?



$$19 + 2 = 21$$

$$19 + 2 = 21$$

10 9

$$9 + 2 =$$


$$19 + 2 = 21$$

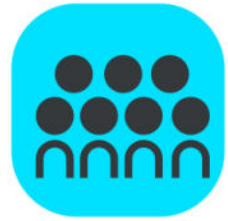


 $19 + 2 = 21$

 $\begin{matrix} & \wedge \\ 10 & 9 \end{matrix}$

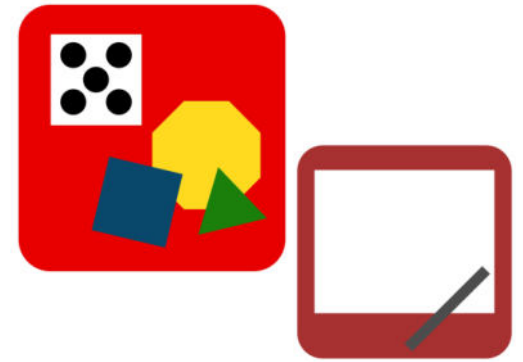
 $9 + 2 = 11$

 $11 + 10 =$

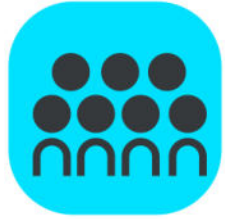


Concept Development

$$19 + 20$$



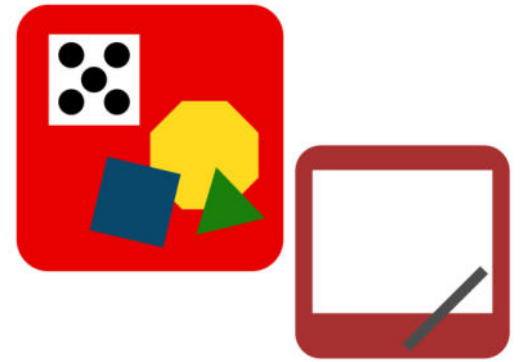
Now I'll write $19 + 20$ on my chart.

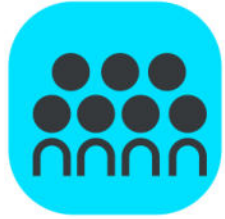


Concept Development

$$19 + 20$$

Show 19 using your cubes or quick
ten drawings.

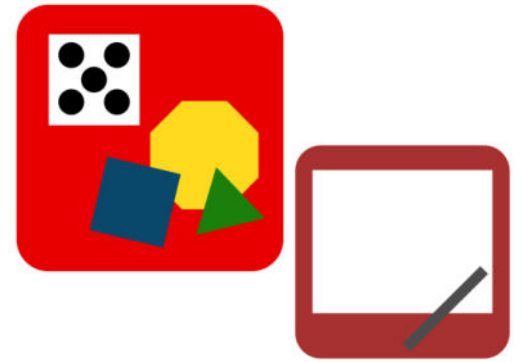


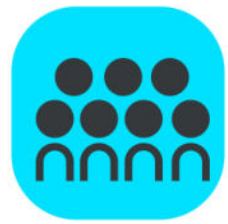


Concept Development

$$19 + 20$$

Before adding the next addend with your cubes, we should ask...?

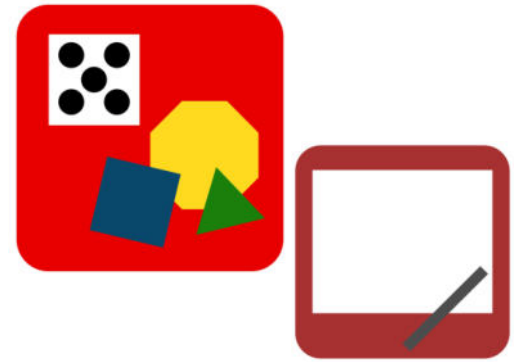


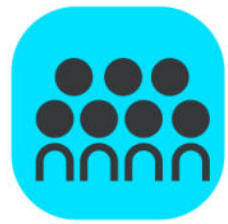


Concept Development

$$19 + 20$$

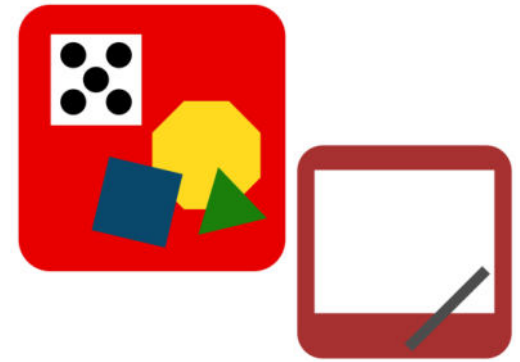
Am I adding tens, or am I adding ones?



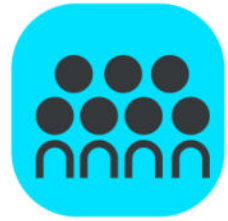


Concept Development

$$19 + 20$$



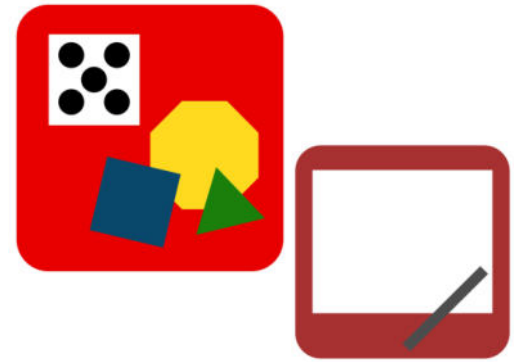
Correct! So, which are we adding?
Tens or ones?

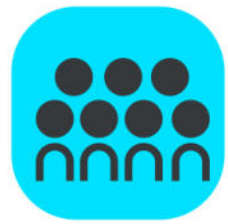


Concept Development

$$19 + 20$$

We are adding tens!

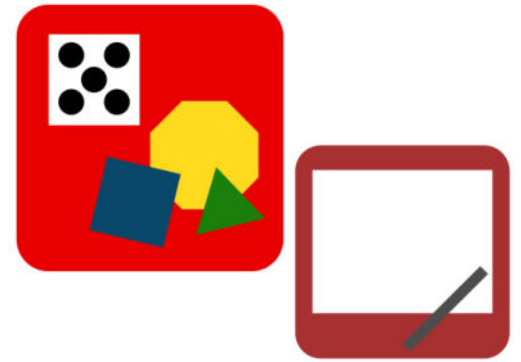


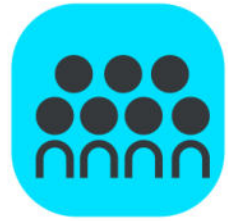


Concept Development

$$19 + 20$$

Yes. Add 2 tens.

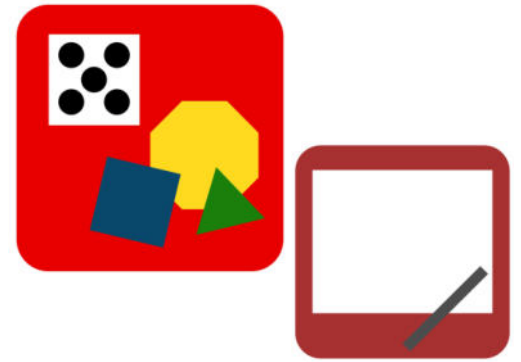


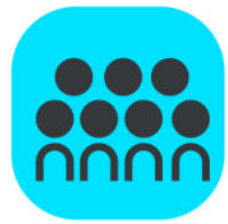


Concept Development

$$19 + 20$$

1 ten and 2 tens is...?

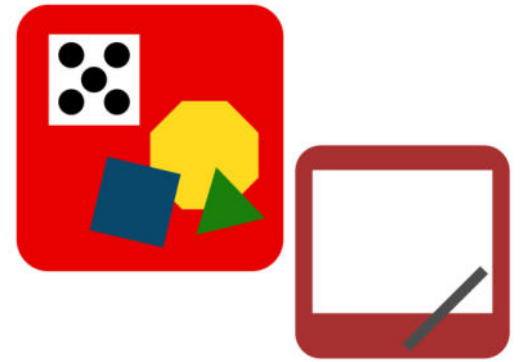


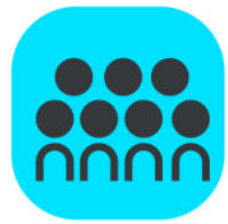


Concept Development

$$19 + 20$$

1 ten and 2 tens is 3 tens!

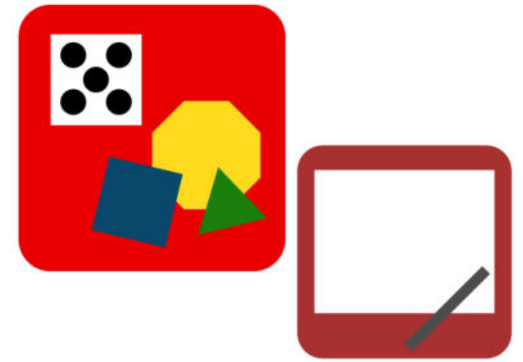


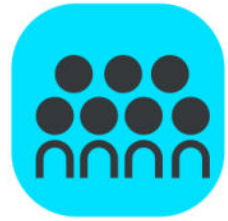


Concept Development

19 + 20

How many ones are there?

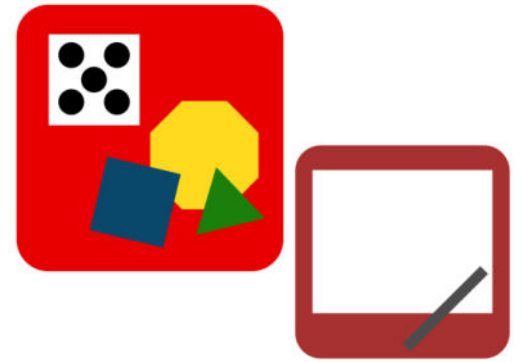


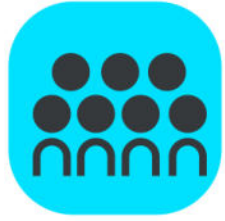


Concept Development

$19 + 20$

There are 9 ones!

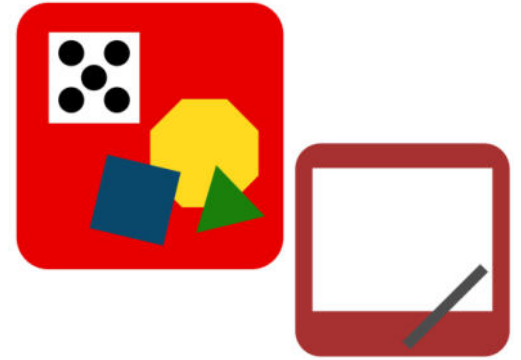


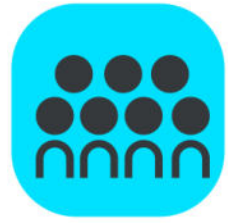


Concept Development

$$19 + 20$$

3 tens 9 ones is...?

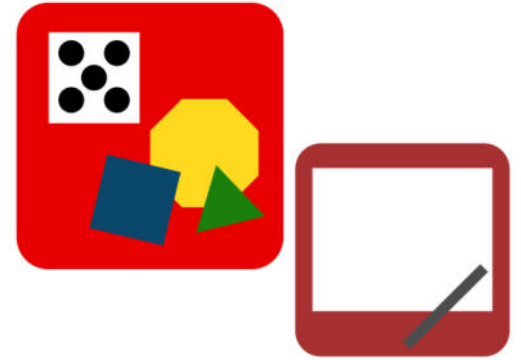


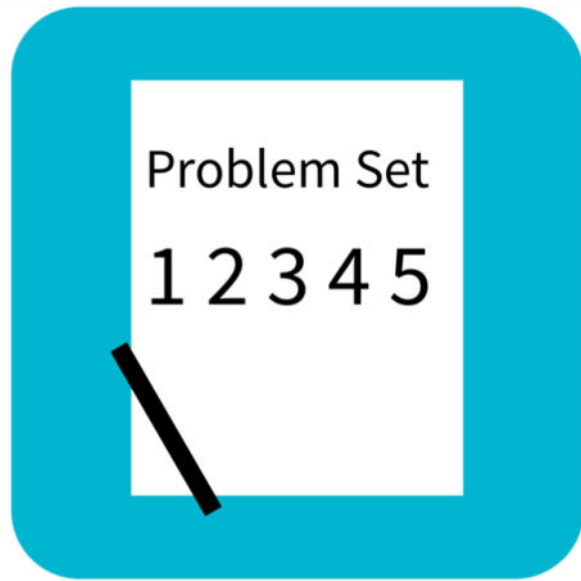


Concept Development

$$19 + 20$$

3 tens 9 ones is 39!





Problem Set



A STORY OF UNITS

Lesson 17 Problem Set

1•4

Name _____ Date _____

Solve the problems by drawing quick tens and ones or a number bond.

1. $25 + 1 = \underline{\quad}$	2. $25 + 10 = \underline{\quad}$
3. $15 + 4 = \underline{\quad}$	4. $15 + 20 = \underline{\quad}$
5. $16 + 7 = \underline{\quad}$	6. $26 + 7 = \underline{\quad}$
7. $23 + 7 = \underline{\quad}$	8. $33 + 7 = \underline{\quad}$

Problem Set

1 2 3 4 5

Problem Set



A STORY OF UNITS

Lesson 17 Problem Set

1•4

9. $16 + 20 = \underline{\quad}$

10. $6 + 24 = \underline{\quad}$

11. Try more problems with a partner. Use your personal white board to help you solve.

a. $4 + 26$

b. $28 + 4$

c. $32 + 7$

d. $20 + 18$

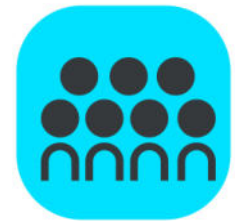
e. $9 + 23$

f. $9 + 27$

Choose one problem you solved by drawing quick tens, and be ready to discuss.

Choose one problem you solved using the number bond, and be ready to discuss.

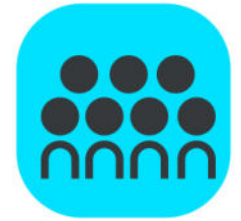
Debrief



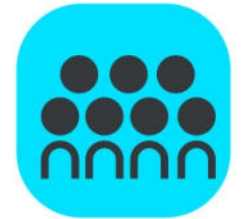
Share with your partner how you solved each problem in the Problem Set. Did you use quick tens and ones? Did you use a number bond? Why did you make each choice?

Debrief

How can solving 11(a) help you solve 11(b)?

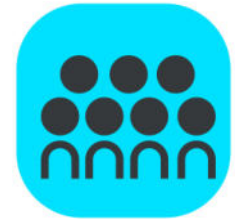


Debrief



Look at Problems 3 and 5. In both problems, we added ones to ones. In the answer, why did the tens stay the same in Problem 3 but then changed in Problem 5?

Debrief



How can your fluency work with the die (Analogous Addition Sentences) help you solve addition problems in today's lesson?

Exit Ticket



A STORY OF UNITS

Lesson 17 Exit Ticket

1•4

Name _____

Date _____

Find the totals using quick ten drawings or number bonds.

1. $17 + 8 = \underline{\quad}$

2. $28 + 7 = \underline{\quad}$

3. $24 + 10 = \underline{\quad}$

4. $19 + 20 = \underline{\quad}$