

# Eureka Math

## 1st Grade Module 4 Lesson 23

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.



This work by Bethel School District ([www.bethelsd.org](http://www.bethelsd.org)) is licensed under the Creative Commons Attribution Non-Commercial Share-Alike 4.0 International License. To view a copy of this license, visit <http://creativecommons.org/licenses/by/4.0/>. Bethel School District Based this work on Eureka Math by Common Core (<http://greatminds.net/maps/math/copyright>) Eureka Math is licensed under a Creative Commons Attribution Non-Commercial-ShareAlike 4.0 License.

# 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.

**Screen A**

ReadyGEN™ in Action

3<sup>rd</sup> Grade  
Unit 3, Module A  
Lesson 1

“pop-out”

**Screen B**

Gr3(2) U3MAL1 Sample Lesson.pptx

File

Edit

View

Insert

Slide

Format

Arrange

Tools

Table

Help

Last edit was yesterday at

Share...

New

Open...

Rename...

Make a copy...

Organize...

Move to trash

Import slides...

See revision history

Language

Download as

Publish to the web...

Email collaborators...

Email as attachment...

Page setup...

Print settings and preview

Print

Copy document

Enter a new document name:

Rename Your Presentation

Comments will not be copied to the new document.

☐ Share it with the same people

OK

Cancel

# Icons



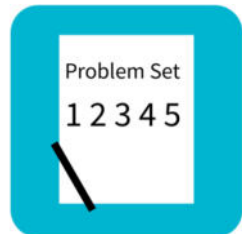
Read, Draw, Write



Learning Target



Personal White Board



Problem Set



Manipulatives Needed



Fluency



Think Pair Share



Whole Class



Individual



Partner



Small Group



Small Group Time

## Lesson 23

**Objective:** Interpret two-digit numbers as tens and ones, including cases with more than 9 ones.

### Suggested Lesson Structure

■ Application Problem	(5 minutes)
■ Fluency Practice	(10 minutes)
■ Concept Development	(35 minutes)
■ Student Debrief	(10 minutes)
<b>Total Time</b>	<b>(60 minutes)</b>



# Materials Needed

- Fluency
  - (T) 10 dimes
  - (T) 100 bead Rekenrek
  - (S) Core Fluency Differentiated Practice Sets
- Concept Development
  - (T) Chart paper, place value chart (Lesson 2 Template 2) (optional)
  - (S) Personal white board,
  - (S) ten-sticks



I can interpret two-digit numbers as tens and ones, including cases with more than 9 ones.

# Application Problem

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

Kim picks up 10 loose pencils and puts them in a cup.

Ben has 1 package of 10 pencils that he adds to the cup.

How many pencils are now in the cup?

Use the RDW process to solve the problem.

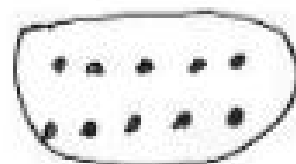
# Application Problem

RDW

Kim picks up 10 loose pencils and puts them in a cup.

Ben has 1 package of 10 pencils that he adds to the cup.

How many pencils are now in the cup?



K



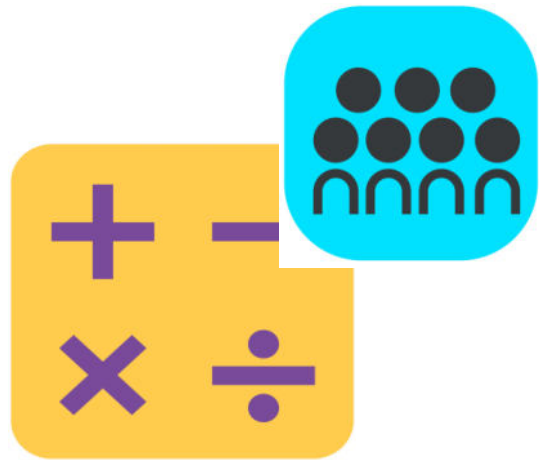
B

10 ones and 1 ten

20 pencils are in  
the cup.



# Core Fluency Differentiated Practice Set



A STORY OF UNITS Lesson 23 Core Fluency Practice Set A 1•4

Name \_\_\_\_\_ Date \_\_\_\_\_

### My Addition Practice

1. $6 + 0 = \underline{\quad}$	11. $7 + 1 = \underline{\quad}$	21. $5 + 3 = \underline{\quad}$
2. $0 + 6 = \underline{\quad}$	12. $\underline{\quad} = 1 + 7$	22. $\underline{\quad} = 5 + 4$
3. $5 + 1 = \underline{\quad}$	13. $3 + 3 = \underline{\quad}$	23. $6 + 4 = \underline{\quad}$
4. $1 + 5 = \underline{\quad}$	14. $3 + 4 = \underline{\quad}$	24. $4 + 6 = \underline{\quad}$
5. $6 + 1 = \underline{\quad}$	15. $\underline{\quad} = 3 + 5$	25. $\underline{\quad} = 4 + 4$
6. $1 + 6 = \underline{\quad}$	16. $6 + 3 = \underline{\quad}$	26. $3 + 4 = \underline{\quad}$
7. $6 + 2 = \underline{\quad}$	17. $7 + 3 = \underline{\quad}$	27. $5 + 5 = \underline{\quad}$
8. $5 + 2 = \underline{\quad}$	18. $\underline{\quad} = 7 + 2$	28. $\underline{\quad} = 4 + 5$
9. $2 + 5 = \underline{\quad}$	19. $2 + 7 = \underline{\quad}$	29. $3 + 7 = \underline{\quad}$
10. $2 + 4 = \underline{\quad}$	20. $2 + 8 = \underline{\quad}$	30. $\underline{\quad} = 3 + 6$

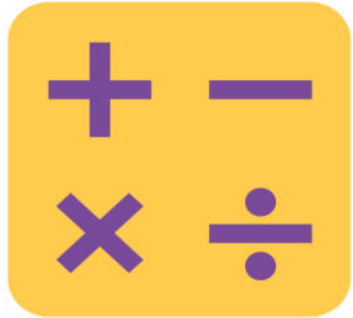
Today, I finished \_\_\_\_\_ problems.

I solved \_\_\_\_\_ problems correctly.

**EUREKA MATH™** Lesson 23: Interpret two-digit numbers as tens and ones, including cases with more than 9 ones. 308

This work is derived from Eureka Math™ and licensed by Great Minds. ©2015 Great Minds. eureka-math.org  
G1-M4-SE-1.3.0-07.2015

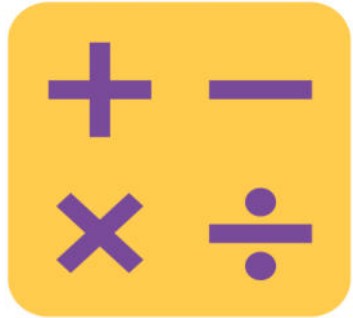
# Count by 10 with Dimes



Count by 10s.



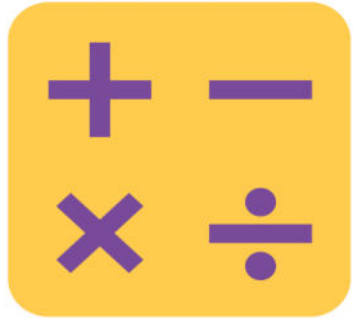
# Count by 10 with Dimes



Count by 10s.



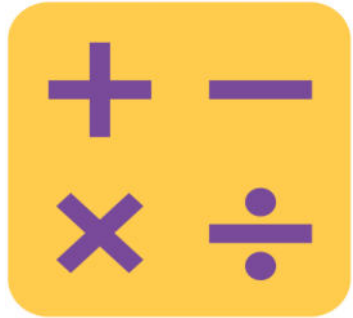
# Count by 10 with Dimes



Count by 10s.



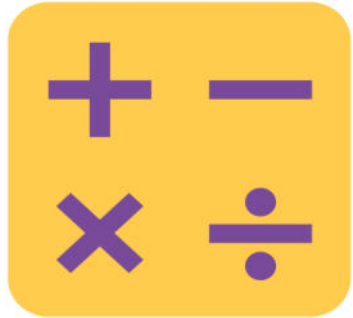
# Count by 10 with Dimes



Count by 10s.



# Tens and Ones (3 min.)



(Show a 16 on the Rekenrek.)

How many tens do you see?

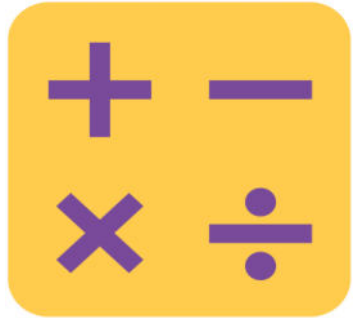
How many ones?

Say the number the Say Ten way.

1 ten plus 6 ones is...?

$16+10$  is...?

# Tens and Ones (3 min.)



(Show a 26 on the Rekenrek.)

How many tens do you see?

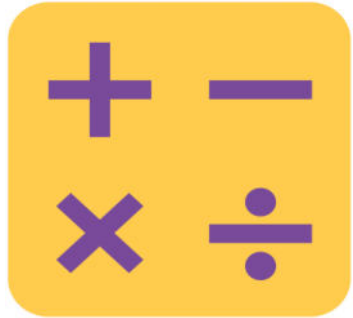
How many ones?

Say the number the Say Ten way.

2 tens plus 6 ones is...?

$26+10$  is...?

# Tens and Ones (3 min.)



(Show a 36 on the Rekenrek.)

How many tens do you see?

How many ones?

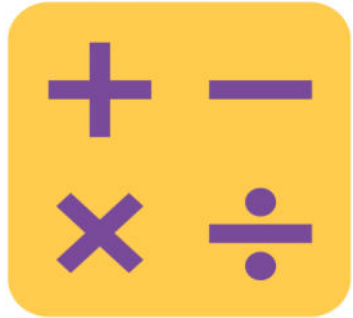
Say the number the Say Ten way.

3 tens plus 6 ones is...?

$36 + 10$  is...?

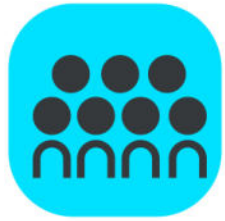


# Tens and Ones (3 min.)



Continue with the following suggested sequence: 15, 25, 35, 45, 55, 65, 75; 17, 27, 37, 57, 97.

Then, follow the same script, but ask students to subtract 10 instead of add 10, using the following suggested sequence: 39, 29, 19, 9; 51, 41, 31, etc.



# Concept Development

(Ask three student volunteers to come to the front.)

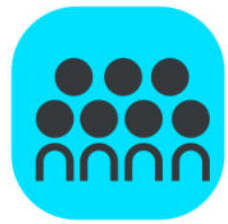
Show us 3 tens using your magic counting sticks.

How many tens do you see?

How many loose ones do you see?

What is the value of 3 tens?

(Write  $30 = 3$  tens, and fill in the place value chart. Continue to chart student responses as they make other combinations of 30 using tens and ones.)



# Concept Development

(Ask one student to unclasp her hands.)

How many tens do you see?

How many loose ones do you see?

Do we still have 30? Explain how you know.

How is 30 made here?

(Chart the students' answers.)



# Concept Development

(Ask a second student to unclasp her hands.)

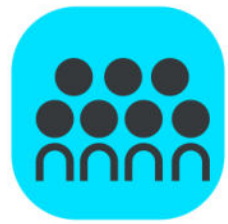
How many tens do you see?

How many loose ones do you see?

Do we still have 30? Explain how you know.

How is 30 made here?

(Chart the students' answers.)



# Concept Development

(Ask the last student to unclasp her hands.)

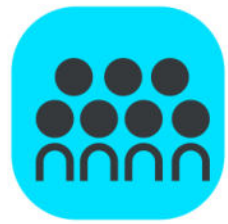
How many tens do you see?

How many loose ones do you see?

Do we still have 30? Explain how you know.

How is 30 made here?

(Chart the students' answers.)

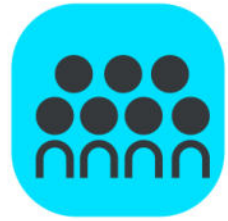


# Concept Development

Let's look at the chart. The number 30 can be represented in many different ways.

What can 30 be made of?

Get together with your partner and another pair of students. Show as many tens as you can using your magic counting sticks. (Allow time for group work.)

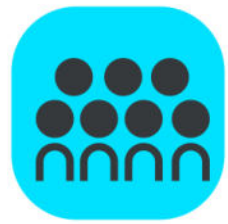


# Concept Development

What is the largest amount of tens you can make?

What is 4 tens?

Show more ways to make 40, and record them on your personal white board.



# Concept Development

(Ask four volunteers to come to the front.)

Show 37 using your magic counting sticks with as many tens as possible.

If Student 3 unbundles his ten, how many tens and ones will we have?

Let's check. Student 3, unbundle your magic counting sticks! Were we correct?





# Concept Development

Show 37 as 3 tens 7 ones again.

If only 1 student shows 1 ten, how many ones will there be to make 37? 37 is the same as 1 ten and how many ones?

How did you know?

Let's check. Student 1, keep your hands clasped. The other students with tens, unbundle and show 10 ones. (Wait.) 37 is the same as how many tens and how many ones?

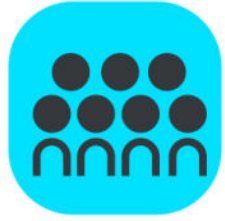


# Concept Development

Repeat the process, showing 0 tens 37 ones.

Have students work in pairs using linking cubes or working in groups of four using magic counting sticks to make all combinations of tens and ones to make 13, 23, 27, 34, and 38.

Next, write a number in the tens and ones place using the place value chart template (see image below), and ask students to determine the total value:

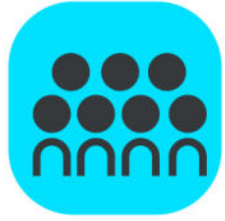


# Concept Development

(Write 1 ten 15 ones on a place value chart.)

What is the value of 1 ten 15 ones? You may use your cubes or work with your classmates and their magic counting sticks to show your thinking.

The value of 1 ten 15 ones is...?

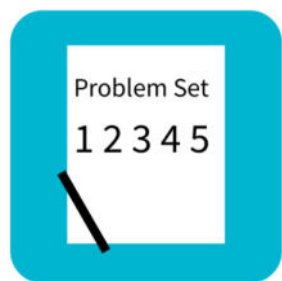


# Concept Development

Repeat the process with the following sequence:

- 1 ten 15 ones, 25 ones
- 3 tens 5 ones, 2 tens 15 ones, 1 ten 25 ones
- 31 ones, 2 tens 11 ones, 1 ten 21 ones, 3 tens 1one
- 2 tens 16 ones, 3 tens 6 ones
- 1 ten 29 ones, 3 tens 9 ones

Students may work in pairs and use their linking cubes or in groups of 4 using fingers to solve while others visualize every 10 ones as 1 ten.



# Problem Set

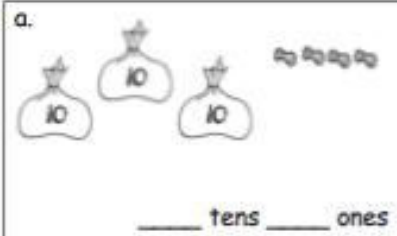
A STORY OF UNITS

Lesson 23 Problem Set 1•4

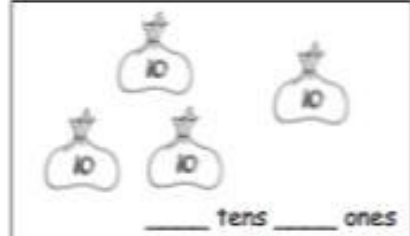
Name \_\_\_\_\_ Date \_\_\_\_\_

1. Fill in the blanks, and match the pairs that show the same amount.

a.

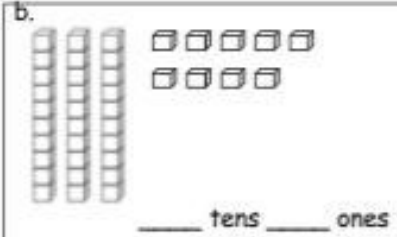


\_\_\_\_\_ tens \_\_\_\_\_ ones

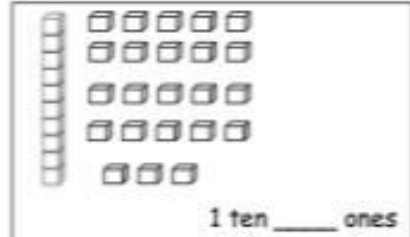


\_\_\_\_\_ tens \_\_\_\_\_ ones

b.

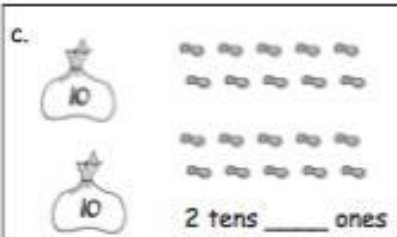


\_\_\_\_\_ tens \_\_\_\_\_ ones

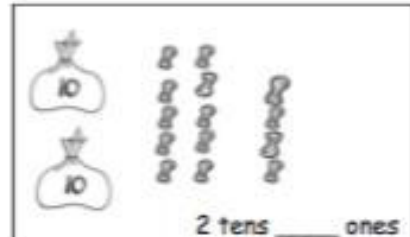


1 ten \_\_\_\_\_ ones

c.

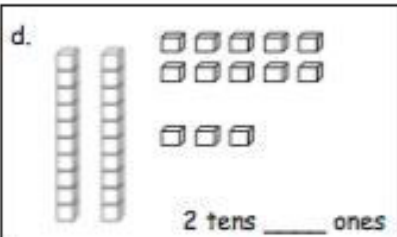


2 tens \_\_\_\_\_ ones

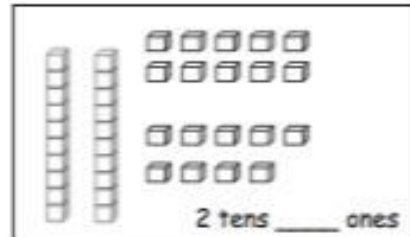


2 tens \_\_\_\_\_ ones

d.



2 tens \_\_\_\_\_ ones



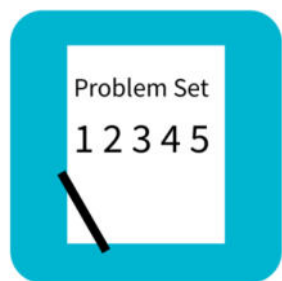
2 tens \_\_\_\_\_ ones

**EUREKA MATH™**

Lesson 23: Interpret two-digit numbers as tens and ones, including cases with more than 9 ones.

313

This work is derived from Eureka Math™ and licensed by Great Minds. ©2015 Great Minds. eureka-math.org  
G3-M4-TE-1.3.0-07.2015



# Problem Set

2. Match the place value charts that show the same amount.

a.

tens	ones
2	2

tens	ones
3	6

b.

tens	ones
2	16

tens	ones
3	4

c.

tens	ones
2	14

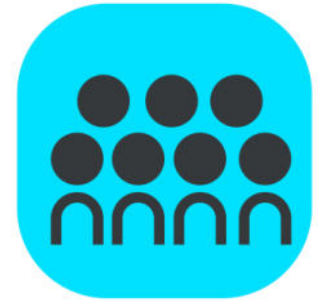
tens	ones
1	12

3. Check each sentence that is true.

- ☐ a. 27 is the same as 1 ten 17 ones. ☐ b. 33 is the same as 2 tens 23 ones.
- ☐ c. 37 is the same as 2 tens 17 ones. ☐ d. 29 is the same as 1 ten 19 ones.

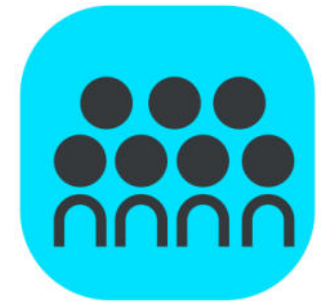
4. Lee says that 35 is the same as 2 tens 15 ones, and Maria says that 35 is the same as 1 ten 25 ones. Draw quick tens to show if either Lee or Maria is correct.

# Debrief



How did you solve Problem 4? Explain your thinking.

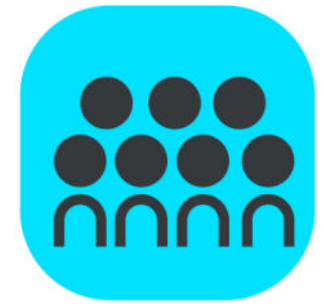
# Debrief



Look at Problem 1(d). A student says 2 tens 13 ones can be written as 213. How can you help this student understand why this is not correct?

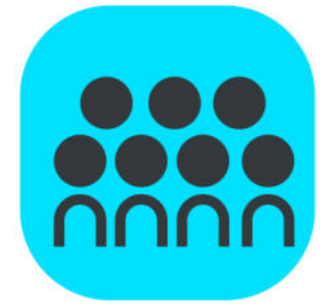


# Debrief



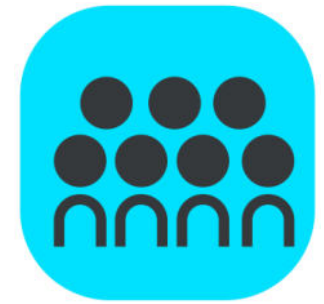
Look at Problem 2. Circle the place value charts that have two digits in the ones place. What do you notice?

# Debrief



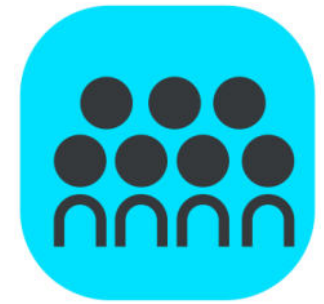
Look at Problem 3. Circle the statement that is not true. Write down as many combinations of tens and ones as you can to make the statement true.

# Debrief



How can using Say Ten counting help you find your combinations of tens and ones?

# Debrief



How did the Application Problem connect to today's lesson?

How could we write the total number of pencils in the place value chart?

What other combinations of tens and ones can we use to make this number?

# Exit Ticket



Name \_\_\_\_\_ Date \_\_\_\_\_

1. Match the place value charts that show the same amount.

a.

tens	ones
2	12

tens	ones
2	16

b.

tens	ones
2	8

tens	ones
1	18

c.

tens	ones
3	6

tens	ones
3	2

2. Tamra says that 24 is the same as 1 ten 14 ones, and Willie says that 24 is the same as 2 tens 14 ones. Draw quick tens to show if Tamra or Willie is correct.