Eureka Math

1st Grade
Module 4
Lesson 25

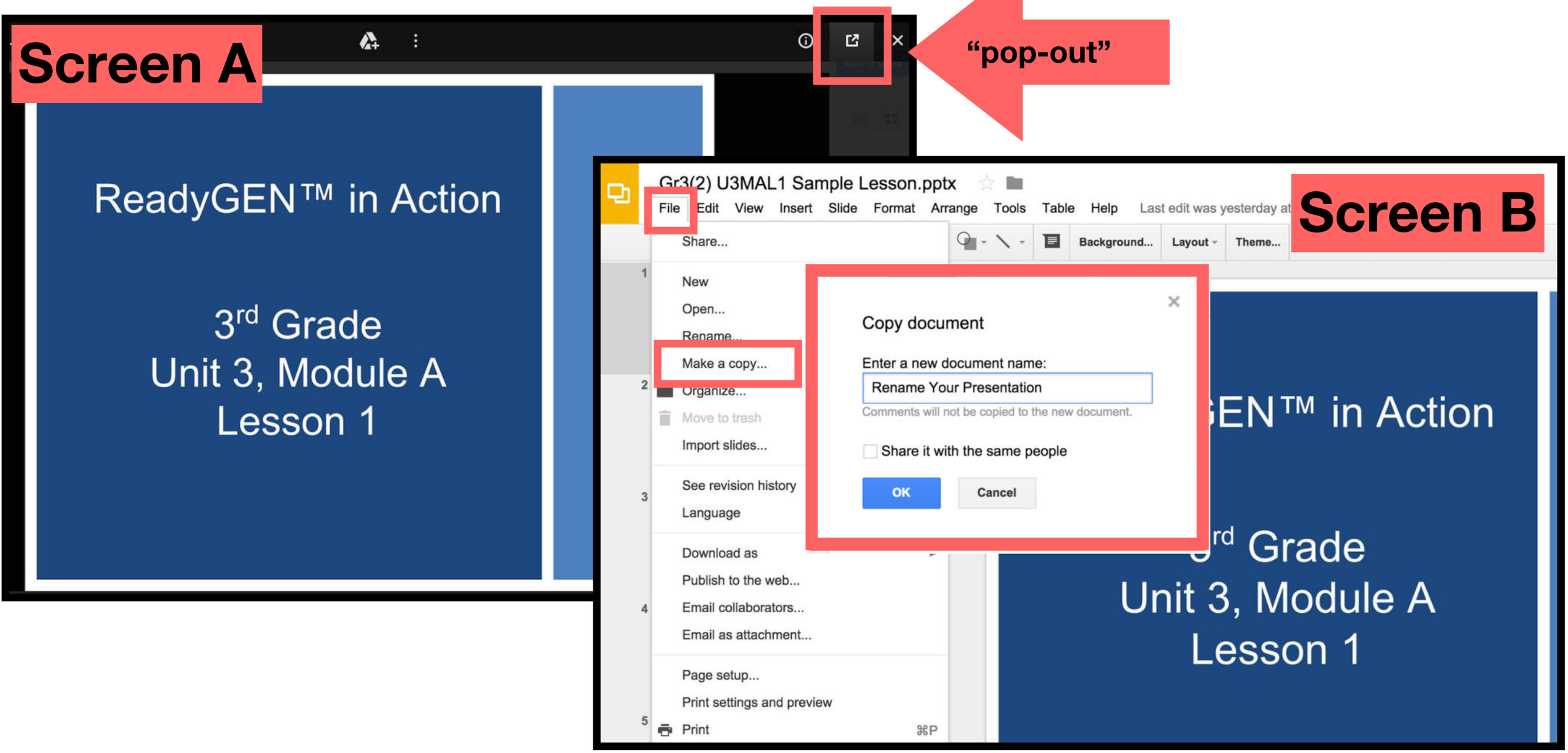
At the request of elementary teachers, a team of Bethel & Sumner educators met as a committee to create Eureka slideshow presentations. These presentations are not meant as a script, nor are they required to be used. Please customize as needed. Thank you to the many educators who contributed to this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

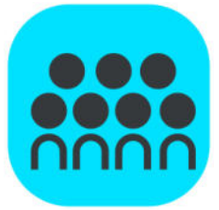
Personal White Board

Problem Set

Manipulatives Needed

Fluency

Think Pair Share



Whole Class

Individual

Partner

Small Group

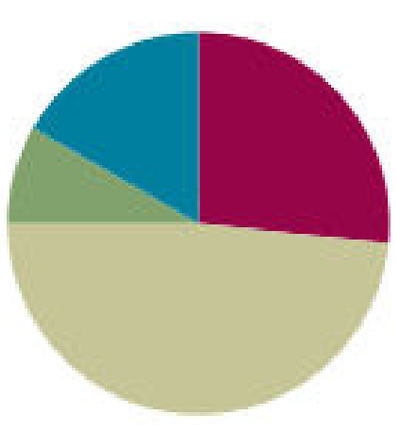
Small Group Time

Lesson 25

Objective: Add a pair of two-digit numbers when the ones digits have a sum less than or equal to 10.

Suggested Lesson Structure

Application Problem	(5 minutes)
Fluency Practice	(16 minutes)
Concept Development	(29 minutes)
Student Debrief	(10 minutes)
Total Time	**(60 minutes)**



Materials Needed

- Fluency
  - (S) 1 dime and 10 pennies
  - (S) Missing Addends for Sums of Tens(s) Sprint
- Concept Development
  - (T) 5 ten-sticks (4 red and 1 yellow),
  - (S) 4 ten-sticks from math toolkit,
  - (S) personal white board

I can add a pair of two-digit numbers when the ones digits have a sum less than or equal to 10.

Application Problem

RDW

A chipmunk hides 11 acorns under a tree. Later, he gives 5 of the acorns to his friend. How many acorns does the chipmunk have? Use the RDW process to solve the problem.

Extension: A squirrel has double the number of acorns the chipmunk had to begin with. How many acorns does the squirrel have?

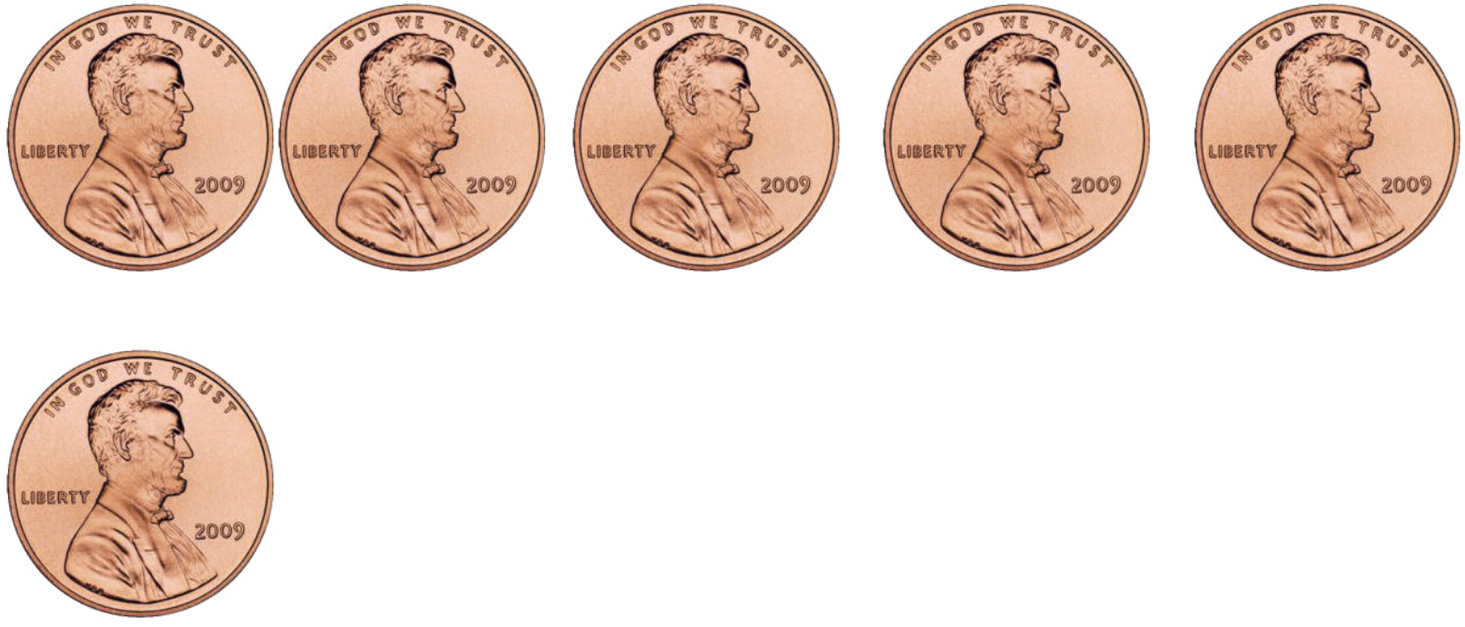
Get to 10 or 20 (4 min.)

What is an addition sentence to get to 10?

9 + 1 = 10

Get to 10 or 20 (4 min.)

What is an addition sentence to get to 10?



6 + 4 = 10

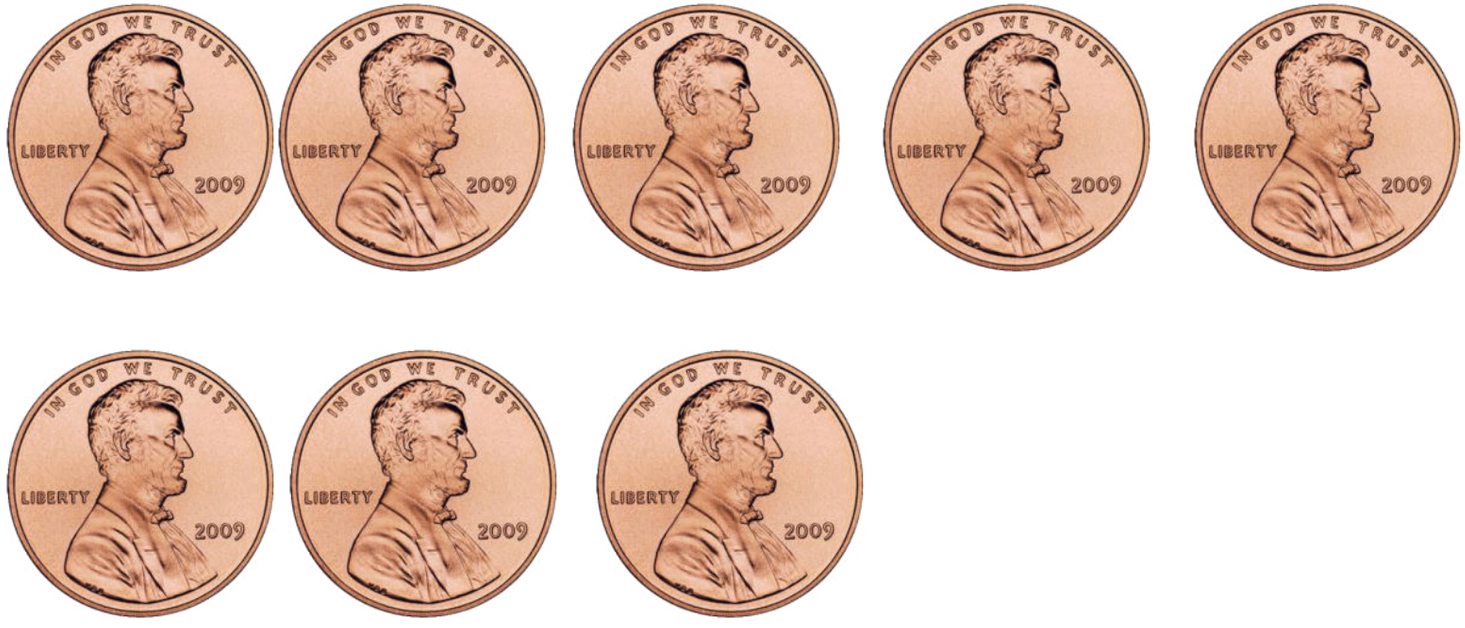
Get to 10 or 20 (4 min.)

What is an addition sentence to get to 10?

5 + 5 = 10

Get to 10 or 20 (4 min.)

What is an addition sentence to get to 10?



8 + 2 = 10

Get to 10 or 20 (4 min.)

What is an addition sentence to get to 10?

3 + 7 = 10

Get to 10 or 20 (4 min.)

What is an addition sentence to get to 10?

2 + 8 = 10

Get to 10 or 20 (4 min.)

How much do we have now?

19 cents + 1 cent = 20 cents

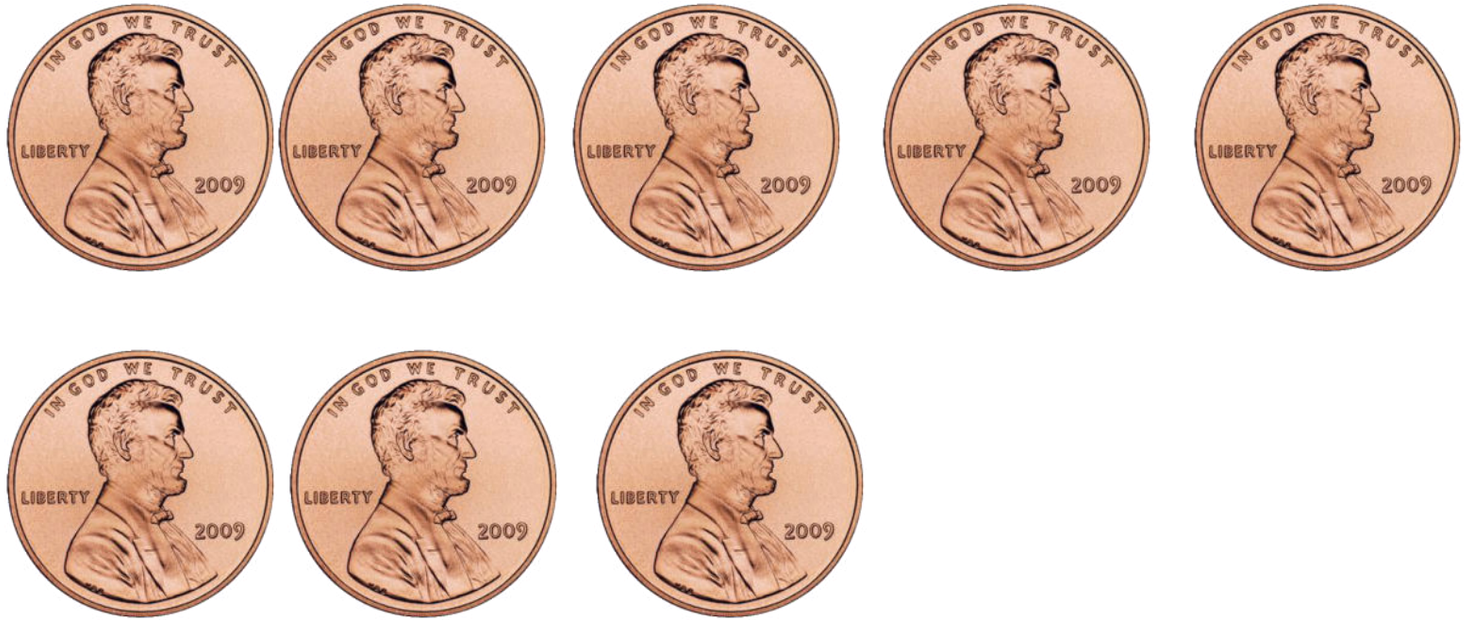
Get to 10 or 20 (4 min.)

How much do we have now?

9 cents + 10 cents = 19 cents

Get to 10 or 20 (4 min.)

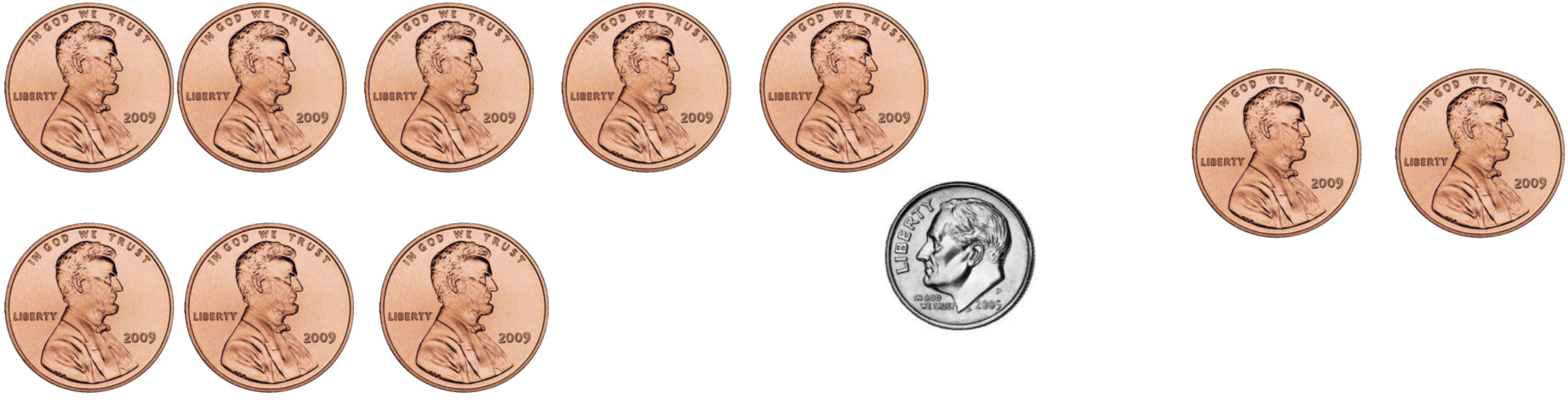
How much do we have now?



8 cents + 10 cents = 18 cents

Get to 10 or 20 (4 min.)

If we have 18 cents, how many much more do we need to get to 20?



18 cents + 2 cent = 20 cents

Get to 10 or 20 (4 min.)

How much do we have now?

3 cents + 10 cents = 13 cents

Get to 10 or 20 (4 min.)

If we have 13 cents, how much more do we need to get to 20?

13 cents + 7 cents = 20 cents

Get to 10 or 20 (4 min.)

Now how much do we have?

5 cents + 10 cents = 15 cents

Get to 10 or 20 (4 min.)

If we have 15 cents, how much more do we need to get to 20 cents?

15 cents + 5 cents = 20 cents

Sprint Targeting Core Fluency:

Missing Addends for Sums of (10 min.)

A STORY OF UNITS | Lesson 25 Sprint Core Fluency | 1•4

A

Number Correct: ____

Name _____ Date _____

*Write the missing number.

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

A STORY OF UNITS | Lesson 25 Sprint Core Fluency | 1•4

B

Number Correct: ____

Name _____ Date _____

*Write the missing number.

1.	10 + □ = 10		16.	5 + □ = 10	
2.	0 + □ = 10		17.	15 + □ = 20	
3.	9 + □ = 10		18.	9 + □ = 10	
4.	5 + □ = 10		19.	19 + □ = 20	
5.	6 + □ = 10		20.	8 + □ = 10	
6.	7 + □ = 10		21.	18 + □ = 20	
7.	8 + □ = 10		22.	2 + □ = 10	
8.	2 + □ = 10		23.	12 + □ = 20	
9.	3 + □ = 10		24.	3 + □ = 10	
10.	□ + 7 = 10		25.	13 + □ = 20	
11.	2 + □ = 10		26.	17 + □ = 20	
12.	□ + 8 = 10		27.	4 + □ = 10	
13.	1 + □ = 10		28.	16 + □ = 20	
14.	□ + 9 = 10		29.	18 + □ = 20	
15.	□ + 2 = 10		30.	12 + □ = 40	

Take Out 1 or 2 (2 min.)

Take out 1 from each number.

Wait for my signal.

6

1 and 5

Take Out 1 or 2 (2 min.)

Take out 1 from each number.

Wait for my signal.

8

1 and 7

Take Out 1 or 2 (2 min.)

Take out 1 from each number.

Wait for my signal.

5

1 and 4

Take Out 1 or 2 (2 min.)

Take out 1 from each number.

Wait for my signal.

9

1 and 8

Take Out 1 or 2 (2 min.)

Take out 1 from each number.

Wait for my signal.

6

1 and 5

Take Out 1 or 2 (2 min.)

Take out 1 from each number.

Wait for my signal.

16

1 and 15

Take Out 1 or 2 (2 min.)

Take out 1 from each number.

Wait for my signal.

26

1 and 25

Take Out 1 or 2 (2 min.)

Take out 1 from each number.

Wait for my signal.

36

1 and 35

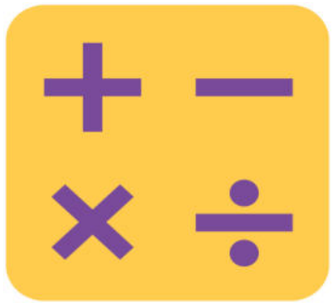
Take Out 1 or 2 (2 min.)

Take out 2 from each number.

Wait for my signal.

8

2 and 6



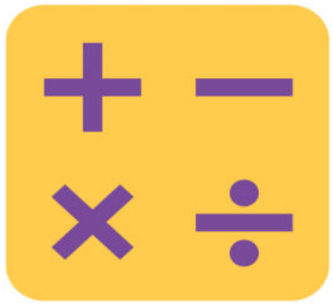
Take Out 1 or 2 (2 min.)

Take out 2 from each number.

Wait for my signal.

9

2 and 7



Take Out 1 or 2 (2 min.)

Take out 2 from each number.

Wait for my signal.

6

2 and 4

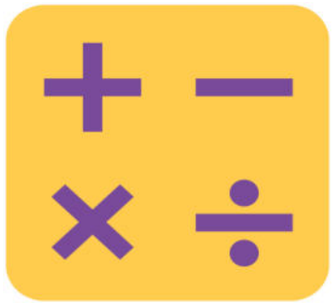
Take Out 1 or 2 (2 min.)

Take out 2 from each number.

Wait for my signal.

7

2 and 5



Take Out 1 or 2 (2 min.)

Take out 2 from each number.

Wait for my signal.

6

2 and 4

Take Out 1 or 2 (2 min.)

Take out 2 from each number.

Wait for my signal.

16

2 and 14

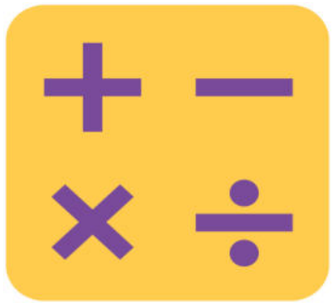
Take Out 1 or 2 (2 min.)

Take out 2 from each number.

Wait for my signal.

26

2 and 24



Take Out 1 or 2 (2 min.)

Take out 2 from each number.

Wait for my signal.

36

2 and 34

Concept Development (29 min.)

10 min. addition practice

You may use your cubes, quick ten drawing, or the number bond to solve the problems.

Concept Development (29 min.)

Problems 1–4	Problems 5–8	Problems 9–12
15 + 12	24 + 13	37 + 22
15 + 13	26 + 13	46 + 23
15 + 15	27 + 13	46 + 24
16 + 14	12 + 28	53 + 17

Concept Development

17 + 13

How can we solve this problem?

Concept Development

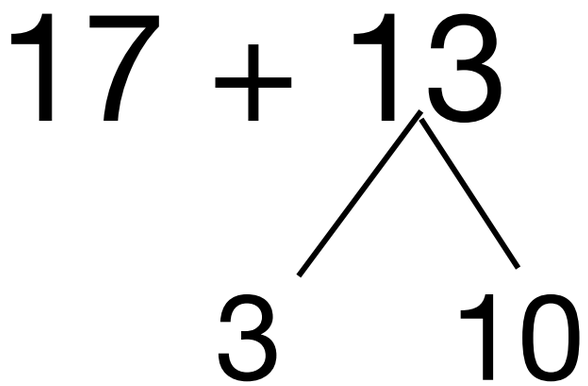
17 + 13

Great job! So far, we have been practicing to add the tens first as an easy way to add two-digit numbers.

What if I wanted to add my tens at the end? How else might we start?

We can add the ones first!

Concept Development



$$17 + 3 = 20$$

$$20 + 10 = 30$$

Concept Development

17 + 13

Great strategies!

Earlier today, we were adding on tens first. This time, we can add the ones first.

Let’s try some more!

Concept Development

Add the ones first!

$$18 + 12$$

Concept Development

Add the ones first!

$$28 + 12$$

Concept Development

Add the ones first!

$$18 + 22$$

Concept Development

Add the ones first!

$$16 + 23$$

Concept Development

Add the ones first!

$$21 + 19$$

Problem Set

Name _____ Date _____

1. Solve using number bonds. This time, add the tens first. Write the 2 number sentences to show what you did.

a. 11 + 14 = ____	b. 21 + 14 = ____
c. 14 + 15 = ____	d. 26 + 14 = ____
e. 26 + 13 = ____	f. 13 + 24 = ____

2. Solve using number bonds. This time, add the ones first. Write the 2 number sentences to show what you did.

a. 29 + 11 = ____	b. 17 + 13 = ____
c. 14 + 16 = ____	d. 26 + 13 = ____
e. 28 + 11 = ____	f. 12 + 27 = ____
g. 18 + 12 = ____	h. 22 + 18 = ____

Debrief

- Look at Problem 1(c) and 1(d). Why can't we use the strategy to get to the next ten in 1(c) while we can in 1(d)?

- In Problem 2(g), which addend did you start with? Why?

Debrief

- Share your strategy for solving 2(h) with your partner. How are your strategies similar or different?

- Look at Problem 2(h). How might a number bond look different for using the adding the ten strategy compared to the adding the ones strategy?

Debrief

Look at Problem 2(c). How can you use the arrow way to show the different ways to solve this problem?

How is the adding the ten strategy both similar and different compared to the adding the ones strategy? How does that show in your number bonds and the two number sentences that follow the number bond?

Debrief

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

Exit Ticket

Name _____ Date _____

Solve using number bonds. Write the 2 number sentences to record what you did.

a.	b.
12 + 27 = _____	21 + 19 = _____