Eureka Math

1st Grade
Module 4
Lesson 27

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.
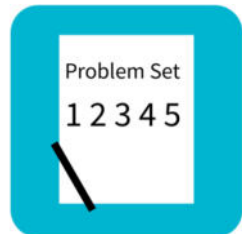
Icons

RDW — 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

Objective: Add a Pair of Two-Digit Numbers When the Ones Digits Have a Sum Greater Than 10

Distribution of Minutes

- Fluency Practice
- Application Problem
- Concept Development
- Student Debrief

| 5 | 12 | 33 | 10 |

Materials Needed

- ## Fluency
    - ○ Sprint Targeting Core Fluency: Missing Addends for Sums of Ten(s) (10 minutes)
    - ○ Race to the Top Fluency Template

- ## Concept Development
    Materials:
    (S) Personal white board, 4 ten-sticks from the math tool kit (optional)

I can add a pair of two-digit numbers when the ones digits have a sum greater than 10.

Application Problem RDW

It snowed 7 days in February and the same number of days in March. How many days did it snow in those 2 months? Use the RDW process to solve the problem.
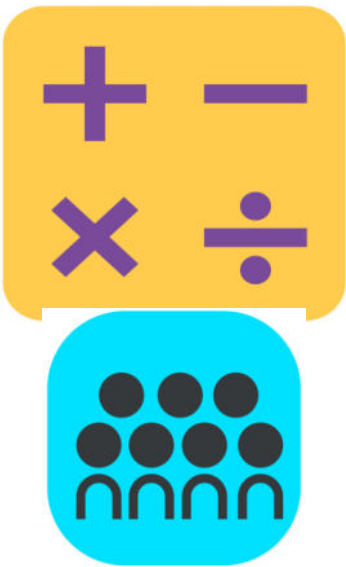
Extension: It snowed 3 days in January. How many days did it snow in all 3 months? How many more days did it snow in February than in January?

Application Problem RDW

It snowed 7 days in February and the same number of days in March. How many days did it snow in those 2 months? Use the RDW process to solve the problem.
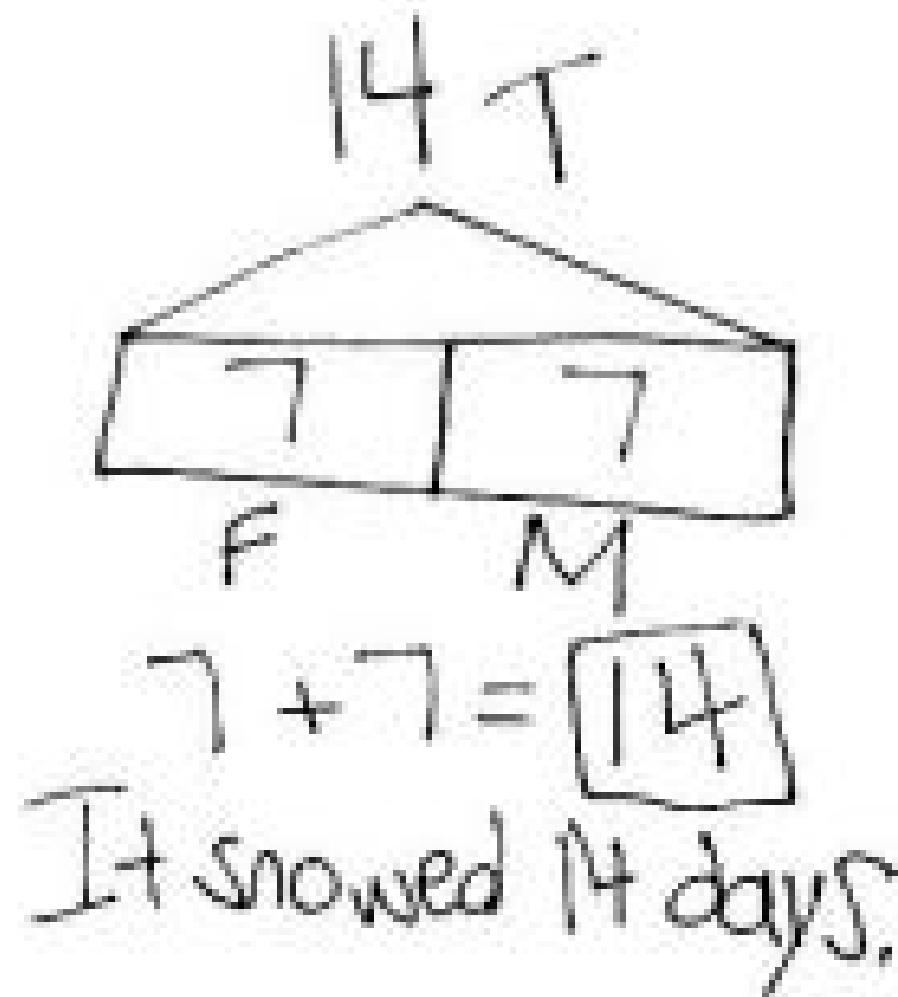
Core Fluency Differentiated Practice Sets

A

Number Correct: ⬡

Name _____   Date _____

*Write the missing number.

#	Problem		#	Problem	
1.	$5 + \square = 10$		16.	$9 + \square = 10$	
2.	$9 + \square = 10$		17.	$19 + \square = 20$	
3.	$10 + \square = 10$		18.	$5 + \square = 10$	
4.	$0 + \square = 10$		19.	$15 + \square = 20$	
5.	$8 + \square = 10$		20.	$1 + \square = 10$	
6.	$7 + \square = 10$		21.	$11 + \square = 20$	
7.	$6 + \square = 10$		22.	$3 + \square = 10$	
8.	$4 + \square = 10$		23.	$13 + \square = 20$	
9.	$3 + \square = 10$		24.	$4 + \square = 10$	
10.	$\square + 7 = 10$		25.	$14 + \square = 20$	
11.	$2 + \square = 10$		26.	$16 + \square = 20$	
12.	$\square + 8 = 10$		27.	$2 + \square = 10$	
13.	$1 + \square = 10$		28.	$12 + \square = 20$	
14.	$\square + 2 = 10$		29.	$18 + \square = 20$	
15.	$\square + 3 = 10$		30.	$11 + \square = 20$	
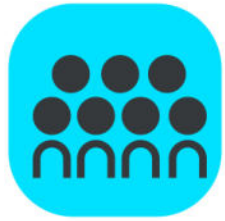
Fluency Practice (12 mins.)

Names _____   Date _____

Race to the Top!

2	**3**	**4**	**5**	**6**	**7**	**8**	**9**	**10**	**11**	**12**

Students take turns rolling the dice, saying an addition sentence, and recording the sums on the graph.

The game ends when time runs out or one of the columns reaches the top of the graph.
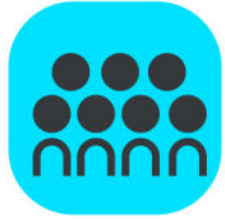
Fluency Practice

Take out 1 or 2

I'm going to say a number between 0 and 10. I will tell you to take out either 1 or 2 from that number and then I'll SNAP my fingers.

For example:

Take out 1 from each number-
6 (snap)
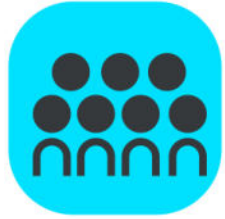
You say: *1 and 5.*
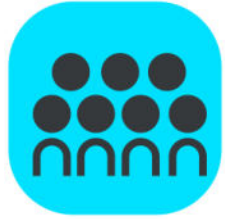
Fluency Practice

Take out 1 (animated)

16

1 and 15

26

1 and 25
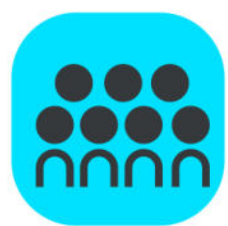
36

1 and 35

# Fluency Practice

NOW...Take out 2 (animated)

16

2 and 14

26

2 and 24

36

2 and 34

Concept Development

The time allotted for Lesson 27's Concept Development can be used to solidify the learning that occurred in Lesson 26. Three sets of problems have been provided for students to practice and gain accuracy and efficiency when adding a pair of double-digit numbers. The teaching sequence from Lesson 26 may be used to guide instruction. Students should be encouraged to use their cubes, quick ten drawings, and number bonds with pairs of number sentences to solve (MP.5). Note that Problems 9–12 involve numbers greater than 40. This is intended to serve as a challenge set for advanced learners.
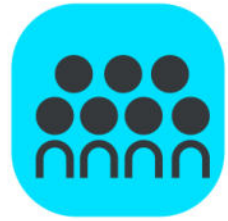
Concept Development

Problems 1–4

19 + 11

19 + 13

18 + 15

17 + 16
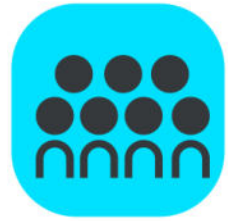
Concept Development

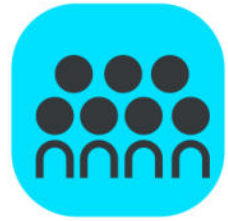**Problems 5-8**

18 + 12

17 + 17

17 + 16

16 + 15

Concept Development

Problems 9–12
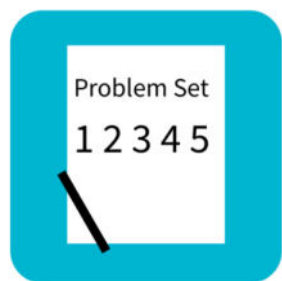
17 + 23

27 + 25

24 + 29

34 + 27

Problem Set

Name _____   Date _____

1. Solve using number bonds with pairs of number sentences. You may draw quick tens and some ones to help you.

a. $19 + 12 =$ _____	b. $18 + 12 =$ _____
c. $19 + 13 =$ _____	d. $18 + 14 =$ _____
e. $17 + 14 =$ _____	f. $17 + 17 =$ _____
g. $18 + 17 =$ _____	h. $18 + 19 =$ _____

Problem Set

2. Solve. You may draw quick tens and some ones to help you.

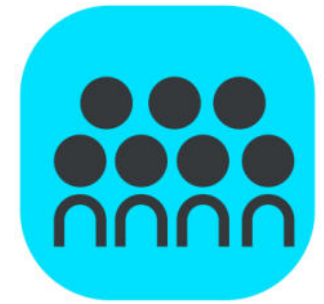| a. $19 + 12 = \_\_\_\_$	b. $18 + 13 = \_\_\_\_$
c. $19 + 13 = \_\_\_\_$	d. $18 + 15 = \_\_\_\_$
e. $19 + 16 = \_\_\_\_$	f. $15 + 17 = \_\_\_\_$
g. $19 + 19 = \_\_\_\_$	h. $18 + 18 = \_\_\_\_$
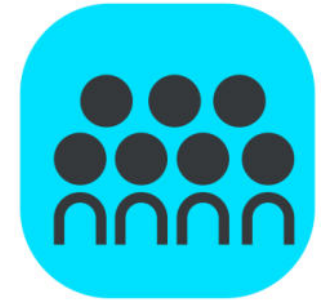
Debrief

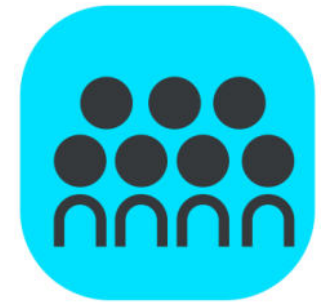How can solving Problem 1(a) help solve problem 1 (b)?

Debrief
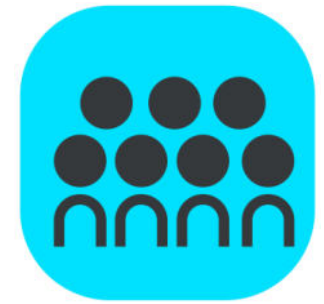
Look at problem 1(c) and 1(d). Explain how they are related. Why do they have the same answers?
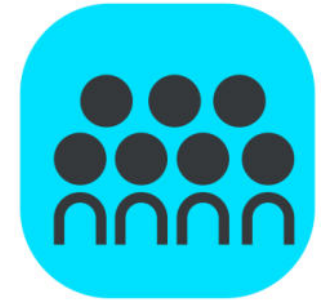
Debrief

Look at problem 2(f). Which addend did you start with to solve this problem? Why?

Debrief

Which ten strategy- make the next ten or add on the ten- is easier for you to use when adding? Explain your choice.

Debrief

Look at today's Application problem. Explain your drawing and solution to your partner.

Exit Ticket

Name _____   Date _____

1. Solve using number bonds with pairs of number sentences. You may draw quick tens and some ones to help you.

a. $16 + 15 = $ _____	**b.** $17 + 13 = $ _____
c. $16 + 16 = $ _____	**d.** $17 + 15 = $ _____