Eureka Math

1st Grade
Module 4
Lesson 28

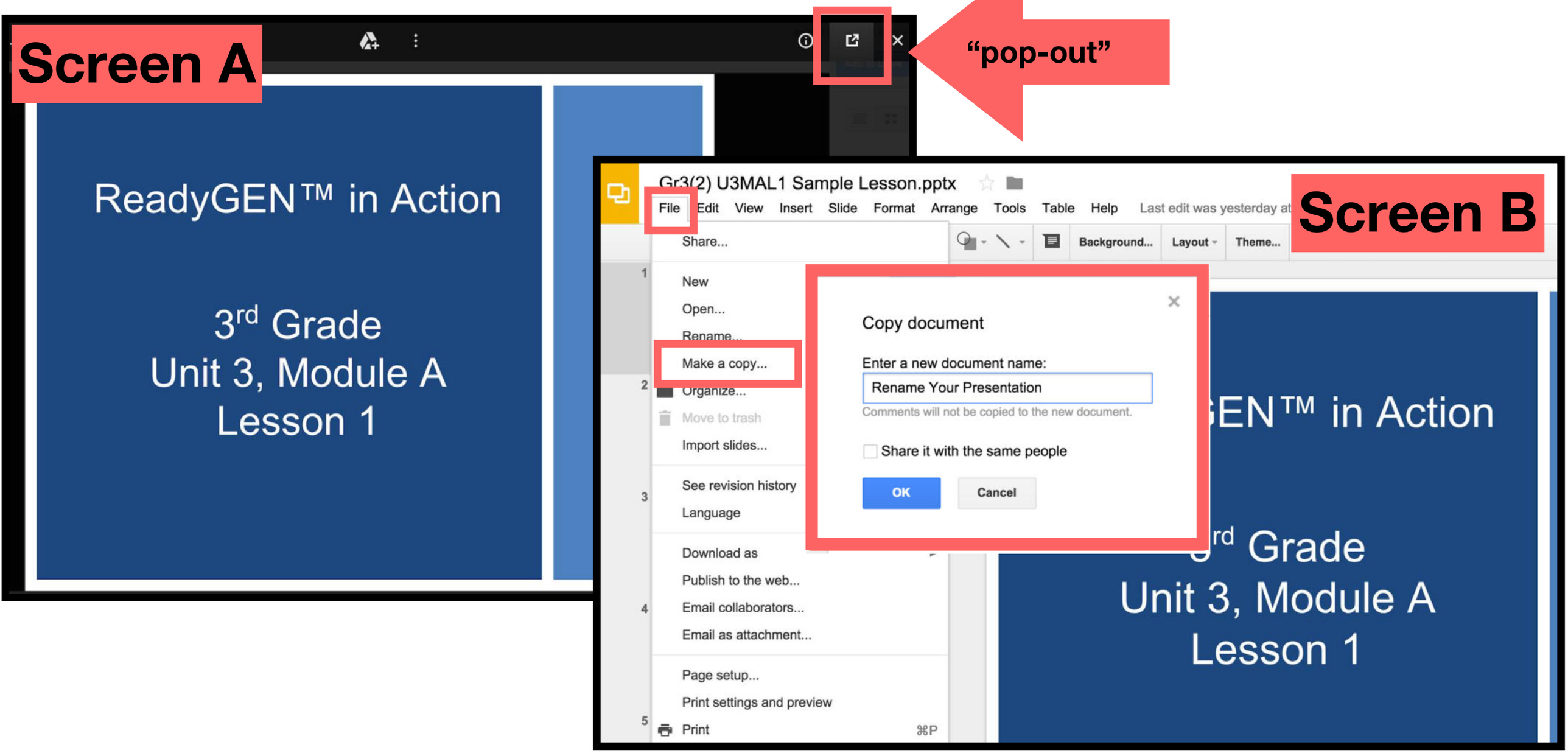
At the request of elementary teachers, a team of Bethel & Sumner educators met as a committee to create Eureka slideshow presentations. These presentations are not meant as a script, nor are they required to be used. Please customize as needed. Thank you to the many educators who contributed to this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

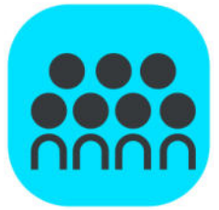
Personal White Board

Problem Set

Manipulatives Needed

Fluency

Think Pair Share



Whole Class

Individual

Partner

Small Group

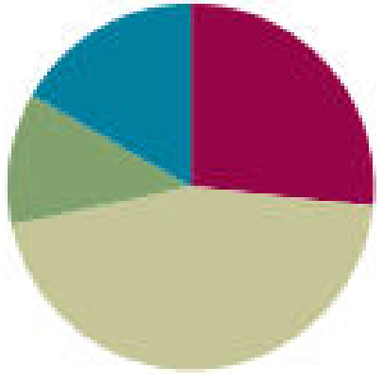
Small Group Time

Lesson 28

Objective: Add a pair of two-digit numbers with varied sums in the ones.

Suggested Lesson Structure

Application Problem	(7 minutes)
Fluency Practice	(16 minutes)
Concept Development	(27 minutes)
Student Debrief	(10 minutes)
Total Time	**(60 minutes)**



Materials Needed

- Fluency
  - Sprint Targeting Core Fluency: Missing Addends for Sums of Ten(s) (10 minutes)

- Concept Development

Materials:

(S) Personal white board, 4 ten-sticks from the math tool kit (optional)

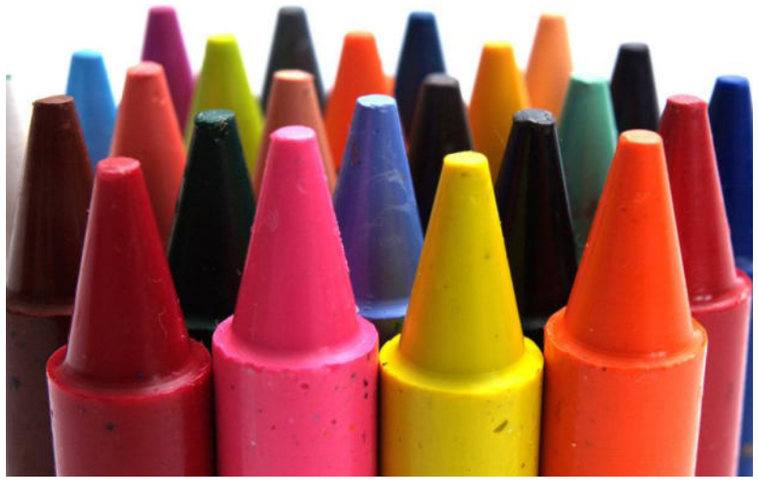
I can add a pair of two-digit numbers with varied sums in the ones.

Application Problem

Anton had some crayons in his desk. His teacher gave him 2 more. When he counted all of his crayons, he had 16 crayons.

How many crayons did Anton have in his desk originally?

Use the RDW process to solve the problem.

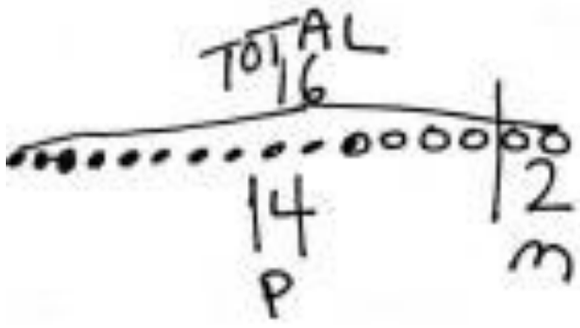


Application Problem

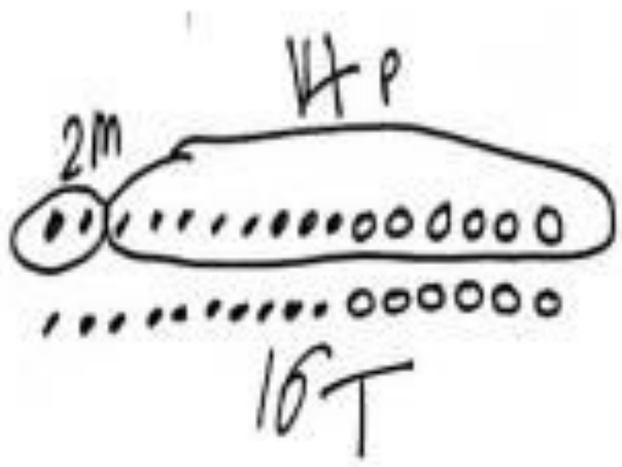
RDW

Possible Models:

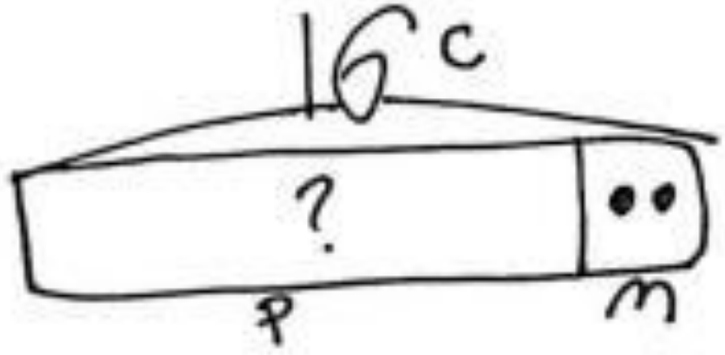
Model A



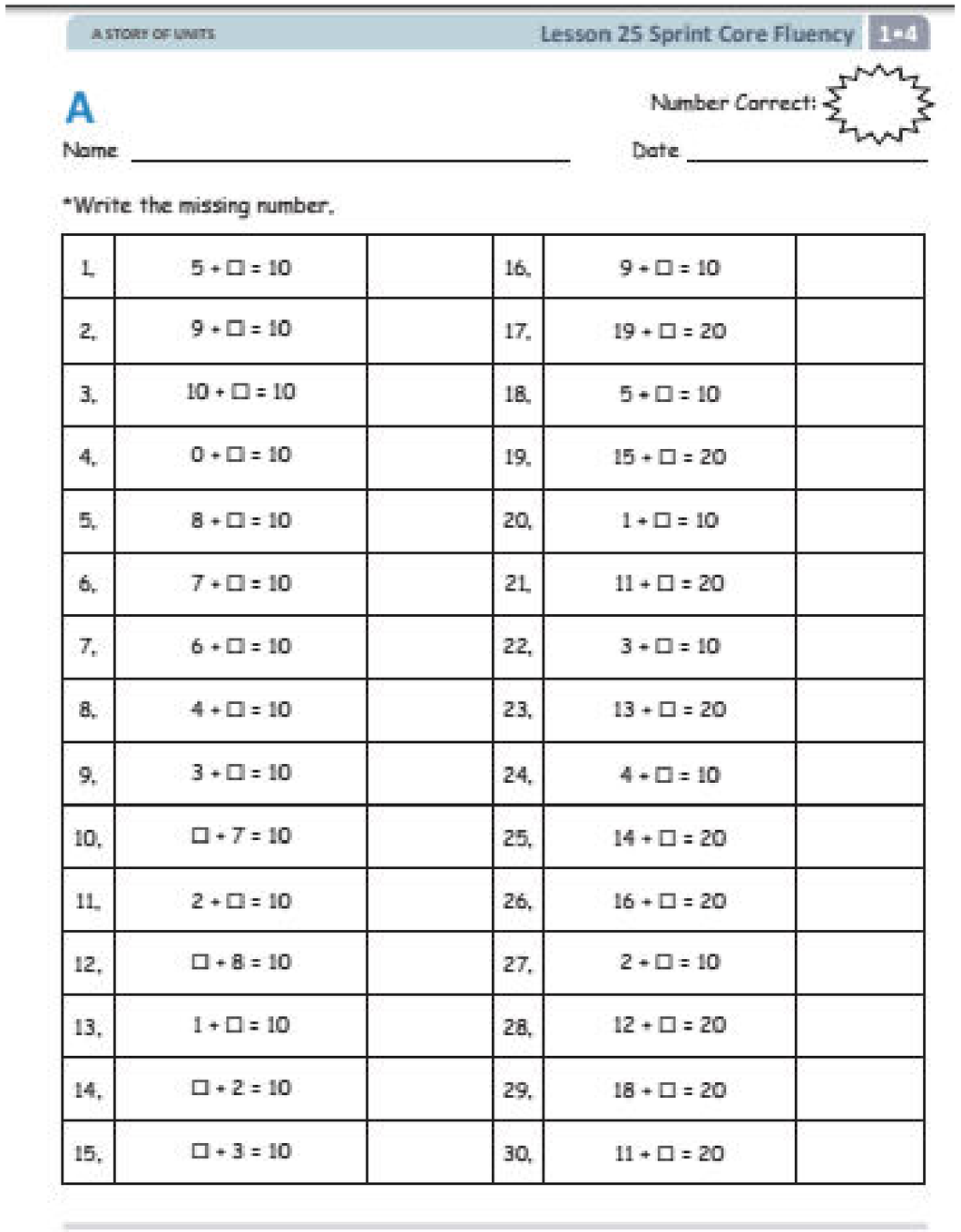
Model B



Model C



Core Fluency Differentiated Practice Sets



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	

Fluency Practice

Coin Drop (3 minutes)

Materials: (T) 4 dimes, 10 pennies, can

I’m going to drop some of these coins in this jar. What is the value of this penny?

Listen carefully as I drop coins into my jar. Keep track of how many we have.

I’m going to take some out now. Now how many do we have in the jar?

Fluency Practice

Coin Drop (3 minutes)

Materials: (T) 4 dimes, 10 pennies, can

Now I’m going to drop some of these coins in this jar. What is the value of this dime?

Listen carefully as I drop coins into my jar. Keep track of how much money we have in the jar.

I’m going to take some out now. Now how much money do we have in the jar?

Fluency Practice

Make ten: 9 Up

When I say “up,” tell me how to get to ten from my number. 9 up.

You’ll say: 9 + 1 = 10.

Ok….8 up

6 up

4 up

Fluency Practice

Make ten: 9 Up

Now I’m going to write an expression and you will still get me to ten.

9 + 3 = _____ (9 up)

1 2

If we add the 1 to make 10, how much is left to add?

Now let’s try: 9 + 5, 9 + 6, 9 + 9, and 9 + 8

Fluency Practice

Addition Strategies Review (5 minutes)

Partner A show me 9 on your magic counting sticks.
Partner B, show me 6 (animated progression on clicks)

If I want to solve 9 + 6, how can I make a 10?

Take 1 from the 6, and add 1 to 9.

Let's say our new addition sentence with the solution.

10 + 5 = 15

If we want to add 3 more to 15, should we make a ten?

No, we are already at 10

Fluency Practice

Addition Strategies Review (5 minutes)

If we want to add 3 more to 15, should we make a ten?

No, we are already at 10

Should we add the 3 to the 10 or the 5?

The 5. 15 + 3 = 18

Concept Development

Materials: (T) Chart paper (S) Personal white board, 4 ten-sticks from math toolkit (optional)

The time allotted for Lesson 28's Concept Development is set aside to consolidate and solidify the learning that has occurred in Lessons 24–27. Three sets of problems have been provided for practice so students gain accuracy and efficiency when adding a pair of double-digit numbers.

Concept Development

The teaching sequence from earlier lessons may be used to guide remedial instruction.

Students should be encouraged to use their number bonds and the arrow way to solve their problems while having full access to drawing materials and manipulatives (MP.5).

Note that Problems 11–15 involve sums greater than 40. This is intended to serve as a challenge set for advanced learners.

Concept Development

Problems 1–5

15 + 2

15 + 20

28 + 12

18 + 14

17 + 16

Concept Development

Problems 6–10

$14 + 3$

$14 + 20$

$17 + 23$

$17 + 15$

$16 + 19$

Concept Development

These are tough ones...

Problems 11–15

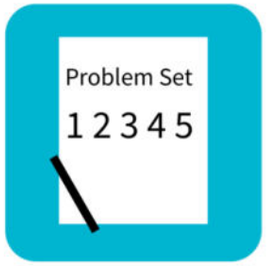
$13 + 4$

$23 + 40$

$28 + 22$

$26 + 25$

$36 + 27$

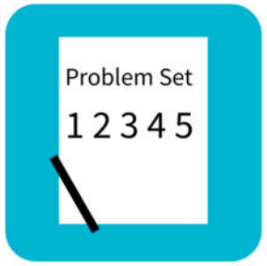


Problem Set

Name _____ Date _____

1. Solve using quick ten drawings, number bonds, or the arrow way. Check the rectangle if you made a new ten.

a. 23 + 12 = _____	b. 15 + 15 = _____
c. 19 + 21 = _____	d. 17 + 12 = _____
e. 27 + 13 = _____	f. 17 + 16 = _____



Problem Set

2. Solve using quick ten drawings, number bonds, or the arrow way.

a. 15 + 13 = _____	b. 25 + 13 = _____
c. 24 + 14 = _____	d. 25 + 15 = _____
e. 18 + 14 = _____	f. 18 + 18 = _____
g. 24 + 16 = _____	h. 17 + 18 = _____

Debrief

Which method did you use the most to solve today’s addition problems? Explain the reason for your choice.

Debrief

Share how you solved Problem 2(f). How can solving Problem 2(f) help you solve 2(h)?

Debrief

A student says he solved Problem 1(f) by adding 2 tens and 13 ones. Is he correct? Explain his strategy for adding.

Debrief

With your partner, share how you solved your Application Problem and act out each part of the story.

Explain how each part of your drawing or tape diagram represents different parts of the story.

Exit Ticket

Name _____ Date _____

Solve using quick tens and ones, number bonds, or the arrow way.

a. 12 + 16 = _____	b. 26 + 14 = _____
c. 18 + 16 = _____	d. 19 + 17 = _____