

Eureka Math

1st Grade Module 4 Lesson 29

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) 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.



Icons



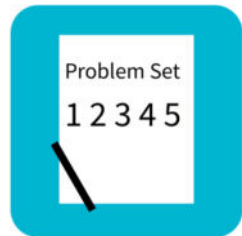
Read, Draw, Write



Learning Target



Personal White Board



Problem Set



Manipulatives Needed



Fluency



Think Pair Share



Whole Class



Individual



Partner



Small Group



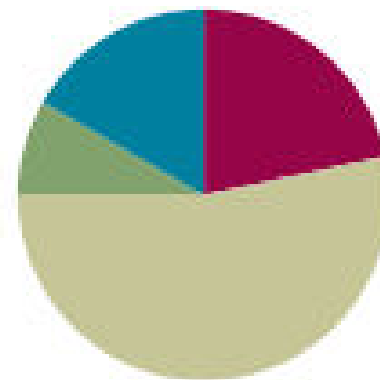
Small Group Time

Lesson 29

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

Suggested Lesson Structure

■ Application Problem	(5 minutes)
■ Fluency Practice	(13 minutes)
■ Concept Development	(32 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)
- Coins/Jar or Can
- 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 with varied sums in the ones.

Application Problem

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

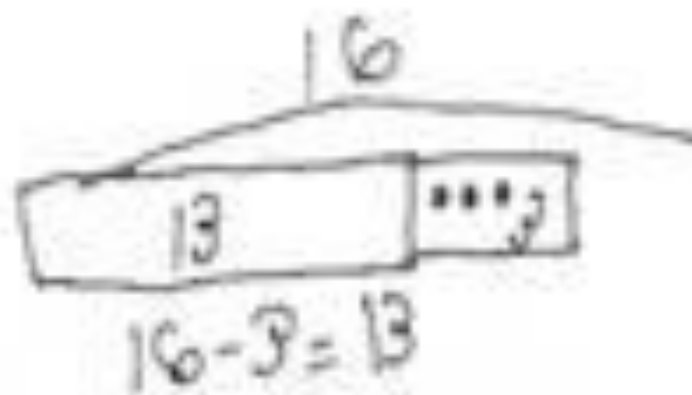
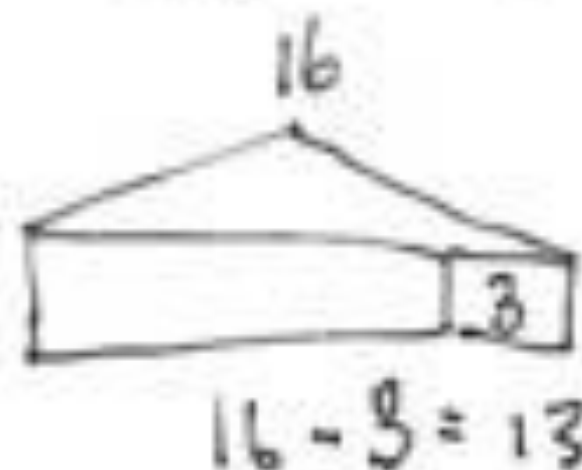
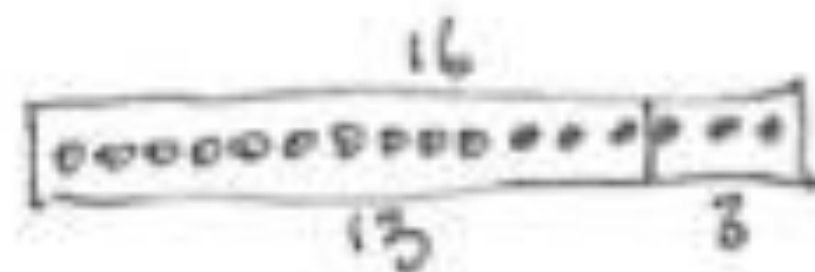
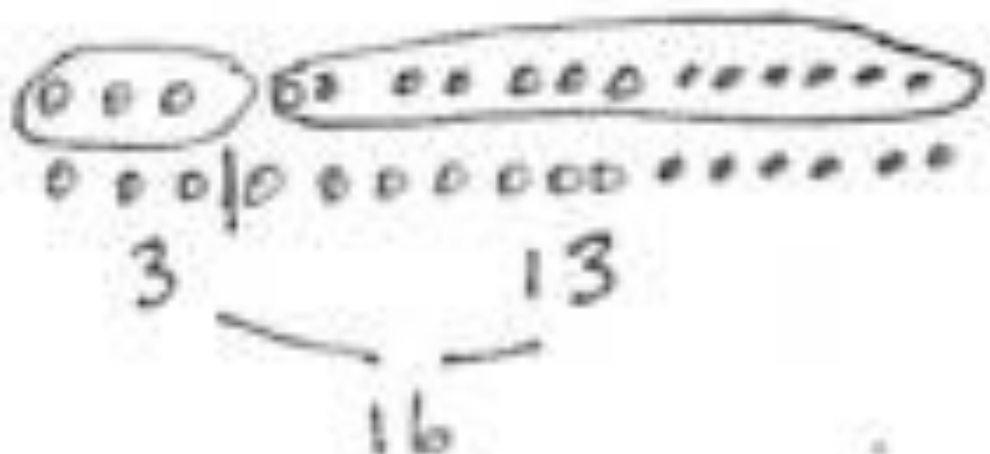
Kiana's friend gave her 3 more stickers. Now, Kiana has 16 stickers. How many stickers did Kiana already have?

Use the RDW process to solve the problem.

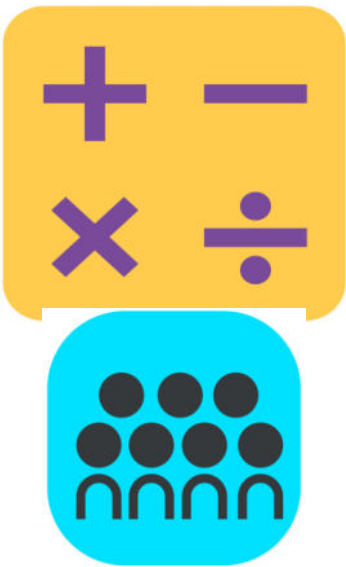
Application Problem

RDW

Possible Models:



Kiana already had 13 stickers.



Core Fluency Differentiated Practice Sets

A STORY OF UNITS

Lesson 25 Sprint Core Fluency

1•4

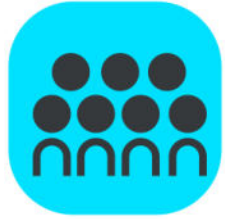
A

Number Correct:

Name _____ Date _____

*Write the missing number.

1,	$5 + \square = 10$		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

Coin Drop (3 minutes)

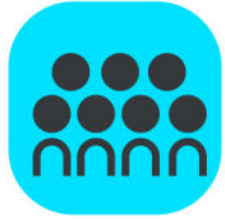
Materials: (T) 4 dimes, 10 pennies, can



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.

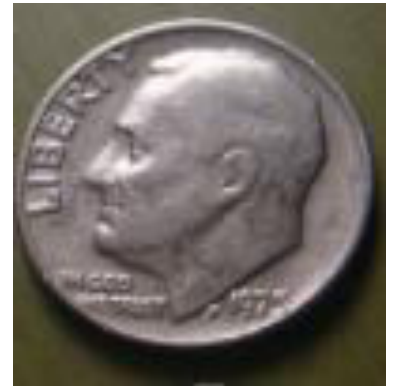
I'm going to take some out now. Now how many do we have in the jar?



Fluency Practice

Coin Drop (3 minutes)

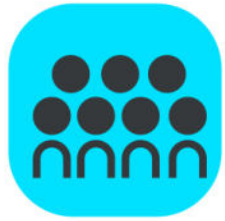
Materials: (T) 4 dimes, 10 pennies, can



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 (5 mins.)

A STORY OF UNITS

Lesson 29 Fluency Template 1•4

Names _____

Date _____



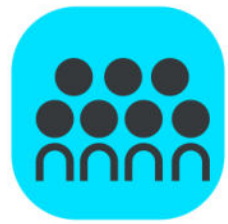
Race to the Top!



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.

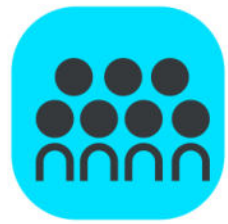
The game ends when time runs out or one of the columns reaches the top of the graph.



Concept Development

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

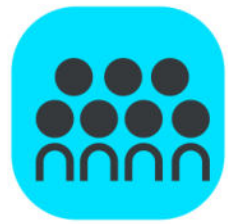
The time allotted for Lesson 29's Concept Development is also set aside to consolidate and solidify the learning that has occurred in Lessons 24–28. Just as in Lesson 28, three sets of problems have been provided for practice so that students gain accuracy and efficiency when adding a pair of double-digit numbers.



Concept Development

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

Problems 11–15 involve sums greater than 40. This is intended to serve as a challenge set for advanced learners. Challenge students to describe and compare methods, strategies, and written notation with their partners and to explain why they chose to solve the way they did, using terms such as tens, ones, addend, take apart, add on the tens, and make the next ten



Concept Development

Problems 1–5

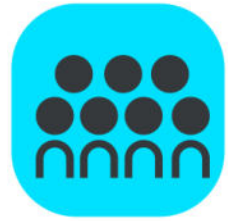
$$16 + 12$$

$$28 + 12$$

$$18 + 15$$

$$18 + 18$$

$$17 + 16$$



Concept Development

Problems 6–10

$$26 + 12$$

$$27 + 13$$

$$17 + 15$$

$$16 + 15$$

$$18 + 17$$



Concept Development

These are tough ones...

Problems 11–15

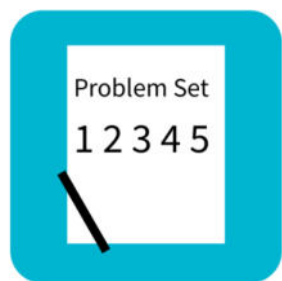
$$34 + 23$$

$$24 + 42$$

$$23 + 27$$

$$28 + 25$$

$$26 + 37$$



Problem Set

A STORY OF UNITS

Lesson 29 Problem Set

1•4

Name _____ Date _____

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

a. $13 + 12 = \underline{\quad}$	b. $23 + 12 = \underline{\quad}$
c. $13 + 16 = \underline{\quad}$	d. $23 + 16 = \underline{\quad}$
e. $13 + 27 = \underline{\quad}$	f. $17 + 16 = \underline{\quad}$
g. $14 + 18 = \underline{\quad}$	h. $18 + 17 = \underline{\quad}$



Problem Set

A STORY OF UNITS

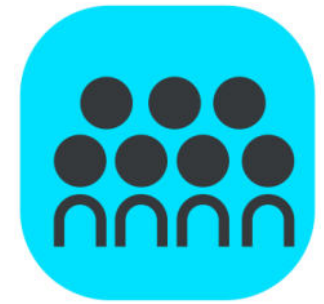
Lesson 29 Problem Set

1•4

2. Solve using quick ten drawings, number bonds, or the arrow way. Be prepared to discuss how you solved during the Debrief.

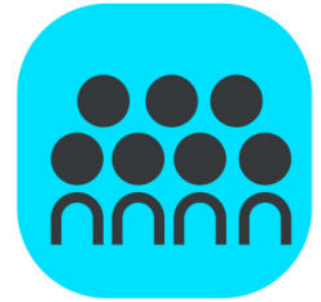
a. $17 + 11 = \underline{\quad}$	b. $17 + 21 = \underline{\quad}$
c. $27 + 13 = \underline{\quad}$	d. $17 + 14 = \underline{\quad}$
e. $13 + 26 = \underline{\quad}$	f. $17 + 17 = \underline{\quad}$
g. $18 + 15 = \underline{\quad}$	h. $16 + 17 = \underline{\quad}$

Debrief



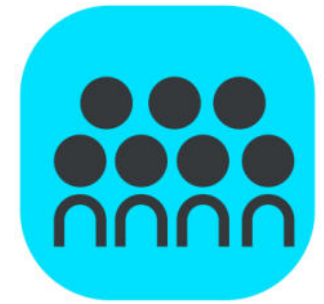
Look at Problems 2(b) and 2(h). Did you make a new ten in both problems? Explain why this is so.

Debrief



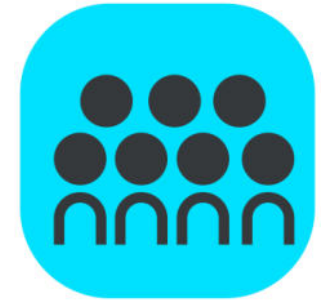
Look at Problem 1(h). Explain which method or strategy you used to solve. Why did you choose this particular method or strategy?

Debrief



How can you solve 2(f) using doubles? For problems where you need to make a new ten (i.e., Problems 2(d), 2(g), 2(h), etc.), do you prefer to add on the tens first or make a new ten? Explain your choice.

Debrief



Share your drawings and solution to your Application Problem with your partner. What was your strategy for solving this? Check your work by acting out each part of the story and matching them to the parts of your drawing

Exit Ticket



A STORY OF UNITS

Lesson 29 Exit Ticket

1•4

Name _____ Date _____

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

a. $18 + 14 = \underline{\hspace{2cm}}$	b. $14 + 23 = \underline{\hspace{2cm}}$
c. $28 + 12 = \underline{\hspace{2cm}}$	d. $19 + 21 = \underline{\hspace{2cm}}$