Eureka Math

1st Grade
Module 6
Lesson 3

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Directions for customizing presentations are available on the next slide.

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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.
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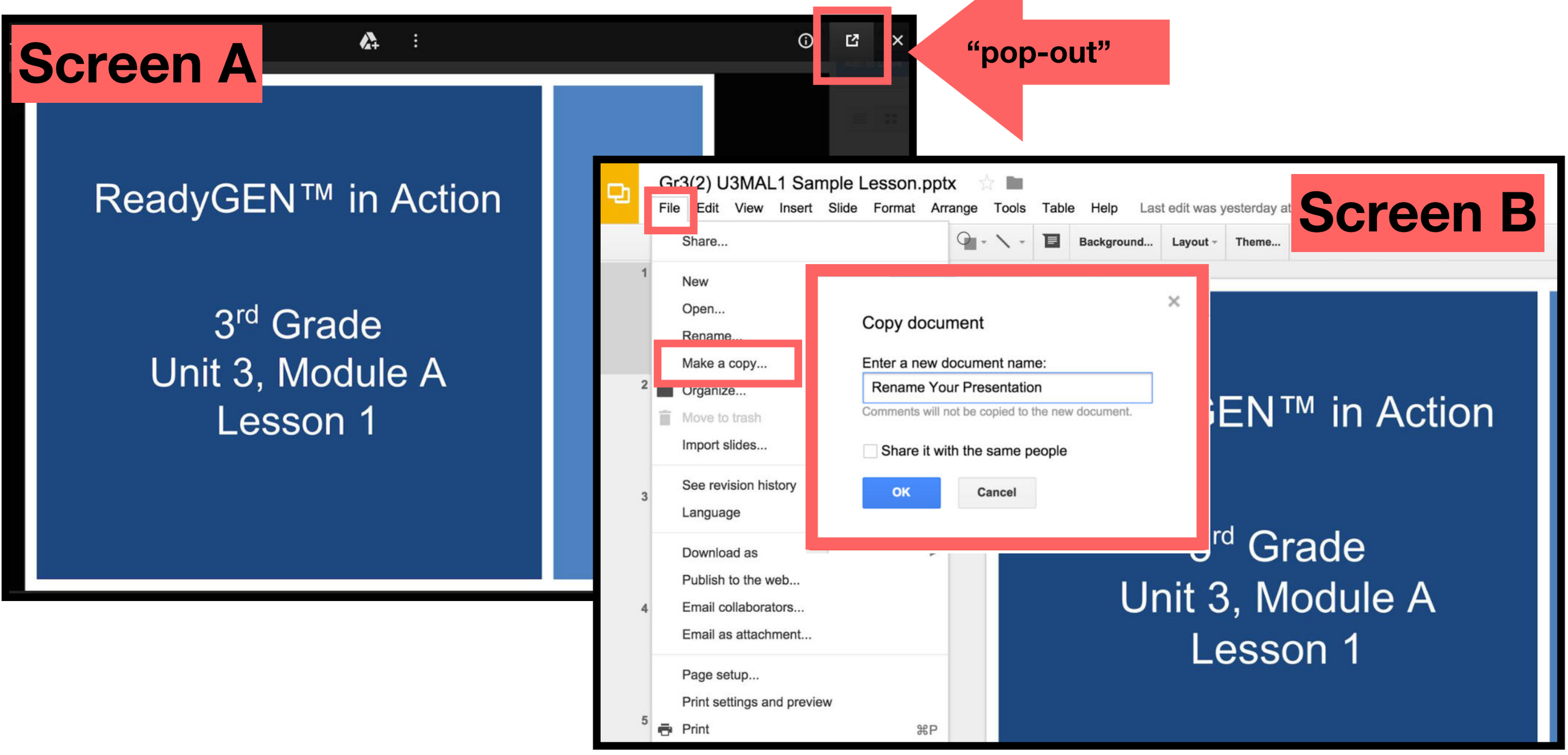


Icons

Read, Draw, Write

Learning Target

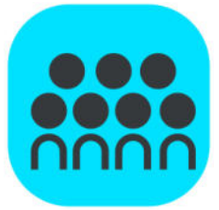
Personal White Board

Problem Set

Manipulatives Needed

Fluency

Think Pair Share



Whole Class

Individual

Partner

Small Group

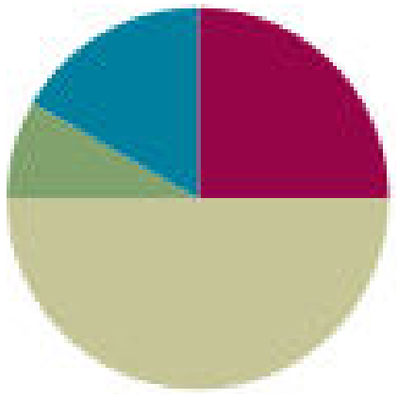
Small Group Time

Lesson 3

Objective: Use the place value chart to record and name tens and ones within a two-digit number up to 100.

Suggested Lesson Structure

Application Problem	(5 minutes)
Fluency Practice	(15 minutes)
Concept Development	(30 minutes)
Student Debrief	(10 minutes)
Total Time	**(60 minutes)**



Materials Needed

- Fluency
  - (S) Core Fluency Sprints
  - (S) 1 pack of numeral cards 0–10 per set of partners (Fluency Template)
- Concept Development
  - (T) Hide Zero cards (Template 1), chart paper
  - (S) 4 ten-sticks from personal math toolkit, personal white board, place value chart (Template 2)

I can use the place value chart to record and name tens and ones within a two-digit number up to 100.

Application Problem

(5 min.)

Tamra has 4 more goldfish than Peter. Peter has 10 goldfish. How many goldfish does Tamra have?

Core Fluency Sprints Differentiated Sets (10 min.)

Choose an appropriate Sprint based on the needs of the class.

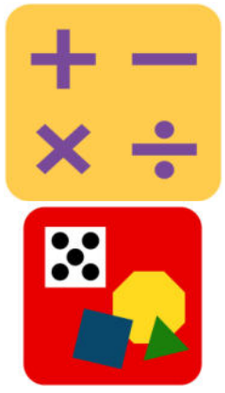
A

Number Correct: _____

Name _____ Date _____

*Write the unknown number. Pay attention to the symbols.

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



Subtraction with Cards (5 min.)

Students combine their digit cards and place them facedown between them.

Each partner flips over two cards and subtracts the smaller number from the larger one.

The partner with the smallest difference keeps the cards played by both players in that round.

If the differences are equal, the cards are set aside, and the winner of the next round keeps the cards from both rounds. A player wins by having the most cards when the time is up.

Concept Development

(30 min.)

What number am I showing?

Concept Development

(30 min.)

When I pull apart these Hide Zero cards, 47 will be in two parts. What will they be?

Concept Development

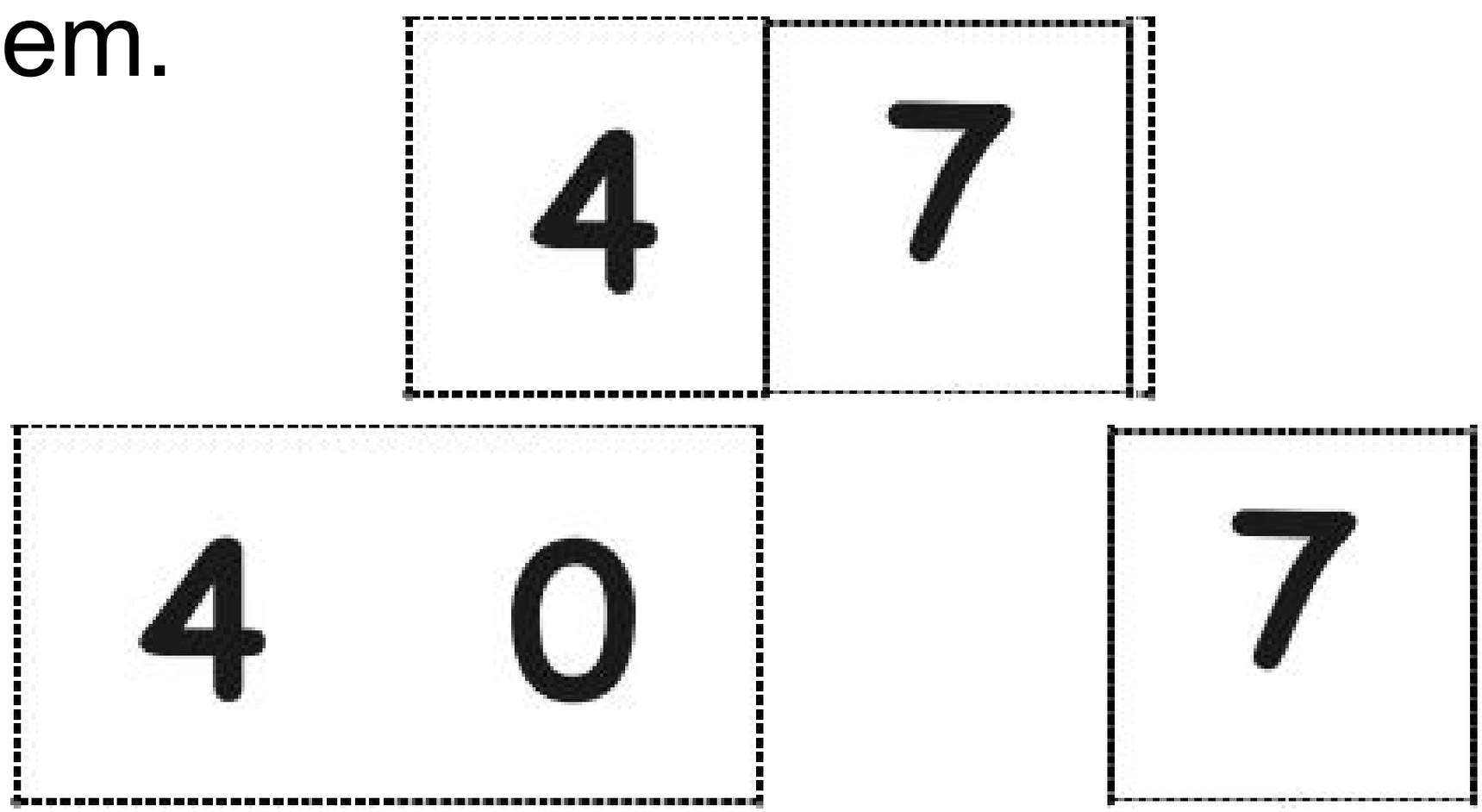
(30 min.)

Explain to your partner why we don't see 40 but just the digit 4.

Concept Development

(30 min.)

Show me 47 using quick ten drawings. Count out each ten, and add on each of the ones the Say Ten way as you draw them.



Concept Development

(30 min.)

How many tens did you draw?

How many ones did you draw?

Concept Development

(30 min.)

Let’s fill in the place value chart. How many tens are in 47?

tens	ones
4	

4

Let’s write 4 in the…?

Concept Development

(30 min.)

How many ones are in 47?

tens	ones
4	7

7

Let’s write 7 in the…?

Concept Development

(30 min.)

Repeat the process with the following suggested sequence: 57, 67,86,68,95, and 100.

Concept Development

(30 min.)

What does the digit 6 stand for?

tens	ones
6	4

6 tens is the same as....?

What does the digit 4 stand for?

What is 6 tens and 4 ones?

Concept Development

(30 min.)

What does the digit 7 stand for?

tens	ones
7	4

7 tens is the same as....?

What does the digit 4 stand for?

What is 7 tens and 4 ones?

Concept Development

(30 min.)

What does the digit 8 stand for?

tens	ones
8	4

8 tens is the same as....?

What does the digit 4 stand for?

What is 8 tens and 4 ones?

Concept Development

(30 min.)

What does the digit 9 stand for?

tens	ones
9	3

9 tens is the same as....?

What does the digit 3 stand for?

What is 9 tens and 3 ones?

Concept Development

(30 min.)

What does the digit 7 stand for?

tens	ones
7	3

7 tens is the same as....?

What does the digit 3 stand for?

What is 7 tens and 3 ones?

Concept Development

(30 min.)

What does the digit 6 stand for?

tens	ones
6	5

6 tens is the same as....?

What does the digit 5 stand for?

What is 6 tens and 5 ones?

Concept Development

(30 min.)

What does the digit 7 stand for?

tens	ones
7	9

7 tens is the same as....?

What does the digit 9 stand for?

What is 7 tens and 9 ones?

Concept Development

(30 min.)

What does the digit 9 stand for?

tens	ones
9	7

9 tens is the same as....?

What does the digit 7 stand for?

What is 9 tens and 7 ones?

Concept Development

(30 min.)

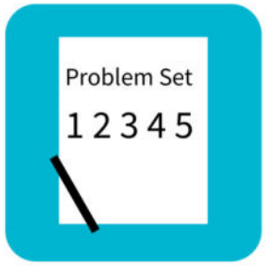
What does the digit 10 stand for?

tens	ones
10	0

10 tens is the same as....?

What does the digit 0 stand for?

What is 10 tens and 0 ones?

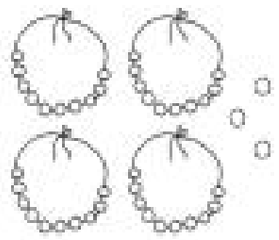


Problem Set

Name _____ Date _____

Write the tens and ones. Complete the statement.

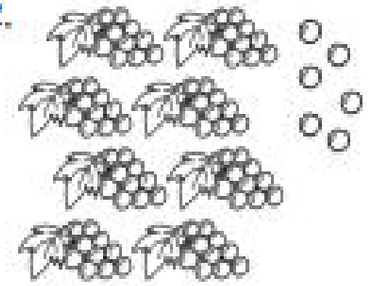
1.



tens	ones

43 = _____ tens _____ ones

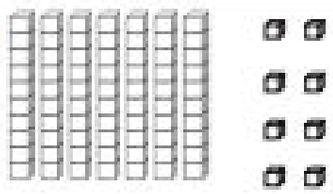
2.



tens	ones

_____ = _____ tens _____ ones

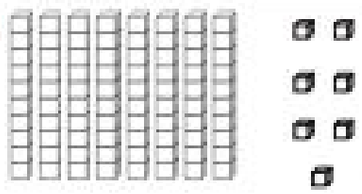
3.



tens	ones

There are _____ cubes.

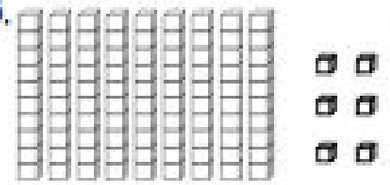
4.



tens	ones

There are _____ cubes.

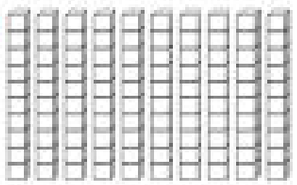
5.



tens	ones

There are _____ cubes.

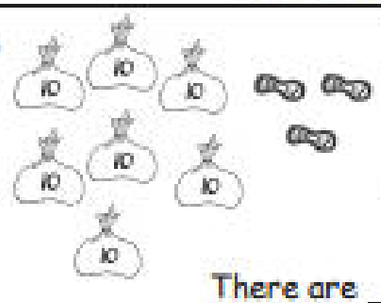
6.



tens	ones

There are _____ cubes.

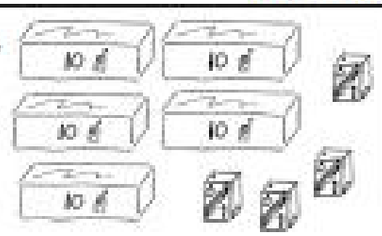
7.



tens	ones

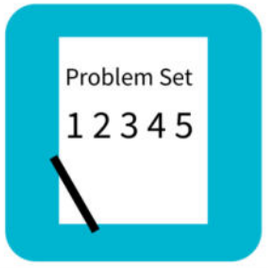
There are _____ peanuts.

8.



tens	ones

There are _____ juice boxes.



Problem Set

9. Write the number as tens and ones in the place value chart, or use the place value chart to write the number.

a. 40

tens	ones

b. 46

tens	ones

c. ____

tens	ones
5	9

d. ____

tens	ones
9	5

e. 75

tens	ones

f. 70

tens	ones

g. 60

tens	ones

h. ____

tens	ones
8	0

i. ____

tens	ones
5	5

j. ____

tens	ones
10	0

Debrief

- Look at your answers for Problems 1 and 7. What is the difference between these two numbers? Explain how you know.
- For Problem 3, a student said there are 87 cubes. Is he correct? How can you help this student so he understands place value correctly?

Debrief

- Using a quick ten drawing or your Hide Zero cards, explain how you solved Problem 9(j). Look at Problem 9(b). What must we add to 46 to get 5 tens and 0 ones?

Debrief

- Think about the movement-counting we did between our two Sprints today. How can counting the Say Ten way help you think about the tens and ones in two-digit numbers? Use an example as you share your explanation.

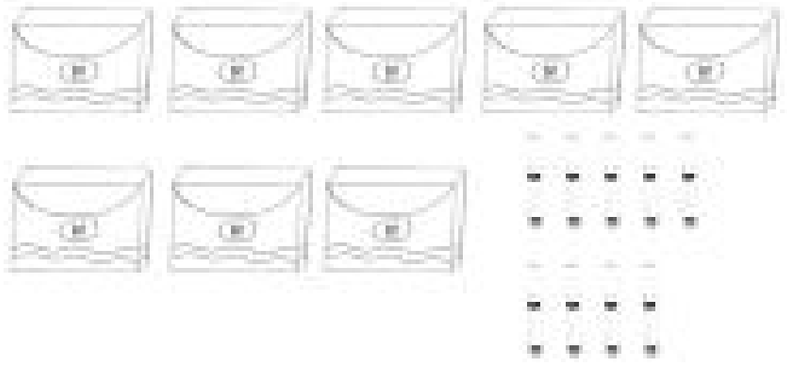
Debrief

- Look at your Application Problem. How did you solve the problem? Which problem from yesterday is this problem most like?

Exit Ticket

Name _____ Date _____

1. Write the tens and ones. Complete the statement.



tens	ones

There are _____ markers.

2. Write the number as tens and ones in the place value chart, or use the place value chart to write the number.

a. 90

tens	ones

b. _____

tens	ones
8	7