Eureka Math

1st Grade
Module 6
Lesson 4

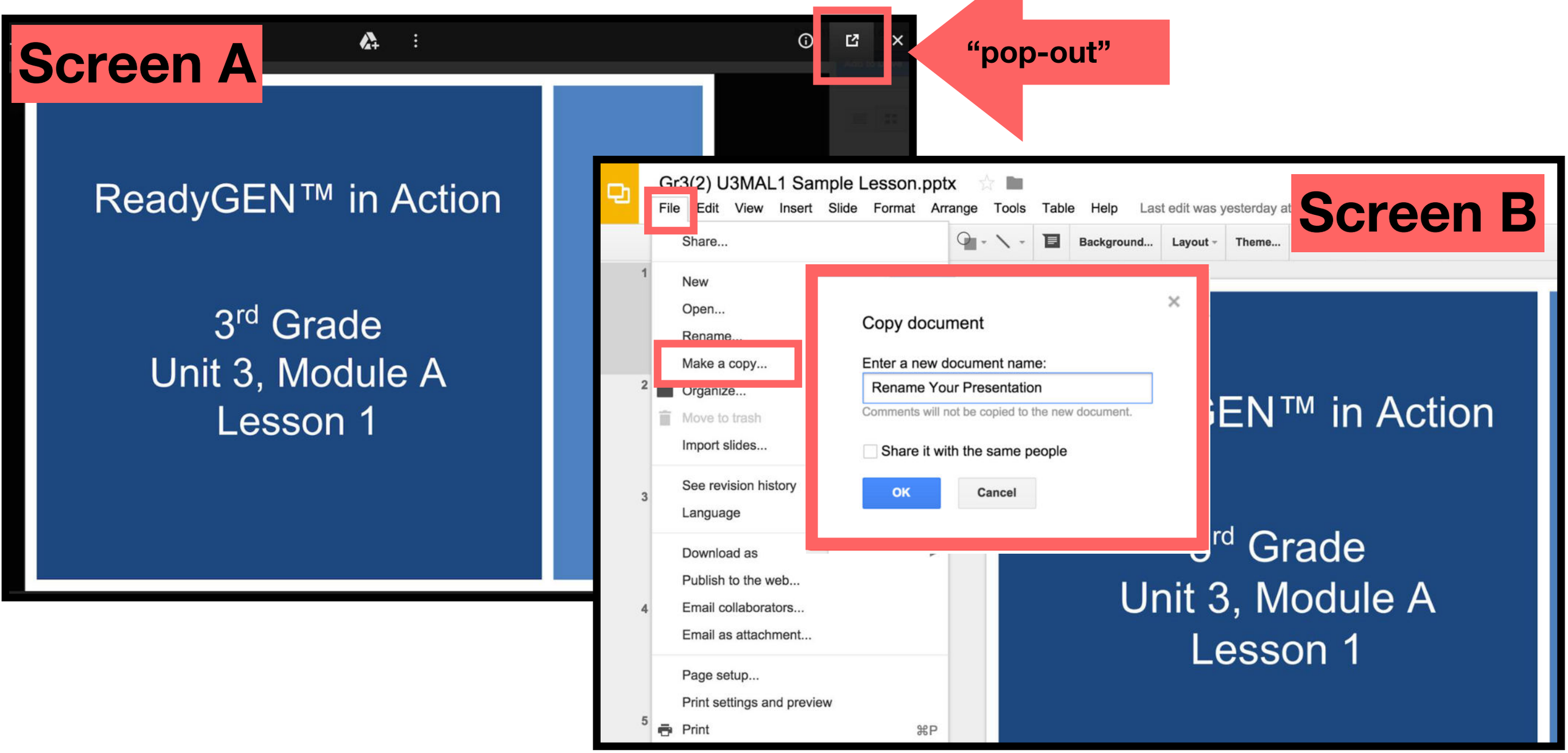
At the request of elementary teachers, a team of Bethel & Sumner educators met as a committee to create Eureka slideshow presentations. These presentations are not meant as a script, nor are they required to be used. Please customize as needed. Thank you to the many educators who contributed to this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

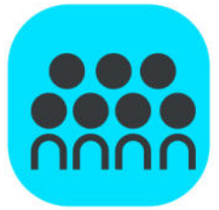
Personal White Board

Problem Set

Manipulatives Needed

Fluency

Think Pair Share



Whole Class

Individual

Partner

Small Group

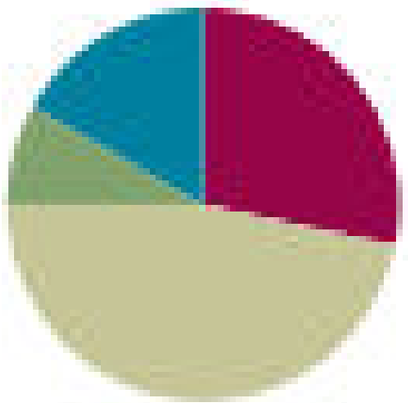
Small Group Time

Lesson 4

Objective: Write and interpret two-digit numbers to 100 as addition sentences that combine tens and ones.

Suggested Lesson Structure

Application Problem	(5 minutes)
Fluency Practice	(17 minutes)
Concept Development	(28 minutes)
Student Debrief	(10 minutes)
Total Time	**(60 minutes)**



Materials Needed

- Fluency
  - (S) Core Fluency Sprints (Lesson 3)
  - (T/S) Personal white board
  - (T) Rekenrek
- Concept Development
  - (T) Chart paper with a place value chart, Hide Zero cards (Lesson 3 Template 1)
  - (S) Personal white board, place value chart (Lesson 3 Template 2), numeral cards (Lesson 3 Fluency Template)

I can write and interpret two-digit numbers to 100 as addition sentences that combine tens and ones.

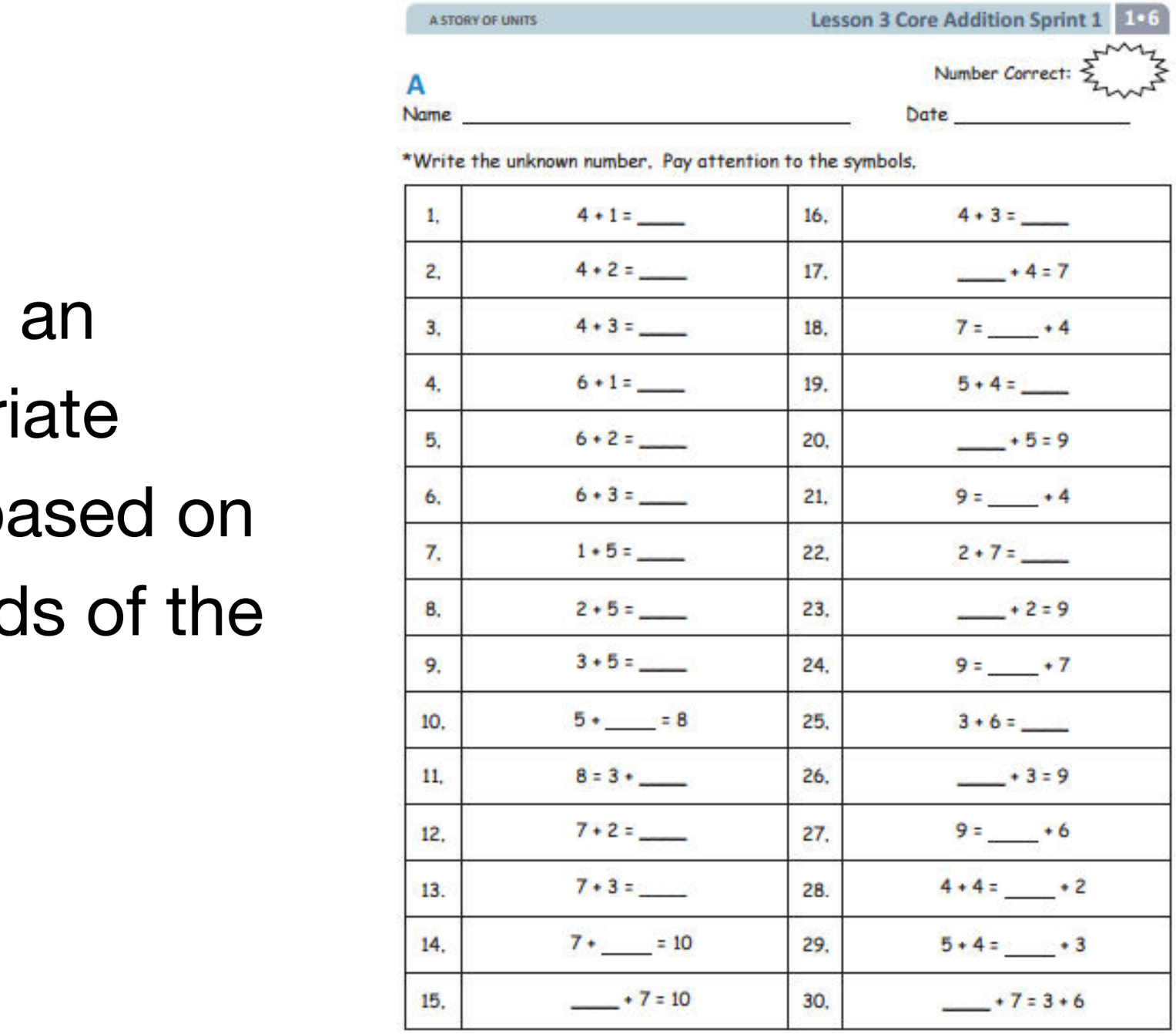
Application Problem

(5 min.)

Tamra has 14 goldfish. Darnel has 8 goldfish. How many fewer goldfish does Darnel have than Tamra?

Core Fluency Sprints Differentiated Sets (10 min.)

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



A STORY OF UNITS — Lesson 3 Core Addition Sprint 1 — 1•6

A

Number Correct: _____

Name _____ Date _____

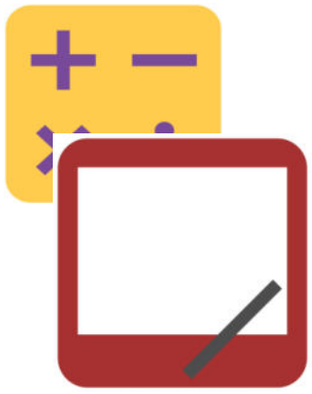
*Write the unknown number. Pay attention to the symbols.

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

Digit Detective (4 min.)

The digit in the tens place is 2.
The digit in the ones place is 1.

What’s my number?



Digit Detective (4 min.)

What’s the value of the 2? 20

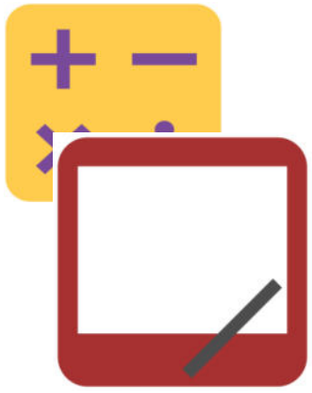
What’s the value of the 1? 1

21

Digit Detective (4 min.)

The digit in the tens place is 1.
The digit in the ones place is 2.

What’s my number?



Digit Detective (4 min.)

What’s the value of the 1? 10

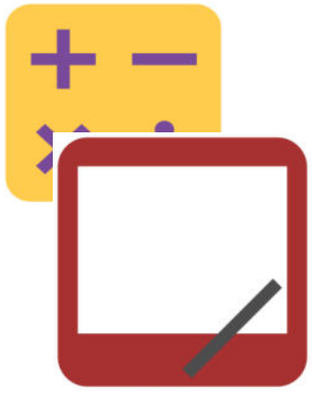
What’s the value of the 2? 2

12

Digit Detective (4 min.)

The digit in the tens place is 4.
The digit in the ones place is 5.

What’s my number?



Digit Detective (4 min.)

What’s the value of the 4? 40

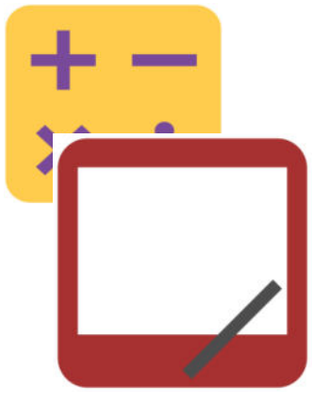
What’s the value of the 5? 5

45

Digit Detective (4 min.)

The digit in the tens place is 5.
The digit in the ones place is 4.

What’s my number?



Digit Detective (4 min.)

What's the value of the 4? 4

What's the value of the 5? 50

54

Digit Detective (4 min.)

The digit in the tens place is 6.
The digit in the ones place is 3.

What’s my number?

Digit Detective (4 min.)

What's the value of the 6? 60

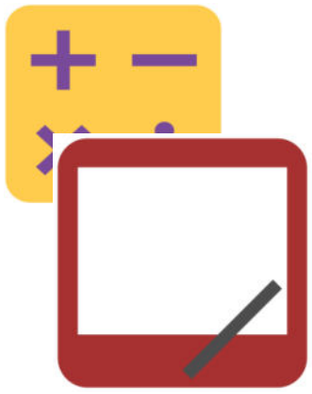
What's the value of the 3? 3

63

Digit Detective (4 min.)

The digit in the tens place is 8.
The digit in the ones place is 7.

What’s my number?



Digit Detective (4 min.)

What's the value of the 7? 7

What's the value of the 8? 80

87

Digit Detective (4 min.)

The digit in the tens place is 1 more than 3.

The digit in the ones place is 10 less than 12.

Say the number the Say Ten way.

42

Digit Detective (4 min.)

The digit in the ones place is equal to 5 + 3.

The digit in the tens place is equal to 10 – 5.

Say the number the Say Ten way.

58

Tens and Ones (3 min.)

This activity is to be is to be done with your Rekenrek. See manual.

Concept Development

(28 min.)

When I pull apart these Hide Zero cards, what two numbers will you see?

7 8

Concept Development

(28 min.)

How many tens are in 70?
Record the tens in your place value chart.

7	0

8

Concept Development

(28 min.)

How many ones are here?
Fill in the rest of your place value chart

8

Concept Development

(28 min.)

Say the number as tens and ones.

7 tens and 8 ones

7 tens and 8 ones is the same as …?

78

Concept Development

(28 min.)

On your personal white board, make a number bond that shows the tens and the ones.

Now, write as many addition sentences as you can to go with your number bond.

Concept Development

(28 min.)

Give me a number sentence that matches this number bond. Start with the part that represents the tens.

Now start your number sentence with the ones.

Concept Development

(28 min.)

78 is the same as…?

This time, start with the ones. 78 is the same as…?

Concept Development

(28 min.)

Talk to your partner. What do you notice about the addends in all of these number sentences?

Let’s make some more than statements.
8 more than 70 is…? Say the whole sentence.

Concept Development

(28 min.)

70 more than 8 is…?

Concept Development

(28 min.)

Repeat the process following the suggested sequence: 54, 62, 75, 57, 83, 91, and 100. Use different language to elicit a variety of answers for each number. For example, 54 is the same as , 50 plus 4 is , 5 tens and 4 ones is , 4 more than 50 is , and 50 more than 4 is .

Concept Development

(28 min.)

Prepare two decks of numeral cards 0 through 9 for each pair.

Pick a card from the first deck. This number is placed in the tens place on the place value chart.

For example, 7 is drawn and placed in the tens place.

Concept Development

(28 min.)

Pick a card from the second deck. This number is placed in the ones place on the place value chart.

For example, 5 is drawn and placed in the ones place.

Partners A and B make a number bond decomposing the number into tens and ones.

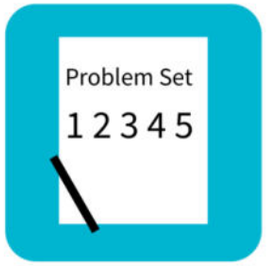
Concept Development

(28 min.)

Partner A writes two addition number sentences, such as those in the image from the previous page.

Partner B writes a more than statement that combines tens and ones, such as those in the image on the previous page.

Switch roles for the next pair of cards drawn.

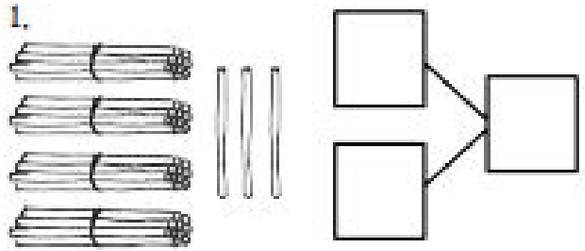


Problem Set

Name _____ Date _____

Count the objects, and fill in the number bond or place value chart. Complete the sentences to add the tens and ones.

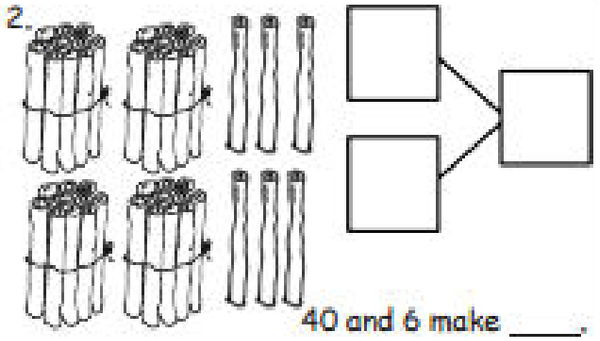
1.



40 and 3 make ____.

40 + 3 = ____

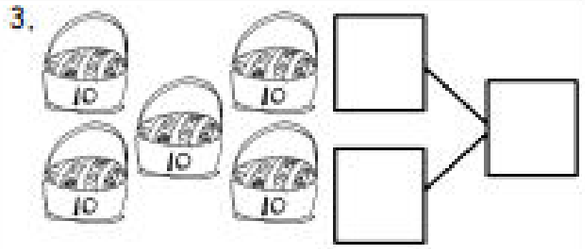
2.



40 and 6 make ____.

40 + 6 = ____

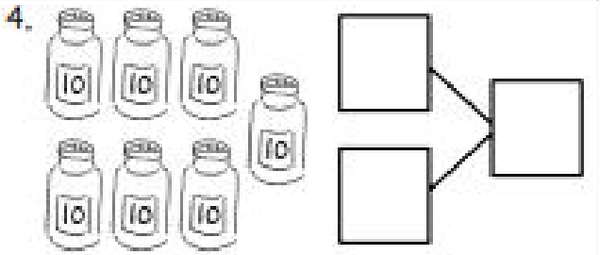
3.



57 = ____ + ____

7 more than 50 is ____.

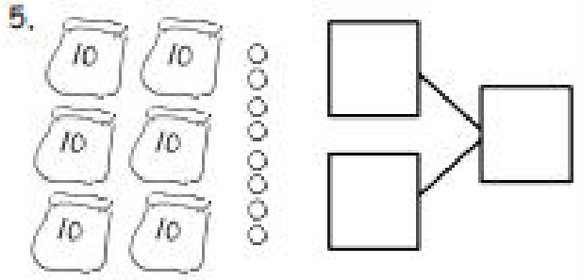
4.



75 = ____ + ____

5 more than 70 is ____.

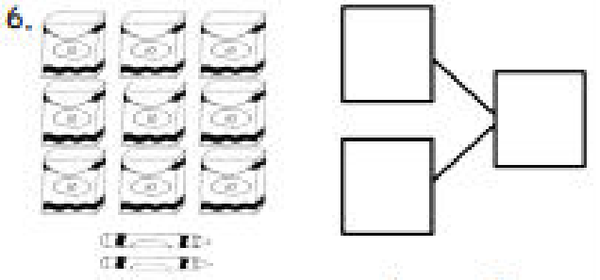
5.



____ + ____ = ____

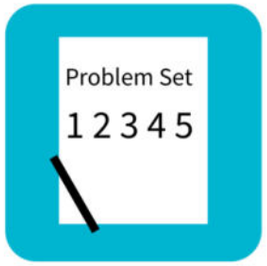
____ tens + ____ ones = ____

6.



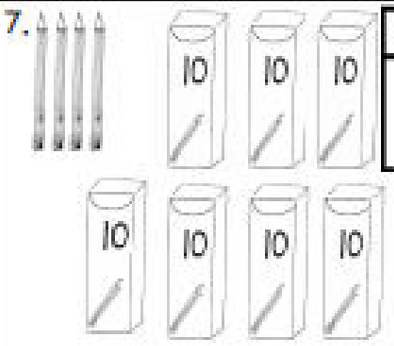
____ + ____ = ____

____ tens + ____ ones = ____



Problem Set

7.

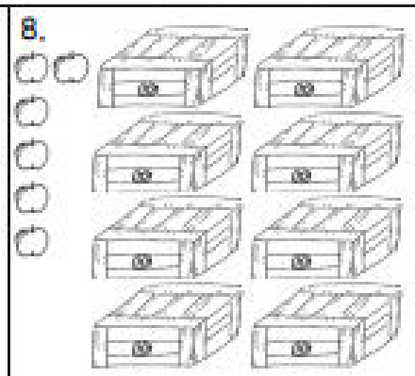


tens	ones

____ + ____ = ____

____ tens + ____ ones = ____

8.

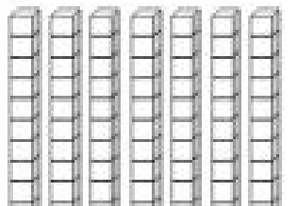


tens	ones

____ + ____ = ____

____ tens + ____ ones = ____

9.

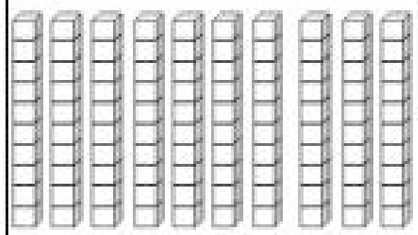


tens	ones

____ + ____ = ____

____ tens + ____ ones = ____

10.



tens	ones
	0

____ + ____ = ____

____ tens + ____ ones = ____

11. Complete the sentences to add the tens and ones.

a. 50 + 6 = ____

b. ____ + 9 = 89

c. 5 tens + ____ ones = 56

d. 9 ones + 8 tens = ____

Debrief

- For Problems 3 and 4, even though the totals use the same digits, the value of each answer is different. Explain why this is so.

- Look at Problem 10. How many tens make up 100? How can you express 100 as all ones?

Debrief

- Look at Problem 1. If we unbundled one of the tens, how many tens and ones will we have?

Debrief

- Look at Problems 3, 4, and 5. What do you think are in the baskets? In the bottles? In the bags? What makes you think this?

Debrief

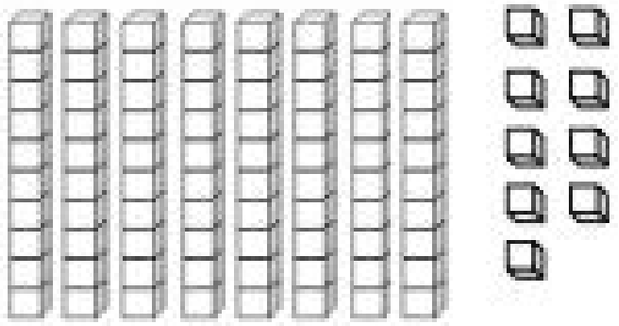
- How did today's fluency activities connect with today's lesson?

- How did you solve the Application Problem? What other problems did this one remind you of?

Exit Ticket

Name _____ Date _____

1. Count the objects, and fill in the number bond or place value chart. Complete the sentences to add the tens and ones.



tens	ones

_____ + _____ = _____

_____ tens + _____ ones = _____

2. Complete the sentences to add the tens and ones.

a. 90 + 2 = _____

b. 7 tens + _____ ones = 79