Eureka Math

1st Grade
Module 6
Lesson 5

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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.
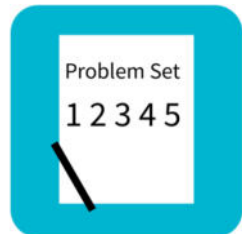
Icons

RDW — Read, Draw, Write

Learning Target

Personal White Board

Problem Set

Manipulatives Needed

Fluency

Think Pair Share
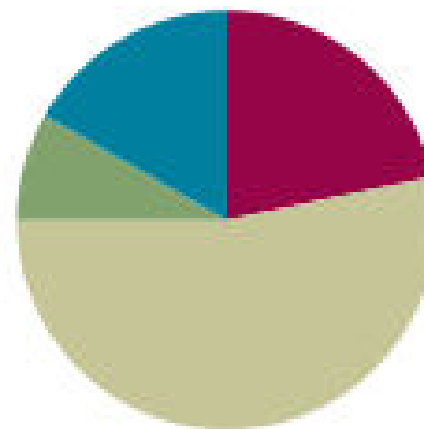
Whole Class

Individual

Partner

Small Group

Small Group Time

Lesson 5

Objective: Identify 10 more, 10 less, 1 more, and 1 less than a two-digit number within 100.

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
  - Identify 10 more, 10 less, 1 more, and 1 less than a two-digit number within 100.
  - (S) 1 pack of numeral cards 0─10 (Lesson 3 Fluency Template)
  - (T) 4 dimes, 10 pennies, can
- Concept Development
  - (T) 2 pieces of chart paper with two pairs of place value charts as shown
  - (S) Personal white board, place value chart (Lesson 3 Template 2)

I can Identify 10 more, 10 less, 1 more, and 1 less than a two-digit number within 100.

Application Problem
(5 min.)

RDW

Kiana has 6 fewer goldfish than Tamra. Tamra has 14 goldfish. How many goldfish does Kiana have?

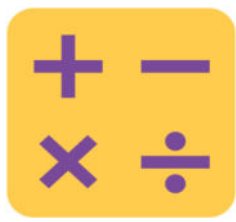# Core Fluency Sprints Differentiated Sets (10 min.)

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.

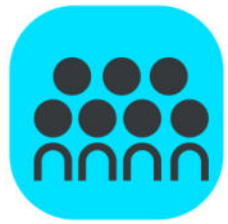|			
1.	$4 + 1 = $ ____	16.	$4 + 3 = $ ____
2.	$4 + 2 = $ ____	17.	____ $+ 4 = 7$
3.	$4 + 3 = $ ____	18.	$7 = $ ____ $+ 4$
4.	$6 + 1 = $ ____	19.	$5 + 4 = $ ____
5.	$6 + 2 = $ ____	20.	____ $+ 5 = 9$
6.	$6 + 3 = $ ____	21.	$9 = $ ____ $+ 4$
7.	$1 + 5 = $ ____	22.	$2 + 7 = $ ____
8.	$2 + 5 = $ ____	23.	____ $+ 2 = 9$
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.

Coin Drop (3 minutes)

- Drop in some pennies, and ask how much money is in the can.
- Take out some pennies, and show them.
- Ask how much money is still in the can.
- Continue adding and subtracting pennies for a minute or so.
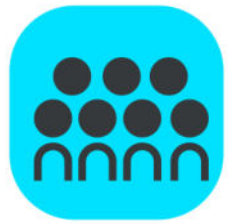- Then, repeat the activity with dimes.

Concept Development
(32 min.)

Draw 62 using a quick ten drawing.

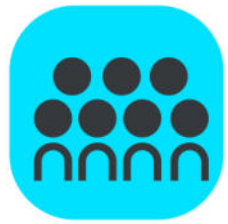According to your picture, how many tens and ones are in 62?

Concept Development
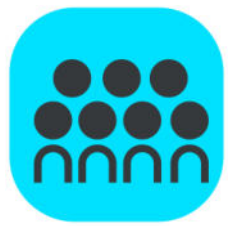## (32 min.)

Show me 1 more than 62.

tens	ones
6	2

tens	ones

Concept Development
(32 min.)

What is 1 more than 62? Say the whole sentence.

tens	ones
6	2

tens	ones
6	3

Concept Development
(32 min.)
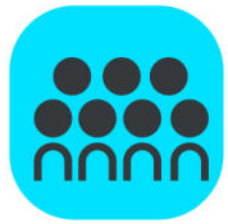
From 62 to 63, we added 1 more.
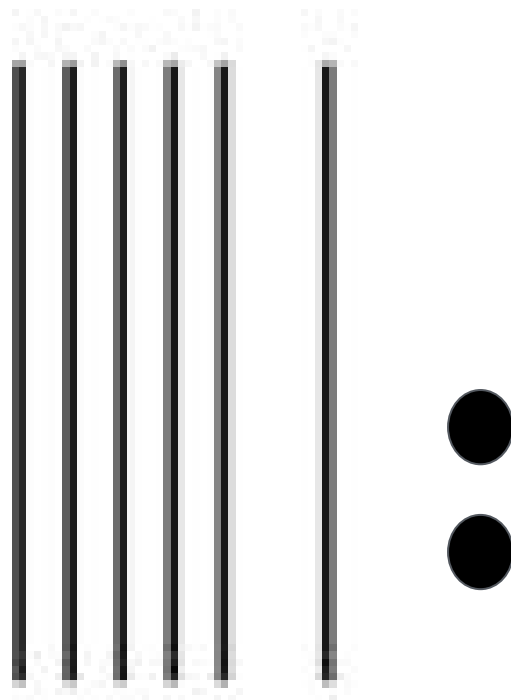
tens	ones	tens	ones
6	2 → **+ 1** →	6	3

Look at the place value chart. Turn and explain to your partner about what did and did not change.

Show me 62 with your drawing again.

Concept Development

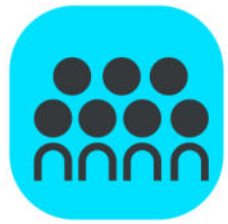How can you show 10 more than 62?

tens	ones		tens	ones
6	2	**+ 10** →		

Turn and talk to your partner
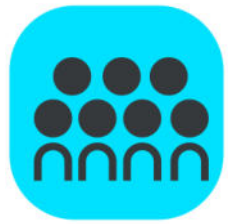
Concept Development
(32 min.)

What is 10 more than 62? Say the whole sentence.

tens	ones	tens	ones
6	2 +10 →		

10 more than 62 is 72.

Concept Development
(32 min.)

Talk to your partner about what changes and what stays the same.

tens	ones	tens	ones
6	2 **+ 10** →	7	2

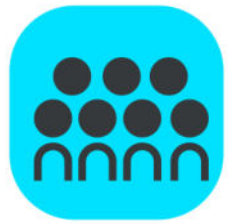We added 10 more to 62 and now have 72.

Concept Development
(32 min.)

Draw 87 using a quick ten drawing.

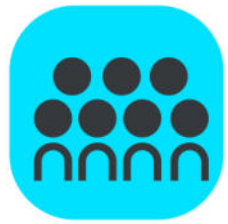According to your picture, how many tens and ones are in 87?

Concept Development
(32 min.)

Show me 1 less than 87.

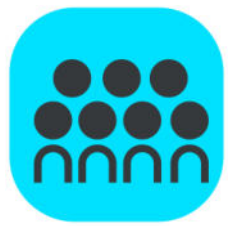| tens	ones
8	7

tens	ones

Concept Development
(32 min.)

What is 1 less than 87? Say the whole sentence.

tens	ones
8	7

tens	ones
8	6

👥 Concept Development
(32 min.)

From 87 to 86, we subtracted 1.

tens	ones		tens	ones
8	7 → **-1** →		8	6

Look at the place value chart. Turn and explain to your partner about what did and did not change.

Concept Development
(32 min.)

Show me 87 with your drawing again.

Concept Development
(32 min.)

How can you show 10 less than 87?

tens	ones	tens	ones
8	7 **-10**		

Turn and talk to your partner

Concept Development
(32 min.)

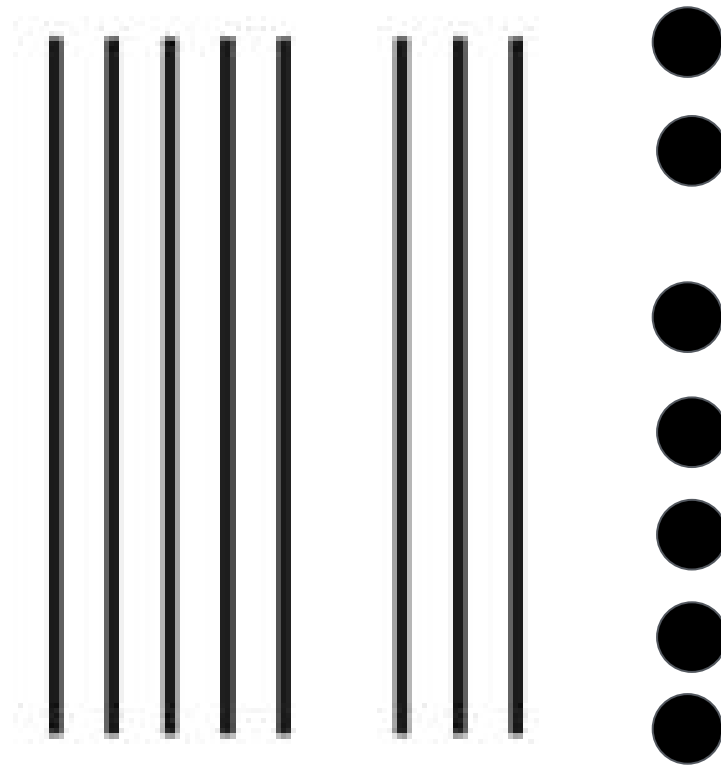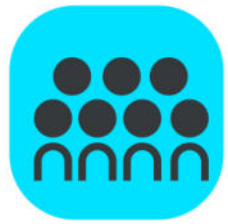What is 10 less than 87? Say the whole sentence.

tens	ones	tens	ones
8	7 -10 →		

10 less than 87 is 86.

Concept Development

(32 min.)

Talk to your partner about what changes and what stays the same.

tens	ones	tens	ones
8	7 **-10** →	7	7

We subtracted 10 from 87 and now have 77.

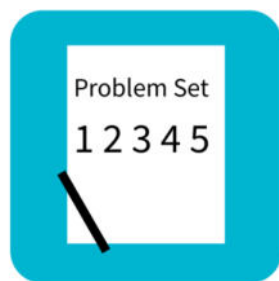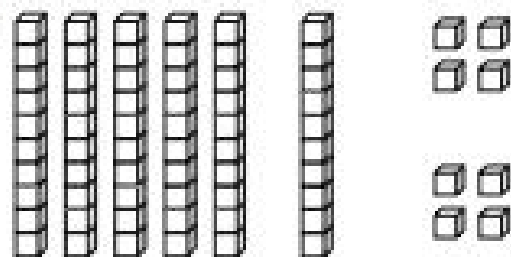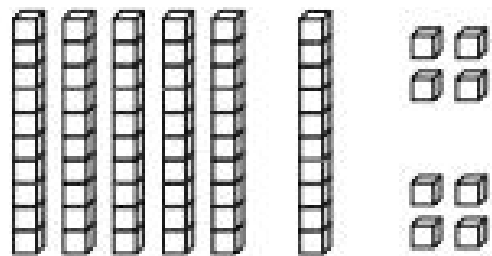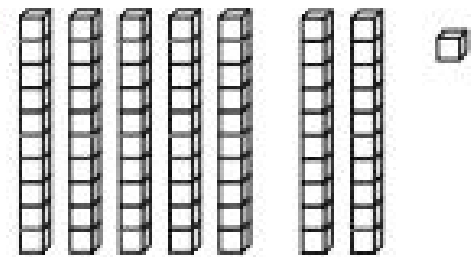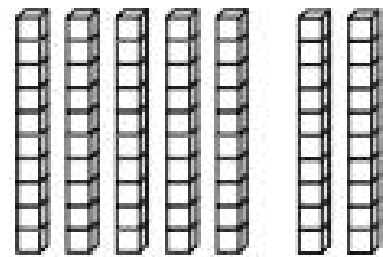# Problem Set

Name _____   Date _____

1. Solve. You may draw or cross off (x) to show your work.

a. 1 more than 68 is _____.	b. 10 more than 68 is _____.
c. 10 less than 71 is _____.	d. 1 less than 70 is _____.

2. Find the mystery numbers. Use the arrow way to explain how you know.

a. 10 more than 59 is _____.

tens	ones
5	9

→ + 1 ten →

tens	ones

b. 1 less than 59 is _____.

tens	ones

tens	ones

c. 1 more than 59 is _____.

tens	ones

tens	ones

d. 10 less than 59 is _____.

tens	ones

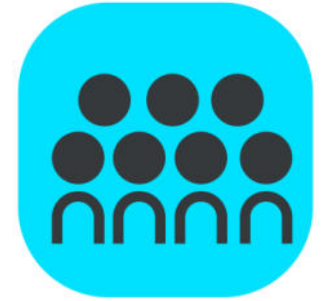| tens	ones
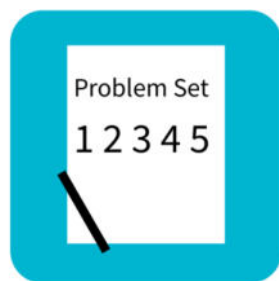
Problem Set

3. Write the number that is **1 more**.

    a. 10, _____

    b. 70, _____

    c. 76, _____

    d. 79, _____

    e. 99, _____

4. Write the number that is **10 more**.

    a. 10, _____

    b. 60, _____

    c. 61, _____

    d. 78, _____

    e. 90, _____

5. Write the number that is **1 less**.

    a. 12, _____

    b. 52, _____

    c. 51, _____

    d. 80, _____

    e. 100, _____

6. Write the number that is **10 less**.

    a. 20, _____

    b. 60, _____

    c. 74, _____

    d. 81, _____

    e. 100, _____

7. Fill in the missing numbers in each sequence.

    a. 40, 41, 42, _____

    b. 89, 88, 87, _____

    c. 72, 71, _____, 69

    d. 63, _____, 65, 66

    e. 40, 50, 60, _____

    f. 80, 70, 60, _____

    g. 55, 65, _____, 85

    h. 99, 89, _____, 69

    i. _____, 99, 98, 97

    j. _____, 77, _____, 57

Debrief

- I say, "When I find 1 more, only the ones digit changes." I'm wrong! Which problem shows that I'm wrong? When am I correct?

- I say, "When I find 1 less, only the ones digit changes." I'm wrong! Which problem shows that I'm wrong again?

Debrief
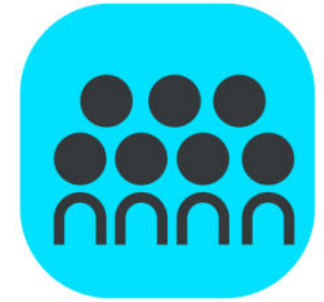
- How can you use the place value chart to help you count by ones? By tens?

- How did our fluency activity of Coin Drop relate to today's lesson?

Debrief
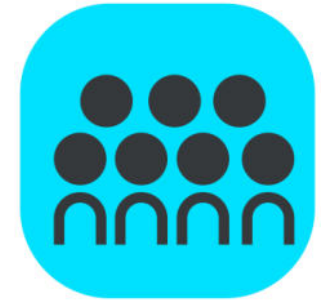
- Look at your Application Problem. How is it similar, and how is it different from other Application Problems you have solved? Share your strategy for beginning to solve the problem.

Exit Ticket

Name _____   Date _____

1. Find the mystery numbers. Use the arrow way to show how you know.

   a. 1 less than 69 is _____.

tens	ones

tens	ones

   b. 10 more than 69 is _____.

tens	ones

tens	ones

2. Write the number that is **1 more**.	3. Write the number that is **10 more**.
a. 40, _____ b. 86, _____ c. 89, _____	a. 50, _____ b. 62, _____ c. 90, _____
4. Write the number that is **1 less**.	5. Write the number that is **10 less**.
a. 75, _____ b. 70, _____ c. 100, _____	a. 80, _____ b. 99, _____ c. 100, _____