

Eureka Math

1st Grade Module 6 Lesson 8

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Directions for customizing presentations are available on the next slide.

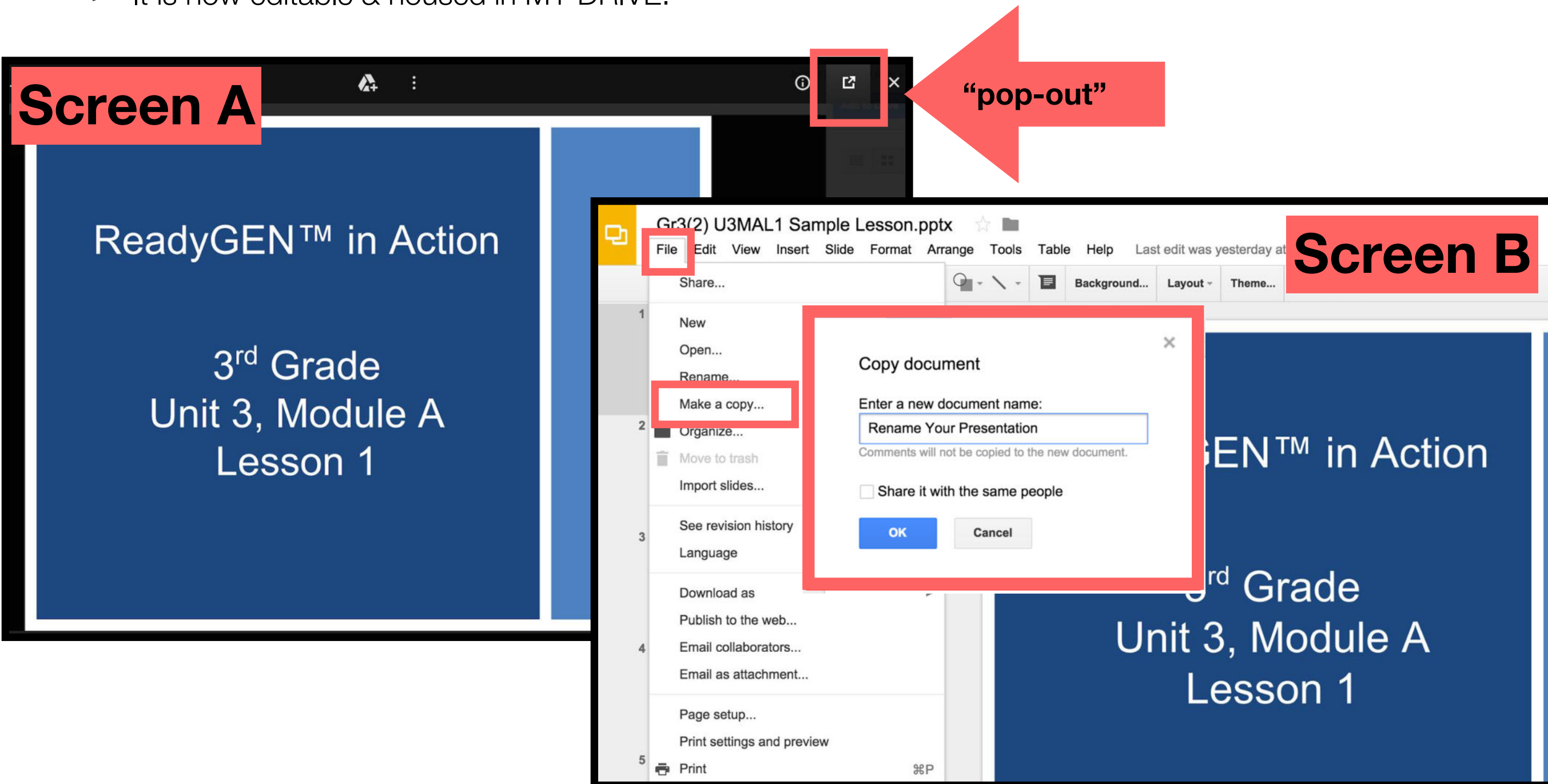


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Customize this Slideshow

Reflecting your Teaching Style and Learning Needs of Your Students

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- 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



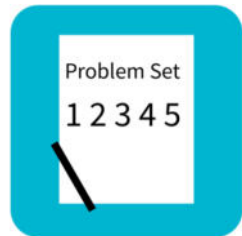
Read, Draw, Write



Learning Target



Personal White Board



Problem Set



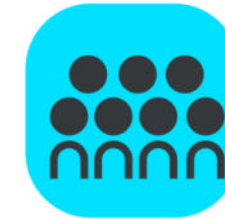
Manipulatives Needed



Fluency



Think Pair Share



Whole Class



Individual



Partner



Small Group



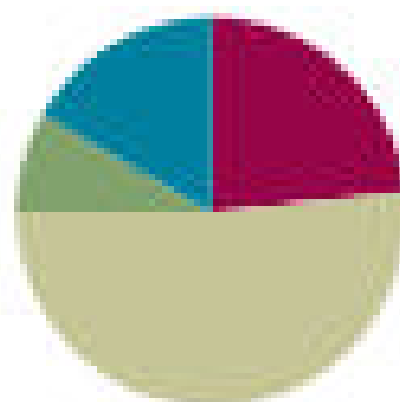
Small Group Time

Lesson 8

Objective: Count to 120 in unit form using only tens and ones. Represent numbers to 120 as tens and ones on the place value chart.

Suggested Lesson Structure

■ Application Problem	(5 minutes)
■ Fluency Practice	(14 minutes)
■ Concept Development	(31 minutes)
■ Student Debrief	(10 minutes)
Total Time	(60 minutes)





Materials Needed

- Fluency
 - (S) Core Fluency Sprints (Lesson 3)
 - (T) Vertical counting sequence (Lesson 7 Template)
- Concept Development
 - (T) 100-bead Rekenrek and 20-bead Rekenrek (if available), place value chart (Lesson 3 Template 2), personal white board, document camera (S) Place value chart (Lesson 3 Template 2), personal white board



I can count to 120 in unit form using only tens and ones.

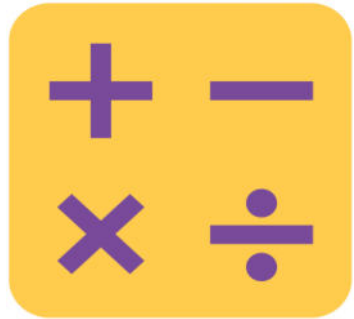
I can represent numbers to 120 as tens and ones on a place value chart.

Application Problem

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

Lee found 15 sparkly rocks. Kim found 8 sparkly rocks. How many more sparkly rocks did Lee find than Kim?

Core Fluency Sprints (10 min.)



Choose the appropriate Sprint based on needs of your 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.	$4 + 1 = \underline{\quad}$	16.	$4 + 3 = \underline{\quad}$	
2.	$4 + 2 = \underline{\quad}$	17.	$\underline{\quad} + 4 = 7$	
3.	$4 + 3 = \underline{\quad}$	18.	$7 = \underline{\quad} + 4$	
4.	$6 + 1 = \underline{\quad}$	19.	$5 + 4 = \underline{\quad}$	
5.	$6 + 2 = \underline{\quad}$	20.	$\underline{\quad} + 5 = 9$	
6.	$6 + 3 = \underline{\quad}$	21.	$9 = \underline{\quad} + 4$	
7.	$1 + 5 = \underline{\quad}$	22.	$2 + 7 = \underline{\quad}$	
8.	$2 + 5 = \underline{\quad}$	23.	$\underline{\quad} + 2 = 9$	
9.	$3 + 5 = \underline{\quad}$	24.	$9 = \underline{\quad} + 7$	
10.	$5 + \underline{\quad} = 8$	25.	$3 + 6 = \underline{\quad}$	
11.	$8 = 3 + \underline{\quad}$	26.	$\underline{\quad} + 3 = 9$	
12.	$7 + 2 = \underline{\quad}$	27.	$9 = \underline{\quad} + 6$	
13.	$7 + 3 = \underline{\quad}$	28.	$4 + 4 = \underline{\quad} + 2$	
14.	$7 + \underline{\quad} = 10$	29.	$5 + 4 = \underline{\quad} + 3$	
15.	$\underline{\quad} + 7 = 10$	30.	$\underline{\quad} + 7 = 3 + 6$	



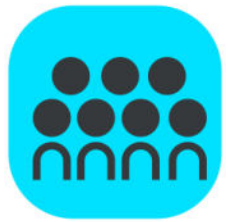
1 More, 1 Less, 10 More, 10 less (4 minutes)

1	11	21	31	41	51	61	71	81	91	101	111
2	12	22	32	42	52	62	72	82	92	102	112
3	13	23	33	43	53	63	73	83	93	103	113
4	14	24	34	44	54	64	74	84	94	104	114
5	15	25	35	45	55	65	75	85	95	105	115
6	16	26	36	46	56	66	76	86	96	106	116
7	17	27	37	47	57	67	77	87	97	107	117
8	18	28	38	48	58	68	78	88	98	108	118
9	19	29	39	49	59	69	79	89	99	109	119
10	20	30	40	50	60	70	80	90	100	110	120



1 More, 1 Less, 10 More, 10 less (4 minutes)

1	11	21	31	41	51	61	71	81	91	101	111
2	12	22	32	42	52	62	72	82	92	102	112
3	13	23	33	43	53	63	73	83	93	103	113
4	14	24	34	44	54	64	74	84	94	104	114
5	15	25	35	45	55	65	75	85	95	105	115
6	16	26	36	46	56	66	76	86	96	106	116
7	17	27	37	47	57	67	77	87	97	107	117
8	18	28	38	48	58	68	78	88	98	108	118
9	19	29	39	49	59	69	79	89	99	109	119
10	20	30	40	50	60	70	80	90	100	110	120



Concept Development (30 min.)

Please use your document camera,
materials and teacher manual for the
concept development.



Problem Set

Name _____ Date _____

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

a. 74

tens	ones

b. 78

tens	ones

c. _____

tens	ones
9	1

d. _____

tens	ones
10	9

e. 116

tens	ones

f. 103

tens	ones

g. _____

tens	ones
11	2

h. _____

tens	ones
12	0

i. _____

tens	ones
10	5

j. 102

tens	ones



Problem Set

2. Match.

a.

tens	ones
9	7

•

• 10 tens 5 ones

b.

tens	ones
10	7

•

• 10 tens 7 ones

c.

tens	ones
11	0

•

• 9 tens 7 ones

d.

tens	ones
10	5

•

• 12 tens 0 ones

e.

tens	ones
10	1

•

• 110

f.

tens	ones
12	0

•

• 11 tens 8 ones

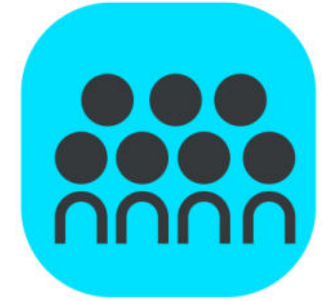
g.

tens	ones
11	8

•

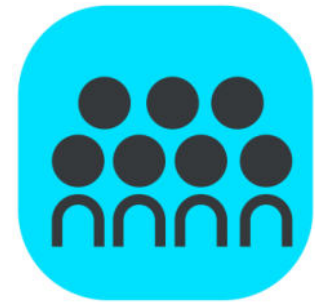
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Debrief



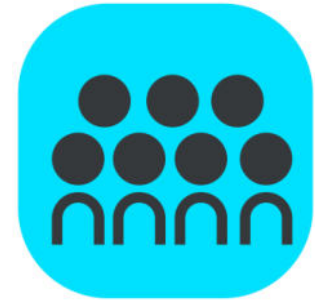
- Look at Problem 1(d). What similarities and differences do you notice between reading a number and seeing the number in tens and ones?
- Look at Problem 2. Which matches were easy to identify, and which were more challenging? Explain why this was so

Debrief



- Choose a number from Problem 1.
What is another way you could show this number in unit form? (This question is best used if students have been highly successful with today's lesson.)
- How can counting the Say Ten way help you with numbers from 100 to 120?

Debrief



- Look at your Application Problem.
Share your strategies for solving the problem.

Exit Ticket



Name _____

Date _____

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

a. 83

tens	ones

b. _____

tens	ones
9	4

c. _____

tens	ones
11	5

d. 106

tens	ones

2. Write the number.

a. 10 tens 2 ones is the number _____.

b. 11 tens 4 ones is the number _____.