Eureka Math

1st Grade
Module 6
Lesson 9

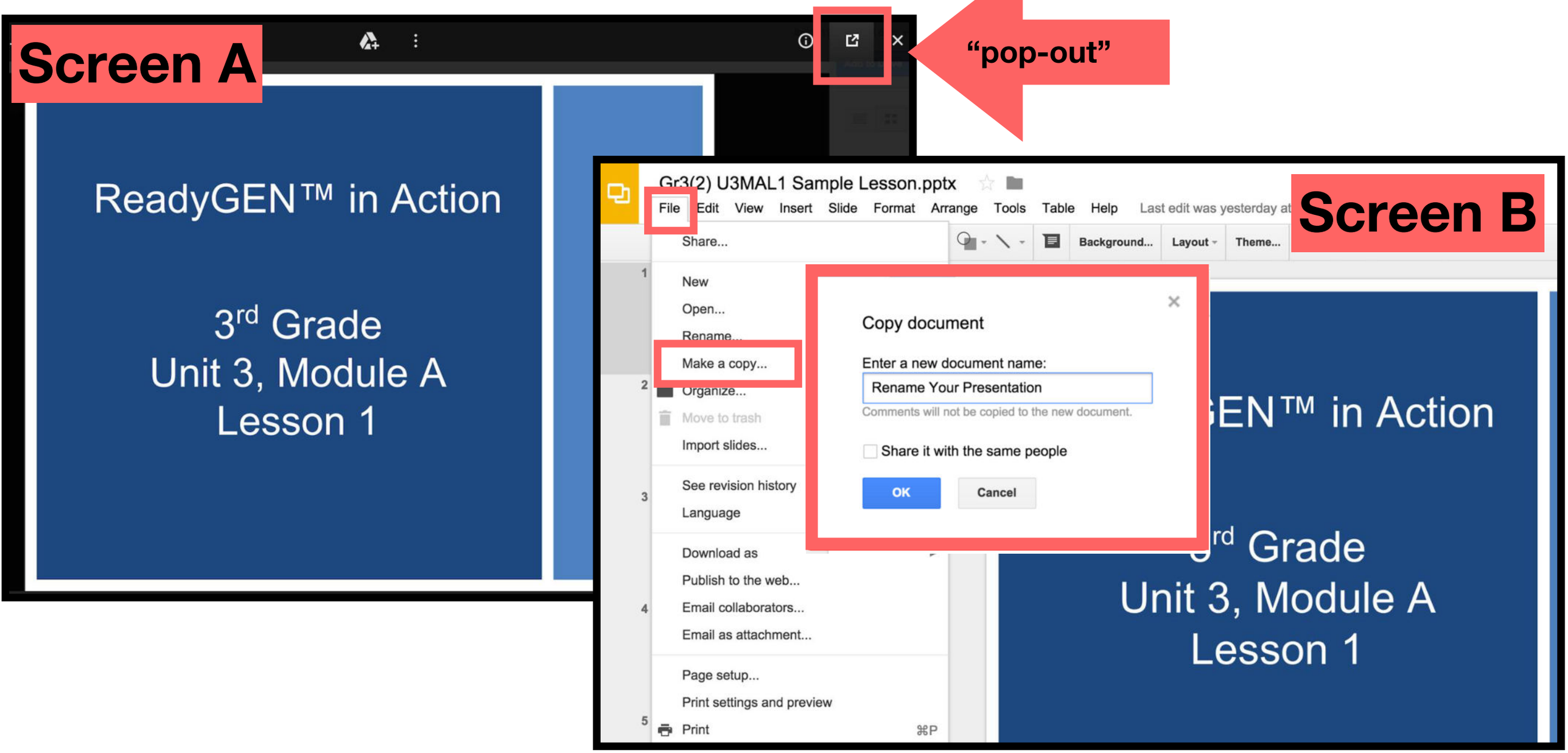
At the request of elementary teachers, a team of Bethel & Sumner educators met as a committee to create Eureka slideshow presentations. These presentations are not meant as a script, nor are they required to be used. Please customize as needed. Thank you to the many educators who contributed to this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

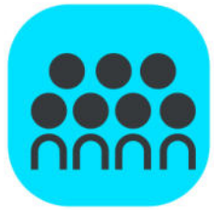
Personal White Board

Problem Set

Manipulatives Needed

Fluency

Think Pair Share



Whole Class

Individual

Partner

Small Group

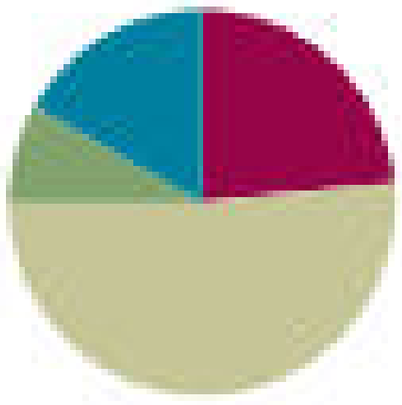
Small Group Time

Lesson 9

Objective: Represent up to 120 objects with a written numeral.

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) +1, –1, +10, –10 Sprint

- Concept Development
  - (T) 12 ten-sticks of linking cubes (ideally 6 red and 6 white ten-sticks), 10 additional loose linking cubes (S) Personal white board

I can represent up to 120 objects with a written numeral.

Application Problem

Emi and Julio together have 17 pet mice. How many mice might each child have?

Extension: Who has more, and how many more does that child have?

Sprint: +1, -1, +10, -10 (10 min.)

A

Name _____ Date _____ Number Correct: _____

*Write the missing number. Pay attention to the addition or subtraction sign.

1.	5 + 1 = ☐		16.	29 + 10 = ☐	
2.	15 + 1 = ☐		17.	9 + 1 = ☐	
3.	25 + 1 = ☐		18.	19 + 1 = ☐	
4.	5 + 10 = ☐		19.	29 + 1 = ☐	
5.	15 + 10 = ☐		20.	39 + 1 = ☐	
6.	25 + 10 = ☐		21.	40 - 1 = ☐	
7.	8 - 1 = ☐		22.	30 - 1 = ☐	
8.	18 - 1 = ☐		23.	20 - 1 = ☐	
9.	28 - 1 = ☐		24.	20 + ☐ = 21	
10.	38 - 1 = ☐		25.	20 + ☐ = 30	
11.	38 - 10 = ☐		26.	27 + ☐ = 37	
12.	28 - 10 = ☐		27.	27 + ☐ = 28	
13.	18 - 10 = ☐		28.	☐ + 10 = 34	
14.	9 + 10 = ☐		29.	☐ - 10 = 14	
15.	19 + 10 = ☐		30.	☐ - 10 = 24	

B

Name _____ Date _____ Number Correct: _____

*Write the missing number. Pay attention to the addition or subtraction sign.

1.	4 + 1 = ☐		16.	28 + 10 = ☐	
2.	14 + 1 = ☐		17.	9 + 1 = ☐	
3.	24 + 1 = ☐		18.	19 + 1 = ☐	
4.	6 + 10 = ☐		19.	29 + 1 = ☐	
5.	16 + 10 = ☐		20.	39 + 1 = ☐	
6.	26 + 10 = ☐		21.	40 - 1 = ☐	
7.	7 - 1 = ☐		22.	30 - 1 = ☐	
8.	17 - 1 = ☐		23.	20 - 1 = ☐	
9.	27 - 1 = ☐		24.	10 + ☐ = 11	
10.	37 - 1 = ☐		25.	10 + ☐ = 20	
11.	37 - 10 = ☐		26.	22 + ☐ = 32	
12.	27 - 10 = ☐		27.	22 + ☐ = 23	
13.	17 - 10 = ☐		28.	☐ + 10 = 39	
14.	8 + 10 = ☐		29.	☐ - 10 = 19	
15.	18 + 10 = ☐		30.	☐ - 10 = 29	

Beep-Counting (4 minutes)

a. 10, 11, 12, ___

b. 110, 111, 112, ___

c. 20, 19, 18, ___

d. 120, 119, 118, ___

Beep-Counting (4 minutes)

e. 17, 18, ___, 20

f. 117, 118, ___, 120

g. 8, 9, ___, 11

h. 108, 109, ___, 111

Beep-Counting (4 minutes)

i. 12, 11, ___, 9

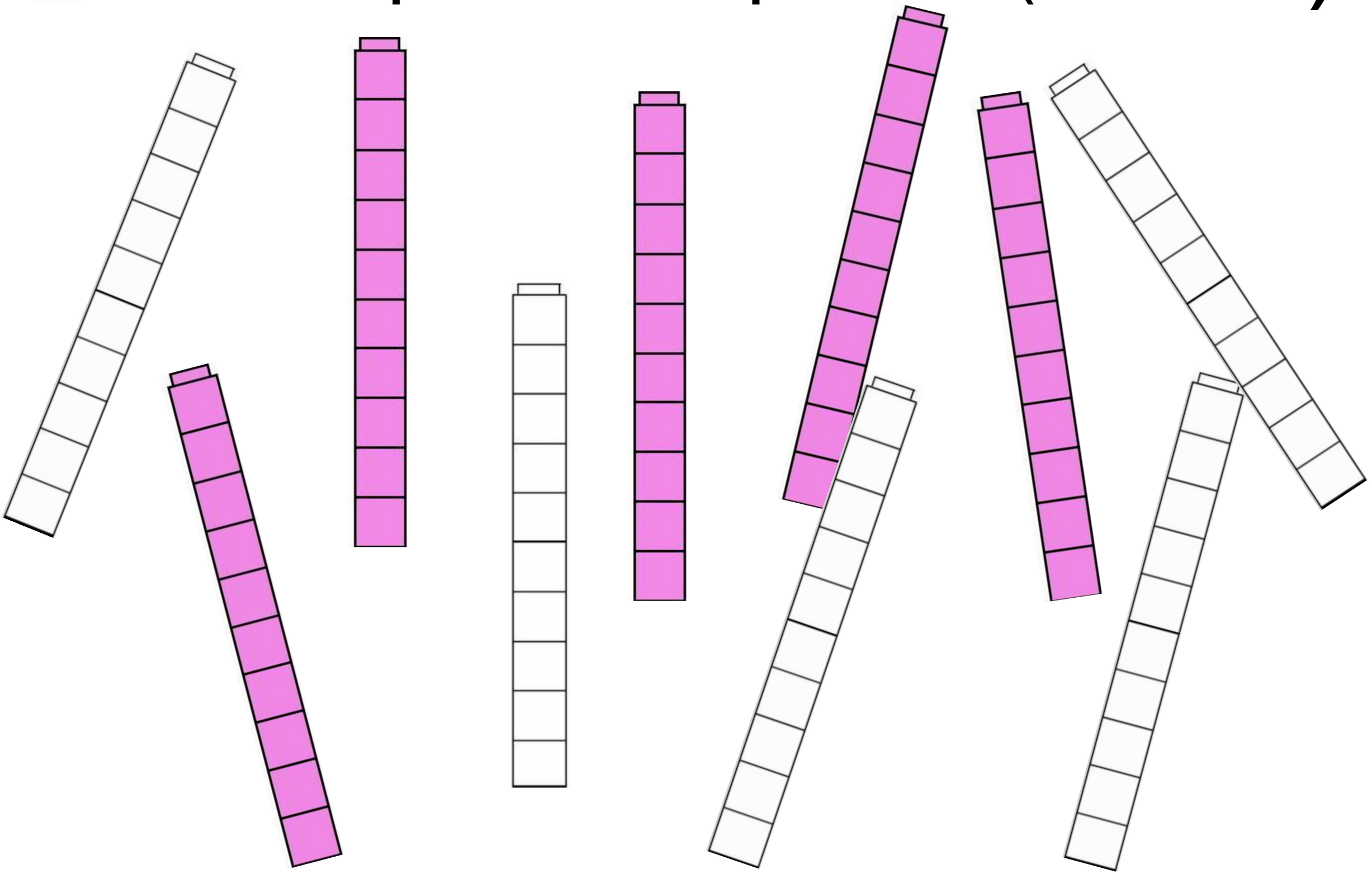
i. 12, 11, ___, 9

l. ___, 107, 108, 109

Concept Development (30 min.)

Please come to the carpet with your white board, pen and eraser and sit in a semi circle.

Concept Development (30 min.)



Concept Development (30 min.)

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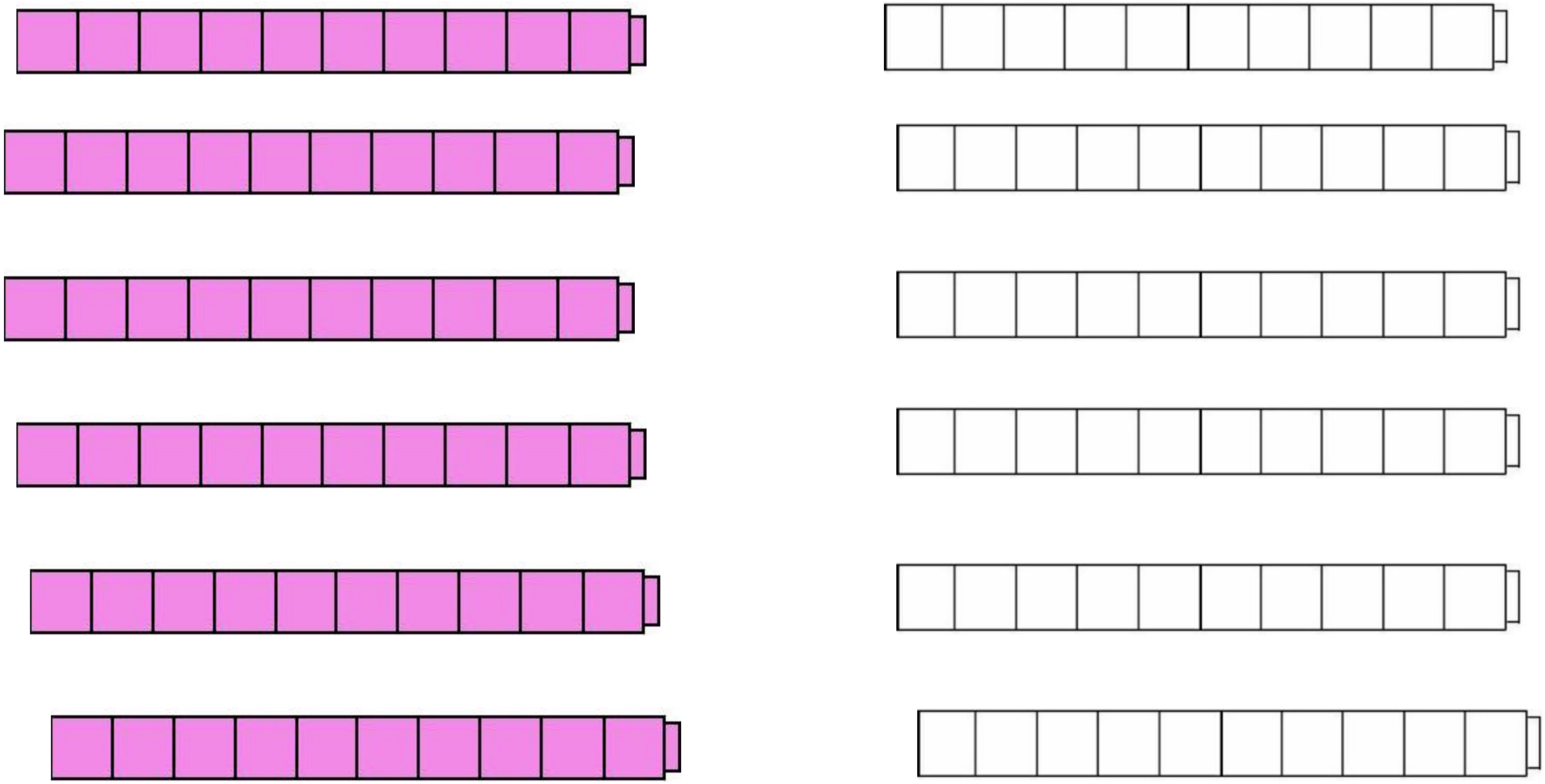
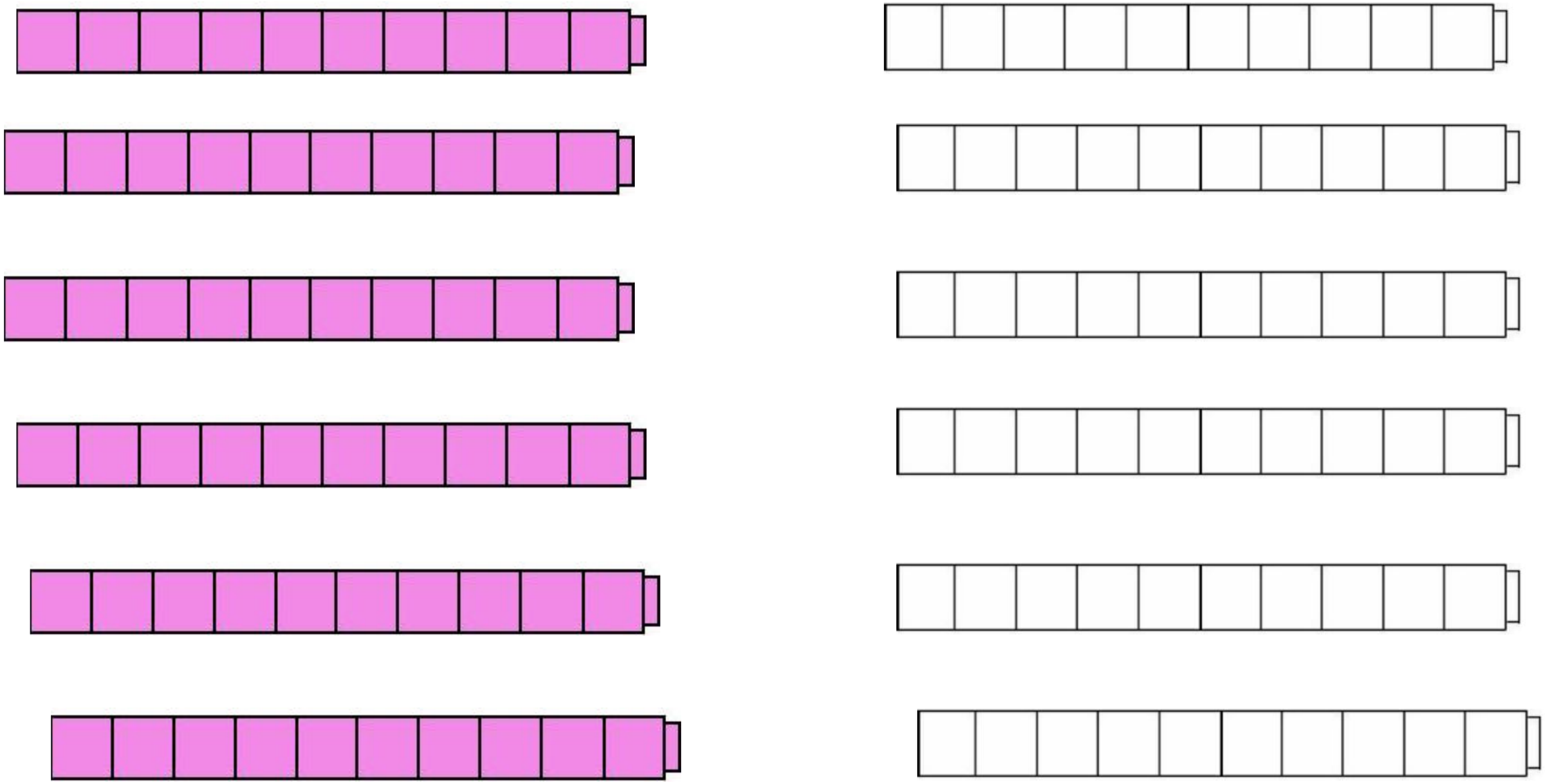


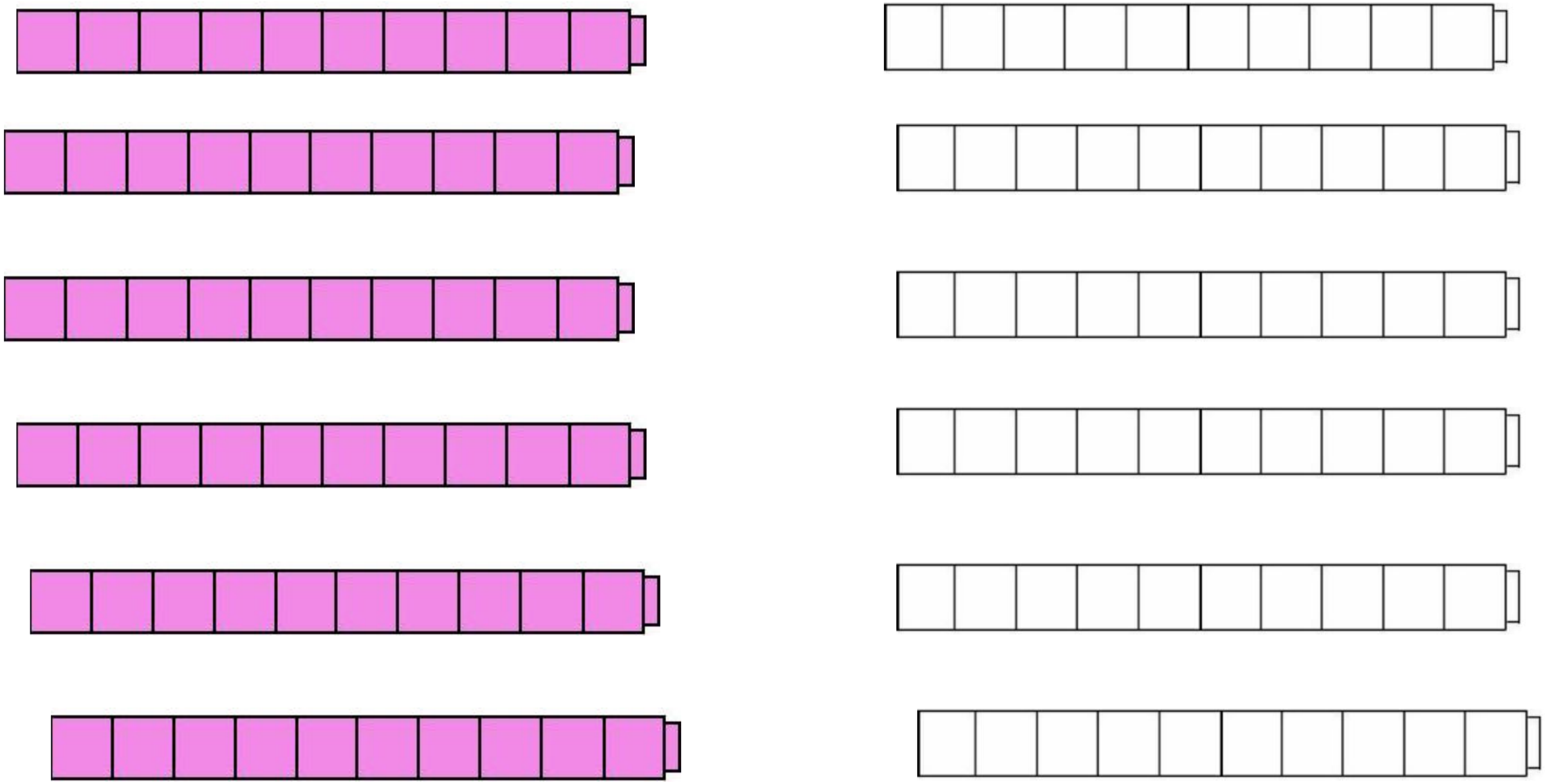
How many tens do you see?

Concept Development (30 min.)



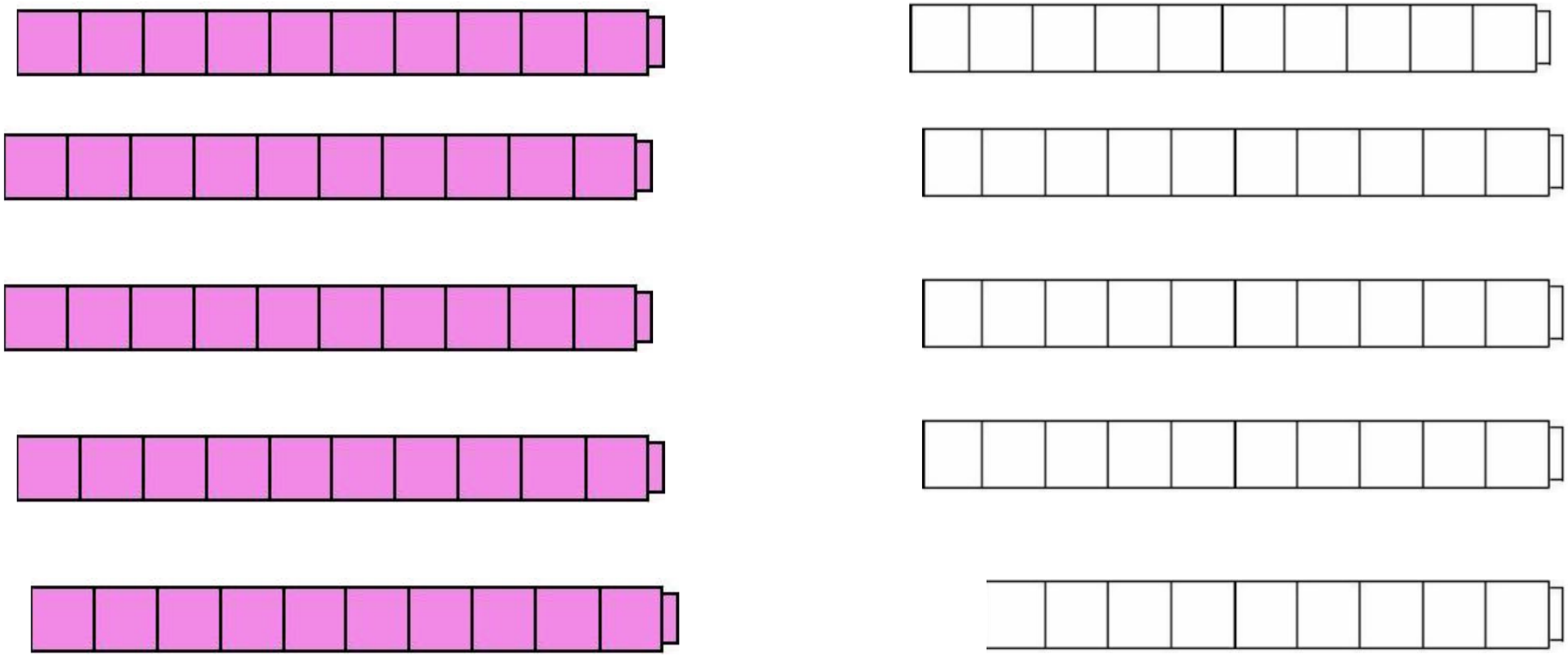
How many cubes do you see?

Concept Development (30 min.)



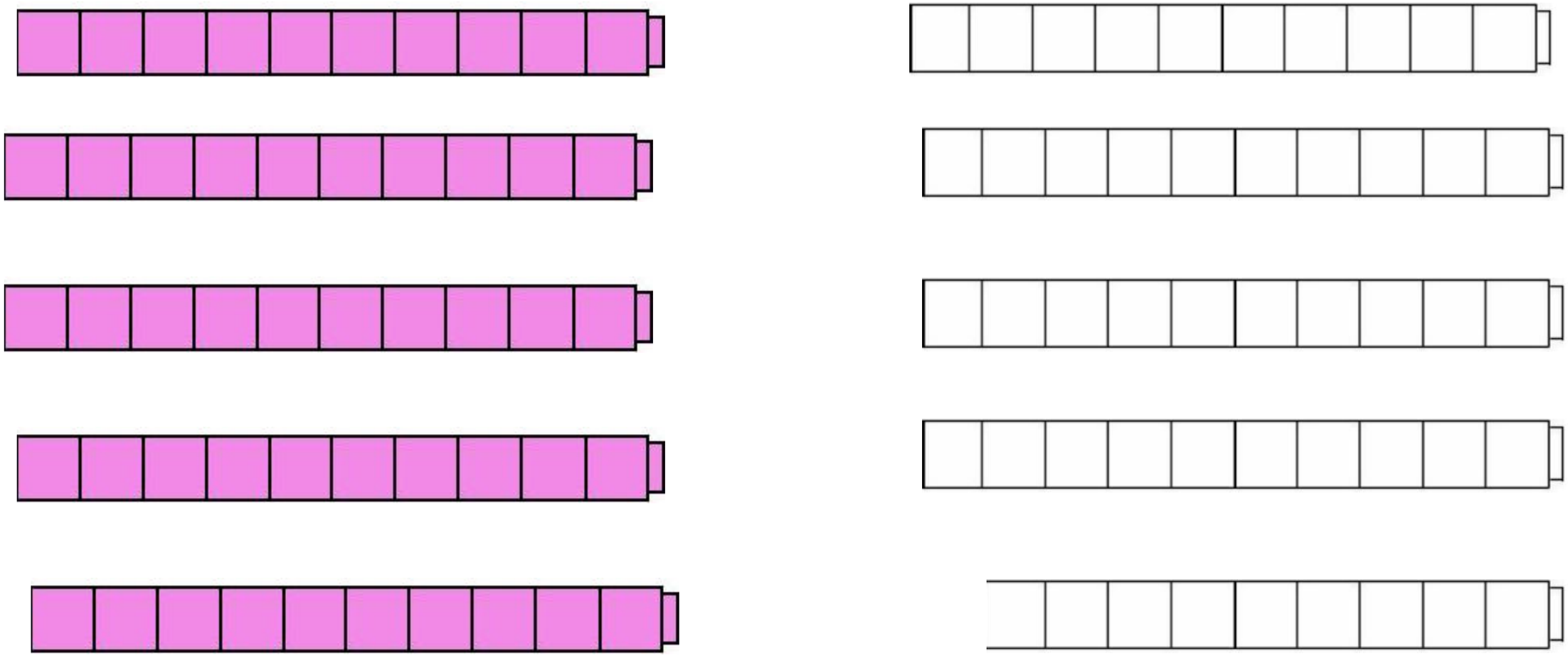
How many ones would that be?

Concept Development (30 min.)



How many tens do you see?

Concept Development (30 min.)



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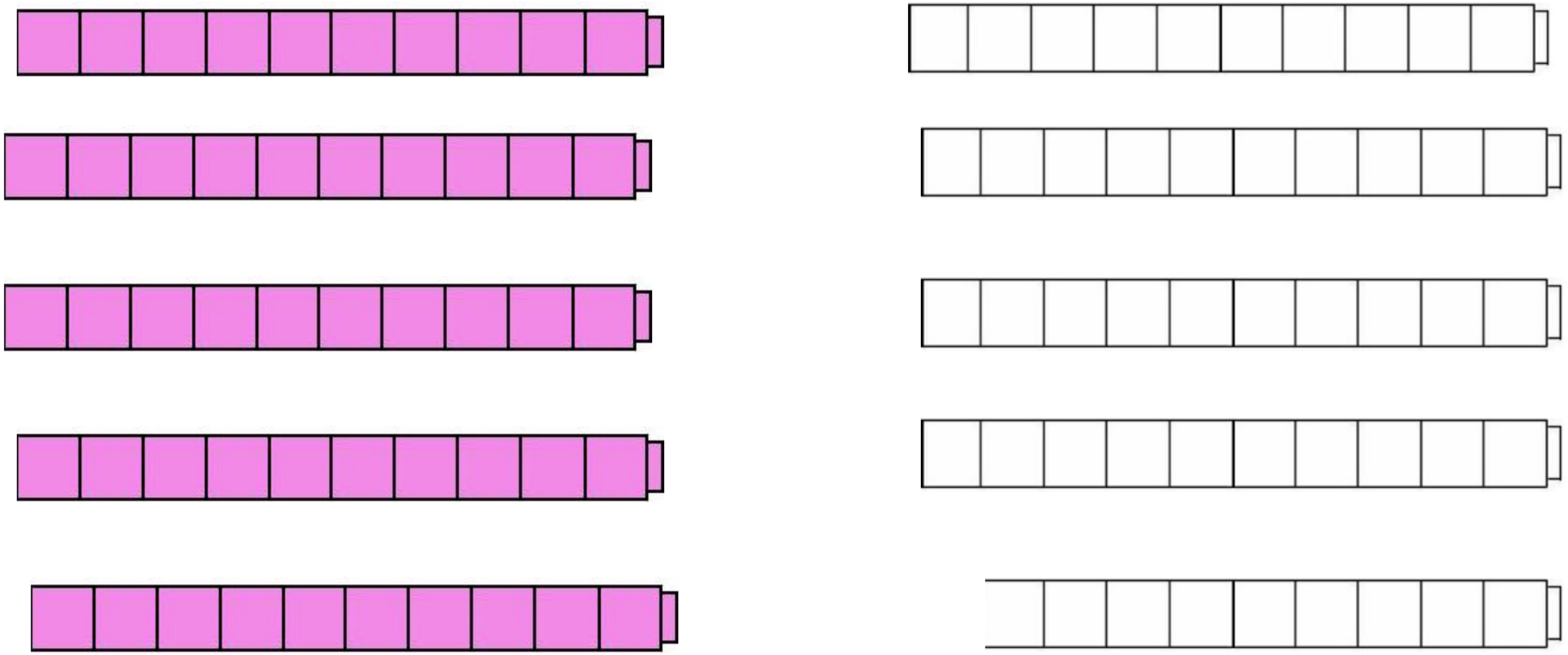
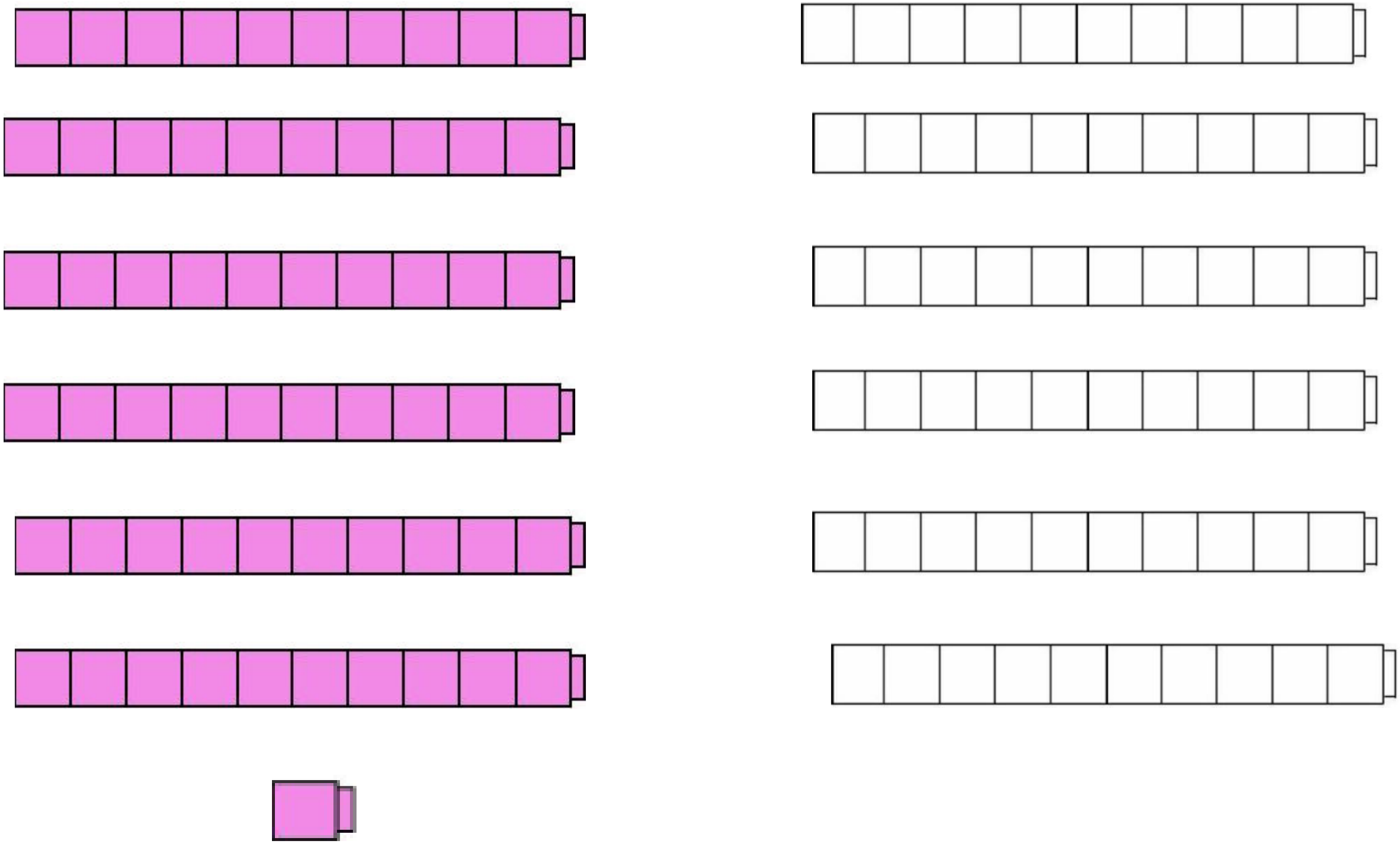
Concept Development (30 min.)



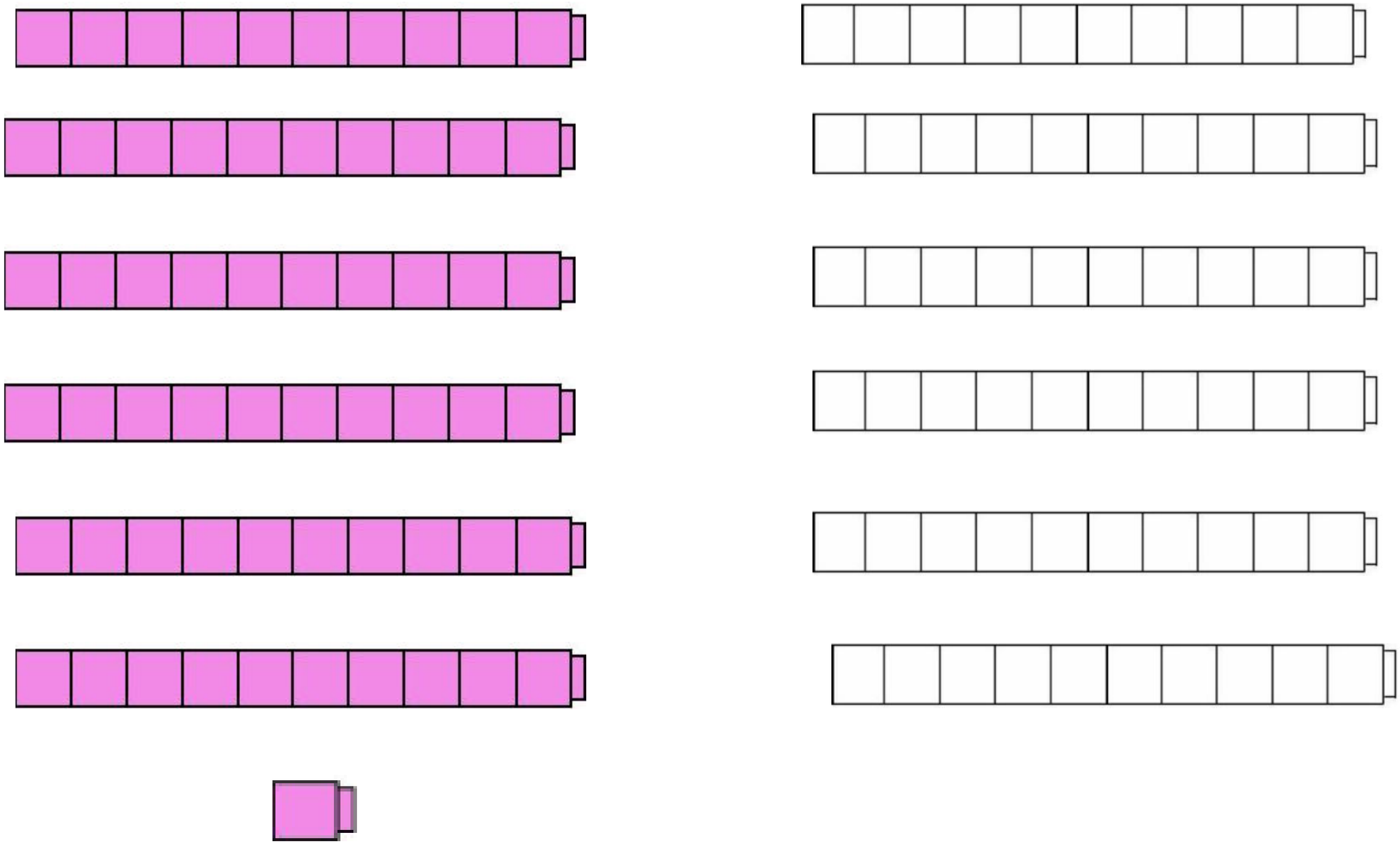
How many ones would that be?

Concept Development (30 min.)



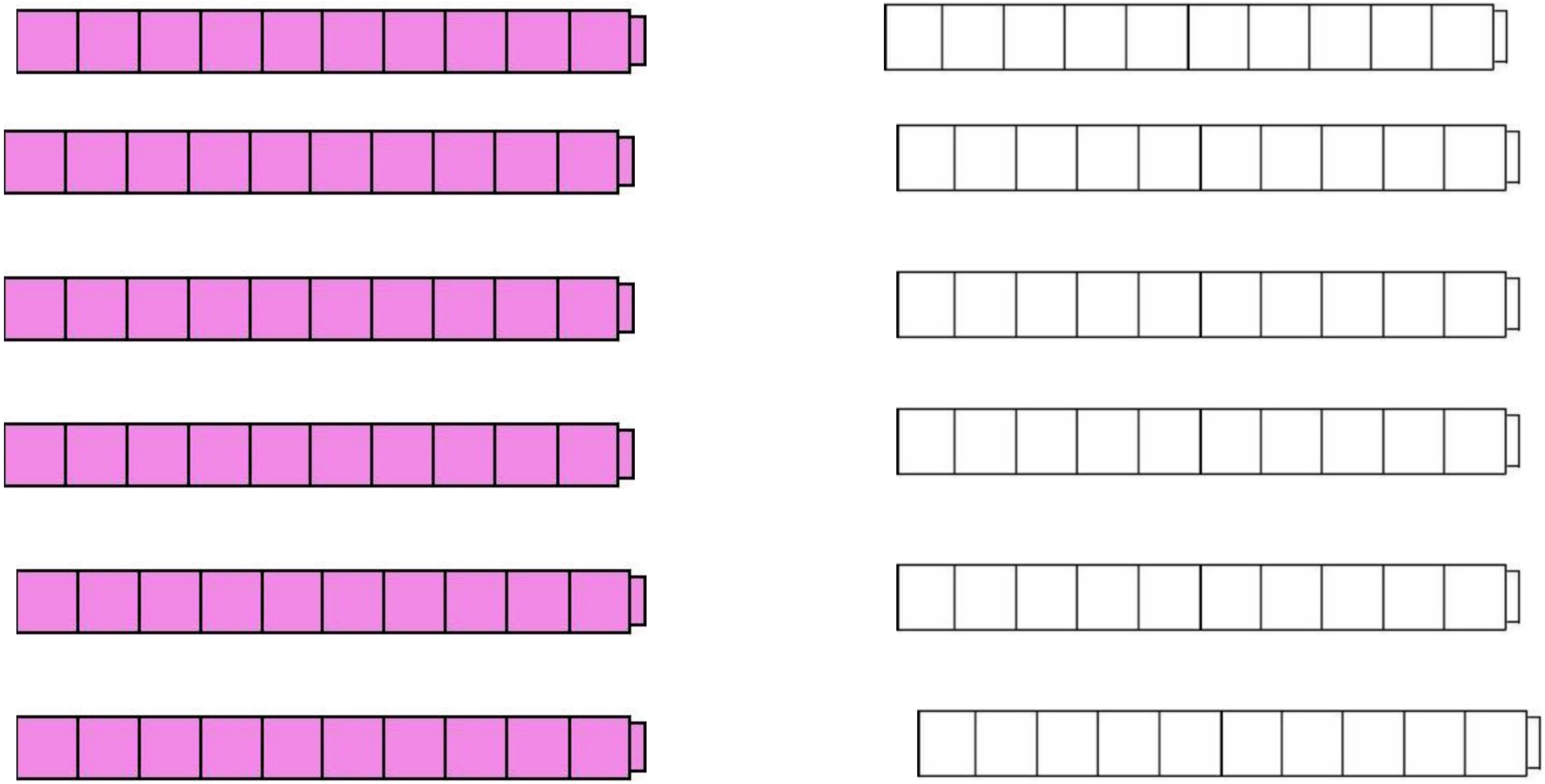
How many tens do you see?

Concept Development (30 min.)



How many cubes do you see?

Concept Development (30 min.)

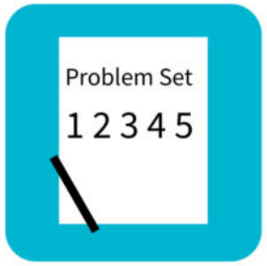


How many ones would that be?

Concept Development (30 min.)

For the rest of the sequence of numbers, use your document camera to display the linking cubes.

Repeat the question process.



Problem Set

Name _____ Date _____

Count the objects. Fill in the place value chart, and write the number on the line.

1.

tens	ones

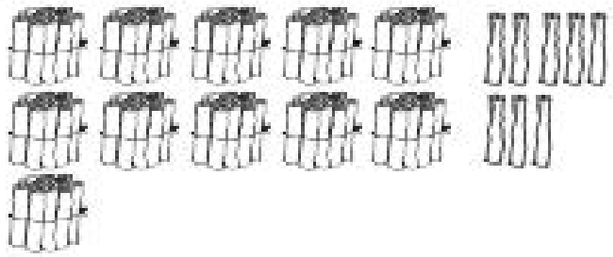
_____

2.

tens	ones

_____

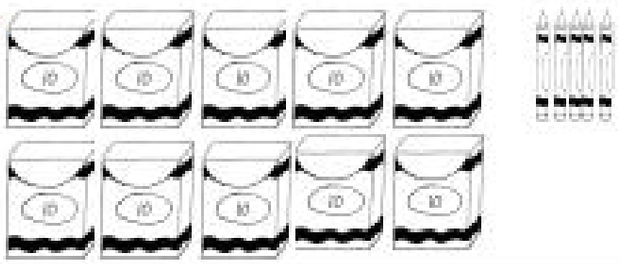
3.



tens	ones

_____

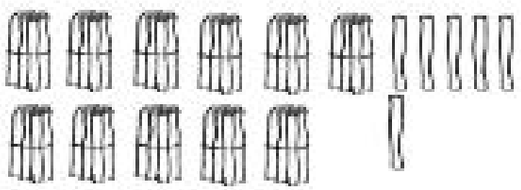
4.



tens	ones

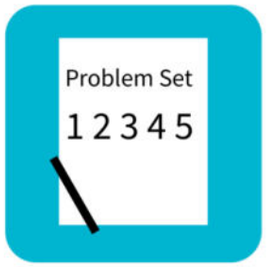
_____

5.



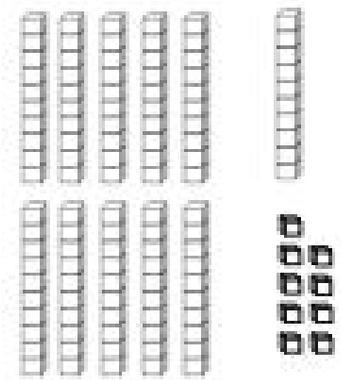
tens	ones

_____



Problem Set

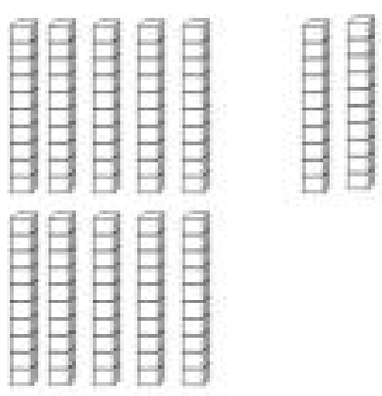
6.



tens	ones

_____

7.



tens	ones

_____

Use quick tens and ones to represent the following numbers. Write the number on the line.

8. _____

tens	ones
10	9

9. _____

tens	ones
12	0

Debrief

- How many objects are in Problem 4? Problem 5? Which number is greater? Which picture takes up more space? What is another example of more objects taking up less space? Talk to your partner.

- Look at Problems 8 and 9. Which problem was quicker to draw and solve? Why?

Debrief

- How is counting large numbers of objects like counting smaller numbers of objects? Explain your thinking. How is it different?

- Which beep-counting sequences are the quickest for you to answer? Why?

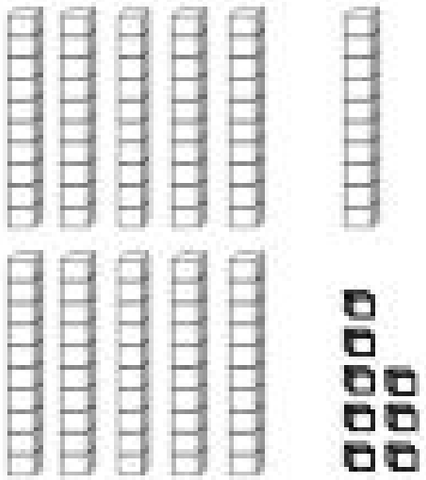
Debrief

- Look at your Application Problem. What combinations did you use to show 17 pet mice? Are there other combinations that could be used?

Exit Ticket

Name _____ Date _____

1. Count the objects. Fill in the place value chart, and write the number on the line.



tens	ones

_____

2. Use quick tens and ones to represent the following numbers. Write the number on the line.

a.

tens	ones
11	0

_____

b.

tens	ones
10	1

_____