

Eureka Math

1st Grade Module 6 Lesson 11

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Directions for customizing presentations are available on the next slide.



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Screen A

ReadyGEN™ in Action

3rd Grade
Unit 3, Module A
Lesson 1

“pop-out”

Screen B

Gr3(2) U3MAL1 Sample Lesson.pptx

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ReadyGEN™ in Action

3rd Grade
Unit 3, Module A
Lesson 1

Icons



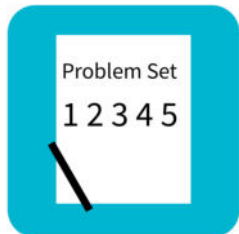
Read, Draw, Write



Learning Target



Personal White Board



Problem Set



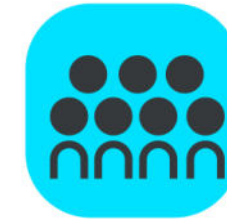
Manipulatives Needed



Fluency



Think Pair Share



Whole Class



Individual



Partner



Small Group



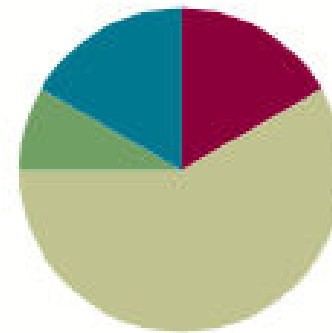
Small Group Time

Lesson 11

Objective: Add a multiple of 10 to any two-digit number within 100.

Suggested Lesson Structure

■ Application Problem	(5 minutes)
■ Fluency Practice	(10 minutes)
■ Concept Development	(35 minutes)
■ Student Debrief	(10 minutes)
Total Time	(60 minutes)



Materials Needed

Teacher

- 10 dimes, 10 pennies, can, (T) 100-bead Rekenrek

Student

- Core Fluency Practice Sets, personal white board



I can add a multiple of 10 (10, 20, 30, 40...) to any two-digit number.

Application Problem

A green rounded square containing the white text "RDW".

Ben sharpened 5 pencils.

He has 8 more unsharpened pencils than sharpened pencils.

How many unsharpened pencils does Ben have?



Core Fluency

A STORY OF UNITS

Lesson 3 Core Fluency Practice Set A

1•5

Name _____ Date _____

My Addition Practice

- | | | |
|---------------------------------|---------------------------------|---------------------------------|
| 1. $6 + 0 = \underline{\quad}$ | 11. $7 + 1 = \underline{\quad}$ | 21. $5 + 3 = \underline{\quad}$ |
| 2. $0 + 6 = \underline{\quad}$ | 12. $\underline{\quad} = 1 + 7$ | 22. $\underline{\quad} = 5 + 4$ |
| 3. $5 + 1 = \underline{\quad}$ | 13. $3 + 3 = \underline{\quad}$ | 23. $6 + 4 = \underline{\quad}$ |
| 4. $1 + 5 = \underline{\quad}$ | 14. $3 + 4 = \underline{\quad}$ | 24. $4 + 6 = \underline{\quad}$ |
| 5. $6 + 1 = \underline{\quad}$ | 15. $\underline{\quad} = 3 + 5$ | 25. $\underline{\quad} = 4 + 4$ |
| 6. $1 + 6 = \underline{\quad}$ | 16. $6 + 3 = \underline{\quad}$ | 26. $3 + 4 = \underline{\quad}$ |
| 7. $6 + 2 = \underline{\quad}$ | 17. $7 + 3 = \underline{\quad}$ | 27. $5 + 5 = \underline{\quad}$ |
| 8. $5 + 2 = \underline{\quad}$ | 18. $\underline{\quad} = 7 + 2$ | 28. $\underline{\quad} = 4 + 5$ |
| 9. $2 + 5 = \underline{\quad}$ | 19. $2 + 7 = \underline{\quad}$ | 29. $3 + 7 = \underline{\quad}$ |
| 10. $2 + 4 = \underline{\quad}$ | 20. $2 + 8 = \underline{\quad}$ | 30. $\underline{\quad} = 3 + 6$ |

Today, I finished _____ problems.



Coin Drop

What coin is this?

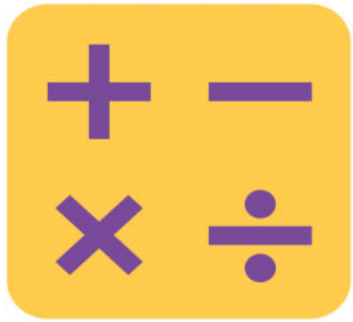
Yes, a dime. How much is it worth?

Yes, 10 cents.

Listen carefully as I drop coins in my can. Count along in your minds.

How much money is in the can?

Yes, 50 cents!



Coin Drop

I'm going to drop more coins into the can.

Tell me the total after each drop of one coin

Please say it like this

“_____ cent(s) more is _____cents.”



Get to the Next Ten

I'm going to show you a number.

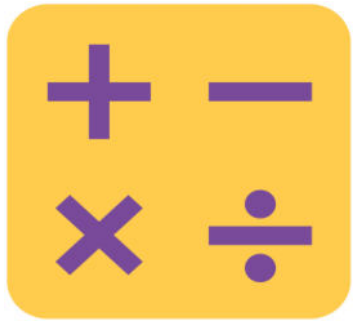
You are going to say the number sentence to make ten.

Let's try it!

What number?

Yes, 9! Say the number sentence to make 10.

Yes, $9 + 1 = 10$!

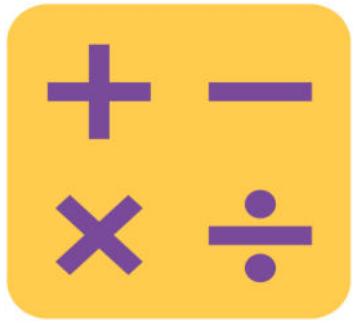


Get to the Next Ten

What number?

Yes, 59! Say the number sentence to make 60.

Yes, $59 + 1 = 60$!



Get to the Next Ten

What number?

Yes, 5! Say the number sentence to make 10.

Yes, $5 + 5 = 10$!

What number?

Yes, 65! Say the number sentence to make 70.

Yes, $65 + 5 = 70$!



Get to the Next Ten

What number?

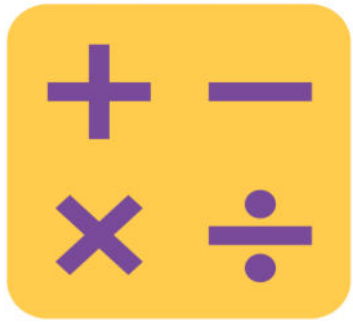
Yes, 8! Say the number sentence to make 10.

Yes, $8 + 2 = 10$!

What number?

Yes, 78! Say the number sentence to make 80.

Yes, $78 + 2 = 80$!



Get to the Next Ten

What number?

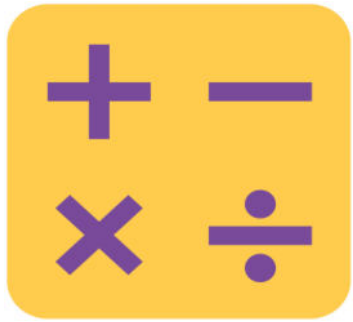
Yes, 7! Say the number sentence to make 10.

Yes, $7 + 3 = 10$!

What number?

Yes, 87! Say the number sentence to make 90.

Yes, $87 + 3 = 90$!



Get to Ten(s)!

What number?

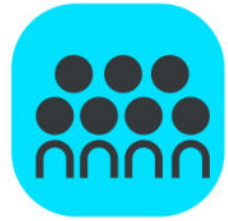
Yes, 6! Say the number sentence to make 10.

Yes, $6 + 4 = 10$!

What number?

Yes, 96! Say the number sentence to make 100.

Yes, $96 + 4 = 100$!



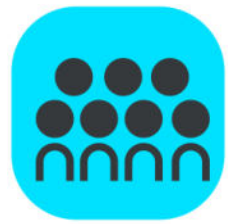
Concept Development

$$40 + 30 = ?$$

On your personal white board, write the number sentence, and replace the question mark with the missing number.

40 + 30 is...

Yes, 70!



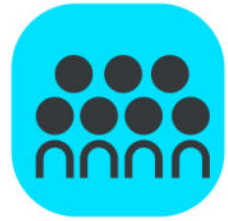
Concept Development

How do you know that $40 + 30 = 70$?

You can draw or write to explain your thinking.

Did you hear?

- If you use the Rekenrek, you slide 4 tens over and then 3 tens over, and that's 7 tens, or 70.
- Four tens plus 3 tens is 7 tens. That's 70.
- In the place value chart, you add 3 tens to the 4 tens you have.



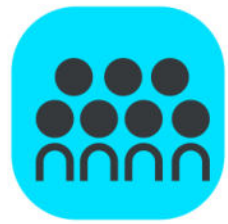
Concept Development

$$45 + 30 = ?$$

On your personal white board, write this number sentence, and replace the question mark with the solution.

45 + 30 is...

Yes, 75!



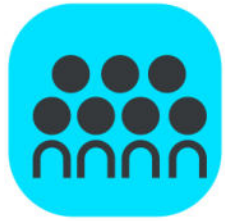
Concept Development

Who would like to share how they solved $45 + 30$?

Listen to your friends' ideas, and be ready to ask questions or comment.

I'm going to record your thinking on my chart.

Did anyone solve $45 + 30$ in a different way?



Concept Development

Let's do some more! Be ready to share your thinking.

- $51 + 40$
- $24 + 60$
- $50 + 38$
- 62 cents + 3 dimes
- 8 dimes + 12 cents
- $63 + \underline{\hspace{2cm}} = 93$
- $14 + \underline{\hspace{2cm}} = 74$
- $\underline{\hspace{2cm}} + 39 = 59$
- $\underline{\hspace{2cm}} + 40 = 98$

Problem Set

1 2 3 4 5

Problem Set



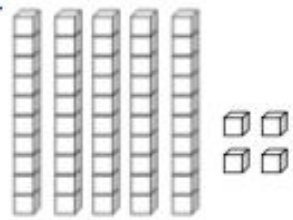
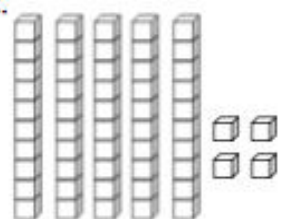
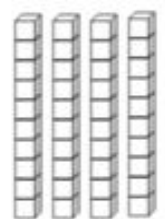
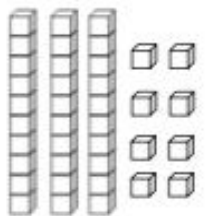
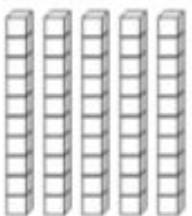
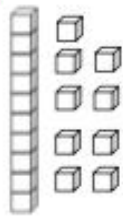
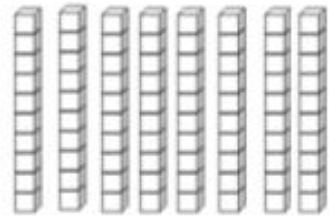
A STORY OF UNITS

Lesson 11 Problem Set

1•6

Name _____ Date _____

Solve using the pictures. Complete the number sentence to match.

1.			$\underline{\quad} + \underline{\quad} = \underline{\quad}$
2.			$\underline{\quad} + \underline{\quad} = \underline{\quad}$
3.			$\underline{\quad} + \underline{\quad} = \underline{\quad}$
4.			$\underline{\quad} + \underline{\quad} = \underline{\quad}$

Problem Set

1 2 3 4 5

Problem Set



A STORY OF UNITS

Lesson 11 Problem Set

1•6

5. Solve.

a. $47 + 40 = \underline{\hspace{2cm}}$

b. $57 + 30 = \underline{\hspace{2cm}}$

c. $35 + 30 = \underline{\hspace{2cm}}$

d. $35 + 50 = \underline{\hspace{2cm}}$

e. $30 + 63 = \underline{\hspace{2cm}}$

f. $40 + 39 = \underline{\hspace{2cm}}$

6. Solve and explain your thinking to a partner.

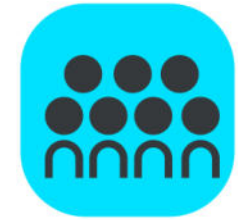
a. $2 + 50 = \underline{\hspace{2cm}}$

b. $58 + 40 = \underline{\hspace{2cm}}$

c. $48 + \underline{\hspace{2cm}} = 98$

d. $60 + \underline{\hspace{2cm}} = 86$

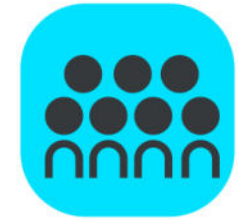
Debrief



Check your work by comparing answers with your partner.



Debrief



Look at Problem 5 (c) and (d).

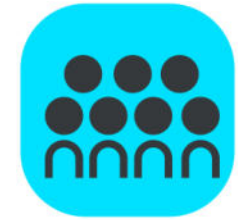
How could solving Problem 5(c) help you solve Problem 5(d)?

Look at Problem 6 (a) and (b).

Did you or your partner use a different strategy than the number bond work from the top of the page?

If so, explain your strategy.

Debrief



Look at Problem 6 (c) and (d).

How did you find the missing addends?

Explain your thinking.

How is today's work similar to and different from yesterday's work?

How did the coin drop fluency activity help you get better at adding tens?

Debrief



Turn to your partner and share what you learned in today's lesson.

What did you get really good at today?





I can add a multiple of 10 (10, 20, 30, 40...) to any two-digit number.

Exit Ticket



A STORY OF UNITS

Lesson 11 Exit Ticket

1•6

Name _____ Date _____

Solve. Use quick tens and ones drawings or number bonds.

a. $42 + 50 =$ _____

b. $30 + 57 =$ _____