Eureka Math

1st Grade
Module 6
Lesson 12

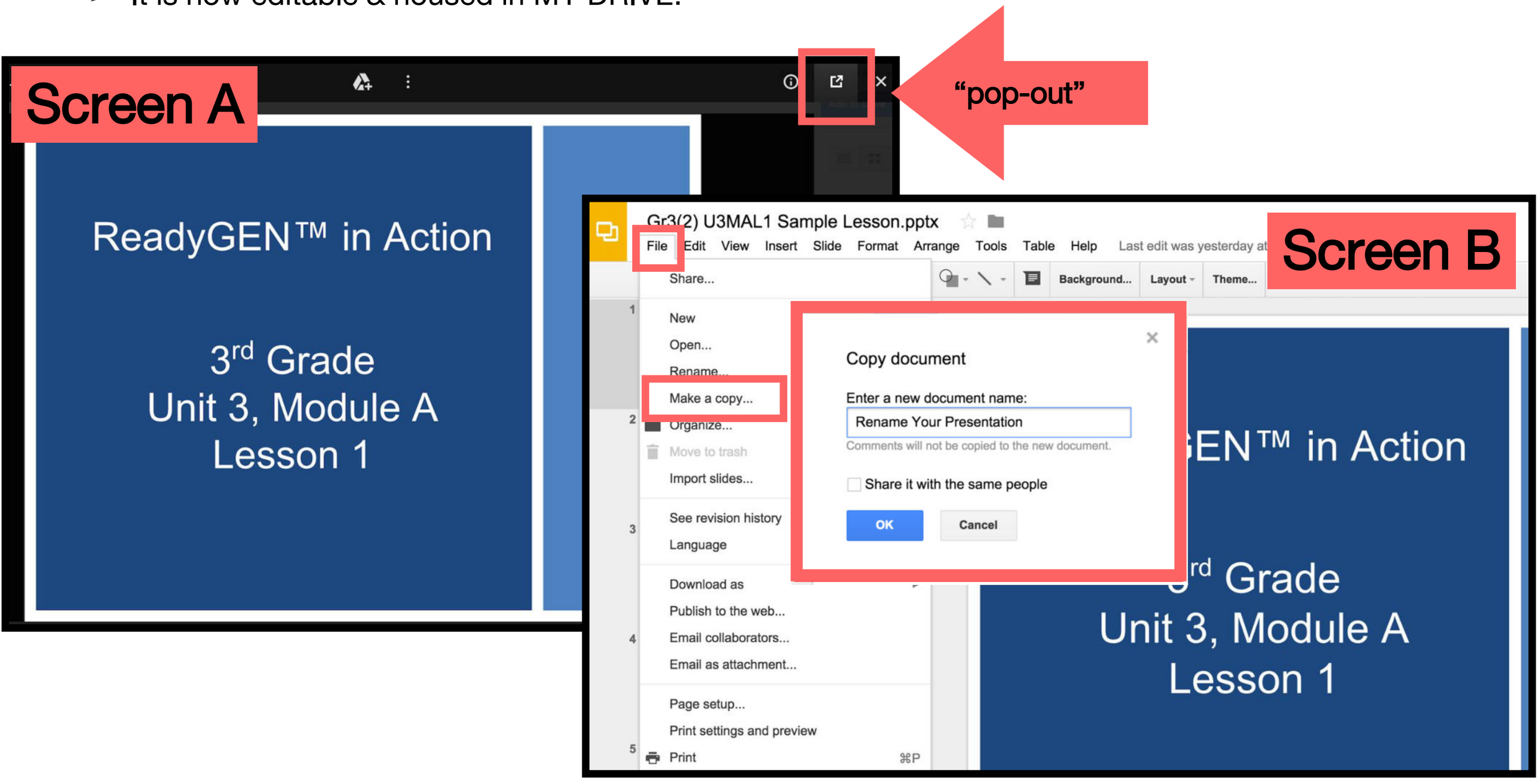
At the request of elementary teachers, a team of Bethel & Sumner educators met as a committee to create Eureka slideshow presentations. These presentations are not meant as a script, nor are they required to be used. Please customize as needed. Thank you to the many educators who contributed to this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

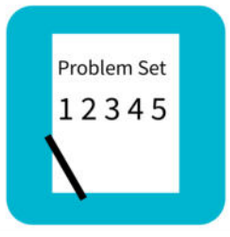


Icons

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 12

Objective: Add a pair of two-digit numbers when the ones digits have a sum less than or equal to 10.

Suggested Lesson Structure

Application Problem	(5 minutes)
Fluency Practice	(15 minutes)
Concept Development	(30 minutes)
Student Debrief	(10 minutes)
Total Time	**(60 minutes)**

Materials Needed

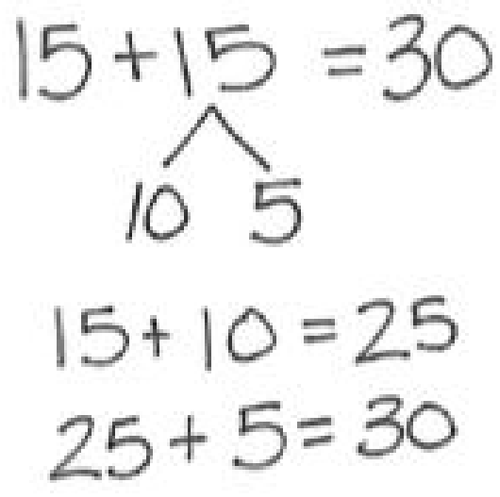
Teacher

- Chart paper

Student

- Core Fluency Practice Sets, personal white board, die per pair of students

I can add two two-digit numbers when the ones digits have a sum of ten or less.



Application Problem

RDW

Kiana wants to have 14 stickers in her folder.

She needs 6 more stickers to make her goal.

How many stickers does she have right now?

Use RDW to explain your thinking.

Core Fluency

Number Correct: _____

A

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

Add Tens

You are going to work with a partner.

Partner A writes or draws a number (with quick tens and ones) between 10 and 40.

Partner B rolls the die to determine the number of tens to add.

Both partners write the number sentence on their personal whiteboards and check each other’s work

Let’s do one together!

Analogous Addition Sentences

Say the number sentence with the answer.

3 + 2 = ___

Yes, 3 + 2 = 5.

43 + 2 = ___

Yes, 43 + 2 = 45.

42 + 3 = ___

Yes, 42 + 3 = 45.

Analogous Addition Sentences

3 + 42 = _____

Yes, 3 + 42 = 45.

What small fact helped you solve the larger problems?

Let’s try a few more!

6 + 2 56 + 2 96 + 2 42 + 6

4 + 3 64 + 3 63 + 4 4 + 63

6+3 96+3 93 + 6 6 + 93

Concept Development

We’re doing to do several different addtion problems today.

After each problem you’ll be sharing your solutions and explaining your strategies.

I’ll be recording your thinking.

I might ask you these questions.

- What is another way this can be solved?
- Why did you choose this method.

Concept Development

Problems 1–4

24 + 13, then solve 54 + 13

15 + 13, then solve 45 + 23

15 + 15, then solve 45 + 45

26 + 14, then solve 66 + 34

Concept Development

Problems 5–8

76 + 23

23 + 57

41 + 39

34 + 53

Concept Development

Problems 9–12

63 + _____ = 84

48 +_____ = 100

_____ + 59 = 70

32 + _____ = 100

Concept Development

15 + 15 =

Please solve this problem. Show your thinking and be ready to share.

15+15 is…?

Yes, 30!

What did you do to solve this problem?

Concept Development

15 + 15 =

Did you hear?

- I took apart the second 15, making it 10 and 5.
- I added 10 first; that’s 25, and then 5 more makes it 30.
- I started the same way, but I added 15 + 5 first; that’s 20, and then I added 10 more to make 30.
- I made both fifteens into 10 and 5. I added 5 and 5 to make 10, so then I had 3 tens. That’s 30.

Concept Development

Let’s do some more!

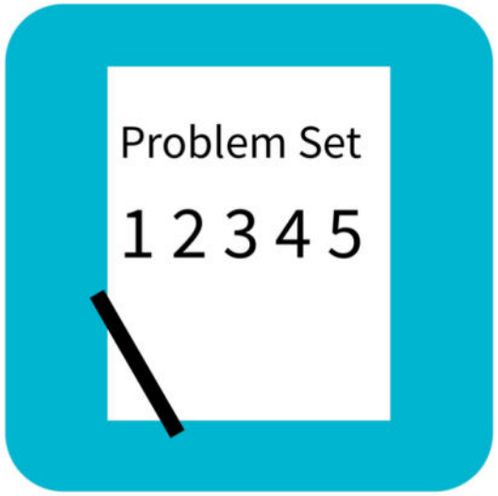
I might ask you these questions.

- What is another way this can be solved?
- Why did you choose this method.

45 + 45

26 + 14

66 + 34

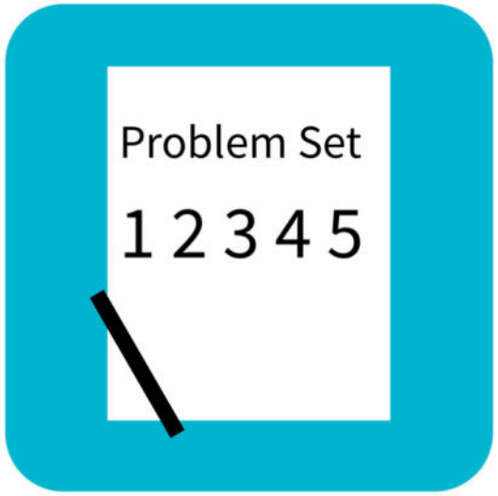


Problem Set

Name _____ Date _____

1. Solve.

a. 84 + 12 = _____	b. 71 + 26 = _____
c. 57 + 22 = _____	d. 59 + 41 = _____
e. 35 + 65 = _____	f. 26 + 54 = _____
g. 57 + 42 = _____	h. 37 + 63 = _____



Problem Set

2. Solve.

a. 45 + 13 = _____	b. 45 + 23 = _____
c. 21 + 27 = _____	d. 27 + 23 = _____
e. 48 + 32 = _____	f. 48 + 52 = _____
g. 34 + 65 = _____	h. 46 + 43 = _____

Debrief

Check your work by comparing answers with your partner.

Debrief

Look at Problem 1.

Did you solve all of your problems the same way?

What was your strategy?

Did anyone solve some problems one way and then use a different strategy to solve other problems?

Can you tell us why?

Debrief

How does yesterday's work with adding multiples of 10 connect to today's work?

How did your fluency work today help you with today's problems?

Can you tell us which one was the most helpful?

Look at your Application Problem.

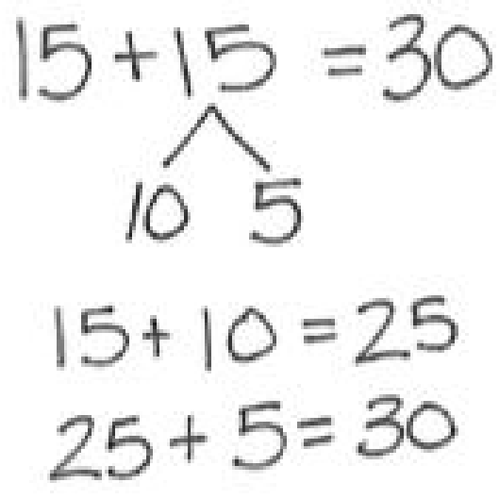
Share your solution and your strategy for solving.

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 two two-digit numbers when the ones digits have a sum of ten or less.



Exit Ticket

Name _____ Date _____

Solve using number bonds. You may choose to add the ones or tens first. Write the two number sentences to show what you did.

a. 56 + 43 = _____	b. 22 + 75 = _____