

Eureka Math

1st Grade Module 6 Lesson 12

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Directions for customizing presentations are available on the next slide.



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- It is now editable & housed in MY DRIVE.

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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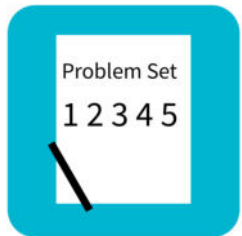
Read, Draw, Write



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.

$$\begin{array}{r} 15 + 15 = 30 \\ \swarrow \searrow \\ 10 \quad 5 \end{array}$$

$$15 + 10 = 25$$

$$25 + 5 = 30$$

Application Problem

A green rounded square containing the white text "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

A STORY OF UNITS

Lesson 3 Core Addition Sprint 1 1•6

A

Number Correct:

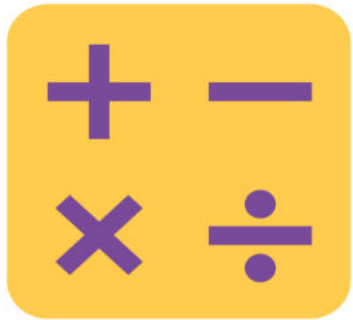


Name _____

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.	$\underline{\quad} + 7 = 3 + 6$



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.

$$3 + 2 = \underline{\quad}$$

Yes, $3 + 2 = 5$.

$$43 + 2 = \underline{\quad}$$

Yes, $43 + 2 = 45$.

$$42 + 3 = \underline{\quad}$$

Yes, $42 + 3 = 45$.



Analogous Addition Sentences

$$3 + 42 = \underline{\hspace{2cm}}$$

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

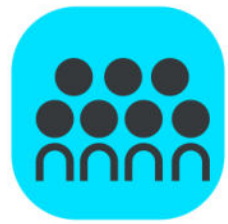
We're doing to do several different addition problems today.

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

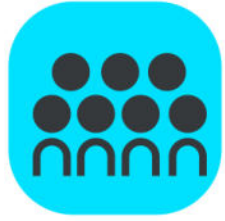
Problems 1–4

$24 + 13$, then solve $54 + 13$

$15 + 13$, then solve $45 + 23$

$15 + 15$, then solve $45 + 45$

$26 + 14$, then solve $66 + 34$



Concept Development

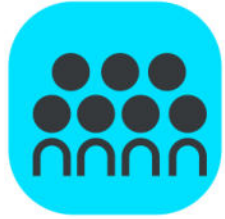
Problems 5–8

$$76 + 23$$

$$23 + 57$$

$$41 + 39$$

$$34 + 53$$



Concept Development

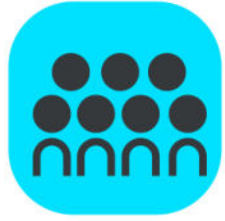
Problems 9–12

$$63 + \underline{\quad} = 84$$

$$48 + \underline{\quad} = 100$$

$$\underline{\quad} + 59 = 70$$

$$32 + \underline{\quad} = 100$$



Concept Development

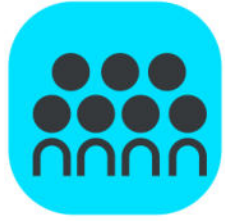
$$15 + 15 =$$

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?

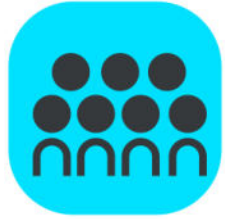


Concept Development

$$15 + 15 =$$

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!

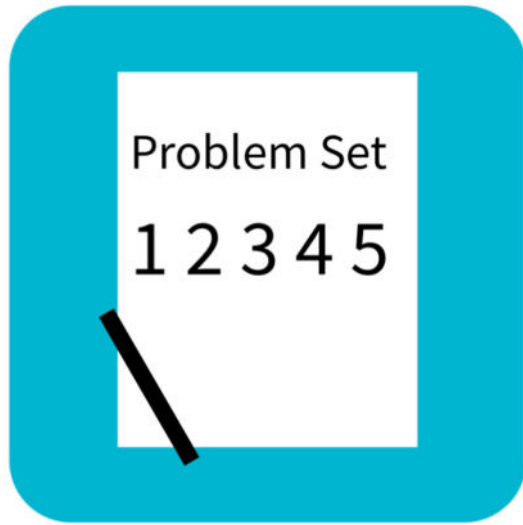
I might ask you these questions.

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

$$45 + 45$$

$$26 + 14$$

$$66 + 34$$



Problem Set



A STORY OF UNITS

Lesson 12 Problem Set

1•6

Name _____ Date _____

1. Solve.

a. $84 + 12 =$ _____

b. $71 + 26 =$ _____

c. $57 + 22 =$ _____

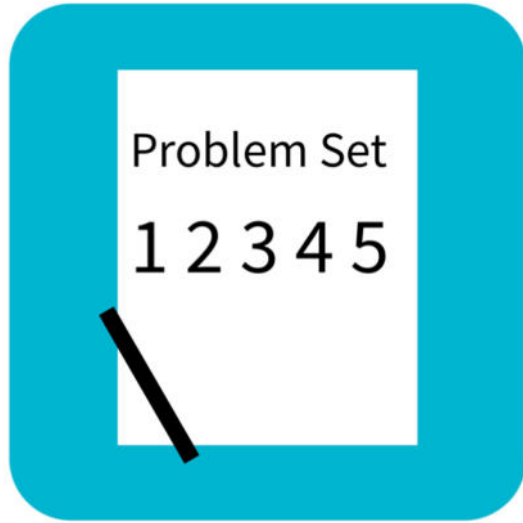
d. $59 + 41 =$ _____

e. $35 + 65 =$ _____

f. $26 + 54 =$ _____

g. $57 + 42 =$ _____

h. $37 + 63 =$ _____



Problem Set



A STORY OF UNITS

Lesson 12 Problem Set

1•6

2. Solve.

a. $45 + 13 = \underline{\hspace{2cm}}$

b. $45 + 23 = \underline{\hspace{2cm}}$

c. $21 + 27 = \underline{\hspace{2cm}}$

d. $27 + 23 = \underline{\hspace{2cm}}$

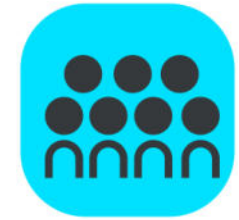
e. $48 + 32 = \underline{\hspace{2cm}}$

f. $48 + 52 = \underline{\hspace{2cm}}$

g. $34 + 65 = \underline{\hspace{2cm}}$

h. $46 + 43 = \underline{\hspace{2cm}}$

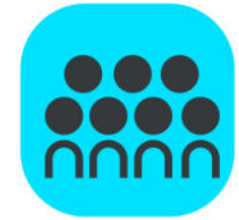
Debrief



Check your work by comparing answers with your partner.



Debrief



Look at Problem 1.

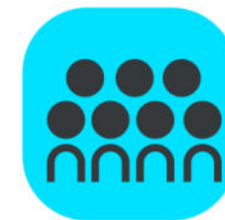
Did you solve all of your problems the same way?

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.

$$\begin{array}{r} 15 + 15 = 30 \\ \swarrow \searrow \\ 10 \quad 5 \end{array}$$

$$15 + 10 = 25$$

$$25 + 5 = 30$$

Exit Ticket



A STORY OF UNITS

Lesson 12 Exit Ticket

1•6

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. $22 + 75 =$ _____