Eureka Math

1st Grade
Module 6
Lesson 14

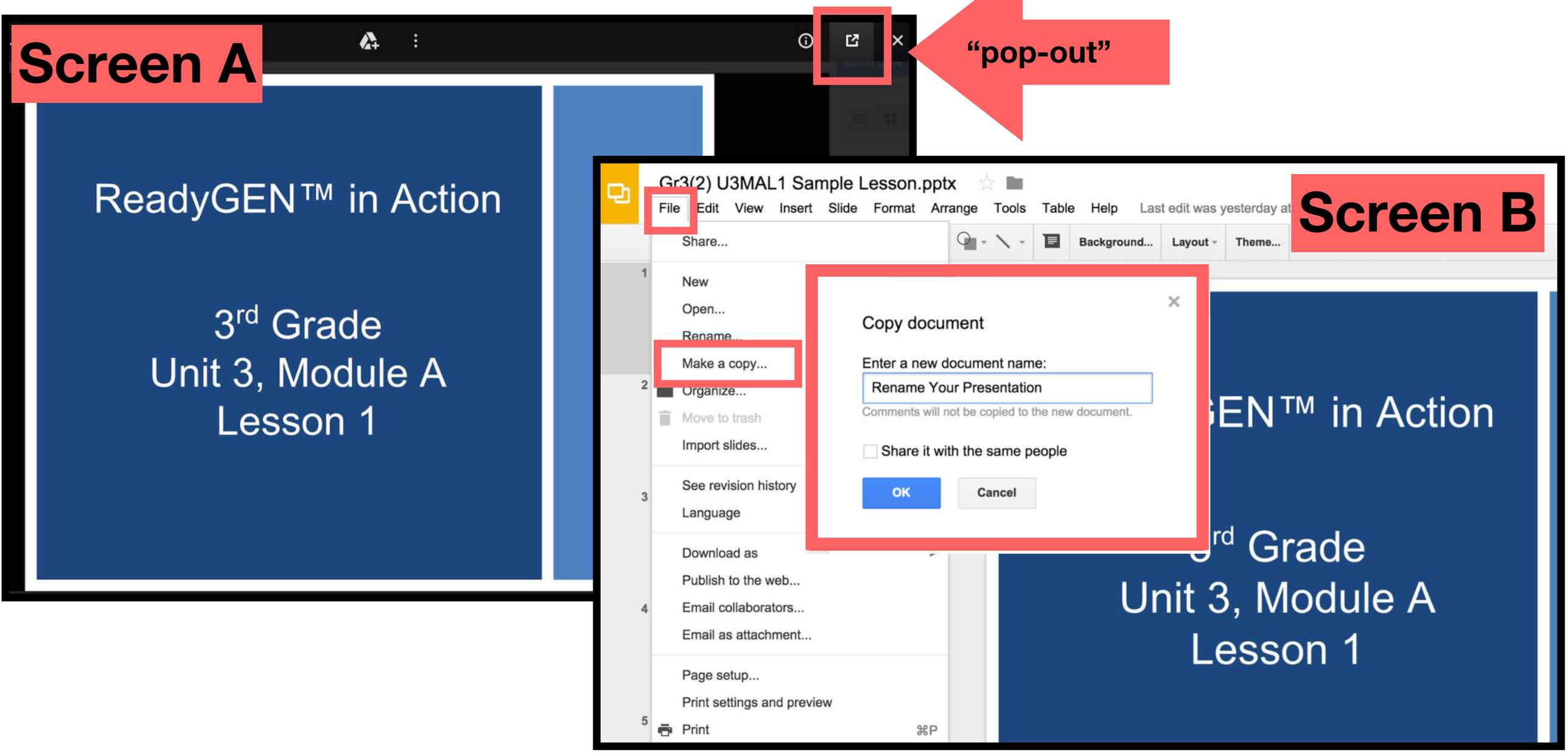
At the request of elementary teachers, a team of Bethel & Sumner educators met as a committee to create Eureka slideshow presentations. These presentations are not meant as a script, nor are they required to be used. Please customize as needed. Thank you to the many educators who contributed to this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

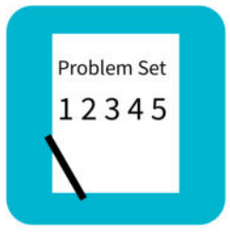


Icons

Read, Draw, Write

Learning Target

Personal White Board



Problem Set

Manipulatives Needed

Fluency

Think Pair Share

Whole Class

Individual

Partner

Small Group

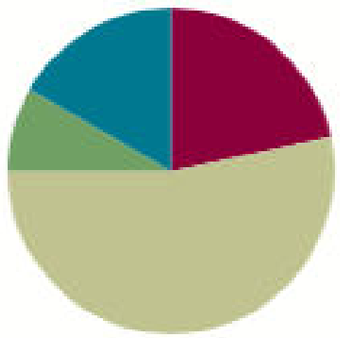
Small Group Time

Lesson 14

Objective: Add a pair of two-digit numbers when the ones digits have a sum greater than 10 using decomposition.

Suggested Lesson Structure

Application Problem	(5 minutes)
Fluency Practice	(13 minutes)
Concept Development	(32 minutes)
Student Debrief	(10 minutes)
Total Time	**(60 minutes)**



Materials Needed

Teacher

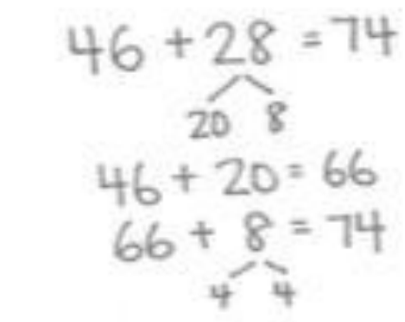
- Chart paper, document camera

Student

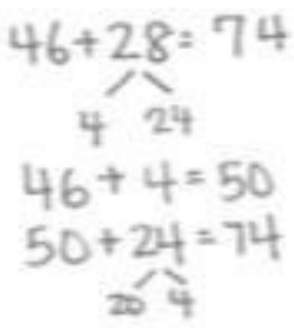
- Core Fluency Practice Sets, personal white board, die per student pair

I can add two two-digit numbers when the ones digits have a sum greater than ten.

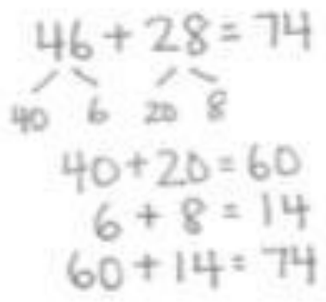
I can take the numbers apart and put them back together to find the sum.



I added 20 to 46 first.



I made a ten first.



I added the 4 tens to 2 tens first.

Application Problem

RDW

There are 12 chairs at the lunch table.

There are 15 students.

How many more chairs are needed so that every student has a chair?

Use RDW to explain your thinking.

Today we will share before we work on fluency.

Core Fluency

Name _____ Date _____

My Addition Practice

1. 6 + 0 = ___	11. 7 + 1 = ___	21. 5 + 3 = ___
2. 0 + 6 = ___	12. ___ = 1 + 7	22. ___ = 5 + 4
3. 5 + 1 = ___	13. 3 + 3 = ___	23. 6 + 4 = ___
4. 1 + 5 = ___	14. 3 + 4 = ___	24. 4 + 6 = ___
5. 6 + 1 = ___	15. ___ = 3 + 5	25. ___ = 4 + 4
6. 1 + 6 = ___	16. 6 + 3 = ___	26. 3 + 4 = ___
7. 6 + 2 = ___	17. 7 + 3 = ___	27. 5 + 5 = ___
8. 5 + 2 = ___	18. ___ = 7 + 2	28. ___ = 4 + 5
9. 2 + 5 = ___	19. 2 + 7 = ___	29. 3 + 7 = ___
10. 2 + 4 = ___	20. 2 + 8 = ___	30. ___ = 3 + 6

Today I finished _____ problems.

I solved _____ problems correctly.

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 find out how many tens to add (if you roll a 2, you add 2 tens).

Both partners write the number sentence on their personal white boards and check each other's work.

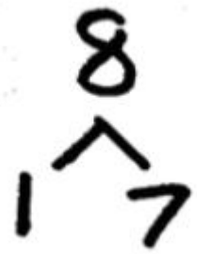
Take Out Ones...and Twos and Threes and Fours

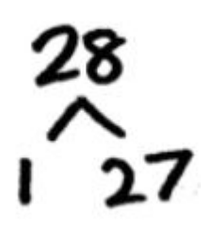
I’m going to give you three numbers.

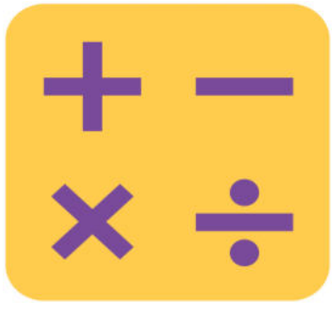
You are going to write a number bonds for each number, taking out **one**.

Let’s try one!

8, 18, 28







Take Out Ones...and Twos and Threes and Fours

Let’s try some more!

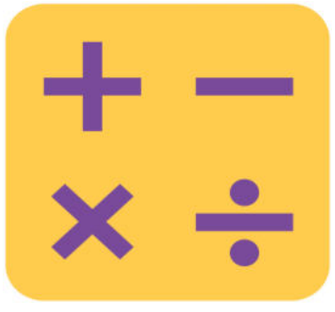
4, 14, 24

6, 56, 86

Now, take out 2!

5, 15, 25

7, 37, 97



Take Out Ones...and Twos and Threes and Fours

Now take out 3!

6, 36, 76

9, 69, 99, 109

Now, take out 4!

8, 48, 88, 108

7, 77, 107, 117

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 why did you choose this method.

Concept Development

Problems 1 - 6

65 + 15

65 + 16

65 + 19

48 + 33

48 + 43

38 + 62

Concept Development

Problems 7 - 12

56 + 28

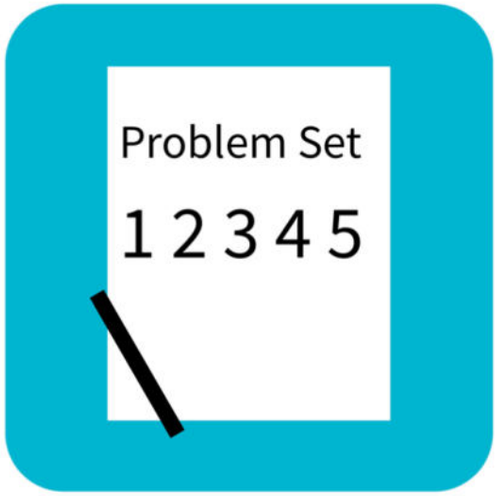
46 + 28

38 + 56

37 + 57

37 + 47

45 + 37

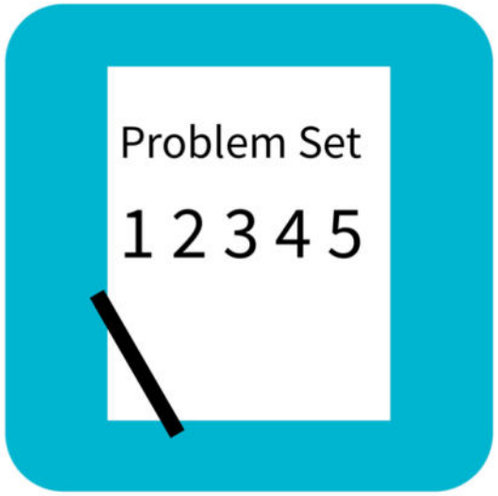


Problem Set

Name _____ Date _____

1. Solve and show your work.

a. 48 + 21 = ____	b. 48 + 22 = ____
c. 39 + 43 = ____	d. 48 + 34 = ____
e. 77 + 14 = ____	f. 67 + 27 = ____
g. 58 + 37 = ____	h. 68 + 29 = ____



Problem Set

2. Solve and show your work.

a. 39 + 31 = _____	b. 58 + 23 = _____
c. 77 + 23 = _____	d. 69 + 26 = _____
e. 68 + 25 = _____	f. 45 + 37 = _____
g. 59 + 39 = _____	h. 58 + 38 = _____

Debrief

Check your work by comparing answers with your partner.

Debrief

Look at Problem 1 (a) and (b).

How can solving Problem 1(a) help you solve Problem 1(b)?

Debrief

Look at Problem 2 (g) and (h).

How are they related?

How could solving one help you solve the other?

Debrief

Think about Take Out Ones in our Fluency Practice today.

How did it help you when you were solving the more challenging problems?

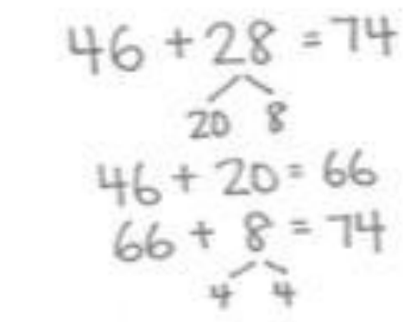
Debrief

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 greater than ten.

I can take the numbers apart and put them back together to find the sum.



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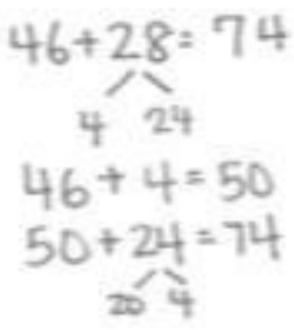

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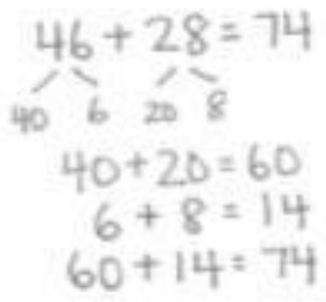

I added the 4 tens to 2 tens first.

Exit Ticket

Name _____ Date _____

Solve and show your work.

a. 47 + 42 = ____	b. 78 + 22 = ____
c. 56 + 38 = ____	

Homework

Name _____ Date _____

1. Solve and show your work.

a. 68 + 21 = ____	b. 59 + 32 = ____
c. 39 + 44 = ____	d. 58 + 36 = ____
e. 76 + 17 = ____	f. 68 + 26 = ____
g. 56 + 39 = ____	h. 58 + 29 = ____

Homework

2. Solve and show your work.

a. 39 + 41 = _____	b. 48 + 43 = _____
c. 87 + 13 = _____	d. 59 + 25 = _____
e. 65 + 27 = _____	f. 27 + 67 = _____
g. 49 + 39 = _____	h. 38 + 58 = _____