

Eureka Math

1st Grade Module 6 Lesson 15

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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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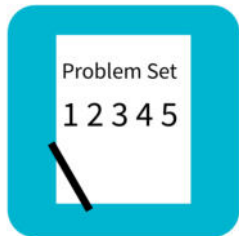
Read, Draw, Write



Learning Target



Personal White Board



Problem Set



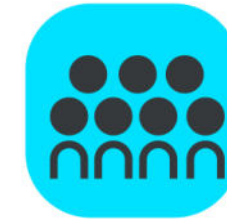
Manipulatives Needed



Fluency



Think Pair Share



Whole Class



Individual



Partner



Small Group



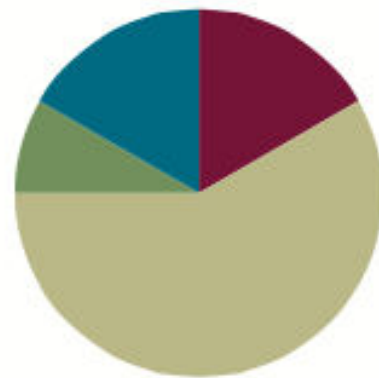
Small Group Time

Lesson 15

Objective: Add a pair of two-digit numbers when the ones digits have a sum greater than 10 with drawing. Record the total below.

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

- (T) 10 ten-sticks
 - Recommendation: 5 sticks of 1 color, 5 sticks of another color

Student

- (S) Core Fluency Practice Sets (Lesson 1)
- (S) 5 ten-sticks
- (S) personal white board
- (S) place value chart (Lesson 3 Template 2)



I can add a pair of two-digit numbers when the ones digits have a sum greater than 10 with drawing and record the total below.

Example: $36 + 48$

Application Problem



There are 20 students in class. Nine students put away their backpacks. How many more students still need to put away their backpacks?



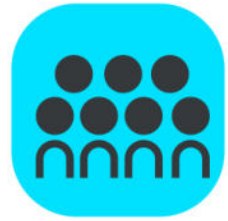
Core Fluency

Let's do our Core Fluency Practice!



Take Out Ones

Let's practice taking out ones from various numbers within 120!

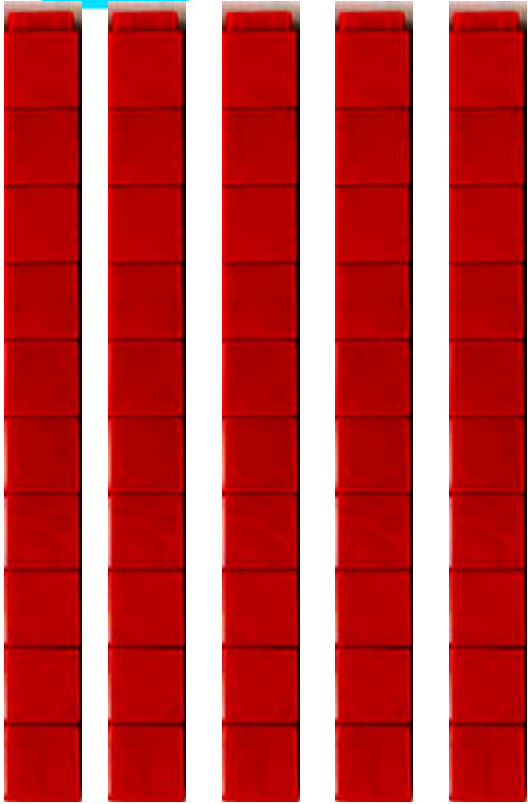
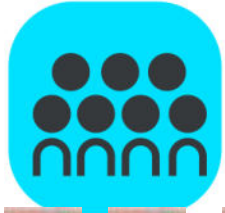


Concept Development

$$59 + 34 = \underline{\quad}$$

I want to show this problem with the ten-sticks. What is the total number of tens in the first addend?

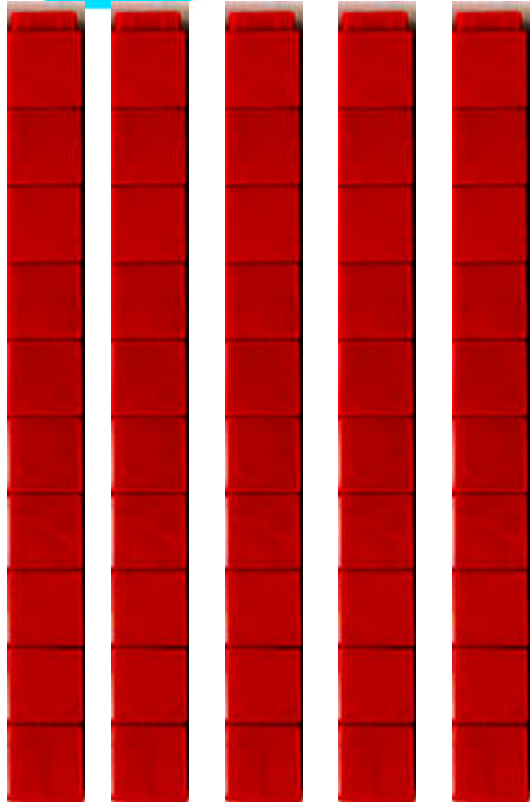
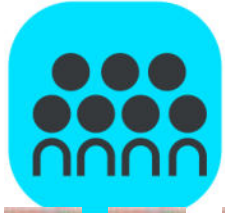
Concept Development



$$59 + 34 = \underline{\quad}$$

We need 5 tens to make 59!

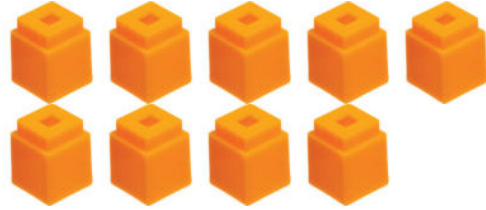
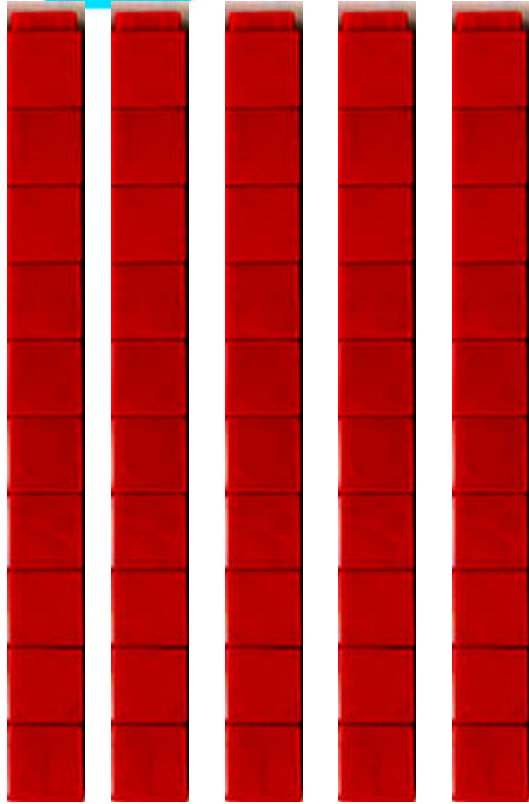
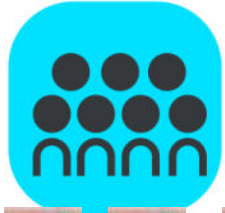
Concept Development



$$59 + 34 = \underline{\quad}$$

5 tens and how many ones?

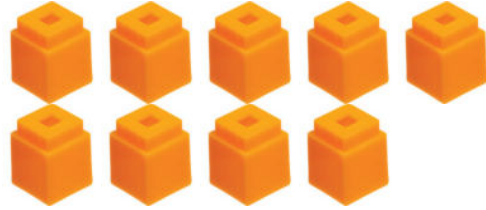
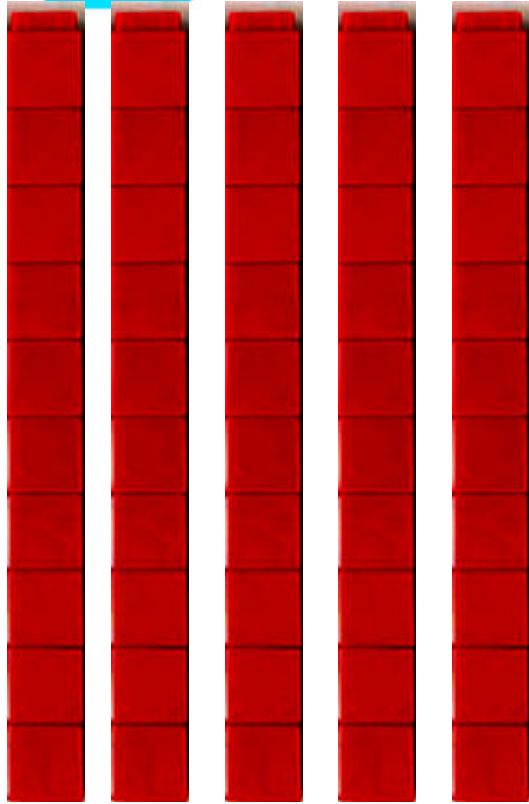
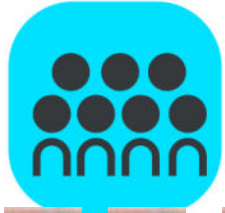
Concept Development



$$59 + 34 = \underline{\quad}$$

9 ones!

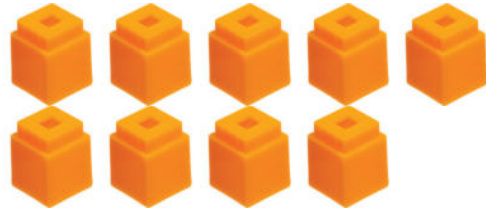
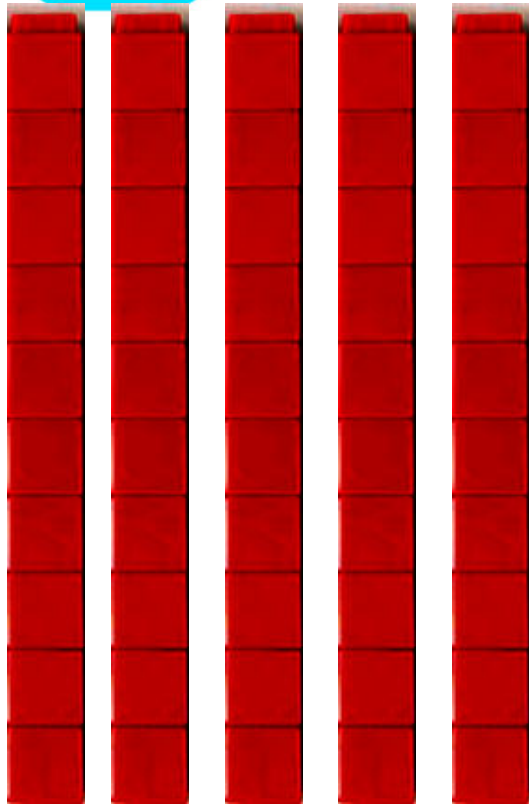
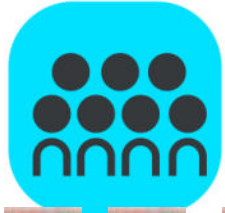
Concept Development



$$59 + 34 = \underline{\quad}$$

9 ones!

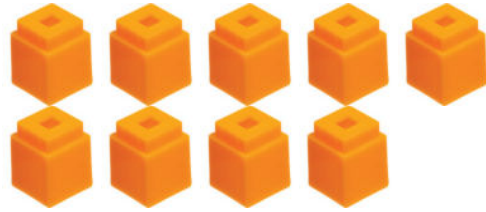
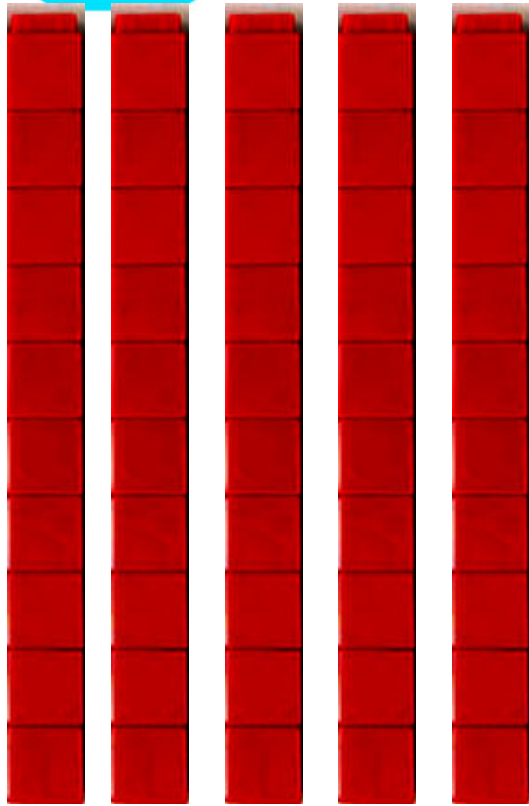
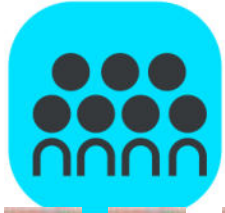
Concept Development



$$59 + 34 = \underline{\quad}$$

There are 3 tens in 34!

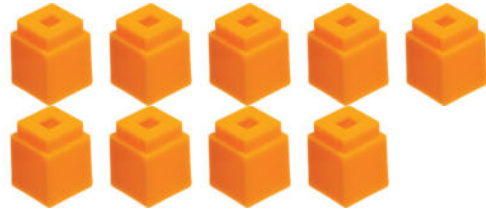
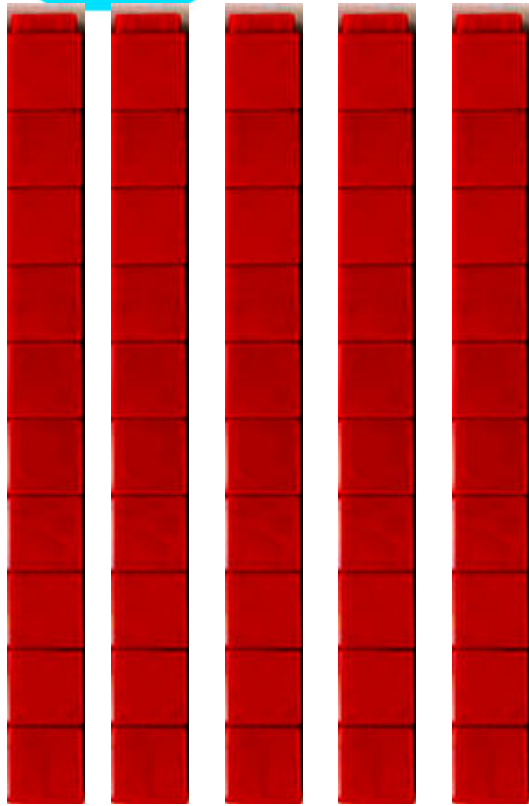
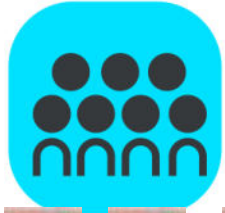
Concept Development



$$59 + 34 = \underline{\quad}$$

Will we be adding 3 tens to the ones or to the tens?

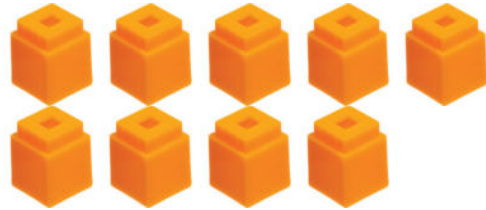
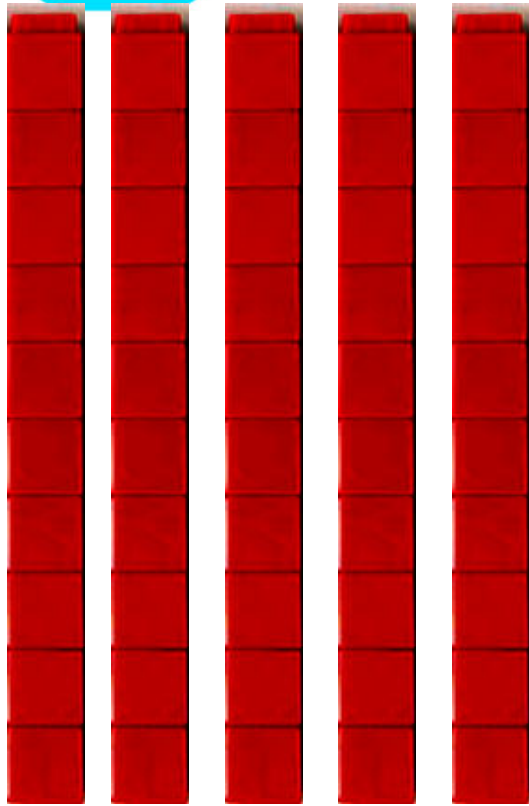
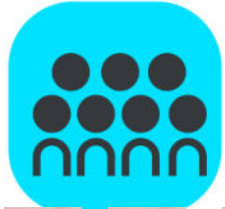
Concept Development



$$59 + 34 = \underline{\quad}$$

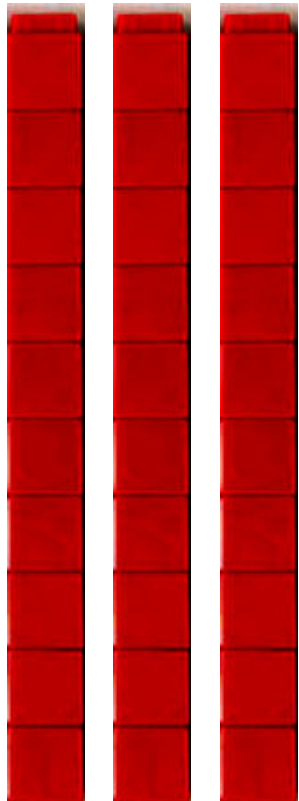
We will add them to
the tens!

Concept Development

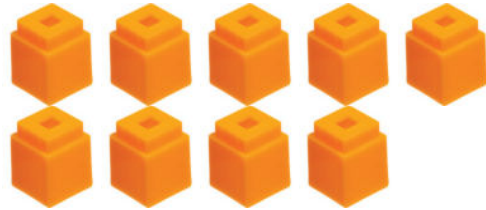
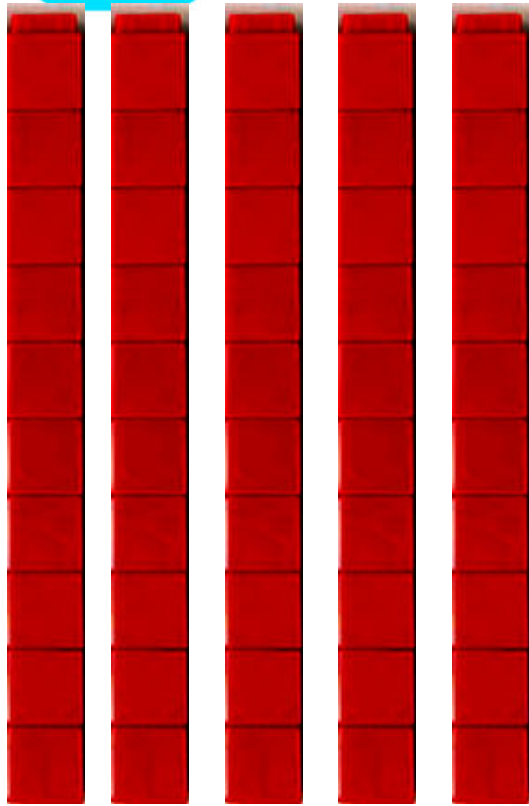
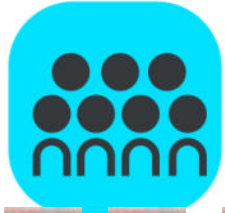


$$59 + 34 = \underline{\quad}$$

We've aligned the 3 tens to the 5 tens! 34 is 3 tens and how many more ones?

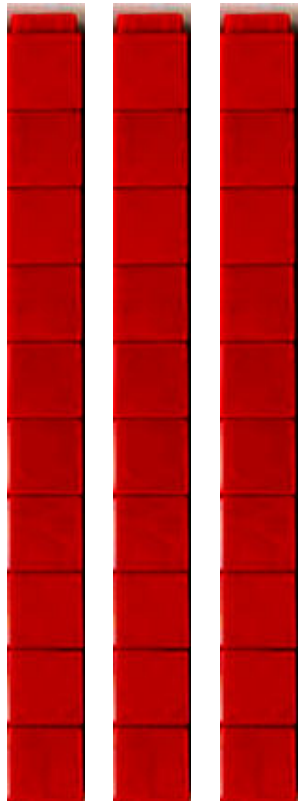


Concept Development

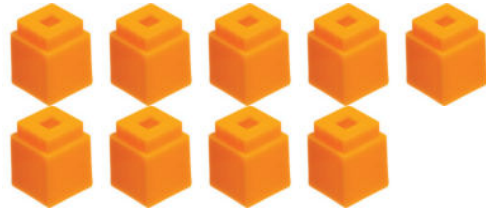
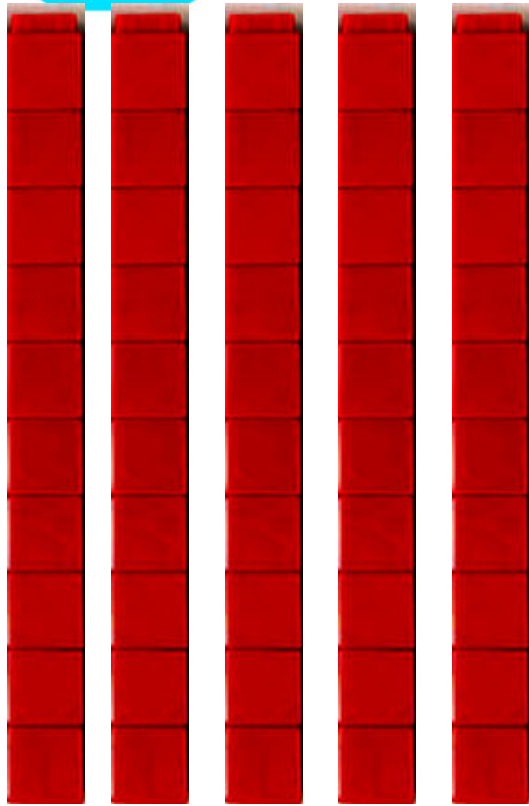
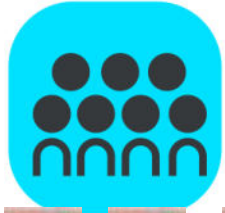


$$59 + 34 = \underline{\quad}$$

There are 4 ones in 34! Where should we add them?

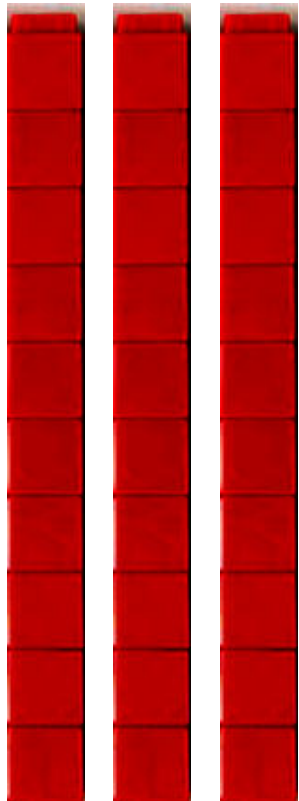


Concept Development

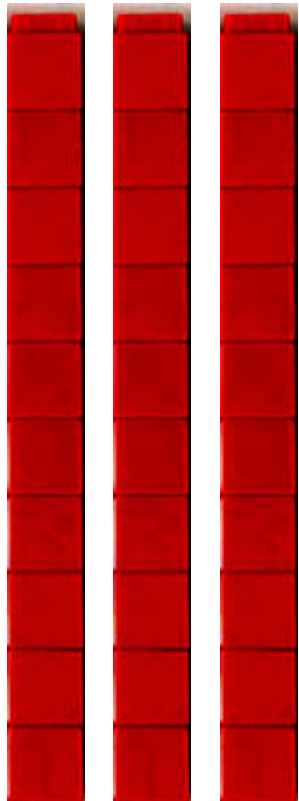
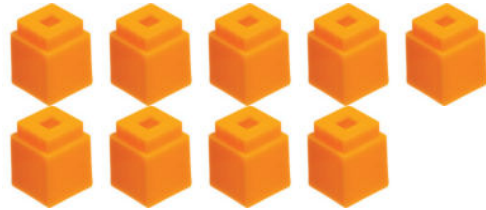
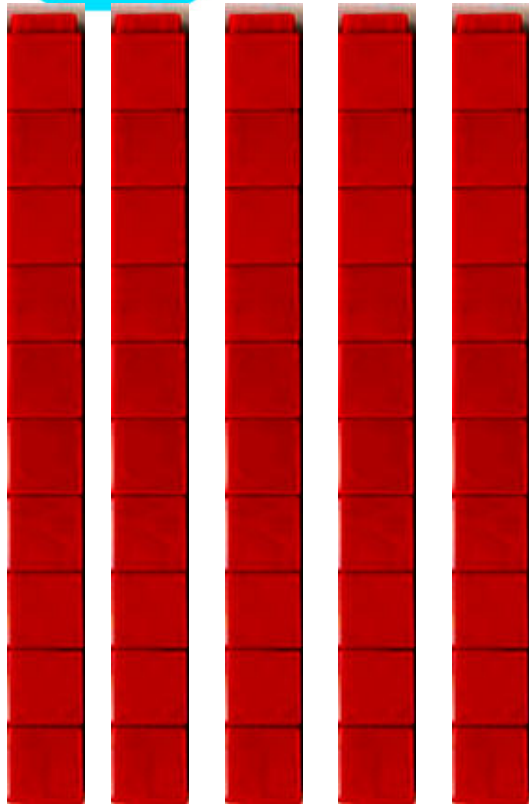
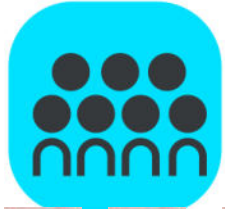


$$59 + 34 = \underline{\quad}$$

To the other ones!



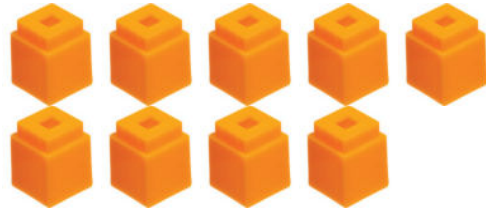
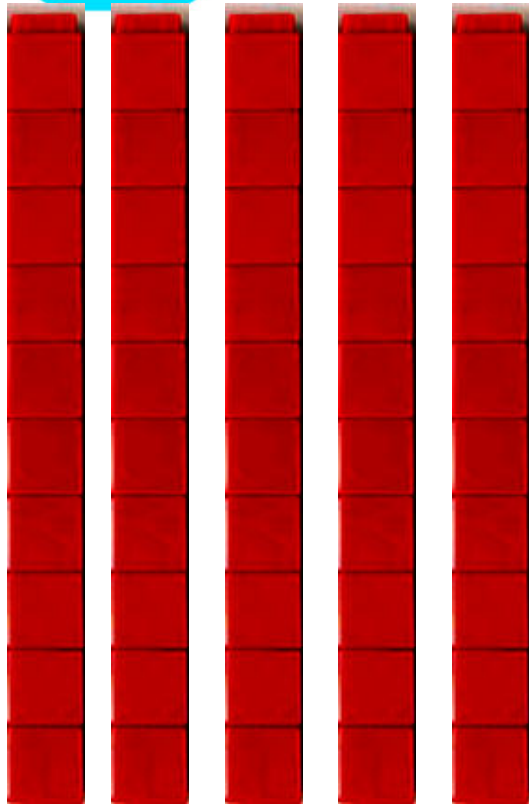
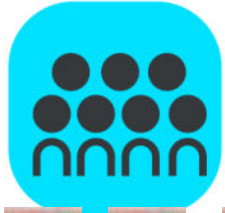
Concept Development



$$59 + 34 = \underline{\quad}$$

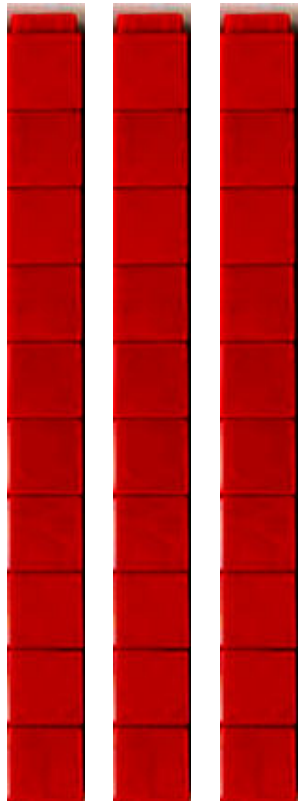
Our cubes are arranged, so we are ready to add. What is 9 ones and 4 ones? Turn and talk to your partner about what I can do with the ones.

Concept Development

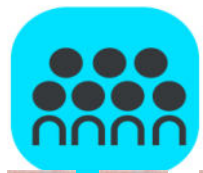


$$59 + 34 = \underline{\quad}$$

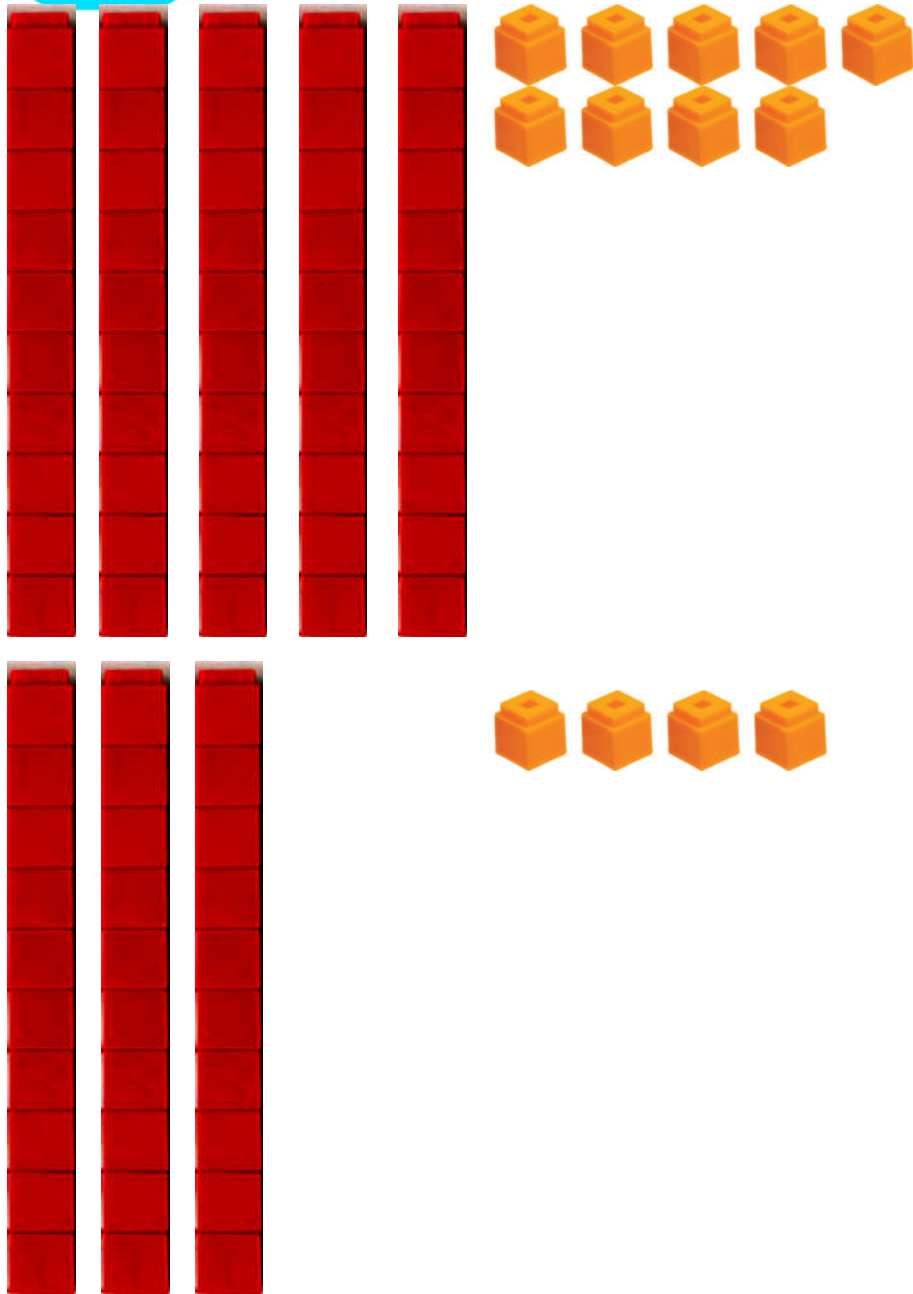
Did you share this with your partner?



- 13 ones
- 9 needs 1 more to make ten.
- Take 1 from the 4. Now we have 10 and 3.



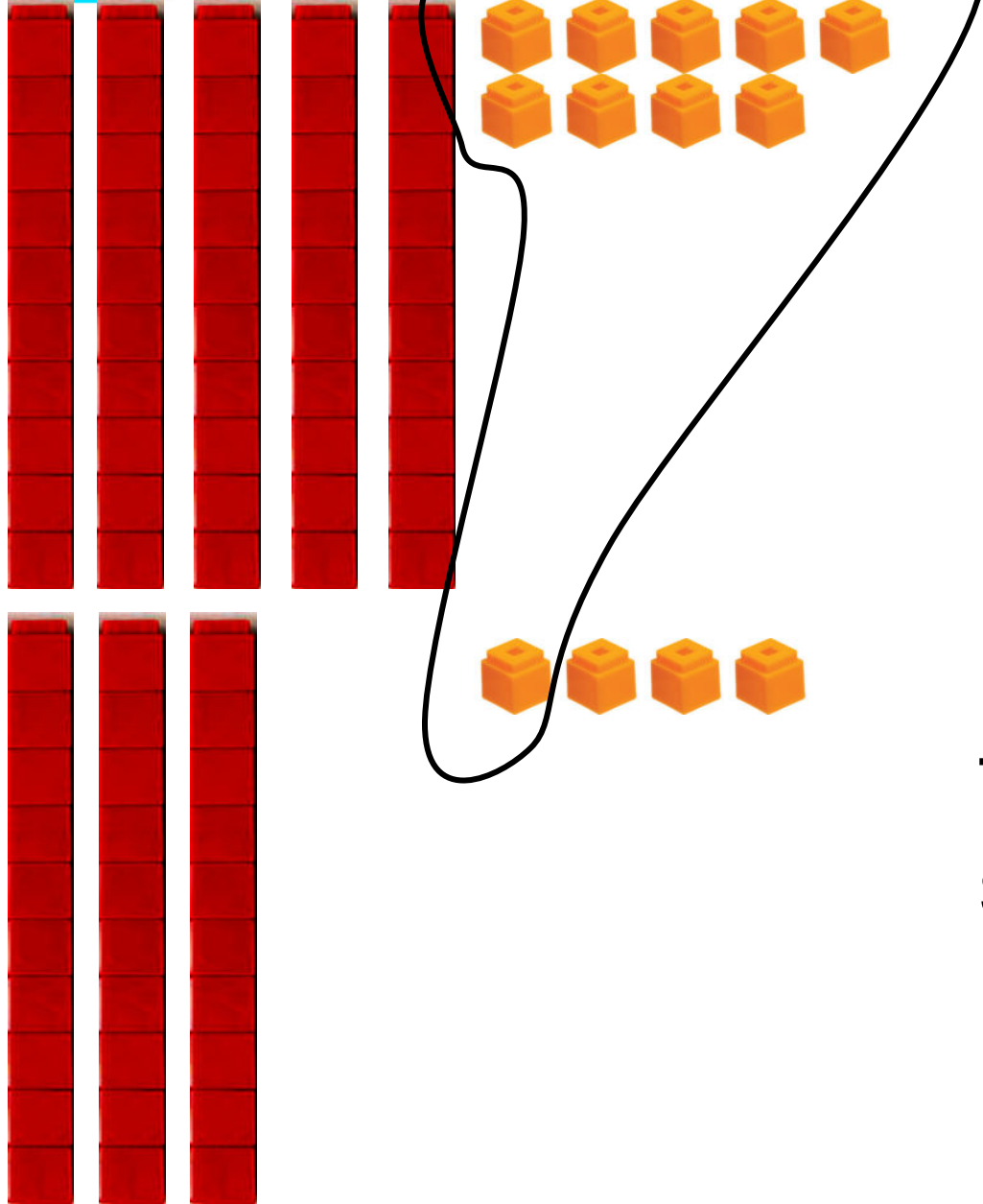
Concept Development



$$59 + 34 = \underline{\quad}$$

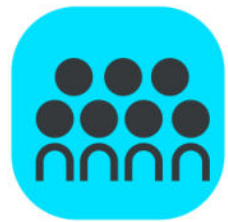
Let's group the 9 cubes and
1 more cube to make 10!

Concept Development

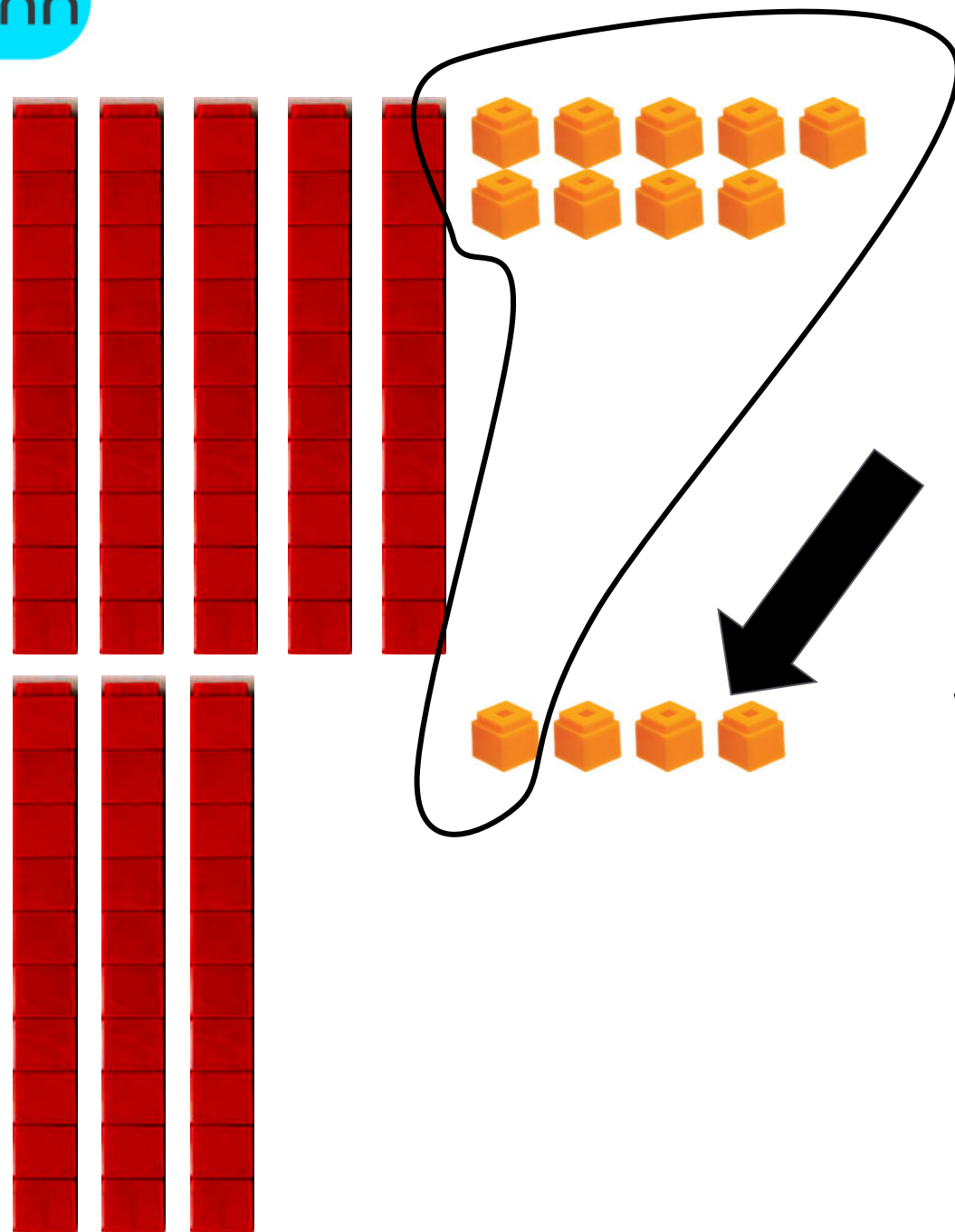


$$59 + 34 = \underline{\quad}$$

Now that we made a new ten, how many ones do we still have?

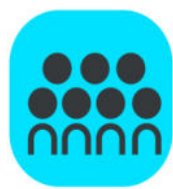


Concept Development



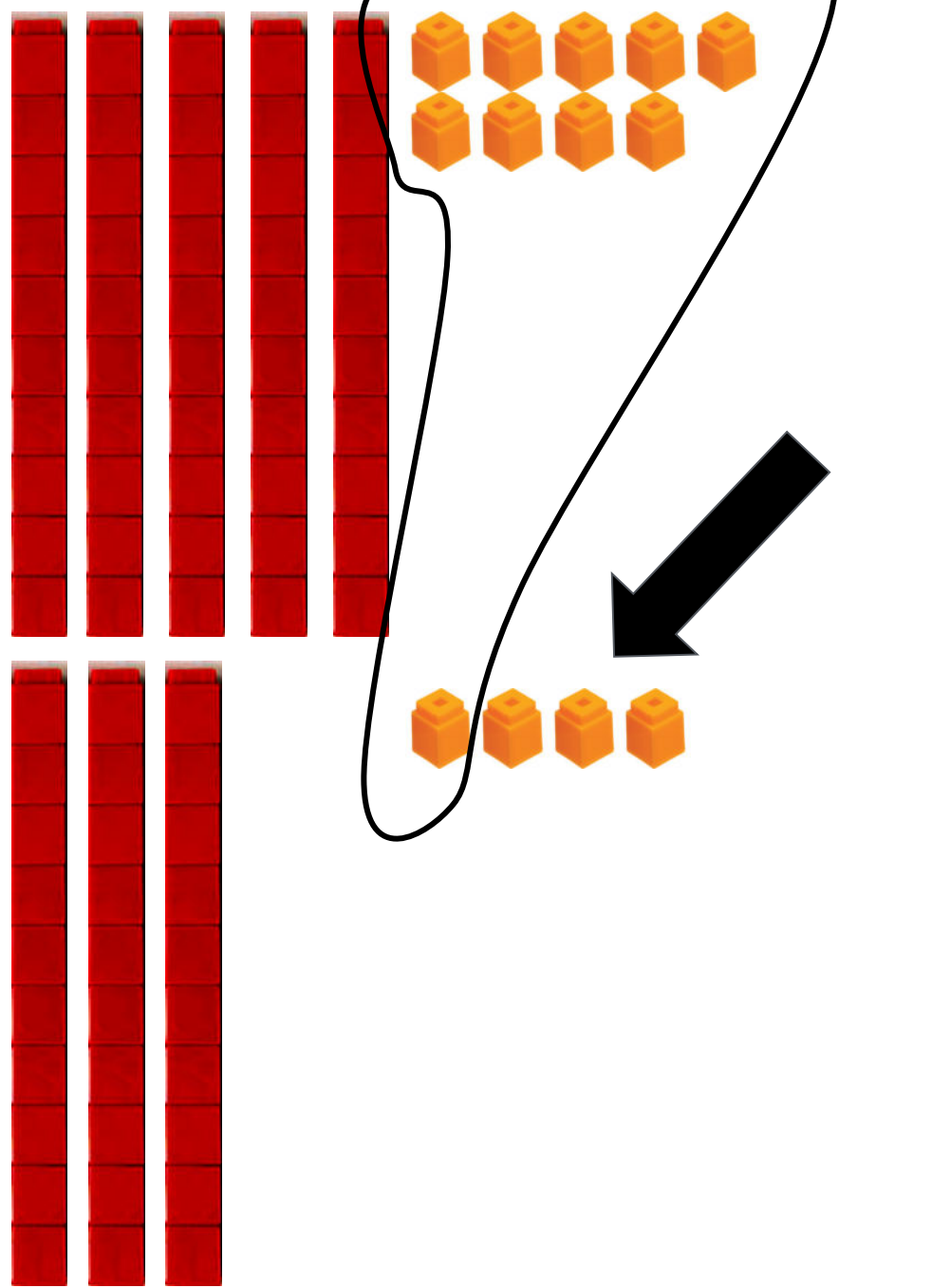
$$59 + 34 = \underline{\quad}$$

We have 3 ones.



Concept

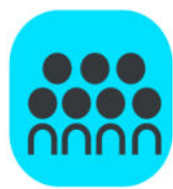
Development



$$59 + 34 = \underline{\quad}$$

We have 3 ones.

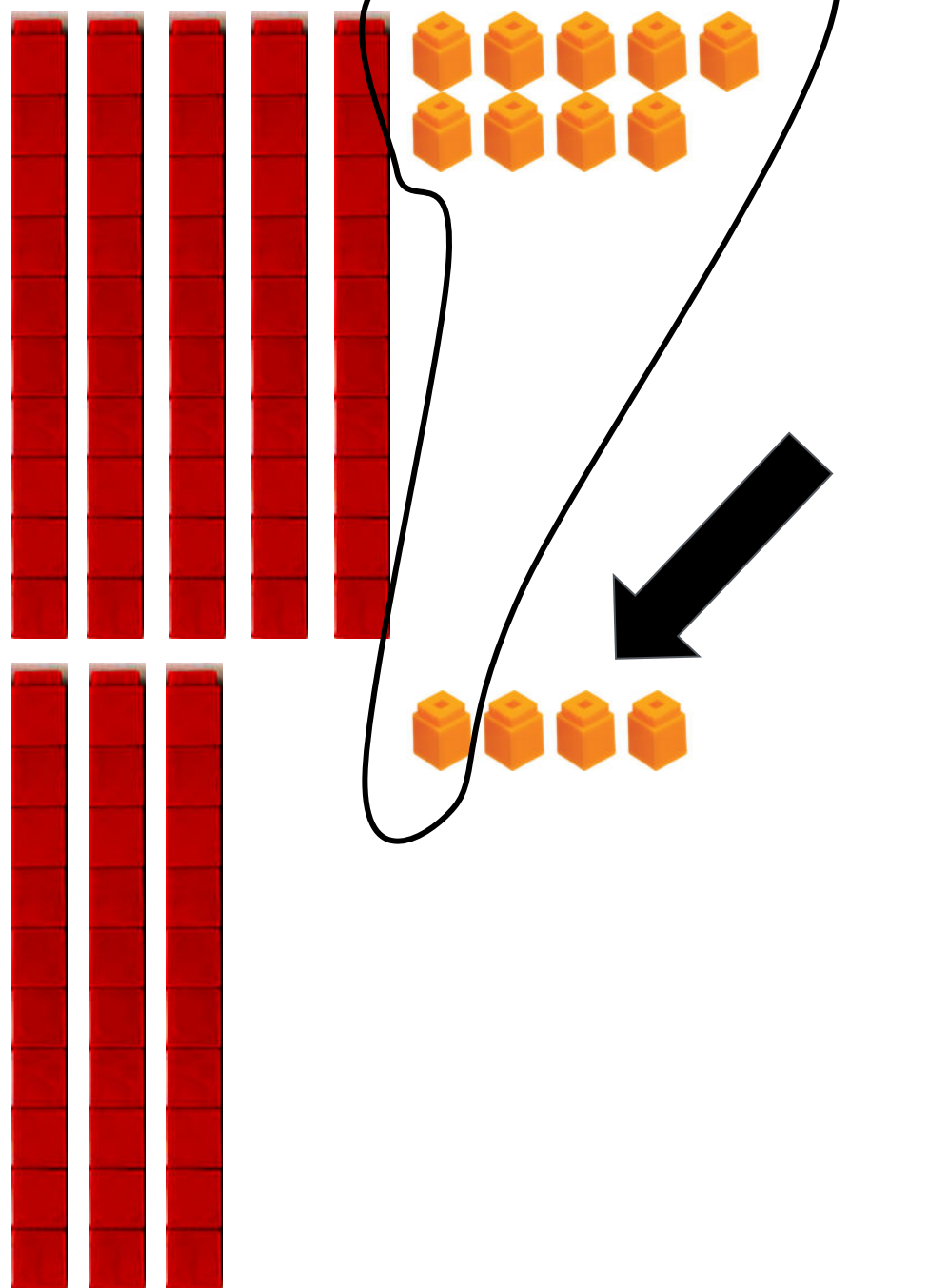
3



Concept

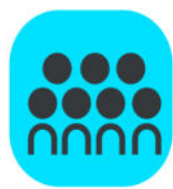
Development

$$59 + 34 = \underline{\quad}$$



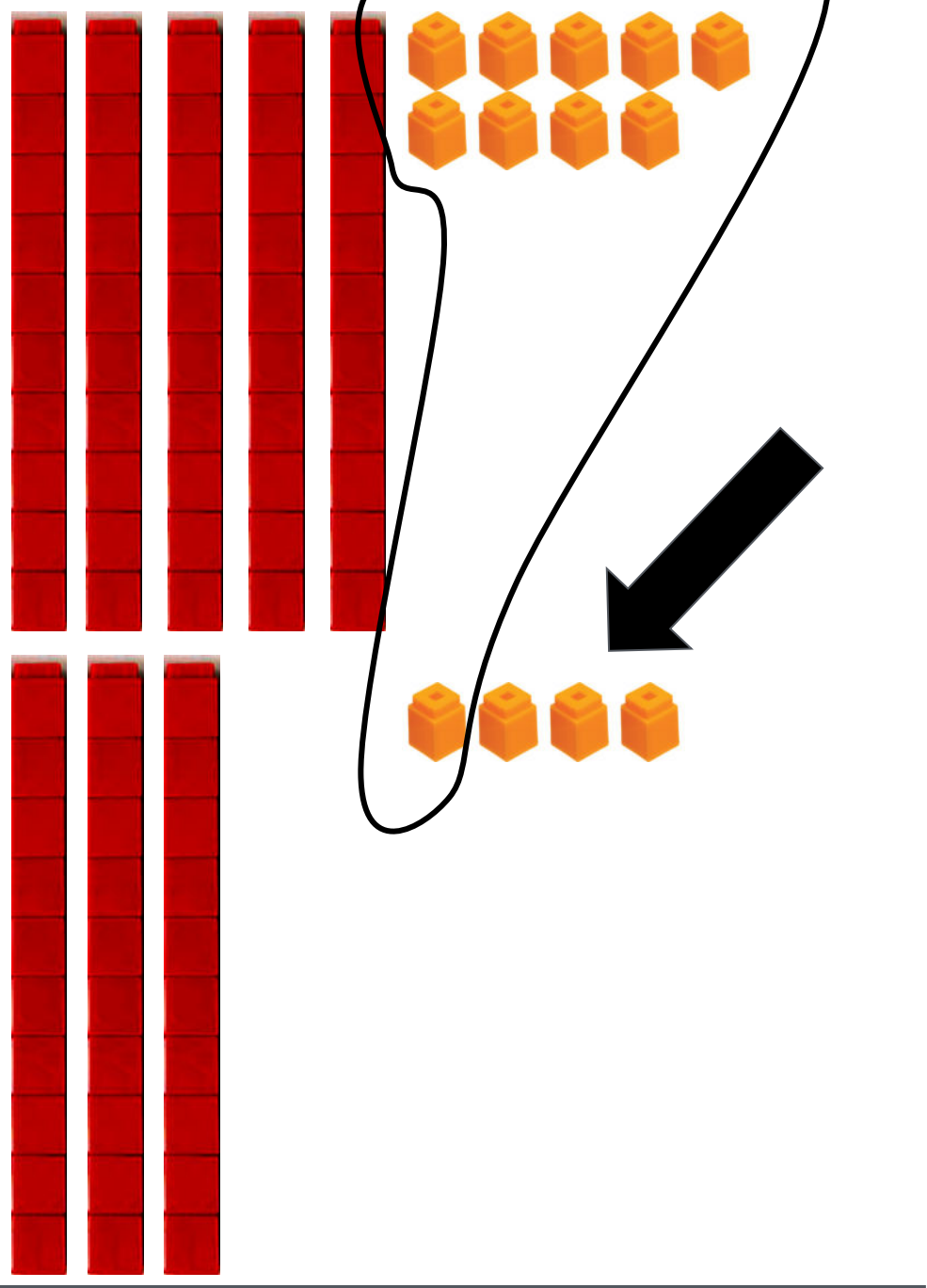
How many tens do we have now? Explain your thinking to your partner.

3



Concept

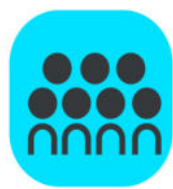
Development



$$59 + 34 = \underline{\quad}$$

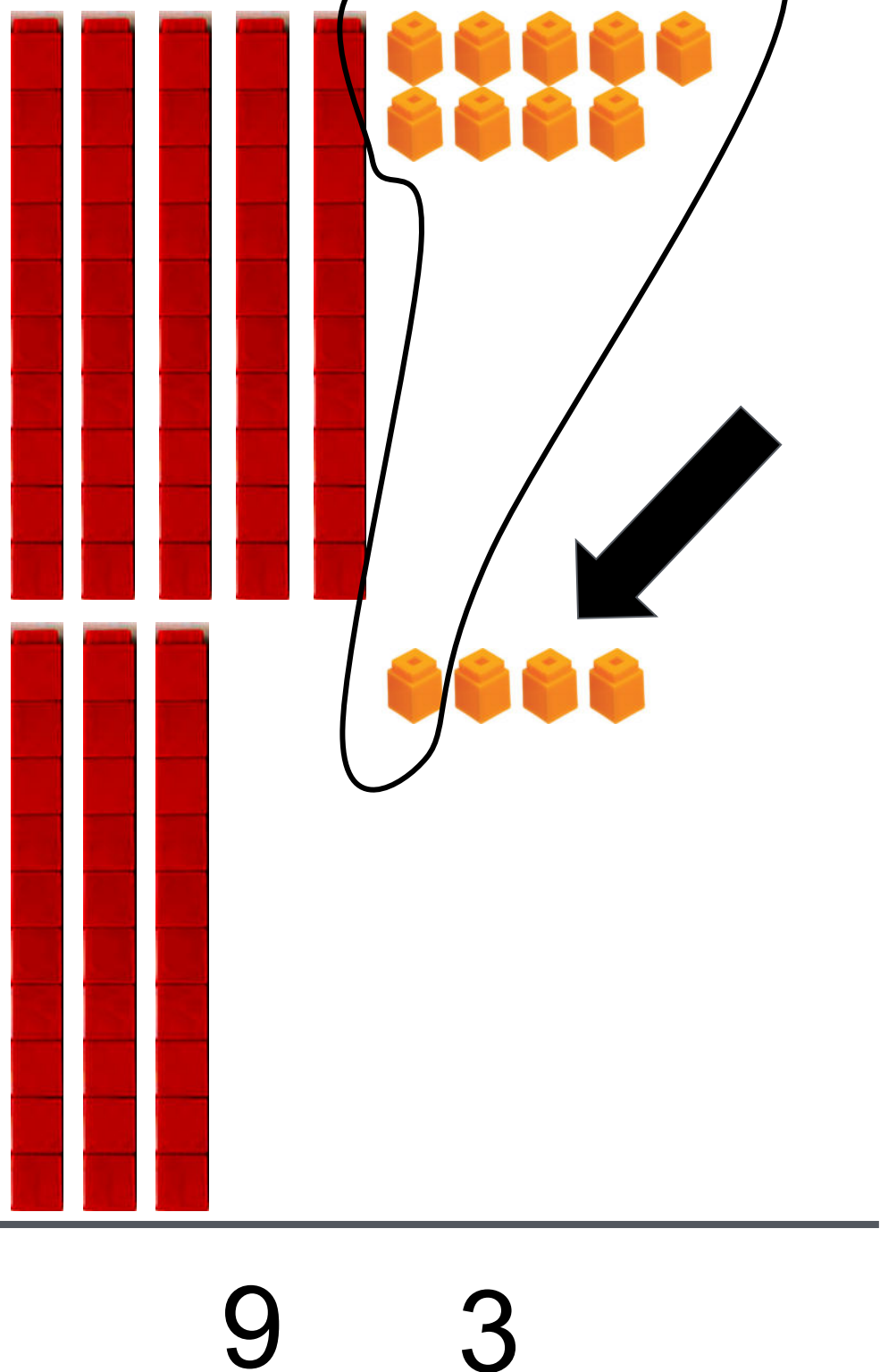
Did you hear this?

- 9 tens
- 5 tens and 3 tens is 8 tens. We also made a new ten when we added 9 and 4, so that makes 9 tens altogether.



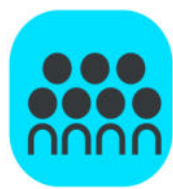
Concept

Development



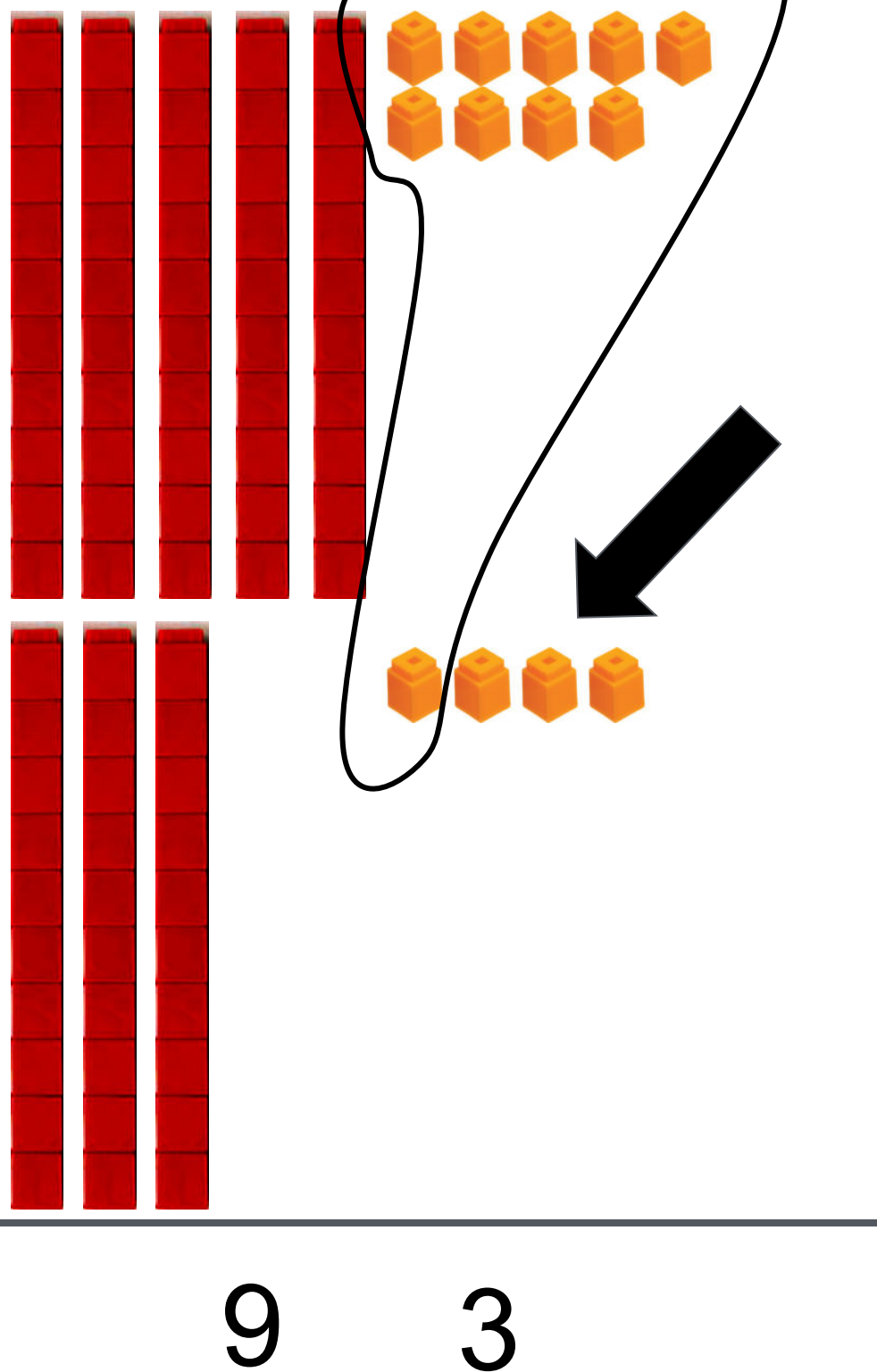
$$59 + 34 = \underline{\quad}$$

So, what is $59 + 34$? Say the number sentence.

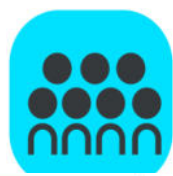


Concept

Development

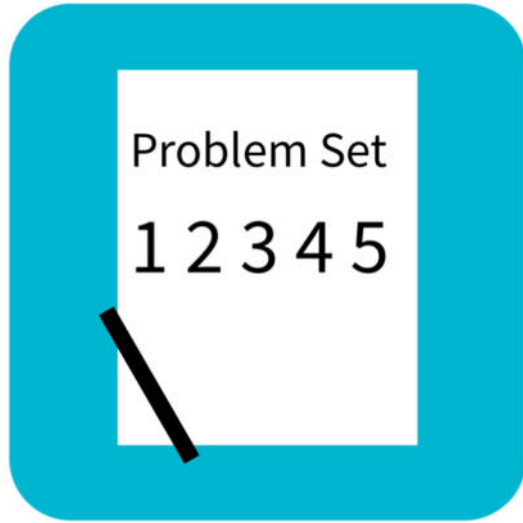


$$59 + 34 = 93$$



Concept Development

Let's practice more two-digit addition when the ones add up to more than 10!



Problem Set



A STORY OF UNITS

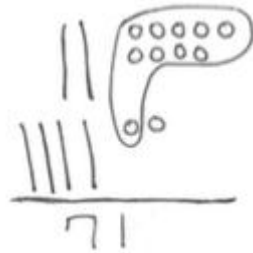
Lesson 15 Problem Set

1•6

Name _____ Date _____

1. Solve using quick tens and ones drawings. Remember to line up your tens with tens and ones with ones. Write the total below your drawing.

a. $29 + 42 = \underline{\quad}$



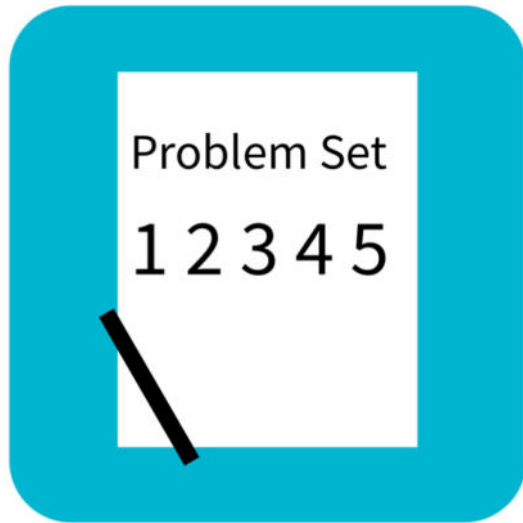
b. $39 + 54 = \underline{\quad}$

c. $41 + 38 = \underline{\quad}$

d. $58 + 24 = \underline{\quad}$

e. $47 + 46 = \underline{\quad}$

f. $48 + 29 = \underline{\quad}$



Problem Set



A STORY OF UNITS

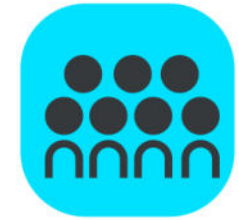
Lesson 15 Problem Set

1•6

2. Solve using quick tens and ones. Remember to line up your tens with tens and ones with ones. Write the total below your drawing.

a. $49 + 22 = \underline{\quad}$	b. $38 + 62 = \underline{\quad}$
c. $59 + 23 = \underline{\quad}$	d. $68 + 14 = \underline{\quad}$
e. $46 + 36 = \underline{\quad}$	f. $69 + 26 = \underline{\quad}$

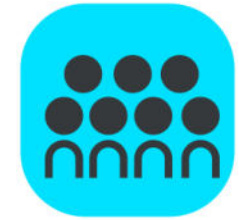
Debrief



Look at Problem 2 (c), (d), and (e). How can they have the same answer but different numbers?



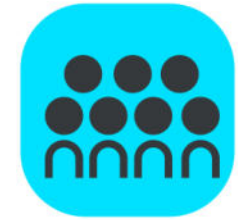
Debrief



Look at Problem 1 (b) or (d). Why is it more efficient to add the ones first instead of the tens?



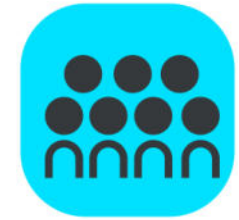
Debrief



How does lining up the ones and tens help us with adding?



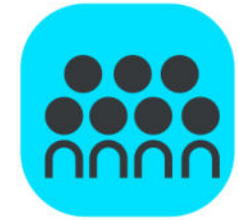
Debrief



How is lining up the ones and tens similar to and different from using the make ten strategy to add?



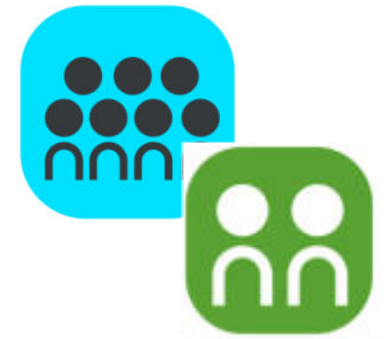
Debrief



How is lining up the ones and tens similar to and different from using the make ten strategy to add?

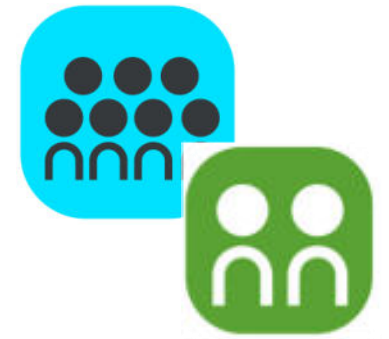


Debrief



Which is easier for you? Adding by lining up our ones and tens or using the number bonds? Explain your thinking.

Debrief



How did today's fluency activity help you solve today's addition problems?

Exit Ticket



A STORY OF UNITS

Lesson 15 Exit Ticket

1•6

Name _____ Date _____

Solve using quick tens and ones drawings. Remember to line up your drawings and write the total below your drawing.

a. $49 + 34 =$ _____

b. $57 + 36 =$ _____