Eureka Math

1st Grade
Module 6
Lesson 16

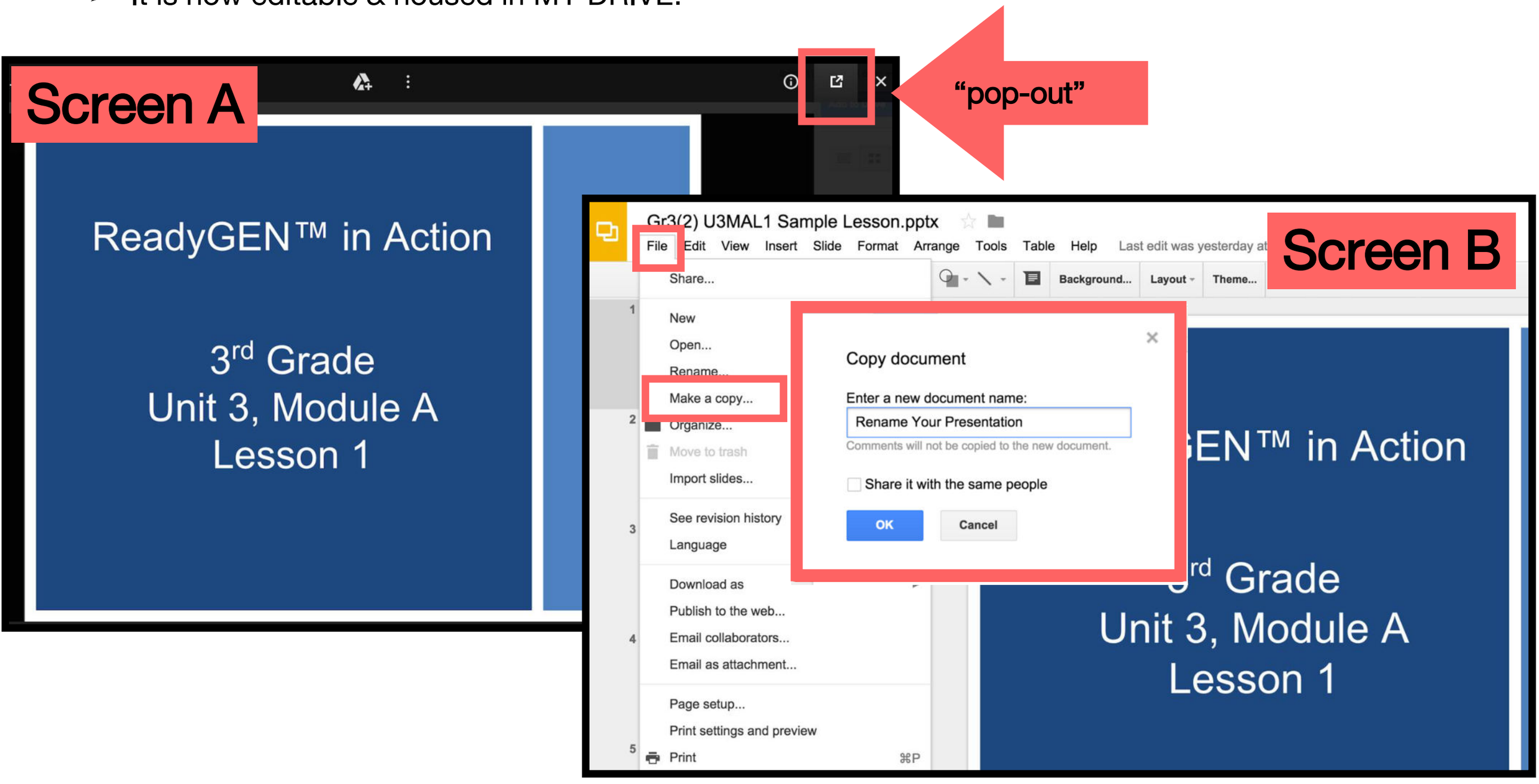
At the request of elementary teachers, a team of Bethel & Sumner educators met as a committee to create Eureka slideshow presentations. These presentations are not meant as a script, nor are they required to be used. Please customize as needed. Thank you to the many educators who contributed to this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

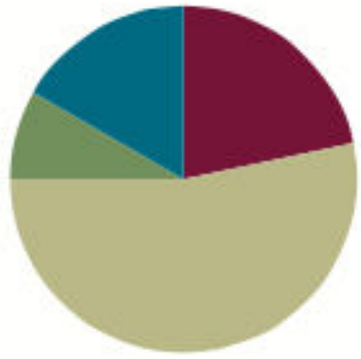
Small Group Time

Lesson 16

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

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

- (T) 4 dimes, 10 pennies, can
- (T) Chart paper

Student

- (S) Core Fluency Practice Sets (Lesson 1)
- (S) personal white board
- (S) place value chart (Lesson 3 Template 2)
- recording tens and ones (Lesson 16 Template)

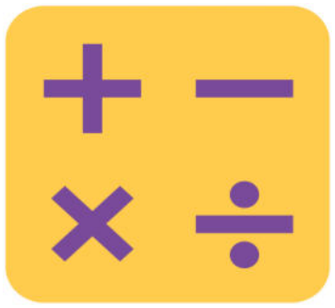
I can add a pair of two-digit numbers when the ones digits have a sum greater than 10 with drawing and record the new ten below.

Example: 36 + 48

Application Problem

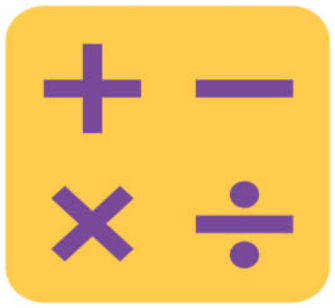
RDW

Fifteen students ordered pizza for lunch. Seven students brought their lunch from home. How many fewer students brought their lunch from home than ordered lunch?



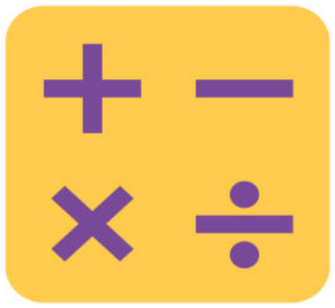
Core Fluency

Let’s do our Core Fluency Practice!



Coin Drop

Name my coin.

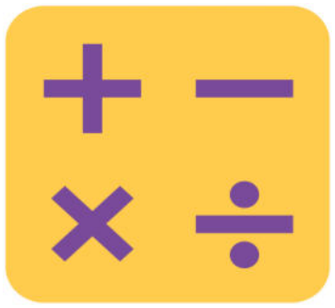


Coin Drop

A penny!

Coin Drop

How much is it worth?



Coin Drop

It’s worth 1 cent!

Coin Drop

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

Take Out Ones

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

Concept Development

39 + 26 = ___

On your personal white board, make a quick ten drawing to solve.

Concept Development

39 + 26 = ___

As someone from our class draws and explains what she did, I’m going to stop her after every step to show how we can record using just numbers on our chart.

Concept Development

39 + 26 = ___

As someone from our class draws and explains what she did, I’m going to stop her after every step to show how we can record using just numbers on our chart.

Concept Development

39 + 26 = ___

As someone from our class draws and explains what she did, I’m going to stop her after every step to show how we can record using just numbers on our chart.

Concept Development

39 + 26 = ___

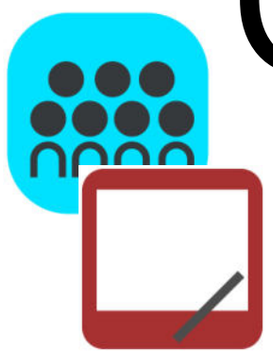
As someone from our class draws and explains what she did, I’m going to stop her after every step to show how we can record using just numbers on our chart.

Concept Development

Let’s try some more!

39 + 36 = _____

Concept Development



Let’s try some more!

59 + 37 = _____

Concept Development

Let’s try some more!

28 + 43 = _____

Concept Development

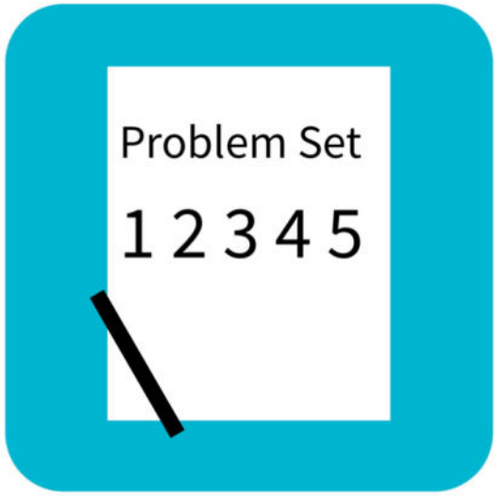
Let’s try some more!

47 + 35 = _____

Concept Development

Let’s try some more!

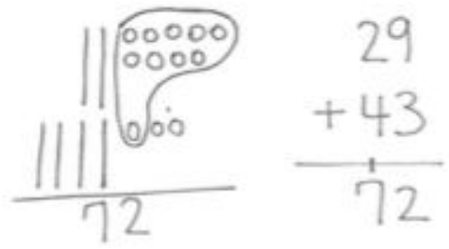
26 + 67 = _____

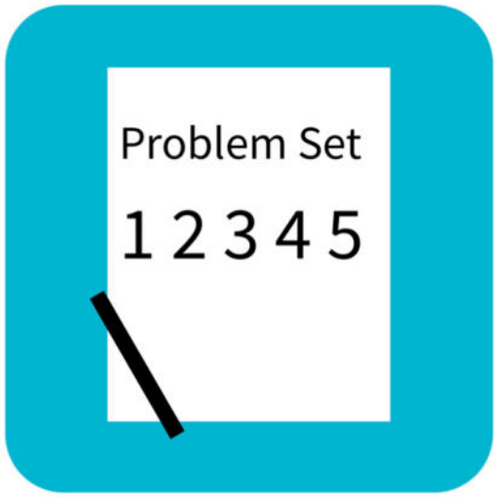


Problem Set

Name _____ Date _____

1. Solve using quick tens and ones drawings. Remember to line up your drawings and rewrite the number sentence vertically.

a. 29 + 43 = ____ 	b. 34 + 49 = ____
c. 45 + 39 = ____	d. 54 + 25 = ____
e. 47 + 36 = ____	f. 54 + 46 = ____



Problem Set

2. Solve using quick tens and ones. Remember to line up your drawings and rewrite the number sentence vertically.

a. 39 + 24 = ____	b. 58 + 36 = ____
c. 55 + 37 = ____	d. 59 + 36 = ____
e. 37 + 58 = ____	f. 68 + 29 = ____

Debrief

Look at page 1 of your Problem Set.

What is different about Problem 1(d) compared to the others?

Debrief

Look at Problem 1(f). Why is there a zero in the ones place in the answer when we added some ones together in the problem?

Debrief

What new math notation did we use today to communicate how we added precisely?

Debrief

Do you prefer to add by lining up your tens and ones or by using the number bond to add?

Exit Ticket

Name _____ Date _____

Solve using quick tens and ones. Remember to line up your drawings and rewrite the number sentence vertically.

a. 49 + 26 = _____	b. 58 + 37 = _____
c. 55 + 37 = _____	d. 69 + 26 = _____