

Eureka Math

1st Grade Module 6 Lesson 16

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Directions for customizing presentations are available on the next slide.



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Reflecting your Teaching Style and Learning Needs of Your Students

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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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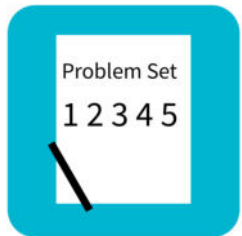
Read, Draw, Write



Learning Target



Personal White Board



Problem Set



Manipulatives Needed



Fluency



Think Pair Share



Whole Class



Individual



Partner



Small Group



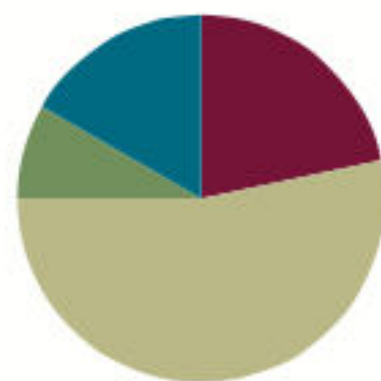
Small Group Time

Lesson 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

A green rounded square containing the white text "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!



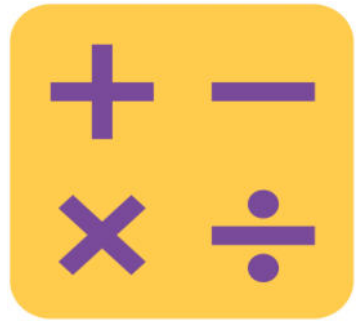
Coin Drop

Name my coin.



Coin Drop

A penny!



Coin Drop

How much is it worth?



Coin Drop

It's worth 1 cent!



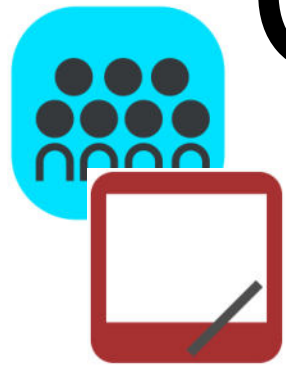
Coin Drop

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



Take Out Ones

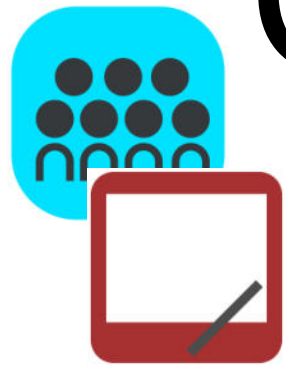
Let's practice taking out ones from various numbers within 120!



Concept Development

$$39 + 26 = \underline{\quad}$$

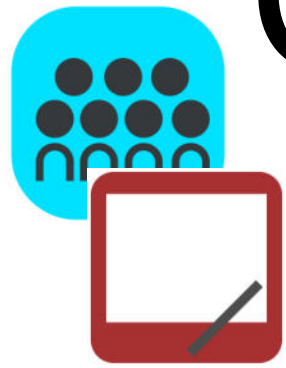
On your personal white board,
make a quick ten drawing to
solve.



Concept Development

$$39 + 26 = \underline{\quad}$$

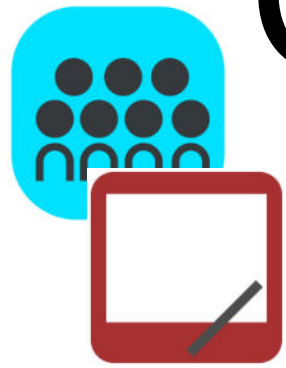
As someone from our class draws and explains what she did, I'm going to stop her after every step to show how we can record using just numbers on our chart.



Concept Development

$$39 + 26 = \underline{\quad}$$

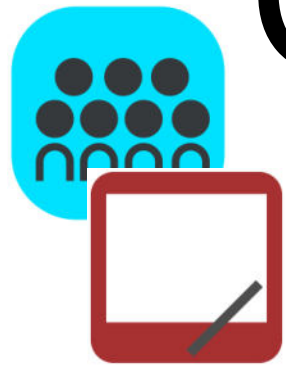
As someone from our class draws and explains what she did, I'm going to stop her after every step to show how we can record using just numbers on our chart.



Concept Development

$$39 + 26 = \underline{\hspace{2cm}}$$

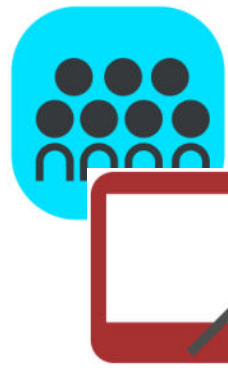
As someone from our class draws and explains what she did, I'm going to stop her after every step to show how we can record using just numbers on our chart.



Concept Development

$$39 + 26 = \underline{\quad}$$

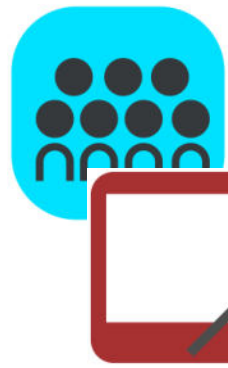
As someone from our class draws and explains what she did, I'm going to stop her after every step to show how we can record using just numbers on our chart.



Concept Development

Let's try some more!

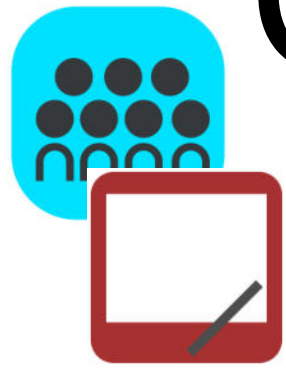
$$39 + 36 = \underline{\hspace{2cm}}$$



Concept Development

Let's try some more!

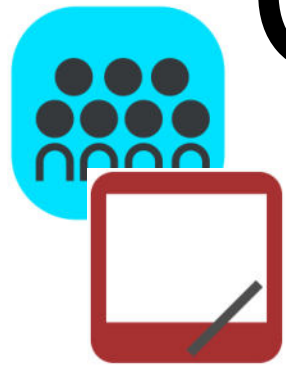
$$59 + 37 = \underline{\hspace{2cm}}$$



Concept Development

Let's try some more!

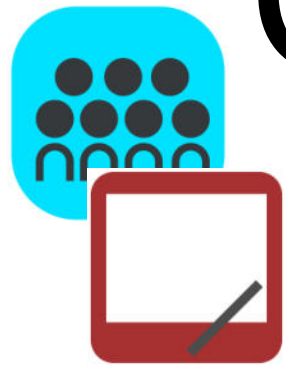
$$28 + 43 = \underline{\hspace{2cm}}$$



Concept Development

Let's try some more!

$$47 + 35 = \underline{\hspace{2cm}}$$



Concept Development

Let's try some more!

$$26 + 67 = \underline{\hspace{2cm}}$$

Problem Set

1 2 3 4 5

Problem Set



A STORY OF UNITS

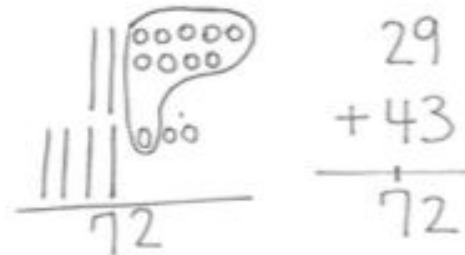
Lesson 16 Problem Set

1•6

Name _____ Date _____

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

a. $29 + 43 = \underline{\hspace{2cm}}$



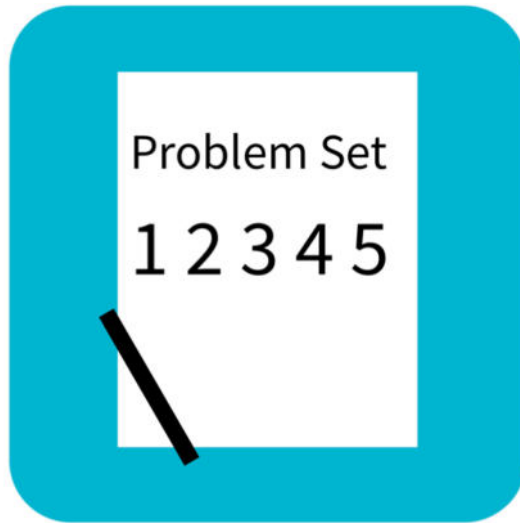
b. $34 + 49 = \underline{\hspace{2cm}}$

c. $45 + 39 = \underline{\hspace{2cm}}$

d. $54 + 25 = \underline{\hspace{2cm}}$

e. $47 + 36 = \underline{\hspace{2cm}}$

f. $54 + 46 = \underline{\hspace{2cm}}$



Problem Set



A STORY OF UNITS

Lesson 16 Problem Set

1•6

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

a. $39 + 24 = \underline{\quad}$

b. $58 + 36 = \underline{\quad}$

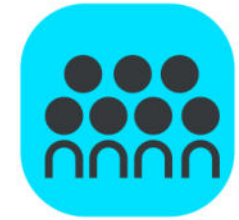
c. $55 + 37 = \underline{\quad}$

d. $59 + 36 = \underline{\quad}$

e. $37 + 58 = \underline{\quad}$

f. $68 + 29 = \underline{\quad}$

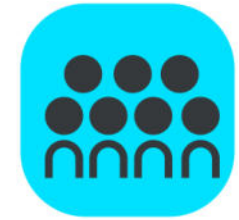
Debrief



Look at page 1 of your Problem Set.
What is different about Problem 1(d)
compared to the others?



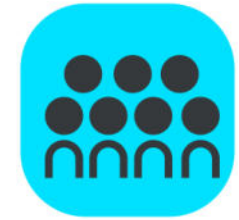
Debrief



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



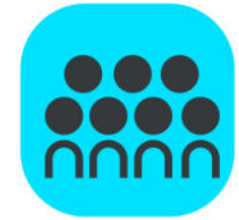
Debrief



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



A STORY OF UNITS

Lesson 16 Exit Ticket

1•6

Name _____ Date _____

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

a. $49 + 26 = \underline{\hspace{2cm}}$

b. $58 + 37 = \underline{\hspace{2cm}}$

c. $55 + 37 = \underline{\hspace{2cm}}$

d. $69 + 26 = \underline{\hspace{2cm}}$