

Eureka Math

1st Grade Module 6 Lesson 17

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Directions for customizing presentations are available on the next slide.

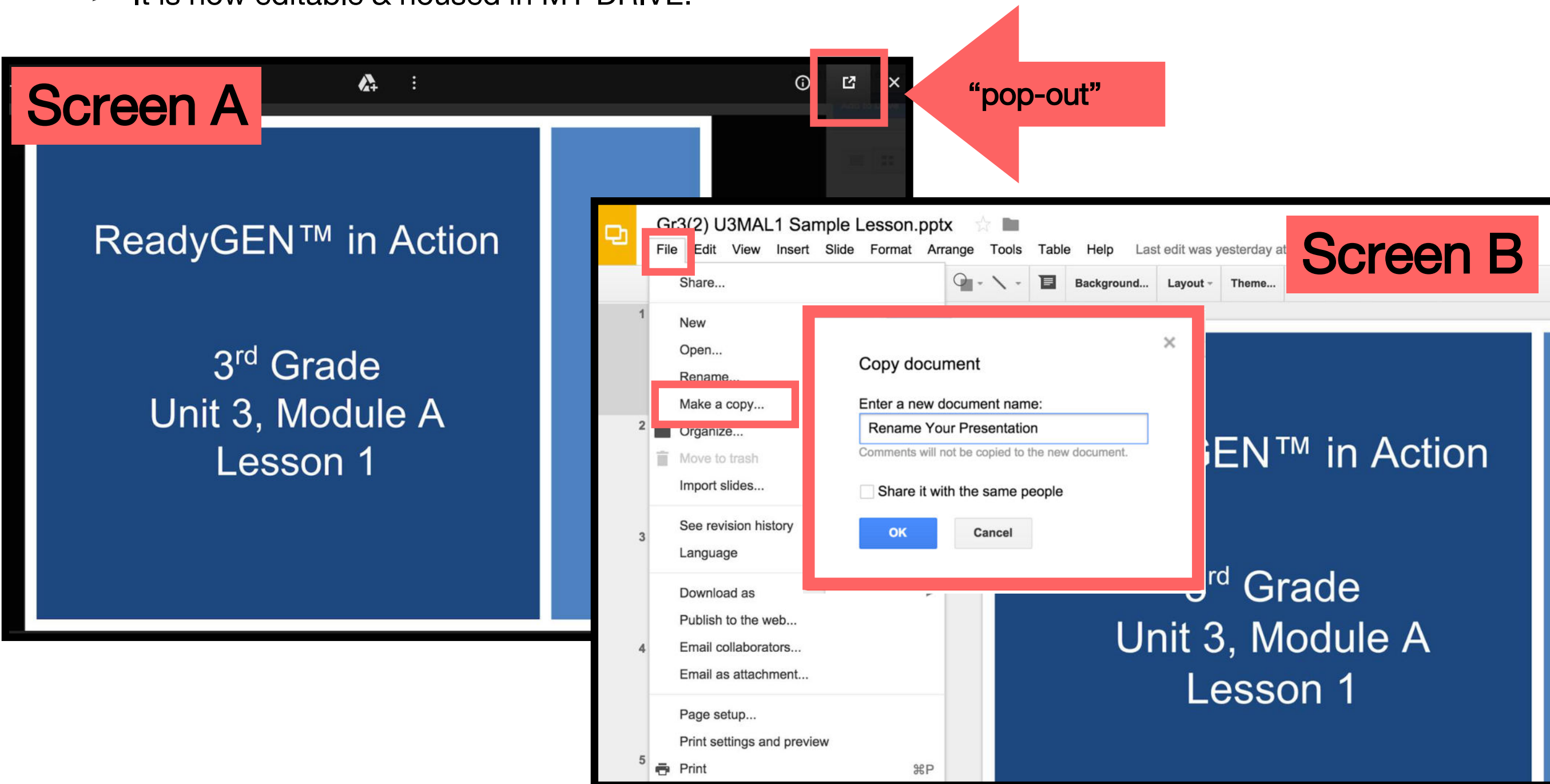


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Customize this Slideshow

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



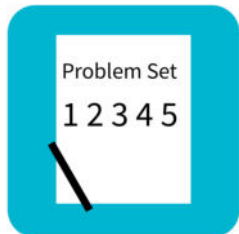
Read, Draw, Write



Learning Target



Personal White Board



Problem Set



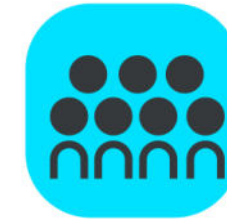
Manipulatives Needed



Fluency



Think Pair Share



Whole Class



Individual



Partner



Small Group



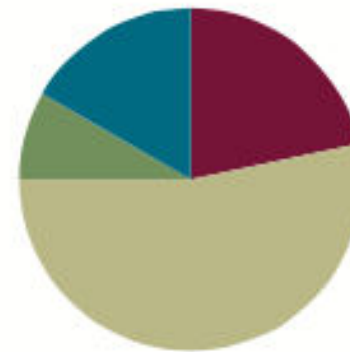
Small Group Time

Lesson 17

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) Chart paper

Student

- (S) Personal white board
- (S) recording tens and ones (Lesson 16 Template)
- (S) Numeral cards (Lesson 3 Fluency Template)

Note: This Concept Development can be used to solidify the learning acquired in Lessons 15 and 16. Three sets of problems have been provided for students who are ready to extend their double-digit addition skills. The teaching sequence from Lesson 16 may be used to guide instruction. Students should be encouraged to solve by using quick ten drawings as well as the standard algorithm. Encourage students to use place value language to describe strategies for solving.



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".

Rose saw 14 monkeys at the zoo. She saw 5 fewer monkeys than foxes. How many foxes did Rose see?



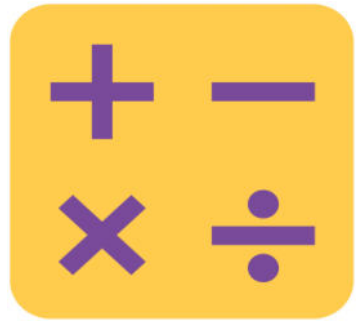
Core Fluency

Let's do a Core Fluency Sprint!



Analogous Addition Sentences

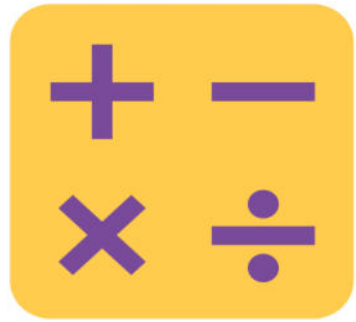
Say the number sentence with the answer: $5 + 2$



Analogous Addition Sentences

$$5 + 2 = 7$$

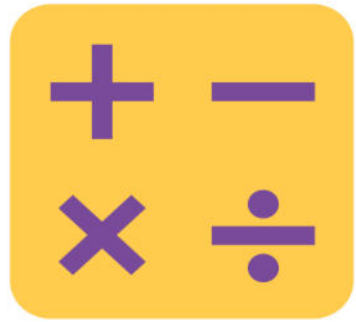
$$45 + 2 = \underline{\hspace{2cm}}$$



Analogous Addition Sentences

$$5 + 2 = 7$$

$$45 + 2 = 47$$

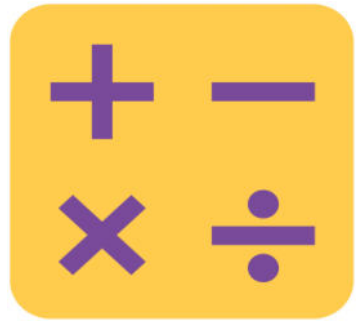


Analogous Addition Sentences

$$5 + 2 = 7$$

$$45 + 2 = 47$$

$$42 + 5 = \underline{\quad}$$



Analogous Addition Sentences

$$5 + 2 = 7$$

$$45 + 2 = 47$$

$$42 + 5 = 47$$



Analogous Addition Sentences

$$5 + 2 = 7$$

$$45 + 2 = 47$$

$$42 + 5 = 47$$

$$5 + 42 = \underline{\quad}$$



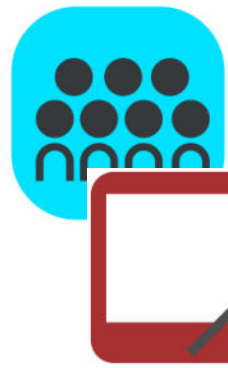
Analogous Addition Sentences

$$5 + 2 = 7$$

$$45 + 2 = 47$$

$$42 + 5 = 47$$

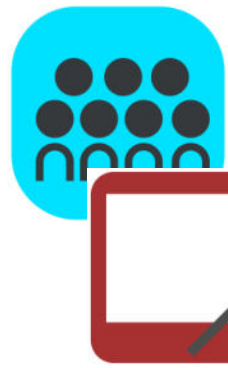
$$5 + 42 = 47$$



Concept Development

Set 1: Problems 1 - 4

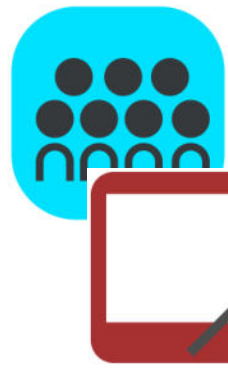
$$25 + 13$$



Concept Development

Set 1: Problems 1 - 4

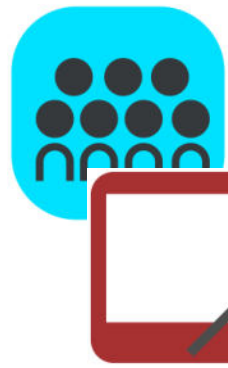
$$25 + 13$$



Concept Development

Set 1: Problems 1 - 4

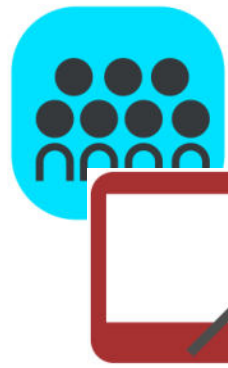
$$39 + 23$$



Concept Development

Set 1: Problems 1 - 4

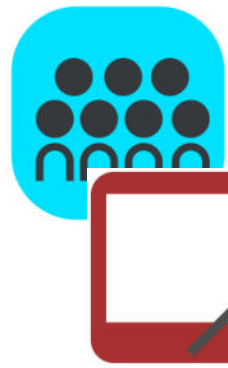
$$38 + 25$$



Concept Development

Set 2: Problems 5 - 8

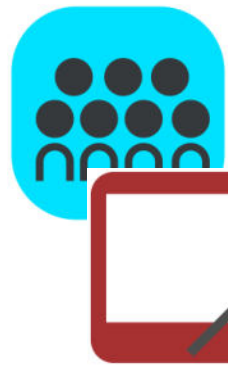
$$49 + 25$$



Concept Development

Set 2: Problems 5 - 8

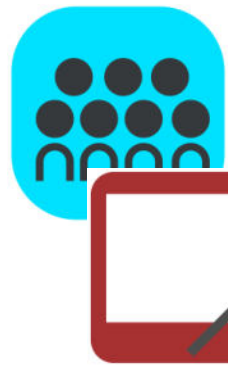
$$58 + 32$$



Concept Development

Set 2: Problems 5 - 8

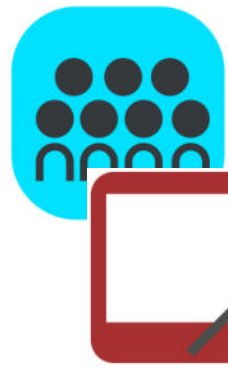
$$67 + 28$$



Concept Development

Set 2: Problems 5 - 8

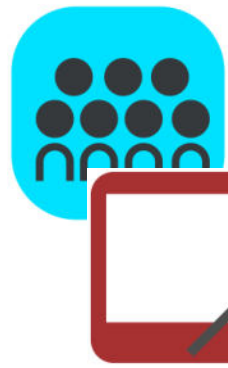
$$67 + 26$$



Concept Development

Set 3: Problems 9 -12

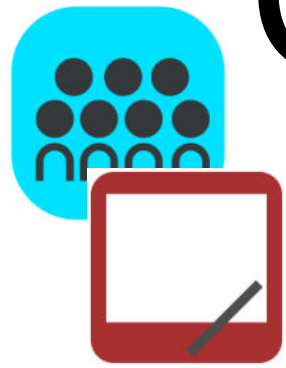
$$55 + 39$$



Concept Development

Set 3: Problems 9 -12

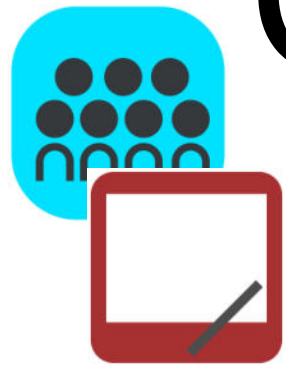
$$36 + 57$$



Concept Development

Set 3: Problems 9 -12

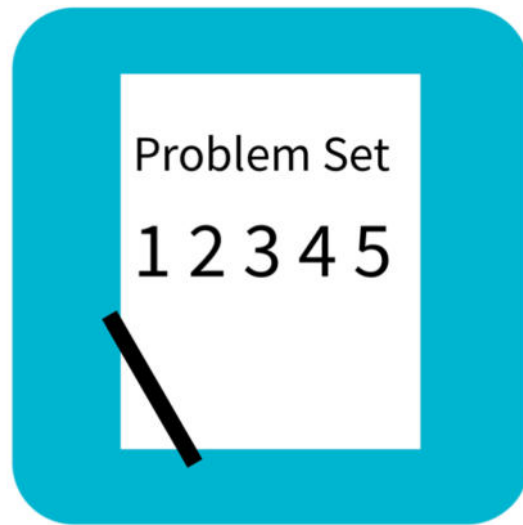
$$15 + 78$$



Concept Development

Set 3: Problems 9 -12

$$27 + 73$$



Problem Set



A STORY OF UNITS

Lesson 17 Problem Set

1•6

Name _____ Date _____

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

a. $39 + 52 = \underline{\quad}$

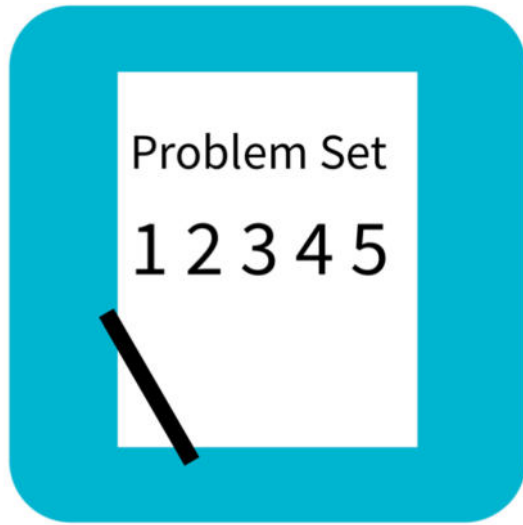
b. $48 + 42 = \underline{\quad}$

c. $47 + 42 = \underline{\quad}$

d. $47 + 47 = \underline{\quad}$

e. $68 + 17 = \underline{\quad}$

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



Problem Set



A STORY OF UNITS

Lesson 17 Problem Set

1•6

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

a. $39 + 32 = \underline{\quad}$

b. $48 + 31 = \underline{\quad}$

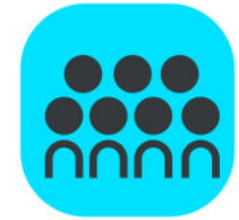
c. $43 + 49 = \underline{\quad}$

d. $57 + 38 = \underline{\quad}$

e. $61 + 39 = \underline{\quad}$

f. $68 + 25 = \underline{\quad}$

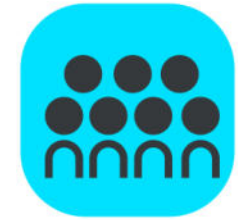
Debrief



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



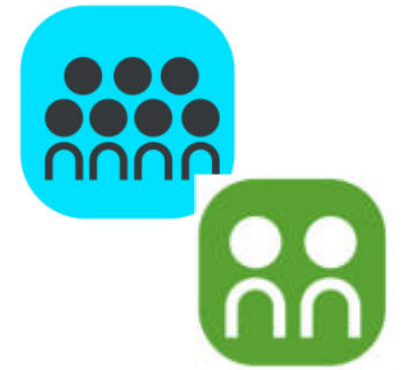
Debrief



Look at your quick ten drawing for Problem2(d). How did you make a new ten? Show another way to make a new ten.

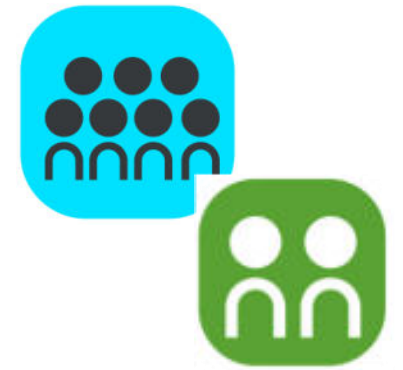


Debrief



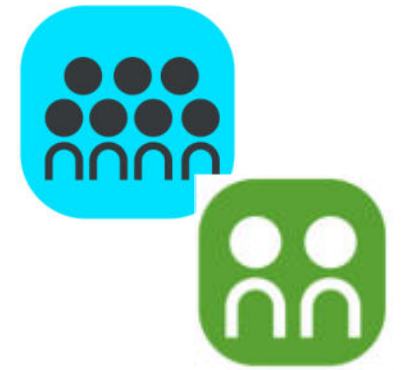
Look at Problems 1(a) and 2(a) with a partner. How are these problems related? How can solving Problem 1(a) help you solve Problem 2(a)? Think of another problem you could solve that is related to Problems 1(a) and 2(a).

Debrief



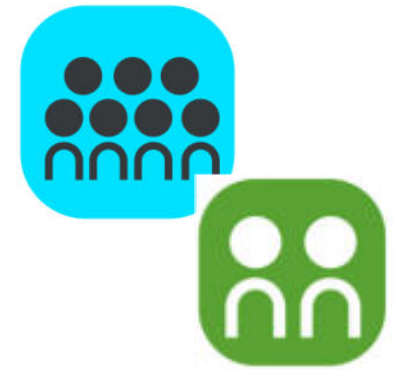
Look at Problem 1 (c) and (d). How are these problems alike? Why is the total of 47 and 42 a number in the 80's and the total of 47 and 47 is a number in the 90's?

Debrief



Which addition strategy do you prefer?
Explain your thinking.

Debrief



How did the Analogous Addition Sentences help you with addition during today's lesson?

Exit Ticket



Name _____ Date _____

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

a. $39 + 47 = \underline{\quad}$

b. $58 + 32 = \underline{\quad}$

c. $49 + 44 = \underline{\quad}$

d. $58 + 39 = \underline{\quad}$