

# Eureka Math

## 1st Grade Module 6 Lesson 19

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.



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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.

**Screen A**

ReadyGEN™ in Action

3<sup>rd</sup> Grade  
Unit 3, Module A  
Lesson 1

“pop-out”

**Screen B**

Gr3(2) U3MAL1 Sample Lesson.pptx

File

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ReadyGEN™ in Action

3<sup>rd</sup> Grade  
Unit 3, Module A  
Lesson 1

# Icons



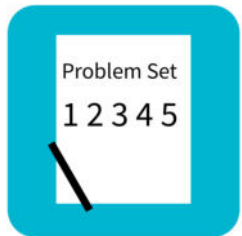
Read, Draw, Write



Learning Target



Personal White Board



Problem Set



Manipulatives Needed



Fluency



Think Pair Share



Whole Class



Individual



Partner



Small Group



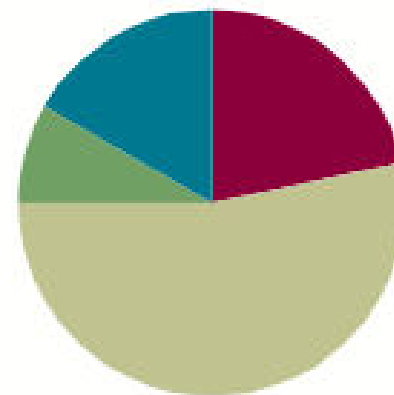
Small Group Time

## Lesson 19

**Objective:** Solve and share strategies for adding two-digit numbers with varied sums.

### Suggested Lesson Structure

■ Fluency Practice	(13 minutes)
■ Application Problem	(5 minutes)
■ Concept Development	(32 minutes)
■ Student Debrief	(10 minutes)
<b>Total Time</b>	<b>(60 minutes)</b>



# Materials Needed

## Teacher

- (S) Core Fluency Practice Sets (Lesson 1)

## Student

- (S) Personal white board



I can solve and share strategies for adding two-digit numbers with varied sums.

# Core Fluency Differentiated Practice Sets



Let's do a practice set!



## Standards Check: True or False

$$5 = 1 + 4$$

What's  $1 + 4$ ?





## Standards Check: True or False

$$5 = 1 + 4$$

$$5 = 5$$

Is  $5 = 1 + 4$  true or false?

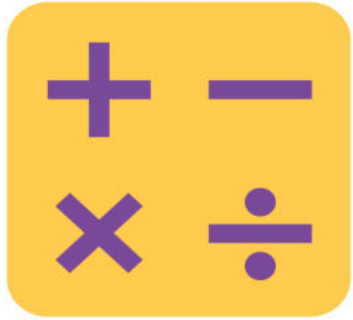


## Standards Check: True or False

$$5 = 1 + 4$$

$$5 = 5$$

Why is it true?



## Standards Check: True or False

$$5 = 1 + 4$$

$$5 = 5$$

Because 5 is equal to 5!



## Standards Check: True or False

Now, you do the same. Rename the side of the number sentence with a plus or minus symbol as one number.

$$7 = 3 + 5$$



# Standards Check: True or False

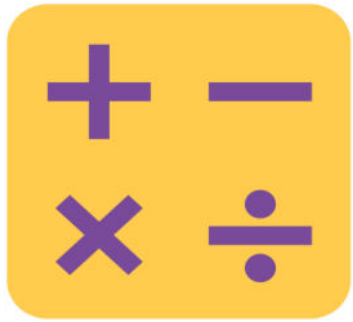
Show me your boards!

$$7 = 3 + 5$$



## Standards Check: True or False

Is  $7 = 3 + 5$  true or false?



## Standards Check: True or False

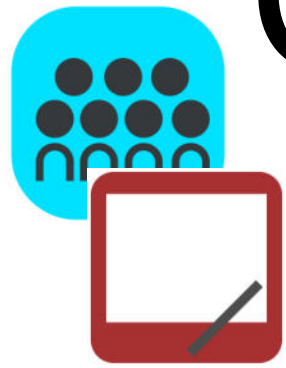
$7 = 3 + 5$  is false! 7 is not equal, or the same as, 8.

# Application Problem



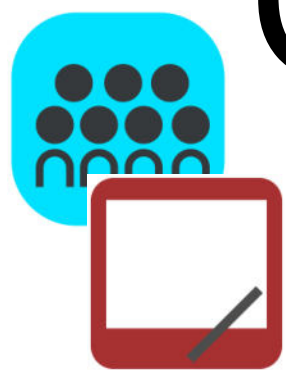
Ben had 16 baseball cards before a card show. After the card show, he had 20 baseball cards. How many cards were added to Ben's collection?





# Concept Development

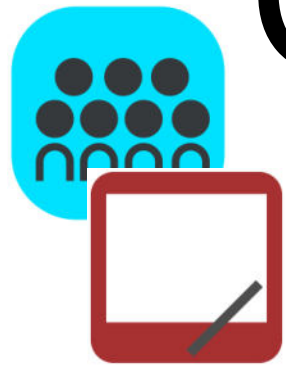
Solve  $39 + 43$  using any strategy we've learned so far. Be ready to explain why you chose the strategy.



# Concept Development

$$39 + 43$$

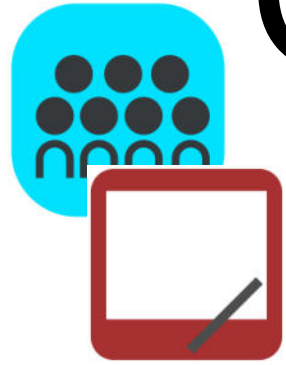
Turn and talk to your partner, and share your work. Explain to your partner why you chose that particular strategy. What similarities and differences do you notice between your work and your partner's?



# Concept Development

$$39 + 43$$

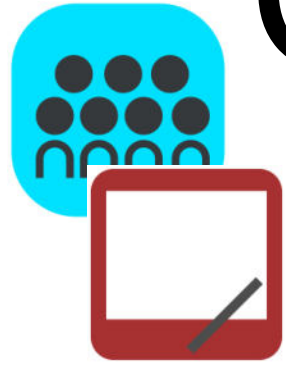
Let's hear how our friends solved  $39 + 43$  and why they chose to use their particular strategy.



# Concept Development

$$66 + 29$$

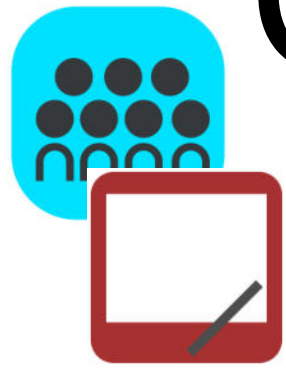
Let's hear how our friends solved  $66 + 29$  and why they chose to use their particular strategy.



# Concept Development

$$56 + 35$$

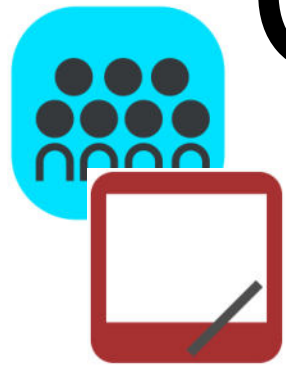
Let's hear how our friends solved  $56 + 35$  and why they chose to use their particular strategy.



# Concept Development

$$18 + 78$$

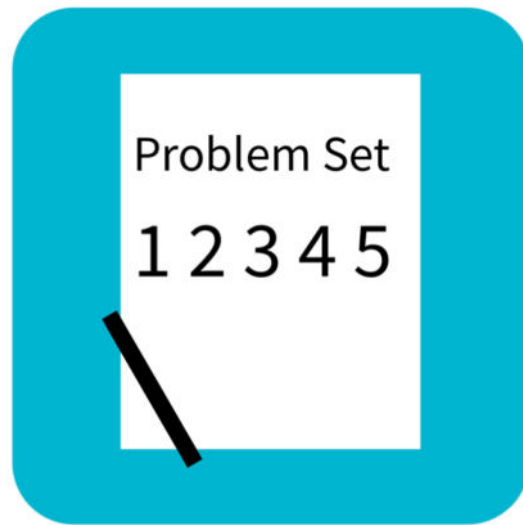
Let's hear how our friends solved  $18 + 78$  and why they chose to use their particular strategy.



# Concept Development

$$34 + 47$$

Let's hear how our friends solved  $34 + 47$  and why they chose to use their particular strategy.



# Problem Set



A STORY OF UNITS

Lesson 19 Problem Set

1•6

Name \_\_\_\_\_ Date \_\_\_\_\_

Use the strategy you prefer to solve the problems below.

1. $43 + 21 = \underline{\quad}$	2. $43 + 41 = \underline{\quad}$
3. $62 + 38 = \underline{\quad}$	4. $52 + 48 = \underline{\quad}$
5. $75 + 14 = \underline{\quad}$	6. $75 + 16 = \underline{\quad}$



Problem Set

1 2 3 4 5

# Problem Set



A STORY OF UNITS

Lesson 19 Problem Set

1•6

Use the strategy you prefer to solve the problems below.

7.

$$29 + 54 = \underline{\quad}$$

8.

$$27 + 54 = \underline{\quad}$$

9.

$$38 + 23 = \underline{\quad}$$

10.

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

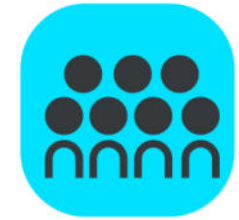
11.

$$49 + 19 = \underline{\quad}$$

12.

$$28 + 69 = \underline{\quad}$$

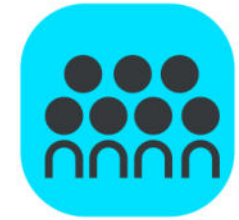
# Debrief



How can solving Problem 1 help you solve Problem 2?



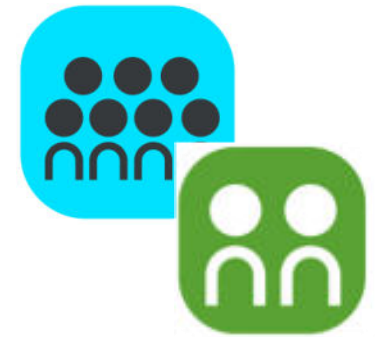
# Debrief



Explain how Problems 3 and 4 are related. Can you see that they would have the same sum without calculating the sum?

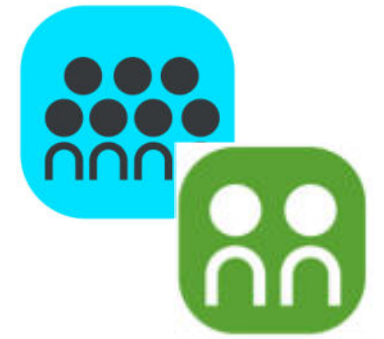


# Debrief



Which strategy do you use the most?  
Why? Do you study the numbers and choose a specific strategy that works better with those numbers, or do you always use the same strategy? Use an example from your Problem Set to explain your reasoning.

# Debrief



Today, we changed our number sentences to be very simple. We changed  $5+3=7$  to  $8=7$ . We changed  $4=3+1$  to  $4=4$ . How did that help you see if the number sentences were true or false?

# Exit Ticket



A STORY OF UNITS

Lesson 19 Exit Ticket

1•6

Name \_\_\_\_\_

Date \_\_\_\_\_

Use the strategy you prefer to solve the problems below.

a.

$$24 + 38 = \underline{\hspace{2cm}}$$

b.

$$24 + 48 = \underline{\hspace{2cm}}$$