

Eureka Math

2nd Grade Module 1 Lesson 4

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Directions for customizing presentations are available on the next slide.



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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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ReadyGEN™ in Action

3rd Grade
Unit 3, Module A
Lesson 1

Icons



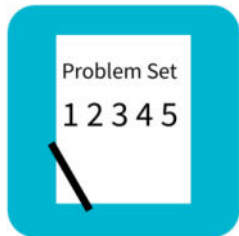
Read, Draw, Write



Learning Target



Personal White Board



Problem Set



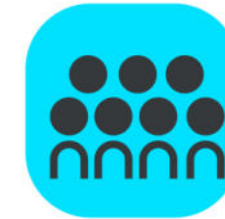
Manipulatives Needed



Fluency



Think Pair Share



Whole Class



Individual



Partner



Small Group



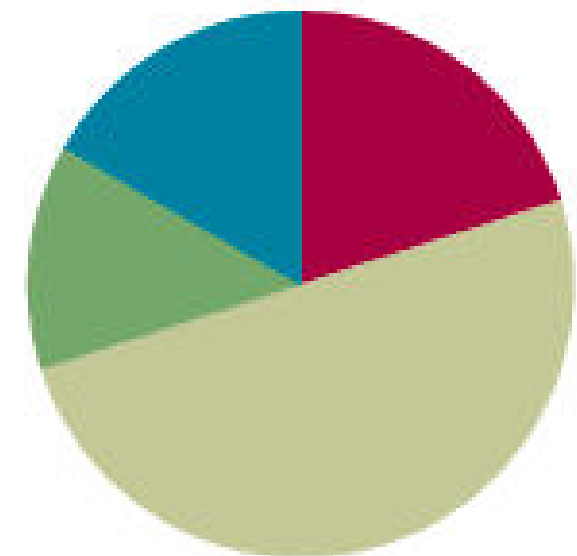
Small Group Time

Lesson 4

Objective: Make a ten to add within 20.

Suggested Lesson Structure

■ Fluency Practice	(12 minutes)
■ Application Problem	(8 minutes)
■ Concept Development	(30 minutes)
■ Student Debrief	(10 minutes)
Total Time	(60 minutes)





Materials Needed:

Concept Development:

Fluency Practice:

- Linking cubes
- Place value chart
- Personal White Board

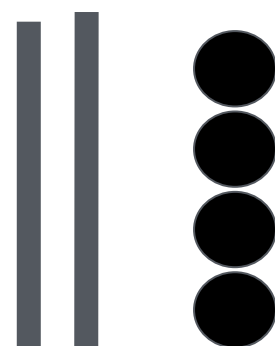


I can make a ten to add within 20.



Draw tens and ones

I will show you some cubes. You will draw that number on your white boards the quick tens and ones way.



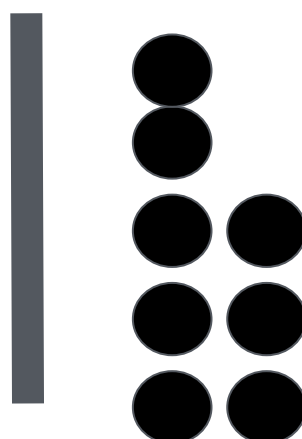


100	10	1
	4	2

||||:



100	10	1
	1	8



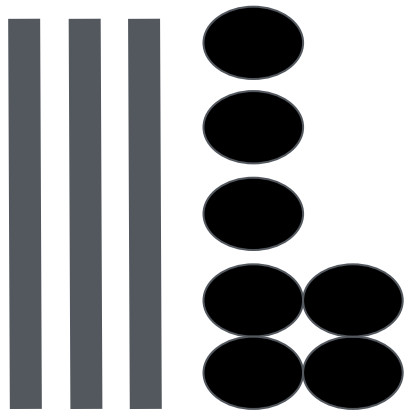


100	10	1
	8	1





100	10	1
	3	7



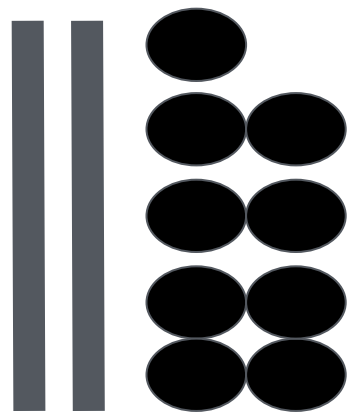


100	10	1
	7	3





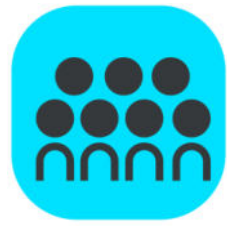
100	10	1
	2	9





100	10	1
	9	2



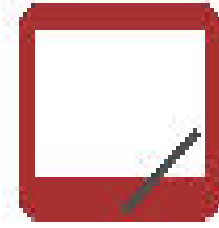


Make Ten

I'll say a number, and you say how many more to make ten.

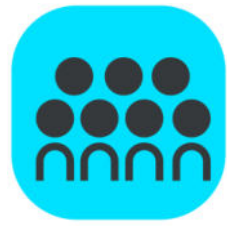
9 .Get Ready

Make Ten



Now write the addition sentence.

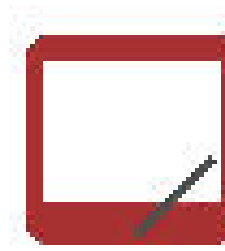
Show me your boards



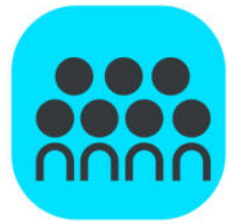
Make Ten

8

Make Ten



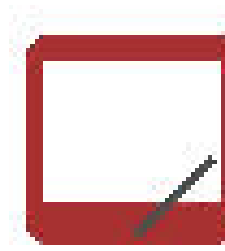
Write the addition sentence.



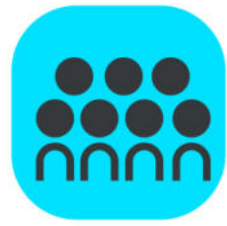
Make Ten

2

Make Ten



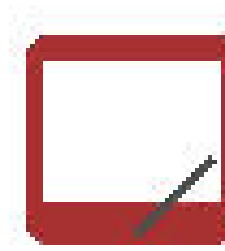
Write the addition sentence.



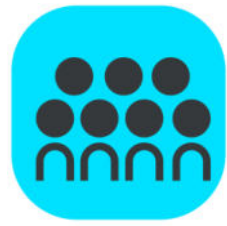
Make Ten

5

Make Ten



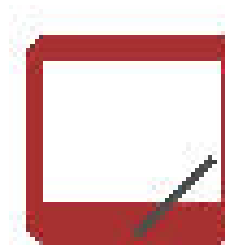
Write the addition sentence.



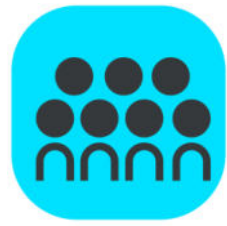
Make Ten

6

Make Ten



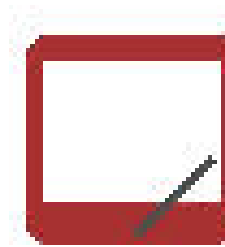
Write the addition sentence.



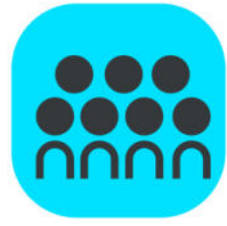
Make Ten

4

Make Ten



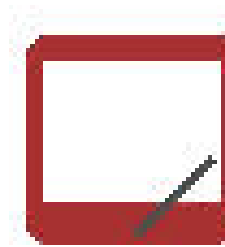
Write the addition sentence.



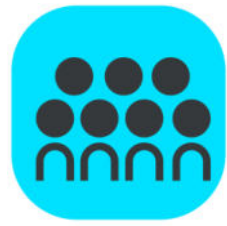
Make Ten

7

Make Ten



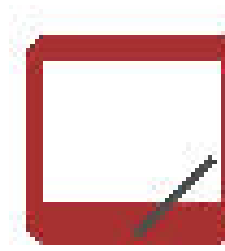
Write the addition sentence.



Make Ten

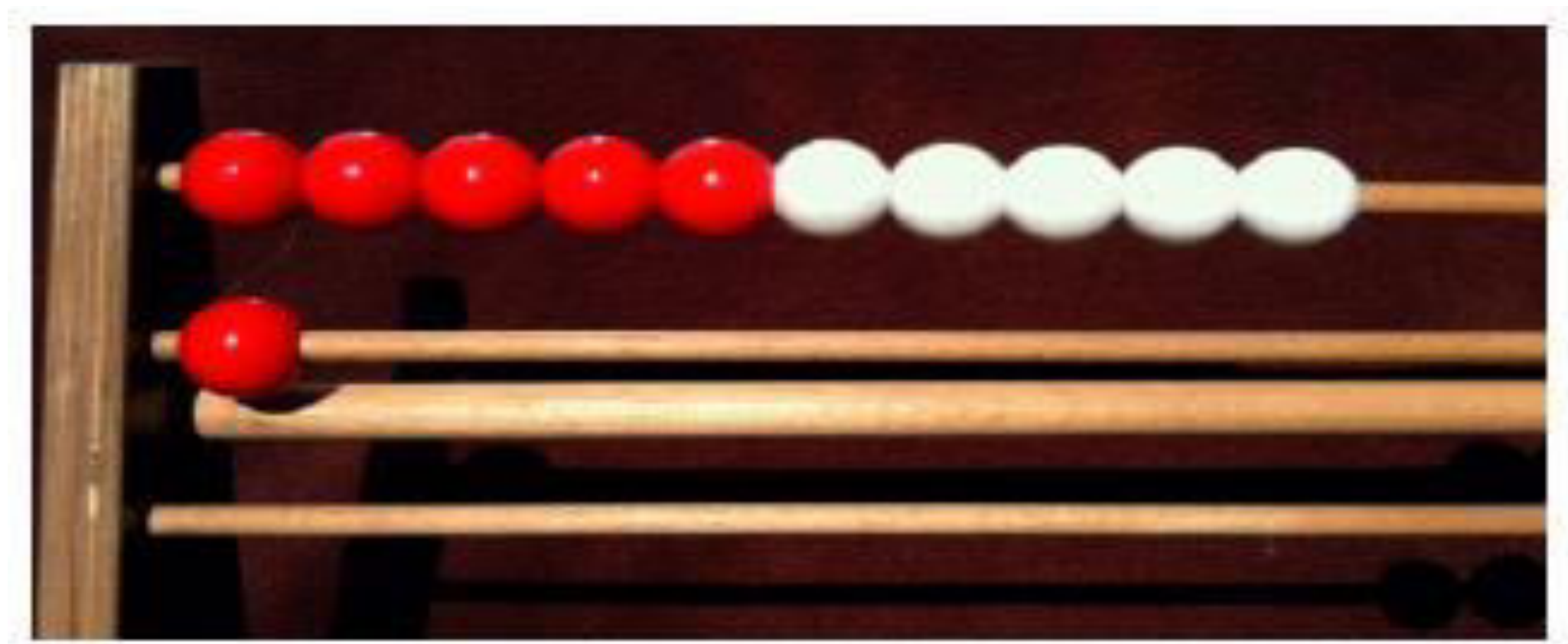
3

Make Ten



Write the addition sentence.

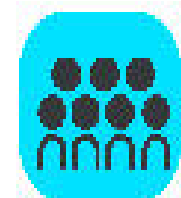
 Make the next Ten Within 100 





Make the next Ten Within 100

Write the number sentence, starting with 19, to get to or make the next ten on your white board.



Say the number sentence.



Make the next Ten Within 100

Write the number sentence, starting with 39, to get to or make the next ten on your white board.



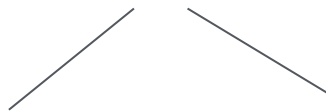
Say the number sentence.



Take Out One

Let's take out 1 from each number. I say 5. You write the number bond and say the two parts.

4

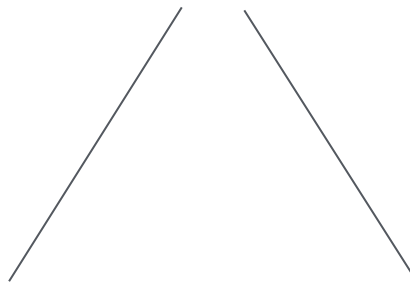


1

5

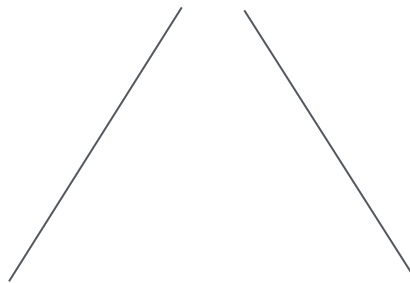
Take Out One

3



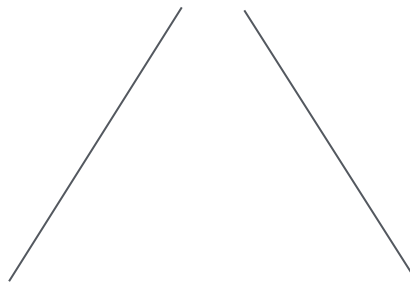
Take Out One

10



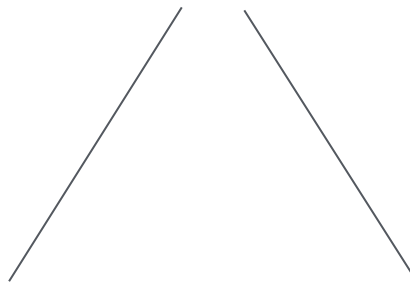
Take Out One

4



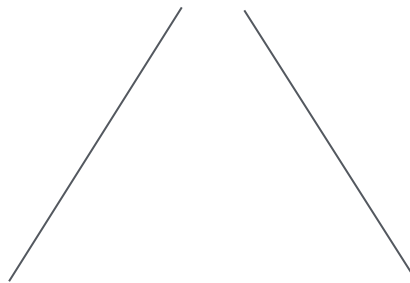
Take Out One

7



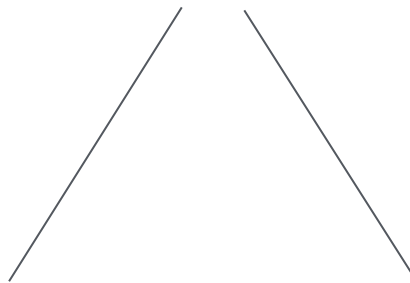
Take Out One

9



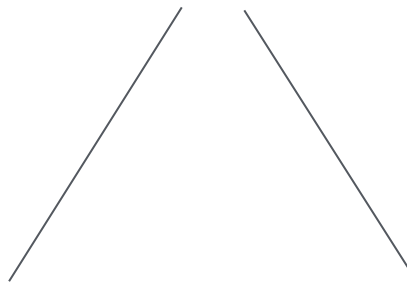
Take Out One

8



Take Out One

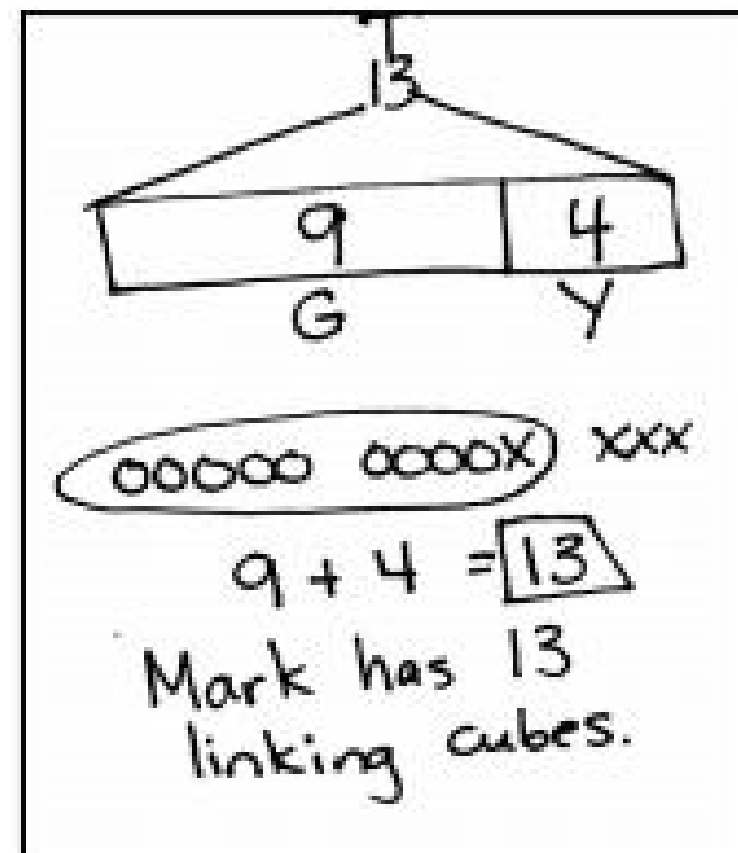
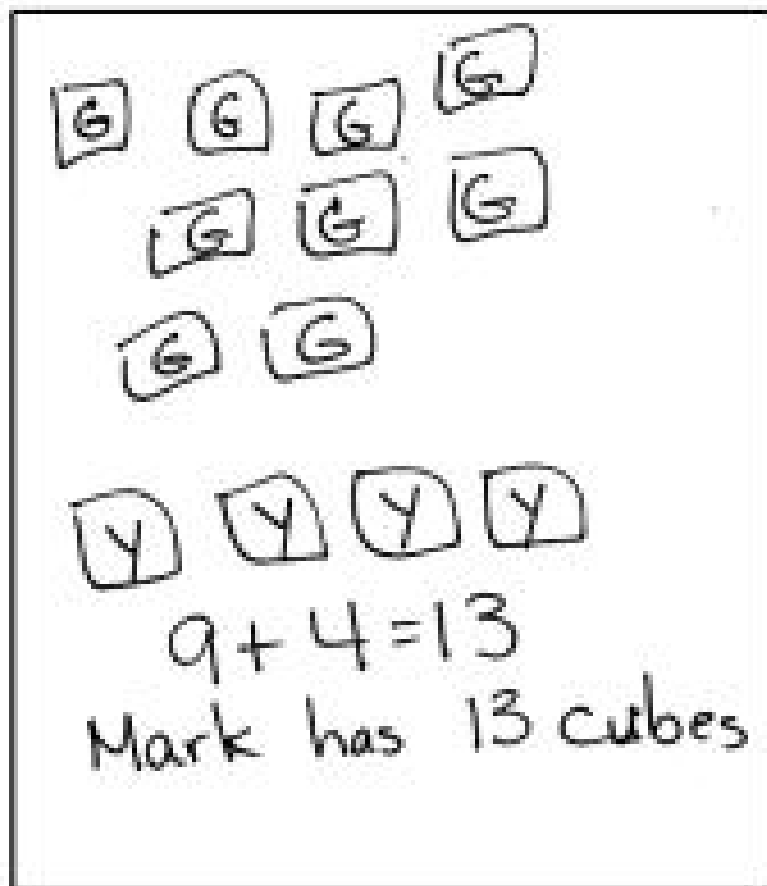
6

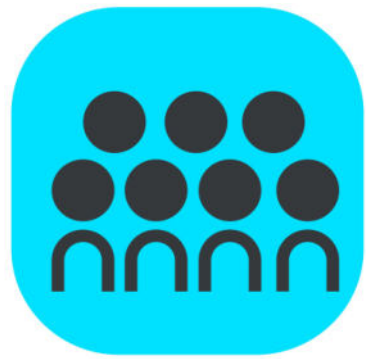




Application Problem

Mark had a stick of 9 green linking cubes. His friend gave him 4 yellow linking cubes. How many linking cubes does mark have now?





Concept Development Part 1



$$9+4$$

Let's draw to solve $9+4$ using circles and Xs.

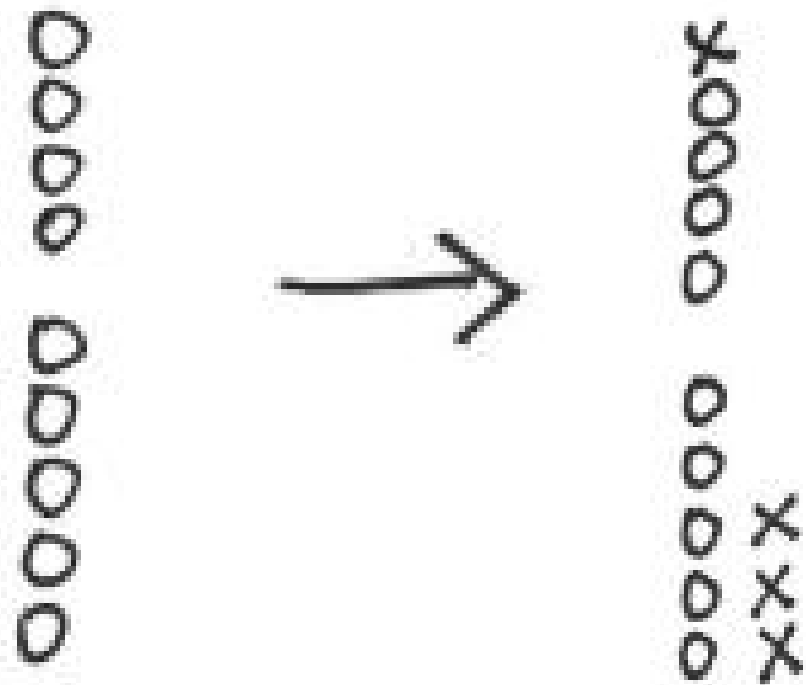




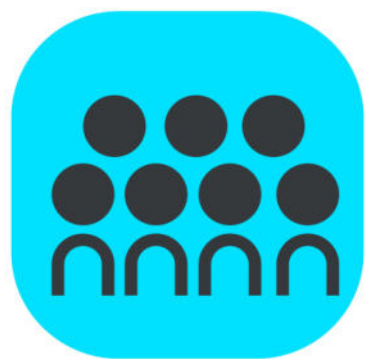
Concept Development Part 1

9+4

How many Xs will we add?



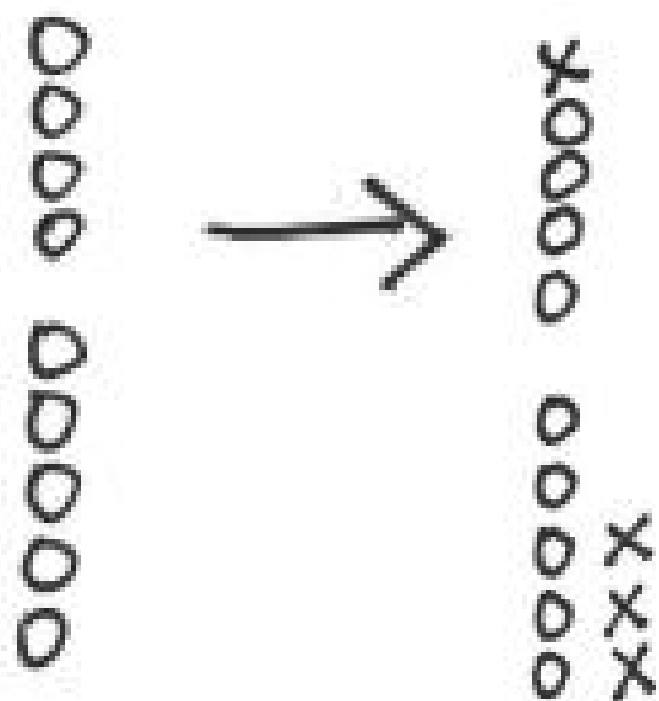
Did we make a ten?



Concept Development Part 1

$$9+4$$

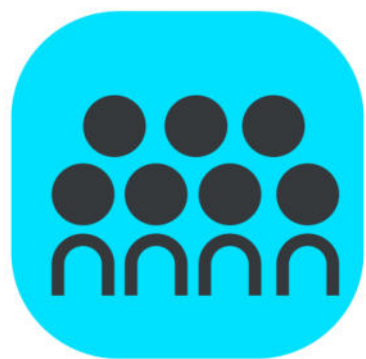
Our $9+4$ is now a ten-plus fact. What fact can you see in the drawing?



$10+3$ equals?

So, $9+4$ equals?

What did we take out of 4 so that we could make 10?



Concept Development Part 1

$$9 + 4 = 13$$

1 3

$$9 + 4$$

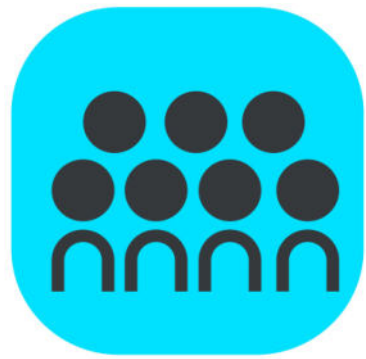
ooooo
ooooo



ooooo
ooooo
xxx

$$9 + 5$$

Solve using the number
bond.

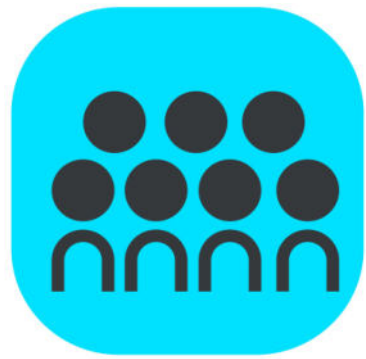


Concept Development Part 1

9+6



Explain your work to your partner.

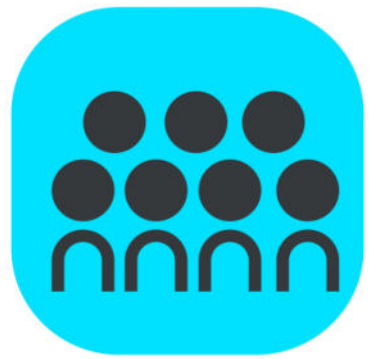


Concept Development Part 1

9+7



Explain your work to your partner.



Concept Development Part 2

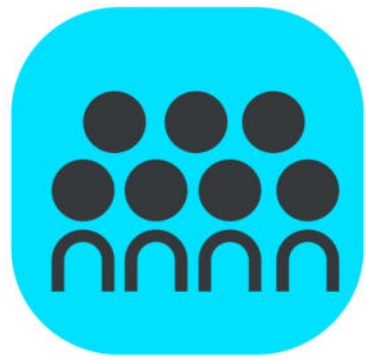
$$9 + 6 = 15$$

$$9 + 7 = 16$$

$$9 + 8 = 17$$



Look at our list of problems where one part, or addend, is a 9.
Tell your partner what you notice about adding to 9.



Concept Development Part 2

$$8 + 6 = 14$$

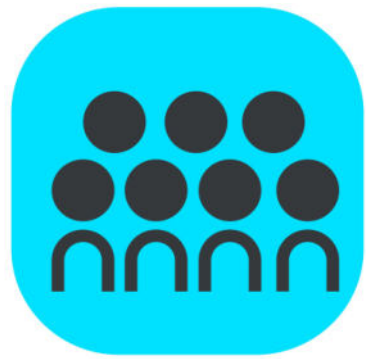
$$8 + 7 = 15$$

$$8 + 8 = 16$$

$$8 + 9 = 17$$

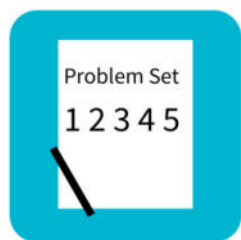


Look at our list of problems where one part, or addend, is a 8.
Tell your partner what you notice about adding to 8.



Concept Development Part 2

How is solving $9 + 4$ and $8 + 4$ different?



Problem Set

A STORY OF UNITS

Lesson 4 Problem Set

2•1

Name _____

Date _____

Solve.

1. $9 + 3 = \underline{\quad}$

2. $9 + 5 = \underline{\quad}$

3. $8 + 4 = \underline{\quad}$

4. $8 + 7 = \underline{\quad}$



Debrief

- Let's look at problems 11-14. How are the problems the same and different?
- Did you notice a pattern that will help you memorize your 9-plus facts? What other patterns do you notice?
- Explain the strategy we reviewed today. Can you think of another problem that the make ten strategy will help us solve?
- Can you remember the math goal of today's lesson? What name would you give this lesson?



Exit Ticket

NYS COMMON CORE MATHEMATICS CURRICULUM

Lesson 4 Exit Ticket

2•1

Name _____

Date _____

Solve.

1. $9 + 6 = \underline{\quad}$

2. $8 + 5 = \underline{\quad}$