Eureka Math

2nd Grade
Module 4
Lesson 1

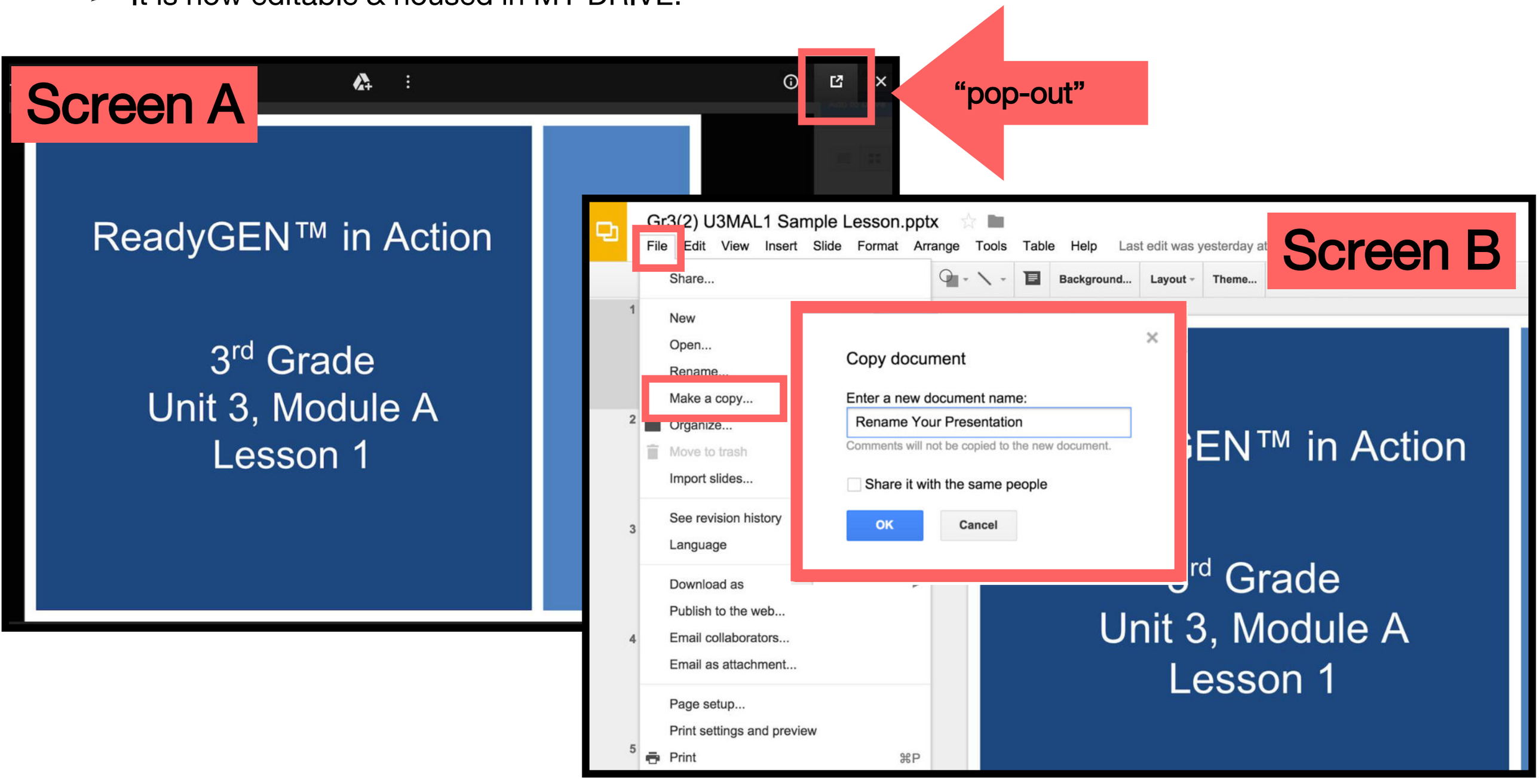
At the request of elementary teachers, a team of Bethel & Sumner educators met as a committee to create Eureka slideshow presentations. These presentations are not meant as a script, nor are they required to be used. Please customize as needed. Thank you to the many educators who contributed to this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

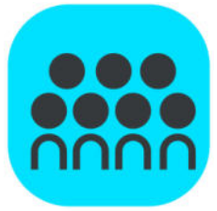
Personal White Board

Problem Set

Manipulatives Needed

Fluency

Think Pair Share



Whole Class

Individual

Partner

Small Group

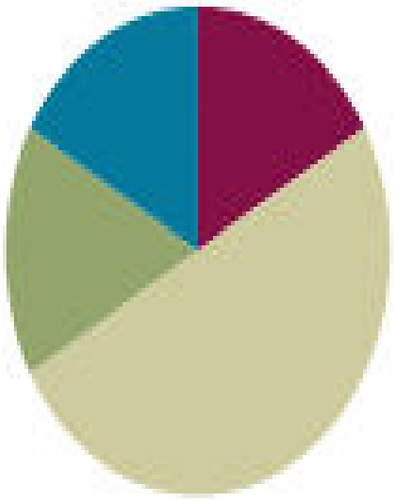
Small Group Time

Lesson 1

Objective: Relate 1 more, 1 less, 10 more, and 10 less to addition and subtraction of 1 and 10.

Suggested Lesson Structure

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



I can relate 1 more, 1 less, 10 more, and 10 less to addition and subtraction of 1 and 10.

Materials Needed:

Fluency Practice:

- (T) Unlabeled tens place value chart (Template)
- (S) Unlabeled tens place value chart (Template)
- personal white board

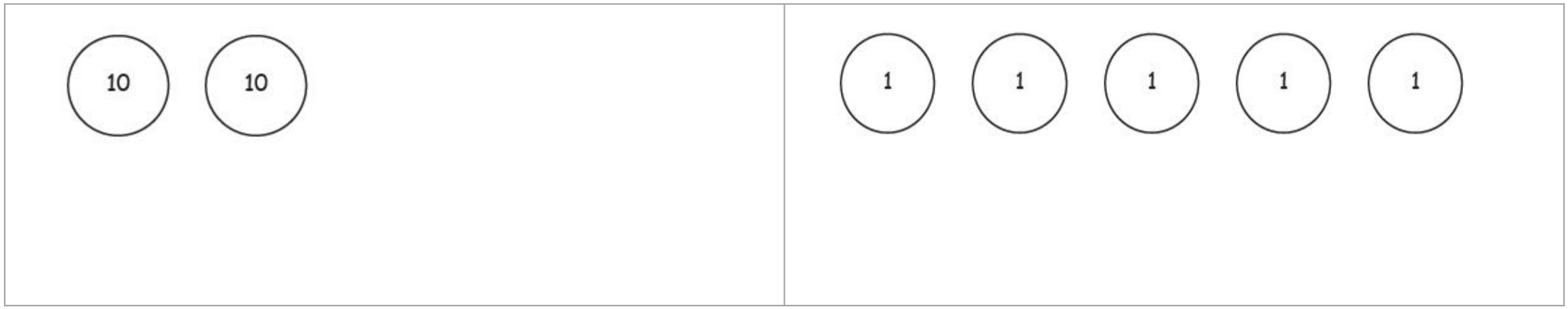
Concept Development:

- : (T) Sentence frames: ___ is 1 more than ___. 1 more than ___ is ___. 1 less than ___ is ___. ___ is 1 less than ___. 10 more than ___ is ___. ___ is 10 more than ___. 10 less than ___ is ___. ___ is 10 less than ___.
- (S) Place value disks: 9 tens disks, 9 ones disks
- unlabeled tens place value chart (Template)
- personal white board

Place Value

Draw place value disks to show 5 ones. Write the number below it.

Show 2 tens disks, and write the number below it.



Say the number in unit form.

Say the number in standard form.

Add 1 to your chart. What is 1 more than 25?

Now add 1 ten to your chart. What is 10 more than 26?

Subtract 1 from 36 by crossing out a one. What is 1 less than 36?

Now subtract 10 from 35 by crossing out 1 ten. What is 10 less than 35?

More/Less

For every number I say, you say a number that is 1 more. When I say 5, you say 6. Ready?

5	19	44
8	28	49
9	38	54
16	39	60

More/Less

Now for every number I say, you say a number that is 10 more.
When I say 50, you say 60. Ready?

50	20	35
10	21	45
80	28	56
40	30	

More/Less

Let’s try saying 1 less for every number I say. When I say 6, you say 5. Ready?

6	19	51
9	20	50
11	30	
14	31	

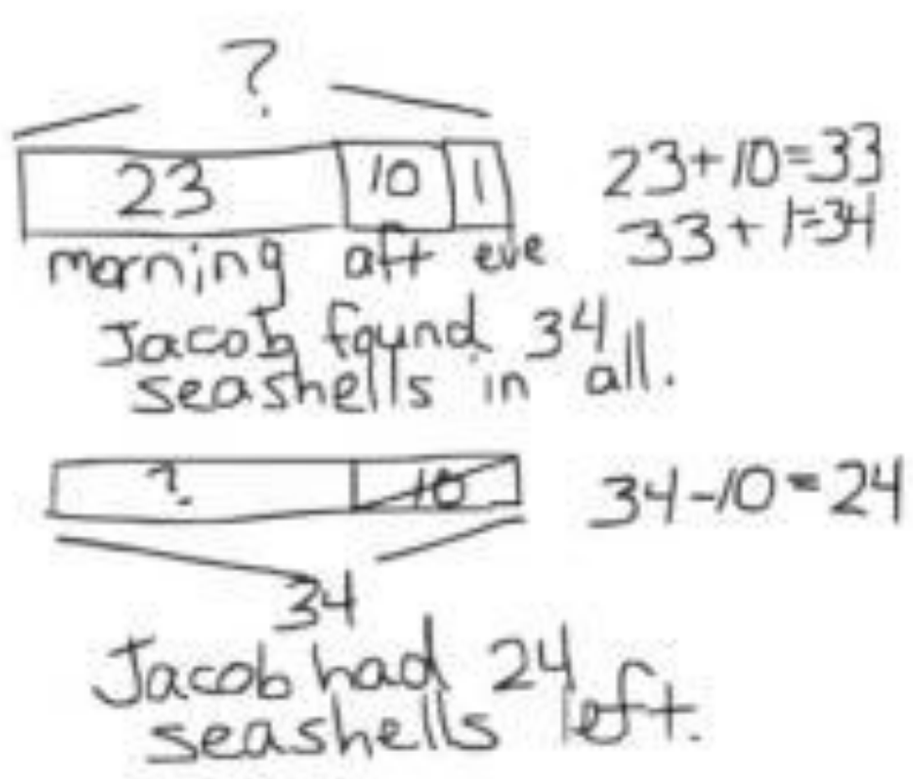
More/Less

Now for every number I say, you say a number that is 10 less.
When I say 50, you say 40. Ready?

50	60	48
30	61	28
80	41	18
70	46	

Application Problem

In the morning, Jacob found 23 seashells on the beach. In the afternoon, he found 10 more. In the evening, he found 1 more. How many seashells did Jacob find in all? If he gives 10 to his brother, how many seashells will Jacob have left?



Concept Development

Use your place value disks to show me 36 on your place value chart.

10 10 10	1 1 1 1 1 1 1

Show me 1 more.

Use a sentence frame to describe adding one to 36.

What did you do to change 36?

Give me an addition sentence starting with 36.

Start with 37.

Concept Development

Use your place value disks to show me 36 on your place value chart.

10 10 10	1 1 1 1 1 1

Show me 1 less.

Use a sentence frame to describe subtracting one from 36.

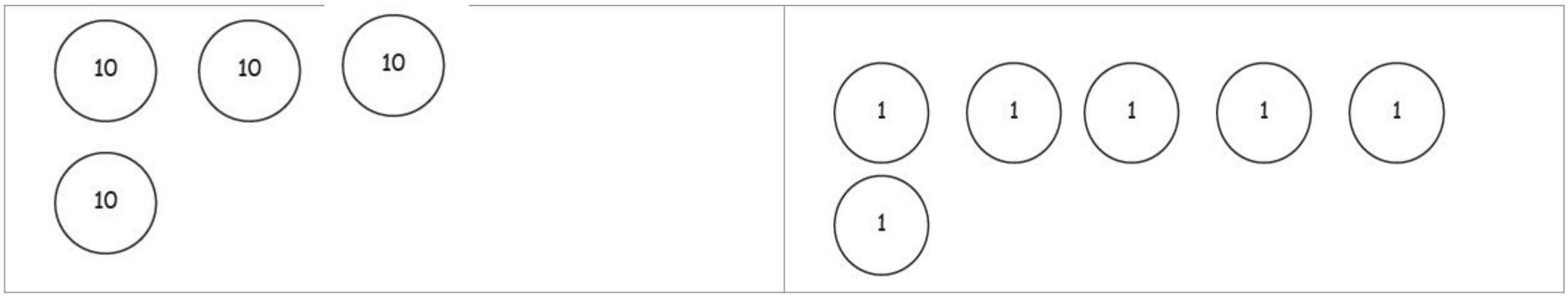
What did you do to change 36?

Give me a subtraction sentence starting with 36.

Start with 35.

Concept Development

Show me 36 again.



Show me 10 more.

Use a sentence frame to describe adding ten to 36.

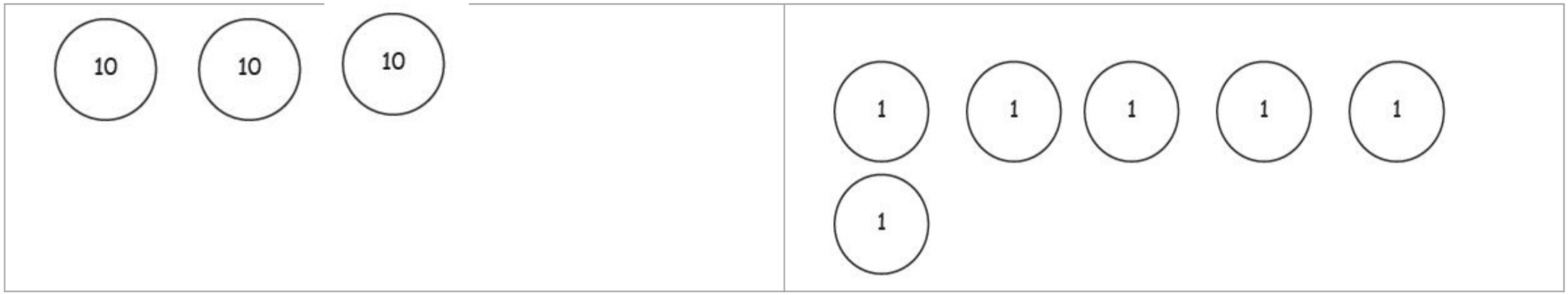
What did you do to change 36?

Be specific. Where did you add the ten?

Give me an addition sentence starting with 36. Now start with 46.

Concept Development

Show me 36 again.



Show me 10 less.

Use a sentence frame to describe subtracting ten to 36.

What did you do to change 36?

Be specific. Where did you subtract the ten?

Give me a subtraction sentence starting with 36. Now start with 26.

Concept Development

Talk with your partner. Use place value language to explain what you understand about 1 more, 1 less, 10 more, and 10 less.

Collect disks.

Listen as I say a number pattern. Raise your hand when you know the more or less rule for my pattern.

For example, if I say, “45, 46, 47, 48, 49,” you say, “1 more.” Wait for my signal. Ready?

23, 33, 43, 53, 63

76, 75, 74, 73, 72

Concept Development

Take out your personal white board. Now, I'll write a series of numbers on the board. You write the rule and the next three numbers. The rules are + 1, − 1, + 10, and − 10.

Turn your board over when you have written your answer. Wait until I say, "Show me." Ready?

18, 17, 16, ___, ___, ___

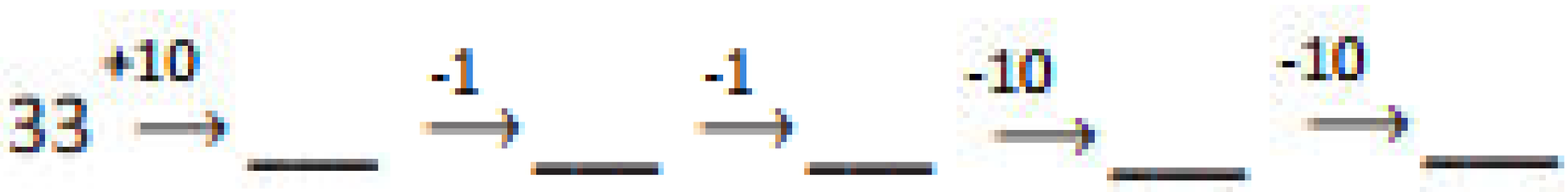
Show me.

Concept Development

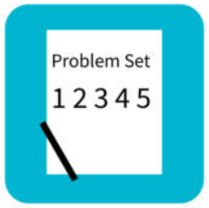
Let’s try something different.

What is 33 + 10? Show me.

Minus 1	Minus 10
Minus 1	Minus 10



This is a simplifying strategy called arrow notation. We can also call it the arrow way. Pretend your partner is a family member. Explain how and why you changed each number. Be sure to use place value language..



Problem Set

Name _____ Date _____

1. Complete each *more* or *less* statement.

a. 1 more than 66 is _____.

b. 10 more than 66 is _____.

c. 1 less than 66 is _____.

d. 10 less than 66 is _____.

e. 56 is 10 more than _____.

f. 88 is 1 less than _____.

g. _____ is 10 less than 67.

h. _____ is 1 more than 72.

i. 86 is _____ than 96.

j. 78 is _____ than 79.

Debrief

What do you need to know to complete each pattern in Problem 3?

Look at Problem 4. What are we actually doing when we talk about 10 more, 10 less, 1 more, or 1 less than a number?

What helpful strategy did we use today to record a sequence of numbers? Can we use an equal sign instead of an arrow? Is this statement: 33 + 10 = 43 – 1 = 42 – 1 = 41 true?

In Problem 4, Part (c), what total quantity did you add to 48 to arrive at 80? How do you know? How can we show it as an equation?

What simplifying strategy did you use to answer Problem 6? How could you use what you know from Problem 5 to answer Problem 6?

What important connection did we make today?

Exit Ticket

Name _____ Date _____

1. Complete each pattern.

   a. 48, 47, 46, 45, 44, _____, _____, _____

   b. 78, 68, 58, 48, 38, _____, _____, _____

   c. 35, 34, 44, 43, 53, _____, _____, _____

2. Create two patterns using one of these rules for each: +1, -1, +10, or -10.

   a. _____, _____, _____, _____