Eureka Math

1st Grade
Module 4
Lesson 24

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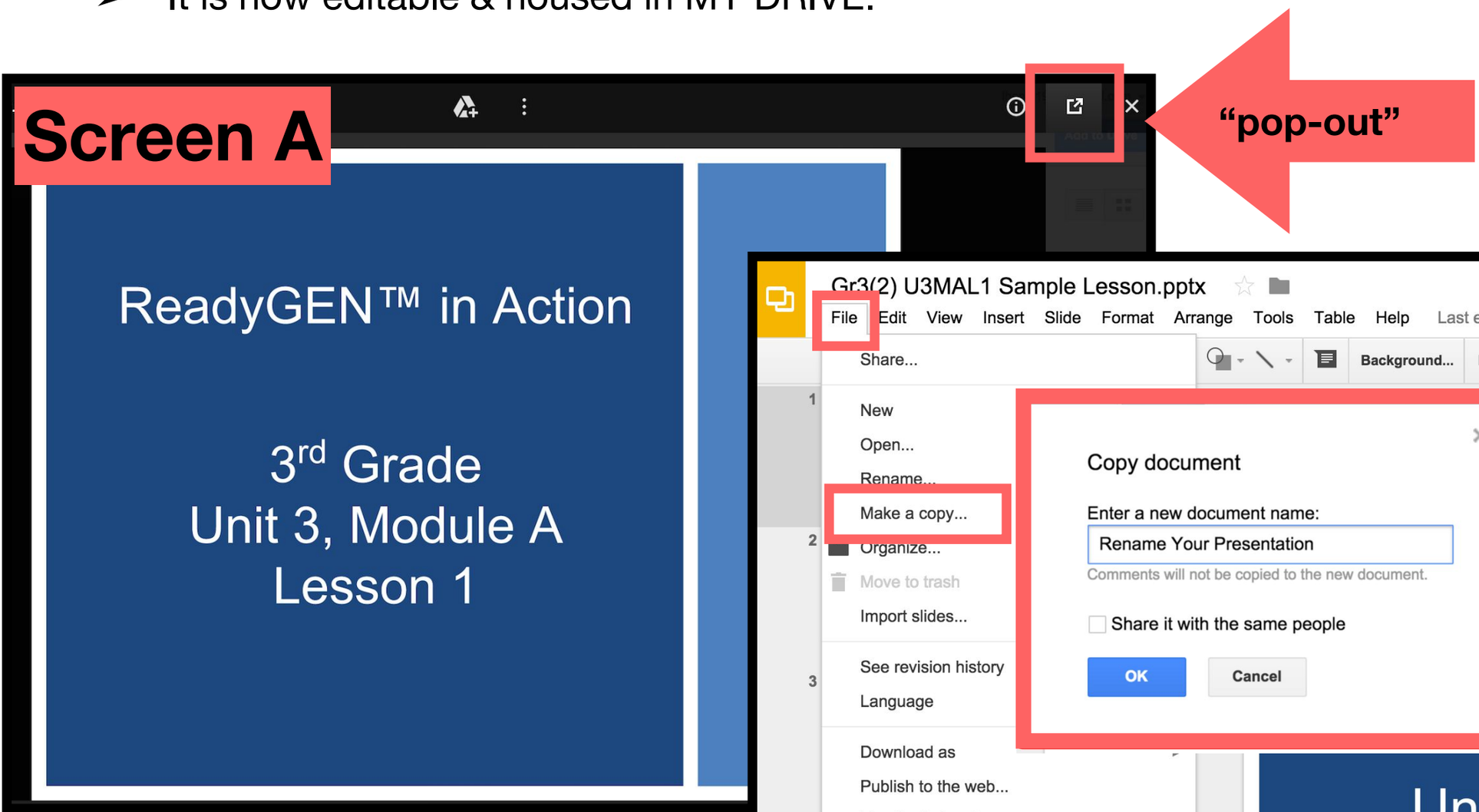
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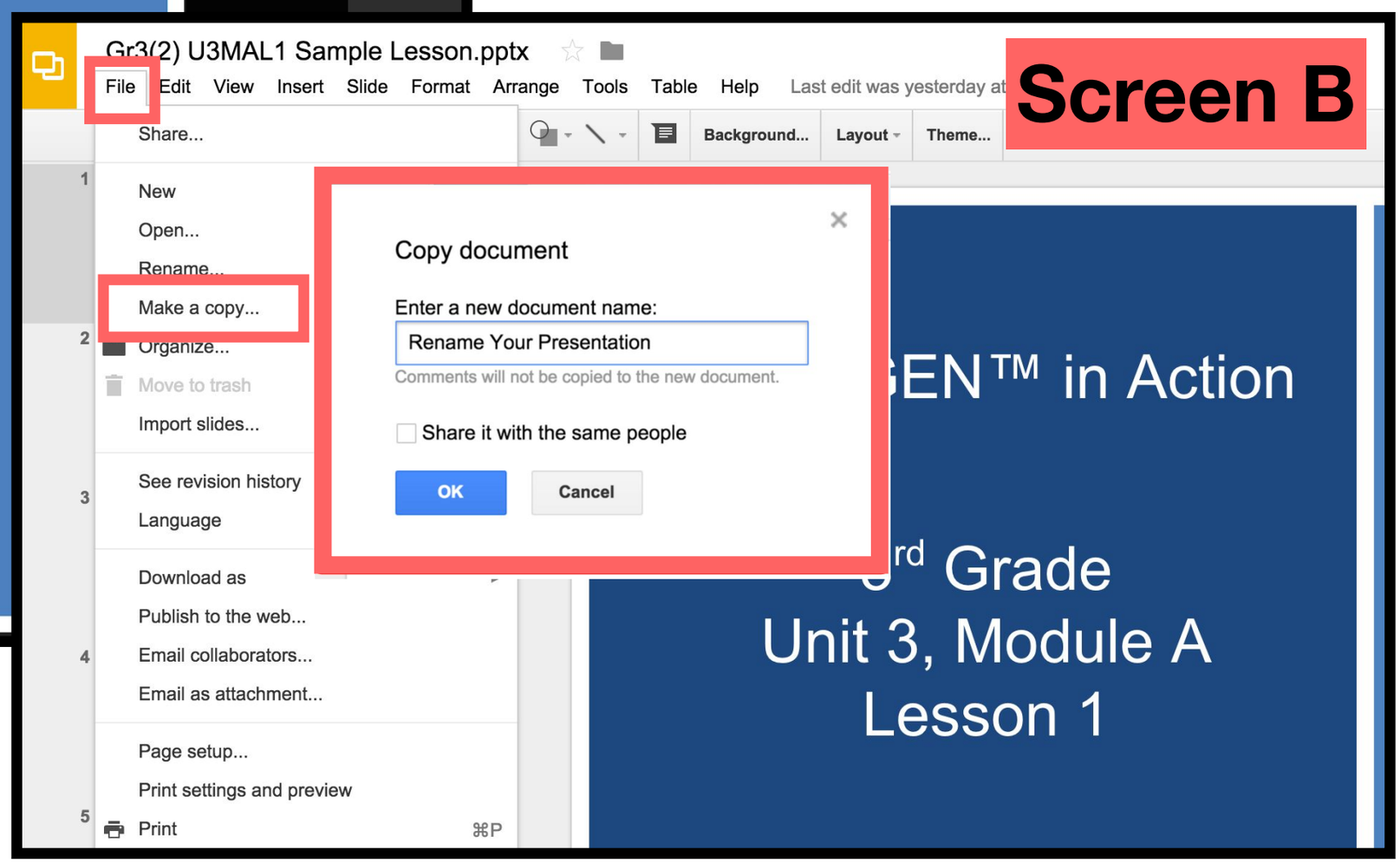
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Customize this Slideshow

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.
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- Choose MAKE A COPY and rename your presentation.
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Icons



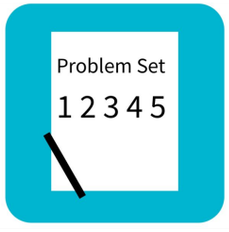
Read, Draw, Write



Learning Target



Personal White Board



Problem Set



Manipulatives Needed



Fluency



Think Pair Share



Whole Class



Individual



Partner



Small Group



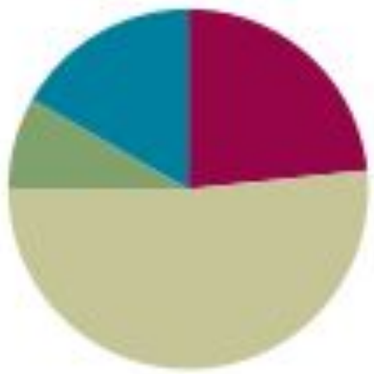
Small Group Time

Lesson 24

Objective: Add a pair of two-digit numbers when the ones digits have a sum less than or equal to 10.

Suggested Lesson Structure

Application Problem	(5 minutes)
Fluency Practice	(14 minutes)
Concept Development	(31 minutes)
Student Debrief	(10 minutes)
Total Time	**(60 minutes)**



Materials Needed

- Fluency
  - (S) Core Fluency Practice Sets (Lesson 23)
  - (S) personal whiteboard
  - (S) die per pair of students
  - (T) 10 dimes and 10 pennies
  - (T) 100 bead Rekenrek
- Concept Development
  - (T) (T) 5 ten-sticks (3 red and 2 yellow), chart paper
  - (S) 4 ten-sticks from math toolkit,
  - (S) personal white board



I can add a pair of two-digit numbers when the ones digits have a sum less than or equal to 10.

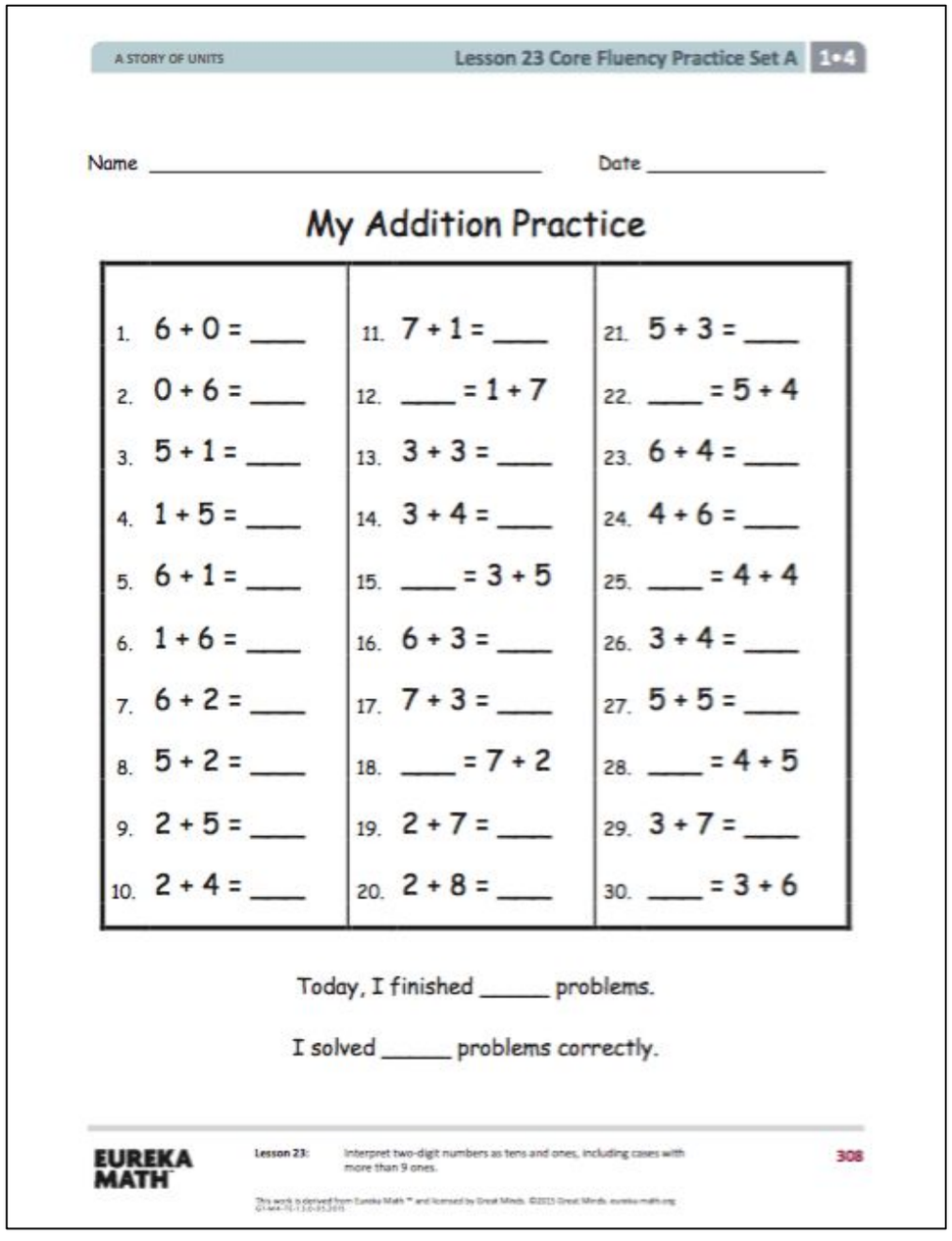
Application Problem

RDW

A dog hides 11 bones behind his doghouse. Later, his owner gives him 5 more bones. How many bones does the dog have now? Use the RDW process to share your thinking as you solve the problem.

Extension: All the bones are brown or white. The same number of bones are brown as white. How many brown bones does the dog have?

Core Fluency Differentiated Practice Set (14 min.)



A STORY OF UNITS — Lesson 23 Core Fluency Practice Set A — 1•4

Name _____ Date _____

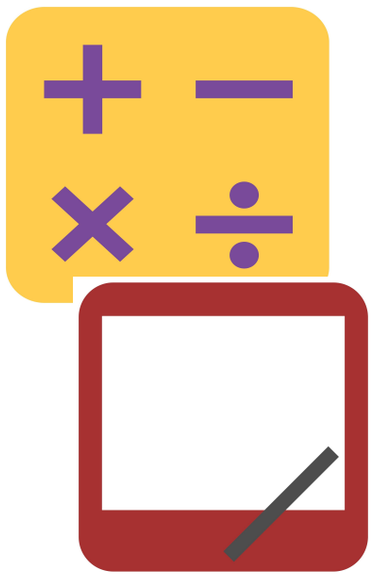
My Addition Practice

1. 6 + 0 = ____	11. 7 + 1 = ____	21. 5 + 3 = ____
2. 0 + 6 = ____	12. ____ = 1 + 7	22. ____ = 5 + 4
3. 5 + 1 = ____	13. 3 + 3 = ____	23. 6 + 4 = ____
4. 1 + 5 = ____	14. 3 + 4 = ____	24. 4 + 6 = ____
5. 6 + 1 = ____	15. ____ = 3 + 5	25. ____ = 4 + 4
6. 1 + 6 = ____	16. 6 + 3 = ____	26. 3 + 4 = ____
7. 6 + 2 = ____	17. 7 + 3 = ____	27. 5 + 5 = ____
8. 5 + 2 = ____	18. ____ = 7 + 2	28. ____ = 4 + 5
9. 2 + 5 = ____	19. 2 + 7 = ____	29. 3 + 7 = ____
10. 2 + 4 = ____	20. 2 + 8 = ____	30. ____ = 3 + 6

Today, I finished _____ problems.

I solved _____ problems correctly.

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Number Bond Additon and Subtraction (4 min.)



I will assign you a partner.

Both partners will chooose a whole number greater than 6 for the top of the number bond.
Then, roll the die to determine one of the parts.
Both students write two addition and two subtraction sentences, with a box for the missing number in each equation, and solve for the missing number.
They then exchange personal white boards and check each other’s work.

Number Bond Additon and Subtraction (4 min.)

Example:



$5 + \boxed{3} = 8$ $\quad$ $8 - 5 = \boxed{3}$

$\boxed{3} + 5 = 8$ $\quad$ $8 - \boxed{3} = 5$

Count by 10 with Dimes (3min)

Count by 10s.



Count by 10 with Dimes (3min)

Count by 10s.



Count by 10 with Dimes (3min)

Count by 10s.



Count by 10 with Dimes (3min)

Count by 10s.



Count by 10 with Dimes (3min)

Count by 10s.



Count by 10 with Dimes (3min)



Count by 10s.

Count by 10 with Dimes (3min)



Count by 10s.

Count by 10 with Dimes (3min)

Count by 10s.



Count by 10 with Dimes (3min)

Count by 10s.



Count by 10 with Dimes (3min)

Count by 10s.



Count by 10 with Dimes (3min)

Count by 10s.



Count by 10 with Dimes (3min)

Count by 10s.



Count by 10 with Dimes (3min)

Count by 10s.



Count by 10 with Dimes (3min)

Count by 10s.



Count by 10 with Dimes (3min)

Count by 10s.



Count by 10 with Dimes (3min)

Count by 10s.



Count by 10 with Dimes (3min)

Count by 10s.



Count by 10 with Dimes (3min)



Count by 10s.

Count by 10 with Dimes (3min)

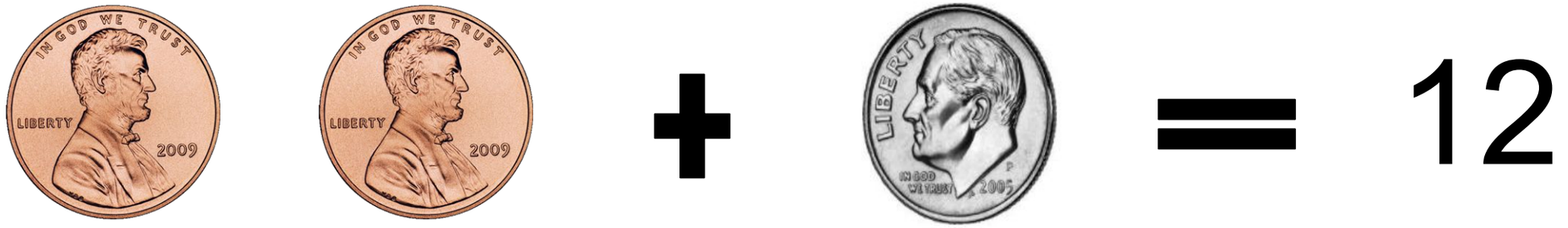
How many ones are there?





Count by 10 with Dimes (3min)

Beging at 2 and add.



Count by 10 with Dimes (3min)

Beging at 2 and add.



Count by 10 with Dimes (3min)

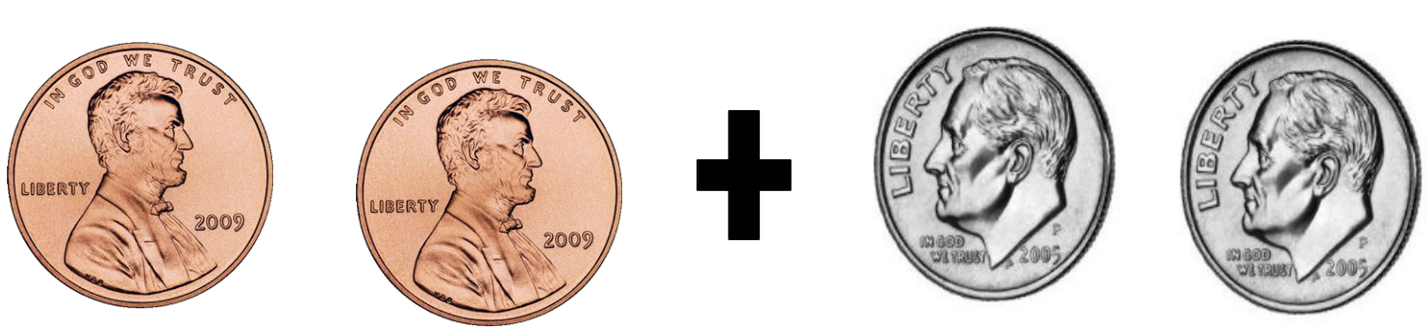
Beging at 2 and add.



= 32

Count by 10 with Dimes (3min)

Beging at 2 and add.



22

Count by 10 with Dimes (3min)

Beging at 2 and add.





+


= 12

Count by 10 with Dimes (3min)

How many 10’s are there?



Count by 10 with Dimes (3min)





22

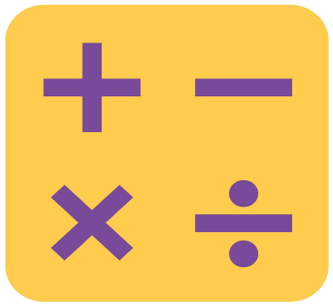
Count by 10 with Dimes (3min)





24

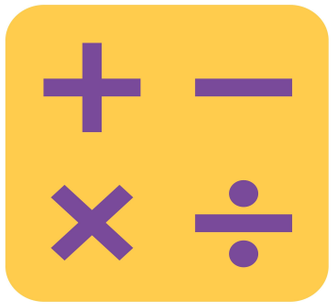
Count by 10 with Dimes (3min)





23

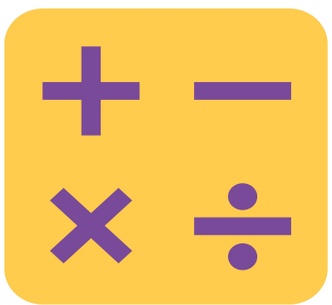
Count by 10 with Dimes (3min)





25

Add Tens (2 min.)



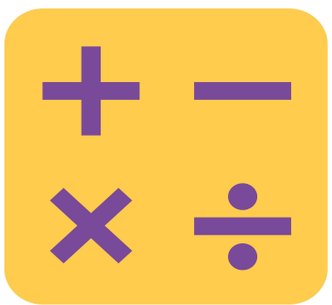
(Show a 14 on the Rekenrek.) Add 10

How many tens do you see?

How many ones?

14+10 is...?

Tens and Ones (3 min.)



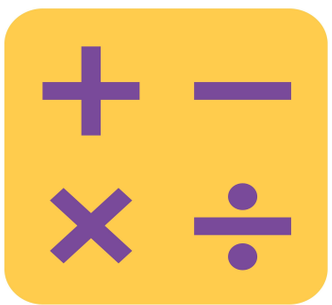
(Show a 14 on the Rekenrek.) Add 20

How many tens do you see?

How many ones?

14+20 is...?

Tens and Ones (3 min.)



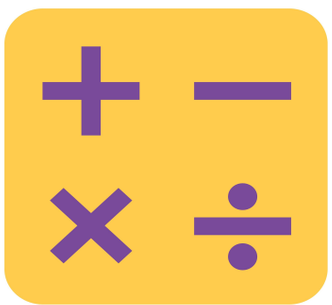
(Show a 17 on the Rekenrek.) Add 10

How many tens do you see?

How many ones?

17+10 is...?

Tens and Ones (3 min.)



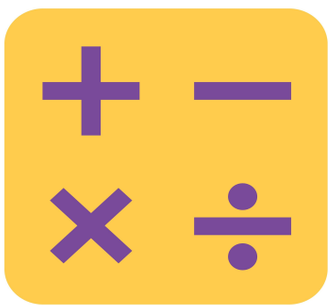
(Show a 17 on the Rekenrek.) Add 20

How many tens do you see?

How many ones?

17+20 is...?

Tens and Ones (3 min.)



(Show a 12 on the Rekenrek.) Add 10

How many tens do you see?

How many ones?

12+10 is...?

Tens and Ones (3 min.)



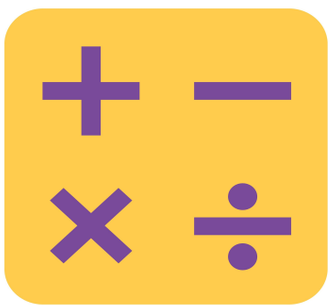
(Show a 12 on the Rekenrek.) Add 20

How many tens do you see?

How many ones?

12+20 is...?

Tens and Ones (3 min.)



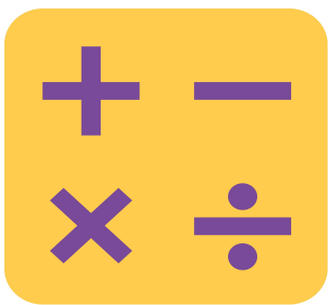
(Show a 18 on the Rekenrek.) Add 10

How many tens do you see?

How many ones?

18+10 is...?

Tens and Ones (3 min.)



(Show a 18 on the Rekenrek.) Add 20

How many tens do you see?

How many ones?

18+20 is...?

Concept Development

Students sit with their partnership.

24 + 13

Partner A: show 24 with your cubes

Partner B: show 13 with your cubes

Combine your cubes to show the easiest way to find the total.

Concept Development

Students sit with their partnership.

24 + 13

How did you add 24 and 13?

Concept Development

Students sit with their partnership.

24 + 13

I love the way you combined the tens with tens and ones with ones together.

2 tens and 1 ten is…?

3 tens

Concept Development

Students sit with their partnership.

24 + 13

4 ones and 3 ones is?

7 ones

Concept Development

Students sit with their partnership.

3 tens and 7 ones is...?

37

24 + 13 is…?

37

Concept Development



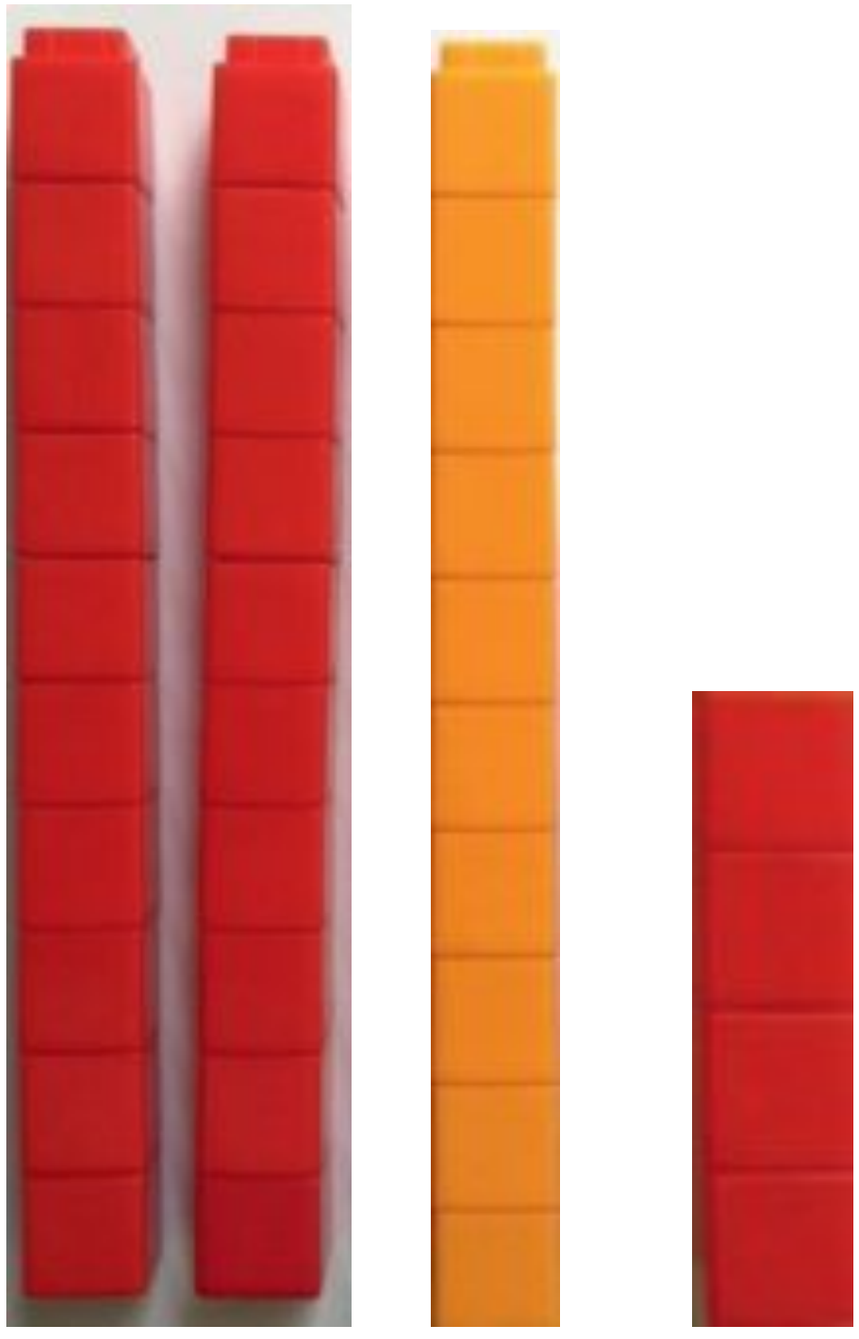






Let’s add ten from 13 to 24 first!

Concept Development

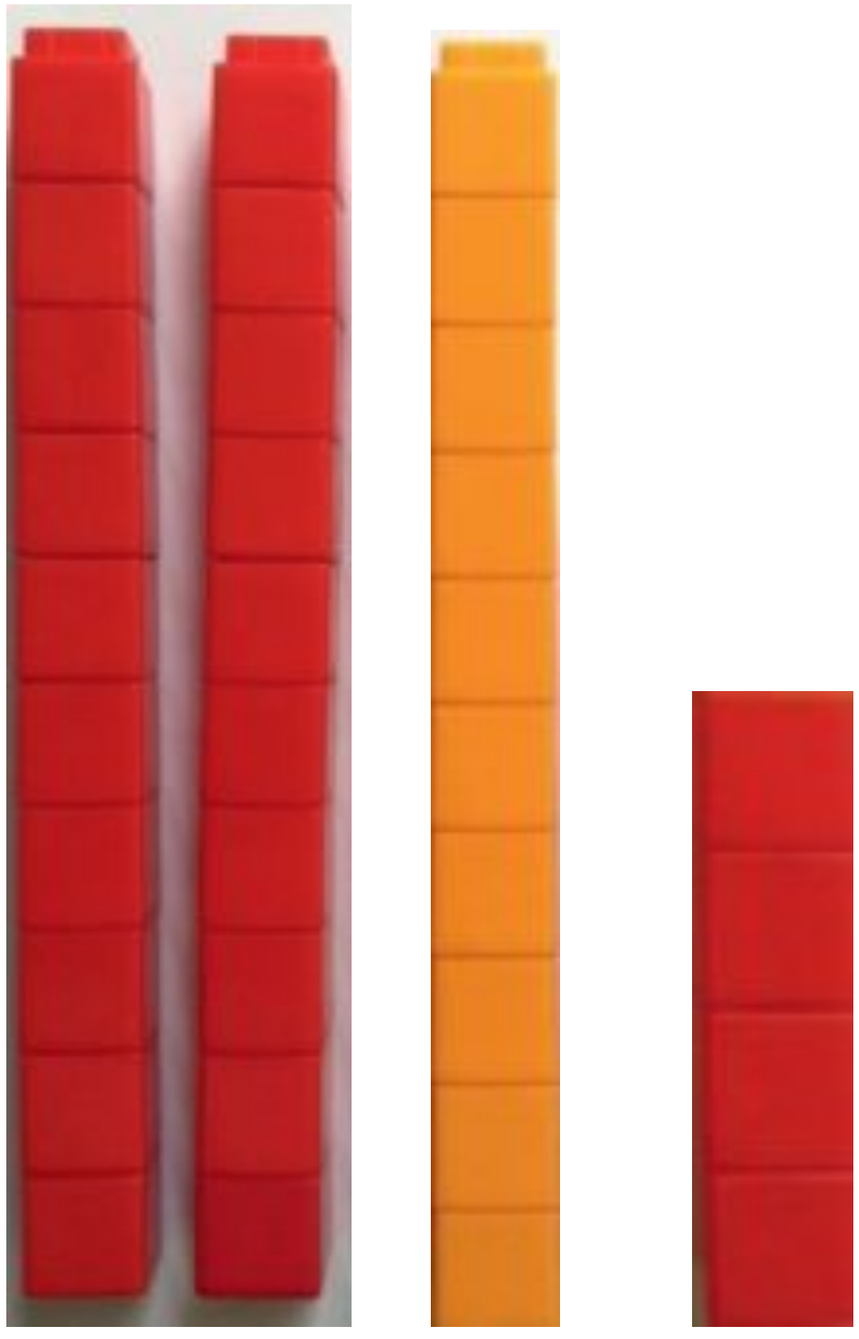


1 ten more than 2 tens 4 is…?

3 tens 4



Concept Development

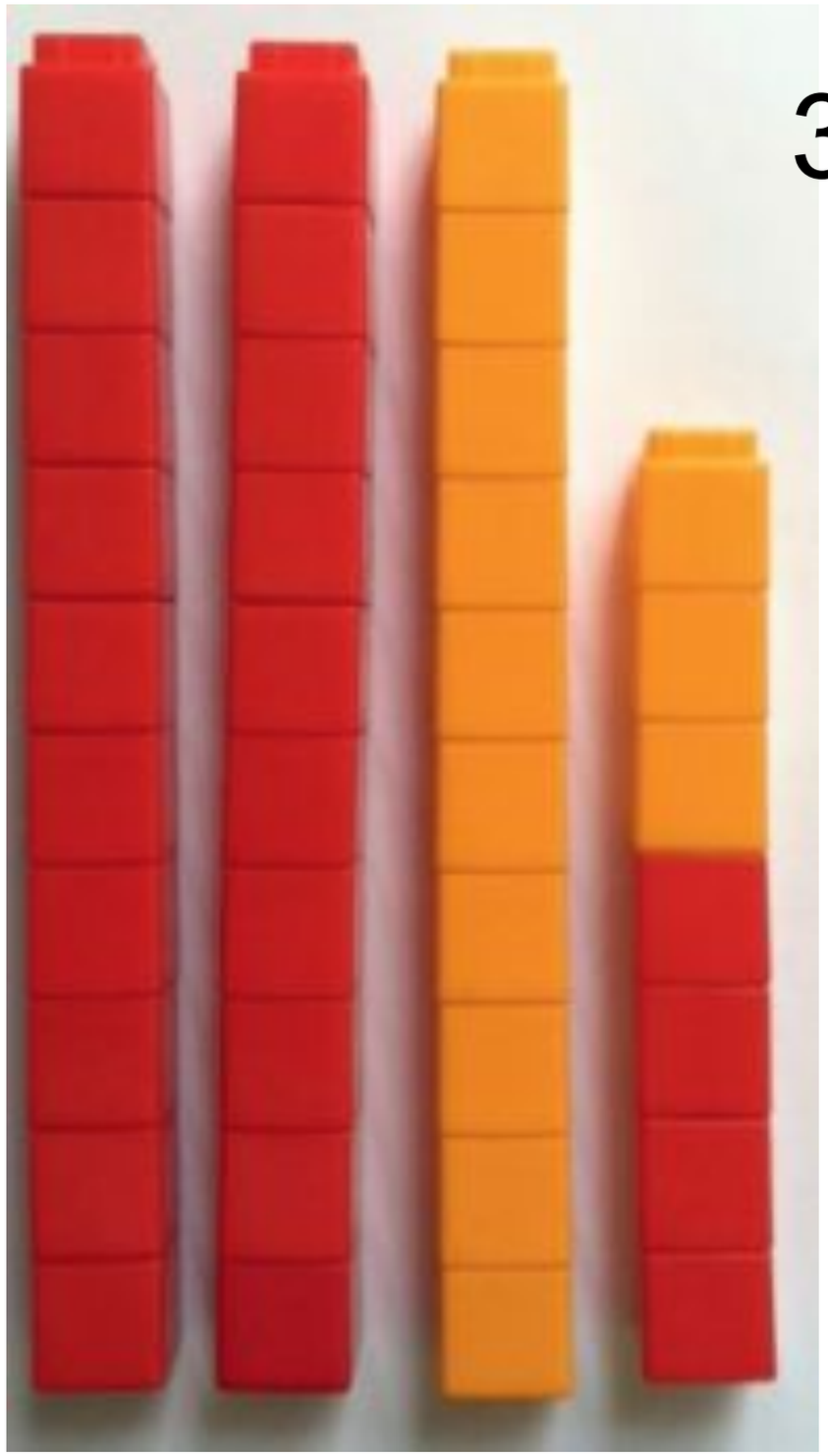


What do I need to still add?

3 ones



Concept Development



34 and 3 is...?

37

Concept Development

We just used our espertise on tens by adding 1 ten to 24 first.

Let’s use a number bond to do the same thing. How did we break apart 13?

10 and 3

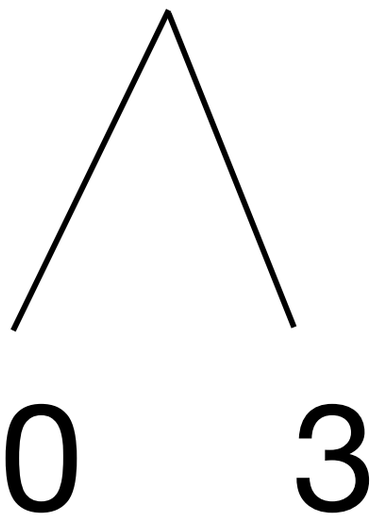
Concept Development

What do we do first?

24 + 10 =

34

24 + 13



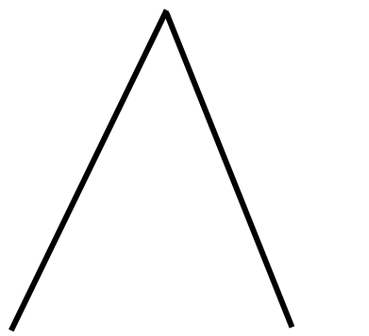
Concept Development

What next? 24 + 13

Add 3

34 + 3 =

37



Concept Development

Let’s try a new problem!

24 + 16 =

Partner A: Make 24 with your linking cubes

Partner B: make 16

What part of 16 did we add first when we added 24 + 13?

10

Concept Development

Add 10 to 24.

What is the result?

34

What more do we have to add?

6

Concept Development

How much do we have altogether?

40

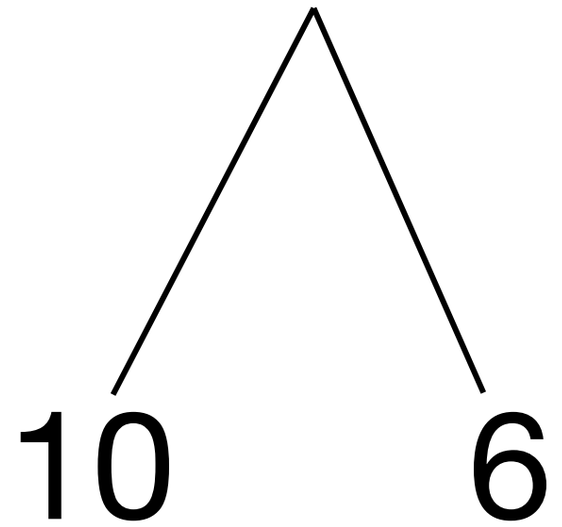
Show us what you did.

Make a number bond and write two number sentences to record how you solved 24 + 16. We started with 24. Let’s break apart 16 into…?

Concept Development

Make a number bond and write two number sentences?

24 + 16



Concept Development

22 + 14

Concept Development

23 + 16

Concept Development

23 + 17

Concept Development

19 + 21

Concept Development

22 + 18

Concept Development

12 + 28

Problem Set

1 2 3 4 5

Problem Set

Name _____ Date _____

1. Solve using number bonds. Write the two number sentences that show that you added the ten first. Draw quick tens and ones if that helps you.

a. 14 + 13 = ____

10 3

14 + 10 = 24

24 + 3 = 27

b. 13 + 24 = ____

10 3

24 + 10 = ____

____ + 3 = ____

c. 16 + 13 = ____

10 3

16 + 10 = ____

____ + 3 = ____

d. 13 + 26 = ____

10 3

26 + 10 = ____

____ + ____ = ____

e. 15 + 15 = ____

10 5

____ + ____ = ____

____ + ____ = ____

f. 15 + 25 = ____

____ + ____ = ____

____ + ____ = ____

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2. Solve using number bonds or the arrow way. Part (a) has been started for you.

a. 15 + 13 = ____

10 3

b. 14 + 23 = ____

c. 16 + 14 = ____

d. 14 + 26 = ____

e. 21 + 17 = ____

f. 17 + 23 = ____

g. 21 + 18 = ____

h. 18 + 12 = ____

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Debrief

How did you solve Problem 1(d)?

Which addend did you start with and why?

Debrief

How can setting up for Problem 1(e) help you solve Problem 1(f)?

How can setting up for Problem 1(e) help you solve Problem 1(f)?

Debrief

How can setting up for Problem 2(e) help you solve Problem 2(f)?

What new strategy did we use to add 2 two-digit addends?

Debrief

How did the Application Problem connect to today's lesson?

Exit Ticket

Name _____ Date _____

Solve using number bonds, Write the two number sentences that show that you added the ten first.

1. 13 + 26 = _____  _____ + _____ = _____ _____ + _____ = _____	2. 19 + 21 = _____  _____ + _____ = _____ _____ + _____ = _____