EUREKA MATH™

Lesson Customization Template
Grades K–5

SAMPLE

Lesson Number: 9	Objective: Relate manipulative representations to the addition algorithm (in vertical form)
Materials	Place value disks—for demonstration and for students Personal white boards (Linking cubes or Rekenrek available at the side for students still working to compare value)
Application Problem	Swapped; using Lesson 11: Mr. Arnold has a box of pencils. He passes out 27 pencils and has 45 pencils left. How many pencils did Mr. Arnold have in the beginning? **Mr. Arnold began with 72 pencils.** • Start unknown • Watch for composing strategies • Encourage students to explain how they created the additional ten when sharing
Fluency	Make the Next Ten to Add (added to Smartboard file) (focus on single digit sums with new groups) • Use personal white boards Add Common (added to Smartboard file) • If TIME • Demo last problem with place value disks; have students explain sum using unit language and demonstrating with disks (and other materials as needed by students) • More Tens and Ones (added to Smartboard file just in case extra time) **MOVE ON BY 1:26 PM**
Concept Development Key ▪Must Do (M) ▪Could Do (C) ▪Extension problems (E)	Problem 1: **427 + 385** Problem 2: **672 + 249** Additional problems: 671 + 149; 348 + 464; 563 + 247 Use disks under doc cam; chip model & vertical form on board • Do I have enough ones (tens) to bundle? • Can I compose a new unit? • Where do I record the new ten (hundred)? • How do we show this change using vertical form?

Student Debrief	Use student work from Problem 2 to elicit conversation and explanations from students around how they solved the problems. Challenge students to use place value language (ones, tens, hundreds, compose/bundle, made a new unit, new ten, new hundred) If needed use: • Explain to your partner how you used manipulatives to set up the problem in 1(a). How did you change your number disks to show the problem in the second column? **What actions did you take to solve?** • Explain to your partner how you solved Problem 1(c). Did you need to compose a ten or hundred for the second problem in the set? Why not? **Why was the total the same for both problems?**
Exit Ticket	Using place value disks and vertical form: 1. 375 + 197 2. 184 + 338
Problem Set Key ▪ Must Do (M) ▪ Could Do (C) ▪ Extension problems (E)	Must do: 1a – c; 2a & 2c Could do: All others Extension: Find multiple ways to solve a given problem from Problem 2; find similarities and differences in solution strategies
Homework Key ▪ Must Do (M) ▪ Could Do (C) ▪ Extension problems (E)	Choose 3 from each side based during Student Debrief OR Solve 2d in at least 3 ways.

Lesson Number:	
Materials	
Application Problem	
Fluency	
Concept Development Key ▪Must Do (M) ▪Could Do (C) ▪Extension problems (E)	

Student Debrief	
Exit Ticket	
Problem Set Key ▪Must Do (M) ▪Could Do (C) ▪Extension problems (E)	
Homework Key ▪Must Do (M) ▪Could Do (C) ▪Extension problems (E)	