Eureka Math

1st Grade
Module 1
Lesson 27

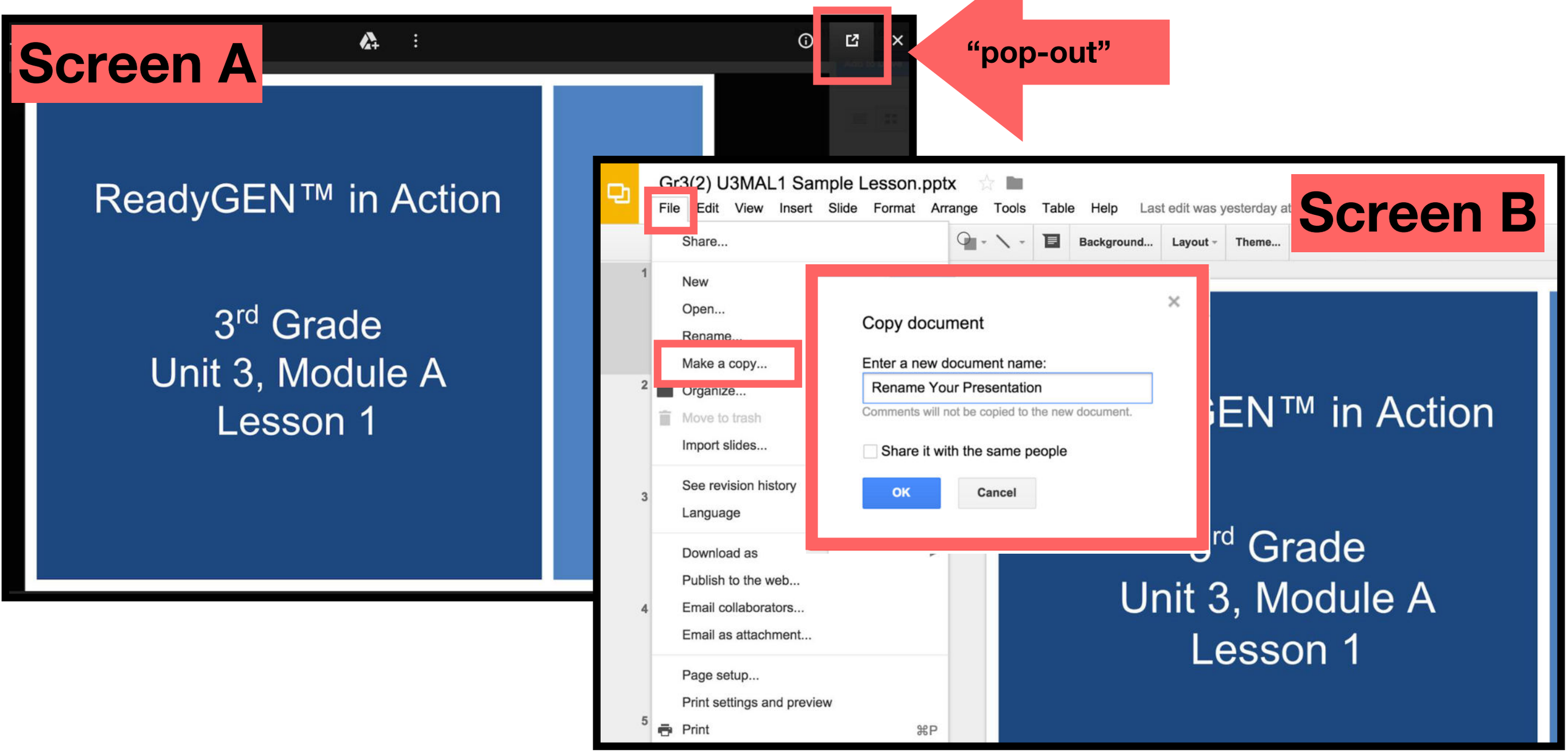
At the request of elementary teachers, a team of Bethel & Sumner educators met as a committee to create Eureka slideshow presentations. These presentations are not meant as a script, nor are they required to be used. Please customize as needed. Thank you to the many educators who contributed to this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

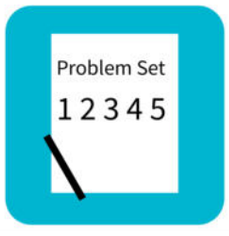


Icons

Read, Draw, Write

Learning Target

Personal White Board

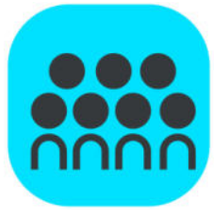


Problem Set

Manipulatives Needed

Fluency

Think Pair Share



Whole Class

Individual

Partner

Small Group

Small Group Time

Materials Needed

- (S) Die (with 6 replaced by 0), personal white board
- (S) Personal white board, number path (Lesson 26 Template)
  - Eureka recommends students use this Template for the Application Problem. They will also use it during Concept Development
- (T) 2 number paths (projected or charted)
  - You can use a copy of the Lesson 26 template to record number hops with students instead of having two separate number paths. Number paths with hops are also projected within the slides.

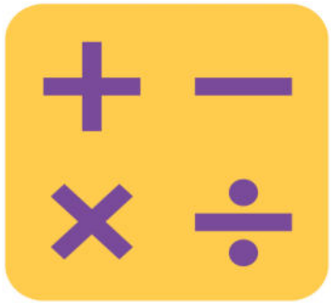
Lesson 27

Objective: Count on using the number path to find an unknown part.

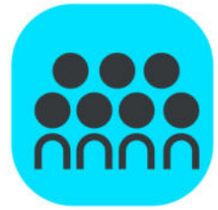
Suggested Lesson Structure

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

I can count on using the number path to find an unknown part.



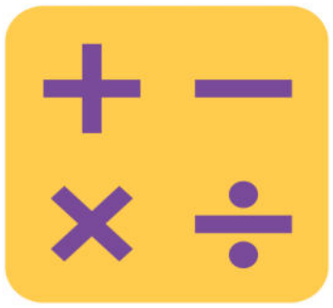
Happy Counting by Twos



Let’s count by twos!

Number Bond Roll

You will roll 1 die. Use the numbers on your and your partner's dice as the parts of a number bond. Then you each write a number bond, addition sentence, and subtraction sentence on your personal white board!



Number Sentence Swap

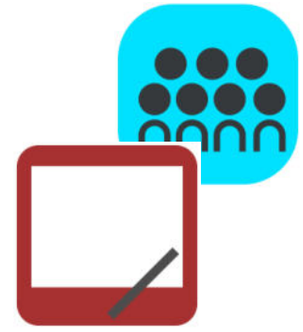
Let’s play Number Sentence Swap!

Application Problem

Marcus has 9 strawberries. Six of them are small; the rest are big. How many strawberries are big? Fill in the template. Circle the mystery, or unknown, number in the number sentences, and write a statement to answer the question.

RDW

Concept Development



9 - 8 = _____

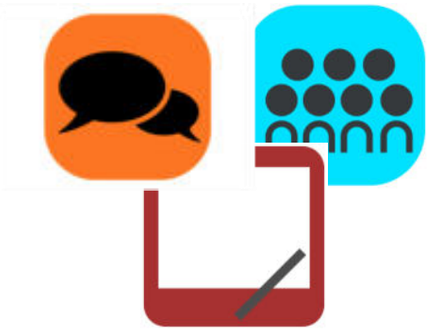
Fill in your number bond using this number sentence. One of the boxes should be left empty.

Concept Development

9 - 8 = _____

What are some ways we can solve this? Talk with your partner.

Concept Development

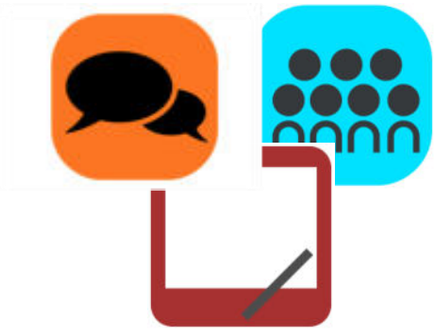


9 - 8 = _____

Here are some ideas I heard of other ways we can solve this!

We can add!
We can count on using the number path!
We can count back!

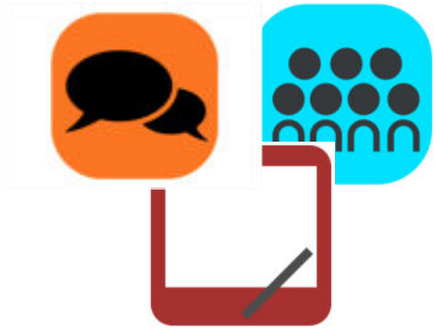
Concept Development



9 - 8 = _____

I heard someone say that we can count back. Let's use the number path to count back and solve 9 – 8 = ☐. Which way should we hop to show taking away 8? How many times?

Concept Development



9 - 8 = _____

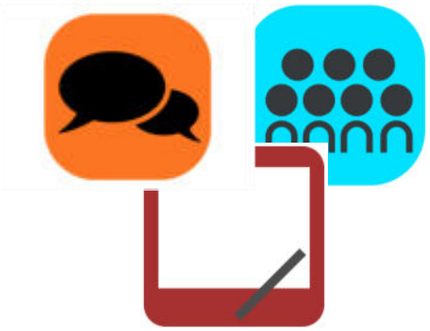
We need to hop backward 8 times. Let’s start with our whole, and count as we draw our hopping marks.

Concept Development

9 - 8 = _____

What is 9–8?

Concept Development

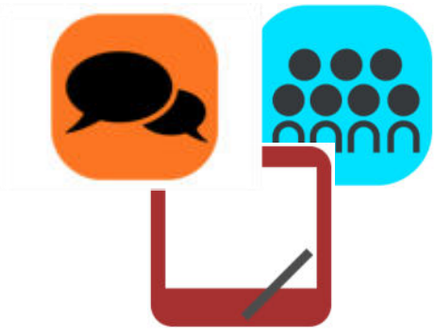


9 - 8 = _____

9–8 is 1!

Write that in your number bond, solve your number sentence, and circle the unknown or answer number we were solving for.

Concept Development



9 - 8 = 1

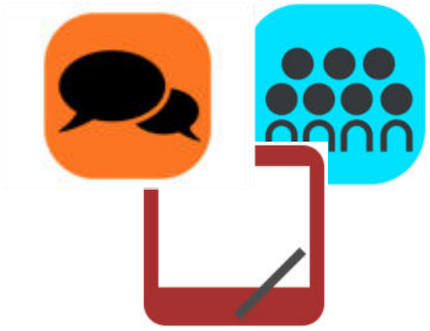
We counted back 8 from 9 until we reached 1. Wow, that took us a long time! Hmmm, is there a faster way to solve this? I heard someone say that we can add instead. So, if we think addition, what addition sentence could we write to help us solve 9 – 8 = □?

Concept Development

9 - 8 = 1

8+□=9 can help us solve 9 - 8! Good. Please write that number sentence on your template.

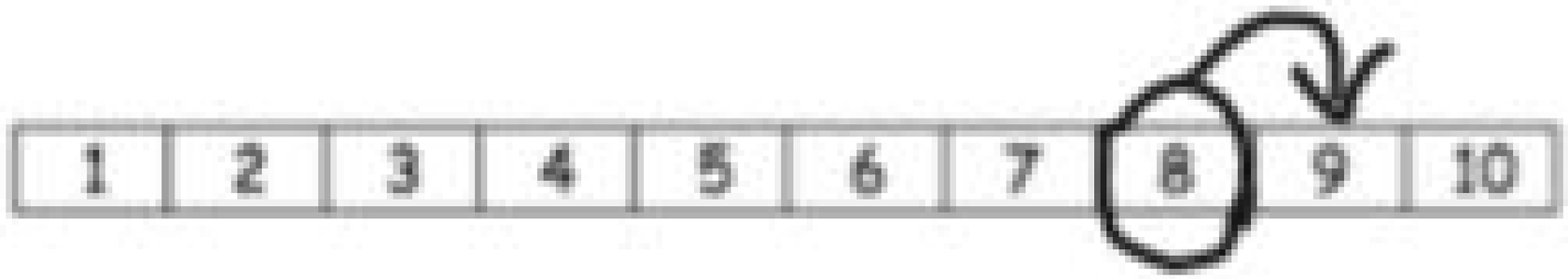
Concept Development



Let’s use our number paths to solve 9 – 8 =☐ by thinking of 8 + ☐= 9.

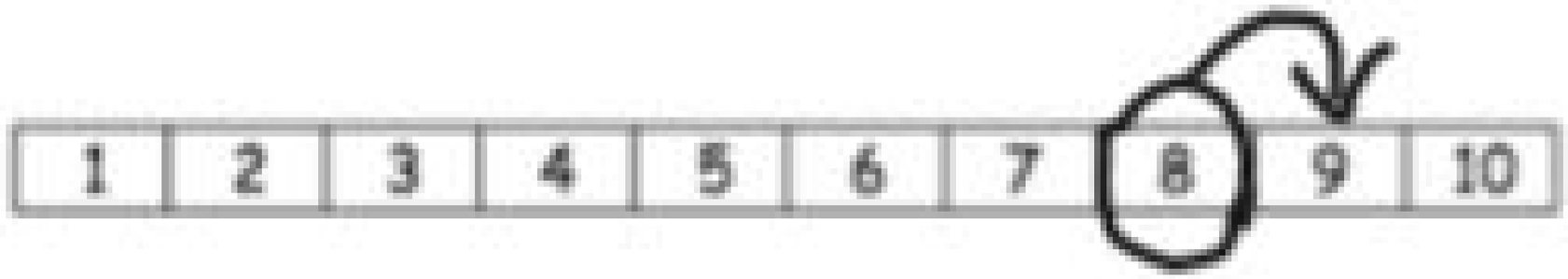
Concept Development

How many did we count on in order to solve?



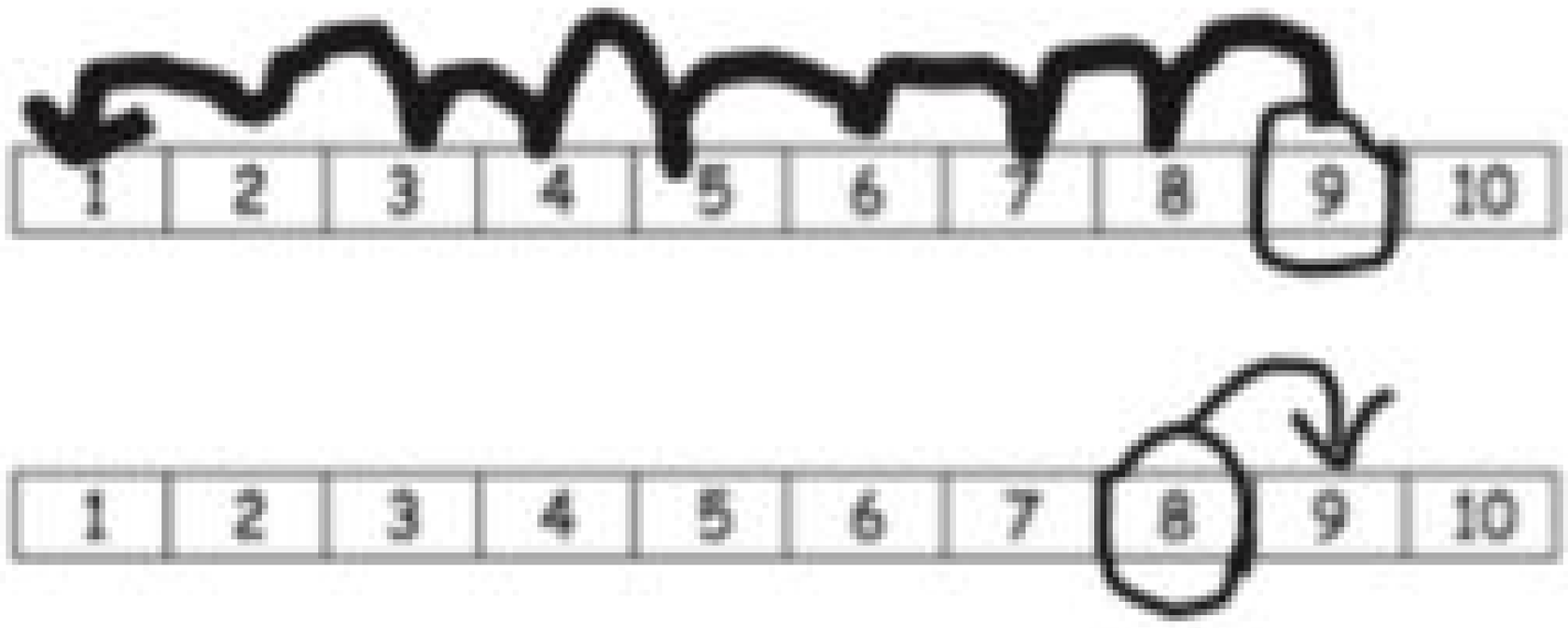
Concept Development

We counted on 1! Please solve your number sentence, and circle the unknown or answer number we were solving for.



Concept Development

Look at these two strategies to solve the same problem, 9 – 8 = ☐. Talk with your partner. Did we get the same answer each time? Which way was more efficient, or faster?



Concept Development

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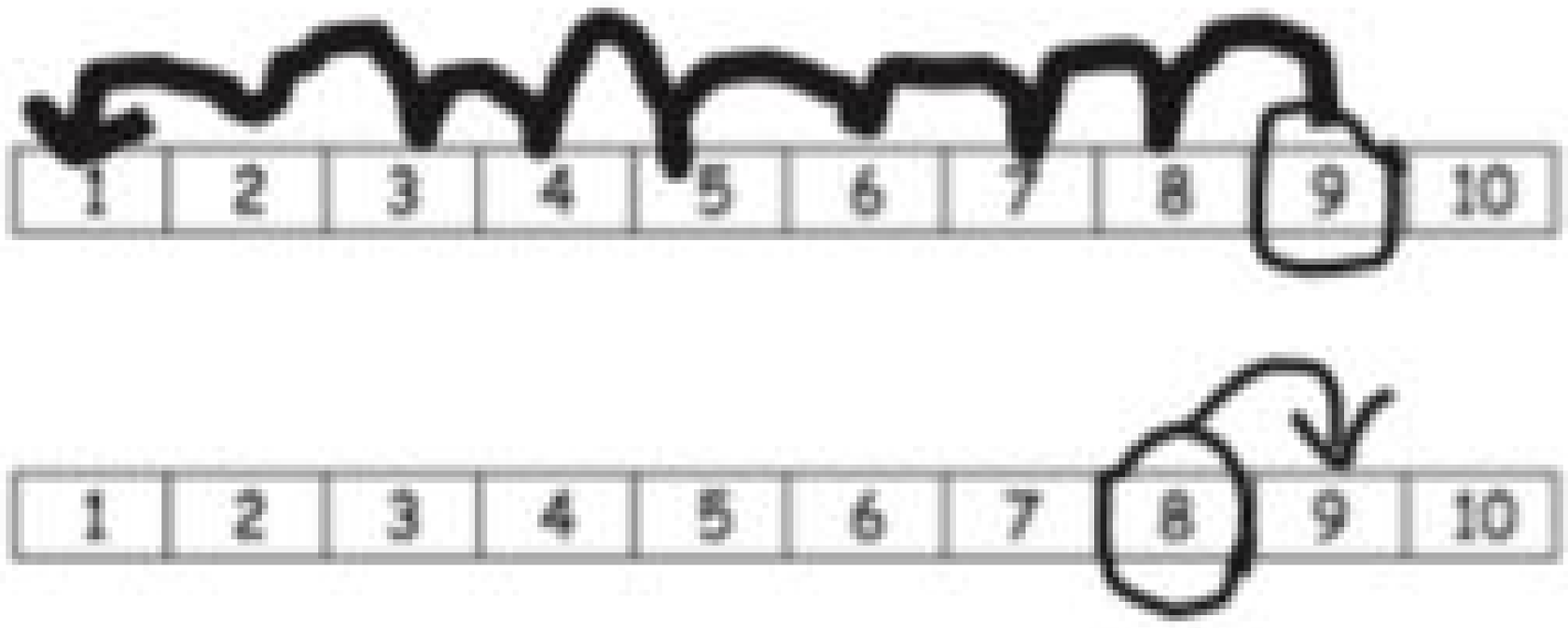
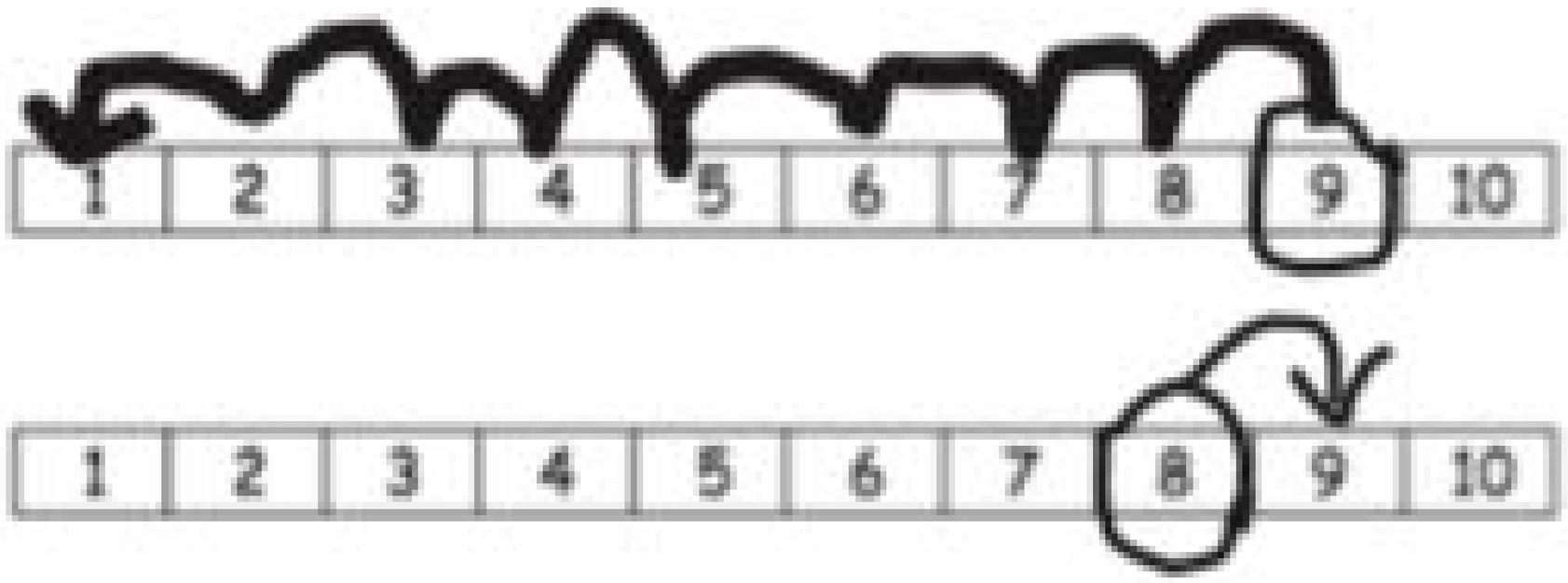


Concept Development

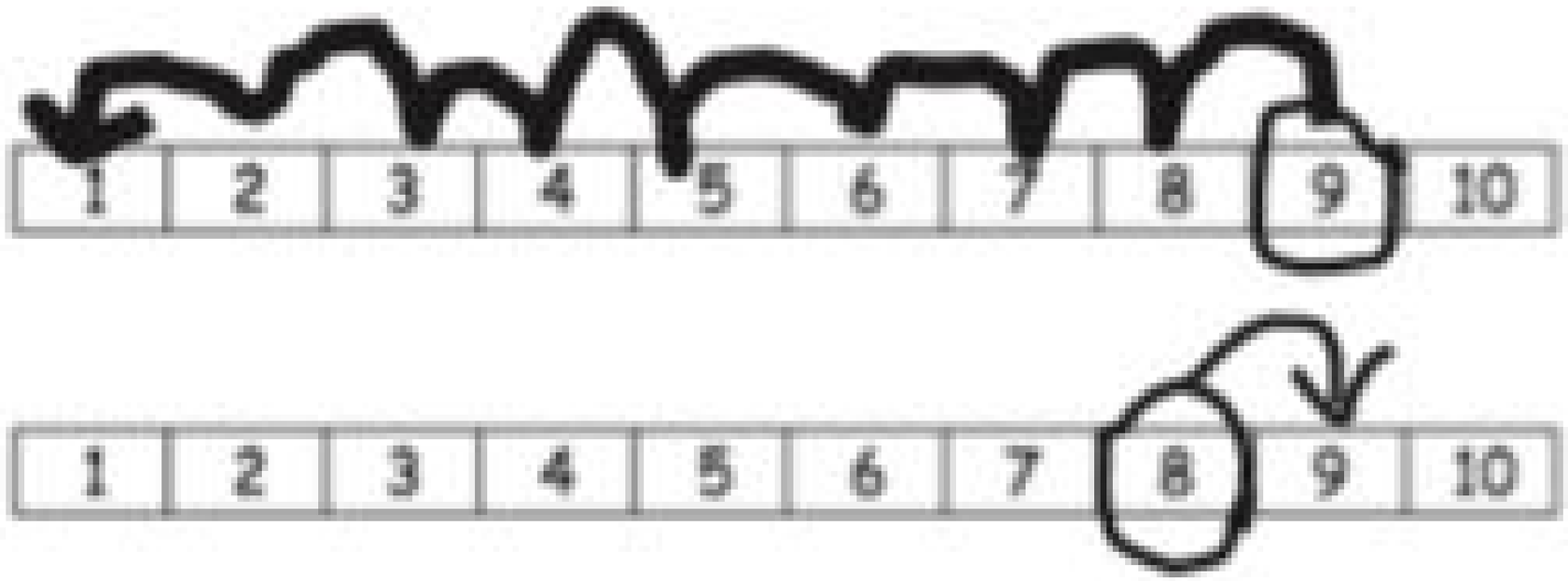
I heard some great ideas! Here are some ideas I heard:

Counting on was more efficient, because we only had to count on 1 more.
Counting back took so much longer, and we still got 1 as our unknown, or answer number.



Concept Development

So, when you are solving subtraction number sentences, you can think and decide: “Would it be easier for me to count back or count on?”



Concept Development

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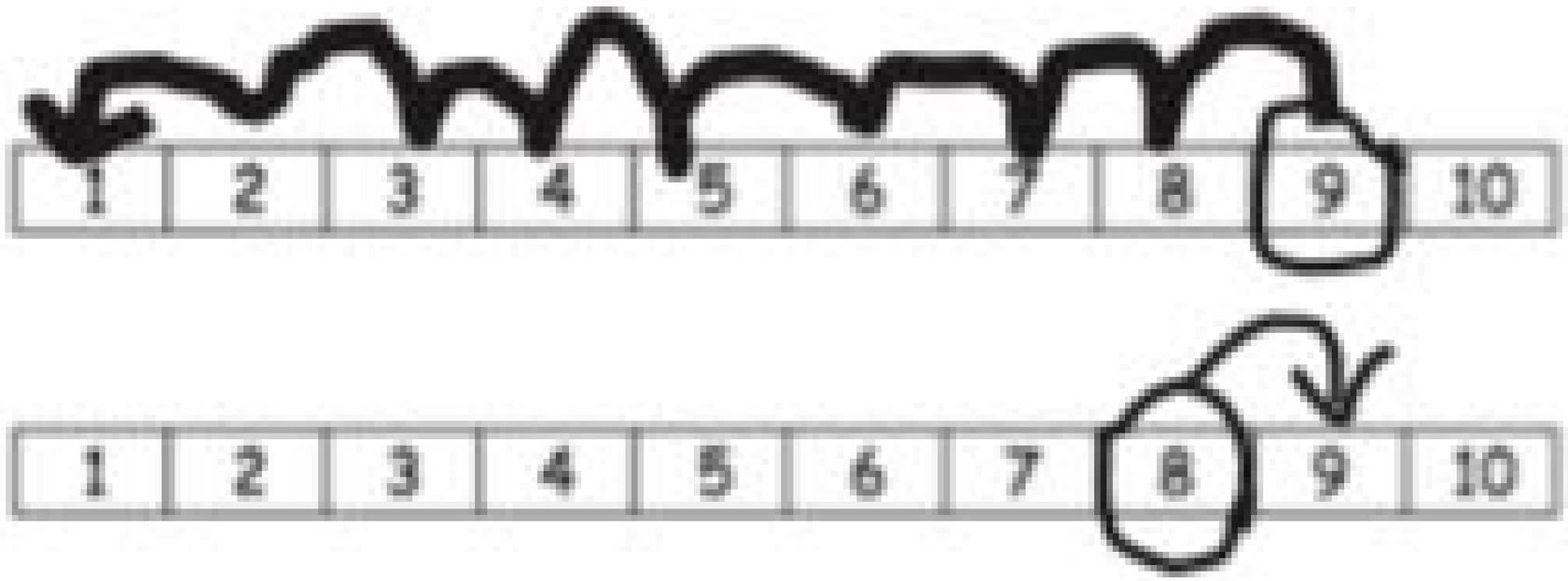
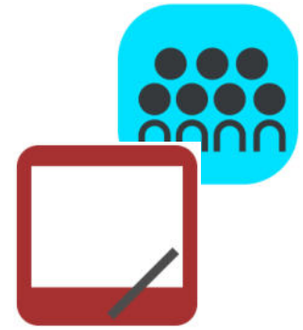


Concept Development

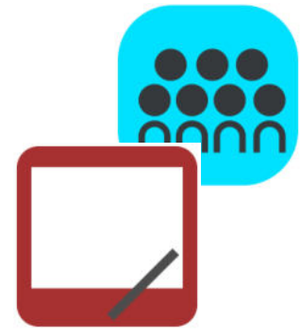
Let’s practice more! Use counting on or counting back as a strategy to subtract on your whiteboard.

Concept Development



7 - 6 = _____

Concept Development

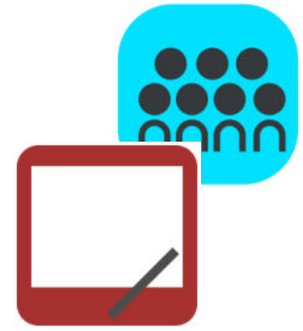


9 - 2 = _____

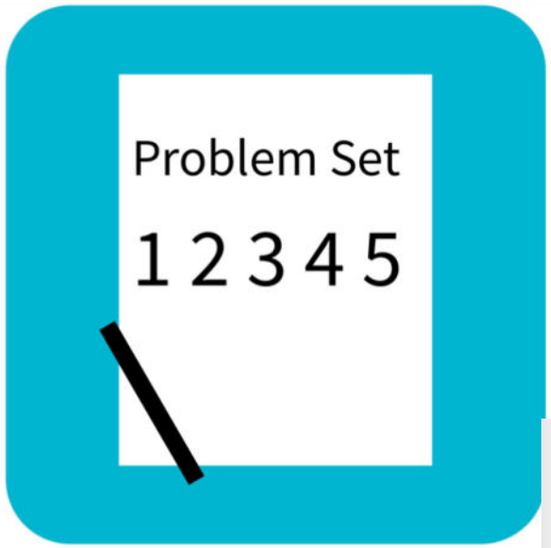
Concept Development

8 - 3 = _____

Concept Development



10 - 7 = _____



Problem Set

Name _____ Date _____

1	2	3	4	5	6	7	8	9	10

Rewrite the subtraction number sentence as an addition number sentence.

Place a ☐ around the unknown. Use the number path if you want to.

1. 4 - 3 = ☐ _____ + _____ = _____
2. 6 - 2 = ☐ _____ + _____ = _____
3. 7 - 3 = ☐ _____ + _____ = _____
4. 9 - 6 = ☐ _____
5. 10 - 2 = ☐ _____

Use the number path to count on.

6. 8 - 4 = _____ 4 + _____ = 8

Debrief

- What strategy did you use for Problem 10(a)? Why? Problem 10(b)? Problem 10(c)?
- What is different about Problem 10(f)? Is there one best way to solve it? (No. Counting on and counting back are the same. It depends on individual preference.)
- What did you notice about the times you chose to count on? When you counted back?
- What other strategies could you have used to solve these subtraction sentences?
- Look at Problem 8 and Problem 9. Would you have preferred to count up or back? Why? Which is more efficient, and how do you know?
- What about if we had 117 – 115? Should we count on or back? What would our answer be?

Exit Ticket

Name _____ Date _____

To solve 7 - 6, Ben thinks you should count back, and Pat thinks you should count on. Which is the best way to solve this expression? Make a simple math drawing to show why.

7 - 6 = _____