Eureka Math

First Grade
Module 1
Lesson 29

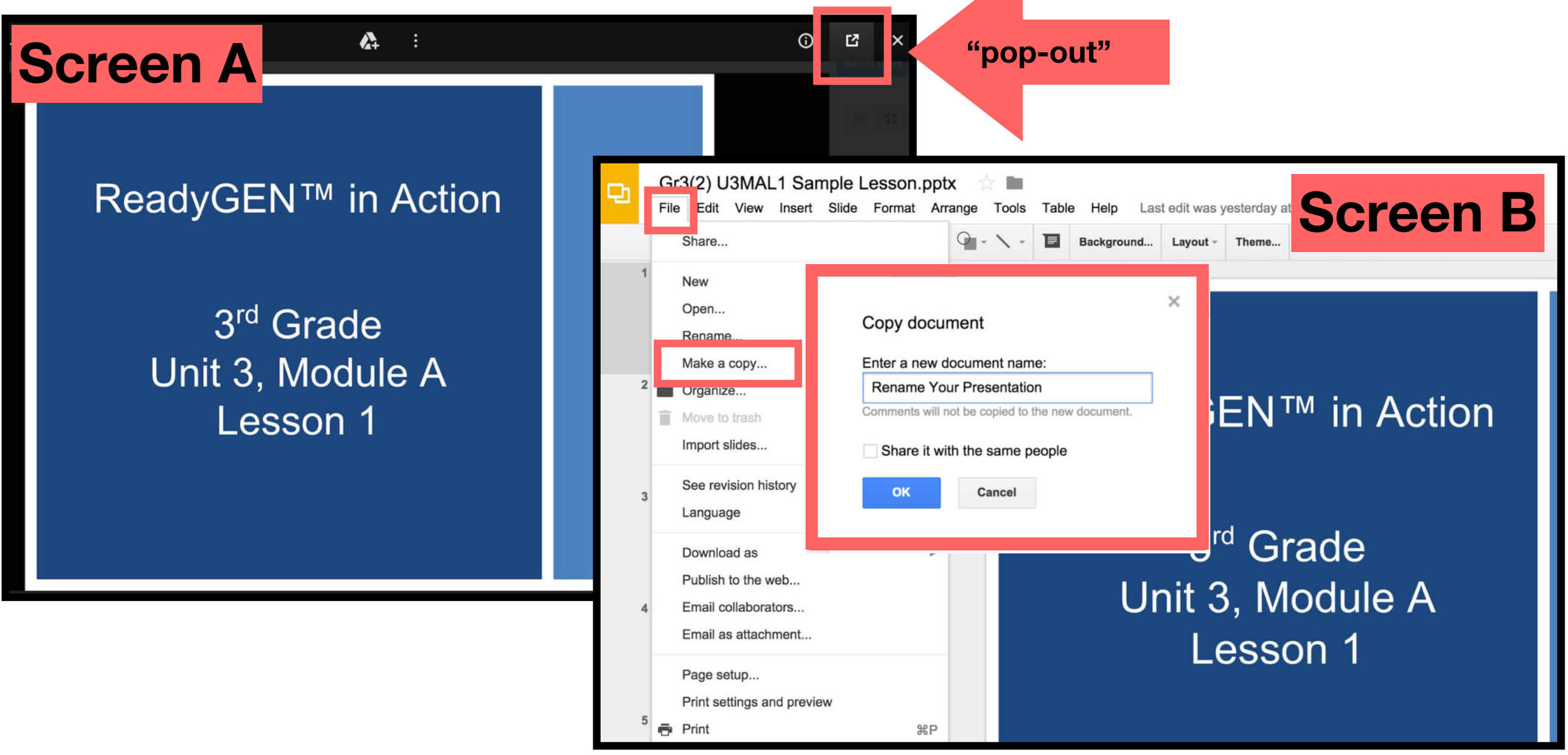
At the request of elementary teachers, a team of Bethel & Sumner educators met as a committee to create Eureka slideshow presentations. These presentations are not meant as a script, nor are they required to be used. Please customize as needed. Thank you to the many educators who contributed to this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

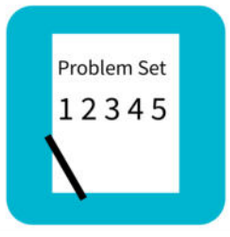


Icons

Read, Draw, Write

Learning Target

Personal White Board

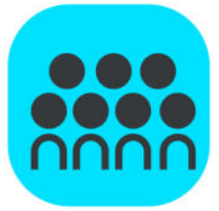


Problem Set

Manipulatives Needed

Fluency

Think Pair Share



Whole Class

Individual

Partner

Small Group

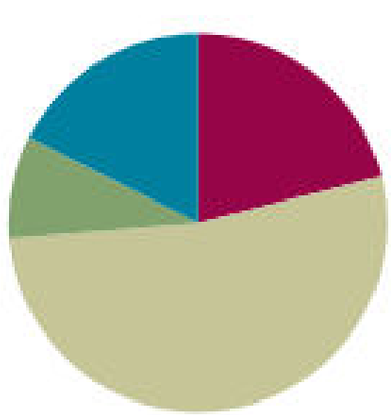
Small Group Time

Lesson 29

Objective: Solve *take apart with addend unknown* math stories with math drawings, equations, and statements, circling the known part to find the unknown.

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

- (s) 1 set numeral side only 5-group cards (Lesson 5, Template 1) per pair, counters (if needed)

- Personal White Boards

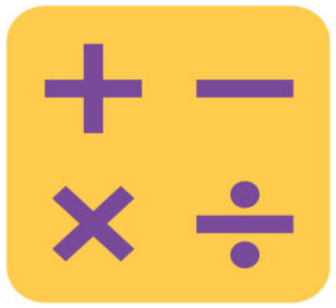
I can solve subtraction or take from number stories using the RDW way.

Stand on Even Numbers

We will be sitting in a circle for this activity!

You'll be counting by ones, one person at a time counting up. If you say a even number you need to stand up. We will continue until all students are standing. Last person to say an even number in the sequence is the winner.

If time we will play again.



Cold Call

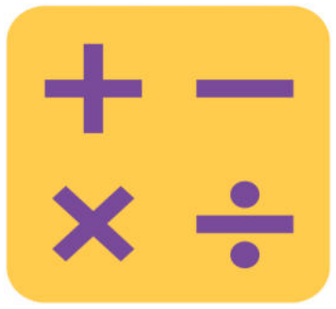
I am going to say a number aloud. Think about the number that is 2 less. I'm going to call on students at random to answer as quickly as possible.

If I say your name you get to answer.

If I say whole class, everyone gets to answer.

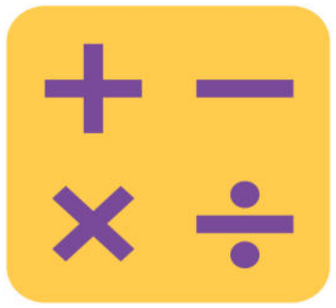
If I say a group of students, then that group answers.

Get Ready!



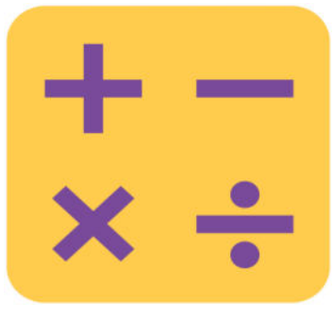
Cold Call

3



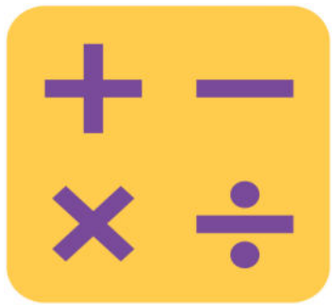
Cold Call

2



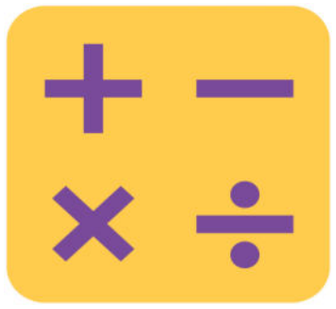
Cold Call

8



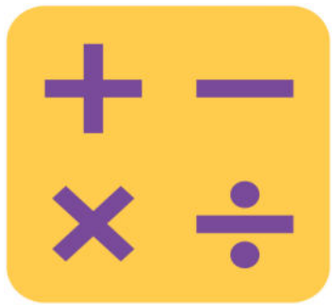
Cold Call

6



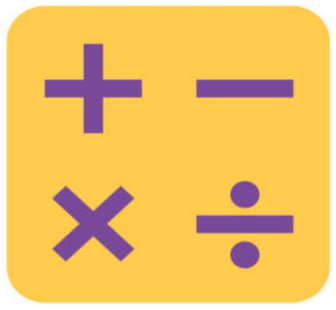
Cold Call

9



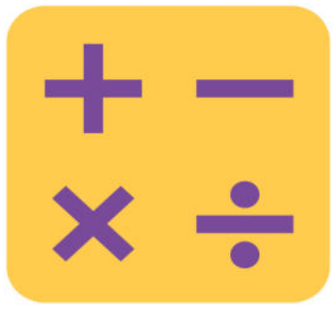
Cold Call

7



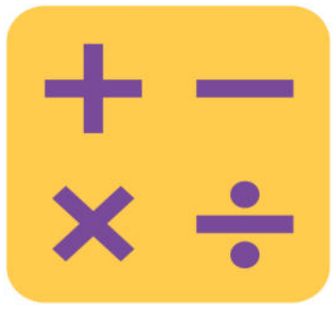
Cold Call

10



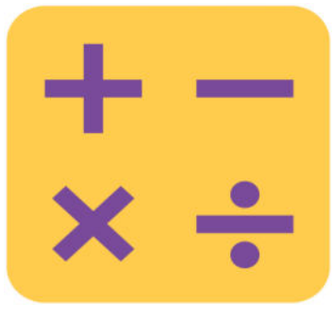
Cold Call

8



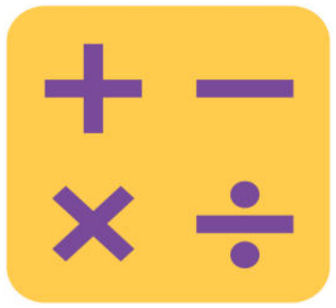
Cold Call

18



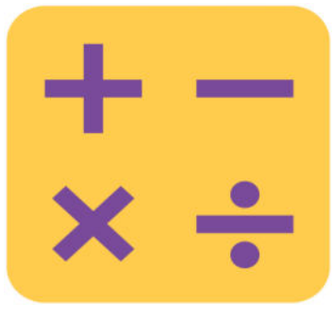
Cold Call

8



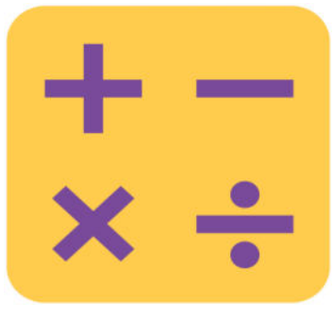
Cold Call

ten 8



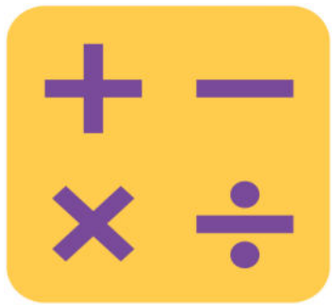
Cold Call

3



Cold Call

13



Subtraction with Cards

Place cards face down between you and your partner.

Each partner flips over two cards and subtracts the smaller number from the larger number.

The partner with the smallest difference keeps the cards played by both players that round.

The player with the most cards at the end of the game wins.

Application Problem

Lucas has 9 pencils for school. He lends 4 of them to his friends. How many pencils does Lucas have left?

*Box the solution in your number sentence, and include a statement to answer the question.

*Be sure to draw your simple shapes in a straight line.

Concept Development

Welcome to another edition of Math Stories Theater!

Six children are at a sleepover. (Call on 6 students to act out story. Put them in a line.)

Four children are wearing black shoes. The rest are wearing white shoes.

How many children are wearing white shoes at the sleepover? Write a subtraction sentence to answer the question.

Concept Development

By lining up our actors in a straight row, we can easily see the sets of students. Let's try another one.

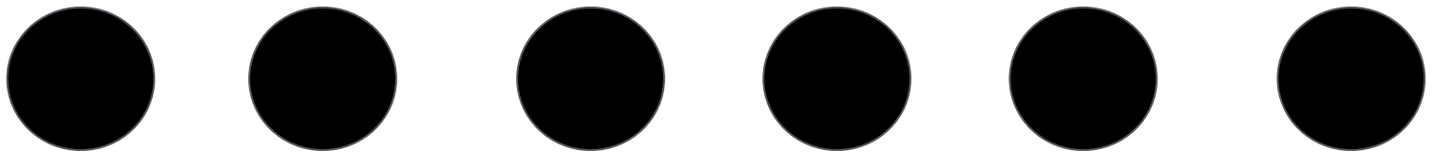
It's bedtime. Three children are in their sleeping bags. The rest are underneath their blankets. How many children are using blankets?

Turn and decide with a partner.

Concept Development

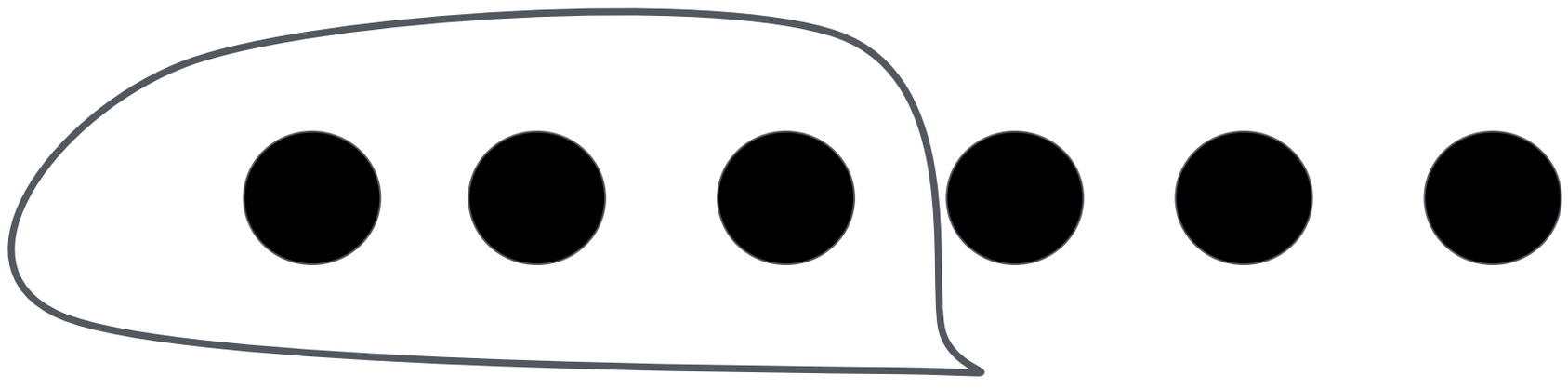
Let’s use the actors to see. These 3 have sleeping bags. That means these children have blankets. Three children are using blankets.

Let’s draw a simple math drawing to match this situation.



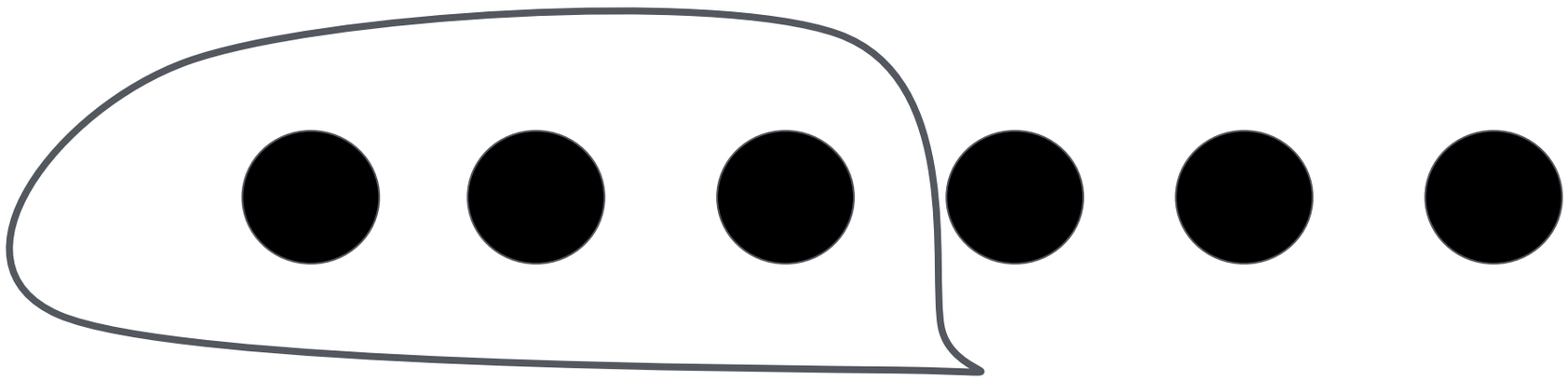
Concept Development

These circles represent our 6 children in the story. We know that 3 of them are using sleeping bags. I'm going to circle the first 3 of these, and then we should be able to see how many children are left using blankets. How many circles are left?



Concept Development

Draw a simple math drawing like mine to match the story. Write the subtraction sentence that goes with it.



Concept Development

Let’s solve more stories like the one we just did.

Fran’s mom baked 8 cupcakes. 6 of the cupcakes had chocolate frosting, and the rest had vanilla frosting.

How many cupcakes had vanilla frosting on them?

Don’t forget to have a simple math drawing and a number sentence.

Concept Development

There are 7 sneakers in a on the ground. 3 of the shoes have Velcro, and the rest with have shoe laces. How many sneakers have shoe laces?

Don’t forget to have a simple math drawing and a number sentence.

Concept Development

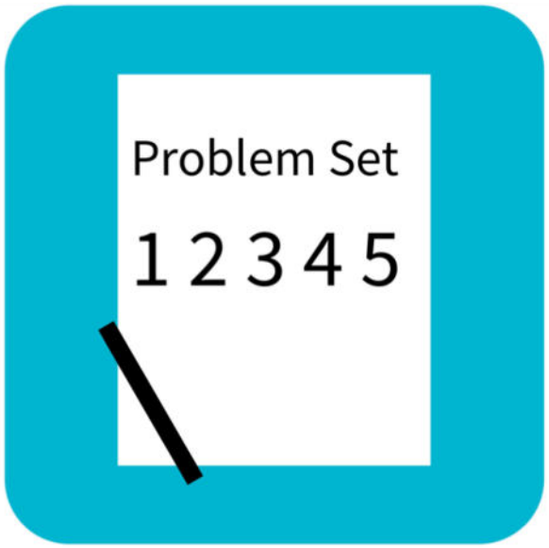
10 coats are hung up in the classroom. 7 of the coats have buttons, and the rest have zippers. How many coats have zippers on them?

Don’t forget to have a simple math drawing and a number sentence.

Concept Development

At recess there is 9 balls to play with. 3 of them are basketballs and the rest of them are soccer balls. How many soccer balls are out at recess?

Don’t forget to have a simple math drawing and a number sentence.



Problem Set

Name _____ Date _____

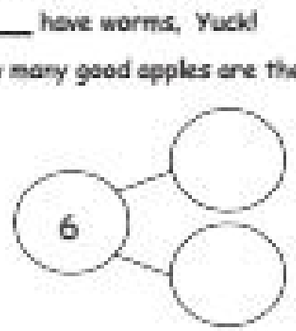
Complete the story and solve. Label the number bond.
Color the missing part in the number sentence and number bond.

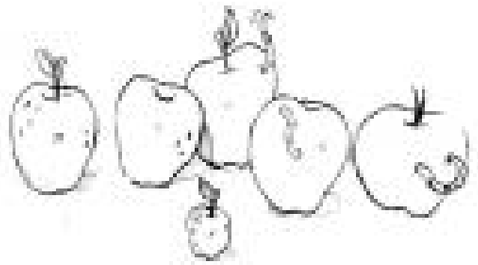
A W G

1. There are _____ apples.

   _____ have worms. Yuck!

   How many good apples are there?





6 - ☐ = ☐

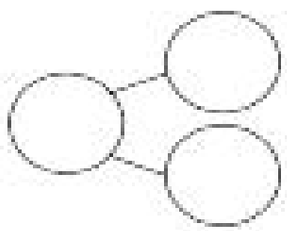
There are _____ good apples.

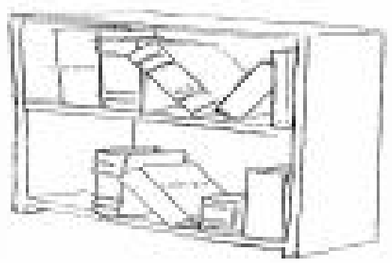
---

2. _____ books are in the case.

   _____ books are on the top shelf.

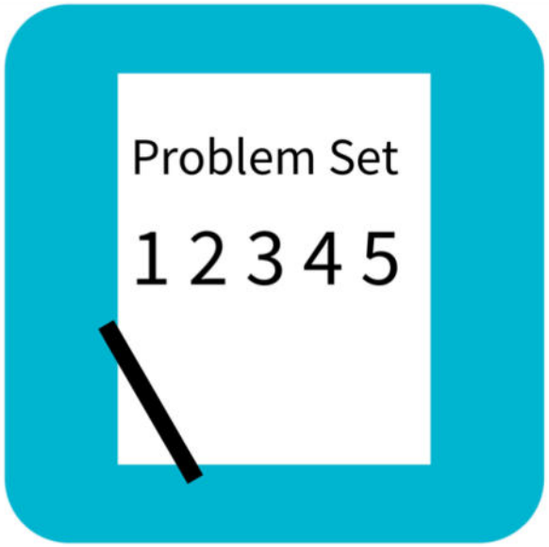
   How many books are on the bottom shelf?





9 - ☐ = ☐

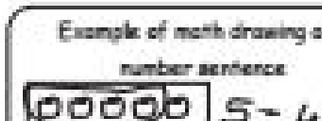
_____ books are on the bottom shelf.



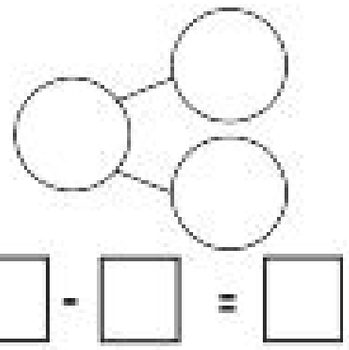
Problem Set

Use number bonds and math drawings in a line to solve.

Example of math drawing and number sentence



3. There are 8 animals at the pond.
   Two are big. The rest are small.
   How many are small?

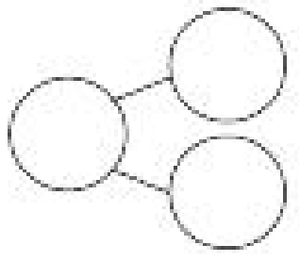


□ - □ = □

____ animals are small.

---

4. There are 7 students in the class.
   ____ students are girls.
   How many students are boys?



□ - □ = □

____ students are boys.

Debrief

In what way does making your drawing in a straight line help you solve the math problems?

Use Problem 3 to help you explain your thinking.

Turn and talk with your partner.

Debrief

Explain your choices for Problem 4 to a partner. Did you and your partner complete Problem 4 in the same way or in different ways? Can you both be right even if you have different numbers for the parts? Why?

Turn and talk with your partner.

Debrief

With your partner, come up with different ways to make Problem 4 true.

Debrief

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

How is the strategy of crossing out in our math drawing similar to the strategy we used today? Why might we choose one strategy instead of another when solving story problems?

Debrief

Help students make a distinction between the take apart and take from stories, the two problem types using subtraction they have encountered thus far in the module.

When we used subtraction today, we didn’t cross off any parts of our drawings. What does it mean when we cross things off in our drawings? (Give an example)

Debrief

Continued from previous slide:

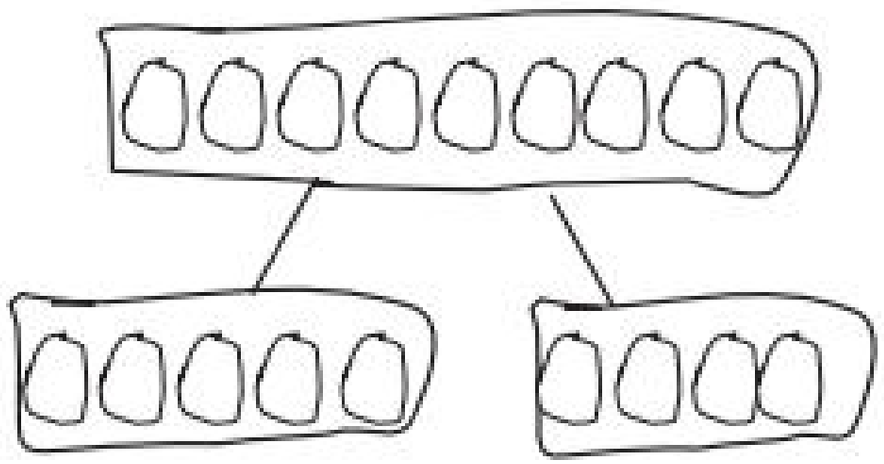
Why didn’t we cross things off today? (give an example)

Debrief

Another strategy for problems like the ones we had today is to draw the parts into a picture number bond. This number bond math drawing represents one of the problems in the Problem Set.

Which problem do you think this drawing represents?

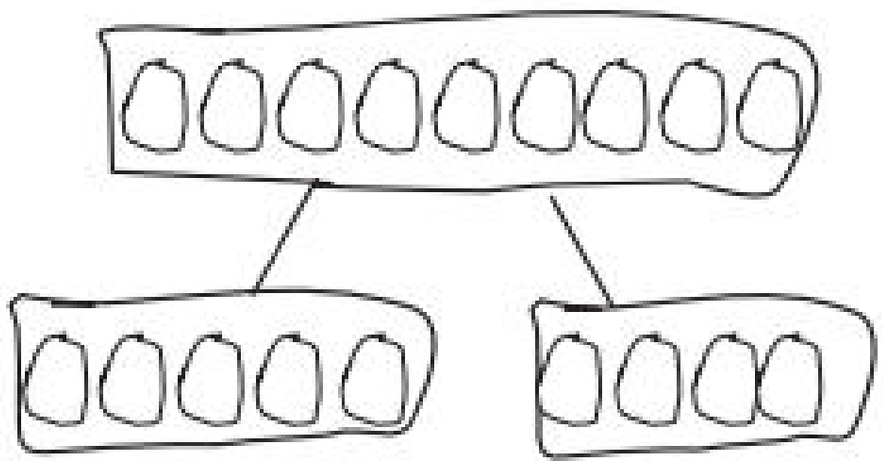
How can you tell? Describe each part with your partner.



Debrief

Label each part:

The top row represents all of the books. The bottom row has 2 parts, with 1 part representing books on the top shelf and the other part representing the books on the bottom shelf

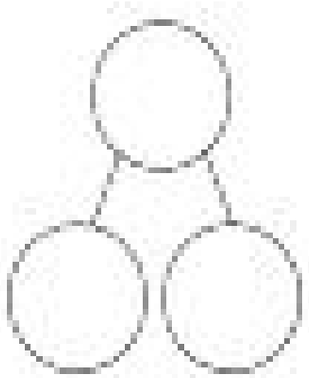


Exit Ticket

Name _____ Date _____

Read the story. Make a math drawing to solve.

There are 9 baseball players on the team. Seven are on the bench. How many are not on the bench?



_____ - _____ = _____

_____ players are not on the bench.