Eureka Math

First Grade
Module 1
Lesson 31

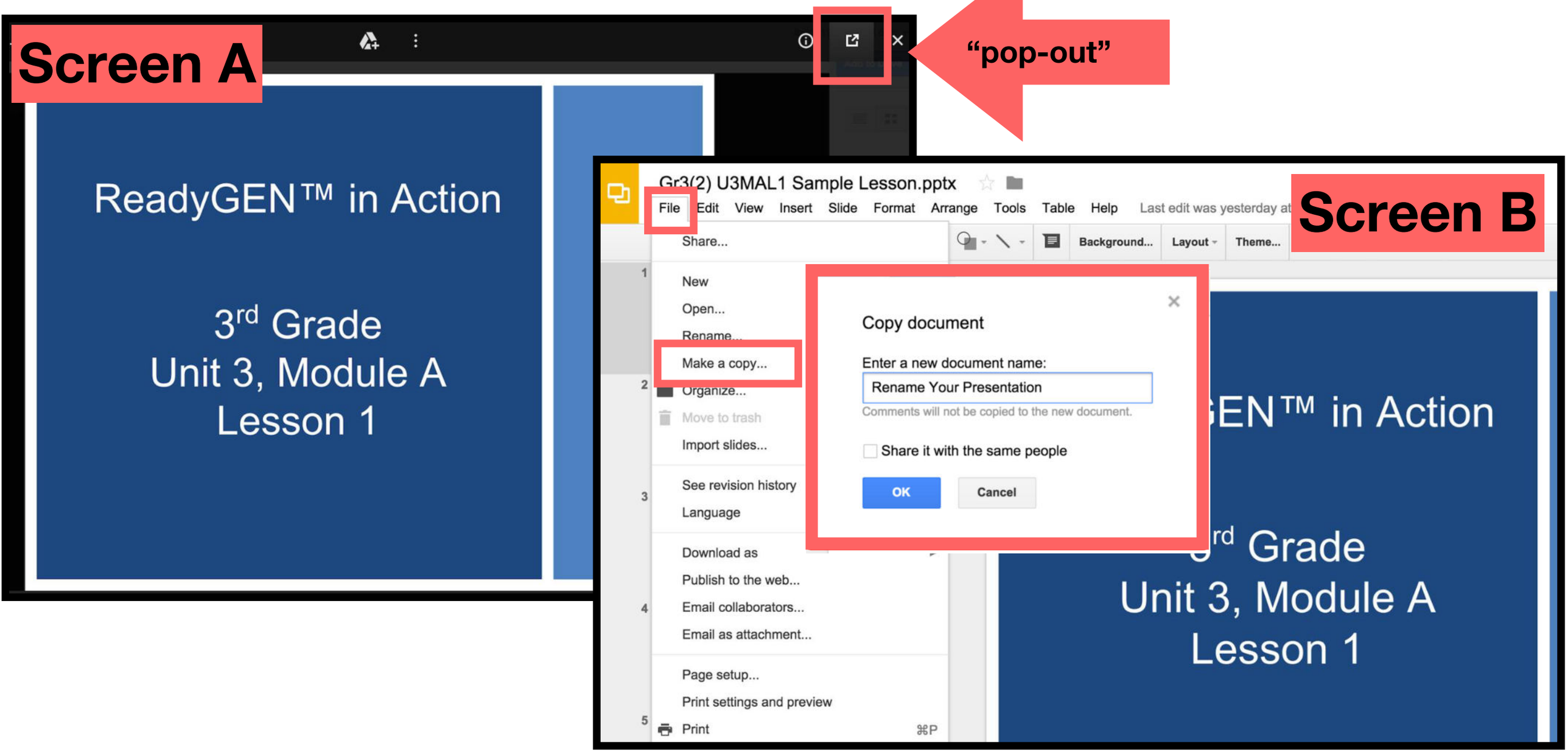
At the request of elementary teachers, a team of Bethel & Sumner educators met as a committee to create Eureka slideshow presentations. These presentations are not meant as a script, nor are they required to be used. Please customize as needed. Thank you to the many educators who contributed to this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

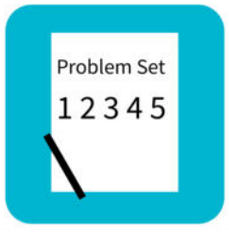


Icons

Read, Draw, Write

Learning Target

Personal White Board

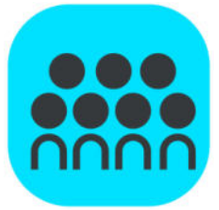


Problem Set

Manipulatives Needed

Fluency

Think Pair Share



Whole Class

Individual

Partner

Small Group

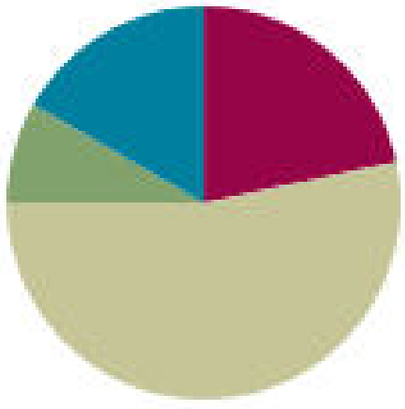
Small Group Time

Lesson 31

Objective: Solve *take from with change unknown* math stories with drawings.

Suggested Lesson Structure

Fluency Practice	(13 minutes)
Application Problem	(5 minutes)
Concept Development	(32 minutes)
Student Debrief	(10 minutes)
Total Time	**(60 minutes)**



Materials Needed

- T: 15 pennies, 1 can
- T: Stopwatch or Timer
- S:Number Bond Dash 10 (Lesson 9)
- T:Books of different sizes
- S:Personal White Boards
- S:Yellow colored pencil

I can solve take from with change unknown math stories with drawings.

Beep Counting by Tens

Beep Counting by Ones

Say a set of 3 numbers with the last number saying “beep” instead of the number. When signaled students say the “beep” number. (See Lesson 28)

*See notes for suggested sequence.

Penny Drop

10 pennies are in the can.

Close your eyes and listen carefully.

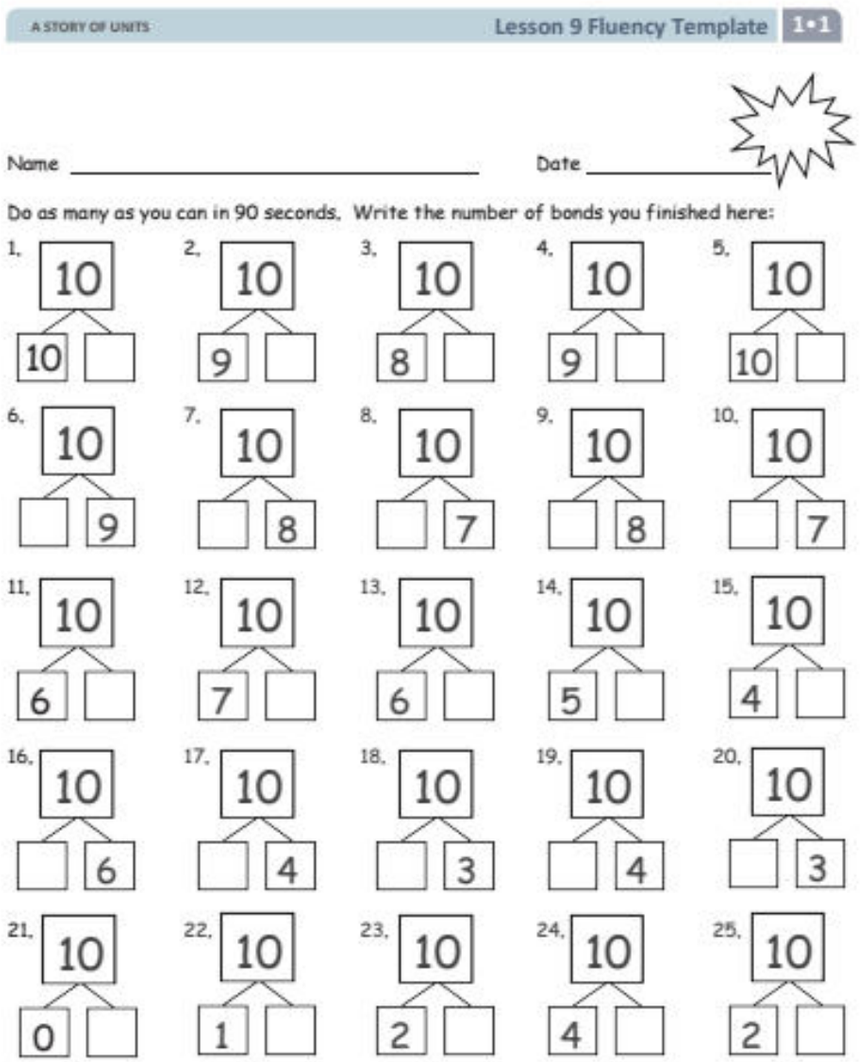
(Drop 1 to 5 pennies in the can, one at a time.)

Now open your eyes and tell how many pennies are in the can now.

Wait for my signal. Get Ready!

Number Bond Dash: 10

Let’s do a Number Bond Dash!



A STORY OF UNITS — Lesson 9 Fluency Template — 1•1

Name _____ Date _____

Do as many as you can in 90 seconds. Write the number of bonds you finished here:

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

Application Problem

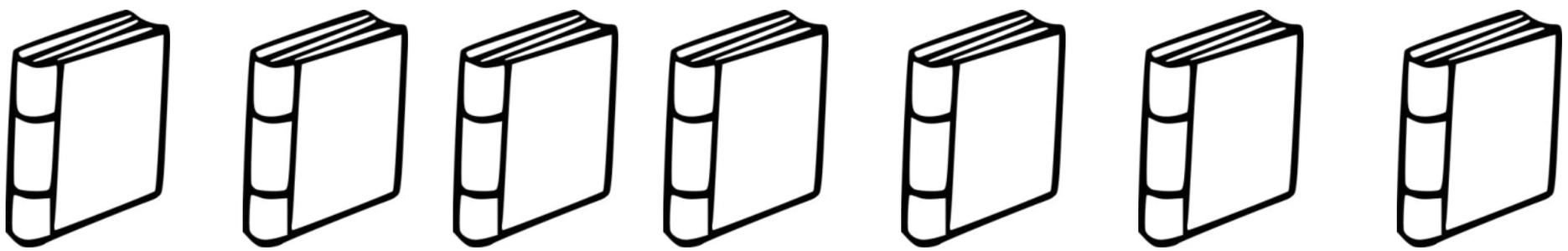
Shanika saw 5 pigeons on the roof. Some more pigeons flew onto the roof. She then counted 8 pigeons. How many pigeons flew over?

Write a number bond and both addition and subtraction number sentences to match the story. Box the solution in your number sentences, and include a statement to answer the question

RDW

Concept Development

I borrowed 7 books from the library. On my way home, I lent some of the books to a friend. Will my backpack have more or fewer books than 7? How do you know?



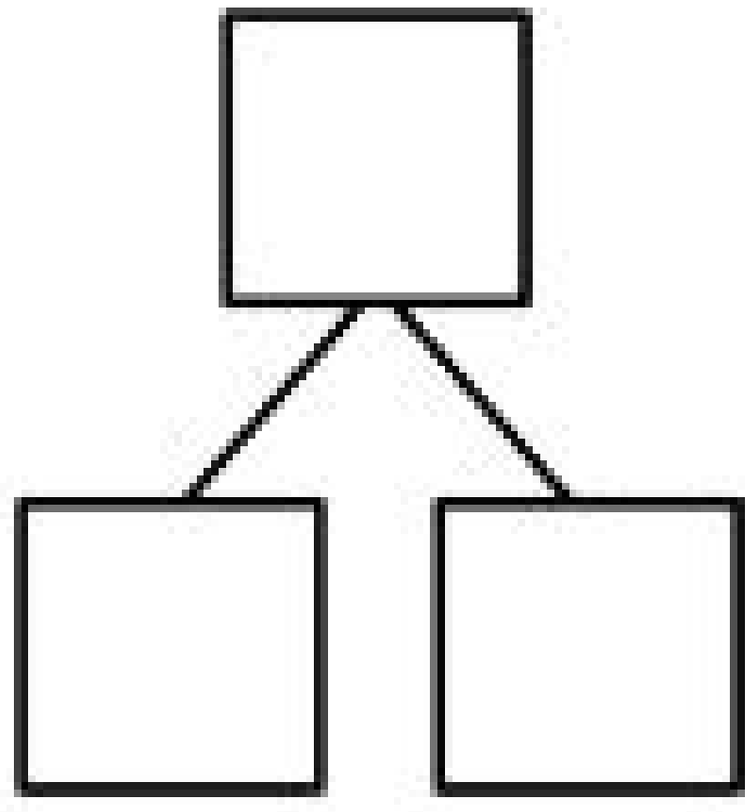
Concept Development

You’re right! There are 5 books still in the backpack. How many books did I lend?

Concept Development

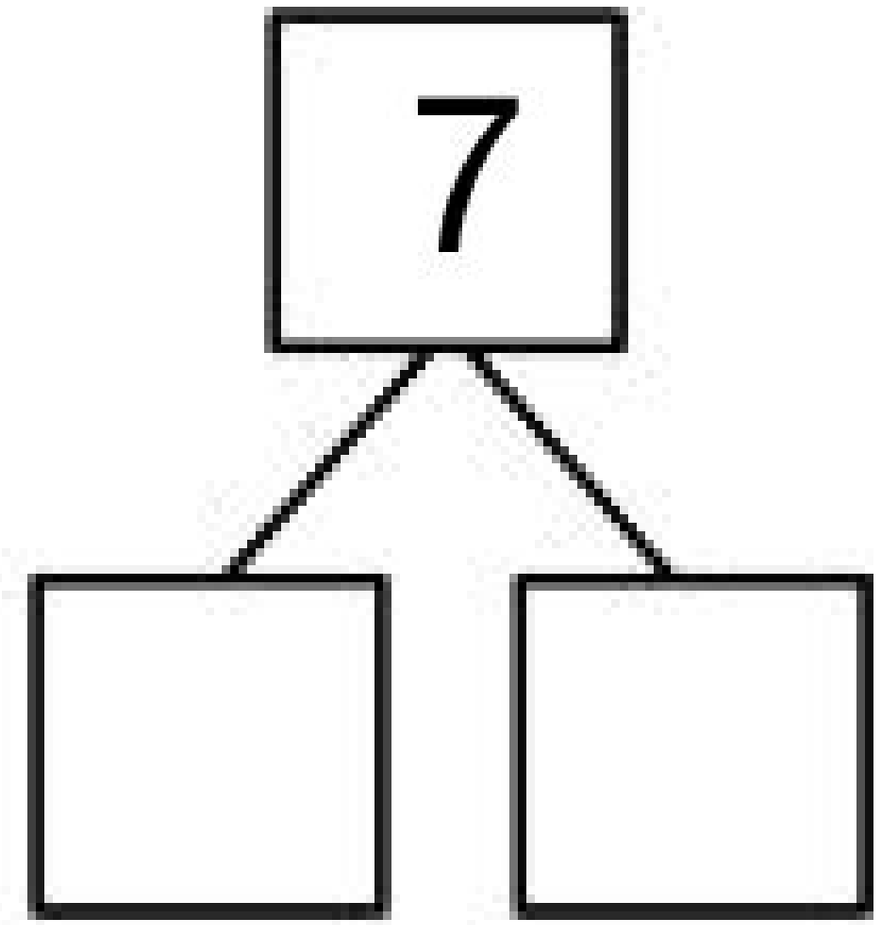
Let’s make a number bond to find out. On your board, make and fill in the number bond. What does 7 stand for?

Is that a part or the total books in the story?



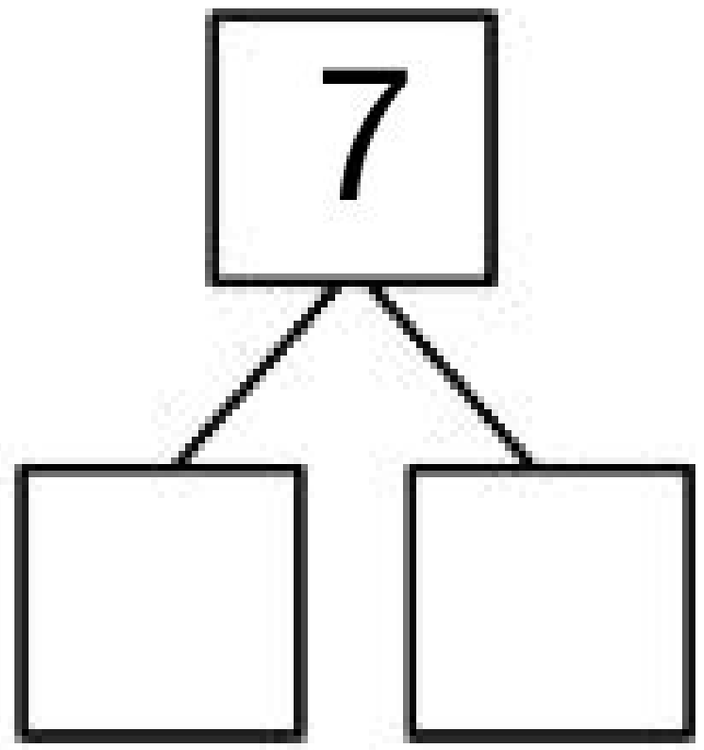
Concept Development

What else do you know?



Concept Development

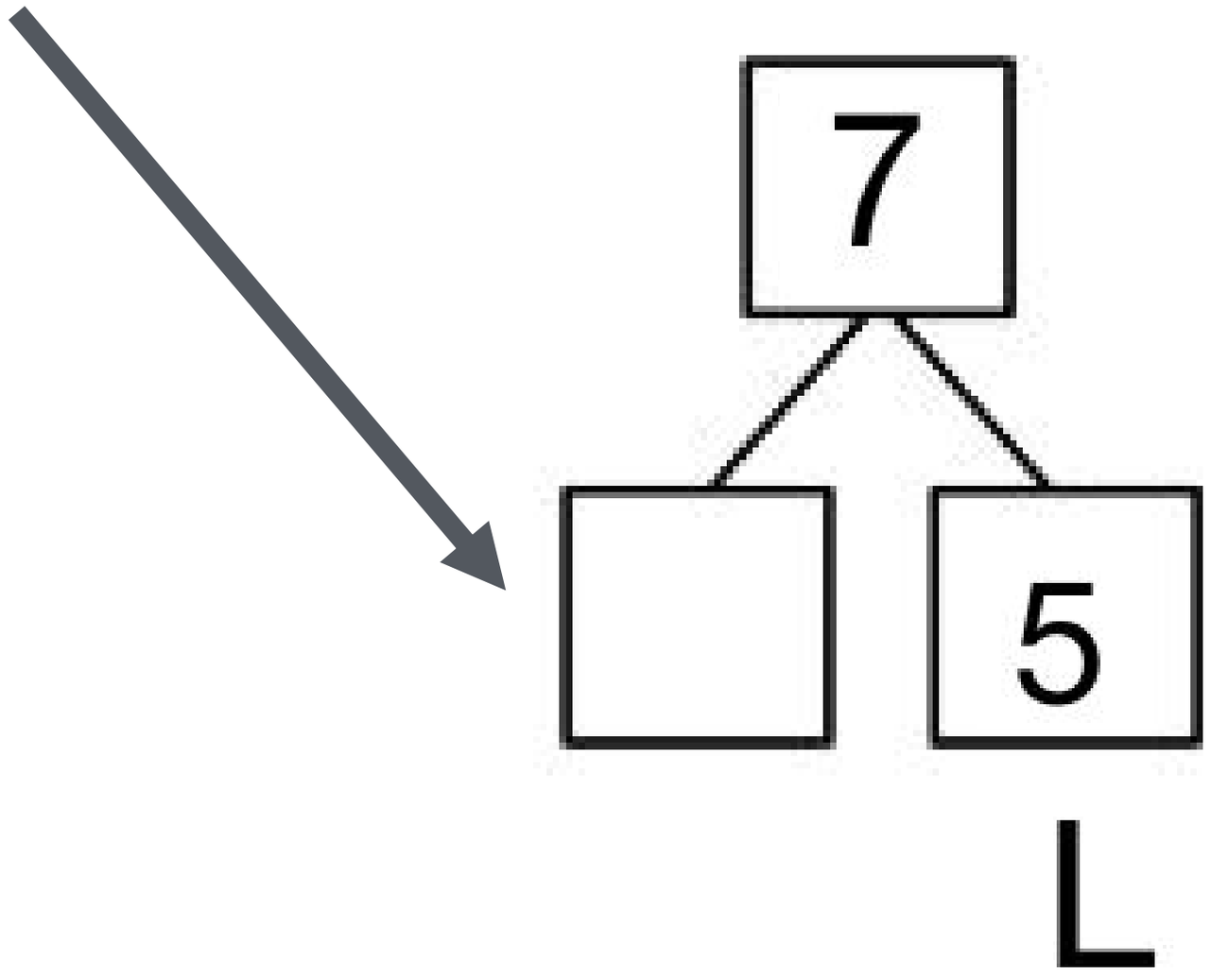
Are these 5 books part of the total number of books?



Let’s fill in and label “L” for leftover books

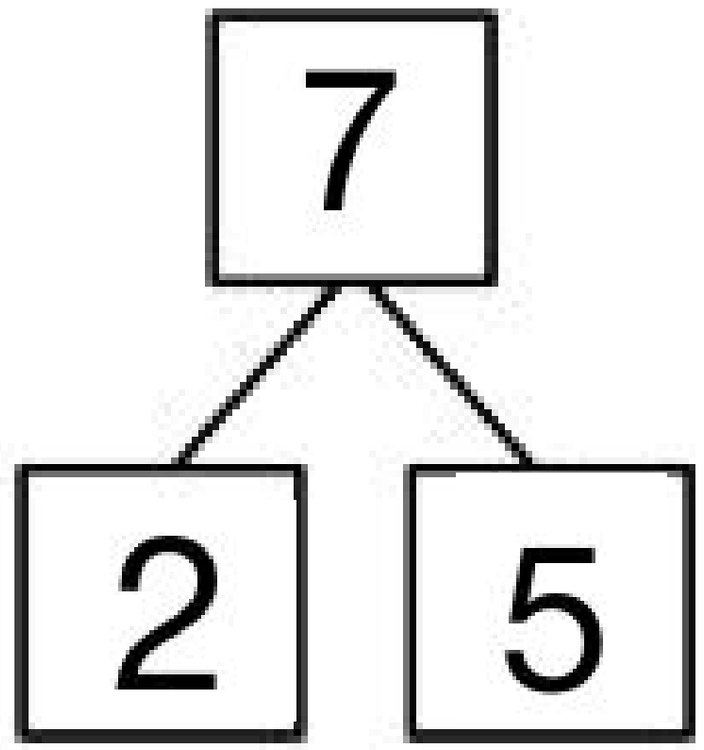
Concept Development

What about this part box? What does it stand for?



Concept Development

Let’s write a number sentence. How did the story begin?



Concept Development

7

What happened next?

How can we continue our number sentence?

❑ Concept Development

7 - ___

What happened last?

How can we continue our number sentence?

❑ Concept Development

7 - ___

What happened last?

How can we continue our number sentence?

Concept Development

$$7 - \_\_\_\_ = 5$$

Let’s make a math drawing to show what we know so far.

Draw circles of the amount we started with.

Concept Development

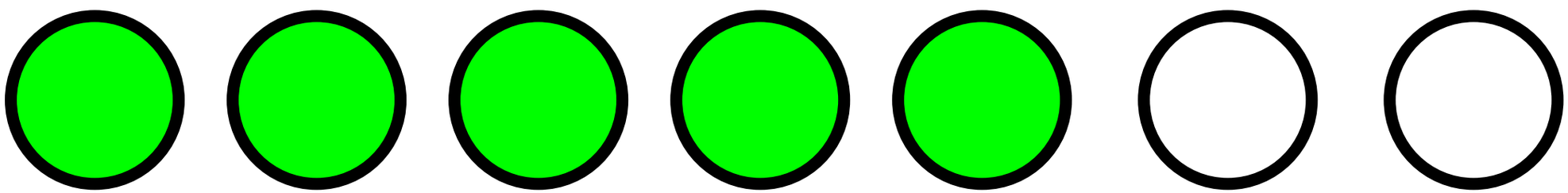
$$7 - \_\_\_\_ = 5$$

Group the circles that show how many books I still have.

Concept Development

$$7 - \_\_\_\_ = 5$$

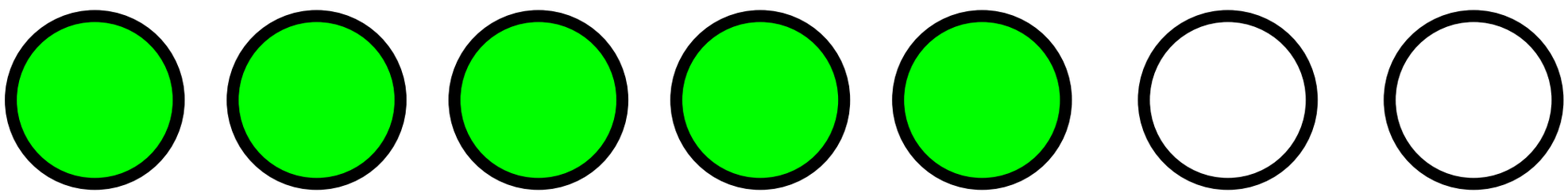
What are these books that we didn’t group?



Concept Development

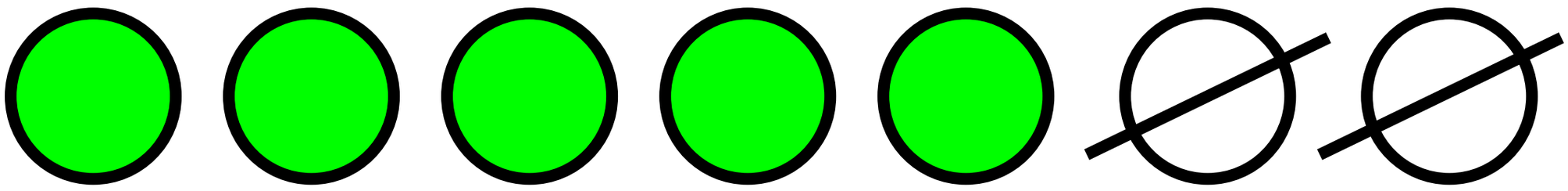
$$7 - \_\_\_\_ = 5$$

How can we show that I gave away these books?



Concept Development

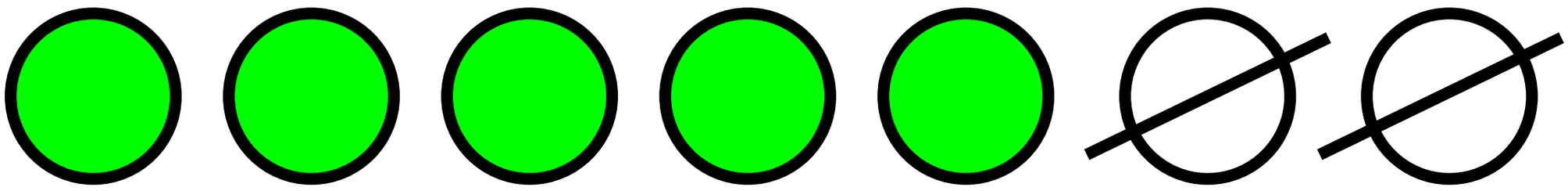
Write a number sentence to show what you just did.



Concept Development

How many books did I give away?

Circle the part of the number sentence that shows this answer.



Concept Development

Let’s do more math stories like the one we just did!

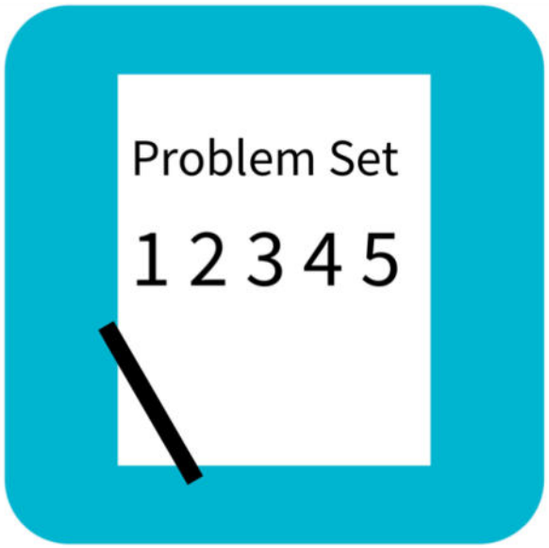
Hansel and Gretel have a bag with 8 pieces of bread. They drop some on their path and have 3 pieces remaining. How many pieces of bread did they drop?

Concept Development

Nine children are playing hide and seek. Some went away to hide. Four children can still be seen. How many children are still hiding?

Concept Development

We caught 9 fireflies. Some flew away. Six fireflies are left in the jar. How many fireflies flew away?

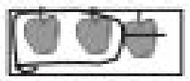


Problem Set

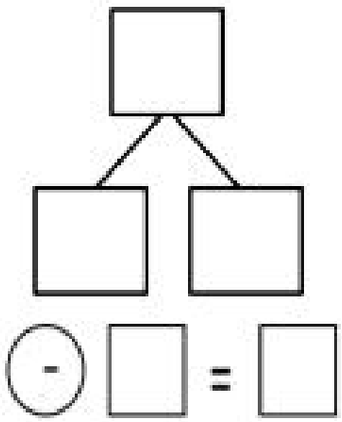
Name _____ Date _____

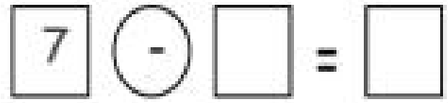
Make a math drawing, and circle the part you know. Cross out the unknown part.

Complete the number sentence and number bond.


Sample: 3 - 1 = 2

1. Kate made 7 cookies. Bill ate some. Now, Kate has 5 cookies. How many cookies did Bill eat?





Bill ate _____ cookies.

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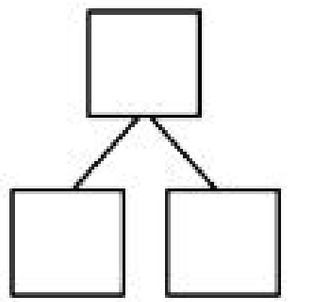
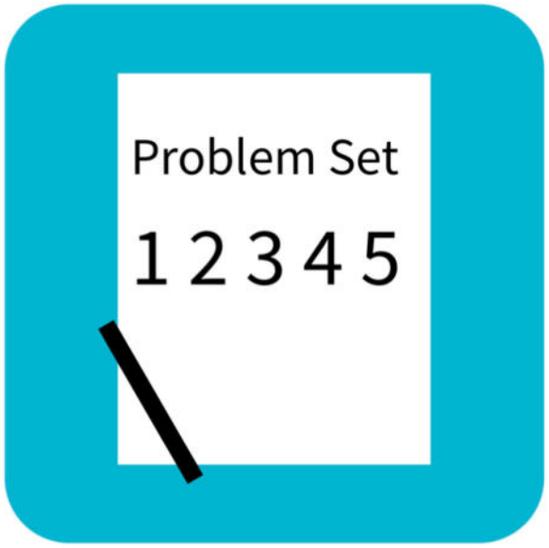
2. On Monday, Tim had 8 pencils. On Tuesday, he lost some pencils. On Wednesday, he has 4 pencils. How many pencils did Tim lose?

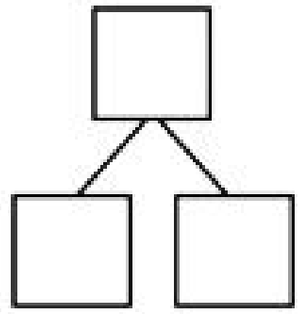


Tim lost _____ pencils.

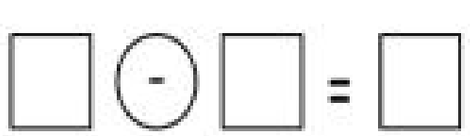


Problem Set

3. A store had 6 shirts on the rack. Now, there are 2 shirts on the rack. How many shirts were sold?



_____ shirts were sold.



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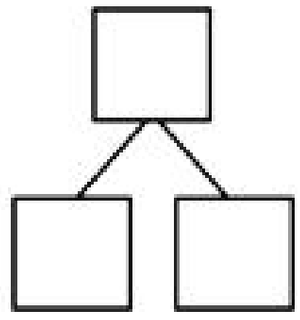
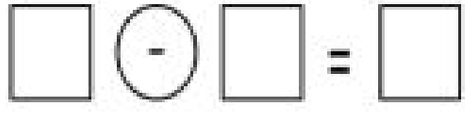
4. There were 9 children at the park. Some children went inside. Five children stayed. How many children went inside?



_____ children went inside.



Debrief

What pattern did you notice about all of our story problems today?

Debrief

What new math strategy did we use to solve our story problems today?

Debrief

One at a time, share some student drawings that have particular strengths (e.g., use of simple circles or squares, picture number bonds, straight rows or similarly sized shapes, clear labels). What do you notice about this math drawing? What qualities make it useful for solving math problems?

Debrief

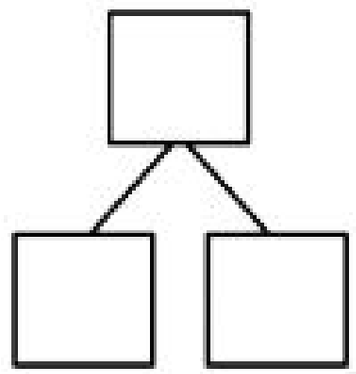
Today, we did not include addition sentences on our Problem Set. How does the number bond help you continue to use addition to help you think about subtraction?

Exit Ticket

Name _____ Date _____

Make a math drawing, and circle the part you know. Cross out the unknown part.
Complete the number sentence and number bond.

Deb blows up 9 balloons. Some balloons popped. Three balloons are left.
How many balloons popped?



_____ balloons popped.