Eureka Math

First Grade
Module 1
Lesson 33

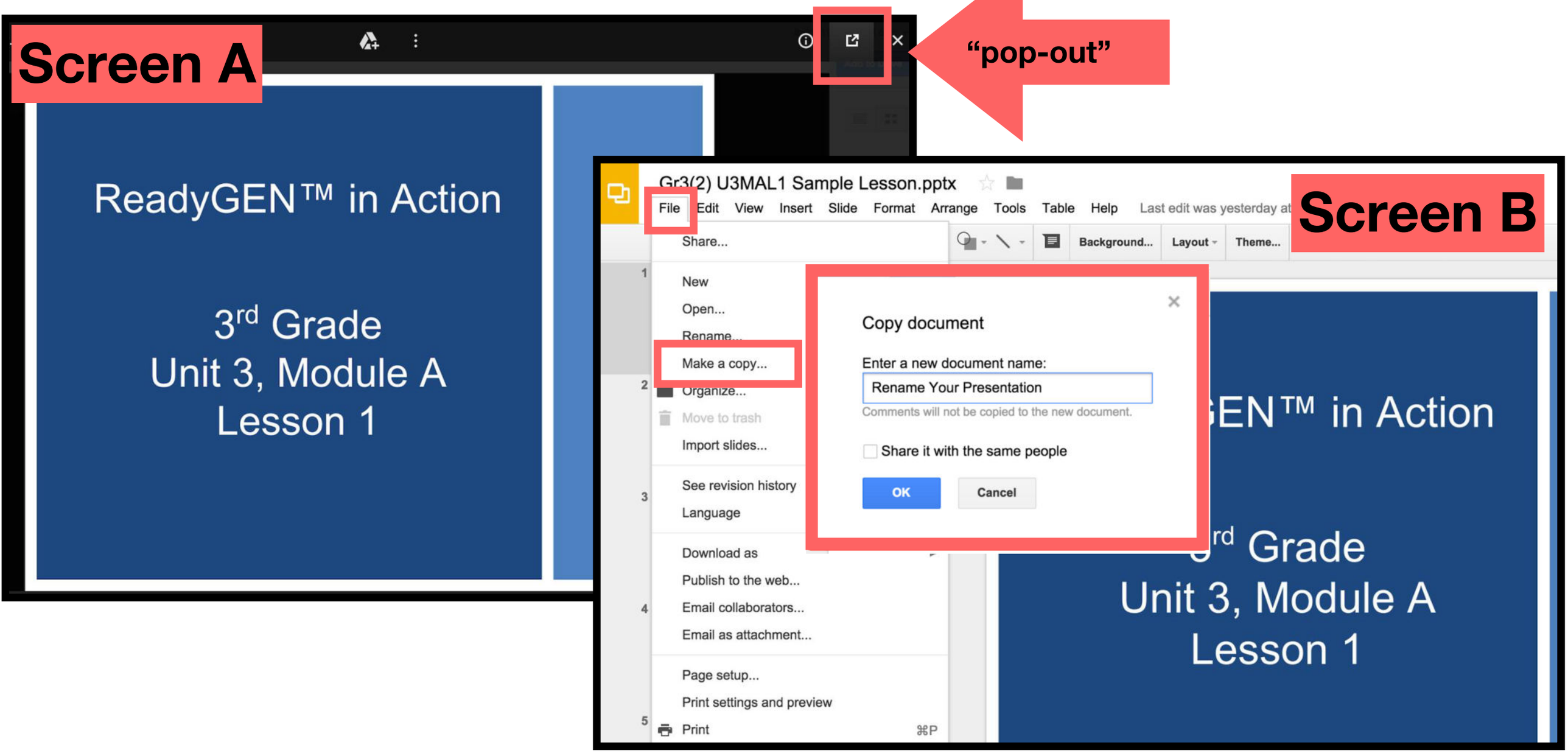
At the request of elementary teachers, a team of Bethel & Sumner educators met as a committee to create Eureka slideshow presentations. These presentations are not meant as a script, nor are they required to be used. Please customize as needed. Thank you to the many educators who contributed to this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

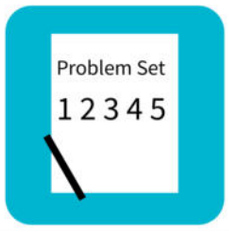


Icons

Read, Draw, Write

Learning Target

Personal White Board

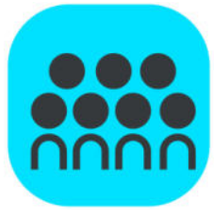


Problem Set

Manipulatives Needed

Fluency

Think Pair Share



Whole Class

Individual

Partner

Small Group

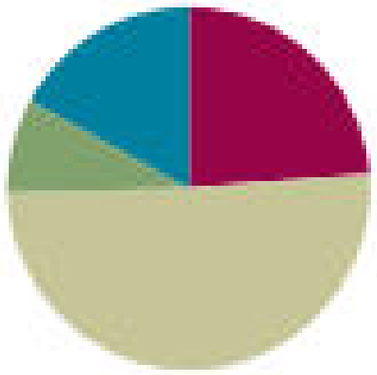
Small Group Time

Lesson 33

Objective: Model 0 less and 1 less pictorially and as subtraction number sentences.

Suggested Lesson Structure

Fluency Practice	(15 minutes)
Application Problem	(5 minutes)
Concept Development	(30 minutes)
Student Debrief	(10 minutes)
Total Time	**(60 minutes)**



Materials Needed

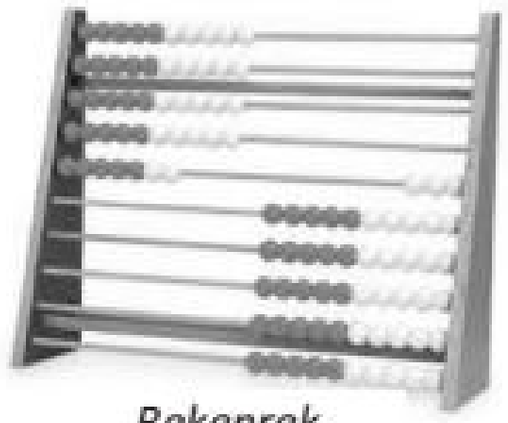
- T: Rekenrek
- T: Number Bracelet of 10
- T: Whiteboard
- S:Personal White Boards
- S: Number bracelet of 10 beads made with 5 red and 5 white beads (see lesson 8)

I can show 0 less and 1 less as a picture and as a subtraction number sentence.

Rekenrek Counting Within 20

T: Pull out your rekenrek.

T: See notes



Rekenrek

Sprint

Let’s do a Sprint!

A

Addition

Number Correct: _____

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

23.	1 + 2 =	
24.	3 + 6 =	
25.	1 + 8 =	
26.	2 + 3 =	
27.	1 + 4 =	
28.	2 + 4 =	
29.	1 + 3 =	
30.	1 + 5 =	
31.	3 + 3 =	
32.	4 + 3 =	
33.	5 + 3 =	
34.	6 + 3 =	
35.	7 + 3 =	
36.	3 + 7 =	
37.	3 + 4 =	
38.	3 + 5 =	
39.	4 + 4 =	
40.	5 + 4 =	
41.	6 + 4 =	
42.	4 + 6 =	
43.	4 + 5 =	
44.	5 + 5 =	

B

Addition

Number Correct: _____

Improvement: _____

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

23.	1 + 8 =	
24.	3 + 7 =	
25.	1 + 5 =	
26.	2 + 4 =	
27.	1 + 4 =	
28.	2 + 3 =	
29.	1 + 3 =	
30.	1 + 2 =	
31.	3 + 3 =	
32.	4 + 3 =	
33.	5 + 3 =	
34.	7 + 3 =	
35.	6 + 3 =	
36.	3 + 6 =	
37.	3 + 5 =	
38.	3 + 4 =	
39.	4 + 4 =	
40.	5 + 4 =	
41.	6 + 4 =	
42.	4 + 6 =	
43.	4 + 5 =	
44.	5 + 5 =	

0 Less, 1 Less

When I give you the signal, I want you to answer the problem.

Get Ready!

0 Less, 1 Less

1 less than 8 is?

0 Less, 1 Less

What comes before 6?

0 Less, 1 Less

6 minus 0 equals?

0 Less, 1 Less

0 less than 9 is?

0 Less, 1 Less

9 is 1 less than...?

0 Less, 1 Less

9 equals 10 minus...?

Application Problem

Nine children are playing outside. One child is on the swings and the rest are playing tag. How many children are playing tag?

Write a number bond and number sentence. Make a math drawing to show how you know.

Concept Development

How many beads are on your number bracelet?

Take 1 bead away.

How many beads do we have now?

Write a number sentence to show what we did.

Concept Development

10 - 1 = 9

Now, push that bead all the way up until it is hiding in your hand.

We have 9 beads.

Concept Development

Show 9 beads. Take one bead away.

We have _____ beads.

Write a number sentence for what we just did.

Concept Development

Show 8 beads. Take one bead away.

We have _____ beads.

Write a number sentence for what we just did.

Concept Development

Show 7 beads. Take one bead away.

We have _____ beads.

Write a number sentence for what we just did.

Concept Development

Push your beads back, and open your pipe cleaner so that your beads are in a straight line.

Push a set of 3 white beads away to the end of the pipe cleaner.

Concept Development

Tell me a number sentence to describe what we did.

Concept Development

Use your beads to show me 7-1.

Write the number sentence on your board.

Concept Development

Use your beads to show me 5-1.

Write the number sentence on your board.

Concept Development

We have 4 beads. This time, take 0 away.

How many beads do we have now?

Concept Development

Hmmm. Let’s try that with a larger number.

Push all your beads back to the middle so we can start with 10.

Take away 0 beads. How many beads do we have now?

Write a number sentence to show what we did.

Concept Development

Now start with 9 beads.

Take away 0 beads. How many beads do we have now?

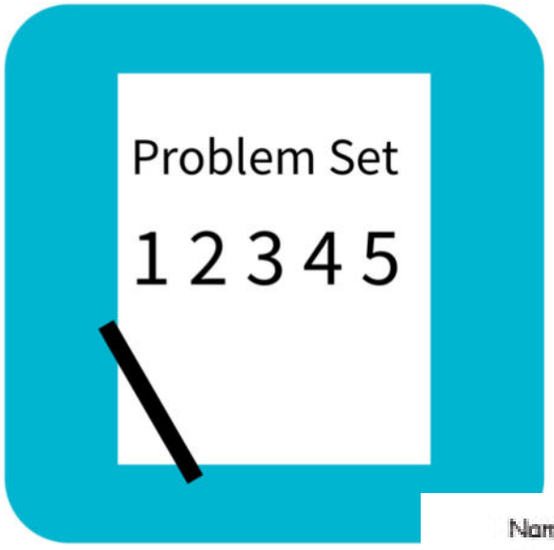
Write a number sentence to show what we did.

Concept Development

Now start with 6 beads.

Take away 0 beads. How many beads do we have now?

Write a number sentence to show what we did.



Problem Set

Name _____ Date _____

Cross off, when needed, to subtract.

1. ●●●●● ○

6 - 1 = ___

2. ●●●●● ○

6 - 0 = ___

If you want, make a 5-group drawing for each problem like the ones above. Show the subtraction.

3.

7 - 1 = ___

4.

7 - 0 = ___

5.

10 - 1 = ___

6.

10 - 0 = ___

7.

8 - 1 = ___

8.

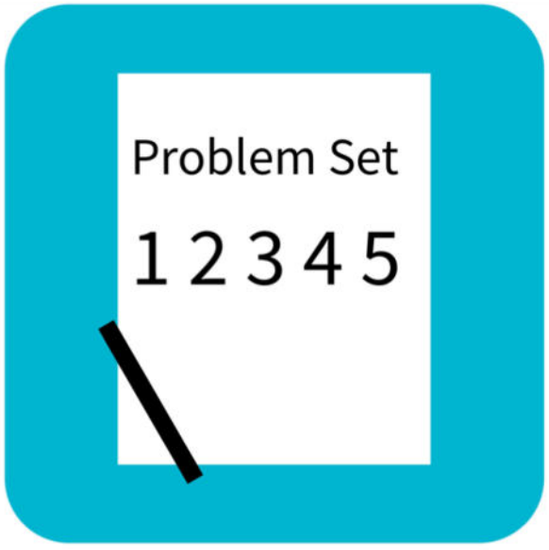
8 - 0 = ___

9.

9 - 1 = ___

10.

9 - 0 = ___



Problem Set

Cross off, when needed, to subtract.

11. 

6 - 1 = ___

12. 

8 - 1 = ___

13. 

9 - 0 = ___

Subtract.

14. 7 - 1 = ___

15. 8 - 0 = ___

16. 9 - 1 = ___

17. Fill in the missing number. Visualize your 5-groups to help you.

a. 6 - 0 = ___

b. 6 - 1 = ___

c. 7 - ___ = 7

d. 7 - 1 = ___

e. 8 - 0 = ___

f. 8 - ___ = 7

g. 9 - ___ = 9

h. 9 - 1 = ___

i. 10 - ___ = 10

j. 10 - ___ = 9

Debrief

How can solving Problem 1 help you solve Problem 3?

Debrief

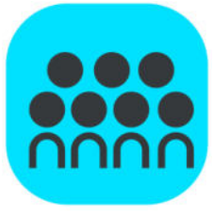
Explain to your partner any patterns you see in Problems 3 –10.

Debrief

Talk to your partner about how visualizing your 5-groups can help you solve Problem 17(g). Explain how solving 10 – 0 can help you solve 122 – 0. What happens every time you subtract 0?

Debrief

Explain how solving 9 – 1 can help you solve 73 – 1. What happens every time you subtract 1? How does subtracting 1 relate to counting?



Debrief

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

Exit Ticket

Name _____ Date _____

Complete the number sentences. If you want, use 5-group drawings to show the subtraction.

1. 9 - 1 = ____

2. 8 = ____ - 0

3. 8 = ____ - 1

4. 10 = 10 - ____