

Eureka Math

First Grade Module 1 Lesson 34

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- Within Google Slides (not Chrome), choose FILE.
- Choose MAKE A COPY and rename your presentation.
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- It is now editable & housed in MY DRIVE.



Icons



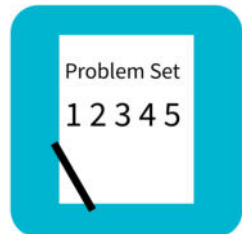
Read, Draw, Write



Learning Target



Personal White Board



Problem Set



Manipulatives Needed



Fluency



Think Pair Share



Whole Class



Individual



Partner



Small Group



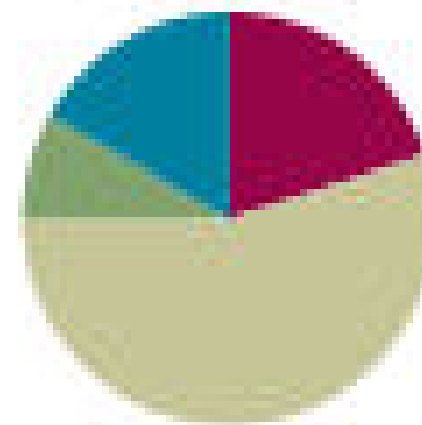
Small Group Time

Lesson 34

Objective: Model $n - n$ and $n - (n - 1)$ pictorially and as subtraction sentences.

Suggested Lesson Structure

■ Fluency Practice	(12 minutes)
■ Application Problem	(5 minutes)
■ Concept Development	(33 minutes)
■ Student Debrief	(10 minutes)
Total Time	(60 minutes)



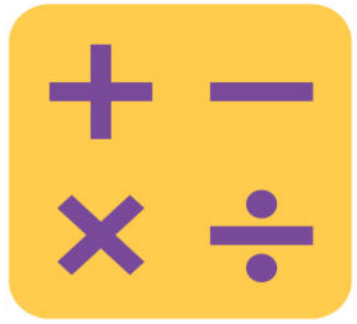


Materials Needed

- 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 $n-1$ or $n-0$ with a picture and subtraction sentences.

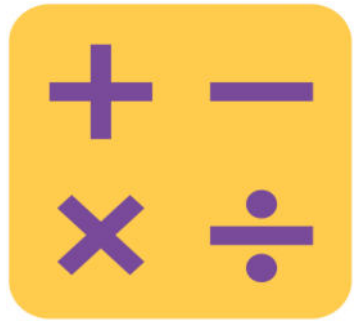


1 less, 2 less

I'll say a number.

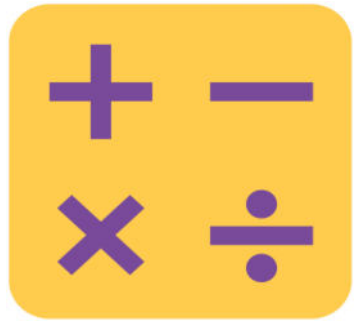
You say 1 less on my signal.

Get Ready!



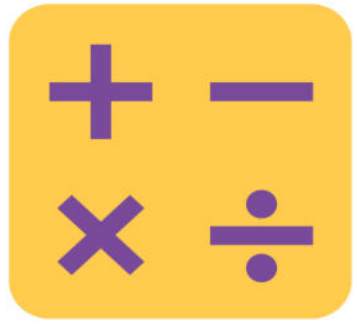
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4



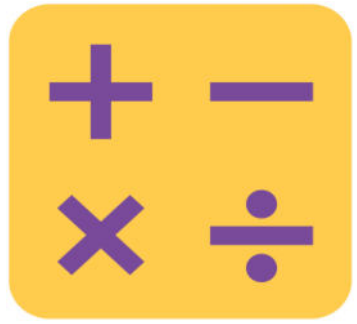
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14



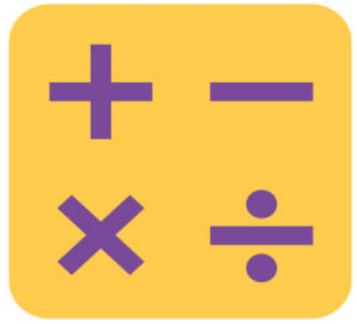
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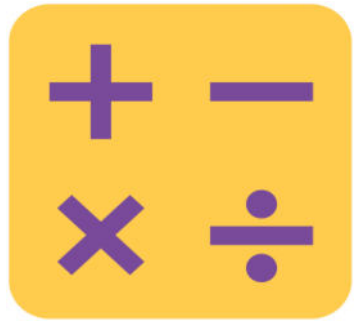
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9



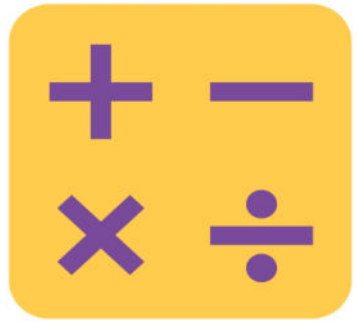
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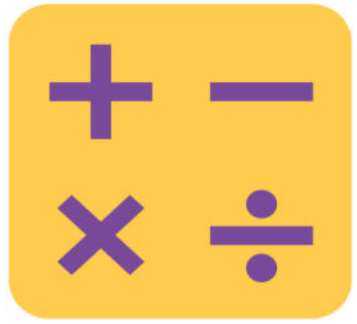
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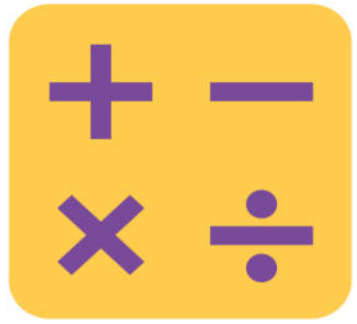
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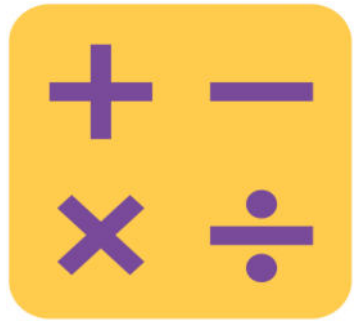
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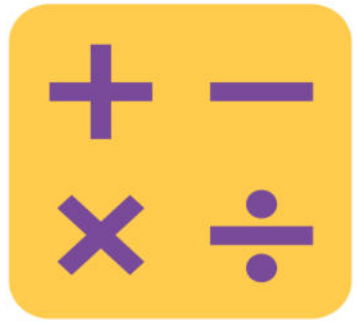
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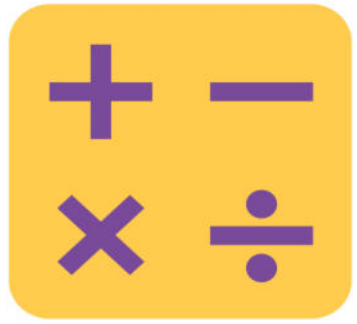
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25



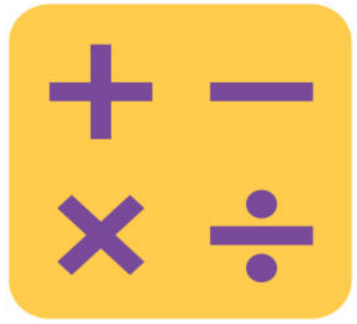
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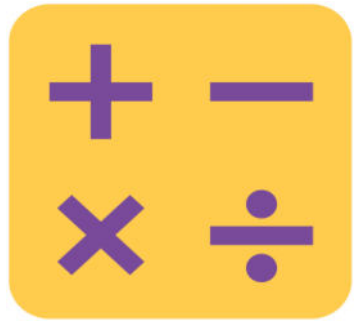
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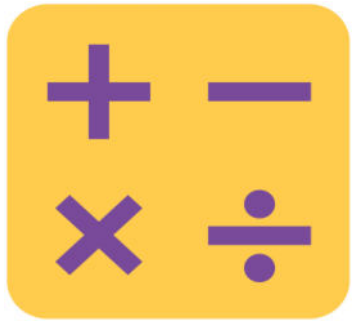
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63



1 less, 2 less

73



Sprint

Let's do a Sprint!

A

Addition

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.	$2 + 6 =$	

Number Correct: _____

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

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.	$2 + 7 =$	

Number Correct: _____

Improvement: _____

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...?



Sprint

Let's do a Sprint!

A

Name _____

Number Correct: 

Date _____

*Write the missing number from each subtraction sentence. Pay attention to the = sign.

1.	$2 - 1 = \square$		16.	$\square = 10 - 0$	
2.	$1 - 1 = \square$		17.	$\square = 10 - 1$	
3.	$1 - 0 = \square$		18.	$\square = 9 - 1$	
4.	$3 - 1 = \square$		19.	$\square = 7 - 1$	
5.	$3 - 0 = \square$		20.	$\square = 6 - 1$	
6.	$4 - 0 = \square$		21.	$\square = 6 - 0$	
7.	$4 - 1 = \square$		22.	$\square = 8 - 0$	
8.	$5 - 1 = \square$		23.	$8 - \square = 8$	
9.	$6 - 1 = \square$		24.	$\square - 0 = 8$	
10.	$6 - 0 = \square$		25.	$7 - \square = 6$	
11.	$8 - 0 = \square$		26.	$7 = 7 - \square$	
12.	$10 - 0 = \square$		27.	$9 = 9 - \square$	
13.	$9 - 0 = \square$		28.	$\square - 1 = 7$	
14.	$9 - 1 = \square$		29.	$\square - 0 = 8$	
15.	$10 - 1 = \square$		30.	$9 = \square - 1$	

B

Name _____

Number Correct: 

Date _____

*Write the missing number from each subtraction sentence. Pay attention to the = sign.

1.	$3 - 1 = \square$		16.	$\square = 10 - 1$	
2.	$2 - 1 = \square$		17.	$\square = 9 - 1$	
3.	$1 - 1 = \square$		18.	$\square = 7 - 1$	
4.	$1 - 0 = \square$		19.	$\square = 7 - 0$	
5.	$2 - 0 = \square$		20.	$\square = 8 - 0$	
6.	$4 - 0 = \square$		21.	$\square = 10 - 0$	
7.	$5 - 1 = \square$		22.	$\square = 9 - 1$	
8.	$7 - 1 = \square$		23.	$9 - \square = 8$	
9.	$8 - 1 = \square$		24.	$\square - 1 = 8$	
10.	$9 - 0 = \square$		25.	$7 - \square = 6$	
11.	$10 - 0 = \square$		26.	$6 = 7 - \square$	
12.	$7 - 0 = \square$		27.	$9 = 9 - \square$	
13.	$8 - 0 = \square$		28.	$\square - 0 = 9$	
14.	$10 - 1 = \square$		29.	$\square - 0 = 10$	
15.	$9 - 1 = \square$		30.	$8 = \square - 1$	

Application Problem

Eighty-three beads spill on the floor. A student picks up 1 bead. How many beads are still on the floor?

Write a number bond, number sentence, and a statement to share your solution.

Extension: If a second child picks up 10 more beads, how many beads will remain on the floor? Use number bonds to show how you know.





Concept Development

Stretch out your bracelet into a long line of beads like we did in our last lesson.



How many beads do we have in this set?

Now take 10 beads away. (Push beads to the side)

How many beads do we have now?

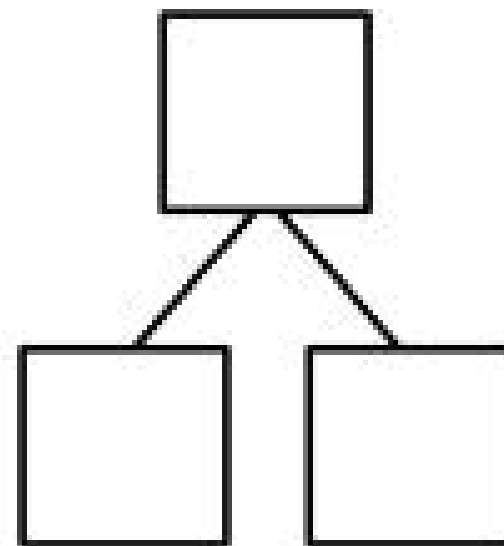


Concept Development

Write the number sentence to show what you did.

_____ - _____ = _____

Then write a number bond.





Concept Development

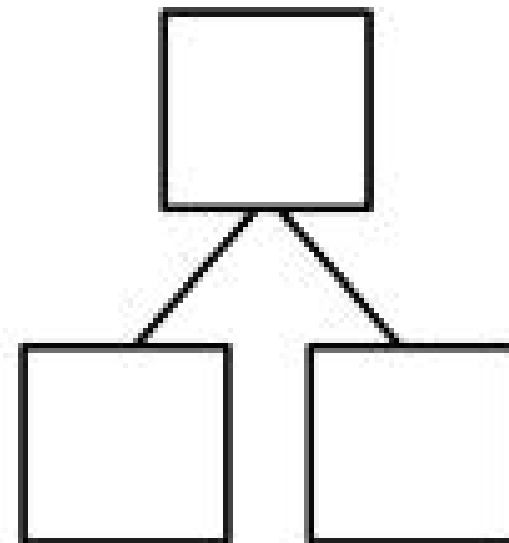
Start with 8 beads now.

Now take 8 beads away.

How many beads do we have now?

Write a number sentence and a
number bond to match.

$$\underline{\quad} - \underline{\quad} = \underline{\quad}$$





Concept Development

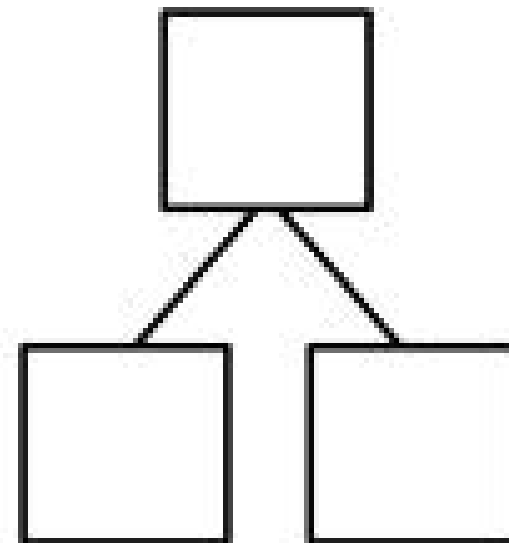
Start with 7 beads now.

Now take 7 beads away.

How many beads do we have now?

Write a number sentence and a
number bond to match.

$$\underline{\quad} - \underline{\quad} = \underline{\quad}$$





Concept Development

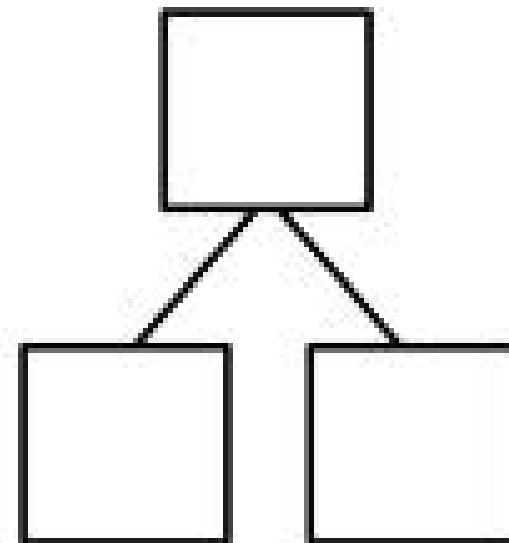
Start with 6 beads now.

Now take 6 beads away.

How many beads do we have now?

Write a number sentence and a
number bond to match.

$$\underline{\quad} - \underline{\quad} = \underline{\quad}$$





Concept Development

How are these problems similar to each other?

When we have a number and then subtract that exact number, what part are we left with?



Concept Development

Let's try something different. Start with 10 beads again

Take away 9 beads.

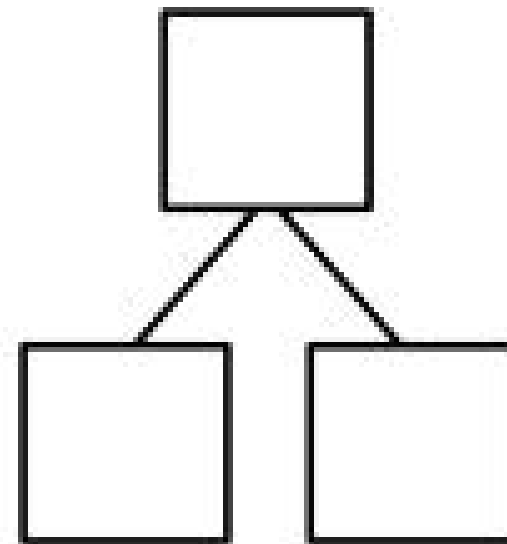
How many beads do we have left?



Concept Development

Write the number sentence and a number bond to show what you did.

$$\underline{\quad} - \underline{\quad} = \underline{\quad}$$





Concept Development

Start with 9 beads again

Take away 8 beads.

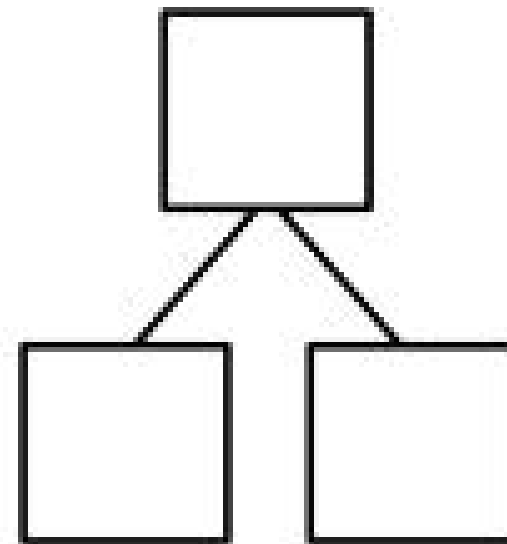
How many beads do we have left?



Concept Development

Write the number sentence and a number bond to show what you did.

$$\underline{\quad} - \underline{\quad} = \underline{\quad}$$





Concept Development

Start with 8 beads again

Take away 7 beads.

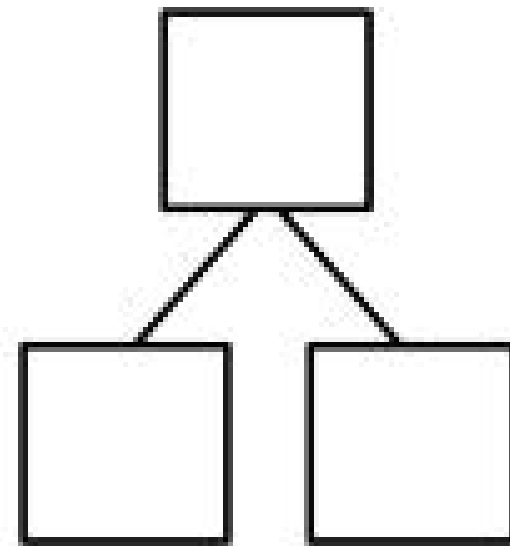
How many beads do we have left?



Concept Development

Write the number sentence and a number bond to show what you did.

$$\underline{\quad} - \underline{\quad} = \underline{\quad}$$





Concept Development

Start with 7 beads again

Take away 6 beads.

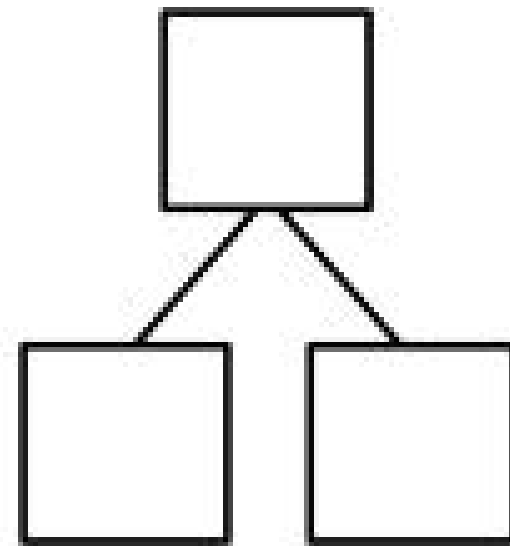
How many beads do we have left?



Concept Development

Write the number sentence and a number bond to show what you did.

$$\underline{\quad} - \underline{\quad} = \underline{\quad}$$





Concept Development

How are these problems similar to each other?



Turn and talk to your partner. How are these problems similar?



Concept Development

Let's try a few more.

This time, try to complete the number sentence and number bond without using the beads.

Then, check your answer using your beads.



Concept Development

Start with 6 beads again

Take away 6 beads.

How many beads do we have left?

Try to complete the number sentence and number bond without using the beads.



Concept Development

Start with 6 beads again

Take away 5 beads.

How many beads do we have left?

Try to complete the number sentence and number bond without using the beads.



Concept Development

Start with 8 beads again

Take away 8 beads.

How many beads do we have left?

Try to complete the number sentence and number bond without using the beads.



Concept Development

Start with 8 beads again

Take away 7 beads.

How many beads do we have left?

Try to complete the number sentence and number bond without using the beads.



Concept Development

Start with 9 beads again

Take away 9 beads.

How many beads do we have left?

Try to complete the number sentence and number bond without using the beads.



Concept Development

Start with 9 beads again

Take away 8 beads.

How many beads do we have left?

Try to complete the number sentence and number bond without using the beads.



Concept Development

When you are working today, see if you can figure out how to tell quickly that the answer to a subtraction problem will be 1 or that the answer will be 0.

Problem Set

1 2 3 4 5

Problem Set

Name _____

Date _____

Cross off to subtract.



1.  0

$$6 - 6 = \underline{\quad}$$

2.  0

$$6 - 5 = \underline{\quad}$$

Subtract. Make a math drawing, like those above, for each.

3.

$$7 - 7 = \underline{\quad}$$

4.

$$7 - 6 = \underline{\quad}$$

5.

$$10 - 10 = \underline{\quad}$$

6.

$$10 - 9 = \underline{\quad}$$

7.

$$8 - 8 = \underline{\quad}$$

8.

$$8 - 7 = \underline{\quad}$$

9.

$$9 - 9 = \underline{\quad}$$

10.

$$9 - 8 = \underline{\quad}$$

Problem Set

1 2 3 4 5

Problem Set

Cross off, when needed, to subtract.

11.



$$6 - 6 = \underline{\quad}$$

12.



$$8 - 8 = \underline{\quad}$$

13.



$$9 - 8 = \underline{\quad}$$

Subtract. Make a math drawing, like those above, for each.

14.

$$7 - 7 = \underline{\quad}$$

15.

$$8 - 7 = \underline{\quad}$$

16.

$$9 - 9 = \underline{\quad}$$

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

a. $6 - 6 = \underline{\quad}$

b. $6 - 5 = \underline{\quad}$

c. $7 - \underline{\quad} = 0$

d. $7 - 6 = \underline{\quad}$

e. $8 - 8 = \underline{\quad}$

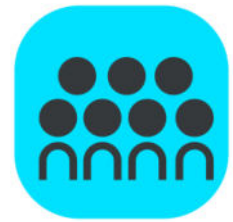
f. $8 - \underline{\quad} = 1$

g. $9 - \underline{\quad} = 0$

h. $9 - 8 = \underline{\quad}$

i. $10 - \underline{\quad} = 10$

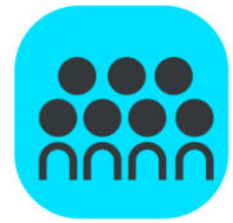
j. $10 - \underline{\quad} = 1$



Debrief



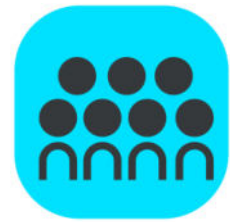
What pattern did you notice between
Problems 3 and 10?



Debrief



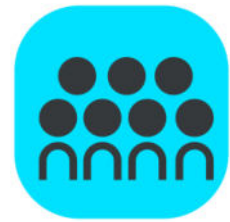
How were your drawings different in
Problems 5 and 6?



Debrief



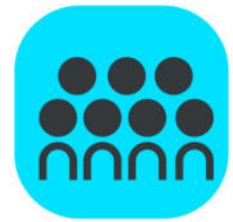
How did the Application Problem
connect to today's lesson?



Debrief



How can solving $10 - 10$ help you solve
 $1,272 - 1,272$; $10,629 - 10,629$; or
 $1,000,000 - 1,000,000$?



Debrief



How can solving $9 - 8$ help you solve
 $759 - 758$... $2,478 - 2,477$ and
 $1,000,001 - 1,000,000$?



Exit Ticket

Name _____

Date _____

Make 5-group drawings to show the subtraction.

1.

2.

$$9 - \underline{\quad} = 1$$

$$0 = 10 - \underline{\quad}$$

3.

4.

$$1 = \underline{\quad} - 7$$

$$0 = \underline{\quad} - 9$$