Eureka Math

First Grade
Module 1
Lesson 35

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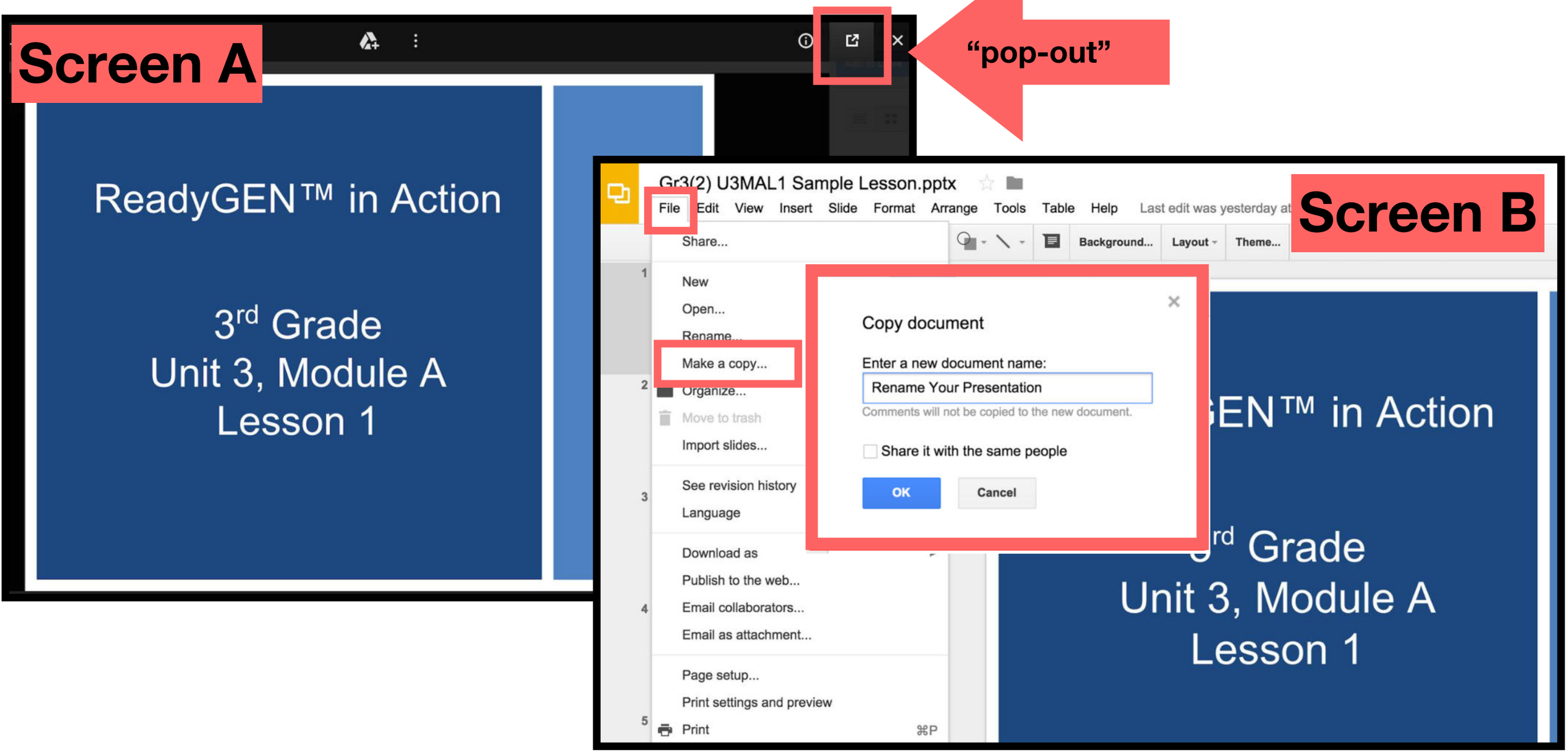
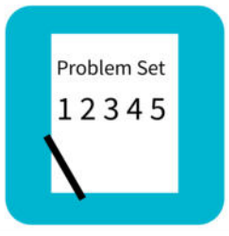


Icons

Read, Draw, Write

Learning Target

Personal White Board

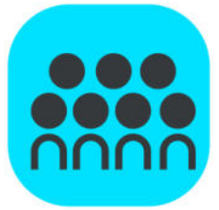


Problem Set

Manipulatives Needed

Fluency

Think Pair Share



Whole Class

Individual

Partner

Small Group

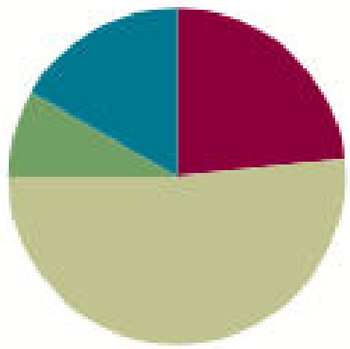
Small Group Time

Lesson 35

Objective: Relate subtraction facts involving fives and doubles to corresponding decompositions.

Suggested Lesson Structure

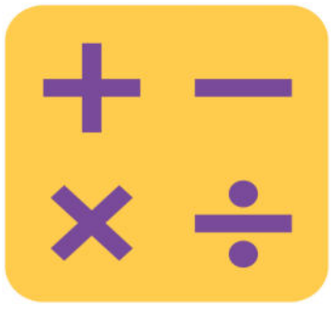
Fluency Practice	(14 minutes)
Application Problem	(5 minutes)
Concept Development	(31 minutes)
Student Debrief	(10 minutes)
Total Time	**(60 minutes)**



Materials Needed

- Materials: (S) n – 0 and n – 1 Sprint
- (T) Number bracelet of 10, white board or easel
- (S) Number bracelet of 10 beads (5 red, 5 white) (see Lesson 8), personal white board

I can relate subtraction facts involving fives and doubles to other facts.



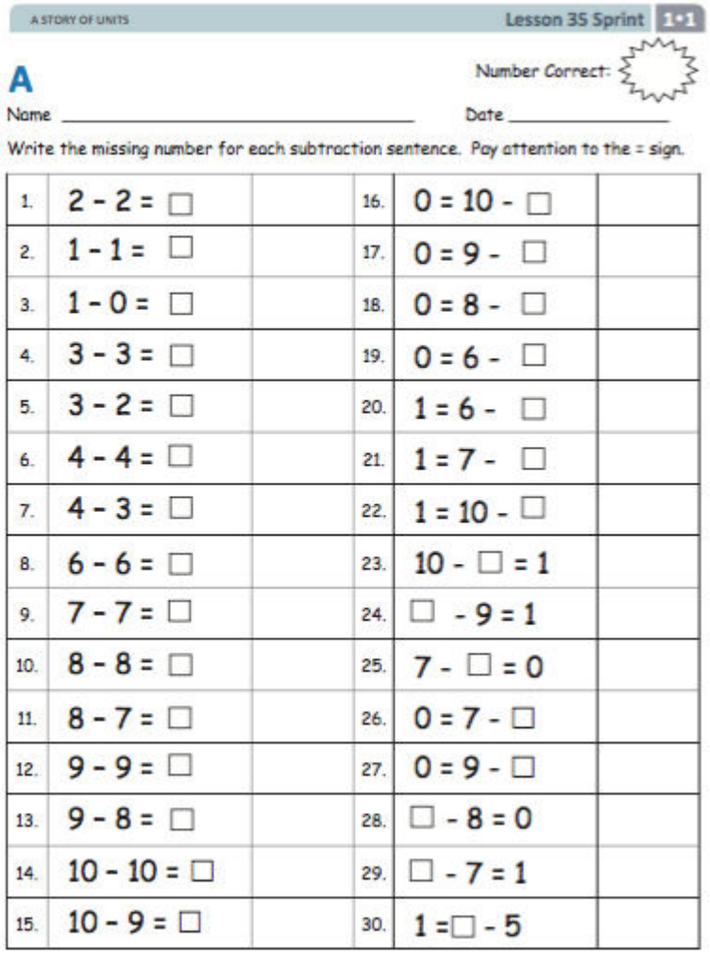
Cold Call

I'll say a subtraction fact. You tell me the answer as quickly as you can on my signal.

Get Ready!

Sprint

Let’s do a Sprint!



A STORY OF UNITS — Lesson 35 Sprint — 1•1

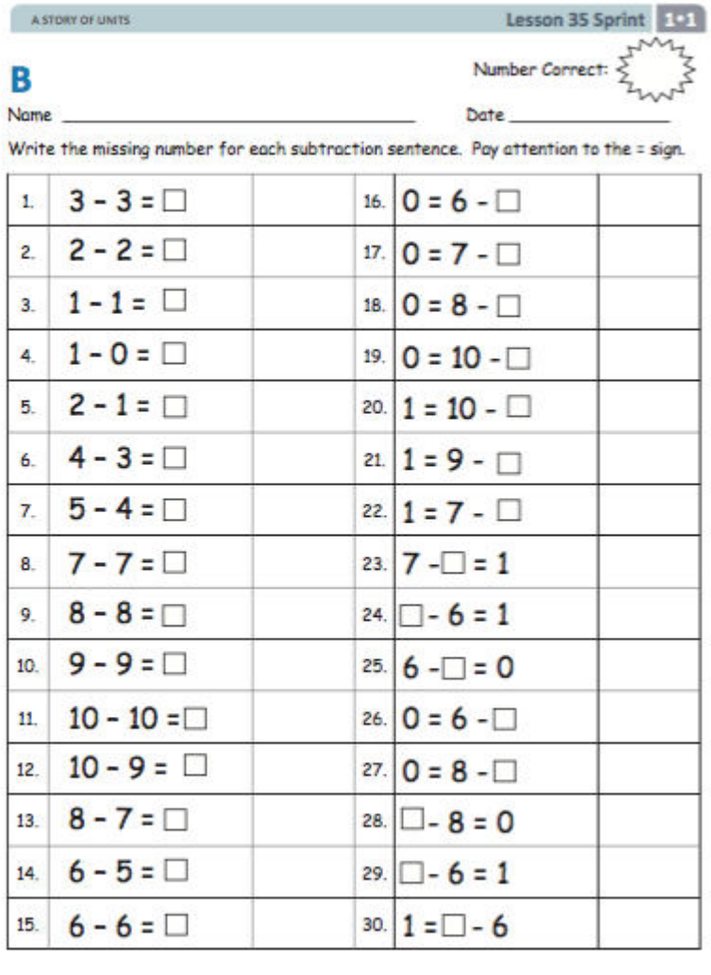
A

Number Correct: ☐

Name _____ Date _____

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

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



A STORY OF UNITS — Lesson 35 Sprint — 1•1

B

Number Correct: ☐

Name _____ Date _____

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

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

Speed Writing

Write numbers from 10 to the highest number you know in 1 minute while whisper- counting the Say Ten way!

Application Problem

The teacher spilled 18 beads on the floor today. A student picked up 17 of the beads. How many beads are still left on the floor? Write a number bond, number sentence, and a statement to share your solution.

Concept Development

Show me 7 the Math Way. How many fingers did you use on your left hand?

Concept Development

Show me 7–5 by hiding your 5.

Concept Development

What’s the answer?

Concept Development

7 - 5 is 2! Give me the complete number sentence.

Concept Development

Show me your 7 again. Subtract 2 by hiding your 2.
The answer is...?

Concept Development

When we subtract 2 from 7 we get 5! Give me the complete number sentence.

Concept Development

Let’s practice subtracting 5 and it’s partner with all numbers 6 through 10!

Concept Development

Show me 6 the Math Way. How many fingers did you use on your left hand?

Showme 6–5 by hiding your 5.

What’s the answer? Give me the complete number sentence.

Show me your 6 again. Subtract 1 by hiding your 1. The answer is...?

Give me the complete number sentence.

Concept Development

Show me 8 the Math Way. How many fingers did you use on your left hand?

Showme 8–5 by hiding your 5.

What’s the answer? Give me the complete number sentence.

Show me your 8 again. Subtract 3 by hiding your 3. The answer is...?

Give me the complete number sentence.

Concept Development

Show me 8 the Math Way. How many fingers did you use on your left hand?

Showme 9–5 by hiding your 5.

What’s the answer? Give me the complete number sentence.

Show me your 9 again. Subtract 4 by hiding your 4. The answer is...?

Give me the complete number sentence.

Concept Development

Show me 8 the Math Way. How many fingers did you use on your left hand?

Show me 10–5 by hiding your 5.

What's the answer? Give me the complete number sentence.

Show me your 10 again. Subtract 5 by hiding your 5. The answer is...?

Give me the complete number sentence.

Concept Development

Please take out your bracelets and start with 8 beads.

Concept Development

8 – 5 = _____

Use your beads in one movement to show me the answer. Write the number sentence and number bond.

Concept Development

8 – 5 = _____

How did you solve this so quickly?

Concept Development

8 – 5 = _____

I heard some of you say these ideas:

I moved just my red beads in a 5-group.

I moved a group of 5 without counting out 1, 2, 3, 4, 5.

Concept Development

8 – 5 = _____

How did you know how many to push at once?

Concept Development

8 – 5 = _____

The beads are in groups of 5!

Concept Development

8 – 3 = _____

Push them back together to have 8, and try this one.

Concept Development

8 – 3 = _____

What did you push away as a group?

Concept Development

8 – 3 = _____

We pushed the 3 white beads!

Concept Development

8 – 3 = _____

What did you have left?

Concept Development

8 – 3 = _____

The 5 red beads are left!

Concept Development

Let’s practice this more! Remember, push beads away in one movement.

Concept Development

9 - 5 = _____

9 - 4 = _____

Concept Development

9 - 5 = 4

9 - 5 = 4

Concept Development

7 - 5 = _____

7 - 2 = _____

Concept Development

7 - 5 = 2

7 - 5 = 2

Concept Development

Great job visualizing larger groups to help you subtract quickly. Now, we will use a different way to visualize, or see, groups to help us subtract. Put your bracelets back together so you have 10 beads total. What two equal parts do you see?

Concept Development

They’re called doubles!

Concept Development

Starting at 1 + 1, let’s recite our doubles facts. Point your fingers together as we say them.

Concept Development

Doubles can be easy to see, just like 5-groups. Let’s see if we can spot which of these subtraction facts are made from doubles. Visualize your doubles facts as we look for them.

Concept Development

7 – 3　　8 – 4　　9 – 2

Which subtraction expression is splitting up a double? Turn and talk with your partner to decide. Talk about how you know. Write the number sentence and number bond on your paper.

Concept Development

8 – 4 is splitting up a doubles fact!

I like how you proved your idea to your partner by showing the doubles on your fingers. Try more!

Concept Development

5 – 2 8 – 3 4– 2

Which subtraction expression is splitting up a double? Turn and talk with your partner to decide. Talk about how you know. Write the number sentence and number bond on your paper.

Concept Development

4 – 2 is splitting up a doubles fact!

Let’s try more!

Concept Development

7 – 4

6 – 3

10 – 4

Which subtraction expression is splitting up a double? Turn and talk with your partner to decide. Talk about how you know. Write the number sentence and number bond on your paper.

Concept Development

6 – 3 and 10 – 4 are both splitting up doubles facts!

Let’s try more!

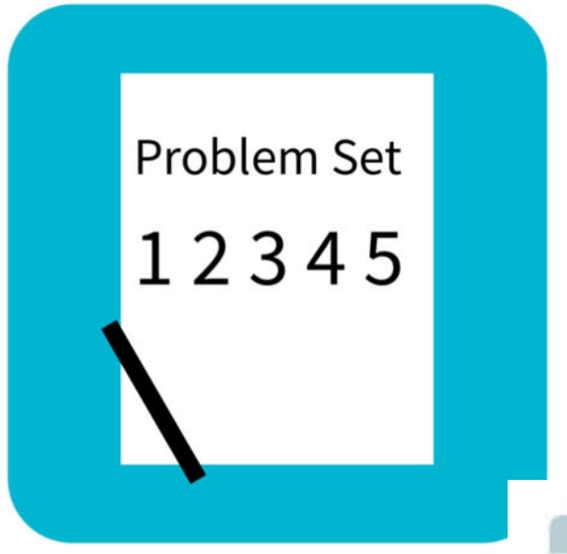
Concept Development

8 – 4 6 – 3 10 – 5

Which subtraction expression is splitting up a double? Turn and talk with your partner to decide. Talk about how you know. Write the number sentence and number bond on your paper.

Concept Development

8 – 4, 6 – 3, and 10 – 5 are all splitting up doubles facts!

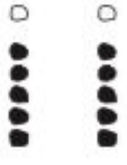


Problem Set

Name _____ Date _____

Solve the sets of number sentences. Look for easy groups to cross off.

1.



6 - 5 = ___

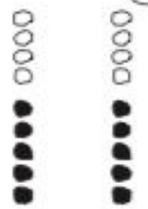
6 - 1 = ___

2.

8 - 3 = ___

8 - 5 = ___

3.

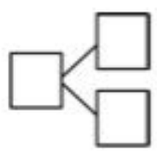


9 - 4 = ___

9 - 5 = ___

Subtract. Make a math drawing for each problem like the ones above. Write a number bond.

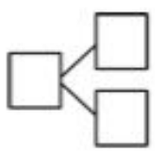
4.



7 - 5 = ___

7 - 2 = ___

5.



10 - 5 = ___

Debrief

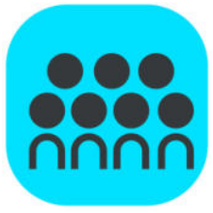
Look at Problems 6(a) through 6(f). Talk to your partner about what you visualized to help you solve these problems.

How can your hands help you solve problems like these?

How are your hands similar to the number bracelet? How are they different?

Debrief

Look at Problems 13(a) through 13(f). For which problems did you use 5-groups? For which problems did you use doubles? Could you use both of them on any of the problems?



Debrief

Look at how you solved the Application Problem. How can we use the Rekenrek to solve this same problem? How can we use 5-groups to solve this problem?

Exit Ticket

Name _____ Date _____

Solve the number sentences. Make a number bond.
Draw a picture or write a statement about the strategy that helped you.

Doubles helped me solve!

6 - 3 = 3

1. ____ - 5 = 5
2. 8 - ____ = 4
3. 9 - ____ = 4