Eureka Math

First Grade
Module 1
Lesson 36

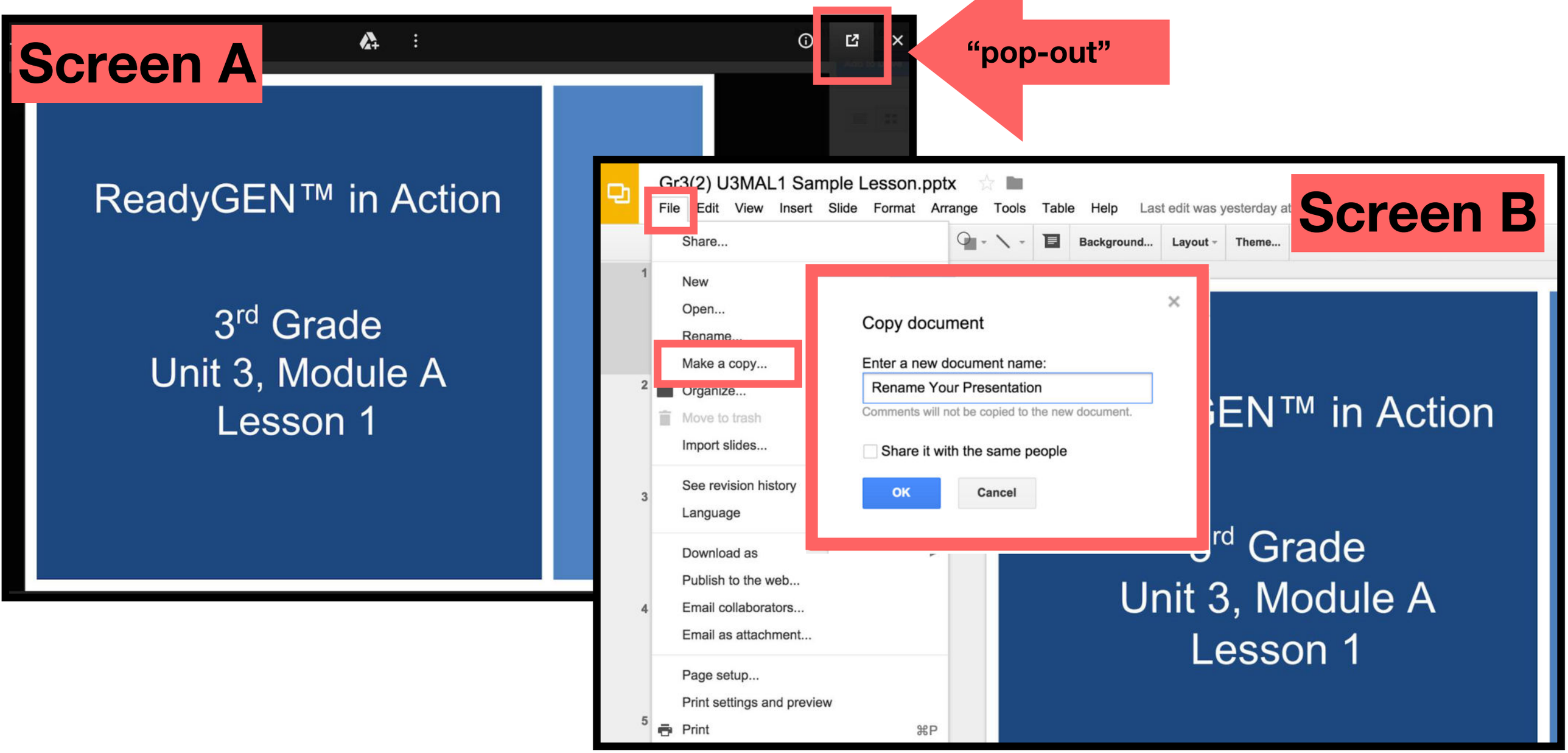
At the request of elementary teachers, a team of Bethel & Sumner educators met as a committee to create Eureka slideshow presentations. These presentations are not meant as a script, nor are they required to be used. Please customize as needed. Thank you to the many educators who contributed to this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

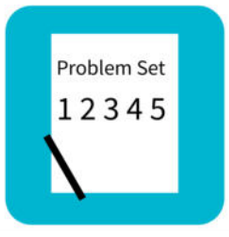


Icons

Read, Draw, Write

Learning Target

Personal White Board

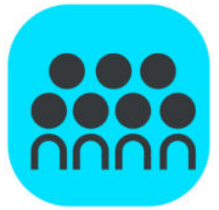


Problem Set

Manipulatives Needed

Fluency

Think Pair Share



Whole Class

Individual

Partner

Small Group

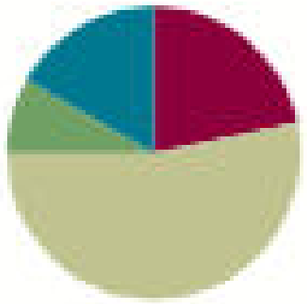
Small Group Time

Lesson 36

Objective: Relate subtraction from 10 to corresponding decompositions.

Suggested Lesson Structure

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

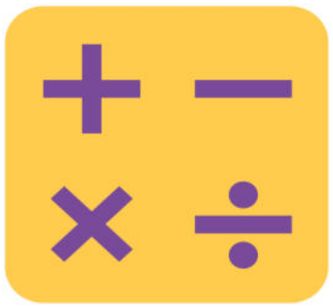


Materials Needed

- (T) 5-group cards (Lesson 5 Template 1)
- S) Numeral cards 1–10 (single-sided numerals from 5-group cards Lesson 5, Template 1)
- 10 two-sided beans or counters
- a personal board with ten-frame (Fluency Template)
- (T) Number bracelet of 10 beads (5 red, 5 white) (from Lesson 8), white board or easel
- (S) Number bracelet, personal white boards

Before students come to the meeting area for Concept Development, slip 4 white beads off of the demonstration pipe cleaner and place them in a pocket, out of view of the students. Have students bring materials to the meeting area and sit in a semicircle.

I can relate subtraction from 10 to other facts.



Counting the Say Ten Way

Let’s count the Say Ten Way!

Get Ready!

5-Group Flash

Let’s practice saying the number I show you and the partner to 10.

Get Ready!

Number Bonds of 10

Let’s practice partners of 10! You will put your numeral cards face down in front of you. One partner flips a card and adds that number of counters to the ten-frame. The other partner fills in the empty part of the ten-frame with the other color. Then fill in a number bond and write two number sentences to match!

Application Problem

There are 10 beads on the floor. There is the same number of red beads as white beads. A student picks up the white beads. How many beads are MP.1 still on the floor? Write a number bond, number sentence, and astatement to share your solution. Make a math drawing to show how you know.

RDW

Concept Development

Oh, no! My bracelet broke and is missing some of its beads.

Concept Development

How many beads are on my bracelet?

Concept Development

6 beads are on my bracelet. Wait, how many beads do you have on your bracelet?

Concept Development

Use one movement of beads to find out how many fell off my bracelet.

Concept Development

4 of my beads fell off!

Concept Development

Write a number sentence and number bond to show what just happened to my bracelet.

Concept Development

10 - 1

Now let’s work in partners. Partner A, use your beads to show Partner B the answer to this problem. Write the number sentence and number bond on your board.

Concept Development

10 - 1

How many beads are left?

Concept Development

10 - 1 = 9

9 beads are left!

Concept Development

10 - 9

Partner B, use your beads to show Partner A the answer to this problem. Write the number sentence and number bond on your board.

Concept Development

Look at your stretched out bracelets. Talk with your partner: What's the same or different about them?

Concept Development

I heard these ideas!

They’re the same; mine is just facing the other way.
When I flip my bracelet over, it’s exactly the same as my partner’s.

Concept Development

Look at your number bonds and equations. Talk with your partner: What's the same or different about them?

Concept Development

I heard these ideas!

Our number bonds are the same. Our number sentences use the same numbers and always start with 10 as the whole.

Concept Development

10 – 7

Partner A, use your beads to show Partner B the answer to this problem. Write the number sentence and number bond on your board.

Concept Development

10 – 7

Partner B, use your bracelet to show Partner A the other subtraction sentence, which matches your number bond. Write the number sentence.

Concept Development

Let’s try more!

Concept Development

10 – 6

Partner B, use your beads to show Partner A the answer to this problem. Write the number sentence and number bond on your board.

Concept Development

10 – 6

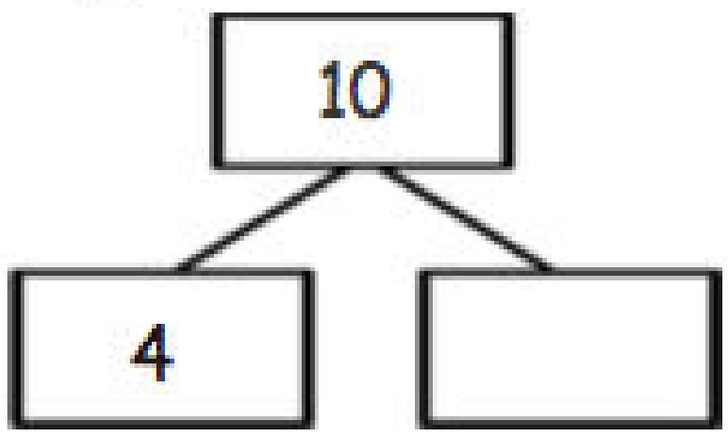
Partner A, use your bracelet to show Partner B the other subtraction sentence, which matches your number bond. Write the number sentence.

Concept Development

You've been writing some wonderful number bonds, taking apart 10. Now, I'm going to show you a number bond that's not quite finished.

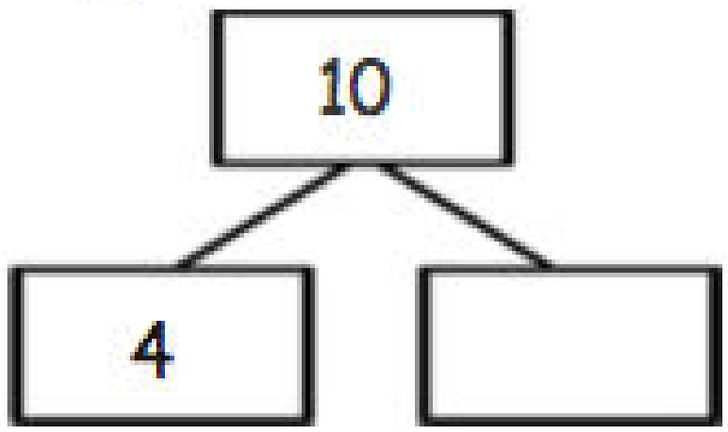
Concept Development

What part goes with 4 to make 10?



Concept Development

6 goes with 4 to make 10! Now, write both subtraction sentences all by yourself.

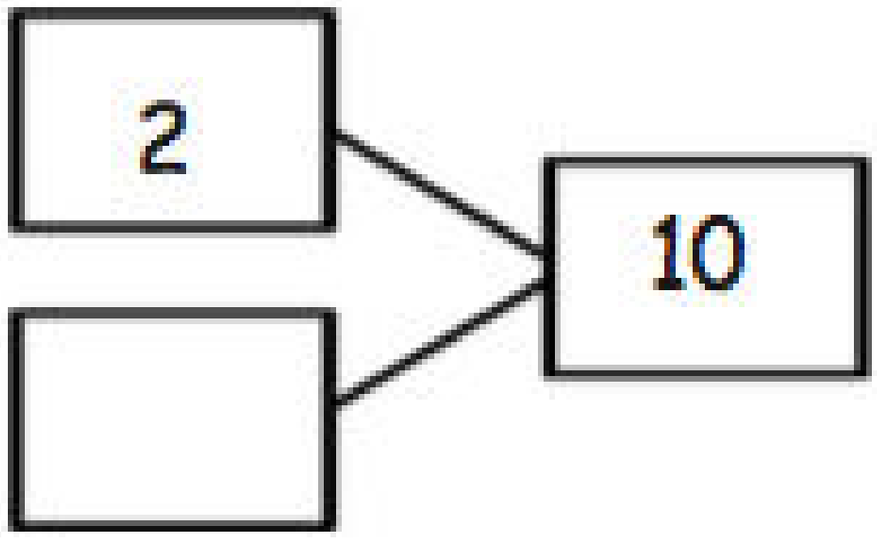


Concept Development

Let’s try more!

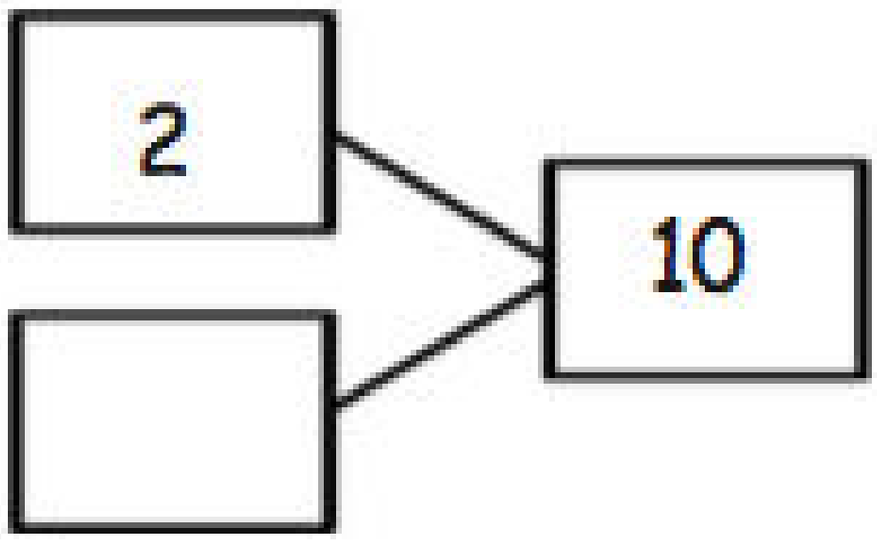
Concept Development

What part goes with 2 to make 10?



Concept Development

8 goes with 2 to make 10! Now, write both subtraction sentences all by yourself.

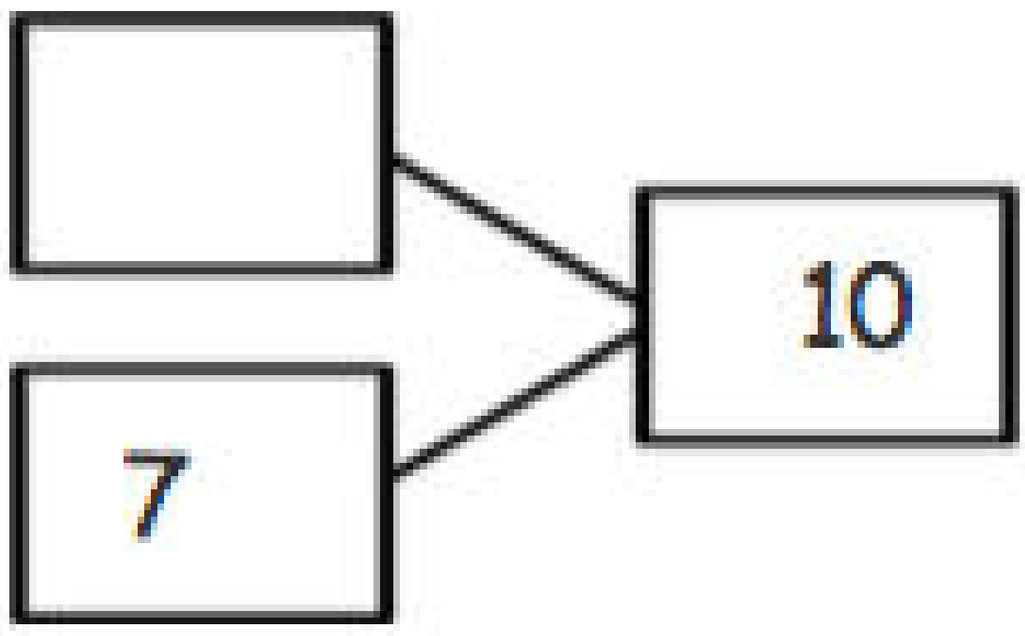


Concept Development

Let’s try another!

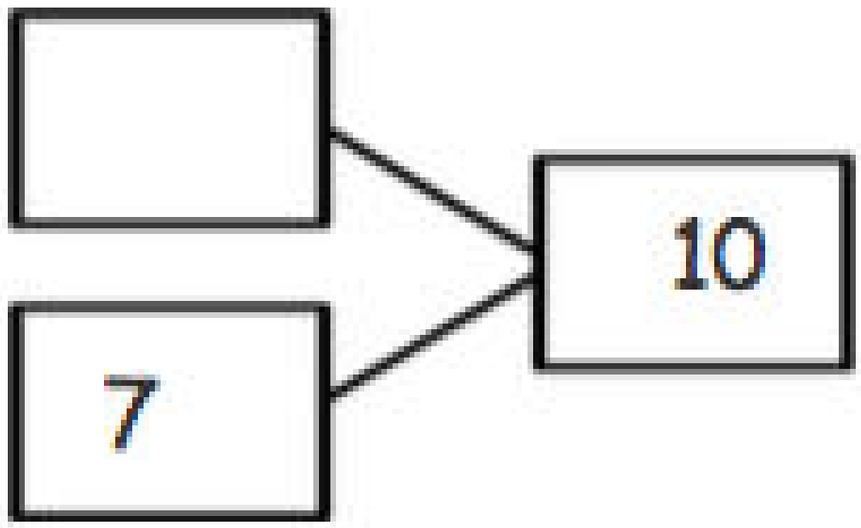
Concept Development

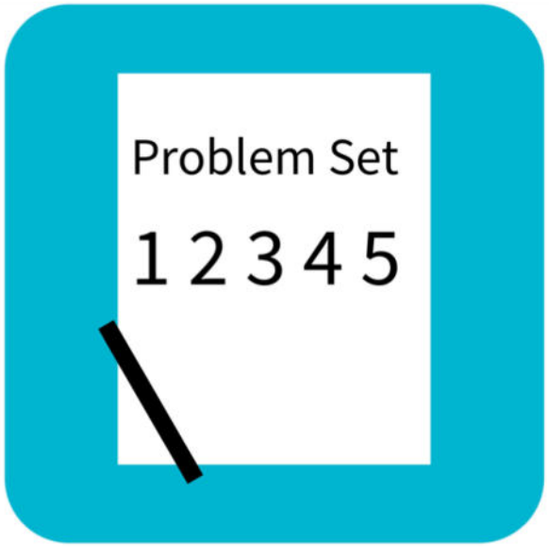
What part goes with 7 to make 10?



Concept Development

3 goes with 7 to make 10! Now, write both subtraction sentences all by yourself.



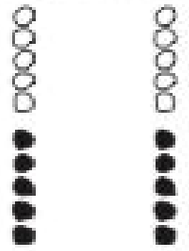


Problem Set

Name _____ Date _____

Solve the sets. *Cross off* on the 5-groups.
Use the first number sentence to help you solve the next.

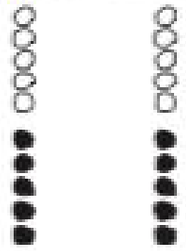
1.



10 - 9 = ___

10 - 1 = ___

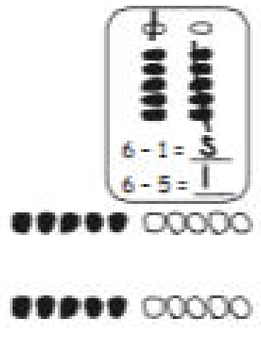
2.



10 - 6 = ___

10 - 4 = ___

3.



10 - 3 = ___

10 - 7 = ___

Make a math drawing and solve.

4.

10 - 4 = ___

10 - 6 = ___

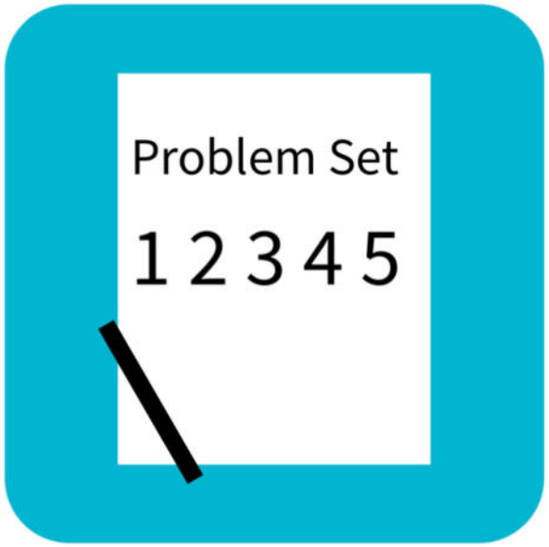
5.

10 - 5 = ___

6.

10 - 8 = ___

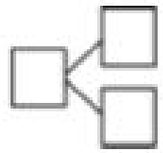
10 - 2 = ___



Problem Set

Subtract. Then, write the related subtraction sentence.
Make a math drawing if needed, and complete a number bond for each.

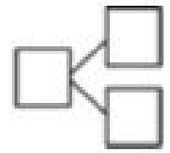
7.



10 - 8 = ___

_____

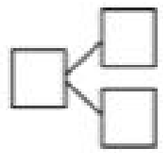
8.



10 - 9 = ___

_____

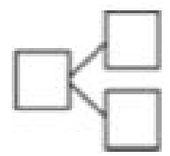
9.



10 - 3 = ___

_____

10.

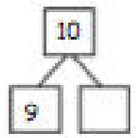


10 - 6 = ___

_____

11. Fill in the missing part. Write the 2 matching subtraction sentences.

a.



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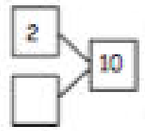
b.



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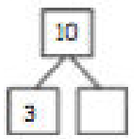
c.



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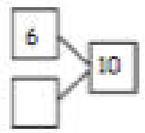
d.



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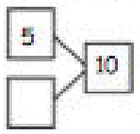
_____

e.



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_____

Debrief

How are 5-groups and our bracelets the same in appearance? What can they help us do? How are they different?

Debrief

Which Problem Set problem(s) are similar to the Application Problem? How do you know? How did you solve them similarly or differently?

Debrief

Look at Problem 4 and Problem 6. How could Problem 4 help you solve Problem 6? What's different about them?

Debrief

Why is there only one number sentence for Problem 5?

Debrief

Explain to your partner how you decided to solve Problem 7, Problem 8, Problem 9, and Problem 10. What helped you? How did you solve them differently or similarly?

Debrief

Explain to your partner how you decided to solve Problem 7, Problem 8, Problem 9, and Problem 10. What helped you? How did you solve them differently or similarly?

Debrief

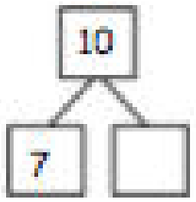
Can we visualize rather than holding our bracelets or 5-groups?

Exit Ticket

Name _____ Date _____

Fill in the missing part. Draw a math picture if needed. Write the 2 matching subtraction sentences.

1.



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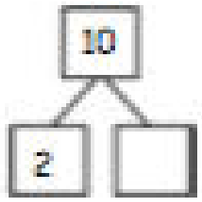
2.



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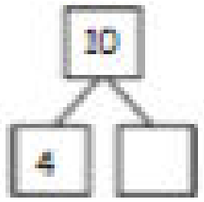
3.



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