Eureka Math

First Grade
Module 1
Lesson 37

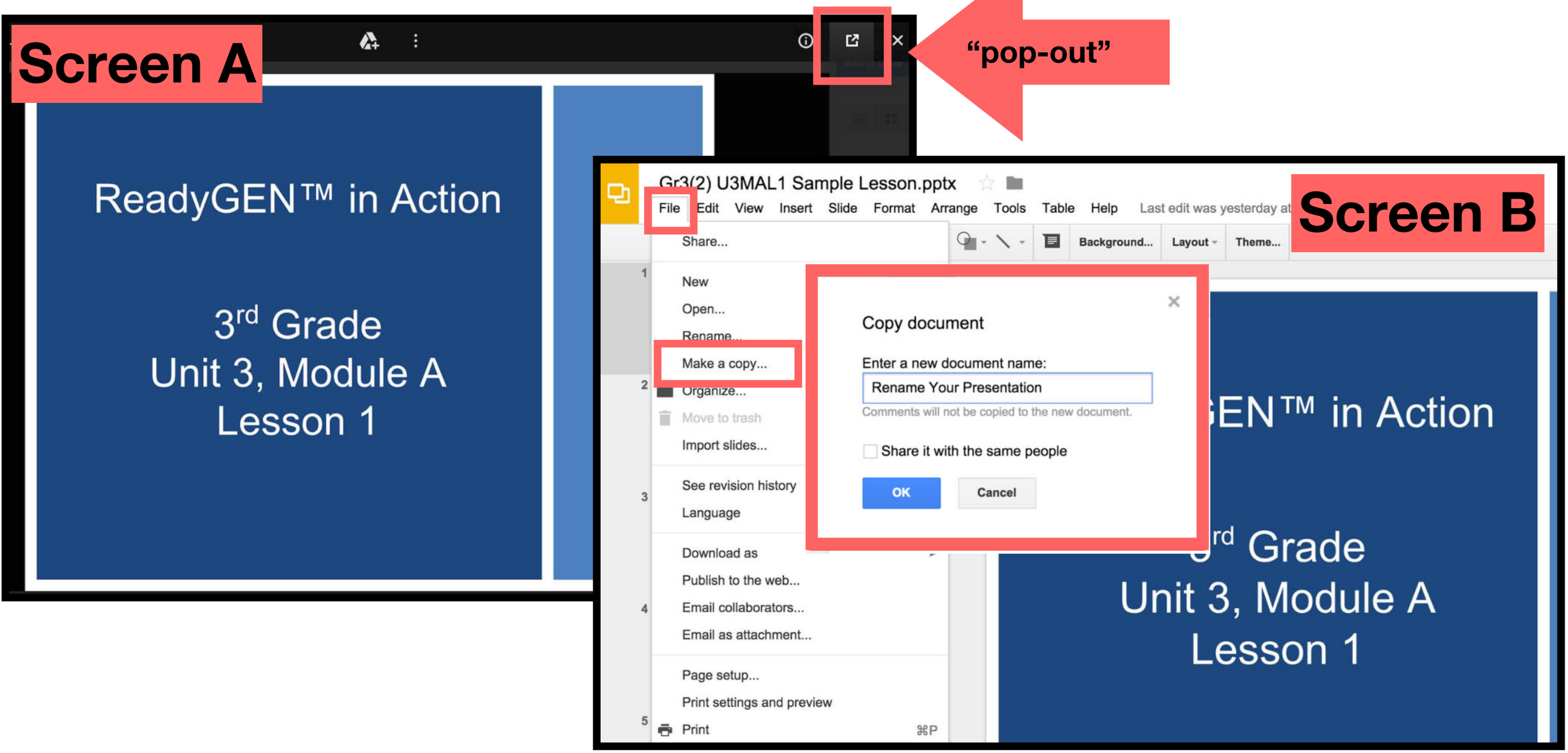
At the request of elementary teachers, a team of Bethel & Sumner educators met as a committee to create Eureka slideshow presentations. These presentations are not meant as a script, nor are they required to be used. Please customize as needed. Thank you to the many educators who contributed to this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

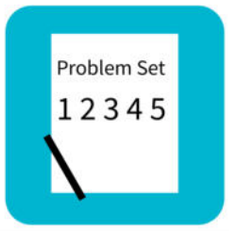


Icons

Read, Draw, Write

Learning Target

Personal White Board

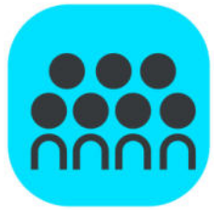


Problem Set

Manipulatives Needed

Fluency

Think Pair Share



Whole Class

Individual

Partner

Small Group

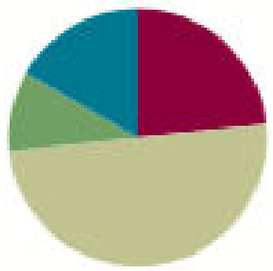
Small Group Time

Lesson 37

Objective: Relate subtraction from 9 to corresponding decompositions.

Suggested Lesson Structure

Fluency Practice	(14 minutes)
Application Problem	(6 minutes)
Concept Development	(30 minutes)
Student Debrief	(10 minutes)
Total Time	**(60 minutes)**



Materials Needed

(T) 5-group cards (Lesson 5 Template 1)
(S) Partners to 10 Sprint
(T) Number bracelet of 10 beads (5 red, 5 white) (see Lesson 8)
(S) Number bracelet of 10 beads (5 red, 5 white)
personal white board

I can relate subtraction from 9 to other facts.

Choral Counting: The Regular and the Say Ten Way

Let’s practice counting!

Get Ready!

Sprint: Partners to 10

Let’s do a Sprint!

A STORY OF UNITS — Lesson 37 Sprint — 1•1

A

Number Correct: ☐

Name _____ Date _____

*Write the missing number for each number sentence. Pay attention to the + and − signs.

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

A STORY OF UNITS — Lesson 37 Sprint — 1•1

B

Number Correct: ☐

Name _____ Date _____

*Write the missing number for each number sentence. Pay attention to the + and − signs.

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

Application Problem

There are 10 beads on the floor. A student picked up some of the beads but left some on the floor. Write a number bond and a number sentence that would match this story.

Concept Development

10 – 5

Partner A, use your beads to solve, and also show Partner B the number sentence and number bond on your board. Explain as you go.

Concept Development

9 – 5

Partner B, take off 1 bead and put it behind you to have 9.

Use your beads to solve, and also show Partner A a number sentence and number bond on your board. Explain what you did.

Concept Development

Compare your bracelets, your number sentences, and number bonds. How can Partner A’s work help you solve Partner B’s work?

Concept Development

These are some ideas I heard!

Partner B starts with 1 less as the whole. But, we both took 5 away, and Partner B's answer is 1 less.

Nine is 1 less than 10. So, when we take 5 away, our answer will be 1 less. It's just like on the addition chart! We take away a five group, so it's 4 left not 5.

Concept Development

Good! Now, Partner A, please remove 1 bead and place it behind you to make sure you have 9.

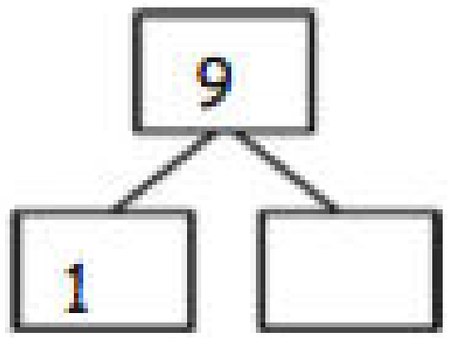
Our 10 is now...

Concept Development

Our 10 is now 9!

9 – 1

Use your beads to solve and also show the number sentence and number bond on your personal board.

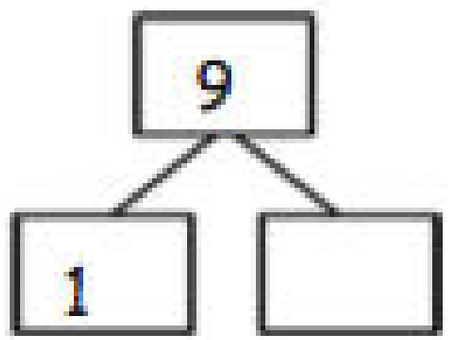


9 - 1 =

Concept Development

9 – 1

Use your beads to solve and also show the number sentence and number bond on your personal board.

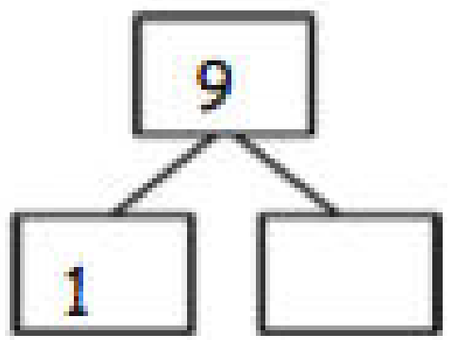


9 - 1 =

Concept Development

9 – 1

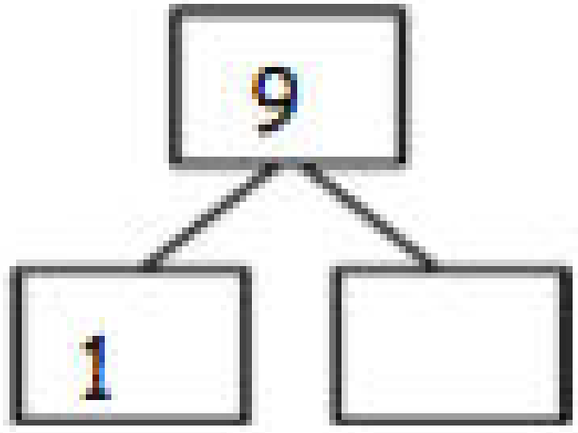
Use your beads to solve and also show the number sentence and number bond on your personal board.



9 - 1 =

Concept Development

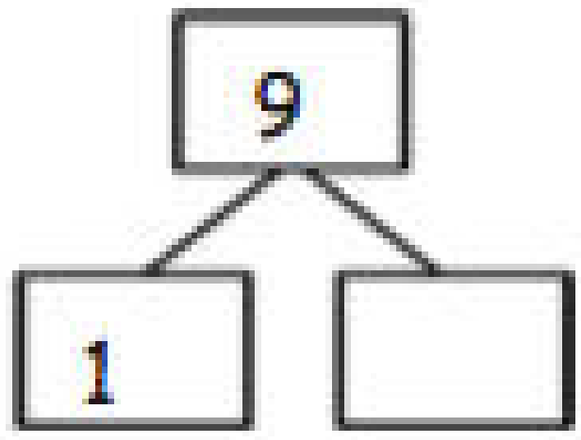
What is the other number sentence you can write to describe this number bond?



Concept Development

9–8=1

Please write it below your first number sentence.



Concept Development

We can use:

Our bracelets!

Our hands.

Our 5-group cards.

Our math drawings. Our addition chart.

Visualizing.

Our brains. The charts in the room!

Concept Development

Talk with your partner!

Concept Development

What strategies did you use to be sure that you got every way to make 9?

Concept Development

I heard these ideas!

I used my bracelet and showed 1 less each time!

I checked mine over a couple of times and showed it with my bracelet.

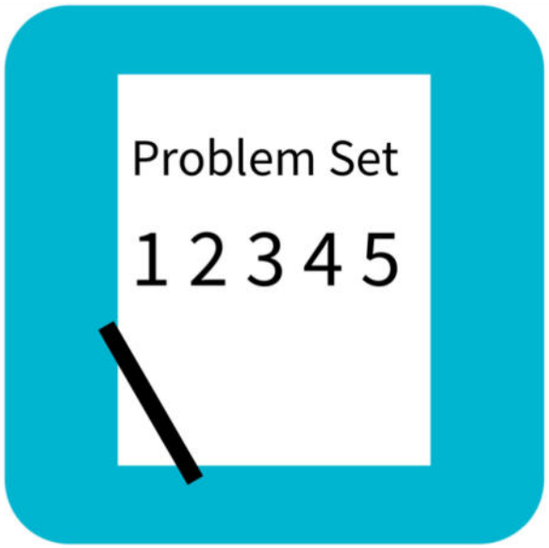
Concept Development

What strategies did you use to be sure that you showed the subtraction sentences that described the number bonds?

Concept Development

I heard some of you say these ideas:

I actually took the beads away on my bracelet! I flipped my bracelet after I made the first subtraction sentence.



Problem Set

Name _____ Date _____

Solve the sets. Cross off on the 5-groups. Write the related subtraction sentence that would have the same number bond.

1.

9 - 8 = ___

9 - 1 = ___

2.

9 - 7 = ___

_____

3.

9 - 9 = ___

_____

Make a 5-group drawing. Solve, and write a related subtraction sentence that would have the same number bond. Cross off to show.

4.

9 - 6 = ___

_____

5.

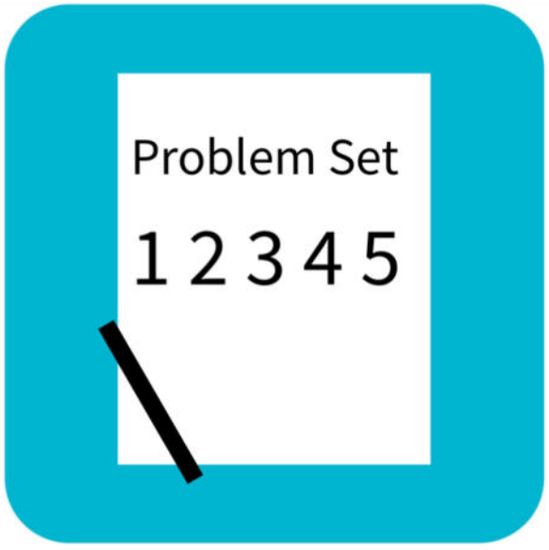
9 - 4 = ___

_____

6.

9 - 3 = ___

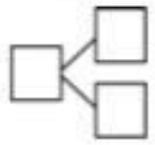
_____



Problem Set

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

7.



9 - 5 = ___

_____

8.

9 - 8 = ___

_____

9.

9 - 7 = ___

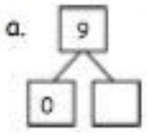
_____

10.

9 - 3 = ___

_____

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

a. 

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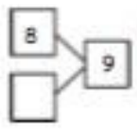
b. 

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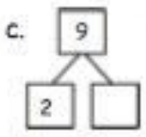
c. 

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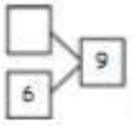
d. 

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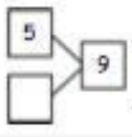
e. 

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Debrief

Look at Problem 2 and Problem 6. What is similar and different about them? How did you use Problem 2 to help you solve Problem 6?

Debrief

Look at Problems 7–10. What strategy or strategies did you use to solve these? How was your strategy different from or similar to your partner’s?

Debrief

Which strategy is the most efficient for solving Problems 7 –10? Why?

Debrief

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

Debrief

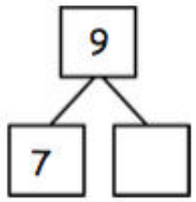
How can you visualize 9? What do you see in your brain? Does that help you to subtract from 9?

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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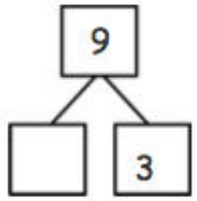
2.



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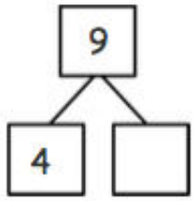

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