

Eureka Math

1st Grade Module 2 Lesson 13

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Directions for customizing presentations are available on the next slide.

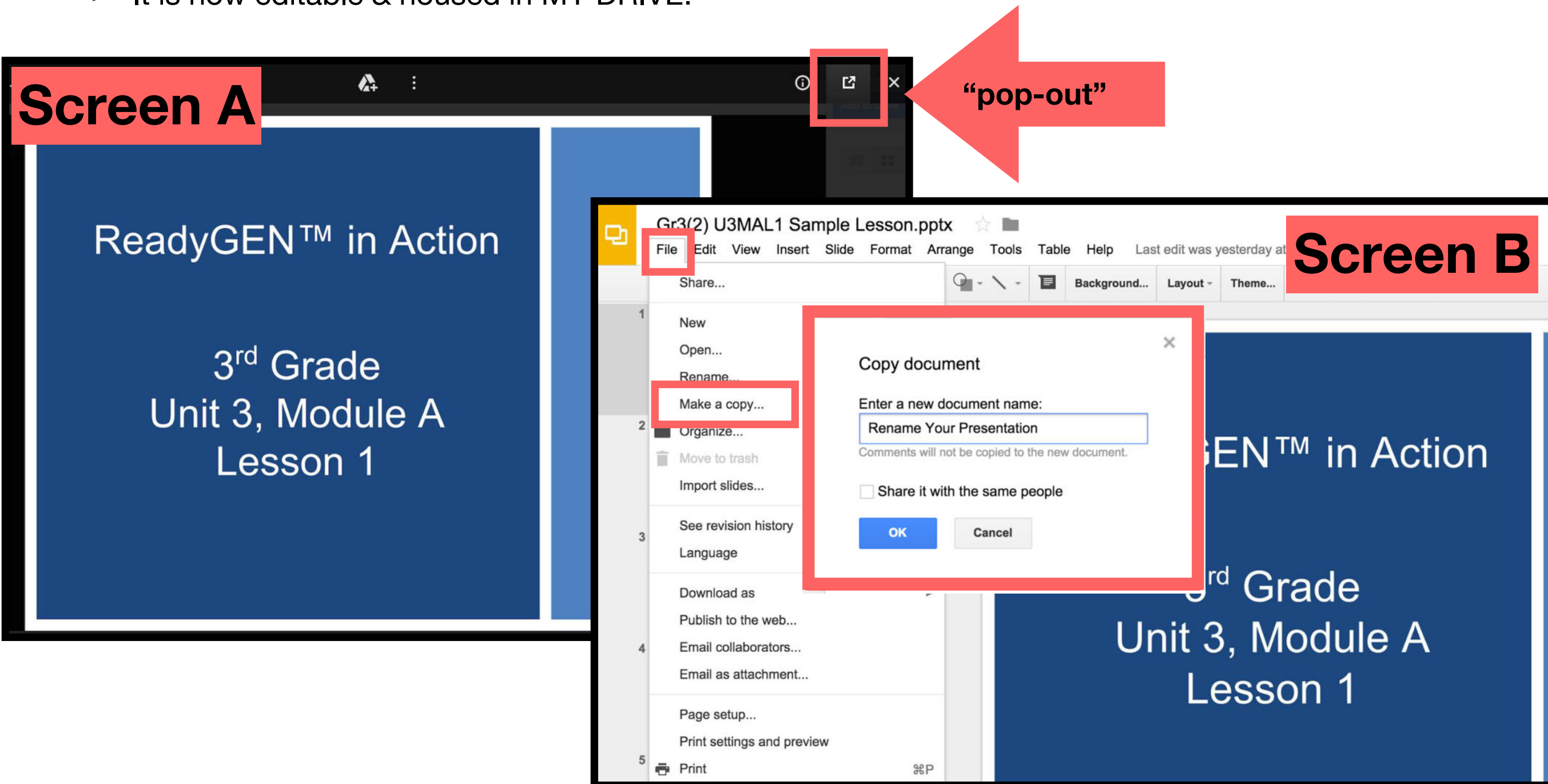


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Customize this Slideshow

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



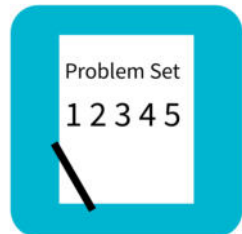
Read, Draw, Write



Learning Target



Personal White Board



Problem Set



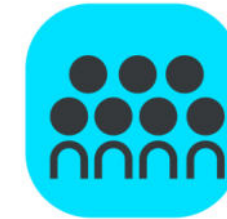
Manipulatives Needed



Fluency



Think Pair Share



Whole Class



Individual



Partner



Small Group



Small Group Time



Materials Needed

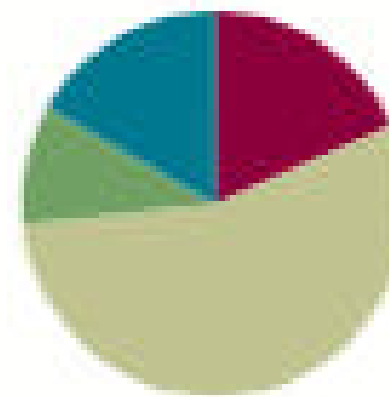
- (S) 1 deck of numeral cards with 2 extra tens for each pair of students (Lesson 1 Fluency Template, numeral side only)
- (S) counters (if needed)
- (T) 5-group row cards (Lesson 12 Fluency Template 1)
- (T) Image of 5-group rows (Lesson 12 Fluency Template 1)
- (S) Personal white board with 5-group row insert (Lesson 12 Fluency Template 2)

Lesson 12

Objective: Solve word problems with subtraction of 9 from 10.

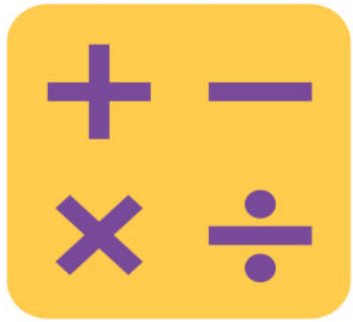
Suggested Lesson Structure

Fluency Practice	(11 minutes)
Application Problem	(6 minutes)
Concept Development	(33 minutes)
Student Debrief	(10 minutes)
Total Time	(60 minutes)





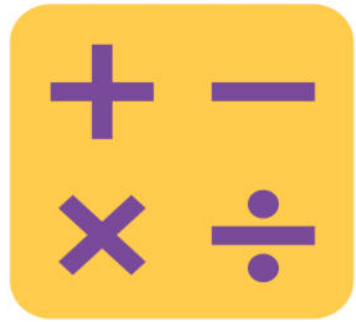
Solve word problems with subtraction
of 9 from 10.



2, 3, 5 Less

I'll give you a number between 4 and 10. You will say the number that is 2, 3, or 5 less.

Get ready!



Subtraction with Cards

Let's play subtraction with cards!



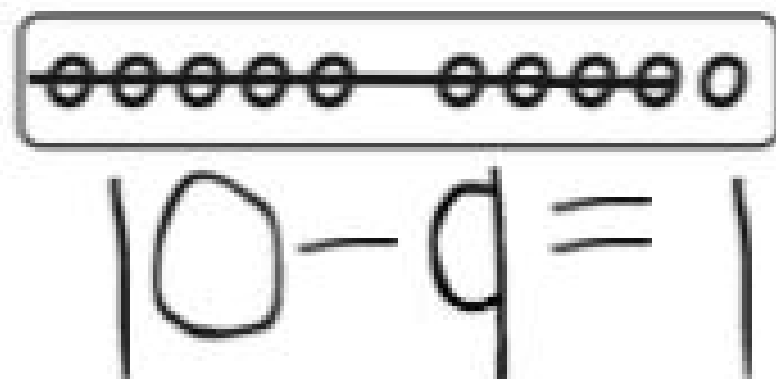
5-Group Flash: Take from Ten

I will flash you a 5-group row card. You subtract that number from your 5-group row insert!

For example, if I show you this:



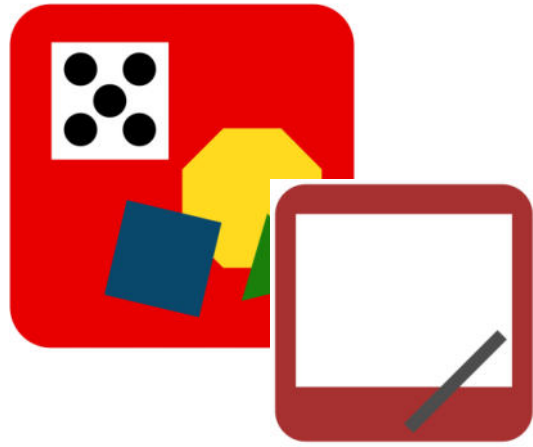
You do this :





Application Problem

Ten snowflakes fell on Sam's mitten, and 6 fell on his coat. Nine of the snowflakes on Sam's mitten melted. How many snowflakes are left? Write a subtraction sentence to show how many snowflakes are left.



Concept Development

There were 10 ants on the picnic blanket and 4 ants on the grass. Nine ants from the picnic blanket went into the anthill with a bread crumb. How many ants are not in the anthill?

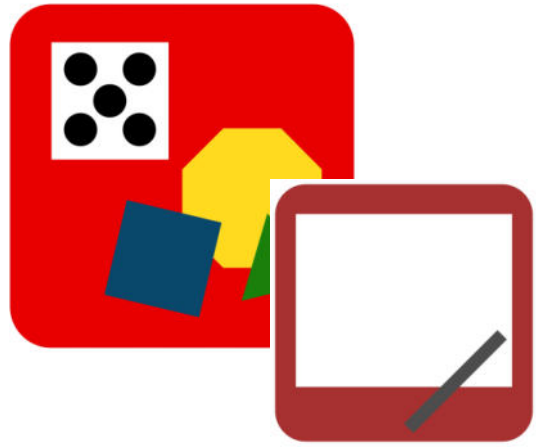
Show me a number bond that shows how many ants were around at the beginning of the story.



Concept Development

There were 10 ants on the picnic blanket and 4 ants on the grass. Nine ants from the picnic blanket went into the anthill with a bread crumb. How many ants are not in the anthill?

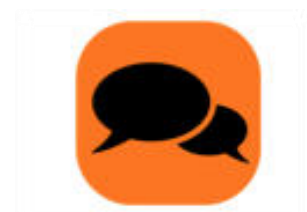
Using the picture from our fluency activity, I'll make a math drawing using 5-group rows to show the parts.

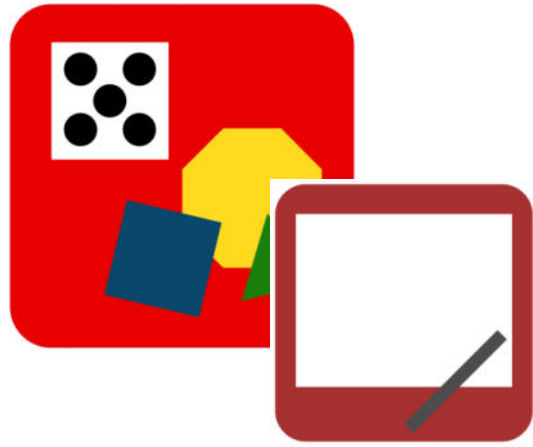


Concept Development

There were 10 ants on the picnic blanket and 4 ants on the grass. Nine ants from the picnic blanket went into the anthill with a bread crumb. How many ants are not in the anthill?

Talk with a partner. If 9 ants left the blanket to go into the anthill, how many ants are not in the anthill?

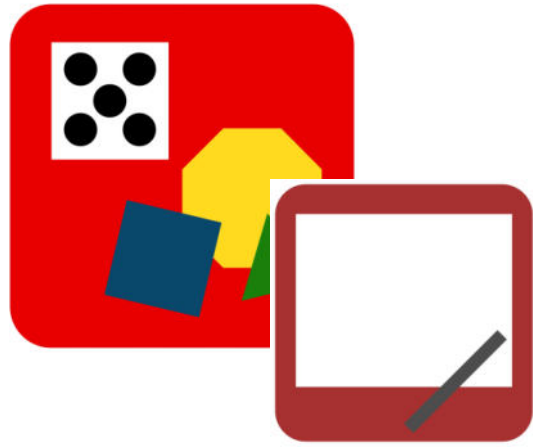




Concept Development

There were 10 ants on the picnic blanket and 4 ants on the grass. Nine ants from the picnic blanket went into the anthill with a bread crumb. How many ants are not in the anthill?

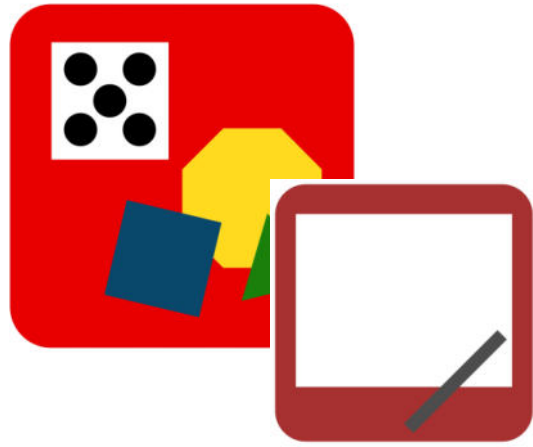
How many ants are not in the anthill?



Concept Development

There were 10 ants on the picnic blanket and 4 ants on the grass. Nine ants from the picnic blanket went into the anthill with a bread crumb. How many ants are not in the anthill?

5 ants are not on an anthill!



Concept Development

There were 10 ants on the picnic blanket and 4 ants on the grass. Nine ants from the picnic blanket went into the anthill with a bread crumb. How many ants are not in the anthill?

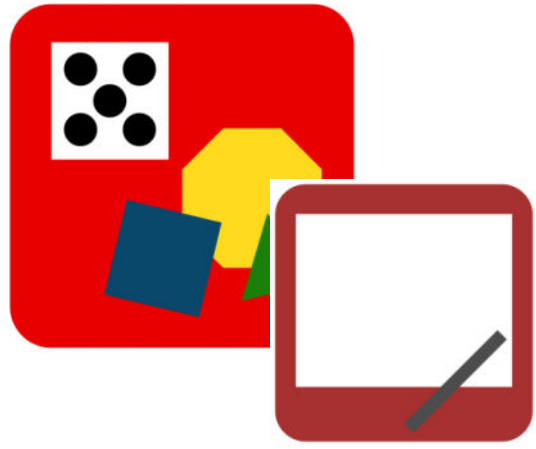
Use my math drawing to show me how you know.



Concept Development

There were 10 ants on the picnic blanket and 4 ants on the grass. Nine ants from the picnic blanket went into the anthill with a bread crumb. How many ants are not in the anthill?

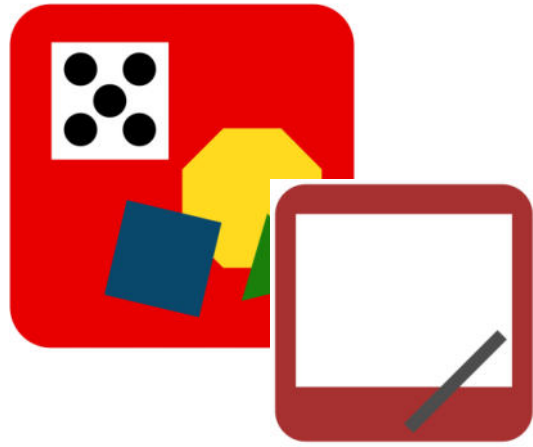
I heard these ideas! These 10 circles are the ants from the blanket. If I cross off 9 of them, I have 1 here and 4 more here . If we start from the 9 we had, we can count up.



Concept Development

There were 10 ants on the picnic blanket and 4 ants on the grass. Nine ants from the picnic blanket went into the anthill with a bread crumb. How many ants are not in the anthill?

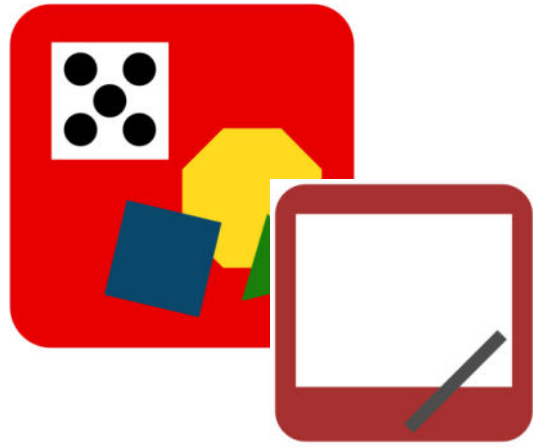
I also heard these ideas! If we start from the 9 we had, we can count up. 1 more to get to 10, and then 4 more to get to 14. I knew that we had 4 black circles, and I added 1 more. That's 5.



Concept Development

There were 10 ants on the picnic blanket and 4 ants on the grass. Nine ants from the picnic blanket went into the anthill with a bread crumb. How many ants are not in the anthill?

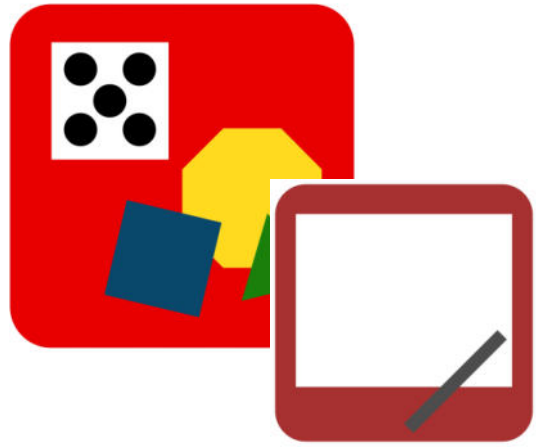
Which strategy is more efficient?



Concept Development

There were 10 ants on the picnic blanket and 4 ants on the grass. Nine ants from the picnic blanket went into the anthill with a bread crumb. How many ants are not in the anthill?

I heard you say adding 1 to the other part was more efficient!



Concept Development

There were 10 ants on the picnic blanket and 4 ants on the grass. Nine ants from the picnic blanket went into the anthill with a bread crumb. How many ants are not in the anthill?

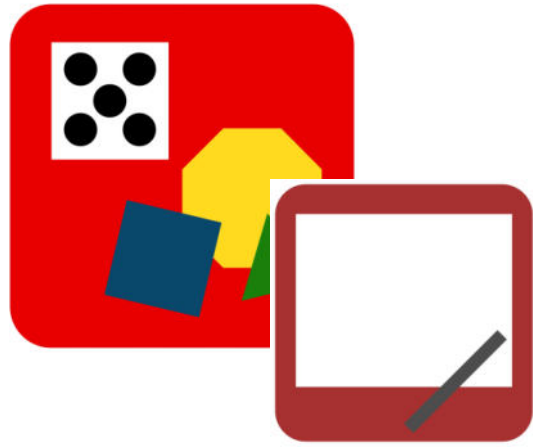
Turn and talk to you partner, and write the number sentence that shows how we solved this problem. Explain your thinking.



Concept Development

There were 10 ants on the picnic blanket and 4 ants on the grass. Nine ants from the picnic blanket went into the anthill with a bread crumb. How many ants are not in the anthill?

Did anyone hear these ideas? We took away 9 ants from the 10 ants on the blanket. There was 1 ant left, plus there were 4 ants still on the grass. So, $10 - 9 = 1$, and then $4 + 1 = 5$. I can write $14 - 9 = 5$.



Concept Development

There were 10 ants on the picnic blanket and 4 ants on the grass. Nine ants from the picnic blanket went into the anthill with a bread crumb. How many ants are not in the anthill?

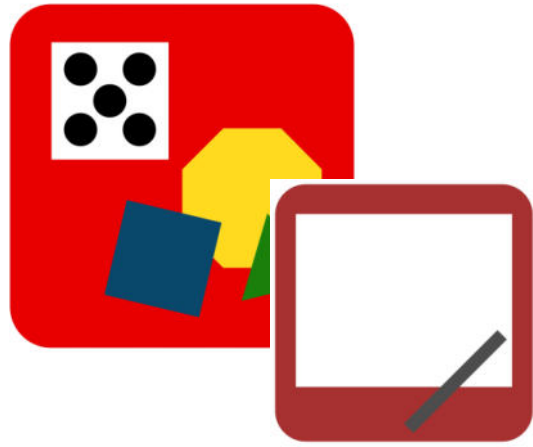
I also heard these ideas! In the beginning, there were 14 ants. Then, 9 ants went into the anthill, so I took 9 away. There are 5 ants left.



Concept Development

There were 10 ants on the picnic blanket and 4 ants on the grass. Nine ants from the picnic blanket went into the anthill with a bread crumb. How many ants are not in the anthill?

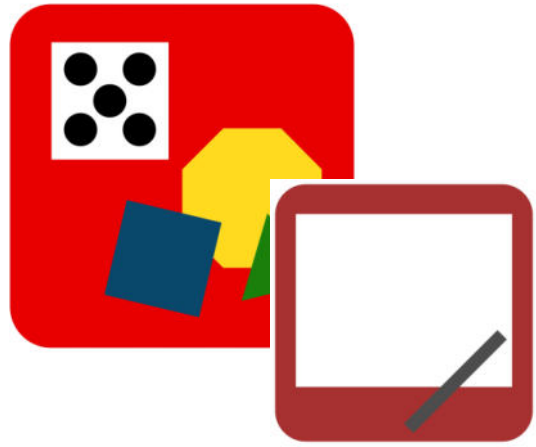
Let's take a look at the math drawing. Do these 10 open circles remind you of any other drawings?



Concept Development

There were 10 ants on the picnic blanket and 4 ants on the grass. Nine ants from the picnic blanket went into the anthill with a bread crumb. How many ants are not in the anthill?

I heard someone say they look like 5-groups, except they are all in a line. We used to make them with 5 on top and 5 on the bottom.



Concept Development

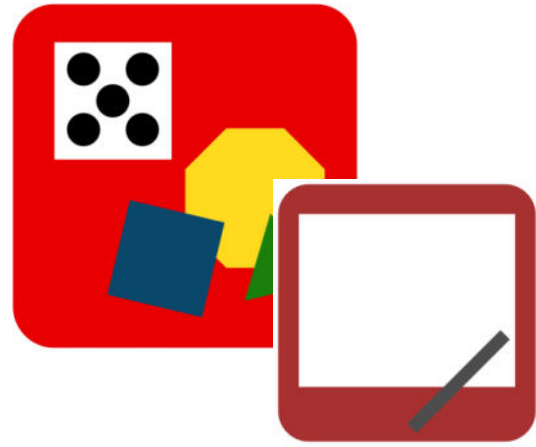
There were 10 ants on the picnic blanket and 4 ants on the grass. Nine ants from the picnic blanket went into the anthill with a bread crumb. How many ants are not in the anthill?

You are right! Since these are all in a row, we'll call them a 5-group row. There is a space to separate 5 circles from the other 5.



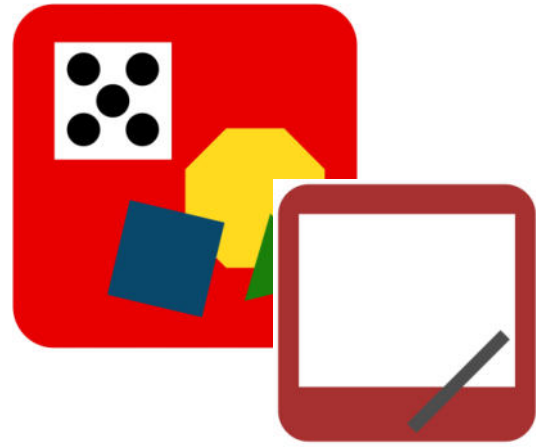
Concept Development

Let's practice some more! For the first few problems, we'll use our 5-group row template. Then, you'll draw 5-group rows on your own!



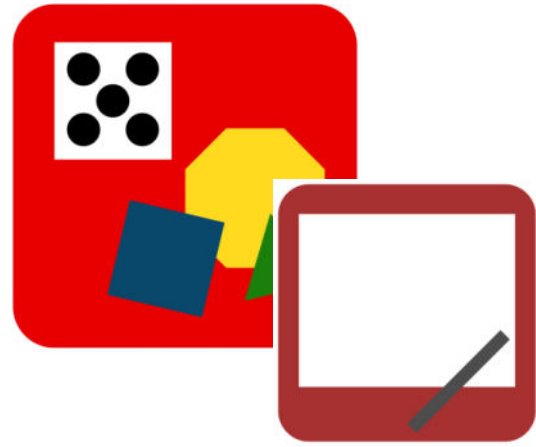
Concept Development

13 - 9



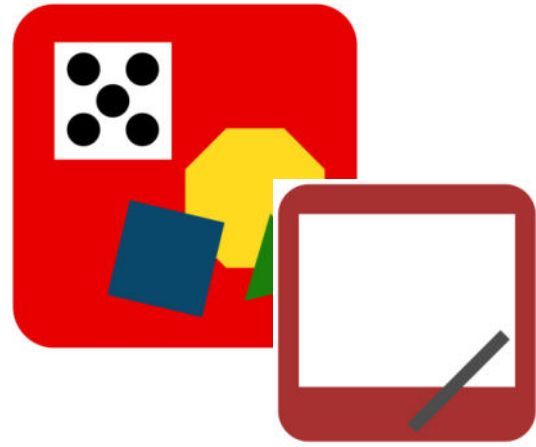
Concept Development

15 - 9



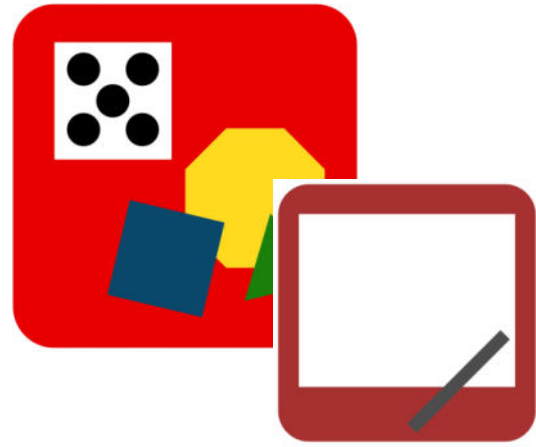
Concept Development

16 - 9



Concept Development

17 - 9



Concept Development

18 - 9

Problem Set

1 2 3 4 5

Problem Set

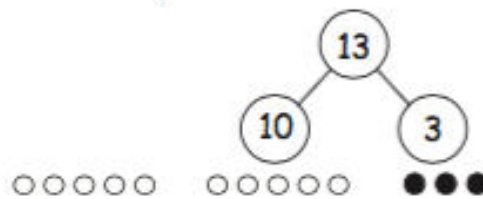
A STORY OF UNITS

Lesson 13 Problem Set 1•2

Name _____ Date _____

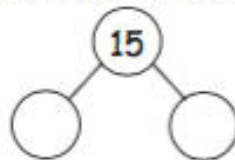
Solve. Use 5-group rows, and cross out to show your work.

- Mike has 10 cookies on a plate and 3 cookies in a box. He eats 9 cookies from the plate. How many cookies are left?



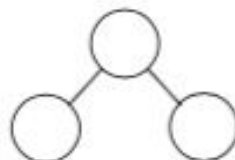
Mike has ____ cookies left.

- Fran has 10 crayons in a box and 5 crayons on the desk. Fran lends Bob 9 crayons from the box. How many crayons does Fran have to use?



Fran has ____ crayons to use.

- 10 ducks are in the pond, and 7 ducks are on the land. 9 of the ducks in the pond are babies, and all the rest of the ducks are adults. How many adult ducks are there?



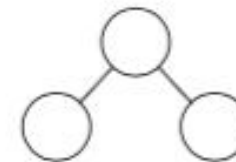
There are ____ adult ducks.

A STORY OF UNITS

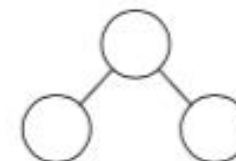
Lesson 13 Problem Set 1•2

With a partner, create your own stories to match, and solve the number sentences. Make a number bond to show the whole as 10 and some ones. Draw 5-group rows to match your story. Write the complete number sentence on the line.

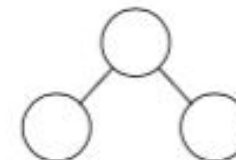
4. $16 - 9 = \square$

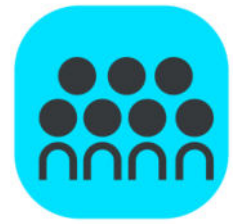


5. $12 - 9 = \square$



6. $19 - 9 = \square$

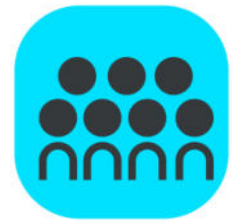




Debrief



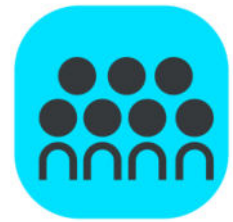
- What pattern did you notice about how we solved – 9 problems?



Debrief



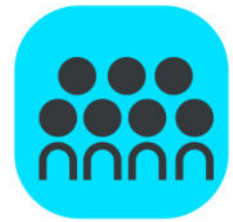
- How can Problem 2 help you solve Problem 4?



Debrief



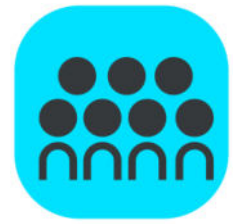
- Look at Problem 6. Which part did you take the 9 from? Why? Explain your thinking.



Debrief



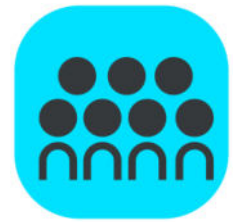
- What new math drawing did we use today to solve subtraction problems?
How is this drawing helpful?



Debrief



- Look at your Application Problem.
Where did you take your 9 from? Share your strategy.



Debrief



- How can we use what we learned today to solve the Application Problem?



Exit Ticket

A STORY OF UNITS

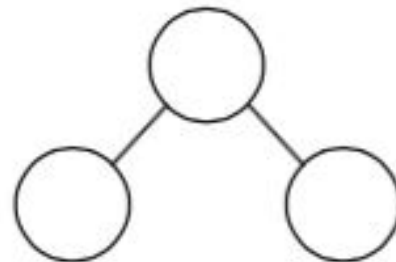
Lesson 13 Exit Ticket

1•2

Name _____ Date _____

Solve. Fill in the number bond. Use 5-group rows, and cross out to show your work.

Gabriela has 4 hair clips in her hair and 10 hair clips in her bedroom. She gives 9 of the hair clips in her room to her sister. How many hair clips does Gabriela have now?



Gabriela has ____ hair clips.