Eureka Math

1st Grade Module 2 Lesson 14

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Reflecting your Teaching Style and Learning Needs of Your Students

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Icons



















Manipulatives Needed









Materials Needed

- (T) 5-group row cards (Lesson 12 Fluency Template 1)
- (T) Linking cubes You will need a stick of 12 linking cubes for Slide 15
- S) Personal white board
- (S) linking cubes (optional)

Lesson 14

Objective: Model subtraction of 9 from teen numbers.

Suggested Lesson Structure

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





I can model subtraction of 9 from teen numbers.

+ -5-Group Flash:× ÷Partners to 10

I will flash you a 5-group row card. You tell me the partner to 10!

Sprint: Subtraction Within 10

A STORY OF UNITS

Let's do a sprint!

A Name			_ Date		
Write the missing number.					
1.	10 - 9 = 🗆	16.	10 - 🗆 = 5		
2.	10 - 8 = 🗆	17.	9 - 🗆 = 5		
3.	10 - 6 = 🗆	18.	8 - 🗆 = 5		
4.	10 - 7 = 🗆	19.	10 - 🗆 = 3		
5.	10 - 6 = 🗆	20.	9 - 🗆 = 3		
6.	10 - 5 = 🗆	21.	8 - 🗆 = 3		
7.	10 - 6 = 🗆	22.	□ - 6 = 4		
8.	10 - 4 = 🗆	23.	□ - 6 = 3		
9.	10 - 3 = 🗆	24.	□ - 6 = 2		
10.	10 - 7 = 🗆	25.	10 - 4 = 9 - 🗆		
11.	10 - 8 = 🗆	26.	8 - 2 = 10 - 🗆		
12.	10 - 2 = 🗆	27.	8 - 🗆 = 10 - 3		
13.	10 - 1 = 🗆	28.	9 - 🗆 = 10 - 3		
14.	10 - 9 = 🗆	29.	10 - 4 = 9 - 🗆		
15.	10 - 10 = 🗆	30.	□ - 2 = 10 - 4		

Lesson 14 Sprint 102

Sprint: Subtraction Within 10

A STORY OF UNITS

Lesson 14 Sprint 102

Let's do a sprint!

B Name			Number Correct:
Write	the missing number.		
1.	10 - 8 = 🗆	16.	10 - 🗆 = 0
2.	10 - 9 = 🗆	17.	9 - 🗆 = 0
3.	10 - 8 = 🗆	18.	8 - 🗆 = 0
4.	10 - 9 = 🗆	19.	10 - 🗆 = 1
5.	10 - 7 = 🗆	20.	9 - 🗆 = 1
6.	10 - 9 = 🗆	21.	8 - 🗆 = 1
7.	10 - 8 = 🗆	22.	□ - 5 = 5
8.	10 - 7 = 🗆	23.	□ - 5 = 4
9.	10 - 3 = 🗆	24.	□ - 5 = 3
10.	10 - 7 = 🗆	25.	10 - 8 = 9 - 🗆
11.	10 - 6 = 🗆	26.	8 - 6 = 10 - 🗆
12.	10 - 4 = 🗆	27.	8 - 🗆 = 10 - 2
13.	10 - 3 = 🗆	28.	9 - 🗆 = 10 - 2
14.	10 - 7 = 🗆	29.	10 - 3 = 9 - 🗆
15.	10 - 5 = 🗆	30.	□ - 1 = 10 - 3



Application Problem

Sarah has 6 blue beads in her bag and 4 green beads in her pocket. She gives away the 6 blue beads and 3 green beads. How many beads does she have left?



How would you solve this problem? Use your personal white board to show your work.



I heard some of you share these ideas: I drew 12 eggs. I crossed off 9, and I had 3 eggs left. I counted on from 9 (9, 10, 11, 12). I have 3 fingers up, too!



- Shayan has 12 eggs. He uses nine of them to make breakfast for his family. How many eggs are left?
- I also heard these ideas! I used the strategy from yesterday. I saw that I can take apart 12 as 10 and 2. I took away 9 from 10 and did 1+2=3. Three eggs.



- Shayan has 12 eggs. He uses nine of them to make breakfast for his family. How many eggs are left?
- No matter which strategies these students used, did they get the same answer?



- Shayan has 12 eggs. He uses nine of them to make breakfast for his family. How many eggs are left?
- We need to break off 9 eggs!
- Where should I take 9 from? Turn and talk to your partner.



I heard some of you say we can take from 2 and then more from 10. We can also take 9 from 10.



Do I have enough to take 9 away from this 2



I need to take away more from 10. Help me count until we take away 9.

How many do we have left?



We have 3 more!



Taking away 9 from 10 will first leave us with...?



Taking away 9 from 10 will first leave us with...?



Taking away 9 from 10 will leave us with 1!



1 and 2 make...?



1 and 2 make 3!



Turn and talk to your partner. Which was more efficient, simpler? Taking 9 from 10 or taking away the 2 and then some more from 10?











Most of these are examples of 10 being a friendly number. When we take a number away from 10, we'll call it the take from ten strategy.



On your personal white board, draw a picture to show how we took 9 away from 10 to solve 17 - 9.



Let's do just a few more. This time, you can use drawings or the linking cubes to show how we use the take from ten strategy to solve.











 Look at Problems 8–10. What is happening with the difference in each of these problems? If the pattern continued, what would be the next problem? What problem would come before the first problem?



 When solving 19–9, where can you take 9 from? Explain your answer.



 A student says, "Taking away 9 is like adding 1 to the part that is not 10 from the number bond. To solve 17 – 9, you can do 1 + 7." Is she correct? Explain your answer.



 What new strategy did we learn to solve our problems today? Explain to your partner why it's an efficient strategy.



 Look at your Application Problem. How did you solve it? Do you have to add the blue beads and the green beads together to solve this problem? Why or why not? How is it like our lesson today? How is it different?

n Exit	Ticket
A STORY OF UNITS	Lesson 14 Exit Ticket 1.2
Name Draw and circle 10. Solve and make a number bond	Date
1. 17 - 9 =	2. 14 - 9 =

3. 15 - 9 = ____ 4. 18 - 9 = ____