Eureka Math

1st Grade
Module 2
Lesson 15

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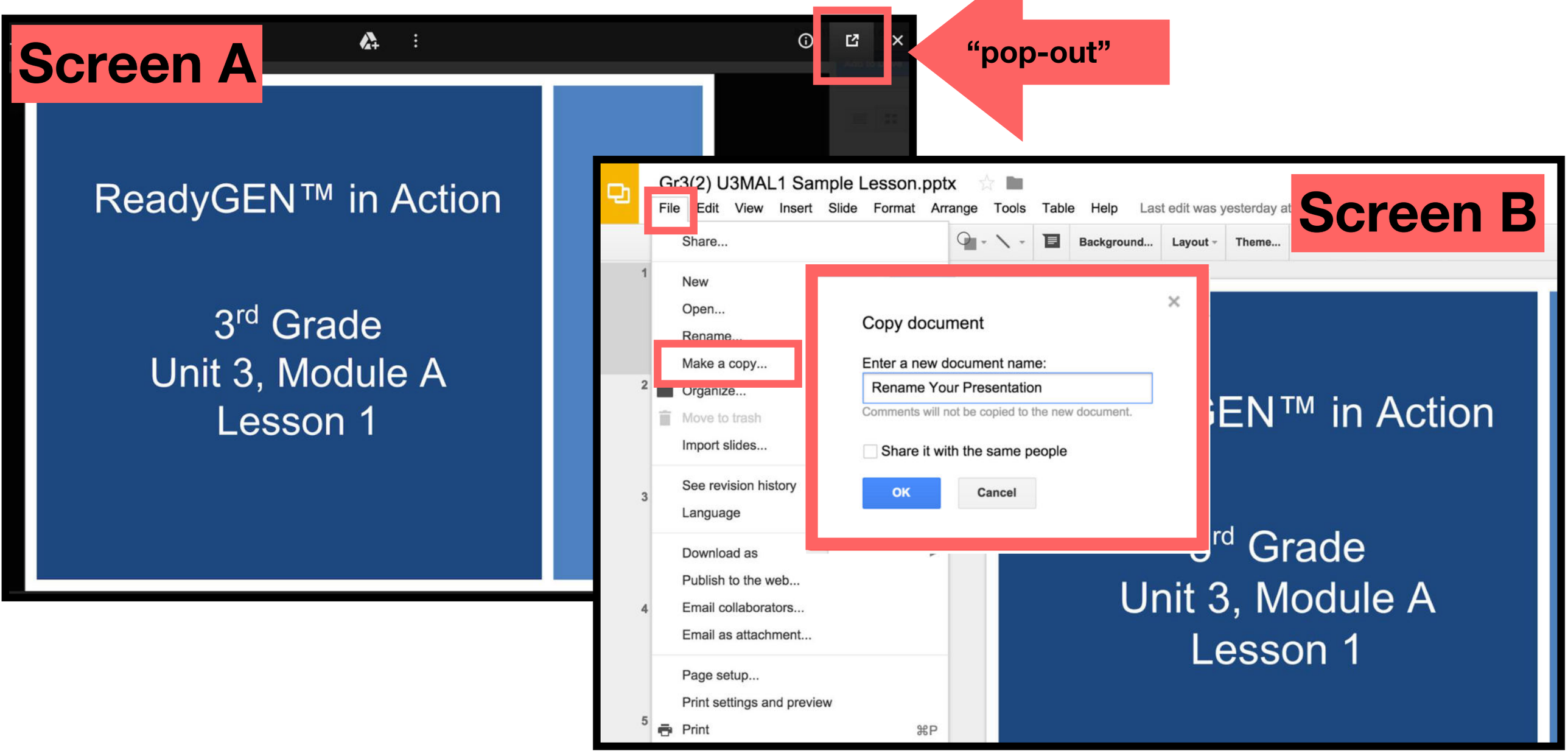
Directions for customizing presentations are available on the next slide.

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.

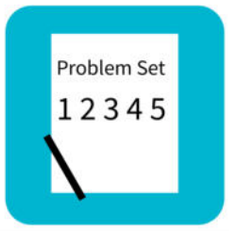


Icons

Read, Draw, Write

Learning Target

Personal White Board

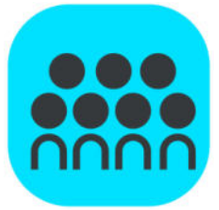


Problem Set

Manipulatives Needed

Fluency

Think Pair Share



Whole Class

Individual

Partner

Small Group

Small Group Time

Materials Needed

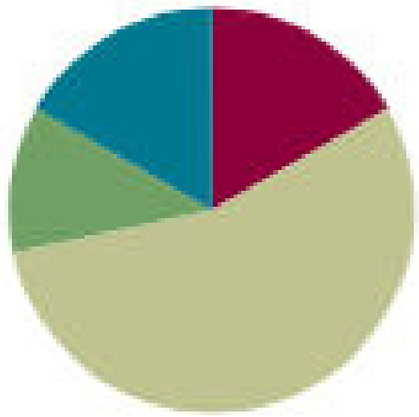
- (T) 5-group row cards (Lesson 12 Fluency Template 1)

Lesson 15

Objective: Model subtraction of 9 from teen numbers.

Suggested Lesson Structure

Fluency Practice	(10 minutes)
Application Problem	(7 minutes)
Concept Development	(33 minutes)
Student Debrief	(10 minutes)
Total Time	**(60 minutes)**



I can model subtraction of 9 from teen numbers.

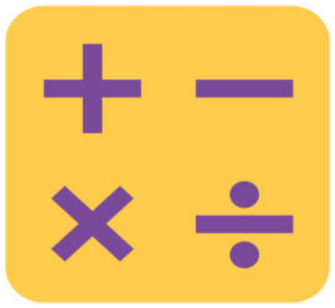
5-Group Flash: 5 Less and 4 Less

I will flash you a 5-group row card. You tell me me the number that is 5 or 4 less!

Make It Equal: Subtraction Expressions

Arrange your 5-group cards from 0-10, including the extra 4.

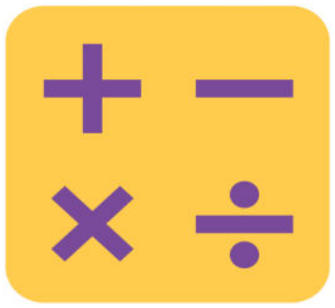
Place the = sign between you and your partner.



Make It Equal: Subtraction Expressions

I will show you 4 numbers.

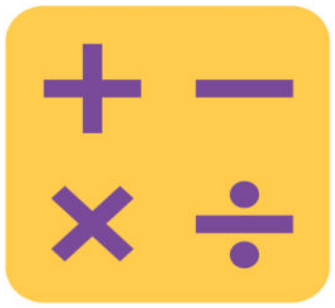
Take your 5-group cards and match the numbers written to maek two equivalent subtraction expressions.



Make It Equal: Subtraction Expressions

I will show you 4 numbers.

Take your 5-group cards and match the numbers written to make two equivalent subtraction expressions.

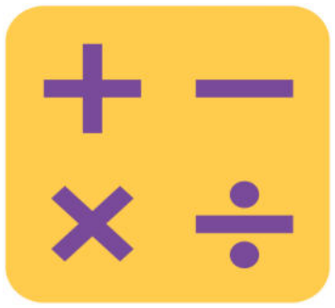


Make It Equal: Subtraction Expressions

For example, if I show you **10, 9, 2, 1**

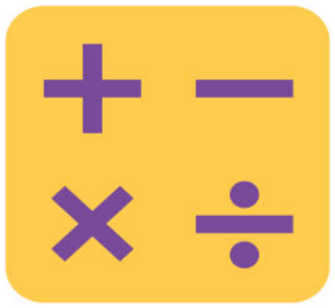
You make **10 – 9 = 2 – 1**

Get ready!



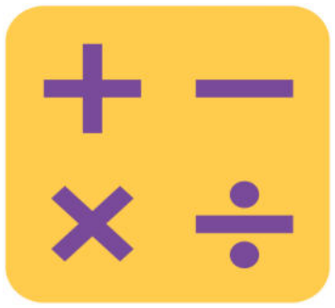
Make It Equal: Subtraction Expressions

10,3,9,2



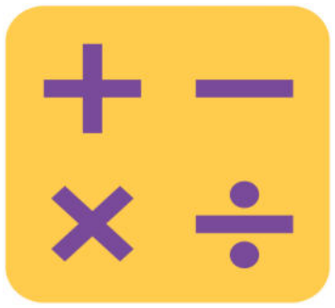
Make It Equal: Subtraction Expressions

10,4,5,9



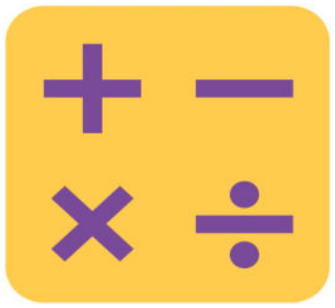
Make It Equal: Subtraction Expressions

10,8,7,9



Make It Equal: Subtraction Expressions

10,7,9,6



Make It Equal: Subtraction Expressions

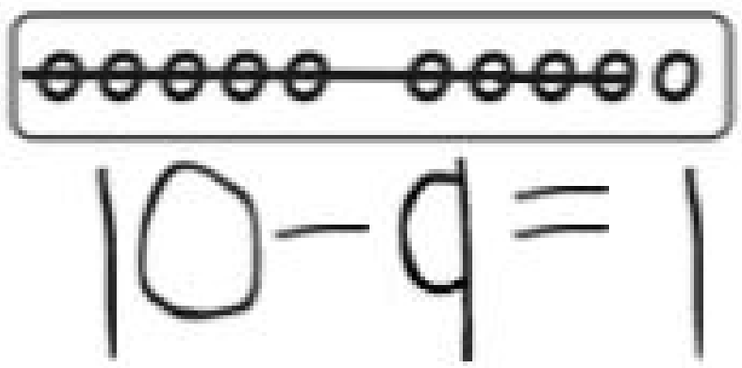
10,8,4,2

5-Group Flash: Partners to 10

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 :



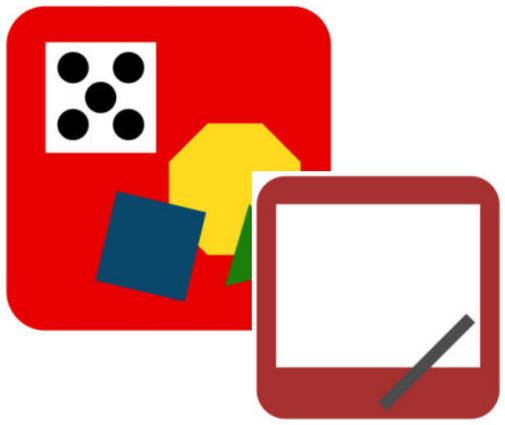
Application Problem

Julian has 7 markers. His mother gives him 8 more. He loses 9 markers. How many does he have left?

Concept Development

15 – 9 = _____

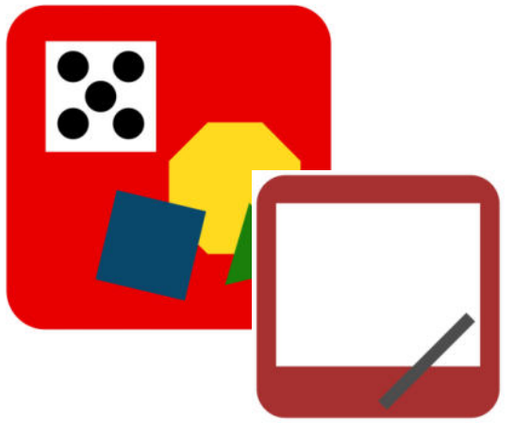
With a partner, solve this on your personal white board. Use words or a drawing to show how you know.



Concept Development

15 – 9 = _____

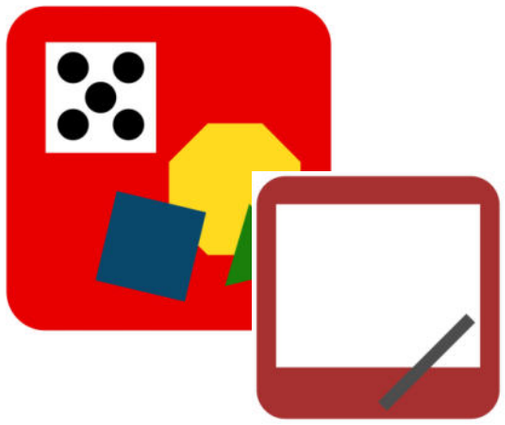
What is the unknown number in this number sentence?



Concept Development

15 – 9 = _____

The unknown number is 6! How did you solve that?

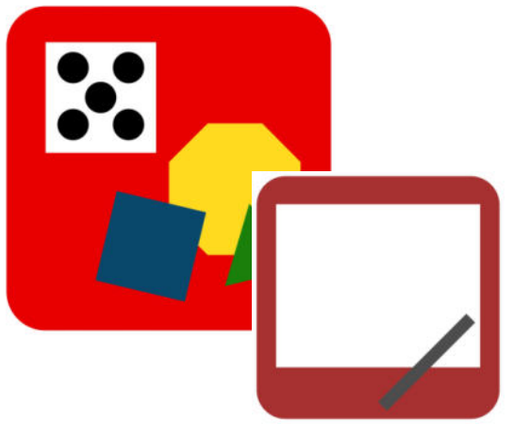


Concept Development

15 – 9 = _____

Did anyone hear these great ideas? I started at 9 and counted on until I got to 15. That took 6 fingers.

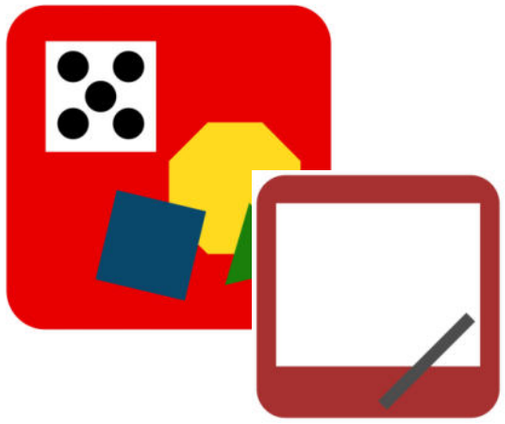
I took 9 away from 15 and had 6 left. I know 15 is made of 10 and 5, so I took 9 from 10 and then saw that I had 6 left.



Concept Development

15 – 9 = _____

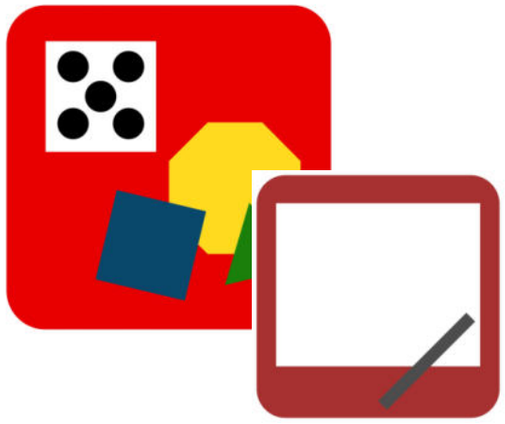
I noticed that many of you used drawings on your personal white boards. How can we draw 15 so that we can tell how many we have when we look quickly?



Concept Development

15 – 9 = _____

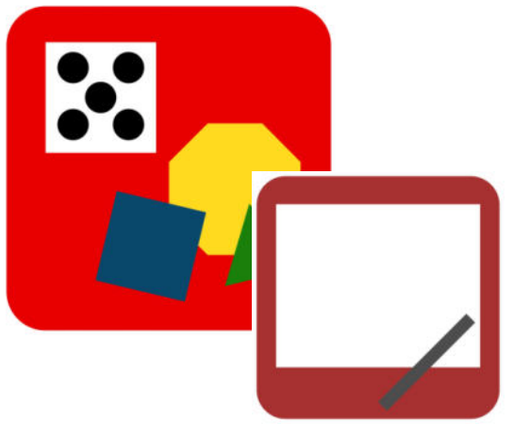
We can use 5-group pictures!



Concept Development

15 – 9 = _____

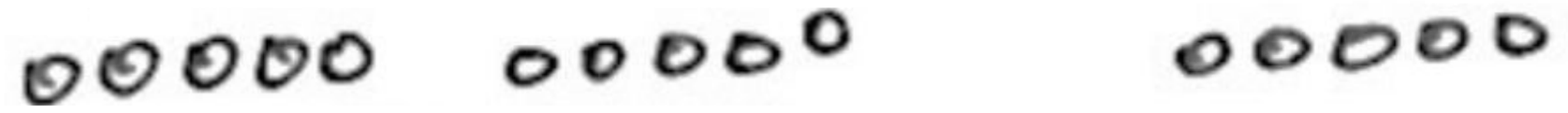
Let’s use 5-groups in one long row, like we did during Fluency Practice today.

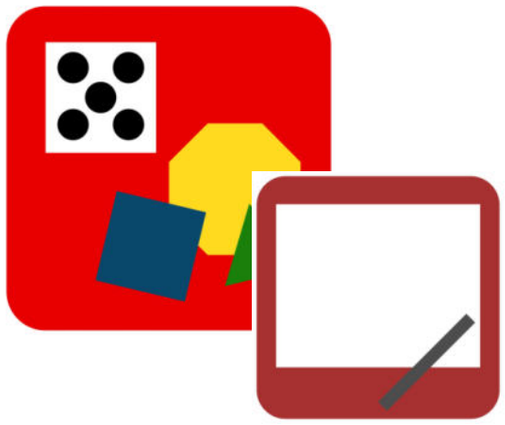


Concept Development

15 – 9 = _____

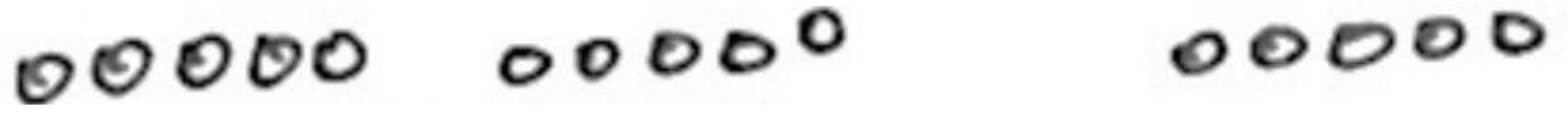
Let’s frame the 10 circles we have so we can see 10 and 5 more easily.





Concept Development

15 – 9 = _____



Concept Development

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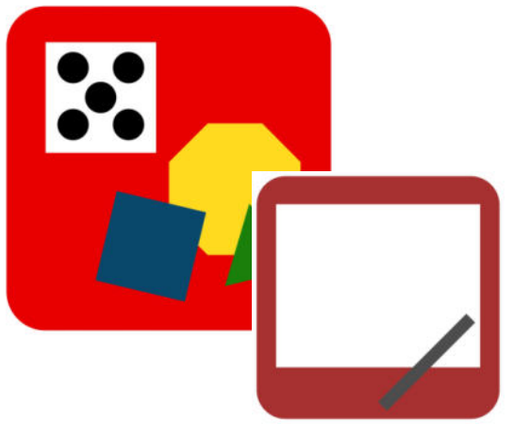


Concept Development

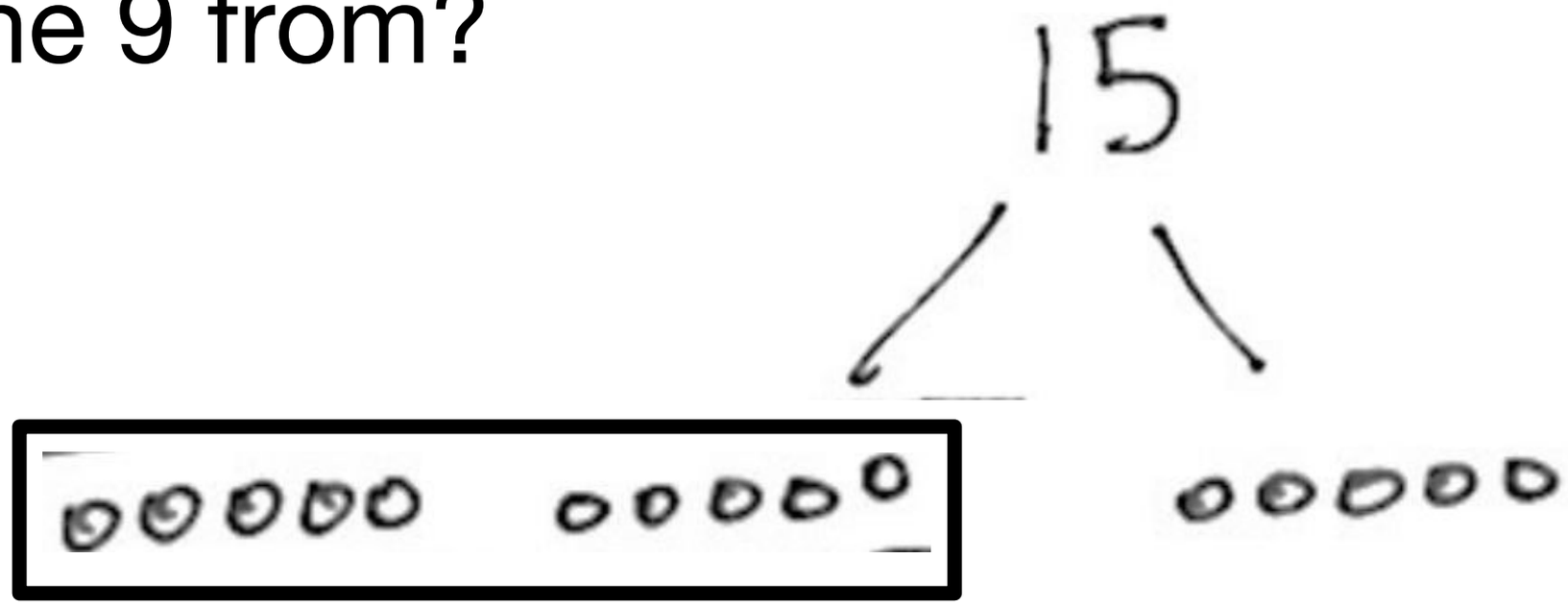
15 – 9 = _____

Now we can see 15 as 10 and 5!

Concept Development

15 – 9 = _____

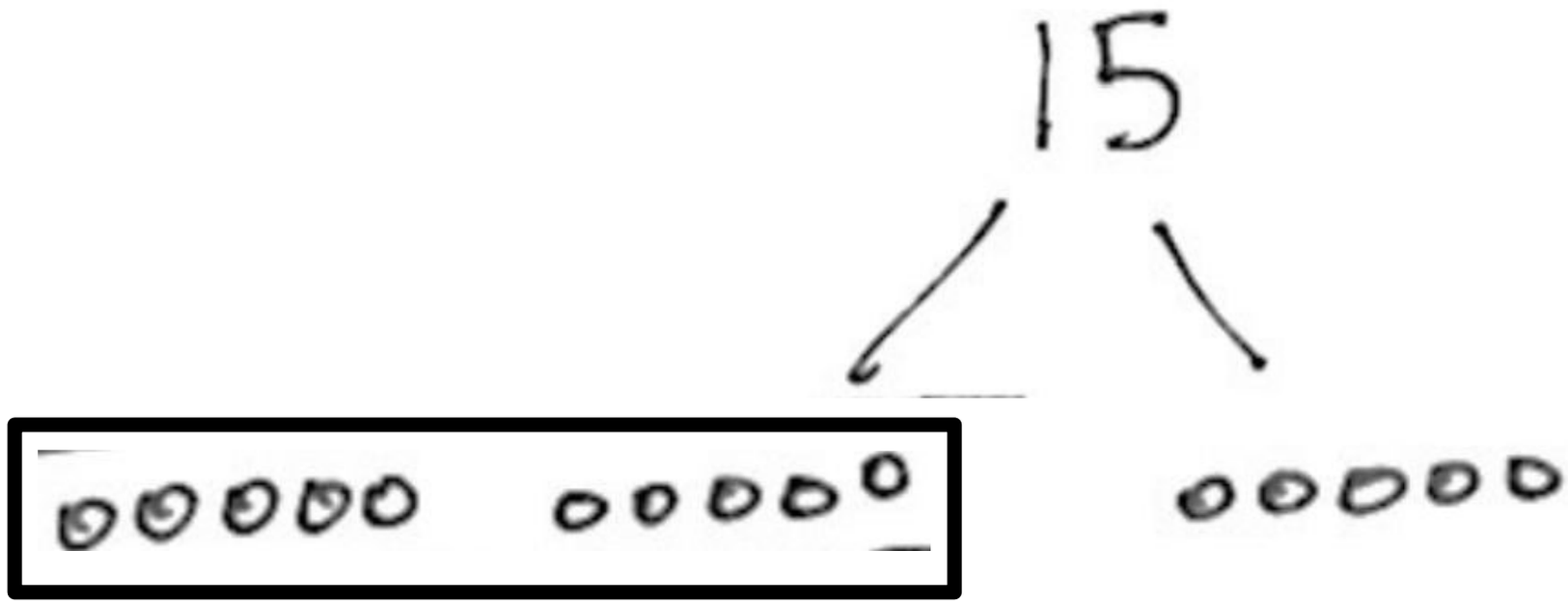
If we want to take 9 out of 15, how can this drawing help us find a quick and easy place to take the 9 from?

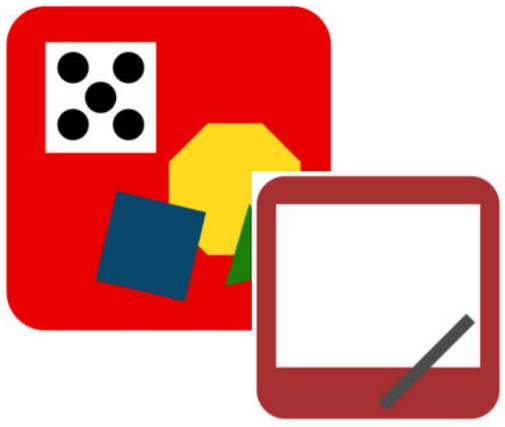


Concept Development

15 – 9 = _____

The group of 10 inside the frame!

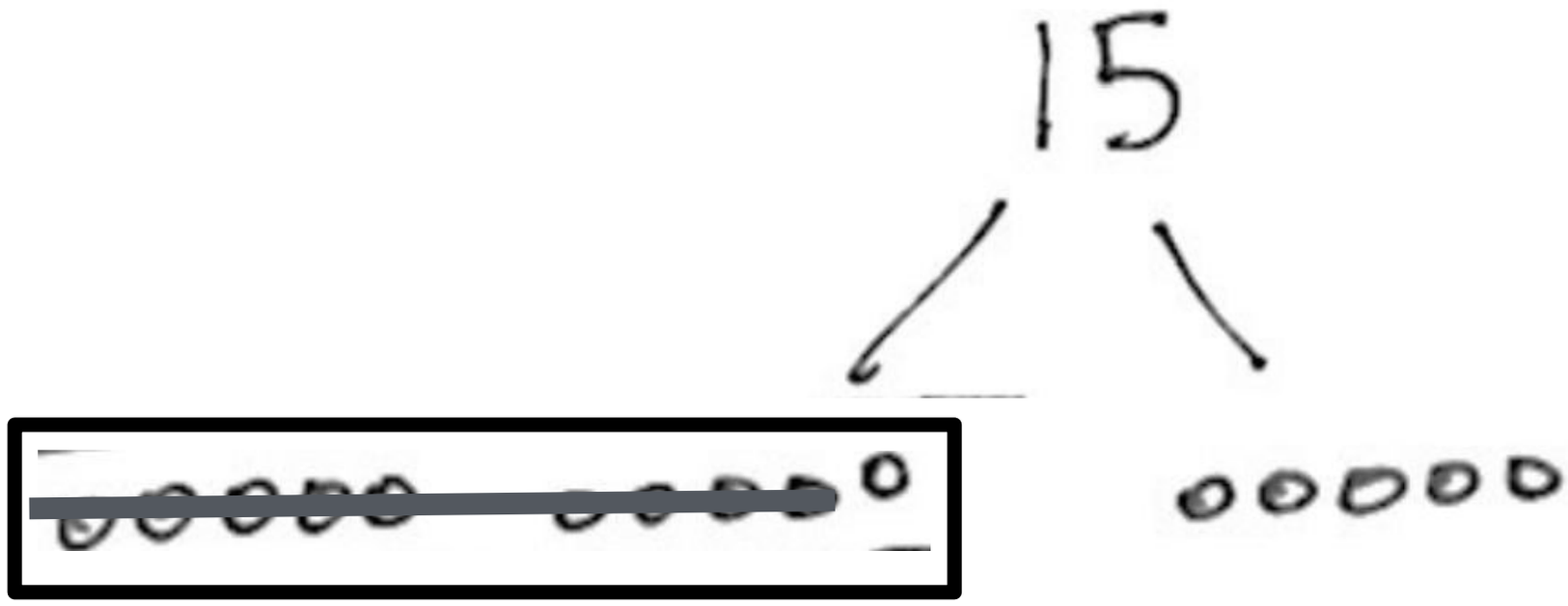


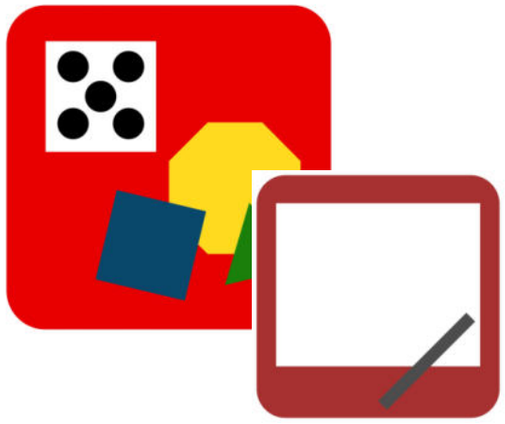


Concept Development

15 – 9 = _____

6 are left! There is 1 left in the frame and 5 left on the other side, so that's 6.

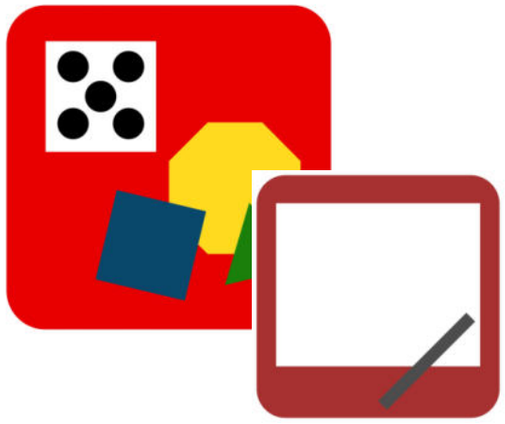




Concept Development

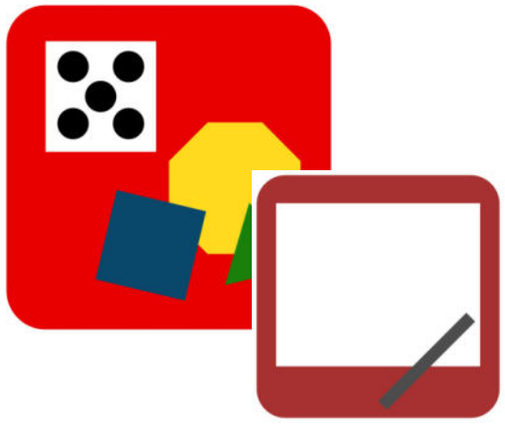
14 - 9 = _____

Let’s all make 5-group drawings like that last one as we solve for the unknown number.



Concept Development

13 – 9 = _____



Concept Development

17 – 9 = _____

Problem Set

1 2 3 4 5

Problem Set

Name _____ Date _____

1. Match the pictures with the number sentences.

a. 13 - 9 = 4

b. 14 - 9 = 5

c. 17 - 9 = 8

d. 18 - 9 = 9

e. 16 - 9 = 7

Draw 5-group rows. Visualize and then cross out to solve. Complete the number sentences.

2. 11 - 9 = _____

3. 13 - 9 = _____

4. 16 - 9 = _____

5. 17 - 9 = _____

A STORY OF UNITS Lesson 15 Problem Set 1•2

6. 14 - 9 = _____

7. 13 - 9 = _____

8. 12 - 9 = _____

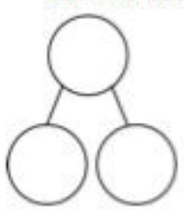
9. 15 - 9 = _____

10. Show making 10 and taking from 10 to complete the two number sentences.

a. 5 + 9 = ____

b. 14 - 9 = ____

11. Make a number bond for Problem 10. Write two additional number sentences that use this number bond.



_____ _____

Debrief

- Look at your Problem Set. How did you find an easy way to take 9 out of the teen numbers?

Debrief

- Look at Problems 6–8. What do you notice is similar about the pictures in these problems? What do you notice about the numbers in these problems? If this pattern continued, what problem would come next? How can the problems help us solve 11 – 9?

Debrief

- Look at Problem 10. How are the two number sentences related? What was the same or different about your drawings?

Debrief

- Look at your Application Problem. How does the problem connect to today's lesson? How would you change or add to your work?

Exit Ticket

Name _____ Date _____

Draw 5-group rows, and cross out to solve. Complete the number sentences.

1. 17 - 9 = ____

2. 19 - 9 = ____