Eureka Math

1st Grade
Module 2
Lesson 16

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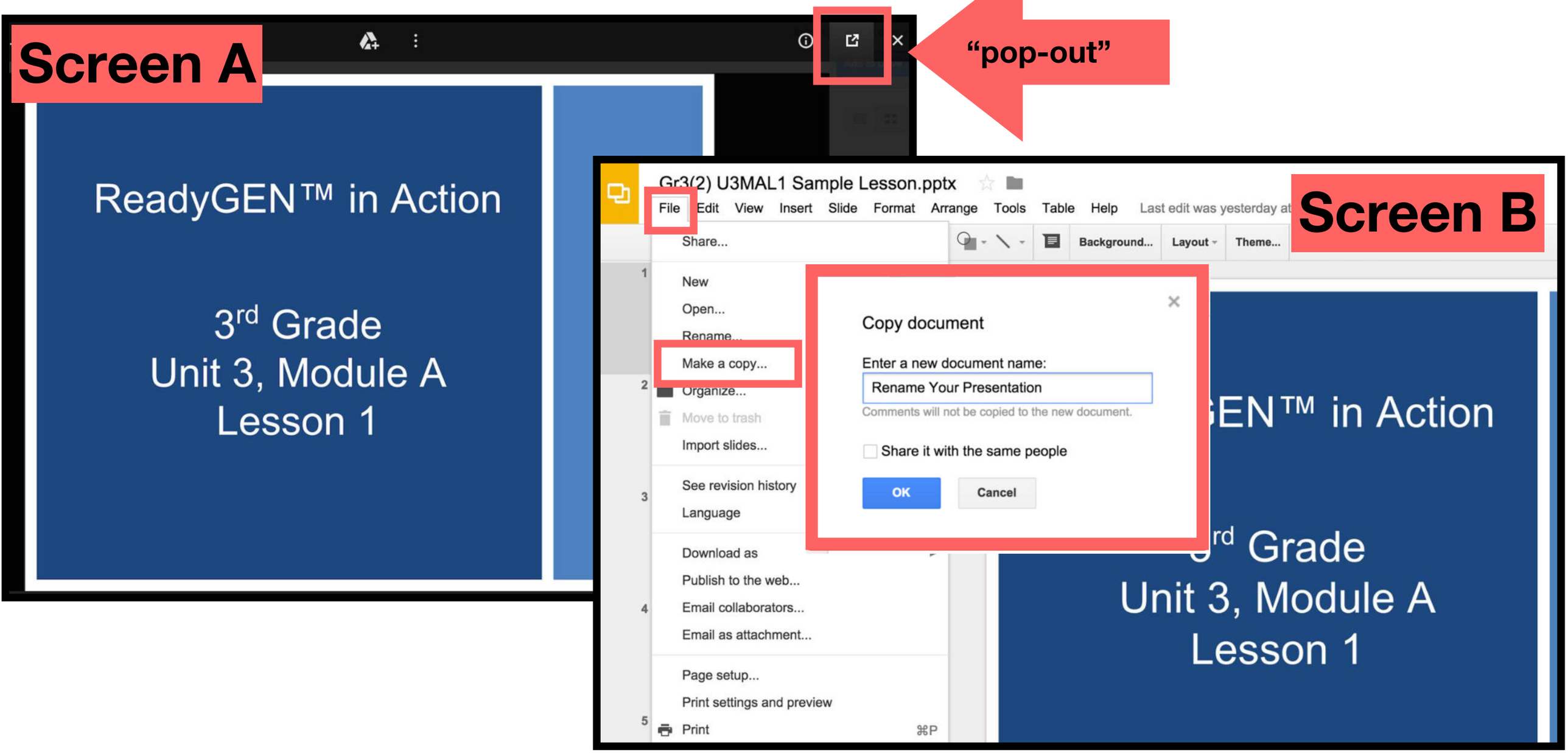
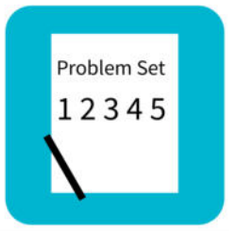


Icons

Read, Draw, Write

Learning Target

Personal White Board

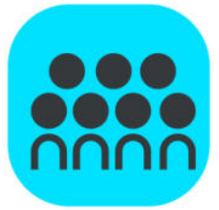


Problem Set

Manipulatives Needed

Fluency

Think Pair Share



Whole Class

Individual

Partner

Small Group

Small Group Time

Materials Needed

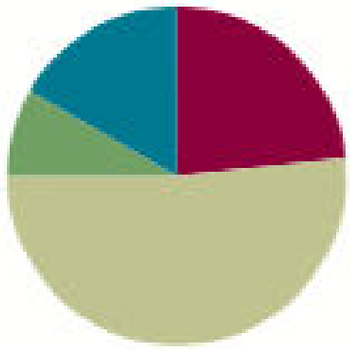
- (S) Personal white board
- (S) 5-group row insert (Lesson 12 Fluency Template 2)

Lesson 16

Objective: Relate counting on to making ten and taking from ten.

Suggested Lesson Structure

Fluency Practice	(14 minutes)
Application Problem	(5 minutes)
Concept Development	(31 minutes)
Student Debrief	(10 minutes)
Total Time	**(60 minutes)**



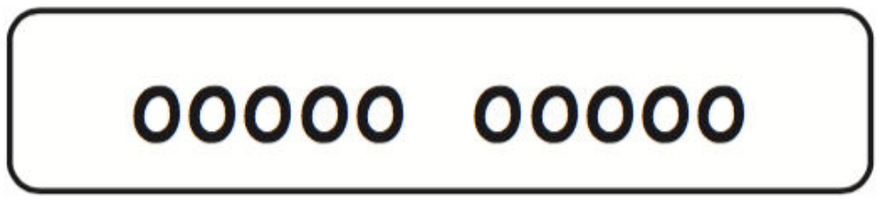
I can relate counting on to making ten and taking from ten.

Subtract 9

Look at your 5-group row insert. Draw more circles to the right of your 5-group to show a total of 12.

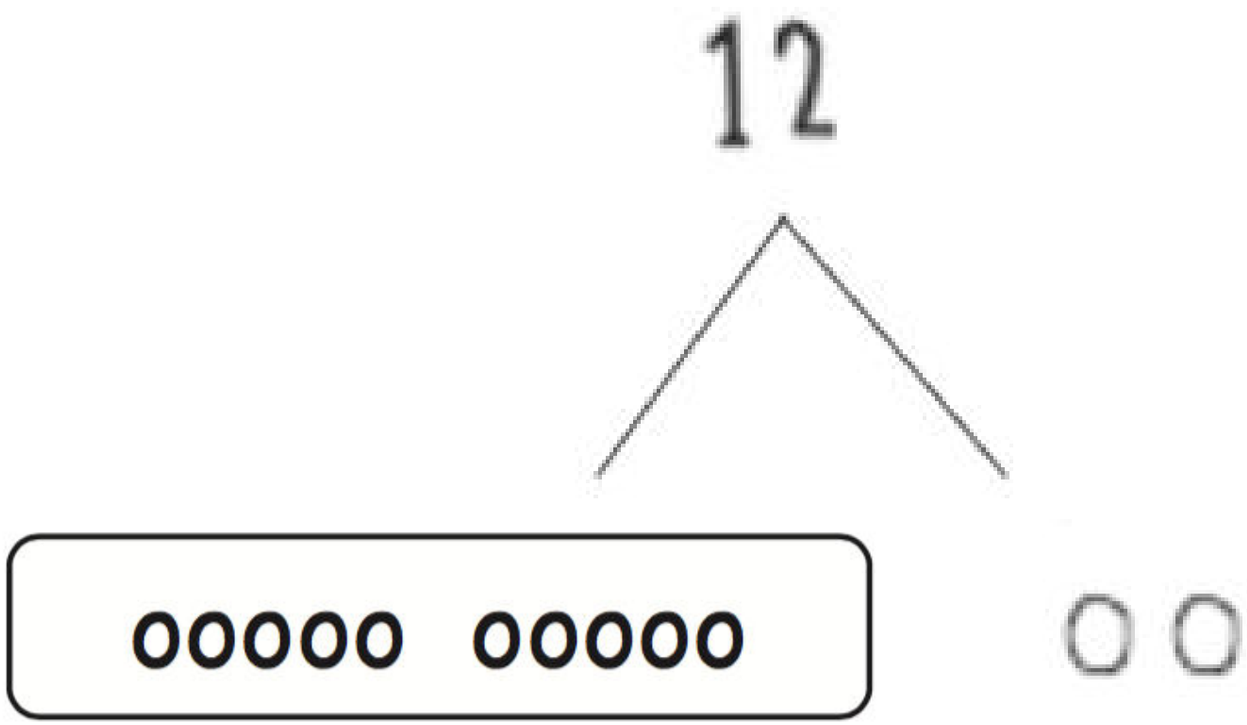
Subtract 9

Say 12 as a number bond, with 10 as a part.



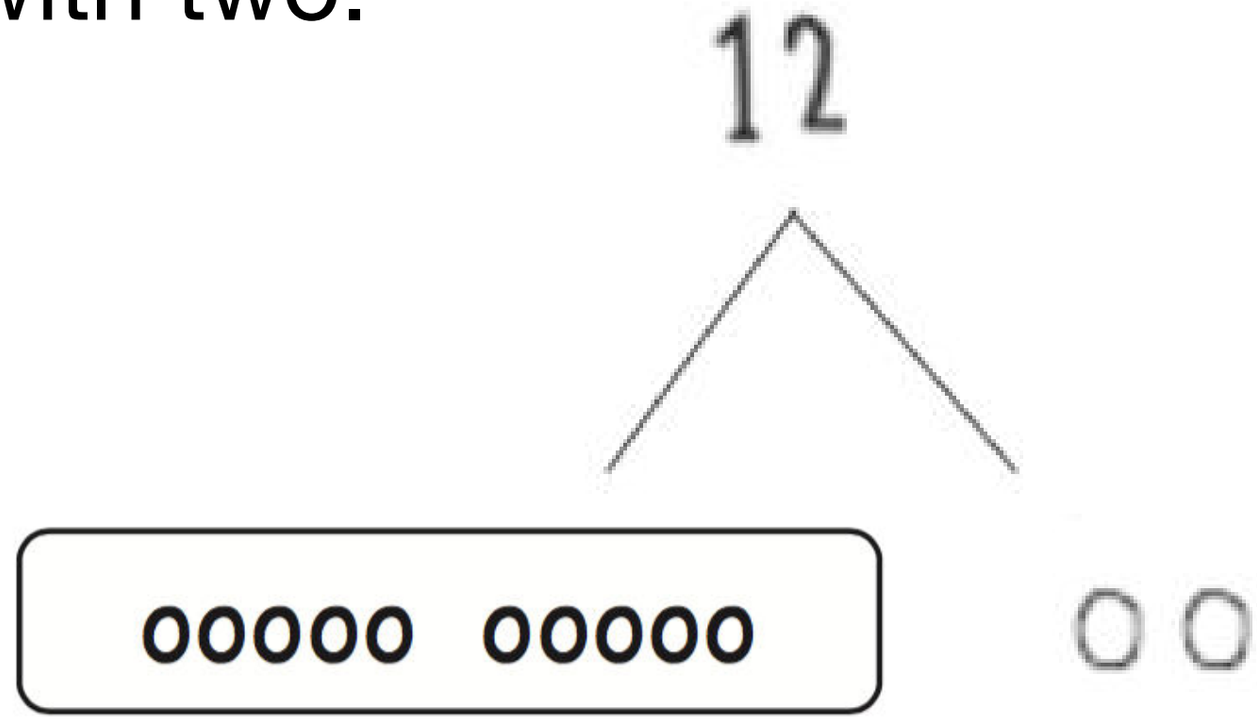
Subtract 9

Turn your circles into a number bond.



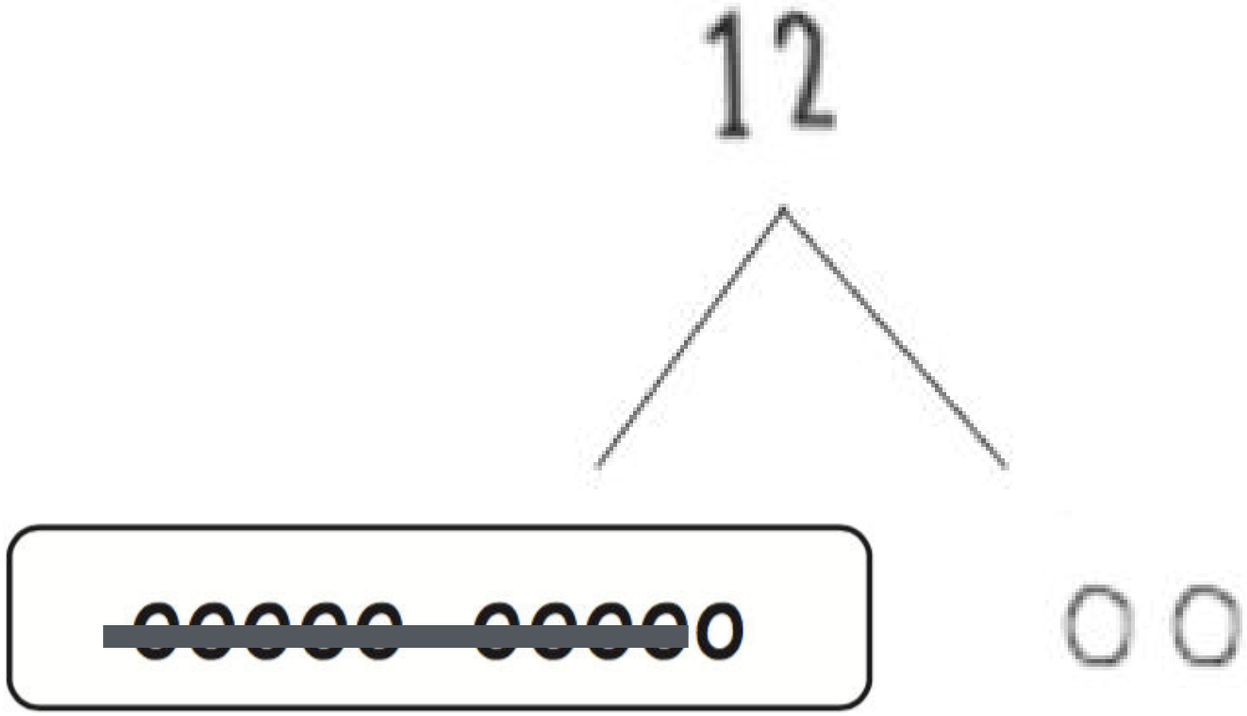
Subtract 9

Show me 12 – 9. Think about whether you should subtract from the part with ten or the part with two.



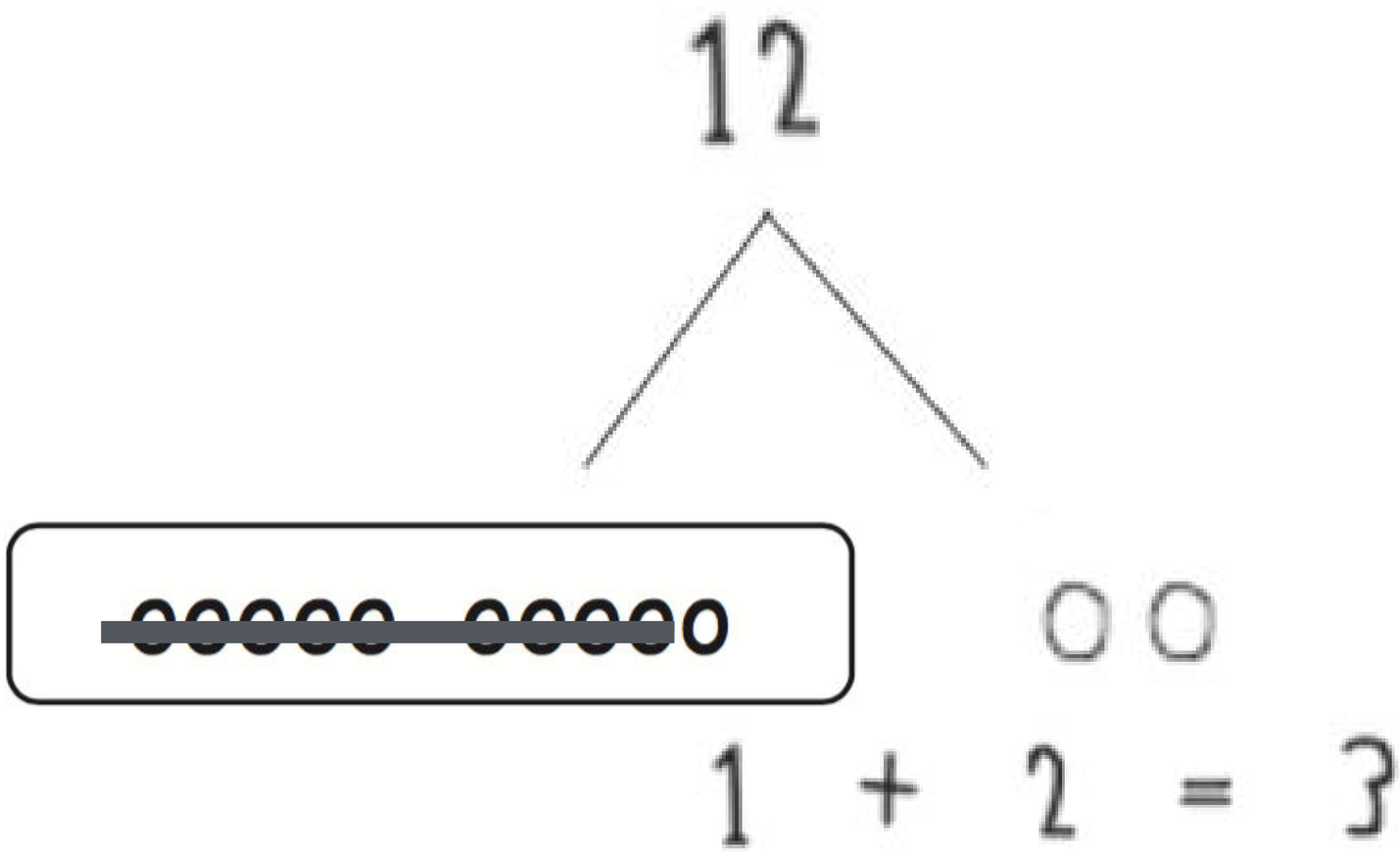
Subtract 9

Below your circles, write an addition sentence to show what is left.



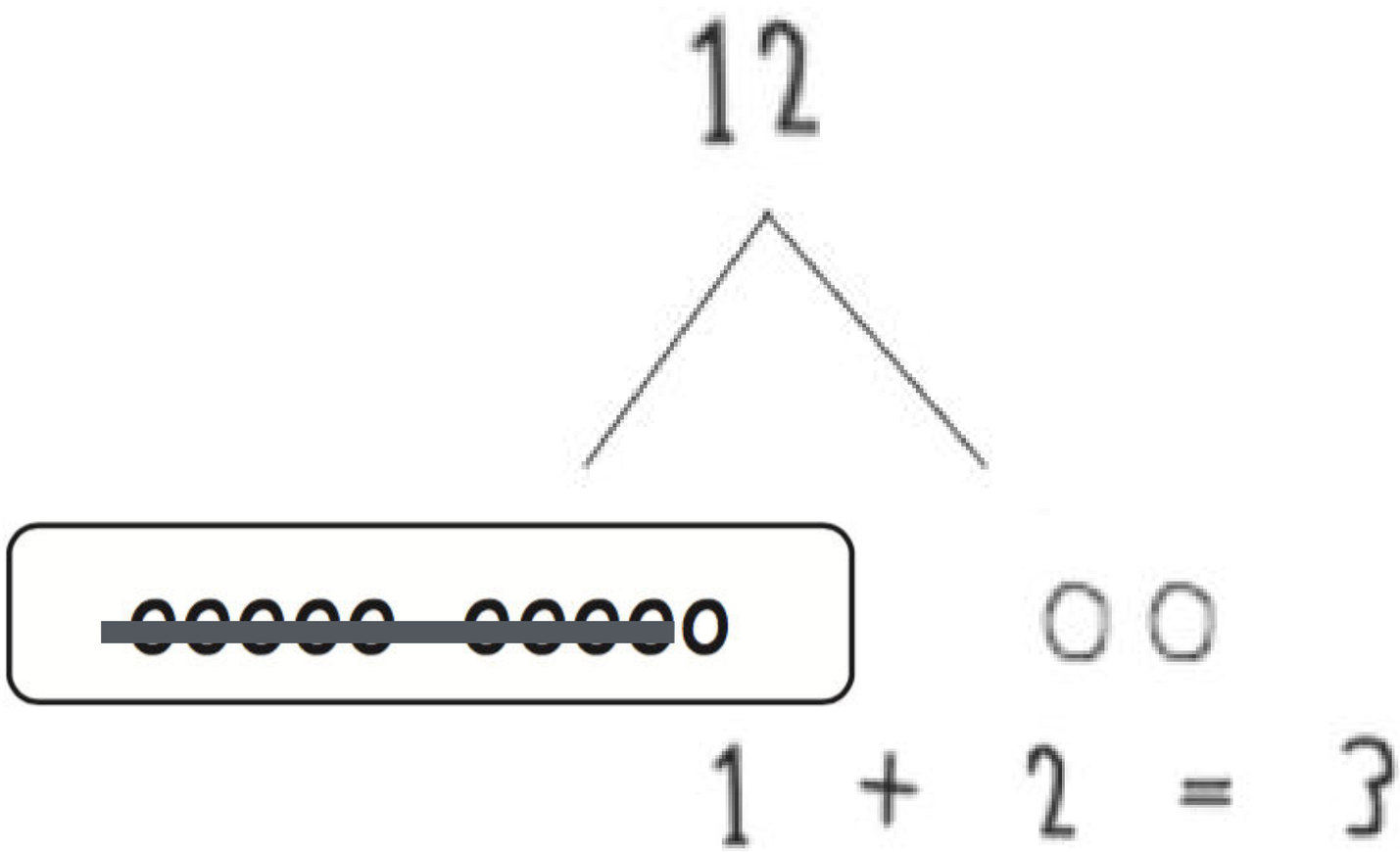
Subtract 9

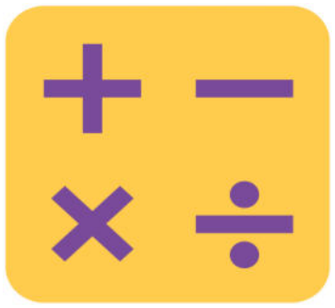
What is 12–9?



Subtract 9

12–9 is 3!





Subtract 9

Let’s practice more!

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!

Happy Counting by Twos: Odd Numbers

Let's play Happy Counting! We're going to count by 2's from 1 to 19 and back.

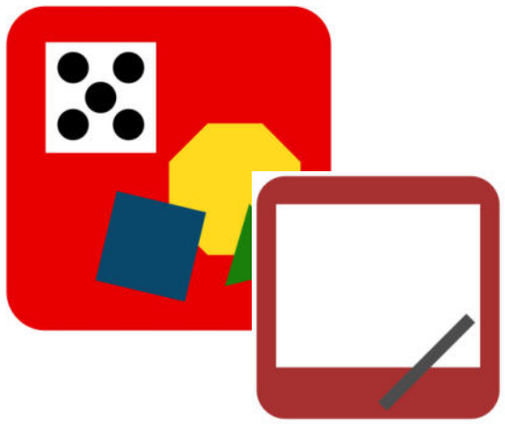
When I hold my hand like this (point thumb and motion up), I want you to count **up**.

If I put my hand like this (point thumb and motion down), I want you to count **down**.

If I do this (thumb to the side) that means **stop**, but try hard to remember the last number you said.

Application Problem

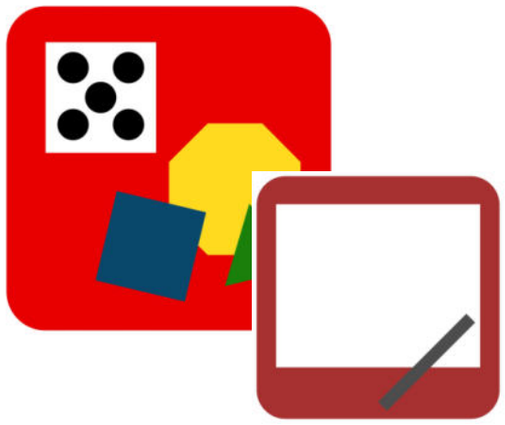
There were 16 coats on the rack. Nine students took their coats to go outside. How many coats were still on the rack?



Concept Development

11 – 9 = _____

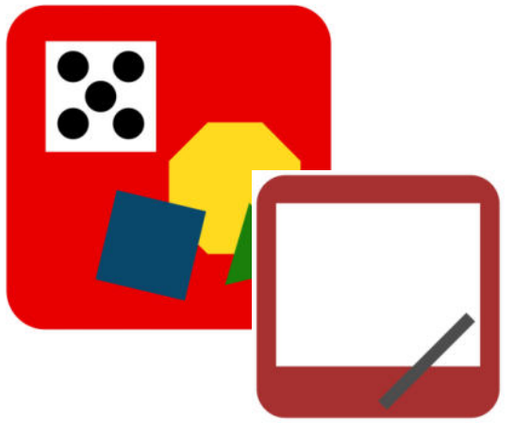
Solve 11 – 9 on your personal white board.



Concept Development

11 – 9 = _____

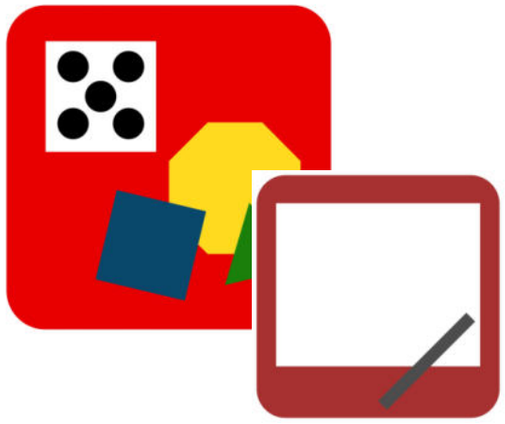
I heard someone share this strategy: I started with 9 and counted on. Niiiine, 10, 11. Two fingers are up.



Concept Development

11 – 9 = _____

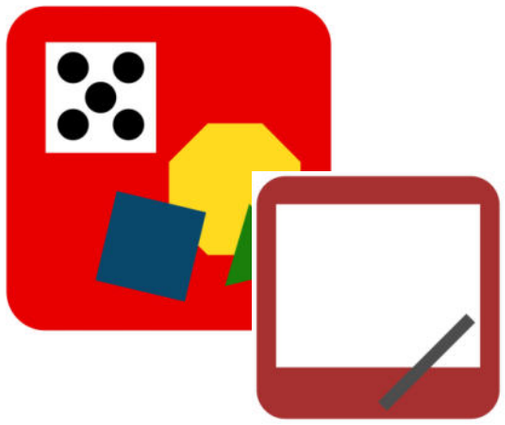
Let’s all try counting on!



Concept Development

11 – 9 = _____

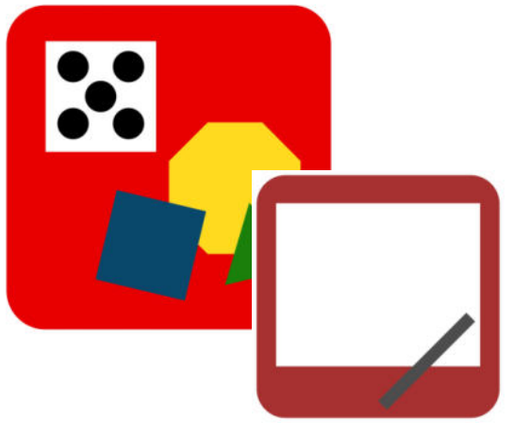
I also heard someone share this strategy: I took 9 from 10 and did 1+1 and got 2.



Concept Development

11 – 9 = _____

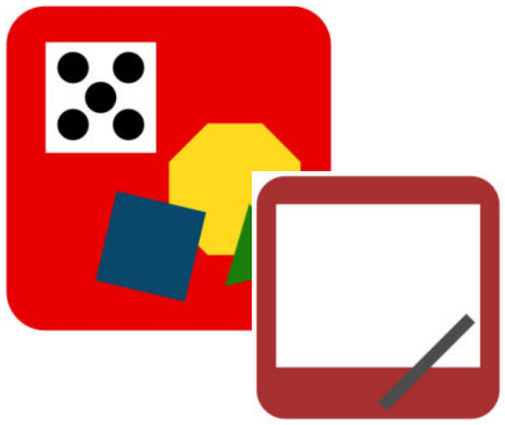
Let’s all use the take from ten strategy to solve on our personal white boards!



Concept Development

11 – 9 = _____

What did you do?

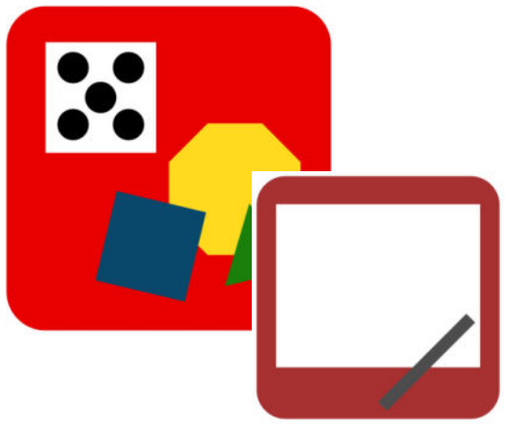


Concept Development

11 – 9 = _____

10–9 is 1

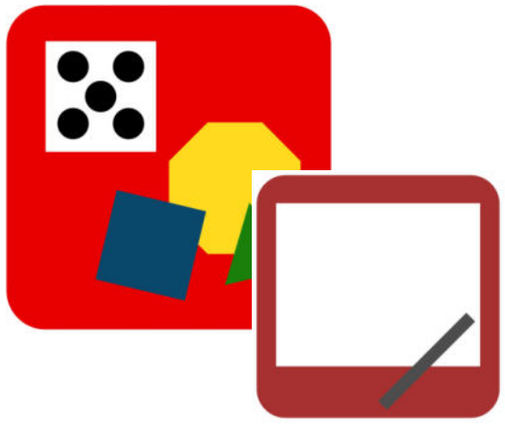
1+1 2.



Concept Development

11 – 9 = _____

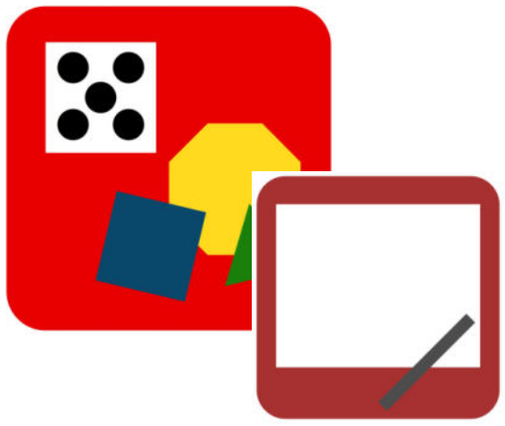
Everyone, let’s use the take from ten strategy using our fingers to check! Start by showing 11 fingers.



Concept Development

11 – 9 = _____

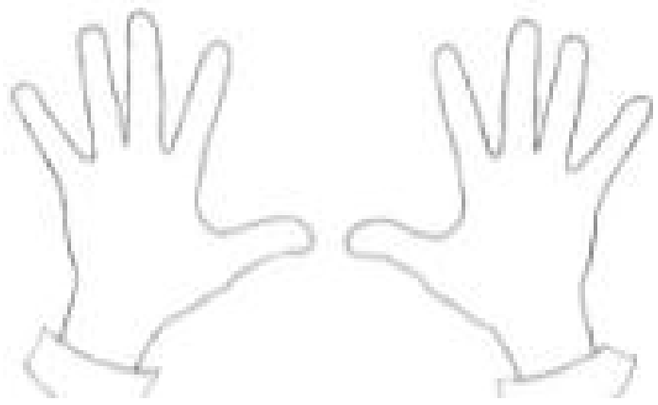
Oh no! We can’t! We only have 10 fingers!

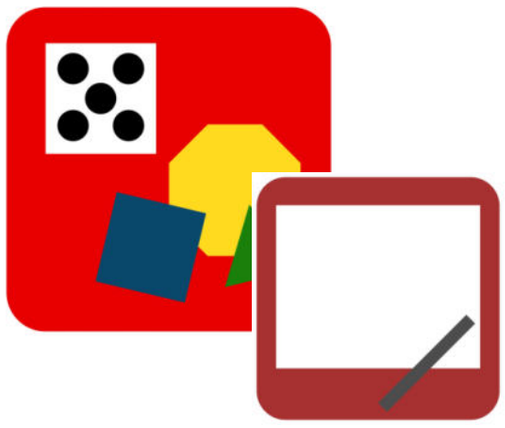


Concept Development

11 – 9 = _____

Oh boy. We can’t quite do that, can we? We’ll just have to use our imaginations. First, put up your 10 fingers.

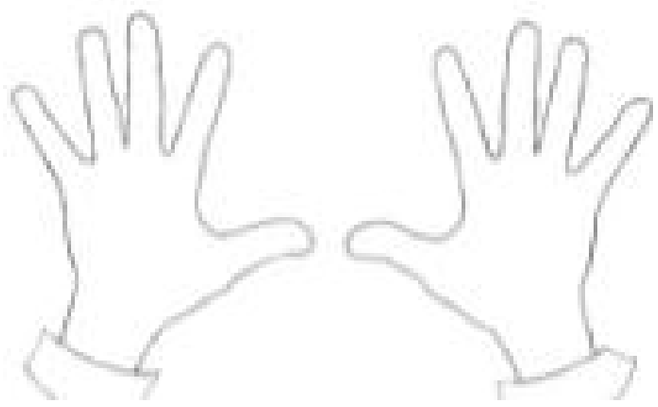


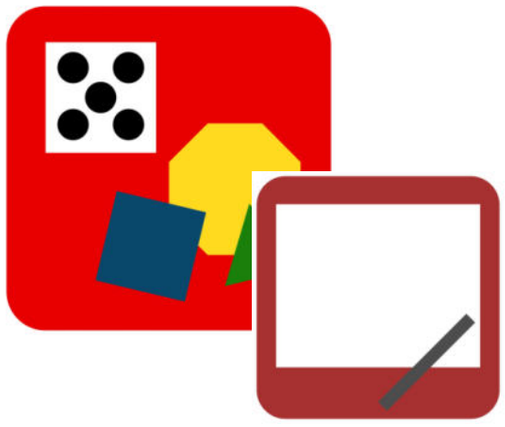


Concept Development

11 – 9 = _____

How many more fingers do we need to imagine?

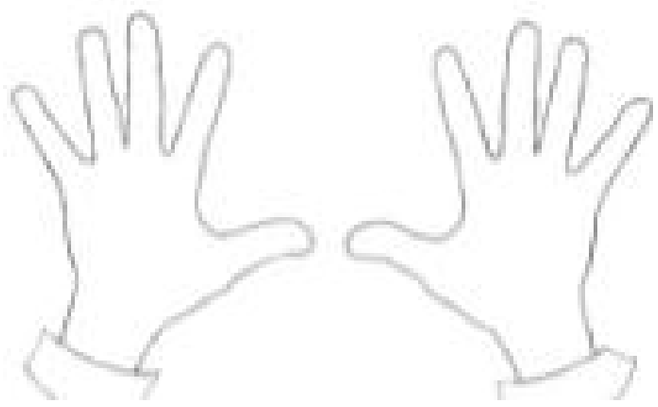


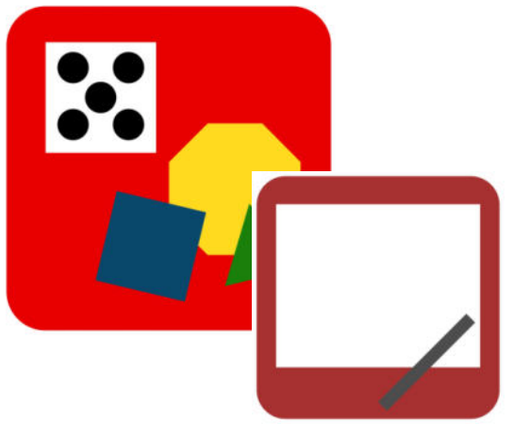


Concept Development

11 – 9 = _____

We need to imagine 1 more finger!

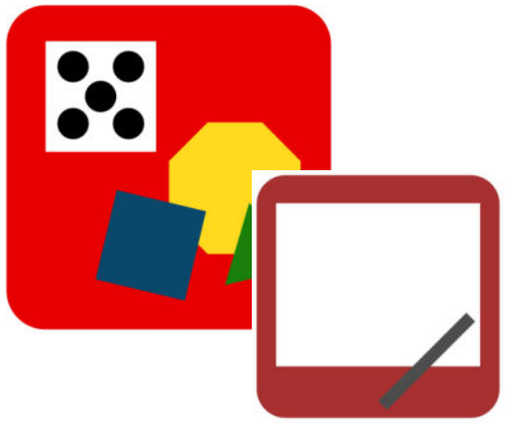




Concept Development

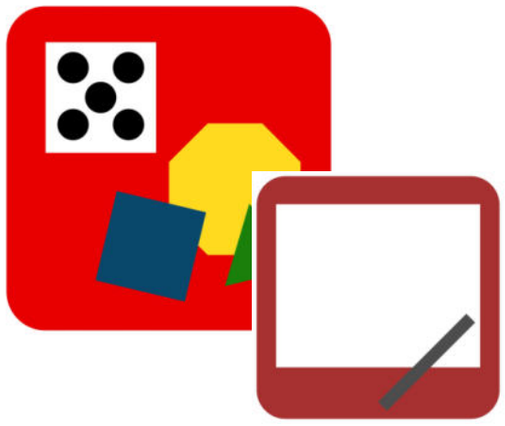
11 – 9 = _____

Visualize, or picture in your mind, 1 more finger next to your 10. Now, take away 9, all at once.



Concept Development

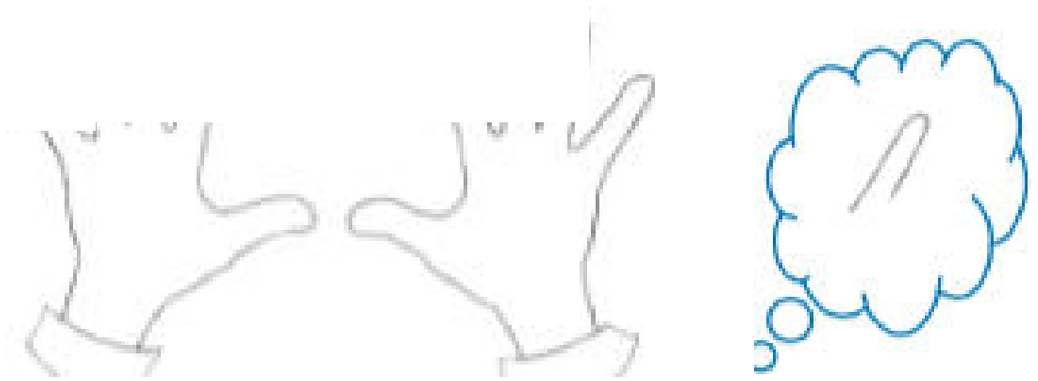
11 – 9 = _____



Concept Development

11 – 9 = _____

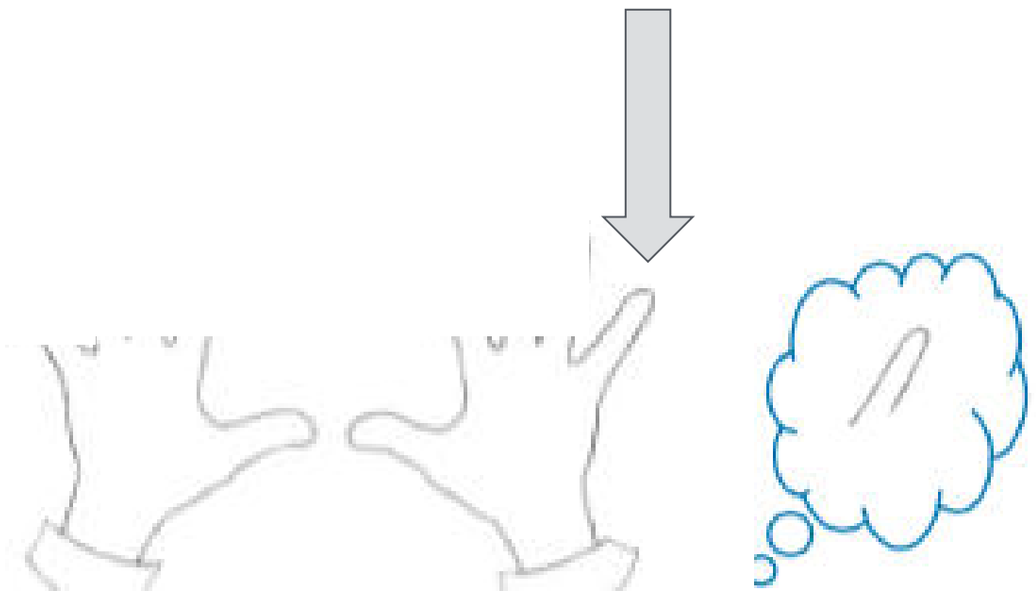
How many real fingers do you have up?



Concept Development

11 – 9 = _____

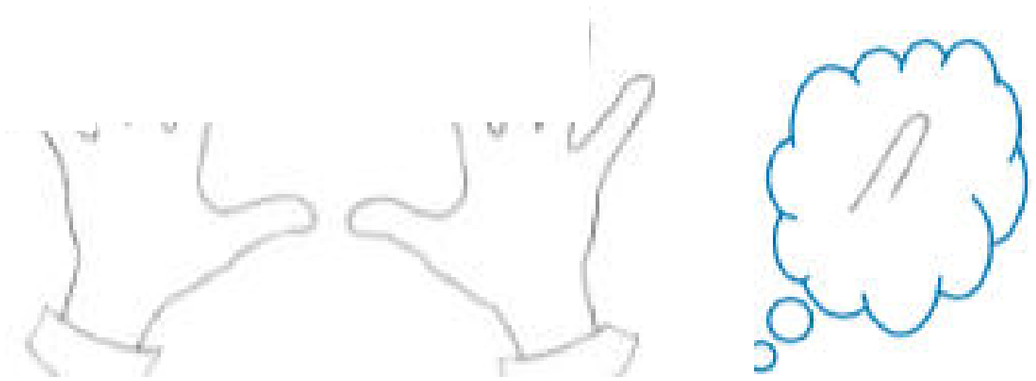
There is 1 real finger still up!



Concept Development

11 – 9 = _____

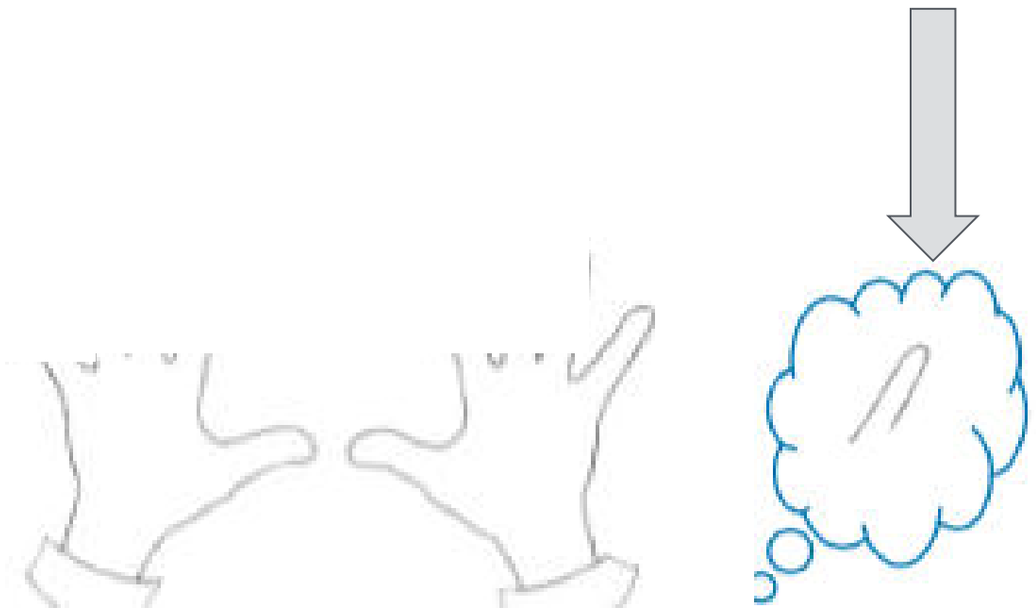
How many pretend fingers are still up?

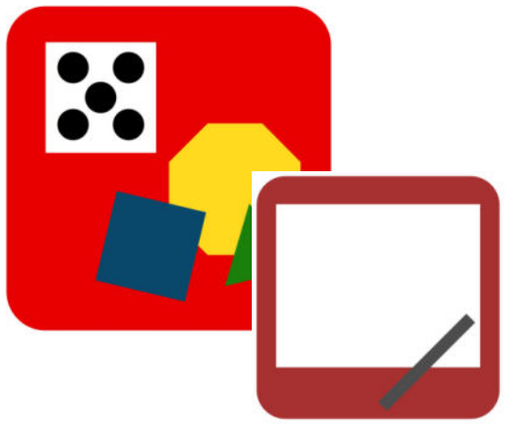


Concept Development

11 – 9 = _____

There is 1 pretend finger still up!

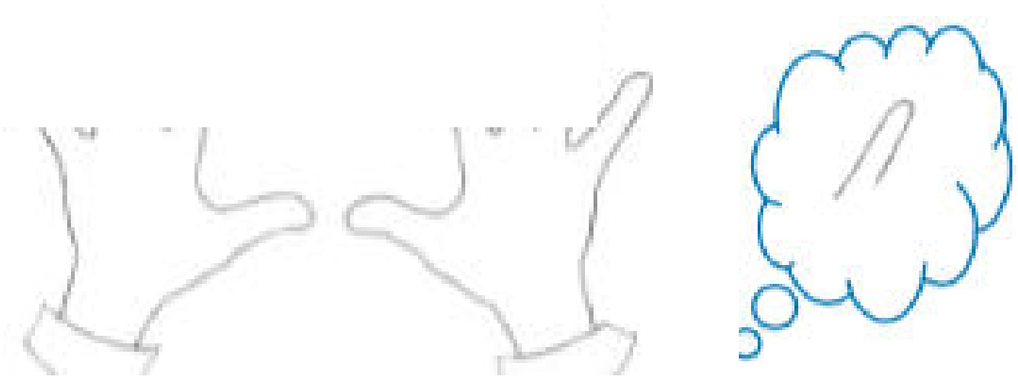


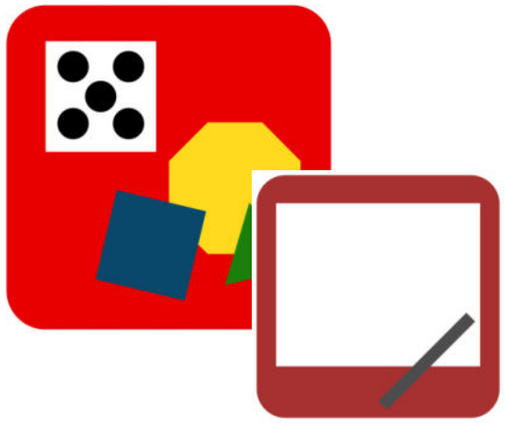


Concept Development

11 – 9 = _____

So, how many fingers are there altogether, including pretend fingers? Let’s count. Nod your head when you count your pretend fingers so we are sure we counted them.

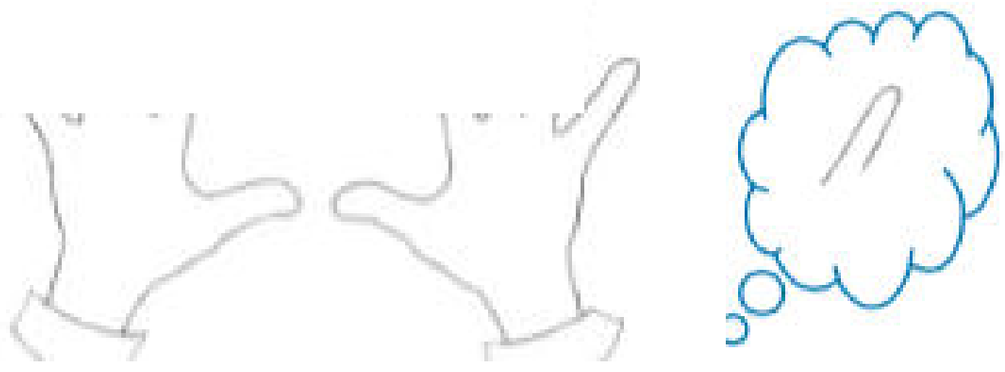


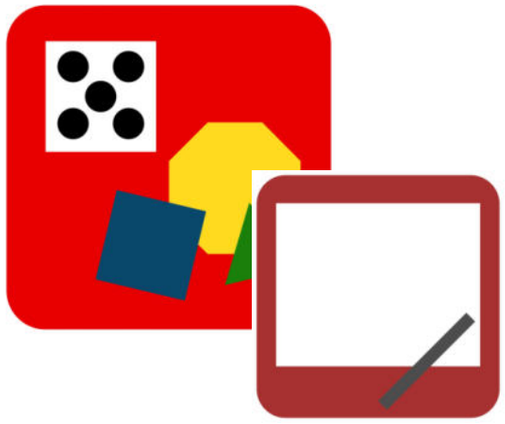


Concept Development

11 – 9 = _____

What is 11–9?

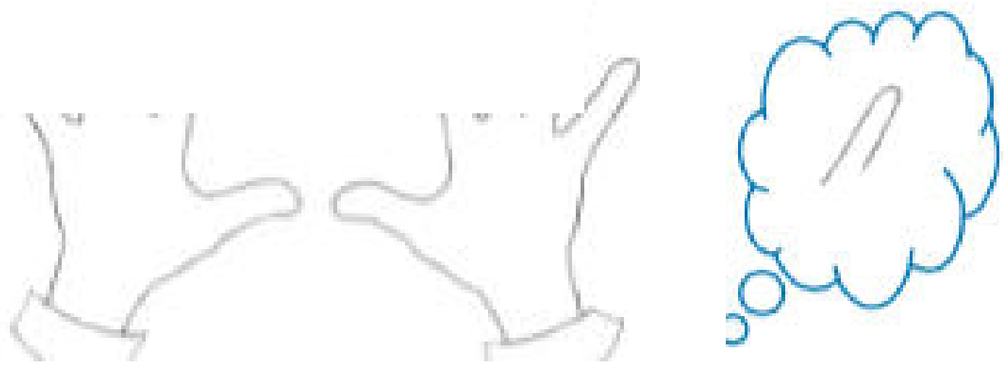




Concept Development

11 – 9 = _____

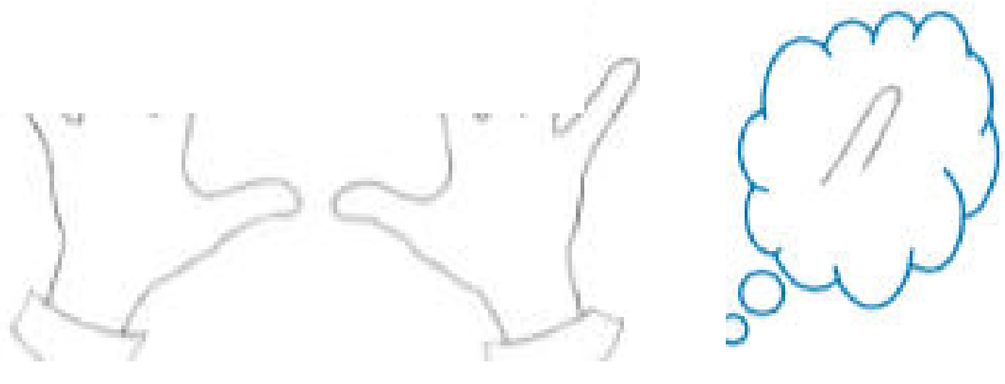
What is 11–9?

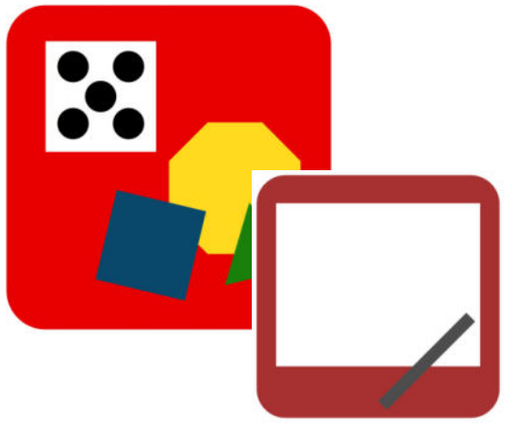


Concept Development

11 – 9 = _____

11–9 is 2!

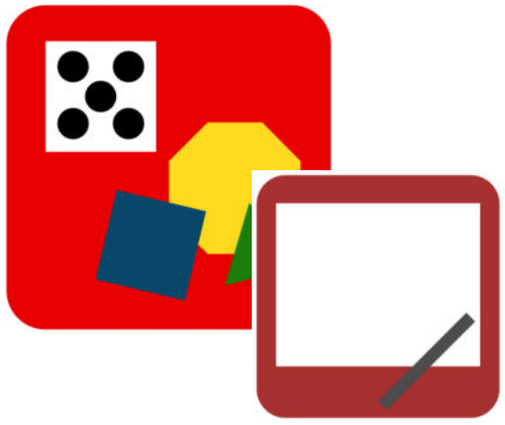




Concept Development

11 – 9 = _____

Which strategy was easier for you--counting on or using imaginary fingers? Turn and talk to your partner.



Concept Development

Let’s try more!

Concept Development

17 - 9

Use both counting on and taking from 10 with imaginary fingers to solve this!

Concept Development

15 – 9

Use both counting on and taking from 10 with imaginary fingers to solve this!

Concept Development

12 – 9

Use both counting on and taking from 10 with imaginary fingers to solve this!

Concept Development

14 – 9

Let’s try 14 – 9. Show 10 fingers, and imagine 4 more.

Concept Development

14 – 9

Let’s try 14 – 9. Show 10 fingers, and imagine 4 more.

Concept Development

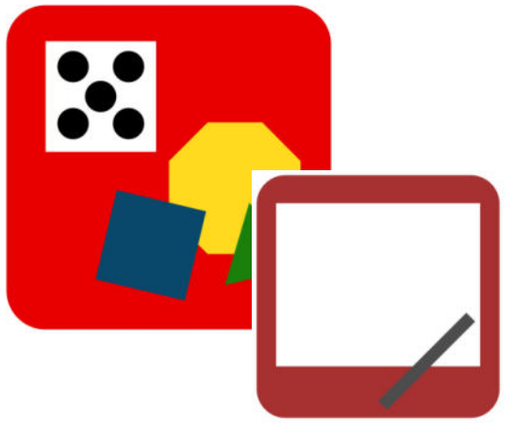
14 – 9

Now, take away 9, all at once. How many real fingers do you have up?

Concept Development

14 – 9

We have 1 real finger still up! How many pretend fingers are still up?



Concept Development

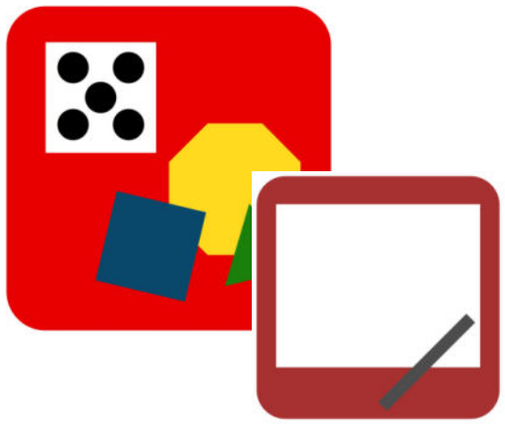
14 – 9

We have 4 pretend fingers till up!

Concept Development

14 – 9

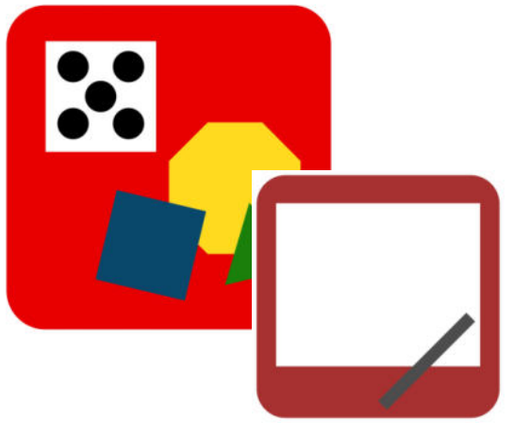
Instead of nodding our heads 4 times to count on, can you see how many fingers there are altogether?



Concept Development

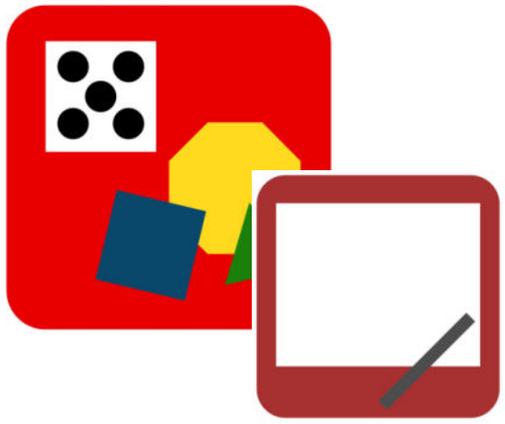
14 – 9

Yes. We can just add 1 and 4. That’s 5!



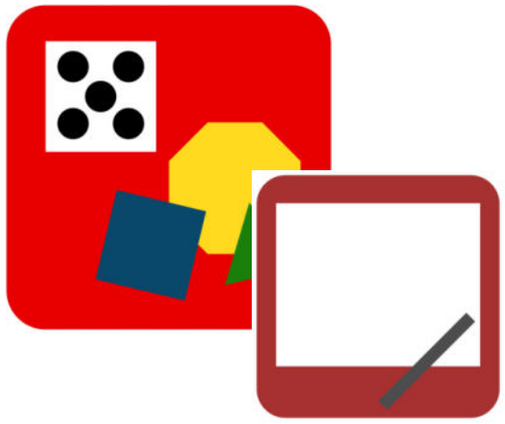
Concept Development

Let’s try more! We’ll try counting up all the fingers we have left all at once instead of nodding our heads to count.



Concept Development

16 – 9



Concept Development

18 – 9

Problem Set

Name _____ Date _____

Solve the problem by counting on (a) and using a number bond to take from ten (b).

1. Lucy had 12 balloons at her birthday party. She gave 9 balloons to her friends. How many balloons did she have left?

   a. 12 - 9 = _____

   b. 12 - 9 = _____

   Lucy had ___ balloons left.

2. Justin had 15 blueberries on his plate. He ate 9 of them. How many does he have left to eat?

   a. 15 - 9 = _____

   b. 15 - 9 = _____

   Justin has ___ blueberries left to e

A STORY OF UNITS Lesson 16 Problem Set 1•2

Complete the subtraction sentences by using the take from ten strategy and counting on. Tell which strategy you would prefer to use for Problems 3 and 4.

3. a. 11 - 9 = ___ b. 11 - 9 = ___ ☐ take from ten ☐ count on

4. a. 18 - 9 = ___ b. 18 - 9 = ___ ☐ take from ten ☐ count on

5. Think about how to solve the following subtraction problems:

16 - 9	12 - 9	18 - 9
11 - 9	15 - 9	14 - 9
13 - 9	19 - 9	17 - 9

Choose which problems you think are easier to count on from 9 and which are easier to use the take from ten strategy. Write the problems in the boxes below.

Problems to use the *count on* strategy with:	Problems to use the *take from ten* strategy with:

Were there any problems that were just as easy using either method? Did you use a different method for any problems?

Debrief

- In Problem 3,how is the take from ten strategy similar to counting on?

Debrief

- We used our pretend fingers to show the take from ten strategy. How is this like counting on? What did we do to make our count on strategy more efficient? Look at Problem 5. Which strategy did you choose for each problem? Explain your reasoning.

Debrief

What new math strategy did we use today to solve subtraction problems more efficiently?

Debrief

Look at your Application Problem. How did you choose to solve it? Explain your thinking. How could the strategies discussed today be used to solve this problem?

Exit Ticket

Name _____ Date _____

Complete the subtraction sentences by using both the count on and take from ten strategies.

1. a. 13 - 9 = ___ b. 13 - 9 = ___

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2. a. 17 - 9 = ___ b. 17 - 9 = ___