Eureka Math

1st Grade
Module 2
Lesson 17

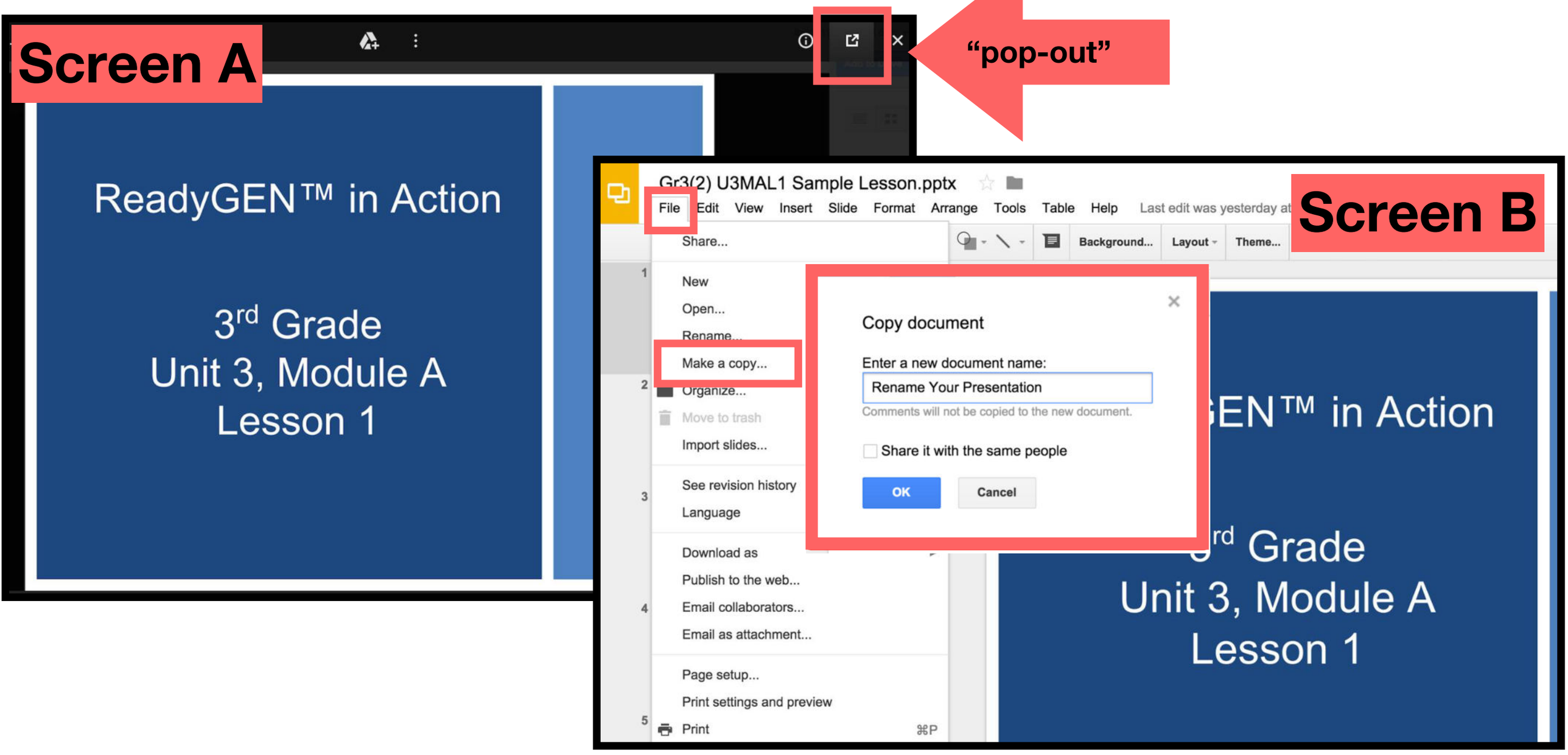
At the request of elementary teachers, a team of Bethel & Sumner educators met as a committee to create Eureka slideshow presentations. These presentations are not meant as a script, nor are they required to be used. Please customize as needed. Thank you to the many educators who contributed to this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

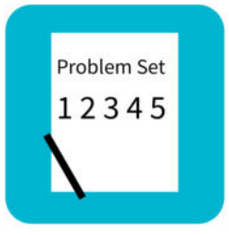


Icons

Read, Draw, Write

Learning Target

Personal White Board

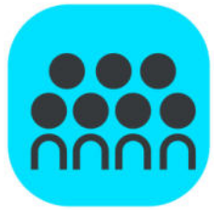


Problem Set

Manipulatives Needed

Fluency

Think Pair Share



Whole Class

Individual

Partner

Small Group

Small Group Time

Materials Needed

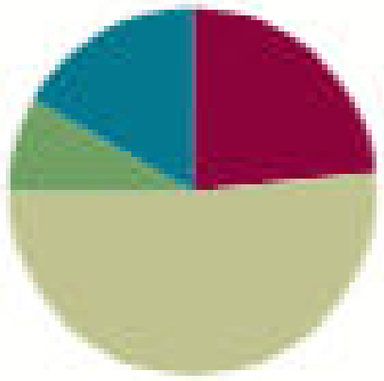
- (T) Subtract 9 flash cards (Fluency Template)
- (S) Subtract 9 Sprint
- (T) Linking cubes of different colors
- (S) Personal white board

Lesson 17

Objective: Model subtraction of 8 from teen numbers.

Suggested Lesson Structure

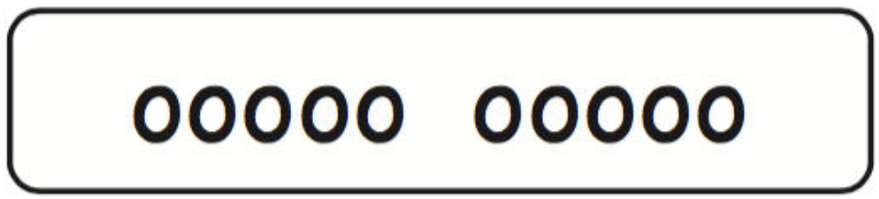
Fluency Practice	(14 minutes)
Application Problem	(5 minutes)
Concept Development	(31 minutes)
Student Debrief	(10 minutes)
Total Time	**(60 minutes)**



I can model subtracting 8 from teen numbers.

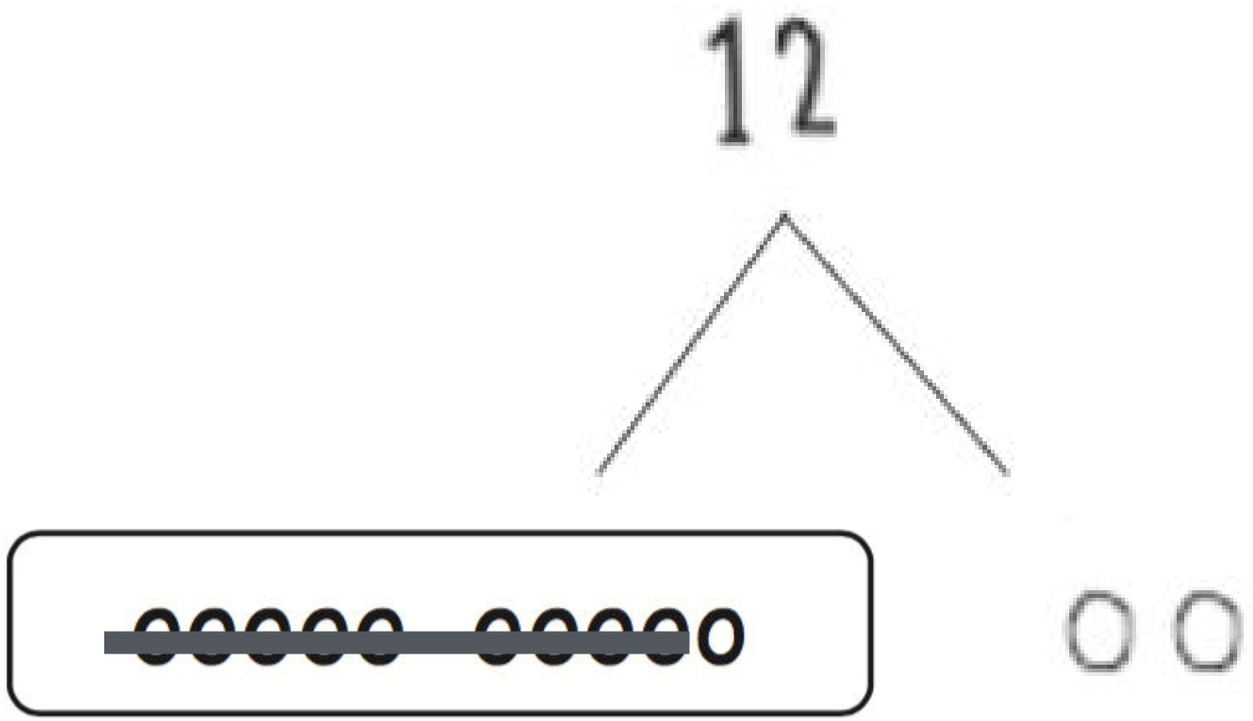
Subtract 9

Say 12 the Say Ten Way.



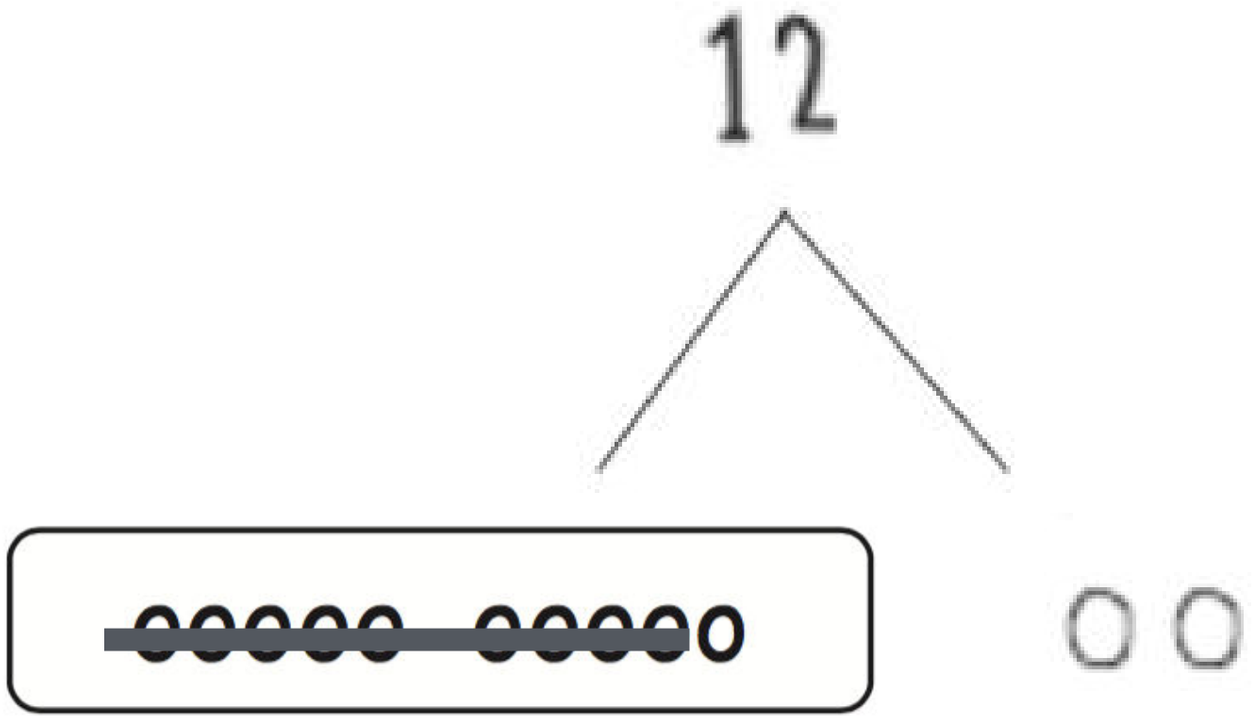
Subtract 9

10–9 is...?



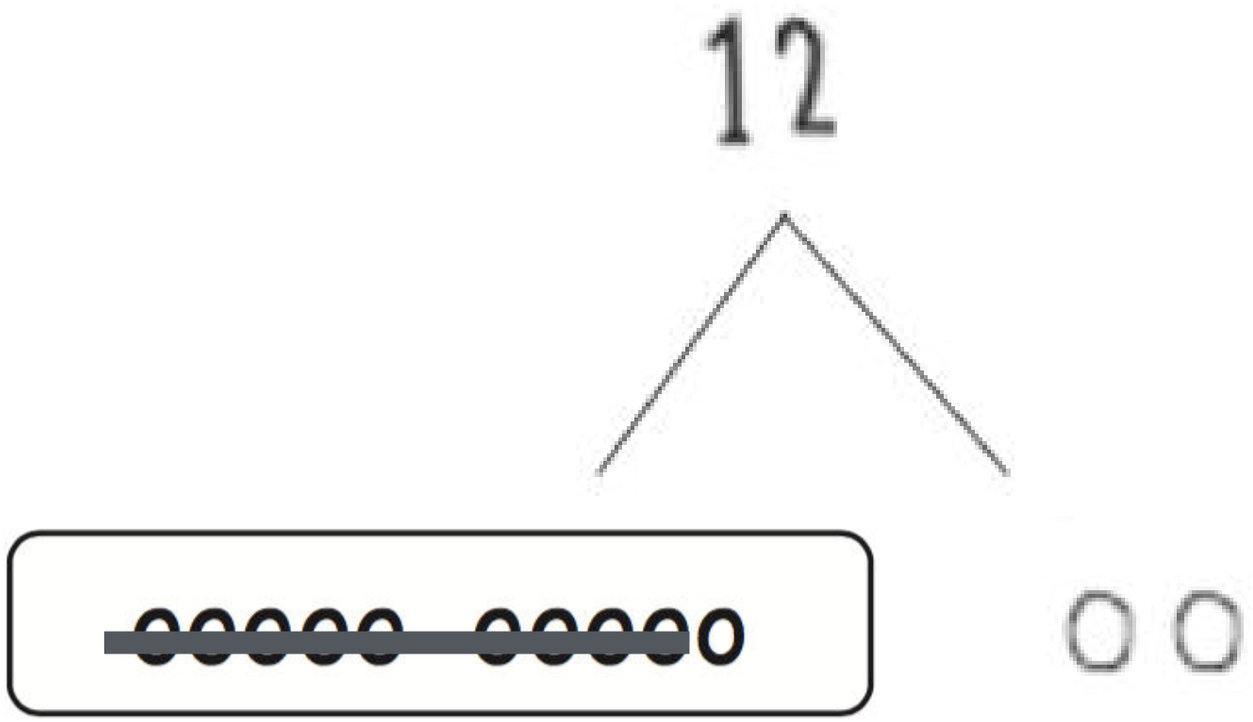
Subtract 9

10–9 is 1!



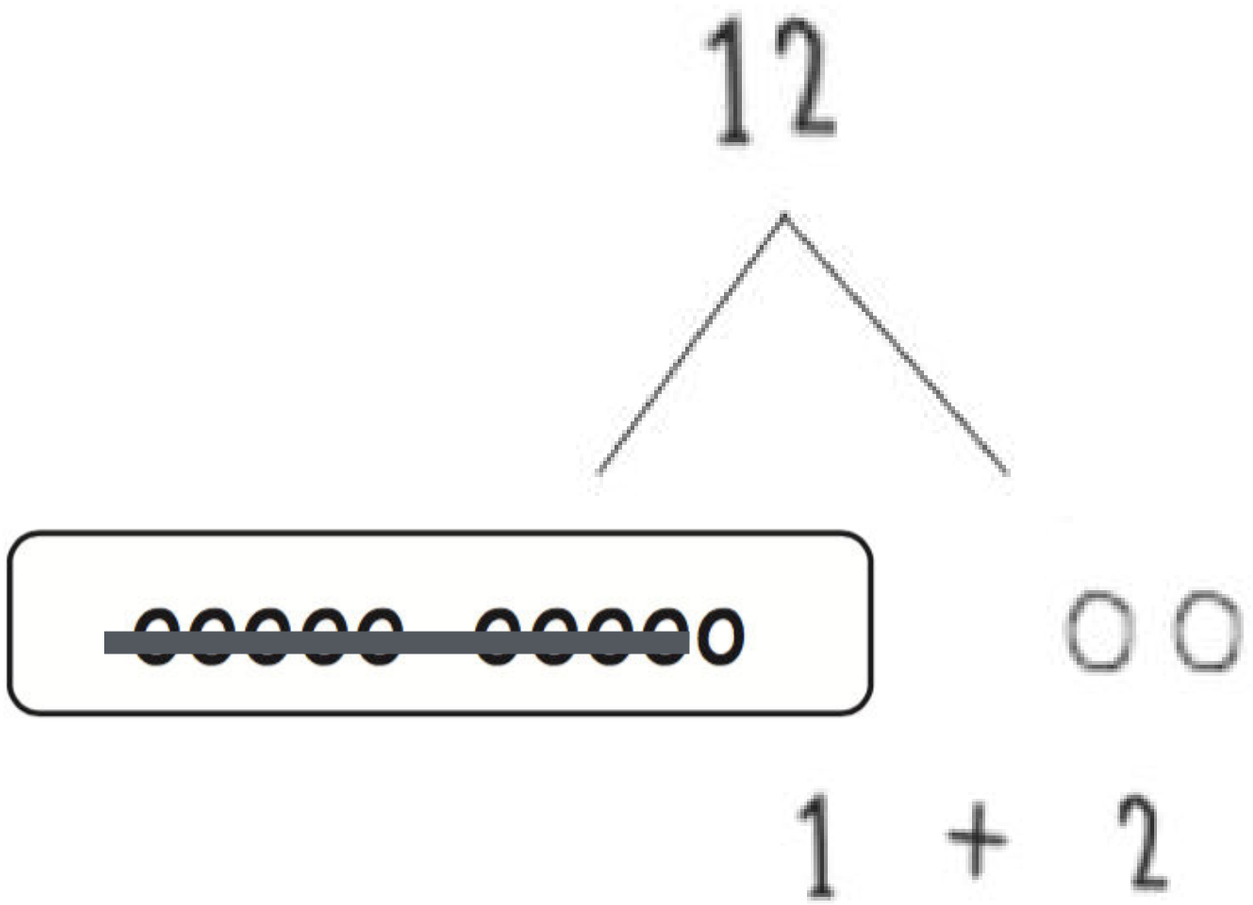
Subtract 9

1+ 2 is...?



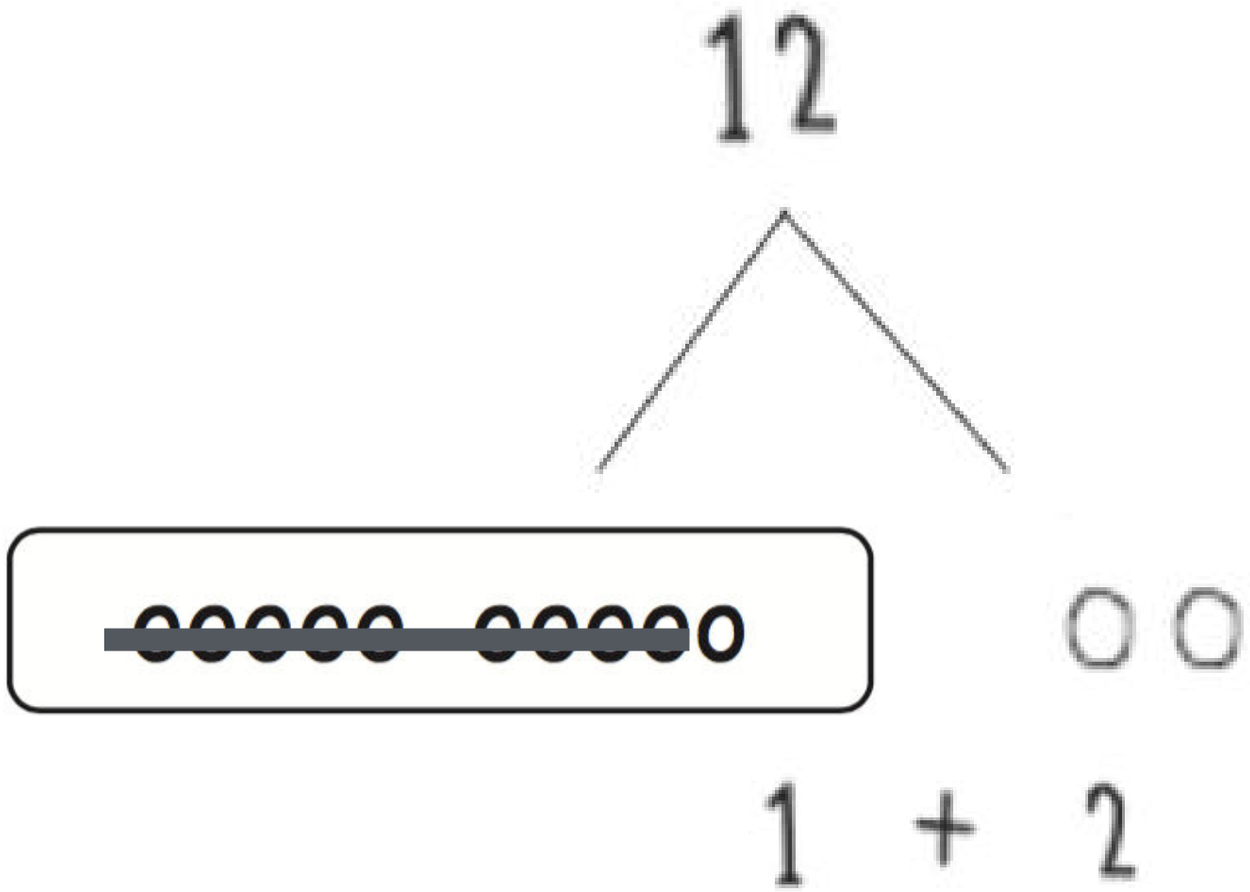
Subtract 9

1+ 2 is...?



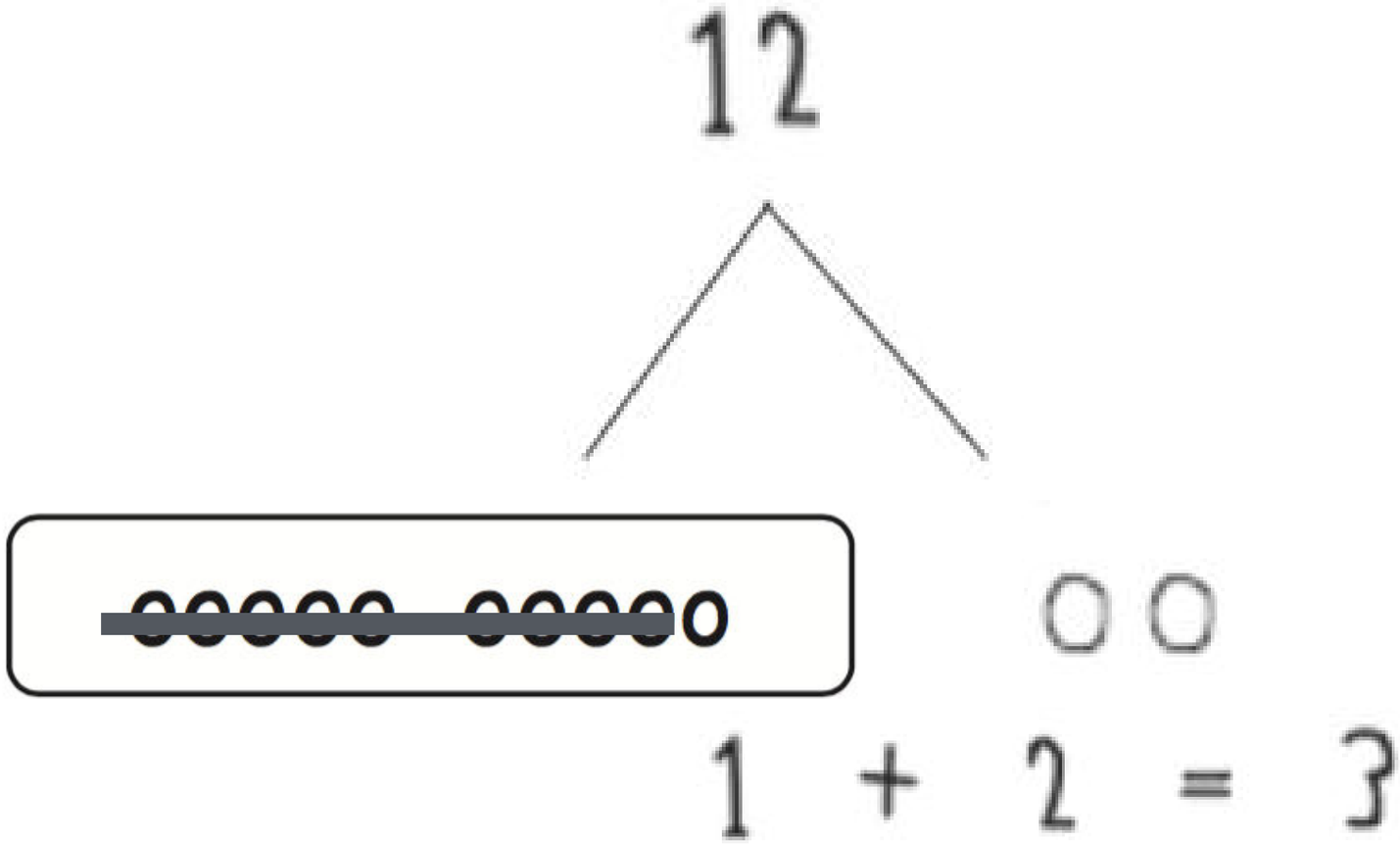
Subtract 9

1+ 2 is 3!



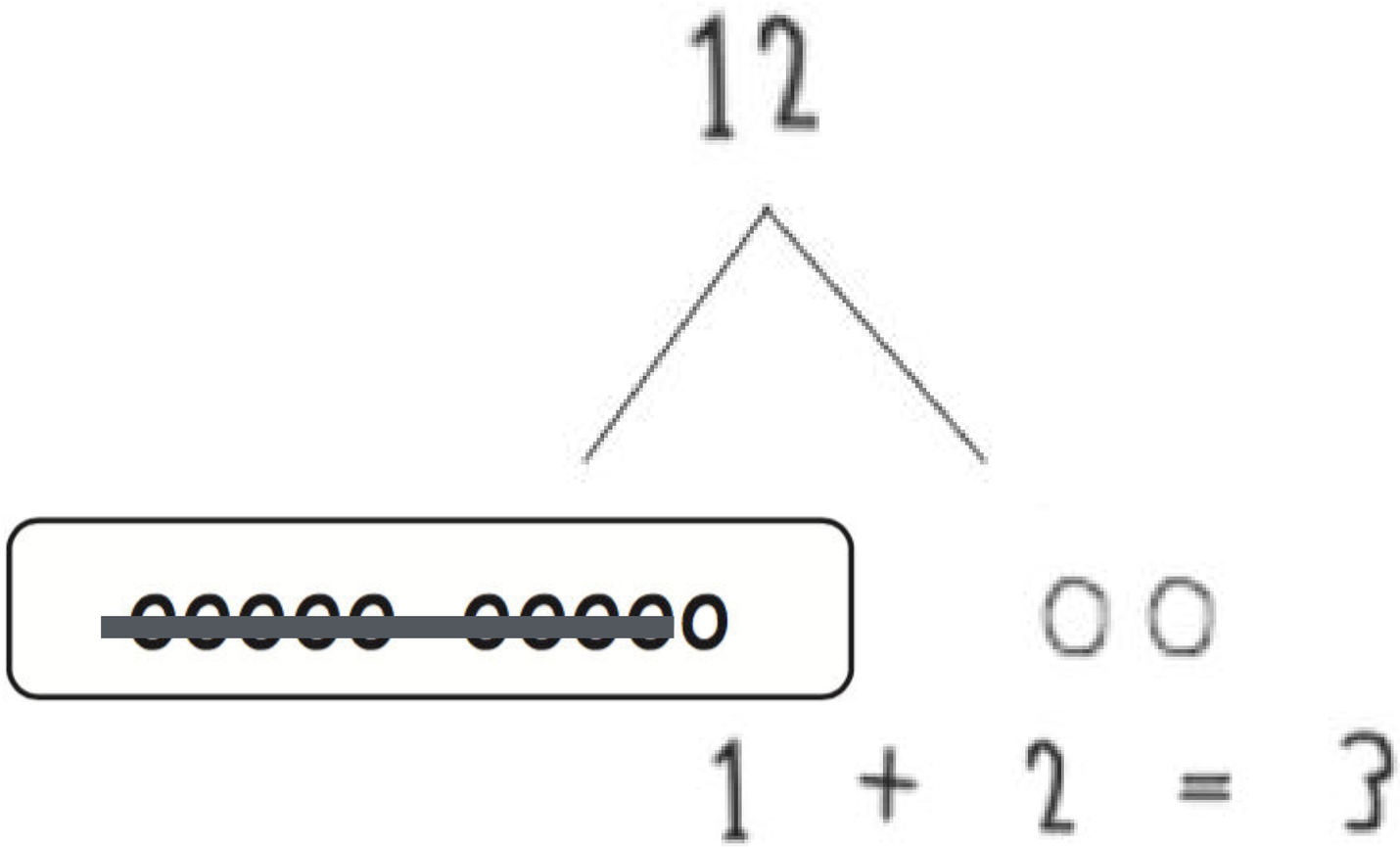
Subtract 9

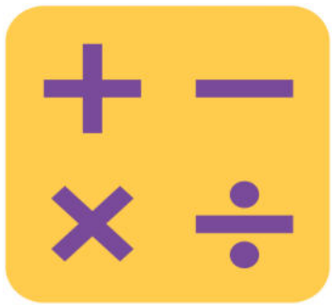
What is 12–9?



Subtract 9

12–9 is 3!





Subtract 9

Let’s practice more!

Sprint: Subtract 9

Let’s do a Sprint!

A

Number Correct:

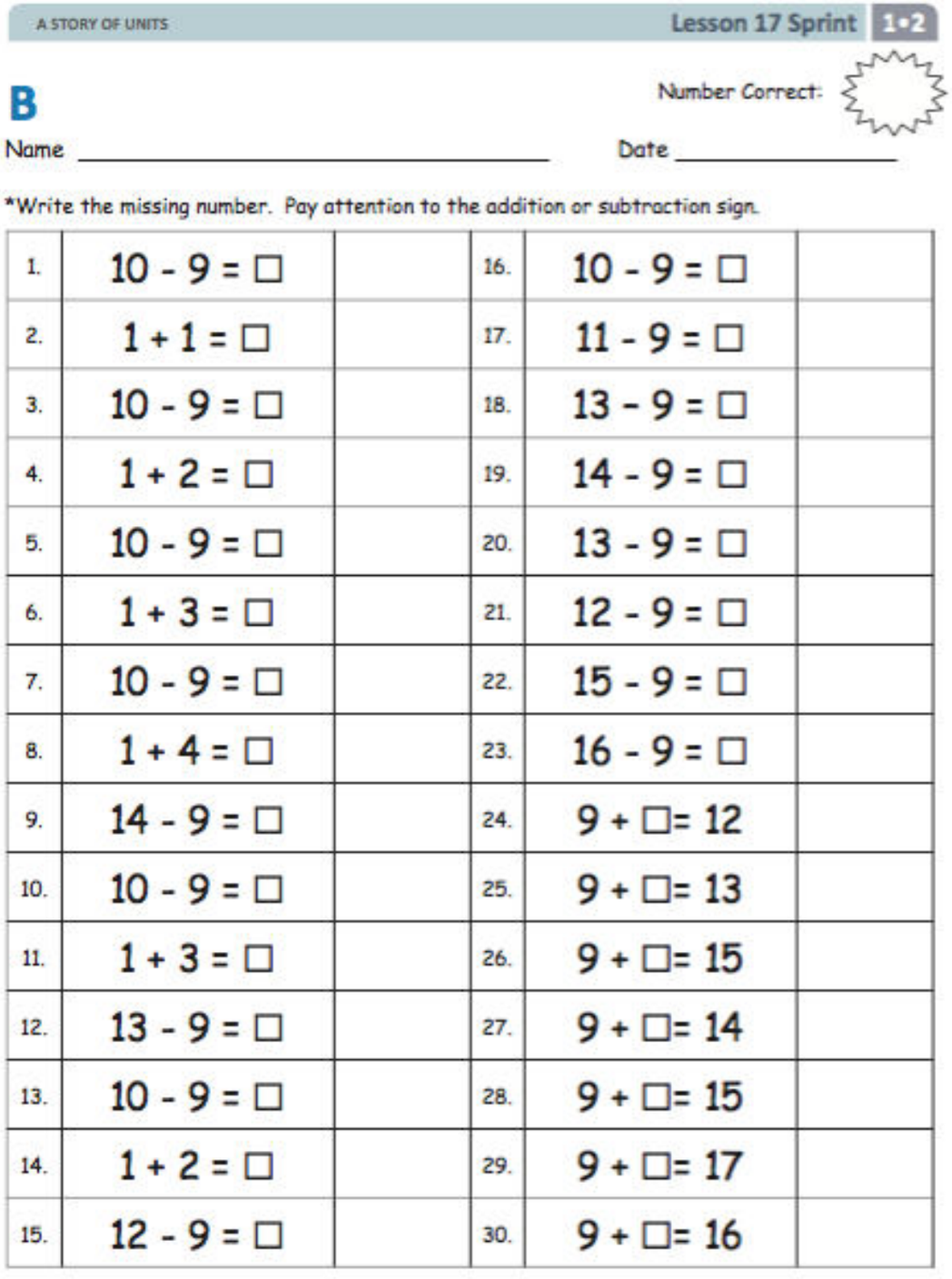
Name _____ Date _____

*Write the missing number. Pay attention to the addition or subtraction sign.

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

Sprint: Subtract 9

Let’s do a Sprint!



A STORY OF UNITS — Lesson 17 Sprint — 1•2

B

Number Correct: ____

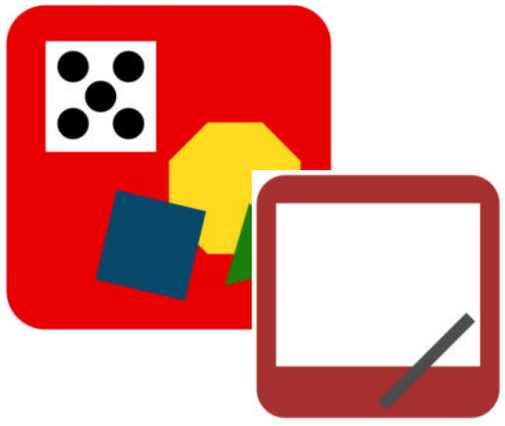
Name _____ Date _____

*Write the missing number. Pay attention to the addition or subtraction sign.

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

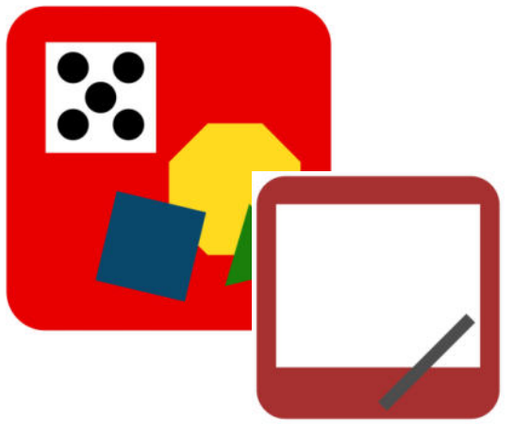
Application Problem

Gisella had 13 markers in her bag. Eight markers fell out of the bag. How many markers does Gisella have now?



Concept Development

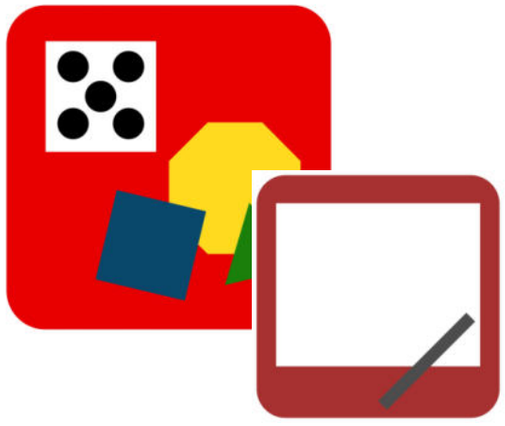
Ayan had 15 building blocks. He used 8 of them to make a car. How many blocks were left?



Concept Development

Ayan had 15 building blocks. He used 8 of them to make a car. How many blocks were left?

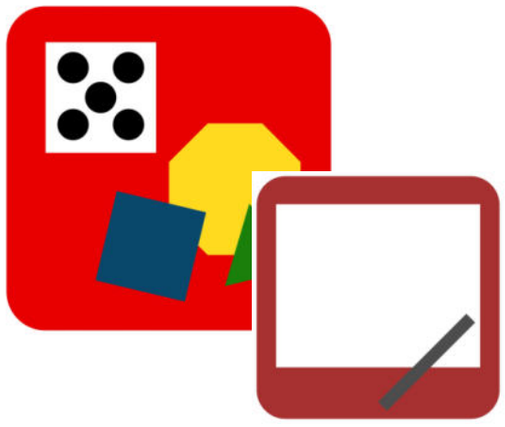
How would you solve this problem? Use your personal white board to show your work.



Concept Development

Ayan had 15 building blocks. He used 8 of them to make a car. How many blocks were left?

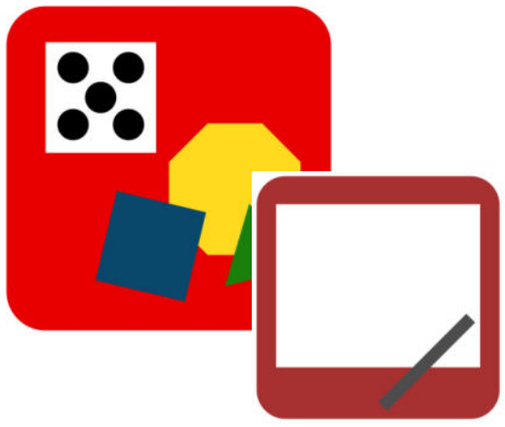
How did you solve?



Concept Development

Ayan had 15 building blocks. He used 8 of them to make a car. How many blocks were left?

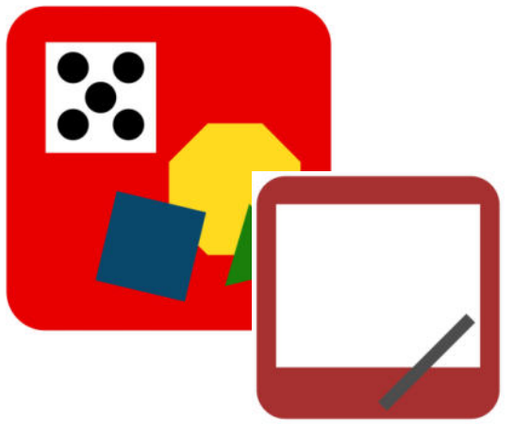
Did anyone hear this idea? I drew 15 squares. I crossed off 8, and I had 7 pieces left.



Concept Development

Ayan had 15 building blocks. He used 8 of them to make a car. How many blocks were left?

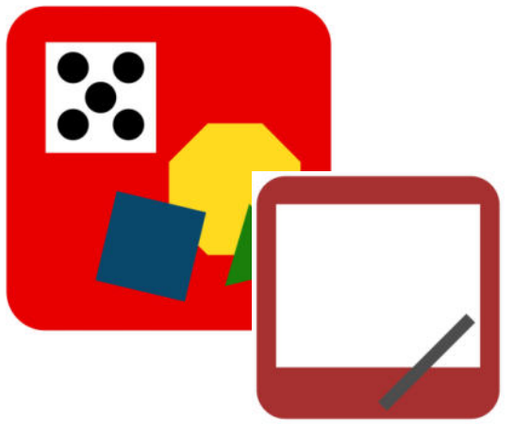
I also heard this strategy: I counted on from 8 to 15. Eiiiight, 9, 10, 11, 12, 13, 14, 15. I have 7 fingers up, so 7 blocks.



Concept Development

Ayan had 15 building blocks. He used 8 of them to make a car. How many blocks were left?

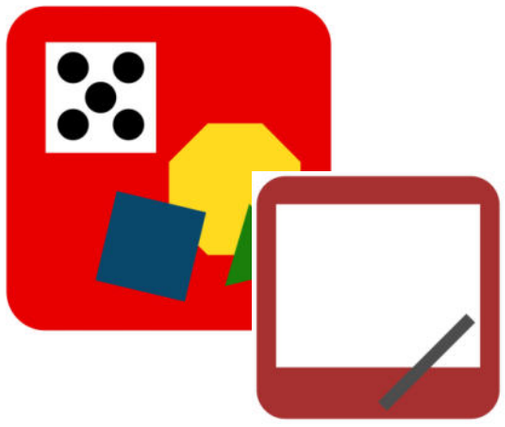
I even heard another strategy! I used the take from ten strategy. I saw that I can take apart 15 into 10 and 5. I took away 8 from 10 and did 2+5=7. Seven blocks.



Concept Development

Ayan had 15 building blocks. He used 8 of them to make a car. How many blocks were left?

No matter which strategies these students used, did they get the same answer?



Concept Development

Ayan had 15 building blocks. He used 8 of them to make a car. How many blocks were left?

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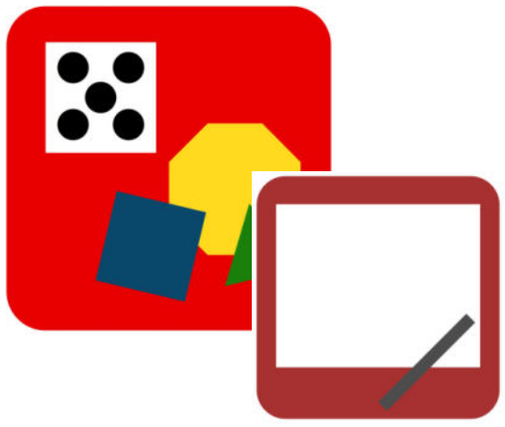
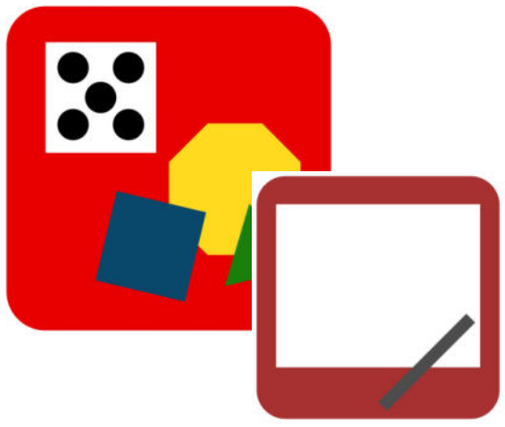


Concept Development

Ayan had 15 building blocks. He used 8 of them to make a car. How many blocks were left?

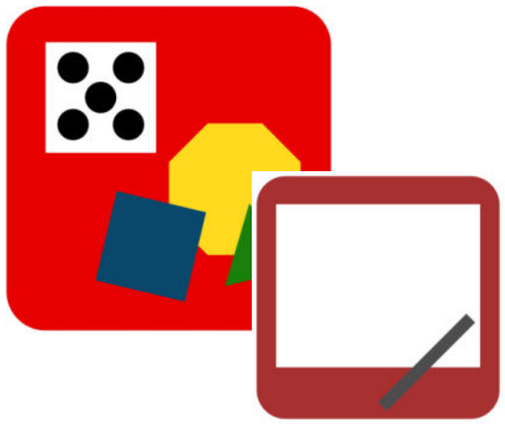
Yes! They all got the same answer!



Concept Development

Ayan had 15 building blocks. He used 8 of them to make a car. How many blocks were left?

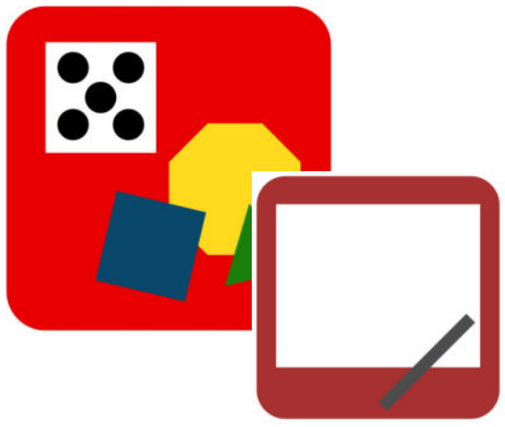
Here is a stick of 15 linking cubes to show how many building blocks Ayan had in the beginning. To use the take from ten strategy, let’s break this apart into...?



Concept Development

Ayan had 15 building blocks. He used 8 of them to make a car. How many blocks were left?

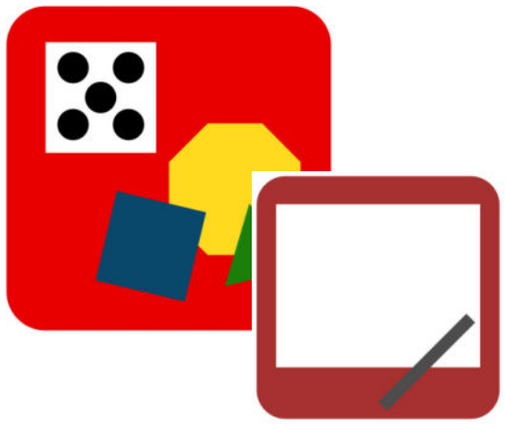
Let’s break the 15 into 10 and 5!



Concept Development

Ayan had 15 building blocks. He used 8 of them to make a car. How many blocks were left?

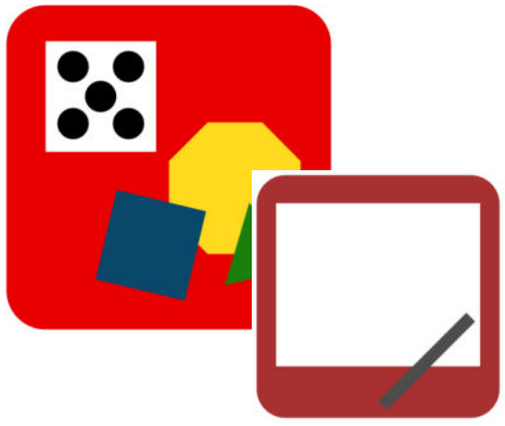
Let’s break the 15 into 10 and 5! We need to take away...?



Concept Development

Ayan had 15 building blocks. He used 8 of them to make a car. How many blocks were left?

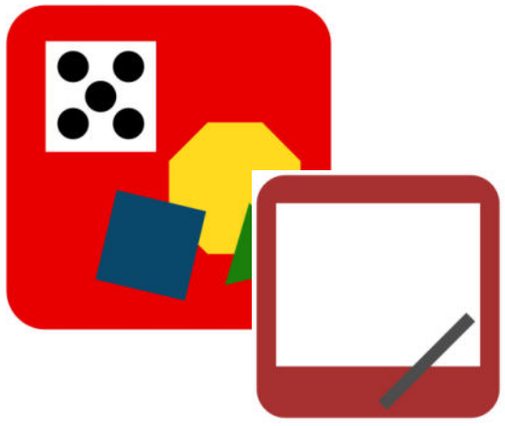
We need to take away 8 pieces! Do we take away the 8 from the 10 or the 5?



Concept Development

Ayan had 15 building blocks. He used 8 of them to make a car. How many blocks were left?

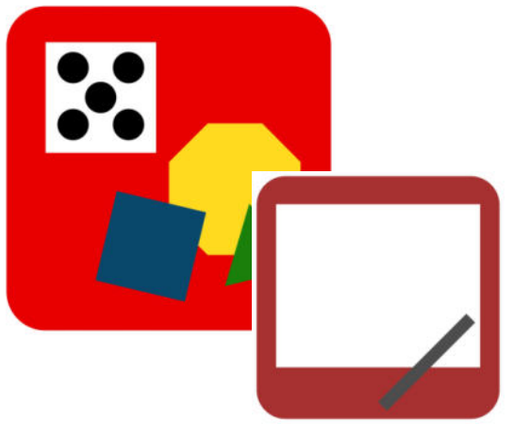
We should take from the 10!



Concept Development

Ayan had 15 building blocks. He used 8 of them to make a car. How many blocks were left?

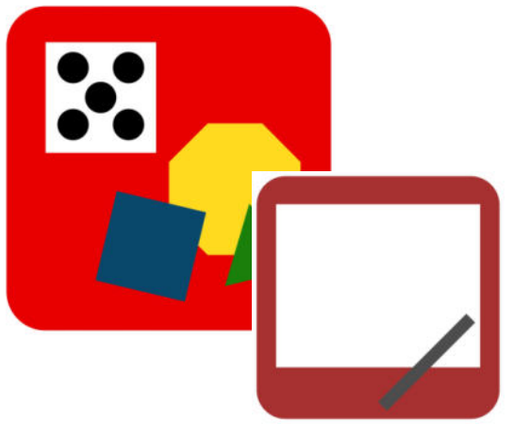
10 minus 8 is...?



Concept Development

Ayan had 15 building blocks. He used 8 of them to make a car. How many blocks were left?

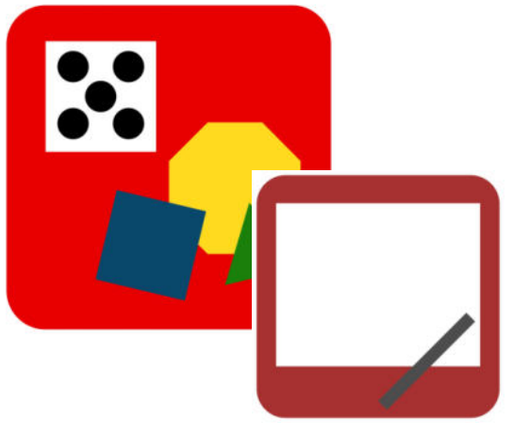
10 minus 8 is 2!



Concept Development

Ayan had 15 building blocks. He used 8 of them to make a car. How many blocks were left?

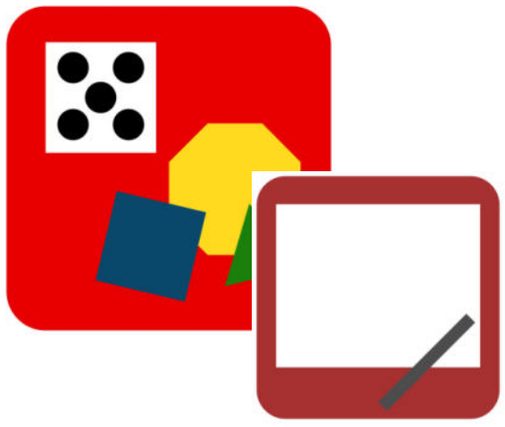
2 and 5 make...?



Concept Development

Ayan had 15 building blocks. He used 8 of them to make a car. How many blocks were left?

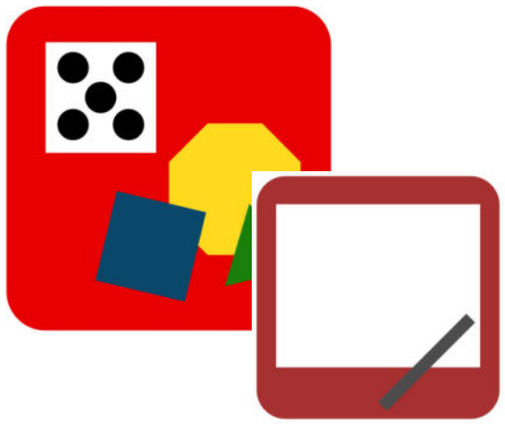
2 and 5 make 7!



Concept Development

Ayan had 15 building blocks. He used 8 of them to make a car. How many blocks were left?

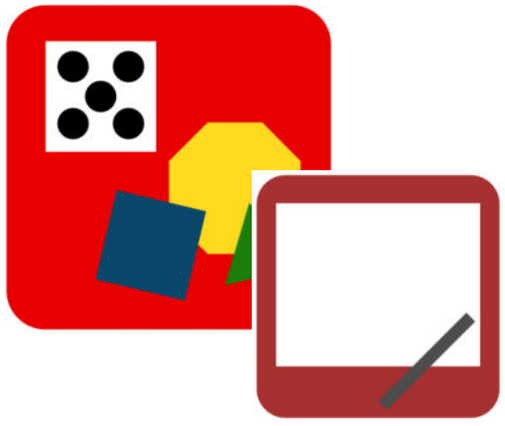
Let’s check by using our fingers. Show me 15 fingers. How many pretend fingers are up?



Concept Development

Ayan had 15 building blocks. He used 8 of them to make a car. How many blocks were left?

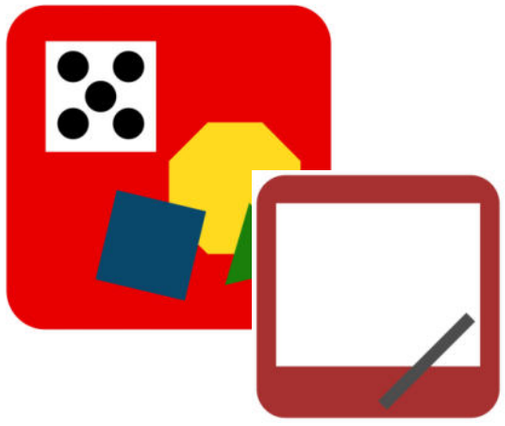
There are 5 pretend fingers!



Concept Development

Ayan had 15 building blocks. He used 8 of them to make a car. How many blocks were left?

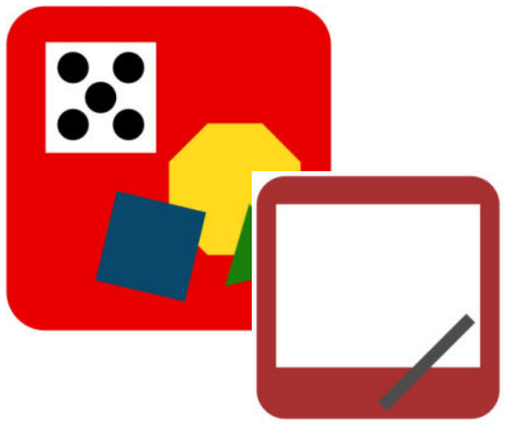
Take away 8, all at once.



Concept Development

Ayan had 15 building blocks. He used 8 of them to make a car. How many blocks were left?

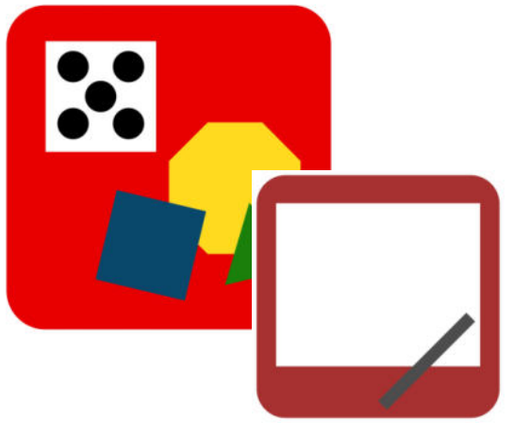
How many real fingers are up?



Concept Development

Ayan had 15 building blocks. He used 8 of them to make a car. How many blocks were left?

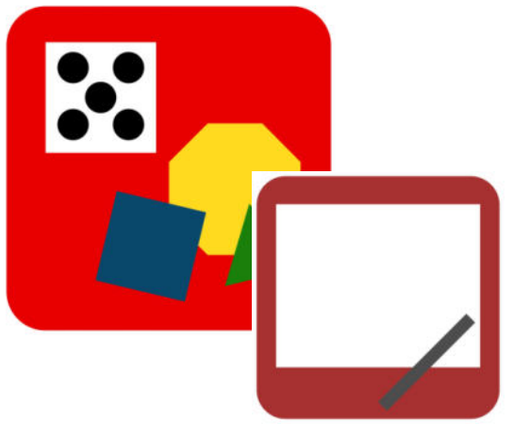
There are 2 real fingers still up!



Concept Development

Ayan had 15 building blocks. He used 8 of them to make a car. How many blocks were left?

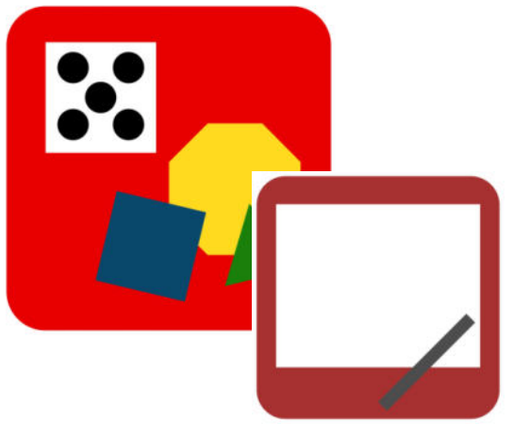
How many pretend fingers are there?



Concept Development

Ayan had 15 building blocks. He used 8 of them to make a car. How many blocks were left?

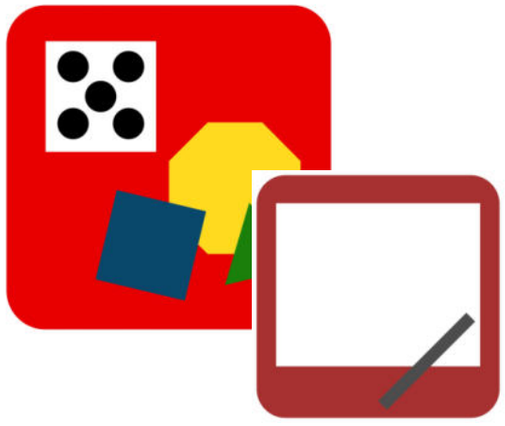
There are 5 imaginary fingers still up!



Concept Development

Ayan had 15 building blocks. He used 8 of them to make a car. How many blocks were left?

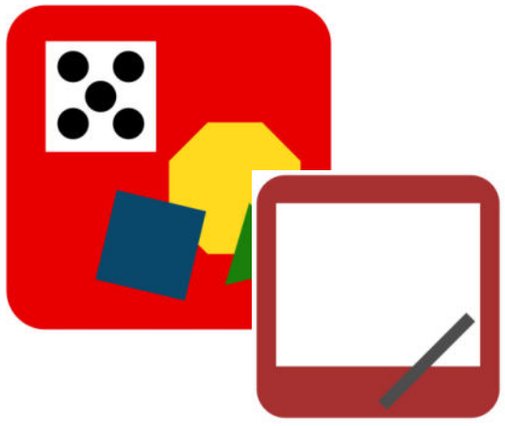
How many fingers, including pretend fingers, are there altogether?



Concept Development

Ayan had 15 building blocks. He used 8 of them to make a car. How many blocks were left?

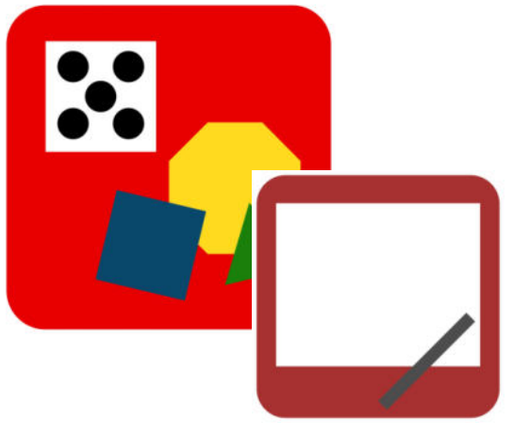
What addition sentence helped you solve 15 – 8?



Concept Development

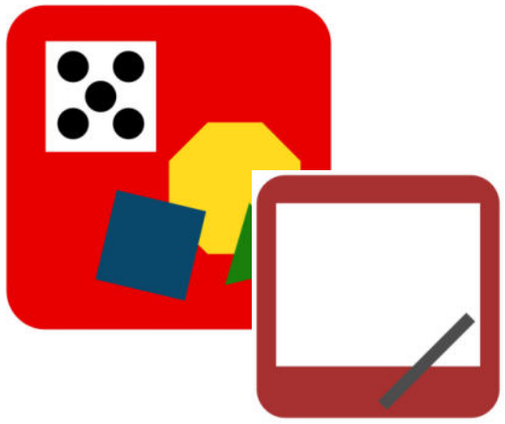
Ayan had 15 building blocks. He used 8 of them to make a car. How many blocks were left?

2 + 5 = 7 is the equation that helped us solve that!



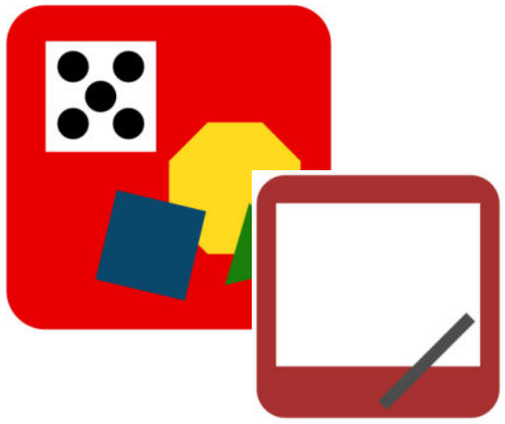
Concept Development

Let’s practice some more!



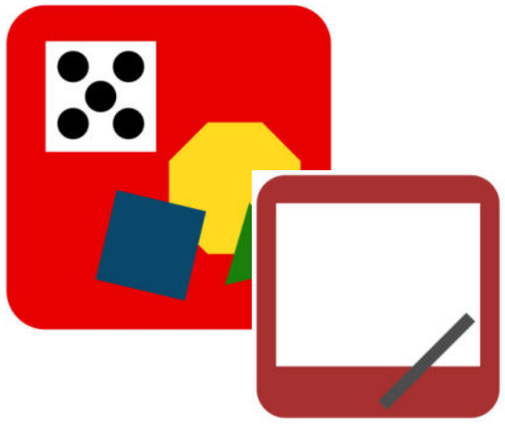
Concept Development

11 - 8



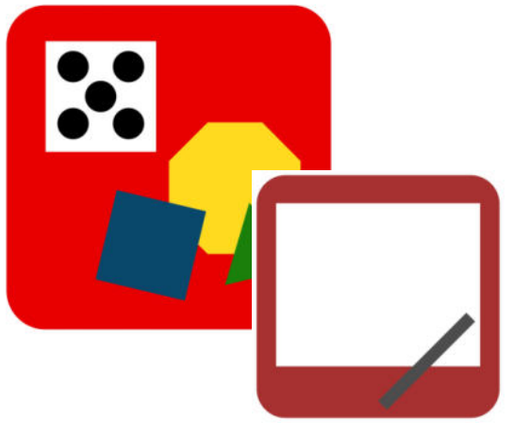
Concept Development

12 - 8



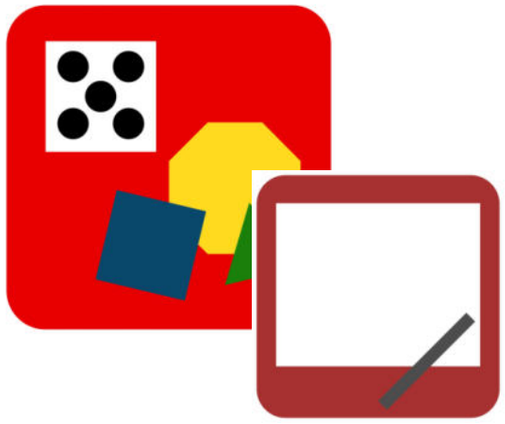
Concept Development

14 - 8



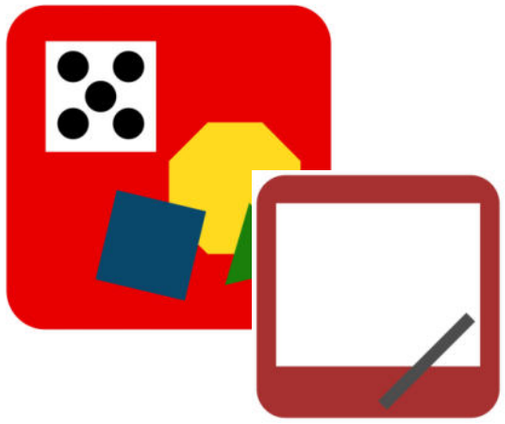
Concept Development

15 - 8



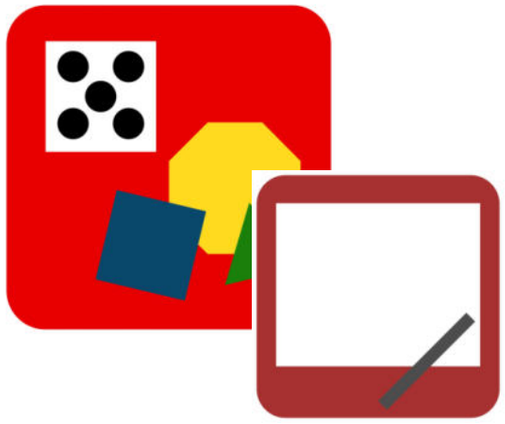
Concept Development

17 - 8



Concept Development

18 - 8



Concept Development

19 - 8

Problem Set

1 2 3 4 5

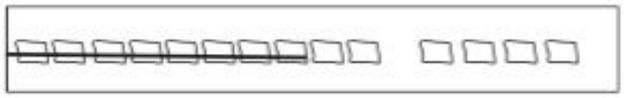
Problem Set

Name _____ Date _____

1. Match the pictures with the number sentences.

a. 12 - 8 = 4

b. 17 - 8 = 9



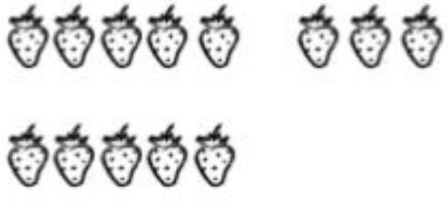
c. 16 - 8 = 8

d. 18 - 8 = 10

e. 14 - 8 = 6

Circle 10 and subtract.

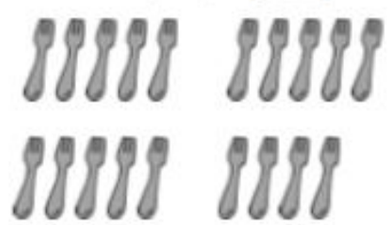
2. 13 - 8 = _____



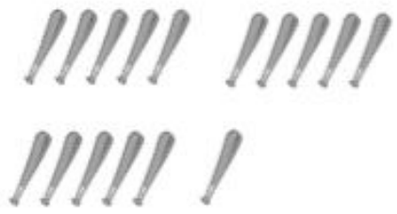
3. 11 - 8 = _____

4. 15 - 8 = _____

5. 19 - 8 = _____



6. 16 - 8 = _____



7. 17 - 8 = _____

Draw and circle 10, or break apart the teen number with a number bond. Then subtract.

8. 12 - 8 = ____

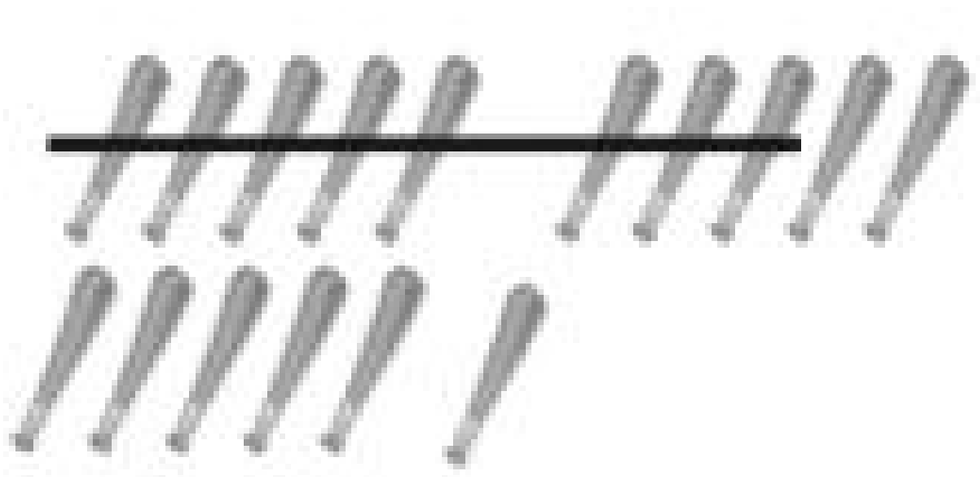
9. 13 - 8 = ____

10. 14 - 8 = ____

11. 15 - 8 = ____

Debrief

- Look at the way a student solved Problem 6. How is her solution similar to and different from yours?



Debrief

- How can knowing 15 – 9 = 6 help you solve 15 – 8? Explain your thinking.

When we take from ten to solve these two problems, what is different about how we get our solution?

Debrief

How is 15 – 9 different from 15 – 8? How much less are we taking away? How would that change the answer?

Debrief

Following this pattern, how would you solve 15 – 7?

Debrief

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

Exit Ticket

Name _____ Date _____

1. Draw and circle 10. Then subtract.

a. 12 - 8 = _____	b. 14 - 8 = _____

2. Use a number bond to break apart the teen number. Then subtract.

15 - 8 = _____