Eureka Math

1st Grade Module 2 Lesson 18

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Icons



















Manipulatives Needed









Materials Needed

- (T) Subtract 9 flash cards (Lesson 17 Fluency Template)
- (S) Hide Zero cards (Fluency Template 1)
- (T/S) Personal white board, number path 1–20 (Fluency Template 2)
- (T/S) counter
- S) Personal white board

Lesson 18

Objective: Model subtraction of 8 from teen numbers.

Suggested Lesson Structure

Fluency Practice	(1
Application Problem	(5
Concept Development	(3
Student Debrief	(1
Total Time	(6

(12 minutes)
(5 minutes)
(33 minutes)
(10 minutes)
(60 minutes)





I can model subtracting 8 from teen numbers.



Subtract 9

Let's practice subtracting 9!



Hide Zero Number Sentences

I will show you Hide Zero cards! You'll say an addition sentence with 10 as an addend. You will also say the numbers as a Say Ten way and the regular way!





You moved two spaces! Let's check. Move your counter to 10.





Were you right?





Yes! Write an equation to show what you did.





Let's practice some more!





Application Problem

Juliana rolls 8 cars down a ramp. If she started with 15 cars at the top of the ramp, how many cars does Juliana still have at the top of the ramp?



Show me 15 fingers. How many pretend fingers are up?



15 – 8 = ___

Take away 8 all at once. How many fingers, including pretend fingers, are there now?



15 – 8 =

There are 7 fingers left altogether!



15 – 8 = ___

What addition sentence helped you solve

15 – 8?



15 – 8 =

2 + 5 = 7 helped us solve 15 - 8!



15 – 8 =

Let's use 5-group drawings to show how we used our fingers. How did we show 15 with our fingers?



15 - 8 =_____

I heard you say we used 10 fingers and 5 pretend fingers! I will make a 5-group row drawing to show our work.



15 – 8 = _

Now I will draw a frame around the 10 circles. This is so everyone can see 10 and 5 more easily, just like how we've framed 10 objects together in the past.



15 – 8 = _

How did you take away 8 all at once using your fingers? How can we show that in our drawing?



15 – 8 =

I heard you say we took down 8 fingers, so cross off 8 from the ten. We can just hide 8 circles from the ten!



If we cross off or hide 8 circles from 10, how many circles would that leave us in the frame?



15 – 8 =

2 circles are left in the frame!



15 - 8 =

Great! Let's hide those 8 circles. How many circles do you see now?



15 – 8 =

There are 7 circles left!



15 - 8 =_____

What addition sentence do you see in your picture?



15 – 8 =

2+5=7 is in our picture!



15 – 8 =

2+5=7 is in our picture!





16 – 8 =



13 – 8 =





12 – 8 =





18 – 8 =



19 – 8 =

12345	Prok	blem S	Set
A STORY OF UNITS	Lesson 18 Problem Set	A STORY OF UNITS	Lesson 18 Problem Set
Name	Date	5. 19 - 8 =	
1. Match the pictures with the	e number sentences.		
a. 13 - 8 = 5			
b. 14 - 8 = 6		6. 16 - 8 =	
c. 17 - 8 = 9			
a. $18 - 8 = 10$ e. $16 - 8 = 8$		7. 16 - 9 =	
Make a math drawing of a 5-gr	oup row and some ones to solve the following problems.		
2. 11 - 8 =	at shows how to add the parts after subtracting 8 or	9. 8. 14 - 9 =	
3. 12 - 8 =		9. Show how to make ten and take fr	om ten to solve the two number sentences.



 What pattern did you notice every time we look away 8 from a teen number?



 How did you solve 18–8 and 19–8?
 How is solving these problems different from solving the other – 8 problems?



 How did solving Problem 7 help you solve Problem 8?



 Look at Problem 9. How are (a) and (b) related? Using these examples, explain how the make ten strategy is related to the take from ten strategy.



 How can we use what we learned about taking away 8 from a teen number to solve a –7 problem?



 What tools did we use today to help us subtract 8 from a teen number? How did they help us?



 How is the way you subtract 8 from a teen number different from the way you subtract 9?



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



Draw 5-group rows, and cross out to solve. Complete the number sentences. Write the 2+ addition sentence that helped you add the two parts.

Date

1. 14 - 8 = _____

2 + ____ = ____

2. 17 - 8 = ____

2 + ____ = ____