Eureka Math

1st Grade
Module 2
Lesson 19

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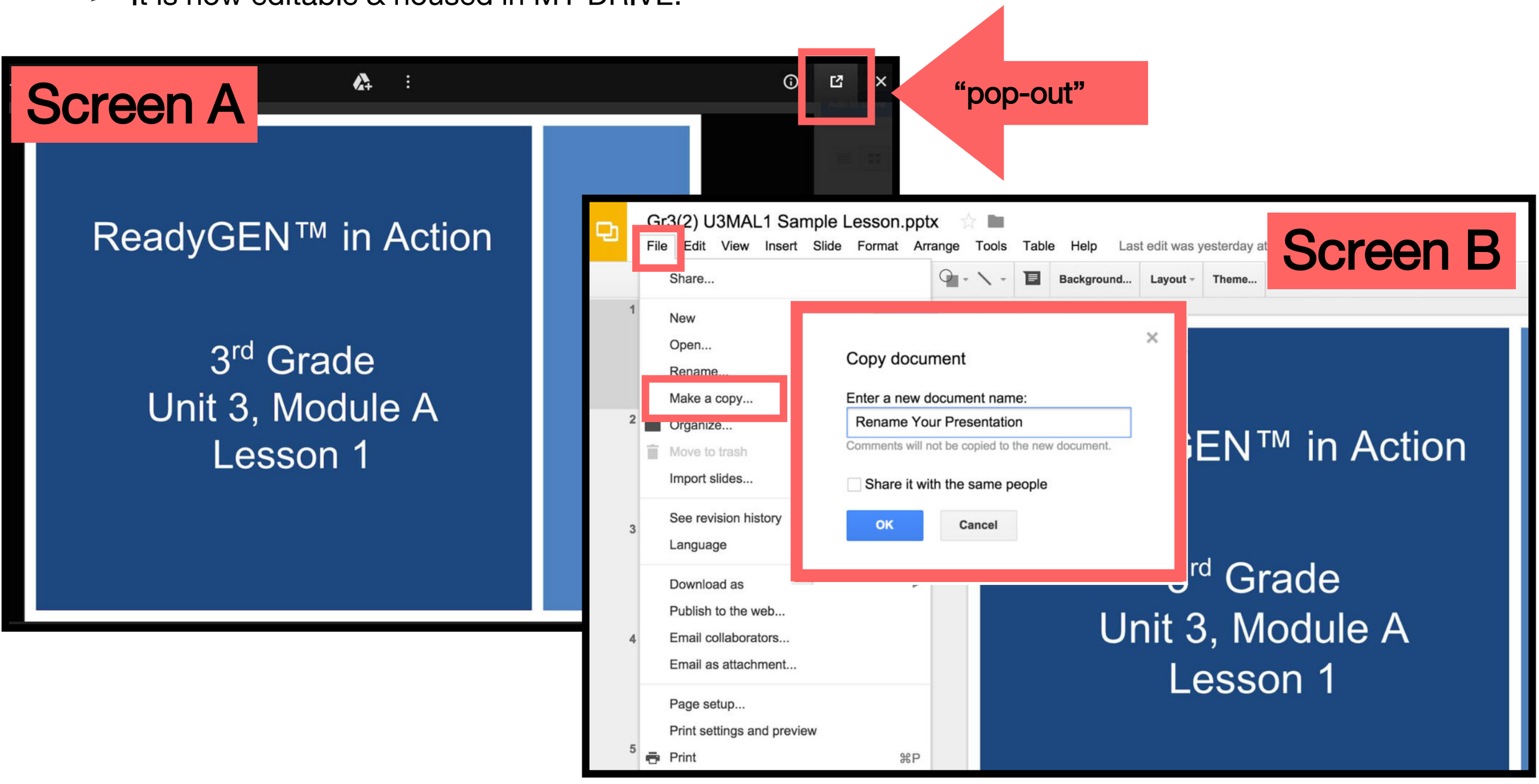
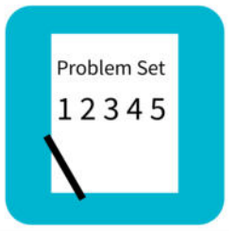


Icons

Read, Draw, Write

Learning Target

Personal White Board

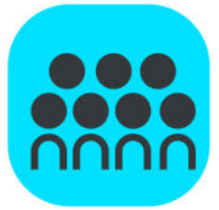


Problem Set

Manipulatives Needed

Fluency

Think Pair Share



Whole Class

Individual

Partner

Small Group

Small Group Time

Materials Needed

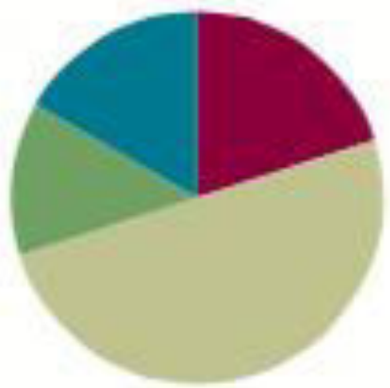
- (S) Personal white board
- (S) 5-group row insert (Lesson 12 Fluency Template 2)
- (T) 20-bead Rekenrek
- (T) Number path 1–20 (Lesson 18 Fluency Template 2)
- (S) Personal white board, number path 1–20 (Lesson 18 Fluency Template 2)

Lesson 19

Objective: Compare efficiency of counting on and taking from ten.

Suggested Lesson Structure

Fluency Practice	(12 minutes)
Application Problem	(8 minutes)
Concept Development	(30 minutes)
Student Debrief	(10 minutes)
Total Time	**(60 minutes)**



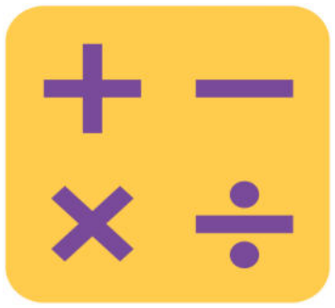
I can compare efficiency of counting on and taking from ten.

Subtract 9 and 8 and Relate to Addition

Let’s use our 5-group row template to practice subtracting!

Subtract 9 and 8 and Relate to Addition

Let’s use our 5-group row template to practice subtracting!

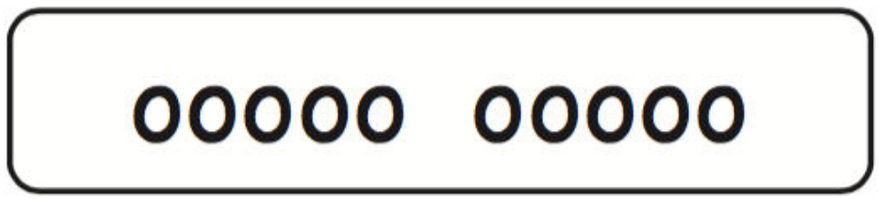


Subtract 9 and 8 and Relate to Addition

Let’s use our 5-group row template to practice subtracting!

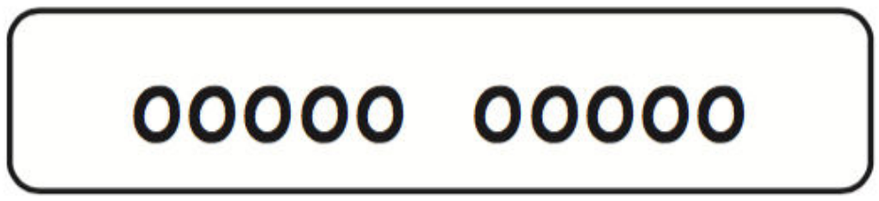
Subtract 9 and 8 and Relate to Addition

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



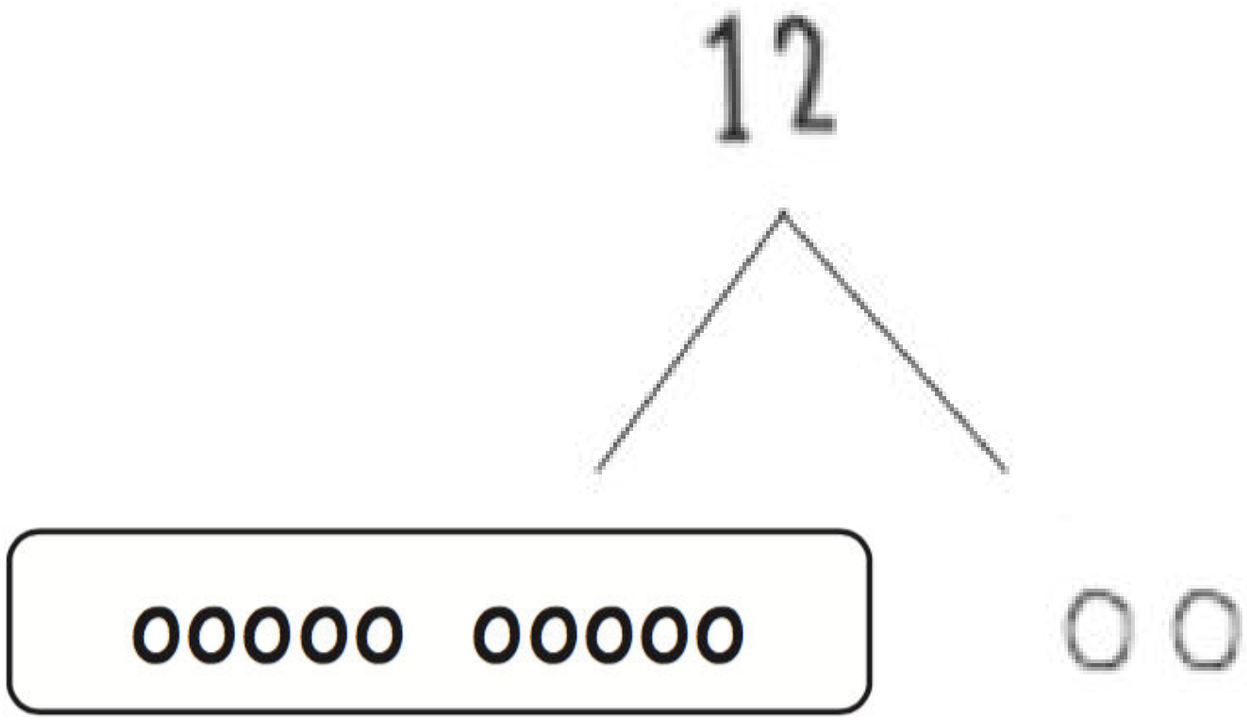
Subtract 9 and 8 and Relate to Addition

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



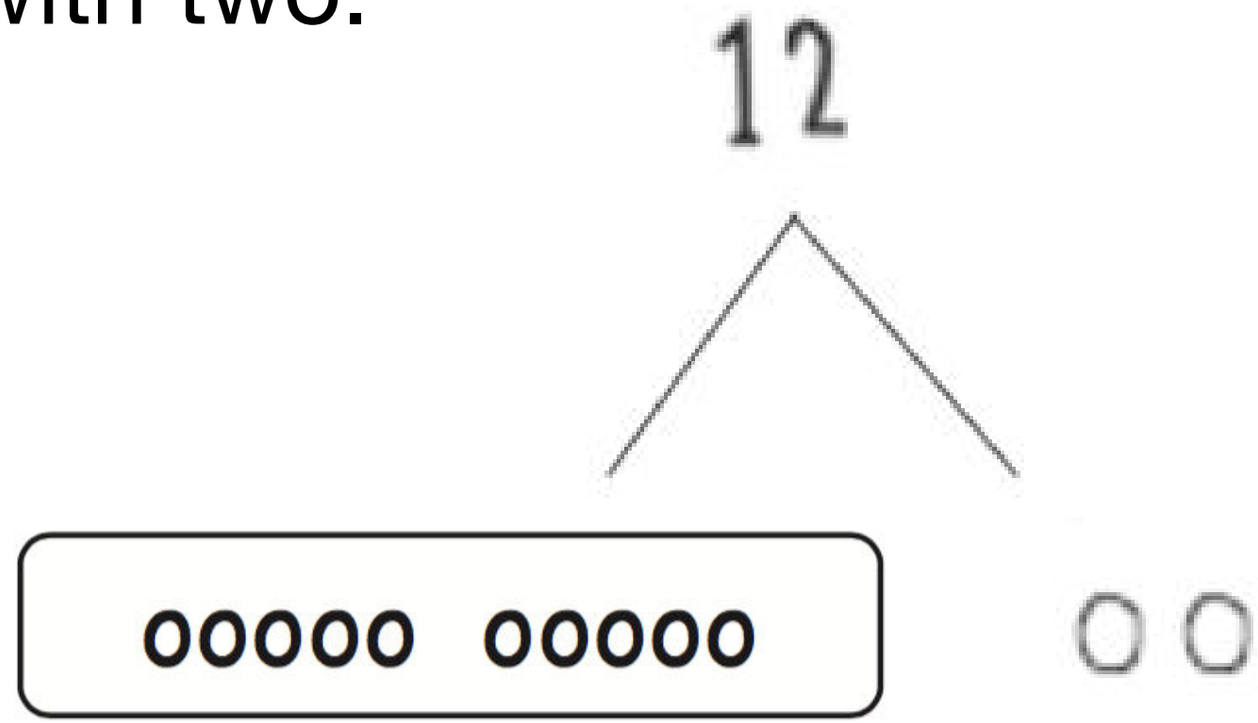
Subtract 9 and 8 and Relate to Addition

Turn your circles into a number bond.



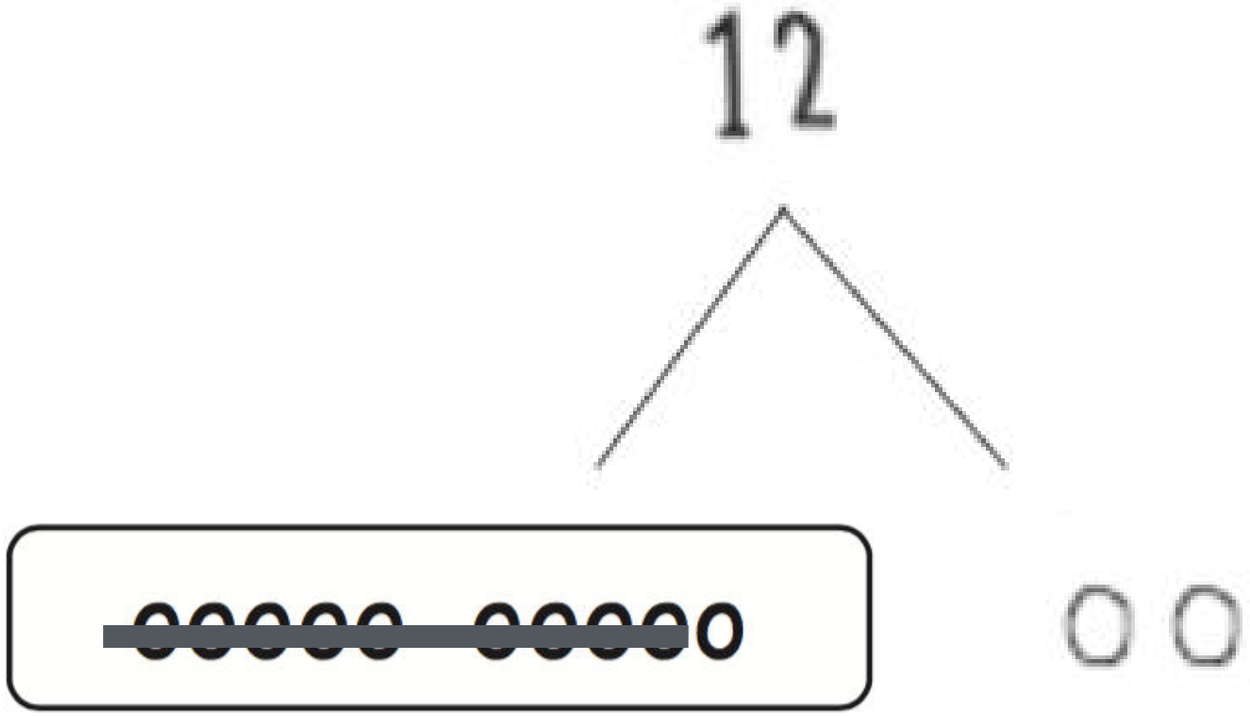
Subtract 9 and 8 and Relate to Addition

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



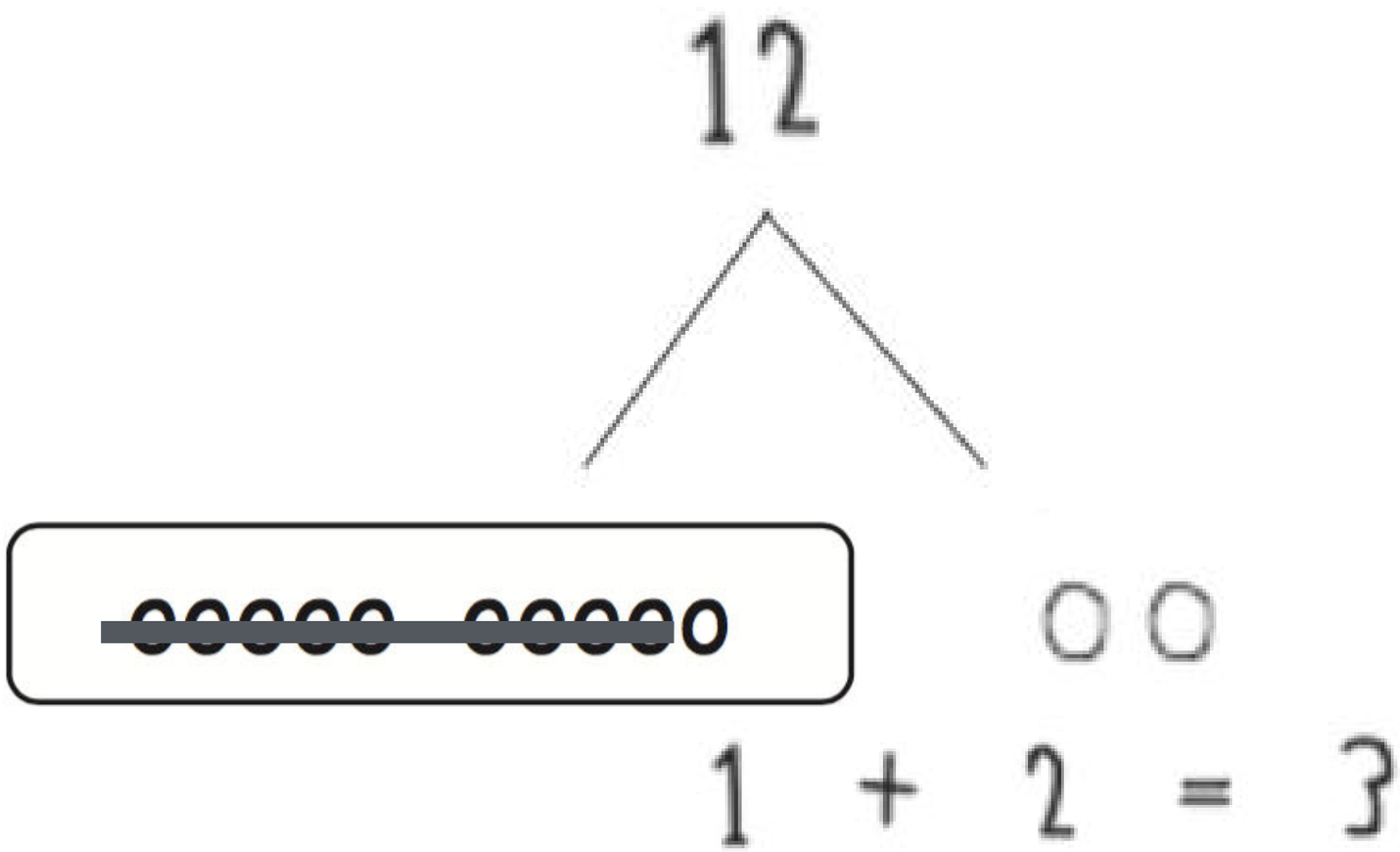
Subtract 9 and 8 and Relate to Addition

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



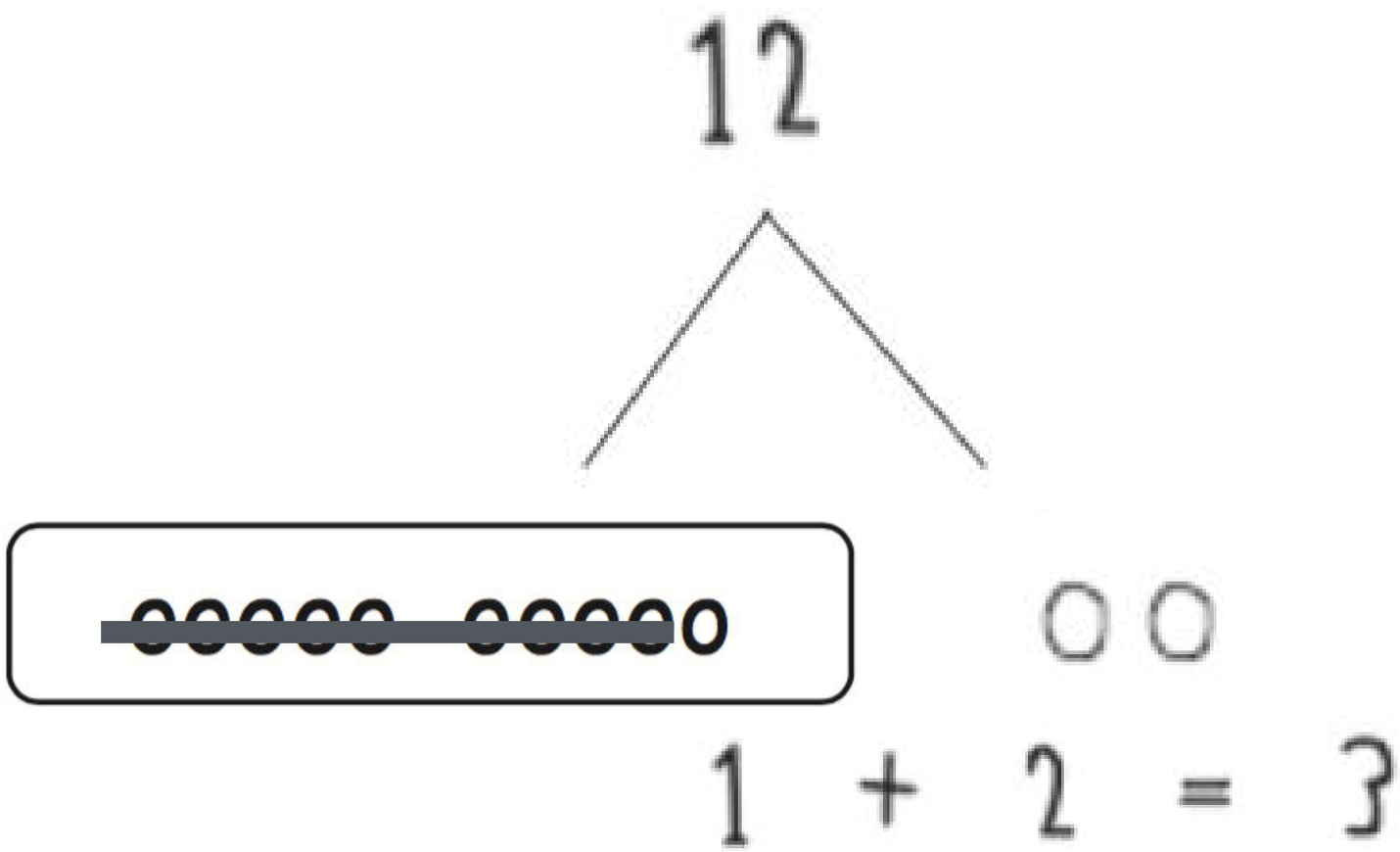
Subtract 9 and 8 and Relate to Addition

What is 12–9?



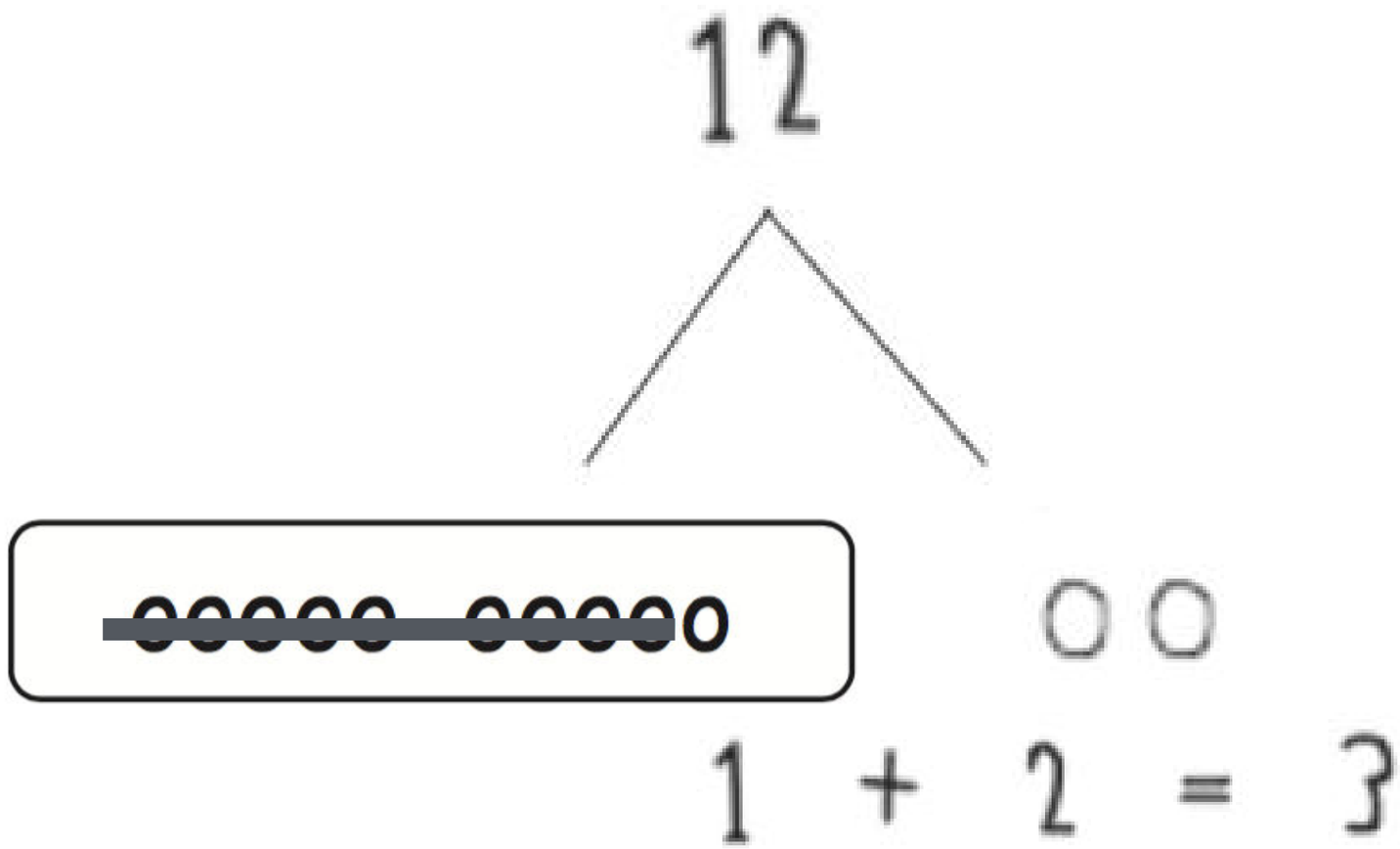
Subtract 9 and 8 and Relate to Addition

12–9 = 3!



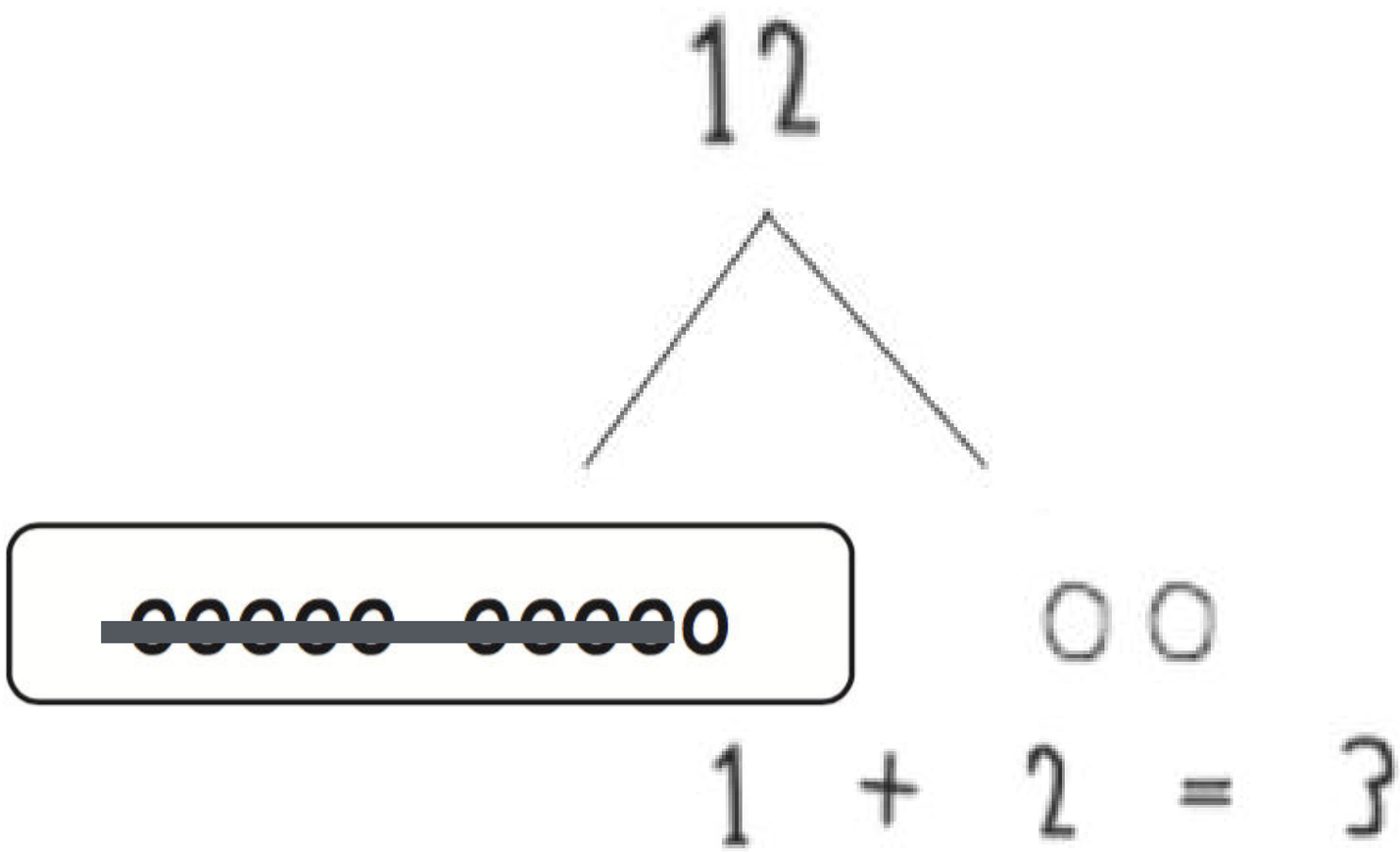
Subtract 9 and 8 and Relate to Addition

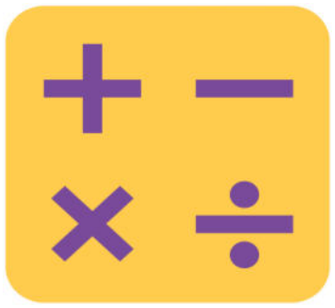
Say 12 – 9 = 3 as a related addition sentence.



Subtract 9 and 8 and Relate to Addition

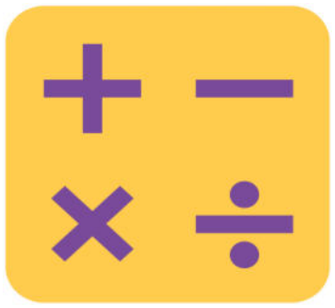
9+3=12





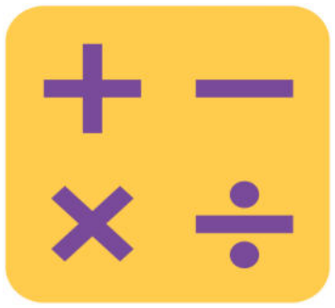
Subtract 9 and 8 and Relate to Addition

Let’s practice more!



Say Ten Counting

Let’s practice Say Ten counting from 0 to 40 and back!

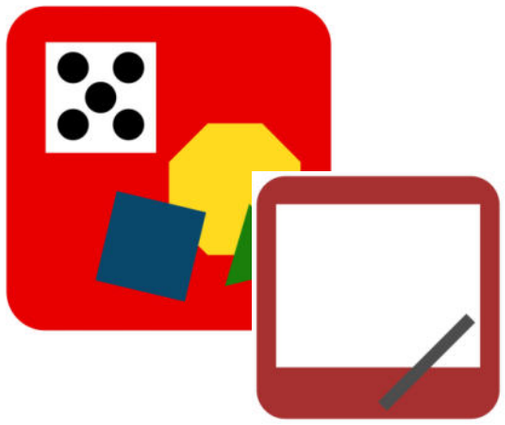


Get to 10

Let’s practice Say Ten counting from 0 to 40 and back!

Application Problem

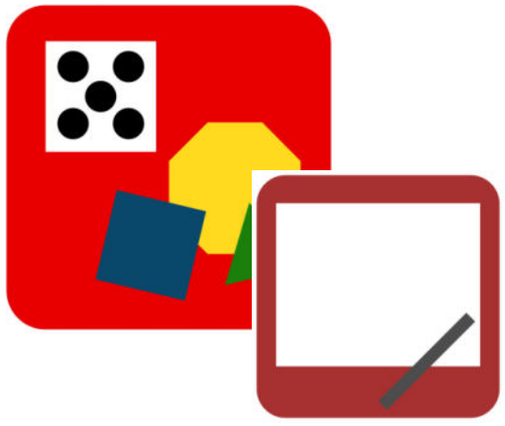
Carla, Jose, and Yannis each have 8 cherries. They all get more cherries to put in their bowls. Now, Carla has 12 cherries, Jose has 14 cherries, and Yannis has 16 cherries. How many more cherries did they each put in their bowls? Write a number sentence for each answer.



Concept Development

13 – 8 = ___

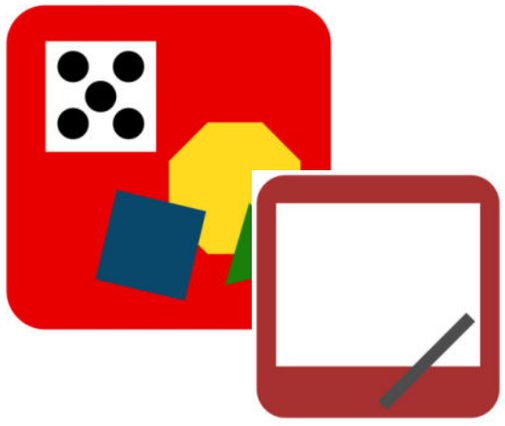
Let’s count on by tracking on our fingers to solve 13 – 8.



Concept Development

13 – 8 = ___

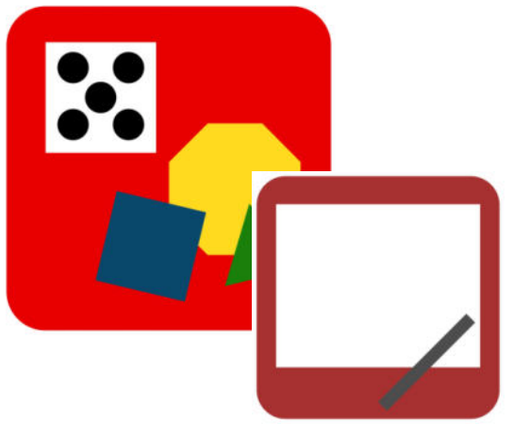
What is 13–8?



Concept Development

13 – 8 = ___

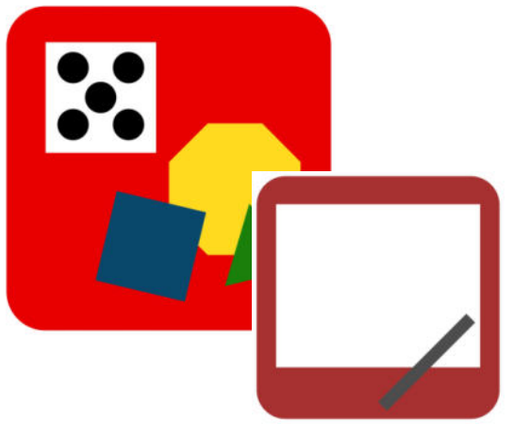
13–8 equals 5!



Concept Development

13 – 8 = ___

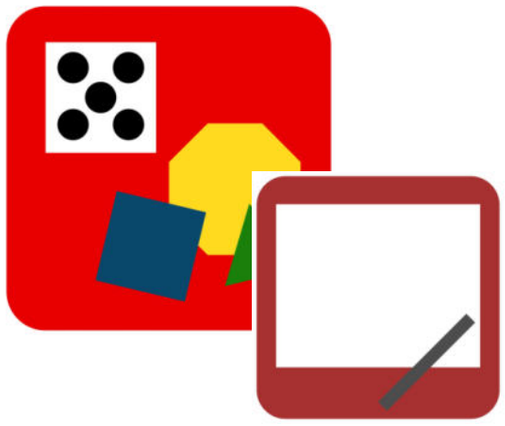
Let’s count on using a more efficient strategy. You are an expert at making ten, so let’s count on from 8 to 13, this time by making ten. Show me 8 fingers.



Concept Development

13 – 8 = ___

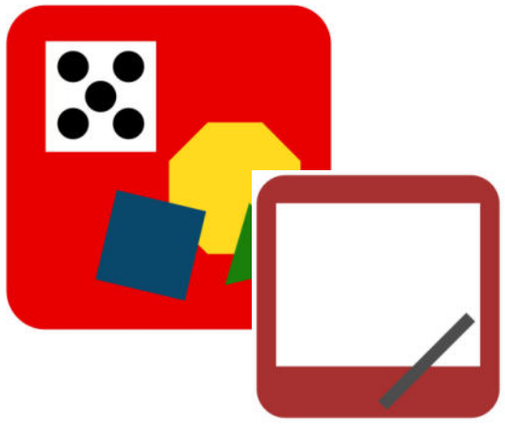
How many fingers do we need to pop up to make ten? Show me.



Concept Development

13 – 8 = ___

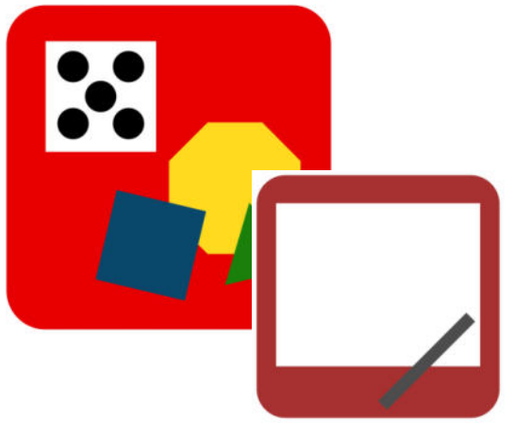
We need to now imagine more fingers popping up. How many more pretend fingers do we need to get to 13?



Concept Development

13 – 8 = ___

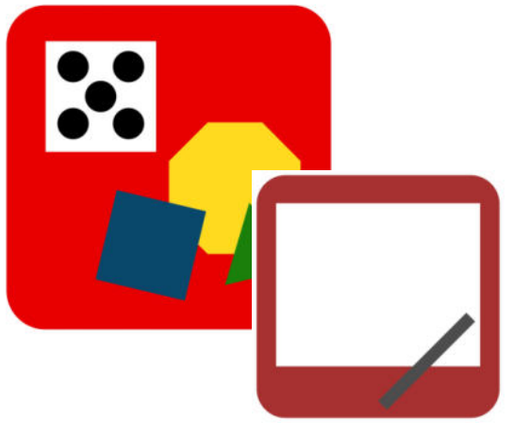
We need 3 pretend fingers!



Concept Development

13 – 8 = ___

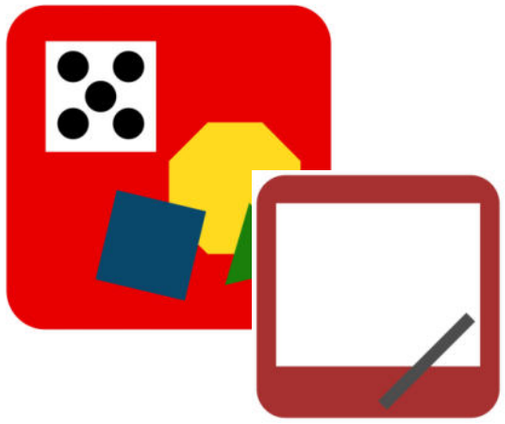
How many more fingers, including pretend fingers, did we need to get from 8 to 13?



Concept Development

13 – 8 = ___

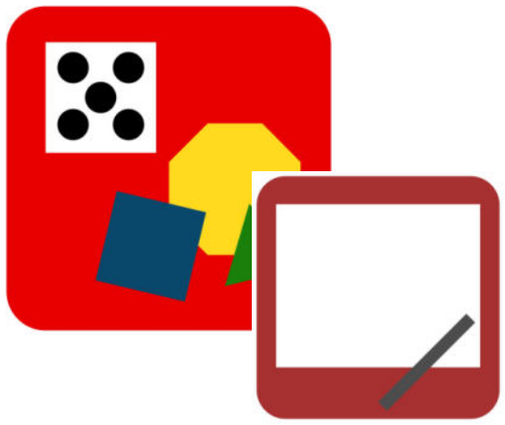
We need 5 fingers altogether!



Concept Development

13 – 8 = ___

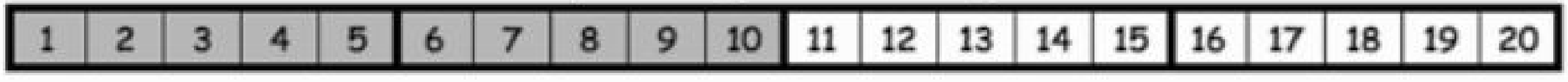
Let’s use the number path to show what we did with our fingers.



Concept Development

13 – 8 = ___

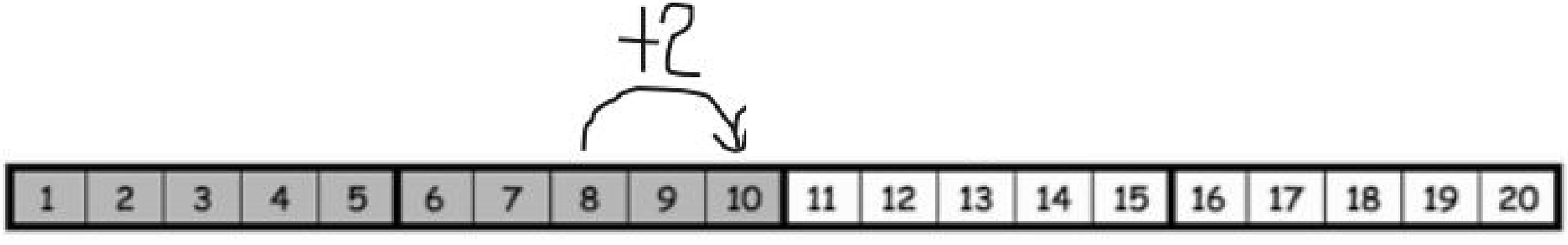
Let’s see what counting up by making ten looks like on the number path. How many do we need to get from 8 to 10?

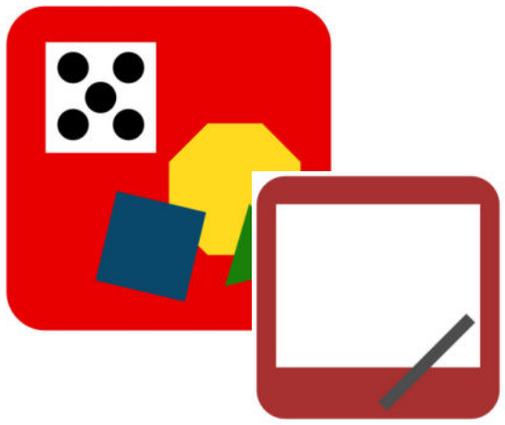


Concept Development

$13 - 8 = \_\_\_$

We need 2 hops! I can just jump 2 squares to get to 10 from 8.

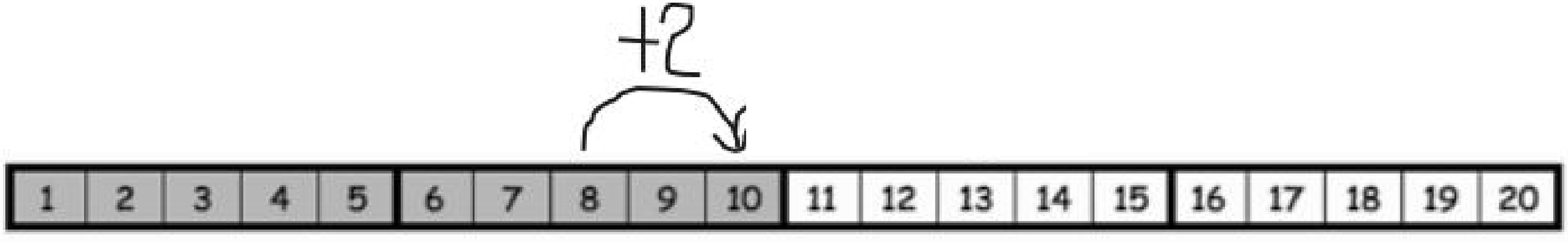




Concept Development

13 – 8 = ___

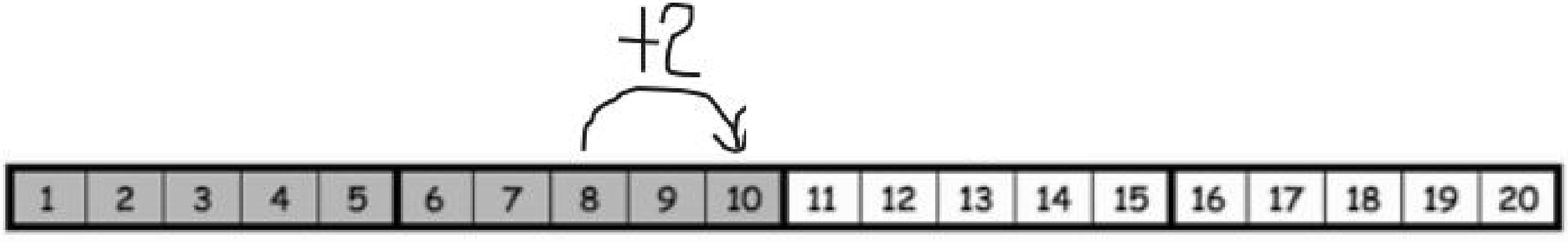
I need to get to 13.What is 13 the Say Ten way?



Concept Development

13 – 8 = ___

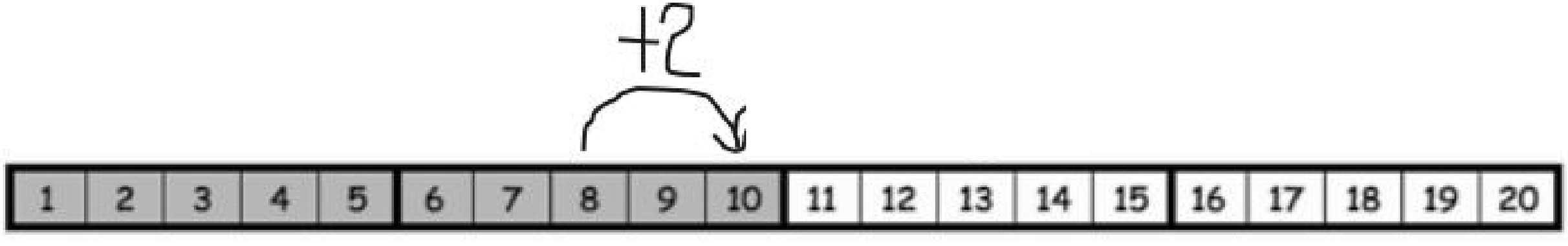
13 the Say Ten Way is Ten 3! How many do we need to get from 10 to 13?



Concept Development

13 – 8 = ___

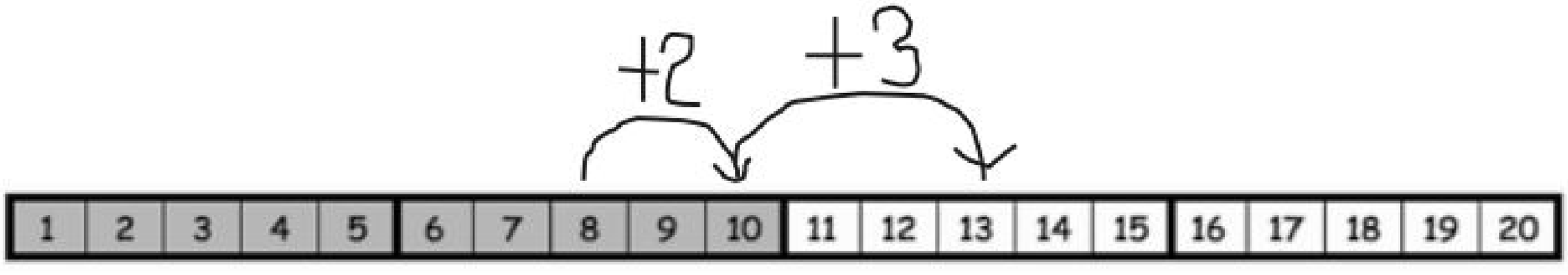
13 the Say Ten Way is Ten 3! How many do we need to get from 10 to 13?



Concept Development

13 – 8 = ___

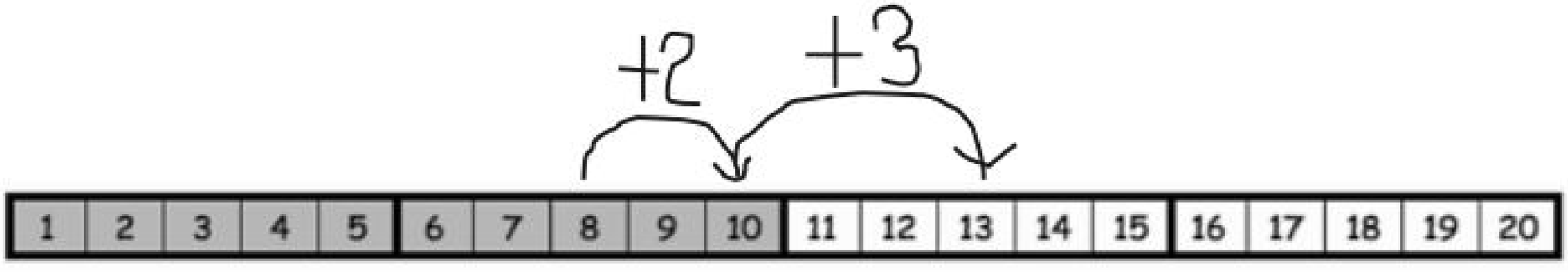
We need 3 to get from 10 to 13! I don't need to count on tennnn, 11, 12, 13. I can just jump 3 squares to get to 13 from 10.



Concept Development

$13 - 8 = \_\_\_$

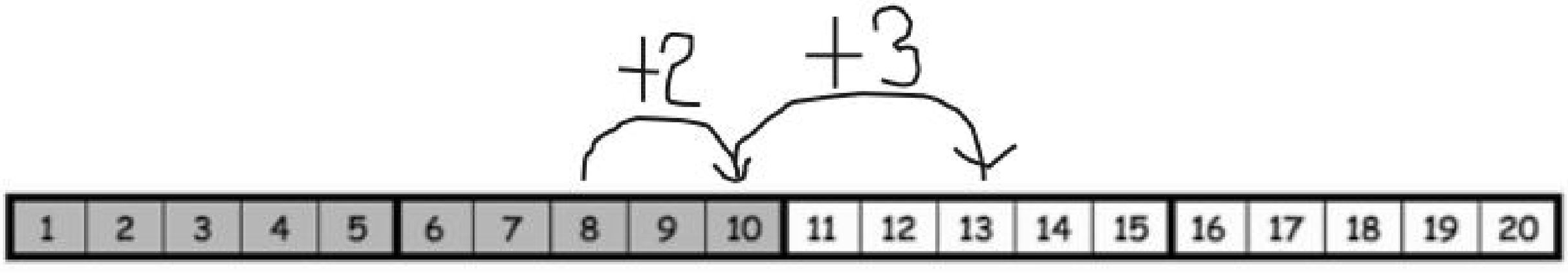
How many squares did we jump in all from 8 to 13? How many do we need to get from 8 to 13?

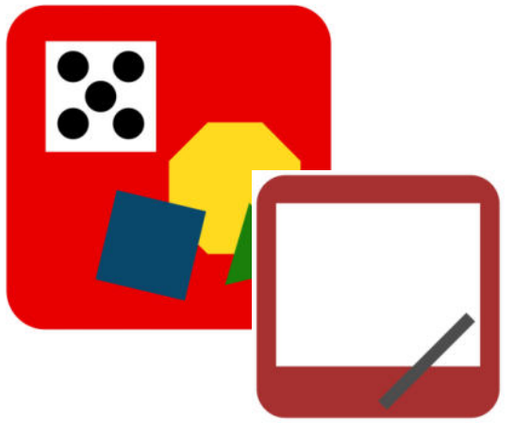


Concept Development

13 – 8 = ___

We need 5 to get from 8 to 13!

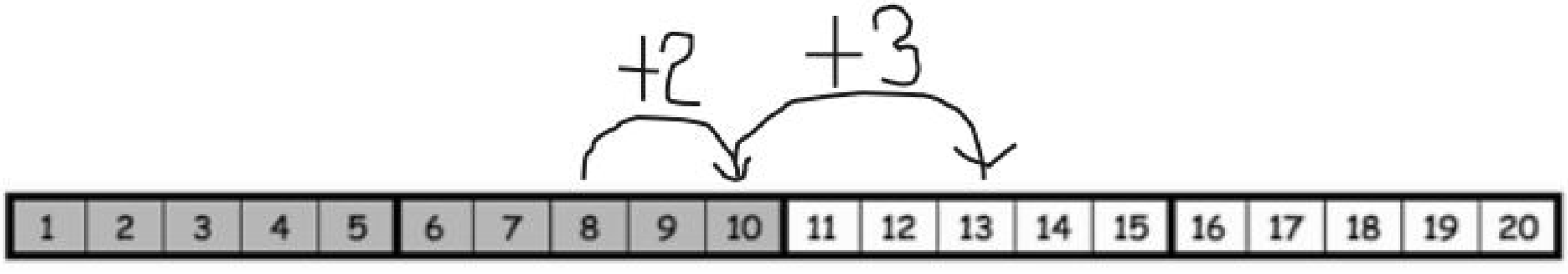


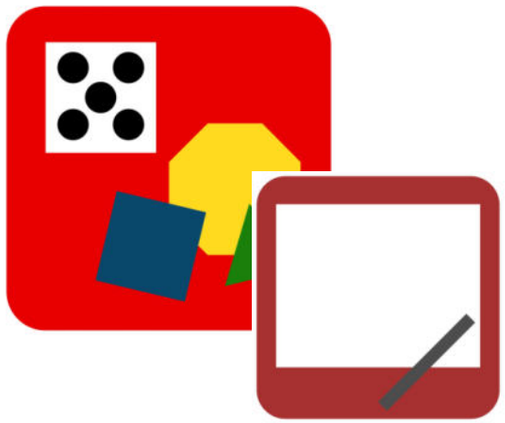


Concept Development

13 – 8 = ___

How did you know so quickly?

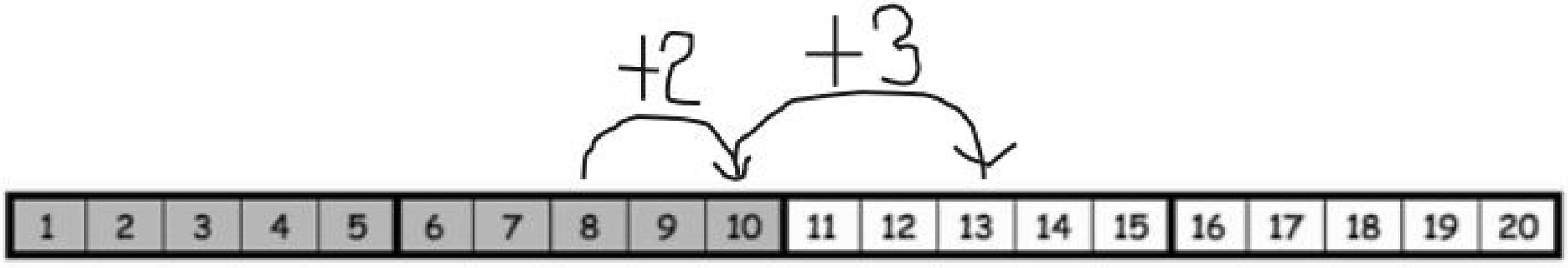




Concept Development

13 – 8 = ___

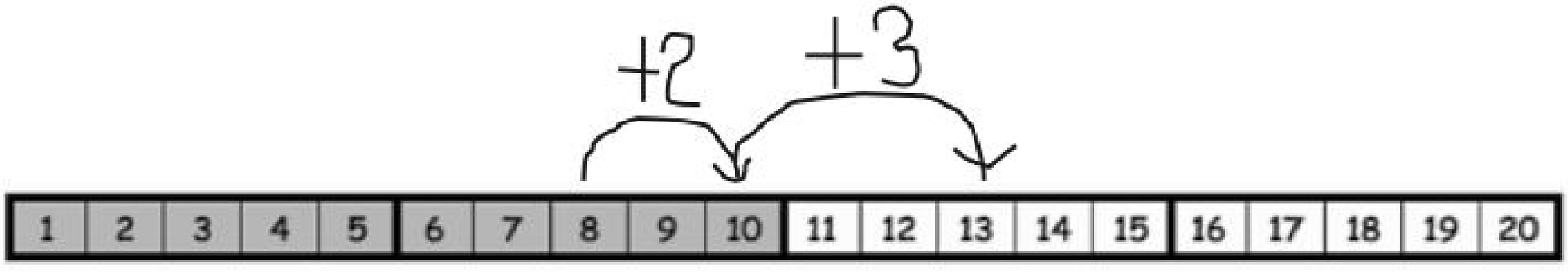
2 and 3 is 5. 2+3=5!

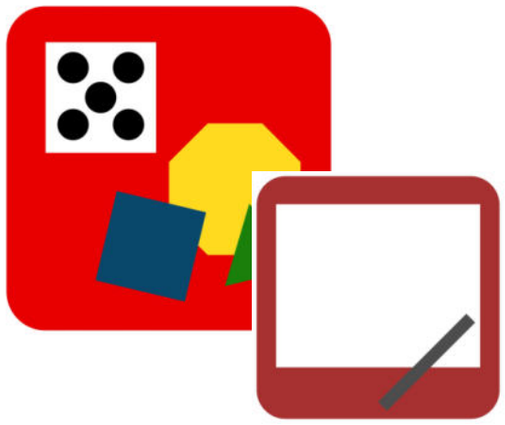


Concept Development

$13 - 8 = \_\_\_$

Great job counting on to make ten first!



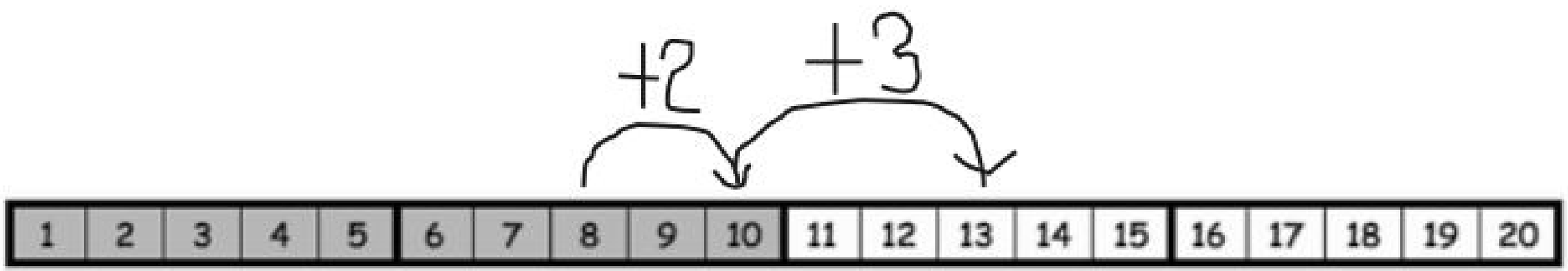


Concept Development

13 − 8 = ___

Let’s check this work using the take from ten strategy using our fingers and a number bond.

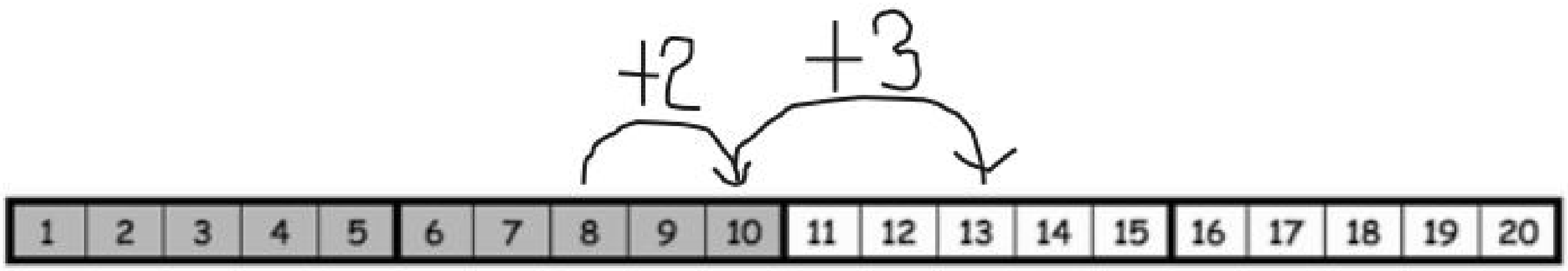
Put up 13 fingers. How many of your fingers and pretend fingers are up?



Concept Development

13 – 8 = ___

10 fingers and 3 pretend ones!

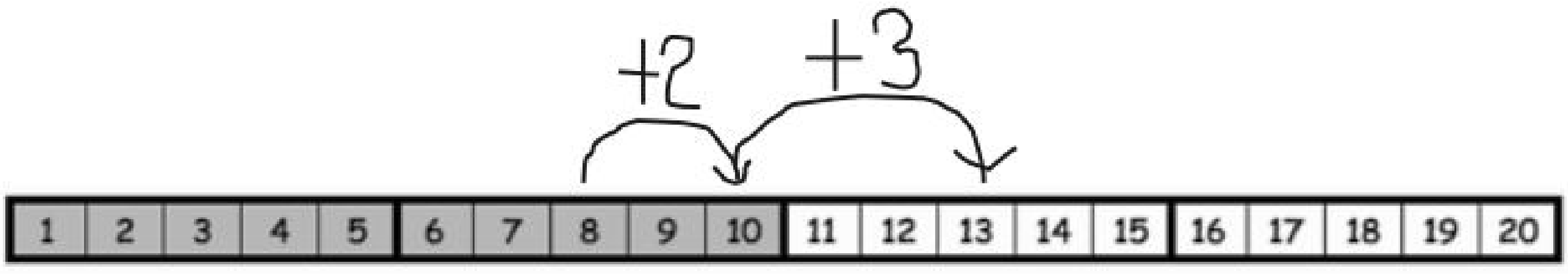


Concept Development

13 – 8 = ___

10 3

Where did you take away the 8 from?

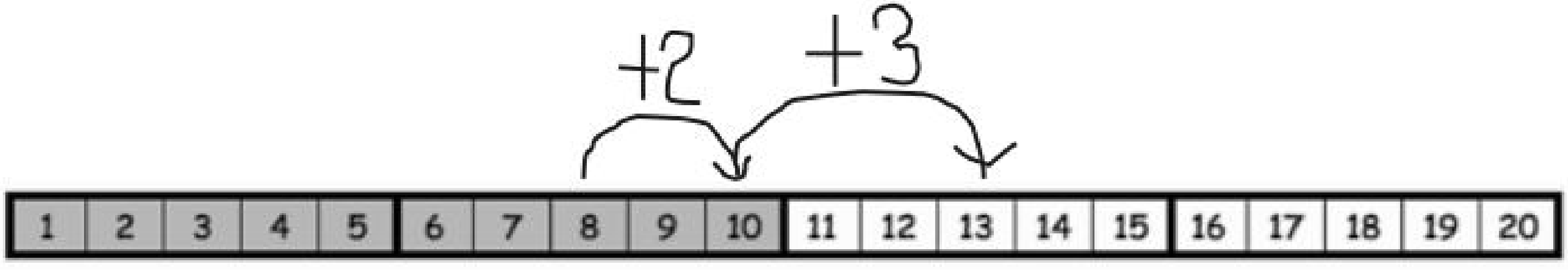


Concept Development

13 – 8 = ___

10 3

We got the 8 from the 10 fingers! How many more pretend fingers do you have?

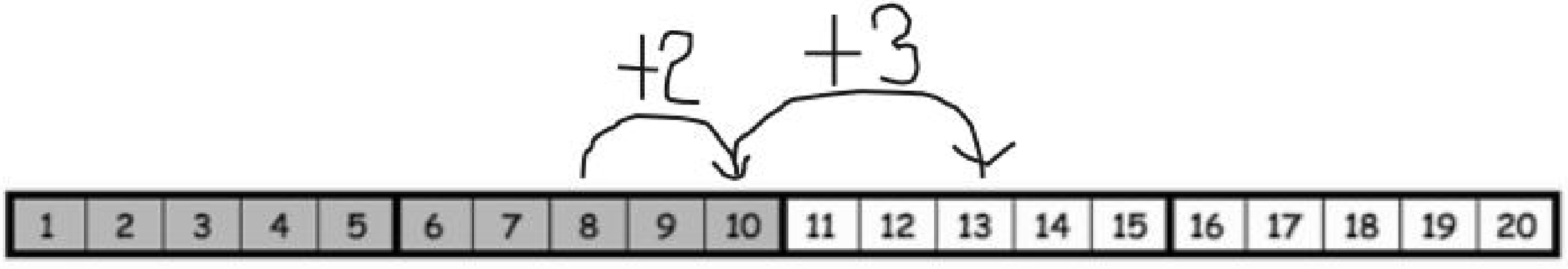


Concept Development

13 – 8 = ___

10 3

We have 3 pretend fingers!

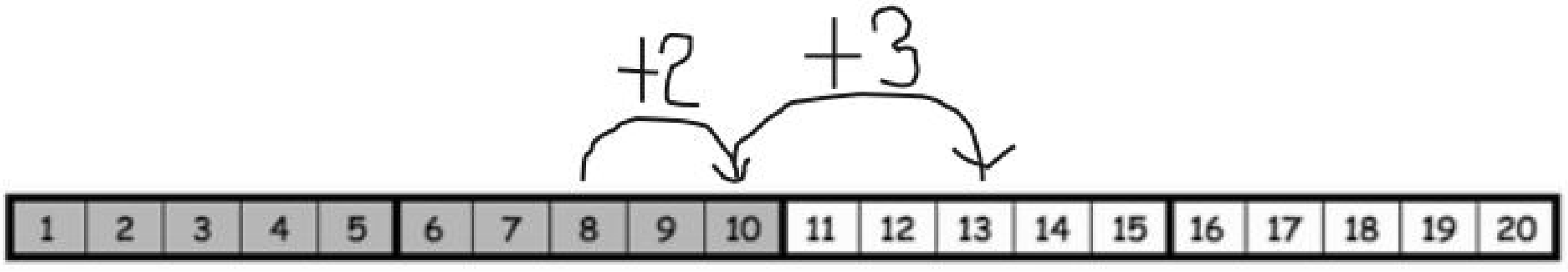


Concept Development

13 – 8 = ___

10 3

What is 2 and 3?

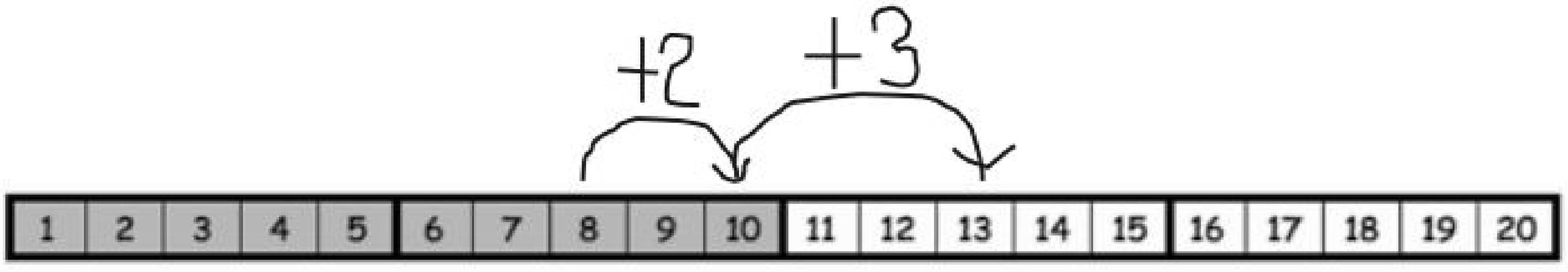


Concept Development

13 – 8 = ___

10 3

2 and 3 is 5!

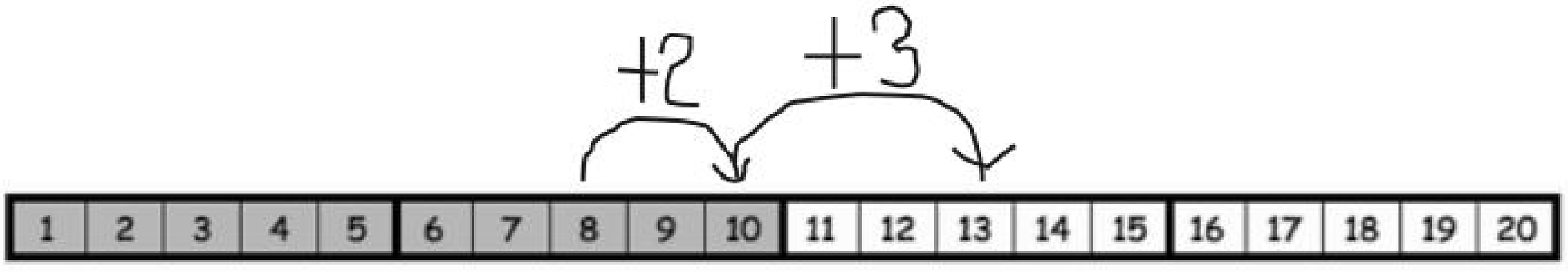


Concept Development

13 – 8 = ___

10 3

2 and 3 is 5!

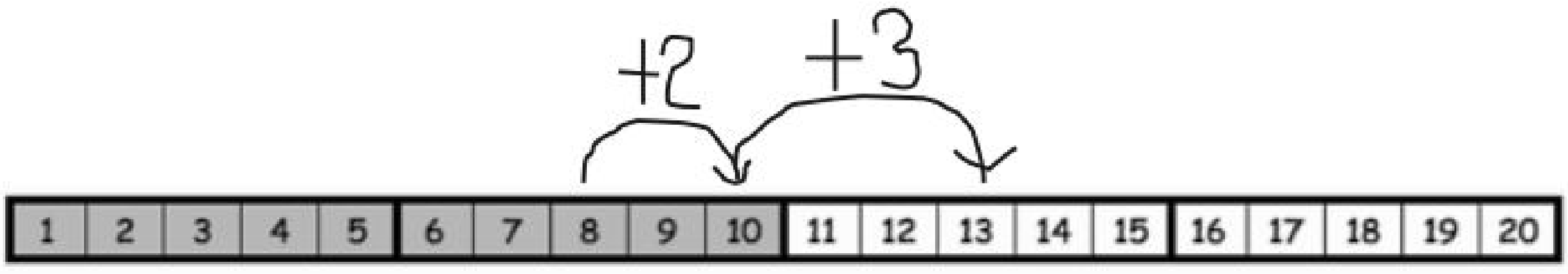


Concept Development

13 – 8 = ___

10 3

So, what is 13 – 8? Say the number sentence.

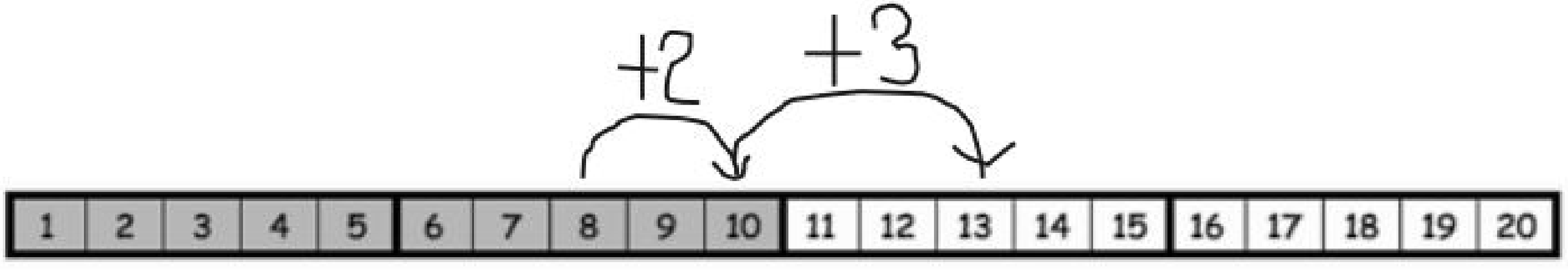


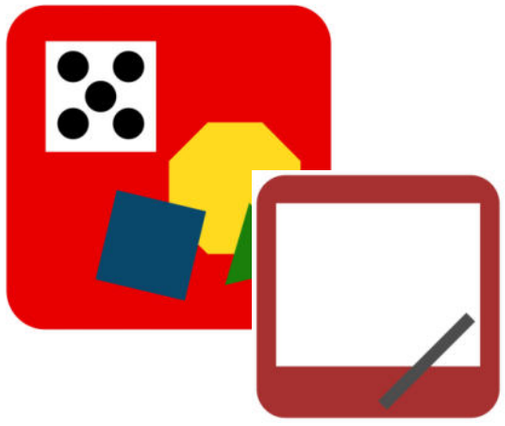
Concept Development

13 – 8 = ___

10 3

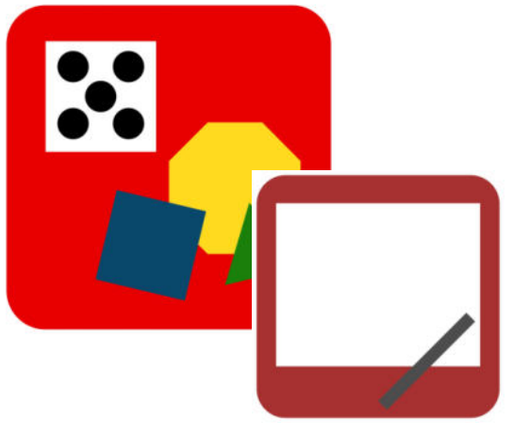
13 – 8 = 5!





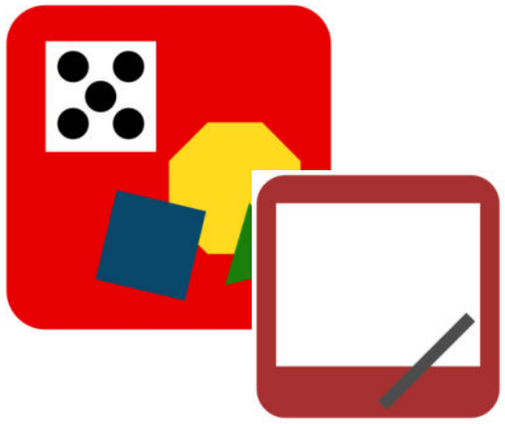
Concept Development

Let’s practice more!



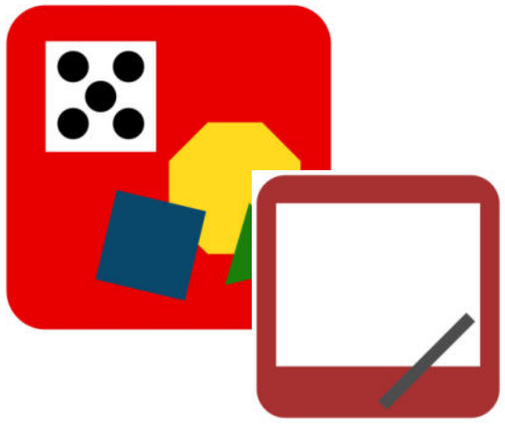
Concept Development

Let’s practice more!



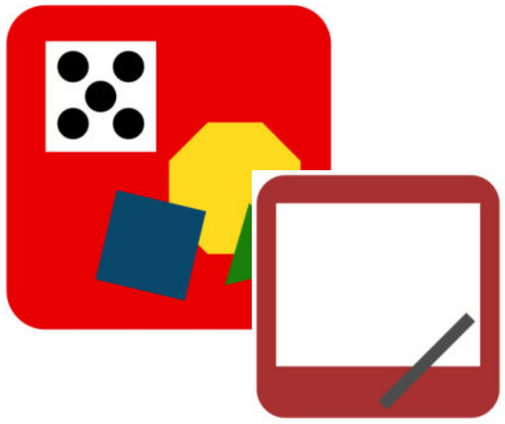
Concept Development

$$11 - 8 = \_\_\_$$



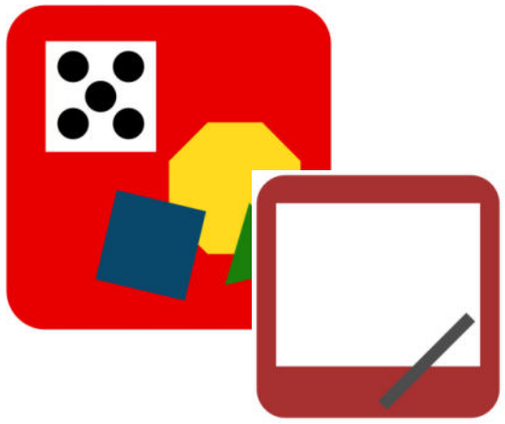
Concept Development

14 – 8 = ___



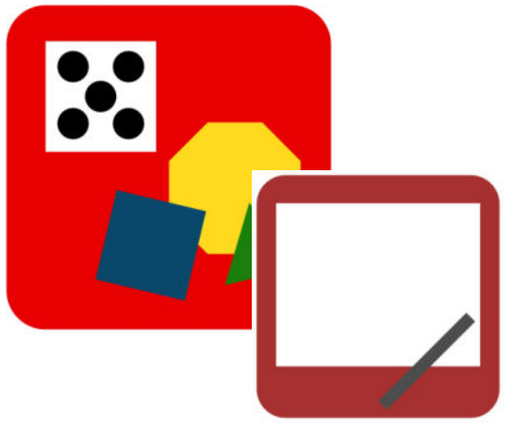
Concept Development

15 – 8 = ___



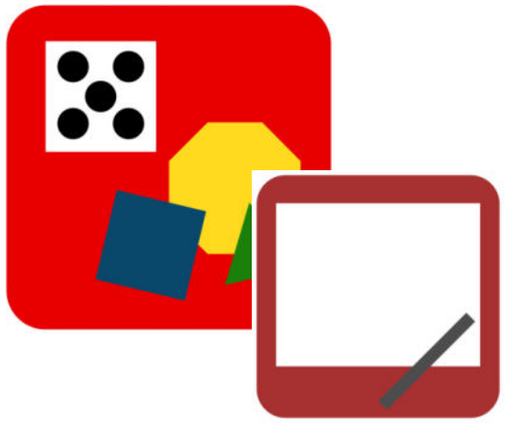
Concept Development

$$12 - 8 = \_\_\_$$



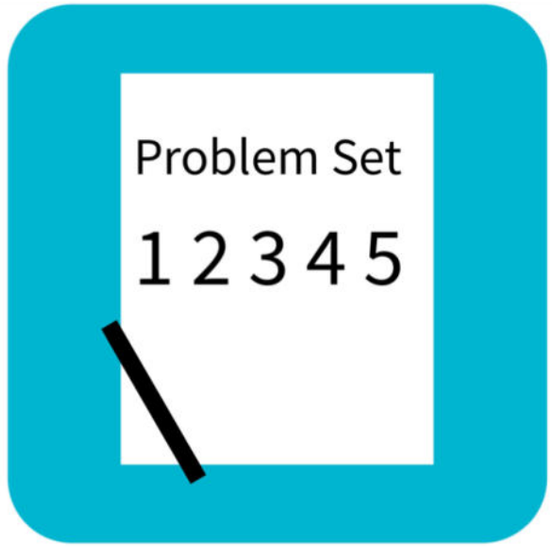
Concept Development

17 – 8 = ___



Concept Development

16 – 8 = ___



Problem Set

Name _____ Date _____

Use a number bond to show how you used the take from ten strategy to solve the problem.

1. Kevin had 14 crayons. Eight of the crayons were broken. How many of his crayons were not broken?

14 - 8 = _____

Kevin had ___ crayons that were not broken.

Use number bonds to show your thinking.

2. 17 - 8 = _____

3. 18 - 8 = _____

Count on to solve.

4. 13 - 8 = _____

5. 15 - 8 = _____

1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20

Complete the subtraction sentences by using the take from ten and count on strategies. Check the strategy that seemed easiest to you.

6. a. 12 - 8 = ___ b. 8 + ___ = 12 ☐ take from ten ☐ count on

7. a. 11 - 8 = ___ b. 8 + ___ = 11 ☐ take from ten ☐ count on

8. a. 16 - 8 = ___ b. 8 + ___ = 16 ☐ take from ten ☐ count on

Did you use a different strategy?

9. a. 19 - 8 = ___ b. 8 + ___ = 19 ☐ take from ten ☐ count on

Did you use a different strategy?

Debrief

- Look at Problems 6 through 9. Which strategy do you prefer, counting on or the take from ten strategy? Why?

Debrief

- How are these two strategies, counting on to make ten and take from ten, similar to each other? Use 15 – 8, and turn and talk to your partner.

Debrief

- Explain to your partner how counting on to make ten is related to taking from ten.

Debrief

- What new math tool did we use today to show counting on to make ten?

Debrief

- Look at the Application Problem. How did you solve it? How could we use today's strategies to solve the problem? How could knowing how many cherries Carla took help you solve how many cherries the other children took?

Exit Ticket

Name _____ Date _____

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

1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20

1. a. 11 - 8 = ____ b. 8 + ____ = 11

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2. a. 15 - 8 = ____ b. 8 + ____ = 15