Eureka Math

1st Grade
Module 2
Lesson 20

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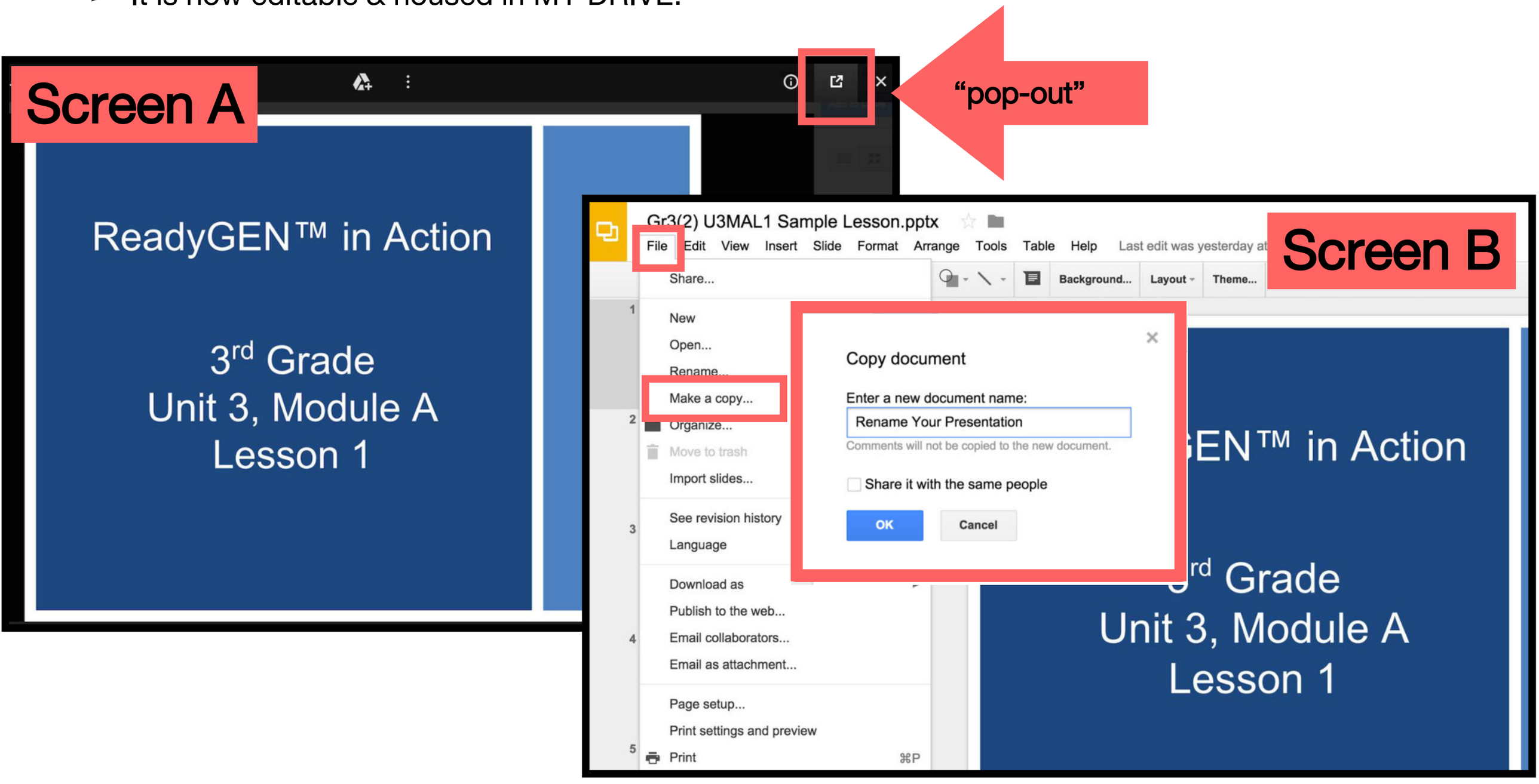
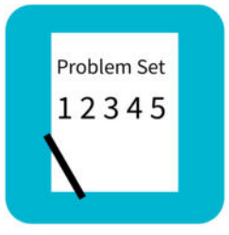


Icons

Read, Draw, Write

Learning Target

Personal White Board

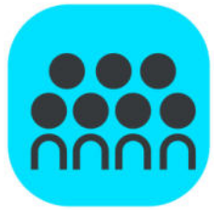


Problem Set

Manipulatives Needed

Fluency

Think Pair Share



Whole Class

Individual

Partner

Small Group

Small Group Time

Materials Needed

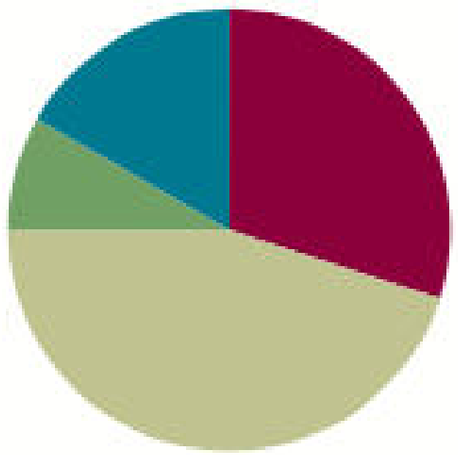
(T) Subtract 9 flash cards (Lesson 17 Fluency Template)
(T) subtract 8 flash cards (Fluency Template)
(S) Personal white board
(S) number path 1–20 (Lesson 18 Fluency Template 2)
(S) numeral cards 7–19 and subtraction symbol

Lesson 20

Objective: Subtract 7, 8, and 9 from teen numbers.

Suggested Lesson Structure

Fluency Practice	(18 minutes)
Application Problem	(5 minutes)
Concept Development	(27 minutes)
Student Debrief	(10 minutes)
Total Time	**(60 minutes)**



I can subtract 7, 8, and 9 from teen numbers.

Number Path: Get to 10

Write 15 - 8 as an addition sentence. Use a box for the number we don’t know.

Number Path: Get to 10

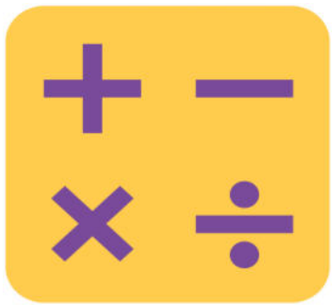
How many spaces do you need to move to land on 10?

Number Path: Get to 10

Hop from 8 to 10. Use your finger if you need help. Were you right?

Number Path: Get to 10

Now, hop to 15. How many spaces did you move?



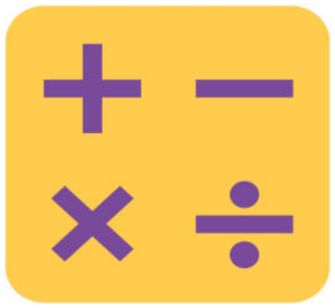
Number Path: Get to 10

We just moved 5 spaces from 10 to 15!

2+5=?

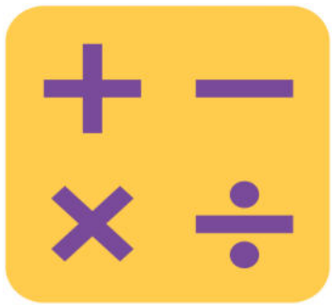
Number Path: Get to 10

Our missing number is 7! Say the subtraction sentence.



Number Path: Get to 10

15–8=7!



Number Path: Get to 10

Let’s practice more!

Sprint: Subtract 8

Let’s do a Sprint!

A

Number Correct:

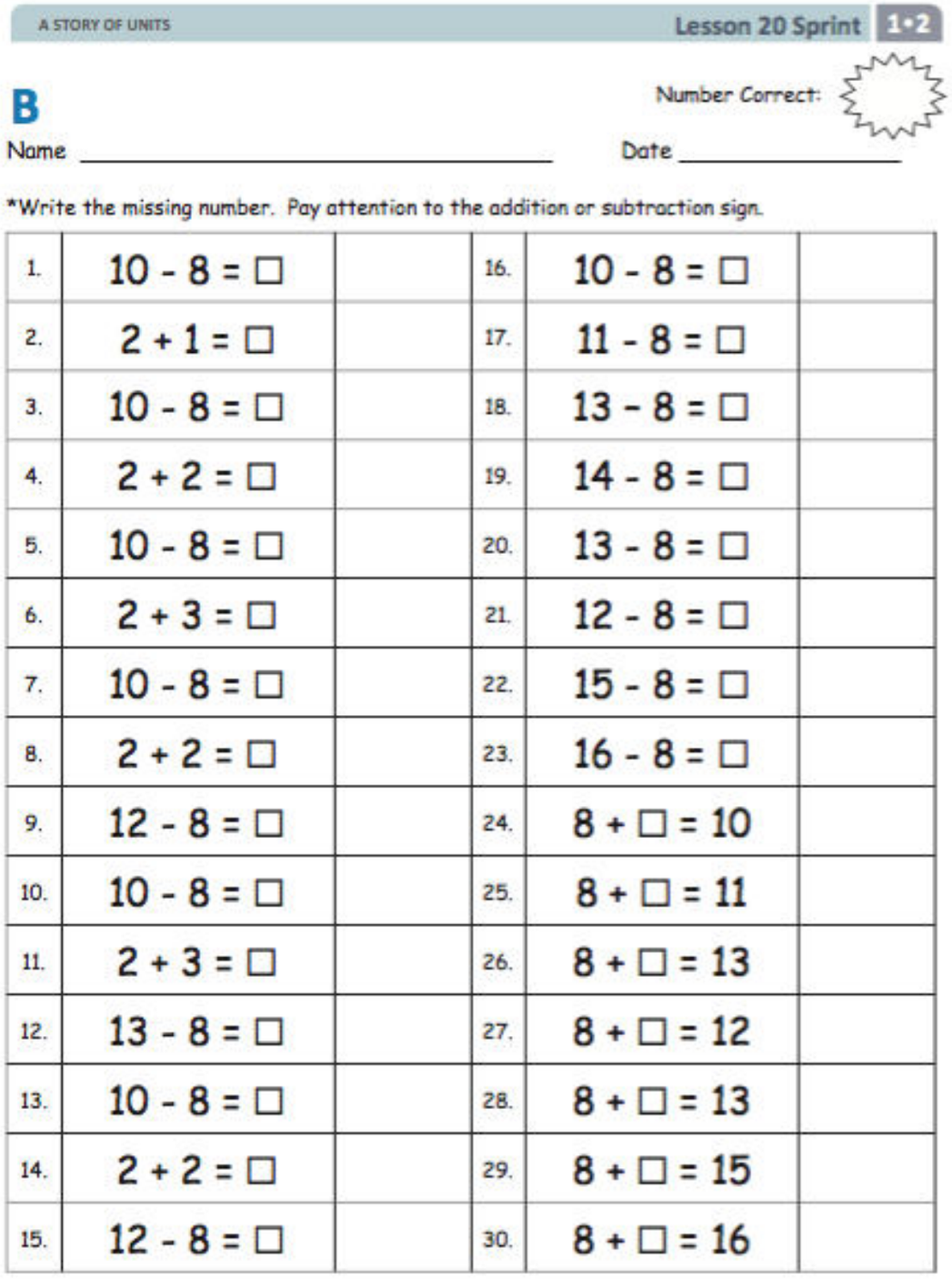
Name _____ Date _____

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

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

Sprint: Subtract 8

Let’s do a Sprint!



A STORY OF UNITS — Lesson 20 Sprint 1•2

B

Number Correct:

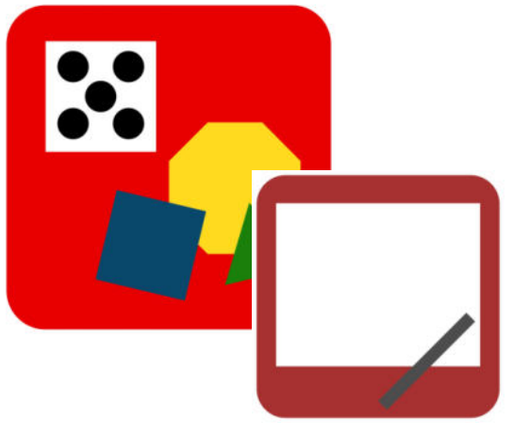
Name _____ Date _____

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

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

Application Problem

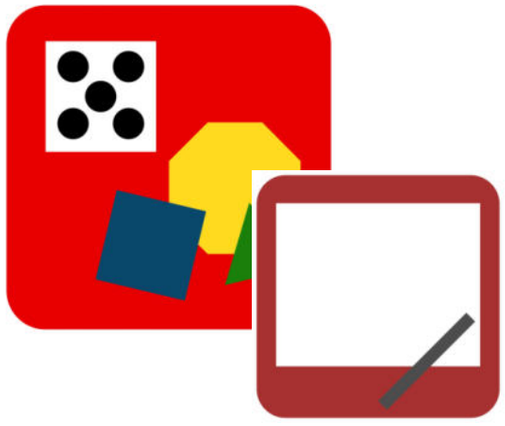
Imran has 8 crayons in his pencil box and 7 crayons in his desk. How many crayons does Imran have in total?



Concept Development

13 – 9 = ____

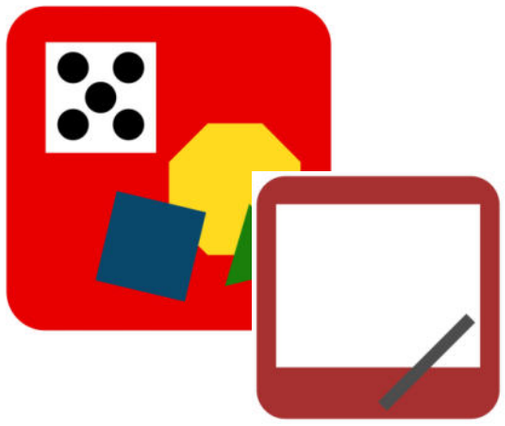
Solve and share with your partner what you did to get your answer.



Concept Development

13 – 9 = ____

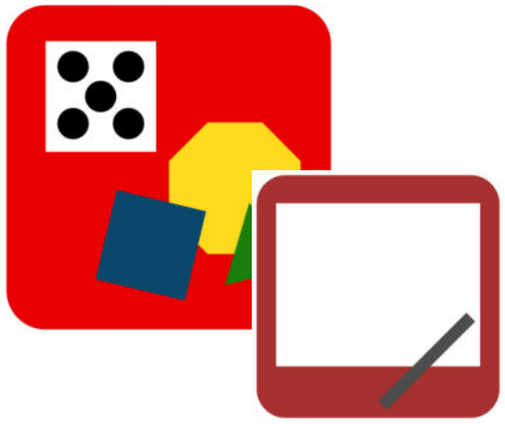
Explain what you did to get your answer.



Concept Development

13 – 9 = ____

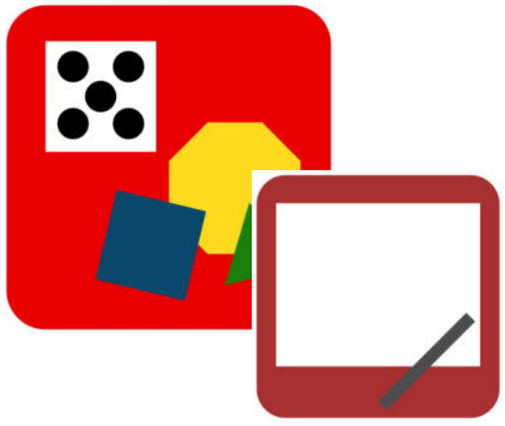
Everyone, use the number path to show how you can count on to make ten first. Don’t forget to use two arrows to show your thinking.



Concept Development

13 – 9 = ____

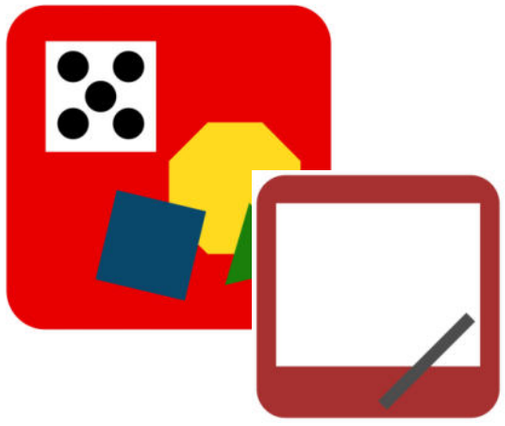
What addition number sentence helped you to solve 13 – 9?



Concept Development

13 – 9 = ____

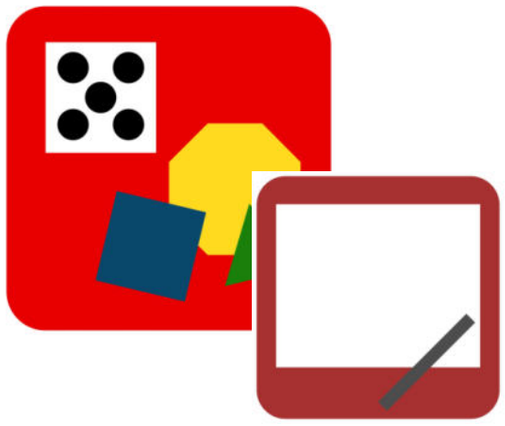
1+3=4 helped us solve 13 - 9!



Concept Development

13 – 9 = ____

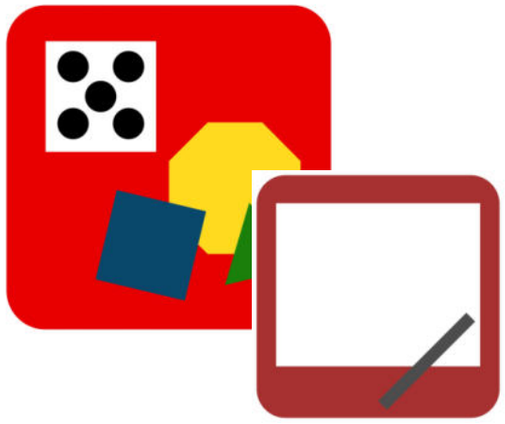
How is counting on the number path similar to using our fingers and pretend fingers?



Concept Development

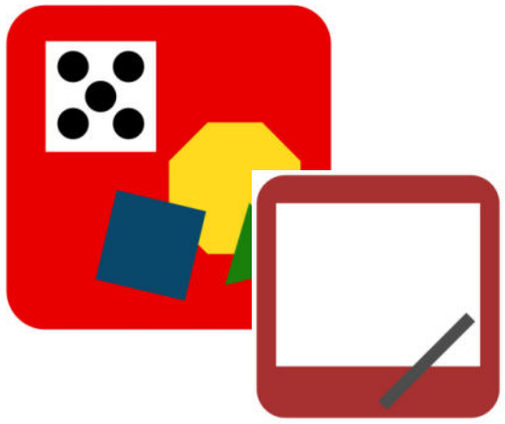
13 – 9 = ____

After we drop 9 fingers, we have 1 more finger left from 10 fingers. We then add 1 to 3 pretend fingers. This is just like hopping 1 square to get to 10 and 3 more to get to 13. We had to add 1 and 3 both times!



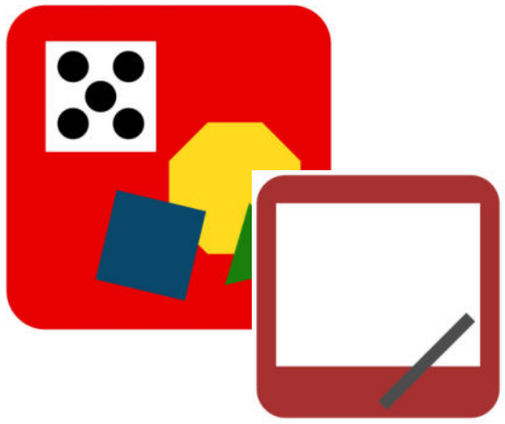
Concept Development

Let’s practice more!



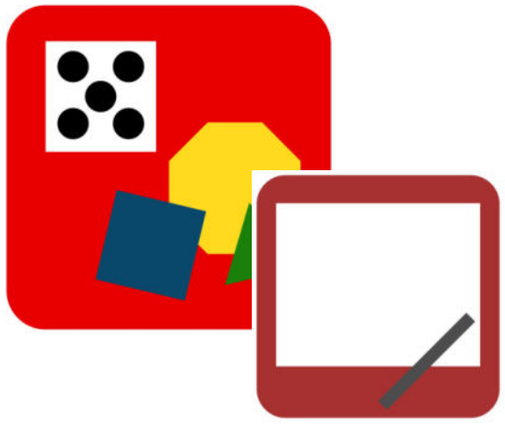
Concept Development

13 – 7 = ____



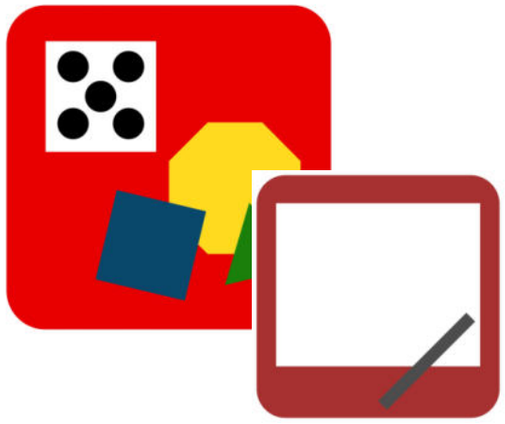
Concept Development

13 – 8 = ____



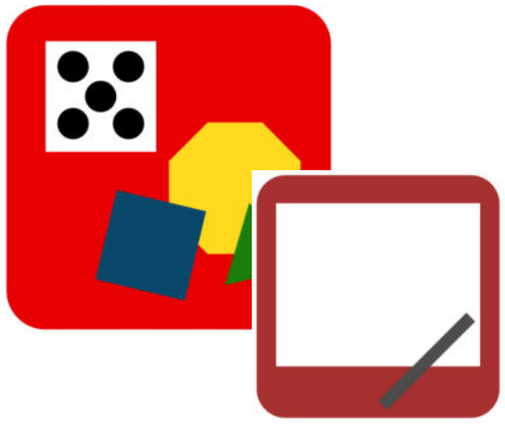
Concept Development

15 - 9 = ____



Concept Development

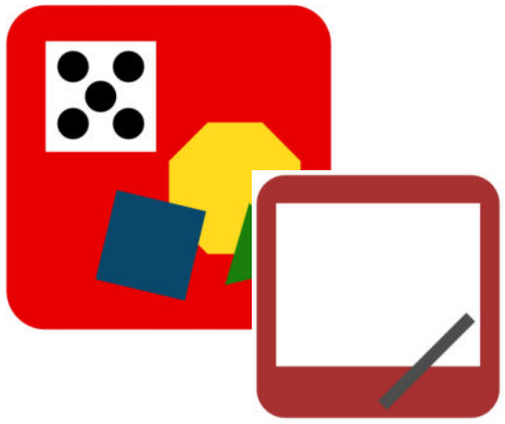
15 - 7 = ____



Concept Development

12 - 7 = ____

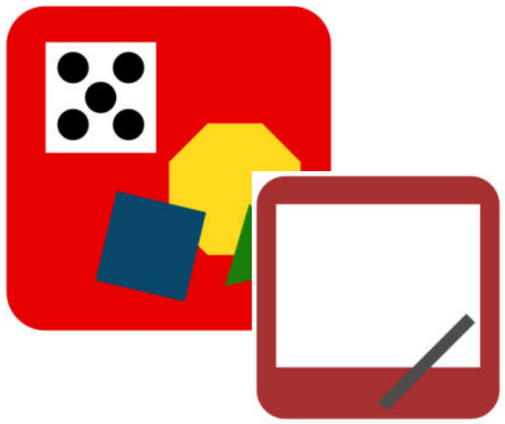
Let’s use a number bond to solve 12 – 7. Visualize 5-group rows showing 12. What two parts do you see?



Concept Development

12 - 7 = ____

10 and 2 are in our 5-group rows for 12!

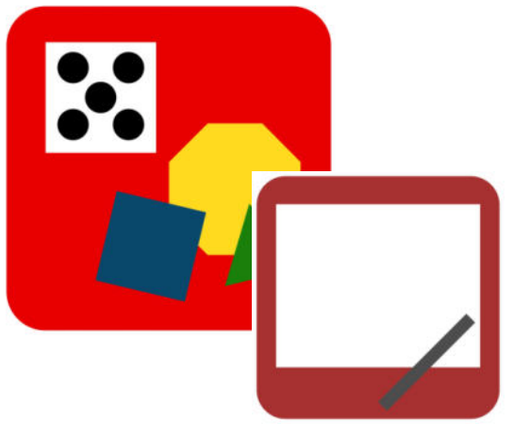


Concept Development

12 - 7 = ____

10 2

Where would you take 7 away from?

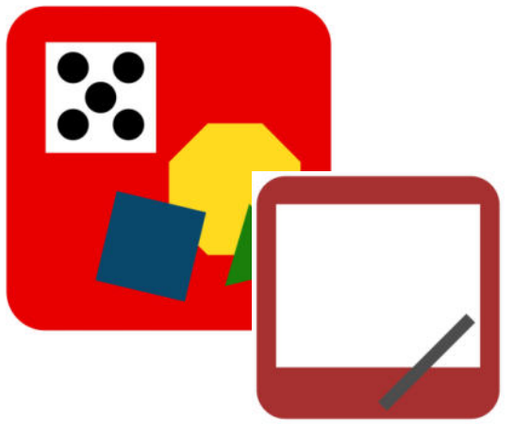


Concept Development

12 - 7 = ____

10 2

We should take 7 away from 10.



Concept Development

12 - 7 = ____

10 2

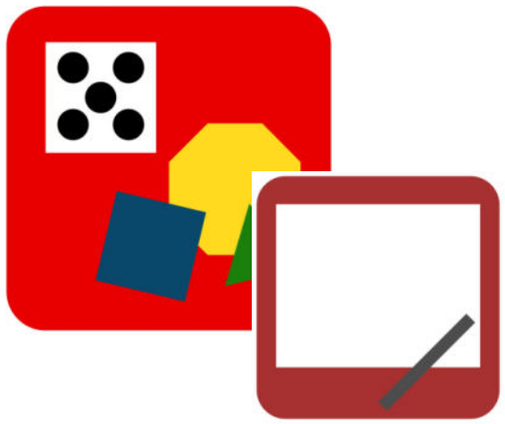
Take 7 away in your mind. What is 10 – 7?

Concept Development

12 - 7 = ____

10 2

How many circles are there altogether? What two parts can you picture?

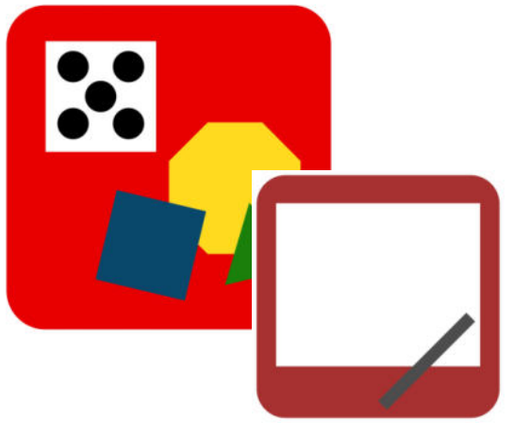


Concept Development

12 - 7 = ____

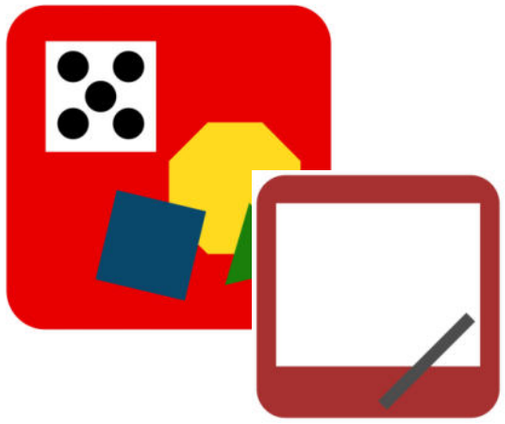
10 2

There are 5 circles. 2 and 3 make 5!



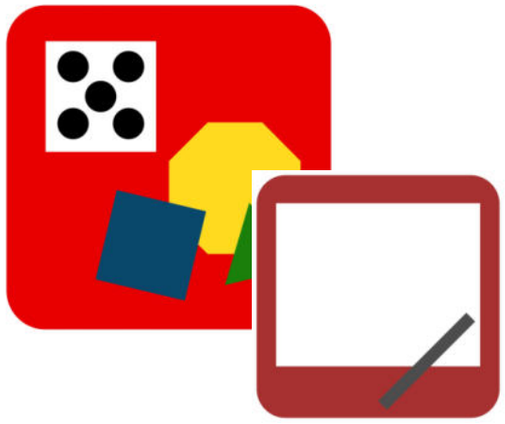
Concept Development

Let’s practice more!



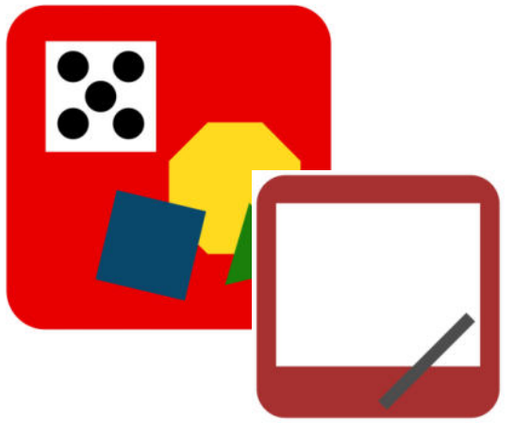
Concept Development

11 – 7 = _____



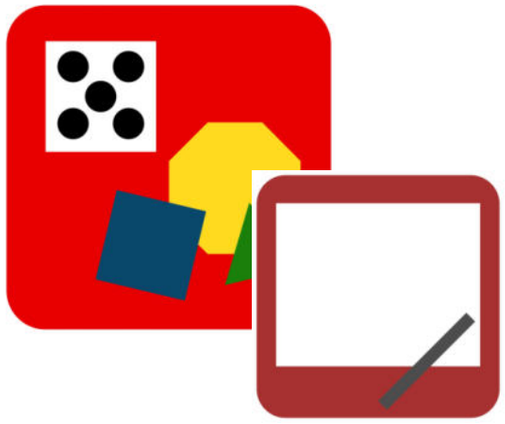
Concept Development

11 – 8 = _____



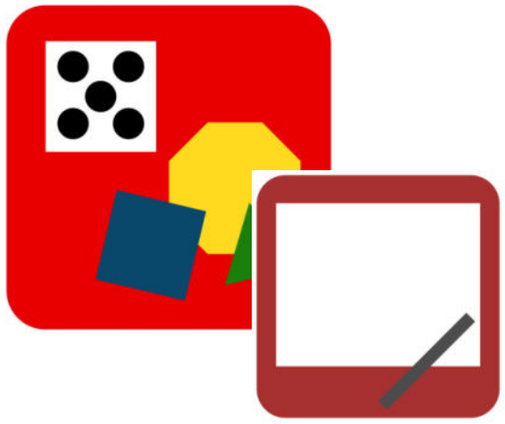
Concept Development

11 – 8 = _____



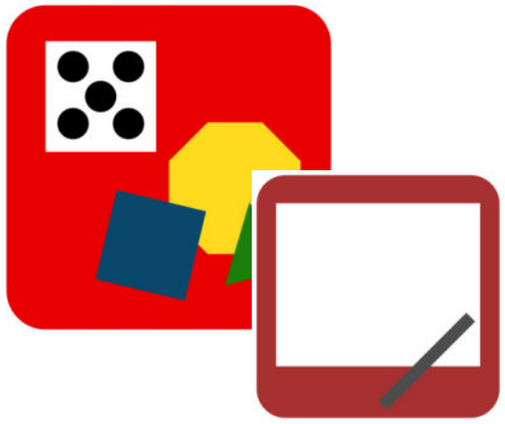
Concept Development

13 – 9 = _____



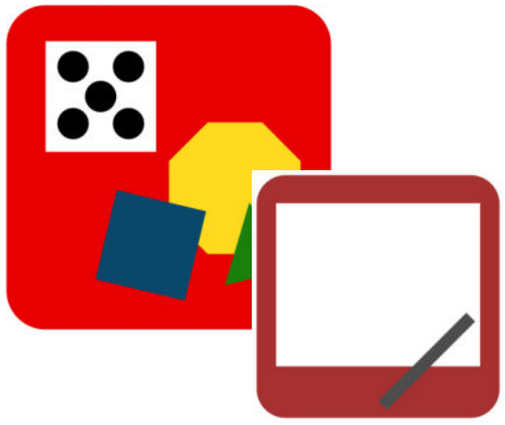
Concept Development

12 – 8 = _____



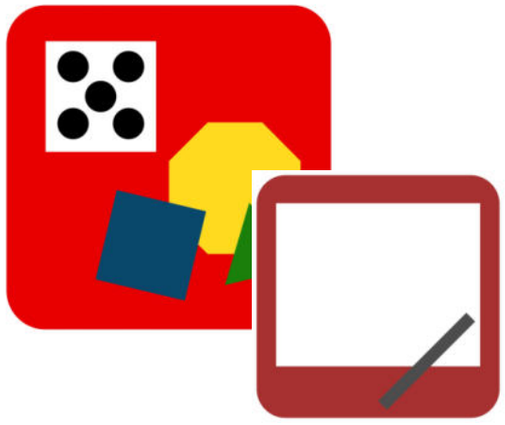
Concept Development

17 – 8 = _____



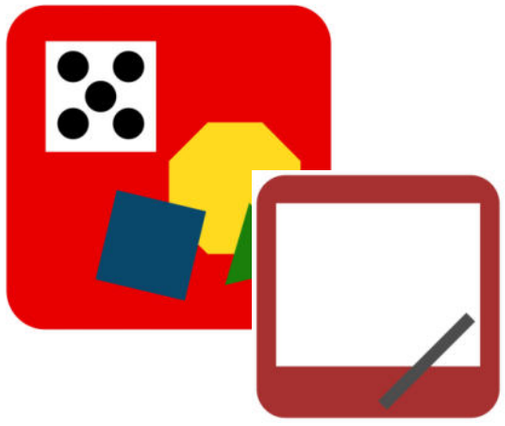
Concept Development

16 – 7 = _____



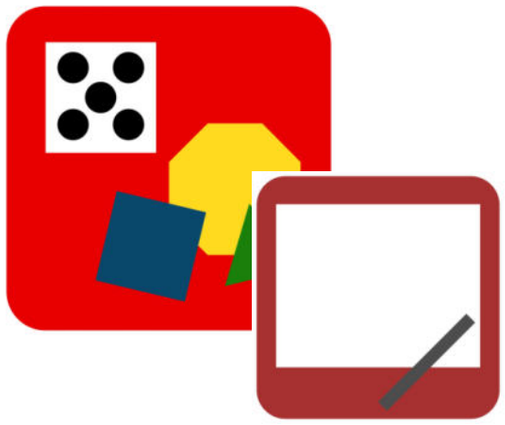
Concept Development

19 – 7 = _____



Concept Development

19 – 8 = _____



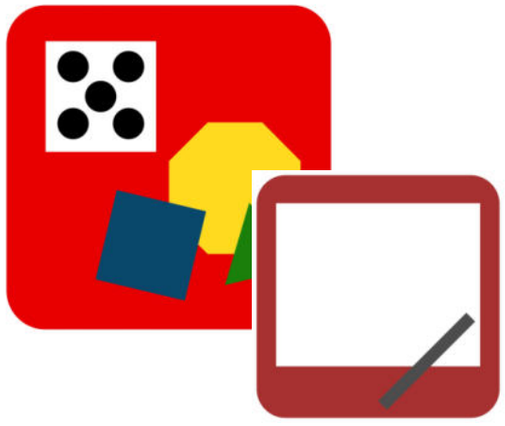
Concept Development

Now, we are going to play Simple Strategies.

You will work with a partner and combine your cards.

Put digits 11-19 in one pile

Put digits 7-9 in a different pile.



Concept Development

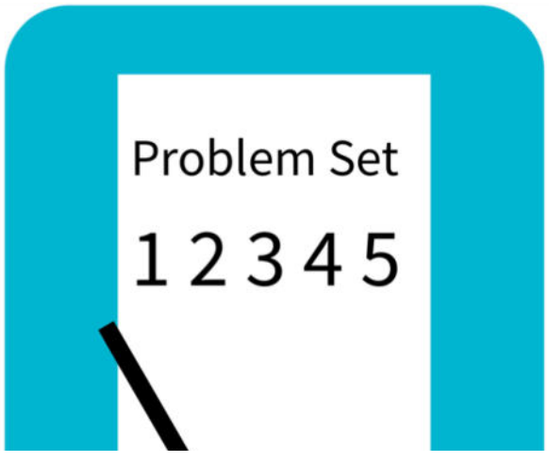
1. Partner A picks a card from the teen numbers pile.

2. Partners use the 9 card and the subtraction sign to make a subtraction fact. (Put the 8 and 7 cards aside for later use.)

3. Partner A solves by using any of the strategies from today's lesson.

4. Partner B writes down the addition fact that helped to solve the problem (e.g., for 13 – 9, write 1 + 3).

5. Switch roles. Keep the 9 card up each time the partners begin a new expression using a new teen number card.



Problem Set

Name _____ Date _____

Solve the problems below. Use drawings or number bonds.

1. 11 - 9 = ____

2. 11 - 8 = ____

3. 13 - 9 = ____

4. 13 - 8 = ____

5. 13 - 7 = ____

6. 12 - 7 = ____

7. Match the equal expressions.

a. 16 - 7	13 - 9
b. 17 - 7	18 - 9
c. 12 - 8	15 - 9
d. 14 - 8	18 - 8

A STORY OF UNITS Lesson 20 Problem Set 1•2

Complete the subtraction sentences to make them true.

	a.	b.	c.
8.	12 - 9 = ___	13 - 9 = ___	14 - 9 = ___
9.	12 - 8 = ___	13 - 8 = ___	14 - 8 = ___
10.	11 - 7 = ___	12 - 7 = ___	13 - 7 = ___
11.	16 - 9 = ___	18 - 9 = ___	17 - 9 = ___
12.	16 - ___ = 9	15 - ___ = 9	15 - ___ = 7
13.	15 - ___ = 6	11 - ___ = 3	16 - ___ = 7

Debrief

- Look at your work from Simple Strategies! What did you notice about the addition facts for – 9 problems? – 8 problems? – 7 problems?

Debrief

- Look at Problem 8 on your Problem Set. What is happening to the solution as you move from Part (a) to Part (c)? Explain why this is happening.

Debrief

- Look at Problems 8 and 9. What do you notice? Explain how Problem 8 (a) and (b) relate to Problem 9 (a) and (b).

Debrief

- Look at Problems 9 and 10. What do you notice? Explain how the rows are related. If there was a column (d) here, what might the number sentences be?

Debrief

- Look at Problem 12. What did you do to solve these? Explain your thinking.

Debrief

- How could knowing Problem 11(a) help you solve Problem 11(b)?

Debrief

- Share your Application Problem with a partner. How did you solve it?

Exit Ticket

Name _____ Date _____

Solve the problems below. Use drawings or number bonds.

a. 14 - 9 = _____ b. 14 - 7 = _____ c. 14 - 8 = _____

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d. 16 - 7 = _____ e. 16 - 9 = _____ f. 16 - 8 = _____