Eureka Math

1st Grade Module 2 Lesson 24

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Icons



















Manipulatives Needed









Materials Needed

- (T) Rekenrek
- (S) Missing Subtrahends Within 10 Sprint
- (T) Chart Paper (suggested for pairs working on problems)



Lesson 24

Objective: Strategize to solve take from with change unknown problems.

Suggested Lesson Structure

- Fluency Practice (15 minutes) **Application Problem** (5 minutes) Concept Development (30 minutes) Student Debrief (10 minutes) Total Time
 - (60 minutes)





I can think about how to solve *take from* with change unknown problems.



Subtraction with Partners

Now let's use our rekenreks to practice count by 5's up to 40 and back!

Let's count the Say Ten way first!

Then we will count the regular way!

Sprint: Missing Subtrahends Within 10

It's time for a sprint!

A STORY OF UNITS			Lesson 24 Sprint 1•2	
A lame			Number Correct:	
Write	the missing number.			
1.	2 - 🗆 = 1	16.	6 - 🗆 = 2	
2.	2 - 🗆 = 2	17.	6 - 🗆 = 3	
3.	2 - 🗆 = 0	18.	6 - 🗆 = 4	
4.	3 - 🗆 = 2	19.	7 - 🗆 = 3	
5.	3 - 🗆 = 1	20.	7 - 🗆 = 2	
6.	3 - 🗆 = 0	21.	7 - 🗆 = 1	
7.	3 - 🗆 = 3	22.	8 - 🗆 = 2	
8.	4 - 🗆 = 4	23.	8 - 🗆 = 3	
9.	4 - 🗆 = 3	24,	4 = 8 - 🗆	
10.	4 - 🗆 = 2	25.	2 = 9 - 🗆	
11.	4 - 🗆 = 1	26.	3 = 9 - 🗆	
12.	5 - 🗆 = 0	27.	4 = 9 - 🗆	
13.	5 - 🗆 = 1	28.	10 - 3 = 9 - 🗆	
14.	5 - 🗆 = 2	29.	9 - 🗆 = 10 - 5	
15	5 3	20	9 10 - 6	

Sprint: Missing Subtrahends Within 10

A STORY OF LINITS

It's time for a sprint!

			~		
B lame			Number Correct:		
Write the missing number.					
1.	2 - 🗆 = 2	16.	6 - 🗆 = 3		
2.	2 - 🗆 = 1	17.	6 - 🗆 = 4		
з.	2 - 🗆 = 0	18.	6 - 🗆 = 5		
4.	3 - 🗆 = 3	19.	7 - 🗆 = 4		
5.	3 - 🗆 = 2	20.	7 - 🗆 = 3		
6.	3 - 🗆 = 1	21.	7 - 🗆 = 2		
7.	3 - 🗆 = 0	22.	8 - 🗆 = 3		
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9.	4 - 🗆 = 3	24.	5 = 8 - 🗆		
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14.	5 - 🗆 = 3	29.	9 - 🗆 = 10 - 6		
15.	5 - 🗆 = 2	30.	9 - 🗆 = 10 - 5		

Losson 24 Sprint 102

RDW Application Problem

Yesterday, I saw 11 birds on a branch. Three birds joined them on the branch. How many birds were on the branch then?



We have been using the RDW process to solve problems. Before we share our Application Problem with our partners, what does RDW stand for again?



- What does RDW stand for again?
- That's right! It stands for Read, Draw, and Write.



Yesterday, I saw 11 birds on a branch. Three birds joined them on the branch. How many birds were on the branch then?

With your partner, share your solution, or answer. Be sure to discuss your drawings as you explain your idea. If you realize you forgot something or have to change something, you may do so.



This student's work uses simple shapes drawn in an organized line, which helps me see what we have.



Yesterday, I saw 11 birds on a branch. Three birds joined them on the branch. How many birds were on the branch then?

I need one volunteer to read the problem again for us and another volunteer to explain how the picture shows each part.



You all did a great job reading, drawing, and writing to solve this problem. Let's try another problem!



Today, I was passing the same tree. There were 11 birds in the tree when I first looked at it. I looked away. When I looked back, there were 5 birds. How many birds flew away?



Let's look at the work these students did. They drew to show the 11 birds in the tree. Oh, and look at this. They drew a circle around 5 birds and wrote an s to show that these 5 birds that stayed were a part of all 11 birds that were in the tree. Let's draw another circle around these birds, the ones labeled f. These are the birds that flew away.



I'm going to use our lines from our number bonds to show that these two parts together make the total of 11 birds.



11 - 6 = 5

How many birds flew away? Let's put a rectangle around the solution.



- How many birds flew away? Let's put a rectangle around the solution.
- I heard someone say that 6 birds flew away.



How many birds flew away?

What strategies could you use to solve this?



What strategies could you use to solve this?

I heard some of you say I knew there were two parts, so I took away the 5 to find the other part. I looked at the picture

and counted them all. I drew 11 in 5-group rows. It made it really easy to see 5 and then to see the other part. I thought of my doubles plus one fact. 5 + 5 is 10, so I needed 5 + 6 to make 11.



Let's try the Read, Draw, and Write process with more story problems!

Mina had 13 ants in her ant farm. Some ants escaped. Now, there are 9 ants in the ant farm. How many ants escaped?



Let's do it again!

Jamal had 14 trains, but he only found 8 of his trains. How many of his trains are missing?



One more time!

June's baby brother hid some of her blocks. She has 7 blocks now. She used to have 15 blocks. How many blocks should June be looking for?

Problem Set 12345	Prok	A STORY OF UNITS	Set Lesson 24 Problem Set 12
A STORY OF UNITS	Lesson 24 Problem Set 1.2	3. Molly had 16 books. She loar Molly has 8 books left?	ned some to Gia. How many books did Gia borrow if
Name	Date		
<u>R</u> ead the word problem. Draw and label. <u>W</u> rite a number sentence and a statement t	hat match the story.		
 Jose sees 11 frogs on the shore. Some a are 8 frogs on the shore. How many fro 	of the frogs hop into the water. Now, there gs hopped into the water?		

4. Eighteen baby goats were playing outside. Some went into the barn. Nine stayed outside to play. How many baby goats went inside?

Cameron gives some of his apples to his sister. He still has 9 apples left. If he had 15 apples at first, how many apples did he give to his sister?

Meet with a partner and share your drawings and sentences. Talk with your partner about how your drawing tells the story.



 Look at Problems 1 and 2. How are your drawings similar? How are they different?



 How was your drawing similar to or different from your partner's drawing?



 What did today's problems have in common? How were they the same or different from yesterday's problems? What was unknown in the problem, a part or the total? Which strategies were easier for you to use when a part is missing instead of the total?



 Which problem was tricky for you? What did you draw? How can we add to the drawing with more information from the problem? What does the drawing show you?



 How did your drawings help you with the problems? Use a specific problem to explain your thinking.



Turn to your partner and share what you learned in today's lesson.

What did you get really good at today?



A STORY OF UNITS	Lesson 24 Exit Ticket 192			
Name	Date			
Read the word problem. Draw and label.				

Write a number sentence and a statement that matches the story.

There were 18 dogs splashing in a puddle. Some dogs left. There are 9 dogs still splashing in the puddle. How many dogs are left?