Eureka Math

1st Grade Module 2 Lesson 29

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Icons





Read, Draw, Write











Manipulatives Needed







Lesson 29

Objective: Solve subtraction problems using ten as a unit, and write two-step solutions.

Suggested Lesson Structure

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



Materials Needed

Teacher

 5-group column cards (L27 Fluency Template), Hide Zero cards (L18 Fluency Template), subtract 9 flash cards (L20 Fluency Template), subtract 7 and 6 flash cards (Fluency Template)

Student

Personal white board



I can solve subtraction problems using ten as a unit.

I can write two-step solutions.



I'm going to show you a card.

Tell me how many, the Say Ten Way.







You will be working with partners. I'm going to show you a number with Hide Zero cards.

Partner A, show the ones with your Magic Counting Sticks.

Partner B, show the tens with your Magic Counting Sticks.

We will switch roles after each number.



Let's try it!

Partner A, show the ones. Partner B, show the tens.



How many ones in 15? How many tens?



If we wanted to subtract 2, which partner should do it?





Yes, Partner A!

Subtract 2 from 15. What number do you see?





Yes, Partner A!

Subtract 2 from 15. What number do you see?

15 - 2 = 13 **1 5**



Switch roles and let's do another.



Happy Counting By Fives

Let's play Happy Counting! We're going to count from 0 to 40 and back by fives. First the Say Ten way, and then the regular way.

When I hold my hand like this (point thumb and motion up), I want you to count **up**.

If I put my hand like this (point thumb and motion down),[©] I want you to count **down**.

If I do this (thumb to the side) that means **stop**, but try hard to remember the last number you said.



I'm going to show you a flashcard.

I will call on a student or group of students to answer.

Let's try it!

Application Problem

Hae Jung had 13 markers, and she gave some to Lily.

If Hae Jung then had 5 markers, how many markers did she give to Lily?



Let's sit together.

You will need your personal white board.

Concept Development

Suhani has some presents left to open.

If she received 13 presents and already opened 8 of them, how many presents does Suhani still need to open?

Solve this problem with your partner.



Did anyone use a subtraction sentence to solve this problem?



Did anyone use a subtraction sentence to solve this problem?

What is 13 - 8?

How many presents does Suhani need to open?



Did anyone use a subtraction sentence to solve this problem?

What is 13 - 8?

Yes, 5 presents!



In the number 13, do we have any tens?

How many tens do we have?



Along with 1 ten, do we have any extra ones?

How many?



The number 13 is made of 1 ten and 3 ones.





The number 13 is made of 1 ten and 3 ones.

Where should I take 8 from? The 1 ten or the 3 ones?







I heard someone say we should take the 8 from the 10. Why?





Concept Development

I heard someone say we should take the 8 from the 10. Why?

How many ones are left over when we take 8 from the ten?









10 - 8 = 2



10 - 8 = 2

Did we have any extra ones from the starting number?



10 - 8 = 2

Did we have any extra ones from the starting number?

Yes, 3 ones. Let's put the ones together. Write down the number sentence that tells me how many ones we have altogether.



Did we have any extra ones from the starting number?

Yes, 3 ones. Let's put the ones together.

 $2 \text{ ones } + \frac{3}{2} \text{ ones } =$



Did we have any extra ones from the starting number?

Yes, 3 ones. Let's put the ones together.

$$\frac{2}{2}$$
 ones + $\frac{3}{2}$ ones = 5 ones



When we solved 13 – 8 and got 5, we started with 1 ten and 3 ones. We ended with no tens and 5 ones.



When we solved 13 – 8 and got 5, we started with 1 ten and 3 ones. We ended with no tens and 5 ones.

Where did the ten go?



When we solved 13 – 8 and got 5, we started with 1 ten and 3 ones. We ended with no tens and 5 ones.

Where did the ten go?

Turn and talk to your partner. Point to the number sentence that shows how we ended with 0 tens.



Explain to your partner how we then ended with 5 ones.

Today, we'll write two number sentences each time we solve a problem like this, so we can see how we took away from the ten first and then added the extra ones.

Let's try some more!



Problem Set



A STORY OF UNITS	Lesson 29 Problem Set
Name	Date
Solve the problems. Write your answer and ones. Show your solution in two ste	to show how many tens
Step 1: Write one number sentence to Step 2: Write one number sentence to	subtract from ten. add the remaining parts. $\frac{10-4=6}{6+2=8}$
1. 1 4 - 5 =	2. 1 3 - 8 =
==	**
+=	+=

3. Tatyana counted 14 frogs. She counted 8 swimming in the pond and the rest sitting on lily pads. How many frogs did she count sitting on lily pads?



___ + ____= ____

_ - ___=

4. This week, Maria ate 5 yellow plums and some red plums. If she ate 11 plums in all, how many red plums did Maria eat?





Problem Set



A STORY OF UNITS	Lesson 29 Problem Set 1•2
. Some children are on the playg are 16 children on the playgrou	round playing tag. Eight are on the swings. If there and in all, how many children are playing tag?
	= =
	+=
Oziah read some nonfiction bo books altogether, how many no	oks. Then, he read 6 fiction books. If he read 18 nfiction books did Oziah read?

7. Hadley has 9 buttons on her jacket. She has some more buttons on her shirt. Hadley has a total of 17 buttons on her jacket and shirt. How many buttons does she have on her shirt?



Debrief



Check your work by comparing answers with your partner.



Debrief



Look at Problem 7 in your Problem Set.

How many tens do you have left?

Explain how we started with 1 ten and some ones and ended with 0 tens and some ones

Debrief 🔝

How is Problem 6 different from the rest of the problems in your Problem Set?

How did you solve Problem 6 using two number sentences?

Explain why we still have 1 ten as a part of your answer.

Debrief 🔝

In what new way did we solve subtraction problems today?

How can you solve today's Application Problem using two number sentences so we can see how we took away from the ten first and then added the extra ones?

Debrief



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

What did you get really good at today?



Exit Ticket



A STORY OF UNITS Lesson 29 Exit Ticke	1•2
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Name	Date	
Solve the problems. Wr ones.	ite your answers to show how many ten	is and 1 2 - 5 = 7 10 - 5 = 5 5 + 2 = 7
1. 1 5 - 6 =	2. 1	4 - 8 =
^	·	=
+	·	+=