

Eureka Math

2nd Grade Module 1 Lesson 7

At the request of elementary teachers, a team of Bethel & Sumner educators met as a committee to create Eureka slideshow presentations. These presentations are not meant as a script, nor are they required to be used. Please customize as needed. Thank you to the many educators who contributed to this project!

Directions for customizing presentations are available on the next slide.



This work by Bethel School District (www.bethelsd.org) is licensed under the Creative Commons Attribution Non-Commercial Share-Alike 4.0 International License. To view a copy of this license, visit <http://creativecommons.org/licenses/by/4.0/>. Bethel School District Based this work on Eureka Math by Common Core (<http://greatminds.net/maps/math/copyright>) Eureka Math is licensed under a Creative Commons Attribution Non-Commercial-ShareAlike 4.0 License.

Customize this Slideshow

Reflecting your Teaching Style and Learning Needs of Your Students

- When the Google Slides presentation is opened, it will look like Screen A.
- Click on the “pop-out” button in the upper right hand corner to change the view.
- The view now looks like Screen B.
- Within Google Slides (not Chrome), choose FILE.
- Choose MAKE A COPY and rename your presentation.
- Google Slides will open your renamed presentation.
- It is now editable & housed in MY DRIVE.



Icons



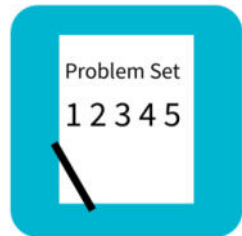
Read, Draw, Write



Learning Target



Personal White Board



Problem Set



Manipulatives Needed



Fluency



Think Pair Share



Whole Class



Individual



Partner



Small Group



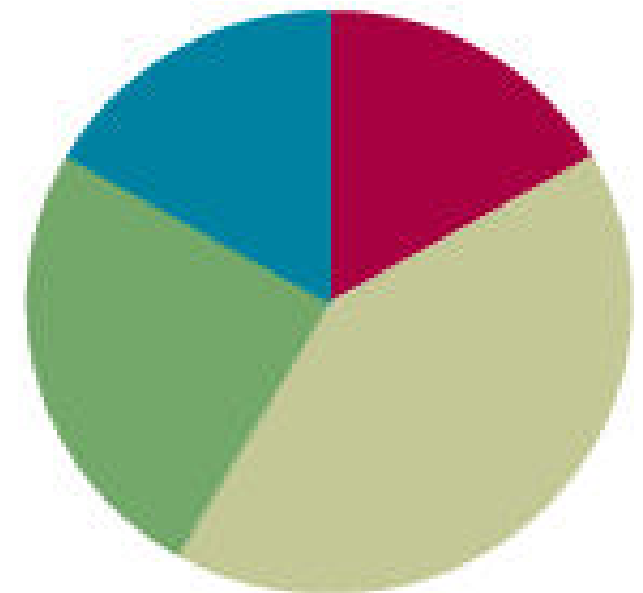
Small Group Time

Lesson 7

Objective: Take from 10 within 20.

Suggested Lesson Structure

■ Fluency Practice	(10 minutes)
■ Concept Development	(25 minutes)
■ Application Problem	(15 minutes)
■ Student Debrief	(10 minutes)
Total Time	(60 minutes)





Materials Needed:

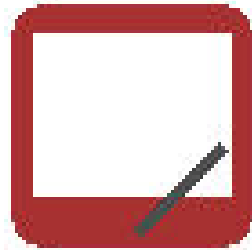
Concept Development:

Fluency Practice:

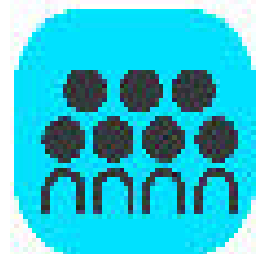
- Personal White Board



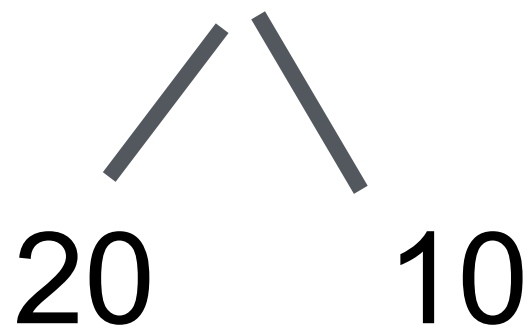
I can Take from 10 within 20.



Take Out Ten

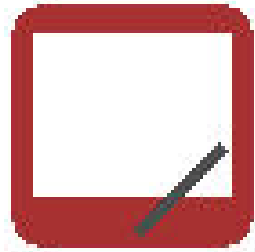


$$30 - 7 =$$

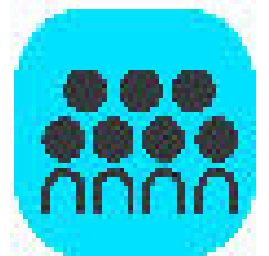


$$10 - 7 = 3$$

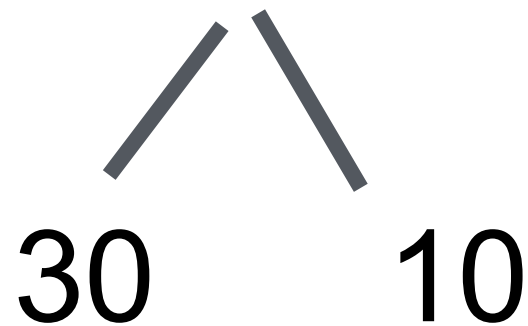
$$20 + 3 = 23$$



Take Out Ten

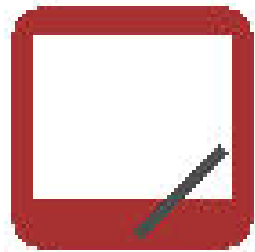


$$40 - 7 =$$

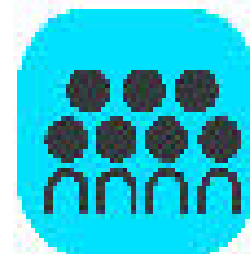


$$10 - 7 = 3$$

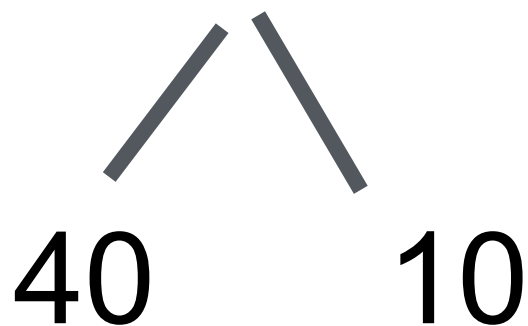
$$30 + 3 = 33$$



Take Out Ten

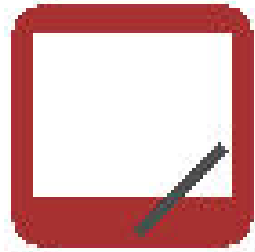


$$50 - 5 =$$

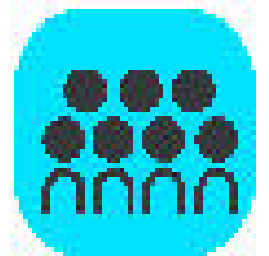


$$10 - 5 = 5$$

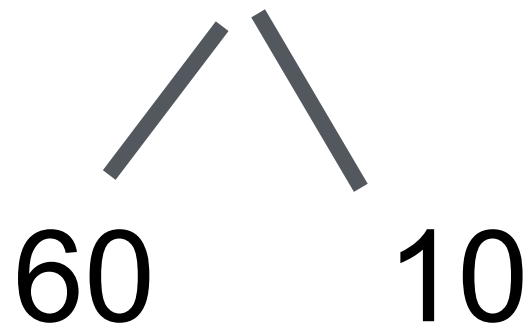
$$40 + 5 = 45$$



Take Out Ten

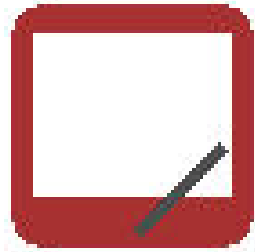


$$70 - 5 =$$

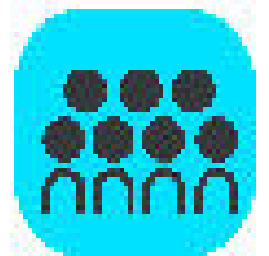


$$10 - 5 = 5$$

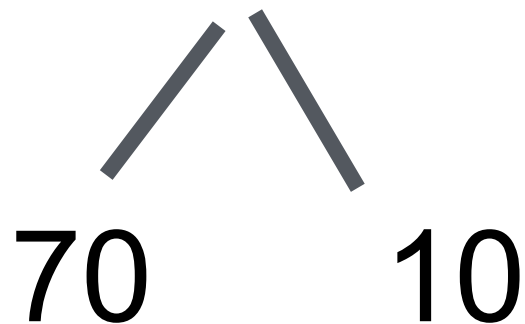
$$60 + 5 = 65$$



Take Out Ten

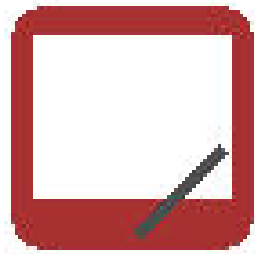


$$80 - 8 =$$

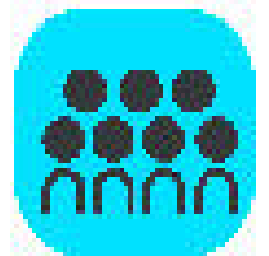


$$10 - 8 = 2$$

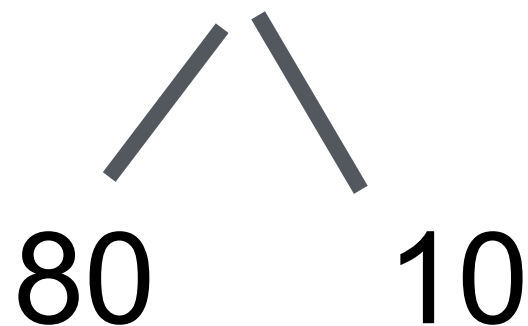
$$70 + 2 = 72$$



Take Out Ten

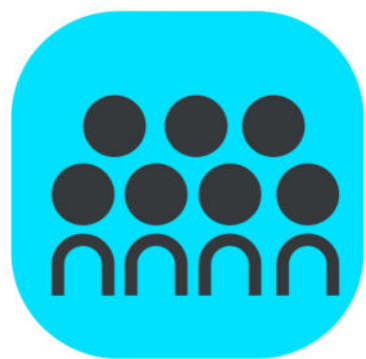


$$90 - 8 =$$



$$10 - 8 = 2$$

$$80 + 2 = 82$$



Concept Development part 1



$$10 - 9 = 1$$



$$11 - 9 = 2$$

1

10

$$\begin{aligned} 10 - 9 &= 1 \\ 1 + 1 &= 2 \end{aligned}$$



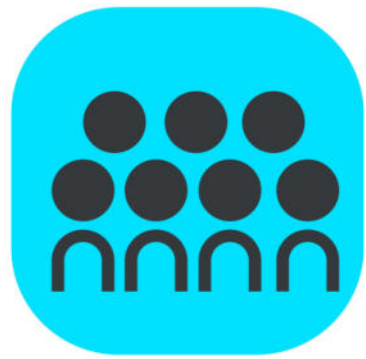
$$12 - 9 = 3$$

2

10

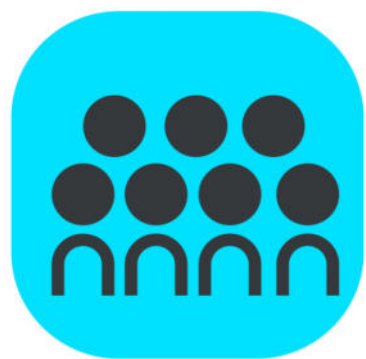
$$\begin{aligned} 10 - 9 &= 1 \\ 1 + 2 &= 3 \end{aligned}$$





Concept Development part 1

Explain to your partner how $10 - 9$ helps
us solve $30 - 9$



Concept Development part 2

$$\begin{array}{cc} & 12-9= \\ & \swarrow \quad \searrow \\ 2 & \quad \quad 10 \end{array}$$

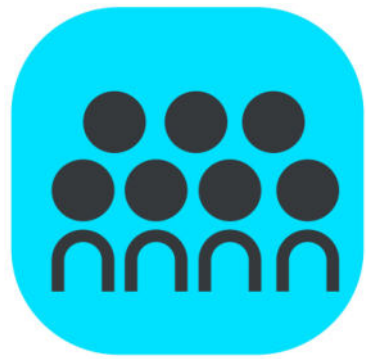
What is the first step to solve?
Give me the number sentence to take from 10?

$$10-9=1$$

What is the next step?

We add the parts that are left!

$$1+2=3$$



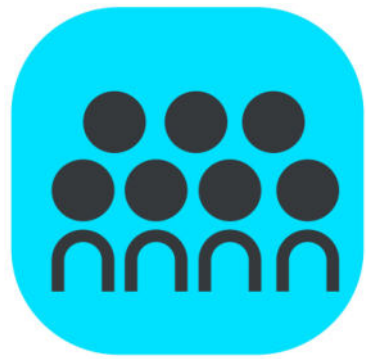
Concept Development part 2

We can do this another way! Show me 12 fingers.



10 fingers..... 2 pretend fingers

Since we have only have 10 fingers, put 2 pretend fingers in your mind.



Concept Development part 2

Let's subtract 12-9.

Take 9 from your real fingers all at one.



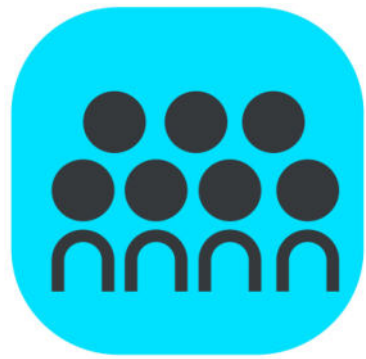
1 finger..... 2 pretend fingers

How many fingers are left? Don't forget
your pretend fingers!

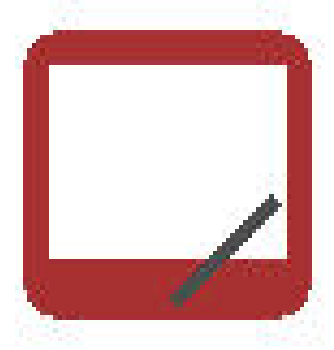
We are solving 12-9, not 10-9.

So what is 12-9? Say the complete number sentence.

$$12-9=3$$



Concept Development part 2



Let's try some more on our whiteboards!

12-8

11-5

13-6

11-7



Application Problem

Ricardo gave 5 tacos to his sister. He started with 13.
How many tacos does Ricardo have left?

000000 000
~~000000~~

$$13 - 5 = \boxed{8}$$

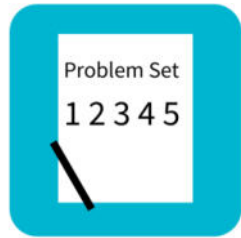
Ricardo has
8 tacos left.

13 tacos

5	?
gave to sister	left

$$\begin{array}{r} 13 - 5 = \underline{\quad 8 \quad} \\ \begin{array}{r} 3 \quad 10 \end{array} \end{array}$$
$$\begin{array}{l} 10 - 5 = 5 \\ 3 + 5 = 8 \end{array}$$

Ricardo has 8 tacos left.



Problem Set

A STORY OF UNITS

Lesson 7 Problem Set

2•1

Name _____

Date _____

1. Solve.

a. $\begin{array}{r} 11 - 9 = \underline{\quad} \\ \wedge \\ 1 \quad 10 \end{array}$	b. $12 - 9 = \underline{\quad}$	c. $13 - 9 = \underline{\quad}$
d. $11 - 8 = \underline{\quad}$	e. $12 - 8 = \underline{\quad}$	f. $13 - 8 = \underline{\quad}$



Debrief

- Look at problem 1. What patterns do you see?
- Look at problem 2(a). How does knowing your partners of 10 help you solve both $14-8$ and $14+8$?
- What do you have to know to be able to use the take from ten strategy?
- Can you remember the math goal of today's lesson?
What would be a good name for this lesson?



Exit Ticket

A STORY OF UNITS

Lesson 7 Exit Ticket

2•1

Name _____

Date _____

Solve.

1.

$$15 - 7 = \underline{\quad}$$

2.

$$14 - 6 = \underline{\quad}$$