Eureka Math

Kindergarten
Module 4
Lesson 20

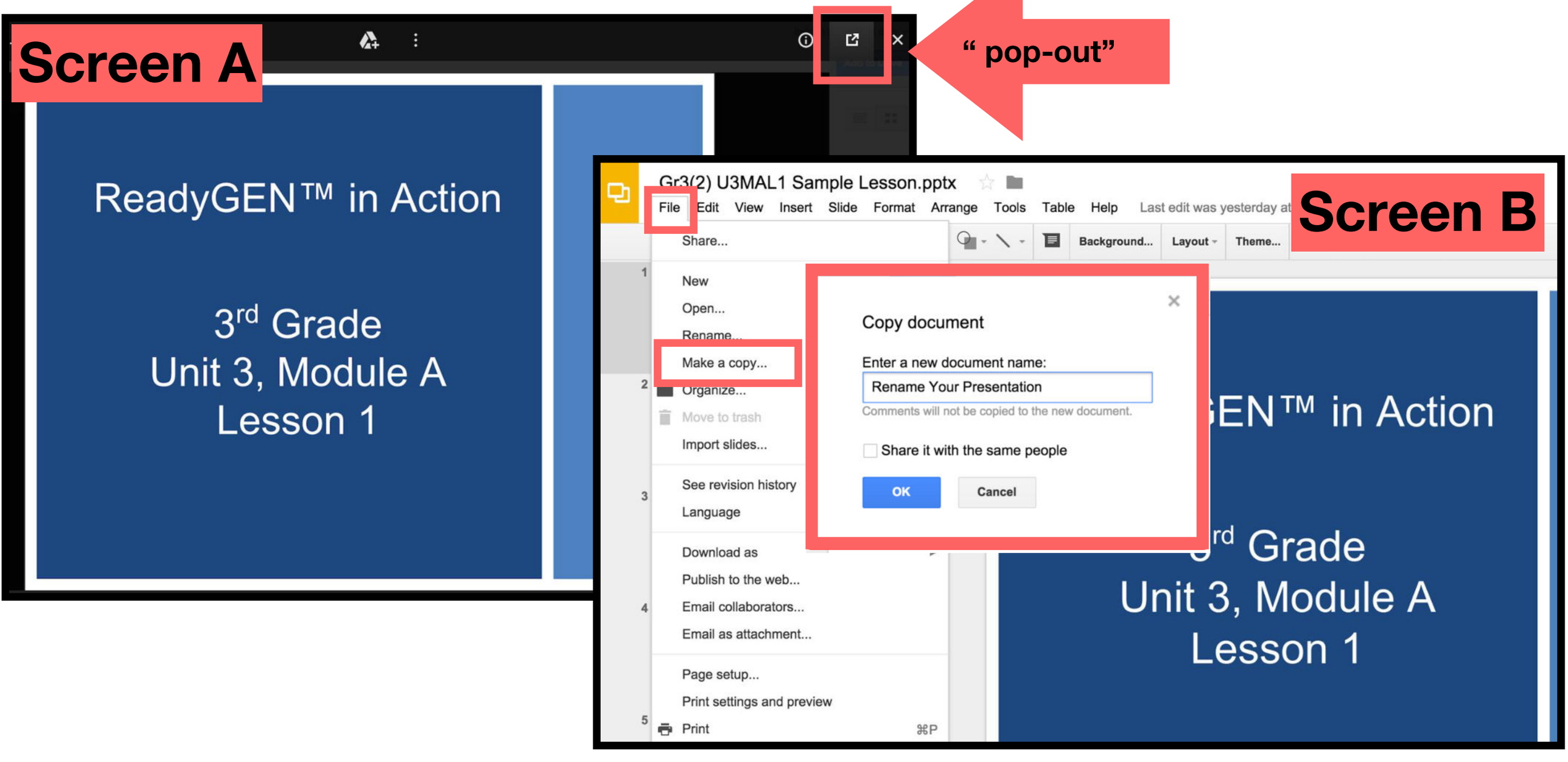
At the request of elementary teachers, a team of Bethel & Sumner educators met as a committee to create Eureka slideshow presentations. These presentations are not meant as a script, nor are they required to be used. Please customize as needed. Thank you to the many educators who contributed to this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

Directions for customizing presentations are available on the next slide.

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

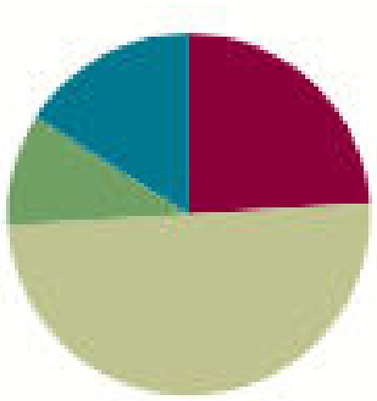
Small Group Time

Lesson 20

Objective: Solve *take from with result unknown* expressions and equations using the minus sign with no unknown.

Suggested Lesson Structure

Fluency Practice	(12 minutes)
Application Problem	(5 minutes)
Concept Development	(25 minutes)
Student Debrief	(8 minutes)
Total Time	**(50 minutes)**



Materials Needed

Teacher

Materials Needed

Students

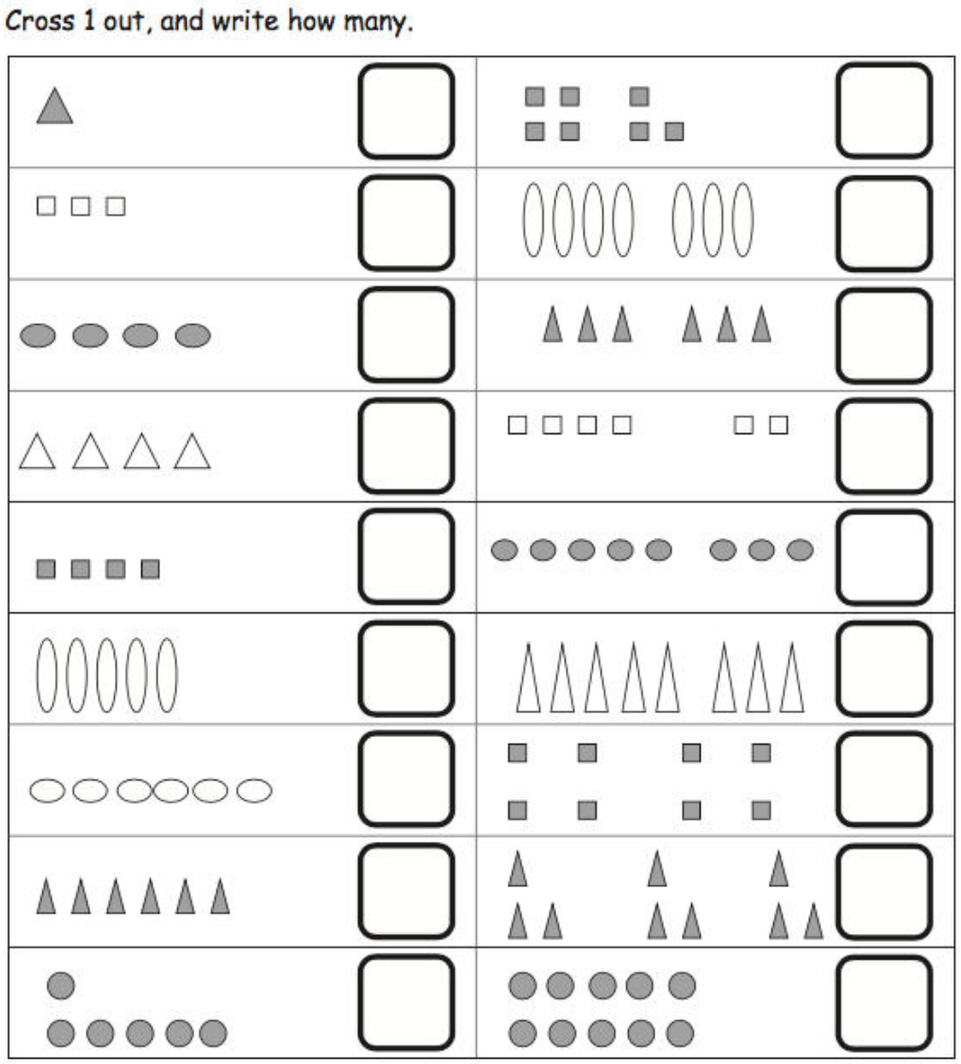
- Sprint
- Paper and pencil or personal white board
- Linking cubes (5 each)

Solve take from with result unknown expressions and equations using the minus sign with no unknown.

Fluency Practice (12 minutes)

Sprint: Cross 1 Out and Write How Many (12 minutes)

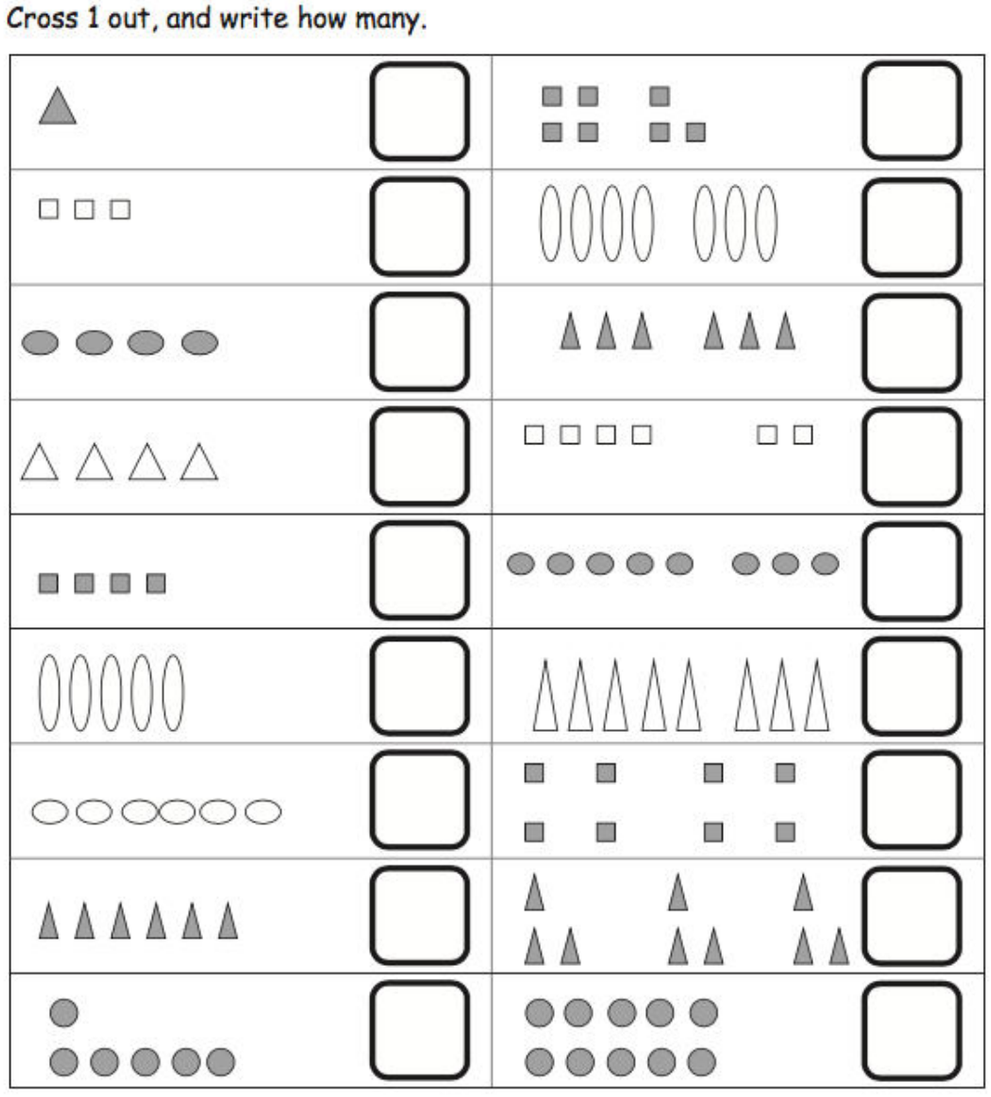
It's time for a Sprint!



Fluency Practice (12 minutes)

Sprint: Cross 1 Out and Write How Many (12 minutes)

Take out your pencil and one crayon—any color. For this Sprint, you are going to cross 1 out and write how many.



Application Problem (5 minutes)

Draw the 5 monkeys from yesterday's song on your paper. Decide how many monkeys were sensible and stayed on the bed, and cross off the monkeys who fell off and bumped their heads.

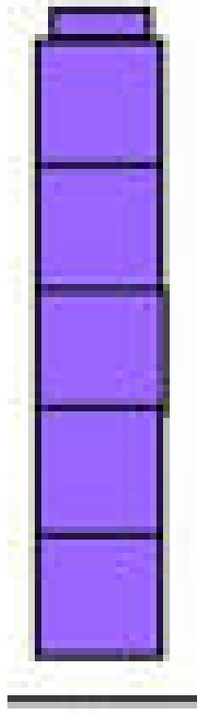
Application Problem (5 minutes)

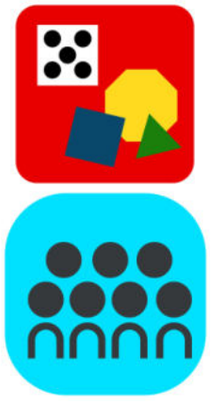
With your math words, think about how you would tell the story. How many did you start with? How many did you take away? How many were left?

Share your picture with your partner, and use your math words to tell your story. Did your partner do it the same way? How are your number stories different?

Concept Development
25 min

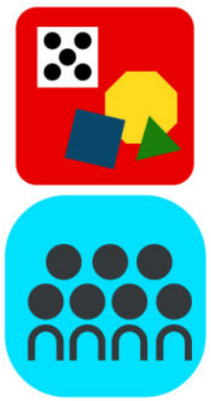
Place your linking cubes on the table in front of you. Count them. How many do you have?





Concept Development
25 min

Put 3 linking cubes in your hand, and take them away. How many are left on the table?



Concept Development
25 min

Yes, 5 take away 3 is 2. There is a special Math Way to write what we just did. We had 5 cubes.

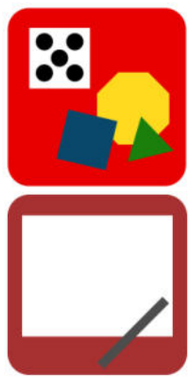
Concept Development

25 min

I will write the number 5 to show all of the cubes together. 5

There is a special sign we can use when we want to show that we are removing some cubes. It looks like this:

How many did we take away?



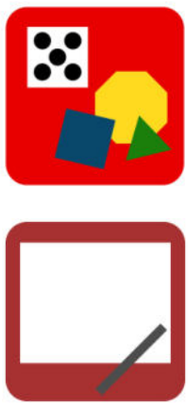
Concept Development
25 min

I write the 3 here. You know the next part already! Our sign for is the same as or equals.

5 - 3 = 2

How many were left on the table?

Read with me: 5 take away 3 equals 2.

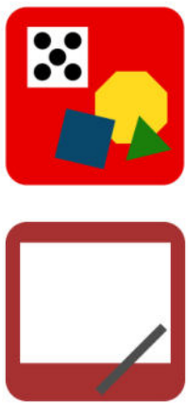


Concept Development
25 min

Let’s do another one. This time, let’s make a picture on our boards about the cubes. Draw your 5 cubes. Now we want to take away 4. How should we show that we are taking them away?

Concept Development
25 min

Cross out 4 cubes. How many cubes do you have left?

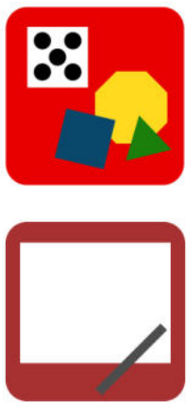


Concept Development
25 min

Let’s write the number sentence together. I will write it on the class board while you write it on your personal white board.

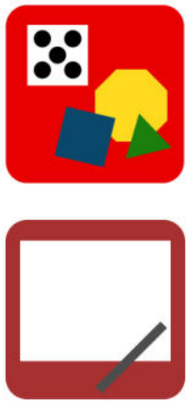
5 cubes take away 4 cubes is 1 cube.

5 – 4 = 1. Read it with me.



Concept Development
25 min

Erase your board. I have a story for you! 5 students were playing on the slide. Draw a circle for each student on your board. 2 of the students left to go to the swings. In your drawing, cross out the students who went to the swings. How many students were left at the slide?



Concept Development

25 min

Help me write the number sentence, and write it on your board, too. How many students were there at first?

5 minus...? How many students went to the swings?

5 – 2 equals...?

Let’s read it all together: 5 – 2 = 3

Concept Development
25 min

On your board, draw pictures to make up a take away story of your own. Share your picture with your friend. Can you write the number sentence that tells your story? (Allow time for writing and discussion.)

Who would like to share their story and picture with the class?

Concept Development

26 min

Problem set - 10 min

Name _____ Date _____

Draw a line from the picture to the number sentence it matches.

3 - 1 = 2

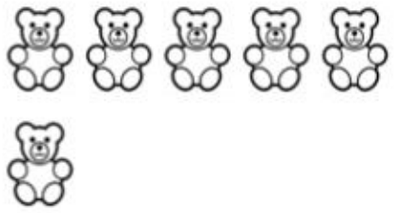
5 - 4 = 1

4 - 2 = 2

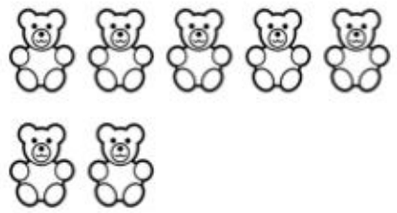
5 - 1 = 4

Pick 1 mouse picture, and tell a story to your partner. See if your partner can pick the picture you told the story about.

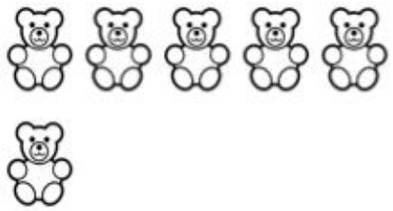
Cross out the bears to match the number sentences.



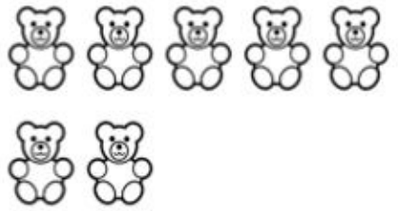
6 - 1 = 5



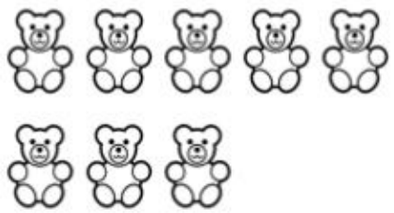
7 - 2 = 5



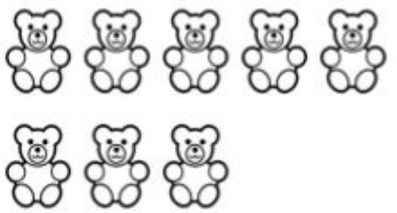
6 - 4 = 2



7 - 3 = 4



8 - 1 = 7



8 - 2 = 6

Debrief
8 min.

Lesson Objective:

Solve take from with result unknown expressions and equations using the minus sign with no unknown.

Debrief

- Look at the mice. What numbers did you use in the number sentence to find the matching mice?
- Look at the 4 mice. How many have an X? Tell your neighbor what number in the matching number sentence would have an X on it.
- Look at the bears you crossed out. Compare with your partner’s. Did you cross out the same bears as your partner? Does it make a difference which bears you cross out?

Debrief

- When we write a number sentence about taking away, what number do we write first?
- If we want to show that a number is being taken away, what symbol do we use? Draw it in the air with your finger.
- Which number do we write next?
- What number do we write after our symbol for is?