

Eureka Math

Kindergarten Module 4 Lesson 21

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.

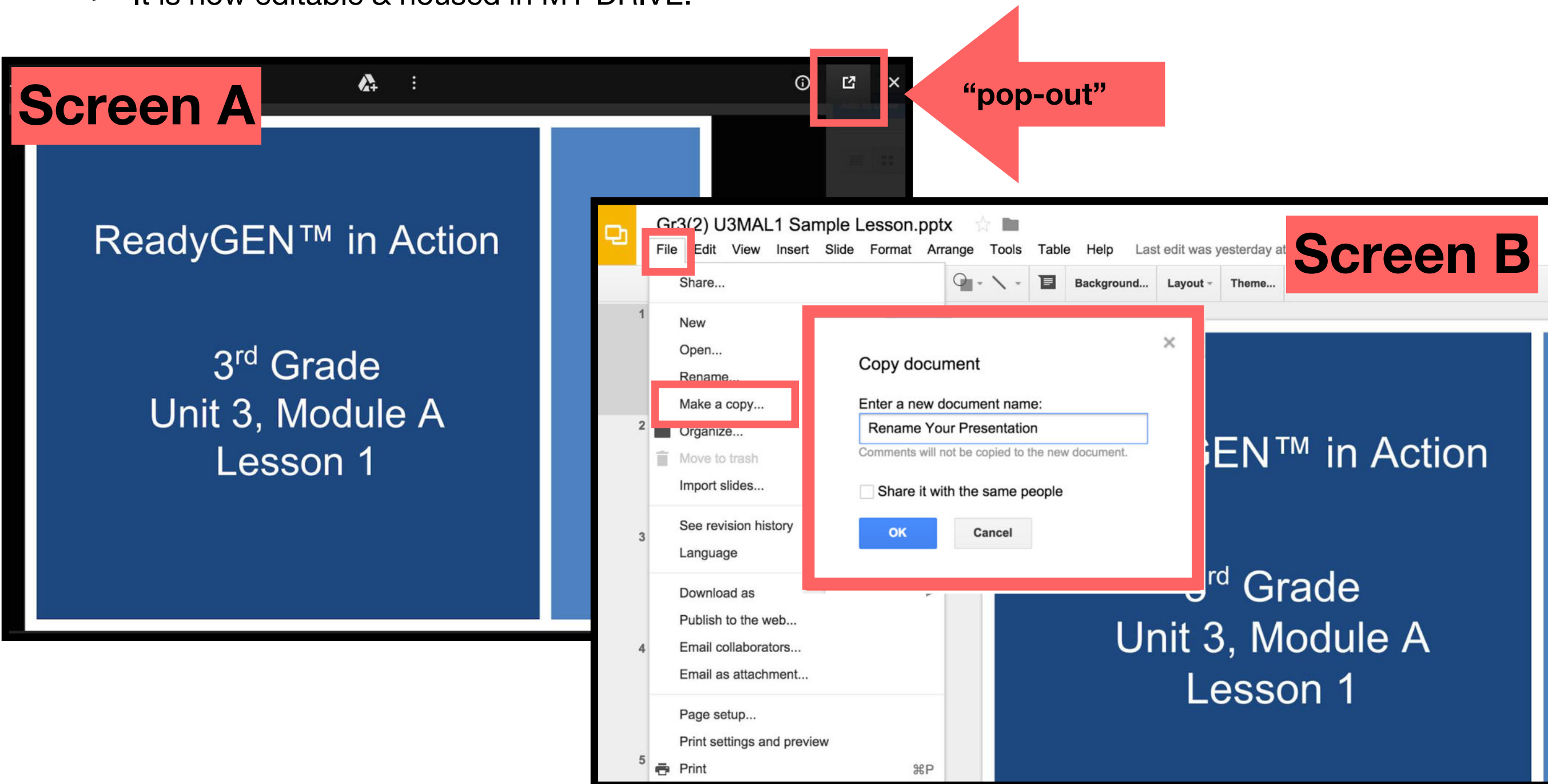


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Customize this Slideshow

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



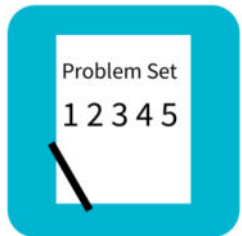
Read, Draw, Write



Learning Target



Personal White Board



Problem Set



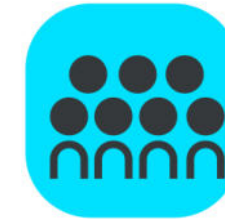
Manipulatives Needed



Fluency



Think Pair Share



Whole Class



Individual



Partner



Small Group



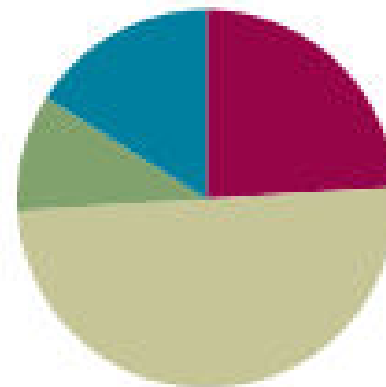
Small Group Time

Lesson 21

Objective: Represent subtraction story problems using objects, drawings, expressions, and equations.

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



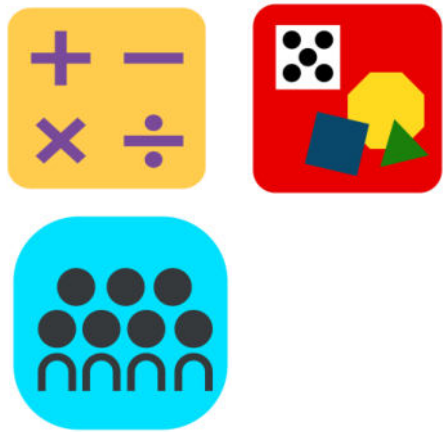
Materials Needed

Students

- Personal white board
- Linking Cubes



I can show subtraction story problems using objects, drawings, expressions, and equations.



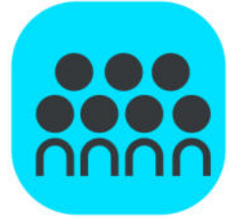
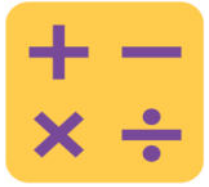
Fluency

Take Away 1

3 minutes

Use your fingers to solve the problems I give you.

Hold up 3 fingers...take away 1.
How many are left?

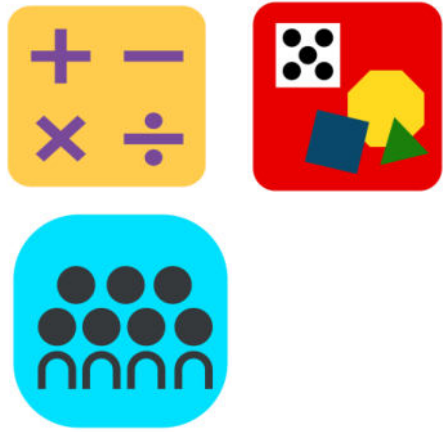


Fluency

Roll and Show 1 Less

4 minutes

1. Partner A rolls the die (or dice).
2. Both partners count the dots.
3. Partner B takes away 1 and shows that many fingers the Math Way and says, “4 take away 1 is 3.”
4. Partner A verifies that the number is 1 less. 5. Switch roles and play again.



Fluency

Hide and See

5 minutes

T: Show me 2 cubes.

T: Hide 1 behind your back. How many can you see?

T: Put them back together. How many cubes do you have?

T: Say the number sentence with me. 2 take away 1 is 1.



Application Problem

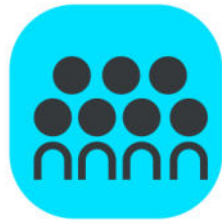
5 min

5 little green frogs were sitting on the side of the pond.
Draw the frogs.

It was so hot that 2 of the froggies decided to go for a swim! Cross out the frogs in your picture to show the ones who hopped into the pond.

How many frogs were still by the side of the pond?

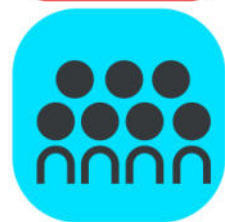
Talk to your partner about the story. How can you write about your story in a number sentence?



Concept Development

25 min

Listen to this story...5 frogs are sitting by the edge of a pond. Use your cubes and pretend they are the frogs. 2 of the frogs jumped into the pond for a swim. How many frogs are left?



Concept Development

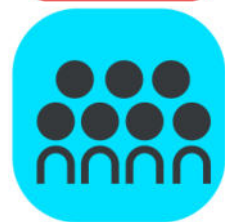
25 min

Let's write that as a number sentence...

How many frogs did I start with?

How many do I take away?

How many are left?

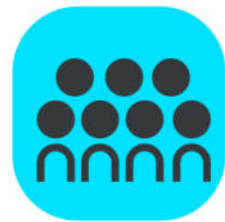


Concept Development

25 min

Time to draw...

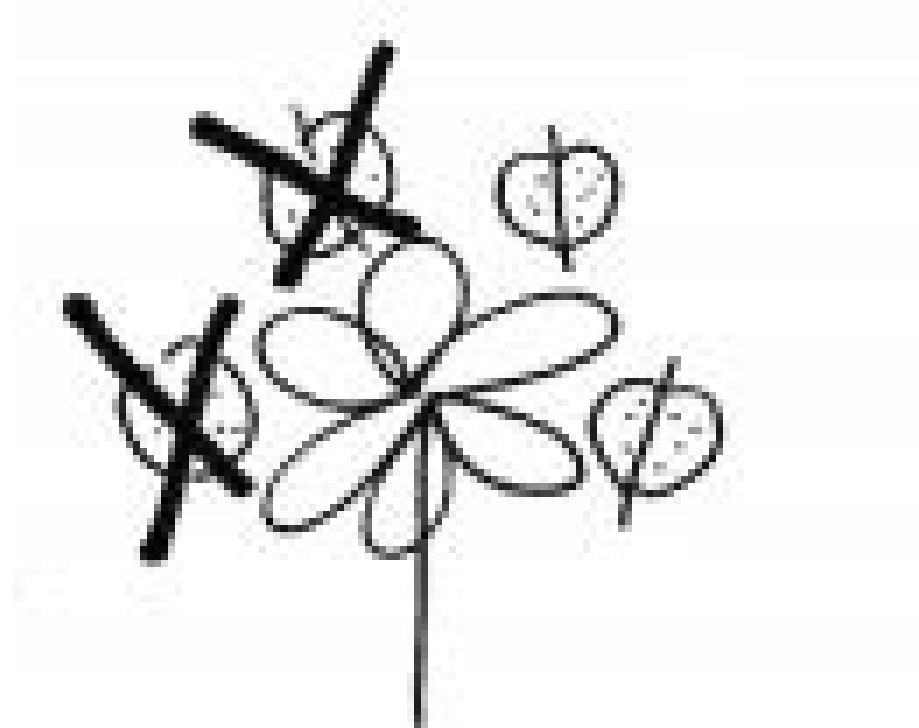
There were 4 butterflies on a flower. 2 of the butterflies left to go to another flower. How many butterflies were left? Draw the 4 butterflies. How should we show that 2 butterflies went away?

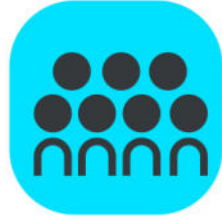


Concept Development

25 min

Time to draw...

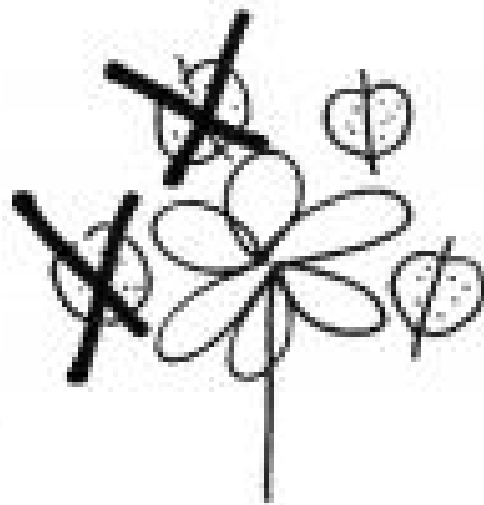




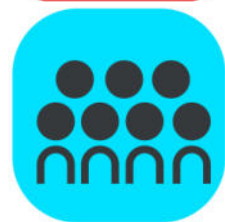
Concept Development

25 min

What number sentence would tell about the butterflies who flew away?



$$4 - 2 = 2$$



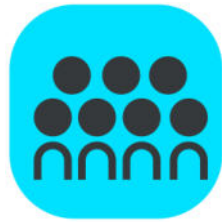
Concept Development

25 min

5 children were playing in the park. 1 child had to go home for dinner. How many children were still playing in the park?

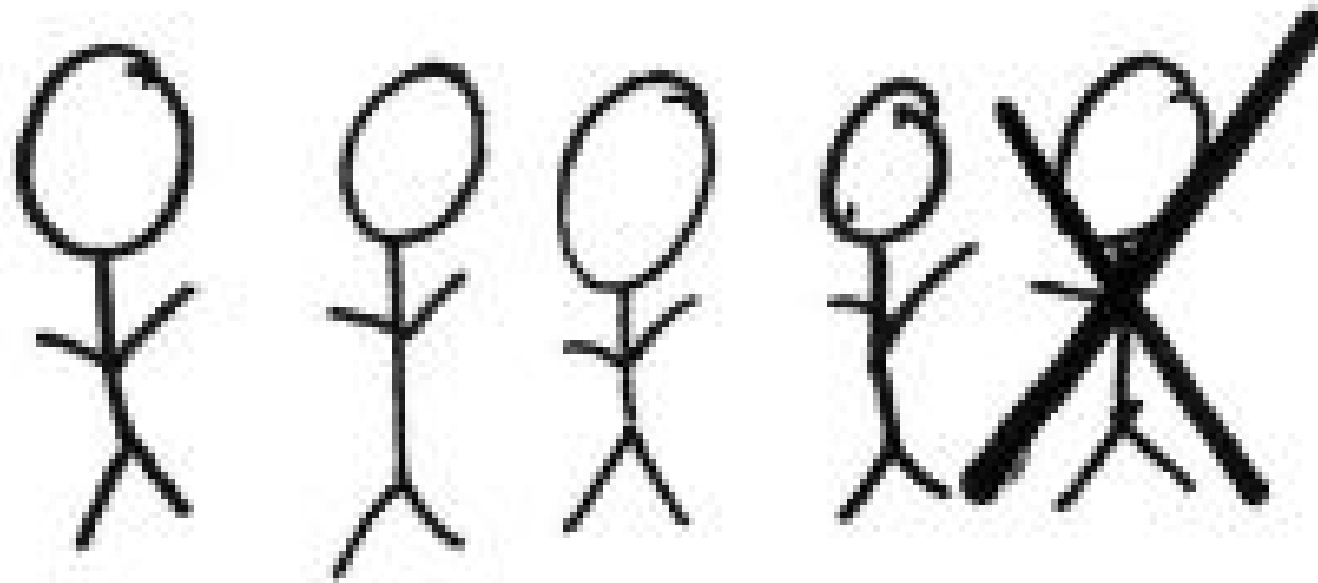
This time, I want you to draw the children and show what happened on your own. Write the number sentence.

Talk to your partner about your picture and your number sentence.

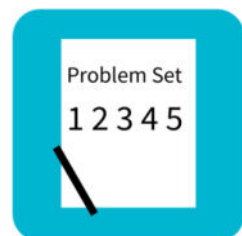


Concept Development

25 min



$$5 - 1 = 4$$



Problem Set-10 min

A STORY OF UNITS

Lesson 21 Problem Set

K•4

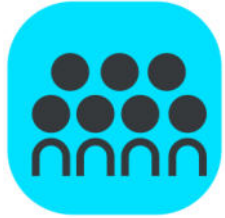
Name _____

Date _____

Tyler bought a cone with 4 scoops. He ate 1 scoop. Cross out 1 scoop.
How many scoops were left?



$$4 - 1 = \boxed{}$$



Debrief

- How did you know which number to write first in your number sentences today?
- How did you know what to write next?
- How did you find the last number in your number sentence?
- How did your pictures help you to write your number sentences?
- Were there different ways to write the number sentences about your stories?