Eureka Math

Kindergarten
Module 4
Lesson 33

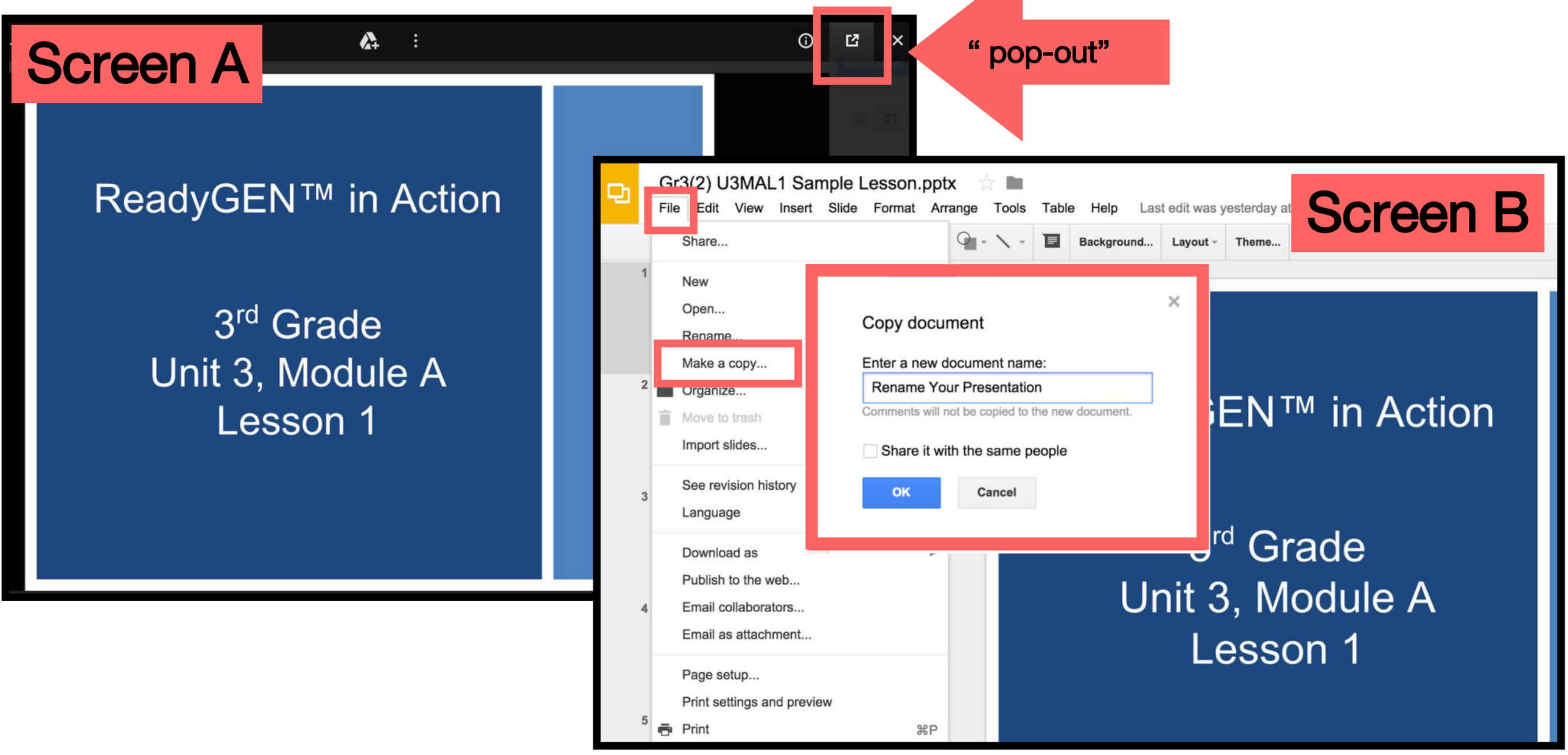
At the request of elementary teachers, a team of Bethel & Sumner educators met as a committee to create Eureka slideshow presentations. These presentations are not meant as a script, nor are they required to be used. Please customize as needed. Thank you to the many educators who contributed to this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

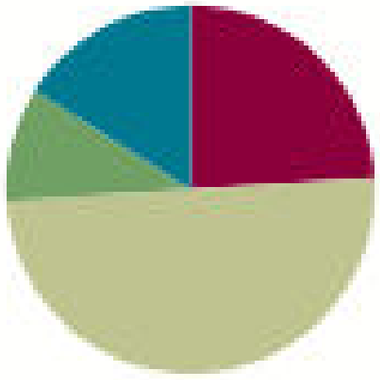
Small Group Time

Lesson 33

Objective: Solve *take from* equations with no unknown using numbers to 10.

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

- Large 5-group cards (Lesson 12 Fluency Template 2)
- 9 linking cubes
- 1 construction paper “picnic blanket” (per pair)
- Paper
- 9 teddy bears or other counters
- 10 linking cubes
- subtraction equation (Template)
- personal white board

Materials Needed

Students

- Core Fluency Practice Sets (Lesson 29 Core Fluency Practice Sets)

Solve take from equations with no unknown using numbers to 10.

Fluency Practice (12 minutes)

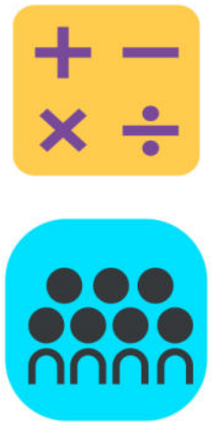
Core Fluency Differentiated Practice Sets (5 minutes)

Number Correct: ☐

Name _____ Date _____

Write the missing number.

1.	2 + 1 = ☐	11.	☐ = 3 + 2
2.	1 + 1 = ☐	12.	1 + 3 = ☐
3.	1 + 4 = ☐	13.	☐ = 2 + 2
4.	3 + 1 = ☐	14.	☐ = 1 + 2
5.	2 + 2 = ☐	15.	1 + 4 = ☐
6.	2 + 3 = ☐	16.	☐ = 2 + 3
7.	1 + 2 = ☐	17.	☐ = 5 + 1
8.	4 + 1 = ☐	18.	5 + 2 = ☐
9.	3 + 2 = ☐	19.	1 + 0 = ☐
10.	1 + 3 = ☐	20.	5 + 0 = ☐



Fluency Practice (12 minutes)

1, 2, 3, Sit on 10, 20, and 30 (4 minutes)

Continue to on rote counting to 30,

Fluency Practice (12 minutes)

Hide 1 (3 minutes)

(Show the 3 dot card.) Raise your hand when you know how many dots. (Wait for all hands to go up, and then give the signal.)

Ready?

Fluency Practice (12 minutes)

Hide 1 (3 minutes)

Now, hide 1. You can use your hand to hide 1 of the dots from your eyes, or you can just see it in your mind.

Now how many dots are left?

Fluency Practice (12 minutes)

Hide 1 (3 minutes)

(Show the 4 dot card.) Raise your hand when you know how many dots. (Wait for all hands to go up, and then give the signal.)

Ready?

Fluency Practice (12 minutes)

Hide 1 (3 minutes)

Hide 1. (Wait.) How many dots are left?

Continue with the following suggested sequence: 5, 1, 6, 7, 8, 9, and 10.

Application Problem (5 minutes)

You are going to play a game with your partner. Partner A, pretend your linking cubes are ants and your paper is a picnic blanket. Count your ants, and put them all on the picnic blanket.

Now, pretend some of the ants crawled off the blanket. Slide some of your ants off the blanket to show the ones that crawled away.

Application Problem (5 minutes)

Partner B, your job is to make a number bond showing the

9 ants that were on the blanket, the ones that stayed, and the ones that crawled away. Partner A, check the number bond to see if you agree. Now it is Partner B’s turn to show some ants leaving the blanket!

Concept Development
25 min

Problem 1:

___ – ____ = ____

Let’s pretend you have a family of 9 bears. Put 9 bears in front of you. One bear is hungry and wants to go to the honey tree!

Concept Development
25 min

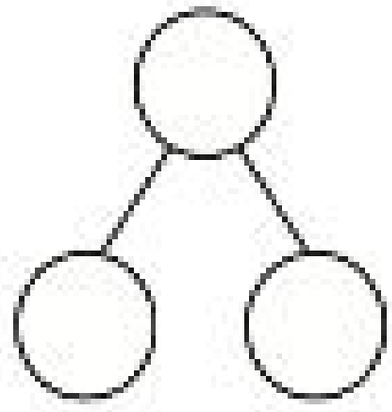
Problem 1:

___ ____ – ____

Take 1 bear, and scoot him across your desk to show his adventure. 8 are left.

Concept Development
25 min

Help me make a number bond about the story.



Now we want to make a number sentence about this story. Are we adding more bears in this story or taking some away?

Concept Development
25 min

Yes, we need to make a take away, or subtraction, number sentence. What number would we put in the first blank?

___ – ____ = ____

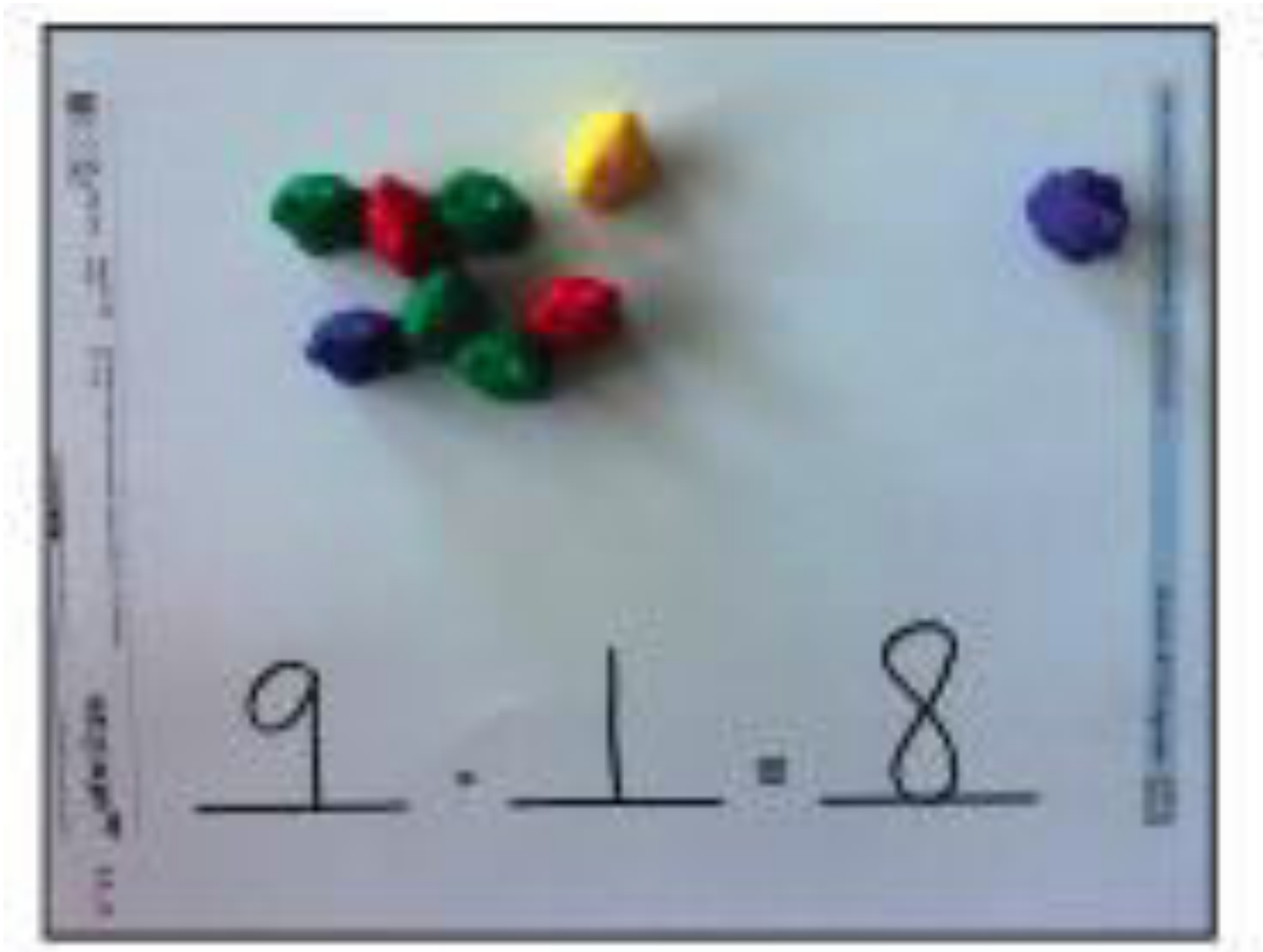
What goes in the next blank?

What should we put in the blank after the equal sign?

Concept Development

25 min

Great! Let’s write our number sentence. Fill in the blanks on your personal white board, and read with me.



Concept Development
25 min

Send your bear back home. Let’s pretend 2 bears are hungry this time. Send them to the forest. We need to write a new number sentence. What would we write this time?

Concept Development
25 min

Read the number sentence with me.

$$9 - 2 = 7$$

Concept Development
25 min

Problem 2

Put your bears away, and take out your linking cubes. How many do you have?

Concept Development
25 min

Let’s pretend your linking cubes are little cars. You have 10 cars. 9 of them drove away. 1 is left.

Concept Development
25 min

Slide 9 of your cars to the other side of the desk to show the ones that drove away.

How would we write a number sentence about this story? Please help me fill in the blanks.

___ – ____ = ____

Concept Development
25 min

Great! Write the number sentence on your board, too! Read it with me.

$10 - 9 = 1$

Concept Development
25 min

Put your 10 cars back together. This time, use your cubes to show that 8 cars drove away. How many are left?

Concept Development
25 min

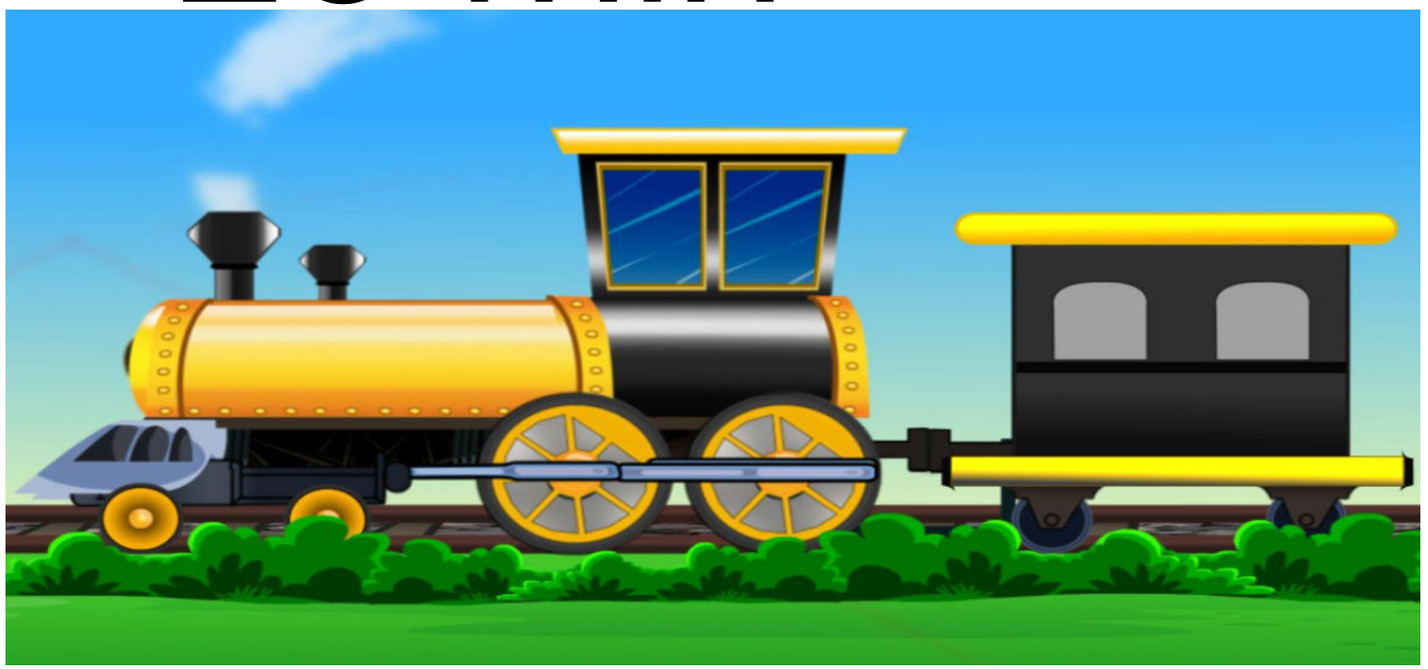
Let’s all fill in the blanks for our new number sentence. Read with me.

10 – 8 = 2

Concept Development

25 min

Problem 3



Now, pretend your 10 linking cubes are trains in the station. Some of them drive away. With your partner, act out this story several times. Each time, write the new number sentence on your personal white board, and whisper-read it together.

Concept Development

26 min

Problem set - 10 min

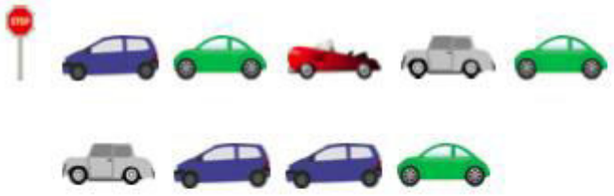
Name _____ Date _____

Fill in the number sentence to match the story.

There were 7 trains. 2 trains rolled away. Now there are 5 trains.

____ − ____ = ____

There were 9 cars at the stop sign. 7 drove away. There are 2 cars left.



____ − ____ = ____

There were 10 people. 6 people got on the bus. Now there are 4 people.

____ − ____ = ____

Draw the story. Fill in the number sentence to match.

The bus had 10 people. 5 people got off. Now there are 5 people left.

____ − ____ = ____

There were 9 planes in the sky. 3 planes landed. Now there are 6 planes in the sky.

____ − ____ = ____

Debrief
8 min.

Lesson Objective:

Solve take from equations with no unknown using numbers to 10

Debrief

- Look at the first problem about the trains. How did you know how many trains were left? What do the 7 trains show? What do the 2 trains show? The 5?
- Look at the last problem about the planes. Compare your drawing with your partner's. How are they alike? How are they different? Did you use the same strategy to find out how many planes are still in the air?
- How did you know where to put each number in your number sentences?

Debrief

- How are subtraction number sentences different from addition sentences? Are there any ways in which they are similar? (Note: Using a number bond at this point in the Student Debrief can help students gently begin to see the relationships between addition and subtraction.)
- Look at the number bond you created for the ants during the Application Problem. Work with your partner to write a subtraction sentence to match.