Eureka Math

Kindergarten
Module 4
Lesson 34

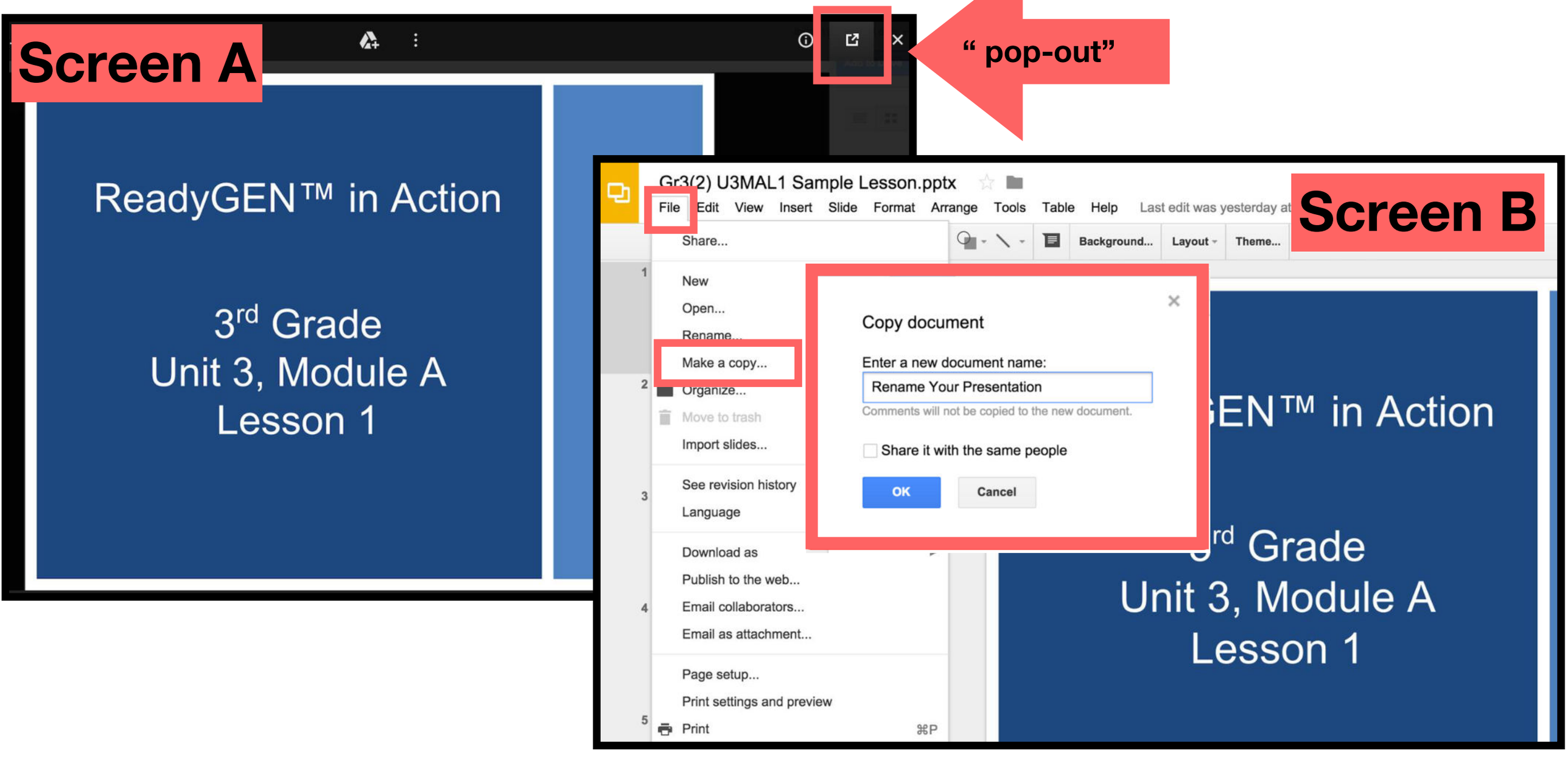
At the request of elementary teachers, a team of Bethel & Sumner educators met as a committee to create Eureka slideshow presentations. These presentations are not meant as a script, nor are they required to be used. Please customize as needed. Thank you to the many educators who contributed to this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

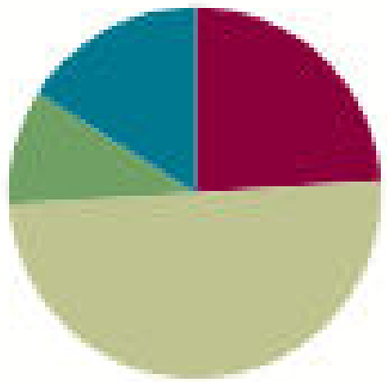
Small Group Time

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)

Materials Needed

Students

- Personal white board
- 5-stick of linking cubes
- Linking cube 10-stick with a color change at the five
- 10 teddy bears or other counters
- paper bowl per pair

Represent subtraction story problems by breaking off, crossing out, and hiding a part.

Fluency Practice (12 minutes)

Hide 2 (3 minutes)

Raise your hand when you know how many dots are on the card. (Wait for all hands to go up, and then give the signal.) Ready?

Now, hide 2. You can use your hand to hide 2 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)

What Is Less? (4 minutes)

(Write 2 on the board.) Think of a number that is less than 2. Write it on your personal white board, and show me.

Write this subtraction sentence on your board: 2 minus 1.

Fluency Practice (12 minutes)

What Is Less? (4 minutes)

Write the answer, and show me.

Say the subtraction sentence.

Fluency Practice (12 minutes)

Snap (5 minutes)

1. Partner A shows Partner B her 5-stick and then puts it behind her back.

2. When Partner B says, “Snap!” Partner A quickly breaks her stick into two parts.

3. Partner A shows Partner B one part.

Fluency Practice (12 minutes)

Snap (5 minutes)

4. Partner B tries to figure out the hidden part.

5. Partner A shows the hidden part and checks Partner B’s guess.

6. Both partners say the subtraction sentence together (e.g., “5 take away 2 equals 3”).

Application Problem (5 minutes)

Tony had 8 checkers. His friend took 3 away. How many checkers did Tony have left?

Draw a picture of the story. Make a number bond and a number sentence about the story.

Show your work to your friend. Did you both do it the same way?

Concept Development
25 min

Problem 1:

Take out your linking cube stick. How many cubes do you have?

Break off 3 cubes from the end. Now how many do you have left?

Concept Development

25 min

Problem 2:

Put your linking cubes away. Listen to my story, and draw the picture on your personal white board.

Ellie had 9 grapes. Draw the grapes on your board.

She shared 4 grapes with a friend. How could we show that in your drawing?

Concept Development
25 min

Cross out the number of grapes that she shared. How many grapes does Ellie have left?

How would we make a subtraction sentence about what we did?

Concept Development
25 min

Write the number sentence on your personal white board. Whisper-read it to your partner.

Let’s tell the story in a different way. This time, Ellie had 10 grapes. She shared 8 grapes. How will your picture and your number sentence change? (Repeat several iterations of the story)

Concept Development
25 min

Problem 3

Get out your bears! Now it is time to work with your partner. How many bears do you have?

Concept Development
25 min

Let’s pretend 4 bears went to sleep in a cave. Hide 4 bears under the bowl to show the sleepy bears. How many bears do you have left?

Concept Development
25 min

Draw a number bond on your personal white board. Show the 10 bears you had and the 4 sleepy bears. How many bears were still awake? (6.) Finish the number bond, and write the number sentence. Let's read it together.

Concept Development
25 min

Great job! Let’s do some more of this work together. Take turns with your partner hiding some sleepy bears. Each time, write the number bond and the number sentence. Let’s see how many take away sentences we can make!

Concept Development
25 min

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

10 – 8 = 2

Concept Development

26 min

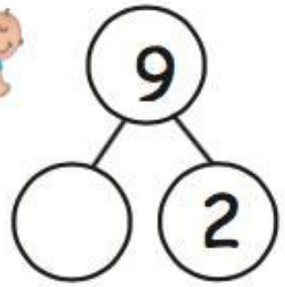
Problem set - 10 min

Name _____ Date _____

Fill in the number sentences and number bonds.

There are 9 babies playing. 2 crawl away. How many babies are left?

9 - 2 = ___

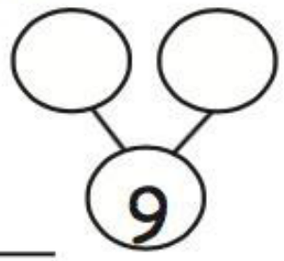


There are 10 babies playing. 1 crawls away. How many babies are left?

10 - ___ = ___

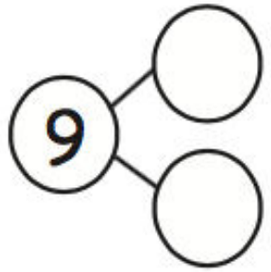
There are 9 babies playing. 6 crawl away. How many babies are left?

___ - ___ = ___



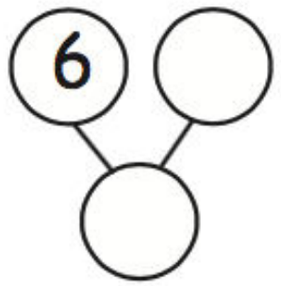
The squares below represent cube sticks.
Carlos had a 9-stick. He broke off 4 cubes to share with his friend.
How many cubes are left? Draw a line to show where he broke his stick.

___ - ___ = ___



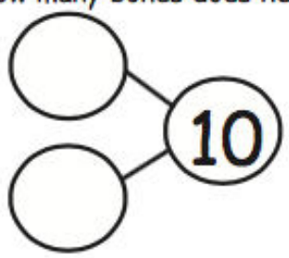
Sophie had 10 grapes. She ate 6 grapes. How many grapes are left?
Draw her grapes, and cross off the ones she ate.

___ - ___ = ___



Spot had 10 bones. He hid 8 bones in the ground. How many bones does he have now? Draw Spot's bones.

___ - ___ = ___



Debrief
8 min.

Lesson Objective:

Represent subtraction story problems by breaking off, crossing out, and hiding a part.

Debrief

- How did the pictures in your Problem Set help you to make your number bonds?
- How were the number bonds related to your subtraction sentences?
- How did you know where to put the different numbers in your take away sentences?
- How are the number sentences we wrote on the board similar? How are they different?

Debrief

- Think back to Tony's checkers in the Application Problem. What would it look like if we hid the checkers his friend took? What would it look like if we crossed off the ones his friend took? Is there a way that we could break off a part? (Breaking off a part could entail lining up all of the checkers and pulling 3 away from the rest, or students could represent the checkers using an 8-stick and break off 3.)