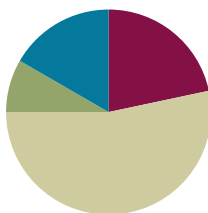


## Lesson 36

**Objective:** Relate subtraction from 10 to corresponding decompositions.

### Suggested Lesson Structure

■ Fluency Practice	(13 minutes)
■ Application Problem	(5 minutes)
■ Concept Development	(32 minutes)
■ Student Debrief	(10 minutes)
<b>Total Time</b>	<b>(60 minutes)</b>



### Fluency Practice (13 minutes)

- Counting the Say Ten Way **K.NBT.1** (2 minutes)
- 5-Group Flash **K.OA.5, 1.OA.6** (3 minutes)
- Number Bonds of Ten **K.OA.5, 1.OA.6** (8 minutes)

### Counting the Say Ten Way (2 minutes)

Note: Say Ten counting reinforces place value and prepares students to decompose teen numbers.

Count in the teens, alternating between saying numbers the regular way and the Say Ten way: 2 ten, 19, ten 8, 17, ten 6, 15, ten 4, 13, ten 2, 11, etc.

### 5-Group Flash (3 minutes)

Materials: (T) 5-group cards (Lesson 5 Template 1)

Note: This activity prepares students for Module 2, where they will learn how to make ten to facilitate adding (e.g.,  $9 + 4$  can be thought of as  $9 + 1 + 3$  or  $10 + 3$ ).

Take out the 7 dot 5-group card and ask students to compare and contrast it with the 7 dot ten-frame card.

Flash a 5-group card for two to three seconds, and instruct students to identify the number at a signal (or snap). Flash the cards a second time and ask for the partner to 10. Begin with numbers closest to 10 first, because it is easier to identify the partner to 10.

## Number Bonds of 10 (8 minutes)

Materials: (S) Numeral cards 1–10 (single-sided numerals from 5-group cards Lesson 5, Template 1), 10 two-sided beans or counters, a personal board with ten-frame (Fluency Template)

Note: This activity addresses the core fluency objective for Grade 1 of adding and subtracting within 10.

Assign students partners of equal ability. Students put numeral cards face down in front of them. One partner flips a card and adds counters to the ten-frame (e.g., a partner flips 9 and adds 9 red counters to the ten-frame). The other partner fills up the empty cells, using the other side of the counters (e.g., 1 white counter). The partners then work together to fill in a number bond and write two number sentences to match.



### NOTES ON MULTIPLE MEANS OF ENGAGEMENT:

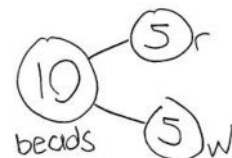
Provide challenging extensions for students who are ready by connecting partners to 10 with numbers up to 100. For example, some pairs could have double-digit numbers. Their goal would be to find the partner to make the next ten and complete a number bond (46, 4, 50).

## Application Problem (5 minutes)

MP.1

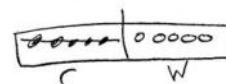
There are 10 beads on the floor. There is the same number of red beads as white beads. A student picks up the white beads. How many beads are still on the floor? Write a number bond, number sentence, and a statement to share your solution. Make a math drawing to show how you know.

Note: This problem enables students to apply their learning from the previous lesson, using doubles facts and 5-groups to solve subtraction. Additionally, the problem bridges to the current lesson, which will focus on decompositions of 10.



$$10 - 5 = 5$$

There are 5 beads on the floor.



## Concept Development (32 minutes)

Materials: (T) Number bracelet of 10 beads (5 red, 5 white) (from Lesson 8), white board or easel  
(S) Number bracelet, personal white boards

Before students come to the meeting area, slip 4 white beads off of the demonstration pipe cleaner and place them in a pocket, out of view of the students. Have students bring materials to the meeting area and sit in a semicircle.



### NOTES ON MULTIPLE MEANS OF ACTION AND EXPRESSIONS:

Partner share time provides a good opportunity to facilitate student analysis of work, allowing students to evaluate the process and analyze errors. Careful choice of partners is important when students are developing these skills.

MP.7

- T: Oh, no! My bracelet broke and is missing some of its beads. (Show the pipe cleaner to the class, holding it far enough away so that students cannot touch each bead to count.)
- T: How many beads are on my bracelet?
- S: 6 beads.
- T: Wait, how many beads do you have on your bracelet?
- S: 10.
- T: Use one movement of beads to find out how many fell off my bracelet.
- S: (Push 6 away in one movement from the set to find 4.) Four of your beads fell off.
- T: Write a number sentence and number bond to show what just happened to my bracelet.
- S: (Write  $10 - 4 = 6$ , and then write the corresponding number bond.)
- T: (Assign partners. Project 10 – 1.) Partner A, use your beads to show Partner B the answer to this problem. Write the number sentence and number bond on your board.
- S: (Partner A pushes 1 bead away from the set, writes  $10 - 1 = 9$ , and writes the number bond.)
- T: How many beads are left?
- S: 9 beads.
- T: (Project 10 – 9.) Partner B, use your beads to show Partner A the answer to this problem. Write the number sentence and number bond on your board.
- S: (Partner B pushes 9 beads away from the set, writes  $10 - 9 = 1$ , and writes the number bond.)
- T: Look at your stretched out bracelets. Talk with your partner: What's the same or different about them? (Circulate and listen.)
- S: (Discuss with a partner.) They're the same; mine is just facing the other way. → When I flip my bracelet over, it's exactly the same as my partner's.
- T: Look at your number bonds and equations. Talk with your partner: What's the same or different about them? (Circulate and listen.)
- S: (Discuss with a partner.) Our number bonds are the same. → Our number sentences use the same numbers and always start with 10 as the whole.
- T: (Project 10 – 7.) Partner A, use your beads to show Partner B the answer to this problem. Write the number sentence and number bond on your board.
- S: (Partner A pushes 7 beads away from the set, writes  $10 - 7 = 3$ , and writes the number bond.)
- T: Partner B, use your bracelet to show Partner A the other subtraction sentence, which matches your number bond. Write the number sentence.
- S: (Partner B pushes 3 beads away from the set and writes  $10 - 3 = 7$ .)

Repeat this process using  $10 - 6$ , starting with Partner B so that Partner A has a hand at coming up with the other subtraction equation. If it seems necessary, continue the process two more times, using  $10 - 8$  and  $10 - 3$ .



Guide students in a conversation to debrief the Problem Set and process the lesson.

Any combination of the questions below may be used to lead the discussion.

- How are 5-groups and our bracelets the same in appearance? What can they help us do? How are they different?
- Which Problem Set problem(s) are similar to the Application Problem? How do you know? How did you solve them similarly or differently?
- Look at Problem 4 and Problem 6. How could Problem 4 help you solve Problem 6? What's different about them?
- Why is there only one number sentence for Problem 5?
- Explain to your partner how you decided to solve Problem 7, Problem 8, Problem 9, and Problem 10. What helped you? How did you solve them differently or similarly?
- Can we visualize rather than holding our bracelets or 5-groups?

NYS COMMON CORE MATHEMATICS CURRICULUM Lesson 36 Problem Set 1•1

Subtract. Then write the related subtraction sentence.  
Make a math drawing if needed and complete a number bond for each.

7.  $10 - 8 = 2$   
 $10 - 2 = 8$

8.  $10 - 9 = 1$   
 $10 - 1 = 9$

9.  $10 - 3 = 7$   
 $10 - 7 = 3$

10.  $10 - 6 = 4$   
 $10 - 4 = 6$

11. Fill in the missing part. Write the 2 matching subtraction sentences.

a.  $10 - 9 = 1$   
 $10 - 1 = 9$

b.  $10 - 2 = 8$   
 $10 - 8 = 2$

c.  $10 - 3 = 7$   
 $10 - 7 = 3$

d.  $10 - 6 = 4$   
 $10 - 4 = 6$

e.  $10 - 5 = 5$

COMMON CORE Lesson 36: Date: 5/7/14 Relate subtraction from ten to corresponding decompositions. engage<sup>ny</sup> 1.1.4

### Exit Ticket (3 minutes)

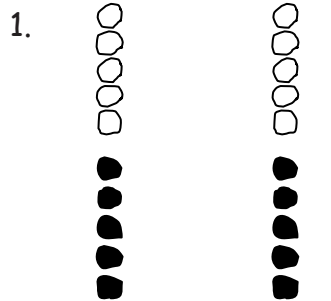
After the Student Debrief, instruct students to complete the Exit Ticket. A review of their work will help with assessing students' understanding of the concepts that were presented in today's lesson and planning more effectively for future lessons. The questions may be read aloud to the students.

Name \_\_\_\_\_

Date \_\_\_\_\_

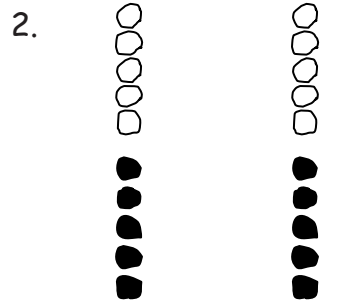
Solve the sets. Cross off on the 5-groups.

Use the first number sentence to help you solve the next.



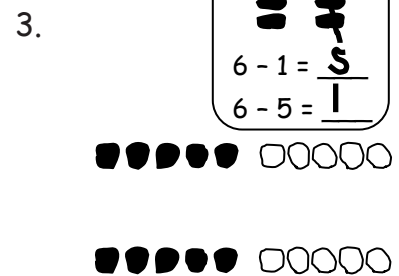
$$10 - 9 = \underline{\quad}$$

$$10 - 1 = \underline{\quad}$$



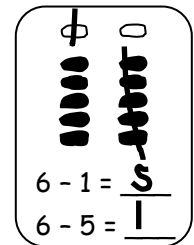
$$10 - 6 = \underline{\quad}$$

$$10 - 4 = \underline{\quad}$$



$$10 - 3 = \underline{\quad}$$

$$10 - 7 = \underline{\quad}$$



Make a math drawing and solve.

4.

$$10 - 4 = \underline{\quad}$$

$$10 - 6 = \underline{\quad}$$

5.

$$10 - 5 = \underline{\quad}$$

6.

$$10 - 8 = \underline{\quad}$$

$$10 - 2 = \underline{\quad}$$

Subtract. Then, write the related subtraction sentence.  
Make a math drawing if needed, and complete a number bond for each.



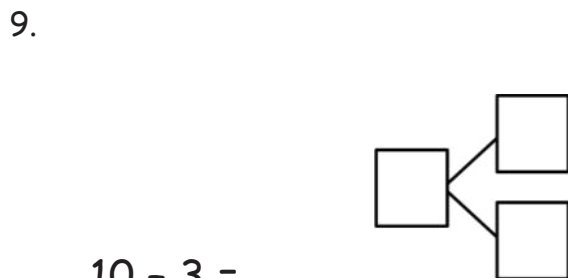
$$10 - 8 = \underline{\quad}$$

\_\_\_\_\_



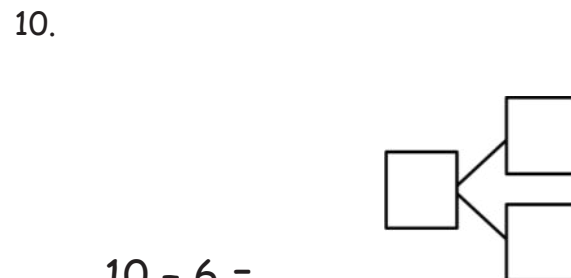
$$10 - 9 = \underline{\quad}$$

\_\_\_\_\_



$$10 - 3 = \underline{\quad}$$

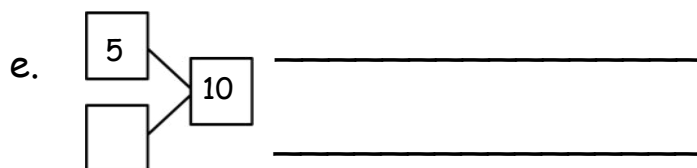
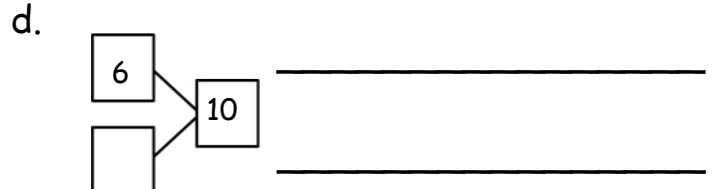
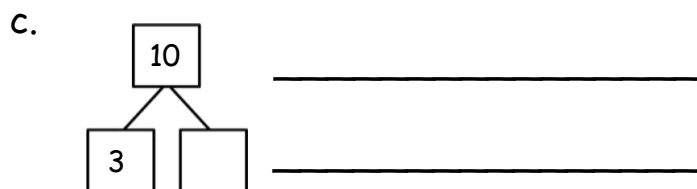
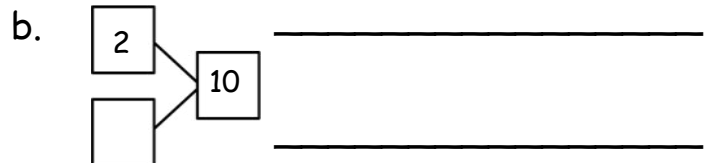
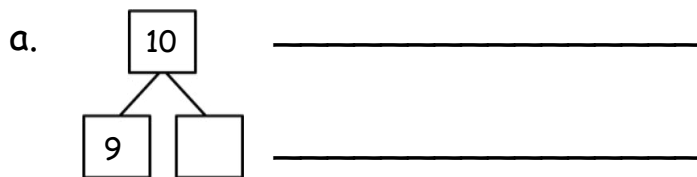
\_\_\_\_\_



$$10 - 6 = \underline{\quad}$$

\_\_\_\_\_

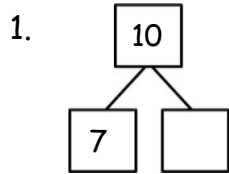
11. Fill in the missing part. Write the 2 matching subtraction sentences.



Name \_\_\_\_\_

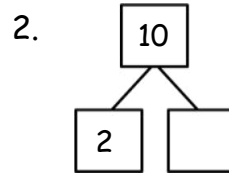
Date \_\_\_\_\_

Fill in the missing part. Draw a math picture if needed. Write the 2 matching subtraction sentences.



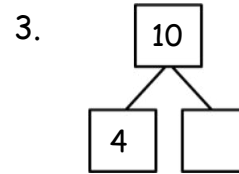
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Name \_\_\_\_\_

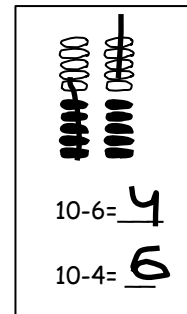
Date \_\_\_\_\_

Make a math drawing, and solve. Use the first number sentence to help you write a related number sentence that matches your picture.

1.

2.

3.



$$10 - 2 = \underline{\quad}$$

$$10 - 1 = \underline{\quad}$$

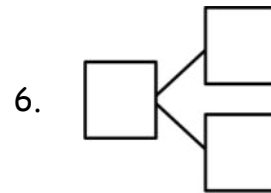
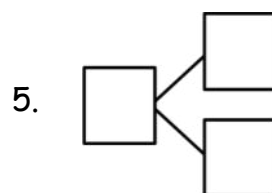
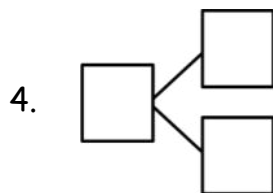
$$10 - 7 = \underline{\quad}$$

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

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

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

Subtract. Then, write the related subtraction sentence. Make a math drawing if needed, and complete a number bond for each.



$$10 - 2 = \underline{\quad}$$

$$10 - \underline{\quad} = 9$$

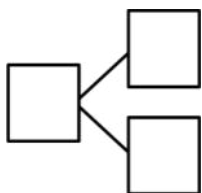
$$10 - \underline{\quad} = 6$$

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

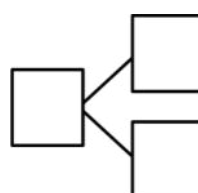
7.



$$10 - \underline{\quad} = 1$$

\_\_\_\_\_

8.

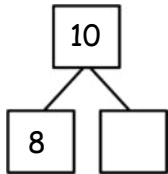


$$\underline{\quad} = 10 - 5$$

\_\_\_\_\_

9. Complete the number bond. Match the number bond to the related subtraction sentence. Write the other related subtraction number sentence.

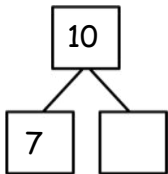
a.



$10 - 5 = \underline{\quad}$

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

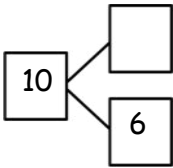
b.



$10 - 1 = \underline{\quad}$

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

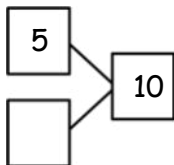
c.



$10 - 2 = \underline{\quad}$

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

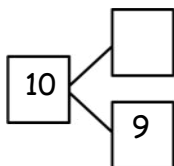
d.



$10 - 4 = \underline{\quad}$

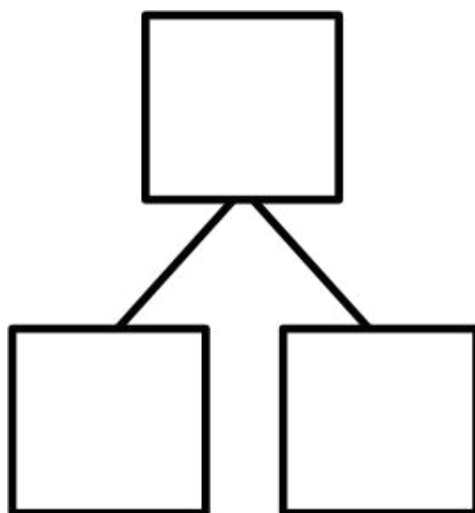
$\underline{\quad} - \underline{\quad} = \underline{\quad}$

e.



$10 - 3 = \underline{\quad}$

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

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ten-frame