

# Eureka Math

## 3rd Grade Module 2 Lesson 19

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.
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- The view now looks like Screen B.
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- Choose MAKE A COPY and rename your presentation.
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**Screen A**

ReadyGEN™ in Action

3<sup>rd</sup> Grade  
Unit 3, Module A  
Lesson 1

“pop-out”

**Screen B**

Gr3(2) U3MAL1 Sample Lesson.pptx

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ReadyGEN™ in Action

3<sup>rd</sup> Grade  
Unit 3, Module A  
Lesson 1

# Icons



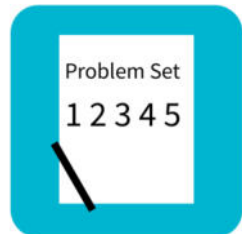
Read, Draw, Write



Learning Target



Personal White Board



Problem Set



Manipulatives Needed



Fluency



Think Pair Share



Whole Class



Individual



Partner



Small Group



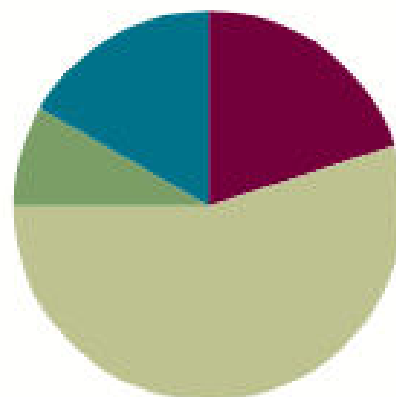
Small Group Time

## Lesson 19

**Objective:** Decompose twice to subtract measurements including three-digit minuends with zeros in the tens and ones places.

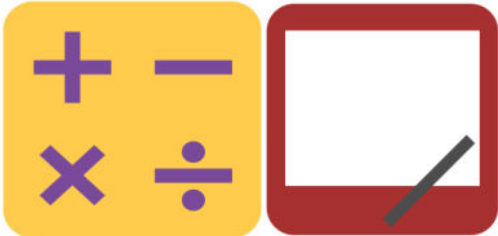
### Suggested Lesson Structure

■ Fluency Practice	(12 minutes)
■ Application Problem	(5 minutes)
■ Concept Development	(33 minutes)
■ Student Debrief	(10 minutes)
<b>Total Time</b>	<b>(60 minutes)</b>





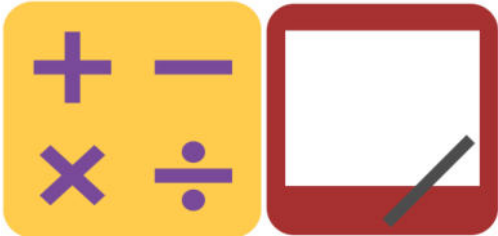
I can decompose twice to subtract measurements including three- digit minuends with zeros in the tens and ones places.



# Subtract Mentally

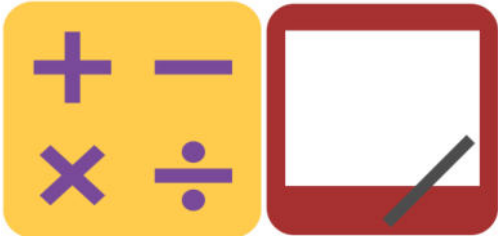
Write  $10 - 5 = \underline{\quad}$

Say the number sentence in units of one.



# Subtract Mentally

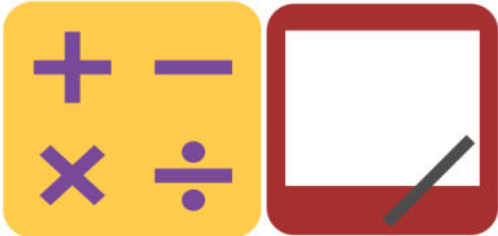
Write 12 tens – 5 ones = \_\_\_\_\_



# Subtract Mentally

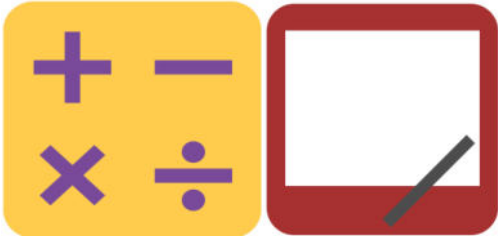
Write 42 tens – 5 ones = \_\_\_\_\_





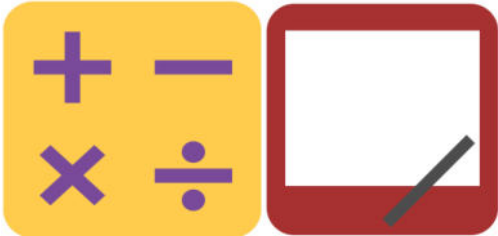
# Subtract Mentally

Write 10 tens – 5 ones = \_\_\_\_\_



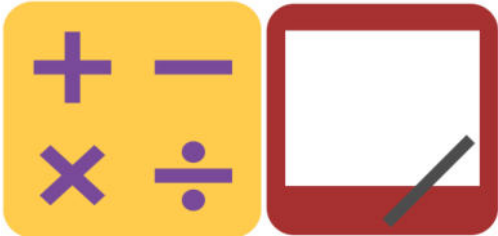
# Subtract Mentally

Write 12 tens – 5 ones = \_\_\_\_\_



# Subtract Mentally

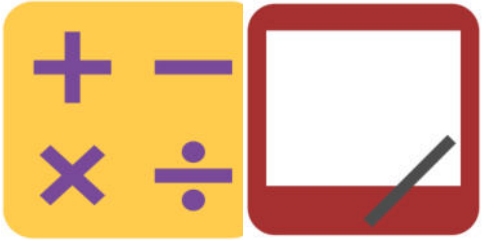
Write  $42 \text{ tens} - 5 \text{ tens} = \underline{\hspace{2cm}}$



# Use Subtraction Algorithm with Measurements

Write  $80 \text{ L} - 26 \text{ L} = \underline{\quad}$

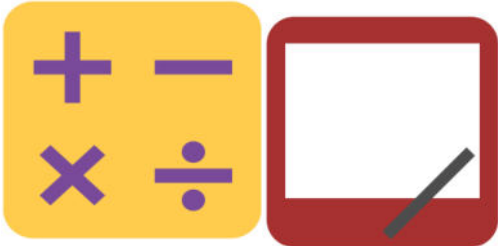
On your personal white board, solve using the standard algorithm.



# Use Subtraction Algorithm with Measurements

Write  $380 \text{ L} - 26 \text{ L} = \underline{\quad}$

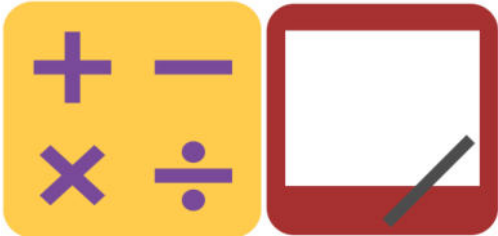
On your personal white board, solve using the standard algorithm.



# Use Subtraction Algorithm with Measurements

Write  $380 \text{ L} - 126 \text{ L} = \underline{\quad}$

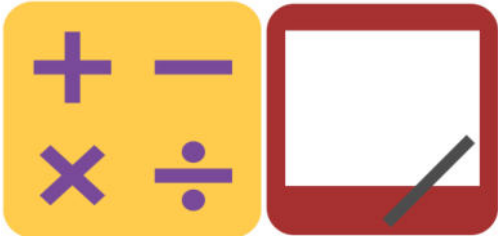
On your personal white board, solve using the standard algorithm.



# Use Subtraction Algorithm with Measurements

Write  $908 \text{ L} - 25 \text{ L} = \underline{\hspace{2cm}}$

On your personal white board, solve using the standard algorithm.



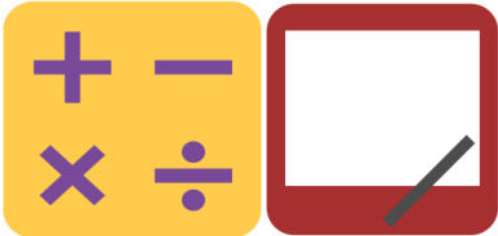
# Use Subtraction Algorithm with Measurements

Write  $908 \text{ L} - 425 \text{ L} = \underline{\hspace{2cm}}$

On your personal white board, solve using the standard algorithm.



# Round Three- and Four-Digit

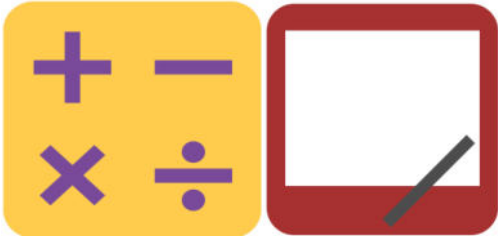


Numbers

Write  $253 \approx$  \_\_\_\_\_

What is 253 rounded to the nearest hundred?

# Round Three- and Four-Digit

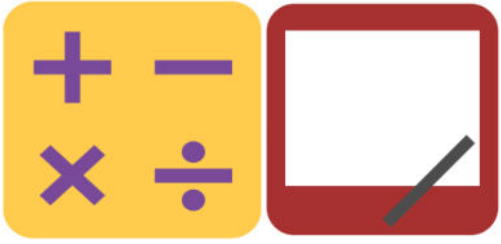


## Numbers

Write  $1,253 \approx$  \_\_\_\_\_

What is 1,253 rounded to the nearest hundred?

# Round Three- and Four-Digit

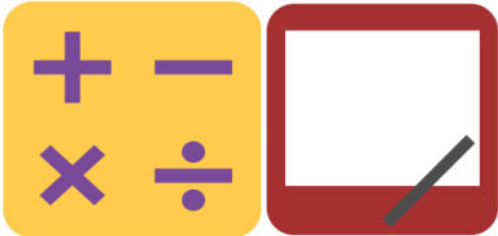


Numbers

Write  $735 \approx$  \_\_\_\_\_

What is 735 rounded to the nearest hundred?

# Round Three- and Four-Digit

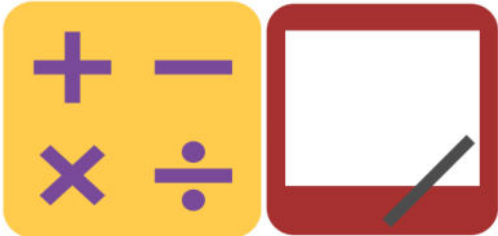


## Numbers

Write  $1,735 \approx$  \_\_\_\_\_

What is 1,735 rounded to the nearest hundred?

# Round Three- and Four-Digit

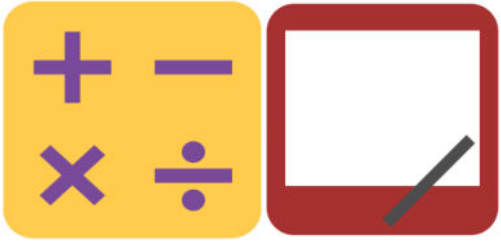


## Numbers

Write  $850 \approx$  \_\_\_\_\_

What is 850 rounded to the nearest hundred?

# Round Three- and Four-Digit

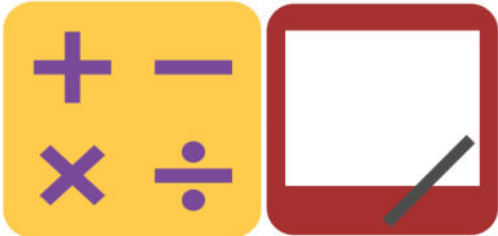


Numbers

Write  $1,850 \approx$  \_\_\_\_\_

What is 1,850 rounded to the nearest hundred?

# Round Three- and Four-Digit

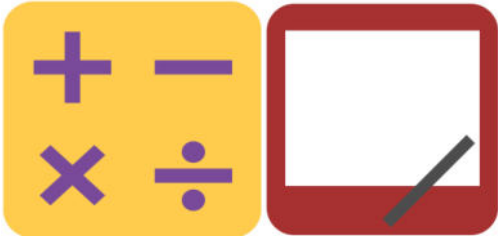


Numbers

Write  $952 \approx$  \_\_\_\_\_

What is 952 rounded to the nearest hundred?

# Round Three- and Four-Digit



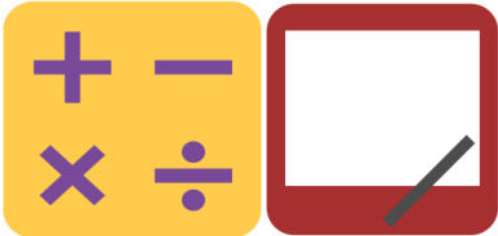
## Numbers

Write  $1,371 \approx$  \_\_\_\_\_

What is 1,371 rounded to the nearest hundred?



# Round Three- and Four-Digit



Numbers

Write  $1,450 \approx$  \_\_\_\_\_

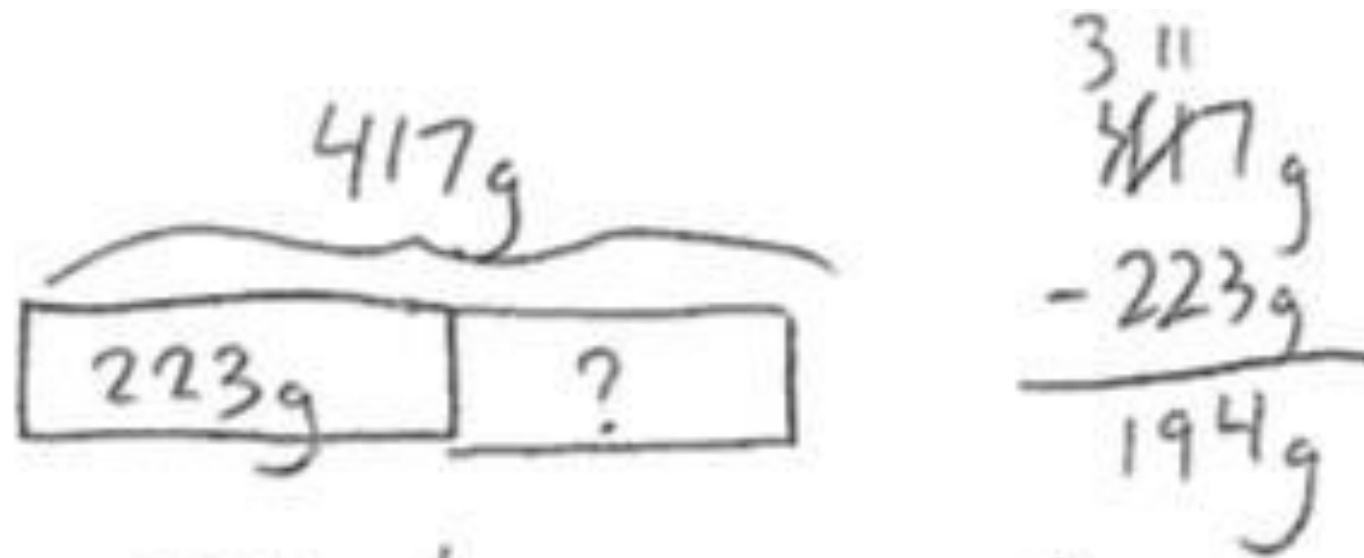
What is 1,450 rounded to the nearest hundred?



# Application Problem

Jolene brings an apple and an orange with her to school. The weight of both pieces of fruit together is 417 grams. The apple weighs 223 grams. What is the weight of Jolene's orange?

# Application Problem



Jolene's orange weighs  
194 grams.



# Concept Development

Part 1: Decompose twice using the standard algorithm for subtraction.

In the Application Problem, Jolene's apple weighs 223 grams and her orange weighs 194 grams.

What does the question mark in these tape diagrams represent?

Apple: 

223g
------

Orange: 

194g	?
------	---



# Concept Development

Part 1: Decompose twice using the standard algorithm for subtraction.

$$342 \text{ cm} - 55 \text{ cm}$$

$$764 \text{ g} - 485 \text{ g}$$

$$573 \text{ mL} - 375 \text{ mL}$$



# Concept Development

Part 2: Use the standard algorithm to subtract three-digit numbers with zeros in various positions.

Kerrin has 703 milliliters of water in a pitcher. She pours some water out. Now, 124 milliliters are left in the pitcher. How much water did Kerrin pour out?



# Concept Development

Part 2: Use the standard algorithm to subtract three-digit numbers with zeros in various positions.

$$703 \text{ cm} - 37 \text{ cm}$$



# Concept Development

Part 2: Use the standard algorithm to subtract three-digit numbers with zeros in various positions.

$$700 \text{ cm} - 356 \text{ cm}$$

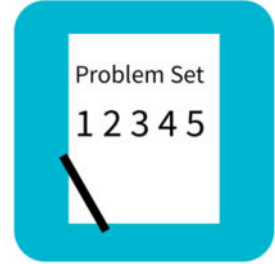




# Concept Development

Part 2: Use the standard algorithm to subtract three-digit numbers with zeros in various positions.

$$500 \text{ g} - 467 \text{ g}$$



# Problem Set

A STORY OF UNITS

Lesson 19 Problem Set

3•2

Name \_\_\_\_\_

Date \_\_\_\_\_

1. Solve the subtraction problems below.

a.  $340 \text{ cm} - 60 \text{ cm}$

b.  $340 \text{ cm} - 260 \text{ cm}$

c.  $513 \text{ g} - 148 \text{ g}$

d.  $641 \text{ g} - 387 \text{ g}$

## **Student Debrief (10 minutes)**

Lesson Objective: Decompose twice to subtract measurements including three-digit minuends with zeros in the tens and ones places.

Which strategy did you use to solve Problem 1(a)? Why?

Why is it important to unbundle or change all of your units before subtracting?

# Exit Ticket

Name \_\_\_\_\_

Date \_\_\_\_\_

1. Solve the subtraction problems below.

a.  $346 \text{ m} - 187 \text{ m}$

b.  $700 \text{ kg} - 592 \text{ kg}$

2. The farmer's sheep weighs 647 kilograms less than the farmer's cow. The cow weighs 725 kilograms. How much does the sheep weigh?