Eureka Math

4th Grade
Module 1
Lesson 14

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

RDW — Read, Draw, Write

Learning Target

Personal White Board

Problem Set

Manipulatives Needed

Fluency

Think Pair Share
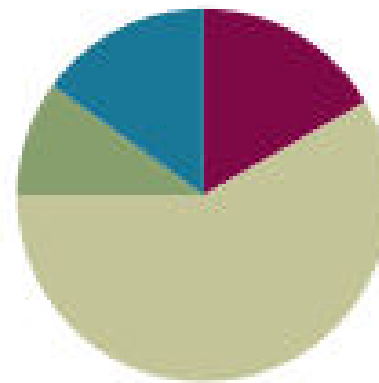
Whole Class

Individual

Partner

Small Group

Small Group Time

Lesson 14

Objective: Use place value understanding to decompose to smaller units up to three times using the standard subtraction algorithm, and apply the algorithm to solve word problems using tape diagrams.

Suggested Lesson Structure

■ Fluency Practice	(10 minutes)
■ Application Problem	(6 minutes)
■ Concept Development	(35 minutes)
■ Student Debrief	(9 minutes)
Total Time	**(60 minutes)**

I can use place value understanding to decompose to smaller units up to three times using the standard subtraction algorithm, and apply the algorithm to solve word problems using tape diagrams.
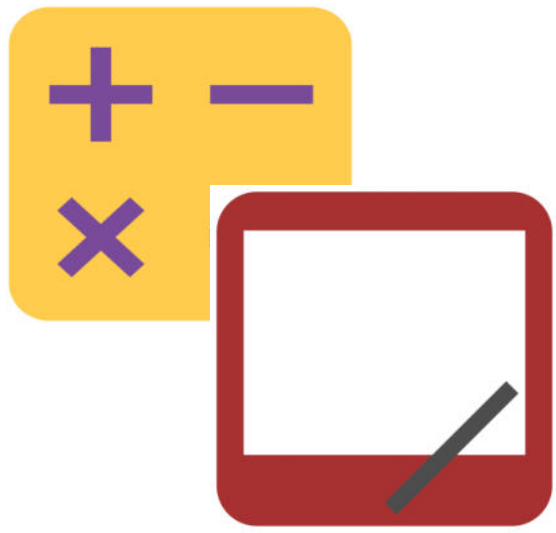
Find the Difference

316 + 473 =____

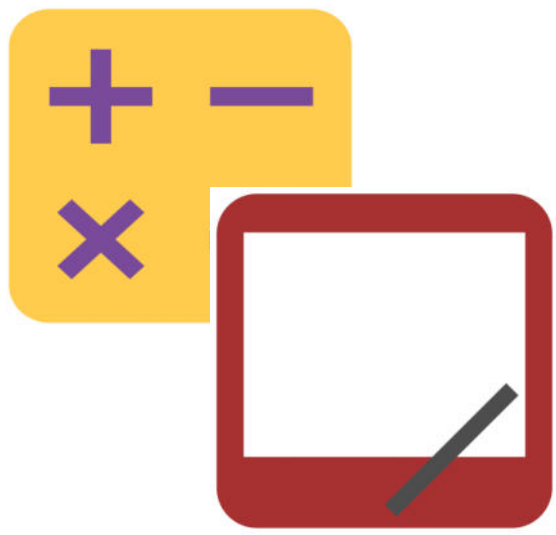Solve by writing an addition sentence horizontally or vertically.

6,065 + 3,731 =____

13,806 + 4,393 =____

5,928 + 124 =____

629 + 296 + 962 =____

Subtract Common Units

735 – 203 =____.

7,045 – 4,003 =____.

845 – 18 =____.

5,725 – 915 =____.

34,736 – 2,806 =____.
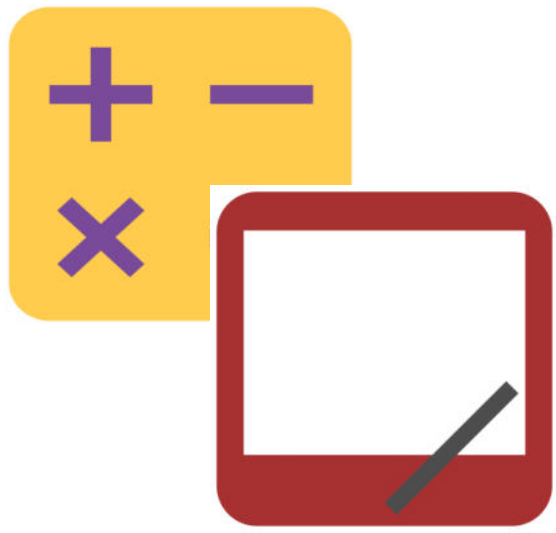
Convert Units

1 m = ___ cm

How many centimeters are in a meter?

2 m = ___ cm   3 m= ___ cm   8 m= ___ cm

8 m 50 cm = ___ cm   7 m 50 cm= ___ cm

4 m 25 cm = ___ cm
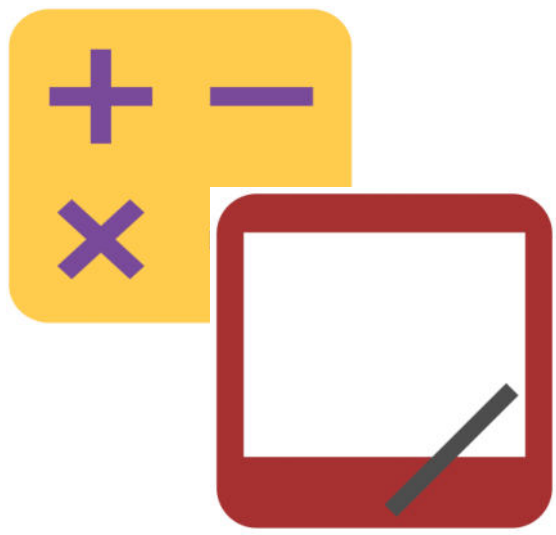
Convert Units

100 cm = ___ m

250 cm = ___ m ___ cm

350 cm = ___ m ___ cm

950 cm = ___ m ___ cm

725 cm = ___ m ___ cm

Application Problem

In one year, the animal shelter bought 25,460 pounds of dog food. That amount was 10 times the amount of cat food purchased in the month of July. How much cat food was purchased in July? Extension: If the cats ate 1,462 pounds of the cat food, how much cat food was left?

RDW

Subtraction with Regrouping

2 2, 3 9 7

−   3, 7 4 5

22,397

3,745   A
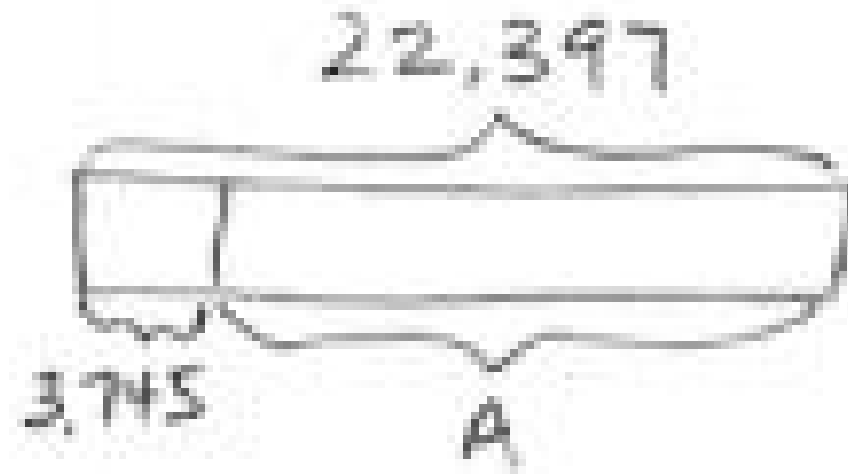
Let's read this subtraction problem together. Take a look at the tape diagram labeling the whole, the known part, and the unknown part using a variable, A. Record the problem on your white board and draw a tape diagram to go with it.

Look across the digits. Am I ready to subtract?

Subtraction with Regrouping

$$2\,2,3\,9\,7$$
$$-\quad 3,7\,4\,5$$
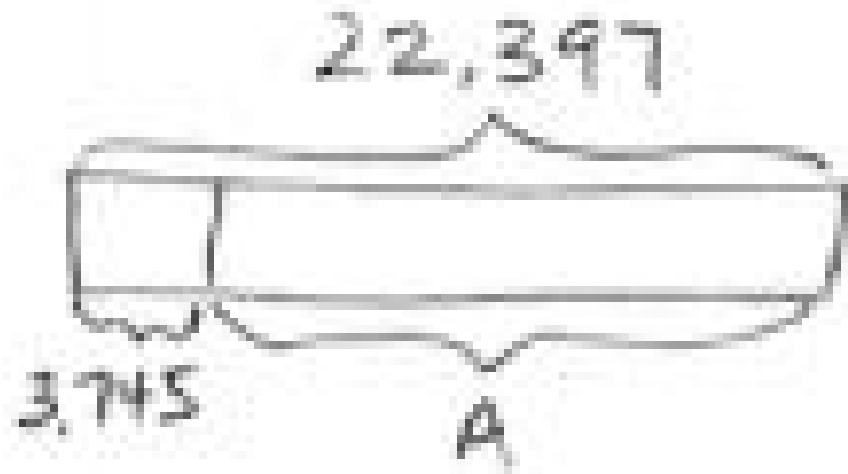
Let's work together to solve this problem, regrouping as necessary.

Don't forget to check your work!

Subtraction with Regrouping

2 1 0, 2 9 0

−   4 5, 7 2 0

With your partner, draw a tape diagram to represent the whole, the known part, and the unknown part.

Record the subtraction problem on your board.

Look across the digits. Are we ready to subtract?

Subtraction Word Problem

Bryce needed to purchase a large order of computer supplies for his company. He was allowed to spend $859,239 on computers. However, he ended up only spending $272,650. How much money was left?

Read the problem with me. Tell your partner the information we know.

Subtraction Word Problem

Bryce needed to purchase a large order of computer supplies for his company. He was allowed to spend $859,239 on computers. However, he ended up only spending $272,650. How much money was left?

Draw a tape diagram to represent the information in the problem. Label the whole, the known part, and the unknown part using a variable.

Subtraction Word Problem

Bryce needed to purchase a large order of computer supplies for his company. He was allowed to spend $859,239 on computers. However, he ended up only spending $272,650. How much money was left?

Work with your partner to move across the digits. Are there enough in each column to subtract? Regroup when needed. Then ask, "Are we ready to subtract?" before you begin subtracting. Use the standard algorithm.
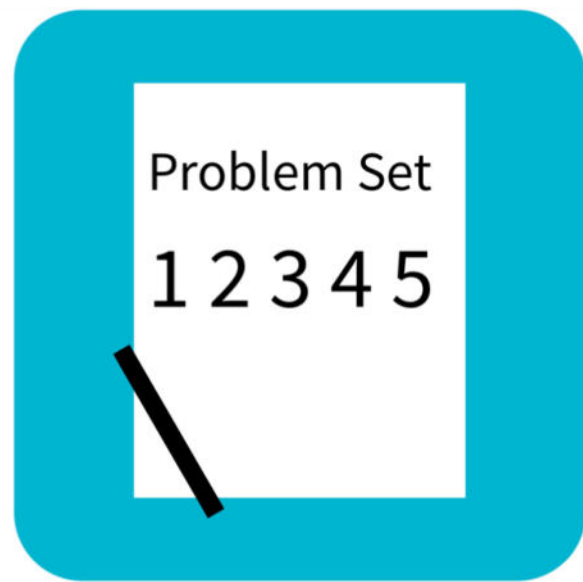
Problem Set

Name _____ Date _____

1. Use the standard algorithm to solve the following subtraction problems.

a.
$$\begin{array}{r} 2,460 \\ -\ 1,370 \\ \hline \end{array}$$

b.
$$\begin{array}{r} 2,460 \\ -\ 1,470 \\ \hline \end{array}$$

c.
$$\begin{array}{r} 97,684 \\ -\ 49,700 \\ \hline \end{array}$$

d.
$$\begin{array}{r} 2,460 \\ -\ 1,472 \\ \hline \end{array}$$

e.
$$\begin{array}{r} 124,306 \\ -\ 31,117 \\ \hline \end{array}$$

f.
$$\begin{array}{r} 97,684 \\ -\ 4,705 \\ \hline \end{array}$$

Debrief

- What pattern did you notice between Problem 1(a) and (b)?
- Explain to your partner how to solve Problem 1(e).
- How can you make more ones when there are not any tens from which to regroup?
- How was setting up the problem to complete Problem 4 different from setting up the other problems? What did you need to be sure to do? Why?
- How is the complexity of this lesson different from the complexity of Lesson 13?

Exit Ticket

Name _____   Date _____

Use the standard algorithm to solve the following subtraction problems.

1.
```
  1 9 , 3 5 0
-   5 , 7 6 1
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2.   32,010 – 2,546

Draw a tape diagram to represent the following problem. Use numbers to solve, and write your answer as a statement. Check your answer.

3. A doughnut shop sold 1,232 doughnuts in one day. If they sold 876 doughnuts in the morning, how many doughnuts were sold during the rest of the day?