Eureka Math

4th Grade
Module 1
Lesson 15

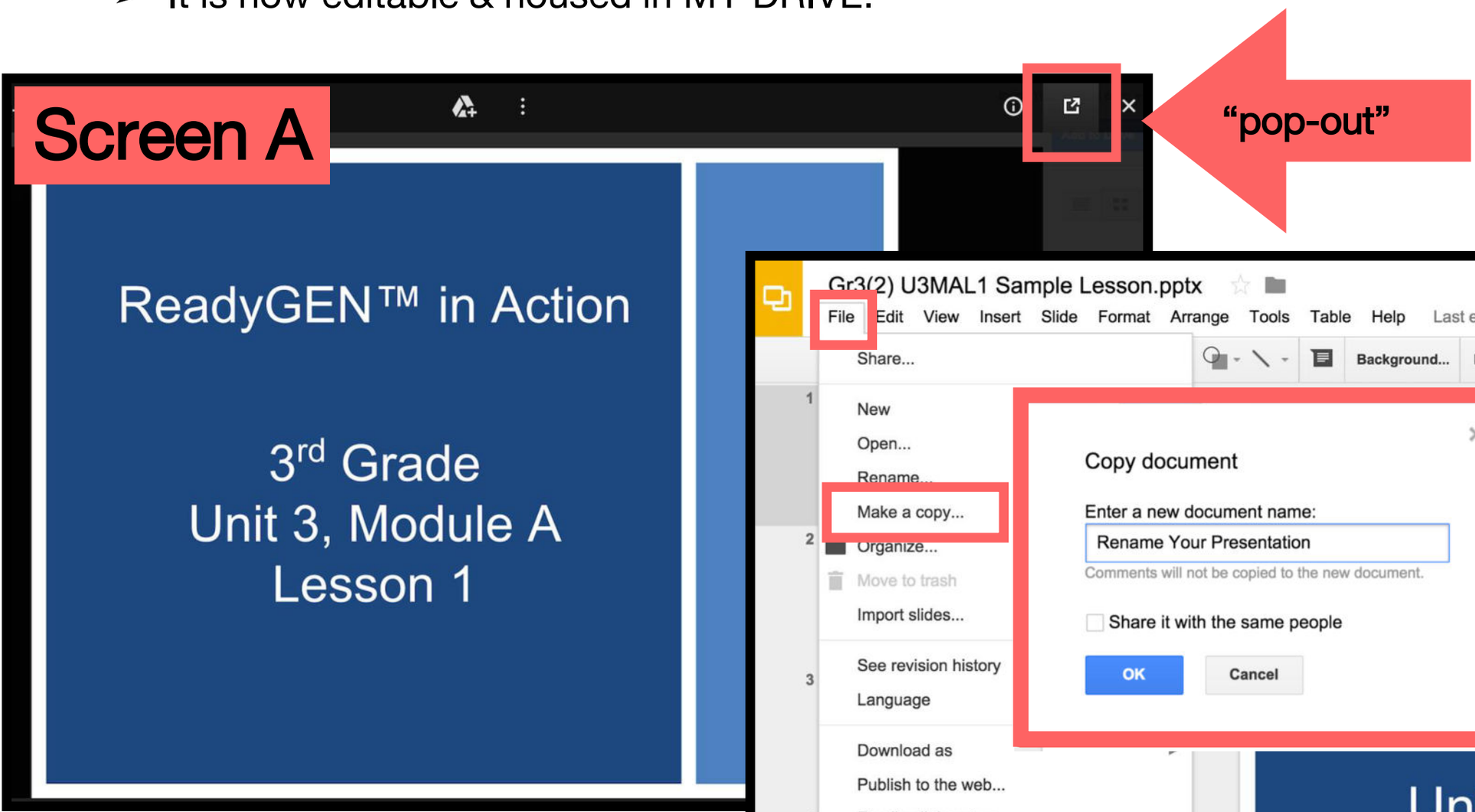
At the request of elementary teachers, a team of Bethel & Sumner educators met as a committee to create Eureka slideshow presentations. These presentations are not meant as a script, nor are they required to be used. Please customize as needed. Thank you to the many educators who contributed to this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

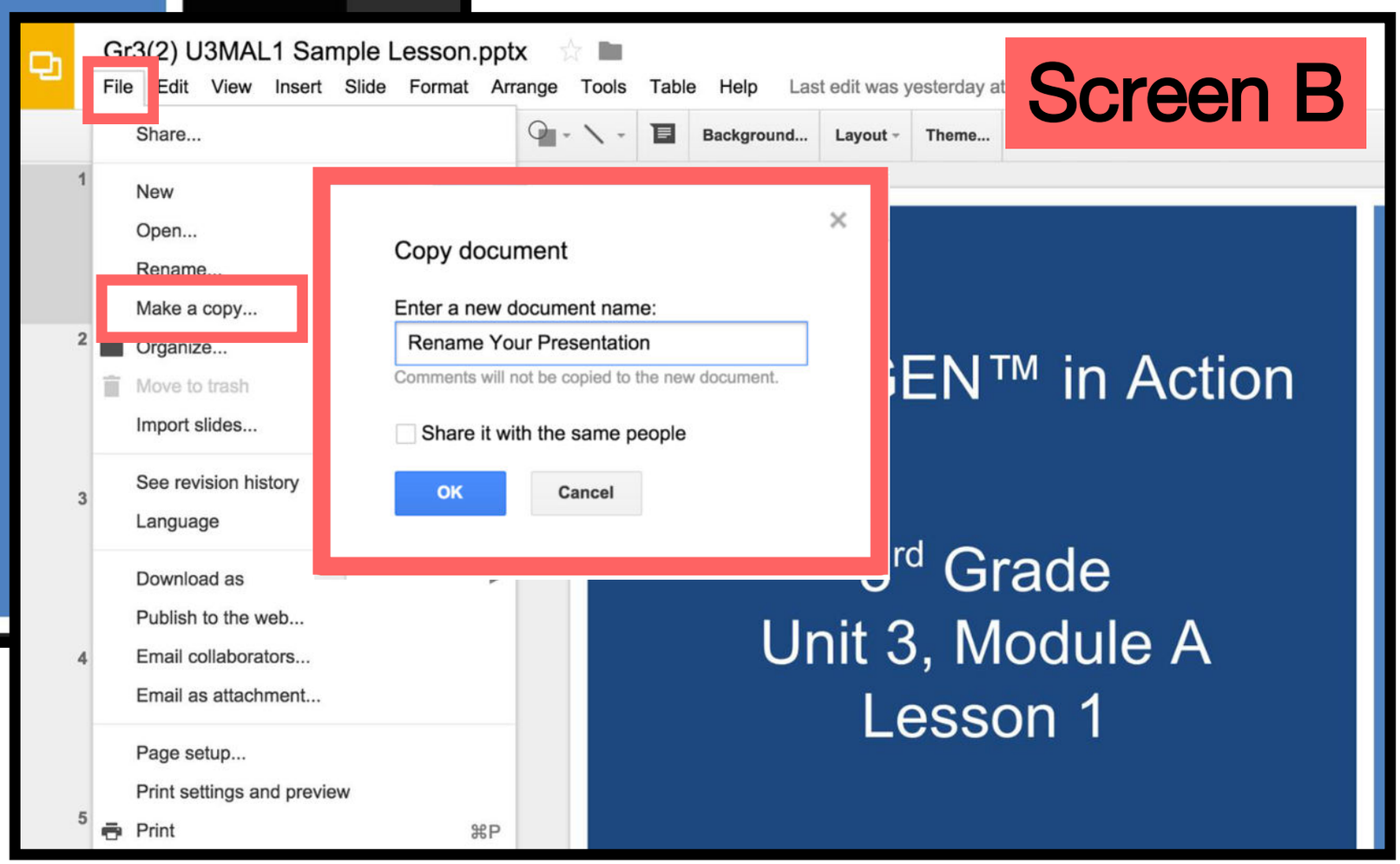
Directions for customizing presentations are available on the next slide.

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.



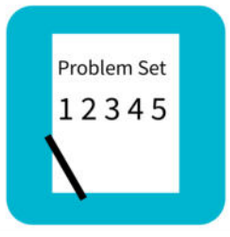


Icons

Read, Draw, Write

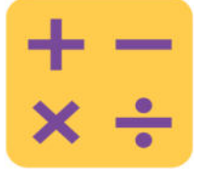
Learning Target

Personal White Board



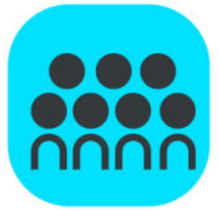
Problem Set

Manipulatives Needed



Fluency

Think Pair Share



Whole Class

Individual

Partner

Small Group

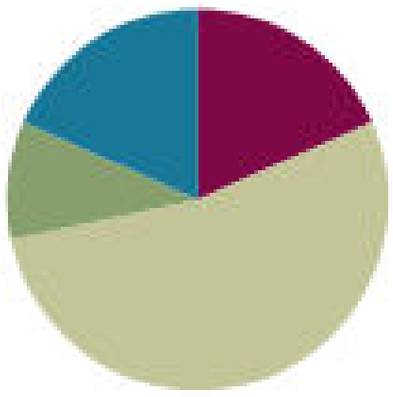
Small Group Time

Lesson 15

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

Suggested Lesson Structure

Fluency Practice	(11 minutes)
Application Problem	(6 minutes)
Concept Development	(32 minutes)
Student Debrief	(11 minutes)
Total Time	**(60 minutes)**



I can use place value understanding to fluently decompose to smaller units multiple times in any place using the standard subtraction algorithm, and apply the algorithm to solve word problems using tape diagrams.

Place Value

4,598

Say the number

What digit is in the tens place?

What is the value of the 9?

State the value of the digit 4.

What is the value of the 5?

Place Value

69,708

Say the number

What digit is in the hundreds place?

What is the value of the 7?

State the value of the digit 9.

What is the value of the 6?

Place Value

398,504

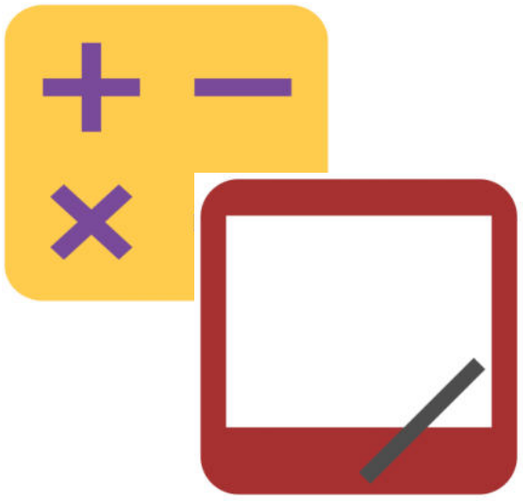
Say the number

What digit is in the ten thousands place?

What is the value of the 3?

State the value of the digit 9.

What is the value of the 4?



Place Value

853,967

Say the number

What digit is in the thousands place?

What is the value of the 6?

State the value of the digit 9.

What is the value of the 8?

Find the Difference

846 - 304 =____.

8,056 – 5,004 =____.

935 – 17 = .

4,625 – 815 =____.

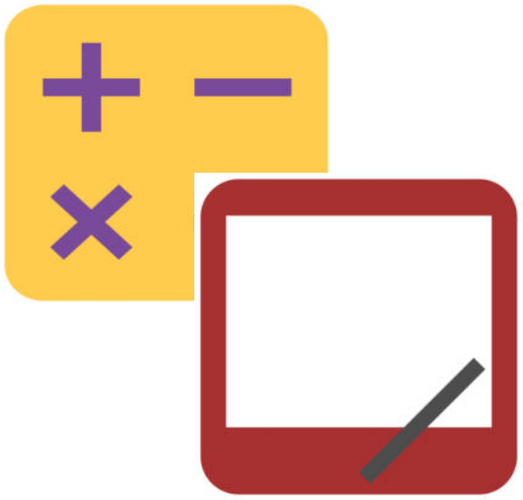
45,836 – 2,906 =____.

Convert Units

Count by 20 centimeters. When you get to 100 centimeters, say 1 meter. When you get to 200 centimeters, say 2 meters.

20 cm, 40 cm, 60 cm...

Repeat process, this time pulling out the meter (e.g., 1 m 20 cm, 1 m 40 cm).



Convert Units

130 cm = ___ m ___ cm

103 cm = ___ m ___ cm

175 cm = ___ m ___ cm

345 cm = ___ m ___ cm

708 cm = ___ m ___ cm

Application Problem

When the amusement park opened, the number on the counter at the gate read 928,614. At the end of the day, the counter read 931,682. How many people went through the gate that day?

Subtraction with Regrouping

$$\begin{array}{r} 253,421 \\ -\ 75,832 \\ \hline \end{array}$$

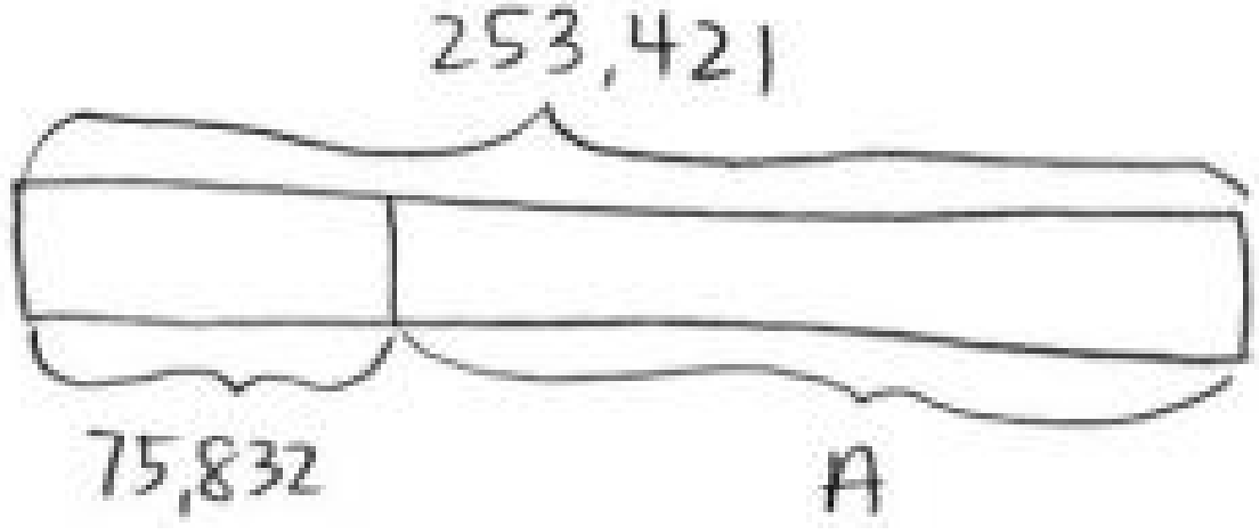
Say this problem with me.

Work with your partner to draw a tape diagram representing this problem.

Subtraction with Regrouping

2 5 3, 4 2 1

– 7 5, 8 3 2



Look across the top number, 253,421, to see if we have enough units in each column to subtract 75,832. Are we ready to subtract?

Subtraction with Regrouping

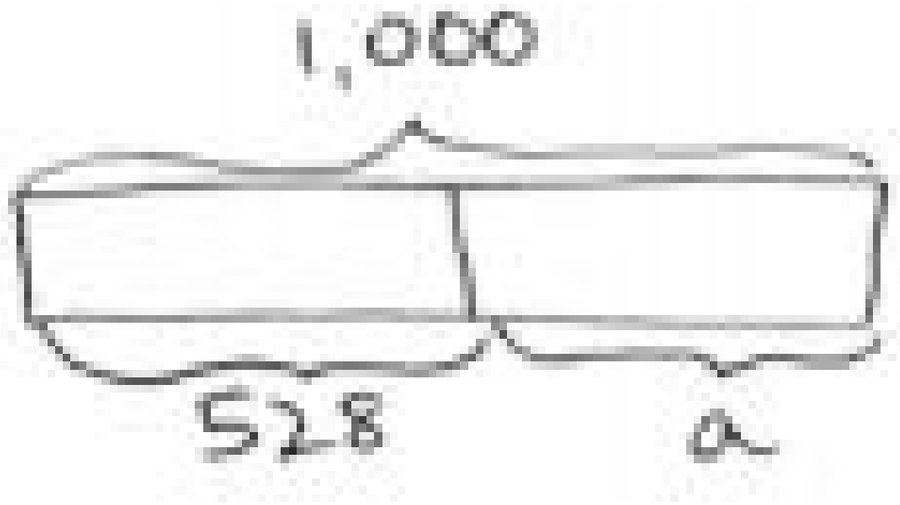
$$\begin{array}{r} 1,000 \\ -\ 528 \\ \hline \end{array}$$

With your partner, read this problem, and draw a tape diagram. Label what you know and the unknown.

Subtraction with Regrouping

1,000

- 528

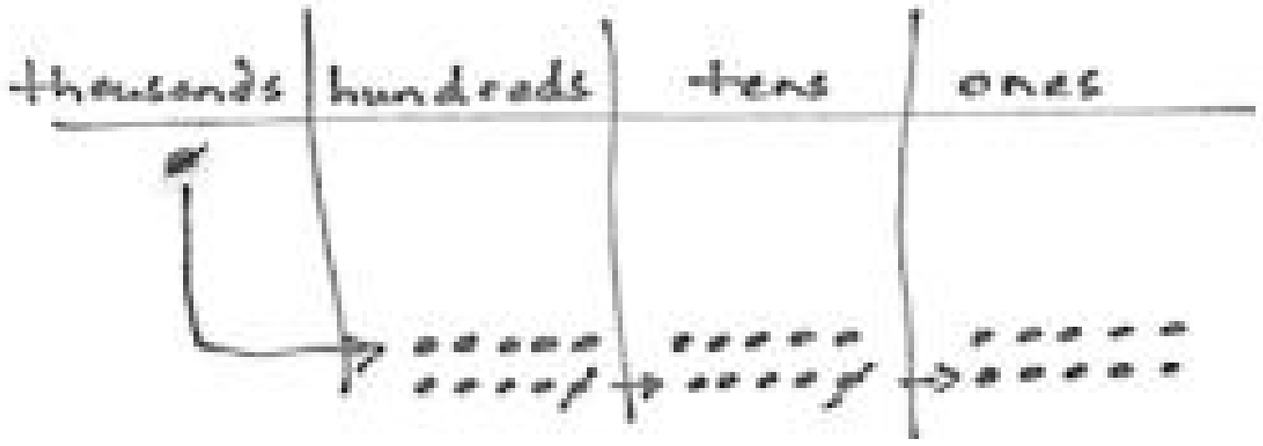


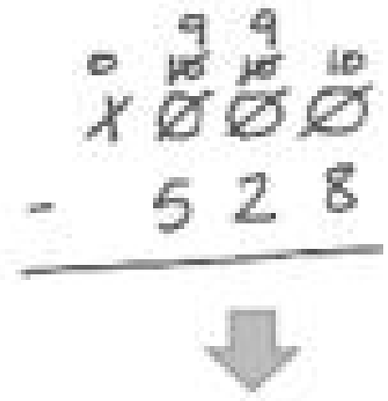
With your partner, read this problem, and draw a tape diagram. Label what you know and the unknown.

Subtraction with Regrouping

1,000

- 528





In order to get 10 ones, we need to regroup 1 thousand. Turn to your partner and explain how I represented the ungrouping in my subtraction problem.

Now it is your turn. What do you notice as you're regrouping? Don't forget to check your answer!

Subtraction with Regrouping

1,000,000

- 345,528

Work with a partner to solve this problem. Draw a place value chart if you need to. Check your answer.

Subtraction Word Problem

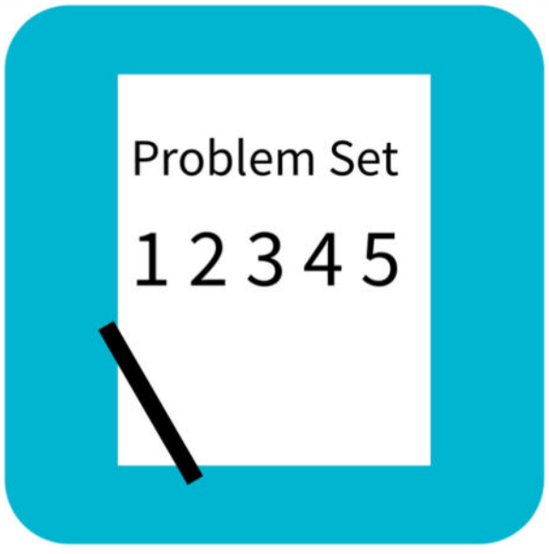
Last year, there were 620,073 people in attendance at a local parade. This year, there were 456,795 people in attendance. How many more people were in attendance last year?

Tell your partner the information we know. Represent this information in a tape diagram. Work with your partner to write a subtraction problem using the information in the tape diagram.

Subtraction Word Problem

Last year, there were 620,073 people in attendance at a local parade. This year, there were 456,795 people in attendance. How many more people were in attendance last year?

Solve the problem with your partner. Check your work.



Problem Set

Name _____ Date _____

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

a.
$$\begin{array}{r} 101,660 \\ -\ 91,680 \\ \hline \end{array}$$

b.
$$\begin{array}{r} 101,660 \\ -\ 9,980 \\ \hline \end{array}$$

Debrief

- Problems 1(e) and (f) were similar. Did anyone notice a pattern that could be used to solve these problems? H
- ow did your tape diagrams differ in Problems 2, 3, and 4?
- How do you know when you are ready to subtract across the problem?
- How can you check your answer when subtracting?
- Is there a number that you can subtract from 1,000,000 without decomposing across to the ones (other than 1,000,000)? 100,000? 10,000?

Exit Ticket

Name _____ Date _____

Draw a tape diagram to model each problem and solve.

1. 956,204 – 780,169 =_____

2. A construction company was building a stone wall on Main Street. 100,000 stones were delivered to the site. On Monday, they used 15,631 stones. How many stones remain for the rest of the week? Write your answer as a statement.