

Eureka Math

2nd Grade Module 1 Lesson 6

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- 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



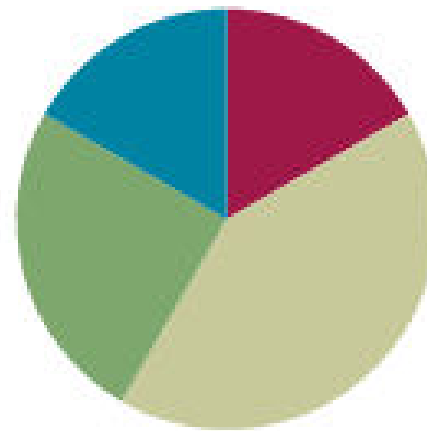
Small Group Time

Lesson 6

Objective: Subtract single-digit numbers from multiples of 10 within 100.

Suggested Lesson Structure

■ Fluency Practice	(10 minutes)
■ Concept Development	(25 minutes)
■ Application Problem	(15 minutes)
■ Student Debrief	(10 minutes)
Total Time	(60 minutes)





Materials Needed:

Concept Development:

Fluency Practice:

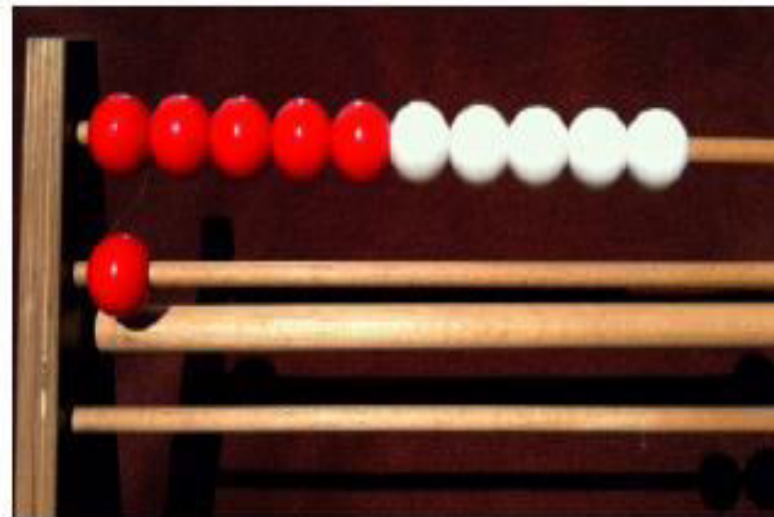
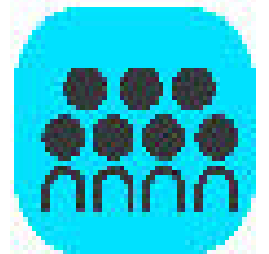
- Personal White Board



I can Subtract single-digit numbers from multiples of 10 within 100.



One or Two Less



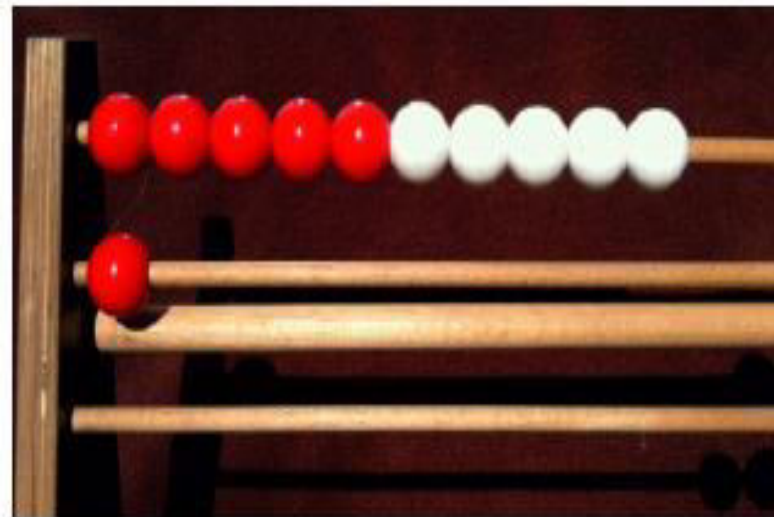
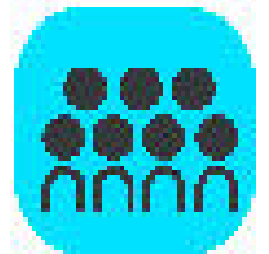
How many beads?

1 less than 20 is...?

20 - 1 is ...?



One or Two Less



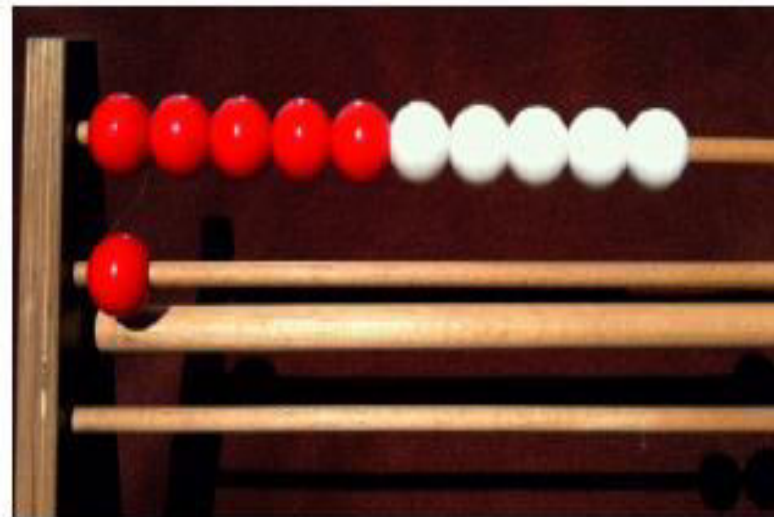
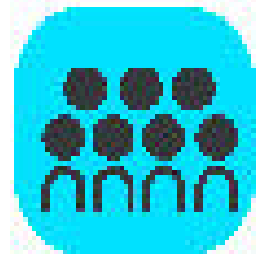
How many beads?

1 less than 30 is...?

$30 - 1$ is ...?



One or Two Less



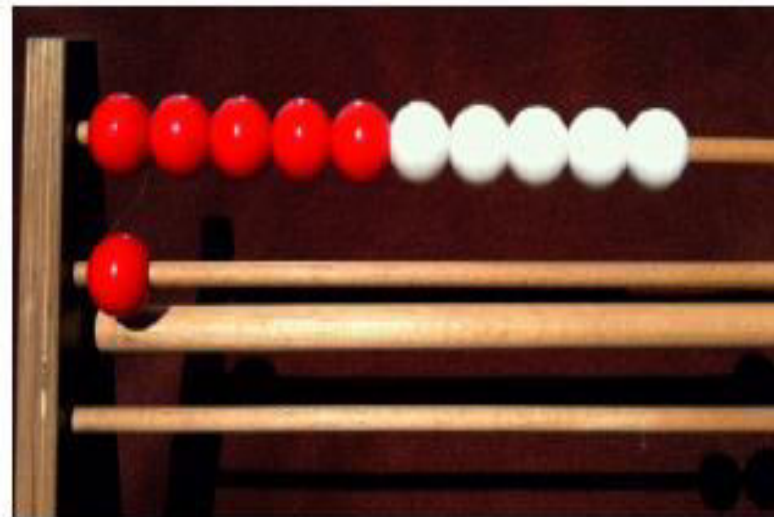
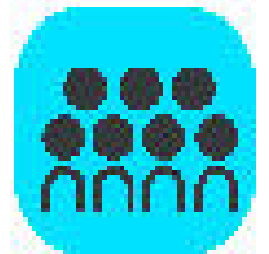
How many beads?

1 less than 40 is...?

$40 - 1$ is ...?



One or Two Less



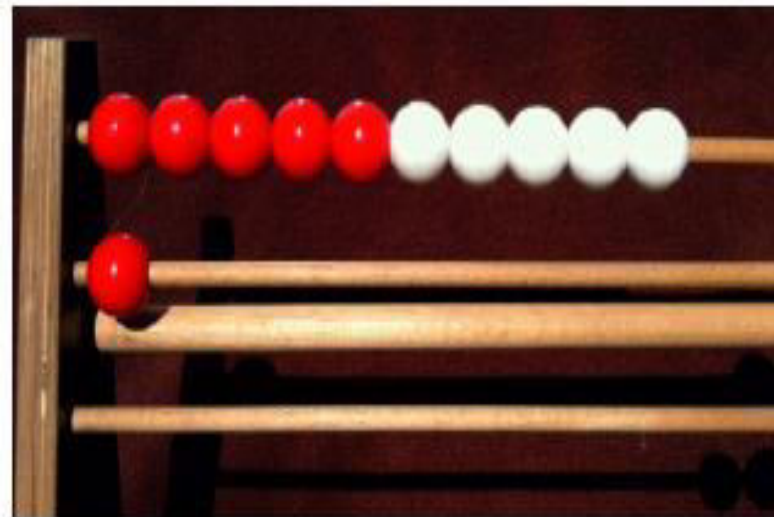
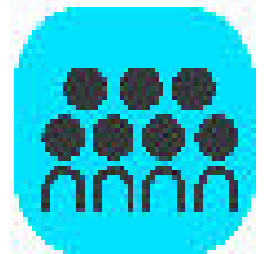
How many beads?

1 less than 50 is...?

$50 - 1$ is ...?



One or Two Less



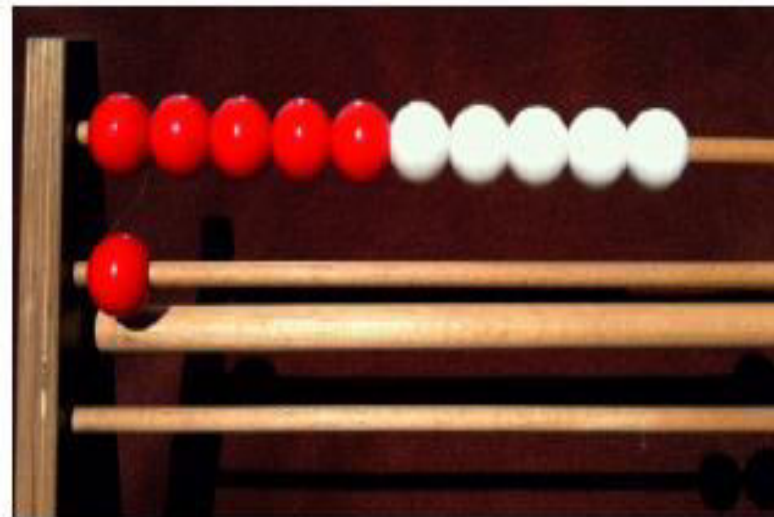
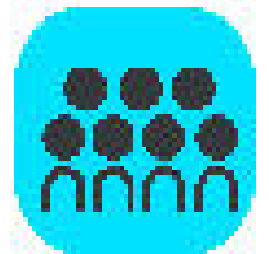
How many beads?

1 less than 60 is...?

$60 - 1$ is ...?



One or Two Less



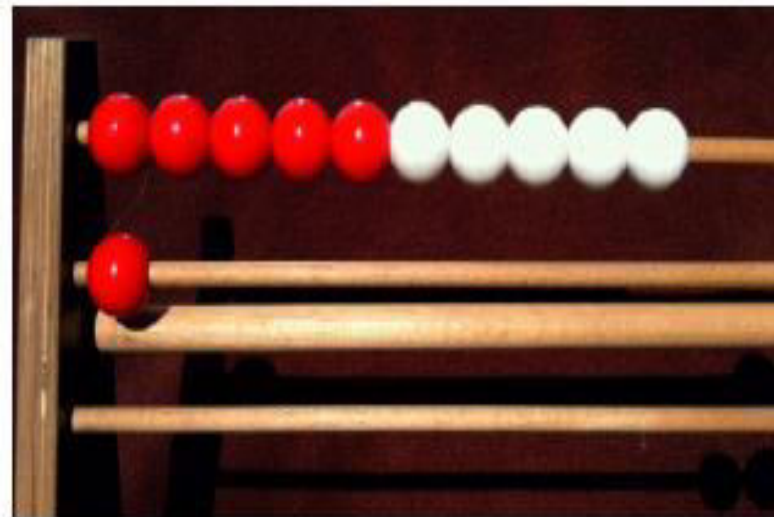
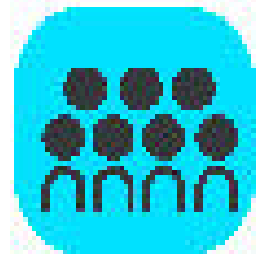
How many beads?

1 less than 70 is...?

$70 - 1$ is ...?



One or Two Less



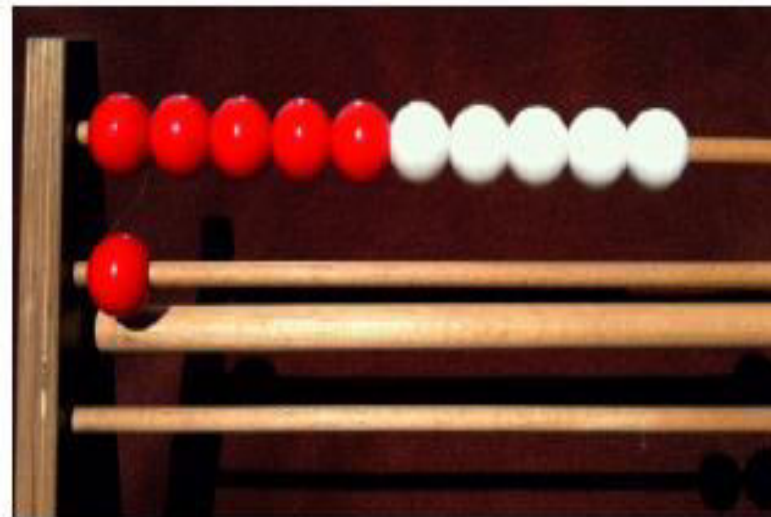
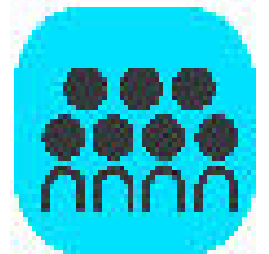
How many beads?

1 less than 80 is...?

$80 - 1$ is ...?



One or Two Less



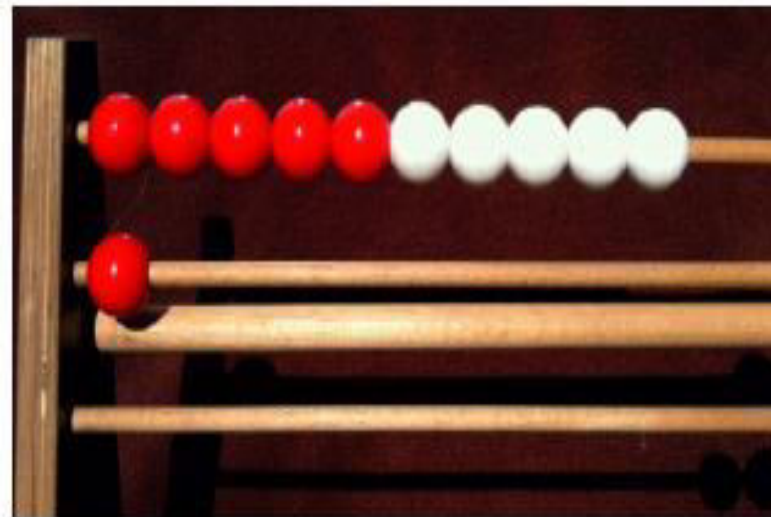
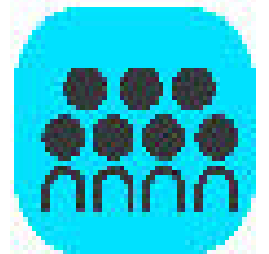
How many beads?

1 less than 90 is...?

$90 - 1$ is ...?



One or Two Less



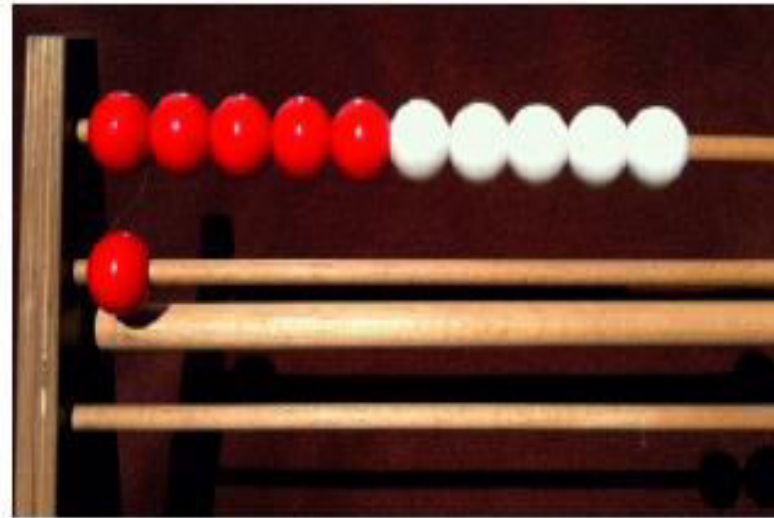
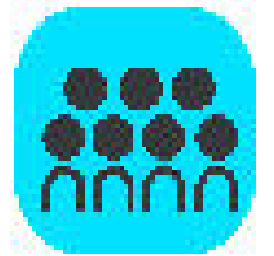
How many beads?

1 less than 100 is...?

$100 - 1$ is ...?



One or Two Less



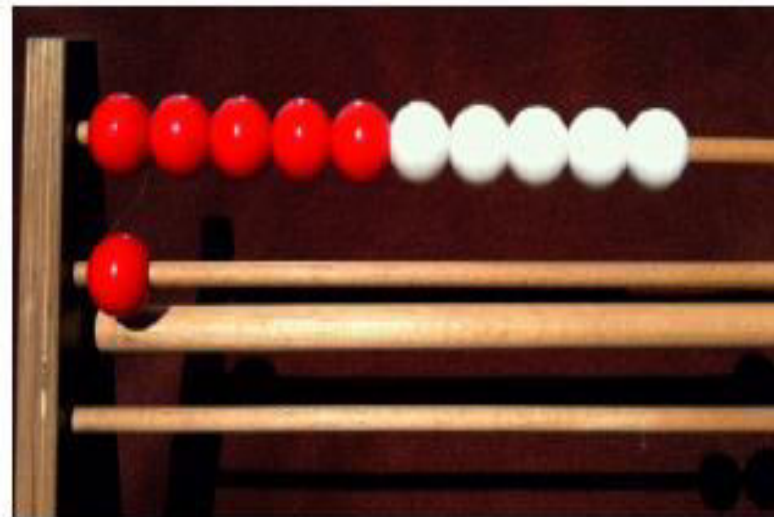
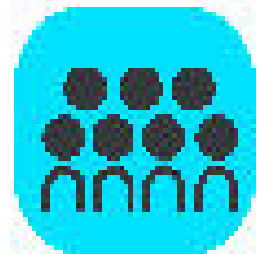
How many beads?

2 less than 20 is...?

$20 - 2$ is ...?



One or Two Less



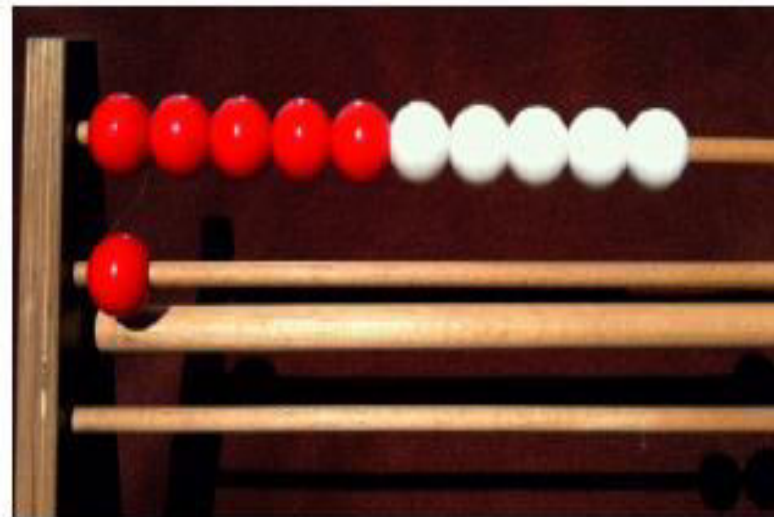
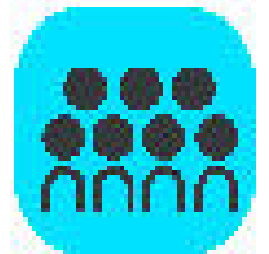
How many beads?

2 less than 30 is...?

$30 - 2$ is ...?



One or Two Less



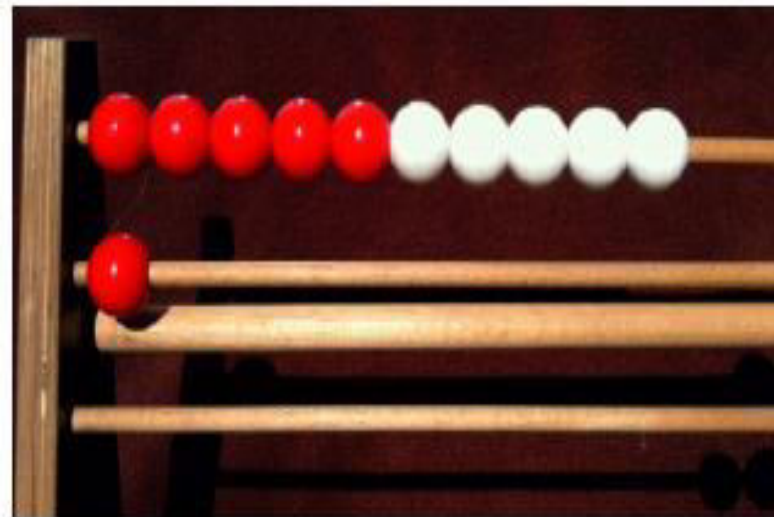
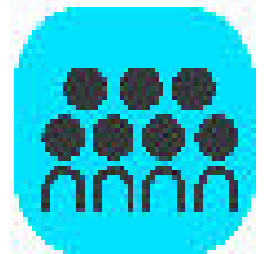
How many beads?

2 less than 40 is...?

$40 - 2$ is ...?



One or Two Less



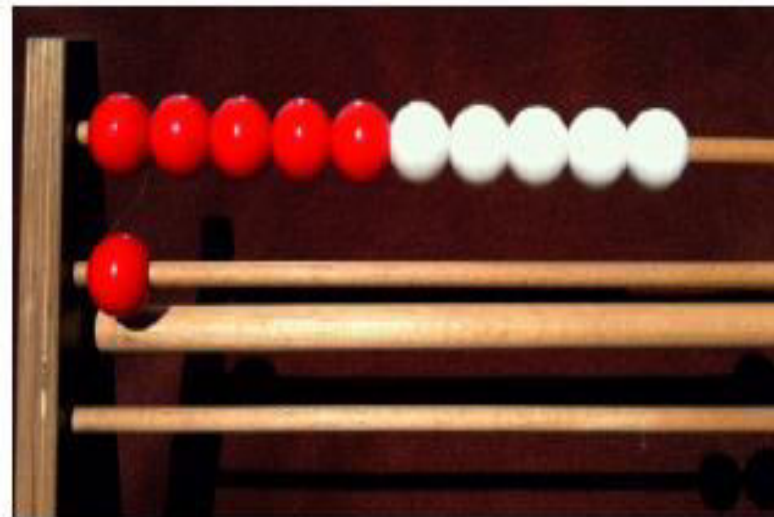
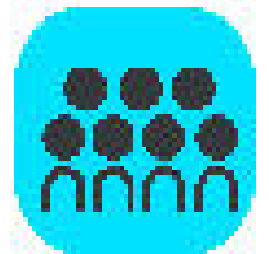
How many beads?

2 less than 50 is...?

$50 - 2$ is ...?



One or Two Less



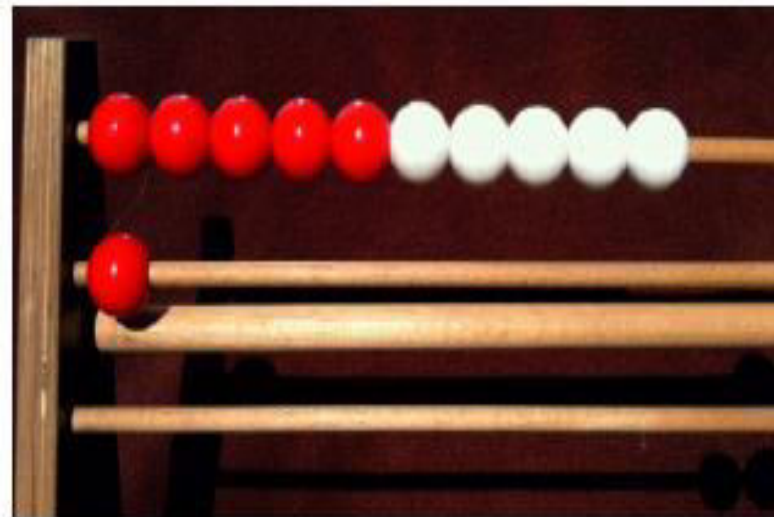
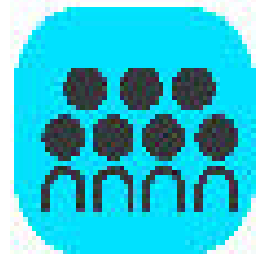
How many beads?

2 less than 60 is...?

$60 - 2$ is ...?



One or Two Less



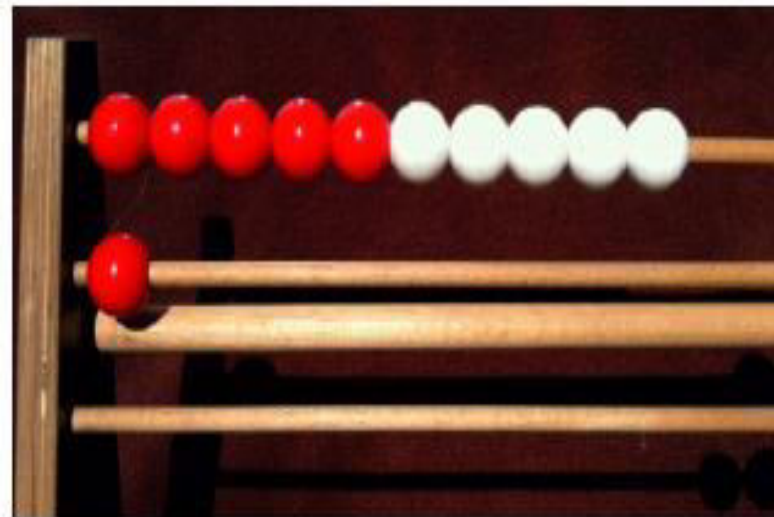
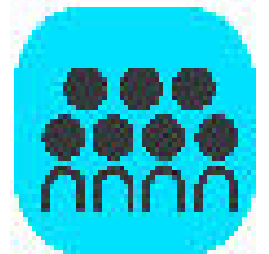
How many beads?

2 less than 70 is...?

$70 - 2$ is ...?



One or Two Less



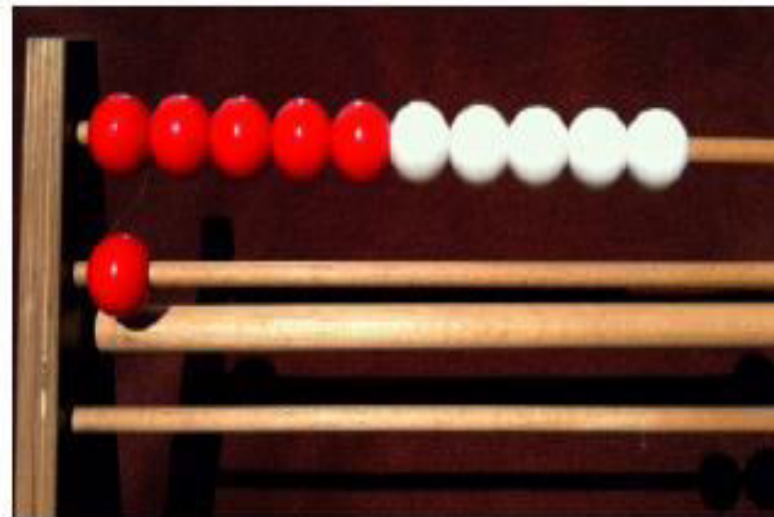
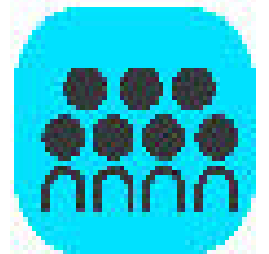
How many beads?

2 less than 80 is...?

$80 - 2$ is ...?



One or Two Less



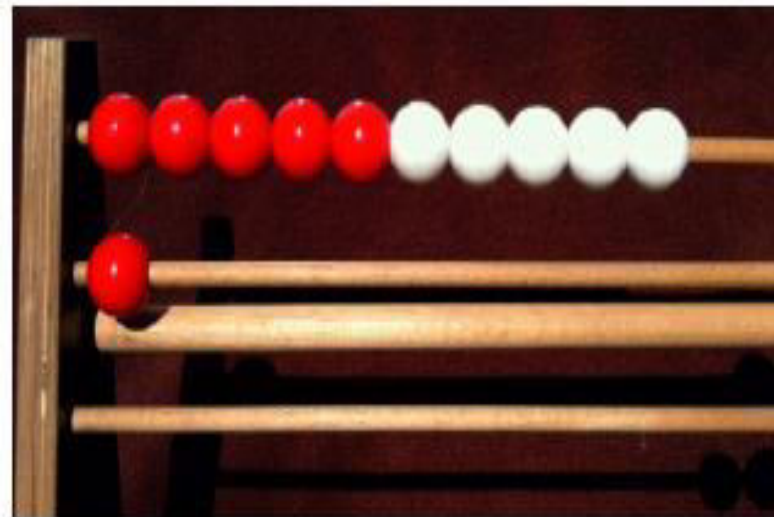
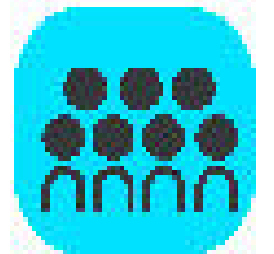
How many beads?

2 less than 90 is...?

$90 - 2$ is ...?



One or Two Less



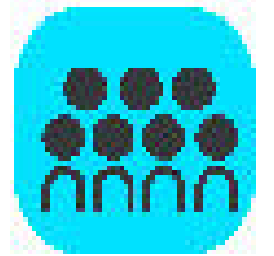
How many beads?

2 less than 100 is...?

$100 - 2$ is ...?



Take from Ten



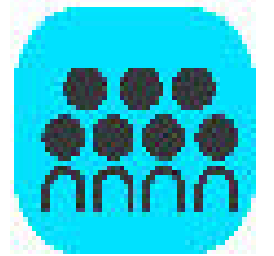
When I say $10-9$, you say $10-9=1$

Ready?

$10-9$



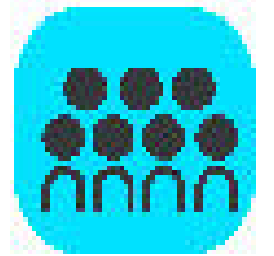
Take from Ten



$$10-5$$



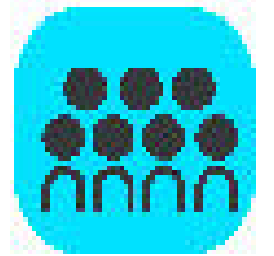
Take from Ten



10-2



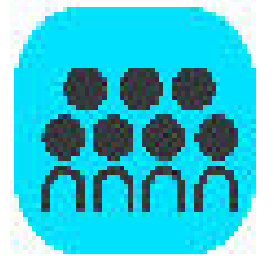
Take from Ten



$$10-3$$



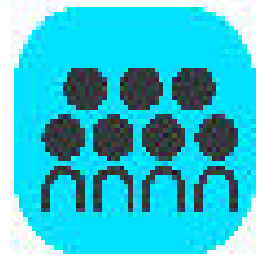
Take from Ten



10-6



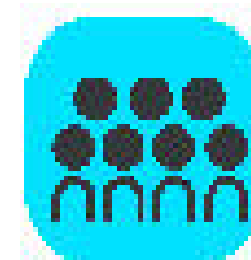
Take from Ten



10-7



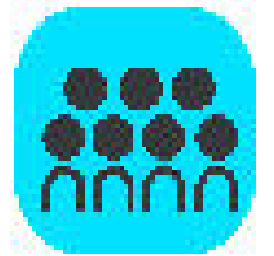
Take from Ten



10-3



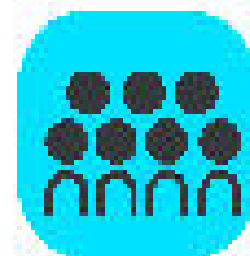
Take from Ten



10-8



Take from Ten



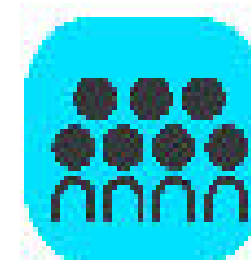
When I say 1, you say 9.

Ready?

1



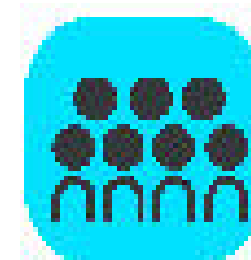
Take from Ten



2



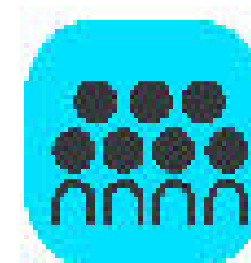
Take from Ten



5



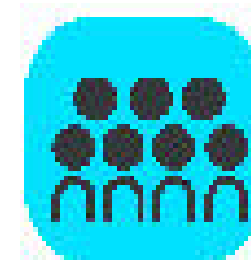
Take from Ten



0



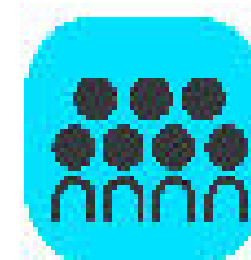
Take from Ten



4



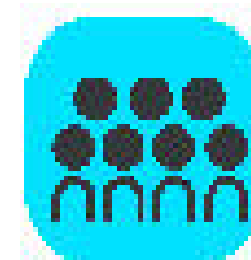
Take from Ten



7



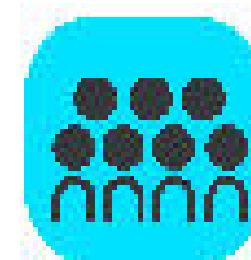
Take from Ten



3



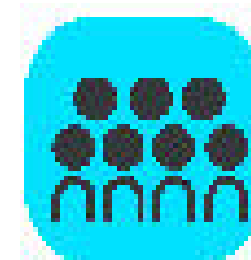
Take from Ten



8



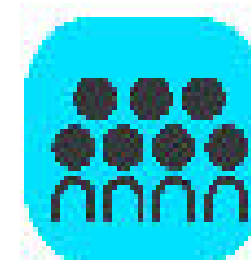
Take from Ten



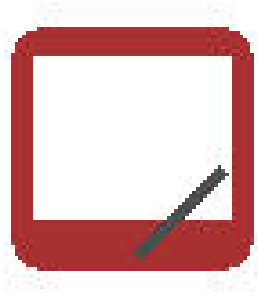
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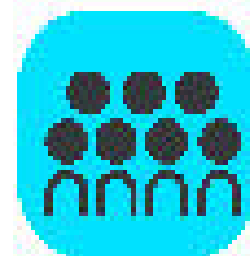
Take from Ten



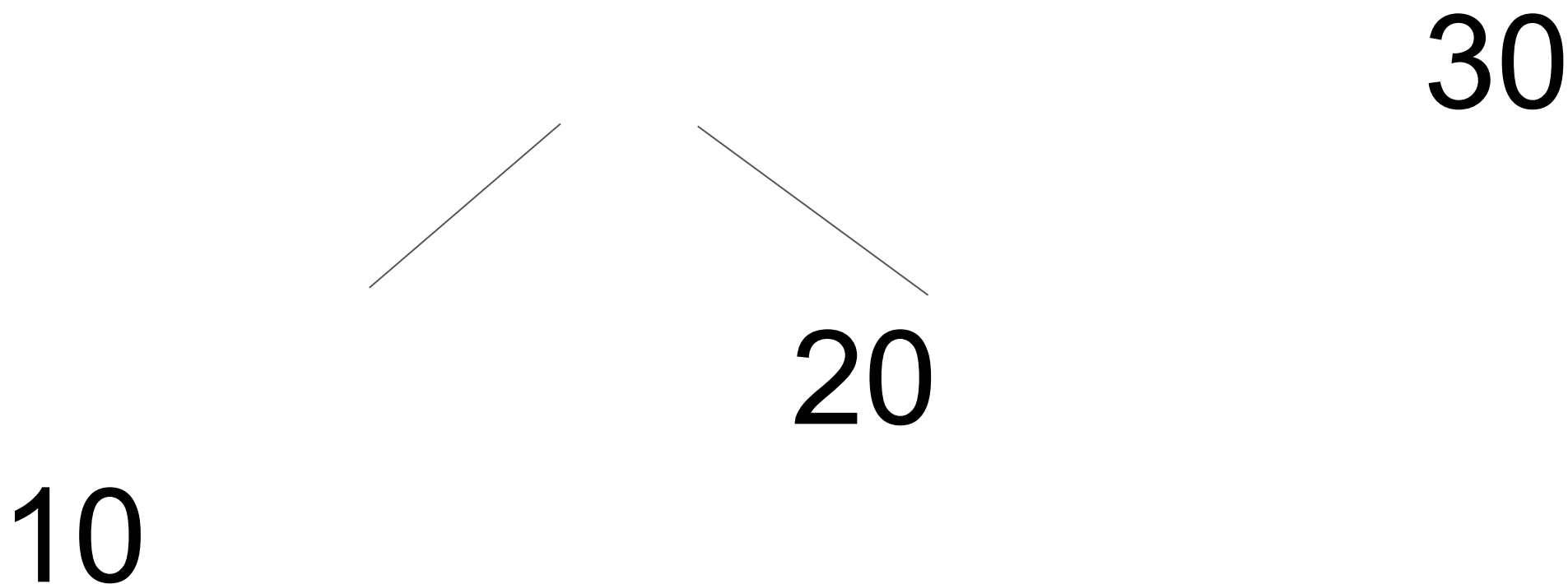
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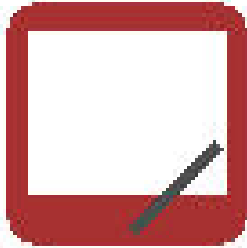


Take Out Ten

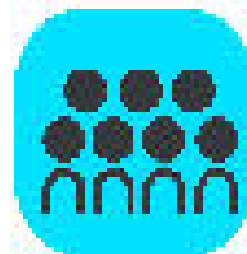


Let's take out 10 from each number. I say 30. You draw a number bond for 30 with parts 20 and 10.

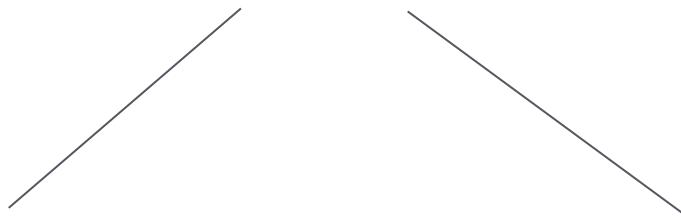


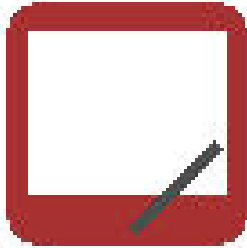


Take Out Ten

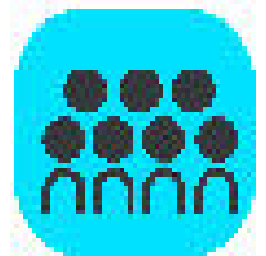


50

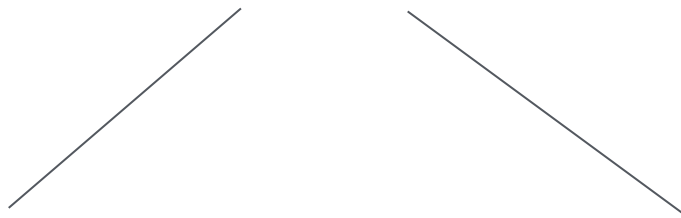


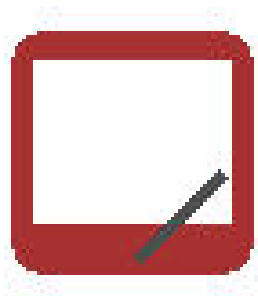


Take Out Ten

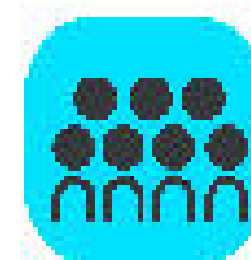


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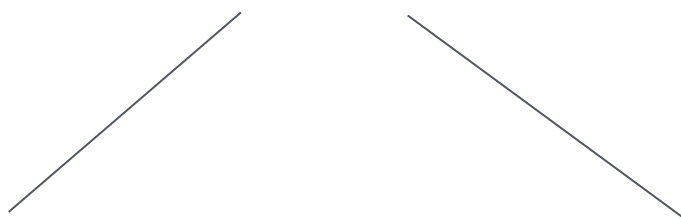


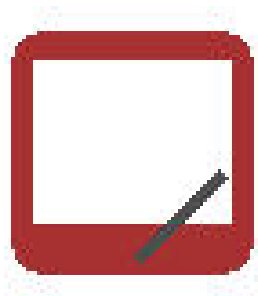


Take Out Ten

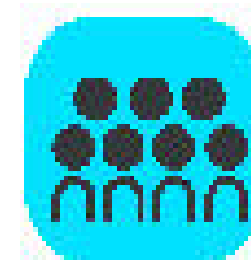


60

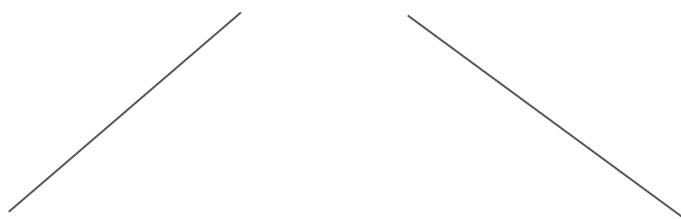


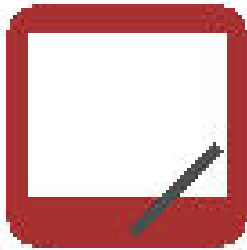


Take Out Ten

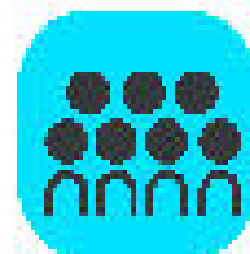


80

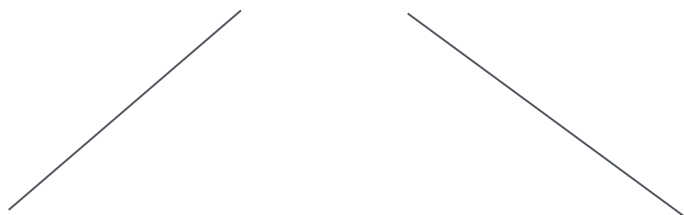


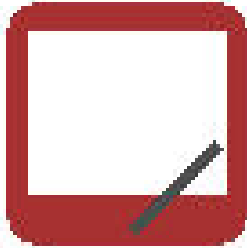


Take Out Ten

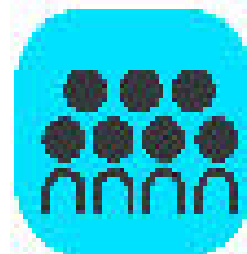


70

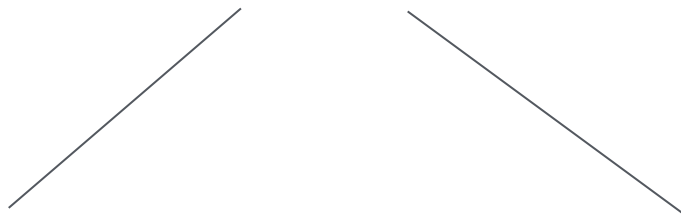


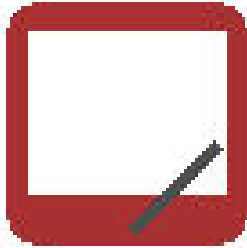


Take Out Ten

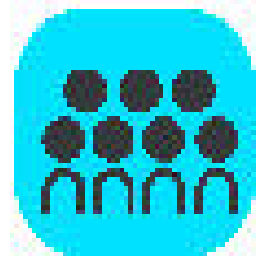


90

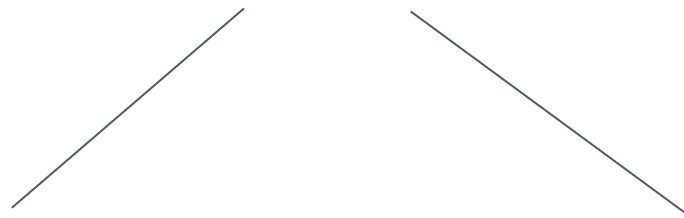


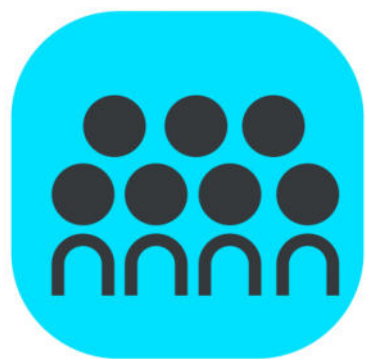


Take Out Ten



100





Concept Development part 1



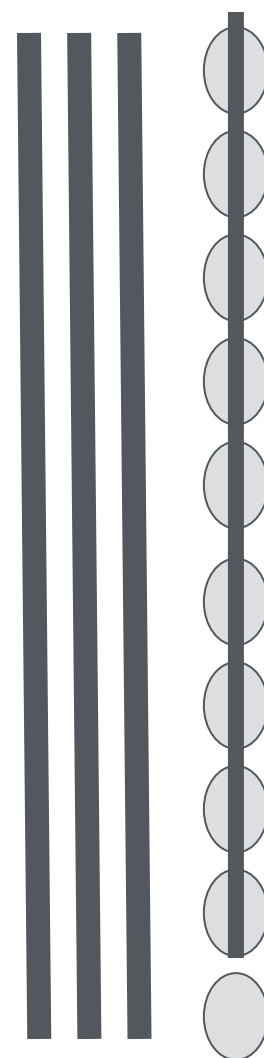
$$10 - 9 = 1$$



$$20 - 9 = 11$$



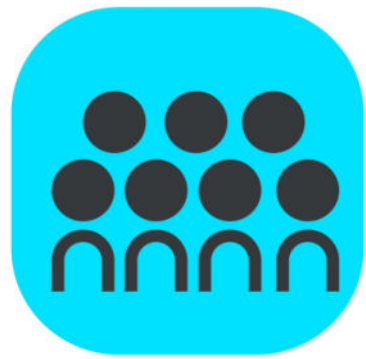
10 10



$$30 - 9 = 21$$

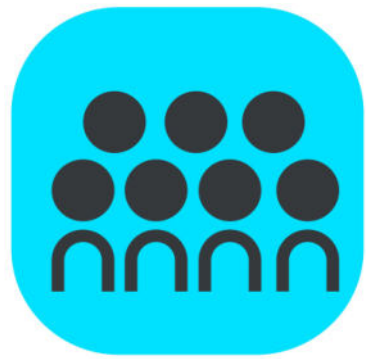


20 10



Concept Development part 1

Explain to your partner how $10 - 9$ helps
us solve $30 - 9$

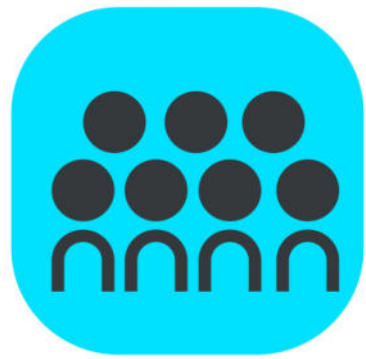


Concept Development

Part 2: Subtraction of single-digit numbers
from 20 to 90 without drawings.

$$\begin{array}{r} 40 - 9 = \underline{\quad} \\ \swarrow \quad \searrow \\ 30 \quad 10 \end{array}$$

What is the first step to
solve?



Concept Development

Part 2

$$\begin{array}{r} 40-9=\underline{\quad} \\ \swarrow \searrow \\ 30 \quad 10 \end{array}$$

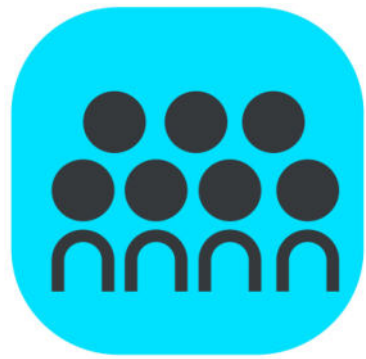
Give me the number sentence to take from the ten.

$$10-9=1$$

What is the next step?

Give me the number sentence.

$$30+1=31$$



Concept Development part 2



20-5

70-5

30-5

80-6

40-5

80-7

50-5

100-8

60-5

100-7

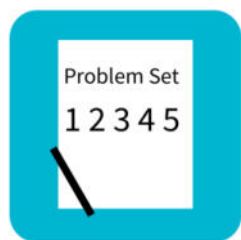


Application Problem

Mary buys 30 stickers. She puts 7 in her friend's backpack. How many stickers does Mary have left?

Handwritten student work for the sticker problem using a ten-frame strategy. At the top, there are three rows of ten dots each, representing 30 stickers. The third row is crossed out with a horizontal line. Below the dots, the subtraction equation $30 - 7 = \underline{23}$ is written. To the left of this equation, the number 20 is written with a caret (^) above it, and the number 10 is written to its right. To the right of the main equation, the steps $10 - 7 = 3$ and $20 + 3 = 23$ are written. At the bottom, the text 'Mary has 23 stickers left.' is written.

Handwritten student work for the sticker problem using a tape diagram strategy. At the top, a tape diagram is drawn. The top of the diagram is labeled '30 stickers'. The diagram is divided into two sections: a smaller left section labeled '7 in backpack' and a larger right section labeled '? left'. Below the diagram, the subtraction equation $30 - 7 = \underline{23}$ is written. Below that, the addition equation $7 + \underline{23} = 30$ is written. At the bottom, the text 'Mary has 23 stickers left.' is written.



Problem Set

NYS COMMON CORE MATHEMATICS CURRICULUM

Lesson 6 Problem Set

2•1

Name _____

Date _____

1. Solve.

a. $20 - 9 = \underline{\hspace{2cm}}$

$$\begin{array}{r} / \quad \backslash \\ 10 \quad 10 \end{array}$$

$$10 - 9 = 1$$

$$10 + 1 = 11$$

b. $30 - 9 = \underline{\hspace{2cm}}$

c. $20 - 8 = \underline{\hspace{2cm}}$

d. $30 - 7 = \underline{\hspace{2cm}}$



Debrief

- Explain how you solved Problem 1(b).
- How did number bonds help you solve our subtraction problems today?
- Can you remember the math goal of today's lesson?
What name would you give this lesson?
- Do you think you could teach what you learned to someone else? How?



Exit Ticket

A STORY OF UNITS

Lesson 6 Exit Ticket

2•1

Name _____

Date _____

Solve.

1. $70 - 4 = \underline{\hspace{2cm}}$

2. $60 - 3 = \underline{\hspace{2cm}}$