

Eureka Math

2nd Grade Module 1 Lesson 8

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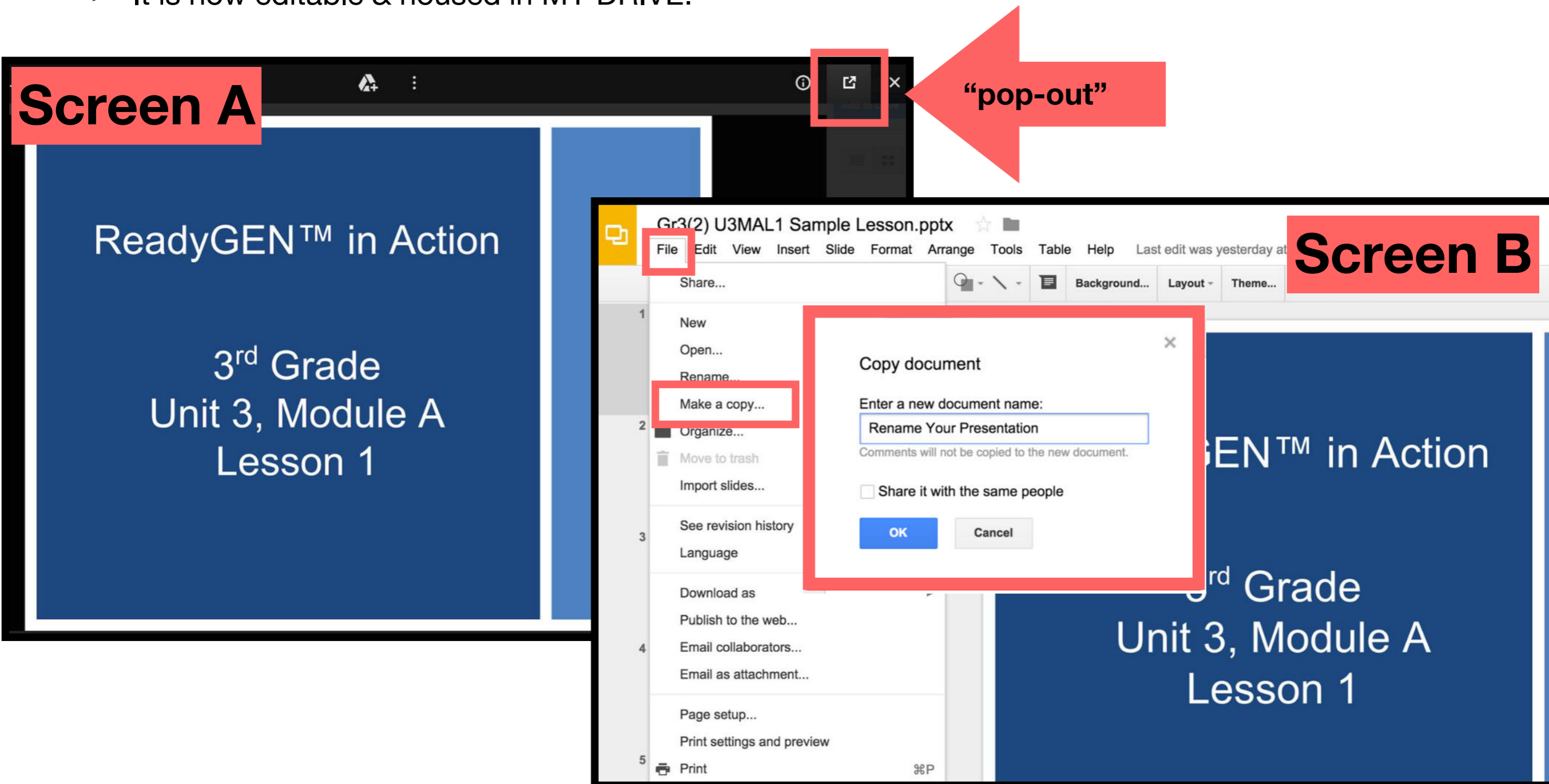


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Reflecting your Teaching Style and Learning Needs of Your Students

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Icons



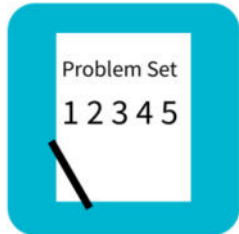
Read, Draw, Write



Learning Target



Personal White Board



Problem Set



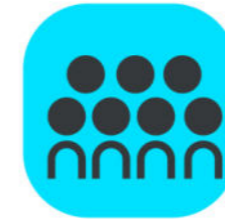
Manipulatives Needed



Fluency



Think Pair Share



Whole Class



Individual



Partner



Small Group



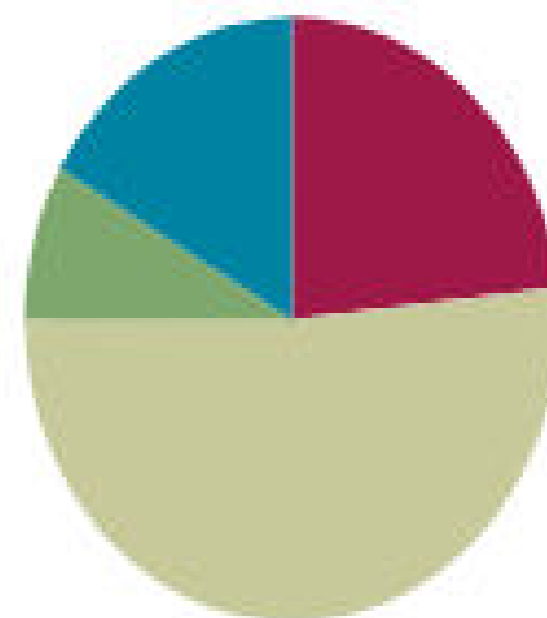
Small Group Time

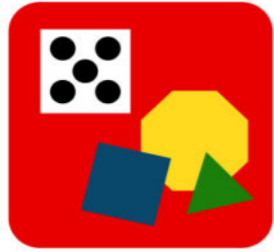
Lesson 8

Objective: Take from 10 within 100.

Suggested Lesson Structure

■ Fluency Practice	(12 minutes)
■ Concept Development	(23 minutes)
■ Application Problem	(15 minutes)
■ Student Debrief	(10 minutes)
Total Time	(60 minutes)





Materials Needed:

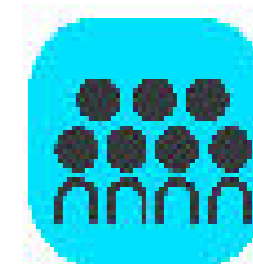
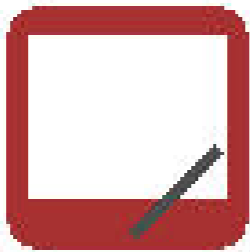
Concept Development:

Fluency Practice:

- Personal White Board



I can Take from 10 within 100.



Take From a Ten or the Ones

When I show you the problem, you say take from the tens or take from the ones.

$$13 - 2$$

$$13 - 9$$

$$24 - 1$$

$$24 - 9$$

$$16 - 2$$

$$32 - 1$$

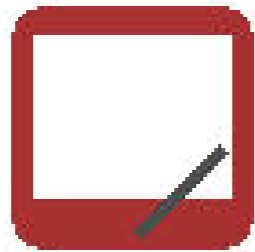
$$21 - 9$$

$$15 - 6$$

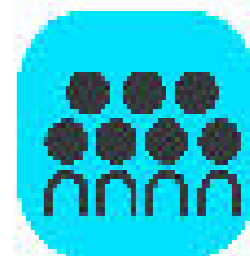
$$16 - 6$$

$$18 - 8$$

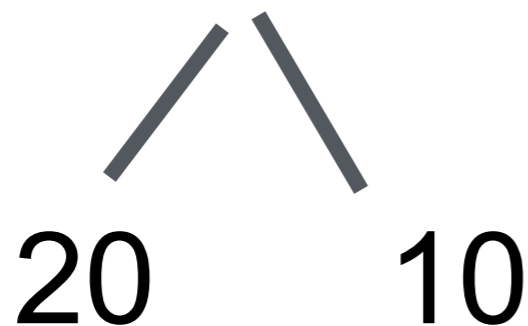
$$13 - 8$$



Take Out Ten

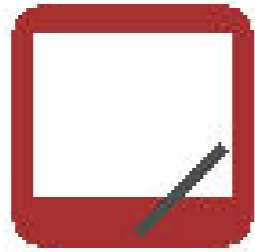


$$30 - 7 =$$

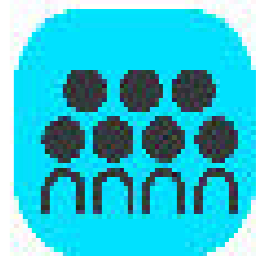


$$10 - 7 = 3$$

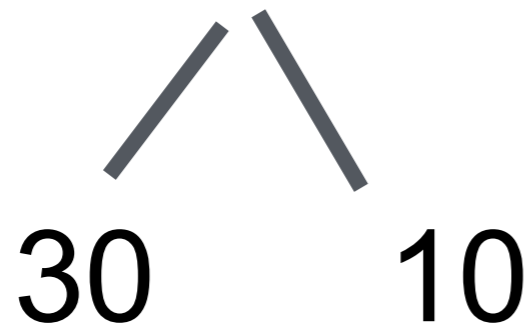
$$20 + 3 = 23$$



Take Out Ten

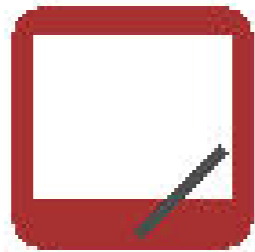


$$40 - 7 =$$

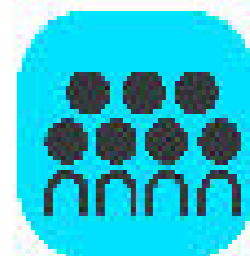


$$10 - 7 = 3$$

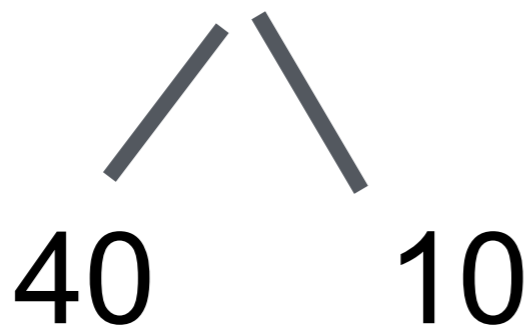
$$30 + 5 = 35$$



Take Out Ten



$$50 - 5 =$$

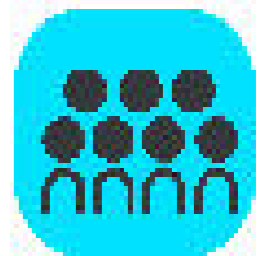


$$10 - 5 = 5$$

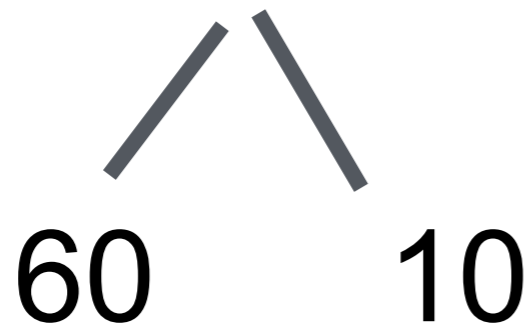
$$40 + 5 = 45$$



Take Out Ten

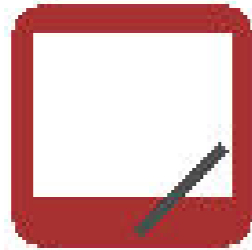


$$70 - 5 =$$

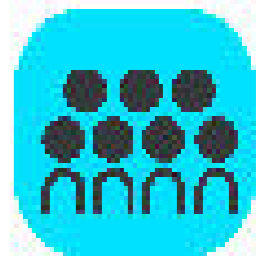


$$10 - 5 = 5$$

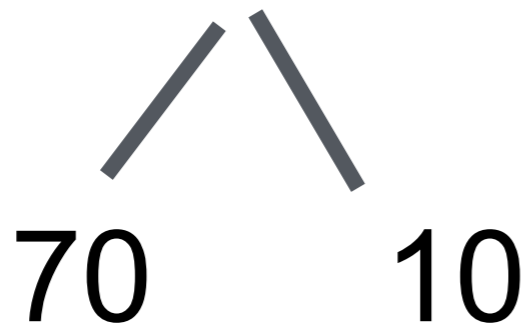
$$60 + 5 = 65$$



Take Out Ten

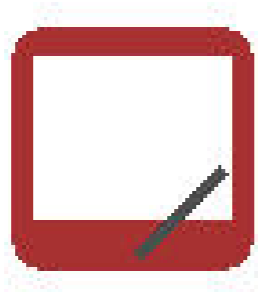


$$80 - 8 =$$

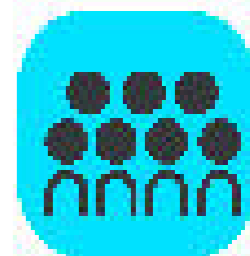


$$10 - 8 = 2$$

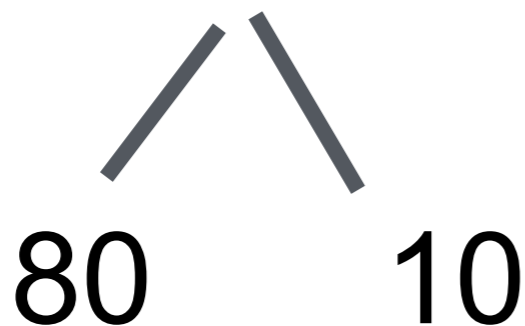
$$70 + 2 = 72$$



Take Out Ten

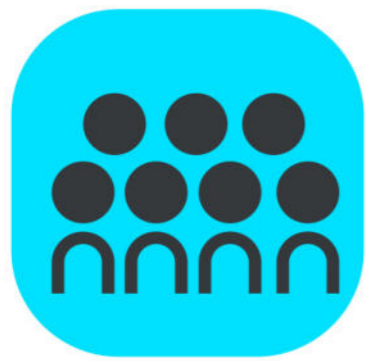


$$90 - 8 =$$



$$10 - 8 = 2$$

$$80 + 2 = 82$$



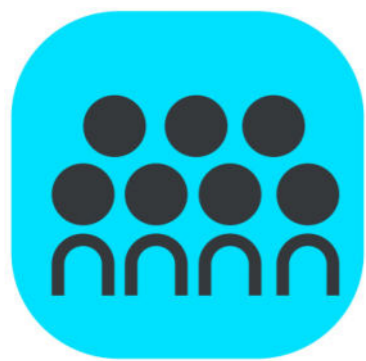
Concept Development

Jacob has 13 bouncy balls. He gives 8 of them to his friend Pete. How many bouncy balls does Jacob have left?

Talk to your partner. What number sentence could you use to solve?

What strategy did you use?

Using the take from ten strategy solve the problem on your white board.



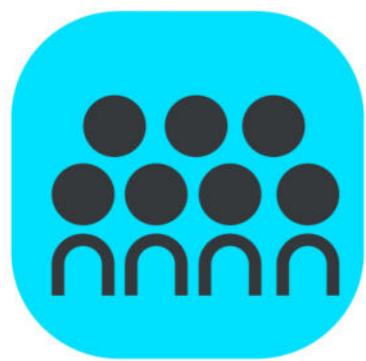
Concept Development

Explain how you used the take ten strategy to solve.

$$\begin{array}{r} 13 - 8 = 5 \\ \wedge \\ 3 \quad 10 \end{array}$$
$$\begin{array}{r} 10 - 8 = 2 \\ 3 + 2 = 5 \end{array}$$

Jacob has 13 bouncy balls. He gives 8 of them to his friend Pete.
How many bouncy balls does Jacob have left?

What does the 5 mean in our story of Jacob and Pete?



Concept Development

Let's pretend Jacob has 23 bouncy balls and shares 8 of them with Pete.

Work with your partner to see how many bouncy balls Jacob has left. Record your work on your white board.

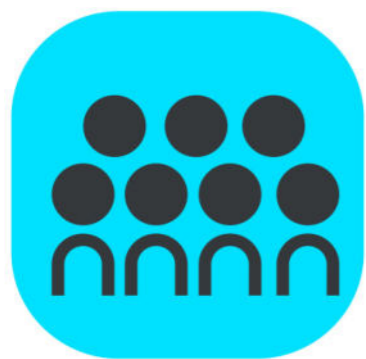
$$23 - 8 = \underline{\quad}$$

^

$$13 \quad 10$$

$$10 - 8 = 2$$

$$13 + 2 = 15$$



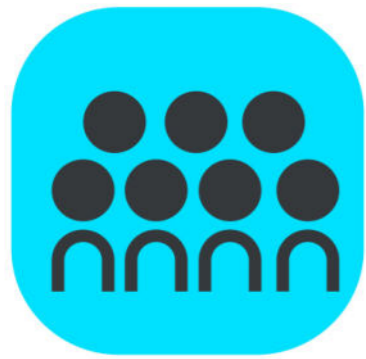
Concept Development

Now solve $43 - 8$.

Work with your partner to solve using the take from ten strategy.

Record your work on your white board.

$$\begin{array}{r} 43 - 8 = \underline{\quad} \\ \wedge \\ 33 \quad 10 \end{array}$$
$$10 - 8 = 2$$
$$33 + 2 = 35$$



Concept Development

15-7

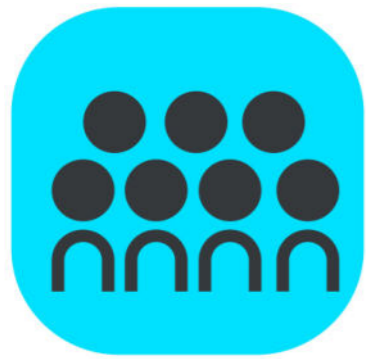
14-9

25-7

24-9

55-7

64-9



Concept Development



Turn and talk to you partner. What patterns did you notice when solving these problems?



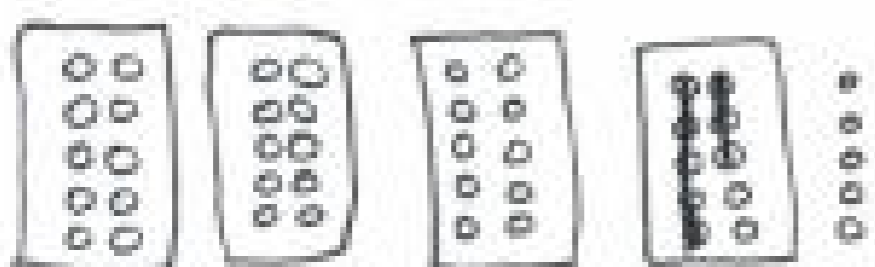
Is taking from the ten and adding the parts that are left a pattern? Talk to your partner.

A pattern can be something you see, but it's also something we do again and again!



Application Problem


Emma has 45 pencils. Eight pencils are sharpened.
How many pencils are not sharpened?



A diagram showing four tens rods and five ones units, representing 45 pencils. The first three rods are full, and the fourth rod has 8 units shaded.

$$45 - 8 = \underline{37}$$

37 pencils are not sharpened.



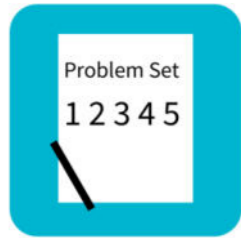
A bar model representing 45 pencils. The bar is divided into two sections: a smaller section on the left labeled '8 sharpened' and a larger section on the right labeled '? not sharpened'.

$$45 - 8 = \underline{37}$$

35 ¹⁰

$$10 - 8 = 2$$
$$35 + 2 = 37$$

37 pencils are not sharpened.



Problem Set

NYS COMMON CORE MATHEMATICS CURRICULUM

Lesson 8 Problem Set

2•1

Name _____

Date _____

1. Solve.

a.

$$12 - 9 = \underline{\quad}$$

$$\begin{array}{r} 12 \\ -9 \\ \hline 2 \end{array} \quad 10$$

b.

$$22 - 9 = \underline{\quad}$$

c.

$$42 - 9 = \underline{\quad}$$

d.

$$13 - 8 = \underline{\quad}$$

e.

$$23 - 8 = \underline{\quad}$$

f.

$$53 - 8 = \underline{\quad}$$



Debrief

- Look at problem 1. What patterns do you see? What did you do to solve?
- How did you solve problem 2?
- Can you remember the math goal of this lesson? What would be a good name for this lesson?



Exit Ticket

Name _____

Date _____

Solve.

1.

$$21 - 9 = \underline{\quad}$$

2.

$$34 - 8 = \underline{\quad}$$

3.

$$82 - 7 = \underline{\quad}$$