Eureka Math

2nd Grade
Module 4
Lesson 11

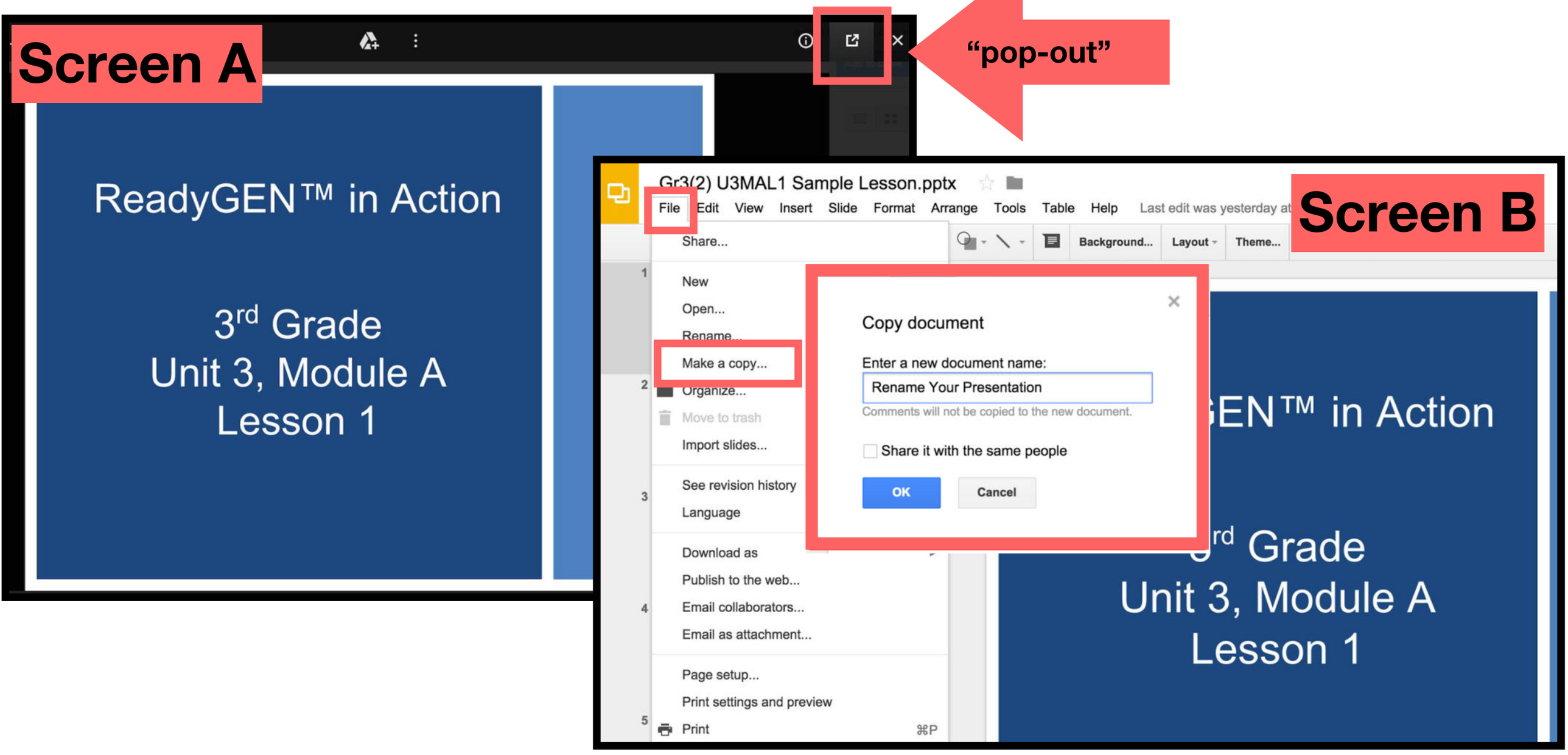
At the request of elementary teachers, a team of Bethel & Sumner educators met as a committee to create Eureka slideshow presentations. These presentations are not meant as a script, nor are they required to be used. Please customize as needed. Thank you to the many educators who contributed to this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

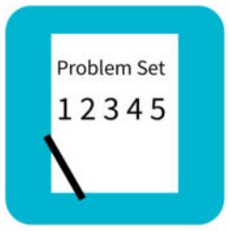


Icons

Read, Draw, Write

Learning Target

Personal White Board

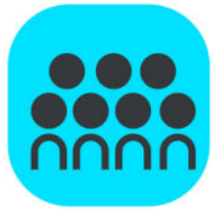


Problem Set

Manipulatives Needed

Fluency

Think Pair Share



Whole Class

Individual

Partner

Small Group

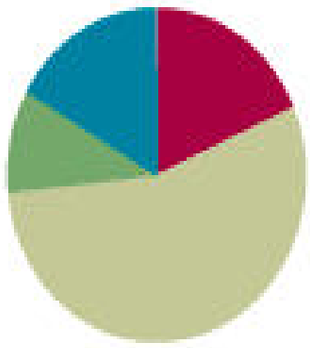
Small Group Time

Lesson 11

Objective: Represent subtraction with and without the decomposition of 1 ten as 10 ones with manipulatives.

Suggested Lesson Structure

Fluency Practice	(11 minutes)
Application Problem	(6 minutes)
Concept Development	(33 minutes)
Student Debrief	(10 minutes)
Total Time	**(60 minutes)**



I can represent subtraction with and without the decomposition of 1 ten as 10 ones with manipulatives.

Materials Needed:

Concept Development:

- (T) Place value disks (19 ones, 9 tens),
- (T)Unlabeled tens place value chart (Lesson 1 Template)
- (S) Place value disks (19 ones, 9 tens),
- (S)unlabeled tens place value chart (Lesson 1 Template),
- (S)place value disks (Lesson 6 Template)

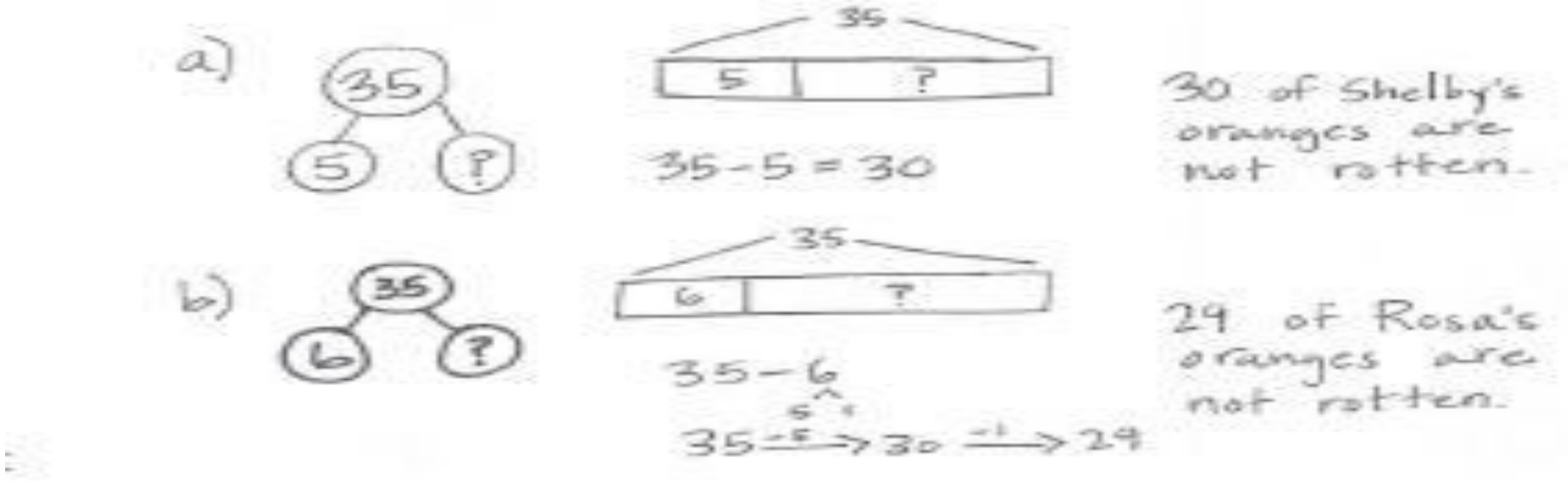
Application problems

Shelby picks 35 oranges. 5 are rotten.

a. How many of Shelby's oranges are not rotten?

b. Rosa picks 35 oranges, too, but 6 are rotten.

How many of Rosa's oranges are not rotten?



2 less

For every number I say, you say 2 less. If I say 10, you say 8. Ready?

10	30	51
11	31	61
20	40	
21	41	

Using 10 to Subtract

16 - 9?

10 - 9?

1 + 6?

15 - 9?

13 - 8?

15 - 7?

16 - 7?

12 - 9?

13 - 7?

Subtract Common Units

Say the number in unit form.

77

77 - 22 = ?

Say the subtraction sentence and answer in unit form.

88 – 33 166 – 44

99 – 22 55 – 33

66 – 44 155 – 33.

Concept Development

Problem 1:
35 - 9 =

35 - 5 is

35 - 6 is

24 - 4 is
24 - 5 is
24 - 6 is
24 - 7 is

17 - 7 is
17 - 8 is
17 - 9 is

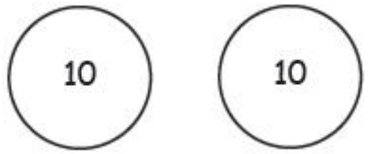
Concept Development

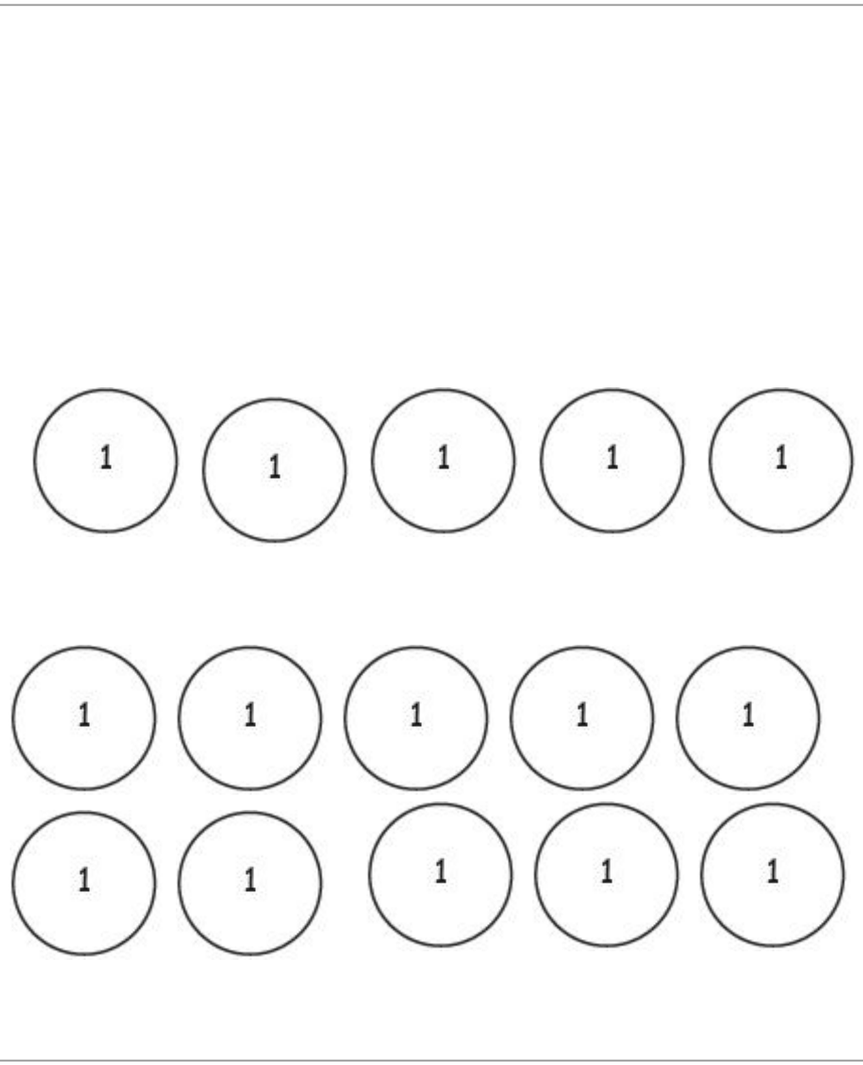
35 - 9 =

10 10 10	1 1 1 1 1

Concept Development

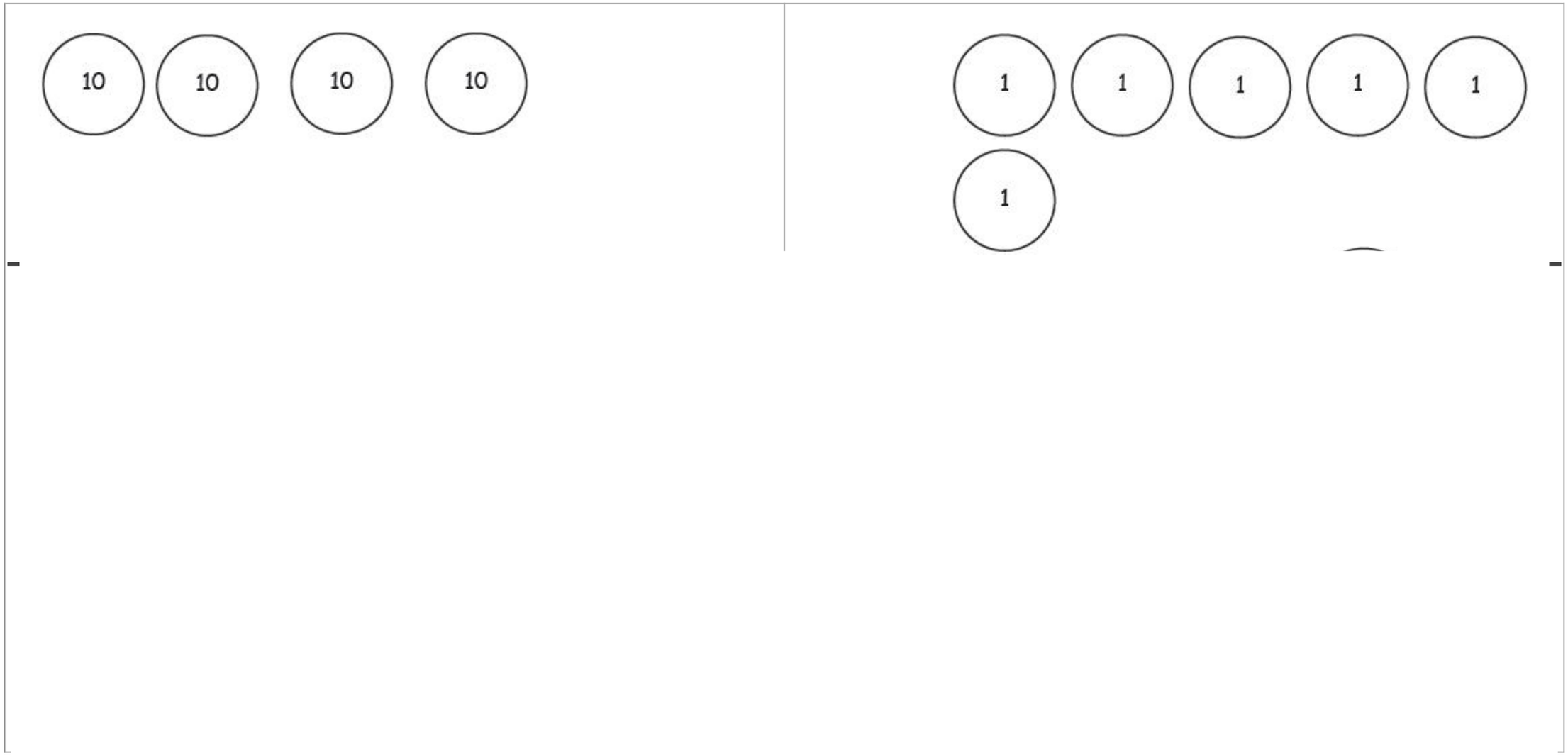
35 - 9 =





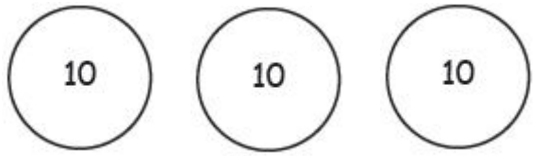
Concept Development

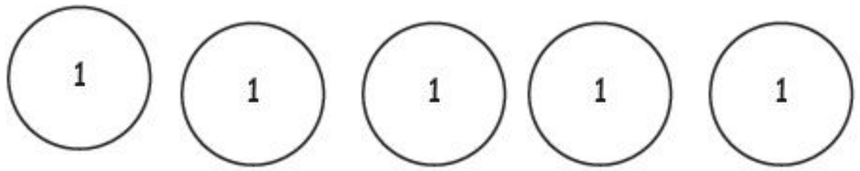
46 - 18

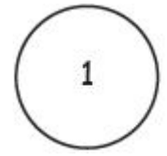


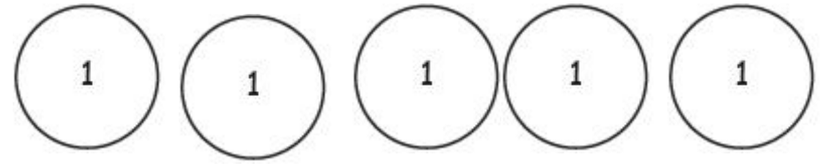
Concept Development

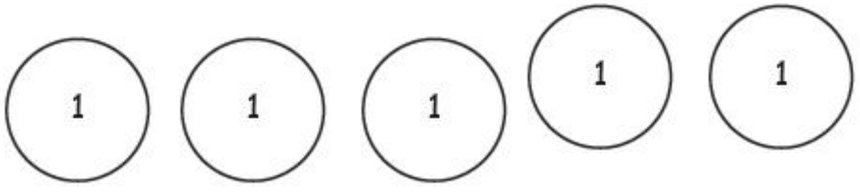
46 - 18

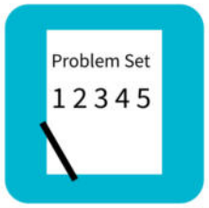












Problem Set

Name _____ Date _____

1. Solve using mental math.

   a. 8 – 7 = _____ 38 – 7 = _____ 38 – 8 = _____ 38 – 9 = _____

   b. 7 – 6 = _____ 87 – 6 = _____ 87 – 7 = _____ 87 – 8 = _____

2. Solve using your place value chart and place value disks. Unbundle a ten if needed. Think about which problems you can solve mentally, too!

   a. 28 – 7 = _____ 28 – 9 = _____

   b. 25 – 5 = _____ 25 – 6 = _____

   c. 30 – 5 = _____ 33 – 5 = _____

   d. 47 – 22 = _____ 41 – 22 = _____

   e. 44 – 16 = 44 – 26 =

Debrief

When you used the chip model for Problem 1, Part (a), how did you know whether or not to bundle a new unit of ten?

Look at Problem 2. How could you avoid the extra work of modeling the problems in the second column? Use the words more or less to describe how the second column relates to the first one.

Explain to your partner how to solve Problem 3. Did you need to unbundle a ten to solve?
How did you know?

Debrief

For Problem 4,did you decompose a unit often?
Could you have solved this problem differently?

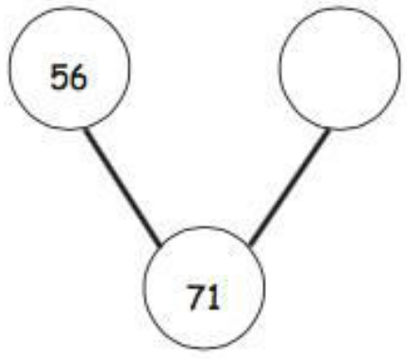
How do you know when you must unbundle a ten to subtract? Must you always unbundle when solving a problem like 86 – 39?

Exit Ticket

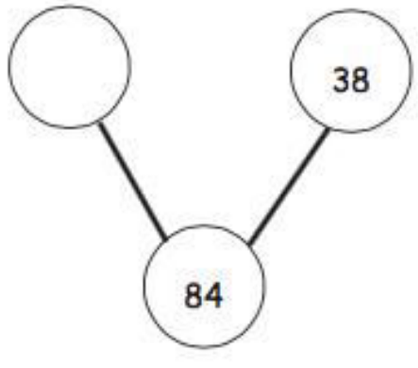
Name _____ Date _____

Solve for the missing part. Use your place value chart and place value disks.

1.



2.



Problem Set

Name _____ Date _____

1. Solve using the algorithm. Draw chips and bundle when you can.

a. 127 + 18 = _____

hundreds	tens	ones

b. 136 + 16 = _____

hundreds	tens	ones

Debrief

When you used the chip model for Problem 1, Part (a), how did you know whether or not to bundle a new unit of ten?

For Problem 1, Part (b), where did you write the new ten in vertical form? How did it match your chip model?

For Problem 1, can you tell if you will need to bundle ones just by looking at the digits in the ones place? What mental strategy helps you to know?

Debrief

For Problem 1, Part (d), does it matter what number you draw first on your place value chart? Why not? Does adding a three-digit number change how you add?

Look at Problem 1, Part (e). Think of the word renaming. How did we use bundling to rename the solution? Use place value language (i.e., hundreds, tens, and ones) to explain.

Exit Ticket

Name _____ Date _____

1. Solve using the algorithm. Draw chips and bundle when you can.

27 + 137

hundreds	tens	ones

2. Using the previous problem, fill in the blanks. Use place value language to explain how you used bundling to rename the solution.

Before bundling a ten _____ hundreds _____ tens _____ ones

After bundling a ten _____ hundreds _____ tens _____ ones