Eureka Math

2nd Grade
Module 4
Lesson 14

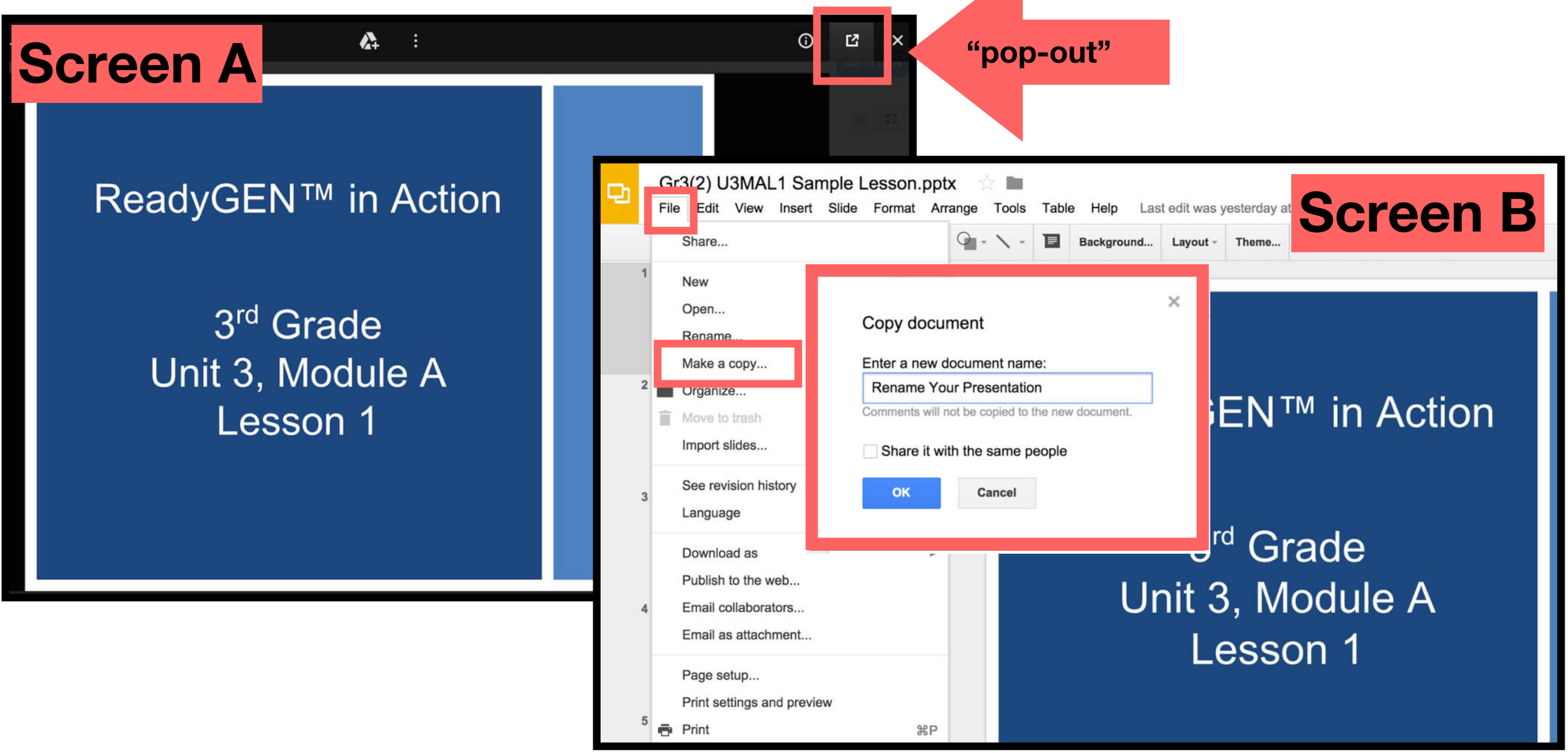
At the request of elementary teachers, a team of Bethel & Sumner educators met as a committee to create Eureka slideshow presentations. These presentations are not meant as a script, nor are they required to be used. Please customize as needed. Thank you to the many educators who contributed to this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

Read, Draw, Write

Learning Target

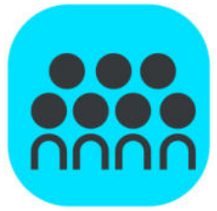
Personal White Board

Problem Set

Manipulatives Needed

Fluency

Think Pair Share



Whole Class

Individual

Partner

Small Group

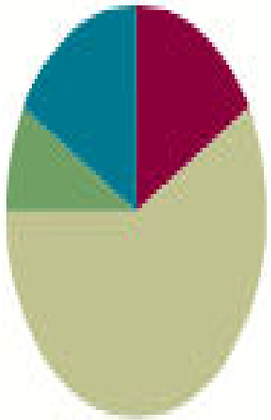
Small Group Time

Lesson 14

Objective: Represent subtraction with and without the decomposition when there is a three-digit minuend.

Suggested Lesson Structure

Application Problem	(5 minutes)
Fluency Practice	(10 minutes)
Concept Development	(35 minutes)
Student Debrief	(10 minutes)
Total Time	**(60 minutes)**



I can subtract three digit numbers with and without decomposing.

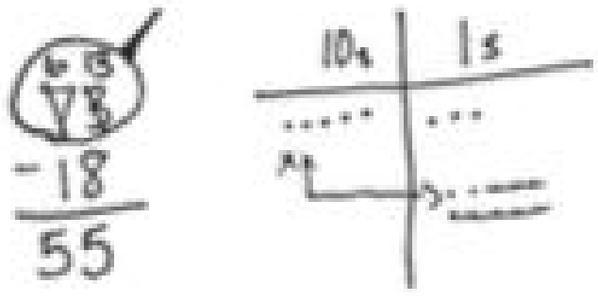
Materials Needed:

Concept Development:

- (S) personal whiteboards

Application problems

The total length of a red string and a purple string is 73 cm. The red string is 18 cm long. How long is the purple string?



The purple string is 55cm long.

Place Value

184 Say in standard form

What digit is in the tens place?

What is the value of the 8?

What is the value of the digit 1?

4?

Place Value

173 Say in standard form

What digit is in the tens place?

What is the value of the 7?

What is the value of the digit 1?

3?

Place Value

256 Say in standard form

What digit is in the tens place?

What is the value of the 5?

What is the value of the digit 2?

6?

Rename the Units: Choral Response.

10 ones = _____ tens

20 ones = 1 ten ____ ones

24 ones = 1 ten ____ ones

30 ones = 2 tens ___ ones

32 ones = 2 tens ___ ones

38 ones = 2 tens ___ ones

40 ones = 3 tens ___ ones

Take from the Tens or Ones

For every number sentence I say, you tell me if I take from the tens or the ones. If I say 46 - 5, you say take from the ones. If I say 46 - 7, you say take from the tens. Ready?

52 - 1

52 - 4

63 - 6

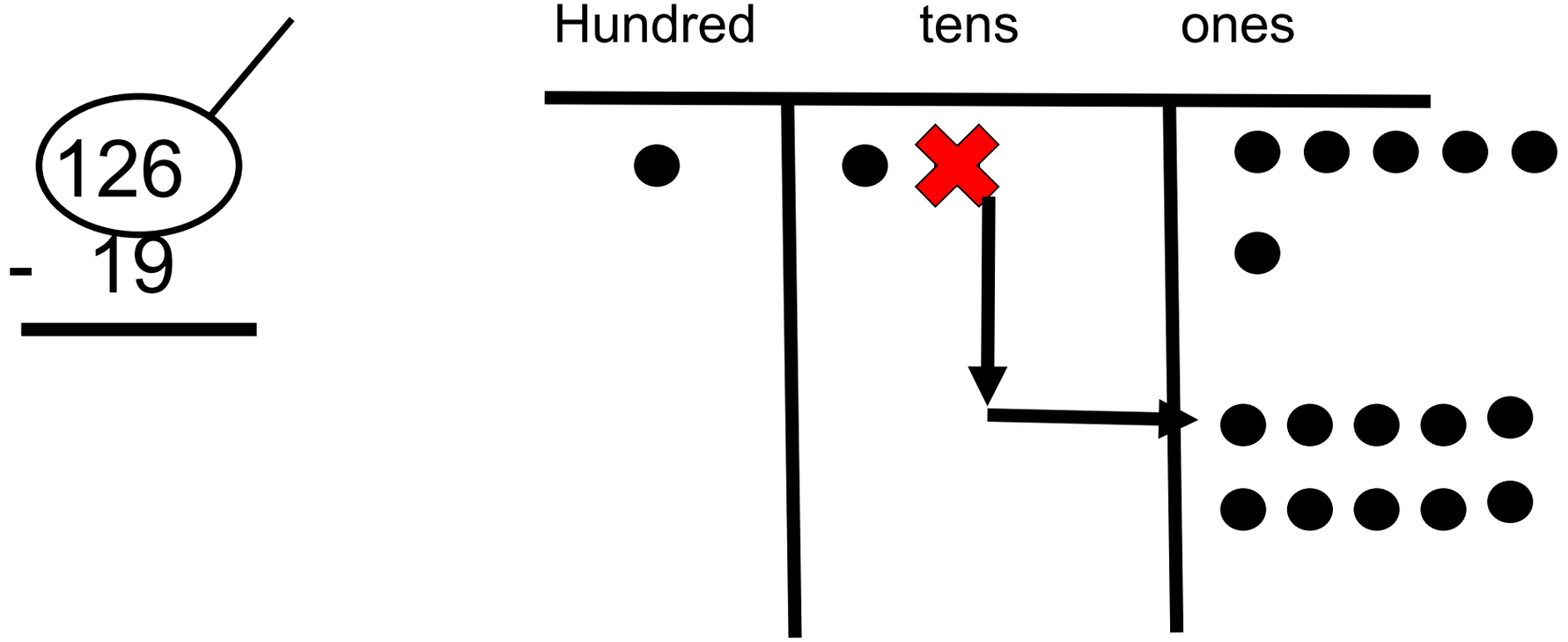
64 - 5

65 - 4

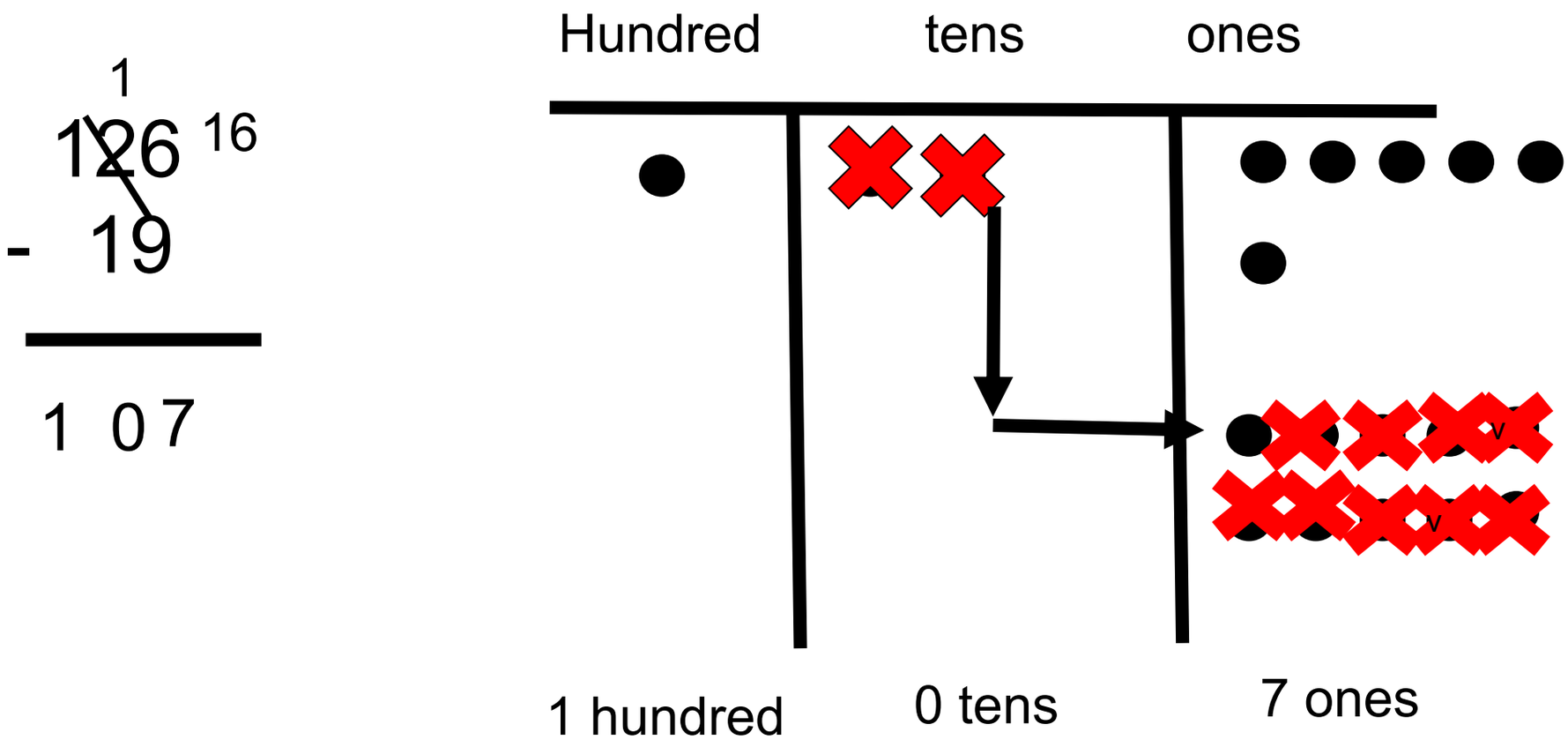
68 - 8

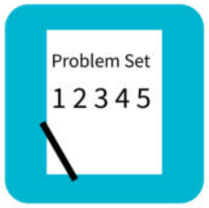
70 - 3

Concept Development



Concept Development





Problem Set

Name _____ Date _____

1. Solve by writing the problem vertically. Check your result by drawing chips on the place value chart. Change 1 ten for 10 ones, when needed.

a. 134 - 23= _____

hundreds	tens	ones

b. 140 - 12 = _____

hundreds	tens	ones

Debrief

Explain to your partner how you solved Problems 1(a) and (b). What significant differences do you notice about the vertical form and place value charts for these two problems (i.e., did you have to unbundle a ten)? Why?

For Problem 1(c), use place value language to explain to your partner how your model matches the vertical form. Why does your answer include a zero in the tens place?

One student's answer for Problem 1(e),187–49, was 148. What mistake did she make in the vertical form? How would the chip model have helped her to figure out the correct answer?

Debrief

For Problem 2(b),how did having a three-digit addend (as opposed to two-digit) change the way you solved the problem?

For Problem 2(b),how did having a three-digit addend (as opposed to two-digit) change the way you solved the problem?

Exit Ticket

Name _____ Date _____

Solve by writing the problem vertically. Check your result by drawing chips on the place value chart. Change 1 ten for 10 ones, when needed.

1. 145 – 28 = _____

hundreds	tens	ones

2. 151 – 39 = _____

hundreds	tens	ones