Eureka Math

2nd Grade Module 4 Lesson 15

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Reflecting your Teaching Style and Learning Needs of Your Students

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Icons



















Manipulatives Needed







Lesson 15

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

Suggested Lesson Structure

Fluency Practice
 Application Problem
 Concept Development
 Student Debrief
 Total Time

(11 minutes) (7 minutes) (32 minutes) (10 minutes) (60 minutes)





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

Materials Needed:



Sprint

Concept Development:

- (S) personal white boards
- (S) paper



Subtract from Tens



When I say a basic fact, you add ten to the whole and continue until I say to stop. So, after 11 – 9, you would solve 21 – 9. Then?

Yes. Solve as many as you can on your personal white board before I give the signal to stop. Let's begin. 11 - 9.



Sprint

A STORY OF UNITS

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Lesson 15 Sprint 2.4

Number Correct: _____

Two-Digit Subtraction

1.	53 - 2 =	23.	84 - 40 =	
2.	65 - 3 =	24.	80 - 50 =	
3.	77 - 4 =	25.	86 - 50 =	6
4.	89 - 5 =	26.	70 - 60 =	
5.	99 - 6 =	27.	77 - 60 =	
6.	28 - 7 =	28.	80 - 70 =	5
7.	39 - 8 =	29.	88 - 70 =	
8.	31 - 2 =	30.	48 - 4 =	
9.	41 - 3 =	31.	80 - 40 =	
10.	51 - 4 =	32.	81 - 40 =	
11.	61 - 5 =	33.	46 - 3 =	3
	+		n de la companya de l	4





There are 136 students in the second grade at Miles Davis Elementary. 27 of them brought bag lunches to school. The rest buy the hot lunch. How many students are buying a hot lunch?



109 students are buying lunch.









124

612

Let's draw a number bond to show that. What was the total?



What are our parts? If we add together our parts, what should our total be?



Add together the parts to see if you get the correct total.

124

612



124	124 + 48 = 172
⊦48	48 + 124 = 172
	172 - 48 = 124
172	172 - 124 = 48

Let's make two addition and two subtraction sentences for this number bond



Problem Set

A STORY OF UNITS	Lesson 15 Problem Set		
Name	Date		
 Solve each problem using vertic chart with chips. Exchange 1 to 	cal form. Show the subtraction on the place valu en for 10 ones, when necessary.	le	

a. 173 - 42	hundreds	tens	ones



When you used the chip model for Problem 1(a), how did you know whether or not to decompose a ten? Was this the same in Problem 1(b)?

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

For Problem 1(c), what number(s) did you draw on your place value chart? Why? Does subtracting from a three-digit number change how you subtract?



For Problems 1(d) and (e), can you tell if you need to decompose a ten just by looking at the digits in the ones place? Explain how you know.

Look at Problems 2(a) and (b). How did you solve these problems without using a place value chart? Did you draw a magnifying glass? What can you visualize?



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Exit Ticket (3 minutes)

After the Student Debrief, instruct students to complete the Exit Ticket. A review of their work will help with assessing students' understanding of the concepts that were presented in today's lesson and planning more effectively for future lessons. The questions may be read aloud to the students.