Eureka Math

2nd Grade
Module 4
Lesson 23

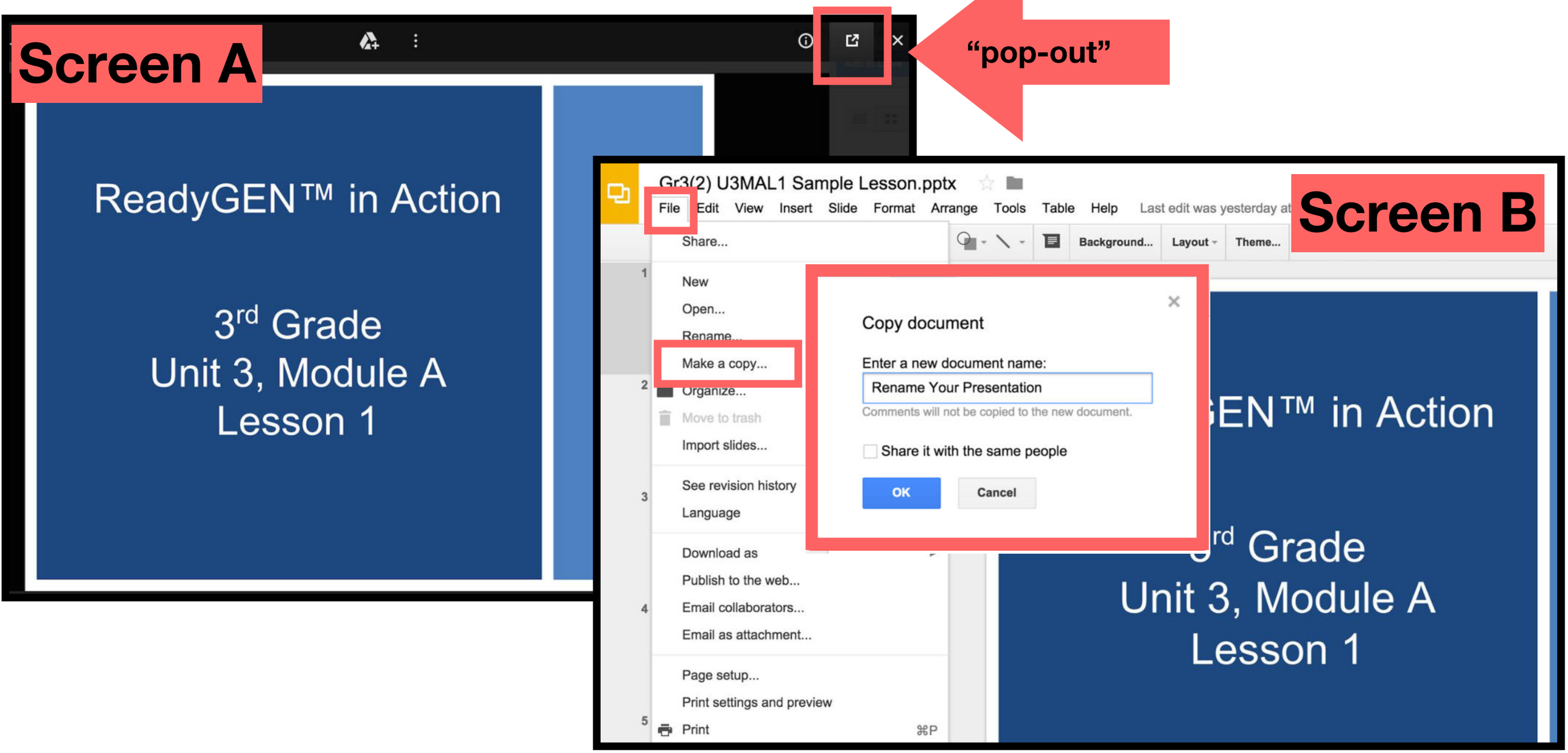
At the request of elementary teachers, a team of Bethel & Sumner educators met as a committee to create Eureka slideshow presentations. These presentations are not meant as a script, nor are they required to be used. Please customize as needed. Thank you to the many educators who contributed to this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

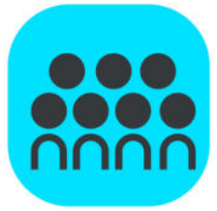
Personal White Board

Problem Set

Manipulatives Needed

Fluency

Think Pair Share



Whole Class

Individual

Partner

Small Group

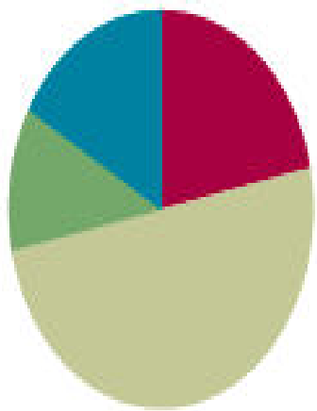
Small Group Time

Lesson 23

Objective: Use number bonds to break apart three-digit minuends and subtract from the hundred.

Suggested Lesson Structure

Fluency Practice	(13 minutes)
Application Problem	(7 minutes)
Concept Development	(30 minutes)
Student Debrief	(10 minutes)
Total Time	**(60 minutes)**



I can use number bonds to break apart three-digit minuends and subtract from the hundred.

Materials Needed:

Fluency:
Sprint

Concept Development:

- (S) White board

Take from Ten

16 – 9. Take 9 from the ten or the ones?

Say the number sentence.

Now add back the ones.

Say the complete number sentence for 16 – 9.

Adding to 1 Hundred

What is the number sentence for 10 more than 100?

25 more than 100

34 more than 100

42 more than 100

50 more than 100

Sprint

Number Correct: _____

A

Subtraction Patterns

1.	10 – 1 =	
2.	10 – 2 =	
3.	20 – 2 =	
4.	40 – 2 =	
5.	10 – 2 =	
6.	11 – 2 =	
7.	21 – 2 =	
8.	51 – 2 =	
9.	10 – 3 =	

23.	21 – 6 =	
24.	91 – 6 =	
25.	10 – 7 =	
26.	11 – 7 =	
27.	31 – 7 =	
28.	10 – 8 =	
29.	11 – 8 =	
30.	41 – 8 =	
31.	10 – 9 =	

Application problems

Yossef downloaded 115 songs. 100 of them were rock songs. The rest were hip-hop songs.

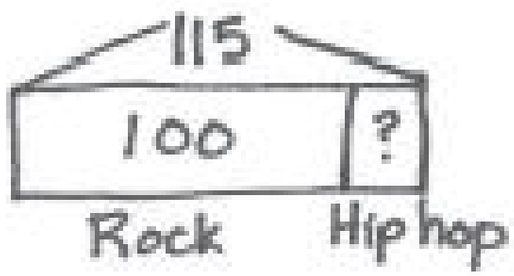
a. How many of Yossef’s songs were hip-hop?

b. 80 of his rock songs were oldies rock. How many rock songs were new?

Application problems

Yossef downloaded 115 songs. 100 of them were rock songs. The rest were hip-hop songs.

a. How many of Yossef's songs were hip-hop?



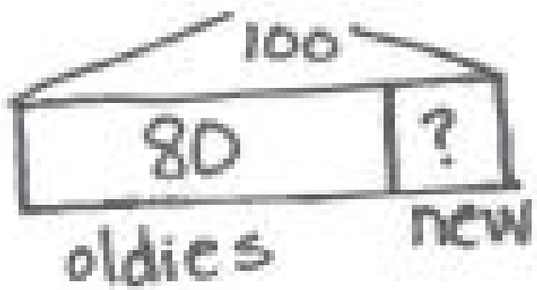
115 $\xrightarrow{-100}$ 15

15 songs were hip-hop.

Application problems

Yossef downloaded 115 songs. 100 of them were rock songs. The rest were hip-hop songs.

b. 80 of his rock songs were oldies rock. How many rock songs were new?

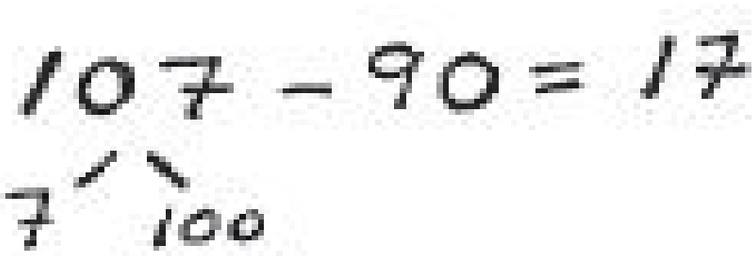


100 −80→ 20

20 rock songs were new.

CONCEPT DEVELOPMENT

107 – 90 Can we break apart 107 by making 100 and some ones?

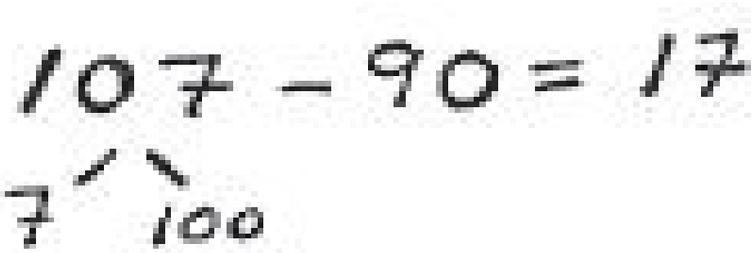


Give me the number sentence.

Now we can make an easier problem and subtract from the hundred.
What is 100 – 90? Turn and talk.

CONCEPT DEVELOPMENT

107 – 90



100 - 90 = 10

10 + 7 = 17

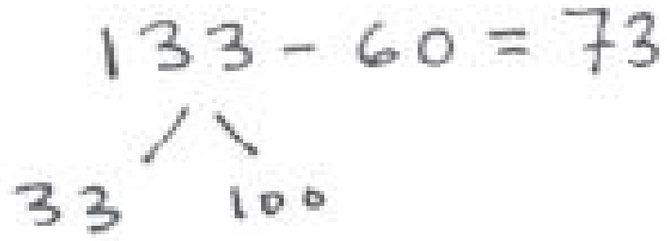
Am I finished? Does 107 – 90 equal 10?

I need to add back the 7 ones! What is 10 + 7?

107 – 90 = 17.

CONCEPT DEVELOPMENT

Let's try a harder one.
133 – 60
What should we do first?



133 is 100 + 33 or 133 – 33 = 100.

How much is 100 – 60?

Put the parts together and show me.

100 - 60 = 40
33 + 40 = 77
133 - 60 = 77

Problem Set

Name _____ Date _____

1. Solve using number bonds to subtract from 100. The first one has been done for you.

a. 106 – 90 = 16 6 100 100 – 90 = 10 10 + 6 = 16	b. 116 – 90
c. 114 – 80	d. 115 – 80

Debrief

For Problem 1, explain how you used a number bond to make the problem easier to solve. How did you show subtracting from the hundred?

How did the number bond in Problem 1, Part (a) help you to solve Part (b)?
What was different about your number bond for Part (b)?
How did this affect the answer in comparison to Part (a)?

What was the same and different about solving Problem 1, Parts (c) and (d)?
How did you know that the answer to Part (d) would be one more than the answer to Part (c)?

Debrief

Explain to your partner how to solve Problem 1, Part (e) in three simple steps.
Why does the third step involve addition when this is a subtraction problem?

How are Problem 1, Parts (g) and (h) related?
Why are their answers the same even though their number bonds are different?

When is subtracting from the hundred a good mental strategy?

Exit Ticket

Name _____ Date _____

Solve using number bonds to subtract from 100.

1. 114 – 50

2. 176 – 90