Eureka Math

2nd Grade
Module 4
Lesson 24

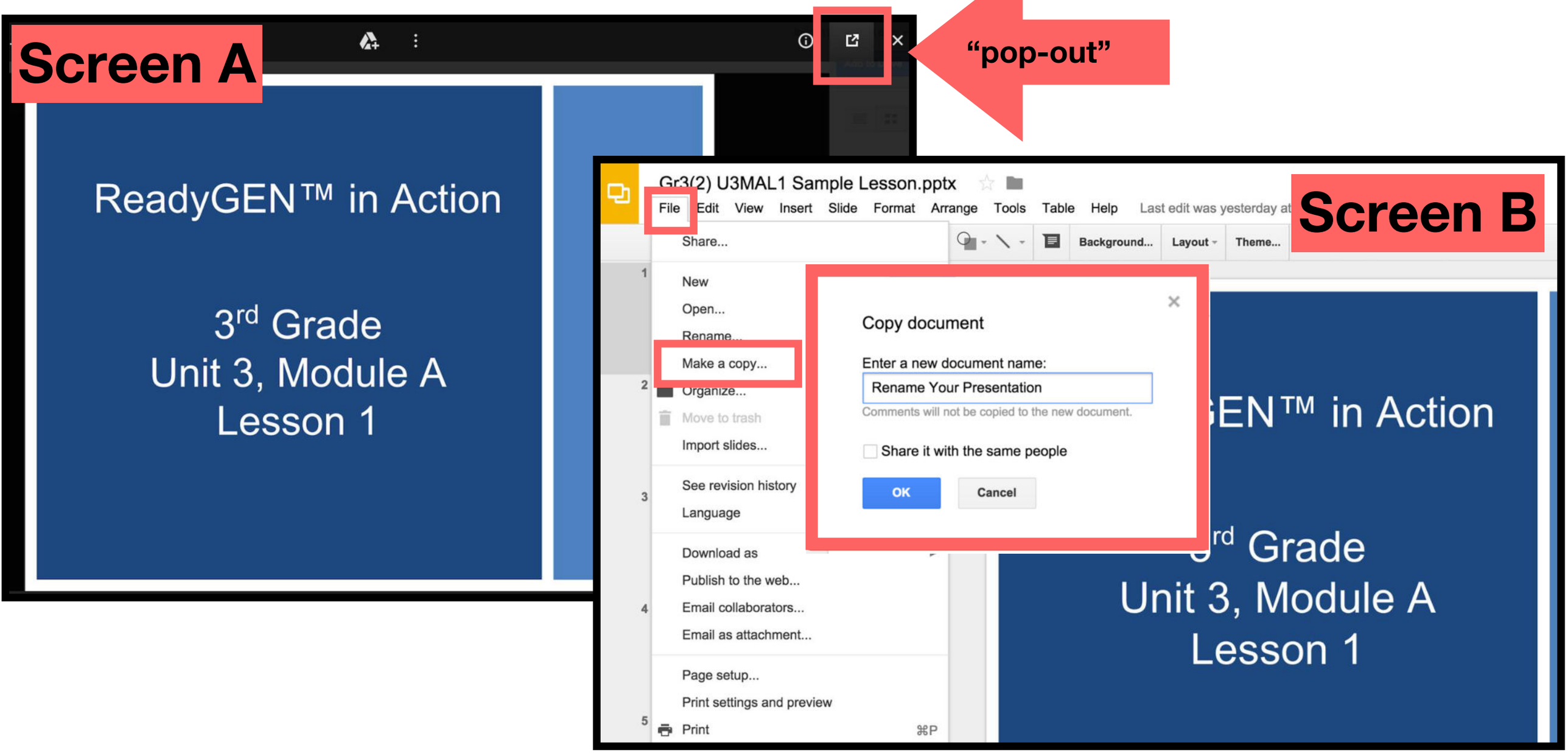
At the request of elementary teachers, a team of Bethel & Sumner educators met as a committee to create Eureka slideshow presentations. These presentations are not meant as a script, nor are they required to be used. Please customize as needed. Thank you to the many educators who contributed to this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

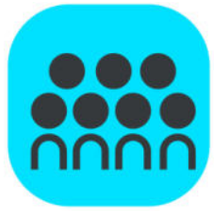
Personal White Board

Problem Set

Manipulatives Needed

Fluency

Think Pair Share



Whole Class

Individual

Partner

Small Group

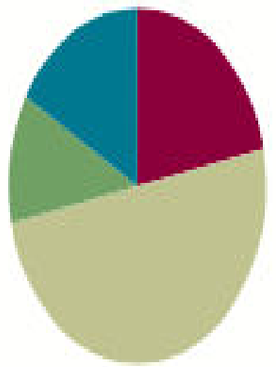
Small Group Time

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 manipulatives to decompose 1 hundred as 10 tens and 1 ten as 10 one.

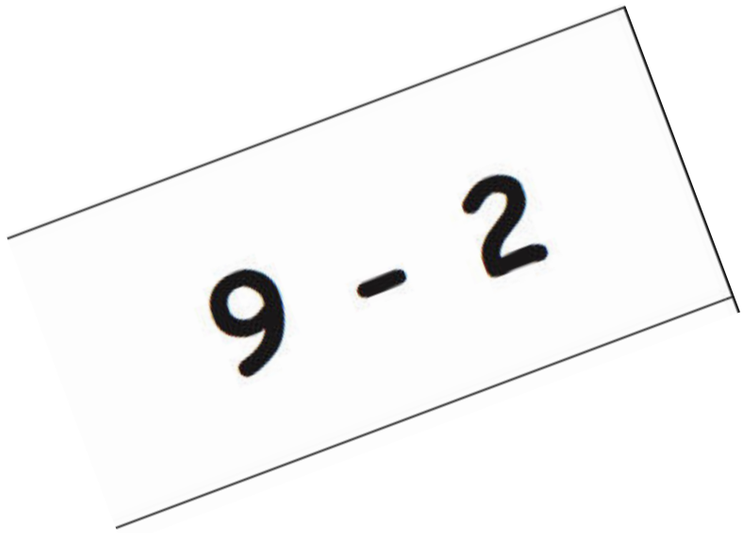
Materials Needed:

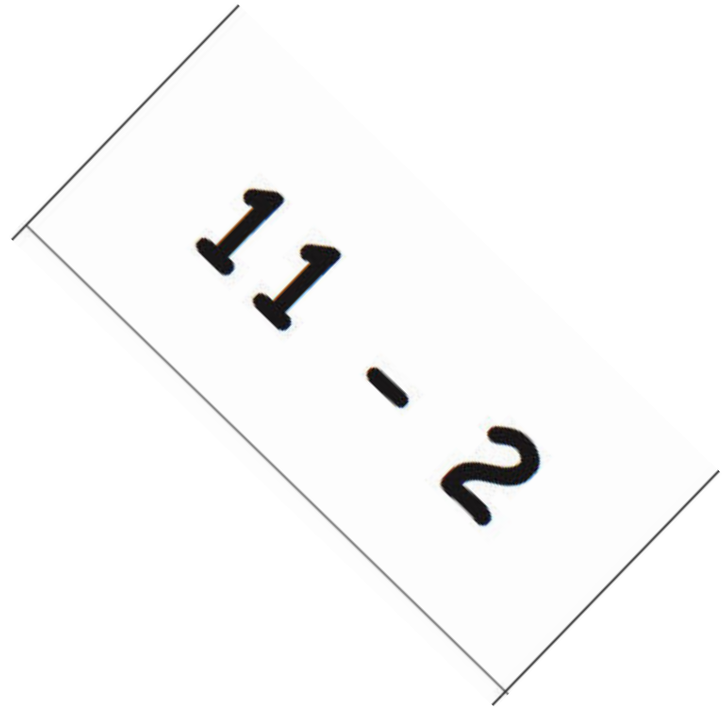
Fluency:
(T) Addition flash cards (fluency template)
(S) White board

Concept Development:

- (T) and (S) place value disks (1 hundreds, 18 tens, 18 ones)
- (T) and (S) place value chart
- (S) personal white board

Subtraction Fact Flash Cards





Adding to 1 Hundred

IWhat is the number sentence for 15 more than 100?

30 more than 100...?

41 more than 100...?

45 more than 100 ?

60 more than 100?

68 more than 100 ?

80 more than 100?

Take from a Ten or from the ones

For every number sentence I say, you tell me if I take from a ten or the ones. When I say 46–5, you say take from the ones,but if I say 46–7,you say take from a ten. Ready?

46 - 6

46 - 9

56 - 6

52 - 4

63 - 6

67 - 5

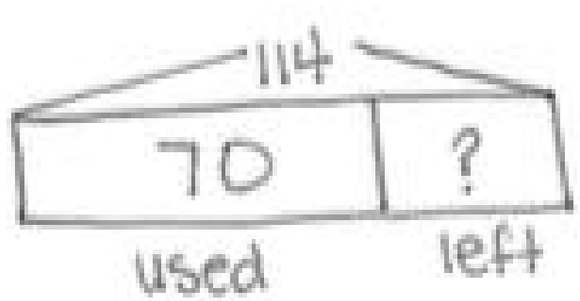
65 - 4

68 - 8

70 - 3

Application problems

Sammy bought 114 notecards. He used 70 of them.
How many unused notecards did he have left?



114 - 70 = 44

14 100

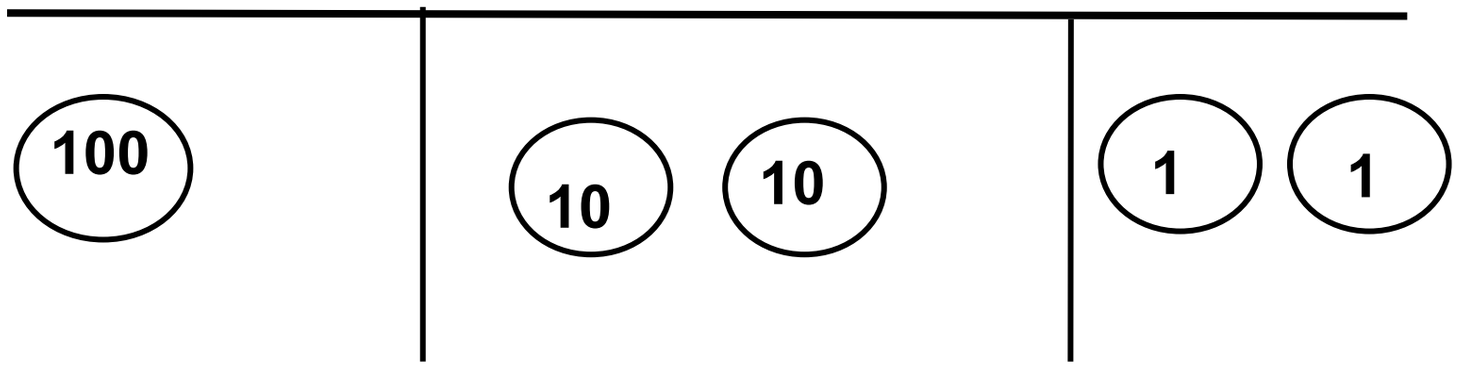
100 - 70 = 30

14 + 30 = 44

Sammy has 44 notecards left.

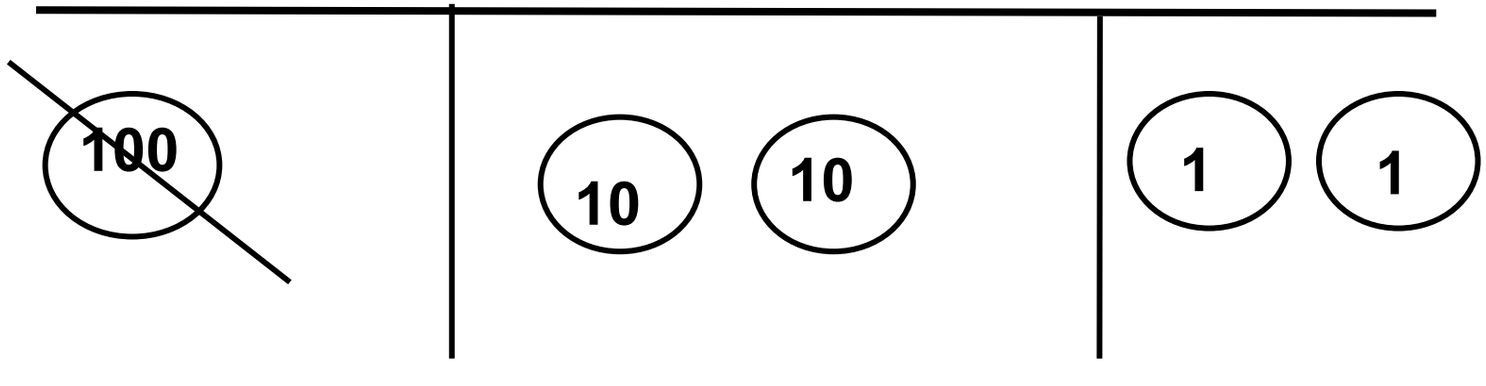
CONCEPT DEVELOPMENT

122 - 80



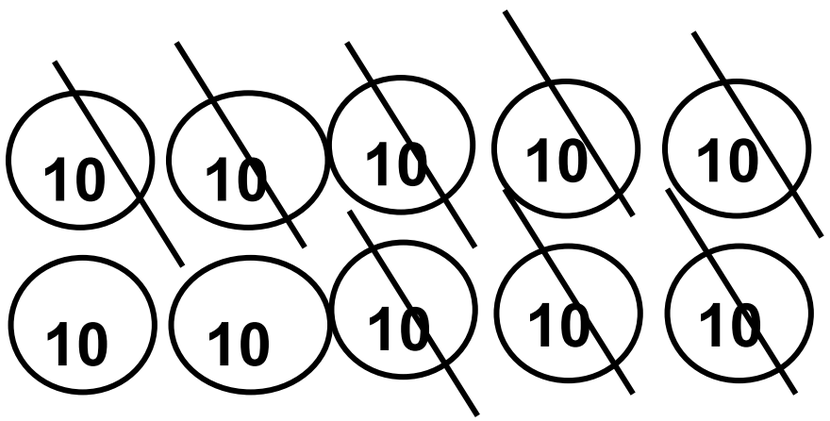
CONCEPT DEVELOPMENT

122 - 80



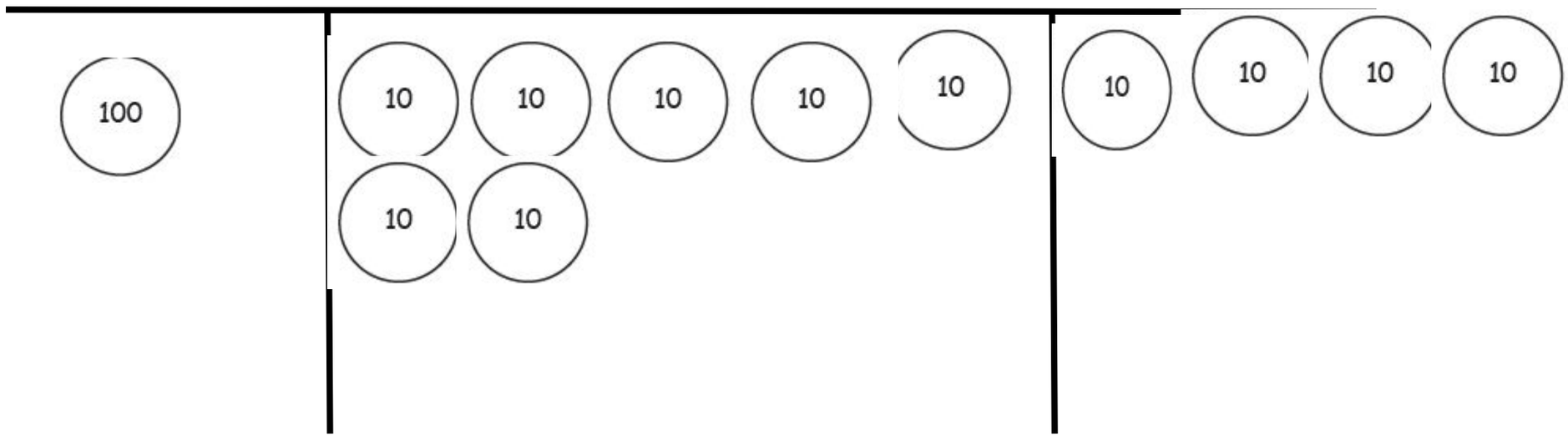
4 tens

2 ones



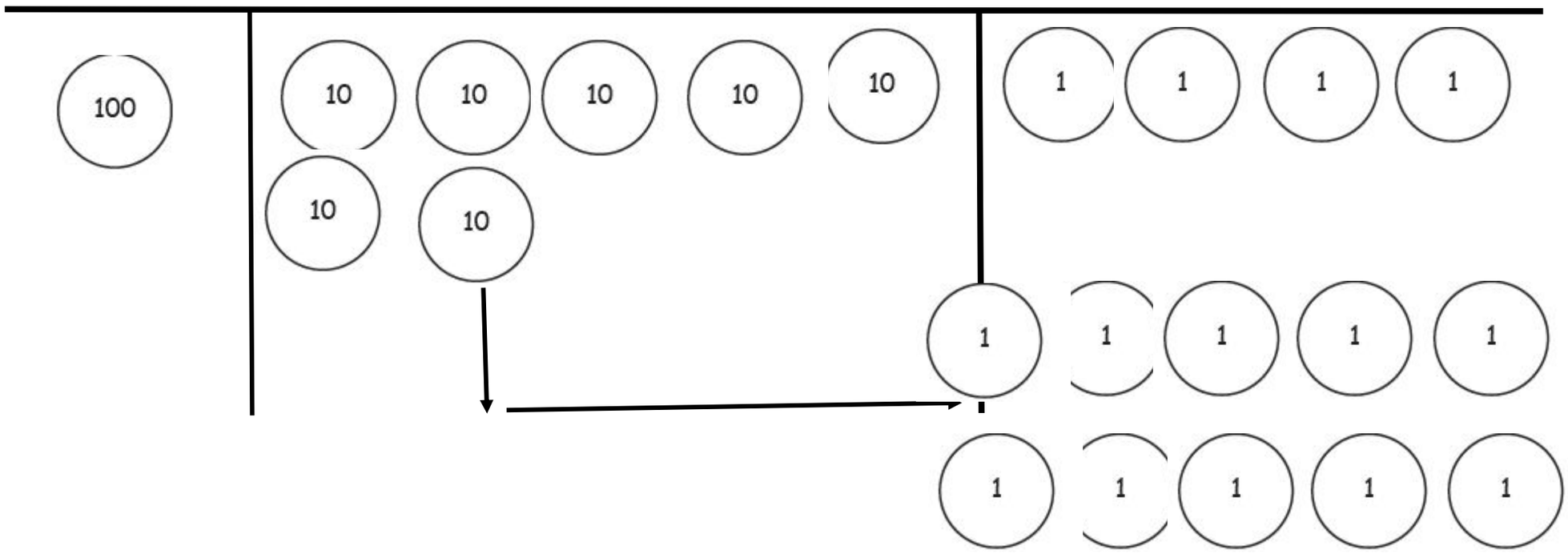
CONCEPT DEVELOPMENT

174 - 56



CONCEPT DEVELOPMENT

174 - 56



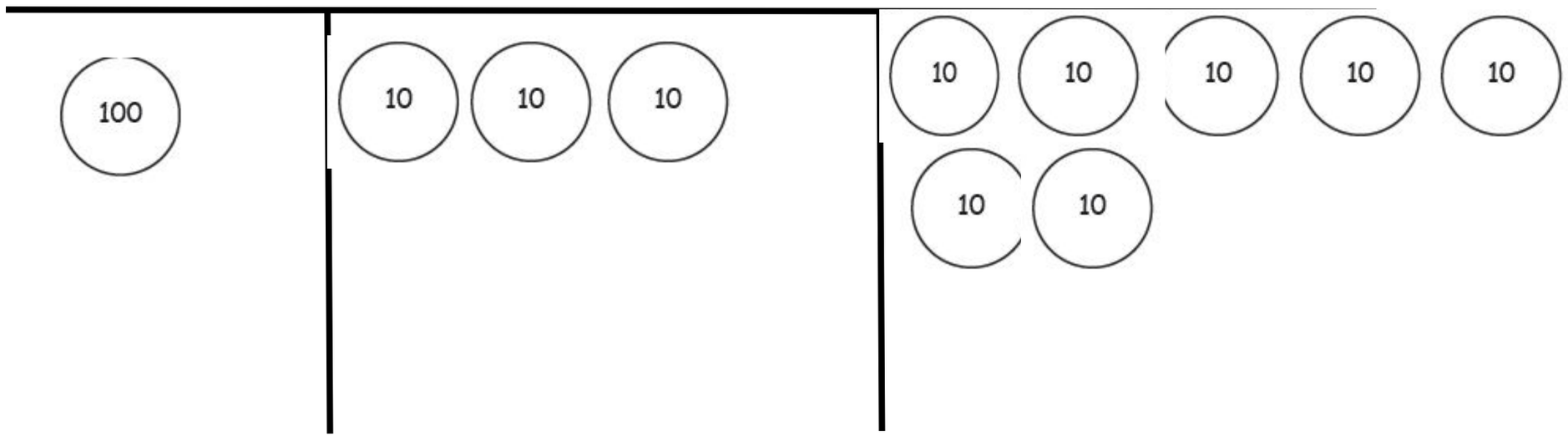
1 hundred

1 ten

8 ones

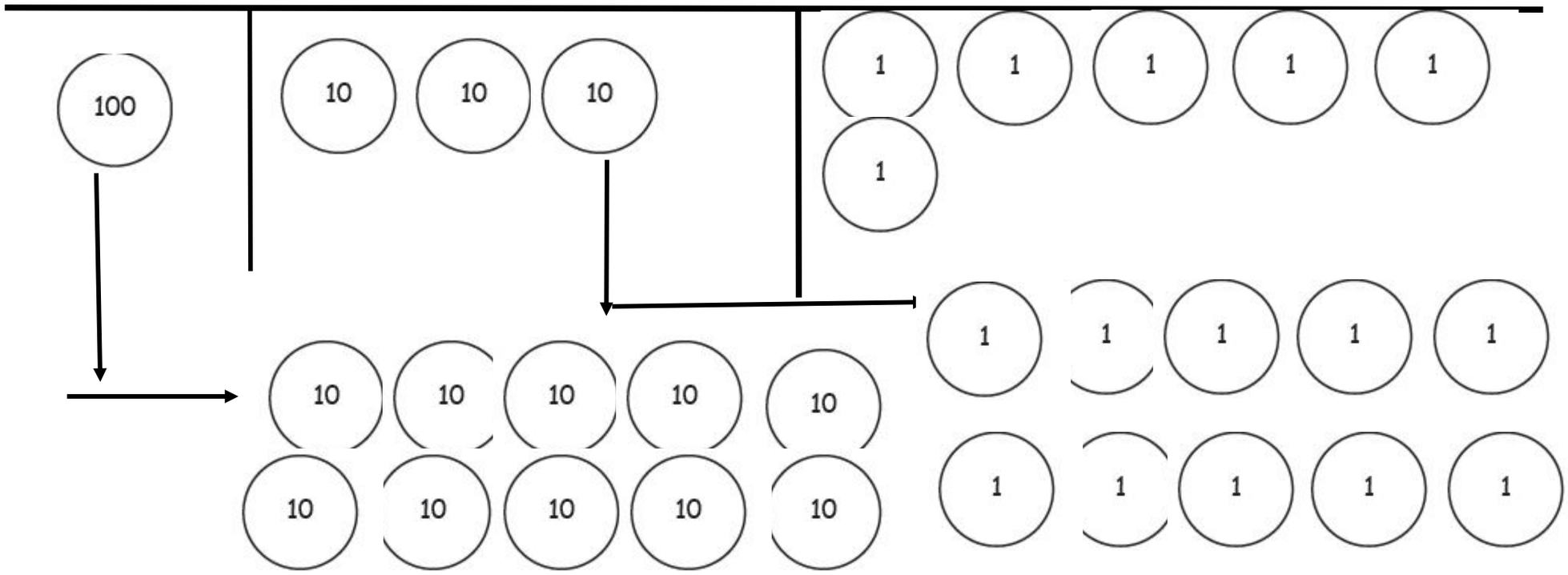
CONCEPT DEVELOPMENT

136 - 57



CONCEPT DEVELOPMENT

136 - 57



7 tens

9 ones

CONCEPT DEVELOPMENT

1 + 3 + 9 + 7 Now, we're adding four addends. Talk with your partner about how you can solve this easily.

Does this mean we can add numbers in any order?

31 + 23 + 19 + 47

How is this problem the same as the first problem? How is it different?

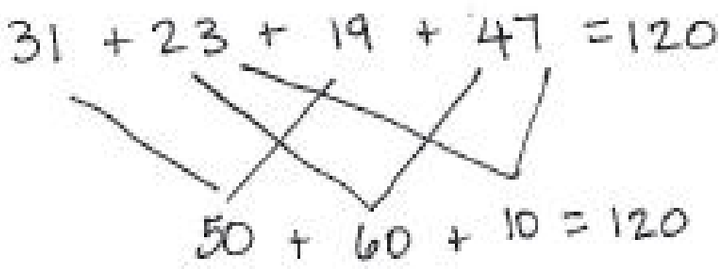
Choose a strategy to solve. Then, use place value language to explain your strategy to your partner.

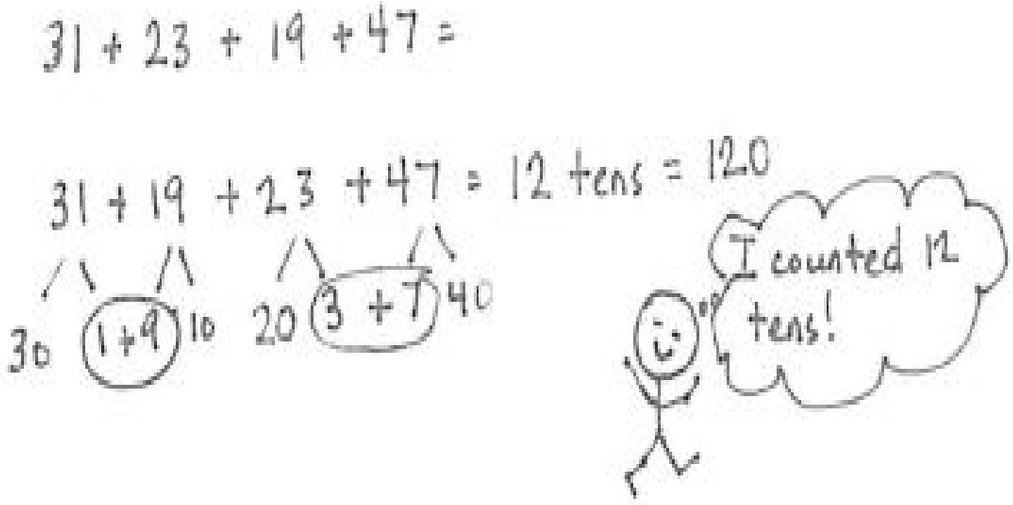
CONCEPT DEVELOPMENT

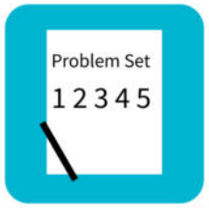
1 + 3 + 9 + 7
31 + 23 + 19 + 47

Who would like to show his work and explain his thinking?

How is this problem the same as the first problem?
How is it different?







Problem Set

Name _____ Date _____

1. Solve using mental math. If you cannot solve mentally, use your place value chart and place value disks.

   a. 25 – 5 = _____ 25 – 6 = _____ 125 – 25 = _____ 125 – 26 = _____

   b. 160 – 50 = _____ 160 – 60 = _____ 160 – 70 = _____

2. Solve using your place value chart and place value disks. Unbundle the hundred or ten when necessary. Circle what you did to model each problem.

a.	b.
124 - 60 = _____	174 - 58 = _____

Debrief

Tell your partner how you solved the problems in Problem 1 mentally.

How did the sequence in Problem 1, Part (a) help you to solve 125 - 26 mentally?

Charlie showed how he solved Problem 2, Part (b), 174 –58. (Represent problem with place value disks.) Since there were not enough ones to subtract, he decomposed a hundred. He explained that since you can remove 5 tens disks, you decompose the hundred. Charlie's answer was 26. How was Charlie's reasoning incorrect? What does he need to learn?

Debrief

In Problem 1(c), how did you change the order of the addends to make a simpler problem to solve?

For Problem 2, Part (g), did you decompose ahundred or a ten? Why or why not? Could anyone solve this in a different way? What simplifying strategy could you use to solve?

Explain how you know when to unbundle a hundred or a ten. What is the same about changing these larger units for smaller units? What is different?

Exit Ticket

Name _____ Date _____

Solve using your place value chart and place value disks. Change 1 hundred for 10 tens and change 1 ten for 10 ones when necessary. Circle what you need to do to model each problem.

1.	2.
157 – 74 = _____	124 – 46 = _____
I unbundled the hundred. Yes No	I unbundled the hundred. Yes No
I unbundled a ten. Yes No	I unbundled a ten. Yes No