Eureka Math

2nd Grade
Module 4
Lesson 25

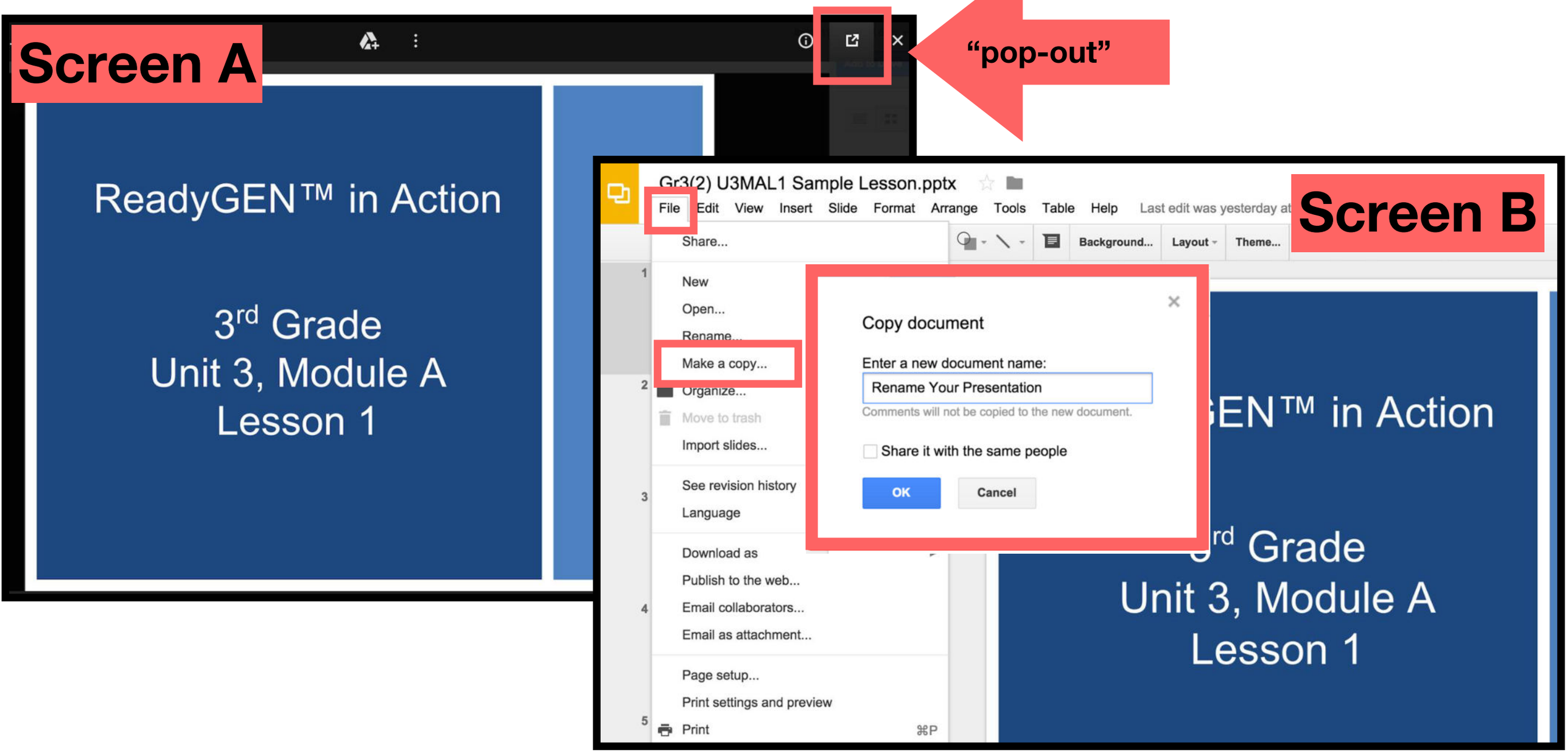
At the request of elementary teachers, a team of Bethel & Sumner educators met as a committee to create Eureka slideshow presentations. These presentations are not meant as a script, nor are they required to be used. Please customize as needed. Thank you to the many educators who contributed to this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

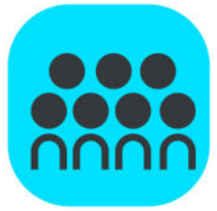
Personal White Board

Problem Set

Manipulatives Needed

Fluency

Think Pair Share



Whole Class

Individual

Partner

Small Group

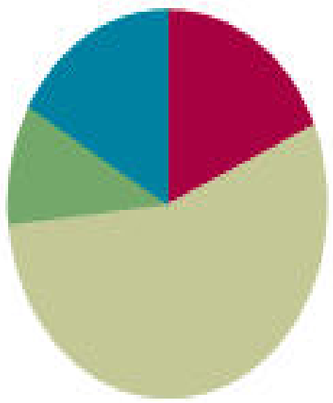
Small Group Time

Lesson 25

Objective: Relate manipulative representations to a written method.

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 relate manipulative representations to a written method.

Materials Needed:

Fluency:
Subtraction Fact Flash cards (Lesson 24 template)

Concept Development:

- (T) Place value disks,
- (T) Unlabeled hundreds place value chart (Lesson 18 Template)
- (S) Personal white boards,
- (S) Place value disks,
- (S) Unlabeled hundreds place value chart (Lesson 18 Template),
- (S) Place value disks (Lesson 6 Template)

Subtraction Fact Flash Cards

Zap to Zero

If I say zap the digit 8 to zero, you say subtract 80. Ready?

Zap the digit 8 to zero.

What is the number sentence?

Start again with 184. Zap the digit 1 to zero.

What is the number sentence?

Rename the Units: Choral Response

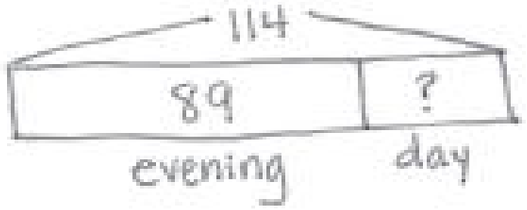
30 ones = ____ tens Say the number sentence.

20 ones = 1 ten ____ ones
Say the number sentence.

24 ones = 1 ten ____ ones
Say the number sentence.

Application problems

114 people went to the fair. 89 of them went in the evening. How many went during the day?



114 - 89 = 25

14 | 100

100 - 89 = 11

14 + 11 = 25

25 people went to the fair during the day.

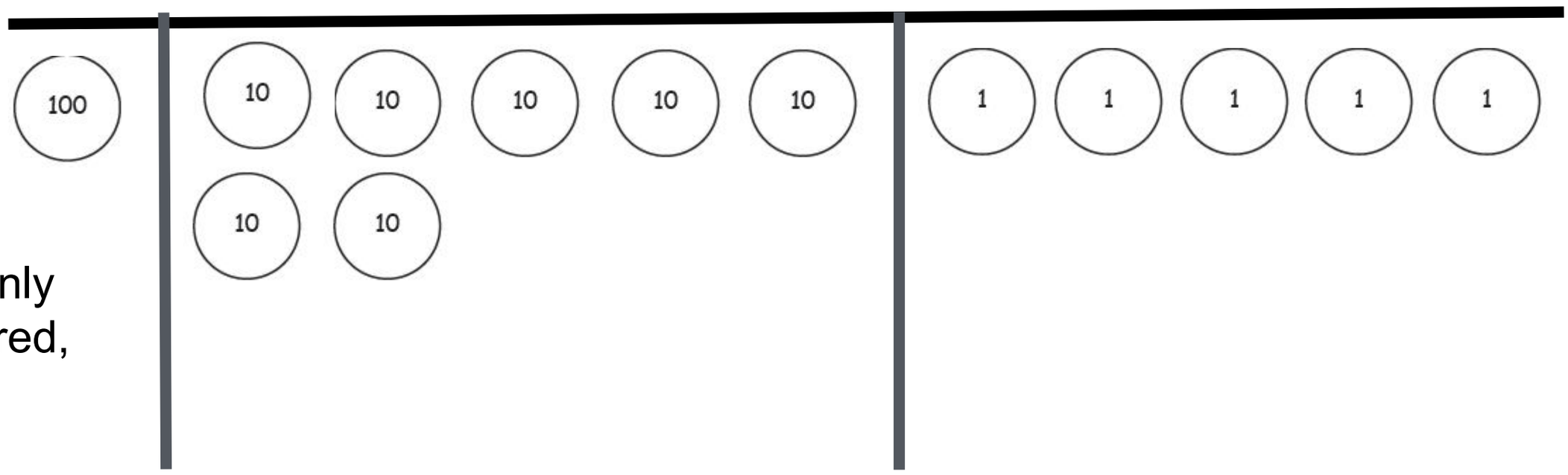
CONCEPT DEVELOPMENT

Problem 1: 175 – 56

Today, let's use place value disks to help us solve problems in vertical form when the numbers are larger.

What next?

175
- 56



Why do we only show 1 hundred, 7 tens, and 5 ones?
Turn and talk.

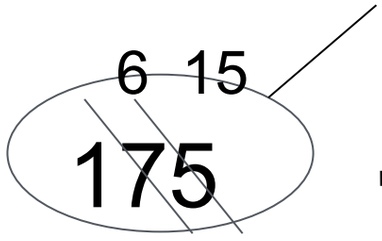
CONCEPT DEVELOPMENT

Problem 1: 175 – 56

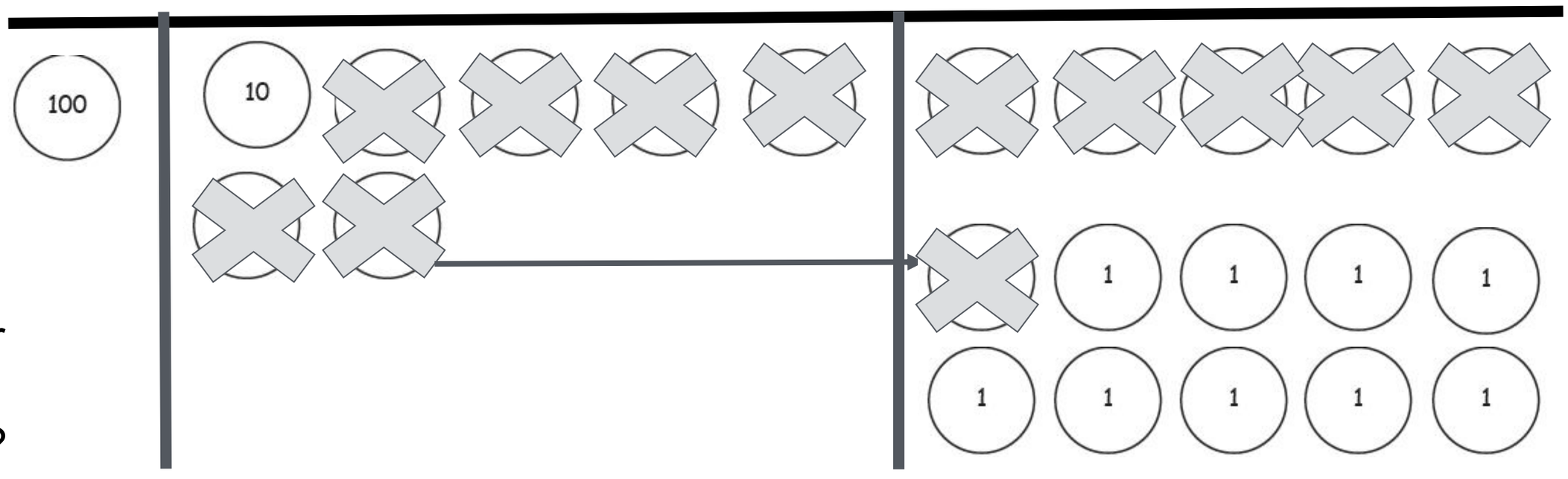
Can we subtract 6 ones from 5 ones?

Turn and talk. What can we do to find some more ones?

Why don’t we get more ones from the hundred? Turn and talk.



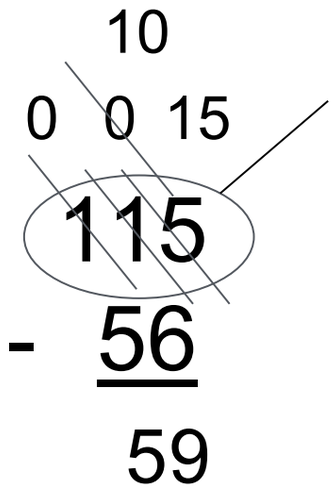
How do we represent our model in the vertical form?

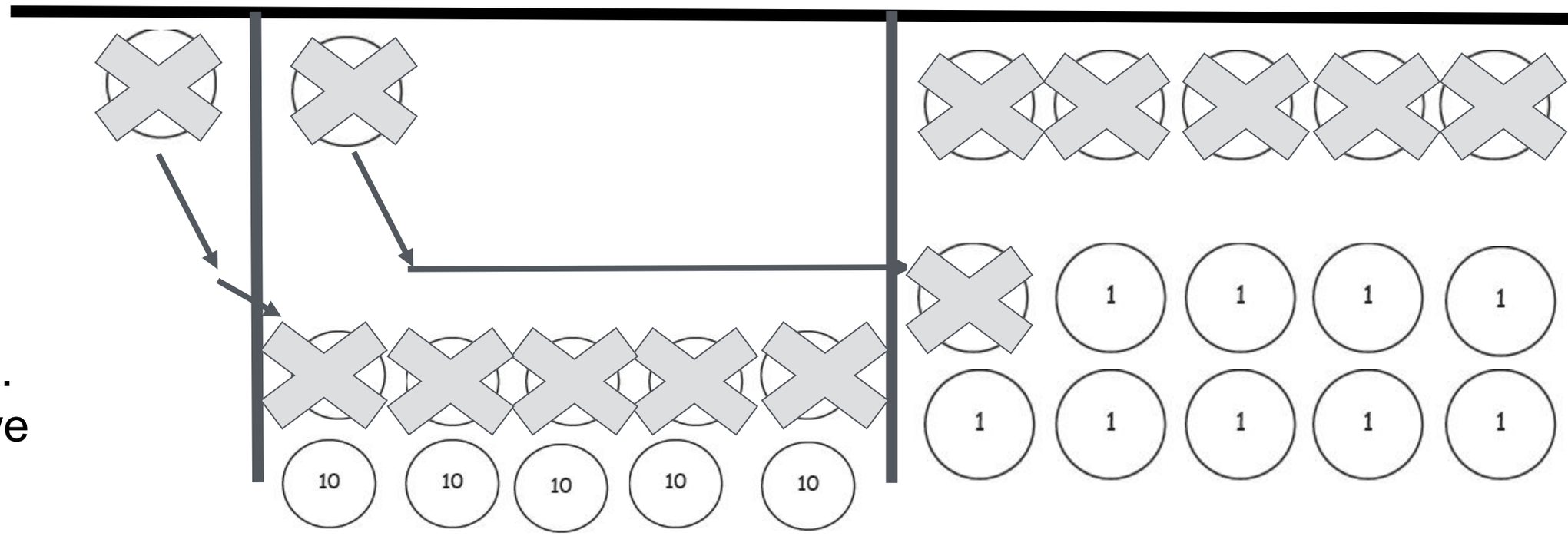


CONCEPT DEVELOPMENT

Problem 2: 115 – 56

This time, solve with me. What I do, you do.





Turn and Talk. How should we set up this problem for subtraction?

Can we subtract 5 tens from 0 tens?

Are we ready to subtract?

115 - 56 = 59

Problem Set

Name _____ Date _____

1. Solve the following problems using the vertical form, your place value chart, and place value disks. Unbundle a ten or hundred when necessary. Show your work for each problem.

a. 72 – 49	b. 83 – 49
c. 118 – 30	d. 118 – 85

Debrief

In Problem 1, which problems could you have solved mentally?

How did you solve Problem 1, Part (e), 145 – 54?
How did you show this on your place value chart?
How did you show this with your numbers?

Explain to your partner how you used place value disks to solve Problem 1, Part (f), 167 – 78. How did your place value chart match the vertical form?

Debrief

In Problem 2, what part did Mrs. Tosh have left? Did anyone write an equation to find the missing addend (or part) and solve by using a simplifying strategy? How does subtraction connect to our understanding that two parts make a whole?

Exit Ticket

Name _____ Date _____

Solve the following problems using the vertical form, your place value chart, and place value disks. Unbundle a ten or hundred when necessary. Show your work for each problem.

1. 97 – 69

2. 121 – 65