Eureka Math

2nd Grade
Module 4
Lesson 26

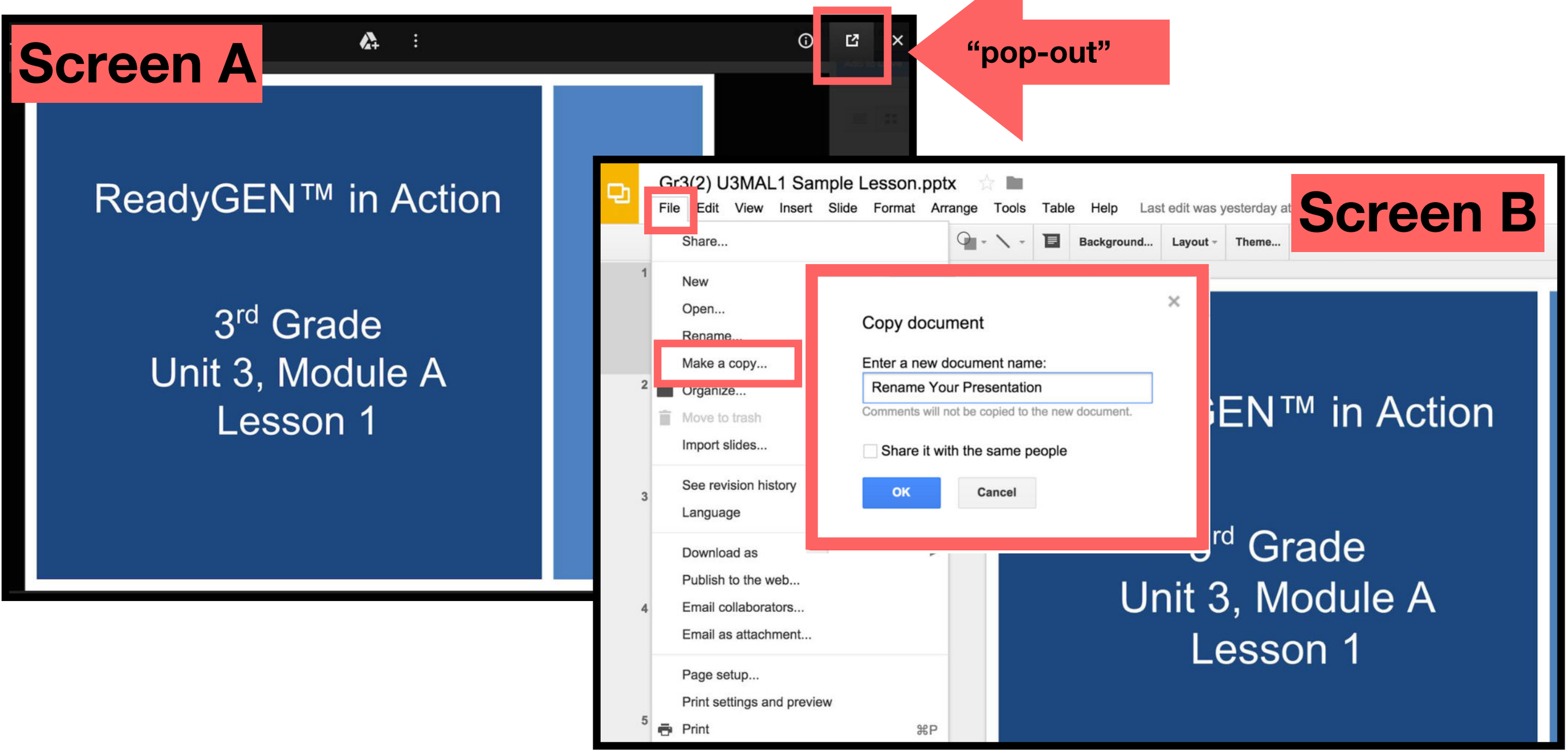
At the request of elementary teachers, a team of Bethel & Sumner educators met as a committee to create Eureka slideshow presentations. These presentations are not meant as a script, nor are they required to be used. Please customize as needed. Thank you to the many educators who contributed to this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

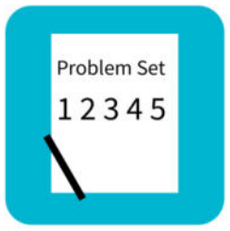


Icons

Read, Draw, Write

Learning Target

Personal White Board

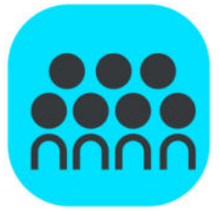


Problem Set

Manipulatives Needed

Fluency

Think Pair Share



Whole Class

Individual

Partner

Small Group

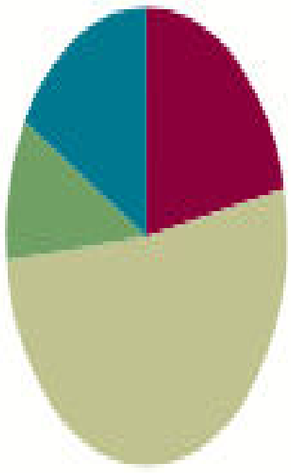
Small Group Time

Lesson 26

Objective: Use math drawings to represent subtraction with up to two decompositions and relate drawings to a written method.

Suggested Lesson Structure

Fluency Practice	(13 minutes)
Application Problem	(6 minutes)
Concept Development	(31 minutes)
Student Debrief	(10 minutes)
Total Time	**(60 minutes)**



I can use a drawing and the written method to solve a problem while decomposing.

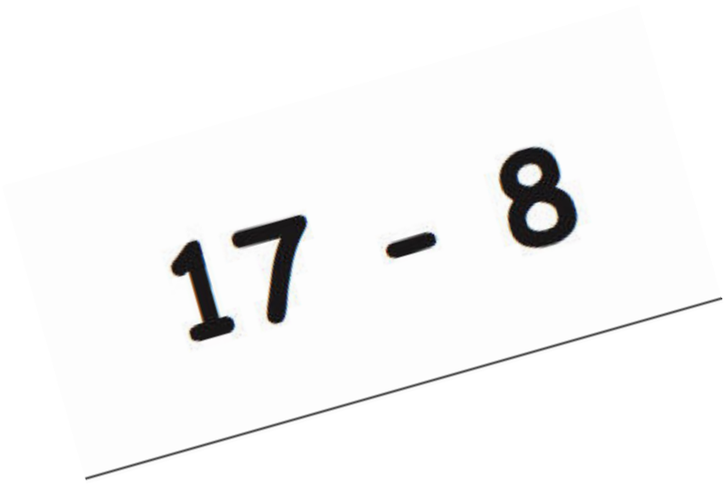
Materials Needed:

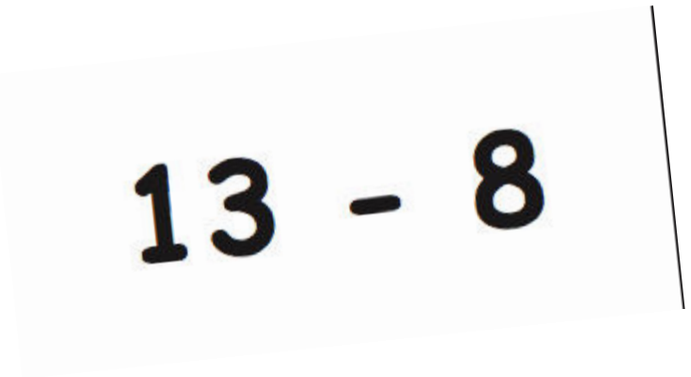
Fluency:
Subtraction Fact Flash cards (Lesson 24 template)

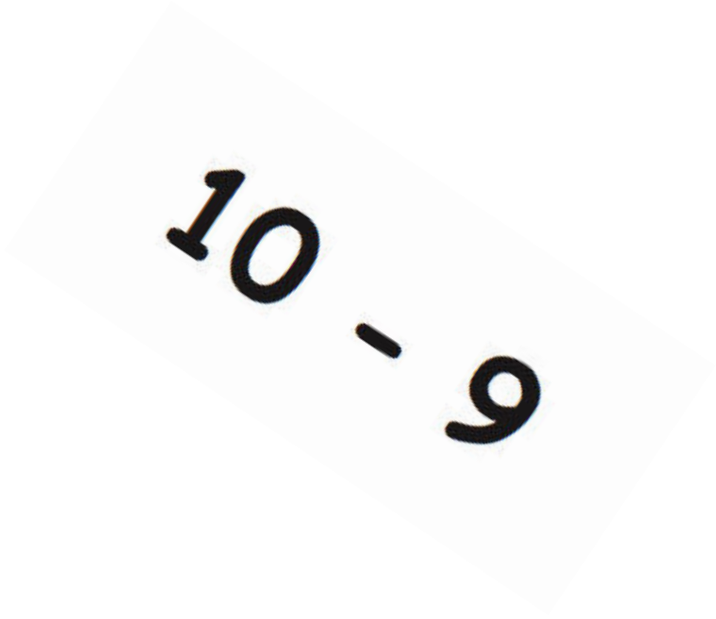
Concept Development:

- (S) personal white boards

Subtraction Fact Flash Cards







Subtraction from Tens

When I say a basic fact, you add ten to the whole and continue until I say stop. So 10 - 5 = 5 you would solve 20 - 5; 30 - 5, then.....?

10 - 5

10 - 8

11 - 2

Sprint

A

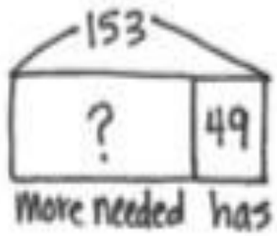
Number Correct: _____

Subtraction Patterns

1.	30 - 1 =		23.	31 - 2 =	
2.	40 - 2 =		24.	31 - 3 =	
3.	50 - 3 =		25.	31 - 4 =	
4.	50 - 4 =		26.	41 - 4 =	
5.	50 - 5 =		27.	51 - 5 =	
6.	50 - 6 =		28.	61 - 6 =	

Application problems

Chloe needs 153 beads to make a bag. She only has 49. How many more beads does she need?



$153 - 49 = \square$

$49 + \square = 153$

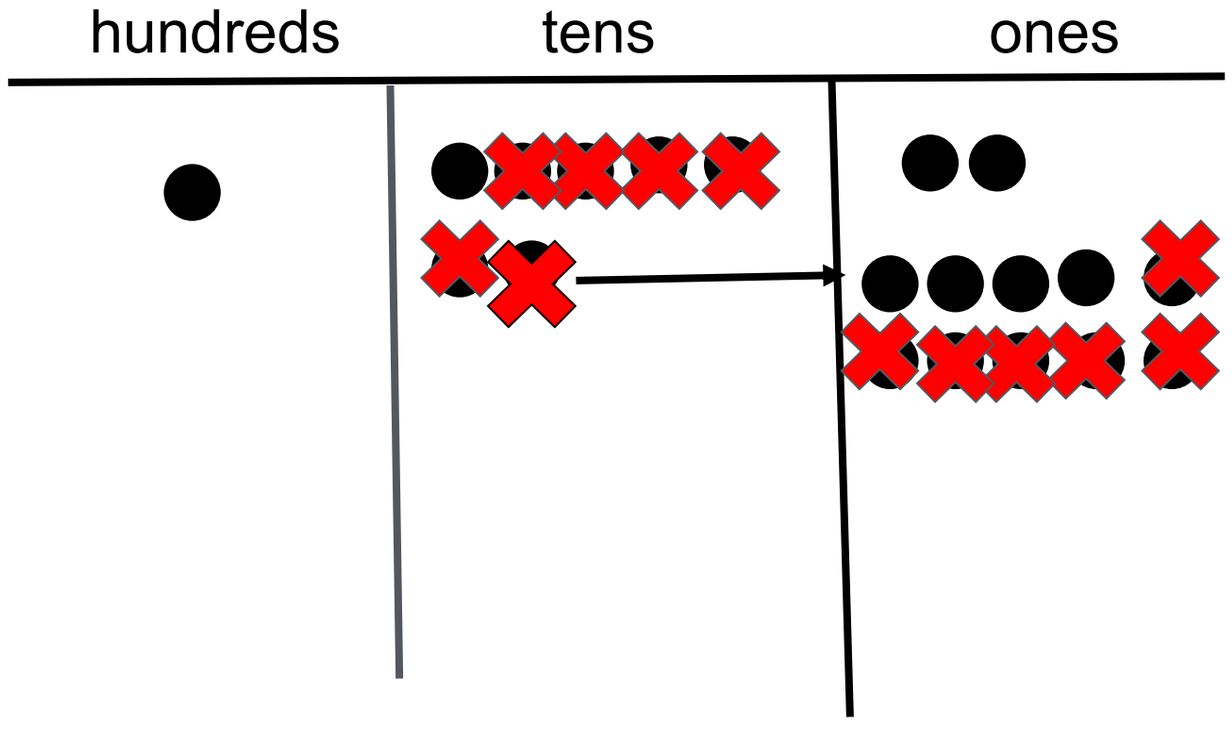
$49 \xrightarrow{+1} 50 \xrightarrow{+100} 150 \xrightarrow{+3} 153$

Chloe needs 104 more beads.

CONCEPT DEVELOPMENT

172 - 56 =

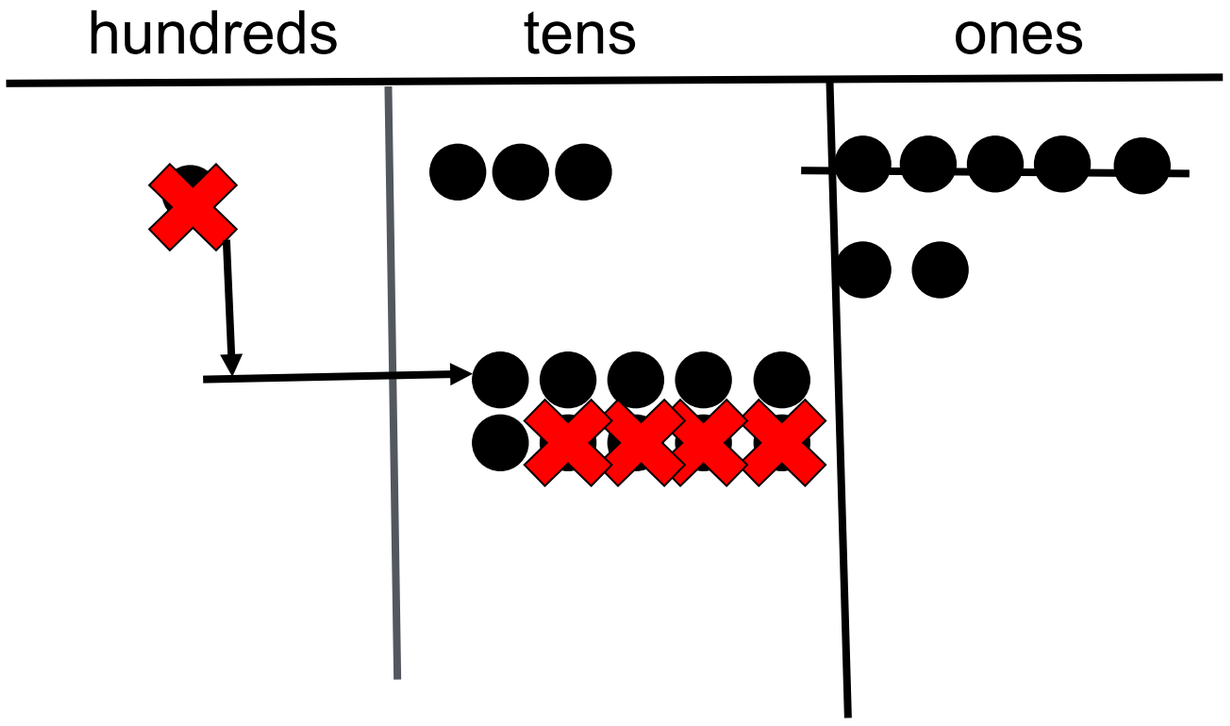
$$\begin{array}{r} {}^{6}\cancel{1}\,{}^{12}\cancel{7}\,\cancel{2} \\ -\ 56 \\ \hline 116 \end{array}$$

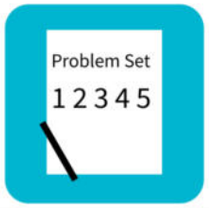


CONCEPT DEVELOPMENT

137 - 45 =

$$\begin{array}{r} {}^{1}\cancel{1}\,{}^{13}\cancel{3}7 \\ -\ 45 \\ \hline 92 \end{array}$$





Problem Set

Name _____ Date _____

1. Solve vertically. Draw chips on the place value chart. Unbundle when needed.

a. 181 – 63 = _____

hundreds	tens	ones

b. 134 – 52 = _____

hundreds	tens	ones

Debrief

Explain to your partner how you solved Problem 1, Parts (a) and (b). Compare the unbundling you had to do for each of these problems. How was it different and how was it the same?

For Problem 1,Part(c),use place value language to explain to your partner how your chip model matches the algorithm. Could you have used a mental strategy to solve, too?

How does Problem 1,Part(e) help you understand that 110 is the same as 10 tens and 10 ones?

For Problem 2,explain to your partner whose drawing was incorrect and why. Use place value language to defend your reasoning.

Exit Ticket

Name _____ Date _____

Solve vertically. Draw chips on the place value chart. Unbundle when needed.

1. 153 – 46 = _____

hundreds	tens	ones

2. 118 – 79 = _____

hundreds	tens	ones