

Eureka Math

2nd Grade Module 4 Lesson 27

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Directions for customizing presentations are available on the next slide.



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- The view now looks like Screen B.
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- Choose MAKE A COPY and rename your presentation.
- Google Slides will open your renamed presentation.
- It is now editable & housed in MY DRIVE.



Icons



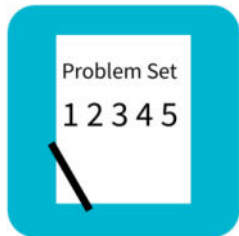
Read, Draw, Write



Learning Target



Personal White Board



Problem Set



Manipulatives Needed



Fluency



Think Pair Share



Whole Class



Individual



Partner



Small Group



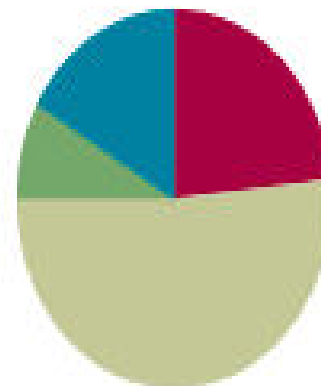
Small Group Time

Lesson 27

Objective: Subtract from 200 and from numbers with zeros in the tens place.

Suggested Lesson Structure

■ Fluency Practice	(14 minutes)
■ Application Problem	(5 minutes)
■ Concept Development	(31 minutes)
■ Student Debrief	(10 minutes)
Total Time	(60 minutes)





I can subtract from 200 and from numbers with zeros in the tens place.

Materials Needed:



Fluency:

Subtraction Fact Flash cards (Lesson 24 template)

Sprint

Concept Development:

- (S) personal white boards



Subtraction Fact Flash Cards



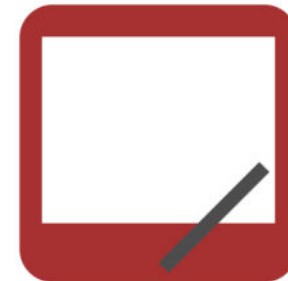
$$17 - 8$$

$$13 - 8$$

$$10 - 9$$



Subtraction from Tens



When I say a basic fact, you add ten to the whole and continue until I say stop. So after $10 - 8 = 2$ you would solve $20 - 8$; $30 - 8$, then.....?

$$10 - 8$$

$$100 - 80$$

$$10 - 6$$

$$100 - 60$$

$$100 - 59$$



Sprint

A STORY OF UNITS

Lesson 27 Sprint

2•4

A

Number Correct: _____

Subtraction from a Ten or a Hundred

1.	$10 - 1 =$	
2.	$100 - 10 =$	
3.	$90 - 1 =$	
4.	$100 - 11 =$	
5.	$10 - 2 =$	
6.	$100 - 20 =$	
7.	$80 - 1 =$	
8.	$100 - 21 =$	
9.	$10 - 5 =$	
10.	$100 - 50 =$	
11.	$50 - 2 =$	

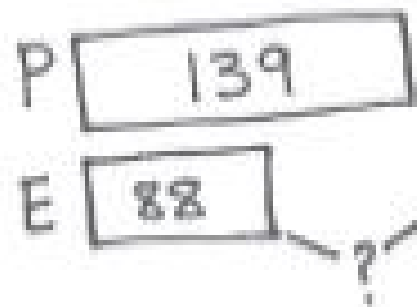
23.	$100 - 82 =$	
24.	$100 - 85 =$	
25.	$100 - 15 =$	
26.	$100 - 70 =$	
27.	$100 - 71 =$	
28.	$100 - 72 =$	
29.	$100 - 75 =$	
30.	$100 - 25 =$	
31.	$100 - 10 =$	
32.	$100 - 11 =$	
33.	$100 - 12 =$	



Application problems



Mr. Ramos has 139 pencils and 88 erasers. How many more pencils than erasers does he have?



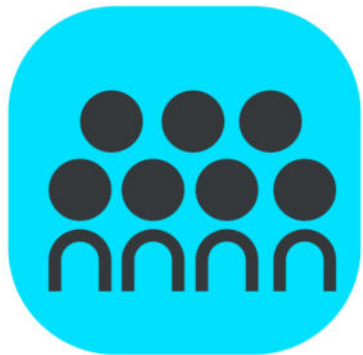
$$139 - 88 = \square$$

$$88 + \square = 139$$

A handwritten subtraction problem. The number 139 is written with a small '013' above it. Below it is a minus sign followed by 88. A horizontal line is drawn under 88, and the number 51 is written below the line. A pencil icon is drawn above the 139.

$$\begin{array}{r} 013 \\ 139 \\ - 88 \\ \hline 51 \end{array}$$

Mr. Ramos has 51 more pencils than erasers.



CONCEPT DEVELOPMENT



Problem 1

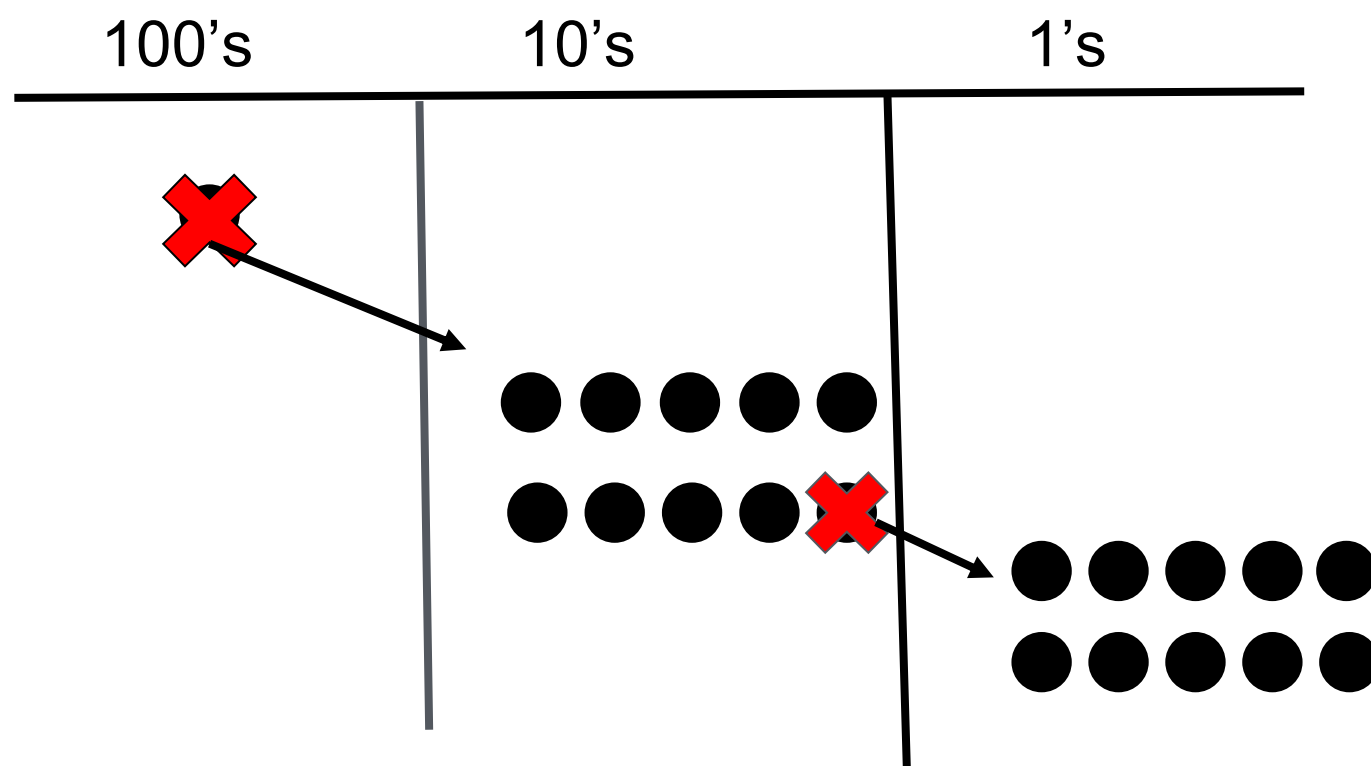
Show me 100 with the fewest disks possible.

Change 1 hundred for 10 tens.

Now, say the number in tens and then count.
Did the value change?

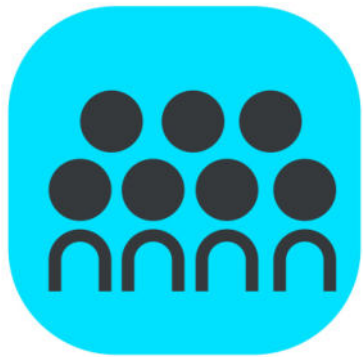
Let's count.

Did the value change?



Show me 100 by changing 1 ten for 10 ones.

Say the number in tens and ones.



CONCEPT DEVELOPMENT



Problem 1

Let's write the number 100 and show how we renamed it.

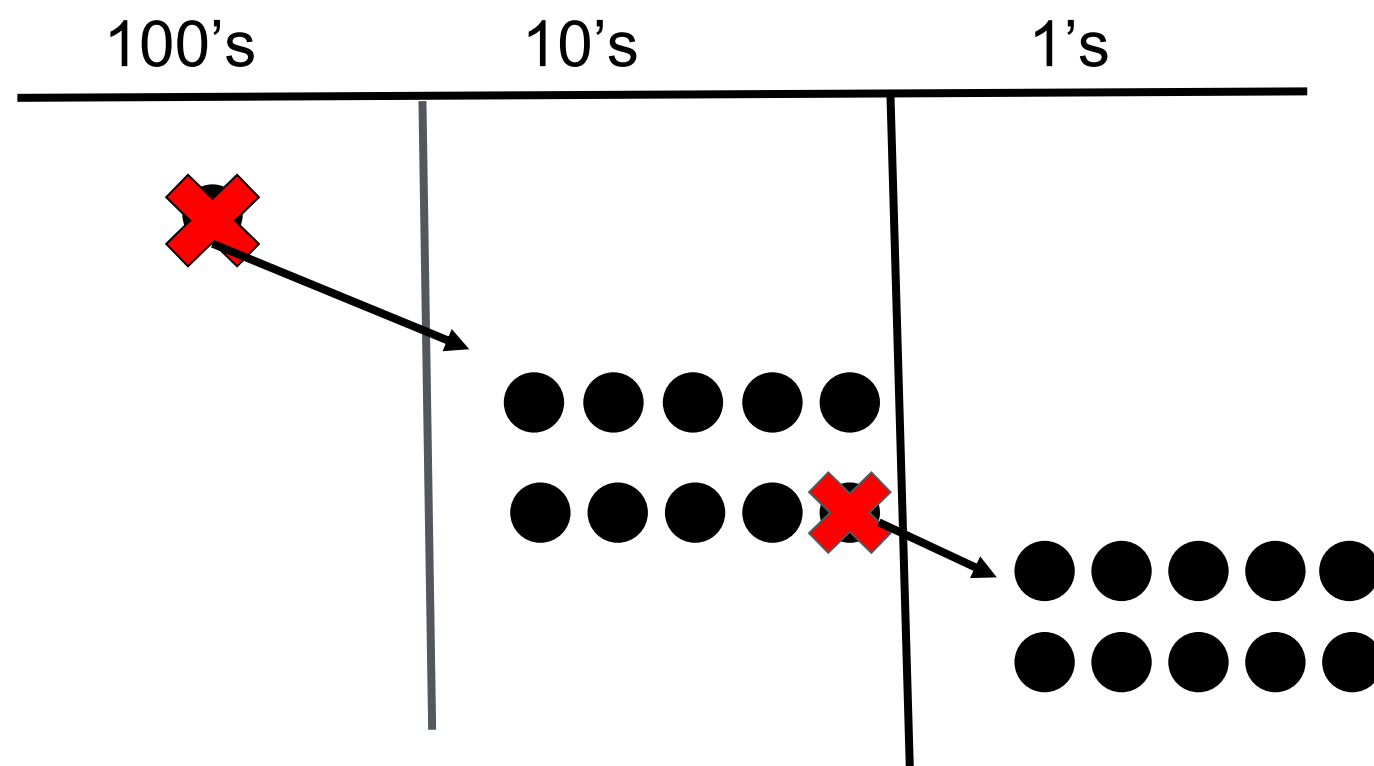
2 Steps

$\begin{array}{r} 0 \ 10 \\ \cancel{100} \end{array}$

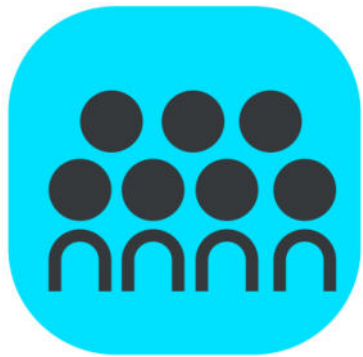
1 Step

Let's count.

Did the value change?



How does the way the change is recorded relate to what we just did with the disks.



CONCEPT DEVELOPMENT



Problem 2

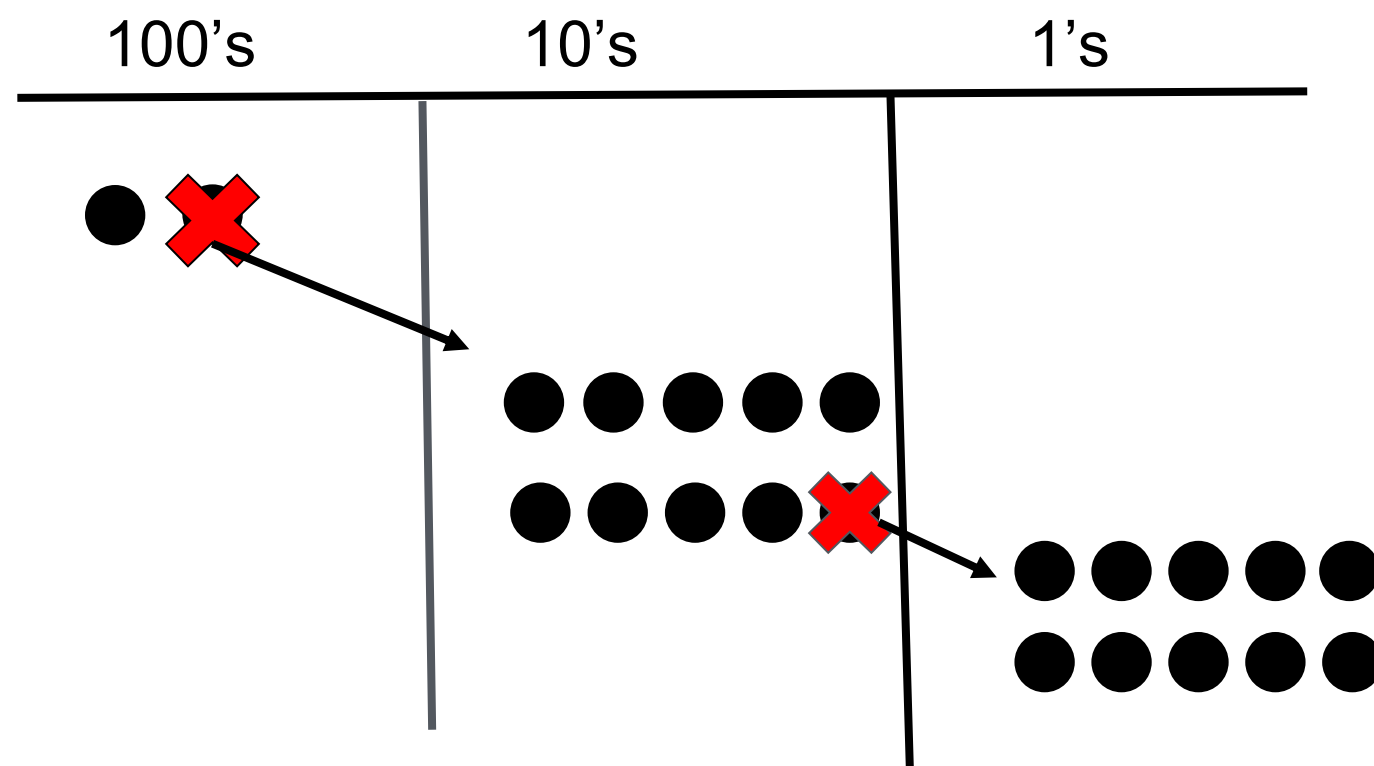
Show me 200 with the fewest disks possible.

Change 1 hundred for 10 tens.

Now, say the number in tens and then count.
Did the value change?

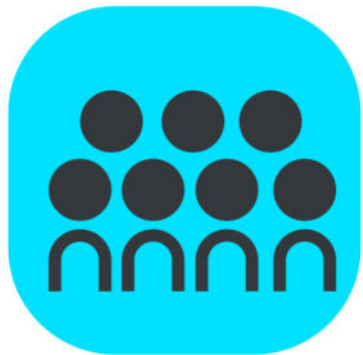
Let's count.

Did the value change?



Show me 200 by changing 1 ten for 10 ones.

Say the number in tens and ones.



CONCEPT DEVELOPMENT



Problem 2

Let's write the number 200 and show how we renamed it.

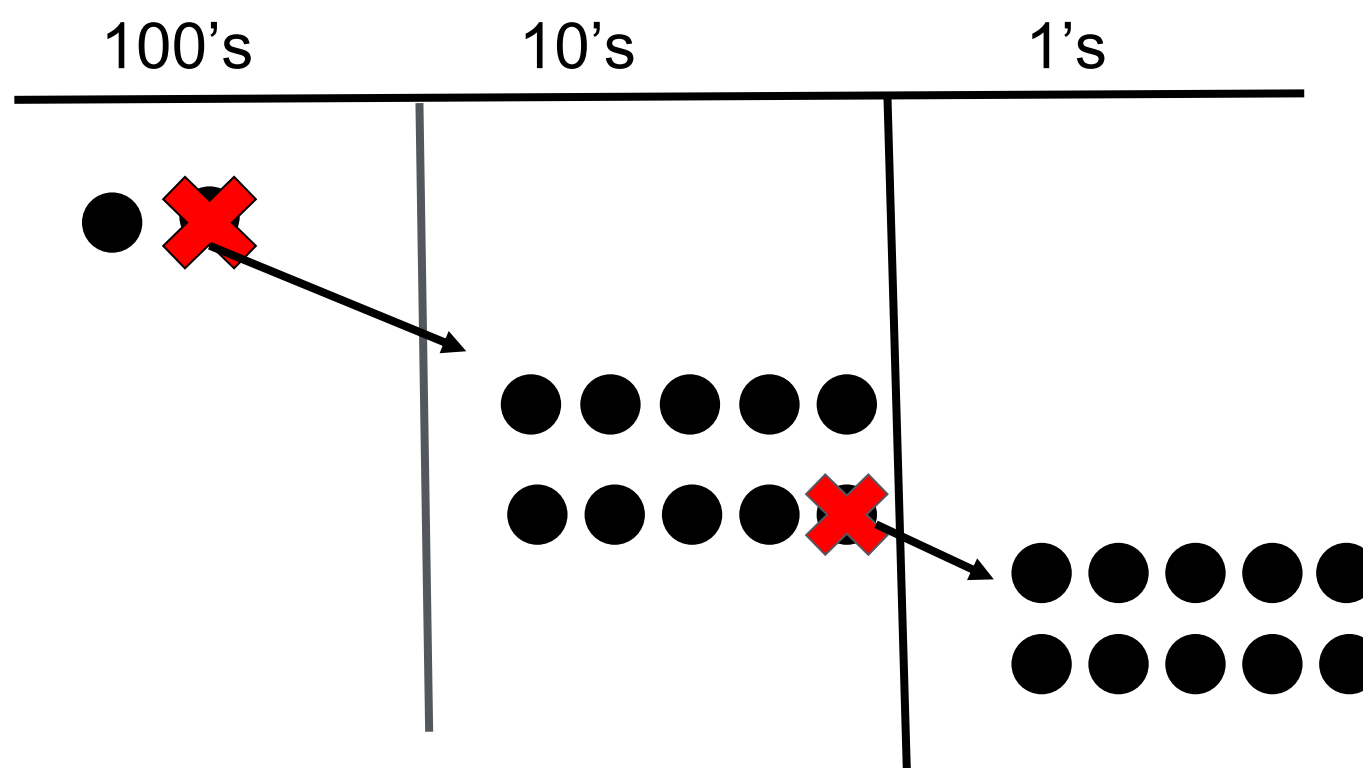
2 Steps

$\begin{array}{r} 1 \quad 10 \\ \cancel{200} \end{array}$

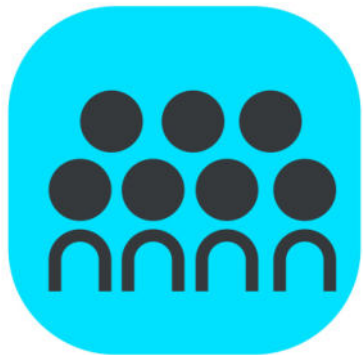
1 Step

Let's count.

Did the value change?



Relate your work with the disks to these numbers showing the changed units.



CONCEPT DEVELOPMENT



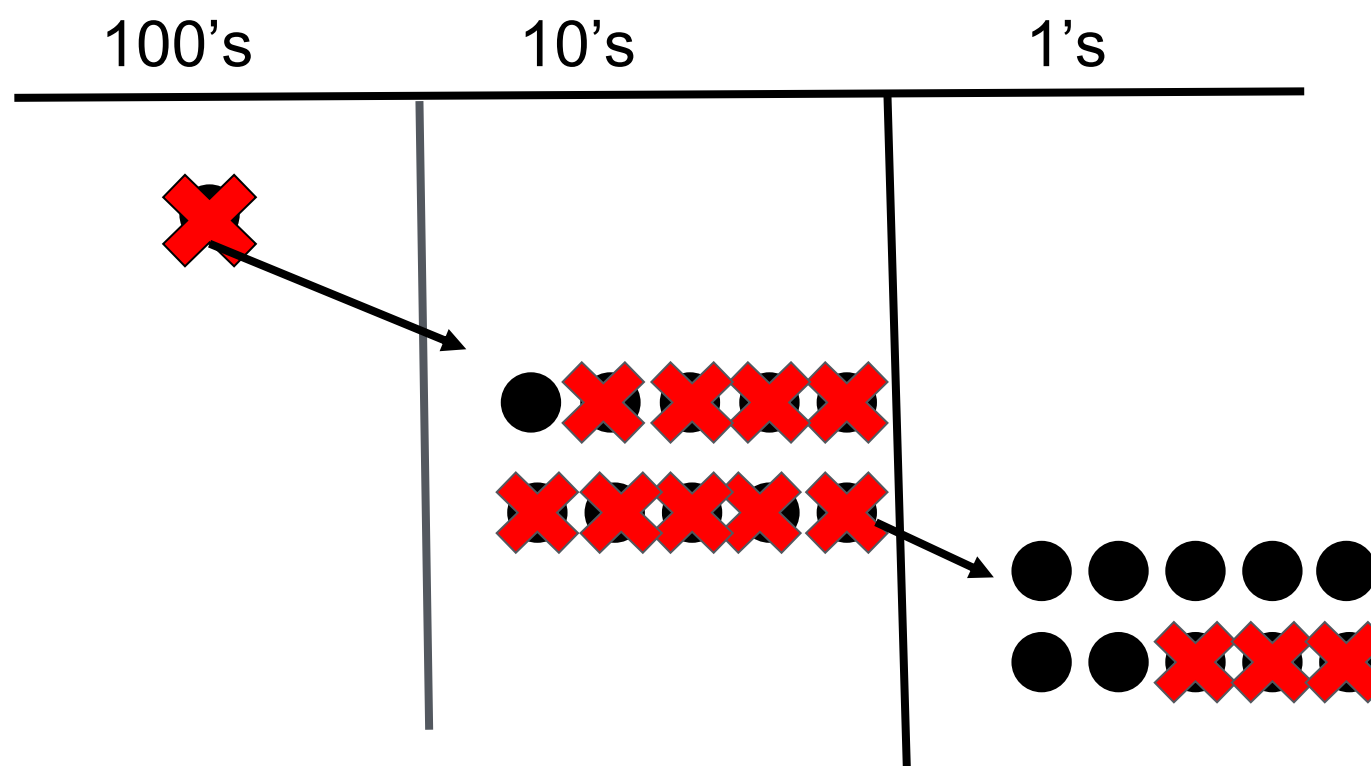
Problem 3: **100 - 83**

Why would we want to show 100 as 9 tens and 10 ones?

$$\begin{array}{r} 9 \\ 0 \ 10 \ 10 \\ \cancel{100} \\ - \ 83 \\ \hline 17 \end{array}$$

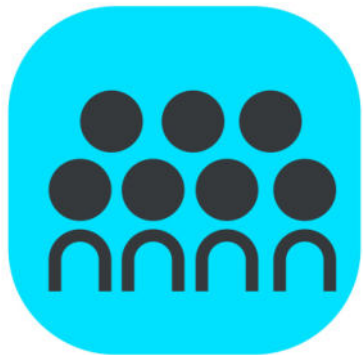
Can we subtract 3 ones from 0 ones?

Now are we ready to subtract?



Read the full sentence:
 $100 - 83 = 17$

So, the missing part was 17.
How can I check to see if my subtraction is correct?



CONCEPT DEVELOPMENT



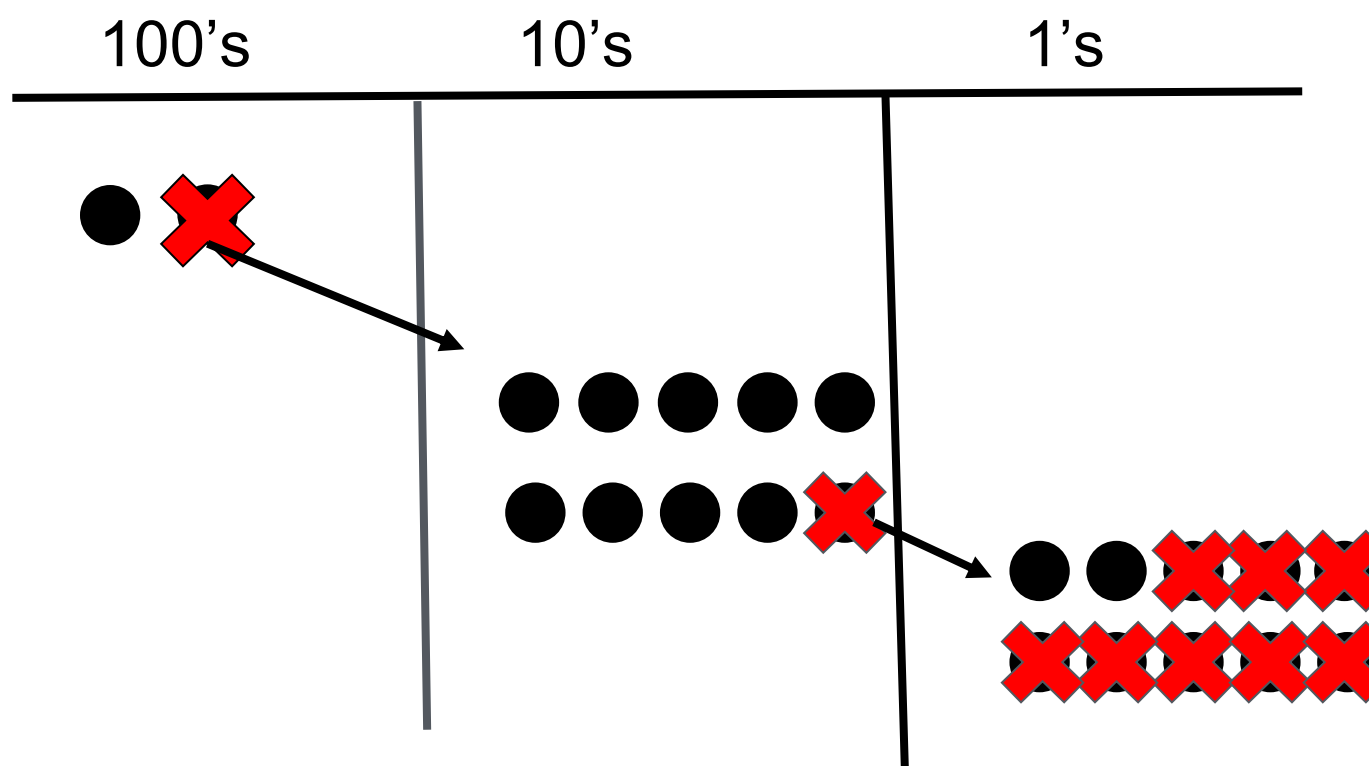
Problem 4: **200 - 8**

Let's start at the ones place. Can I subtract 8 ones from 0 ones?

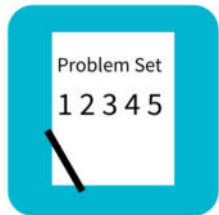
$$\begin{array}{r} 9 \\ 1 \ 10 \ 10 \\ \cancel{200} \\ - \quad 8 \\ \hline 192 \end{array}$$

Where am I going to find some ones? Talk to your partner.

Now are we ready to subtract?



Solve the problem by crossing out place value disks, starting with the ones, and recording each step in the written form.



Problem Set

A STORY OF UNITS

Lesson 27 Problem Set

2•4

Name _____

Date _____

1. Make each equation true.

- a. 1 hundred = _____ tens
- b. 1 hundred = 9 tens _____ ones
- c. 2 hundreds = 1 hundred _____ tens
- d. 2 hundreds = 1 hundred 9 tens _____ ones

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

a. $100 - 61 =$ _____

hundreds	tens	ones



Debrief

Look at Problem 1. What possible combinations of tens and ones do you notice within a unit of 100?

How can I unbundle 100 on a place value chart?
How can I do it in two steps? How can I do it in one step?

What are two different ways that I can unbundle 200 using hundreds, tens, and ones? Now, look at Problem 2, Part (c). Which way did you choose to decompose? Why?



Debrief

How is Problem 2, Part (d) significantly different from Problem 2, Part (b)?

Explain to your partner how you unbundled Problem 2, Part (d), $200 - 87$. Did you do it in one or two steps? Which way is easier for you?

When you are subtracting, what clues tell you that you will have to unbundle a hundred?



Exit Ticket

Name _____

Date _____

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

1. $100 - 44 =$ _____

hundreds	tens	ones

2. $200 - 76 =$ _____

hundreds	tens	ones