Eureka Math

2nd Grade
Module 4
Lesson 28

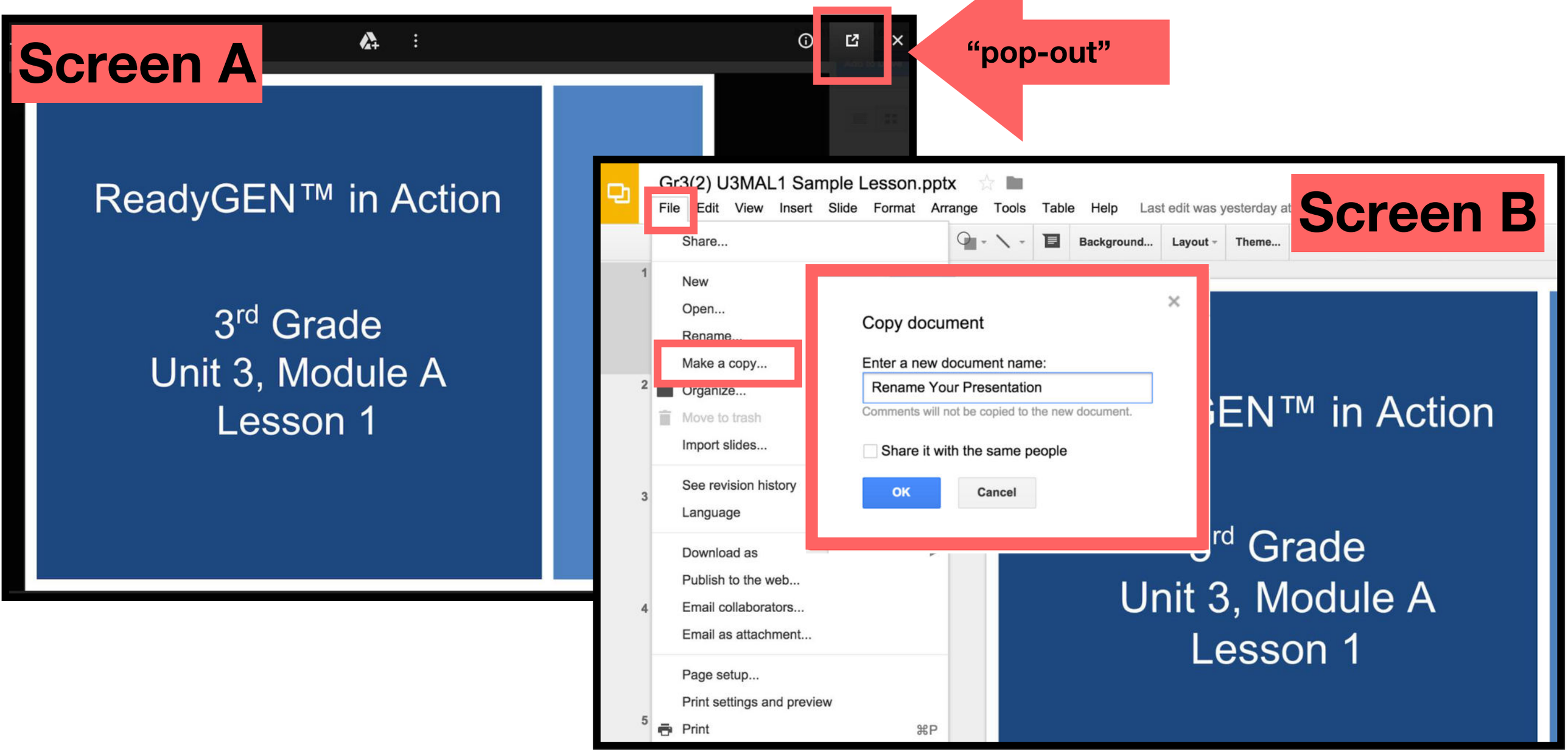
At the request of elementary teachers, a team of Bethel & Sumner educators met as a committee to create Eureka slideshow presentations. These presentations are not meant as a script, nor are they required to be used. Please customize as needed. Thank you to the many educators who contributed to this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

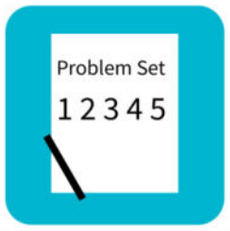


Icons

Read, Draw, Write

Learning Target

Personal White Board

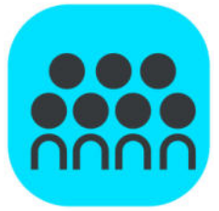


Problem Set

Manipulatives Needed

Fluency

Think Pair Share



Whole Class

Individual

Partner

Small Group

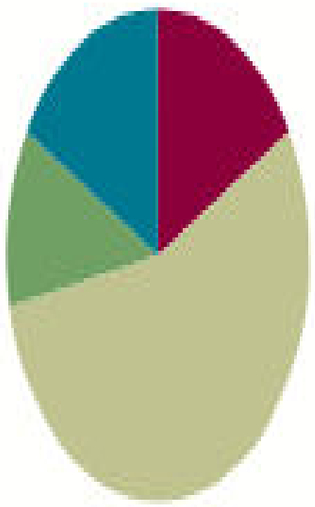
Small Group Time

Lesson 28

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

Suggested Lesson Structure

Fluency Practice	(10 minutes)
Application Problem	(7 minutes)
Concept Development	(33 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)

Concept Development:

- (S) personal white boards

Subtraction Fact Flash Cards

17 - 8

13 - 8

10 - 9

Rename the Unit

10 ones = ___ tens. Say the number sentence

20 ones = __tens. Say the number sentence

24 ones = 1 ten and ___ ones. Say the number sentence

27 ones = 1 ten and ___ ones. Say the number sentence

30 ones = ___ ten. Say the number sentence

32 ones = 2 ten and ___ ones. Say the number sentence

38 ones = 2 ten and ___ ones. Say the number sentence

Rename the Unit

100 = 9 tens and ___ ones. Say the number sentence

101 = 9 tens and ___ ones. Say the number sentence

103 = 9 ten and ___ ones. Say the number sentence

104 = 9 ten and ___ ones. Say the number sentence

105 = 9 ten and __ones. Say the number sentence

106 = 9 ten and ___ ones. Say the number sentence

107 = 9 ten and ___ ones. Say the number sentence

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

52 - 1

52 - 4

63 - 6

64 - 5

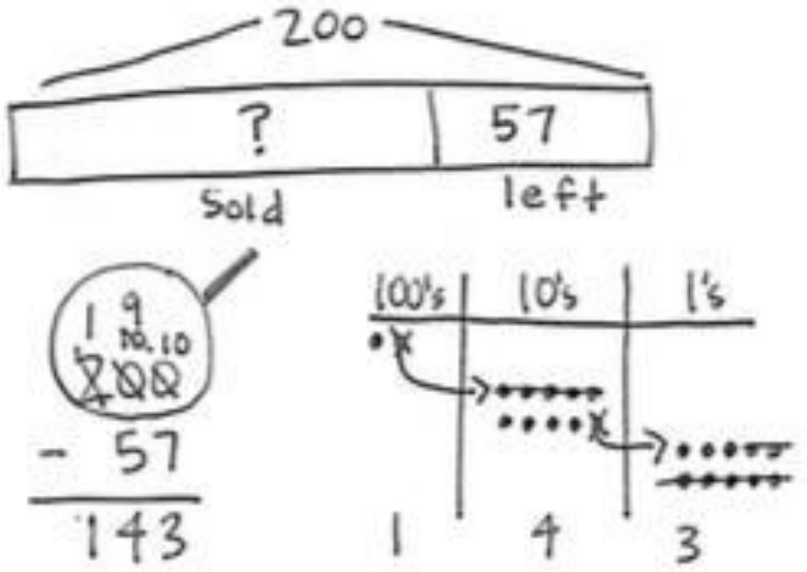
65 - 4

68 - 8

70 - 3

Application problems

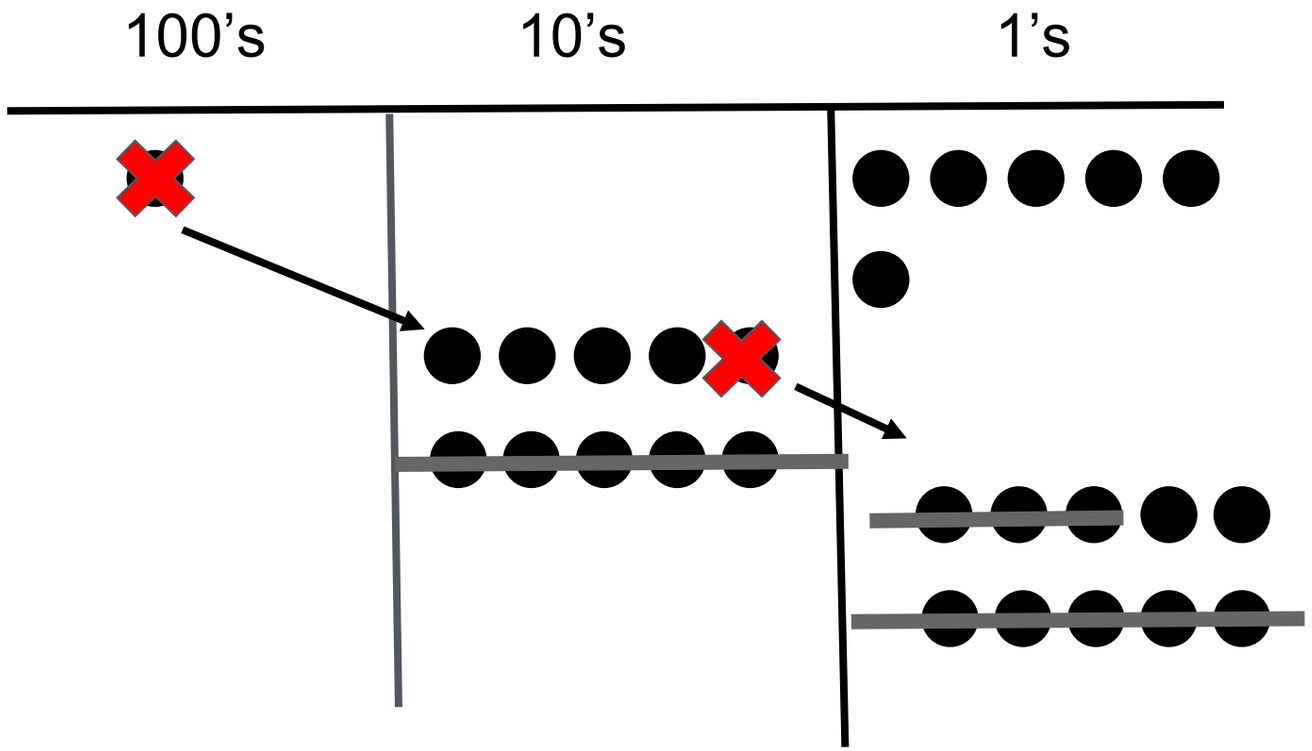
Jerry made 200 pizzas. He sold some of them and had 57 pizzas left. How many did he sell?



CONCEPT DEVELOPMENT

106 - 58 =

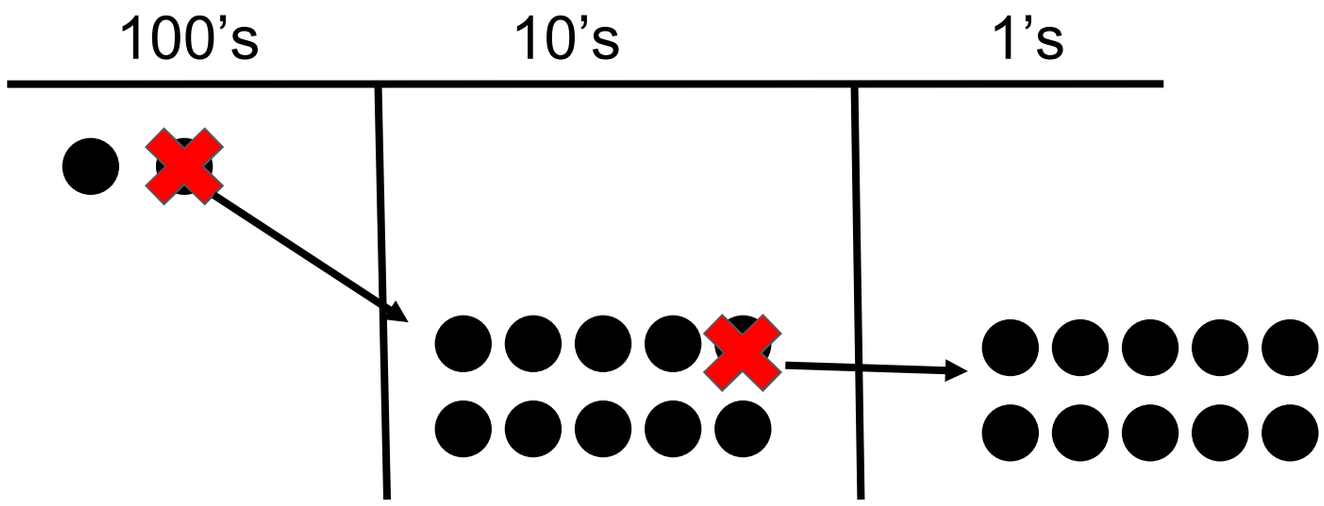
9 16
~~1~~ ~~0~~ ~~6~~
106
- 58
48

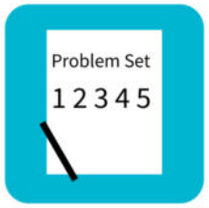


CONCEPT DEVELOPMENT

200 - 67 =

$$\begin{array}{r} {}^{1}\cancel{2}{}^{9}\cancel{0}{}^{10}\cancel{0} \\ -\ 67 \\ \hline \end{array}$$





Problem Set

Name _____ Date _____

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

a. 109 – 56 = _____

hundreds	tens	ones

b. 103 – 34 = _____

hundreds	tens	ones

Debrief

Look at Problem 1, Parts (a) and (b). When you are subtracting and the whole (i.e., larger number) has a zero in the tens place, what do you know for sure? How do you know if that zero will become a 10 or a 9?

For Problem1,Part (c),how did you unbundle 200 on your place value chart? Did you do it in one or two steps?

For Problem1,Part (d),how did you unbundle 200 on your place value chart? Why did you show 200 that way? How did it match your written subtraction?

Debrief

Problem 2, 200 – 148, asked you to solve vertically. Could you also have solved mentally? How? Which way is quicker and easier?

In your work today, how was unbundling 200 similar to and different from unbundling100?

Exit Ticket

Name _____ Date _____

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

1. 108 – 79 = _____

hundreds	tens	ones

2. 200 – 126 = _____

hundreds	tens	ones