

Eureka Math

2nd Grade Module 5 Lesson 4

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Directions for customizing presentations are available on the next slide.



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Reflecting your Teaching Style and Learning Needs of Your Students

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Screen A

ReadyGEN™ in Action

3rd Grade
Unit 3, Module A
Lesson 1

“pop-out”

Screen B

Gr3(2) U3MAL1 Sample Lesson.pptx

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ReadyGEN™ in Action

3rd Grade
Unit 3, Module A
Lesson 1

Icons



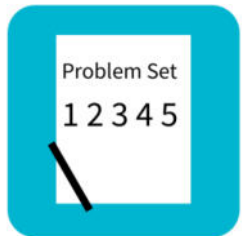
Read, Draw, Write



Learning Target



Personal White Board



Problem Set



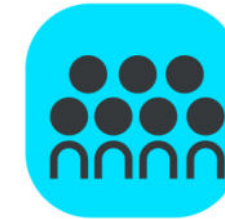
Manipulatives Needed



Fluency



Think Pair Share



Whole Class



Individual



Partner



Small Group



Small Group Time

Lesson 4

Objective: Subtract multiples of 100 and some tens within 1,000.

Suggested Lesson Structure

■ Application Problem	(5 minutes)
■ Fluency Practice	(11 minutes)
■ Concept Development	(34 minutes)
■ Student Debrief	(10 minutes)
Total Time	(60 minutes)





I can subtract multiples of 100 and tens.

Materials Needed:



Concept Development:

- (S) white boards
- (S) place value chart
- (S) place value disks



Multiples of Hundreds and Ten





Sprint

A STORY OF UNITS

Lesson 4 Sprint

2•5

A

Number Correct: _____

Subtracting Multiples of Ten and Some Ones

1.	$33 - 22 =$	
2.	$44 - 33 =$	
3.	$55 - 44 =$	
4.	$99 - 88 =$	
5.	$33 - 11 =$	
6.	$44 - 22 =$	
7.	$55 - 33 =$	

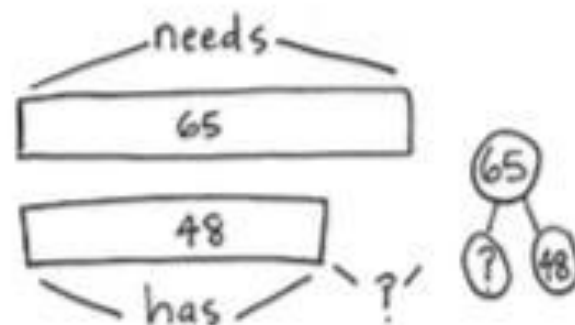
23.	$99 - 32 =$	
24.	$86 - 32 =$	
25.	$79 - 32 =$	
26.	$79 - 23 =$	
27.	$68 - 13 =$	
28.	$69 - 23 =$	
29.	$89 - 14 =$	



Application problems

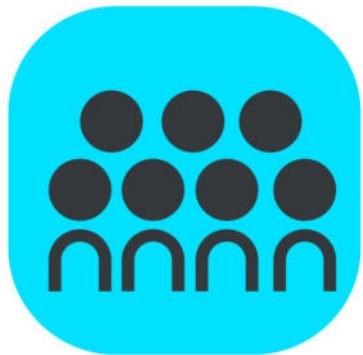


Diane needs 65 craft sticks to make a gift box. She only has 48. How many more craft sticks does she need?



$$\begin{aligned} 48 + \square &= 65 \\ 48 &\xrightarrow{+2} 50 \xrightarrow{+10} 60 \xrightarrow{+5} 65 \\ 48 + 17 &= 65 \end{aligned}$$

Diane needs 17 more craft sticks.



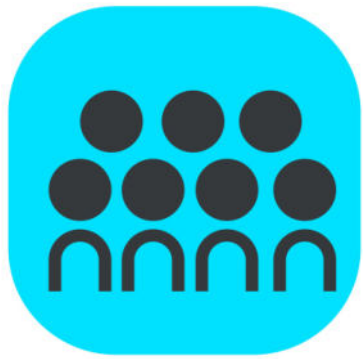
CONCEPT DEVELOPMENT



Problem 1: $570 - 100$, $570 - 110$

$$570 \xrightarrow{-100} 470$$

$$570 \xrightarrow{-100} 470 \xrightarrow{-10} 460$$



CONCEPT DEVELOPMENT



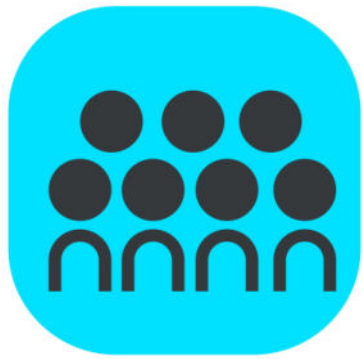
Problem 2: $450 - 200$, $450 - 210$, $450 - 250$, $450 - 260$

$$\begin{array}{ccc} & -200 & \\ 450 & \longrightarrow & 250 \end{array}$$

$$\begin{array}{ccccc} & -200 & & -10 & \\ 450 & \longrightarrow & 250 & \longrightarrow & 240 \end{array}$$

$$\begin{array}{ccccccc} & -200 & & -10 & & -40 & \\ 450 & \longrightarrow & 250 & \longrightarrow & 240 & \longrightarrow & 200 \end{array}$$

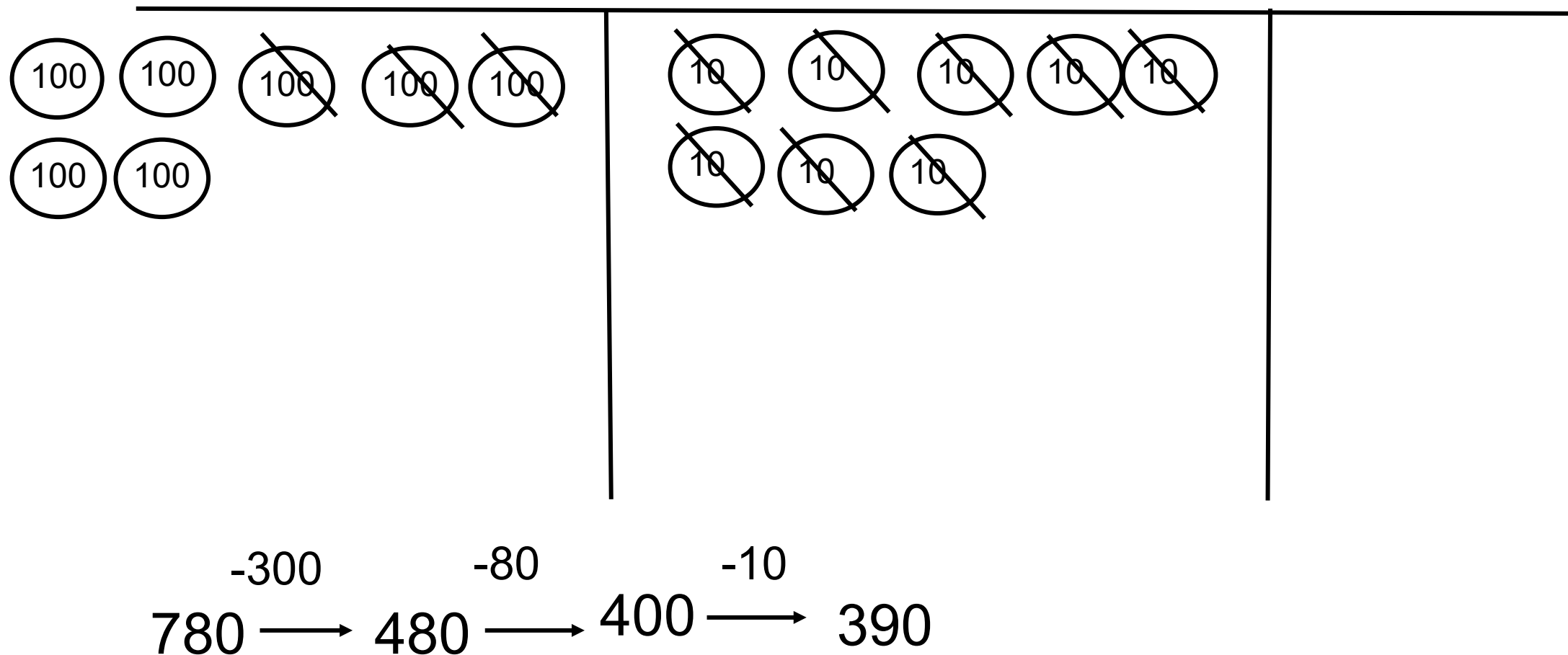
$$\begin{array}{ccccccccc} & -200 & & -10 & & -40 & & -10 & \\ 450 & \longrightarrow & 250 & \longrightarrow & 240 & \longrightarrow & 200 & \longrightarrow & 190 \end{array}$$

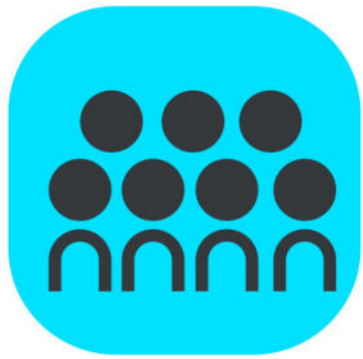


CONCEPT DEVELOPMENT



Problem 3: $780 - 300$, $780 - 380$, $780 - 390$





CONCEPT DEVELOPMENT



Problem 4: $400 - 200$; $440 - 200$; $440 - 240$; $440 - 260$

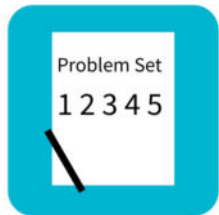
$400 - 200$

$440 - 200$

$440 - 240$

$440 - 260$

$620 - 430$



Problem Set

A STORY OF UNITS

Lesson 4 Problem Set

2•5

Name _____

Date _____

1. Solve using the arrow way.

a.

$$570 - 200$$

$$570 - 270$$

$$570 - 290$$

b.

$$760 - 400$$

$$760 - 460$$

$$760 - 480$$



Debrief

For Problem 1(a), how does knowing $570 - 200$ help you solve the other problems in that set?

For Problem 1(b), what makes solving $760 - 480$ more challenging? How did you use what you know about place value to subtract?

Share with a partner: How did using the arrow way help you solve Problem 1(c), $950 - 580$? What careful observations can you make about the numbers you subtracted? Why did you choose to subtract 50, then 30? Why didn't you just subtract 80?



Debrief

Look carefully at the numbers in Problem 1(d). What pattern do you notice within the numbers you subtracted from 820? How did this affect the arrow way? Could you have solved these mentally?

For Problem 2(d), $740 - 690$, Terri solved the problem using an equal sign instead of arrows: $740 - 600 = 140 - 40 = 100 - 50 = 50$. Is her answer correct? Is her equation correct? Why can't she use an equal sign to show the change?

How does using the arrow way help us when there are not enough tens from which to subtract (e.g., $740 - 650$)? How did you decompose one part to subtract more easily?



Exit Ticket

A STORY OF UNITS

Lesson 4 Exit Ticket

2•5

Name _____

Date _____

1. Solve using a simplifying strategy. Show your work if needed.

$830 - 530 = \underline{\hspace{2cm}}$

$830 - 750 = \underline{\hspace{2cm}}$

$830 - 780 = \underline{\hspace{2cm}}$

2. Solve.

a. $67 \text{ tens} - 30 \text{ tens} = \underline{\hspace{2cm}} \text{ tens}$. The value is $\underline{\hspace{2cm}}$.

b. $67 \text{ tens} - 37 \text{ tens} = \underline{\hspace{2cm}} \text{ tens}$. The value is $\underline{\hspace{2cm}}$.

c. $67 \text{ tens} - 39 \text{ tens} = \underline{\hspace{2cm}} \text{ tens}$. The value is $\underline{\hspace{2cm}}$.