Eureka Math

2nd Grade
Module 5
Lesson 6

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

RDW — Read, Draw, Write

Learning Target

Personal White Board

Problem Set

Manipulatives Needed

Fluency

Think Pair Share
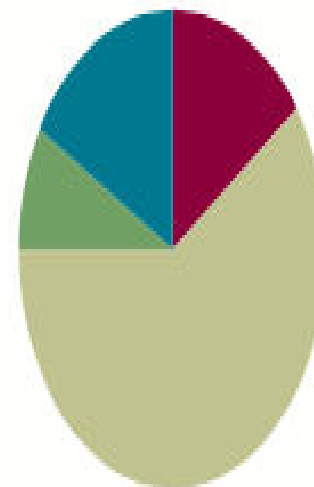
Whole Class

Individual

Partner

Small Group

Small Group Time

Lesson 6

Objective: Use the associative property to subtract from three-digit numbers and verify solutions with addition.

Suggested Lesson Structure

■ Application Problem	(5 minutes)	
■ Fluency Practice	(9 minutes)	
■ Concept Development	(36 minutes)	
■ Student Debrief	(10 minutes)	
Total Time	**(60 minutes)**	

I can subtract using compensation.

Materials Needed:
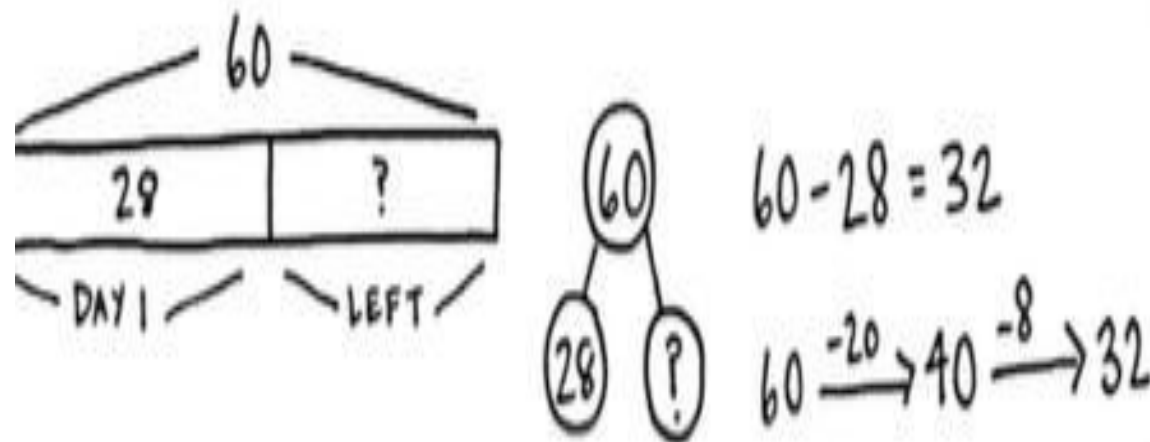
Fluency
(S) linking cubes in three colors

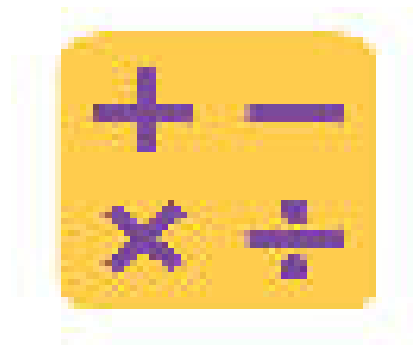**Concept Development:**
- (S) white boards
- (T) linking cubes in three colors

Maria made 60 cupcakes for the school bake sale. She sold 28 cupcakes on the first day. How many cupcakes did she have left?
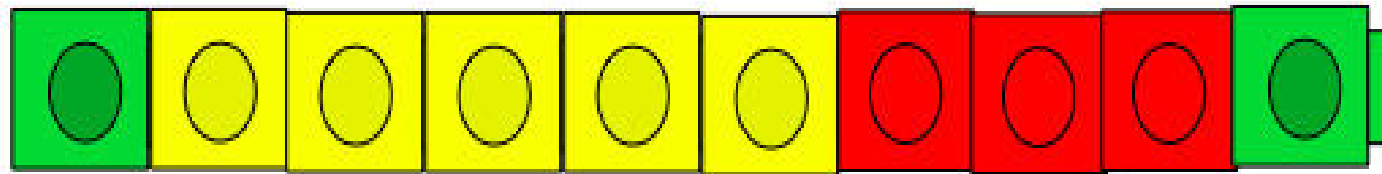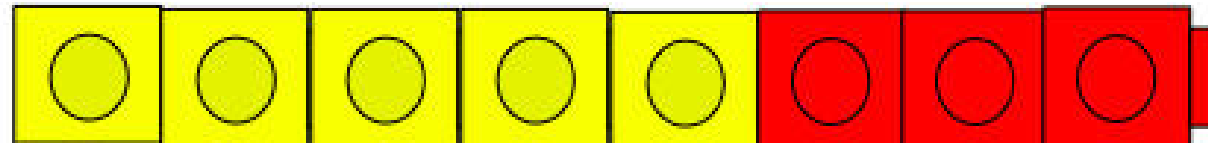

$$60 - 28 = 32$$

$$60 \xrightarrow{-20} 40 \xrightarrow{-8} 32$$

Maria had 32 cupcakes left.

Compensation with Linking Cubes

Compensation with Subtraction

34 - 19 = ___

52 - 29 = ___

64 - 38 = ___

83 - 27 = ___

74 - 49 = ___

93 - 47 = ___

95 - 58 = ____

+1	34

+1	19
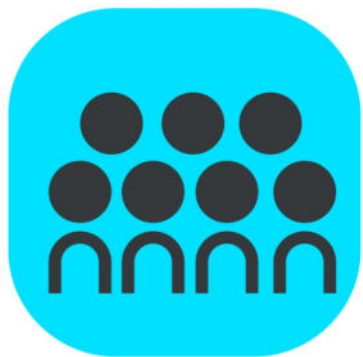
CONCEPT DEVELOPMENT

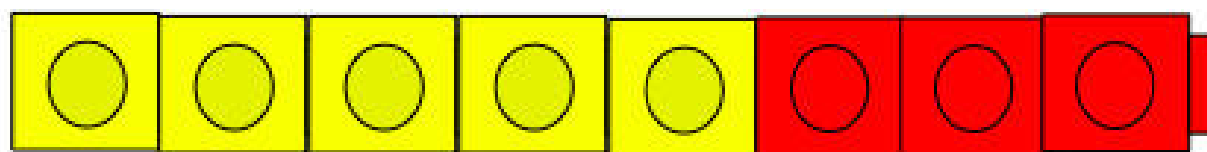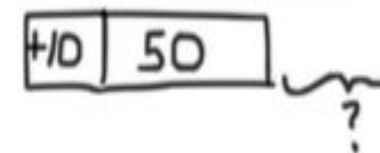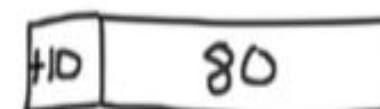Problem 1: Compensation with Two Digit Numbers and Checking with Addition.
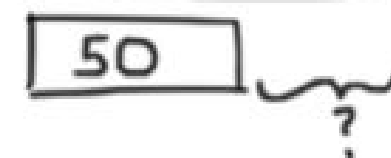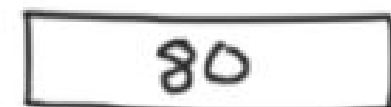
80 - 50 = 30
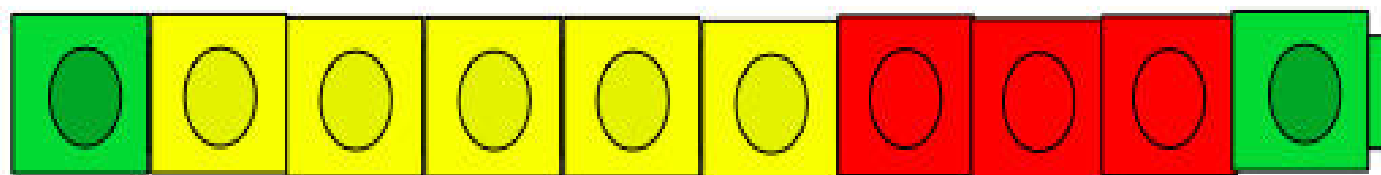
30 + 50 = 80

90 - 60 = 30

80 - 50 = 90 - 60

Problem 2: Compensation with Multiples of 10 and Three Digit Numbers and Checking with Additions.

230 - 180 =

250 - 200 =

20	230 250

20	180 200

50 + 200 =

50 + 180 =

330 - 280, 500 - 370, 570 - 380

Problem 3: Compensation with Three Digit Numbers and Checking with Additions.

321 - 199 =

322 - 200 =

122 + 200 =
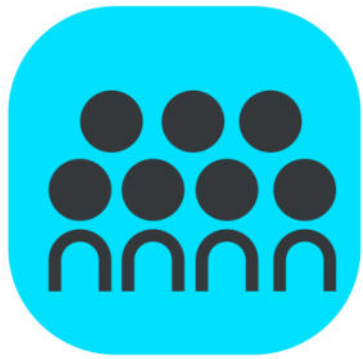
1	321 322

1	199 200
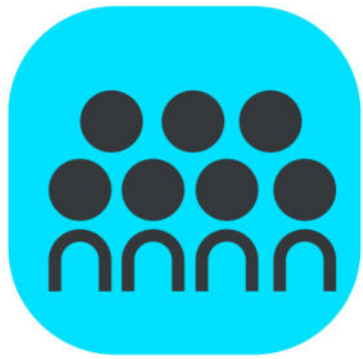
CONCEPT DEVELOPMENT

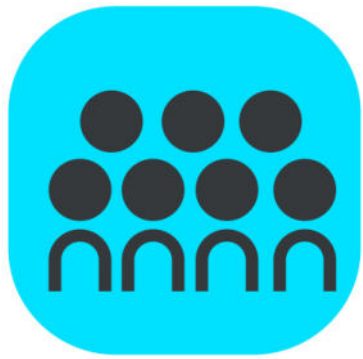Problem 3: Compensation with Three Digit Numbers and Checking with Additions.

514 - 290 =

524 - 300 =

10	514 524

10	290 300
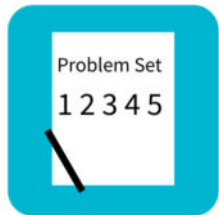
Problem Set

Name _____   Date _____

1. Draw and label a tape diagram to show how to simplify the problem. Write the new equation , and then subtract.

   a. $220 - 190 =$ ___230 – 200___ $=$ _____

+ 10	220

+ 10	190

   b. $320 - 190 =$ _____ $=$ _____

Debrief

What main difference do you notice between the problems on pages 1 and 2 of the Problem Set? How are they different? How is your goal the same?

For Problems 1(b)and (c),convince me that compensation is a smart strategy to select.

Explain what the compensation and number bond strategies have in common. What actions do you take to make solving easier?

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. Isher 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

Name _____   Date _____

Draw and label a tape diagram to show how to simplify the problem. Write the new equation, and then subtract.

1. $363 - 198 =$ _____ $=$ _____

2. $671 - 399 =$ _____ $=$ _____