

Eureka Math

2nd Grade Module 5 Lesson 14

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.



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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.

The image shows a transition from a presentation viewer (Screen A) to the Google Slides editor (Screen B). Screen A is a blue slide with the text "ReadyGEN™ in Action", "3rd Grade", "Unit 3, Module A", and "Lesson 1". A red box highlights the "pop-out" button in the top right corner of the viewer. A red arrow points from this button to the "pop-out" text. Screen B shows the Google Slides editor interface for the file "Gr3(2) U3MAL1 Sample Lesson.pptx". The "File" menu is open, and the "Make a copy..." option is highlighted with a red box. A "Copy document" dialog box is open, showing the "Enter a new document name:" field with the text "Rename Your Presentation". The "OK" button is highlighted with a red box. The background of Screen B is the same blue slide as in Screen A.

Screen A

ReadyGEN™ in Action

3rd Grade
Unit 3, Module A
Lesson 1

“pop-out”

Screen B

Gr3(2) U3MAL1 Sample Lesson.pptx

File Edit View Insert Slide Format Arrange Tools Table Help Last edit was yesterday at

Share...

New

Open...

Rename...

Make a copy...

Organize...

Move to trash

Import slides...

See revision history

Language

Download as

Publish to the web...

Email collaborators...

Email as attachment...

Page setup...

Print settings and preview

Print

Copy document

Enter a new document name:

Rename Your Presentation

Comments will not be copied to the new document.

Share it with the same people

OK Cancel

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 14

Objective: Use math drawings to represent subtraction with up to two decompositions, relate drawings to the algorithm, and use addition to explain why the subtraction method works.

Suggested Lesson Structure

■ Application Problem	(8 minutes)
■ Fluency Practice	(12 minutes)
■ Concept Development	(30 minutes)
■ Student Debrief	(10 minutes)
Total Time	(60 minutes)





I can use math drawings to show subtraction with up to two decompositions.

Materials Needed:



Fluency

- (S) White boards

Concept Development:

- (S) personal white board



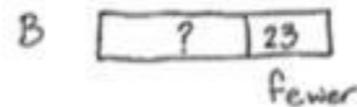
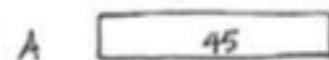
Application problems



Brienne has 23 fewer pennies than Alonzo. Alonzo has 45 pennies.

a. How many pennies does Brienne have?

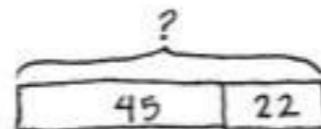
b. How many pennies do Alonzo and Brienne have altogether?



$$45 - 23 = \square$$

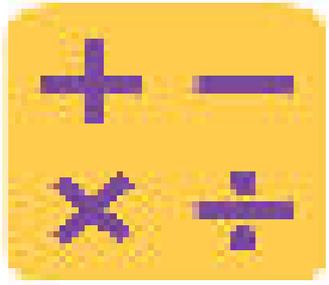
$$23 + \square = 45$$

Brienne has 22 pennies.



$$45 + 22 = \square$$

They have 67 pennies altogether.



Using the Nearest Ten to Subtract



$$16 - 9$$

$$15 - 9$$

$$13 - 8$$

$$15 - 7$$

$$16 - 7$$

$$12 - 9$$

$$13 - 7$$

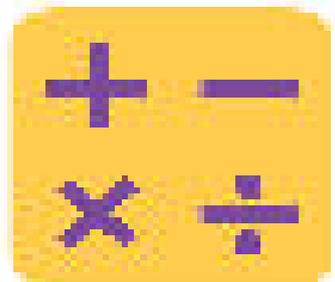
$$23 - 7$$

$$16 - 9$$



$$10 - 9 = 1 \quad 6$$

$$6 + 1 = 7$$



Subtract common Units



77

$$77 - 22 = \underline{\quad}$$

$$88 - 33 = \underline{\quad}$$

$$66 - 44 =$$

$$266 - 44 =$$

$$55 - 33 =$$

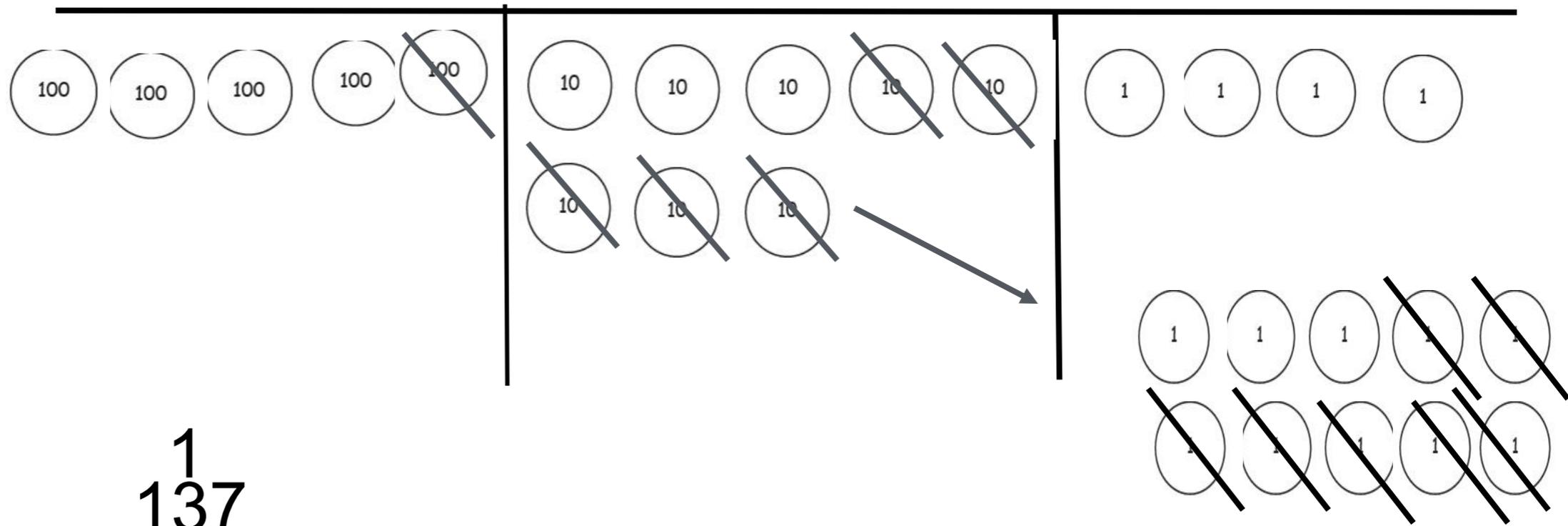
$$555 - 33$$



CONCEPT DEVELOPMENT

$$584 - 147$$

$$\begin{array}{r} 7 \quad 14 \\ \cancel{584} \\ - \cancel{147} \\ \hline 137 \end{array}$$



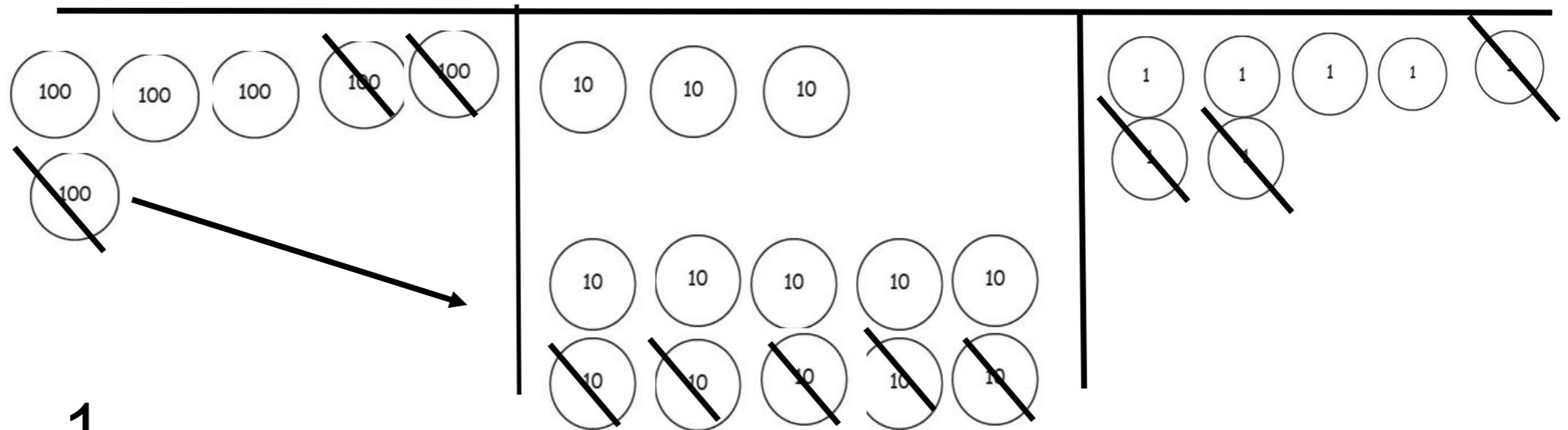
$$\begin{array}{r} 1 \\ 137 \\ + 147 \\ \hline 584 \end{array}$$



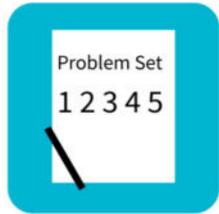
CONCEPT DEVELOPMENT

$$637 - 253$$

$$\begin{array}{r} 5 \quad 13 \\ \cancel{6}37 \\ -253 \\ \hline 384 \end{array}$$



$$\begin{array}{r} 1 \\ 384 \\ +253 \\ \hline 637 \end{array}$$



Problem Set

Name _____

Date _____

1. Solve by drawing place value disks on a chart. Then, use addition to check your work.

a. $469 - 170$	Solve vertically or mentally:	Check:
b. $531 - 224$	Solve vertically or mentally:	Check:



Debrief

Explain to your partner how you solved Problem 1(a). Did you have to unbundle a ten or hundred? Did you solve this problem mentally or with a simplifying strategy? How did you check your work?

What significant differences do you notice about the way you changed your place value disks in Problem 1(b) versus 1(c)? How did you show the change using vertical form?

For Problem 1(d), use place value language to explain to your partner how your model matches the vertical form. Compare how you checked your work.



Debrief

One student's answer for Problem 1(e), $927 - 628$, was 209. What mistake did he make in vertical form? How would the chip model have helped him figure out the correct answer?

How does having two three-digit addends (as opposed to two-digit) change the way you model and solve the problem?

For Problem 2, explain to your partner why the statement is true. Using part-whole language, what do you know about the relationship between addition and subtraction?



Exit Ticket

Name _____

Date _____

Solve by drawing place value disks on a chart. Then, use addition to check your work.

1. $375 - 280$	Solve vertically or mentally:	Check:
2. $741 - 448$	Solve vertically or mentally:	Check: