Eureka Math

2nd Grade
Module 5
Lesson 14

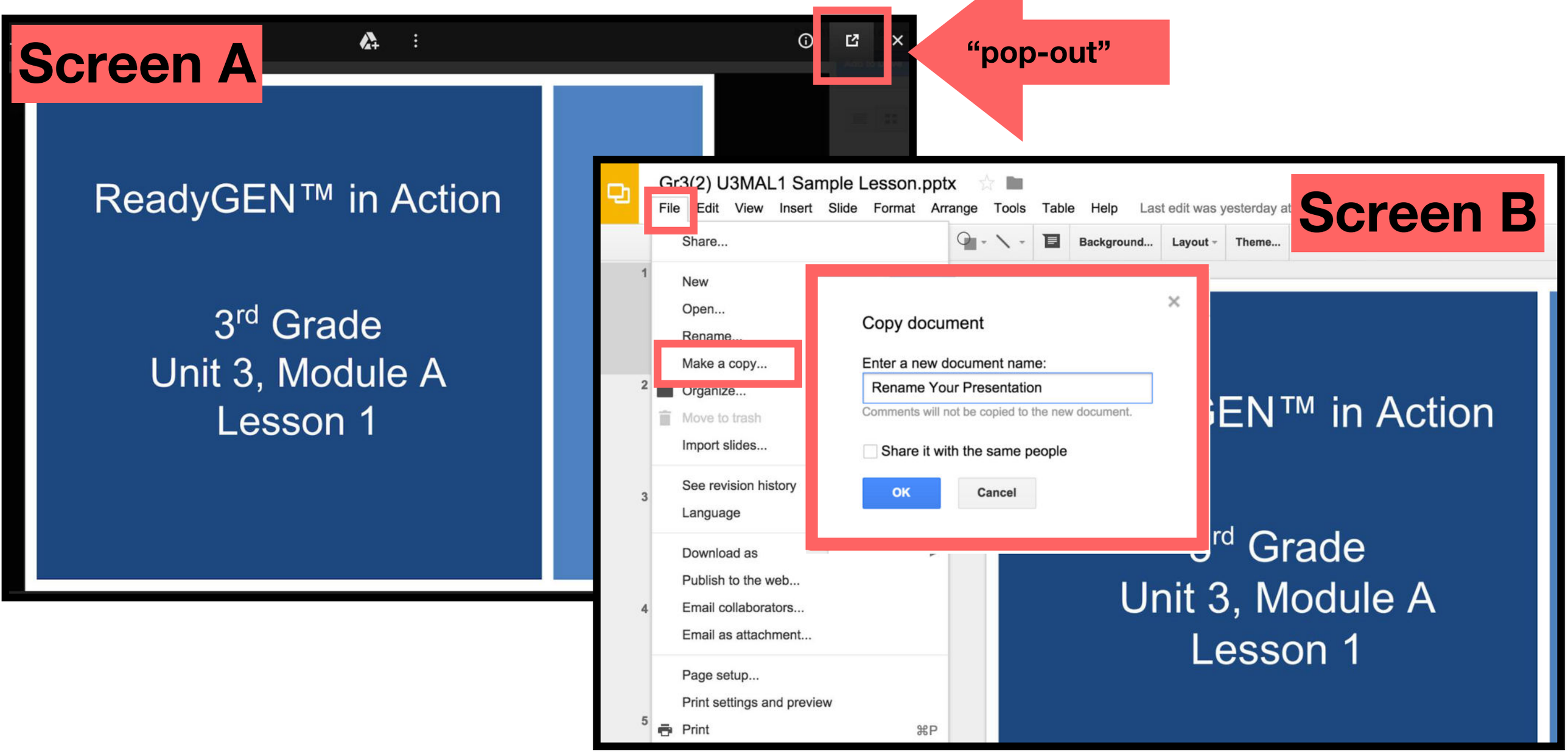
At the request of elementary teachers, a team of Bethel & Sumner educators met as a committee to create Eureka slideshow presentations. These presentations are not meant as a script, nor are they required to be used. Please customize as needed. Thank you to the many educators who contributed to this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

Directions for customizing presentations are available on the next slide.

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

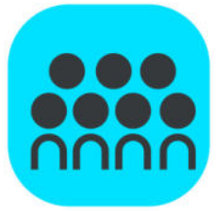
Personal White Board

Problem Set

Manipulatives Needed

Fluency

Think Pair Share



Whole Class

Individual

Partner

Small Group

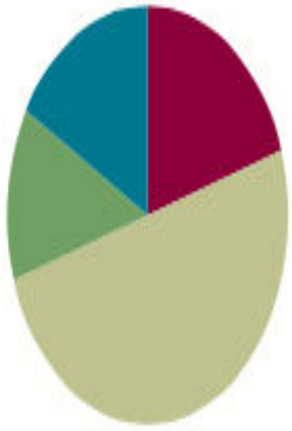
Small Group Time

Lesson 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

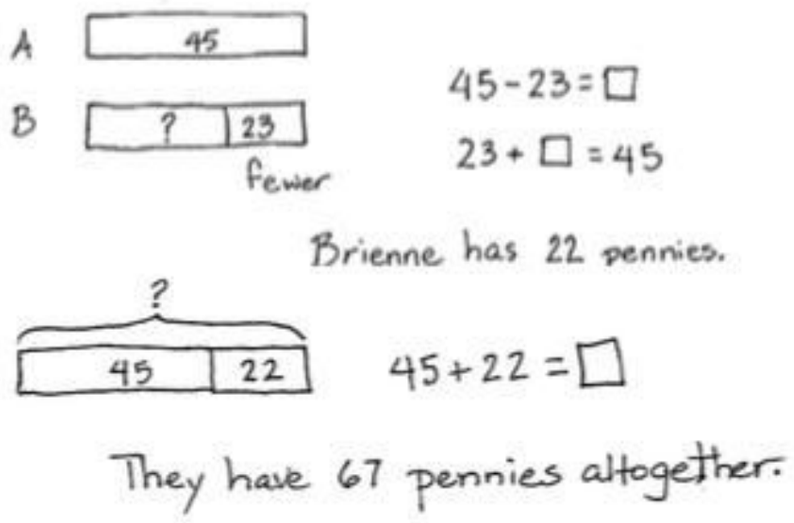
- (S) White boards

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?



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 6

6 + 1 = 7

Subtract common Units

77

77 - 22= ___

88 - 33 = ____

66 - 44 =

266 - 44 =

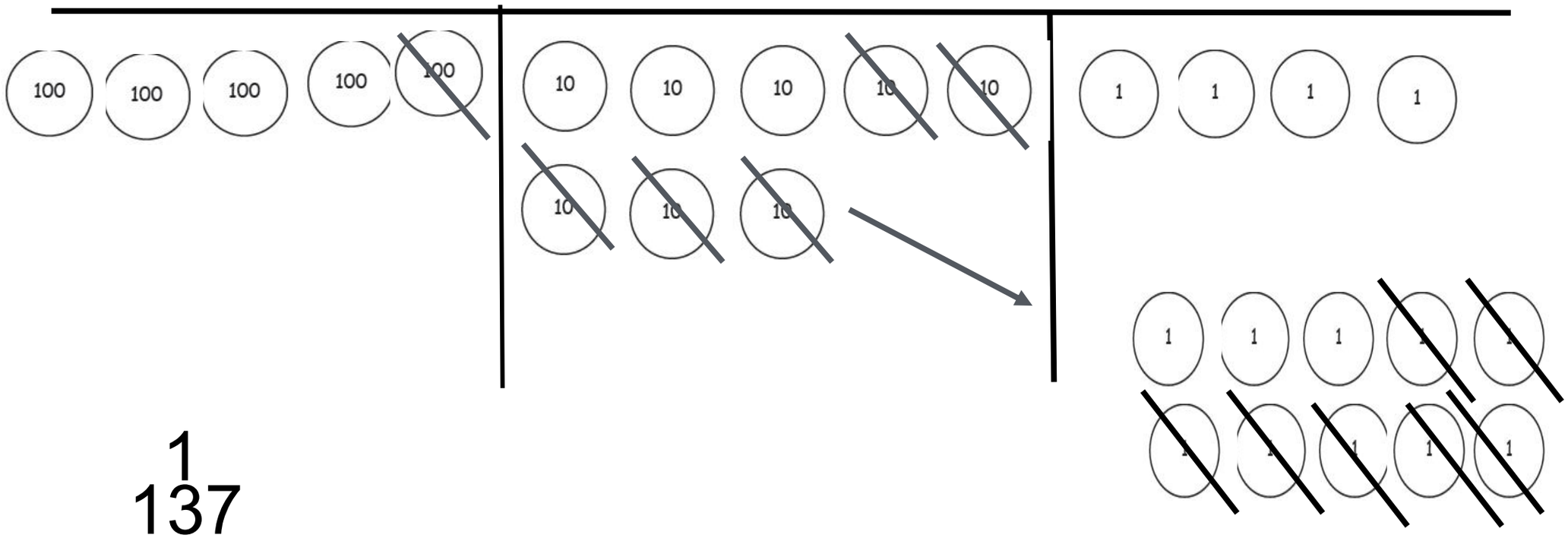
55 - 33 =

555 - 33

CONCEPT DEVELOPMENT

584 - 147

```
  7  14
 584
-147
-----
 137
```

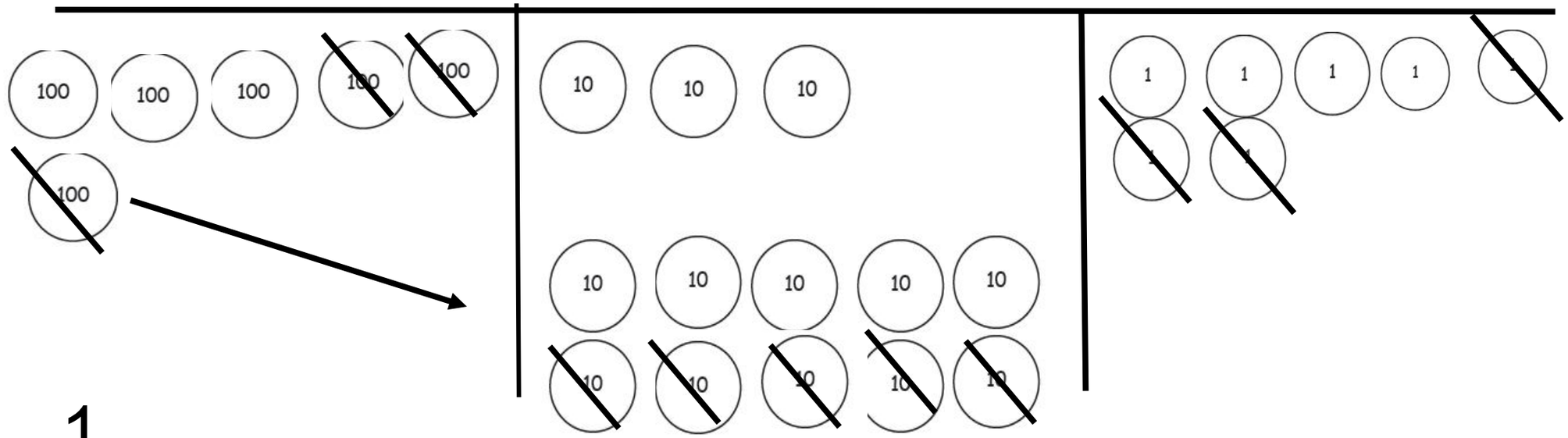



```
  1
 137
+147
-----
 584
```

CONCEPT DEVELOPMENT

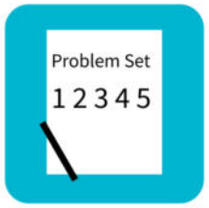
637 - 253

5 13
~~6~~3~~7~~
-253
---
3 8 4



1
384
+253

637



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	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 Problem1(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: