Eureka Math

2nd Grade
Module 5
Lesson 16

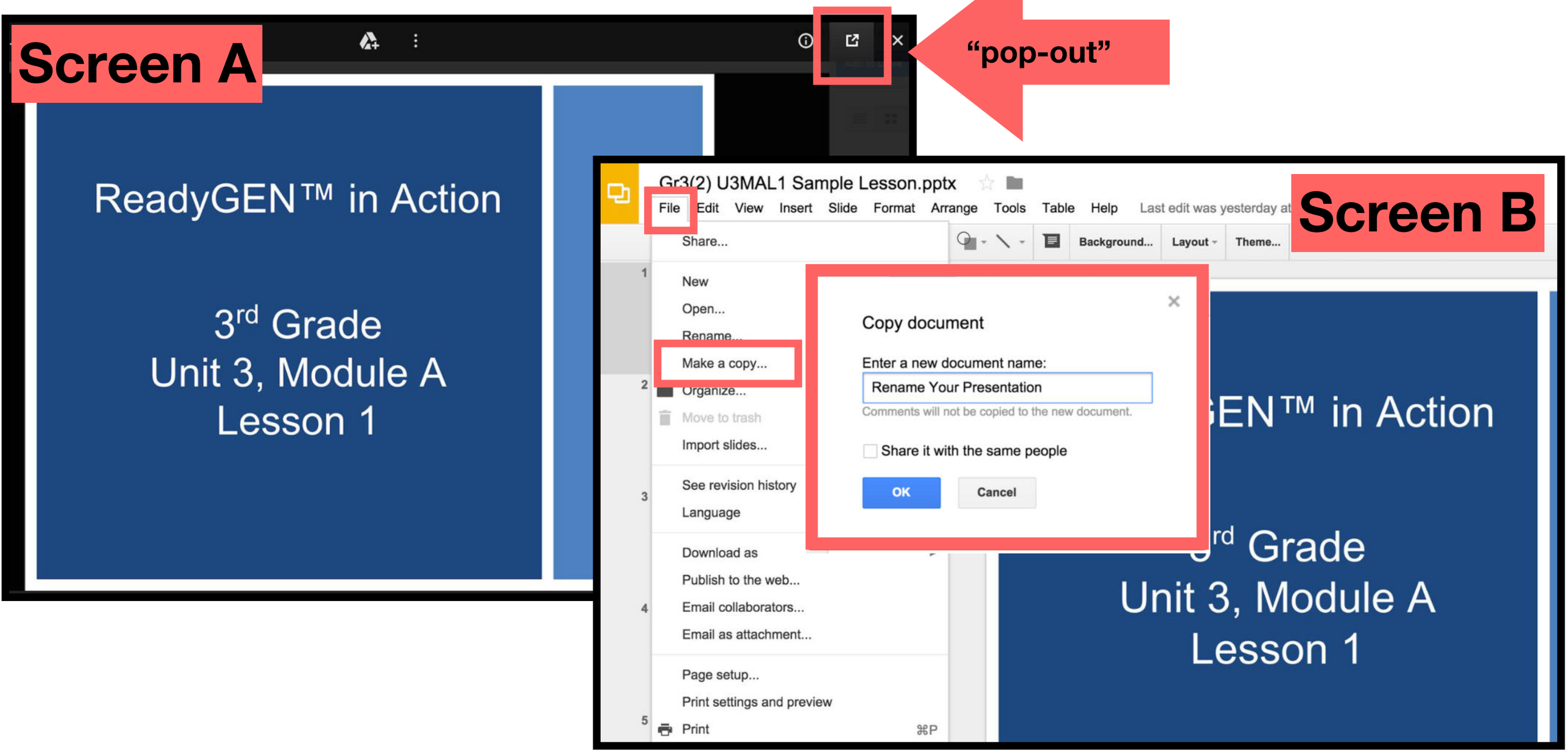
At the request of elementary teachers, a team of Bethel & Sumner educators met as a committee to create Eureka slideshow presentations. These presentations are not meant as a script, nor are they required to be used. Please customize as needed. Thank you to the many educators who contributed to this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

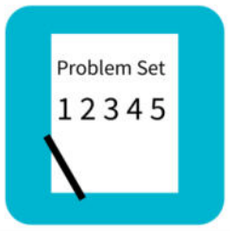


Icons

Read, Draw, Write

Learning Target

Personal White Board

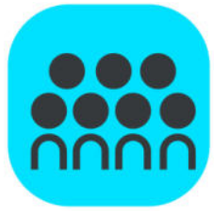


Problem Set

Manipulatives Needed

Fluency

Think Pair Share



Whole Class

Individual

Partner

Small Group

Small Group Time

Lesson 16

Objective: Subtract from multiples of 100 and from numbers with zero in the tens place.

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 subtract from multiples of 100 and from numbers with zero in the tens place.

Materials Needed:

Fluency

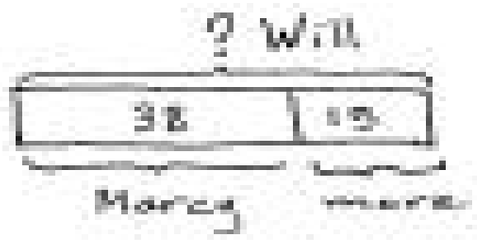
- Sprint
- (T) 10 dimes, 10 pennies, can

Concept Development:

- (S) Personal white board, math journal or paper

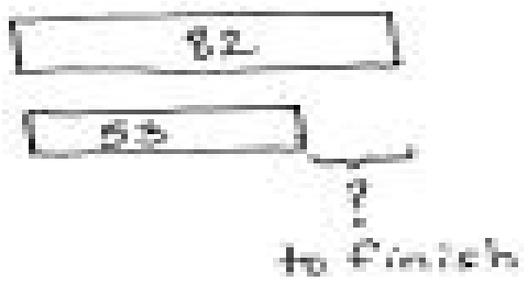
Application problems

Will read 15 more pages than Marcy. Marcy read 38 pages. The book is 82 pages long.
a. How many pages did Will read?
b. How many more pages does Will need to read to finish the book?



38 + 15 = □

Will read 53 pages.



82 - 53 = □

53 + □ = 82

Will needs to read 29 more pages.

Sprint

A

Number Correct: _____

Subtraction from Teens

1.	11 – 10 =	
2.	12 – 10 =	
3.	13 – 10 =	
4.	19 – 10 =	
5.	11 – 1 =	
6.	12 – 2 =	
7.	13 – 3 =	
8.	17 – 7 =	
9.	11 – 2 =	
10.	11 – 3 =	
11.	11 – 4 =	
12.	11 – 8 =	
13.	18 – 8 =	
14.	13 – 4 =	

23.	19 – 9 =	
24.	15 – 6 =	
25.	15 – 7 =	
26.	15 – 9 =	
27.	20 – 10 =	
28.	14 – 5 =	
29.	14 – 6 =	
30.	14 – 7 =	
31.	14 – 9 =	
32.	15 – 5 =	
33.	17 – 8 =	
34.	17 – 9 =	
35.	18 – 8 =	
36.	16 – 7 =	

Coin Drop

Name my coin.

How much is it worth?

Listen carefully as I drop coins in my can. Count along in your minds.

More or Less

Let’s count by tens.

How many dimes are shown?

What is the value of 6 dimes?

More or Less

What is 5 cents more?

Give the number sentence.

What is 10 cents less?

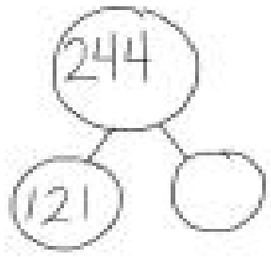
Give the number sentence.

CONCEPT DEVELOPMENT

Problem 1: 244 – 121

Read this problem with me.
244 - 121

How would you complete this number bond? Talk to a partner, and use part–whole language.

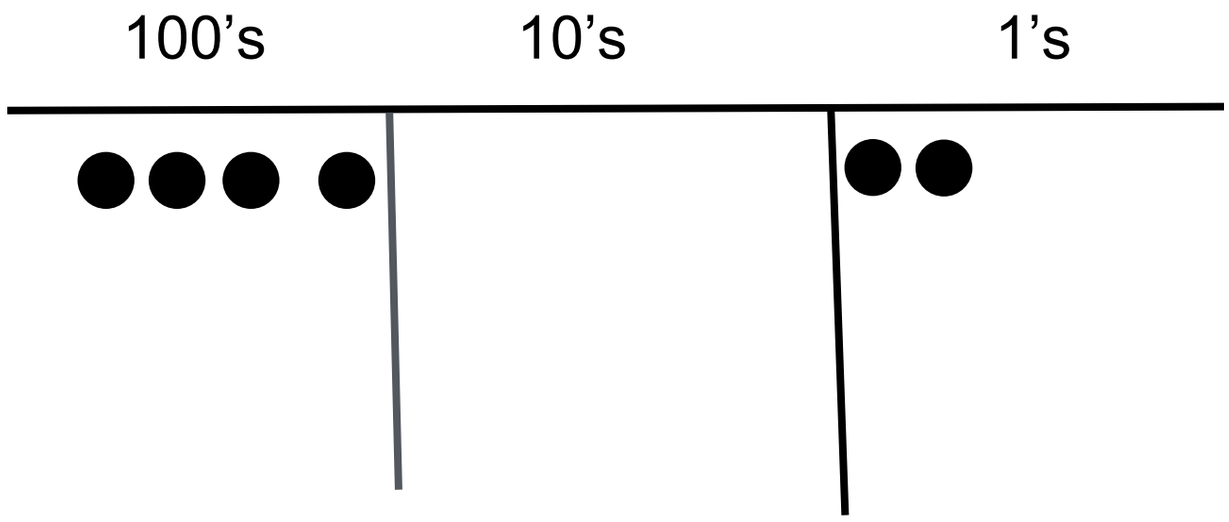


What do we need to show on our place value charts? Talk to your neighbor.

CONCEPT DEVELOPMENT

Problem 1: 402 - 231

402
- 231



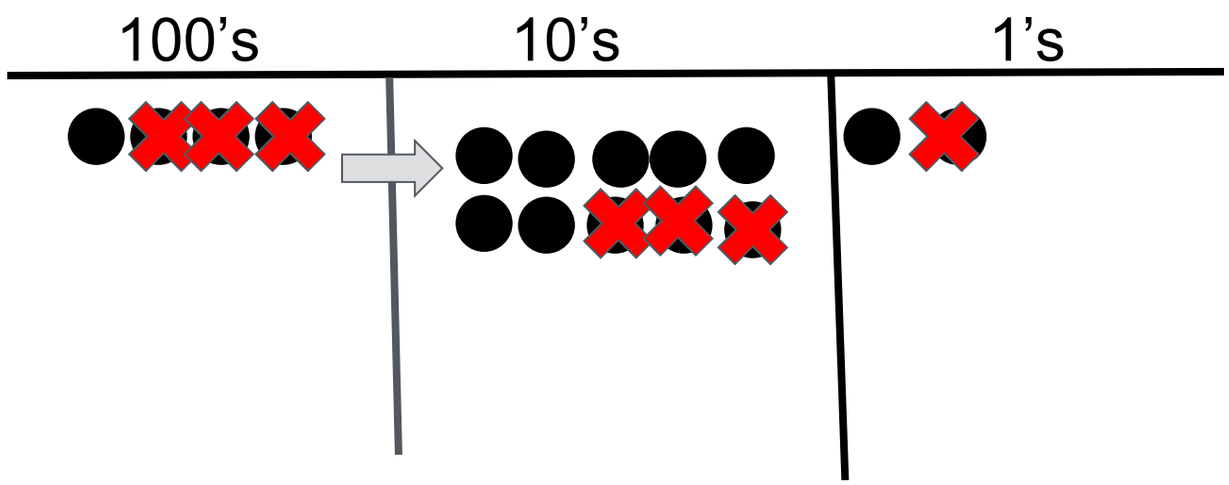
Which number is the whole?

Let’s solve this problem using a math drawing and the algorithm.

Let’s make a chip model to show the whole.

Like a detective, look carefully at each place to see if we have enough units to subtract moving from the smallest unit to the largest.

CONCEPT DEVELOPMENT



Problem 1: 402 - 231

- 231

1 7 1

Are we ready to subtract the ones?

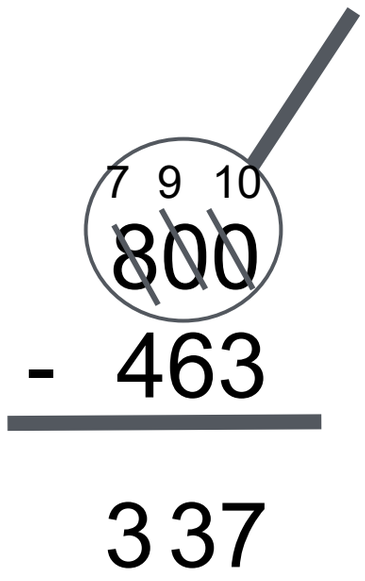
Moving on, let’s look at the tens place. I don’t see any tens in the tens place.Are we ready to subtract the ones?

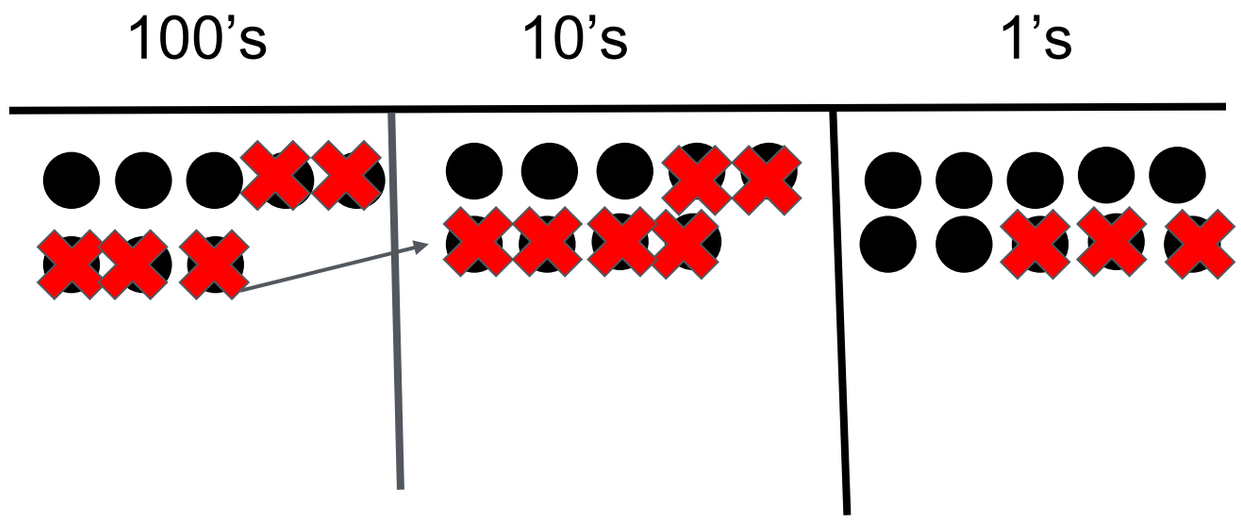
The zero holds the tens place open and tells us the number 402. Without that 0, what number would we read?

Where can we get some tens so we can subtract 3 tens?

CONCEPT DEVELOPMENT

Problem 2: 800 - 463

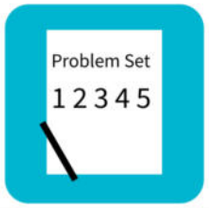




Count aloud as you rename 1 hundred as 9 tens and 10 ones.

Let's try another problem together. Talk to your partner. What do you notice about the whole, and what will we need to do?

Okay, go ahead and show that change using your place value disks. Whatever we do to the place value disks, we must also do in the vertical form. How should we record unbundling a ten?



Problem Set

Name _____ Date _____

1. Solve vertically or using mental math. Draw chips on the place value chart and unbundle, if needed.

a. 304 – 53 = _____

hundreds	tens	ones

b. 406 – 187 = _____

hundreds	tens	ones

Debrief

For Problem 1(a), 304 – 53, explain how you solved this problem. How could you have solved it mentally?

For Problem 1(b), 406 – 187, what did you draw on your place value chart? How did you unbundle 400? Did you do it in one or two steps?

For Problem 1(c), 501 – 316, explain to your partner how you changed a larger unit to make more ones when there were no tens?

Debrief

For Problem 1(d), what are two different ways you can unbundle 700? How can you do it in one step? How could you have solved this problem mentally?

Think like a detective: When you are subtracting three-digit numbers, when do you choose to unbundle a hundred? When do you choose to solve mentally? What clues in the numbers help you choose a solution strategy?

Exit Ticket

Name _____ Date _____

Solve vertically or using mental math. Draw chips on the place value chart and unbundle, if needed.

1. 604 – 143 = _____

hundreds	tens	ones

2. 700 – 568 = _____

hundreds	tens	ones