Eureka Math

2nd Grade
Module 5
Lesson 17

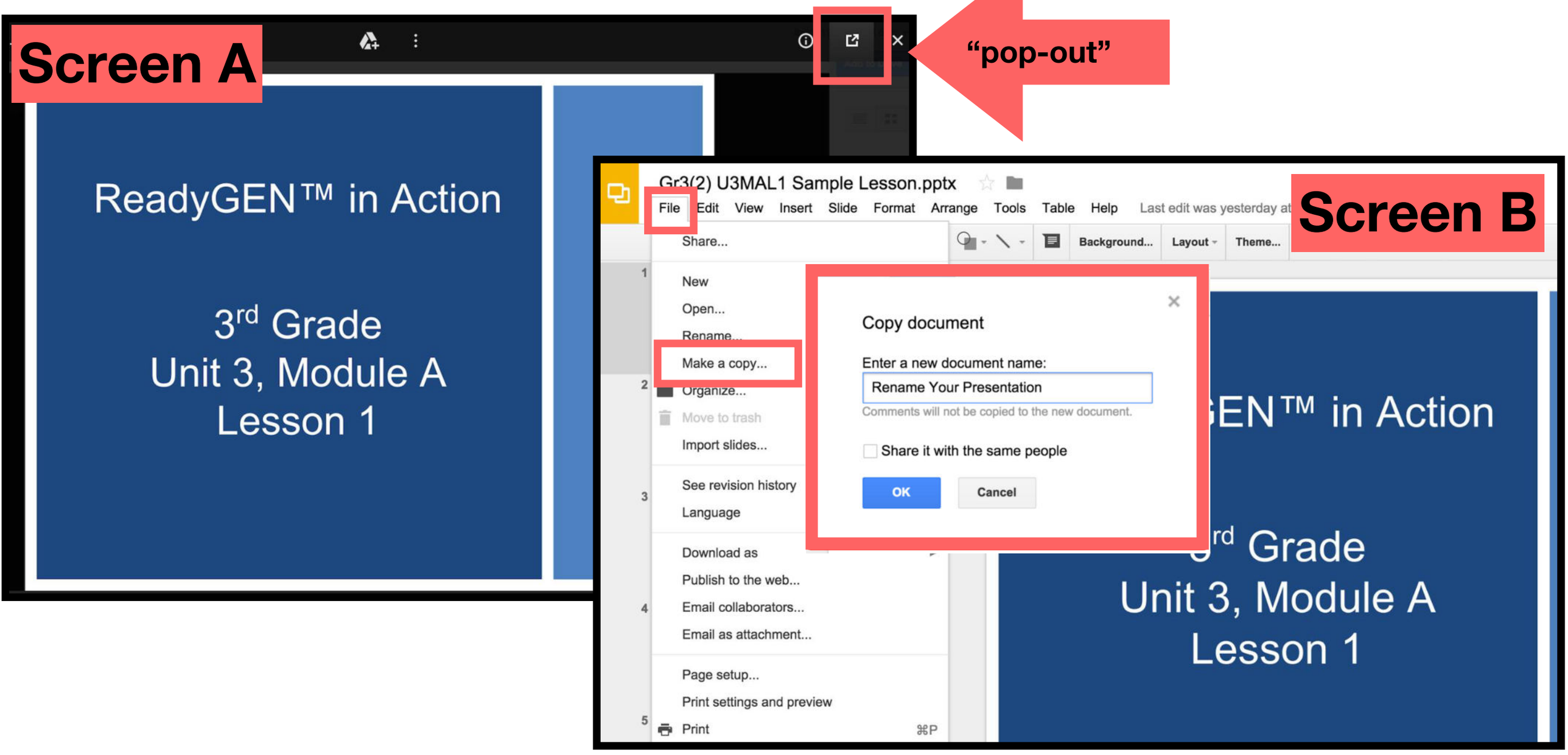
At the request of elementary teachers, a team of Bethel & Sumner educators met as a committee to create Eureka slideshow presentations. These presentations are not meant as a script, nor are they required to be used. Please customize as needed. Thank you to the many educators who contributed to this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

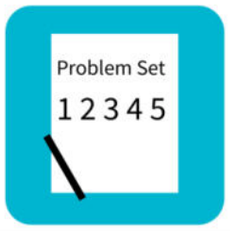


Icons

Read, Draw, Write

Learning Target

Personal White Board

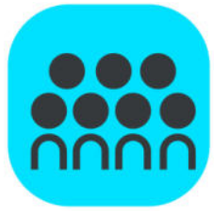


Problem Set

Manipulatives Needed

Fluency

Think Pair Share



Whole Class

Individual

Partner

Small Group

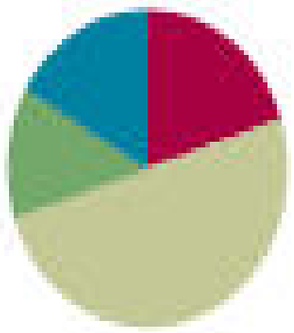
Small Group Time

Lesson 17

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

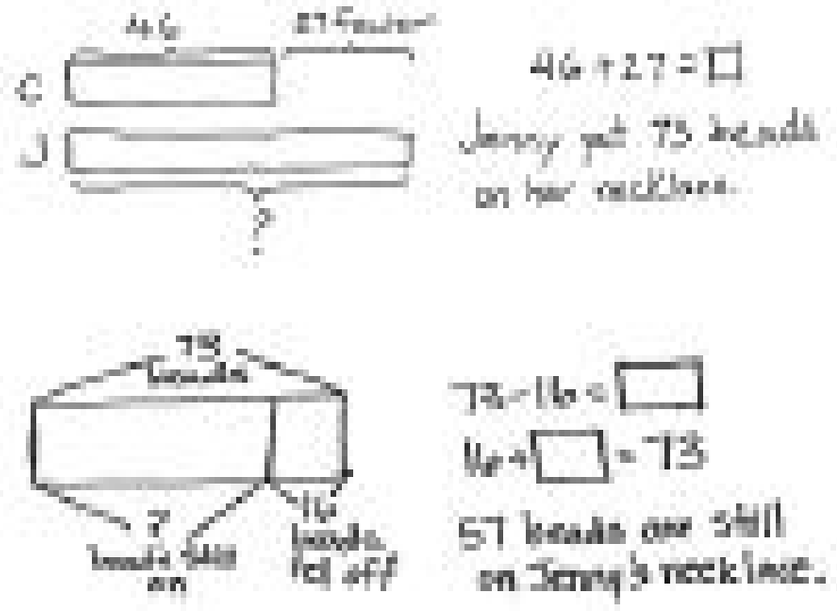
Concept Development:

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

Application problems

Colleen put 27 fewer beads on her necklace than Jenny did. Colleen put on 46 beads. How many beads did Jenny put on her necklace?

If 16 beads fell off Jenny's necklace, how many beads are still on it?



Sprint

A

Number Correct: _____

Subtract Crossing the Ten

1.	10 – 1 =	
2.	10 – 2 =	
3.	20 – 2 =	
4.	40 – 2 =	
5.	10 – 2 =	
6.	11 – 2 =	
7.	21 – 2 =	
8.	51 – 2 =	
9.	10 – 3 =	
10.	11 – 3 =	
11.	21 – 3 =	
12.	61 – 3 =	
13.	10 – 4 =	
14.	11 – 4 =	
15.	21 – 4 =	
16.	71 – 4 =	

23.	21 – 6 =	
24.	91 – 6 =	
25.	10 – 7 =	
26.	11 – 7 =	
27.	31 – 7 =	
28.	10 – 8 =	
29.	11 – 8 =	
30.	41 – 8 =	
31.	10 – 9 =	
32.	11 – 9 =	
33.	51 – 9 =	
34.	12 – 3 =	
35.	82 – 3 =	
36.	13 – 5 =	
37.	73 – 5 =	
38.	14 – 6 =	

Using the Nearest Ten to Subtract

Raise your hand when you know the answer to 16 - 9.

10 - 9 = ?	1 + 6 = ?	27 - 18 = ?
13 - 8 = ?	22 - 7 = ?	37 - 8 = ?
14 - 9 = ?	25 - 7 = ?	37 - 18 = ?
15 - 7 = ?	25 - 8 = ?	47 - 19 = ?
16 - 7 = ?	27 - 8 = ?	47 - 29 = ?

Subtract Common Units

55

Say the number in unit form.

55 - 22 = ?

Say the subtraction sentence, answer in unit form.

Write the subtraction sentence on your boards.

66 - 33 =

77 - 44 =

177 - 44 =

88 - 33 =

188 - 33 =

CONCEPT DEVELOPMENT

Problem 1: 300 - 195

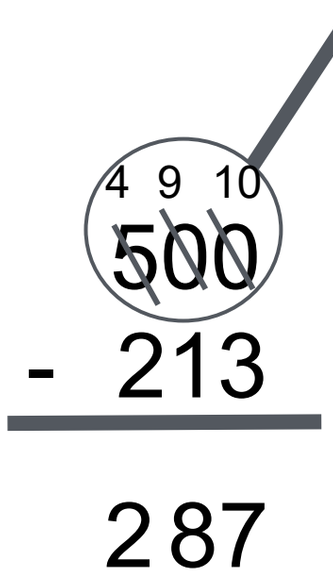
Talk with your partner: What do you notice about these numbers?

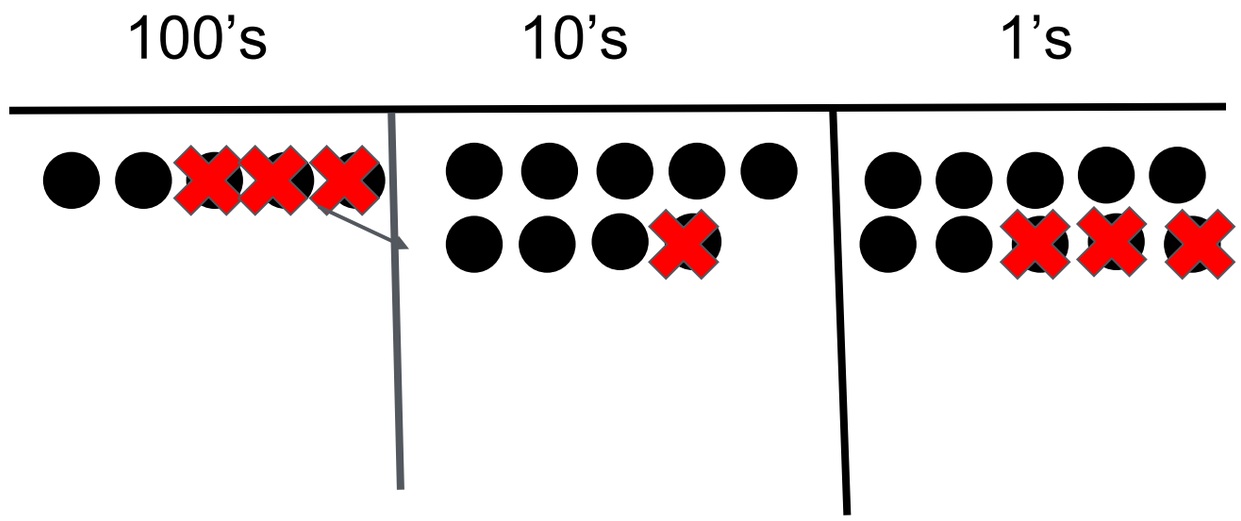
It's good math habit to think about numbers and how they relate to each other before you decide on a strategy.

Take a moment to solve this problem using the strategy you like best. Be prepared to explain why it works.

CONCEPT DEVELOPMENT

Problem 2: 500 - 213



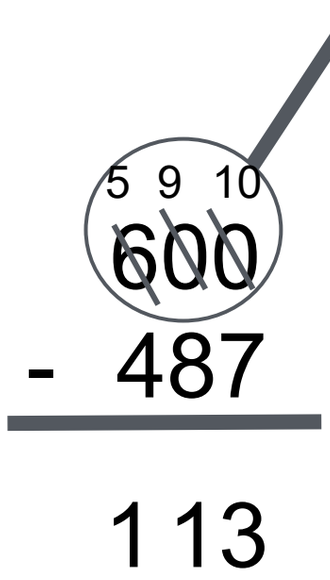


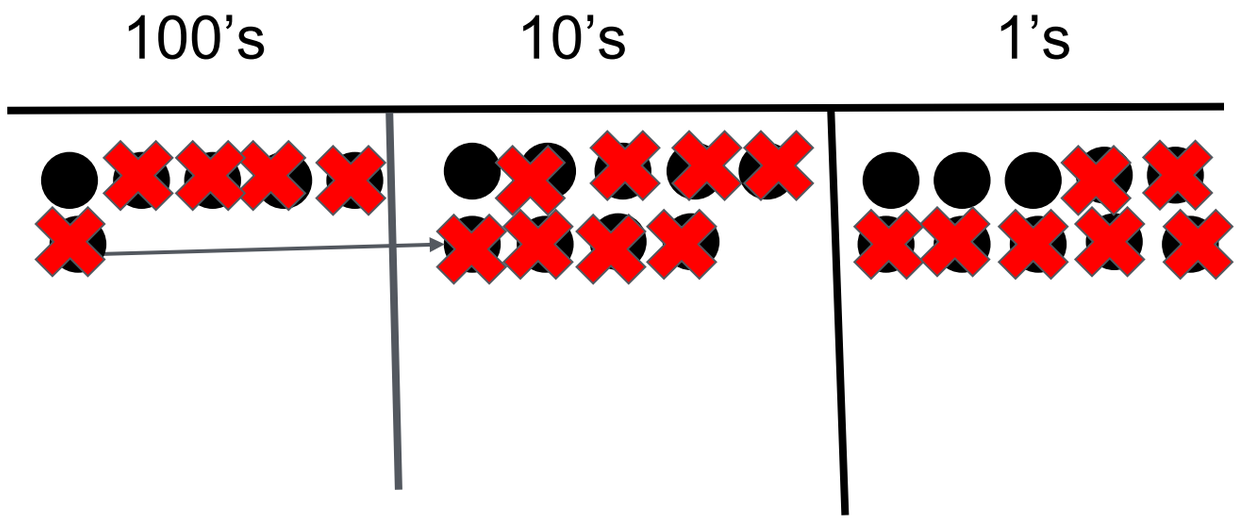
Count aloud as you rename 1 hundred as 9 tens and 10 ones.

Let's set this problem up to solve using the chip model and the algorithm.
Rewrite the problem with me.

CONCEPT DEVELOPMENT

Problem 2: 600 - 487





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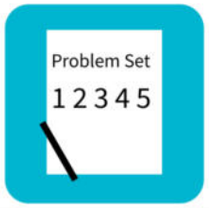

Problem Set

Name _____ Date _____

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

a. 200 – 113 = _____

hundreds	tens	ones

b. 400 – 247 = _____

hundreds	tens	ones

Debrief

For Problem 1, which problems did you choose to solve mentally? Why? What made some easier than others?

For Problem 1(b), how did you rename 400 using your chips? Show me what 400 looks like after you have renamed the units.

Explain to your partner the steps you took to set up Problem 1(c). How was this similar to 1(b)?

Debrief

Trey solved Problem 1(d), 800 – 606, by using place value. He started with 800 – 600 = 200. Then, he added 6 more, since one part was 606, so the answer was 206. What was his error?

For Problem 1(d), explain the meaning of the 9 in the tens place.

Exit Ticket

Name _____ Date _____

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

1. 600 – 432 = _____

hundreds	tens	ones

2. 303 – 254 = _____

hundreds	tens	ones