Eureka Math

2nd Grade
Module 5
Lesson 18

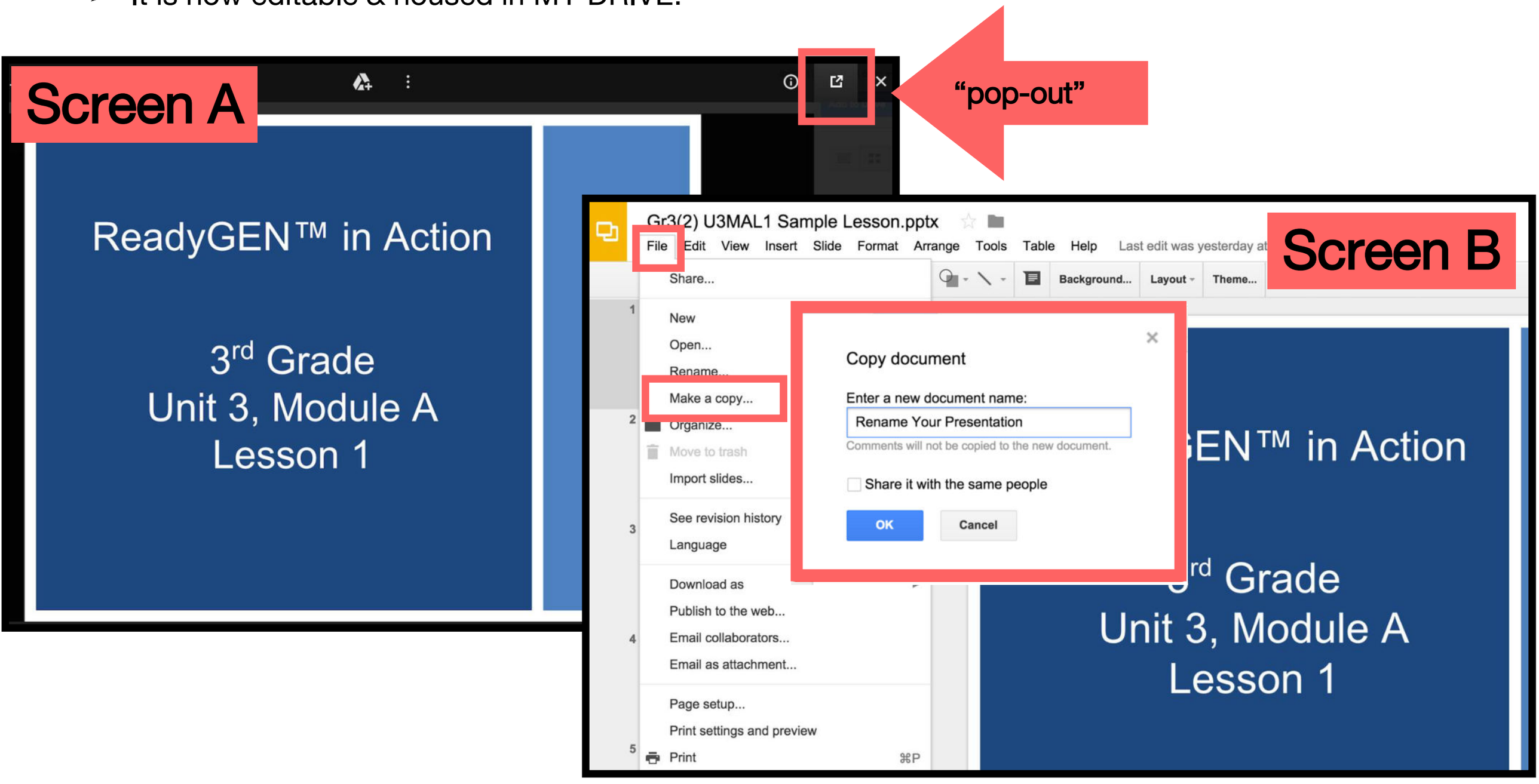
At the request of elementary teachers, a team of Bethel & Sumner educators met as a committee to create Eureka slideshow presentations. These presentations are not meant as a script, nor are they required to be used. Please customize as needed. Thank you to the many educators who contributed to this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

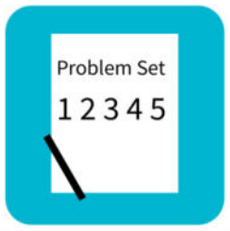


Icons

Read, Draw, Write

Learning Target

Personal White Board

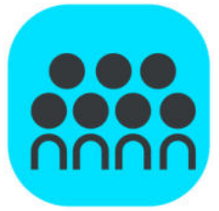


Problem Set

Manipulatives Needed

Fluency

Think Pair Share



Whole Class

Individual

Partner

Small Group

Small Group Time

Lesson 18

Objective: Apply and explain alternate methods for subtracting from multiples of 100 and from numbers with zero in the tens place.

Suggested Lesson Structure

Application Problem	(8 minutes)
Fluency Practice	(10 minutes)
Concept Development	(32 minutes)
Student Debrief	(10 minutes)
Total Time	(60 minutes)

I can Apply and explain alternate methods for subtracting from multiples of 100 and from numbers with zero in the tens place.

Materials Needed:

Fluency

- Grade 2 core Fluency Practice sets (G2 - M5 -Lesson 14 templates)

Concept Development:

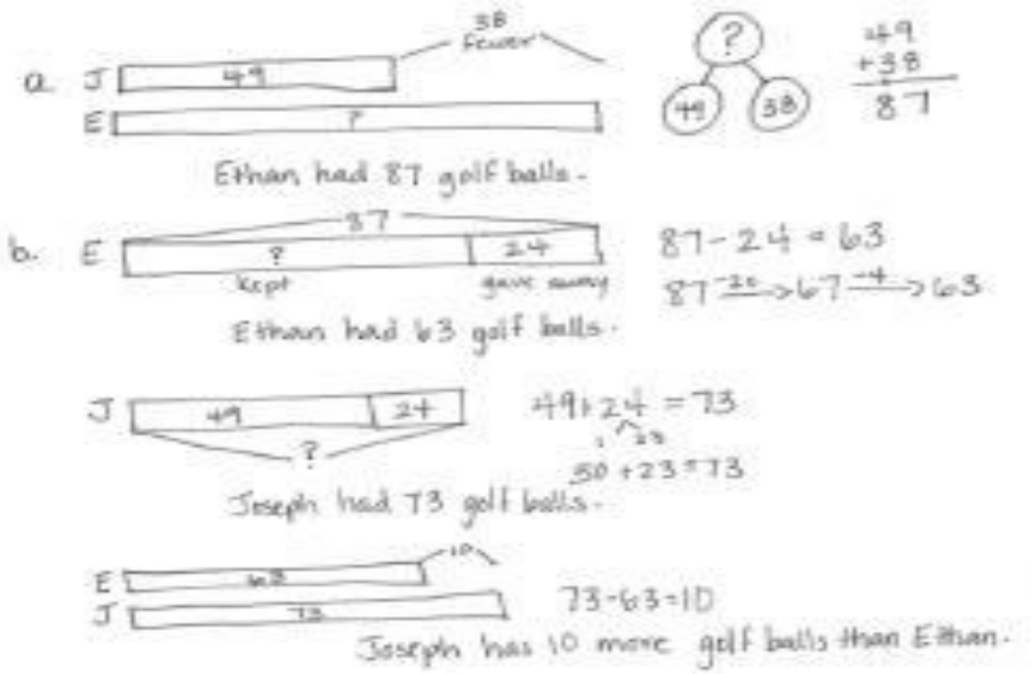
- (S) Personal white board, math journal or paper

Application problems

Joseph collected 49 golf balls from the course. He still had 38 fewer than his friend Ethan.

a. How many golf balls did Ethan have?

b. If Ethan gave Joseph 24 golf balls, who had more golf balls? How many more?



Grade 2 Core Fluency Practice Sets

Get the Ten Out and Subtract

For every number sentence I give, subtract the ones from ten. When I say 12 - 4, you say 10 - 4 = 6.
Ready?

12 - 4 = ?

13 - 7 =

Now let's add back the ones.

12 - 4 =

Add back the ones.
6 + 2 = 8

13 - 7 =

11 - 8 =

13 - 9 =

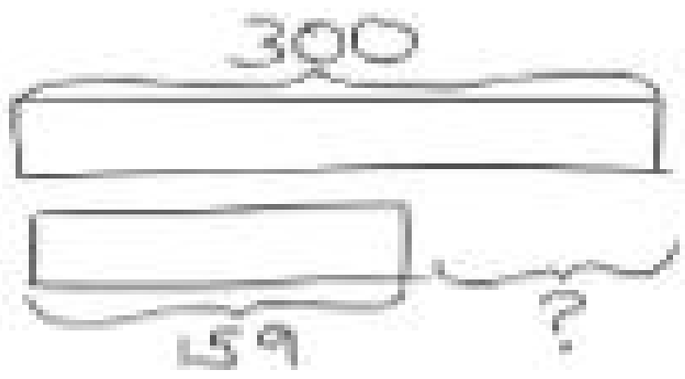
15 - 7 =

14 - 8 =

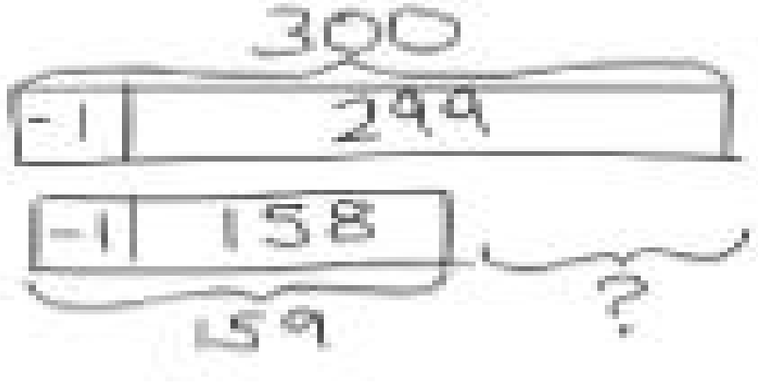
CONCEPT DEVELOPMENT

Problem 1: 300 - 159

I am going to show you a different way to subtract.



What happens if I take one off each number? What's my new subtraction problem?



CONCEPT DEVELOPMENT

Problem 2: 400 - 278

Let’s try a different way to subtract from the hundred

278 + ____ = 400 Talk to your partner to solve this.

Let’s use the arrow way to solve this problem.

CONCEPT DEVELOPMENT

Problem 3: 605 - 498

Now, let’s subtract from a number with a zero in the tens place. Which strategies could we use to solve this problem?

Problem Set

Name _____ Date _____

1. Use the arrow way and counting on to solve.

a. 300 – 247	b. 600 – 465

2. Solve vertically, and draw a place value chart and chips. Rename in one step.

a. 507 – 359	b. 708 – 529

Debrief

For Problem 1, how did you use the arrow way to solve? What did you add on first to efficiently solve each problem? Why?

For Problem 2, explain the meaning of the 9 in the tens place. Where is the other ten?

For Problem 3(a), 600 – 437, explain the strategy you chose to solve. Why was using the arrow way easier than subtracting using the algorithm?

Debrief

For Problem 3(b), 808 – 597, how did you rename 808 for subtraction? What does that look like using vertical form? Or, why did you choose to solve mentally?

For Problem 4, how does the smiling student use compensation to make the subtraction problem much simpler? Why is this strategy a good choice here?

How did you use compensation to solve Problem 5(a) and (b)? What other simplifying strategies could you have used to solve? Which do you prefer?

Exit Ticket

Name _____ Date _____

Choose a strategy to solve, and explain why you chose that strategy.

1. 400 – 265	Explanation:
2. 507 – 198	Explanation: