

Eureka Math

2nd Grade Module 5 Lesson 18

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Directions for customizing presentations are available on the next slide.



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Screen A

ReadyGEN™ in Action

3rd Grade
Unit 3, Module A
Lesson 1

“pop-out”

Screen B

Gr3(2) U3MAL1 Sample Lesson.pptx

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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

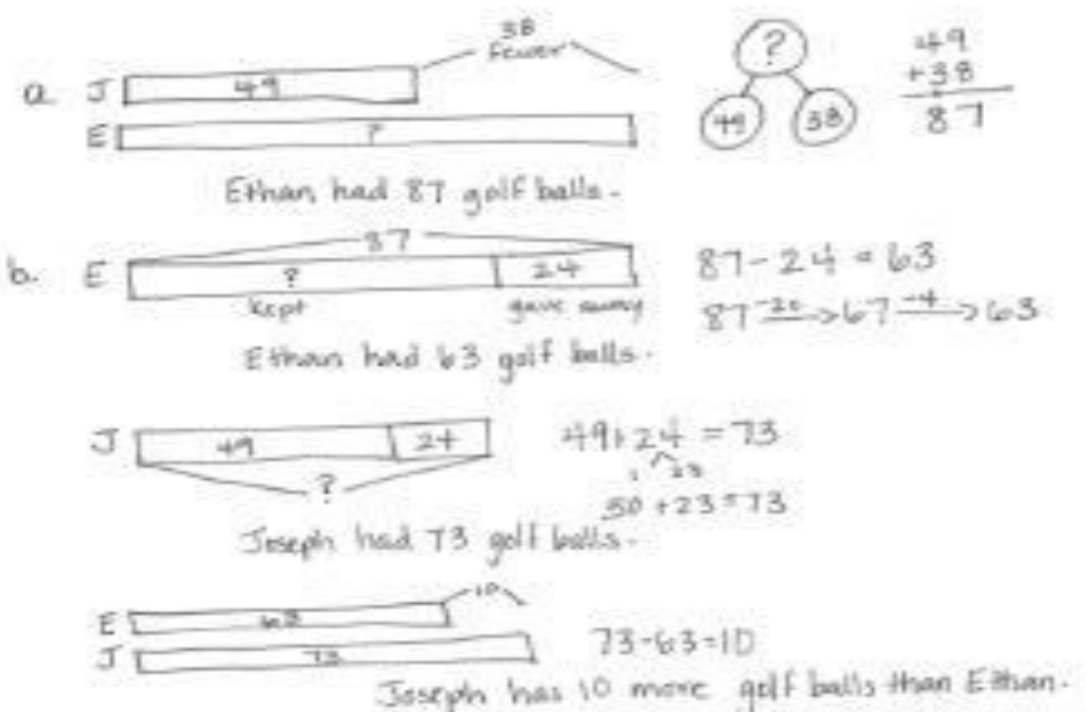


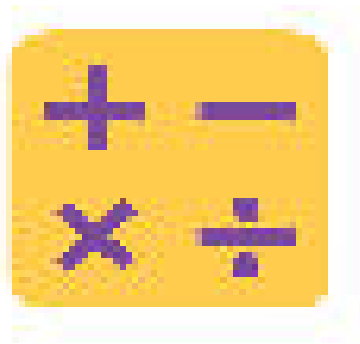
Application problems



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

- How many golf balls did Ethan have?
- 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.

$$12 - 4 =$$

$$13 - 7 =$$

$$13 - 9 =$$

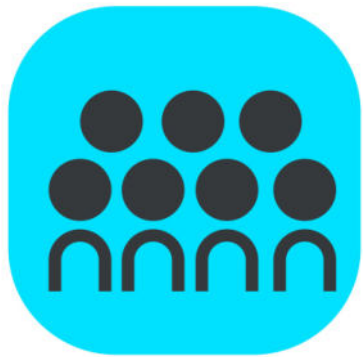
Add back the ones.

$$6 + 2 = 8$$

$$11 - 8 =$$

$$15 - 7 =$$

$$14 - 8 =$$

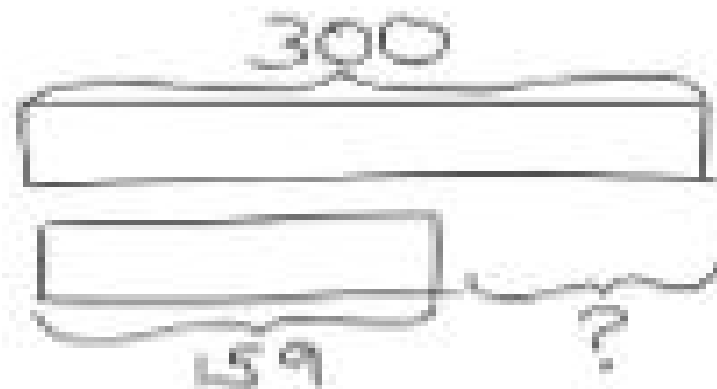


CONCEPT DEVELOPMENT

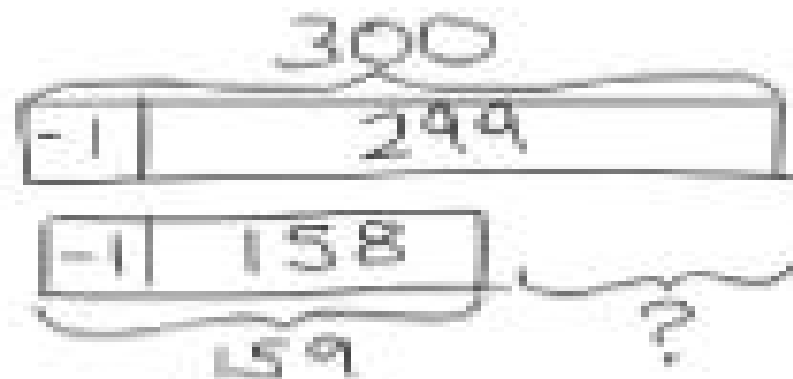


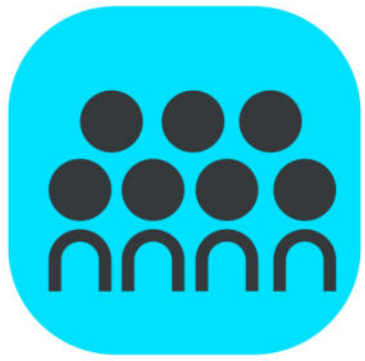
Problem 1: $300 - 159$

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

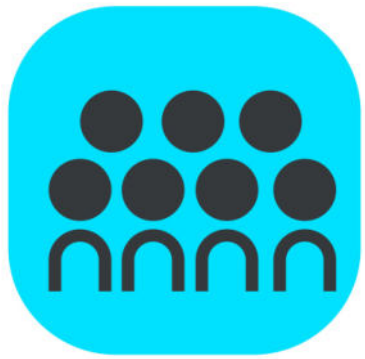


Problem 2: $400 - 278$

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

$278 + \underline{\quad\quad} = 400$ Talk to your partner to solve this.

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

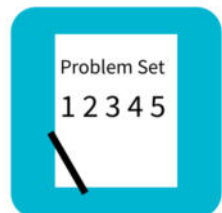


CONCEPT DEVELOPMENT



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

A STORY OF UNITS

Lesson 18 Problem Set

2•5

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

A STORY OF UNITS

Lesson 18 Exit Ticket

2•5

Name _____ Date _____

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

1. $400 - 265$

Explanation:

2. $507 - 198$

Explanation: