

Eureka Math

2nd Grade Module 1 Lesson 3

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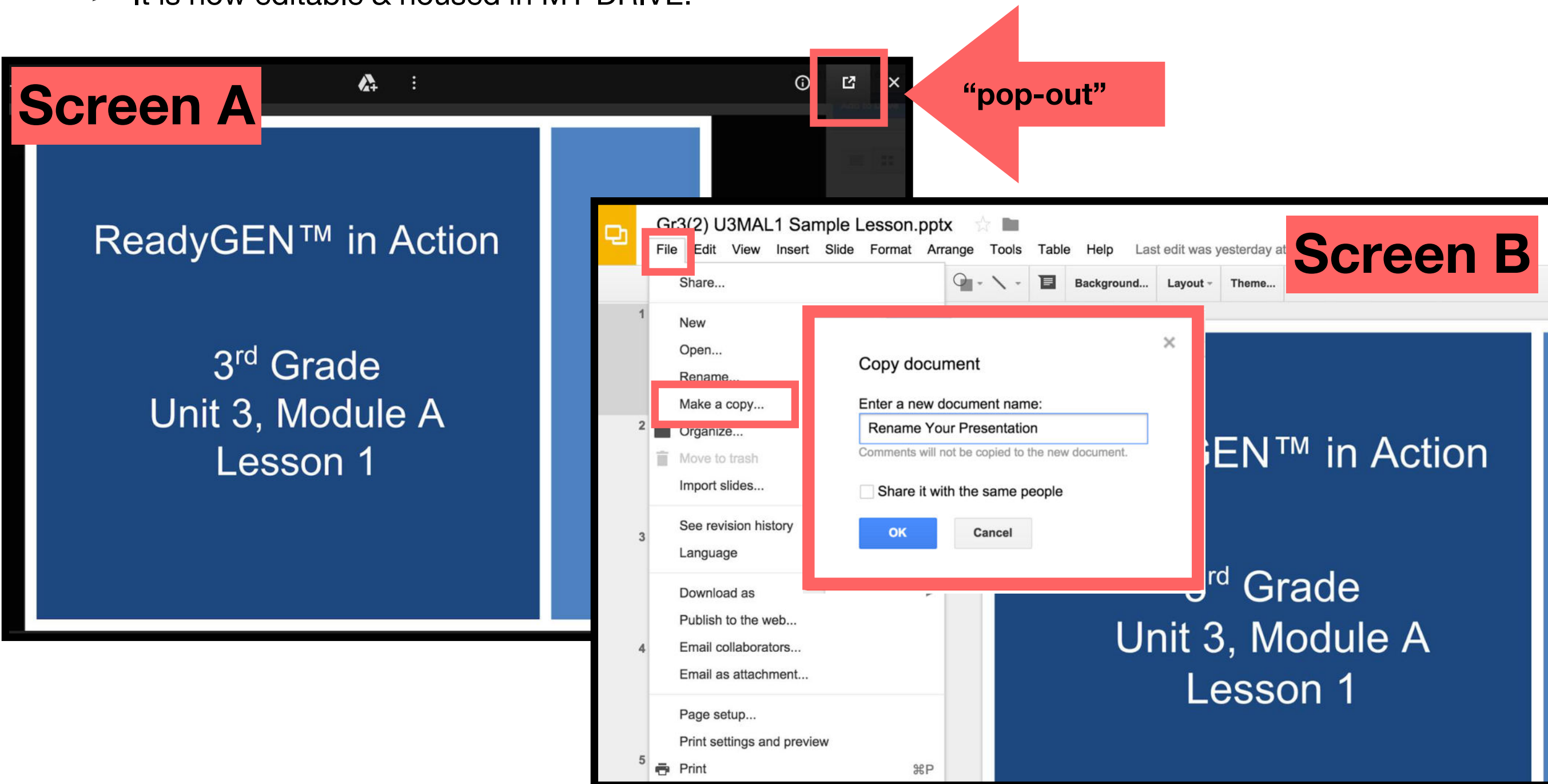


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Customize this Slideshow

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



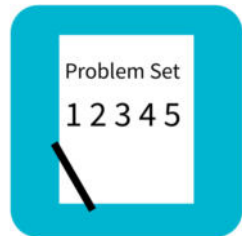
Read, Draw, Write



Learning Target



Personal White Board



Problem Set



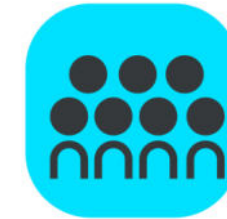
Manipulatives Needed



Fluency



Think Pair Share



Whole Class



Individual



Partner



Small Group



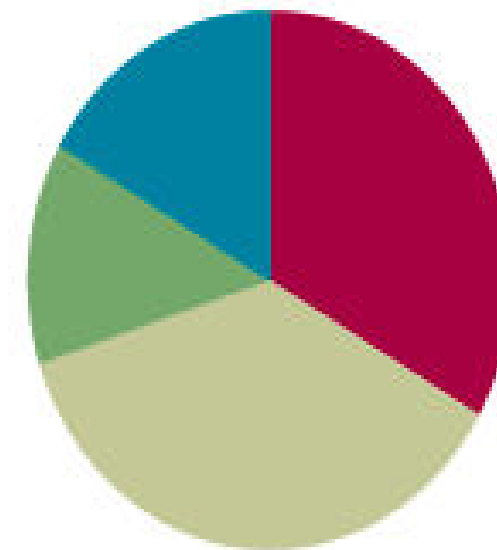
Small Group Time

Lesson 3

Objective: Add and subtract like units.

Suggested Lesson Structure

■ Fluency Practice	(15 minutes)
■ Concept Development	(20 minutes)
■ Application Problem	(15 minutes)
■ Student Debrief	(10 minutes)
Total Time	(60 minutes)





Materials Needed:

Concept Development:

- Personal white board



I can Add and Subtract like units.



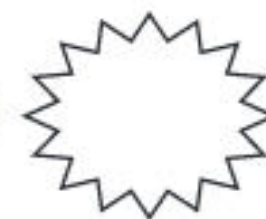
Sprint

A STORY OF UNITS

Lesson 3 Sprint **2•1**

A

Number Correct:

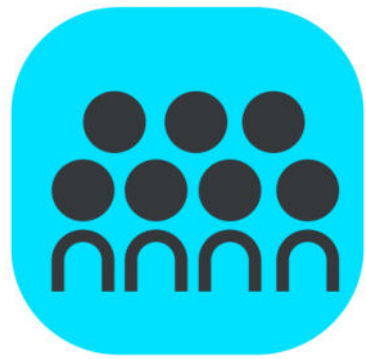


Name _____

Date _____

*Write the missing number. Pay attention to the + and – signs.

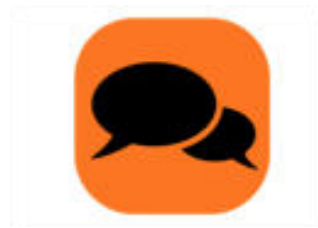
1.	$3 + 1 = \underline{\quad}$	16.	$6 + 2 = \underline{\quad}$
2.	$13 + 1 = \underline{\quad}$	17.	$56 + 2 = \underline{\quad}$
3.	$23 + 1 = \underline{\quad}$	18.	$7 + 2 = \underline{\quad}$
4.	$1 + 2 = \underline{\quad}$	19.	$67 + 2 = \underline{\quad}$
5.	$11 + 2 = \underline{\quad}$	20.	$87 + 2 = \underline{\quad}$



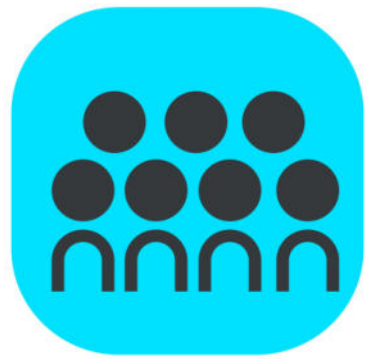
Concept Development Part 1

What did you notice about today's Sprint?

Today's Sprint was filled with patterns. You can use easier facts like $3 + 1$ to solve other problems like $13 + 1$ and $23 + 1$.



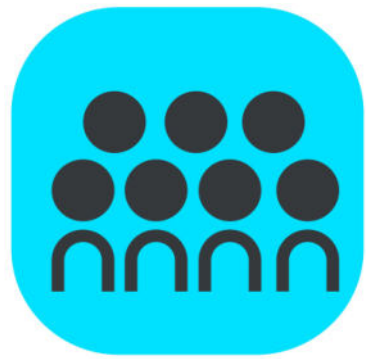
Turn and talk to your partner about other patterns you see in the Sprint.



Concept Development Part 1

xx
oooo

Say addition and Subtraction sentences this drawing represents.

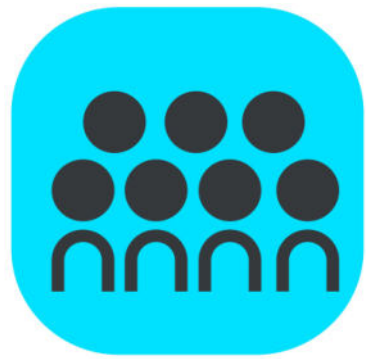


Concept Development Part 1

Just like the Sprint today, we can use problems like
 $5 + 2 = 7$ or $7 - 2 = 5$ to solve

$$45 + 2 = 47$$

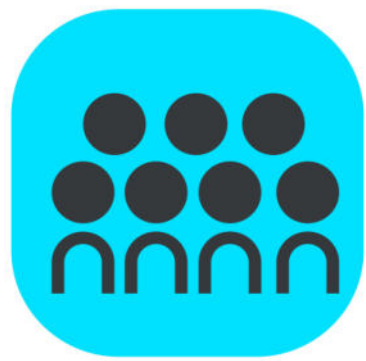
$$47 - 2 = 45$$



Concept Development Part 1

$$67 - 2 = 65$$

$$65 + 2 = 67$$



Concept Development Part 1

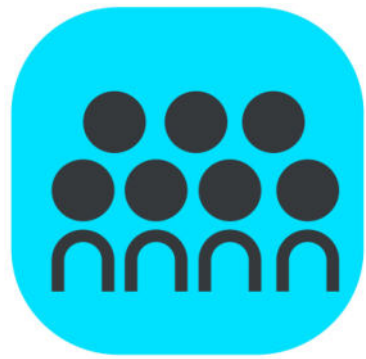
What easier problem did we still use to subtract the ones?

$$7 - 2 = 5$$

Tell me the number sentence in unit form.

$$7 \text{ ones} - 2 \text{ ones} = 5 \text{ ones}$$

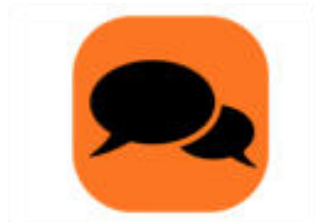
We didn't have to do anything to the tens except remember to put them together with the 5 ones!

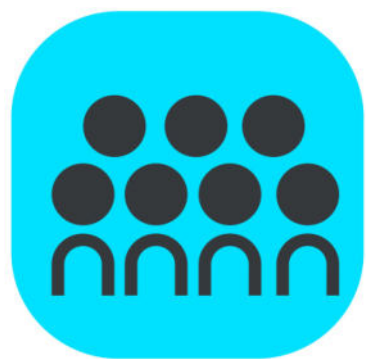


Concept Development Part 2

51+20 is.....

How did you know?





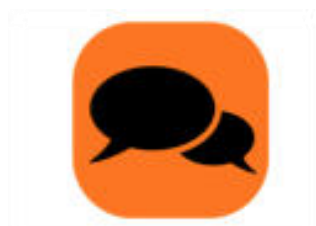
Concept Development Part 2

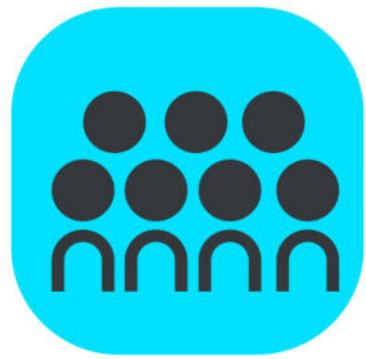
$$\begin{array}{r} 51 + 20 = 71 \\ \swarrow \quad \searrow \\ 50 \quad 1 \end{array}$$

How many tens are in 51?

How many tens were we adding to 51?

What easier problem did you use to help you solve 51 and 20? Talk to your partner.

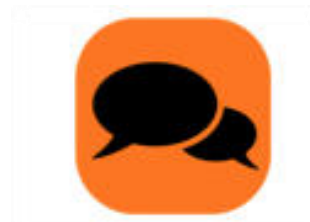


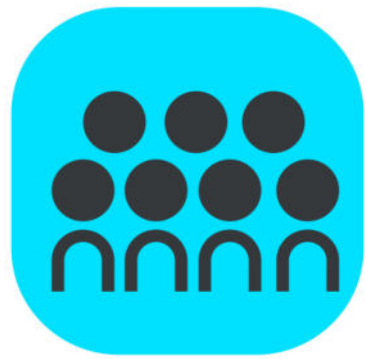


Concept Development Part 2

Compare $54+2$ to $54+20$.

Talk to your partner



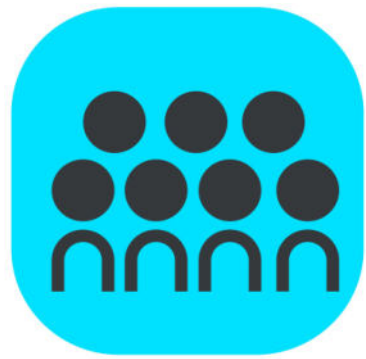


Concept Development Part 2

71-20=

What is 71-20?

How do you know?

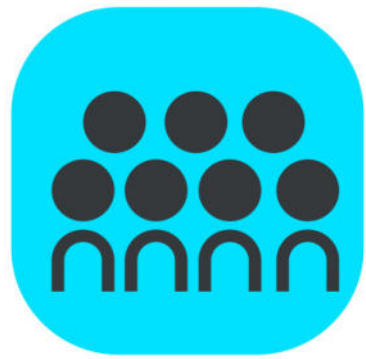


Concept Development Part 2

$56-30=$

What is $56-30$?

How do you know?

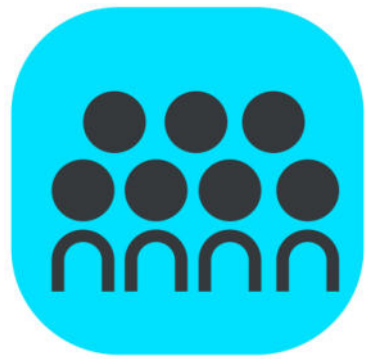


Concept Development Part 2

$56-3=$

What is $56-3$?

How do you know?

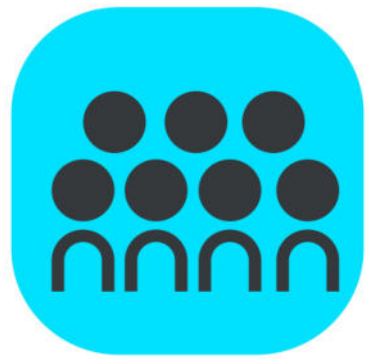


Concept Development Part 2

$$65+30=$$

What is $65+30$?

How do you know?

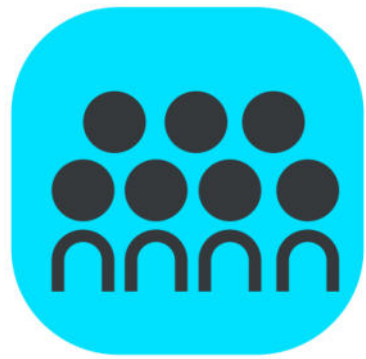


Concept Development Part 2

$$35+60=$$

What is $35+60$?

How do you know?

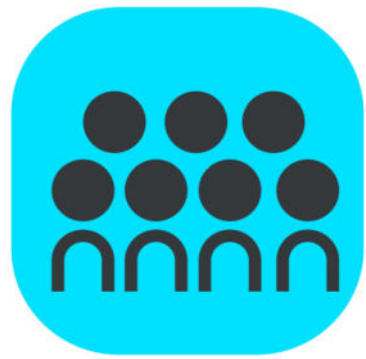


Concept Development Part 2

$35-20=$

What is $35-20$?

How do you know?

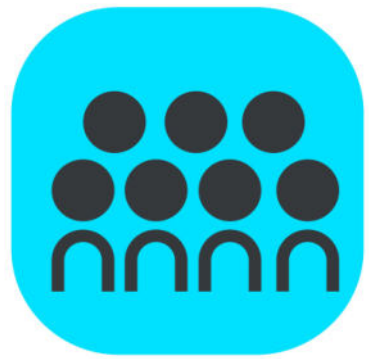


Concept Development Part 2

$35-30=$

What is $35-30$?

How do you know?

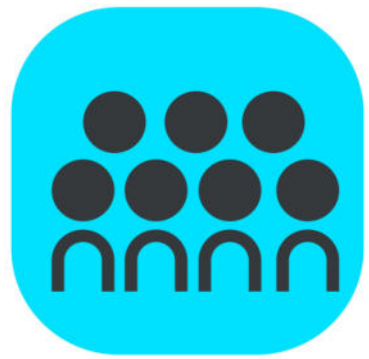


Concept Development Part 2

$$35+2=$$

What is $35+2$?

How do you know?



Concept Development Part 2

$87-50=$

What is $87-50$?

How do you know?

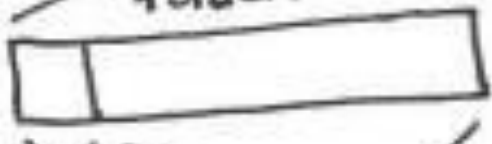


Application Problem

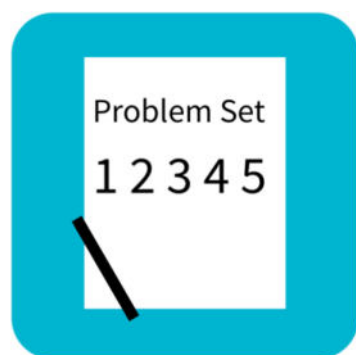
The teacher has 48 folders. She gives 6 folders to the first table. How many folders does she have now?



A hand-drawn diagram showing four vertical lines, each with four small circles at the bottom, representing 48 folders. Below the diagram is the equation $48 - 6 = \underline{42}$ and the text 'The teacher has 42 folders now.'



A hand-drawn diagram of a rectangular box representing a folder. A bracket above the box is labeled '48 folders'. A bracket below the left side of the box is labeled '6 gives'. A bracket below the right side of the box is labeled '? has now'. Below the diagram is the equation $48 - 6 = \underline{42}$ and the text 'The teacher has 42 folders now.'



Problem Set

A STORY OF UNITS

Lesson 3 Problem Set

2•1

3. Solve.

a. $38 + 10 = \underline{\quad}$

$18 + 30 = \underline{\quad}$

b. $35 - 10 = \underline{\quad}$

$35 - 20 = \underline{\quad}$

c. $56 + 40 = \underline{\quad}$

$46 + 50 = \underline{\quad}$

d. $75 - 40 = \underline{\quad}$

$75 - 30 = \underline{\quad}$



Debrief

- What is another problem that could be added to problem 1(a)?
- Compare $24+5$ to $24+50$ with your partner. What's different?
- Share your explanation from Problem 4. What is another pair of addition sentences that has this same relationship.
- Do you think you could teach what you learned to someone else? How?
- Can you remember the math goal of today's lesson? What name would you give this lesson?



Exit Ticket

NYS COMMON CORE MATHEMATICS CURRICULUM

Lesson 3 Exit Ticket

2•1

Name _____

Date _____

Solve.

1. $23 + 5 =$ _____

2. $68 - 5 =$ _____

3. $43 + 30 =$ _____

4. $76 - 60 =$ _____