Eureka Math

2nd Grade
Module 3
Lesson 1

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Directions for customizing presentations are available on the next slide.

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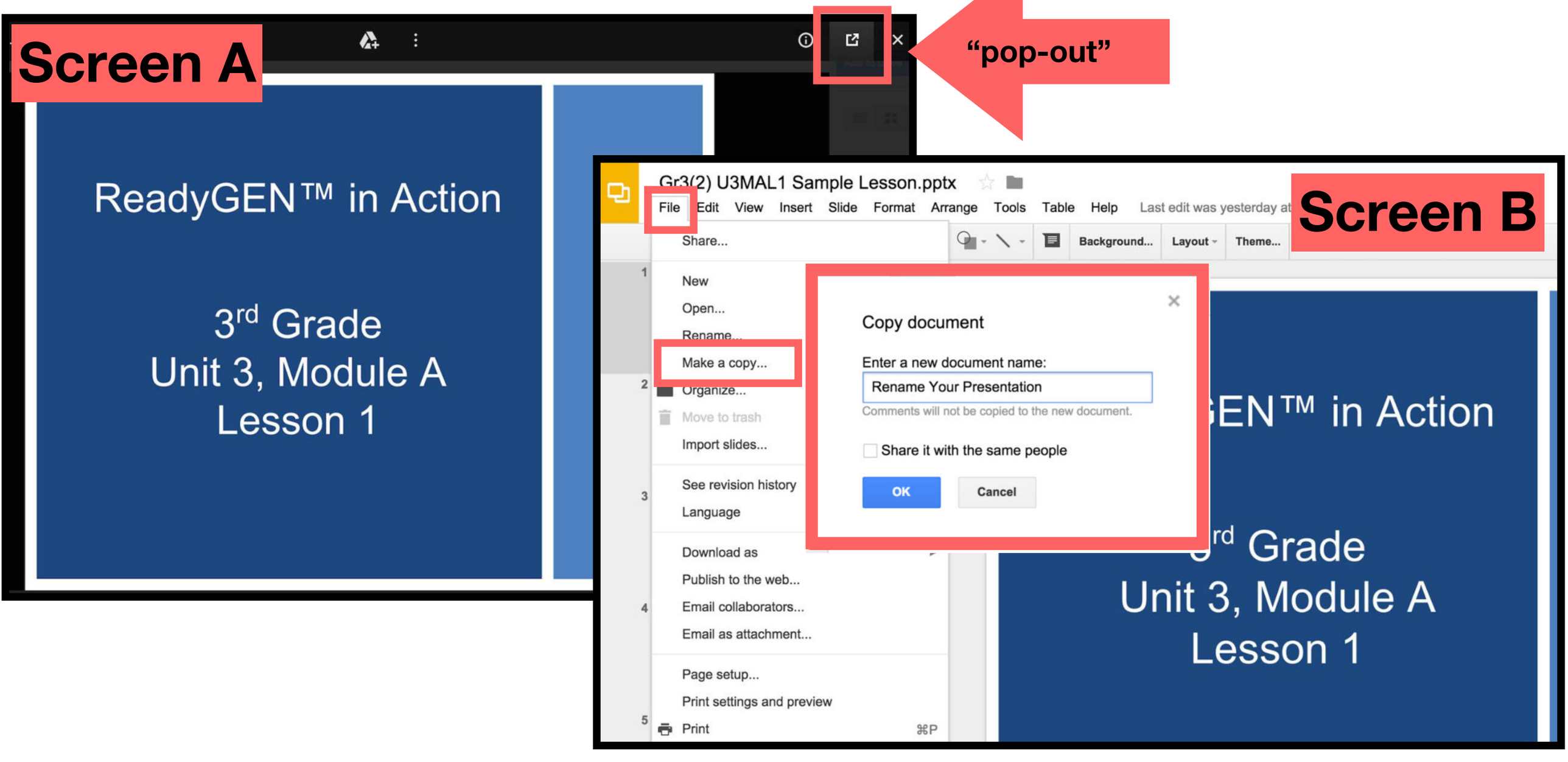
Customize this Slideshow

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

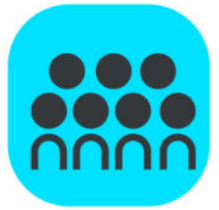
Personal White Board

Problem Set

Manipulatives Needed

Fluency

Think Pair Share



Whole Class

Individual

Partner

Small Group

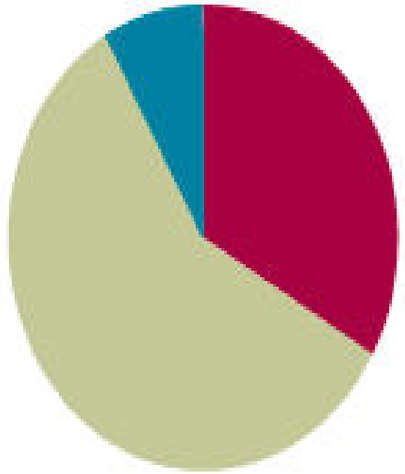
Small Group Time

Lesson 1

Objective: Bundle and count ones, tens, and hundreds to 1,000.

Suggested Lesson Structure

Fluency Practice	(20 minutes)
Concept Development	(35 minutes)
Student Debrief	(5 minutes)
Total Time	**(60 minutes)**



Materials Needed:

Fluency:

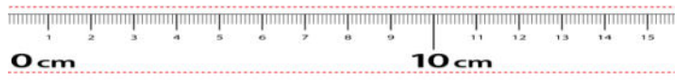
- (S) Meter Strip (Lesson 6 Template)
- Optional Fluency Activity (24” ribbon marked at every 2 inches to to illustrate a “clock”)

Concept Development:

- (T) Box of 1,000 straws or sticks

I can bundle and count ones, tens, and hundreds to 1,000.

Meter Subtraction

Take out your meter strip. 

Put your finger on 0 to start. I'll say the whole measurement. Slide up to that number. Then, take away 10 centimeters and tell me how many centimeters your finger is from 0.

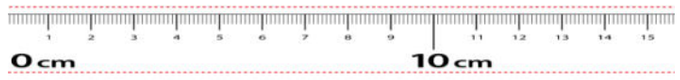
Let's try one. Fingers at 0 centimeters! 50 centimeters.

Remember to take away 10.

How far is your finger from 0?

40 cm **85 cm** **49 cm**

Meter Subtraction

Take out your meter strip. 

Put your finger on 0 to start. I'll say the whole measurement. This time take away 20 centimeters and tell me how many centimeters your finger is from 0.

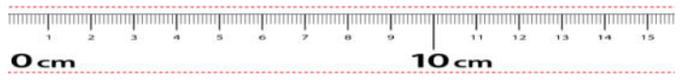
Let's try one. Fingers at 0 centimeters! 65 centimeters.

Remember to take away 20.

How far is your finger from 0?

32 cm **36 cm** **49 cm**

Meter Subtraction

Take out your meter strip. 

Put your finger on 0 to start. I'll say the whole measurement. This time take away 30 centimeters and tell me how many centimeters your finger is from 0.

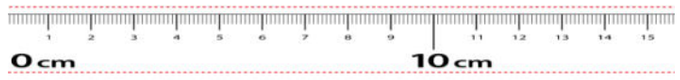
Let's try one. Fingers at 0 centimeters! 65 centimeters.

Remember to take away 30.

How far is your finger from 0?

78 cm **50 cm** **93 cm**

Meter Subtraction

Take out your meter strip. 

Put your finger on 0 to start. I'll say the whole measurement. This time take away 40 centimeters and tell me how many centimeters your finger is from 0.

Let's try one. Fingers at 0 centimeters! 65 centimeters.

Remember to take away 40.

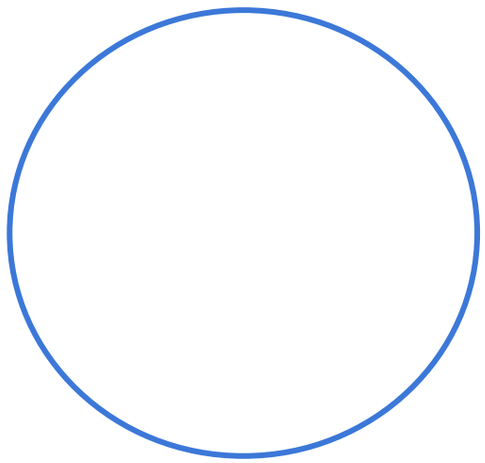
How far is your finger from 0?

67 cm **60 cm**

Skip Count Up and Down by Fives on the Clock

Count by fives as I touch each mark on the ribbon.

Skip Count Up and Down by Fives on the Clock

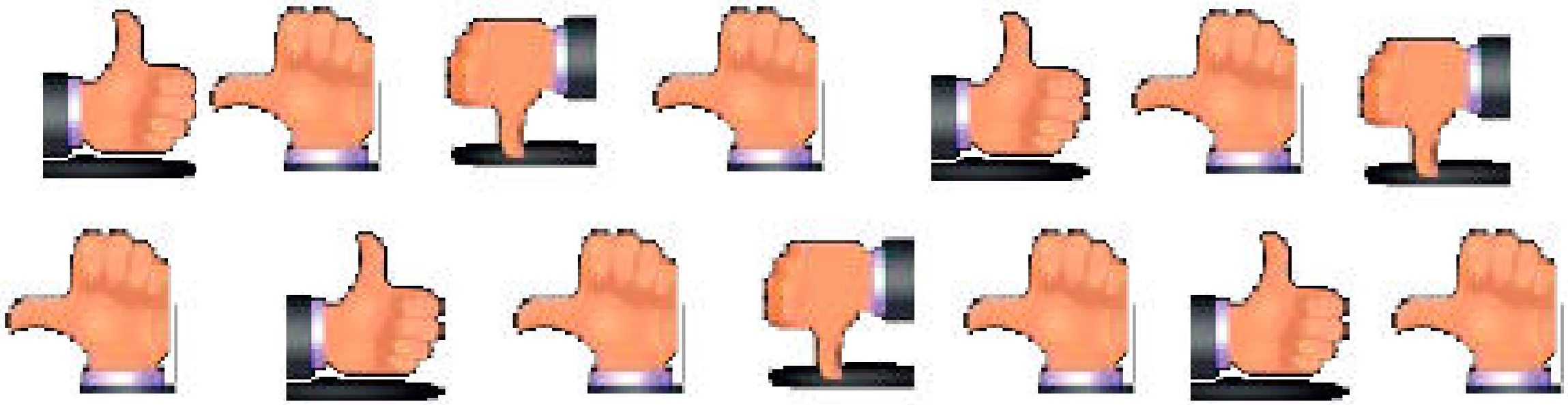


Let’s call our circle a clock.

This time, the direction my finger moves on the clock will show you whether to count up or down. As I slide to the marks, you count them by fives.

Happy Counting

Follow my hand as we Happy Count. Watch my thumb. Let's start counting at 10 centimeters, starting at 80 centimeters..

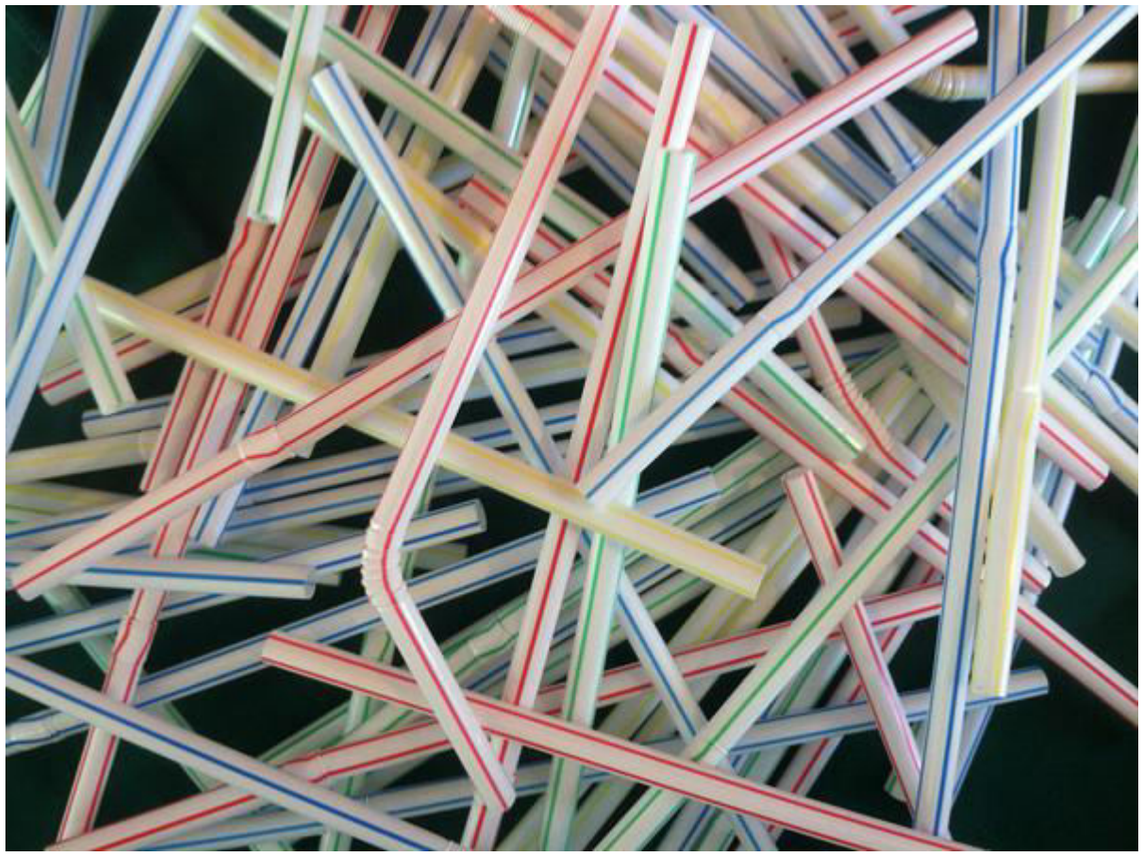


Skip count by Tens: Crossing 100

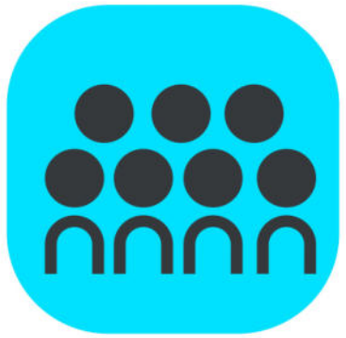
Let’s skip-count by tens starting at 60.

Concept Development

So many straws!! Just like the ones on our floor.



Let’s count these straws on our carpet! About how many do you think there are?



Concept Development

Let’s see how many there really are.

How can we count them in a way that is fast and accurate or efficient?

Concept Development

We are going to count by 10's.

Let's count 10 straws and bundle each set of 10 with a rubber band to make a new unit of 10.

Concept Development

Let’s now make larger units: 100’s

How many ten bundles will we need to make 100?

10 bundles of 10 makes 100.

Concept Development

Count with me: 1 ten, 2 tens, 3 tens, …..

What is the value of 10 tens? 100

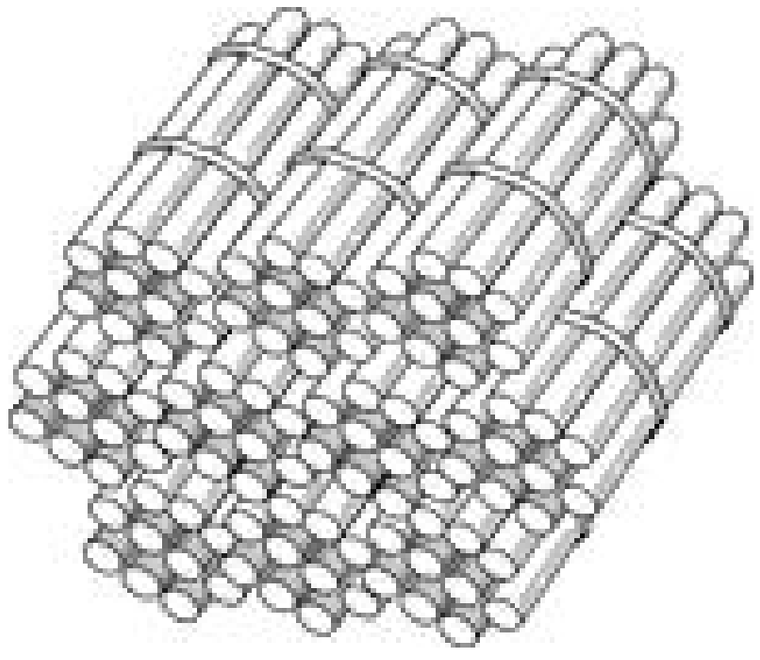
How many straws equal 1 ten? 10

Now let’s count the number of straws in 10 tens or 1 hundred. (10, 20, 30,.....)

Concept Development

Now that we have made as many units of ten as possible, let's make more units of one hundred?

How could we prove that 10 tens is the same as 100?



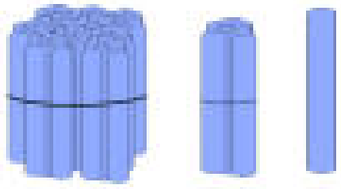
Concept Development

Now that we have made as many hundreds as possible, let’s make units of one thousand?

How many hundreds do you think make 1000 (1 thousand)?

Problem Set

Name _____ Date _____



Draw models of ones, tens, and hundreds. Your teacher will tell you which numbers to model.

Debrief

- Look at your Problem Set
- Let’s read our first number by units
- Let’s read the rest of the numbers by units

Debrief

- To begin our Problem Set, we drew two numbers. 435 is one number. 673 is another number.
- What are the different units in the number 435, from largest to smallest?

Debrief

- Discuss with your partner these three questions?

1. How many units of 1 are in 1 ten?
2. How many units of 10 are in 1 hundred?

3. How many units of 100 are in **1 thousand?**

Exit Ticket

Name _____ Date _____

1. Draw lines to match and make each statement true.

10 tens =	1 thousand
10 hundreds =	1 ten
10 ones =	1 hundred

2. Circle the largest unit. Box the smallest.

4 tens 2 hundreds 9 ones