

Eureka Math

2nd Grade Module 3 Lesson 2

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.



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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



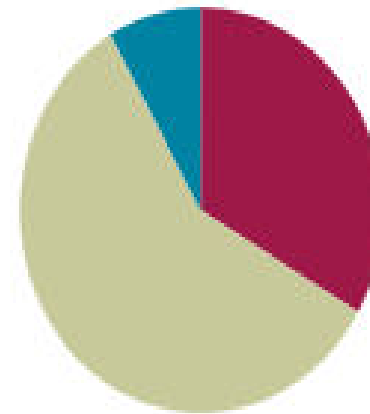
Small Group Time

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 1 fluency Template)

(T) “Clock” made from a 24 - inch ribbon marked off at every 2 inches

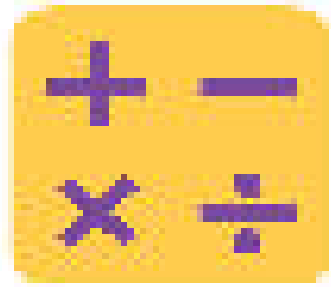
(T) Bundle of 1 hundred, 1 ten, and a single straw from lesson 1

Concept Development:

- (T) 9 bundles of hundreds, 10 bundles of tens, 10 ones

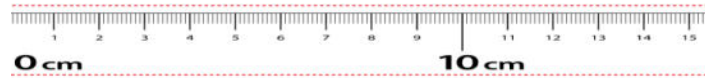


I can count up and down between 100 and 220.



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.

Let's try one. Fingers at 0 centimeters! 52 cm.

Now slide down to 49.

How many centimeters did you slide down?

What number sentence can we write to describe the change?

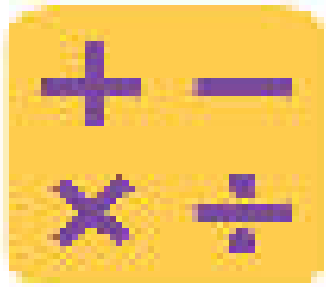
I slide down _____ centimeters.

43 cm to 38 cm

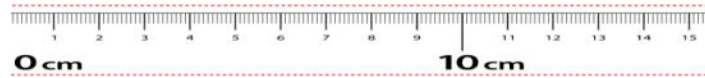
85 cm to 79

49 cm to 32

Measure and Compare



Take out your meter strip.

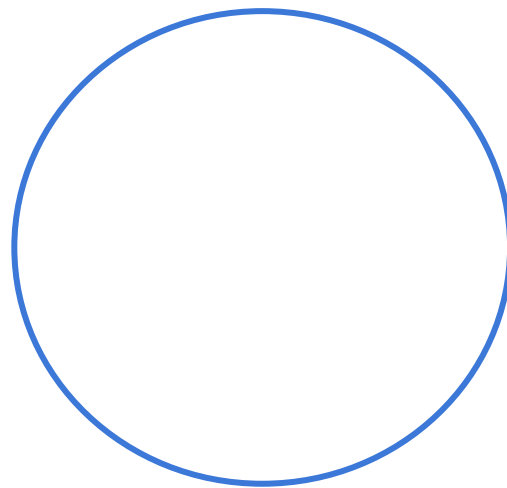


I'll name two objects, and you measure their lengths. Your goal is to determine how much longer one object is than another. Write the lengths on your whiteboards so you don't forget, and be sure to state the unite when you compare lengths.

The length of _____ is (more than/less than) the length of _____.



Skip Count Up and Down by Fives on the Clock



Skip-count by 5 until my finger stops.

Keep counting as I move my finger.

How many minutes have passed in all?

How many is 10 minutes less?

How many is 10 minutes more?

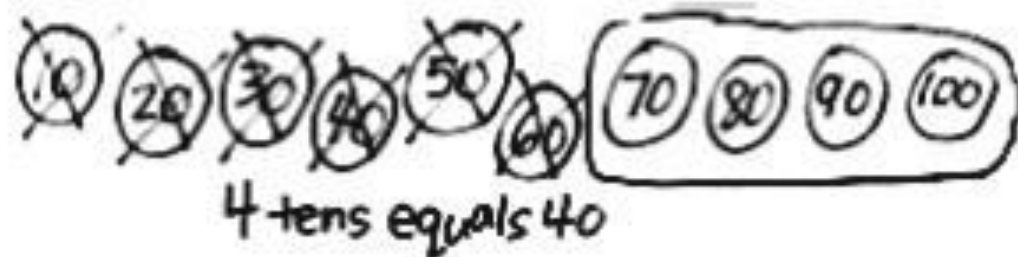


Counting with Ones, Tens, and Hundreds: 0 to 1,000

Let's count by ones, tens, and hundreds. I'll hold bundles to show you what to count by. A bundle of 100 means count by hundreds, a bundle of 10 means count by tens, and a single straw means count by ones.

Application problem

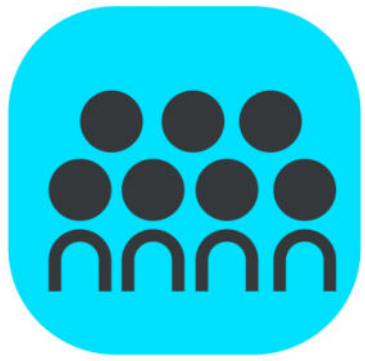
Ben and his dad sold 60 chocolate chip cookies at the school bake sale. If they baked 100 cookies, how many cookies do they still need to sell?



A handwritten diagram consisting of two stacked rectangular boxes. The top box is labeled "100 cookies" and the bottom box is labeled "60 cookies". A curved line connects the right side of the bottom box to a circle containing a question mark "?".

$$60 + 40 = 100$$
$$100 - 60 = 40$$

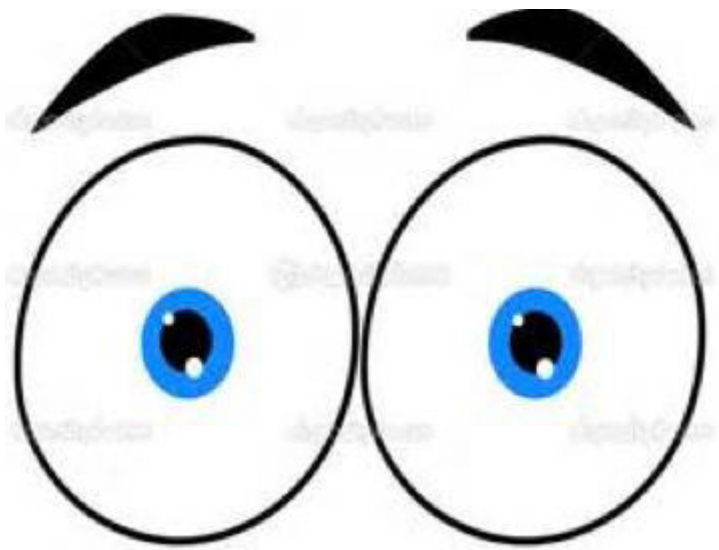
40 more cookies

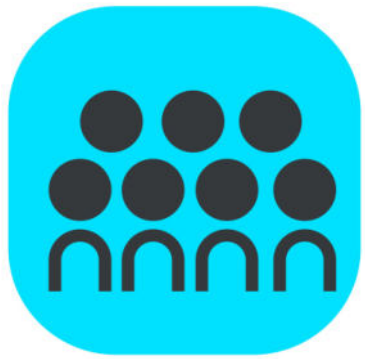


Concept Development



Watch me! I will hold up straws and you will be counting with me and answering questions.

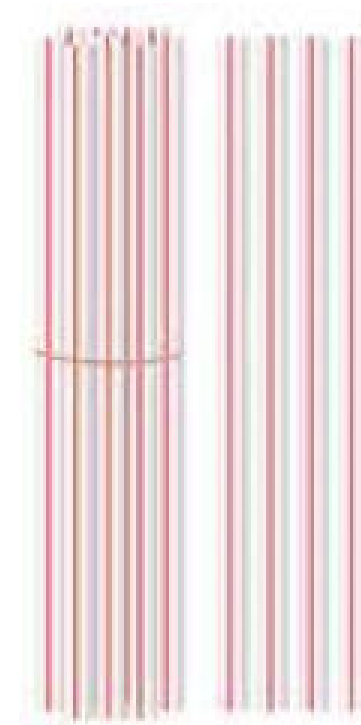


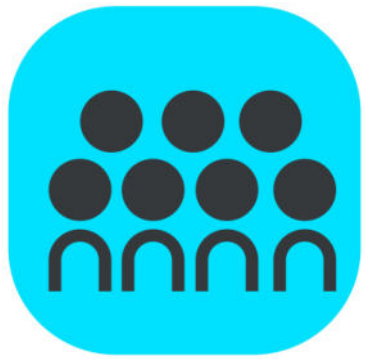


Concept Development



Now you will be working with your partner to count. What is the fastest way you can count these.

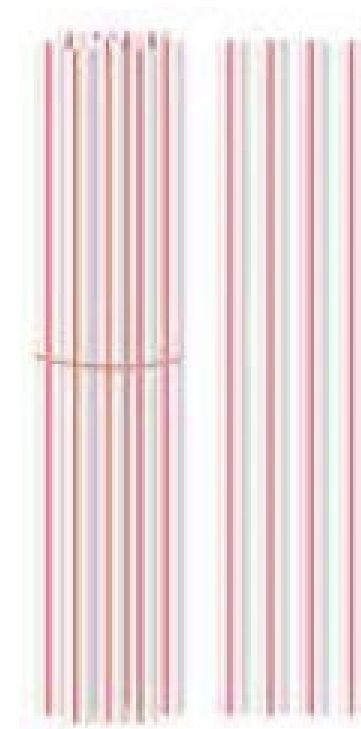


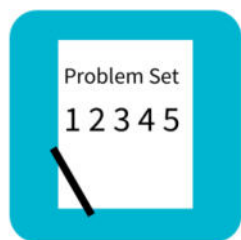


Concept Development



Count with your partner from 124 to 220.





Problem Set

A STORY OF UNITS

Lesson 2 Problem Set

2•3

Name _____

Date _____

1. Draw, label, and box 100. Draw pictures of the units you use to count from 100 to 124.



Debrief

- Look at your problem set and compare with a partner.
- [Students share how they bundled and counted



Exit Ticket

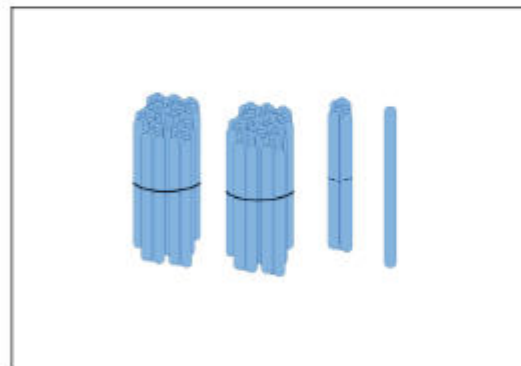
A STORY OF UNITS

Lesson 2 Exit Ticket

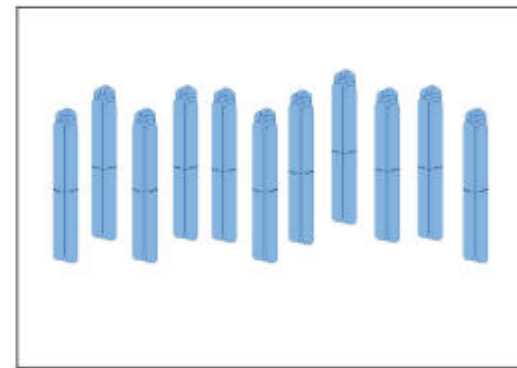
2•3

Name _____ Date _____

1. These are bundles of hundreds, tens, and ones. How many straws are in each group?



_____ straws



_____ straws

2. Count from 96 to 140 with ones and tens. Use pictures to show your work.