Eureka Math

2nd Grade
Module 3
Lesson 3

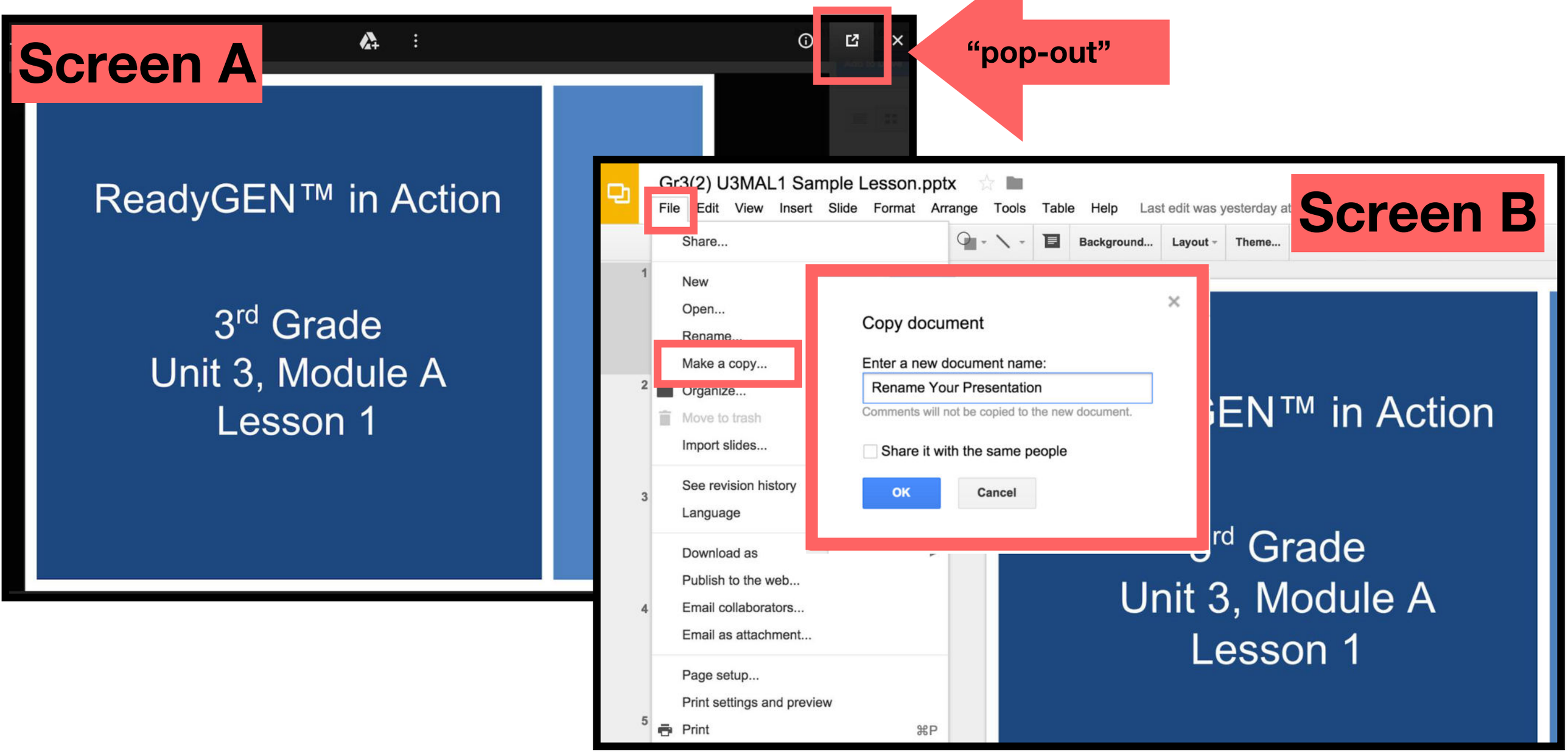
At the request of elementary teachers, a team of Bethel & Sumner educators met as a committee to create Eureka slideshow presentations. These presentations are not meant as a script, nor are they required to be used. Please customize as needed. Thank you to the many educators who contributed to this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

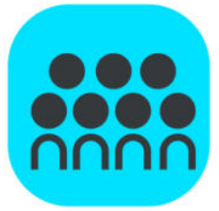
Personal White Board

Problem Set

Manipulatives Needed

Fluency

Think Pair Share



Whole Class

Individual

Partner

Small Group

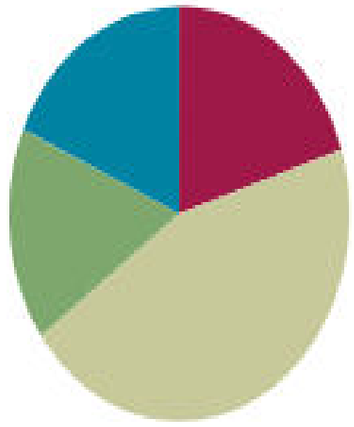
Small Group Time

Lesson 3

Objective: Count up and down between 90 and 1,000 using ones, tens, and hundreds.

Suggested Lesson Structure

Fluency Practice	(12 minutes)
Concept Development	(27 minutes)
Application Problem	(10 minutes)
Student Debrief	(11 minutes)
Total Time	**(60 minutes)**



I can count up between 90 and 1000.

Materials Needed:

Fluency:

bundle of 100, 1 ten and single straw

Concept development:

9 units of 100, 10 units of ten, 10 ones for all three parts.

B

Number Correct: _____

Improvement: _____

Differences to 10 with Teen Numbers

1.	2 – 1 =	
2.	12 – 1 =	
3.	4 – 1 =	
4.	14 – 1 =	
5.	6 – 1 =	
6.	16 – 1 =	
7.	3 – 2 =	
8.	13 – 2 =	
9.	5 – 2 =	
10.	15 – 2 =	
11.	7 – 2 =	
12.	17 – 2 =	
13.	5 – 3 =	
14.	15 – 3 =	

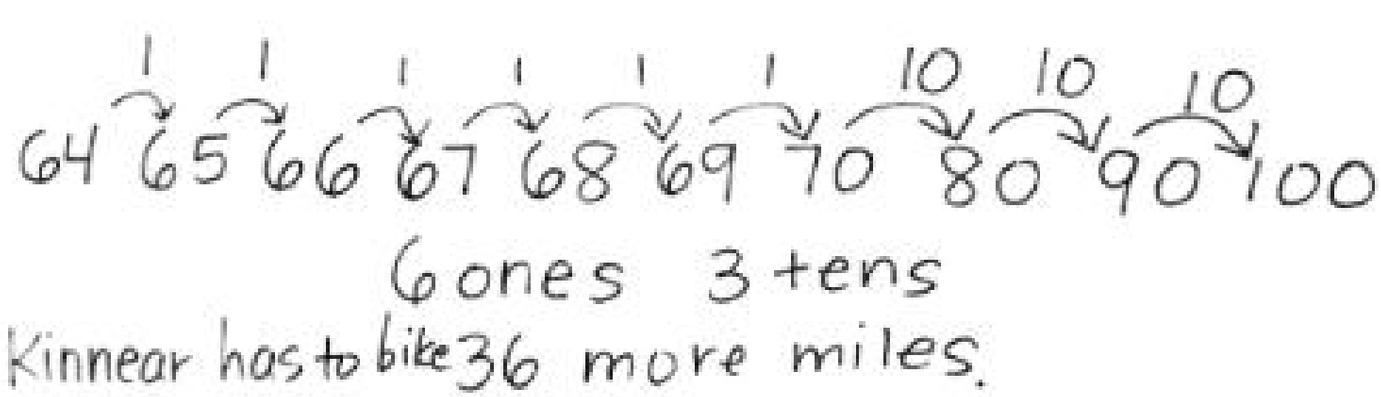
23.	9 – 4 =	
24.	19 – 4 =	
25.	6 – 5 =	
26.	16 – 5 =	
27.	8 – 5 =	
28.	18 – 5 =	
29.	8 – 6 =	
30.	18 – 6 =	
31.	9 – 6 =	
32.	19 – 6 =	
33.	9 – 7 =	
34.	19 – 7 =	
35.	9 – 8 =	
36.	19 – 8 =	

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 county 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

Kinnear decided that he would bike 100 miles this year. If he has biked 64 miles so far, how much further does he have to bike?



Concept Development

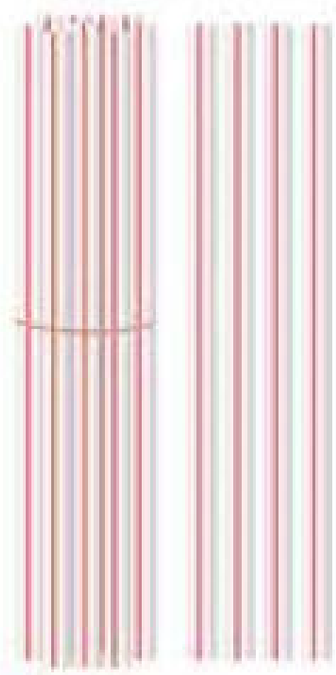
Part A Sequence
Count from
90 to 300
170 to 500
350 to 600
780 to 1,000

Concept Development

Part B Sequence
Count from
300 to 480
500 to 830
600 to 710
800 to 990

Concept Development

Part C Sequence	Part D Sequence
Count from	Count from
100 to 361	361 to 400
200 to 432	432 to 600
600 to 725	725 to 900
700 to 874	874 to 1,000



Problem Set

Name _____ Date _____

1. Draw, label, and box 90. Draw pictures of the units you use to count from 90 to 300.

Debrief

- Look at your problem set. Check your answers with a partner and compare.

- Let's look at the first count you did from 90-300. What was your first benchmark number?□

How many tens did we count to get there?
How many hundreds did we count to get from 100-300?
So how many in all did we count to get from 90-300?

Exit Ticket

Name _____ Date _____

1. Draw a line to match the numbers with the units you might use to count them.

300 to 900	ones, tens, and hundreds
97 to 300	ones and tens
484 to 1,000	ones and hundreds
743 to 800	hundreds

2. These are bundles of hundreds, tens, and ones. Draw to show how you would count