Eureka Math

2nd Grade Module 3 Lesson 4

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Directions for customizing presentations are available on the next slide.



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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.
- \succ 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



















Manipulatives Needed







Lesson 4 Objective: Count up to 1,000 on the place value chart.

Suggested Lesson Structure

Fluency Practice
Application Problem
Concept Development
Student Debrief
Total Time

(15 minutes) (7 minutes) (28 minutes) (10 minutes) (60 minutes)





Fluency:

(S) Base - Ten blocks: 12 ones, 5 tens, and 1 hundred(S) 1 die per pair

Concept Development:

- (T) 3 shoe box lids joined together to create a place value "box" labeled hundreds, tens, and ones; Hide Zero cards (Template 1); 10 straws; bundles of tens and hundreds from Lesson 1; rubber bands
- (S) About 150 straws, 16 rubber bands, hundreds place value chart (Template 2) per pair; personal white board per student



I can count up to 1,000 on the place value chart.



Sprint

A STORY OF UNITS

Lesson 4 Sprint 2-3

Number Correct:

Α

Adding to the Teens

1.	5 + 5 + 5 =	
2.	9 + 1 + 3 =	
3.	2 + 8 + 4 =	
4.	3 + 7 + 2 =	
5.	4 + 6 + 9 =	
4	9+0+6-	

23.	1 + 9 + 5 =	
24.	3 + 5 + 5 =	
25.	8 + 4 + 6 =	
26.	9 + 7 + 1 =	
27.	2 + 6 + 8 =	
28	0+8+7-	



Exchange to Get to 50

Working with your partner, our goal is to make 50.

Partner A, roll the die. Take that number of ones cubes from your pile, and line them up in the first row on your hundreds flat.

Now Partner B takes a turn.

It's Partner A's turn again. Start a new row if you need to.

Some of you may now have 10, 11, or 12 ones on your hundred flats. If you completed a ten with your last roll, exchange the row of 10 ones for a tens rod. Be sure to leave your extra ones on your hundreds flat.

Now it's Partner B's turn. Keep taking turns until the first person reaches 50.

Concept Development





Watch as I count with the straws and use the Hide Zero Cards.

Concept Development





Please get your place value chart and some straws. With your partner, I want you to count at least from 0 to 124 by ones. Whisper count while using your place value chart. Bundle a larger unit when you can.

Concept Development





Now using my boxes we will count from 476 to 600.



Application

At his birthday party, Joey got \$100 from each of his two grandmothers, \$40 his dad, and \$5 from his little sister. How much money did Joey get for his birthday?





Problem Set

A STORY OF UNITS

Lesson 4 Problem Set 2.3

Name

Date _____

Work with your partner. Imagine your place value chart. Write down how you might count from the first number up to the second number. Underline the numbers where you bundled to make a larger unit.

1. 476 to 600

- ----



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



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?



- 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?**



A STORY OF UNITS		Less	on 4 Exit Ticket	2•3
Name		Date _		
1. These are bundl	les of 10. If you pu	t them together, which un	it will you make?	
a. one	b. ten	c. hundred	d. thousa	nd