Eureka Math

2nd Grade
Module 3
Lesson 5

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!

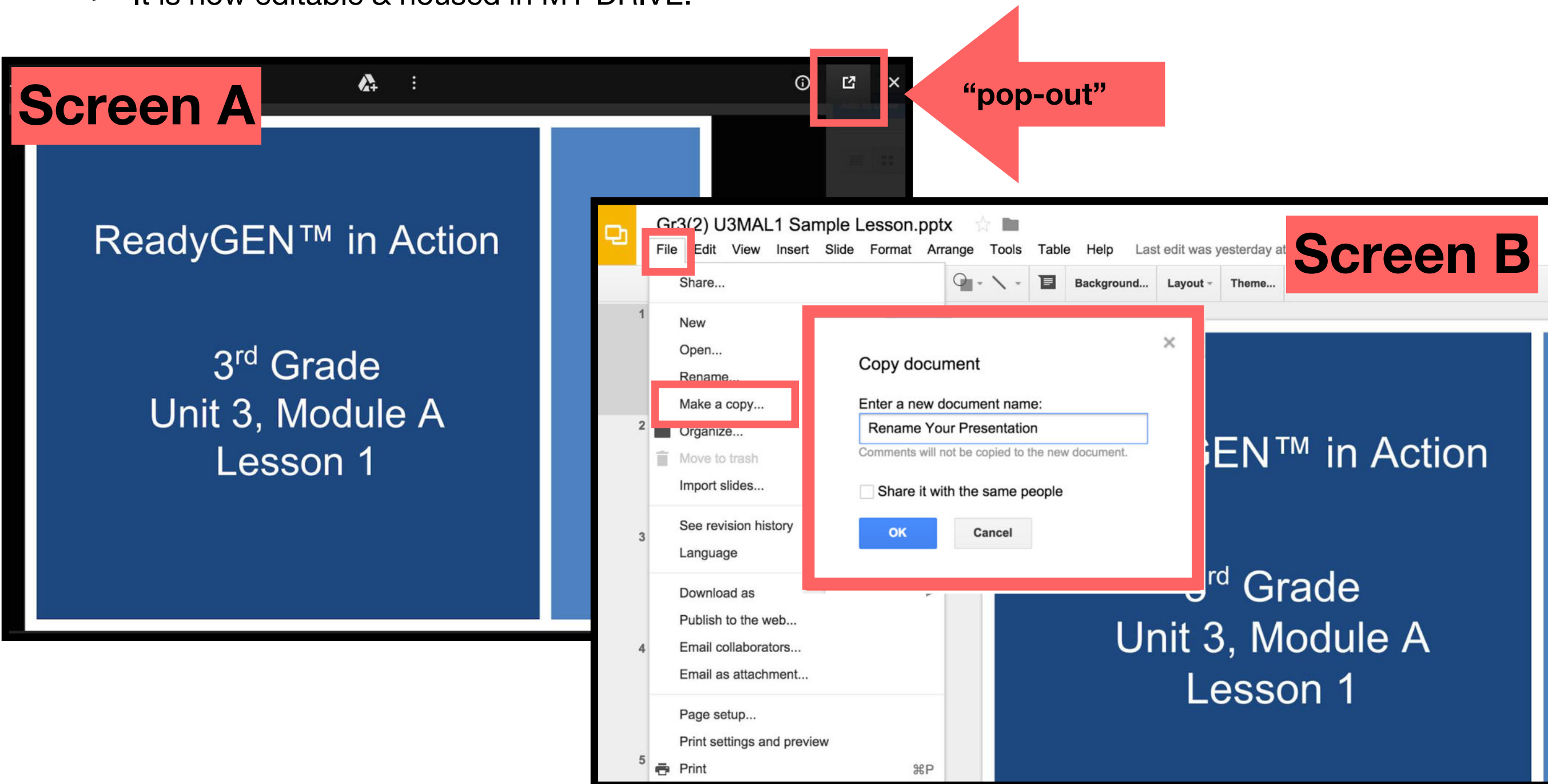Directions for customizing presentations are available on the next slide.

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.

Screen A

"pop-out"

Screen B

ReadyGEN™ in Action

3rd Grade
Unit 3, Module A
Lesson 1

Gr3(2) U3MAL1 Sample Lesson.pptx

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GEN™ in Action

3rd Grade
Unit 3, Module A
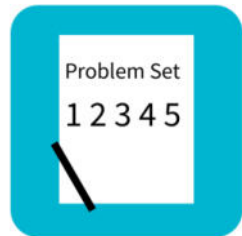Lesson 1

Icons

RDW   Read, Draw, Write

Learning Target
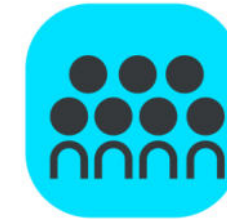
Personal White Board

Problem Set

Manipulatives Needed

Fluency

Think Pair Share

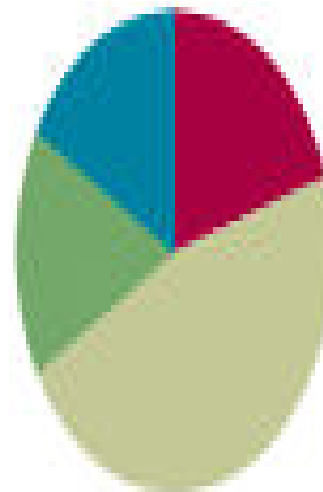Whole Class

Individual

Partner

Small Group

Small Group Time

Lesson 5

Objective: Write base ten three-digit numbers in unit form; show the value of each digit.

Suggested Lesson Structure

■ Fluency Practice	(12 minutes)
■ Application Problem	(10 minutes)
■ Concept Development	(28 minutes)
■ Student Debrief	(10 minutes)
Total Time	(60 minutes)

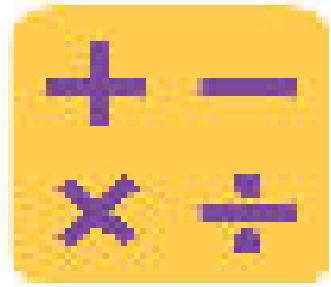I can write base ten three-digit numbers in unit form.

Materials Needed:

Fluency:
- (S) Dienes blocks: 12 ones, 10 tens, and 1 hundred per student; 1 die per pair
- (S) Meter strip (Lesson 1 Fluency Template)
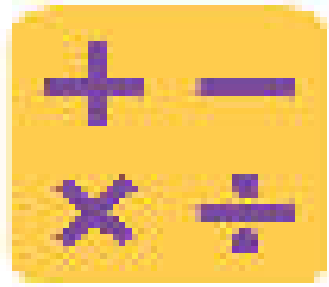
Concept development:
- (T) Bundles of straws from Lesson 1, place value box from Lesson 4,
- (T) Hide Zero cards (Lesson 4 Template 1)
- (S) Hide Zero cards 1–5, 10–50, and 100–500 (Lesson 4 Template 1) cut apart (as pictured) and in a small resealable bag

Exchange to Get to 100

Working with your partner, our goal is to make 100 today.

Meter Strip Addition

We're going to practice addition using our meter strips.
Put your finger on 0.

Slide up to 20.   Slide up 9 more.   How many centimeters did you slide up altogether?

Tell your partner a number sentence describing sliding from 20 to 29.

Put your finger on 0.

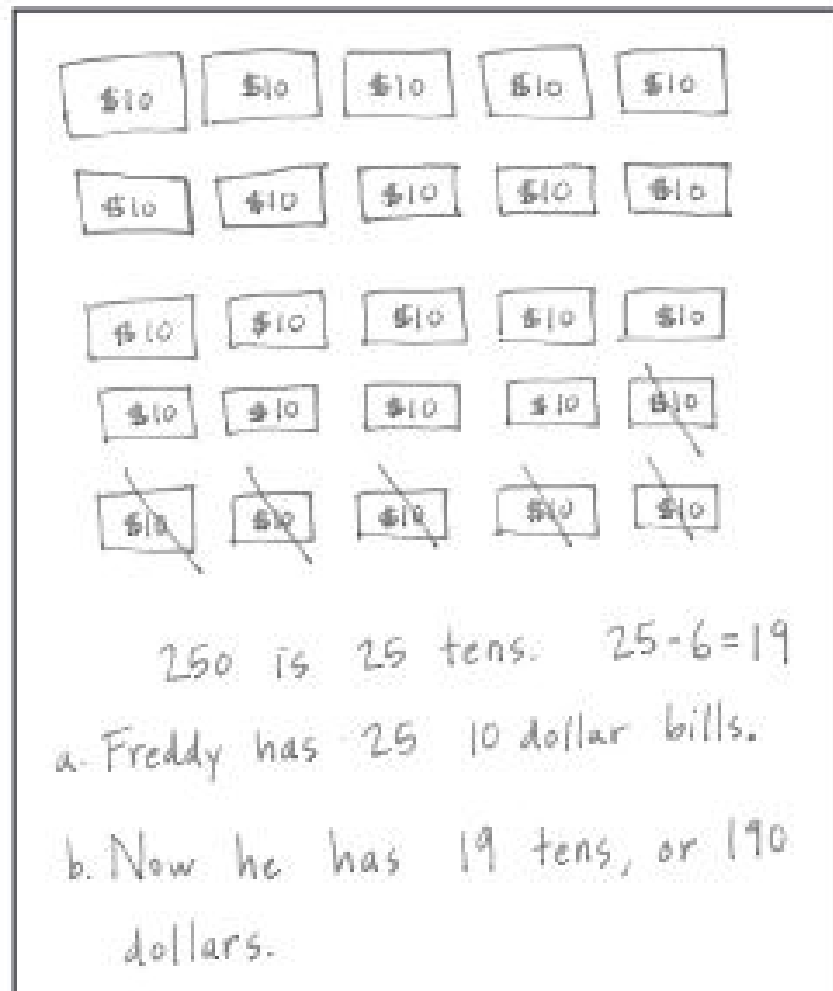Slide up to 34.   Slide up 25 more.   How many centimeters did you slide up altogether?

Whisper a number sentence describing sliding from 34 to 59.

Application problem

Freddy has $250 in ten-dollar bills.

a. How many ten dollar bills does Freddy have?

B. He have 6 ten-dollar bills to his brother. How many ten-dollar bills does he have left?
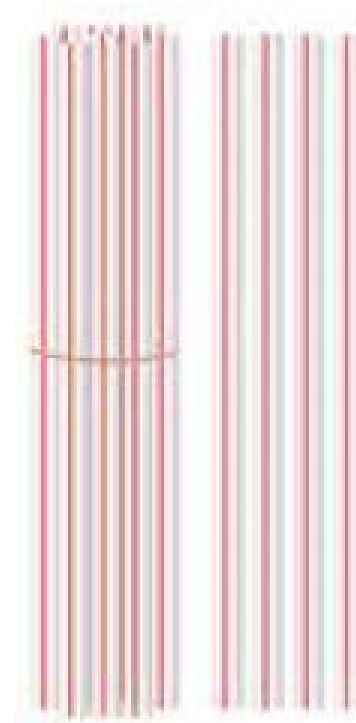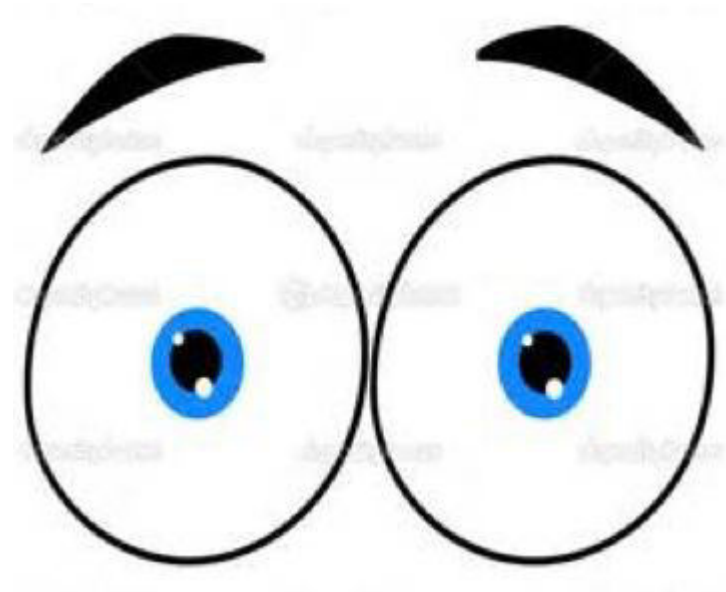

250 is 25 tens.   25-6=19
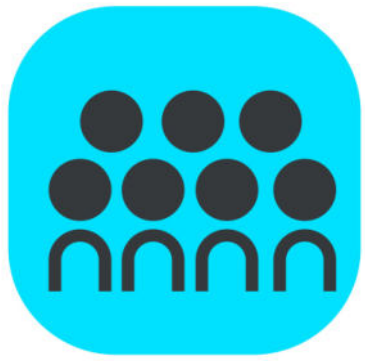
a. Freddy has 25 10 dollar bills.

b. Now he has 19 tens, or 190 dollars.
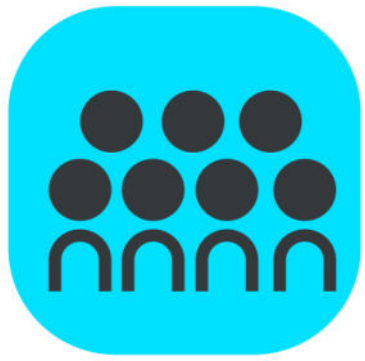
Concept Development

Concept Development
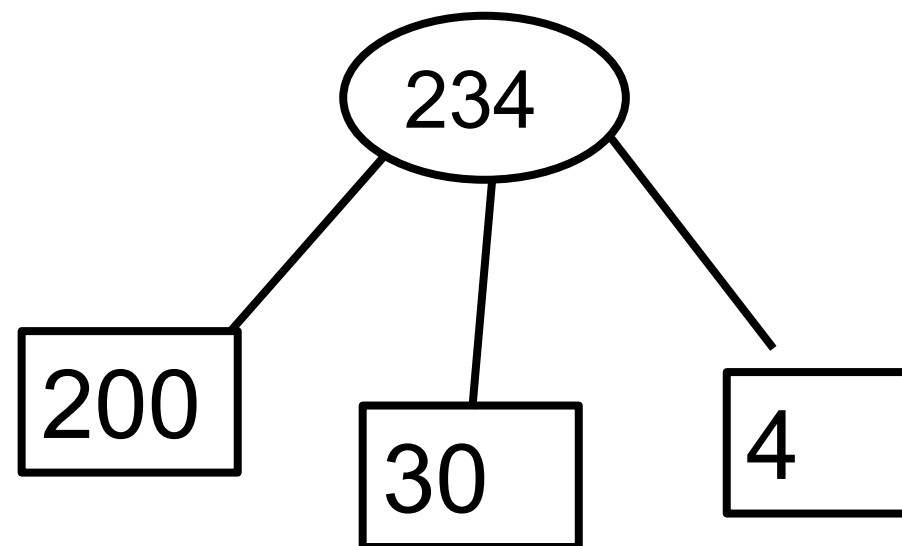
2 hundreds   3 tens   4 ones

This is called **Unit Form.**

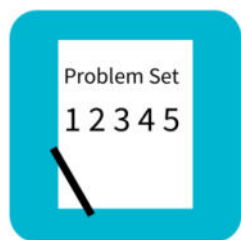Two hundred thirty - four is the **word form**.

Concept Development

2 hundreds   3 tens   4 ones

Problem Set

Name _____   Date _____

Your teacher will tell you a number to write in each box. In a whisper voice, say each number in word form. Use number bonds to show how many ones, tens, and hundreds are in the number.
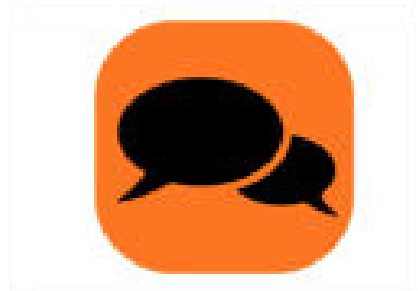
Debrief

Students have Problem Set out
- Whisper this number to me (243)
- I am going to model it for you with bundles.

-How many hundreds?
-How many tens?
-How many ones?

Look at the number as I write it in the place value box.

Debrief

Slide your individual place value chart templates into your whiteboard.

Turn to your partner. Partner A, white a number in your place value chart. Partner B says the number in unit form and then in word form. Then switch roles.

Exit Ticket

Name _____   Date _____

1. Look at the Hide Zero cards. What is the value of the 6?

5	6	9

   a. 6   b. 600   c. 60