

Eureka Math

2nd Grade Module 3 Lesson 7

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Directions for customizing presentations are available on the next slide.

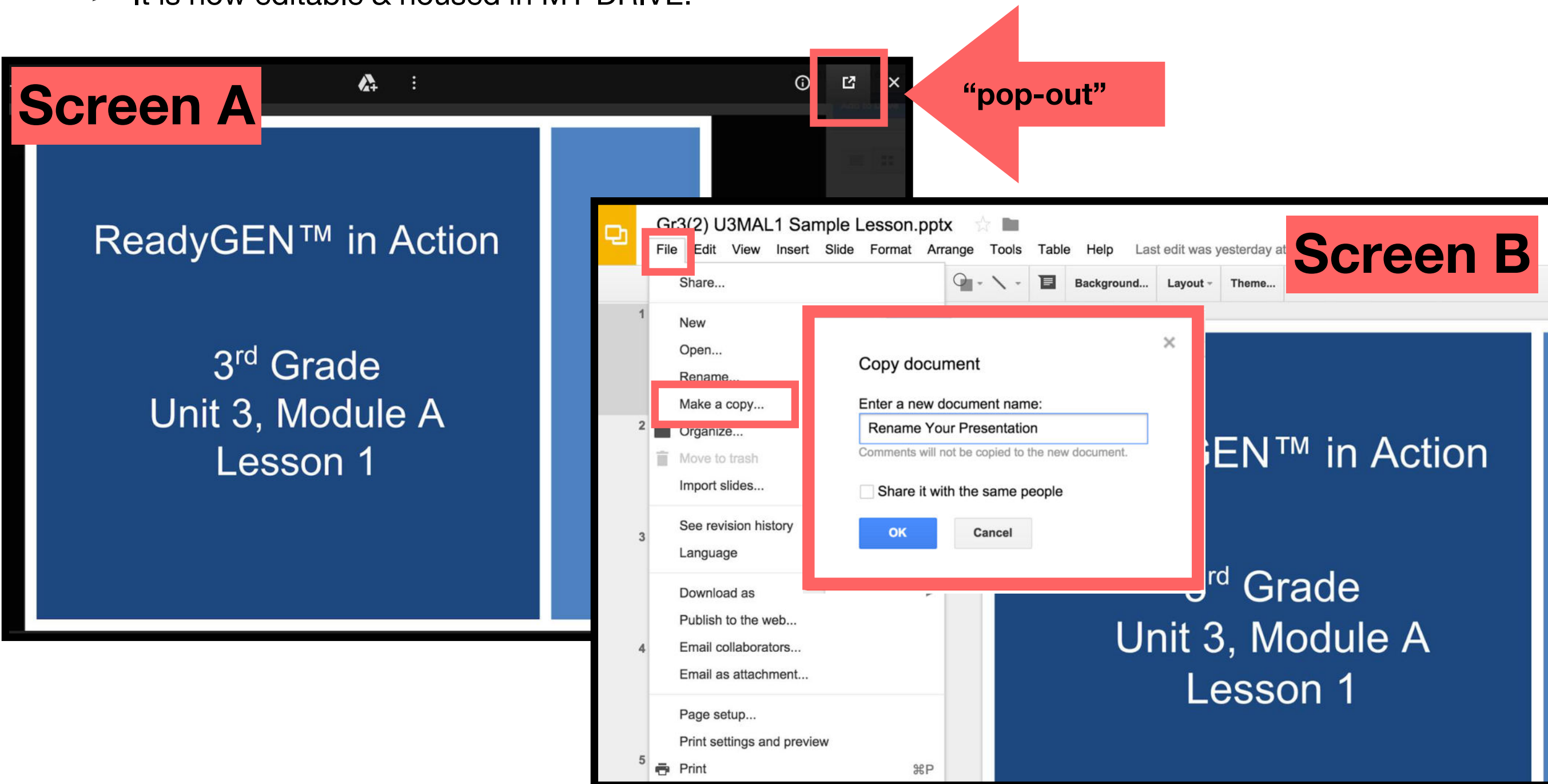


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Customize this Slideshow

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



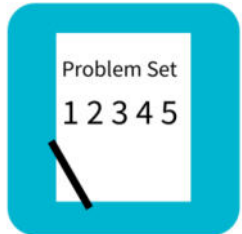
Read, Draw, Write



Learning Target



Personal White Board



Problem Set



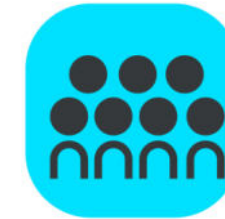
Manipulatives Needed



Fluency



Think Pair Share



Whole Class



Individual



Partner



Small Group



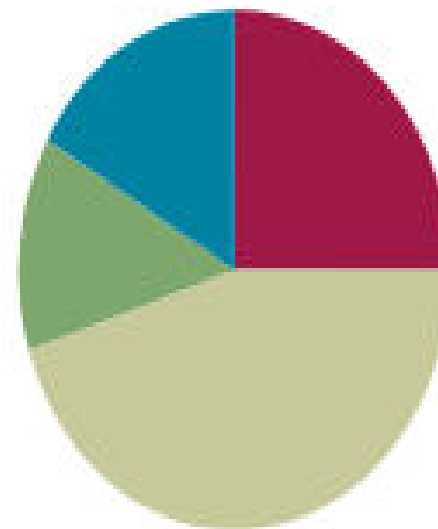
Small Group Time

Lesson 7

Objective: Write, read, and relate base ten numbers in all forms.

Suggested Lesson Structure

■ Fluency Practice	(15 minutes)
■ Concept Development	(27 minutes)
■ Application Problem	(8 minutes)
■ Student Debrief	(10 minutes)
Total Time	(60 minutes)





I can write, read and relate base ten numbers all forms.

Word form

Unit form

Expanded form

Materials Needed:

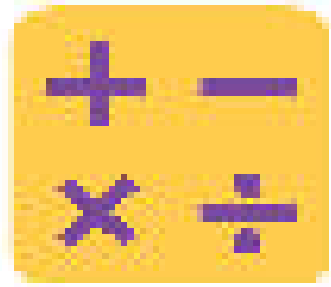


Fluency:

- (T) 12 ten dollar bills, 1 five dollar bill

Concept development:

- (S) number spelling activity sheet
- (S) personal white boards



Place Value

157

1 hundred 5 tens 7 ones

$100 + 50 + 7$

$50 + 7 + 100$



Sprint

A STORY OF UNITS

Lesson 7 Sprint

2•3

A

Number Correct: _____

Expanded Form

1.	$20 + 1 =$	
2.	$20 + 2 =$	
3.	$20 + 3 =$	
4.	$20 + 9 =$	
5.	$30 + 9 =$	
6.	$40 + 9 =$	
7.	$80 + 9 =$	

23.	$400 + 20 + 5 =$	
24.	$200 + 60 + 1 =$	
25.	$200 + 1 =$	
26.	$300 + 1 =$	
27.	$400 + 1 =$	
28.	$500 + 1 =$	
29.	$700 + 1 =$	



Skip-Count Up and Down by \$10 Between \$45 and \$125



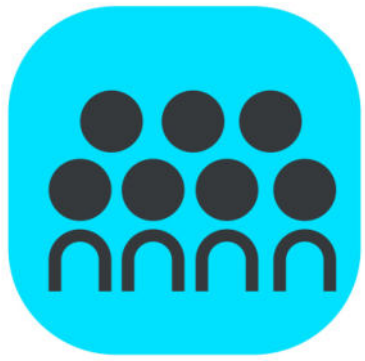


Concept Development



Spell Numbers: How many can you write correctly in 2 minutes?

1		11		10	
2		12		20	
3		13		30	
4		14		40	
5		15		50	
6		16		60	
7		17		70	
8		18		80	
9		19		90	
10		20		100	



Concept Development



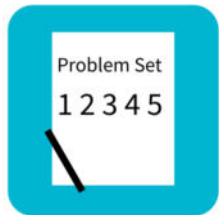
Four hundred sixty- five

Two hundred seventeen

Nine hundred one

2 tens 7 hundreds 3 ones

13 tens 2 ones



Problem Set Part1

A STORY OF UNITS

Lesson 7 Problem Set

2•3

Name _____

Date _____

Match Part 1

Match the word form or unit form with standard form. Problem A is done for you as an example.

- | | |
|-------------------------------|-------|
| a. Two hundred thirty-four | • 204 |
| b. Three hundred seventy-four | • 930 |
| c. 7 hundreds 6 tens 3 ones | • 470 |
| d. Two hundred four | • 763 |
| e. Four hundred two | • 650 |
-
- A black diagonal line starts from the word 'four' in 'Two hundred thirty-four' and extends downwards and to the right, ending near the number '650'.



More than 9 of a Unit

Materials: Student- 21 ones and 21 tens per pair Personal White board

Partner A, show me 12 ones

Express 12 ones as tens and ones

Tell the total value of 1 ten and 2 ones

Partner B, show me 12 tens

Express 12 tens as hundreds and tens

Tell the total value of 1 hundred 2 tens

Turn to your partner and compare 12 ones to 12 tens



More than 9 of a Unit

Materials: Student- 21 ones and 21 tens per pair Personal White board

Partner A, show me 15 tens. Partner B, show me 15 ones

Express to each other the value using the
largest unit possible

Tell the total value of 1 hundred 5 tens

Compare the 15 ones to 15 tens with your partner

Partner A, show me 21 ones. Partner B, show me
21 tens

Express 21 ones as tens and ones

What is the total value of 2 hundreds 1 ten



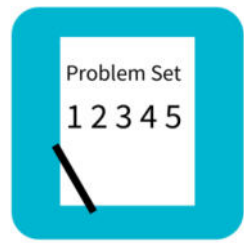
More than 9 of a Unit

Materials: Student- 21 ones and 21 tens per pair Personal White board

Compare 21 ones to 21 tens with your partner

Put your tens and ones away. On your whiteboard express 68 ones as tens and ones

Write the total value of 6 hundreds 8 tens



Problem Set Part 2

A STORY OF UNITS

Lesson 7 Problem Set

2•3

Match Part 2

Match all the ways of expressing each number.

a. $500 + 9$

b. 4 hundreds + 34 ones

c. $60 + 800 + 3$

• 434

d. $9 + 500$

e. Eight hundred sixty-three

Application Problem

Billy found a briefcase full of money. He counted up 23 ten-dollar bills, 2 hundred-dollar bills, and 4 one-dollar bills. How much money was in the briefcase?

The diagram illustrates the money found in the briefcase. It shows 23 ten-dollar bills arranged in two rows of five and a third row of three. To the right of these bills, it says "23 tens" and "\$230". Below the tens, it shows 2 hundred-dollar bills and says "2 hundreds" and "\$200". At the bottom, it shows 4 one-dollar bills and says "4 ones" and "\$4".

$$230 + 200 + 4 = 434$$

430

There was \$434 dollars in the briefcase.



Debrief

Bring your Problem Set and the problem about Billy to our Debrief. Check your answers to the Problem Set with your partner for one minute.

I'll show the answers now. If you got the correct answer, say yes.

Problem A Two hundred thirty-four matches to 234

Problem B Three hundred seventy-four matches to 274

Problem C 7 hundred 6 tens 3 ones matches to 763

Problem D Two hundred two matches to 207



Debrief

Problem E: Four hundred two matches to 402

Problem F: 3 ones 7 hundreds 4 tens matches to 743

Problem G: Four hundred seventy matches to 470

Problem H: 9 hundreds 3 ones matches to 903

Problem I: 3 ones 7 tens 6 hundreds matches to 673

Problem J: 1 ten 2 hundreds 3 ones matches to 213

Problem K: 5 tens 6 hundreds matches to 650

Problem L: Nine hundred thirty matches to 930

Problem M: 12 tens 3 ones matches to 123



Debrief

Now, I want you to compare Problem Set Part 2 with the problem about Billy's money. Share with a partner.

So, when we write numbers in unit form, sometimes there are more than 9 of a unit. That means we can make a larger unit!



Exit Ticket

Name _____

Date _____

1. Write 342 in word form.

2. Write in standard form.

a. Two hundred twenty-six _____

b. Eight hundred three _____

c. 5 hundreds + 56 ones _____

1. 40,000,000