

Eureka Math

2nd Grade Module 3 Lesson 8

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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

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- The view now looks like Screen B.
- Within Google Slides (not Chrome), choose FILE.
- Choose MAKE A COPY and rename your presentation.
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- It is now editable & housed in MY DRIVE.



Icons



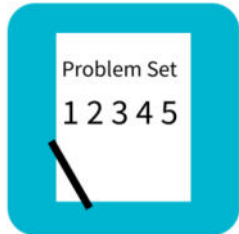
Read, Draw, Write



Learning Target



Personal White Board



Problem Set



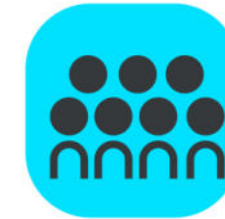
Manipulatives Needed



Fluency



Think Pair Share



Whole Class



Individual



Partner



Small Group



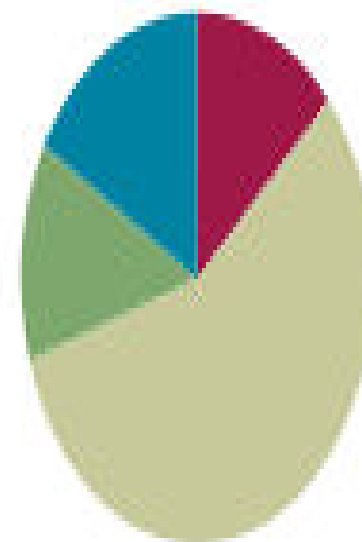
Small Group Time

Lesson 8

Objective: Count the total value of \$1, \$10, and \$100 bills up to \$1,000.

Suggested Lesson Structure

■ Fluency Practice	(8 minutes)
■ Application Problem	(8 minutes)
■ Concept Development	(34 minutes)
■ Student Debrief	(10 minutes)
Total Time	(60 minutes)





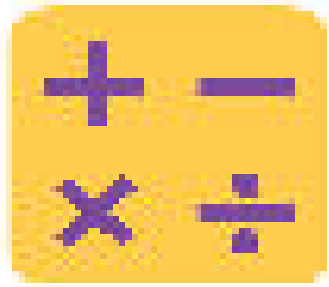
I can count the total value of \$1, \$10 and \$100 up to \$1000.

Materials Needed:

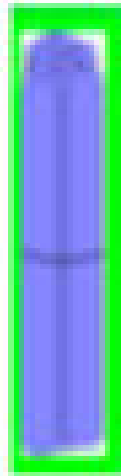
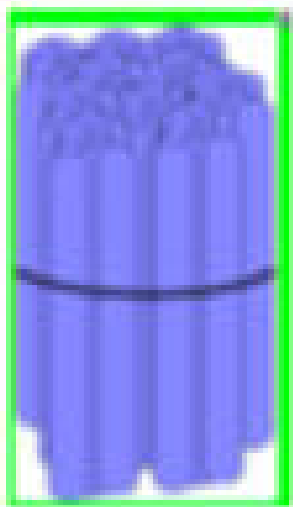


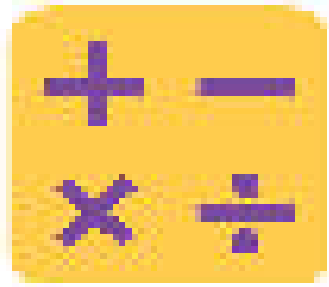
Concept development:

- (T) bundle of 1 hundred, 1 ten and single straw
- (S) place value chart
- (S) personal white boards
- (S) 10 one-dollar bills; 10 ten-dollar bills and 10 hundred- dollar bills



Mixed Counting with Ones, Tens, and Hundreds from 1,000 to 0





Doubles

$$5 + 5$$

$$3 + 3$$

$$6 + 6$$

$$1 + 1$$

$$4 + 4$$

$$9 + 9$$

$$2 + 2$$

$$10 + 10$$

$$8 + 8$$

$$7 + 7$$



Related Facts Within 20

$$10 - 6$$

$$13 - 7$$

$$11 - 8$$

$$15 - 9$$



Concept Development

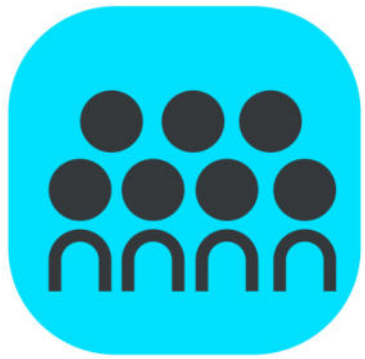
Part A: Counting by 1 Dollar up to \$124



Directions:

1. Count up to \$124 by one-dollar bills on your place value chart.
2. When you get 10 one-dollar bills, change them for 1 ten-dollar bill.
3. When you have 10 ten-dollar bills, change them for 1 hundred-dollar bill.
4. Whisper count the value of your money as you go.
5. Each time you make a change, let the other partner handle the money.

How is counting up to \$124 with money bills different from counting up to 124 with bundles?



Concept Development



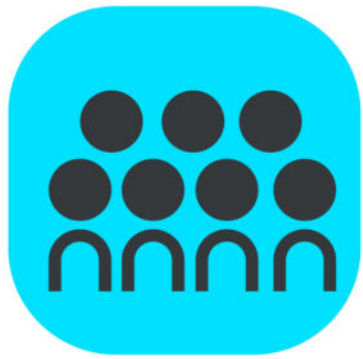
Part B: Manipulating the Value of 10 Bills

Partner A, put 5 one-dollar bills in a row horizontally across your desk.



Partner B, express the value of the money using this sentence frame. “The value of _____ dollar bills is _____.”

Partner A, express the new value of the money.



Concept Development



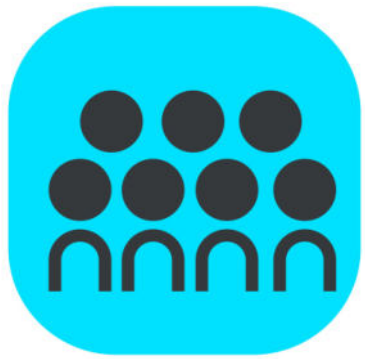
Part B: Manipulating the Value of 10 Bills

Partner A, change the 2 one-dollar bills on the far left for 2 ten-dollar bills.



Partner B, express the value of the money using this sentence frame. “The value of dollar _____ bills is _____.”

Partner A, express the new value of the money.



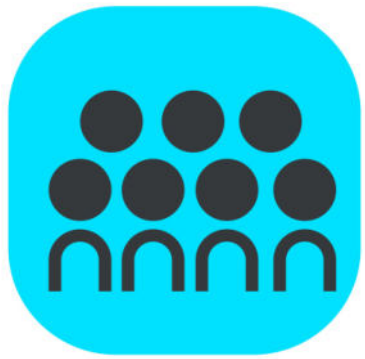
Concept Development

Part B: Manipulating the Value of 10 Bills



Partner B, put another row of 5 one-dollar bills directly below the first row.

Partner A, express the value of the money using this sentence frame. “The value of dollar _____ bills is _____.”



Concept Development

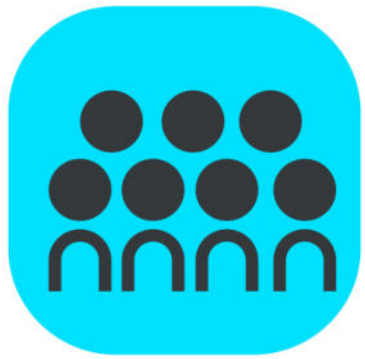
Part B: Manipulating the Value of 10 Bills



Partner A, change the 2 one-dollar bills on the far left for 2 ten-dollar bills.

Partner B, express the value of the money using this sentence frame. “The value of dollar _____ bills is _____.”

Partner B, write the value of the money in expanded form on your personal white board.



Concept Development

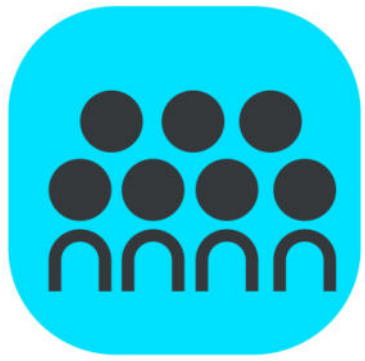
Part B: Manipulating the Value of 10 Bills



Partner B, change the next 2 one-dollar bills on the left for 2 ten-dollar bills.

Partner A, express the value of the money using this sentence frame.

Partner A, write the value of the money in expanded form.



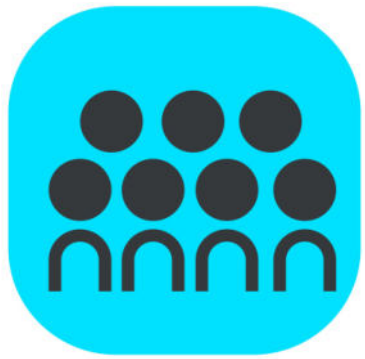
Concept Development

Part B: Manipulating the Value of 10 Bills



Partner A, change 6 one-dollar bills to 6 ten-dollar bills.

Partner B, express the value of the money.



Concept Development

Part C: Hundred-, Ten-, and One-Dollar Bills



Show me \$64.

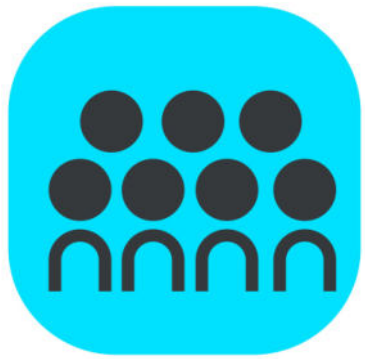
Partner A, change the 2 ten-dollar bills on the left to 2 hundred-dollar bills.

What is the new value?

Write the value of the money in expanded form.

From \$334, change 3 tens to 3 hundreds.

From \$604, change 4 ones to 4 tens.



Concept Development

Part C: Hundred-, Ten-, and One-Dollar Bills



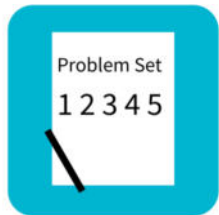
From \$604, change 4 ones to 4 tens.

From \$640, change 2 tens to 2 hundreds.

From \$820, change 1 ten to 1 one.

From \$811, change 1 ten to 1 one.

From \$802, change 2 ones to 2 hundreds.



Problem Set

A STORY OF UNITS

Lesson 8 Problem Set

2•3

Name _____

Date _____

Show each amount of money using 10 bills: \$100, \$10, and \$1 bills. Whisper and write each amount of money in expanded form. Write the total value of each set of bills as a number bond.

10 Bills

1.

--	--	--	--	--

2.

--	--	--	--	--



Application Problem

Stacey has \$154. She has 14 one-dollar bills. The rest is in ten-dollar bills. How many ten-dollar bills does she have?



Debrief

Check your work with partner and compare answers.

Discuss with your partner: Using any combination of \$1, \$10, and \$100 bills, what is the smallest amount of money you can show with 10 bills, and what is the greatest amount of money you can show with 10 bills?

What is the smallest amount?

What is the greatest amount?

How do you know the value of the money? If you were blind would you know the value a bill?



Debrief

If you were blind, would you know the value of a bundle (bundle of straws)?

Let's correct the Problem Set.

Let's talk about problems 3 and 4. \$190 and \$109. What is different about the numbers?

Let's talk about problems 2, 5, and 6. \$451, \$460, and \$406. What is different about the numbers?



Exit Ticket

Name _____

Date _____

1. Write the total value of the money shown below in standard and expanded form.

\$1		\$10	\$100
\$1		\$10	\$100
\$1		\$10	\$100
\$1		\$10	
\$1	\$1	\$10	

Standard form:

Expanded form:
