Eureka Math

2nd Grade
Module 3
Lesson 9

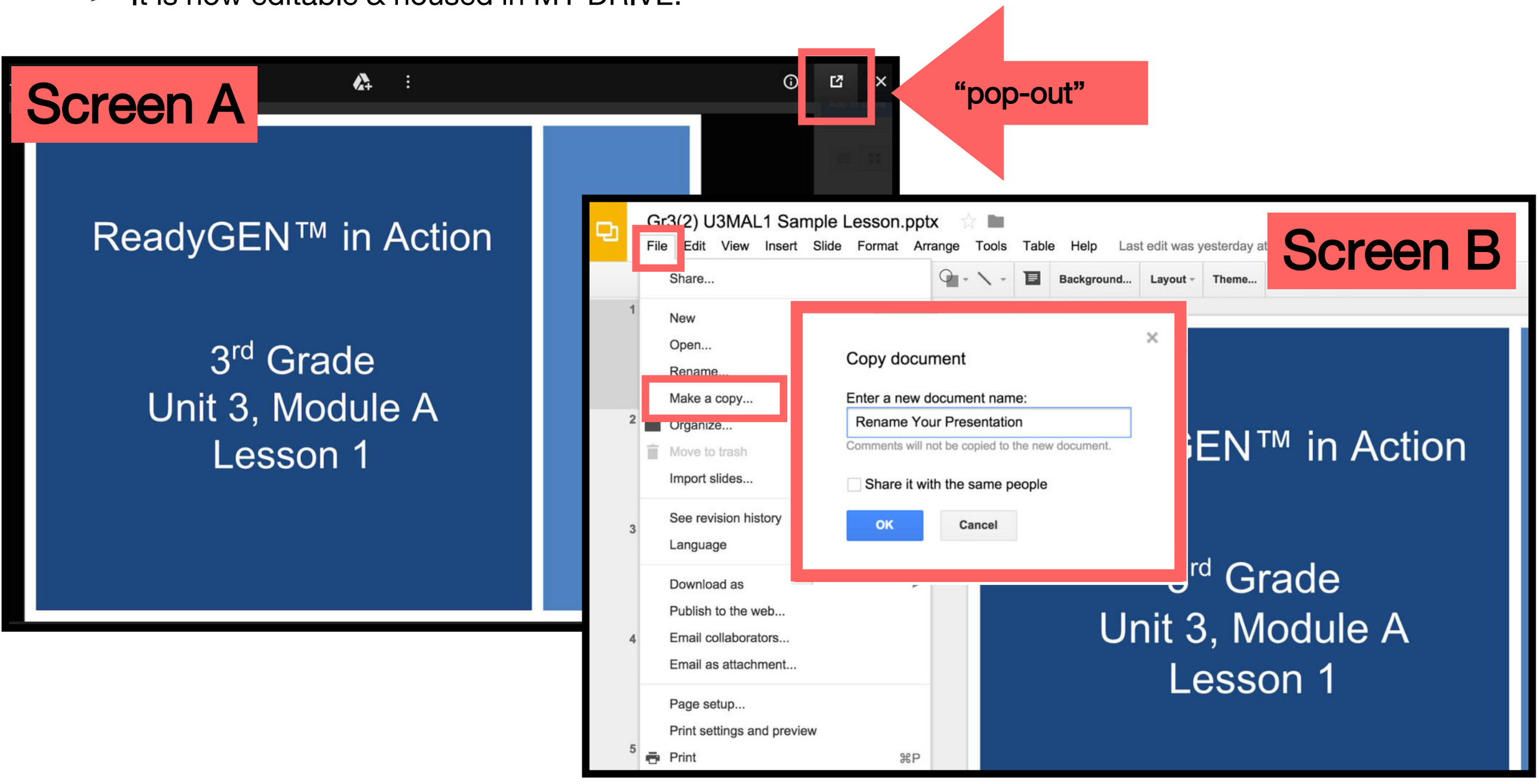
At the request of elementary teachers, a team of Bethel & Sumner educators met as a committee to create Eureka slideshow presentations. These presentations are not meant as a script, nor are they required to be used. Please customize as needed. Thank you to the many educators who contributed to this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

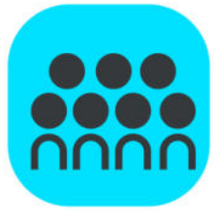
Personal White Board

Problem Set

Manipulatives Needed

Fluency

Think Pair Share



Whole Class

Individual

Partner

Small Group

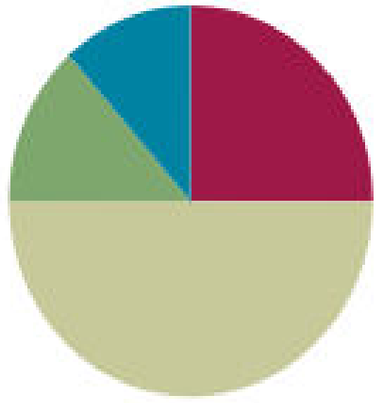
Small Group Time

Lesson 9

Objective: Count from $10 to $1,000 on the place value chart and the empty number line.

Suggested Lesson Structure

Fluency Practice	(15 minutes)
Application Problem	(8 minutes)
Concept Development	(30 minutes)
Student Debrief	(7 minutes)
Total Time	**(60 minutes)**



I can count from $10 to $1,000 on a place value chart and empty number line.

Materials Needed:

Fluency:

- (T) 11 pennies and 3 dimes
- (S) Blank piece of paper

Concept Development

- (S) whiteboard, unlabeled hundreds place value chart (Lesson 8 template)
- Small resealable bag (per pair)
- (S) 10 one-dollar bills; 10 ten-dollar bills and 10 hundred- dollar bills

Count and Change Coins to 30 Cents

A penny has a value of 1 cent, or 1 one.
A dime has a value of 10 cents, or 1 ten.

Count and Change Coins to 30 Cents

How many pennies are in a dime?

Let’s trade the ten pennies for 1 dime.

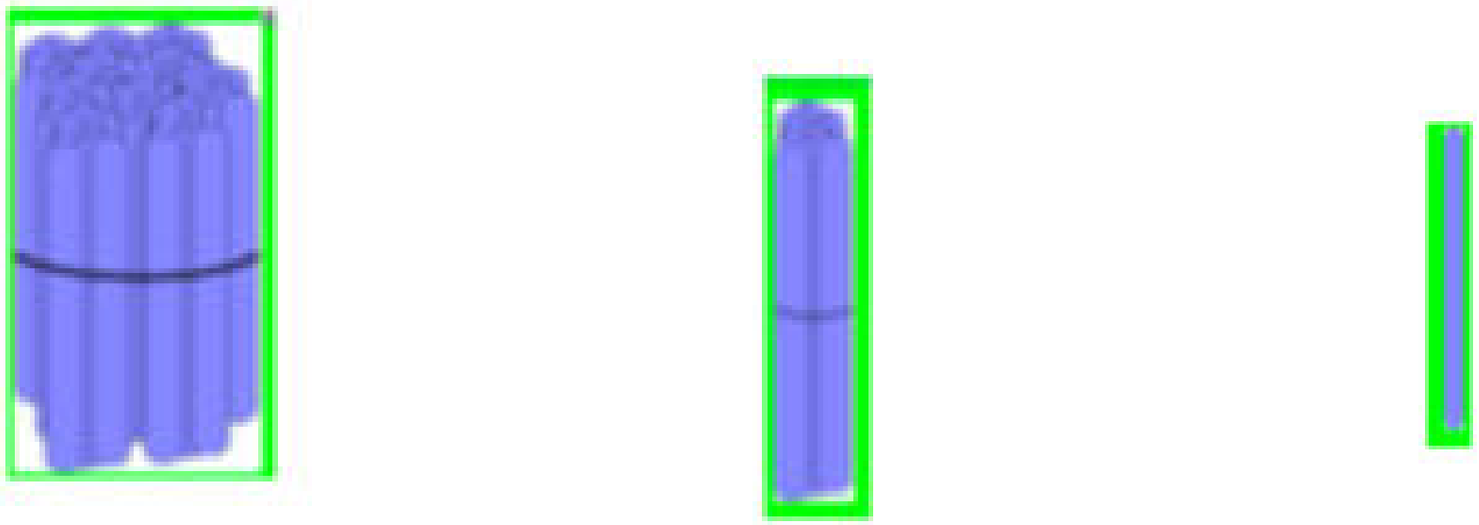
Let’s count. We have one dime and 10 pennies.
What is the value of our coins now?

Count and Change Coins to 30 Cents

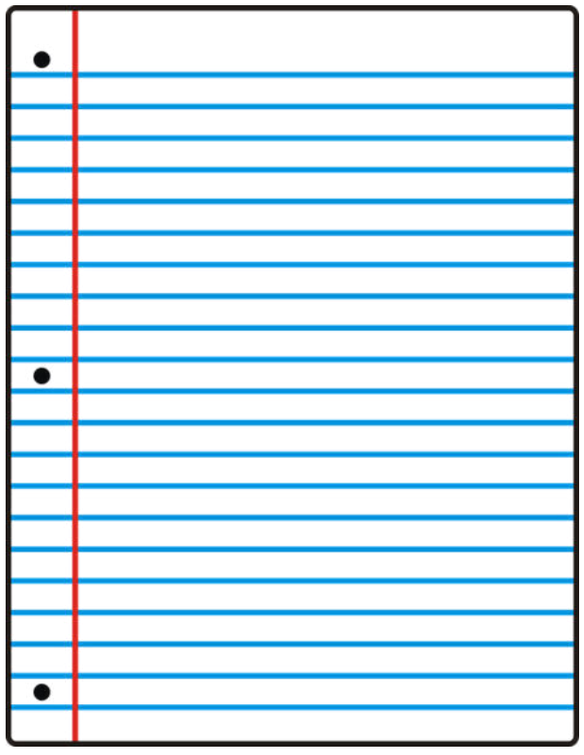
How can we reduce the number of coins, but keep the value the same?

Let’s keep counting our coins.

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



Skip-Count by Two's Beginning at 394

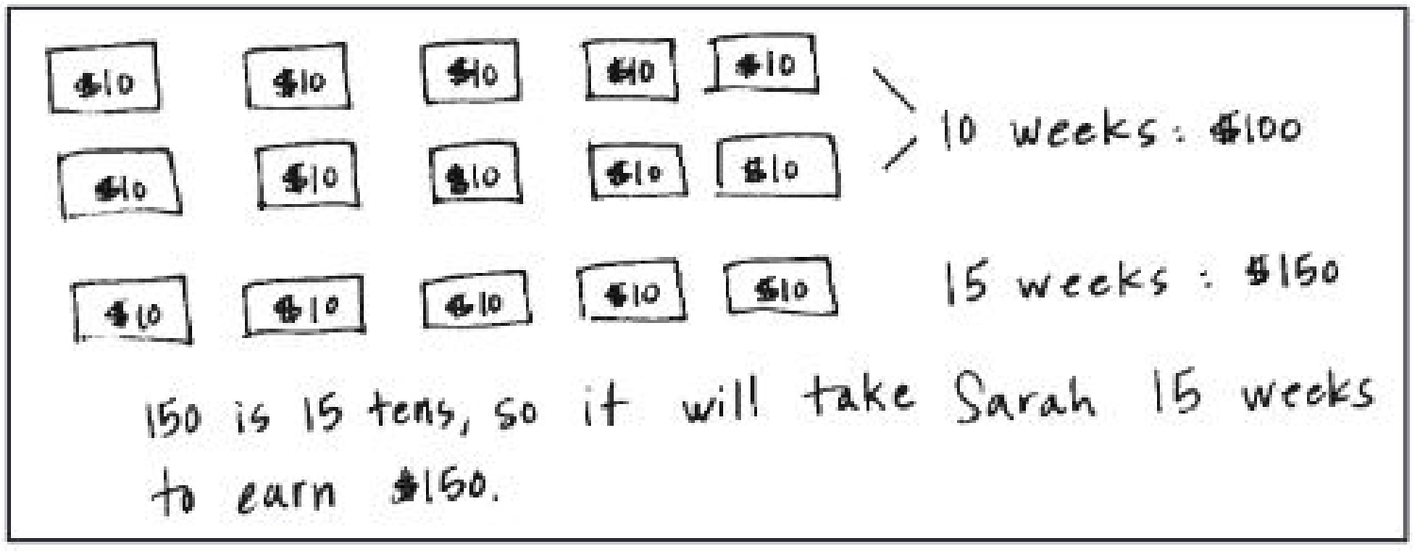


Write 394 at the top of your blank sheet of paper.

When I say go, you will have one minute to skip count by 2's, starting at 394.

Application Problem

Sarah earns $10 each week for weeding the garden. If she saves all of the money, how many weeks will it take her to save up $150?



Concept Development

Part A: Counting by One-Dollar Bills from $776 to $900

Model $776 on your place value chart.

Model and whisper count up to $900 by ones.

Change 10 one-dollar bills for 1 ten- dollar bill. And 10 ten-dollar bills for 1 hundred- dollar bill.

If you finish before 5 minutes are up, continuing counting to $1,000.

Talk to your partner. When you were counting your money, when did you change 10 bills for 1 bill? Give at least two examples.

What unit were you just counting by?

Concept Development

Part B: Counting by One-Dollar, Ten-Dollar, and Hundred-Dollar Bills from $776 to $900

Show $776 again. This time, count up to $900 on your place value chart with one-, ten-, and hundred-dollar bills. Work with your partner to use all three units of money. If you finish early, count back down to $776.

How did you count from 776 to 900?

These counts use three units, ones, tens, and hundreds in different ways.

Concept Development

Part B: Counting by One-Dollar, Ten-Dollar, and Hundred-Dollar Bills from $776 to $900

A. 776 777, 778, 779, 780, 790, 800, 900
B. 776 876, 886, 896, 897, 898, 899, 900
C. 776 876, 877, 878, 879, 880, 890, 900

Turn and talk to your partner. What are the friendly numbers in count A?

What did we count by first?

How many ones?

Concept Development

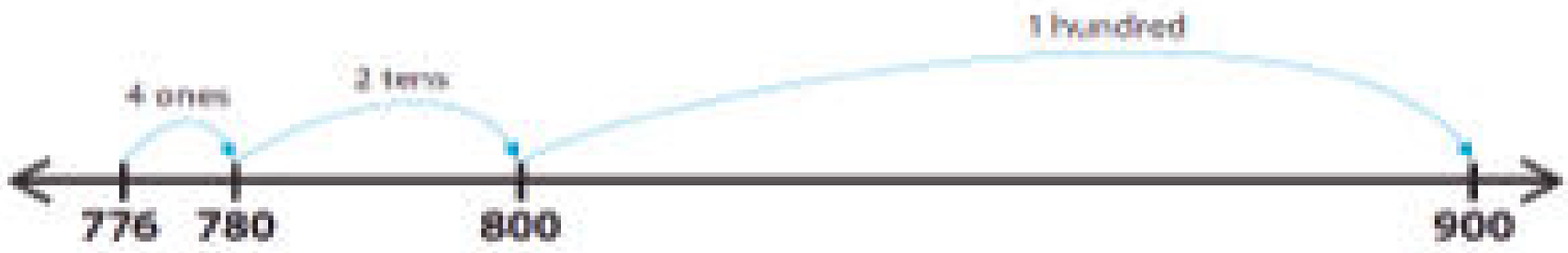
Part B: Counting by One-Dollar, Ten-Dollar, and Hundred-Dollar Bills from $776 to $900

Next What did we count by?

How many tens did we skip count?

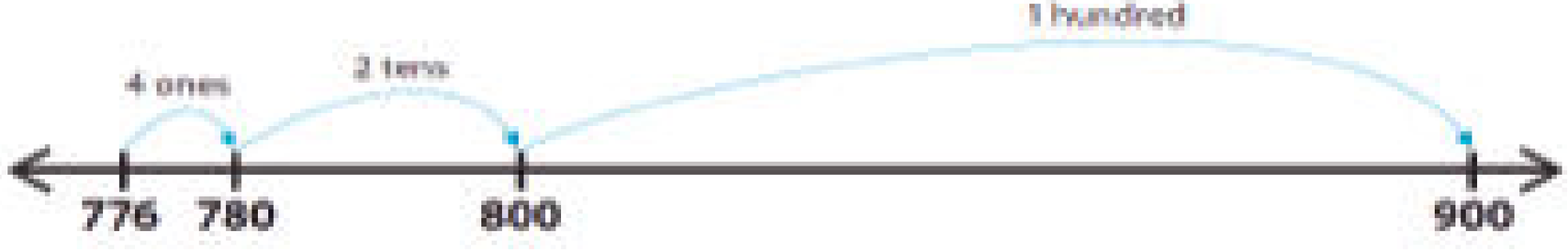
Next What did we count by?

How many hundreds did we skip count?



Concept Development

Part B: Counting by One-Dollar, Ten-Dollar, and Hundred-Dollar Bills from $776 to $900



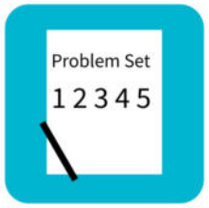
Turn and talk to your partner. Explain how the number line shows how we counted from 776 to 900.

Can we use this same way to count when counting bundled straws, numbers, or money?

A bank teller or store cashier will usually give you your change using a count like the one that we showed on our number line. Often, they count silently until they get to a friendly number. Try it.

Let’s try it one more time.

Yes. You are hired!! Bank tellers and cashiers use friendly numbers because the count is easier for the customer to follow.



Problem Set

Name _____ Date _____

First, model the count using ones, tens, and hundreds on your place value chart. Then, record your count on the empty number line.

Empty Number Lines

1. 70 to 300

Debrief

Bring your Problem Set wit you. Go over the skip- counting you recorded on your number line. Show your partner your work and see if you both counted the same way.

Were our number lines exactly the same?

There is more than one way to count. However, the number of tens and hundreds should be the same.

Problem 1, how many hundreds did you count?

How many tens did you count?

What is the value of 2 hundreds 3 tens? Talk to your partner. What does 230 represent?

Debrief

When we put to parts together, 70 and 230 we get $300.

Let’s look at the next problem. Did you skip-count by tens or hundreds first?
How many hundreds did you count?

How many tens did you count?
What is the value of 1 hundred 5 tens?
Talk to your partner about what 150 represents.

Debrief

Today we used a tool we are familiar with, a number line. What number lines have we used before?

How was the number line we used today different from all those other number lines? Talk to your partner.

I'm hearing you say that this empty number line helps you think about numbers and which jumps on the number line are bigger and which are smaller. Did it help you to model first with your money and then do it?

Two different ways to count! We used the number line and the place value chart. When we counted and skip-counted on the number line, as the numbers got bigger we moved from left to right.

However, when we counted on the place value chart, as the numbers got bigger we moved from right to left. Turn and tell you partner how counting on the place value chart is different than the number line.

Exit Ticket

Name _____ Date _____

1. Jeremy counted from $280 to $435. Use the number line to show a way that Jeremy could have used ones, tens, and hundreds to count.