Eureka Math

2nd Grade
Module 3
Lesson 10

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!

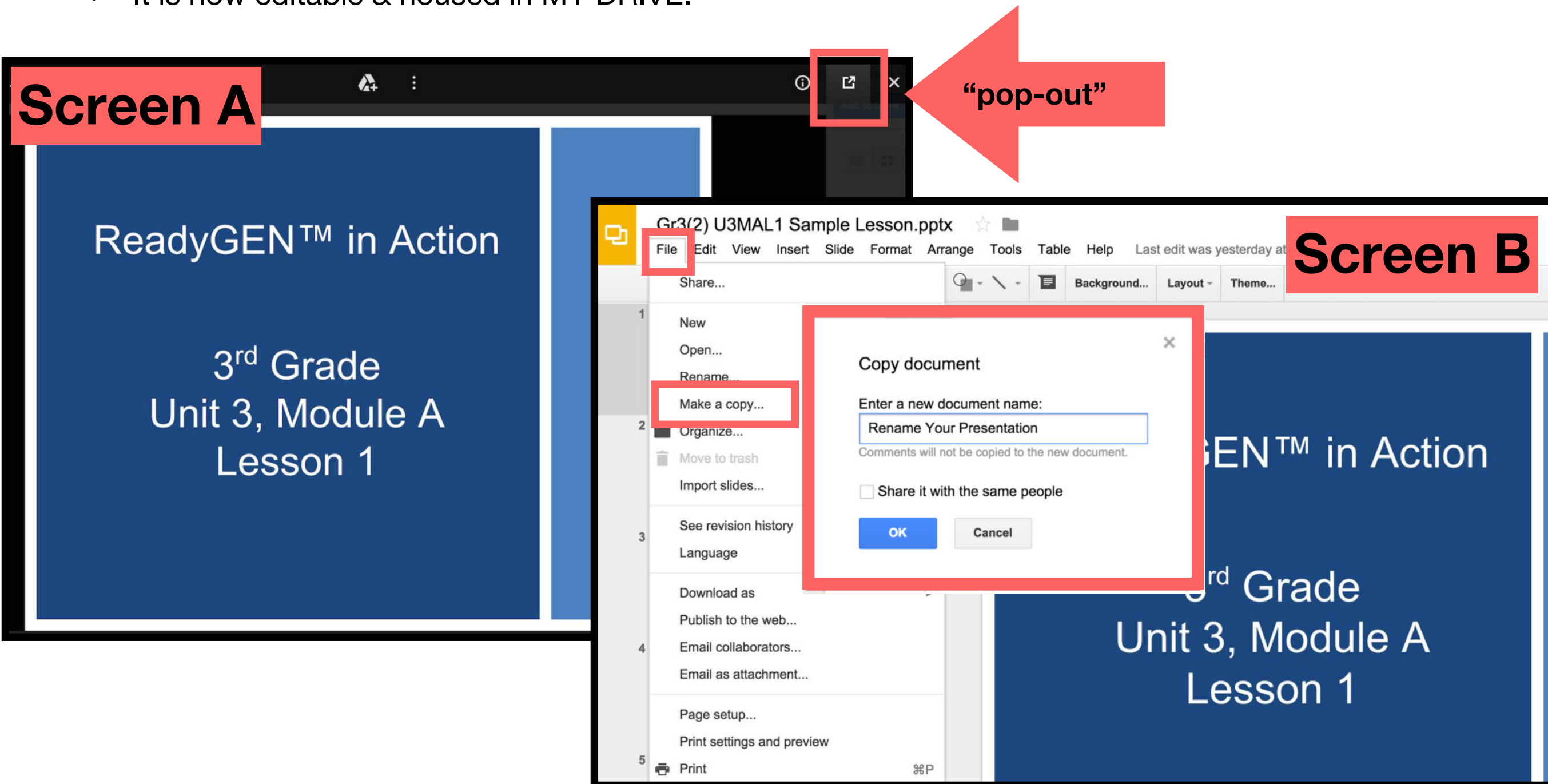Directions for customizing presentations are available on the next slide.

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
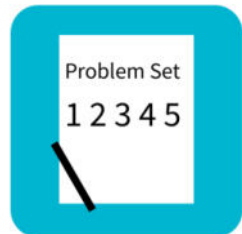
"pop-out"

ReadyGEN™ in Action

3rd Grade
Unit 3, Module A
Lesson 1

Screen B

Gr3(2) U3MAL1 Sample Lesson.pptx

File   Edit   View   Insert   Slide   Format   Arrange   Tools   Table   Help   Last edit was yesterday at

Share...   Background...   Layout ▾   Theme...

New

Open...

Rename...

Make a copy...

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Import slides...

See revision history

Language

Download as

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Enter a new document name:

Rename Your Presentation

Comments will not be copied to the new document.

☐ Share it with the same people

OK   Cancel

GEN™ in Action

3rd Grade
Unit 3, Module A
Lesson 1

Icons

RDW — Read, Draw, Write

Learning Target

Personal White Board
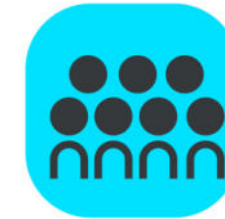
Problem Set
Problem Set
1 2 3 4 5

Manipulatives Needed

Fluency
+ −
× ÷

Think Pair Share

Whole Class

Individual

Partner

Small Group

Small Group Time

Lesson 10

Objective: Explore $1,000. How many $10 bills can we change for a thousand dollar bill?

Suggested Lesson Structure

■ Fluency Practice	(14 minutes)	
■ Application Problem	(31 minutes)	
■ Student Debrief	(15 minutes)	
Total Time	**(60 minutes)**	

I can find out how many $10 bills are in one thousand dollars.
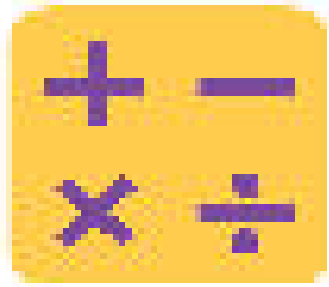
Materials Needed:
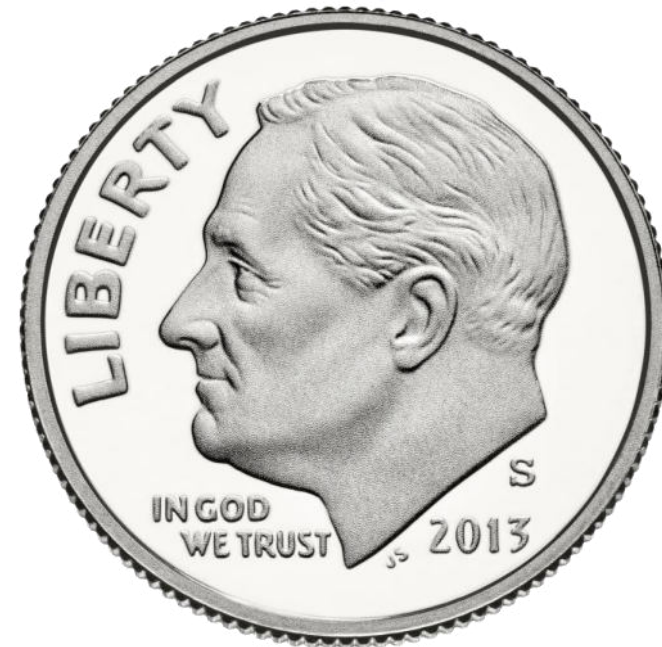

Fluency:
- (T) 16 pennies and 13 dimes

Count and Change Coins from 85 to 132 Cents

A penny is like 1 one, 1 ten, or 1 hundred?
A dime is like 1 one, 1 ten, or 1 hundred?
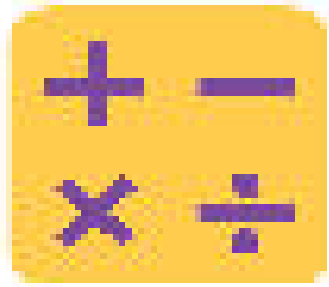Let's count.

Sprint

A

Number Correct: _____

Expanded Form

1.	100 + 20 + 3 =			23.	800 + 77 =	
2.	100 + 20 + 4 =			24.	300 + 90 + 2 =	
3.	100 + 20 + 5 =			25.	400 + 80 =	
4.	100 + 20 + 8 =			26.	600 + 7 =	
5.	100 + 30 + 8 =			27.	200 + 60 + 4 =	
6.	100 + 40 + 8 =			28.	100 + 9 =	

Skip-Count by Tens

Let's play Happy Counting skip-counting by tens!

Watch my fingers to know whether to count up or down. A closed hands means stop.

We'll start at 560. Ready?

Application Problem

Jerry is a second grader. He was playing in the attic and found an old, dusty trunk. When he opened it, he found things that belonged to his grandfather. There was a cool collection of old coins and bills in an album. One bill was worth $1,000. Wow! Jerry lay down and started daydreaming. He thought about how good it would feel to give as many people as he could a ten-dollar bill. He thought about how he had felt on his birthday last year when he got a card from his uncle with a ten-dollar bill inside.

But even more, he thought about how lucky he felt one snowy, cold day walking to school when he fou[nd] ten-dollar bill in the snow. Maybe he could quietly hide the ten-dollar bills so that lots of people could [feel] lucky as he did on that cold day! He thought to himself, "I wonder how many ten-dollar bills are equal t[o] thousand-dollar bill? I wonder how many people I could bring a lucky day to?"

Application Problem

RDW

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Today you will work with a partner to solve Jerry's question. What is his question?

"I wonder how many ten-dollar bills are equal to a thousand dollar bill?"

Debrief

How many dollars bills will Jerry be able to share?

Did everyone's work look the same?

Exit Ticket

Name _____   Date _____

Jerry wonders, "How many $10 bills are equal to a $1,000 bill?"

Think about the different strategies your classmates used to answer Jerry's question. Answer the problem again using a strategy you liked that is <u>different</u> from yours. Use words, pictures, or numbers to explain why that strategy also works.