Eureka Math

2nd Grade
Module 3
Lesson 12

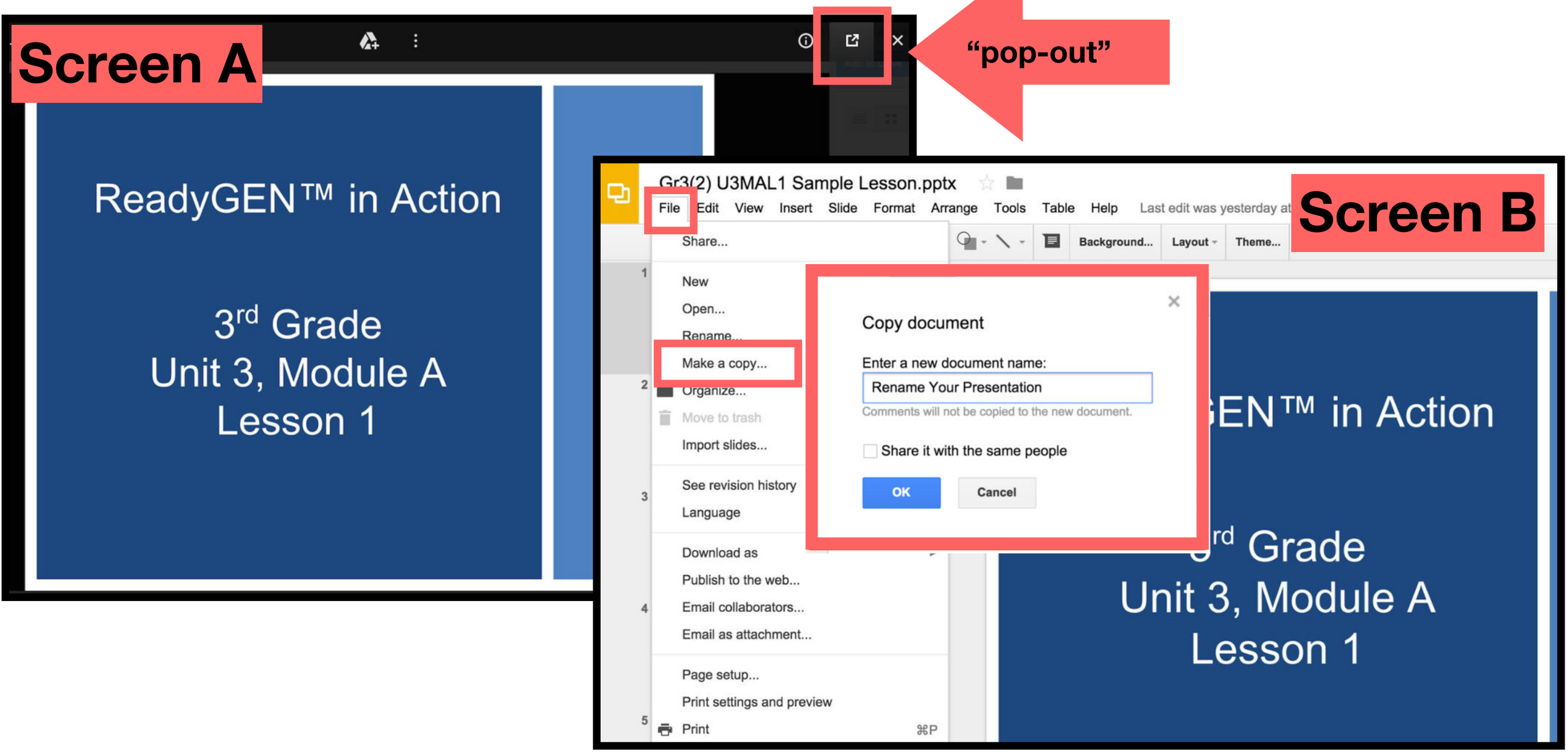
At the request of elementary teachers, a team of Bethel & Sumner educators met as a committee to create Eureka slideshow presentations. These presentations are not meant as a script, nor are they required to be used. Please customize as needed. Thank you to the many educators who contributed to this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

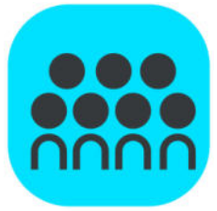
Personal White Board

Problem Set

Manipulatives Needed

Fluency

Think Pair Share



Whole Class

Individual

Partner

Small Group

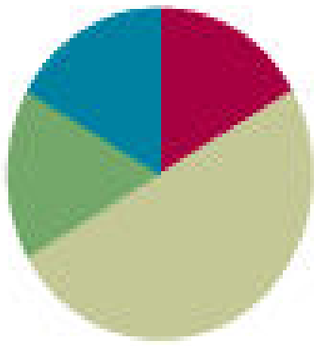
Small Group Time

Lesson 12

Objective: Change 10 ones for 1 ten, 10 tens for 1 hundred, and 10 hundreds for 1 thousand.

Suggested Lesson Structure

Fluency Practice	(10 minutes)
Application Problem	(10 minutes)
Concept Development	(30 minutes)
Student Debrief	(10 minutes)
Total Time	**(60 minutes)**



I can count change 10 ones for 1 ten, 10 tens for 1 hundred, and 10 hundreds for 1 thousand.

Materials Needed:

Concept Development:

- (S) Place value disks (10 ones, 10 tens, 10 hundreds),
- (S)Unlabeled hundreds place value chart (Lesson 8 Template) per pair

10 More/10 Less

I'll say a number. You say the number that is 10 more. Wait for my signal. Ready?

50

90

130

Sprint

A

Number Correct: _____

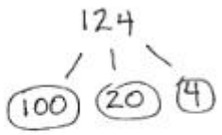
Sums to 10 with Teen Numbers

1.	3 + 1 =	
2.	13 + 1 =	
3.	5 + 1 =	
4.	15 + 1 =	

23.	4 + 5 =	
24.	14 + 5 =	
25.	2 + 5 =	
26.	12 + 5 =	

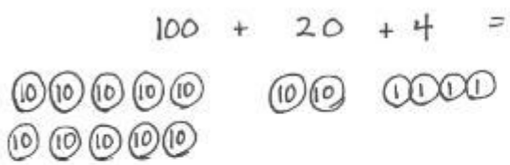
Application Problem

How many packages of 10 cookies can Collette make using 124 cookies? How many cookies does she need to complete another package of 10?



10 tens + 2 tens = 12 tens

Collette can make 12 packages of 10 cookies.
She needs 6 more cookies to complete another package of 10.



120 = 12 tens

Collette can make 12 packages of 10 cookies.

4 + 6 = 10
She needs 6 cookies to make another package.

Concept Development

Part A: Show the Equivalence of 10 Ones and 1 Ten,
10 Tens and 1 Hundred, 10 Hundreds and 1 Thousand

Slide the place value chart inside your personal white boards.

Show me 10 ones in two vertical columns of 5, the ten-frame way, on your place value chart.

What is the value of your 10 ones?

Can you change 10 ones to make a larger unit?

Can you change 10 ones to make a larger unit?

What unit can you make?

Concept Development

Part A: Show the Equivalence of 10 Ones and 1 Ten,
10 Tens and 1 Hundred, 10 Hundreds and 1 Thousand

Change 10 ones for 1 ten. Did you put your 1 ten to the left or to the right?

On the place value chart our numbers get bigger to the left!

Skip-count by tens on your place value chart until you have placed 10 tens.

Can you change to make a larger unit?

Just like with our bundles, bills, and blocks, disks allow us to see how numbers work.

Concept Development

Part B: Count by Ones from 186 to 300 Using Place Value Disks

Show 186 with your place value disks. Make sure you show your units the ten-frame way.

Let’s count up to 300 by ones. How many more ones do I need to make ten?

It is easy to see because of the ten-frame format in which you have laid out your disks. Use that structure as you count to 300, please.

Let me hear you whisper count as you count by ones.

Concept Development

Part B: Count by Ones from 186 to 300 Using Place Value Disks

Can you change for a larger unit?

Do that and then keep counting with your partner up to 300. If you finish before your classmates, count down from 300 to 275.

Use your words to tell your partner what happened when you got to both 200 and 300.

Concept Development

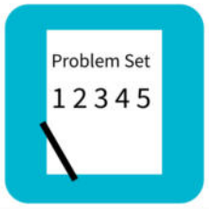
Part B: Count by Ones from 186 to 300 Using Place Value Disks

Think about the number 257. Do you remember what it looks like with your disks?

How many more ones did 257 need to make a ten?

The place value disks help us to visualize that because we put them in rows. We can easily see that we are missing 3 ones.

Next, you are going to count from 582 to 700, and as you go, think about how many more you need to make the next unit.



Problem Set

Name _____ Date _____

Count from **582 to 700** using place value disks. Change for a larger unit when necessary.

When you counted from **582 to 700**:

Did you make a larger unit at…	**Yes,** I changed to make:	**No,** I need _____
1. 590?	1 ten 1 hundred	____ ones.

Debrief

Compare your Problem Set solutions with your partner.

Think about the number 582. Do you remember what it looks like with your disks?

How many more ones did 582 need to make a ten?

The place value disks help us to visualize. We can easily see the 8 missing ones.

Look over your solutions on your Problem Set. At which numbers did you NOT make a change?

Debrief

At which numbers did you make a change?

How many tens does 590 need to change 10 tens for 1 hundred.

How many tens does 640 need to change 10 tens for 1 hundred?

How many hundreds does 700 need to change 10 hundreds for 1 thousand?

Exit Ticket

Name _____ Date _____

1. Match to show the equivalent value.

a. 10 ones	1 hundred
b. 10 tens	1 thousand
c. 10 hundreds	1 ten