

Eureka Math

2nd Grade Module 3 Lesson 14

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.

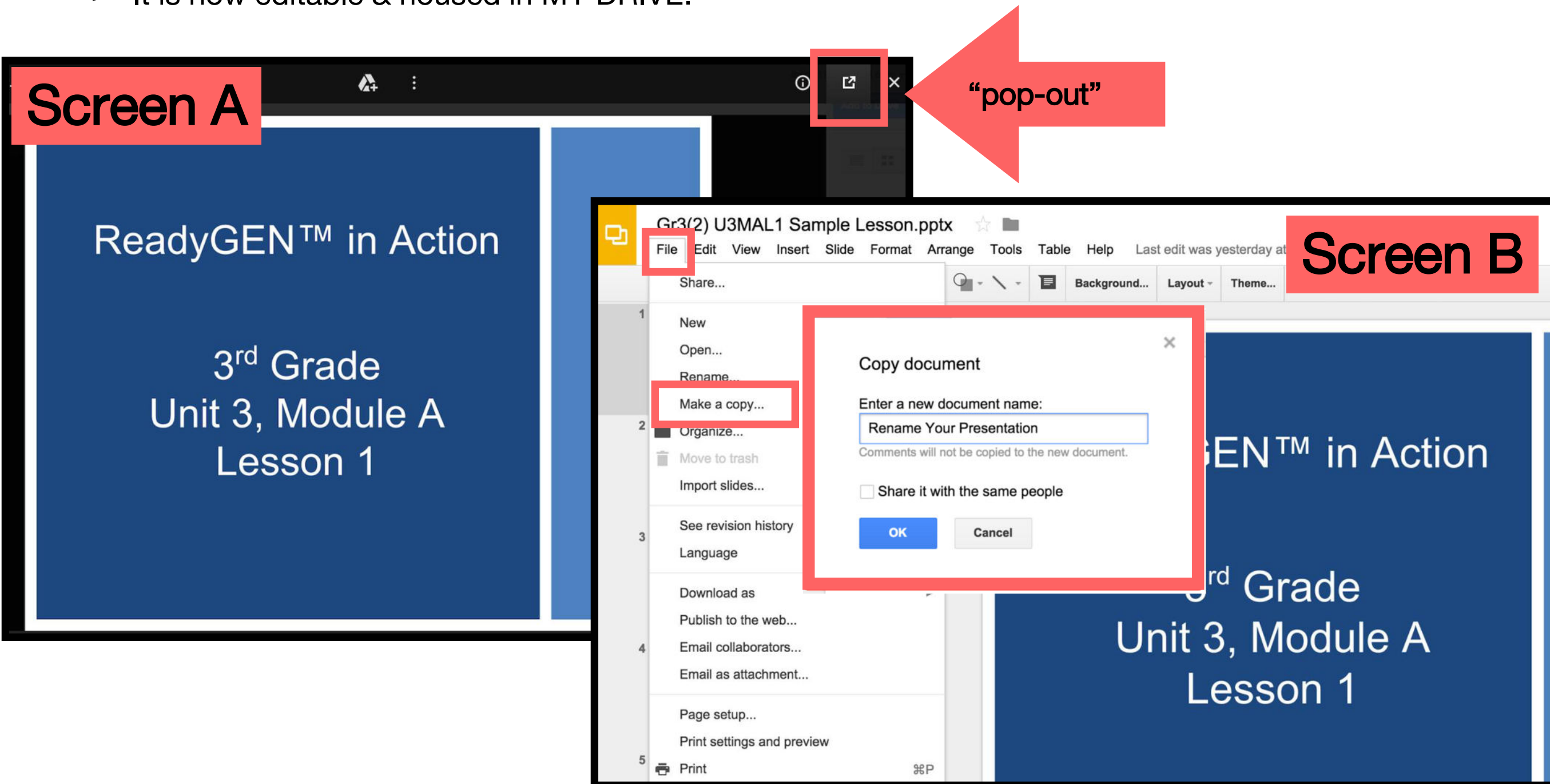


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Customize this Slideshow

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



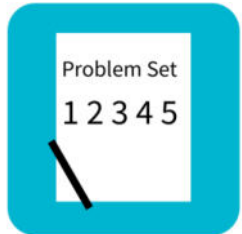
Read, Draw, Write



Learning Target



Personal White Board



Problem Set



Manipulatives Needed



Fluency



Think Pair Share



Whole Class



Individual



Partner



Small Group



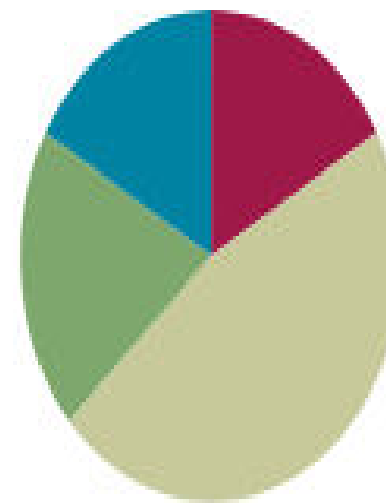
Small Group Time

Lesson 14

Objective: Model numbers with more than 9 ones or 9 tens; write in expanded, unit, standard, and word forms.

Suggested Lesson Structure

■ Fluency Practice	(10 minutes)
■ Application Problem	(12 minutes)
■ Concept Development	(28 minutes)
■ Student Debrief	(10 minutes)
Total Time	(60 minutes)





I can write using expanded, unit, standard and word form modeling numbers of more than 9 ones or 9 tens.

Materials Needed:



Concept Development:

- (S) place value disks (9H, 15T, 15O)
- (S) unlabeled hundreds place value chart



Sprint

A STORY OF UNITS

Lesson 14 Sprint

2•3

A

Number Correct: _____

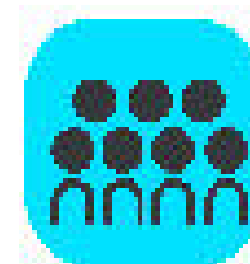
Review of Subtraction in the Teens

1.	$3 - 1 =$	
2.	$13 - 1 =$	
3.	$5 - 1 =$	
4.	$15 - 1 =$	
5.	$7 - 1 =$	
6.	$17 - 1 =$	

23.	$7 - 4 =$	
24.	$17 - 4 =$	
25.	$7 - 5 =$	
26.	$17 - 5 =$	
27.	$9 - 5 =$	
28.	$19 - 5 =$	



Happy Counting



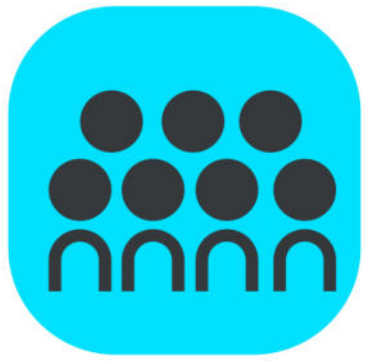


Application Problem

A second grade class has 23 students. What is the total number of fingers of all the students?

23 groups of 10
20 tens 3 tens
10 tens 10 tens
 $100 + 100 + 30 = 230$
23 students have 230 fingers.

23 students
100 (10) (10) (10) (10) (10) (10) (10) (10) (10) (10)
100 (10) (10) (10) (10) (10) (10) (10) (10) (10) (10)
30 (10) (10) (10) 10 fingers each
 $100 + 100 + 30 = 230$
23 students have 230 fingers.



Concept Development



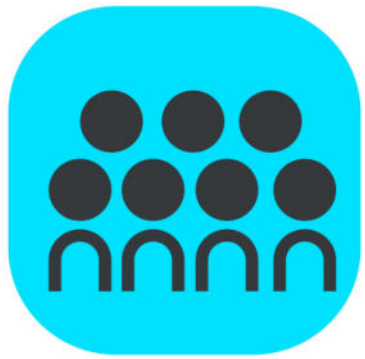
On your place value chart, show me the number 14.

What disks did you use from greatest to least?

Change 1 ten for 10 ones. What disks did you use this time?

Discuss with your partner why this statement is true.

1 ten 2 ones = 12 ones.



Concept Development



Show me the number 140 with your disks.

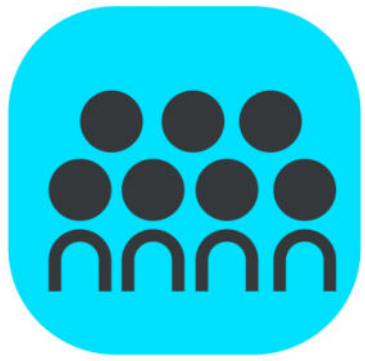
What disks did you use from greatest to least?

Change 1 hundred for 10 tens. What disks did you use this time?

Touch and count by tens to find the total value of your tens.

What is the value of 14 tens? Answer in a full sentence, “The value of 14 tens is...”

Discuss why this statement is true with your partner.
 $1 \text{ hundred } 4 \text{ tens} = 14 \text{ tens}.$



Concept Development



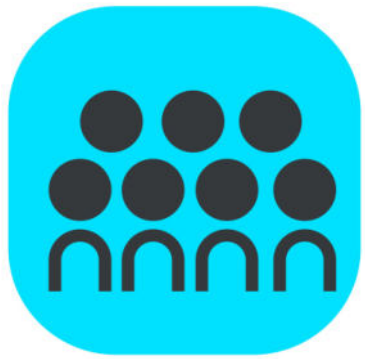
On your place value chart, show me the number 512.

What disks did you use from greatest to least?

Change 1 ten for 10 ones. What disks did you use this time?

Discuss with your partner why this statement is true.

5 hundreds 1ten 2 ones = 5 hundreds 12 ones.



Concept Development



Let's try some more. First, model A then B.
Tell the total value of each number you model

A

1 hundred 5 tens 2 ones

11 tens

1 ten 3 ones

12 tens 9 ones

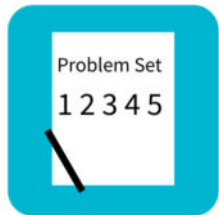
B

15 tens 2 ones

1 hundred 1 ten

13 ones

1 hundred 2 tens 9 ones



Problem Set

A STORY OF UNITS

Lesson 14 Problem Set

2•3

Name _____

Date _____

1. Whisper count as you show the numbers with place value disks.

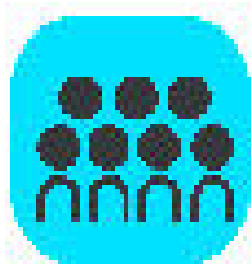
a.

Draw 18 using tens and ones.

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Draw 18 using **only** ones.

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Debrief

Bring your problem set to our Debrief.

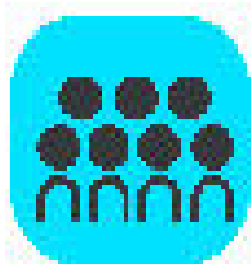
How did you show each number?

Which ones were hard for you?

Let's look at Problem 1(c). What number is written?

Say 206 in expanded form. $100 + 100$ is?

100 is how many tens?



Debrief

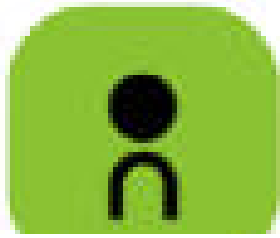
10 tens + 10 tens is...?

20 tens is..?

206=2 hundreds 6 ones=20 tens 6 ones. Talk to your partner about why this is true?

We can have more than 9 units. Let's try some. The value of 30 tens?

18 tens?



Exit Ticket

A STORY OF UNITS

Lesson 14 Exit Ticket

2•3

Name _____

Date _____

1. Whisper count as you show the numbers with place value disks.
 - a. Draw 241 using hundreds, tens, and ones.

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