Eureka Math

2nd Grade

Module 3

Lesson 16

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.
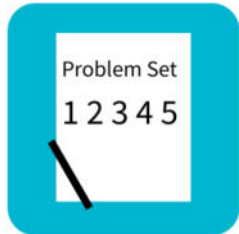
Icons

RDW — Read, Draw, Write

Learning Target

Personal White Board

Problem Set

Manipulatives Needed

Fluency

Think Pair Share
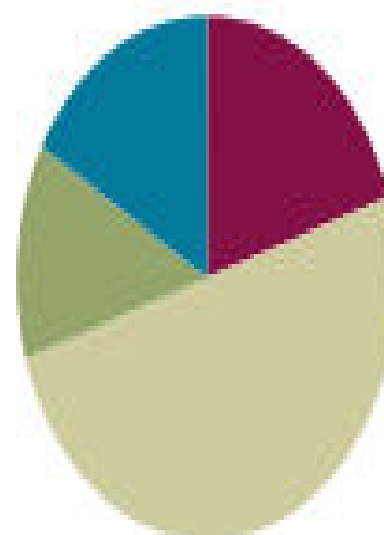
Whole Class

Individual

Partner

Small Group

Small Group Time

Lesson 16

Objective: Compare two three-digit numbers using <, >, and =.

Suggested Lesson Structure

■ Fluency Practice	(12 minutes)
■ Application Problem	(8 minutes)
■ Concept Development	(30 minutes)
■ Student Debrief	(10 minutes)
Total Time	**(60 minutes)**

I can compare two three-digit numbers using <,>, and =.

Materials Needed:

Concept Development:
- (S) Unlabeled hundreds place value chart (Lesson 8 Template)
- (S) Place value disks (2 hundreds, 7 tens, and 7 ones)
- personal white board
- Number comparison (Template)
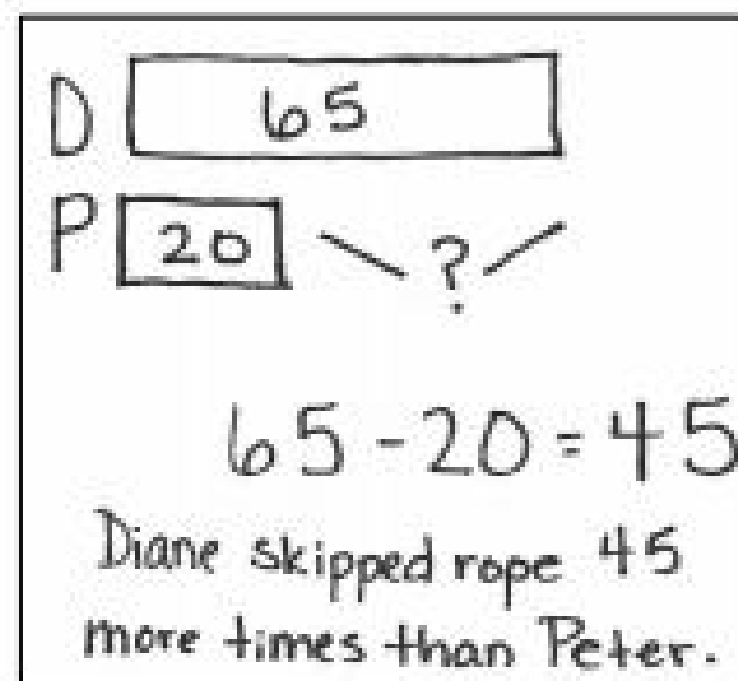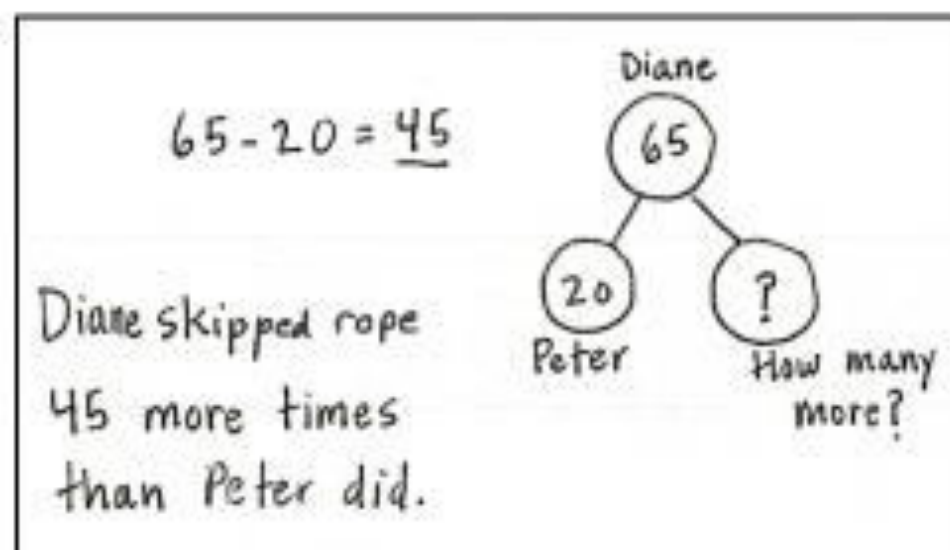
Sprint

A

Number Correct: _____

Sums—Crossing Ten

1.	9 + 1 =		23.	7 + 3 =	
2.	9 + 2 =		24.	7 + 4 =	
3.	9 + 3 =		25.	7 + 5 =	
4.	9 + 9 =		26.	7 + 9 =	
5.	8 + 2 =		27.	6 + 4 =	
6.	8 + 3 =		28.	6 + 5 =	
7.	8 + 4 =		29.	6 + 6 =	
8.	8 + 9 =		30.	6 + 9 =	
9.	9 + 1 =		31.	5 + 5 =	
10	9 + 4 =		32	5 + 6 =	

Application Problem

RDW

At recess Diane skipped rope 65 times without stopped. Peter skipped rope 20 times without stopping. How many more times did Diane skip rope than Peter?
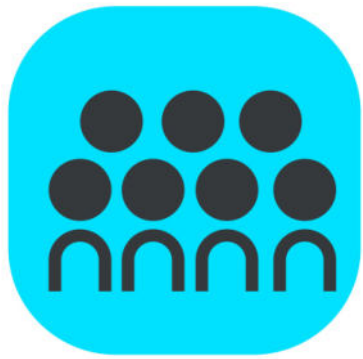
Concept Development

Drawing Place Value Disks to Represent Numbers

Slide the place value chart inside your personal white boards. Use place value disks to show 74 on your place value chart. Which disks did you use from greatest to least?
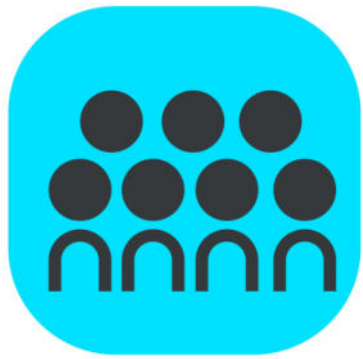
Add 1 disk so the number becomes 174.
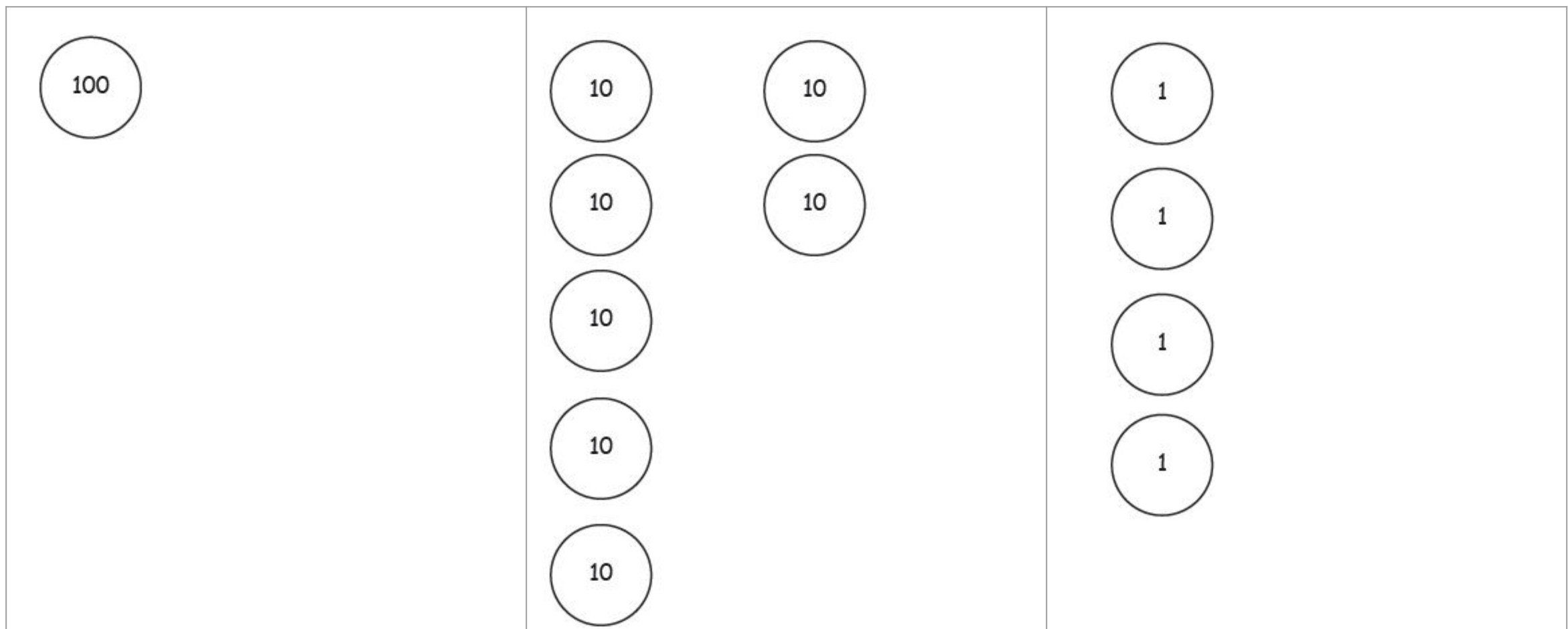
Which number is greater? 74 or 174?
Let's state that as a sentence.

Concept Development
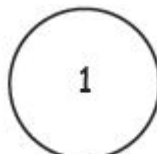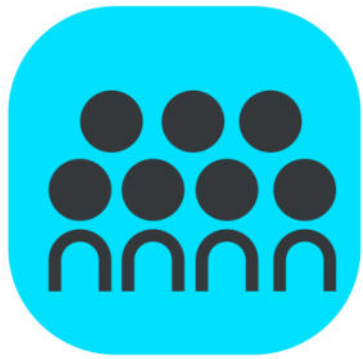
Change your disks to show 105.

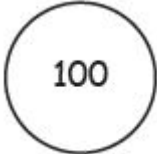Which disks did you use from greatest to least?
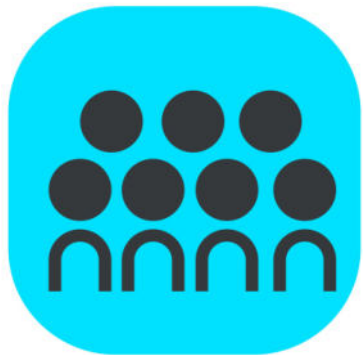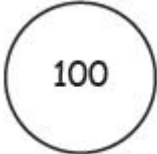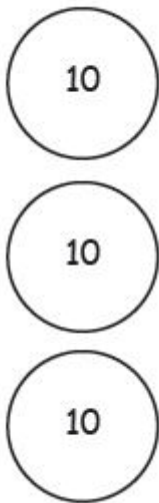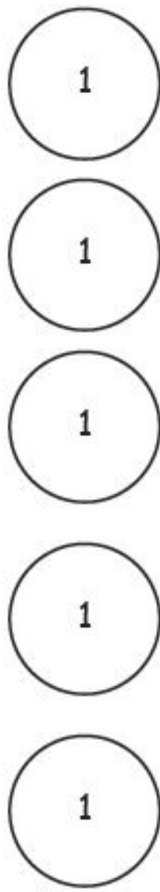
Concept Development

Drawing Place Value Disks to Represent Numbers

Change your disks to show 135.

Which number is less, 105 or 135? Say it in a sentence.
Talk to your partner. How can you tell?
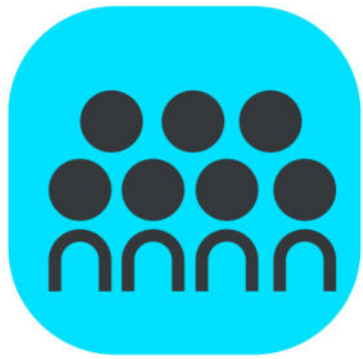
Concept Development

Here is another one. Show 257 on your place value chart.

Change it to show 250.

Which number is greater, 257 or 250?
How do you know?
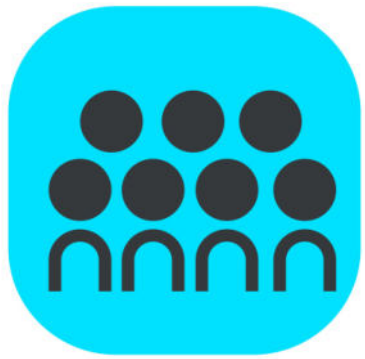
Concept Development

Drawing Place Value Disks to Represent Numbers

Take two minutes to draw each number using hundreds, tens, and ones on your number comparison chart.

Compare with your partner. How are your drawings alike?

472

274

724
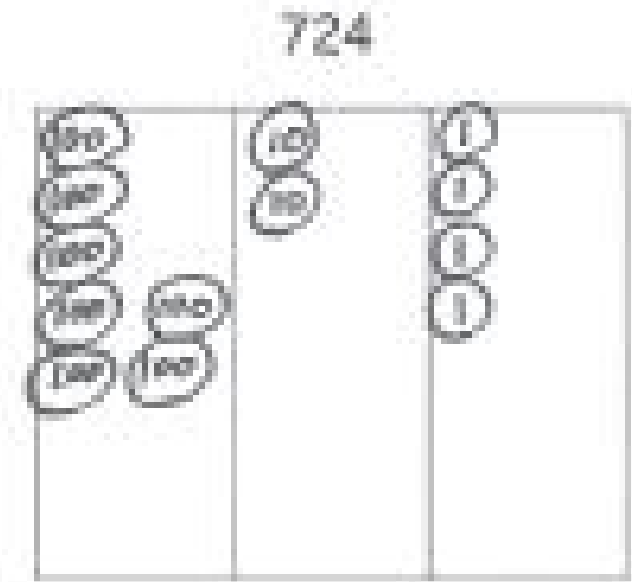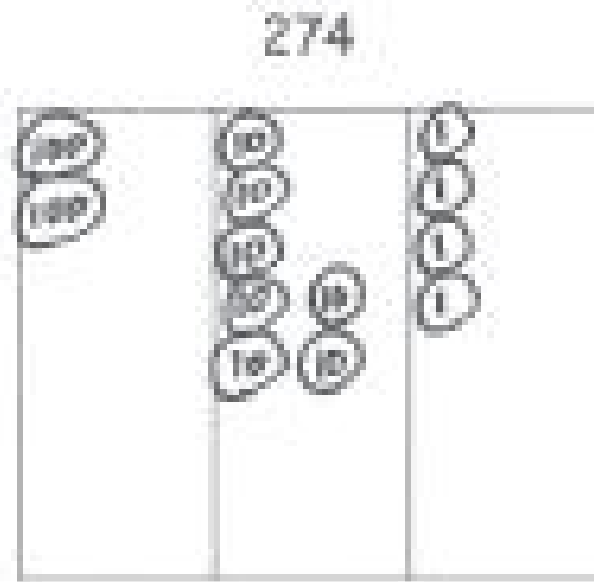
Use the symbols < or > to write a number sentence with all three numbers at the bottom.
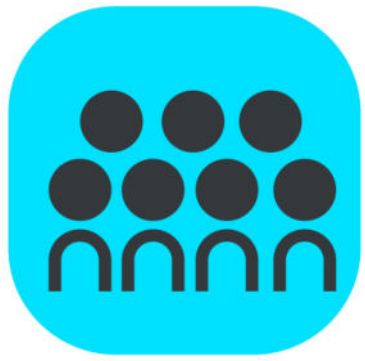
Look at these numbers.

341   and   329

The number of hundreds is the same. What would you do to compare then?
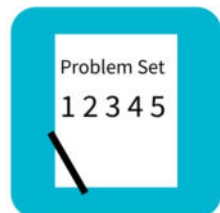
Problem Set

Name _____   Date _____

1. Draw the following numbers using place value disks on the place value charts. Answer the questions below.

    a. 132   b. 312   c. 213

    d. Which is the greatest number? _____

    e. Which is the least number? _____

    f. Order the numbers from least to greatest: _____, _____, _____

Debrief

Check your solutions to the Problem Set with your partner. .

Check your work with your partner

Which problems were hard for you?

Look at the threes in 132 and 312. What is the difference between them?

You noticed place value. How did place value help you to compare the numbers on the Problem Set in Problem 3 (e)?

Debrief

Some problems like 3(e) used word form or unit form. Could you still use place value to compare? How did you do it?

Look back at each section of our Problem Set. What was the same about your task in each one?

Now, think about your strategy for comparing. Turn and tell your strategy to your partner. Say, "My strategy is…"

Share with your partner about Noah and Charlie's problem and your thinking about who is correct.

What materials in our classroom could we use to prove who is correct?

Exit Ticket

Name _____   Date _____

Write >, <, or =.

1. 499 ◯ 500

2. 179 ◯ 177

3. 431 ◯ 421

4. 703 ◯ seven hundred three

5. 2 hundred 70 ones ◯ 70 + 200 + 1

6. 300 + 60 ◯ 306