Eureka Math

2nd Grade
Module 3
Lesson 17

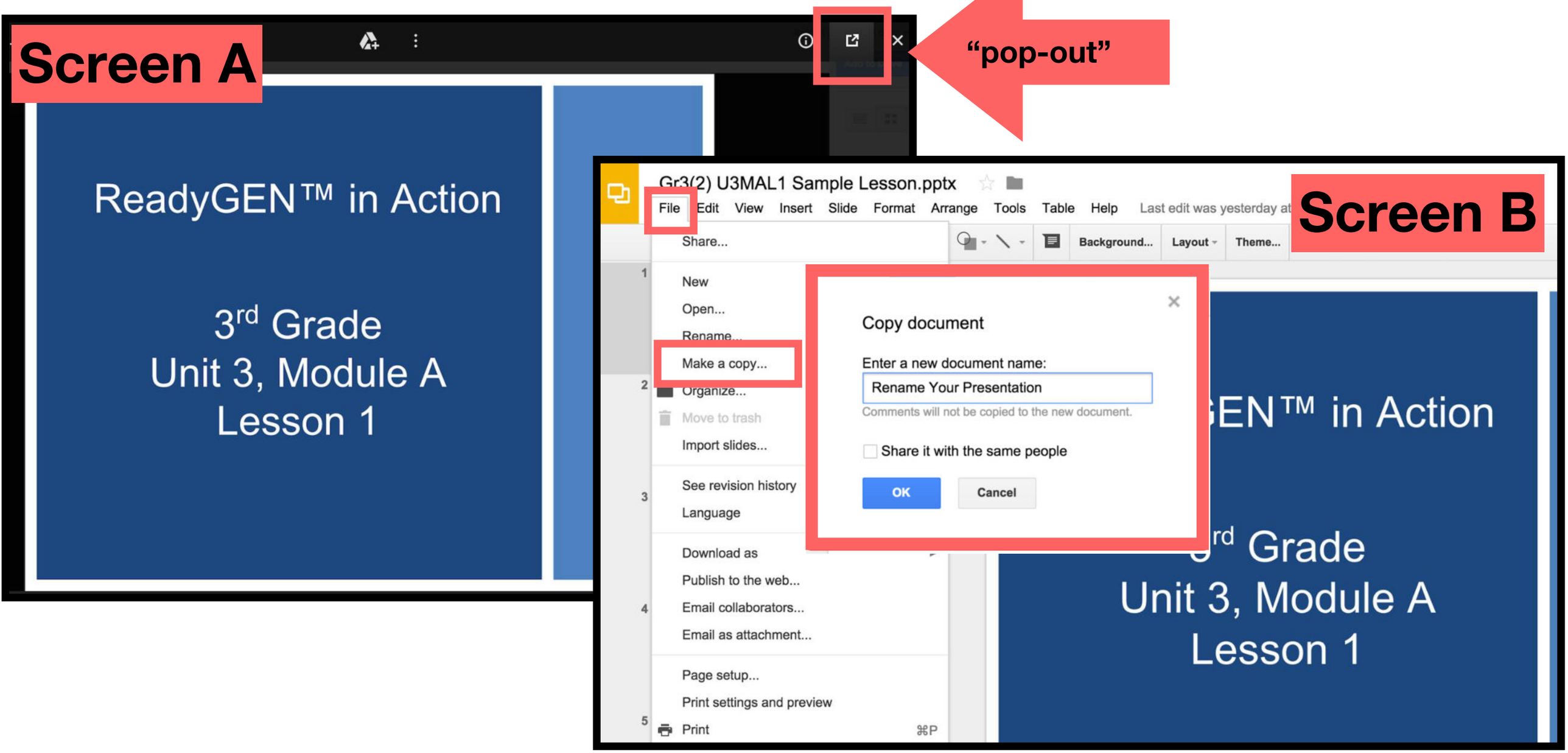
At the request of elementary teachers, a team of Bethel & Sumner educators met as a committee to create Eureka slideshow presentations. These presentations are not meant as a script, nor are they required to be used. Please customize as needed. Thank you to the many educators who contributed to this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

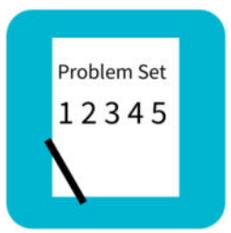


Icons

Read, Draw, Write

Learning Target

Personal White Board

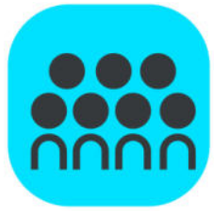


Problem Set

Manipulatives Needed

Fluency

Think Pair Share



Whole Class

Individual

Partner

Small Group

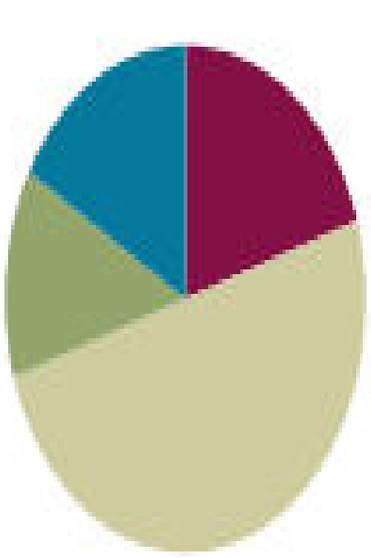
Small Group Time

Lesson 17

Objective: Compare two three-digit numbers using <, >, and = when there are more than 9 ones or 9 tens.

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 = when there are more than 9 ones or 9 tens.

Materials Needed:

Concept Development:

- (T) 2 unlabeled hundreds place value charts (Lesson 8 template) for projection
- (S) Unlabeled hundreds place value chart (Lesson 8 Template)
- (S) Place value disks (hundreds, tens, and ones)
- One set of pre-cut <,>,= symbol cards (Lesson 15 Template 1) per pair
- personal white board

Sprint

A

Number Correct: _____

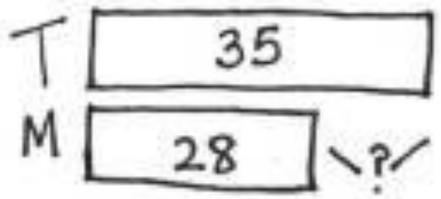
Sums—Crossing Ten

1.	9 + 2 =	
2.	9 + 3 =	
3.	9 + 4 =	
4.	9 + 7 =	
5.	7 + 9 =	

23.	4 + 7 =	
24.	4 + 8 =	
25.	5 + 6 =	
26.	5 + 7 =	
27.	3 + 8 =	

Application Problem

Walking on the beach on Tuesday, Darcy collected 35 rocks. The day before, she collected 28. How many fewer rocks did she collect on Monday than on Tuesday?



35 - 28 = 7

28 + 2 = 30
30 + 5 = 35

Darcy collected 7 fewer rocks on Monday.

Concept Development

Concrete

- Partner A, show 124 on your place value chart. Partner B, show 824.

- Compare numbers. Place a symbol from the set between your charts to make a true statement. Read the statement

- Partner A, add 7 tens to your number. Partner B, take 7 hundreds from your number.

- Compare. Choose the symbol to go between your charts. Read the statement.

- Partner A, take 4 tens 4 ones from your number. Partner B, add 2 tens 6 ones to yours.

Concept Development

- Compare numbers. Choose the symbol. Read the statement.
- How many tens in 150?
- Partner A, show 5 tens 6 ones. Partner B, show 15 tens 6 ones.
- Compare numbers, and place your symbol. Read the statement, naming just tens and ones.
- Partner A, add 7 tens 5 ones to your number. Partner B, take 2 tens 5 ones from your number.
- Compare numbers, and place your symbol. Read the statement naming just tens and ones.

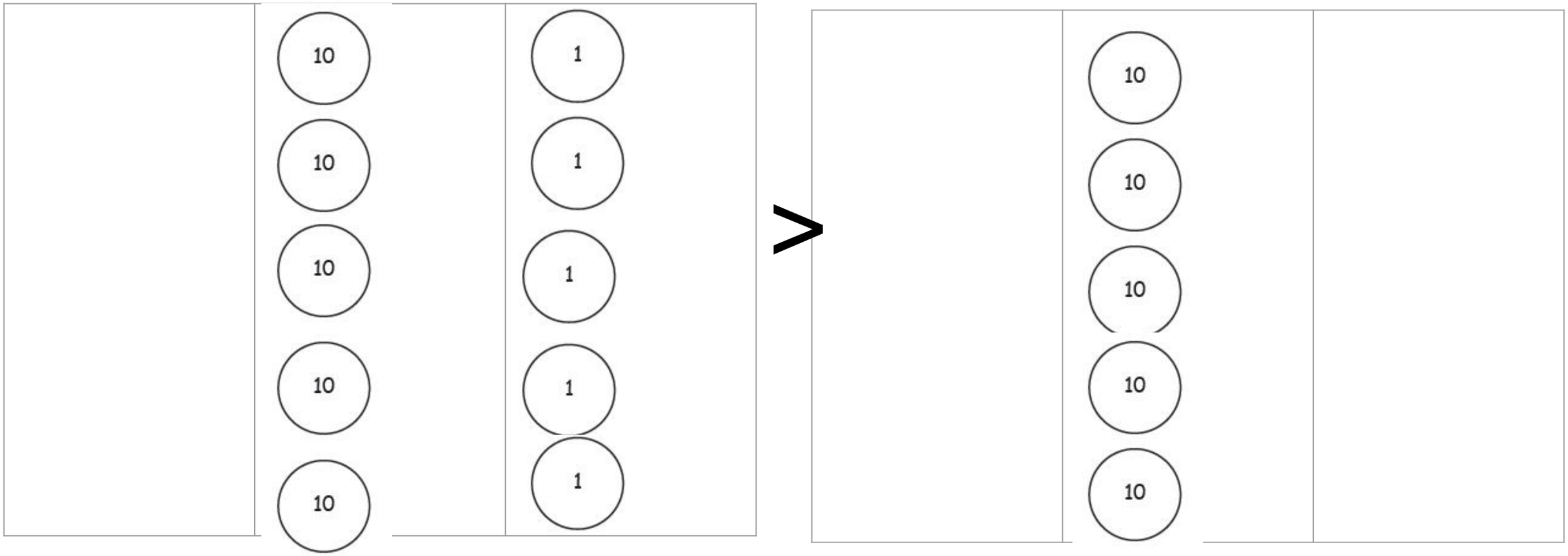
Concept Development

113

- Read my number in standard form.
- Is my number greater than, less than, or equal to yours? Decide with your partner, then hold up a symbol.
- Say the number sentence. Say my number in standard form, and name yours with tens and ones.

Concept Development

Pictorial

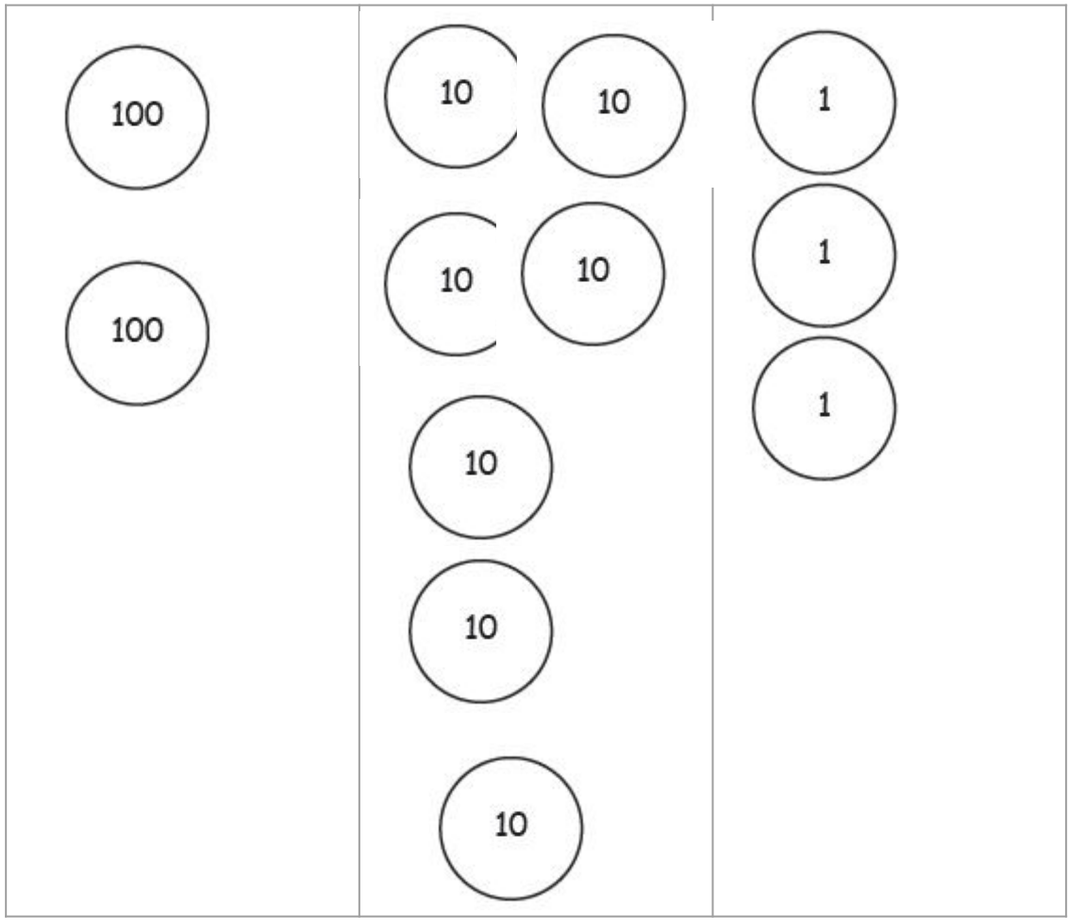


Write this number in standard form. Turn your board horizontally so you have room to write a second number beside it.

Now, write this number in unit form.

Draw a symbol comparing the numbers. Read the number sentence

Concept Development



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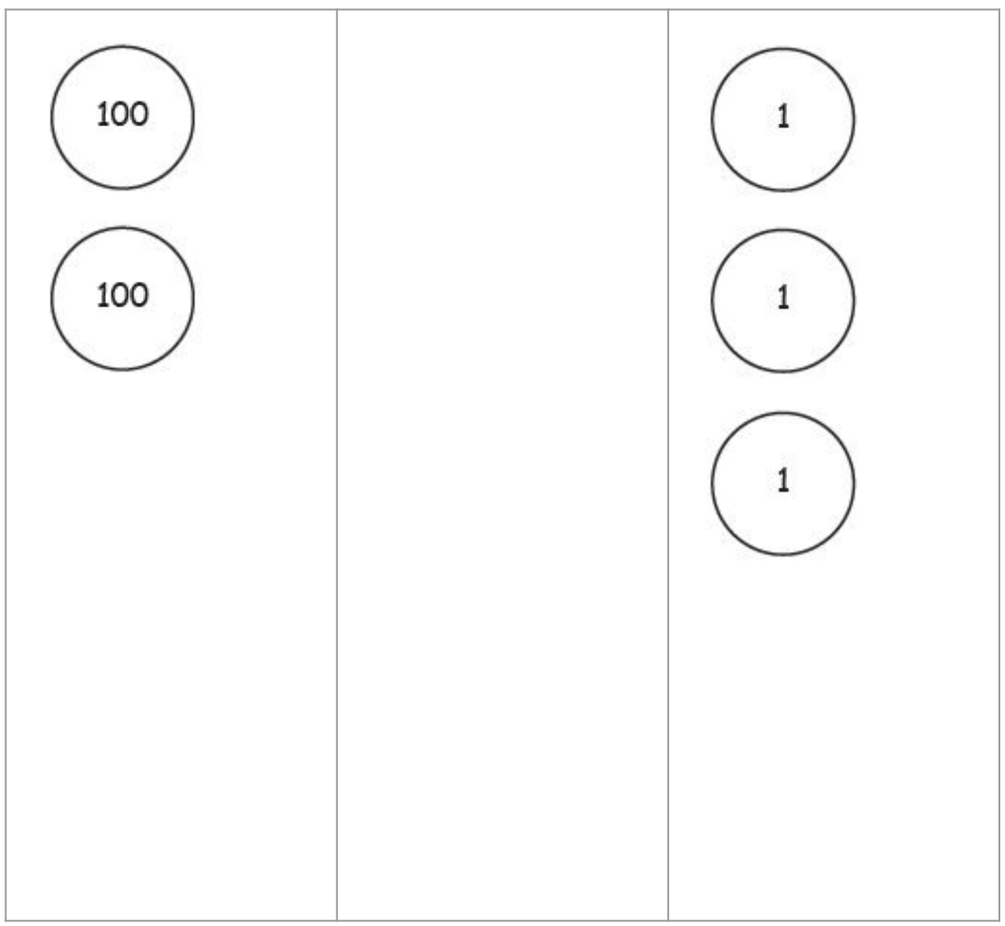


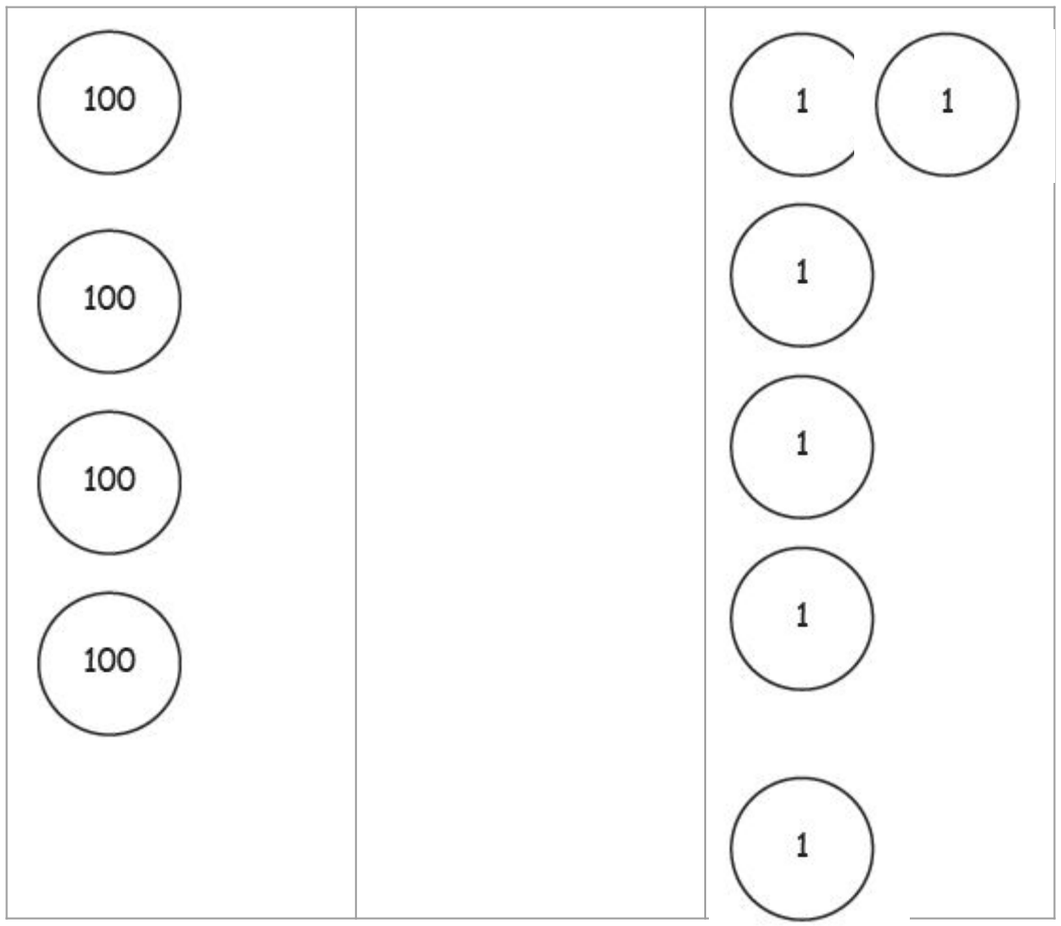
Write in unit form, naming only tens and ones.

Write in expanded form.

Draw a symbol to compare the numbers, and then read the number sentence.

Concept Development

Here is another one.



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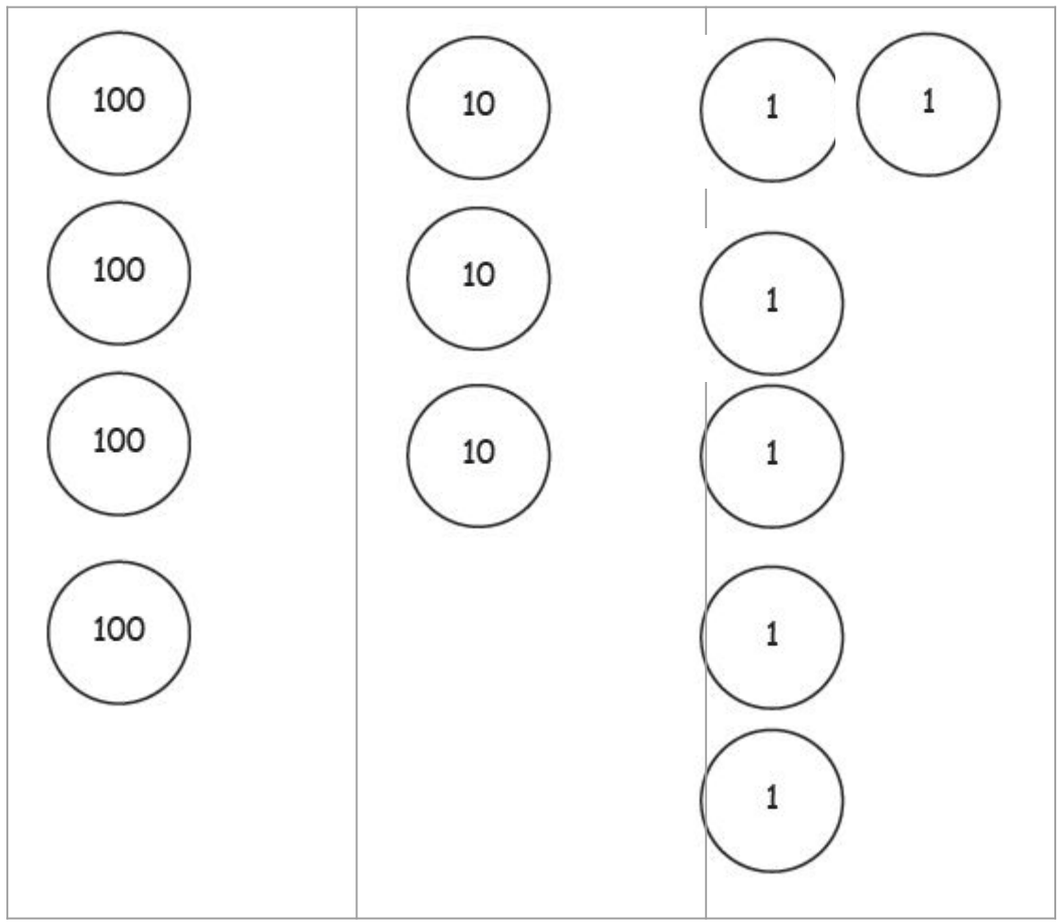


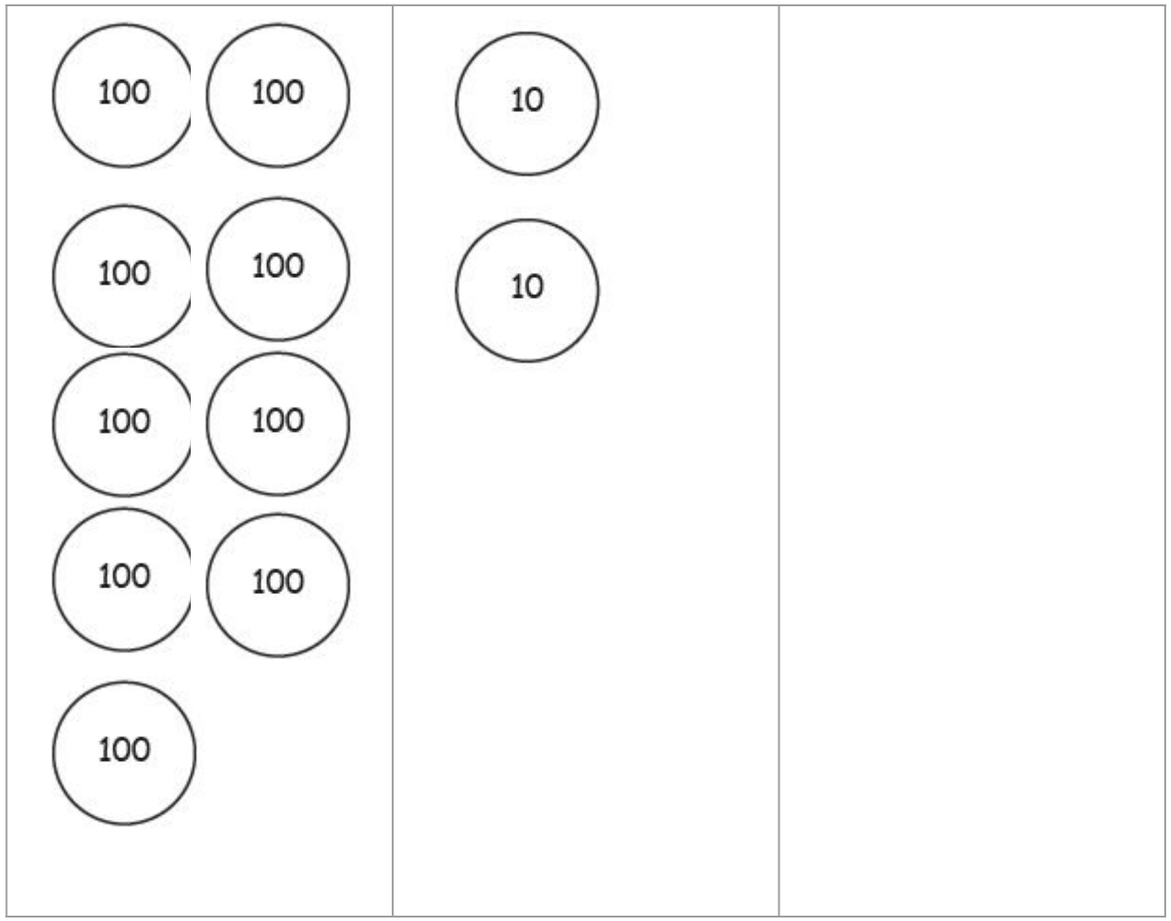
Write in word form..

Write in expanded form..

Draw a symbol and read.

Concept Development

Here is another one.



Write in standard form.

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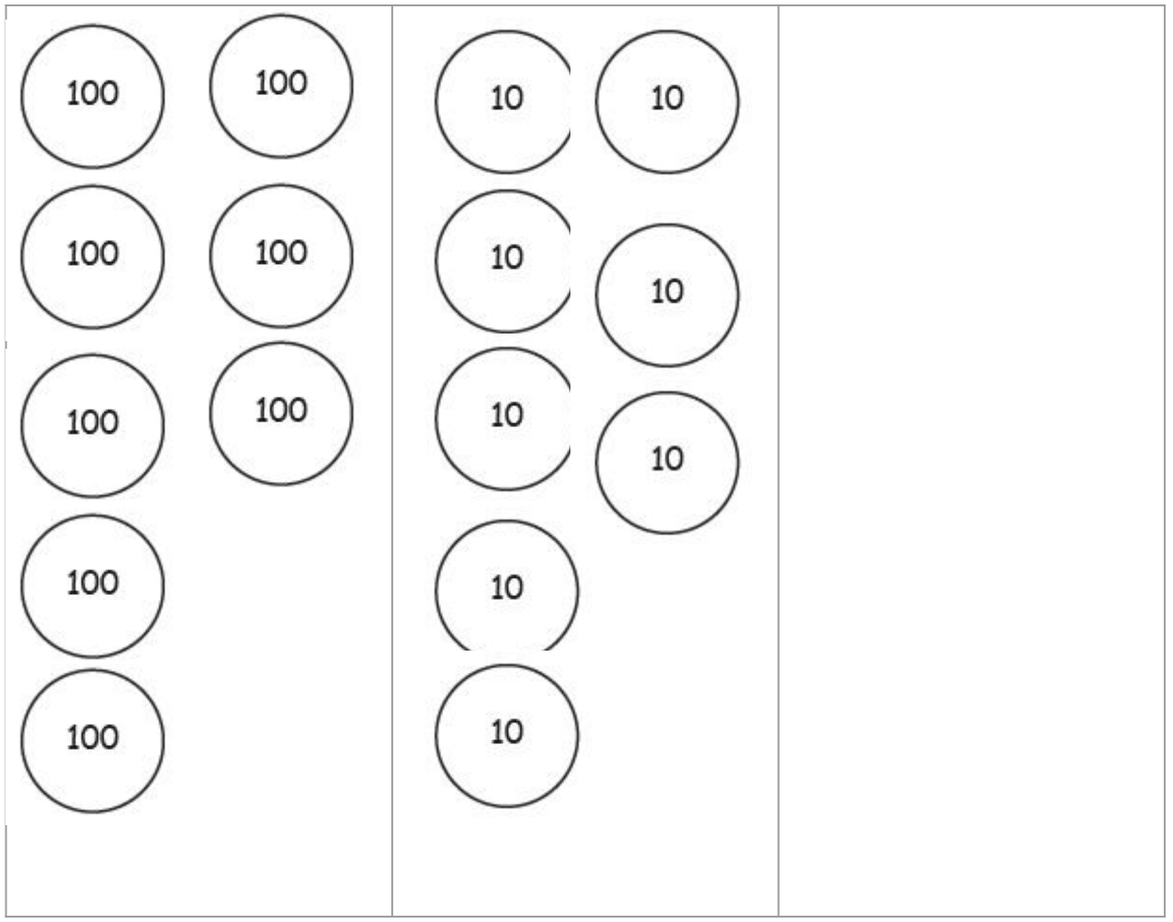

Write in unit form, naming only tens and ones.

Draw a symbol and read

Write +4 tens after 88 tens. Solve. Change the symbol if you need to..

Problem Set

Name _____ Date _____

1. Whisper count as you show the numbers with place value disks. Circle >, <, or =.

a. Draw 217 using hundreds, tens, and ones.

<

=

b. Draw 21 tens and 7 ones.

Debrief

Check your work carefully with a partner as I circulate. Put a little star next to the ones that were hard.

Which ones were hard for you? What made it difficult?

I heard a lot of you mention …...

What will you do differently next time?

Exit Ticket

Name _____ Date _____

1. Whisper count as you show the numbers with place value disks. Circle >, <, or =.

   a. Draw 142 using hundreds, tens, and ones.

   b. Draw 12 tens 4 ones.