Eureka Math

2nd Grade

Module 3

Lesson 18

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"

Screen B

ReadyGEN™ in Action

3rd Grade
Unit 3, Module A
Lesson 1

Gr3(2) U3MAL1 Sample Lesson.pptx

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

Background...   Layout ▾   Theme...

Share...

New
Open...
Rename...
Make a copy...
Organize...
Move to trash
Import slides...

See revision history
Language

Download as
Publish to the web...
Email collaborators...
Email as attachment...

Page setup...
Print settings and preview
Print   ⌘P

Copy document

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

3rd Grade
Unit 3, Module A
Lesson 1

Icons

 Read, Draw, Write

 Learning Target

 Personal White Board

 Problem Set

 Manipulatives Needed

 Fluency

 Think Pair Share
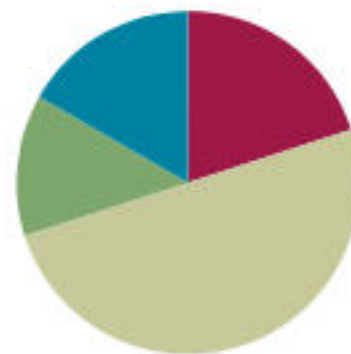
 Whole Class

 Individual

 Partner

 Small Group

 Small Group Time

Lesson 18

Objective: Order numbers in different forms. (Optional)

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 order numbers in different forms.

Materials Needed:

Concept Development:
- (T) unlabeled hundreds place value charts (Lesson 8 template) f(S) Unlabeled hundreds place value chart (Lesson 8 Template)
- (T) place value disks (9 hundreds, tens, and ones)
- (T)Pocket chart
- 1 set of pre-cut <, >, = symbol cards (Lesson 15 Template 1)
- (S) Unlabeled hundreds place value chart (Lesson 8 template)
- (S) Place value disks (9 hundreds, tens, and ones)
- personal white board

Sprint

A

Number Correct: _____

Sums—Crossing Ten

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

Application Problem

RDW

For an art project, Daniel collected 15 fewer maple leaves than oak leaves. He collected 60 oak leaves. How many maple leaves did he collect?
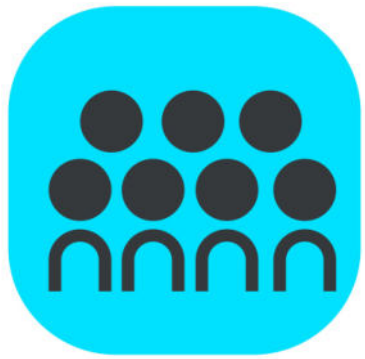
Concept Development

Slide the place value chart inside your personal white boards.

Partner A, show 2 hundreds 12 ones on your place value chart. Partner B, show 15 tens 4 ones.

My number was 103.

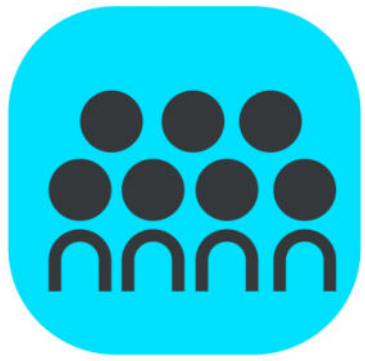|		
(100)		(1) (1) (1)

Compare numbers with your partner and me.
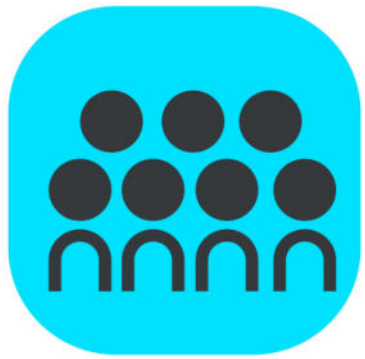
Concept Development

What's the smallest, or least number?

The greatest?

Write the three numbers from least to greatest on your personal white boards. Use standard form. At the signal, show your boards.
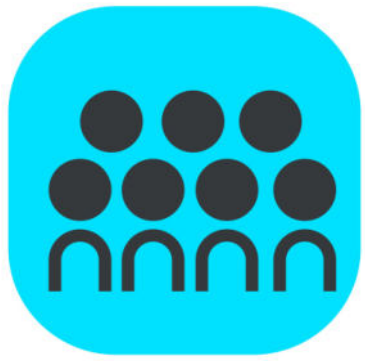
Concept Development

Now Partner A, change to show 6 hundreds, 2 tens, and 4 ones.

Partner B, change to show 4 ones 6 hundreds.

Concept Development

My number was 642.

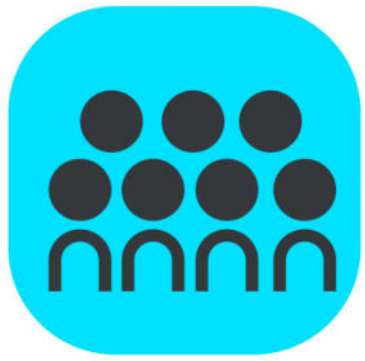Now, compare. Write the numbers from least to greatest on your boards.

Concept Development

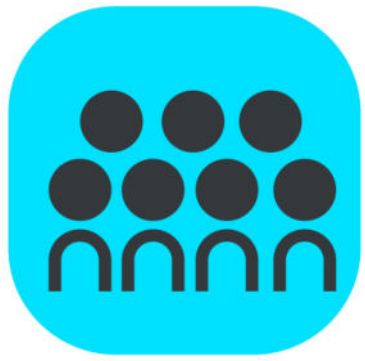Now Partner A, change to show 5+300+30.

Partner B, change to show 50+3+300

Concept Development

My number is:

Five hundred thirty-three

Compare our numbers. This time write them from GREATEST to LEAST on your boards.
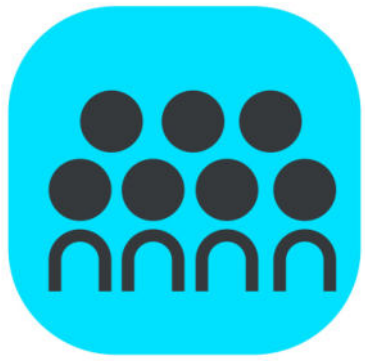
Concept Development

Now Partner A, change to show 30 tens+7tens

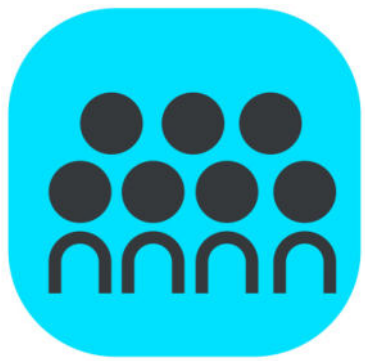Partner B, change to show 29 tens+8 tens

Concept Development

My number is:

Three hundred seventy

Compare our numbers. Write them using the symbols **<, >**, or **=** to make a number sentence.

Concept Development

I am now going to assign you groups by counting off as A, B, C, or D. You can write your letter on your board so you don't forget.

Think of a number and draw it on your place value chart in the way that you choose.
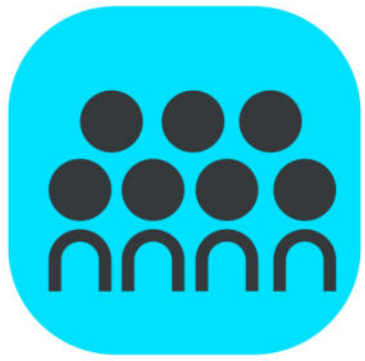
Use hundreds, tens, and ones or any combination of those you'd like. Take about one minute.

A's- write your number in standard form below your drawing.
B's- write your number in standard form
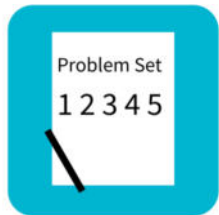*C's- write them in word form*
D's- write them in expanded form

Concept Development

Work with your partner to order these three numbers from least to greatest on your white board.

Let's read the numbers in order

Problem Set

Name _____   Date _____

1. Draw the following values on the place value charts as you think best.

    a. 1 hundred 19 ones   b. 3 ones 12 tens   c. 120

Debrief

Look at your drawings on your place value charts. Think about how your pictures are alike or different.

How are they alike or different?

Exit Ticket

Name _____   Date _____

1. Order the following from **least to greatest** in standard form.

   a. 426   152   801

   _____, _____, _____

   b. six hundred twenty   206   60 tens 2 ones

   _____, _____, _____

   c. 300 + 70 + 4   3 + 700 + 40   473

   _____, _____, _____