Eureka Math

2nd Grade
Module 3
Lesson 19

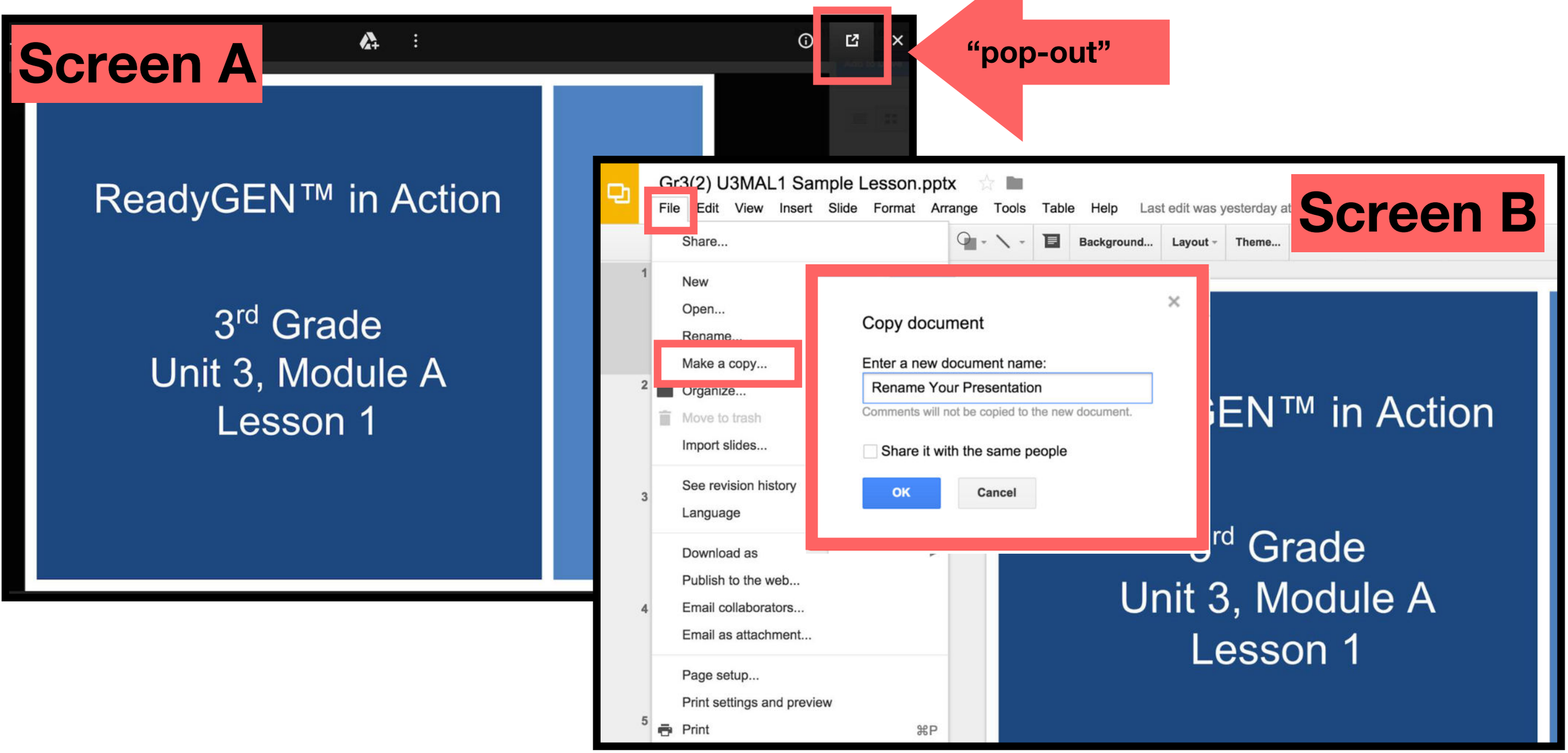
At the request of elementary teachers, a team of Bethel & Sumner educators met as a committee to create Eureka slideshow presentations. These presentations are not meant as a script, nor are they required to be used. Please customize as needed. Thank you to the many educators who contributed to this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

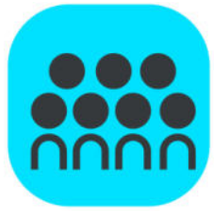
Personal White Board

Problem Set

Manipulatives Needed

Fluency

Think Pair Share



Whole Class

Individual

Partner

Small Group

Small Group Time

Lesson 19

Objective: Model and use language to tell about 1 more and 1 less, 10 more and 10 less, and 100 more and 100 less.

Suggested Lesson Structure

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

I can Model and use language to tell about 1 more and 1 less, 10 more and 10 less, and 100 more and 100 less.

Materials Needed:

Sprint: Differences

Concept Development:

- (T) Plenty of board space
- (T) Sentence frames for 1 more than ___ is ___, 10 more than ___ is ___, and 100 more than ___ is ___ (with a less than set)
- (S) Unlabeled hundreds place value chart (Lesson 8 Template), place value disks (hundreds, tens, and ones)

Sprint

Yesterday was our third day of practicing sums. Time to move on to differences.

5 - 3 = ? 7 - 1 = ?

15 - 3 = ? 17 - 1 = ?

Discuss what you see happening. How do the simple problems relate to the subtraction from the teens?

That is a clue to help you with today’s Sprint.

Sprint

Number Correct: _____

A

Differences

1.	3 – 1 =	
2.	13 – 1 =	
3.	5 – 1 =	
4.	15 – 1 =	
5.	7 – 1 =	
6.	17 – 1 =	
7.	4 – 2 =	
8.	14 – 2 =	
9.	6 – 2 =	
10.	16 – 2 =	
11.	8 – 2 =	
12.	18 – 2 =	

23.	7 – 4 =	
24.	17 – 4 =	
25.	7 – 5 =	
26.	17 – 5 =	
27.	9 – 5 =	
28.	19 – 5 =	
29.	7 – 6 =	
30.	17 – 6 =	
31.	9 – 6 =	
32.	19 – 6 =	
33.	8 – 7 =	
34.	18 – 7 =	

Concept Development

Slide the place value chart inside your personal white boards. Show 110 on your chart.

100	10 10 10 10 10	

Use ten disks to count by tens up to 150.

Concept Development

Add another tens disk.

10 more than 150 is…?

150
160

Let’s read it together.
10 more than 150 is…?

Add another tens disk.
How many now

Concept Development

Use the sentence frame to say a complete sentence.

10 more than 160 is…?

150
160
170

Look at the numbers we have counted. Turn and tell your partner what's the same and difference about them.

Use our list to predict 10 more than 170.

Using our sentence frame?

Concept Development

Add the tens disk to show 180.

Now, count by ones to show 186.

186

1 more than _____ is _____.

Use the sentence frame to describe what you know.

186
187

Add another one disk.

186
187
188

Concept Development

Look at our new list of numbers. What do you notice?

So…

10 more	1 more
150	186
160	187
170	188

Talk to your partner about how 1 more and 10 more are the same and different.

Concept Development

Let’s count by hundreds. What place will change?

We have 188 now. Add a hundred disk.

How many now?

288

So…. 100 more than _____ is_____.

188
288

Use the pattern to finish my sentence. 100 more than 288 is…?

288
388

Concept Development

1 more than _____ is _____.

10 more than _____ is _____.

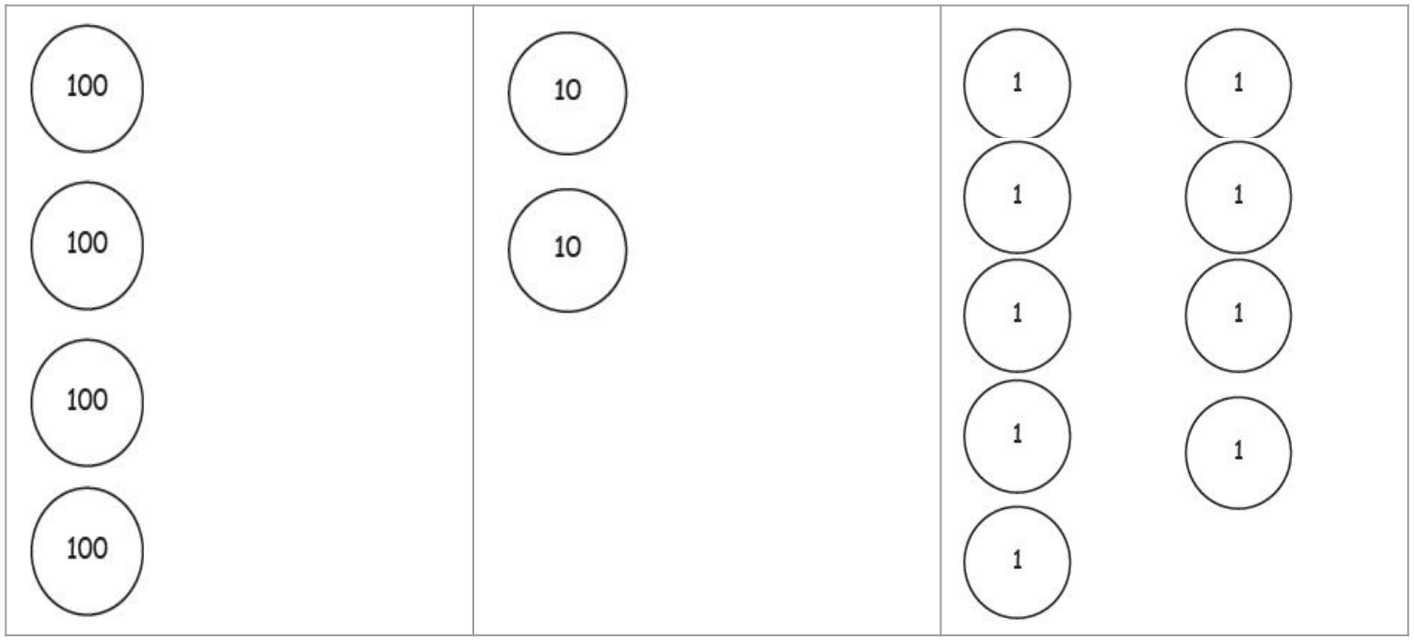
100 more than _____ is _____.

Concept Development

With 1 more and 1 less, which place is changing?

What number is this?

428



1 more than 428 is…?

So, 1 less than 429 is 428.
Your Turn.

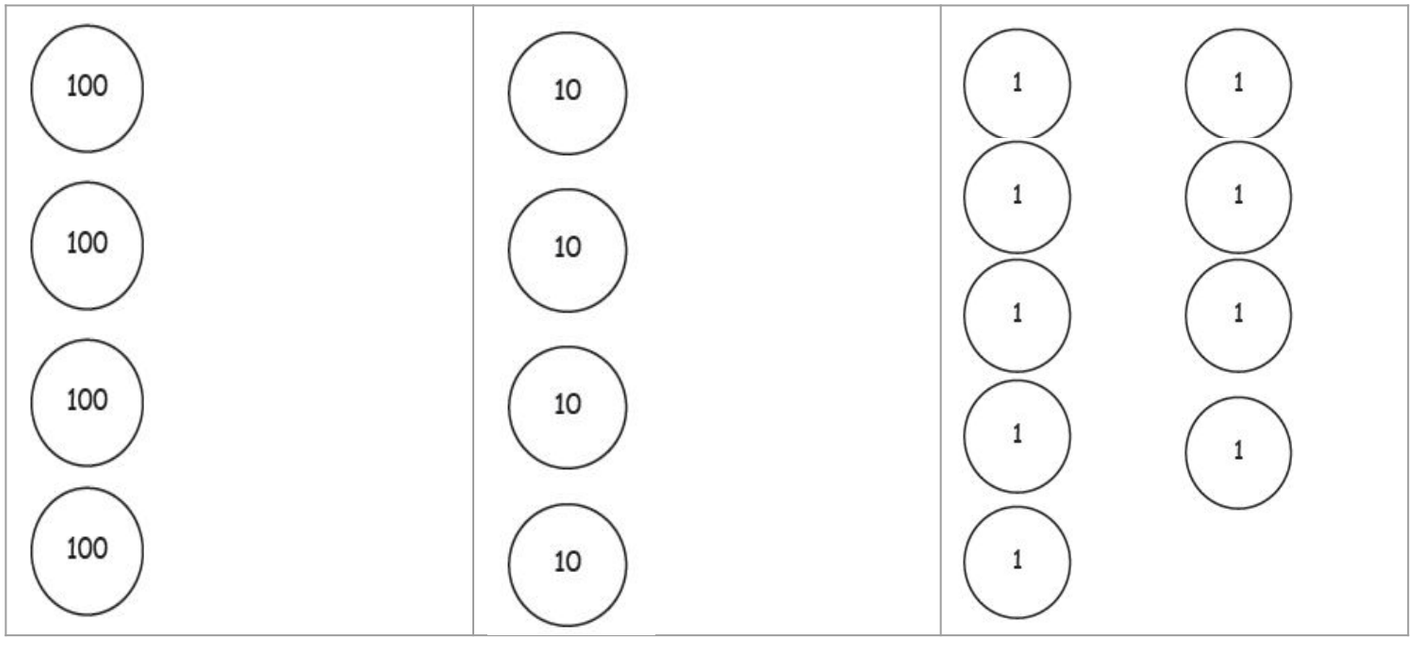
Concept Development

What place changed?

What's my number?

If I add another ten.

What's my number?



So, 10 less than 449 is 439.
Your Turn.

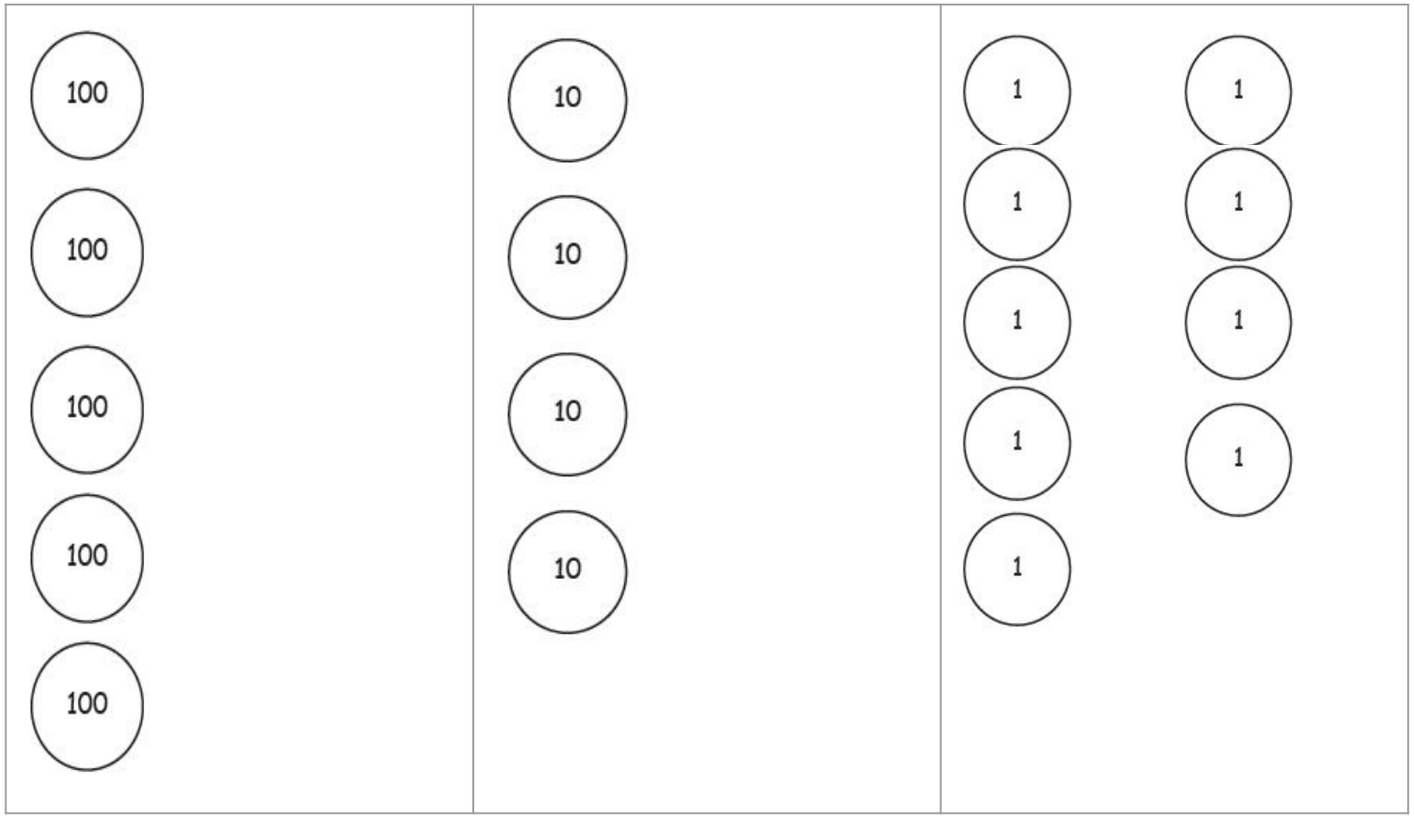
Concept Development

What place changed?

What's my number?

What unit should I put in in order to have 649?

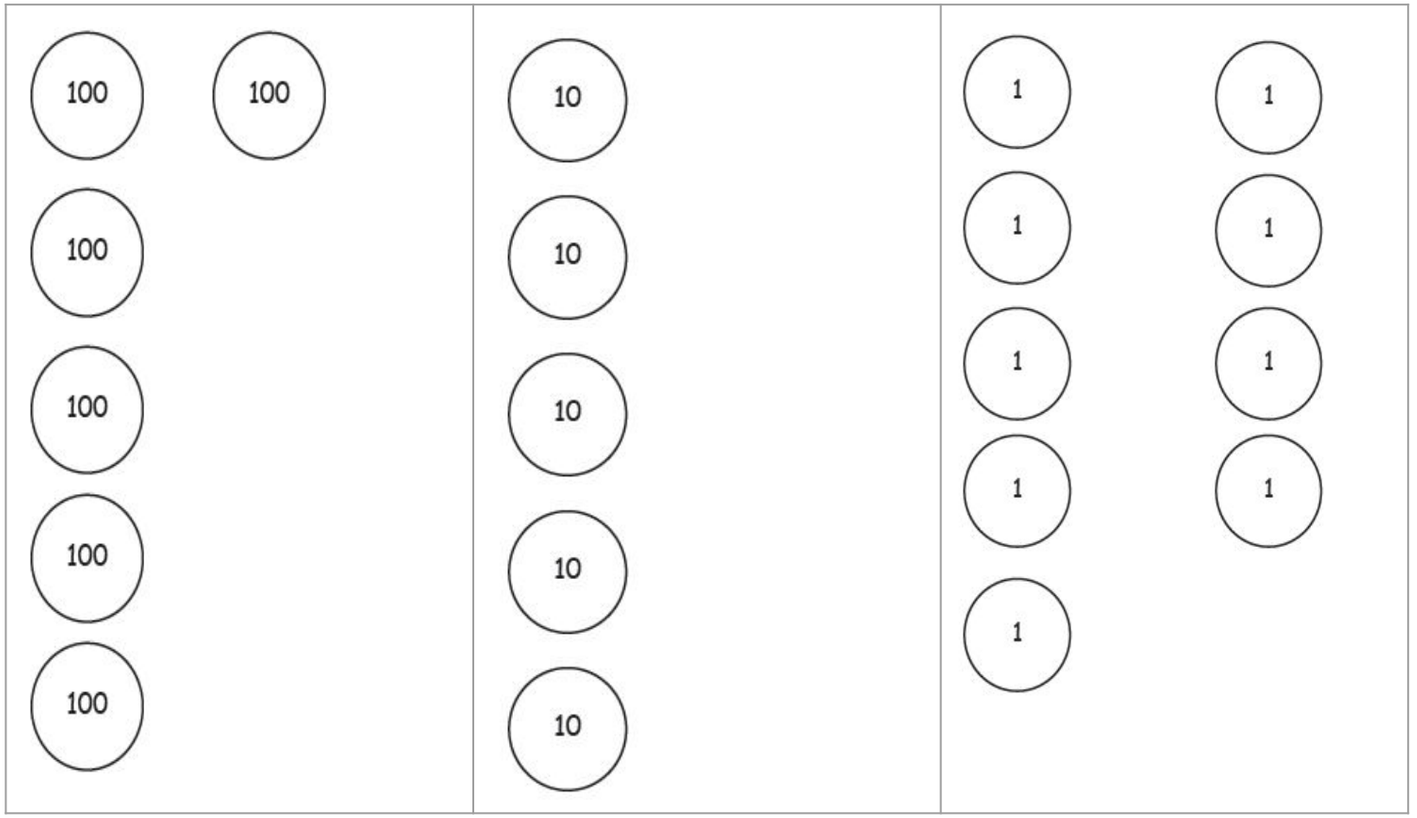
We can say..
100 more than 549 is 649.
Your Turn.



Concept Development

What is the difference between 649 and 650?

Count with me.



So, what is the difference between 649 and 650?

We can say, “1 less than 650 is 649.”
Your turn.

Concept Development

1 more than _____ is _____.

10 more than _____ is _____.

100 more than _____ is _____.

1 less than _____ is _____.

10 less than _____ is _____.

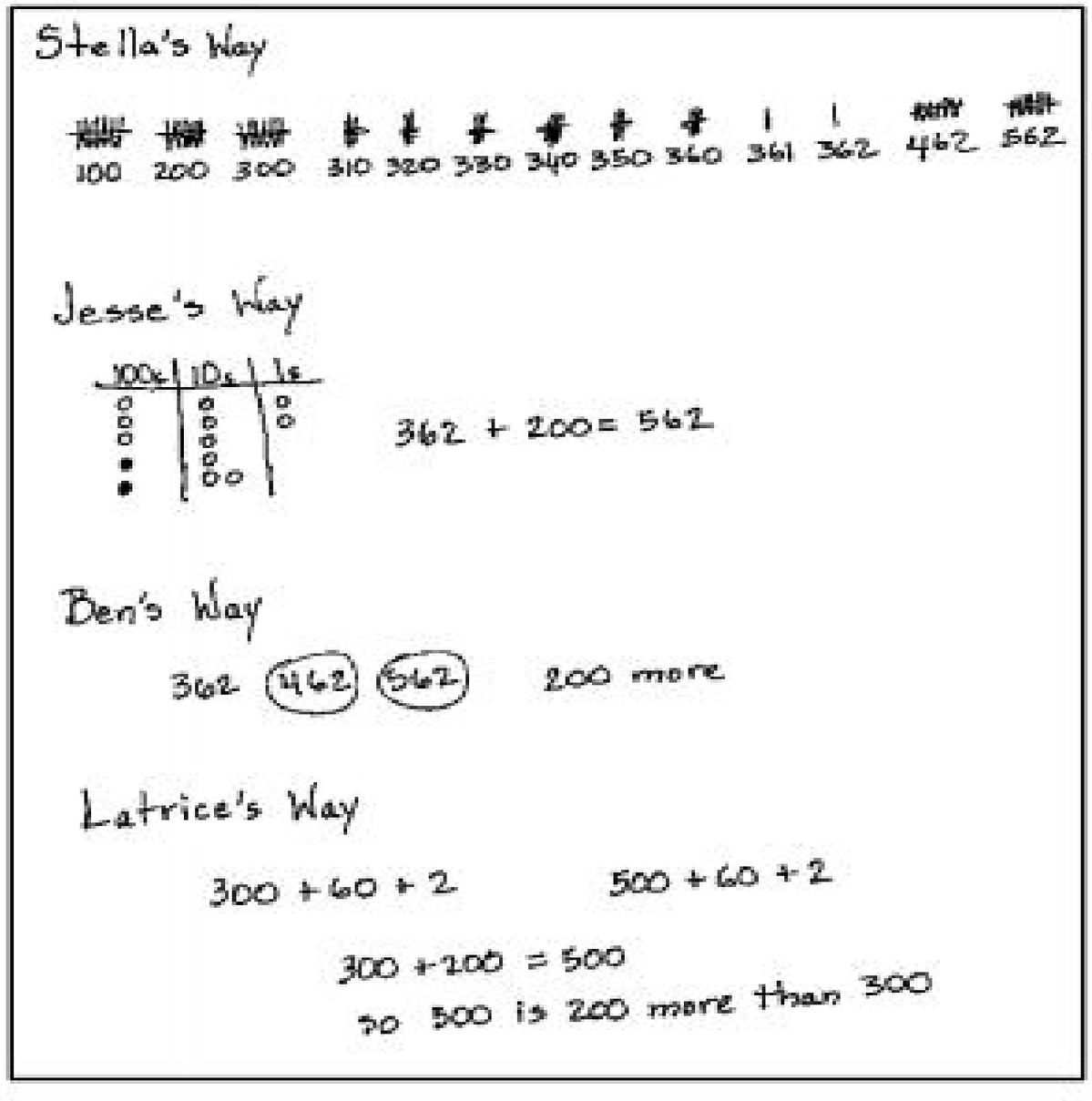
100 less than _____ is _____.

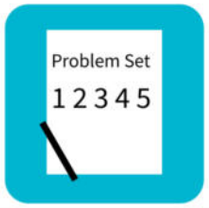
Application Problem

Mr. Palmer's second-grade class is collecting cons for recycling. Adrian collected 362 cans, Jade collected 392 cans, and Isaiah collected 562 cans.

A. How many more cans did Isaiah collect than Adrian?

Extension: How many fewer cans did Adrian collect than Jade?





Problem Set

Name _____ Date _____

1. Model each change on your place value chart. Then, fill in the chart. Whisper the complete sentence: "____ more/less than ____ is ____."

	242	153	312	465
100 more				
100 less				
10 more				
10 less				

Debrief

Bring your Problem Set to our debrief. Check your work carefully with a partner as I circulate.

Which section slowed you down? Why?

I heard a lot of you mention ……(go through strategies)

How are these strategies the same and different?

Pick a strategy that is different from the one you used, and try it on your paper now.

Exit Ticket

Name _____ Date _____

Fill in the blanks.

a. 10 more than 239 is _____.

b. 100 less than 524 is _____.

c. _____ more than 352 is 362.

d. _____ more than 467 is 567.