Eureka Math

2nd Grade
Module 3
Lesson 20

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!
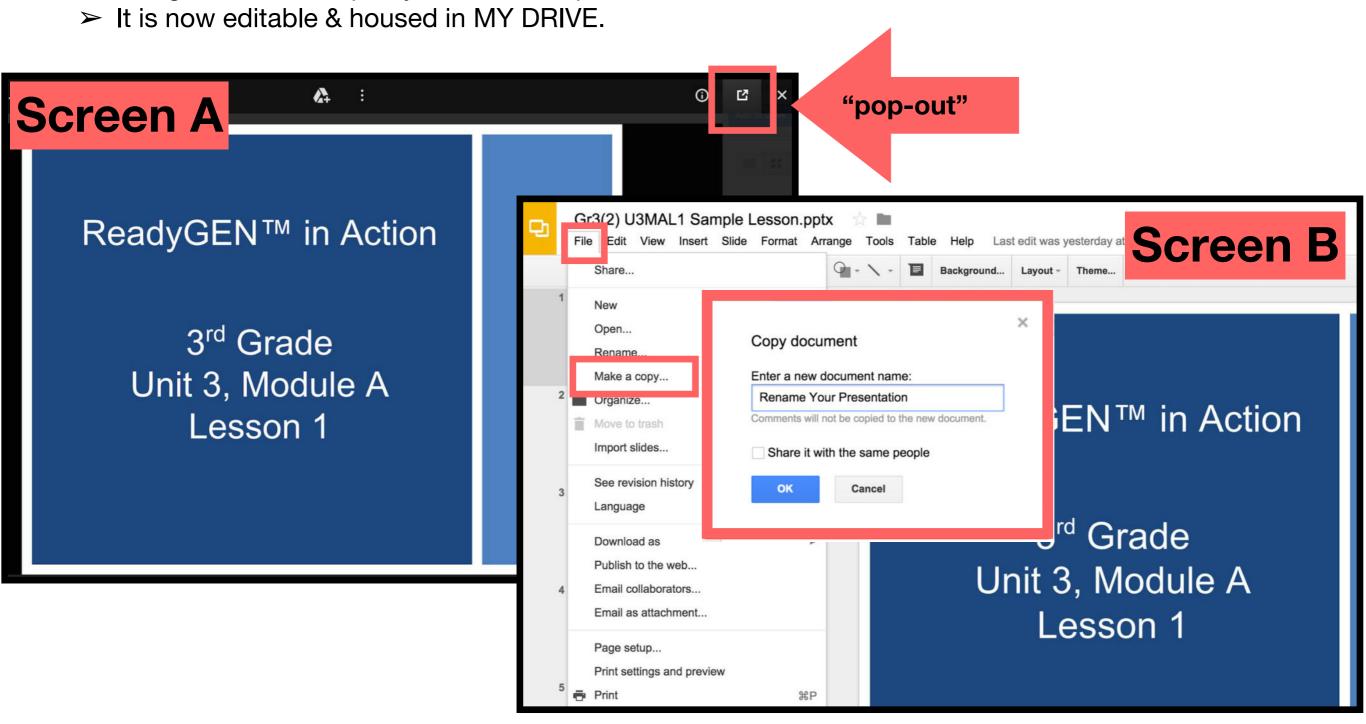
Directions for customizing presentations are available on the next slide.

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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

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EN™ in Action

3rd Grade
Unit 3, Module A
Lesson 1

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 20

Objective: Model 1 more and 1 less, 10 more and 10 less, and 100 more and 100 less when changing the hundreds place.
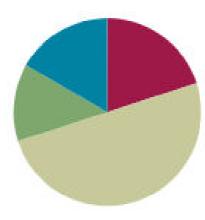
Suggested Lesson Structure

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

I can model 1 more and 1 less, 10 more and 10 less, and 100 more and 100 less when changing the hundreds place.

Materials Needed:

Concept Development:

- (S) Unlabeled hundreds place value chart (Lesson 8 template)
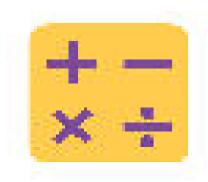- (S) Place value disks (hundreds, tens, ones)

Sprint

Today is going to be a repeat of yesterday's Sprint.

Let's do some related facts practice. If I say 6-2, you say 16-2=14

8-4

6-3

Sprint

A

Number Correct: _____

Differences

1.	3 – 1 =	
2.	13 – 1 =	
3.	5 – 1 =	
4.	15 – 1 =	
5.	7 – 1 =	
6.	17 – 1 =	
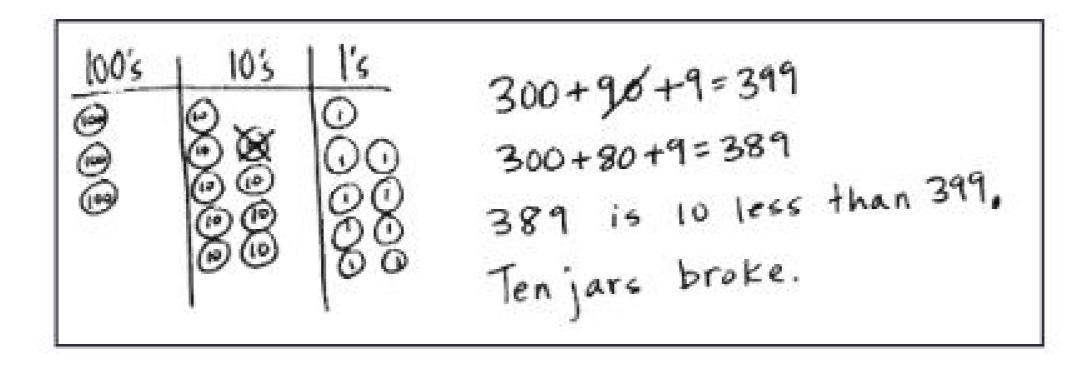
23.	7 – 4 =	
24.	17 – 4 =	
25.	7 – 5 =	
26.	17 – 5 =	
27.	9 – 5 =	
28.	19 – 5 =	

Application Problem

RDW

399 jars of baby food are sitting on the shelf at the market. Some jars fall off and break. 389 jars are still on the shelf. How many jars broke?

Concept Development

Show 50 on your place value chart.

Use place value disks to count by ones from 50 to 59.

Using a complete sentence, say the number that is 1 more than 59.

Add your disk to check. Can you make a new unit?

Trade your ones for a ten.

Use your place value disks to skip-count by tens from 60 to 90.

Using a complete sentence, say the number that is 10 more than 90.

Concept Development

Add a disk to check. Can you make a new unit?

Make the trade.

Use place value disks to skip-count by hundreds from 100 to 600.

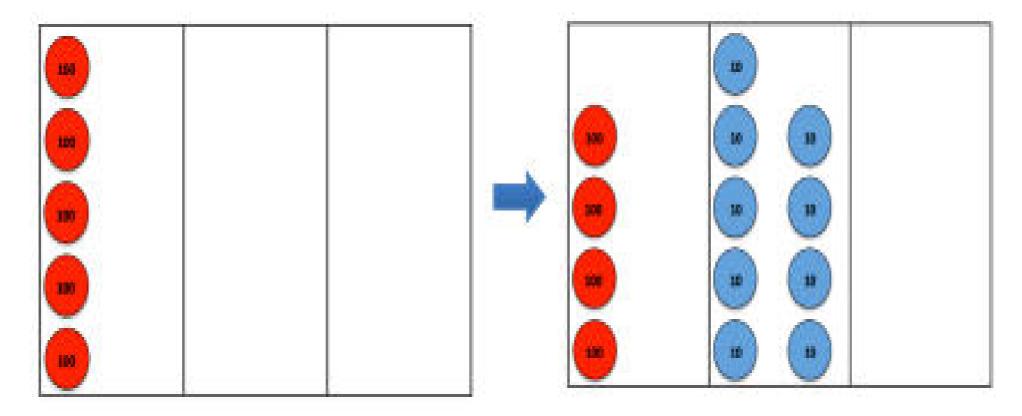Using a complete sentence, say the number that is 100 less than 600.

 Use your place value disks to confirm.

Concept Development

How can you show me ten less than 500 with your disks?

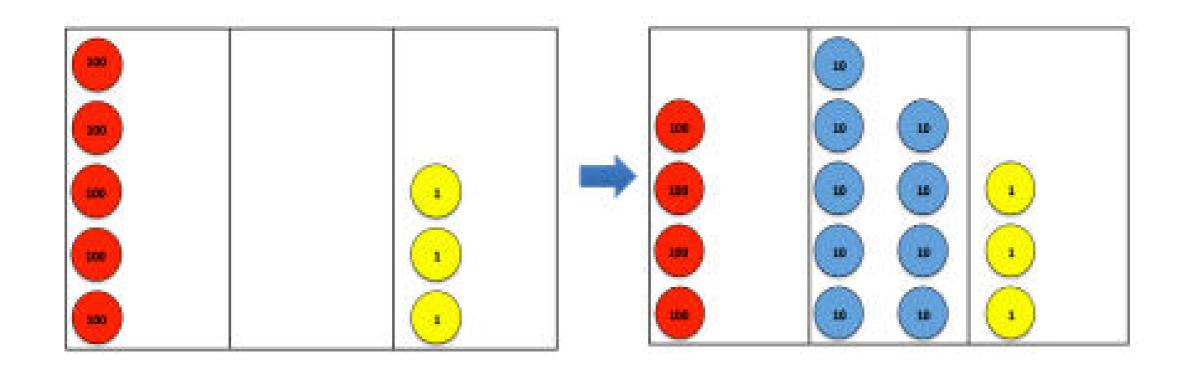Now can you find 10 less.

Concept Development

Show me 500 again. Show me 503.

How can you show me 10 less than 503?

Do you need to change the 3 ones?

What is 10 less than 503? Give me a complete sentence
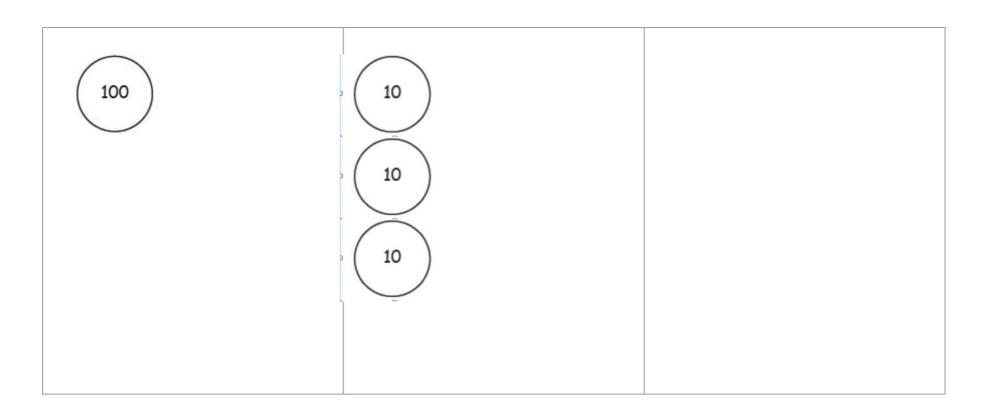
Concept Development

10 less than 500 is…?

10 less than 503 is…?

10 more than 490 is…?

10 more than 493 is…?

Concept Development

Draw 130.

(100)	(10) (10) (10)	

Make it 140.

Make it 150.

Name my count. 1 more, 1 less, 10 more, 10 less, 100 more, or 100 less?

Concept Development

Draw 715.

Make it 705.

Make it 695.

Name my count!

Problem Set

Name _____   Date _____

1. Model each problem with a partner on your place value chart. Then, fill in the blanks, and circle all that apply. Explain your thinking.

    a. 1 more than 39 is _____.

       We made a _____.

one
ten
hundred

    b. 10 more than 190 is _____.

       We made a _____.

one
ten
hundred

    c. 10 more than 390 is _____.

       We made a _____.

one
ten
hundred

Debrief

Bring your Problem Set to the carpet. Skip-count down by hundreds as you transition, starting with 904

Check your work with a partner.

I agree/disagree...

Why do you think you got different answers?

Exit Ticket

Name _____   Date _____

1. Fill in the blanks, and circle the correct answer.

   1 more than 209 is _____.

   We made a _____.

one
ten
hundred

2. Fill in the blanks. Whisper the complete sentence.

   a. 1 less than 150 is _____.

   b. 10 more than 394 is _____.

   c. _____ less than 607 is 597.

   d. 10 more than _____ is 716.

   e. 100 less than _____ is 894.

   f. 1 more than _____ is 900.