

Eureka Math

2nd Grade Module 3 Lesson 21

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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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



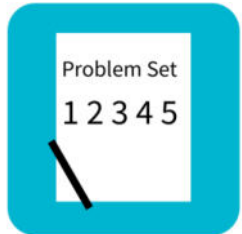
Read, Draw, Write



Learning Target



Personal White Board



Problem Set



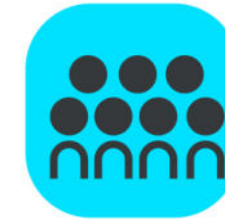
Manipulatives Needed



Fluency



Think Pair Share



Whole Class



Individual



Partner



Small Group



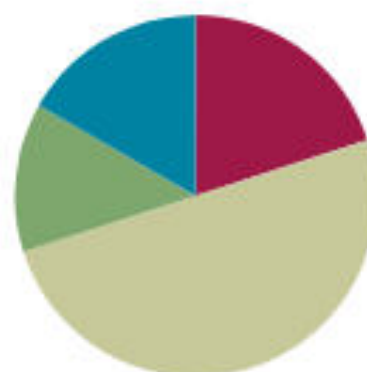
Small Group Time

Lesson 21

Objective: Complete a pattern counting up and down.

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 complete a pattern counting up and down.

Materials Needed:



Concept Development:

- (S) Unlabeled hundreds place value chart (Lesson 8 template)
- (S) Place value disks (hundreds, tens, ones)
- (T) Pocket chart
- (S) 4 large index cards per pair



Sprint

A STORY OF UNITS

Lesson 21 Sprint

2•3

A

Number Correct: _____

Differences

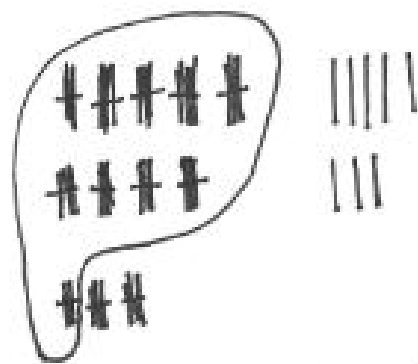
1.	$10 - 5 =$	
2.	$10 - 0 =$	
3.	$10 - 1 =$	
4.	$10 - 9 =$	
5.	$10 - 8 =$	
6.	$10 - 7 =$	

23.	$11 - 3 =$	
24.	$10 - 9 =$	
25.	$11 - 9 =$	
26.	$10 - 5 =$	
27.	$11 - 5 =$	
28.	$10 - 7 =$	



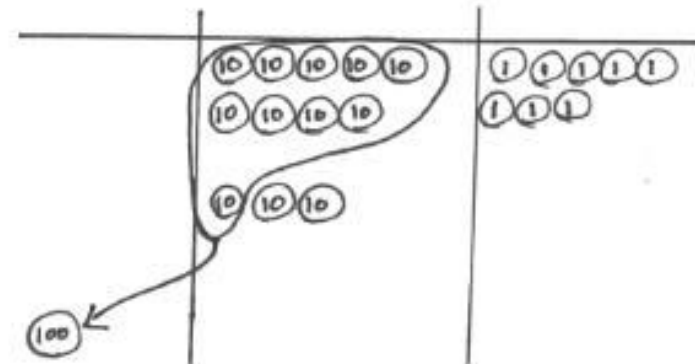
Application Problem

Rahim is reading a really exciting book! He's on page 98. If he reads 10 pages every day, on what page will he be in 3 days?



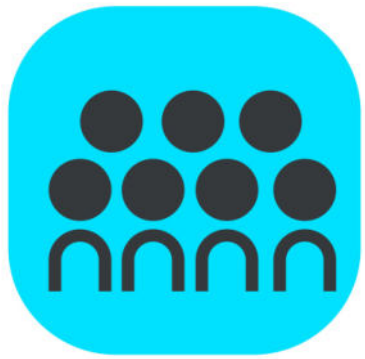
$$100 + 20 + 8 = 128$$

Rahim will be on page 128.



$$98 + 30 = 128$$

Rahim will be on page 128.



Concept Development



Show 266 with place value disks.

Use place discs to count out loud by ones from 266 to 272

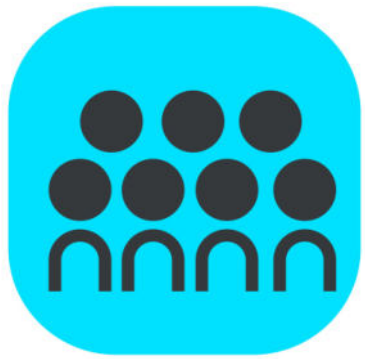
What unit can you make?

Go ahead and trade ones for a ten.

Use place value disks to skip-count out loud by hundreds from 272-772

Say the next two numbers in our pattern.

Use place value disks to complete another ten.
Count out loud.



Concept Development



Say the next two numbers in our pattern, counting up by ones.

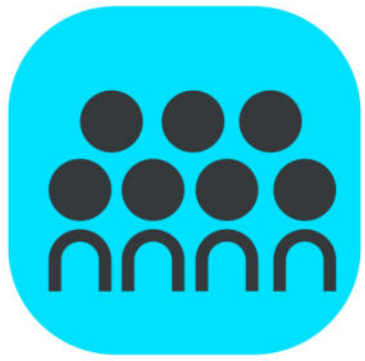
Trade your ones for a ten.

Use place disks to skip-count out loud by tens from 780-700

Say the next two numbers in our pattern

Change your place value chart to show 1 more than 700

Use place value disks to count down by tens out loud from 701 to 671.



Concept Development



_____, _____, 641, 631.

Say the numbers missing from our pattern.

Use place disks to count down by hundreds out loud from 671-371.

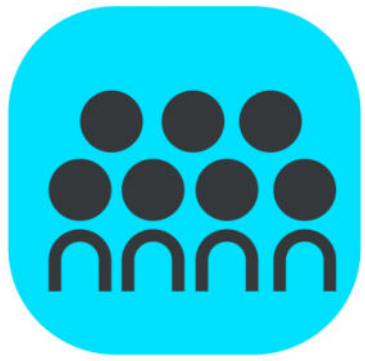
_____, _____, 71

Say the numbers missing from our pattern.

Use place value disks to count out loud by ones from
371 to 375

_____, 377, _____, _____, 380.

Say the pattern and fill in the blanks.



Concept Development



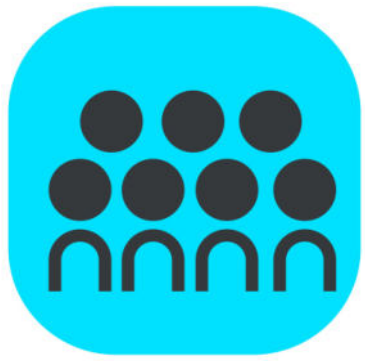
You are going to work in partners. Each partnership belongs to group MORE or group LESS.

With your partner, make a number pattern. You choose if your pattern shows counting by ones, tens, or hundreds.

Talk to your partner and decide now.

Your pattern must count DOWN if you are in the LESS group-and UP if you are in the MORE group

Turn and confirm with your partner. “We will count down by_____”
or “We will count up by_____.”



Concept Development

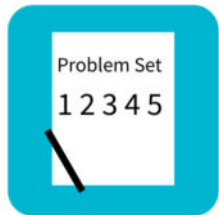


Pick a number between 40 and 600. Partner A, write the number on a card, and hold it up.

Start with that number. Use the other cards to write the rest of the numbers in your sequence.

On the blank side of each card, draw the number you wrote.

Stack the cards in order with the drawings face up, and bring them to the rug with your partner.



Problem Set

A STORY OF UNITS

Lesson 21 Problem Set

2•3

Name _____

Date _____

1. Whisper the numbers as you count:

a. Count by 1s from 326 to 334.

b. Skip-count by 10s from 472 to 532.

c. Skip-count by 10s from 930 to 860.



Debrief

Bring your Problem Set to the carpet. Count up by tens from 456 as you transition.

Check your work with a partner.

Turn and tell your partner your reaction to Problems 3(a) and (b). What did you think?



Exit Ticket

Name _____

Date _____

Find the pattern. Fill in the blanks.

1. 109, _____, 111, _____, _____, 114

2. 710, _____, 690, _____, _____, 660, 650

3. 342, _____, _____, 642, 742, _____