Eureka Math

2nd Grade
Module 4
Lesson 2

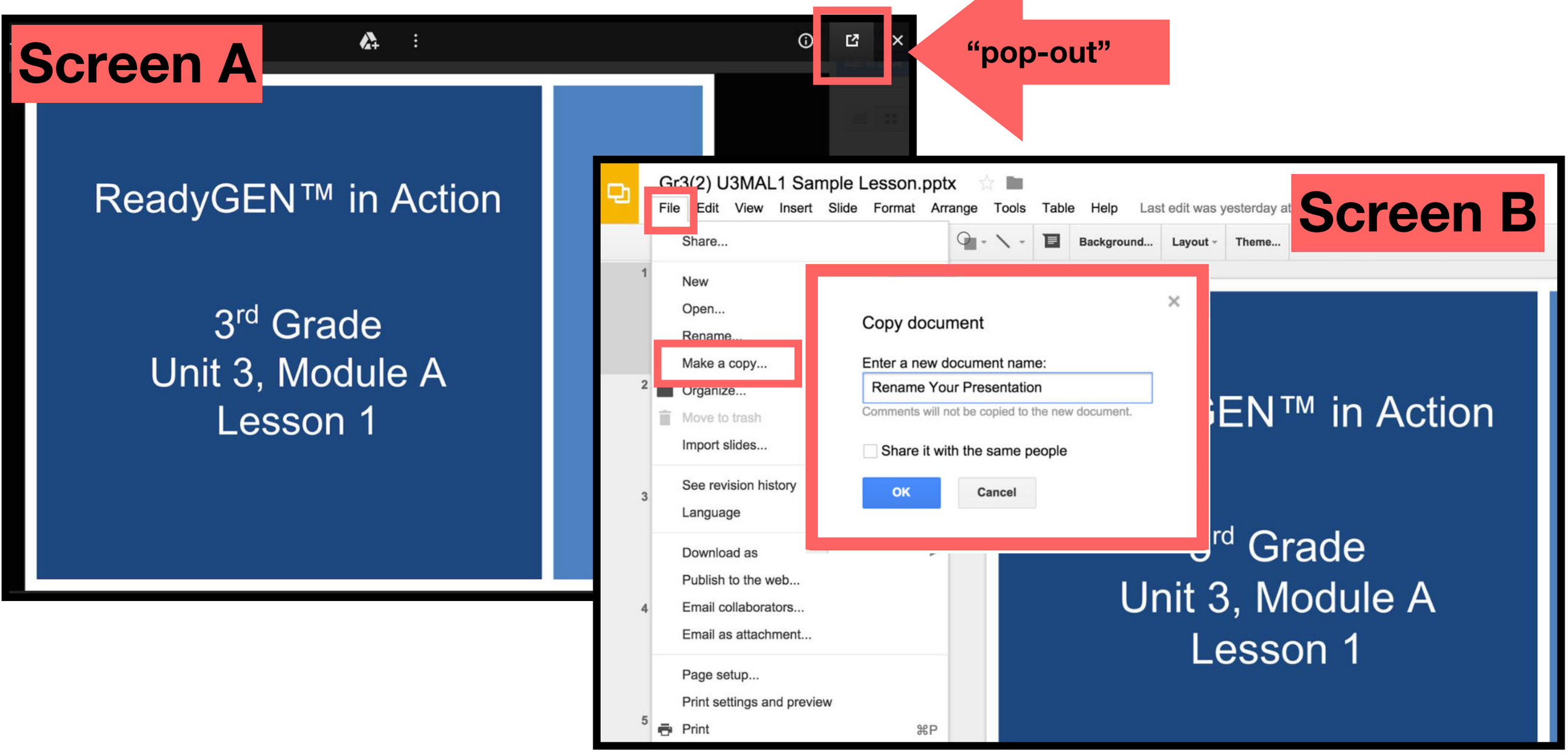
At the request of elementary teachers, a team of Bethel & Sumner educators met as a committee to create Eureka slideshow presentations. These presentations are not meant as a script, nor are they required to be used. Please customize as needed. Thank you to the many educators who contributed to this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

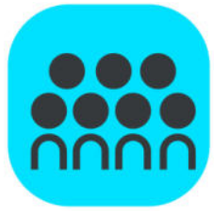
Personal White Board

Problem Set

Manipulatives Needed

Fluency

Think Pair Share



Whole Class

Individual

Partner

Small Group

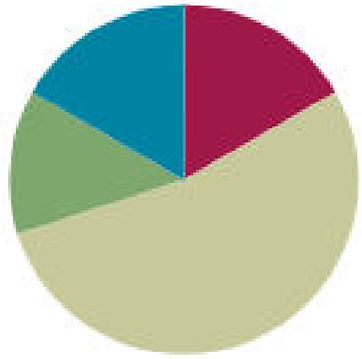
Small Group Time

Lesson 2

Objective: Add and subtract multiples of 10 including counting on to subtract.

Suggested Lesson Structure

Fluency Practice	(10 minutes)
Concept Development	(32 minutes)
Application Problem	(8 minutes)
Student Debrief	(10 minutes)
Total Time	**(60 minutes)**



I can add and subtract multiples of 10 including counting on to subtract.

Materials Needed:

Fluency Practice:

- (T) Unlabeled tens place value chart (Template Lesson 1)
- (S) Unlabeled tens place value chart (Template Lesson 1)
- personal white board

Concept Development:

- (T) Rekenrek
- (S) personal white board

Place Value

Draw place value disks to show 1 ten and 3 ones. Write the number below it.

Say the number in unit form

Place Value

Add 2 tens to your chart. How many tens do you have now?

What is 20 more than 13?

Add 3 tens to 33. How many tens do you have now?

What is 30 more than 33? Say the number in unit form

Now, subtract 4 tens from 63. What is 40 less than 63?

Place Value

23+70

93-40

53+30

83-80

Now, subtract 4 tens from 63. What is 40 less than 63?

How Many More Tens

If I say 34-24, you say 10. To say it in a sentence, you say 34 is 10 more than 24.

64-44

85-45

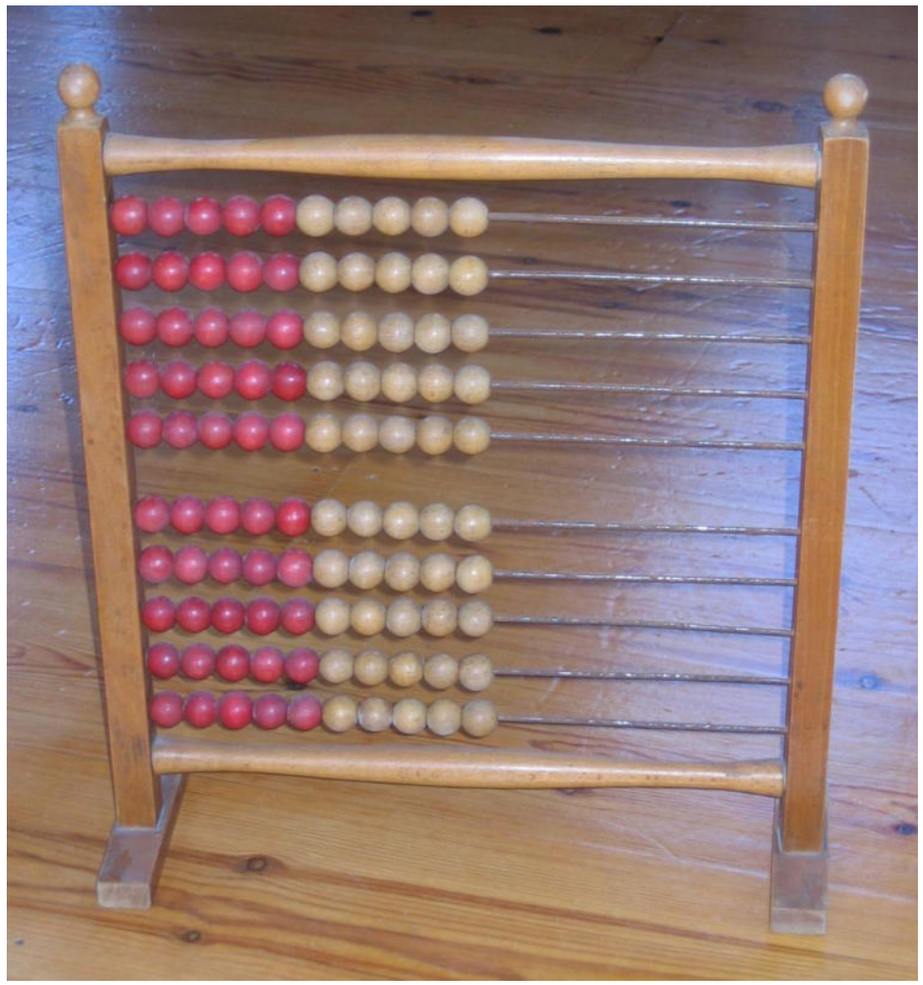
68-38

59-49

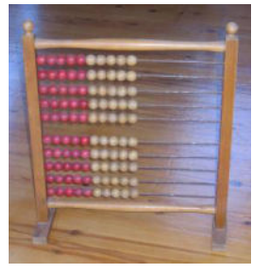
47-17

99-19

Concept Development

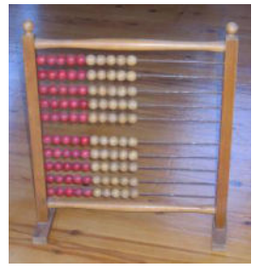


Concept Development



In lesson 1, we added and subtracted 1 ten. Today, let's add 2 tens, then 2 tens, then 3 tens, and more!

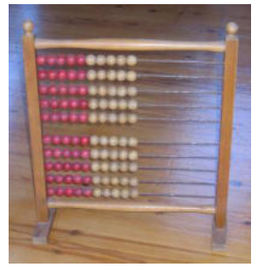
Concept Development



How many do you see?

The Say Ten way?

Concept Development



How many do you see?

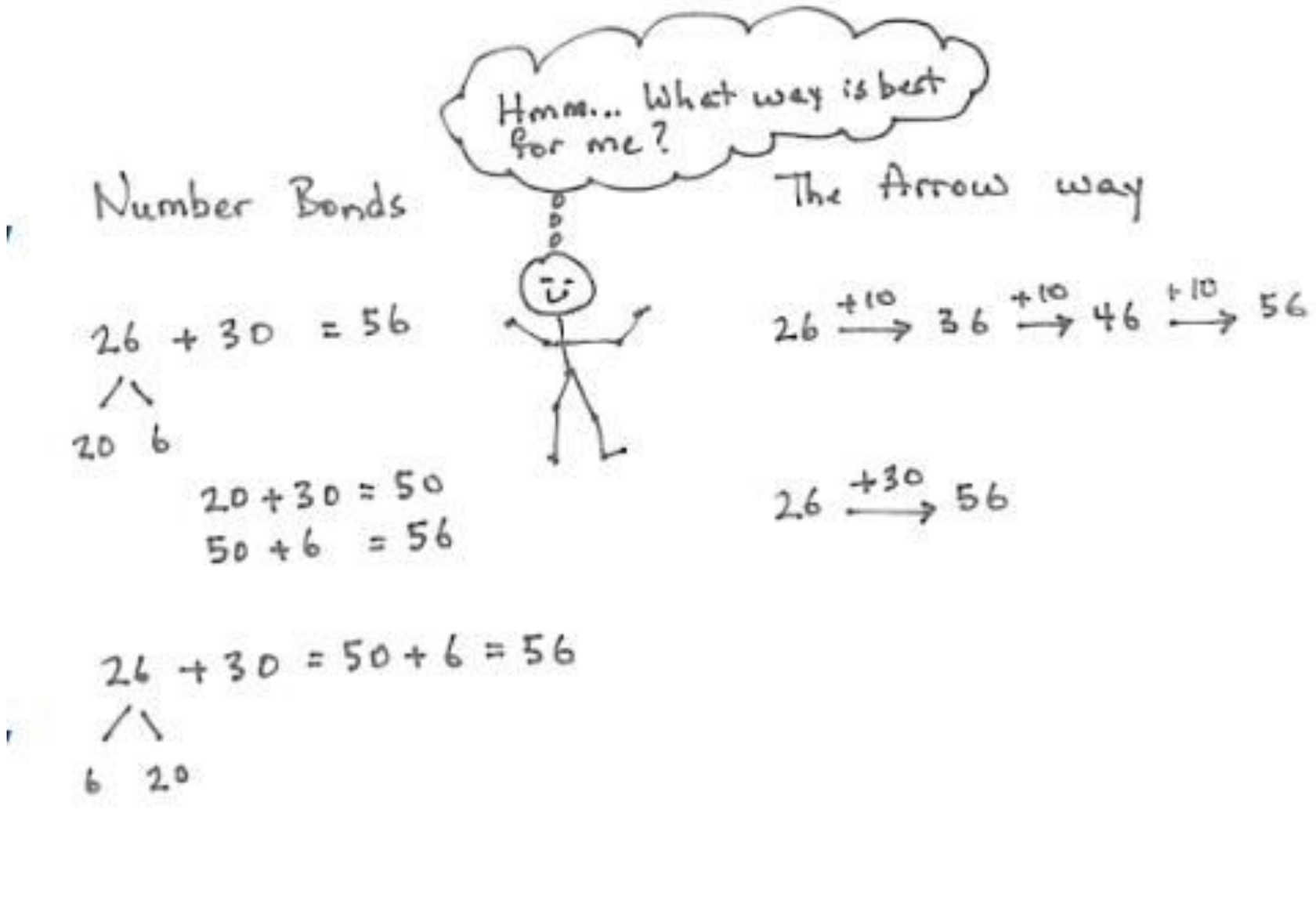
I am going to add 2 more ten. Turn and talk-what will happen to the number when I add 2 tens?

What is 54+20?

The Say Ten Way?

Concept Development

If I asked you to add 3 tens to 26, how could you solve that?



Concept Development

No matter which way I solve it, when I add tens to a number, the ones stay the same!

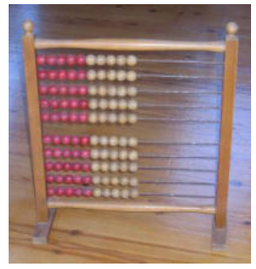
Now it's your turn. On your whiteboard, solve 18+20.

25+50

38+40

40+27

Concept Development



How many do you see?

The Say Ten way?

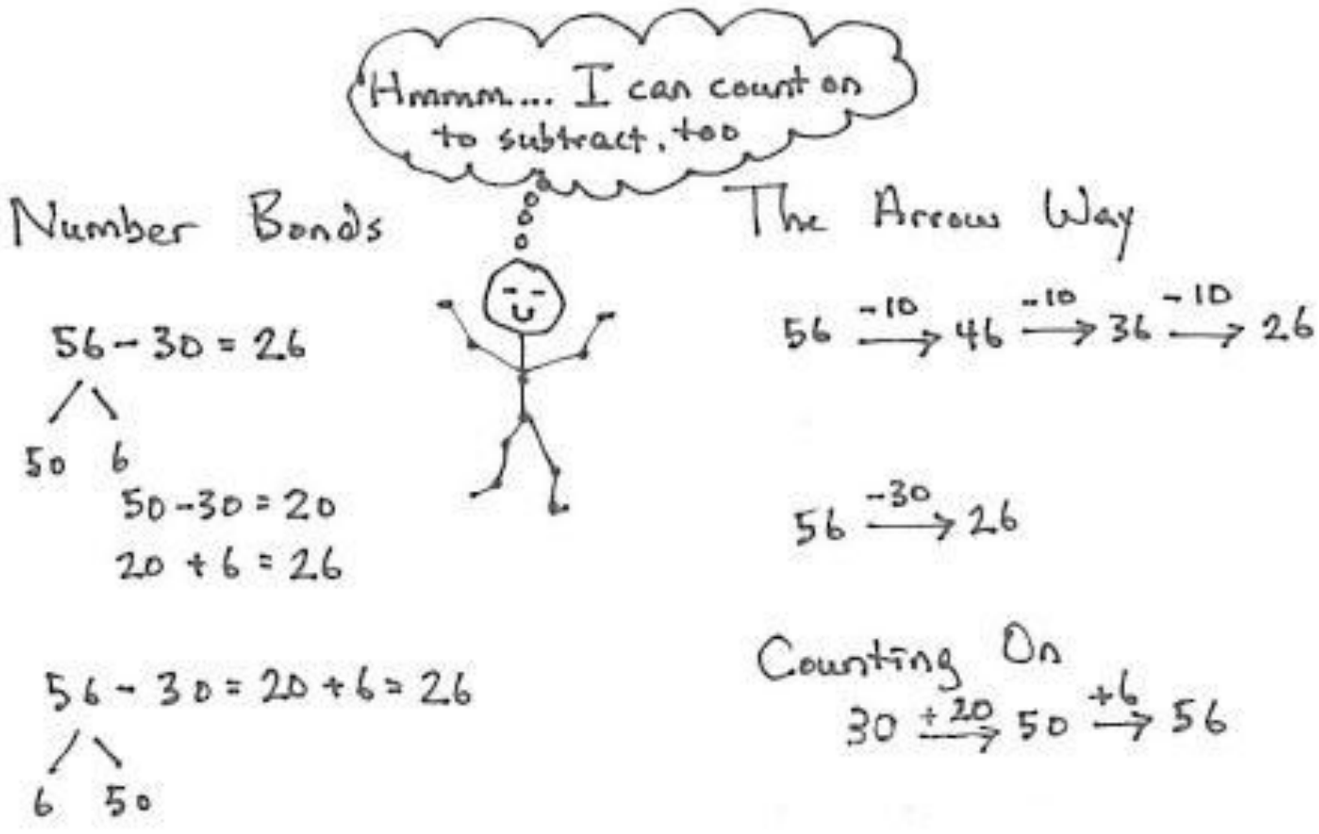
I am going to subtract 2 more tens. Turn and talk. What will happen when I subtract 2 more tens?

What number?

The Say Ten Way?

Concept Development

Now, subtract 3 tens from 56. Take a moment and work on your whiteboard to solve 56-30.



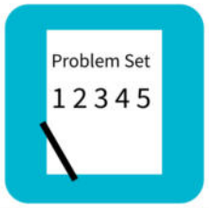
Concept Development

Let’s try a few more:

62-40

51-20

77-30



Problem Set

Name _____ Date _____

1. Solve using place value strategies. Use your personal white board to show the arrow way or number bonds, or just use mental math, and record your answers.

   a. 5 tens + 3 tens = _____ tens 2 tens + 7 tens = _____ tens

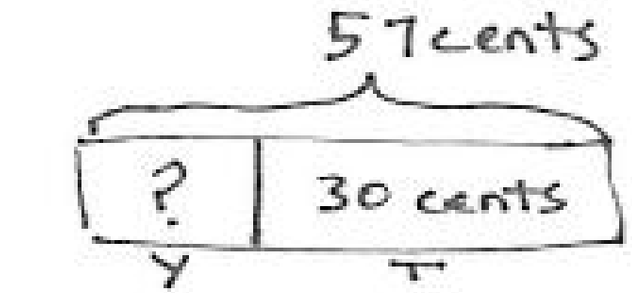
   50 + 30 = _____ 20 + 70 = _____

   b. 24 + 30 = _____ 50 + 24 = _____ 14 + 50 = _____

   c. 20 + 37 = 37 + 40 = 60 + 27 =

Application Problem

Susan has 57 cents in her piggy bank. If she put in 30 cents today, how much did she have yesterday?



□ + 30 = 57

57 − 30

7 50

50 − 30 = 20

20 + 7 = 27

She had 27 cents yesterday.

Debrief

Which simplifying strategy did you use to solve the sequence in Problem 1, Part D?

Explain to your partner how you solved the sequence in Problem 2, Part C? How did they help you solve the problems in Problem 2, Part D?

How was solving Problem 3, Part E, different from solving the other parts of Problem 3?

Explain to your partner how you used the arrow way to solve Problem 4.

What connections can you make between the number bond strategy and the arrow way?

Exit Ticket

Name _____ Date _____

Fill in the missing number to make each statement true.

1. 50 + 20 = _____

2. 4 tens + 3 tens = _____ tens

3. 7 tens - _____ tens = 5 tens

4. _____ - 20 = 63