Eureka Math

2nd Grade
Module 4
Lesson 3

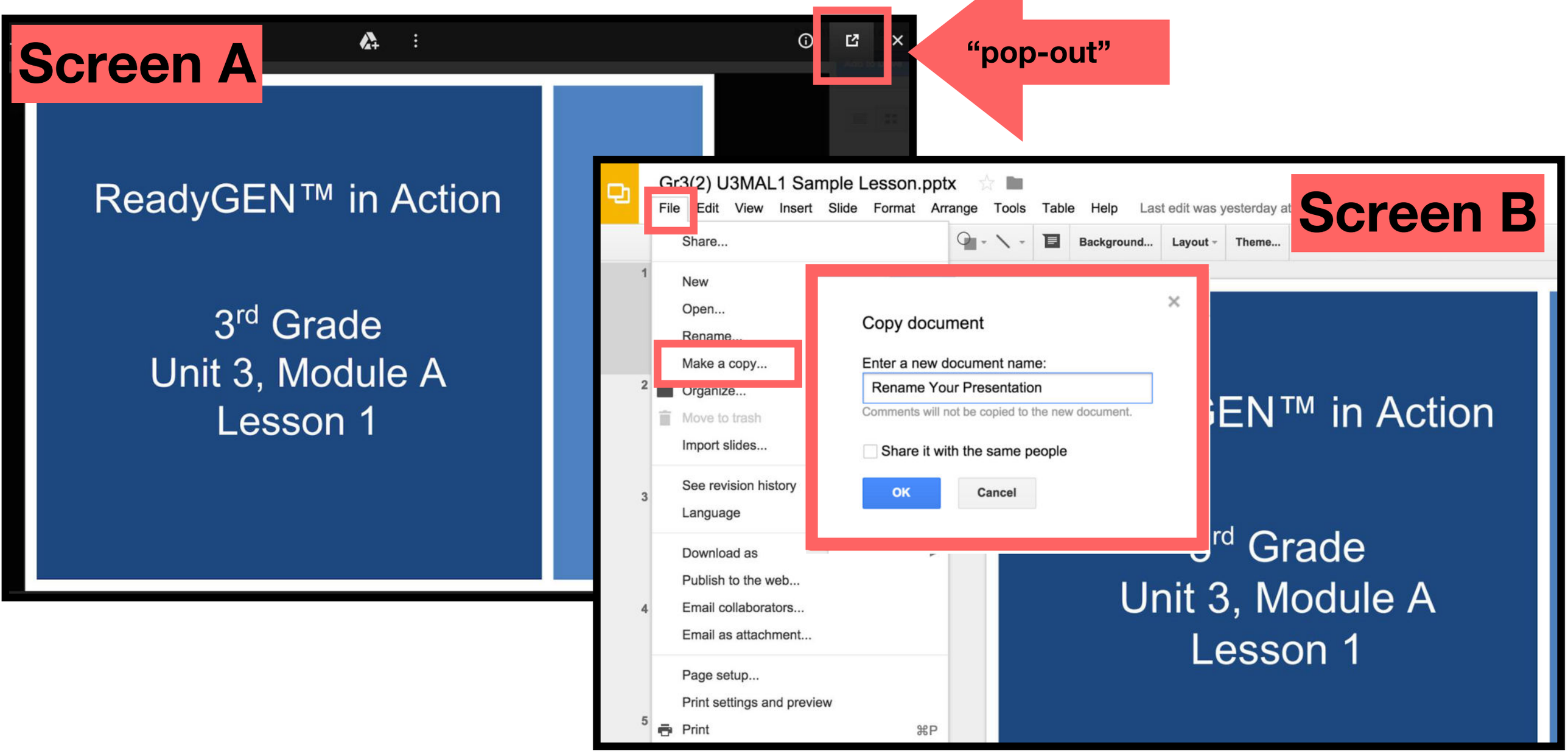
At the request of elementary teachers, a team of Bethel & Sumner educators met as a committee to create Eureka slideshow presentations. These presentations are not meant as a script, nor are they required to be used. Please customize as needed. Thank you to the many educators who contributed to this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

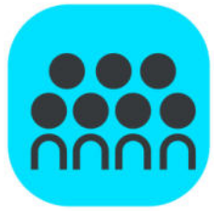
Personal White Board

Problem Set

Manipulatives Needed

Fluency

Think Pair Share



Whole Class

Individual

Partner

Small Group

Small Group Time

Lesson 3

Objective: Add and subtract multiples of 10 and some ones within 100.

Suggested Lesson Structure

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

I can add and subtract multiples of 10 and some ones within 100.

Materials Needed:

Fluency:

- Sprint

Concept Development:

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

More and Less: Multiples of 10

2 tens less than 6 tens.

Subtraction number sentence?

2 tens less than 6 tens 8 ones.

Subtraction number sentence?

Sprint

A

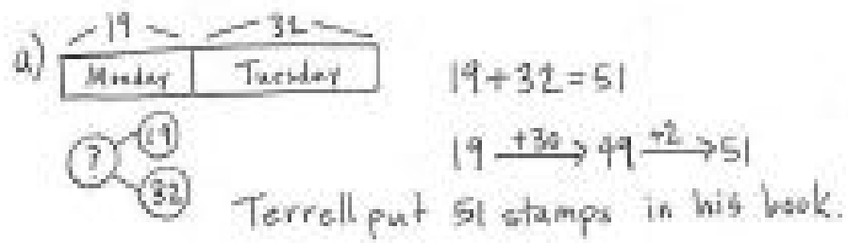
Correct _____

Add or subtract.

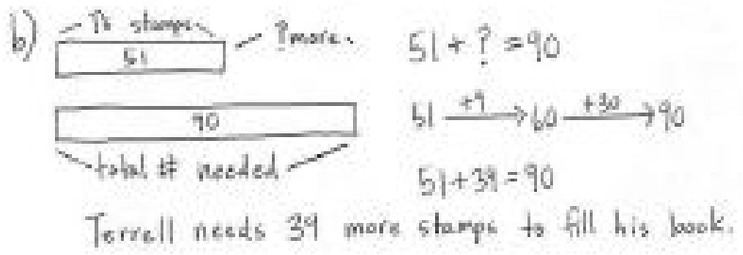
1	3 + 1 =		23	50 + 30 =	
2	30 + 10 =		24	54 + 30 =	
3	31 + 10 =		25	54 + 3 =	
4	31 + 1 =		26	50 - 30 =	
5	3 - 1 =		27	59 - 30 =	
6	30 - 10 =		28	59 - 3 =	
7	35 - 10 =		29	67 + 30 =	
8	35 - 1 =		30	67 - 30 =	
9	47 + 10 =		31	67 - 3 =	
10	10 - 1 =		32	40 - 3 =	

Application Problem

Terrell put 19 stamps in his book on Monday. On Tuesday, he put in 32 stamps.
a. How many stamps did Terrell put in his book on Monday and Tuesday?



b. If Terrell's book holds 90 stamps, how many more stamps does he need to fill his book?



Concept Development

40 + 20. Show me

48 + 20. Show me.

48 + 21? Talk with your partner.

48 + 19…?

We can solve 48 + 21 and 48 + 19 using 48 + 20 to help us.

From 20 to 21 is one more or one less?

From 20 to 19 is one more or one less?

Concept Development

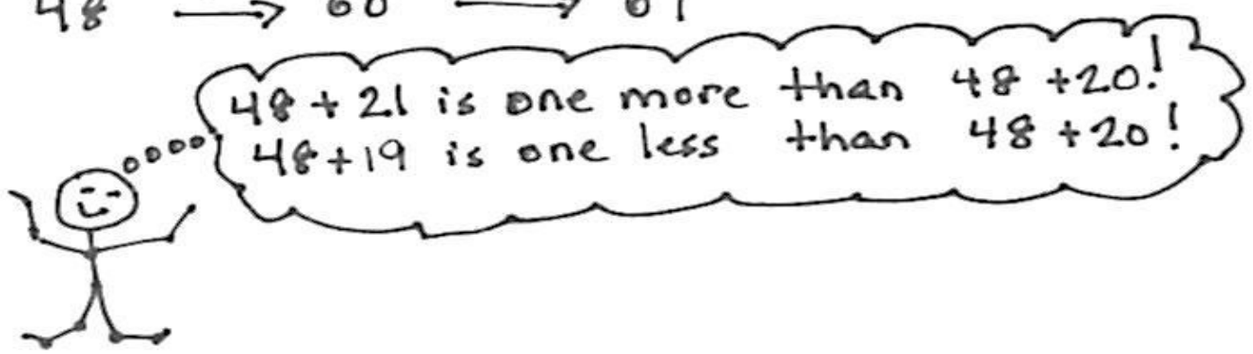
Adding 21 is adding one more than 20.

Adding 19 is adding one less than 20.

48 + 20 — 48 $\xrightarrow{+20}$ 60

48 + 21 — 48 $\xrightarrow{+20}$ 68 $\xrightarrow{+1}$ 69

48 + 19 — 48 $\xrightarrow{+20}$ 68 $\xrightarrow{-1}$ 67



Concept Development

Adding 21 is adding one more than 20.

Adding 19 is adding one less than 20.

Using this strategy solve.

36 + 50, 36 + 51, 36 + 49

27 + 60, 27 + 61, 27 + 59

43 + 20, 43 + 22, 43 + 18

Concept Development

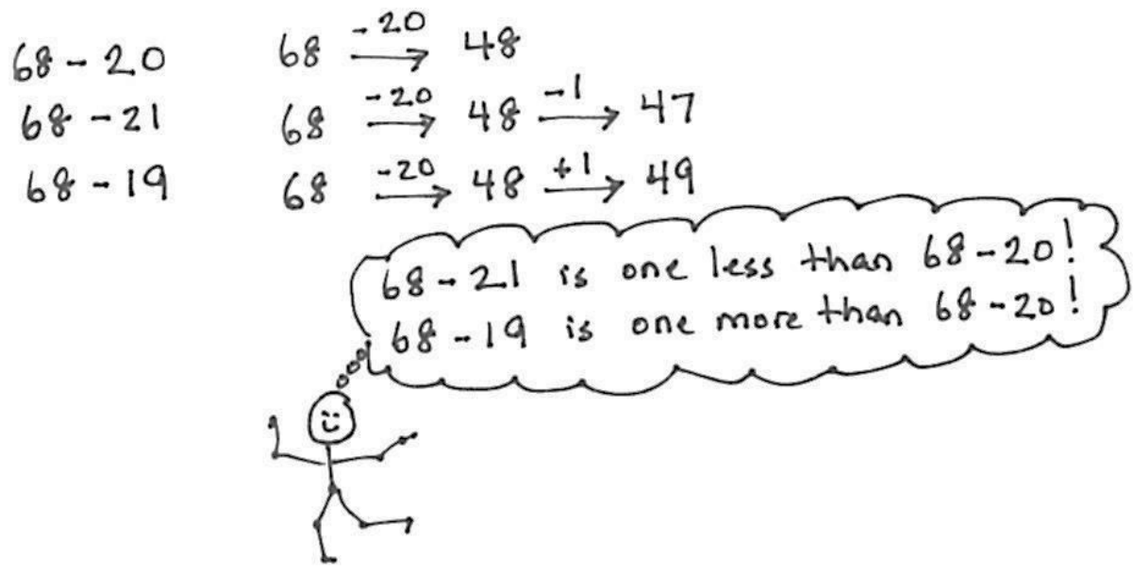
Let's try this with subtraction.

What is 68 – 20? Show me using the arrow way.

Talk with your partner.

Solve 68 – 21, using 68 – 20 to help you.

Solve 68 – 19, using 68 – 20 to help you.



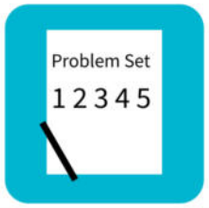
Concept Development

Try

57 – 30, 57 – 31, 57 – 29

63 – 40, 63 – 41, 63 – 39

72 – 50, 72 – 51, 72 – 49



Problem Set

Name _____ Date _____

1. Solve each using the arrow way.

a. 38 + 20 38 + 21 38 + 19
b. 47 + 40 47 + 41

Debrief

Bring your Problem Set to the carpet. Skip-count down by hundreds as you transition, starting with 254

Check your work with a partner.

I agree/disagree...

Why do you think you got different answers?

hey the same or

mentally adding and
tens
n numbers that are close
19 and 41?

Debrief

For Problem 1, Part (a), how does knowing 38 + 20 help you to solve the other problems in
that set?

For Problem 1, Part (c), how does knowing 34 – 10 help you to solve the other problems in
that set?

How did using the arrow way help you to solve Problem 1, Part (d)? What careful observations can you make about the numbers you subtracted?

Share and compare with a partner: What were your simplifying strategies for solving Problem 2, Part (d)?

Debrief

How were they the same or different?

How does mentally adding and subtracting tens help us with numbers that are close to tens, like 19 and 41?

Exit Ticket

Name _____ Date _____

1. Solve using the arrow way or number bonds.

   a. 43 + 30 = _____

   b. 68 + 24 = _____

   c. 82 – 51 = _____

   d. 28 – 19 = _____