Eureka Math

2nd Grade
Module 4
Lesson 4

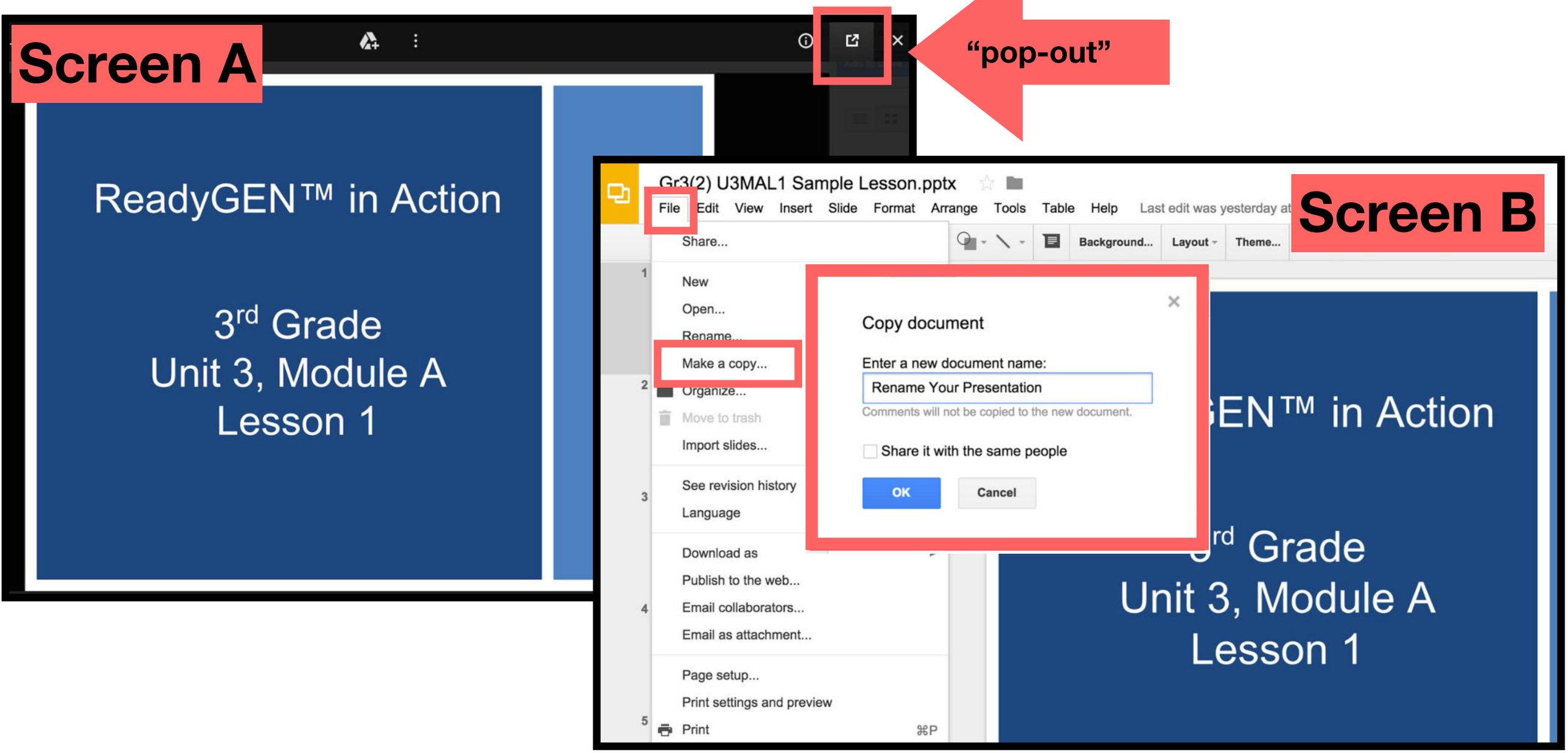
At the request of elementary teachers, a team of Bethel & Sumner educators met as a committee to create Eureka slideshow presentations. These presentations are not meant as a script, nor are they required to be used. Please customize as needed. Thank you to the many educators who contributed to this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

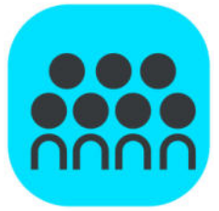
Personal White Board

Problem Set

Manipulatives Needed

Fluency

Think Pair Share



Whole Class

Individual

Partner

Small Group

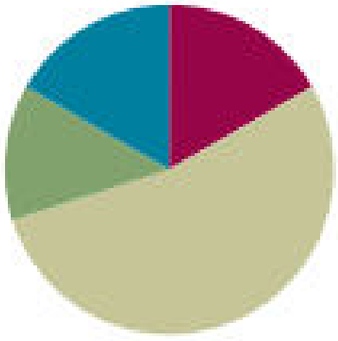
Small Group Time

Lesson 4

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

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 and some ones within 100.

Materials Needed:

Fluency:

- Could be done with personal white boards as an option

Concept Development:

- (T) Linking Cubes (3 colors)
- (S) personal white board

Fluency: Place Value (3 mins.)

174

What digit is in the TENS place? **7**

What is the value of 7 in 1<u>7</u>4? **70**

Say the value of 1 in <u>1</u>74? **100**

What place is the 4 in? **Ones place**

Making a Ten Drill

2 mins.

6 + 4 = 10

If I say 6, you say 4...ready?

6….

16 + 4 = 20

Making the next Ten to Add

5 mins.

9 + 4 = _____

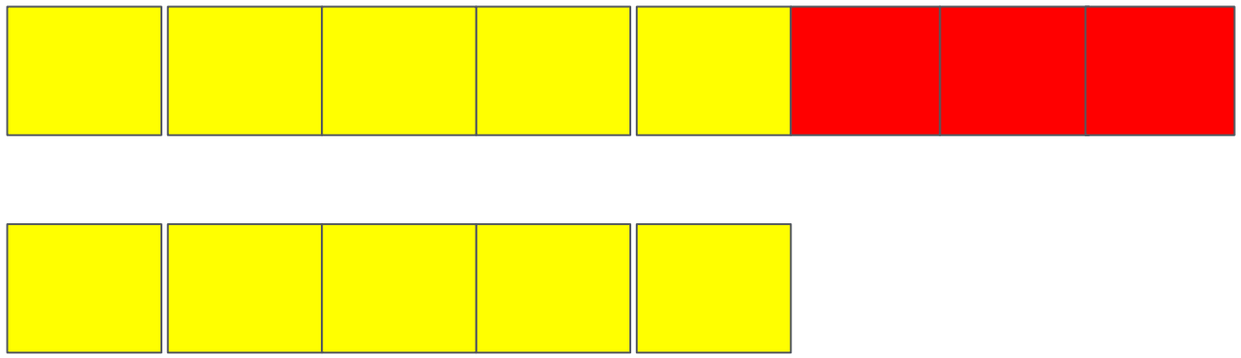
10

1 3

9 + 4 is the same as 10 + 3…

Answer: 13

Concept Development

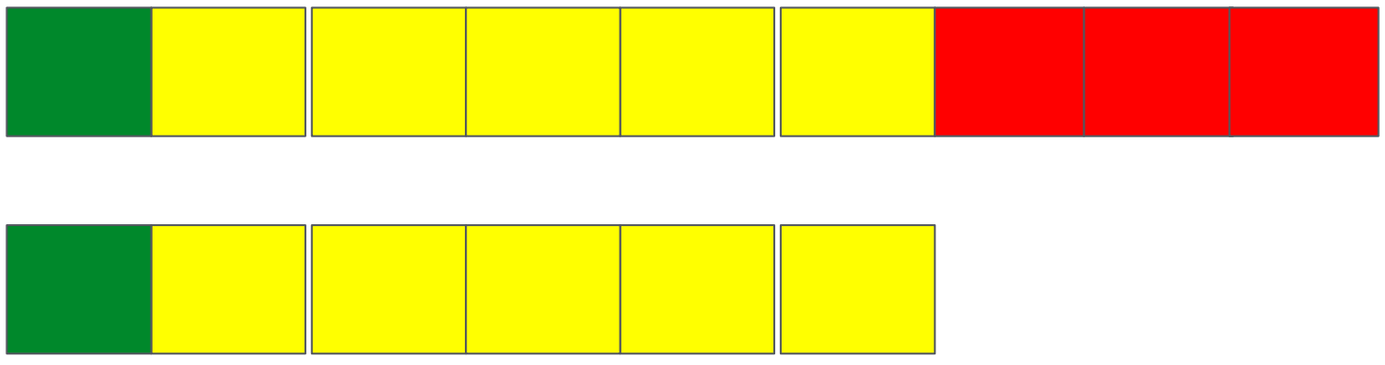


There are two rows of five linking cubes shown in yellow. (Click) How many are there now on the top row? **8**

How many in the bottom row? What is the difference between 8 and 5? (Hint: look at the red cubes) **3**

What number sentence could I use to represent the difference between 8 and 5? **8 - 5 = 3**

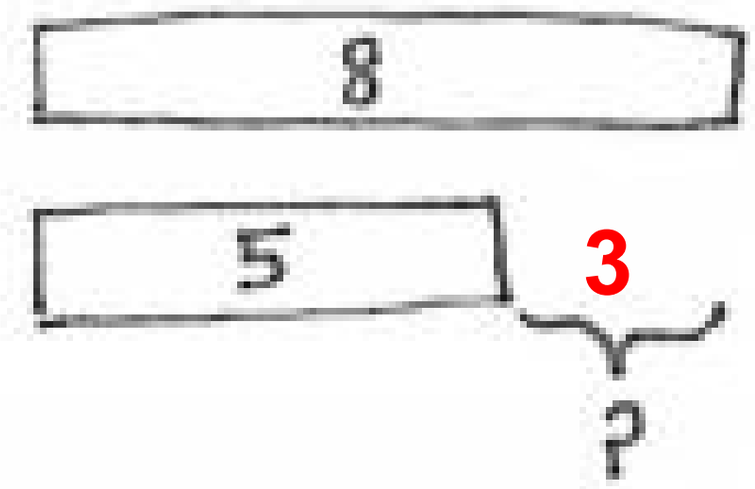
Concept Development



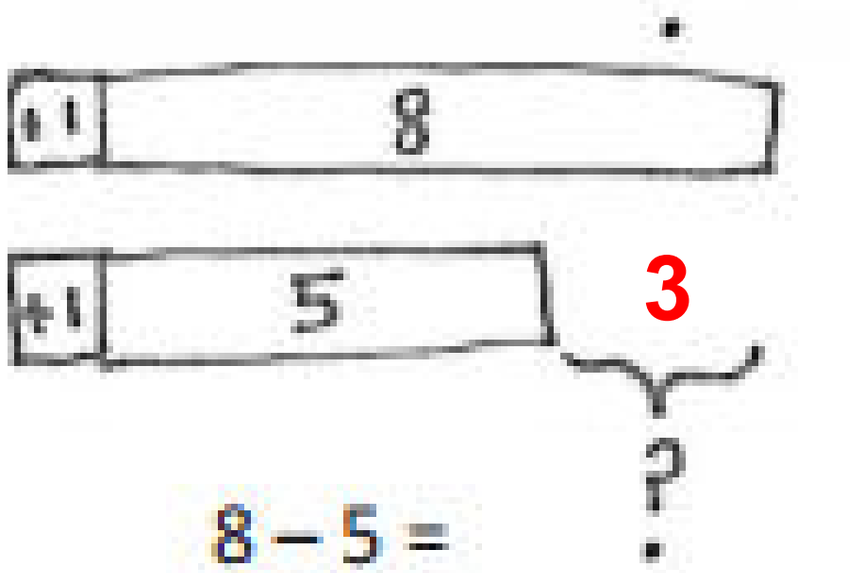
If I add another cube to each stick, has the difference changed?

Concept Development

Let's represent that same problem with a drawing. We had 8 cubes on top, 5 on the bottom. The difference between the two sticks was 3.



Then, we added one more cube to each of the sticks. The difference was still 3.



Concept Development

Let's try this one: **34 - 28**

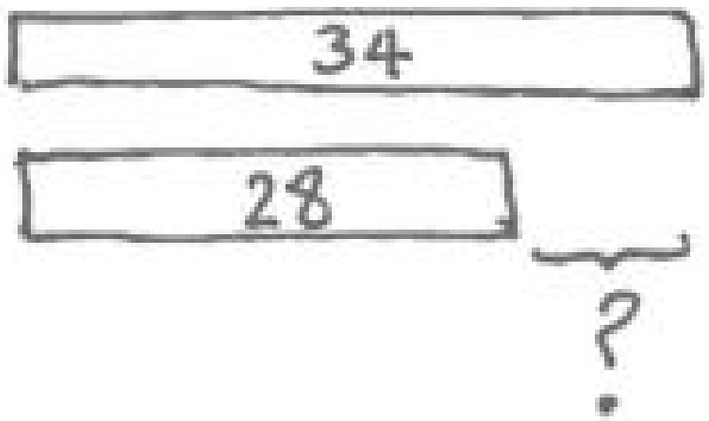
That one is pretty tough! Maybe we should start with **36 - 30.**

Which one is easier? Why?

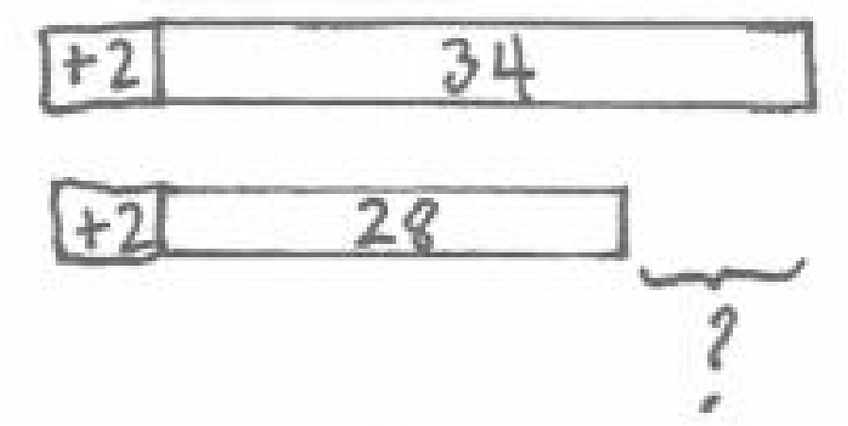
Concept Development

Let's look at these as drawings:

34 - 28



36 - 30



Look at the two pictures. How are these two problems related? Talk with a partner.

Concept Development

Now it is your turn...

On your whiteboard, solve this problem by making a tape diagram. ***(Add on to both numbers to make the problem easier.)***

22 - 8

Concept Development

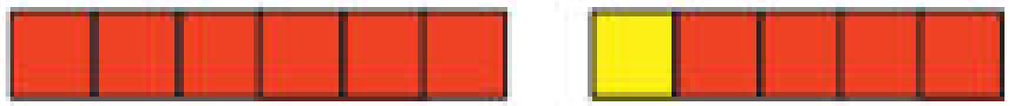
There are 6 red cubes on one end and 4 red on the other end. How many yellows in the middle?

The total number of cubes?

Let’s make two different addition sentences. Join the one yellow with the 4 red. What is the addition sentence for the total number of cubes?

Answer: 6 + 5 = 11

Concept Development



Number Sentence: 6 + 5 = 11

Now let's join the 1 yellow with the 6 red. What is our addition sentence?

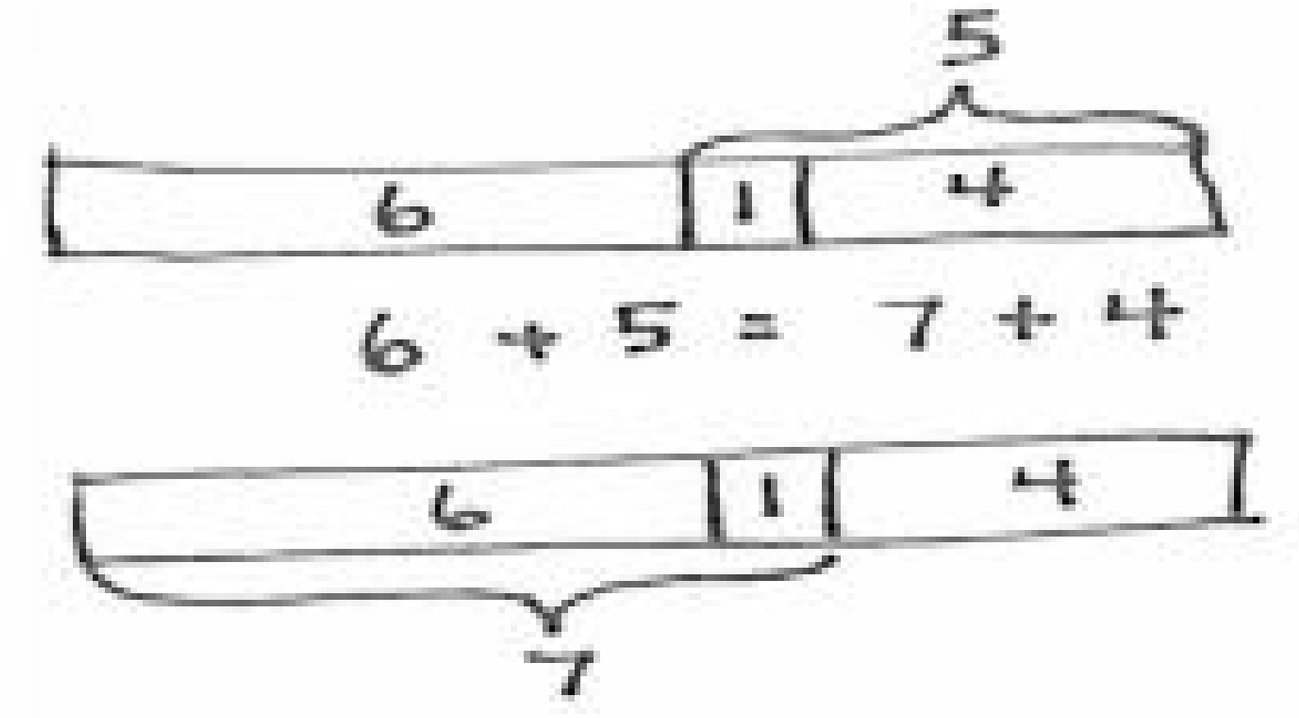
Number Sentence: 7 + 4 = 11

How do you know this is true? Can you draw a tape diagram to show this is true?

Concept Development

Number Sentence: 6 + 5 = 11

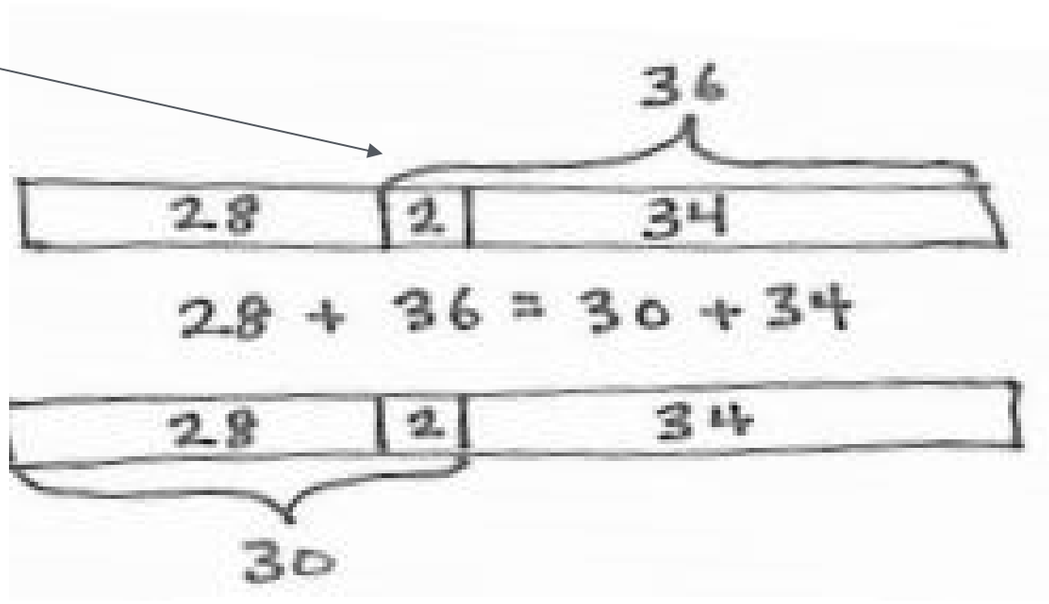
Number Sentence: 7 + 4 = 11

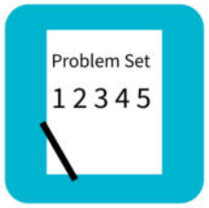


Concept Development

28 + 36

By taking 2 from 36 and adding it to the 28, we make a much easier problem to solve.



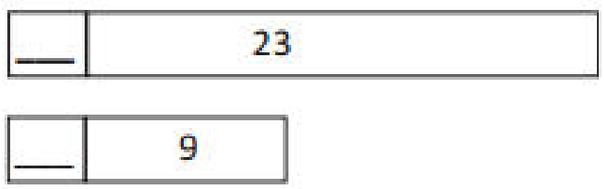


Problem Set

Name _____ Date _____

1. Solve. Draw and label a tape diagram to subtract tens. Write the new number sentence.

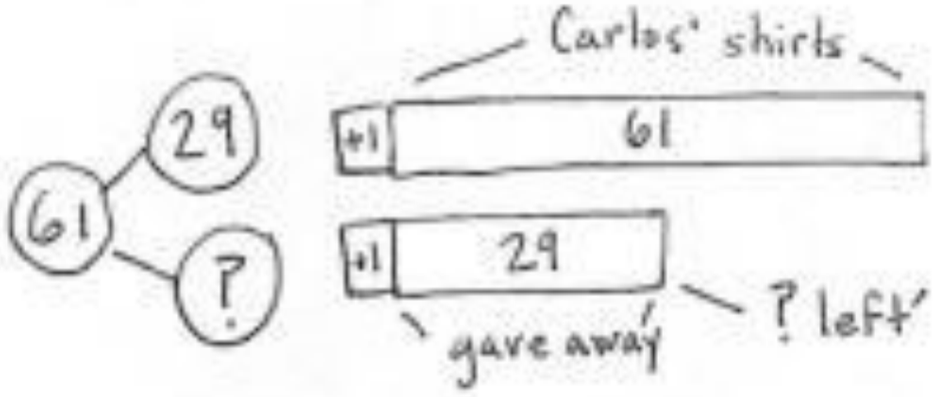
a. 23 – 9 = 24 – 10 = _____



b. 32 – 19 = _____ = _____

Application Problem

Carlos bought 61 t-shirts. He gave 29 of them to his friends. How many t-shirts does Carlos have left?



61-29

62-30=32

Carlos has 32 tshirts left.

Debrief

How did you label your tape diagram in Problem 1, Part (b)? Why?

Share your tape diagram for Problem 2, Part (b) with a partner. How did you label it to add tens?

Look at Problem 2, Part (c): 61 + 29 = 60 + 30. Is this true? How do you know?

What did you notice about the numbers in the problem set today?

Exit Ticket

Name _____ Date _____

1. Solve. Draw a tape diagram or number bond to add or subtract tens. Write the new number sentence.

a. 26 + 38 = _____ = _____

b. 83 - 46 = _____ = _____