Eureka Math

2nd Grade Module 4 Lesson 5

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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.
- \succ The view now looks like Screen B.
- ➤ Within Google Slides (not Chrome), choose FILE.
- ➤ Choose MAKE A COPY and rename your presentation.
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Manipulatives Needed







Lesson 5

Objective: Solve one- and two-step word problems within 100 using strategies based on place value.

Suggested Lesson Structure

Fluency Practice
 Concept Development
 Student Debrief
 Total Time

(10 minutes) (40 minutes) (10 minutes) (60 minutes)





I can solve one- and two-step word problems with 100 using place value.

Materials Needed:



Concept Development:

- (S) Math journal or personal white board
- Teacher manual does not have a Sprint in it, however, it says to give a sprint.



Rename the Units: Choral Response

10 ones = _____ ten

I'm going to give you a number in ones form. Pull out as many tens as you can, and tell me how many tens and ones there are. If there are no ones, only say the tens. Ready?

Say the number sentence.



20 ones = _____ tens

Say the number sentence.

23 ones.





Don has 34 brownies. He bakes 22 more. How many brownies does he have now?



We needed to know both parts in order to find the whole.





Sam has 46 red apples and some green apples. He has a total of 88 apples. How many green apples does he have?







a. There are 31 students on the red bus. There are 29 more students on the yellow bus than on the red bus.
How many students are on the yellow bus?

b. How many students are on both buses combined?







a. Ms. Lopez cut 46 cm of yarn. Ms. Hamilton cut 22 cm less than Ms. Lopez. How many centimeters of yarn did Ms. Hamilton cut?

b. How many centimeters of yarn did they have altogether?





Problem Set

| A STORY OF UNITS | Lesson 5 Problem Set 2-4 |
|--------------------------------------|--|
| Name | Date |
| Solve and show your strategy. | |
| 1 39 books were on the top bookshelf | Marcy added 48 more books to the top shelf |

 39 books were on the top bookshelf. Marcy added 48 more books to the top shelf. How many books are on the top shelf now?

2. There are 53 regular pencils and some colored pencils in the bin. There are a total of 91 pencils in the bin. How many colored pencils are in the bin?



Let's chart the different problem-solving strategies we have used today

What did today's problem-solving strategies have in common?

Explain how you decide whether to use a single bar or a double bar tape diagram when solving problems like Problem 3 or Problem 4 from today's lesson.



Looking at the Problem Set, which simplifying strategy did you use to solve Problem 1? Why did you choose that strategy? Could you have solved this problem another way?

Which operation did you choose to solve Problem 2? Why? How did drawing a tape diagram help you to solve?

How did you show your thinking in Problem 4, Part (a)? Can you write an equation that describes the situation in this problem? Did you use this same operation to solve?

What is the most challenging part about drawing a tape diagram for Problem 5, Part (a)? Based on that diagram, which simplifying strategy did you choose to solve?



| Lesson 5 Exit Ticket | 2.4 |
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A STORY OF UNITS

Date _____

Solve and show your strategy.

- 1. A store sold 58 t-shirts and had 25 t-shirts left.
 - a. How many t-shirts did the store have at first?

b. If 17 t-shirts are returned, how many t-shirts does the store have now?