Eureka Math

2nd Grade
Module 4
Lesson 6

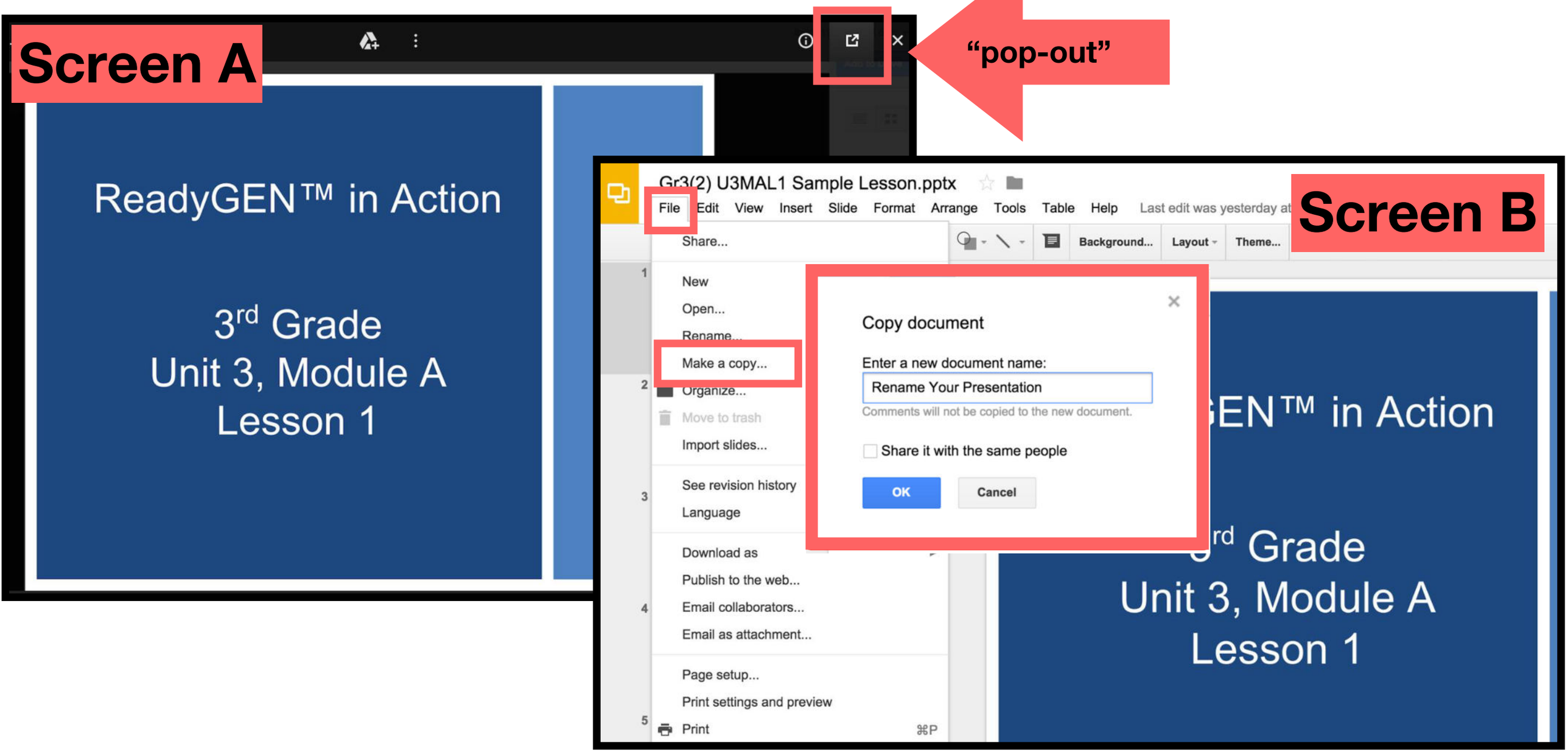
At the request of elementary teachers, a team of Bethel & Sumner educators met as a committee to create Eureka slideshow presentations. These presentations are not meant as a script, nor are they required to be used. Please customize as needed. Thank you to the many educators who contributed to this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

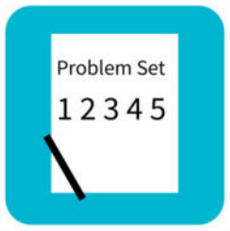


Icons

Read, Draw, Write

Learning Target

Personal White Board

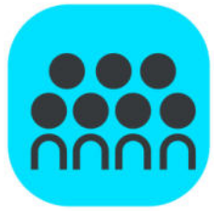


Problem Set

Manipulatives Needed

Fluency

Think Pair Share



Whole Class

Individual

Partner

Small Group

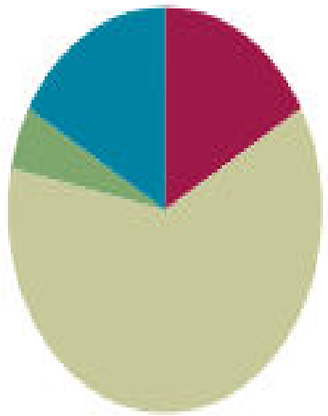
Small Group Time

Lesson 6

Objective: Use manipulatives to represent the composition of 10 ones as 1 ten with two-digit addends.

Suggested Lesson Structure

Fluency Practice	(10 minutes)
Application Problem	(3 minutes)
Concept Development	(37 minutes)
Student Debrief	(10 minutes)
Total Time	**(60 minutes)**



I can change 10 ones to make 1 ten when adding two digit numbers.

Materials Needed:

Concept Development:

- (T) Rekenrek
- (T) Place value disks, unlabeled PV chart
- (S) Place value disks and unlabeled chart

Finding Doubles

I'll say a number sentence. You say the double fact within the number sentence and add on the rest. So, if I say 5 + 6, you say 5 + 5 + 1
Ready???

4 + 5

8 + 7

4+ 3

8 + 9

7 + 6

10 + 11

12 + 13

Say Ten Counting

Let’s count the Say Ten Way. When I say 46 you say 4 tens 6 Ready?

57

78

100

113

103

123

127

137

Say Ten Counting to the Next Ten

Let’s ad to make the next ten the Say Ten Way. I say 4 tens 2 you say 4 tens 2 + 8 = 5 tens

6 tens 2

5 tens 1

7 tens 8

8 tens 4

8 tens 5

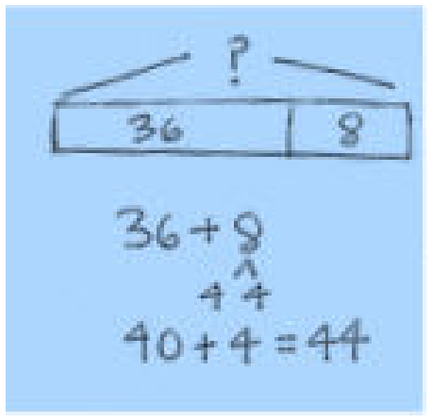
8 tens 9

9 tens 6

9 tens 9

Application problems

Mr. Wally's class collects 36 cans for the recycling program. Then, Azniv brings in 8 more cans. How many cans does the class have now?



Concept Development

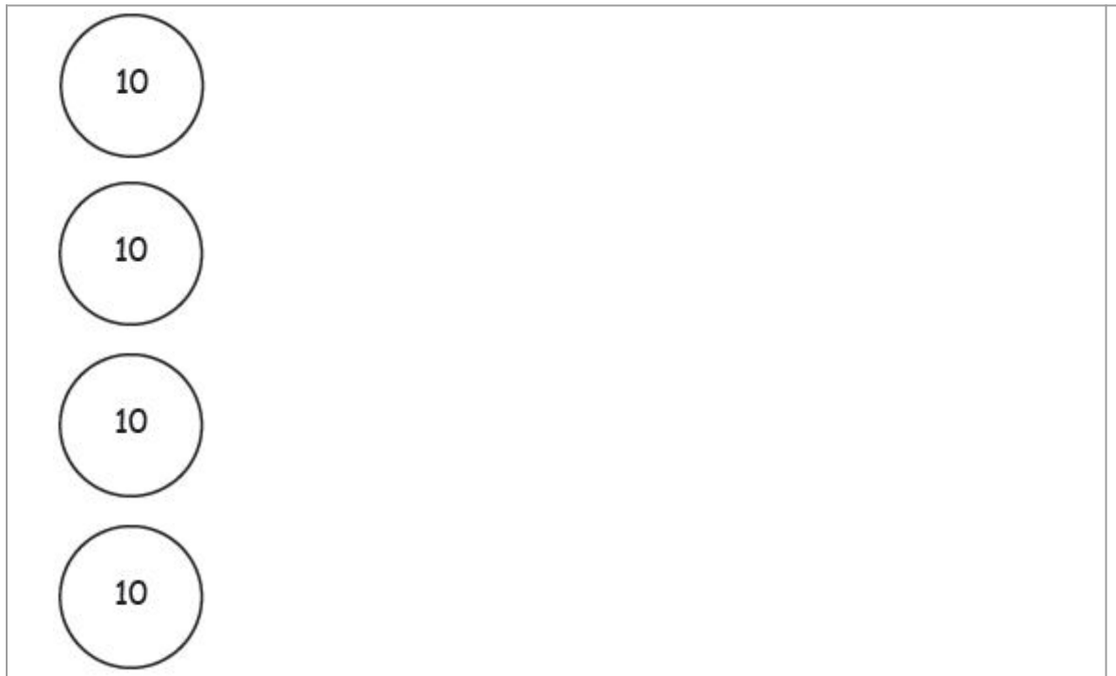
Watch as I model 35 + 5 on the place value chart

10 10 10	1 1 1 1 1 1 1 1 1 1

What do you notice in the ones place?

Concept Development

So we bundle 10 ones as a ten. 3 tens and a new ten equals?



Concept Development

Your turn! Partner A, show 35 on your place value chart. Partner B, show 6. Be sure to arrange the disks in 5-groups.

Partner A, move the disks to add the ones.
5 ones + 6 ones? The say ten way?

You've composed a unit of 10. 11 ones is the same as 1 ten 1. Partner B, change 10 ones disks for 1 tens disk.

Concept Development

How many ones in the ones place?

How many tens in the tens place?

35 + 6 the say ten way?

Concept Development

Let’s model another addition problem. Partner B, show 35. Partner A, show 26.

How is this problem different from the first one?

Partner B, move the disks to add the ones. How many ones?

Partner B, change 10 ones disks for 1 tens disk.

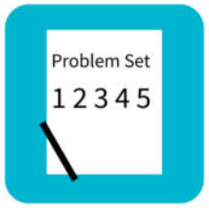
How many ones in the ones place?

Concept Development

Partner A, add the tens disks. How many tens?

5 + 26 the Say Ten way?

Talk with your partner. What patterns do you notice as we're adding?



Problem Set

Name _____ Date _____

1. Solve using mental math, if you can. Use your place value chart and place value disks to solve those you cannot solve mentally.

   a. 6 + 8 = _____ 30 + 8 = _____ 36 + 8 = _____ 36 + 48 = _____

   b. 5 + 7 = _____ 20 + 7 = _____ 25 + 7 = _____ 25 + 57 = _____

2. Solve the following problems using your place value chart and place value disks. Compose a ten, if needed. Think about which ones you can solve mentally, too!

   a. 35 + 5 = _____ 35 + 6 = _____

   b. 26 + 4 = _____ 26 + 5 = _____

Debrief

How did the sequence in Problem 1, Part (a) help you solve 36 + 48 mentally? Did you need to compose a ten to solve?

Look at the two columns in Problem 2. Did you need to model the problems in the second column? (For example, did you need to compose a ten?)

Debrief

Explain to your partner how to solve Problem 3. Did you need to compose a ten to solve? How did you know?

For Problem 2, in rows (c), (e), and (g), did you compose a new unit of 10 in both problems? Why or why not? How could you know that you would not need to compose a new unit in one of the problems?

Exit Ticket

Name _____ Date _____

Solve using your place value chart and place value disks. Compose a ten, if needed. Think about which ones you can solve mentally, too!

1. 53 + 19 = _____

2. 44 + 27 = _____

3. 64 + 28 = _____