Eureka Math

2nd Grade
Module 4
Lesson 8

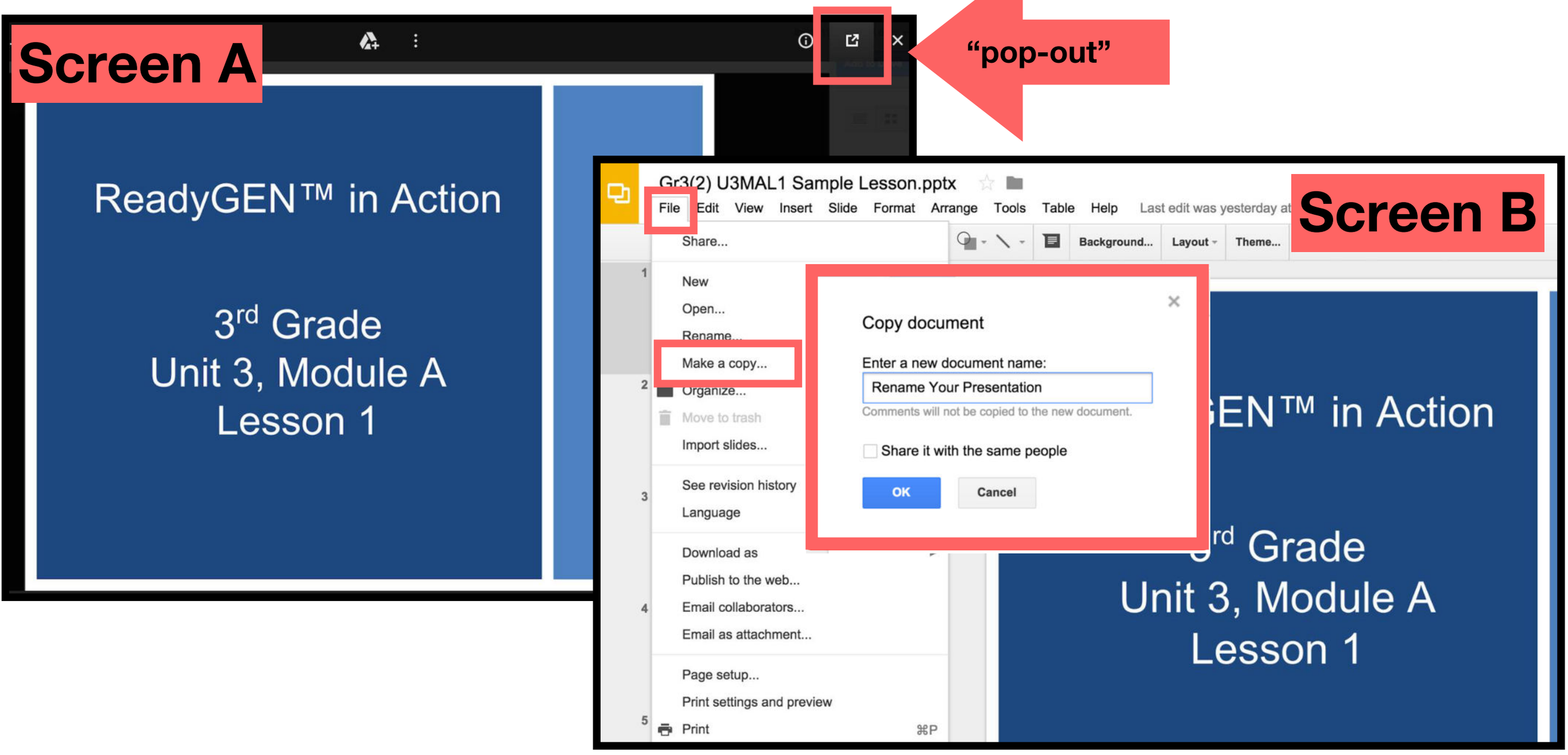
At the request of elementary teachers, a team of Bethel & Sumner educators met as a committee to create Eureka slideshow presentations. These presentations are not meant as a script, nor are they required to be used. Please customize as needed. Thank you to the many educators who contributed to this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

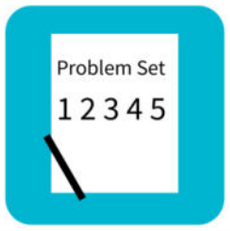


Icons

Read, Draw, Write

Learning Target

Personal White Board

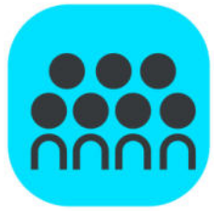


Problem Set

Manipulatives Needed

Fluency

Think Pair Share



Whole Class

Individual

Partner

Small Group

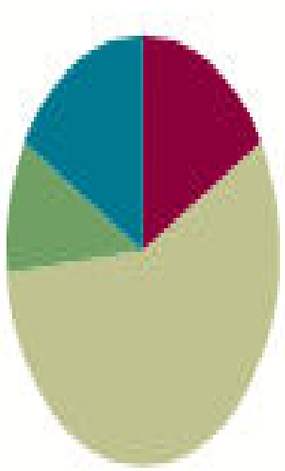
Small Group Time

Lesson 8

Objective: Use math drawings to represent the composition and relate drawings to a written method.

Suggested Lesson Structure

Application Problem	(6 minutes)
Fluency Practice	(10 minutes)
Concept Development	(34 minutes)
Student Debrief	(10 minutes)
Total Time	**(60 minutes)**



I can draw the place value disks then write the vertical forms.

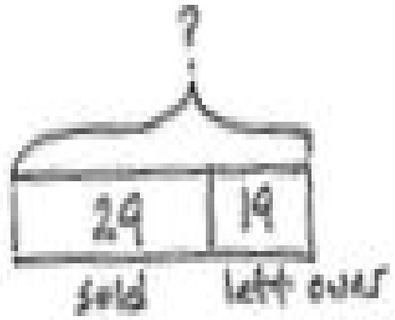
Materials Needed:

Concept Development:

- (T) Place value disks
- (S) paper

Application problems

At the school fair, 29 cupcakes were sold, and 19 were left over. How many cupcakes were brought to the fair?



29 +20 → 49 -1 → 48

29 +19 = 48

29 1

48 cupcakes were brought to the fair.

Number Patterns

124, 134, 144, _____ What is the place value digit that changed?

Count with me and say the value of the digit I point to.

278, 268, 258, _____

99, 109, 119 , _____

380, 379, 378, ____

522, 542, 562, _____

125, 225, 325, _____

Sums to the Teens

9 + 3 (basic problem

19 + 3

29 + 3

9 + 6

19 + 6, 29 + 6, _____

9 + 4

19 + 4, 29 + 4, _____

8 + 4

18 + 4, 28 + 4, _____

8 + 6

18 + 6, 28 + 6, _____

Concept Development

We've been modeling addition with place value disks, but we don't have to use these disks. We can draw them! Watch.

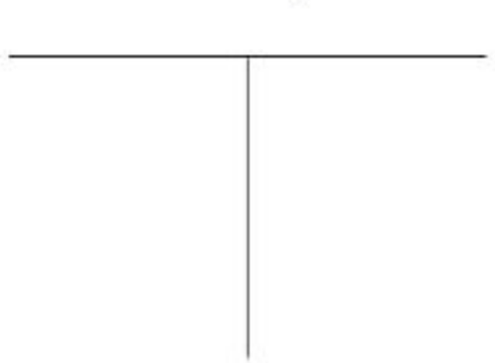
Go back to our desks and watch as I use paper to draw.

Problem Set

Name _____ Date _____

1. Solve vertically. Draw and bundle place value disks on the place value chart.

a. 27 + 15 = _____



b. 44 + 26 = _____

c. 48 + 31 = _____

Debrief

In Problem 1, Part A, did you compose a ten? Why? How many ones were leftover? How did you show it on your place value chart?

Explain to your partner how to solve Problem1, Part (b). How did you show a new unit of ten on your model and on the vertical form?

For Problem1,Part(d),what did you need to be sure to do when you were solving 33 + 59 using the vertical form?

Debrief

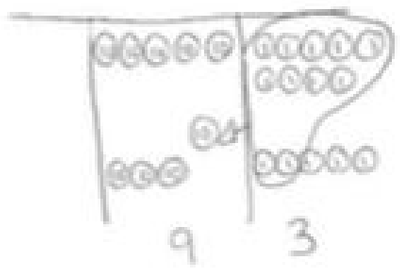
How did you rename the ones in Problem 1,Part (f)? How is practicing the Say Ten way helpful when we are adding larger numbers?

With your partner,compare Problem 1,Parts(a) and (e). Could you have used Problem 1, Part (a) to solve Part (e) mentally (i.e., without composing a ten)?

Exit Ticket

Name _____ Date _____

Use place value language to explain Zane's mistake. Then, solve using the vertical form. Draw and bundle place value disks on your place value chart.

Zane's Answer	Zane's Mistake
59 + 35 = _____ 	
My Answer	