

Eureka Math

2nd Grade Module 4 Lesson 9

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.

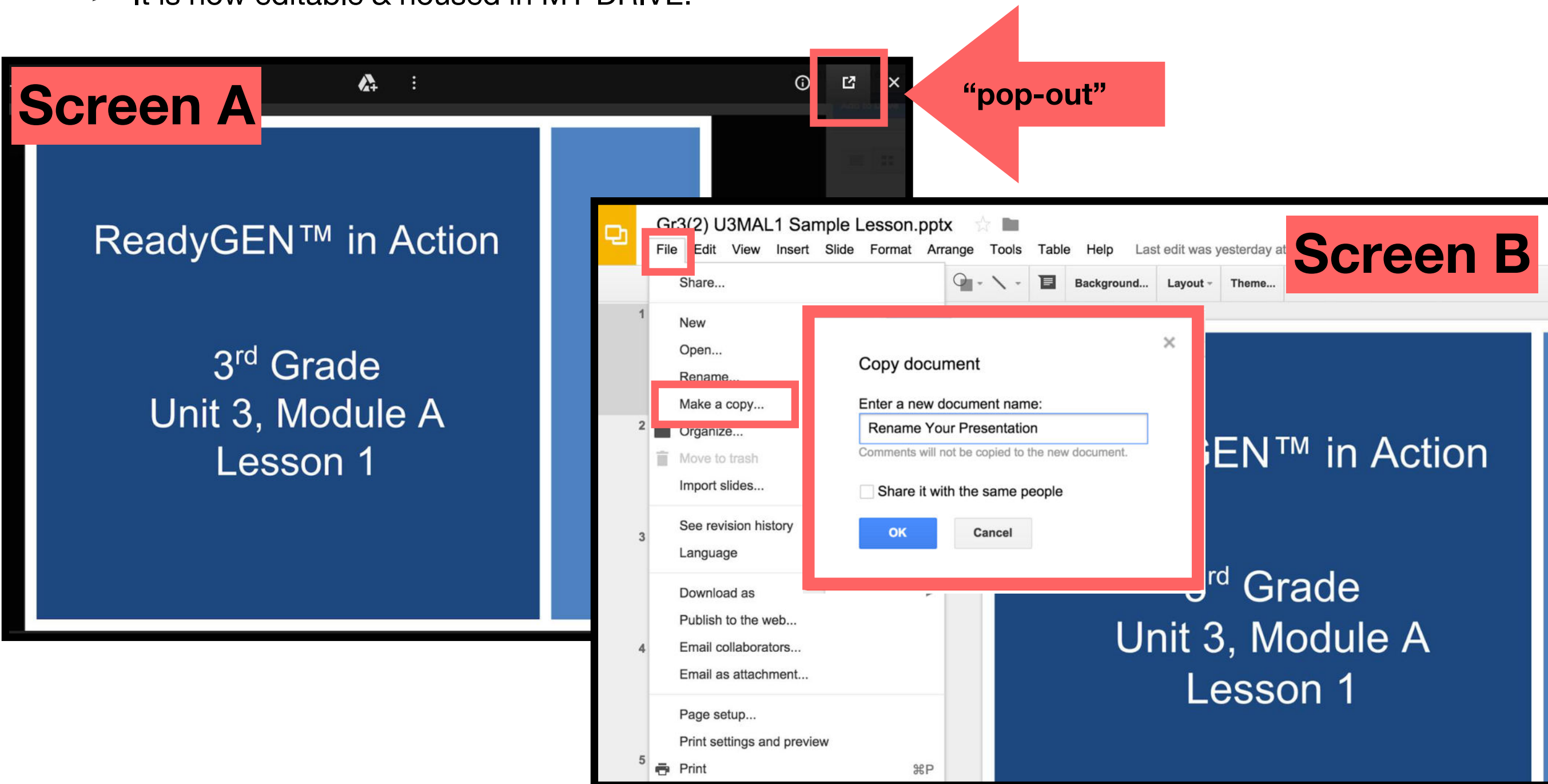


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Customize this Slideshow

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



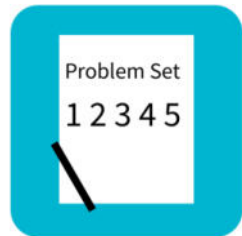
Read, Draw, Write



Learning Target



Personal White Board



Problem Set



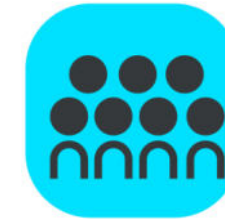
Manipulatives Needed



Fluency



Think Pair Share



Whole Class



Individual



Partner



Small Group



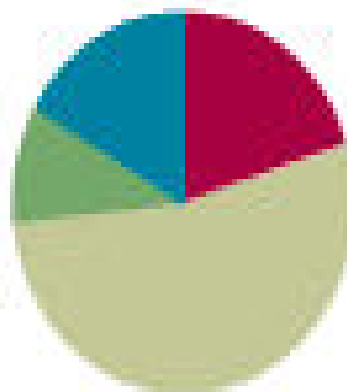
Small Group Time

Lesson 9

Objective: Use math drawings to represent the composition when adding a two-digit to a three-digit addend.

Suggested Lesson Structure

■ Application Problem	(6 minutes)
■ Fluency Practice	(12 minutes)
■ Concept Development	(32 minutes)
■ Student Debrief	(10 minutes)
Total Time	(60 minutes)





I can use math drawings to represent the composition when adding a two-digit to a three-digit addend.

Materials Needed:



Sprint

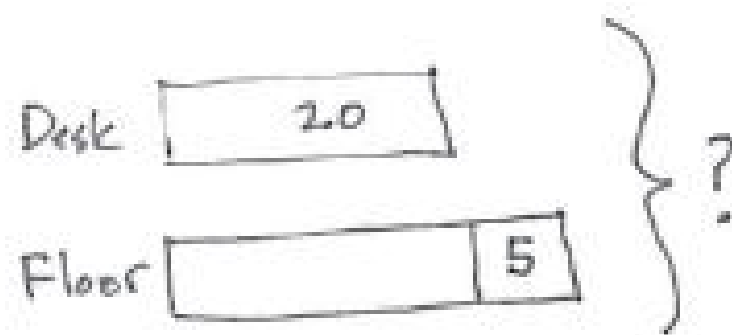
Concept Development:

- (S) paper



Application problems

Maria spilled a box of paper clips. They landed on her desk and on the floor. 20 of them landed on her desk. Five more fell on the floor than landed on her desk. How many paper clips did she spill?



$$\begin{array}{r} 20 + 5 = 25 \\ 25 + 20 \rightarrow 45 \end{array}$$

Maria spilled 45 paper clips.



Place Value Practice



Say the number in standard form.

352

Say the number in expanded form

The say ten way?

What is 20 more than 352?

20 less?

100 more?

100 less?

102 less?

220 less?

510 more?



SPRINT

A STORY OF UNITS

Lesson 9 Sprint

2•4

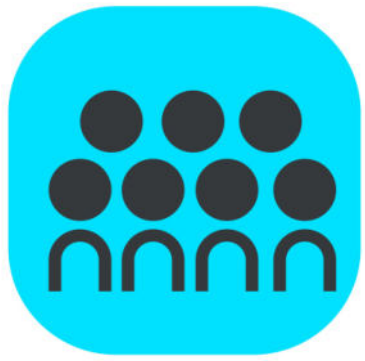
A

Number Correct: _____

Sums to the Teens

1.	$9 + 1 =$	
2.	$9 + 2 =$	
3.	$9 + 3 =$	
4.	$9 + 9 =$	
5.	$8 + 2 =$	
6.	$8 + 3 =$	
7.	$8 + 4 =$	
8.	$8 + 9 =$	
9.	$9 + 1 =$	

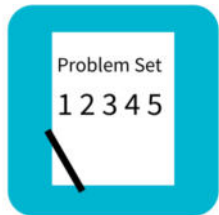
23.	$7 + 3 =$	
24.	$7 + 4 =$	
25.	$7 + 5 =$	
26.	$7 + 9 =$	
27.	$6 + 4 =$	
28.	$6 + 5 =$	
29.	$6 + 6 =$	
30.	$6 + 9 =$	
31.	$5 + 5 =$	



Concept Development

Let's continue using paper and pencil to practice lining up our vertical problems and drawing the place value carefully.

Go back to our desks, so we can do our problems.



Problem Set

A STORY OF UNITS

Lesson 9 Problem Set

2•4

Name _____ Date _____

1. Solve using the algorithm. Draw and bundle chips on the place value chart.

a. $123 + 16 =$ _____

hundreds	tens	ones

b. $111 + 79 =$ _____

hundreds	tens	ones



Debrief

Explain to your partner how you solved Problem 1, Parts (a) and (b). What significant differences do you notice about the place value charts for these two problems?

For Problem 1, Part (c), use place value language to explain to your partner how you solved using the algorithm and how you showed the steps on your model.

One student's answer for Problem 1, Part (d), $57 + 138$, was 285. What mistake did he make in using the algorithm?



Debrief

For Problem 2, how did having a three-digit addend (as opposed to two-digit) change the way you solved the problem?

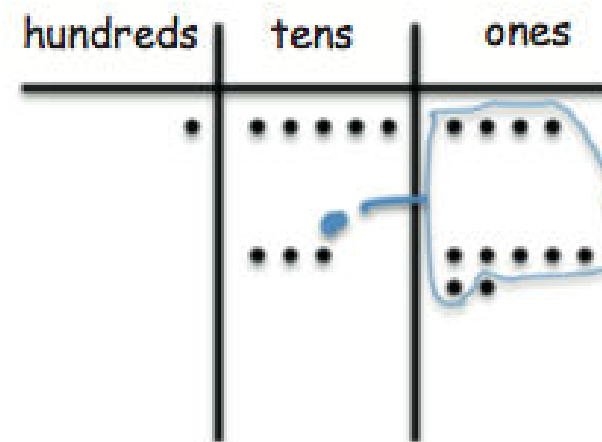
How are your math drawings today different from the ones you made yesterday? How are the problems different?



Exit Ticket

Name _____ Date _____

1. Solve using the algorithm. Write a number sentence for the problem modeled on the place value chart.



2. Solve using the algorithm. Draw and bundle chips on the place value chart.