Eureka Math

2nd Grade
Module 4
Lesson 10

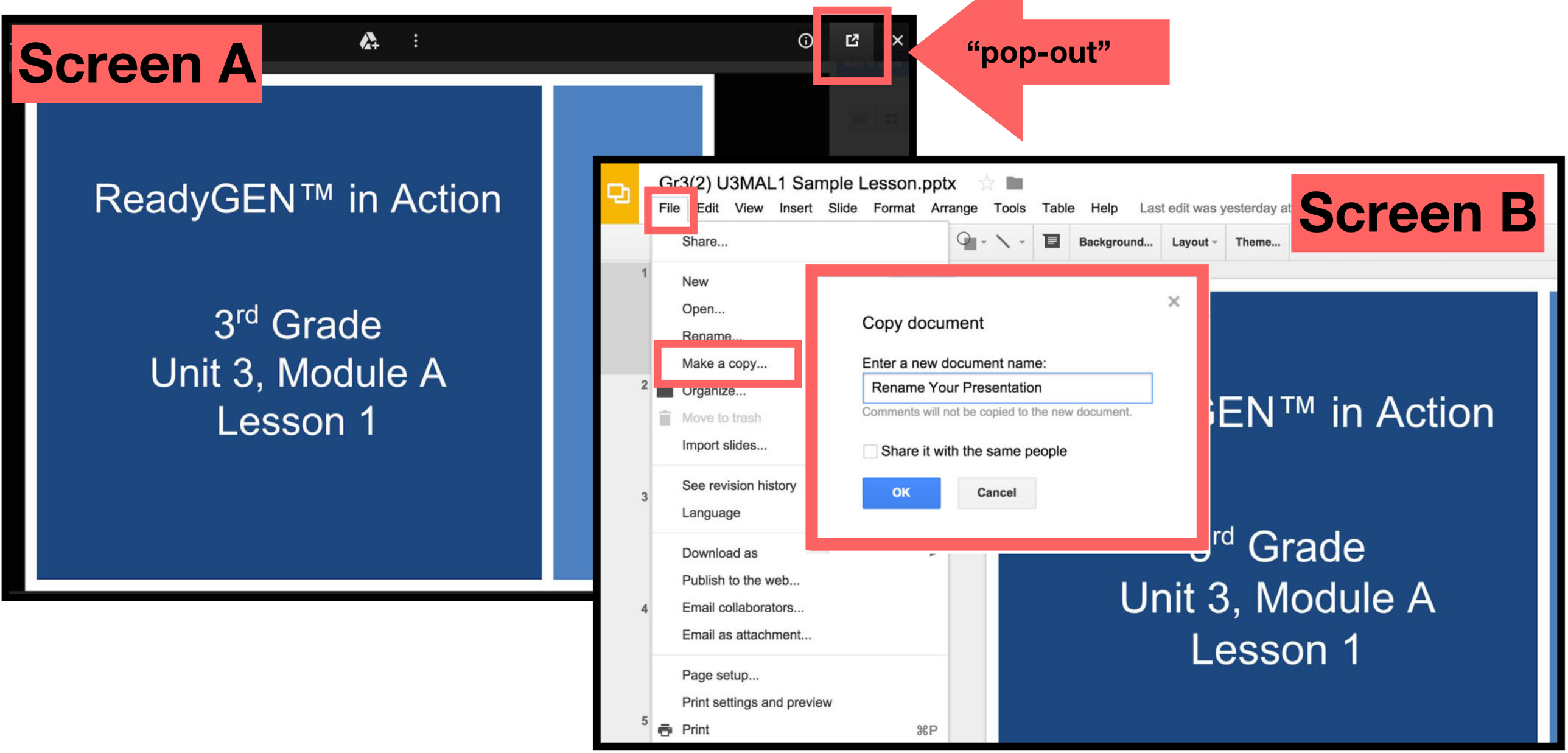
At the request of elementary teachers, a team of Bethel & Sumner educators met as a committee to create Eureka slideshow presentations. These presentations are not meant as a script, nor are they required to be used. Please customize as needed. Thank you to the many educators who contributed to this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

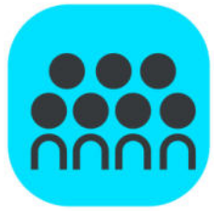
Personal White Board

Problem Set

Manipulatives Needed

Fluency

Think Pair Share



Whole Class

Individual

Partner

Small Group

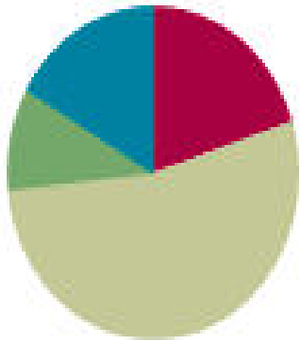
Small Group Time

Lesson 10

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:

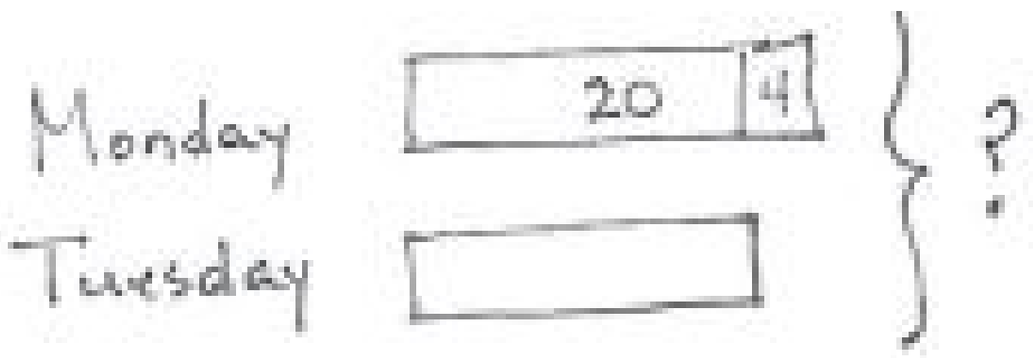
Sprint

Concept Development:

- (S) paper

Application problems

Moises sold 24 raffle tickets on Monday and 4 fewer tickets on Tuesday. How many tickets did he sell in all on both days?



24 - 4 = 20

24 + 20 = 44

Moises sold 44 tickets on both days.

Compensation

Let’s use a mental math strategy to subtract. How much more does 39 need to make the next ten?

52 – 39 =

Add 1 to each number, and give me the number sentence.

37 – 19 =

29 + 23 38 + 19 32 – 19

24 – 19 34 + 19

SPRINT

Number Correct: _____

A

Subtraction from Teens

1.	11 – 10 =	
2.	12 – 10 =	
3.	13 – 10 =	
4.	19 – 10 =	
5.	11 – 1 =	
6.	12 – 2 =	
7.	13 – 3 =	
8.	17 – 7 =	
9.	11 – 2 =	

23.	19 – 9 =	
24.	15 – 6 =	
25.	15 – 7 =	
26.	15 – 9 =	
27.	20 – 10 =	
28.	14 – 5 =	
29.	14 – 6 =	
30.	14 – 7 =	
31.	14 – 9 =	

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

Name _____ Date _____

1. Solve using the algorithm. Draw chips and bundle when you can.

a. 127 + 18 = _____

hundreds	tens	ones

b. 136 + 16 = _____

hundreds	tens	ones

Debrief

When you used the chip model for Problem 1, Part (a), how did you know whether or not to bundle a new unit of ten?

For Problem 1, Part (b), where did you write the new ten in vertical form? How did it match your chip model?

For Problem 1, can you tell if you will need to bundle ones just by looking at the digits in the ones place? What mental strategy helps you to know?

Debrief

For Problem1,Part (d),does it matter what number you draw first on your place value chart? Why not? Does adding a three-digit number change how you add?

Look at Problem 1, Part (e). Think of the word renaming. How did we use bundling to rename the solution? Use place value language (i.e., hundreds, tens, and ones) to explain.

Exit Ticket

Name _____ Date _____

1. Solve using the algorithm. Draw chips and bundle when you can.

27 + 137

hundreds	tens	ones

2. Using the previous problem, fill in the blanks. Use place value language to explain how you used bundling to rename the solution.

Before bundling a ten _____ hundreds _____ tens _____ ones

After bundling a ten _____ hundreds _____ tens _____ ones