

Eureka Math

2nd Grade Module 4 Lesson 16

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Directions for customizing presentations are available on the next slide.

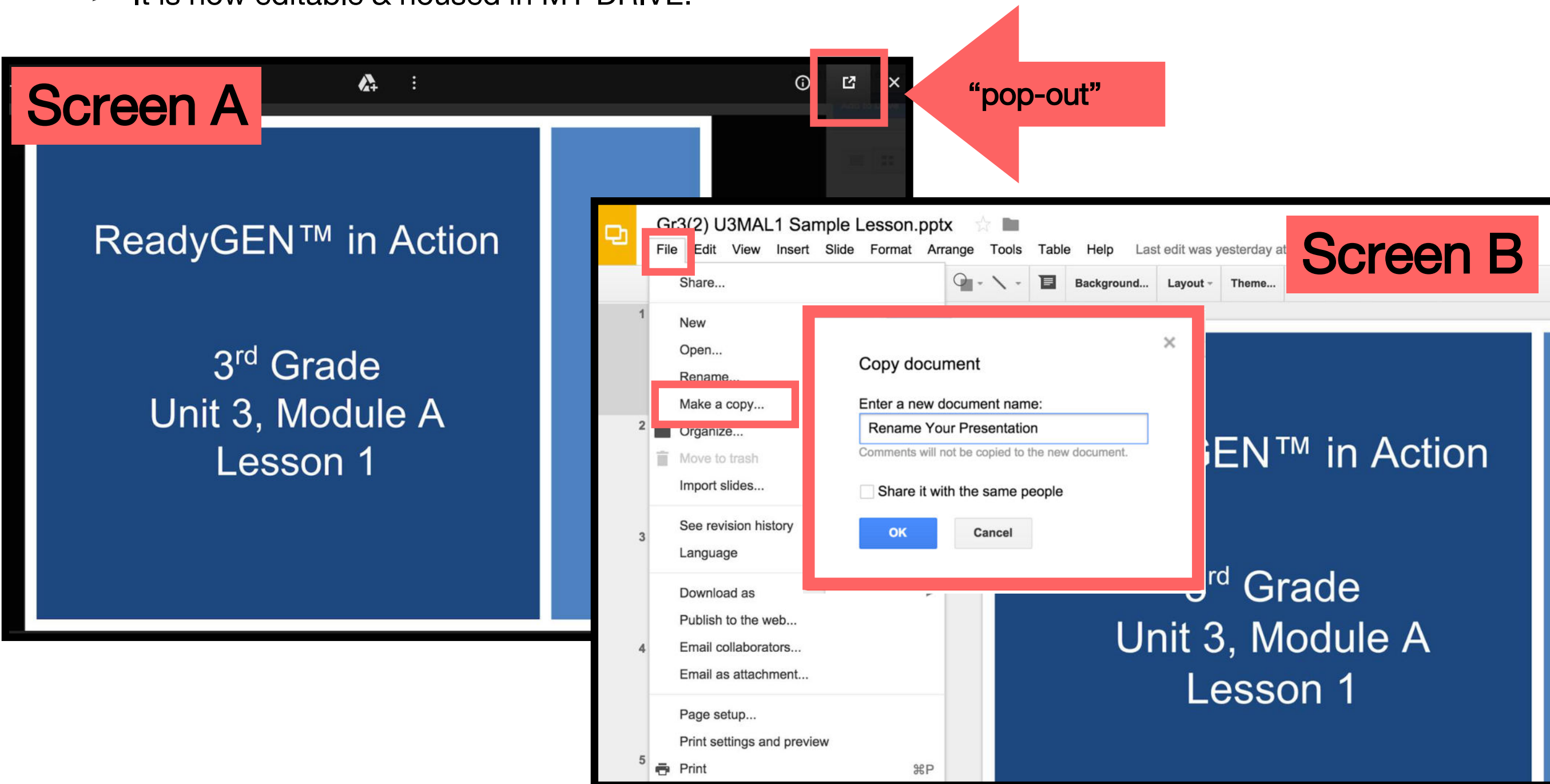


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Customize this Slideshow

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



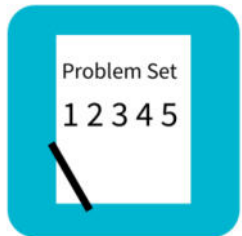
Read, Draw, Write



Learning Target



Personal White Board



Problem Set



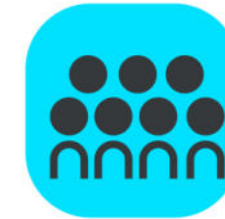
Manipulatives Needed



Fluency



Think Pair Share



Whole Class



Individual



Partner



Small Group



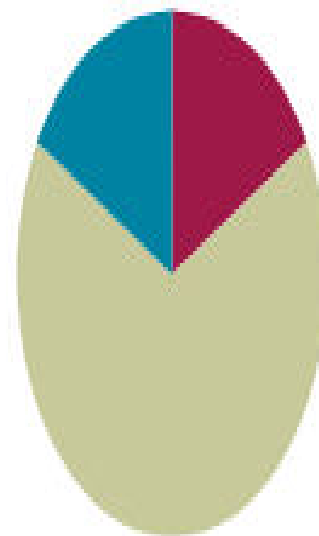
Small Group Time

Lesson 16

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

Suggested Lesson Structure

■ Fluency Practice	(10 minutes)
■ Concept Development	(40 minutes)
■ Student Debrief	(10 minutes)
Total Time	(60 minutes)





I can use strategies, based on place value, to solve one and two step word problems.

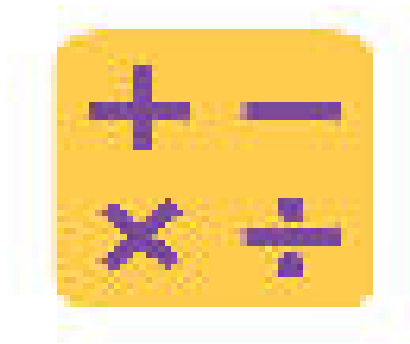
Materials Needed:



Sprint

Concept Development:

- (S) personal white boards



Find the Total

$$25 + 73 = \underline{\hspace{2cm}}$$

Change 25 to 125 what is the total now?

$$35 + 54 = \underline{\hspace{2cm}}$$

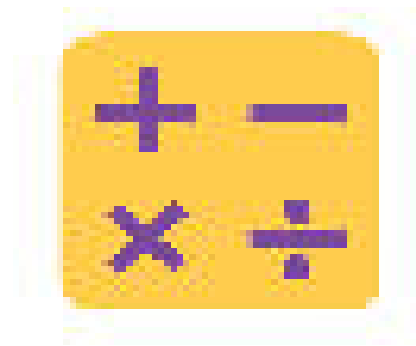
$$135 + 54 = \underline{\hspace{2cm}}$$

$$38 + 22 = \underline{\hspace{2cm}}$$

$$138 + 22 = \underline{\hspace{2cm}}$$

$$42 + 38 = \underline{\hspace{2cm}}$$

$$142 + 38 = \underline{\hspace{2cm}}$$



Find the Difference



$$48 - 24 = \underline{\hspace{2cm}}$$

$$40 - 24 = \underline{\hspace{2cm}}$$

$$56 - 15 = \underline{\hspace{2cm}}$$

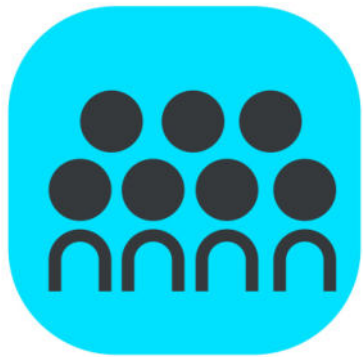
$$50 - 15 = \underline{\hspace{2cm}}$$

$$52 - 15 = \underline{\hspace{2cm}}$$

$$40 - 38 = \underline{\hspace{2cm}}$$

$$60 - 38 = \underline{\hspace{2cm}}$$

$$61 - 38 = \underline{\hspace{2cm}}$$

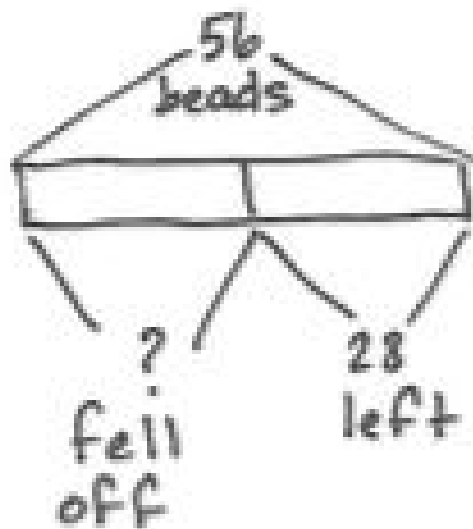


CONCEPT DEVELOPMENT



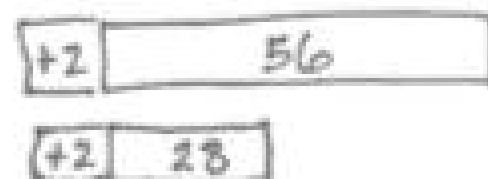
Problem 1: Solve a single- step take from with change unknown word problem using a tape diagram and chip model.

Seneca put 56 beads on a necklace. Some beads fell off, but he still has 28 left. How many beads did he lose?



$$56 \xrightarrow{-20} 36 \xrightarrow{-6} 30 \xrightarrow{-2} 28$$

28

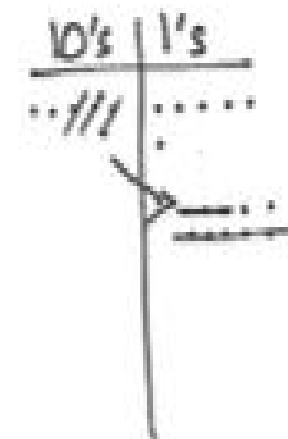


$$56 - 28 = 28$$

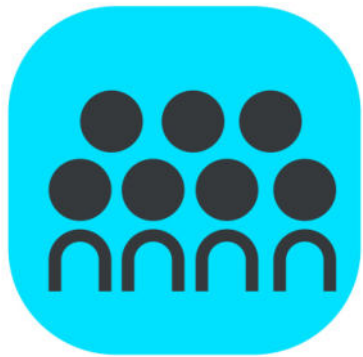
$$56 + 2 = 58$$

$$28 + 2 = 30$$

$$58 - 30 = 28$$



He lost 28 beads.

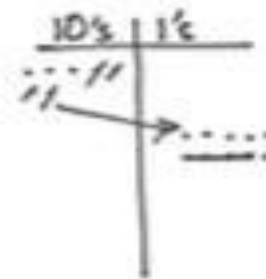
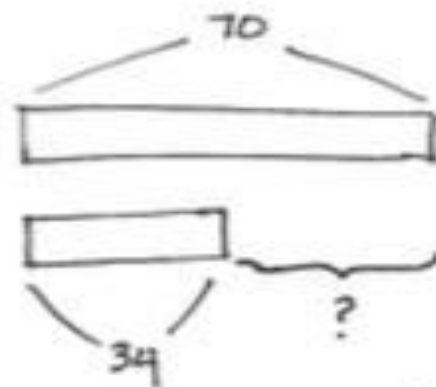


CONCEPT DEVELOPMENT



Problem 2: Solve a single- step word problem by drawing a tape diagram and chip model.

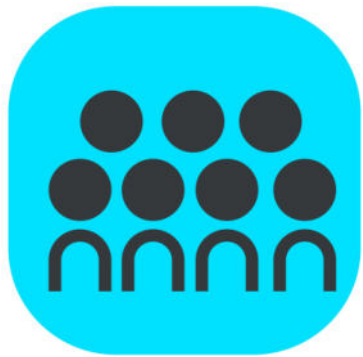
70 students voted for a field trip to the zoo. 34 students voted for the museum. How many more students voted for the zoo than the museum?



$$\begin{array}{r} 70 \\ - 34 \\ \hline 36 \end{array}$$

36 more students voted for the zoo.

$$34 \xrightarrow{+30} 64 \xrightarrow{+6} 70$$

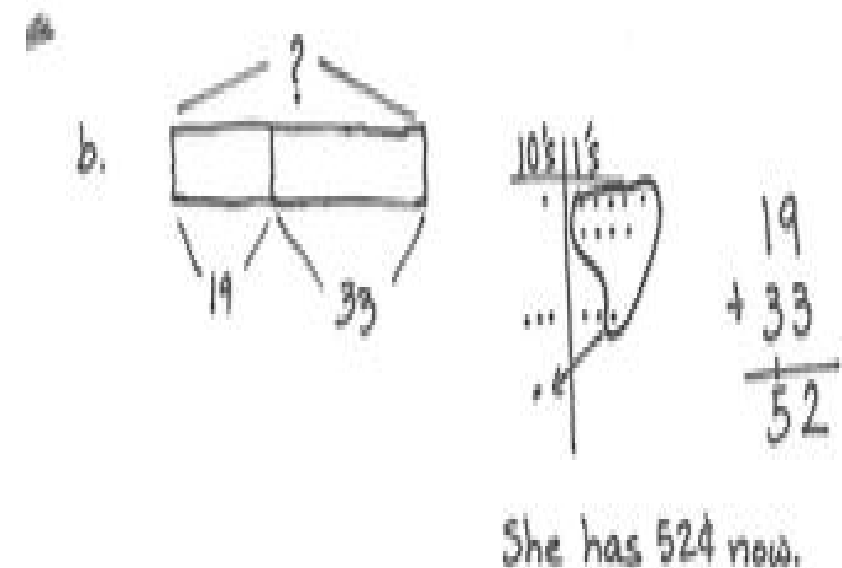
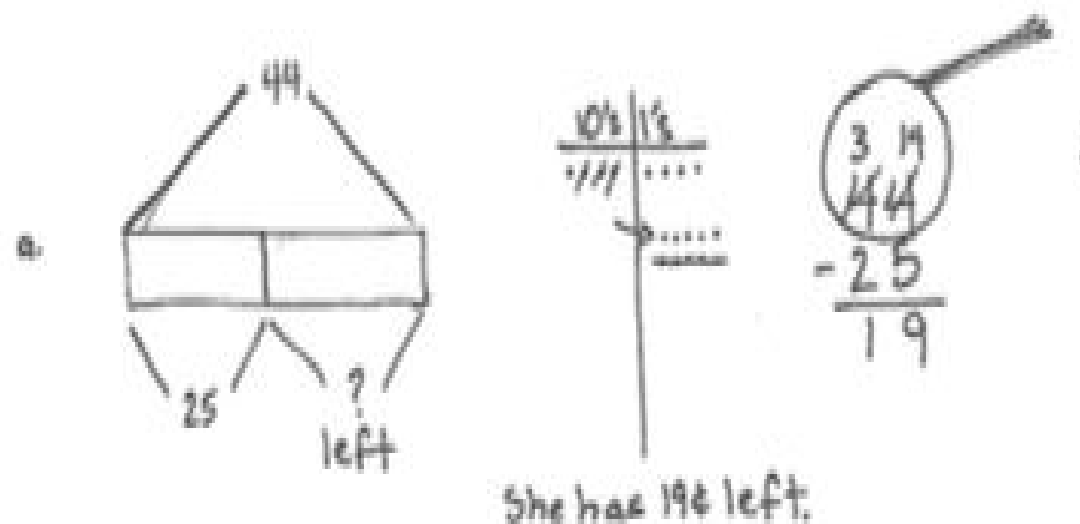


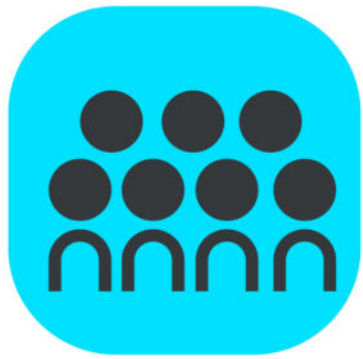
CONCEPT DEVELOPMENT



Problem 3: Solve a two- step word problem by drawing a tape diagram and chip model.

- Suki has 44 cents. She spends 25 cents on a pencil. How much money does she have left?
- She finds 33 cents more. How much money does she have now?



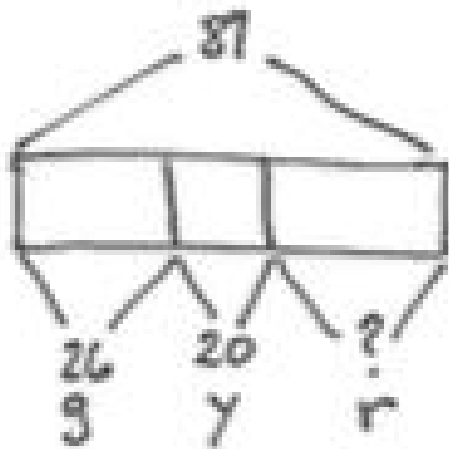


CONCEPT DEVELOPMENT



Problem 4: Solve a two- step word problem by using a preferred method.

Farmer Ben picks 87 apples. 26 apples are green, 20 are yellow, and the rest are red. How many apples are red?



$$26 + 20 = 46$$

$$87 - 46 = \square$$

$$46 + \square = 87$$

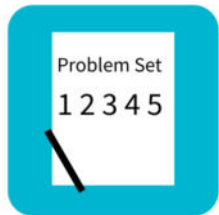
$$46 \xrightarrow{+40} 86 \xrightarrow{+1} 87$$

$$87 - 46 = 41$$

$$80 - 40 = 40$$

$$7 - 6 = 1$$

$$40 + 1 = 41$$



Problem Set

A STORY OF UNITS

Lesson 16 Problem Set

2•4

Name _____ Date _____

Solve the following word problems. Use the RDW process.

1. Frederick counted a total of 80 flowers in the garden. There were 39 white flowers, and the rest were pink. How many flowers were pink?

2. The clothing store had 42 shirts. After selling some, there were 16 left. How many shirts were sold?



Debrief

How could you use a tape diagram to solve Problem 1? Which strategy did you use to solve? Could you have used a different simplifying strategy?

Which operation did you choose to solve Problem 2? Why? How does a tape diagram help you to show the situation?

How did you show your thinking in Problem 3? What simplifying strategy can you use to solve? Why choose that one?



Debrief

Explain to your partner the steps you took to solve Problem 4. How did you represent this multi-step problem? What simplifying strategy did you use instead of unbundling a ten for the first portion of the problem?

For Problem 5, share your drawings with a partner. What did you need to know before you could figure out how many books were in the yellow bin? How did you show it?



Exit Ticket

A STORY OF UNITS

Lesson 16 Exit Ticket

2•4

Name _____

Date _____

Solve the following word problems. Use the RDW process.

1. The bookstore sold 83 books on Monday.
On Tuesday, it sold 46 fewer books than on Monday.
 - a. How many books were sold on Tuesday?