

Eureka Math

2nd Grade Module 4 Lesson 17

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Directions for customizing presentations are available on the next slide.



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Screen A

ReadyGEN™ in Action

3rd Grade
Unit 3, Module A
Lesson 1

“pop-out”

Screen B

Gr3(2) U3MAL1 Sample Lesson.pptx

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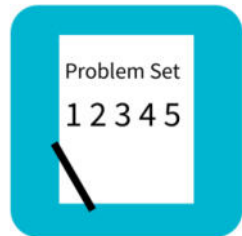
Read, Draw, Write



Learning Target



Personal White Board



Problem Set



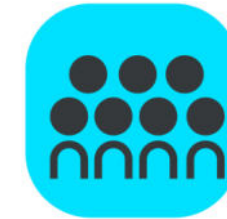
Manipulatives Needed



Fluency



Think Pair Share



Whole Class



Individual



Partner



Small Group



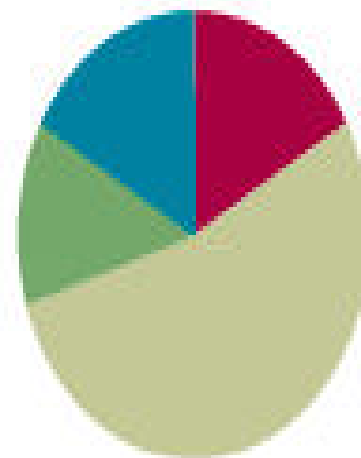
Small Group Time

Lesson 17

Objective: Use mental strategies to relate compositions of 10 tens as 1 hundred to 10 ones as 1 ten.

Suggested Lesson Structure

■ Fluency Practice	(10 minutes)
■ Concept Development	(32 minutes)
■ Application Problem	(8 minutes)
■ Student Debrief	(10 minutes)
Total Time	(60 minutes)





I can use mental strategies to relate compositions of 10 tens as 1 hundred to 10 ones as 1 ten.

Materials Needed:



Concept Development:



Compensation



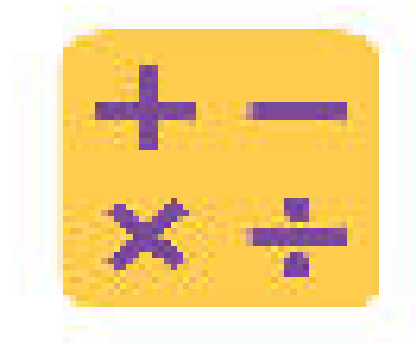
$$42 + 19 = \underline{\hspace{2cm}}$$

Let's use a mental math strategy to add. How much more does 19 need to make the next ten?

Where can 19 get 1 more from?

Take 1 from 42 and give it to 19. Say the simplified number sentence, with the answer.

37 + 19. Say the simplified number sentence, with the answer.



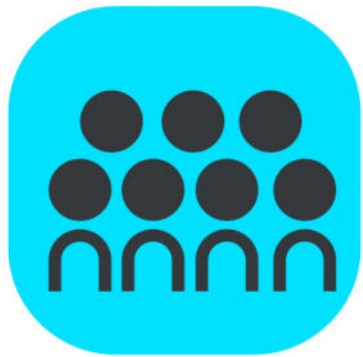
Rename the Units

10 ones = _____ ten _____ ones

20 ones = 1 ten _____ ones

24 ones = 1 ten _____ ones

30 ones = 2 tens ____ ones



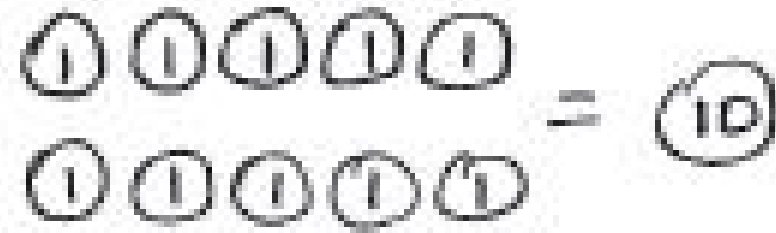
CONCEPT DEVELOPMENT



Show me your magic counting sticks.

Give them a value of one. Count with me.

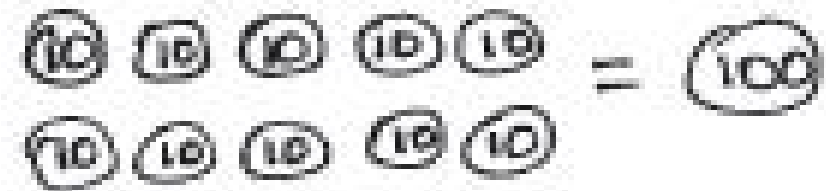
How many ones in 1 ten? 10 ones equals 1 ten.

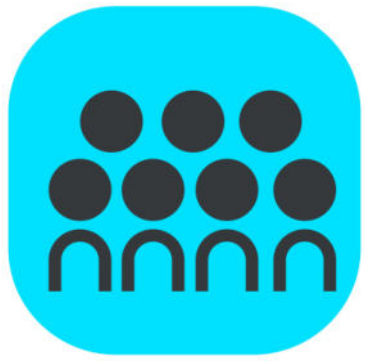


Show me your magic counting sticks again.

This time give them a value of ten. Count with me.

How many tens in 1 hundred? 10 tens equals 1 hundred.





CONCEPT DEVELOPMENT



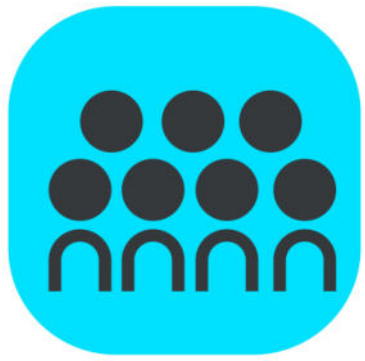
Read these sentences aloud, filling in the blanks.

1 one + ____ = 10 ones = 1 ten

1 ten + ____ = 10 tens = 1 hundred

Talk with your partner. How are these statements the same and different?

How is making a ten similar to making a hundred?



CONCEPT DEVELOPMENT

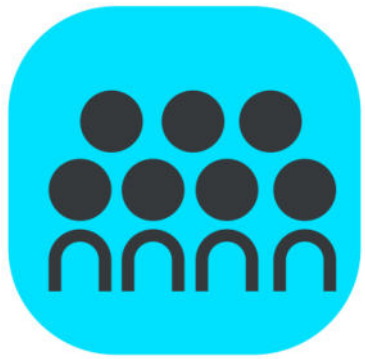


Read these sentences aloud, filling in the blanks.

6 ones + 4 ones?

6 tens + 4 tens is...?

60 + 40 is...?



CONCEPT DEVELOPMENT



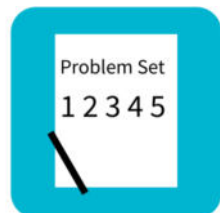
Now, let's make tens and hundreds

$$\begin{array}{l} 7 \xrightarrow{+3} \underline{\quad} \xrightarrow{+5} \underline{\quad} \\ 70 \xrightarrow{+30} \underline{\quad} \xrightarrow{+50} \underline{\quad} \\ 67 \xrightarrow{+3} \underline{\quad} \xrightarrow{+30} \underline{\quad} \xrightarrow{+50} \underline{\quad} \end{array}$$

Talk with your partner. What numbers go into the blanks?

Find the total in each problem.

Explain the relationship between the first problem and the two last problems.



Problem Set

A STORY OF UNITS

Lesson 17 Problem Set

2•4

Name _____

Date _____

1. Solve mentally.

a. 2 ones + _____ = 1 ten

2 + _____ = 10

2 tens + _____ = 1 hundred

20 + _____ = 100

b. 1 ten = _____ + 6 ones

10 = _____ + 6

1 hundred = _____ + 6 tens

100 = _____ + 60



Application problems



Erasers come in boxes of 10. Victor has 14 boxes.
Gabby has 5 boxes.

- a. How many erasers does Victor have?
- b. How many erasers does Gabby have?
- c. If Gabby gets another box, how many erasers do they have in all?



Application problems



Erasers come in boxes of 10. Victor has 14 boxes. Gabby has 5 boxes.

a. How many erasers does Victor have?



$$10 \text{ tens} = 100$$

$$4 \text{ tens} = 40$$

$$14 \text{ tens} = 140$$

Victor has 140 erasers.



Application problems



Erasers come in boxes of 10. Victor has 14 boxes.
Gabby has 5 boxes.

b. How many erasers does Gabby have?

b. $\textcircled{10} \textcircled{10} \textcircled{10} \textcircled{10} \textcircled{10}$ $5 \text{ tens} = 50$
Gabby has 50 erasers.



Application problems



Erasers come in boxes of 10. Victor has 14 boxes.
Gabby has 5 boxes.

c. If Gabby gets another box, how many erasers do they have in all?

C.

V	G
140	50
10	

?

$$140 + 50 + 10$$
$$\quad \quad \quad \downarrow$$
$$\quad \quad \quad 60$$
$$140 + 60 = 200$$

Gabby and Victor have 200 erasers in all.



Debrief

What was the total for each problem in 1(c)?

What pattern do you notice?

What is the relationship between the first problem and the other two problems?

For Problem 1(d), prove to your partner that 16 tens is the same as 160. Use what you know about the place value chart to support your reasoning.

How are the problems in 2(a) the same and different?

What is the relationship between them?



Debrief

For Problems 3(a) and (b), why do we add 6 ones first? How does adding 6 ones and then 7 tens change the totals in each problem?

Ones, tens, and hundreds are part of a base ten system.

Why do you think it is called base ten?

What important connection did we make today between ones, tens, and hundreds?



Exit Ticket

Name _____

Date _____

1. Solve mentally.

a. 4 ones + _____ = 1 ten

4 + _____ = 10

4 tens + _____ = 1 hundred

40 + _____ = 100

b. 2 ones + 8 ones = _____ ten

2 + 8 = _____

2 tens + 18 tens = _____ hundreds

20 + 180 = _____