

Eureka Math

2nd Grade Module 4 Lesson 18

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.

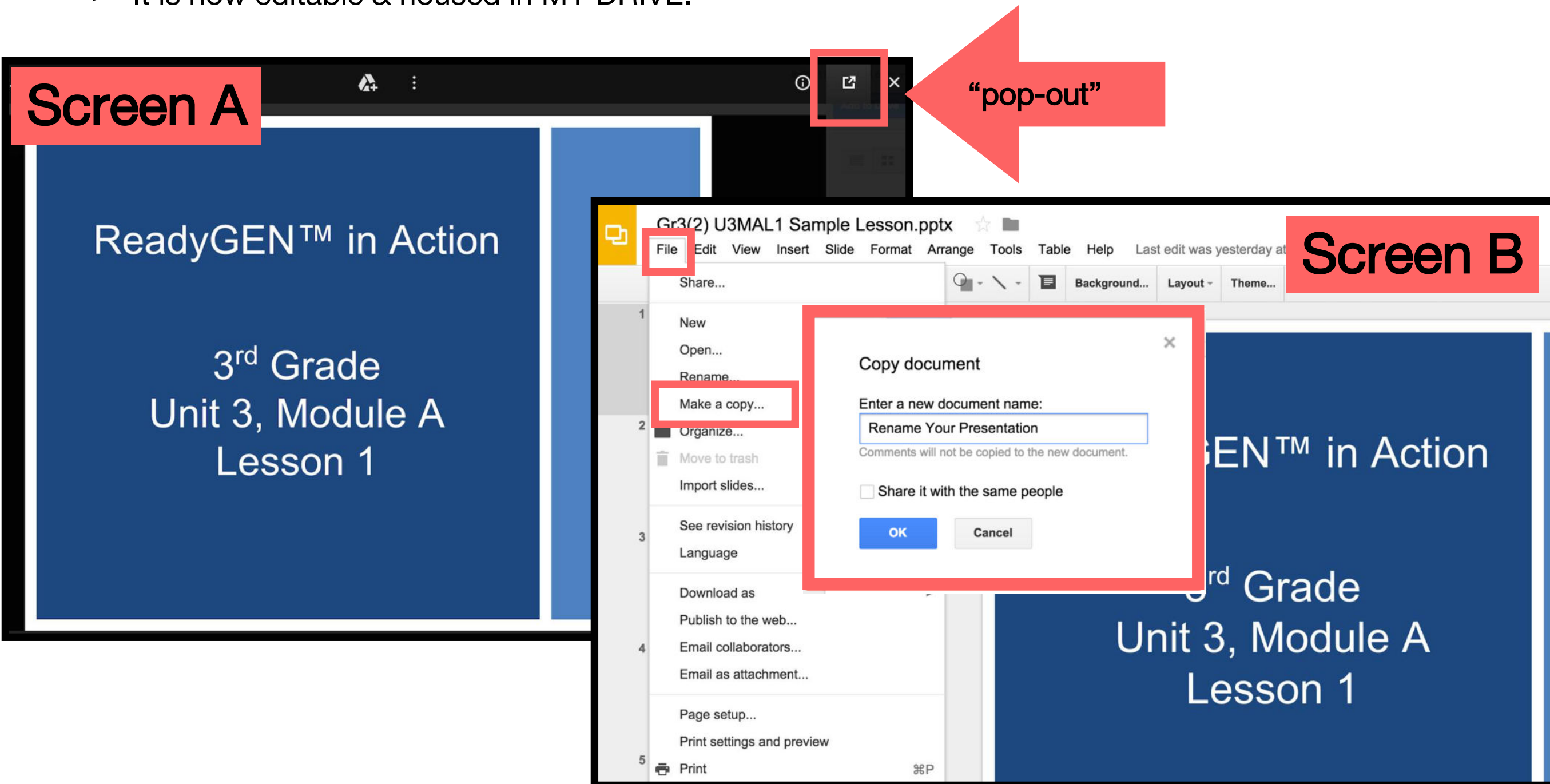


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Customize this Slideshow

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



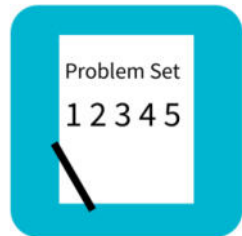
Read, Draw, Write



Learning Target



Personal White Board



Problem Set



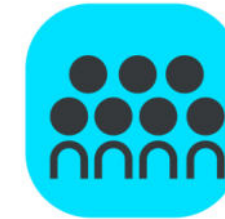
Manipulatives Needed



Fluency



Think Pair Share



Whole Class



Individual



Partner



Small Group



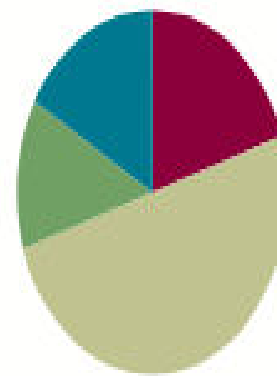
Small Group Time

Lesson 18

Objective: Use manipulatives to represent additions with two compositions.

Suggested Lesson Structure

■ Fluency Practice	(12 minutes)
■ Concept Development	(30 minutes)
■ Application Problem	(8 minutes)
■ Student Debrief	(10 minutes)
Total Time	(60 minutes)





I can use place value disks to represent addition with two compositions.

Materials Needed:



Concept Development:

(S) unlabeled hundreds place value charts per pair

(S) place value disks



Making the Next Ten



When I say $9 + 4$, you say $10 + 3$ Ready?

$$9 + 4$$

$$19 + 4$$

$$29 + 4$$

$$79 + 4$$

$$9 + 6$$

$$19 + 6$$

$$29 + 6$$

$$8 + 3$$

$$18 + 3$$

$$48 + 3$$

$$8 + 5$$

$$18 + 5$$

$$88 + 5$$

$$7 + 6$$

$$27 + 6$$

$$7 + 4$$

$$17 + 4$$

$$67 + 4$$

$$9 + 4 = \underline{\quad}$$

$\wedge$

1 3

$$9 + 1 = 10$$

$$10 + 3 = \underline{\quad}$$



Sprint

A STORY OF UNITS

Lesson 18 Sprint

2•4

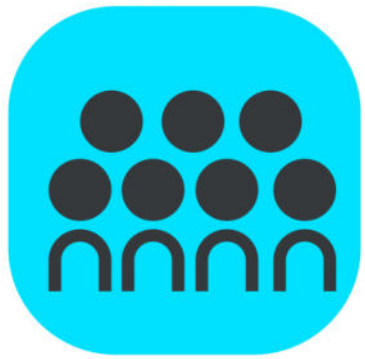
A

Number Correct: _____

Addition Crossing a Ten

1.	$38 + 1 =$	
2.	$47 + 2 =$	
3.	$56 + 3 =$	
4.	$65 + 4 =$	
5.	$31 + 8 =$	
6.	$42 + 7 =$	
7.	$53 + 6 =$	
8.	$64 + 5 =$	

23.	$85 + 7 =$	
24.	$85 + 9 =$	
25.	$76 + 4 =$	
26.	$76 + 5 =$	
27.	$76 + 6 =$	
28.	$76 + 9 =$	
29.	$64 + 6 =$	
30.	$64 + 7 =$	



CONCEPT DEVELOPMENT

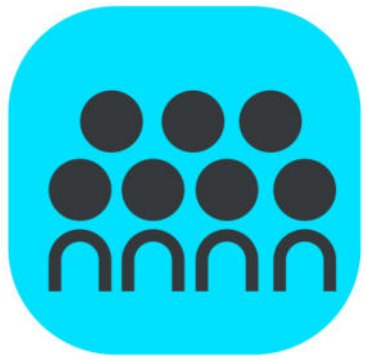
$$40 + 70 =$$

Partner A, show 40 on your place value chart. Partner B, show 70.
Be sure to arrange the place value disks in 5-groups.

4 tens = 7 tens is

110 $\longrightarrow$ 1 hundred 1 tens

Partner B changes 10 tens disks for 1 hundred disk.



CONCEPT DEVELOPMENT

$$49 + 73$$

Partner A, change your number from 40 to 49.

Partner B, change your number from 70 to 73.

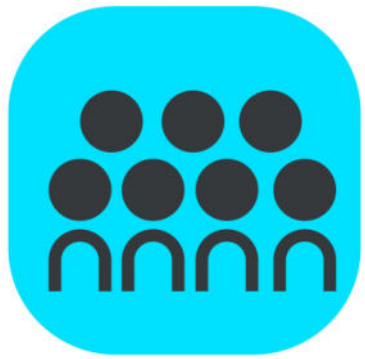
Discuss with your partner how this problem is different than $40 + 70$.

Partner B, move the ones together. How many ones?

Partner A, move the tens. How many tens?

Using your model, what's $49 + 73$ in expanded form?

Talk with your partner. How is making a hundred the same as making a ten?

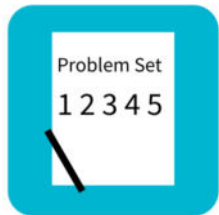


CONCEPT DEVELOPMENT

$$136 + 64 =$$

Work with your partner to model these addends, these two parts, while I walk around to see how it's going.

For each step in the addition, I will make a statement. As you move the disks to add, tell me if the statement is true or false. Raise your hand once you've moved the disks and have your answer.



Problem Set

A STORY OF UNITS

Lesson 18 Problem Set

2•4

Name _____ Date _____

1. Solve using your place value chart and place value disks.

a. $80 + 30 =$ _____ $90 + 40 =$ _____

b. $73 + 38 =$ _____ $73 + 49 =$ _____

c. $93 + 38 =$ _____ $42 + 99 =$ _____

d. $84 + 37 =$ _____ $69 + 63 =$ _____



Application problems



Hailey and Gio solve $56 + 85$. Gio says the answer is 131. Hailey says the answer is 141. Explain whose answer is correct using numbers, pictures, or words.

Handwritten student work:

Diagram 1: A circle containing a question mark is connected by lines to two separate circles, one containing '56' and the other containing '85'. To the right, a horizontal rectangle is divided into two sections labeled '56' and '85'. Below the rectangle, a question mark is centered under a bracket spanning the width of the rectangle.

Text: Hailey is correct because $56 + 85 = 141$.

Diagram 2: On the left, a vertical addition problem is shown: $56 + 85 = 141$. On the right, a place value chart is drawn with columns labeled 'H' (Hundreds), 'T' (Tens), and 'O' (Ones). The 'H' column contains one dot, the 'T' column contains four dots, and the 'O' column contains one dot. Arrows point from the dots to the column labels. Below the chart, the text '1 hundred 4 tens 1 one' is written.



Debrief

Look at Problem 1(a)–(c). How do the problems in the first column help you to solve the problems in the second column? Did you need to model the problems in the second column?

For Problem 2, how did you use your place value disks to determine whether the statements were true or false?

Use place value language to explain to your partner how you solved Problem 3. Did you need to compose a ten or a hundred to solve? Or, did you solve mentally? Which method is easier?



Debrief

For Problem 5, share your work with a partner. Who was correct, Kim or Stacy? Defend your response.

Make a prediction. What happens when you have 10 hundreds disks? How do you know? What happens when you have 10 of a given unit?



Exit Ticket

A STORY OF UNITS

Lesson 18 Exit Ticket

2•4

Name _____

Date _____

Solve using your place value chart and place value disks.

1. $46 + 54 =$ _____

2. $49 + 56 =$ _____

3. $28 + 63 =$ _____

4. $67 + 89 =$ _____