Eureka Math

2nd Grade
Module 4
Lesson 21

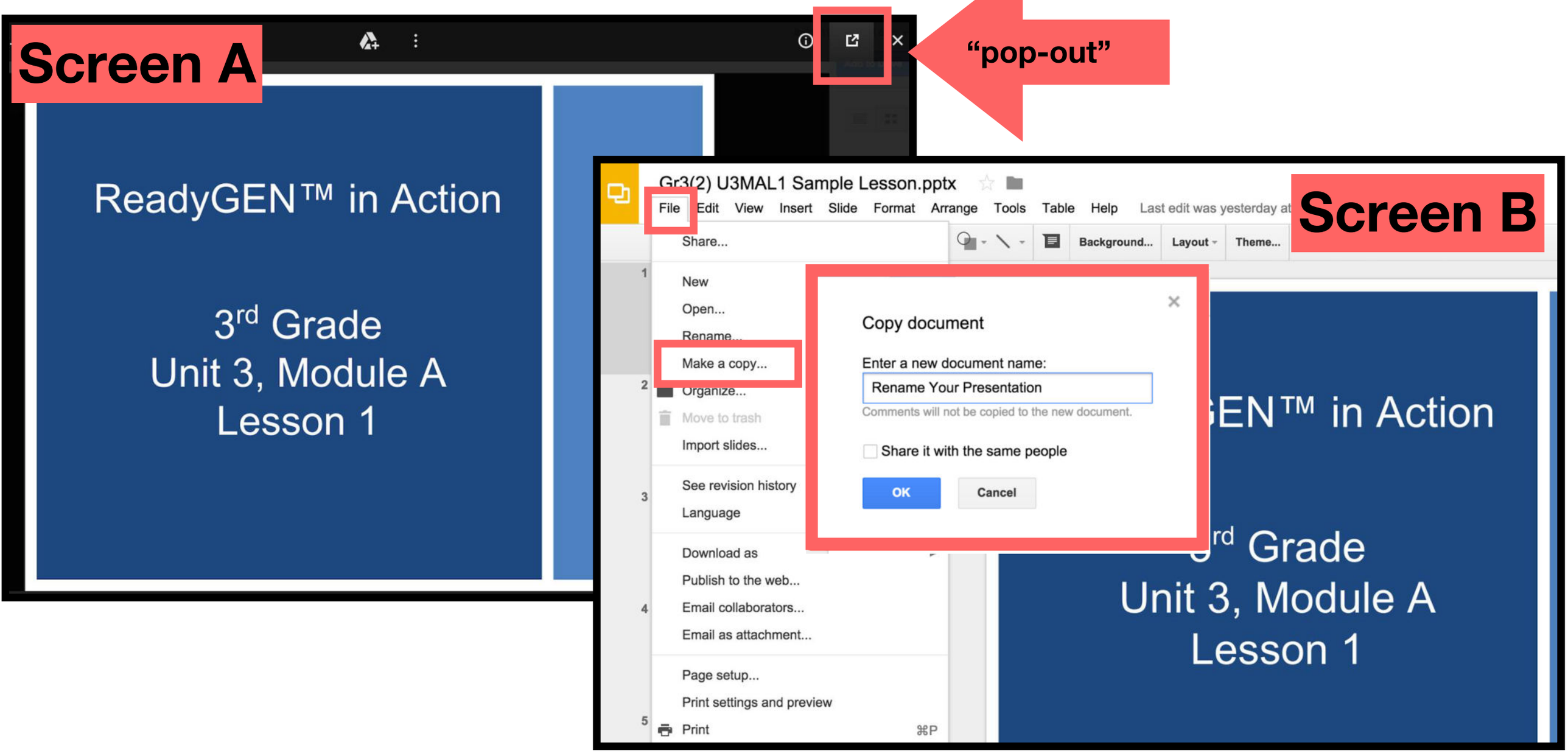
At the request of elementary teachers, a team of Bethel & Sumner educators met as a committee to create Eureka slideshow presentations. These presentations are not meant as a script, nor are they required to be used. Please customize as needed. Thank you to the many educators who contributed to this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

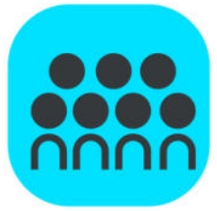
Personal White Board

Problem Set

Manipulatives Needed

Fluency

Think Pair Share



Whole Class

Individual

Partner

Small Group

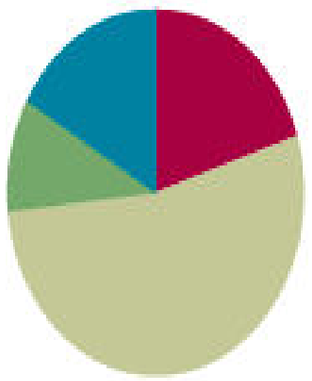
Small Group Time

Lesson 21

Objective: Use math drawings to represent additions with up to two compositions and relate drawings to a written method.

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 additions with up to two compositions and relate drawings to a written method.

Materials Needed:

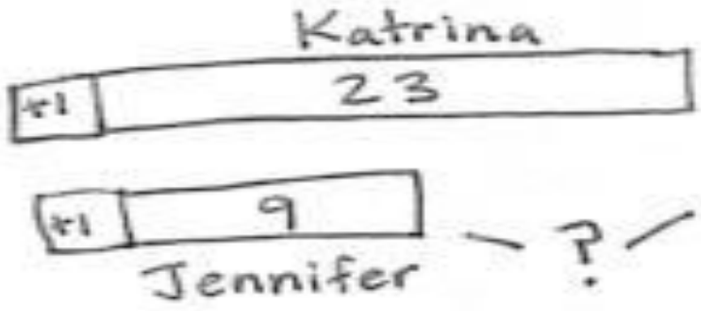
Fluency:
(T) Addition flash cards (fluency template)

Concept Development:

- (S) Paper

Application problems

Katrina has 23 stickers, and Jennifer has 9. How many more stickers does Jennifer need to have as many as Katrina?



23-9

24-10=14

Jennifer needs 14 more stickers to have the same number as Katrina.

Addition Fact Flashcards

Place Value

103 Say the number.

Which digit is in the tens place?

What’s the value of the 0?

State the value of the 1

State the value of the 3.

Rename the Units

10 ones = _____ ten _____ ones

20 ones = 1 ten _____ ones

24 ones = 1 ten _____ ones

30 ones = 2 tens ___ ones

CONCEPT DEVELOPMENT

Copy the following problem on your paper in vertical form: 48 + 93.

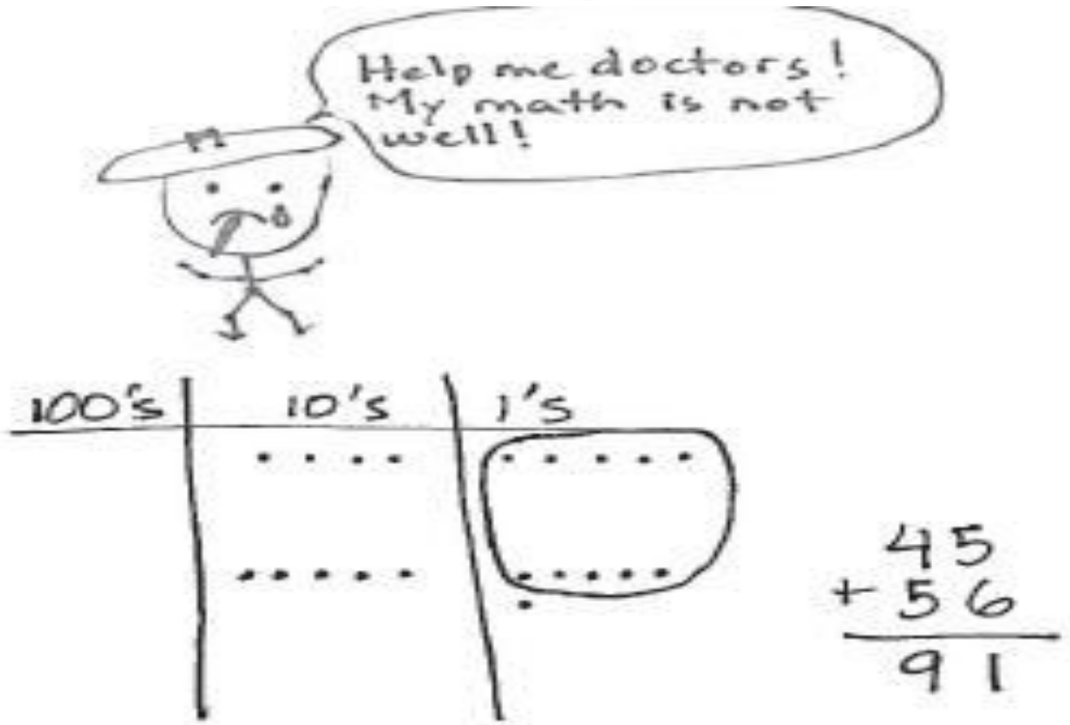
Next to the written addition, draw a chip model to solve, and record each change in the written addition.
When you're finished, check your work with a partner, and explain how your model matches the written addition. Use place value language to explain each step.

CONCEPT DEVELOPMENT

Who would like to share his or her work with the class? Use place value language to explain how the model helps you to understand the written addition.

CONCEPT DEVELOPMENT

This problem is not feeling well. It is wrong.
T: Talk with your partner. Use place value language to explain why it is incorrect. Be a math doctor. Figure out how to make it right.



How is renaming ones the same as and different from renaming tens?

Who can come up and correct my work?

Problem Set

Name _____ Date _____

1. Solve vertically. Draw chips on the place value chart and bundle, when needed.

a. 65 + 75 = _____

100's	10's	1's

b. 84 + 29 = _____

100's	10's	1's

Debrief

Explain to your partner how you solved Problems 1(a) and (b). How can you tell immediately if you are going to need to bundle ones? Tens?

Could you have solved Problems 1(a) and (b) mentally? Which strategies would be easiest?

For Problem 1(c), how does knowing partners to ten help you to solve this problem?

Debrief

For Problem 1(d), use place value language to explain to your partner how your model matches the written addition.

Share your responses to Problem 2 with a partner.
What does Abby understand about addition?
If you were Abby's teacher, what would you focus on teaching her in the next lesson? Why?

Exit Ticket

Name _____ Date _____

Solve vertically. Draw chips on the place value chart and bundle, when needed.

1. 58 + 67 = _____

100's	10's	1's

2. 43 + 89 = _____

100's	10's	1's