Eureka Math

2nd Grade

Module 4

Lesson 31

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.

Screen A

"pop-out"

ReadyGEN™ in Action

3rd Grade
Unit 3, Module A
Lesson 1

Screen B

Gr3(2) U3MAL1 Sample Lesson.pptx

File Edit View Insert Slide Format Arrange Tools Table Help   Last edit was yesterday at

Share...   Background... Layout ▾ Theme...

New
Open...
Rename...
Make a copy...
Organize...
Move to trash
Import slides...

See revision history
Language

Download as
Publish to the web...
Email collaborators...
Email as attachment...

Page setup...
Print settings and preview
Print   ⌘P

Copy document

Enter a new document name:
Rename Your Presentation

Comments will not be copied to the new document.

☐ Share it with the same people

OK   Cancel

GEN™ in Action

3rd Grade
Unit 3, Module A
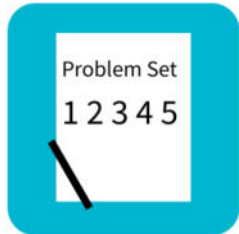Lesson 1

Icons

RDW — Read, Draw, Write

Learning Target

Personal White Board

Problem Set

Manipulatives Needed

Fluency

Think Pair Share

Whole Class
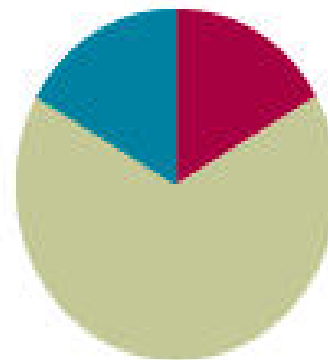
Individual

Partner

Small Group

Small Group Time

Lesson 31

Objective: Solve two-step word problems within 100.

Suggested Lesson Structure

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

I can solve two-step word problems within 100.

Materials Needed:

Concept Development:
- (S) White board

Find the Total

32 + 64 =____   Solve using any method.

Write 1 hundred to change 32 to 132. What is the total now?

25 + 74 = ____   Solve using any method.

Write 1 hundred to change 25 to 125. What is the total now?
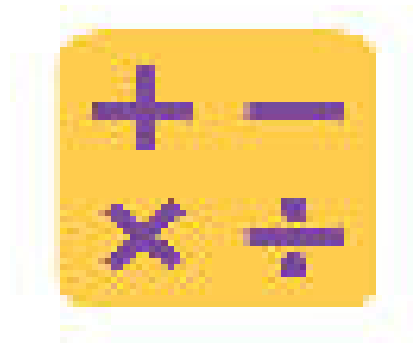
Find the Difference

48 – 24 = _____

48 – 24 = _____

40 – 24 = _____
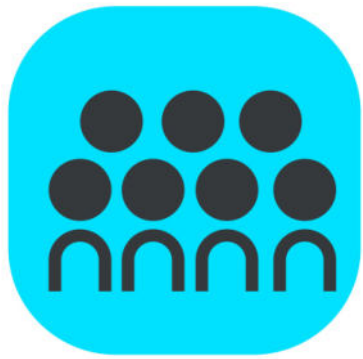
CONCEPT DEVELOPMENT

1. Model the problem.

- Can you draw something?
- What can you draw?
- What conclusions can you make from your drawing?

2. Solve and write a statement.

- Use the strategies chart for solving problems we created during the Lesson 5

3. Assess the solution for reasonableness.
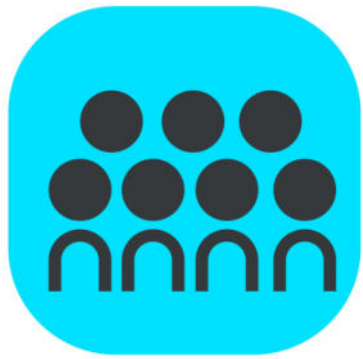
Problem 1:

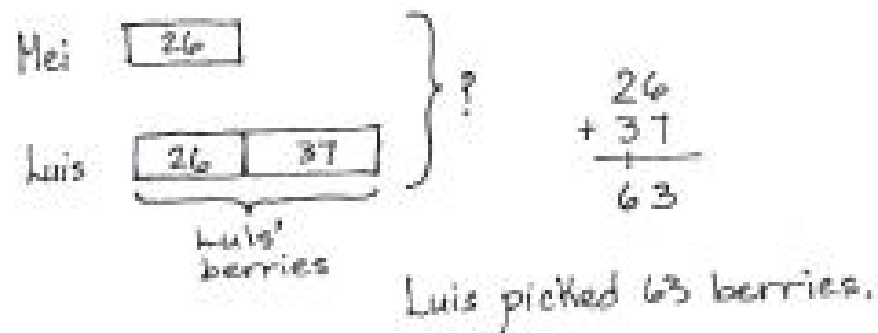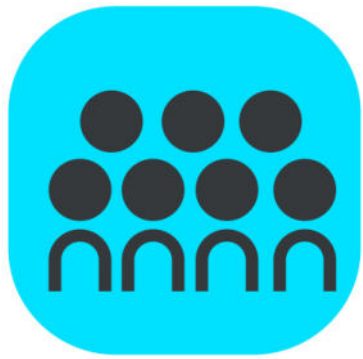Solve a two-step add to with result unknown word problem using a tape diagram.

Mei picked 26 berries. Luis picked 37 more berries than Mei.

a. How many berries did Luis pick?

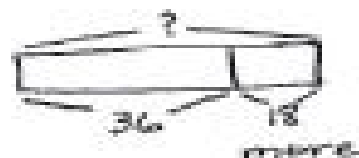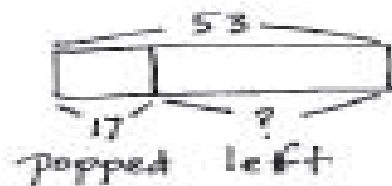b. How many berries did they pick in all?_____
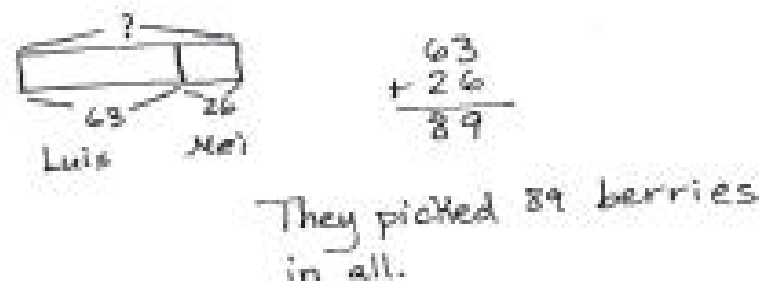
Problem 2:

Solve a two-step take from/add to with result unknown word problem by drawing a tape diagram. Then, students may use any strategy they have learned to solve.

Kevin had 53 balloons. His cat popped 17 of them.
His father gives him 18 more balloons.
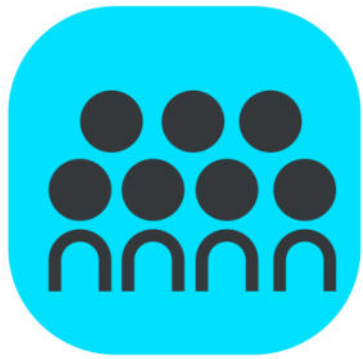
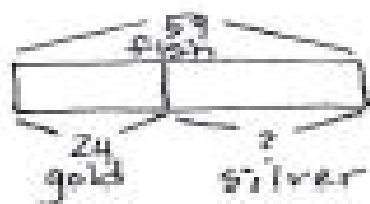How many balloons does Kevin have now?_____

Problem 3:

Solve a two-step change unknown problem by drawing a tape diagram.

Lee's fish tank has 24 goldfish and some silver fish. In all, there are 59 fish in the aquarium. Lee puts in some more silver fish. Now, there are 51 silverfish.
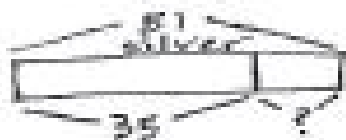How many silver fish did Lee put in the tank?

$59 - 24 = \square$

$24 + \square = 59$

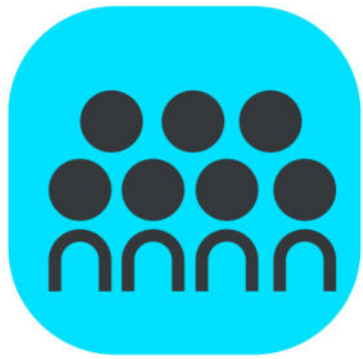$24 \xrightarrow{+30} 54 \xrightarrow{+5} 59$

There are 35 Silver fish.

$35 + \square = 51$

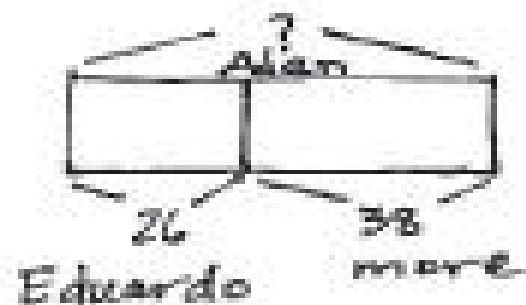$51 - 35 = \square$

$56 - 40 = 16$
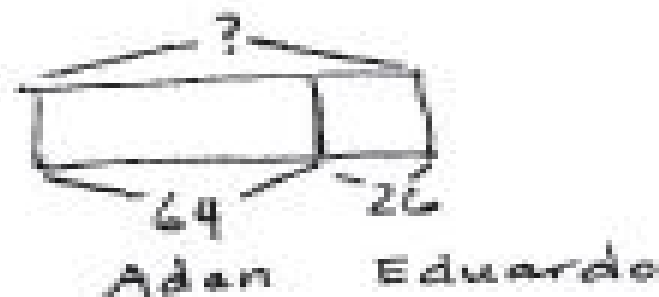
Lee put in 16 silver fish.

Problem 4:

Solve a two-step comparison problem by drawing a tape diagram and using a preferred method to solve.

Eduardo collects 26 stamps. Adan collects 38 more than Eduardo. How many stamps do they have altogether?
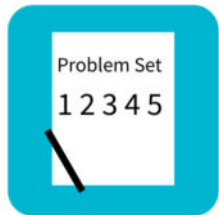
Problem Set

Name _____   Date _____

Solve the following word problems by drawing a tape diagram. Use any strategy you have learned to solve.

1. Mr. Roberts graded 57 tests on Friday and 43 tests on Saturday. How many tests did Mr. Roberts grade?

2. There are 54 women and 17 fewer men than women on a boat.

   a. How many men are on the boat?

Debrief

Explain the strategy you used to solve Problem 1. Use place value language to defend the reasonableness of your solution.

How did you draw a tape diagram for Problem 3(a)? Explain to your partner the conclusions you can make from your drawing. How did your drawing help you to choose a strategy to solve?

In Problem 3(b), what is tricky about the word more? How did you represent this situation in your tape diagram? Explain the strategy you used to solve.

Debrief

In Problem 4, how did you match each piece of information in the problem with your labeled tape diagram? Which strategy did you use to solve? Why?

What steps do you recommend for solving word problems? What questions do you ask yourself before, during, and after solving?

Exit Ticket

Name _____   Date _____

Solve the following word problems by drawing a tape diagram. Then, use any strategy that you've learned to solve.

1. Sandra has 46 fewer coins than Martha. Sandra has 57 coins.

    a. How many coins does Martha have?

    b. How many coins do Sandra and Martha have together?