Eureka Math

2nd Grade
Module 5
Lesson 1

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ReadyGEN™ in Action

3rd Grade
Unit 3, Module A
Lesson 1

Screen B

Gr3(2) U3MAL1 Sample Lesson.pptx

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EN™ 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 1

Objective: Relate 10 more, 10 less, 100 more, and 100 less to addition and subtraction of 10 and 100.

Suggested Lesson Structure

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

I can show 10 more, 10 less, 100 more and 100 less.

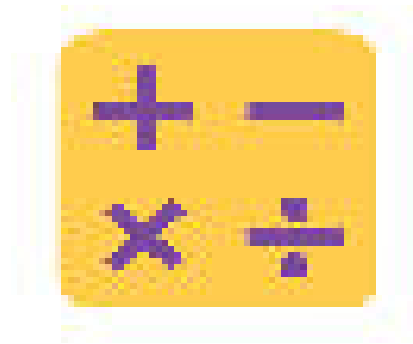# Materials Needed:

Fluency Practice
(T) Place value chart
(S)Place value chart
(S) white boards

Concept Development:
- (S) 7 hundreds disks, 9 tens disks and 9 ones disks
- (S) white boards
- (S) place value chart

Place Value

100	10
1	
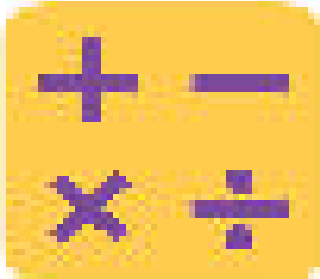
More/Less

For every number I say, you say a number that is more or less.

Application problems

The shelter rescued 27 kittens in June. In July, 11 kittens were rescued. In August, 40 more were rescued.
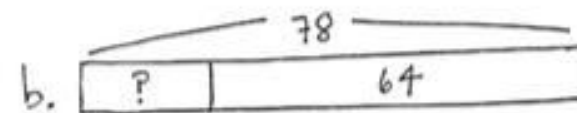
a. How many kittens did the shelter rescue during those 3 months?

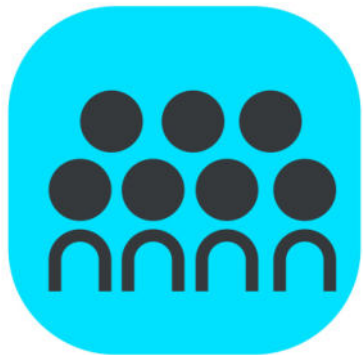b. If 64 of those kittens found homes by the end of August, how many still needed homes?

a.

27	11	40
June	July	August

$27 + 11 = 38$
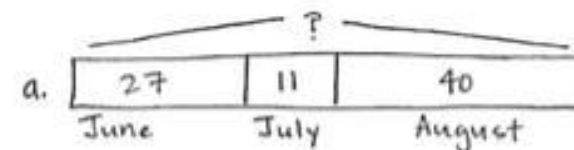
$27 \xrightarrow{+10} 37 \xrightarrow{+1} 38$

$38 + 40 = 78$

The shelter rescued 78 kittens in all.

b.

?	64

78

14 kittens still needed homes at the end of August.

$78 - 64 = 14$

$78 \xrightarrow{-60} 18 \xrightarrow{-4} 14$

CONCEPT DEVELOPMENT

10 more than _____ is _____.

_____ is 10 more than _____

10 less than _____ is _____.

_____ is 10 less than _____

100 more than _____ is _____.

_____ is 100 more than _____

100 less than _____ is _____.
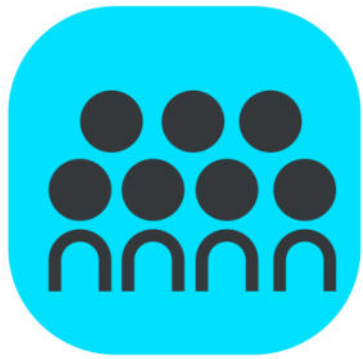
_____ is 100 less than _____
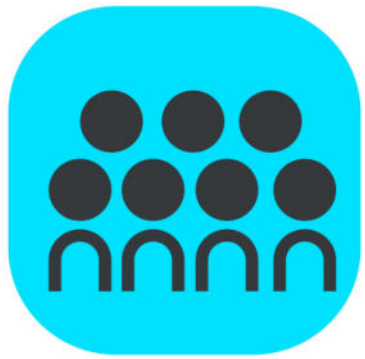
CONCEPT DEVELOPMENT

I'll write a series of numbers and you write the rule and the next three number. The rules are +10, - 10, +100, and - 100

67, 57, 47, ___,___,___
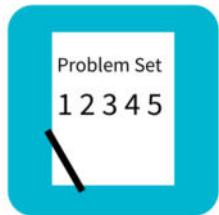
32, 42, 52 , ___,___,___

143, 243, 343 , ___,___,___

562, 462, 362 , ___,___,___

CONCEPT DEVELOPMENT

$$542 \xrightarrow{+100} 642 \xrightarrow{-10} 632 \xrightarrow{-10} 622 \xrightarrow{-100} 522 \xrightarrow{-100} 422$$

Problem Set

Name _____   Date _____

1. Complete each *more* or *less* statement.

   a. 10 more than 175 is _____.

   b. 100 more than 175 is _____.

   c. 10 less than 175 is _____.

   d. 100 less than 175 is _____.

   e. 319 is 10 more than _____.

   f. 499 is 100 less than _____.

   g. _____ is 100 less than 888.

   h. _____ is 10 more than 493.

   i. 898 is _____ than 998.

   j. 607 is _____ than 597.

   k. 10 more than 309 is _____.

   l. 309 is _____ than 319.

Debrief

What makes Problems1(e) and (f) more challenging? In Problem 1(e), does 10 more mean we should add 10 to 319? Why not? In Problem 1(f), why did you add 100 to 499 when it says 100 less?

What do you need to know to complete each pattern in Problem 2?

In Problem 3(b),what total quantity did you subtract from 187? How can you write it as an equation?

Debrief

In Problem 4(b), what total quantity did you add to 323 to arrive at 400? How did you show the missing addend using the arrow way? How can we show it as an equation?

Which simplifying strategy did we use today to record a sequence of numbers? How is it helpful?

What important connection did we make today? What are we actually doing when we talk about 10 more, 10 less, 100 more, or 100 less than a number?

Exit Ticket

Name _____   Date _____

Solve using the arrow way.

1. 440 + 220 = _____

2. 670 + _____ = 890