

Eureka Math

2nd Grade Module 5 Lesson 2

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Directions for customizing presentations are available on the next slide.



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Icons



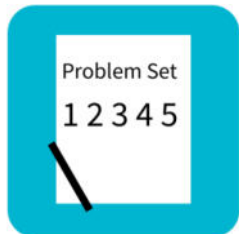
Read, Draw, Write



Learning Target



Personal White Board



Problem Set



Manipulatives Needed



Fluency



Think Pair Share



Whole Class



Individual



Partner



Small Group



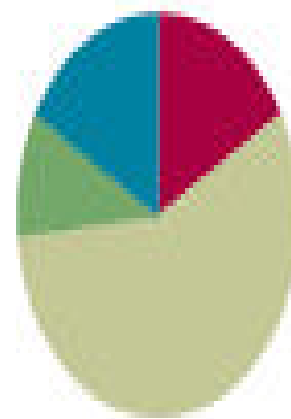
Small Group Time

Lesson 2

Objective: Add and subtract multiples of 100, including counting on to subtract.

Suggested Lesson Structure

Application Problem	(6 minutes)
Fluency Practice	(10 minutes)
Concept Development	(34 minutes)
Student Debrief	(10 minutes)
Total Time	(60 minutes)





I can add and subtract multiples of 100,
including counting on to subtract.

Materials Needed:



Fluency Practice

- (T) Hundreds place value chart (Lesson 1 Template 1)
- (S) Personal white board,
- (S) Hundreds place value chart (Lesson 1 Template 1)

Concept Development:

- (T) Hide Zero cards (Template)
- (S) Personal white board,
- (S) 9 each of ones, tens, and hundreds disks



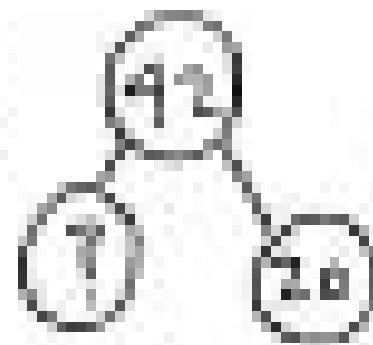
Application problems



Max has 42 marbles in his marble bag after he added 20 marbles at noon. How many marbles did he have before noon?



Max had 22 marbles
before noon.

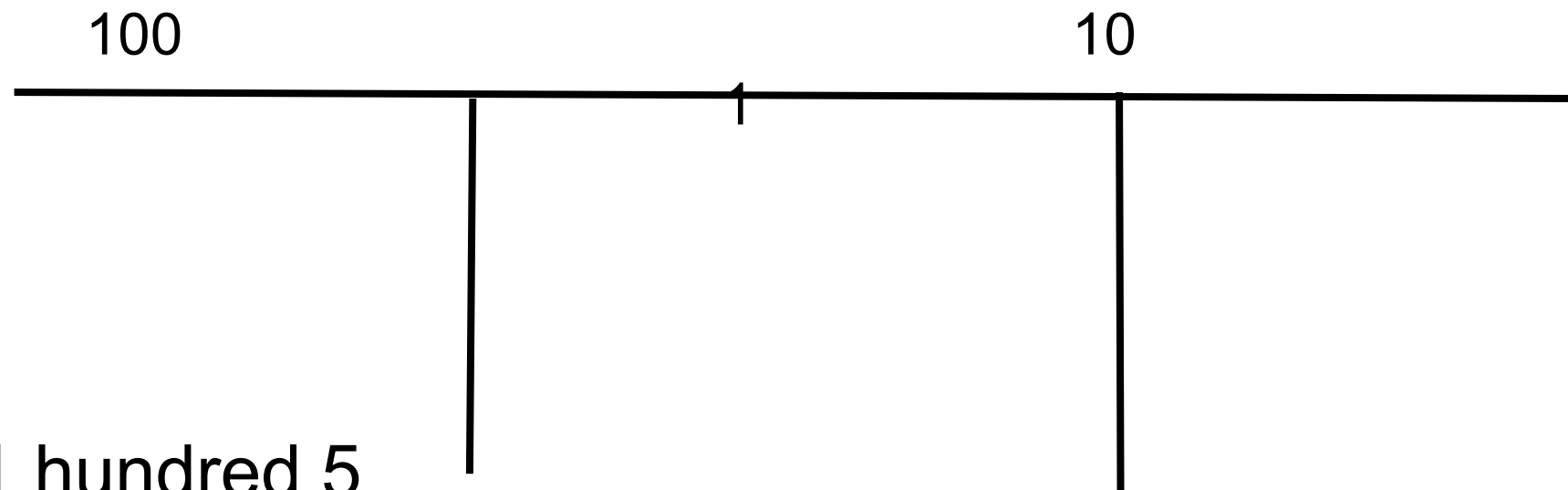


$$20 \xrightarrow{+20} 40 \xrightarrow{+2} 42$$

$$20 + 22 = 42$$



Place Value



Show 1 hundred 5 tens 2 ones in chips on a place value chart. Write the number below it.

Say the number in standard form.

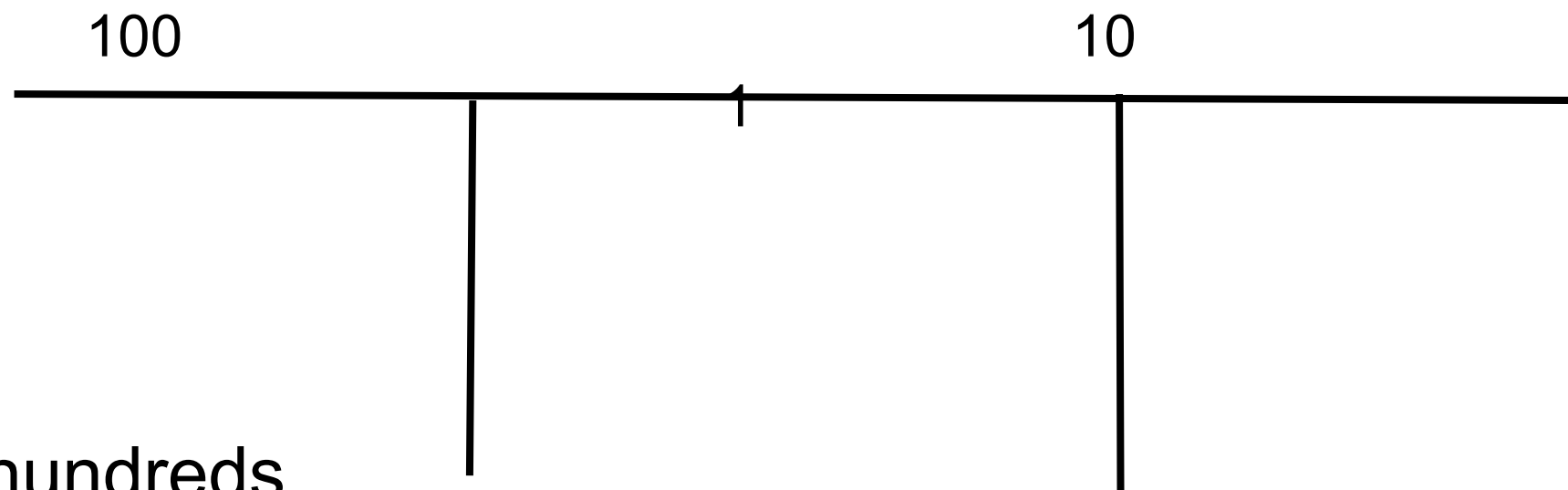
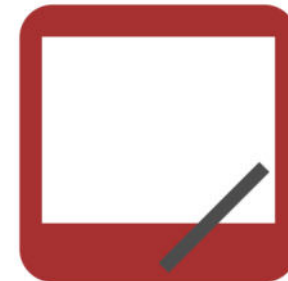
Say the number in unit form.

Say the number in unit form using only tens and ones.

Say the number in unit form using only hundreds and ones.



Place Value



Add 2 hundreds to your chart. How many hundreds do you have now?

What is 200 more than 152?

Add 3 hundreds to 352. How many hundreds do you have now?

Now, subtract 4 hundreds from 652. What is 400 less than 652?

What is 300 more than 352?



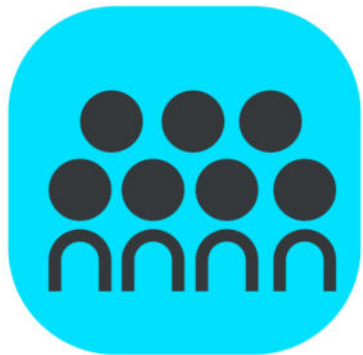
How Many More Hundreds?



If I say $300 - 200$, you say 100. To say it in a sentence, you say, “100 more than 200 is 300.” Ready?

$300 - 200$.

Say it in a sentence.



CONCEPT DEVELOPMENT



In Lesson 1 we added and subtracted 1 hundred. Today, let's add 2 hundreds, then 3 hundreds, and more!

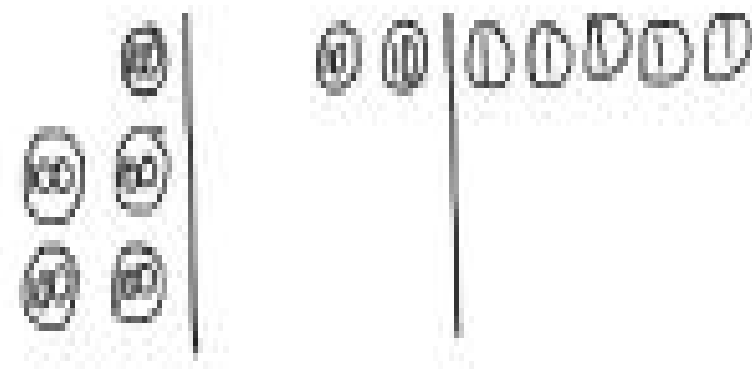
$$125 = \boxed{100} \boxed{20} \boxed{5}$$

Say the number in unit form

Show me this number with your place value disks.

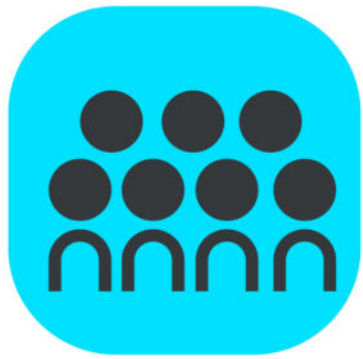
$$\boxed{300} \boxed{20} \boxed{5}$$

How much do you see?



How can you show this change using your place value disks?

Now, I am going to add 2 more hundreds. You do it, too. Turn and talk: What will happen to the number when I add 2 hundreds?



CONCEPT DEVELOPMENT



What is $325 + 200$?

Let's show that on the board using both simplifying strategies, the arrow way, and number bonds. I know many of you can just do mental math!

Say it in unit form.

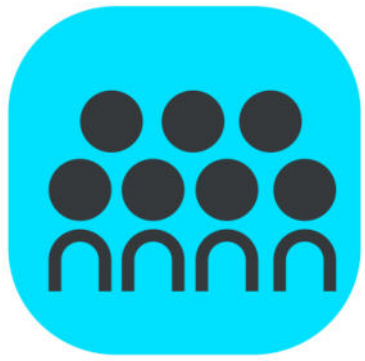
If I asked you to add 3 hundreds to 450, how could you solve that?

I can add 3 hundreds using the arrow way

I can also break apart the hundreds and tens with a number bond, add the hundreds, and then add the tens.

$$450 + 300$$

No matter which way I write it, when I add hundreds to a number, the tens and ones stay the same!



CONCEPT DEVELOPMENT

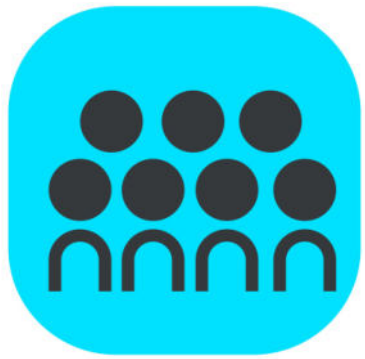


Now, it's your turn. On your personal white board,
solve $147 + 200$.

$$276 + 300$$

$$382 + 400$$

$$400 + 516$$



CONCEPT DEVELOPMENT



Now, let's subtract 2 hundreds, then 3 hundreds, and more!

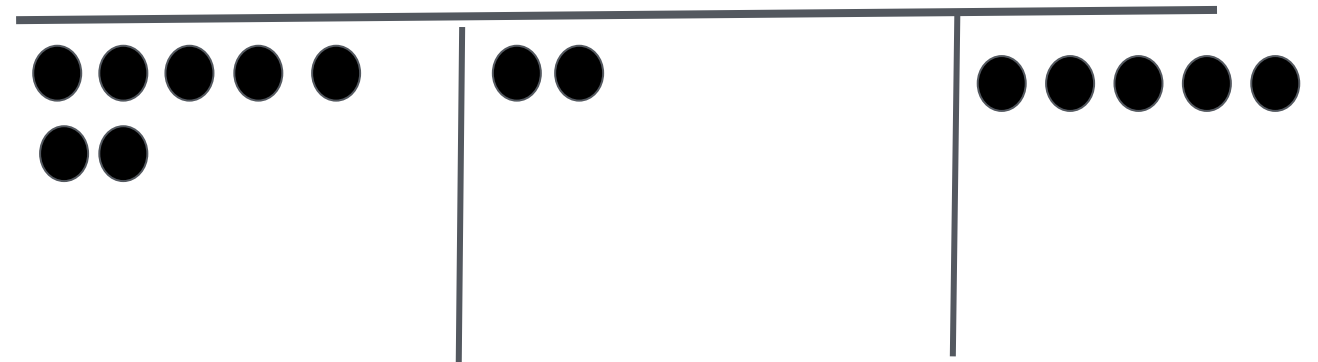
$$725 = \boxed{700} \boxed{20} \boxed{5}$$

Say the number in unit form

Show me this number with your place value disks.

$$\boxed{500} \boxed{20} \boxed{5}$$

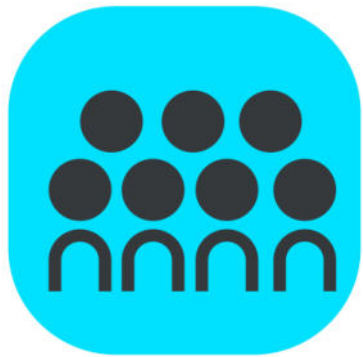
How much do you see?



Now, I am going to subtract 2 more hundreds. Turn and talk: What will happen to the number when I subtract 2 hundreds?

What is $525 - 200$?

Say it in unit form.



CONCEPT DEVELOPMENT



Okay, now let's subtract 3 hundreds from 582. Take a moment and work on your personal white board to solve $582 - 300$.

Number bonds

The Arrow Way

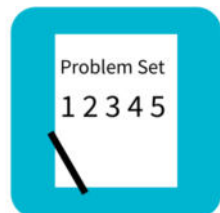


We have an extra simplifying strategy when we are subtracting. We can count up from the part we know.

$500 - 300 = 200$
 $200 + 82 = 282$

What is the whole? What is the part we know? How can we show the missing part with an addition problem?

We can use the arrow way, counting first by either tens or hundreds. Try it with a partner.



Problem Set

A STORY OF UNITS

Lesson 2 Problem Set

2•5

Name _____

Date _____

1. Solve each addition problem using place value strategies. Use the arrow way or mental math, and record your answers. You may use scrap paper if you like.

a. 2 hundreds 4 tens + 3 hundreds = _____ hundreds _____ tens

$$240 + 300 = \underline{\hspace{2cm}}$$

b. $340 + 300 = \underline{\hspace{2cm}}$

$140 + 500 = \underline{\hspace{2cm}}$

$200 + 440 = \underline{\hspace{2cm}}$

c. $400 + 374 = \underline{\hspace{2cm}}$

$274 + 500 = \underline{\hspace{2cm}}$

$700 + 236 = \underline{\hspace{2cm}}$

d. $571 + \underline{\hspace{2cm}} = 871$

$\underline{\hspace{2cm}} + 349 = 749$

$96 + \underline{\hspace{2cm}} = 696$

e. $\underline{\hspace{2cm}} + 562 = 862$

$300 + \underline{\hspace{2cm}} = 783$

$600 + \underline{\hspace{2cm}} = 726$



Debrief

In Problem 1(c), $400 + 374$, what happened to 374 when you added 4 hundreds? What happened to the other digits?

Which strategy did you use to solve the sequencing Problem 1(e)? Why is the arrow way a good choice when you have a missing part or addend?

If you were using place value disks to show Problem 2(c), $667 - 500$, what change would you make on your place value chart? What would stay the same?



Debrief

Explain to your partner how you solved the sequence in Problem 2(c). How could you show the missing part with an addition problem? How could you count on from the part you know?

How was solving Problem 3(b) different from solving Problem 3(c)? Did you add hundreds in both situations? For each problem, did you find the part or whole?

Explain to your partner which strategies you used to solve Problems 3(c) and (d). Did you use the same strategy for both problems? Can you think of another way to solve these problems?



Exit Ticket

A STORY OF UNITS

Lesson 2 Exit Ticket

2•5

Name _____

Date _____

Solve using place value strategies. Use the arrow way or mental math, and record your answers. You may use scrap paper if you like.

1. $760 - 500 =$ _____

$880 - 600 =$ _____

$990 -$ _____ $= 590$

2. $534 - 334 =$ _____

_____ $- 500 = 356$

$736 -$ _____ $= 136$