

Eureka Math

2nd Grade Module 5 Lesson 3

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



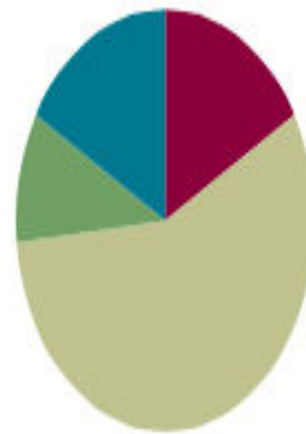
Small Group Time

Lesson 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)





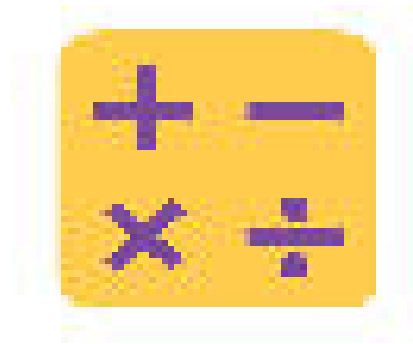
I can add multiples of 100 and tens.

Materials Needed:



Concept Development:

- (S) white boards



How Many More to Make 100?





Sprint

A STORY OF UNITS

Lesson 3 Sprint

2•5

A

Number Correct: _____

Adding Multiples of Ten and Some Ones

1.	$40 + 3 =$	
2.	$40 + 8 =$	
3.	$40 + 9 =$	
4.	$40 + 10 =$	
5.	$41 + 10 =$	
6.	$42 + 10 =$	
7.	$45 + 10 =$	
8.	$45 + 11 =$	
9.	$45 + 12 =$	
10.	$44 + 12 =$	
11.	$43 + 12 =$	

23.	$45 + 44 =$	
24.	$44 + 45 =$	
25.	$30 + 20 =$	
26.	$34 + 20 =$	
27.	$34 + 21 =$	
28.	$34 + 25 =$	
29.	$34 + 52 =$	
30.	$50 + 30 =$	
31.	$56 + 30 =$	
32.	$56 + 31 =$	
33.	$56 + 32 =$	



Application problems

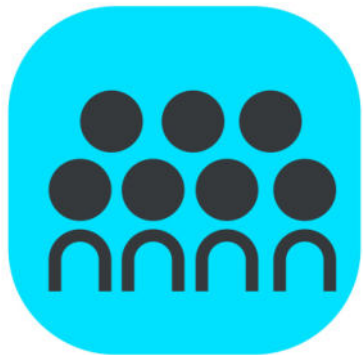


A children's library sold 27 donated books. Now, they have 48. How many books were there to begin with?

The diagram shows a rectangular bar divided into two sections. The left section is labeled '27' with 'sold' written below it. The right section is labeled '48' with 'now' written below it. A bracket above the entire bar is labeled with a question mark '?'. Below the bar, the calculation $27 + 48$ is written. To the left of this, the number 27 is broken down into 25 and 2. Below $27 + 48$, the calculation $48 + 2 = 50$ is written, followed by $50 + 25 = 75$. To the right of these calculations, the text 'There were 75 books to begin with.' is written. At the bottom, the number 25 is broken down into 20 and 5.

$$\begin{array}{r} 27 + 48 \\ \swarrow \searrow \\ 25 \quad 2 \\ 48 + 2 = 50 \\ 50 + 25 = 75 \\ \swarrow \searrow \\ 20 \quad 5 \end{array}$$

There were 75 books to begin with.



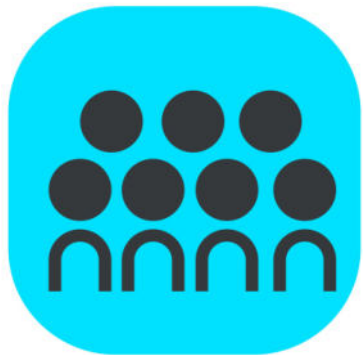
CONCEPT DEVELOPMENT



Problem 1: $420 + 100$ $420 + 110$

$$\begin{array}{r} +100 \\ 420 \longrightarrow 520 \end{array}$$

$$\begin{array}{r} +100 \quad \quad +10 \\ 420 \longrightarrow 520 \longrightarrow 530 \end{array}$$



CONCEPT DEVELOPMENT

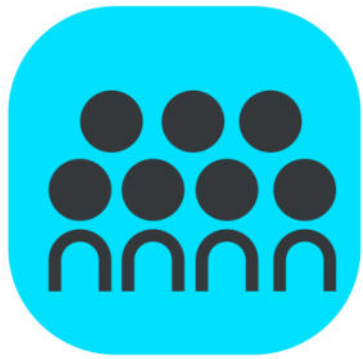


Problem 2: $550 + 200$, $550 + 250$, $550 + 260$

$$\begin{array}{c} +200 \\ 550 \longrightarrow 750 \end{array}$$

$$\begin{array}{c} +200 \quad +50 \\ 550 \longrightarrow 750 \longrightarrow 800 \end{array}$$

$$\begin{array}{c} +200 \quad +50 \quad +10 \\ 550 \longrightarrow 750 \longrightarrow 800 \longrightarrow 810 \end{array}$$



CONCEPT DEVELOPMENT

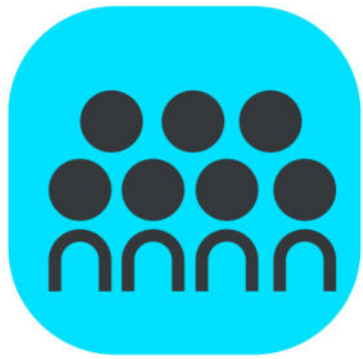


Problem 3: $280 + 200$, $280 + 220$, $280 + 230$

$$\begin{array}{ccc} & +200 & \\ 280 & \longrightarrow & 480 \end{array}$$

$$\begin{array}{ccccc} & +200 & & +20 & \\ 280 & \longrightarrow & 480 & \longrightarrow & 500 \end{array}$$

$$\begin{array}{ccccccc} & +200 & & +20 & & +10 & \\ 280 & \longrightarrow & 480 & \longrightarrow & 500 & \longrightarrow & 510 \end{array}$$



CONCEPT DEVELOPMENT



Problem 4: $470 + 200$; $470 + 210$; $470 + 230$

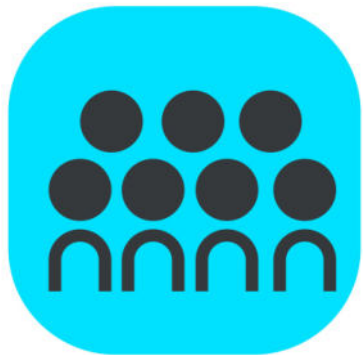
$$400 + 200$$

$$470 + 200$$

$$470 + 210$$

$$470 + 230$$

$$470 + 250$$

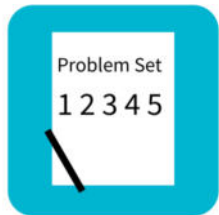


CONCEPT DEVELOPMENT



Problem 5: $590 + 240$

$$590 \xrightarrow{+10} 600 \xrightarrow{+30} 630 \xrightarrow{+200} 830$$



Problem Set

A STORY OF UNITS

Lesson 3 Problem Set

2•5

Name _____

Date _____

1. Solve each set of problems using the arrow way.

a.

$$380 + 200$$

$$380 + 220$$

$$380 + 230$$

b.

$$470 + 400$$

$$470 + 430$$

$$470 + 450$$

c.

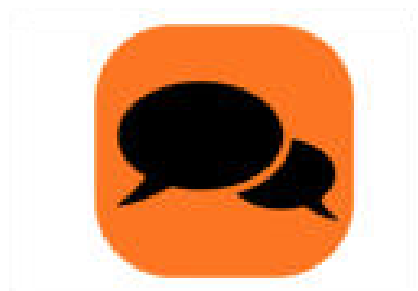


Debrief

For Problem 1(b), how does knowing $470 + 400$ help you solve the other problems in that set?

In Problem 1, what do you notice about the second problem in each set?

Share with a partner: How did you use the arrow way to solve Problem 1(c), $650 + 280$? How did you decompose 280 to add?



Debrief

For Problems 2(a) and (b), how did the first problem in each set help you solve the next two?

Share with a partner: For Problem 2(c), what was the most efficient way to add $280 + 260$? Did you agree or disagree with your partner? Is there more than one way to solve?

How is thinking about the make ten strategy helpful when composing a new hundred?



Exit Ticket

A STORY OF UNITS

Lesson 3 Exit Ticket

2•5

Name _____

Date _____

Solve each set of problems using the arrow way.

1.

$$440 + 300$$

$$360 + 440$$

$$440 + 380$$

2.

$$440 + 300$$