Eureka Math

2nd Grade
Module 5
Lesson 5

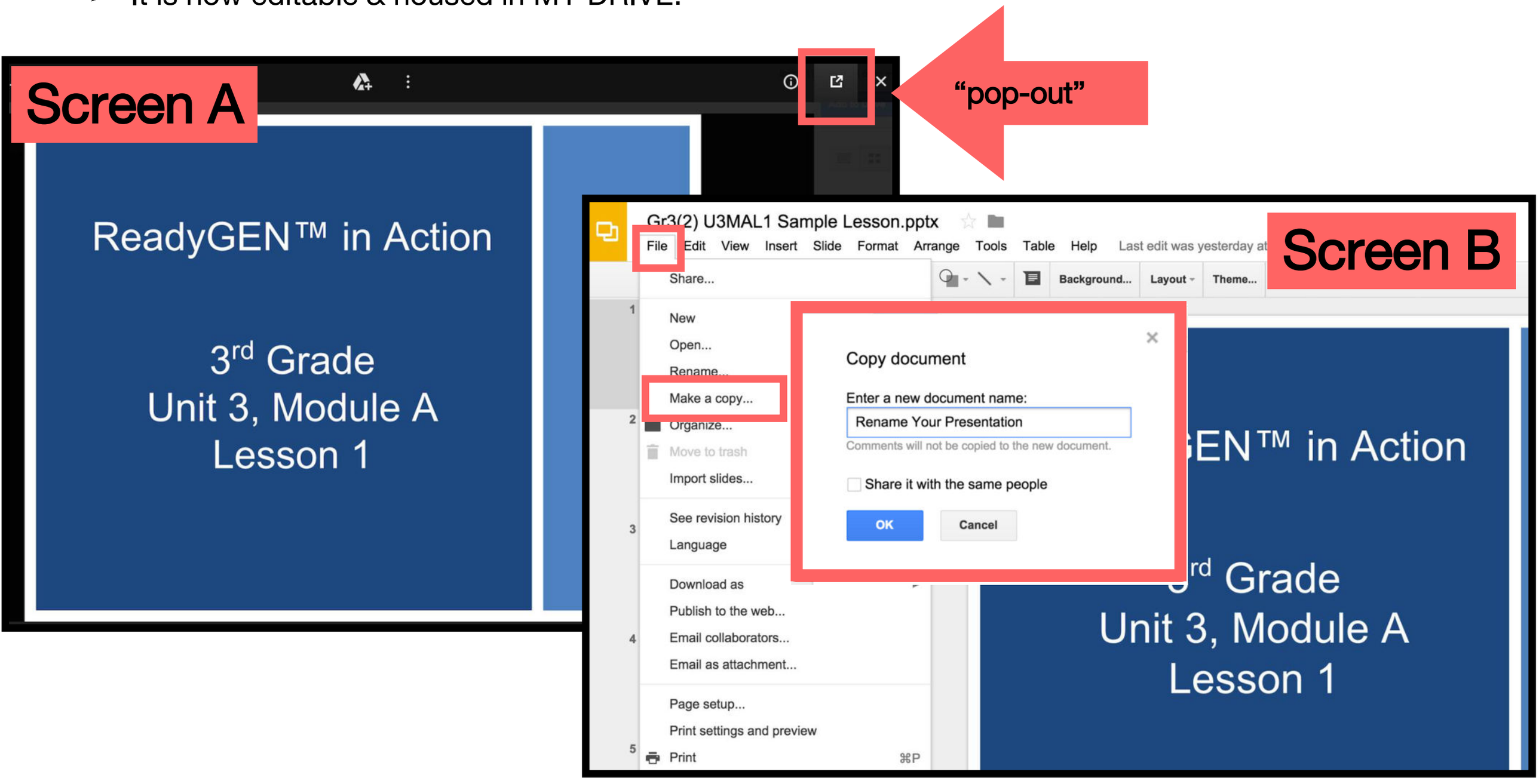
At the request of elementary teachers, a team of Bethel & Sumner educators met as a committee to create Eureka slideshow presentations. These presentations are not meant as a script, nor are they required to be used. Please customize as needed. Thank you to the many educators who contributed to this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

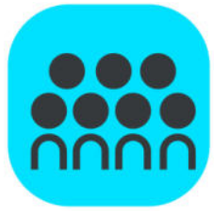
Personal White Board

Problem Set

Manipulatives Needed

Fluency

Think Pair Share



Whole Class

Individual

Partner

Small Group

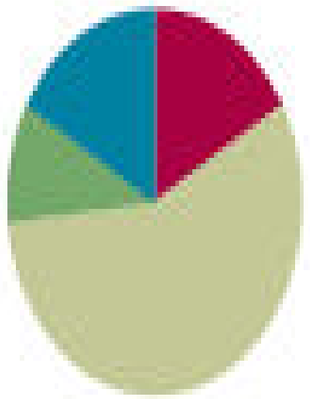
Small Group Time

Lesson 5

Objective: Use the associative property to make a hundred in one addend.

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 use the associative property to make a hundred in one addend

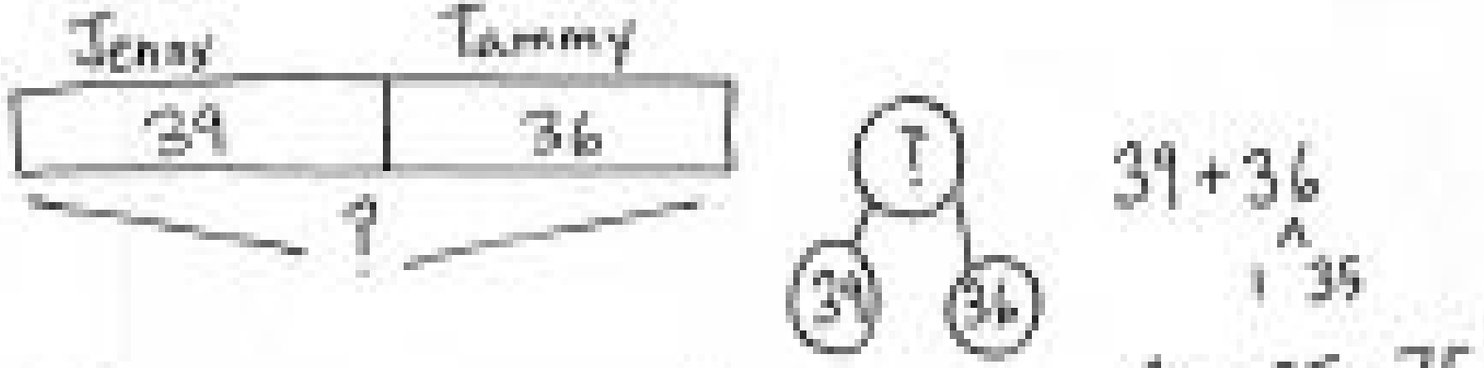
Materials Needed:

Concept Development:

- (S) white boards

Application problems

Jenny had 39 collectible cards in her collection. Tammy gave her 36 more. How many collectible cards does Jenny have now?



$39 + 36$
$\wedge$
$+1 \quad 35$
$40 + 35 = 75$

Jenny has 75 cards now.

Making the Next Hundred

170 + ___ = 200

Let’s find missing parts to make the next hundred.

I say 170, you say 30. Ready? 170.

Give the number sentence.

190 + ___ = 200

Give the number sentence.

Making the Next Hundred to Add

When I say 9 tens + 4 tens, you say 10 tens + 3 tens.
Ready? 9 tens + 4 tens

Answer in standard form?

90 + 40

CONCEPT DEVELOPMENT

Part 1: 17 + 13, 17 tens + 13 tens, 170 + 130, 170 + 40

What is 17 + 12? What is 17 + 13?

How many tens equal 17 tens plus 13 tens?

What is the value of 30 tens? What is 170 + 130?

What happened when we added those numbers? Turn and talk.

What is 17 + 14? Write it on your personal white board, and turn it over, so I know when you're ready.

How many tens equal 17 tens plus 14 tens? 170 + 140?

CONCEPT DEVELOPMENT

Part 2: Add multiples of 10 by making a hundred.

In the past, we've used number bonds to make the next ten. Let's do it here, too, to make our adding easier when we have hundreds.

190 + 120

Is one of these numbers close to the next hundred?

What is it close to?

How many more do we need to make 200?

Where can we get 10 more?

CONCEPT DEVELOPMENT

Part 2: Add multiples of 10 by making a hundred.

Great idea! Let's break apart 120 into 110 and 10. Now, we can add the 10 from 120 to the 190. And we know that 190 plus 10 equals 200.

190 + 120

310

10 110

) = 200

200 + 110 =

What is our new addition problem?

Talk with a partner. What does this equal?

How can we prove that 200 + 110 is the same as 190 + 120? Turn and talk.

CONCEPT DEVELOPMENT

Part 3: Add three-digit numbers by making a hundred.

So far, we've only been working with numbers that have zero in the ones place. Let's try something different now.

199 + 25 What hundred is close to 199? How far away is it?

Let's try decomposing 25 into 24 and 1. We can add the 1
What is our new addition problem?

199 + 25

24 = 224

1 24

199 + 1 = 200

And what is the total?

200 +

CONCEPT DEVELOPMENT

Part 3: Add three-digit numbers by making a hundred.

Let’s try another example.

295 + 78

I see one number that is close to some hundreds. Which number is that?

Talk with a partner. How would you use a number bond to make a new, simpler expression?

295 + 78

+ 5 = 300

295 And, what is the total?

300 + 73 = 373

5 73

CONCEPT DEVELOPMENT

Part 3: Add three-digit numbers by making a hundred.

Now, let's try one that has hundreds in both addends

535 + 397 Which number is closer to the next hundred?

With a partner, write the number bond and new addition problem. Then, solve it.

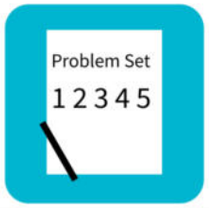
535 + 397

+ 3 = ~~400~~

400 + 532 = 932

3 532

397 And, what is the total?



Problem Set

Name _____ Date _____

1. Solve.

a. 30 tens = _____

b. 43 tens = _____

c. 18 tens + 12 tens = _____ tens

d. 18 tens + 13 tens = _____ tens

e. 24 tens + 19 tens = _____ tens

f. 25 tens + 29 tens = _____ tens

2. Add by drawing a number bond to make a hundred. Write the simplified equation and solve.

a. 190 + 130

Debrief

For Problem 1(c), 18 tens + 12 tens is the same as adding what two numbers? What is the value of 30 tens? How does (c) help you solve (d)?

Share with a partner: How did you solve Problem 1(e)? How could you have used 1(e) to help you solve 1(f)? What would it look like to solve with a number bond? In Problem 2(b), 260 + 190, how did you use a number bond to make a new, simpler addition problem? Which number did you break apart, or decompose? Why?

In Problem 2(c), 330 + 180, how did you extend your understanding of the make ten strategy? What do these strategies have in common? What is 330 + 180 the Say Ten way?

Debrief

For Problem 2(e), 199 + 86, can you think of alternate strategies to solve? Do you think you could use disks and a place value chart? Why should we choose a number bond? Explain to your partner the steps you took to solve.

Exit Ticket

Name _____ Date _____

1. Add by drawing a number bond to make a hundred. Write the simplified equation and solve.

a. 390 + 210

_____ = _____

b. 798 + 57