Eureka Math

2nd Grade
Module 5
Lesson 7

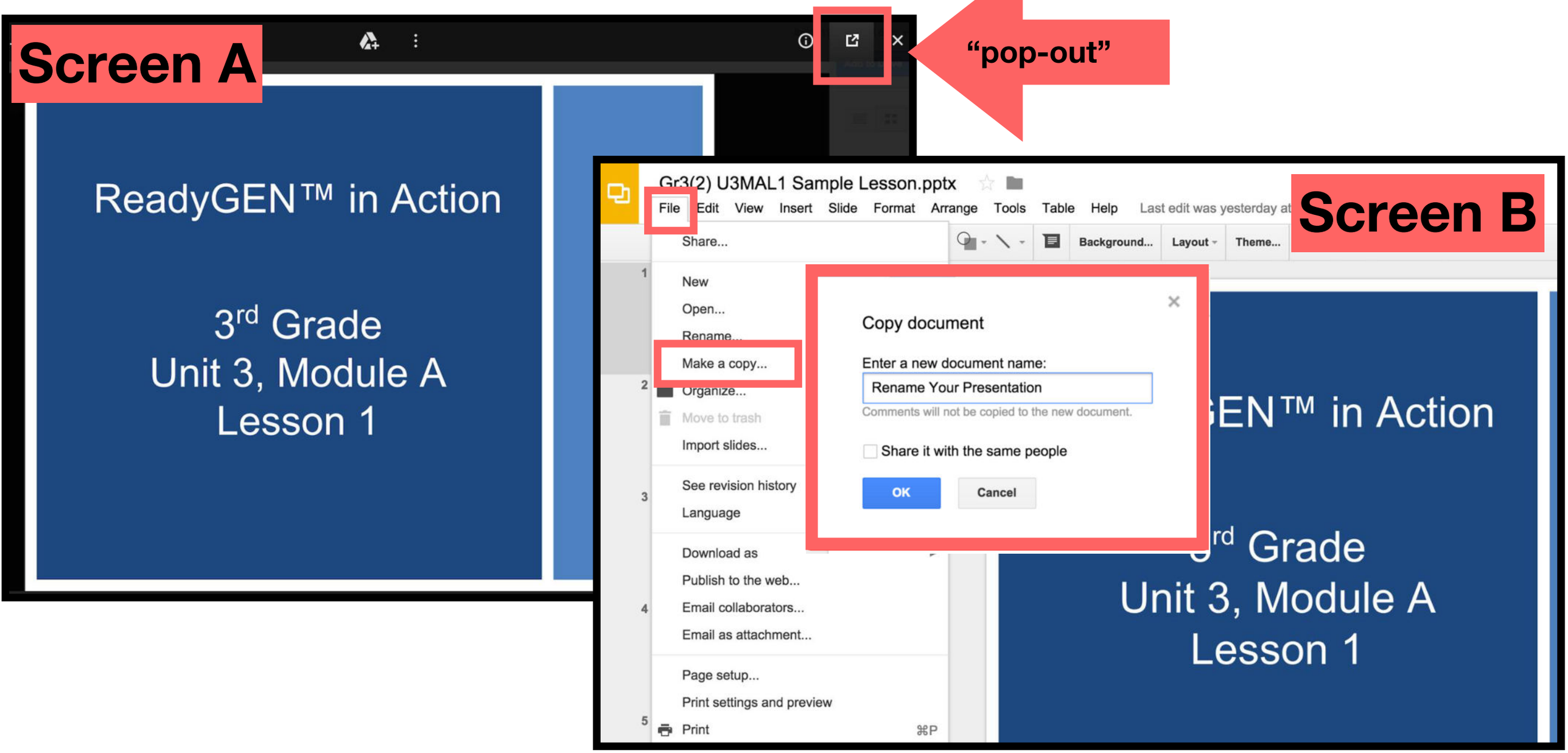
At the request of elementary teachers, a team of Bethel & Sumner educators met as a committee to create Eureka slideshow presentations. These presentations are not meant as a script, nor are they required to be used. Please customize as needed. Thank you to the many educators who contributed to this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

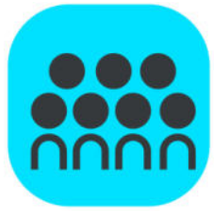
Personal White Board

Problem Set

Manipulatives Needed

Fluency

Think Pair Share



Whole Class

Individual

Partner

Small Group

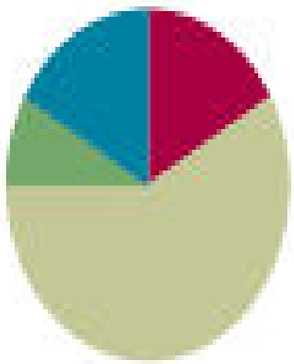
Small Group Time

Lesson 7

Objective: Share and critique solution strategies for varied addition and subtraction problems within 1,000.

Suggested Lesson Structure

Application Problem	(5 minutes)
Fluency Practice	(10 minutes)
Concept Development	(35 minutes)
Student Debrief	(10 minutes)
Total Time	(60 minutes)



I can share and critique solution strategies for varied addition and subtraction problems within 1,000.

Materials Needed:

Concept Development:

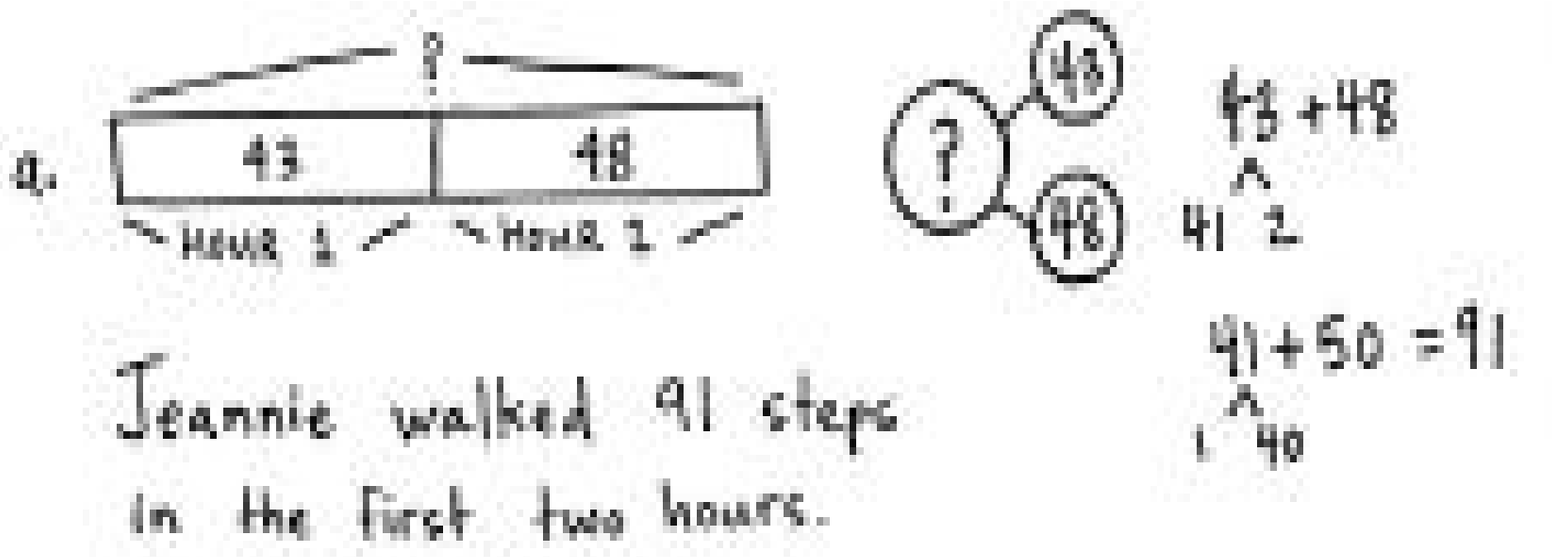
- (T) Student work samples (template)
- (S) white boards

Application problems

Jeannie got a pedometer to count her steps. The first hour, she walked 43 steps. The next hour, she walked 48 steps.

a. How many steps did she walk in the first two hours?

b. How many more steps did she walk in the second hour than in the first?



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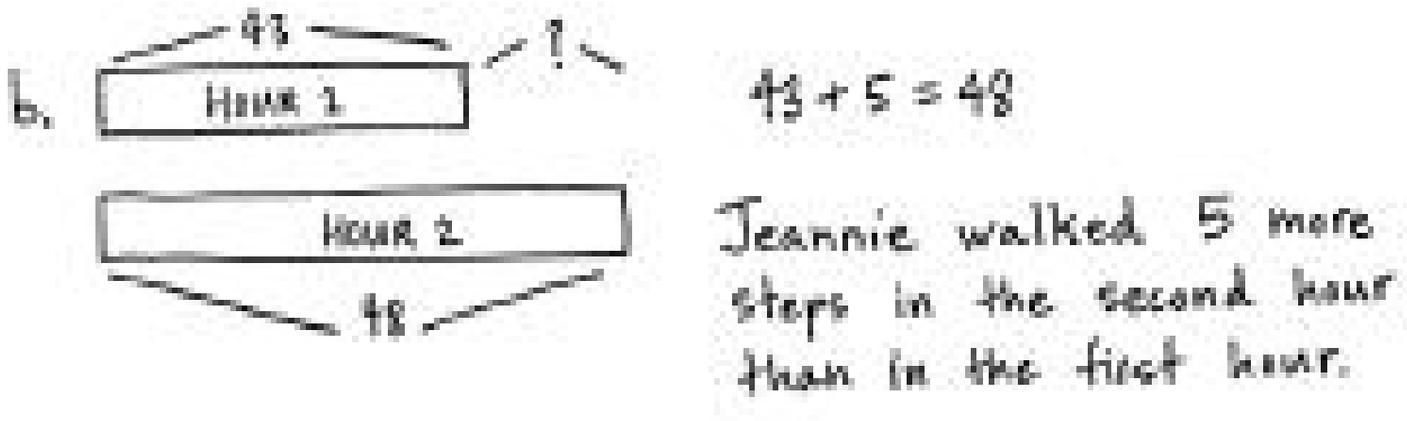


Making the Next Hundred to Add

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

Answer in standard form?

90 + 40

Compensation with Subtraction

34 - 19 = ___

52 - 29 = ___

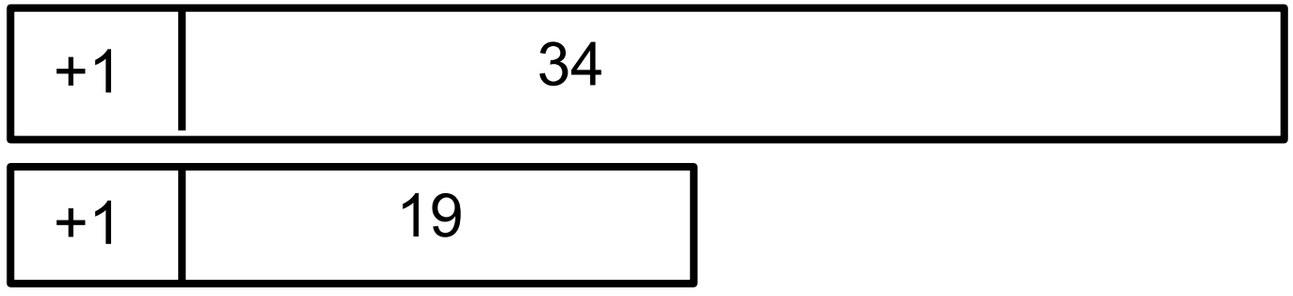
64 - 38 = ___

83 - 27 = ___

74 - 49 = ___

93 - 47 = ___

95 - 58 = ____



True or false? 34 – 19 = 35 – 20

What are both expressions equal to?

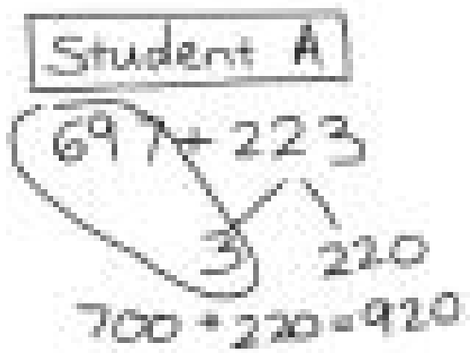
43 – 28
Give me the simplified number sentence.

CONCEPT DEVELOPMENT

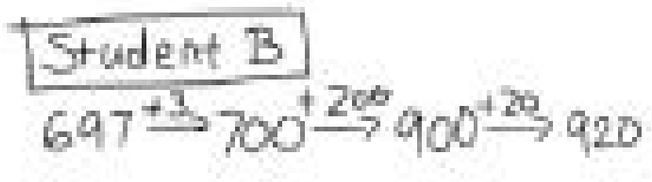
Problem 1: 697 + 223

Turn and talk to your partner about how you would solve this problem.

How did Student A solve this problem? Explain to your partner what this student was thinking. What strategy did Student A use?



Let's look at a different way to solve this.



What did Student B choose to do? Turn and talk.

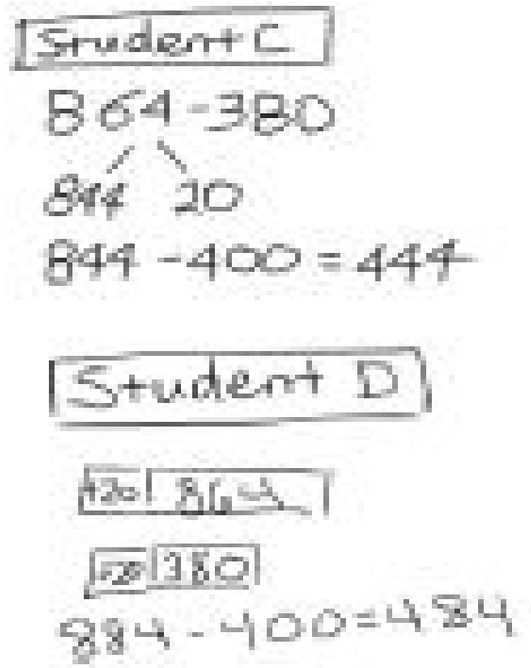
Which way would you do it? Discuss with your partner.

CONCEPT DEVELOPMENT

Problem 2: 864 – 380

How would you solve this problem? Solve it on your personal white board, and discuss with a partner.

Let's see how these two students solved the problem. One is correct, and one is incorrect. Which is which, and why? Discuss with a partner.



To keep the difference the same, we have to do the same thing to both numbers when we subtract.

CONCEPT DEVELOPMENT

Problem 3: 490 + 275

Solve this problem

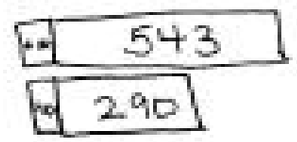
Switch boards with their partners, and follow these steps:

- Check to see if you got the same answer.
- Figure out and fix any mistakes.
- Study the strategy your partner used.
- Explain your partner's strategy. Take turns.
- Compare how your strategies are the same and how they are different.
- Decide which strategy is more efficient.
- Give your partner a compliment about his or her work.
- Be specific!

Problem Set

Name _____ Date _____

1. Circle the student work that shows a *correct* solution to 543 + 290.

$543 + 290 = 533 + 300 = 833$ (533 ^ 10)	Explain the mistake in any of the incorrect solutions.
$543 + 290 = 553 + 300 = 853$ 	
$543 \xrightarrow{+200} 743 \xrightarrow{+60} 803 \xrightarrow{+30} 833$	

Debrief

For Problem 1, explain to your partner the mistake made in the second student work sample. Is compensation for addition the same as for subtraction? Can you add the same amount to both addends without changing the total?

In Problem 2, which student work sample incorrectly shows a strategy to solve 721 – 490? Share your new drawing and number sentence with a partner. How else could you have solved this problem?

What were you thinking when you selected a solution strategy to solve Problem 4? How was this similar to or different from your partner's strategy?

Debrief

What was the most important thing you learned today?

Exit Ticket

Name _____ Date _____

Circle one of the strategies below, and use the circled strategy to solve 490 + 463.

a.	b. Solve:
arrow way / number bond	

c. Explain why you chose that strategy.

_____

_____

_____