

Eureka Math

2nd Grade Module 5 Lesson 7

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Directions for customizing presentations are available on the next slide.

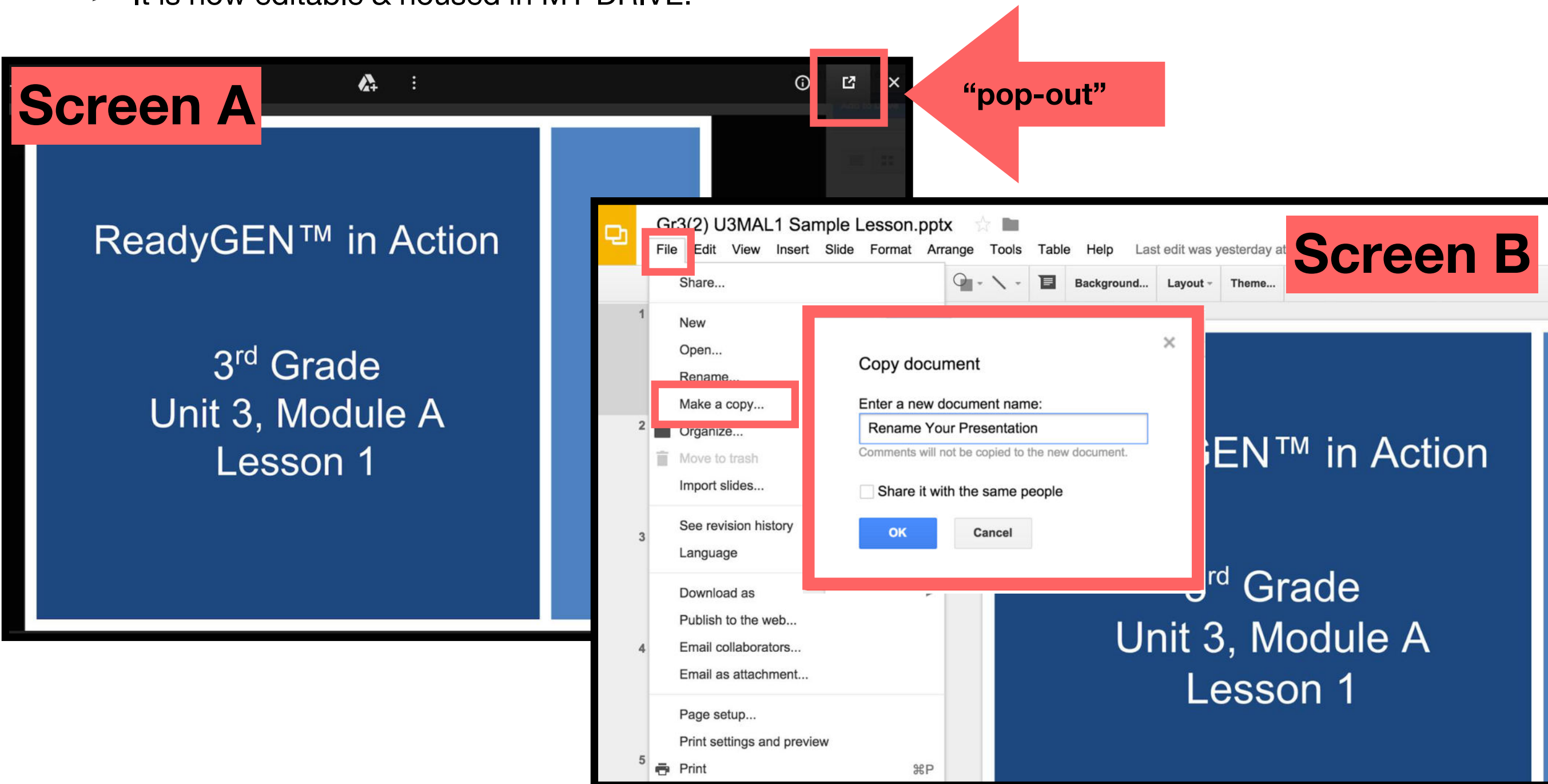


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Customize this Slideshow

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



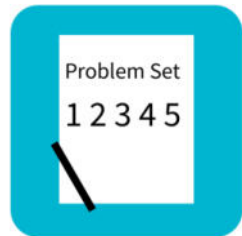
Read, Draw, Write



Learning Target



Personal White Board



Problem Set



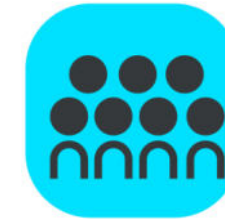
Manipulatives Needed



Fluency



Think Pair Share



Whole Class



Individual



Partner



Small Group



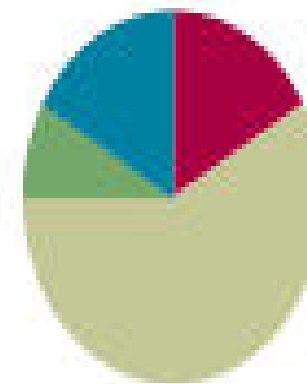
Small Group Time

Lesson 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.

- How many steps did she walk in the first two hours?
- How many more steps did she walk in the second hour than in the first?

a.

43	48
Hour 1	Hour 2

Jeannie walked 91 steps in the first two hours.

$43 + 48$
 $\wedge$
 91

$48 - 43$
 $\wedge$
 5

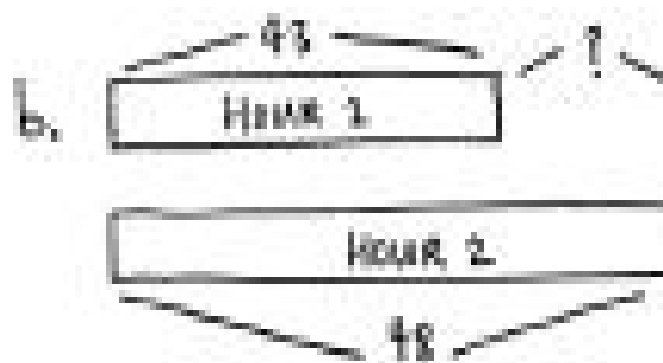


Application problems



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?



$$43 + 5 = 48$$

Jeannie walked 5 more steps in the second hour than in the first hour.



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

$$34 - 19 = \underline{\quad}$$

$$52 - 29 = \underline{\quad}$$

$$64 - 38 = \underline{\quad}$$

$$83 - 27 = \underline{\quad}$$

$$74 - 49 = \underline{\quad}$$

$$93 - 47 = \underline{\quad}$$

$$95 - 58 = \underline{\quad}$$

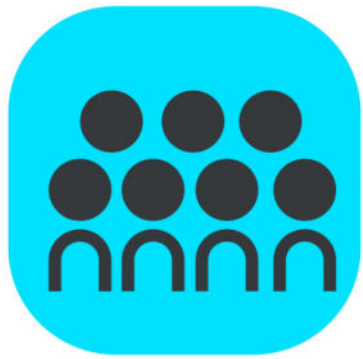
+1	34
+1	19

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?

Student A

$$\begin{array}{r} 697 + 223 \\ \hline 700 + 220 = 920 \end{array}$$

Handwritten work for Student A showing the problem $697 + 223$ circled. A bracket connects the 697 to 700, and another bracket connects the 223 to 220. Below these, the equation $700 + 220 = 920$ is written.

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

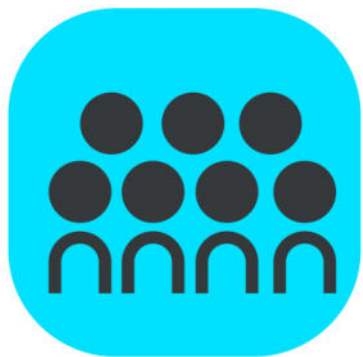
What did Student B choose to do?
Turn and talk.

Student B

$$697 \xrightarrow{+3} 700 \xrightarrow{+200} 900 \xrightarrow{+23} 923$$

Handwritten work for Student B showing the problem $697 + 223$ circled. Below it, a sequence of steps is written: $697 \xrightarrow{+3} 700 \xrightarrow{+200} 900 \xrightarrow{+23} 923$.

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.

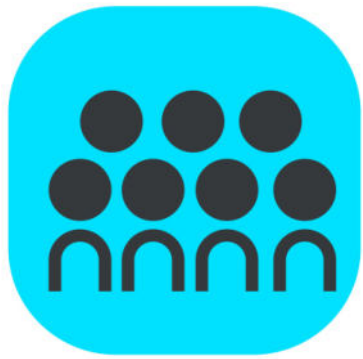
To keep the difference the same, we have to do the same thing to both numbers when we subtract.

Student C

$$\begin{array}{r} 864 - 380 \\ 844 \quad 20 \\ \hline 844 - 400 = 444 \end{array}$$

Student D

$$\begin{array}{r} 864 \\ - 380 \\ \hline 884 - 400 = 484 \end{array}$$



CONCEPT DEVELOPMENT

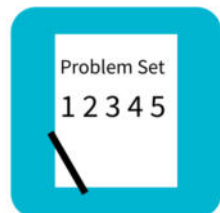


Problem 3: $490 + 275$

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

A STORY OF UNITS

Lesson 7 Problem Set

2•5

Name _____

Date _____

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

$\begin{array}{r} 543 + 290 = 533 + 300 = 833 \\ \quad \quad \quad \wedge \\ 533 \quad 10 \end{array}$	Explain the mistake in any of the incorrect solutions.
$543 + 290 = 553 + 300 = 853$ 543 290	
$543 \xrightarrow{+200} 743 \xrightarrow{+60} 803 \xrightarrow{+30} 833$	



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

A STORY OF UNITS

Lesson 7 Exit Ticket

2•5

Name _____

Date _____

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

a.

arrow way / number bond

b. Solve:

c. Explain why you chose that strategy.
