

Eureka Math

2nd Grade Module 5 Lesson 19

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Directions for customizing presentations are available on the next slide.



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Reflecting your Teaching Style and Learning Needs of Your Students

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- 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



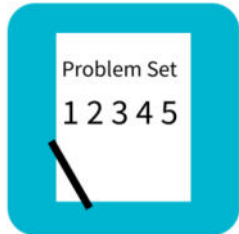
Read, Draw, Write



Learning Target



Personal White Board



Problem Set



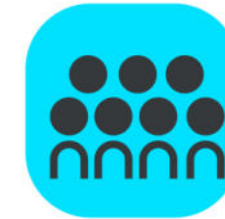
Manipulatives Needed



Fluency



Think Pair Share



Whole Class



Individual



Partner



Small Group



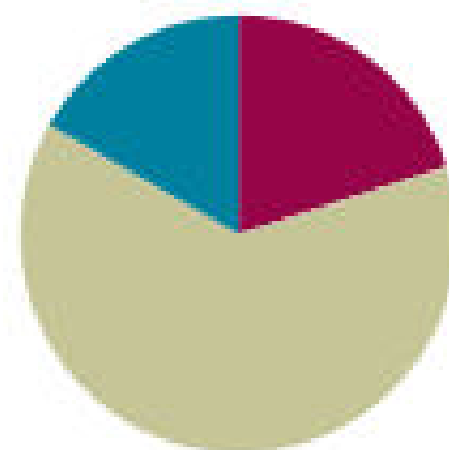
Small Group Time

Lesson 19

Objective: Choose and explain solution strategies and record with a written addition or subtraction method.

Suggested Lesson Structure

■ Fluency Practice	(12 minutes)
■ Concept Development	(38 minutes)
■ Student Debrief	(10 minutes)
Total Time	(60 minutes)



Fluency Practice (12 minutes)

- Grade 2 Core Fluency Practice Sets **2.OA.2** (5 minutes)
- Take from the Ten **2.OA.2** (3 minutes)
- Skip-Counting by Twos **2.OA.3** (4 minutes)



I can explain my strategies and record my thinking using a written addition or subtraction method.

Materials Needed:

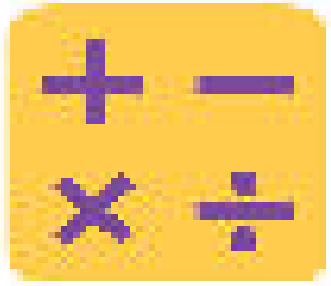


Fluency-Materials: (S) Grade 2 Core Fluency Practice Sets (Lesson 14 Core Fluency Practice Sets)

Concept Development:

- (S) Personal white board, math journal or paper

Note: During Topic C and for the remainder of the year, each day's fluency activity includes an opportunity for review and mastery of the sums and differences with totals through 20 by means of the Core Fluency Practice Sets or Sprints. In Lesson 14, Practice Sets are provided, and the process is explained in detail.



Take From the Ten

I say, $11 - 9$. You write, $10 - 9 + 1$.

Wait for my signal. Ready? $12 - 8$.

Show me your personal
white board on my signal.

$$10 - 8 + 2.$$

Ok, now let's try $14 - 9$.

$$10 - 9 + 4$$



Take From the Ten

Wait for my signal. Ready?

$$13 - 8.$$

Show me your personal
white board on my signal.

$$10 - 8 + 3.$$

Ok, now let's try 15 - 9.

$$10 - 9 + 5$$



Take From the Ten

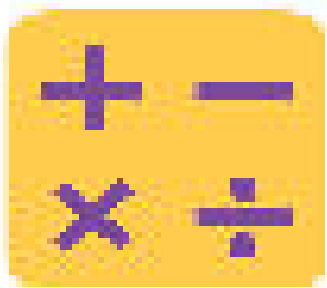
.

Wait for my signal. Ready? $11 - 8$.

$$10 - 8 + 1.$$

Ok, now let's try $15 - 8$.

$$10 - 8 + 5$$



Skip-Counting by Twos



On my signal, count by ones from 0 to 20 in a whisper.

Ready? (Tap the desk while students are counting; knock on the twos. For example, tap, knock, tap, knock, ...)

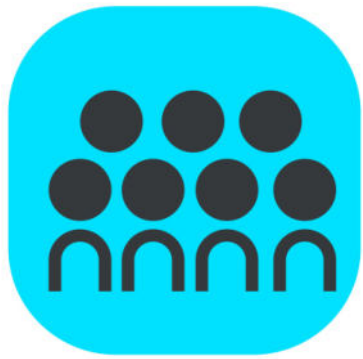
T: Did anyone notice what I was doing while you were counting? I was tapping by ones, but I knocked on every other number.

Let's count again, and try knocking and tapping with me.

S: 1 (tap), 2 (knock), 3 (tap), 4 (knock), 5 (tap), 6 (knock),

T: Now, let's count only when we knock. Ready? S:

(Tap), 2 (knock), (tap), 4 (knock), (tap), 6 (knock), (tap), 8 (knock), ...



CONCEPT DEVELOPMENT



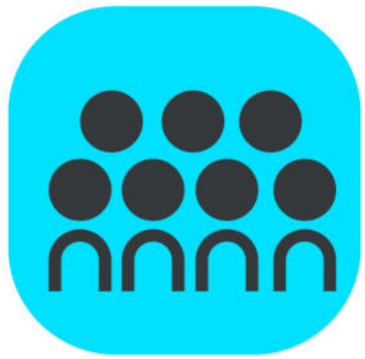
Problem 1: $499 + 166$

Read this problem with me.

$$499 + 166$$

You have **3 minutes** to solve the problem using a strategy of your choice. Then, I will invite you to share your strategy and solution with a partner.

Today, I want you to find a partner who used a different strategy to solve the problem. Teach your strategy to your partner and explain why you chose that strategy.



CONCEPT DEVELOPMENT

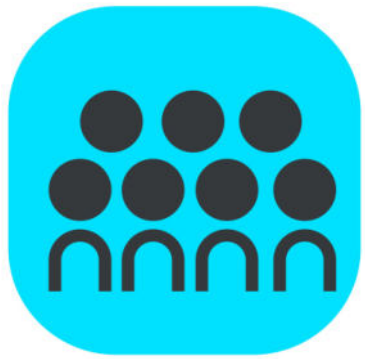


Problem 2: 400 - 236

Read this problem with me.

You have **3 minutes** to solve the problem using a strategy of your choice. Then, I will invite you to share your strategy and solution.

When you have decided on your strategy, Turn and talk: Explain your strategy and why you chose it to your small group.



CONCEPT DEVELOPMENT

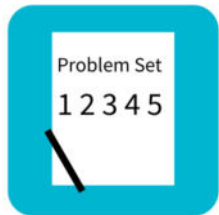


Problem 3: $389 + 411$

Read this problem with me.

You have **3 minutes** to solve the problem using a strategy of your choice. Then, I will invite you to share your strategy and solution.

When you have decided on your strategy, Turn and talk: Explain your strategy and why you chose it to your small group.



Problem Set

A STORY OF UNITS

Lesson 19 Problem Set

2•5

Name _____ Date _____

1. Explain how the two strategies to solve $500 - 211$ are related.

a. A base ten blocks diagram showing 500 minus 211. The diagram is divided into three columns: hundreds, tens, and ones. In the hundreds column, there are 5 blocks. One block is circled, and an arrow points from it to the tens column, indicating a trade. In the tens column, there are 8 blocks. One block is circled, and an arrow points from it to the ones column, indicating a trade. In the ones column, there are 9 blocks. Below the columns, the numbers 2, 8, and 9 are written, representing the remaining blocks in each column after the trades.	b. A standard algorithm for 500 minus 211. The numbers are written vertically: 500 minus 211 equals 289. A circle is drawn around the 500, and a pencil icon is shown pointing to the 5, indicating a trade from the hundreds place to the tens place.
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Debrief

Share with a partner: For Problem 1(a) and (b), explain and compare the two strategies used to solve $500 - 211$

For Problem 1, how could you arrive at the same answer using a different solution strategy? Share and compare with a partner.

For Problem 2(a), how did you solve? Why? In your opinion, which strategy is most efficient?



Debrief

For Problem 2(b), did you use addition or subtraction to solve? Explain your thinking. Can you think of an alternate strategy?

For Problem 2(c), what were you thinking when you selected a solution strategy to solve? How does knowing your partners to 10 help you to solve quickly?

For Problem 2(d), what is challenging about solving this problem using vertical form? How could you change this into a simpler problem?



Exit Ticket

A STORY OF UNITS

Lesson 19 Exit Ticket

2•5

Name _____

Date _____

Solve and explain why you chose that strategy.

1. $400 + 590 =$ _____

Explanation:

2. $775 - 497 =$ _____

Explanation:
