Eureka Math

2nd Grade
Module 5
Lesson 20

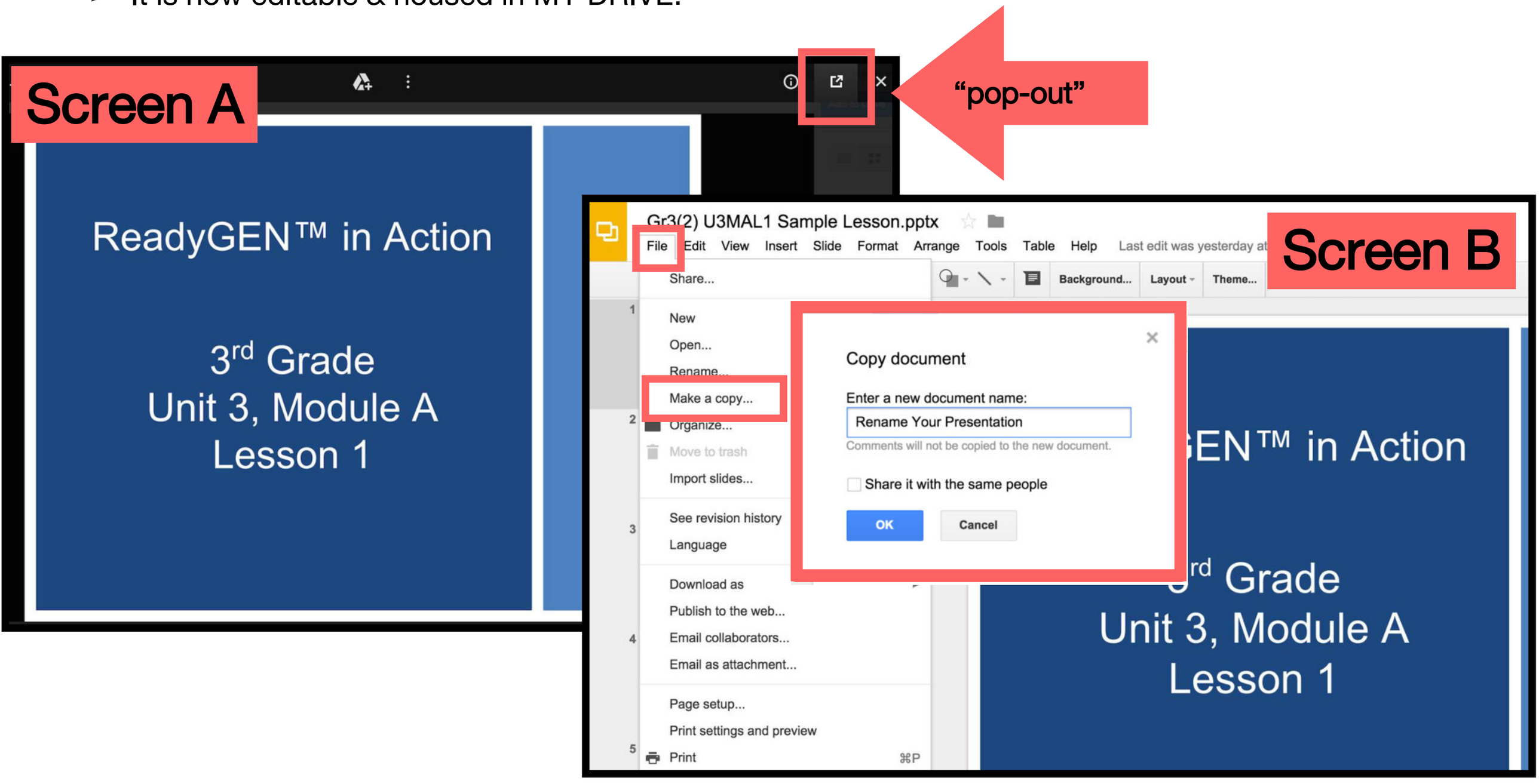
At the request of elementary teachers, a team of Bethel & Sumner educators met as a committee to create Eureka slideshow presentations. These presentations are not meant as a script, nor are they required to be used. Please customize as needed. Thank you to the many educators who contributed to this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

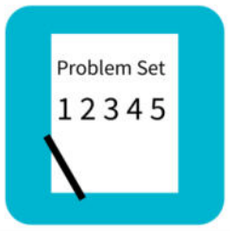


Icons

Read, Draw, Write

Learning Target

Personal White Board

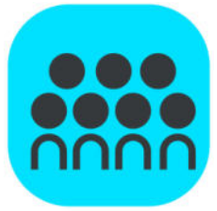


Problem Set

Manipulatives Needed

Fluency

Think Pair Share



Whole Class

Individual

Partner

Small Group

Small Group Time

Lesson 20

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)

Grade 2 Core Fluency Practice Sets (5 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 13-8.

10 - 8 + 3

Take From the Ten

.

Wait for my signal. Ready?

12 – 9.
Show me your personal white board on my signal.

10 – 9 + 2.

Ok, now let’s try 11-8.

10 - 8 + 1

Take From the Ten

.

Wait for my signal. Ready? 15 – 9.

10 – 9 + 5.

Ok, now let’s try 11-7.

10 - 7 + 1

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.

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 2: 546 - 297

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.

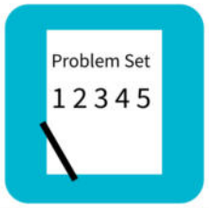
When you have decided on your strategy, Turn and talk: Explain your strategy and why you chose it to your small group. Tell whether you think your strategy was efficient and why.

CONCEPT DEVELOPMENT

Problem 3: 320 + _____= 418

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

Name _____ Date _____

Step 1: Show your strategy to solve.
Step 2: Find a classmate who used a different strategy, and copy his work into the box.
Step 3: Discuss which strategy is more efficient.

1. 399 + 237 = _____

a. My strategy	b. _____'s strategy

2. 400 – 298 = _____

a. My strategy	b. _____'s strategy

Debrief

For Problem 1, which mental or simplifying strategy did you choose? Why? How was this different from your partner's strategy?

For Problem 2, did you choose a mental strategy or the algorithm to solve? Why?

Look at Problem 3. Compare your strategy to your partner's. Which one was more efficient? Defend your reasoning.

Debrief

Turn and talk. For Problem 4, did you solve using addition or subtraction? Why? Explain your reasoning using pictures, numbers, or words.

What are all the possible ways to solve Problem 5? Which one do you prefer?

Which solution strategies are fastest and easiest for you? Why?

Exit Ticket

Name _____ Date _____

Solve each problem using two different strategies.

1. 299 + 156 = _____

a. First Strategy	b. Second Strategy

2. 547 + _____ = 841

a. First Strategy	b. Second Strategy