Eureka Math

2nd Grade
Module 6
Lesson 9

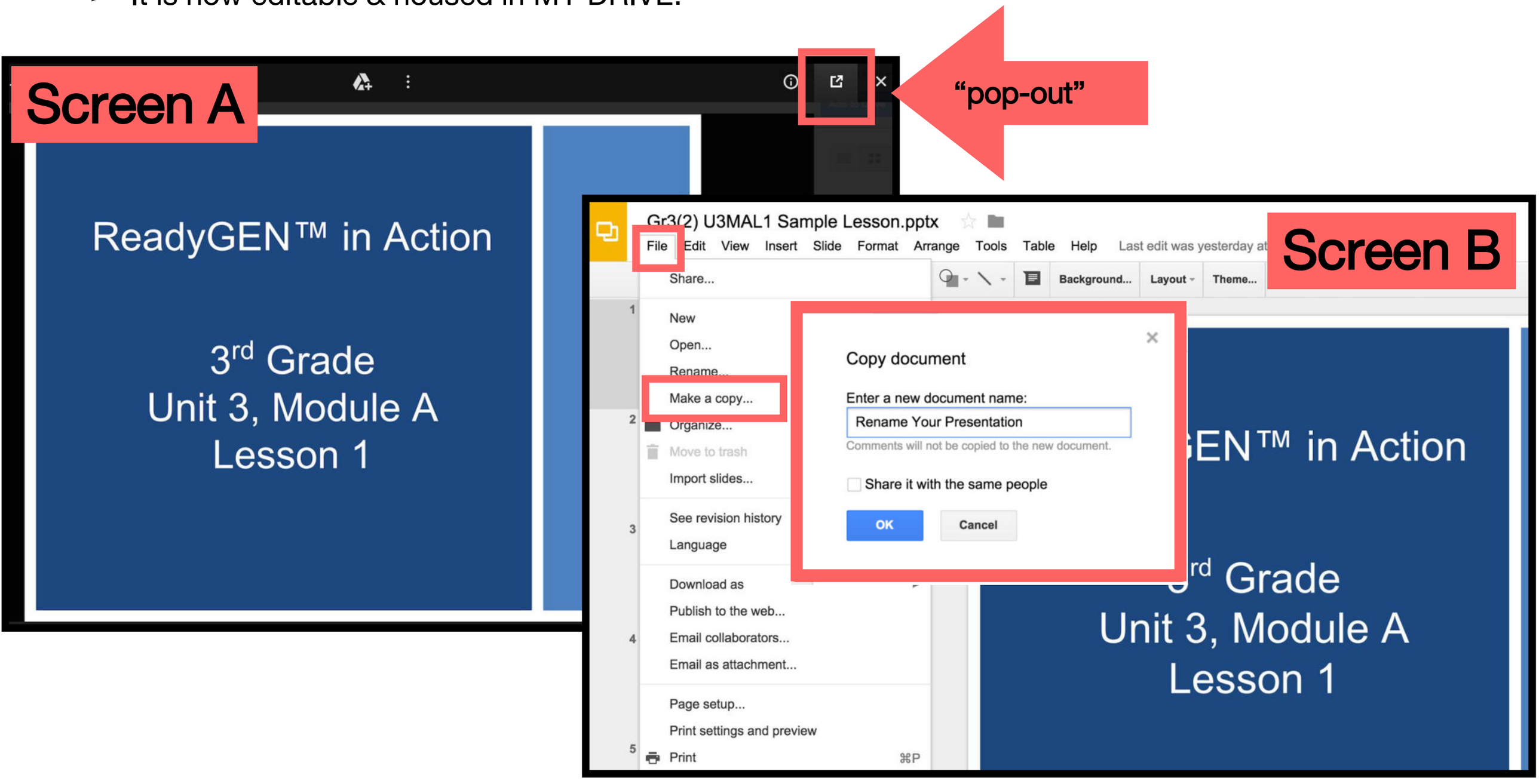
At the request of elementary teachers, a team of Bethel & Sumner educators met as a committee to create Eureka slideshow presentations. These presentations are not meant as a script, nor are they required to be used. Please customize as needed. Thank you to the many educators who contributed to this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

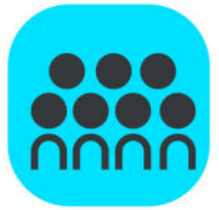
Personal White Board

Problem Set

Manipulatives Needed

Fluency

Think Pair Share



Whole Class

Individual

Partner

Small Group

Small Group Time

Materials Needed:

- Sprint
- Personal White Board
- (T/S) 25 square tiles

Lesson 9

Objective: Solve word problems involving addition of equal groups in rows and columns.

Suggested Lesson Structure

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

Solve word problems involving addition of equal groups in rows and columns.

Get the Ten Out and Subtract

For every expression I give, subtract the ones from the ten.
When I say 12-4, you say 10-4=6.

12 - 8 =

13 - 7 =

Now let's practice taking the ten out and then add the ones back in. When I say 12 - 4, you say 10-4= 6 + 2 = 8

12 - 8 =

11 - 8 =

15 - 7 =

13 - 7 =

13 - 9 =

14 - 8 =

Core Fluency Sprint

A STORY OF UNITS | Lesson 1 Core Fluency Practice Set A | 2•6

A STORY OF UNITS | Lesson 1 Core Fluency Practice Set B | 2•6

A STORY OF UNITS | Lesson 1 Core Fluency Practice Set C | 2•6

A STORY OF UNITS | Lesson 1 Core Fluency Practice Set D | 2•6

Name _____ Date _____

1.	19 – 9 =	21.	16 – 7 =

Happy Counting by Tens

Crossing Tens

Watch my fingers to know whether to count up or down. A closed hand means stop. (Show signals while explaining.)

Let’s count by tens, starting at 160. Ready?

Try it for 30 seconds with your partner, starting at 300. Partner B, you are the teacher today.

Concept Development

Problem 1: Anu wants to know how many eggs are in the carton. She sees 4 eggs in both rows. How many eggs are there?

What did you **draw** to represent this problem?

Answer using rows & columns

0 0 0 0
0 0 0 0

What equation should we write to find the total?

4 + 4 = 8

Write the complete sentence answer.

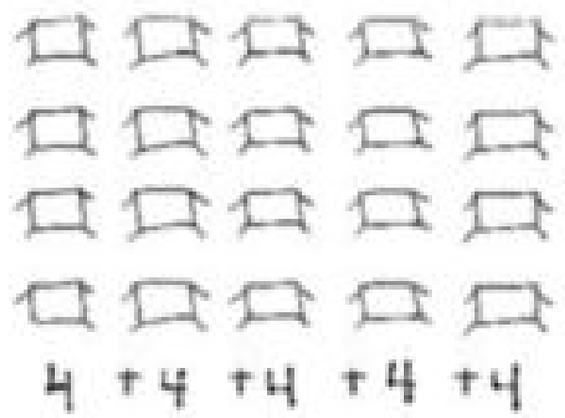
There are 8 eggs in the carton.

Concept Development

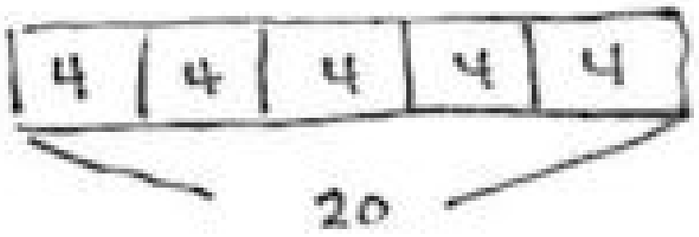
Problem 2: Miss Tam arranges desks into 4 rows of 5. How many desks are in her classroom?

Draw to show Miss Tam's desks. How many desks in each column? What repeated addition equation can we write to find the total of each column?

4 + 4 + 4 + 4 + 4 = ____



How can we show this problem using a tape diagram?



Write the complete sentence answer.

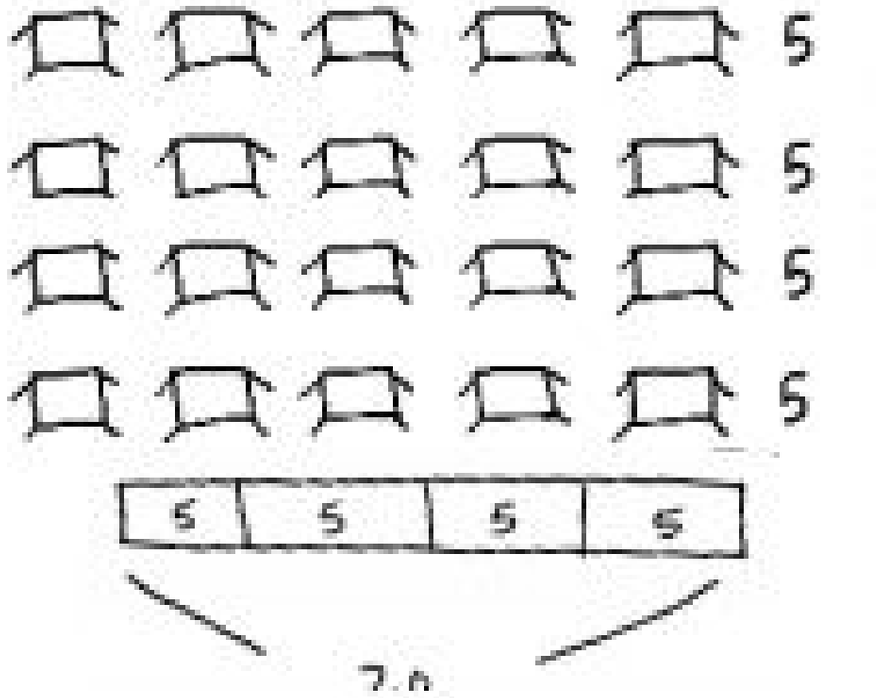
There are 20 desks in Miss Tam's classroom.

Concept Development

Problem 2: Miss Tam arranges desks into 4 rows of 5. How many desks are in her classroom?

What repeated addition equation can we write to find the total of each row?

How can we show this problem using a tape diagram?



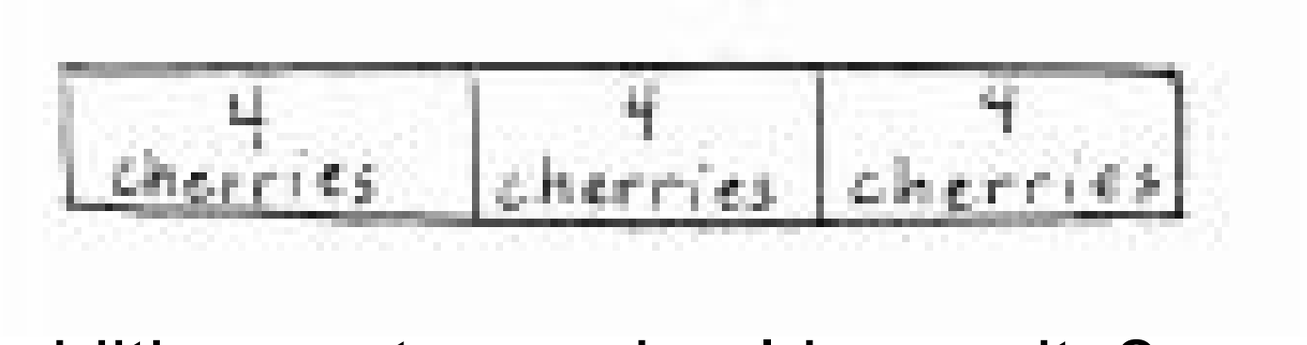
Write the complete sentence answer.

There are 20 desks in Miss Tam's classroom.

Concept Development

Problem 3: Yehuda ate 4 cherries each in the morning, in the afternoon, and in the evening. How many cherries did Yehuda eat altogether?

Draw a tape diagram to show the cherries Yehuda ate.



What repeated addition sentence should we write?

$$4 + 4 + 4 = 12$$

Write the complete sentence answer.

Yehuda ate 12 cherries.

Name _____ Date _____

Draw an array for each word problem. Write a repeated addition equation to match each array.

1. Jason collected some rocks. He put them in 5 rows with 3 stones in each row. How many stones did Jason have altogether?

2. Abby made 3 rows of 4 chairs. How many chairs did Abby use?

3. There are 3 wires and 5 birds sitting on each of them. How many birds in all are on the wires?

Debrief

For Problem 1, share your array with a partner. How did Jason arrange his rocks. What addition equation matches your array?

How did you determine how many chairs to put in each row in problem 2? How did this match your equation?

Share your array for problem 3 with a partner. Did you draw rows of columns of 5? How did you solve?

Debrief

In problem 4, how did youfigure out how many windows face the street? Why are there 2 addends in the equation?

How did you represent the situation in problem 5 as a tape diagram?
How did your tape diagram change for problem 6?
How is this like something we have done before
(adding/removing rows and columns)

For problem 6, how did you represent the situation as a tape diagram?
Could you also have drawn an array for this problem?
What would it look like?

Exit Ticket

Name _____ Date _____

Draw a tape diagram or an array for each word problem. Then, write a repeated addition equation to match.

1. Joshua cleans 3 cars every hour at work. He worked 4 hours on Saturday. How many cars did Joshua clean on Saturday?