Eureka Math

2nd Grade
Module 6
Lesson 15

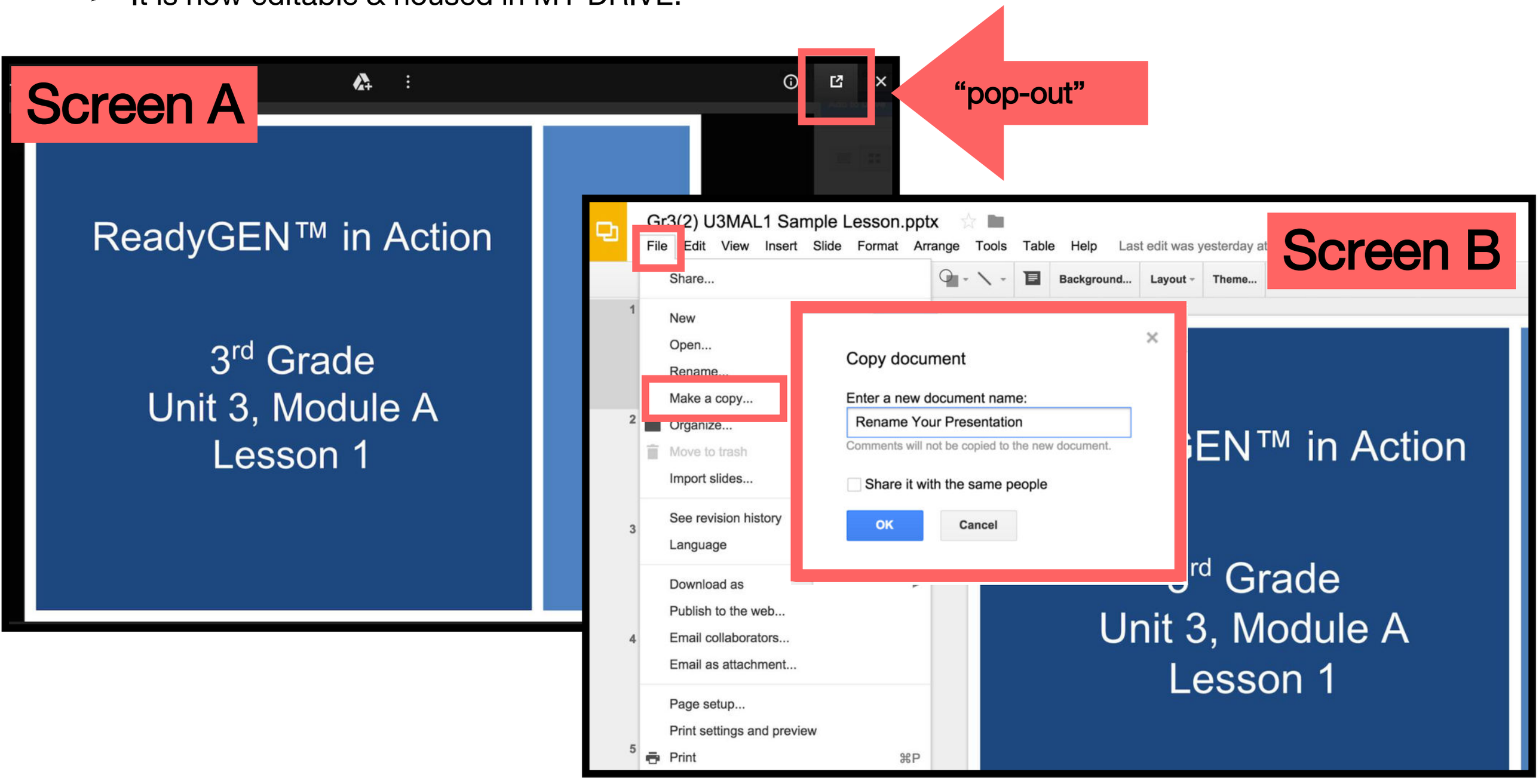
At the request of elementary teachers, a team of Bethel & Sumner educators met as a committee to create Eureka slideshow presentations. These presentations are not meant as a script, nor are they required to be used. Please customize as needed. Thank you to the many educators who contributed to this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

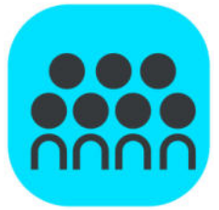
Personal White Board

Problem Set

Manipulatives Needed

Fluency

Think Pair Share



Whole Class

Individual

Partner

Small Group

Small Group Time

Materials Needed:

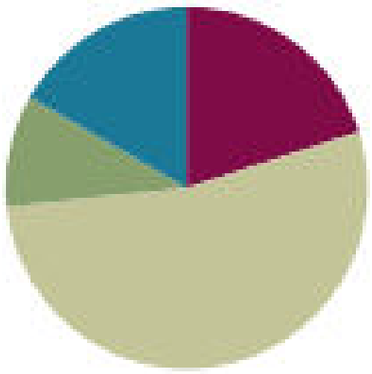
- Sprint handout
- 6 X 8 grids
- Crayons/colored pencils

Lesson 15

Objective: Use math drawings to partition a rectangle with square tiles, and relate to repeated addition.

Suggested Lesson Structure

Fluency Practice	(12 minutes)
Application Problem	(6 minutes)
Concept Development	(32 minutes)
Student Debrief	(10 minutes)
Total Time	**(60 minutes)**



I can use drawings and tiles to show repeated addition.

SPRINT

Subtract crossing the ten

Run faster!!

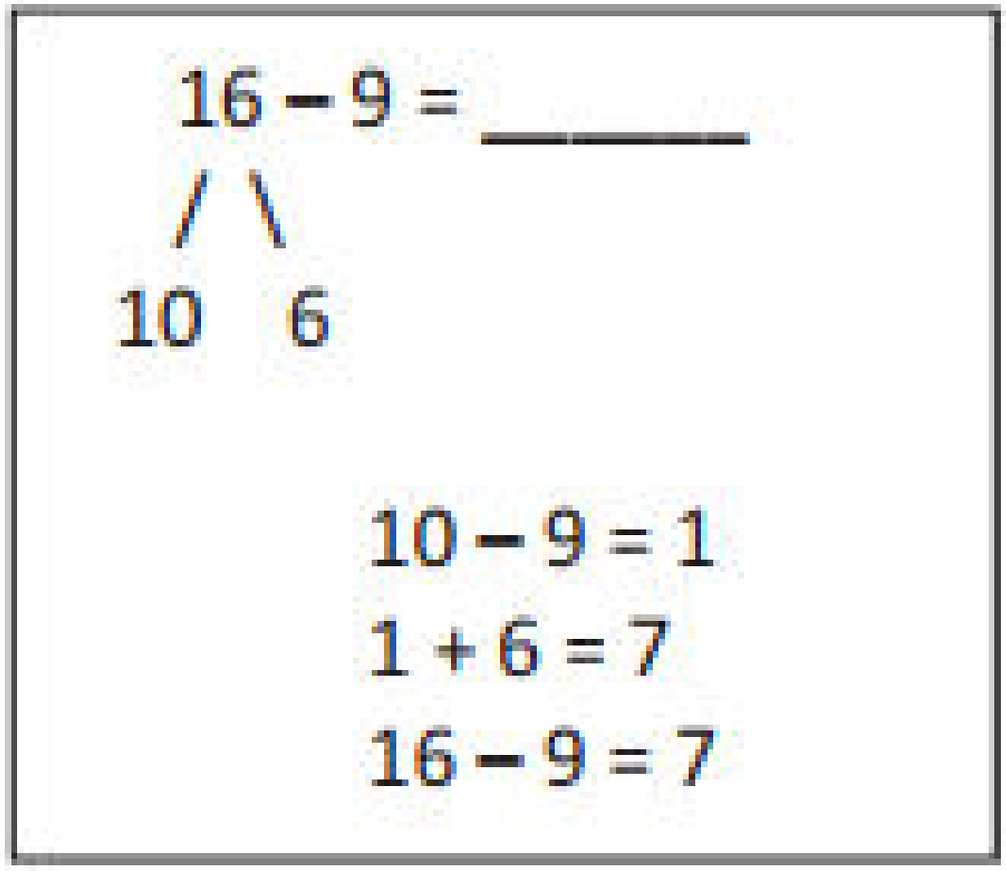
Using the Nearest 10 to Subtract

16 - 9

16 is 10 + 6

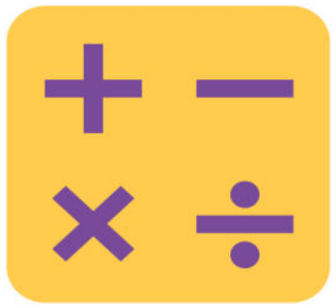
Can we take 9 away from 10?

What is left over?



SO, we have 1 and 6 left. If we
Add them up, we will have the answer to 16 - 9.

(14 – 9, 15 – 8, 16 – 7, 13 – 7, 12 – 9, 12 – 7, 22 – 7, 25 – 7, 25 – 9, 26 – 9, 27 – 9, 27 – 19, 37 – 9, 37 – 19, 35 – 19, 45 – 19, 47 – 18, and 48 – 29)



Subtract Common Units

44...let’s say this number in Unit Form

How many tens? How many ones?

44 - 22...How do we say this in unit form?

4 tens - 2 tens, 4 ones - 2 ones

Write the number sentence on your white boards

(77 – 33, 88 – 55, 99 – 33, 199 – 33, and 999 – 33)

Application Problem

Rick is filling his muffin pan with batter. He fills 2 columns of 4. One column of 4 is empty.

a. Draw to show the muffins and the empty column.

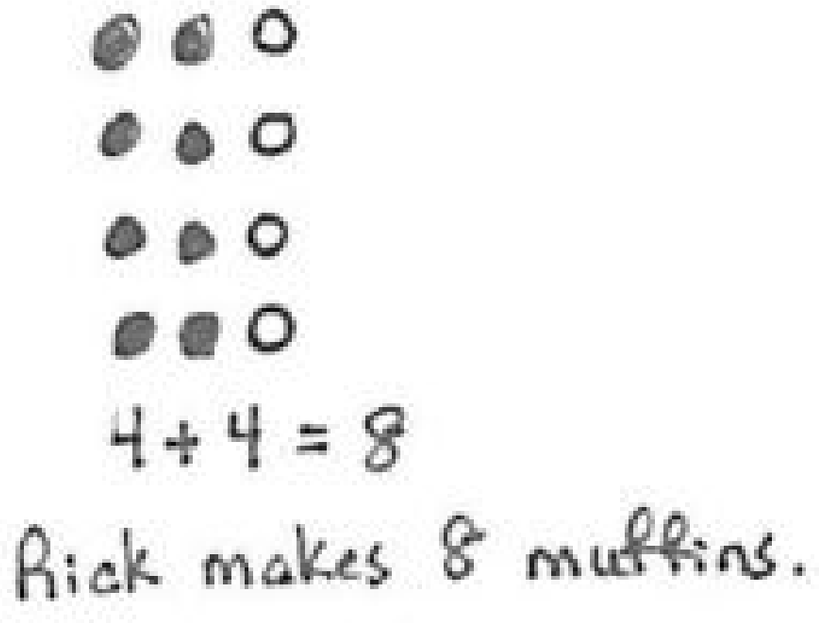
b. Write a repeated addition equation to tell how many muffins Rick makes.

Application Problem

Rick is filling his muffin pan with batter. He fills 2 columns of 4. One column of 4 is empty.

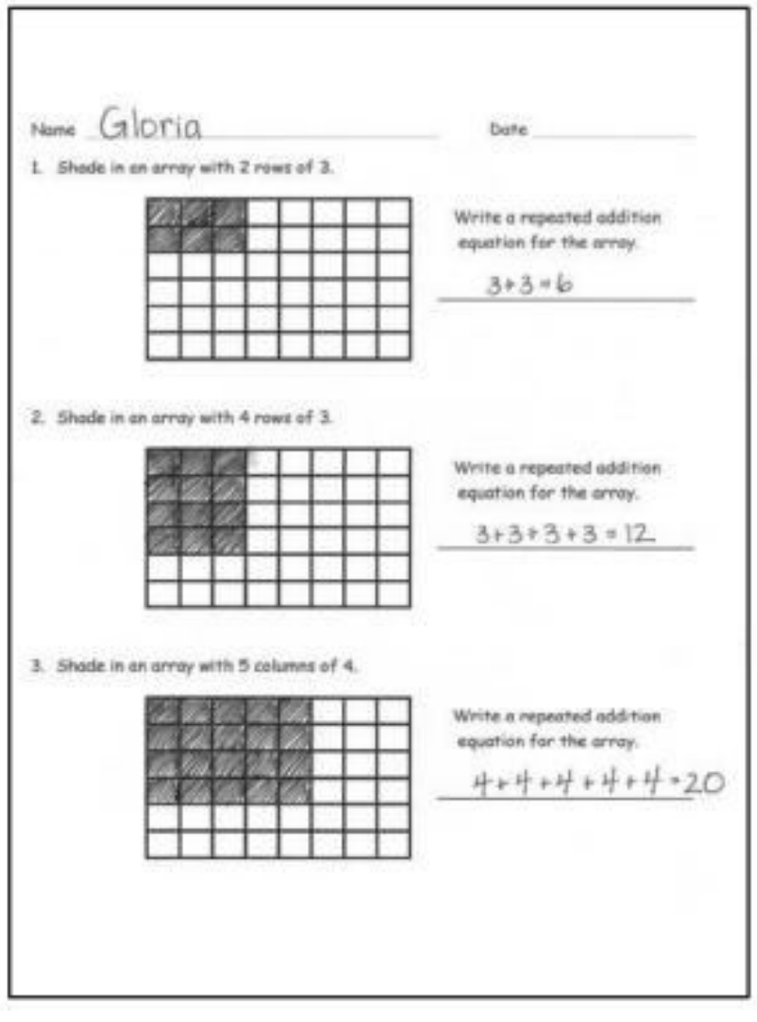
a. Draw to show the muffins and the empty column.

b. Write a repeated addition equation to tell how many muffins Rick makes.



Concept Development

Model, explain and work through Problem Set together.



Name Gloria Date

1. Shade in an array with 2 rows of 3.

Write a repeated addition equation for the array.

3+3=6

2. Shade in an array with 4 rows of 3.

Write a repeated addition equation for the array.

3+3+3+3=12

3. Shade in an array with 5 columns of 4.

Write a repeated addition equation for the array.

4+4+4+4+4=20

1. Draw an array with 2 rows of 3

2. Draw an array with 4 rows of 3

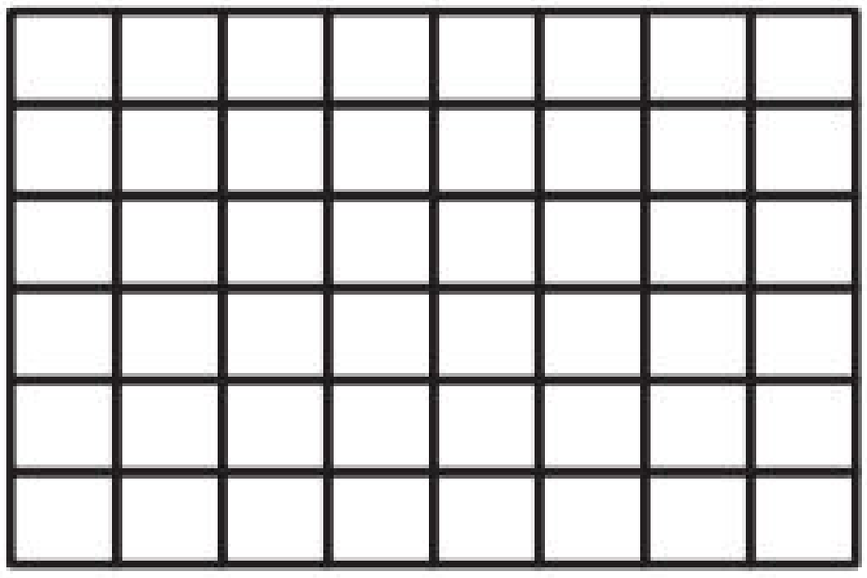
3. Draw an array with 5 columns of 4

continue...

Problem Set

Name _____ Date _____

1. Shade in an array with 2 rows of 3.



Write a repeated addition equation for the array.

_____

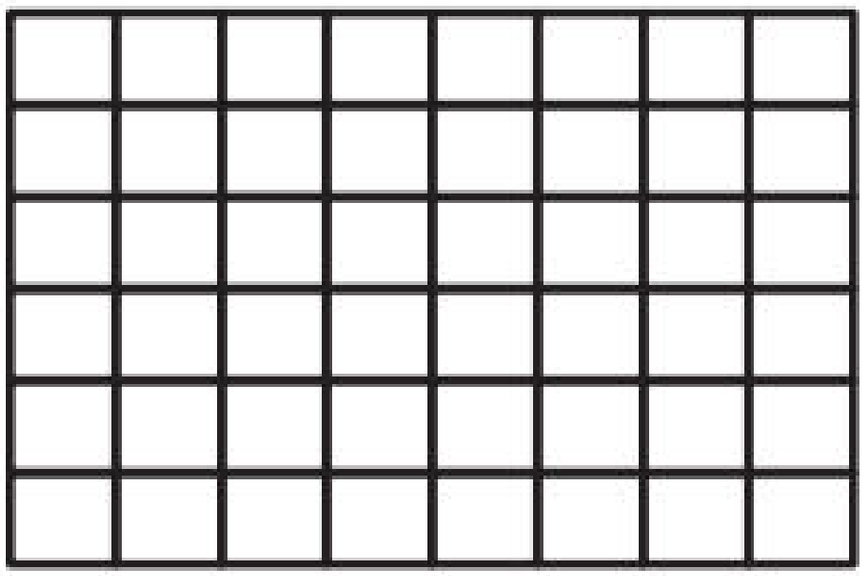
Debrief

- In what way did your array change from Problem 1 to Problem 2? How did your equation change? How are the totals related?
- In Problem 3, each column is like a unit of how many? How does that relate to your equation?
- For Problem 4, if you were to continue adding columns of 2, would your new array look more like a train or a tower? If you wanted to increase the total number of tiles quickly, would you suggest adding more rows or columns? Why?
- Why couldn't you draw another column of 2 in Problem 5? Given what you know about rectangles, what did you need to be sure to do? Explain how you know that your equation is correct by matching it to your drawing.
- How many squares are in your 2 new columns in Problem 6? Why? In what way does this array show that big units are made up of smaller units? (Use *rows, columns, square,* and *rectangle* in your response.)

Exit Ticket

Name _____ Date _____

Shade in an array with 3 rows of 5.



Write a repeated addition equation for the array.

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