

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.



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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.

Screen A

ReadyGEN™ in Action

3rd Grade
Unit 3, Module A
Lesson 1

“pop-out”

Screen B

Gr3(2) U3MAL1 Sample Lesson.pptx

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Read, Draw, Write



Learning Target



Personal White Board



Problem Set



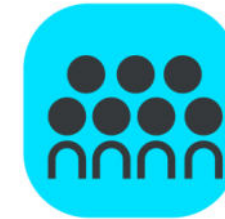
Manipulatives Needed



Fluency



Think Pair Share



Whole Class



Individual



Partner



Small Group



Small Group Time



Materials Needed:

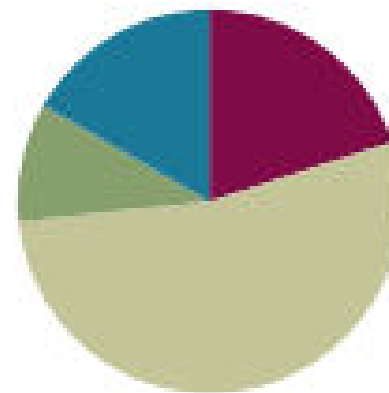
- Sprint handout
- 6 X 8 grids
- Crayons/colored pencils

Lesson 15

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

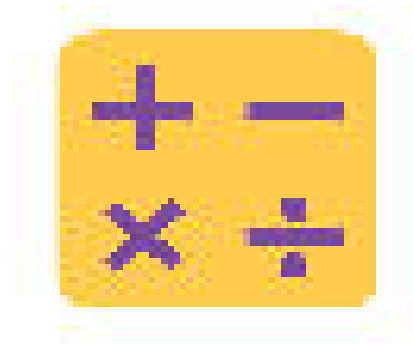
Suggested Lesson Structure

■ 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

$$16 - 9$$

$$16 \text{ is } 10 + 6$$

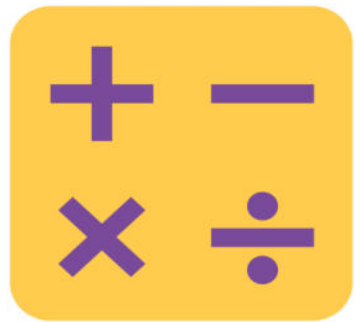
Can we take 9 away from 10?

What is left over?

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

$$\begin{array}{r} 16 - 9 = \underline{\hspace{2cm}} \\ \swarrow \searrow \\ 10 \quad 6 \end{array}$$
$$\begin{array}{l} 10 - 9 = 1 \\ 1 + 6 = 7 \\ 16 - 9 = 7 \end{array}$$

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



Subtract Common Units

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

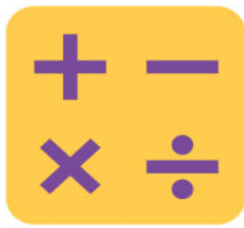
How many tens? How many ones?

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.

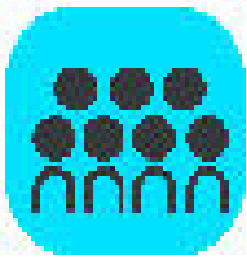
- Draw to show the muffins and the empty column.
- Write a repeated addition equation to tell how many muffins Rick makes.



$$4 + 4 = 8$$

Rick makes 8 muffins.

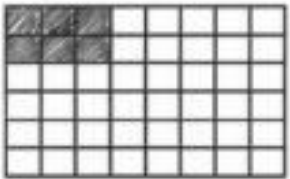
Concept Development



Model, explain and work through
Problem Set together.

Name Gloria Date _____

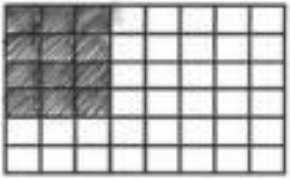
1. Shade in an array with 2 rows of 3.



Write a repeated addition equation for the array.

$3 + 3 = 6$

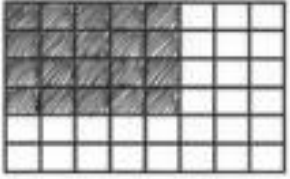
2. Shade in an array with 4 rows of 3.



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

A STORY OF UNITS

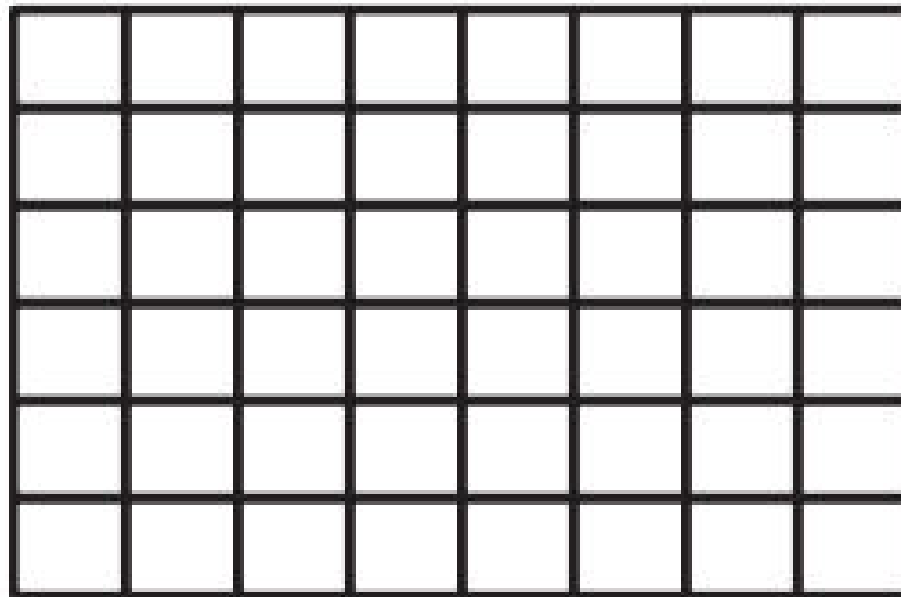
Lesson 15 Problem Set

2•6

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

A STORY OF UNITS

Lesson 15 Exit Ticket

2•6

Name _____

Date _____

Shade in an array with 3 rows of 5.

Write a repeated addition
equation for the array.
