

Eureka Math

2nd Grade Module 2 Lesson 1

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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Customize this Slideshow

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



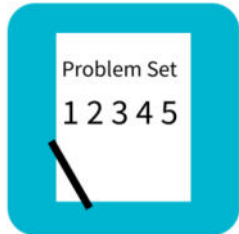
Read, Draw, Write



Learning Target



Personal White Board



Problem Set



Manipulatives Needed



Fluency



Think Pair Share



Whole Class



Individual



Partner



Small Group



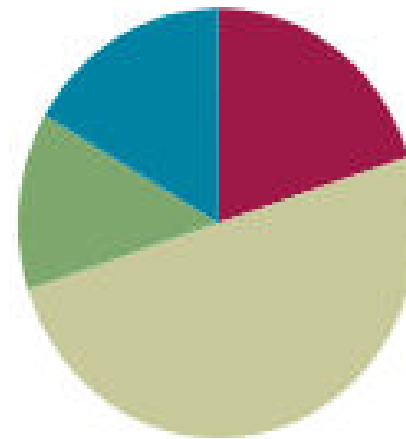
Small Group Time

Lesson 1

Objective: Connect measurement with physical units by using multiple copies of the same physical unit to measure.

Suggested Lesson Structure

■ Fluency Practice	(12 minutes)
■ Application Problem	(8 minutes)
■ Concept Development	(30 minutes)
■ Student Debrief	(10 minutes)
Total Time	(60 minutes)





Materials Needed:

Concept Development:

Fluency Practice:

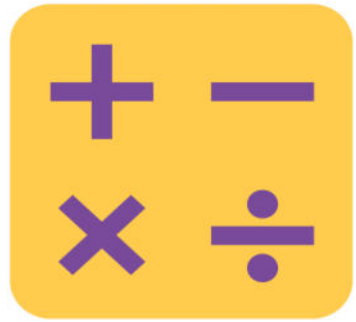
2 - 3 crayons of different lengths

2 pencil boxes

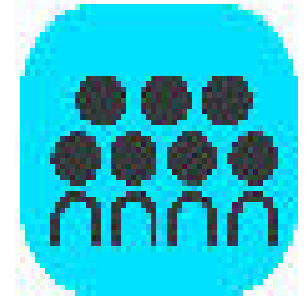
Students need small baggies to share of 30 centimeter cubes



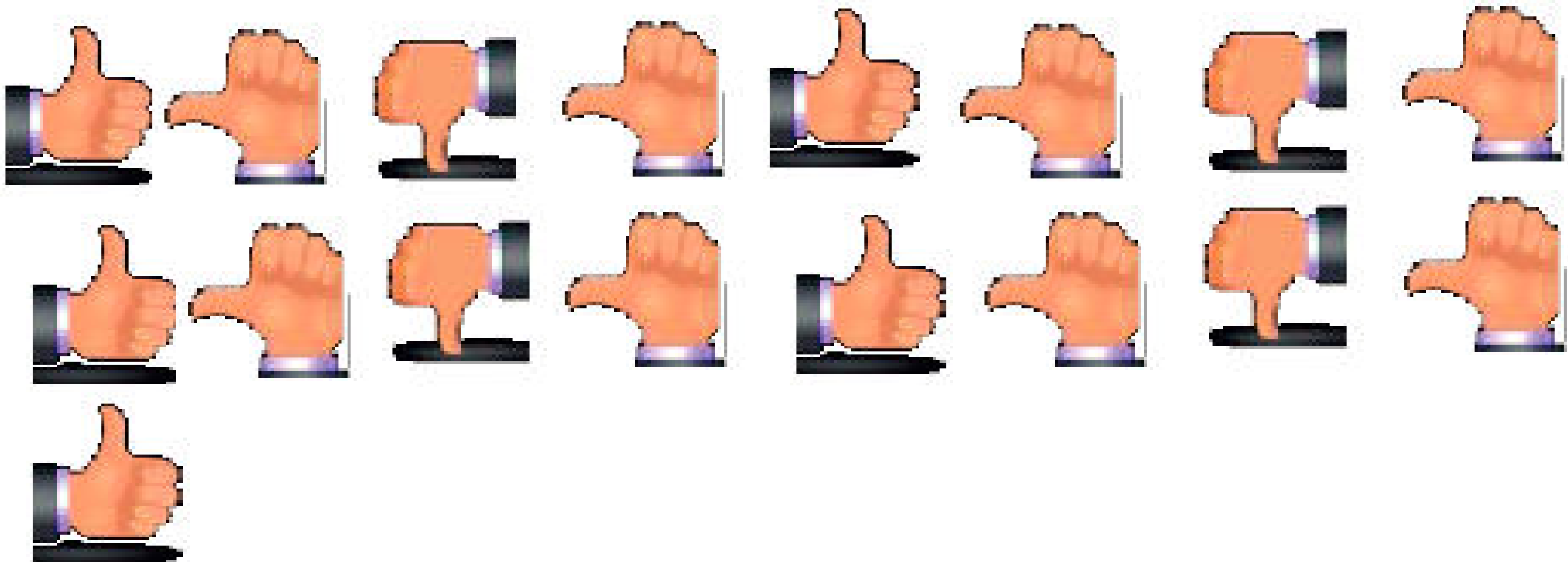
I can measure objects with cubes.



Happy Counting

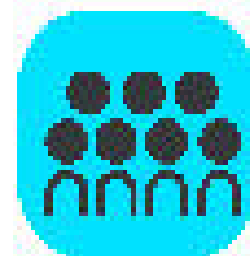


Follow my hand as we Happy Count. Watch my thumb. Let's start counting at 20 counting by ones.





Two More



For every number I say, you will say the number that is 2 more. If I say 2, you would say 4. Ready?

3

18

79

6

38

19

8

58

29

9

78

39



Sprint

A

Before, Between, After

Number Correct: _____

1.	1, 2, ____	
2.	11, 12, ____	
3.	21, 22, ____	
4.	71, 72, ____	
5.	3, 4, ____	
6.	3, ____, 5	
7.	13, ____, 15	
8.	23, ____, 25	
9.	83, ____, 85	

23.	99, ____, 101	
24.	19, 20, ____	
25.	119, 120, ____	
26.	35, ____, 37	
27.	135, ____, 137	
28.	____, 24, 25	
29.	____, 124, 125	
30.	142, 143, ____	
31.	138, ____, 140	



Application Problem

Vincent counts 30 dimes and 87 pennies in a bowl.
How many more pennies than dimes are in the bowl?


30 dimes 40, 50, 60, 70, 80, 87
 $30 + \underline{57} = 87$
There are 57 more pennies than dimes.

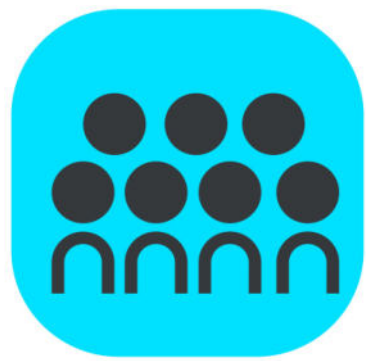
D

30

P

30	?
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87
 $87 - 30 = 57$
There are 57 more pennies than dimes.

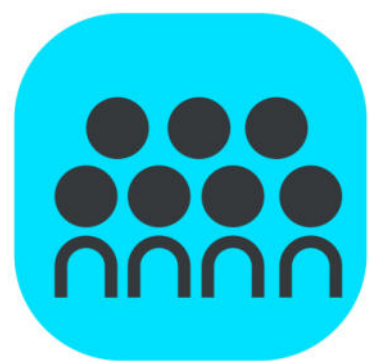


Concept Development



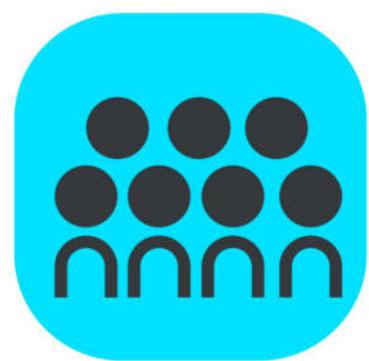
Does anyone have any idea how I can measure my pencil box with centimeter cubes?

Does anyone want to guess or **estimate**, about how many centimeter cubes long it will be?

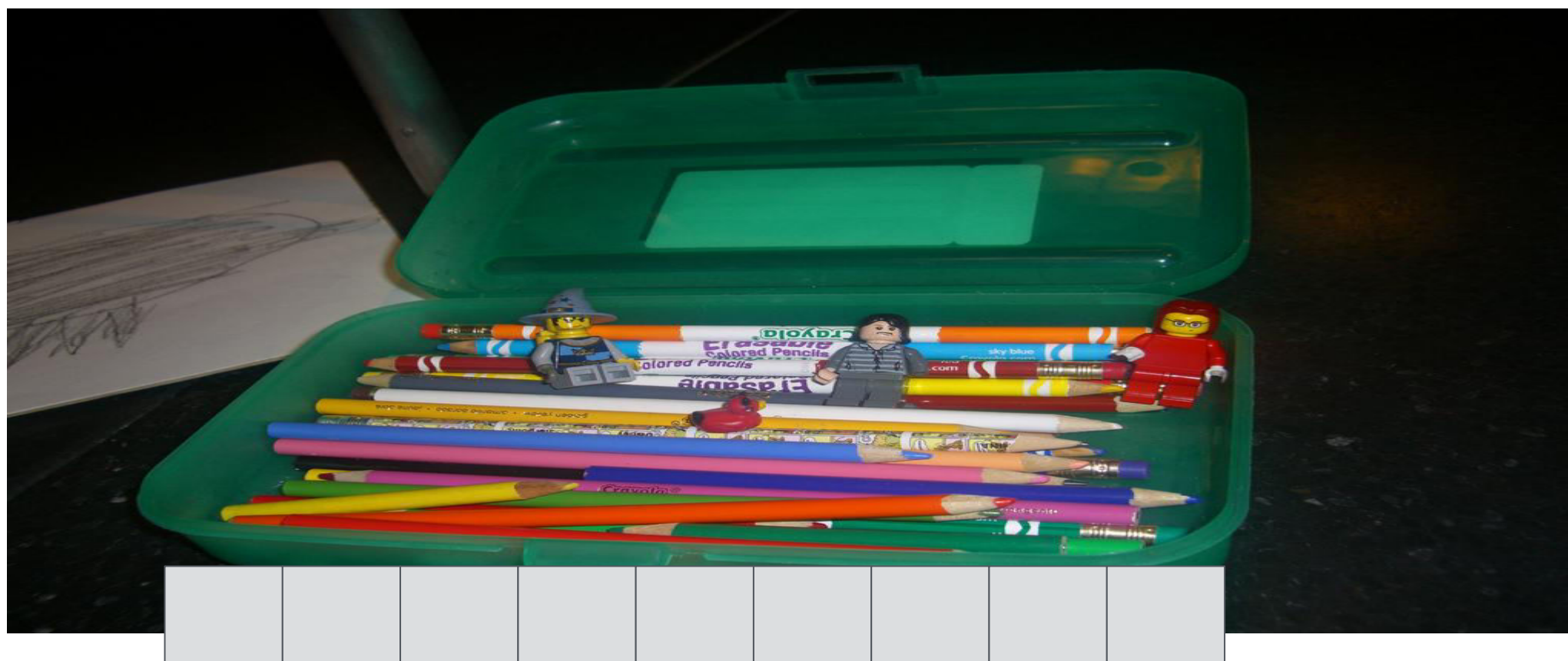


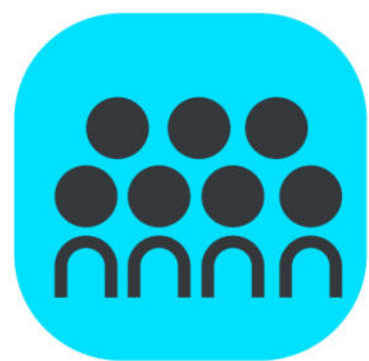
Concept Development



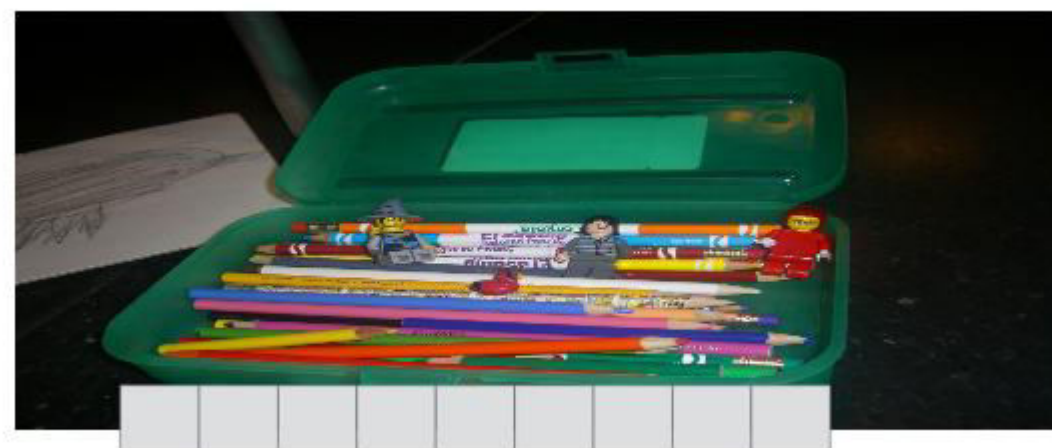
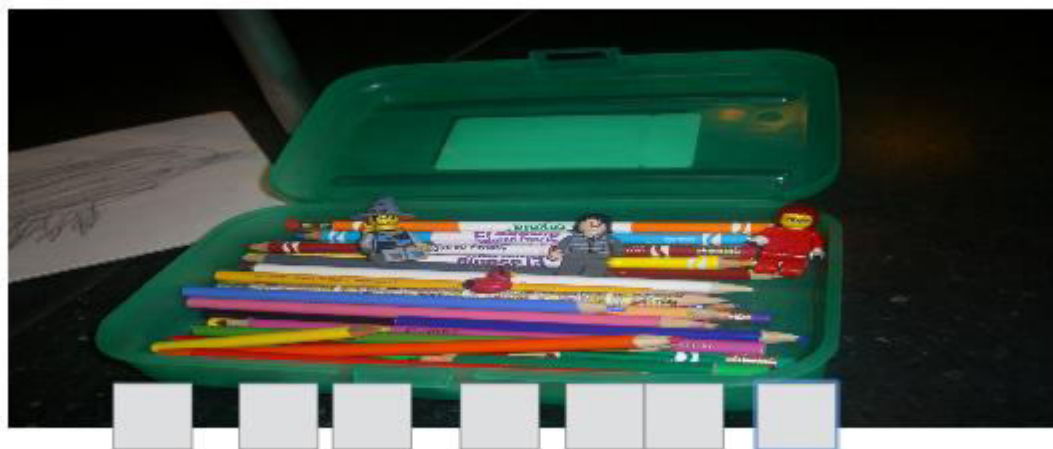


Concept Development

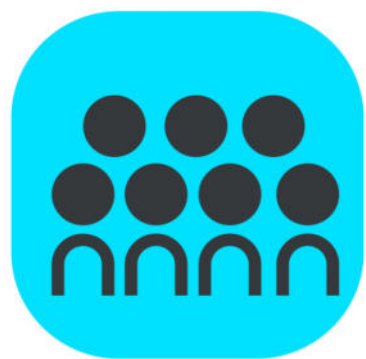




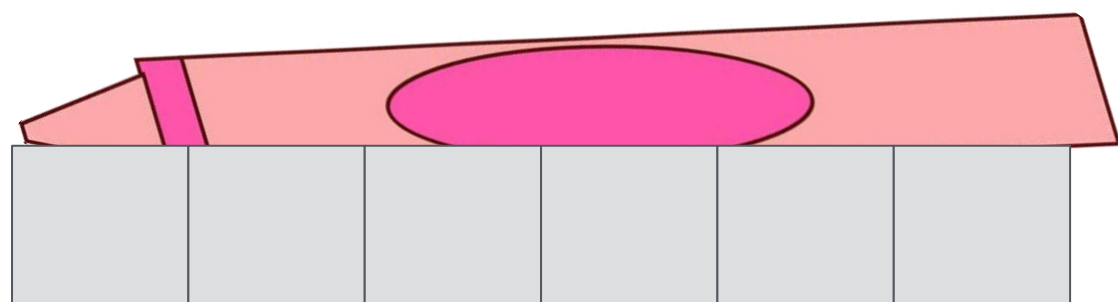
Concept Development



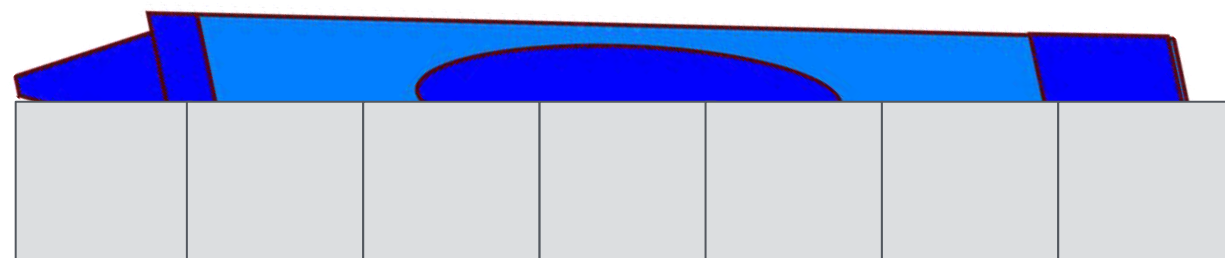
Turn and talk to your partner and tell them why there is a difference between the number of cubes used?



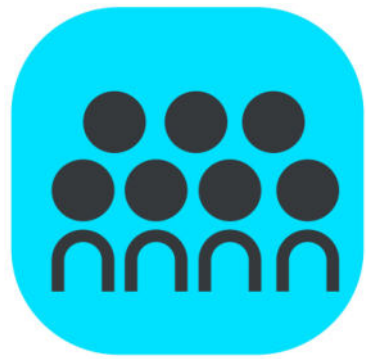
Concept Development



Notice that this crayon is close to 6 cubes long. It is just a bit longer than 6 cubes and not halfway to 7 cubes. How long would we say this crayon is?

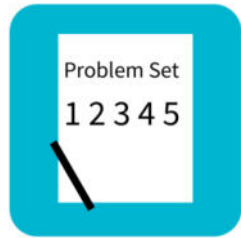


Notice that this crayon is almost 7 cubes long. It is more than 6 and one - half cubes but not quite 7. How long would we say this crayon is?



Concept Development

You will now work with a partner to measure a set of used crayons. As you measure, be sure to use the word about to describe a measurement that is not exact. Turn to your partner and estimate how many centimeter cubes you think you will need for each crayon in the bag.



Problem Set

A STORY OF UNITS

Lesson 1 Problem Set

2•2

Name _____ Date _____

Use centimeter cubes to find the length of each object.

1. The picture of the fork and spoon is about _____ centimeter cubes long.





Debrief

- Turn to your partner and compare your answers to Problems 1-4. Explain what you did to measure correctly.
- Did anyone find that you had a different measurement than your partner?
- How did your drawings help you answer Problems 5 and 6? What new vocabulary did we use today to talk about measurement?
- What did you learn about how to measure with centimeter cubes? Could we have measured with a pocketful of coins?



Exit Ticket

A STORY OF UNITS

Lesson 1 Exit Ticket

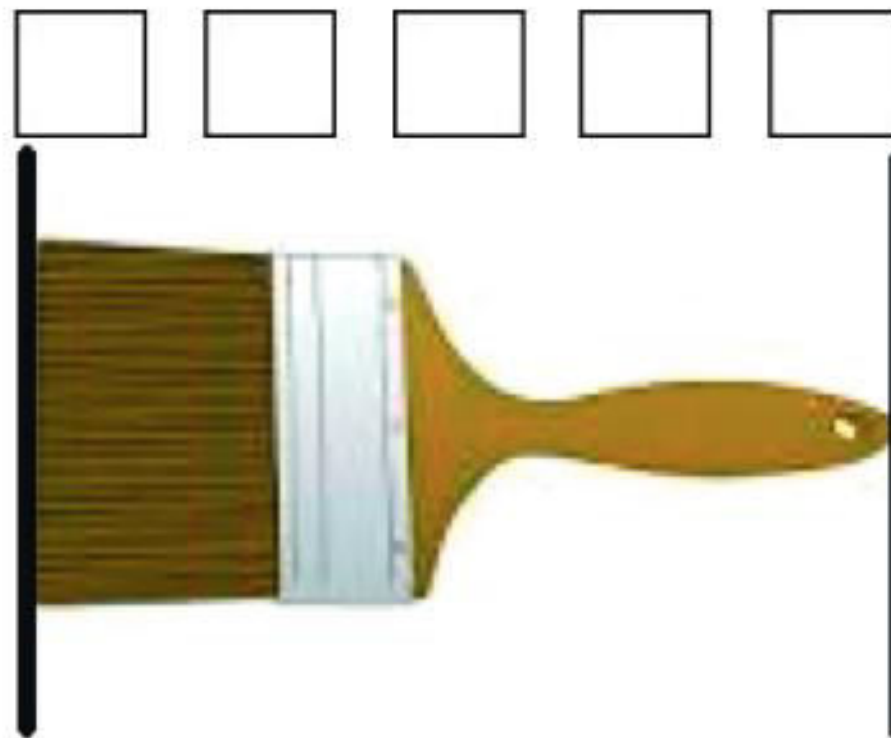
2•2

Name _____

Date _____

Sara lined up her centimeter cubes to find the length of the picture of the paintbrush.

Sara thinks the picture of the paintbrush is 5 centimeter cubes long.



Is her answer correct? Explain why or why not.