Eureka Math

2nd Grade
Module 2
Lesson 2

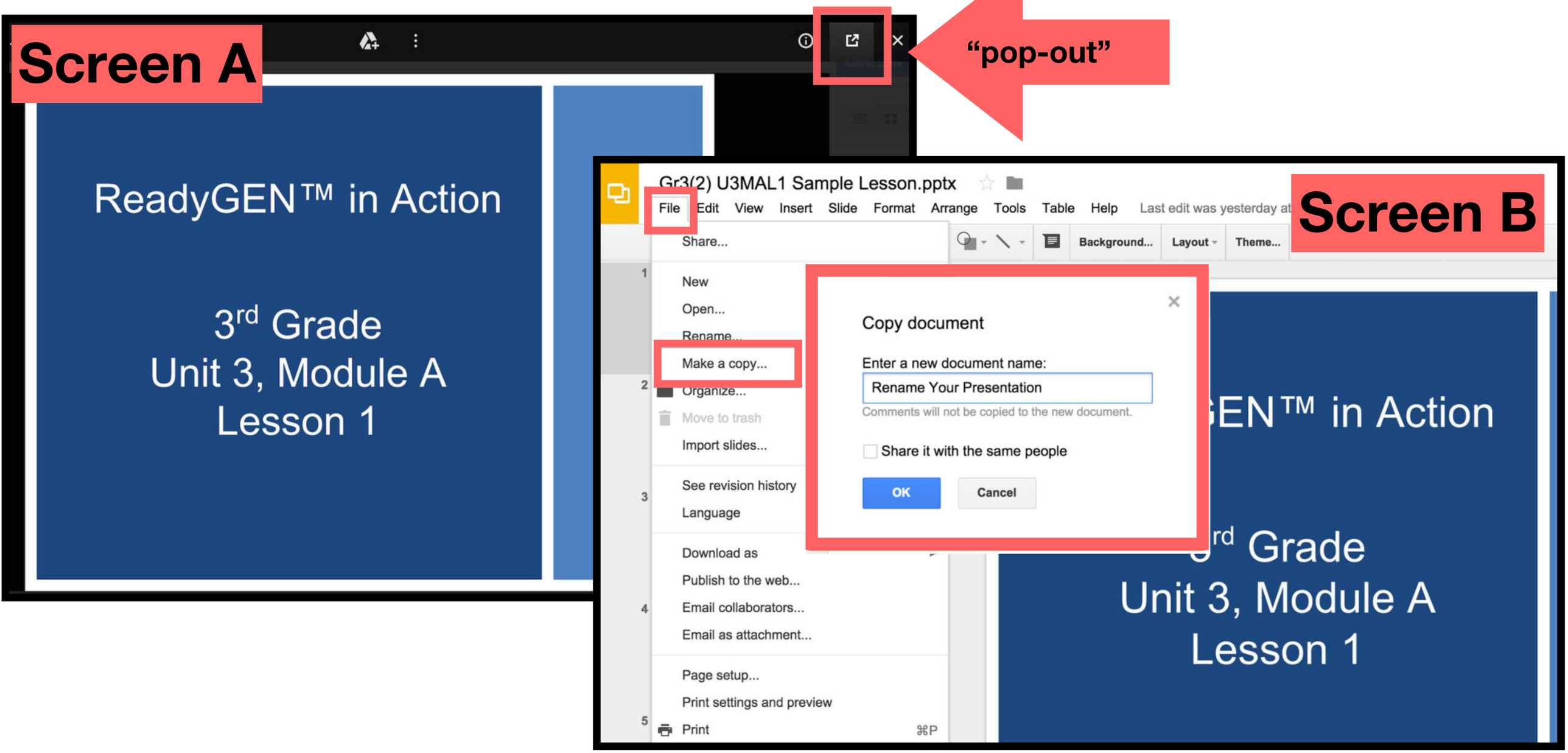
At the request of elementary teachers, a team of Bethel & Sumner educators met as a committee to create Eureka slideshow presentations. These presentations are not meant as a script, nor are they required to be used. Please customize as needed. Thank you to the many educators who contributed to this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

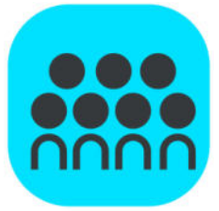
Personal White Board

Problem Set

Manipulatives Needed

Fluency

Think Pair Share



Whole Class

Individual

Partner

Small Group

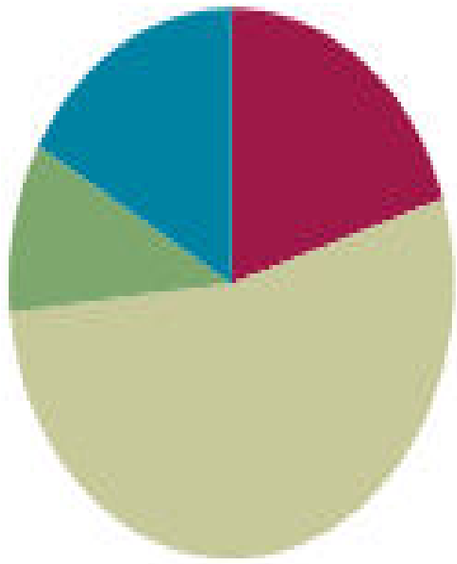
Small Group Time

Lesson 2

Objective: Use iteration with one physical unit to measure.

Suggested Lesson Structure

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



Materials Needed:

Concept Development:

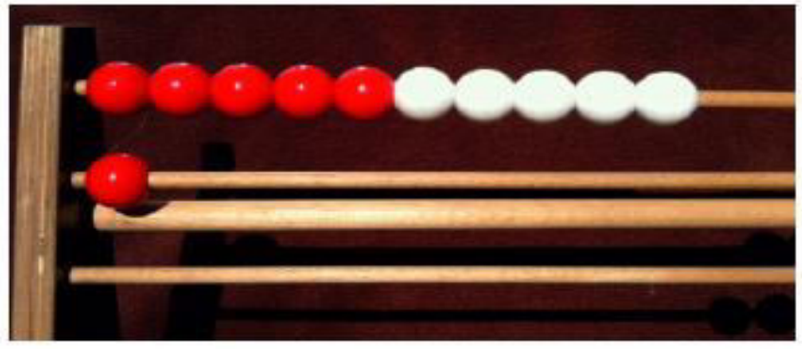
Fluency Practice: Renaming the Say Ten Way
Say Ten to the Next Ten
Making the Next Ten to Add

T/S small resealable baggie with: 1 centimeter cube, 1 paper clip, 3 linking cubes, 1 crayon, 1 dry erase marker, 1 sticky note, 1 index card, pencil and paper.

I can measure objects using one centimeter cube.

Renaming the Say Ten Way

When I say 52, you say 5 tens 2
Ready?



67	123
98	127
100	137
113	132
103	142

Say Ten to the Next Ten

Let's add to make the next ten the Say Ten way. I say 5 tens 2, you say 5 tens 2+8=6 tens. Ready?

6 tens 7

8 tens 5

9 tens 9

5 tens 1

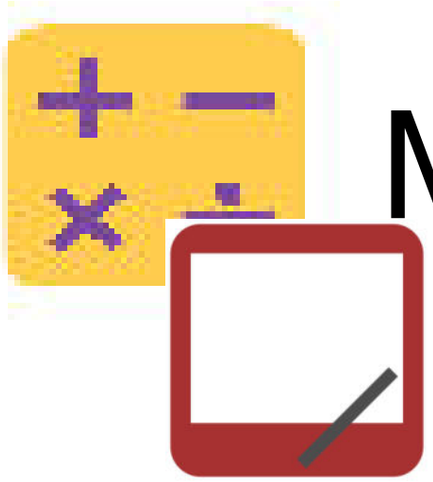
8 tens 9

7 tens 8

9 tens 6

8 tens 4

9 tens 3



Making the Next Ten to Add

Let's make 10 to add. If I say 9+2, you say **9+2=10+1**. Ready?

9+3 Answer?

9 + 3 = _____
    ∧
    1 2

9 + 3 = 10 + 2

9+5

Answer?

9+7

9+6

9+8

8+3

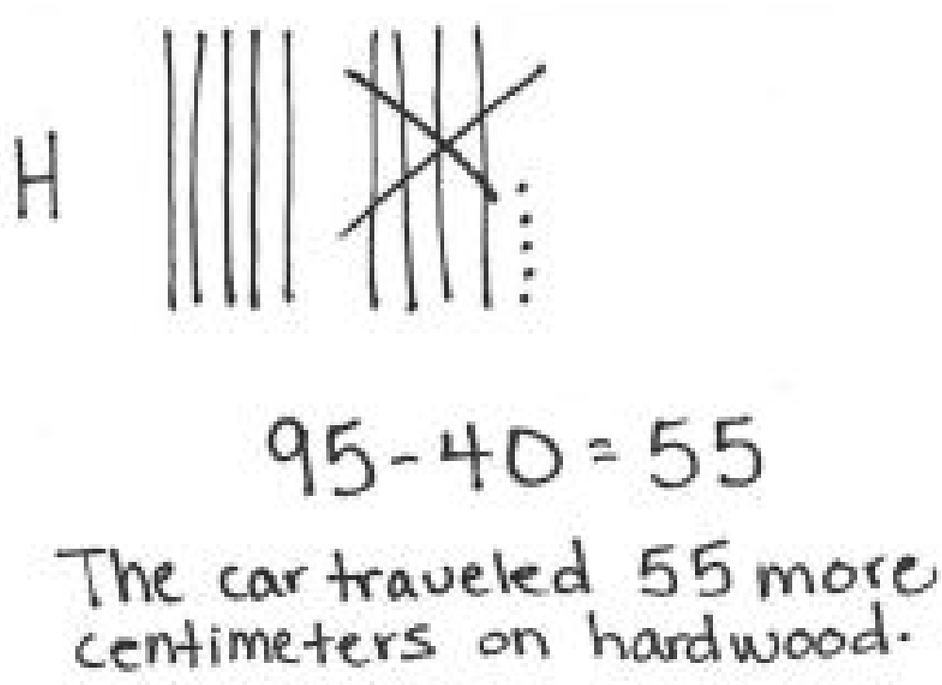
8+5

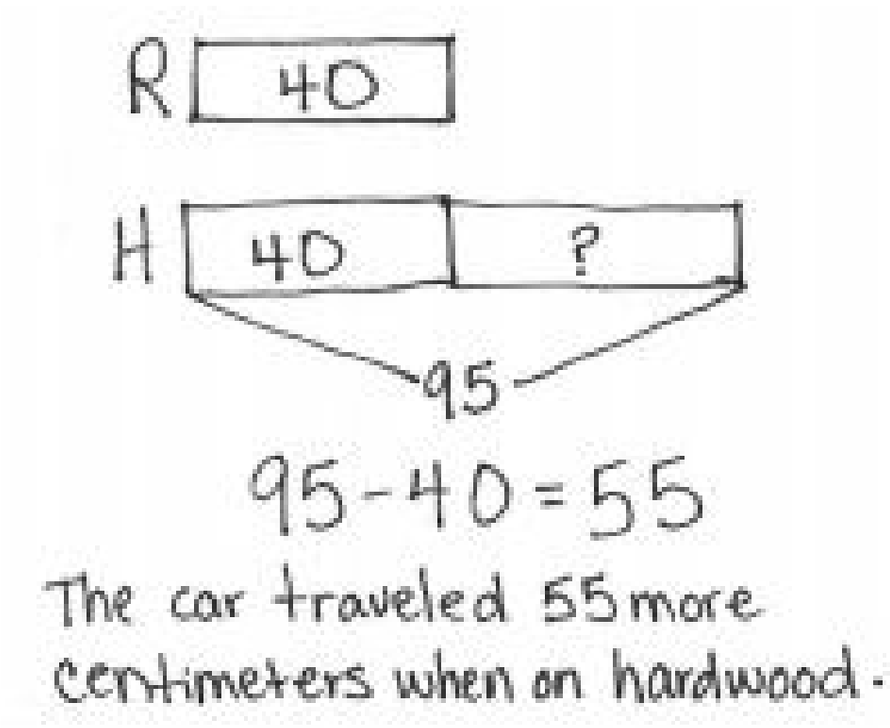
7+4

7+6

Application Problem

With one push, Brian's toy car traveled 40 centimeters across the rug. When pushed across a hardwood floor, it traveled 95 centimeters. How many more centimeters did the car travel on the hardwood floor than across a rug?





Concept Development

Yesterday, we measured a pencil box together using many centimeter cubes. Today, we will measure some other objects, but this time we will only use one centimeter cube.

How could we measure with one cube?

Concept Development

What did you notice about how I measured with my centimeter cube? 

What did you notice about the distance between the pencil marks I've made?

Concept Development

It’s your turn to measure! Open your bag and take out the paper clip and centimeter cube.

Make sure you put your centimeter cube down alongside your paperclip. Make sure your centimeter cube is exactly even with the start of your paper clip.

Concept Development

How many centimeters long is the paper clip?

How long is the crayon?

How long is the linking cube stick?

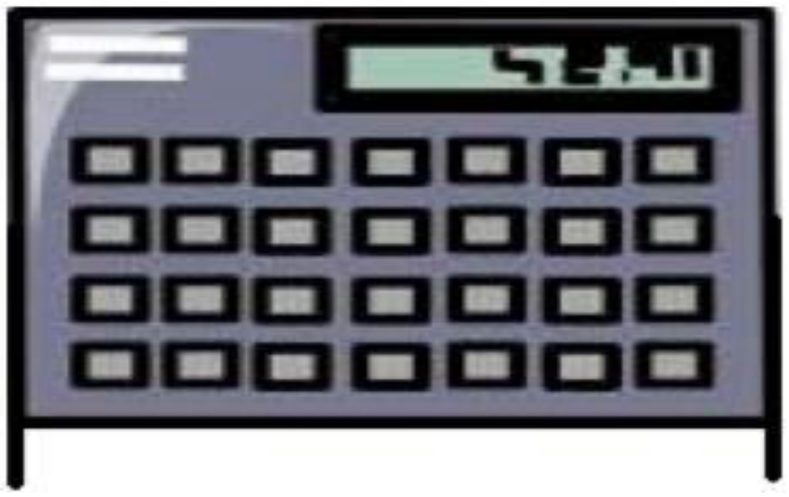
Problem Set

Name _____ Date _____

Find the length of each object using one centimeter cube. Mark the endpoint of each centimeter cube as you measure.

1. The picture of the eraser is about _____ centimeters long.

2. The picture of the calculator is about _____ centimeters long.



Debrief

- Compare your answers to Problems 1-3 with a partner. What did you do to measure accurately?

- What are your thoughts about Elijah's estimation strategy in Problem 5?

- Why do you think I called today's strategy for measuring the *mark and move strategy*? Why is it important not to overlap?

- Which method for measuring do you think is better, easier, or quicker-measuring with multiple cubes or measuring with just one cube

- During our lesson, we measured 3 linking cubes with centimeter cubes. Could we use a linking cube to measure instead of a centimeter cube? Let's measure Elijah's notebook with one linking cube. What do you notice?

Exit Ticket

Name _____ Date _____

Matt measured his index card using a centimeter cube. He marked the endpoint of the cube as he measured. He thinks the index card is 10 centimeters long.