Eureka Math

2nd Grade
Module 2
Lesson 3

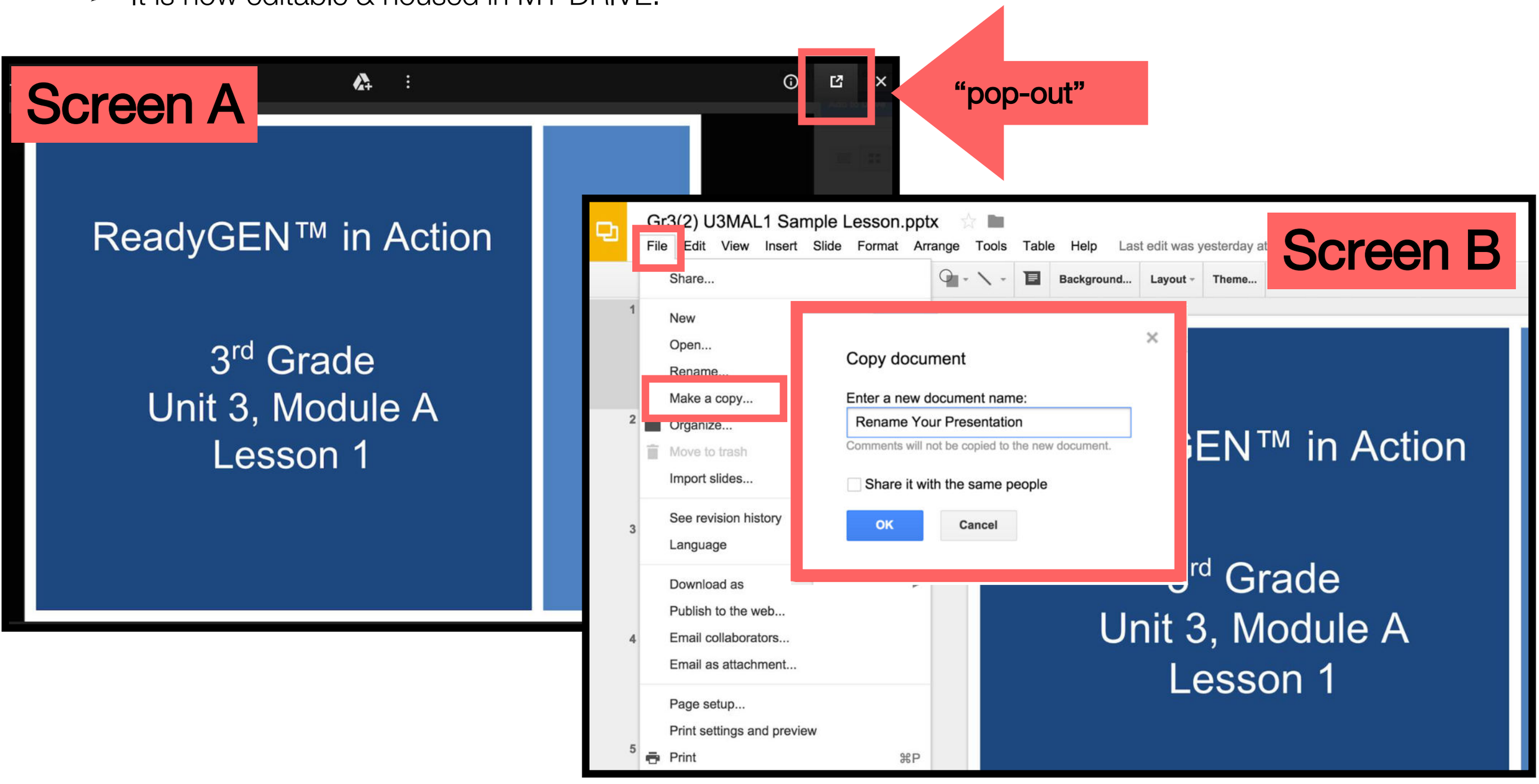
At the request of elementary teachers, a team of Bethel & Sumner educators met as a committee to create Eureka slideshow presentations. These presentations are not meant as a script, nor are they required to be used. Please customize as needed. Thank you to the many educators who contributed to this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

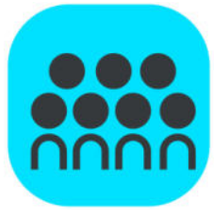
Personal White Board

Problem Set

Manipulatives Needed

Fluency

Think Pair Share



Whole Class

Individual

Partner

Small Group

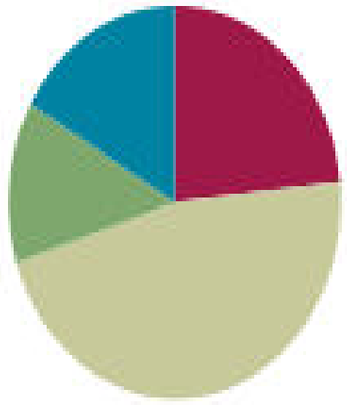
Small Group Time

Lesson 3

Objective: Apply concepts to create unit rulers and measure lengths using unit rulers.

Suggested Lesson Structure

Fluency Practice	(14 minutes)
Application Problem	(8 minutes)
Concept Development	(28 minutes)
Student Debrief	(10 minutes)
Total Time	**(60 minutes)**



Materials Needed:

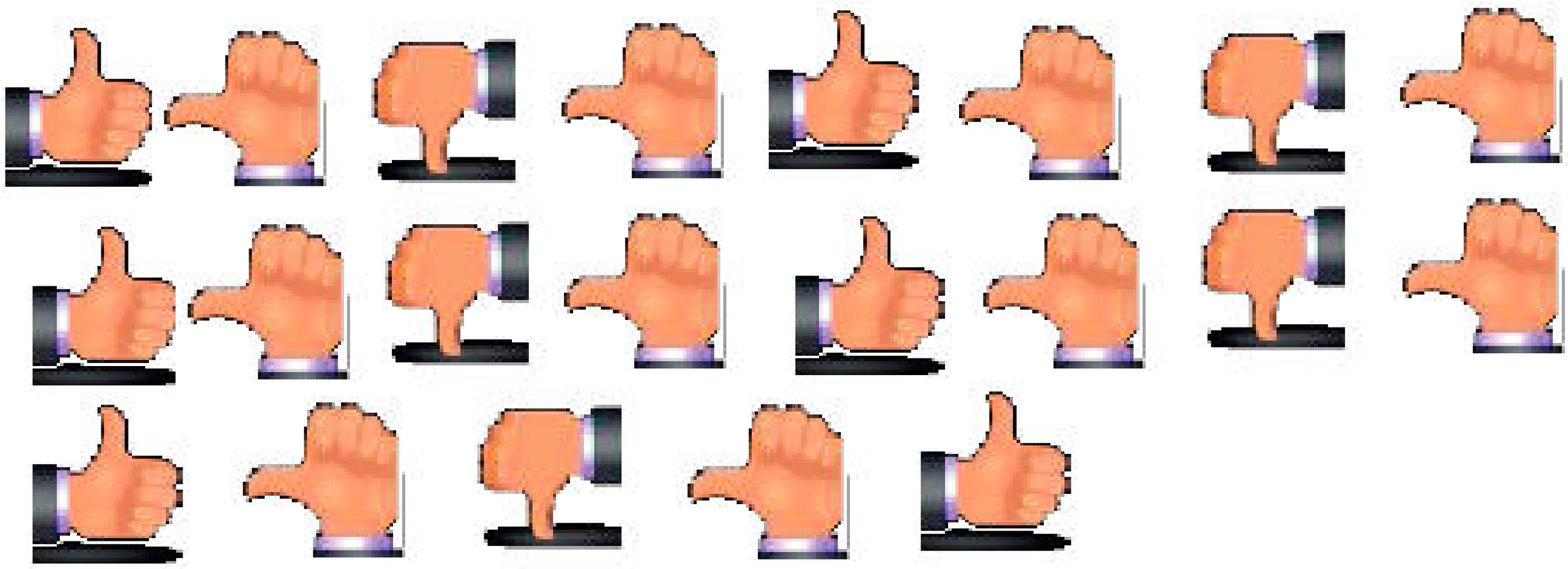
Concept Development:

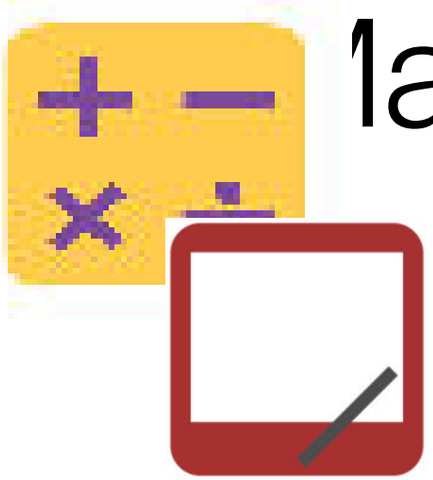
Fluency Practice:
S: strips of tagboard, 1 centimeter cubes, 1 index card

I can make a unit ruler and use it to measure objects.

Happy Counting

Follow my hand as we Happy Count. Watch my thumb. Let's start counting at 40.





1aking the Ten by identifying the Missing Part.

If I say 9, you say 1 because 9 and 1 make 10.

5

15

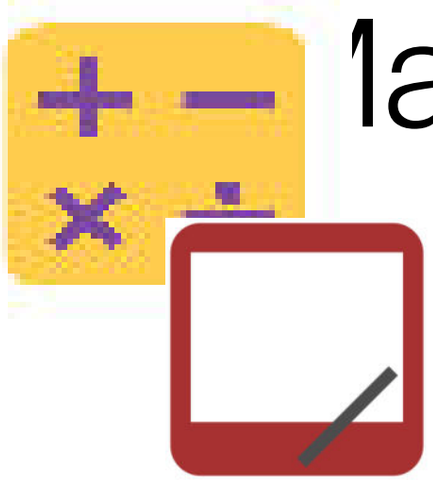
25

16

24

19

21



Making the Ten by identifying the Missing Part.

This time I'll say a number and you write the addition sentence to make ten

19

18

12

29

31

47

53

Sprint

Number Correct: _____

A

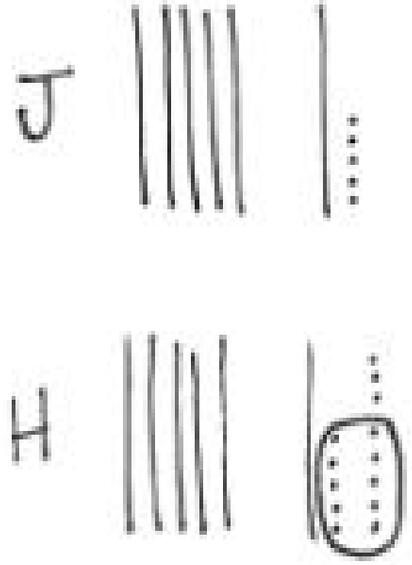
Making Ten

1.	0 + ____ = 10	
2.	9 + ____ = 10	
3.	8 + ____ = 10	
4.	7 + ____ = 10	
5.	6 + ____ = 10	
6.	5 + ____ = 10	
7.	1 + ____ = 10	
8.	2 + ____ = 10	
9.	3 + ____ = 10	

23.	13 + ____ = 20	
24.	23 + ____ = 30	
25.	27 + ____ = 30	
26.	5 + ____ = 10	
27.	25 + ____ = 30	
28.	2 + ____ = 10	
29.	22 + ____ = 30	
30.	32 + ____ = 40	
31.	1 + ____ = 10	

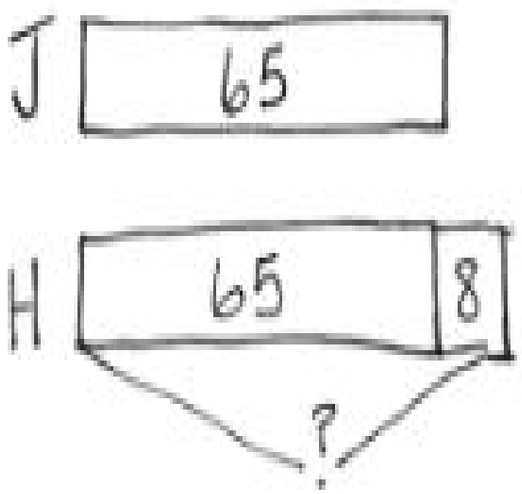
Application Problem

Jamie has 65 flash cards. Harry has 8 more cards than Jamie. How many flash cards does Harry have?



65+8=73

Harry has 73 flashcards.



65+8=73

5 3

65+5=70

70+3=73

Harry has 73 flash cards.

Concept Development

Yesterday, we used a 1 centimeter cube to measure the length of different objects. Today we are going to create a tool that will help us measure centimeters in a more efficient way

Let's make a centimeter ruler! 

Watch how I use my centimeter cube to measure and mark centimeters onto the tagboard.

Now, take out your tagboard, centimeter cube, and pencil.
Let's do a few centimeters together.

Concept Development

You have all completed a centimeter ruler. Now, let's explore how we can use this tool. Take a look at some of the objects students measured around the room. Let's take a look at how we might measure a book.

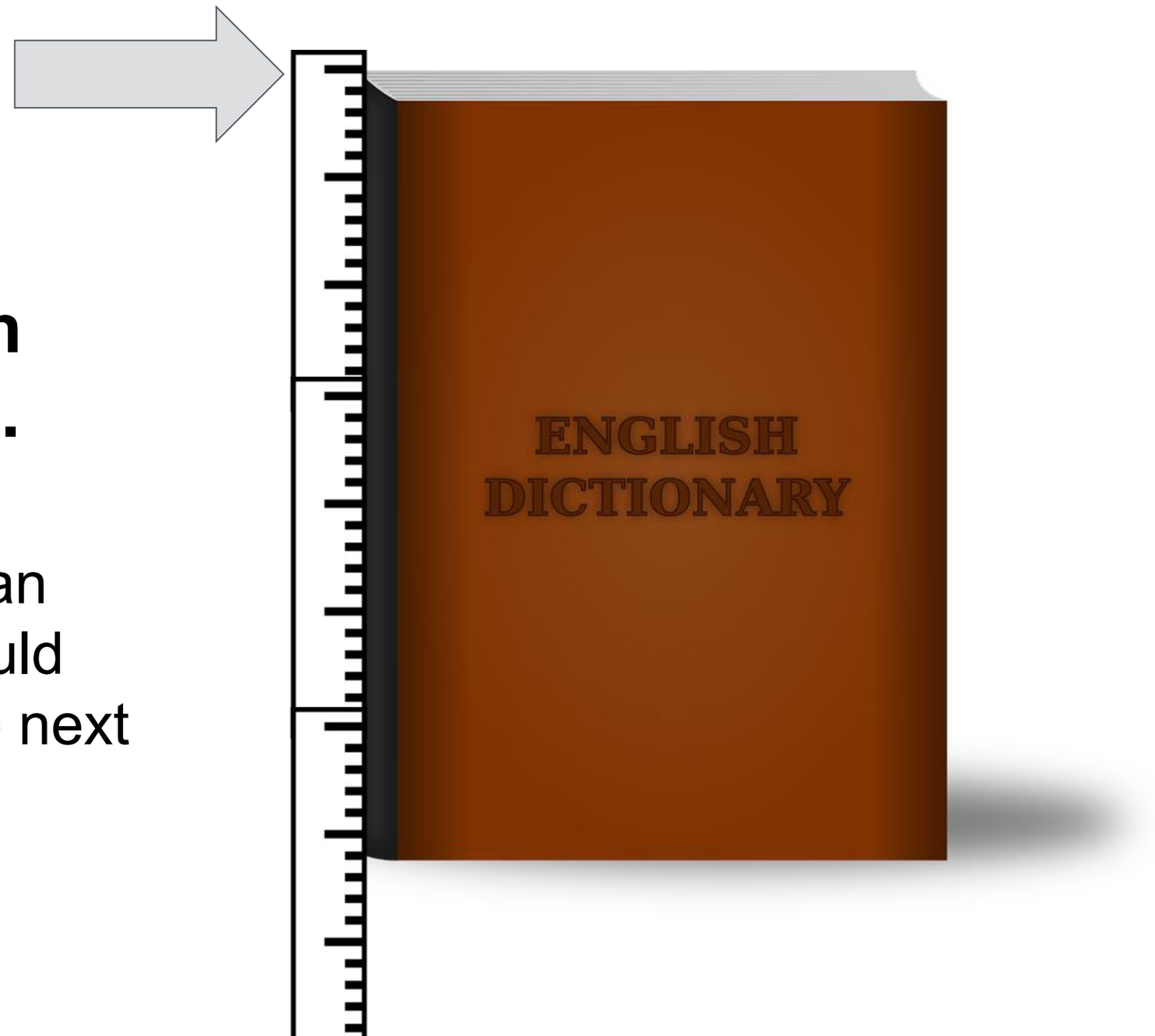
Turn to your neighbor and tell him/her how you would use your centimeter ruler to measure the lenth of your book.

Concept Development

Hash Marks

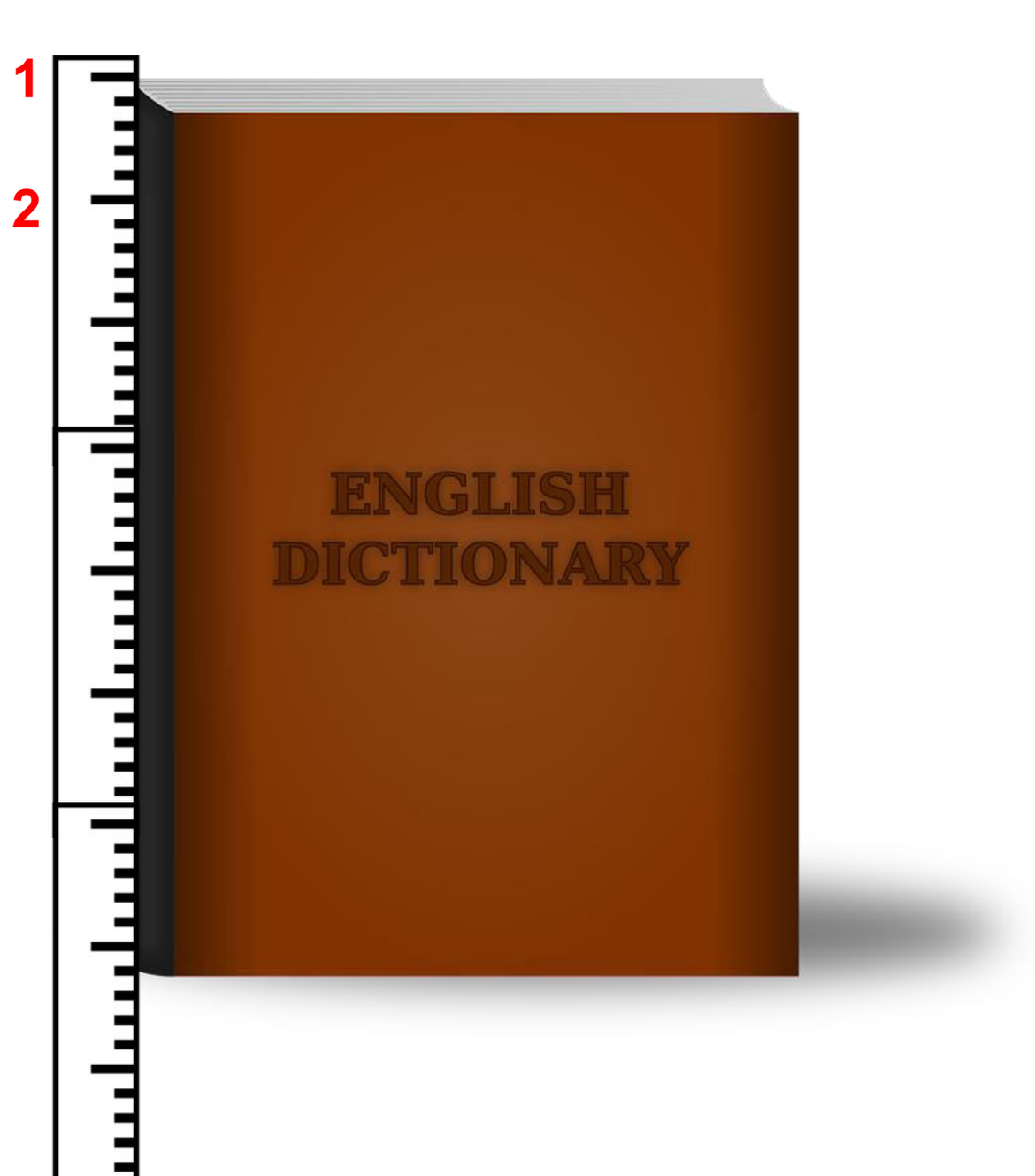
Count the hash marks with me.

Does anyone have an idea about how I could make this easier the next time I use my ruler?



Concept Development

Let's label!



Concept Development

What unit did we use to create our rulers?

How many centimeters are on your ruler? Be sure to say the unit.

30 cm= 30 centimeters

Let's practice using our new rulers together. Take out your index cards. Turn and talk with your partner. Where should I place my ruler to measure the long side of the index card?

Now, let's measure a pencil

Problem Set

Name _____ Date _____

Use your centimeter ruler to measure the length of the objects below.

1. The picture of the animal track is about _____ cm long.

Debrief

- Turn to your partner and compare your measurements on Problems 1, 2, and 3. What did you do to measure accurately with your centimeter **ruler**?

- Tell your partner how you made your ruler. What steps did you take to make it and accurate tool for measurement?

- What are the differences about using the mark and move forward strategy from using the ruler?

- Why is using the ruler more efficient than counting hash **marks**?

- What are some objects that are longer than our centimeter rulers? How can we measure objects that are longer than our rulers?

Exit Ticket

Name _____ Date _____

1. Use your centimeter ruler. What is the length in centimeters of each line?

   a. Line A is _____ cm long.

   Line A

   b. Line B is _____ cm long.

   Line B