

Eureka Math

2nd Grade Module 2 Lesson 3

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Directions for customizing presentations are available on the next slide.



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Reflecting your Teaching Style and Learning Needs of Your Students

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- Choose MAKE A COPY and rename your presentation.
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- 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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ReadyGEN™ in Action

3rd Grade
Unit 3, Module A
Lesson 1

Icons



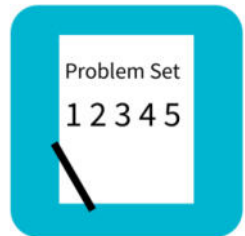
Read, Draw, Write



Learning Target



Personal White Board



Problem Set



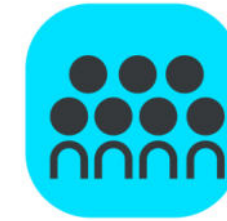
Manipulatives Needed



Fluency



Think Pair Share



Whole Class



Individual



Partner



Small Group



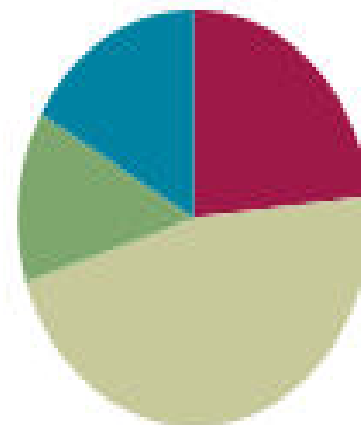
Small Group Time

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:

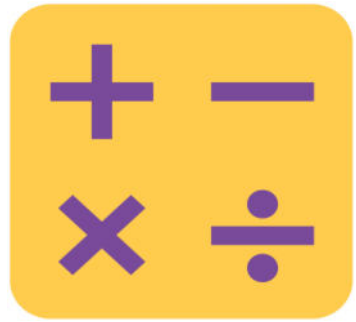
Concept Development:

Fluency Practice:

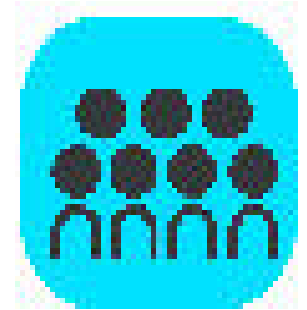
S: strips of tagboard, 1 centimeter cubes, 1 index card



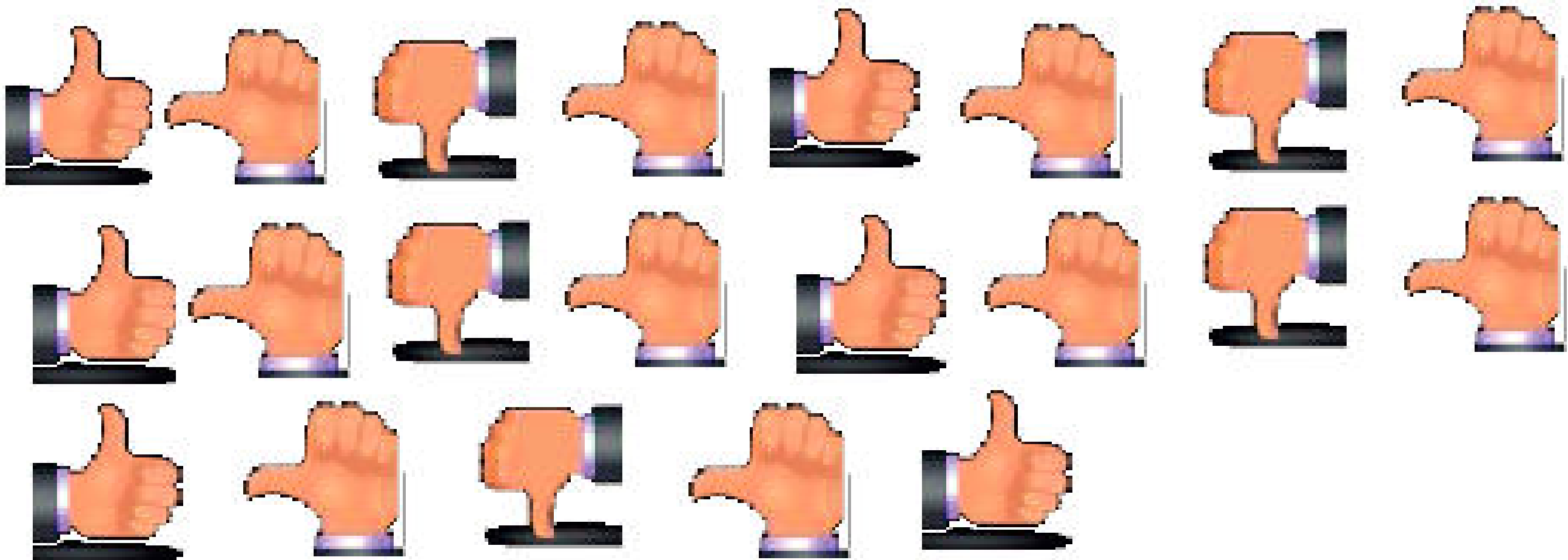
I can make a unit ruler and use it to measure objects.

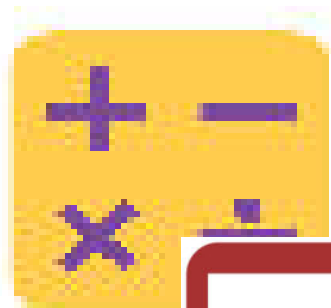


Happy Counting



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





Making the Ten by identifying the Missing Part.

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

5

24

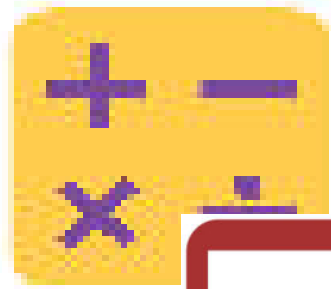
15

19

25

21

16



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

31

18

47

12

53

29



Sprint

A STORY OF UNITS

Lesson 3 Sprint

2•2

A

Number Correct: _____

Making Ten

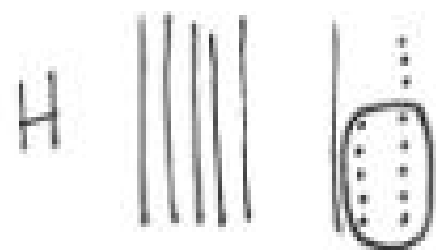
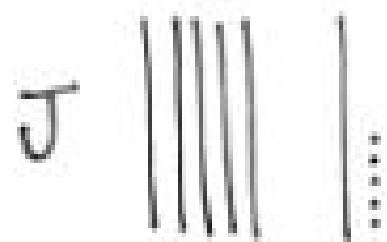
1.	$0 + \underline{\quad} = 10$	
2.	$9 + \underline{\quad} = 10$	
3.	$8 + \underline{\quad} = 10$	
4.	$7 + \underline{\quad} = 10$	
5.	$6 + \underline{\quad} = 10$	
6.	$5 + \underline{\quad} = 10$	
7.	$1 + \underline{\quad} = 10$	
8.	$2 + \underline{\quad} = 10$	
9.	$3 + \underline{\quad} = 10$	

23.	$13 + \underline{\quad} = 20$	
24.	$23 + \underline{\quad} = 30$	
25.	$27 + \underline{\quad} = 30$	
26.	$5 + \underline{\quad} = 10$	
27.	$25 + \underline{\quad} = 30$	
28.	$2 + \underline{\quad} = 10$	
29.	$22 + \underline{\quad} = 30$	
30.	$32 + \underline{\quad} = 40$	
31.	$1 + \underline{\quad} = 10$	



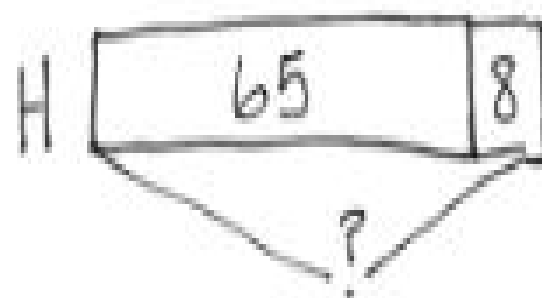
Application Problem

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



$$65 + 8 = 73$$

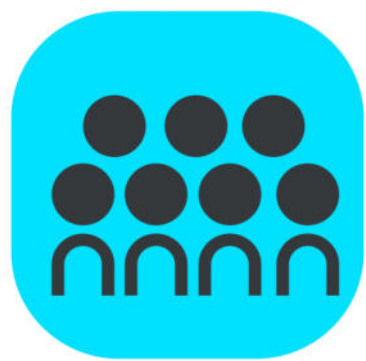
Harry has 73 flashcards.



$$\begin{array}{r} 65 + 8 = 73 \\ \quad \wedge \\ \quad 5 \quad 3 \end{array}$$

$$\begin{array}{l} 65 + 5 = 70 \\ 70 + 3 = 73 \end{array}$$

Harry has 73 flash cards.



Concept Development

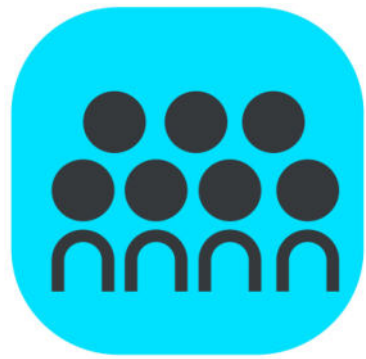
Yesterday, we used a 1 centimeter cube to measure the length of different objects. Today we are going to create a tool that will help us measure centimeters in a more efficient way

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.

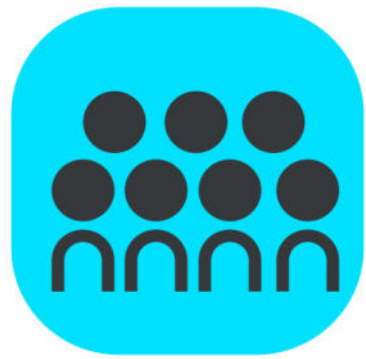


Concept Development

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 length of your book.



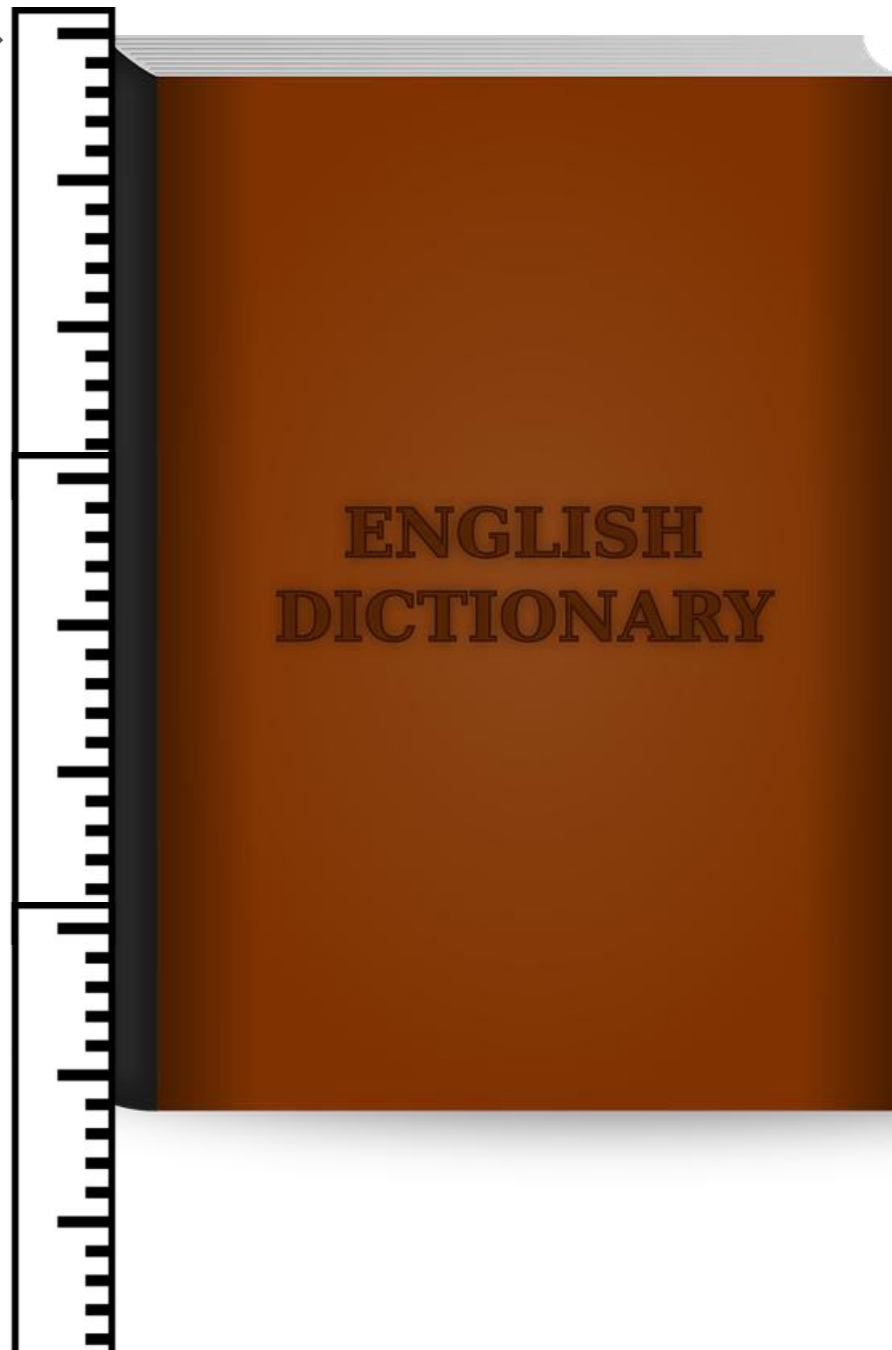
Concept Development

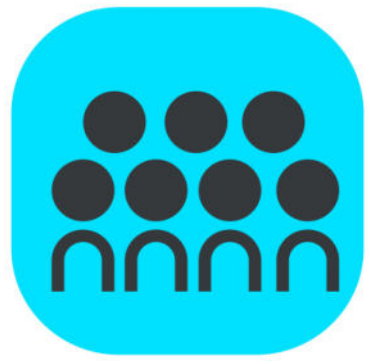
Hash Marks



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

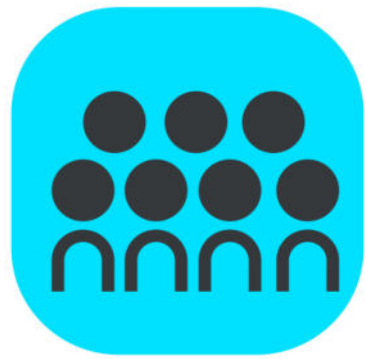
Let's label!



1

2

ENGLISH
DICTIONARY



Concept Development

What unit did we use to create our rulers?

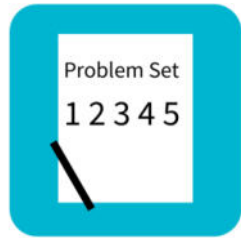
How many centimeters are on your ruler? Be sure to say the unit.

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

A STORY OF UNITS

Lesson 3 Problem Set

2•2

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 an 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

A STORY OF UNITS

Lesson 3 Exit Ticket

2•2

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 _____