Eureka Math

2nd Grade
Module 2
Lesson 4

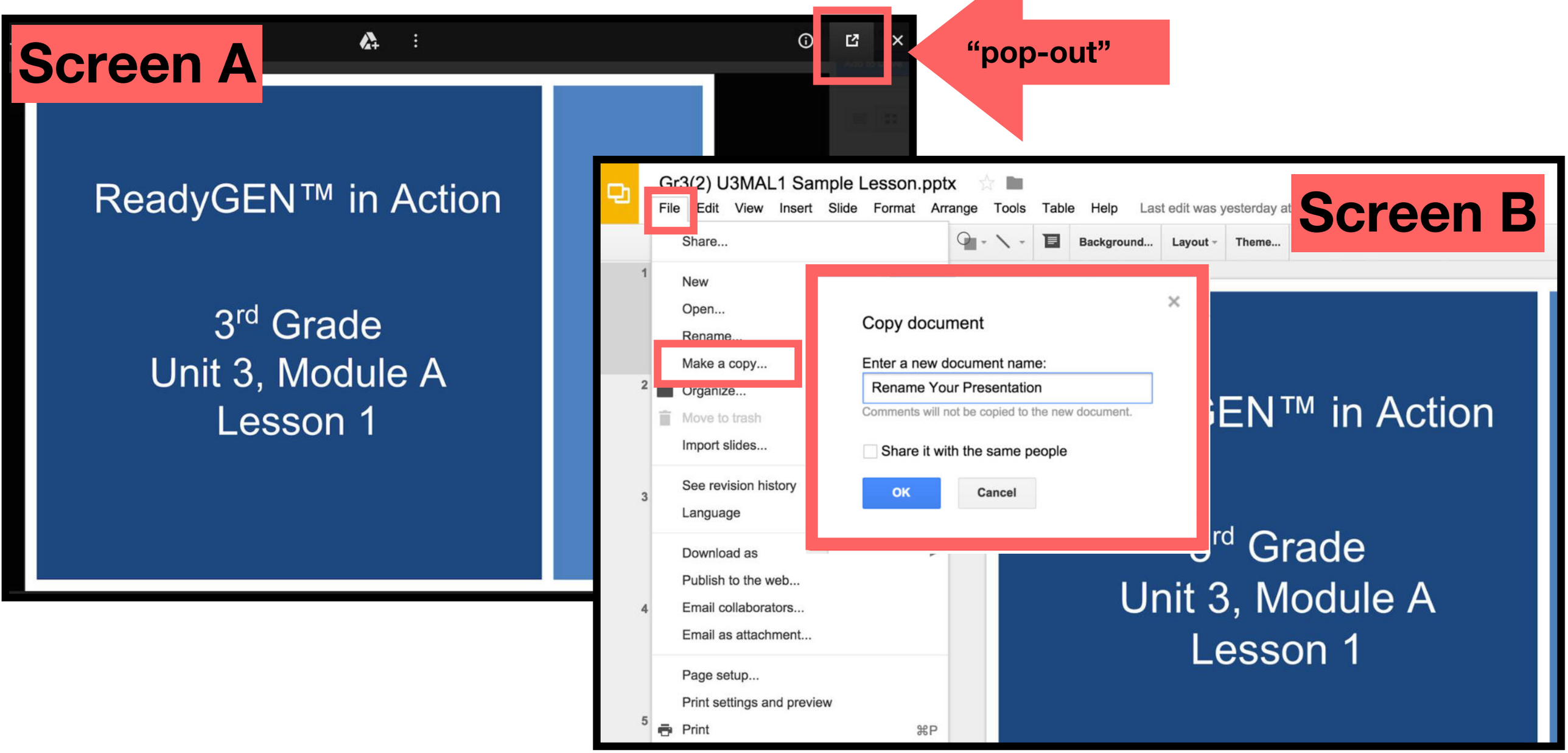
At the request of elementary teachers, a team of Bethel & Sumner educators met as a committee to create Eureka slideshow presentations. These presentations are not meant as a script, nor are they required to be used. Please customize as needed. Thank you to the many educators who contributed to this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

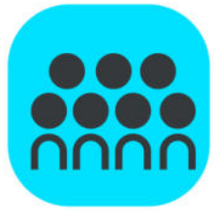
Personal White Board

Problem Set

Manipulatives Needed

Fluency

Think Pair Share



Whole Class

Individual

Partner

Small Group

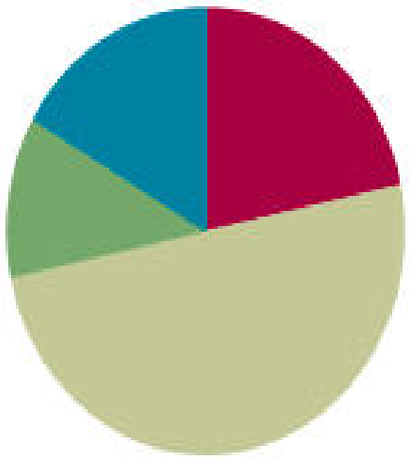
Small Group Time

Lesson 4

Objective: Measure various objects using centimeter rulers and meter sticks.

Suggested Lesson Structure

Fluency Practice	(13 minutes)
Application Problem	(7 minutes)
Concept Development	(30 minutes)
Student Debrief	(10 minutes)
Total Time	**(60 minutes)**



Materials Needed:

Concept Development:

- (S) 30 cm ruler (each), textbook; meter stick, meter tape (per pair)
- (T) Meter stick, meter tape

I can measure objects using centimeter rulers and meter sticks.

Related Facts on a Ruler

Put your finger on 3 on your ruler. Raise your hand when you know 8 more than 3. Ready?

11 — Give me a number sentence starting with 3 that shows 8 more.

Put your finger on 11 on your ruler. Raise your hand when you know 3 less than 11. Ready?

8 — Give me a number sentence starting with 11 that shows 3 less.

11 - 3 = 8

Related Facts on a Ruler

9 and 2	9 + 2	9 - 2
4 and 9	4 + 9	13 - 9
8 and 5	8 + 5	13 - 5
9 and 6	9 + 6	15 - 6

Sprint

Number Correct: _____

A

Related Facts

1.	8 + 3 =	
2.	3 + 8 =	
3.	11 - 3 =	
4.	11 - 8 =	
5.	7 + 4 =	
6.	4 + 7 =	
7.	11 - 4 =	
8.	11 - 7 =	

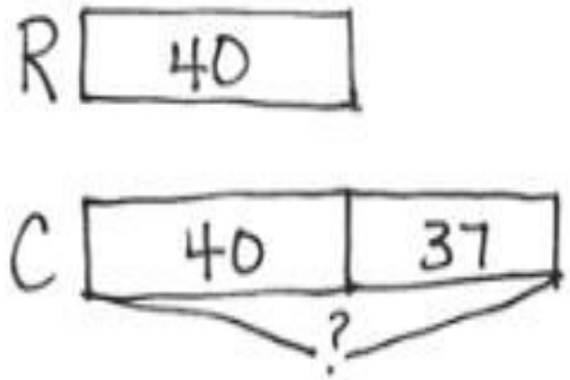
23.	15 - 6 =	
24.	15 - 9 =	
25.	8 + 7 =	
26.	7 + 8 =	
27.	15 - 7 =	
28.	15 - 8 =	
29.	9 + 4 =	
30.	4 + 9 =	

Application Problem

Caleb has 37 more pennies than Richard. Richard has 40 pennies. Joe has 25 pennies. How many pennies does Caleb have?

40+37=77

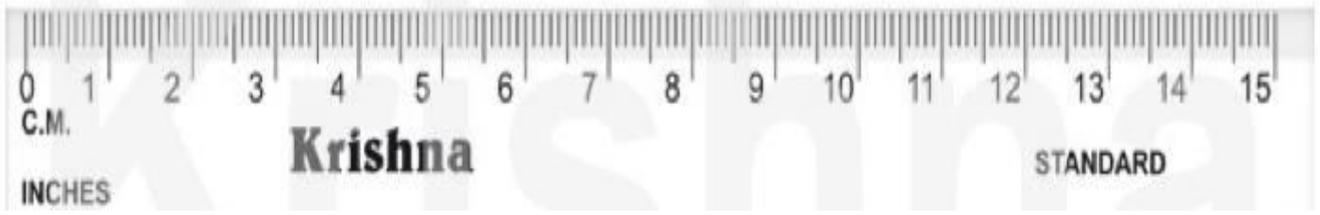
Caleb has 77 pennies.



40+37=77

Caleb has 77 pennies.

Concept Development



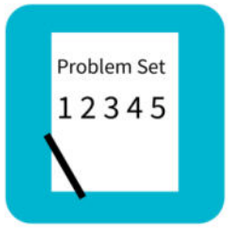
Concept Development

How many centimeters are in 1 meter?

When would the meter tape be an appropriate measuring tool?

Measure a book from top to bottom. How high should my shelf be?

Which is the best tool to measure our stack of books?



Problem Set

Name _____ Date _____

1. Measure five things in the classroom with a centimeter ruler. List the five things and their length in centimeters.

Object Name	Length in Centimeters
a.	
b.	
c.	
d.	

Debrief

- Share with your partner. Which things did you measure in centimeter? Why? Which things did you measure in meters? Why?
- Did you or your partner disagree on any of the measusrement tools your selected? Defend your choice.
- How do the size and shape of what we measure tell us which tool is most appropriate?
- Waht new math vocabulary did we learn today?

Exit Ticket

Name _____ Date _____

1. Circle cm (centimeter) or m (meter) to show which measurement you would use to measure the length of each object.

a. Length of a train	cm	or	m
b. Length of an envelope	cm	or	m
c. Length of a house	cm	or	m

2. Would it take more meters or more centimeters to measure the length of a playground? Explain your answer.

_____

_____

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