Eureka Math

2nd Grade
Module 2
Lesson 5

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.

Screen A

"pop-out"

ReadyGEN™ in Action

3rd Grade
Unit 3, Module A
Lesson 1

Screen B

Gr3(2) U3MAL1 Sample Lesson.pptx

File   Edit   View   Insert   Slide   Format   Arrange   Tools   Table   Help   Last edit was yesterday at

Share...   Background...   Layout   Theme...

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Open...
Rename...   Copy document
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                                                Unit 3, Module A
Page setup...   Lesson 1
Print settings and preview
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Icons

RDW Read, Draw, Write

Learning Target

Personal White Board

Problem Set

Manipulatives Needed

Fluency

Think Pair Share
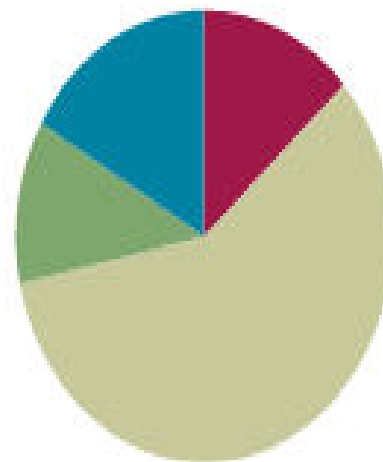
Whole Class

Individual

Partner

Small Group

Small Group Time

Lesson 5

Objective: Develop estimation strategies by applying prior knowledge of length and using mental benchmarks.

Suggested Lesson Structure

■	Fluency Practice	(8 minutes)
■	Application Problem	(7 minutes)
■	Concept Development	(35 minutes)
■	Student Debrief	(10 minutes)
	Total Time	**(60 minutes)**

Materials Needed:

Fluency:

- (S) Whiteboard

Concept Development:
- (T) Meter stick, 3 ring binder
- (S) I unused unsharpened pencil, 1 centimeter cube, centimeter ruler from Lesson 3, meter tape, 1 wedge eraser

I can develop estimation strategies by using prior knowledge of length and using mental benchmarks.

Break Apart by Tens and Ones
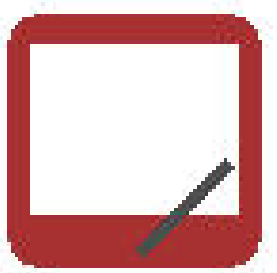
If I say 64, you write 6 tens 4 ones. If I say 7 tens 2 ones, you write 72.

5 tens 2 ones

84

7 tens 3 ones

79

8 tens 9 ones

9 tens 9 ones

10 tens 2 ones

10 tens 4 ones

104

10 tens 8 ones

11 tens

11 tens 5 ones

Take Out a Part

Let's take out 2 tens from each number.
I say 5 tens.
You say, 2 tens + 3 tens = 5 tens

5 tens

7 tens
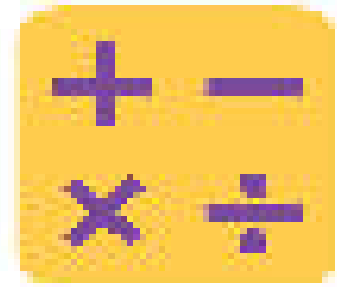
Take Out a Part

Let's take out 20 from each number.
I say 50.
You say, 20 + 30 = 50

50   20 + 30 = 50

70   20 + 70 = 90

83   20 + 83 = 103

52   20 + 52 = 72

Take Out a Part

97   20 + 97 = 107

100   20 + 100 = 120

105   20 + 105 = 125

110   20 + 110 = 130
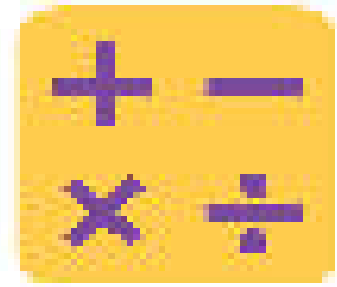
Take Out a Part

Let's take out 40 from each number.
I say 60.
You say, 40 + 20 = 60

50   40 + 10 = 50

70   40 + 30 = 70

81   40 + 41 = 87

87   40 + 47 = 87

Application Problem

RDW

Ethan has 8 fewer playing cards than Tristan. Tristan has 50 playing cards. How many playing cards does Ethan have?
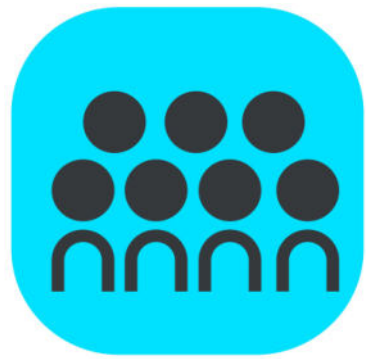
T |||||

$50 - 8 = 42$

Ethan has 42 playing cards.

E |||||

T [50]

E [?] 8
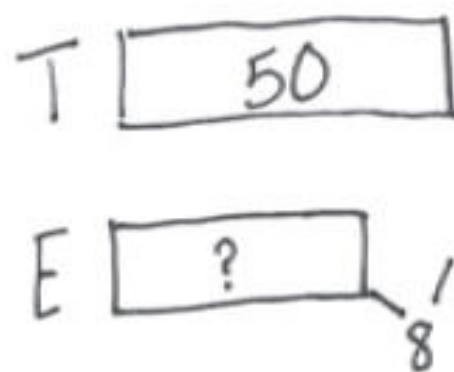
$50 - 8 = \underline{42}$
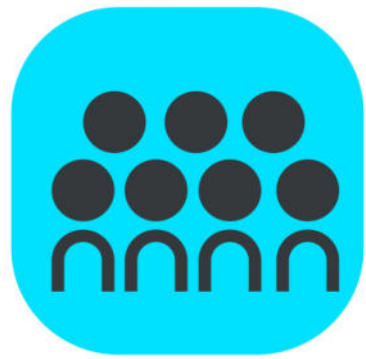
40 10

$10 - 8 = 2$

$40 + 2 = 42$

Ethan has 42 playing cards.

Concept Development
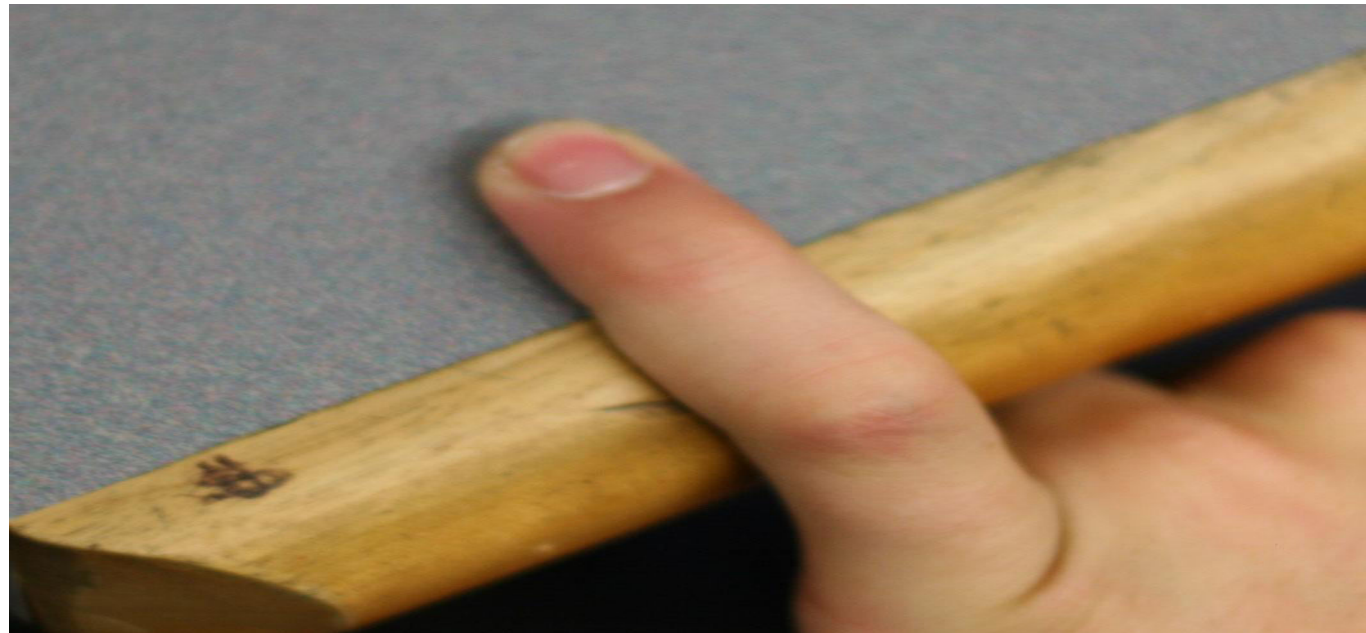
Put your pinky on your centimeter cube. Would you say it's about the same width as the cube?
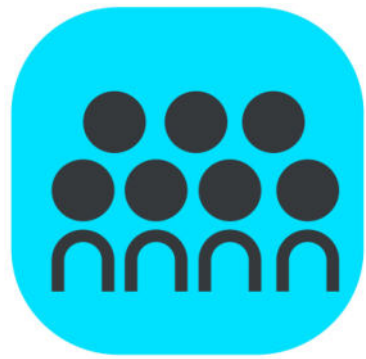
How could you use your pinky to estimate length?

Concept Development

Let's estimate your eraser using your pinky.
Share your estimate with your partner.

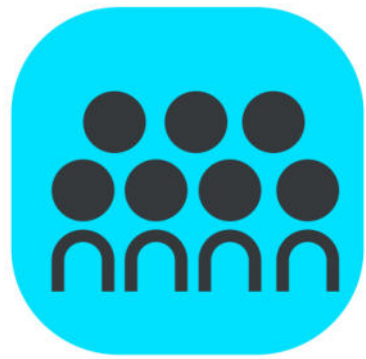Let's measure with the ruler to see if your estimate was correct.

Concept Development

The distance from the floor to the door knob is about 1 meter. How does this help you estimate the length of your desk?

Let's measure to see which estimate is closer to the real measurement.
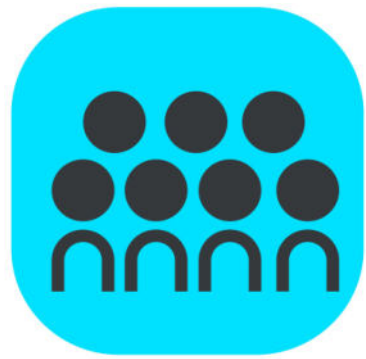
Concept Development

Measure your pencil?

Can that help your estimate the length of your math book?

Estimate the length of your math book, and then measure it with your ruler to see how close you got.
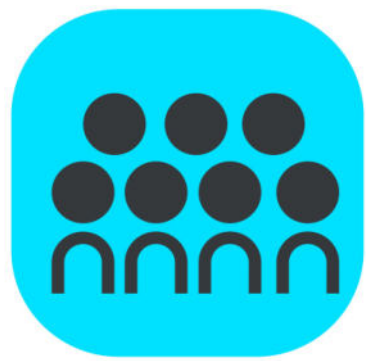
Concept Development

Picture the meter stick in your mind. Estimate how many meters long the white board is.
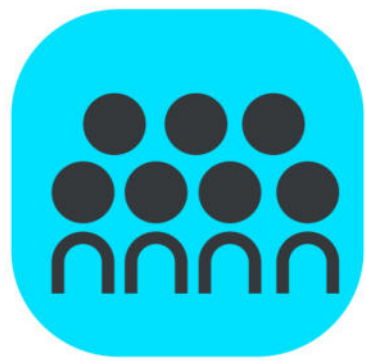

Let's check our estimates.

Concept Development

Look at your binder. What known measurement can we use to estimate the length?

Now that we know how long our binder is, what other lengths can we estimate with this information?

112 - 384

Concept Development

All of these measurements we use to estimate are called mental **benchmarks.** The pencil is about 20 centimeters. Your pinky is about 1 centimeter. The binder is about 30 centimeters. And, the length of the doorknob to the floor is about 1 meter.
You can use these benchmarks at any time by picturing them in your head to estimate the length of an object.
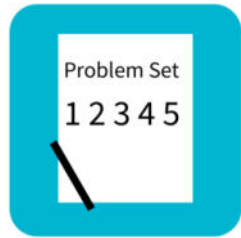
Problem Set
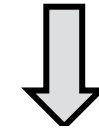
Name _____   Date _____

1. Circle the most reasonable estimate for each object.

   a. Length of a push pin   1 cm   or   1 m

   b. Length of a classroom door   100 cm   or   2 m

   c. Length of a pair of student scissors   17 cm or   42 cm

2. Estimate the length of your desk. (Remember, the width of your pinky is about 1 cm.)

   My desk is about _____ cm long.

🗨 Debrief

- Turn and compare your answers to problems 1, 2, 3, 4, and 5 with your partner.

- Why is it possible to have different estimates? How can we check to see if our estimates are accurate?

- How many mental **benchmarks** can you name?

- How do mental benchmarks help us? When is it a good time to use them?

Exit Ticket

Name _____   Date _____

1. Circle the most reasonable estimate for each object.

    a. Length of a push pin   1 cm   or   1 m

    b. Length of a classroom door   100 cm   or   2 m

    c. Length of a pair of student scissors   17 cm or   42 cm

2. Estimate the length of your desk. (Remember, the width of your pinky is about 1 cm.)

    My desk is about _____ cm long.