

# Eureka Math

## 2nd Grade Module 2 Lesson 7

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.



This work by Bethel School District ([www.bethelsd.org](http://www.bethelsd.org)) is licensed under the Creative Commons Attribution Non-Commercial Share-Alike 4.0 International License. To view a copy of this license, visit <http://creativecommons.org/licenses/by/4.0/>. Bethel School District Based this work on Eureka Math by Common Core (<http://greatminds.net/maps/math/copyright>) Eureka Math is licensed under a Creative Commons Attribution Non-Commercial-ShareAlike 4.0 License.

# 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**

ReadyGEN™ in Action

3<sup>rd</sup> Grade  
Unit 3, Module A  
Lesson 1

“pop-out”

**Screen B**

Gr3(2) U3MAL1 Sample Lesson.pptx

File

Edit

View

Insert

Slide

Format

Arrange

Tools

Table

Help

Last edit was yesterday at

Share...

New

Open...

Rename...

Make a copy...

Organize...

Move to trash

Import slides...

See revision history

Language

Download as

Publish to the web...

Email collaborators...

Email as attachment...

Page setup...

Print settings and preview

Print

Copy document

Enter a new document name:

Rename Your Presentation

Comments will not be copied to the new document.

☐ Share it with the same people

OK

Cancel

ReadyGEN™ in Action

3<sup>rd</sup> Grade  
Unit 3, Module A  
Lesson 1

# Icons



Read, Draw, Write



Learning Target



Personal White Board



Problem Set



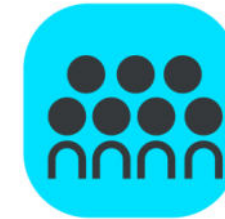
Manipulatives Needed



Fluency



Think Pair Share



Whole Class



Individual



Partner



Small Group



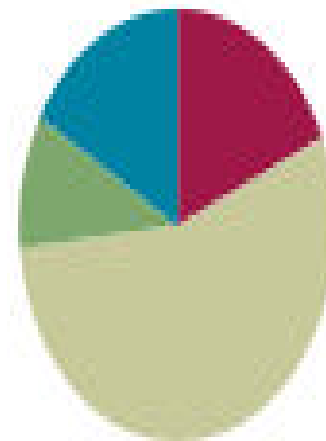
Small Group Time

## Lesson 7

**Objective:** Measure and compare lengths using standard metric length units and non-standard length units; relate measurement to unit size.

### Suggested Lesson Structure

■ Fluency Practice	(11 minutes)
■ Application Problem	(6 minutes)
■ Concept Development	(33 minutes)
■ Student Debrief	(10 minutes)
<b>Total Time</b>	<b>(60 minutes)</b>





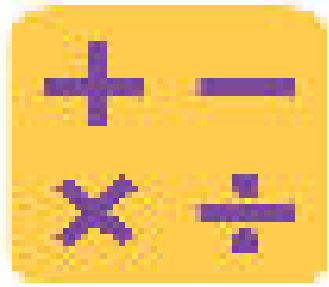
# Materials Needed:

## Concept Development:

- (S) Whiteboard
- (S) centimeter rulers
- (S) A baggies for pairs with: 1 straw, 1 wedge eraser, 1 sticky note, 1 crayon and 30 paper clips (half the bags small paper clips, the other half large paper clips.)
- (S) meter strip template
- (S) 2 sheets of paper per pair



I can measure and compare lengths using standard metric length units and non-standard length units.



# Which Is Shorter?

I am going to say two lengths. Tell me which length is shorter. Ready?

6 centimeters or 10 centimeters?

Give the number sentence to find how much shorter.

$$10\text{cm} - 6\text{cm} = 4\text{cm}$$

12 cm and 22 cm

20 cm and 9 cm

12 cm and 24 cm

16 cm and 20 cm

9 cm and 19 cm

23cm and 15 cm

20 cm and 13 cm

24 cm and 14 cm

18cm and 29 cm



# Sprint

A STORY OF UNITS

Lesson 7 Sprint

2•2

A

Subtraction

Number Correct: \_\_\_\_\_

1.	$3 - 1 =$	
2.	$13 - 1 =$	
3.	$23 - 1 =$	
4.	$53 - 1 =$	
5.	$4 - 2 =$	
6.	$14 - 2 =$	
7.	$24 - 2 =$	
8.	$64 - 2 =$	
9.	$4 - 3 =$	

23.	$8 - 7 =$	
24.	$18 - 7 =$	
25.	$58 - 7 =$	
26.	$62 - 2 =$	
27.	$9 - 8 =$	
28.	$19 - 8 =$	
29.	$29 - 8 =$	
30.	$69 - 8 =$	
31.	$7 - 3 =$	





# Application Problem

Luigi has 9 more books than Mario. Luigi has 5 books.  
How many books does Mario have?

L |||||:

M |||||:

$$52 - 9 = 43$$

Mario has 43 books.

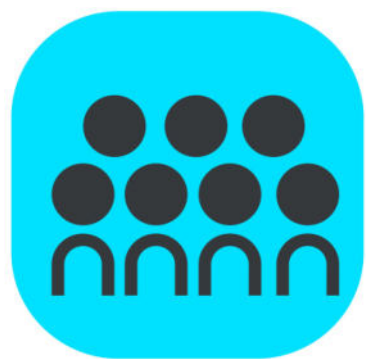
L 52

M ? <sub>9</sub>

$$\begin{array}{r} 52 \\ 42 \quad 10 \end{array} - 9 = \underline{43}$$

$$\begin{array}{l} 10 - 9 = 1 \\ 42 + 1 = 43 \end{array}$$

Mario has 43 books.



# Concept Development

Measure your straw with your paper clips.

How long is the straw?

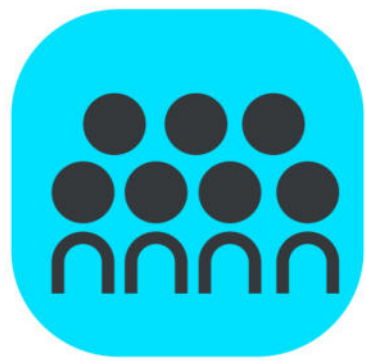
Why do you think the measurements are different?

Turn and talk.



Take out your crayon and measure with your paper clips. Share your measurement with your partner.





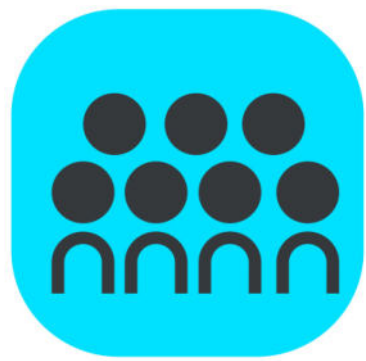
# Concept Development

Switch bags with someone at a different table.

Do you know why your measurements were different?

Why does the size of my paper clip matter?

What does that tell you about measurement and unit size?



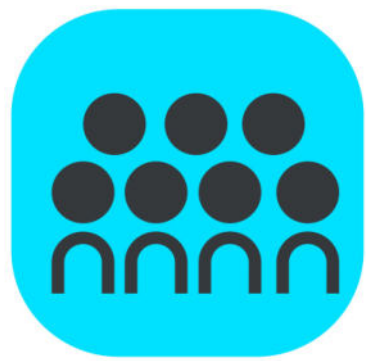
# Concept Development

Let's measure again using small and big paper clips mixed together.

What were your results?

Why are all these measurements different?

So, if I wanted to order a table and I told you I want it to be 80 paper clips long, what might happen?

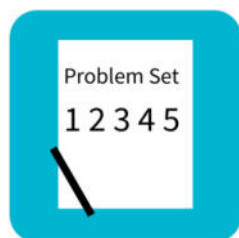


# Concept Development

What do you notice about the measurement of the object when you use a centimeter ruler?

What is the same about all the rulers?

Why is it more efficient to measure with a centimeter instead of paper clips?



# Problem Set

Name \_\_\_\_\_

Date \_\_\_\_\_

Measure each set of lines with one small paper clip, using mark and move forward.  
Measure each set of lines in centimeters using a ruler.

1. Line A \_\_\_\_\_

Line B \_\_\_\_\_

a. Line A

\_\_\_\_\_ paper clips      \_\_\_\_\_ cm

b. Line B

\_\_\_\_\_ paper clips      \_\_\_\_\_ cm

c. Line B is about \_\_\_\_\_ paper clips shorter than Line A.

d. Line A is about \_\_\_\_\_ cm longer than Line B.



# Debrief



- Turn to your partner and compare your answers to Problems 1 and 2. Which math strategies did you use to determine which line was longer or shorter?
- Look at Problem 4. Turn and talk to your partner about why Christina's answer is incorrect.
- Do you think that paper clips are a reliable measurement tool? Is a ruler a better measurement tool? Why?



# Debrief

- What did you notice about the relationship between the unit of length (e.g., paper clips, centimeters) and the number of units needed to measure the lines? Use comparative words (bigger, smaller, greater, fewer) in your response.





# Exit Ticket

Name \_\_\_\_\_

Date \_\_\_\_\_

Measure the lines with small paper clips and then with a centimeter ruler. Then, answer the questions below.

Line 1 \_\_\_\_\_

Line 2 \_\_\_\_\_

Line 3 \_\_\_\_\_

a. Line 1

\_\_\_\_\_ paper clips      \_\_\_\_\_ cm

b. Line 2

\_\_\_\_\_ paper clips      \_\_\_\_\_ cm