Eureka Math

2nd Grade
Module 2
Lesson 10

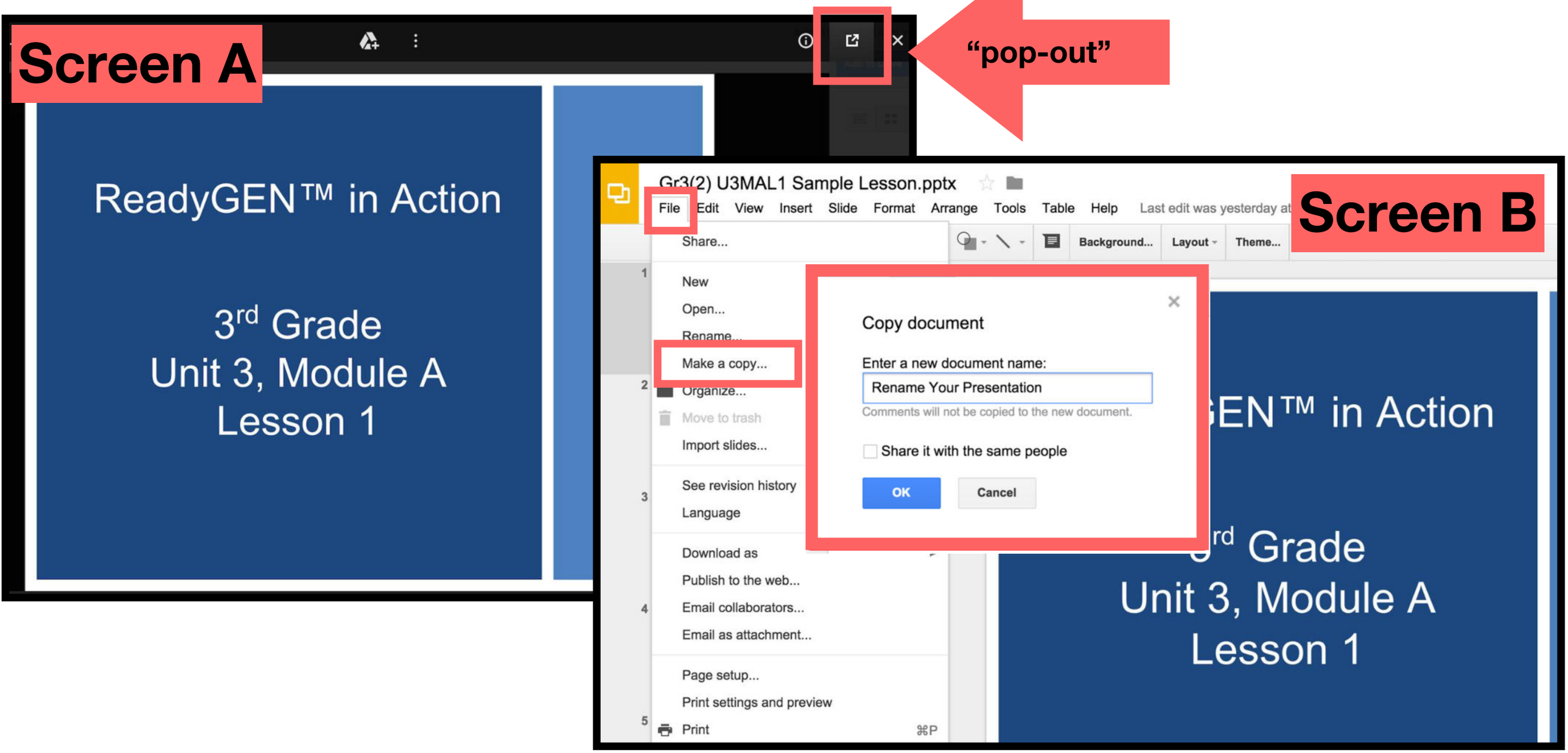
At the request of elementary teachers, a team of Bethel & Sumner educators met as a committee to create Eureka slideshow presentations. These presentations are not meant as a script, nor are they required to be used. Please customize as needed. Thank you to the many educators who contributed to this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

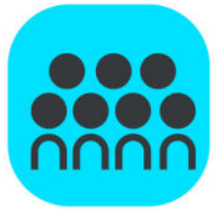
Personal White Board

Problem Set

Manipulatives Needed

Fluency

Think Pair Share



Whole Class

Individual

Partner

Small Group

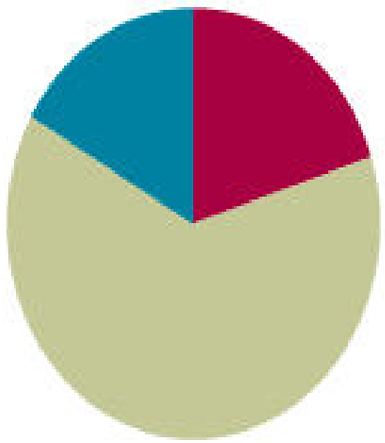
Small Group Time

Lesson 10

Objective: Apply conceptual understanding of measurement by solving two-step word problems.

Suggested Lesson Structure

Fluency Practice	(12 minutes)
Concept Development	(38 minutes)
Student Debrief	(10 minutes)
Total Time	**(60 minutes)**



Materials Needed:

Fluency:

(S) Meter Strip (Lesson 6 Template)

Concept Development:

- (T) meter stick
- (S) 1 meter strip
- Personal whiteboard

I can solve two - step word problems involving measurement.

Meter Subtraction

Take out your meter strip. 

Put your finger on 0 to start. I'll say the whole measurement. Slide up to that number. Then, take away 10 centimeters and tell me how many centimeters your finger is from 0.

Let's try one. Fingers at 0 centimeters! 30 centimeters.

Remember to take away 10.

How far is your finger from 0?

45 cm	**62 cm**	**82 cm**
52 cm	**74 cm**	**99 cm**

Take from Ten

For every number sentence I say, you will give a subtraction number sentence that takes from the ten first. When I say 12 - 3, you 12 - 2 - 1. Ready?

12 - 3 = 9	14 - 5 = 9	15 - 7 = 8	16 - 9 = 7
12 - 4 = 8	14 - 6 = 8	15 - 8 = 7	16 - 7 = 9
12 - 5 = 7	14 - 7 = 7	15 - 9 = 6	

Relate Subtraction to Addition

2 - 1

When I say 12 – 1, you say 10 + 1. Ready? 12 – 1.

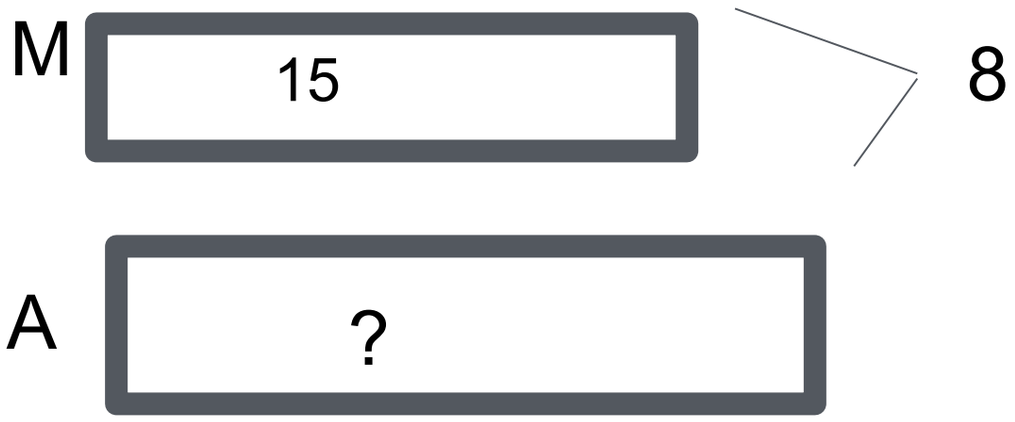
3 - 1	14 - 1	17 - 1	16 - 4
13 - 1	15 - 1	17 - 2	15 - 4
10 + 2	16 - 1	17 - 4	15 - 2

Concept Development

Problem 1

Mr. Peterson decorated with 15 meters of ribbon in the morning. He decorated with 8 more meters in the afternoon than in the morning. How many meters of ribbon did Mr. Peterson use to decorate in the morning and afternoon in all?

Step 1



15 + 8 = 23

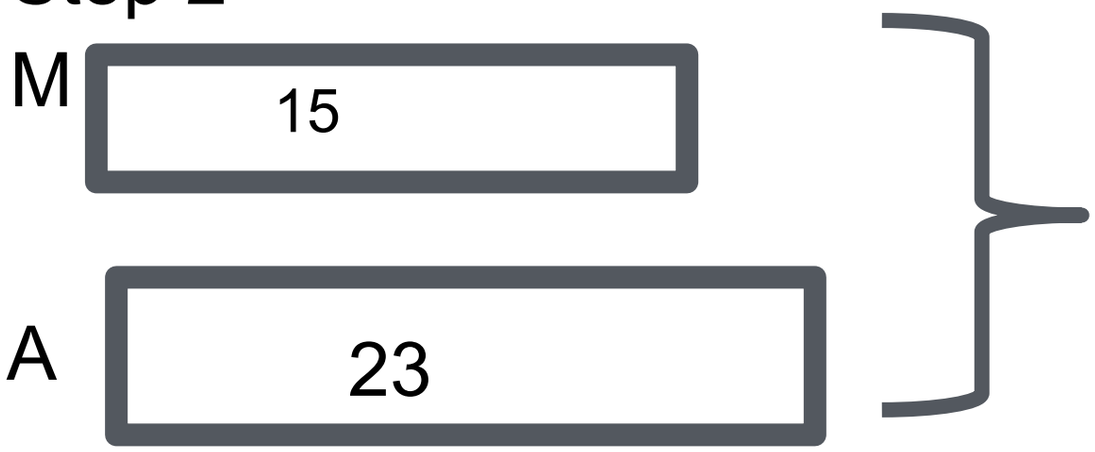
5 + 3

Concept Development

Problem 1

Mr. Peterson decorated with 15 meters of ribbon in the morning. He decorated with 8 more meters in the afternoon than in the morning. How many meters of ribbon did Mr. Peterson use to decorate in the morning and afternoon in all?

Step 2



15 + 23 =

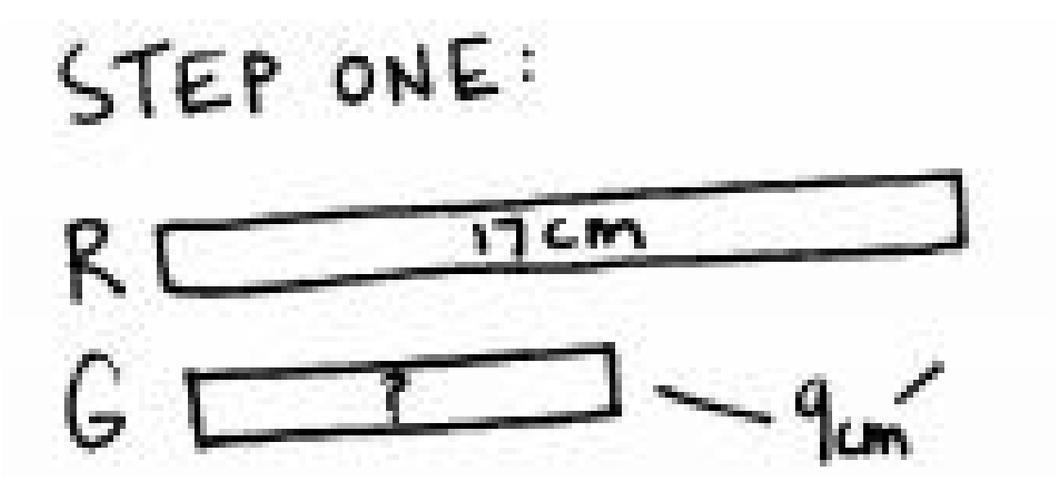
10 5

10 + 28 = 38

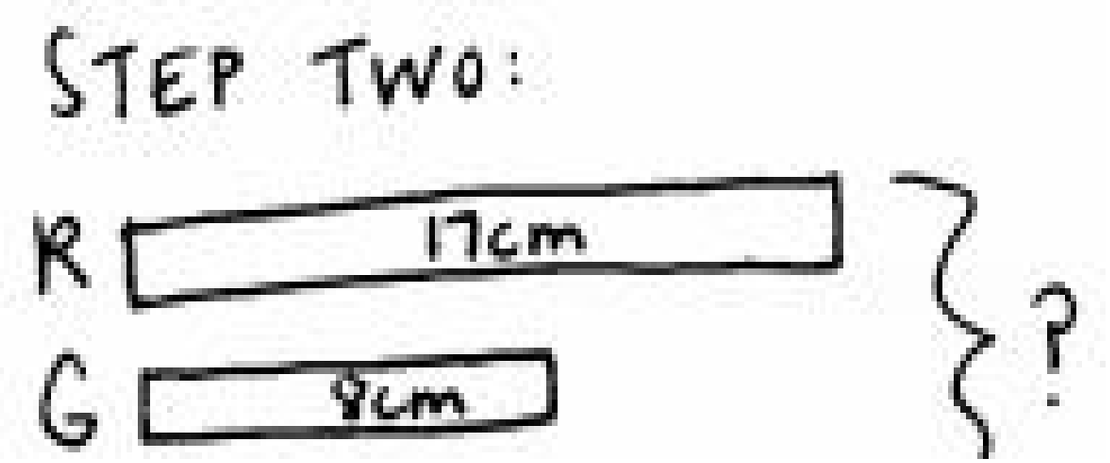
Concept Development

Problem 2

The red colored pencil is 17 centimeters long. The green colored pencil is 9 centimeters shorter than the red colored pencil. What is the total length of both pencils?



17-9= 8



17+8= 8

Compare Problems 1 and 2!

The total length of both pencils is 25cm.

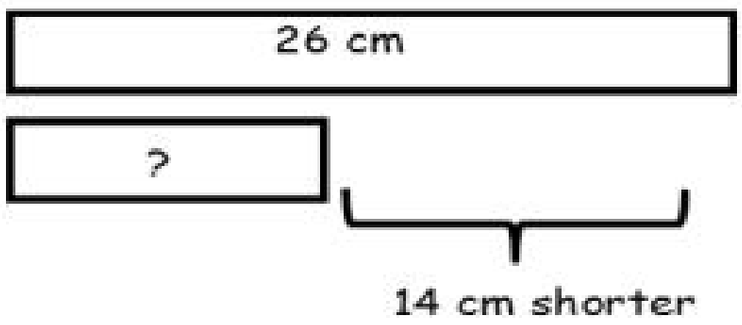
Problem Set

Name _____ Date _____

Use the RDW process to solve. Draw a tape diagram for each step. Problem 1 has been started for you.

1. Maura's ribbon is 26 cm long. Colleen's ribbon is 14 cm shorter than Maura's ribbon. What is the total length of both ribbons?

   Step 1: Find the length of Colleen's ribbon.



Debrief

- How was your drawing for Problem 2, Step 1, similar to the model drawn for Problem 1, Step 1?
- With your partner, compare your tape diagrams for Problem 2, Step 2. How did you label them?

  ➔Where did you place your addends? How did you show the change (smaller, taller)? Where did you draw brackets?

- What must you do when drawing tape diagrams and comparing lengths in order to be accurate?

Debrief

- How could we arrive at the same answer to today's problems but in a different way? What other math strategies can you connect with this (e.g., part–whole, number bond figures)?
- How do tape diagrams help you to solve problems with more than one step?

Exit Ticket

Name _____ Date _____

Steven has a black leather strip that is 13 centimeters long. He cut off 5 centimeters. His teacher gave him a brown leather strip that is 16 centimeters long. What is the total length of both strips?