Eureka Math

2nd Grade
Module 6
Lesson 1

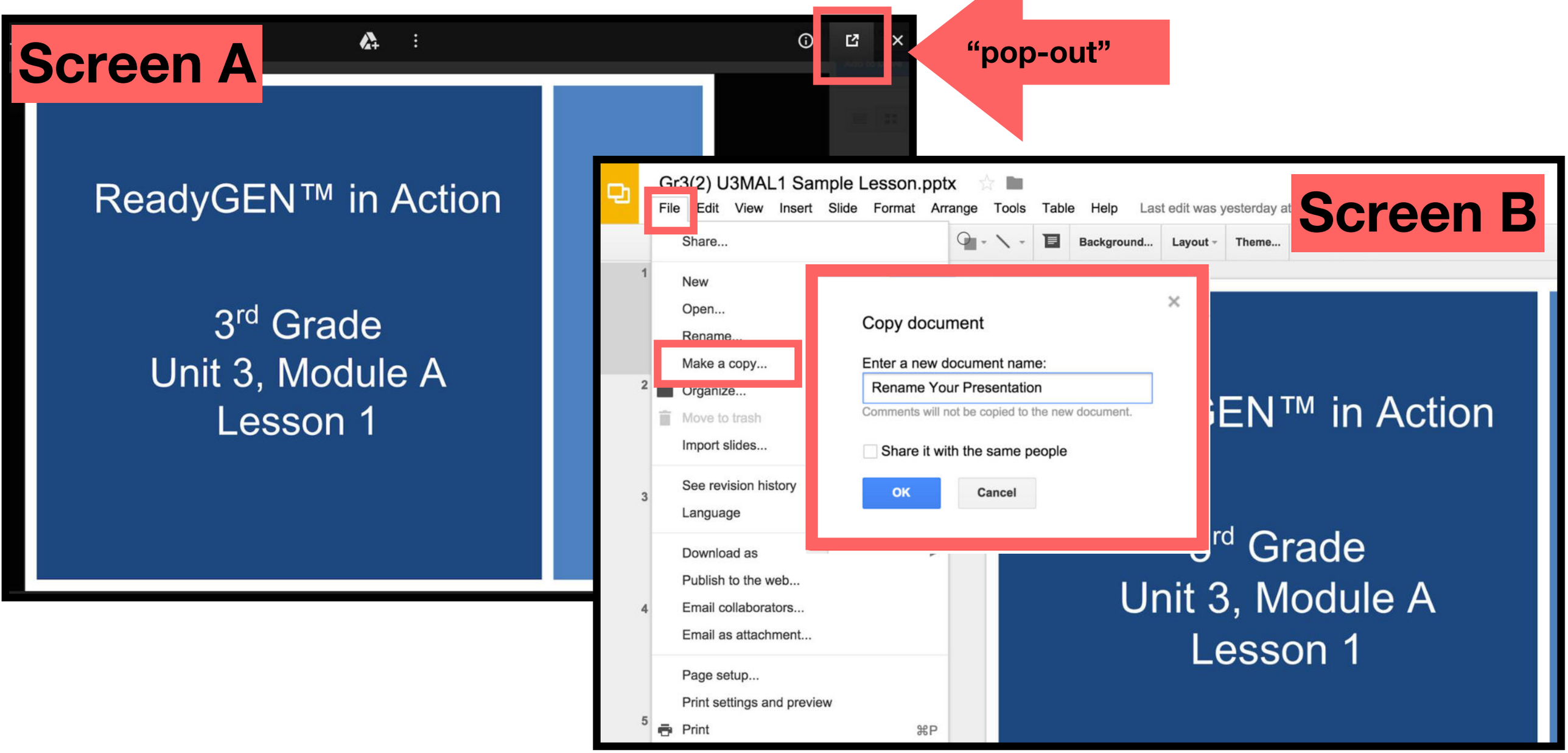
At the request of elementary teachers, a team of Bethel & Sumner educators met as a committee to create Eureka slideshow presentations. These presentations are not meant as a script, nor are they required to be used. Please customize as needed. Thank you to the many educators who contributed to this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

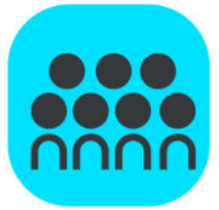
Personal White Board

Problem Set

Manipulatives Needed

Fluency

Think Pair Share



Whole Class

Individual

Partner

Small Group

Small Group Time

Materials Needed:

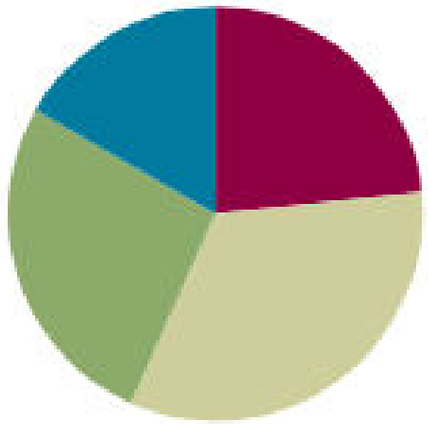
- Core Fluency Practice Sets
- Personal White Board
- Sentence Frame: There are_____groups of_____counters.
- Counters

Lesson 1

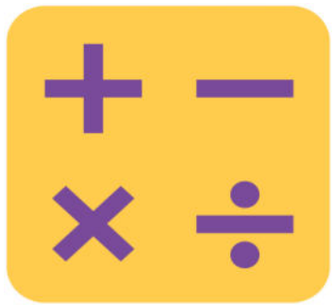
Objective: Use manipulatives to create equal groups.

Suggested Lesson Structure

Fluency Practice	(14 minutes)
Concept Development	(20 minutes)
Application Problem	(16 minutes)
Student Debrief	(10 minutes)
Total Time	**(60 minutes)**



Use manipulatives to create equal groups



Core Fluency Practice Sets

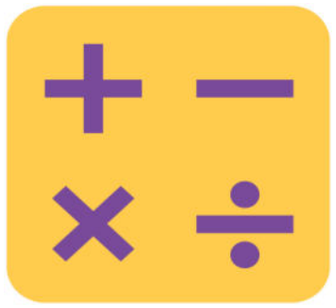
Complete as many problems as you can in 120 seconds
(2 minutes)

Get the Ten Out and Subtract

For every number sentence I give, subtract the ones from ten.

When I say 12-4, you say:

10-4=6



Get the Ten Out and Subtract

12-4

13-7

Get the Ten Out and Subtract

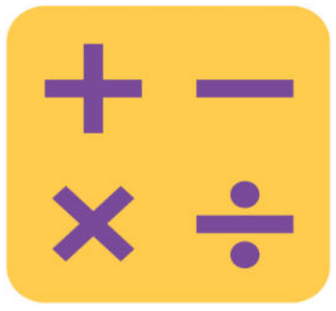
Now let’s take the ten out of the number sentences before adding back in the ones.

Get the Ten Out and Subtract

12-4. Take from ten, now add back the ones.

10-4=6. Add back in the ones:

6+2=8



Get the Ten Out and Subtract

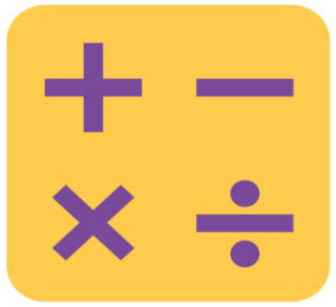
13-7

15-7

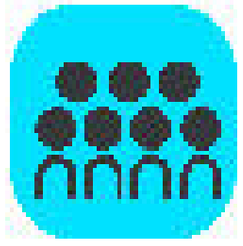
11-8

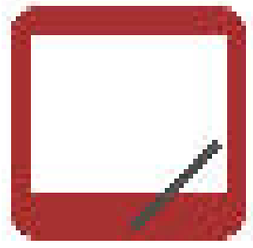
14-8

13-9



Subtract Common Units





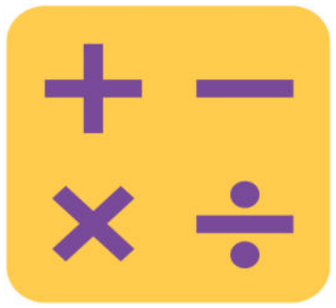
Say the number in **unit form:**

88

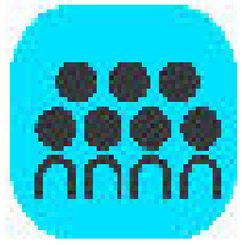
Subtract Common Units

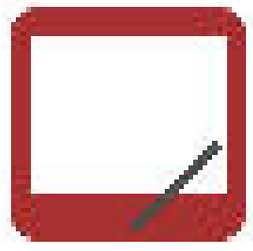
Say the subtraction sentence and answer in unit form:

88-22=



Subtract Common Units



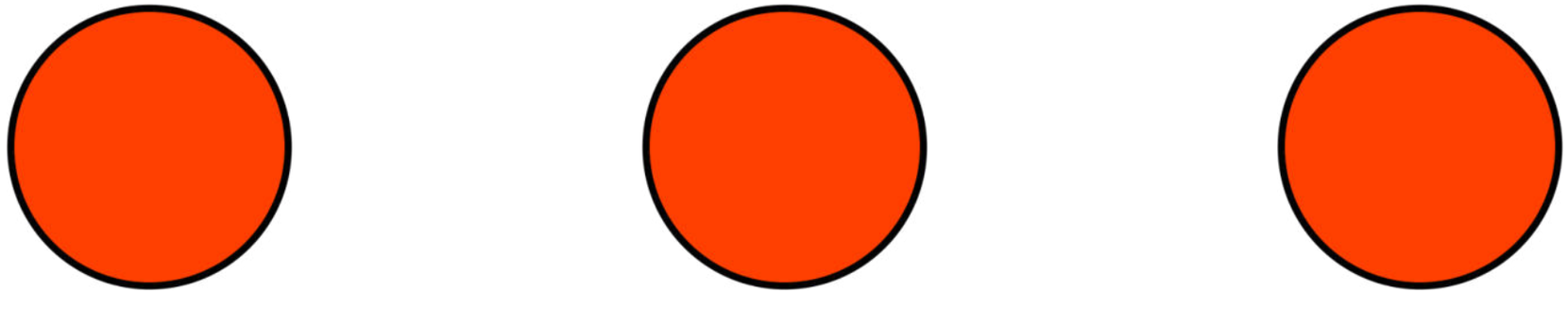


Write the subtraction sentence in standard form on your personal white board

66-33 299-22 777-33

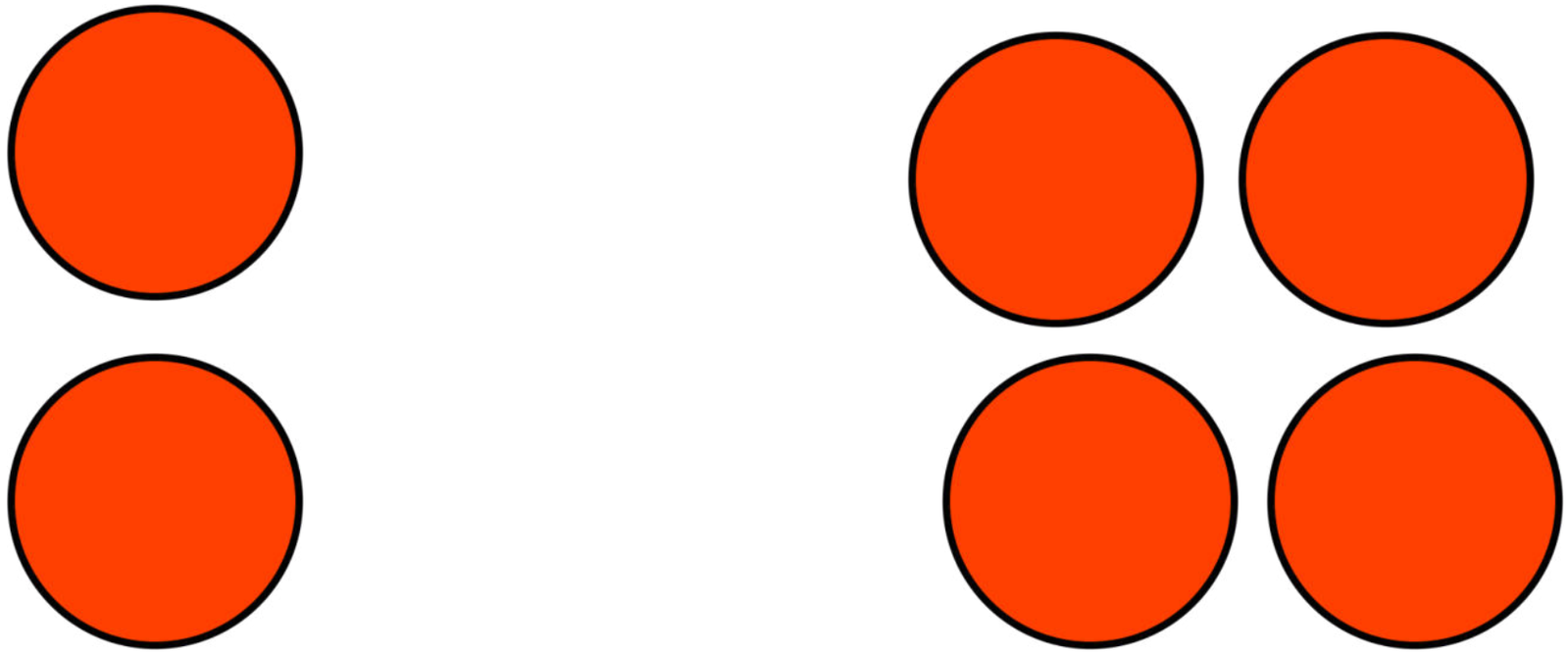
99-22 77-33

Concept Development



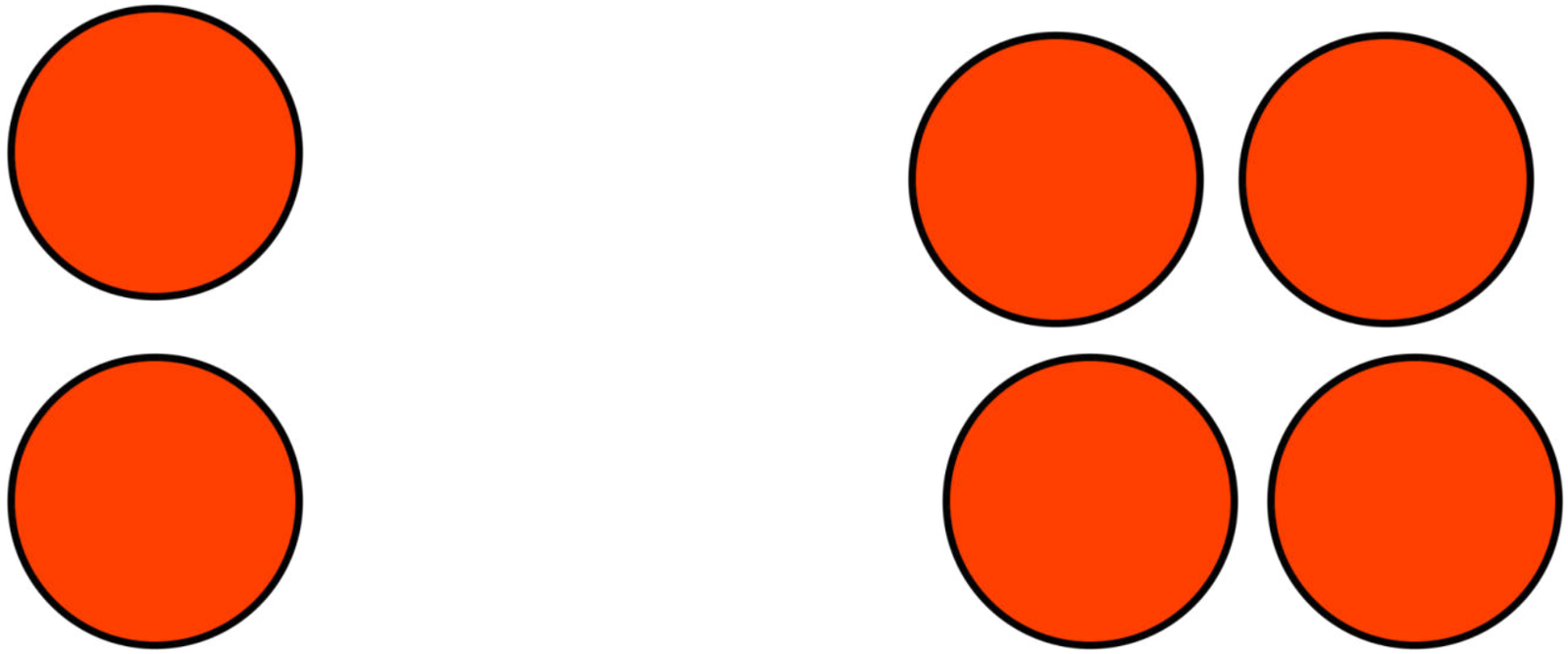
Are these groups equal or unequal, how to you know?

Concept Development



Talk again. Are these groups equal or unequal?

Concept Development

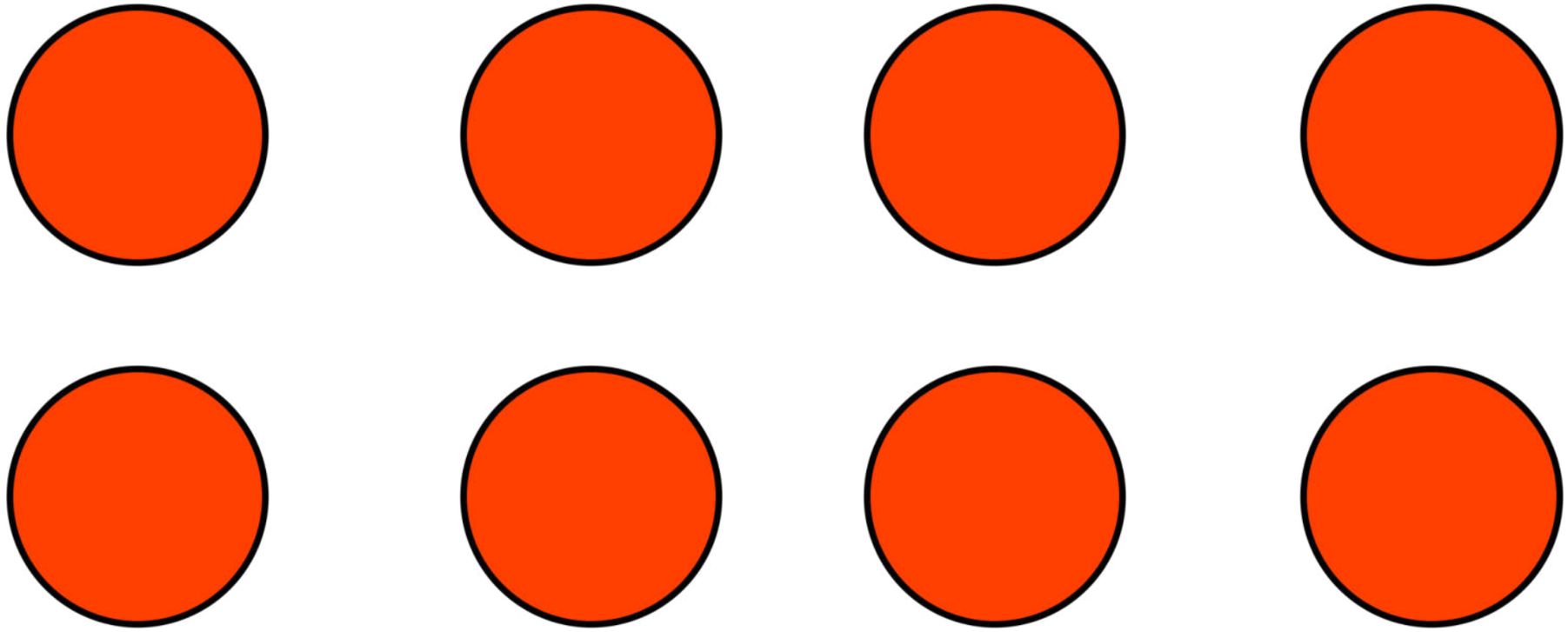


Talk again. Are these groups equal or unequal?

Concept Development

For groups to be equal, they need to have the same number in each.

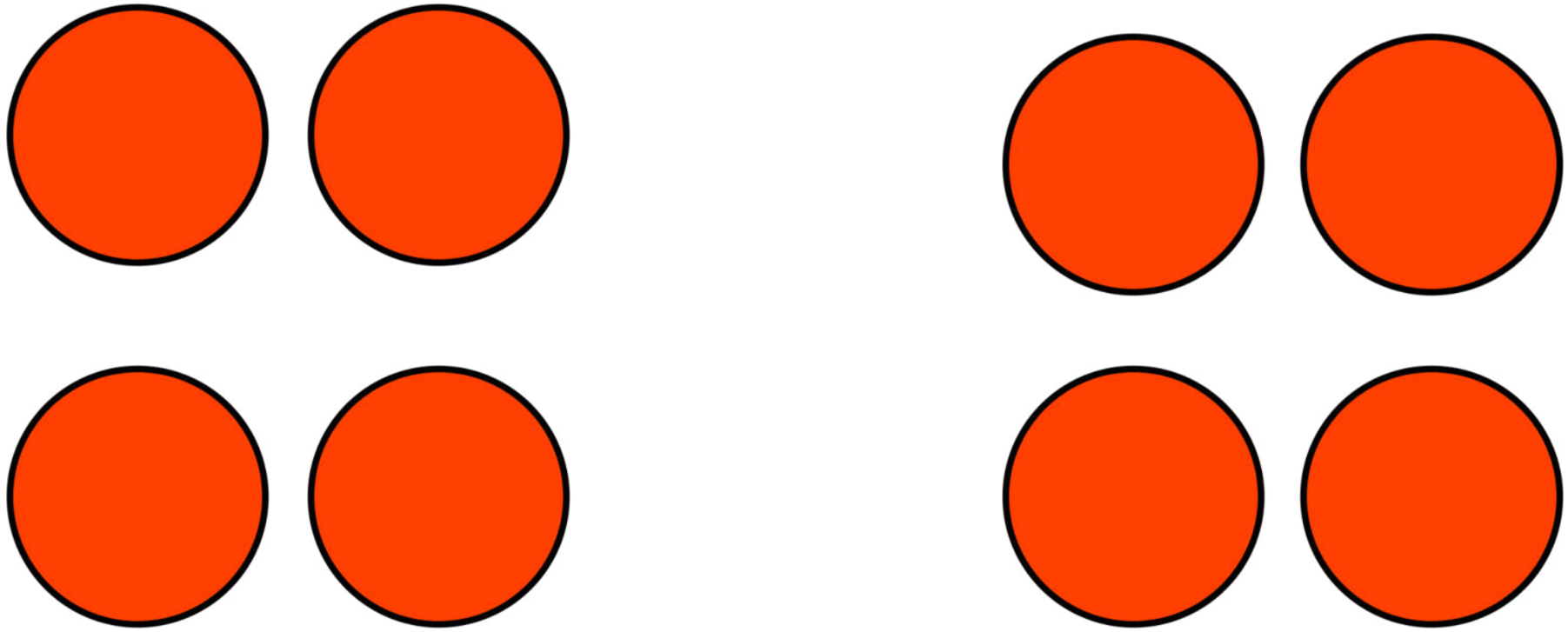
Concept Development



How many groups of 2 are there?

There are___groups of___ counters.

Concept Development



Now how many groups of 4 are there?

There are___groups of___ counters.

Concept Development

Use your counters and find a way to arrange them into equal groups.

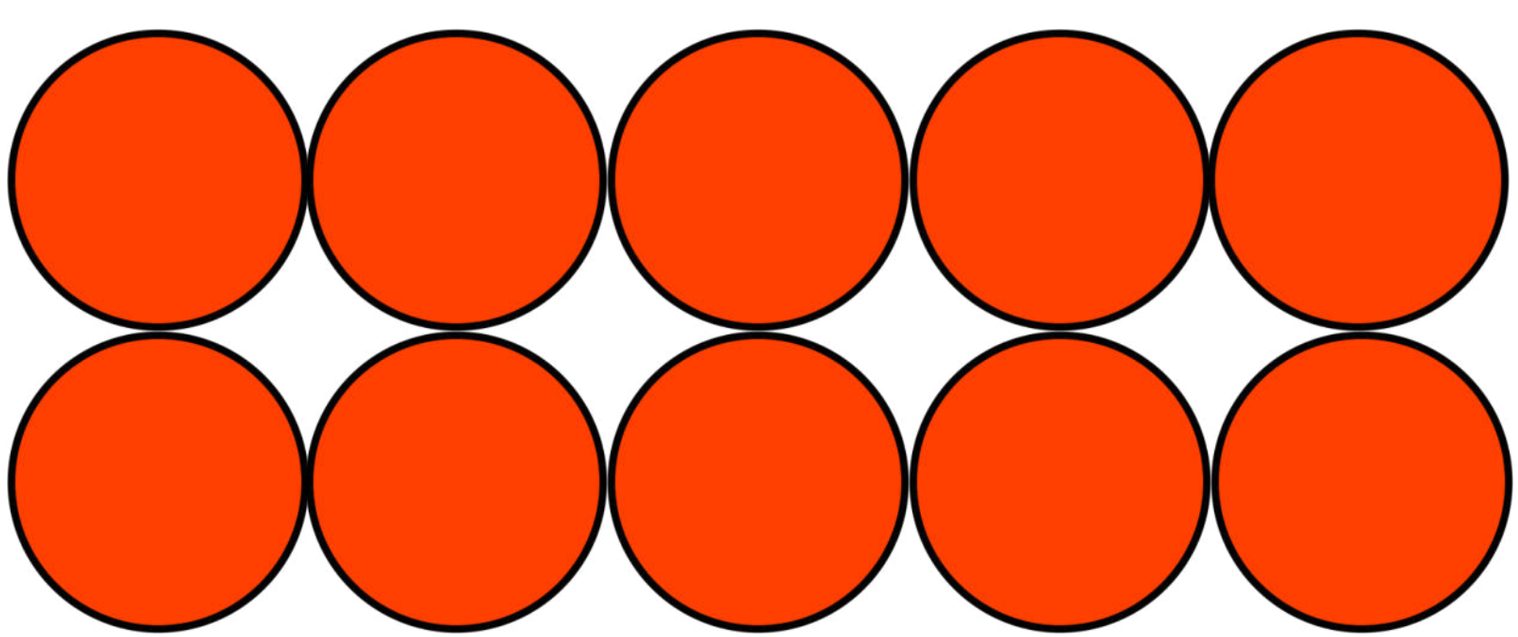
Who would like to share how they organized their counters?

Use the sentence frame:

There are _____groups of_____.

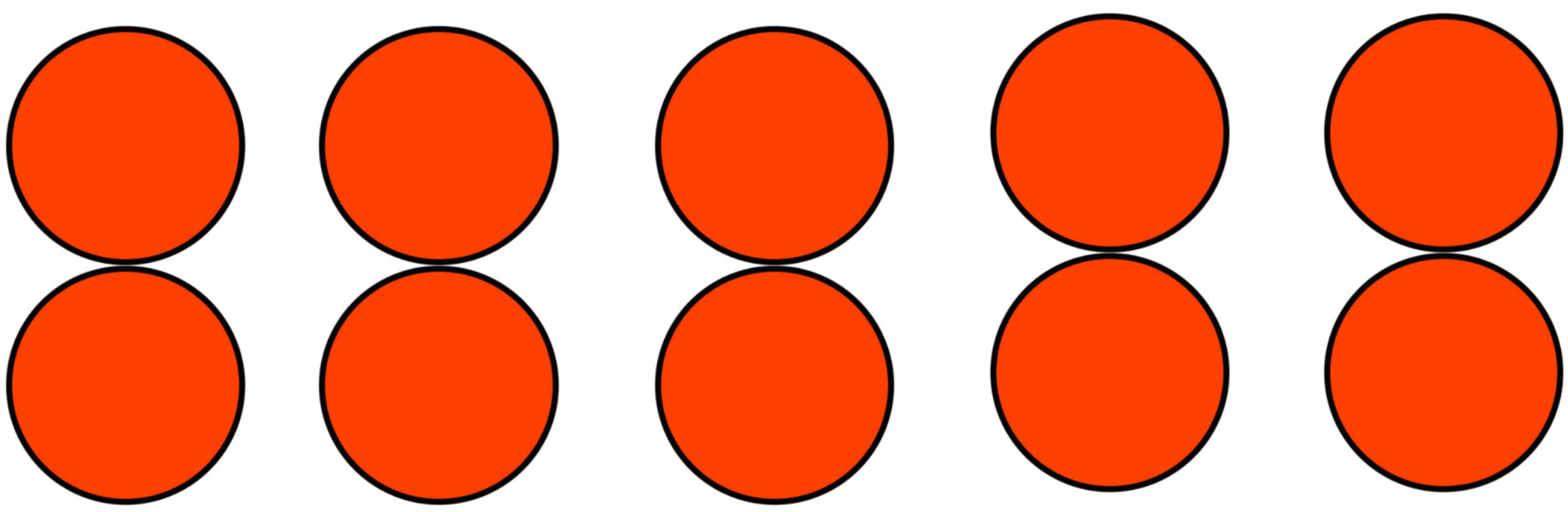
Concept Development

Let's do some together. Set aside 2 counters. Now make groups of 5.



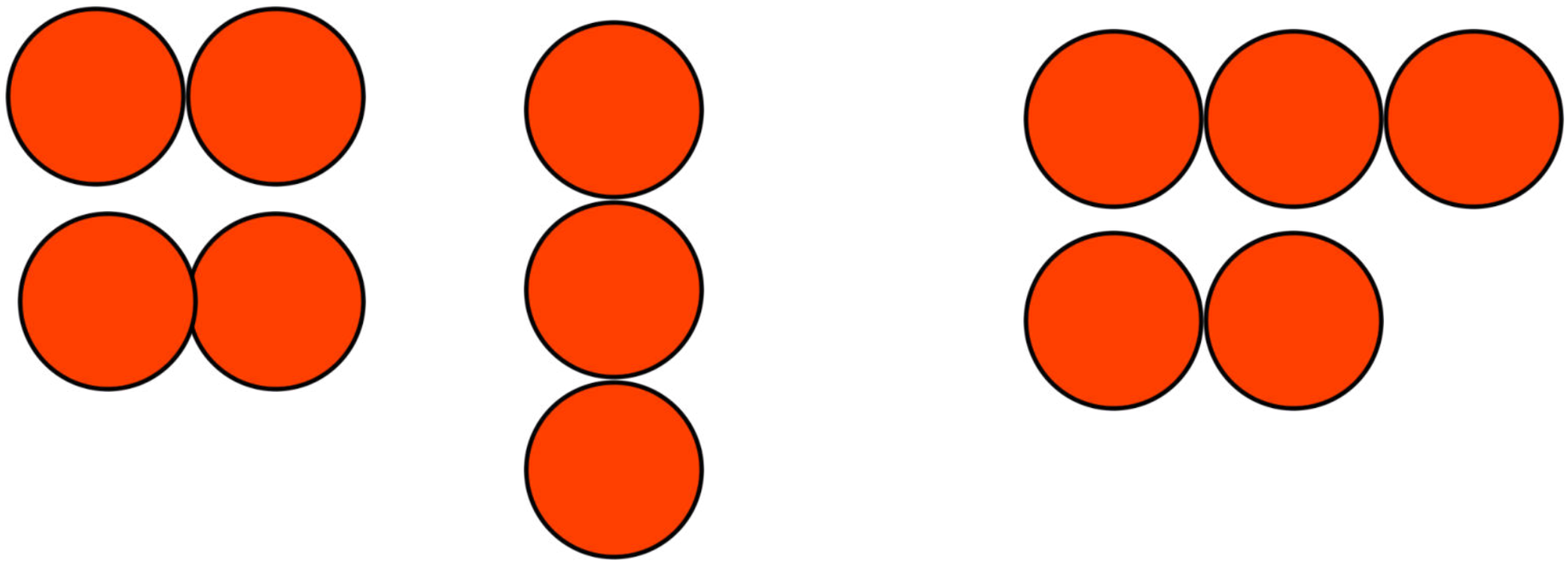
Concept Development

Let’s do some more together. Now make groups of 2.



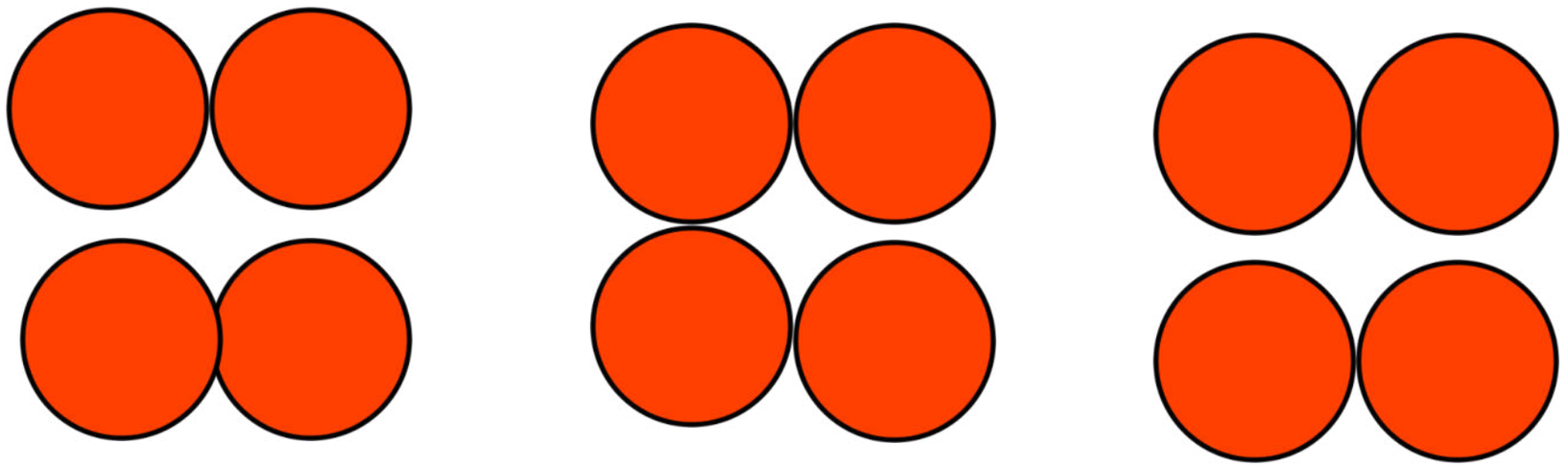
Concept Development

Look at my counters. Are these groups equal?



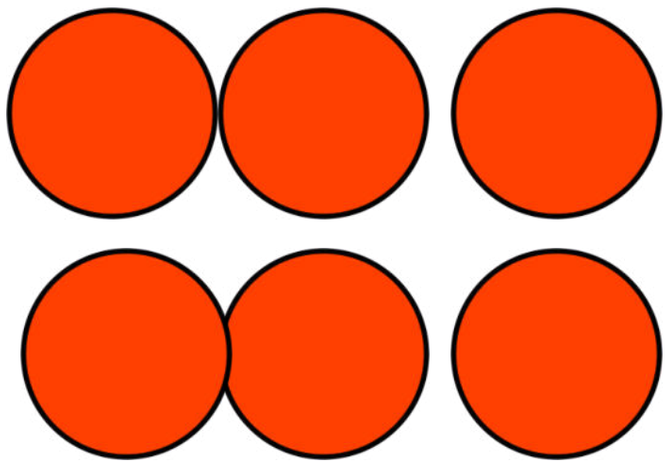
Concept Development

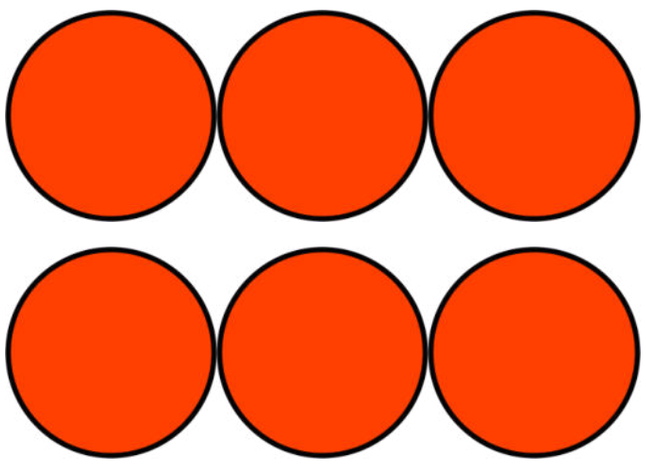
Let’s move our counters to make 3 euqal groups?



Concept Development

Move your counters to make 2 groups?

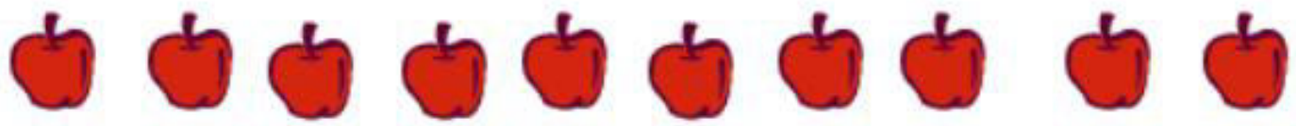




Problem Set

Name _____ Date _____

1. Circle groups of two apples.



There are _____ groups of two apples.

2. Circle groups of three balls.

There are _____ groups of three balls.

Application Problem RDW

Julisa has 12 stuffed animals. She wants to put the same number of animals in each of her 3 baskets.

a. Draw a picture to show how she can put the animals into 3 equal groups

b. Complete the sentence:

Julisa put _____animals in each basket

Debrief

- Let’s review our Problem Set

- For Problem 1, how many groups of 2 did you circle? How many apples are there altogether?

- For Problem 2, how many groups of 3 did you circle? If you were circling groups of 5 balls, would there be more or fewer groups?

Debrief

- For Problems 3 and 4, what steps did you take to redraw the oranges into 4 equal groups? When you drew the oranges into equal groups, did you put more or fewer oranges in each group?

- For Problem 5, how did you go about making the three groups equal?

Exit Ticket

Name _____ Date _____

1. Circle groups of 4 hats.

2. Redraw the smiley faces into 2 equal groups.