Eureka Math

2nd Grade
Module 6
Lesson 4

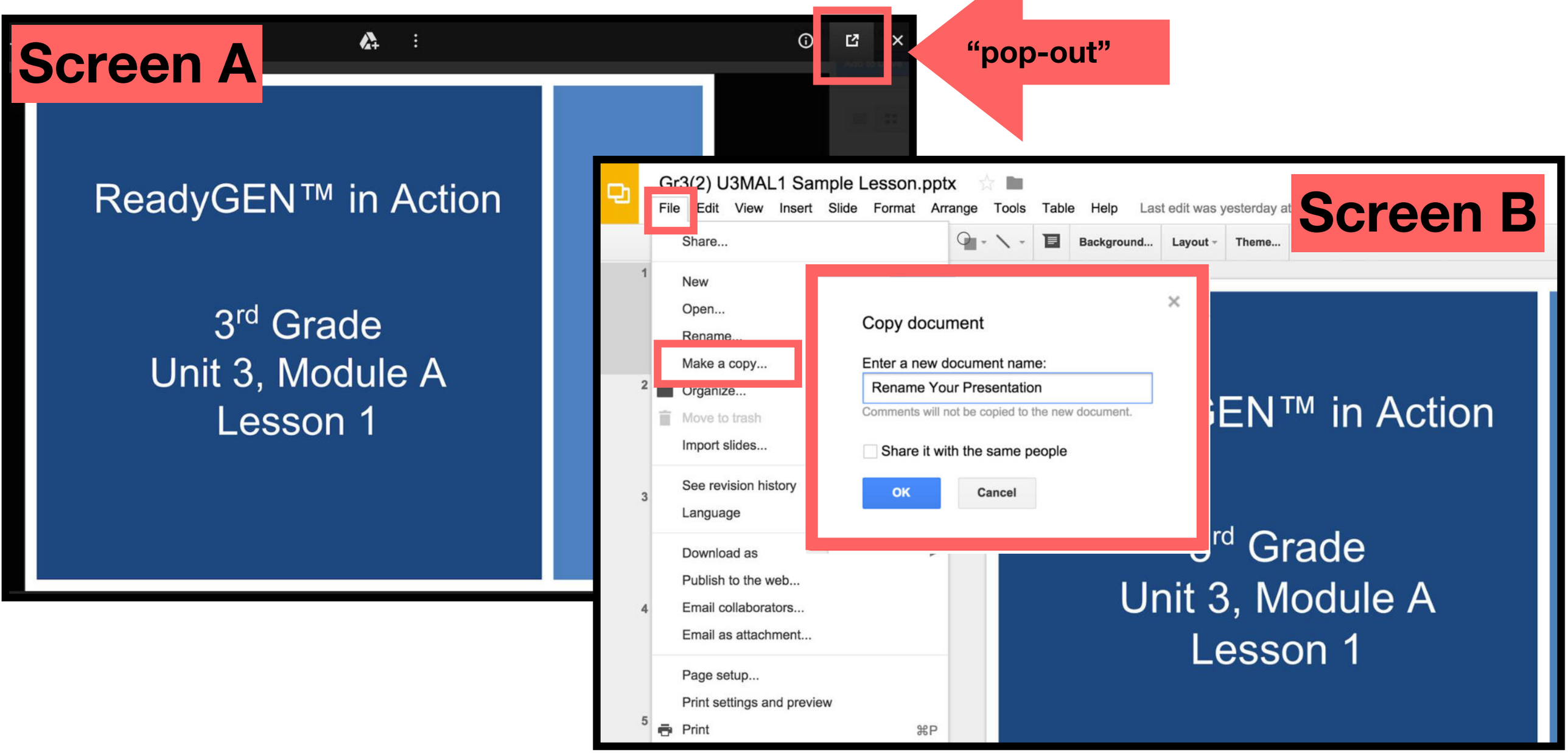
At the request of elementary teachers, a team of Bethel & Sumner educators met as a committee to create Eureka slideshow presentations. These presentations are not meant as a script, nor are they required to be used. Please customize as needed. Thank you to the many educators who contributed to this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

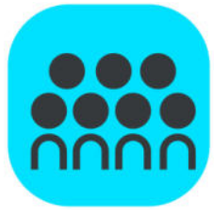
Personal White Board

Problem Set

Manipulatives Needed

Fluency

Think Pair Share



Whole Class

Individual

Partner

Small Group

Small Group Time

Materials Needed:

- Sprint
- Personal White Board
- Counters

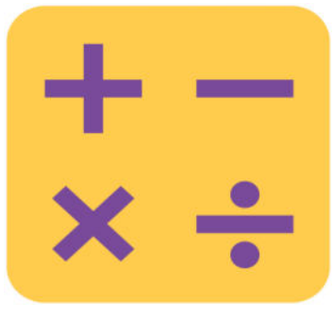
Lesson 4

Objective: Represent equal groups with tape diagrams, and relate to repeated addition.

Suggested Lesson Structure

Fluency Practice	(12 minutes)
Concept Development	(22 minutes)
Application Problem	(16 minutes)
Student Debrief	(10 minutes)
Total Time	(60 minutes)

Represent equal groups with tape diagrams, and relate to repeated addition.



Happy Counting by 5's

Let's count by fives, starting at 50. Ready?

Try it for 30 seconds with your partner, starting at 50. Partner B, you are the teacher today.

Sprint

A

Number Correct: _____

Adding Crossing Ten

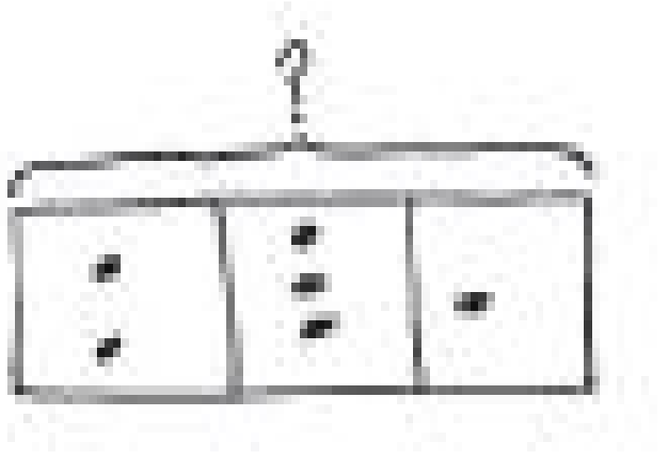
1.	9 + 1 =		23.	7 + 3 =	
2.	9 + 2 =		24.	7 + 4 =	
3.	9 + 3 =		25.	7 + 5 =	
4.	9 + 9 =		26.	7 + 9 =	
5.	8 + 2 =		27.	6 + 4 =	
6.	8 + 3 =		28.	6 + 5 =	
7.	8 + 4 =		29.	6 + 6 =	
8.	8 + 9 =		30.	6 + 9 =	
9.	9 + 1 =		31.	5 + 5 =	
10.	9 + 4 =		32.	5 + 6 =	
11.	9 + 5 =		33.	5 + 7 =	
12.	9 + 8 =		34.	5 + 9 =	

Concept Development

Let’s read this word problem together.
There are 2 apples in Jane’s bag, 3 apples in same’s bag, and 1 apple in Juan’s bag. How many apples do the children have in all?

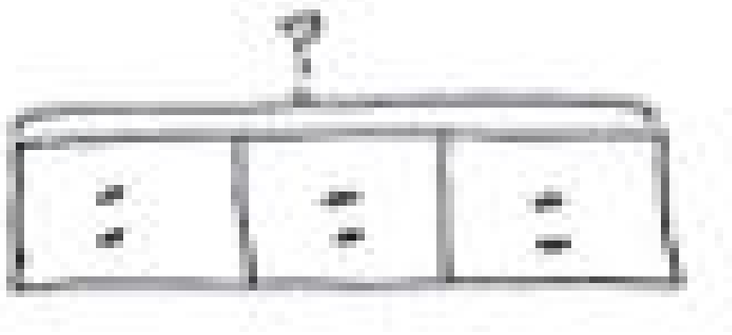
Use part - whole language to tell me how to solve.

Draw a tape diagram on your board, and use your counters to model the problem..



Concept Development

Now, talk with your partner. How would this model be different if there were equal groups of 2 apples in each bag?
Show the change on your model

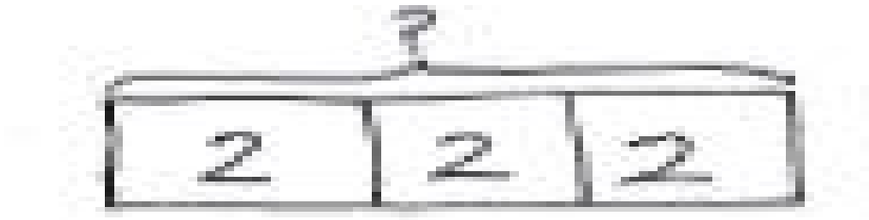


You've noticed that the boxes represent the groups and that the counters represent the number in each group.

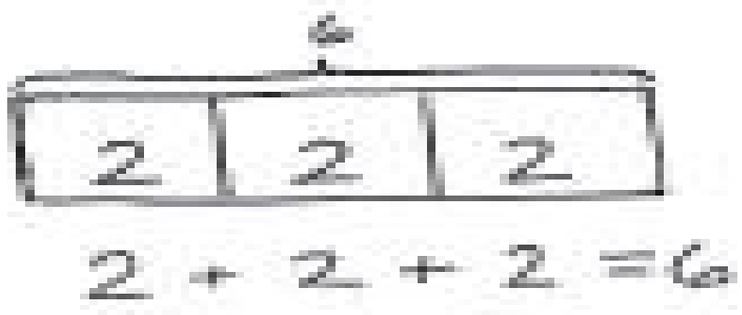
Now let's change our model to show numbers instead of counters. What number should we write in each box?

Concept Development

Remove the counters, and write 2 in each box.

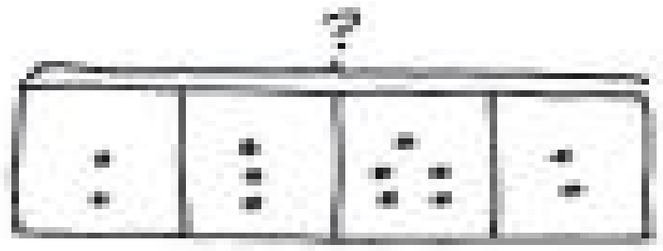


What do we do when we know the parts?

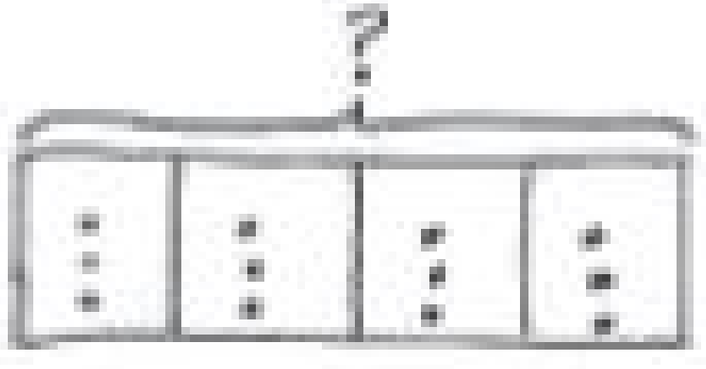


Concept Development

Let’s do another one! Draw a tape diagram that has 4 parts.
Use your counters to show 2 in the first group, 3 in the next group, 5 in the next group, and 2 in the last group.

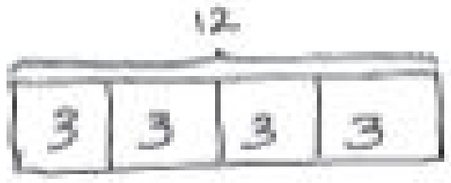


Are the groups equal?
Move your counters to show groups of 3 in each part?



Concept Development

Remove your counters and write the number in each group? What number will you write?



Say it with me: We have 4 equal groups of 3

Write a repeated addition sentence that relates to this model, and then solve.

3 + 3 + 3 + 3 = 12

How would your tape diagram and equation change if there were 3 groups of 4? Draw it to explain your thinking?

Concept Development

Let's do one more before the application problem. Draw a tape diagram that shows 4 groups of 5.

Explain to your partner which part of the tape diagram stands for the number of groups and which part represents the number in each group.

What repeated addition sentence matches your diagram?

5 + 5 + 5 + 5 = 20

Name _____ Date _____

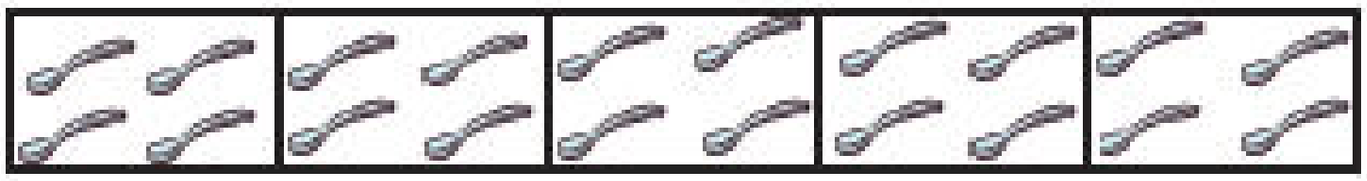
1. Write a repeated addition equation to find the total of each tape diagram.

a.

_____ + _____ + _____ + _____ = _____

4 groups of 2 = _____

b.



_____ + _____ + _____ + _____ + _____ = _____

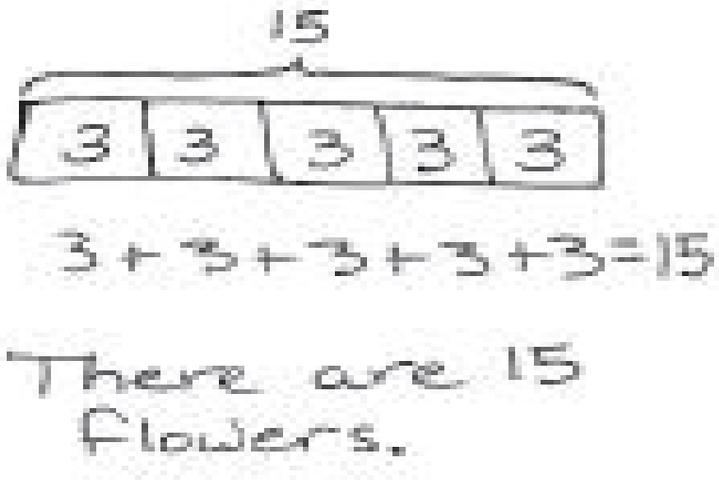
5 groups of _____ = _____

Application Problem

The flowers are blooming in Maria's garden. There are 3 roses, 3 buttercups, 3 sunflowers, 3 daisies, and 3 tulips. How many flowers are there in all?

a. Draw a tape diagram to match the problem.

b. Write a repeated addition equation to solve.



Debrief

- For Problem 1(d), how many groups are there in the tape diagram? How many are in each group? What addition strategies could you use to find the total?

- For Problems 2(a) and (b), share your tape diagrams with a partner. What do you notice about these two problems? How are they the same and different?

- For Problems 2(c), (d), and (e), share your tape diagrams with a partner. What steps did you take when drawing your tape diagrams? How did you show the number of groups? How did you show the number in each group?

Exit Ticket

Name _____ Date _____

Draw a tape diagram to find the total.

1. ★★★★ ★★★★ ★★★★

2. 3 groups of 3