

Eureka Math

2nd Grade Module 6 Lesson 5

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Reflecting your Teaching Style and Learning Needs of Your Students

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- Choose MAKE A COPY and rename your presentation.
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Icons



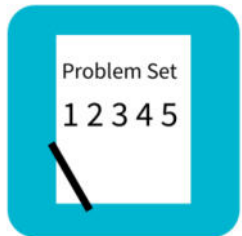
Read, Draw, Write



Learning Target



Personal White Board



Problem Set



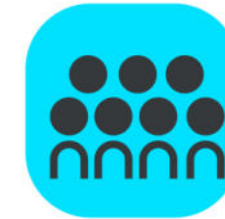
Manipulatives Needed



Fluency



Think Pair Share



Whole Class



Individual



Partner



Small Group



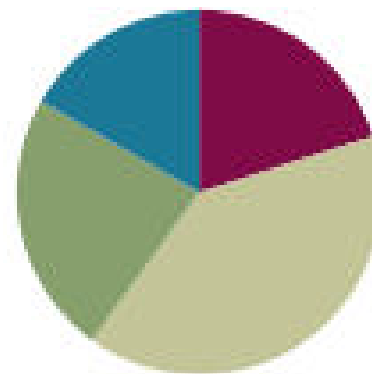
Small Group Time

Lesson 5

Objective: Compose arrays from rows and columns, and count to find the total using objects.

Suggested Lesson Structure

■ Fluency Practice	(12 minutes)
■ Concept Development	(24 minutes)
■ Application Problem	(14 minutes)
■ Student Debrief	(10 minutes)
Total Time	(60 minutes)



Fluency Practice (12 minutes)

- Making the Next Ten to Add **2.NBT.5** (4 minutes)
- Grade 2 Core Fluency Practice Sets **2.OA.2** (5 minutes)
- Happy Counting by Tens: Crossing 100 **2.NBT.2** (3 minutes)



I can make arrays from rows and columns, and count to find the total using objects.

Materials Needed:



Fluency-Materials: (S) Core Fluency Practice Sets (Lesson 1 Core Fluency Practice Sets)

Concept Development:

- (S) Personal white board, math journal or paper

Note: During Topic B and for the remainder of the year, each day's fluency activity includes an opportunity for review and mastery of the sums and differences with totals through 20 by means of the Core Fluency Practice Sets or Sprints. Practice Sets, along with details about the process, are provided in Lesson 1.



Making the Next Ten to Add

When I say $9 + 4$, you say $10 + 3$. Ready? $9 + 4...$

You say **$10 + 3$**

Answer **13**

I say..... $19 + 4$ You Say **$20 + 3$** Answer **23**

I say..... $49 + 4$ You Say **$50 + 3$** Answer **53**



Core Fluency Practice Set

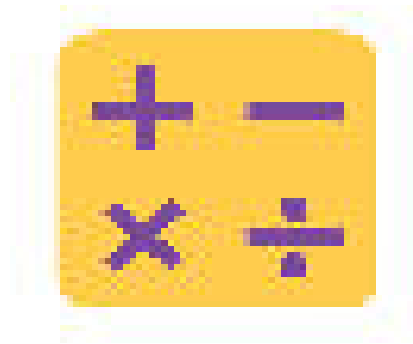
A STORY OF UNITS

Lesson 1 Core Fluency Practice Set A

2•6

Name _____ Date _____

1.	$10 + 3 =$	21.	$7 + 9 =$
2.	$10 + 6 =$	22.	$4 + 8 =$
3.	$10 + 4 =$	23.	$5 + 9 =$
4.	$5 + 10 =$	24.	$8 + 6 =$
5.	$8 + 10 =$	25.	$7 + 5 =$
6.	$10 + 9 =$	26.	$5 + 8 =$
7.	$12 + 2 =$	27.	$8 + 3 =$
8.	$13 + 4 =$	28.	$9 + 8 =$
9.	$16 + 3 =$	29.	$6 + 5 =$
10.	$2 + 17 =$	30.	$7 + 6 =$
11.	$5 + 14 =$	31.	$4 + 6 =$
12.	$7 + 12 =$	32.	$8 + 7 =$
13.	$16 + 3 =$	33.	$7 + 7 =$
14.	$11 + 5 =$	34.	$8 + 6 =$
15.	$9 + 2 =$	35.	$6 + 9 =$

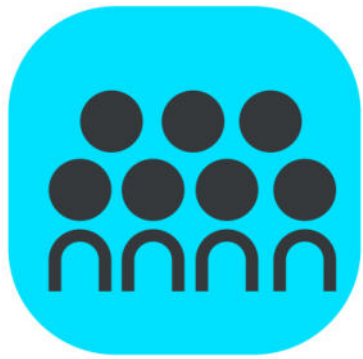


Happy Counting by Tens

**This time, let's play Happy Counting, skip-counting by
tens!**

Watch my fingers to know whether to count up or down. A
closed hand means stop. (Show signals while explaining.)

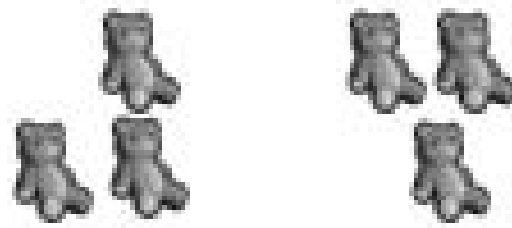
Let's count by tens, starting at 60. Ready?



CONCEPT DEVELOPMENT



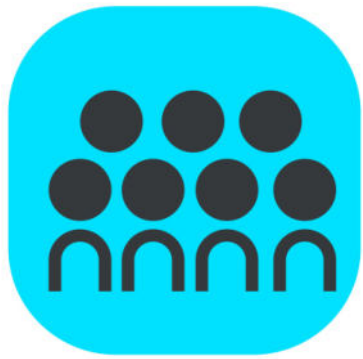
Materials: 6 Counting Bears, 12 Beans (Could use tiles and cubes or other objects.)



Look at these bears. How many are in each group?

How many groups?

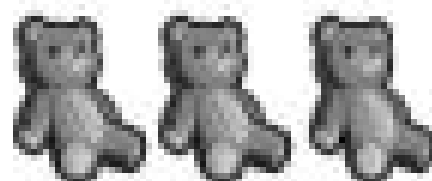
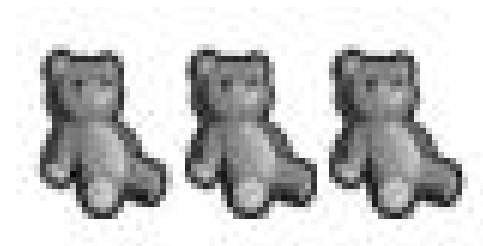
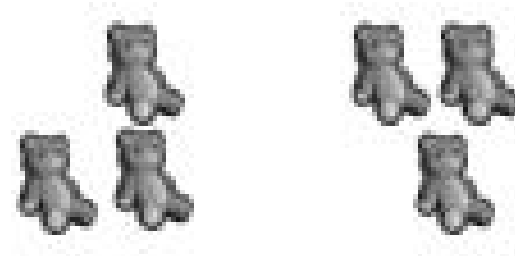
How do you know?

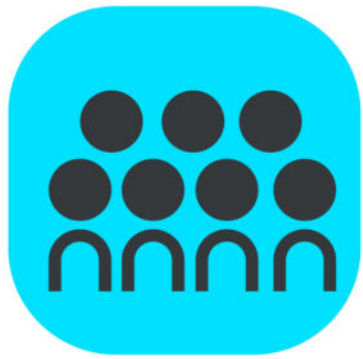


CONCEPT DEVELOPMENT



Turn and Talk: How can we arrange these groups of 3 into rows of 3?

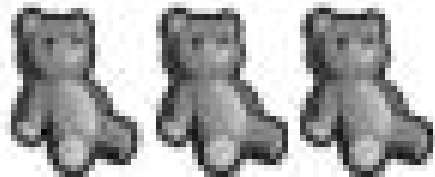
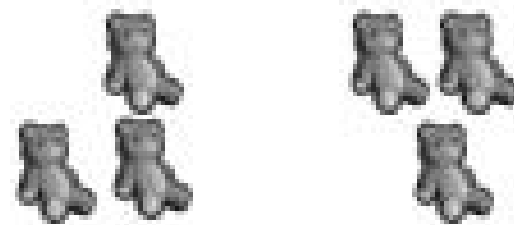




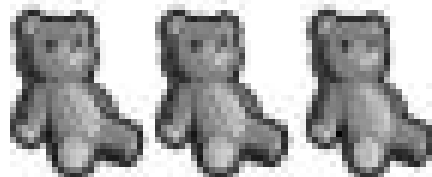
CONCEPT DEVELOPMENT



Turn and Talk: How can we arrange these groups of 3 into rows of 3?



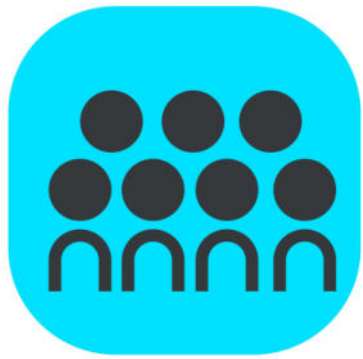
How many bears are in each row?



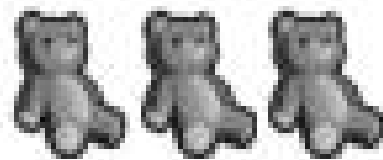
How many rows are there?

So there are two equal groups of 3

How many bears altogether? **6**



CONCEPT DEVELOPMENT

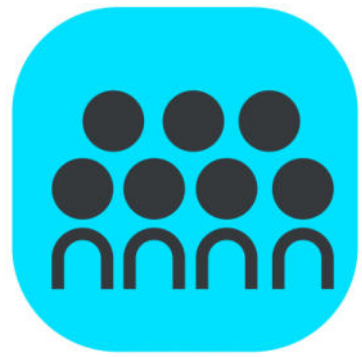


Did the total number of bears change when I organize them into a regular array?



I'm going to mess up my rows. Turn and talk: What if we want to arrange them into TWO COLUMNS of 3?

Columns are groups that are arranged vertically or up and down. Tell your partner what that would look like.



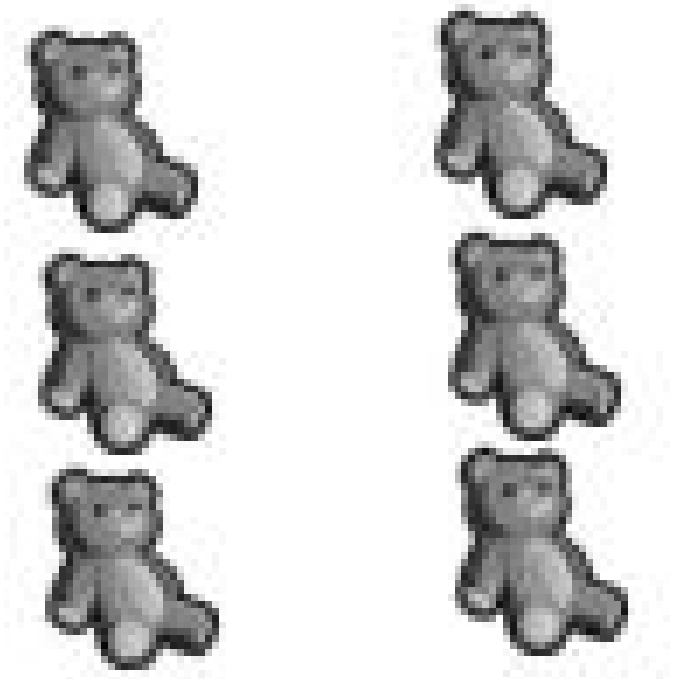
CONCEPT DEVELOPMENT

How many columns do you see?

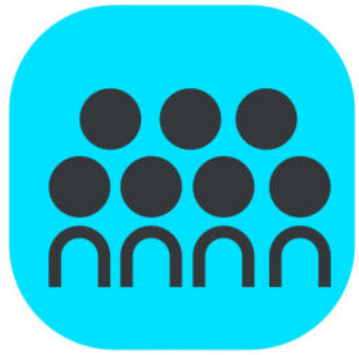
How many bears are in each column?

So, there are two equal groups of ...?

And the total number of bears is...?



Turn and Talk: Is there another way I can group the bears other than 2 groups of 3?



CONCEPT DEVELOPMENT

Let's try another problem. Take out **12 beans** or counters.

How can we put these into equal groups?

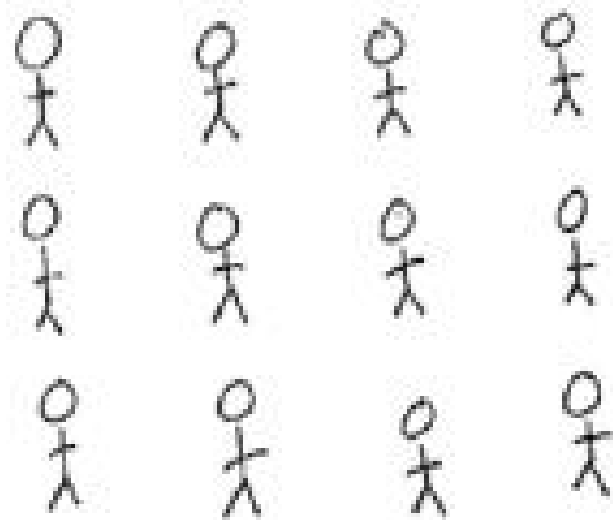


Application problem

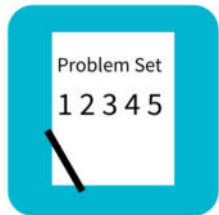


Mrs. White is in line at the bank. There are 4 teller windows, and 3 people are standing in line at each window.

- Draw an array to show the people in line at the bank.
- Write the total number of people. (answer on click)



12 people



Problem Set

A STORY OF UNITS

Lesson 5 Problem Set

2•6

Name _____ Date _____

1. Circle groups of four. Then, draw the triangles into 2 equal rows.



2. Circle groups of two. Redraw the groups of two as rows and then as columns.





Debrief

For Problem 1, how did circling equal groups prepare you for arranging the triangles into an array?

For Problem 2, why did you make 3 rows or 3 columns? Could you have made an array with only 2 rows or columns? How?

For Problem 3, what does the number of rows or columns represent? What does the number in each row or column represent? How does arranging the hearts into an array help you find the total more efficiently or easily?



Debrief

For Problem 5, show your partner how you redrew the arrays in Problem 4. What is the same between the new arrays and the old ones in Problem 4?

For Problem 6, compare your arrays with a partner. How could you describe your arrays in terms of equal groups? How do rows and columns help us to organize groups?



Exit Ticket

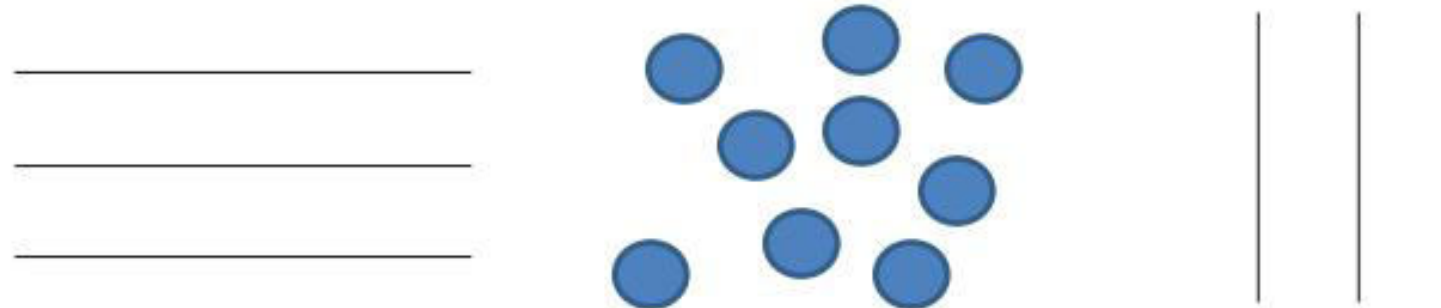
A STORY OF UNITS

Lesson 5 Exit Ticket

2•6

Name _____ Date _____

1. Circle groups of three. Redraw the groups of three as rows and then as columns.



2. Complete the array by drawing more triangles. The array should have 12 triangles in all.

