

Eureka Math

2nd Grade Module 6 Lesson 14

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.



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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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- It is now editable & housed in MY DRIVE.



Icons



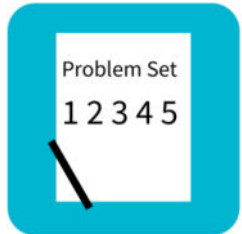
Read, Draw, Write



Learning Target



Personal White Board



Problem Set



Manipulatives Needed



Fluency



Think Pair Share



Whole Class



Individual



Partner



Small Group



Small Group Time



Materials Needed:

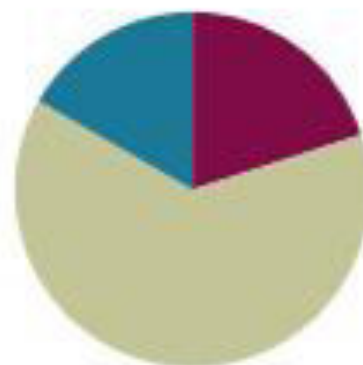
- Subtraction from Teens Sprint
- 10 dimes, 10 pennies, metal or plastic can
- (T) Rectangles(template)
- (S) Rectangles template
- Problem Set
- Scissors

Lesson 14

Objective: Use scissors to partition a rectangle into same-size squares, and compose arrays with the squares.

Suggested Lesson Structure

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





I can partition a rectangle into same-size squares, and compose arrays with the squares.



Subtraction from Teens (8 minutes)

A STORY OF UNITS

Lesson 14 Sprint

2•6

A

Number Correct: _____

Subtraction from Teens

1.	$11 - 10 =$	
2.	$12 - 10 =$	
3.	$13 - 10 =$	
4.	$19 - 10 =$	
5.	$11 - 1 =$	
6.	$12 - 2 =$	
7.	$13 - 3 =$	
8.	$17 - 7 =$	
9.	$11 - 2 =$	
10.	$11 - 3 =$	
11.	$11 - 4 =$	
12.	$11 - 8 =$	

23.	$19 - 9 =$	
24.	$15 - 6 =$	
25.	$15 - 7 =$	
26.	$15 - 9 =$	
27.	$20 - 10 =$	
28.	$14 - 5 =$	
29.	$14 - 6 =$	
30.	$14 - 7 =$	
31.	$14 - 9 =$	
32.	$15 - 5 =$	
33.	$17 - 8 =$	
34.	$17 - 9 =$	



Coin Drop

T: (Hold up a penny.) Name my coin.

S: A penny.

T: How much is it worth?

S: 1 cent.

T: Listen carefully as I drop coins in my can. Count along in your minds.



Drop in some pennies, and ask how much money is in the can. Take out some pennies, and show students. Ask how much money is still in the can. Continue adding and subtracting pennies for a minute or so. Repeat the activity with dimes and then with dimes and pennies.



More and Less (2 minutes)

T: Let's count by tens. (Move dimes to the side while counting.)

S: 10, 20, 30, 40, 50, 60.

T: How many dimes are shown?

S: 6 dimes.

T: What is the value of 6 dimes?

S: 60 cents.

T: What is 5 cents more? (Move 5 pennies.)

S: 65 cents.

T: Give the number sentence.

S: $60 \text{ cents} + 5 \text{ cents} = 65 \text{ cents}$.

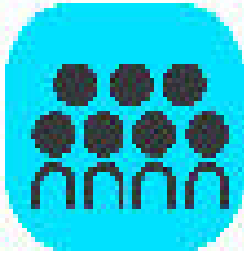
T: What is 10 cents less? (Move one dime.)

S: 55 cents. T: Give the number sentence.

S: $65 \text{ cents} - 10 \text{ cents} = 55 \text{ cents}$.



Concept Development



A STORY OF UNITS

Lesson 14 Problem Set

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Name _____ Date _____

Cut out Rectangles A, B, and C. Then, cut according to directions. Answer each of the following using Rectangles A, B, and C.¹

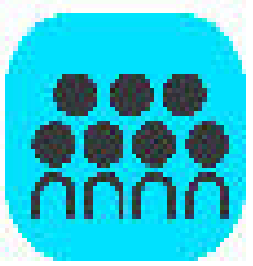
1. Cut out each row of Rectangle A.

- a. Rectangle A has _____ rows.
- b. Each row has _____ squares.
- c. _____ rows of _____ = _____
- d. Rectangle A has _____ squares.

2. Cut out each column of Rectangle B.

- a. Rectangle B has _____ columns.
- b. Each column has _____ squares.

Concept Development



Cut Rectangle A into **rows** and complete problem 1.

Rectangle A

Row 1

Row 2

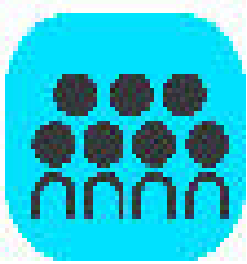


How many rows are in **rectangle A**?

How many **square** in each row?

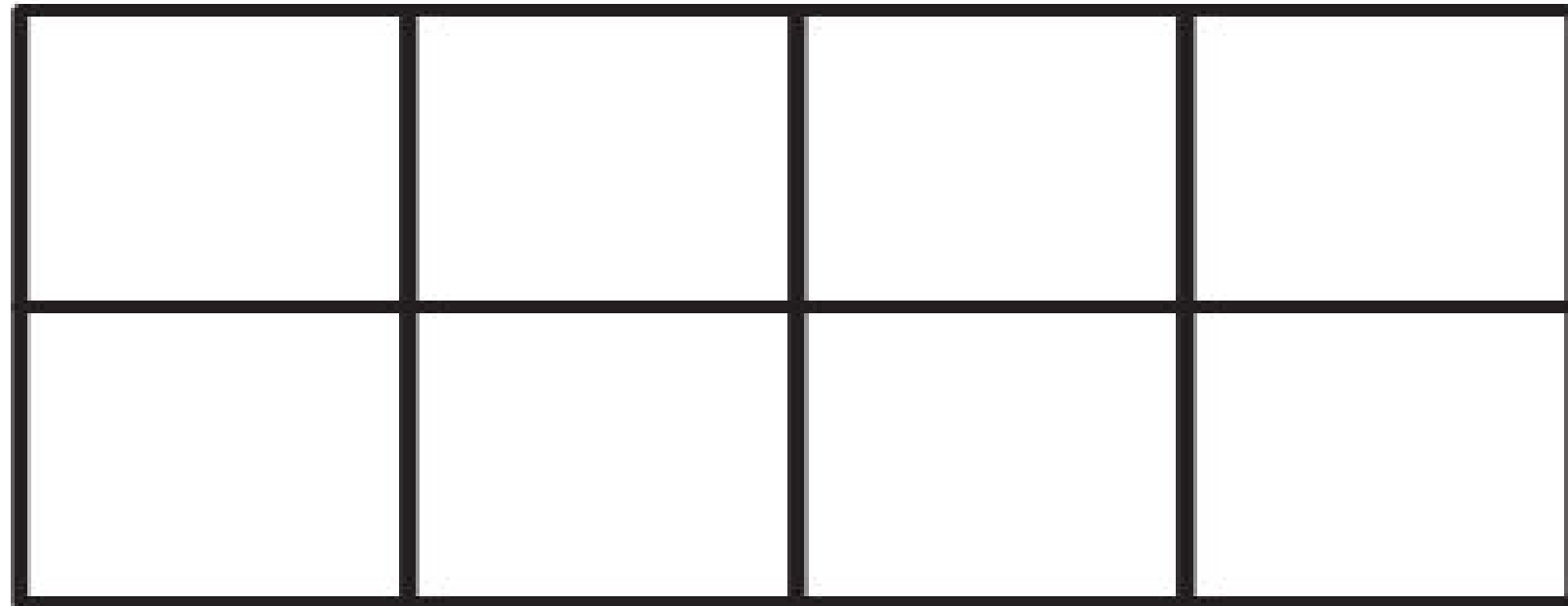
There are 2 rows of 4.

Concept Development



Cut rectangle B into **columns** and complete problem 2

Rectangle B



Columns

1

2

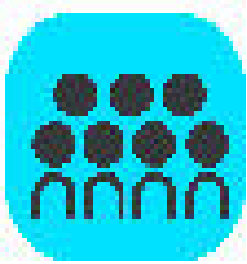
3

How many columns are in **rectangle B**?

How many **square** in each column?

There are 4 columns of 2 or 8 squares.

Concept Development

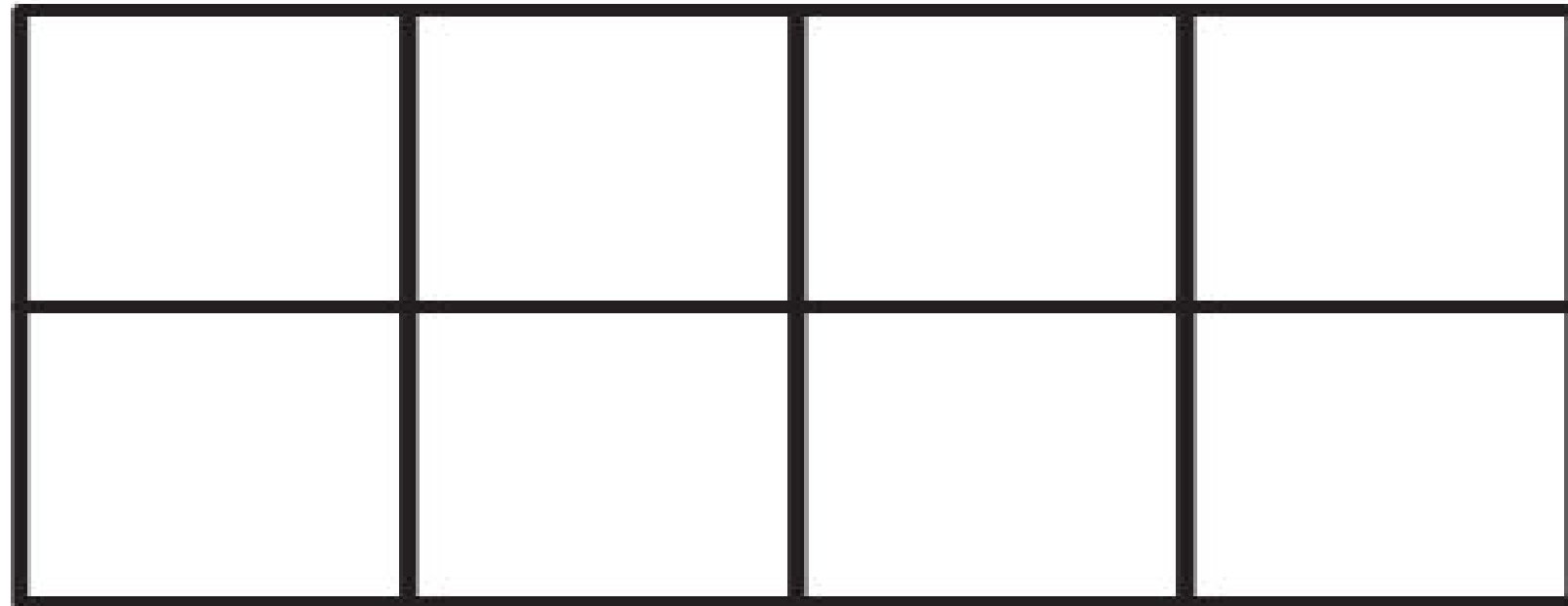


Cut rectangle B into **columns** and complete problem 2

Rectangle B

Row 1

Row 2



Columns

1

2

3

Before we cut them, rectangle A & B looked the same.

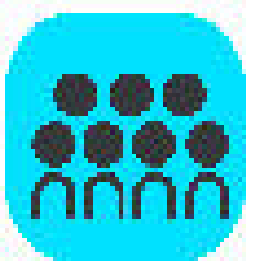
They both have the same amount and they are both the **same size and same shape**.

We were able to decompose the same rectangle into rows and columns or individual units.

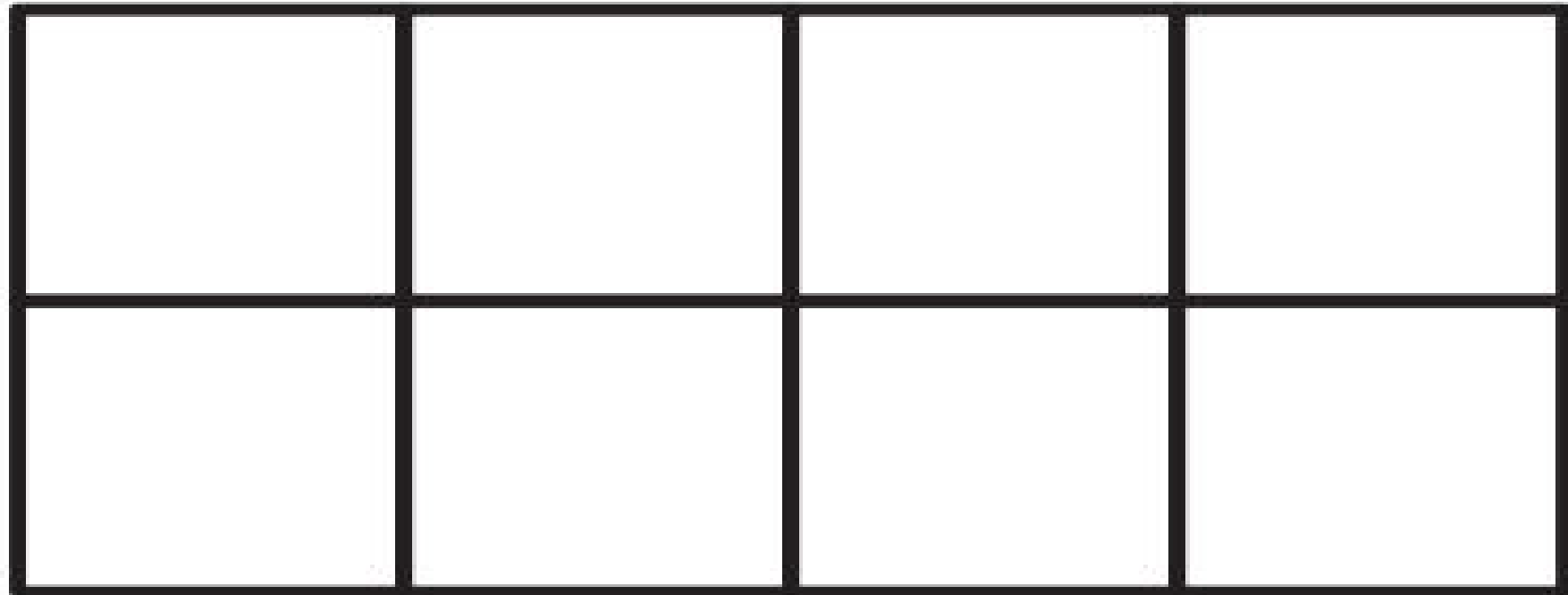
NOW cut out all of your squares for A & B for problem 3.

Concept Development

Cut rectangle A, B, & C into individual squares
to answer problem 4.



Rectangle C



How many **rows** do you see in this rectangle?

How many **columns**?



Debrief

What did we learn about our rectangles by first cutting them into rows and columns before cutting out each individual square?

If you were to write a repeated addition sentence to describe the work we did in Problem 2, what would it look like? Why? How does this relate to the columns you cut out?

For Problem 3, what was your strategy for composing a new rectangle? How did the rows and columns change?



Debrief

For Problem 4, what strategy did you use to compose a new rectangle with 24 squares?

How many different possibilities can you think of for composing a rectangle with 24 squares? How many different repeated addition sentences? How do they match the rows and columns of your array?



Exit Ticket

A STORY OF UNITS

Lesson 14 Exit Ticket

2•6

Name _____ Date _____

With your tiles, show 1 rectangle with 12 squares. Complete the sentences below.

I see _____ rows of _____.

In the exact same rectangle, I see _____ columns of _____.