

Eureka Math

2nd Grade Module 7 Lesson 1

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Directions for customizing presentations are available on the next slide.

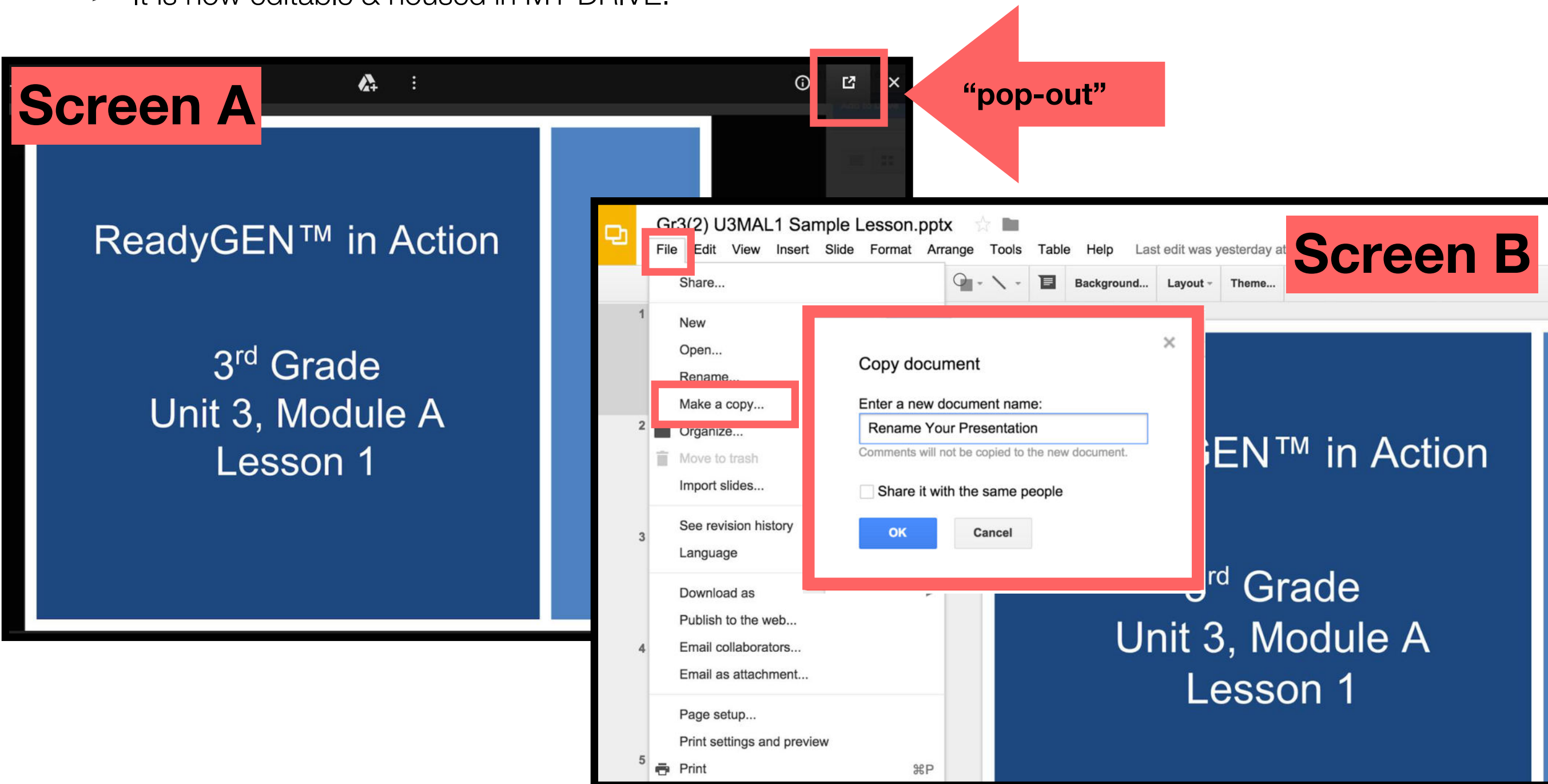


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Reflecting your Teaching Style and Learning Needs of Your Students

- 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



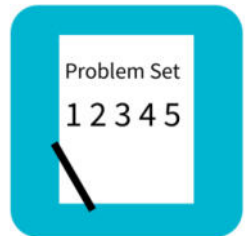
Read, Draw, Write



Learning Target



Personal White Board



Problem Set



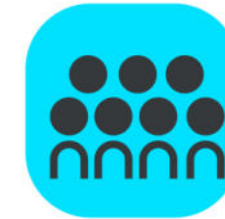
Manipulatives Needed



Fluency



Think Pair Share



Whole Class



Individual



Partner



Small Group



Small Group Time



Materials Needed:

Materials: (T) 20 dimes, 20 nickels

(S) Core Fluency Practice Sets

(T) 4 pieces of chart paper

(see the chart list on pg 15)

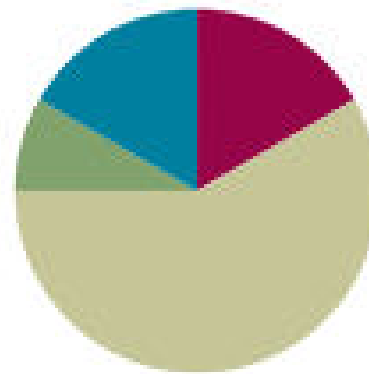
(S) Personal white board, 1 animal card
from animal cards (Template) per pair

Lesson 1

Objective: Sort and record data into a table using up to four categories; use category counts to solve word problems.

Suggested Lesson Structure

■ Fluency Practice	(10 minutes)
■ Application Problem	(5 minutes)
■ Concept Development	(35 minutes)
■ Student Debrief	(10 minutes)
Total Time	(60 minutes)





I can sort and record data into a table using up to four categories; I can use category counts to solve word problems.



Count by 10 or 5 with Dimes and Nickels (5 minutes)

How many nickels make 100 cents?



How many fives are in 100 cents?



How many ones are in 100 cents.





Count by 10 or 5 with Dimes and Nickels (5 minutes)

We are going to add and subtract by 5 as we add and take away nickels.

How much do we have now?



45 cents



Count by 10 or 5 with Dimes and Nickels (5 minutes)*animated*

How much do we have now?



40 cents



Count by 10 or 5 with Dimes and Nickels (5 minutes)*animated*

How much do we have now?



35 cents



Count by 10 or 5 with Dimes and Nickels (5 minutes)*animated*

How much do we have now?



40 cents



Count by 10 or 5 with Dimes and Nickels (5 minutes)



45 cents



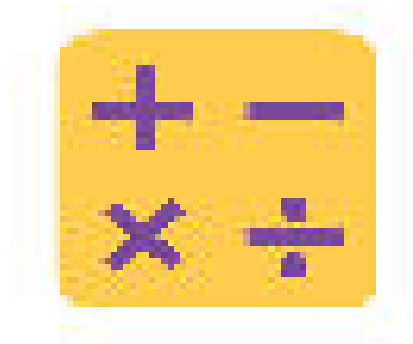
Count by 10 or 5 with Dimes and Nickels (5 minutes)*animated*

How much do we have now?



50 cents

Count by 10 Dimes *animated*



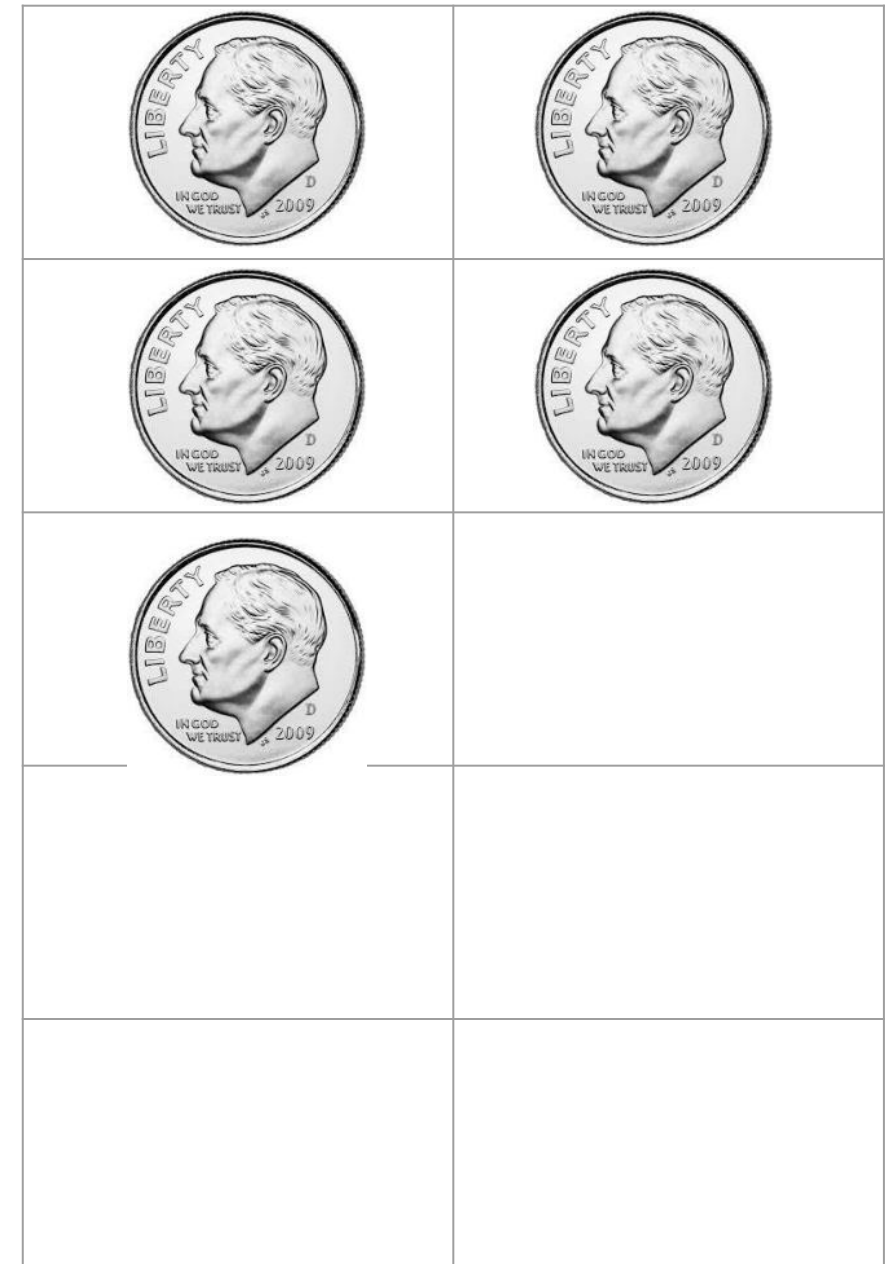
How much is
a dime worth?

How much
money do we
have here?

90 cents

Let's count up
by tens from
90 to 150.

(animated)





Sprint

A STORY OF UNITS

Lesson 1 Core Fluency Practice Set A

2•6

A STORY OF UNITS

Lesson 1 Core Fluency Practice Set B

2•6

A STORY OF UNITS

Lesson 1 Core Fluency Practice Set C

2•6

A STORY OF UNITS

Lesson 1 Core Fluency Practice Set D

2•6

Name _____

Date _____

1.	$19 - 9 =$	21.	$16 - 7 =$
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Application Problem

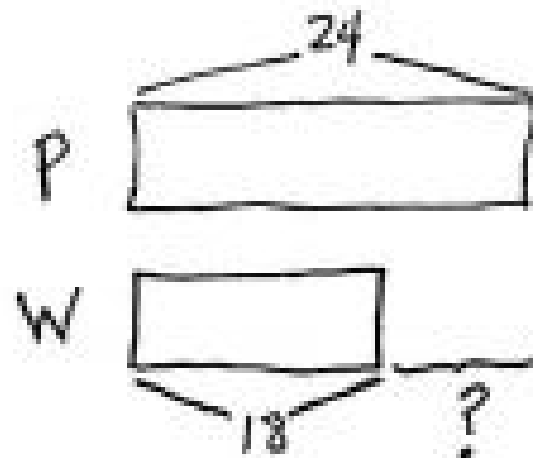
There are 24 penguins sliding on the ice. There are 18 whales splashing in the ocean. How many more penguins than whales are there?





Application Problem

There are 24 penguins sliding on the ice. There are 18 whales splashing in the ocean. How many more penguins than whales are there?



$$24 - 18 = \square$$

$$18 + \square = 24$$

There are 6 more penguins than whales.

Concept Development

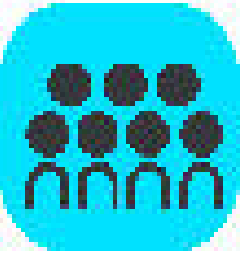
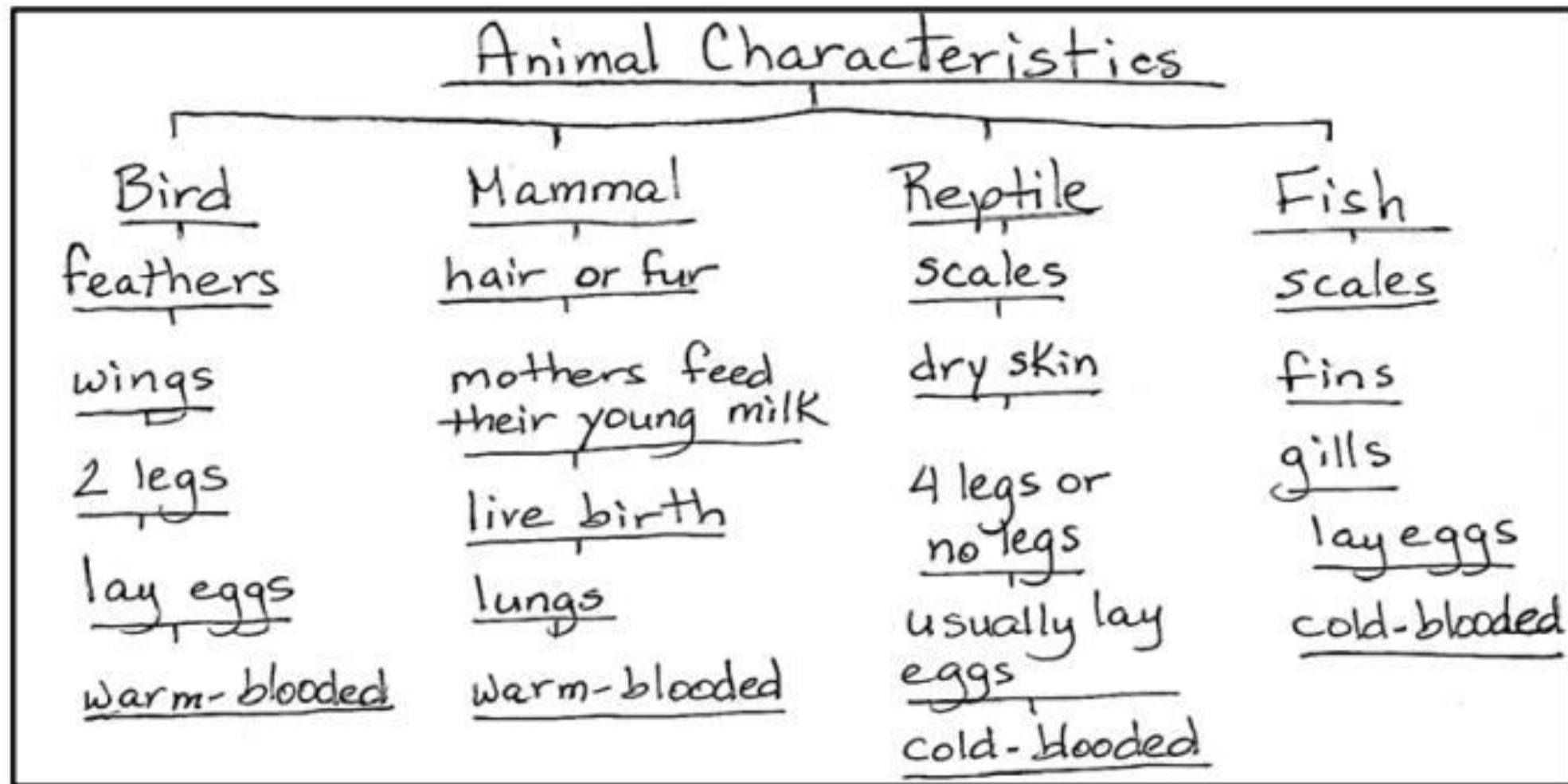


Chart 1



Let's play a guessing game! I have two legs, wings, feathers, and I can fly. What am I? Whisper to your partner.

Where do you see the characteristics of a bird listed on this chart?

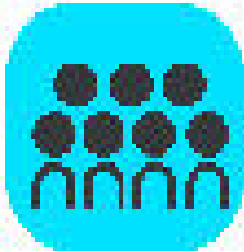


Chart 2

A _____ has _____ and _____.

It can _____.

It is _____.

Use these sentence frames to tell your partner about this animal.

What is this animal? So, what are the characteristics of it?

Let's sort animals into categories, or groups, based on their characteristics.

Pass out one picture card to each pair of students. Have partners take turns using the sentence frames and the Animal Characteristics chart to describe their animals to each other. Then, have students sort the pictures into piles by category in the middle of the circle.



Here is a table.
How can we
organize our
information, or
data, so it's
easier to know
how many
animals are in
each category?

Chart 3

Animal Classification	
Bird	
Mammal	+++
Reptile	+++
Fish	

Let's count the tally marks together. How many birds do we have?

Chart 3

Animal Classification	
Bird	
Mammal	+++
Reptile	+++
Fish	

-How many categories does this table have?

-How many animals did we sort altogether?

-How many more birds and mammals are there than reptiles and fish?

-How many fewer birds and fish are there than mammals and reptiles?

-How would the table change if we counted four more birds?

What are some other ways we could organize these animals?

Let's sort them by their habitats, or where they live. (Display Chart 4.)

Repeat the process with animal habitats, but this time record numbers instead of tally marks. Answers revealed on click.

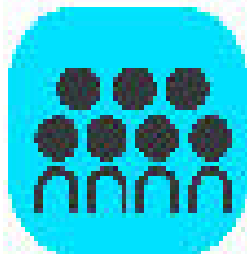
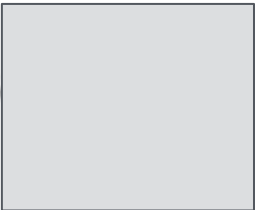
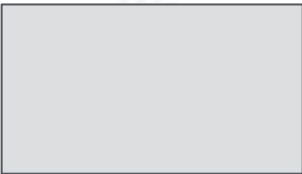
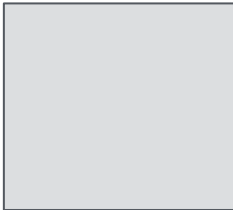


Chart 4

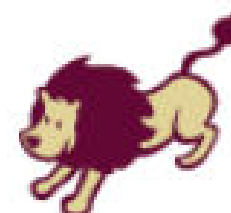
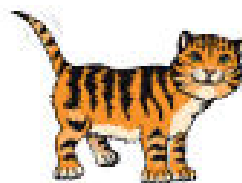
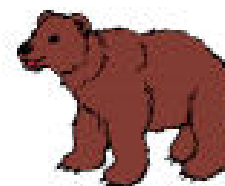
Animal Habitats		
Arctic	Woodland	Ocean
		

- How many categories does this table have?
- Which category has the fewest animals? Which has the most?
- What is the total number of animals that live in the woodland and the ocean?
- How many fewer animals live in the arctic than in the ocean?
- How many more animals would need to be in the arctic category to have the same number as animals in the woodland category?
- How many more arctic and ocean animals are there than woodland animals?

Name _____ Date _____

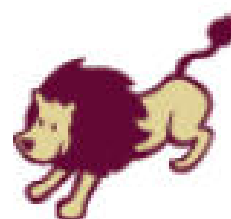
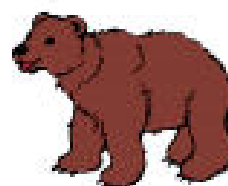
1. Count and categorize each picture to complete the table with tally marks.

No Legs	2 Legs	4 Legs



2. Count and categorize each picture to complete the table with numbers.

Fur	Feathers



3. Use the Animal Habitats table to answer the following questions.

Animal Habitats		
Forest	Wetlands	Grasslands
		  

- a. How many animals have habitats on grasslands and wetlands? ____
- b. How many fewer animals have forest habitats than grasslands habitats? ____
- c. How many more animals would need to be in the forest category to have the same number as animals in the grasslands category? ____
- d. How many total animal habitats were used to create this table? ____



Debrief

Look at your Problem Set with a partner. Do you both have the same number of tallies in the table about animal legs? If you have a different number of tallies, talk to your partner about why that is

Look at the next table on your Problem Set. Could I have drawn the table like this? (Draw the table vertically, and write the categories in the left column.) If I make the table like this, does it change the data inside the table? Why or why not?



Debrief

Look at Problem 3(b) about animal habitats. Tell your neighbor what counting strategy you used to figure out how many fewer animals have forest habitats than grasslands habitats.

Think about the two ways we recorded the value of our groups of animals in the tables we made today. Tell your neighbor which way you like to record information in a table. Can the same group of things be recorded in different ways? If yes, will the tallies or numbers be different in each table?



Exit Ticket

A STORY OF UNITS

Lesson 1 Exit Ticket

2•7

Name _____ Date _____

Use the Animal Classification table to answer the following questions about the types of animals at the local zoo.

Animal Classification			
Birds	Fish	Mammals	Reptiles
9	4	17	8

1. How many animals are birds, fish, or reptiles? ____
2. How many more mammals are there than fish? ____
3. How many animals were classified? ____
4. How many more animals would need to be added to the chart to have 45 animals classified? ____