

Eureka Math

2nd Grade Module 7 Lesson 2

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Directions for customizing presentations are available on the next slide.



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Customize this Slideshow

Reflecting your Teaching Style and Learning Needs of Your Students

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- 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



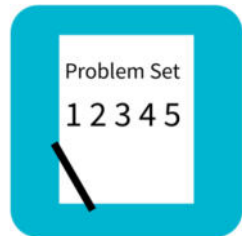
Read, Draw, Write



Learning Target



Personal White Board



Problem Set



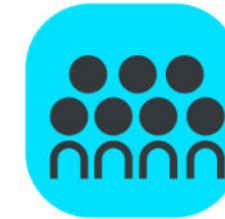
Manipulatives Needed



Fluency



Think Pair Share



Whole Class



Individual



Partner



Small Group



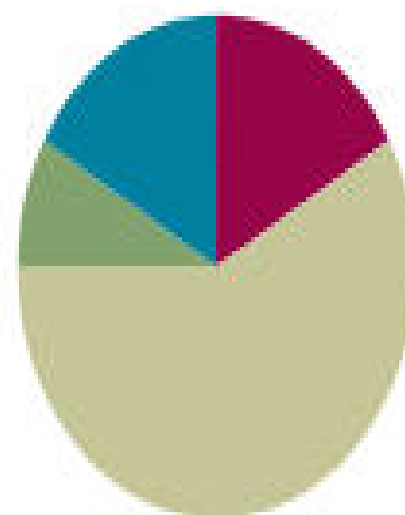
Small Group Time

Lesson 2

Objective: Draw and label a picture graph to represent data with up to four categories.

Suggested Lesson Structure

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



Materials Needed

- Fluency

- Core Fluency Practice Sets (Details for process in Lesson 1 of Teacher Manual)
- (T) 10 dimes, 10 nickels, 10 pennies, can

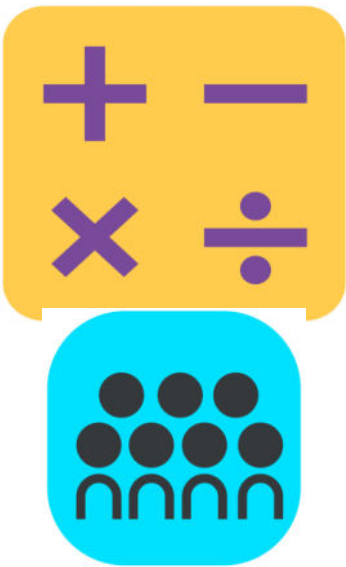
- Concept Development

Materials:

(T) Animal Classification and Animal Habitats tables (Charts 3 and 4 from Lesson 1), 1 piece of chart paper (see below) (S) Vertical and horizontal picture graphs (Template 1), vertical picture graph (Template 2), crayons or colored pencils, personal white board, paper or math journal



Draw and label a picture graph to represent data with up to four categories.



Core Fluency Differentiated Practice Sets

A STORY OF UNITS

Lesson 25 Sprint Core Fluency

1•4

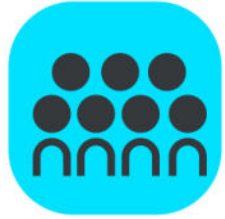
A

Number Correct:

Name _____ Date _____

*Write the missing number.

1,	$5 + \square = 10$		16,	$9 + \square = 10$	
2,	$9 + \square = 10$		17,	$19 + \square = 20$	
3,	$10 + \square = 10$		18,	$5 + \square = 10$	
4,	$0 + \square = 10$		19,	$15 + \square = 20$	
5,	$8 + \square = 10$		20,	$1 + \square = 10$	
6,	$7 + \square = 10$		21,	$11 + \square = 20$	
7,	$6 + \square = 10$		22,	$3 + \square = 10$	
8,	$4 + \square = 10$		23,	$13 + \square = 20$	
9,	$3 + \square = 10$		24,	$4 + \square = 10$	
10,	$\square + 7 = 10$		25,	$14 + \square = 20$	
11,	$2 + \square = 10$		26,	$16 + \square = 20$	
12,	$\square + 8 = 10$		27,	$2 + \square = 10$	
13,	$1 + \square = 10$		28,	$12 + \square = 20$	
14,	$\square + 2 = 10$		29,	$18 + \square = 20$	
15,	$\square + 3 = 10$		30,	$11 + \square = 20$	



Fluency Practice

Coin Drop (5 minutes)

Materials: (T) 10 dimes, 10 nickels, 10 pennies, can



I'm going to drop some of these coins in this jar. What is the value of this penny?

Listen carefully as I drop coins into my jar. Keep track of how many we have.

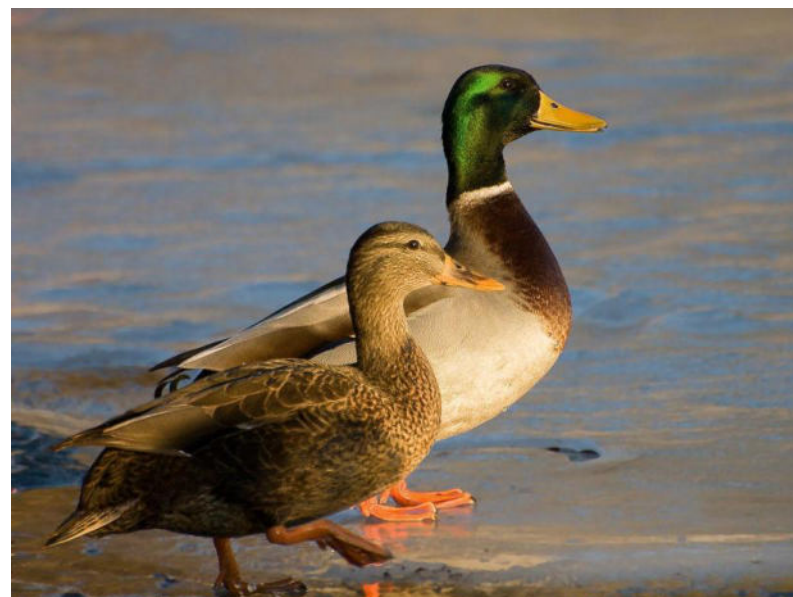
I'm going to take some out now. Now how many do we have in the jar?

Application Problem

RDW

Gemma is counting animals in the park. She counts 16 robins, 19 ducks, and 17 squirrels.

How many more robins and ducks did Gemma count than squirrels?



Application Problem

RDW

Possible Models:

$$16 + 19 = 15 + 20 = 35$$

R and D



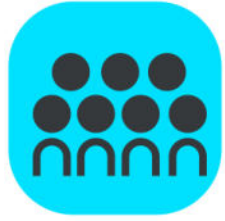
S



?

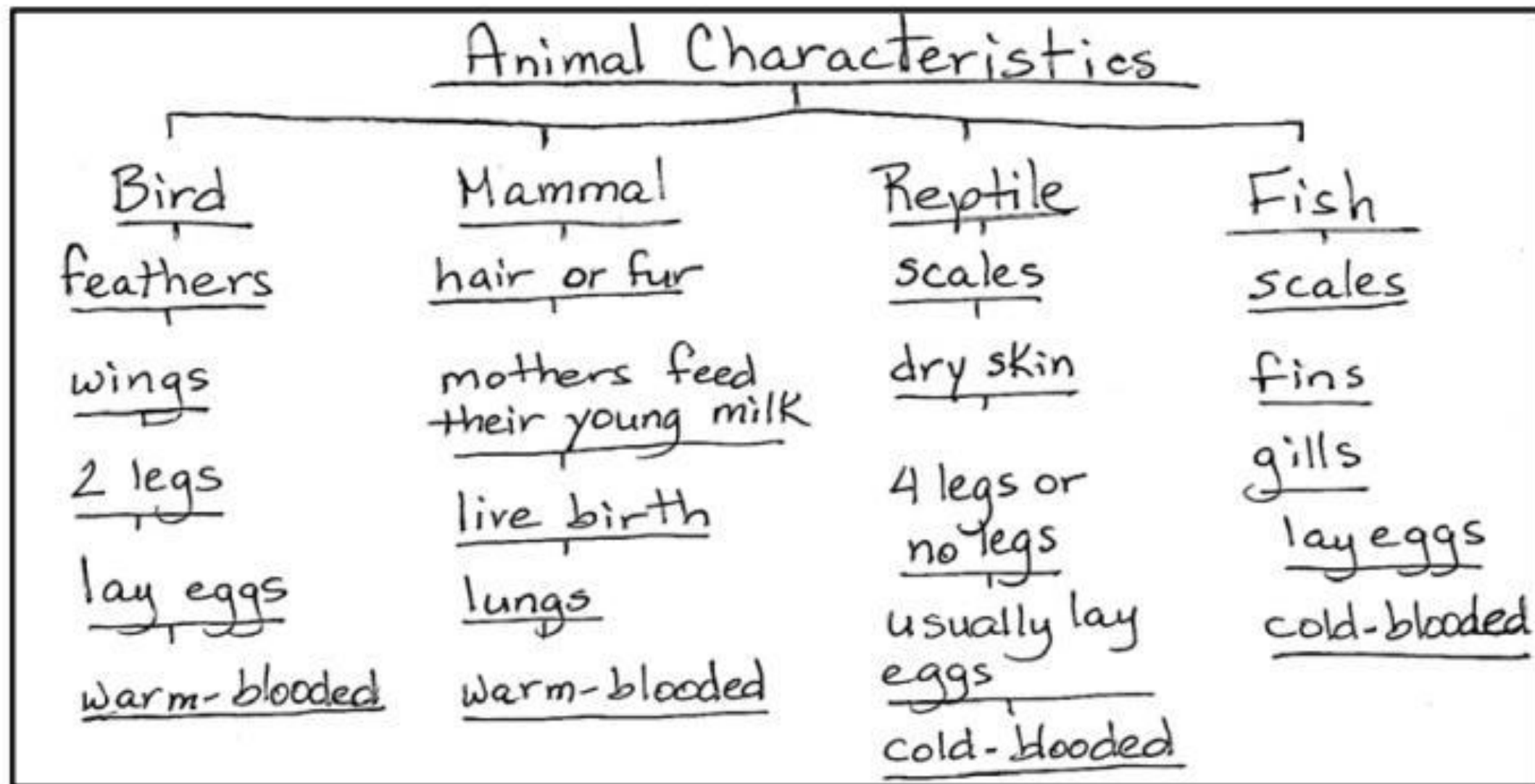
$$35 - 17 = \square$$

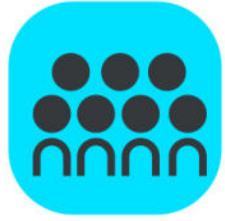
$$17 + \square = 35$$



Concept Development

Chart 1





Concept Development



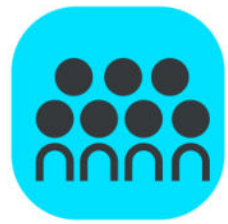


Template 1

[illegible]

What are the **four** categories of animals we classified?

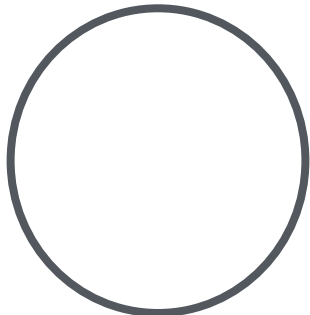
Legend



Concept Development

Draw a picture in each box to **represent** each animal recorded by a tally mark. Let's use a circle because it is quick and efficient!

Our circles will be our picture, or **symbol**, for animals.
How many circles should we draw in the bird column?

Each  stands for one animal.

Add the **legend** on your graph.

Let's get ready to use our graph to **ask and answer questions** about the data.



Template 1

[illegible]



Let's take a **survey** of the class to find out what your favorite animal is.

[illegible]



Problem Set

Name _____

Date _____

1. Use grid paper to create a picture graph below using data provided in the table. Then, answer the questions.

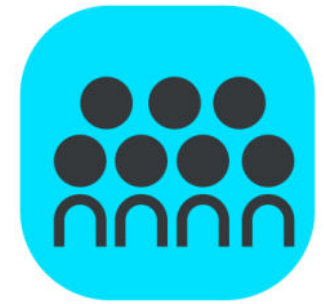
Central Park Zoo Animal Classification			
Birds	Fish	Mammals	Reptiles
6	5	11	3

- a. How many more animals are mammals than fish? _____
- b. How many more animals are mammals and fish than birds and reptiles? _____
- c. How many fewer animals are reptiles than mammals? _____

Title: _____

Legend: _____

Debrief



Lesson Objective: Draw and label a picture graph to represent data with up to four categories.

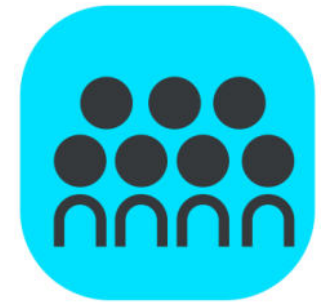
Talk to your neighbor about why we call these graphs picture graphs.

Are there pictures in the graph?

Problem 1(a) asks how many more mammals than fish are in the table.

- Point to the pictures on your graph that tell the answer. Show your neighbor.

Debrief

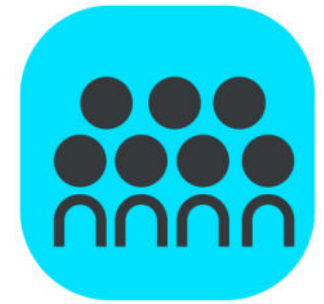


- Why does the grid paper make it easier to make a picture graph?

Share the graph you created on the second page of the Problem Set with your neighbor.

- Do your graphs look the same?
- Can you understand your neighbor's graph?
- Is the information in the graph correct?
- Are there labels and symbols?
- Did they include a legend?

Debrief



- Does it matter if we record our pictures or circles in rows or columns?
- Does it change the information in the graph?
- How does a picture graph help us organize information from a survey?

Date _____

Fairview Park Zoo Animal Classification			
Birds	Fish	Mammals	Reptiles
8	4	12	5

- Title:** _____

[illegible]

Legend: