Eureka Math

2nd Grade
Module 7
Lesson 3

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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.
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- ➢ Choose MAKE A COPY and rename your presentation.
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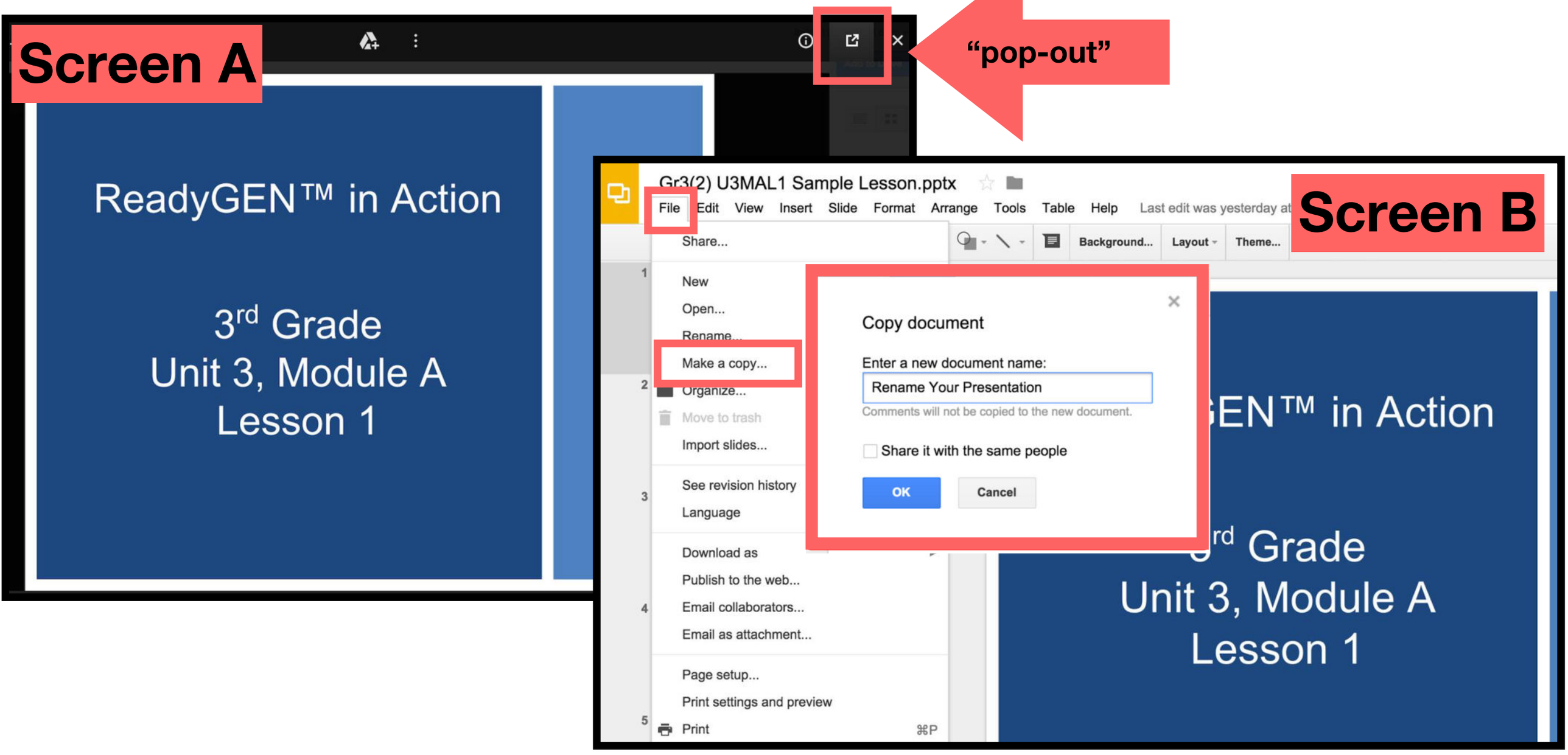


Icons

Read, Draw, Write

Learning Target

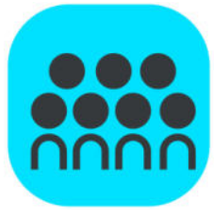
Personal White Board

Problem Set

Manipulatives Needed

Fluency

Think Pair Share



Whole Class

Individual

Partner

Small Group

Small Group Time

Materials Needed:

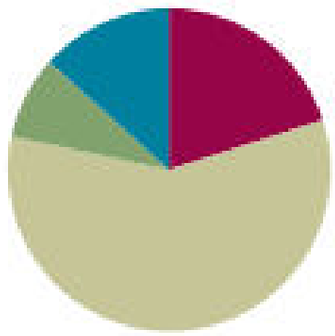
- Addition and subtraction by 5 sprint
- 10 dimes, 5 nickel, can
- Tally chart
- 1 number of books read picture graphs (template 1) per student
- Template 2, Chart 3 & 4, completed template 1 from lesson 2
- Personal white board
- Paper or math journal

Lesson 3

Objective: Draw and label a bar graph to represent data; relate the count scale to the number line.

Suggested Lesson Structure

Fluency Practice	(12 minutes)
Application Problem	(5 minutes)
Concept Development	(35 minutes)
Student Debrief	(8 minutes)
Total Time	**(60 minutes)**



Fluency Practice (12 minutes)

- Sprint: Addition and Subtraction by 5 **2.NBT.2** (9 minutes)
- Coin Drop **2.NBT.2, 2.OA.2** (3 minutes)

Sprint: Addition and Subtraction by 5 (9 minutes)

Materials: (S) Addition and Subtraction by 5 Sprint

- I can draw and label a bar graph to represent data; relate the count scale to the number line.

Sprint

A

Number Correct: _____

Addition and Subtraction by 5

1.	0 + 5 =		23.	10 + 5 =	
2.	5 + 5 =		24.	15 + 5 =	
3.	10 + 5 =		25.	20 + 5 =	
4.	15 + 5 =		26.	25 + 5 =	
5.	20 + 5 =		27.	30 + 5 =	
6.	25 + 5 =		28.	35 + 5 =	
7.	30 + 5 =		29.	40 + 5 =	
8.	35 + 5 =		30.	45 + 5 =	
9.	40 + 5 =		31.	0 + 50 =	
10.	45 + 5 =		32.	50 + 50 =	
11.	50 - 5 =		33.	50 + 5 =	
12.	45 - 5 =		34.	55 + 5 =	

Coin Drop

Name my coin.

How much is it worth?

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

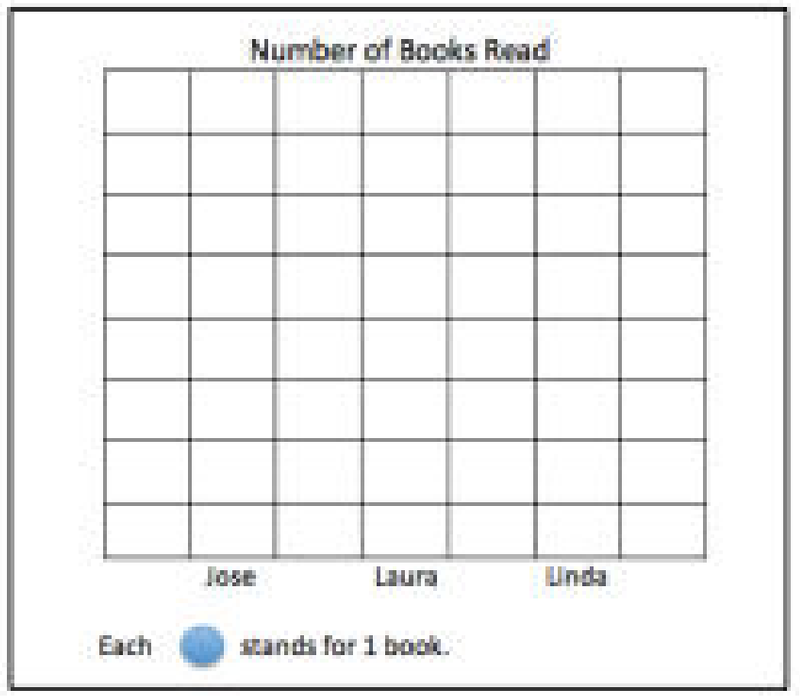
Application Problem

a. Use the tally chart to fill in the picture graph.

b. Draw a tape diagram to show how many more books Jose read than Laura.

Number of Books Read

Jose	Laura	Linda
𝍸 III	𝍸	



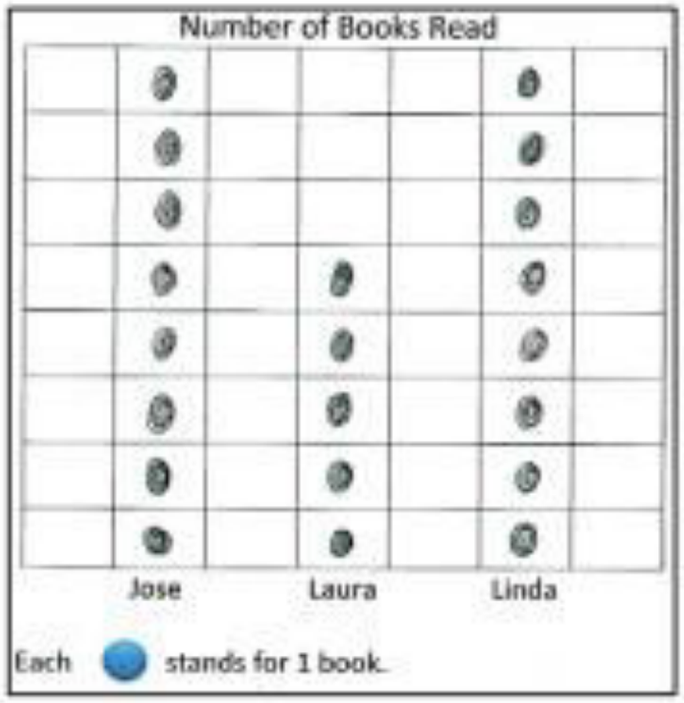
Application Problem

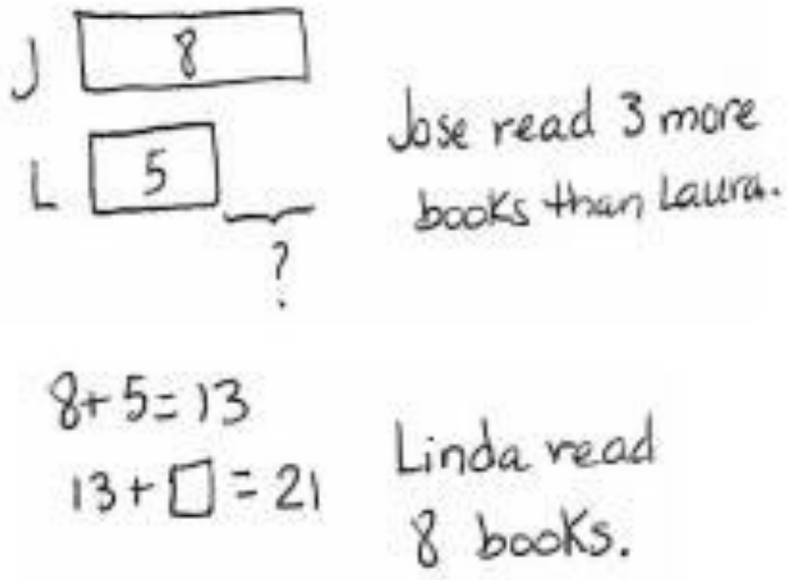
c. If Jose, Laura, and Linda read 21 books altogether, how many books did Linda read?

d. Complete the tally chart and the graph.

Number of Books Read

Jose	Laura	Linda
𝍸 | | |	𝍸	𝍸 𝍸 | |





Concept Development

Take your Application Problem, and turn it sideways like mine.

What do you notice about the picture graph when it's turned this way?

It looks like a tape diagram!

Concept Development

Display the completed vertical picture graph. (Lesson 2, Template 1)

How can you tell by looking at the graph which category has more and which has less?

Do the data change if I turn the graph sideways?

Concept Development

Display Chart 3: Animal Classification from Lesson 1

And we learned we can show the same data in a table and in a picture graph!

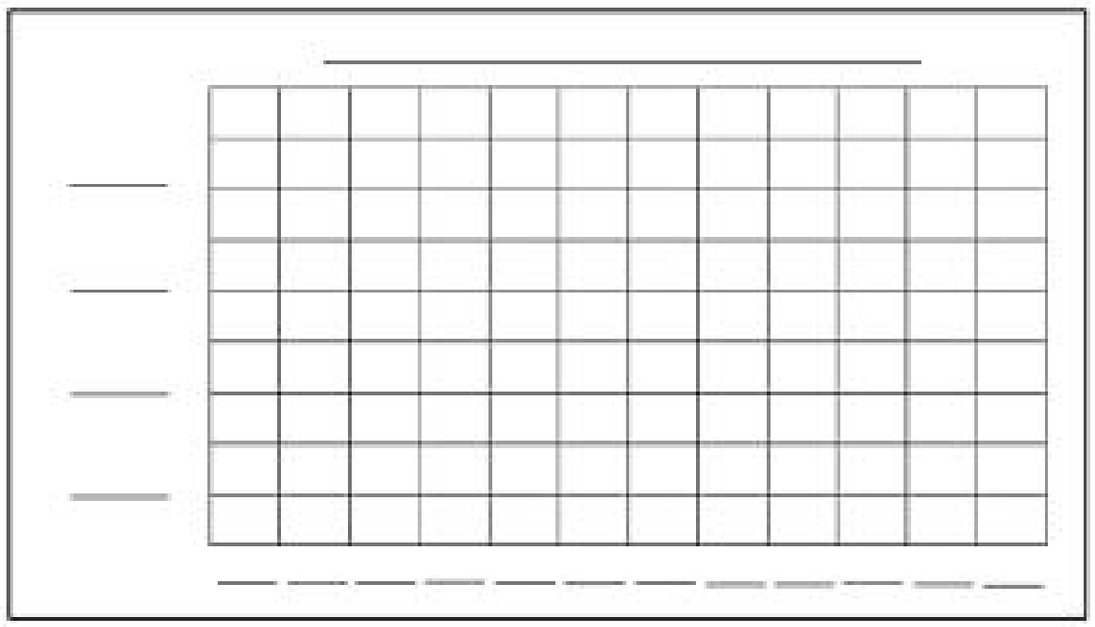
Chart 3

Animal Classification

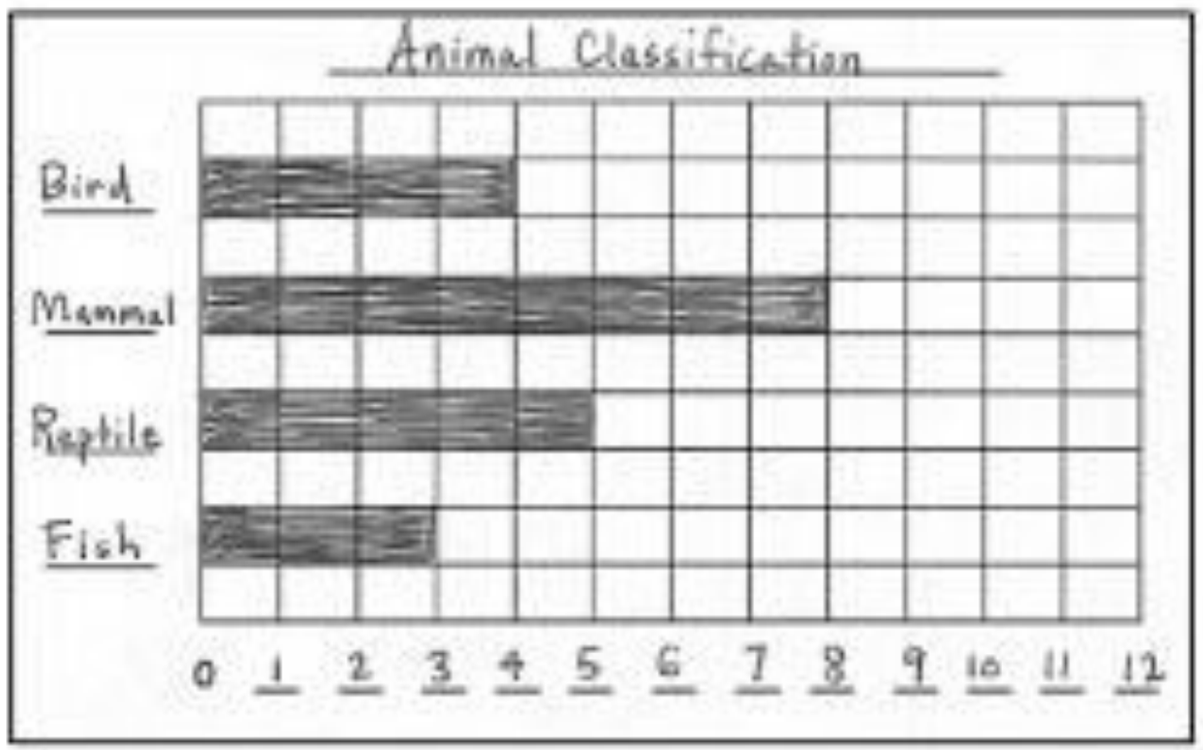
Bird	IIII
Mammal	𝍸 III
Reptile	𝍸
Fish	III

Concept Development

Fill in template 2 with students. See pg 50 & 51 of teacher manual.

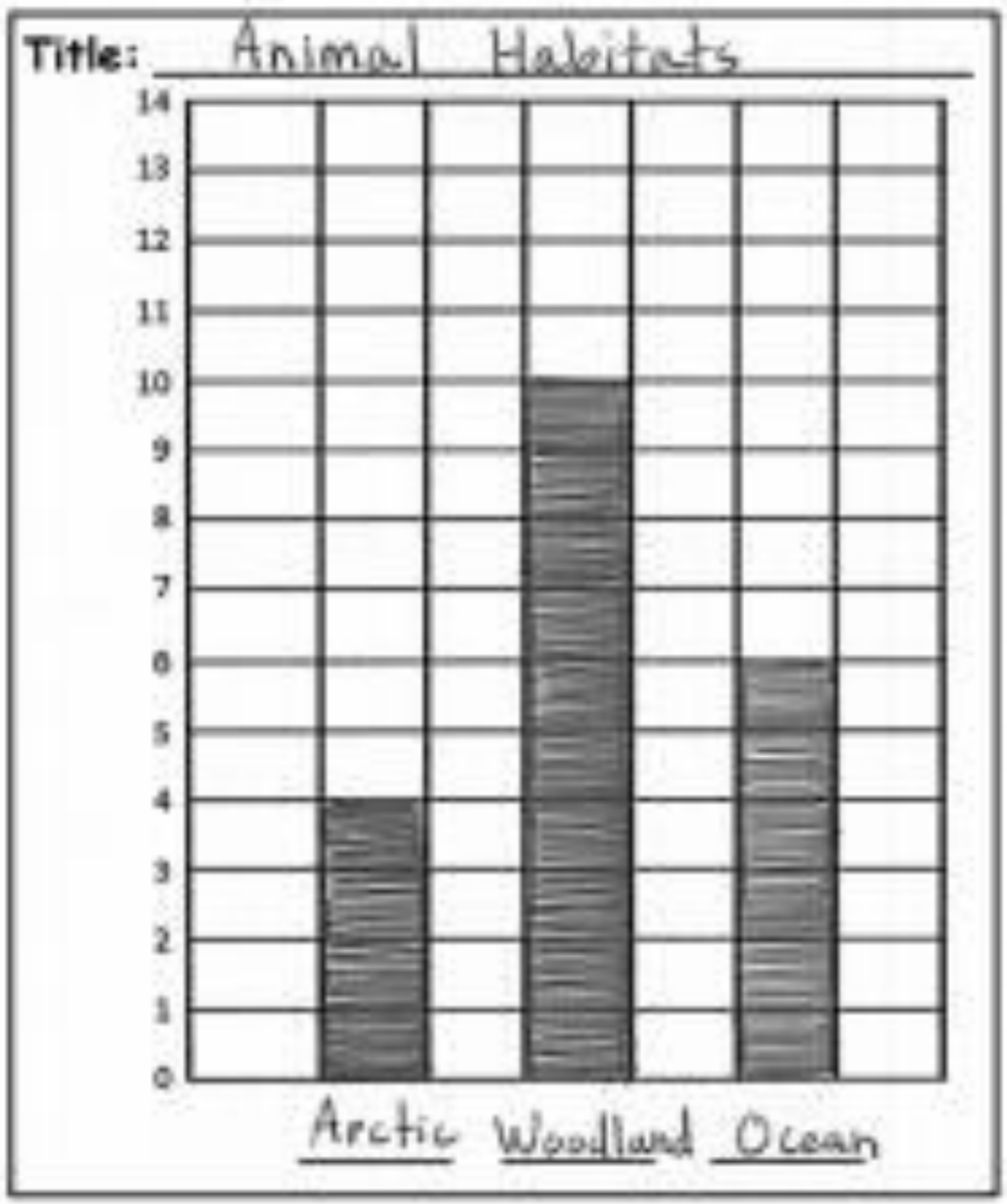


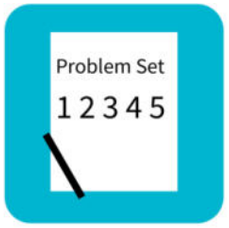
Template 2



Concept Development

Repeat the process to create a bar graph of the data from the Animal Habitats table using the second graph (vertical orientation) on Template 2.





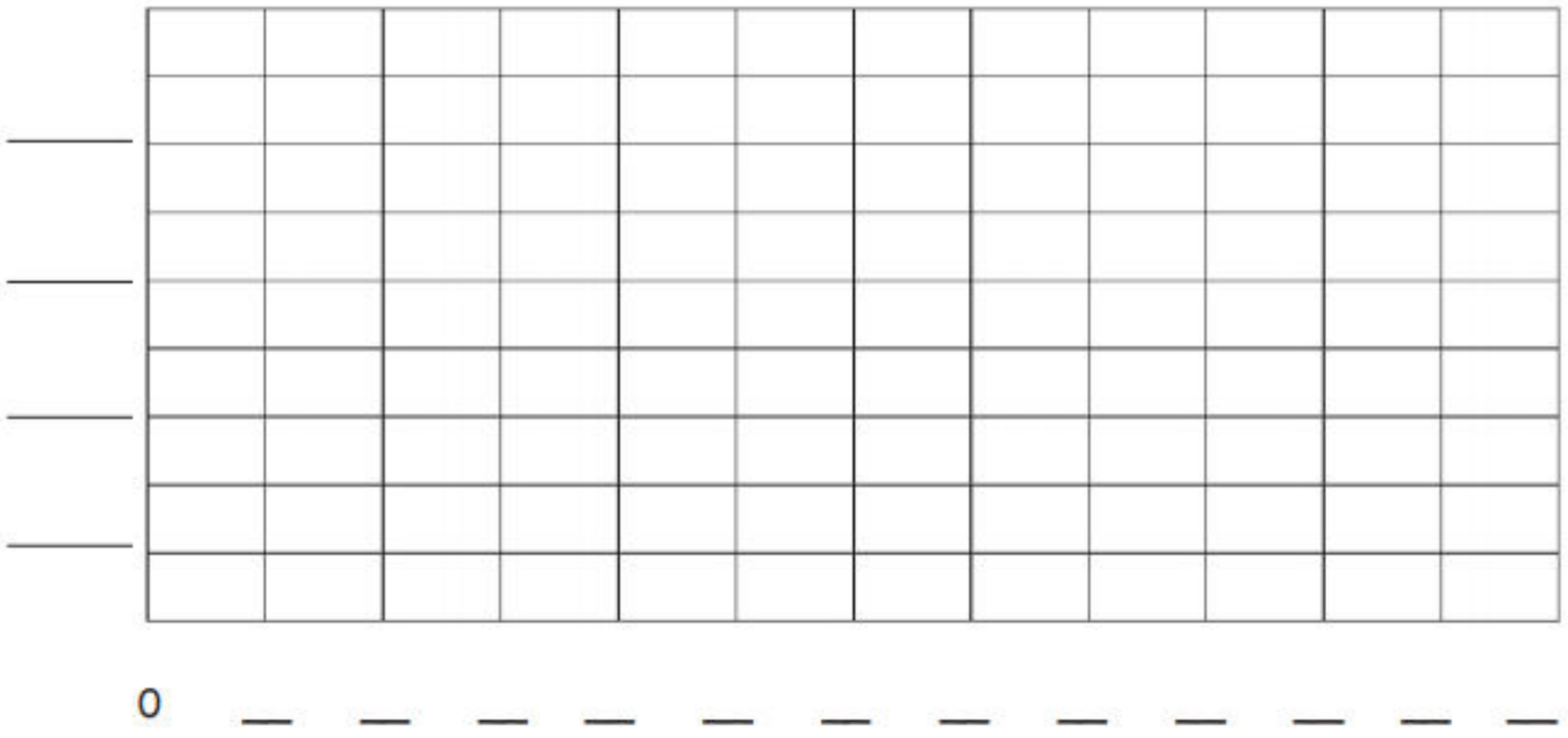
Problem Set

Name _____ Date _____

1. Complete the bar graph below using data provided in the table. Then, answer the questions about the data.

Animal Classification			
Birds	Fish	Mammals	Reptiles
6	5	11	3

Title: _____



Debrief

Look at the first graph in your Problem Set. What did you write on this graph that we didn't put on our graph yesterday? How do the numbers on the bottom help us to record data in a bar graph?

Show your partner which part of your graph shows how many more birds than reptiles there are.

Look at your neighbor's habitat graph. Are the numbers on the scale written horizontally or vertically?

Debrief

When you were coloring the boxes to record how many animal habitats are in the grasslands, did you count each box, or did you look at the numbers you wrote? Which strategy would be faster?

Why are bar graphs good for making comparisons? Can you tell which category has more or less without using the scale? How does the scale help you make more precise comparisons?

How does writing numbers on our graphs help us to use tape diagrams? How do bar and picture graphs help us to draw tape diagrams so that we can see the difference (more than or fewer than) between groups?

Tell your partner the different types of graphs you know how to use. What are the differences and similarities between them? Do they all use numbers?

Exit Ticket

Name _____ Date _____

Complete the bar graph below using data provided in the table. Then, answer the questions about the data.

Animal Classification			
Birds	Fish	Mammals	Reptiles
7	12	8	6

Title: _____