Eureka Math

2nd Grade
Module 7
Lesson 4

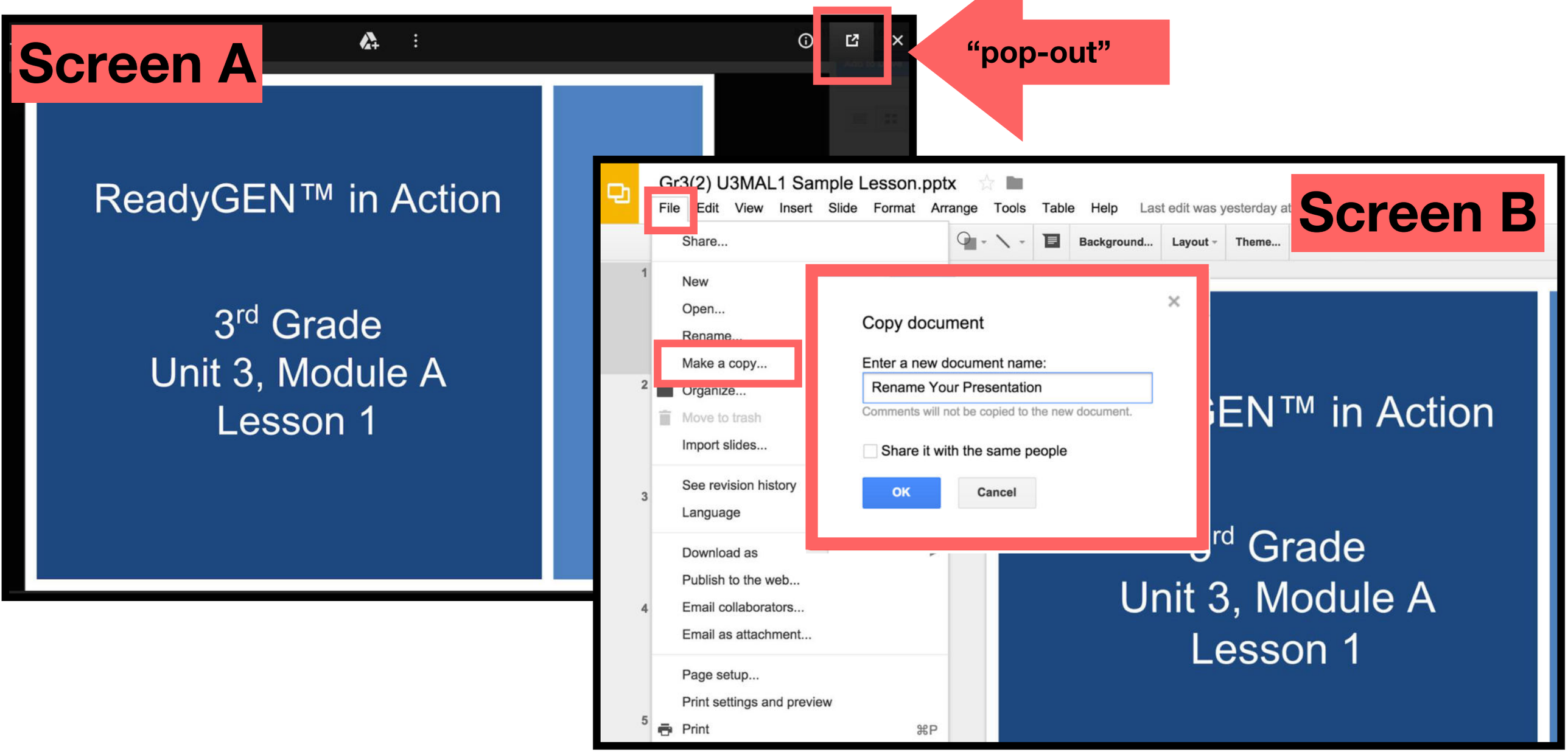
At the request of elementary teachers, a team of Bethel & Sumner educators met as a committee to create Eureka slideshow presentations. These presentations are not meant as a script, nor are they required to be used. Please customize as needed. Thank you to the many educators who contributed to this project!

Directions for customizing presentations are available on the next slide.

Customize this Slideshow

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

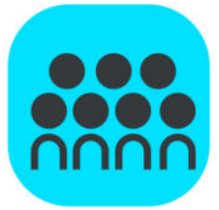
Personal White Board

Problem Set

Manipulatives Needed

Fluency

Think Pair Share



Whole Class

Individual

Partner

Small Group

Small Group Time

Materials Needed:

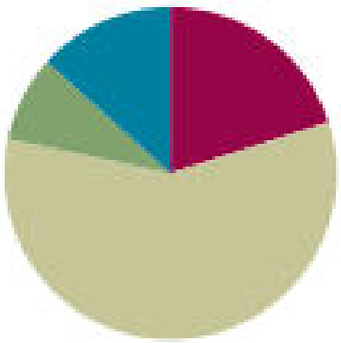
- 2 quarters, 10 pennies, can
- Skip-counting by 5 spring
- Favorite animals bar graph (template)
- Horizontal and vertical bar graphs (lesson 3 template 2)
- 2 pieces of chart paper
- Horizontal and vertical bar graphs (lesson 3 template 2)
- Colored pencils or crayons
- Personal white board

Lesson 4

Objective: Draw a bar graph to represent a given data set.

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)

- Coin Drop **2.NBT.2, 2.OA.2** (3 minutes)
- Sprint: Skip-Counting by 5 **2.NBT.2** (9 minutes)

Coin Drop (3 minutes)

Materials: (T) 2 quarters, 10 pennies, can

- I can draw a bar graph to represent a given data set.

Coin Drop

Name my coin.

How much is it worth?

Watch carefully as I drop the quarter and some pennies in my can. Count along in your minds.

Sprint

A

Number Correct: _____

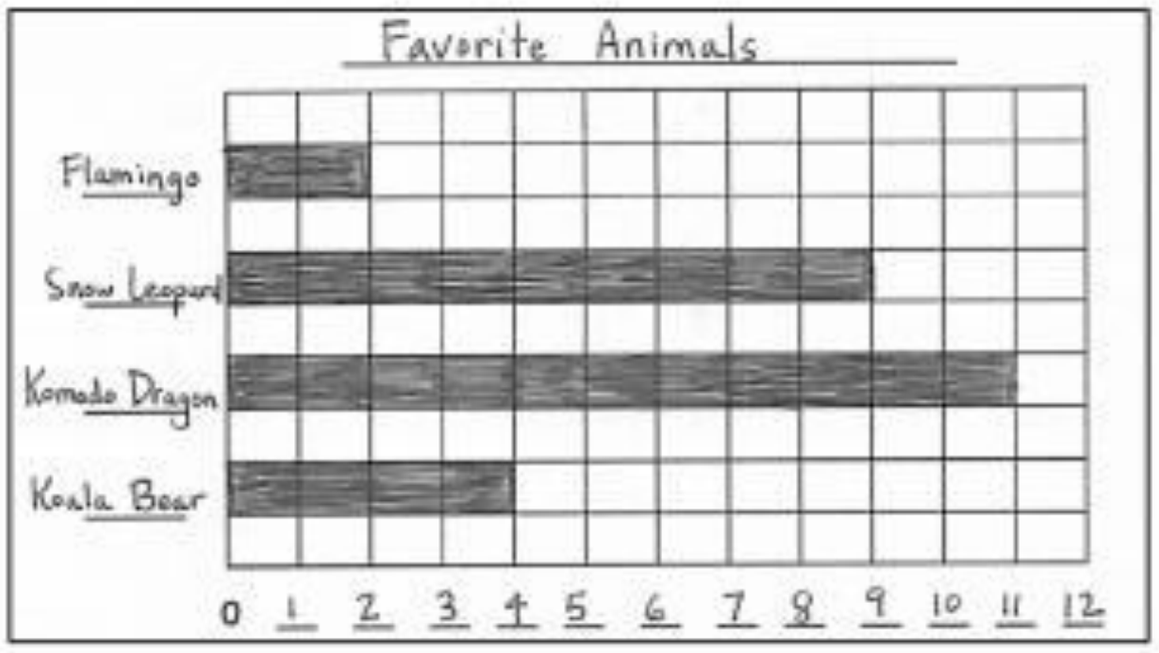
Skip-Counting by 5

1.	0, 5, ___	
2.	5, 10, ___	
3.	10, 15, ___	
4.	15, 20, ___	
5.	20, 25, ___	
6.	25, 30, ___	
7.	30, 35, ___	
8.	35, 40, ___	
9.	40, 45, ___	
10.	50, 45, ___	
11.	45, 40, ___	
12.	40, 35, ___	

23.	35, ___, 45	
24.	15, ___, 25	
25.	40, ___, 50	
26.	25, ___, 15	
27.	50, ___, 40	
28.	20, ___, 10	
29.	45, ___, 35	
30.	15, ___, 5	
31.	40, ___, 30	
32.	10, ___, 0	
33.	35, ___, 25	
34.	___, 10, 5	

Application Problem

After a trip to the zoo, Ms. Anderson's students voted on their favorite animals. Use the bar graph to answer the following questions.



a. Which animal got the fewest votes?

b. Which animal got the most votes?

c. How many more students liked Komodo dragons than koala bears?

d. Later, two students changed their votes from koala bear to snow leopard. What was the difference between koala bears and snow leopards then?

Concept Development

Let’s record when our birthdays are!

Spring	Summer	Fall	Winter
March, April, May	June, July, August	Sept, Oct, Nov	Dec, Jan, Feb

Concept Development

Now that we have new data, let's create a bar graph that represents the information.

We're going to use the horizontal graph at the top of your page.

We need to write the title and label the categories. We also need to put the number scale below the graph.

Now fill in the bars to match our table.

Concept Development

Do we know who has a birthday in the fall by reading this graph? What do we know about fall birthdays?

How many fewer students have birthdays in the summer than in the winter?

How many more students have a birthday in the spring and fall than in the winter?

Concept Development

Now let’s record our favorite books! Then we will graph our data.

Choice 1:	Choice 2:	Choice 3:

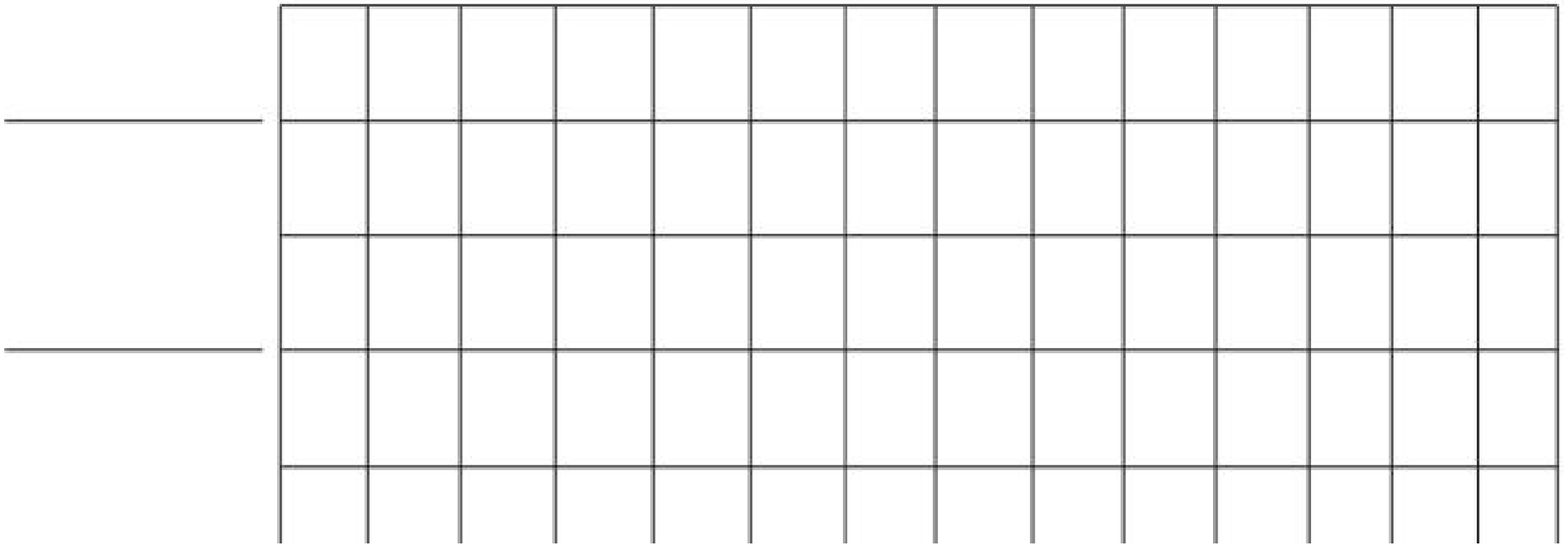
Problem Set

Name _____ Date _____

1. Complete the bar graph using the table with the types of bugs Alicia counted in the park. Then, answer the following questions.

Types of Bugs			
Butterflies	Spiders	Bees	Grasshoppers
5	14	12	7

Title: _____



Debrief

Explain to your partner the labels you wrote on your graph before you started to record the data. Is it important to label and write a number scale before you start graphing the data? Why or why not?

In the bug graph, which problems asked a comparison question? (Problem 1 (b), (c), and (e).) If you used equations to figure out the answer to the comparison questions, what operation did you use? If you did not write an equation, tell your partner how you figured out the answer to Problem 1 (b) and (e).

Look at O'Brien's farm bar graph. Did you write a number scale? Where did you put it? Does it matter if we write the number scale across the bottom or on the side?

Debrief

Talk to your partner about how picture and bar graphs help us organize and compare information. Can you think of a time in your life when making a graph would help you?

So far, what has each box or picture represented in our graphs? (One thing. One animal. One unit.) Do you think each box always has to be one unit?

Exit Ticket

Name _____ Date _____

Complete the bar graph using the table with the types of bugs Jeremy counted in his backyard. Then, answer the following questions.

Types of Bugs			
Butterflies	Spiders	Bees	Grasshoppers
4	8	10	9

Title: _____