Eureka Math

2nd Grade
Module 7
Lesson 5

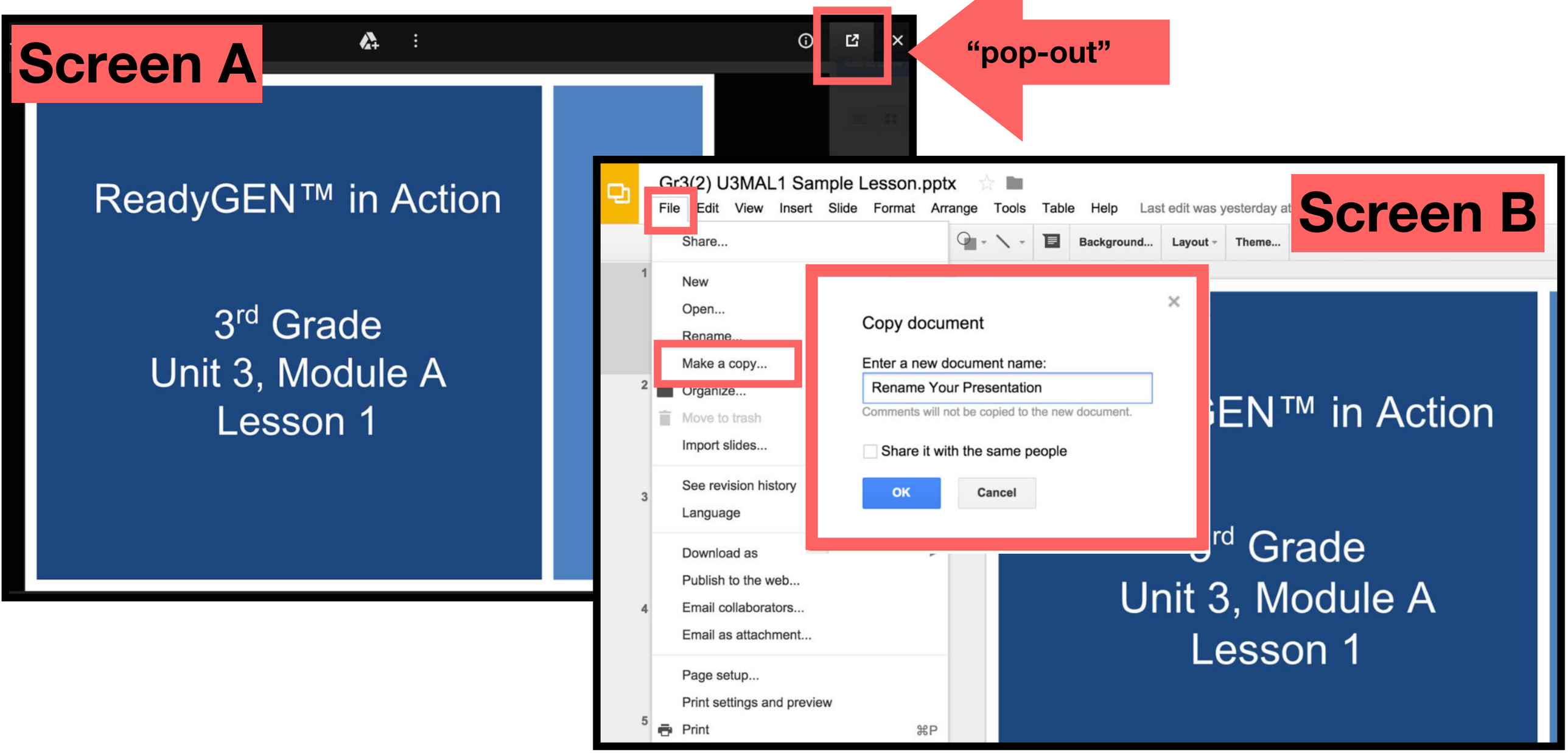
At the request of elementary teachers, a team of Bethel & Sumner educators met as a committee to create Eureka slideshow presentations. These presentations are not meant as a script, nor are they required to be used. Please customize as needed. Thank you to the many educators who contributed to this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

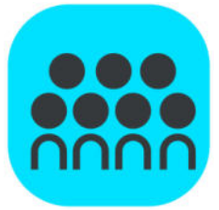
Personal White Board

Problem Set

Manipulatives Needed

Fluency

Think Pair Share



Whole Class

Individual

Partner

Small Group

Small Group Time

Materials Needed:

- (T) Ruler (optional)
- (S) Activity Sheets 1, 2, and 3, colored pencils or crayons

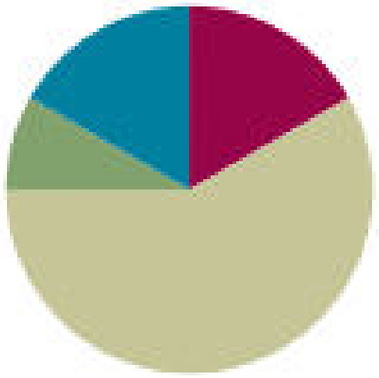
- (S) Core Fluency Practice Sets (Lesson 1 Core Fluency Practice Sets)
- (T) 2 quarters, 10 dimes, 10 nickels, can

Lesson 5

Objective: Solve word problems using data presented in a bar graph.

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 solve word problems using data presented in a bar graph.

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 =

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

Rita has 19 more pennies than Carlos. Rita has 27 pennies. How many pennies does Carlos have?

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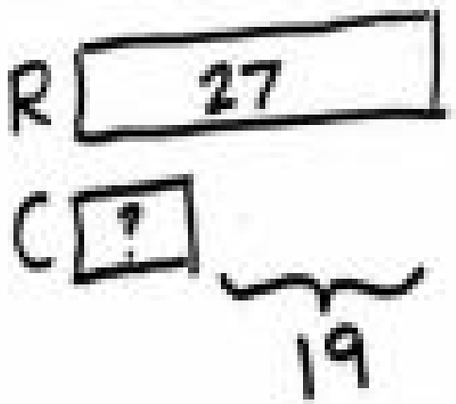


27-19: 28-20=8

Carlos has 8 pennies.

Concept Development

Note: In this lesson, students use money data to solve word problems. Depending on the needs of students, choose to have them work independently, with a partner, or in groups.

Today, we're going to use activity sheets for our lesson.

Use the information in the table to complete the graphs, and then use the data to answer the questions.

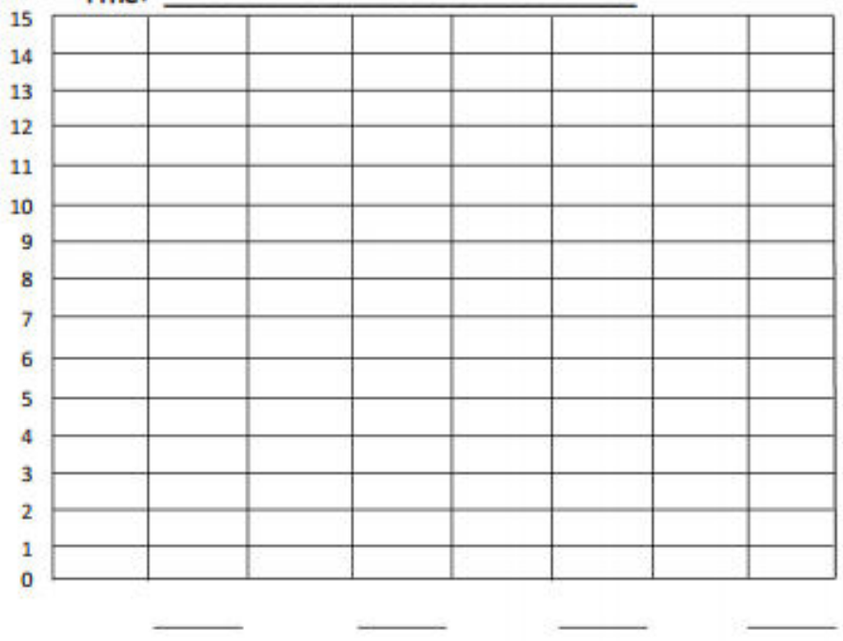
Concept Development

Name _____ Date _____

Callista saved pennies. Use the table to complete the bar graph. Then, answer the following questions.

Pennies Saved			
Saturday	Sunday	Monday	Tuesday
15	10	4	7

Title: _____



_____ _____ _____ _____

a. How many pennies did Callista save in all? _____
b. Her sister saved 18 fewer pennies. How many pennies did her sister save? _____
c. How much more money did Callista save on Saturday than on Monday and Tuesday? _____
d. How will the data change if Callista doubles the amount of money she saved on Sunday? _____
e. Write a comparison question that can be answered using the data on the bar graph.
_____

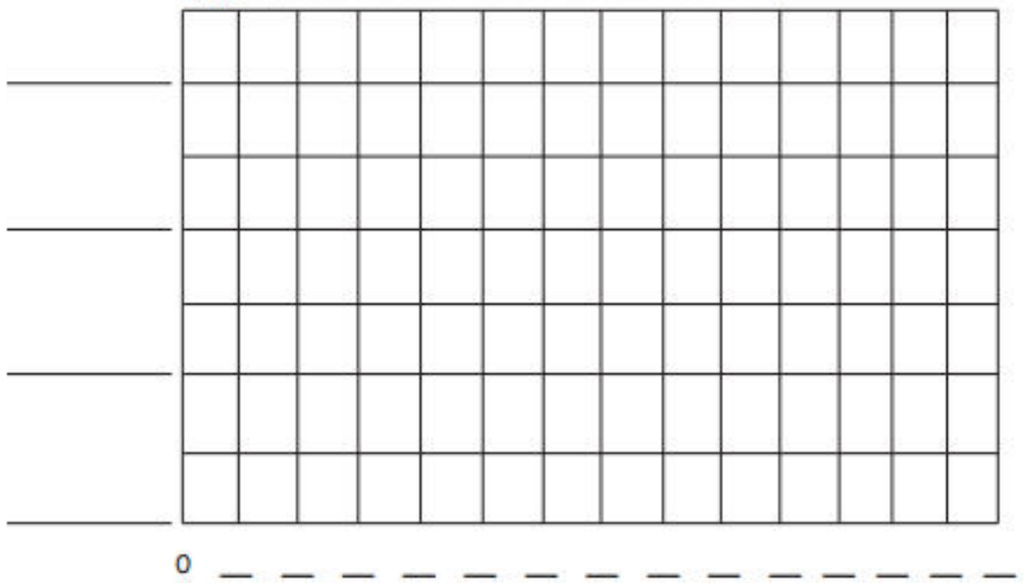
Concept Development

Name _____ Date _____

A group of friends counted their nickels. Use the table to complete the bar graph. Then, answer the following questions.

Amount of Nickels			
Annie	Scarlett	Remy	LaShay
5	11	8	14

Title: _____



a. How many nickels do the children have in all? ___

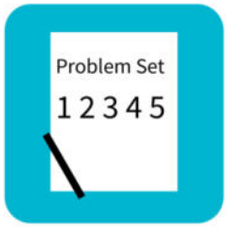
b. What is the total value of Annie's and Remy's coins? ___

c. How many fewer nickels does Remy have than LaShay? ___

d. Who has less money, Annie and Scarlett or Remy and LaShay? _____

e. Write a comparison question that can be answered using the data on the bar graph.

_____



Problem Set

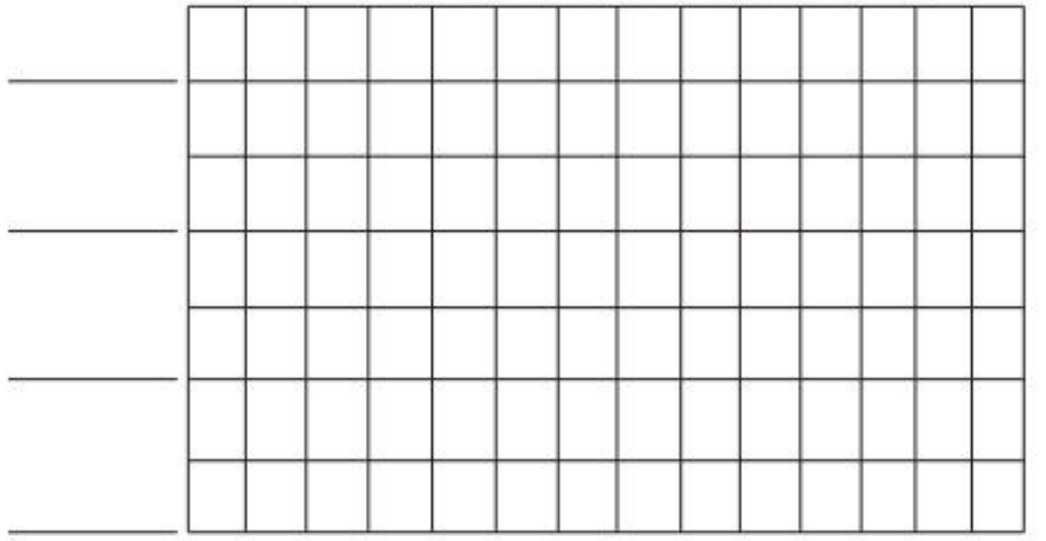
Name _____ Date _____

1. Use the table to complete the bar graph. Then, answer the following questions.

Number of Dimes

Emily	Andrew	Thomas	Ava
8	12	6	13

Title: _____

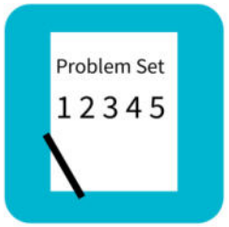


a. How many more dimes does Andrew have than Emily? _____

b. How many fewer dimes does Thomas have than Ava and Emily? _____

c. Circle the pair with more dimes, Emily and Ava or Andrew and Thomas.
How many more? _____

d. What is the total number of dimes if all the students combine all their money?
_____



Problem Set

2. Use the table to complete the bar graph. Then, answer the following questions.

Number of Dimes Donated

Madison	Robin	Benjamin	Miguel
12	10	15	13

Title: _____

_____ _____ _____ _____

a. How many more dimes did Miguel donate than Robin? _____

b. How many fewer dimes did Madison donate than Robin and Benjamin? _____

c. How many more dimes are needed for Miguel to donate the same as Benjamin and Madison? _____

d. How many dimes were donated? _____

Debrief

Look at Emily's dimes in the Problem Set. How many dimes would Emily have if you doubled her dimes? (16.) How would we record 16 in the graph?

In each graph you completed today, you were asked to find the total amount of coins recorded in the graph. Tell your partner if you figured out the answer in your head or with paper and pencil. Share the calculation strategy you used.

Think about a question you could ask our class that you could turn into a bar graph. Tell your partner what question you would ask. What would you title your graph? What would the categories be labeled?

Exit Ticket

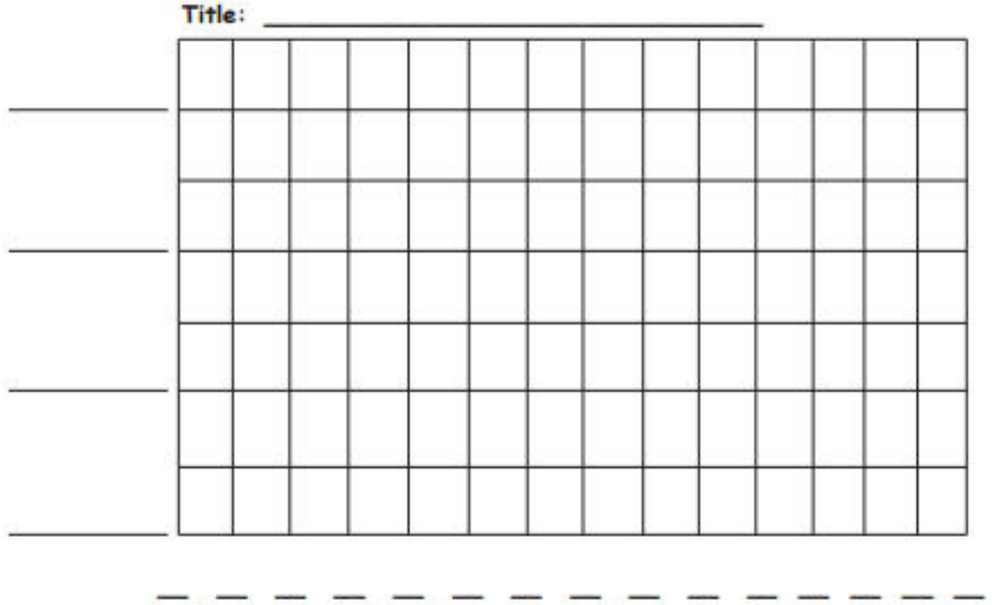
Name _____ Date _____

Use the table to complete the bar graph. Then, answer the following questions.

Number of Dimes

Lacy	Sam	Stefanie	Amber
6	11	9	14

Title: _____



a. How many more dimes does Amber have than Stefanie? _____

b. How many dimes will Sam and Lacy need to save to equal Stefanie and Amber?
_____