Eureka Math

2nd Grade
Module 7
Lesson 6

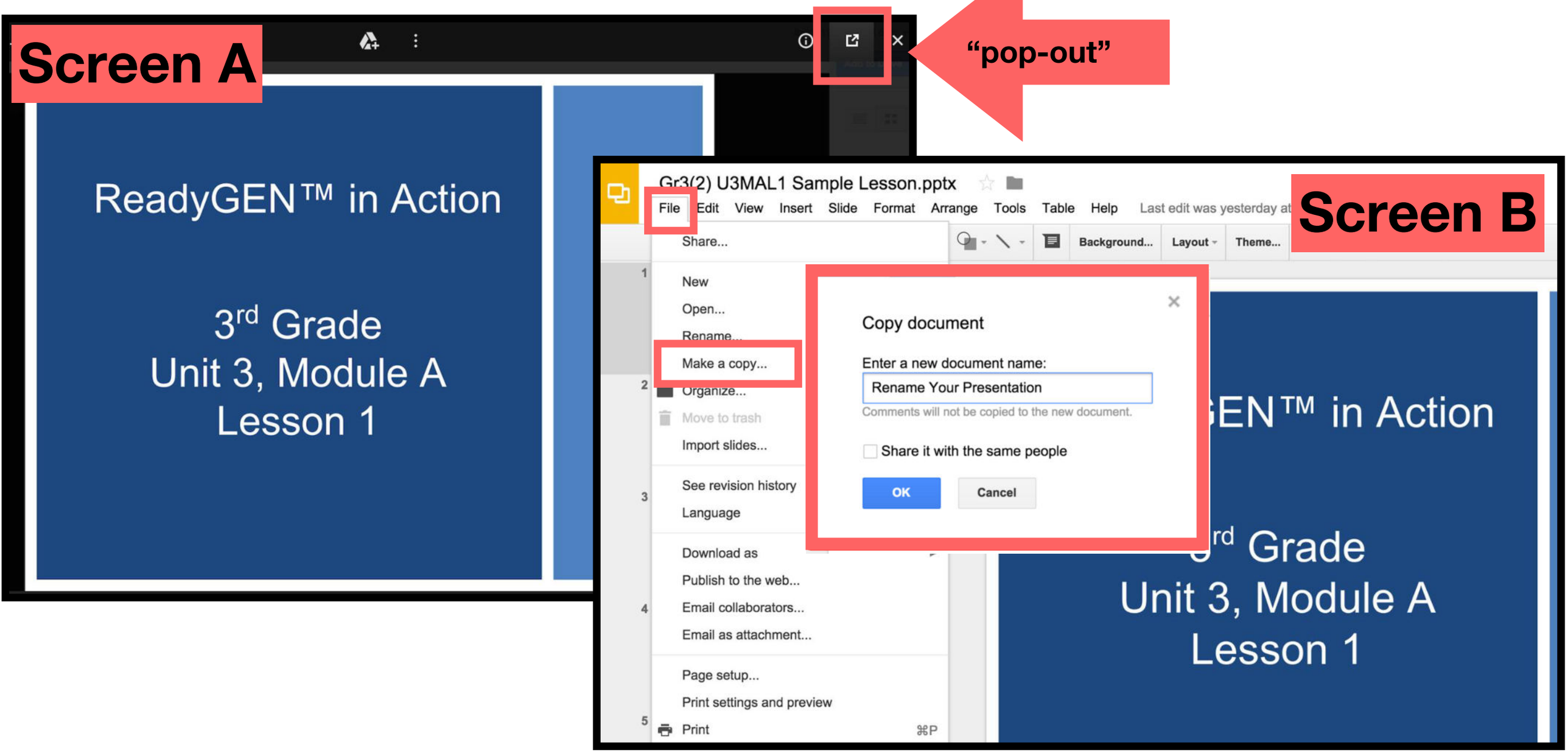
At the request of elementary teachers, a team of Bethel & Sumner educators met as a committee to create Eureka slideshow presentations. These presentations are not meant as a script, nor are they required to be used. Please customize as needed. Thank you to the many educators who contributed to this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

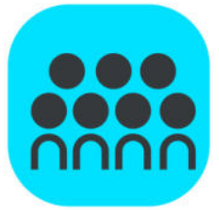
Personal White Board

Problem Set

Manipulatives Needed

Fluency

Think Pair Share



Whole Class

Individual

Partner

Small Group

Small Group Time

Materials Needed:

Grade 2 Core Fluency Differentiated Practice Sets 2.OA.2 (5 minutes)

Decomposition Tree 2.NBT.5

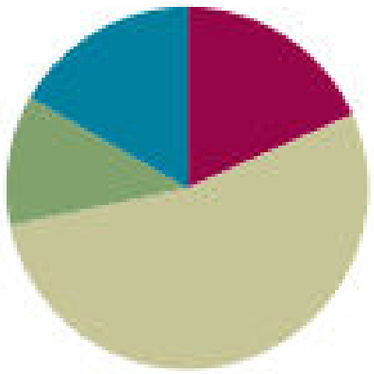
(T/S) Personal white board, bag with the following play money coins: 4 quarters, 20 nickels, 10 dimes, 10 pennies

Lesson 6

Objective: Recognize the value of coins and count up to find their total value.

Suggested Lesson Structure

Fluency Practice	(11 minutes)
Concept Development	(32 minutes)
Application Problem	(7 minutes)
Student Debrief	(10 minutes)
Total Time	**(60 minutes)**



- I can recognize the value of coins and count up to find their total value.

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 =

Decomposition Tree

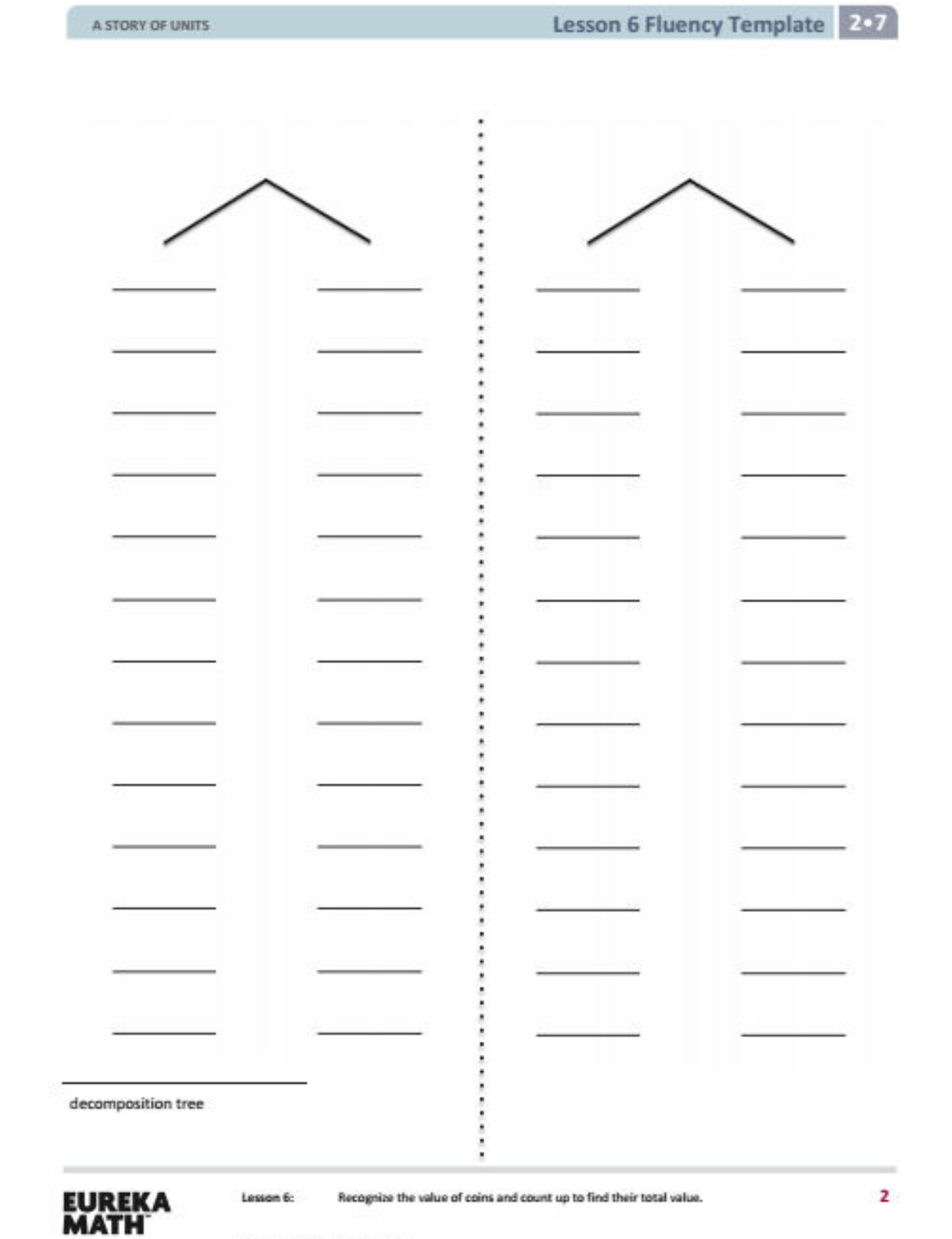
I'm going to think of a way to break 50 cents into two parts.

I know 2 quarters makes 50 cents, and each quarter is worth 25 cents.

Watch me as I track our thinking on this decomposition tree. It is called a decomposition tree because we are decomposing the number at the top.

The tree is like a number bond because the sum of the two parts is equal to the whole.

Raise your hand when you have another way to break 50 cents into two parts.



Concept Development

Note: Call students to sit in a circle in the communal area. This Concept Development assumes that students know the names of coins and their values based on lessons taught in Grade 1. If this is not the case, add time in the beginning of the lesson to review the names and values of the coins, and omit the Application Problem.

Let’s count some money!

This coin is called a …?

What is its value?

Concept Development

This coin is called a …

What is its value?

This coin is called a …

What is its value?

Concept Development

This coin is called a …?

What is its value?

Use your personal white board to write an addition sentence that shows the value of 3 nickels

Example on Click:

5 + 5 + 5 = 15

Concept Development

5 + 5 + 5 = 15

What coin do each of the fives represent in your number sentence?

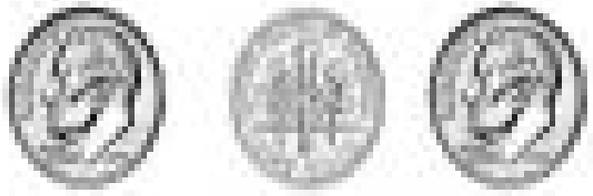
Nickels!

5 + 5 + 5 = 15

Concept Development

Let’s do the same with these 3 dimes.

Use your personal white board to write an addition sentence showing the value of 3 dimes.



10 + 10 + 10 = 30

Concept Development

Use your personal white board to write an addition sentence showing the value of 3 quarters.

25 + 25 + 25 = 75

Concept Development

Let’s look at our number sentences.

5 + 5 + 5 = 15,
10 + 10 + 10 = 30
25 + 25 + 25 = 75

Each shows the value of 3 coins.

Which coin is being counted for each number sentence? Review with your partner.

Concept Development

Let’s look at our number sentences.

5 + 5 + 5 = 15,
10 + 10 + 10 = 30
25 + 25 + 25 = 75

Each shows the value of 3 coins.

Which coin is being counted for each number sentence? Review with your partner.

Concept Development

Take out 10 nickels. Use skip-counting to find the value of the nickels.

Combine your nickels with your partner's. Together, skip-count to find the value of your nickels.

Take out 1 nickel and 5 dimes. Skip-count starting with the value of the nickel.

Exchange your nickel for a quarter. Skip-count starting with the value of the quarter.

Concept Development

Turn and talk: What is the total value of my coins?

When we write the total value of coins, we use this symbol (¢) which means cents.

Let’s count the money together. Start with the dimes.

Let’s count again. This time, start with the pennies.

Which was easier? Why?

Concept Development

So, it was easier to start with the largest coin value. Let's try that with the next problem.

Turn and talk: What is the total value of my coins, and how do you know?

Write a number sentence to show the value of 1 quarter, 1 nickel, and 1 penny.

It's so much easier to add 5 to 25 than to add 6 to 25. So when finding the total value of coins, I generally start counting with the coin that has the largest value.

Concept Development

Give students time to practice counting mixed groups with the following amounts:

- 1 quarter 1 dime 1 penny
- 1 quarter 2 nickels 1 dime
- 1 quarter 2 pennies 1 dime
- 1 quarter 2 dimes 1 nickel
- 2 quarters 2 dimes 1 nickel
- 2 quarters 3 dimes
- 2 quarters 5 dimes

Concept Development

Turn and talk: How much money do we have here, and how do you know?

Count the value of the coins for me, starting with the largest value coin to the smallest value coin.

Concept Development

Did anyone count a different way? Show me.

Concept Development

For me, it is easier to make ten first by adding the nickel to the quarter. See if you agree using the following sets of coins. Try finding the total value of the coins by making a ten first and then by not making a ten first.

1 quarter 2 pennies 1 nickel 2 dimes

1 quarter 1 penny 3 nickels 1 dime

Application Problem

Sarah is saving money in her piggy bank. So far, she has 3 dimes, 1 quarter, and 8 pennies.

a. How much money does Sarah have?

b. How much more does she need to have a dollar?

RDW

Sarah is saving money in her piggy bank. So far, she has 3 dimes, 1 quarter, and 8 pennies.

a. How much money does Sarah have?

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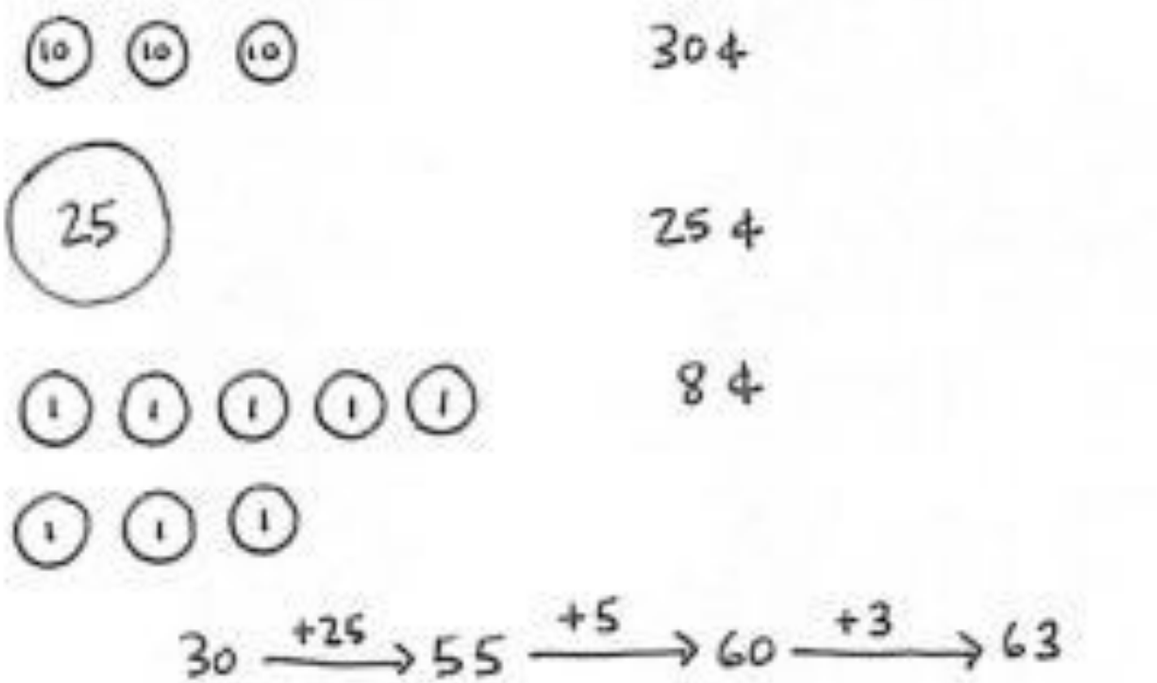
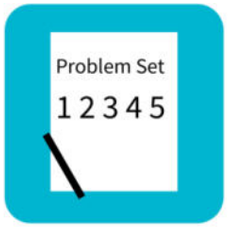
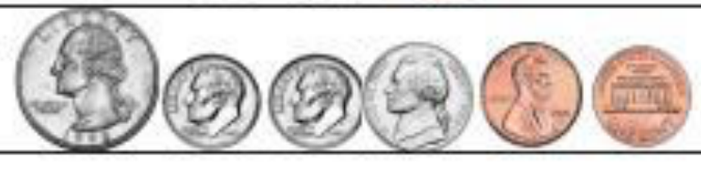




Problem Set

Name _____ Date _____

Count or add to find the total value of each group of coins.
Write the value using the ¢ or $ symbol.

1. 	_____
2. 	_____
3. 	_____
4. 	_____
5. 	_____
6. 	_____
7. 	_____

Problem Set
1 2 3 4 5

Problem Set

8.

9.

10.

11.

12.

13.

14.

15.

Debrief

Look at the first page of your Problem Set. Tell your partner about how the coins are laid out in each row. Where did you start counting? Why did you start there?

(Tell your partner your counting path and why it is a good way to find the total value of the coins

Debrief

How can we use what we know about sorting to help us find the value of coins? Could we use a table to help us find the value of a group of coins?

Debrief

Look at the second page. Tell your partner about how the coins are laid out in each box. How is it different from the first page? Which one was the easiest to find the value for? Why?

Did anyone use an addition equation to find the value of the coins? Did skip-counting help you to add faster?

Exit Ticket

Name _____ Date _____

Count or add to find the total value of each group of coins.

Write the value using the ¢ or $ symbol.

1.

_____

2.

_____

3.

_____

4.

_____