

Eureka Math

2nd Grade Module 7 Lesson 7

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.

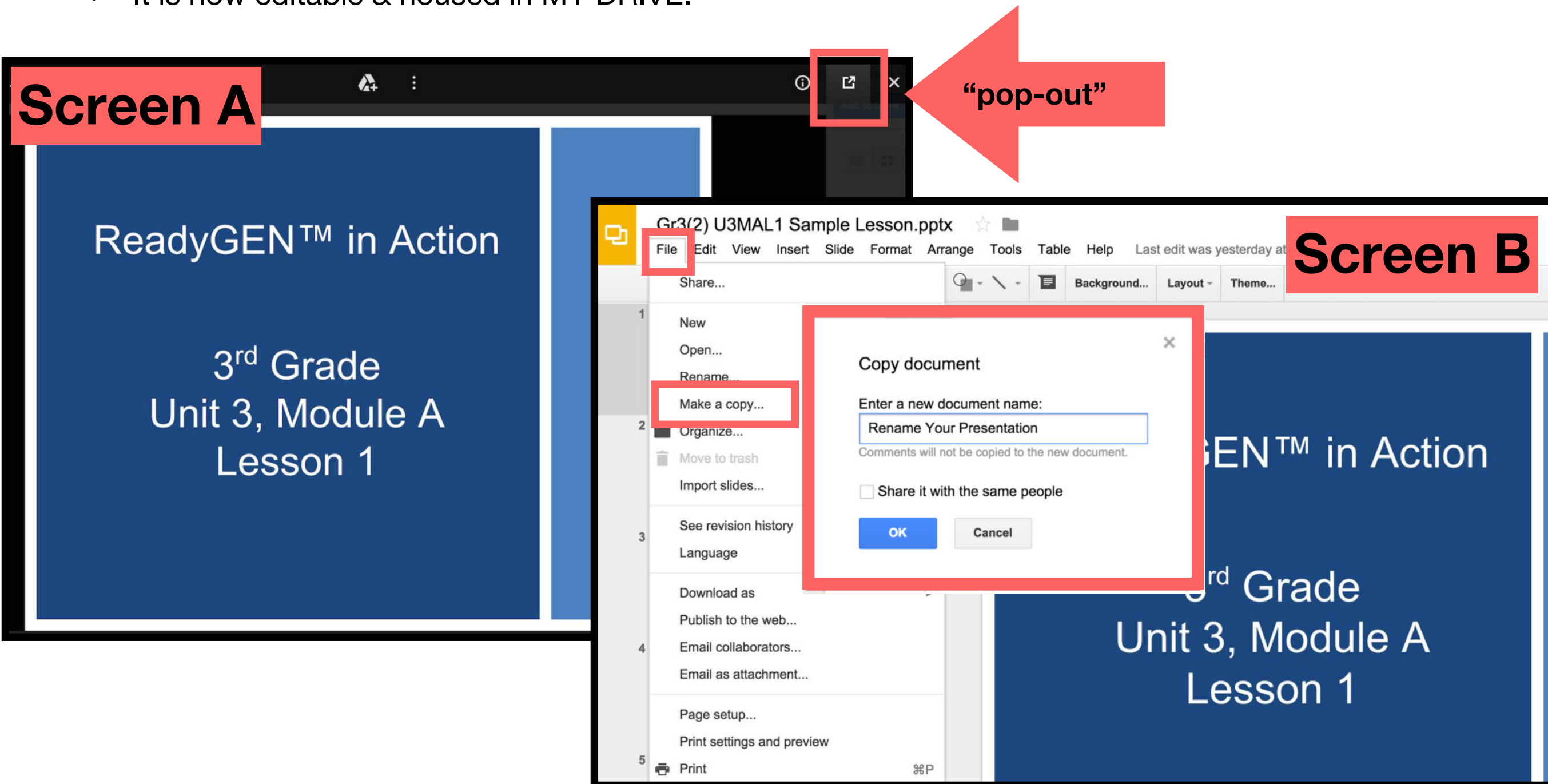


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Customize this Slideshow

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



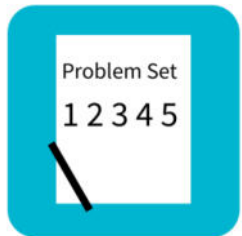
Read, Draw, Write



Learning Target



Personal White Board



Problem Set



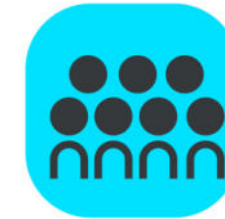
Manipulatives Needed



Fluency



Think Pair Share



Whole Class



Individual



Partner



Small Group



Small Group Time



Materials Needed:

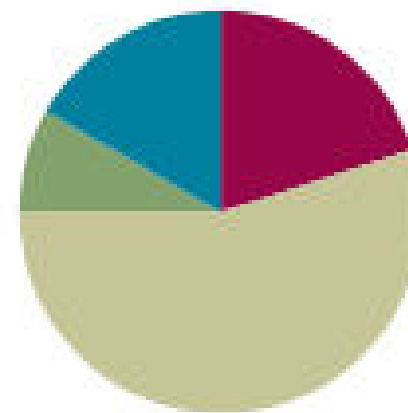
- 20 ten dollar bills
- 10 5 dollar bills
- Play money
- Personal white board

Lesson 7

Objective: Solve word problems involving the total value of a group of coins.

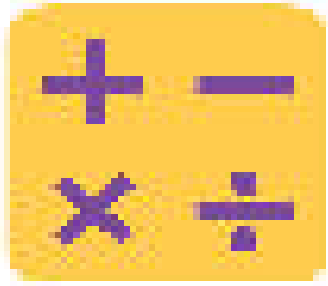
Suggested Lesson Structure

■ Fluency Practice	(12 minutes)
■ Application Problem	(5 minutes)
■ Concept Development	(33 minutes)
■ Student Debrief	(10 minutes)
Total Time	(60 minutes)





- I can solve word problems about money.



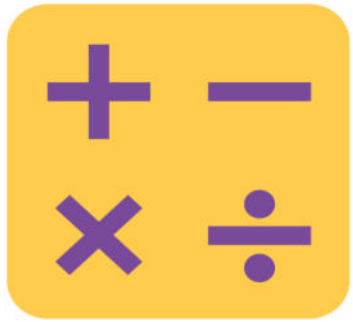
Skip-Count by \$5 and \$10 Between 85 and 205

How much is this?



Continue to count up and back by 5 and 10, crossing over the hundred and where students struggle

Sprint



Subtraction across a ten

A STORY OF UNITS

Lesson 7 Sprint

2•7

A

Number Correct: _____

Subtraction Across a Ten

1.	$10 - 3 =$	
2.	$11 - 3 =$	
3.	$12 - 3 =$	
4.	$10 - 2 =$	
5.	$11 - 2 =$	
6.	$10 - 5 =$	
7.	$11 - 5 =$	
8.	$12 - 5 =$	
9.	$14 - 5 =$	

23.	$11 - 9 =$	
24.	$12 - 9 =$	
25.	$17 - 9 =$	
26.	$10 - 8 =$	
27.	$11 - 8 =$	
28.	$12 - 8 =$	
29.	$16 - 8 =$	
30.	$10 - 6 =$	
31.	$13 - 6 =$	



Application Problem

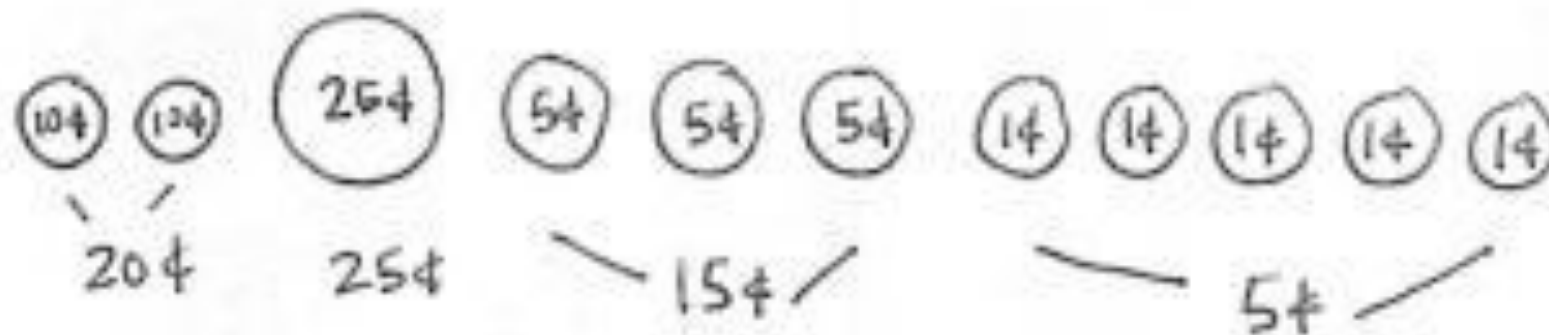
Danny has 2 dimes, 1 quarter, 3 nickels, and 5 pennies.

- a. What is the total value of Danny's coins?
- b. Show two different ways that Danny might add to find the total.



Application Problem

Danny has 2 dimes, 1 quarter, 3 nickels, and 5 pennies.



a) $20 + 25 + 15 + 5$

$\begin{array}{r} 20 \\ + 25 \\ \hline 45 \end{array}$

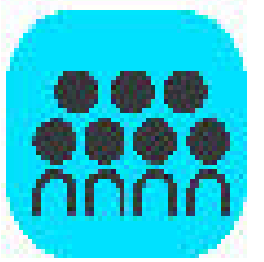
$\begin{array}{r} 15 \\ + 5 \\ \hline 20 \end{array}$

The total value of
 $45 + 20 = 65$ Danny's coins is 65¢.

b) $20 + 25 + 15 + 5$

$25 \xrightarrow{+20} 45 \xrightarrow{+10} 55 \xrightarrow{+5} 60 \xrightarrow{+5} 65$

Concept Development



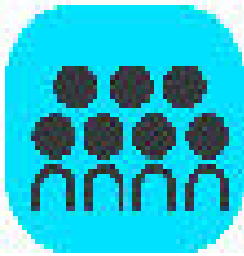
For Word Problems...Use **R****D****W**:

Read the problem.

Draw and label.

Write number sentences. Write a statement.

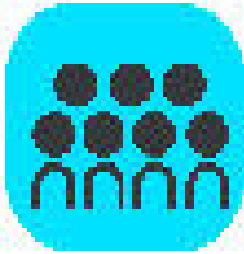
Concept Development



Part 1: Solve a put together with total unknown problem.

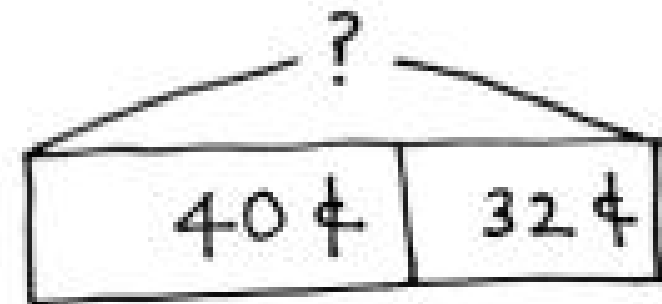
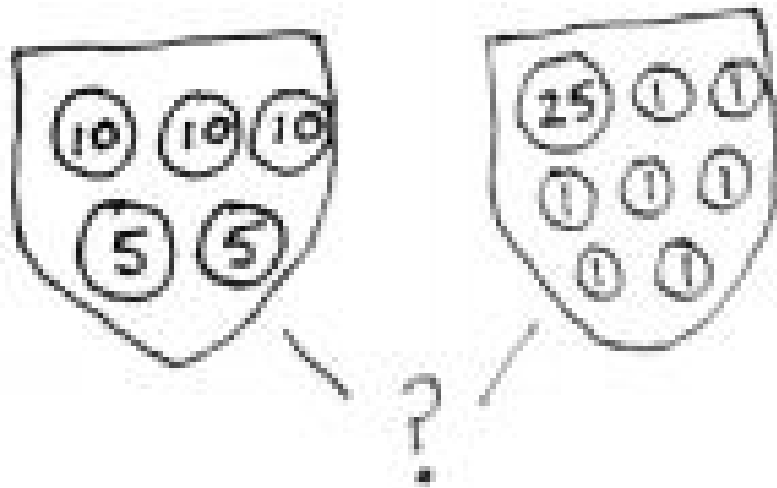
Ignacio has 3 dimes and 2 nickels in one pocket and 1 quarter and 7 pennies in another pocket. How much money is in Ignacio's pockets?

Concept Development



Part 1: Solve a put together with total unknown problem.

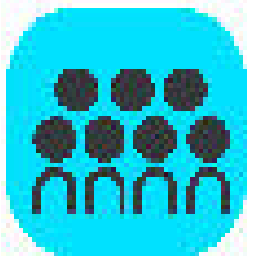
Ignacio has 3 dimes and 2 nickels in one pocket and 1 quarter and 7 pennies in another pocket. How much money is in Ignacio's pockets?



$$40 + 32 = 72$$

Ignacio has 72¢ in his pockets.

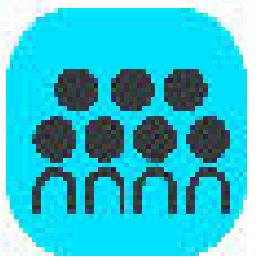
Concept Development



Part 2: Solve a two-step put together with total unknown and take from with result unknown word problem.

On Monday, Reese gives 2 dimes and 3 nickels to her sister. On Tuesday, she gives her sister 1 quarter, 1 dime, and 4 pennies. If Reese started with 94 cents, how much money does she have now?

Concept Development



Part 2: Solve a two-step put together with total unknown and take from with result unknown word problem.

On Monday, Reese gives 2 dimes and 3 nickels to her sister. On Tuesday, she gives her sister 1 quarter, 1 dime, and 4 pennies. If Reese started with 94 cents, how much money does she have now?

Monday + Tuesday

$\begin{array}{c} (10) \quad (10) \\ (5) \quad (5) \quad (5) \end{array}$

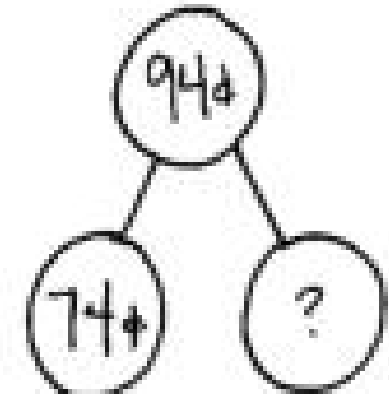
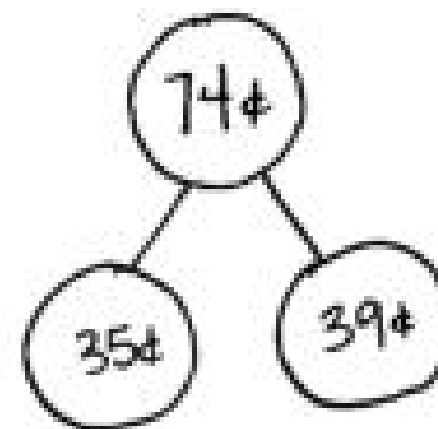
35

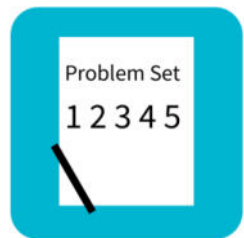
$\begin{array}{c} (25) \quad (10) \\ (1) \quad (1) \quad (1) \quad (1) \end{array}$

39

$35 + 39 = 74$

$94 - 74 = 20$





Problem Set

A STORY OF UNITS

Lesson 7 Problem Set

2•7

Name _____ Date _____

Solve.

1. Grace has 3 dimes, 2 nickels, and 12 pennies. How much money does she have?
2. Lisa has 2 dimes and 4 pennies in one pocket and 4 nickels and 1 quarter in the other pocket. How much money does she have in all?



Debrief

- Look at the first problem in the Problem Set. Talk with your partner about how you thought about and counted the pennies. How could you think about the nickels to make it easier to find their value?
- How does understanding place value help you to find the value of coins?
- Turn and talk. What tool did you use to solve Problem 4: addition, subtraction, or something else?
- Explain to your partner using part-whole language how you figured out how much money Ricardo had left in Problem 6. If you used a model or an equation, show it to your partner.



Exit Ticket

A STORY OF UNITS

Lesson 7 Exit Ticket

2•7

Name _____

Date _____

Solve.

1. Greg had 1 quarter, 1 dime, and 3 nickels in his pocket. He found 3 nickels on the sidewalk. How much money does Greg have?
2. Robert gave Sandra 1 quarter, 5 nickels, and 2 pennies. Sandra already had 3 pennies and 2 dimes. How much money does Sandra have now?