

Eureka Math

2nd Grade Module 7 Lesson 8

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.



This work by Bethel School District (www.bethelsd.org) is licensed under the Creative Commons Attribution Non-Commercial Share-Alike 4.0 International License. To view a copy of this license, visit <http://creativecommons.org/licenses/by/4.0/>. Bethel School District Based this work on Eureka Math by Common Core (<http://greatminds.net/maps/math/copyright>) Eureka Math is licensed under a Creative Commons Attribution Non-Commercial-ShareAlike 4.0 License.

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



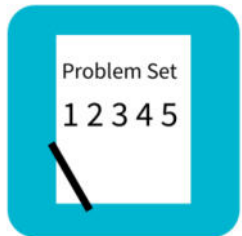
Read, Draw, Write



Learning Target



Personal White Board



Problem Set



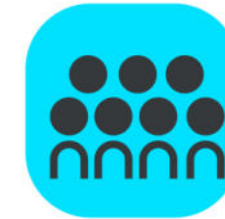
Manipulatives Needed



Fluency



Think Pair Share



Whole Class



Individual



Partner



Small Group



Small Group Time



Materials Needed:

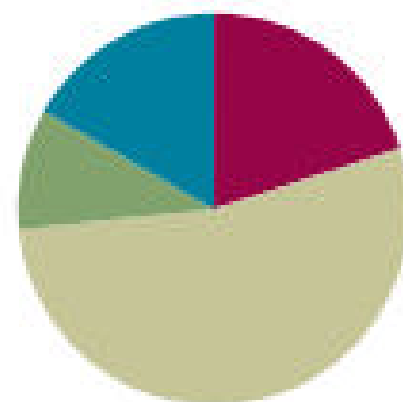
- Lesson 8 Sprint

Lesson 8

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

Suggested Lesson Structure

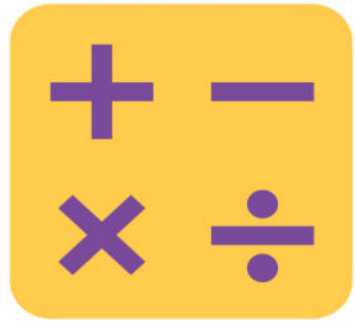
■ Fluency Practice	(12 minutes)
■ Application Problem	(6 minutes)
■ Concept Development	(32 minutes)
■ Student Debrief	(10 minutes)
Total Time	(60 minutes)





- I can solve word problems about money.

Sprint



Adding across a ten

A STORY OF UNITS

Lesson 8 Sprint

2•7

A

Number Correct: _____

Adding Across a Ten

1.	$9 + 2 =$	
2.	$9 + 3 =$	
3.	$9 + 4 =$	
4.	$9 + 7 =$	
5.	$7 + 9 =$	
6.	$10 + 1 =$	
7.	$10 + 2 =$	

23.	$4 + 7 =$	
24.	$4 + 8 =$	
25.	$5 + 6 =$	
26.	$5 + 7 =$	
27.	$3 + 8 =$	
28.	$3 + 9 =$	
29.	$2 + 9 =$	



More and Less

How much is this?



A



er?

What if I add

(Continue to repeat this line of questioning as time permits, restarting at zero after reaching 100 cents.)



Application Problem

Kiko's brother says that he will trade her 2 quarters, 4 dimes, and 2 nickels for a one-dollar bill.

Is this a fair trade?

How do you know?

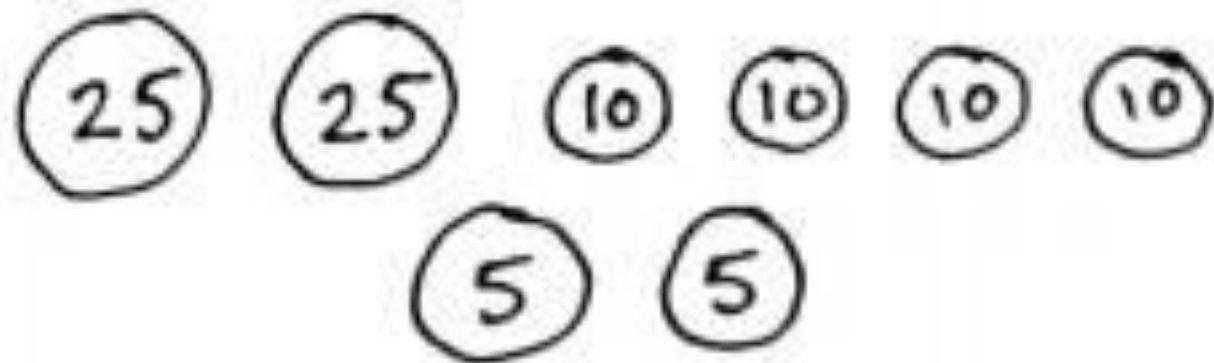


Application Problem

Kiko's brother says that he will trade her 2 quarters, 4 dimes, and 2 nickels for a one-dollar bill.

Is this a fair trade?

How do you know?

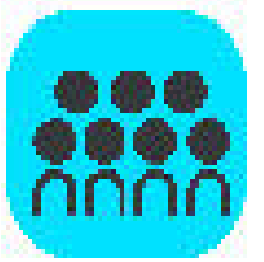


$$25 + 25 + 40 + 10$$

$$\begin{array}{r} 25 \\ 25 \\ \hline 50 \end{array} + 40 + 10 = 100$$

Yes, it is fair. $100¢ = \$1$.

Concept Development



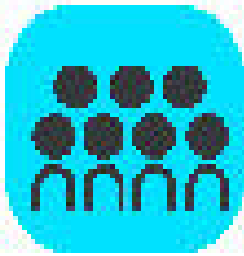
For Word Problems...Use **R****D****W**:

Read the problem.

Draw and label.

Write number sentences. Write a statement.

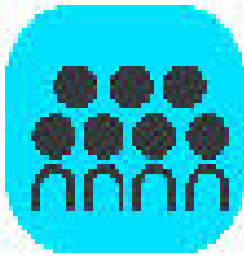
Concept Development



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

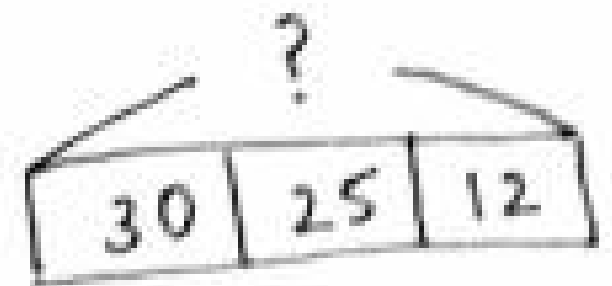
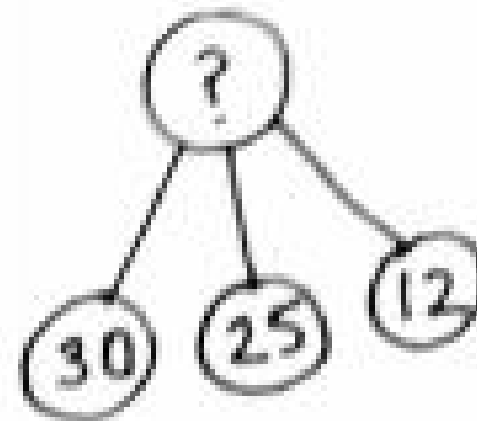
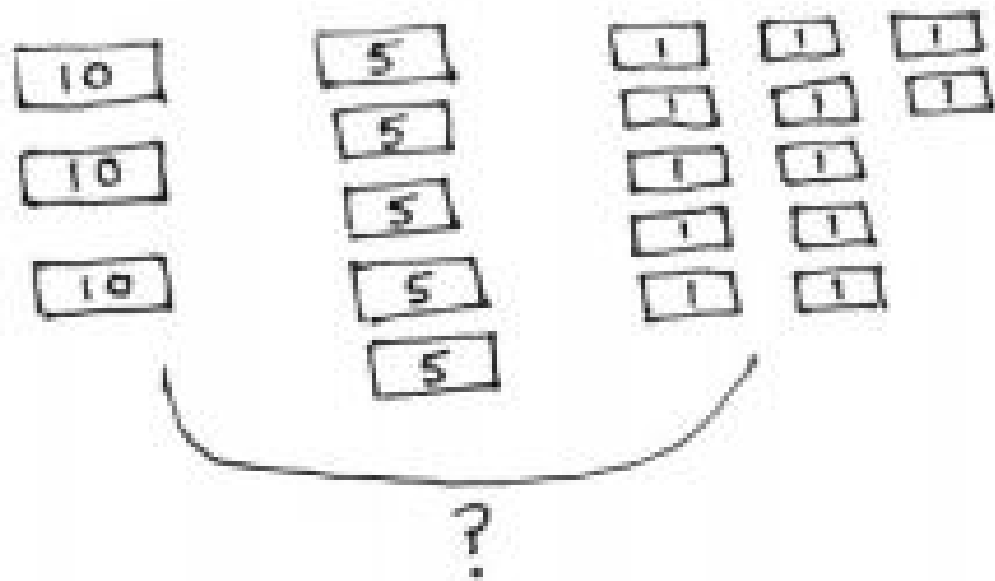
Alyssa has 5 five-dollar bills, 12 one-dollar bills, and 3 ten-dollar bills in her wallet. How much money is in her wallet?

Concept Development

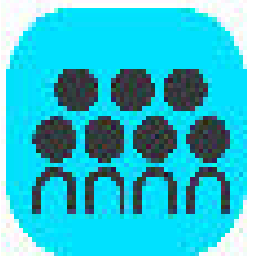


Part 1: Solve a put together with total unknown type problem.

Alyssa has 5 five-dollar bills, 12 one-dollar bills, and 3 ten-dollar bills in her wallet. How much money is in her wallet?



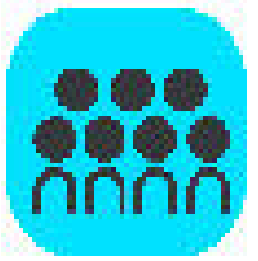
Concept Development



Part 2: Solve a take from with result unknown type problem.

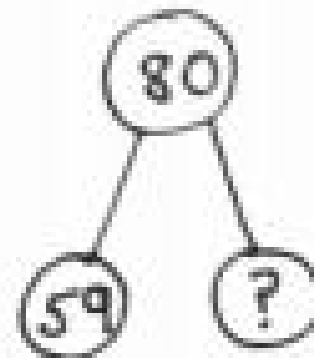
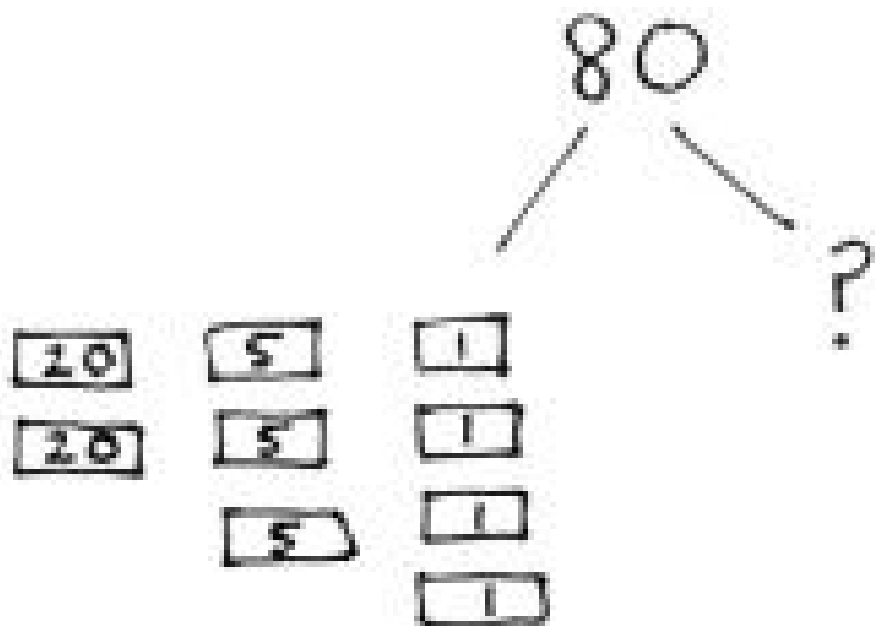
Silas uses 2 twenty-dollar bills, 3 five-dollar bills, and 4 one-dollar bills on a gift for his aunt. He is going to save the rest. If Silas started with \$80, how much will he save?

Concept Development



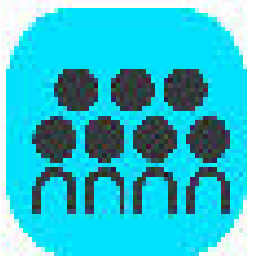
Part 2: Solve a take from with result unknown type problem.

Silas uses 2 twenty-dollar bills, 3 five-dollar bills, and 4 one-dollar bills on a gift for his aunt. He is going to save the rest. If Silas started with \$80, how much will he save?



A triangle diagram with 80 at the top vertex. The base is divided into two sections: 59 and ?. Below the triangle, the equation $59 + \underline{\quad} = 80$ is written. Below the equation, the sequence $59 \xrightarrow{+1} 60 \xrightarrow{+20} 80$ is shown.

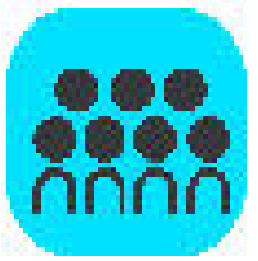
Concept Development



Part 3: Solve a compare with smaller unknown type problem.

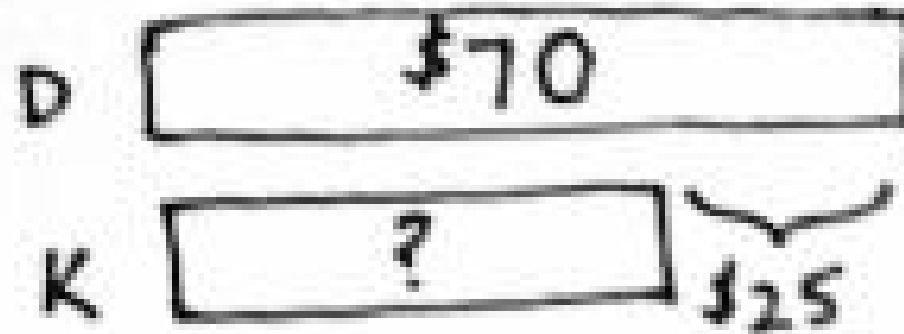
Deste has 4 ten-dollar bills and 6 five-dollar bills. She has \$25 more than Kirsten. How much money does Kirsten have?

Concept Development



Part 3: Solve a compare with smaller unknown type problem.

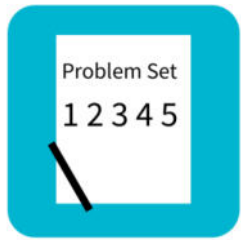
Deste has 4 ten-dollar bills and 6 five-dollar bills. She has \$25 more than Kirsten. How much money does Kirsten have?



$$70 - 25 = ?$$

$$75 - 30 = 45$$

Kirsten has 45 dollars.



Problem Set

A STORY OF UNITS

Lesson 8 Problem Set

2•7

Name _____

Date _____

Solve.

1. Patrick has 1 ten-dollar bill, 2 five-dollar bills, and 4 one-dollar bills. How much money does he have?
2. Susan has 2 five-dollar bills and 3 ten-dollar bills in her purse and 11 one-dollar bills in her pocket. How much money does she have in all?



Debrief

- Look at Problem 2 on your Problem Set. Talk to your partner about how you thought about the one-dollar bills when figuring out how much money Susan had. Did you use what you know about place value to help you?
- What strategy did you use in Problem 4 to compare Michael's and Tamara's money? (Number bond, tape diagram, pictures, or equations.)
- Let's read Problem 6 together. When it asked how much more money is in her wallet than in her purse, did you think add or subtract? Talk to your partner. (Discuss comparison problems and how not to be tricked by the word *more*.)



Debrief

- Let's read Problem 5 together. Talk to your partner. How did your drawing help you know what you were trying to find? (Without a drawing labeled with a question mark for the unknown, students might miss that they are finding what Antonio did *not* put in his bank account.)
- Explain to your partner a good way to think about dollars when the problem asks you to count many different bills. How do you organize them so they are easier to count?



Exit Ticket

Name _____

Date _____

Solve.

1. Josh had 3 five-dollar bills, 2 ten-dollar bills, and 7 one-dollar bills. He gave Suzy 1 five-dollar bill and 2 one-dollar bills. How much money does Josh have left?
2. Jeremy has 3 one-dollar bills and 1 five-dollar bill. Jessica has 2 ten-dollar bills and 2 five-dollar bills. Sam has 2 ten-dollar bills and 4 five-dollar bills. How much money do they have together?