

Eureka Math

2nd Grade Module 7 Lesson 11

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!

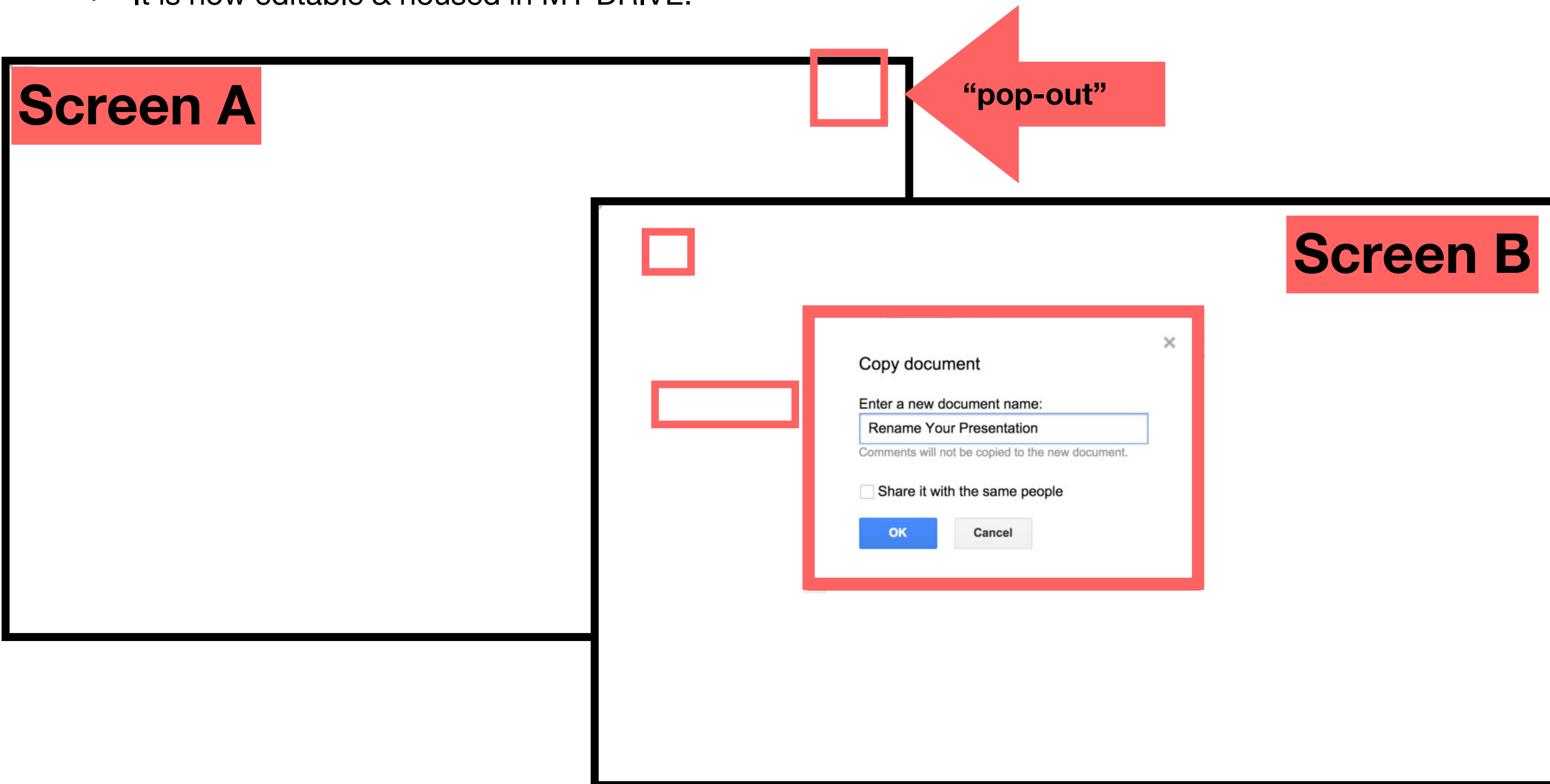
Directions for customizing presentations are available on the next slide.



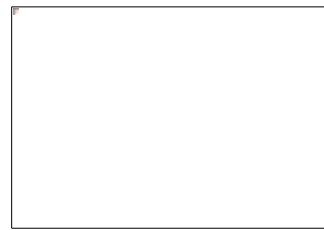
Customize this Slideshow

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.



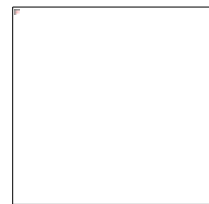
Icons



Read, Draw, Write



Learning Target



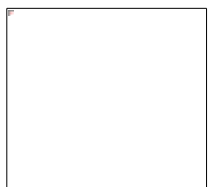
Personal White Board



Problem Set



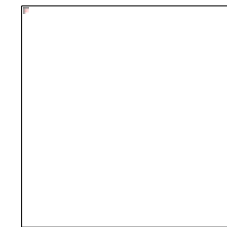
Manipulatives Needed



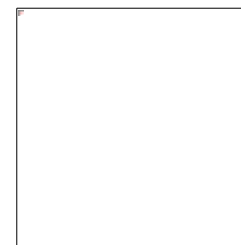
Fluency



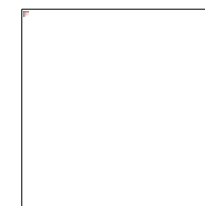
Think Pair Share



Whole Class



Individual



Partner



Small Group



Small Group Time



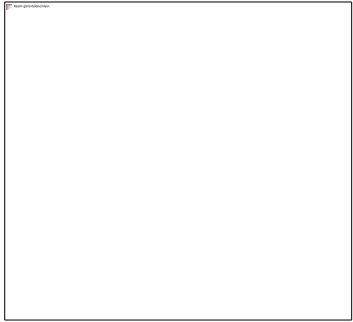
Materials Needed:

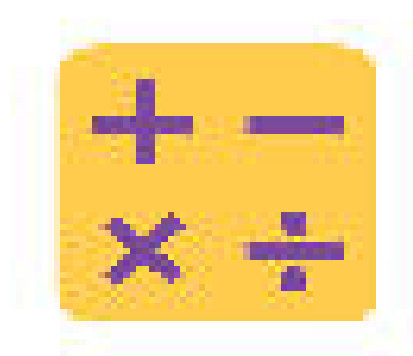
- Subtraction from teens sprint
- Personal white board
- Various coins, dollar bill



- I can use different strategies to make \$1 or make change from \$1.

Sprint





Coin Exchange

I have 2 dimes and a nickel. How much do I have?

On your white boards, show me at least one more way to make the same amount.

Which way uses the fewest coins?

I have 4 dimes and 2 nickels. How much do I have?

Show me at least one way to make the same amount.

Which way uses the fewest coins?

Continue with: 7 nickels, 6 dimes, and 2 dimes



Application Problem

Tracy has 85 cents in her change purse. She has 4 coins.

a. Which coins are they?

b. How much more money will Tracy need if she wants to buy a bouncy ball for \$1?

(25) (25) (25) (10)

$$25 + 25 + 25 + 10 = 85$$

✓✓

$$50 + 25 + 10$$

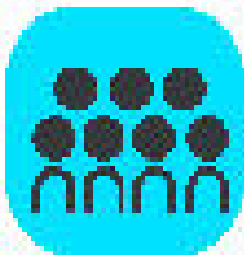
Tracy has 3 quarters
and 1 dime.

$$85 + \underline{\quad} = 100$$

$$85 \xrightarrow{+5} 90 \xrightarrow{+10} 100$$

Tracy needs 15¢.

Concept Development



I have 35 cents in my hand.

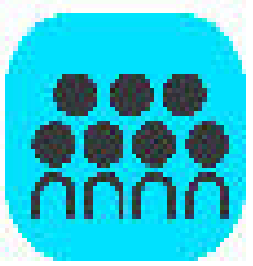
How much more do I need to have 100 cents or a dollar?

35 cents plus what equals 100 cents?

35cents + ____ = 100cents

Can I also write $35 + \underline{\hspace{1cm}} = 100$?

Concept Development



I have a dollar in my hand in change.

What do you know about change?

Let's solve a problem where we can make change from a dollar.

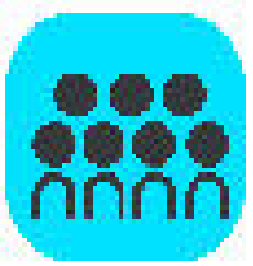
I'll give student A 28 cents.

How much do I now have left?

100cents - 28cents = _____

Can you solve using the arrow way?

Concept Development



I'm holding some coins in my hand.

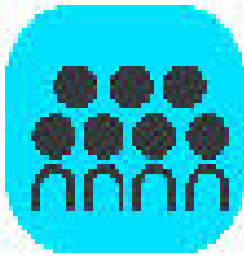
Student B has 1 dime, 1 nickel, and 2 pennies in her hand.
What is the value of her coins?

Together we have \$1.00. How much money is hiding in my hand?

Draw a number bond to show what you know?

A large, empty rectangular box with a thin black border, intended for drawing a number bond.

Concept Development



Now write an equation. $17+83=100$

Let's see if you were right!

I'm holding 3 dimes, 2 quarters, 3 pennies. Draw it on your white boards, find the total, and circle your answer.

If I had a dollar and I wanted to buy something that costs 83 cents, how much change should I receive?

What coins would I probably get?

Concept Development

Yesterday, I had \$1.00 in coins. I gave my sister all of the coins to buy some candy. When she returned, she gave me 66 cents in change. How much did she spend on candy?

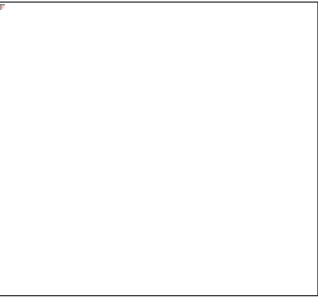
Let's solve this on our white boards.

So the answer is?

These are the coins the cashier kept. (quarter, nickel, and 4 pennies)

Count up from 66 to see if they make a dollar.

Concept Development



Now try some on your own!

$$100 - 45 = \underline{\hspace{2cm}}$$

$$100 \text{ cents} - 29 \text{ cents} = \underline{\hspace{2cm}}$$

$$\underline{\hspace{2cm}} + 72 \text{ cents} = 100 \text{ cents}$$

Problem Set

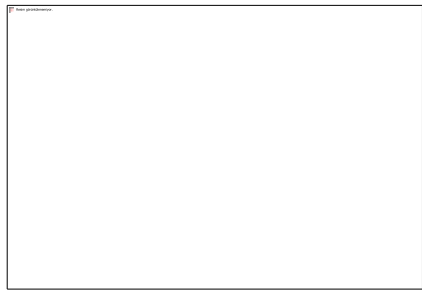


Debrief

Look at your Problem Set, and compare your coin choices with your partner's when you solved each problem the arrow way. Did you make the same coin choices as your partner? Is one of your ways easier to get to \$1?

When we are using the arrow way, are friendly numbers important? Show your partner one problem on your Problem Set where you used a friendly number.

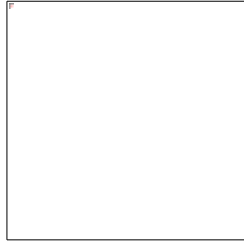
Look at the second page of the Problem Set. Explain to your partner the strategy you used to figure out the two parts that made \$1.



Debrief

Look at the second page of the Problem Set. Point to where you see the \$1 in each money equation. Use part–whole language to tell your partner about each part of the money equation.

Explain to your partner how you would think about the two parts that make a dollar as an addition problem. How would you think about it as a subtraction problem?



Exit Ticket

A large, empty rectangular box with a thin black border, occupying the lower half of the slide. It is intended for students to write their exit ticket response.