

Eureka Math

2nd Grade Module 7 Lesson 12

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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Reflecting your Teaching Style and Learning Needs of Your Students

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- The view now looks like Screen B.
- Within Google Slides (not Chrome), choose FILE.
- Choose MAKE A COPY and rename your presentation.
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- It is now editable & housed in MY DRIVE.



Icons



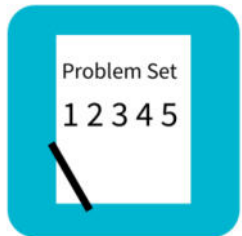
Read, Draw, Write



Learning Target



Personal White Board



Problem Set



Manipulatives Needed



Fluency



Think Pair Share



Whole Class



Individual



Partner



Small Group



Small Group Time



Materials Needed:

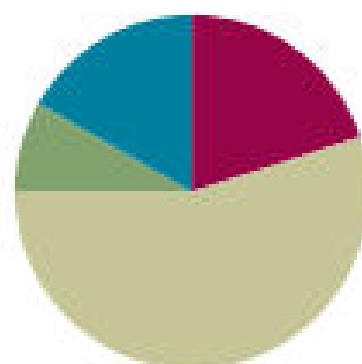
- Adding across a ten sprint
- Chart with RDW steps
- Personal white board

Lesson 12

Objective: Solve word problems involving different ways to make change from \$1.

Suggested Lesson Structure

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



Fluency Practice (12 minutes)

- Sprint: Adding Across a Ten **2.OA.2** (9 minutes)
- Making \$1 **2.NBT.5** (3 minutes)

Sprint: Adding Across a Ten (9 minutes)

Materials: (S) Adding Across a Ten Sprint



- I can solve word problems involving different ways to make change from \$1.



Sprint

A STORY OF UNITS

Lesson 12 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.	$10 + 2 =$	
8.	$10 + 3 =$	
9.	$10 + 8 =$	
10.	$8 + 10 =$	
11.	$8 + 3 =$	
12.	$8 + 4 =$	

23.	$4 + 7 =$	
24.	$4 + 8 =$	
25.	$5 + 6 =$	
26.	$5 + 7 =$	
27.	$3 + 8 =$	
28.	$3 + 9 =$	
29.	$2 + 9 =$	
30.	$5 + 10 =$	
31.	$5 + 8 =$	
32.	$9 + 6 =$	
33.	$6 + 9 =$	
34.	$7 + 6 =$	



Making \$1

45 cents + _____ = 100 cents

How many cents are in \$1?

I have 45 cents. What is the next ten cents I can make?

45 needs how much more to make 50 cents?

50 cents needs how much more to make 100 cents?

45 cents and what makes 1 dollar?

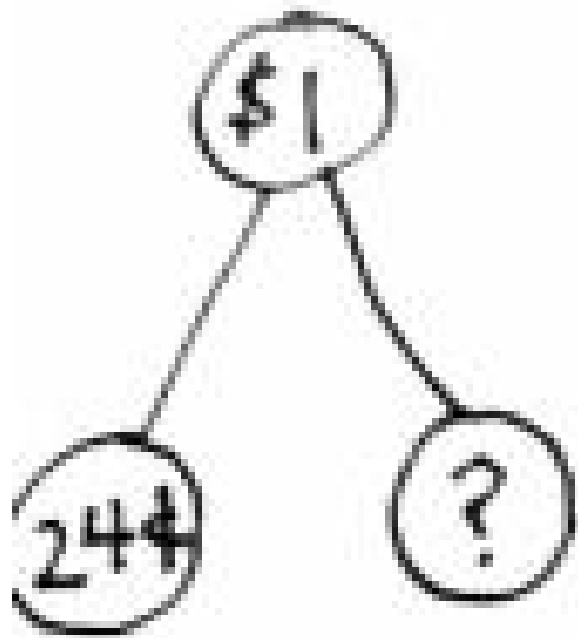
Continue with... 28 cents, 73 cents, and 14 cents



Application Problem

We can write 100 cents as \$1 in our number sentence.

Richie has 24 cents. How much more money does he need to make \$1?

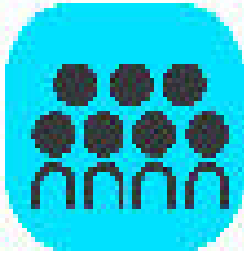


$$24¢ + \underline{\hspace{2cm}} = \$1$$

$$24 \xrightarrow{+6} 30 \xrightarrow{+70} 100$$

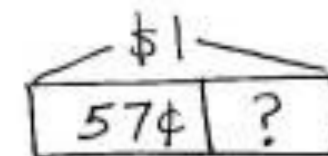
Richie needs 76¢.

Concept Development



Shay buys a balloon for 57 cents. She hands the cashier 1 dollar. How much change will she receive?

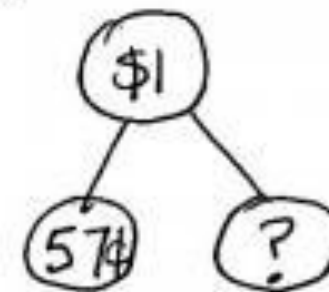
Remember to use the RDW process!



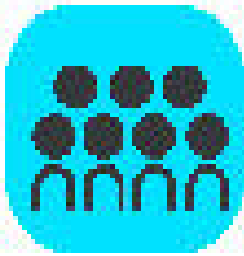
$$\$1 - 57¢ = ?$$

$$57 \xrightarrow{+3} 60 \xrightarrow{+40} 100$$

Shay receives 43¢ in change.



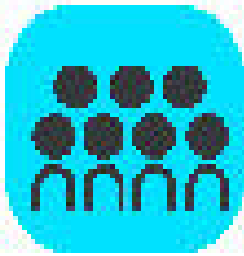
Concept Development



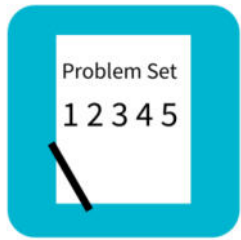
Jamie buys a baseball card. He gives the cashier 1 dollar.
Jamie gets 2 dimes, 1 quarter, and 1 penny in change. How
much did Jamie's baseball card cost?

Remember to use the RDW process!

Concept Development



Extension: If Penelope's brother gives her the rest of the money to buy the whistle, what different combinations of coins might he give her?



Problem Set

A STORY OF UNITS

Lesson 12 Problem Set

2•7

Name _____

Date _____

Solve using the arrow way, a number bond, or a tape diagram.

1. Jeremy had 80 cents. How much more money does he need to have \$1?
2. Abby bought a banana for 35 cents. She gave the cashier \$1. How much change did she receive?



Debrief

What is another way we can think about \$1? (As 100¢.)

Look at your Problem Set. In each problem, there are cents and 1 dollar. Talk to your partner about how these units are the same. How are these units different?

Look at Problem 2, where Abby is buying a banana. (Write $\$1 - 35¢ = \underline{\hspace{1cm}}$ on the board.) Did anyone use a subtraction sentence like this one with their model? Talk to your partner about why we can take 35 cents away from 1 dollar.



Debrief

When you think about trading \$1 for 100¢, does it remind you about what you know about place value and changing units in a place value chart?

Look at Problem 5 on the Problem Set. Describe the steps you took to solve.



Exit Ticket

A STORY OF UNITS

Lesson 12 Exit Ticket

2•7

Name _____

Date _____

Solve using the arrow way, a number bond, or a tape diagram.

Jacob bought a piece of gum for 26 cents and a newspaper for 61 cents. He gave the cashier \$1. How much money did he get back?