Eureka Math

2nd Grade Module 7 Lesson 13

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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.
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- \succ The view now looks like Screen B.
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- ➤ Choose MAKE A COPY and rename your presentation.
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Icons





Read, Draw, Write











Manipulatives Needed









- Core fluency practice sets (lesson 1)
- Decomposition tree (lesson 6 fluency template)
- Personal white board

Lesson 13

Objective: Solve two-step word problems involving dollars or cents with totals within \$100 or \$1.

Suggested Lesson Structure

Total Time	(60 minutes)
Student Debrief	(10 minutes)
Concept Development	(35 minutes)
Application Problem	(5 minutes)
Fluency Practice	(10 minutes)



Fluency Practice (10 minutes)

5 min
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Decomposition Tree 2.NBT.5

(5 minutes) (5 minutes)

Grade 2 Core Fluency Differentiated Practice Sets (5 minutes)

Materials: (S) Core Fluency Practice Sets (Lesson 1 Core Fluency Practice Sets)



 I can solve two-step word problems involving dollars or cents with totals within \$100 or \$1.

Core Fluency Differentiated Practice Sets



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
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Decomposition Tree

You are going to break apart \$1 on your decomposition tree for 90 seconds. Make as many pairs as you can. Go!

Now, exchange your tree with your partner, and check each other's work.

Return each other's papers. Did you see anothe way to make \$1 on your partner's paper?

Turn your paper over. Let's break apart \$1 for another minute.



Application Problem

Dante had some money in a jar. He puts 8 nickels into the jar. Now he has 100 cents. How much money was in the jar at first?



Concept Development



Gary has 2 dimes, 5 nickels, and 13 pennies. His brother gives him one more coin. Now he has 68 cents. What coin did his brother give him?



Remember to use the RDW process!

Concept Development



Hailey bought a pretzel stick for a dime and a nickel. She also bought a juice box for 18 cents more than the pretzel stick. How much did she spend on the pretzel and juice box?



Remember to use the RDW process!

Concept Development



Wendell bought a game at the store for \$16. He had 2 fivedollar bills and 4 one-dollar bills left over. How much money did he have before buying the game?



Remember to use the RDW process!

Problem Set

A STORY OF UNITS	Lesson 13 Problem Set	2•7

Name

Problem Set 12345

Date	

Solve with a tape diagram and number sentence.

 Josephine has 3 nickels, 4 dimes, and 12 pennies. Her mother gives her 1 coin. Now Josephine has 92 cents. What coin did her mother give her?

 Christopher has 3 ten-dollar bills, 3 five-dollar bills, and 12 one-dollar bills. Jenny has \$19 more than Christopher. How much money does Jenny have?



Debrief

Before you begin solving a word problem, what are some things you should think about? (I should think about what type of models to use, whether there is more than one part to the problem, what operations to use, and what strategies I can use to help me.)

Look at Problem 1 of your Problem Set. Could skip-counting help you solve one part of the problem quickly?



Debrief

Look at Problem 2. Tell your partner what you did first. Take your partner through your entire solution path.

Talk to your partner about the models you used to solve word problems today. Share with your partner how you used a model on your Problem Set.

Share your strategy for figuring out the coins Akio found in his pocket.

Exit Ticket

A STORY OF UNITS



Exit Ticket (3 minutes)

After the Student Debrief, instruct students to complete the Exit Ticket. A review of their work will help with assessing students' understanding of the concepts that were presented in today's lesson and planning more effectively for future lessons. The questions may be read aloud to the students.