

Eureka Math

2nd Grade Module 7 Lesson 14

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.

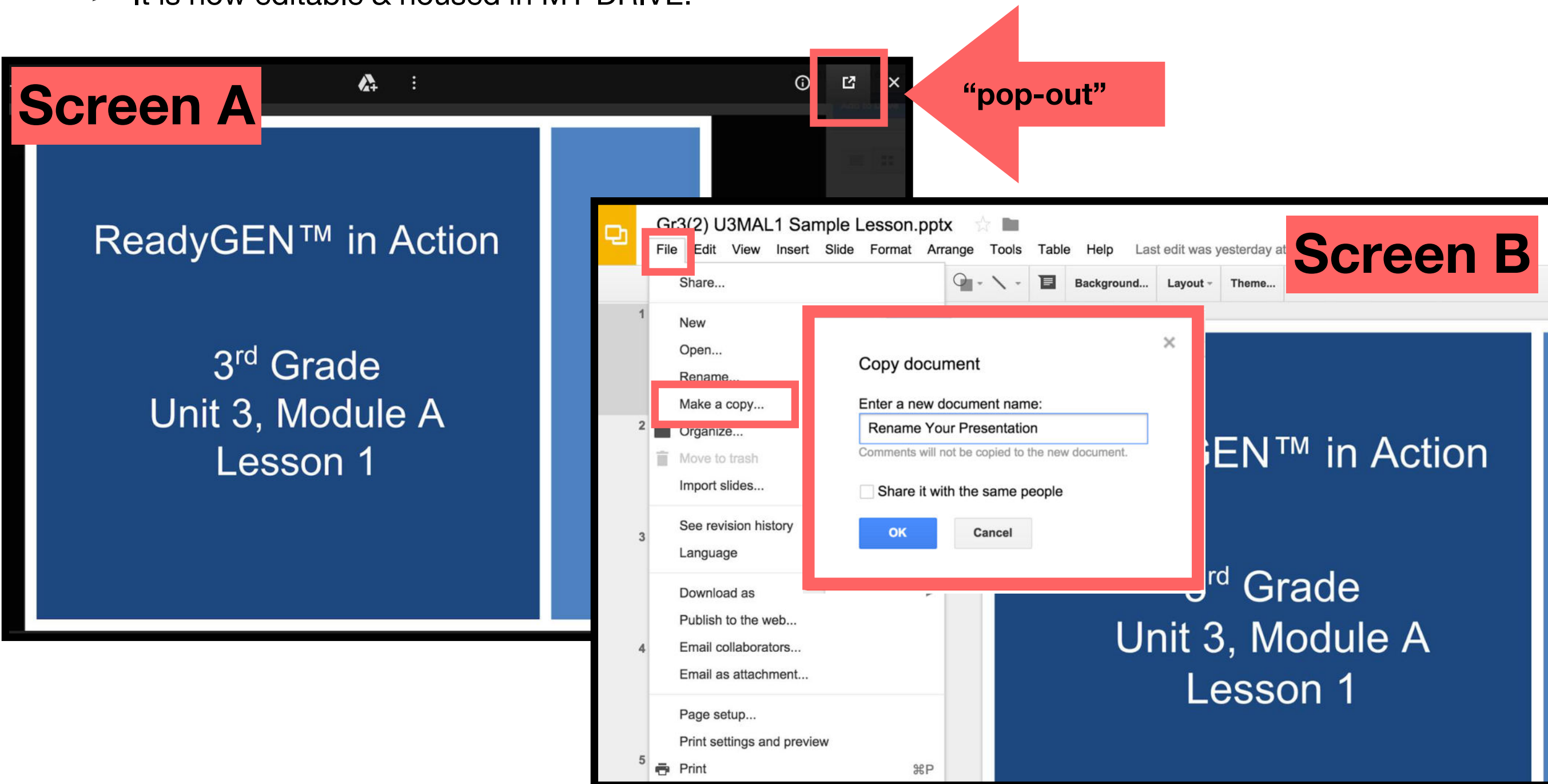


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Customize this Slideshow

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



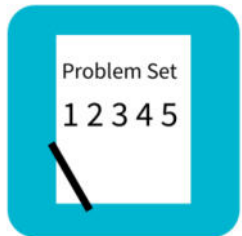
Read, Draw, Write



Learning Target



Personal White Board



Problem Set



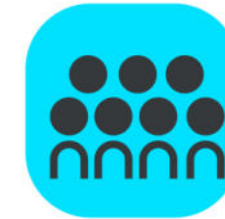
Manipulatives Needed



Fluency



Think Pair Share



Whole Class



Individual



Partner



Small Group



Small Group Time



Materials Needed:

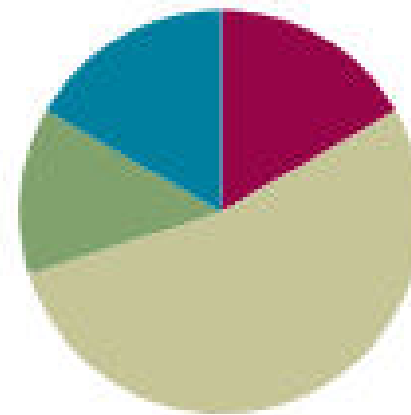
- Subtraction flash cards
- 1 in tiles
- 1 cm cubes
- whiteboard

Lesson 14

Objective: Connect measurement with physical units by using iteration with an inch tile to measure.

Suggested Lesson Structure

■ Fluency Practice	(10 minutes)
■ Application Problem	(8 minutes)
■ Concept Development	(32 minutes)
■ Student Debrief	(10 minutes)
Total Time	(60 minutes)





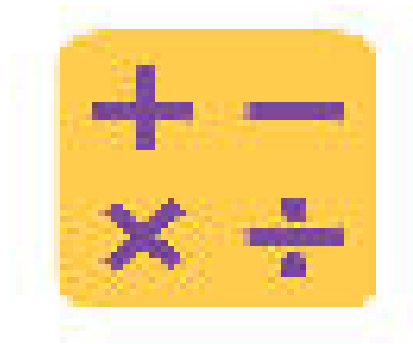
- I can measure items by the repeated use of a tile.



Subtraction Flash Cards

11 - 1	11 - 2
11 - 3	11 - 4
11 - 5	11 - 6

This can be a teacher-directed, whole-class activity or an opportunity for students to work in pairs. The teacher can hold the cards and use choral response or distribute the cards and have students pair up to question each other.



Core Fluency Differentiated Practice Sets

Continue core fluency practice.



Application Problem

Frances is moving the furniture in her bedroom. She wants to move the bookcase to the space between her bed and the wall, but she is not sure it will fit.

Talk with a partner: What could Frances use as a measurement tool if she doesn't have a ruler?

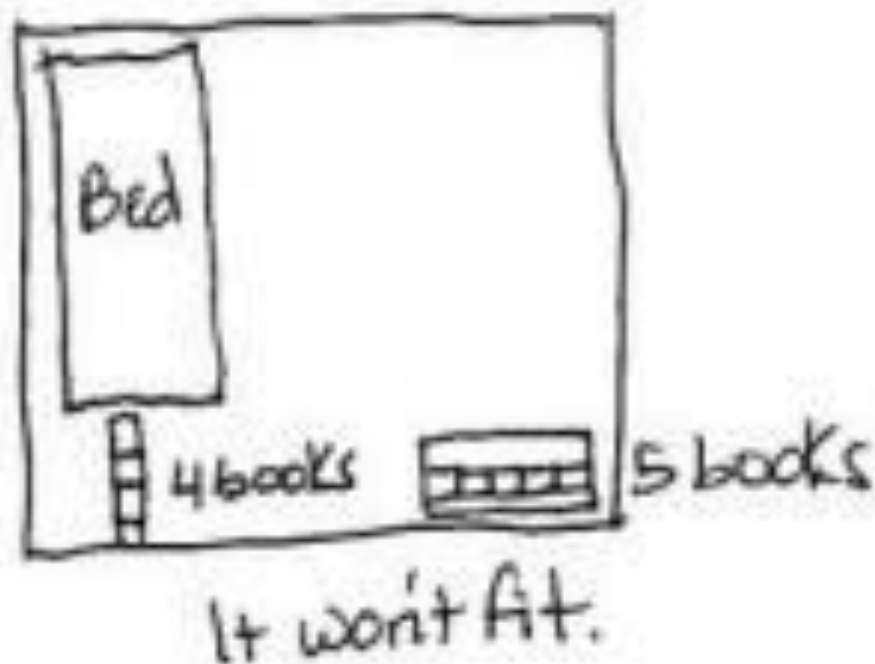
How could she use it?

Show your thinking on your personal white board using pictures, numbers, or words.



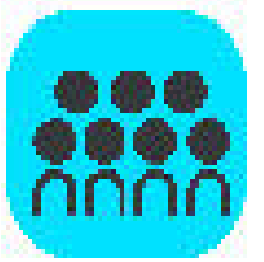
Application Problem

Frances is moving the furniture in her bedroom. She wants to move the bookcase to the space between her bed and the wall, but she is not sure it will fit.



Frances can put the book at one end of the bookcase and mark where the book ends. Then she moves the book forward so it's right on the mark. She keeps doing that to find the total length. Then she does that between the wall and the bed.

Concept Development

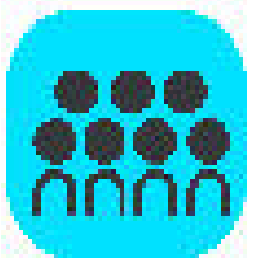


First, let's share our thinking from the Application Problem.

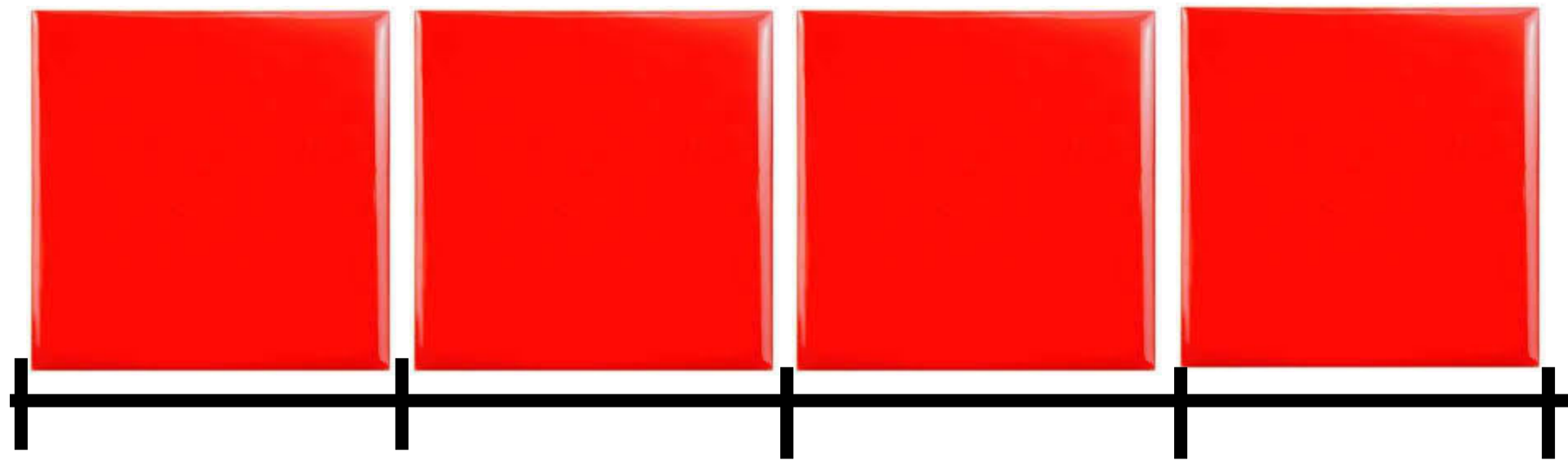
Now, how can I use a tile to measure this line?



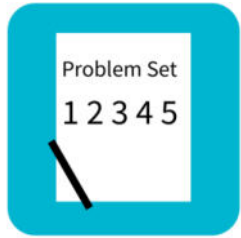
Concept Development



How can I use a tile to measure this line?



(Demonstrate tile measurement with different length lines)



Problem Set

A STORY OF UNITS

Lesson 14 Problem Set

2•7

Name _____

Date _____

1. Measure the objects below with an inch tile. Record the measurements in the table provided.

Object	Measurement
Pair of scissors	
Marker	
Pencil	
Eraser	



Debrief

- Look at the things you measured in your Problem Set. Talk to your partner about how attending to precision was particularly important today. (Using iteration and hash marks calls for precise work.)
- Did your measurement of each item in your Problem Set come out to the same number of inch tiles as your partner's? If not, see if you can figure out why. (One student could have counted the hash marks instead of the length units.)
- Talk to your partner about why Melissa and Mark came up with different measurements for the marker.
- We remembered using centimeter cubes and practiced using inch tiles today. How is using larger length units helpful? Remember our bookcase problem. How are larger length units less precise?



Debrief

- When is using smaller units helpful? Which of the items on your worksheet would you prefer to measure with inch tiles? With centimeter cubes? Why?
- When you are thinking about measuring, how would you decide on which length unit to use?



Exit Ticket

A STORY OF UNITS

Lesson 14 Exit Ticket

2•7

Name _____

Date _____

Measure the lines below with an inch tile.

Line A _____

Line A is about _____ inches.

Line B _____

Line B is about _____ inches.

Line C _____