Eureka Math

2nd Grade
Module 7
Lesson 18

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Directions for customizing presentations are available on the next slide.

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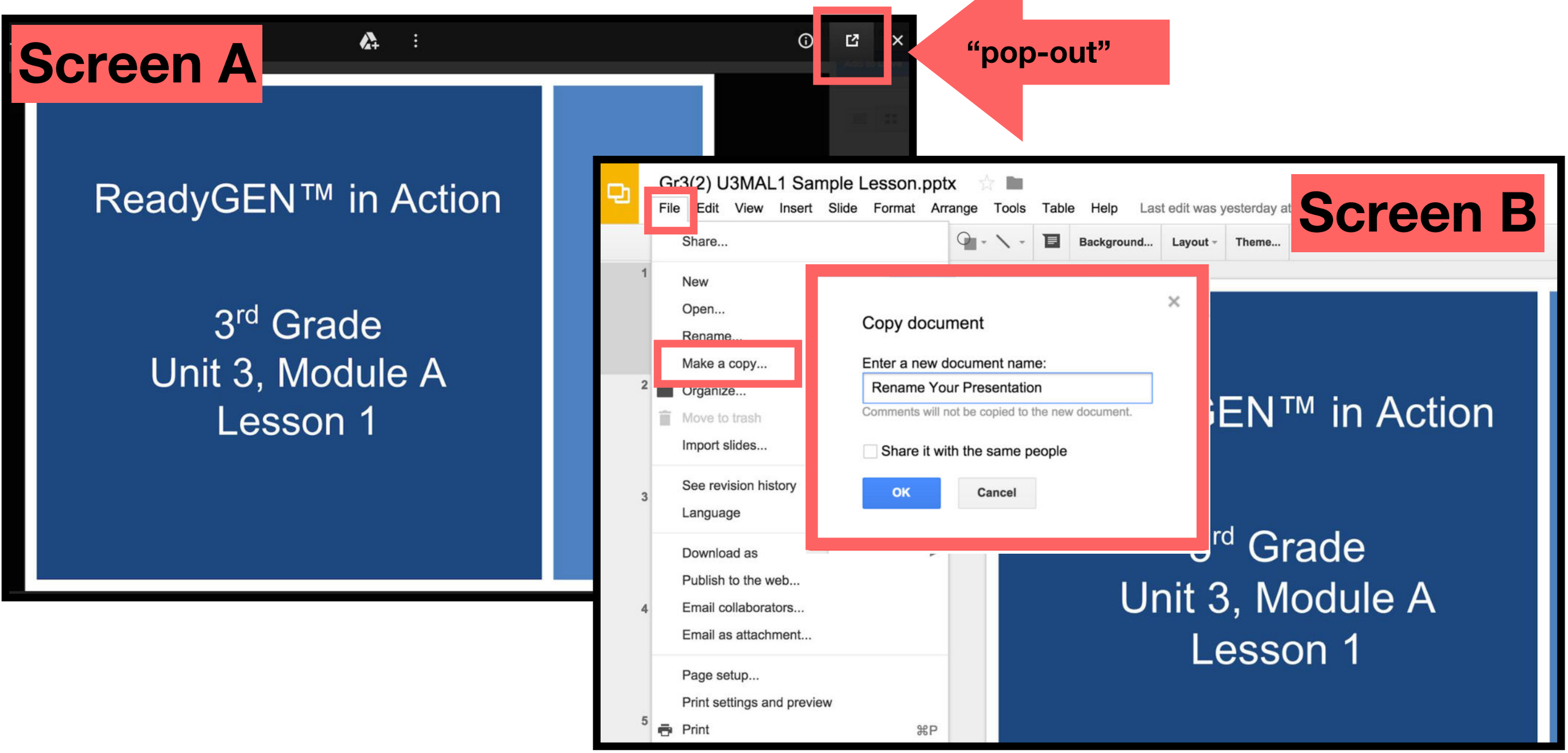
Customize this Slideshow

Reflecting your Teaching Style and Learning Needs of Your Students

- ➢ When the Google Slides presentation is opened, it will look like Screen A.
- ➢ 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

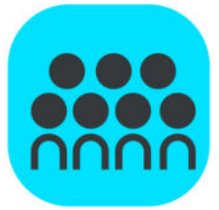
Personal White Board

Problem Set

Manipulatives Needed

Fluency

Think Pair Share



Whole Class

Individual

Partner

Small Group

Small Group Time

Materials Needed:

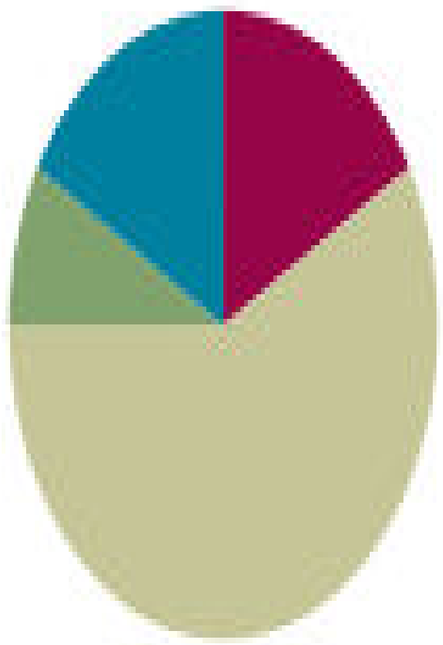
Materials:
Core Fluency Practice Sets
Decomposition Tree
(T) Chart for recording measurements as pictured below
(S) Centimeter ruler, inch ruler, 1 plain sheet of white paper, bag with:
 unsharpened pencil, a new crayon, and a new unused pink eraser

Lesson 18

Objective: Measure an object twice using different length units and compare; relate measurement to unit size.

Suggested Lesson Structure

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



I can measure an object twice using different length units and compare.

I can relate the measurement to **unit size**.

Sprint

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

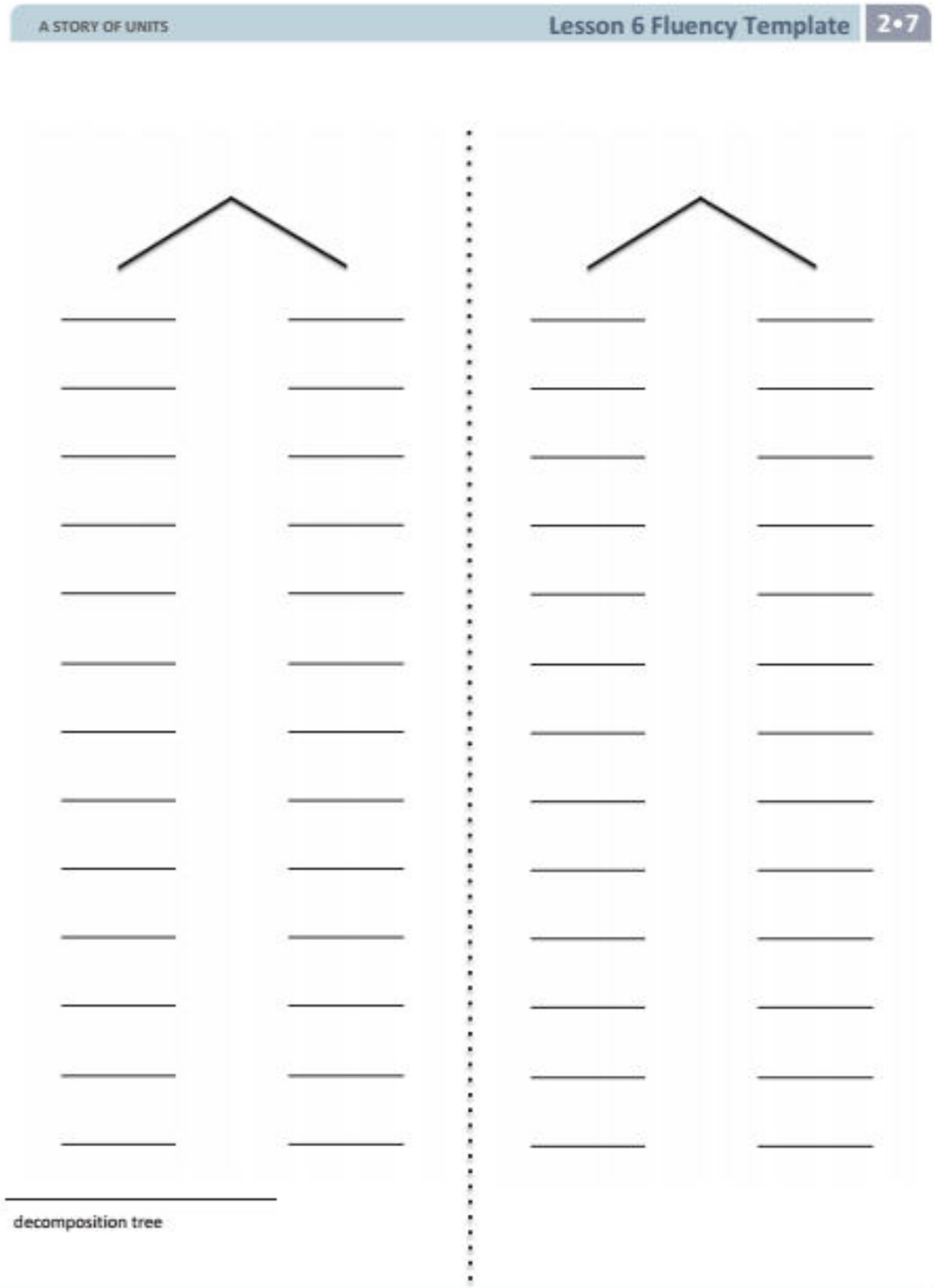
A STORY OF UNITS | Lesson 1 Core Fluency Practice Set C | 2•6

A STORY OF UNITS | Lesson 1 Core Fluency Practice Set D | 2•6

Name _____ Date _____

1.	19 – 9 =	21.	16 – 7 =

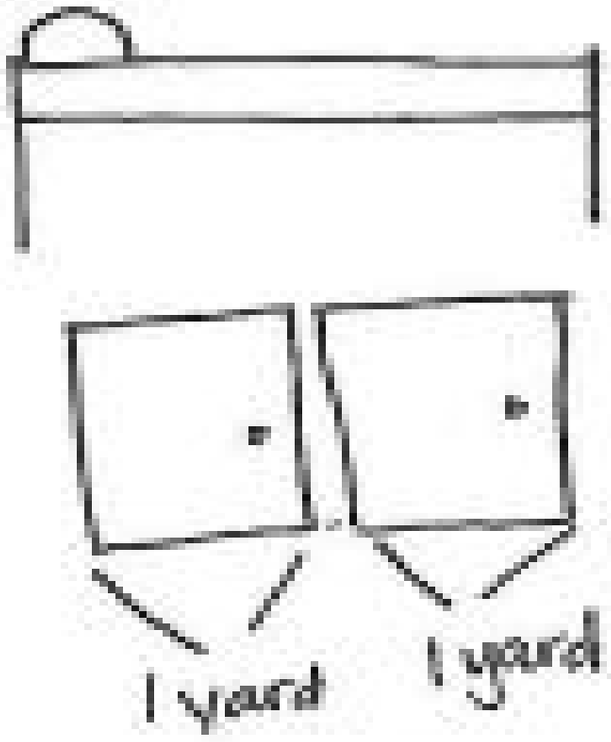
Decomposition Tree



Application Problem

Ezra is measuring things in his bedroom. He thinks his bed is about 2 yards long. Is this a reasonable estimate?

Explain your answer using pictures, words, or numbers.



Ezra could be right because the bed could be a little longer than 2 classroom doors and that is 2 yards.

Concept Development

Part 1: **Compare centimeters and inches.**

Partner **A**, measure the pencil using the inch ruler.
Partner **B**, measure the pencil using the centimeter ruler.

Why do you think the measurements are so different?

Both measurements are correct because we just used different units to measure.

Which is longer, a unit of one centimeter or one inch?

Why do we need more centimeters to measure the pencil?

Concept Development

Part 2: Measure **bag objects** using centimeters and inches.

What pattern do you see in the measurements using the different rulers?

Turn and talk: What do you know about about measurement and unit size?

The smaller the unit means it takes more of those units when measuring something. ➡ **The bigger the unit means you use LESS of them!**

Using your rulers, draw two lines on you white paper. Make one line 5 inches and the other 5 centimeters.

Name _____ Date _____

Measure the lines in inches and centimeters. Round the measurements to the nearest inch or centimeter.

1. _____

_____ cm _____ in

2. _____

_____ cm _____ in

3. _____

Debrief

Look at the lines you measured on your Problem Set. Talk to your partner about why it is important to label the length with your chosen unit. Why is it important to label our numbers in math in general?

Look at Problem 6 on your Problem Set. Are the lines you drew equal in length? Why might somebody think that the lines should be equal?

Can you think of other times when we have used different units in math?

Debrief

When you measured in centimeters and inches, what did you do when your measurement wasn't exact? What language do we use to describe measurements that are not exact?

Talk to your partner about why the **unit size** matters when we are measuring things.

Why do we measure using different units? When would you want to measure using a small unit? A large unit?

Exit Ticket

Name _____ Date _____

Measure the lines in inches and centimeters. Round the measurements to the nearest inch or centimeter.

1. _____

_____ cm _____ in

2. _____