Eureka Math

2nd Grade
Module 7
Lesson 19

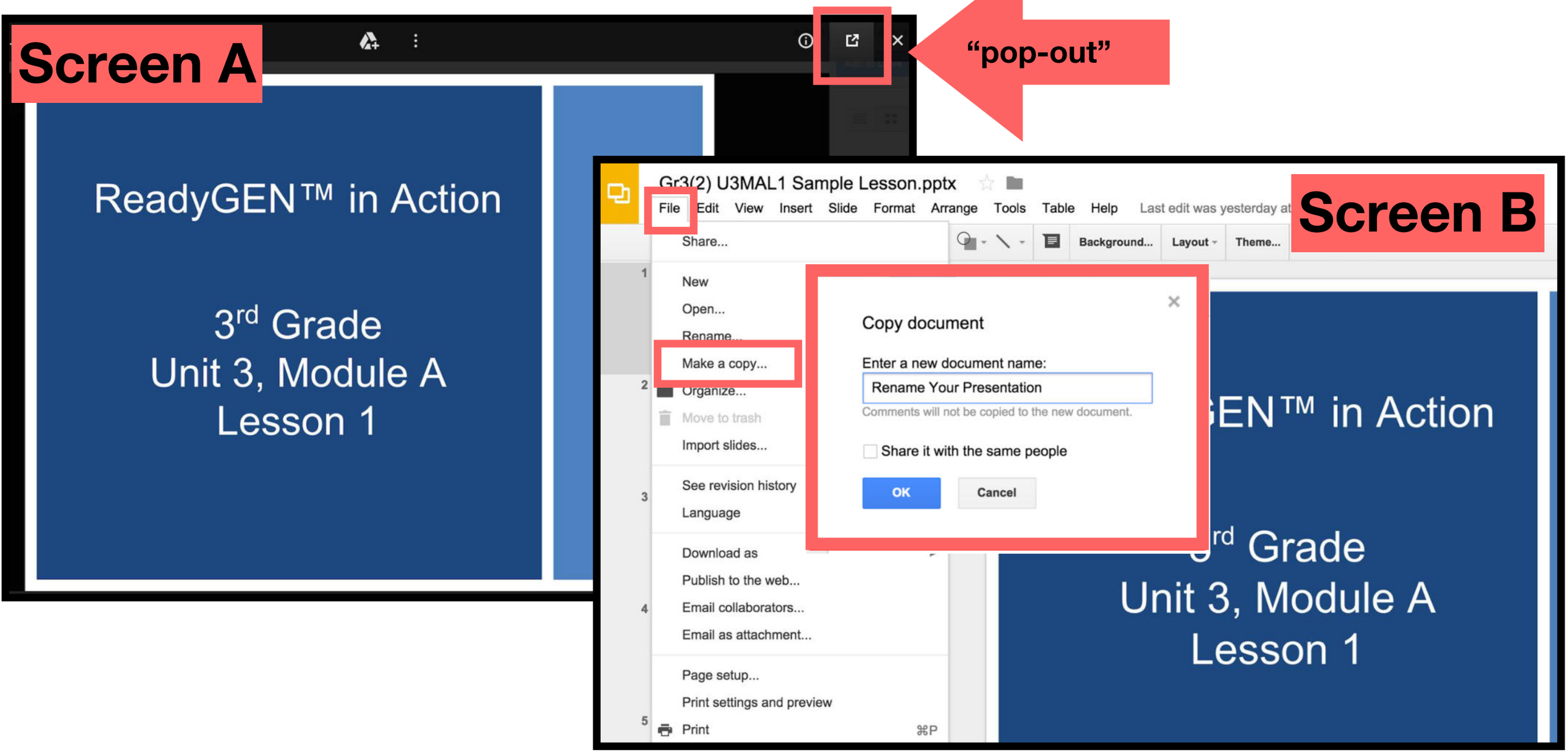
At the request of elementary teachers, a team of Bethel & Sumner educators met as a committee to create Eureka slideshow presentations. These presentations are not meant as a script, nor are they required to be used. Please customize as needed. Thank you to the many educators who contributed to this 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

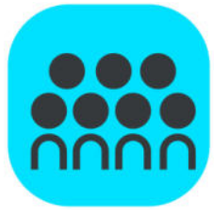
Personal White Board

Problem Set

Manipulatives Needed

Fluency

Think Pair Share



Whole Class

Individual

Partner

Small Group

Small Group Time

Materials Needed:

Materials:
Fluency - Subtraction from Tens
Sprint - Subtraction Patterns
(T) Piece of butcher paper (30 inches x 18 inches)
1 student desk (18 inches x 24 inches), 12-inch ruler, yarkstick, piece of string (7 feet long)
(S) Personal White Board

Lesson 19

Objective: Measure to compare the differences in lengths using inches, feet, and yards.

Suggested Lesson Structure

Fluency Practice	(11 minutes)
Concept Development	(24 minutes)
Application Problem	(15 minutes)
Student Debrief	(10 minutes)
Total Time	**(60 minutes)**

Fluency Practice (11 minutes)

- Subtraction from Tens **2.NBT.5** (2 minutes)
- Sprint: Subtraction Patterns **2.OA.2, 2.NBT.5** (9 minutes)

Subtraction from Tens (2 minutes)

I can measure to compare the differences of lengths using inches, feet, and yards.

Sprint

A

Number Correct: _____

Subtraction Patterns

1.	10 – 1 =	
2.	10 – 2 =	
3.	20 – 2 =	
4.	40 – 2 =	
5.	10 – 2 =	
6.	11 – 2 =	
7.	21 – 2 =	
8.	51 – 2 =	
9.	10 – 3 =	
10.	11 – 3 =	

23.	21 – 6 =	
24.	91 – 6 =	
25.	10 – 7 =	
26.	11 – 7 =	
27.	31 – 7 =	
28.	10 – 8 =	
29.	11 – 8 =	
30.	41 – 8 =	
31.	10 – 9 =	
32.	11 – 9 =	

Subtraction from Tens

When I say a basic fact, you add 10 to the whole and continue until I say to stop.

11 - 9

21 - 9

31 - 9

41 - 9

51 - 9

12 - 8

11 - 8

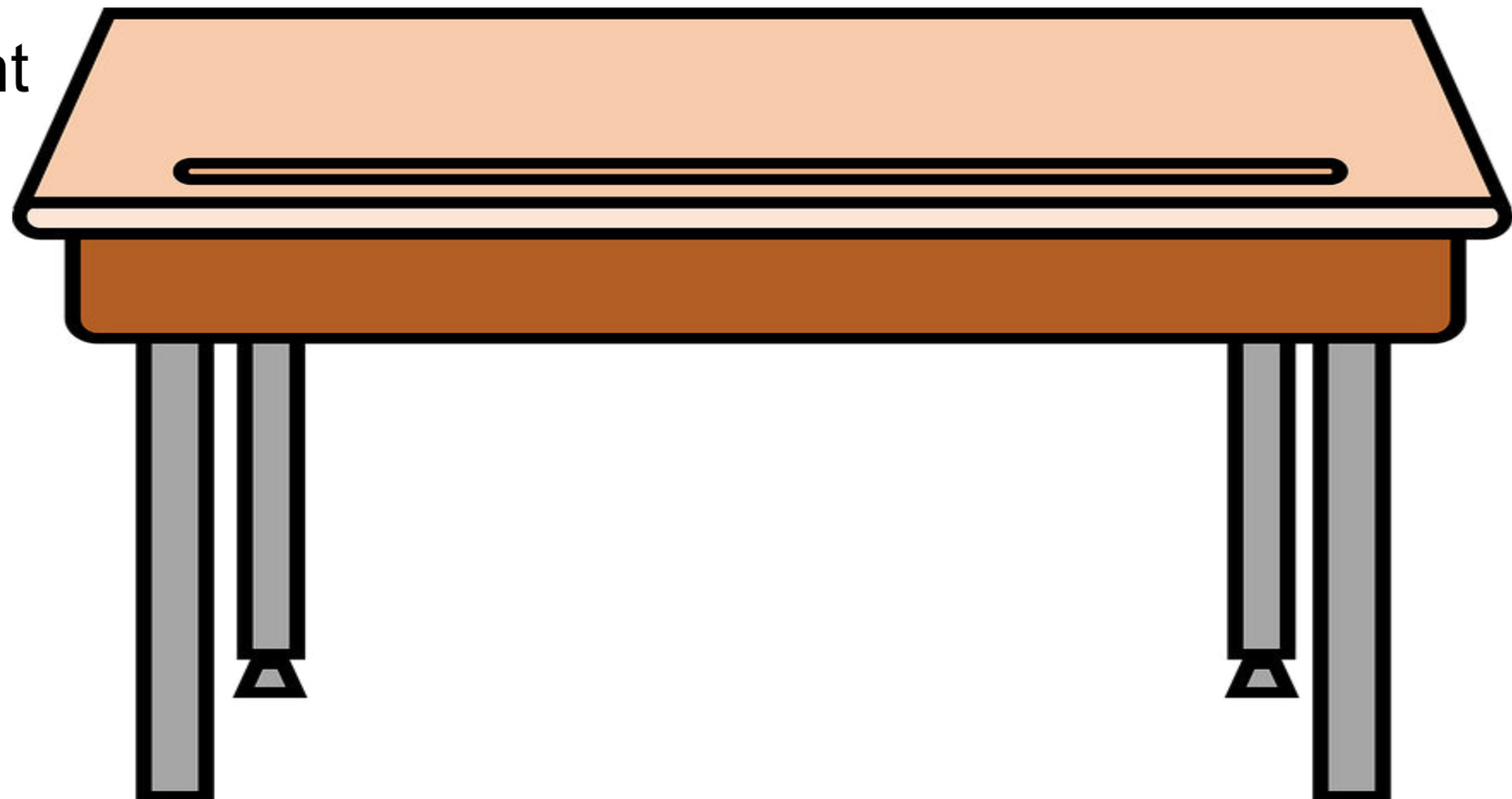
13 - 9

Concept Development

If I wanted to cover this desk in paper, I would need to know if the paper is long enough

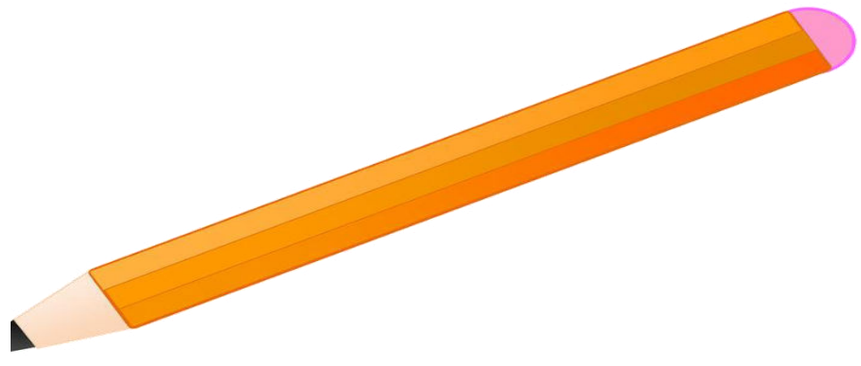
Let's figure out if I have enough paper.
What could I do to see if the paper is the right size?

- What measurement tool should I use?
- How long is the desktop?
- How long is the paper?
- How much longer is the paper?



Concept Development

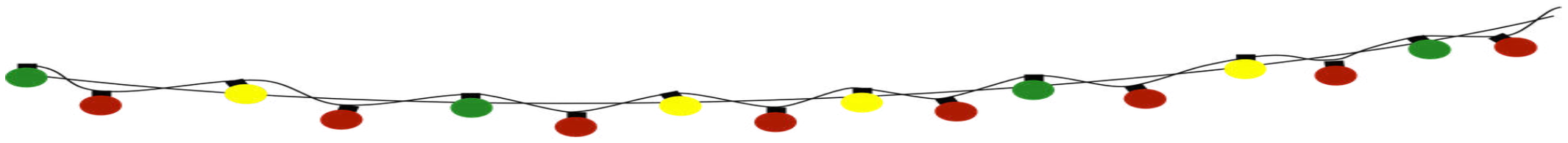
Let’s measure and compare lengths of obiects around the classroom.



Record the two lengths and describe difference using number sentence.

Concept Development

I need to use this string to hang our work along the wall



What measurement tool should we use?

What **unit** should we use?

$17 + \square = 32$

$32 - 17 = \square$

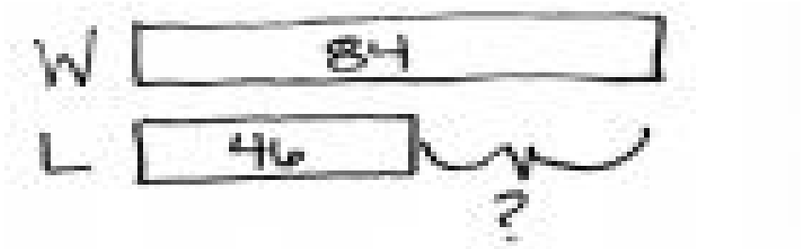
$17 \xrightarrow{+3} 20 \xrightarrow{+12} 32$

We need 15 feet more.

Application Problem

Katia is hanging decorative lights. The strand of lights is 46 feet long. The building wall is 84 feet long.

How many more feet of lights does Katia need to buy to equal the length of the wall?



$84 - 46 = \square$

40 6

$84 - 40 = 44$

$44 - 6 = 38.$

4 2

Katia needs 38 more feet of lights.

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

When you measured the lines on your Problem Set, did the endpoint fall exactly on an inch hash mark? Talk to your partner about what you did if the endpoints of the lines fell between inch hash marks.

Look at Problem 4 on your Problem Set. Tell your partner how long Martha's fence is. Did anyone have a measurement smaller than 54 yards? Without doing any calculations, how do you know that this is incorrect?

Debrief

Today in the lesson when we were measuring and comparing lengths, how did you decide which tool to use? Talk to your partner about when and why you would choose a 12-inch ruler instead of a yardstick, or a yardstick instead of a 12-inch ruler.

Sometimes we choose to measure in yards, other times in feet, and yet others in inches or centimeters. Talk to your partner about when you might measure using each of these units. (I would use yards for a football field, feet for a wall, inches for a book, and centimeters for a bean.)

Debrief

What strategies did you use to solve the Application Problem? How many more yards of lights does Katia need?

Exit Ticket

Name _____ Date _____

Measure the set of lines in inches, and write the length on the line. Complete the comparison sentence.

Line A _____

Line B _____

Line A measured about _____ inches. Line B measured about _____ inches.

Line A is about _____ inches **longer/shorter** than Line B.