Eureka Math

2nd Grade
Module 7
Lesson 23

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.

"pop-out"

Screen A

ReadyGEN™ in Action

3rd Grade
Unit 3, Module A
Lesson 1

Screen B

Gr3(2) U3MAL1 Sample Lesson.pptx

File   Edit   View   Insert   Slide   Format   Arrange   Tools   Table   Help   Last edit was yesterday at

Share...   Background...   Layout -   Theme...

New

Open...   Copy document   ✕

Rename...

Make a copy...   Enter a new document name:

Organize...   Rename Your Presentation

Move to trash   Comments will not be copied to the new document.

Import slides...
                                 ☐ Share it with the same people
See revision history

Language   OK   Cancel

Download as

Publish to the web...

Email collaborators...

Email as attachment...

Page setup...

Print settings and preview

Print   ⌘P

EN™ in Action

3rd Grade
Unit 3, Module A
Lesson 1

Icons

Icon	Label
RDW	Read, Draw, Write
(target)	Learning Target
(white board)	Personal White Board
Problem Set 1 2 3 4 5	Problem Set
(dice & shapes)	Manipulatives Needed
+ − × ÷	Fluency
(speech bubbles)	Think Pair Share
(many people)	Whole Class
(one person)	Individual
(two people)	Partner
(three people)	Small Group
(clock face)	Small Group Time

Materials Needed:

Materials:
Fluency - Spring
(T) Ruler and doc camera
(S) Ruler and recording sheet

Lesson 23

Objective: Collect and record measurement data in a table; answer questions and summarize the data set.

Suggested Lesson Structure

■ Fluency Practice   (11 minutes)

   Concept Development   (39 minutes)

■ Student Debrief   (10 minutes)

Total Time   **(60 minutes)**
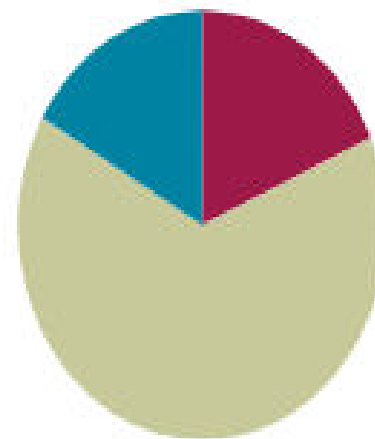
I can collect and record measurement data in a table; answer questions and summarize the data set.

Sprint

A

Number Correct: _____

Adding Across a Ten

1.	$9 + 2 =$		23.	$4 + 7 =$	
2.	$9 + 3 =$		24.	$4 + 8 =$	
3.	$9 + 4 =$		25.	$5 + 6 =$	
4.	$9 + 7 =$		26.	$5 + 7 =$	
5.	$7 + 9 =$		27.	$3 + 8 =$	
6.	$10 + 1 =$		28.	$3 + 9 =$	
7.	$10 + 2 =$		29.	$2 + 9 =$	

Concept Development
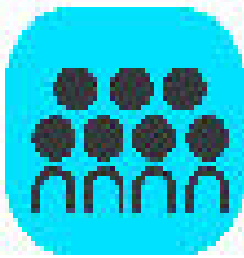
Everyone hold up your right hand.

How do you know it's your right hand?

How many inches do you think it is from the tip of your pinky to the tip of your thumb?

The measurement from the tip of our pinky to the tip of our thumb is called our handspan. We will be measuring that today.
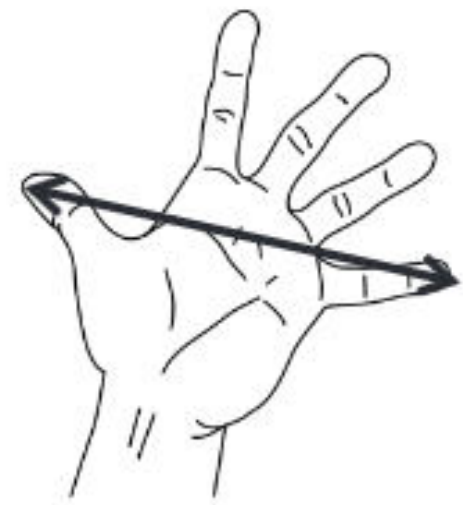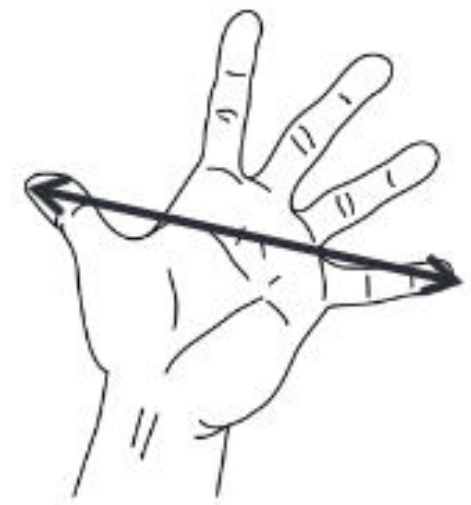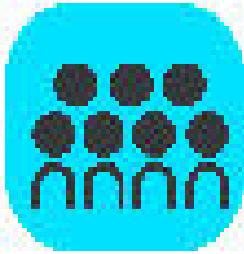
Concept Development
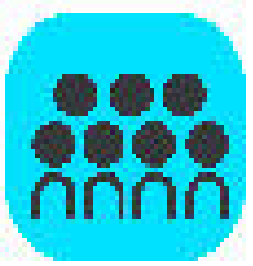
What are some important things I need to remember when measuring this?

I just measured my handspan, and it is __inches, I said it was about____ inches because it was closer to the next inch.

Concept Development

Name _____   Date _____

1. Gather and record group data.

   Write your teacher's handspan measurement here: _____

   Measure your handspan, and record the length here: _____

   Measure the handspans of the other people in your group, and write them here. We will be using the data tomorrow.
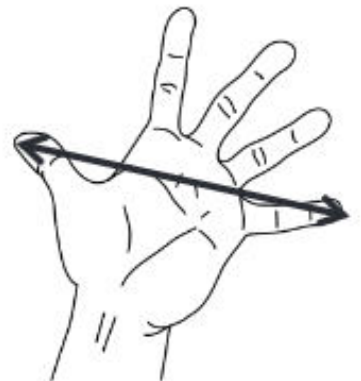
   Name: **Handspan:**
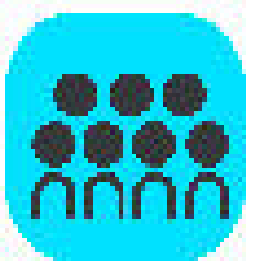
   _____   _____

   _____   _____

   _____   _____
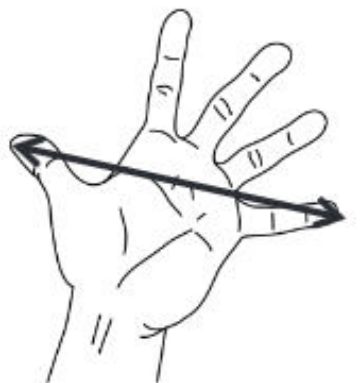
Concept Development

Now that we are all done, we are going to look at the handspan of everyone in the class.

Which handspan was the most common in our class?

Which handspan was the least common?

Now write a comparison question about the class data for a friend to answer. For example, "How many more students' handspans measured 5 inches than measures 8 inches."

Name _____   Date _____

1. Measure the lines below in inches. Record the data using tally marks on the table provided.

        Line A _____

        Line B _____

        Line C _____

        Line D _____

        Line E _____

        Line F _____

        Line G _____

Debrief

Review your solutions for the Recording Sheets.

Why doesn't the whole class data set match your individual data sheet?

Do you think having more or fewer data points is better in science? Why?

Why do you think____was the most collected handspan length in our class? If we collected data from all the second grade classes, do you think this would change? Why or why not?

Debrief

What if we collected data in the 5th grade classroom, do you think____will be the most common handspan length?

Talk to your partner about what you think would happen to our data if we measured the handspan length of everyone at our school from the kindergartners to the 5th graders and even adults?

When you used the handspan data to make your comparison problem, did you use addition or subtraction? Show your partner your solution to your comparison problem.

Exit Ticket

Name _____   Date _____

1. The lines below have been measured for you. Record the data using tally marks on the table provided, and answer the questions below.

Line A   5 inches   _____

Line B   6 inches   _____

Line C   4 inches   _____

Line D   6 inches   _____

Line E   3 inches   _____