

Eureka Math

2nd Grade Module 7 Lesson 24

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Directions for customizing presentations are available on the next slide.



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Reflecting your Teaching Style and Learning Needs of Your Students

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- It is now editable & housed in MY DRIVE.



Icons



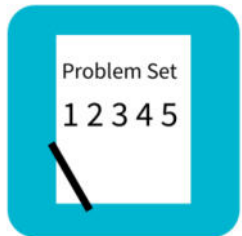
Read, Draw, Write



Learning Target



Personal White Board



Problem Set



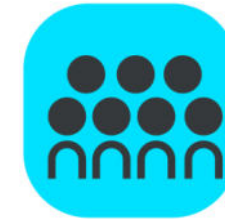
Manipulatives Needed



Fluency



Think Pair Share



Whole Class



Individual



Partner



Small Group



Small Group Time



Materials Needed:

Materials:

Fluency - Sprint

Whiteboard

Concept Development:

(T) Data table and recording sheet with student data from Lesson 23

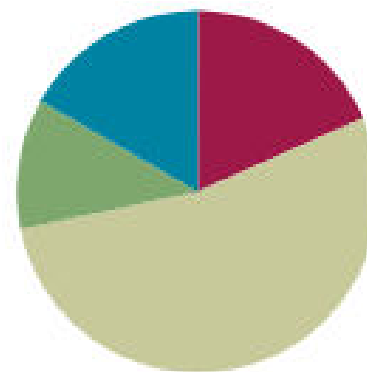
(S) Rulers, recording sheet from Lesson 23, and centimeter grid paper

Lesson 24

Objective: Draw a line plot to represent the measurement data; relate the measurement scale to the number line.

Suggested Lesson Structure

■ Fluency Practice	(11 minutes)
■ Application Problem	(7 minutes)
■ Concept Development	(32 minutes)
■ Student Debrief	(10 minutes)
Total Time	(60 minutes)





I can draw a line plot to represent the measurement data; relate the measurement scale to the number line.



Find the Difference

Fluency

Solve these problems using a mental math strategy and write your answer on your personal white board.

$24-16=$

$21-5=$

$42-19=$

$34-6=$

$31-25=$

$44-16=$

$22-8=$

$20-5=$

$32-18=$



Sprint

A STORY OF UNITS

Lesson 24 Sprint

2•7

A

Number Correct: _____

Subtraction Patterns

1.	$3 - 1 =$	
2.	$13 - 1 =$	
3.	$23 - 1 =$	
4.	$53 - 1 =$	
5.	$4 - 2 =$	

23.	$8 - 7 =$	
24.	$18 - 7 =$	
25.	$58 - 7 =$	
26.	$62 - 2 =$	
27.	$9 - 8 =$	

Application Problem



Mike, Dennis, and April all collected coins from a parking lot. When they counted their coins, they had 24 pennies, 15 nickels, 7 dimes, and 2 quarters. They put all the pennies into one cup and the other coins in another. Which cup has more coins? How many more?

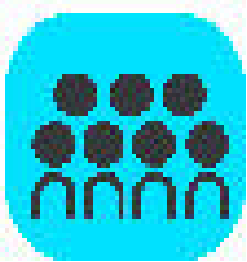
Pennies		
24		
15	7	2
Nickels	Dimes	Quarters

$$15 + 7 = 22$$

$$22 + 2 = 24$$

Both cups have 24 coins.

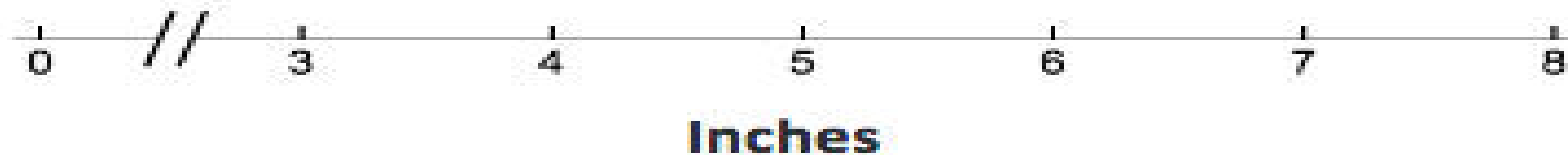
Concept Development



Plot Yesterday's Data on a Line Plot

Let's look at our data from Lesson 23.

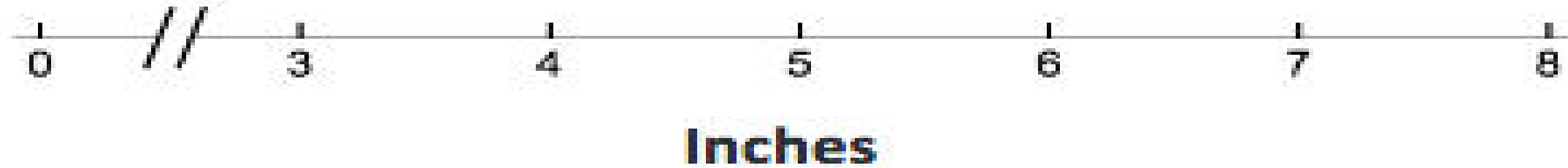
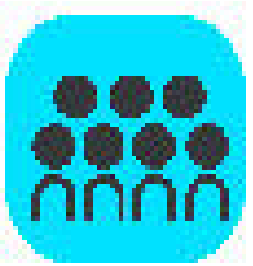
Hand Span	Tally
3 inches	
4 inches	
5 inches	
6 inches	
7 inches	
8 inches	



What is this?

Yes, a number line. We used the number line the other day by sliding up and down the number line. We can also use a number line in a different way to show data.

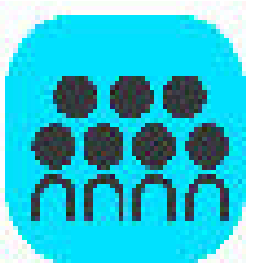
Concept Development



What do you notice about this number line?

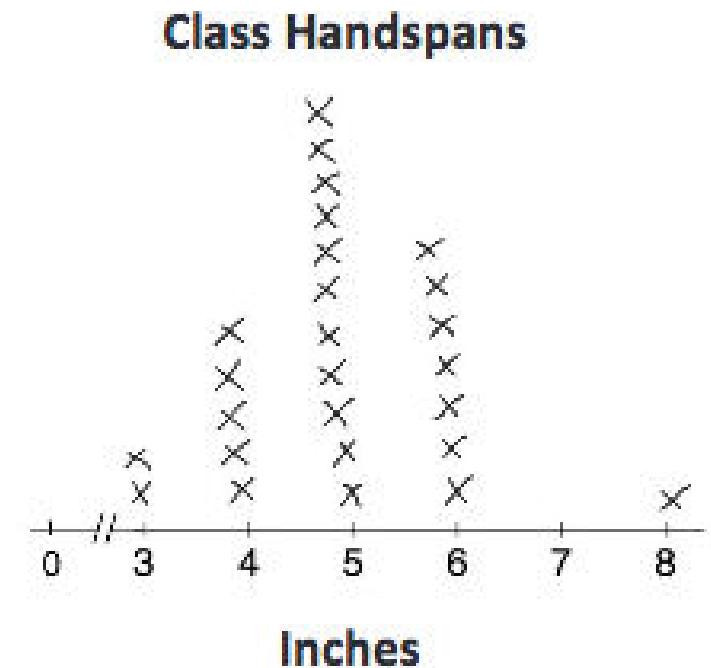
Our data doesn't start at 0, so we make two slashes to show that we are skipping some numbers.

Concept Development



Just like our graphs have title, we give our Line Plots a title too. We'll call this one Class Handspans.

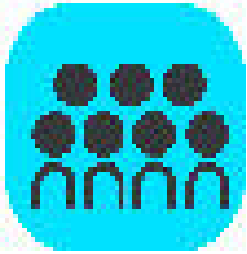
To show our data, we put an X for each of our tally marks above the number of inches our handspans were and write the unit of measure.



Now it's your turn to transfer the class data from yesterday into a Line Plot.

Concept Development

Collect, organize, and plot shoe measurements in a table.



Now let's measure how long our shoes are. This time we're going to use centimeters instead of inches.

Measure your shoe length by placing your ruler flat on the bottom of your shoe. Write the centimeter measurement down on the top of your page.

Shoe Measure	Tally Marks

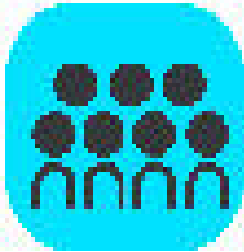
Next, on the table, make a tally mark to record your shoe measurement. I'm going to write_____.

Next, collect 9 more shoe measurements from your friends. Just be sure to add a tally mark if you get the same measurement more than once.

Shoe Measure	Tally Marks
26 cm	I
20 cm	III
21 cm	III
19 cm	I
22 cm	II

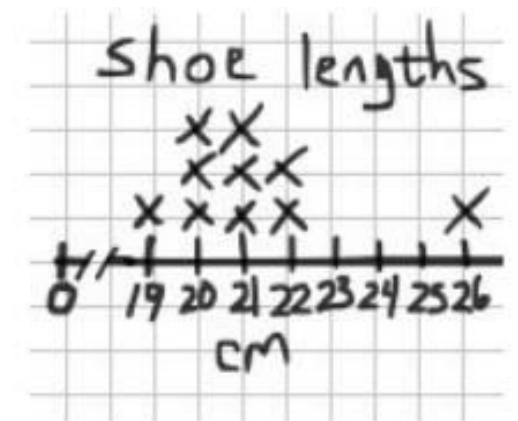
Concept Development

Reorganize shoe measurement data on a line plot.



Let's turn our data into a line plot.

This time, instead of a number line that I give you, I'm going to have you create your own plot using grid paper.



Take your ruler and measure the width of one of the boxes on your grid paper.

What is the measure?

How might this help make the number line for our line plots?

Label your line plots and mark an X for each tally of the measurements in your graph. Make sure that each X is the same size.

Name _____

Date _____

Use the data in the tables to create a line plot and answer the questions.

1.

Pencil Length (inches)	Number of Pencils
2	
3	
4	
5	
6	
7	
8	

Length of Pencils in the Class Bin



Debrief

Review your solutions for the Problem Set

What other types of graphs do the line plots remind you of that you used compare and record data?

Compare the shape of handspan plot and the shoe plot. What do you notice? Why do you think there is a curvy shape to it starting low, going up, and then coming down again?

Which way did you like looking at the data, the tally chart, or the line plot?



Debrief

When we made our number line for our handspans in the lesson today, why didn't we start at 0 or 1? What happened when we measured our shoes? Did you make a number line that started with 1? Talk to your partner about why or why not?



Exit Ticket

Name _____

Date _____

Use the data in the table to create a line plot.

Length of Crayons in a Class Bin

Crayon Length (inches)	Number of Crayons
1	
2	
3	
4	