

Eureka Math

2nd Grade Module 7 Lesson 26

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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

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



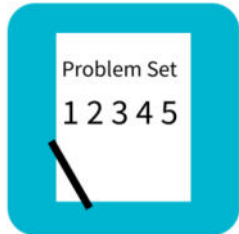
Read, Draw, Write



Learning Target



Personal White Board



Problem Set



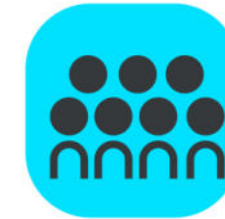
Manipulatives Needed



Fluency



Think Pair Share



Whole Class



Individual



Partner



Small Group



Small Group Time



Materials Needed:

Materials:

Fluency: (S)Core Fluency practice set

Concept Development:

(T/S)

Length and temperature tables (Template 1)

2 pieces of grid paper (Template 2)

Thermometer (Template 3)

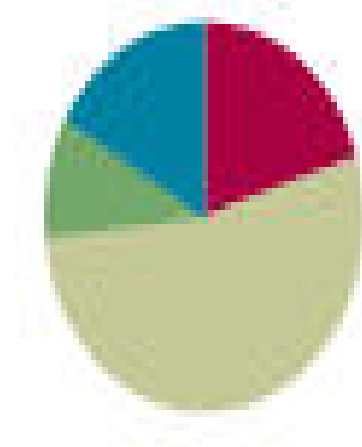
ruler

Lesson 26

Objective: Draw a line plot to represent a given data set; answer questions and draw conclusions based on measurement data.

Suggested Lesson Structure

■ Fluency Practice	(12 minutes)
■ Application Problem	(6 minutes)
■ Concept Development	(32 minutes)
■ Student Debrief	(10 minutes)
Total Time	(60 minutes)





I can draw a line plot to represent a given data set; answer questions and draw conclusions based on measurement data.



Making the next 100

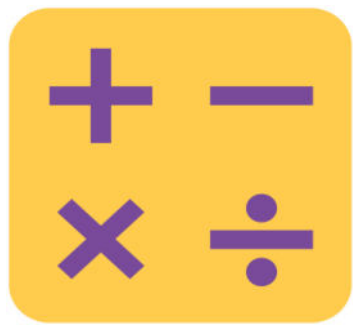
$$170 + \underline{\quad\quad} = 200$$

Find the missing part to make the next hundred.

If I say 170, you would say 30. Ready? 170

Give me the number sentence.

$$170 + 30 = 200$$



Making the next 100

190

370

160

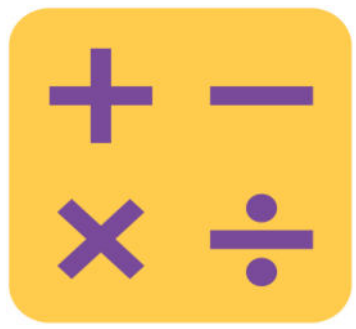
380

260

580

270

620



Making the next 100 To Add

When I say 9 tens + 4 tens,
you say 10 tens + 3 tens. Ready?

9 tens + 4 tens

Answer

90 + 40



Making the next 100

19 tens + 4 tens

19 tens + 6 tens

29 tens + 4 tens

19 tens + 16 tens

29 tens + 14 tens

29 tens + 16 tens

9 tens + 6 tens

8 tens + 3 tens



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.	$16 - 7 =$
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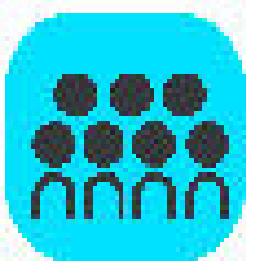
Application Problem

Judy bought an MP3 player and a set of earphones. The earphones cost \$9, which is \$48 less than the MP3 player. How much change should Judy get back if she gave the cashier a \$100 bill?

$$\begin{array}{r} 9 + 9 + 48 = \square \\ 18 + 48 = \square \\ \quad \wedge \\ 100 - 2 \end{array}$$

$$\begin{array}{r} 100 - 66 = \square \\ 66 \\ 40 - 6 = 34 \end{array}$$

Concept Development

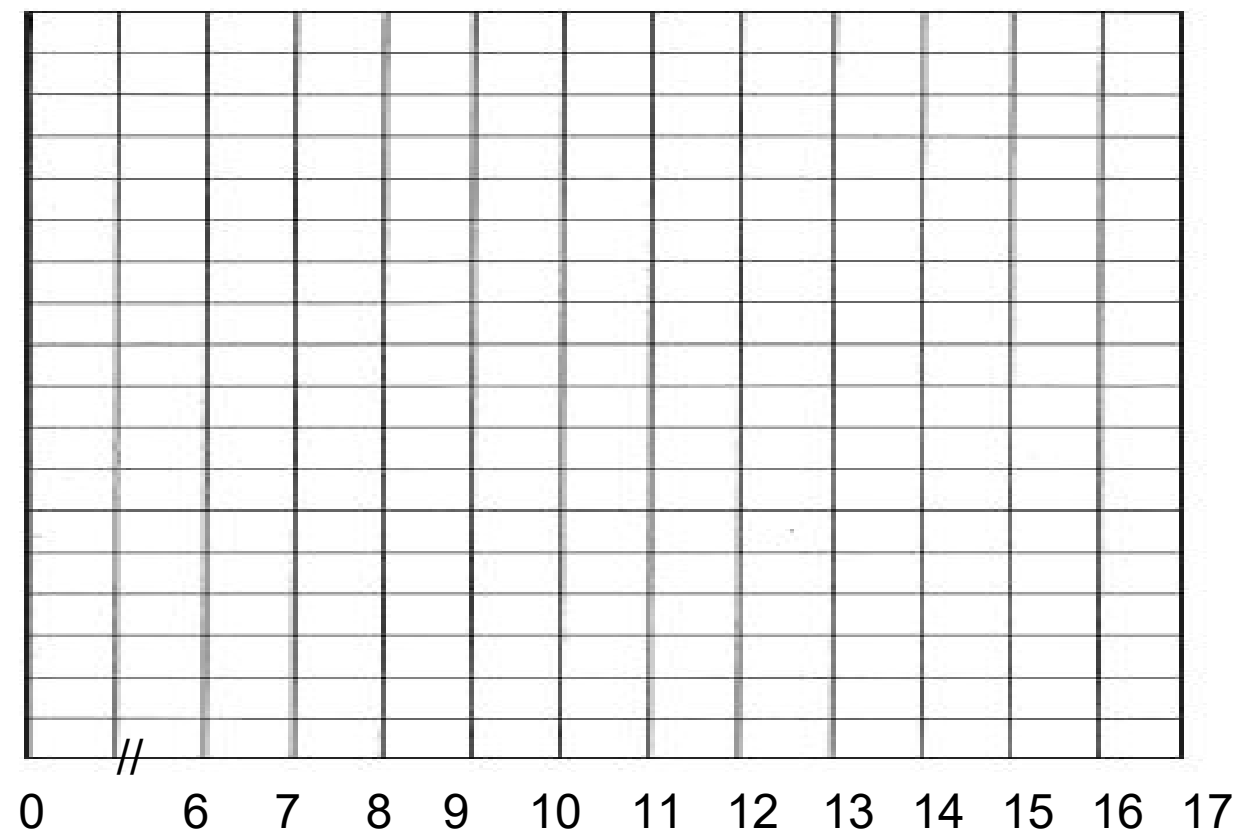


Problem 1: Plot the length of items in our pencil boxes

Length of Items in Our Pencil Boxes	Number of Items
6 cm	1
7 cm	2
8 cm	4
9 cm	3
10 cm	6
11 cm	4
13 cm	1
16 cm	3
17 cm	2

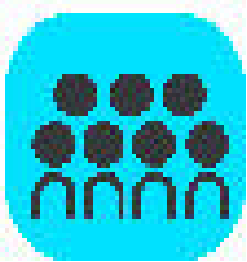
The students in Mr. Washington's class each chose an object from her pencil box and measured the length. The table shows the results.

Let's create a line plot to display the data



What's the smallest measurement on our data table? What is the largest?

Concept Development

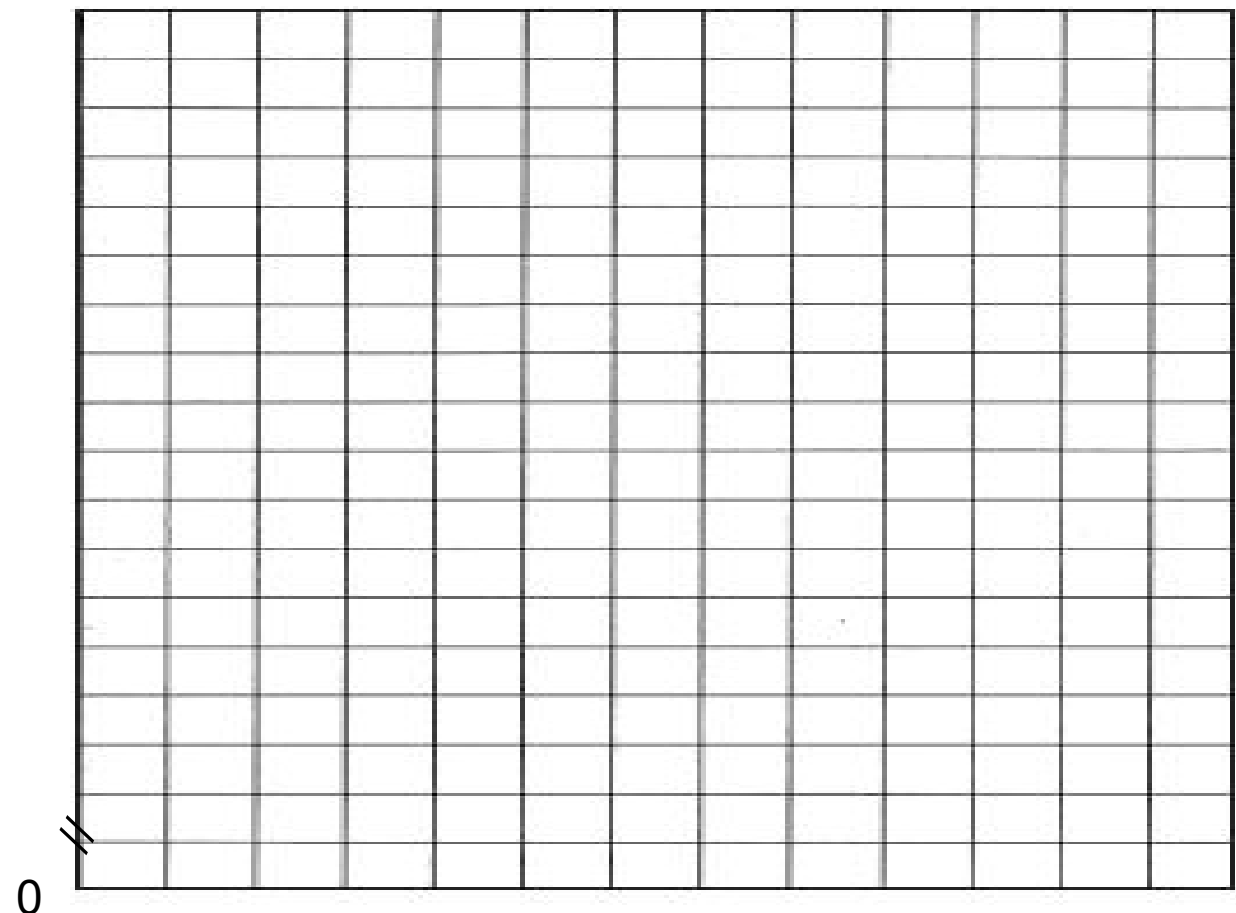


Problem 2: Plot temperatures in May

Temperatures in May	Number of Days
59°	1
60°	3
63°	3
64°	4
65°	7
67°	5
68°	4
69°	3
72°	1

Mr. Enriquez's class measured the temperature each day during the month of May. The table shows the results.

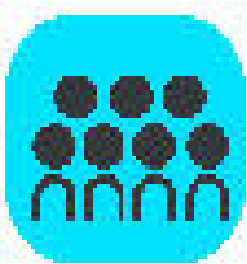
Look at the thermometer and talk to your partner about what you notice about the count scale



Watch How I start the scale.

Use the table to make a line plot of the data points in the table.

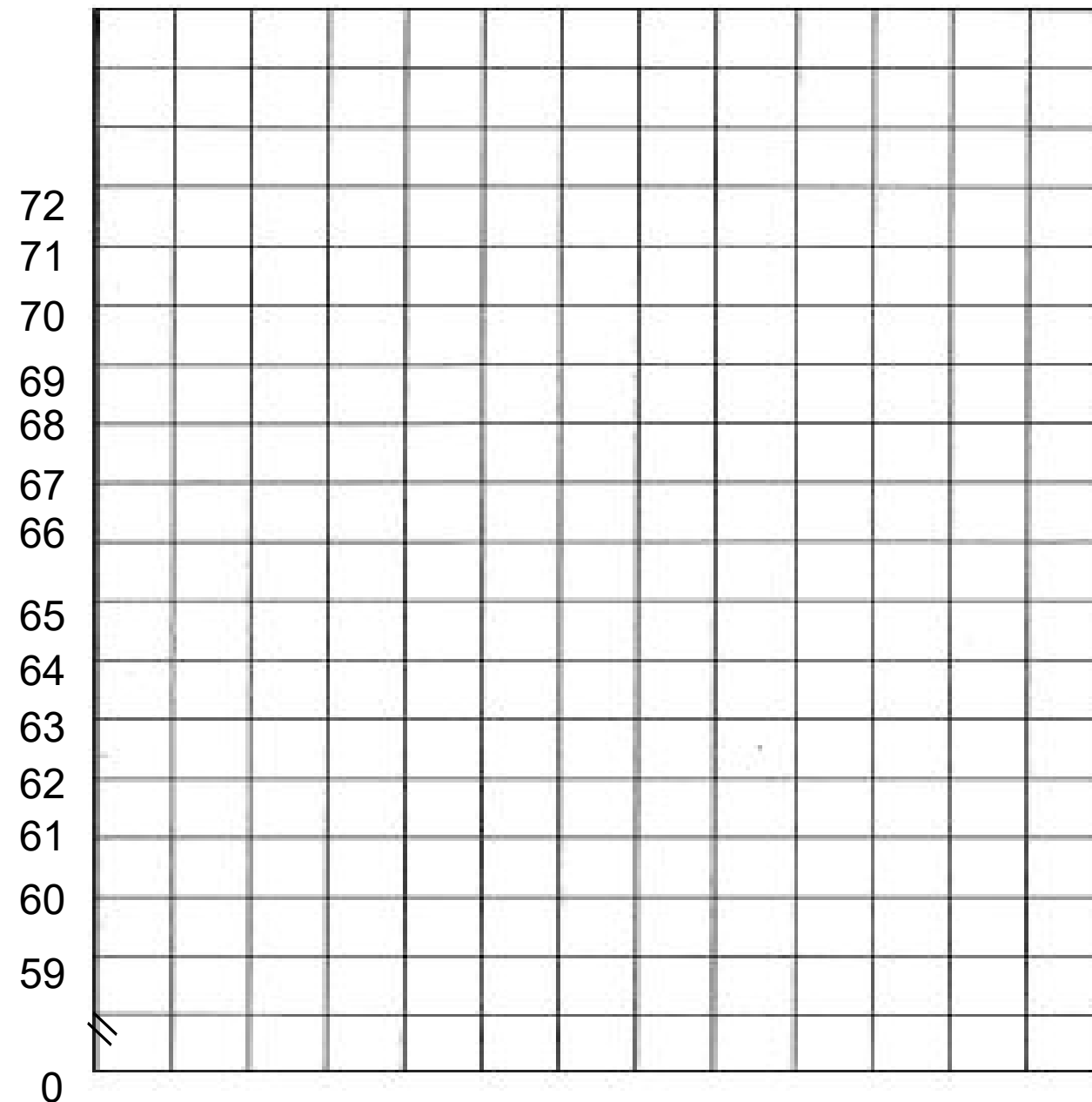
Concept Development



Problem 2: Plot temperatures in May

Temperatures in May	Number of Days
59°	1
60°	3
63°	3
64°	4
65°	7
67°	5
68°	4
69°	3
72°	1

Now use the table to plot the temperatures for the month of May. Remember to label your line plot.



Name _____

Date _____

Use the data in the table provided to answer the questions.

1. The table below describes the heights of basketball players and audience members who were polled at a basketball game.

Height (inches)	Number of Participants
26	3
50	4
60	1
68	12
74	18

- a. How tall are most of the people who were polled at the basketball game?

- b. How many people are 60 inches or taller? _____



Debrief

Look at the table made at a basketball game. If you had to guess how many basketball players and how many audience members there were, how would you make the groups based on the data in the chart?

Look at the pencil table on your Problem Set. Share with your partner why you thought so many pencils were 15 cm or 16 cm.



Debrief

Why did all of our line plots in today's lesson about the pencil box items look the same?

Can we make line plots horizontally and vertically? Does it change the data in any way? Talk to your partner about when you would use each. Why?

Discuss with your partner a time in your life when you would need or want to organize information in a table or a line plot. How would it help you or make your life easier?



Exit Ticket

Name _____

Date _____

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

The table below describes the heights of second-grade students on the soccer team.

Height (inches)	Number of Students
35	3
36	4
37	7
38	8
39	6
40	5