Eureka Math

2nd Grade
Module 8
Lesson 1

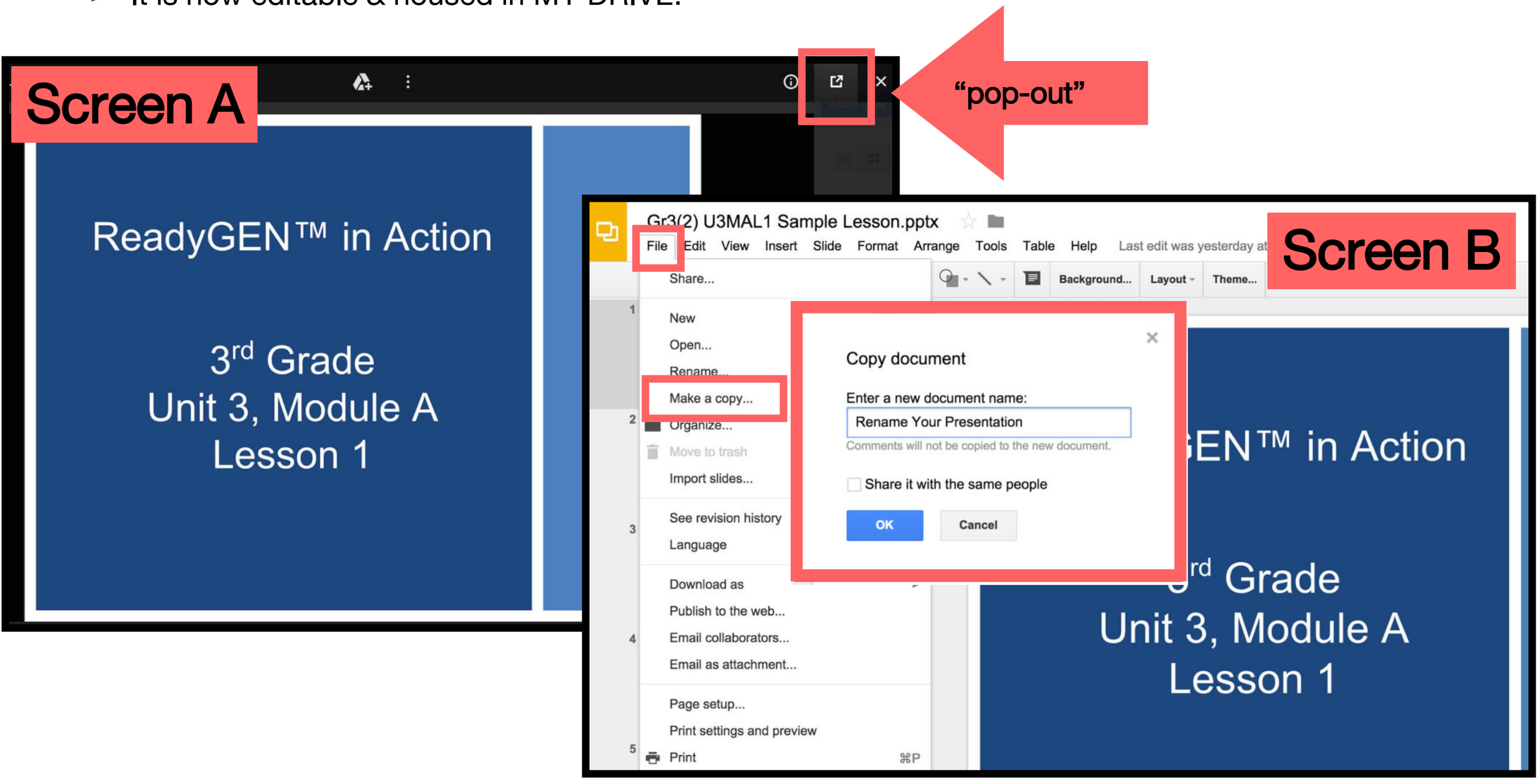
At the request of elementary teachers, a team of Bethel & Sumner educators met as a committee to create Eureka slideshow presentations. These presentations are not meant as a script, nor are they required to be used. Please customize as needed. Thank you to the many educators who contributed to this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

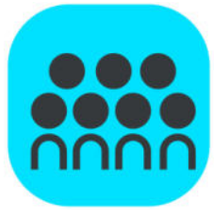
Personal White Board

Problem Set

Manipulatives Needed

Fluency

Think Pair Share



Whole Class

Individual

Partner

Small Group

Small Group Time

Materials Needed:

Materials:
Fluency - Sprint

Application Problem:
Toothpicks (12 each student)

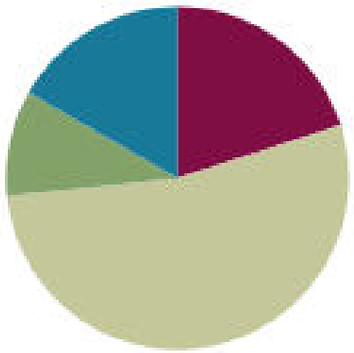
Concept Development:
(T)chart paper, marker, ruler
(S) Personal white board, 1 rubber band, geoboard, 2 pencils

Lesson 1

Objective: Describe two-dimensional shapes based on attributes.

Suggested Lesson Structure

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



Describe two-dimensional shapes based on attributes

Fluency

Rename for the Larger Unit

I'll tell you a number of ones. Make as many tens as you can, and then tell how many tens and ones. If there are no ones, only say the tens. Ready?

10 ones

30 ones

41 ones

50 ones

54 ones

80 ones

85 ones

99 ones

100 ones

105 ones

120 ones

Sprint

A

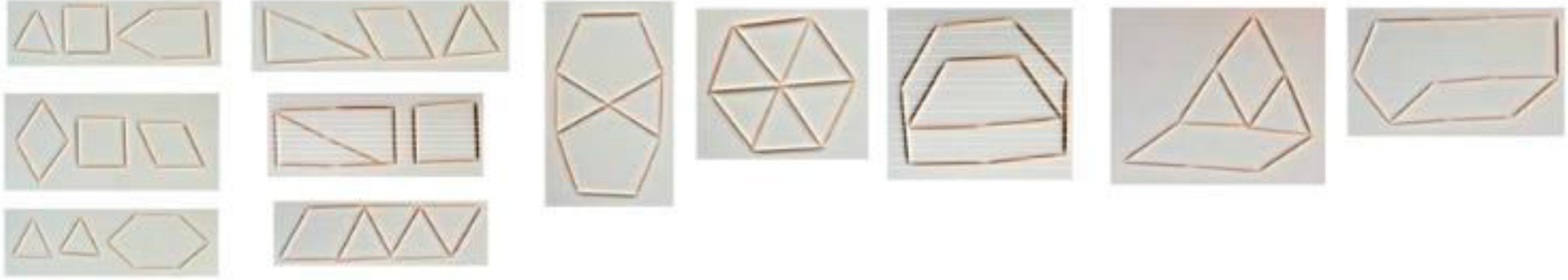
Number Correct: _____

Adding Across a Ten

1.	8 + 1 =		23.	50 + 30 =	
2.	18 + 1 =		24.	58 + 30 =	
3.	28 + 1 =		25.	9 + 3 =	
4.	58 + 1 =		26.	90 + 30 =	
5.	7 + 2 =		27.	97 + 30 =	
6.	17 + 2 =		28.	8 + 4 =	
7.	27 + 2 =		29.	80 + 40 =	
8.	57 + 2 =		30.	83 + 40 =	

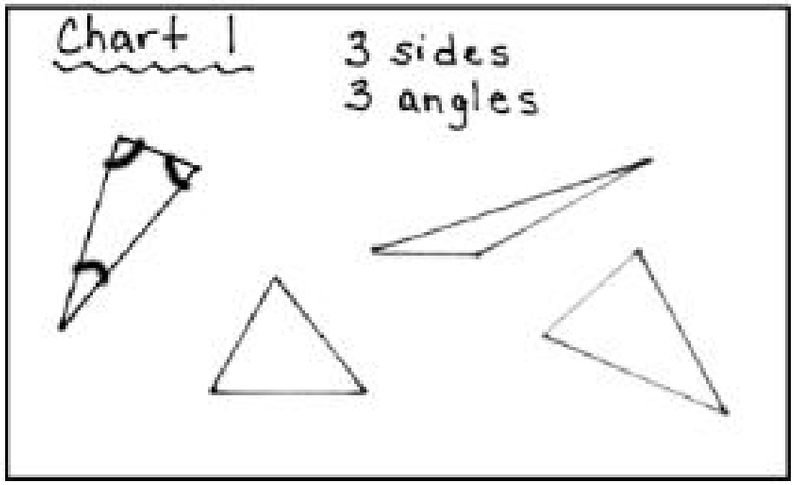
Application Problem

Terrance is making shapes with 12 toothpicks. Using all of the toothpicks, create 3 different shapes he could make. How many other combinations can you find.



Concept Development

How would you describe this shape without using its name?



If a figure has three corners, then it also has three angles. An angle is the figure formed where two sides meet. Watch as I mark the angles on the triangle.

Concept Development

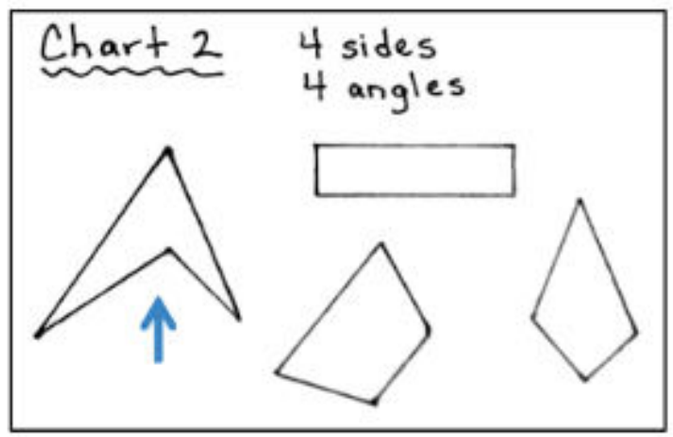
Use your geoboards to create a shape with three sides and three angles that looks different than mine.

These all have 3 sides and 3 angles.

Concept Development

Now let's look at another shape.

Use your geoboards to create a shape with four sides and four angles that looks different than mine.

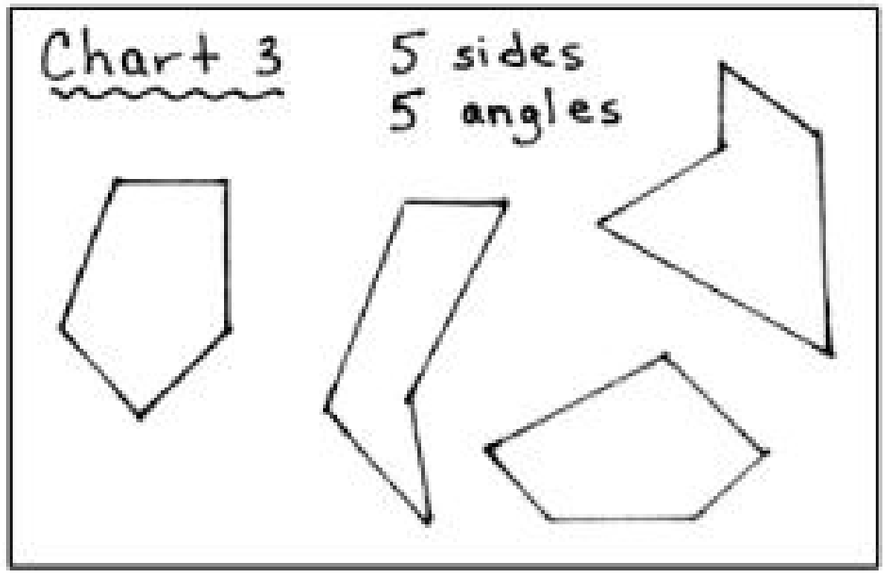


These all have 4 sides and 4 angles. They are all closed!

Concept Development

Now let's look at another shape.

Use your geoboards to create a shape with five sides and five angles that looks different than mine.

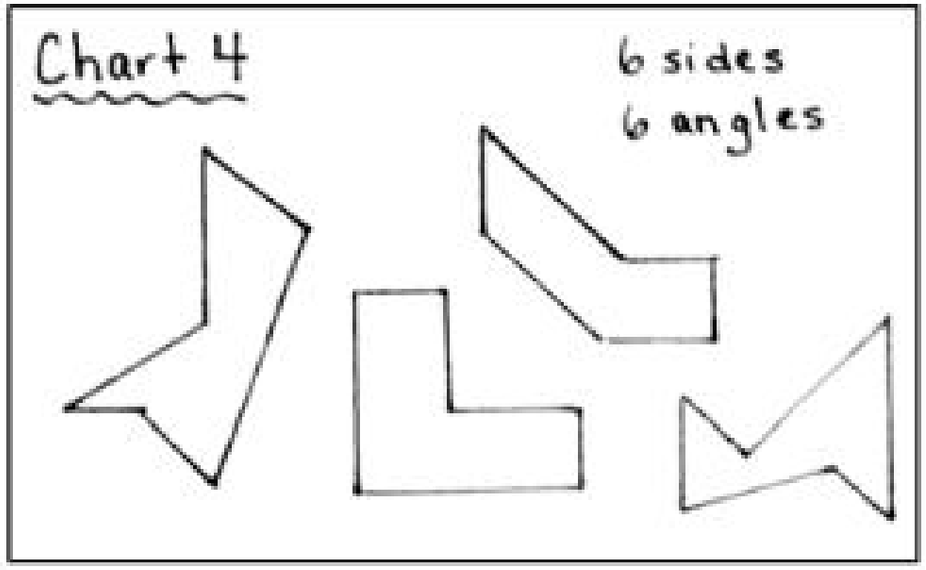


These all have 5 sides and 5 angles. They are all closed!

Concept Development

Now let's look at another shape.

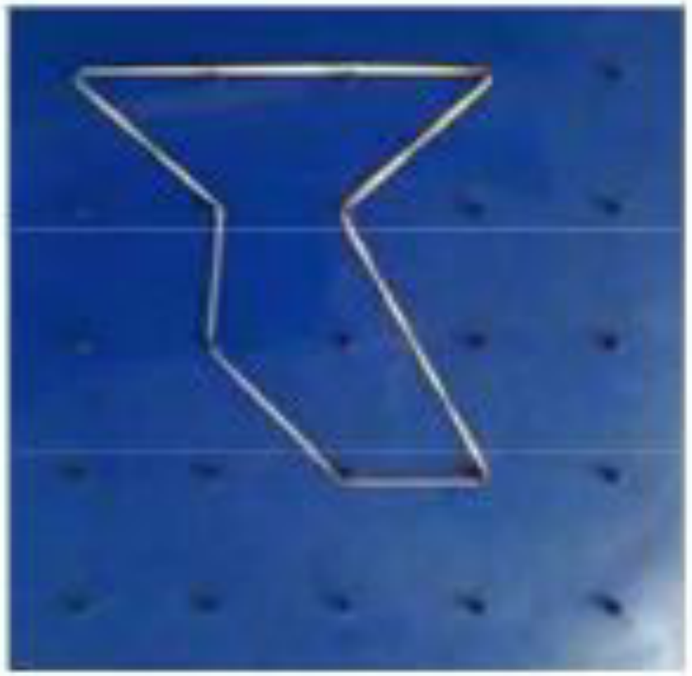
Use your geoboards to create a shape with six sides and six angles that looks different than mine.



These all have 6 sides and 6 angles. They are all closed!

Concept Development

Your turn to create shapes with 7 sides and 7 angles.



Concept Development

Your turn to create shapes with 8 sides and 8 angles.

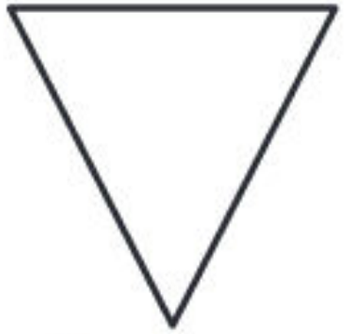
Concept Development

Now that we have done so much work with different shapes, how would you describe an angle?

Name _____ Date _____

1. Identify the number of sides and angles for each shape. Circle each angle as you count, if needed. The first one has been done for you.

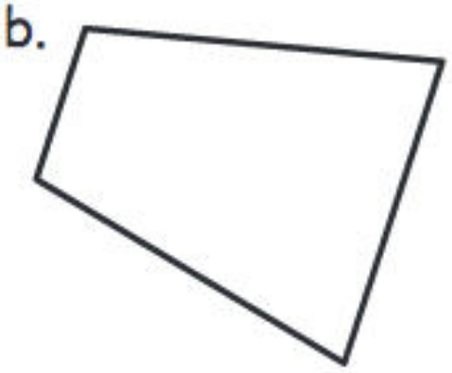
a.



3 sides

3 angles

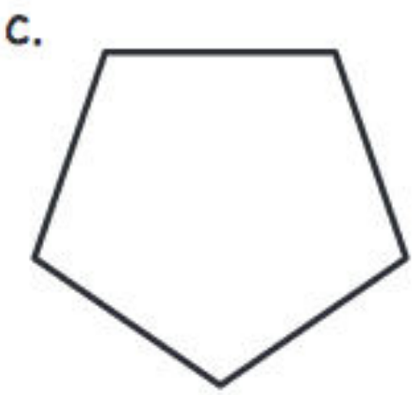
b.



_____ sides

_____ angles

c.



_____ sides

_____ angles

Debrief

Review your solutions for the Problem Set

Look at the Problem Set. What did you notice about the number of angles and sides in each shape? How did you answer Problem 2 (e)

Look at all the shapes on the first page of the Problem Set. With your partner, group the shapes based on the number of sides and angles each shape has.

Look at Problem 3, which shows the two shapes on the geoboards. Tell your partner what would make the smaller shape the same as the larger shape.

Debrief

Review your solutions for the Problem Set

When Ethan first counted the sides on the first shape in Problem 3, he thought that it had 10 sides. How would you explain his mistake to him? How is this like the problem

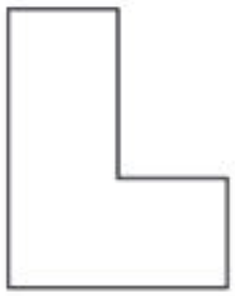
Tell your partner why you need to pay attention to more than how a shape looks when grouping shapes.

Exit Ticket

Name _____ Date _____

Study the shapes below. Then, answer the questions.

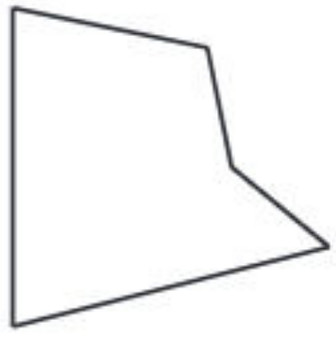
A



B

C

D



1. Which shape has the most sides? _____