

Eureka Math

2nd Grade Module 8 Lesson 2

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.

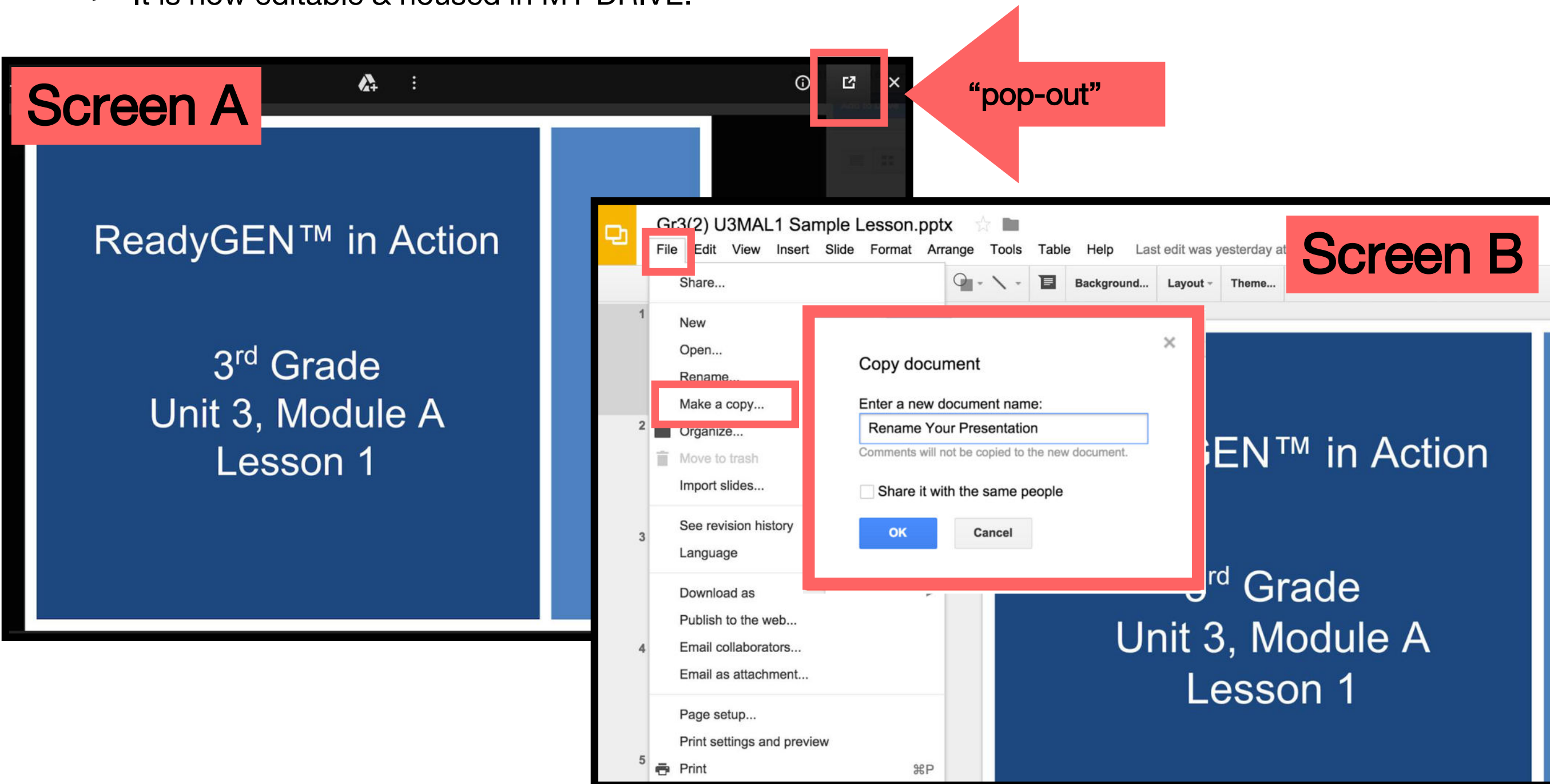


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Customize this Slideshow

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



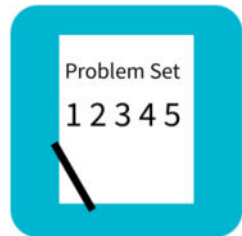
Read, Draw, Write



Learning Target



Personal White Board



Problem Set



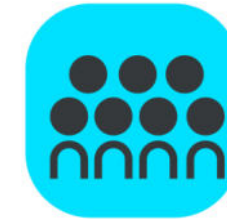
Manipulatives Needed



Fluency



Think Pair Share



Whole Class



Individual



Partner



Small Group



Small Group Time



Materials Needed:

Materials:

Fluency - Sprint

Application Problem:

Application Template

Concept Development:

(T) 4 charts from Lesson 1, tape, sentence strips with shape names (triangle, quadrilateral, pentagon, hexagon)

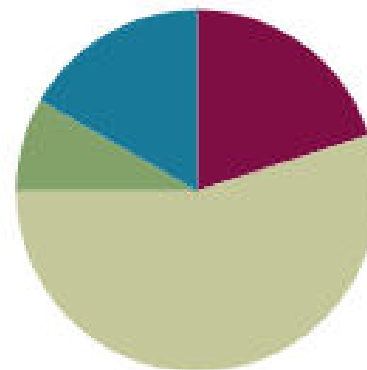
(S) Container of uncooked spaghetti of differing lengths per each group of four students. 1 piece of dark construction paper per student.

Lesson 2

Objective: Build, identify, and analyze two-dimensional shapes with specified attributes.

Suggested Lesson Structure

■ Fluency Practice	(12 minutes)
■ Application Problem	(5 minutes)
■ Concept Development	(33 minutes)
■ Student Debrief	(10 minutes)
Total Time	(60 minutes)





I can build, identify, and analyze two-dimensional shapes with specified 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?

120 ones

225 ones

140 ones

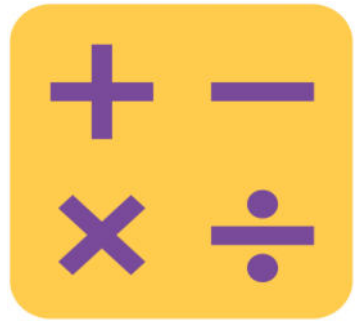
381 ones

210 ones

360 ones

250 ones

306 ones



Sprint

A STORY OF UNITS

Lesson 2 Sprint

2•8

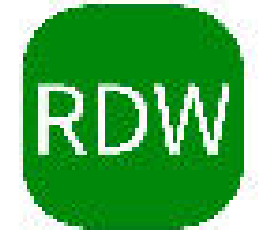
A

Number Correct: _____

Make a Hundred to Add

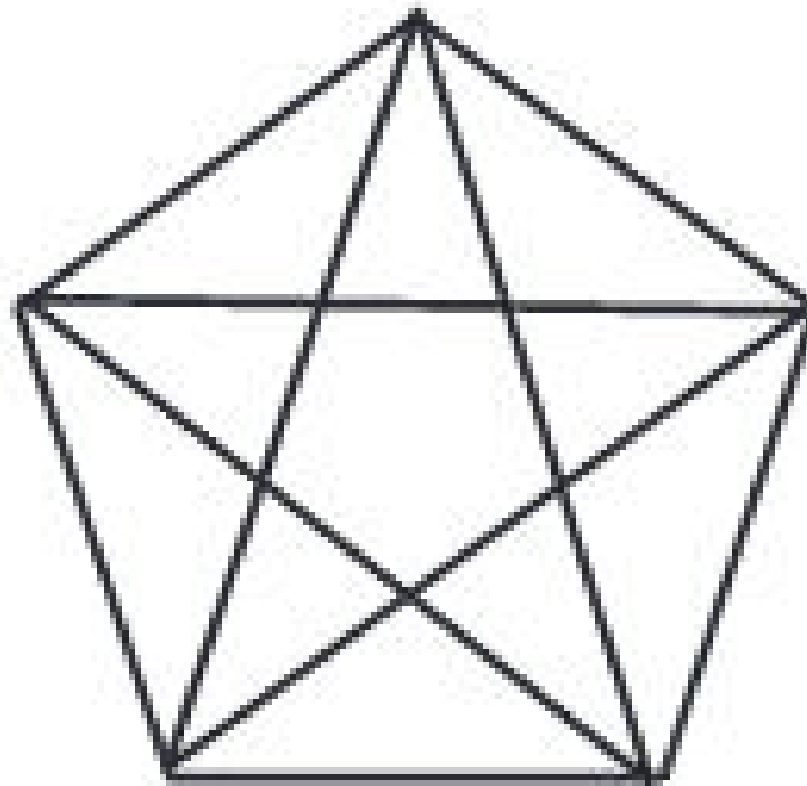
1.	$98 + 3 =$	
2.	$98 + 4 =$	
3.	$98 + 5 =$	
4.	$98 + 8 =$	
5.	$98 + 6 =$	
6.	$98 + 9 =$	
7.	$98 + 7 =$	
8.	$99 + 2 =$	

23.	$99 + 12 =$	
24.	$99 + 23 =$	
25.	$99 + 34 =$	
26.	$99 + 45 =$	
27.	$99 + 56 =$	
28.	$99 + 67 =$	
29.	$99 + 78 =$	
30.	$35 + 99 =$	



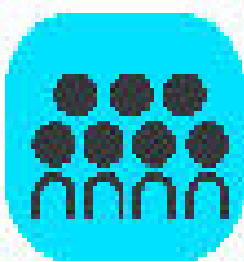
Application Problem

How many triangles can you find?



Hint: If you only found 10, keep looking!

Concept Development



Polygon: A closed figure with 3 or more straight sides. Every side meets exactly two other sides at the corners. A polygon always has the same number of angles as sides.

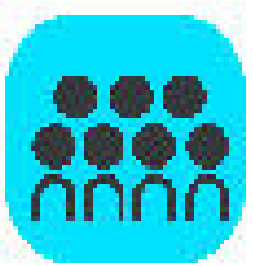
Triangle: A 3 sided polygon with 3 angles

Quadrilateral: A 4 sided polygon with 4 angles

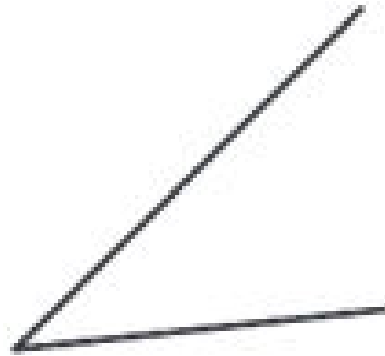
Pentagon: A 5 sided polygon with 5 angles

Hexagon: A 6 sided polygon with 6 angles

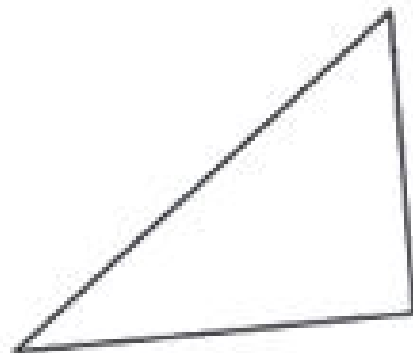
Concept Development



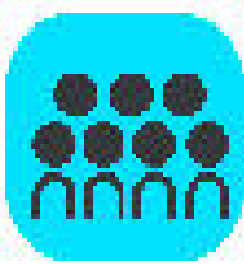
Take two pieces of spaghetti of any length out of the container. Let's call these our sides. On your paper, arrange the spaghetti so that the two sides meet to make an angle.



Take another piece of spaghetti, and close the shape, creating two more corners or angles.



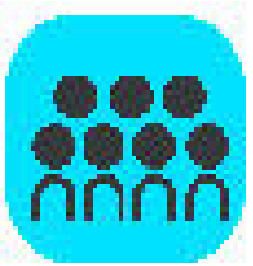
Concept Development



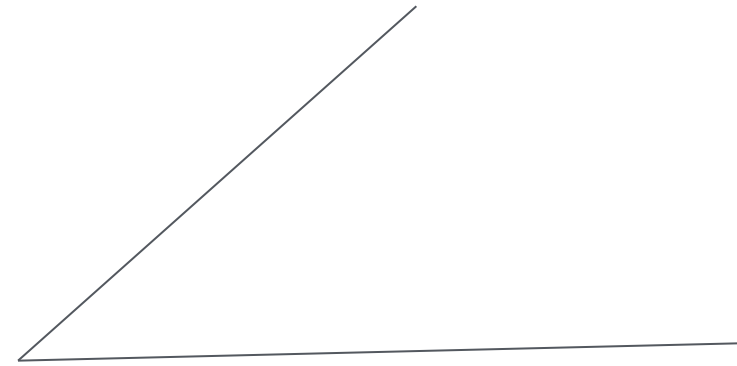
Name the shape you just made.

Shapes can be described with more than one name. We can also use the word POLYGON to describe the triangle. A polygon is a closed shape with 3 or more angles, so a triangle is the smallest polygon?

Concept Development

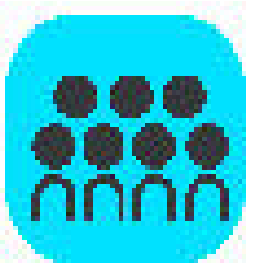


Is this a polygon?



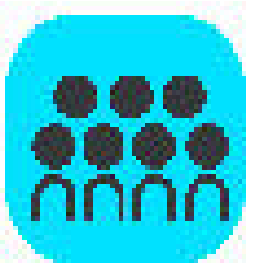
How can we turn this into a polygon?

Concept Development



Let's review the charts from Lesson 1 and add shape names to them.

Concept Development



Let's use our spaghetti to make more shapes....

Make a pentagon.

Make a hexagon.

Name _____

Date _____

1. Count the number of sides and angles for each shape to identify each polygon. The polygon names in the word bank may be used more than once.

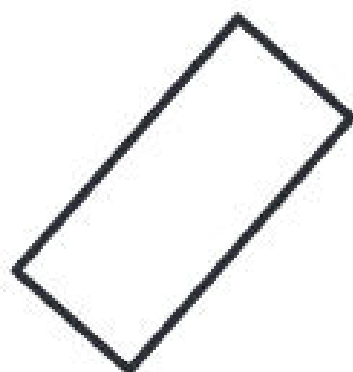
Hexagon

Quadrilateral

Triangle

Pentagon

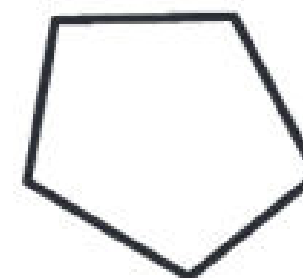
a.



b.



c.





Debrief

Review your solutions for the Problem Set

Compare your shape names on the first page of your Problem Set with your partner's. Are there any shape names you disagree on?

Look at Problem 1(a) on your Problem Set. What is the name of that shape? Look at 1(c) what is the name of that shape? What is the difference between a **quadrilateral** and a **pentagon**?

If you closed your eyes and felt a shape with four sides and four corners, could you name it? What would you name it?



Debrief

Review your solutions for the Problem Set

Picture a square in your head. Could you describe a square with another name?

Could a **polygon** have only two angles? Why or why not?

Polygons have many angles. POLY means many and GON means angle. What is the smallest number of angles a polygon can have? What do you think the largest number of angles could be?



Exit Ticket

A STORY OF UNITS

Lesson 2 Exit Ticket

2•8

Name _____

Date _____

Count the number of sides and angles for each shape to identify each polygon.
The polygon names in the word bank may be used more than once.

Hexagon

Quadrilateral

Triangle

Pentagon

1.



2.



3.