

Eureka Math

2nd Grade Module 8 Lesson 9

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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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- Within Google Slides (not Chrome), choose FILE.
- Choose MAKE A COPY and rename your presentation.
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- It is now editable & housed in MY DRIVE.



Icons



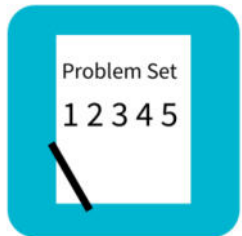
Read, Draw, Write



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 - Core Fluency

Concept Development:

(T) 8 1/2 x 11 piece of paper, circle (Template 1),
shaded shapes (Template 2),

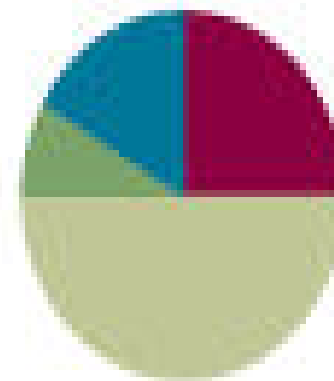
(S) 8 1/2 x 11 piece of paper, circle (Template 1),
shaded shapes (Template 2), white board,
scissors, crayons or colored pencils

Lesson 9

Objective: Partition circles and rectangles into equal parts, and describe those parts as halves, thirds, or fourths.

Suggested Lesson Structure

■ Fluency Practice	(15 minutes)
■ Application Problem	(5 minutes)
■ Concept Development	(30 minutes)
■ Student Debrief	(10 minutes)
Total Time	(60 minutes)





I can partition circles and rectangles into equal parts, and describe those parts as halves, thirds, or fourths.



Fluency

Rename for the Larger Unit

I'm going to tell you a number of ones. Tell me the largest units that can be made.
Ready?

12 ones = ____ten ____ones

29 ones = ____ten ____ones

58 ones = ____ten ____ones

97 ones = ____ten ____ones



Fluency

Rename for the Larger Unit

I'm going to tell you a number of ones. Tell me the largest units that can be made.
Ready?

100 ones = ____hundred____ten ____ones

130 ones = ____hundred____ten ____ones

148 ones = ____hundred____ten ____ones

254 ones = ____hundred____ten ____ones



Sprint

A STORY OF UNITS

Lesson 9 Sprint

2•8

A

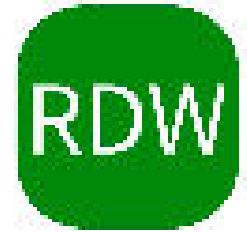
Number Correct: _____

Subtraction Patterns

1.	$5 - 1 =$	
2.	$15 - 1 =$	
3.	$25 - 1 =$	
4.	$75 - 1 =$	
5.	$5 - 2 =$	
6.	$15 - 2 =$	
7.	$25 - 2 =$	
8.	$75 - 2 =$	
9.	$4 - 1 =$	
10.	$40 - 10 =$	

23.	$10 - 2 =$	
24.	$11 - 2 =$	
25.	$21 - 2 =$	
26.	$31 - 2 =$	
27.	$51 - 2 =$	
28.	$51 - 12 =$	
29.	$10 - 5 =$	
30.	$11 - 5 =$	
31.	$12 - 5 =$	
32.	$22 - 5 =$	

Application Problem



Mr. Thompson's class raised 96 dollars for a field trip. They need to raise a total of 120 dollars.

a. How much more money do they need to raise in order to reach their goal?

b. If they raise 86 more dollars, how much extra money will they have?

Handwritten student work for problem a:

$$\begin{array}{r} 120 \\ - 96 \\ \hline 24 \end{array}$$

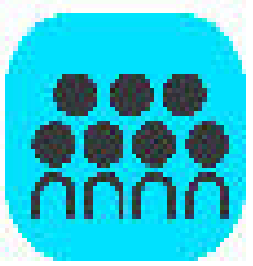
They need to raise 24 dollars.

Handwritten student work for problem b:

$$\begin{array}{r} 96 \\ + 86 \\ \hline 182 \end{array}$$
$$\begin{array}{r} 120 \\ - 182 \\ \hline -62 \end{array}$$

They will have 62 extra dollars.

Concept Development



What shape is this paper?

How can you prove that?

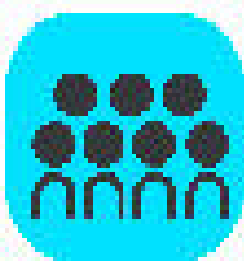
A square corner is called a **right angle**.

Partner A, choose one way to fold your paper in half.

Partner B, fold your paper in half another way.

Once you have folded your paper, open it up and draw straight down the fold line with a crayon. Then, color 1 half, and label it.

Concept Development



Talk with your partner. Use math language to describe how your papers are alike and different.

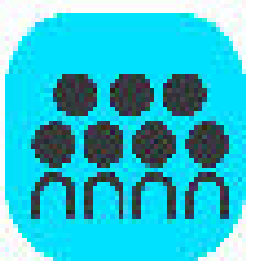
You have partitioned, or divided, your paper into two equal shares called halves. We can describe either part, whether shaded or unshaded, as half, true?

Cut along your fold line, and then, hold up your papers.

What are you holding?

Put them together. Now, what do you have?

Concept Development



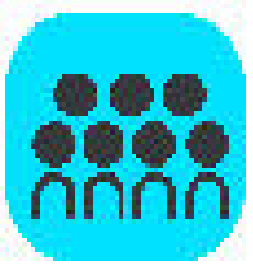
Cut out the circle by cutting right on top of the black line.

Fold your circle in half. Is there more than one way to do that?

This reminds me of certain foods. Do you know which ones I'm thinking of?

Whether it's eggs or a tortilla, we sometimes take a circle and fold it in half. Yum!

Concept Development



Now, open up your circle, and draw straight down the fold line with a crayon. Then, color 1 half, and label it.

How would you describe this circle now?

Put the shaded shapes template into your personal white boards.

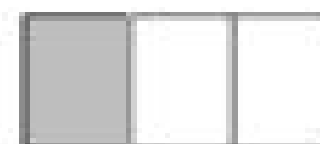
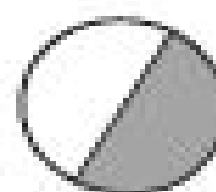
Look at the shapes on the page. Talk with your partner about all the reasons why each shape is or is not two equal shares, with one share shaded.

Halves means two equal parts make up the whole.

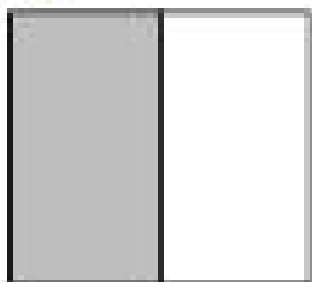
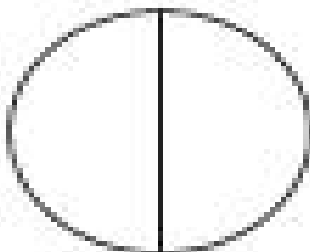
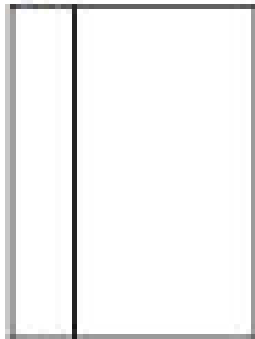
Name _____

Date _____

1. Circle the shapes that have 2 equal shares with 1 share shaded.



2. Shade 1 half of the shapes that are split into 2 equal shares. One has been done for you.

a. 	b. 	c. 	d. 
e.	f. 	g.	h.



Debrief

Review your solutions for the Problem Set

For Problem 2, are shapes (g) and (h) partitioned into two equal shares? How do you know?

For Problems 2(c) and (h), why didn't you shade in one part?

What similarities and differences do you notice among Problems 2(b), (e), and (k)?



Debrief

Review your solutions for the Problem Set

Can all the shapes in Problem 2 be split into two equal shares? How would Problem 2(d) change?

Turn and talk. For Problem 3, what mental strategy did you use to split the shapes into halves? How does your work compare to your partner's work?

For Problem 3, how many ways can you split the shapes into halves? Do you notice anything interesting about circles?

For Problem 3(b), how many right angles does each of the shapes have?

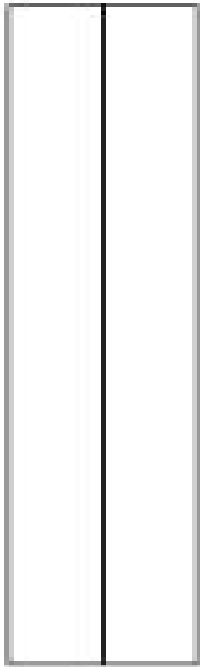
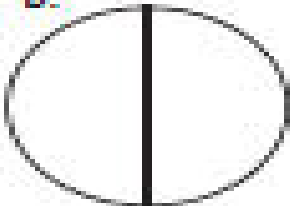
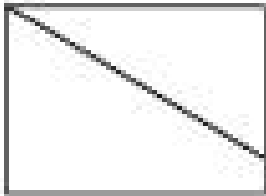
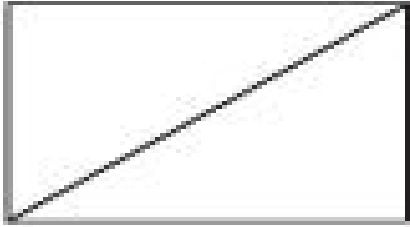
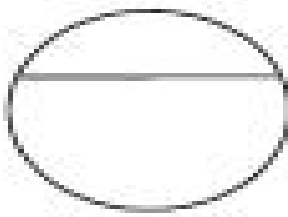


Exit Ticket

Name _____

Date _____

Shade 1 half of the shapes that are split into 2 equal shares.

a. 	b. 	c. 	d. 
	e. 	f. 	g. 