

Eureka Math

2nd Grade Module 8 Lesson 11

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Directions for customizing presentations are available on the next slide.

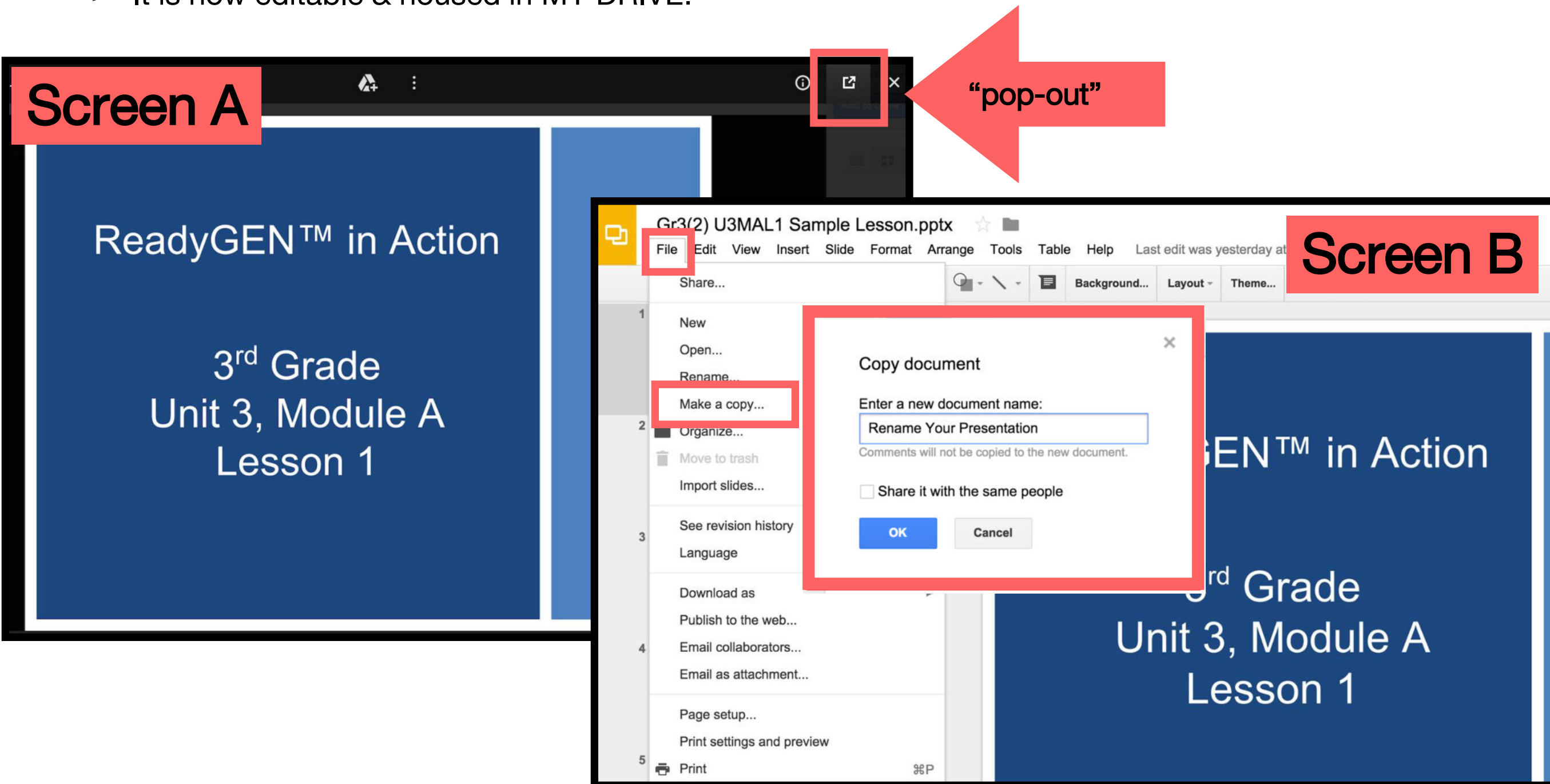


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Customize this Slideshow

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



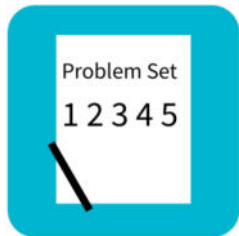
Read, Draw, Write



Learning Target



Personal White Board



Problem Set



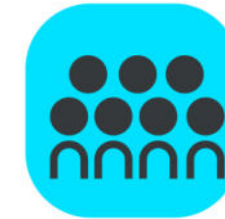
Manipulatives Needed



Fluency



Think Pair Share



Whole Class



Individual



Partner



Small Group



Small Group Time



Materials Needed:

Materials:

(S) White Board, place value chart

Fluency - Core Fluency

Concept Development:

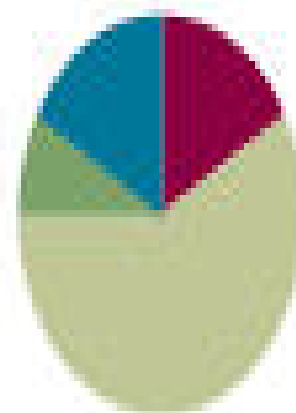
(T/S) Labeled fraction parts (Template), 1 piece of unlined paper, glue stick

Lesson 11

Objective: Describe a whole by the number of equal parts including 2 halves, 3 thirds, and 4 fourths.

Suggested Lesson Structure

■ Fluency Practice	(10 minutes)
■ Application Problem	(5 minutes)
■ Concept Development	(35 minutes)
■ Student Debrief	(10 minutes)
Total Time	(60 minutes)





I can describe a whole by the number of equal parts including 2 halves, 3 thirds, and 4 fourths.



Fluency

Addition with Renaming

Slide the place value chart template into your personal white board.

112 + 159 Let's use a chip model to add. On your personal white board, record your work using the vertical method.

$$184 + 135$$

$$385 + 108$$

$$323 + 491$$



Sprint

A STORY OF UNITS

Lesson 3 Core Fluency Practice Set A

2•8

Name _____

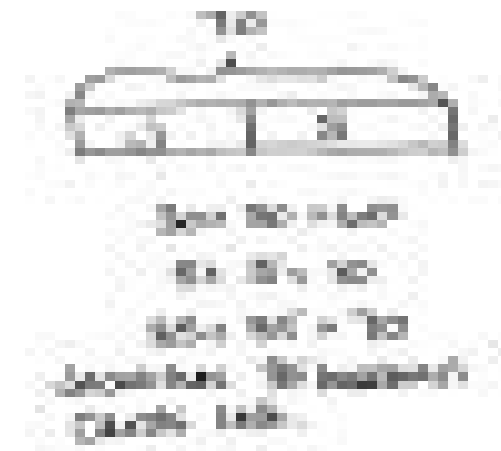
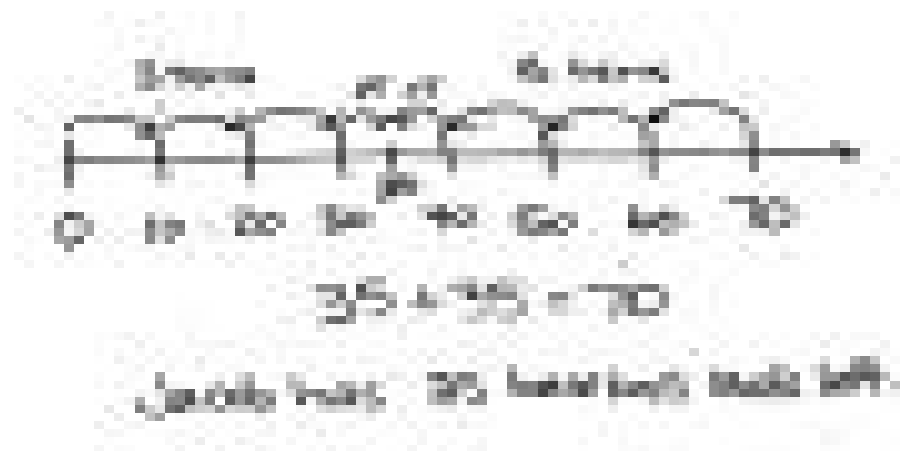
Date _____

1.	$10 + 9 =$	21.	$3 + 9 =$
2.	$10 + 1 =$	22.	$4 + 8 =$
3.	$11 + 2 =$	23.	$5 + 9 =$
4.	$13 + 6 =$	24.	$8 + 8 =$
5.	$15 + 5 =$	25.	$7 + 5 =$
6.	$14 + 3 =$	26.	$5 + 8 =$
7.	$13 + 5 =$	27.	$8 + 3 =$

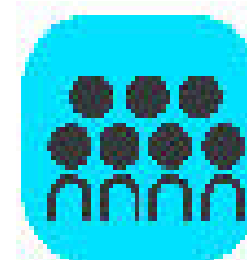
Application Problem



Jacob collected 70 baseball cards. He gave half of them to his brother, Sammy. How many baseball cards does Jacob have left?



Concept Development



Part 1: Completing a Whole and Counting Thirds and Fourths in the Whole

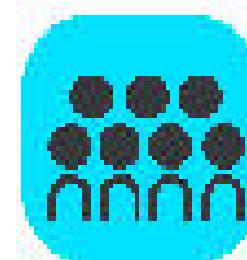
Look at the part that Student A is holding. Does he have a whole circle?

What does he need to complete the circle?

Watch as I complete the whole. 1 half and 1 half make 1 whole; 2 halves make a whole! Say it with me.

Look at the parts of a rectangle Student B and Student C are holding. They each have 1 third of a rectangle. How many thirds do you see altogether?

Concept Development



What do they need to complete the whole rectangle?

Watch as I complete the whole. 1 third and 1 third and 1 third make a whole; 3 thirds make a whole! Say it with me.

Look at the parts of a square that Student B, Student C, and Student D are holding. They each have 1 fourth of a square. What do they need to complete the whole square?

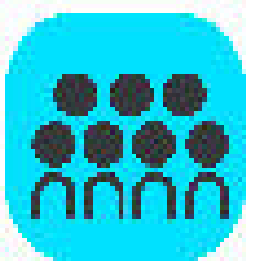
Let's complete the whole.

This one was tricky.

1 fourth and 1 fourth and 1 fourth and 1 fourth make 1 whole; 4 fourths make 1 whole.

Say it with me.

Concept Development



Part 2: Making a Whole Circle from Paper Cutouts

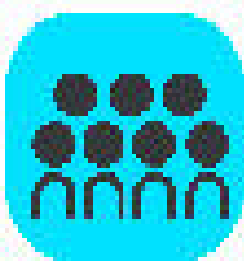
Each of you has a piece of a whole circle. When I say, “Find your whole,” walk around the room to complete your whole.

Ready?

Find your whole!

Let’s look at our whole groups. Do all of our groups have the same number of people?

Concept Development



Let's look at our whole groups. Do all of our groups have the same number of people?

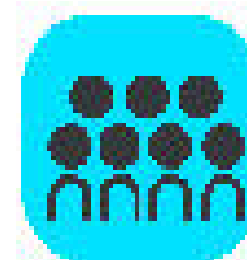
Which group has the most people? Which group has the fewest number of people?

Which group has the biggest pieces? Which group has the smallest pieces?

So what can we say about thirds compared to halves and fourths?

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Concept Development



Part 3: Drawing a Whole from One Part to the Whole

What part do I have?

I'm going to glue my 1 fourth on my paper. How many more fourths do I need to complete the whole square?

Watch as I draw 3 more fourths to complete the whole.
4 fourths make 1 whole.

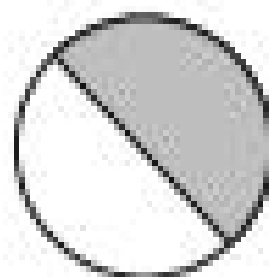
Take your piece of a whole, and glue it on your paper.
Use a crayon to complete the whole.

Name _____

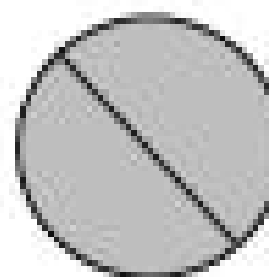
Date _____

1. For Parts (a), (c), and (e), identify the shaded area.

a.



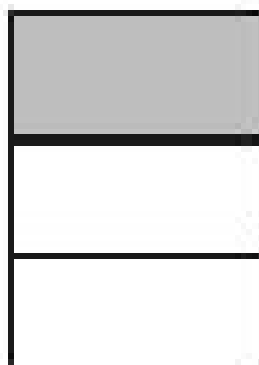
_____ half



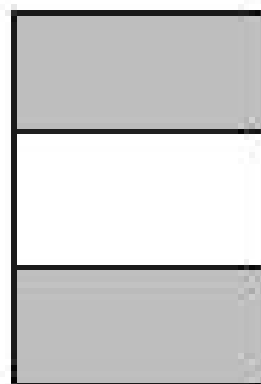
_____ halves

b. Circle the shape above that has a shaded area that shows 1 whole.

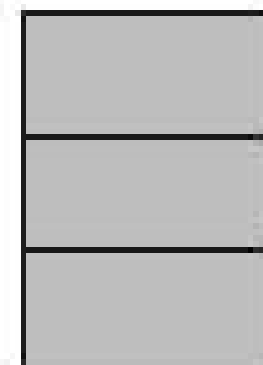
c.



_____ third



_____ thirds



_____ thirds



Debrief

Review your solutions for the Problem Set

For Problem 1(c), which is closer to one whole, 1 third or 2 thirds?

If you shade 3 fourths of a rectangle, is it possible that 2 fourths are left unshaded?

What is the same and different about 2 halves, 3 thirds, and 4 fourths?



Debrief

Review your solutions for the Problem Set

For Problem 2, how can you check to make sure your answer is correct?

Sangeeta says that 2 halves cannot equal 3 thirds. Explain why you agree or disagree.



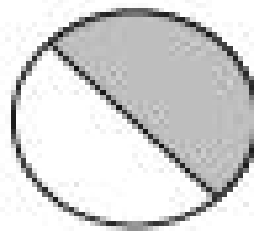
Exit Ticket

Name _____

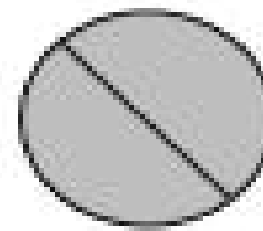
Date _____

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a.



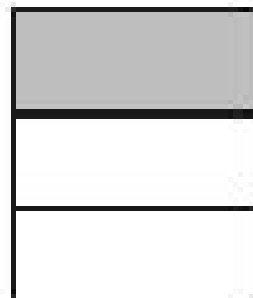
_____ half



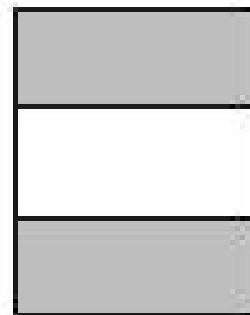
_____ halves

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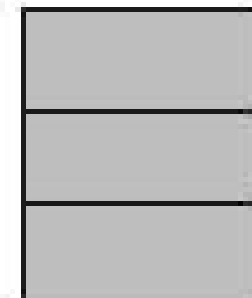
c.



_____ third



_____ thirds



_____ thirds