

Eureka Math

2nd Grade Module 8 Lesson 14

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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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.
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- It is now editable & housed in MY DRIVE.

Screen A

ReadyGEN™ in Action

3rd Grade
Unit 3, Module A
Lesson 1

“pop-out”

Screen B

Gr3(2) U3MAL1 Sample Lesson.pptx

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ReadyGEN™ in Action

3rd Grade
Unit 3, Module A
Lesson 1

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
Adding and Subtracting by 5 sprint

Concept Development:

(T) Large instructional geared clock, clock made
in Lesson 13, student clock (optional)

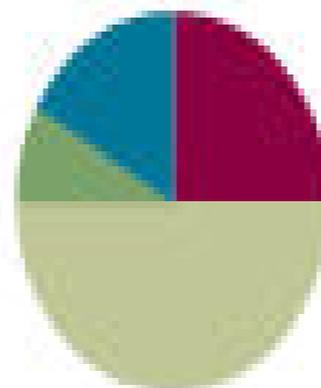
(S) Clock made in Lesson 13, student clocks
(optional), personal white board

Lesson 14

Objective: Tell time to the nearest five minutes.

Suggested Lesson Structure

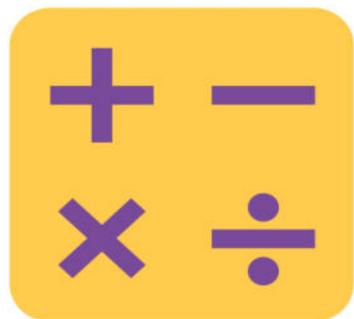
■ Fluency Practice	(15 minutes)
■ Concept Development	(30 minutes)
■ Application Problem	(5 minutes)
■ Student Debrief	(10 minutes)
Total Time	(60 minutes)





I can tell time to the nearest five minutes.

Fluency



Subtraction with Renaming

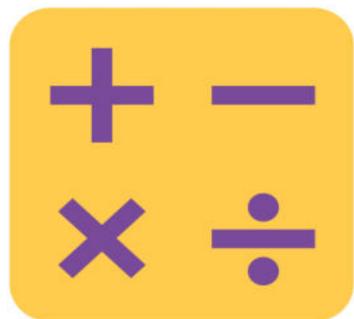
Slide the place value chart template into your personal white board.

367 - 185 Let's use a chip model to subtract. On your board, record your work using the algorithm.

$$456 - 274$$

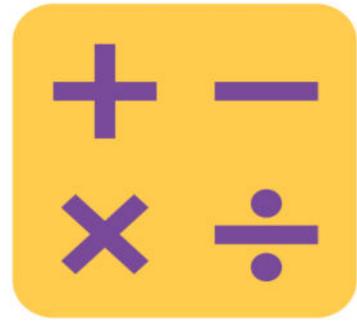
$$625 - 295$$

Fluency



Happy Counting

Let's count by fives, starting at 0. Ready?



Fluency

A

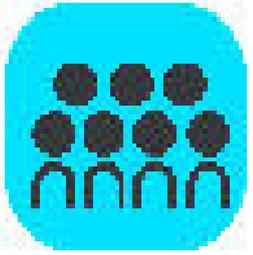
Number Correct: _____

Adding and Subtracting by 5

1.	$0 + 5 =$	
2.	$5 + 5 =$	
3.	$10 + 5 =$	
4.	$15 + 5 =$	
5.	$20 + 5 =$	
6.	$25 + 5 =$	
7.	$30 + 5 =$	
8.	$35 + 5 =$	
9.	$40 + 5 =$	

23.	$10 + 5 =$	
24.	$15 + 5 =$	
25.	$20 + 5 =$	
26.	$25 + 5 =$	
27.	$30 + 5 =$	
28.	$35 + 5 =$	
29.	$40 + 5 =$	
30.	$45 + 5 =$	
31.	$50 + 5 =$	

Concept Development



Each number on the clock represents how many minutes?

How many fives does it take to get all the way around the clock?

Let's count minutes around the clock by fives.

When we get to the 12, it's 60 minutes later. One hour equals 60 minutes, so we can say it's a new hour!

Concept Development



Now, let's show some times with our clocks.

Show 4:05 on the geared instructional clock.

Set your clocks to look like mine.

How many minutes have passed since four o'clock?

We say this time like this, four oh five, and we write it like this.

4:05

Concept Development



Notice how very close the hour hand is to the 5. But is it five o'clock yet?

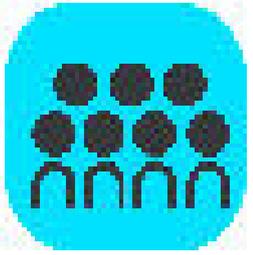
Turn and talk. What time is it now?

The hour hand takes a full hour to move from one number to the next, so it moves a little bit every minute.

How many more minutes are needed to complete the hour?

What time is it now?

Concept Development



What time is this? Talk with a partner. You may use your student clock to figure it out.

I noticed some people are using what they learned about fractions and the minutes to start at half past, or 30, and counting by 5 from there.

Name _____

Date _____

1. Fill in the missing numbers.

60, 55, 50, _____, 40, _____, _____, _____, 20, _____, _____, _____, _____

2. Fill in the missing numbers on the face of the clock to show the minutes.



Debrief

Review your solutions for the Problem Set

For Problem 3, 3:35, how did you use the numbers on the face of the clock and skip counting to draw the hands correctly?

For Problem 3, 4:40, how could you use your knowledge of equal parts to figure out where to draw the minute hand?

For Problem 3, what difference do you notice between the hour hands for 6:25 and 6:55?

Why?



Debrief

Review your solutions for the Problem Set

For Problem 4, is the analog clock showing 12:55 or 1:55? How do you know?

How did the Application Problem connect to today's lesson?



Exit Ticket

Name _____

Date _____

Draw the hour and minute hands on the clocks to match the correct time.



12:00



5:25