

## 2<sup>nd</sup> Grade Unit 3

Volume 3

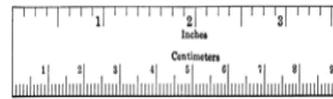
2<sup>nd</sup> 9 Weeks

### Unit 3 Goals

- Measure the length of an object by selecting & using appropriate tools such as rulers, yardsticks, meter sticks, and measuring tapes.
- Measure the length of an object twice using two different units of lengths.
- Estimate lengths using units of inches, feet, centimeters, and meters.
- Measure to determine how much longer one object is than another.
- Use a number line to add and subtract.
- Solve addition and subtraction word problems within 100 involving lengths.
- Create and read line plots.
- Tell and write time to the nearest five minutes, using a.m. and p.m.

### Unit 3 Focus Measurement

Measure the line in inches and centimeters.  
Round to the nearest inch or centimeter.



8 cm 3 in

### Clocks

Students will tell time to the nearest five minutes on both analog and digital clocks.



### Words to Know:

**Compare-** How something is similar to or different from something.

**Standard Unit-** Commonly used units of measurement: inches, feet, yards, centimeters, meters, etc.

**Non-standard Units-** A unit of measure that is not part of a consistent system: paperclips, shoes, coins, etc.

**Estimate-** to find a number close to the exact amount.

**Measuring tapes-** tool used to measure length or height of objects, similar to a ruler.

**Meter stick-** a tool used to measure the length or height of objects; a meter stick is 100 centimeters long.

**Rulers-** tool used to measure the length or height of an object/a ruler is 12 inches or 1 foot in length.

**Yard stick-** a tool used to measure the length or height of an object; a yardstick is 36 inches or 3 feet long.

### Things to remember!!!

Remember to use appropriate tools when measuring.

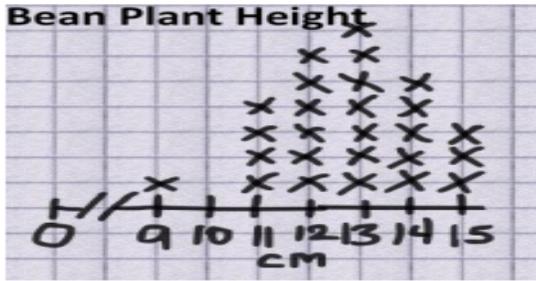
- Measure something round with a measuring tape or strip.
- Measure something straight with a ruler or meter stick.

Remember to use appropriate units for specific objects when measuring.

- Use centimeters or inches for short objects.
- Use meters or yards for long objects.

## Line Plot

Draw a line plot to represent a given data set; answer questions and draw conclusions based on measurement data.



Height of Bean Plant (cm)	Number of Students
9 cm	1
11 cm	4
12 cm	6
13 cm	7
14 cm	5
15 cm	3

## Measurement Word Problem

Carol's ribbon is 76 centimeters long. Alice's ribbon is 100 centimeters long. How much longer is Alice's ribbon than Carol's?

$$100\text{cm} - 76\text{cm} = \underline{24\text{cm}}$$

$$\begin{array}{r} 100 - 70 = 30 \\ 30 - 6 = 24 \end{array}$$

## Measure & Compare

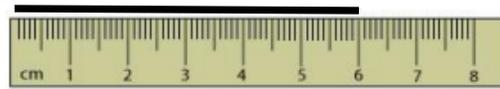
Students measure and compare to determine how much longer one object is than another. They also measure objects twice using different length units thereby developing their understanding of how the total measurement relates to the size of the length unit. Repeated experience and explicit comparisons will help students recognize that the smaller the length unit, the larger the number of units, and the larger the length unit, the smaller the number of units.

### Measure and Compare Examples

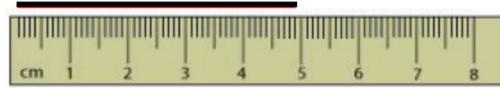
#### Line E



#### Line F

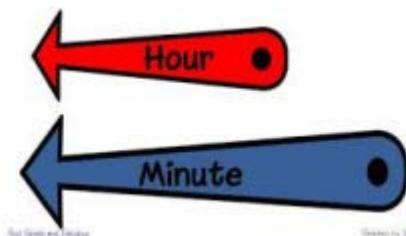


#### Line G

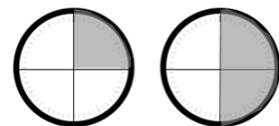


Line E measured about 3 cm.  
Line F measured about 6 cm.  
Line G measured about 5 cm.

Students apply their understanding of partitioning the whole into halves and fourths to tell time to the nearest five minutes using both analog and digital clocks. They construct simple clocks and see the relationship to partitioning a circle into quarters and halves, thereby decomposing 60 minutes. They also use their understanding of skip-counting by fives and tens to tell time on an analog clock.



#### Fractions of the Clock



1 quarter

1 half or  
2 quarters



Quarter to 4



Half past 3