

# June Gr.2 Unit 12: Geometric Shapes and Equal Shares

Content Area: **Math**  
Course(s):  
Time Period: **June**  
Length: **2-3Weeks**  
Status: **Obsolete**

## Unit Overview

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This unit teaches how to classify and compare shapes.

## Enduring Understandings

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Students are asked to explain their reasoning throughout the chapter when classifying and comparing shapes. They will be asked to determine what attributes shapes have in common and they will identify counterexamples. They will use concrete objects, drawings, diagrams and the definitions of various shapes when constructing their arguments..

## Essential Questions

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How do we classify and identify geometric shapes?

## Instructional Strategies & Learning Activities

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### My Math Chapter 12

- **Pacing Guide**  
**Suggested Pacing**

Instruction	16 days
Review/Assessment	2 days
Total*	18 days

- \*Includes additional time for remediation and differentiation.
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Lesson	Objective	Material & Manipulatives	Vocabulary	Standard
Lesson 1 <i>pp. 645-650</i>	Use an inch ruler to measure objects.	• ruler	<b>length</b>	2.MD.1
<b>Inches</b>			<b>inch</b>	2.MD.3
			<b>estimate</b>	

			<b>measure</b>	2.MD.5
				<b>Major Cluster</b>
				<b>MP</b>
				<b>1, 2, 3, 4, 5, 6</b>
				2.MD.1
				2.MD.3
				2.MD.5
				<b>Major Cluster</b>
				<b>MP</b>
				<b>1, 2, 3, 5, 6, 8</b>
				2.MD.1
				2.MD.3
				<b>Major Cluster</b>
				<b>MP</b>
				<b>3, 4, 5, 6, 8</b>
				2.MD.4
				<b>Major Cluster</b>
				<b>MP</b>
				<b>1, 2, 3, 4, 6, 7, 8</b>
				2.MD.2
				<b>Major Cluster</b>
				<b>MP</b>
				<b>1, 2, 3, 7, 8</b>
				2.MD.5
				<b>Major Cluster</b>
				<b>MP</b>
				<b>1, 2, 3, 6</b>
			<b>centimeters</b>	2.MD.1
			<b>meters</b>	2.MD.3
				2.MD.5
				<b>Major Cluster</b>
				<b>MP</b>
				<b>1, 2, 4, 6, 8</b>
				2.MD.1
				2.MD.3
				<b>Major Cluster</b>

  

Lesson 2 <i>pp. 651-656</i> <b>Feet and Yards</b>	Measure objects to find the relationship between inch, foot, and yard.	<ul style="list-style-type: none"> <li>• ruler</li> <li>• yardstick</li> </ul>	<b>foot</b> <b>yard</b>	
Lesson 3 <i>pp. 657-662</i> <b>Select and Use Customary Tools</b>	Choose the appropriate tool and measure length.	<ul style="list-style-type: none"> <li>• yardstick</li> <li>• measuring tape</li> <li>• crayons</li> <li>• ruler</li> </ul>		
<b>Check My Progress</b> Lesson 4 <i>pp. 665-670</i> <b>Compare Customary Lengths</b>	Measure to compare customary lengths.	<ul style="list-style-type: none"> <li>• pencils</li> <li>• shoes</li> </ul>		
Lesson 5 <i>pp. 671-676</i> <b>Relate Inches, Feet, and Yards</b>	Use measurement to relate inches, feet, and yards.	<ul style="list-style-type: none"> <li>• tape measure</li> </ul>		
Lesson 6 <i>pp. 677-682</i> <b>Problem-Solving Strategy: Use Logical Reasoning</b>	Use logical reasoning strategy to solve problems.	<ul style="list-style-type: none"> <li>• yardstick</li> <li>• balls of yarn or string</li> </ul>		
<b>Check My Progress</b> Lesson 7 <i>pp. 685-690</i> <b>Centimeters and Meters</b>	Use a centimeter ruler to measure objects.	<ul style="list-style-type: none"> <li>• inch rulers</li> <li>• centimeter rulers</li> <li>• base-ten blocks</li> </ul>		
Lesson 8 <i>pp. 691-696</i> <b>Select and Use Metric Tools</b>	Measure objects to find the relationship between centimeters and meters.	<ul style="list-style-type: none"> <li>• centimeter ruler</li> <li>• meterstick</li> </ul>		

Lesson 9 <i>pp. 697-702</i> <b>Compare Metric Length</b>	Use measurement to compare metric length.	<ul style="list-style-type: none"> <li>• various objects for comparisons</li> </ul>	<b>MP</b> <b>1, 2, 3, 5, 6</b> 2.MD.4  <b>Major Cluster</b>
Lesson 10 <i>pp. 703-708</i> <b>Relate Centimeters and Meters</b>	Use measurement to relate centimeters and meters.	<ul style="list-style-type: none"> <li>• yardstick</li> <li>• meterstick</li> <li>• centimeter ruler</li> </ul>	<b>MP</b> <b>1, 2, 3, 4, 5, 8</b> 2.MD.2  <b>Major Cluster</b>
Lesson 11 <i>pp. 709-714</i> <b>Measure on a Number Line</b>	Use a number line to measure.	<ul style="list-style-type: none"> <li>• calendar</li> </ul>	<b>MP</b> <b>1, 2, 3, 4, 5, 8</b> 2.MD.6  <b>Major Cluster</b>
Lesson 12 <i>pp. 715-720</i> <b>Measurement Data</b>	Measure lengths to generate data.	<ul style="list-style-type: none"> <li>• yard or meter measuring tape</li> <li>• small slips of paper</li> <li>• inch rulers</li> </ul>	<b>MP</b> <b>1, 3, 4, 5, 6</b> 2.MD.9  <b>Supporting Cluster</b>
<b>My Review and Reflect</b>			<b>MP</b> <b>2, 3, 6, 7, 8</b>

## Integration of Career Readiness, Life Literacies and Key Skills

WRK.9.1.2.CAP.1	Make a list of different types of jobs and describe the skills associated with each job.
TECH.9.4.2.CI.1	Demonstrate openness to new ideas and perspectives (e.g., 1.1.2.CR1a, 2.1.2.EH.1, 6.1.2.CivicsCM.2).
TECH.9.4.2.CI.2	Demonstrate originality and inventiveness in work (e.g., 1.3A.2CR1a).
TECH.9.4.2.CT.2	Identify possible approaches and resources to execute a plan (e.g., 1.2.2.CR1b, 8.2.2.ED.3).
TECH.9.4.2.CT.3	Use a variety of types of thinking to solve problems (e.g., inductive, deductive).
TECH.9.4.2.DC.3	Explain how to be safe online and follow safe practices when using the internet (e.g., 8.1.2.NI.3, 8.1.2.NI.4).
TECH.9.4.2.DC.4	Compare information that should be kept private to information that might be made public.  Different types of jobs require different knowledge and skills.  Brainstorming can create new, innovative ideas.  Critical thinkers must first identify a problem then develop a plan to address it to

effectively solve the problem.

Individuals should practice safe behaviors when using the Internet.

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## Technology and Design Integration

Students will interact with Smartboard, Ipad, Chromebooks and document camera.

CS.K-2.8.1.2.CS.1

Select and operate computing devices that perform a variety of tasks accurately and quickly based on user needs and preferences.

Individuals use computing devices to perform a variety of tasks accurately and quickly. Computing devices interpret and follow the instructions they are given literally.

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## Interdisciplinary Connections

LA.RF.2.3

Know and apply grade-level phonics and word analysis skills in decoding words.

LA.RI.2.4

Determine the meaning of words and phrases in a text relevant to a grade 2 topic or subject area.

LA.RI.2.5

Know and use various text features (e.g., captions, bold print, subheadings, glossaries, indexes, electronic menus, icons) to locate key facts or information in a text efficiently.

LA.RI.2.10

Read and comprehend informational texts, including history/social studies, science, and technical texts, at grade level text complexity proficiently with scaffolding as needed.

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## Differentiation

Each My Math unit throughout the series offers "approaching level", "on level" and "Beyond level" differentiated instructional hands-on choices, as well as ELL differentiated support. Please refer to the teacher edition for the activities.

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## Modifications & Accommodations

EP and 504 accommodations will be followed.

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## Benchmark Assessments

Aimswb

## **Formative Assessments**

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Teacher observation

Student conferences

Discussion

Activities

games

homework

whiteboard

## **Summative Assessments**

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My Math chapter assessments

## **Instructional Materials**

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See materials listed in above plans.

## **Standards**

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MA.2.MD.A.1	Measure the length of an object by selecting and using appropriate tools such as rulers, yardsticks, meter sticks, and measuring tapes.
MA.2.MD.A.2	Measure the length of an object twice, using length units of different lengths for the two measurements; describe how the two measurements relate to the size of the unit chosen.
MA.2.MD.A.3	Estimate lengths using units of inches, feet, centimeters, and meters.
MA.2.MD.A.4	Measure to determine how much longer one object is than another, expressing the length difference in terms of a standard length unit.
MA.2.MD.B.5	Use addition and subtraction within 100 to solve word problems involving lengths that are given in the same units, e.g., by using drawings (such as drawings of rulers) and equations with a symbol for the unknown number to represent the problem.
MA.2.MD.B.6	Represent whole numbers as lengths from 0 on a number line diagram with equally spaced points corresponding to the numbers 0, 1, 2,..., and represent whole-number sums and differences within 100 on a number line diagram.
MA.2.MD.C.7	Tell and write time from analog and digital clocks to the nearest five minutes, using a.m.

and p.m.

MA.2.MD.C.8

Solve word problems involving dollar bills, quarters, dimes, nickels, and pennies, using \$ and ¢ symbols appropriately.