GRADE 2– Unit 4 - Length (Measurement, Addition and Subtraction, and Line Plots)

Mission Statement
The primary goal of the Swedesboro-Woolwich School District is to prepare each student with the real life skills needed to compete in a highly competitive global economy. This will be achieved by providing a comprehensive curriculum, the integration of technology, and the professional services of a competent and dedicated faculty, administration, and support staff. Guiding this mission will be Federal mandates, including No Child Left Behind, the New Jersey Core Curriculum Content Standards, and local initiatives addressing the individual needs of our students as determined by the Board of Education. The diverse resources of the school district, which includes a caring PTO and active adult community, contribute to a quality school system. They serve an integral role in supporting positive learning experiences that motivate, challenge and inspire children to learn.

Unit/Module Overview
In unit 4, students will learn to: • Use a ruler to measure the length of an object. • Choose the correct tool for measuring an object. • Measure the same object using different units. • Estimate the length of an object. • Compare lengths to tell which of two objects is longer and how much longer that object is. • Add and subtract lengths to solve problems.

- Add and subtract lengths on a number line.
- Measure lengths and show data on a line plot.

Standards Covered in Current Unit/Module	
Related Standards and Learning Goals	
2.M.A Measure and estimate lengths in standard units 2.M.B Relate addition and subtraction to length 2.DL.B Represent and interpret data	
Learning Targets	**Essential Questions**
• I can describe how the two measurements relate to the size of the unit chosen. • I can estimate lengths using units of inches, feet, centimeters, and meters. • I can generate measurement data by measuring lengths of several objects to the nearest whole unit, or by making repeated measurements of the same object. • I can measure the length of an object by selecting and using appropriate tools such as rulers, yardsticks, meter sticks, and measuring tapes. • I can measure the length of an object twice, using length units of different lengths for the two measurements. • I can measure to determine how much longer one object is than another, expressing the length difference in terms of a standard length	• Why is being able to measure objects a helpful skill? • How can I use measurement in my daily life? • What careers use measurement often? • How can I use number lines and data points to plot measurements?

unit. • I can 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. • I can show the measurements by making a line plot, where the horizontal scale is marked off in whole-number units. • I can use addition and subtraction within 100 to solve word problems involving lengths that are given in the same unit.	

Unit/Module Weekly Learning Activities and Pacing Guide			
Topic & # Days	**NJ Standards**	**Critical Knowledge & Skills**	**Possible Resources & Activities**
6 Days	2.M.A ~ Measure and estimate lengths in standard units	**Obj. We are learning to**: I can measure the length of an object by selecting and using appropriate tools such as rulers, yardsticks, meter sticks, and measuring tapes. **Suggested Formative Assessment(s)**: • My Learning Path weekly progress • Lesson Quizzes • Mid-Unit Assessment • Unit Assessment	● Texts ○ Ready Math - Lesson 20 ● Materials ○ I-Ready Math Program ○ Additional Math Journal ○ Student Judy Clocks ○ Telling Time Math Games ○ Digital Clock Template ○ Non-standard units of measurement ○ Data Math Games ○ Geoboards ○ Base-10 blocks

5 Days	2.M.A ~ Measure and estimate lengths in standard units	**Obj. We are learning to**: I can measure the length of an object by selecting and using appropriate tools such as rulers, yardsticks, meter sticks, and measuring tapes. **Suggested Formative Assessment(s)**: • My Learning Path weekly progress • Lesson Quizzes • Mid-Unit Assessment • Unit Assessment	● Texts ○ Ready Math - Lesson 21 ● Materials ○ I-Ready Math Program ○ Additional Math Journal ○ Student Judy Clocks ○ Telling Time Math Games ○ Digital Clock Template ○ Non-standard units of measurement ○ Data Math Games ○ Geoboards ○ Base-10 blocks
5 Days	2.M.A ~ Measure and estimate lengths in standard units	**Obj. We are learning to**: I can measure the length of an object twice, using length units of different lengths for the two measurements. I can describe how the two measurements relate to the size of the unit chosen. **Suggested Formative Assessment(s)**: • My Learning Path weekly progress • Lesson Quizzes • Mid-Unit Assessment • Unit Assessment	● Texts ○ Ready Math - Lesson 22 ● Materials ○ I-Ready Math Program ○ Additional Math Journal ○ Student Judy Clocks ○ Telling Time Math Games ○ Digital Clock Template ○ Non-standard units of measurement ○ Data Math Games ○ Geoboards ○ Base-10 blocks
5 Days	2.M.A ~ Measure and estimate lengths in standard units	**Obj. We are learning to**: I can estimate lengths using units of inches, feet, centimeters, and meters. **Suggested Formative Assessment(s)**:	● Texts ○ Ready Math - Lesson 23 ● Materials ○ I-Ready Math Program

		• My Learning Path weekly progress • Lesson Quizzes • Mid-Unit Assessment • Unit Assessment	○ Additional Math Journal ○ Student Judy Clocks ○ Telling Time Math Games ○ Digital Clock Template ○ Non-standard units of measurement ○ Data Math Games ○ Geoboards ○ Base-10 blocks
5 Days	2.M.A ~ Measure and estimate lengths in standard units	**Obj. We are learning to**: I can measure to determine how much longer one object is than another, expressing the length difference in terms of a standard length unit. **Suggested Formative Assessment(s)**: • My Learning Path weekly progress • Lesson Quizzes • Mid-Unit Assessment • Unit Assessment	● Texts ○ Ready Math - Lesson 24 ● Materials ○ I-Ready Math Program ○ Additional Math Journal ○ Student Judy Clocks ○ Telling Time Math Games ○ Digital Clock Template ○ Non-standard units of measurement ○ Data Math Games ○ Geoboards ○ Base-10 blocks
5 Days	2.M.B ~ Relate addition and subtraction to length	**Obj. We are learning to**: I can use addition and subtraction within 100 to solve word problems involving lengths that are given in the same unit. **Suggested Formative Assessment(s)**: • My Learning Path weekly progress • Lesson Quizzes	● Texts ○ Ready Math - Lesson 25 ● Materials ○ I-Ready Math Program ○ Additional Math Journal ○ Student Judy Clocks ○ Telling Time Math Games ○ Digital Clock Template

		• Mid-Unit Assessment • Unit Assessment	○ Non-standard units of measurement ○ Data Math Games ○ Geoboards ○ Base-10 blocks
5 Days	2.M.B ~ Relate addition and subtraction to length	**Obj. We are learning to**: I can 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. **Suggested Formative Assessment(s)**: • My Learning Path weekly progress • Lesson Quizzes • Mid-Unit Assessment • Unit Assessment	● Texts ○ Ready Math - Lesson 26 ● Materials ○ I-Ready Math Program ○ Additional Math Journal ○ Student Judy Clocks ○ Telling Time Math Games ○ Digital Clock Template ○ Non-standard units of measurement ○ Data Math Games ○ Geoboards ○ Base-10 blocks
5 Days	2.M.A ~ Measure and estimate lengths in standard units 2.DL.B. ~ Represent and interpret data	**Obj. We are learning to**: I can generate measurement data by measuring lengths of several objects to the nearest whole unit, or by making repeated measurements of the same object. I can show the measurements by making a line plot, where the horizontal scale is marked off in whole-number units. **Suggested Formative Assessment(s)**: • My Learning Path weekly progress	● Texts ○ Ready Math - Lesson 27 ● Materials ○ I-Ready Math Program ○ Additional Math Journal ○ Student Judy Clocks ○ Telling Time Math Games ○ Digital Clock Template ○ Non-standard units of measurement ○ Data Math Games ○ Geoboards

		• Lesson Quizzes • Mid-Unit Assessment • Unit Assessment	○ Base-10 blocks

Technology Integration	21st Century Skills
www.brainden.com Math playground www.adaptedmind.com Brain Den www.youtube.com Fun brain www.mathgametime.com Reflex Math www.reflexmath.com • 8.1.2.A.4 Demonstrate developmentally appropriate navigation skills in virtual environments (i.e. games, museums). . • . 8.1.2.A.1 Identify the basic features of a digital device and explain its purpose. .	• CRP1. Act as a responsible and contributing citizen and employee. • CRP2. Apply appropriate academic and technical skills. • CRP4. Communicate clearly and effectively and with reason. • CRP6. Demonstrate creativity and innovation. • CRP8. Utilize critical thinking to make sense of problems and persevere in solving them. • CRP10. Plan education and career paths aligned to personal goals. • CRP11. Use technology to enhance productivity. 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.CT.3 Use a variety of types of thinking to solve problems (e.g., inductive, deductive). TECH.9.4.2.TL.3 Enter information into a spreadsheet and sort the information. TECH.9.4.2.IML.1 Identify a simple search term to find information in a search engine or digital resource. TECH.9.4.2.IML.2 Represent data in a visual format to tell a story about the data (e.g., 2.MD.D.10).

	TECH.9.4.2.IML.4 Compare and contrast the way information is shared in a variety of contexts (e.g., social, academic, athletic) (e.g., 2.2.2.MSC.5, RL.2.9).

Link to Additional Components including Cross Curricular Connections, Accommodations, Assessments, Etc

ELA Enduring Understanding Statements