

Unit 4

Content Area: **Mathematics**
Course(s): **Mathematics 2**
Time Period: **March**
Length: **43 Instructional Days**
Status: **Published**

Unit 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.

Priority Standards

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.8	Solve word problems involving dollar bills, quarters, dimes, nickels, and pennies, using \$ and ¢ symbols appropriately.
MA.2.MD.D.9	Generate measurement data by measuring lengths of several objects to the nearest whole unit, or by making repeated measurements of the same object. Show the measurements by making a line plot, where the horizontal scale is marked off in whole-number units.

Essential Questions

- How can I use measurement in my daily life?
- How can I use number lines and data points to plot measurements?
- What careers use measurement often?
- Why is being able to measure objects a helpful skill?

Learning Plan (Skills and Activities)

iReady Unit	Pacing	Goals	Lessons/Activities
Unit 4 Length: Measurement, Addition and Subtraction, and Line Plots	iReady Lesson 20 (5 days)		Vocabulary Introduction
	iReady Lesson 21 (5 days)	Measure in inches and centimeters	See Resources to Review Prerequisite Skills
	iReady Lesson 22 (5 days)	Measure in feet and inches	Try It Lessons
	iReady Lesson 23 (5 days)	Understand Measurements with different units	Explore Lessons
	iReady Lesson 24 (5 days)	Estimate and measure length	Develop Lessons
	iReady Lesson 25 (5 days)	Compare lengths	Refine Lessons
	iReady Lesson 26 (5 days)	Add and subtract lengths	Math Games/ Centers
	iReady Lesson 27 (5 days)	Add and subtract on a number line	See resources to reteach/enrich
		Read and make line plots	See strategies for differentiation to utilize during math centers
			Individualized instruction through My Path
			Exit Tickets
			End of Lesson Quizzes
			Individual Class

			Games/Activities Reflex Math for fluency practice
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Unit Assessments (Required)

- Diagnostic Assessments
- End of Chapter Test
- Exit Tickets
- Independent practice pages
- Models
- My Learning Path weekly progress
- Teacher Observation
- Unit Tests

Materials and Resources

- Additional Math Journal
- Base-10 blocks
- Data Math Games
- Digital Clock Template
- Geoboards
- Non-standard units of measurement
- Ready Math Program
- Student Judy Clocks
- Telling Time Math Games

Career Readiness, Life Literacies & Key Skills

- CRP1. Act as a responsible and contributing citizen and employee.
- CRP10. Plan education and career paths aligned to personal goals.
- CRP11. Use technology to enhance productivity.

- 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.

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).

Strategies for Differentiating Instruction

- Provide a list of keywords in word problems. For example: "In all, altogether means addition"
- Small Group Instruction based on strategy
- Small group instruction for Fact Fluency
- Small group instruction for word problems
- Extended pacing of lessons
- Hands on manipulatives
- Provide grid paper
- Reduce the amount of problems
- Small Group Instruction to extend concept for Enrichment
- Use of a number line
- Use of approaching level materials/assignments
- Use of hundreds chart
- Use of visual aids for vocabulary building