Unit Map 2012-2013

Monroe #2 - Orleans BOCES (Regional Collaboration)

Collaboration / Math 2* / Grade 2 (Math Regional Curriculum)

Monday, October 15, 2012, 2:04PM

Standard/Module: Proficiency with Measurement 2.MD.2 (Week 3, 34 Weeks)

Stage 1: Desired Results

Standards Focus

- Major (70%) Connects to 2.MD.1-4 and 2.MD.9

Standards

NYS: CCLS:Mathematics, NYS: 2nd Grade , Measurement & Data
2.MD Measure and estimate lengths in standard units.

- 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.

Enduring Understandings	Essential Questions
Relate the units of length to each other using the tools to determine the relationship The variable that is changes is the unit, but the item stays the same length. The smaller units require more units while equivalent larger units require less units.	What are the relationships between units of of measurement (ie. how many centimeters long is this item and how many millimeters? How do those two numbers relate to each other?)

Critical Content

Students must be able to measure the same item with two different units to form specific conclusions about how the units relate to one another.

Skills	Vocabulary
I can accurately measure the length of items I can determine the difference between the units I can state the difference between the units I can see that the items can be measured with different units but have equivalent length units.	Tier 2: unit, different, relate Tier 3: length, measurement

Stage 2: Assessment Evidence

Assessments

Measure Around the Room II
Formative: Performance: Skill Demonstration

Students are assigned items around the classroom to measure. Items should be various lengths, and

students should measure the same item with two different units. Students will have to choose the most appropriate tool for the item, record the name of the tool and the measurements of the item in two different units. This allows you to assess whether they can choose the best tool as well as whether they can use the tool to accurately measure.

Stage 3: Learning Plan

Learning Activities	Resources
A student measures the length of their desk and finds that it is 3 feet and 36 inches. Students should explore the idea that the length of the desk is larger in inches than in feet, since inches are smaller units than feet. This concept is referred to as the compensatory principle. Note: this standard does not specify whether the units have to be within the same system. Students need multiple opportunities to measure using different units of measure. They should not be limited to measuring within the same standard unit. Students should have access to tools, both U.S. Customary and metric. The more students work with a specific unit of measure, the better they become at choosing the appropriate tool when measuring. Students measure the length of the same object using different tools (ruler with inches, ruler with centimeters, a yardstick, or meter stick). This will help students learn which tool is more appropriate for measuring a given object. They describe the relationship between the size of the measurement unit and the number of units needed to measure something. For instance, a student might say, —The longer the unit, the fewer I need.‖	www.illustrativemathematics.org www.illuminations.nctm.org

Differentiation Opportunities

Multiple opportunities to explore provide the foundation for relating metric units to customary units, as well as relating within customary (inches to feet to yards) and within metric (centimeters to meters).

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