

# Curriculum Parent Overview (Grade 2)

## MATHEMATICS

### UNIT #6: HOW FAR CAN YOU JUMP? (LINEAR MEASUREMENT)

#### CONTENT FOCUS:

Students use nonstandard units of measurement as they are learning techniques and developing and understanding that larger units result in smaller measurements. Students are introduced to standard measurement tools, using inch rulers to measure familiar objects. Students solve comparison problems and other story problems about length and make line plots of measurement data.

#### UNIT FOCUS:

- Using linear units: Students will identify contexts for measurement, identifying length and width as different dimensions of an object. Students will be identifying strategies for accurate measurement, establishing the need for a common unit to compare measurements.
- Measuring with standard units: Students will become familiar with measurement terms, compare measurement tools, and use rulers and yardsticks as standard measuring tools.
- Collecting and representing data: Students will be representing and describing a set of measurement data in a table and on a line plot.
- Understanding, representing, and solving problems involving addition and subtraction: Students will be measuring and comparing lengths.
- Understanding and extending the counting sequence: Students will be reading and writing 3-digit numbers, reasoning about the relationship between 2- and 3-digit numbers, and skip count by 5 and 10 within 1,000.

#### MATHEMATICAL PRACTICES:

MP5: Use appropriate tools strategically.

MP6: Attend to precision.

#### CONNECTIONS TO PREVIOUS CONTENT:

In Kindergarten, students compared lengths directly, placing two objects side by side, to see which was longer (or shorter). Because direct comparison is only practical when measuring small or moveable objects, first graders learned about using a third object (e.g., a length of string or cube tower) to indirectly compare lengths. In both Kindergarten and Grade 1, students also lined up multiple units (e.g., cubes or tiles) to measure length and developed strategies to assure accuracy and reliability. They came to see that if two people measure an object using the same unit, they get the same count; but if they use different-sized units, they get different counts. This unit will also call on knowledge of fractions gained in Unit 2, the understanding of numerical data and line plots developed in Unit 4, and the number and operations work in Units 1-5.

#### CONNECTIONS TO FUTURE CONTENT:

Students in Grade 3-5 continue to measure length in a variety of contexts: how far they can jump or blow a pattern block in Grade 3 Unit 2, the length of classroom objects and the height of students in Grade 4 Unit 2, and the dimensions of their classroom in Grade 5 Unit 2. Students measure length as they find the perimeter of different shapes and objects in Grade 3 Unit 4 and

Grade 4 Unit 4. Strategies for measuring length will be translated into strategies for measuring area in Grades 3 and 4 and volume in Grade 5.

**MATH AT HOME:**

- Review the Math Words and Ideas videos for this unit on Sawvas Site