

Boyd County Schools



Mathematics Curriculum Framework

Second Grade

**These standards are not found in the units, because they are embedded into your daily routines. Second graders need a deep understanding of adding and subtracting strategies. They need to be fluent in adding and subtracting within 20.*

Fluency adding and subtracting within 20

2.OA.2. Fluently add and subtract within 20 using mental strategies. **By the end of grade 2, know from memory all sums of two one-digit numbers.**

First Nine Weeks

UNIT 1: Building Number Sense

Week 1

Week 2

Standards

2.OA.3 Determine whether a group of objects (up to 20) has an odd or even number of members, e.g. by pairing objects or counting them by 2s; write an equation to express an even number as a sum of two equal addends.

2.NBT.2 Count within 1000; skip count by 5s, 10s, and 100s.

2.MD.6 Represent whole numbers as lengths from 0 on a number line diagram with equally spaced points corresponding to the number 0, 1, 2, and represent whole-number sums and differences within 100 on a number line diagram.

Learning Targets

I Can...

- Skip-count by 5s.
- Skip-count by 10s.
- Count by a group of objects up to 20 by 2s.
- Adding 10 to a number.
- Recognize in groups that have even number objects will pair up evenly.
- Recognize in groups of odd numbers objects will not pair up evenly.
- Determine whether a group of objects is odd or even, using a variety of strategies.
- Generalize the fact that all even numbers can be formed from the addition of 2 equal addends.
- Represent whole numbers from 0 on a number line with equally spaced points.

Vocabulary

addend, even, odd, sum, equal, equation

Special Considerations

Students must understand to only look at the ones place when determining if a number is even or odd. Manipulatives should be used when counting groups of objects and determining if a number is even or odd. Hundreds charts are great to show patterns for skip counting.

Resources

Manipulatives - linking cubes, hundreds charts, counters

Illustrative Mathematics

- [Buttons odd and even](#)
- [Red and Blue Tiles](#)
- [Saving Money 2](#)
- [Frog and Toad on the number line](#)

Achieve the Core

- [Foundations for Addition and Subtraction within 10](#)

3-Act Math

- [The Race](#)

Assessments

Unit 2: PLACE VALUE (WITHIN 100)

Week 3

Week 4

Standards

2.NBT.1 Understand that the three digits of a three-digit number represent amounts of hundreds, tens, and ones; e.g. 706 equals 7 hundreds, 0 tens, and 6 ones.

2.NBT.3. Read and write numbers to 1000 using base-ten numerals, number names, and expanded form.

2.NBT.4. Compare two three-digit numbers based on meanings of the hundreds, tens, and ones digits, using $>$, $=$, and $<$ symbols to record the results of comparisons.

2.NBT.8 Mentally add 10 or 100 to a given number 100-900 and mentally subtract 10 or 100 from a given number 100-900

Learning Targets

I Can...

- Know mental strategies for addition and subtraction
- Know from memory all sums of two one-digit numbers
- Know what expanded form means.
- Recognize that the digits in each place represent amounts of tens and ones.
- Read numbers to 99 using base ten numerals, number names, and expanded form.
- Write numbers to 99 using base ten numbers, number names, and expanded form.
- Know the value of each digit represented in the two-digit number.
- Know what each symbol represents $>$, $<$, and $=$
- Compare two two-digit numbers based on place value of each digit.
- Use $>$, $=$, and $<$ symbols to record the results of comparisons.
- Know place value within 99

Vocabulary

digit, expanded form, sum, base ten, greater than, less than, word form, standard form, equal to, place value, value

Special Considerations: Spend time building numbers with base ten blocks and just the building the hundreds chart. They need to understand the relationship of the numbers on the hundreds chart, for example, the number below is ten more. Spend time on the symbols and their meaning... don't assume they understand.

Resources

Manipulatives - base 10 blocks, hundreds charts,

Illustrative Mathematics

- [Boxes and Cartons of Pencils](#)
- [Bundling and Unbundling](#)
- [Counting Stamps](#)
- [Largest Number Game](#)
- [Looking at Numbers Every Which Way](#)

- [Making 124](#)
- [One, Ten, and One Hundred More and Less](#)
- [Regrouping](#)
- [Ten \\$10s make \\$100](#)
- [Three composing/decomposing problems](#)
- [Looking at Numbers Every Which Way](#)
- [Comparisons 1](#)
- [Comparisons 2](#)
- [Digits 2-5-7](#)
- [Number Line Comparisons](#)
- [Ordering 3-digit numbers](#)
- [Using Pictures to Explain Number Comparisons](#)
- [Choral Counting](#)

[3-Act Math](#)

- [The Whopper Jar](#)

Assessments

[KDE Formative Assessment Lessons](#)

- [Place Value What's the Value of Place? - Number & Operations in Base Ten](#)
- [Two-Digit Computation Mental Math - Number & Operations in Base Ten](#)

Unit 3 : Building Beginning Addition & Subtraction (Fluency & Symbols)

Week 5	Week 6	Week 7
<p>Standards</p> <p>2.OA.2. Fluently add and subtract within 20 using mental strategies. By the end of 2, know from memory all sums of two one-digit numbers</p> <p>2.NBT.5 Fluently add and subtract within 100 using strategies based on place value, properties of operations, and /or the relationship between addition and subtraction.</p>		

2.NBT.7 Add and subtract within 1000, using concrete models or drawings and strategies based on place value, properties of operations and/or the relationship between addition and subtraction; relate the strategy to a written method. Understand that in adding or subtracting three-digit numbers, one adds or subtracts hundreds and hundreds, tens and tens, ones and ones; and sometimes it is necessary to compose or decompose tens or hundreds.

2.OA.1 Using addition and subtraction within 100 to solve one- and two-step word problems involving situations of adding to, taking from, putting together, taking apart, and comparing, with unknowns in all positions, e.g. by using drawings and equations with a symbol for the unknown number to represent the problem

Learning Targets

I Can...

- Know mental strategies for addition and subtraction
- Know from memory all sums of two one-digit numbers
- Apply mental strategies to add and subtract fluently within 20.
- Understand place value within 100.
- Decompose any number within 100 into ten(s), and ones(s).
- Know strategies for adding and subtract based on place value
- Know strategies for adding and subtracting based properties of operations
- Know strategies for adding and subtracting based on the relationship between addition and subtraction (fact family)
- Identify the unknown in an addition or subtraction word problem.
- Write an addition and subtraction equation with a symbol for the unknown.
- Use drawings or equations to represent one- and two-step word problems.

Vocabulary

add, sum, commutative property , fact family, strategy, count on, count back, make a ten, doubles, doubles +1

Special Considerations

This needs a lot of time... use many different materials: tens frame, base 10 blocks, hundreds charts . Drill based on strategies, not facts. Students will need support understanding word problem language/situations: adding to, taking from, putting together, taking apart, and comparing, with unknowns in all positions.

Resources

Manipulatives - ten frames, counters, base 10 blocks

Illustrative Mathematics

- [A Pencil and a Sticker](#)
- [Saving Money 2](#)
- [Building toward fluency](#)
- [Hitting The Target Number](#)
- [Ford and Logan Add 45+36](#)
- [Jamir's Penny Jar](#)
- [Saving Money 1](#)
- [Saving Money 2](#)
- [How Many Days Until Summer Vacation?](#)
- [Many Ways to do Addition 2](#)
- [Peyton and Presley Discuss Addition](#)

3-Act Math

- [The Whopper Jar](#)
- [It All Adds Up](#)
- [Let It Fly](#)
- [Downsizing Tomatoes](#)

Assessments

KDE Formative Assessment Lessons

- [Place Value What's the Value of Place? - Number & Operations in Base Ten](#)
- [Two-Digit Computation Mental Math - Number & Operations in Base Ten](#)

First Nine Weeks Benchmark

Week 8

Week 9

Benchmark Assessment at the beginning of week 8. Use the results to reteach, reinforce or enrich.

Second Nine Weeks

Unit 4: Time and Place Value (Within 1000)

Week 10

Week 11

Standards

2.MD.7 Tell and write time from analog and digital clocks to the nearest, using a.m. and p.m.

2.NBT.1 Understand that the three digits of a three-digit number represent amounts of hundreds, tens, and ones; e.g. 706 equals 7 hundreds, 0 tens, and 6 ones.

2.NBT.3. Read and write numbers to 1000 using base-ten numerals, number names, and expanded form.

2.NBT.4. Compare two three-digit numbers based on meanings of the hundreds, tens, and ones digits, using $>$, $=$, and $<$ symbols to record the results of comparisons.

Learning Targets

Time

I Can...

- Tell time using analog clocks to the nearest 5 minutes
- Tell time using digital clocks to the nearest 5 minutes
- Write time using analog clocks and digital clocks
- Identify the hour and minute hand on an analog clock
- Identify the hour and minute hand on an analog clock
- Identify and label when a.m. and p.m. occur
- Determine what time is represented by the combination of the number on the clock face and the position of the hands.

Place Value (within 1000)

- Recognize that the digits in each place represent amounts of hundreds, tens and ones.
- Read numbers to 1000 using base ten numerals, number names, and expanded form.
- Write numbers to 1000 using base ten numbers, number names, and expanded form.
- Know the value of each digit represented in the three-digit number.
- Compare two three-digit numbers based on place value of each digit.
- Use $>$, $=$, and $<$ symbols to record the results of comparisons.
- Know place value within 1000.

Vocabulary

minute, hour, analog, digital, a.m., p.m., half past, quarter til, quarter after,

Special Considerations

You need to expand place value to thousand. Students will want to say “and” between hundred and tens. They will also try to put a hyphen there. Spend time on the writing in words with tens (when to use hyphen).

Model how the hour moves when the minute is moving around the analog clock. They will confuse the hour when it gets close to the next hour. I always ask “Has it made it there yet?”

Resources

Manipulatives - analog clocks, base ten blocks

Illustrative Mathematics

- [Ordering Time](#)
- [Boxes and Cartons of Pencils](#)
- [Bundling and Unbundling](#)
- [Counting Stamps](#)
- [Largest Number Game](#)
- [Looking at Numbers Every Which Way](#)
- [Making 124](#)
- [One, Ten, and One Hundred More and Less](#)
- [Regrouping](#)
- [Ten \\$10s make \\$100](#)
- [Three composing/decomposing problems](#)
- [Party Favors](#)
- [Looking at Numbers Every Which Way](#)
- [Comparisons 1](#)
- [Comparisons 2](#)
- [Digits 2-5-7](#)
- [Number Line Comparisons](#)
- [Ordering 3-digit numbers](#)
- [Using Pictures to Explain Number Comparisons](#)

3-Act Math

- [The Whopper Jar](#)

Assessments

KDE Formative Assessment Lessons

- [Place Value What's the Value of Place? - Number & Operations in Base Ten](#)
- [Two-Digit Computation Mental Math - Number & Operations in Base Ten](#)

Unit 5: Addition and Subtraction

Week 12	Week 13
<p>Standards</p> <p>2.NBT.7 Add and subtract within 1000, using concrete models or drawings and strategies based on place value, properties of operations and/or the relationship between addition and subtraction; relate the strategy to a written method. Understand that in adding or subtracting three-digit numbers, one adds or subtracts hundreds and hundreds, tens and tens, ones and ones; and sometimes it is necessary to compose or decompose tens or hundreds.</p> <p>2.NBT.9 Explain why addition and subtraction strategies work, using place value and the properties of operations</p> <p>2.OA.1 Using addition and subtraction within 100 to solve one- and two-step word problems involving situations of adding to, taking from, putting together, taking apart, and comparing, with unknowns in all positions, e.g. by using drawings and equations with a symbol for the unknown number to represent the problem.</p>	
<p>Learning Targets</p> <p>I Can...</p> <ul style="list-style-type: none"> • Choose an appropriate strategy for solving an addition or subtraction problem within 100... without regrouping and regrouping two-digit. • Relate the chosen strategy (using concrete models or drawings and strategies based on place value, properties of operations, and/or the relationship between addition and subtraction) to a written method (equation) and explain the reasoning used. • Explain why addition and subtraction strategies based on place value and properties of operations work. • Write an addition and subtraction equation with a symbol for the unknown • Use drawings or equations to represent one- and two- step word problems. 	

- Add and subtract within 100 to solve one- and two-step word problems with unknowns in all positions.
- Determine operation needed to solve addition and subtraction problems in situations including add to, take from, put together, take apart, and compare

Vocabulary

regrouping

Revisit: add to, take from, put together, take apart, compare, unknown

Special Considerations

Help students break apart the word problems to find what we know and what we are trying figure out. Continue with the use of base 10 blocks and draws in adding and subtraction.

Resources

Illustrative Mathematics

- [How Many Days Until Summer Vacation?](#)
- [Many Ways to do Addition 2](#)
- [Peyton and Presley Discuss Addition](#)
- [A Pencil and a Sticker](#)
- [Saving Money 2](#)

3-Act Math

- [Let It Fly](#)
- [Downsizing Tomatoes](#)

Assessments

Unit 6: Money

Week 14

Week 15

Standards

2.MD.8 Solve word problems involving dollar bills, quarters, dimes, nickels, and pennies, using \$ and symbols appropriately.

2.NBT.5 Fluently add and subtract within 100 using strategies on place, properties of operations, and /or the relationship between addition and subtraction.

Learning Targets

I Can...

- Identify and recognize the value of dollar bills, quarters, dimes, nickels, and pennies
- Identify the \$ and ¢ symbol

Vocabulary

dollar, cent, penny, nickel, dime, quarter

Special Considerations

Spend time skip counting. Start with like valued coins and then add different valued coins. Show multiple representations of coins so that students are familiar that a nickel, quarter, etc. may have different backs and look differently.

Resources

Manipulatives - play money

Illustrative Mathematics

- [Ford and Logan Add 45+36](#)
- [Jamir's Penny Jar](#)
- [Saving Money 1](#)
- [Saving Money 2](#)
- [Alexander, Who Used to be Rich Last Sunday](#)
- [Choices, Choices, Choices](#)

- [Jamir's Penny Jar](#)
- [Pet Shop](#)
- [Saving Money 1](#)
- [Susan's Choice](#)
- [Visiting the Arcade](#)

3-Act Math

- [The Whopper Jar](#)

Assessments

Unit 7: Geometry

Week 16

Standards

2.G.1 Recognize and draw shapes having specified attributes, such as given number of angles or a given number of equal faces. Identify triangles, quadrilaterals, pentagons, hexagons, cubes.

Learning Targets

I Can...

- recognize and draw shapes having specified attributes, such as a given number of angles or a given number of equal faces.
- Identify triangles, quadrilaterals, pentagons, hexagons, and cubes, analyze shapes by examining their sides and angles, not by measuring.

Vocabulary

attribute, angle, face, equal, triangle, quadrilateral, pentagon, hexagon, cube, 2 dimensional shape, 3 dimensional shape, square, rectangle, rhombus, parallelogram, trapezoid, side

Special Considerations

Spend time sorting shapes according to their attributes. Allow students time to manipulate the shapes and cube.

Resources

pattern blocks, cube

[Illustrative Mathematics](#)

- [Polygons](#)

Assessments

Second Nine Weeks Benchmark

Week 17

Week 18

Benchmark Assessment at the beginning of week 17. Use the results to reteach, reinforce or enrich.

These standards are not found in the units because they are embedded into your daily routines. Second graders need a deep understanding of adding and subtracting strategies. They need to be fluent in adding and subtracting within 20 using mental strategies and 100 using place value and properties of operations.

Fluency adding and subtracting within 20

2.OA.2. Fluently add and subtract within 20 using mental strategies. **By the end of 2, know from memory all sums of two one-digit numbers.**

Using Place Value understanding and properties of operations to add and subtract.

2.NBT.5 Fluently add and subtract within 100 using strategies based on place value, properties of operations, and/or the relations between addition and subtractions.

2.NBT.9 Explain why addition and subtraction strategies work, using place value and the properties of operations. Explanations may be supported by drawing or objects.

Third Nine Weeks

Unit 8: Three-Digit Addition and Subtraction with Regrouping (continue to use money with word problems)

Week 19	Week 20	Week 21	Week 22
Standards			
2.NBT.1 ab Understand that the three digits of a three-digit number represent amounts of hundreds, tens, and ones; e.g. 706 equals 7 hundreds, 0 tens, and 6 ones. Understand the following as special cases: a. 100 can be thought of as a bundle of ten tens – called a “hundred.” b. The numbers 100, 200, 300, 400, 500, 600, 700, 800, 900 refer to one, two, three, four, five, six, seven, eight, or nine hundreds (and 0 tens and 0 ones).			
2.NBT.8 Mentally add 10 or 100 to a given number 100-900 and mentally subtract 10 or 100 from a given number 100-900			
2.NBT.5 Fluently add and subtract within 100 using strategies based on place value, properties of operations, and /or the relationship between addition and subtraction			
2.NBT.9 Explain why addition and subtraction strategies work, using place value and the properties of operations			
2.NBT.4 Compare two three-digit numbers based on meanings of the hundreds, tens, and ones digits, using $>$, $=$, and $<$ symbols to record the results of comparisons.			
2.NBT.2 Count within 1000; skip count by 5s, 10s, and 100s.			
2.OA.3 Determine whether a group of objects (up to 20) has an odd or even number of members, eg., by pairing objects or counting them by 2s; write an equation to express an even number as a sum of two equal addends.			
Learning Targets			
I Can...			
<ul style="list-style-type: none">● Chose a strategy (place value, properties of operations, and /or the relationship between addition and subtraction) to fluently add and subtract within 100.● Explain the value of each digit in a 3-digit number.● Represent a three digit number with hundreds, tens, and ones.● Represent 200, 300, 400, 500, 600, 700, 800, 900 with one, two, three, four, five, six, seven, eight, or nine hundreds and 0 tens, and 0 ones. (skip count by 100s)			

- Explain why addition and subtraction strategies based on place value and properties of operations work.
 - Compare two three-digit numbers on place value of each digit. (to decide which number to start with when subtracting).
 - Use $>$, $=$, and $<$ symbols to record results of comparisons in three-digit numbers.
 - Determine whether a group of objects is odd or even, using a variety of strategies
- Apply knowledge of place value to mentally add or subtract 10 or 100 to/from a given number 100-900

Vocabulary

Revisit: place value, addition, subtraction, regrouping, sum, difference

Special Considerations

Make sure that students understand the value of each place. For example, 326...the value of the 2 is 20. Students should model subtraction with base 10 blocks or drawings and be able to explain their reasoning.

Resources

Manipulatives - base 10 blocks

Illustrative Mathematics

- [Party Favors](#)
- [Looking at Numbers Every Which Way](#)
- [Comparisons 1](#)
- [Comparisons 2](#)
- [Digits 2-5-7](#)
- [Number Line Comparisons](#)
- [Ordering 3-digit numbers](#)
- [Using Pictures to Explain Number Comparisons](#)
- [Ford and Logan Add 45+36](#)
- [Jamir's Penny Jar](#)
- [Saving Money 1](#)
- [Saving Money 2](#)
- [Choral Counting](#)
- [Peyton and Presley Discuss Addition](#)

3-Act Math

- [The Whopper Jar](#)
- [It All Adds Up](#)

Assessments

KDE Formative Assessment Lessons

- [Place Value What's the Value of Place? - Number & Operations in Base Ten](#)
- [Two-Digit Computation Mental Math - Number & Operations in Base Ten](#)

Unit 9: Represent and Interpret Data: bar and line graphs

Week 23	Week 24	Week 25
<p>Standards</p> <p>2.MD.6 Represent whole numbers as lengths from 0 on a number line diagram with equally spaced points corresponding to the number 0, 1, 2,..., and represent whole-number sums and differences within 100 on a number line diagram.</p> <p>2.MD.9 Generate measurement data by measuring the length 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.</p> <p>2.MD.10 Draw a picture graph and a bar graph (with single-unit scale) to represent a data set with up to four categories. Solve simple put-together, take-apart, and compare problems using information represented in a bar graph</p>		
<p>Learning Targets</p> <p>I Can...</p> <ul style="list-style-type: none">• Recognize and identify picture graphs and bar graphs.• Identify and label the components of a picture graph.• Solve problems relating to data in graphs by using addition and subtraction.• Make comparisons between categories in the graph using more than, less than, etc.• Explain length as the distance between zero and another mark on the number line digraph (scales, thermometers, etc.) <p>Product Targets:</p> <p>I Can...</p> <ul style="list-style-type: none">• Draw a single-unit scale picture graph to represent a given set of data with up to four categories.		

- Draw a single-unit scale bar graph to represent a given set of data with up to four categories.
Create a line plot with a horizontal scale marked in whole numbers using measurements.

Vocabulary

measurement, line plot, scale, bar graph, picture graph, data, horizontal, vertical, graph, comparison, more than, less than, label, number line, point, length, unit, category,

Special Considerations

This unit has a product target. Students need to draw a single-unit scale picture graph to represent a given set of data with up to four categories. Students need to understand how a scale works and realize that not all scales are equal. Students need to recognize and see the importance of the different parts of graph (title, categories, labels, scale).

Resources

Illustrative Mathematics

- [Frog and Toad on the number line](#)
- [Growing Bean Plants](#)
- [Hand Span Measures](#)
- [The Longest Walk](#)
- [Favorite Ice Cream Flavor](#)

[Kids Zone - Create a graph](#)

3-Act Math

- [The Race](#)

Assessments

Third Nine Weeks Benchmark

Week 26

Week 27

Benchmark Assessment at the beginning of week 26. Use the results to reteach, reinforce or enrich.

Fourth Nine Weeks

Unit 10: Fractions & Multiplication/Division

Week 28	Week 29	Week 30
Standards 2.G.2 Partition a rectangle into rows and columns of same-size squares and count to find the total number of them. 2.G.3 Partition circles and rectangles into two, three, or four equal shares, describes the shares using the words halves, thirds, half of, a third of, etc., and describe the whole as two halves, three thirds, four fourths. Recognize that equal shares of identical wholes need not have the same shape. 2.OA.4 Use addition to find the total number of objects arranged in rectangular arrays with up to 5 rows and up to 5 columns; write an equation to express the total a sum of equal addends.		
Learning Targets Fractions I Can... <ul style="list-style-type: none">● Count to find the total number of same-size squares● Define partition.● Identify a row.● Identify a column.● Determine how to partition a rectangle into same-size squares.● Identify two, three, and four equal shares of a whole.● Describe equal shares using vocabulary: halves, thirds, fourths, half of, third of etc.● Describe the whole as two halves, three thirds, or four fourths.● Justify why equal shares of identical wholes need not have the same shape. Multiplication/Division I Can... <ul style="list-style-type: none">● Write an equation with repeated equal addends from an array.● Generalize the fact that arrays can be written as repeated addition problems. Solve repeated addition problems to find the number of objects using rectangular arrays.		
Vocabulary equal shares, halves, thirds, fourths, halves, whole, array, columns, rows, partitions, repeated addition,		

Special Considerations

Students will need time creating equal fractional parts. They need to understand that bottom number (denominator shows the number of equal parts) and the top number (numerator shows the number of shaded/not shaded parts). Students also need recognize that equal shares of identical wholes need not have the same shape.

Resources

Manipulatives - fractional pieces, food (graham crackers,)

Illustrative Mathematics

- [Partitioning a Rectangle into Unit Squares](#)
- [Representing Half of a Rectangle](#)
- [Which Pictures Represent One Half?](#)
- [Counting Dots in Arrays](#)

3-Act Math

- [Cover the Floor](#)

Assessments

Unit 11: Measurement

Week 31	Week 32	Week 33
Standards		
2.MD.1 Measure the length of an object by selecting and using appropriate tools such as rulers, yardsticks, meter sticks, and measuring tapes.		
2.MD.2 Measure the length of an object twice, using length units of different lengths of the two measurements; describe how the two measurements relate to the size of the unit chosen.		
2.MD.3 Estimate lengths using units of inches, feet, centimeters, and meters.		
2.MD.4 Measure to determine how much longer one objects is than another, expressing the length difference in terms of a standard length unit.		

2.MD.5 Use addition and subtraction within 100 to solve word problems within 100 to solve word problems involving length 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.

2.MD.9 Generate measurements data by measuring lengths of several objects to the nearest whole unit, or by making repeated measurements of the same objects. Show the measurements by making a line plot, where the horizontal scale is marked off in whole-number units.

2.NBT.6 Add up to four two-digit numbers using strategies based on place value and properties of operations.

Learning Targets

I Can...

- Identify tools that can be used to measure length.
- Identify the unit of length for the tool used (inches, centimeters, feet, meter).
- Determine which tool to use to measure the length of an object.
- Know how to measure the length of objects with different units.
- Compare measurements of an object taken with two different units.
- Describe why the measurements of an object taken with two different units are different.
- Explain the length of an object in relation to the size of the units used to measure it.
- Know strategies for estimating length.
- Recognize the size of inches, feet, centimeters, and meters.
- Estimate length in units of inches, feet, centimeters, and meters.
- Determine if estimate is reasonable.
- Name standard length units.
- Compare lengths of two objects.
- Determine how much longer one object is than another in standard length units.
- Read tools of measurement of the nearest unit.
- Represent measurement data on a line plot.
- Measure lengths of several objects to the nearest whole unit.
- Measure lengths of objects by marking repeated measurements of the same object.
- Add and subtract lengths within 100. (up to four two-digit numbers)
- Solve word problems involving lengths that are given in the same units.
- Solve word problems involving length that have equations with a symbol for the unknown number.
- Explain length as the distance between zero and another mark on the number line diagram.
Use a number line to represent the solution of whole-number sums and differences related to length within 100.

Vocabulary

length, ruler, foot, inch, centimeter, meter, estimate, number line, difference, line plot

Special Considerations

Students need to use various rulers so they understand that the zero can start at different places on the rule, example, some start at the edge. Some

students will try to start at one. They need to be reminded what unit they are measuring in (inches or centimeters).

Resources

Illustrative Mathematics

- [Toll Bridge Puzzle](#)

Assessments

Fourth Nine Weeks Benchmark

Week 34

Week 35

Week 36

Benchmark Assessment at the beginning of week34. Use the results to reteach, reinforce or enrich.