Grade 2 Math

Unit 3: Measuring Length and Distance

Dear Families,

We want to make sure that you understand the mathematics your child will be learning this year. Below you will find the standards we will be learning in Unit 3.

Each standard is in bold print, and below each one is an explanation with examples. Please let your teacher know if you have any questions. We appreciate your partnership and support.

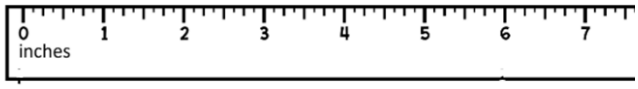
2.MDR.5.1: Construct simple measuring instruments using unit models. Compare unit models to rulers.

Students should be able to…

- use one-inch square tiles to "build" a measuring instrument by lining up the tiles. Students should then compare this to measuring to the nearest inch on a ruler.

Example:

How long is the marker?





Answer:

6 inches

2.MDR.5.2: Estimate and measure the length of an object or distance to the nearest whole unit using appropriate units and standard measuring tools.

Students should be able to…

- use appropriate measuring tools such as rulers, yardsticks, and measuring tapes that measure in inches, feet, and yards.
- decide which measuring tool and unit works best for the object being measured.
- make reasonable estimations before actually measuring to the nearest inch, foot, or yard.

Example:

I can estimate that this tv is about 3 feet tall. I can estimate that this building is about 36 feet tall.
I measured my notebook using a ruler and it was 9 inches wide. I measured my classroom using a yardstick and it was 12 yards long.

2.MDR.5.3: Measure to determine how much longer one object is than another and express the length difference in terms of a standard-length unit.

Students should be able to…

- use tools (rulers, measuring tapes, yardsticks) to find the difference in lengths between two objects.

Note: Standard measurement is introduced in grade 2.

Example:

I measured my two pet parakeets. The blue parakeet was 7 inches long and the green parakeet was 15 inches long. Which parakeet is longer and by how much?

Answer:

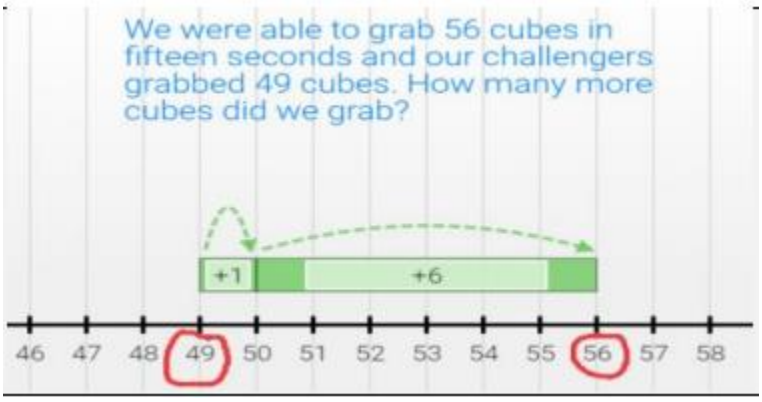
The green parakeet is 8 inches longer than the blue one.

2.MDR.5.5: Represent whole-number sums and differences within a standard unit of measurement on a number line diagram.

Students should be able to…

- represent addition and subtraction problems on a number line diagram. This prepares them to use number lines for fractions in higher grades.

Example:



Answer:

7 cubes

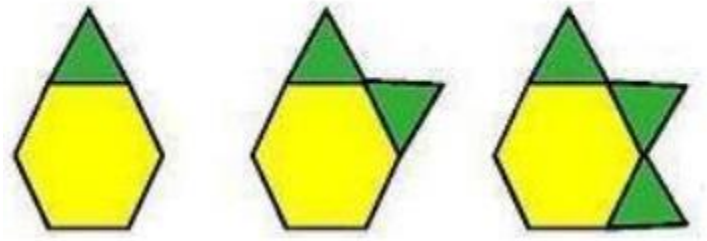
2.PAR.4.2: Identify, describe, and create growing patterns and shrinking patterns involving addition and subtraction up to 20.

Students should be able to…

- understand patterns that add on a piece or pieces of something or take them away in the same interval.

Example:

Describe the growing pattern below and build the next two terms in the pattern.



Answer:

The pattern grows by adding a green triangle to the side of the hexagon each time. Students would add a fourth and fifth triangle to grow the pattern.