

Grade 2 Module 2

Tips for Families

Key Concepts Overview

Focus TEKS: **2.9A, 2.9B, 2.9D, 2.9E**

The focus of Module 2 is to deepen students' understanding of measurement and to relate addition and subtraction to length. Your student will:

- ☐ Learn how to measure using centimeter cubes.
- ☐ Practice the *mark and move forward* technique using just one cube.
- ☐ Measure objects with tools such as centimeter rulers, measuring tapes, and meter sticks.
- ☐ **Estimate** using mental **benchmarks**.
- ☐ Use different **length units** such as paper clips, crayons, and other everyday objects to measure and compare lengths.
- ☐ Reason about the relationship between unit size and measurement. For example, “**Centimeters** are smaller than **meters**, so it takes more centimeters than meters to measure this table.”
- ☐ Solve addition and subtraction word problems involving length.
- ☐ Use the ruler as a **number line** and draw **strip diagrams** to compare lengths.

You can use the checklist above to help monitor your student's progress of the knowledge and skills in this module. Daily sample problems with solutions and thought bubbles are found in the Homework Helper pages in the Succeed Student Edition to help you support your student as they work at home.

Additional Ways to Help at Home

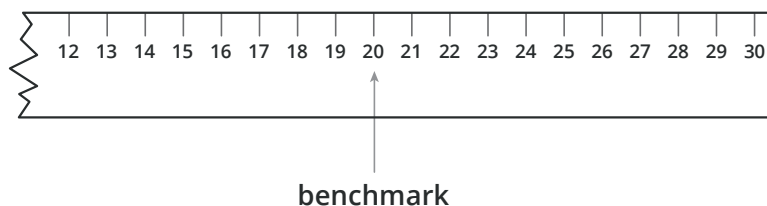
- Look for practical opportunities for your student to use measurement skills at home. For example, ask, “Will the rug fit in this room?” or “How far away should we put the basketball hoop?” Encourage your student to measure by placing nonstandard units, such as shoes, end to end with no gaps or overlaps. As an alternative, your student might use a standard measurement tool such as a ruler or meter stick.
- Invite your student to estimate the lengths of different objects and to share their reasoning and benchmarks. For example, “I estimate that the table is about one meter high because it is a little bit lower than the doorknob, which I know is about one meter high!”
- Use your student's handmade centimeter ruler to practice addition up to 30. Player A calls out two numbers (e.g., 9 and 5). Player B uses the ruler to add the two numbers by sliding a finger up the ruler: “I start at 9, and I slide my finger five spaces. I stop at 14 because $9 + 5 = 14$.”
- Count by 10 centimeters with your student. When you reach 100 centimeters, change to meters and centimeters. For example, “...70 centimeters, 80 centimeters, 90 centimeters, 1 meter, 1 meter 10 centimeters, 1 meter 20 centimeters, 1 meter 30 centimeters, 1 meter 40 centimeters,” and so on.



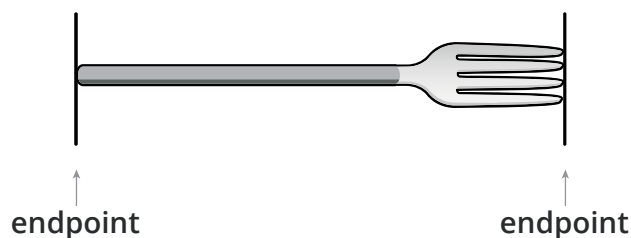
- Play the game “Which is Shorter?” with your student. Player A says two lengths (e.g., 6 centimeters and 10 centimeters). Player B tells which length is shorter (6 centimeters). For an added challenge, ask your student to compare different units (e.g., 6 meters and 10 centimeters). Take turns being Player A and Player B.
- As your student draws a strip diagram to solve a word problem, ask questions such as, “How did you label each part of your drawing?” “Which strip is longer?” and “How did you show the difference in lengths (shorter/longer) in your drawing?”

Terms

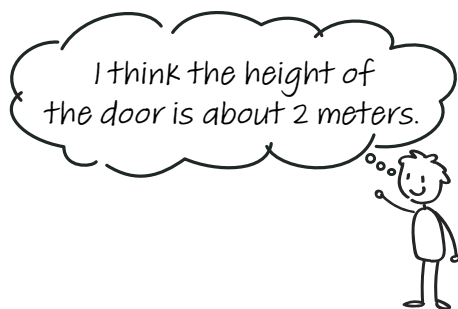
Benchmark: a number that is said when skip-counting by 10 and starting at 0, such as 10, 20, 30, 40, 50, 60, etc.



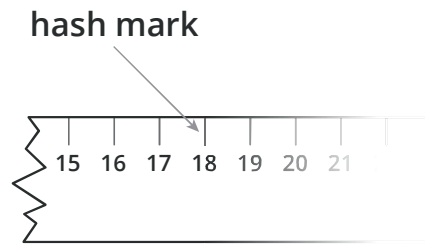
Endpoint: a point where something begins or ends



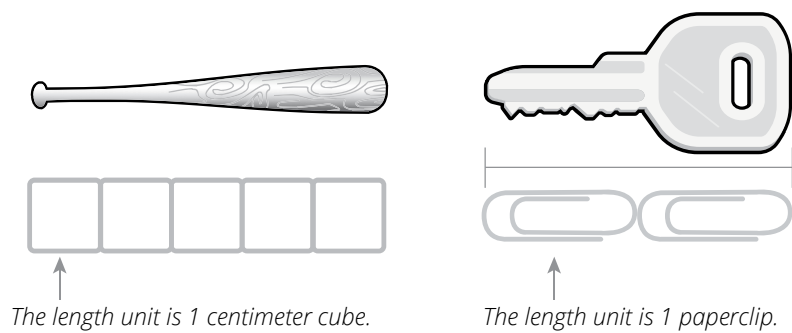
Estimate (Estimar): a thoughtful guess



Hash mark: a mark on a ruler or other measurement tool

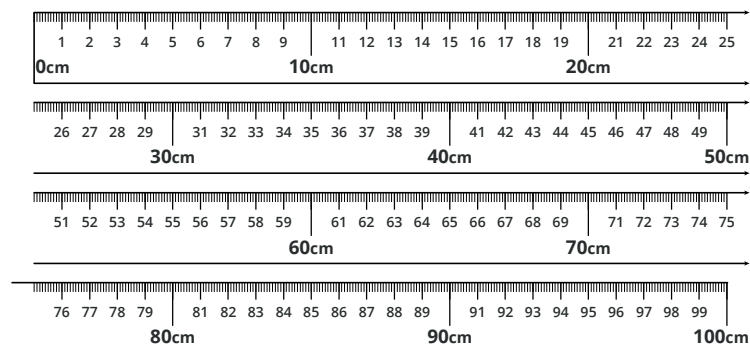


Length unit: the equal-sized units that tell us what we are measuring by

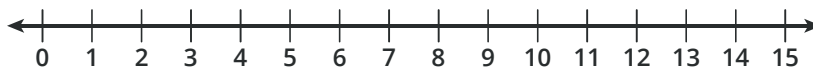


Models

Meter Stick or Strip



Number Line



Strip Diagram

