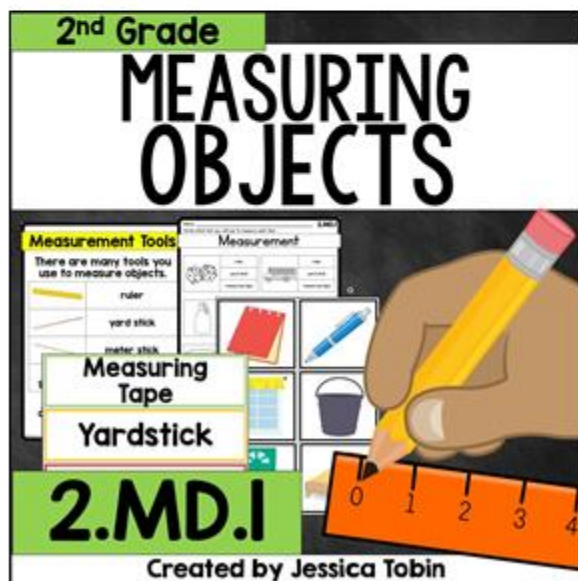


2.MD.1

This math unit provides lesson plans and math group resources to use while teaching the standard **2.MD.1**, which states that students will be able to...
"Measure the length of an object by selecting and using appropriate tools such as rulers, yardsticks, meter sticks, and measuring tapes."



Using This Unit

Let's look at the structure of this unit.

Pre-Assessment

- A pre-assessment is included that will help give you an idea of where your students are with this specific standard. Give this pre-assessment prior to any lessons on the standard.

Daily Lessons

- Whole Group-** The whole group lesson will typically involve an anchor chart or poster to discuss. This should take about five minutes to complete.
- Partner Practice-** The whole group activity will be followed up with a partner practice activity. It will build on the knowledge the students learned or reviewed in the whole group lesson. This should take between 5-10 minutes.
- MATH Groups-** There are four break-apart groups to do each day. Each rotation can last between 10-15 minutes depending on how long you get for your math block.
 - Math Writing-* 2 writing options are given each day (one full sized page OR a cut and glue strip for a math journal)
 - Apply Skills-* You will find a variety of practice resources here, such as printables, interactive notebooks, or partner activities.
 - Teacher Time-* Small group differentiation can happen here. Most days will include a 'Remediation' activity, an 'On-Level' activity, and an 'Enrichment' activity.
 - Hands-on Practice-* These centers will give your students chances to get practice with manipulatives and other engaging activities.
- Exit Slip-** Every single day will come with an exit slip for students to show what they learned that day. Teacher will cut apart the three strips.

Assessment

- This is to be completed after all lessons and math groups are taught.

Daily Lesson Plans

Each standards-based math unit comes with daily lessons. Some are 3 days, while others may be 5+ days, depending on how complex the standard is. There are **4 main components** of each daily lesson.

2nd Grade Math: 2.MD.1 Lesson #1	2.MD.1 lesson 1
Lesson #1	I can measure the length of an object.
Measure the length of an object by selecting and using appropriate tools such as rulers, yardsticks, meter sticks, and measuring tapes.	
Activities	
Whole Group	Teacher will either create anchor chart about measurement tools, or teacher will show measurement tool poster. Teacher will pass around ruler, yard stick or meter stick, and measuring tape while discussing the different tool cards that describe the tools in depth.
Partner Practice	Students will participate in a Mix-Pair-Share activity. Teacher will display an object on a task card on the board. Students will mix up around the room, pair up with a new partner, and share which tool they think they would use and why.
Math Groups	M- Students will write about the best tool for measuring. Teacher will choose the full page writing sheet OR the cut apart strips for math journals. A- Teacher will either copy the two printables front/back for students to complete with pencils or slide them into sheet protectors for students to complete with dry erase markers. T- (not differentiated today) Teachers and students will work together to assemble the input and guided output page of the interactive notebooks. They will cut and glue the input page, which teaches about the standard, then cut and glue one output page together for practice. H- Students will work in a group to sort the items under the correct appropriate tool for measurement. Then, they will record their answers on recording sheets.
Exit Slip	Students will complete an exit slip independently. Students will trade papers with a nearby classmate and grade their paper with a marker/pen while teacher reviews answers as a whole group.

Whole group activity: This activity will typically include an anchor chart mini poster, plus some sort of teacher modeling activity.





Partner practice: This will be a hands-on partner activity following the whole-group.

M.A.T.H. groups: (Explained in depth on next page) There are four groups/centers.

Exit slip: There are 3 exit slips to a page to cut out and administer for student learning.

M.A.T.H. Groups

Each day comes with four group activity suggestions and materials for 'M.A.T.H.' groups. This is your small group time, splitting the class up into four groups to rotate around the room, participating in different activities for 10-20 minutes a piece.

M	Math Writing	2 options... worksheet or cut/glue notebook strips	
A	Apply New Skills	Worksheet or interactive notebook activities to apply the skill learned in whole group	
T	Teacher Time	Differentiated time for 3 levels (remediation, on-level, enrichment)	
H	Hands-On Math	Engaging center to follow up on the whole group/partner practice	

Day 1 Activities

Here's a look at day 1's whole group, partner practice, MATH group activities, and exit slip.

DAY 1 Materials

2nd Grade Math: 2.MD.1 Lesson 1

I can measure the length of an object.

Measure the length of an object by selecting and using appropriate tools such as rulers, yardsticks, meter sticks, and measuring tapes.

Activities

Teacher will either create anchor charts and measure, or, in groups of three, students will measure. Teacher will pass around ruler, yard stick or meter stick, and measuring tape. Measuring the different tools and then describe the tools in words.

Materials

Students will participate in a 10-minute activity. Teacher will bring in objects to be measured on the board. Students will be in groups of three. Each group will be given a ruler, yard stick or meter stick, and measuring tape. They will measure the objects and then describe the tools in words.

Assessment

Teacher will observe the students as they measure. Teacher will ask students to explain their measurements. Teacher will ask students to explain why they chose a particular tool. Teacher will ask students to explain why they chose a particular tool. Teacher will ask students to explain why they chose a particular tool.

Measurement Tools

There are many tools you use to measure objects.

	ruler
	yard stick
	meter stick

Ruler

- one side inches
- one side centimeters
- good for smaller objects
- paperclips
- markers

Yard Stick

- measures in inches,

Meter Stick

- measures in centimeters and meters
- good for larger items
- bookshelves
- desks

Measuring Tape

Name: _____

2.MD.1

Juliet wants to measure the length of the hallway. Juliet says a ruler would be best, but Jamari says measuring tape would be best.

a. Who is correct?

b. Explain why this person is correct.

a. _____

b. _____

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a. Who is correct?

b. Explain why this person is correct.

a. _____

b. _____

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Name: _____

2.MD.1

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a. Who is correct?

b. Explain why this person is correct.

a. _____

b. _____

Measurement

Circle which tool you will use to measure each item.

	ruler	yard stick	measuring tape
	ruler	yard stick	measuring tape
	ruler	yard stick	measuring tape
	ruler	yard stick	measuring tape

Measurement

Write the number you would measure with each tool.

Yardstick	Ruler
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____

2.MD.1

I can measure the length of an object with an appropriate tool.

When you measure an object, you must first choose an appropriate tool to measure with.

When you measure an object, you must start at one end of the object and measure all the way to the other end.

Ruler- great for small objects less than one foot long (centimeters and inches)

Yardstick and Meter Stick- great for larger items a few feet long (inches, feet, yards, meters)

Measuring Tape- great for very large items (feet)

Practice

Measurement

Write which measuring tool you would use for each item.

Ruler	Meter Stick
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____

Objects:

- flower
- door
- sidewalk
- road
- sunglasses
- cup
- book
- shelf
- window
- shoe
- classroom
- paper clip
- fork
- hallway
- pillow

Measuring Tape

Yardstick

Ruler

Day 1 Think-On Task

Day 1 Think-On Task

Day 1 Think-On Task

Day 1 Think-On Task

Ruler

Yardstick

Measuring Tape

2.MD.1 Exit Slip #1

Circle the best measurement tool for each object.

ruler	ruler	ruler
yardstick	meter stick	yardstick
measuring tape	measuring tape	measuring tape

2.MD.1 Exit Slip #1

Circle the best measurement tool for each object.

ruler	ruler	ruler
yardstick	meter stick	yardstick
measuring tape	measuring tape	measuring tape

2.MD.1 Exit Slip #1

Circle the best measurement tool for each object.

ruler	ruler	ruler
yardstick	meter stick	yardstick
measuring tape	measuring tape	measuring tape

Day 2 Activities

Here's a look at day 2's whole group, partner practice, MATH group activities, and exit slip.

DAY 2 Materials

2nd Grade Math: 2.MD.1 Lesson #2

I can measure the length of an object.

Measure the length of an object by selecting and using appropriate tools such as rulers, yardsticks, meter sticks, and measuring tapes.

Activities:

Teacher will observe and/or assist with using measurement tools, or teacher will show measurement materials. Teacher will monitor how to measure several things found in the classroom, using the ruler, yardstick, and measuring tape or other objects, while modeling teacher will ask for student feedback.

Materials:

Students will participate in a whole-group activity. The teacher will show measurement tools, and students will identify if it is the correct way to measure or not. Students will measure around the room, just as with a compass, or documented measurement. Students will write about the length of all measured full-page writing.

How Do I Measure?

1. Choose the appropriate tool.

- ruler
- yardstick
- meter stick
- measuring tape

2. Place the item on the 0 of the measurement tool.

7 cm.

The glue stick is 20 centimeters.

The counter is 12 centimeters.

The crayon is 12 inches.

The marker is 12 inches.

Name: _____

2.MD.1

Look around your classroom. Find something that would be best measured with a ruler.

a. Identify the object and its length.

b. Explain your process of finding an appropriate object and its length.

a. _____

b. _____

Look around your classroom. Find something that would be best measured with a ruler.

a. Identify the object and its length.

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Look around your classroom. Find something that would be best measured with a ruler.

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b. Explain your process of finding an appropriate object and its length.

Look around your classroom. Find something that would be best measured with a ruler.

a. Identify the object and its length.

b. Explain your process of finding an appropriate object and its length.

Measurement

Object	Tool You Chose	Measurement
Book		
Teacher Desk		
Eraser		
Paperclip		
Window		
Door		

Name: _____

2.MD.1

Measure items around your classroom or school.

Measurement

Object	Tool You Chose	Measurement

Example: The pencil is 7 cubes long.

centimeters.

Day 2 Teacher Time "10"

Day 2 Teacher Time "10" & "5"

1. Spin the object you're going to measure.

Day 2 Teacher Time "10" & "5"

2. Spin the unit of measurement.

Day 2 Whole-Group

clipboard	classroom door
book	crayon
paperclip	eraser

Day 2 Whole-Group

length from one wall to another	folder
glue stick	window sill
teacher desk	chair

Day 2 Whole-Group

Object	Measuring Tool	Measurement

2.MD.1 Exit Slip #2

Measure each item with a ruler and write the length.

_____ in.

_____ in.

2.MD.1 Exit Slip #2

Measure each item with a ruler and write the length.

_____ in.

_____ in.

2.MD.1 Exit Slip #2

Measure each item with a ruler and write the length.

_____ in.

_____ in.

Day 3 Activities

Here's a look at day 3's whole group, partner practice, MATH group activities, and exit slip.

DAY 3

Material

2nd Grade Math: 2.MD.1 Lesson

I can measure the length of an object by selecting and using appropriate tools such as rulers, yardsticks, meter sticks, measuring tapes.

Activities

Teacher will review the anchor charts from day 1 and day 2 to remind students about correctly measuring. Then teacher will hand out about four feet of butcher paper to each student and explain directions for their upcoming measurement activity. The students will get traced on a piece of paper, then will measure themselves with the appropriate measurement tool.

With a partner, students will take turns laying on their butcher paper and getting traced. They will not measure themselves yet, though. That will be during Hands-On Math time. Today's partner time is simply to get themselves measured.

18. Students will write about the best tool for measuring. Teacher will choose the full page writing sheet OR the cut apart strips for math journals.

19. Students will work together to assemble two output pages of the interactive notebooks. They will cut and glue the output page, then complete the pages for practice.

20. Teachers and students will repeat day 2's teacher line exercises, with Rembrandt group still practicing how to correctly measure and (2nd) extended Enrollment today measuring noses. (resources found under day 2 above)

21. Students will choose an appropriate tool (measuring tape or yardstick) to measure their bodies. Before they write their length in inches, they must ask a group member to measure their traced paper to confirm their measurement. Then they will write their measurement on the recording sheet to glue to their traced outline and color themselves on the traced paper.

Students will complete an exit slip independently. Students will trade papers with a nearby classmate and grade the slip with a marker pen while teacher reviews answers as a group.

Name: _____ 2.MD.1

Hannah wants to measure her classroom door with measuring tape.

a. Test out Hannah's idea. Does it work?
b. Explain why you think Hannah did or did not choose the right tool.

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Hannah wants to measure her classroom door with measuring tape.

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b. Explain why you think Hannah did or did not choose the right tool.

Day 3 Apply Skills

Measurement

Lift the flap and write four items in your house you could measure with each of these items.

Ruler	book	desk	crayon
Yard Stick	paper	paperclip	notebook
Measuring Tape	glue stick	stapler	chair

Day 3 Apply Skills

Measurement

Write what tool you'll use on the front, then lift the flap and write your measurement.

book	desk	crayon
paper	paperclip	notebook
glue stick	stapler	chair

Day 2 Teacher Time "O"

Example

The pencil is _____ inches long.

Day 2 Teacher Time "O"

pencil eraser

folder

paper clip

book

paper

I. Spin the object you're going to measure.

Day 2 Teacher Time "O"

pencil eraser

folder

paper clip

book

paper

I. Spin the object you're going to measure.

Day 2 Teacher Time "O"

in. cm.

cm. in.

2. Spin the unit of measurement.

Day 4 Hands-On Math

My name is _____ and I am _____ inches tall

My name is _____ and I am _____ inches tall

2.MD.1 Exit Slip #3

Measure each item with a ruler and write the length.

_____ cm.

_____ cm.

2.MD.1 Exit Slip #3

Measure each item with a ruler and write the length.

_____ cm.

_____ cm.

2.MD.1 Exit Slip #3

Measure each item with a ruler and write the length.

_____ cm.

_____ cm.

Assessments

Each unit comes with a pre-assessment to give to students before you teach the standard. This will come before any introduction to the standard. There is also an assessment to give after your unit is complete.

Name: _____ Date: _____

2.MD.1 Pre-Assessment

What would be the best tool to measure a tall doorway?

- a) ruler
- b) yardstick
- c) measuring tape



What would be the best tool to measure a sticky note?

- a) ruler
- b) yardstick
- c) measuring tape



One item that could be measured with a ruler is a _____.

One item that could be measured with a yardstick is a _____.

One item that could be measured with measuring tape is a _____.

Circle the correct way to measure.

			
--	--	--	--

Use a ruler to measure each object.

marker	
book	
crayon	


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Name: _____ Date: _____

2.MD.1 Assessment


What would be the best tool to measure the classroom's floor?

- a) ruler
- b) yardstick
- c) measuring tape



What would be the best tool to measure a crayon?

- a) ruler
- b) yardstick
- c) measuring tape






One item that could be measured with a ruler is a _____.

One item that could be measured with a yardstick is a _____.

One item that could be measured with measuring tape is a _____.

Measure each object and write the length in centimeters.

	_____ cm.
	_____ cm.
	_____ cm.

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