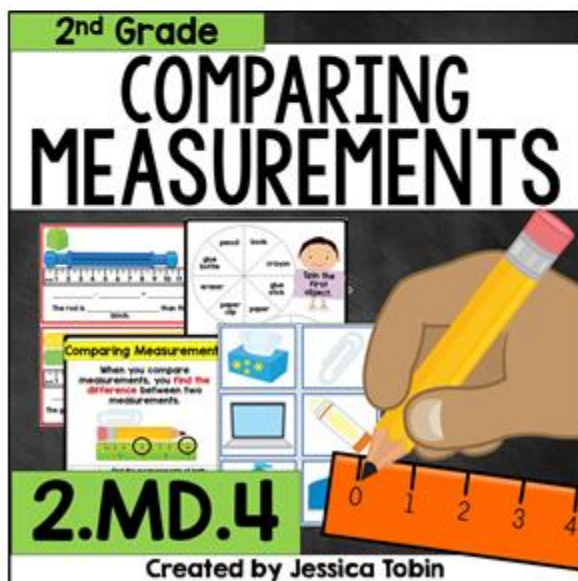


2.MD.4

This math unit provides lesson plans and math group resources to use while teaching the standard **2.MD.4**, which states that students will be able to...

“Measure to determine how much longer one object is than another, expressing the length difference in terms of a standard length unit.”



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.

2 nd Grade Math: 2.MD.4 Lesson #1	2.MD.4 lesson 1	
I can compare measurements of two different objects.		
Measure to determine how much longer one object is than another, expressing the length difference in terms of a standard length unit.		
Activities		
Materials		
Whole Group	Teacher will either create anchor chart comparing measurements, or teacher will show measurement poster provided. Teacher will model how to compare two measurements, and introduce different types of sentences students can use when comparing measurements.	
Partner Practice	Each student will get 4 Post-it notes. The teacher will display 4 numbered measurement cards, one at a time. The students will find the difference between the two measurements and stick them on the board under the card number.	
Math Groups	M- Students will write about comparing measurements. Teacher will choose the full page writing sheet OR the cut apart strips for math journals. A- Teacher will copy the two printables front/back for students to complete. To save paper, laminate or put it in sheet protector to use with dry erase marker. 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 draw a measurement card and find the difference between the two objects. Then, they will write a sentence to express the length difference.	
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.

2nd Grade Math: 2.MD.4 Lesson #1

2.MD.4
I can compare measurements.

Measure to determine how much longer another, expressing the length of a standard length.

Activities:
Teacher will either create another chart comparing measurements, or teacher will show measurement provided. Teacher will model how to compare two and introduce different types of sentences that when comparing measurements.

Each student will get 4 Post-it notes. The teacher will provide numbered measurement cards, one at a time. To find the difference between the two measurements, then on the board under the number.

Math Group:
Students will write about comparing measurements about the full page writing sheet. On the side for each journal.
A. Teacher will copy the two animals from the book to compare. To save paper, students will put it in a bag with dry erase marker.
B. (not differentiated reading) Teachers and students will compare the food and animal using interactive notebooks. They will cut and glue the which reading about the students from one page together for practice.
C. Students will show measurement card and find the difference between the two objects. Then, they will write a sentence to express the length difference.

Exit Slip:
Students will complete an exit slip on a separate sheet of paper with a partner when they leave the group.

Comparing Measurements

When you compare measurements, you **find the difference between** measurements.

The _____ is _____ longer than the _____.

The _____ is _____ shorter than the _____.

The difference between the two objects is _____.

Step 1 Find the measurement of each object. **Paper 10 cm, Pencil 5 cm.**

Step 2 Subtract the length of the shorter object from the longer object. **10 cm - 5 cm = 5 cm.**

Step 3 Write your answer. **The difference between the two objects is 5 cm.**

1
13 inches
17 inches

2
3 centimeters
12 centimeters

3
8 feet
2 feet

4
12 inches
5 inches

Name: _____

2.MD.4

Lovar's toothbrush is 7 inches long. His toothpaste tube is 5 inches long. Lovar thinks the difference between the two is 3 inches.

a. What is the real difference?
b. Explain to Lovar how to find the difference between his toothbrush and toothpaste.

Lovar's toothbrush is 7 inches long. His toothpaste tube is 5 inches long. Lovar thinks the difference between the two is 3 inches.

a. What is the real difference?
b. Explain to Lovar how to find the difference between his toothbrush and toothpaste.

Lovar's toothbrush is 7 inches long. His toothpaste tube is 5 inches long. Lovar thinks the difference between the two is 3 inches.

a. What is the real difference?
b. Explain to Lovar how to find the difference between his toothbrush and toothpaste.

Lovar's toothbrush is 7 inches long. His toothpaste tube is 5 inches long. Lovar thinks the difference between the two is 3 inches.

a. What is the real difference?
b. Explain to Lovar how to find the difference between his toothbrush and toothpaste.

2.MD.4 Exit Slip #1

Find the difference between the two measurements.

Scissors = 15 cm. Glue stick = 8 cm.

What is the difference between the two measurements?
Write a sentence comparing the two measurements.

Name: _____

2.MD.4 Exit Slip #1

Find the difference between the two measurements.

Scissors = 15 cm. Glue stick = 8 cm.

What is the difference between the two measurements?
Write a sentence comparing the two measurements.

Name: _____

2.MD.4 Exit Slip #1

Find the difference between the two measurements.

Scissors = 15 cm. Glue stick = 8 cm.

What is the difference between the two measurements?
Write a sentence comparing the two measurements.

Name: _____

Measurement

Measure the school supplies using the ruler given, then compare.

Length of paintbrush
Length of glue stick
How much shorter is the glue stick?

Length of double-headed pencil
Length of 2-color pencil
How much longer is the double-headed pencil?

Length of block
Length of pencil
What is the difference between the two lengths?

Length of eraser
Length of crayon
What is the difference between the two lengths?

Day 1: April New State

2.MD.4

I can measure to determine how much longer one object is than another.

1. Find the two measurements.
2. Determine the difference between the two measurements.
3. Subtract the shorter measurement from the longer measurement.
4. The difference between the two measurements will be longer one object is than the other.

Practice:
Pencil = _____ cm
Paper = _____ cm

©Tobin, 2019

Comparing Measurements

Ladder: 3 feet
Box: 15 inches
Door: 10 feet
Paper: 12 inches
Van: 13 feet
Laptop: 14 inches
Car: 4 feet
TV: 32 inches
Tree: 12 feet
Cell phone: 4 inches
Bush: 5 feet
iPad: 10 inches

©Tobin, 2019

Day 1 trunk-on-tail

The dauber is _____ paper.

The crayon is _____ than the pencil.

©Tobin, 2019

Day 1 trunk-on-tail

The rod is _____ block.

The green stick is _____ the yellow stick.

©Tobin, 2019

Day 1 trunk-on-tail

The paintbrush is _____ the clothespin.

The domino is _____ than the marker.

©Tobin, 2019

Day 2 Activities

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

2nd Grade Math: 2.MD.4 Lesson 2

I can compare measurements of two different objects.

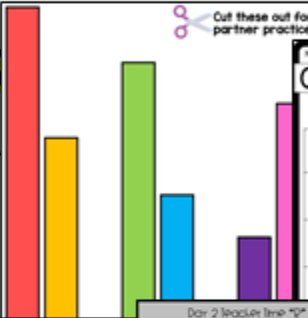
Measure to determine how much longer one object is than another, expressing the length difference in terms of a standard length unit.

Activities:

Teacher will show a group of two objects (e.g., two rulers) and ask the students to compare them. The teacher will ask the students to measure the objects in the classroom to measure. The teacher will ask the students to measure the objects in the classroom to measure. The teacher will ask the students to measure the objects in the classroom to measure.

Comparing Measurements

The _____ is longer than the _____



Cut these out for partner practice.

Comparing Our Rectangle

Draw two rectangles. Measure each rectangle. Find the difference between the two rectangles.

Rectangle 1 Length in Inches	Rectangle 2 Length in Inches	Difference Between Measurements

2.MD.4

Name: _____

Measure two objects in your classroom.

a. Write the measurements using the same units.

b. Find the difference between the measurements and explain how you did this.

Measure two objects in your classroom.

a. Write the measurements using the same units.

b. Find the difference between the measurements and explain how you did this.

Measure two objects in your classroom.

a. Write the measurements using the same units.

b. Find the difference between the measurements and explain how you did this.

Measure two objects in your classroom.

a. Write the measurements using the same units.

b. Find the difference between the measurements and explain how you did this.

Measure two objects in your classroom.

a. Write the measurements using the same units.

b. Find the difference between the measurements and explain how you did this.


Measurement

Object 1	Object 1 Length	Object 2	Object 2 Length	Difference Between Objects

Measurement

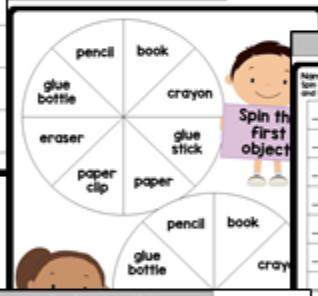
Object 1	Object 1 Length	Object 2	Object 2 Length	Difference Between Objects

Day 2 Teacher Time "O"



Day 2 Teacher Time "O"

Spin the first object.



Day 2 Teacher Time "O"

Name: _____

Spin two objects, measure them, find the difference, and then write the comparison sentences here.

_____ is longer than _____.

_____ is longer than _____.

_____ is longer than _____.










_____ is longer than _____.

_____ is longer than _____.

_____ is longer than _____.

_____ is longer than _____.


Day 2 Teacher Time "O"

 Paper-12 inches	 Hand sanitizer-8 inches	 Scissors-5 inches
 Backpack-24 inches	 Paper clip-1 inch	 Laptop-16 inches
 Calculator-4 inches	 Notebook-8 inches	 Pencil-7 inches


Day 2 Teacher Time "O"

How much longer is the sanitizer than the scissors?	How much shorter is the paper clip than the calculator?
How much shorter is the paper than the laptop?	How much longer is the backpack than the paper?
How much shorter is the pencil than the notebook?	How much longer is the backpack than the scissors?

Day 2 Hand-on Task



Day 2 Hand-on Task



Day 2 Hand-on Task

Object 1	Object 1 Length	Object 2	Object 2 Length	Difference

2.MD.4 Exit Slip #2

Measure each rectangle, then compare the measurements.

		Difference
		Difference

2.MD.4 Exit Slip #2

Measure each rectangle, then compare the measurements.

		Difference
		Difference

2.MD.4 Exit Slip #2

Measure each rectangle, then compare the measurements.

		Difference
		Difference

Day 3 Activities

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

2nd Grade Math: 2.MD.4 Lesson 3

I can compare measurements of two different objects.

Measure to determine how much longer one object is than another, expressing the length difference in terms of a standard length unit.

Activities: Teacher will review sentence stems and anchor chart from day 2. Class will repeat day 2's whole group activity where students will partner to measure two objects in the classroom to measure and compare. Teacher will repeat this for 3 different comparisons.

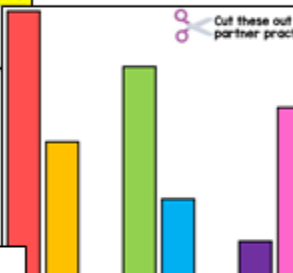
Partner to do 2's partner practice, each student measure 2 different objects. Students will show 2 rectangular items from the middle of their table with a partner. They will measure each rectangle in centimeters, then compare the measurements. Then, students will vertically practice comparing sentences, such as "Rectangle 2 is inches longer than rectangle 1."

Exit Slip: All students will write about comparing measurements. Teacher will choose first full page writing sheet OR the cut apart strips for each partner.

Anchor Chart: A. Students will work together to assemble two colored pages of the anchor chart. They will cut and glue the colored paper. Then, they compare the pages for practice. B. Students repeat activity from Day 2, but use different picture cards. On Day 3, complete the activity from day 2, but the students group work. Promote: Students of Day 2.

Comparing Measurements

The _____ is longer than the _____



Day 3 Anchor Skills

Comparing Measurements



Write the measurement of the eraser.

Write the measurement of the colored pencil.

Day 3 Anchor Skills

Comparing Measurements

Object 1: Length: _____	Object 2: Length: _____
Object 2: Length: _____	Object 1: Length: _____
Difference Between Lengths: _____	Difference Between Lengths: _____

Find the

Day 2 Hand-on-Task

Comparing Our Rectangles

Draw two rectangles. Measure each rectangle. Find the difference between the two rectangles.

Rectangle 1 Length in Centimeters	Rectangle 2 Length in Centimeters	Difference Between Measurements

Day 3 Anchor Skills



Day 3 Anchor Skills

Paper- 12 inches	Hand sanitizer- 8 inches	Scissors- 5 inch
Backpack- 24 inches	Paper clip- 1 inch	Laptop- 16 inch

How much longer is the sanitizer than the scissors?

How much shorter is the paper clip than the calculator?

How much shorter is the paper than the laptop?

How much longer is the backpack than the paper?

How much shorter is the

How much longer is the

Day 2 Hand-on-Task

Object 1	Object 1 Length	Object 2	Object 2 Length	Difference

2.MD.4 Exit Slip #3

Measure one of your crayons and one of your pencils. Compare measurements.

Crayon Measurement: _____ Pencil Measurement: _____

Difference: _____

Comparison Sentence: _____

2.MD.4 Exit Slip #3

Measure one of your crayons and one of your pencils. Compare measurements.

Crayon Measurement: _____ Pencil Measurement: _____

Difference: _____

Comparison Sentence: _____

2.MD.4 Exit Slip #3

Measure one of your crayons and one of your pencils. Compare measurements.

Crayon Measurement: _____ Pencil Measurement: _____

Difference: _____

Comparison Sentence: _____

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.4 Pre-Assessment

What does it mean to compare measurements?

- to find the difference between two measurements
- to estimate two measurements
- to count how many inches something is

How do you compare measurements?

- count the inches
- measure both objects, then subtract
- measure both objects, then add

If my pencil is 7 inches long and my crayon is 3 inches long, what is the difference between the two measurements?

- 5 inches
- 6 inches
- 4 inches

Write the differences between each set of measurements.

Coffee mug- 5 inches	Water bottle- 9 inches	
Crayon- 8 centimeters	Pen- 15 centimeters	
House- 21 feet	Tree- 41 feet	

©Jessica Tobin- Elementary Nest

Name: _____ Date: _____

2.MD.4 Assessment

How do you compare measurements?

- count the inches
- measure both objects, then subtract
- measure both objects, then add



If my brother got 15 centimeters of Twizzlers, but I only got 8 centimeters of Twizzlers, how much more did he get?

- 9 centimeters
- 8 centimeters
- 7 centimeters

Write the differences between each set of measurements.

Notebook- 31 centimeters	Piece of paper- 28 centimeters	
Mateo- 47 inches	Sofia- 52 inches	

Measure each rectangle in centimeters, compare measurements, then write a comparison sentence.

		_____	Difference: _____
--	--	-------	----------------------

©Jessica Tobin- Elementary Nest