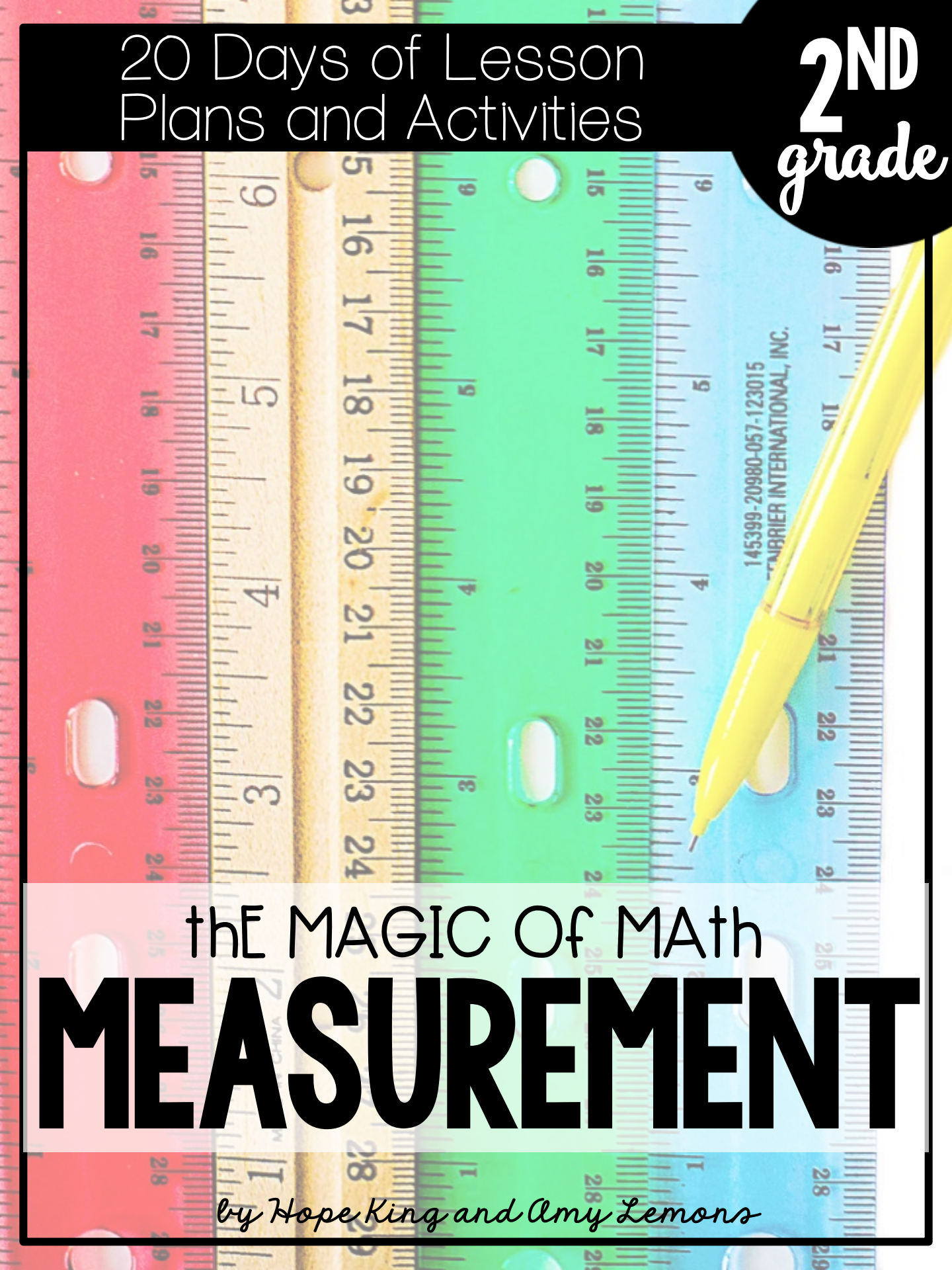


20 Days of Lesson
Plans and Activities

2ND
grade



145399-20980-057-123015
FABRIER INTERNATIONAL, INC.

the MAGIC Of MATH
MEASUREMENT

by Hope King and Amy Lemons

MEASUREMENT

OVERVIEW

	FOCUS	STANDARD
WEEK 1	Measurement (inches, feet, yards) Estimating and Comparing Lengths	TEKS: 2.9ABDE CC: 2.MD.A.1, 2.MD.A.3, 2.MD.A.4
WEEK 2	Area and Partitioning Rectangles	TEKS: 2.9F CC: 2.G.A.2
WEEK 3	Measurement (centimeters, meters) Relationship of the size of the unit and the number of units needed	TEKS: 2.9ABDE CC: 2.MD.A.1, 2.MD.A.2, 2.MD.A.3, 2.MD.A.4
WEEK 4	Solving Word Problems Involving Lengths (using a number line)	TEKS: 2.9CDE CC: 2.MD.A.4, 2.MD.B.5, 2.MD.B.6

DAILY LESSON PLANS

-20 Days of Lesson Plans for:

Week 1: Measuring with Inches, Feet, Yards

Week 2: Area and Partitioning Rectangles

Week 3: Measuring with Centimeters and Meters

Week 4: Word Problems Involving Length using Number Lines

INCHES, FEET, YARDS			INCHES, FEET, YARDS			INCHES, FEET, YARDS			
Day one			Day three			Day five			
FOCUS Measuring with inches	FOCUS Estimating and Measuring with Inches	OBJECTIVE I can estimate the length of an object. I can measure the length of an object.	FOCUS Introduce feet and yards, measure using feet and inches	OBJECTIVE I can select an object to measure the length of.	FOCUS Comparing Lengths, Assessment	OBJECTIVE I can determine the length of an object. I can compare the lengths of objects.	MATERIALS no extra materials needed		
VOCABULARY LENGTH, INCH, RULER	VOCABULARY WORDS ESTIMATE, INCH, LENGTH		VOCABULARY WORDS INCH, FOOT, YARD, ESTIMATE, LENGTH		VOCABULARY WORDS REVIEW ALL VOCABULARY	WORD PROBLEM			
MINILESSON Introduce measuring length with the class. Show the teacher with measuring tape the students and show students how to use a ruler on the inch side. Using objects around the room allow students time to explain the ruler with guidance from you.	MINILESSON Introducing estimating lengths to the students using the anchor chart. We are going to continue measuring in inches, so students will need their ruler. Students will get with a partner for the minilesson so that they can practice using the estimating language that was discussed. Students will make a snake out of play-dough, their partner will estimate the length of the snake.	ACTIVITY Computing Measurements. Students first gather all of their pieces. Students will use the recording sheet to know how each piece is estimated. Students estimate each piece, use a ruler each part and record the length.	MINILESSON Use the chart to discuss measuring in inches, feet and yards. While we aren't measuring with yard today, we are still going to introduce the measurement with the chart. Using sticky notes, have students to construct different objects that you will measure with the different units of measurement. Use the pictures to work on the chart as well.	ACTIVITY Spin, Measure, Measure need to work in pairs. In their groups, students are to measure the length of the object with the ruler. Students should be measuring in inches, feet and yards. Students should be measuring in inches, feet and yards. Students should be measuring in inches, feet and yards.	MINILESSON Introduce comparing lengths to the class using the anchor chart. Discuss the steps in comparing the lengths of two or more objects.	ACTIVITY Objects Around Our Room. Students will be measuring in yards and feet today. Assign students that it takes three feet to make a yard. Students will measure the length of their objects.			
FINDING THE AREA	FINDING THE AREA	FINDING THE AREA	FINDING THE AREA	FINDING THE AREA	FINDING THE AREA	FINDING THE AREA	FINDING THE AREA	FINDING THE AREA	
Day two			Day four			Day five			
FOCUS Estimating Area	OBJECTIVE I can find the area of a rectangle.	MATERIALS	FOCUS Exploring Area	OBJECTIVE I can find the area of a rectangle.	MATERIALS	FOCUS Area of Other Shapes, Assessment	OBJECTIVE I can find the area of a rectangle. I can partition objects into equal parts.	MATERIALS Hershey's Bar	
VOCABULARY WORDS AREA, ESTIMATE	VOCABULARY WORDS MISSING SQUARE UNITS		VOCABULARY WORDS AREA	VOCABULARY WORDS REVIEW VOCABULARY AND POSTERS	WORD PROBLEM				
MINILESSON Area of Rectangles. Introduce finding the area of rectangles or shapes. This will be using square units for the first few days. It's important to see them at and not using the units. Practice finding the area of the rectangles. Students will use the square tiles to cover the area of the rectangles. They will use the square tiles to cover the area of the rectangles. They will use the square tiles to cover the area of the rectangles.	ACTIVITY Time To Draw It. Total 30. Students will practice making rectangles out of rows and columns. Students need to draw and label the number of rows and columns. If they roll a 2 and 3, they will make a rectangle out of 2 rows and 3 columns. Students color it in and label the area.	ACTIVITY Shapes Around Our School. Before the lesson begins, tape off tiles in the school. These can be found on the walls or on the floor. Label each shape made with a letter. Students will estimate the total area before counting.	MINILESSON Discuss. Students cut out their pieces and on a sheet of paper, Students will find the area of a shape. Students will use the square tiles to cover the area of the shape. Students will use the square tiles to cover the area of the shape.	ACTIVITY What's Missing? Show the students the shapes that have missing pieces. Students will look at the colored portions to determine how they should partition the shape to find the missing pieces. As a class, find the number of missing pieces and the area of each shape shown.	MINILESSON Spin and Color. Students will play the spinner. To play the spinner, a student will spin the spinner and color the square that the spinner lands on. Students will use the square tiles to cover the area of the shape. Students will use the square tiles to cover the area of the shape.	ACTIVITY Area Crosses. Show students how to divide their cross into different sections. Students will use different colors to decorate their crosses. Students will find the area of each color used and label that on their cross. Students glue their cross to a sentence strip or strip of paper. Staple to fit their head.	ACTIVITY Appetizing Area. Students either use Hershey's Bar or they can just use the printable included. Students will use the Hershey's Bar pieces to find the area of each shape on their recording sheet. Students write the area near each shape.	INTERACTIVE NOTEBOOK Odd Shapes. Students either cut out the shape itself or the box around it. Students will estimate the area of each shape. Students use the square tiles to cover each shape. Students count the square tiles to find the area.	ASSESSMENT Students take an assessment on area.

DAILY WORD PROBLEMS

20 Word Problems that fit the skills included

WORD PROBLEM- DAY

Marco has a piece of string that is 10 inches long. He needs to cut it into pieces that are 2 inches long. How many pieces can he make?

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WORD PROBLEM- DAY

Nikita had a rectangle that was made up of 3 rows and 4 columns. Ben had a rectangle that was made up of 2 rows and 6 columns. Who has the rectangle with the greater size? Explain your thinking.

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WORD PROBLEM- DAY FOUR

Kirk has 15 square tiles. How can he arrange these tiles to make a rectangle with an area of 15 square units?

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WORD PROBLEM- DAY ONE

A rectangle is covered with square tiles. There are 2 rows of 3 tiles. How many square tiles cover the shape?

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How many square tiles cover the shape?

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How many square tiles cover the shape?

How many square tiles cover the shape?

WORD PROBLEM- DAY THREE

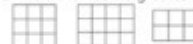
Greg has three rectangles. Put them in order from the least to greatest area.



Greg has three rectangles. Put them in order from the least to greatest area.



Find the area of the three rectangles. Put them in order from the least to greatest area.



Find the area of the three rectangles. Put them in order from the least to greatest area.



Find the area of the three rectangles. Put them in order from the least to greatest area.



Find the area of the three rectangles. Put them in order from the least to greatest area.



WORD PROBLEM- DAY TWO

Greg wants to measure. Each inchworm is exactly one inch long. He measures a pencil that is 7 green inchworms long. How long is the pencil? How long is a crayon that is 5 inchworms long. How long are the two objects together?

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WORD PROBLEM- DAY TWO

A rectangle is covered with square tiles. There are 4 rows and 4 columns of square tiles. How many square tiles cover the rectangle?

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Greg wants to measure. He has a glue stick, a pair of scissors, and a new pencil. He wants to measure the length of each object. He wants to measure the objects in order from longest to shortest. Measure to check your prediction.

Greg wants to measure. He has a glue stick, a pair of scissors, and a new pencil. He wants to measure the objects in order from longest to shortest. Measure to check your prediction.

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son has 1
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QUICK ASSESSMENTS

MEASURING LENGTH

Name: _____

1. Choose the group of objects that are about one inch long.

- a. eraser, hand, book
- b. paperclip, eraser, thimble
- c. thimble, paperclip, banana

2. How many inches are in a foot?

- a. 10 inches
- b. 13 inches
- c. 12 inches

3. Complete the sentence:

A _____ is shorter than a foot.

- a. _____
- b. _____
- c. _____

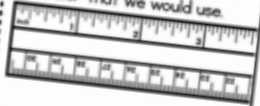
CENTIMETERS AND METERS

Name: _____

1. Choose the group of objects that are about one centimeter long.

- a. book, guitar, staple
- b. staple, width of a pencil
- c. football field, paperclip

2. When measuring in centimeters, circle the side of the ruler that we would use.



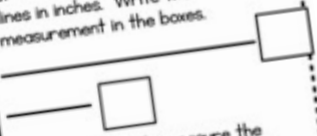
3. Complete the sentence: An centimeter is _____ than a meter.

- a. longer
- b. shorter

4. Jimmy wants to measure the length of a basketball court. Which unit of measurement should he use?

- a. centimeters
- b. inches
- c. meters

5. Use your ruler to measure the lines in inches. Write the measurement in the boxes.



6. Janell wants to measure the length of the football field. What unit of measurement should she use?

- a. inches
- b. yards

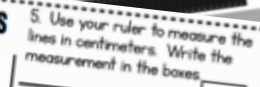
7. Choose the group of objects that are about one yard long.

- a. baseball bat, hand, leg
- b. guitar, book, soccer ball
- c. baseball bat, guitar, arm

8. Complete the sentence _____ is three feet long.

- a. inch
- b. yard
- c. ruler

9. Write the length of the ribbon.



6. Jackie wants to measure the height of her teddy. Which unit of measurement should she use?

- a. meters
- b. centimeters

7. Measure the two pieces of ribbon below. Write a sentence to compare the two lengths.



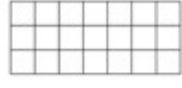
8. Write the length of the ribbon.



FINDING THE AREA

Name: _____

1. Find the area of the shape below:

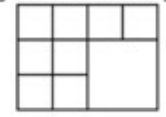


2. Find the area of the shape below:



3. Roberto drew a rectangle that was made up of square units. It had 2 rows and 6 columns. Draw the shape that Roberto made and find the area.

5. The rectangle is missing some of the square units. Partition the rectangle to find the missing units.



Missing # of square units: _____
Total Area: _____

6. Marcus had 18 square units. How can he arrange these square units to make a rectangle?

7. Chin had 12 square units. He wants to make a rectangle with 5 and 3 columns. Does he have square tiles to make the rectangle?

LENGTH WORD PROBLEMS

Name: _____

1. You found 4 pieces of string. The total length of all four pieces was 89 centimeters. If piece one was 12 cm long, piece two was 28 cm long, and piece three was 33 cm long, how long was piece four? Explain your thinking below.

3. Sandra has a pink ribbon that she measures in feet. She draws this diagram to show the length of her ribbon. What is the length of Trinity's ribbon in inches?



4. Timothy has 5 pairs of shoes. Each shoe is about 5 inches long. If he lays out his shoes in a straight line, about how long will the line be in feet?

2. Vince is making a paper chain that is about the same distance as the ceiling to the floor. About how long is Vince's paper chain?

- a. 10 feet
- b. 10 inches
- c. 2 feet

5. Xavier had two pieces of rope. The total length of the ropes together was 18 feet. The first piece of rope was 5 feet long. Draw a diagram below to show how long the second piece of rope was.



_____ is covered with _____.
There are 4 rows of _____.
_____ is the area of the _____.
_____ units
_____ units
_____ units

WEEK ONE:

MEASURE

using
inches, feet,
+ yards

WEEK ONE

MEASURE USING INCHES **MEASURE USING FEET** **MEASURE USING YARDS**

hand shoe human rug backpack food

1 ft = 12 in. 1 yd = 3 ft.

1 Door 3 yds 2 ft
2 Lockers 5 yds 2 ft
3 Cabins 4 yds 3 ft
4 Ping Pong 1 yd 2 ft
5 Rug 1 yd 2 ft

The lockers are 1 yard taller than the ping pong table.

1 ft = 12 in.

ESTIMATE 7 in.
ESTIMATE 2 in.
ESTIMATE 1 in.
ESTIMATE 4 in.
ESTIMATE 6 in.

One inch 1 in.

MEASURING OBJECTS

1	5 in	6 in
2	2 in	2 in
3	3 in	5 in
4	3 in	5 in
5	9 in	8 in
6	12 in	10 in

LENGTH OF LINES

LINE	LENGTH
1	6 in.
2	2 in.
3	9 in.
4	5 in.
5	1 in.
6	4 in.
7	7 in.
8	3 in.
9	8 in.

COMPARING LENGTHS

LINE	LENGTH	ESTIMATE
1	2 in	12-20 in.
2	4 in	6-9 in.
3	5 in	20-100 in.

MEASURE FROM HEAD TO TOE!

HEAD EAR
ARM TORSO
FOOT

ESTIMATE 3 ft. 2 ft.

START

INCHES FEET

1 in. 10 in. 100 in.

1 ft. 10 ft. 100 ft.

1 yd. 10 yd. 100 yd.

I Can Use a Ruler To Measure

A gluestick is 3 in. long.

MY CITY-SCAPE

Building	Estimate	Height
Red	10 in	9 in
Purple	5 in	8 in
Blue	5 in	5 in
Turquoise	4 in	6 in
Orange	7 in	7 in
Red	10 in	11 in
Blue	5 in	2 in

COMPUTING MEASUREMENTS

Part	Estimate	Length
HEAD	1	3 1/2 in.
BODY	1	4 in.
LEGS	1	3 in.
ARMS	1	5 in.
FEET	1	1/2 in.

The Length of Our Names

9 in - 2 in = 7 in.

2 in - 3 in = 1 in.

3 in - 3 in = 0 in.

5 in - 3 in = 2 in.

9 in - 3 in = 6 in.

9 in - 2 in = 7 in.

2 in - 3 in = 1 in.

3 in - 3 in = 0 in.

5 in - 3 in = 2 in.

9 in - 3 in = 6 in.

9 in - 2 in = 7 in.

T 2 in **A** 3 in **M** 3 in **J** 5 in **M** 5 in **S** 5 in **A** 5 in **S** 5 in

TRACY **AMY** **MIYA** **JAISE** **MARCOS** **SAMANTHA** **STEPHANIE**

LOOK **THINK**

glue stick **SHORTER?** **LONGER?**

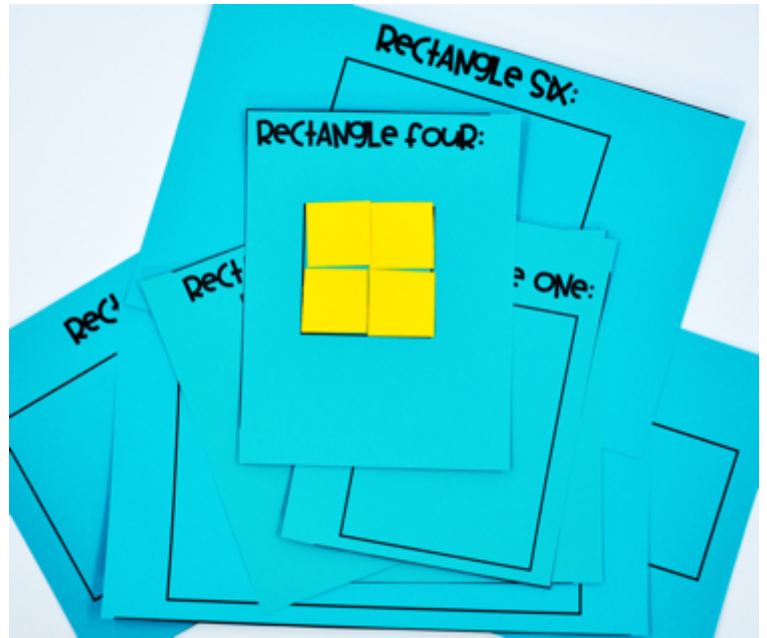
marker

MEASURE **COMPARE**

glue stick = 5 inches. The marker is 3 inches. Longer than the glue stick.

DAY 1

Minilesson:
Introduce Area and
square units



Activity: Toss It! Draw it!
Total It!

Interactive Notebooks: Find
the Area

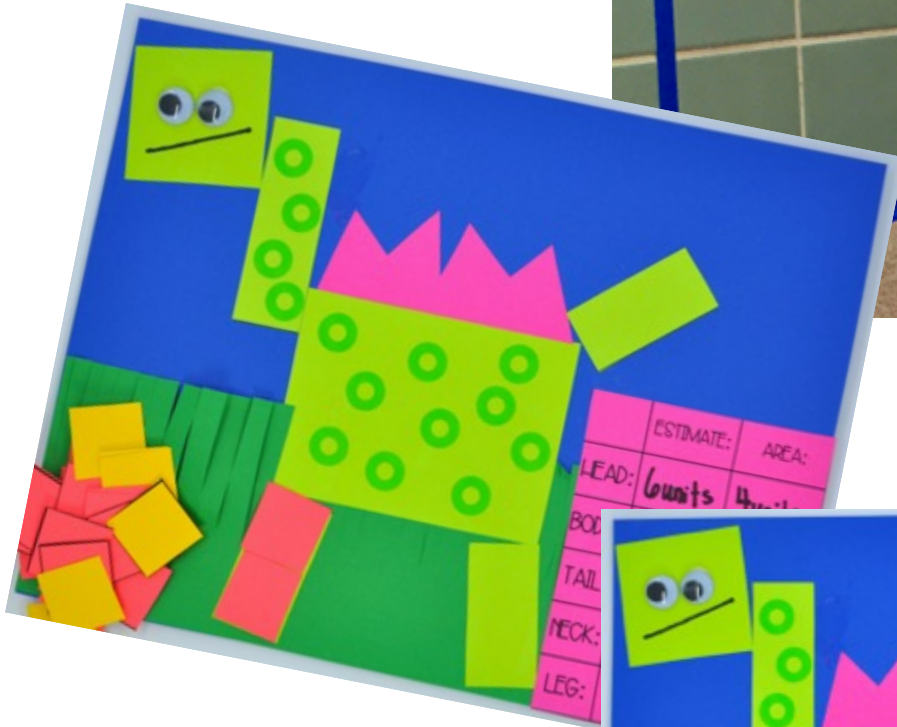
Toss It! Draw It! Total It!

2 Rows = 12 square units 6 Columns			
4R 1C A=4 square units	2R 2C A=4	3 Rows 4 Columns A=12 square units	
			2R 4C A=8 square units
	4 Rows 4 Columns A=16 square units		

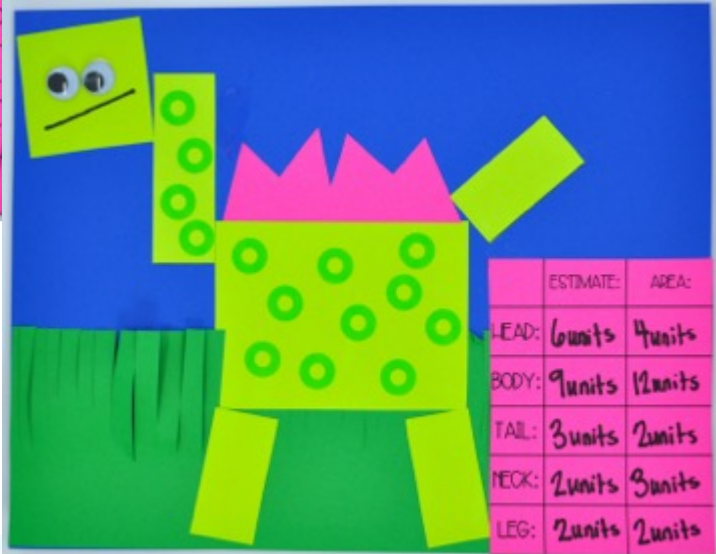
FIND the area 	FIND the area 2 rows 3 columns A=6 units
FIND the area 	FIND the area
FIND the area 	FIND the area

DAY TWO

Minilesson:



Activity: Area Dinosaur



eStimate

ESTIMATE:
8 square units

And Count

ESTIMATE:
9 square

3rows
1column
Area=
3square
units

Interactive Notebooks:
Estimate Area

DAY 3

Minilesson: What's Missing?

WHAT'S MISSING?

WHAT'S MISSING?

WHAT'S MISSING?

SQUARE:	# OF MISSING PIECES:	TOTAL AREA:
A	3	12 units ²
B	4	9 units
C	4	9 units
d	4	9 units
e	4	6 units
f	6	8 units
g	4	12 units
H	2	6 units

Create your own shape and find the area:

7 units

Activity: Spin, Cover, and Race!

Spin, Cover, and Race

NUMBER OF ROWS	NUMBER OF COLUMNS	TOTAL AREA
3	1	3
4	4	16
1	2	2
1	1	1
1	3	3

Total = 25

NUMBER OF ROWS	NUMBER OF COLUMNS	TOTAL AREA
2	2	4
3	4	12
2	3	6
1	6	6
1	3	3
1	3	3

Totals = 34

Spin, Cover, and Race

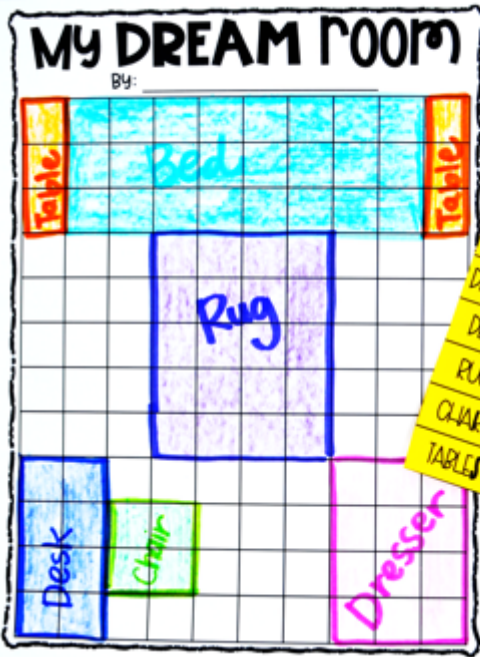
3 rows
4 columns
A = 12 units

Find the Missing Units to Measure the Area

Interactive Notebooks:
Students partition the rectangles

DAY 4

Minilesson: Area Crown



	AREA:
BED:	24 square units
DRESSER:	12 square units
DESK:	8 square units
RUG:	20 square units
CHAIR:	4 square units
TABLES:	6 square units

Activity: My Dream Room

Interactive Notebooks: Read it! Solve it!

Read it! Solve it!

Victor has 10 square tiles. He wants to make a rectangle with 2 rows and 6 columns. How many more square tiles does Victor need?



needs 2 more

Chang makes a rectangle with the area of 8. Draw one way to arrange the square tiles into rows and columns.



Luke makes a rectangle with the area of 16. Draw one way to arrange the square tiles into rows and columns.



4 rows 4 columns

Sam covers a rectangle with square tiles. It has 3 rows and 2 columns. Draw the shape and find the area.



Juan uses square tiles to make a rectangle. He makes 5 rows and 3 columns. Draw the shape and find the area.



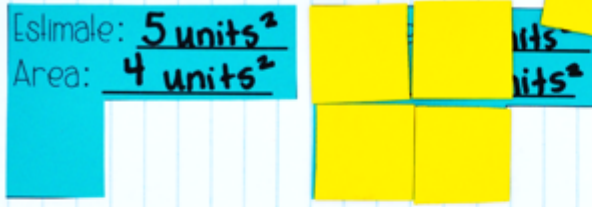
Becky covers a rectangle with square tiles. It has 4 rows and 3 columns. Draw the shape and find the area.



DAY 5

Interactive
Notebook:

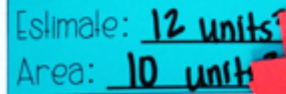
Estimate: 5 units²
Area: 4 units²



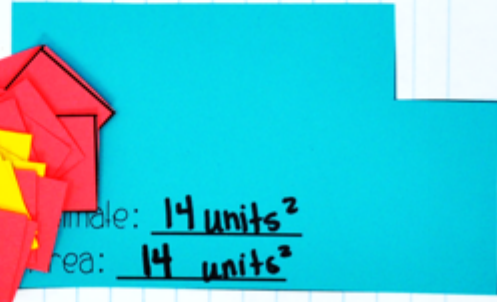
Estimate: 9 units²
Area: 7 units²



Estimate: 12 units²
Area: 10 units²



Estimate: 14 units²
Area: 14 units²



Activity: Students use Hershey's bar to partition rectangles

Assessment:



FINDING THE AREA

Name: _____

- Find the area of the shape below:

•	•	•	•	•
•	•	•	•	•
•	•	•	•	•

21 square units
- Find the area of the shape below:

•	•	•	•	•
•	•	•	•	•
•	•	•	•	•

20 square units
- Roberto drew a rectangle that was made up of square units. It had 2 rows and 6 columns. Draw the shape that Roberto made and find the area.

•	•	•	•	•	•
•	•	•	•	•	•

12 square units
- The rectangle is made up of square units arranged in 2 rows and 3 columns. What is the area?

a. 3 square units

b. 6 square units
- The rectangle is missing some of the square units. Partition the rectangle to find the missing units.

•	•	•	•
•	•	•	•
•	•	•	•

Missing # of square units: 4
Total Area 12 units²
- Marcus had 18 square units. How can he arrange these square units to make a rectangle?

•	•	•	•	•	•	•	•
---	---	---	---	---	---	---	---
- Chin had 12 square units. He wants to make a rectangle with 5 rows and 3 columns. Does he have enough square tiles to make the rectangle?

a. yes

b. no
- A rectangle is covered with square tiles. There are 4 rows of 4 tiles. What is the area of the rectangle?

a. 12 square units

b. 14 square units

c. 16 square units

WEEK TWO:

draw

counting
square
units

WEEK TWO

Loss II Draw III Total III

2 Rows 6 Columns A=12	3 Rows 4 Columns A=12	4 Rows 3 Columns A=12
-----------------------------	-----------------------------	-----------------------------

Area = 5 units²
Area = 7 units²
Area = 12 units²
Area = 10 units²
Area = 19 units²
Area = 19 units²

AREA King

Green = 6 square units
Orange = 6 square units
Red = 7 square units
Purple = 4 square units
Blue = 12 square units
Yellow = 6 square units

3 rows
4 columns
A = 12 units

Find the Missing Units to Measure the Area

HERSHEY'S MILK CHOCOLATE

APPEAL

10 units
7 units
4 units

FIND the area

2 rows
3 columns
A = 6 units

FIND the area

FIND the area

FIND the area

FIND the area

ESTIMATE AREA

HEAD:	6 units	4 units
BODY:	7 units	11 units
TAIL:	3 units	2 units
NECK:	2 units	3 units
LEG:	2 units	2 units

MY DREAM ROOM

Table	Rug	Dresser
Desk	Chair	

AREA:

- HEAD: 24 square units
- NECK: 12 square units
- LEG: 8 square units
- CHAIR: 4 square units
- TABLE: 6 square units

ESTIMATE

3 rows
1 column
Area = 3 square units

ESTIMATE: 8 square units

Estimate

3 rows
2 columns
Area = 6 square units

ESTIMATE: 9 square units

RECTANGLE SIX:

RECTANGLE FOUR:

Area = 12 units²

Area = 12 units²

Read it! Solve it!

Victor has 10 square tiles. He wants to make a rectangle with 2 rows and 6 columns. How many more square tiles does Victor need?

Needs 2 more

Chara makes a rectangle with the area of 18. Draw one way to arrange the square tiles into rows and columns.

Sum covers a rectangle with square tiles. It has 3 rows and 2 columns. Draw the shape and find the area.

Juan uses square tiles to make a rectangle. He makes 5 rows and 3 columns. Draw the shape and find the area.

Betsy covers a rectangle with square tiles. It has 4 rows and 3 columns. Draw the shape and find the area.

15 units

15 units

Spin, Cover, and Race

3	1	3
4	4	10
1	2	2
1	1	1
1	3	3

Total = 25

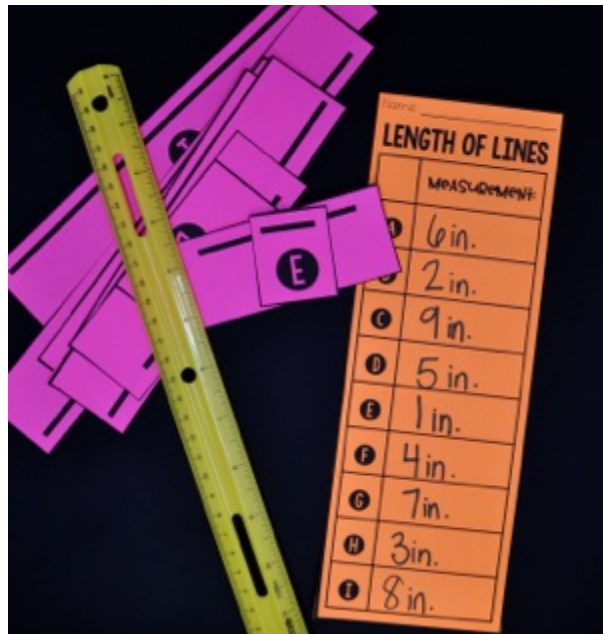
A	J	A
J		A
	J	A
J	A	A

Total = 31

DAY ONE

Minilesson: Introduce measuring with inches

Activity: Length of Lines



I Can Use a Ruler To Measure

1 INCH	
2 INCHES	

A glue stick is 3in. long.

4 INCHES	
5 INCHES	
6 INCHES	

Interactive Notebooks: I Can Use a Ruler to Measure

DAY TWO

Minilesson: Estimating Lengths

THINK...
about the size

CONSIDER...
the size of the unit of measurement

CHOOSE...
a unit of measurement

arm -
longer than
hand, shorter
than leg

glue bottle -
smaller
than
ruler

in - too
small
yd - too long

not as long
as a ft
or yd

Feet

Inches

ESTIMATE
LENGTHS

PREDICT...
the measurement

MEASURE
the actual length

$1 \frac{1}{2}$ ft
18 in.

7 in.

SIZING UP SNAKES

WORM	ESTIMATE	ACTUAL LENGTH
1	5 in.	6 in.
2	4 in.	4 in.
3	2 $\frac{1}{2}$ in.	2 in.
4	3 in.	5 in.
5	9 in.	8 in.
6	12 in.	10 in.

Activity: Computing Measurements

COMPUTING MEASUREMENTS

Part:	estimate:	length:
HEAD	1	3 in.
BODY	1	4 in.
LEGS	1	3 in.
ARMS	1	5 in.
EYES	1	$\frac{1}{2}$ in.

I CAN GUESS AND SURPRISE!

	ESTIMATE: 7 in.
	ESTIMATE: 2 in.
	ESTIMATE: 1 in.
One inch 1 in.	
	ESTIMATE: 4 in.
	ESTIMATE: 6 in.

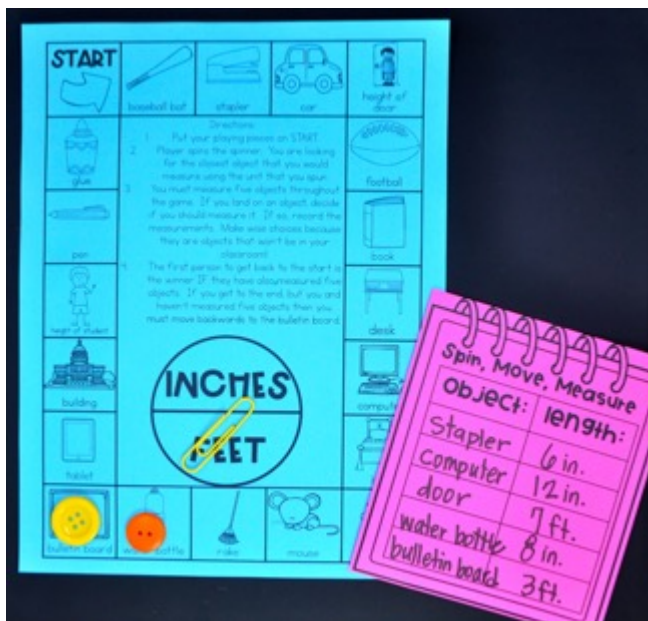
Interactive Notebooks: I can Estimate and Measure

DAY 3

Minilesson: Introduce feet and yards

MEASURE USING INCHes			MEASURE USING feet		MEASURE USING YARDs	
						
						
						
			$1\text{ft} = 12\text{in.}$		$1\text{yd} = 3\text{ft.}$	

Activity: Spin, Move, and Measure



START

Instructions:

- Put your starting pieces on START.
- Place your spinner. You are looking for the object that you want!
- Measure using the unit that you spin. You must measure five objects throughout the game. If you spin feet or yards, decide if you should measure it. If so, record the measurements. Make wise choices because they are objects that won't be in your classroom!
- The first person to get back to the start is the winner. If they have also measured five objects, if you get to the end but you can't find five objects then you must move backwards to the bulletin board.

INCHES
FEET

Object	Length
Stapler	6 in.
computer	12 in.
door	7 ft.
water bottle	8 in.
bulletin board	3 ft.

Interactive Notebooks:
Measure From Head to Toe



HEAD **EAR**

ARM **TORSO**

FOOT

MEASURE FROM HEAD TO TOE!

CIRCLE ONE:
INCHES FEET

ESTIMATE: 3 ft.

ACTUAL: 2 ft.

DAY 4

Minilesson: Introduce comparing lengths,

Activity: Objects Around Our Room

Look...
at the objects you are measuring

THINK...
about their lengths

glue stick Marker

Which object is... **SHORTER?** Which object is... **LONGER?**

glue stick Marker

MEASURE
the objects using the same unit of measurement

COMPARE
the lengths of the object

glue stick = 3 inches
Marker = 5 inches

The marker is 2 inches longer than the glue stick.

COMPARING LENGTHS

OBJECT	LENGTH	COMPARISON
A. 2in	2in	2-2 = 0in.
B. 6in	4in	6-4 = 2in.
C. 5in	3in	5-3 = 2in longer than obj. B.

NAME: _____

OBJECTS AROUND OUR ROOM

OBJECT	ESTIMATE (YARDS)	MEASURE (INCHES)
1 Door	3 yds.	2
2 Lockers	5 yds.	
3 Cabinets	4 yds	3
4 Filing Cabinet	1 yd	2 yd
5 Rug	2 yd	2 yd

Compare Lengths:
The lockers are 2 yards the filing cabinet.

1 ft = 12 in.

Interactive Notebooks: Shorter and Longer Than 6 Inches

shorter THAN 6 inches

- PAPERCLIP: LENGTH 1in.
- GLUE: LENGTH 3in.
- LUNCHBOX: LENGTH 5in.
- SCISSORS: LENGTH 4in.
- ERASER: LENGTH 2in.
- CRAYON: LENGTH 3in.

longer THAN 6 inches

- TISSUE BOX: LENGTH 9in.
- PAPER: LENGTH 11in.
- PENCIL: LENGTH 7in.
- DESK: LENGTH 36in.
- BACKPACK: LENGTH 14in.
- BOOK: LENGTH 8in.

DAY 5

Minilesson: Length of our Names

The Length of Our Names

9in - 2in = 7in.

Stephanie's name is 1in. longer than Samantha.

Ty and CJ's names are 4in. together.

Marcos is 3in. longer than Mya.

Mya and CJ together 5in.

2in. 2in. 3in. 3in. 4in. 6in 6in 6in 8in 9in

TY CJ AMY MYA JARCOSE MARCOS SANJAY AMANDA SAMANTHA STEPHANIE

Activity: My City-Scape

MY CITY-SCAPE

Building:	estimate:	Height:
Red	10in	9in.
Purple	8in	8in.
Blue	5in	5in
Turquoise	6in	6in.
Orange	7in.	7in

Red is taller than Blue by 4in.

Blue is shorter than Orange by 2in.

WEEK THREE:

Measure

using
centimeters
& meters

WEEK THREE



DAY ONE

Minilesson: Length Review



Activity: Line Scoot



Interactive Notebooks:
Centimeter
Measurement



DAY TWO

Minilesson: Measure the Height of Ice Cream Cones

THINK...
about the size

CONSIDER...
the size of the unit of measurement

CHOOSE...
a unit of measurement

arm - longer than hand, shorter than leg

gus bottle - smaller than ruler

in - too small
yd - too long

not as long as a ft or yd

Feet

Inches

ESTIMATE
LENGTHS

PREDICT...
the measurement

MEASURE
the actual length

ft

7 in.

1 1/2 ft
18 in.

7 in.

Activity:
Lego Towers

estimate	actual length
1	2cm
2	11cm
3	
4	
5	
6	

LEGO TOWERS

estimate	actual
1	19 cm
2	18 cm
3	
4	
5	
6	

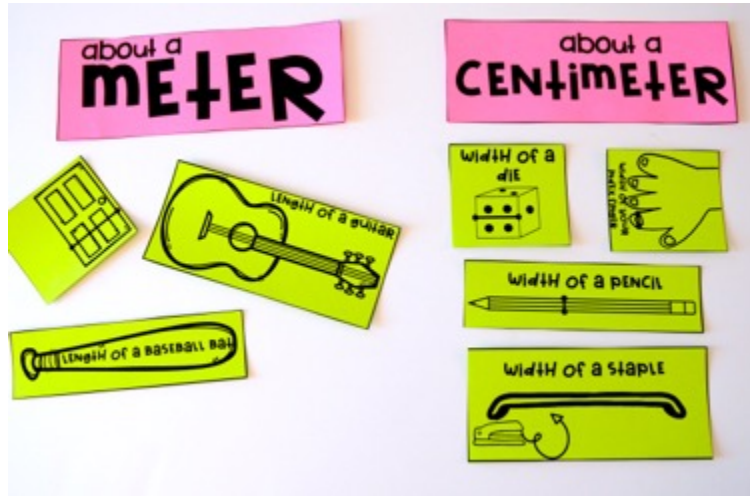
Interactive Notebooks:
Estimate and Measure

I Can Estimate and Measure! (in centimeters)

Estimate	Actual
7cm	16cm
6cm	6cm
6cm	6cm

DAY THREE

Minilesson: About a Meter,
About a CM



Activity: Meter
Derby



Interactive
Notebooks:



DAY FOUR

Minilesson: Student Stack!

THINK... about the size	CONSIDER... the size of the unit of measurement	CHOOSE... a unit of measurement			
arm - longer than hand, shorter than leg	glue bottle - smaller than ruler	in - too small yd - too long	not as long as a ft or yd	feet	inches
ESTIMATE LENGTHS	PREDICT... the measurement	MEASURE the actual length			
3ft	7in.	1 1/2 ft 18 in.	7in.		

Activity: Measure Distance



Interactive Notebooks:



DAY FIVE

Activity: Musical Math!



Activity: Compare Length

Look...
of the objects you are measuring

THINK...
about their lengths

glue stick Marker

Which object is... **SHORTER?** Which object is... **LONGER?**

glue stick Marker

MEASURE
using the same unit of measurement

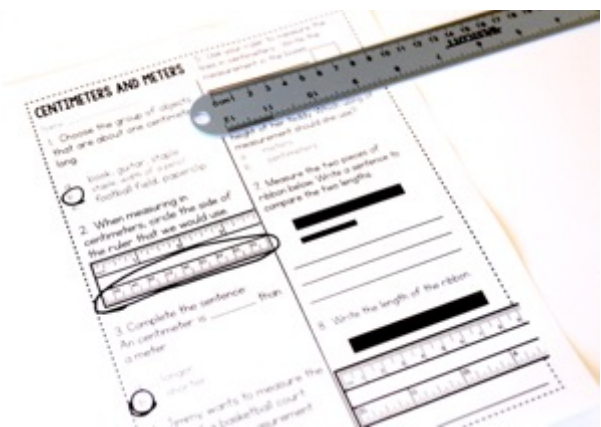
COMPARE
the lengths of the object

= 3 inches

The marker is 2 inches longer than the glue stick.
 $5 - 3 = 2$



Assessment:



WEEK FOUR:

word

problems

with

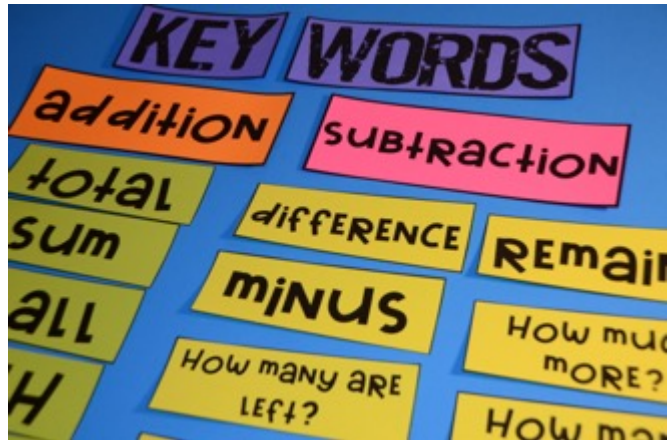
measurement

WEEK 4



DAY ONE

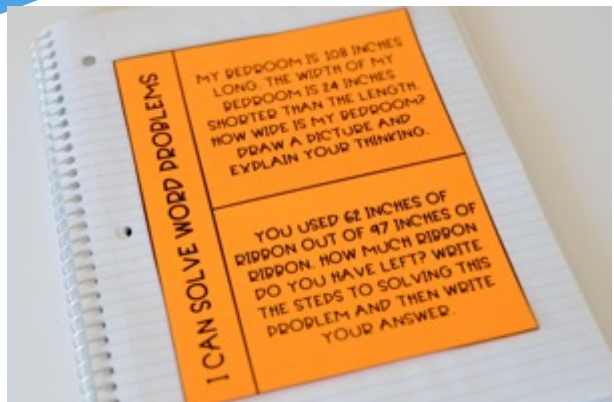
Minilesson:
Introduce key words



Activity:
Students will work to find the key words and interpret the problem. Today they will be working on solving one-step word problems.



Interactive Notebooks:
Student solve word problems and express their thinking in pictures or steps.



DAY TWO

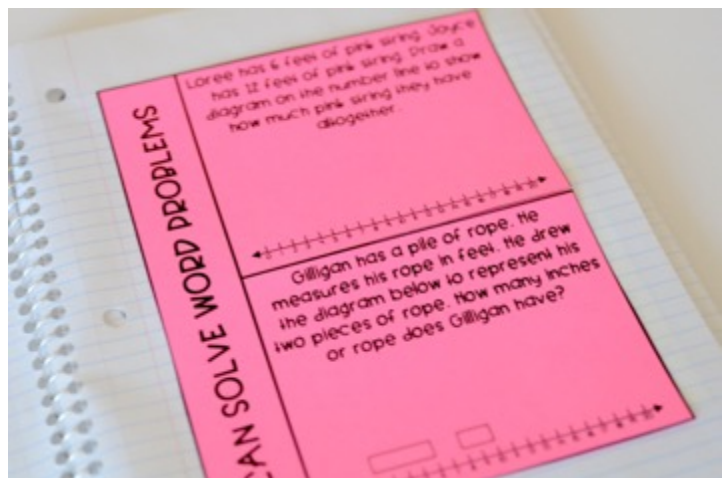
Minilesson:
review key words and interpreting what the action of the problem should be (addition or subtraction).



Activity:
Students will work to find the key words and interpret the problem. Today they will be working on solving one-step word problems.



Interactive Notebooks:
Student solve word problems and express their thinking in pictures or steps.



DAY THREE

Minilesson: Model solving word problems using the P.S.A. strategy.



Students will apply their word problem solving strategies during a game of Scoot where they will work to solve 8 word problems.



P.S.A. Bookmarks



DAY FOUR

Minilesson: Use P.S.A. Strategies to model solving word problems.



Activity: Students solve task card word problems using an interactive number line scroll.



Interactive Notebooks: Students solve word problems

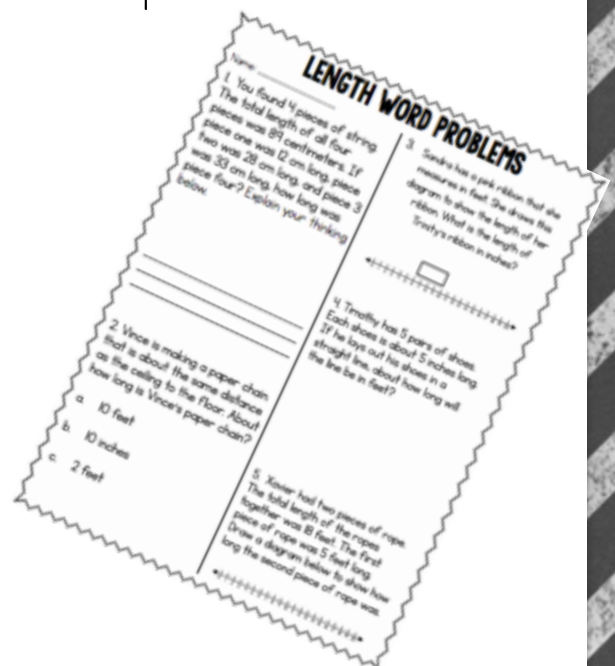


DAY FIVE



Activity: Students play a game of Word Problem Bingo to review all strategies used this week to solve word problems.

Assessment: Students complete the word problem assessment.



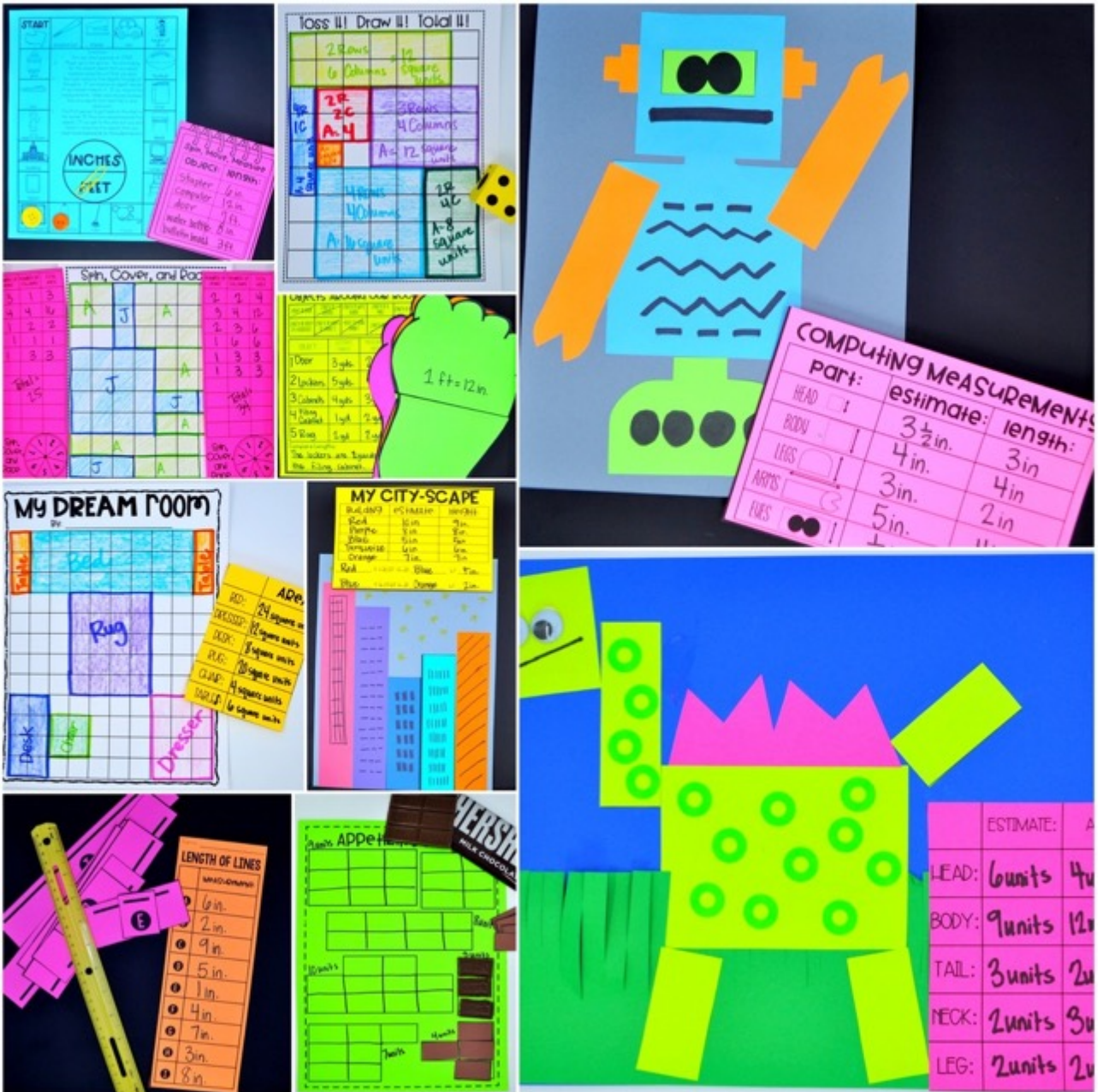
MINILESSONS

- Ideas and materials on how to teach the concepts
- Hands On and Fun for students



FUN ACTIVITIES

Easy to Print Activities, Games, and Fun Stuff that help students stay engaged during your math block



INTERACTIVE NOTEBOOKS

Activities that are easy to cut and glue into math spirals/interactive notebooks

The collage features several distinct notebook pages:

- Measurement Comparison:** Pages with headers "shorter THAN 6 inches" and "longer THAN 6 inches" listing items like lunchbox, paperclip, pencil, tissue box, eraser, desk, crayon, and paper, each with a "LENGTH" label and a drawing.
- Body Measurement:** A large green page with a cartoon face and body, divided into sections for HEAD, EAR, ARM, TORSO, and FOOT. A vertical line runs through the center labeled "MEASURE FROM HEAD TO TOE!". A pink box contains the instruction "CIRCLE ONE: INCHES FEET" and shows "ESTIMATE: 3ft." and "ACTUAL: 2ft.".
- Area Grids:** Multiple orange and pink pages with "FIND the area" instructions and grid diagrams. One orange page shows a 2x3 grid with "2 rows 3 columns A=6 units". Another orange page shows a 3x4 grid with "3 rows 4 columns A=12 units". Pink pages show more grid examples, including one with a cross and another with a plus sign.
- Ruler Activity:** A page titled "I Can Use a Ruler To Measure" with a drawing of a glue stick and the text "A glue stick is 3in. long." It includes horizontal lines for measuring 1 inch, 2 inches, 4 inches, 5 inches, and 6 inches.
- Estimation and Counting:** Pages with "ESTIMATE" and "ACTUAL" labels for items like a plate, tuna, and a ruler. One page is titled "I CAN MEASURE" with a drawing of a worm and a ruler. Another page is titled "ESTIMATE" and "COUNT" with a drawing of a square and the text "3 rows 1 column Area: 3 square units".
- Area with Shapes:** A page with a drawing of a large shape composed of smaller squares, with labels like "5 units 4 units", "11 units 10 units", and "11 units 11 units".
- Measurement Reference:** A page titled "Ruler To Measure" with a drawing of a ruler and a blank table for recording measurements.

VOCABULARY CARDS

Cards that you can display on a math word wall or bulletin board

INCH 
about the size of a paperclip,
thimble, or eraser

FOOT 
12 inches = 1 foot


YARD
3 feet = 1 yard
about the length of a guitar
or baseball bat

CENTIMETER
about the length of a
dime, staple, or ant

LENGTH
We can measure an object
one end to the other


HEIGHT
Distance from
bottom to the top

WIDTH

RULER


METER 
100 centimeters = 1 meter

ESTIMATE
The piece of paper is about
one foot long


COMPARE
The pink bear is one
inch taller than the blue
bear


AREA
The area of the
rectangle is 12 square
units.


I CAN STATEMENTS

I Can Statements can be displayed throughout the unit.

ESTIMATE THE LENGTH OF AN OBJECT
I think it will be 5 inches long.

DETERMINE THE LENGTH OF AN OBJECT
The paperclip is about 4 inches long.

SOLVE PROBLEMS INVOLVING LENGTH
Margaret has 3 inches to wh...

LOCATE NUMBERS ON A NUMBER LINE

USE A NUMBER LINE TO ADD AND SUBTRACT LENGTHS
The ribbon was 8 inches long. We cut off 3 inches. How long is it now?

COMPARE THE LENGTHS OF OBJECTS
The giraffe is taller than the mouse.

PARTITION OBJECTS INTO EQUAL PARTS

I CAN MEASURE THE LENGTH OF AN OBJECT

SELECT APPROPRIATE MEASURING TOOLS

MEASURE AN OBJECT TWICE USING DIFFERENT UNITS OF MEASUREMENT