



### 2<sup>nd</sup> Grade Unit 3:

## Building Measuring Lengths and Distances



### Overview:

In this unit, students will construct measurement instruments. Students will learn about standard units to estimate, measure, and compare length and distances (inches, feet, and yards). Students will use addition and subtraction to solve problems involving measurement. Students will continue to develop their understanding of the value of numbers to 1,000 by representing, ordering, and comparing. Students will demonstrate an understanding of counting sequences. Students will solve problems involving addition and subtraction within 1,000. Students will continue to develop fluency using mental math and strategies.

### Learning Targets:

In Unit 3, students will:

- Know the following customary units for measuring length: inch, foot, yard.
- Recognize the need for standard units of measure.
- Use rulers & other measurement tools with the understanding that linear measure involves an iteration of units.
- Recognize that the smaller the unit is, the more iterations are needed to cover a given length.
- Compare the relationship of one unit of measurement to another, within the same system.
- Check by measuring to determine if estimates are accurate for length.
- Determine the appropriate tool for measuring length: inch ruler and yardstick.
- Understand the importance and usefulness of reasonable estimations.
- Connect the whole-number units on rulers, yardsticks, and measuring tapes to number lines showing whole-number units starting at 0.
- Use these measuring tools to model different representations for whole-number sums and differences less than or equal to 100 using the numbers 0 to 100.

Key Vocabulary: (linked to GA DOE Interactive Glossary)

Distance	Estimate	Foot	Standard Unit
Inch	Length	Measurement	Unit
Part-whole	Place value	Ruler	yard

### Supporting Resources:

<http://ctslslearn.cobbk12.org/>

[Measurement Game](#)

<https://gavirtual.instructure.com/courses/34720#modules>

[Measuring Using Different Objects](#)