

2nd Grade Math Curriculum Bundle # 11

Title	Suggested Dates
Measurement	April 19 - May 7 (15 days) ** AMI EOY Window 5/1-5/15



Big Idea/Enduring Understanding	Guiding Questions
An object can be measured based on a variety of attributes	<p>How can you select and use appropriate tools to measure an attribute?</p> <p>How can you make reasonable estimates to determine measurements?</p> <p>How do we use measurement in our everyday lives?</p> <p>How do you take an accurate measurement?</p>

The resources included here provide teaching examples and/or meaningful learning experiences to address the District Curriculum. In order to address the TEKS to the proper depth and complexity, teachers are encouraged to use resources to the degree that they are congruent with the TEKS and research-based best practices. Teaching using only the suggested resources does not guarantee student mastery of all standards. Teachers must use professional judgment to select among these and/or other resources to teach the district curriculum.

Knowledge & Skills with Student Expectations	District Specificity/Examples	Suggested Resources (See note above) Teachers will use Math Investigations as the main instructional resource. District resources are listed and categorized to indicate suggested uses. Any additional resources must be aligned with the TEKS.	
<p>2.9 The student selects and uses nonstandard units to describe length, area, capacity, and weight/mass. The student recognizes and uses models that approximate standard units (from both SI, also known as metric and customary systems) of length, weight/mass, capacity, and time.</p> <p>2.9B Select a non-standard unit of measure, such as square tiles or triangles to determine the area of a two-dimensional surface.</p>	<p>Including but not limited to</p> <ul style="list-style-type: none"> • Determine the number of rows and columns has a direct correlation to the size of the area covered • identify nonstandard measurement tools used to determine area (ex: using color tiles to represent a square inch and base-10 units to represent a square centimeter) 	<p><u>Teacher Note:</u> There is not an Investigations Unit that cover these TEKS/SE's.</p>	<p><u>Whole Group Lessons</u></p> <p><u>Envision</u> Topic 17 Lessons 6 – 8</p> <p><u>Small Group Lessons/Centers</u></p> <p><u>A.I.R.R.</u> Sticky Areas # 187 Different Shape, Same Area # 188 Exploring Area # 189 Pattern Block Area # 190</p> <p><u>Kamico</u> Surface Area Scavenger Hunt Pages 229-231</p>

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<p>2.9 The student selects and uses nonstandard units to describe length, area, capacity, and weight/mass. The student recognizes and uses models that approximate standard units (from both SI, also known as metric and customary systems) of length, weight/mass, capacity, and time.</p> <p>2.9C Select a non-standard unit of measure, such as a bathroom cup or a jar, to determine the capacity of a given container.</p> <p>Note: Nonstandard and standard units of measure are student expectations in science 2.4A and 2.4B.</p>	<p>Including but not limited to</p> <ul style="list-style-type: none"> • use estimation before measuring capacity • identify and use nonstandard measurement tools used to determine capacity 		<p><u>Whole Group Lessons</u></p> <p><u>Envision</u> Topic 18 Lesson 1</p> <p><u>Small Group Lessons/Centers</u></p> <p><u>A.I.R.R</u> What is Capacity? # 191 Least to Greatest Capacity # 192 Capacity Hunt # 193 Cup, Pint, Quart, and Gallon # 194</p> <p><u>Kamico</u> Fill ‘Er Up! Pages 235-241</p> <p><u>Region IV – Making Connections with Measurement Capacity</u> Pages 58-86</p>
<p>2.9 The student selects and uses nonstandard units to describe length, area, capacity, and weight/mass. The student recognizes and uses models that approximate standard units (from both SI, also known as metric and customary systems) of length, weight/mass, capacity, and time.</p> <p>2.9D Select a non-standard unit of measure such as beans or marbles to determine the weight/mass of a given object.</p> <p>Note:</p> <ul style="list-style-type: none"> • "Weight" refers to the gravitational pull on an object. • "Mass" is the amount of matter something contains. Mass can be measured using a balance (ex: pan balance). 	<p>Including but not limited to</p> <ul style="list-style-type: none"> • estimate weight/mass before measuring • use uniform objects in the environment to measure weight/mass • identify nonstandard measurement tools used to determine weight/mass • use a benchmark weight/mass to decide if another object is greater in weight/mass 		<p><u>Whole Group Lessons</u></p> <p><u>Envision</u> Topic 18 Lessons 5 – 7</p> <p><u>Small Group Lessons/Centers</u></p> <p><u>A.I.R.R.</u> Exploring Weight # 195 Lighter, Heavier, or About the Same # 196 What Unit Would You Use? # 197 Heaviest to Lightest # 198 Which Shows the Greater Weight? # 199 Scavenger Hunt # 200</p>

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<ul style="list-style-type: none"> • Use a pan balance with an object(s) in each pan. If the arm of the balance is perfectly horizontal, then the mass of the object(s) in each pan is equal. If the arm of the balance is not perfectly horizontal, the mass of the object(s) in one of the pans is greater than or less than the mass of the other pan. • Nonstandard and standard units of measure are student expectations in science 2.4A and 2.4B. 			<p><u>Kamico</u> Keep Things in Balance Pages 242-243</p> <p><u>Region IV – Making Connections with Measurement</u> Mass and Weight Pages 87-110</p>
<p>2.10 The student uses standard tools to estimate and measure time and temperature (in degrees Fahrenheit).</p> <p>2.10A Read a thermometer to gather data.</p> <p>Note: Include reading to nearest 2 degrees or when each division on the thermometer equals two degrees.</p>	<p>Including but not limited to</p> <ul style="list-style-type: none"> • identify the tool to measure temperature (thermometer--standard, circular and digital using various measuring increments) • estimate temperature before measuring • read scale on thermometer to determine Fahrenheit degrees <p>Identify and compare activities and clothing appropriate for various temperatures</p>		<p><u>Whole Group Lessons</u></p> <p><u>Envision</u> Topic 19 Lesson 5</p> <p><u>Small Group Lessons/Centers</u></p> <p><u>A.I.R.R.</u> Temperatures and Thermometers # 201 Read the Thermometer # 202</p> <p><u>Kamico</u> How Hot Is It? Pages 250-252</p> <p><u>Region IV – Making Connections with Measurement</u> Temperature Pages 111-145</p>