Grade 2 Mathematics – Unit 6: Measurement

Phoenixville Area School District

Stage 1 Desired Results	
PA Core Standards: CC.2.4.2.A.1 Measure and estimate lengths in standard units using appropriate tools. CC.2.4.2.A.6 Extend the concepts of addition and subtraction to problems involving length.	***Transfer***
	TRANSFER GOALS *Students will be able to independently use their learning to…* *Problem-Solving:* Persistently apply various problem-solving strategies and organized approaches to accurately understand and solve problems. *Fluency:* Demonstrate automatic recall of addition, subtraction, multiplication and division facts. *Mathematical Vocabulary:* Interpret mathematical vocabulary and apply proper terminology to engage in meaningful oral and written expression that communicates mathematical thinking, problem-solving methods, and rationale.
	Meaning
	UNDERSTANDINGS *Students will understand that…* - Numerical quantities, units, and measurements can be exchanged/converted using appropriate calculations. - Mathematical ideas interconnect and build on one another to produce a coherent whole. ESSENTIAL QUESTIONS *Students will keep considering...* - How can different units within a given measurement system be used to represent the same quantity? - How is mathematics used to quantify and compare situations, events and phenomena?
	Knowledge and Skills Acquisition
	KNOWLEDGE *Students will know…* - Measuring lengths, widths, and heights in meters - Measuring lengths, widths, and heights in inches and feet - Comparing lengths - Solving real-world problems involving length. SKILLS *Students will be skilled at…* - Measuring and recording lengths, widths, and heights using a meter stick and ruler. - Comparing lengths in meters and centimeters by subtracting the longer measurement and the shorter measurement to find the difference.

		VOCABULARY - Meters (m) / Centimeters (cm) - Feet (ft) / Inches (in) - Length - Width - Height - Meterstick	- Comparing lengths in inches and feet by subtracting the longer measurement and the shorter measurement to find the difference. - Solving real-world problems involving length by adding and subtracting two or more lengths measurements.

Stage 2 – Evidence

Code A/M/T	Evaluative Criteria	Assessment Evidence	
M	Uses mathematics vocabulary and notation concisely and correctly. Valid conclusions are made based on given/ implied/ found information. All necessary work is shown with no missing information/ skipped steps. All representations are clear and labeled accurately.	PERFORMANCE TASK(S) *Students will demonstrate understanding (meaning-making and transfer) through complex performance by...* **New House** This task will require students to measure in centimeters, compare lengths, and answer real world problems about length. - *Goal:* Your task is to create a map of your new bedroom in your new house. - *Role/Audience:* You are a 2nd grader who has just moved to a new house. Your audience is your parent or guardian. - *Situation/Product:* You will create a drawn map of your new bedroom. You will be given options of furniture items you might include in your new bedroom. You will have to decide which items will fit based on their lengths. You will have to measure the furniture items in centimeters and label each side. You will then measure the walls of your bedroom. You will then decide which furniture items will fit and will place the items in the room. Finally, you will answer a list of questions your parent or guardian has about the placement of your furniture. - *Success Criteria:* Your map must include accurate measurements of walls and furniture items. You must label all lengths on the map and make sure they fit. Any calculations (e.g. addition of lengths) must be written in order to prove to your parents that everything will fit. You must accurately answer all questions your parent or guardian has provided to you.	Differentiation Considerations: [Work on this section after completing Stages 1-2 of all units]
A	Valid conclusions are made based on given/ implied/ found information.	OTHER EVIDENCE **Unit Test** - Multiple Choice	Differentiation Considerations: