

Jay Curriculum: Unit Cover Page

Unit title: Measurement

Grade Level: 2

Content Area(s): Math

Date Created:

Designed By: Grade 2 Team

Year 1 Map & Template Development

- Map/Matrix Completed
- Material & Resources Listed
- Draft Design Template Completed
- Initial Draft Template Document

Year 2 Piloting

- Develop:
- Performance Tasks
- Other Assessments
- Scoring Rubrics
- Piloted

Year 3 Review & Complete Assessment

- Performance Tasks Development
- Other Assessments Completed
- Scoring Rubrics Completed
- Reviewed/Revised Templates

Year 4

- Full Implementation
- Benchmarks Established

Standard(s)/Performance Indicators:

B 1
F 1, 3

Unit: Measurement

Brief Summary of Unit/Topic

Summary:

Students estimate, measure and compare length, find perimeter and area. They explore weight, capacity and temperature.

Stage #1: Identify Desired Results

Essential Question/s:

General understanding/s (What is worth being familiar with?)

Estimation and measurement in non-standard and standard units of length.

Estimate, measure and compare capacity

Temperature measured by thermometer

Students will know:

Vocabulary: inch, foot, yard, centimeter, meter, pound, kilogram, cup, pint, quart, liter, Fahrenheit, Celsius

Students will be able to:

Estimate, measure, compare length, weight, capacity and temperature.

Measure perimeter in square inches

Measure area in square inches

Use logical reasoning to solve problems

Enduring Understanding/s:

Stage #2: Evidence

What evidence will students have to provide in order to demonstrate that they have developed the skills, knowledge and understanding to successfully complete this unit?

Performance Tasks/Products/other assessments Performance tasks should have a <u>scoring guide</u> .	<i>Performance Indicators</i> for this task.* Example: ELA: C- 1,2,3 Science: B- 3,5,7 SS His: H- 2	<u>Modalities</u> K =Kinesthetic O =oral V =visual W =written	Are <u>examples</u> available to students? Y, N, or N/A	Component of Local Assessment System? Y or N (See <u>aligned scoring guide</u> .)
Estimate & measure in non-standard units. Measure 1 object w/variety of units. Measure various objects w/one non-standard unit.	B1, F3			
Estimate & measure length, weight capacity & temp. Compare inch-centimeter, yard-meter, liter-quart	F1			
QUIZZES, TESTS, PROMPTS:				
Quiz Chap. 11, Sections A, B				
Chapter Test p. 436				
OTHER:				
Assessment Rubric p. 419				
Teacher observations				
STUDENT SELF ASSESSMENT:				
Learning Centers (manipulatives)				
Activities recorded in journal				

*Abbreviate: English Language Arts= ELA, Career Preparation=CP, Modern and Classical Languages=MCL, Social Studies=SS, Visual and Performing Arts=VPA

Stage #3: Plan learning experiences & instruction

What teaching & learning experiences may equip students to develop & demonstrate the targeted understanding(s)? (activities/plans):

- Estimate and measure in non-standard units
- Measure to nearest inch, foot, yard
 - Activity Bank p. 408 A – “Measurement Olympics”; “Guess My Length”
- Measure length – meter, centimeter
 - Literature: Thumbelina (comparative sizes)
- Add to find perimeter of shapes
- Estimate/measure area of shapes in square unit
- Use logical reasoning to draw shapes
- Estimate weight to more/less than 1 pound
- Identify equivalent measures using cups, pints, quarts
- Estimate more/less/about 1 liter
- Read Fahrenheit/Celsius thermometers.

REFERENCES: