

D A Y  I N  U N I T	*Content Strand *Learning Target -I Can *Essential Questions -WHY?? -How do you know? <a href="#">Curriculum document</a> <a href="#">Common Core</a>	Vocabulary/ Vocab Activity <a href="#">Activities</a> <a href="#">Activities II</a>	Thoughtful Ed./ Student Engagement <a href="http://www.marshall.kyschools.us/">www.marshall.kyschools.us/</a> <a href="http://www.muhlenberg.kyschools.us/?q=node/61">www.muhlenberg.kyschools.us/?q=node/61</a> <a href="#">Engagement Cube</a> <a href="#">Cube II (examples)</a>	Literacy/Reading in the Content <a href="#">Literacy Ideas</a>	Formative/ Summative Assessment F –Formative S-Summative <a href="http://www.act.org/standard/guides/explore/">www.act.org/standard/guides/explore/</a> <a href="#">Strategies</a> <a href="#">More Ideas</a>	Differentiation T-Task S-Special Needs G-Gifted/Accel. <a href="http://serge.ccsso.org/ideas">http://serge.ccsso.org/ideas</a> <a href="#">9 Types</a> <a href="#">Big Explanation Tool</a> <a href="#">MAP Site</a> <a href="#">Reading Differentiation K-5</a>	Technology <a href="#">50 Ideas</a>  Resources- Text, sites,...
1	2.MD.1 I Can choose which tool to use to measure the length of an object.  Why does what we measure influence how we measure?	Measure Unit Ruler Measuring Tape  -Vocabulary Journal -Etch- A- Sketch	Knowledge Rating Scale: As an anticipatory activity, students rate their beginning knowledge of reading measuring tools. This can be repeated at after  T- Chart Organizer: Choose which tool to measure by  Personal Response: Students choose a measuring tool and an object to measure and share results.  Choice: Students choose tool and object to measure. Cooperative Learning: Students who are excelling at this skill can peer teach students who are struggling.	Read <a href="#">Inch by Inch</a> by Leo Lionni	Performance Task during centers-F  Common Assessment- S	T-Students will measure by inch, centimeter, foot S-Students will measure by inch only G- Students measure by millimeter	-BrainPop Jr.: Inches and Feet -Math Links

2	<p>I can identify the correct unit of measurement.</p> <p>Why does what we measure influence how we measure?</p>	<p>Inches Feet Meters Centimeters</p>	<p>Measuring Pets Activity Snakes and Lizards Activity</p> <p>Window Notes Organizer: Students use this organizers on one of the first days of exploring measurement <a href="http://www.marshall.k12.ky.us/Thoughtful%20Ed/ThoughtfulEdtemplates.htm">http://www.marshall.k12.ky.us/Thoughtful%20Ed/ThoughtfulEdtemplates.htm</a></p>	<p>Read <a href="#">How Big is a Foot</a> by Rolf Myller</p>	<p>F- Students complete an exit slip where they measure a given line two different ways, with two different units and explain why the measurements are different.</p> <p>S- Common Assessment</p>	<p>T- Students measure with inches and centimeters, using both units while they measure G- Students are given inches until they have mastered, then</p>	<p>Gamequarium.com Video on measuring with different rulers. <a href="http://www.gamequarium.org/cgi-bin/search/info.cgi?id=6972">http://www.gamequarium.org/cgi-bin/search/info.cgi?id=6972</a></p>
3	<p>I can measure the length of objects by using the correct tool.</p> <p>Why does what we measure influence how we measure?</p>	<p>Tool Length</p>	<p>Venn Diagram or Top Hat to compare two different tools. For example, students can compare a meter stick to a ruler or a yardstick to a measuring tape.</p> <p>Measure the Length Organizer: Students measure items around the room in two different units and compare and discuss why different units give different measurements.</p> <p>Measuring Pets from Georgia Standards pg. 18 <a href="https://www.georgiastandards.org/">https://www.georgiastandards.org/</a></p>	<p>Measuring Penny by Loreen Leedy</p> <p>Read Aloud Here: <a href="http://www.youtube.com/watch?v=gCWTMrr4KhE">http://www.youtube.com/watch?v=gCWTMrr4KhE</a></p>	<p>F- Students turn in organizer where they measure their dog parts and compare with a partner. Observations can also be used to assess formatively.</p> <p>F- Students complete an exit slip</p> <p>S- Common Assessment</p>	<p>S- Students watch video demonstration about how to correctly use measuring tools T- Students are given a 12 inch ruler to measure with. G: Students can choose to use inches or centimeters.</p>	<p>iPad Game: <a href="http://www.funbrain.com/funbrain/measure/">http://www.funbrain.com/funbrain/measure/</a></p>

			<a href="https://www.illustrativemathematics.org/HSIndex">https://www.illustrativemathematics.org/HSIndex</a>				
4	<p>I can explain why two measurements are different units.</p> <p>Why does what we measure influence how we measure?</p>		<p>Venn Diagram or Top Hat to compare two different measurements. For example, students measure once with centimeters and once with inches and compare how the two measurements are the same and different.</p> <p>Snakes and Lizards Lesson from Georgia Standards  <a href="https://www.georgiastandards.org/Common-Core/Common%20Core%20Frameworks/CCGPS_Math_2_Unit3FrameworkSE.pdf">https://www.georgiastandards.org/Common-Core/Common%20Core%20Frameworks/CCGPS_Math_2_Unit3FrameworkSE.pdf</a></p>	<p>Leap and the Lost Dinosaur  <a href="http://www.wegivebooks.org/books/leap-and-the-lost-dinosaur">http://www.wegivebooks.org/books/leap-and-the-lost-dinosaur</a></p>			
5	<p>2.MD.3 I can estimate length and decide if my estimate is close.</p> <p>Why does what we measure influence how we measure?</p>	Estimate	<p>Students use Estimate the length organizer to first estimate the length of given items and then actually measure and compare their estimates to their actual measure.</p>	<p>Journal Entry:                  Explain when you would need to estimate a length. Why is it important to have a reasonable estimate?</p>	<p>F- Students complete an exit slip where they estimate a length for a given object.</p> <p>S- Common Assessment</p>	<p>T- Students estimate lengths of classroom objects and</p>	<p>Links Learning for Kids:  <a href="http://www.linkslearning.k12.wa.us/Kids/1_Math/2_Illustrated_Lessons/2_Estimation_of_Length/index.html">http://www.linkslearning.k12.wa.us/Kids/1_Math/2_Illustrated_Lessons/2_Estimation_of_Length/index.html</a></p>

6	<p>I can name standard length units.</p> <p>Why does what we measure influence how we measure?</p>		<p>Thoughtful Ed Strategy: Give One, Get One. Students give and get things that could be measured in certain units. For example, students share something that should be measured with centimeters, meters, inches, feet.</p>				<p>Brain Pop Jr. on inches and feet, as well as meters, centimeters, and kilometers</p> <p><a href="http://www.brainpopjr.com/math/measurement/centimetersmeterskilometers">http://www.brainpopjr.com/math/measurement/centimetersmeterskilometers</a></p>
7	<p>2.MD.5 I can solve word problems with lengths within 100.</p> <p>Why does what we measure influence how we measure?</p>		<p>Comparing different lengths</p>				