MATH NEWS

2nd Grade Math

Unit 2: Addition and Subtraction of Length Units

Math Parent Letter

This document was created to give parents and students a better understanding of the concepts being taught in the Common Core Aligned Engage New York materials. The focus of Unit 2 Grade 2 is on Addition and Subtraction of Lengths. This newsletter will discuss Unit 2, Topic B.

Topic B. Measure and Estimate Length Using Different Measurement Tools

Words to know

Meter Strip

- Centimeter ruler
- Meter stick
- Measuring tape
- Inches (in.)
- Harsh Mark (marks on ruler or tape)
- Feet (Ft.)
- Centimeters (Cm.)
- Meters (M.)
- Length
- Estimate

Things to remember!!!

Remember to use appropriate tool for specific objects to measure.

Something round with a measuring tape or strip

Something straight with a ruler or meter stick

Remember to use appropriate unit for specific object to measure

Using cm for small objects (a pencil)

Using meters for long objects (a car)

Remember to always start at zero when you measure something.

OBJECTIVE OF TOPIC B

1. Measure various objects using centimeter rulers and meter sticks.

2. Develop estimation strategies by applying prior knowledge of length and using mental benchmarks.

Focus Area– Topic B

Measure and Estimate Length Using Different Measurement Tools.

In Topic B, Lesson 4, students begin using centimeter rulers, meter sticks, and meter tapes to measure various objects. Through the practice of measuring various items and learning mental benchmarks for measurement, students organically develop estimation skills in Lesson 5. They also develop their skills for selecting an appropriate measuring tool by referencing prior knowledge of objects they have already measured, as well as by using mental benchmarks.

Example of tasks:

- Measure various objects using centimeter rulers and meter sticks.

- Use your pinky to estimate, about how long do you think the eraser is?

- Can that help you estimate the length of your math book? Estimate the length of your math book and then measure it with your centimeter ruler to see how close you got.

Example of problems:

1. *Jenna and Bobby are building a rope ladder for their treehouse. They would like the ladder to be about the length of a sports car. They want to use rope for the sides of the ladder and wooden rungs for the steps. Which measurement tools would you suggest that Jenna and Bobby use to measure the length of the rope and the length of the rungs for their ladder?*

   Draw a picture and use words to explain your thinking.
   _____

2. First estimate the length of each line in centimeters using mental benchmarks.

   Then measure each line with a cm ruler to find the actual length.

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   a. Estimate: _____ cm

   b. Actual length: _____ cm