

# Differentiated Learning

**Grade Level:** 2<sup>nd</sup>

**Topic:** 15-Measuring Length

**Domain Covered:** Measurement/Data

**Clusters:** (write out in words)

- Measure and estimate lengths in standard units
- Relate addition and subtraction to length

**Content Standards:** (write out in words)

- Measure the length of an object by selecting and using appropriate tools such as rulers, yardsticks, meter sticks, and measuring tapes.
- Estimate lengths, using units of inches, feet, centimeters, and meters

## Learning Targets for this Unit

\*Found in teacher's manual under objectives for each topic lesson

**Practice Standards:**

- Reason abstractly and quantitatively.
- Use appropriate tools strategically.
- Attend to precision.
- Look for and make use of structure.

# Differentiated Activities

**Directions:** Use your Teacher Manual for your assigned Topic to complete this page and create student materials

## Advanced/Gifted:

pg. 465C

### **Quick Synopsis of Activity & Materials Needed-**

- Measurement puzzles- challenge students to measure objects that not immediately straightforward and require problem-solving to figure out of to solve.
  - Give students a variety of non-linear objects to measure

## Math Project

- Extra measurement worksheets- provide students with opportunity to measure a variety of classroom objects. Students are challenged to find objects that fall within certain intervals of measurement. These sheets can be edited for either the Metric or English Standard measurement systems.

## Math and Literature:

- How Big is a Foot? By Rolf Myller- explains the need for standard units of measurement, real-world application
- Measuring Penny by Loreen Leedy- use of both standard and non-standard units of measurement

- *Counting on Frank* by Rod Clement- use of non-standard units to measure objects

# Measurement Hunt:

## Centimeters-

Find 3 classroom objects that are **LESS than 10 CENTIMETERS**:

1. Object \_\_\_\_\_ Measurement \_\_\_\_\_
2. Object \_\_\_\_\_ Measurement \_\_\_\_\_
3. Object \_\_\_\_\_ Measurement \_\_\_\_\_

Find 3 classroom objects that are **BETWEEN 25 and 50 CENTIMETERS**:

1. Object \_\_\_\_\_ Measurement \_\_\_\_\_
2. Object \_\_\_\_\_ Measurement \_\_\_\_\_
3. Object \_\_\_\_\_ Measurement \_\_\_\_\_

Find 3 classroom objects that are **MORE THAN 50 CENTIMETERS**:

1. Object \_\_\_\_\_ Measurement \_\_\_\_\_
2. Object \_\_\_\_\_ Measurement \_\_\_\_\_
3. Object \_\_\_\_\_ Measurement \_\_\_\_\_

## Inches

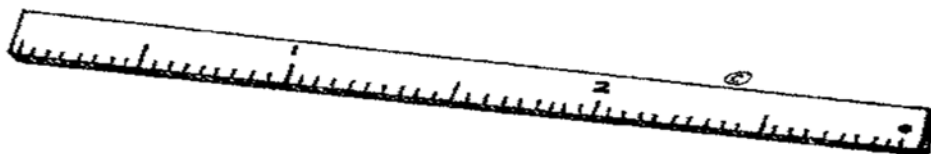
Find 3 classroom objects that are **LESS THAN 12 INCHES**:

1. Object \_\_\_\_\_ Measurement \_\_\_\_\_
2. Object \_\_\_\_\_ Measurement \_\_\_\_\_
3. Object \_\_\_\_\_ Measurement \_\_\_\_\_

Name \_\_\_\_\_

### Standard Measurement Hunt

1. Find two classroom objects that measure **approximately 15 centimeters**.
  - a. \_\_\_\_\_
  - b. \_\_\_\_\_
2. Find two classroom objects that measure **approximately 30 centimeters**.
  - a. \_\_\_\_\_
  - b. \_\_\_\_\_
3. Find three classroom objects that measure **LESS THAN 50 centimeters**.
  - a. \_\_\_\_\_
  - b. \_\_\_\_\_
  - c. \_\_\_\_\_
4. Find three classroom objects that measure **MORE THAN 75 centimeters**.
  - a. \_\_\_\_\_
  - b. \_\_\_\_\_
  - c. \_\_\_\_\_
5. Find three classroom objects that measure **between 80 and 100 centimeters**.
  - a. \_\_\_\_\_
  - b. \_\_\_\_\_
  - c. \_\_\_\_\_
6. Find four classroom objects that measure **MORE THAN 100 centimeters**.
  - a. \_\_\_\_\_
  - b. \_\_\_\_\_
  - c. \_\_\_\_\_
  - d. \_\_\_\_\_



Name \_\_\_\_\_

**Directions:** Measure the following classroom objects using standard units (centimeters and meters). Make sure to include your label after your measurement!

**Classroom Object**

<b>Standard Measurement</b>
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1. Practice Book

\_\_\_\_\_

2. Nametag

\_\_\_\_\_

3. Width of mailboxes

\_\_\_\_\_

4. Alphabet rug width

\_\_\_\_\_

5. Width of door

\_\_\_\_\_

6. Width of desk

\_\_\_\_\_

7. Height of math toolbox shelf

\_\_\_\_\_

8. Length of Cubbies

\_\_\_\_\_

1. How many centimeters did you use to measure the **mailboxes** AND the **door**? (number sentence)

\_\_\_\_\_

2. If you combined the centimeters you used to measure **math book** AND **nametag**, would you have more or less than 20 centimeters?

(number sentence)\_\_\_\_\_

3. How many more centimeters did it take you to measure the **alphabet rug** than your **desk**? (number sentence)

\_\_\_\_\_