

**SAU 50  
Grade 2  
Mathematics  
Measurement and Data**

**Measurement:** measure and [estimate](#) length, work with time and money.

**Data:** represent and interpret data.

**SAU 50 District Competency:**

Students will independently use their learning to use standard and nonstandard measurement tools, units, and attributes to describe and compare objects, situations, or events, and to solve problems.

Students will independently use their learning to gather, represent, and interpret data to answer questions related to real-world situations.

**Essential Questions**

- Why do we need a standard unit of measure?
- What is time?
- Why do we have money?
- Why do we need data and what do we do with it?
- Why do we measure?
- How do we organize and represent the data we have collected?
- Why is it important to use a variety of tools to measure objects of varying size?
- How will measuring tools of varying sizes change the overall measurement of a given object?

**Acquisition**

*Students will demonstrate the following to meet the standards.*

- I can select and use the appropriate tool to measure the length of an object, measure to the nearest inch, foot, centimeter or meter.
- I can measure and describe the length of an object using two different units of measurement.
- I can measure and compare two objects using a standard length unit.
- I can use addition and subtraction to solve word problems involving length.
- I can use drawings and equations with a symbol for the unknown number to represent the problem. (Bar Modeling)
- I can use a number line diagram to add, subtract and compare lengths of objects within 100.

- I can tell and write time from analog and digital clocks to the nearest five minutes, using a.m. and p.m.
- I can solve word problems involving dollar bills, quarters, dimes, nickels, and pennies, using \$ and ¢ symbols appropriately. Example: If you have 2 dimes and 3 pennies, how many cents do you have?
- I can generate measurement data by measuring lengths of several objects to the nearest whole unit, or by making repeated measurements of the same object.
- I can show measurements data by making a line plot, where the horizontal scale is marked off in whole-number units.
- I can draw a picture graph and a bar graph with a single-unit scale to represent data.
- I can solve simple put-together, take-apart, and compare problems using information presented in a bar graph.

## Standards

### NH College and Career Ready Standards

#### *Key to Standard Notation:*

**2.MD.1: 2** (*grade level*) **MD** (*domain: Measurement and Data*) **1** (*number of the standard*)

#### **Measurement and Data**

##### **Measure and estimate lengths in standard units.**

**2.MD.1:** Measure the length of an object by selecting and using appropriate tools such as rulers, yardsticks, meter sticks, and measuring tapes.

**2.MD.2:** Measure the length of an object twice, using length units of different lengths for the two measurements; describe how the two measurements relate to the size of the unit chosen.

**2.MD.3:** Estimate lengths using units of inches, feet, centimeters, and meters.

**2.MD.4:** Measure to determine how much longer one object is than another, expressing the length difference in terms of a standard length unit.

##### **Relate addition and subtraction to length.**

**2.MD.5:** Use addition and subtraction within 100 to solve word problems involving lengths that are given in the same units by drawings and equations with a symbol for the unknown number to represent the problem.

**2.MD.6:** Represent whole numbers as lengths from 0 on a number line diagram with equally spaced points corresponding to the numbers 0, 1, 2, ..., and represent whole-number sums and differences within 100 on a number line diagram.

##### **Work with time and money.**

**2.MD.7:** Tell and write time from analog and digital clocks to the nearest five minutes, using a.m. and p.m..

**2.MD.8:** Solve word problems involving dollar bills, quarters, dimes, nickels, and pennies, using \$ and ¢ symbols appropriately.

**Represent and interpret data.**

**2.MD.9:** Generate measurement data by measuring lengths of several objects to the nearest whole unit, or by making repeated measurements of the same object. Show the measurements by making a line plot, where the horizontal scale is marked off in whole-number units.

**2.MD.10:** Draw a picture graph and a bar graph (with single-unit scale) to represent a data set with up to four categories. Solve simple put-together, take-apart, and compare problems using information presented in a bar graph.

[New Hampshire College and Career Ready Standards](#)

**References:**

National Governors Association Center for Best Practices, Council of Chief State School Officers. (2010). *Common Core Standards for Mathematics* (United States, National Governors Association Center for Best Practices, Council of Chief State School Officers). Retrieved August 10, 2016, from [http://www.corestandards.org/assets/CCSSI\\_Math%20Standards.pdf](http://www.corestandards.org/assets/CCSSI_Math%20Standards.pdf)

Math is fun/definitions. (n.d.). Retrieved April 17, 2017, from <http://www.mathisfun.com/definitions>