



SCOTT FORESMAN Investigations

IN NUMBER, DATA, AND SPACE®

As a way to become familiar with this unit:

- Read the selections
- Try/think through the Activities
- Review the Assessment opportunities
- Do the end-of-unit assessment tasks

Measuring Length and Time

This unit is the 9th of 9 units in second grade. It builds on the work of the previous units in the K-5 measurement strand. Before teaching this unit, perhaps after working through this *Where to Start*, read *Mathematics in This Unit*, p. 10.

Investigation 1: Different Units, Different Counts

These pages provide an overview of this Investigation:

- Mathematical Emphases (p. 19)
- Investigation 1 Planner (pp. 20 & 22)

The following activities and information support the key math ideas:

- Activities: Scavenger Hunt 1 (p. 25); Scavenger Hunt 2 (p. 30)
- Discussion: Sharing Measuring Strategies (p. 33)
- Math Workshop: Measuring with Different Units (p. 38)
- Discussion: Measuring Accurately (p. 40)
- Teacher Note: Learning to Measure Length (p. 147)
- Dialogue Box: Using Related Units of Measure (p. 166)

Investigation 2: Creating a Measuring Tool

These pages provide an overview of this Investigation:

- Mathematical Emphases (p. 55)
- Investigation 2 Planner (p. 56)

The following activities and information support the key math ideas:

- Discussion: The Land of Inch (p. 59)
- Activities: Creating a 12-Inch Measuring Tool (p. 60) and Using the Measuring Tool (p. 62)
- Math Workshop: Measuring with the Inch-Brick Tool (p. 67)

Preparation

- Materials to Gather and Prepare (pp. 21, 23, 57, 77, 107, 109; also see the Teaching Notes on pp. 114, 127, 138)

Assessment

- Assessment in This Unit (p. 14)
- Assessment Activity (p. 53) and Teacher Note (p. 150)
- Assessment Activity (p. 80) and Teacher Note (p. 154)
- End-of-Unit Assessment Activities (p. 144) and Teacher Note (p. 160)

Practice & Review

- Classroom Routines (p. 16)
- Practice and Review (p. 17)

Investigation 3: Two Measurement Systems

These pages provide an overview of this Investigation:

- Mathematical Emphases (p. 75)
- Investigation 3 Planner (p. 76)

The following activities and information support the key math ideas:

- Activity: Inch Bricks and Rulers (p. 86) and Discussion: Comparing Tools (p. 87)
- Math Workshops: More Measuring (p. 93) and Metric Measures (p. 99)
- Discussion: Inches and Centimeters (p. 103)
- Teacher Note: Learning to Use a Ruler (p. 157)
- Dialogue Box: Measuring Lengths Longer than 24 Inches (p. 169)

Investigation 4: Representing Time

These pages provide an overview of this Investigation:

- Mathematical Emphases (p. 105)
- Investigation 4 Planner (pp. 106 & 108)

The following activities and information support the key math ideas:

- Activities: Introducing Timelines (p. 111) and, A Timeline for the School Day (p.112)
- Activity: Daily Schedule: Fred & Winnipeg (p. 122)
- Activity: How Long is It? Quarter Hours (p.127)
- Activities: Introducing Special Day Timelines (p.136), and Special Day Timelines (p.137)
- Discussion: Comparing Special Day Timelines (p. 141)
- Teacher Note: Working With Timelines (p. 159)
- Dialogue Box: Not Even a Second Has Gone By: Calculating Duration (p. 170)

Teacher Notes and **Dialogue Boxes** are important sources of information about mathematics content and about students' thinking about mathematical ideas. Each time you teach this unit, you can read more of this information.