

MATH INTERACTIVE

NOTEBOOK

MATH INTERACTIVE JOURNAL

MEASUREMENT

2.MD.A.1, 2.MD.A.2, 2.MD.A.3, 2.MD.A.4, 2.MD.B.5, 2.MD.B.6, 2.MD.C.7, 2.MD.C.8, 2.MD.D.9, 2.MD.D.10



2ND GRADE

Length of a Pencil

Height of a Person

Length of a Basketball

Length of a Bus

Length of a Table

2.MD.A.1 Select Appropriate Measurement Tool

Ruler

Yardstick

Measuring Tape

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

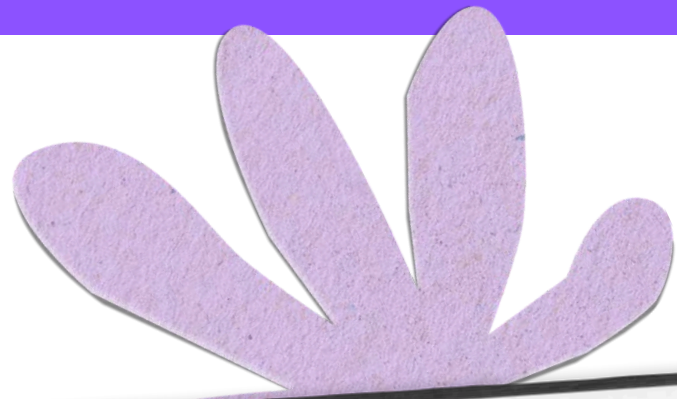
Tool: _____
Units: _____

Tool: _____
Units: _____

Tool: _____
Units: _____



Print and Go: Low Prep Interactive Journal



INTERACTIVE JOURNAL

MONEY



2.MD.C.8

I can solve word problems involving dollar bills, quarters, dimes, nickels, and pennies, using \$ and ¢ symbols.



Money

2.MD.C.8 I can solve word problems involving dollar bills, quarters, dimes, nickels, and pennies using \$ and ¢ symbols.



The Money Song
(Sing to the tune of "Are You Sleeping?")

A penny's _____ cent  



A penny's _____ cent

A nickel's _____ ¢  

A nickel's _____ ¢

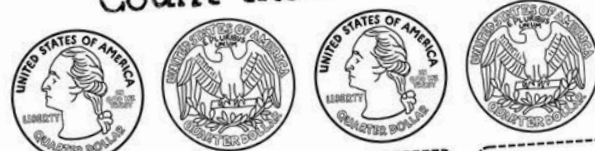
A dime is worth _____ cents  

A dime is worth _____ cents

A quarter's _____ ¢  

A quarter's _____ ¢

Count the Quarters



\$ _____ ¢

\$ _____ ¢

\$ _____ ¢

\$ _____ ¢

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\$ _____ ¢

\$ _____ ¢

\$ _____ ¢


\$ _____ ¢


Devin has 2 quarters, 2 dimes, and one nickel in his pocket. Nate has the same amount in his pocket. Cut out a combination of coins Nate might have.


Kenya has 4 dimes, two nickels, and five pennies in her pocket. Stefanie has the same amount of money in her pocket. Cut out a combination of coins Stefanie might have.


2.MD.C.8 **Hairs on Heads**

Meet the Presidents:

 **Quarter**
George Washington
5 Hairs
\$0.25 or 25¢

 **Dime**
Franklin D. Roosevelt
2 Hairs
\$0.10 or 10¢

 **Nickel**
Thomas Jefferson
1 Hair
\$0.05 or 5¢

 **Penny**
Abraham Lincoln
NO HAIRS
\$0.01 or 1¢

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VISUALS AND ANCHOR CHARTS TO INTRODUCE TOPICS



INTERACTIVE JOURNAL

ESTIMATING MEASUREMENTS

2.MD.A.3
I can estimate lengths using units of inches, feet, centimeters, and meters.

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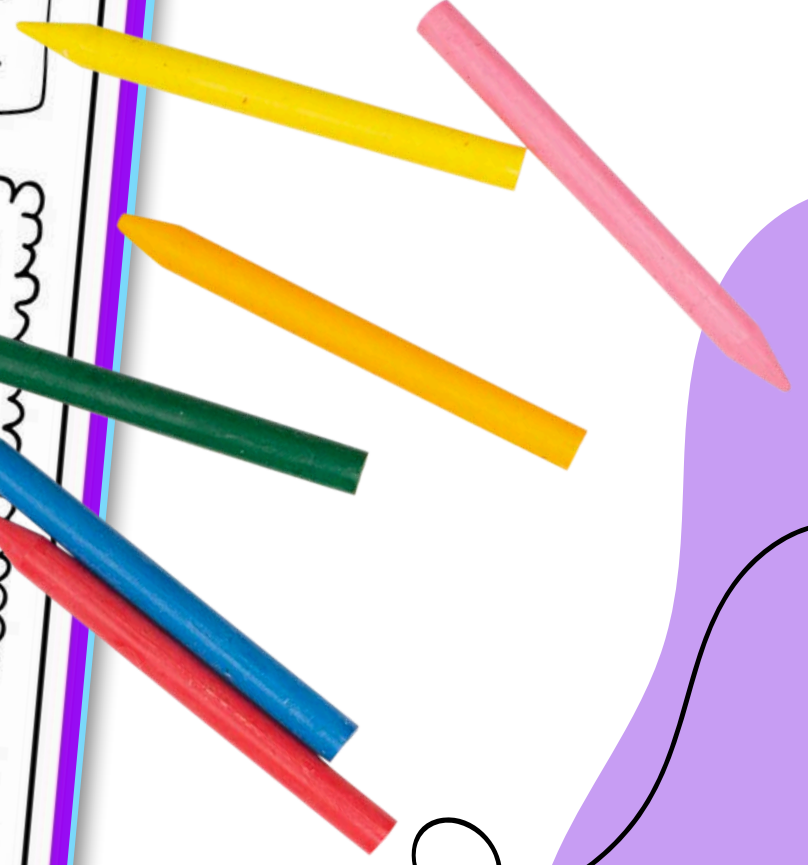
Centimeter:
Width of Finger

Inch:
Length of Knuckle

Foot:
Length of Forearm

Yard or Meter:
Length of Big Step

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Standards Aligned: Pages for each standard



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

Tool: _____
Units: _____

Tool: _____
Units: _____

Tool: _____
Units: _____

2.MD.A.2 I can measure the length of an object twice using length units of different lengths for the measurements; describe how the two measurements relate to the size of the unit chosen.

DIRECTIONS: MEASURE THE FOLLOWING OBJECTS IN INCHES AND CENTIMETERS.

Inches: _____

Centimeters: _____

Did you use more inches or more centimeters? Why?

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2.MD.A.3 I can estimate lengths using units of inches, feet, centimeters, and meters.

Centimeter: Width of Finger

Inch: Length of Knuckle

Foot: Length of Forearm

Yard or Meter: Length of Body

2.MD.A.4 I can measure to determine how much longer one object is than another, expressing the length difference in terms of a standard length unit.

Height of Mama Bear in inches: _____

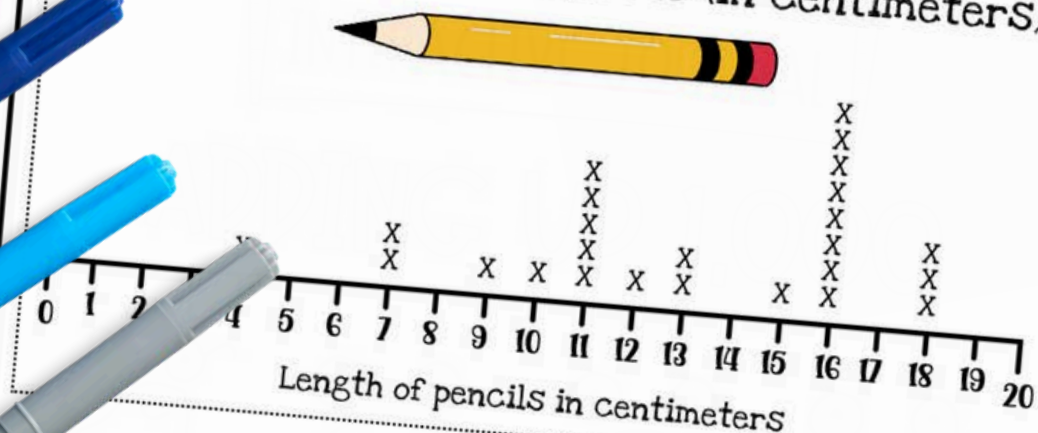
Height of Baby Bear in inches: _____

How much taller is Mama Bear than Baby Bear?

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FUN, PRINTABLE ACTIVITIES

Length of pencils in Room 63 (in centimeters)




Length of pencils in centimeters

1. How many pencils were measured in this line plot? _____
2. How many pencils are 9 centimeters? _____
3. How many pencils are 11 centimeters? _____
4. How many pencils are 16 centimeters? _____
5. How many more pencils are 16 cm than 4 cm? _____
6. How many more pencils are 11 cm than 18 cm? _____
7. How many pencils are 10 cm or shorter? _____
8. How many pencils are 15 cm or longer? _____

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MEASUREMENT LINE PLOTS



2.MD.D.9

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. Show the measurements by making a line plot, where the horizontal scale is marked off in whole-number units.

2.MD.D.9

Line Plots

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. Show the measurements by making a line plot, where the horizontal scale is marked off in whole-number units.

MEASURE THE CHILDREN'S HEIGHT AND RECORD THEIR MEASUREMENTS IN THE LINE PLOT BELOW:



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Intended to introduce each standard and serve as a student reference tool

INTERACTIVE JOURNAL
ESTIMATING MEASUREMENTS

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Centimeter: Width of Finger

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Yard or Meter: Length of Big Step

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Centimeter: Width of Finger

Inch: Length of Knuckle

Foot: Length of Forearm

Yard or Meter: Length of Big Step

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Width of a Pencil

Length of Lady Bug

Length of a Bat

Width of a Quarter

Length of a Piece of Paper

Width of a Doorway

Length of Worm

Length of a Man's Shoe

Length of a Goldfish

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Name: _____

Date: _____

Estimated Lengths

Estimate the length of an object in your classroom in:

Centimeters

Estimate the length of an object in your classroom in:

Inches

Estimate the length of an object in your classroom in:

Feet

Estimate the length of an object in your classroom in:

Yards or Meters

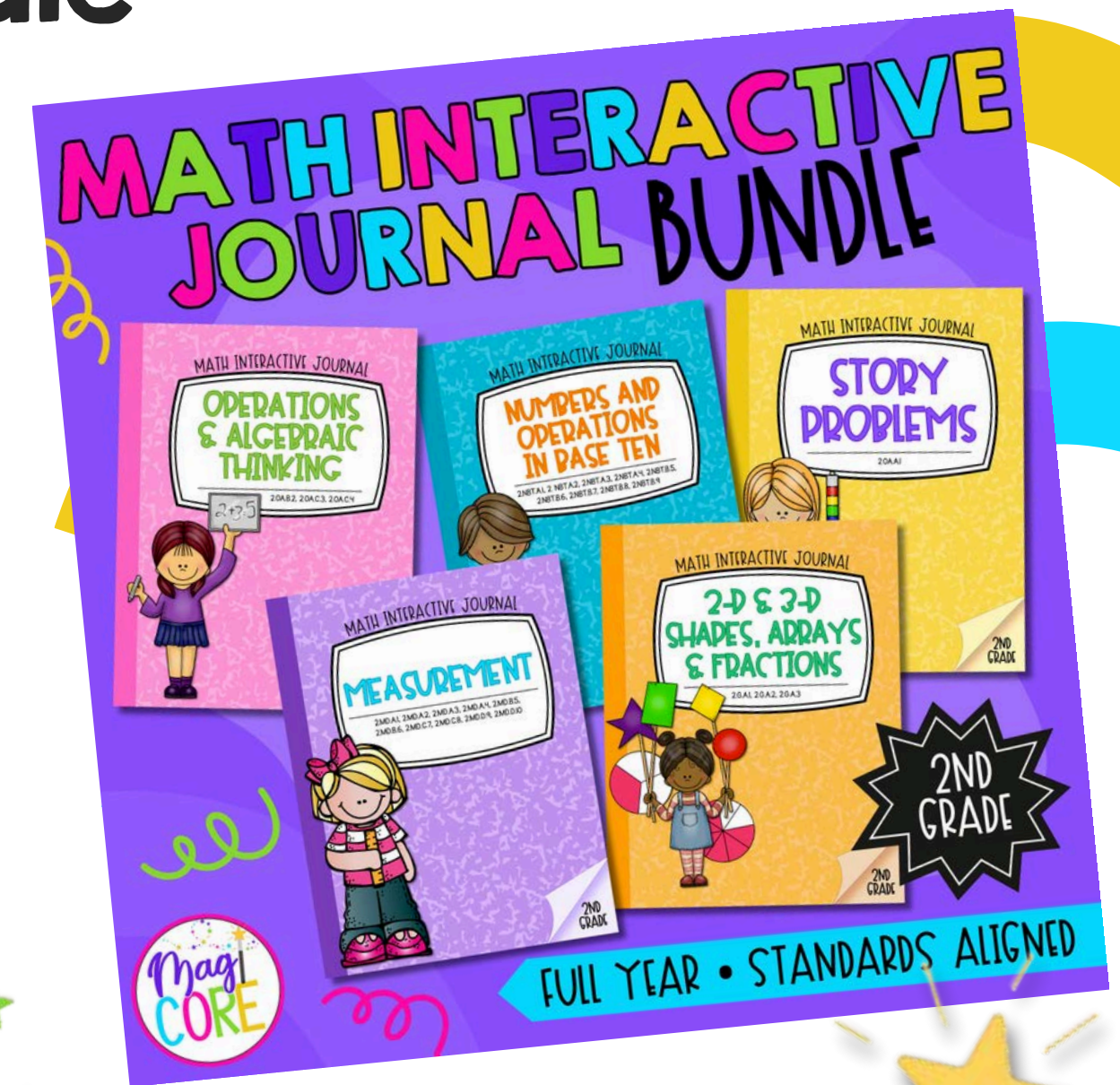
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"I used this resource with my students to provide a visual of what we have learned. It was helpful because I could refer back to a certain section for review if needed. Thank you!" - KC, Elementary Teacher

- Visuals, anchor charts, and practice for all math skills
- Build and use as a reference tool all year!



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