

2nd Grade EDM Support for Focus Strand: Measurement

Purpose of the GLE Strand Reference Guide:

The purpose of the Everyday Math (EDM) /Grade Level Expectation (GLE) strand reference guide is to offer teachers easy access to remediation materials in the Everyday Math Program for not only the specific strand, but also for specific GLEs.

Below you will find:

- Power Lessons that emphatically teach to specific GLEs in either Part 1 or Part 2 of the lesson.
- Projects that target a GLE within the strand are listed by the GLE that is addressed
- Games listed by GLE addressed
- Open Response item listed by GLE addressed
- Minute or 5-Minute Math activities that target the strand
- Assessment Disk assessment/practice problems that could be used to assess the strand
- Reinforcement Suggestions from *Maintaining Concepts and Skills* in the Differentiation Handbook

Power Lessons:

M – 1:	4.7, 9.1, 9.2, 9.3
M – 2 & 3:	2.8, 7.5 Part 1, 9.9
M – 4:	3.4
M – 6:	1.3 Part 1
M – 7:	1.3 Part 2, 3.3, 3.4, 12.3 (part 2)
M – 8:	Check orally or ask students to write the months in order
M – 9:	Have students enter the date at the top of the journal pages
M – 10:	1.2, 3.8, 4.3 Exploration B
M – 11:	10.2, 10.3
M – 12:	3.2, 3.4, 3.7, 10.1, 10.2,

Projects:

Project # 2: Weather Station	M – 2
Project #8: How Far Can I Run in 10 Seconds?	M – 1

Games:	GLE	Lesson
First Grade:		
Animal Weight Top-It	2 nd M – 2	5.5
<i>Coin-Dice Game</i>	M – 2	3.12
<i>Dime-Nickel-Penny Grab</i>	M – 2	3.13
<i>Hickory, Dickory, Dock</i>	M – 4	3.7
<i>One Dollar Exchange</i>	2 nd M – 12	8.2
<i>Coin Top-It (and 2nd)</i>	M – 10	1.4
<i>Time Match</i>	2 nd M – 7	4.4
Second Grade:		
<i>Clock Concentration</i>	M – 7	5.1
<i>Penny-Dime-Dollar Exchange</i>	M – 4	3.2
<i>Penny-Nickel Exchange</i>	M – 12	1.5
<i>Spinning for Money</i>	M - 4&12	3.2

Open Response Items:

- Unit 3 Buying from a Vending Machine
- Unit 9 A Broken Ruler Problem
- Unit 10 Comparing Coins

Minute Math +

Routines pages: 19-22; Measurement pages: 61-75

Assessment Assistant:

Everyday Math Grade 3 Goals:

Measurement and Reference Frames

Goal 1: Length, Weight and Angles

Goal 2: Area, Perimeter, Volume, and Capacity

Goal 3: Units and Systems of Measurement

Goal 4: Money

Goal 5: Temperature

Goal 6: Time

Reinforcement Suggestions **from *Maintaining Concepts and Skills*** **in Differentiation Handbook**

Mea – 1

- Have children measure the length of objects. See the Readiness activity in Lesson 9.2 (Unit 9).
- Have children estimate and find the length, width, and height of boxes. See the Readiness activity in Lesson 9.4 (Unit 9)

Mea – 2

- Have children match up activities with times of the day. See the Readiness activity in Lesson 3.3 (Unit 3)

Mea – 3

- Have children routinely write the time on the top of their journal pages when they begin working. If appropriate, have them write and end time as well and calculate how long it took them to finish the assignment. (Unit 3)

Mea – 5

- Have children solve thermometer problems. See the Readiness activity in Lesson 4.4 (Unit 4).

Mea – 7

- Have children use their arms and bodies as models of clocks. See the Readiness activity in Lesson 5.1 (Unit 5).
- Have children record the start time at the top of their journal pages. If you want them to practice with a specific set of times, set a demonstration clock for the time you would like them to record.
- Have children fill in missing 5-minute intervals on a clock face. See the Readiness activity in Lesson 12.1 (Unit 12)

Mea – 10

- Have children use calculators to count collections of coins. See the Readiness activity in Lesson 10.3 (Unit 10)

Mea – 12

- Have children play *Coin Top-It*. (Unit 2)