

## Lesson 3: Hagamos y usemos una regla

### Standards Alignments

Addressing 2.MD.A.1, 2.MD.A.4, 2.MD.B.6, 2.NBT.B.5

### Teacher-facing Learning Goals

- Create and use a ruler with centimeter units.
- Measure to determine how much longer one object is than another.

### Student-facing Learning Goals

- Hagamos reglas y usémoslas para medir y comparar longitudes en centímetros.

### Lesson Purpose

The purpose of this lesson is for students to use a ruler to measure and compare lengths in centimeters.

In earlier lessons, students measured with centimeters using centimeter cubes and 10-centimeter tools (base-ten blocks). They used multiple copies of the units to measure objects and line segments of different lengths.

In this lesson, students transition from measuring length with physical objects to measuring length with more abstract tools such as rulers, measuring tapes, and meter sticks. They create rulers and describe how a centimeter is represented on the tool (MP2). They learn that a centimeter is represented by the length between two tick-marks on a ruler and that each number on the centimeter ruler represents the distance in centimeters from zero.

Students use the ruler they create in the first activity throughout the lesson, including the cool-down. They should store their rulers for easy access in upcoming lessons.

### Access for:

#### Students with Disabilities

- Representation (Activity 1)

### Instructional Routines

MLR8 Discussion Supports (Activity 1), Number Talk (Warm-up)

## Materials to Gather

- Base-ten blocks: Activity 1, Activity 2
- Materials from a previous activity: Activity 2
- Scissors: Activity 1

## Lesson Timeline

Warm-up	10 min
Activity 1	20 min
Activity 2	15 min
Lesson Synthesis	10 min
Cool-down	5 min

## Materials to Copy

- Centimeter Ruler Template (groups of 1): Activity 1

## Teacher Reflection Question

In future lessons, students will learn how to represent whole numbers as lengths from 0 on a number line. How does their work today with represent length units on a ruler help lay the foundation for the more abstract work with the number line? How can you continue to reinforce how measuring tools represent length units in upcoming lessons to prepare for student work with number lines?

## Cool-down (to be completed at the end of the lesson)

🕒 5 min

Usa una regla

### Standards Alignments

Addressing 2.MD.A.1, 2.MD.A.4

### Student-facing Task Statement

Usa tu regla para encontrar la longitud de cada rectángulo y descubrir cuánto más largo es el rectángulo B que el rectángulo A. Anota las longitudes en centímetros.

**A**



**B**



## Student Responses

11 cm. Sample response:  $15 - 4 = 11$