



GRADE 2 / WATCH MR DJ SOLVE

MEASURING AND MAKING LINE PLOTS

Start with the same example used in the lesson slides.



WATCH MR DJ SOLVE

Lengths in cm: 2, 3, 3, 4, 5. Make a line plot. Use whole-cm steps.

- 1 Label whole numbers with equal spacing.
- 2 Put one X above each measured length.
- 3 Stack repeated lengths.

Answer: Xs: 2:1; 3:2; 4:1; 5:1.



REMEMBER measure whole-unit lengths and show each measurement on a line plot.

Read each step and explain why it is valid. The next pages demonstrate the methods in more detail. Then use the large work areas on the numbered practice pages.

GRADE 2 / WORKED METHODS**MEASURING AND MAKING LINE PLOTS**

Read a complete example before trying the matching method.



Use these examples as a reference. Keep each quantity and its unit visible. A different valid method is welcome unless a question specifically requests one.

One X for each object**Data: 2,3,3,4,5 cm**

1. Use whole-cm marks from 2 to 5.
2. Place one X for each object.
3. Two objects measured 3 cm, so stack two Xs.



Length in cm; each X means one measured object



GRADE 2 / WORKED METHODS

MEASURING AND MAKING LINE PLOTS

Read a complete example before trying the matching method.



Use these examples as a reference. Keep each quantity and its unit visible. A different valid method is welcome unless a question specifically requests one.

Separate length from frequency

Five Xs mean five measured objects

1. Each X is one record.
2. The farthest-right X shows the longest length.
3. The tallest stack shows the most common length.



Length in cm; each X means one measured object



GRADE 2 / MATHEMATICAL WORK TOOL

MEASURING AND MAKING LINE PLOTS

Draw, label and explain.



Label whole-unit lengths below equally spaced marks. Stack one X for each measured object. Name the unit and check the X count matches the number of records.





Date _____

MEASURING AND MAKING LINE PLOTS

A cartoon fox mascot with orange fur, large eyes, and a purple scarf, holding a yellow pencil.

1. For lengths 2, 3, 3, 4, 5 cm, how many objects are 3 cm long?

Mild 2. For lengths 2, 3, 3, 4, 5 cm, how many objects were measured?

My answer / conclusion: _____



GRADE 2 / PRACTICE

MEASURING AND MAKING LINE PLOTS

Show the method, label your work, and explain the reasoning requested.



Use the worked-method reference when helpful. Use the included method reference. Show the requested method, then check your answer. Reasoning questions need evidence and an explanation.

◀ Medium

3. For lengths 2, 3, 3, 4, 5 cm, which is the longest measurement?

Grid area for drawing or writing.

My answer / conclusion: _____



GRADE 2 / PRACTICE

MEASURING AND MAKING LINE PLOTS

Show the method, label your work, and explain the reasoning requested.



Use the worked-method reference when helpful. Use the included method reference. Show the requested method, then check your answer. Reasoning questions need evidence and an explanation.

◀ Medium

4. Measure five crayons to the nearest whole cm. Record the data and make a line plot.

Grid area for recording data and making a line plot.

My answer / conclusion: _____



GRADE 2 / PRACTICE

MEASURING AND MAKING LINE PLOTS

Show the method, label your work, and explain the reasoning requested.



Use the worked-method reference when helpful. Use the included method reference. Show the requested method, then check your answer. Reasoning questions need evidence and an explanation.

◀ Medium

5. Add one 3-cm object to the data 2, 3, 3, 4, 5. What changes?

My answer / conclusion: _____



Date _____

MEASURING AND MAKING LINE PLOTS

A cartoon fox mascot with orange fur, large eyes, and a purple scarf, holding a yellow pencil.

🔥🔥🔥 **Spicy**

6. Digit places just one X at 3 for the data 2, 3, 3, 4, 5. What was missed?

My answer / conclusion: _____



GRADE 2 / PRACTICE

MEASURING AND MAKING LINE PLOTS

Show the method, label your work, and explain the reasoning requested.



Use the worked-method reference when helpful. Use the included method reference. Show the requested method, then check your answer. Reasoning questions need evidence and an explanation.

🔥🔥🔥 Spicy

7. For data 2, 3, 3, 4, 5, why is the tallest stack not necessarily the longest object?

Grid area for drawing or writing.

My answer / conclusion: _____



GRADE 2 / PRACTICE

MEASURING AND MAKING LINE PLOTS

Show the method, label your work, and explain the reasoning requested.



Use the worked-method reference when helpful. Use the included method reference. Show the requested method, then check your answer. Reasoning questions need evidence and an explanation.

Extra Spicy

8. Make different data with five objects, using lengths 2 through 5 cm. Keep the same longest length.

My answer / conclusion: _____