



**Grade 2 Unit 3**

Lesson 9

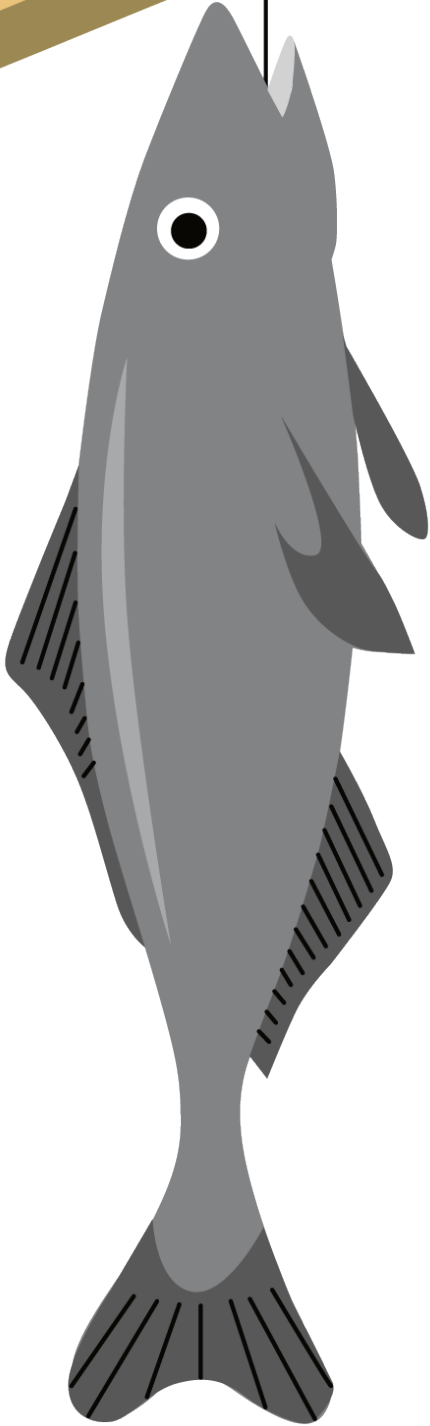
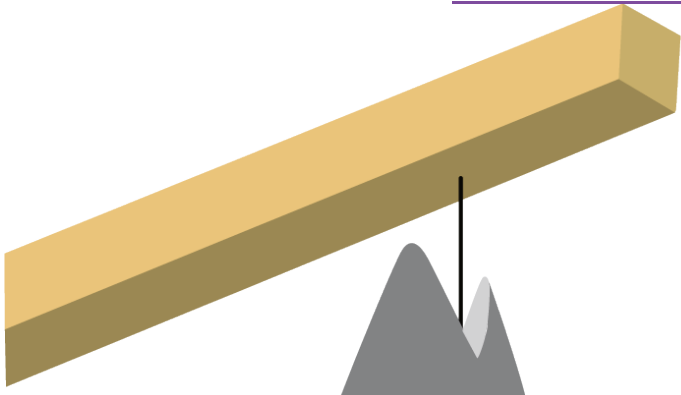
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**Unit 3 Lesson 9: From Feet to Inches**

**WU Estimation Exploration: Small Fry, Big Fish (Warm up)**

Student Task Statement

How long is this Cobia fish in inches?



1. Record an estimate that is:

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too low	about right	too high

2. Record an estimate that is:

too low	about right	too high

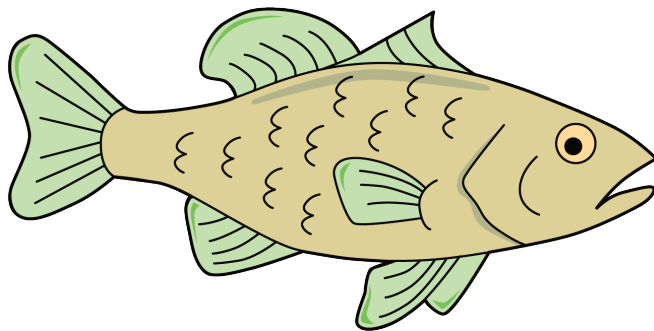
## 1 Measure the Length of Fish

### Student Task Statement

1. Work with your group to measure the tape strips around the classroom in feet. Then measure the length in inches.

Tape A

largemouth bass



Length in feet: \_\_\_\_\_

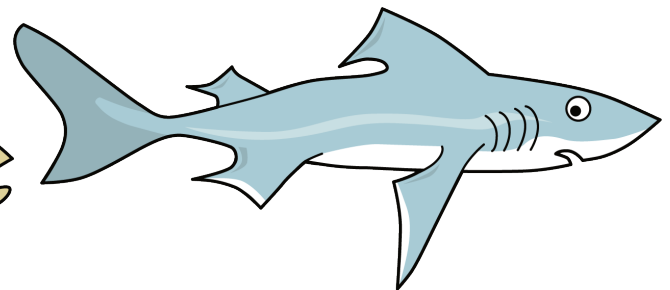
Length in inches: \_\_\_\_\_

Tape C

catfish

Tape B

spiny dogfish shark

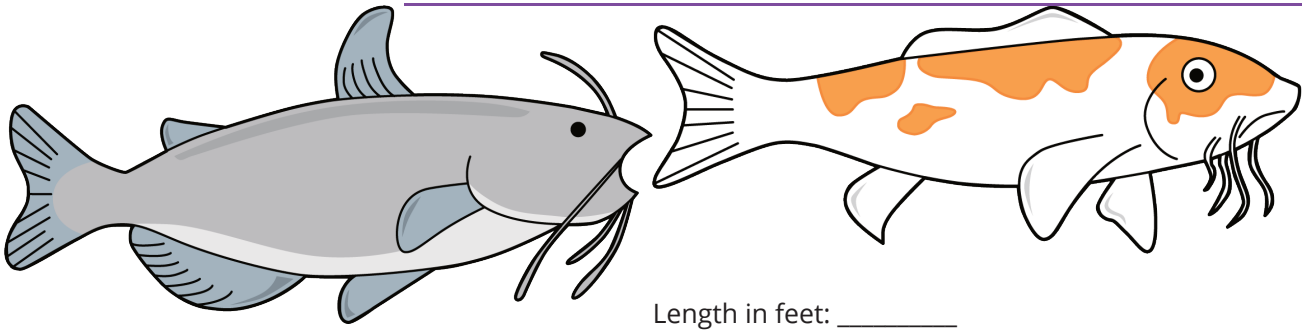


Length in feet: \_\_\_\_\_

Length in inches: \_\_\_\_\_

Tape D

koi



Length in feet: \_\_\_\_\_

Length in inches: \_\_\_\_\_

Length in feet: \_\_\_\_\_

Length in inches: \_\_\_\_\_

2. What did you notice about the number of feet compared to the number of inches when you measured the tape strips?

## 2 Inches or Feet?

### Student Task Statement

1. Estimate the length of objects around the room. Say if you will measure in inches or feet.

object to measure	my estimate	circle inches or feet
		inches feet
		inches feet
		inches feet
		inches feet

2. Choose the best tool to measure each object. Complete the table to record your actual measurements.

object to measure	measurement tool	actual length (include unit)

object to measure	measurement tool	actual length (include unit)