

Key Learning: Measurement can be used efficiently to describe and compare objects, time, and space precisely.

What we measure determines how we measure it.

Unit Essential Question: How can we efficiently measure objects, time, and space?

<p>Concept: Non-standard units of Measurement</p>	<p>Concept: Standard units of Measurement</p>	<p>Concept: Time</p>	<p>Concept:</p>
<p>Lesson Essential Questions:</p> <p>How does what we measure affect how we measure?</p> <p>How does a measuring tool affect the total length of an object?</p> <p>AP: M6: Measurement Disagreement</p>	<p>Lesson Essential Questions:</p> <p>How does what we measure affect how we measure?</p> <p>What happens when you use two different units to measure the same object?</p> <p>When should we use standard units of measure instead of non-standard units?</p> <p>AP: M13 The King's Foot</p> <p>How would you compare Metric system to US conventional measurement system?</p>	<p>Lesson Essential Questions:</p> <p>What are the different ways to represent time?</p>	<p>Lesson Essential Questions:</p>
<p>How do I know my answer is reasonable? What does it mean to justify my answer?</p>			
<p>Vocabulary: Non-standard, length, width, height, measure, estimate, unit</p>	<p>Vocabulary: Inch, centimeter, accurately, ruler, tape measure, yardstick, benchmark, foot, Metric system, meter</p>	<p>Vocabulary: AM/PM, half-hour, quarter-hour, midnight, noon, interval</p>	<p>Vocabulary:</p>
<p>Additional Information & Resources:</p> <p>MP2: Reason abstractly and quantitatively: Equal counts of two different units, the larger unit marks off a longer length (ex. 10 centimeters v. 10 inches, 10 inches is larger)</p> <p>MP 5: Use appropriate tools strategically: non-standard and standard units of measure</p> <p>MP6: Attend to precision: using standard units of measure</p>			