**February 17, 2014**

(1 Hour 15 Minutes)

Essential Questions: When measuring objects, what is the relationship between the unit of measurement and the object?

Objectives: Students will begin to understand the best units of measurement for concepts such as length, mass, liquid capacity, etc.

Standards: VA SOL 5.8 The student will

e) choose an appropriate unit of measure for a given situation involving measurement using U.S. Customary and metric units.

Engage: Ask students, “What are some units of measurement we use?” Allow a few seconds of wait time and allow them to share with the class as you write their answers on the board.

Materials Needed: White board; dry erase markers

Time Allowed: 2 minutes

Explore: Give students several units of measurement on slips of paper and ask them to partner with a classmate and put the slips into groups. Have them name each group.

Materials Needed: Units of measurement slips; paper clips; paper; pencils

Time Allowed: 8 minutes

Explain: Bring class back together and create an anchor chart for the units of measurement using the words they used for the previous activity. Discuss the concept of certain units of measurement being more appropriate than others for certain tasks. For example, if a student posed the question of how much water is in a water bottle, the class would discuss how milliliters would be more helpful in that task than inches.

Materials: Bulletin board paper; markers

Time Allowed: 10 minutes

Extend: **(Tuesday, February 18, 2014)** Discuss the tools used for each unit of measurement and add them to the chart.

Materials: Bulletin board paper; markers

Time Allowed: 5 minutes

Extension Activity: Students will rotate through learning centers for 10-15 minute intervals to reinforce knowledge of the day’s lesson and review previous lessons.

Centers: Remediation with regrouping; Measurement pre-assessment; review game using dominoes to compare fractions; Fast math or I-Ready

Time Allowed: 40-60 minutes