Measurement and Perimeter Review

Measurement of length to the nearest ¼ inch

- Students should be able to measure with a ruler and a broken ruler to the nearest centimeter and nearest inch, as well as measure to the nearest ½ or ¼ of an inch.
- They will need to be able to use those measurements to solve problems and explain their thinking.
    - *Ex: Jennifer needs 12 total inches of ribbon for a project, but she needs to use 2 separate pieces. Which 2 ribbons can Jennifer use for her craft project? Explain your thinking.*
        - *They will need to measure the length of all of the ribbons and figure out which 2 would have a sum of 12 inches.*
        - *They will need to explain how they measured (to the nearest inch), how they knew to add, and how they know they're right.*

Perimeter

- They will need to be able to use those measurements to determine the perimeter of a shape and explain their thinking.
    - They will need to understand the definition of the word, ***Perimeter*** – *the total measurement of the outside of an object.*
        - *They will need to measure all of the sides of the shape and add them together.*
        - *They will need to explain how they measured, how they knew to add, and how they know they're right.*
- Students will need to be able to determine the length of a shape's sides when given the perimeter.
    - *Ex: If each side of the pentagon is equal in length and the perimeter is 25 cm, how long are the sides? Explain your thinking.*
- They will need to be able to draw a square that fits a given perimeter.
    - *Ex: Draw a square that has a perimeter of 16 cm. Explain your thinking.*
        - *They will need to be able to explain what makes a square a square and how that helped them determine how long the sides needed to be.*
        - *They will need to be able to explain how they know they're right.*