**North East School Division**



**Unpacking Outcomes**

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| **Harvesting the Outcome** | | | **BIG IDEAS** | |
| **SS3.3 Demonstrate understanding of linear measurement (cm and m) including:**   * **selecting and justifying referents** * **generalizing their relationship between cm and m** * **estimating length and perimeter using referents** * **measuring and recording length, width, height, and perimeter** | | | **Measuring up – What do I do?**  **Does it measure up?** | |
| **Outcome** (circle the verb and underline the nouns or noun phrases) | | | | |
| **Demonstrate** → understanding of linear measurement (cm and m)  **Selecting and justifying** → referents  **Generalizing** → relationships between cm and m  **Estimating** → length and perimeter  **Measuring and recording** → length, width, height, and perimeter | | | | |
| **KNOW BEFORE UNIT** | **KNOW AFTER UNIT** | **UNDERSTAND** | | **BE ABLE TO DO** |
| - rulers are for measuring length  - skip count by 10 | - how to measure perimeter  - how to use a ruler  - the difference between length, width, height, and perimeter  - use referents to estimate  - reasons for measuring | - we use measurement in our daily lives  - centimeters and meters are related  - the relationship between using referents for 10 cm and skip counting by 10s  - many different 2-D shapes can be constructed with the same perimeter  - perimeter is a linear measurement  - the metric system is based on 10s  - different units of measurement work better in different situations  - referents are important for estimation | | - describe how to use a ruler properly  - describe relevant situations that involve measuring lengths including perimeter, in cm and m  - select and use personal referents for 1 cm, 10 cm, and 1 m  - create models to show the relationship between cm and m  - create and solve situational questions involving estimating and measuring of length  - sketch a line segment of a given length  - create a picture of a 3-D shape with a given length and width  - construct multiple 2-D shapes for the same perimeter  - measure and record the perimeter of regular and irregular 2-D objects including circles and explain strategy used  - use personal referents to estimate lengths and perimeters  - sort 2-D shapes by their perimeter |
| Vocabulary:  - meter  - centimeter  - perimeter  - length  - width | - height  - perimeter  - line segment  - linear measurement  - referent |
| **Essential Questions** | | | | |
| **When would we use linear measurement in our lives?**  **What does linear measurement mean?**  **What is not a linear measurement?**  **When is estimating okay? When do I need to be precise?**  **How are cm and m related?**  **What is perimeter?**  **How do I know which unit to use?** | | | | |