





## About the Mathematics in This Unit (page 1 of 2)

Dear Family,

For the next few weeks we will be working on a unit focused on linear measurement called *Fish Lengths and Animal Jumps*. Your child will measure with a variety of units, such as cubes, inch tiles, paper clips, and paper cutouts of different-sized feet. We will investigate the idea that different-sized units result in different measurements. We will also work on several story problems.

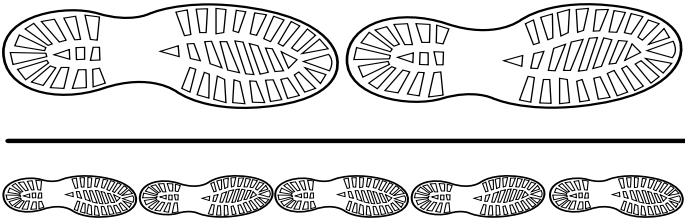
Throughout this unit, students will be working toward these goals:

BENCHMARKS/GOALS	EXAMPLES
Demonstrate accurate techniques when measuring a distance with nonstandard or standard units. These techniques include starting at the beginning, ending at the end, leaving no gaps or overlaps, measuring in a straight line and keeping track of the number of units.	
Know at least one way of describing a measurement that falls between two whole numbers.	

(continued)



## About the Mathematics in This Unit (page 2 of 2)

BENCHMARKS/GOALS	EXAMPLES
Understand that the same result should be obtained when the same object is measured twice or when two different people measure the same object (using the same unit).	Dave measured a book. He found it was 12 paper clips long. Then Carla measured the same book and found that it was 15 paper clips long. Can both answers be right? What could have happened?
Understand that measuring with different-sized units will result in different numbers.	How far is this distance in big feet and in little feet? Why are the counts different? 

Throughout this unit, students are learning to use consistent units to measure accurately and to understand the underlying mathematics of measuring. This kind of experience will improve their sense of what measuring is all about. In the coming weeks, we look forward to sharing more of our work in measurement with you.