Chapter 19 Questioner

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* The book states that it is common in primary grades to use nonstandard units to measure length and sometimes area. It also states 4 different reasons for using nonstandard units. They are:

1. Nonstandard units make it easier to focus directly on the attribute being measured.

2. The use of nonstandard units can avoid conflicting objectives in the same beginning lesson. Is your lesson about what it means to measure or about understanding square centimeters?

3. Nonstandard units provide a good rationale for using standard units.

4. Using nonstandard units can be motivating.

Which of these seem most important to you? Why?

* The book says that a common error for students is to confuse formulas for area and perimeter. This is done due to emphasis on formula with no conceptual background. With that being said, do you think that students should learn specific formulas for the area of a square? Why or why not? Do you think students need formulas for the perimeters of squares and rectangles?
* Do you remember a specific strategy that your teacher used to teach measurement? Was it a good experience or bad experience?

Bloom’s Taxonomy

|  |  |
| --- | --- |
| Knowledge | What could we use to measure the length of your pencil? |
| Comprehension | Why would we use a ruler? |
| Application | Use your ruler to measure your pencil. |
| Analysis | How did you get your answer with your ruler? |
| Synthesis | What is something else you could use the ruler to measure? |
| Evaluation | Measure your crayon and compare the lengths of your pencil and crayon. Which one is longer? Which one is shorter? |