



Student's Name _____

Date _____

Use with page 49 in the student workbook.

Module 13: Linear Measurement

Understand the Main Idea

Do all students understand measurement, units of length, and standard or nonstandard units, based on their performance in Practice Applying the Main Idea on page 49? Use the rubric to identify students who need extra support through additional help and the Intervention activity.

Intermediate

Advanced

- Writes the correct phrase for at least 4 pictures.
- Answers the question with some reference to inches being the *same*; sentence may not be complete, and errors are obvious, but the general meaning is apparent.

Example of a sentence a student might write:
Better measure with inches because same.

- Writes the correct phrase for all 5 pictures.
- Answers the question with a complete sentence that includes the idea of *always the same*; minimal errors do not affect meaning.

Example of a sentence a student might write:
It is better to measure with inches because units need be always the same.

Requires intervention?

If students have difficulty understanding the concept of standard units, show them various standard units, such as inch, centimeter, foot, yard, and meter. With each unit, chant: *One _____ is the same length as any other _____*. Emphasize that each unit is different from each other unit, but every inch, for example, is the same as every other inch. Then show various pencils that are all different lengths. Pick up a pencil and chant: *One pencil is not the same length as any other pencil*. Repeat with other nonstandard units.

Comments: _____

