

# Learn the Vocabulary

**Objective** Use vocabulary that will help you talk and write about length and measuring.

**35 minutes**



**Teach this lesson:**

- **Before** introducing measurement in the math textbook
- **Before** students complete the activity on page 50 of the student worktext

**You need these materials:**

- rulers with inches and centimeters
- pink and blue index cards
- classroom objects
- Vocabulary Cards

**Lesson Vocabulary**

**Essential Vocabulary**

to measure    unit    standard  
 customary    metric

**Additional Vocabulary**

long/length    wide/width    high/height  
 to line up    to the nearest inch

## A Introduce

**Read the Lesson Objective aloud with students.** Review measurement and units of length with students. Ask: *What different things can we use to measure length?* (ruler, paper clip, pencil, etc.) *What are some units of length that are always the same?* (inch, etc.) *What are some units of length that are not always the same?* (paper clip, pencil, etc.)

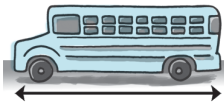
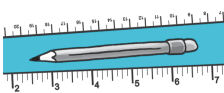
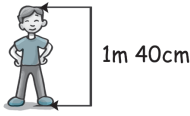
**Have students work in small groups to brainstorm words they think will be important when they talk about measurement.** Write their suggestions on the board. Add any Essential Vocabulary words that are not included on the list. Read the words aloud with students. Ask for volunteers to give explanations or examples for any of these words that they know.

**Tell students they will learn words that will help them talk about two different ways, or systems, of measurement.**

# Learn the Vocabulary

**Objective** Use vocabulary words that will help you talk and write about length and measuring.

**Learn the Words**

Word/Phrase	Definition	Example
to measure	To find how big something is or how much of something there is.	I want to <b>measure</b> the length of the bus. 
unit	A unit is a <b>certain quantity</b> that we use to measure things.	I can use these different <b>units</b> to measure length. 
standard	A way to measure that never changes and is the same for everyone.	A yard is a <b>standard</b> unit of measure.
customary	Something that we do or we use all the time.	Feet, yards, and inches are the <b>customary</b> ways to measure length in the United States. <b>Customary Units of Length</b> 1 foot = 12 inches 1 yard = 3 feet 1 yard = 36 inches
metric	A way of measuring where the meter is the <b>basic</b> unit of measurement.	The boy is 1 meter and 40 centimeters tall in the <b>metric</b> system. 

**Practice the Words**

**Directions** Fill in the blanks to complete the story. Use the vocabulary words.

Leo wants to measure the length of his new bed. He chooses inches as the unit of length. Leo knows there are two different standard systems of measurement. He has just moved to the United States. He wants to learn how to measure using inches, feet, and yards.

He wants to learn the customary units of length. When he lived in Guatemala, Leo measured things in meters and centimeters. He knows how to use the metric system very well. Now he wants to learn how to use the customary system. It will be good to know how to measure in inches and in centimeters.

Highlighted words and phrases may affect student comprehension.

## B Teach and Learn

**Orally introduce the Essential Vocabulary on page 50 of the student worktext.** Read each Essential Vocabulary word and write it on the board. Then have students read the words aloud with you. Use the Think Aloud below to explain the words.

### Think Aloud

**Point to the word *measure* on the board.**

Say: *I use a ruler to find out how long, wide, or high an object is. To measure means to find the length, the width, or the height of an object, using a measuring tool.*

**BP 1 Point to the word *unit* on the board.** Say: *When I measure how long something is, I can use objects like paper clips. Demonstrate as you explain: I put the paper clips next to each other until they are the same length as the thing I'm measuring. Then I count the paper clips. Or I can use a ruler. Demonstrate as you explain: I put the ruler next to the thing I'm measuring. Then I look at the number on the ruler. The number tells me how many inches I measured. The paper clips and the inches are units of measurement.*

**Point to the word *standard*.** Say: *I think that standard means that everybody knows what something means. A standard unit is always the same size, so everybody knows how long it is. Everyone will know and understand my measurement when I use a standard unit.*

**Point to the word *customary*.** Say: *I know the word custom means something that is usual or that we do all the time. In this country, we usually measure length all the time in inches, feet, or yards. So inches, feet, and yards are customary units.*


**Point to the word *metric*.** Say: *I know that many other countries do not use inches or feet. Their usual way to measure things is the metric system. The word metric tells us that the standard unit of length is the meter. In the metric system, all units are based on the meter. Ask: Is anyone familiar with meters and centimeters? See if any students are. If so, let them share what they know.*

**Read aloud the Essential Vocabulary on page 50 of the student worktext and their definitions and examples.** Then have students read them along with you.

**BP 1 Write the Additional Vocabulary words on the board and read them aloud.**

Use gestures to demonstrate the meanings of *long/length*, *wide/width*, and *high/height*. Elicit meanings from students. Mention that the first word in each pair is a describing word because it tells about something. The second word in each pair is a naming word. Remind students what *line up* and *nearest* mean and use gestures to support their meanings.

**Discuss different ways that we use measurements every day.** Invite students to talk about objects they would like to know the length, or width, or height of. Encourage students to use the Essential and Additional Vocabulary words during the discussion.

 **Ask students to work in pairs to complete the Vocabulary Cards for the words in this lesson.**

## C Review and Practice

**Write each vocabulary word on a pink index card.** Write the definitions on the blue index cards. Give half the class pink cards and the other half blue cards. Have one student with a pink card stand up and say the word. The student with the matching definition on the blue card stands up and reads the correct definition. Have students read the word and its definition and create a sentence using the word. Mix the cards and repeat the activity.

**Distribute rulers with inch and centimeter markings.** Have students practice using the rulers to measure different classroom objects. Encourage students to use both units of measurement and to identify each one.

**Have students work individually to complete the Practice the Words activity.** Be sure to check students and assess their progress.

## D Assess and Intervene

Do students understand the Essential Vocabulary in Practice the Words on page 50? Use the rubric to identify students who need extra support through additional help and the Intervention activity.

### Intermediate

At least 4 words written in the correct blanks.

### Advanced

At least 5 words are written in correct blanks.

### INTERVENTION

10 minutes



If students are having difficulty understanding the vocabulary words, give them rulers that show both customary and metric units. Give physical response commands, such as: *Point to the customary units. Point to the metric units. Measure this piece of paper using metric units. Show me a unit of measurement that is nonstandard.* Have pairs of students give commands to each other.