

LESSON
3

Student's Name _____

Date _____

Use with page 51 in the student workbook.

Module 13: Linear Measurement

Use More Language

Can students choose appropriate customary or metric units to measure objects? Can students demonstrate size relationships among units, based on Practice the Language on page 51? Use the rubric to identify students who need extra support through additional help and the Intervention activity.

Intermediate

- Identifies at least 2 units correctly.
- Orders units within each system with no more than 2 errors.
- Explanation includes the appropriate unit, but the sentence may be incomplete, and the reason may be unclear.

Example of a sentence a student might write:
Yard because inch small and mile big.

Advanced

- Identifies all 3 units correctly.
- Orders units within each system with no more than 1 error.
- Explanation is a complete sentence and includes the appropriate unit and a logical reason for using that unit.

Example of a sentence a student might write:
I use meter because centimeter is too small and kilometer is too big.

Requires intervention?

If students are having difficulty making connections between inches and feet or between centimeters and meters, have them use the Vocabulary Cards to practice. Ask pairs of students to sort their cards into customary and metric units. Then have students sort the cards in each system in order from smallest to largest. Have one student say the name of an object that can be measured using these units of length. Help students choose the most appropriate unit in each system and explain their choice.

Comments: _____

