

Subject Area: Math
Grade: 5
Time Required: 45 min.

Reading Skill:

- literal comprehension: locating information

Title: Introduction to Measurement Vocabulary

Description: As an introduction to a new unit on measurement, students will work in cooperative pairs to categorize vocabulary words related to different types of measurement.

Essential Question:

- How do we categorize units of measurement?

Standard Addressed:

New Hampshire Curriculum Framework for Math, M: G&M: 5:7:

Measures and uses units of measures appropriately and consistently, and makes conversions within systems when solving problems across the content strands.

Objectives <i>At the end of the lesson, students will be able to . . .</i>	Assessments <i>I will know they can do this because they will . . .</i>
1) Demonstrate a basic understanding of the vocabulary words they will encounter in their measurement unit, including similarities and differences among words	Create and present word sorts in which they categorize the measurement vocabulary with a partner; Compare and contrast other pairs' word sorts during class discussion
2) Provide examples of something they would measure using at least two of the measurement units	Complete an exit ticket following these guidelines

Procedure: Before Reading

1) Chalk talk (7 min.): After entering class, students read the following statement on the board: "What do you use measurement for in your life outside of school?" Students take turns responding to it, with three to four students at the board at the same time. Going around the room, the teacher asks for students' quick observations and comments in regard to the responses on the board.

2) Prep for word sort (10 min.): With the class divided into cooperative pairs, the teacher previews the materials for the word sort (list of words, which students cut up as teacher reads them; chart paper, markers, and tape; and measurement unit and glossary in the textbook) and assigns group member roles (either recorder or presenter). S/he then explains and models the process for the word sort (described in Step 3).

Procedure: During Reading

3) Word sort (15 min.): In pairs, students work together to sort the vocabulary words. It is up to the pairs to decide how to group the units of measurement. They write the group categories on the chart using markers, and then tape the words in the right places. During this process, students refer to the textbook's measurement unit and/or glossary to help them decipher unfamiliar words.

Procedure: After Reading

4) Whole class compare & contrast (10 min.): One student from each pair briefly presents how his or her pair chose to categorize the units of measurement. As a class, pairs compare and contrast their own categories with those of other pairs, with teacher facilitating discussion.

5) Exit ticket (3 min.): Referring to student-created charts if necessary, students write down two units of measurement and an example for each of something that could be measured using that unit.

Materials

1. Chart paper & markers (one each per student pair)
2. Words for sort (enclosed, one per student pair)
3. Scissors (one per student pair)
4. Exit ticket slip for each student (or use student paper)
5. *Houghton Mifflin Math*, 5th grade edition, 2007 (or other textbook with a measurement unit)

Vocabulary for Measurement Word Sort

inch

pound

second

millimeter

yard

minute

cup

decimeter

gram

milliliter

quart

kilometer

ounce

liter

hour

foot

ton

milligram

centimeter

mile

kilogram

pint

meter

metric ton

deciliter

gallon