Lesson Plan

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Customary Conversions Activity

By: Jessica Shaffer
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Math
Grades 3–5

Introduction

Get up and get active! Students will move around the room and solve measurement conversion problems (varying in complexity) in a race against the clock! You can have students work individually on this assignment or in pairs. The problems all vary in complexity and are geared towards grade 4 and grade 5.

Learning Objectives

CCSS.MATH.CONTENT.5.MD.A.1

- WALT use conversions in solving multi-step, real world problems.
- WALT convert among different-sized standard measurement units within a given measurement system.

Materials Needed

- Customary Conversions Activity
- Customary Conversions Answer Key
- Customary Conversions Quick Reference Sheet
- Customary Conversions Anchor Chart
- Clipboard/Pencil
- Online Timer

Procedure

1. Review customary conversions with length, capacity, and weight. You should have an anchor chart in the room with the conversions, and a little chart for students to utilize during this activity. These both provide quick references. The reference sheet provided with this lesson has three copies per page. This can be printed out or shared digitally with students.
2. Explain the activity to the students. There are a couple of different ways you can run this activity in your classroom.

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- You can post each of the seven questions at various spots around the room and have students walk around in pairs to the questions bringing an answer sheet with them. If you need additional centers to make this work, you can put a couple of hands-on manipulative activities at places, such as a ruler with multiple objects to measure. This will give the activity an extension and challenge piece as well. You can have a timer set and give students a specific amount of time at each station OR set a timer for an overall amount of time to complete the activity (30 minutes is suggested). The second option works well if you have a class that is responsible and will move around appropriately and the first is best for students that need guidance on using time wisely. Additionally, if you choose the first option, you would want to draw the rotation to the stations on the board and monitor the students to ensure they are moving around correctly!
- You can make the questions into a packet for each student and have them choose a spot of their liking within the classroom or outside the classroom in the hallway to work on this assignment. This still gets students up and moving and gives the students a choice of their favorite places to work. A timer is still a good idea for this option, as students are still working to use time wisely. Additionally, working timers into assignments is good practice for standardized testing and pressures that students may feel.
- You can have students work individually on these questions in a spot of their choice. It is my experience that pairs work better, as it gives the activity more of an element of "fun" since students get to work with classmates. A timer is still a good idea for this option as well, for the same reasons mentioned above.

3. Ask if the students have any questions and begin the activity. A timer set for 30 minutes is a good option for this activity, as the majority of students (if not all) will be able to complete the activity during this time frame. The teacher (or teachers if there is more than one present) should walk around and help students as needed. The answer key provided with this lesson gives explanations with the answers and walks the teacher through the correct answers. This helps the teachers to give hints to struggling students.

4. If students finish this activity early, there are options for the students to work on while waiting:
   - Go onto an online website such as Freckle or Prodigy to continue to work on individual progress.
   - Have students go to this website to practice basic math facts. It has great options for timed assessments.
   - Go to this website for a game that students can practice customary conversions on.
   - Have an extension worksheet for students to work on printed out and ready to go. Students can work in pairs or individually on this extension.

5. When the time is up, have students sit near their partners and go over each of the problems from the activity with the class. Discuss parts that were easier and the ones that were tougher. When you have completed the review of the activity, you can have the students hand in their assignment, and you can count it as a classwork grade. If there is any class time left, the students can go back to the activities mentioned above until class is over.

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Evaluation

There is no rubric with this activity. You can use this as a classwork grade or grade it as a quiz grade. You can either score it according to a percentage or grade it on a scale, whichever suits your classroom best.