

Task-Based Activity: Measuring length and distance

Laubach Connection: Laubach Way to Reading (LWR) Book 4, Lesson 10

OALCF Link

Relevant Goal Paths

Apprenticeship, Employment, Independence, Postsecondary, Secondary School Credit

Rationale: Learners on all of the goal paths will need to read texts and make estimates using measures and labels for a variety of different reasons.

Task-Based Activity Description: The learner will read a text (short informational paragraphs) to locate and connect ideas (A1.1) and interpret a very simple document (chart) to locate specific details (A2.1). The learner will also measure and make simple comparisons (C3.1).

Competency, Task Group and Level Indicators

(See Assessment page for performance descriptors)

A: Find and Use Information

A1: Read continuous text

- **A1.2:** Read texts to locate and connect ideas and information

A2: Interpret documents

- **A2.1:** Interpret very simple documents to locate specific details

C: Understand and Use Numbers

C3: Use measures

- **C3.1:** Measure and make simple comparisons and calculations

Materials Required

- Pen or pencil and eraser
- Question sheets

Overview

Activity Introduction

More Stories, lesson ten, story 2 is about length and distance. This task uses the same story, which has been revised to use metric measurements. Learners will read the story and chart to answer questions.

New words

Determine any new words that you think are being introduced in the activity and review those words with the learner.

Instructions

1. Have the learner fill in their name and the date.
2. Have the learner complete the pre self-assessment.
3. Have the learner complete the task-based activity.
4. After completing the activity, have the learner complete the post self-assessment.
5. After the learner has completed the task-based activity, complete the assessment section and review the results with the learner.

Extension activities

- Have the learner estimate and then measure a variety of different objects at the learning centre.

Task-Based Activity: Measuring length and distance

Learner Name: _____ Date: _____

Pre self-assessment

I need to improve my skills at reading short texts and understanding measurement:
Yes

No

Activity

Measuring Length and Distance

In Canada we use the metric system. Sometimes you want to measure the length of something. Length is usually measured in millimetres, centimetres, decimeters and metres. For example, let's say you need a new blind for a window. You measure the window and find that it is 45 cm one way and 76 cm the other way. You tell the salesperson you need a blind that is 45 by 76 centimetres.

The length of boards is usually still measured using the imperial system. Many boards are 8 feet in length. Some are 12 or 16 feet in length. If boards are measured using the metric system they are measured using metres.

The length of some things is measured in metres. You may need to buy two or three metres of material to make a dress.

Distance is usually measured in metres, decametres or kilometres. The distance from one city to another is measured in kilometres. The distance run in a race may be measured in metres or kilometres. Centimetres and metres are used in sports contests like the high jump.

You'll find that you need to measure length and distance from time to time. The chart below tells you some of the conversions between different units of measurement.

10 millimetres = 1 centimetre
100 centimetres = 1 metre
10 decimetres = 1 metre
10 metres = 1 decametre
1,000 metres = 1 kilometre

Which metric unit of measure would you most likely use to measure the following items?

1. The height of a wall? _____
2. The length of a zipper? _____
3. The distance between two cities? _____
4. Your waist? _____
5. The length of a table? _____
6. The porch on a house? _____

Post self-assessment

I think my skills have improved as a result of completing this activity.

Yes

No

Learner comments:

Assessment

Task-Based Activity: Measuring length and distance

Learner Name: _____ Date: _____

Practitioner Name: _____

Performance Descriptors	Needs Work	Improving	Excellent
<p>A1.2: Read texts to locate and connect ideas and information</p> <ul style="list-style-type: none">• scans text to locate information• locates multiple pieces of information in simple texts• makes low-level inferences• makes connections between sentences and between paragraphs in a single text• follows the main events of descriptive, narrative and informational texts• obtains information from detailed reading• begins to identify sources and evaluate information <p>A2.1: Interpret very simple documents to locate specific details</p> <ul style="list-style-type: none">• scans to locate specific details• interprets brief text and common symbols• identifies how lists are organized (e.g. sequential, chronological, alphabetical)• requires support to identify sources and to evaluate and integrate information			

C3.1: Measure and make simple comparisons and calculations

- recognizes values in number and word format
- understands numerical order
- makes simple estimates
- chooses appropriate units (e.g. metres, inches) and non-standard units (e.g. paces, cupfuls, scoops)
- interprets and represents measures using symbols and abbreviations (e.g. inches as “, centimeters as cm, pounds as lbs, kilograms as kilos or kg)
- follows apparent steps to reach solutions

The learner needs to work on the following:

This task was successfully completed

This task needs to be tried again

Practitioner Comments:

Learner Comments: