

## Task-Based Activity: Determine your ring size

**Laubach Connection:** Laubach Way to Reading (LWR) Book 2, Lesson 1

### OALCF Link

#### Relevant Goal Paths

Employment, Independence

**Rationale:** Learners on the Employment and Independence Paths may need to use a measurement table for a variety of different reasons.

**Task-Based Activity Description:** The learner will interpret very simple documents (picture and chart) to locate specific details. The learner will use a tape measure to measure a ring finger and make simple comparisons and calculations.

#### Competency, Task Group and Level Indicators (See Assessment page for performance descriptors)

##### A: Find and Use Information

A2: Interpret documents

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

##### B: 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 with ring size table
- Small tape measure

## Overview

### Activity Introduction

This task uses a ring size picture and a table of ring sizes. You will also need a small tape measure (not provided). In Lesson 1 the sisters are in a shop. The big sister buys a ring for the little sister. Discuss with the learner if they have any rings and if they have ever had their fingers sized for rings.

### New words

Review the new words that are being introduced. Explain the meanings of the words to the learner. Not all new words are in the new word list. You may need to review additional words as the learner works through the activity.

### Instructions

Have the learner fill in their name and the date. Have the learner complete the pre self-assessment. You will need a small tape measure for this activity. If you don't have one, you can use a small strip of paper or a piece of string and a ruler. Review the activity overview with the learner. Have them measure their ring finger and using the information provided determine the correct size. After the learner has completed the task-based activity complete the assessment section and review the results with the learner.

### Extension activities

- Have the learners practice measuring each other's fingers.
- Measure a variety of small objects in the room and record the measurements.

## Task-Based Activity: Determine your ring size

Learner Name: \_\_\_\_\_ Date: \_\_\_\_\_

### Pre self-assessment

I need to improve my skills at reading charts and measuring:

Yes

No

### New Words

circumference

different

size

diameter

measurement

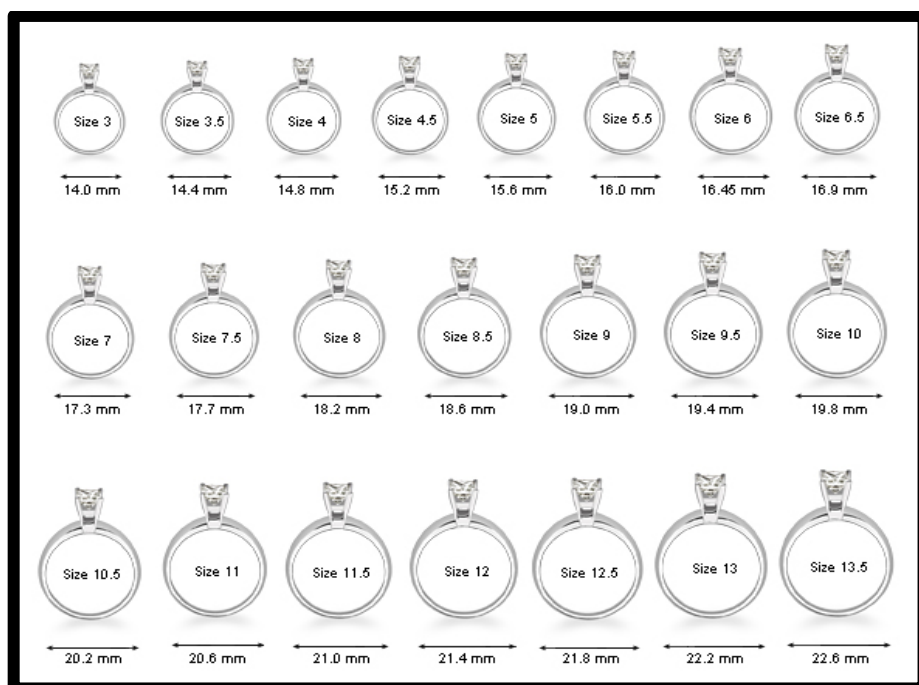
### Overview

Rings come in many different sizes. In the picture below ring sizes and inside diameters are shown. The chart below the picture shows you the inside diameter, inside circumference, and ring size. The picture and the table use the measurement “mm”.

- mm is the short form for millimeter
- diameter is a straight line passing from side to side through the center of a body or figure, such as circle or sphere
- circumference is the distance around something

Using a tape measure, measure the circumference of your ring finger. Use the measurement to determine what size your finger is. If you don't have a tape measure use a thin piece of paper or a piece of string to “measure” the circumference of your finger. Then place it along a ruler to determine the measurement. Record your ring finger size below.

My ring finger is size \_\_\_\_\_



Inside Diameter (mm)	Inside Circumference (mm)	Ring Size
14	44.4	3
14.4	45.9	3.5
14.8	46.9	4
15.2	48.2	4.5
15.6	49.4	5
16	50.7	5.5
16.4	51.9	6
16.9	53.2	6.5
17.3	54.4	7
17.7	55.7	7.5
18.2	56.9	8
18.6	58.2	8.5
19	59.5	9
19.4	60.8	9.5
19.8	62.1	10
20.2	63.3	10.5
20.6	64.6	11
21	65.9	11.5
21.4	67.2	12
21.8	68.4	12.5
22.2	69.7	13
22.6	70.9	13.5

### **Post self-assessment**

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

Yes

No

Learner comments:

## Assessment

### Task-Based Activity: Determine your ring size

Learner Name: \_\_\_\_\_ Date: \_\_\_\_\_

Practitioner Name: \_\_\_\_\_

Performance Descriptors	Needs Work	Improving	Excellent
<p>A2:</p> <ul style="list-style-type: none"><li>• scans to locate specific details</li><li>• interprets brief text and common symbols</li><li>• identifies how lists are organized (e.g. sequential, chronological, alphabetical)</li><li>• requires support to identify sources and to evaluate and integrate information</li></ul> <p>C3:</p> <ul style="list-style-type: none"><li>• recognizes values in number and word format</li><li>• measures distance, length, width, height, weight, liquid volume, angles and temperature</li><li>• uses common measuring tools, such as rulers, scales and thermometers</li><li>• chooses appropriate units (e.g. metres, inches)</li><li>• identifies and performs required operation</li></ul>			

<ul style="list-style-type: none"> <li>• interprets and represents measures using whole numbers, decimals and simple, common fractions (e.g. <math>\frac{1}{2}</math>, <math>\frac{1}{4}</math>)</li> <li>• interprets and represents measures using symbols and abbreviations (e.g. inches as “, centimeters as cm, pounds as lbs, kilograms as kilos or kg)</li> <li>• follows apparent steps to reach solutions</li> </ul>			
<b>The learner needs to work on the following:</b>			
<b>This task was successfully completed</b>		<b>This task needs to be tried again</b>	
<b>Practitioner Comments:</b>			
<b>Learner Comments:</b>			