

NCTM Process Standards Rubric

Measurement – Drill Sheets

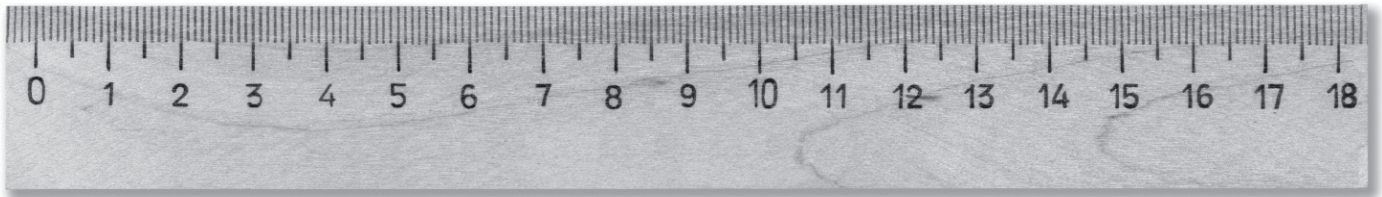
Drills	Expectations					
	Instructional programs from pre-kindergarten through grade 12 should enable all students to:	GOAL 1: Problem Solving	GOAL 2: Reasoning & Proof	GOAL 3: Communication	GOAL 4: Connections	GOAL 5: Representation
Warm-up 1	<ul style="list-style-type: none"> build new mathematical knowledge through problem solving; solve problems that arise in mathematics and in other contexts; apply and adapt a variety of appropriate strategies to solve problems; monitor and reflect on the process of mathematical problem solving. recognize reasoning and proof as fundamental aspects of mathematics; make and investigate mathematical conjectures; develop and evaluate mathematical arguments and proofs; select and use various types of reasoning and methods of proof. organize and consolidate their mathematical thinking through communication; communicate their mathematical thinking coherently and clearly to peers, teachers, and others; analyze and evaluate the mathematical thinking and strategies of others; use the language of mathematics to express mathematical ideas precisely. recognize and use connections among mathematical ideas; understand how mathematical ideas interconnect and build on one another to produce a coherent whole; recognize and apply mathematics in contexts outside of mathematics. create and use representations to organize, record, and communicate mathematical ideas; select, apply, and translate among mathematical representations to solve problems; use representations to model and interpret physical, social, and mathematical phenomena. 	✓	✓	✓	✓	✓
Timed Drill 1		✓	✓	✓	✓	✓
Timed Drill 2		✓	✓	✓	✓	✓
Warm-up 2		✓	✓	✓	✓	✓
Timed Drill 3		✓	✓	✓	✓	✓
Timed Drill 4		✓	✓	✓	✓	✓
Warm-up 3		✓	✓	✓	✓	✓
Timed Drill 5		✓	✓	✓	✓	✓
Timed Drill 6		✓	✓	✓	✓	✓
Warm-up 4		✓	✓	✓	✓	✓
Timed Drill 7		✓	✓	✓	✓	✓
Timed Drill 8		✓	✓	✓	✓	✓
Warm-up 5		✓	✓	✓	✓	✓
Timed Drill 9		✓	✓	✓	✓	✓
Warm-up 6		✓	✓	✓	✓	✓
Timed Drill 10		✓	✓	✓	✓	✓
Timed Drill 11		✓	✓	✓	✓	✓
Review A		✓	✓	✓	✓	✓
Review B		✓	✓	✓	✓	✓
Review C		✓	✓	✓	✓	✓

SAMPLE

NAME: _____



7a) Using a ruler, measure the length of each box below in inches (cm). Write the measurement on the line.



1)  _____ inches or centimeters

2)  _____ inches or centimeters

3)  _____ inches or centimeters

4)  _____ inches or centimeters

5)  _____ inches or centimeters

SAMPLE

b) Using the same ruler, draw the lines below that equal the length given.

1) 1 inch (2.5 cm)

2) 3.5 inches (9 cm)

3) 4 inches (10 cm)

4) 5 inches (13 cm)

5) 6.5 inches (16.5 cm)



Review C

a) Find the correct unit conversion amount for the following lengths. Use the formula to help you.

$1 \text{ foot} = 12 \text{ inches}$

$1 \text{ cm} = 10 \text{ mm}$

$1 \text{ m} = 100 \text{ cm}$

1) 2 feet = _____ inches

2) 6 inches = _____ foot

3) 5 cm = _____ mm

4) 14 m = _____ cm

5) 700 cm = _____ m

6) 2 inches = _____ feet

b) Find the correct unit conversion amount for the following weights. Use the formula to help you.

$1 \text{ g} = 1000 \text{ mg}$

$1 \text{ pound} = 16 \text{ oz.}$

$1 \text{ kg} = 1000 \text{ g}$

1) 5 g = _____ mg

2) 3 pounds = _____ oz.

3) 32 oz. = _____ pounds

4) 6,000 g = _____ kg

c) Find the correct unit conversion amount for the following volumes. Use the formula to help you.

$1 \text{ gallon} = 4 \text{ quarts}$

$1 \text{ L} = 1000 \text{ mL}$

$1 \text{ pint} = 2 \text{ cups}$

1) 2 gallons = _____ quarts

2) 5 L = _____ mL

3) 4000 mL = _____ L

4) 3 pints = _____ cups

Making Change



Imagine you are working in a large restaurant. A person gives you a \$1.00 bill. They ask for change back. Work with a partner or in a small group. List ten possible ways you can make \$1.00 using change.

Ways	Coins Used
1	
2	
3	
4	
5	
6	
7	
8	
9	
10	

SAMPLE