

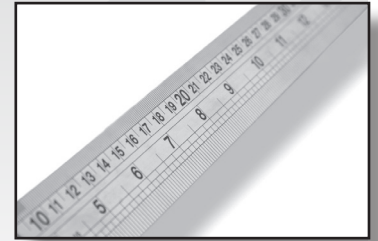
# NCTM Process Standards Rubric

## Measurement – Drill Sheets

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



**14a) Match the measurement on the left to the measurement that it equals to on the right by drawing a line to connect them.**



**Measurements**

**Ex:**

**1 foot**

90 millimeters

**A**

1)

3 liters

1 pint

**B**

2)

2 cups

2 feet

**C**

3)

9 centimeters

100 centimeters

**D**

4)

16 ounces

6 yards

**E**

5)

1 meter

5,000 milligrams

**F**

6)

24 inches

3 grams

**G**

7)

1 gallon

1 pound

**H**

8)

5,000 milliliters

4,000 pounds

**I**

9)

2 tons

5 quarts

**J**

10)

3000 mg

3,000 milliliters

**K**

11)

5 grams

**12 inches**

**Ex:**

12)

18 feet

4 liters

**L**

**SAMPLE**

NAME: \_\_\_\_\_



# Review B

**a) Imagine you work at a store. You need to measure the length of some objects to put on a shelf. Circle the units that are used to measure length.**

inches	quarts	pounds	liters	feet
cm	mm	gallons	tons	grams
ounces	meters	cups	mg	mL

**b) In the store, you help sort drinks. Circle the units that are used to measure volume.**

inches	quarts	pounds	liters	feet
cm	mm	gallons	tons	grams
ounces	meters	cups	mg	mL

**c) You also have to measure the weight of items. Circle the units that are used to measure weight.**

inches	quarts	pounds	liters	feet
cm	mm	gallons	tons	grams
ounces	meters	cups	mg	mL

# Time



Work with a partner. Select one of the activities below. Using your classroom clock, time your partner doing the activity. Tell how long it takes each person to complete it. Redo the same activity each day for a week. Compare the times per day for each person.

- Tie your shoe
- Walk around your classroom in a steady pace
- Read one page from the same book

## Day One

Name \_\_\_\_\_

Time \_\_\_\_\_

## Day Two

Name \_\_\_\_\_

Time \_\_\_\_\_

## Day Three

Name \_\_\_\_\_

Time \_\_\_\_\_

## Day Four

Name \_\_\_\_\_

Time \_\_\_\_\_

## Day Five

Name \_\_\_\_\_

Time \_\_\_\_\_

SAMPLE