



Conversion Cards

A. Objectives:

Students will create a set of conversion flash cards.

Students will use their cards to help them solve conversion problems. .

B. State Competencies:

Standard 4: Measurement- The student will use measurements to solve problems in a variety of contexts.

5. Convert basic measurements.

C. Lesson Resources:

The Idea for this lesson came from Wacky Word Problems: Games and Activities That Make Math Easy and Fun by Lynette Long ISBN: 0-471-21061-7.

D. Materials:

Pencils

Index cards

Paper

E. Instruction:

a. Introduction:

The teacher will discuss with the class the use of the English units of measure. We will also discuss why we need standard units of measure.

b. Instructional Process:

- 1.) You will tell the students that they are going to make some cards that will help them work those problems they “love” that require measurement conversions.
- 2.) Give twelve index cards to every student
- 3.) One by one write an index card with the students. You can ask them for guesses on what the conversions would be. For example: How many feet do you think are in a yard?
- 4.) The teacher will monitor by walking around the classroom to make sure all the students are on task and are completing their cards as instructed.
- 5.) After they have completed their cards, ask them a few conversion questions. For example: How many gallons would 8 quarts make? Etc.

- c. Closure:
The closure to the lesson will be done with a review of what the different conversions cards had on them as well as what they will be using their cards for.

- F. **Assessment:** The teacher will assess the students informally by walking around the room to ensure the students are completing the cards correctly. The cards will also be checked for completion. The use of the cards will be informally assessed by the asking of the oral questions at the end of the lesson.

- G. **Modifications/Accommodations**
Slow Learners and Autistic Students: I will write the words on the board and sit the child close to the projector to ensure the student is progressing adequately. I suspect that by doing this, the student will not get frustrated and complete the task smoothly.

- H. **Reflection:** I have not taught this lesson.

Conversion Cards Set-up

<i>FRONT</i>	<i>BACK</i>
<u>12 inches</u> 1 foot	<u>1 foot</u> 12 inches
<u>3 feet</u> 1 yard	<u>1 yard</u> 3 feet
<u>5,280 feet</u> 1 mile	<u>1 mile</u> 5,280 feet
<u>16 ounces</u> 1 pound	<u>1 pound</u> 16 ounces
<u>2,000 pounds</u> 1 ton	<u>1 ton</u> 2,000 pounds
<u>1 tablespoon</u> 3 teaspoons	<u>3 teaspoons</u> 1 tablespoon
<u>2 cups</u> 1 pint	<u>1 pint</u> 2 cups
<u>2 pints</u> 1 quart	<u>1 quart</u> 2 pints
<u>4 quarts</u> 1 gallon	<u>1 gallon</u> 4 quarts
<u>60 seconds</u> 1 minute	<u>1 minute</u> 60 seconds
<u>60 minutes</u> 1 hour	<u>1 hour</u> 60 minutes
<u>24 hours</u> 1 day	<u>1 day</u> 24 hours