



MATH ON-THE-GO : MEASUREMENT



$$\text{Area} = \text{length} \times \text{width}$$

Measurement is not always calculated with a ruler, scale, speedometer, or measuring cup. We measure by comparing one item to another all the time. An object might be as long as a paper clip, as heavy as soda can, or as wide as a car.

Students will be asked to *compare* one object to another and to *estimate* the correct measurement. A great strategy to reinforce this concept at home is finding household items for the student to compare and estimate length, height, or weight.

3rd - 5th grade tests will include questions with formula boxes, similar to the one in the next column.

Students should ALWAYS look for the formula box and apply it!

6th -10th grade tests will ask students to interpret illustrations, graphs, and charts to solve measurement problems. They also must be able to apply formulas for measuring distance, capacity, and weight and will need to use the "Reference Sheet" supplied with the test. Students should practice using the reference sheet to answer measurement questions.

SCHOOL / HOME CONNECTION: AUTHOR'S PURPOSE



The reading portion of the FCAT includes questions that ask why the author wrote the text, article, or story. When looking for the answer to this type of question, the student must remember that the author's purpose may be stated or implied and will have a purpose that may include, to inform, to tell a story, or to convey a mood. Frequently, teachers refer to these key ideas related to author's purpose as **P.I.E.S. (PERSUADE, INFORM, ENTERTAIN, and SHARE an experience).**

A tricky question about author's purpose is, "Would the author agree with this statement, _____?" The student must be able to understand why the author wrote the article to be able to answer whether the author would agree with the statement.

Students must also be able to tell which answer choices are unrelated to the question.

Quote of the Week: Students are born with a powerful desire to learn. Everything we do as parents and teachers must ensure that this powerful desire is kept alive.

For example, if the article discusses why the sky is blue, an incorrect author's purpose answer choice may be that the author wrote the article to tell the reader about her favorite color, blue. This type of incorrect answer choice is given as a possible answer to distract students from the correct answer.

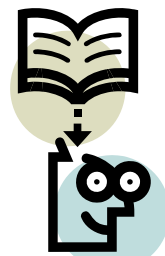
Another question to use at home when you are reading to your student is, "What does the author mean when he/she writes _____?". This question requires students to be able to rephrase the information from the text into their own words and support the answer with details and information from the text. Asking "why" questions as you go will reinforce this reading skill. Use the questions on the back to work with your child on questions concerning the author's purpose.

QUICK CHECK:

FLORIDA
WRITES FOR
4TH, 8TH, & 10TH
GRADE ...

FEB. 10TH-12TH

- The planning process (*webbing, brainstorming, etc.*) should take no more than **10 minutes...** then, start writing!
- At the **10 minute warning** to END the essay, finish the sentence and write the ENDING or conclusion!
- Pay careful attention to the writing prompt and be sure to STAY ON TOPIC!
- Remember to write within the lines of the FCAT booklet!
- Remember, beginning, middle, and end!



QUESTION TASK CARD

Measurement

Design a question that requires students to compare, contrast, and convert systems of measurement (both standard/nonstandard and metric/customary).

- What are the ways _____?
- Which would be the most appropriate unit of measurement for _____ (purpose)? Explain.
- Which unit of measurement would you use, standard or nonstandard? Explain.
- How did you determine the area of _____?
- Which is heavier _____ or _____?
- This object is as heavy as (a) _____. Or This object is *about* as heavy as _____.

Students should support answers with relevant details, facts, statistics or other information from the problem.

QUESTION TASK CARD

Author's Purpose

Strategy: PIES – Persuade, Inform, Entertain, Share an experience

Design a question that requires the student to identify the author's purpose and support it by returning to the text for details and information.

- What does the author mean when he/she writes _____?
- Why did the author write the article?
- What is the author's purpose in writing this article?
- With which statement would the author most likely agree?
- Why did the author begin the story/article with _____?
- Why did the author include the description of _____ in the article/story?