

**4 Match the words (1-6) with the definitions (A-F).**

- 1 \_\_\_ hot      3 \_\_\_ height      5 \_\_\_ gather  
2 \_\_\_ cold      4 \_\_\_ ruler      6 \_\_\_ order

- A to collect things or bring things together  
B describes something with a high temperature  
C the measurement of how tall something is  
D describes something with a low temperature  
E to arrange things according to some pattern or rule  
F a strip of material that is marked at regular intervals

**5 Listen and read the textbook excerpt again. How can students use string as a tool to help them take measurements?**

**Listening**

**6 Listen to a conversation between two teachers. Mark the following statements as true (T) or false (F).**

- What is the conversation mostly about?
  - A an upcoming math unit
  - B ways to help struggling students
  - C the lesson they taught yesterday
  - D how students are currently progressing
- What did the activity mainly focus on?
  - A teaching students how to use measuring instruments
  - B teaching students how to compare different objects
  - C teaching students how to collect data about objects
  - D teaching students about the attributes of objects

**7 Listen again and complete the conversation.**

**Teacher 1:** How's the unit on measurement going?  
**Teacher 2:** It's going great! We did a really fun activity 1 \_\_\_\_\_.  
**Teacher 1:** Oh? What did you do?  
**Teacher 2:** We went outside together as a class and 2 \_\_\_\_\_ natural objects.  
**Teacher 1:** What kind of 3 \_\_\_\_\_? Things like twigs and rocks?  
**Teacher 2:** Yes, that's right.  
**Teacher 1:** Sounds interesting. How did you use those items to teach the 4 \_\_\_\_\_?  
**Teacher 2:** We did several things. First I had students practice 5 \_\_\_\_\_ the objects they found by size.  
**Teacher 1:** What a great idea! What else did you do?  
**Teacher 2:** I also had students practice measuring objects using a 6 \_\_\_\_\_.

**Speaking**

**8 With a partner, act out the roles below based on Task 7. Then, switch roles.**

**USE LANGUAGE SUCH AS:**

*What did you do ...? / Great idea!  
So students got practice ...*

**Student A:** You are a teacher. Talk to Student B about:

- a unit on data and measurement
- the activities you have done with your class
- how the activities connect to a math standard

**Student B:** You are an assistant. Talk to Student A about activities to help teach data and measurement.

**Writing**

**9 Use the textbook excerpt and conversation from Task 8 to describe an activity that addresses the math standard for data and measurement. Include: an overview of the activity, the procedures, and the goals.**