

Excerpt from page 456 - Van de Walle, J. A., Karp, K. S., & Bay-Williams, J. M. (2013). Elementary and middle school mathematics: teaching developmentally. 10th ed. Boston: Pearson.

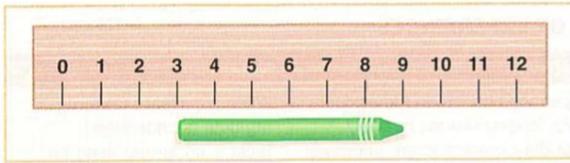


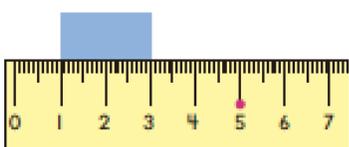
FIGURE 19.2 “How long is this crayon?”

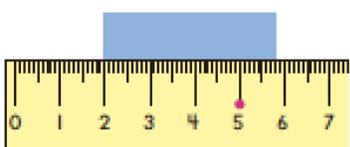
Using Measuring Instruments. In the 2003 NAEP exam (Blume, Galindo, & Walcott, 2007), only 20 percent of fourth graders could give the correct measure of an object not aligned with the end of a ruler, as in Figure 19.2. At the eighth grade, only 56 percent answered the same situation accurately (Kloosterman, Rutledge, & Kenney, 2009a). These results point to the difference between using a measuring device and understanding how it works. Students on

the same exam also experienced difficulty when the increments on a measuring device were not one unit.

Excerpt from page 19 - Primary Math International, Grade 2 Lesson Book with Answers. Chicago: Japan Math Corporation.

9 How many centimeters and millimeters are there?

1 
2 cm

2 
3 cm 8 mm

10 What is the height and width of this lesson book?

Height 27 cm 9 mm Width 21 cm 6 mm

Unit 2 19