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| **NC.5.MD.1**  **Long Jumps** | |
| **Domain** | **Measurement and Data** |
| **Cluster** | **Convert like measurement units within a given measurement system.** |
| **Standard(s)** | **NC.5.MD.1** Given a conversion chart, use multiplicative reasoning to solve one-step conversion problems within a given measurement system. |
| **Materials** | Task handout, Calculators (optional) |
| **Task** | **Long Jumps**  The table below shows the longest jump from 4 fifth graders in the field day competition.   |  |  | | --- | --- | | **Person** | **Jump** | | Cindy | 2 yards, 1 foot, 3 inches | | Tyrette | 7 feet, 2 inches | | Nina | 2 yards, 1 foot, 1 inch | | Monique | 7 feet, 4 inches |   **1 foot = 12 inches**  **1 yard = 3 feet**  Based on the data above:   1. Order the students from the longest to the smallest jump. Write a sentence explaining how you know that you are correct. 2. What was the difference between the longest and the shortest jump? 3. Drew jumped farther than all four students above, but he jumped shorter than 7 feet, 7 inches. How far could Drew have jumped? Write a sentence explaining how you know that you are correct. |

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| **Rubric** | | |
| **Level I**  **Not Yet** | 1. **Level II** 2. **Progressing** | **Level III**  **Meets Expectations** |
| * Students have limited understanding of the concept. | * Students provide correct answers but have an unclear or inaccurate explanation. OR * Students have one or two incorrect answers. | * Student provides correct answers:   1) Monique: 88 inches; Cindy: 7 feet, 3 inches OR 87 inches; Tyrette: 86 inches; Nina: 7 feet, 1 inch OR 85 inches.  2) Monique was the longest and Nina was the shortest. 88-85 = 3 inches.  3) Drew jumped further than 88 inches but shorter than 91 inches. Drew could have jumped either 89 or 90 inches.   * Explanations are clear and accurate. |

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| **Standards for Mathematical Practice** |
| **1. Makes sense and perseveres in solving problems.** |
| **2. Reasons abstractly and quantitatively.** |
| **3. Constructs viable arguments and critiques the reasoning of others.** |
| 4. Models with mathematics. |
| 5. Uses appropriate tools strategically. |
| 6**. Attends to precision.** |
| 7. Looks for and makes use of structure. |
| 8. Looks for and expresses regularity in repeated reasoning. |

**Long Jumps**

The table below shows the longest jump from 4 fifth graders in the field day competition.

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| **Person** | **Jump** |
| Cindy | 2 yards, 1 foot 3 inches |
| Tyrette | 7 feet, 2 inches |
| Nina | 2 yards, 1 foot, 1 inch |
| Monique | 7 feet, 4 inches |

**1 foot = 12 inches**

**1 yard = 3 feet**

Based on the data above:

1. Order the students from the longest to the smallest jump. Write a sentence explaining how you know that you are correct.
2. What was the difference between the longest and the shortest jump?
3. Drew jumped farther than all four students above, but he jumped shorter than 7 feet, 7 inches. How far could Drew have jumped? Write a sentence explaining how you know that you are correct.