

Teacher Candidate's Name: Ornella Lays
 Supervisor's Name: Shirley Johnson
 Course and Section Number: 777

Student Teaching/Practicum Observation Rubric

School Site: PS 183
 Observation #: VIDEO # 2
 Date: WEEK ON 12/11/13

Grade Level: K-1C7

Instructions: Use the rubric as a guide for evaluating teacher candidates (student teachers and practicum students) during their observed lesson. There are seven categories to evaluate. The rubric provides general descriptions of the performance levels for each category. The ratings are based on a scale of 1 to 4 (1, Not Acceptable, 2, Developing, 3, Proficient, and 4, Exemplary). Check which boxes (5 best reflect candidate performance for each area. In determining the overall average for each category, partial credit may be awarded (e.g., 3.5 would indicate performance between proficient and exemplary). To calculate the final score for the 5 weighted categories, add the points from each category and divide by 5. In addition, attach a narrative with a brief description of the lesson, a summary of candidate's strengths, and suggestions for improvements (in particular for areas that were not acceptable or developing).

Category	Not Acceptable (1.0 to 1.9 points) (Below C)	Developing (2.0 to 2.9 points) (C, C+, B-)	Proficient (3.0 to 3.7 points) (B, B+, A-)	Exemplary (3.8 to 4.0 points) (A, A+)	Comments
1. Knowledge of Learners	<input type="checkbox"/> 1a.1) Does not use language appropriate to developmental and skill level <input type="checkbox"/> 1b.1) Does not present content appropriate to developmental and skill level <input type="checkbox"/> 1c.1) Does not challenge students to think and/or develop skills at a more advanced level <input type="checkbox"/> 1d.1) Makes little or no adjustments for individual student differences	<input type="checkbox"/> 1a.2) Uses language somewhat appropriate to developmental and skill level <input type="checkbox"/> 1b.2) Presents content somewhat appropriate to developmental and skill level <input type="checkbox"/> 1c.2) Minimally challenges students to think and/or develop skills at a more advanced level <input type="checkbox"/> 1d.2) Makes minimal adjustments for individual student differences	<input type="checkbox"/> 1a.3) Uses language appropriate to developmental and skill level <input type="checkbox"/> 1b.3) Presents content appropriate to developmental and skill level <input type="checkbox"/> 1c.3) Challenges some to most students to think and/or develop skills at a more advanced level <input type="checkbox"/> 1d.3) Uses differentiated instruction to provide for some to most individual student differences	<input type="checkbox"/> 1a.4) Uses language appropriate to developmental and skill level and introduces more advanced language <input type="checkbox"/> 1b.4) Presents content appropriate to developmental and skill level and references more advanced content <input type="checkbox"/> 1c.4) Challenges most to all students to think and/or develop skills at a more advanced level <input type="checkbox"/> 1d.4) Uses differentiated instruction to provide for most to all individual student differences, including different developmental levels, ELL, and student with disabilities	<p>3.75</p> <p>Comments: Generally this review with the students and know how to appropriately modify and lesson plans on Sunday nights.</p>
2. Knowledge and Use of Subject Matter	<input type="checkbox"/> 2a.1) Information about subject matter is not accurate and does not include related background or contextual info <input type="checkbox"/> 2b.1) Delivers lesson that does not include key concepts, themes, and skills related to subject area and that does not build on students' prior knowledge <input type="checkbox"/> 2c.1) Does not make subject matter meaningful to students <input type="checkbox"/> 2d.1) Does not use appropriate subject-specific pedagogy	<input type="checkbox"/> 2a.2) Information about subject matter is somewhat clear and includes some related background or contextual info <input type="checkbox"/> 2b.2) Delivers lesson that includes few key concepts, themes, skills related to subject area, somewhat builds on students' prior knowledge <input type="checkbox"/> 2c.2) Subject matter appears to be somewhat meaningful to students <input type="checkbox"/> 2d.2) Uses somewhat appropriate subject-specific pedagogy	<input type="checkbox"/> 2a.3) Provides accurate information about subject matter, including appropriate background or contextual information <input type="checkbox"/> 2b.3) Delivers lesson that includes key concepts, themes, and skills that are related to subject area, are worth teaching, and effectively build on students' prior knowledge <input type="checkbox"/> 2c.3) Subject matter appears to be meaningful to students <input type="checkbox"/> 2d.3) Uses appropriate subject-specific pedagogy	<input type="checkbox"/> 2a.4) Provides accurate information about subject matter, including significant background or contextual information <input type="checkbox"/> 2b.4) Delivers lesson that includes key concepts, themes, and skills that are related to subject area, worth teaching, and substantially build on students' prior knowledge <input type="checkbox"/> 2c.4) Subject matter appears to be exceptionally meaningful to students <input type="checkbox"/> 2d.4) Uses a range of appropriate subject-specific pedagogy	<p>4</p> <p>Comments: Subject matter was very appropriate and developing appropriate</p>

Category	Category Average (1 to 4)	Not Acceptable (1.0 to 1.8 points) (Below C)	Developing (2.0 to 2.9 points) (C, C+, B-)	Proficient (3.0 to 3.7 points) (B, B+, A-)	Exemplary (3.8 to 4.0 points) (A, A+)	Comments	
1. Skill in Planning	4	<input type="checkbox"/> 3a.1) It is not evident that a lesson plan was prepared. <input type="checkbox"/> 3b.1) Objectives are unclear. <input type="checkbox"/> 3c.1) Elements of instructional routine are missing. <input type="checkbox"/> 3d.1) Little or no use of supplemental activities.	<input type="checkbox"/> 3a.2) It is evident that a lesson plan was created, but some required elements of designated lesson plan format are not delivered in the classroom or are poorly organized. <input type="checkbox"/> 3b.2) Objectives are somewhat clear. <input type="checkbox"/> 3c.2) Elements of instructional routine are included, but poorly organized in the delivery. <input type="checkbox"/> 3d.2) Poor organization of activities.	<input type="checkbox"/> 3a.3) It is evident that a lesson plan was created, and the required elements of designated lesson plan format are delivered in the classroom in an organized way. <input type="checkbox"/> 3b.3) Most objectives are clearly stated in behavioral terms and make connections to prior activity or lesson. <input type="checkbox"/> 3c.3) Establishes an instructional routine. <input type="checkbox"/> 3d.3) Sequences activities in a logical, developmental manner.	<input type="checkbox"/> 3a.4) It is evident that a lesson plan was created, and the required elements of designated lesson plan format are delivered in the classroom in a sophisticated way. <input type="checkbox"/> 3b.4) All objectives are clearly stated in behavioral terms and make connections to prior activity or lesson. <input type="checkbox"/> 3c.4) Establishes instructional routine and adapts to unexpected circumstances. <input type="checkbox"/> 3d.4) Sequences activities in a logical, developmental manner, explicitly making connections to prior knowledge and previewing upcoming content.	<input type="checkbox"/> 3a.1) Little or no use of supplemental instructional resources. <input type="checkbox"/> 3a.2) Poor selection of instructional resources, materials, and technologies. <input type="checkbox"/> 3a.3) Selects appropriate instructional resources, materials, and technologies. <input type="checkbox"/> 3a.4) Selects instructional resources, materials, and technologies that supplement lesson and show exceptional creativity.	<p>Directly aligned the lesson to objectives were meaningful to the students - classroom objects - which included a variety of different reading tools were used</p>

Category	Category Average (1 to 4)	Not Acceptable (1.0 to 1.9 point) (Below C)	Developing (2.0 to 2.9 points) (C, C+, B-)	Proficient (3.0 to 3.7 points) (B, B+, A-)	Exemplary (3.8 to 4.0 points) (A, A+)	Comments
4. Skill in Teaching	3.9	<input type="checkbox"/> 4a.1) Does not use motivational techniques	<input type="checkbox"/> 4a.2) Uses some motivational techniques with limited success	<input type="checkbox"/> 4a.3) Effectively uses motivational techniques that create a classroom where most learners are motivated	<input checked="" type="checkbox"/> 4a.4) Shows significant expertise by using a range of motivational techniques that create a classroom of highly motivated learners	Provide ways that to incorporate more exciting core skills into her lesson such as staying on topic and fun motor/verbosities. Caronela had great energy and delivered lesson with clarity and enthusiasm
		<input type="checkbox"/> 4b.1) Does not engage learners	<input type="checkbox"/> 4b.2) Engages some learners	<input type="checkbox"/> 4b.3) Effectively uses a variety of ways to engage most learners	<input checked="" type="checkbox"/> 4b.4) Shows sophisticated use of multiple strategies to highly engage most learners	
		<input type="checkbox"/> 4c.1) Does not bring lesson to closure	<input type="checkbox"/> 4c.2) Poor use of lesson time	<input type="checkbox"/> 4c.3) Effectively paces lesson to accomplish objectives, including a conclusion at end of lesson	<input checked="" type="checkbox"/> 4c.4) Sophisticated use of pacing and lesson time to accomplish objectives, and lesson with a conclusion, and seamlessly transition between instruction and activities	
		<input type="checkbox"/> 4d.1) Does not vary instructional approaches, when appropriate	<input type="checkbox"/> 4d.2) Somewhat successful at varying instructional approaches, when appropriate	<input type="checkbox"/> 4d.3) Effectively uses more than one instructional approach, as appropriate	<input checked="" type="checkbox"/> 4d.4) Shows sophisticated use of varied instructional approaches, as appropriate	
		<input type="checkbox"/> 4e.1) Does not communicate clearly	<input type="checkbox"/> 4e.2) Communicates clearly some of the time	<input type="checkbox"/> 4e.3) Communicates clearly using verbal and nonverbal messages	<input checked="" type="checkbox"/> 4e.4) Communicates clearly and dynamically using verbal and nonverbal messages	
		<input type="checkbox"/> 4f.1) Little or no use of questioning strategies to promote critical thinking	<input type="checkbox"/> 4f.2) Somewhat successful at using questioning strategies to elicit student responses at the literal, analytical, and critical thinking levels	<input type="checkbox"/> 4f.3) Adequately uses questioning strategies to elicit student responses at the literal, analytical, and critical thinking levels	<input checked="" type="checkbox"/> 4f.4) Uses sophisticated questioning strategies to elicit student responses at the literal, analytical, and critical thinking levels and encourages students to express different points of view	
		<input type="checkbox"/> 4g.1) Little or no adjustment to unplanned circumstances	<input type="checkbox"/> 4g.2) Adjusts poorly to unplanned circumstances	<input checked="" type="checkbox"/> 4g.3) Adjusts to unplanned circumstances with some interruption to lesson	<input type="checkbox"/> 4g.4) Adjusts to unplanned circumstances seamlessly, with only mild disruption to the lesson	

Category	Category Average (1 to 4)	Not Acceptable (1.0 to 1.9 point) (Below C)	Developing (2.0 to 2.9 points) (C, C+, B-)	Proficient (3.0 to 3.7 points) (B, B+, A-)	Exemplary (3.8 to 4.0 points) (A, A+)	Comments
5. Skill in Developing Caring Learning Environments and Showing Respect for Students	3.9	<input type="checkbox"/> 5a.1) Teacher and students appear uncomfortable	<input type="checkbox"/> 5a.2) Shows rapport with some students	<input type="checkbox"/> 5a.3) Shows adequate rapport with most students	<input checked="" type="checkbox"/> 5a.4) Shows exceptional rapport, which is relaxed and focused on learning rather than discipline, with most to all students	Gretta COMMUNICATED THE BE EFFICIENT FROM WORKING IN AS WELL AS IN FRONT OF THE WHOLE GROUP SHE USES ORAL TO PROMPTING GIVE STUDENTS AND MORE SURE MAY UNDERSTOOD SHEGET MAY
		<input type="checkbox"/> 5b.1) Does not use a variety of classroom management techniques	<input type="checkbox"/> 5b.2) Uses a limited range of classroom management techniques	<input type="checkbox"/> 5b.3) Adequately uses a variety of classroom management techniques	<input checked="" type="checkbox"/> 5b.4) Sophisticated use of a variety of classroom management techniques that contribute to a seamless lesson delivery	
		<input type="checkbox"/> 5c.1) Does not build class community	<input type="checkbox"/> 5c.2) Some attempt to build class community with a few opportunities for students to participate	<input type="checkbox"/> 5c.3) Builds class community with adequate opportunity to participate and most students are involved	<input checked="" type="checkbox"/> 5c.4) Builds class community with significant opportunity to participate and most to all students are involved	
		<input type="checkbox"/> 5d.1) Is not able to handle attention-getting behavior	<input type="checkbox"/> 5d.2) Has some difficulty handling attention-getting behavior	<input type="checkbox"/> 5d.4) Handles attention-getting behavior in a timely and appropriate way	<input checked="" type="checkbox"/> 5d.4) Handles attention-getting behavior in a way that is timely and shows exceptional sensitivity	
		<input type="checkbox"/> 5e.1) Does not show patience with students	<input type="checkbox"/> 5e.2) Shows some degree of patience with students	<input type="checkbox"/> 5e.3) Shows appropriate level of patience with most students	<input checked="" type="checkbox"/> 5e.4) Shows exceptional level of patience with most to all students	
		<input type="checkbox"/> 5f.1) Does not respond thoughtfully to student work and ideas	<input type="checkbox"/> 5f.2) Responds to student work and ideas show a limited degree of thoughtfulness	<input type="checkbox"/> 5f.3) Thoughtfully responds to student work most of the time	<input checked="" type="checkbox"/> 5f.4) Shows signs of critically listening and thoughtfully responds to student work and ideas	
		<input type="checkbox"/> 5g.1) Does not use positive reinforcement and does not correct mistakes in a sensitive way	<input type="checkbox"/> 5g.2) Somewhat uses positive reinforcement and corrects mistakes in a sensitive way in some cases	<input type="checkbox"/> 5g.3) Effectively uses positive reinforcement and corrects mistakes in a sensitive way in most cases	<input checked="" type="checkbox"/> 5g.4) Sophisticated use of positive reinforcement and sensitive correction mistakes in most to all cases	
		<input type="checkbox"/> 5h.1) Does not promote sensitivity to diversity issues	<input type="checkbox"/> 5h.1) Somewhat promotes sensitivity to diversity issues	<input type="checkbox"/> 5h.1) Effectively promotes sensitivity to diversity issues, including differences in ethnicity, language, gender, and socioeconomic status	<input checked="" type="checkbox"/> 5h.1) Uses sophisticated strategies to promote sensitivity to diversity issues, including differences in ethnicity, language, gender, and socioeconomic status	

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6. SBIE in Assessment and Impact on Student Learning	3.8	<input type="checkbox"/> 6a.1) Does not use assessment information to guide instruction. <input type="checkbox"/> 6c.1) Does not match assessments to instructional objectives <input type="checkbox"/> 6a.1) By end of lesson, few students demonstrate satisfactory achievement of objectives	<input type="checkbox"/> 6c.2) Somewhat uses assessment to guide instruction <input type="checkbox"/> 6d.2) Somewhat matches assessments to instructional objectives <input type="checkbox"/> 6a.2) By end of lesson, some students demonstrate satisfactory achievement of objectives	<input type="checkbox"/> 6c.3) Adequately uses assessment information to guide instruction, as appropriate <input type="checkbox"/> 6d.3) Matches assessments to instructional objectives <input type="checkbox"/> 6a.3) By end of lesson, most students demonstrate satisfactory achievement of objectives or have made satisfactory progress	<input type="checkbox"/> 6c.4) Sophisticated use of assessment information to guide instruction, as appropriate <input checked="" type="checkbox"/> 6d.4) Matches assessments to most to all instructional objectives, as applicable <input type="checkbox"/> 6a.4) By end of lesson, most students demonstrate significant achievement of objectives or have made significant progress	Durable was assessed comparison between when working 11 and with the new skills gained via.
Sum of Total Points	3.9	<input type="checkbox"/> If average is below 2.0 (Below C) = Not Acceptable	<input type="checkbox"/> If average is 2.0 to 2.9 (C, C+, B-) = Developing	<input type="checkbox"/> If average is 3.0 to 3.7 (B, B+, A-) = Proficient	<input checked="" type="checkbox"/> If average is above 3.7 (A, A+) = Exemplary	A+
7. Commitment to Teaching & Professionalism		<input type="checkbox"/> 7a.1) Appears uninterested and uninvolved <input type="checkbox"/> 7b.1) During post-conference, does not show signs of self-reflection about how to improve teaching <input type="checkbox"/> 7c.1) Is resistant to suggestions, and in subsequent observations, does not assimilate suggestions	<input type="checkbox"/> 7a.2) Demonstrates a somewhat positive attitude <input type="checkbox"/> 7b.2) During post-conference, shows some signs of self-reflection and offers some thoughts about how to enhance teaching <input type="checkbox"/> 7c.2) Shows some reservations about suggestions and, in subsequent observations, assimilates some suggestions	<input type="checkbox"/> 7a.3) Demonstrates a positive attitude throughout the lesson <input type="checkbox"/> 7b.3) During post-conference, adequately reflects on the lesson's strengths and needs and offers suggestions about how to enhance teaching <input type="checkbox"/> 7c.3) Adequately accepts suggestions for growth and, in subsequent observations, assimilates the suggestions	<input checked="" type="checkbox"/> 7a.4) Demonstrates a strong positive attitude and maintains high energy and enthusiasm throughout the entire lesson <input type="checkbox"/> 7b.4) During post-conference, purposefully analyzes lesson's strengths and identifies specific strategies and identifies specific strategies about how to enhance teaching <input checked="" type="checkbox"/> 7c.4) Extremely open to suggestions and, in subsequent observations, shows considerable progress in areas suggested	I really observe his sensitive and community level here he gives all directions
8. Narrative: Attach additional pages to describe the lesson briefly, highlight teacher candidate's strengths, and offer suggestions for improvements.						

Early Childhood Special Education Lesson Plan

Teacher Candidate: Carmela Laya

Grade Level: Kindergarten

Lesson: How long am I?

Unit of Study: Mathematics Measurement Unit

Goal of Lesson (Common Core State Standards/Division of Early Childhood where appropriate)

Measuring objects using manipulative

Objectives:

- SWBAT measure at least 3 objects using the unifix cubes by stacking the cubes and identifying the length of the object (i.e. notebook, pencil, crayon, book, pointer etc.)
- SWBAT record the number of unifix cubes it took to measure the length of the object (i.e. notebook, pencil, crayon, book, pointer etc.) on a recording sheet by writing the appropriate number
- SWBAT compare the lengths of the unifix cubes by identifying which object is the longest and shortest using the cubes

Pre-Assessment:

Students are familiar with using unifix cubes to measure their shoes. They can identify and stack the cubes accordingly, and record the number. Student will review what measurement is, and why we use measurement. The teacher will provide an object and ask students what can they do to measure this object? What can they use to figure out how long the object is? The teacher discusses students' responses. The teacher will ask students to demonstrate how to measure the object using the cubes? Students will help count the number of cubes it takes to measure the object. Students will be given another example of an object and have students will be asked to explain how they will measure the object using the cubes.

Post-Assessment:

1. Did the student measure at least 3 objects using the unifix cubes by stacking the cubes and identifying the length of the object by counting the cubes?
2. Did the student record the number of unifix cubes it took to measure the length of the object on the recording sheet?
3. Did the student compare the lengths of the unifix cubes by identifying which object is the longest and shortest using the cubes?

Materials: Unifix cubes, data recording sheets, objects: notebook, book, pencil, eraser, crayon, marker, pointer, animals, play food & blocks, pencils, Smart Board (projector)

Use of Technology: This lesson will be modeled via Smart Board by having the objects projected onto the Smart Board and show how the cubes will be used to measure the objects. After students have finished with the activity, students recording sheets will be share via Smart Board. The Smart Board will be used for the modeling and share after the activity.

Differentiation:

To make it easier-

1. Students will measure only one object and record on the data sheet

2. Students will have pre-set objects to measure
 3. Students will color the number of cubes on the recording sheet then writing the number
 4. Students will have a picture of the object and color the number of cubes it takes to measure the object
 5. Students will measure object that measure between 1-10 cubes
- To make it harder:

1. Students will have to guess how many cubes it take to measure the object and record, then record the actual number of cubes
2. Students will have to write the name of the object and measure using the cubes
3. Students will use a ruler to measure the objects and record
4. Students will measure the object using paperclips

*differentiate for of
the recording sheets*

Seating Configuration/Use of Physical Space:

Students will sit on the rug during whole-group instruction to review and model the concepts of measuring. Students will sit to their assigned tables and work on the measuring activity. Each teacher will be assigned a table to help provide additional guidance and 1:1 for students. After students have finished the activity students will sit back on the rug during whole group.

Teaching roles and collaboration:

During whole group instruction for the introduction and model of the activity, teachers will be assigned different students to help with focusing. Teachers will help manage different behaviors during whole-group instruction by providing verbal, visual and physical prompts to help students to stay on task. During the activity, teachers will be assigned a table to help provide additional assistance for students. The teacher will help re-model or re-explain the activity to students that have difficulty understanding the steps. The teachers will refer back to visual cues provided at the tables to help students stay on task. The teachers will help by giving verbal and physical prompts to help keep students to stay on task.

Classroom Management:

To help manage the classroom students will encouraged to use "quiet hands" during class participation. The teacher will practice the "sh, sh, she" method to get students attention in order to provide additional set of instructions or get students attention. For students that are hyperactive and have difficulty staying focused on the rug, upright chairs will be provided to help students stay focused. Other behavioral problems will include the teacher providing visual and verbal prompts to show how to sit on the rug. Students will be reminded of "whole body listening" and to practice being good listeners during whole group instruction. From transitioning from whole group to table activity, students will be called by table or by rows provided by students showcasing appropriate rug behavior. During whole group instruction the teacher will provide lots of support and enthusiasm to help maintain students attention and interest during the lesson. The teacher will practice making items relatable to the students.

Engagement of students/anticipatory set/Motivation:

The objects used will be real objects found around the classroom, making it relatable for students to identify every-day classroom objects as things to measure. The teacher will have a calm, energetic and enthusiastic energy to help retain students' attention. As a motivational tool students will choose which objects to measure and use the unit cubes to measure them.

Connection to Previous Lesson/Prior Knowledge:

Students have practiced and worked with using the unit cube to measure their shoes. Students are familiar with measurement. They know what we use measurement for and the different types of measurement, from weight, height and temperature. Students are able to count consecutively with most able to count over 10. Students have practice recording their number on a data-collecting sheet. Students are able to identify taller vs. shorter and bigger vs. smaller. The students can build and count cubes.

Lesson Presentation:

Estimated Time: 40 minutes (10 minutes whole group, 15-20 minute table activity, 10 minutes for share)

Guided Practice/Active Involvement/Small group work/Independent Practice:

Estimated Time: 30 minutes

1. "This week we have been talking a lot about measurement. Who remembers what is measurement? One thing measurement can be is figuring out how long something might be. (The teacher will present and object) Who knows what is something we can use to figure out how long this object is? (The teacher will get students responses) Last week we used the unit cubes as a measuring tool to figure out how long our feet are. We counted the cubes and wrote down the number of cubes our feet were."
2. The teacher will model and review how to stack the cubes and measure the object. After the teacher has finished measuring the object with the cubes. The teacher will ask the whole group to help how many cubes the object is. The teacher will review that using the cubes the class can determine how long the object is. Next, the teacher will show the recording sheet and demonstrate using the model object of how to record the data. The teacher will model where to write the number for the number of cubes.
3. After the teacher finishes modeling, she will review the steps to the class. Students will be instructed to pick one item at a time, but they must have 3 items in total to measure. They will take one item and write the labeled name of the object on the recording sheet (i.e. notebook, book, pencil, crayon, eraser, pointer, animal, and blocks. Students will get to choose which objects they will measure based on the items provided. After students have written the name of the object on the data sheet they will use the cubes and measure the objects. After the students measure the items with the cubes they will record how long the item is by writing how many cubes it took to measure the object.
4. Students will go to their table spots and practice the activity. Teachers will provide additional support and guidance for students that need extra help. Students need to at least measure 3 objects. After students measured they have to circle which object they measured was the longest and circle, which was the shortest, and write the objects name at the bottom of their recording sheets.

Final Summary/Closure:

Estimated Time:

1. After students have finished the activity they will sit back on the rug for whole group share. Teachers will collect ideal samples of children's work and share with class, along with the objects. The teacher will describe which objects was the shortest and the longest to the class. Students will have a chance to share and describe what their finders were. The teacher might have students come up and provide a sample of how they measured the objects using the cubes.

Extension: Students will practice measuring other different measuring tools around the classroom. Students can line up the objects and

organize the objects by longest to shortest. At home students will be encouraged to measure different items at home, and encourage students to use different measuring tools to measure.