

# Lesson 7: Multi-step Conversion Problems: Customary Length

## Standards Alignments

Addressing 5.MD.A.1

Building Towards 5.MD.A.1

## Teacher-facing Learning Goals

- Solve multi-step problems involving customary length measurement conversions.

## Student-facing Learning Goals

- Let's solve multi-step problems about customary length.

## Lesson Purpose

The purpose of this lesson is for students to solve problems involving customary length units.

In this lesson, students solve multi-step conversion problems with standard length units. These conversions can be more challenging because they involve multiplying by numbers other than 10 and powers of 10. This means that students will use the skills they developed in previous units where they learned to multiply whole numbers and fractions. Students continue to work with whole numbers and fractions and to think strategically about whether to convert from the larger unit to the smaller unit or from the smaller unit to the larger unit.

This lesson has a Student Section Summary.

## Access for:

### Students with Disabilities

- Engagement (Activity 1)

### English Learners

- MLR8 (Activity 1)

## Instructional Routines

Card Sort (Activity 1), Number Talk (Warm-up)

## Materials to Gather

- Yardsticks: Activity 1

## Materials to Copy

- Customary Measurement Card Sort (groups of 1): Activity 1

## Lesson Timeline

Warm-up	10 min
Activity 1	15 min
Activity 2	20 min
Lesson Synthesis	10 min
Cool-down	5 min

## Teacher Reflection Question

When students were sorting the lengths, what question did you ask to help students make connections?

## Cool-down (to be completed at the end of the lesson)

 5 min

Whiteboard Width

### Standards Alignments

Addressing 5.MD.A.1

### Student-facing Task Statement

The whiteboard is 4.5 feet in width.

1. How many inches wide is the whiteboard? Explain or show your reasoning.
2. How many yards wide is the whiteboard? Explain or show your reasoning.

### Student Responses

1. 54 inches. Sample response:  $4.5 \times 12 = 54$
2. 1.5 yards. Sample response:  $4.5 \div 3 = 1.5$