

# Lesson Printables

Be a rockstar and only  
print what you need!

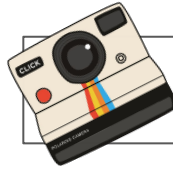


Planners: 2-3

All Zones  
Measurement Pictures: 4-9

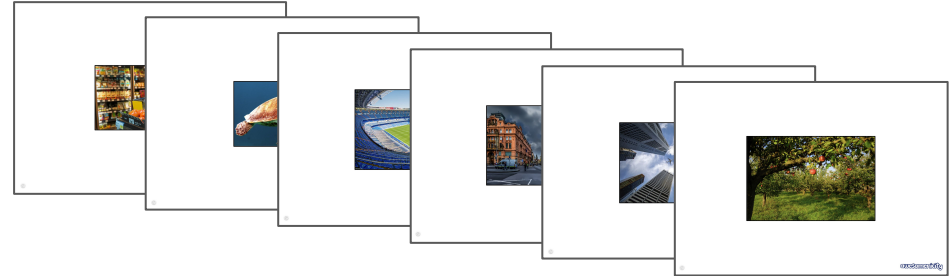
## LESSON 1: Measurement - Identify different types of measurement

Starter	Main Activity and Input: Identifying what can be measured.	Plenary
<p><b>Partial Planets:</b> How many planets are each astronaut hiding?</p> <p><b>To support:</b></p> <ol style="list-style-type: none"><li>1. If students know how many planets are in a row and how many planets are in a column, how can they use this information to work out the total number of planets?</li></ol> <p><b>To challenge:</b></p> <ol style="list-style-type: none"><li>1. How many different ways could the planets be arranged? E.g. Find the factors of the planet total.</li><li>2. What if students put all of the planets together? How many different ways could they arrange them into equal groups?</li></ol>	<p><b>Input:</b></p> <ol style="list-style-type: none"><li>1. Slide 6 shows a photograph of some oranges/fruits. What could students measure? Give students time to come up with as many possible measurements as they can. Have students label and share their ideas on the board. As students share their thinking and discuss what is being measured. E.g. distance, mass, capacity, time, etc.</li><li>2. Slide 7 shows examples of things that could be measured. Click to see animations. As you talk through each measurement, you could ask students what they would estimate and what the measurement would be. E.g. 'I estimate that it would take 52 seconds to peel the 3 oranges.' From this, you could find out what students already know about particular measurements. E.g. What is a unit of time that is bigger than a second? How many seconds are in that unit of measurement?</li></ol> <p><b>Activity: Identify different measurements in a picture.</b></p> <ol style="list-style-type: none"><li>1. Print the prompt pictures for students to label. Encourage students to work together to identify different measurements. Students could explore more than one picture.</li><li>2. You could use this activity as a pre-assessment to see what students already know about measurement. Can they work between measurements? Are students realistic with their estimations? What tool would they use to measure?</li></ol> <p><b>To support:</b></p> <ol style="list-style-type: none"><li>1. Prompt students with different measurement 'categories'. E.g. What distance could you measure? What time could you measure?</li></ol> <p><b>To challenge:</b></p> <ol style="list-style-type: none"><li>1. Encourage students to find at least 5 different measurements per picture.</li><li>2. Ask students to write down what they predict the actual measurement might be. E.g. The height of the stack of 3 oranges could be about 16 centimetres. Can they write this measurement in more than one way? E.g. 0.16 m or 160 mm.</li></ol>	<p><b>Measurement Connections:</b> What different units of measurement do students already know? Are any of them connected?</p> <p><b>Check for understanding:</b></p> <ol style="list-style-type: none"><li>1. Can students correctly identify different units of measurement? E.g. mm, cm, m, km, g, kg, ml, L, etc.</li></ol>



## Peek at the Printables:

### Picture prompts



## Greener Alternatives:

- Rather than using the printouts, you could provide students with scrap paper and use different items found in your classroom as the prompts.

## Things that might be useful for this lesson:

- Individual whiteboards:
  - Help students to record their thinking and share ideas with others.
- Sticky notes:
  - Could be used to label items in the class that students can measure and the unit of measurement required.













