

Lesson Printables

Be a rockstar and only
print what you need!



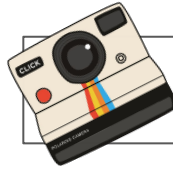
Planners: 2-3

All Zones
Measurement Pictures: 4-11

**Printing in the US? Scale to 'fit to printable area' in order to get the best print.*

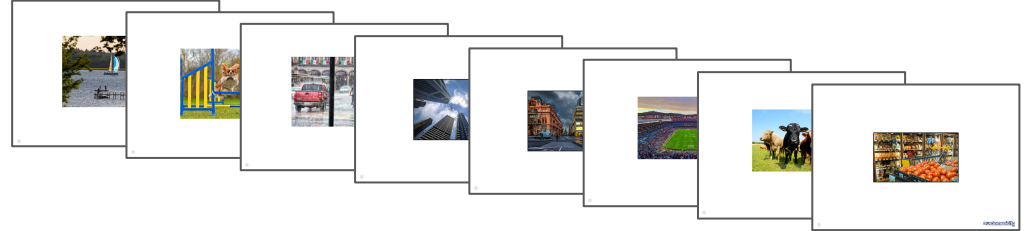
LESSON 1: Measurement - Provocation - identifying different types of measurement

Starter	Main Activity and Input: Identifying what can be measured.	Plenary
<p>Interest Earnings: If the cat and dog put \$3,000 in a bank account and it earns 10% interest each year, how much interest will they have earned in 3 years?</p> <p>To support:</p> <ol style="list-style-type: none">1. Review finding 10% of a number by dividing by 10.2. Model using a table to record your findings in order to keep track of the total amount in your bank account. <p>To challenge:</p> <ol style="list-style-type: none">1. How many years would the cat and dog need to wait before they earn more than \$2,000 in interest?	<p>Input:</p> <ol style="list-style-type: none">1. Slide 6 shows a photograph of some apples in an apple orchard. What could students measure? Give students time to come up with many different measurements. Have students label and share their ideas on the board.) These can be as abstract as they want.) As students share their thinking, discuss what is being measured. E.g. distance, mass, capacity, time, etc. What unit of measurement do students think they would use for each idea?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 as the measurement. E.g. I would estimate it would take 52 seconds to eat one apple. <p>Activity: Identify different measurements in a picture.</p> <ol style="list-style-type: none">1. Print the picture prompts for students to label. Encourage students to work together to identify different measurements that could connect to the picture. Students could explore more than one picture.2. You could use this activity as a pre-assessment to see what students already know about measurements. Can they work between measurements? Are they realistic with their estimations? What tool would they use to measure each of their ideas? <p>To support:</p> <ol style="list-style-type: none">1. Prompt students with different measurement 'categories'. E.g. What distance could you measure? What time could you measure? <p>To challenge:</p> <ol style="list-style-type: none">1. Encourage students to find at least 5 different measurements per picture.2. Ask students to write down what they predict the actual measurement might be. E.g. The height of one apple barrel could be about 1 metre. Can students write this measurement in more than one way? E.g. 1 m , 100 cm, 1,000 mm.	<p>Measurement Connections:</p> <p>What different units of measurement do students already know? Are any of them connected?</p> <p>Check for understanding:</p> <ol style="list-style-type: none">1. Can students correctly identify different units of measurement? E.g. mm, cm, m, km, g, kg, ml, l, etc.



Peek at the Printables:

Picture prompts



Greener Alternatives:

- Rather than using the printouts, you could provide students with sticky notes/scrap paper and use different items found in your classroom as the prompts. Students could label each item that could be measured and identify what unit of measurement might be used.

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 classroom that students can measure and the unit of measurement required.







