Mathletics

Series A Teacher

Measurement

Series A – Measurement

Contents

Series Author:

Rachel Flenley

Series A – Measurement

Page 1

1 Answers will vary and may include:

small	little	tiny	enormous
giant	thick	fat	skinny
gigantic	long	short	

2 Teacher check.

Page 2

1 Teacher check.

2 Teacher check.

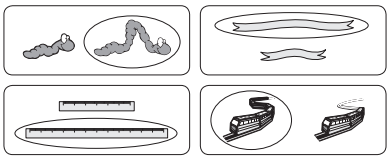
Page 3

What to do

Observe students.

Page 4

1



2 Teacher check.

Page 5

1 Teacher check.

2 Teacher check.

3 Teacher check.

Page 6

What to do

Teacher check.

Page 7

What to do

Teacher check.

What to do next

Observe students.

Page 8

What to do

Observe students.

Page 9

What to do

Teacher check.

What to do next

Teacher check.

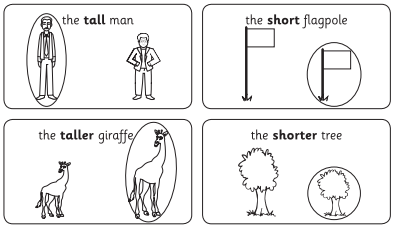
Page 10

What to do

Teacher check.

Page 11

1 Teacher check.



2 Teacher check.

Page 12

1 Teacher check.

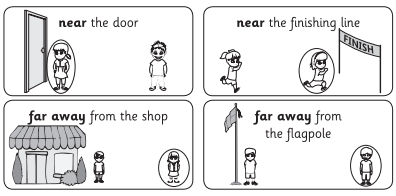
Page 13

1 Teacher check.
Answers will vary.

Page 14

1 Observe students.

2



3 Teacher check.

Page 15

What to do

Observe students.

What to do next

Observe students.

Page 16

1 Teacher check.

2 Teacher check.

Page 17

1 Teacher check.

2 Answers will vary.
Do students see that measurement judgements are subjective?

Page 18

1 Teacher check.
Do students understand that size and mass are not dependent upon each other?

2 Teacher check.
Do students understand conservation of mass?

Page 19

What to do

Teacher check.

What to do next

Teacher check.

Did students estimate, use scales, or use size as a guide?

Page 20

1 Answers may vary, depending on actual objects used.

2 Teacher check.

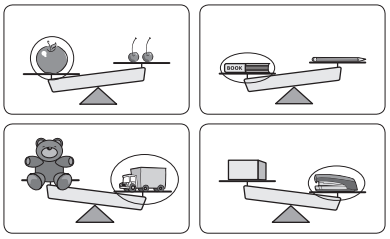
Page 21

What to do

Observe students.

Page 22

1



2 Teacher check.

Page 23

What to do

Teacher check.

Series A – Measurement

Page 25

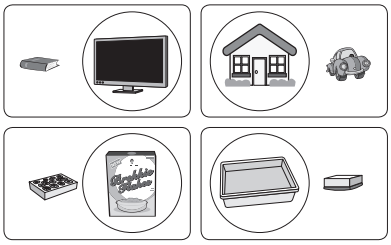
1 Teacher check.

2 Answers may include: giant, big, huge.

Answers may include: small, little, minute, eensy.

Page 26

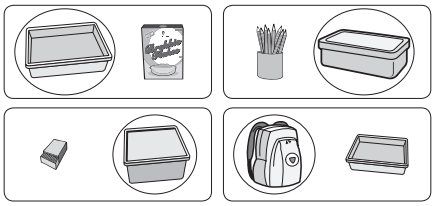
1



2 Teacher check.

Page 27

What to do



What to do now

Teacher check. Did students use direct or indirect comparison?

Page 28

What to do

Teacher check. Do students choose an appropriately sized unit to pack with?

What to do now

Teacher check. Do students see that some objects pack and stack better than others?

Page 29

What to do

Teacher check. Do students focus on height or recognise that it is the number of blocks that matter?

What to do next

Teacher check. Do students see that volume is not determined by shape?

What to do now

Teacher check.

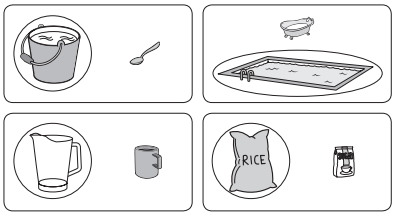
Page 30

What to do

Observe students.

Page 31

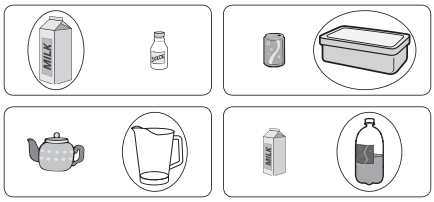
1



2 Teacher check.

Page 32

What to do



What to do now

Teacher check.

Page 33

What to do

Teacher check.

What to do next

Teacher check.

Page 34

What to do

Teacher check.

What to do next

Teacher check.

Page 35

What to do

Observe students.

What to do next

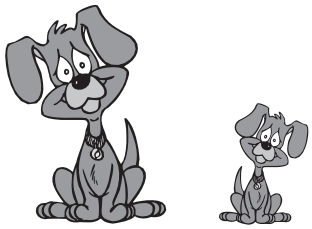
Observe students.

Length

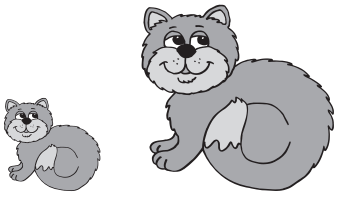
Name _____

1 Circle the

big dog

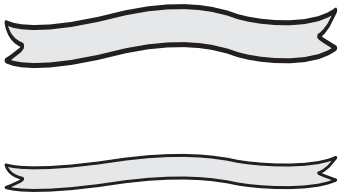


little cat

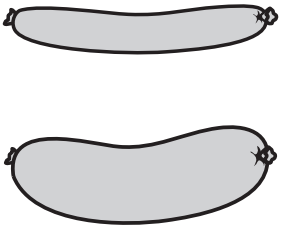


wide door

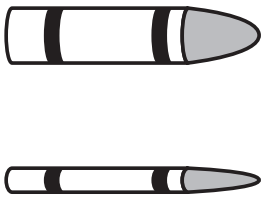
narrow ribbon



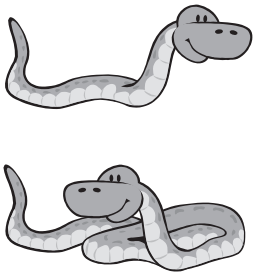
thin sausage



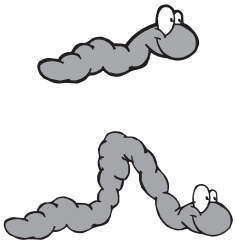
thick crayon



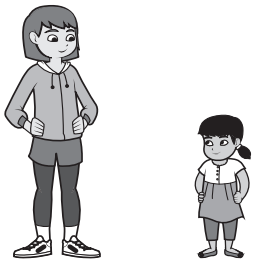
long snake



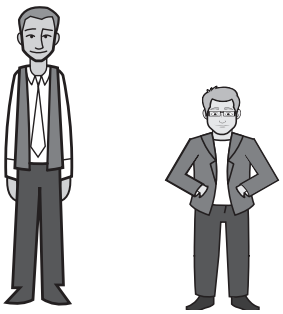
short caterpillar



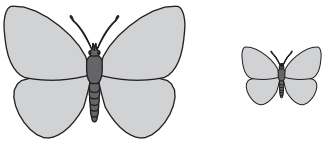
tall girl



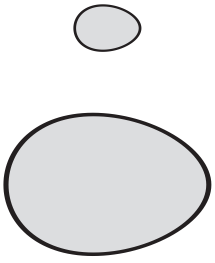
short man



small butterfly



enormous egg



Length

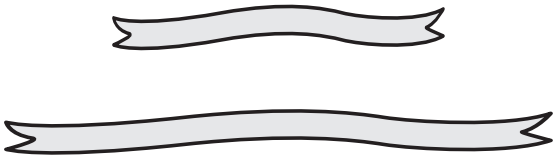
Name _____

2 Circle the arrow that measures the **length** of the pencil.

3 Circle the

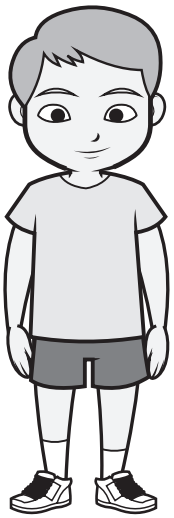
longer snake

shorter ribbon



4 Here is a boy.

Draw someone **taller** than him.



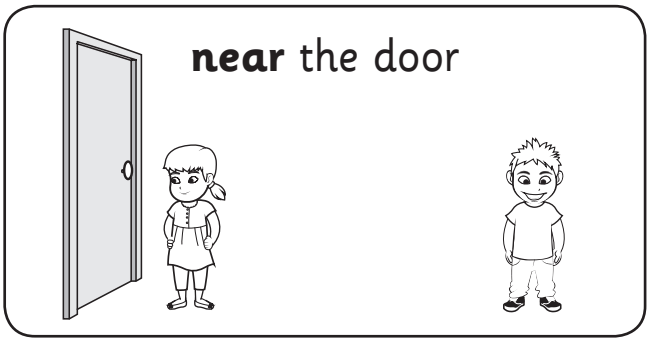
Draw someone **shorter** than him.

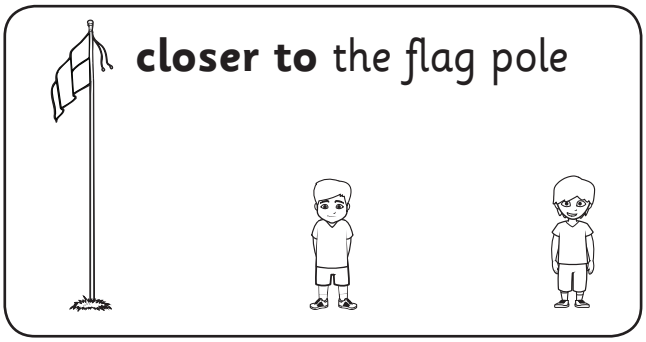
Length

Name _____

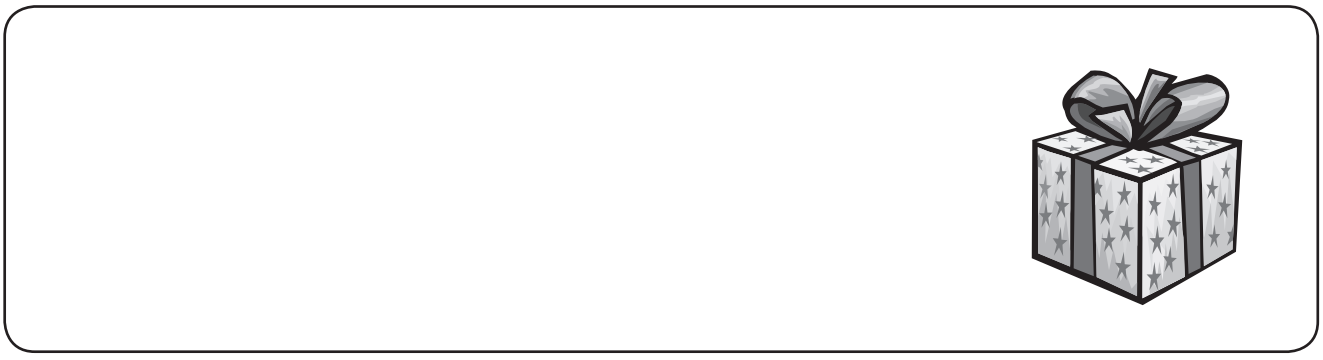
5 Find and draw something that is longer than this lolly stick.

6 Colour the person who is





7 Draw someone ***far away from*** the present.



Skills and understandings	Not yet	Kind of	Got it
• Understands and uses common everyday language of size, length and distance			
• Identifies the attribute of length			
• Compares and orders lengths and heights using direct comparison			

Mass

Name _____

1 Circle the piece of equipment you would you use to measure the **mass** of something.

2 Hold your pencil in your hand to feel how heavy it is.

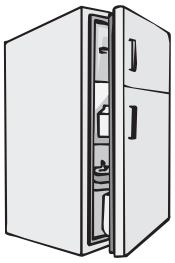
Find and draw something **heavier** than it.

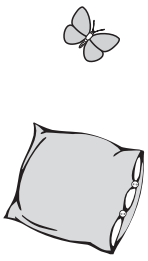
This has more mass.

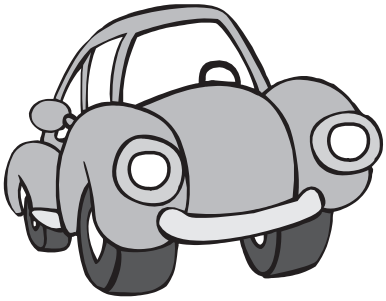
Find and draw something **lighter** than it.

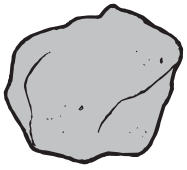
This has less mass.

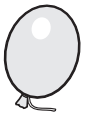
3 Circle the things you **can** lift. Cross the things you **can't** lift.









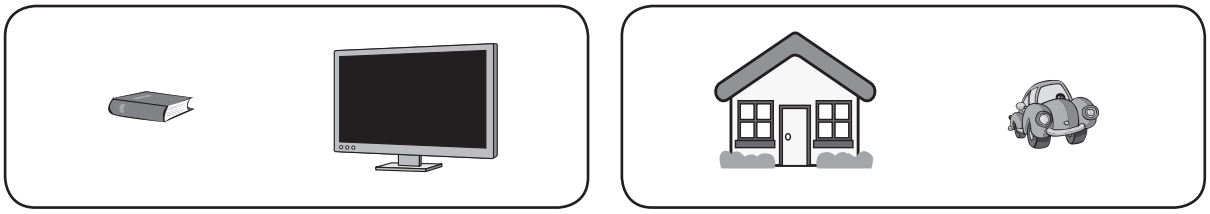


Skills and understandings	Not yet	Kind of	Got it
• Identifies the attribute of mass and how we measure it			
• Compares and orders masses using direct comparison			
• Sorts objects on the basis of their mass			

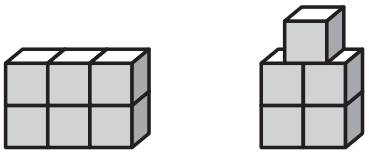
Volume and capacity

Name _____

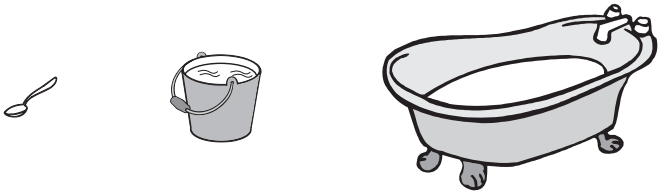
1 Look at the objects. Circle the one that takes up more space.



2 Look at the towers. Circle the one that takes up **less** space.



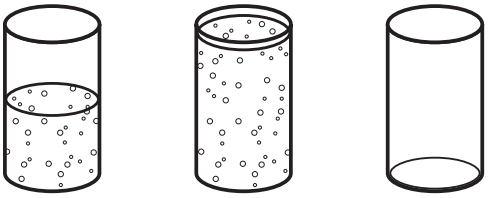
3 Circle the container that would hold the most.



4 Colour the cup that is **full**.

Circle the cup that is **half full**.

Cross the cup that is **empty**.



5 Tell your teacher which word goes with which kind of measuring.

Volume is	how much a container holds.
Capacity is	how much space something takes up.

Skills and understandings	Not yet	Kind of	Got it
• Compares and orders volume and capacity using direct comparison			
• Uses everyday language of volume and capacity			
• Identifies the attributes of volume and capacity			

Series A – Measurement – Student Progress Record

Name _____ Class _____ Date _____

What went well: _____

_____

_____

_____

What I need to improve: _____

_____

_____

_____

Series A – Measurement – Student Progress Record

Name _____ Class _____ Date _____

What went well: _____

_____

_____

_____

What I need to improve: _____

_____

_____

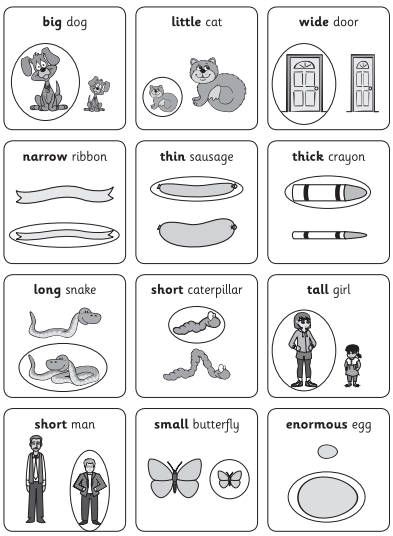
_____

Series A – Measurement

ASSESSMENT ANSWERS

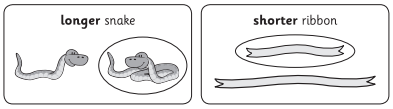
Pages 3–5

1



2

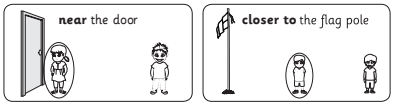
3



4 Teacher check.

5 Teacher check.

6



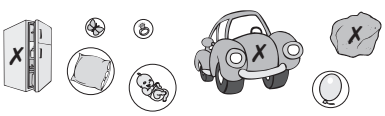
7 Teacher check.

Page 6

1

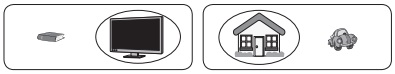
2 Teacher check.

3

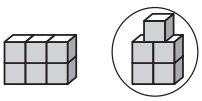


Page 7

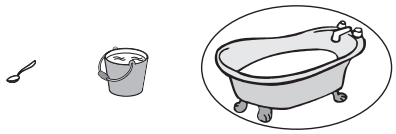
1



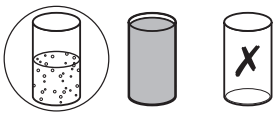
2



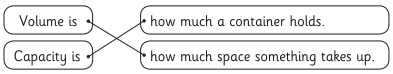
3



4



5



Series A – Measurement

Topic	Reference	Strand	Objective
Length	ELG12	Shapes, Space and Measures	Children use everyday language to talk about size, weight, capacity, position, distance, time and money to compare quantities and objects and to solve problems. They recognise, create and describe patterns. They explore characteristics of everyday objects and shapes and use mathematical language to describe them.
Mass	ELG12	Shapes, Space and Measures	Children use everyday language to talk about size, weight, capacity, position, distance, time and money to compare quantities and objects and to solve problems. They recognise, create and describe patterns. They explore characteristics of everyday objects and shapes and use mathematical language to describe them.
Volume and Capacity	ELG12	Shapes, Space and Measures	Children use everyday language to talk about size, weight, capacity, position, distance, time and money to compare quantities and objects and to solve problems. They recognise, create and describe patterns. They explore characteristics of everyday objects and shapes and use mathematical language to describe them.