

Getting Ready for School

Line Master 1 (Assessment Master)

Name: _____

Estimate and Measure Length, Duration, and Distance Around	Not observed	Sometimes	Consistently
Estimates and measures length, distance, and time			
Explores time			
Uses personal and familiar referents to estimate measures			
Selects and uses appropriate measuring tools			
Compare, Order, and Describe Measures			
Compares and orders objects according to length, distance, and time			
Uses relative terms to describe length, distance around, and time			

Strengths:

Next Steps:

Line Master 2-1



Create a letter using this template and select one or two activities from the suggestions on the next page. Simply **delete these instructions and cut and paste the activities you have selected**, adapting them to fit your needs.

Connecting Home and School Line Master 2–2

Dear Family:

We have been working on ***Getting Ready for School***, which engages children in conversations, investigations, and activities that help to develop their understanding of the big math idea that “Units can be used to measure and compare attributes.” Particular focus is placed on estimating, measuring, and comparing length, time, and distance around. Try this activity at home with your child.

✂ —————

Reading the Story: As you read the story, enjoy talking about the different ways Addie measures length, height, and distance. If you have string or paper clips on hand, you can measure and compare the distance around your wrists, heads, and waists. Measure from your feet to your shoulders in hand widths. How do your measures compare with each other? How do your measures compare with Eric’s?

✂ —————

How Many Steps? Have your child measure distance by counting heel-to-toe steps or strides. Encourage comparison. For example, ask: **Do you think it takes more or fewer baby steps from the front door to the kitchen or from the kitchen to your bedroom?** Discuss a reasonable way of figuring this out and then try it. Estimate and measure other distances, always estimating the greatest and least distances before embarking on a common unit of measure.

✂ —————

How Long Is 1 Minute? See how well your child can sense how long 1 minute is. Set a timer, and have your child close her/his eyes. Have your child raise her/his hand when it feels like 1 minute is up. Do this several times and see whether the estimates get closer to 60 seconds with experience.

✂ —————

Scavenger Hunt: Look at a ruler to get a sense of how long 10 centimetres is. Trying coming up with a personal measure that will help your child estimate and measure 10 centimetres. Send your child on a scavenger hunt to find and list things that are about 10 centimetres. Use a ruler to check how close the estimates were.

✂ —————

Sincerely,

Getting Ready for School Math Mat

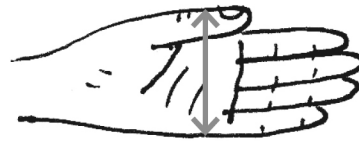
Line Master 3

an arm's length: a distance that is the same length as an arm when it is not bent

centimetre (cm): a unit of measure. (Your baby finger is about 1 cm wide.)

count by potatoes: a way to measure time in seconds. (It takes about 1 second to say “1 potato,” so it takes about 3 seconds to count “1 potato, 2 potatoes, 3 potatoes.”)

hand: a unit of measure that comes from the width of a hand, including the thumb. (See the picture.) This unit is used to measure the height of a horse.



heavier than a pile of bricks: a way to say that something is very heavy

heavy as a herd of elephants: a way to say that something is very, very heavy

in 2 shakes of a lamb's tail: very soon. (It takes very little time for a lamb to shake its tail twice.)

in a heartbeat: very quickly

in a jiffy: very soon. (A *jiffy* is a very short period of time.)

My Order Form

Line Master 4

Name: _____

	My estimate	My measure
Distance around wrist		
Distance around ankle		
Distance around head		
Distance around waist		

When I compare my measures, I know...

My _____ is the longest around.

My _____ is the shortest around.

My Jumps

Line Master 5

Name: _____

Jump	My estimate	My measure
1	_____	_____
2	_____	_____
3	_____	_____
4	_____	_____

I discovered...

My longest jump was...

My shortest jump was...

Measuring Different Ways

Line Master 6

Name: _____

Units	My estimate	My measure
linking cubes		
craft sticks		
straws		

What did you notice about using different units of measure?

Training Activity

Line Master 7

Name: _____

My training activity is _____.

I measured in centimetres. Here is a record of my results.

My estimate	My measure

The longest distance was _____.

The shortest distance was _____.

My closest estimate was _____.

Measuring Paths

Line Master 8

Name: _____

Paths	My estimate in centimetres	My measure in centimetres
_____	_____	_____
_____	_____	_____
_____	_____	_____

Order the paths from longest to shortest.

Longest

Shortest

My Superhero Profile

Line Master 9

My name is _____.

I am also known as _____.

I am _____ centimetres tall.

I am...

I can...

Here is my picture:

Measuring Problems

Line Master 10–1

Centimetres

Name: _____

This line is 10 centimetres long.

Use this line to picture what 100 centimetres would look like.

Cut a piece of string that you think is 100 centimetres long.
Measure it. What did you discover?

Now cut another piece of string that you think is 100 centimetres long.
Measure it. What did you discover?

Was your estimate closer?

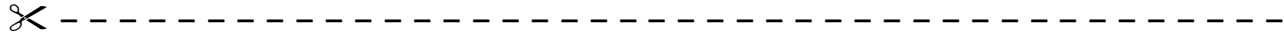
Try one more time.
Order your strings from shortest to longest.

_____ centimetres _____ centimetres _____ centimetres

Measuring Problems

Line Master 10–2

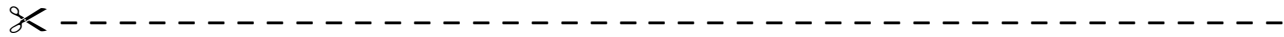
Centimetres



This line is 1 centimetre long.



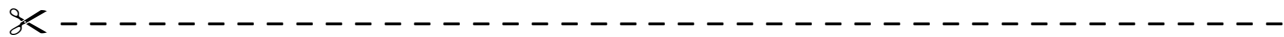
What can you find that is about 1 centimetre long?



This line is 10 centimetres long.



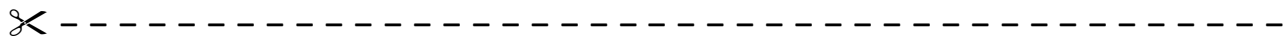
What can you find that is about 10 centimetres long?



This line is 15 centimetres long.



What can you find that is about 15 centimetres long?



Measuring Problems

Line Master 10–3

Comparing Measures

Name: _____

Addie and Eric took turns practising their kicking skills.
They kicked a paper ball with their left foot and then with their right foot.
They measured each kick with their strides.

Addie	Left foot	Right foot	Which kick went farther? How much farther?
Try 1	12 strides	8 strides	
Try 2	13 strides	5 strides	

Eric	Left foot	Right foot	Which kick went farther? How much farther?
Try 1	14 strides	20 strides	
Try 2	18 strides	21 strides	

What else do you notice?

Measuring Problems

Line Master 10–4

Measuring 1 Minute

Name: _____

Record 4 activities you think you can do in 1 minute.

Use a 1 minute timer to time yourself. What did you discover?

My activity	My discovery (circle)
Activity 1	less than 1 minute about 1 minute more than 1 minute
Activity 2	less than 1 minute about 1 minute more than 1 minute
Activity 3	less than 1 minute about 1 minute more than 1 minute
Activity 4	less than 1 minute about 1 minute more than 1 minute