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PHOTOCOPY MASTERS

K - 2 Maths

Measurement Activities

A practical resource for teachers of junior primary classes.

Provides students with written activities to help develop and enhance their use of early measurement skills and processes.

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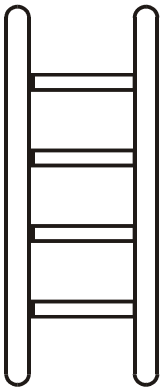
Name:_____ Date: _____

Measuring Up

☆ Below are a number of different pictures. Using a measurement device marked with centimetres, measure the length, height and width of each picture and record your results in the space provided.



Height = _____

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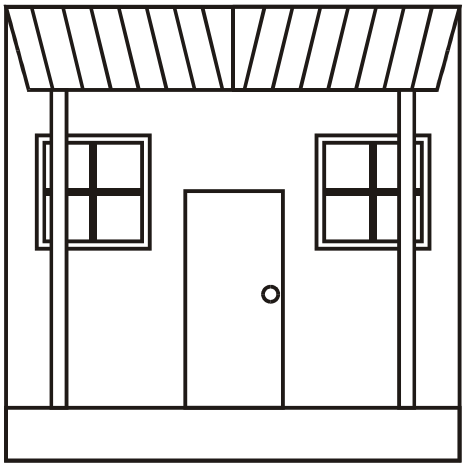

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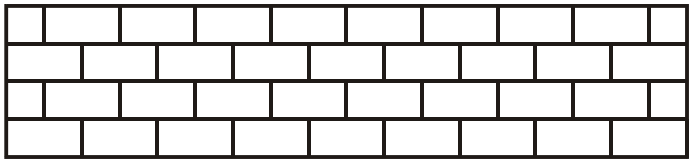


Height = _____

Width = _____

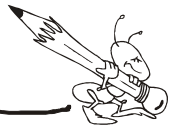
Height = _____

Width = _____

THINK ABOUT IT

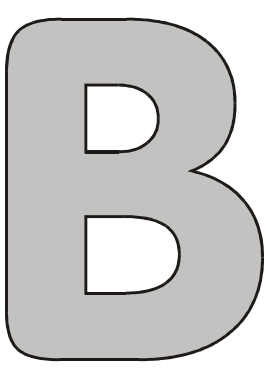
- What is the difference between length and height?
- Did everyone in your group get the same results? Why or why not?
- What is the benefit of using centimetres to measure length?
- Are centimetres good for measuring objects of any length? Why or why not?

Name:_____ Date:_____

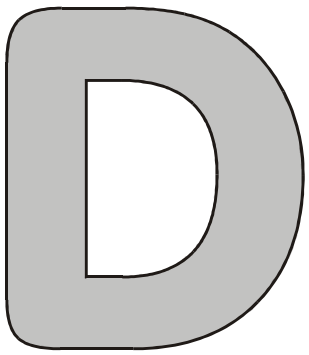


Alphabet Shapes

☆ Using centicubes or MAB blocks (1's), cover the letters of the alphabet with closed areas. Record your results in the space provided.



Area: ____



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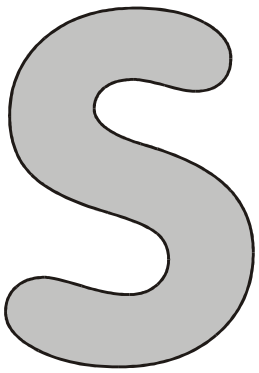

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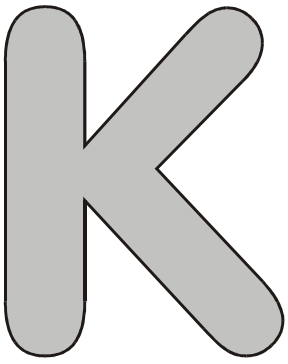

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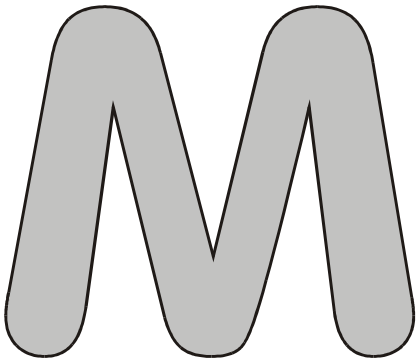

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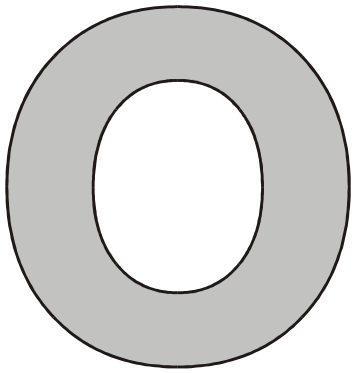


Area: ____

Open shaped letters: _____

Closed shaped letters: _____

Closed and open shaped letters:_____

THINK ABOUT IT

- Could you measure the area of all of the letters? Why or why not?
- Why can't you measure the area of an open shape?
- Were the centicubes you used a good unit of measurement for these letter shapes? Why or why not? What else could you have used?

What is Full?

☆ Before you start this activity, make sure that you have everything that you need. Using a single cup, fill it with water (or sand). Then use this cup to pour into a variety of different containers and record the results using the table below. Remember to use the cup **ONCE** only with each container.

Container	Not full	Full	Over full
Tub of margarine			
Ice cream container			
Egg cup			
Lunch box			
Drink bottle			

What does full mean? _____

What does overfull mean? _____

Which container held the smallest amount of water? _____

How do you know? _____

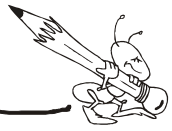
Which container held the largest amount of water? _____

How do you know? _____

THINK ABOUT IT

- Was the cup you used a good way of measuring the capacity of the containers? Why or why not?
- What else would have been good to use?
- Why do we need to know how much a container will hold?
- How did you fill containers with small openings?

Name:_____ Date: _____



Heavier or Lighter?

☆ In the space below, draw a picture of one object. Then share it with a friend.

My drawing is a _____

Which object is heavier? _____

_____

How do you know? _____

_____

_____

My friend drew a _____

Which object is lighter? _____

_____

How do you know? _____

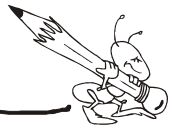
_____

_____

THINK ABOUT IT

- What is mass?
- Can you tell the mass of an object just by looking at it? Why or why not?
- How can you tell if an object is heavy or light?

Name:_____ Date: _____



All About Balance

☆ You will need to use an equal arm balance and a unit of measurement. In this activity you will be experimenting with the changes in mass (if any) when you change the form of the object in some way. For example water as a liquid, or as an ice cube. Remember when measuring mass, do not add or take away any of the object. Record your results using the table below.

My unit of measurement is _____ .

Object	Form	Estimate	Measurement
water	ice cube		
	liquid		
jelly	liquid		
	set		
chocolate	block		
	melted		
egg - cracked	raw		
	cooked		
Plasticine	ball		
	snake		

Why did you choose that unit of measurement? _____

Did it work well? _____ Why or why not? _____

_____

What problems were there when measuring the mass of the liquids?

_____

How did you solve this problem? _____

THINK ABOUT IT

- Does the mass of an object change when its form is changed? Why or why not?
- What factors do change the mass of an object?