



Measure Home Information Sheet

First Level (c)



I can estimate how long or heavy an object is, or what amount it holds, using everyday things as a guide, then measure or weigh it using appropriate instruments and units.

MNU 1-11a

I can estimate the area of a shape by counting squares or other methods.

MNU 1-11b

Over the next few weeks we are going to be learning to:

- Develop an appreciation of the need for standard units of measurement, i.e. metre, centimetre, litre etc.
- Appreciate that getting to know the size of common units, and practising judging the size of common units, and practising judging the size of items, will improve their estimating skills.
- Identify, select and use a range of measuring instruments, appreciating the need for accuracy.
- Record measurement using standard abbreviations, e.g. cm, m, g, kg, l, ml
- Through practical investigation, realise that $100\text{cm} = 1\text{m}$, $1000\text{ml} = 1\text{l}$, $1000\text{g} = 1\text{kg}$
- Understand that weight, capacity and length can be conserved when shape changes.
- Use the language of measurement in practical problem solving tasks.
- Judge whether their measurements and results are reasonable.
- Develop an understanding of the need for a standard unit, through measuring the area of the same surface with different sized square tiles.
- Appreciate that area can be conserved when the shape changes.
- Use vocabulary related to area (e.g. area, surface, estimate, approximate(ly), greater) in practical problem solving tasks.

Here are some ideas of how you can help me at home!

Estimating the length using my span – Measure the length of your child's span, e.g. 8cm. Use this to estimate the length of five objects around the house and convert this into centimetres, eg. the computer monitor is around six hand spans so it must be about 40 cm.

What unit would I use? – Your child chooses five objects at home and writes them down. Beside each object they record what tool and what unit they would use to measure it. Then estimate the measurement, record, check to see how accurate they are.

Sweet wrapper 1 cm squared paper – Give your child cm squared paper and ask

them to design a wrapper for a new cube – shaped chocolate bar whose height, width and length are all 2 cm.

Body-measure links – tell your child that the length of a person’s outstretched arms (fingertip to fingertip) is approximately the same as their height. Ask them to check this on themselves or with other family members and friends.

Here are some websites that you may find useful to use with me!

At the post office -

<http://www.kidsmathgamesonline.com/geometry/measurement.html>

Soda Jerk- <http://mrnussbaum.com/soda-play/>

Fill the box - <http://illuminations.nctm.org/ActivityDetail.aspx?ID=6>

