

Math Wizards



Grade 3 Measurement

Unit Two

Name: _____

Ontario Mathematics Curriculum Grades 1 to 8, 1997
Strand: Measurement
Grade: 3

© Math Wizards, 2003
All rights reserved
Developed by T. Tasker

May be photocopied for classroom use. Further replication or commercial use is strictly prohibited.

Overall Expectations:

- demonstrate an understanding of and ability to apply measurement terms: centimetre, metre, kilometre; millilitre, litre; gram, kilogram; degree Celsius; week, month, year
- identify relationships between and among measurement concepts
- solve problems related to their day-to-day environment using measurement and estimation (eg. in finding the height of the school fence)
- estimate, measure, and record the perimeter and the area of two-dimensional shapes, and compare the perimeters and areas
- estimate, measure, and record the capacity of containers and the mass of familiar objects, and compare the measures

** All specific expectations are covered with the exception of the following, which are covered in the “everyday math” unit.

M6: estimate and measure the passage of time in five-minute intervals, and in days, weeks, months, and years

M11: make purchases and change for money amounts up to \$10, and estimate, count and record the value up to \$10 of a collection of coins and bills

Measurement

Daily Centre Activity Record Sheet



Today I completed the centre:

Record what you did in the centre today:

Merlin has a Problem!

Measurement

Daily Centre Activity Record Sheet



Today I completed the centre:

Record what you did in the centre today:

Merlin has a Problem!

Measurement

Daily Centre Activity Record Sheet



Today I completed the centre:

Record what you did in the centre today:

Merlin has a Problem!

Measurement

Daily Centre Activity Record Sheet



Today I completed the centre:

Record what you did in the centre today:

Merlin has a Problem!

Measurement

Daily Centre Activity Record Sheet



Today I completed the centre:

Record what you did in the centre today:

Merlin has a Problem!

Measurement Story Planner



I will be measuring:		
Some interesting facts about this animal:		
<hr/> <hr/> <hr/>		
DIMENSIONS: length: _____ height: _____ width: _____ notes: _____ _____ _____	VOLUME: notes: _____ _____ _____ _____ _____	MASS: mass: _____ notes: _____ _____ _____ _____
TEMPERATURE preferred climate: _____ notes: _____ _____ _____	TIME notes: _____ _____ _____ _____ _____	MONEY: notes: _____ _____ _____ _____ _____
Beginning _____ _____ _____ _____ _____	Middle _____ _____ _____ _____ _____	End _____ _____ _____ _____ _____

Measurement Rough Draft



page 1 - picture	text: _____ _____ _____
page 2 - picture	text: _____ _____ _____
page 3 - picture	text: _____ _____ _____
page 4 - picture	text: _____ _____ _____
page 5 - picture	text: _____ _____ _____
page 6 - picture	text: _____ _____ _____
page 7 - picture	text: _____ _____ _____

page 8- picture	text: _____ _____ _____
page 9 - picture	text: _____ _____ _____
page 10 - picture	text: _____ _____ _____
page 11- picture	text: _____ _____ _____
page 12 - picture	text: _____ _____ _____
page 13 - picture	text: _____ _____ _____
page 14 - picture	text: _____ _____ _____

Grade 3 Mactivity034 covers:
- a variety of overall and specific expectations
© Math Wizards, 2003

Measurement Editor's Checklist



Does your story have

- a beginning
- a middle
- an ending
- a pattern

Does your story include a variety of measurements? _____

Are your ideas

- in order
- clear
- interesting

I checked my capitals

- at the beginning of sentences
- in names
- in dates

I checked my punctuation for

- periods (.)
- question marks (?)
- exclamation marks (!)

I checked my story for spelling

I reread my WHOLE story after editing it

My pictures give clues to the words and the story

Now you may write your final copy.



Measurement Measuring Book Rubric

	Level 1	Level 2	Level 3	Level 4
Understanding of measurement concepts in written story	<ul style="list-style-type: none"> Limited understanding of concepts through partially complete and unclear explanations in the story. 	<ul style="list-style-type: none"> Understanding of concepts is incomplete based on appropriate but inaccurate explanations in the story. 	<ul style="list-style-type: none"> Solid understanding of concepts through complete and appropriate explanations and procedures in the story. 	<ul style="list-style-type: none"> Complex and/or thorough understanding of concepts explained throughout the story.
Communication of measurement knowledge through the written story	<ul style="list-style-type: none"> Mathematical language is imprecise or inappropriate. Measurement tools used were inappropriate. 	<ul style="list-style-type: none"> some mathematical language and symbols are used appropriately, but are compromised by errors or vagueness. Measurement tools used were at times inappropriate. 	<ul style="list-style-type: none"> Mathematical language and symbols are used appropriately, no errors of terms. Measurement tools were appropriate. 	<ul style="list-style-type: none"> Mathematical language and symbols are used purposefully and with elaboration to enhance the story. Several measurement tools are used and the most appropriate tool highlighted.
Communication of measurement procedures in illustrations	<ul style="list-style-type: none"> Illustrations are not used to communicate the measurement procedures. 	<ul style="list-style-type: none"> Measurement procedures are often correct in illustrations but include minor flaws or errors. 	<ul style="list-style-type: none"> Measurement procedures are accurate in illustrations with only a few minor errors. Details of how things were measured is included. 	<ul style="list-style-type: none"> Measurement procedures are accurate in illustrations. Additional information of measurement procedures and details of steps are included.
During the production of the story the student	required assistance	required some assistance	was independent	was independent
The overall presentation of the story	needs improvement	is satisfactory	is good	is excellent