

At-Home Investigation

Come up with a plan to investigate how long your bed is, and how long your bedroom is.

My plan: answer these questions

- What could I use to measure my bed with? Draw or list 3 ideas:

- How will I make sure that I am measuring accurately?
What would happen if I didn't measure straight along?

Carry out my plan: follow these steps and answer the questions

- Choose 2 ideas. Measure your bed in those two ways. How long is your bed?

- Which way worked the best? Explain why.

Apply your learning: follow this step and answer the question

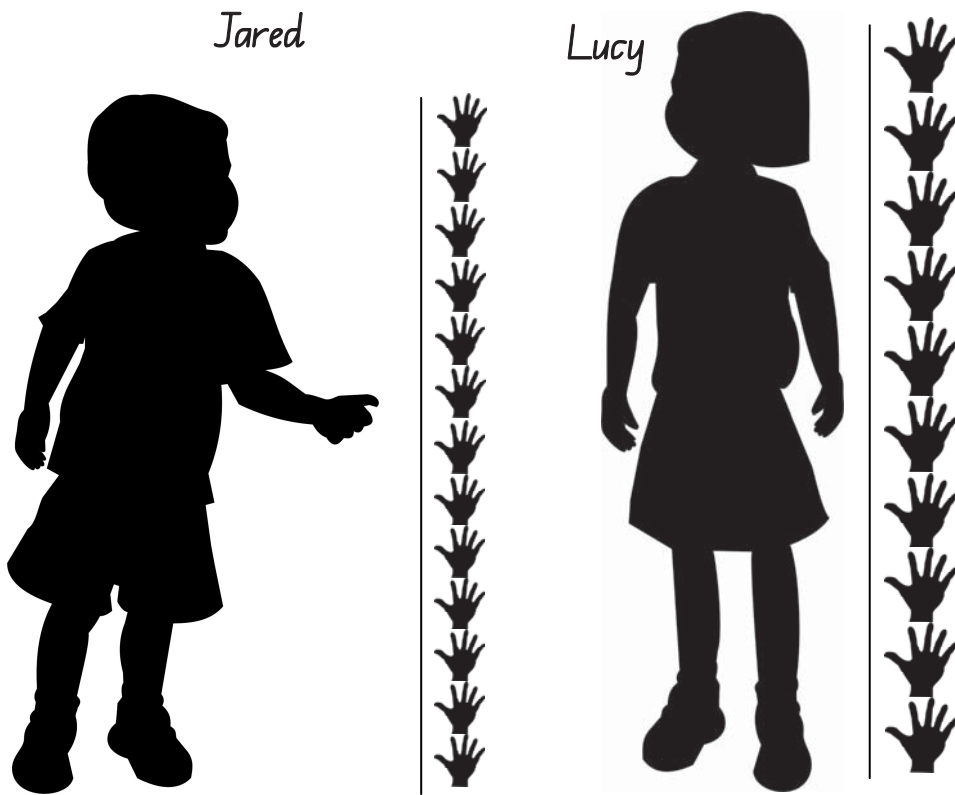
Use what you have learned about measuring to measure the length of your whole bedroom in just one way.

- How much longer is your bedroom than your bed? How do you know?

Parent comment:

Problem 22: Length

Jared is 13 handprints tall. Lucy is 10 handprints tall.



Which child is the tallest?



Jared must be taller than Lucy because he has more handprints.

What problem can you see?

or Show what you think the problem is.

Problem solving:

Teacher initials:

Date:

Student solved the problem with:

- Minimal help
- Some prompting
- Solved after explanation
- Did not work out a solution by themselves
- N/A – not a novel problem

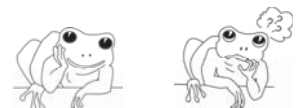
What could we do about it?

or Use another piece of paper to show how you would fix this problem.

Tell a friend how you would fix it.

Peer Assessment

Name:











Application questions


1. Work with a partner. Use a metre ruler to cut a piece of string that is exactly 1 metre in length.

Take your piece of string with you to find objects that are:



- less than 1 metre in length
- close to 1 metre in length
- more than 1 metre in length

 or  Fill in the table below.

Things that are less than 1 metre long  or 	Things that are close to 1 metre long  or 	Things that are more than 1 metre long  or 

 Choose 4 of the objects you found. Write them in order from shortest to longest.

Find something that is close to the same length as the shortest object you found.

 or 

Interleaved practise

Number:

1. Starting at 12, count 5s until you get past 40.
2. $26 + \underline{\quad} = 43$
3. Write 48 in words. How many tens and ones does it have?
4. Use 4 coins to make \$1.00 and draw them here.
5. Share 12 counters equally to show halves, then quarters. Draw it.

Measurement/Geometry:

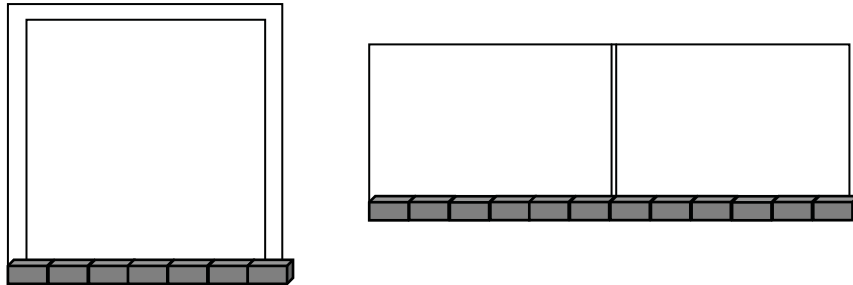
6. Find 3 objects. Order them from lightest to heaviest. Write them here.
7. What time is it?
8. Draw a triangle with three different length sides.

Chance/Data:



9. How likely is it to rain tomorrow?

Manipulation problem

Britney and Mia measured the classroom door and found that it was more than 6 blocks wide. Then they measured a window and it was almost 12 blocks wide.



How many block lengths of curtain rod will they have to buy to make sure that there is enough rod to hang curtains over the window and the door?



 or  Show how you worked it out.

Backwards question

Britney measured the length of the blackboard using blocks and found that it was 25 blocks long.

Mia measured the length of the blackboard using the length of her arm from elbow to wrist (forearm) and found that it was 16 and a bit forearms long.

Which one is longer – Mia's forearm or the blocks?

 or  Show how you worked it out.