

## Grade One

### Term 1 Mathematics - Measurement Documentation Panel

**Our Classroom Success Criteria** (student-friendly version of the Grade 1 - Ontario Mathematics Curriculum)

**We are learning to....**

- measure different objects using non-standard units of the same size (i.e. cube links)
- describe features of measurement using measurement terms
- look at an object and make a reasonable estimate of how many units we will need to measure it
- recognize the that size of a unit makes a difference in how many units we will need to measure it

**I can show this by...**

- Thinking of my reason for measuring
- What tools will I need? What unit will I use?
- What features of measurement am I looking at? – long – tall – far – area – temperature – mass – capacity
- Use measurement words
- Use a measurement strategy/rule

<p><b><u>Style of Instructions</u></b></p> <ul style="list-style-type: none"> <li>○ Large Group Input Lessons</li> <li>○ Small Group Input Lessons</li> <li>○ Hands-on Math Learning Skills Application</li> <li>○ Co-created Exploration Investigations</li> </ul>	<p><b><u>Overall assessments are based on a variety of assessment methods</u></b></p> <ul style="list-style-type: none"> <li>○ Observations (notes and photographs)</li> <li>○ Hands-on Skills Applications &amp; Investigations</li> <li>○ Oral Discussions (small and large groups)</li> <li>○ Group Work (small and large groups)</li> <li>○ Individual Work and Conferences</li> </ul>
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**How The Information Was Taught**

- **Within each lesson we are working on** - generating measurement math language, problem solving, reflecting, reasoning, connecting, selecting tools, representing and communicating thinking
- **Lesson Focus:** Small Group Discussion Questions – What do we know about measurement? – What are the rules that we use when measuring length/high/distance/area/mass – capacity/ temperature?
- **Lesson Focus:** Measurement Language Measuring Detectives Search - Playdough Worms - Mystery Object Partner Match and Hands On Practice - Predicting and Comparing A Variety of Lengths with Different Units – My Pet Worm Hands-On Measurement Skills
  - Measure, record lengths, heights, distance
  - Compare 2 -3 objects use by attributes
  - Describe relationships - size and number of units needed
  - Construct tools for measuring
- **Lesson Focus:** Large Group Measurement Detectives
  - Meter as a benchmark - compare and order objects
  - Describe relationships
- **Lesson Focus:** Temperature Large Group – Smart Board - Hands On Measurement Skills - Co-Created Exploration Investigations for Temperature Observations
  - relate temperature to experiences of the seasons (e.g., “In winter, we can skate because it’s cold enough for there to be ice.”).
  - Read and compare temperatures
- **Lesson Focus:** Weight and Mass/Capacity Large Group and Hands on Measurement Skills
  - Compare 2 -3 objects use by attributes – Different sized objects in different sized cups
  - Describe relationships

**Overall Assessment Student Name:**

Level 1 D	Level 2 C	Level 3 B Provincial Standard	Level 4 - A
<ul style="list-style-type: none"> <li>• demonstrates limited understanding of content with limited effectiveness</li> </ul>	<ul style="list-style-type: none"> <li>• demonstrates some understanding of content with some effectiveness</li> </ul>	<ul style="list-style-type: none"> <li>• demonstrates considerable understanding of content with considerable effectiveness</li> </ul>	<ul style="list-style-type: none"> <li>• demonstrates thorough understanding of content with a high degree of effectiveness</li> </ul>

**Parent Signature:** \_\_\_\_\_  
(Sign and Return)

**Note:** The pictures attached are some of the ways your child works toward understanding the overall and specific Grade 1 expectations. Please keep in mind that your child may not be seen in every picture, but has had the opportunity to learn and participate in the variety of learning opportunities that we have created together. The documentation pictures are provided to give you a better understanding of how the learning expectations are delivered in our classroom environment.

\*\*\*\*Keep the documentation panel pictures and the next steps/tips to try at home page\*\*\*\*

**Please return the parent signature page back to school**

**Grade One**  
**Measurement Next Steps- Try This At Home**  
**Term 1**

**HOW HIGH? HOW LOW? HOW MUCH? HOW LITTLE?**  
**Comparing Things Around the Home**

**Benefits**

Just by comparing items around the home, your child can begin to understand some basic principles of measurement:

- Sometimes, we can estimate an amount. We don't always need an exact measure.
- The same object can be measured in different ways.
- A measuring tool needs to be used the same way each time.

**Ideas To Try At Home**

- Ask your child to estimate how many of a grocery item (for example, a type of fruit or vegetable, bread or pet food) your family will need for the week. Ask, "Why do you think that amount will be needed?" At the end of the week, have your child count the number actually used.
- Gather containers, boxes and packages from the cupboard. Ask your child to put them in some type of order (for example, taller and shorter, holds more and holds less, empty and full, heavier and lighter).
- Gather empty containers of all sizes and a coffee scoop, a plastic cup or the scoop from a box of laundry soap. Have your child use sand in a sandbox or water in the sink to measure and compare the capacity of several containers. Have your child count and compare the number of scoops or cups it takes to fill each container. Ask, "Which container held the most? Which one held the least?"
- Weather and More Weather - Put an outdoor thermometer outside a window for you and your child to view together. With your child, record the temperature over a day, a week or a few weeks. Ask your child to look at the recordings and find which temperature was the warmest and which was the coldest. Ask your child how the temperature affected his or her activities. Have your child compare the temperature from your outdoor thermometer with the temperature

**Reference**

<http://www.edu.gov.on.ca/eng/literacynumeracy/parentguidenum2012.pdf>