

# LESSON PLANS: ALBERTA

## Grade 5: Shape and Space (Measurement)

### Measuring Length



45 MINS

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Mathletics

#### General Outcome:

- Use direct and indirect measurement to solve problems.

#### Specific Outcomes:

- Demonstrate an understanding of measuring length (mm) by:
  - selecting and justifying referents for the unit mm
  - modelling and describing the relationship between

### Introduction to Lesson



10 MINS

#### Teacher Background:

Log in to your

[Teacher Console](#) > [Demonstrations](#) > [Concept Search](#).

Type length into the **Search** bar. Review perimeter and area with students. Search different units of measurement in **Concept Search** and **Animated Maths Dictionary**.

#### Ask students:

- When it is appropriate to use specific types of measurements.
- When would we use centimetres as our unit of measurement?
- When would it be appropriate to use metres?
- Have students estimate different lengths in the classroom.

#### Ask students:

- How did you know what unit of measurement to use?
- Was your estimation close to the actual length/height?
- Why or why not?
- Record information on a KWL chart.

**NOTE:** Teachers should show students a variety of manipulatives they can use during the measurement unit. Scales, rules, metre sticks, links, tape measures, measuring cups, pedometers, etc.). Have students brainstorm real-life examples of when you would use these measurement tools.



#### ITEMS NEEDED

- ✓ Interactive whiteboard
- ✓ Mathletics teacher login
- ✓ Computers/tablets
- ✓ Measurement tools



#### ASSESSMENTS

- ✓ Observations
- ✓ Participation
- ✓ Curriculum activity marks (found in Results)
- ✓ Have students initial their sticky notes for assessment.



#### ACCOMMODATIONS/ MODIFICATIONS

- ✓ Ability groups
- ✓ Encourage students to use the "Something Easier" and "Something Harder" sections of curriculum activities.
- ✓ Allow students to work in a grade level above or below in Rainforest Maths.



#### EXTENSION OF LEARNING

- ✓ Problem Solving
- ✓ Use scales for measurement in science.
- ✓ Design a recipe with students. Use different types of measurement within the recipe. Ask students to convert measurements where necessary.
- ✓ eBook: Year 5, Length, Perimeter and Area, Units of length

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## Grade 5: Shape and Space (Measurement) Measuring Length

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### The Lesson

 30 MINS

#### Research/Curriculum Activities/Rainforest Maths

- Have students log in to their **Student Console** of Mathletics. Give students time to explore different types of measurement in the **Concept Search** and **Animated Maths Dictionary** on their own.
- Have students start to complete curriculum activities in the Grade 5 Alberta course. Suggested activities: Centimeters and Metres, Centimetres and Millimetres, Measuring Length, Converting cm and mm, Converting units of length. They can then explore in **Rainforest Maths: Measurement**. Explain to students how measurements can be converted. Begin discussing which units of measurement are larger or smaller.

**Cross-Curriculum Activity:** Students can measure themselves and their body parts during phys. ed time. They can measure different objects and physical activities (i.e., distance jumped, length of the gymnasium, length of strides when walking, etc.).

#### eBook: Unit Bingo

- As a class, play a game of Unit Bingo. Players should fill out their individual bingo cards. Unit bingo is found in **eBooks > Year 6 > Length, Area and Perimeter** on page 2 in the Units of length section.
- Once students have completed their cards, the teacher can call out units of measurement. If there is an item written on their card that could be measured using that unit of measurement, they can cross it off. First player to get a bingo wins!
- Discuss with students what the most common unit of measurement is. Why do they think this is the case?



### After the lesson

 5 MINS

- On the KWL chart, have students fill out a sticky note with one thing they learned about choosing the correct unit of measurement, a real-life example of something we measure, or one thing they learned about measurement they did not know before today's class. Students can stick these onto the "L" spot.
- Have students periodically complete these; at the end of the Measurement unit you will be able to see all of the things students have learned each day.



For more information contact our friendly team...  
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