

MEASUREMENT

GENERAL INFORMATION

This activity allows students to learn about measuring by measuring. The use of informal units is an important step in order to develop understandings of what it looks like when measuring the attributes of length, perimeter and area.

For year levels: 2/3

Author: Anna Bock

Background/Description: This activity allows students to learn about measuring by measuring.

To measure something students need to work through the following steps:

- Identify the attribute that is to be measured, (in this task it could be the length, perimeter, which is also a measurement of length, or area).
- Select the unit of measure (in this task start with informal units before moving to formal units of measure).
- Compare the object to the unit (this could be by covering, matching or some other way depending on the attribute being measured).
- Find the number of units (this can be done by counting, using instruments and eventually using formulas). Students need to name and number the unit for a measurement to have happened.

The use of informal units is an important step in order to develop understandings of what it looks like when measuring the attributes of length, perimeter and area.

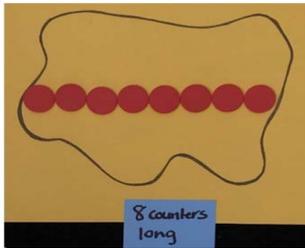
MEASURE MY ISLAND

Materials: Beans, pasta, counters, blocks, paper clips, icy pole sticks, string, ruler, pencils & paper

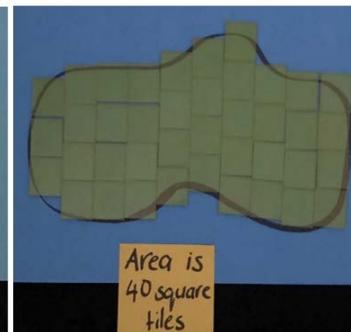
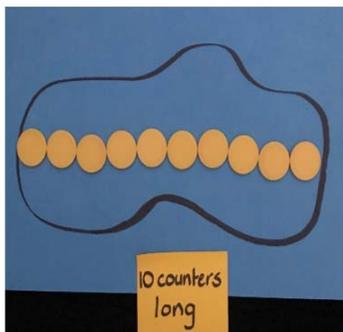
Objective: To measure in a variety of ways.
To compare the measurements of each island.

Instructions:

- Read Where the Wild Things Are by Maurice Sendak. You can access it through the following link: <https://www.youtube.com/watch?v=tkLal37ozoE>
- Discuss Max travelling to an island.
- Draw an outline of an island.
- Think about what and how you can measure this island.
- Measure the island in any way you like.
- Record what was measured by naming the unit and the number of the measurement.



- Draw another island.
- Think about what and how you can measure this island.
- Measure the island in any way you like.
- Record what was measured by naming the unit and the number of the measurement.
- What did you notice when you measured the two islands?



FURTHER INFORMATION

Notes for parents: Using informal units of measure will support your child in understanding what it looks like to measure different attributes. Sometimes children become confused when it comes to perimeter and area, by focussing on measuring with informal units before moving to standard units of measure (centimetres, metres, etc.) this can help with this misunderstanding.

We want students to:

- Measure using informal units
- Compare using informal units
- Identify the attribute they measured:
 - Length
 - Perimeter
 - Area
- Name and number the unit of measure
- Use an appropriate unit of measure
- Identify that the bigger the unit the smaller the measure
- Measure using familiar metric units of measure
- Use scaled instruments to measure and compare length, perimeter and area

This activity covers the following Australian Curriculum - Mathematics Content:

Year 2:

Compare and order several shapes and objects based on length, area, volume and capacity using appropriate uniform informal units (ACMMG037)

Year 3:

Measure, order and compare objects using familiar metric units of length, mass and capacity (ACMMG061)