

## Lesson 1: Measuring the Passage of Time

1. Use your pendulum timer to measure the time for each activity.
  - a) counting by 1s to 100 \_\_\_\_\_
  - b) drawing a picture of your teacher \_\_\_\_\_
  - c) singing "Happy Birthday" \_\_\_\_\_
  - d) adding the numbers from 1 to 10 \_\_\_\_\_
  
2. Use your pendulum timer to find which activity takes more time.
  - a) doing 10 sit-ups or saying the alphabet backwards
  - b) cutting out a triangle or drawing 3 triangles
  
3. Which unit would you use to measure the time for each activity?
  - a) harnessing up a dog team
    - pendulum swings or TV commercials
  - b) putting on your shoes
    - TV shows or pendulum swings

## Lesson 2: Exploring Units of Time

1. Would you use minutes or hours to measure how long it takes to:

a) build a dog house \_\_\_\_\_

b) eat breakfast \_\_\_\_\_

c) catch a fish \_\_\_\_\_

d) weave a blanket \_\_\_\_\_

2. Choose the better estimate of the time for each activity.

a) set the table                      5 min or 50 min

b) tell a spooky story              10 min or 7 h

c) groom a dog                      1 min or 20 min

3. It took Orlon 52 s to put on his ice skates.  
It took Aniq 1 min to put on her ice skates.  
Who took more time? How do you know?

### Lesson 3: Exploring the Calendar

1. Which units would you use to measure?  
Choose days, weeks, months, or years.
  - a) how long it takes to grow a pumpkin \_\_\_\_\_
  - b) how long winter lasts \_\_\_\_\_
  - c) the time from your eighth to tenth birthday \_\_\_\_\_
  - d) how old a baby is when she gets her first teeth  
\_\_\_\_\_
  
2. Which is longer? How do you know?
  - a) 2 years or 15 months
  - b) February or April
  - c) 25 days or 3 weeks
  - d) 55 days or 1 month
  
3. Name all the months with 30 days.

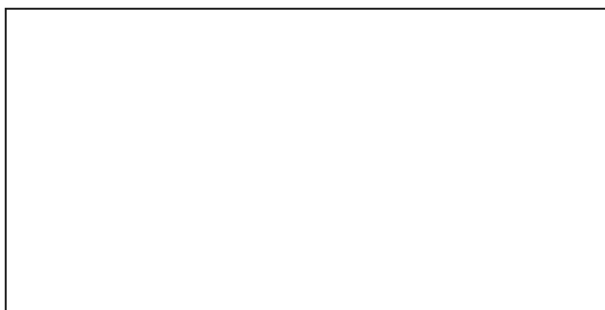
## Lesson 4: Using a Ruler

1. Use a centimetre rule to draw a line of each length.
  - a) 13 cm
  - b) 2 cm
  - c) 8 cm
  - d) 15 cm
  
2. Find an object with the given length.
  - a) about 20 cm \_\_\_\_\_
  - b) less than 4 cm \_\_\_\_\_
  - c) about 14 cm \_\_\_\_\_
  - d) a little more than 30 cm \_\_\_\_\_
  
3. Measure each object.
  - a) your baby finger \_\_\_\_\_
  - b) your pencil \_\_\_\_\_
  - c) a paper clip \_\_\_\_\_
  - d) a blackboard brush \_\_\_\_\_
  
4. Measure your arm from elbow to wrist.  
Measure your leg from knee to ankle.  
Which is longer? How much longer?

## Lesson 5: Estimating and Measuring with Centimetres

1. Estimate the length of each object.  
Then measure to the nearest centimetre.  
Record each estimate and measurement.
  - a) your pencil \_\_\_\_\_
  - b) a classmate's hair \_\_\_\_\_
  - c) a pair of scissors \_\_\_\_\_
  - d) a paintbrush \_\_\_\_\_
2. Measure the length and width of each object.
  - a) your math book \_\_\_\_\_
  - b) a cupboard door \_\_\_\_\_
  - c) the teacher's desk \_\_\_\_\_
  - d) a paper clip \_\_\_\_\_
3. Name an object that is about:
  - a) 10 cm long \_\_\_\_\_
  - b) 50 cm high \_\_\_\_\_
  - c) 4 cm long \_\_\_\_\_
  - d) 8 cm wide \_\_\_\_\_

4. Measure to find the length and width of each rectangle.

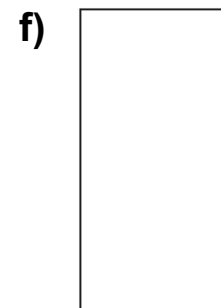
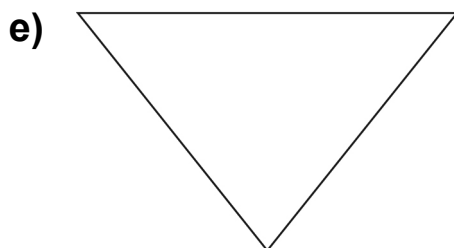
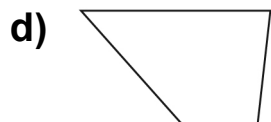
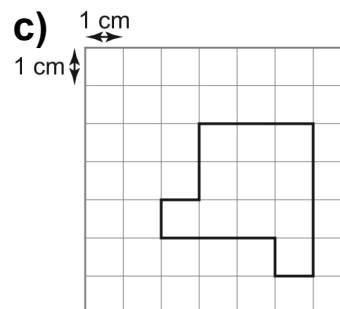
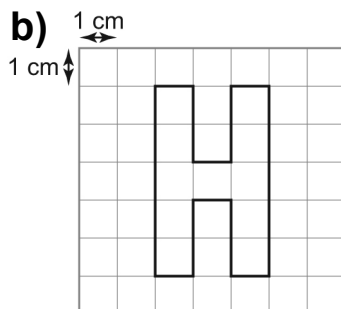
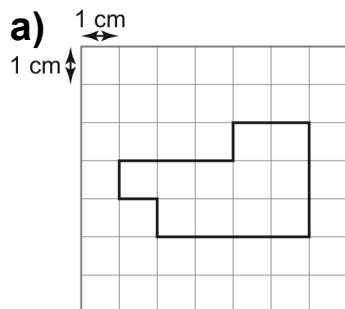


## Lesson 6: Estimating and Measuring with Metres

1. Measure each item.  
Record the results in metres or in centimetres.
  - a) the width of your hand \_\_\_\_\_
  - b) the length of your classroom \_\_\_\_\_
  - c) the height of a bookshelf \_\_\_\_\_
  
2. Suppose a straw is 19 cm long. About how many of these straws would fit end-to-end along a metre strip?
  
  
  
  
  
  
  
  
  
  
3. A boy is about 112 cm tall.  
Is his height closer to 1 m or 2 m? Explain.

## Lesson 8: Measuring Perimeter in Centimetres

1. Find the perimeter of each shape.





## Lesson 9: Measuring Perimeter in Metres

1. Use a metre stick or metre strip.  
Find the perimeter of each item to the nearest metre.
  - a) a bulletin board \_\_\_\_\_
  - b) a closet \_\_\_\_\_
  
2. George has a square garden.  
He needs 36 m of fencing to enclose the garden  
How long are the sides of George's garden?
  
3. Think of a referent for 1 m.  
Use your referent to estimate the perimeter of
  - a) your bedroom floor \_\_\_\_\_
  - b) your bedroom door \_\_\_\_\_
  
4. Would you use centimetres or metres to find the perimeter of
  - a) a sports card? \_\_\_\_\_
  - b) a swimming pool? \_\_\_\_\_
  - c) a pencil case? \_\_\_\_\_
  - d) a bulletin board? \_\_\_\_\_

## Lesson 10: Exploring Shapes with Equal Perimeters

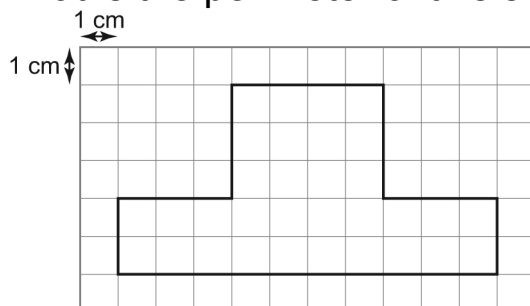
1. Use 1-cm grid paper. Draw 2 shapes with each perimeter.

a) 10 cm

b) 12 cm

c) 24 cm

2. a) What is the perimeter of this shape?



b) Draw 2 more different shapes with the same perimeter as the above shape.

## **Lesson 11: Exploring Mass: The Kilogram**

**1.** Which objects have a mass of less than 1 kg?

- a)** a feather
- b)** a microwave oven
- c)** a bicycle
- d)** a crayon

**2.** Choose the better estimate.

- a)** a bag of rice: 3 kg or 60 kg
- b)** a large pumpkin: 1 kg or 10 kg
- c)** a dog: 1 kg or 15 kg
- d)** a new-born baby: 3 kg or 8 kg

## Lesson 12: Exploring Mass: The Gram

1. Choose the better estimate.
  - a) a jellybean: 1 g or 250 g
  - b) a pair of scissors: 8 g or 100 g
  - c) a box of cereal: 10 g or 430 g
  - d) a butterfly: 1 g or 30 g
  - e) a salt shaker: 60 g or 60 kg
  - f) an eraser: 4 g or 40 kg
  
2. Would you use grams or kilograms to measure each object?
  - a) a pencil \_\_\_\_\_
  - b) a calf \_\_\_\_\_
  - c) a scooter \_\_\_\_\_
  - d) a box of tissues \_\_\_\_\_
  - e) a pair of eyeglasses \_\_\_\_\_
  - f) a load of bricks \_\_\_\_\_
  
3. Which mass is closest to 1 kg?  
940 g            1005 g            56 g            999 g
  
4. Order the masses in question 3 from least to greatest.

Name \_\_\_\_\_ Date \_\_\_\_\_