



# Preview - Information



Thank you for your interest in this product. Within this preview, you will see:

- ✓ A selection of Ready-To-Use Google Slides Lessons.
- ✓ A selection of worksheets included in the workbook.

When you make a purchase, you will receive a folder that contains the .pdf workbook file and a link to where you can make a copy of the Google Slides Lessons unit to your Google Drive.

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# Google Slides Lessons Preview





# Alberta Math Curriculum Shape and Space – Grade 2

## 3-Part Lesson Format

### Part 1 – Minds On!

- Learning Goals
- Discussion Questions
- Quotes
- And More!

### Learning Goal

We are learning to read a calendar so we can identify the days, weeks, months, holidays, and seasons.



### Days Of The Week

Drag the words from the word bank to complete the sequence of days.

**WORD BANK**

- Wednesday
- Friday
- Saturday
- Monday

### Part 2 – Action!

- Writing
- Matching
- Drag and Drop
- Drawing
- And More!

### Part 3 – Consolidation!

- Exit Cards
- Quizzes
- Reflection
- And More!

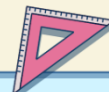
### Exit Card – 'I Wonder' Statements

Think about what we learned today. Now write:

Two "I wonder..." statements about calendars.

Example:

- I wonder why February has fewer days.
- I wonder who decides where holidays go on the calendar.





# Alberta Math Curriculum Shape and Space - Grade 2

### Comparing Length - 2D Shapes

Drag the numbers to order the shapes from shortest (1) to longest (3).


shortest or the longest.

<p>2) The brush is the _____</p> <p>shortest                      longest</p>	<p>3) The guitar is the _____</p> <p>shortest                      longest</p>
<p>4) The muffin is the _____</p> <p>shortest                      longest</p>	<p>5) The cricket bat is the _____</p> <p>shortest                      longest</p>
<p>6) The croissant is the _____</p> <p>shortest                      longest</p>	

Drag the numbers to order the shapes




# Alberta Math Curriculum Shape and Space – Grade 2

**Measuring Objects – Changing Orientation**

These shapes are the same, but they have been moved or rotated. Measure them using the fingertips. Drag numbers to determine the number of fingertips each shape measures in the box.


1 2 3  
4 5 6

Which object...


...ing them below


1 Side		3 Sides	
4 Sides		5 Sides	



# Workbook Preview





# Grade 2 Geometry and Measurement



	Curriculum Expectations	Pages
G.1	<p><u>Students analyze and explain geometric attributes of shape.</u></p> <ul style="list-style-type: none"><li>Sort shapes according to two geometric attributes and describe the sorting rule.</li><li>Relate the faces of three-dimensional shapes to two-dimensional shapes.</li><li>Create a picture or design with shapes from verbal instructions, visualization, or memory</li><li>Investigate translation, rotation, and reflection of two- and three-dimensional</li></ul>	4 - 91
M.1	<ul style="list-style-type: none"><li>Measure length with non-standard units by tiling, iterating, or using a self-created measuring tool.</li><li>Compare and order measurements of different lengths measured with the same non-standard units, and explain the choice of unit.</li><li>Compare measurements of the same length measured with different nonstandard units.</li><li>Measure length with standard units by tiling or iterating with a centimetre.</li><li>Compare and order measurements of different lengths measured with centimetres.</li><li>Identify referents for a centimetre.</li><li>Estimate length by visualizing the iteration of a referent for a centimetre.</li><li>Investigate First Nations, Métis, or Inuit use of the land in estimations of length.</li></ul>	92 - 119

**Preview of 60 pages from this product that contains 209 pages total.**

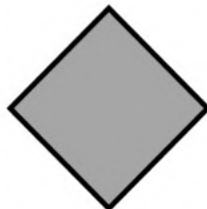
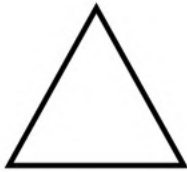
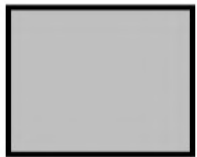
# Sorting 2-D Shapes Using Two Attributes

**Questions**

Sort the shapes into the correct categories using the two attributes

**4 or More Sides and Grey****3 or Less Sides and White**

**PREVIEW**



A

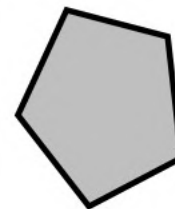
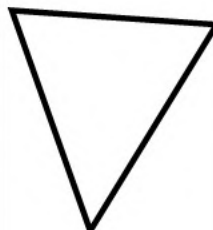
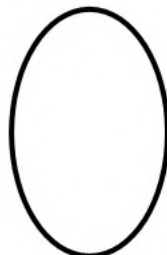
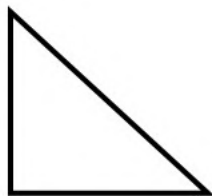
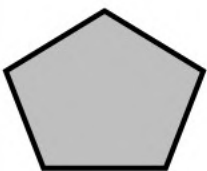
B

C

D

E

F



G

H

I

J

K

L

# Sorting 3-D Shapes Using Two Attributes

**Shaded in and Meets at a Point**

**White and Doesn't Meet at a Point**

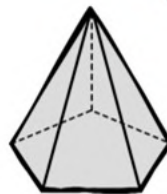
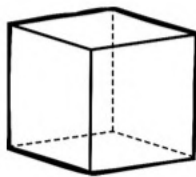
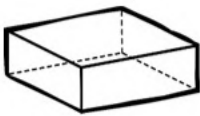
**Shaded and Doesn't Meet at a Point**

**White and Meets at a Point**

**PREVIEW**

**Questions**

Write the letter below each shape in the correct category



A

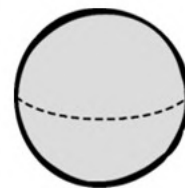
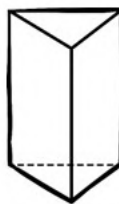
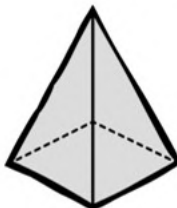
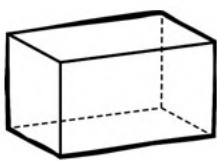
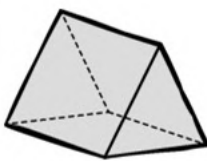
B

C

D

E

F



G

H

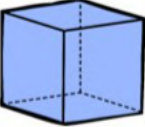
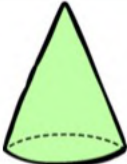
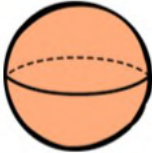
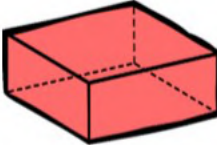
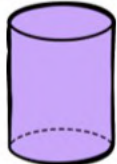
I

J

K

L

# 3D Shapes - Colouring Activity

				
Blue	Green	Orange	Red	Purple
Cube	Cone	Sphere	Rectangular Prism	Cylinder

Questi

Colour each picture the correct colour

**PREVIEW**

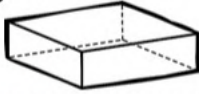
			
			
			
			

# 3D Shapes in the Real World

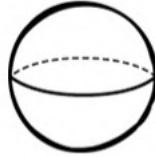
## Questions

Cut and paste the 3D objects with their match

Rectangular  
Prism



Sphere



Cone



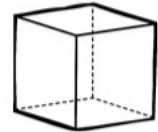
Triangular  
Prism



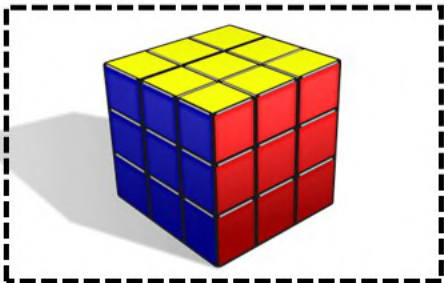
Cylinder



Cube



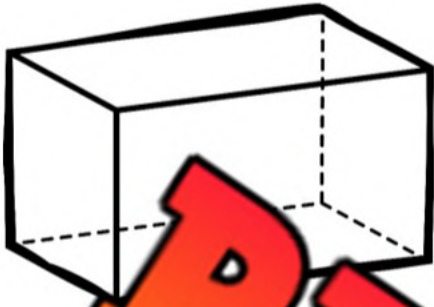
**PREVIEW**



# 3D Shapes - # of Faces

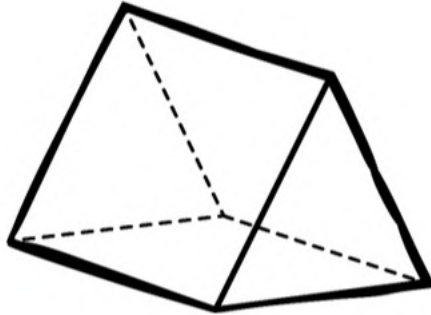
## Questions

Colour the box with the correct number of faces



3

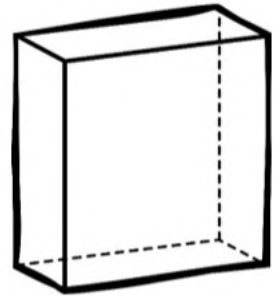
5



4

5

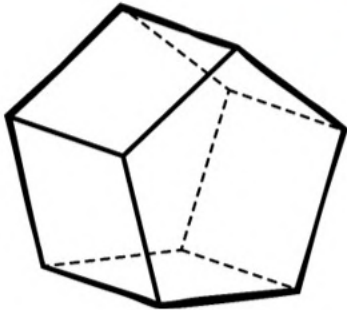
6



3

5

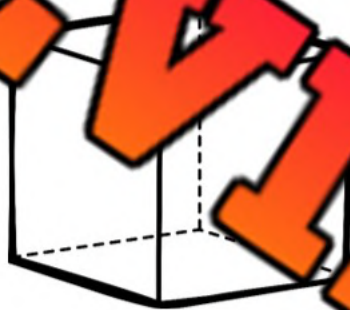
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4

7

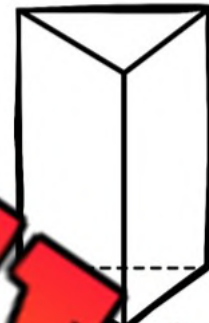
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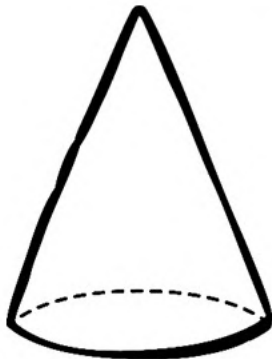
8



3

5

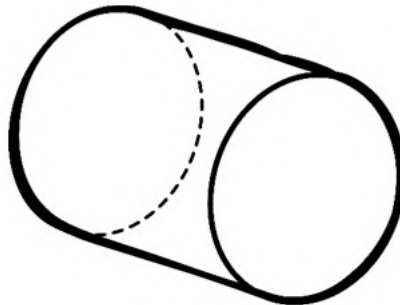
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2

3

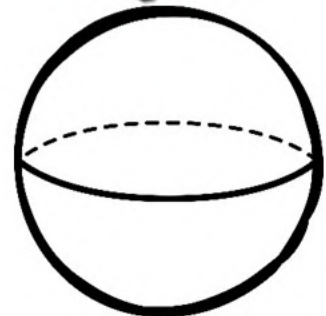
4



1

2

3



0

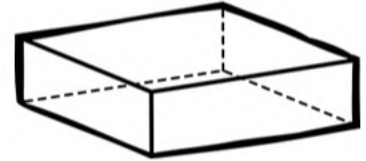
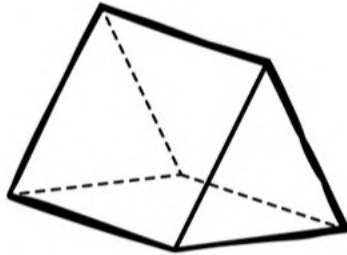
1

2

# Prisms - Faces, Edges, Vertices

**Questions** Fill in the tables below based on the prisms

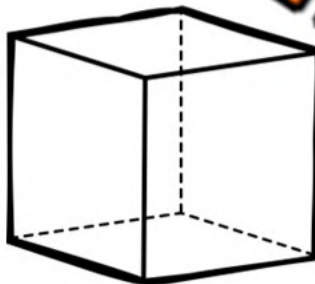
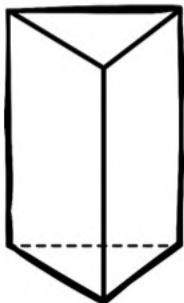
**Word Bank** – Triangular Prism, Rectangular Prism, Cube



Faces	
Edges	
Vertices	
Name	

Faces	
Edges	
Vertices	
Name	

Faces	
Edges	
Vertices	
Name	



Faces	
Edges	
Vertices	
Name	

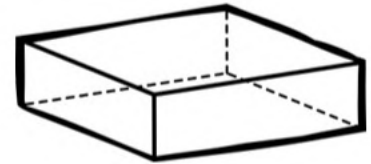
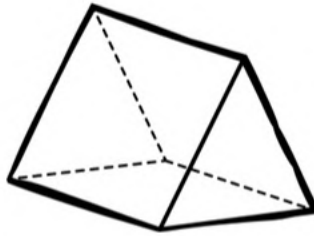
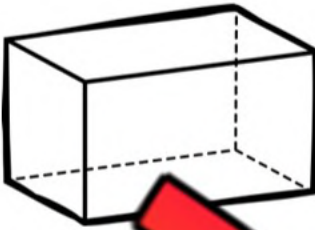
Faces	
Edges	
Vertices	
Name	

Faces	
Edges	
Vertices	
Name	

PREVIEW

# Naming Prisms

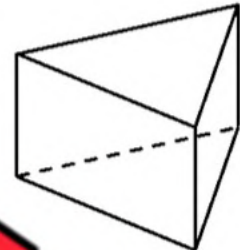
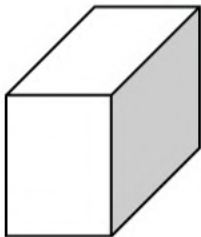
Questions Circle the name of the prism



Rectangular Prism  
Triangular Prism  
Cube

Rectangular Prism  
Triangular Prism  
Cube

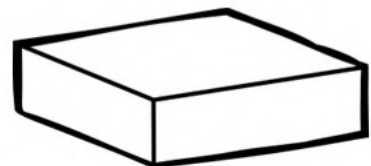
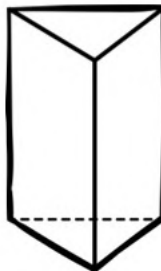
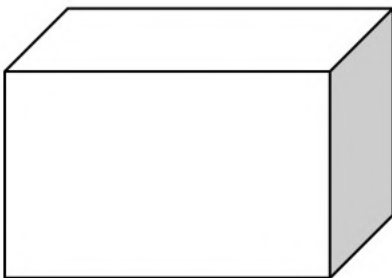
Rectangular Prism  
Triangular Prism  
Cube



Rectangular Prism  
Triangular Prism  
Cube

Rectangular Prism  
Triangular Prism  
Cube

Rectangular Prism  
Triangular Prism  
Cube



Rectangular Prism  
Triangular Prism  
Cube

Rectangular Prism  
Triangular Prism  
Cube

Rectangular Prism  
Triangular Prism  
Cube

**PREVIEW**

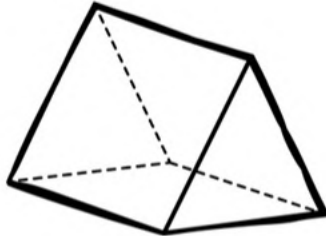
# Prism or Pyramid

## Questions

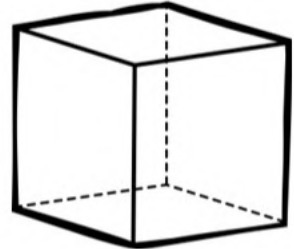
Is the shape a prism or pyramid?



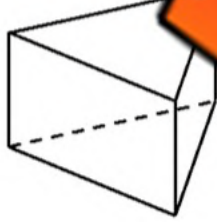
Prism    Pyramid



Prism    Pyramid



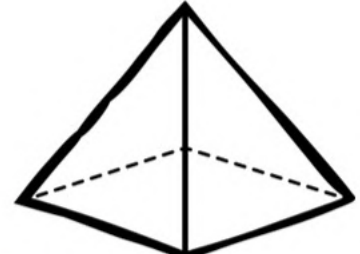
Prism    Pyramid



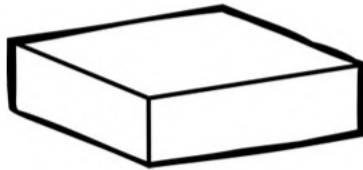
Prism    Pyramid



Prism    Pyramid



Prism    Pyramid



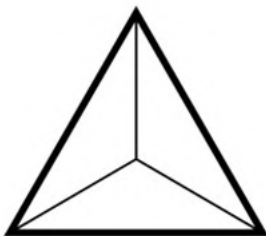
Prism    Pyramid



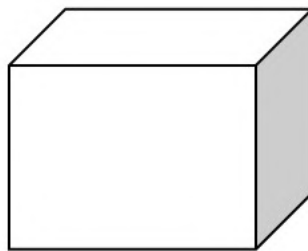
Prism    Pyramid



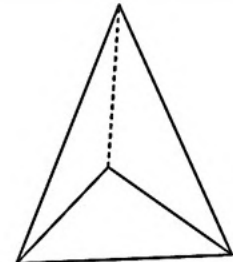
Prism    Pyramid



Prism    Pyramid



Prism    Pyramid



Prism    Pyramid

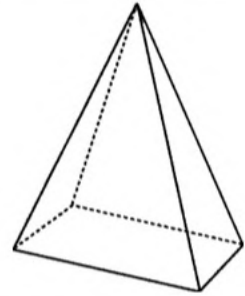
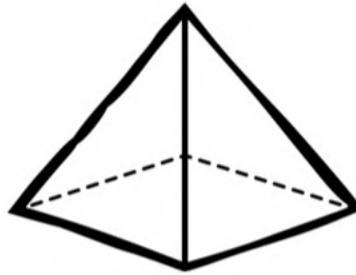
**PREVIEW**

# Pyramids - Faces, Edges, Vertices

## Questions

Fill in the tables below based on the pyramids

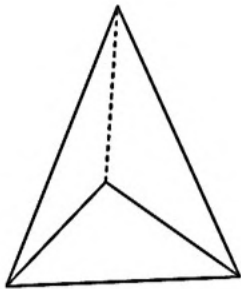
**Word Bank** – Triangular Pyramid, Rectangular Pyramid, Square Pyramid, Cone



Faces	
Edges	
Vertices	
Name	

Faces	
Edges	
Vertices	
Name	

Faces	
Edges	
Vertices	
Name	



Faces	
Edges	
Vertices	
Name	

Faces	
Edges	
Vertices	
Name	

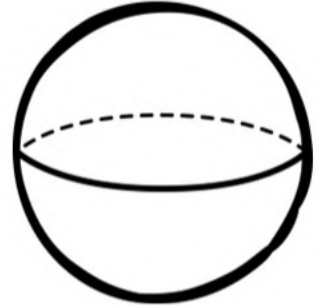
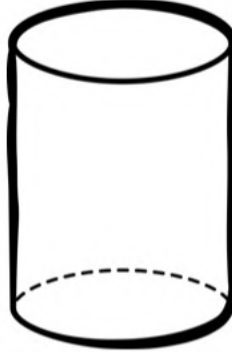
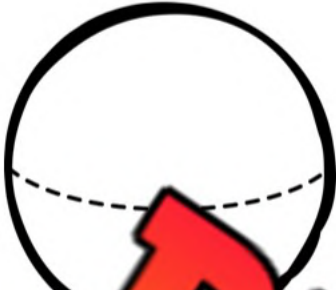
Faces	
Edges	
Vertices	
Name	

PREVIEW

# Cone, Cylinder or Sphere

## Questions

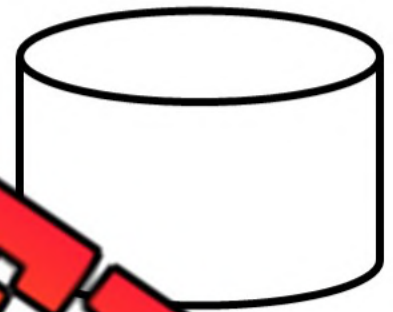
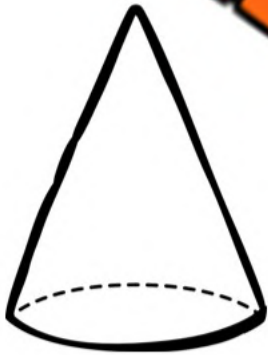
Is the 3D shape a Cone, Cylinder, or Sphere?



Cone Cylinder

Cone Cylinder Sphere

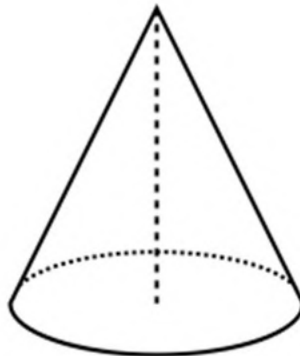
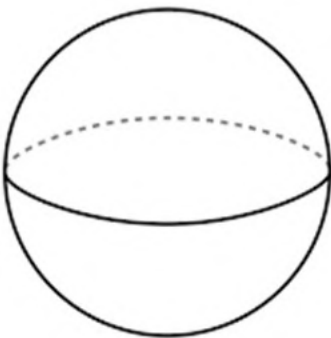
Cone Cylinder Sphere



Cone Cylinder Sphere

Cone Cylinder Sphere

Cone Cylinder Sphere



Cone Cylinder Sphere

Cone Cylinder Sphere

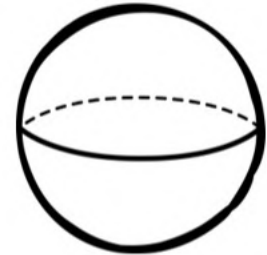
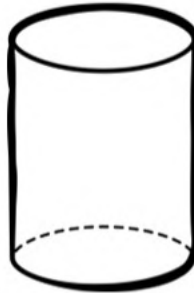
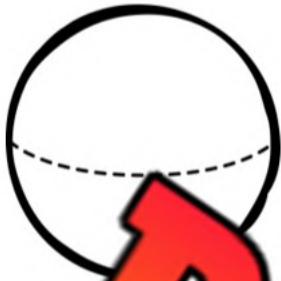
Cone Cylinder Sphere

**PREVIEW**

# 3D Shape - Faces, Edges, Vertices

Questions

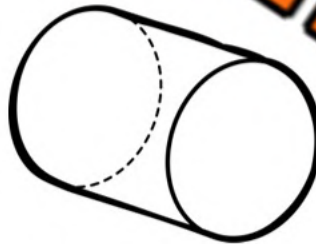
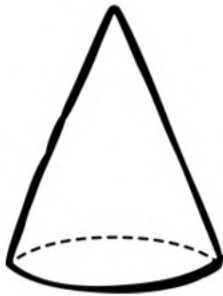
Fill in the tables below



Faces	
Edges	
Vertices	
Name	

Faces	
Edges	
Vertices	
Name	

Faces	
Edges	
Vertices	
Name	



Faces	
Edges	
Vertices	
Name	

Faces	
Edges	
Vertices	
Name	

Faces	
Edges	
Vertices	
Name	

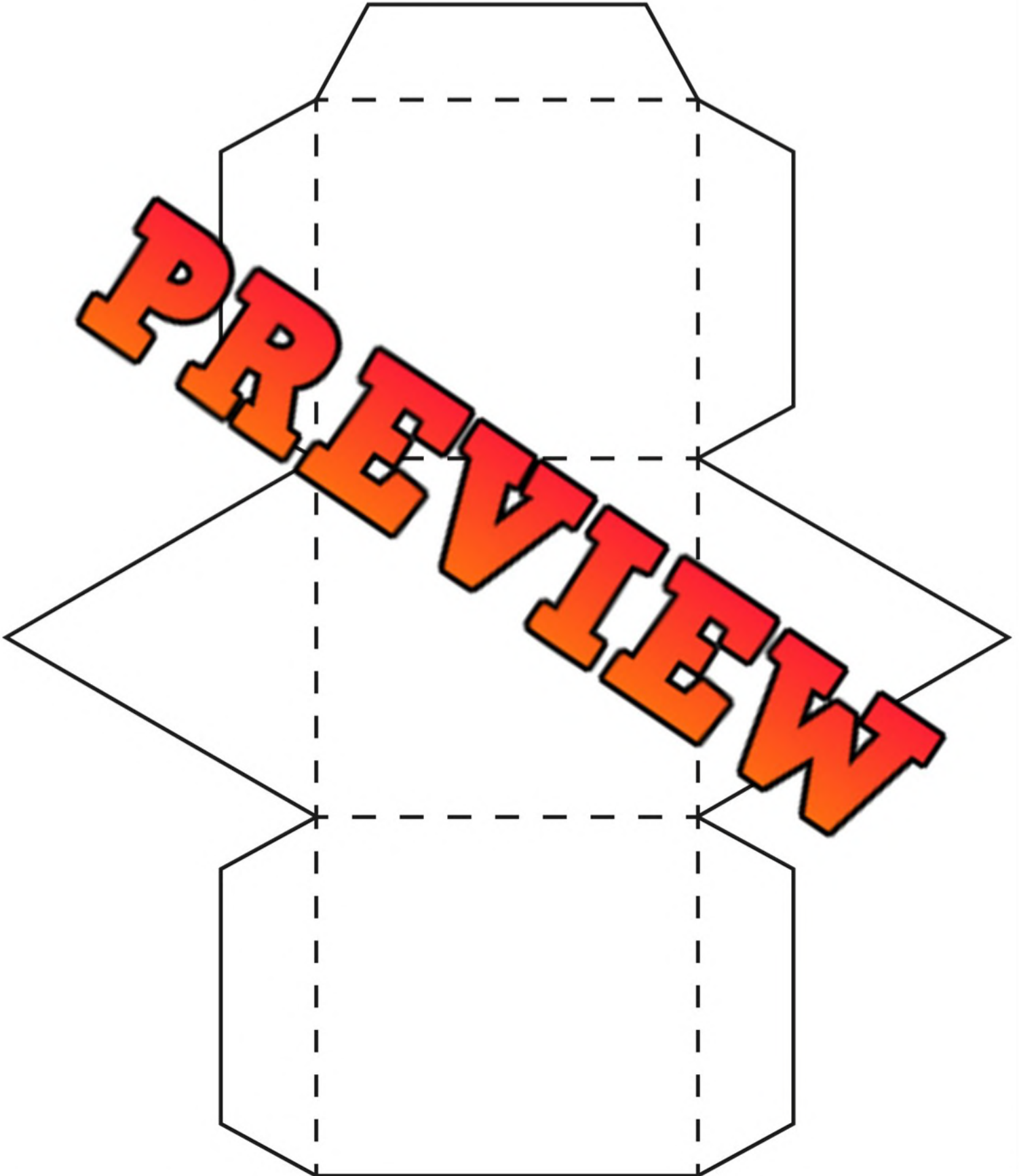
**PREVIEW**

Name: \_\_\_\_\_

34

Curriculum Connection  
G.1

# Triangular Prism



Name: \_\_\_\_\_

35

Curriculum Connection  
G.1

# Rectangular Prism

**PREVIEW**



Name: \_\_\_\_\_

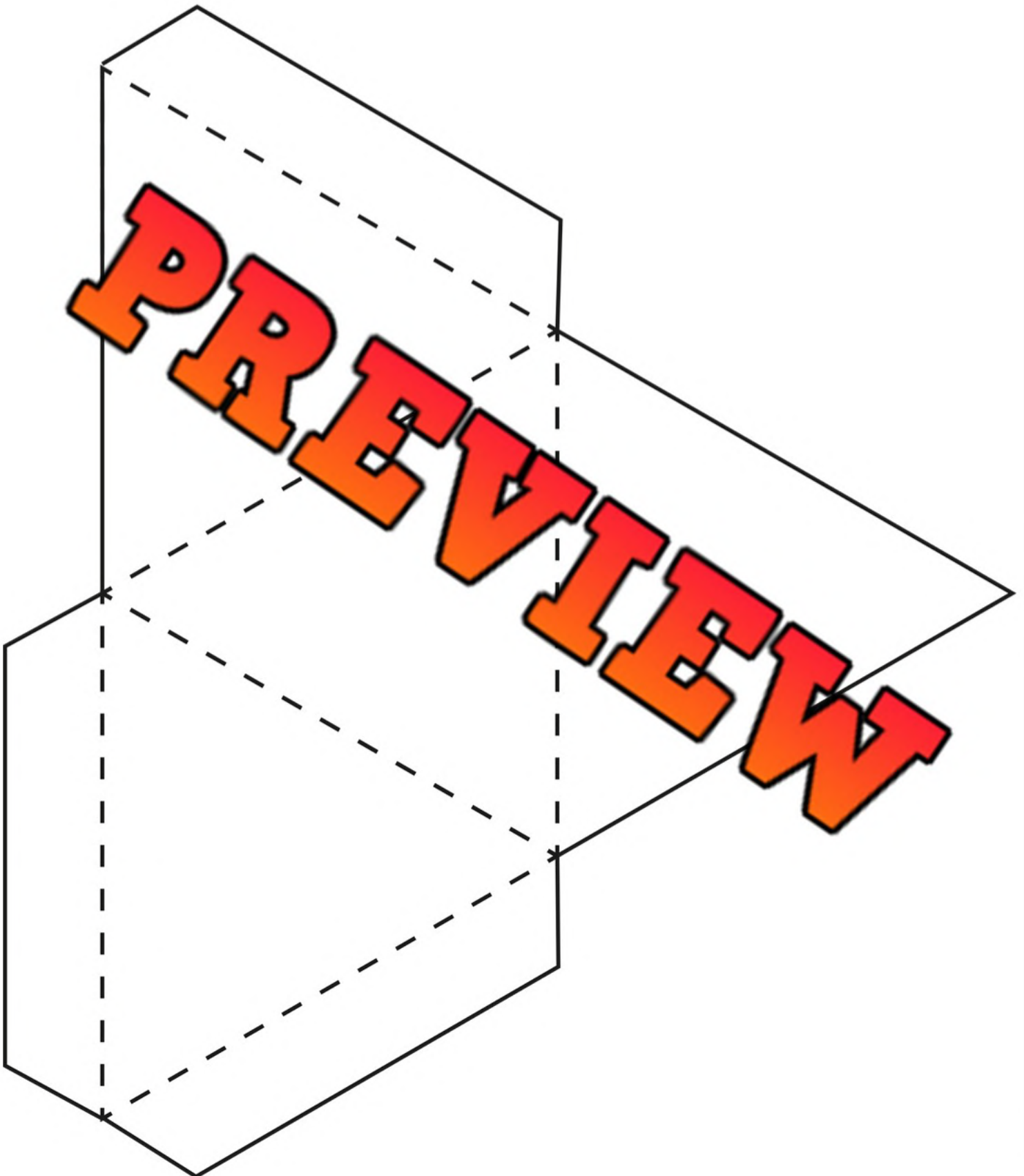
36

# Cube



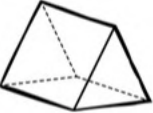
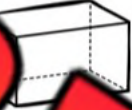
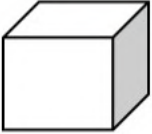

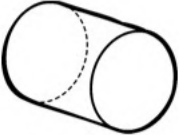

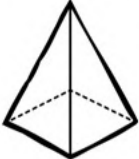
Name: \_\_\_\_\_

# Triangular Pyramid



Name: \_\_\_\_\_

# 3D Models - Investigating Nets

Name of 3D Shape	Faces (Sides)	Edges	Vertices (Corners)
Triangular Prism 			
Rectangular Prism 			
Cube 			
Cone 			
Cylinder 			
Triangular Pyramid 			
Square Pyramid 			

**PREVIEW**

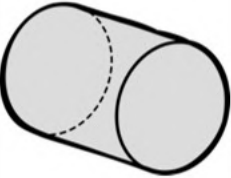
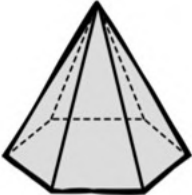
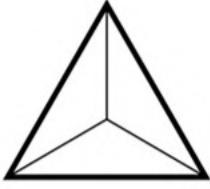



# Sorting 3-D Shapes Using Two Attributes

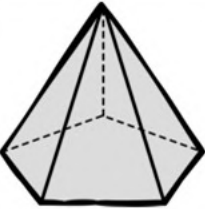
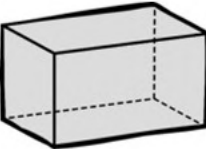
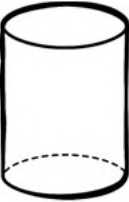
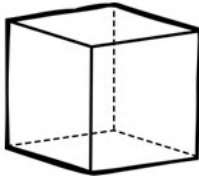
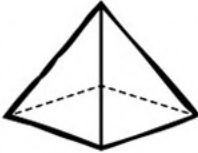

<p><b>Pyramid and Shaded</b></p>	<p><b>Pyramid and White</b></p>
<p><b>Pyramid and White</b></p>	<p><b>Non-Pyramid and Shaded</b></p>

**PREVIEW**

**Questions**

Write the letter below each shape in the correct category

					
<p>A</p>	<p>B</p>	<p>C</p>	<p>D</p>	<p>E</p>	<p>F</p>

					
<p>G</p>	<p>H</p>	<p>I</p>	<p>J</p>	<p>K</p>	<p>L</p>

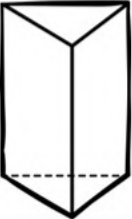
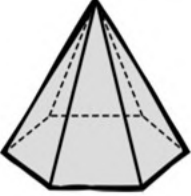
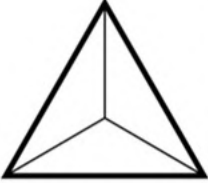
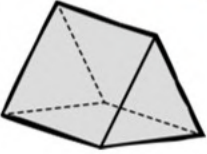


# Sorting 3-D Shapes Using Two Attributes

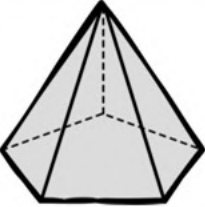
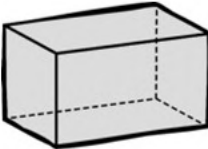
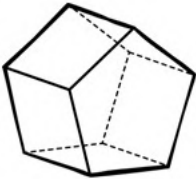
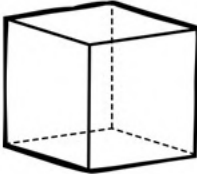
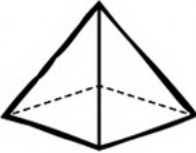

<p><b>Pyramid and Shaded</b></p>	<p><b>Prism and White</b></p>
<p><b>Pyramid and White</b></p>	<p><b>Prism and Shaded</b></p>

**PREVIEW**

**Questions**

Write the letter below each shape in the correct category


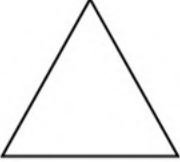
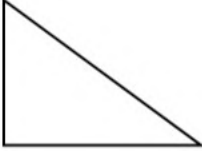

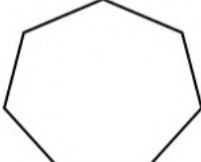



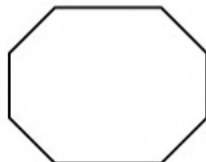
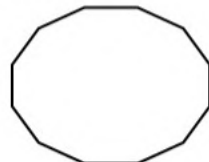
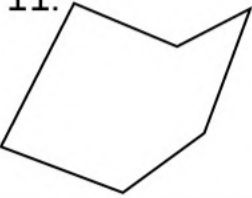
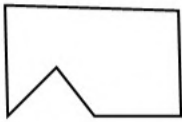



					
<p>A</p>	<p>B</p>	<p>C</p>	<p>D</p>	<p>E</p>	<p>F</p>

					
<p>G</p>	<p>H</p>	<p>I</p>	<p>J</p>	<p>K</p>	<p>L</p>

# Sides of a Shape

**Part 1**

How many sides does the shape have?


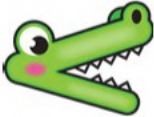




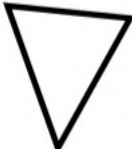


1. 	2. 	3. 	4. 	5. 
_____	_____	_____	_____	_____
6. 	7. 	8. 	9. 	10. 
_____	_____	_____	_____	_____
11. 	12. 	13. 	14. 	15. 
_____	_____	_____	_____	_____

**Part 2**

Draw a shape with the correct number of sides








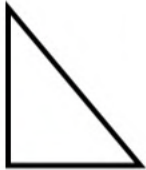
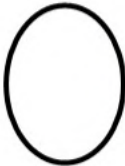






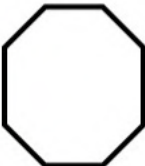
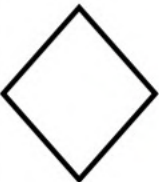












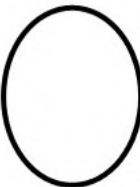














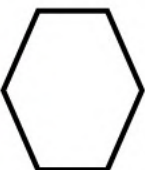
1)	2)	3)	4)	5)
4	3	6	8	10

# Comparing Shapes - Number of Sides

								
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## Questions

Circle the correct alligator

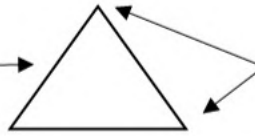
									
									
									
									
									

**PREVIEW**



# Sides and Vertices

Reminder: Side → Vertices



## Part 1

How many sides and vertices does the shape have?

1.	2.	3.	4.	5.
_____ sides	_____ sides	_____ sides	_____ sides	_____ sides
_____ vertices	_____ vertices	_____ vertices	_____ vertices	_____ vertices
6.	7.	8.	10.	
_____ sides	_____ sides	_____ sides	_____ sides	
_____ vertices	_____ vertices	_____ vertices	_____ vertices	

## Part 2

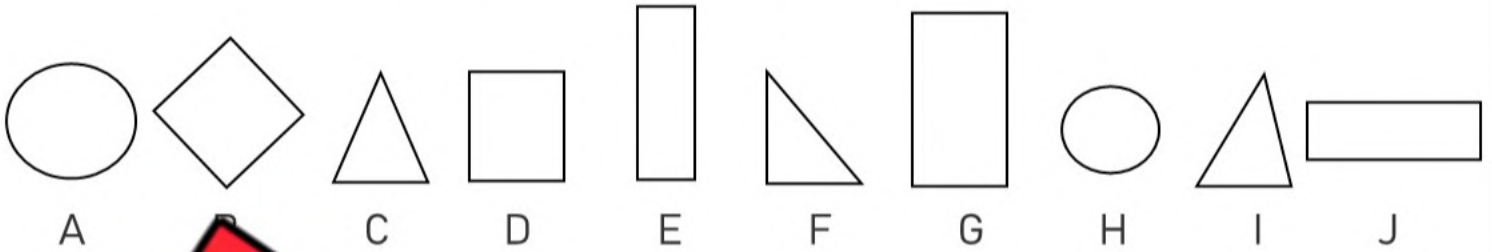
Draw a shape with the correct number of vertices and sides

1.	2.	3.	4.	5.
3 sides	4 sides	5 sides	6 sides	7 sides
3 vertices	4 vertices	5 vertices	6 vertices	7 vertices

# Sorting Sides and Vertices

## Part 1

Sort the shapes into the categories below



Shapes	Triangle	Rectangle	Square	Circle
Letters				

## Part 2

Sort the irregular shapes into the following categories



Sides	7	8	9
Letters			

## Part 3

Draw irregular shapes below with the correct number of sides




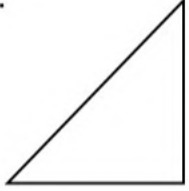
Drawings				
Sides	7	8	9	10




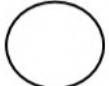
# Naming Shapes

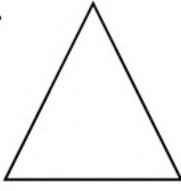
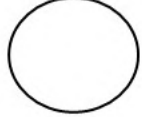
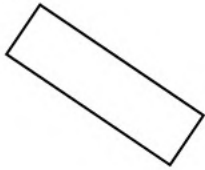
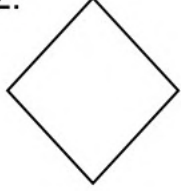
**Questions**

Fill in the blanks below

**Word Bank - Triangle Circle Rectangle Square**

	1. 	2. 	3. 	4. 
# of Sides	_____ sides	_____ sides	_____ sides	_____ sides
Name of Shape				

	5. 	6. 	7. 	8. 
# of Sides	_____ sides	_____ sides	_____ sides	_____ sides
Name of Shape				

	9. 	10. 	11. 	12. 
# of Sides	_____ sides	_____ sides	_____ sides	_____ sides
Name of Shape				

**PREVIEW**

# Real Life 2D Objects

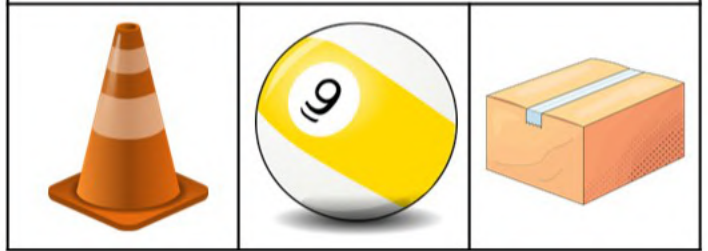
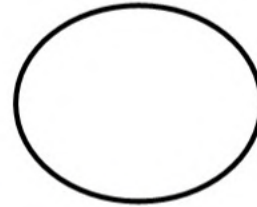
## Questions

Circle the real-life object that resembles the 2D shape

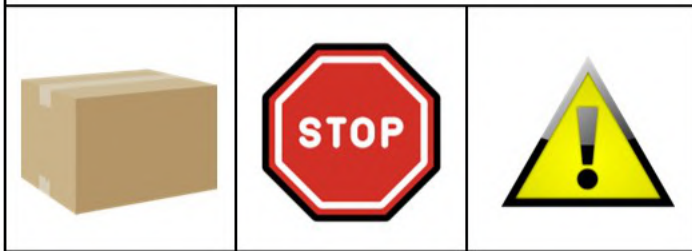
1)



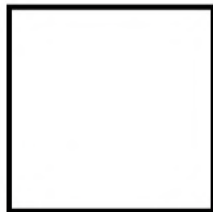
2)



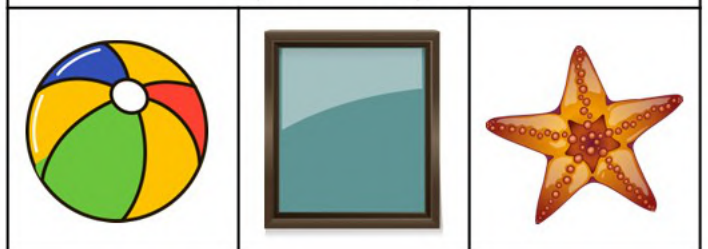
3)



5)





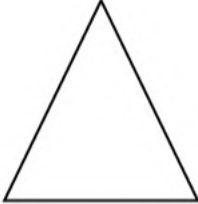
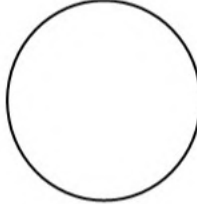
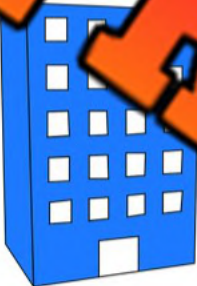


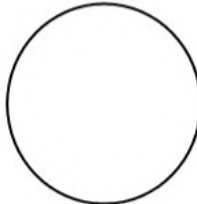




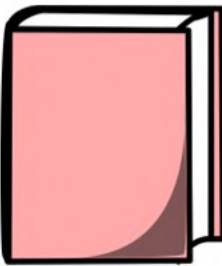
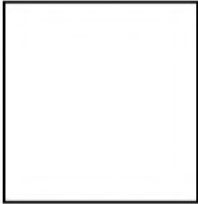
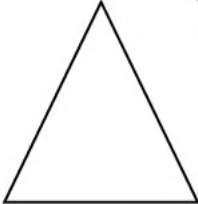
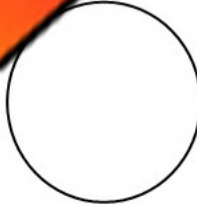

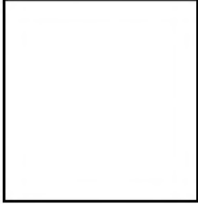
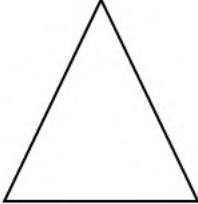
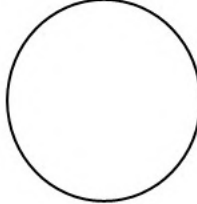
6)



# 2D Shapes Found in 3D Pictures

**Questions**

Circle the 2D shapes found in the 3D shape


3D Shape	2D Shape 1	2D Shape 2	2D Shape 3
			
			
			
			
			

**PREVIEW**

# 2D Shapes Found in 3D Pictures

## Questions

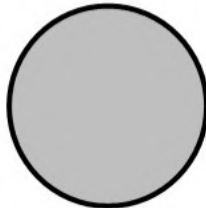
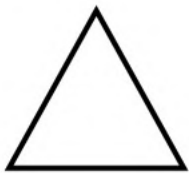
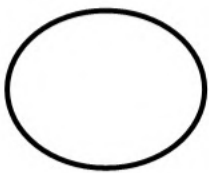
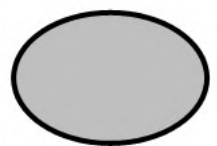
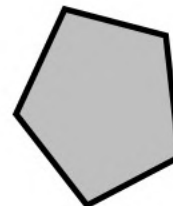
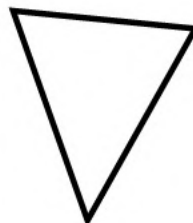
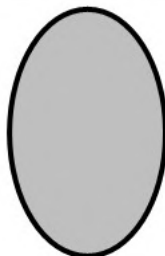
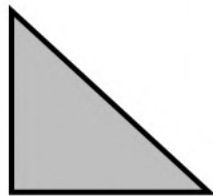
Circle the 2D shapes found in the 3D shape

3D Shape	2D Shape 1	2D Shape 2	2D Shape 3	3D Shape	2D Shape 1	2D Shape 2	2D Shape 3
							
							
							
							
							

**PREVIEW**

**Unit Test - 3-D Objects and 2-D Shapes****Part 1**

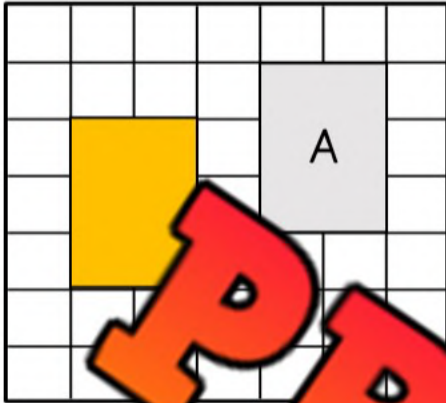
Sort the shapes into the correct categories using the two attributes

**Round and White****Round and Grey****Not Round and White****Not Round and Grey****PREVIEW****A****B****C****D****E****F****G****H****I****J****K****L**

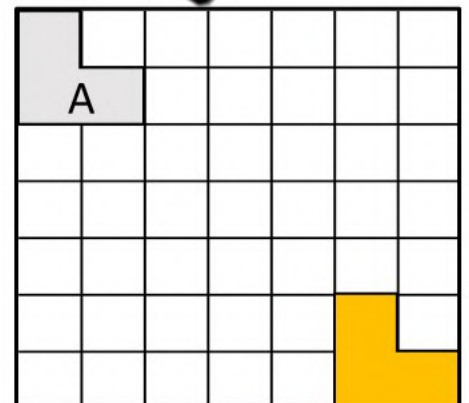
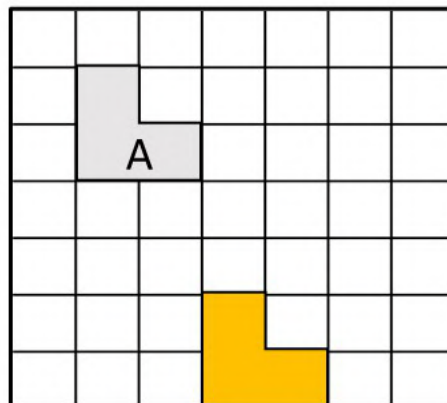
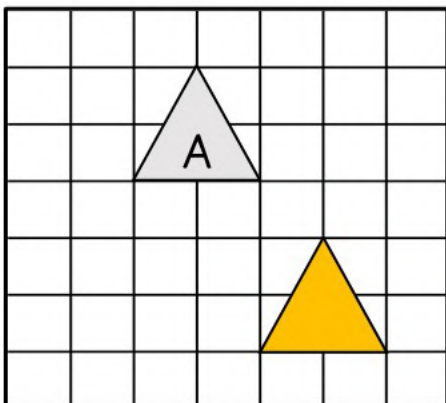
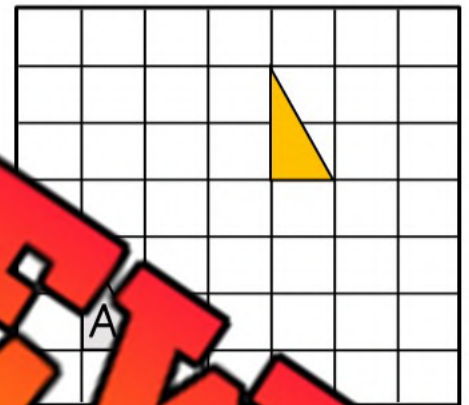
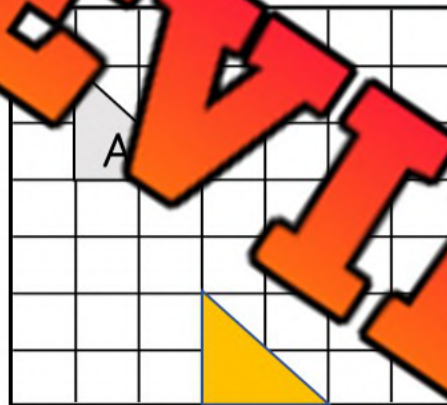
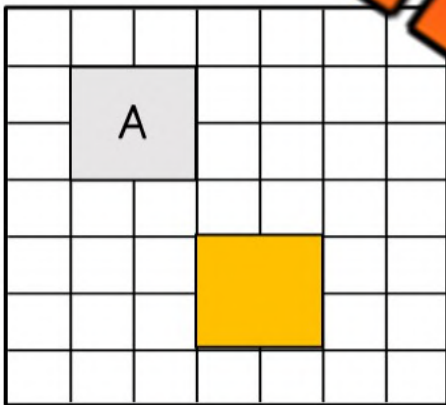
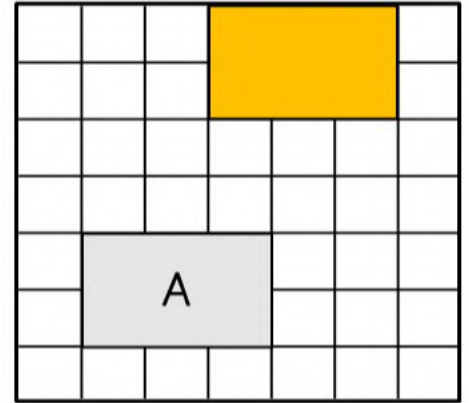
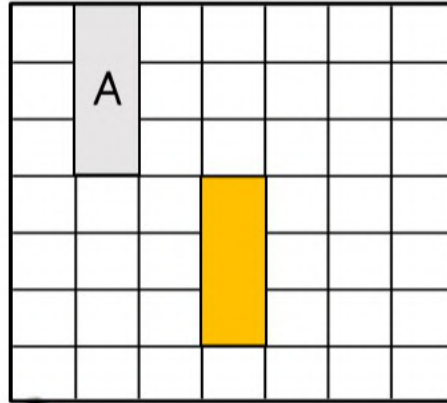
# Describing Translations

## Questions

Describe the translations below. Shape A is the original object



down 1,

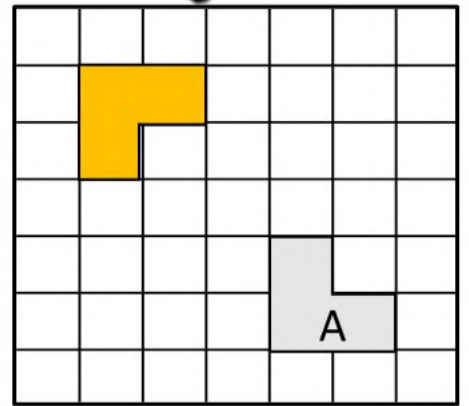
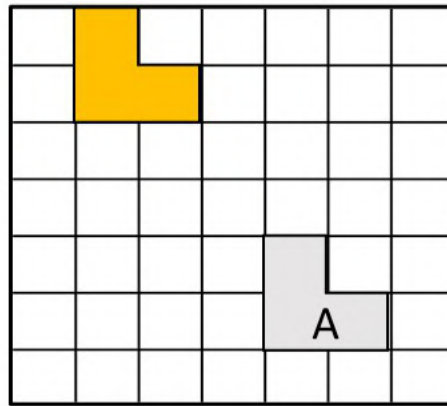
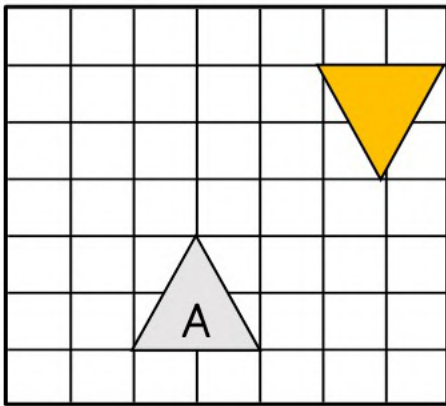
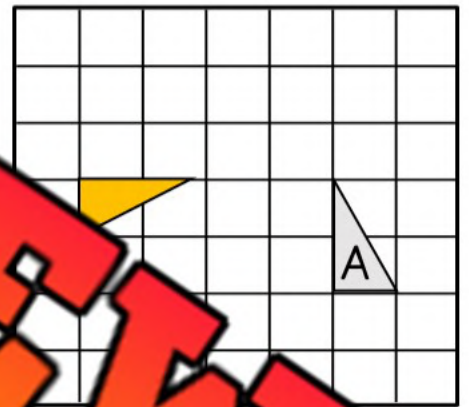
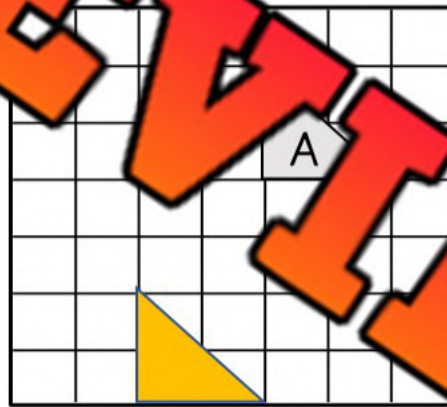
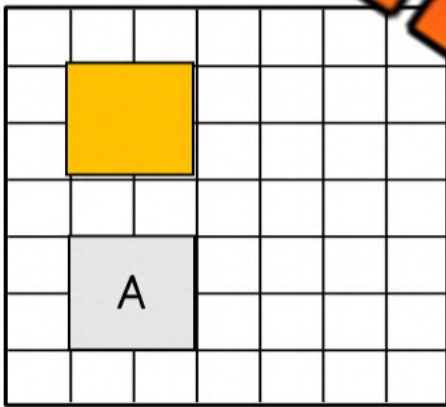
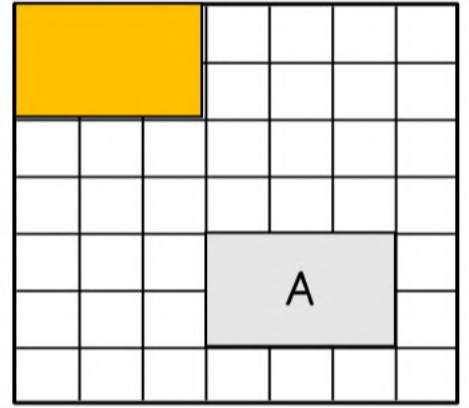
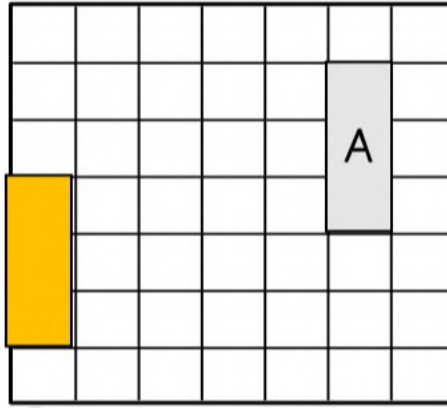
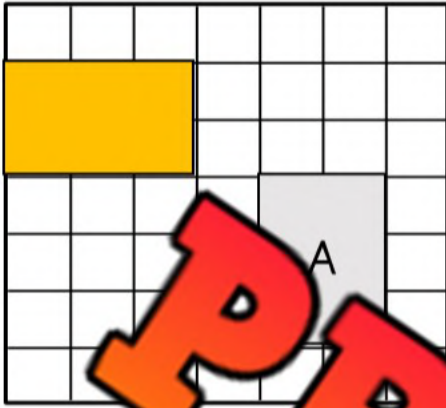


**PREVIEW**

# Translation or Not?

## Questions

Is the transformation a translation or not? Write yes or no.



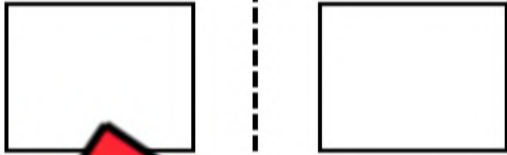
**PREVIEW**

# Reflection or Not?

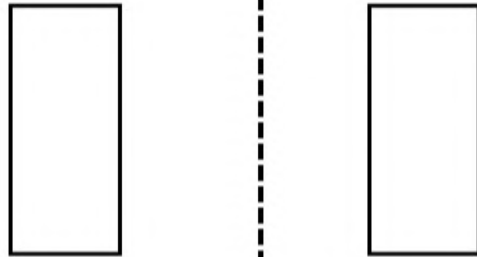
## Questions

Is the transformation a reflection?

1)



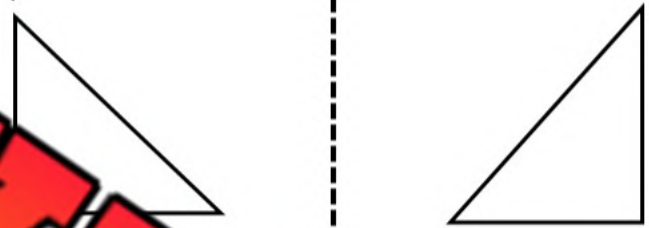
2)



3)



4)



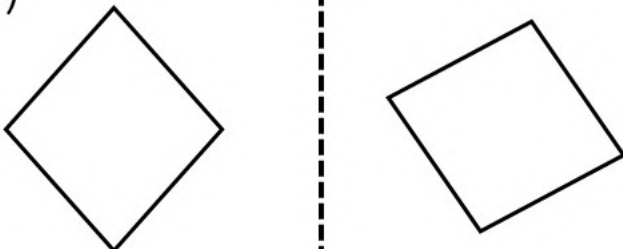
5)



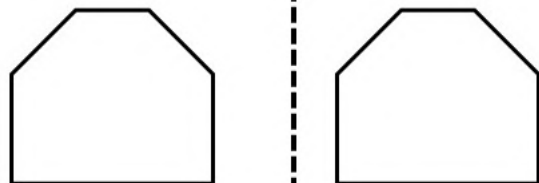
6)



7)



8)



**PREVIEW**

# Drawing Reflections

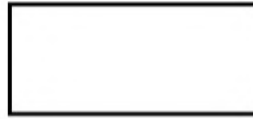
## Questions

Draw the shape across the reflection line

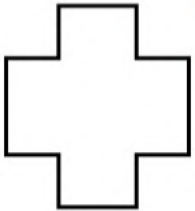
1)



2)



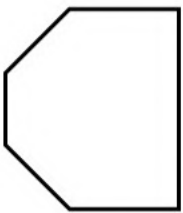
3)



4)



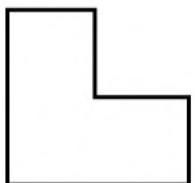
5)



6)



7)



8)

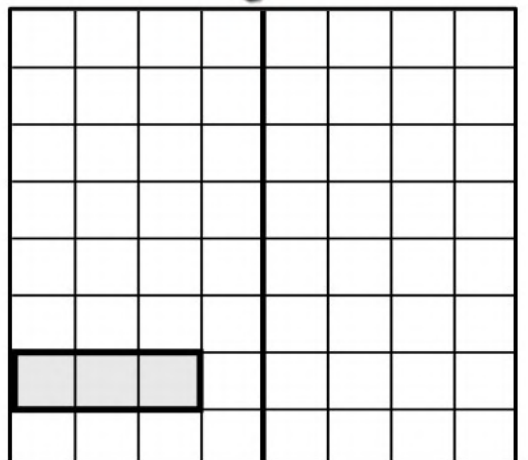
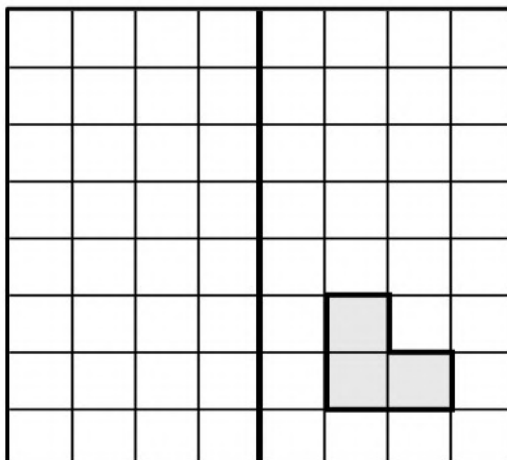
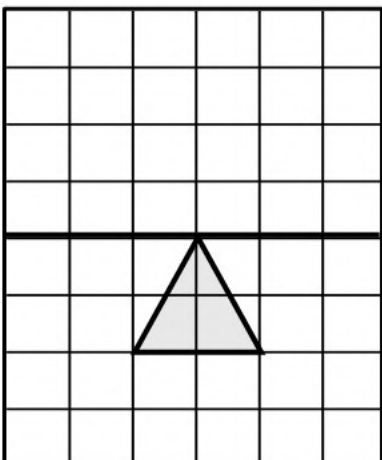
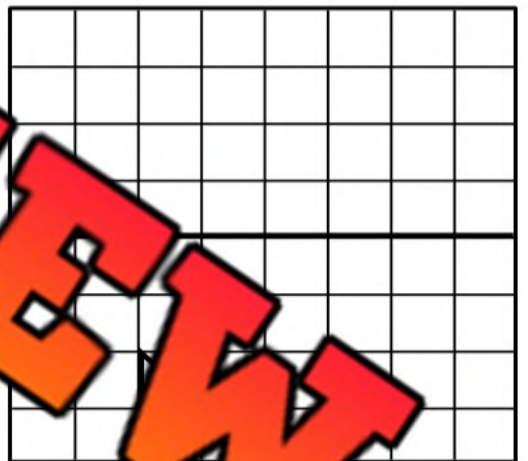
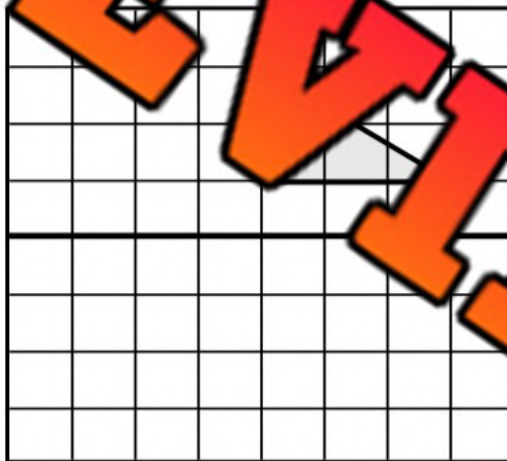
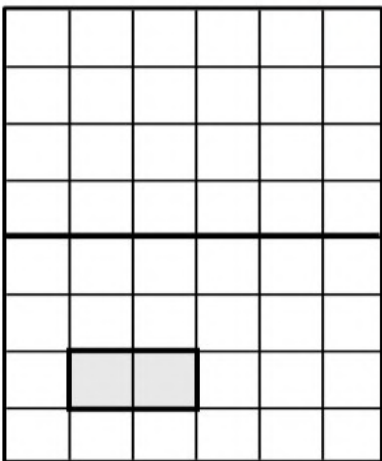
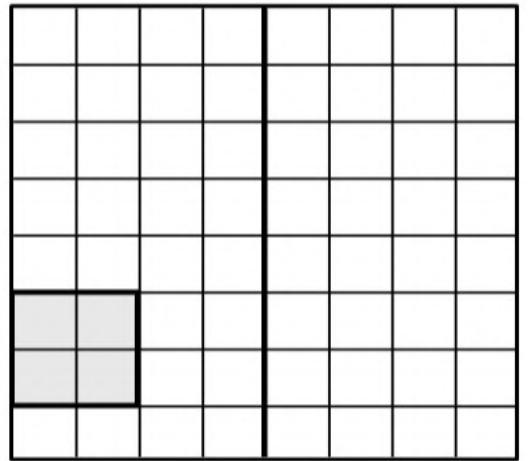
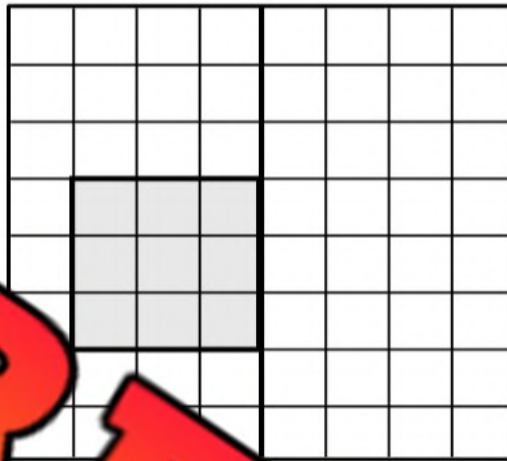
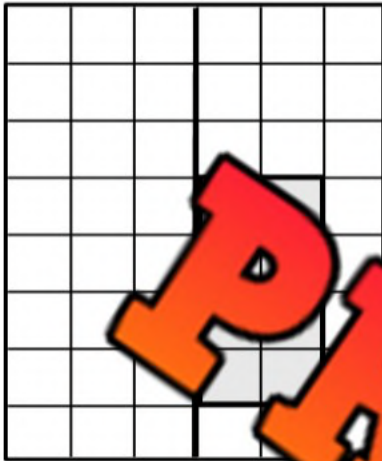


**PREVIEW**

# Drawing Reflections

## Questions

Reflect the shapes across the mirror line









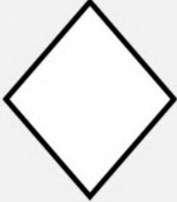
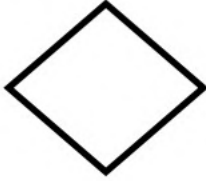




**PREVIEW**

# Rotations

**Questions**


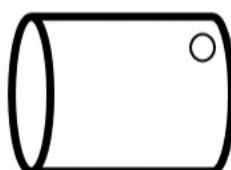




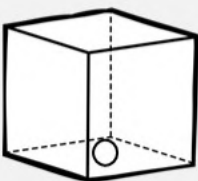
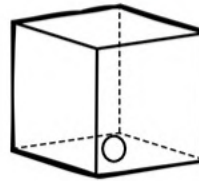
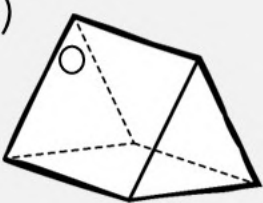
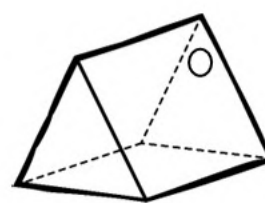
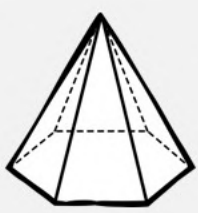
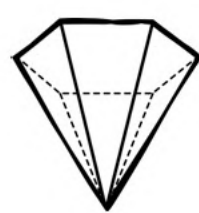
Has the shape been rotated? Yes or No?

1)			Yes	No
2)			Yes	No
3)			Yes	No
4)			Yes	No
5)			Yes	No
6)			Yes	No

# Rotations - 3D Objects

## Questions

Has the object been rotated? Yes or No?

1)			Yes	No
2)			Yes	No
3)			Yes	No
4)			Yes	No
5)			Yes	No
6)			Yes	No

# Transformations

## Questions

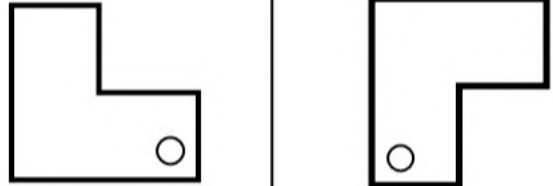
Is the transformation a translation, reflection or rotation?

1)



Translation   Reflection   Rotation

2)



Translation   Reflection   Rotation

3)



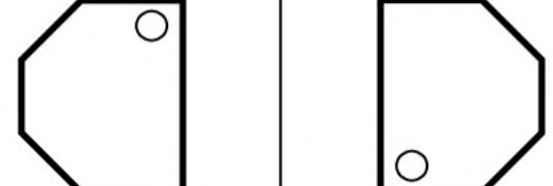
Translation   Reflection   Rotation

4)



Translation   Reflection   Rotation

5)



Translation   Reflection   Rotation

6)



Translation   Reflection   Rotation

7)

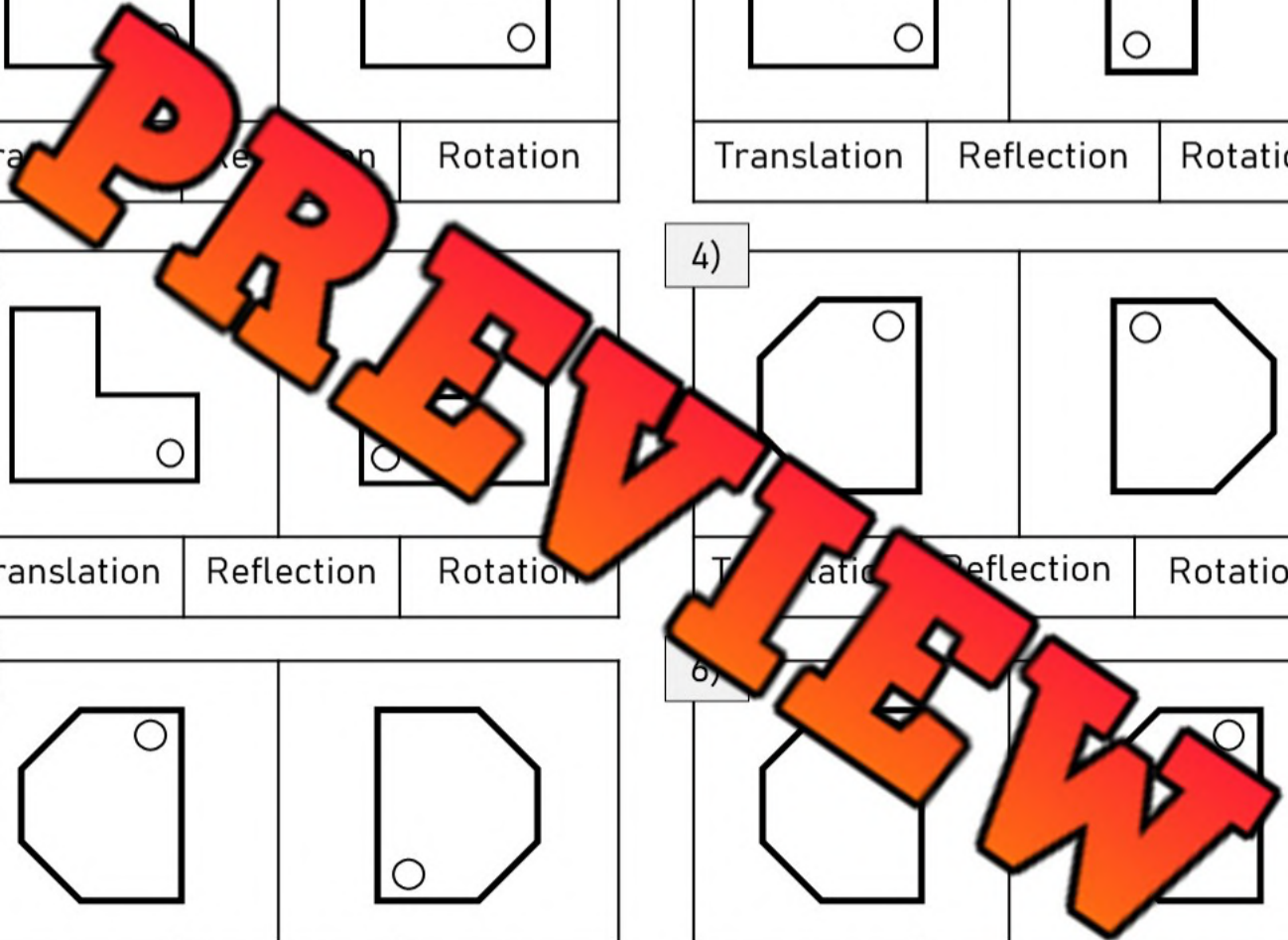


Translation   Reflection   Rotation

8)



Translation   Reflection   Rotation

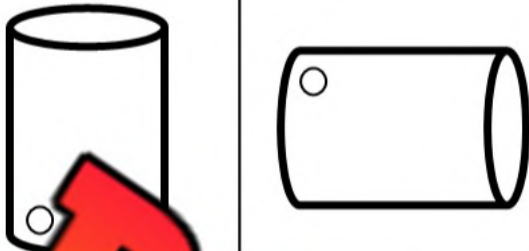


# Transformations of 3D Objects

## Questions

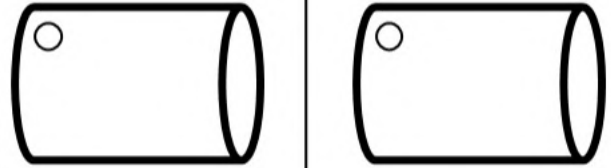
Is the transformation a translation, reflection or rotation?

1)



Translation   Reflection   Rotation

2)



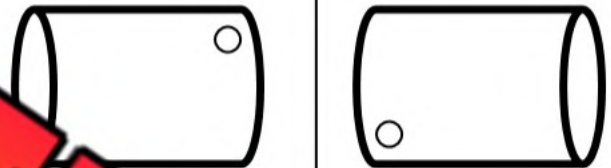
Translation   Reflection   Rotation

3)



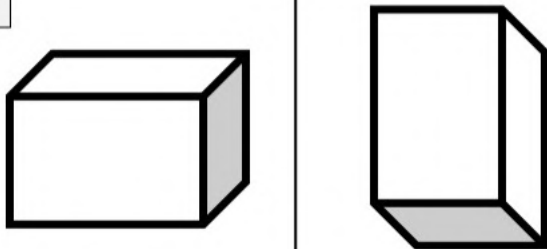
Translation   Reflection   Rotation

4)



Translation   Reflection   Rotation

5)



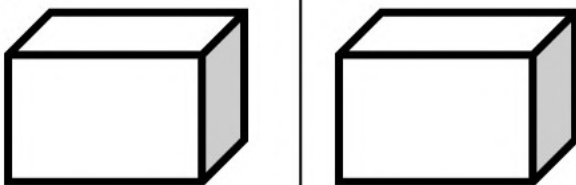
Translation   Reflection   Rotation

6)



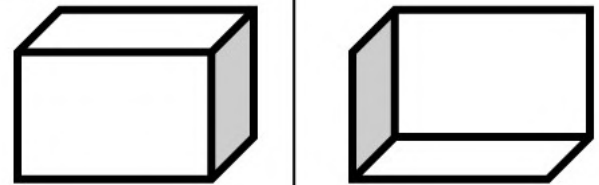
Translation   Reflection   Rotation

7)



Translation   Reflection   Rotation

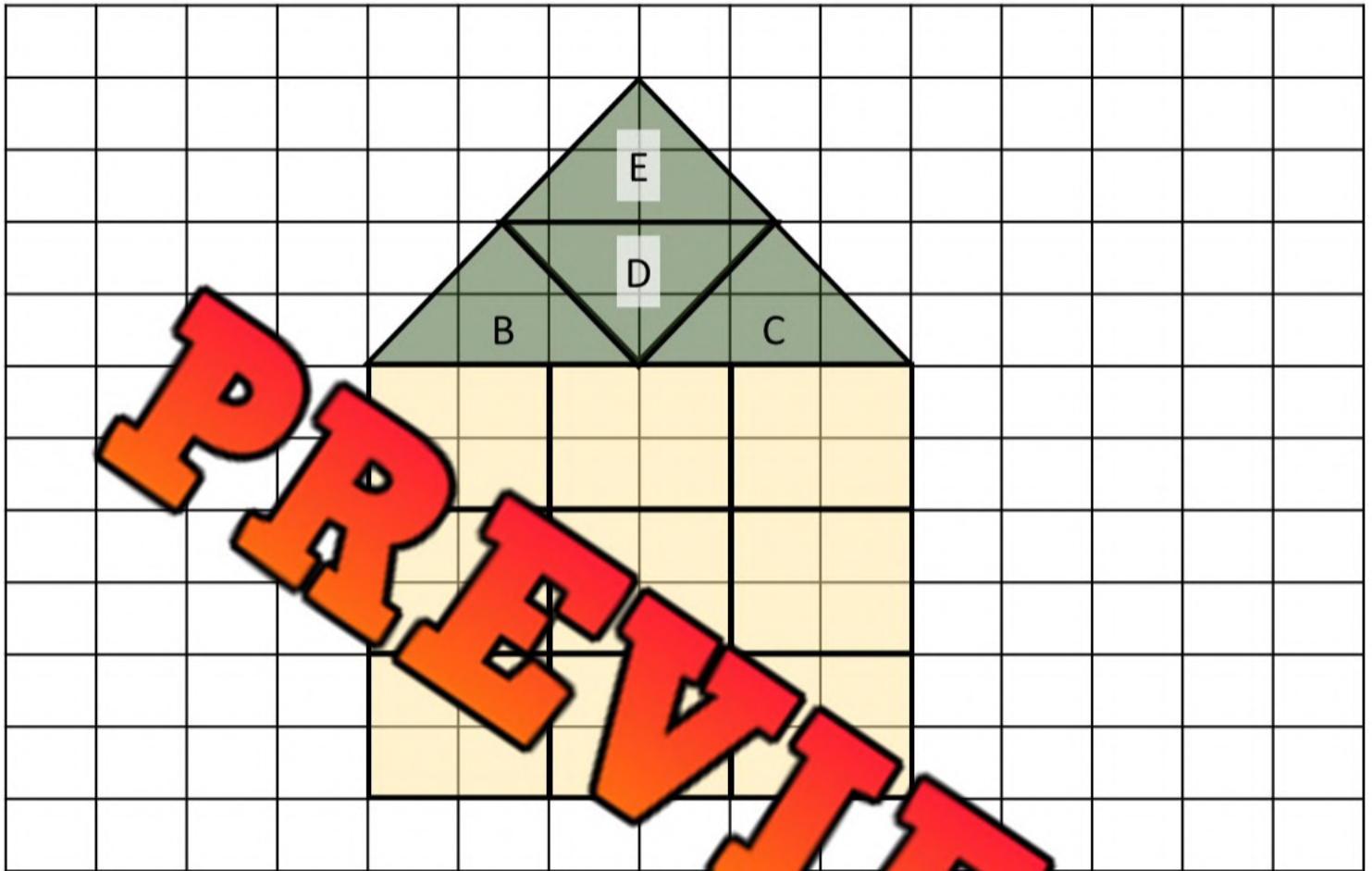
8)



Translation   Reflection   Rotation

**PREVIEW**

# Describing Transformations in a Design



## Questions

Answer the questions below

1) Which shape is A?

2) Which transformation was used with shape A?

3) Which shape is B, C, D, and E?

3) Which transformation was used to move shape B to C?

4) Which two transformations were used to move shape C to D?

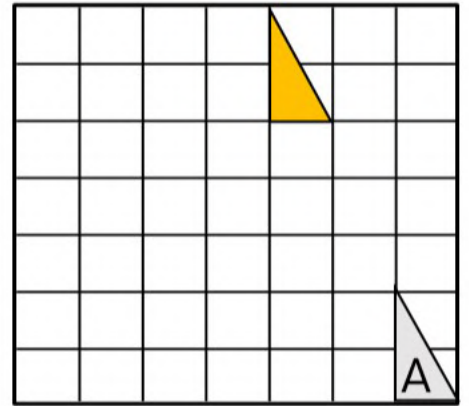
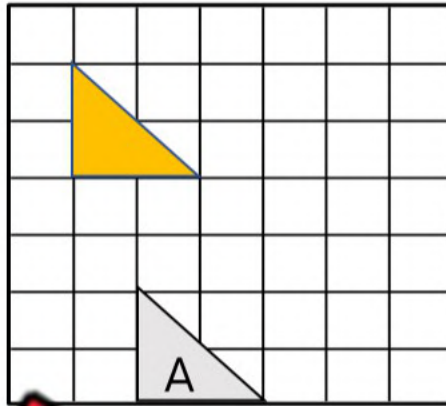
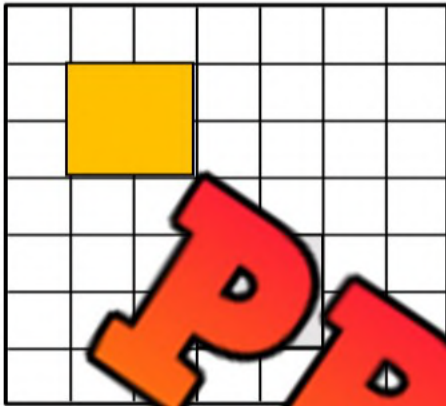
1) \_\_\_\_\_

2) \_\_\_\_\_

5) Which transformation was used to move shape D to E?

# Unit Quiz - Transformations

**Part 1** Describe the translations below. Shape A is the original object



**Part 2** Draw the shape across a reflection line

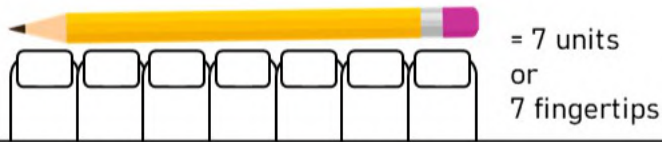
<p>1)</p>	<p>2)</p>
-----------	-----------

**Part 3** Has the shape been rotated? Yes or No?

<p>1)</p>		<p>Yes</p>	<p>No</p>
<p>2)</p>		<p>Yes</p>	<p>No</p>

# Using Non-Standard Units - Fingertips

We can estimate the length of something by using our fingertip.



## Questions

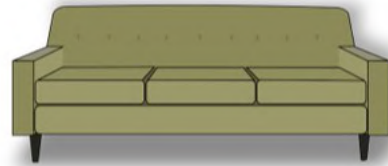
Measure the objects below using your fingertip

1)



Approximately \_\_\_\_\_ fingertips

2)



Approximately \_\_\_\_\_ fingertips

3)



Approximately \_\_\_\_\_ fingertips



Approximately \_\_\_\_\_ fingertips

5)



Approximately \_\_\_\_\_ fingertips

6)



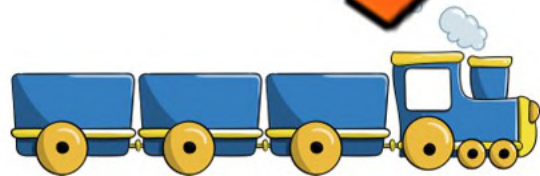
Approximately \_\_\_\_\_ fingertips

7)



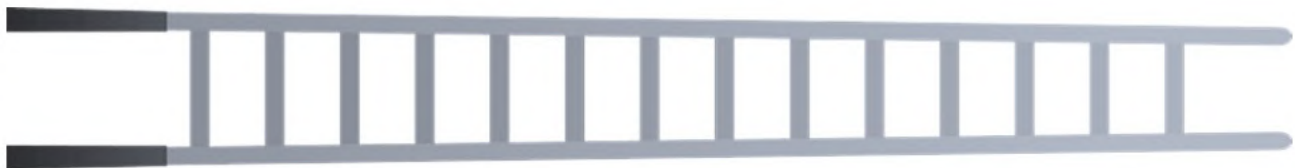
Approximately \_\_\_\_\_ fingertips

8)



Approximately \_\_\_\_\_ fingertips

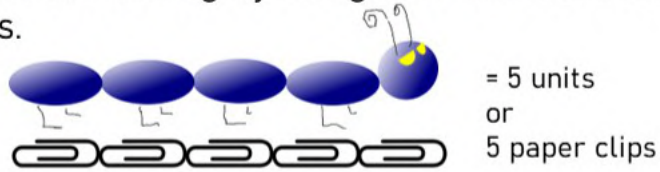
9)



Approximately \_\_\_\_\_ fingertips

# Using Non-Standard Units - Paper Clips

We can measure the length of something by using non-standard units. Try using a paper clip to measure things.



## Questions

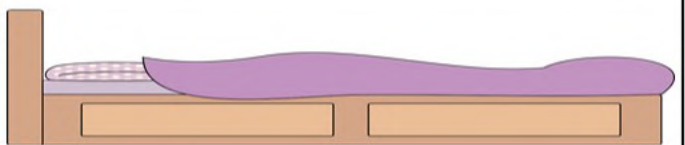
Measure the objects below using a paperclip

1)



Approximately \_\_\_\_\_ paper clips

2)



Approximately \_\_\_\_\_ paper clips

3)



Approximately \_\_\_\_\_ paper clips

4)



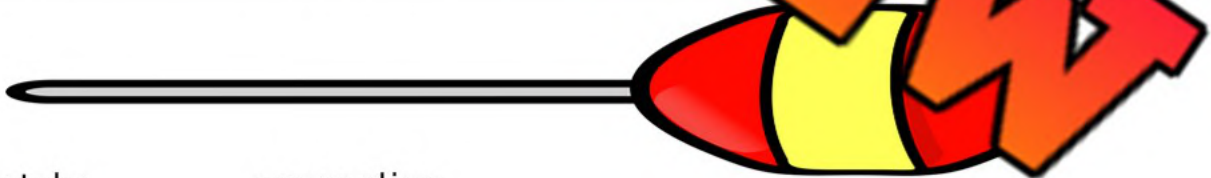
Approximately \_\_\_\_\_ paper clips

5)



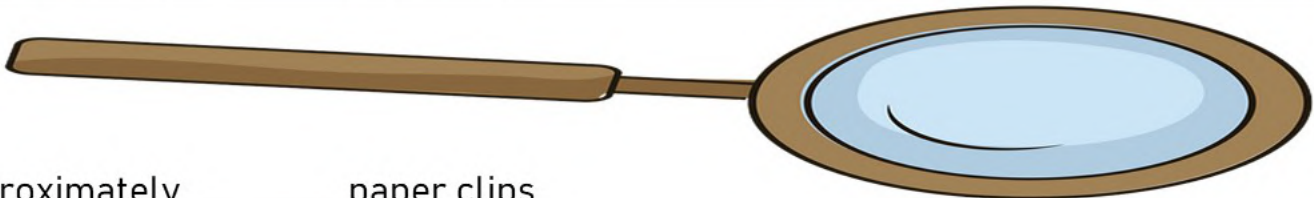
Approximately \_\_\_\_\_ paper clips

6)



Approximately \_\_\_\_\_ paper clips

7)



Approximately \_\_\_\_\_ paper clips

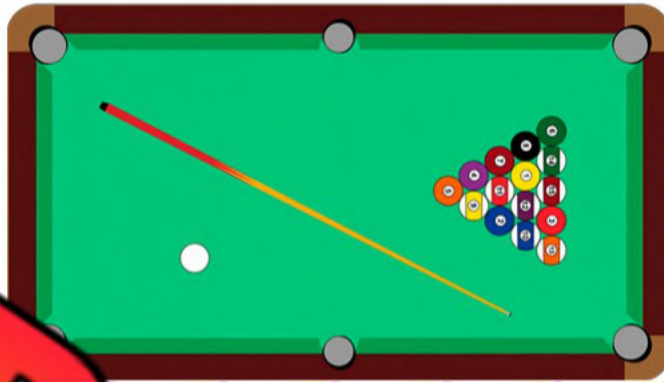
7)



Approximately \_\_\_\_\_ paper clips

# Using Non-Standard Units - Pencils

We can estimate the length of something by non-standard units. Try using your pencil to measure things.



= 6 units or 6 pencils

## Directions

Find objects in your class that you can measure

Object Name	Length # of Pencils	Object Name	Length # of Pencils
1)		5)	
2)		6)	
3)		7)	
4)		8)	

**PREVIEW**

# Using Non-Standard Units - Wingspan

When we need to measure the length of something longer, like a doorway, many people will use their arms to measure the length. This is a fast way to get a rough estimate of how long something is without using a measuring tape.



Doorway = 1 wingspan length

Our wingspan is used to measure longer distances.  
Examples: width of classroom, length of gymnasium

## Directions

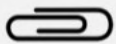


Find a longer length in your school that you could measure with your wingspan. Note the length and how many wingspans it is.

Length Name	# of Wingspans	Length Name	Length # of Wingspans
1)		5)	
2)		6)	
3)		7)	
4)		8)	

# Measuring Length - Which Unit?

## Directions

Circle which non-standard unit would you use to measure

What You Are Measuring	Unit 1 	Unit 2 	Unit 3 
1) The length of an apple	Paper Clip	Pencil	Wingspan
2) The width of a desk	Paper Clip	Pencil	Wingspan
3) The width of the classroom	Paper Clip	Pencil	Wingspan
4) The length of the gymnasium	Paper Clip	Pencil	Wingspan
5) The length of your finger	Paper Clip	Pencil	Wingspan
6) The length of a book	Paper Clip	Pencil	Wingspan
7) The length of a bus	Paper Clip	Pencil	Wingspan
8) The length of your foot	Paper Clip	Pencil	Wingspan
9) The length of a cookie	Paper Clip	Pencil	Wingspan
10) The width of a window	Paper Clip	Pencil	Wingspan

# Measuring Real-Life Objects - Finger Units

## Questions

Measure the length of the objects below using your fingertip



\_\_\_\_\_ fingertips



\_\_\_\_\_ fingertips



\_\_\_\_\_ fingertips



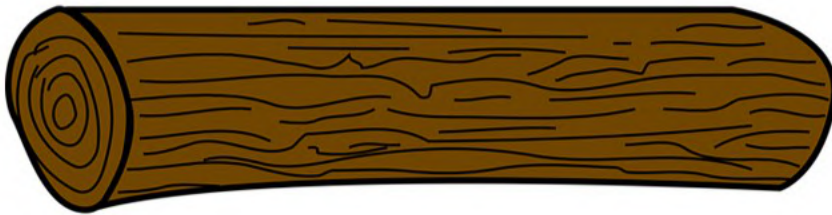
\_\_\_\_\_ fingertips



\_\_\_\_\_ fingertips



\_\_\_\_\_ fingertips



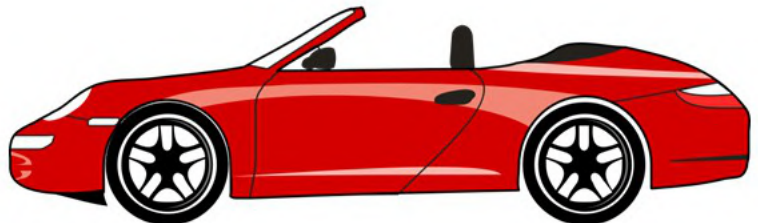
\_\_\_\_\_ fingertips



\_\_\_\_\_ fingertips



\_\_\_\_\_ fingertips



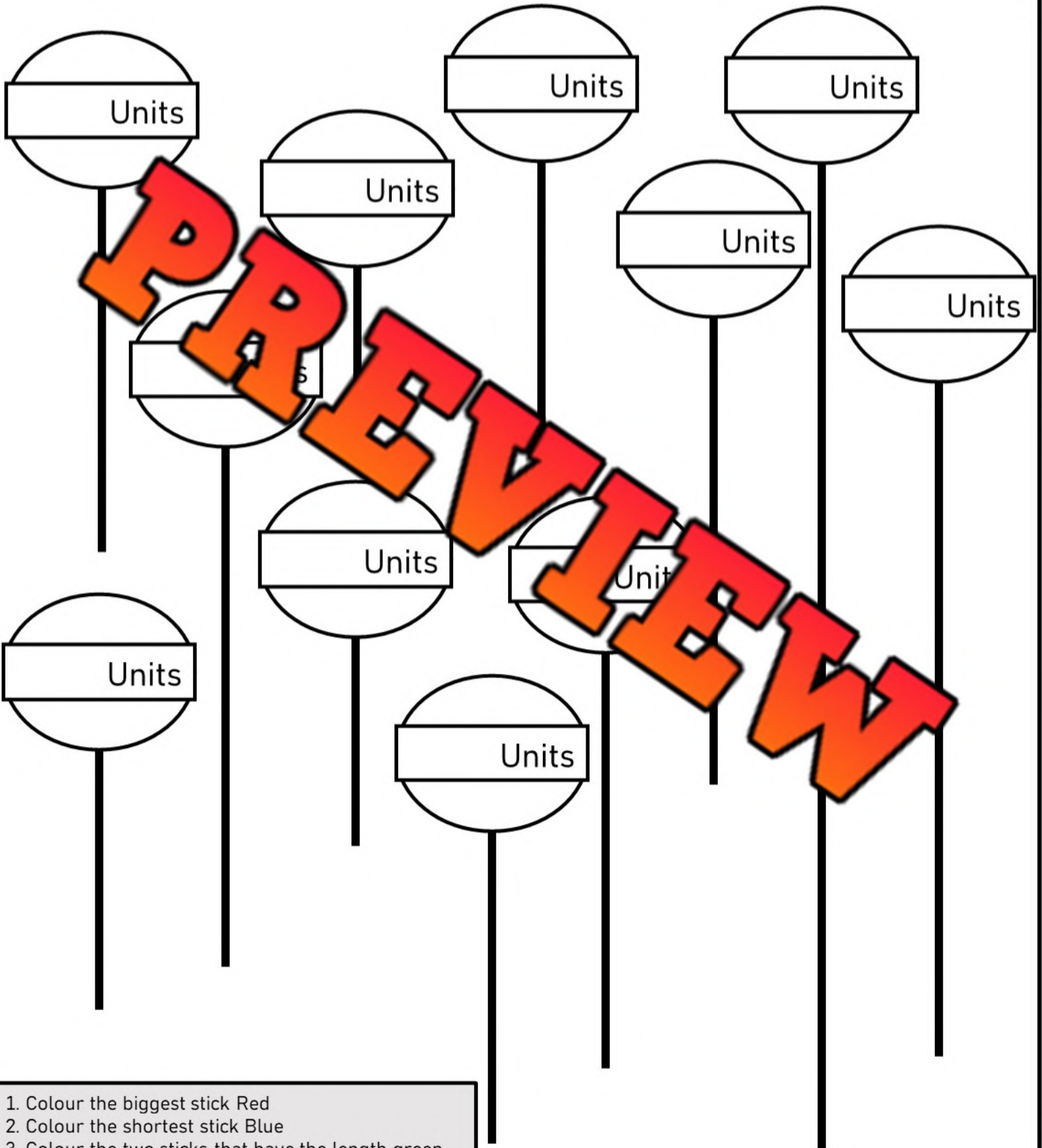
\_\_\_\_\_ fingertips

**PREVIEW**

# Measuring Lollipops

## Questions

Measure the lengths of the lollipop sticks using any non-standard unit



1. Colour the biggest stick Red
2. Colour the shortest stick Blue
3. Colour the two sticks that have the length green

# Measuring Real-Life Objects - Changing Orientation

## Questions

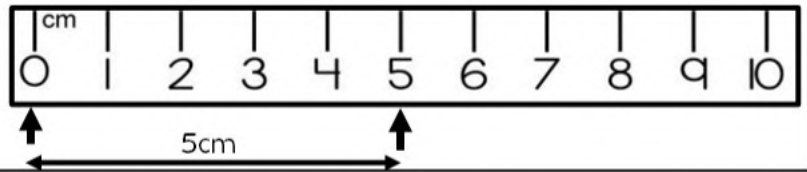
Measure the objects below using your fingertips

Measure the real-life object in column 1 and column 2. These objects are the same, but they have been moved or rotated.

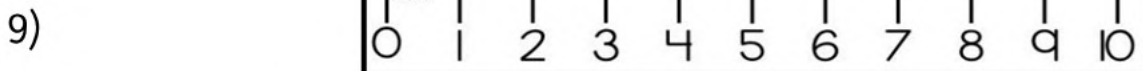
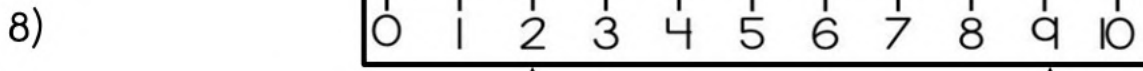
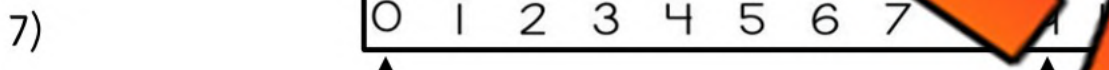
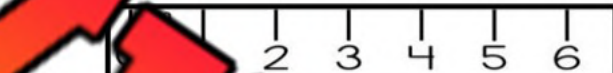
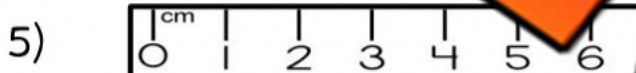
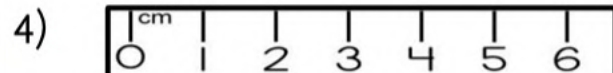
Column 1	Column 2	Column 1	Column 2
1)  _____ fingertips	 _____ fingertips	4)  _____ fingertips	 _____ fingertips
2)  _____ fingertips	 _____ fingertips	5)  _____ fingertips	 _____ fingertips
3)  _____ fingertips	 _____ fingertips	6)  _____ fingertips	 _____ fingertips

# Measuring in Centimetres

We can accurately measure the length of something by using a ruler.



**Questions** Read the rulers below to find the distance between the arrows



# Measuring in Centimetres

**Questions**

Use a ruler to measure the lines below



1) \_\_\_\_\_  
\_\_\_\_\_ cm

2) \_\_\_\_\_  
\_\_\_\_\_ cm

3) \_\_\_\_\_  
\_\_\_\_\_ cm

4) \_\_\_\_\_  
\_\_\_\_\_ cm

5) \_\_\_\_\_  
\_\_\_\_\_ cm

6) \_\_\_\_\_  
\_\_\_\_\_ cm

7) \_\_\_\_\_  
\_\_\_\_\_ cm

8) \_\_\_\_\_  
\_\_\_\_\_ cm

9) \_\_\_\_\_  
\_\_\_\_\_ cm

10) \_\_\_\_\_  
\_\_\_\_\_ cm

11) \_\_\_\_\_  
\_\_\_\_\_ cm

12) \_\_\_\_\_  
\_\_\_\_\_ cm

**PREVIEW**

# Drawing Lengths Using a Ruler

**Questions**

Draw lines that are the lengths below



1)

5 cm

2)

6 cm

3)

9 cm

5)

4 cm

6)

7 cm

7)

1 cm

8)

8 cm

9)

2 cm

10)

10 cm

11)

14 cm

12)

17 cm

**PREVIEW**

# Measuring Real-Life Objects

## Questions

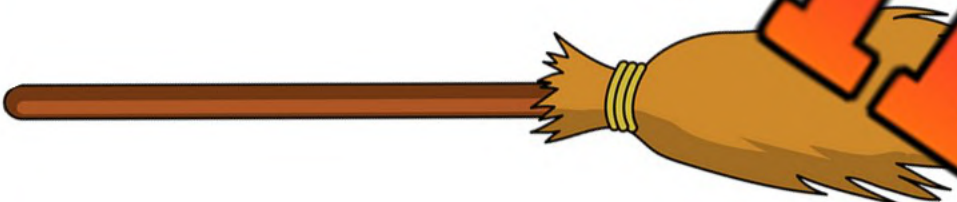
Measure the length of the objects below



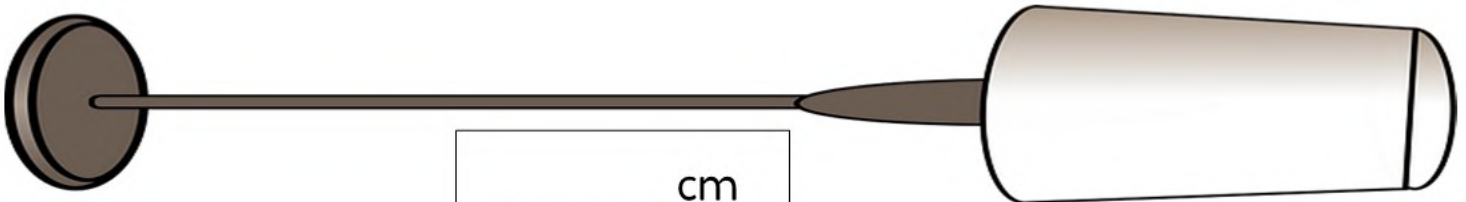
\_\_\_\_\_ cm



\_\_\_\_\_ cm



\_\_\_\_\_ cm



\_\_\_\_\_ cm



**PREVIEW**

# Measuring Real-Life Objects

## Questions

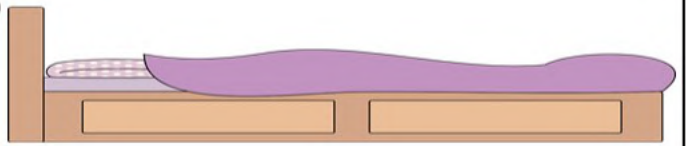
Measure the objects below using a ruler

1)



\_\_\_\_\_ cm

2)



\_\_\_\_\_ cm

3)

**PREVIEW**



\_\_\_\_\_ cm

4)



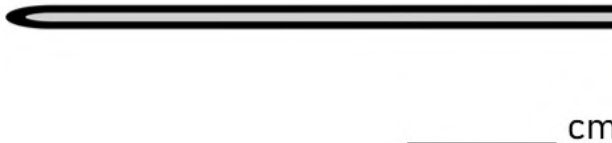
\_\_\_\_\_ cm

5)



\_\_\_\_\_ cm

6)



\_\_\_\_\_ cm

7)



\_\_\_\_\_ cm

8)



\_\_\_\_\_ cm

# Estimating Length in CM

## Questions

Circle which length fits the description

1) A pencil

- a) 5cm
- b) 15cm
- c) 50cm
- d) 100cm



2) A computer

- a) 5cm
- b) 10cm
- c) 40cm
- d) 100cm



3) A car

- a) 50cm
- b) 100cm
- c) 500cm
- d) 900cm



4) A cup

- a) 3cm
- b) 10cm
- c) 50cm
- d) 100cm



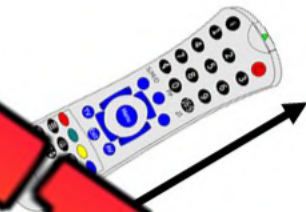
5) A bottle

- a) 3cm
- b) 30cm
- c) 100cm
- d) 300cm



6) A remote control

- a) 5cm
- b) 10cm
- c) 100cm
- d) 500cm



7) An apple

- a) 1cm
- b) 30cm
- c) 10cm
- d) 100cm



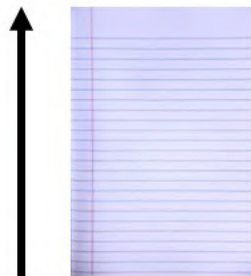
8) A paper clip

- a) 5cm
- b) 50cm
- c) 100cm
- d) 200cm



9) Piece of paper

- a) 5cm
- b) 15cm
- c) 50cm
- d) 100cm



10) A shoe

- a) 5cm
- b) 15cm
- c) 50cm
- d) 200cm



# Measuring Length in CM

**Directions**

Use a ruler to measure the following things

Objects to Measure	Length in CM
1) The length of this paper	
2) The length of your foot/shoe	
3) The length of your hand (thumb to pinky)	
4) The length of your pencil	
5) The length of a marker	
6) The length of a paperclip	
7) The length of an eraser	
8) The height of a water bottle	
9) The length and width of a book	Length = Width =
10) The width of your desk or table	

# Indigenous Methods For Measuring Length

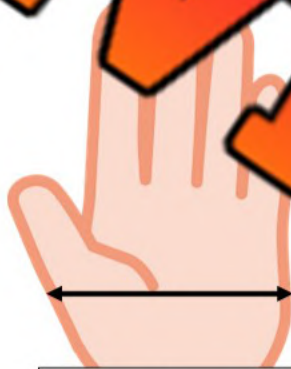
Being able to measure lengths is very important. The Indigenous in Canada didn't use the metric system that we use today. Instead, they used their bodies to measure lengths.

Measuring was important when trading. A metre of cloth was not measured with a metre stick. Rather, the seller would extend their arm straight out in front of them. The distance from their nose to their fingers was considered a yard (close to a metre in the metric system).

To measure short distances, the Indigenous used one finger width, two finger widths, three finger width, four finger width, and palm width. To measure long distances, wingspan was used. Our wingspan is the length when our arms are out to our sides as far as possible. For even further distances, the Indigenous would use 'pacing.' This means they would count their steps. They might measure the distance from their longhouse to a river by pacing 250 paces (steps).



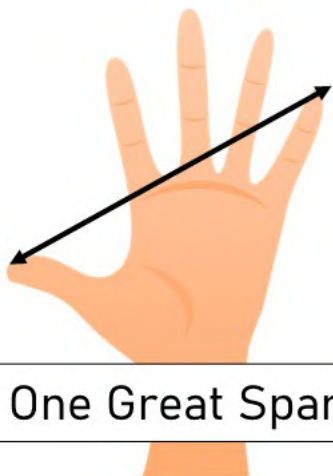
One Finger



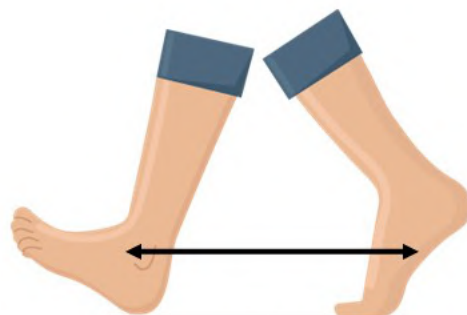
One Palm



One Span



One Great Span



One Pace



One Wingspan


# Indigenous Methods For Measuring Length

## Part 1

Measure the following using one finger 

Objects to Measure	How Many Fingers
1) Length of your pencil	
2) Width of your wrist	
3) Width of a door in your class	
4) Length of your arm	

## Part 2

Measure the following using palms 

Objects to Measure	How Many Palms
1) Width of this page	
2) Height of this page	
3) Height of a water bottle	
4) Width of a computer screen	

## Part 3

Measure the following using spans 

Objects to Measure	How Many Spans
1) Height from the floor to your knee	
2) Length of one arm (from fingers to shoulder)	
3) Height of your book bag	
4) Length of a friend's leg	

# Indigenous Methods For Measuring Length

## Part 1

Measure the following using great spans



Objects to Measure	How Many Great Spans
1) Height from the floor to your knee	
2) Length of one arm (from fingers to shoulder)	
3) Height of a book bag	
4) Length of a foot	

## Part 2

Measure the following using paces



Objects to Measure	How Many Paces
1) Width of your classroom	
2) Depth of your classroom	
3) Width of a hallway	
4) Length of a hallway	

## Part 3

Measure the following using wingspans



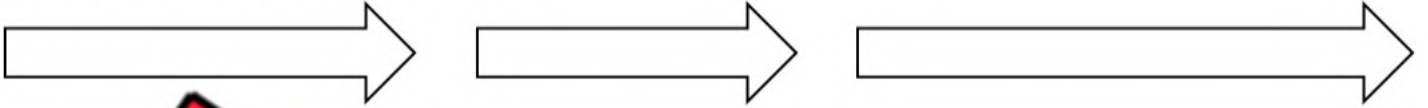
Objects to Measure	How Many Wingspans
1) Width of your classroom	
2) Depth of your classroom	
3) Width of a hallway	
4) Length of a hallway	

# Measurement Unit Test

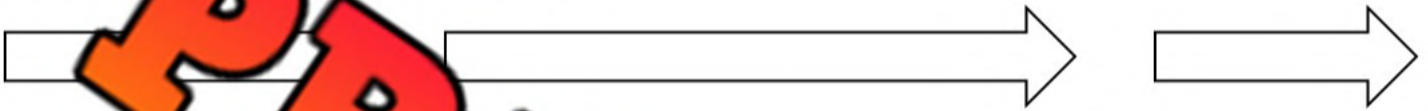
## Part 1

Follow the instructions below

1) Colour the longest arrow



2) Colour the shortest arrow



## Part 2

Write the standard unit you would use to measure

What You Are Measuring	Unit 1	Unit 2	Unit 3
1) The length of an orange	Paper Clip	Pencil	Wingspan
2) The width of a computer	Paper Clip	Pencil	Wingspan
3) The length of a bus	Paper Clip	Pencil	Wingspan

## Part 3

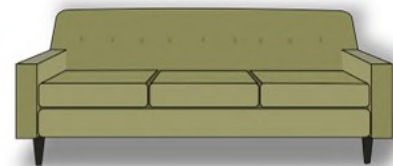
Measure the objects below using your fingertip

1)



Approximately \_\_\_\_\_ fingertips

2)



Approximately \_\_\_\_\_ fingertips

## Part 4

Use a ruler to measure the lines below

1)



\_\_\_\_\_ cm

2)



\_\_\_\_\_ cm

3)



\_\_\_\_\_ cm

## Part 5

Draw a line that is the correct length

1)

5 cm

2)

3 cm

3)

4 cm

## Part 6

Use a ruler to measure the length of the objects below



\_\_\_\_\_ cm



\_\_\_\_\_ cm



\_\_\_\_\_ cm



\_\_\_\_\_ cm

## Part 7

Circle which length fits the description

1) A ketchup bottle

- a) 5cm
- b) 30cm
- c) 100cm
- d) 200cm



2) An eraser

- a) 5cm
- b) 50cm
- c) 100cm
- d) 500cm

