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BC Math Curriculum

Measuring Unit – Grade 3

3-Part Lesson Format

Part 1 – Minds On!

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

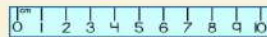
Learning Goal

We are learning to measure and draw lengths in centimetres and metres using a ruler, so we can understand how to measure things the right way, even if we don't start at zero.



Measuring in Centimetres

Measure the lines using the ruler. Match each line with its length in centimetres.



3 cm
10 cm
1 cm
9 cm
7 cm
5 cm



Part 2 – Action!

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

Part 3 – Consolidation!

- Exit Cards
- Quizzes
- Reflection
- And More!

Measurement Word Problems

Noah walked 1 metre and 50 centimetres to get to the lunchroom. Mia walked 160 centimetres, and Jayden walked 1 metre and 20 centimetres.

1) Who walked the farthest?

2) Who walked the shortest distance?



BC Math Curriculum

Measuring Unit – Grade 3

Capacity

Estimate how many of the smaller things will fit into the container. Drag the numbers to answers.

		1	2	3	4	5	6	7	8	9	0
	X _____ 										
	X _____ 										
	X _____ 										
	X _____ 										
	X _____ 										
	X _____ 										
	X _____ 										
	X _____ 										

Does the container hold more or less than 1 litre? Drag the checkmark to your answer.

1 litre = 4 cups

	More ☐ Less ☐		More ☐ Less ☐		More ☐ Less ☐		More ☐ Less ☐
	More ☐ Less ☐		More ☐ Less ☐		More ☐ Less ☐		More ☐ Less ☐

Does the container hold more or less than 500mL?

	More ☐ Less ☐		More ☐ Less ☐		More ☐ Less ☐		More ☐ Less ☐
	More ☐ Less ☐		More ☐ Less ☐		More ☐ Less ☐		More ☐ Less ☐



BC Math Curriculum

Measuring Unit – Grade 3

Calculating Perimeter

Find the perimeter of the shapes below. Drag the numbers to complete the equations.

1 2 3 4 5 6 7 8 9 0		
 $__ + __ + __ + __ = __ \text{ cm}$	 $__ + __ + __ + __ = __ \text{ cm}$	 $__ + __ + __ + __ = __ \text{ cm}$
 $__ + __ + __ + __ = __ \text{ cm}$	 $__ + __ + __ + __ = __ \text{ cm}$	 $__ + __ + __ + __ = __ \text{ cm}$

Perimeter

Step 1 - Use a string to find the length of these shapes.
 Step 2 - Measure the length of the string with a ruler to find the perimeter.

 Perimeter = $__ \text{ cm}$	 Perimeter = $__ \text{ cm}$	 Perimeter = $__ \text{ cm}$
 Perimeter = $__ \text{ cm}$	 Perimeter = $__ \text{ cm}$	 Perimeter = $__ \text{ cm}$

greater mass.

 $__ > __$	 $__ > __$	 $__ > __$
 $__ > __$		



Workbook Preview



Grade 3 Measurement

Curriculum Expectations

Standard Units:

- linear measurements, using standard units (e.g., centimetre, metre, kilometre)
- capacity measurements, using standard units (e.g., millilitre, litre)
- Introduce concepts of perimeter, area and circumference (the distance around); use of
**Preview of 120 pages from
this product that contains
390 pages total.**
- area
- mass
- estimating time, using environmental references and natural daily/seasonal cycles, temperatures based on weather systems, traditional calendar

Time:

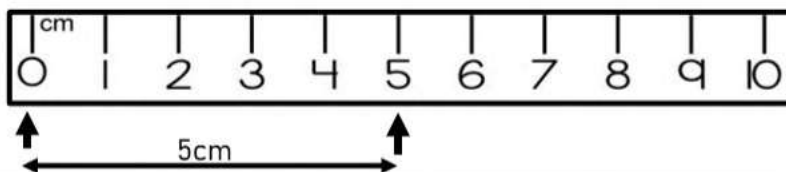
- understanding concepts of time (e.g., second, minute, hour, day, week, month, year)
- understanding the relationships between units of time
- Telling time is not expected at this level.
- estimating time, using environmental references and natural daily/seasonal cycles, temperatures based on weather systems, traditional calendar

Name: _____

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Measuring in Centimeters

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



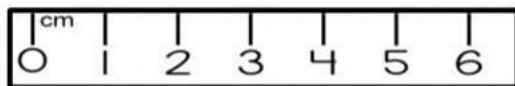
Questions

Read the rulers below to find the distance between the arrows

1)



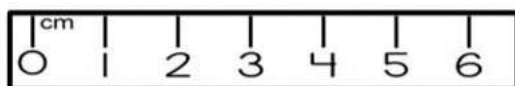
2)



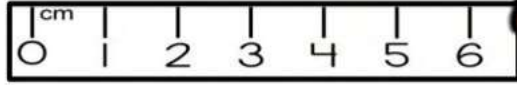
3)



4)



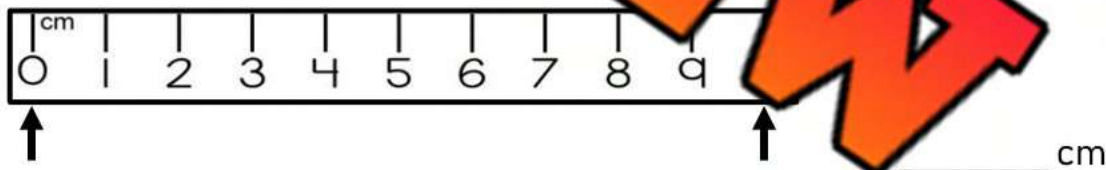
5)



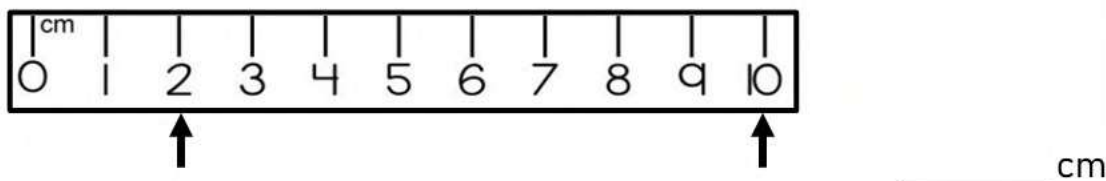
6)



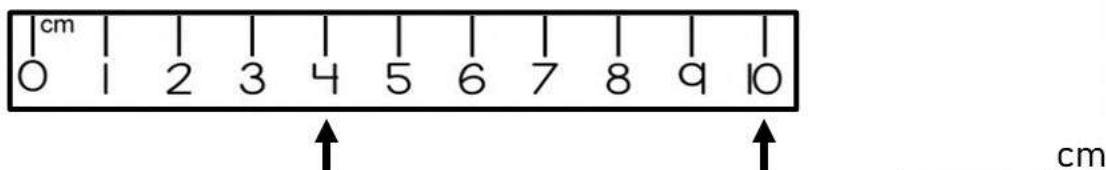
7)



8)



9)



Name: _____

8

Measuring in Centimeters

Questions

Use a ruler to measure the lines below



1)



_____ cm

2)



_____ cm

3)



4)



_____ cm

5)



_____ cm

6)



_____ cm

7)



_____ cm

8)



9)



_____ cm

10)



_____ cm

11)



_____ cm

12)



_____ cm

Exit Cards

Cut Out

Cut out the exit cards below and have students complete them at the end of class

Name: _____

Use a ruler to measure the lines below

1) _____ cm

2) _____ cm

3) _____ cm

Name: _____

Use a ruler to measure the lines below

1) _____ cm

2) _____ cm

3) _____ cm

Name: _____

Use a ruler to measure the lines below

1) _____ cm

2) _____ cm

3) _____ cm

Name: _____

Use a ruler to measure the lines below

1) _____ cm

2) _____ cm

3) _____ cm

Name: _____

10

Drawing Lengths Using a Ruler

Questions

Draw lines that are the lengths below



1)

5 cm

2)

6 cm

3)

4)

9 cm

5)

4 cm

7 cm

7)

8)

1 cm

8 cm

9)

10)

2 cm

10 cm

11)

14 cm

12)

17 cm

Name: _____

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Measuring Height – Lollipops

Questions

Measure the height of the lollipop sticks



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

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

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



4) A cup

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



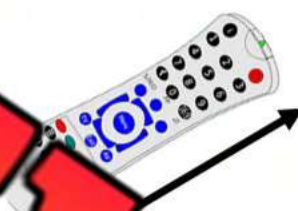
5) A bottle

- 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



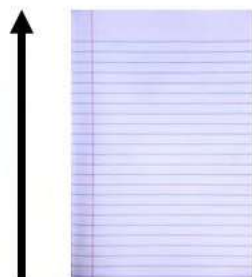
8) A paper clip

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



9) Piece of paper

- a) 5cm
- b) 15cm
- c) 30cm
- d) 100cm



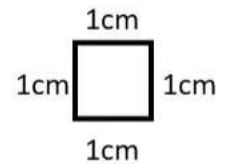
10) A shoe

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



Measuring Square Side Lengths

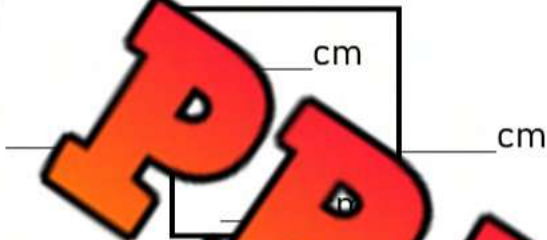
A square has 4 sides that are all the same length. We can find out if a shape is a square by measuring the side lengths.



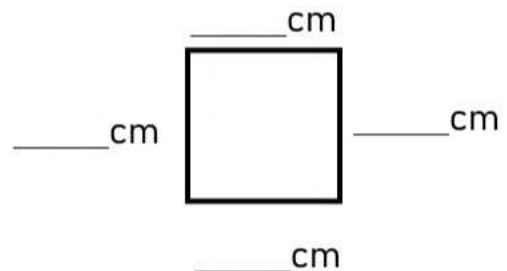
Part 1

Use a ruler to measure the squares below

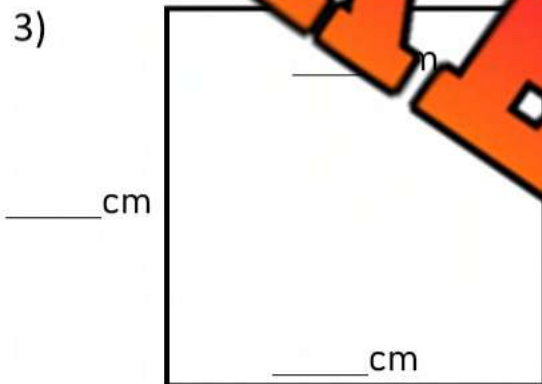
1)



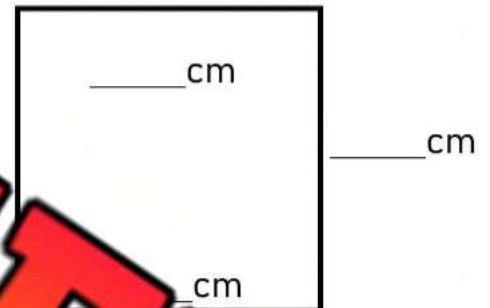
2)



3)



4)



Part 2

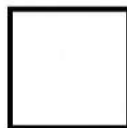
Are the shapes squares?

1)



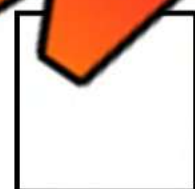
Yes No

2)



Yes No

3)



Yes No

4)



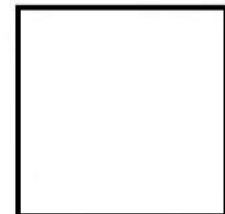
Yes No

5)



Yes No

6)



Yes No

Name: _____

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Tower Challenge



Draw

Follow the instructions below

Draw a tower made of 5 differently sized blocks. Block 1 will be 1 cm tall. Block 2 will be 2 cm tall. Continue this pattern until block 5. Your blocks can be any width.

PREVIEW

How tall is your tower?

Estimating Length in Meters

Questions

Circle which length fits the description

1) A pool

- a) 1m
- b) 2m
- c) 10m
- d) 100m



2) A basketball player

- a) 1m
- b) 2m
- c) 10m
- d) 100m



3) A car

- a) 1m
- b) 2m
- c) 5m
- d) 100m



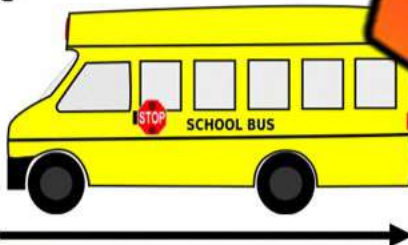
4) A school

- a) 1m
- b) 10m
- c) 100m
- d) 500m



5) A school bus

- a) 1m
- b) 2m
- c) 10m
- d) 100m



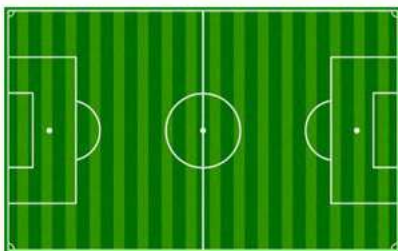
6) A house

- a) 1m
- b) 10m
- c) 100m
- d) 500m



7) A soccer field

- a) 5m
- b) 10m
- c) 20m
- d) 100m



8) A basketball net

- a) 1m
- b) 4m
- c) 50m
- d) 100m



9) A hot tub

- a) 2m
- b) 10m
- c) 50m
- d) 100m



10) A stop sign

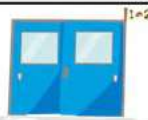
- a) 1m
- b) 2m
- c) 10m
- d) 100m



Metric System Units – mm, cm, m, km

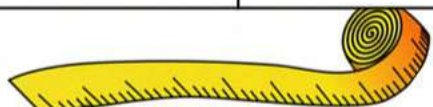
Millimetre (mm)	Centimetre (cm)	Metre (m)	Kilometre (km)
Used to measure small lengths/distances 	Used to measure small to medium lengths/distances 	Used to measure medium to long lengths/distances 	Used to measure long distances/lengths 

Question: What unit of measure would you use to measure the following distances?

1) The distance from Toronto to Ontario 	
2) The length of your hand 	
3) The length of your eraser 	
4) The length of your classroom 	
5) The width of a worm 	
6) The distance of a 10 second race 	
7) The length of your shoe 	
8) The width your fingernail 	
9) The height of the classroom door 	
10) The length of your school 	

Metric System Units - mm, cm, m, km

Millimetre (mm)	Centimetre (cm)	Metre (m)	Kilometre (km)
10mm = 1cm 1000mm = 1m	100cm = 1m 1cm = 10mm	1m = 100cm 1000m = 1km	1km = 1000m



Part 1 Fill in the tables below

mm	cm	cm	m	m	km
10		100	1	1000	1
20			2	2000	2
	3	300	3		3
40		400		4000	
50			5		5
	6	600			6
	7			7000	
	8	800			8
90			9		9
100		1000		1000	1

Part 2 Convert the units of measurement below

1) 1m	_____cm	5) 5m	_____cm	9) 500cm	_____m
2) 20mm	_____cm	6) 50mm	_____cm	10) 500mm	_____cm
3) 2cm	_____mm	7) 100mm	_____cm	11) 8m	_____cm
4) 50cm	_____mm	8) 30cm	_____mm	12) 300cm	_____m

Which is Longer?

Part 1

Which distance is farther? Circle the longest distance.

1)	10m	200cm	100mm	1km
2)	20cm	200mm	5km	1000m
3)	5m	500cm	10m	10km
4)	2m	2m	1000mm	150cm
5)	500cm	200mm	1m	

Part 2

Read the problem and write the answer below.

1. Steve and Jen both went for a run at night. Steve ran 2000 metres and Jen ran 1km. Who ran further? Explain.

2. Bella is 1 metre tall. Emily is 125cm tall. Who is taller? Explain.

3. Kyle and Simon are arguing over whose feet are bigger. Kyle's foot is 200mm long. Simon's foot is 18cm long. Whose foot is bigger?



Ordering Measurements

Part 1

Order the measurements from shortest to longest

Measurements	Order (Shortest to Longest)			
1) 7000 mm, 6 m, 2 km, 500 cm	500 cm	6 m	7000 mm	2 km
2) 2 m, 7000 mm, 1 km				
3) 800 mm, 50 m, 1000 mm				
4) 3 km, 3000 mm, 100 m, 1 km				
5) 150 cm, 10 km, 90 m, 1200 mm				

Part 2

Order the measurements from shortest to longest

Measurements	Order (Shortest to Longest)			
1) 5000 mm, 9000 m, 2 km, 700 cm				
2) 2 m, 550 cm, 1500 mm, 1 km				
3) 8000 mm, 5 m, 4 km, 450 cm				
4) 3 km, 3 mm, 4100 m, 1 cm				
5) 120 cm, 1 km, 1 m, 12000 mm				

Measurement Word Problems

Questions

Answer the questions below

	Word Problems
1	A car traveled 5 kilometers to reach a park, and a bike traveled 4,500 meters to reach the same park. Which traveled farther? Explain.
2	A track and pool is 3 km long. The soccer field is 12,500 cm long, the basketball court is 100 metres long and the tennis court is 12,000 mm long. Order the length of the track, soccer field, basketball and tennis court from longest to shortest.
3	Four poles are being planted. A green pole is 8 metres tall, the red is 920 cm tall, the blue is 1 m tall and the yellow is 5000 mm tall. Convert all the measurements to centimetres and order the poles from tallest to shortest.
4	The heights of four towers in a city were measured: ▪ Tower A is 40 metres tall. ▪ Tower B is 1 kilometers tall. ▪ Tower C is 15 000 millimeters tall. ▪ Tower D is 400 centimetres tall. Which Tower is the tallest? How much taller is it than the shortest Tower?

Metric System Units – Decimal Conversions

In Canada, we use the metric system. The metric system has 4 main units that we use to measure distances.

BENCHMARKS

Millimetre (mm)	Centimetre (cm)	Metre (m)	Kilometre (km)
15mm = 1.5cm 1500mm = 1.5m	150cm = 1.5m 1cm = 10mm	1.5m = 150cm 1500m = 1.5km	2.3km = 2300m

Part 1 Complete the tables below



mm	cm	m	m	km
5		0.5	1500	
15		1.5		3.5
	2.5	250	5500	
	3.5	350	7500	
45				9.5
55		550	5500	
	6.5	650	13500	
75		7.5		15.5
85		850		
	9.5	950		19.5

Part 2 Convert the units of measurement below

1) 1.3m	_____cm	5) 6.2m	_____cm	9) 580cm	_____m
2) 28mm	_____cm	6) 57mm	_____cm	10) 87mm	_____cm
3) 2.7cm	_____mm	7) 134mm	_____cm	11) 8.42m	_____cm
4) 5.3cm	_____mm	8) 3.6cm	_____mm	12) 330cm	_____m

Name: _____

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Which is Longer?

Part 1 Which distance is farther? Circle the longest distance.

1)	10.5m	200.2cm	10.5mm	1.5km
2)	32.5cm	380mm	0.5km	1000m
3)	50m	535cm	5.5m	0.5km
4)	1m	3.3m	1000mm	156cm
5)	712cm	8m	3000mm	4.5m

Part 2 Read the problem and solve the problem.

1. Fred and Norm both walk to school. Fred walks 1.2km and Norm walks 1753m. Who walks further to school?
2. Nick and Ryan both competed in long jump at the track meet. Nick jumped 3.45m and Ryan jumped 329cm. Who jumped further?
3. Max and Rudy are arguing over whose pencil is longer. Max's pencil is 9.4cm long and Rudy's is 95mm long. Whose pencil is longer?



Estimating Distance

Questions

Circle which distance is the largest

1) Length of a pencil

- a) 30cm
- b) 10mm
- c) 1km
- d) 10cm



2) Length of a soccer field

- a) 100m
- b) 500m
- c) 2km
- d) 500cm



3) Distance from Ottawa to Toronto

- a) 10km
- b) 120km
- c) 500cm
- d) 500m



4) Length of a gym

- a) 15m
- b) 3m
- c) 300cm
- d) 300mm



5) Width of a computer monitor

- a) 3km
- b) 1m
- c) 30cm
- d) 20mm



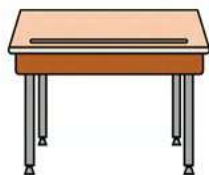
6) Length of your shoe

- a) 1km
- b) 1m
- c) 20cm
- d) 2mm



7) Height of a desk

- a) 20km
- b) 2m
- c) 90cm
- d) 200mm



8) Height of an NBA player (in)

- a) 2km
- b) 2m
- c) 100cm
- d) 200mm



9) Length of a bus

- a) 1km
- b) 13m
- c) 300cm
- d) 2000mm



10) Width of an eraser on the end of a pencil

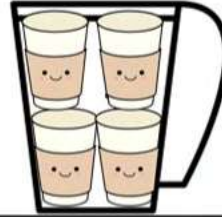
- a) 2km
- b) 2m
- c) 10cm
- d) 10mm



Capacity

Capacity is the amount a container can hold. We can use smaller containers to fill a larger container. It is important to not underfill or overfill when we are measuring the capacity of a container.

Example – 4 smaller paper cups fill the larger cup



Instructions – Estimate how many of the smaller things will fit into the container



X _____



X _____



X _____



X _____



X _____



X _____



X _____



Measuring Capacity – Millilitre (mL) and Litre (L)

Millilitre (mL)	Litre (L)
Used to measure capacity of small containers	Used to measure capacity of mid to large sized containers
	

Part 1 Use the information above to decide which unit you would use to measure

1) Cup of apple juice	6) Wheelbarrow of liquid	
2) Dump truck of cement	7) Box	
3) Can of pop	8) Water in tub	
4) Spoonful of medicine	9) Spoon of medicine	
5) Bucket of water	10) Bathtub full of water	

Part 2 Write something that you would measure using the unit of measurement

1) Millilitre		5) Millilitre	
2) Litre		6) Litre	
3) Millilitre		7) Millilitre	
4) Litre		8) Litre	

Metric System Units – Capacity – Decimal Conversions

Millilitre (mL)	Litre (L)
1000 mL = 1L 1800 mL = 1.8L 	1.5L = 1500mL 3.3L = 3300mL 

Part 1 Fill in the tables below

mL	L
1000	1
2000	
3000	
	5
6000	
7000	
8000	
	9
	10

mL	L
1500	
	2.5
	3.5
4500	
5000	
6500	
	7.5
10500	

Part 2 Convert the units of measurement below

1) 1.7L _____ mL

5) 2100mL _____ L

9) 4.5L _____ mL

2) 5.4L _____ mL

6) 4700mL _____ L

10) 5500mL _____ L

3) 8400mL _____ L

7) 3.6L _____ mL

11) 4500mL _____ L

4) 3L _____ mL

8) 7200mL _____ L

12) 2500mL _____ L

Which has the Largest Capacity?

Part 1

Which measurement has the largest capacity?

1)	5.2L	510mL	2300mL	1.9L
2)	10.3L	3500mL	2.1L	1600L
3)	67L	608L	2300L	3.5L
4)	1L	4500mL	6500L	1.6L
5)	3600mL		2200mL	3.1L

Part 2

Read the problem and choose the correct answer below

- 1) Henry and Ruby both have juice boxes. Henry's juice box is 231ml and Ruby's is 0.5L. Who's juice box has a larger capacity?
- 2) Jesse is ordering soup from a restaurant. She can choose between the 1100mL soup or the 1100mL soup. Which option should she choose if she wants the larger soup?
- 3) Traci and Emma are arguing over who's water bottle has the larger capacity. Traci's bottle has a capacity of 2.2L and Emma's bottle holds 1955mL.



Ordering Capacity

Part 1

Order the capacities from smallest to largest

Measurements	Order (Smallest to Largest)			
1) 3.2 L, 2500 mL, 1.8 L, 4 L	1.8 L	2500 mL	3.2 L	4 L
2) 500 mL, 3600 mL, 1.5 L				
3) 1200 mL, 2 L, 3 L				
4) 4.5 L, 3.7 L, 4800 mL, 5 L				
5) 900 mL, 1.2 L, 3.1 L, 1300 mL				

Part 2

Order the capacities from largest to smallest

Measurements	Order (Largest to Smallest)			
1) 3.5 L, 2600 mL, 2.4 L, 4.8 L				
2) 5 L, 3.9 L, 4 L, 4.1 L				
3) 2.5 L, 1200 mL, 2.9 L, 2400 mL				
4) 490 mL, 5.2 L, 5400 mL, 4.8 L				
5) 800 mL, 1.8 L, 0.2 L, 100 mL				

Capacity - Comparing mL

There are 250 mL in one cup. The average juice box holds 200mL. A can of soda holds 355 mL, while a larger bottle of soda could hold 591 mL, 710 mL, or up to 2000 mL (2L). A tablespoon holds 15 mL.



Part 1

Does the container hold more or less than 500 mL?

1)

more

2)



less

3)



more

less

4)



more

less

6)



more

less

more

less

7)



more

less

8)



more

less

more

less

Part 2

Give examples of containers that hold more or less than 500 mL

Containers More Than 500 mL	Containers Less Than 500 mL

Which Capacity is the Largest?

Instructions

Circle which capacity is the largest

1) A pool

- a) 30,000L
- b) 1000mL
- c) 50L



2) A cup

- a) 300L
- b) 250mL
- c) 3L



3) A bottle

- a) 1L
- b) 100mL
- c) 5000mL



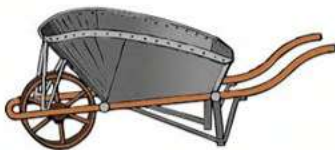
4) A spoon

- a) 1L
- b) 500mL
- c) 10mL



5) A wheelbarrow

- a) 100L
- b) 10L
- c) 500mL



6) A bucket

- a) 10L
- b) 100mL
- c) 300mL



7) A hot tub

- a) 20L
- b) 2000L
- c) 500mL



8) A juice box

- a) 250mL
- b) 1L
- c) 20L



9) A bath tub

- a) 5L
- b) 300L
- c) 500mL



10) A gas tank

- a) 50L
- b) 500mL
- c) 1000mL



Exit Cards

Cut Out

Cut out the exit cards below and have students complete them at the end of class

Name: _____

Which measurement makes the most sense for the picture shown?

1) A watering can a) 10L b) 100mL c) 50L	3) A kiddie pool a) 2L b) 200L c) 50mL 	5) A teapot a) 1L b) 50mL c) 10L 
2) A milk carton a) 500mL b) 3L c) 50L 	4) A fire truck water tank a) 10,000L b) 500mL c) 1L 	6) A fish tank a) 10L b) 50L c) 1L 

Name: _____

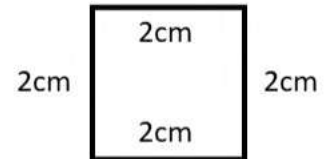
Which measurement makes the most sense for the picture shown?

1) A watering can a) 10L b) 100mL c) 50L 	3) A kiddie pool a) 2L b) 200L c) 50mL 	5) A teapot a) 1L b) 50mL c) 10L 
2) A milk carton a) 500mL b) 3L c) 50L 	4) A fire truck water tank a) 10,000L b) 500mL c) 1L 	6) A fish tank a) 10L b) 50L c) 1L 

Finding the Perimeter of Shapes

The **perimeter** is the distance around a shape. We can find the perimeter by adding up all the side lengths.

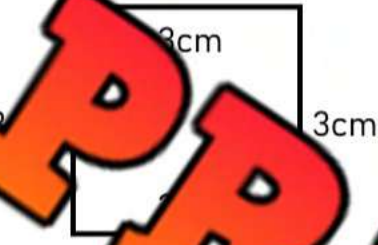
Example: $2 + 2 + 2 + 2 = 8\text{cm}$



Part 1

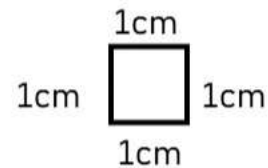
Find the perimeter of the squares below

1)



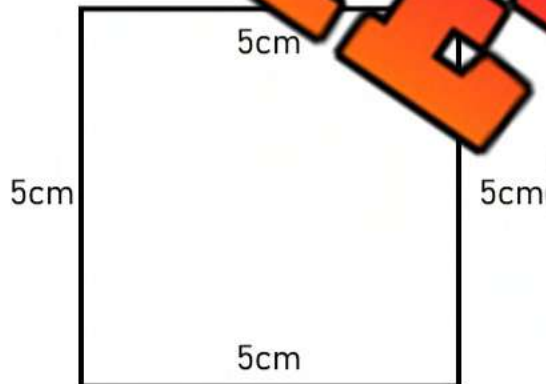
Perimeter = _____

2)



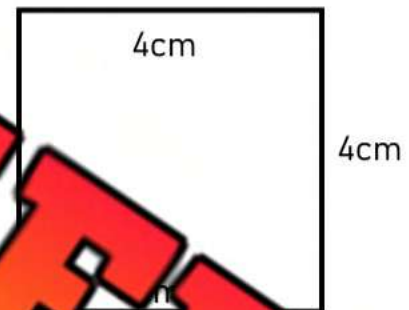
Perimeter = _____

3)



Perimeter = _____

4)

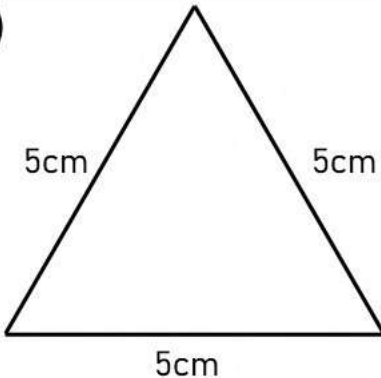


Perimeter = _____

Part 2

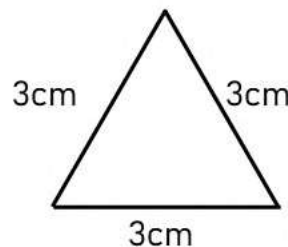
Find the perimeter of the triangles below

1)



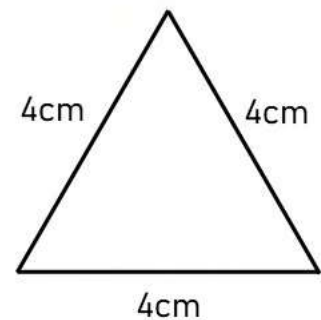
Perimeter = _____

2)



Perimeter = _____

3)



Perimeter = _____

Name: _____

50

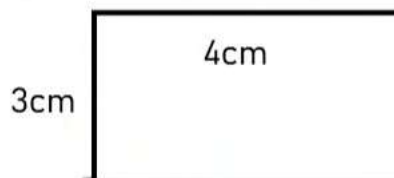
Calculating Perimeter

Questions

Find the perimeter of the shapes below

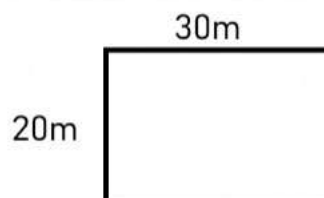
*** not to scale

1)



Perimeter = _____ cm

2)



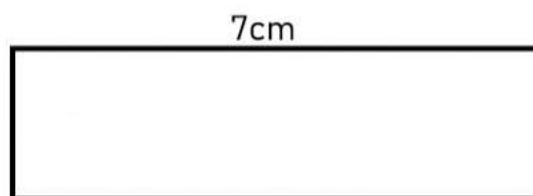
Perimeter = _____ m

3)



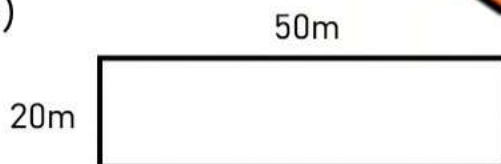
Perimeter = _____ cm

4)



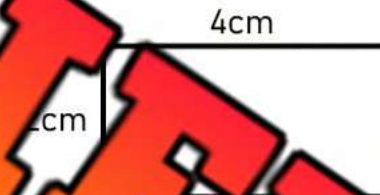
Perimeter = _____ cm

5)



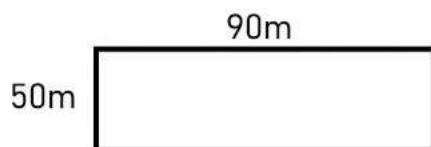
Perimeter = _____ m

6)



Perimeter = _____ cm

7)



Perimeter = _____ m

8)



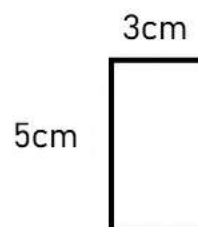
Perimeter = _____ cm

9)



Perimeter = _____ m

10)



Perimeter = _____ cm

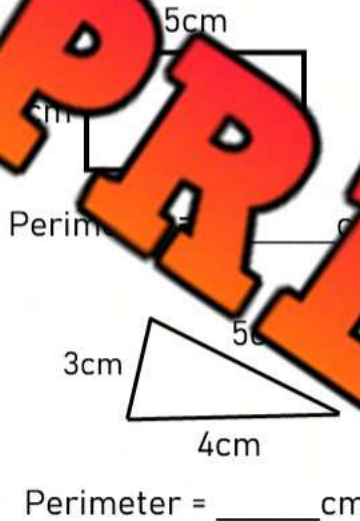
Exit Cards

Cut Out

Cut out the exit cards below and have students complete them at the end of class

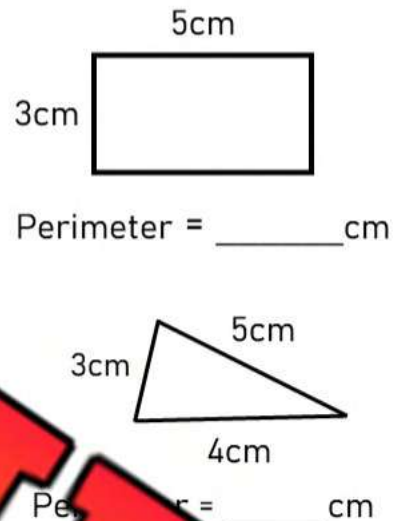
Name: _____

Find the perimeter of the shapes below.



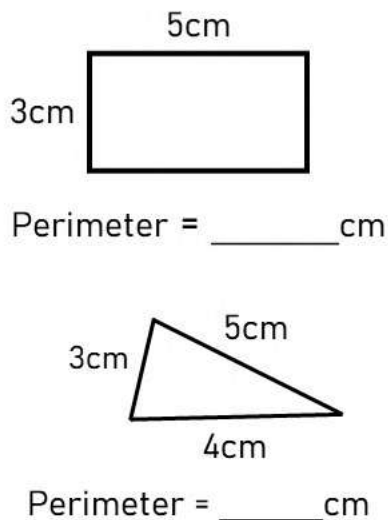
Name: _____

Find the perimeter of the shapes below.



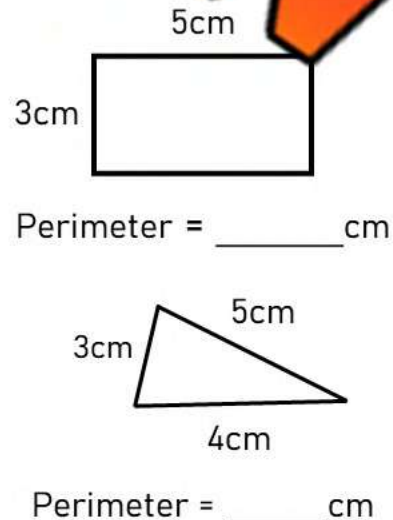
Name: _____

Find the perimeter of the shapes below.



Name: _____

Find the perimeter of the shapes below.



Perimeter Word Problems

Instructions

Draw a picture of the problem and then find the perimeter

1) A computer screen is 15cm by 10cm. What is the perimeter of the screen?

2) Pat is running around his yard. His yard is 20m by 10m. What is the perimeter of his yard?



3) The school yard is a rectangle that is 30m by 20m. What is the perimeter of the yard?

4) A poster is 15cm by 10cm. What is the perimeter of the poster?



5) Mrs. Wilson is putting a border around her bulletin board. The board is 200cm by 1m. What is the perimeter of the bulletin board?



Multi-Step Perimeter Word Problems

**Questions**

Answer the questions below

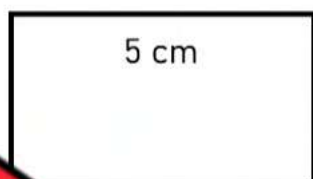
	Word Problems
1	A rectangular garden has a length of 8 meters and a width of 5 meters. A fence is placed around it. After completing the fence, an additional small square plot with 2-meter sides is added next to it (not attached). What is the total perimeter of both fenced areas?
2	Lily has two triangular flags. The first flag has sides measuring 4 cm, 5 cm, and 6 cm. The second flag has sides measuring 3 cm each. What is the total perimeter of the two flags combined?
3	A farmer builds two rectangular fields. The first field has sides of 12 m and 9 m, and the second field has sides of 6 m and 4 m. The farmer decides to connect the two fields by adding a rectangular fenced in area of 10 m by 3 metres. What is the total length of the fences around the fields?

Calculating Perimeter of Unknown Side

Questions

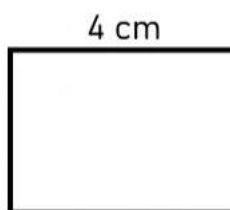
Use the perimeter and given lengths to find the unknown side

1)



Perimeter = 16 cm

2)



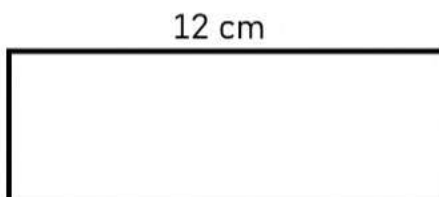
Perimeter = 12 cm

3)



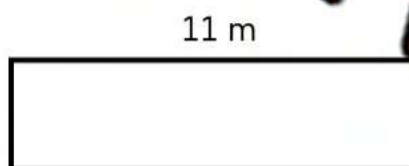
Perimeter = 22 cm

4)



Perimeter = 32 cm

5)



Perimeter = 26 m

6)



7)

1 m



Perimeter = 22 m

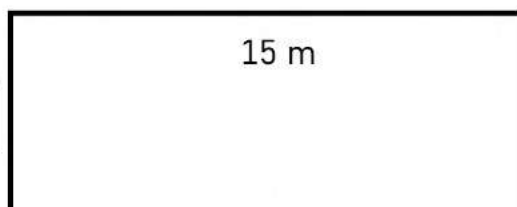
8)

3 cm



Perimeter = 12 cm

9)



Perimeter = 40 m

10)

20 m



Perimeter = 50 m

Perimeter Word Problems – Unknown Side

Instructions

Draw a picture of the problem and then find the perimeter

1) The perimeter of a square house is 24 metres. What are the lengths of each side?



2) A rectangular picture frame has a perimeter of 100 cm. The top and bottom have side lengths of 25 cm each. What are the side lengths of the other two sides?



3) A rectangular garden has a perimeter of 20 m. Two of the side lengths are 6 m. What are the lengths of the other sides?



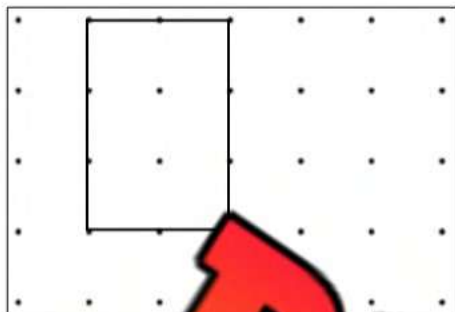
4) A triangle baseball field has a perimeter of 68 metres. Two of the side lengths are 22 m. What is the length of the third side?



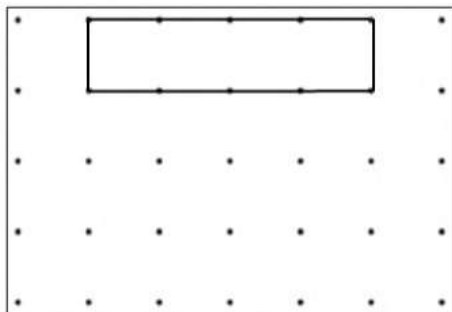
Finding the Perimeter of Irregular Shapes

Part 1

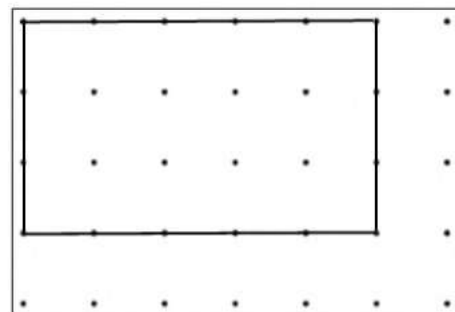
Find the perimeter of the rectangles below



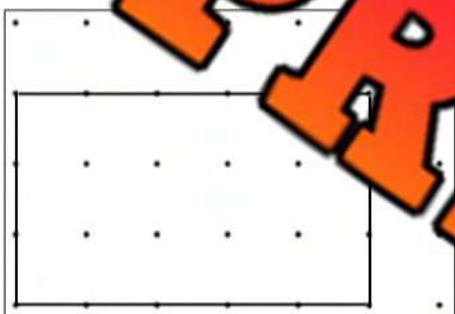
1) Perimeter = _____



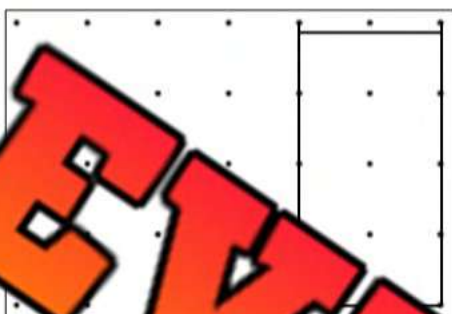
2) Perimeter = _____



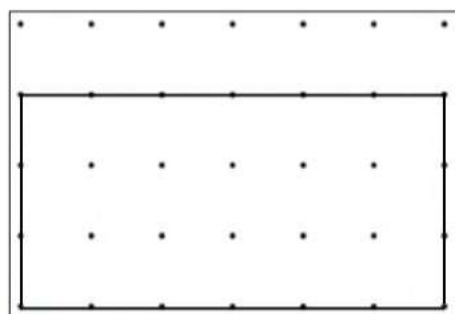
3) Perimeter = _____



4) Perimeter = _____



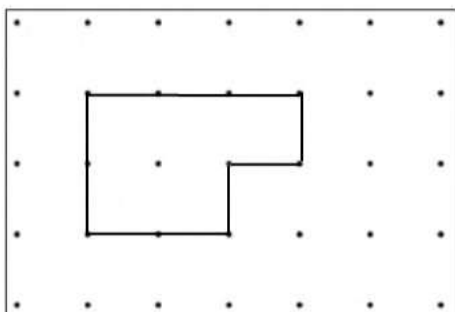
5) Perimeter = _____



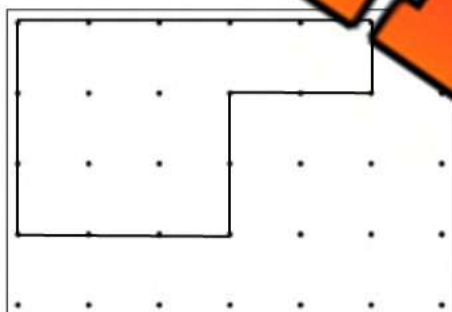
6) Perimeter = _____

Part 2

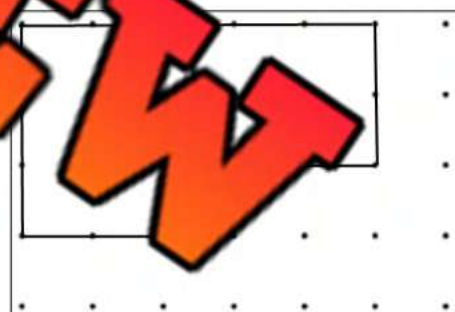
Find the perimeter of the polygons below



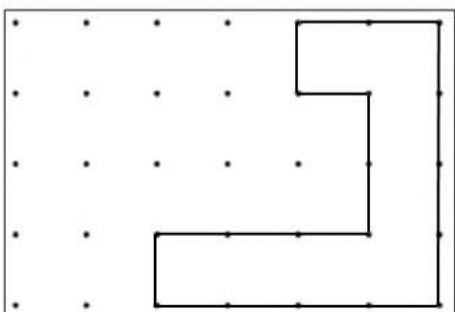
1) Perimeter = _____



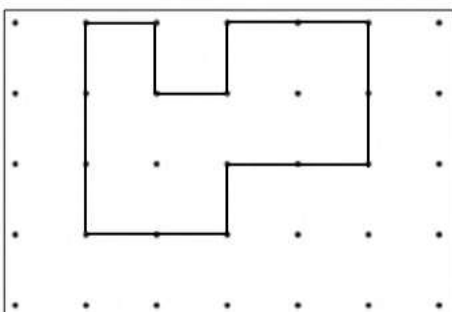
2) Perimeter = _____



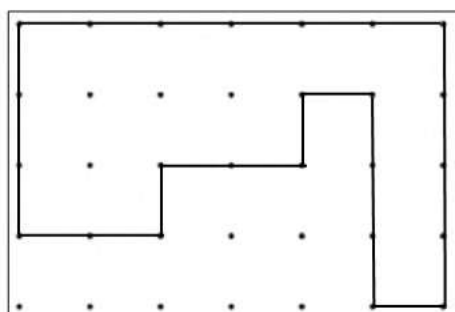
3) Perimeter = _____



4) Perimeter = _____



5) Perimeter = _____

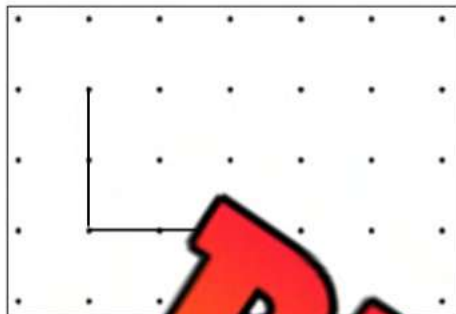
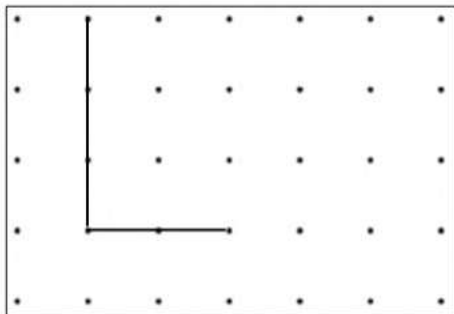
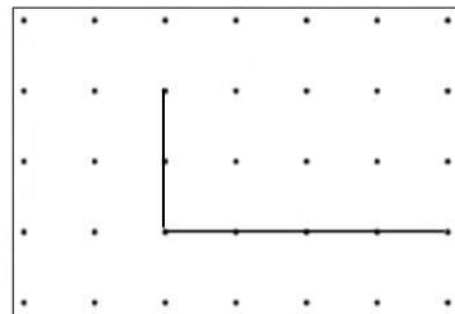
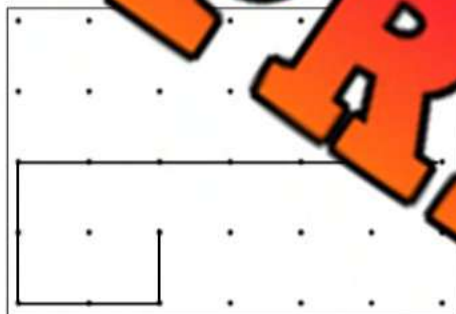
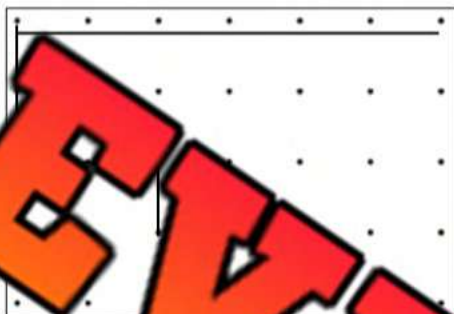
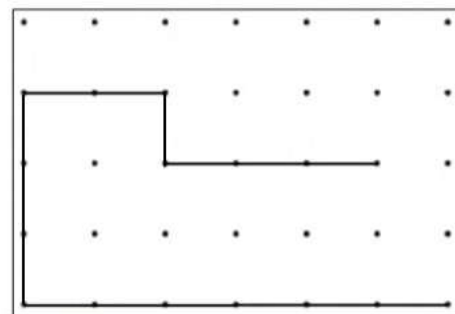


6) Perimeter = _____

Drawing Shapes Using Perimeter

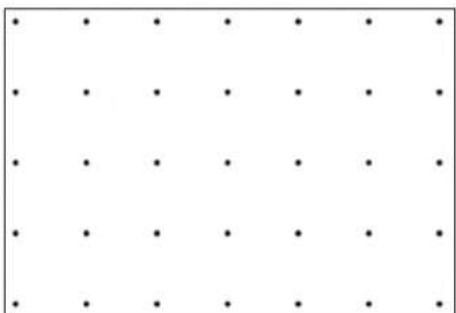
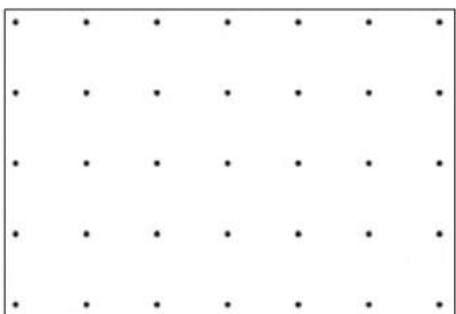
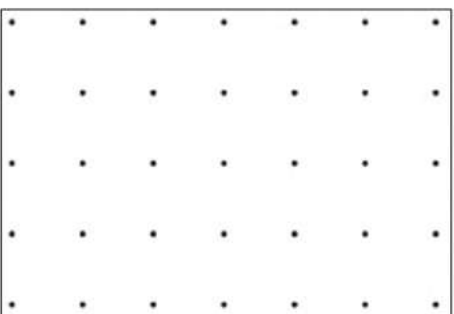
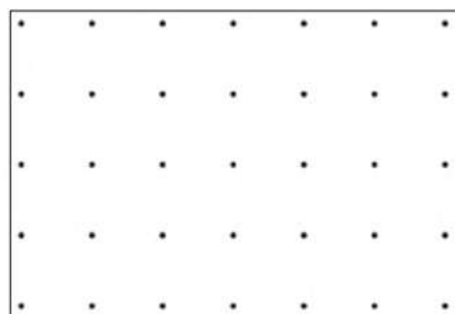
Part 1

Complete the shapes to match the perimeter

1) Perimeter = 82) Perimeter = 103) Perimeter = 124) Perimeter = 165) Perimeter = 186) Perimeter = 22

Part 2

Draw any shape with the perimeter given

1) Perimeter = 122) Perimeter = 83) Perimeter = 164) Perimeter = 205) Perimeter = 146) Perimeter = 24

Drawing Shapes Using Perimeter

Questions

Draw a shape (square, rectangle, or triangle) using the perimeter given

1)

2)

Perimeter= 12 cm

3)

4)

Perimeter= 16 cmPerimeter= 20 cm

5)

6)

Perimeter= 10 cmPerimeter= 6 cm

7)

8)

Perimeter= 22 cmPerimeter= 18 cm

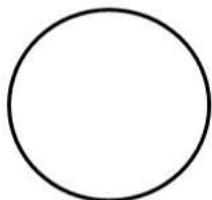
Perimeter of Curved Shapes

Questions

Step 1 - use a string to find the length of these shapes.

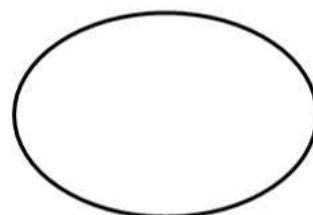
Step 2 - measure the length of the string with a ruler to find the perimeter

1)



Perimeter= _____

2)



Perimeter= _____

3)



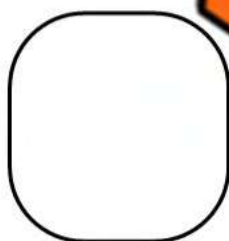
Perimeter= _____

4)



Perimeter= _____

5)



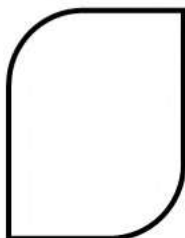
Perimeter= _____

6)



Perimeter= _____

7)



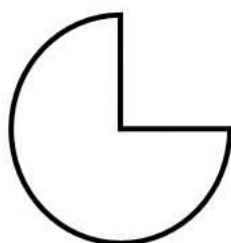
Perimeter= _____

8)



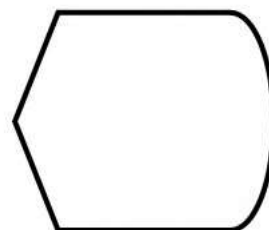
Perimeter= _____

9)



Perimeter= _____

10)



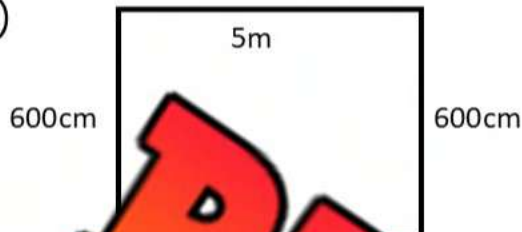
Perimeter= _____

Finding the Perimeter with Different Units

Part 1

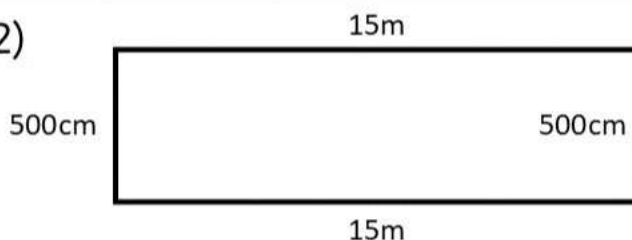
Step 1 - Convert the units so they are all the same
Step 2 - Use a formula to calculate the perimeter

1)



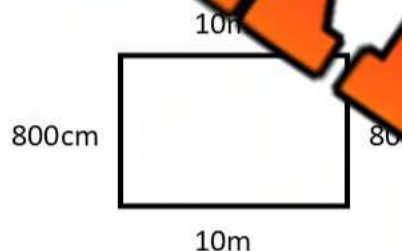
Perimeter = _____

2)



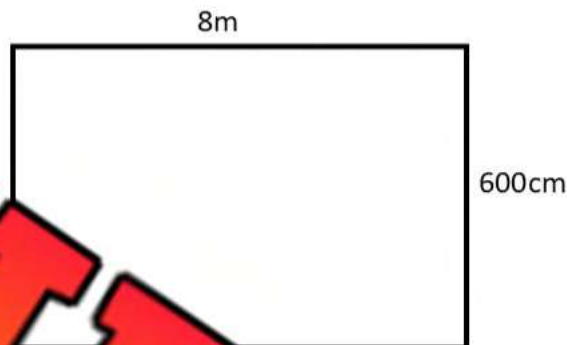
Perimeter = _____

3)



Perimeter = _____

4)

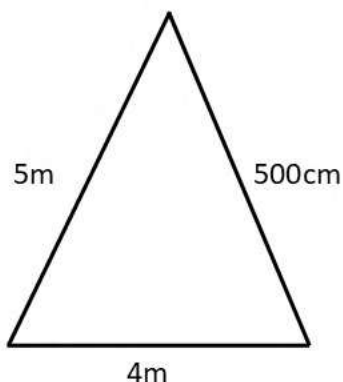


Perimeter = _____

Part 2

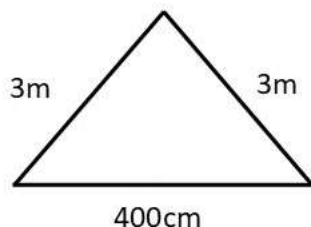
Find the perimeter of the triangles below

1)



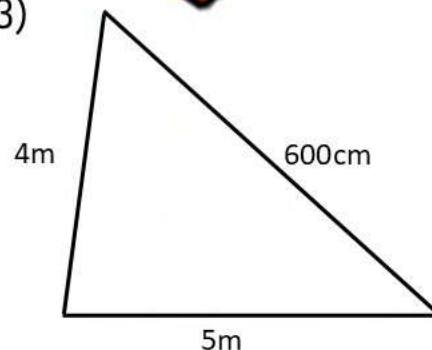
Perimeter = _____

2)



Perimeter = _____

3)



Perimeter = _____

Exit Cards

Cut Out

Cut out the exit cards below and have students complete them at the end of class

Name: _____

1) Convert the units so they are all the same and calculate the perimeter.

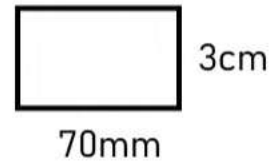


Perimeter = _____ cm _____ mm

2) A soccer field has a length of 20m and a perimeter of 90m. What is the width of the soccer field?

Name: _____

1) Convert the units so they are all the same and calculate the perimeter.

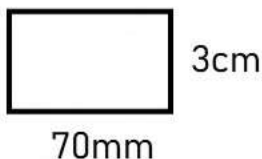


Perimeter = _____ cm _____ mm

2) A soccer field has a length of 20m and a perimeter of 90m. What is the width of the soccer field?

Name: _____

1) Convert the units so they are all the same and calculate the perimeter.

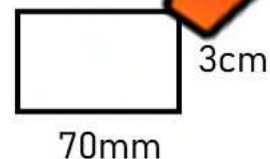


Perimeter = _____ cm _____ mm

2) A soccer field has a length of 20m and a perimeter of 90m. What is the width of the soccer field?

Name: _____

1) Convert the units so they are all the same and calculate the perimeter.



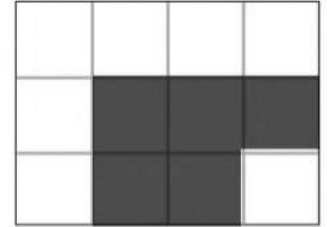
Perimeter = _____ cm _____ mm

2) A soccer field has a length of 20m and a perimeter of 90m. What is the width of the soccer field?

Introduction to Area

Area is the amount of surface or space inside a two-dimensional region.

Example – The area of the shape is 5 square units.



Questions

What is the area of the shape in square units?

1)

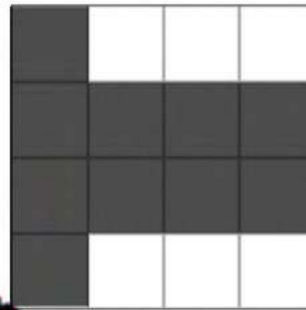


_____ squares



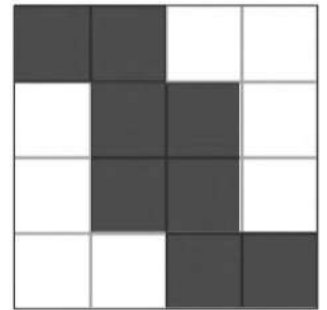
_____ squares

3)



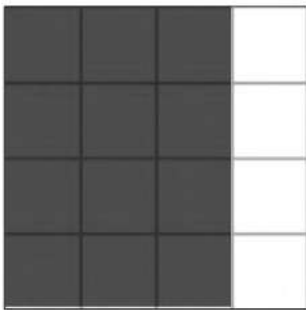
_____ squares

4)



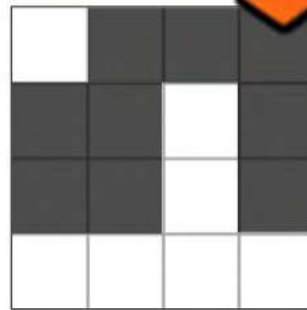
_____ squares

5)



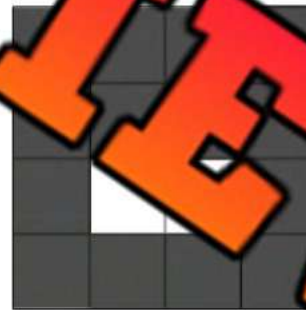
_____ squares

6)



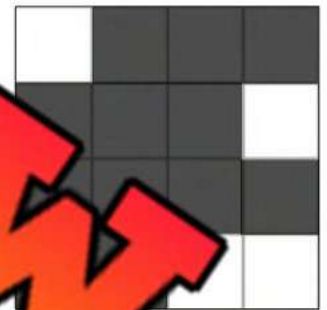
_____ squares

7)



_____ squares

8)



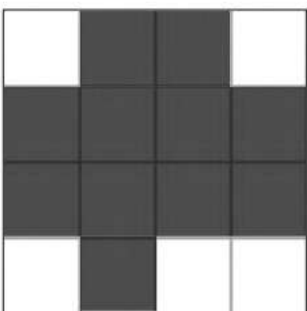
_____ squares

9)



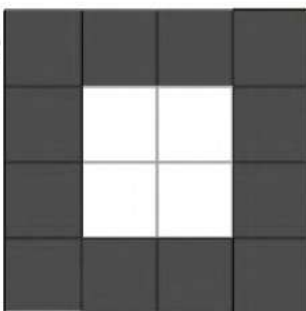
_____ squares

10)



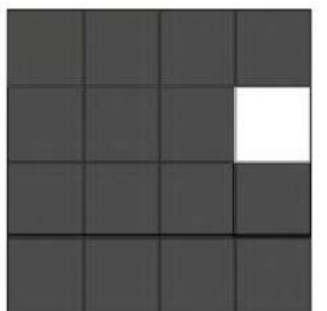
_____ squares

11)



_____ squares

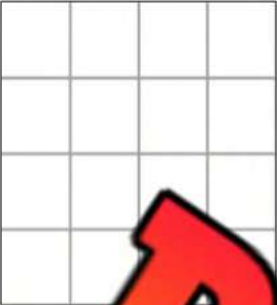
12)

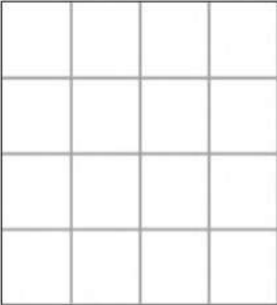


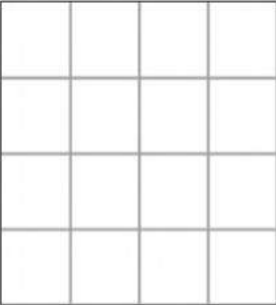
_____ squares

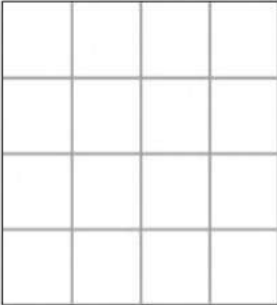
Introduction to Area

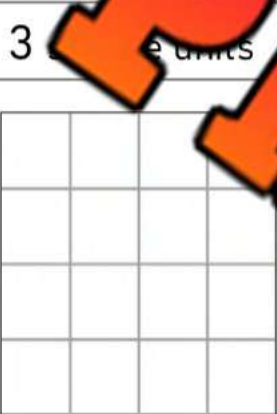
Questions Shade in the area

1) 

2) 

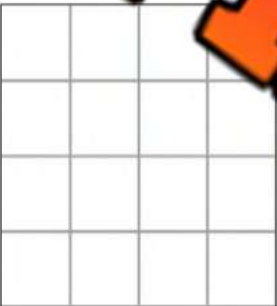
3) 

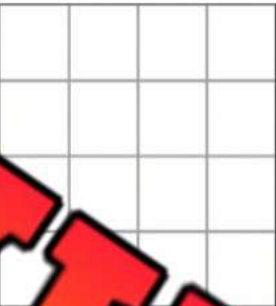
4) 

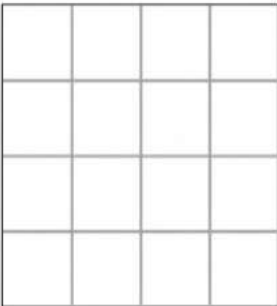
3  square units

12 square units

10 square units

5) 

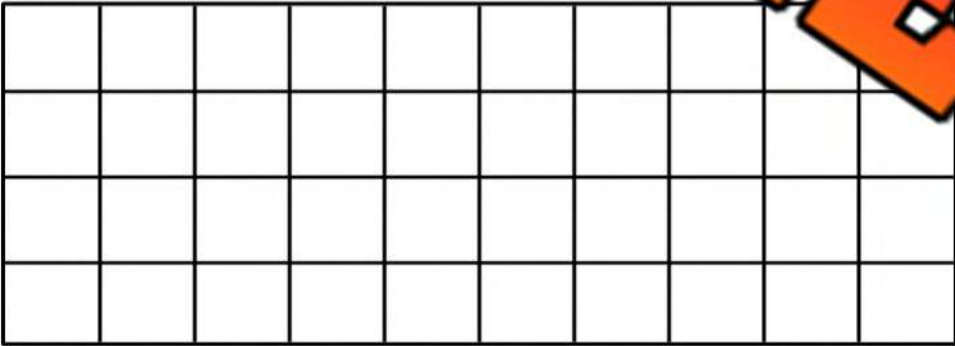
7) 

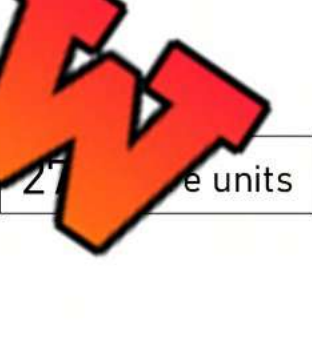
8) 

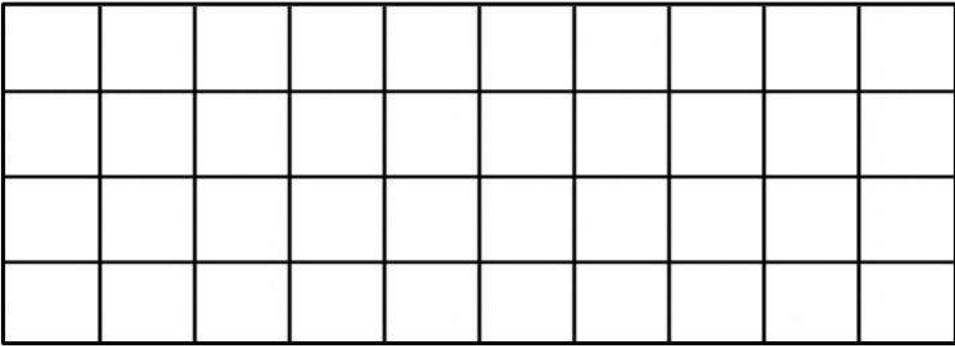
14 square units

13 square units

16 square units

9) 

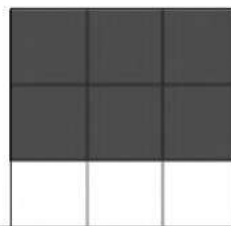
27  square units

10) 

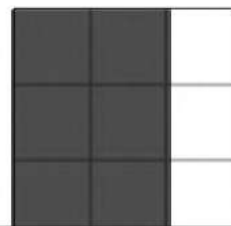
33 square units

Comparing Areas

The area of two shapes can be the same, but they may look different. The two shapes just need to take up the same amount of space.



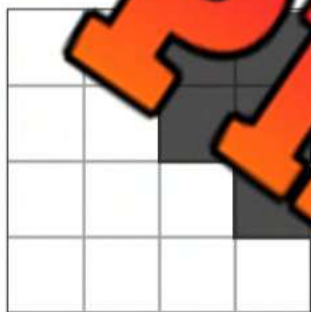
Area = 6 square units



Area = 6 square units

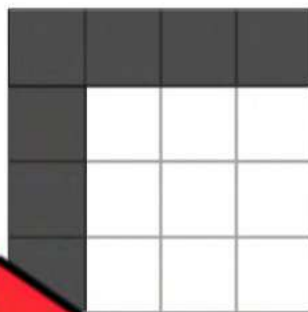
Questions: Draw a shape that has the same area but looks different

1)

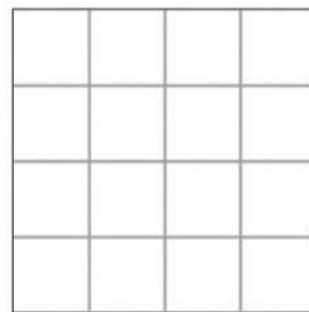


_____ squares

2)

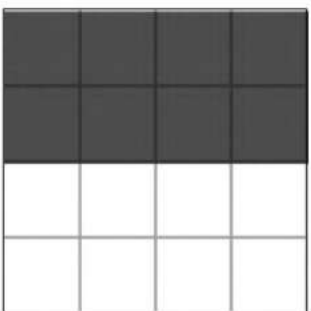


_____ squares

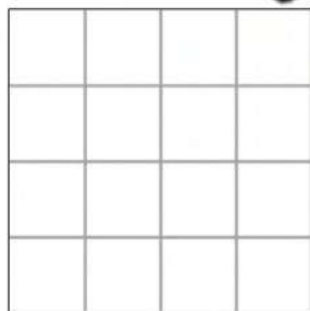


_____ squares

3)



_____ squares

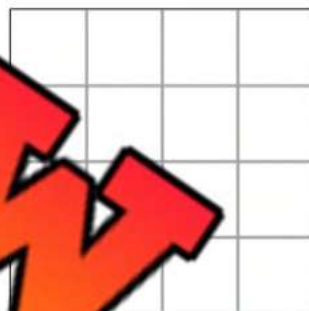


_____ squares

4)

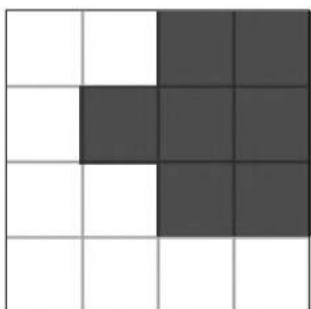


_____ squares

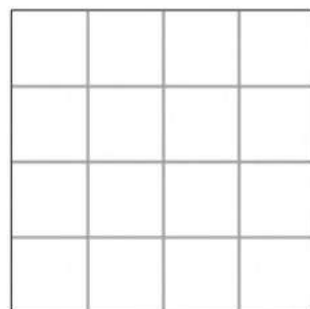


_____ squares

5)

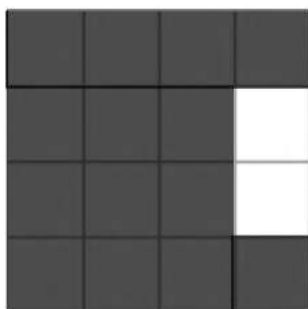


_____ squares

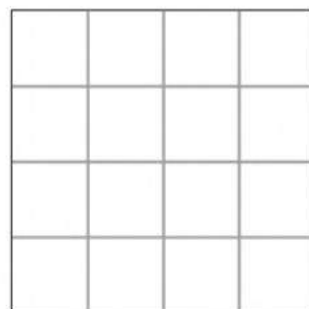


_____ squares

6)



_____ squares

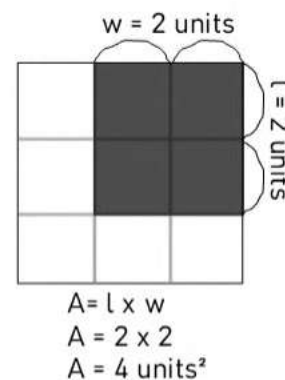
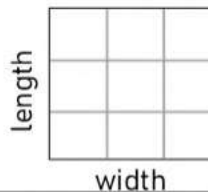


_____ squares

Area – Units Squared

When we calculate the area of a shape, we can use the following formula:

$$A = \text{Length (l)} \times \text{width (w)}$$



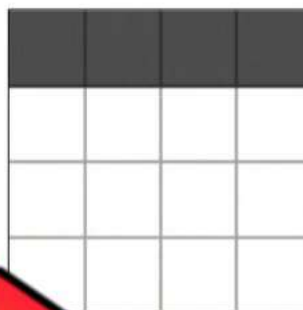
Question

Find the area of the shapes below

1)



2)

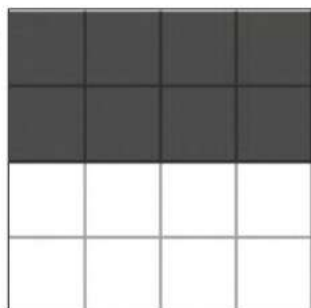


$$A = l \times w$$

$$A = _ \times _$$

$$A = _ \text{ units}^2$$

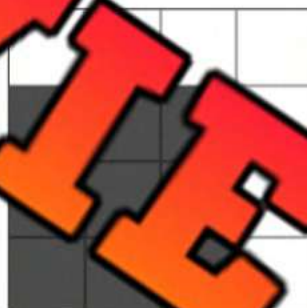
3)



$$A = l \times w$$

$$A = _ \times _$$

$$A = _ \text{ units}^2$$

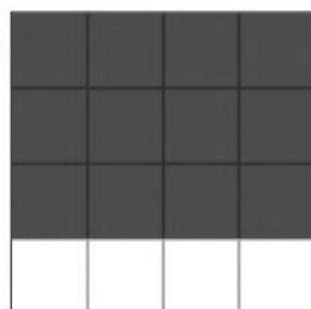


$$A = l \times w$$

$$A = _ \times _$$

$$A = _ \text{ units}^2$$

5)



$$A = l \times w$$

$$A = _ \times _$$

$$A = _ \text{ units}^2$$

6)



$$A = l \times w$$

$$A = _ \times _$$

$$A = _ \text{ units}^2$$

7)



$$A = l \times w$$

$$A = _ \times _$$

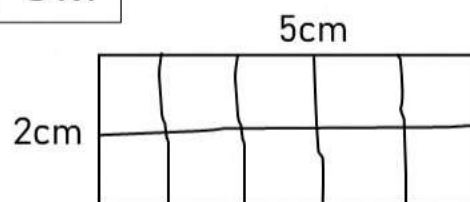
$$A = _ \text{ units}^2$$

Name: _____

75

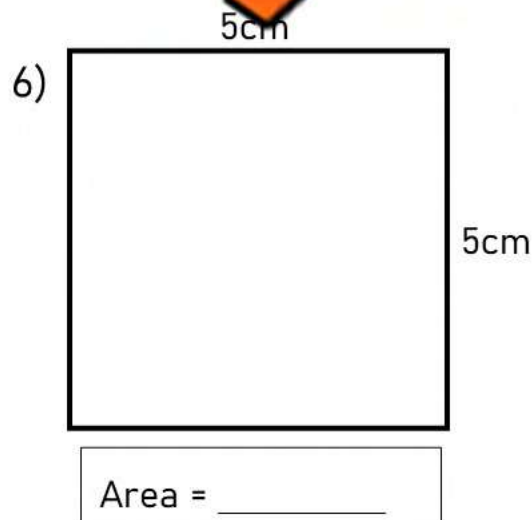
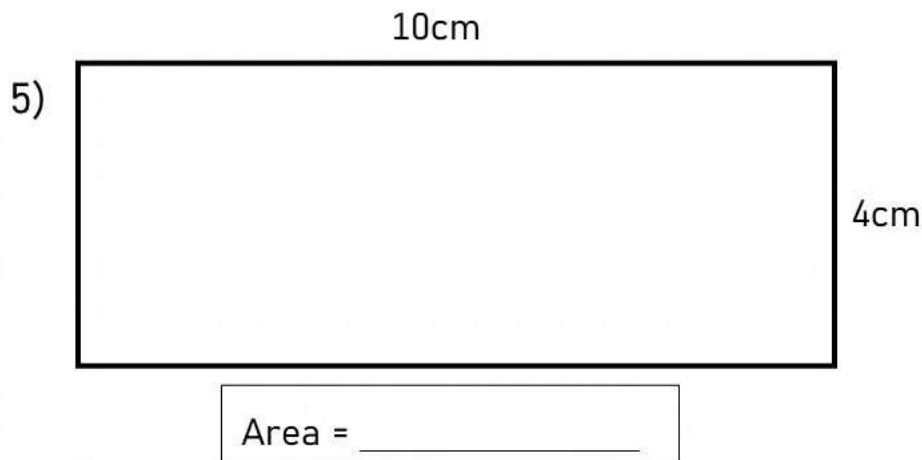
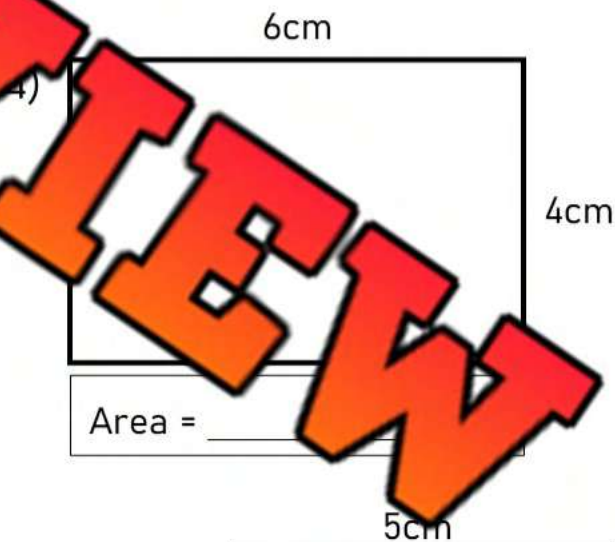
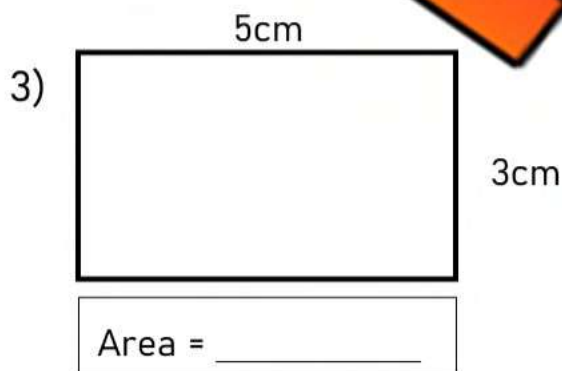
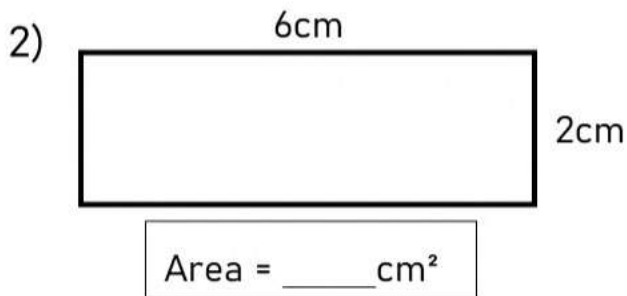
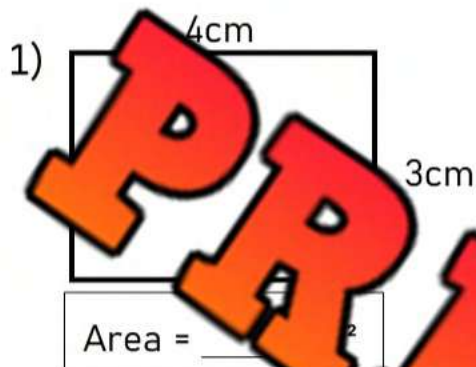
Calculating Area Using CM

We can draw lines on shapes to segment them into cm squares. Try your best to make the squares equal.



Questions

Draw lines in the shapes below to create cm squares. Then count the squares



Exit Cards

Cut Out

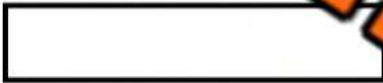
Cut out the exit cards below and have students complete them at the end of class

Name: _____

1) Calculate the area. _____ cm^2



2) Measure the side lengths and then calculate the perimeter and area

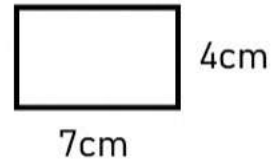


Perimeter: _____

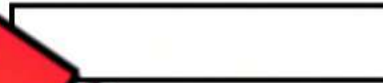
Area: _____

Name: _____

1) Calculate the area. _____ cm^2



2) Measure the side lengths and then calculate the perimeter and area

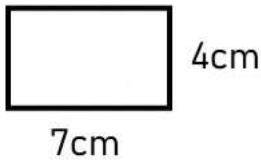


Perimeter: _____

Area: _____

Name: _____

1) Calculate the area. _____ cm^2



2) Measure the side lengths and then calculate the perimeter and area

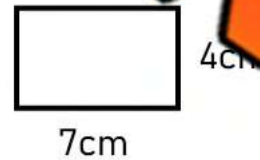


Perimeter: _____

Area: _____

Name: _____

1) Calculate the area. _____ cm^2



2) Measure the side lengths and then calculate the perimeter and area



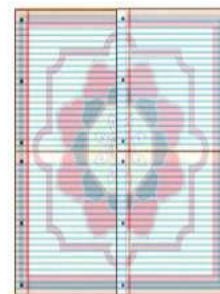
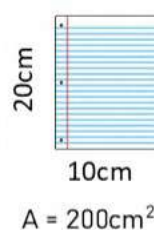
Perimeter: _____

Area: _____

Estimating Area Using Non-Standard Units

We can use any two-dimensional shape to measure the area of a shape.

Example – If we know the paper is 20cm by 10 cm, we can use it to measure the size of the carpet. We can estimate that 4 pieces of paper would cover the carpet. This means the width would be 20cm and the length would be 40cm.



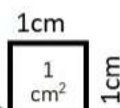
Question Use the area of the smaller shape to estimate the area of the larger shape

1)



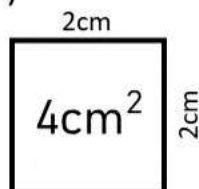
Area = _____

2)



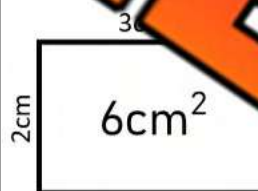
Area = _____

3)



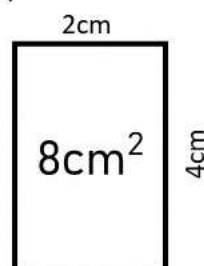
Area = _____

4)



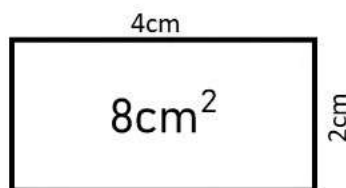
Area = _____

5)



Area = _____

6)



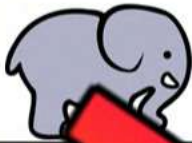
Area = _____

Comparing Mass – Heavy and Light

Questions

Circle whether the object is heaviest or lightest

1) The elephant is the _____.



Heaviest

Lightest

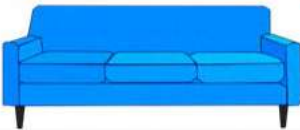
2) The bat is the _____.



Heaviest

Lightest

3) The couch is _____.



Heaviest

Lightest

4) The cereal box is the _____.



Heaviest

Lightest

5) The chair is the _____.



Lightest

6) The deer is the _____.



Heaviest

Lightest

7) The pencil case is the _____.



Heaviest

Lightest

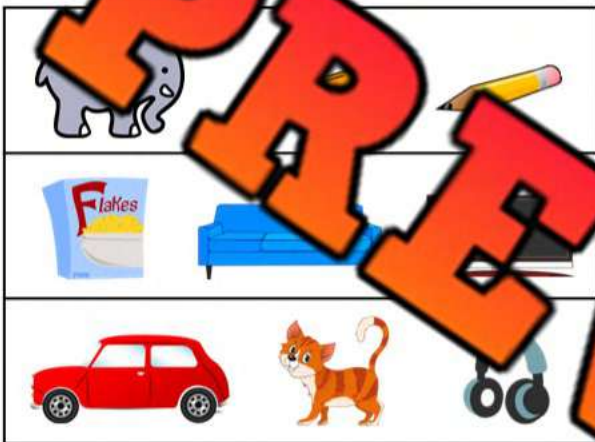
Exit Cards

Cut Out

Cut out the exit cards below and have students complete them at the end of class

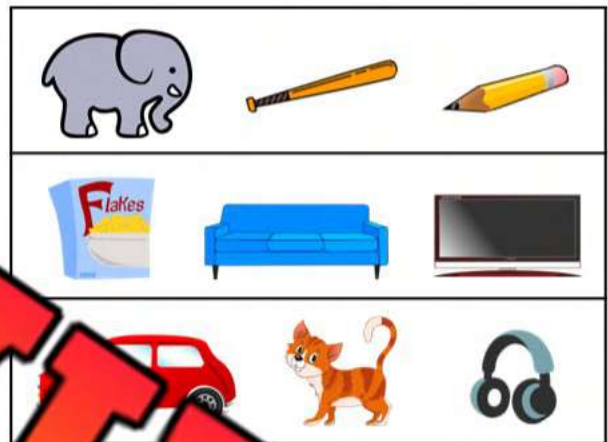
Name: _____

Put a square around the heaviest object and circle the lightest object.



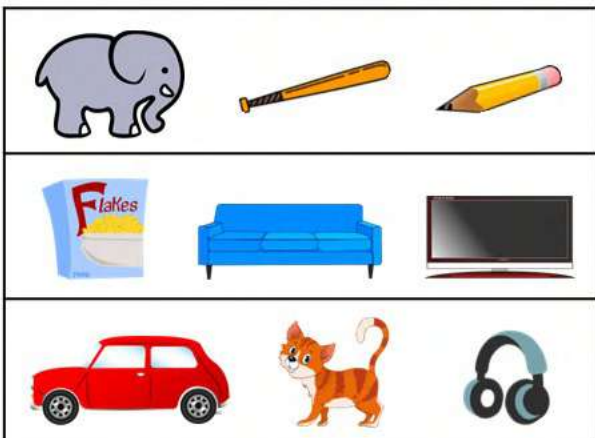
Name: _____

Put a square around the heaviest object and circle the lightest object.



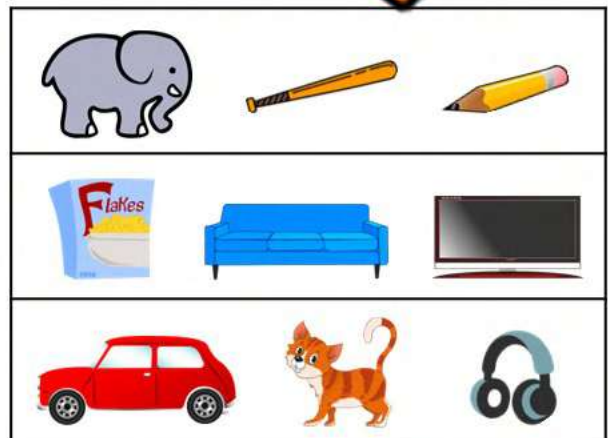
Name: _____

Put a square around the heaviest object and circle the lightest object.



Name: _____

Put a square around the heaviest object and circle the lightest object.



Comparing Mass – Heavy and Light

Questions

Order the vehicles from heaviest (1) to lightest (3)

1)

☐☐

2)

☐☐

3)

☐☐

4)

☐☐☐

5)

☐☐☐

Balancing Scales - Measuring Mass**Questions**How many  do the objects weigh?

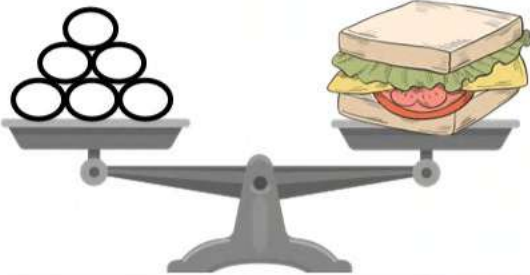
1)

The banana weighs ____ .

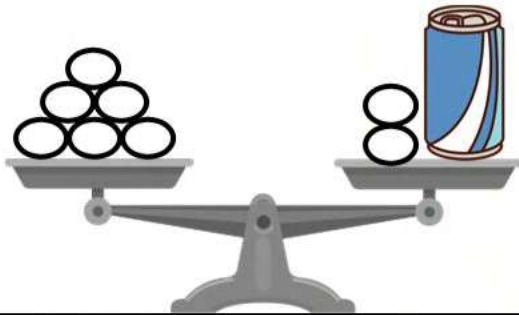
2)

The cake weighs ____ .

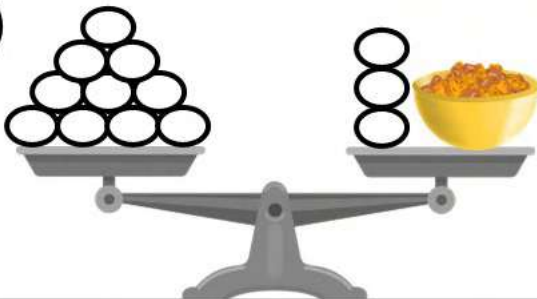
3)

The sandwich weighs ____ .

4)

The can weighs ____ .

5)

The bowl weighs ____ .

Exit Cards

Cut Out Cut out the exit cards below and have students complete them at the end of class

Name: _____

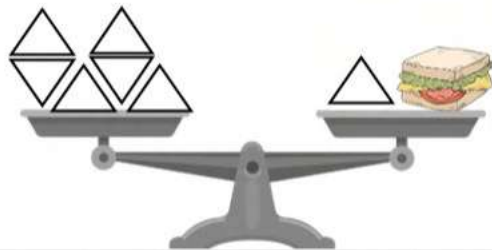
How many  do the objects weigh?

1)



The ketchup weighs _____ .

2)

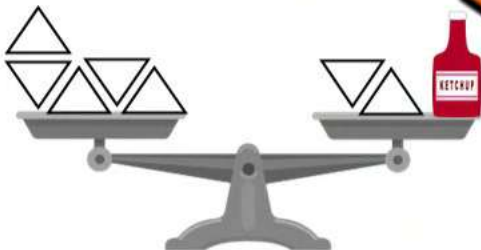


The sandwich weighs _____ .

Name: _____

How many  do the objects weigh?

1)



The ketchup weighs _____ .

2)

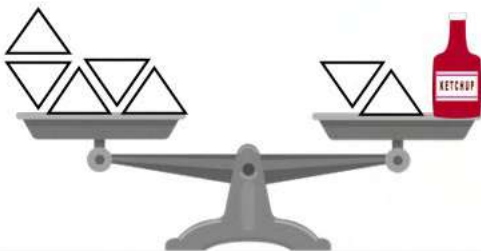


The sandwich weighs _____ .

Name: _____

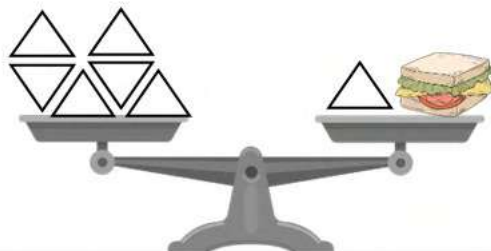
How many  do the objects weigh?

1)



The ketchup weighs _____ .

2)



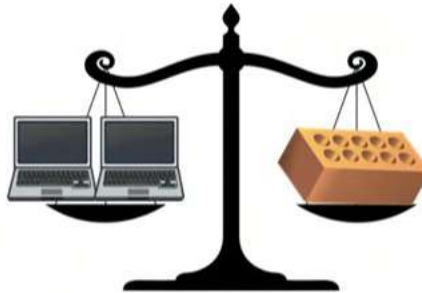
The sandwich weighs _____ .

Two – Pan Balance – Comparing Mass

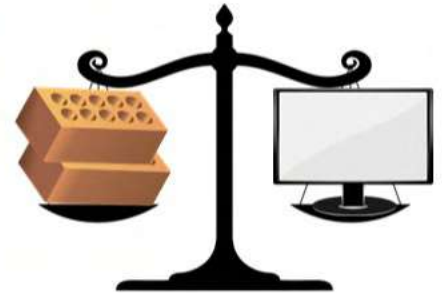
A **two-pan balance** is a tool we can use to find the mass of different objects. When we use a two-pan balance, we can use multiple objects to equal the mass of one object on the other side.



3 books = 1 laptop



2 laptops = 1 brick



2 bricks = 1 TV

Questions

Use the information above to answer the questions

1)



3 books = _____ laptops

6 books = _____ laptops

3)



1 TV = _____ bricks

4)



2 TVs = _____ bricks

5)



6 bricks = _____ TVs

6)



2 bricks = _____ laptops

7)



3 laptops = _____ books

8)



6 laptops = _____ bricks

9)



9 books = _____ laptops

10)



3 TVs = _____ bricks

Does Air Have Mass?

Research Question

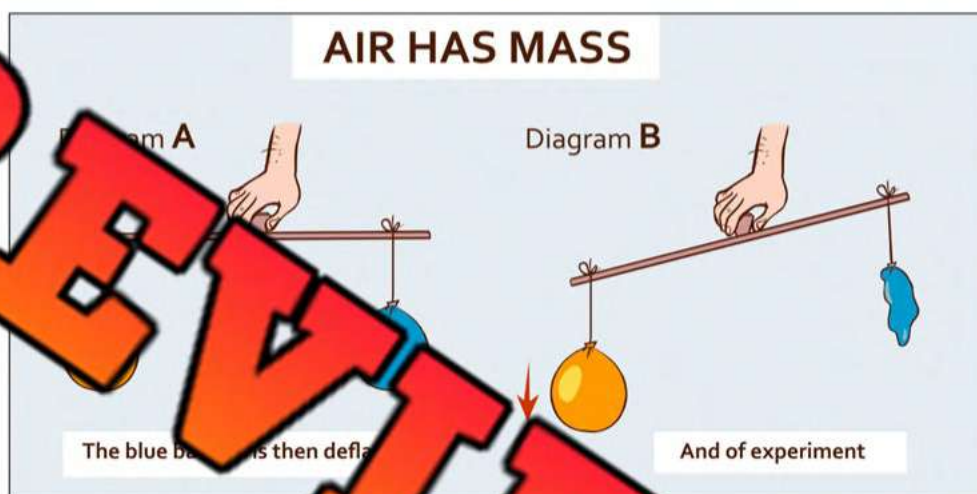
What are we testing?

Does air have any mass?

Materials

What do we need for our experiment?

- 2 balloons
- A metre stick
- String that is about 1 metre long



Procedure

How do we do the experiment?

- 1) Blow up the 2 balloons to the same size.
- 2) Cut two 15-centimeter-long pieces of string
- 3) Attach a balloon to opposite ends of the metre stick using the 15 cm string pieces
- 4) Tie the left-over string around the centre point of the metre stick
- 5) Hold the string up and observe the balloons
- 6) Make a hole in one of the balloons letting the air out
- 7) Observe what happens

Name: _____

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Does Air Have Mass?

Hypothesis

What do you think will happen?



Results

Answer the questions below



1) Which balloon has more mass?

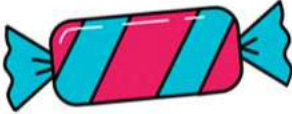
The Popped Balloon

The Blown-Up Balloon

2) How do you know one balloon has more mass?

3) Draw a diagram of the experiment. Label the popped balloon and the blown-up balloon.

Measuring Mass - Grams

Milligram (mg)	Gram (g)	Kilogram (kg)
1000 mg = 1g	1000g = 1kg	1kg = 1000g
		

Part 1

Complete the tables below

mg	g	g	g	g	kg	g	kg
1000	1	1000	1.5	1000	1	1500	1.5
2000	2	2500			2	2500	
	3		3.5	3000		3500	
4000		4500					4.5
5000		5500			5		5.5
	6		6.5			6500	
	7		7.5			7500	
	8		8.5	8000			8.5
9000		9500					9.5
10000		10500		10000			

Part 2

Convert the units of measurement below

1) 1g	_____mg	5) 5kg	_____g	9) 5.5g	_____mg
2) 3g	_____mg	6) 3000mg	_____g	10) 7500mg	_____g
3) 5000mg	_____g	7) 10 000mg	_____g	11) 8.5kg	_____g
4) 2000g	_____kg	8) 3kg	_____g	12) 3500g	_____kg

Which Has The Most Mass ?

Part 1

Which measurement has the most mass? Circle it.

1)	10g	200mg	100mg	1kg
2)	20g	200mg	5kg	1000g
3)	5mg	500g	1000g	10kg
4)	5000mg	5000mg	2000g	1kg
5)	5000mg	2000mg	1kg	

Part 2

Read the problems and answer them below

- Kyle and Matt weighed their pencils on a scale. Kyle's pencil is 120g and Matt's pencil is 1500mg. Whose pencil weighs more?
- John is deciding which backpack to buy. The blue backpack can hold 9000g and the green backpack can hold 9000g. Which backpack should he buy? He wants the stronger backpack?
- Mary and Kate had a contest to see who's bridge could support more mass. Mary's bridge held 10 000mg and Kate's held 9kg. Who won the contest?



Ordering Measurements

Part 1

Order the measurements from lightest to heaviest

Masses	Order (Lightest to Heaviest)			
1) 15 g, 3 kg, 120 g, 2 kg	15 g	120 g	2 kg	3 kg
2) 500 mg, 750 g, 250 mg				
3) 1.5 kg, 200 g, 1 kg				
4) 1000 mg, 3.6 kg, 360 g				
5) 2000 mg, 2.1 g, 1100 g, 1 kg				

Part 2

Order the measurements from lightest to heaviest

Masses	Order (Lightest to Heaviest)			
1) 7 kg, 3 kg, 1.5 kg, 1 kg				
2) 4 g, 0.1 kg, 200 g, 5000 mg				
3) 5 kg, 2000 g, 1 kg, 8000 mg				
4) 4 kg, 1.5 kg, 2 kg, 5000 mg				
5) 2000 mg, 3000 g, 5000 g, 4 kg				

Exit Cards

Cut Out

Cut out the exit cards below and have students complete them at the end of class

Name: _____

a) Convert the unit of measurement below

- _____
- $2400\text{g} = \underline{\hspace{2cm}} \text{kg}$

b) A box of apples weighs _____ kg, and a box of oranges weighs _____ grams. Which is heavier?

Name: _____

a) Convert the unit of measurement below

- $8.5\text{kg} = \underline{\hspace{2cm}} \text{g}$
- $2400\text{g} = \underline{\hspace{2cm}} \text{kg}$

b) A box of apples weighs 2kg , and a box of oranges weighs $1,800\text{grams}$. Which is heavier?

Name: _____

a) Convert the unit of measurement below

- $8.5\text{kg} = \underline{\hspace{2cm}} \text{g}$
- $2400\text{g} = \underline{\hspace{2cm}} \text{kg}$

b) A box of apples weighs 2kg , and a box of oranges weighs $1,800\text{grams}$. Which is heavier?

Name: _____

a) Convert the unit of measurement below

- $8.5\text{kg} = \underline{\hspace{2cm}} \text{g}$
- $2400\text{g} = \underline{\hspace{2cm}} \text{kg}$

b) A box of apples weighs 2kg , and a box of oranges weighs $1,800\text{grams}$. Which is heavier?

Estimating Mass

Questions

Circle which mass fits the description

1) A pencil

- a) 500g
- b) 1kg
- c) 5mg
- d) 5g



2) A computer

- a) 200g
- b) 2kg
- c) 50mg
- d) 1000mg



3) A car

- a) 900kg
- b) 100kg
- c) 500mg
- d) 1000mg



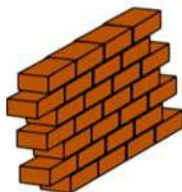
4) A cup

- a) 500kg
- b) 5kg
- c) 50g
- d) 500mg



5) A brick

- a) 100g
- b) 2kg
- c) 3000mg
- d) 100kg



6) A remote control

- a) 1g
- b) 1kg
- c) 50kg
- d) 100mg



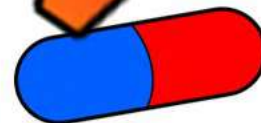
7) An apple

- a) 20kg
- b) 1kg
- c) 100g
- d) 200mg



8) A pill of medicine

- a) 400mg
- b) 2kg
- c) 20g
- d) 100g



9) Piece of paper

- a) 500g
- b) 5g
- c) 5kg
- d) 5mg



10) A toothpick

- a) 900g
- b) 100mg
- c) 1kg
- d) 3kg



Name: _____

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Measurement Unit Test

Part 1

Use a ruler to measure the lines below

1)



_____ cm

2)



_____ cm

3)



_____ cm

Part 2

Draw a line that is the correct length

1)

5 cm

2)

3 cm

3)

4 cm

Part 3

Fill in the table below

mm	cm
10	1
20	2
	3
40	
50	
	6
	7
	8
90	
100	

cm	m
100	1
	2
300	
400	
	5
600	
	7
800	
	9
1000	

m	km
1000	1
2000	2
	3
4000	
	6
7000	
	8
	9
10000	

Part 4

Write the same number for the different units of measurement

1) 1m

_____ cm

3) 5m

_____ cm

5) 500cm

_____ m

2) 20mm

_____ cm

4) 50mm

_____ cm

6) 500mm

_____ cm

Part 5

Circle which mass fits the description

1) A pencil

- a) 500g
- b) 1kg
- c) 5mg
- d) 5g



2) A computer

- a) 200g
- b) 2kg
- c) 50mg
- d) 1000mg



3) A car

- a) 900g
- b) 1kg
- c) 500mg
- d) 1000mg



4) A cup

- a) 500kg
- b) 5kg
- c) 50g
- d) 1000mg



Part 6

Would you measure the following in milligrams, grams, or kilograms

1) A soccer ball

2) A feather

3) A chocolate bar

4) A train car

5) A car

6) A person

Part 7

Would you measure the following in millilitres, litres or kilolitres

1) Cup of orange juice

2) A garbage truck

3) Can of pop

4) A large bucket

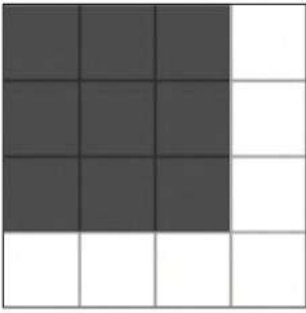
5) Juice box

6) A pool

Part 8

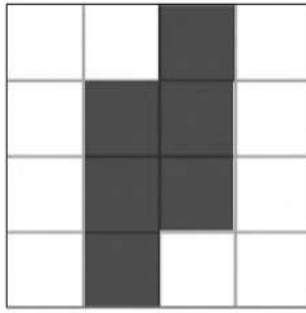
What is the area of the shape in squares?

1)



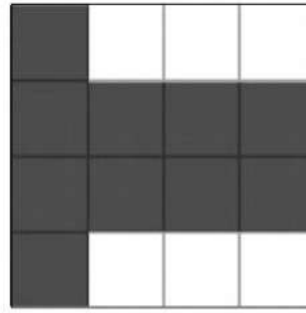
_____ squares

2)



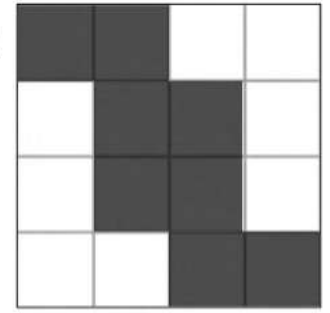
_____ squares

3)



_____ squares

4)



_____ squares

Part 9

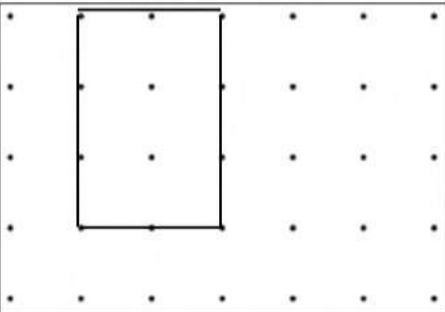
Shade in the area



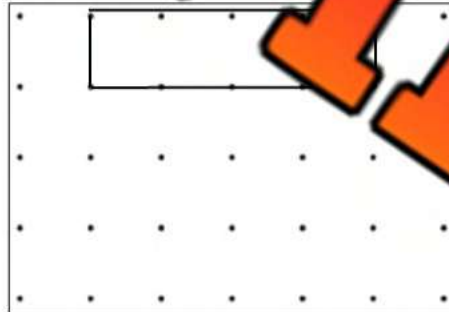
27 squares

Part 10

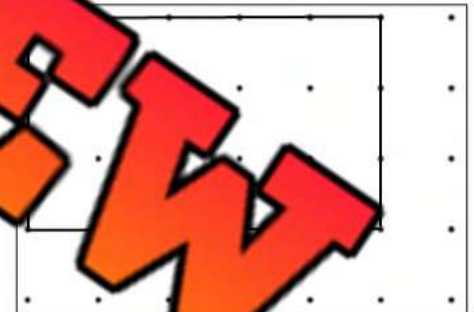
Find the perimeter of the rectangle below



1) Perimeter= _____



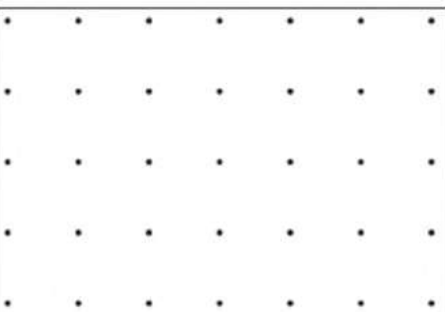
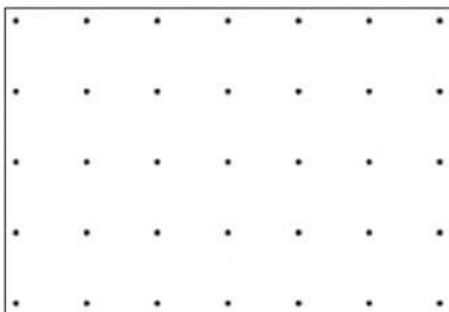
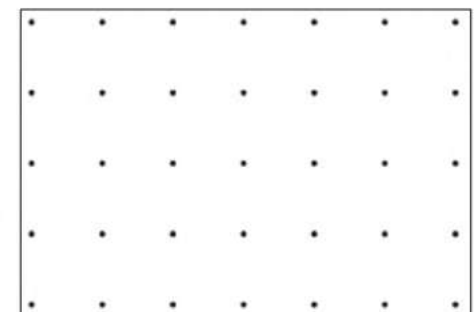
2) Perimeter= _____



3) Perimeter= _____

Part 11

Draw any shape with the perimeters given to you

1) Perimeter= 122) Perimeter= 83) Perimeter= 16

Non – Standard Units of Time - Seconds

We don't always use hours, minutes, and seconds for time. We can also use non-standard units.



Blinking _____ and _____



Usain Bolt runs 100m
= 10 seconds



Washing Hands = 20 seconds

Elapsed Time	How Much Time Has Passed?
1) 10 seconds	Usain Bolt 100m race or 10 blinks
2) 30 seconds	
3) 15 seconds	
4) 45 seconds	
5) 55 seconds	
6) 20 seconds	
7) 40 seconds	

Non – Standard Units of Time - Seconds

Questions

Use non-standard units to estimate how much time the event would take

Event	How Much Time Would Pass
Having a _____ of water	<u>3 blinks</u>
10 _____ ing Jack	
Walking to the bathroom	
Writing your name	
Reading a page of a book	
Singing Happy Birthday	
Logging on to a school computer	
Making a sandwich	
Saying your name 5 times fast	

Non – Standard Units of Time - Minutes

We don't always use hours, minutes, and seconds for time. We can also use non-standard units.



Bathroom = 5 minutes



Shower = 10 minutes



Lunch Time = 20 minutes

Elapsed Time	How Much Time Has Passed?
1) 20 minutes	1 lunch time or 2 showers or 4 bathroom breaks
2) 10 minutes	
3) 15 minutes	
4) 40 minutes	
5) 50 minutes	
6) 45 minutes	
7) 55 minutes	

Non – Standard Units of Time - Minutes

Questions Use non-standard units to estimate how much time the event would take

Event	How Much Time Would Pass
Having dinner	<u>1 lunch time and 1 bathroom break</u>
Preparing a snack	
Eating dessert	
Reading a book	
Cleaning your room	
Shoveling the driveway	
Making breakfast	
Exercising or Yoga	
Driving to the grocery store	

Non – Standard Units of Time - Hours

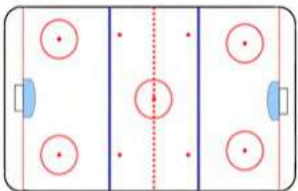
We don't always use hours, minutes, and seconds for time. We can also use non-standard units.



Math Class = 1 hour



Movie = 2 Hours



Hockey Game = 3 hours

Elapsed Time in Non-Standard Units - How Much Time Has Passed?	
1) 4 hours	View a hockey game and 1 math class
2) 1 hour	
3) 6 hours	
4) 5 hours	
5) 3 hours	
6) 7 hours	
7) 9 hours	

Non – Standard Units of Time - Hours

Questions Use non-standard units to estimate how much time the event would take

Event	How Much Time Would Pass
Driving Across Saskatchewan	 2 hockey games
Driving to school	
Playing a round of golf	
Playing with a friend after school	
Going to a restaurant	
Going shopping	
Going swimming	
Going fishing	
Playing on the computer	

Activity Title: Time Tracker

Objective

What are we learning about?

Students will understand the concept of the passage of time by relating everyday activities to both standard (minutes, hours) and nonstandard units of time (number of songs, episodes of a TV show).

Materials

What you will need for the activity.

- Stopwatch or timer
- Blank sheets
- Pencils
- A list of activities to time



Instructions

How you will complete the activity

- 1) Introduce the concept of time to the students, explaining standard units (seconds, minutes, hours) and nonstandard units (like the time it takes to sing a song).
- 2) Distribute the pre-made tables to each student. Each table has two columns: Activity, Standard Time, and Nonstandard Time.
- 3) As a demonstration, use the stopwatch to time a common classroom activity from the provided list, such as reading a page from a book.
- 4) Ask each student to select 3 activities from the provided list of activities, which includes tasks like writing a short paragraph, solving a math problem, or crafting a simple origami.
- 5) Students predict how long each selected activity will take in both standard and nonstandard units and record their predictions in the table.
- 6) Have students time their selected activities using the stopwatch to determine the actual duration, and then fill in the Standard Time and Nonstandard Time in their tables.
- 7) Discuss as a class why understanding time is important and how different activities can take up different amounts of time.

Options

Select three activities from the table below

Option 1: Reading a page from a book : Time how long it takes to read a single paragraph aloud.	Option 2: Drawing a simple picture : Draw a house or a tree.
Option 3: Shoelace Speed Race : See how quickly you can tie your shoelaces.	Option 4: Copywriting Exercise: Copy a short text from the board as quickly as you can.
Option 5: Copywriting Exercise: Write a few sentences as quickly as possible.	Option 6: Vocabulary Speed Test : List as many words as you can about the weather

Standard Units of Time	
Ten Deep Breaths	One Teeth Brushing Session
One Page Read	Three Microwave Beeps
Twenty Jumping Jacks	Singing Happy Birthday

Answers

Record your answers below

Activity	Standard Time		Instant Time	
	Prediction	Actual Time	Prediction	Actual Time
	Prediction	Actual Time	Prediction	Actual Time
	Prediction	Actual Time	Prediction	Actual Time

Measuring Time – Seconds, Days, Hours, Minutes

Seconds (sec)	Minutes (min)	Hours (hr)	Days (d)
60 seconds = 1 minute	60 minutes = 1 hour	24 hours = 1 day	1 day = 24 hours

Part 1

Fill in the tables below

Seconds	Minutes
60	1
	2
300	
360	
420	
	8
	9
600	

Minutes	Hours
60	1
	2
180	
	5
	7
480	
540	
	10

Hours	Days
24	1
48	2
72	
	4
	5
144	
168	
	8
	9

Part 2

Convert the units of measurement below

1) 1 hr _____ min

5) 240 mins _____ hr

9) 5 d _____ hrs

2) 240 sec _____ min

6) 72 hrs _____ d

10) 360 min _____ hrs

3) 180 sec _____ min

7) 540 mins _____ hr

11) 240 hrs _____ d

4) 2 d _____ hr

8) 168 hrs _____ d

12) 480mins _____ hrs

Time – Word Problems

Questions

Read the problems and solve them below

1. Kennedy played in a baseball game that lasted 1 hour and 48 minutes. How many minutes total was the baseball game?



2. Kennedy played in 5 minutes 37 seconds. How many seconds did it take him to run?

3. Jeremy and Jackson played video games for 96 days in a row. How many months did they play video games for?



4. Sam and Bruce played a round of golf for 240 minutes. How many hours did they play golf for?

5. Zachary played in a hockey game yesterday for 10 minutes. How many seconds did he play hockey?



Exit Cards

Cut Out

Cut out the exit cards below and have students complete them at the end of class

Name: _____

a) Convert the unit of measurement below

420 mins = _____ hrs

b) Lily watched a movie that lasted 2 hours and 35 minutes. How many minutes long was the movie?

Name: _____

a) Convert the unit of measurement below

420 mins = _____ hrs

b) Lily watched a movie that lasted 2 hours and 35 minutes. How many minutes long was the movie?

Name: _____

a) Convert the unit of measurement below

420 mins = _____ hrs

b) Lily watched a movie that lasted 2 hours and 35 minutes. How many minutes long was the movie?

Name: _____

a) Convert the unit of measurement below

420 mins = _____ hrs

b) Lily watched a movie that lasted 2 hours and 35 minutes. How many minutes long was the movie?

Activity Title: Time Treasure Hunt

Objective

What are we learning about?

To help students understand and practice converting time between seconds, minutes, and hours through a fun and engaging treasure hunt.

Materials

What you will need for the activity.

- Stopwatch (could use a smartphone)
- Index cards
- Markers
- Small prizes (optional)
- Tape



Instructions

How you will complete the activity

- 1) Prepare before class by writing different time conversion challenges on index cards. For example, "Convert 300 seconds to minutes." "How many seconds are in 2 hours?"
- 2) Hide these cards around the classroom or in a designated safe outdoor area, taping them under chairs, desks, or tucked into non-obvious places.
- 3) Divide the class into small teams and give each team a stopwatch.
- 4) Explain the game: each team will hunt for a card, solve the problem as quickly as they can, and return to you for verification.
- 5) Start the timer when you say "Go!" Each team rushes to find their first card.
- 6) When a team thinks they have the correct answer, they come back to you. If correct, they receive a small prize and move on to find the next card.
- 7) The game continues until all cards are found or you call time. The team with the most correct answers wins.
- 8) Discuss the game, focusing on the time conversion problems and solutions each team encountered.

Name: _____

120

Instructions

Cut out the cards below

Convert 120 seconds to minutes.

How many seconds are there in 3 minutes?

How many minutes are there in 180 seconds?

Convert 2 hours to minutes.

If a cartoon lasts 300 seconds, how many minutes is that?

How many minutes are there in half an hour?

Change 600 seconds into minutes.

Convert 480 seconds to minutes.

Instructions

Cut out the cards below

If you play for 900 seconds,
how long is that in minutes?

How many seconds are in 5
minutes of a game?

Change 180 seconds
into minutes.

Convert 3 hours into
minutes.

If a movie is 7200 seconds
long, how many hours is
that?

How long is 2 hours in
seconds?

Convert 15 minutes to
seconds.

How many seconds are
there in 1 hour?

Instructions

Cut out the cards below

How many hours are there
in 360 minutes?

If a train travels for 3 hours,
how many minutes is that?

Convert 5 minutes
to seconds

If you read for 15 minutes,
how many seconds is that?

How many seconds are in
10 minutes?

Convert 2 hours to
seconds

Sally bakes cookies for
1800 seconds. How long is
that in minutes?

If a soccer match lasts 2
hours, how many minutes is
that?

Instructions

Cut out the cards below

Convert 20 minutes to seconds.

How many minutes are there in 5 hours?

How many minutes are there in 2 hours?

If you sleep for 8 hours, how many minutes is that?

Convert 5 days into hours.

Change 50 hours into days.

If a TV show lasts 2700 seconds, how many minutes is that?

Convert 4 hours into seconds.

Name: _____

Days of the Week

Thursday	Friday	Sunday	Monday
Saturday	Wednesday	Tuesday	

Questions Fill in the Blanks

1)	2)	3) Tuesday
4)	5) Thursday	6)

Questions Fill in the Blanks



Yesterday	Today	Tomorrow
	Sunday	
	Wednesday	
	Saturday	
	Tuesday	
	Friday	
	Thursday	
	Monday	

Months of the Year – Before and After

May	January	June	March
August	September	July	December
October	February	April	November

Questions Write the month that comes before and after

Bef	Month	After
	May	
	November	
	March	
	June	
	September	
	April	
	July	
	October	
	January	
	December	

Months / Years – Problem Solving**Questions**

Answer the questions below

1) Hanna is 4 years and 6 months old. How many months old is Hanna?



2) Eric is 6 years and 3 months old. How many months old is Eric?



3) How many months old are you?



Days in a Week – Problem Solving

Questions

Fill in the table below



Weeks	Number of Days
1	7
2	14
3	
4	28
5	
6	42
8	
	63
10	

1) How many days are in 3 weeks?

2) How many weeks are 49 days?

3) Your birthday is in 5 weeks. How many days is it until your birthday?

4) School is over in 14 days. How many weeks until school is over?

5) A guest presenter is joining you in 12 weeks. How many days do you have to wait?

Days in a Week – Problem Solving

Questions

Answer the questions below

1) Jasper has a birthday in 21 days. How many weeks until his birthday?



2) Ellie has a concert in 4 weeks. How many days until the concert?



3) Daniel starts hockey in 14 days. How many weeks until he starts hockey?



4) Erica graduates from school in 35 days. How many weeks until she graduates?



5) Payton starts a new job in 8 weeks. How many days until he starts his new job?



6) Nolan starts swimming lessons in 6 weeks. How many days does he have to wait?



Days / Week – Problem Solving Calendar

Questions Use the calendar to answer the questions

1) How many weeks are there between Sunday, September 5th and Sunday, September 26th?

September 2024						
Sun	Mon	Tues	Wed	Thurs	Fri	Sat
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30		

2) The date is Monday, September 6th. Rory's birthday is Monday, September 20th. How many weeks until Rory's birthday?



3) The date is Friday, September 3rd. Rory starts basketball on Monday. How many weeks does Rory start basketball?



4) The date is Wednesday, September 1st. Olivia has a test on Wednesday, September 22nd. How many weeks until Olivia's test?



5) Emma's birthday is Thursday, September 23rd. Gracie's birthday is Thursday, September 9th. How many weeks older is Gracie than Emma?

b) How many days older is Gracie?



Measuring Time – Days, Weeks, Months, Years

Days (d)	Weeks (w)	Months (m)	Years (yr)
7 days = 1 week 365 days = 1 year ~30 days = 1 month	52 weeks = 1 year ~ 4 weeks = 1 month	12 months = 1 year	1 year = 12 months 1 year = 52 weeks 1 year = 365 days

Part 1 Fill in the table below

Days	Weeks	Months	Months	Years
	4	1	12	1
14	8	2		2
			36	
	4	4	48	
35	20			5
42		6		6
	28		84	
63	36			9
70		10		

Part 2 Convert the units of measurement below

1) 1 w	_____ d	5) 28 w	_____ m	9) 5 y	_____ m
2) 70 d	_____ w	6) 36 m	_____ y	10) 4 w	_____ d
3) 42 d	_____ w	7) 9 y	_____ m	11) 28 w	_____ m
4) 12 w	_____ m	8) 84 m	_____ y	12) 120 m	_____ y

Days, Weeks, Months, Years

Part 1 Which unit of measurement (days, weeks, months, years) would you use?

Description	Unit of Measurement
a) Playing in a hockey tournament for a weekend	
b) Length of time we go to school – September to June	
c) How long a carton of milk will last in the fridge before it goes bad	
d) How long the school year is	
e) How long a loaf of bread lasts before it gets moldy	
f) How old you are	
g) How long ago your school was built	
h) How long the NHL season is	
i) How long your Christmas break is	

Part 2 Which unit of measurement is larger?

1)	42 days	6 weeks	2 months	1 year
2)	500 days	10 weeks	5 months	1 year
3)	60 days	6 weeks	3 months	2 years
4)	90 days	30 weeks	25 months	2 years
5)	100 days	200 weeks	10 months	2 years
6)	300 days	30 weeks	15 months	5 years

Calendar Investigation - January

January 2026						
Sun	Mon	Tues	Wed	Thurs	Fri	Sat
					1	2
		5		7	8	9
		12		14		16
17	18		20		22	
				28		30
31						

Questions Answer the questions using the information at the calendar

1) Which season is it in January ?	2) What date is circled?
3) What will the date be...	
a) 2 days before January 12?	
b) 5 days after January 16?	
c) 10 days after January 7?	
d) 1 week after January 14?	

Calendar Investigation - June**June 2026**

Sun	Mon	Tues	Wed	Thurs	Fri	Sat
		1	2		4	
6			9	10		12
13	14			17		19
	21	22			25	
27			30			

Questions

Answer the questions by looking at the calendar

1) Which season is it in **June**?

2) What date is circled?

3) What will the date be...

a) 2 days before June 10?

b) 5 days after June 13?

c) 10 days after June 17?

d) 3 weeks after June 2?

Calendar Investigation - December**December 2026**

Sun	Mon	Tues	Wed	Thurs	Fri	Sat
			1	2		
5	6			9	10	
	13	14			17	18
			22		24	
26				30		

Questions

Answer the questions by looking at the calendar

1) Which season is it in **December**?

2) What date is circled?

3) What will the date be...

a) 2 days before December 7?

b) 5 days after December 14?

c) 10 days after December 20?

d) 3 weeks after December 1?

Time – Unit Quiz

Part 1

Fill in the tables below

Seconds	Minutes
	1
120	
	3
3	

Minutes	Hours
60	
	2
180	
240	
	5

Hours	Days
24	
	2
72	
	4
	5

Part 2

Which unit of measurement (days, weeks, months, years) would you use?

	Unit of Measurement
a) Playing in a basketball tournament	
b) Length of time we go to school – September	
c) How long it takes to graduate from high school	
d) How long the summer season is	
e) How long winter break is	

Part 3

Which unit of measurement is larger?

1)	42 days	6 weeks	2 months	1 year
2)	500 days	10 weeks	5 months	1 year
3)	60 days	6 weeks	3 months	2 years
4)	90 days	30 weeks	25 months	2 years

Part 4

Answer the questions below

1) How many days are in a week?

2) How many months are in a year?

3) Fill in the calendar below

December						
Sun	Mon	Tues	Thurs	Fri	Sat	
5	6		9			
	13	14		17	18	
	20		22	24		
26		28		30		

4) What will the date be...

a) 2 days before December 6?

b) 5 days after December 22?

c) 3 weeks after December 7?

Part 5

Answer the questions below

1) Courtney is 2 years old. How many months old is she?

2) Thomas is 3 years and 3 months old. How many months old is Thomas?

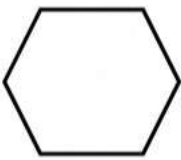
3) Nick starts school in 3 weeks. How many days until he starts school?

Naming Shapes

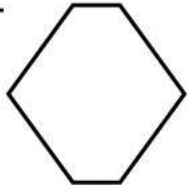
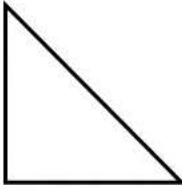
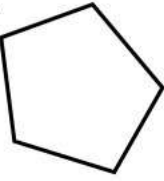
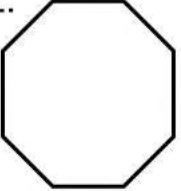
Questions

Fill in the blanks below

Word Bank - Hexagon Pentagon Triangle Quadrilateral Octagons

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

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

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

Drawing Shapes

Part 1 Draw two different versions of the shapes below

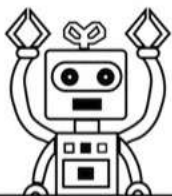
Regular Triangle	Regular Quadrilateral	Regular Pentagon	Regular Hexagon	Regular Octagon
Irregular Triangle	Irregular Quadrilateral	Irregular Pentagon	Irregular Hexagon	Irregular Octagon

Part 2 Draw a bridge using triangles, quadrilaterals, pentagons, hexagons or octagons

Bridge #1

Bridge #2

Build a Shape Robot



Draw

Follow the instructions below

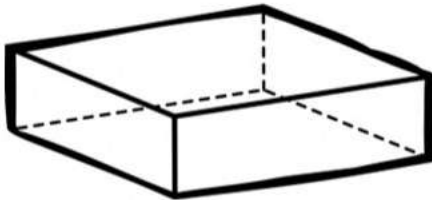
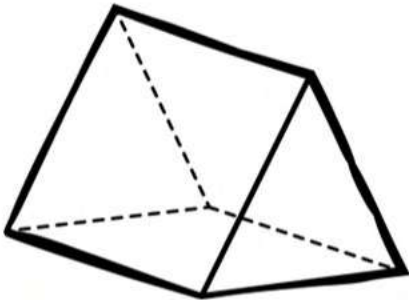
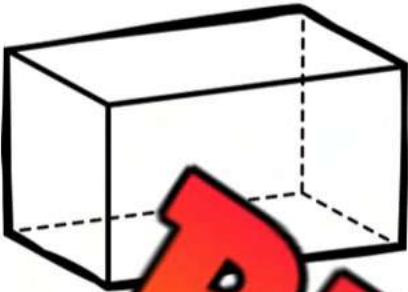
Design a robot using regular and irregular polygons. How many regular polygons did you draw? How many irregular polygons?

PREVIEW

# Of Regular Polygons	
# Of Irregular Polygons	

Prisms – Faces, Edges, Vertices

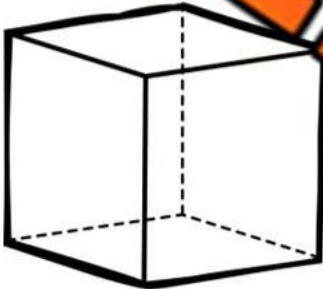
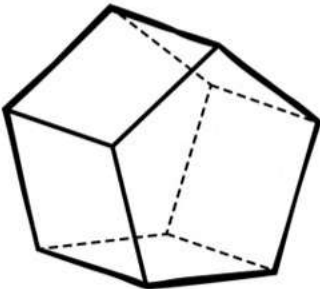
Questions Fill in the tables below based on the prisms



Faces	
Edges	
Vertices	
Name	

Faces	
Edges	
Vertices	
Name	

Faces	
Edges	
Vertices	
Name	

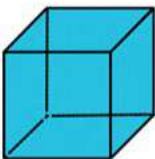


Faces	
Edges	
Vertices	
Name	

Faces	
Edges	
Vertices	
Name	

Faces	
Edges	
Vertices	
Name	

3D Objects Word Problems



Questions Answer the questions below

	Word Problems	Answers
1	Mia has a rectangular prism with 6 faces. If each face has 4 edges, how many edges does the prism have in total?	
2	_____ has a cube with 8 vertices. How many edges does the cube have?	
3	Emily's pyramid has 4 faces. If each face has 3 edges, how many edges does the pyramid have?	
4	Liam's triangular prism has 5 faces. How many edges does it have?	
5	Olivia's sphere has 0 edges and 0 vertices. How many faces does it have?	
6	Jake's cone has 1 circular face and 1 curved edge. How many vertices does it have?	

Exit Cards

Cut Out

Cut out the exit cards below and have students complete them at the end of class

Name: _____

Fill in the blanks about the objects.



Faces: _____ Faces: _____

Edges: _____ Edges: _____

Vertices: _____ Vertices: _____

Name: _____ Name: _____

Name: _____

Fill in the blanks about the objects.



Faces: _____ Faces: _____

Edges: _____ Edges: _____

Vertices: _____ Vertices: _____

Name: _____ Name: _____

Name: _____

Fill in the blanks about the objects.



Faces: _____ Faces: _____

Edges: _____ Edges: _____

Vertices: _____ Vertices: _____

Name: _____ Name: _____

Name: _____

Fill in the blanks about the objects.



Faces: _____ Faces: _____

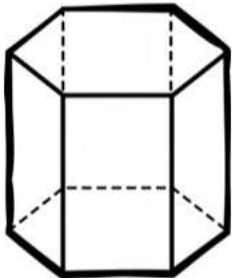
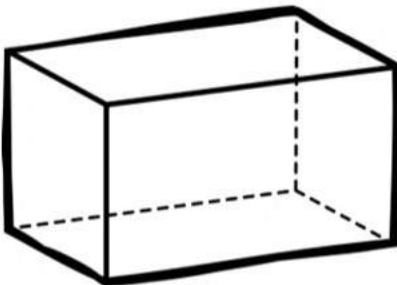
Edges: _____ Edges: _____

Vertices: _____ Vertices: _____

Name: _____ Name: _____

3D Objects - Prisms

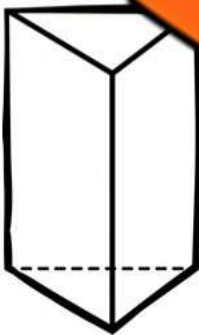
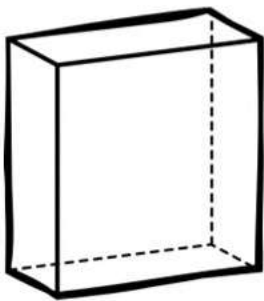
Questions Fill in the tables below based on the prisms



Faces	
Edges	
Vertices	
Name	

Faces	
Edges	
Vertices	
Name	

Faces	
Edges	
Vertices	
Name	



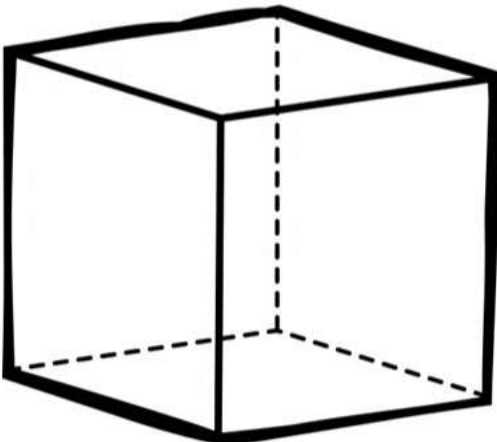
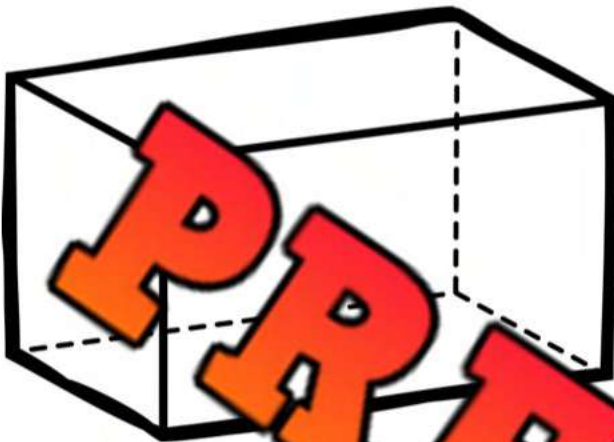
Faces	
Edges	
Vertices	
Name	

Faces	
Edges	
Vertices	
Name	

Faces	
Edges	
Vertices	
Name	

3D Objects – Cube vs Rectangular Prism

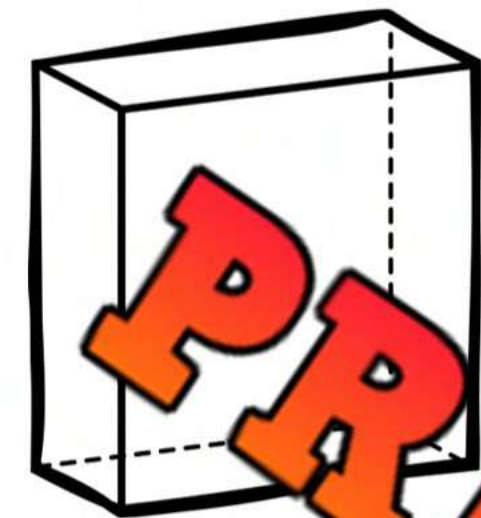
Questions How is a cube similar and different from a rectangular prism?



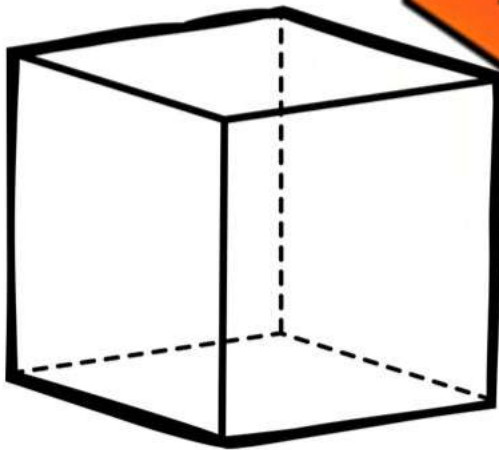
Ideas	Edge, Vertices, 2D Shapes
Similarities	
Differences	

3D Objects – Cube vs Rectangular Prism

Questions Fill in the tables below for the cube and rectangular prism



Name	
Faces	
Edges	
Vertices	
2D Shapes	



Name	
Faces	
Edges	
Vertices	
2D Shapes	

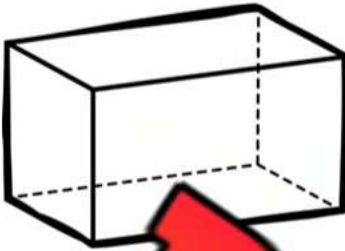
- 1) How are cubes and rectangular prisms similar?

- 2) How are cubes and rectangular prisms different?

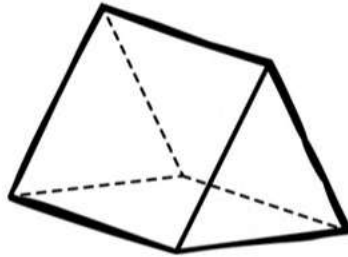
Naming Prisms

Questions

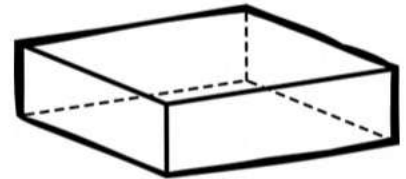
Circle the name of the prism



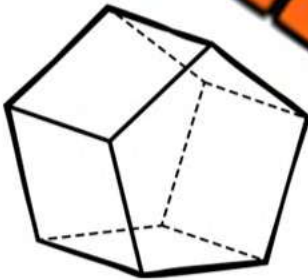
Rectangular Prism
Triangular Prism



Rectangular Prism
Triangular Prism



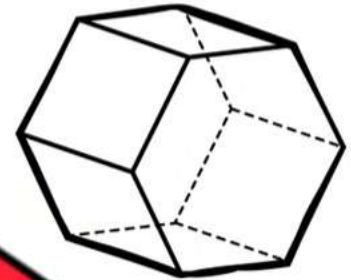
Rectangular Prism
Triangular Prism



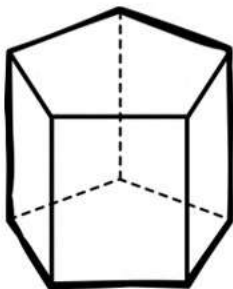
Rectangular Prism
Triangular Prism
Pentagonal Prism



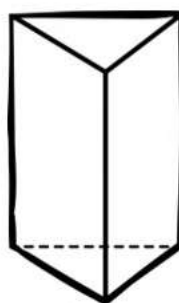
Rectangular Prism
Hexagonal Prism
Pentagonal Prism



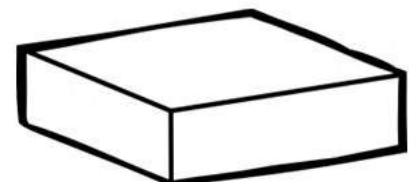
Rectangular Prism
Hexagonal Prism
Pentagonal Prism



Rectangular Prism
Hexagonal Prism
Pentagonal Prism



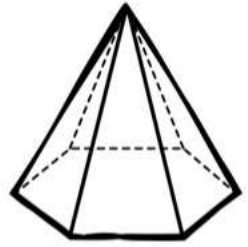
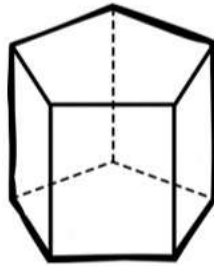
Rectangular Prism
Triangular Prism
Pentagonal Prism



Rectangular Prism
Hexagonal Prism
Pentagonal Prism

Prism, Cone, or Pyramid ?

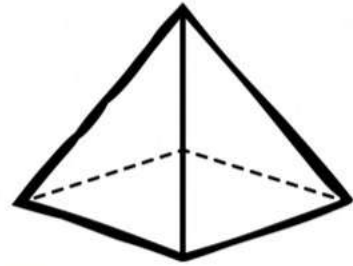
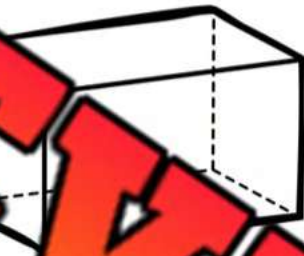
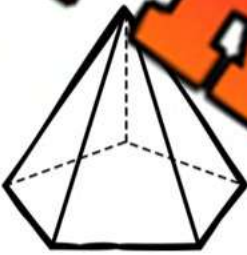
Questions Is the shape a prism, cone or pyramid?



Prism Cone Pyramid

Prism Cone Pyramid

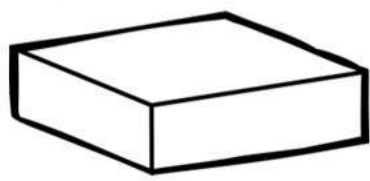
Prism Cone Pyramid



Prism Cone Pyramid

Prism Cone Pyramid

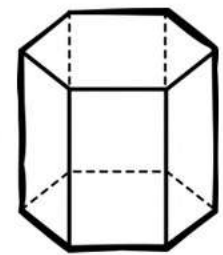
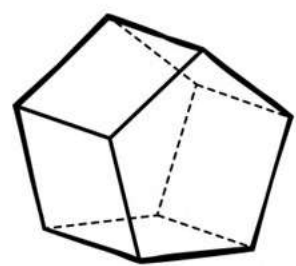
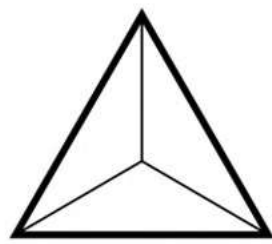
Prism Cone Pyramid



Prism Cone Pyramid

Prism Cone Pyramid

Prism Cone Pyramid



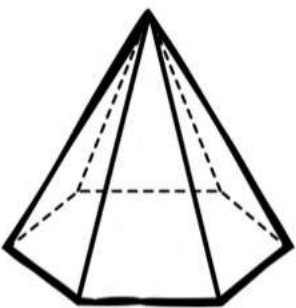
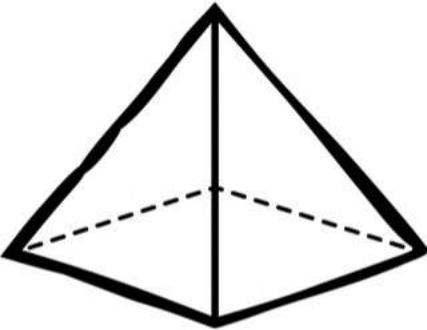
Prism Cone Pyramid

Prism Cone Pyramid

Prism Cone Pyramid

Faces, Edges, and Vertices

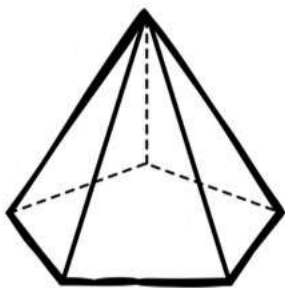
Questions Fill in the tables below based on the 3D shapes below



Faces	
Edges	
Vertices	
Name	

Faces	
Edges	
Vertices	
Name	

Faces	
Edges	
Vertices	
Name	



Faces	
Edges	
Vertices	
Name	

Faces	
Edges	
Vertices	
Name	

Faces	
Edges	
Vertices	
Name	

Exit Cards

Cut Out

Cut out the exit cards below and have students complete them at the end of class

Name: _____

Fill in the blanks about the objects.



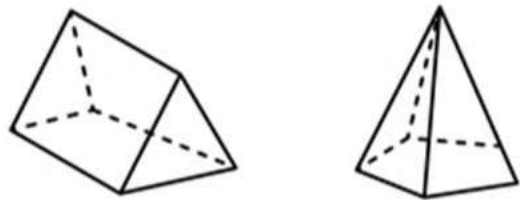
Faces: _____

Edges: _____

Vertices: _____

Name: _____

Fill in the blanks about the objects.



Faces: _____

Edges: _____

Vertices: _____

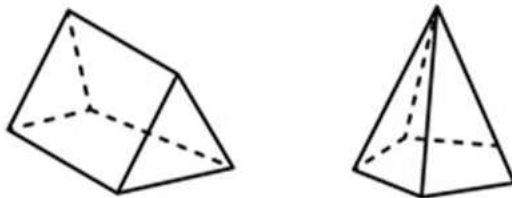
Faces: _____

Edges: _____

Vertices: _____

Name: _____

Fill in the blanks about the objects.



Faces: _____

Edges: _____

Vertices: _____

Name: _____

Fill in the blanks about the objects.



Faces: _____

Edges: _____

Vertices: _____

Faces: _____

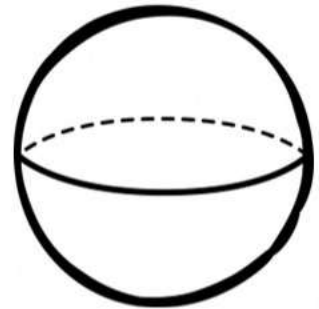
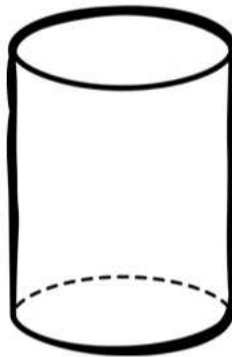
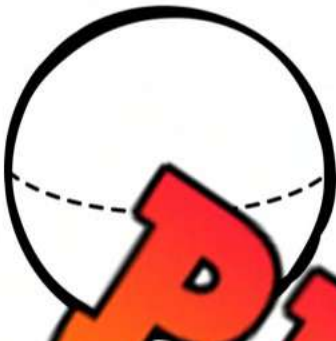
Edges: _____

Vertices: _____

Cone, Cylinder or Sphere

Questions

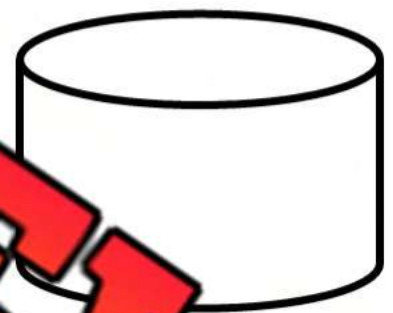
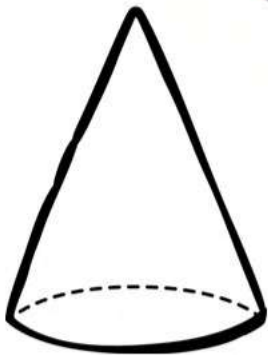
Is the 3D object a Cone, Cylinder, or Sphere?



Cone Cylinder Sphere

Cylinder Sphere

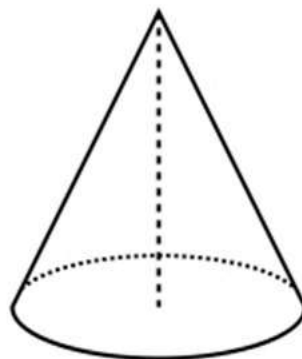
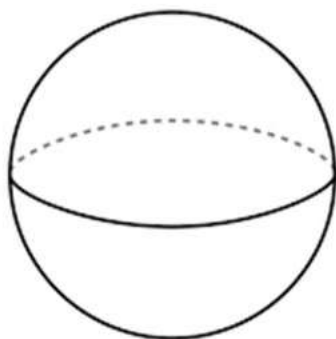
Cone Cylinder Sphere



Cone Cylinder Sphere

Cone Cylinder Sphere

Cone Cylinder Sphere



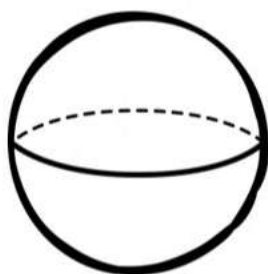
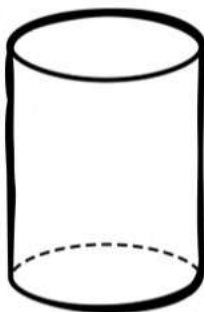
Cone Cylinder Sphere

Cone Cylinder Sphere

Cone Cylinder Sphere

3D Objects – Faces, Edges, Vertices

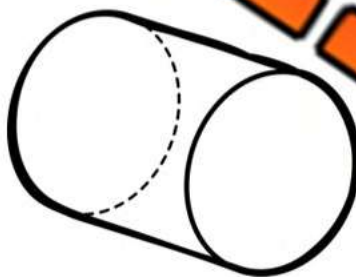
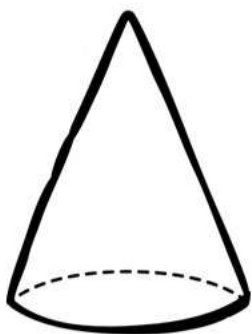
Questions Fill in the tables below



Faces	
Edges	
Vertices	
Name	

Faces	
Edges	
Vertices	
Name	

Faces	
Edges	
Vertices	
Name	



Faces	
Edges	
Vertices	
Name	

Faces	
Edges	
Vertices	
Name	

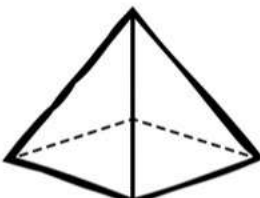
Faces	
Edges	
Vertices	
Name	

Naming Pyramids and Cones

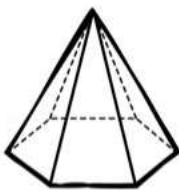
Questions Write the name of the 3D objects below



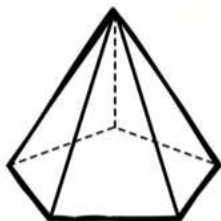
Name	
# of sides on the base	



Name	
# of sides on the base	



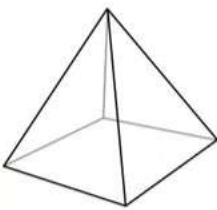
Name	
# of sides on the base	



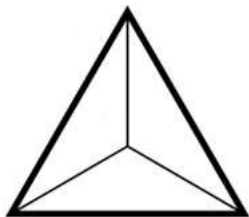
Name	
# of sides on the base	



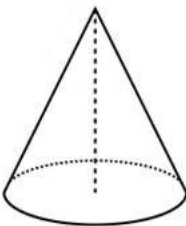
Name	
# of sides on the base	



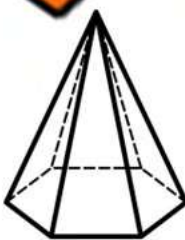
Name	
# of sides on the base	



Name	
# of sides on the base	



Name	
# of sides on the base	

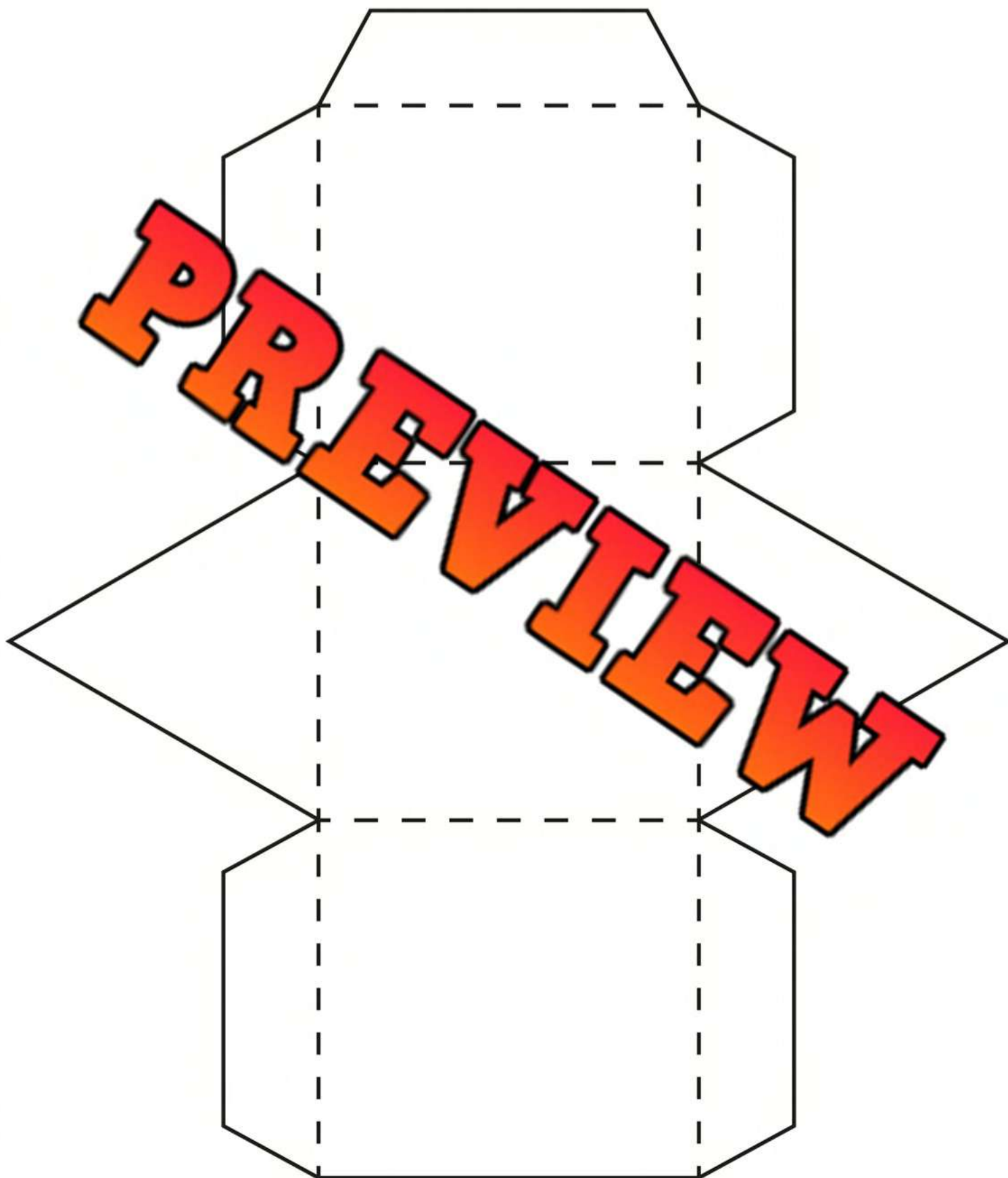


Name	
# of sides on the base	

Name: _____

195

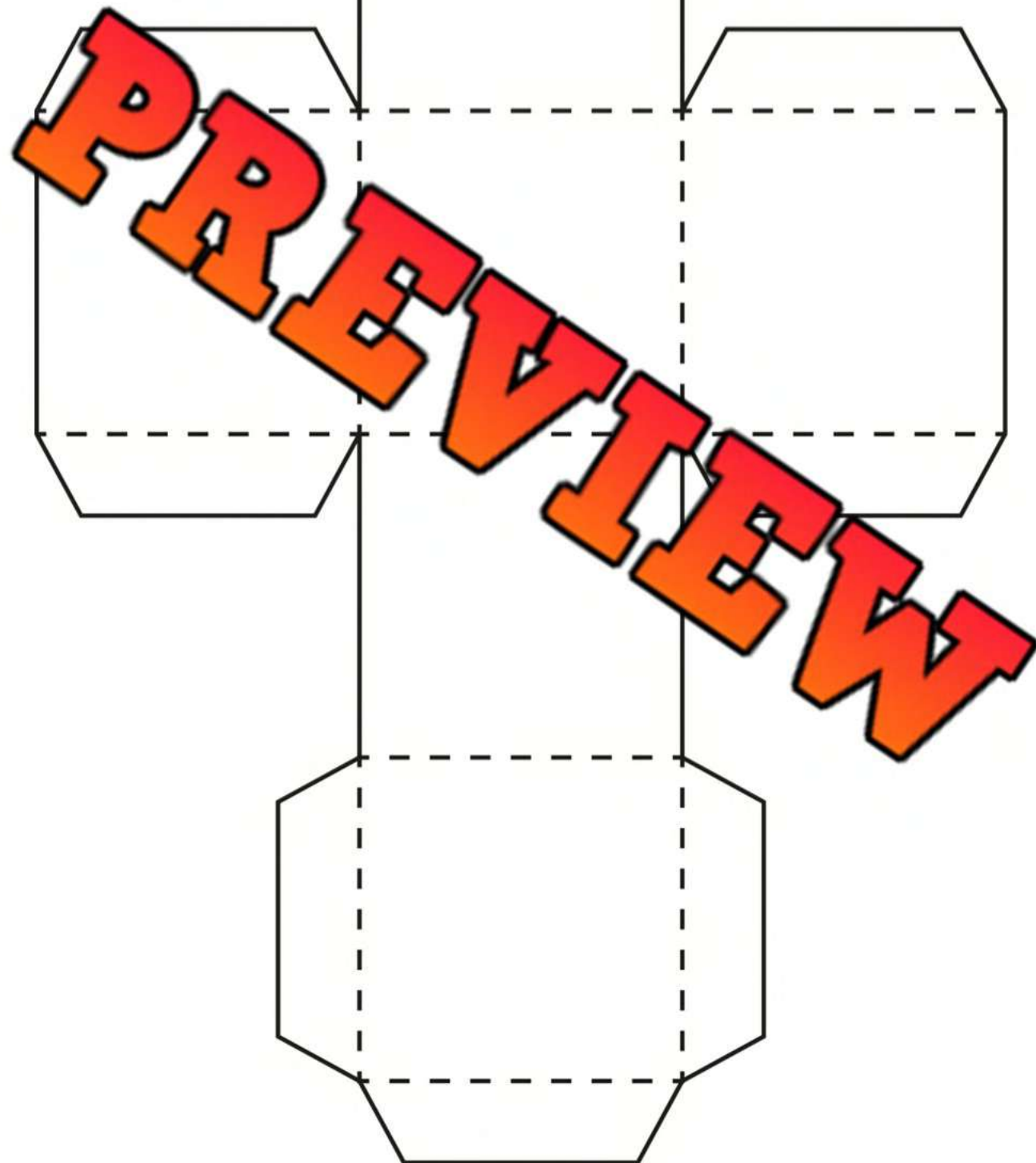
3D Model - Triangle Based Prism Net



Name: _____

197

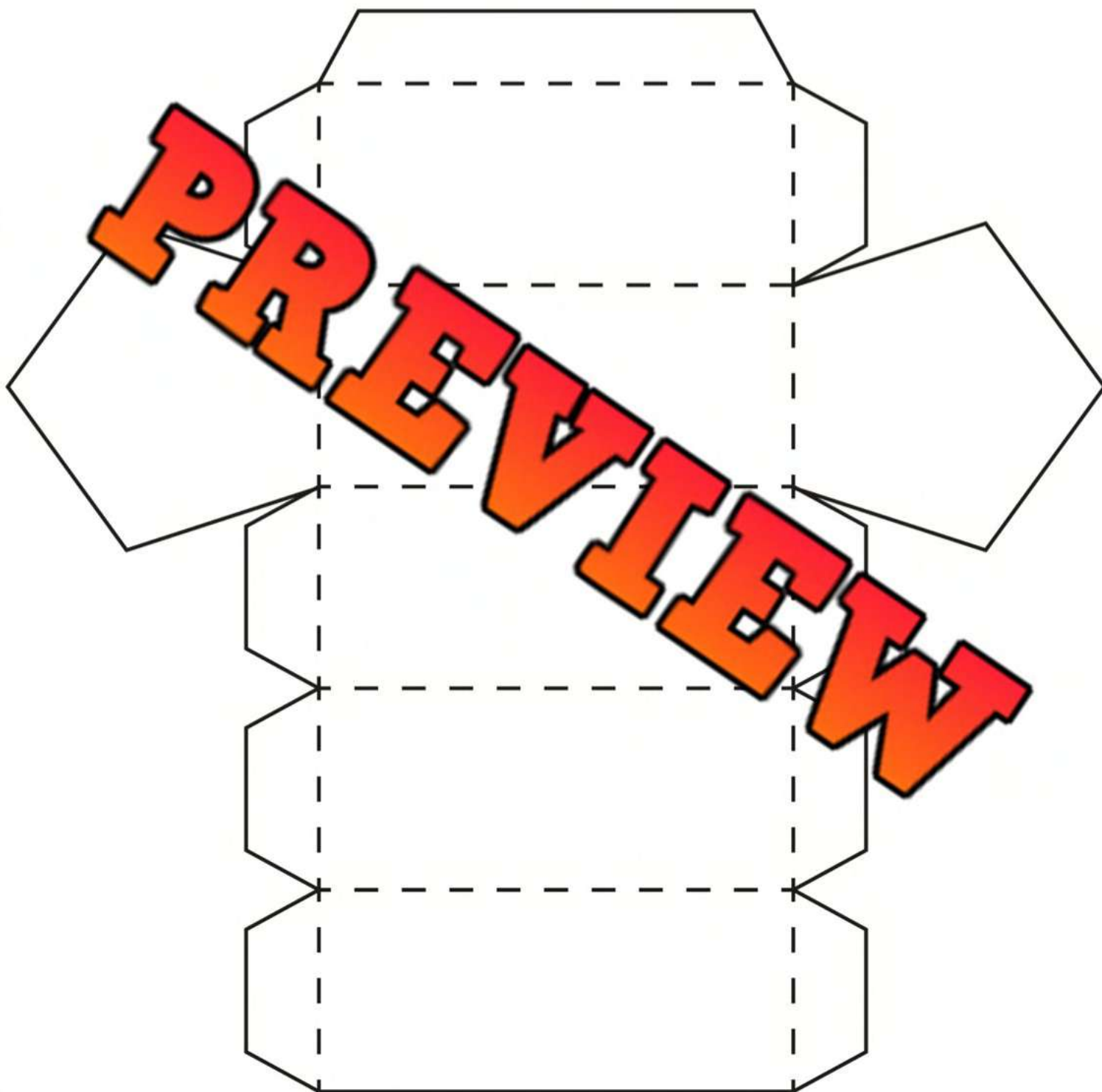
3D Model - Cube Net



Name: _____

198

3D Model - Pentagon Based Prism Net



Activity: Indigenous 3D Object Model

Objective

What are we learning about?

Students will learn about Indigenous technologies and craftsmanship by researching and creating a small 3D model of one traditional object: a pithouse, a birch bark basket, or a bentwood box.

Materials

What you will need for the activity.

- Cardstock or cardboard
- Construction paper
- Scissors
- Glue or tape
- Optional: string, yarn, or modeling clay



Instructions

How you will complete the activity.

- 1) Read the brief information page provided on pithouses, birch bark baskets, and bentwood boxes.
- 2) Choose one of the three Indigenous 3D objects you would like to build: a pithouse, a birch bark basket, or bentwood box.
- 3) Sketch a simple design of how your model will look using the provided template on your worksheet.
- 4) Gather materials and begin building the base shape of your object (for example, the round structure of a pithouse, the folded sides of a basket, or the curved walls of a bentwood box).
- 5) Add details that show accuracy, such as an entrance tunnel for a pithouse, stitching lines for a basket, or carved patterns for a bentwood box.
- 6) When the model is complete, answer the questions on the reflection worksheet.
- 7) Share your model with a partner or small group and describe its cultural purpose using your worksheet as support.

How-To-Guide

Follow the guide below to make a pithouse

- 1) Place your paper bowl or cup upside down in the middle of the cardboard. This will be the main shape of your pithouse.
- 2) Trace around the bowl or cup with a pencil so you know where it will sit.
- 3) Take the bowl or cup and colour the circle on the cardboard green or brown to show the ground.
- 4) Use instant glue to glue the traced circle and press the upside-down bowl or cup back in. Hold it for a few seconds so it sticks.
- 5) Cut strips of brown paper or use small sticks to make "wood beams."
- 6) Glue the beams on top of the cup, going from the top down the sides, to make it look like a roof covered in wood and earth.
- 7) Cut a small rectangle out of the side of the cup to make the doorway. If you cannot cut the cup, glue a small rectangle of paper on the side to show where the door was.
- 8) Draw or glue a short "tunnel" or path in front of the cup with brown paper or marker lines. This shows the entrance that people could walk through.
- 9) Add details around the pithouse, such as rocks, trees, or a fire pit, by drawing them or gluing small paper shapes onto the cardboard.
- 10) When the glue is dry, write your name and the word "Pithouse" on the cardboard base.
- 11) Check your model and be ready to explain to a partner how people used a pithouse as a warm, safe home.

How-To-Guide

Follow the guide below to make a birch bark basket

- 1) Cut a rectangle from the light brown construction paper. This will be the main piece of your basket.
- 2) Place the rectangle on your desk and gently bend it to see how it will fold into a basket shape.
- 3) Fold the rectangle in half, then unfold it so you can see the crease.
- 4) Cut small slits along the shorter sides, stopping at the crease. These will be the sides of the basket.
- 5) Fold the paper up into a bowl shape by bringing the sides together. Glue or tape the sides so the basket holds its shape.
- 6) Cut thin white strips of paper and glue them to the outside of the basket to look like the natural texture of birch bark.
- 7) Add simple designs used by Indigenous artists, such as patterns or shapes, using crayons or markers. Keep the designs neat and simple.
- 8) If you want a handle, cut a long strip of brown paper and glue or tape each end to the inside of the basket.
- 9) Press all glued parts gently to make sure they stay in place.
- 10) Write your name on the inside and be ready to explain how birch bark baskets were used to carry food, tools, and other items.

How-To-Guide

Follow the guide below to make a bentwood box

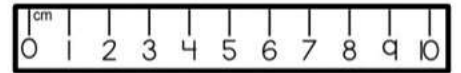
- 1) Place the square cardboard base on your desk. This will be the bottom of your bentwood box.
- 2) Take the long strip of cardboard and gently bend it to loosen the fibres. This helps it curve the way real bentwood does when heat is applied and shaped.
- 3) Stand the strip up around the edges of the square base. Wrap it the way you want so it forms the four sides of the box.
- 4) Trim the strip if it is too long, then glue or tape the two ends together so the strip forms a complete loop.
- 5) Glue or tape the bottom edge of the strip to the square base. Press gently so it attaches to the four sides.
- 6) Check that the sides are standing straight. Adjust or add glue if needed.
- 7) Use crayons or markers to add simple patterns or designs inspired by Indigenous designs. Keep the lines bold.
- 8) If you want a lid, cut another square of cardboard the same size as the base and place it on top. You can leave it loose or tape along the back to make a flap.
- 9) Add final touches, such as colouring the base or decorating the lid.
- 10) Write your name on the bottom of the box and be ready to explain how bentwood boxes were used to store important items.

Congruent Shapes

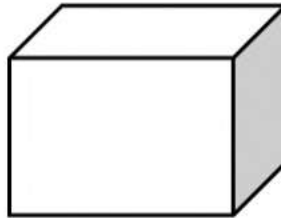
Questions

Measure the side lengths and circle the congruent shapes

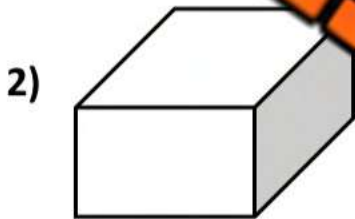
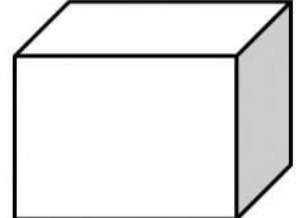
Measure each of the side lengths to make sure they are the same.



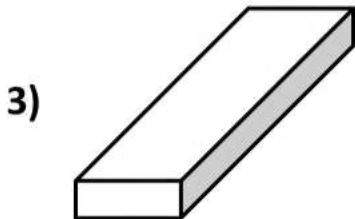
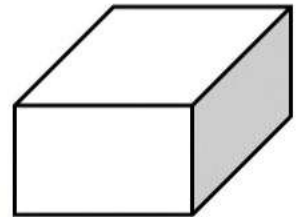
a)



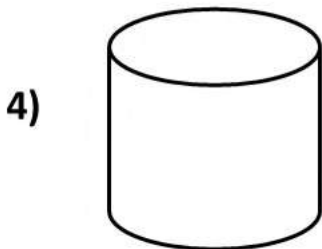
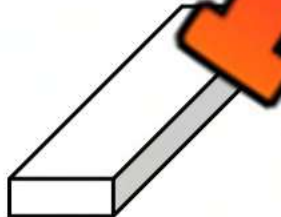
b)



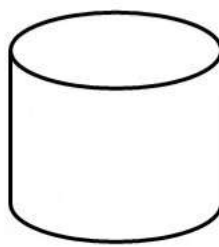
b)



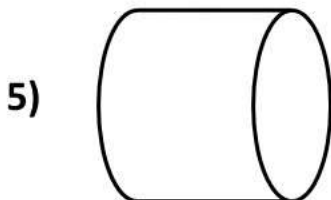
a)



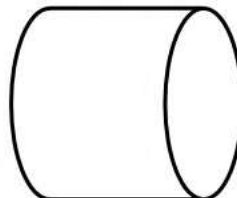
a)



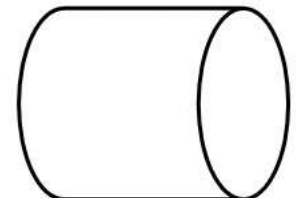
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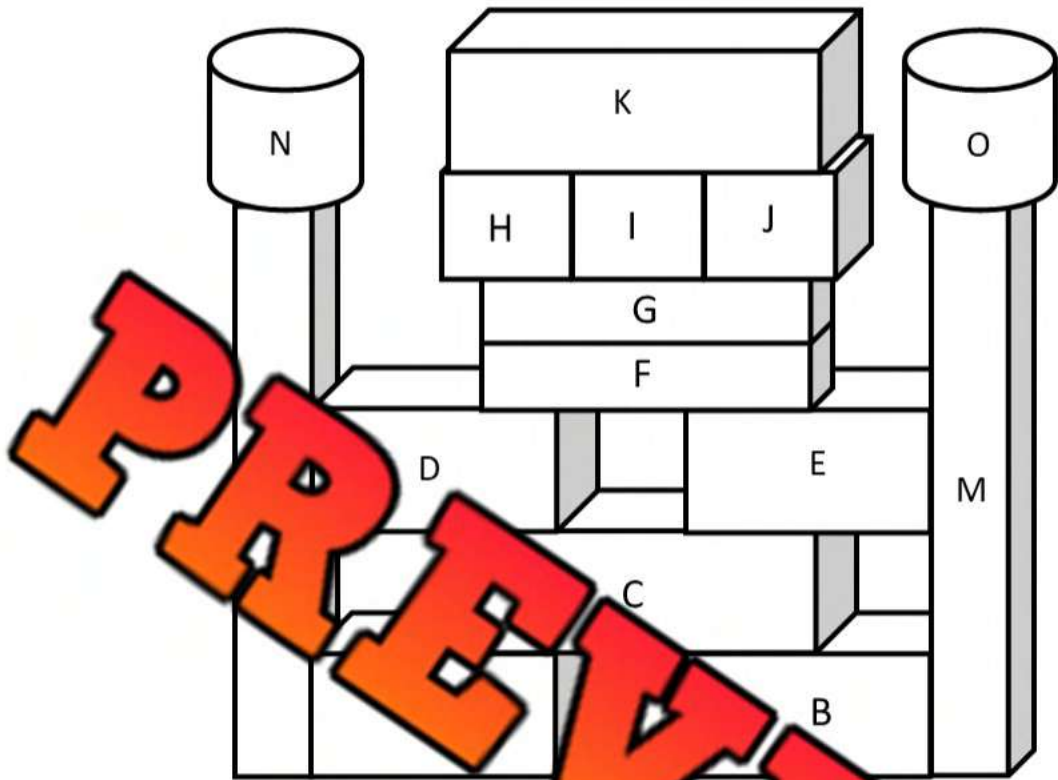
a)



b)



Congruent 3D Objects Statue



Questions Answer the questions below by looking at the statue above

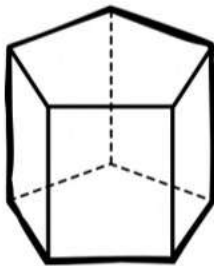
1) Which objects are congruent to A?	
2) Which object is congruent to object C?	
3) Which objects are congruent to object D?	
4) Which object is congruent to object G?	
5) Which objects are congruent to object H?	
6) Which object is congruent to object L?	
7) Which object is congruent to object N?	

Geometry Test

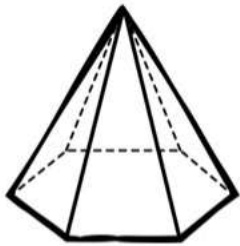
Part 1 Is the shape a prism or pyramid?



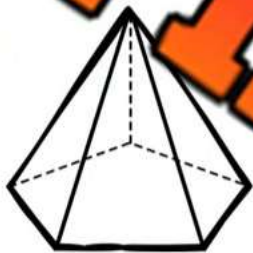
Prism Pyramid



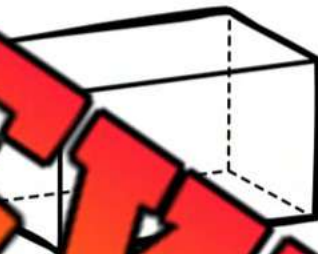
Prism Pyramid



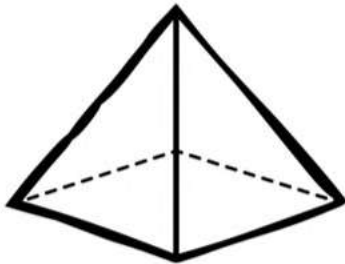
Prism Pyramid



Prism Pyramid

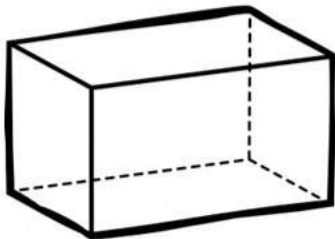


Prism Pyramid

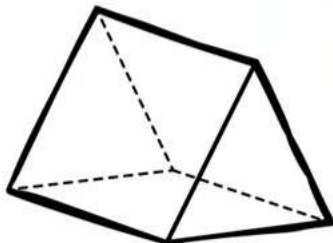


Prism Pyramid

Part 2 Fill in the tables below based on the object



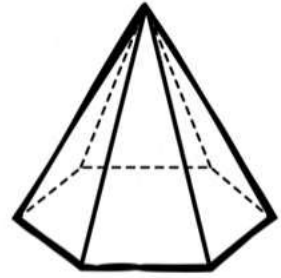
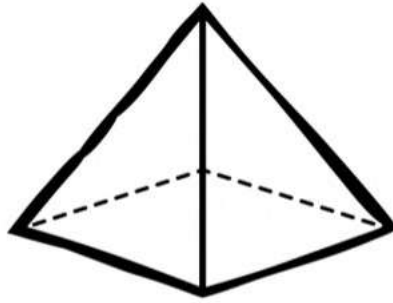
Faces	
Edges	
Vertices	
Name	



Faces	
Edges	
Vertices	
Name	



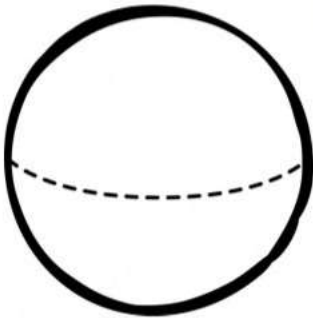
Faces	
Edges	
Vertices	
Name	



Faces	
Edges	
Vertices	
Name	

Faces	
Edges	
Vertices	
Name	

Faces	
Edges	
Vertices	
Name	



Faces	
Edges	
Vertices	
Name	

Faces	
Edges	
Vertices	
Name	

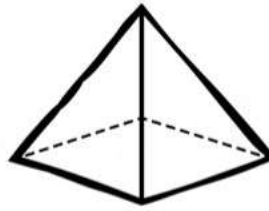
Faces	
Edges	
Vertices	
Name	

Part 3

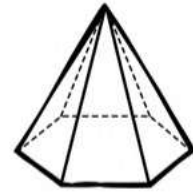
Circle the name of the 3D objects



Rectangular-Based Pyramid
 Triangular-Based Pyramid
 Pentagon-Based Pyramid



Square-Based Pyramid
 Triangular-Based Pyramid
 Pentagon-Based Pyramid



Rectangular-Based Pyramid
 Pentagon-Based Pyramid
 Hexagon-Based Pyramid



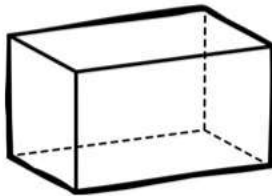
Cone Cylinder Sphere



Cone Cylinder Sphere



Cone Cylinder Sphere



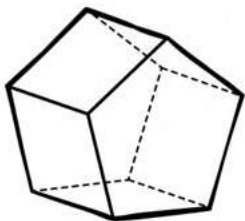
Rectangular Prism
 Triangular Prism



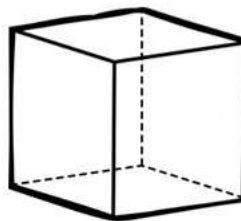
Rectangular Prism
 Triangular Prism



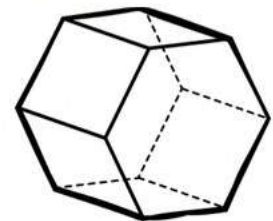
Rectangular Prism
 Triangular Prism



Rectangular Prism
 Triangular Prism
 Pentagonal Prism



Cube
 Hexagonal Prism
 Pentagonal Prism



Rectangular Prism
 Hexagonal Prism
 Pentagonal Prism