

LESSON PLANS: ONTARIO

Grade 6: Measurement

Units of Measurement

 45 MINS

powered by

 Mathletics

Overall Curriculum Expectations:

- Estimate, measure, and record quantities, using the metric measurement system

Specific Curriculum Expectations:

- Demonstrate and understanding of the relationship between estimated and precise measurements, and determine and justify when each kind is appropriate.
- Select and justify the appropriate metric unit (i.e. i.e., millimetre, centimetre, decimetre, metre, decametre, kilometre) to measure length or distance in a given real-life situation.

Introduction to Lesson

 10 MINS

Teacher Background:

Log in to your

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

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

Ask students:

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

Ask students:

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

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

ITEMS NEEDED

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

ASSESSMENTS

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

ACCOMMODATIONS/ MODIFICATIONS

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

EXTENSION OF LEARNING

- ✓ Problem Solving Making Tracks" game
- ✓ Use scales for measurement in science. Determine what would be the best measurement tools, units of measurement.
- ✓ Design a recipe with students. Use different types of measurement within the recipe. Ask students to convert measurements

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The Lesson

 20 MINS

Research/Curriculum Activities/Rainforest Maths

- Have students log in to their Student Console of Mathletics. Give students time to explore different types of measurement in the Concept Search and Animated Math Dictionary on their own.
- Have students start to complete curriculum activities Measuring Length and Which Unit of Measurement? They can then explore in "Rainforest Maths": Measurement. Explain to students how measurements can be converted. Begin discussing which unit of measurement is larger or smaller.

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

eBook: Unit Bingo

- As a class, play a game of Unit Bingo. Players should fill out their individual bingo cards. Unit bingo is found in eBooks > Grade 6 > Length, Perimeter and Area in "Units of Length" on page 2.
- Once students have completed their cards, the teacher can call out units of measurement. If there is an item written on their card that could be measured using the unit called, they can cross it off. First player to get a bingo wins!
- Discuss with students what the most common unit of measurement is and why they think this is the case.
- Generate a hand with the class in the designated box on the interactive whiteboard that has one right angle and one obtuse angle. How would this hand have to look? What other types of angles are in your hand? How do you know?



Consolidating the lesson

 15 MINS

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



For more information contact our friendly team...

Email: customerservice@3plearning.ca | Tel: +1 877 467 6851