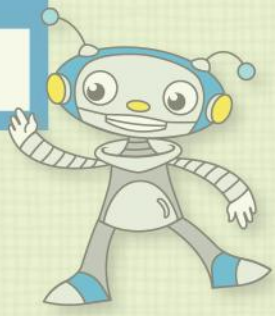
QUICKCHECK™ MATH



Grade level
Grade 1
KINESIS EDUCATION

MEASUREMENT

Compare, Describe, and Order Time and Objects Using Measurable Attributes

QUICKCHECK™ MATH

Book title
KINESIS EDUCATION

Strand
KINESIS EDUCATION

COMPARE, DESCRIBE, AND ORDER TIME AND OBJECTS USING MEASURABLE ATTRIBUTES

Student Activities

The title of the resource relates to an Overall Expectation of the Math Curriculum. KINESIS EDUCATION

Groups of activities are organized around key Math concepts as they relate to the expectation noted in the title. KINESIS EDUCATION

The learning outcome for each activity is listed. This makes it easier for teachers to target specific concepts for **teaching**, **diagnostic** or **formative** assessment purposes. KINESIS EDUCATION

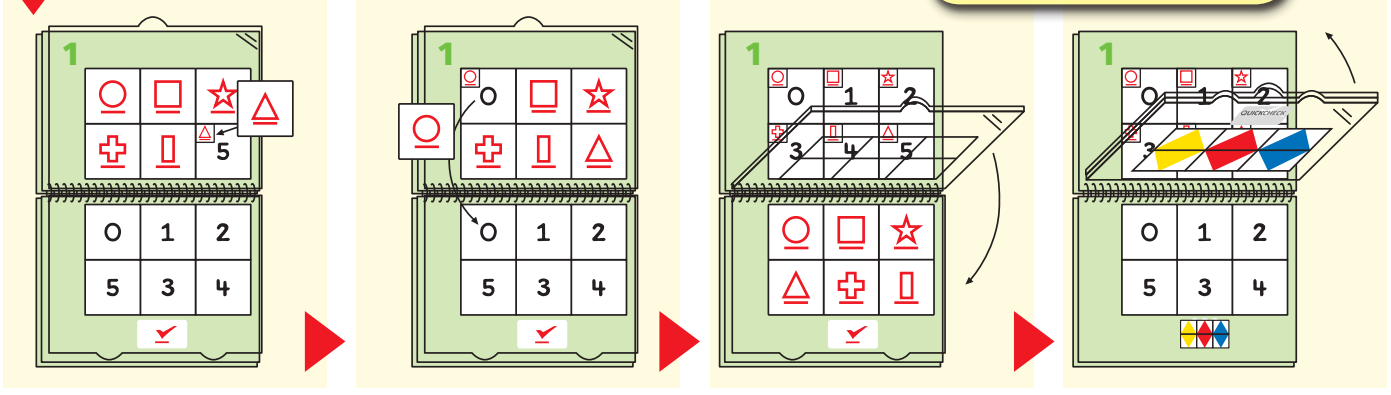
Teacher Section

How to use KINESIS EDUCATION

Teachers will find helpful tips and Learning Connections Activity Suggestions at the back of each resource. KINESIS EDUCATION

GETTING READY TO USE QUICKCHECK

You need a Student Resource and a case with six tiles



- Open the Student Resource to Activity **1**.
- **Put the empty tile case over the Student Resource.**
- The CHECKMARK will cover the answer key.
- There are six squares in the top section.
- Place each tile on the square that has the same icon.

- Lift each tile to reveal the image underneath.
- Transfer each tile to its corresponding image below.

- Close the cover of the tile case.

- Flip the tile case up.
- The answer key will appear.
- The tile pattern should match the answer key.

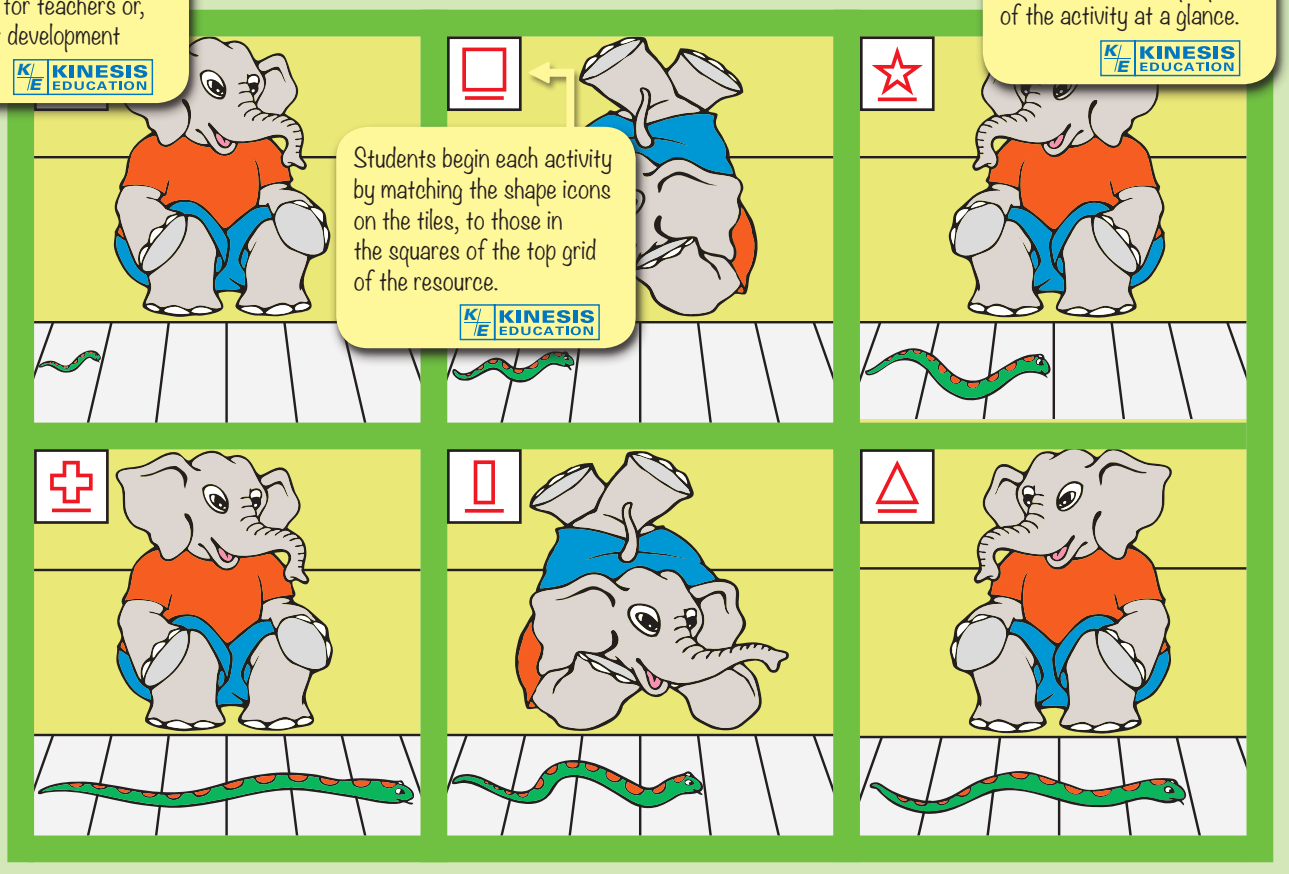
- **Watch students using *QUICKCHECK Math* on our website at www.ebbp.ca. Click on *QUICKCHECK Math in Motion.***

1 Match each object to an object of the same length.

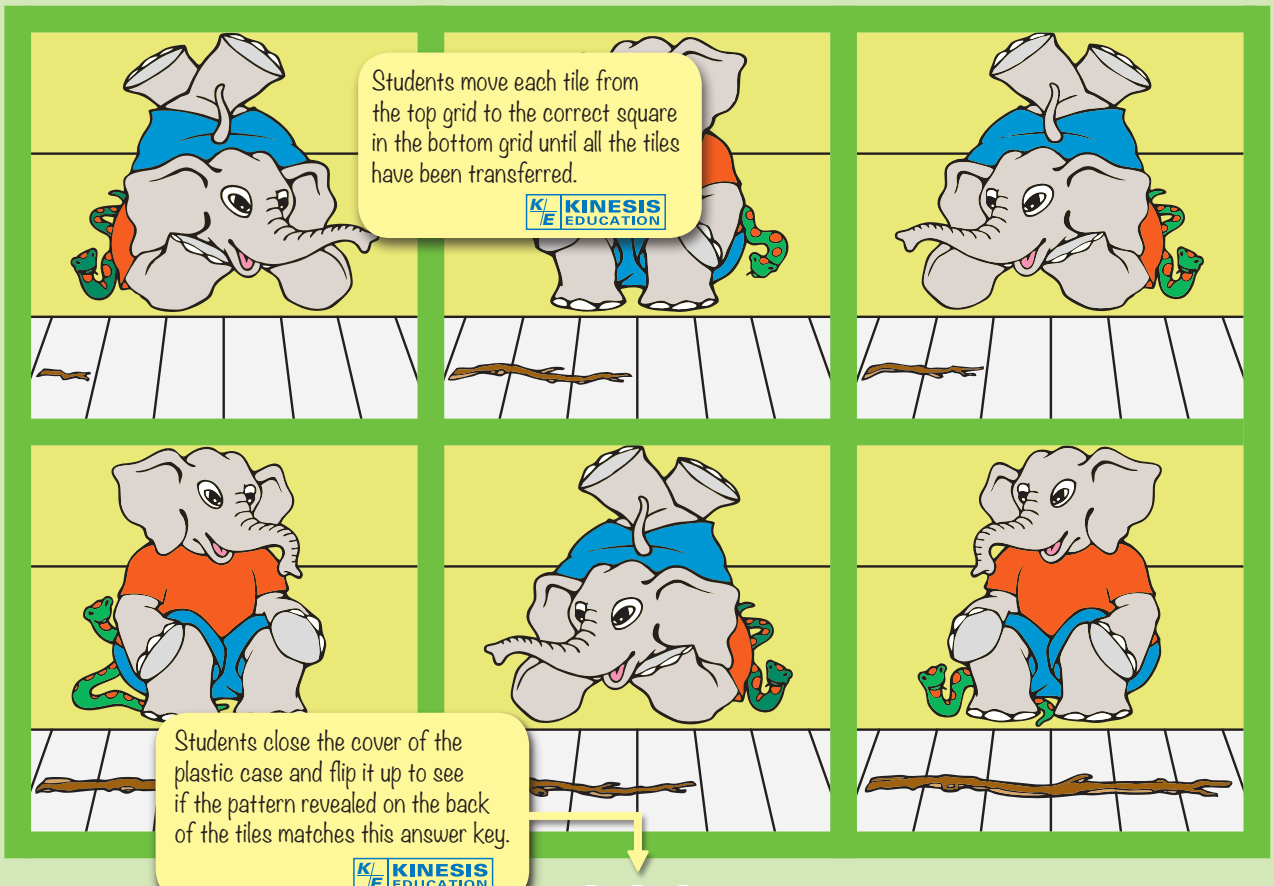
■ This is the first activity in a series of three on the measurable attribute of length.

The activity extension provides new information for teachers or, ideas for further development of the activity.

The activity title states the targeted learning outcome: Teachers know the purpose of the activity at a glance.

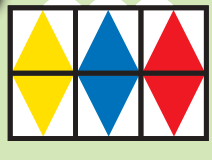


Students begin each activity by matching the shape icons on the tiles, to those in the squares of the top grid of the resource.



Students move each tile from the top grid to the correct square in the bottom grid until all the tiles have been transferred.

Students close the cover of the plastic case and flip it up to see if the pattern revealed on the back of the tiles matches this answer key.



If ■ appears below the activity title:

Educators will then find new information or ideas for further development of the activity.

+ 23 activities

How to Use QUICKCHECK Math

1. Use QUICKCHECK Math with your students whenever you would normally use a worksheet or workbook.

— Use it at any point in your math lesson:

Before/getting started
During/working on it
After/practice and consolidation.

— You can use QUICKCHECK Math as a small group or guided activity, in pairs to promote discussion, or as an independent activity in a Math Centre.

2. Use QUICKCHECK Math as an a

The Student Activities found on
cover list learning outcomes that will help target specific concepts for **diagnostic** or **formative** assessment purposes.

This Student Resource is used in conjunction with the QUICKCHECK Math Grade 1 Ongoing Assessment Teacher Resource.

Additional proposals for the teacher

KINESIS EDUCATION

Activity Extension:

If ■ appears below the activity title:

Educators will then find new information or ideas for further development of the activity.

Tips for Success

Review "Getting Ready to Use QUICKCHECK" on the first page of this book.

The CHECKMARK ✓ at the bottom of the plastic tile case shows students how to orient the case as they place it on the book on top of each activity.

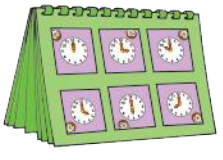
To teach your students how to use QUICKCHECK Math, try a three-step approach.

1. **Match**: Place all the tiles in the top grid by matching icons.
2. **Think and Play**: Lift each tile to reveal the image beneath and then transfer the tile to the corresponding image in the lower grid.
3. **Check**: Close the case cover. Flip the case up and check that the tile pattern matches the answer key.

When information appears below the title of an activity, use it to guide instruction and discussion, or to provide a hands-on extension of the activity.

Fold the Student Resource in half or stand it up and use the visual information as the stimulus for activities you create on your own.

See Activity 20



LEARNING CONNECTION ACTIVITY SUGGESTIONS:

Mathematical Process Expectations: Problem Solving, Communicating and Selecting Tools and Computational Strategies

These learning connection activity suggestions are organized around the same key math concepts addressed in the 24 activities. They relate to some of the Mathematical Process Expectations used in the Math Curriculum.

KINESIS EDUCATION

Objects can be compared and ordered by the measurable attribute

Put students in small groups. Challenge each group to order themselves of hair or size of shoes. Give them a time limit to make it fun. Can the re measurable attribute each group used?

Challenge: Have each group prove they ordered themselves correctly. to measure yourselves: e.g. shoe lengths, connecting cubes, straws?" Re important things to remember when measuring:

1) The unit you use has to be the same size. E.g. If students use pencils to be the same length.

2) Units have to line up next to each other with no space in between them.

Objects can be compared by the measurable attribute of mass.

Using a balance ask partners to determine the relative mass of five objects in the classroom. Ask partners to show their findings graphically from lightest to heaviest. Partners explain how they determined the order shown.

Challenge: "Can you make two objects of different masses balance? Show me."

Objects can be compared by the measurable attribute of area.

Make a grid for your students on paper using 2 cm squares (or larger on chart paper for small groups). Have students draw a shape with four sides. Ask students to count the number of squares inside the shape and record that number in its centre. Now have them draw a different four-sided shape with the same number of squares inside.

Challenge: Have students do the activity above using geoboards. "Which tool, a geoboard or grid paper, is better for measuring area? Tell me/write why."

TEACHER SECTION

There is a relationship between the size of a unit and the number of units needed to measure an object.

Measure the length of your classroom three times, using three non-standard units: skipping ropes, straws and connecting cubes. Have someone time each of the three measurements and record the time on a chart. Another student can record the actual measurements. "Which unit's measurement was the highest? Is there something we can say about the number of units used to measure and their size? Which unit is the best for measuring the length of the classroom? Which unit took the least amount of time? Explain your thinking." Record the students' thinking and their conclusions on the board.

Challenge: Choose the best unit for measuring the length of a note book. "Tell me why you chose this unit for this job."

A day can be described by the measurable attribute of time to the hour and half hour.

Choose a time to the hour or half hour. Show it in two ways. What time will it be in one hour from the time you chose? What time was it an hour before the time you chose?

Challenge: Draw a picture of what you do at that time for both AM and PM.

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Credits page

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The 5 mathematical strands for the Grade 1 level

KINESIS EDUCATION

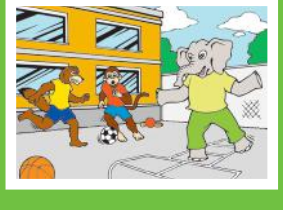
QUICKCHECK MATH

NUMBER SENSE AND NUMERATION

Solve Problems Involving the Addition and Subtraction of Single-Digit Whole Numbers

MEASUREMENT

Compare, Describe, and Order Time and Objects Using Measurable Attributes



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Grade level
Grade 1

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