Grade 3 Mathematics: Measurement

Free sample lesson

Ontario curriculum: Mathematics (2020), Strand E, overall expectation E2 (Measurement). 15 days.

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This is Lesson 1 of 12 from the full unit, exactly as it appears in the Teacher Guide, followed by the student worksheet. The full unit is at unitplans.ca.

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Lesson 1: Measuring length with units

1 day · about 40 minutes · E2.1, E2.5

> **Learning goal**
>
> - We are learning to measure how long things are using cubes and clips.

> **Success criteria**
>
> - I can line up units with no gaps.
> - I can count how many units long.
> - I can see that a bigger unit needs fewer.

Materials

- Linking cubes
- Large paper clips
- Pencils and crayons
- Strips of paper

What students do with their hands

Students lay linking cubes, then paper clips, end to end along a pencil with no gaps, and count each kind.

Minds On (8 min)

1. Hold up a pencil. Ask: "How can we tell how long it is?"
2. Line them up at one end to check.

Action (22 min)

1. Model laying cubes end to end along a pencil with no gaps or overlaps.

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2. Partners measure the same pencil with cubes, then with clips, and record both counts.
3. Talk about why the clip count is smaller.
4. Complete the worksheet.

Consolidation (10 min)

1. Compare counts from different pairs.
2. Exit: "Why did clips give a smaller number than cubes?"

Questions to ask

- Where do you start measuring?
- What happens if you leave a gap?

Watch for

- Some students leave gaps or overlap units. Have them check that each unit touches the next.
- Some think a different count means a different length. Show the pencil has not changed.

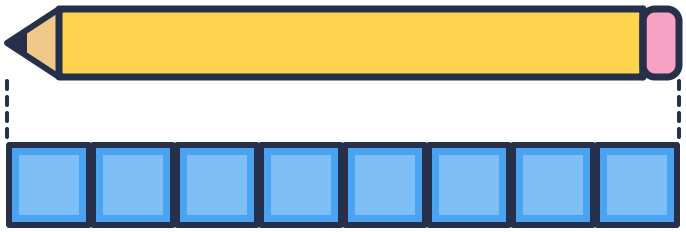
Differentiation

Support	Extend
Use only one kind of unit first and touch each one while counting.	Predict the clip count from the cube count before measuring.

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Answer key: How long?

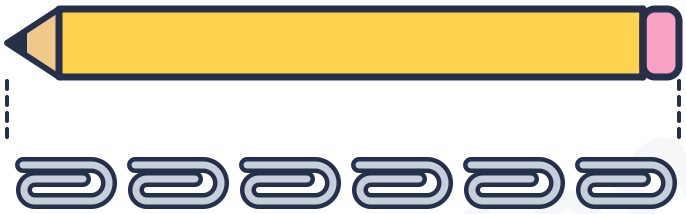
1. How many cubes long is the pencil?



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> **Answer:** 8 cubes

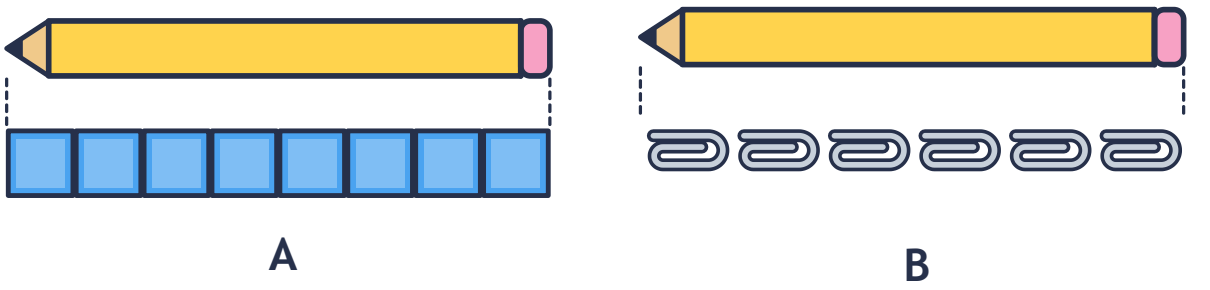
2. How many clips long is the same pencil?



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> **Answer:** 6 clips

3. Which picture used the bigger unit? Circle it.



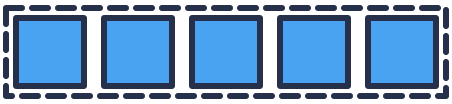
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> **Answer:** Picture B, the clips.

4. Which row has a gap? Circle it.



A



B

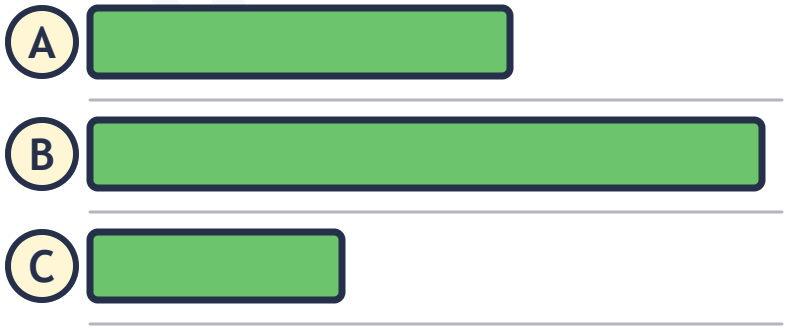


C

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> **Answer:** Row B.

5. Which strip is the longest? Circle it.



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> **Answer:** Strip B.

Student worksheet: How long?

Success criteria

- I can line up units with no gaps.
- I can count how many units long.
- I can see that a bigger unit needs fewer.

Count the units. Write the number.

1 How many cubes long is the pencil?

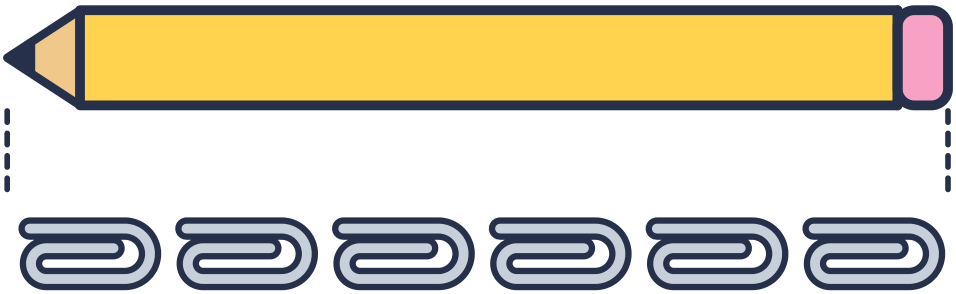


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_____ cubes

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2 How many clips long is the same pencil?



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☐ clips

3 Which picture used the bigger unit? Circle it.



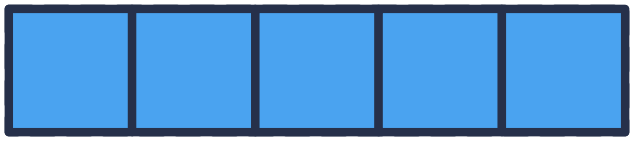
A



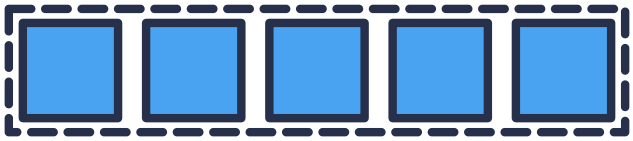
B

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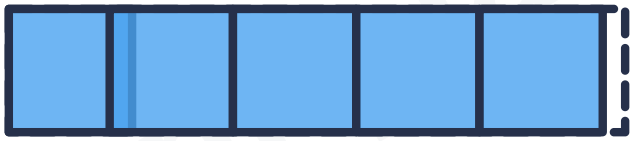
4 Which row has a gap? Circle it.



A



B



C

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5 Which strip is the longest? Circle it.

A 

B 

C 

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