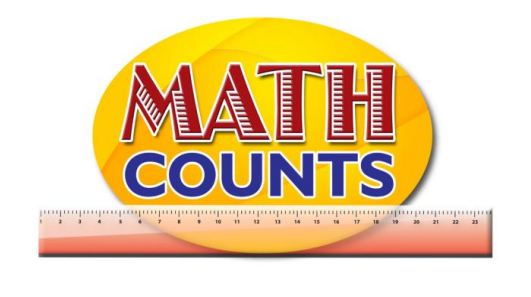
NATIONAL MATHEMATICS PROGRAMME



**Resource Document**

**FOR GRADE ONE TEACHERS**

**Objective:** Identify measurable attributes of objects. A box has dimensions (length, width, height), weight, volume (non-standard)

Topic: Exploring Attribute Worksheet

Provide students each group with four items (mix of heavy and light, small and large). Use suggested items.

*Rocks, golf balls, and wooden blocks, as well as large but relatively light items such as beach balls, balloons, and large paper bags*.

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Have children compare the weight of the items.

Arrange Items from **lightest to heavy**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| VERY LIGHT |  | | | | VERY HEAVY |
| Beach ball |  |  |  |  | Rock |

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Have them line up the items from smallest to largest and then from lightest to heaviest.

Arrange Items from **smallest to largest**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| SMALL |  | | | | LARGE |
| Rock |  |  |  |  | Beach Ball |

(Guide them to see that larger items do not necessarily weigh more than smaller items.)

Conclusion: What did you notice? What did you find out?

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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**Objective: Identify objects of equal/unequal length**

**Topic: Equal or Unequal? - Sample Table**

**Strings of Equal Length**

|  |  |  |  |
| --- | --- | --- | --- |
| **Set** | **# of paper clips long** | **Number of strings in set** | **Colors of strings in set** |
| 1 | 5 paper clips long | 7 | 2 red  3 blue  2 yellow |
| 2 | 7 paper clips long | 9 | 5 red  1 blue  1 yellow |
| 3 | 8 paper clips long | 5 | 1 red  4 blue  2 yellow |

**Strings of un-Equal Length**

|  |  |  |  |
| --- | --- | --- | --- |
| **COLOUR** | **5 Paper clips long** | **7 Paper clips long** | **8 Paper clips long** |
| **RED** | 2 | 5 | 1 |
| **BLUE** | 3 | 1 | 2 |
| **YELLOW** | 2 | 1 | 2 |

**Objective: Identify objects of equal/unequal length**

**Topic: Estimation Table**

|  |  |  |  |
| --- | --- | --- | --- |
| **OBJECT** | **ESTIMATED LENGTH** | **ACTUAL LENGTH** | **COMMENTS** |
| Book | About 2 hand span | 3 hand spans |  |
|  |  |  |  |
|  |  |  |  |
|  |  |  |  |

**Objective: Identify objects of equal/unequal length**

**Topic: Estimation Table – Which is longer?**

|  |  |  |  |
| --- | --- | --- | --- |
| **LINE** | **ESTIMATED LENGTH** | **ACTUAL LENGTH** | **COMMENTS** |
|  |  |  |  |
|  |  |  |  |
|  |  |  |  |
|  |  |  |  |
|  |  |  |  |

Conclusions: (What did you use to measure each line? Which lines did you think were of the same length? Did anyone else get the same measure as you by using their hand or foot span? What ideas can you conclude from this exercise?)