Name _____ Date _____

Master 39a

Instructions for Centres

Length Centre

Task A: Estimating and Measuring Length

- Find an object whose length you would measure in millimetres. Find an object whose length you would measure in centimetres. Find another object whose length you would measure in metres.
- Estimate the length of each, then measure to check.
- How close were your estimates? Is either object more than 100 cm long? Explain.

Task B: Drawing Line Segments

- Roll the number cubes, then add the numbers rolled.
- Without using a ruler, each of you draw a line segment that you think is that many centimetres long.
- Measure each other's line segment to check. How close were your estimates?
- Use a ruler to draw a line segment of that length.

Name _____ Date _____

Master 39b

Instructions for Centres

Perimeter Centre

Task A: Estimating and Measuring Perimeter

- Roll the number cubes. Use the numbers rolled to make a 2-digit number. Record the number.
- Find something in the classroom that has a perimeter of about that many centimetres.
- Find another thing with curved and straight edges that has a perimeter of about that many centimetres.
- Measure to check using rulers and string.
- How close were your estimates to the actual measures?

Task B: Drawing Shapes with the Same Perimeter

- Roll the number cubes. Use one number for length and the other for width.
- Draw a rectangle on 1-cm grid paper with that length and width. Find its perimeter.
- Draw 3 more shapes with the same perimeter.

Name _____ Date _____

Master 39c

Instructions for Centres

Time Centre

Task A: Building Clocks

In pairs, use a paper plate, twist ties, and a pin to build your clock.

- Write the numbers 1 to 12 on your clock face.
- What hands does your clock need to tell time to the second?
- Draw any other parts you need to tell time to the second.

- **Student A:** Pick a time to the second. Show it on your clock face.
- **Student B:** Represent the time digitally.
- Trade places and repeat.

Task B: Telling Time

Use Math Mat 40.

- **Student A:** Show 2 times to the second on the analog clocks.
- **Student B:** Write 2 times to the second on the digital clocks.
- Trade mats. Read the time on each other's clocks.
- How could you say each time another way? Record at least 2 ways in your math journal.
- Write each time on the other type of clocks on the mat.
- Switch roles and repeat the activity.