

# Goat Island

## Line Master 1 (Assessment Master)

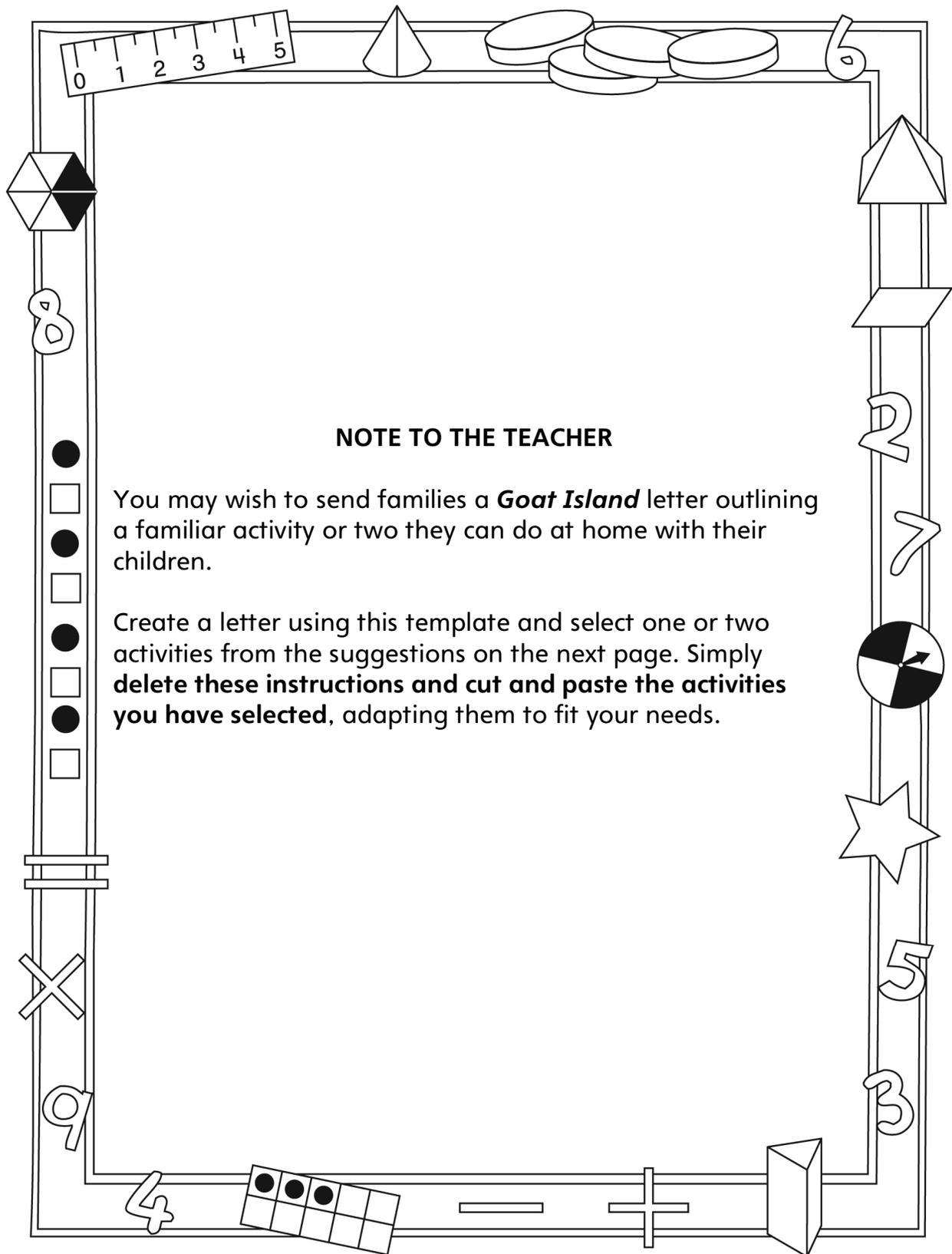
Name: \_\_\_\_\_

<b>Measure Time, Temperature, and Length</b>	<b>Not observed</b>	<b>Sometimes</b>	<b>Consistently</b>
Estimates, measures, and describes the passage of time			
Uses standard and non-standard units of length			
Relates temperatures to experiences of the seasons			
Identifies benchmarks for temperature			
<b>Explore Units of Measure and Their Relationships</b>			
Relates number of days to a week, and number of months to a year in a problem-solving context			
Compares non-standard units of length to standard units			
Uses the measurement of familiar objects as benchmarks to estimate another measure in standard units			

**Strengths:**

**Next Steps:**

# Connecting Home and School Line Master 2-1



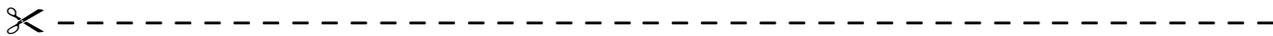
# Connecting Home and School Line Master 2-2

Dear Family:

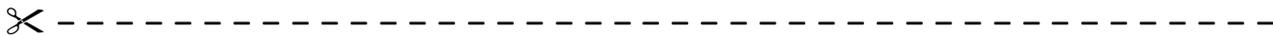
We have been working on **Goat Island**, which engages children in conversations, investigations, and activities that help to develop their understanding of the big math idea that “Units can be used to measure and compare attributes.” Particular focus is placed on measuring time, temperature, and length, as well as understanding the relationship between units of measure. Try this activity at home with your child.



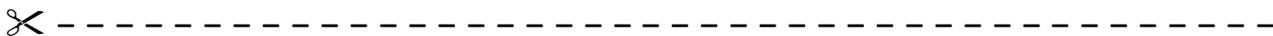
**Reading the Story:** As you read the story, encourage your child to identify the changes in nature over time. Invite your child to estimate different measurements and make connections to her/his own life. Encourage your child to compare temperatures and predict what will happen each season.



**How Much Time?:** Encourage your child to figure out how long parts of her/his daily routine take and/or how long different activities last. For example, how many songs can he/she listen to on the way to school? Which takes longer, eating dinner or watching an episode of a favourite television show? Challenge your child to develop personal benchmarks for measuring time.



**Measuring Temperature:** Review the weather forecast with your child. Encourage your child to keep a daily record of the temperature in the morning and evening. Challenge your child to use the information to predict upcoming temperatures and weather conditions.

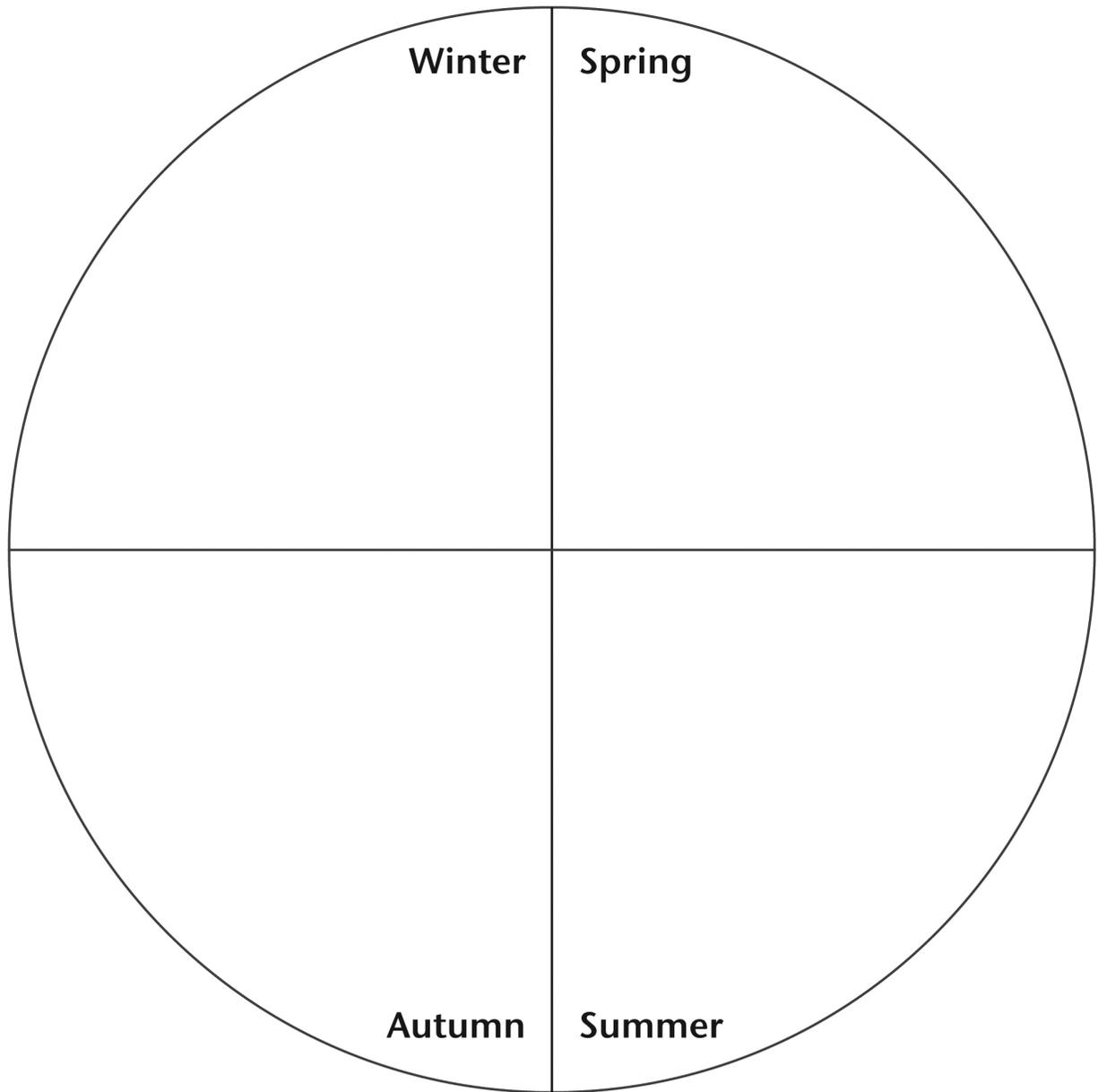


**Finding Similar Lengths:** Invite your child to choose a household object to estimate the length of and then measure. Challenge your child to find other objects with similar lengths and compare them.



Sincerely,

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# What's the Temperature?

## Line Master 4

Name: \_\_\_\_\_

City: \_\_\_\_\_

Date	Temperature and Weather Conditions		
	Morning	Afternoon	Evening
Today:			
Tomorrow:			

Suggested clothing: \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

Notes: \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

# My Calendar

## Line Master 5-1

Name: \_\_\_\_\_

January	February	March
---------	----------	-------

April	May	June
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July	August	September
------	--------	-----------

October	November	December
---------	----------	----------

# My Calendar

## Line Master 5-2

Name: \_\_\_\_\_

September	October	November
-----------	---------	----------

December	January	February
----------	---------	----------

March	April	May
-------	-------	-----

June	July	August
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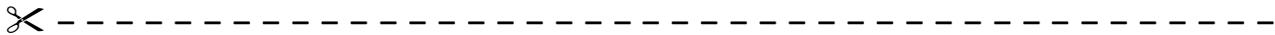
# Measuring Shadows

## Line Master 6



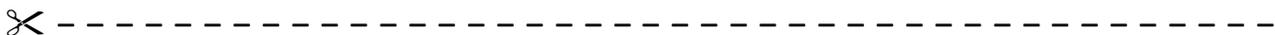
Name: \_\_\_\_\_

Date	Time of Day	Length of Shadow



Name: \_\_\_\_\_

Date	Time of Day	Length of Shadow



# Weekly Calendar

# Line Master 7

Name: \_\_\_\_\_

	Monday	Tuesday	Wednesday	Thursday	Friday
Temperature Inside					
Temperature Outside					

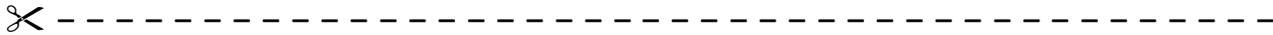
# Measuring Snow

## Line Master 8



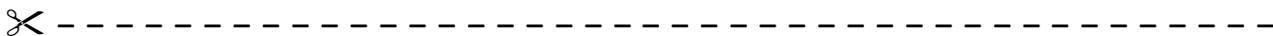
Name: \_\_\_\_\_

I am measuring the height of...	Estimate	Actual Height
snow up to my ankles		
snow up to my knees		
snow up to my waist		



Name: \_\_\_\_\_

I am measuring the height of...	Estimate	Actual Height
snow up to my ankles		
snow up to my knees		
snow up to my waist		



# Memory Cards

## Line Master 9-1

### Temperature Set

<b>stays cold</b>	<b>Winter</b>
<b>getting warmer</b>	<b>Spring</b>
<b>stays warm</b>	<b>Summer</b>
<b>getting cooler</b>	<b>Autumn</b>

# Memory Cards

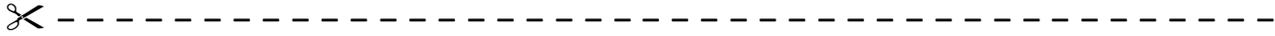
## Line Master 9-2

Time Set

 <b>3 seconds</b>	 taking a deep breath	
<b>15 seconds</b>	saying the alphabet	
<b>2 minutes</b>	brushing your teeth	
<b>15 minutes</b>	morning recess	
<b>30 minutes</b>	eating dinner	
<b>3 hours</b>	a game of baseball	

# Exploring Similar Measurements

## Line Master 10



Name: \_\_\_\_\_

My object is \_\_\_\_\_.

The unit of measure I am using is \_\_\_\_\_.

It measures \_\_\_\_\_.

Object	Estimated Measurement	Actual Measurement



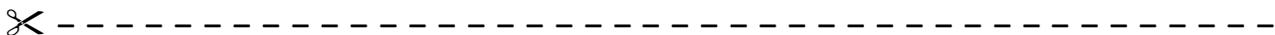
Name: \_\_\_\_\_

My object is \_\_\_\_\_.

The unit of measure I am using is \_\_\_\_\_.

It measures \_\_\_\_\_.

Object	Estimated Measurement	Actual Measurement



# Weather Report

## Line Master 11

Name: \_\_\_\_\_

**Temperature**

**Season**

**What to wear**

**Tomorrow's forecast**

# Measurement Problems

## Line Master 12-1



The tree's shadow is equal to 3 of my giant steps.

That is about 3 m long.

How long is 1 of my giant steps?

Show how you know.



The tree's shadow is equal to 8 of my footsteps.

That is about 4 m long.

How long is 1 of my footsteps?

Show how you know.



# Measurement Problems

## Line Master 12-2



Suppose you were to go on a trip for 2 weeks.

How many days would you be away?

Show how you know.



Suppose you were to go on a trip for 2 months.

About how many days would you be away?

Show how you know.

