**Goat Island** **Line Master 1** (Assessment Master)

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

|  |  |  |  |
| --- | --- | --- | --- |
| **Measure Time, Temperature, and Length** | **Not observed** | **Sometimes** | **Consistently** |
| 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 |  |  |  |
| **Explore Units of Measure and Their Relationships** |  |  |  |
| 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**

**NOTE TO THE TEACHER**

You may wish to send families a ***Goat Island*** letter outlining a familiar activity or two they can do at home with their children.

Create a letter using this template and select one or two activities from the suggestions on the next page. Simply **delete these instructions and cut and paste the activities you have selected**, adapting them to fit your needs.



**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.

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**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.

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**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.

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**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.

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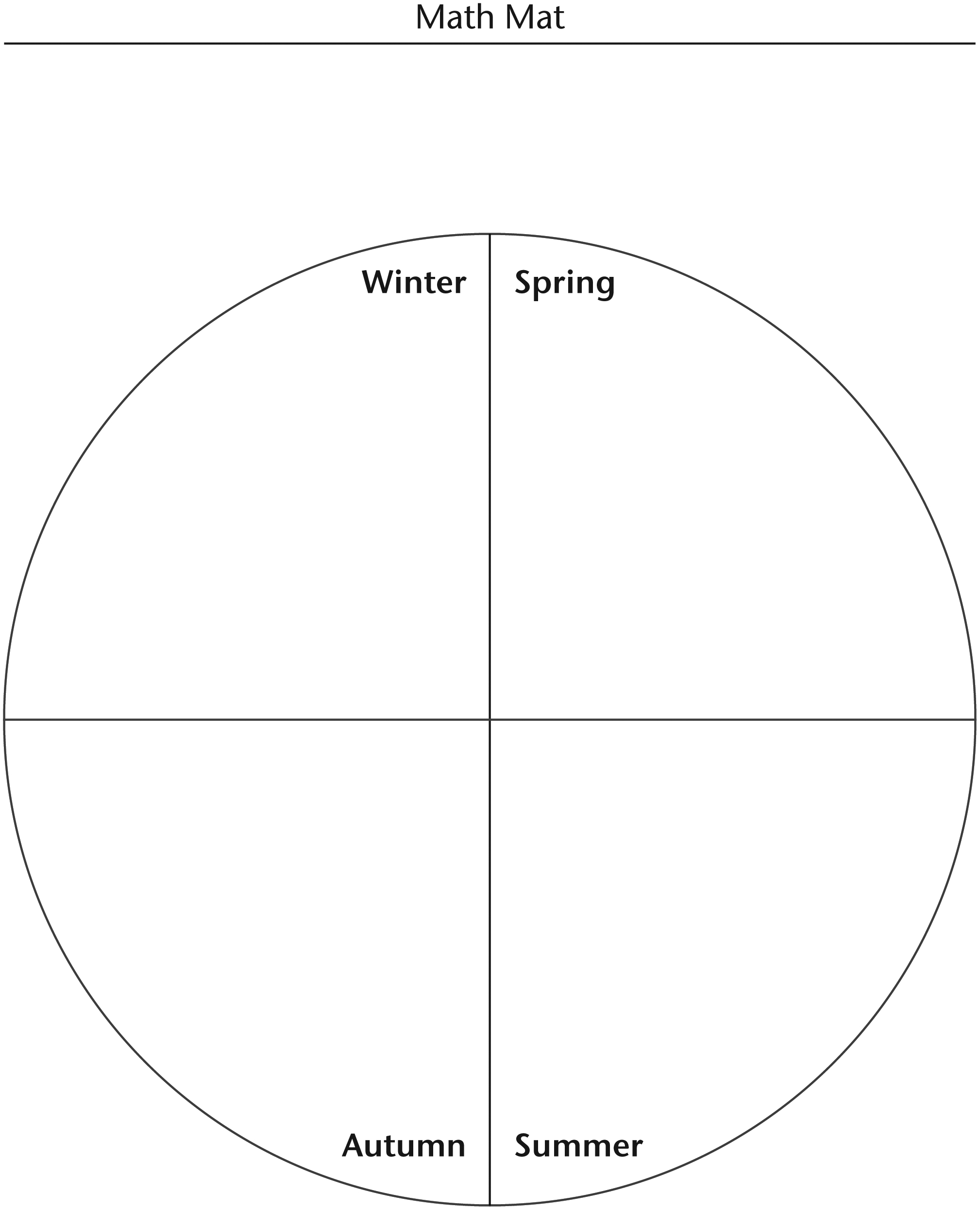
**Finding Similar Lengths:** Invite your child to choose a household object to estimate the length of and then measure. Challenge your child to find other objects with similar lengths and compare them.

✂ – – – – – – – – – – – – – – – – – – – – – – – – – – – – – – – – – – – – – – – – – –

Sincerely,

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

***Goat Island* Math Mat Line Master 3**



**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 |

|  |  |  |
| --- | --- | --- |
| 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 |

**Measuring Shadows Line Master 6**

✂ – – – – – – – – – – – – – – – – – – – – – – – – – – – – – – – – – – – – – – – – – –

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

|  |  |  |
| --- | --- | --- |
| **Date** | **Time of Day** | **Length of Shadow** |
|  |  |  |
|  |  |  |
|  |  |  |

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

|  |  |  |
| --- | --- | --- |
| **Date** | **Time of Day** | **Length of Shadow** |
|  |  |  |
|  |  |  |
|  |  |  |

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**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 |  |  |

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**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**



|  |  |
| --- | --- |
| **stays cold** | **Winter** |
| **getting warmer** | **Spring** |
| **stays warm** | **Summer** |
| **getting cooler** | **Autumn** |

**Memory Cards Line Master 9–2**

**Time Set**



|  |  |
| --- | --- |
| **3 seconds** | **taking a deep breath** |
| **15 seconds** | **saying the alphabet** |
| **2 minutes** | **brushing your teeth** |
| **15 minutes** | **morning recess** |
| **30 minutes** | **eating dinner** |
| **3 hours** | **a game of baseball** |

**Exploring Similar Line Master 10**

**Measurements**

✂ – – – – – – – – – – – – – – – – – – – – – – – – – – – – – – – – – – – – – – – – – –

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

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

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

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

|  |  |  |
| --- | --- | --- |
| **Object** | **Estimated Measurement** | **Actual Measurement** |
|  |  |  |
|  |  |  |
|  |  |  |

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

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

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

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

|  |  |  |
| --- | --- | --- |
| **Object** | **Estimated Measurement** | **Actual Measurement** |
|  |  |  |
|  |  |  |
|  |  |  |

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**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.

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**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.

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

About how many days would you be away?

Show how you know.

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