

Goat Island

Line Master 1 (Assessment Master)

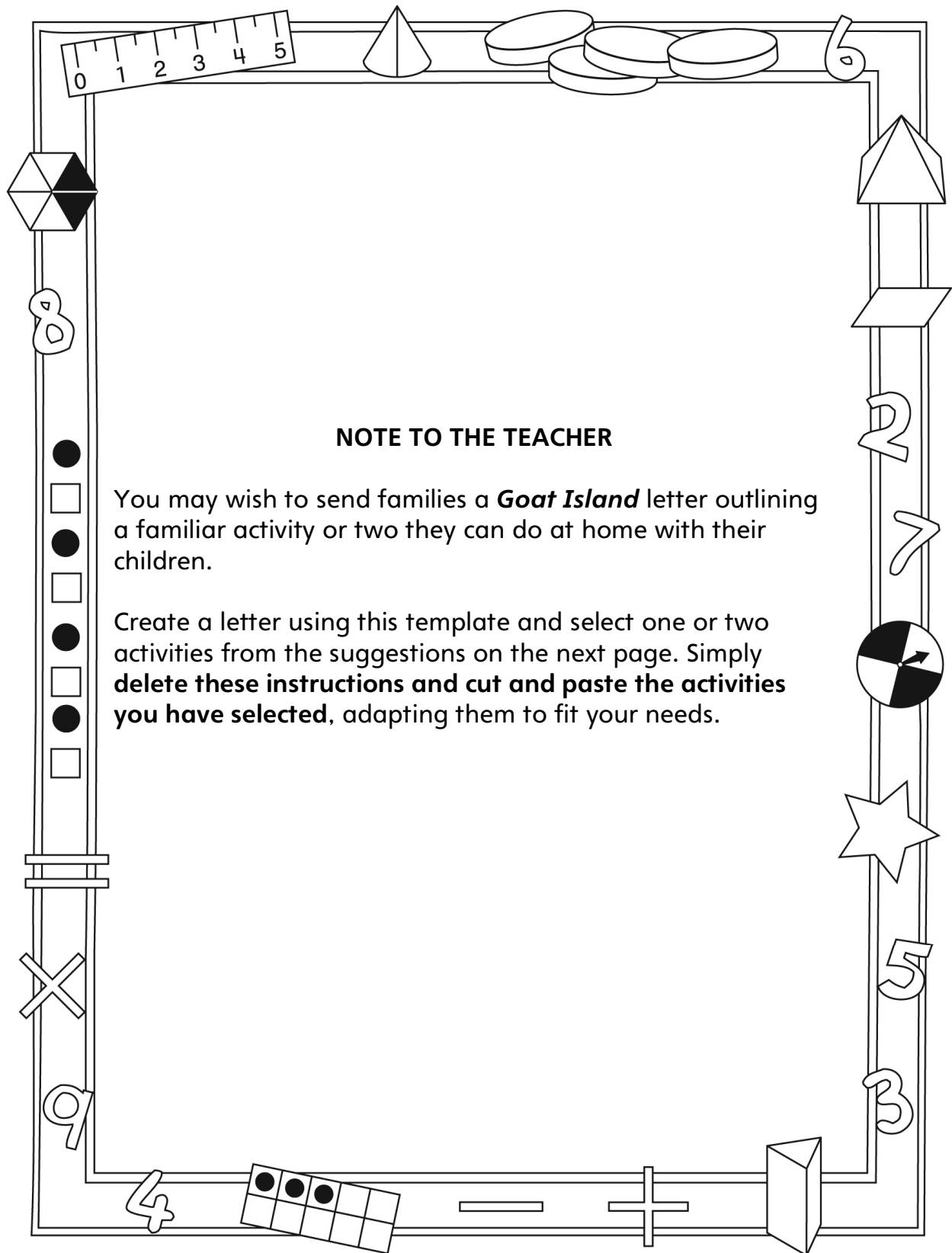
Name: _____

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:

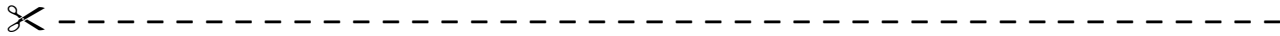
Connecting Home and School Line Master 2-1



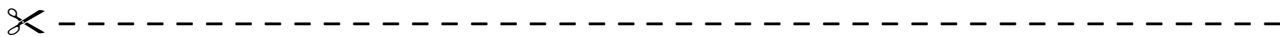
Connecting Home and School Line Master 2-2

Dear Family:

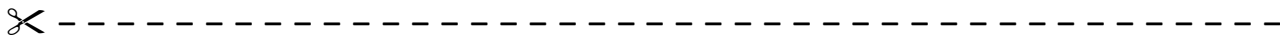
We have been working on **Goat Island**, which engages children in conversations, investigations, and activities that help to develop their understanding of the big math idea that “Units can be used to measure and compare attributes.” Particular focus is placed on measuring time, temperature, and length,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



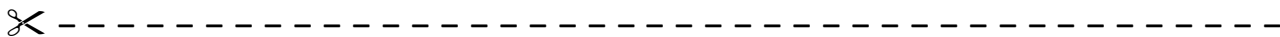
Reading the Story: As you read the story, encourage your child to identify the changes in nature over time. Invite your child to estimate different measurements and make connections to her/his own life. Encourage your child to compare temperatures and predict what will happen each season.



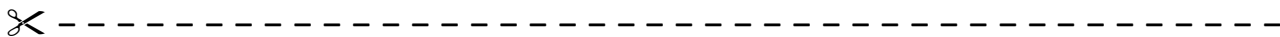
How Much Time?: Encourage your child to figure out how long parts of her/his daily routine take and/or how long different activities last. For example, how many songs can he/she listen to on the way to school? Which takes longer, eating dinner or watching an episode of a favourite television show? Challenge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



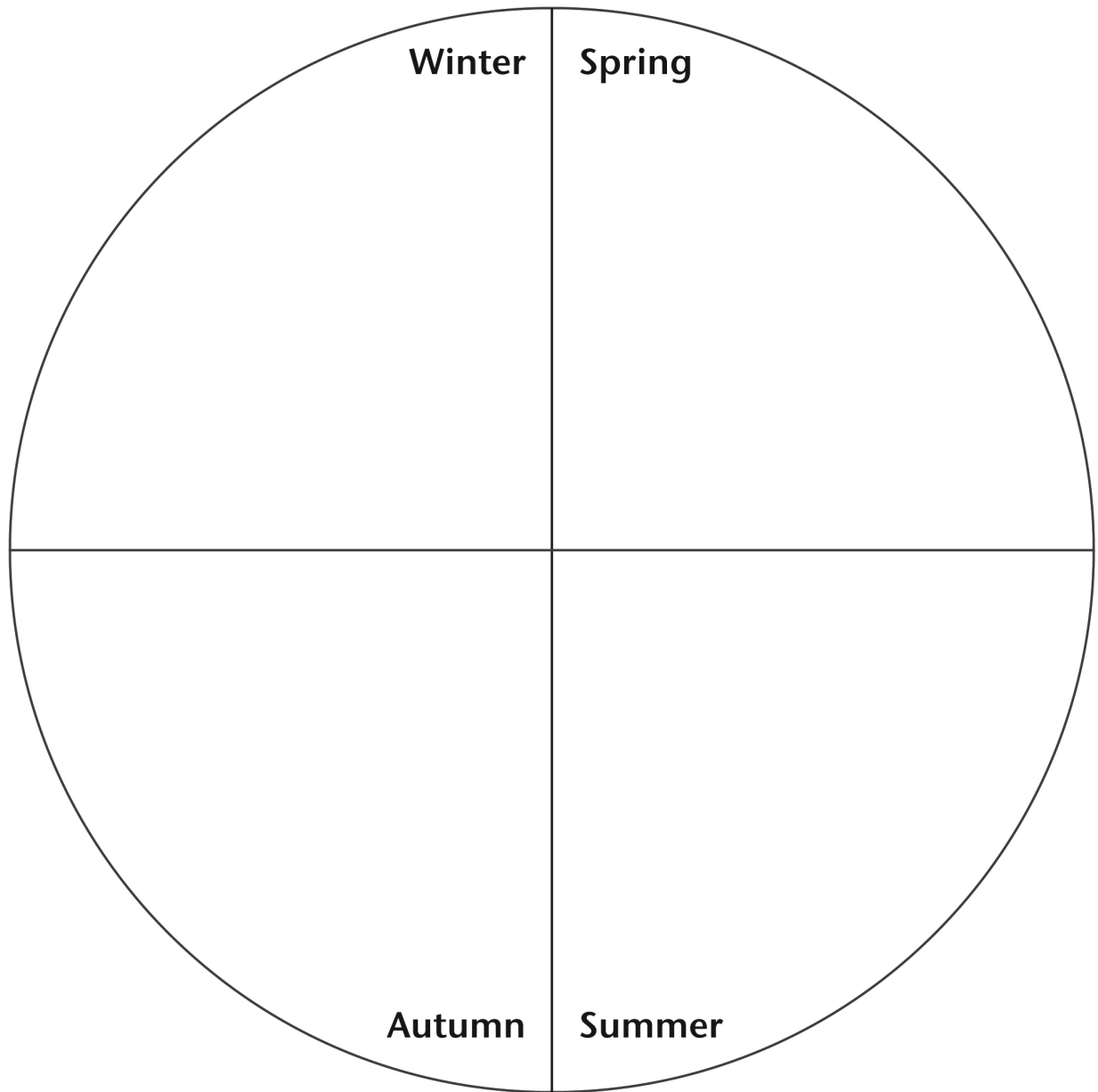
Measuring Temperature: Review the weather forecast with your child. Encourage your child to keep a daily record of the temperature in the morning and evening. Challenge your child to use the information to predict upcoming temperatures and weather conditions.



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,



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

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

My Calendar

Line Master 5-2

Name: _____

September	October	November
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December	January	February
----------	---------	----------

March	April	May
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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

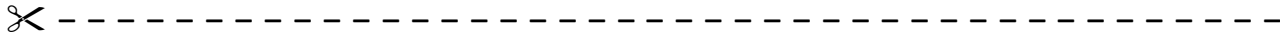
Line Master 7

Name: _____

	Monday	Tuesday	Wednesday	Thursday	Friday
Temperature Inside					
Temperature Outside					

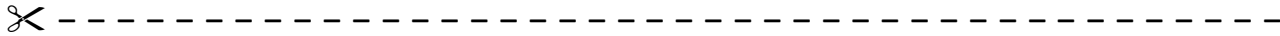
Measuring Snow

Line Master 8



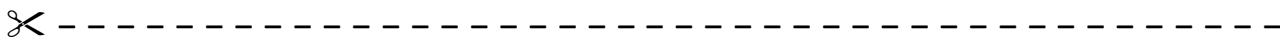
Name: _____

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

stays cold	Winter
getting warmer	Spring
stays warm	Summer
getting cooler	Autumn

Memory Cards

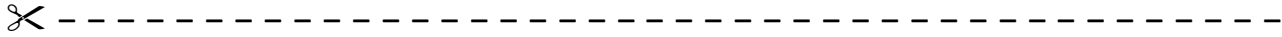
Line Master 9-2

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 Measurements

Line Master 10



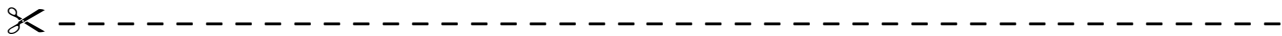
Name: _____

My object is _____.

The unit of measure I am using is _____.

It measures _____.

Object	Estimated Measurement	Actual Measurement



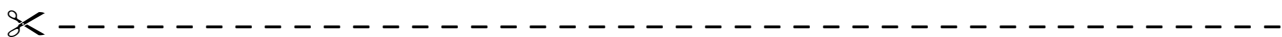
Name: _____

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.

