**WEEK 7 – One Metre Dash**

**Grade:** Junior (4-6)

**Unit:** Spatial Sense

**Curriculum Expectations**  
 Use appropriate metric units to estimate and measure length, area, mass, and capacity  
**SEL-**Recognize that testing out different approaches to problems and learning from mistakes is an important part of the learning process, and is aided by a sense of optimism and hope

**Activity  
1)** Students will play a game which requires them to use their estimation skills and knowledge of measurement **2)** Students will use the recording sheet and will pick a room to start in. They will then set a timer for one minute. Based on the measurement they are given; students will have one minute to find an object in their house that is approximately that measurement.   
**3)** Once they have chosen an object, students will write down the object and will then measure the object to understand how close they were to the given measurement.   
**4)** Repeat this for each measurement.   
**5)** Students will then repeat this task for given perimeters within the minute time limit, which will require students to understand perimeter in addition to measurements of various polygons (triangles, rectangles, trapezoids etc.)  
**Note:** if you don’t have access to a ruler or metre stick, use some non-standard units of measurement. For example, a typical a piece of lined paper (8.5 x 11) is about 28cm long (almost a ruler), therefore about 3 and a half sheets of paper measures a metre; a fingernail is about a centimetre.

**Check for Understanding**   
I can determine the best unit of measurement for set objects in my house  
I can justify my decision for estimates given a set unit and matching to an object in my house  
My estimates got more accurate with practice

**Materials**   
Recording sheet (attached below), ruler/ metre stick/ non-standard measuring unit, pencil, timer

|  |  |  |
| --- | --- | --- |
| **Measurement** | **Object approximately this measurement** | **Actual measurement of object** |
| 1 metre |  |  |
| 5 centimetres |  |  |
| 1 decimetre |  |  |
| 5 millimetres |  |  |
| 1.5 metres |  |  |
| 30 centimetres |  |  |
| 2 metres |  |  |
| 4 decimetres |  |  |
| **Perimeter** | **Object approximately this measurement** | **Actual Perimeter of the object** |
| 20 centimetres |  |  |
| 5 metres |  |  |
| 100 centimetres |  |  |
| 100 millimetres |  |  |
| 6 decimeters |  |  |