

Level 1



Sample!

MEASUREMENT

Student Worksheets



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MEASUREMENT

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I. More, Less or Equal

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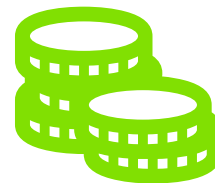
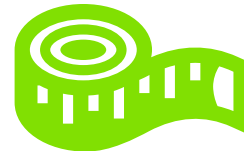
K. Measuring Length

L. Measuring Height

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SHOPPING

Assessment Brief 2

A. What is Money?

B. The Money We Use

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Mapping of Learning Outcomes

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ASSESSMENT BRIEF 1

Course:	Measures and Data
Assessment:	Collection of Work
Title:	Measurement
Weighting:	Collection of Work 100%

Guidelines

You will be expected to:

1. Study objects and language to do with measurement
2. Take part in measurement activities
3. Record and display number and data

Assessment criteria

- ★ Exercises and tasks must be complete and correct.
- ★ Answers must be set out in a logical way.
- ★ Recognise measurement in everyday life, e.g. size, weight, length, speed, time, capacity, etc.
- ★ Use the vocabulary of measurement, e.g. long, short, heavy, light, tall, hot, cold, full, empty, etc.
- ★ Do some measuring activities, e.g. measuring length, height, weight, capacity, etc. of common objects in the classroom.
- ★ Use some common units of measurement, e.g. cm, m, g, kg, ml, etc.
- ★ Answer word problems about measurement.
- ★ Recognise basic measuring instruments, e.g. ruler, scales, measuring jug, etc.
- ★ Correctly use less, more and equals. ($<$, $>$, $=$)

- ★ Record (write) and show numbers to do with measurement.
- ★ Photographic and/or video evidence may be required.

Submission date:

I confirm that this is my own original work.

Signed:

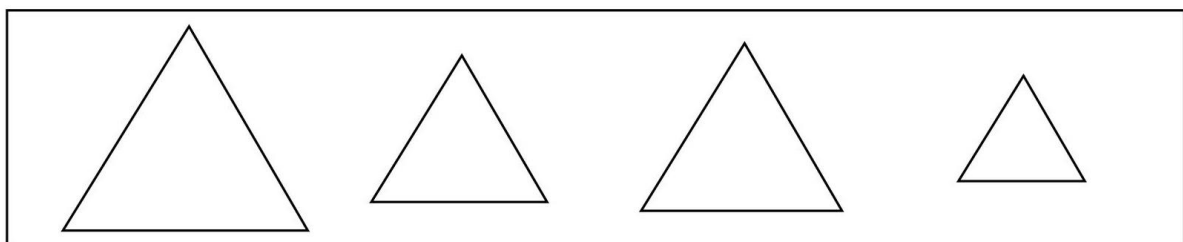
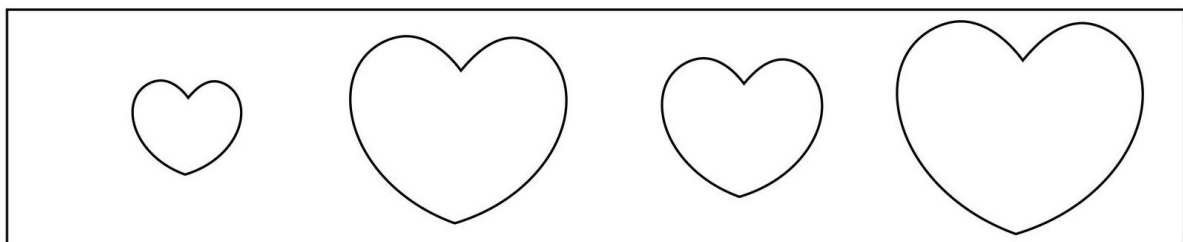
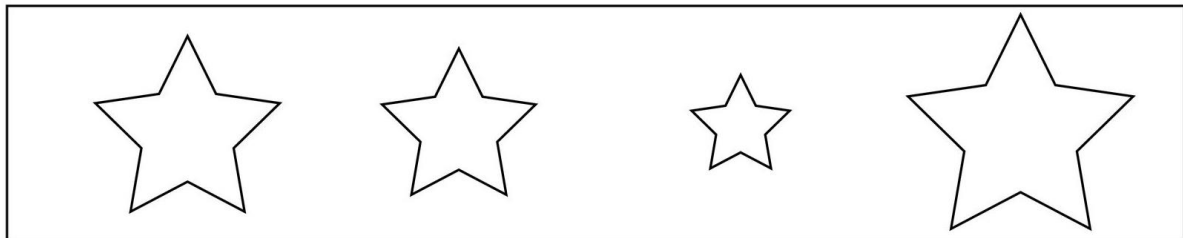
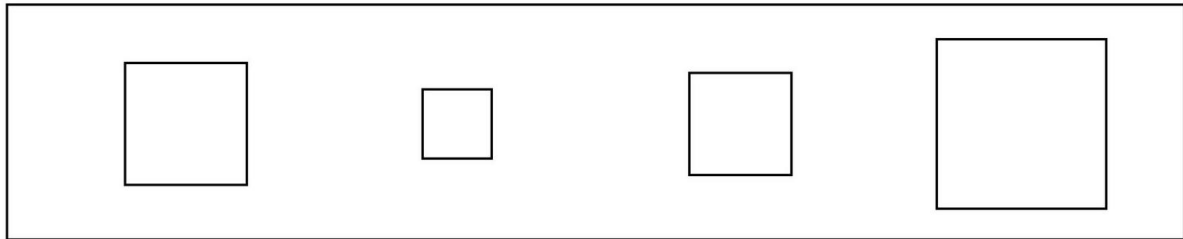
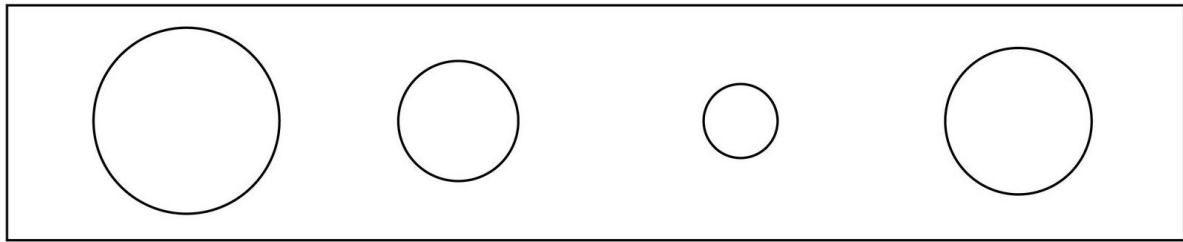
Date:



"Heck, 'an orange', the only thing I haven't got."

9. Shade the biggest shape in each row.

Teacher Notes



10. Circle the smallest:



11. Read:

When you buy a T-shirt, you may buy

★ **small (S)**

★ **medium (M)**

★ **large (L)**



12. Label the T-shirts:

small, medium, large



13. What is the short way of writing these?

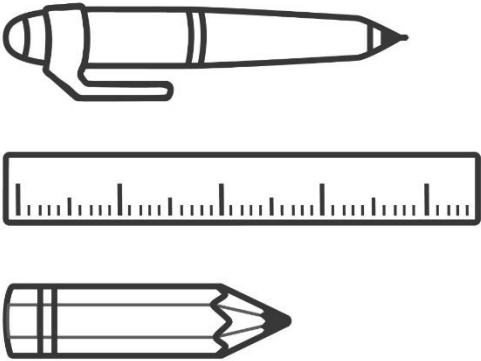
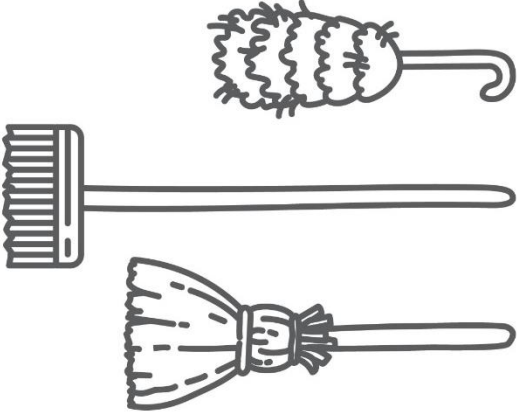
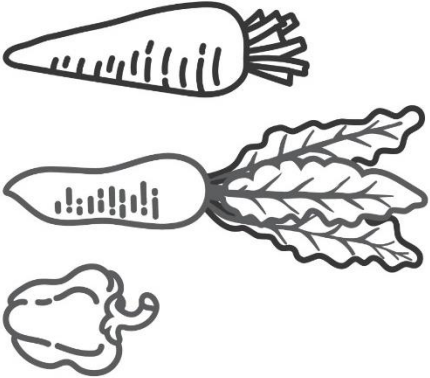
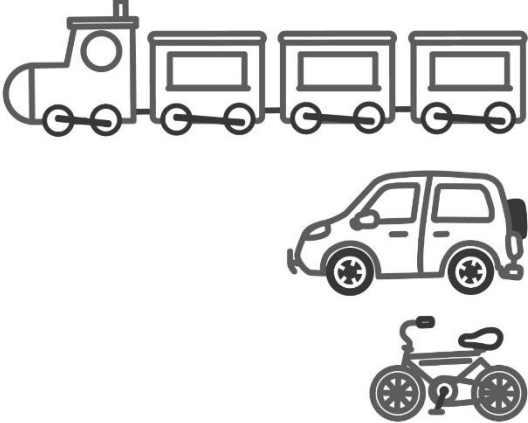
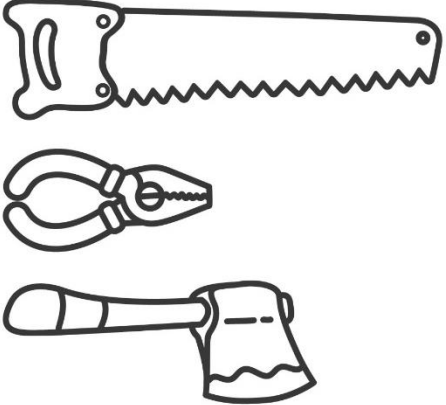
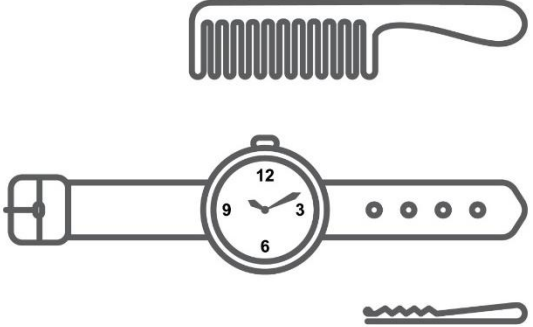
small _____

medium _____

large _____

Teacher Notes

5. Shade in the longest in each set.



Teacher Notes

3. Trace and write the words.



heavy heavy _____



light light _____

4. Circle the correct word.

The  is heavier / lighter than  .

The  is heavier / lighter than  .

The  is heavier / lighter than  .

The  is heavier / lighter than  .

5. Use your own words.

A _____ is lighter than a _____.

Teacher Notes

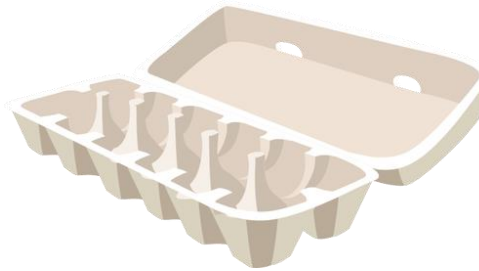
H. CAPACITY

Capacity is how much something contains.

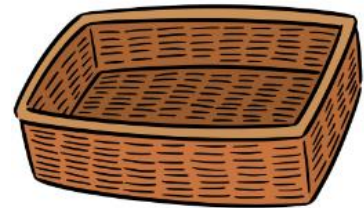
I. Choose the correct words.



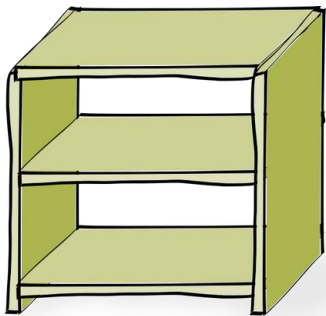
full / empty



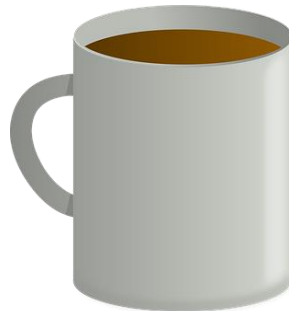
full / empty



full / empty



full / empty



full / empty



full / empty



full / empty

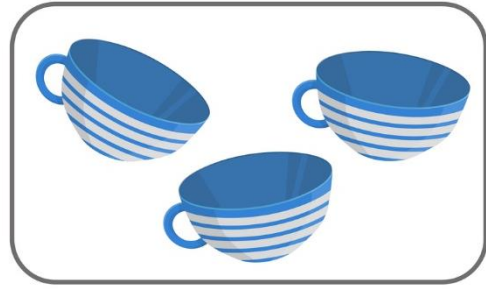
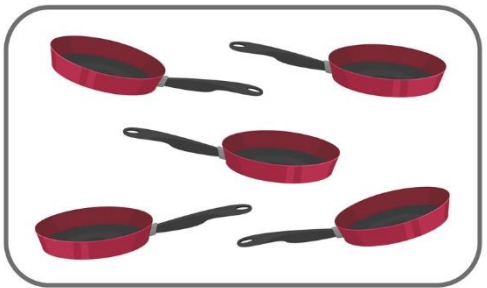
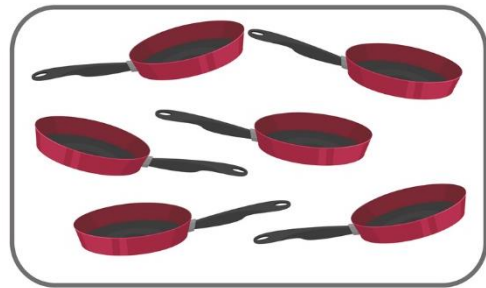
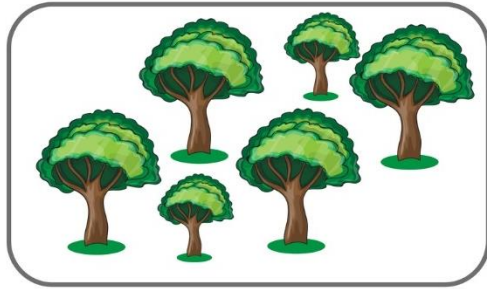
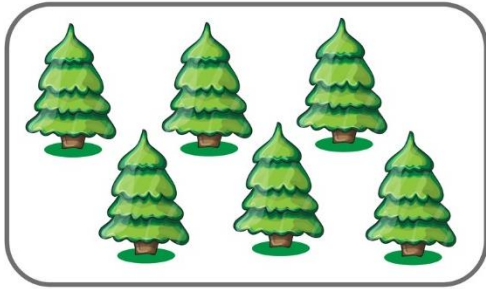
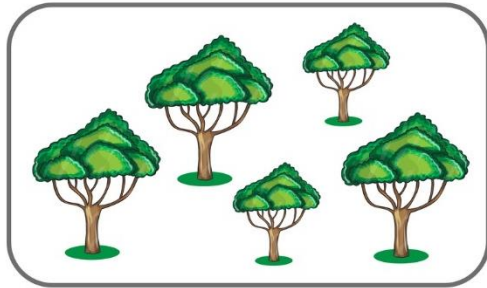
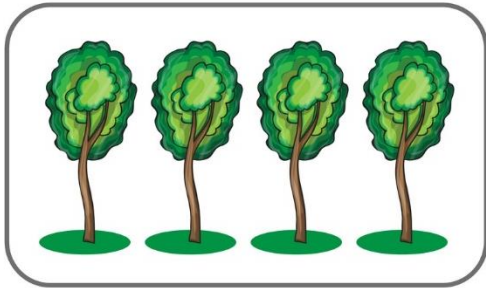
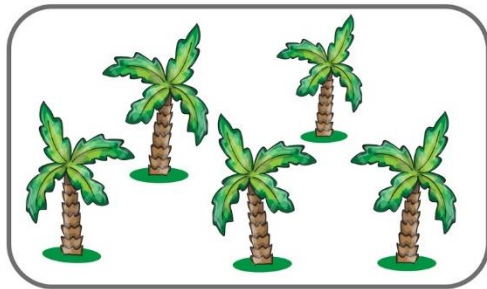
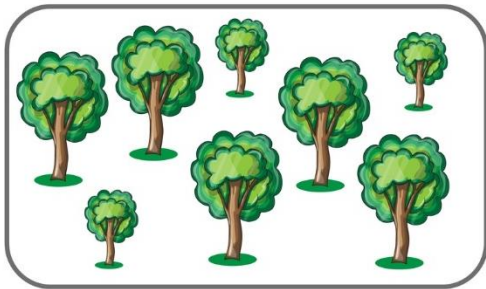


full / empty



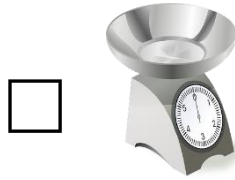
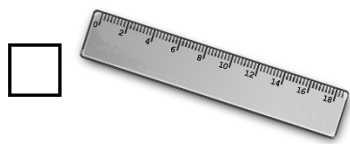
full / empty

4. Write the correct symbols. = > <

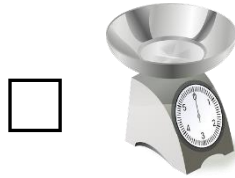
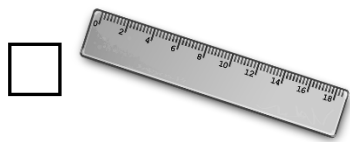


3. Which tool would you use? Tick the correct one.

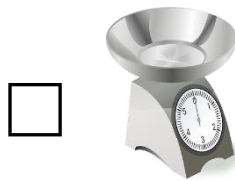
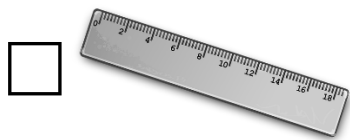
a) To measure the length of your book



b) To measure one cup of water



a) To measure the width of your computer mouse

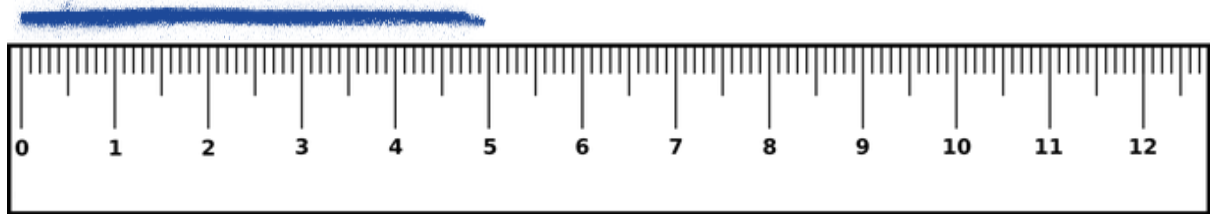


b) To measure the weight of flour to make bread

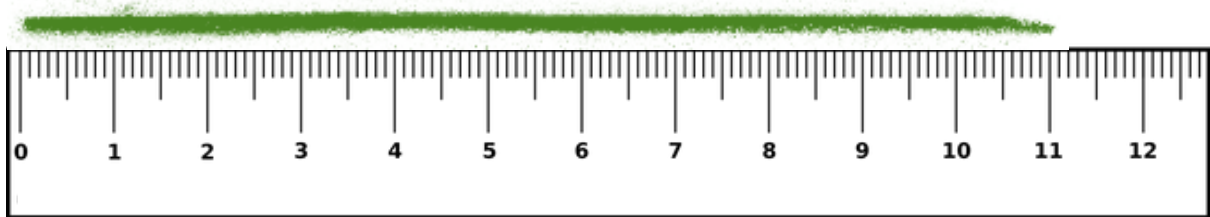


6. Read the rulers. Write the number of centimetres.

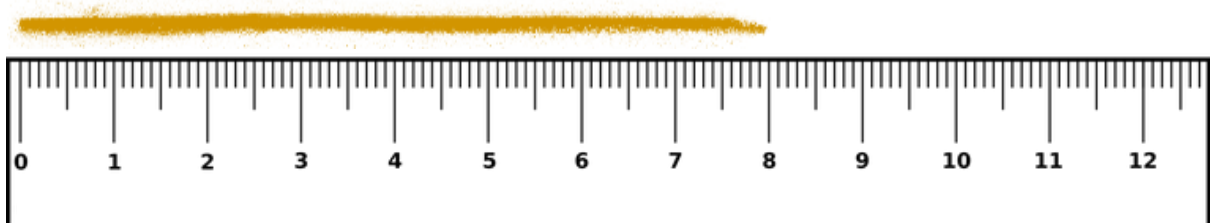
(Note: these are not to scale)



_____ cm



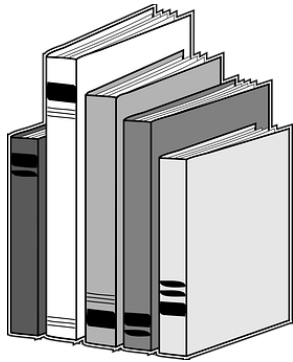
_____ cm



_____ cm

Teacher Notes

6. Answer the height problems. Work in your group.



a) Draw an X on the tallest book.



b) Circle the shortest chair.



a) Which candle is the shortest?

red

blue

yellow

b) The tallest bottle is:

 A B C D

A



B



C



D

5. You need scales for this lesson.

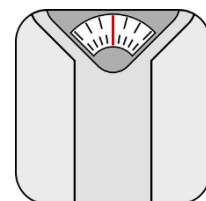
In your group, weigh the things the teacher has brought to class.

You will weigh things in grams (g) or kilograms (kg).





Teacher Notes

Fill in the table.

What are you weighing?	How much does it weigh?




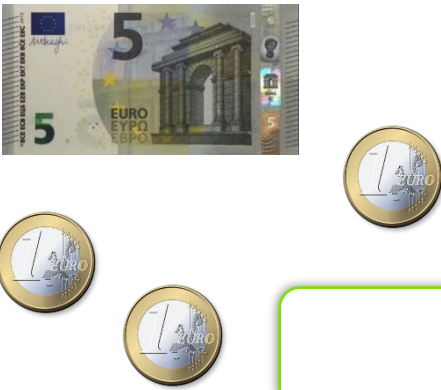




5. How many cents? Write the number of coins and the total amount.

	Coins	How many coins?	How many cents?
a)			
b)			
c)			
d)			

6. Which one coin is the same amount as these coins?



1. Count the money. Don't forget to write € or c.

 <input type="text"/>	 <input type="text"/>
 <input type="text"/>	 <input type="text"/>
 <input type="text"/>	 <input type="text"/>

2. Draw coins to make 10c.

2. I am buying items. Which coins will I use to pay?

€1

<input type="checkbox"/>		<input type="checkbox"/>		<input type="checkbox"/>	
<input type="checkbox"/>		<input type="checkbox"/>		<input type="checkbox"/>	

50c

<input type="checkbox"/>		<input type="checkbox"/>		<input type="checkbox"/>	
<input type="checkbox"/>		<input type="checkbox"/>		<input type="checkbox"/>	

10c

<input type="checkbox"/>		<input type="checkbox"/>		<input type="checkbox"/>	
<input type="checkbox"/>		<input type="checkbox"/>		<input type="checkbox"/>	

€2

<input type="checkbox"/>		<input type="checkbox"/>		<input type="checkbox"/>	
<input type="checkbox"/>		<input type="checkbox"/>		<input type="checkbox"/>	

MAPPING OF LEARNING OUTCOMES

1. Investigate objects and language in relation to measurement Pages 9 and 10 (what is measurement), Pages 11 to 16 (size), Pages 17 to 19 (length), Pages 20 to 22 (weight), Pages 23 to 24 (height), Pages 25 to 27 (temperature), Page 28 (speed), Pages 29 to 30 (capacity), Pages 31 to 34 (more, less or equal), Pages 35 to 39 (measurement tools), Pages 72 and 72 (checking temperature)
2. Participate in everyday activities associated with measurement in the student's environment Pages 40 to 54 (measuring length), Pages 55 to 59 (measuring height), Pages 60 to 65 (measuring weight), Pages 66 to 71 (measuring capacity), Pages 72 and 72 (checking temperature)
3. Participate in a shopping experience or in an activity where real money is used functionally Page 77 (what is money), Pages 78 to 87 (the money we use), Pages 88 to 91 (euro and cents), Page 92 to 109 (shopping), Pages 110 to 111 (setting up shop), Pages 112 and 113 (other money)
4. Participate in recording and displaying number and/or familiar data Page 16 (size – small, medium and large), Page 21 (heavy and light), Page 23 (tall, short), Page 26 (things that are cold), Page 28 (fast and slow), Page 30

(full and empty), Pages 31 to 34 (more, less or equal), Pages 40 to 54 (measuring length – writing lengths, ordering lengths, drawing lengths, using abbreviations for units, estimating lengths, measuring lengths, width and length), Pages 55 to 59 (measuring height – writing heights, ordering heights, using abbreviations for units, estimating heights, measuring heights), Pages 60 to 65 (measuring weight – writing weights, using abbreviations for units, estimating weights, measuring weights), Pages 66 to 71 (measuring capacity – writing capacities, ordering capacities, using abbreviations for units, estimating capacities, measuring capacities), Page 72 (temperatures), Pages 78 to 87 (the money we use – write euro and cents, write amounts), Pages 88 to 91 (euro and cents – write euro and cents, write amounts), Page 92 to 109 (shop names, choosing coins/notes, using real / fake money), Pages 110 to 111 (setting up shop – choosing coins/notes, using real / fake money, ‘paying’ for items), Pages 112 and 113 (other currencies)