BLOOMSM4TH

Makes Maths Fun

Level 2

LENGTH

Bloomsmath is a comprehensive mathematics program which provides a fun way for every student to be learning to the best of their ability.

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BLOOMSM4TH Makes Maths Fun

Level 2

Length

Level 2 is designed for students in their second year at school often called Year 1. The Length strand allows students to estimate, measure, compare and record lengths and distances using informal units, meters and centimeters.

Knowledge: Students will compare various lengths informally and order sets of 5 lengths and number them from shortest to longest.

Students who demonstrate proficiency in this activity move on to Comprehension.

STOP

Students stop here as they require additional teacher support to master this activity.

Comprehension: Students will use string to measure curved lengths and order straight and curved lines based on the length of string required.

Students who demonstrate proficiency in this activity move on to Application.

STOP

Students stop here if time has run out or they require additional support with this activity.

Application: Students choose whether a given distance should be measured in centimeters, meters or kilometers.

Students who demonstrate proficiency in this activity move on to Analysis.

STOP

Students stop here if time has run out or they require additional support with this activity.

Analysis: Students use a ruler to measure given lines and draw lines to the nearest centimeter.

Students who demonstrate proficiency in this activity move on to Synthesis.

STOP

Students stop here if time has run out or they require additional support with this activity.

Synthesis: Students compare the length of their feet and hands to other students by producing a butterfly picture with one foot print in the middle and 2 hands print - one on either side.

Evaluation: Suggested questions provide a starting point for discussions related to Length.

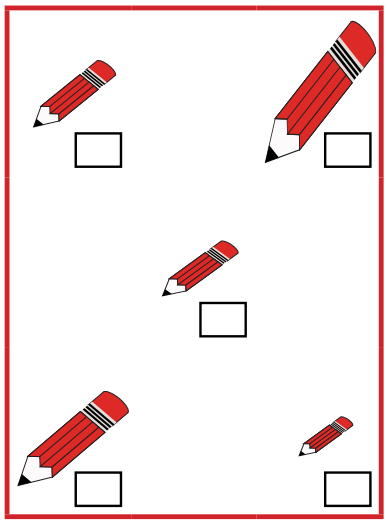
Students may complete more or fewer activities for each learning outcome depending on the time allocated and their strength in the area being covered.

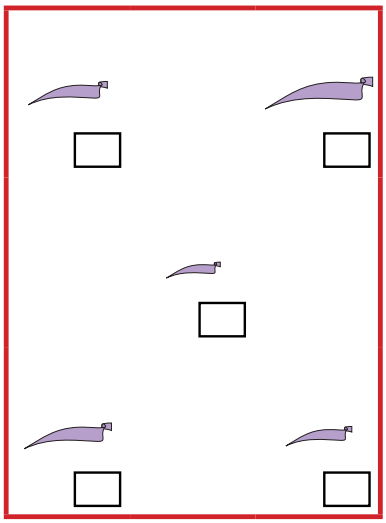
All students should participate in the Evaluation discussion to encourage the use of mathematical language, logical reasoning and reflection on that which they have completed.

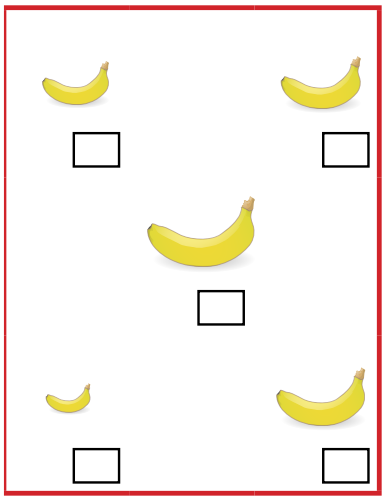
Name: _____

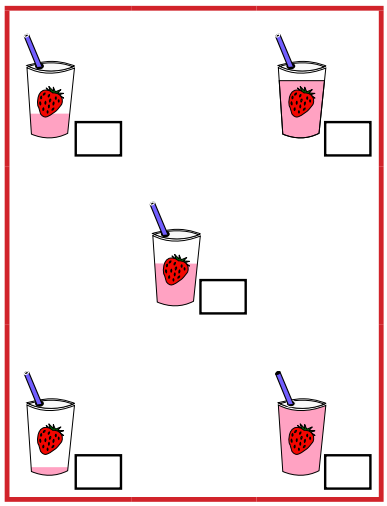
Shortest To Longest

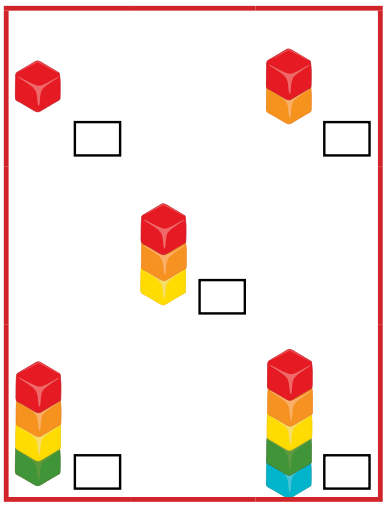
Number the items in each box from shortest (1) to longest (5).











Let's Try This Again

Progress To Comprehension

LG 2 KN

Knowledge

Comprehension

Application

Analysis

Synthesis

Evaluation

Length - Level 2 - Students will estimate, measure, compare and record formal and informal lengths.

BLOOMSMATH

Name: _____

Measuring Curves

Use a piece of string to measure each set of lines and circle the longer in each set.

1. 
2. 
3. 
4. 
5. 
6. 
7. 
8. 
9. 
10. 

Let's Try This Again

Progress To Application

Knowledge
Comprehension
Application
Analysis
Synthesis
Evaluation

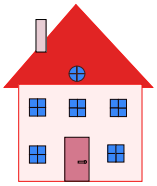
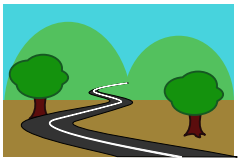
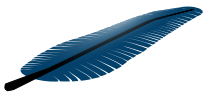
Length - Level 2 - Students will estimate, measure, compare and record formal and informal lengths.

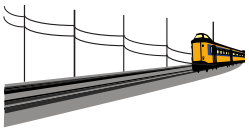
BLOOMSMATH

Name: _____

Which Measure Is Best

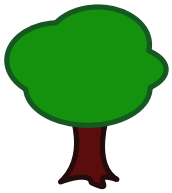
Match each item to the correct unit for measuring it.



Centimeters	Meters	Kilometers






Draw and label 3 items in each unit for measuring below.

Centimeters	Meters	Kilometers

Let's Try This Again

Progress To Analysis

LG 2 AP

Length - Level 2 - Students will estimate, measure, compare and record formal and informal lengths.

Knowledge
Comprehension
Application
Analysis
Synthesis
Evaluation

BLOOMSMATH

Name: _____

Ruling The Page

Measure each line below to the nearest centimeter.

1. _____ ___ cms
2. _____ ___ cms
3. _____ ___ cms
4. ____ ___ cms
5. ___ cms
6. _____ ___ cms
7. ___ cms
8. _____ ___ cms

Draw each line to the length given below.

1.	4 cms	
2.	7 cms	
3.	9 cms	
4.	2 cms	
5.	5 cms	
6.	8 cms	
7.	10 cms	
8.	1 cm	

Let's Try This Again

Progress To Synthesis

Knowledge
Comprehension
Application
Analysis
Synthesis
Evaluation

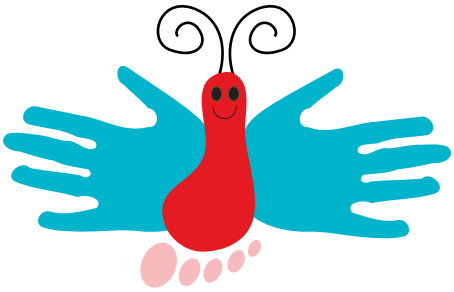
Length - Level 2 - Students will estimate, measure, compare and record formal and informal lengths.

BLOOMSMATH

Name: _____

Hand and Foot Print Butterfly

Create a hand print for both your right and left hands and one foot print. When dry cut out the prints and compare your hand and foot print and see which is longest then paste them in the box below. Draw the face and antennae onto the butterfly and decorate your hand prints if desired.



Which is longest your hand print, foot print or are they the same length? _____

Length - Level 2 - Students will estimate, measure, compare and record formal and informal lengths.

Knowledge
Comprehension
Application
Analysis
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Evaluation

BLOOMSMATH

Let's Try This Again

Progress To Evaluation

Length Discussion

The following questions and activities are provide as a starting point for fun discussions related to Length. During these conversations students will have an opportunity to use appropriate mathematical language in its correct context, to engage in reflection on the Length activities they have completed and to use logical reasoning to tie their in-class mathematics to its everyday context.

Compare student's lunch boxes or drink bottles and arrange them from shortest to tallest and longest to smallest. Discuss how students are measuring the items and if this is a formal or informal measurement.

Look at a centimeter and a meter and how we can be sure that every ruler will measure the distance accurately. An electric tape measure would also be great if one is available.

Discuss why longer distance measurements are required for longer distances and how measurements are made when kilometers are not adequate such as nautical miles or light years in space.

Have students practice with rulers and discuss why some rulers start with a blank space and some do not. It is very important that students understand that while every ruler measures a centimeter the same way they can look very different.

You could graph the students footprints and then arrange them to see who has the shortest and longest hand or footprints and whether these are also the tallest and shortest students.