

| GRADE 3 Shape and Space<br>Specific Outcomes                                                                                                                                                                                                                                          | Key Concepts in Measurement underpinning Curriculum Outcomes from FSIM: Measurement Resource Book <i>One AND Two</i>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         | Sample Diagnostic Tasks and Activities | Sample Learning Tasks Selected from FSIM: <a href="#">Measurement Resource Book One</a> AND <a href="#">Measurement Resource Book Two</a> (links to documents)                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     | Math Station Ideas:                                                                                                                                                                                                                                                                                                                                               |
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| <p>SS3.1 Demonstrate understanding of the passage of time including:</p> <ul style="list-style-type: none"> <li>• relating common activities to standard and nonstandard units</li> <li>• describing relationships between units</li> <li>• solving situational questions.</li> </ul> | <p>Understand Units KU6:</p> <ul style="list-style-type: none"> <li>• Our choice of attribute and unit depends on what we are trying to measure and why.</li> </ul> <p>Direct Measure KU1:</p> <ul style="list-style-type: none"> <li>• We can directly compare objects or events to say which has more length, mass, capacity, area, volume, angle or time.</li> </ul> <p>Direct Measure KU6:</p> <ul style="list-style-type: none"> <li>• We can judge and measure time using both natural cyclical changes and special techniques and tools which people have developed.</li> </ul> <p>Indirect Measure KU4:</p> <ul style="list-style-type: none"> <li>• We can calculate one measurement from others using relationships between quantities.</li> </ul> |                                        | <p>Measurement <i>One</i>, page 75</p> <ul style="list-style-type: none"> <li>• Units of Time</li> </ul> <p>Measurement <i>One</i>, page 119</p> <ul style="list-style-type: none"> <li>• Comparing Time Taken</li> </ul> <p>Measurement <i>One</i>, page 170-173</p> <ul style="list-style-type: none"> <li>• Races</li> <li>• Water Timer</li> <li>• Timing a Run</li> <li>• Daily Events</li> <li>• How Long to Go</li> <li>• Walking Clock Face</li> <li>• Egg Timer</li> <li>• Analogue and Digital Clocks</li> <li>• Clocks and Stopwatches</li> </ul> <p>Measurement <i>Two</i>, page 71</p> <ul style="list-style-type: none"> <li>• Excursions</li> </ul> | <p>“<a href="#">Which Takes Longer?</a>” p. 243 TS-CM</p> <p><a href="#">Time Matching Game</a> (link to printable)</p> <p><a href="#">Clockworks</a> (online)</p> <p><a href="#">Stop the Clock 1</a> (online; half hour intervals)</p> <p><a href="#">Stop the Clock 2</a> (online; precision to 5 minutes)</p> <p><a href="#">Calendar Clowns</a> (online)</p> |

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|  | <p>Estimate KU2:</p> <ul style="list-style-type: none"> <li>• We can improve our estimates by getting to know the size of common units and by practising judging the size of objects and events.</li> </ul> |  | <p>Measurement <i>Two</i>, pages 96-101</p> <ul style="list-style-type: none"> <li>• Just a Minute</li> <li>• Minute Timer</li> <li>• Egg Timer Estimates</li> </ul> |  |
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| GRADE 3 Shape and Space<br>Specific Outcomes                                                                                                                                                                                                                                                                                           | Key Concepts in Measurement underpinning Curriculum Outcomes from FSIM: Measurement Resource Book <i>One AND Two</i>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       | Sample Diagnostic Tasks and Activities | Sample Learning Tasks Selected from FSIM: <a href="#">Measurement Resource Book One</a> AND <a href="#">Measurement Resource Book Two</a> (links to documents)                                                                                                                                                                                                                                                                                                                                                                                                               | Math Station Ideas:                                                                                                                                                                                                                                                            |
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| <p>SS3.2 Demonstrate understanding of measuring mass in g and kg by:</p> <ul style="list-style-type: none"> <li>• selecting and justifying referents for g and kg</li> <li>• modelling and describing the relationship between g and kg</li> <li>• estimating mass using referents</li> <li>• measuring and recording mass.</li> </ul> | <p>Understand Units KU3:</p> <ul style="list-style-type: none"> <li>• To measure something means to say how much of a particular attribute it has. We measure by choosing a unit and working out how many of the unit it takes to match the object or event.</li> </ul> <p>Understand Units KU4:</p> <ul style="list-style-type: none"> <li>• The instrument we choose to represent our unit should relate well to the attribute to be measured and be easy to repeat to match the object or event to be measured.</li> </ul> <p>Understand Units KU7:</p> <ul style="list-style-type: none"> <li>• Standard units help us to interpret, communicate, and calculate measurements.</li> </ul> <p>Indirect Measure KU4:</p> <ul style="list-style-type: none"> <li>• We can calculate one measurement from others</li> </ul> |                                        | <p>Measurement One, pages 42-43</p> <ul style="list-style-type: none"> <li>• Using a Balance Scale</li> <li>• Balancing Tools</li> <li>• Different Units</li> </ul> <p>Measurement One, p.56-</p> <ul style="list-style-type: none"> <li>• Using Balance Scales</li> <li>• Balancing</li> </ul> <p>Measurement One, p. 84-87</p> <ul style="list-style-type: none"> <li>• Naming Units</li> <li>• Class Store</li> <li>• Birth Mass</li> <li>• Paperweight</li> </ul> <p>Measurement, page 71</p> <ul style="list-style-type: none"> <li>• Overcoming Limitations</li> </ul> | <p><a href="#">“Grocery Flyer Collage/Let’s Go Shopping”</a> (document)</p> <p><a href="#">“Lightest to Heaviest”</a> (document)</p> <p><a href="#">“Build and Measure”</a> (document)</p> <p><a href="#">Understanding Mass</a> (link to Kahn Academy video and practice)</p> |

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|  | <p>using relationships<br/>between quantities.</p> <p>Estimate KU2:</p> <ul style="list-style-type: none"><li>• We can improve our estimates by getting to know the size of common units and by practising judging the size of objects and events.</li></ul> |  | <p>Measurement, page 100</p> <ul style="list-style-type: none"><li>• Food at Home</li></ul> |  |
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| GRADE 3 Shape and Space<br>Specific Outcomes                                                                                                                                                                                                                                                                                                                            | Key Concepts in Measurement underpinning Curriculum Outcomes from FSIM: Measurement Resource Book <i>One AND Two</i>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   | Sample Diagnostic Tasks and Activities | Sample Learning Tasks Selected from FSIM: <a href="#">Measurement Resource Book One</a> AND <a href="#">Measurement Resource Book Two</a> (links to documents)                                                                                                                                                                                                                                                                                                                                                                                                                             | Math Station Ideas:                                                                                                                                                                                                                               |
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| <p>SS3.3 Demonstrate understanding of linear measurement (cm and m) including:</p> <ul style="list-style-type: none"> <li>• selecting and justifying referents</li> <li>• generalizing the relationship between cm and m</li> <li>• estimating length and perimeter using referents</li> <li>• measuring and recording length, width, height, and perimeter.</li> </ul> | <p>Understanding Units KU1:</p> <ul style="list-style-type: none"> <li>• We can compare objects or events by how much of a particular attribute each has. Different attributes may result in different orders.</li> </ul> <p>Understanding Units KU3:</p> <ul style="list-style-type: none"> <li>• To measure something means to say how much of a particular attribute it has. We measure by choosing a unit and working out how many of the unit it takes to match the object or event.</li> </ul> <p>Understanding Units KU7:</p> <ul style="list-style-type: none"> <li>• Standard units help us to interpret, communicate, and calculate measurements.</li> </ul> <p>Understanding Units KU8:</p> <ul style="list-style-type: none"> <li>• The relationships among standard units in the metric system help us to judge size, move between units, and do computations.</li> </ul> |                                        | <p>Measurement One, page 37</p> <ul style="list-style-type: none"> <li>• Twelve Tiles</li> <li>• Perimeter and Area</li> </ul> <p>Measurement One, pages 44-45</p> <ul style="list-style-type: none"> <li>• Snail Trails</li> <li>• Steps</li> </ul> <p>Measurement One, pages 84-86</p> <ul style="list-style-type: none"> <li>• Measuring Lengths</li> <li>• Tools for Measuring</li> <li>• Tee-Ball</li> </ul> <p>Measurement One, pages 93-94</p> <ul style="list-style-type: none"> <li>• Charts 1, 2</li> <li>• Metres to Decimetres</li> <li>• Decimetres to Centimetres</li> </ul> | <p><a href="#">“Measuring Body Parts”</a> (document)</p> <p><a href="#">“Measurement: Let’s Measure Perimeter”</a> (document)</p> <p><a href="#">“Rolling for Rectangles”</a> (document)</p> <p><a href="#">“Perimeter Shapes”</a> (document)</p> |

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|  | <p>Indirect Measure KU4:</p> <ul style="list-style-type: none"> <li>• We can calculate one measurement from others using relationships between quantities.</li> </ul> <p>Estimate KU1:</p> <ul style="list-style-type: none"> <li>• We can make judgements about order and size without actually measuring. We should think about how confident we can be of our estimate.</li> </ul> <p>Estimate KU2:</p> <ul style="list-style-type: none"> <li>• We can improve our estimates by getting to know the size of common units and by practising judging the size of objects and events.</li> </ul> |  | <p>Measurement Two, page 71</p> <ul style="list-style-type: none"> <li>• Borders</li> <li>• Frame a Picture</li> <li>• Broken Ruler</li> </ul> <p>Measurement Two, pages 89-90</p> <ul style="list-style-type: none"> <li>• Choose a Rope</li> <li>• Marking Out Games</li> </ul> <p>Measurement Two, pages 96-99</p> <ul style="list-style-type: none"> <li>• Benchmark</li> <li>• My Metre</li> <li>• A Metre</li> <li>• Furniture Through the Door</li> </ul> |  |
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| GRADE 3 Shape and Space<br>Specific Outcomes                                                                      | Key Concepts in Measurement underpinning Curriculum Outcomes from FSIM: Geometry and Space Resource Book                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 | Sample Diagnostic Tasks and Activities | Sample Learning Tasks Selected from FSIM: <a href="#">Geometry and Space Resource Book</a> (link to online resource)                                                                                                                                                                                                                                                                                                               | Math Station Ideas:                                                                                                                                                                                             |
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| SS3.4 Demonstrate understanding of 3-D objects by analyzing characteristics including faces, edges, and vertices. | <p>Represent Shape KU1:</p> <ul style="list-style-type: none"> <li>• When we copy and make figures and objects, we need to think about how the whole thing looks and about how the parts relate to each other and to the whole.</li> </ul> <p>Represent Shape KU2:</p> <ul style="list-style-type: none"> <li>• The net of an object has to have the same component parts as the object, and the parts have to be in the correct relationship to each other.</li> </ul> <p>Represent Shape KU3:</p> <ul style="list-style-type: none"> <li>• To understand drawings of objects, we need to combine what we can actually see with what we think is there. Special drawing techniques emphasize different aspects of an object.</li> </ul> |                                        | <p>Geometry and Shape, pages 74 – 75</p> <ul style="list-style-type: none"> <li>• Copy a Prism</li> <li>• Finding 2-D in 3-D</li> <li>• Shape Bingo</li> </ul> <p>Geometry and Shape, pages 90 - 91</p> <ul style="list-style-type: none"> <li>• Matching 2-D with 3-D</li> <li>• Tracing</li> </ul> <p>Geometry and Shape, pages 103</p> <ul style="list-style-type: none"> <li>• Skeleton Object</li> <li>• Ten Cubes</li> </ul> | <p><a href="#">“I Spy Game”</a> (document)</p> <p><a href="#">“Headband Game: Guess My Solid”</a> (document)</p> <p><a href="#">“3-D Bingo”</a> (document)</p> <p><a href="#">“Target Match”</a> (document)</p> |

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| <p>SS3.5 Demonstrate understanding of 2-D shapes (regular and irregular) including triangles, quadrilaterals, pentagons, hexagons, and octagons including:</p> <ul style="list-style-type: none"> <li>• describing</li> <li>• comparing</li> <li>• sorting.</li> </ul> | <p>Reason Geometrically KU1:</p> <ul style="list-style-type: none"> <li>• Things can be the same in some ways and different in other ways. When we classify, we sort things into groups that are the same in specified ways.</li> </ul> <p>Reason Geometrically KU2:</p> <ul style="list-style-type: none"> <li>• Thinking about shape can help us to understand the way things work and fit together.</li> </ul> <p>Reason Geometrically KU4:</p> <ul style="list-style-type: none"> <li>• People have developed useful ways to classify shapes. Knowing that a shape is one of the standard types can tell us a lot about it.</li> </ul> |                                        | <p>Geometry and Shape, page 179</p> <ul style="list-style-type: none"> <li>• Guess My Figure</li> <li>• Sorting Figures</li> </ul><br><p>Geometry and Shape, page 190-192</p> <ul style="list-style-type: none"> <li>• Circles</li> <li>• Triangles 1</li> <li>• Decorations and Designs</li> <li>• Mosaics</li> </ul><br><p>Geometry and Shape, page 213-217</p> <ul style="list-style-type: none"> <li>• Puzzles</li> <li>• Rectangles and Triangles</li> <li>• Part of a Figure</li> <li>• Quadrilaterals</li> </ul> | <p><a href="#">“You are a Square (Glyph activity)”</a> (document)</p> <p><a href="#">“Polygon Game”</a> (document)</p> <p><a href="#">“Geometry Gallery”</a> (document)</p> <p><a href="#">Sorting 2-D Shapes on a Venn Diagram</a> (online)</p> |