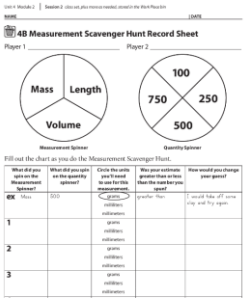
4B Measurement Scavenger Hunt

Materials

Each person needs a recording sheet:



4B Measurement Scavenger Hunt Record Sheet

Player 1 _____ Player 2 _____

Mass, Length, Volume

100, 250, 500, 750

Measurement Spinner Quantity Spinner

Fill out the chart as you do the Measurement Scavenger Hunt.

	What did your spin on the Measurement Spinner?	What did you spin on the quantity spinner?	Circle the units you'll need to use for this measurement.	Was your estimate greater than or less than the number you spun?	How would you change your guess?
EX	Mass	500	grams milliliters millimeters	greater than	I would take off some clay and try again.
1			grams milliliters millimeters		
2			grams milliliters millimeters		
3			grams milliliters millimeters		

You will share a clear spinner and use the following measurement tools:

- Measuring tape marked with millimeters
- A pan balance scale
- Metric masses: 7 boxes of 100 paperclips, 1 bag of 50 one-gram cubes, a container of loose 1-gram cubes
- Modeling clay
- 1-quart/1-lier measuring cup
- Pitcher or container with a pour spout, filled with about 1 liter of water
- Several different unmarked containers of different volumes
- Dish towel or paper towels

How to Play

Step 1: You will be working together for this work place. Spin the spinner first over the first spinner to see if you are going to measure mass, volume, or length.

Step 2: Then spin the quantity spinner to find out how much mass, volume, or length they are looking for. Record results on the first two columns on your recording sheets.

1	Volume	750	grams **milliliters** millimeters	greater than	I would dump some out and try again.
2	Length	100	grams milliliters **millimeters**	less than	I would measure again.

4B Measurement Scavenger Hunt

Step 3: Now it is time for the scavenger hunt.

Step 4: If you spin mass, you will use modeling clay.

- Make a ball of clay that is about the same mass as the mass you spun.
- Then, find the actual mass of the ball of clay by using the pan balance and metric masses.

Step 5: If you spin volume, you will use water.

- Pour water from the pitcher into one of the containers to try and pour the same amount out of the pitcher as you spun.
- Then pour the water from the container into the measuring cup to find its actual volume.

Step 6: If you spin length, you will use objects in the classroom.

- Look for an object in the classroom that looks to be the same length as the length you spun. For example, if you spin 750, try to find an object that is 750 millimeters long.
- Check by measuring the object using the measuring tape marked in millimeters.

Step 7: Keep taking turns until your recording sheet is filled.