Unit 4 Module 2 Session 2
Work Places- Introducing 4B Measurement Scavenger Hunt

Getting Ready-

- ™ T2 Work Work Place Guide 4B Measurement Scavenger Hunt
- ™ T3 4B Measurement Scavenger Hunt Record Sheet
- ™ T4 Unit 4 Work Place Log (see Preparation)
- SB 118 Work Place Instructions 4B Measurement Scavenger Hunt
- 1 spinner overlay
- 1 measuring tape
- 1 pan balance

Getting Ready Con't.

- meter stick marked in millimeters
- modeling clay, about 2 pounds
- a pitcher or other container with a pour spout, filled with about 1 liter of water
- several containers of varying volume
- dish towel or paper towel
- students' Work Place folders (see Preparation)

Vocabulary

gram (g)

kilogram (kg)

liquid volume

liter (l)

metric system

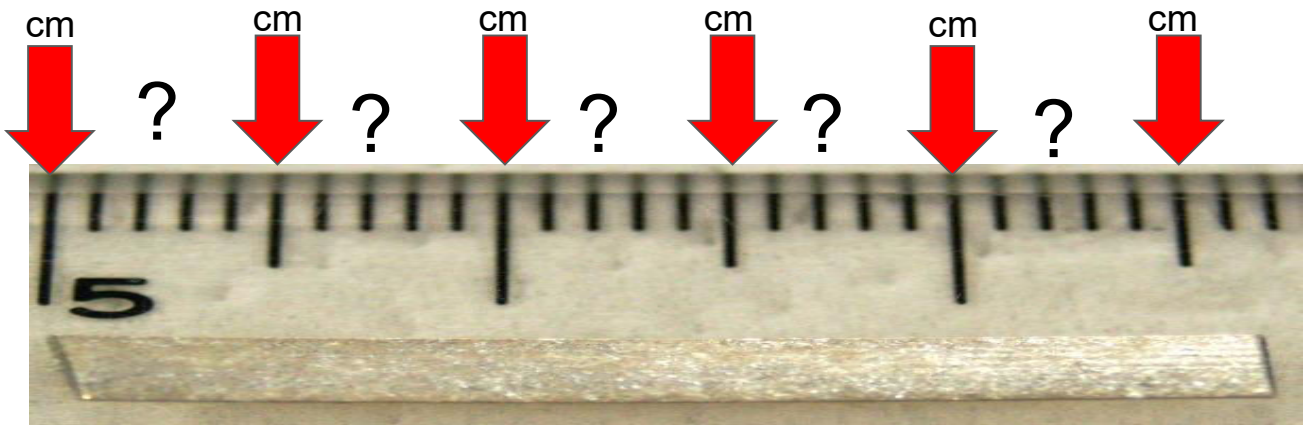
milliliter (ml)

millimeter (mm)

- Estimate and measure liquid volume in liters and milliliters; estimate and measure mass in grams and kilograms
- Estimate and measure length in millimeters
- Use appropriate tools strategically

This is a meter stick

How many centimeters are there in 1 meter?



What are the tiny lines between the centimeters called?

We will be using millimeters in our Work Place today.

This activity will help you estimate and measure items with different volume, mass, and length

Let’s look for objects around the room that are

25 centimeters (250 ml)

50 centimeters (500 ml)

74 centimeters (750 ml)

Work Places

Introduce the Measurement Scavenger Hunt activity

™ T2 Work Work Place Guide 4B Measurement Scavenger Hunt

™ T3 4B Measurement Scavenger Hunt Record Sheet

SB 118 Work Place Instructions 4B Measurement Scavenger Hunt

Work Place Instructions 4B Measurement Scavenger Hunt

Each pair of players needs:

- 2 Measurement Scavenger Hunt Record Sheets (1 for each player)
- 1 clear spinner overlay

Each pair of players also needs access to:

- Measuring tape marked with millimeters
- 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-liter 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

1 Players each record their name and the date on individual record sheets.

2 Working together, players spin the measurement spinner to find out if they are going to measure mass, volume, or length. Then they spin the quantity spinner to find out how much mass, volume, or length they are looking for. They record the results in the first two columns on the table on their record 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.

3 Then the scavenger hunt begins! Because this activity is about estimating, players take a guess before finding the actual mass, volume, or length of whatever they are measuring.

4 If players spin mass, they will use modeling clay.

- Players make a ball of clay to try to approximate the mass they spun.
- Then, they find the actual mass of the ball of clay they made by placing it on one side of the pan balance scale, and using the metric masses on the other.

5 If players spin volume, they will use water.

- Players pour water from the pitcher into one of the containers to try to approximate the amount they spun.
- Then they pour water from the container into the measuring cup to find its actual volume.

6 If players spin length, they find an object in the classroom.

- Players look for an object in the classroom that is approximately the length they spun on the quantity spinner. For example, if they spin 750, they find an object that they think is about 750 millimeters long.
- Then, they measure the object to find out how long it actually is.

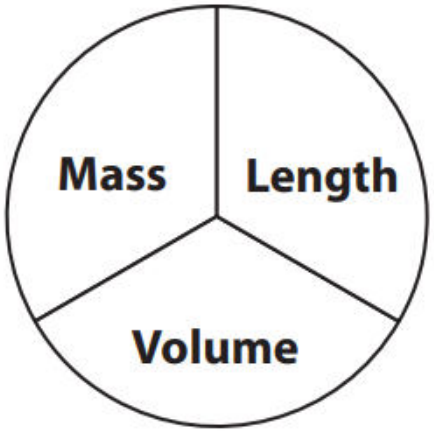
7 Players record the results on their record sheets.

8 Players repeat Steps 2–7 until their record sheets are filled.

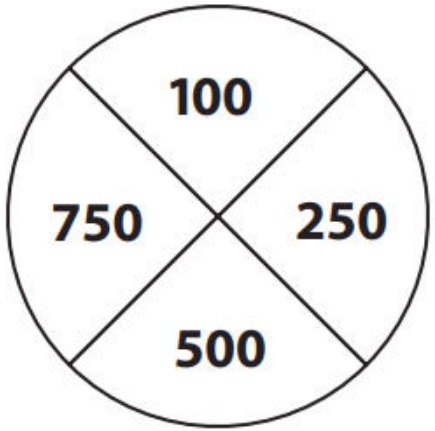
NAME _____ | DATE _____

4B Measurement Scavenger Hunt Record Sheet

Player 1 _____ Player 2 _____



Measurement Spinner



Quantity Spinner

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

What did you 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.

Work Places

3A Round Ball Tens

3B Add & Round Tens

3C Round Ball Hundreds

3D Round & Add Hundreds

4A Tic-Tac-Tock

4B Measurement Scavenger Hunt

Daily Practice

SB 119 More or Less

Home Connection

HC 67-68 Metric Measures of Mass & Liquid Volume