

**NELSON
MATHS**

VICTORIAN
CURRICULUM

SAMPLE

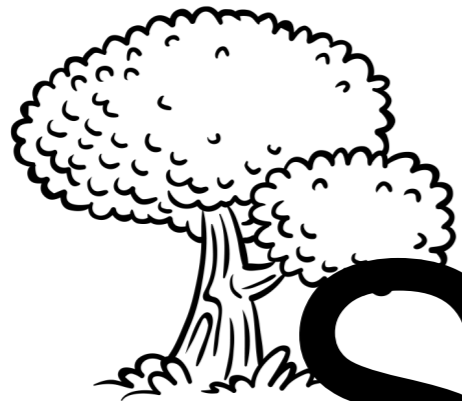
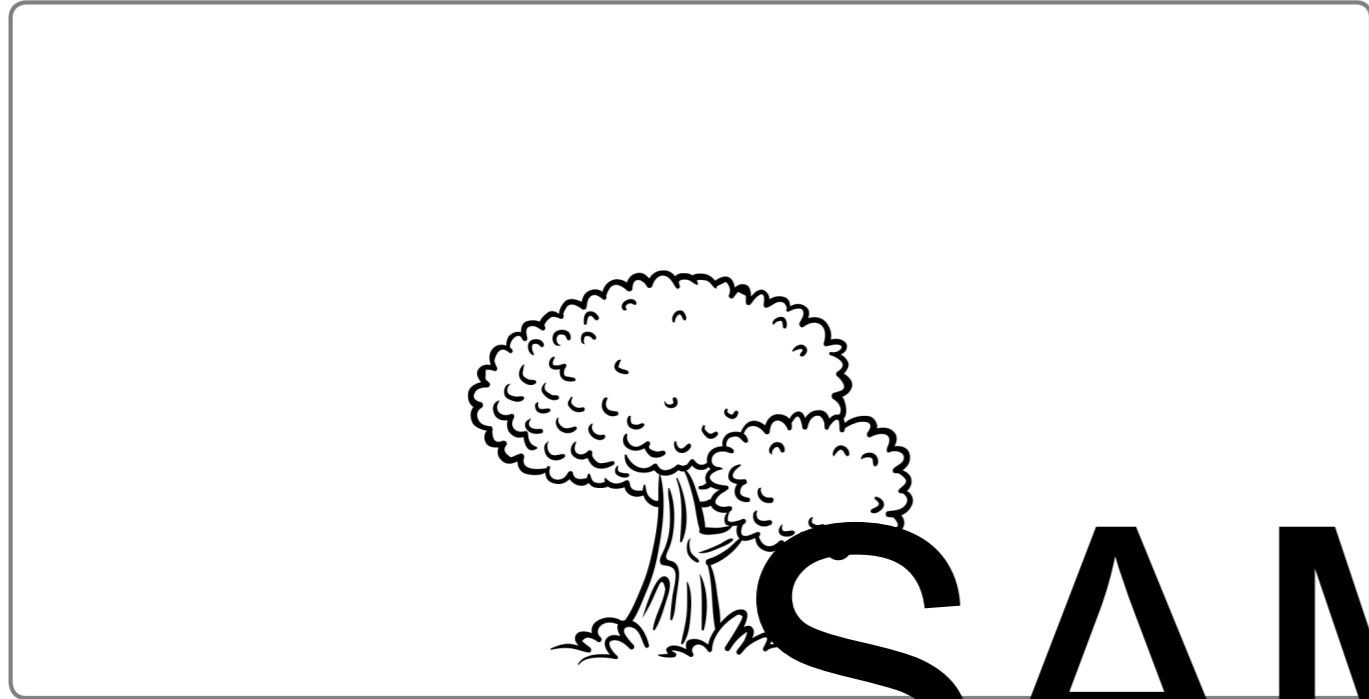
Student Book

Glenda Bradley

Dinosaurs

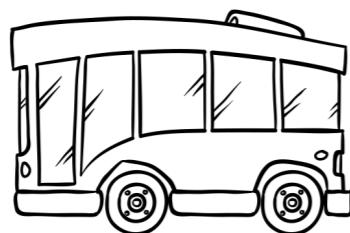
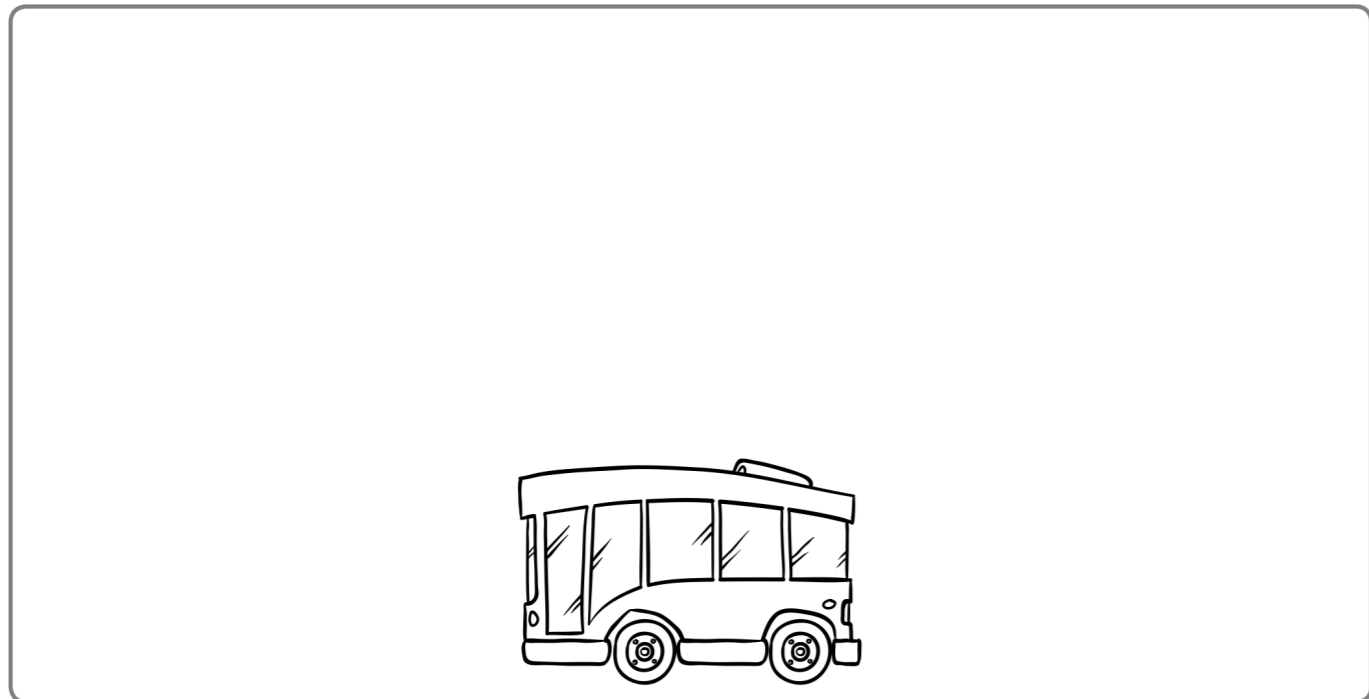
DATE: _____

- Draw a green dinosaur **taller** than the tree.
- Draw a yellow dinosaur **shorter** than the tree.



SAMPLE

- Draw a blue dinosaur **longer** than the bus.
- Draw a brown dinosaur **shorter** than a bus.

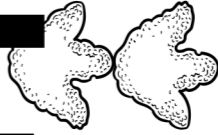
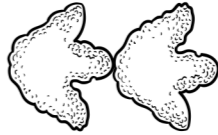
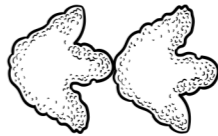


Two Footprints Long

DATE: _____

You will need: a copy of BLM 19 'Dinosaur Footprints', scissors

- Cut out your dinosaur footprints.
- Look around your classroom. Draw 3 objects in the classroom that might be 2 footprints long.
- Now measure the objects and record what you found out.

Objects (Draw here)	How many footprints long?	Write what you found out when you measured.
		
		
		

- How did you decide which objects might be  long?


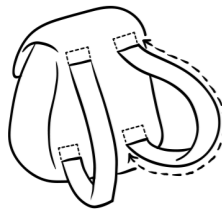
Paperclips or Counters?

DATE: _____

You will need: paperclips, counters

- Choose what you are going to use to measure the length of each object. Write it here:

- First estimate how long you think each object will be.
- Now measure each object.

Object	Estimate	How many?
Book 		
Straps on school bag 		

- Which object is longer?

How do you know?

- Check with a partner. Did they get the same results as you?

How do you think that happened?

SAMPLE

Unit

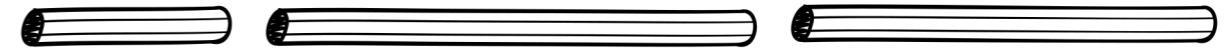
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STUDENT ASSESSMENT

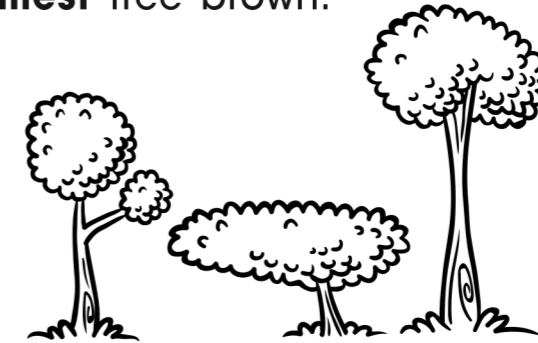
DATE: _____

You will need: counters

- Colour the **longest** straw red.





- Colour the **tallest** tree brown.



Look at the snakes. Estimate how long you think each snake might be if you measured it with counters.

- Now measure the snakes with counters.

	Estimate	Number of counters long
Sammy 		
Sid 		

- Which snake is the shortest? _____

How do you know?
