**Master 39a**

**Instructions for Centres**

**Length Centre**

**Task A: Estimating and Measuring Length**

* Find an object whose length you would measure in millimetres. Find an object whose length you would measure in centimetres.
Find another object whose length you would measure in metres.
* Estimate the length of each, then measure to check.
* How close were your estimates? Is either object more than
100 cm long? Explain.

**Task B: Drawing Line Segments**

* Roll the number cubes, then add the numbers rolled.
* Without using a ruler, each of you draw a line segment that you think is that many centimetres long.
* Measure each other’s line segment to check. How close were your estimates?
* Use a ruler to draw a line segment of that length.

**Master 39b**

**Instructions for Centres**

**Perimeter Centre**

**Task A: Estimating and Measuring Perimeter**

* Roll the number cubes. Use the numbers rolled to make
a 2-digit number. Record the number.
* Find something in the classroom that has a perimeter of about that many centimetres.
* Find another thing with curved and straight edges that has
a perimeter of about that many centimetres.
* Measure to check using rulers and string.
* How close were your estimates to the actual measures?

**Task B: Drawing Shapes with the Same Perimeter**

* Roll the number cubes. Use one number for length and
the other for width.
* Draw a rectangle on 1-cm grid paper with that length and width. Find its perimeter.
* Draw 3 more shapes with the same perimeter.

**Master 39c**

**Instructions for Centres**

 **Time Centre**

**Task A: Building Clocks**In pairs, use a paper plate, twist ties, and a pin to build your clock.

* Write the numbers 1 to 12 on your clock face.
* What hands does your clock need to tell time to the second?
* Draw any other parts you need to tell time to the second.
* **Student A:** Pick a time to the second. Show it on your clock face.
* **Student B:** Represent the time digitally.
* Trade places and repeat.

**Task B: Telling Time**

Use Math Mat 40.

* **Student A:** Show 2 times to the second on the analog clocks.
* **Student B:** Write 2 times to the second on the digital clocks.
* Trade mats. Read the time on each other’s clocks.
* How could you say each time another way? Record at least
2 ways in your math journal.
* Write each time on the other type of clocks on the mat.
* Switch roles and repeat the activity.