Large as life

Related outcomes

M 3.1 (b): A student makes conversions between measurement units.

WM 3.2: A student selects and uses appropriate problem solving strategies to complete investigations.

WM 3.5: A student reflects on own method of solution for a problem, considering whether it can be improved.

S 3.2 (c): A student recognises that objects can be represented using scale models and makes simple calculations using scale.

S 3.5: A student displays, reads and interprets a variety of graphs.

VA 12: A student appreciates that a mathematical model is a simplified image of some aspect of the social or physical environment.

Possible indicators

A student can:

- develop a method for recording lengths
- construct and interpret a variety of graphs
- compare scales of drawings
- read and interpret scales
- record measurements of length using decimal notation
- discuss the advantages and disadvantages of various ways of representing numerical data.

Syllabus links

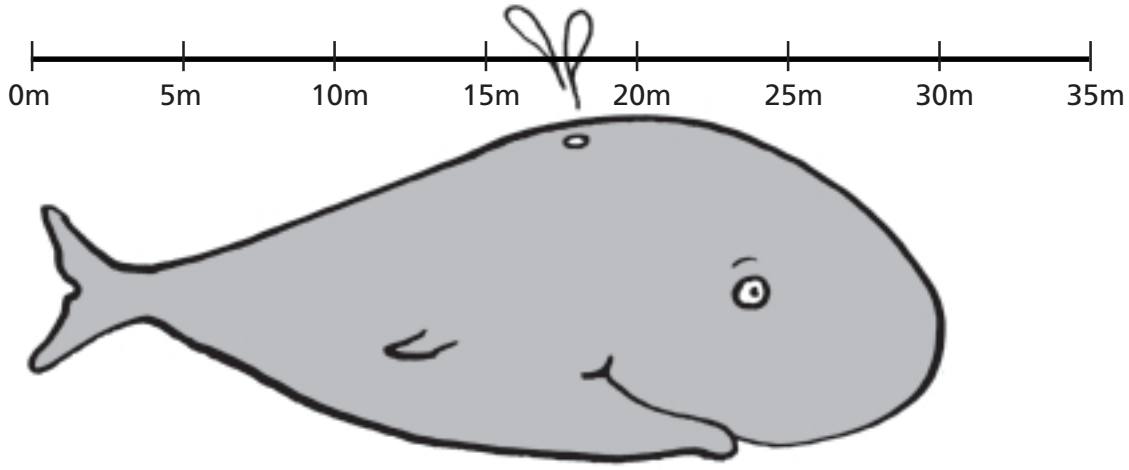
Space	3D 15
Measurement	Length 11

Teaching activity

1. In groups, students research the largest animal belonging to the following main groups of living things: mammals; reptiles; fish; molluscs; amphibians; and birds. Students will need to record the length of the largest animals for each of the above groups.

2. Students record the information in a table which shows the animal group, the example, and the length in metres of the largest animal in each group. This will involve converting some measurements to the decimal form.

3. Ask students to plan how they will record the information in a way that makes it easy to compare visually the lengths of the animals to scale. For example,



4. Students implement the planned way of recording the lengths of the animals.
5. As a class, discuss the advantages and disadvantages of each method of representing this information.

Language

scale, metres, centimetres, measure, length

Equipment

resource materials