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Subject

Mathematics

Prepared By

[Instructor Name]

Grade Level

1

Overview

This lesson plan covers teaching content for;

- 1. Measurement in meters and centimeters.
- 2. Comparing natural units of groups of lengths.

Objectives

Students should be able 1. to;

- 1.compare, describe and solve practical problems for lengths and heights (for example, long/short, longer/shorter, tall/short, double/half)
- 2.Measure and begin to record the following: lengths and heights.

Teacher Guide

Day 1, Lesson 1- 10 Mins

- 1.Ask students to measure some objects at their desks.
- 2.Show them that some objects can be measured using both centimeters and inches, for example, a desk.
- 3. Review that an estimation is an educated guess, in this case, of the length of an object.
- 4.Explain that next they will measure some objects around the room.

Day 3, Lesson 3- 15 Mins

- 1. Have students brainstorm a list of things they could measure in the classroom. Leave this list posted on the board.
- 2.As a class, choose two of the items to measure.
- 3.Choose a unit of measurement. Examples: a piece of chalk, a marker, a pencil.
- 4. Have a student volunteer measure the first item. Demonstrate to students how to record the item and its size on a piece of paper.
- 5. Have another volunteer measure the second item. Demonstrate again to students how to

Teacher Guided Practice

Day 2, Lesson 2- 15 Mins

- Tell students that there are formal units of measurement and show them a ruler as an example.
- Every time someone measures something in meters or centimeters, it should always be exactly the same length.
- 3.Ask students to look at their feet. Because students' feet are each slightly different sizes, if everyone in the class measured something with their feet, the results would not be exactly the same.
- 4. However, if the same person measured the item numerous times, the measurement should be the same.
- 5.Tell students it is possible to compare items as long as the unit of measurement is consistent.
- 6.If they use the same hand, foot, pencil, etc. to measure two objects, they can determine which one is bigger or smaller.

Materials Required

- Rulers
- Tape measure
- Pencils
- Paper
- Estimating Length worksheets

Additional Resources

http://www.discoveryeducation.com/teameasurement.cfm

https://www.youtube.com/watch?v=3hl

https://www.brighthubeducation.com/lelesson-plan/

http://www.learnalberta.ca/content/me http://www.scholastic.com/browse/artic https://owlcation.com/academia/Measu

Additional Notes

Objectives

Teacher Guide

- record the item and its size on a piece of paper.
- 6. Finally, have students write the sentence (one object) is bigger than (the other object), on their paper.
- 7.Show them how they can use the measurements they just found to determine how to fill in the blanks.

Day 5, Lesson5- 10 Mins

- 1.Place several classroom objects and the ruler, tape measure, and yardstick at the station.
- 2. Have students take turns using the measuring tools to find the length, width, and height of each object.
- 3. They should record their measurements in a workbook.
- 4. Measuring the Length, Width, and Height of Objects.
- 5.Then they can compare and discuss measurements using terms like greater than, less than, longer, and shorter.

- they will be using a ruler to measure in centimeters, a unit of measurement.
- to use a ruler to measure
- 3. Explain to students how to estimate a

Teacher Guided Practice

Day 4, Lesson 4-10 Mins

- 1.Divide students into small groups. Hand each group a piece of paper and a pen or pencil. Instruct students to decide as a group on two items to measure and compare.
- 2. Then, instruct the groups to choose a unit of measurement and measure the objects.
- 3. They should record the results the same way the class just did on their piece of paper.
- 4. After the groups have measured their objects, instruct them to write which object is bigger on their paper.
- 5. During this process, walk around the class and assist and correct any errors in their work.
- 6. Finally, hand each student, or pair of students, a piece of paper and instructions to compare 5 more sets of items.
- 7. Ask if they have any questions.

Introduction/Instruction

- 1.Tell students that today
- 2. Review with students how inches and centimeters.
- measurement.

Extra Lessons: Day 6, Lesson 6 -15 Mins How many steps?

- 1. Challenge your students to measure how far it is from their desks to different places in the classroom such as the sink, the door or the teacher's desk.
- 2. Have them measure using their own feet and taking steps heel to toe to ensure that their steps stay uniform.

Objectives	Teacher Guide	Teacher Guided Practice
 4. For example: Ask students whether a class textbook is more likely to be 3cm or 30 cm long. 5. They should logically come up with the answer that a textbook is 30 cm 	 Before sending them off to measure give each student a paper with the different locations you want them to measure and a pencil. Then practice what it means to step heel to toe. When they are finished measuring, 	
long. 6. Wander around the classroom and measure a few things to solidify this idea for your students.	gather them together to discuss their results. Some questions to discuss are; Does it matter what size feet different people have? Will smaller feet need to take more steps or fewer steps? How about bigger feet?	
Assessment Activity 1. Have students partner up and measure 10 things around the room, the pair will need to write down what they measured and the measurements. 2. Have students complete the two measurement	Assessment Activity 1. For homework, students can also be assigned to measure things at home with their foot or other small object and compare the sizes.	Assessment Activity 1.

Summary

1.