

# MEASURES OF LENGTHS, WIDTHS AND COMPARISON OF ESTIMATES WITH ACTUAL MEASUREMENT USING STEPS AND HAND SPAN

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## Subject

Mathematics

## Prepared By

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## Grade Level

2

## Overview

This lesson plan covers teaching content for;

1. Measures of lengths, widths and comparison of estimates with actual measurement using steps and hand span

## Objectives

Students should be able to;

1. Measure the length and/or width of objects, room and straight edged materials.

## Activity Starter/Instruction

1. Ask the class as you held up your hand with your thumb and little finger spread as far apart as possible "How long do you think it is from the tip of my thumb to the tip of my little finger?"
2. Have students hold up their ruler and guess how long is your span hand using the inches on the ruler.
3. Record answers on the board.

## Teacher Practice

### Lesson 1-25 Mins

1. Say, "Let's see how much long it is by measuring with our ruler."
2. Tell a student to hold your ruler still while you measure hand span
3. Explain to the students as they watched, "I placed my thumb so the tip was even with the end of the ruler. The tip of my little finger is partway between seven and eight inches. Because my finger goes past seven inches and is closer to eight inches, I'm going to round up and say its eight inches."
4. Tell the students, "If your finger is partway between two numbers, use the closer number as the measurement of your hand span."
5. Write on the board to model for the students how to record:

## Materials Required

- Rulers
- Paper
- Pencils
- Work book
- Measuring tape

## Additional Resources

- <https://www.education.com/lesson-plan/measurement-classroom>
- [https://mathsolutions.com/ms\\_classroom\\_less\\_spans](https://mathsolutions.com/ms_classroom_less_spans)
- <https://www.k-5mathteachingresources.com/grade-measurement-and-data.html>
- <https://mathsolutions.com/classroom-lessons>
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## Additional Notes

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**Assessment Activity**

1. Assess students' understanding by having them share their answers.

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**Guided Practice****Lesson 1-15 Mins**

1. Let students count how many times it will take their hand span to cover the length of their table taking steps while counting
2. Their answer should correspond with what they solve in their work book
3. Draw the following chart on the board: A chart with the categories listing name, table length, hand span, and the number of hand spans in table length.
4. Tell the students to give you what they have solved in their work book as you fill in the chart
5. Ask students what they noticed in each of the chart on the board
6. Students should notice that tall students have long hand span. Note down answers from students.

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Hand span = 8 inches

6. Tell the students "After you've measured and recorded your hand span, you'll need to measure the length of your table.
7. Using a measuring tape, measure from the edge of the table to the other end. "The length of the table is between 26 inches and 27 inches."
8. Ask the students which inch is closer? "Just like with the hand span measurement, if your arm measurement is between two numbers, use the closer number." (27)
9. Record your measurements on the board:  
Hand span = 8 inches, table length = 27
10. Now ask the students "if my hand span is about 8 inches and my table length is about 27 inches, how many hand spans long is my table length?"
11. Guide students to understand that this is division because they have to figure out how many 8 are in 27
12. Help students model the problem  $27 \div 8 = ?$   
While they solve using various methods (number line, repeated addition etc)
13. Students should get 3 R 3 as the answer.

Summary		
1.		