

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.

Introduction/Instruction

- 1.Tell students that today they will be using a ruler to measure in centimeters, a unit of measurement.
- 2.Review with students how to use a ruler to measure inches and centimeters.
- 3.Explain to students how to estimate a measurement.

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.

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

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 long.
6. Wander around the classroom and measure a few things to solidify this idea for your students.

Teacher Guide

3. Before sending them off to measure give each student a paper with the different locations you want them to measure and a pencil.
4. Then practice what it means to **step heel to toe**.
5. When they are finished measuring, 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?

Teacher Guided Practice

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 worksheets.

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.