

MEASUREMENT (LENGTH AND HEIGHT)

LEARNING GOALS

Use key vocabulary such as long, tall, and inches to measure length and height of different things

Approximate time: 1 hour 15 minutes

MATERIALS

Two pencils of different length, printable 12-inch ruler (page 3), word wall cards, picture cards to go with word wall cards

SEQUENCE

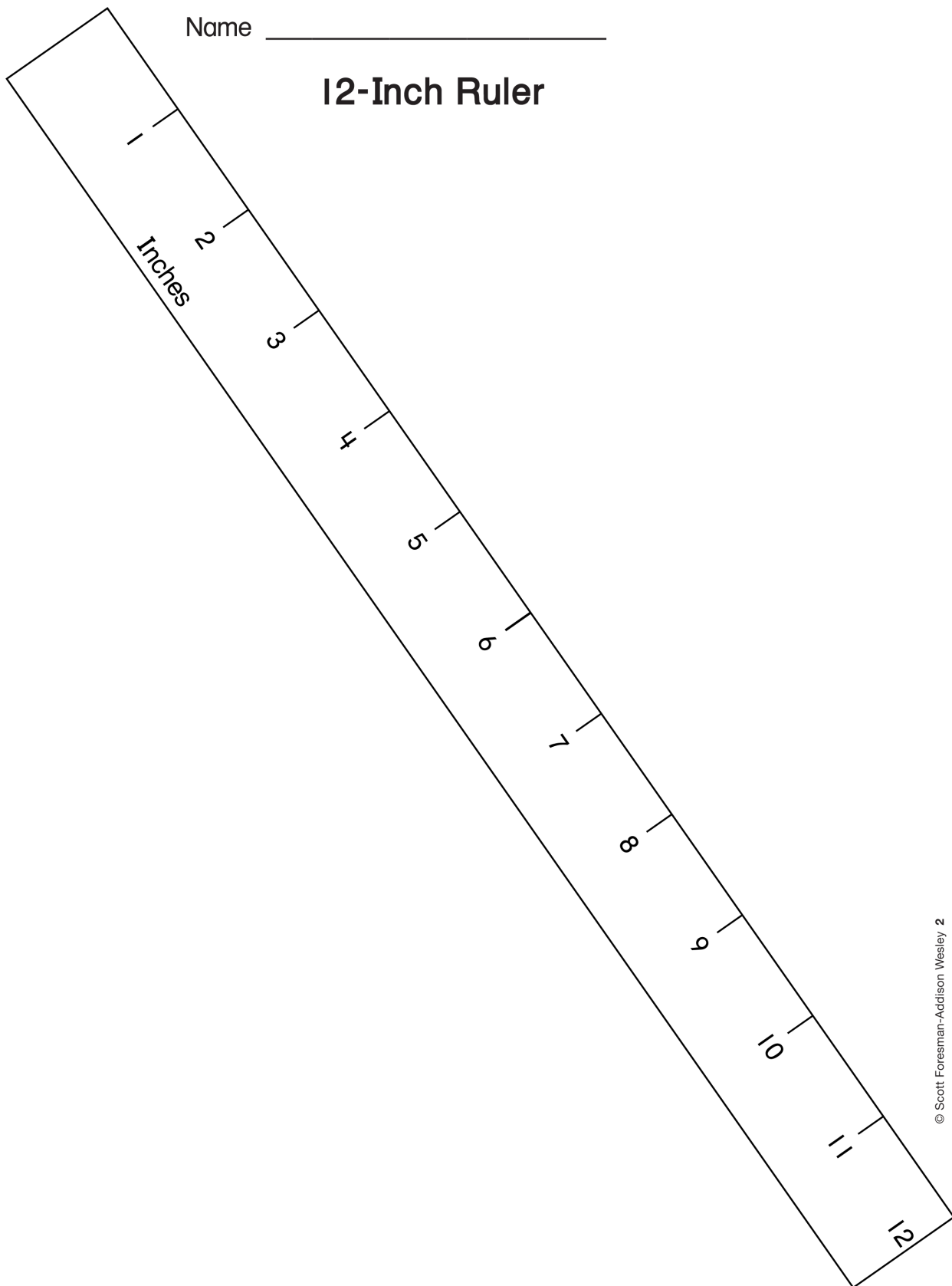
Activating Prior Knowledge	5 minutes	<p>Show students two pencils of different lengths. Ask which one is longer</p> <p>Ask students what can they do to find out how long each pencil is. Possible responses include non-standard tools such as the span of hand, a piece of string, and standard tools such as ruler.</p> <p>Explain today we will do some measuring activities</p>
Building Background/Key Vocabulary (Word Wall)	10 minutes	<p>Introduce the following words: long, tall, inches, ruler, measure.</p> <p>Go over meaning (differentiate between long and tall in the measurement sense: long is going sideways, tall is going up and down), and model making meaningful sentence for each word. Invite students to make additional sentences.</p> <p>Create word wall with students by matching each word with corresponding picture card.</p>
Interactive Practice	55 minutes	<ul style="list-style-type: none"> • Give each pair of students a 12-inch ruler • Have them look closely at the inches indicators. Have them put their fingers on the beginning of the ruler. Repeat for the end of the ruler. • Ask questions such as the following: where does the measuring part of the ruler start? Where does it end? How long is 6 inches on your ruler? • If students are unfamiliar with using their ruler, ask them to draw a line 6 inches long on a piece of paper, and pass their line to another person or team to be checked. • Hold up one pencil and ask: How long is this pencil? How do you use the ruler to measure? Call on volunteer to demonstrate. Guide volunteer to show the correct way to use the ruler—place the ruler against the pencil, identify the starting point to measure, move to the end point of the pencil you are measuring, and read the last number on the ruler that is alongside the pencil.

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- Ask students to take out their pencils and measure how long their pencils are. Ask volunteer to share, using the key words: The pencil is _____ **inches long**.
 - Ask students, how long is a desk (in the classroom). Ask student volunteer to demonstrate. Guide volunteer to show how to measure something that is longer than the ruler: the end point becomes the start point; add up the total number of inches.
 - Ask students to work with their partners to measure how long their own desks are. Ask volunteer to share, using the key words: The desk is _____ **inches long**.
 - Ask students, how tall is a chair (in the classroom). Ask student to volunteer to demonstrate. Guide volunteers to show how to place the chair against the wall or a piece of chart paper, use a book or other flat object to be placed on top of the chair, and use a chalk or other marker to create a height marker on the wall or chart paper. Once the height marker has been placed, the student volunteer may sit down and the class can coach the teacher through measuring the height of the marker, using the ruler.
 - Have students work in pairs to measure how tall a chair is. Ask volunteer to share, using the key words: The chair is _____ **inches tall**.
 - Assign student pairs with different classroom objectives to measure how long or how tall those objects are. E.g., door knob, book case, chalk board.
 - Have each student pair share out their measurement, using the key words: The _____ is _____ **inches long/tall**.
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Wrap-Up	5 minutes	Review the key vocabulary from word wall Ask students, what can we use to measure?
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Name _____

12-Inch Ruler



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