

(2) Measuring Lengths

Kyla Baker · Kindergarten · Mathematics: Measurement – Lengths

Core Competencies:

Communication:

- Students will participate in individual and group work to simultaneously share knowledge and gain new skills: I can ask and respond to simple, direct questions.
- Students will compare objects and use applicable language to interpret and present their findings: I can understand and share information about a topic that is important to me.

Thinking:

- Students will utilize items that are novel to them in order to place values upon those items using the prescribed terminology: I get ideas when I play.
- Students will observe objects and compare them using non-standard measurements to evaluate attributes: I can identify criteria that I can use to identify evidence.
- Students will be questioned about the attributes of comparable objects in order to examine them: I can explore materials and actions.

Personal & Social:

- Students will be presented with problems which are attainable: I can show a sense of accomplishment and joy.
- Students will recognize when they are struggling and act accordingly: I can persevere with challenging tasks.
- Students will work with others to solve questions: I can solve problems myself and can identify when to ask for help.

Big Ideas:

- Objects have attributes that can be described, measured, and compared.

Curricular Competencies:

Students will be able to:

- Comparing and identifying lengths: longer than, shorter than, longest, and shortest.

Content:

Students are expected to know:

- Terminology specific to height width, length, mass, and capacity: longer than, longest, shorter than, shortest, taller than, wider than, heavier than, lighter than, same as, holds more, holds less

Incorporation of Aboriginal Education:

First Peoples Principles of Learning:

- Learning is holistic, reflexive, reflective, experiential, and relational (focused on connectedness, on reciprocal relationships, and a sense of place).
- Learning involves patience and time.

Diversification/Differentiation:

- Students can work in pairs or parallel to each other to avoid debilitating challenges
- Quick finishers can be asked to find an additional item which is longer or shorter than the predetermined ones

Assessment Tools & Strategies:

- Observation – teacher will circulate and listen to ensure students are using the new vocabulary properly, interrupting when necessary; review completed worksheets and address incorrect answers (preferably when students are handing their worksheets in, if time allows, or pull students away from math tubs to review learning gaps) – do so by gathering the items in question and have the student concretely/verbally review the activity

Cross-Curricular Connections:

English Language Arts – learning to use math specific vocabulary

Resources/Materials:

- Horses
- Dinosaurs
- Chain Links
- Dominos
- Premade Worksheet
- Big Blocks
- Keva Blocks
- Pencils
- Unifix Cubes
- Best Bug Parade by Stuart J. Murph

Method:

Prep: Set up stations throughout the room with items to be measured and the measurement tool; print worksheets

Lesson:

1. Read Best Bug Parade by Stuart J. Murphy
2. Remind students how we did longer and shorter items and introduce that we will measure lengths today
3. Model the activity by having a dinosaur (one that won't be used during their worksheet) and measure the item using uni-fix cubes; count as a group how many are used to measure the dinosaurs length, and record the number on the board
4. Repeat the exercise with a horse (or another animal if there wasn't enough) measuring with chain links this time
5. Tell students there are 4 different stations set up with an item they will need to measure
6. Inform them they will know where to start by looking at their worksheet; ask students where we start? (at the top) by sure to show two worksheets that start at a different station **emphasize the importance of going in order to avoid squishy stations
7. Review steps (1) name (2) look at what is first on my worksheet, measure that item and record the number (3) look where my second station is and continue as such until the worksheet is complete
8. Students can play with math tubs once they are finished

Name: _____

Measuring Lengths

A dinosaur  is _____  uni-fix cubes long.



A horse  is _____  chain links long.

A big block  is _____  Keva blocks long.



My shoe  is _____  dominos long.

Name: _____

Measuring Lengths

My shoe  is _____  dominos long.



A dinosaur  is _____  uni-fix cubes long.


A horse  is _____  chain links long.

A big block  is _____  Keva blocks long.

Name: _____

Measuring Lengths

A big block  is _____  Keva blocks long.



My shoe  is _____  dominos long.

A dinosaur  is _____  uni-fix cubes long.

A horse  is _____  chain links long.

Name: _____

Measuring Lengths

A horse  is _____  chain links long.

A big block  is _____  Keva blocks long.

My shoe  is _____  dominos long.

A dinosaur  is _____  uni-fix cubes long.