

## Measuring Widths

Kyla Baker · Kindergarten · Mathematics: Measurement – Width

### 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 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 widths: thick, thicker, thickest, thin, thinner, thinnest, wider than, narrower than, widest, and narrowest

### Content:

Students are expected to know:

- Terminology specific to height, width, length, mass, and capacity: longer than, shorter than, taller than, wider than, thick, thin, thicker, thinner, thicker than, thinner than, thickest, thinnest, heavier than, lighter than, same as, holds more, holds less

### Incorporation of Aboriginal Education:

First Peoples Principles of Learning:

- Learning ultimately supports the well-being of the self, the family, the community, the land, the spirits, and the ancestors.
- 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
- Students can reference the number posters if they need help writing the numbers

### Assessment Tools & Strategies:

Observation: teacher will circulate to ensure students are moving through the stations and check for understanding; teacher can double count items for students who ask (get them to count with you)

Worksheet: teacher will review completed worksheets to check for understanding and clarity of explanation of measurement – as students are handing them in address any obvious flaw (a number much lower/higher than you know it should be around, ask the student to redo that station to check their answer

### Cross-Curricular Connections:

English Language Arts: vocabulary specific to math

### Resources/Materials:

- Straw Connectors
- Uni-Fix Cubes
- Kiva Blocks
- Dominos
- Books
- Colored Chips
- Tape
- Turtle (made from paper plate and green paper)
- Premade Worksheet

### Method:

**Prep:** Use a paper plate and pieces of green paper:



similar to this; make 4

Create a structure using the straw connectors (lots of ideas on Google, I plan to make a salamander to connect to nature school and inquiry going on in the classroom)


Print class set of the worksheet (see below)

### Lesson:


1. Reminds students that we have been looking at the widths of different items and today we will measure the widths of different items; review the word estimate asking what they think it means since it is new
2. Review the rules of how to measure each thing using the specified items
3. Start with a book (one that won't be used during the activity) asking students where to start measuring the width (on the end? In the corner?) have them try to correct you to start in the middle of the book and go across the center of it; ask students how many colored chips they think they will use to measure the whole width; use the colored chips the whole way across (place tape on the back so they can stick to the book rather than lay flat to ensure all students can see)
4. Next demonstrate the turtle, following the same process as before (estimating first, and measuring with unifix cubes this time)
5. Point to the structure made with the straw connectors and tell students they will measure the lengths of it using chain links; emphasize that there is only one and it is fragile so no one should be touching it and to be very careful/gentle while measuring its width
6. Have students move into a circle to demonstrate the arm span: hug the ground and use two Keva blocks to mark there your finger tips are, have students guess how many Keva blocks you will need to make it across, next use more Keva blocks to measure the width of your arm span (so the space between the two Keva blocks used to represent where your fingertips ended)
7. Remind students that they need to clean up after they have finished measuring the width of every item to ensure that everyone has to measure the item on their own and not copy/count something that was left behind
8. Students can play with math tubs once they are finished

Name: \_\_\_\_\_


## Measuring Widths

My estimate  is \_\_\_\_\_.


A book  is \_\_\_\_\_  colored chips thick.

My estimate  is \_\_\_\_\_.

My arm span  is \_\_\_\_\_  Keva blocks wide.

My estimate  is \_\_\_\_\_.


A turtle  is \_\_\_\_\_  unifix cubes thick.

My estimate  is \_\_\_\_\_.


A  salamander is \_\_\_\_\_  dominos wide.

Name: \_\_\_\_\_


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My estimate  is \_\_\_\_\_.

A book  is \_\_\_\_\_  colored chips thick.

My estimate  is \_\_\_\_\_.


My arm span  is \_\_\_\_\_  Keva blocks wide.

My estimate  is \_\_\_\_\_.


A turtle  is \_\_\_\_\_  unifix cubes thick.

Name: \_\_\_\_\_


## Measuring Widths



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A  salamander is \_\_\_\_\_  dominos wide.

My estimate  is \_\_\_\_\_.


A book  is \_\_\_\_\_  colored chips thick.

My estimate  is \_\_\_\_\_.


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