

10 Days of Lesson  
Plans and Activities

1st+  
grade



THE MAGIC OF MATH  
Unit 6:  
**measurement**

*by Hope King and Amy Lemons*

# Unit Six

## MEASUREMENT OVERVIEW

|                         | FOCUS   | STANDARD                                      |
|-------------------------|---|---|
| <b>WEEK</b><br><b>1</b> | Linear Measurement<br>Intro to Measurement,<br>Ordering Lengths     | TEKS:<br>1.7ABCD<br>CC: 1.MD.A.1,<br>1.MD.A.2 |
| <b>WEEK</b><br><b>2</b> | Linear Measurement<br>Nonstandard Measurement,<br>Comparing Lengths | TEKS:<br>1.7ABCD<br>CC: 1.MD.A.1,<br>1.MD.A.2 |

*intro to*

MEASUREMENT:

UNDERSTANDING

NONSTANDARD

MEASUREMENT

# day 1

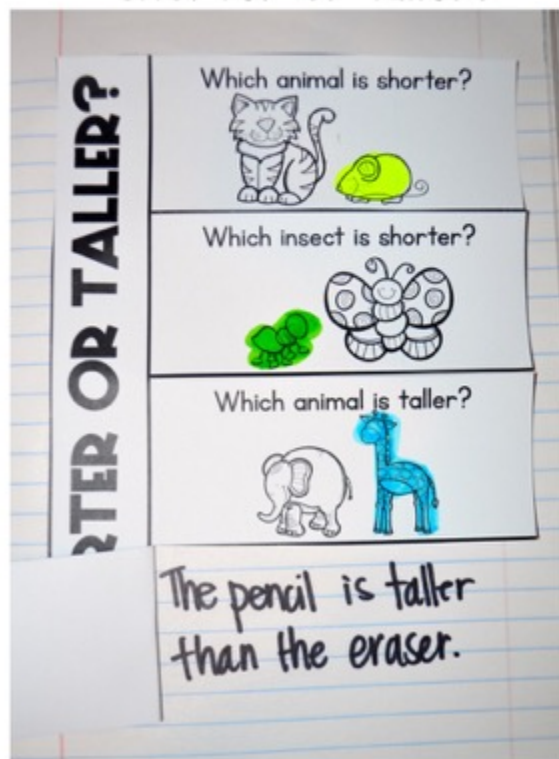
Minilesson: Build and Compare:



Activity: In the Bag:

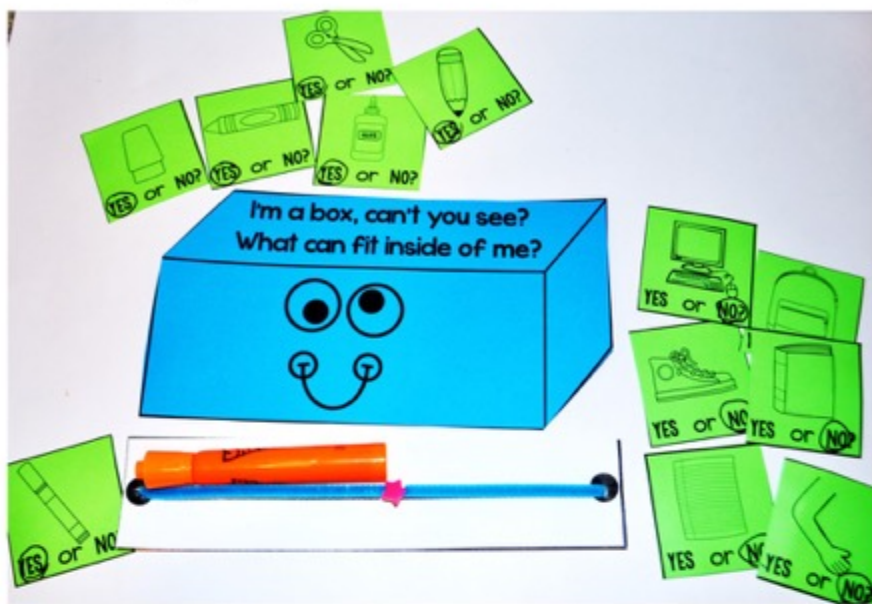


Interactive Notebook:  
Shorter or Taller?



# day 2

Activity: What fits inside the box?



Minilesson: Partner Showdown

Independent Work: Longer or Shorter?

PARTNER SHOWDOWN

| TASK:            | WHICH POM WENT THE LONGEST DISTANCE? |           |
|------------------|--------------------------------------|-----------|
| BLOW THE POM     | PARTNER 1                            | PARTNER 2 |
| KICK THE POM     | PARTNER 1                            | PARTNER 2 |
| PUSH THE POM     | PARTNER 1                            | PARTNER 2 |
| DROP THE POM     | PARTNER 1                            | PARTNER 2 |
| TOSS THE POM     | PARTNER 1                            | PARTNER 2 |
| FLICK THE POM    | PARTNER 1                            | PARTNER 2 |
| ROLL THE POM     | PARTNER 1                            | PARTNER 2 |
| TURN AND RELEASE | PARTNER 1                            | PARTNER 2 |

PARTNER 1: \_\_\_\_\_ PARTNER 2: \_\_\_\_\_

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

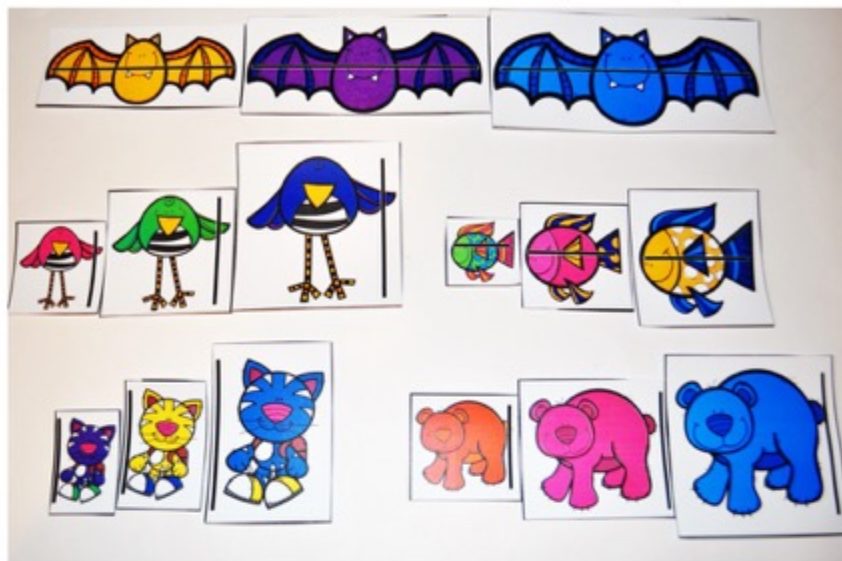
Use a string that is as long as the line to measure the objects below.

Color Code:  
shorter than the string: BLUE  
longer than the string: RED

A worksheet for measuring objects with a string. The string is blue. Objects are shown with lines indicating their length relative to the string. A pencil is shorter than the string (blue). A red pencil is longer than the string (red). A red marker is longer than the string (red). A blue string is shorter than the string (blue). A red smiley face is longer than the string (red).




# day 3

## Minilesson: Ordering Lengths




Activity: Which Ribbon is the Longest Scoot

Which ribbon is the longest?  
CARD 2

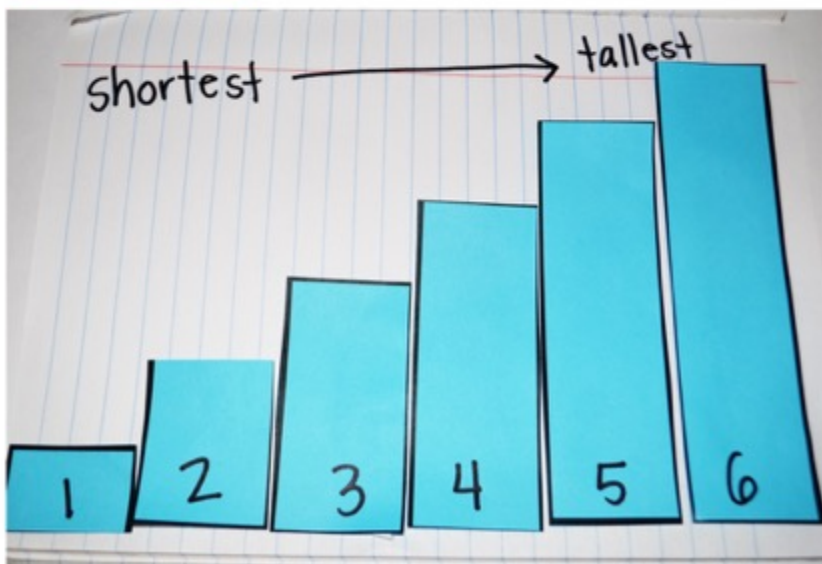
(A)   
(B)   
(C) 

Name \_\_\_\_\_  
**MEASURE**  
CARD WHICH RIBBON IS THE LONGEST?

|    |   |
|----|---|
| 1  | B |
| 2  | A |
| 3  | C |
| 4  | A |
| 5  | C |
| 6  | C |
| 7  | C |
| 8  | B |
| 9  | B |
| 10 | C |



Interactive Notebook:  
Students order the lengths from shortest to tallest

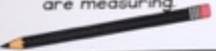


# day 4

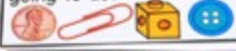
Minilesson:  
Introduce  
Nonstandard  
Measurement

## I CAN MEASURE

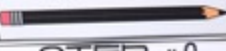
**STEP #1:**  
Look at the object you are measuring.



**STEP #2:**  
Decide what tool you are going to use to measure.



**STEP #3:**  
Line up the object you are measuring.



**STEP #4:**  
Begin lining up your measuring tool at the end of your object.



**STEP #5:**  
Continue using the measuring tool until you reach the other end. Make sure to line them up straight! No gaps or overlap!

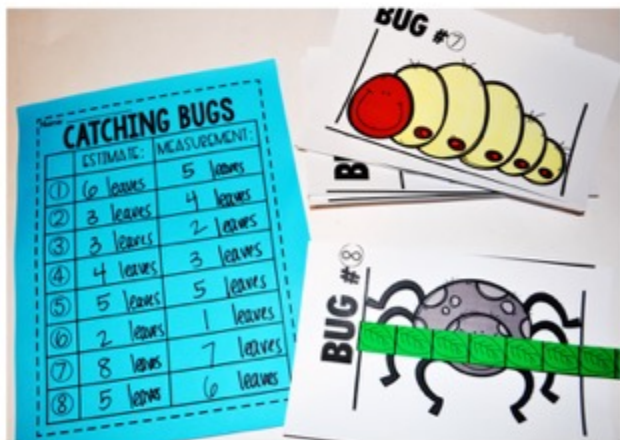


**STEP #6:**  
Count how many units it takes to get from one end to the other.

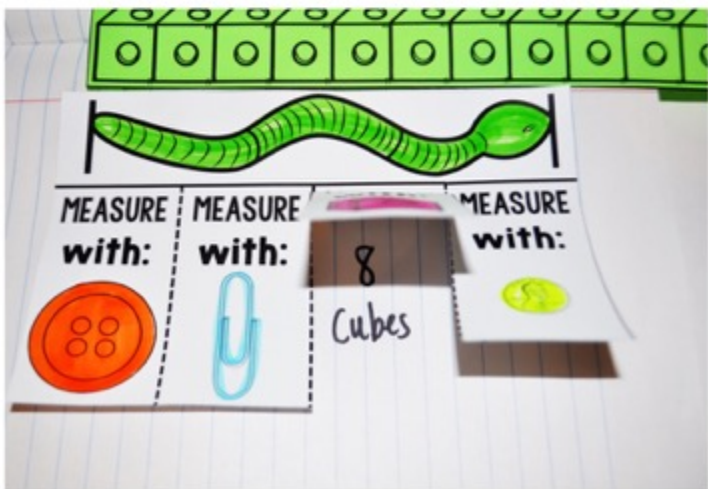
3



## Activity: Catching Bugs



## Interactive Notebook: Measure the Snake



# day 5

Minilesson:  
Measurement  
Review Power Point

Activity: Measurement Scoot- show students how to find the best measurement. Sometimes we may have to say "almost 3 buttons" depending on our measuring tool

**MEASURE ME! CARD (A)**

|   | MEASUREMENT 1:   | MEASUREMENT 2: |
|---|------------------|----------------|
| A | 4 buttons        | 7 cubes        |
| B | 2 buttons        | 4 cubes        |
| C | 3 buttons        | 6 cubes        |
| D | 1 buttons        | 2 cubes        |
| E | almost 3 buttons | 5 cubes        |
| F | 4 buttons        | 7 cubes        |
| G | 3 buttons        | 5 cubes        |
| H | 2 buttons        | 3 cubes        |
| I | almost 5 buttons | 9 cubes        |
| J | 3 buttons        | 5 cubes        |

## MEASUREMENT Review



If you continued measuring the watch in paperclips, how many more paperclips would it take to measure the watch?

(1)

## Review

(A) Which bird is shorter?



## Assessment:

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

### MEASUREMENT

- Circle the piece of ribbon that is the same length as the car.
- Draw a flower that is about 3 paperclips tall.
- Circle the line that is longer than the frog.
- Circle the line that is longer than the eraser.
- About how long is the comb?
 

a. 3    b. 6    c. 4
- About how long is the marker?
 

a. 4    b. 3    c. 5



nonstandard

MEASUREMENT:  
MEASURING AND  
COMPARING  
MEASUREMENTS

# day 1

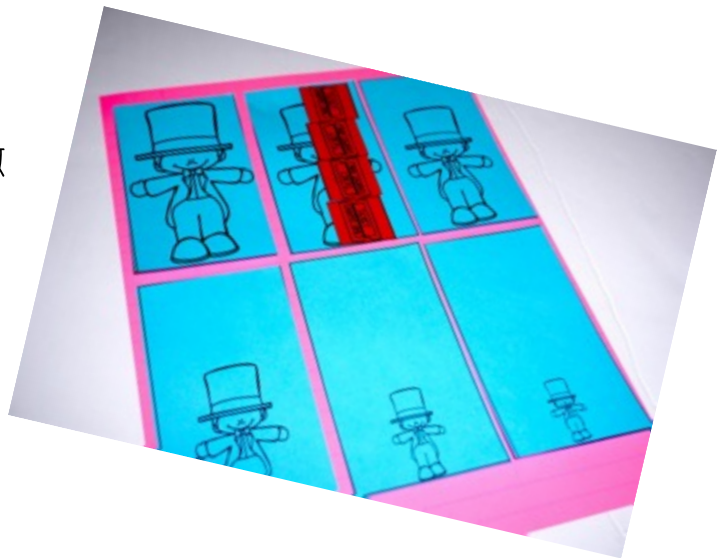
Minilessons: Step Right Up  
(Non-standard Measurement)



Activity: Off to the Circus (non-standard estimations & measurement)



Independent Work: The Ring Leader Order Up (Comparing & Ordering heights (Then measuring to confirm))



# day 2

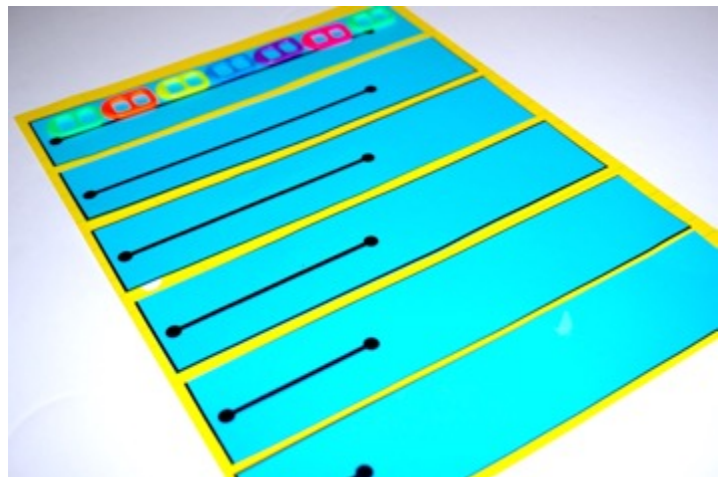
Minilesson: The Paper Chain Challenge - measuring and ordering objects by length)



Activity: Off the Chain measurements & comparisons



Independent Work: Measure and Order



# day 3

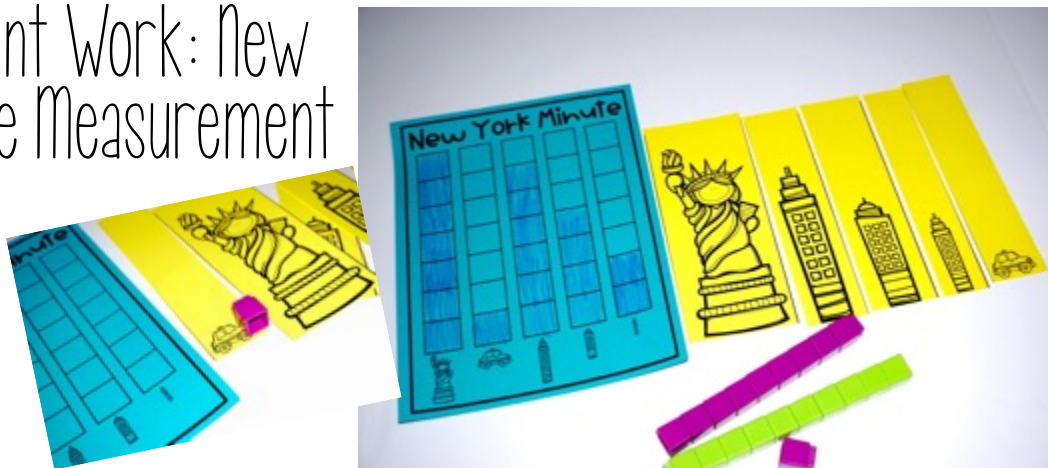
Minilesson: Class Height By the Foot (measure & order objects by height)



Activity: New Heights (measure and compare heights)



Independent Work: New York Minute Measurement



# day 4

Minilesson: Once Upon a Measurement Model Lesson




Activity: Once Upon a Measurement (using a third party object to estimate)

Independent Work:  
Measurement Quick Check



**Measurement Quick Check**

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


1. About how many \_\_\_\_\_ long is the pencil?  
a. about 3  
b. about 7  
c. about 15




2. The marker is about 8 \_\_\_\_\_ long.  
About how long is the nail?  
a. about 4  
b. about 10  
c. about 2



3. Georgia measures the saw with \_\_\_\_\_.  
About how long is the saw?  
a. about 1  
b. about 20  
c. about 5

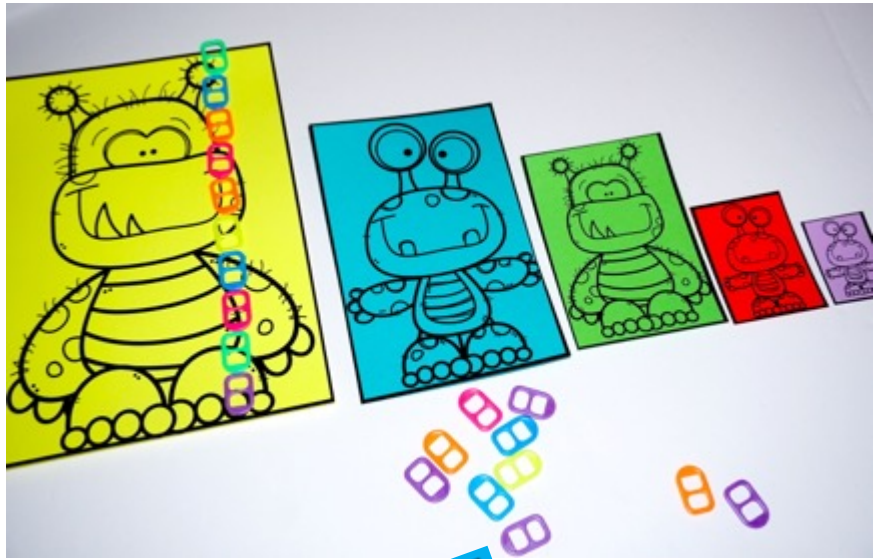


4. About how many \_\_\_\_\_ tall is the bear?

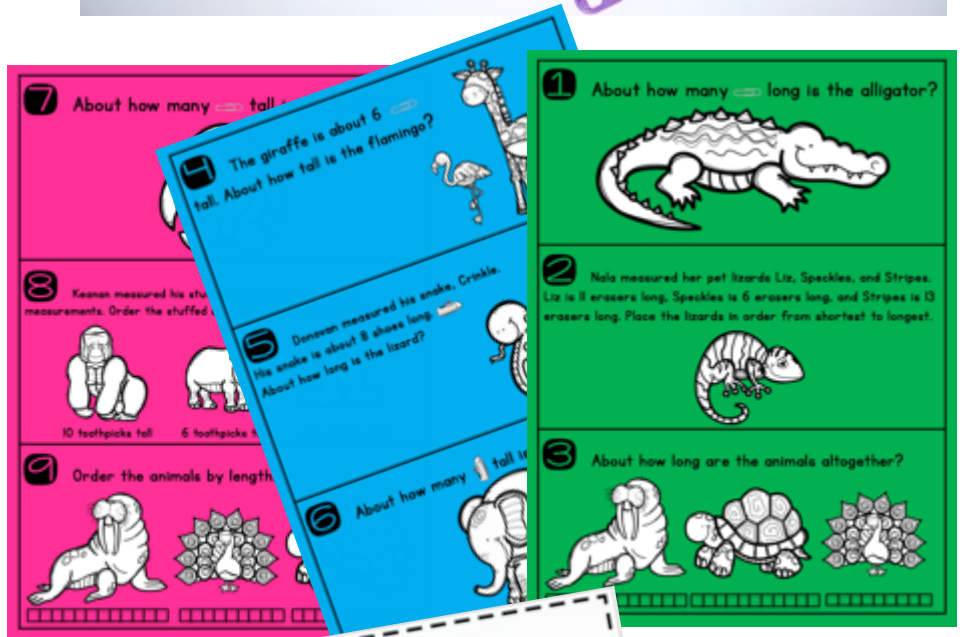


# day 5

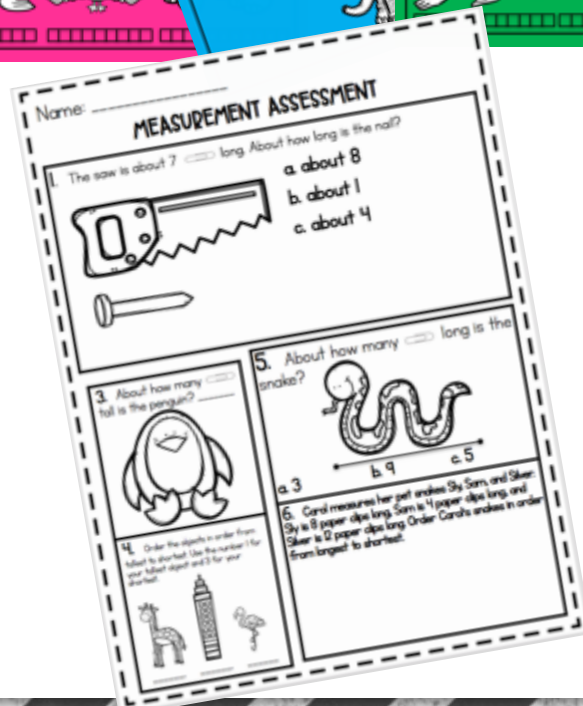
Minilesson: Monster Stack (Using a third party object to compare heights)



Activity:  
Measurement  
Mania Scoot



Measurement  
Assessment:



# DAILY LESSON PLANS

## MEASUREMENT day 1

| FOCUS                | OBJECTIVE                               | MATERIALS                                 |
|----------------------|---|---|
| Intro to Measurement | I can measure the length of the object. | snap cubes, paper bag, classroom supplies |

## MEASUREMENT day 2

| FOCUS              | OBJECTIVE                                   | MATERIALS                           |
|--------------------|---|-------------------------------------|
| Looking at Lengths | I can order objects based on their lengths. | string, classroom objects, pom-poms |

| VOCABULARY WORDS    | WORD PROBLEM |
|---------------------|--------------|
| LENGTH, ESTIMATE, C |              |

## MEASUREMENT day 3

| FOCUS            | OBJECTIVE                                  | MATERIALS                 |
|------------------|--|---------------------------|
| Ordering Lengths | I can order objects based on their length. | no extra materials needed |

| VOCABULARY WORDS                 | WORD PROBLEM   |
|----------------------------------|--|
| LENGTH, ESTIMATE, COMPARE, ORDER | Choose three objects of your desk. Order the objects from shortest to tallest. Draw pictures to show what you did. |

| MINILESSON  | ACTIVITY  | INDEPENDENT WORK  |
|---|---|---|
| <p>Today we will introduce the concept of ordering lengths. In week 2, you will explore this concept more with actual nonstandard measurements. Today we want students to pay attention to lining their objects up before ordering. All objects should have the same starting point.</p> <p>Use the animal cards to practice ordering objects. Some of these will be ordering them by length while others will be ordering by height. Before students help you order the objects, have students estimate what they think the order will be. For example: "I think the blue bear is the shortest, then the yellow bear, then the red bear is the tallest." Show students how to line up the objects and order.</p> | <p>Which ribbon is the longest? Scoot! Place the cards around the room. Students can use their measuring tool from yesterday.</p> <p>Students visit a card, look at the three different ribbons, use their measuring tool to estimate (look at picture instructions). Students circle the ribbon that is the longest on their recording sheets.</p> | <p>Ordering Lengths: Students cut out the rectangles. Students will line them up from shortest to tallest before gluing anything down. Students check their order and then glue from shortest to tallest.</p> |

students complete a second measurement using their second tool.

Practice drawing lines using the tools. For example, draw a line (starting from the dot) that is 3 paperclips long. Students line up 3 paperclips and draw a line from the dot to the end of the third paperclip.

Afterwards, students use their leaf strip to practice drawing insects of certain lengths.

the class. Discuss the questions as a class. Allow students to share their ideas as they are answering.

determine what you want the students to measure with. There are three options: Estimate and Measure Once, Measure Once, or Measure with 2 units.

## day 4

| MATERIALS   |
|---|
| plastic sleeves, classroom objects, optional: beans, paperclips, cubes, pennies |

| WORD PROBLEM   |
|--|
| Use cubes to measure a pencil and paper. Draw a picture and write your measurements. |

| INTERACTIVE NOTEBOOKS   |
|---|
| Students cut out the rectangle and in between the flaps on the dotted lines. Students will only glue underneath the snake. Students will measure the snake with beans, paperclips, cubes, and pennies. Students write the measurement underneath each flap. |

## day 5

| MATERIALS                     |
|-------------------------------|
| measuring tool of your choice |

| WORD PROBLEM   |
|--|
| of your hand. Name the objects that are longer than your hand. |

| ASSESSMENT |
|------------|
|------------|

Students take a measurement assessment.

**VO**  
**L**

**MINIL**

This week we measurement to 18 activities will focus which objects are objects a

Students will need cubes (any type of work, but snap cube line their blocks up classroom

Show students a 1 Students will follow the card to know

For example: Who or a pair of snap cubes together. 1 object. They will and their tower. 5 which is shorter students use their and compare the

Now is a good time up objects, but we deeper on

**MINILESSON**

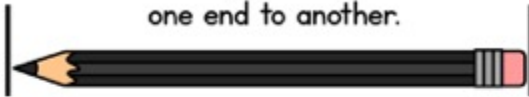
This mini-lesson will be an exploration of longer and shorter. Students get with a partner. Students each need a pom or a cotton ball. Students share a recording sheet. There is a description of each activity for the teacher.

Partner Showdown. Partners stand shoulder to shoulder to make sure they are starting at the same point. They can take a step over, but they must have the same starting point. When you say go, students complete one of the Partner Showdown tasks with their pom. For example: Blow the Pom. Students hold the pom in their hand and blow on it. The pom will release from their hand and land on the floor. Students are trying to see which pom went the farthest. Students record their results on their recording sheets.

# VOCABULARY CARDS

## LENGTH

We can measure an object to find the distance from one end to another.



## ESTIMATE

The piece of paper is about 12 paperclips long



## COMPARE

The pink bear is taller than the blue bear



## ORDER



# i CAN STATEMENTS

## I CAN:



**MEASURE THE LENGTH OF AN OBJECT**

**SELECT APPROPRIATE MEASURING TOOLS**



**MEASURE AN OBJECT TWICE USING DIFFERENT UNITS OF MEASUREMENT**



**ORDER OBJECTS BASED ON THEIR LENGTH**

The ribbon is about two paperclips long.



**DETERMINE THE LENGTH OF AN OBJECT**



**SOLVE PROBLEMS INVOLVING LENGTH**

Margaret has four blocks. Each block is 3 paperclips tall. How tall are the blocks when put together?



The giraffe is taller than the mouse.

**COMPARE THE LENGTHS OF OBJECTS**

# DAILY WORD PROBLEMS

## WORD PROBLEM- DAY ONE

Think about the animals listed. Try to order the animals from shortest to tallest.  
cat frog hippo

Think abc  
a

## WORD PROBLEM- DAY TWO

I have a new pencil, pair of scissors, and eraser. Order the objects from shortest to tallest.

Think abc  
a

I have a new pencil, pair of scissors, and eraser. Order

Think abc  
a

## WORD PROBLEM- DAY THREE

I have a ne  
eraser. Order

Choose three objects at your desk. Order the objects from shortest to tallest. Draw pictures to show what you did.

Think abc  
a

I have a ne  
eraser. Order

Choose three objects at your desk. Order the objects from shortest to tallest.

## WORD PROBLEM- DAY FOUR

Think abc  
a

I have a ne  
eraser. Order

Choose three objects from shortest to tallest.

Use cubes to measure a pencil and crayon. Draw a picture and write your measurements.

Think abc  
a

I have a ne  
eraser. Order

Choose three objects from shortest to tallest.

Use cubes to measure  
Draw a picture and

## WORD PROBLEM- DAY FIVE

Think abc  
a

I have a ne  
eraser. Order

Choose three objects from shortest to tallest.

Use cubes to measure  
Draw a picture and

Look at your hand. Name two objects that are shorter than your hand. Name two objects that are longer than your hand.

Think abc  
a

I have a ne  
eraser. Order

Choose three objects from shortest to tallest.

Use cubes to measure  
Draw a picture and

Look at your hand. Name two objects that are shorter than your hand. Name two objects that are longer than your hand.

Think abc  
a

I have a ne  
eraser. Order

Choose three objects from shortest to tallest.

Use cubes to measure  
Draw a picture and

Look at your hand. Name two objects that are shorter than your hand. Name two objects that are longer than your hand.

Think abc  
a

I have a ne  
eraser. Order

Choose three objects from shortest to tallest.

Use cubes to measure  
Draw a picture and

Look at your hand. Name two objects that are shorter than your hand. Name two objects that are longer than your hand.

Think abc  
a

I have a ne  
eraser. Order

Choose three objects from shortest to tallest.

Use cubes to measure  
Draw a picture and

Look at your hand. Name two objects that are shorter than your hand. Name two objects that are longer than your hand.

Think abc  
a

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eraser. Order

Choose three objects from shortest to tallest.

Use cubes to measure  
Draw a picture and

Look at your hand. Name two objects that are shorter than your hand. Name two objects that are longer than your hand.

Think abc  
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Choose three objects from shortest to tallest.

Use cubes to measure  
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Choose three objects from shortest to tallest.

Use cubes to measure  
Draw a picture and

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