

Measuring Mania

Episode 202: Math is everywhere, Part Two
2nd Grade

Georgia Performance Standards

- M2M1a Compare the relationship of one unit to another by measuring objects twice using different units each time
- M2M1b Estimate lengths, and then measure to determine if estimations were reasonable
- M2M1c Determine an appropriate tool and unit for measuring
- M2G1 Students will describe and classify plane figures

Objectives

- The students will locate rectangles throughout the room.
- The students will use a nonstandard form of measurement to measure the rectangles found.
- The students will use a standard form of measurement to measure the rectangles found.

Materials

- TV/VCR or Computer/LCD Projector
- Video *Count On It! 202*
- Rectangular objects throughout the room
- Non-standard forms of measuring, like paper clips, shoes, new crayons, etc.
- Standard forms of measuring, like rulers and tape measures
- Pencils
- Data sheets (at end of lesson)

Procedure

Opening

- Introduce concept of standard measurement with a book such as [How Big Is a Foot?](#)
- Discuss story with students.

Work time

- View *Count On It! 202* clip “Measure Window” (VHS 00:00 – 6:33).
- Ask students what attributes a shape has to have in order to be a rectangle (four corners, all right angles, four sides, both sets parallel – some students may ask whether a square is a rectangle, and the answer is yes, but if they don’t make the connection, that’s all right – developmentally they will still see them as two different shapes).
- Have students brainstorm some things they could use for a non-standard form of measurement (paper clips, shoes, crayons).
- Students document their measurements on a chart provided.

- Students will work in pairs to measure three items with a standard form of measurement (ruler, tape measure, maybe a yard stick).
- Students document their measurement.

Closing

- Choose several pairs to share what they chose to measure, and both ways they measured it.
- Make sure during closing that students make the connection that non-standard units of measure can serve a purpose in the real world, but when looking for precise results in measuring, they should use a standard form.
- Students should also be made aware during closing that if they do not document the unit of measurement, then their answers are incorrect.

Assessment

- Teacher observation/documentation on student rubric used by your school/county during work time and closing (sample rubric can be found on our website)
- Data sheets collected

Measuring With Non-standard and Standard Units of Measure

Items Measured	Non-Standard	Standard
1.		
2.		
3.		

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