

STANDARD UNITS OF MEASURE

Episode 215: Blossom and Snappy Build Scale Models **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

Objective

- The students will explore measurement using standard units of linear measure by estimating the length of objects, choosing an appropriate tool of measurement, and by measuring the objects with two different units of measure within the same system.

Materials

- TV/VCR or Computer/LCD Projector
- Video *Count On It!* 215
- Class set of rulers
- Multiple yard sticks
- Multiple strands of measuring tape
- Documentation sheet (included)
- Pencils

Procedure

Opening

- View *Count On It!* 215 clip “Standard Units” (VHS 00:00 – 1:11).
- Tell your students that in the past, when they’ve measured things, they used non-standard units to measure, like the length of their hand, or a stick with equal increments marked off with tape. Today, they are going to use standard units of measure to measure things. Introduce the inch, foot, and yard using a ruler, a yard stick, and the measuring tape. Draw an example of each on the board so that they can visualize it. Also, point out that the measuring tape is flexible, so it can bend around things.
- Tell them that today they are going to find three things to measure – one that would be appropriate for each tool.
- Pass out the documentation sheet and explain how they are to record their results.

Work time

- Students may work individually, in pairs, or small groups (teacher’s choice) to choose three things in the room to measure. Students are to record their results on their documentation sheets (even if students are working in groups,

they each should have their own sheet so as to stay accountable of their own learning).

- Teacher should monitor and assist where needed, without giving direct help. Let students explore the method of measuring. If you notice a student is not starting at the correct place on the ruler, ask him where he is beginning his measurements; ask him where zero is. Let him realize why and how to begin in the correct place on his own. Also, if you see students measuring a straight line with measuring tape, allow them to use it, but ask if there is another tool they could also use to get the same results. And then ask them what kinds of things they might be able to measure with the measuring tape that they *wouldn't* be able to measure with a ruler or yard stick.
- As you monitor, choose students to share their findings with the class for closing. Choose students who used measuring tape for something that is not a straight line. Maybe choose a student who used inches to measure something that also could have been measured in feet (the length of a table, for example). Choose students who will help to spark interesting discussion on the findings.
- Once all students have completed the activity, come back together as a group.

Closing

- The chosen students take turns sharing their results. Students in the audience are encouraged to ask thoughtful questions.
- As students present and others inquire, make sure the conversation is guided so that the class can see how useful a measuring tape can be, as well as see why we would choose to measure shorter things in inches, longer things in feet, and short distances in yards.
- Some students may have measured the same thing, but with different units. Talk about whether or not they are both correct, and if so, if one might be a better choice than the other.
- At the end of the closing discussion, have each student measure one of their items again, but this time with a different unit.

Assessment

- Documentation sheet may be taken up for a grade
- Teacher observation/documentation on student rubric used by your school/county during work time and closing (sample rubric can be found on our website)