

## 800 METERS

### Estimation and measurement

#### **Episode 217:** Blossom and Snappy Learn About Planning **2<sup>nd</sup> 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

#### **Objectives**

- The students will estimate how long 800 meters is on their school campus.
- The students will measure out 800 meters on their school campus.
- The students will predict if the number in yards of that same distance will be greater or less than 800.
- The students will measure that same distance in yards to observe the difference.

#### **Materials**

- TV/VCR or Computer/LCD projector
- Video *Count On It!* 217
- Class set of meter sticks
- Class set of yard sticks
- Documentation sheet (included)
- Pencils

#### **Procedure**

##### *Opening*

- View *Count On It!* 217 clip “Track and Field” (VHS 5:32 – 7:27).
- Ask your students, “What do you think 800 meters looks like in real life?”

##### *Work time*

- Students may work individually, in pairs, or in small groups (teacher’s choice)
- Pass out documentation sheets and describe the instructions to the students.
- Students are to describe a path that would be approximately 800 meters in length.
- Using the meter sticks, students measure the length of the path they chose. If they were incorrect in their estimations (which they most likely will be), have them to document the exact length of 800 meters on their documentation sheet.
- Give the students the yard sticks. Students predict whether the distance of 800 meters will be a higher number in yards or a lower number in yards.
- Students measure that same path in yards and document their findings.

### *Closing*

- Choose a few students to share their results. Make sure they discuss how close they were in their estimations, and whether the distance measured a higher or lower number in yards, and why.
- Students listening may ask thoughtful questions.

### **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)