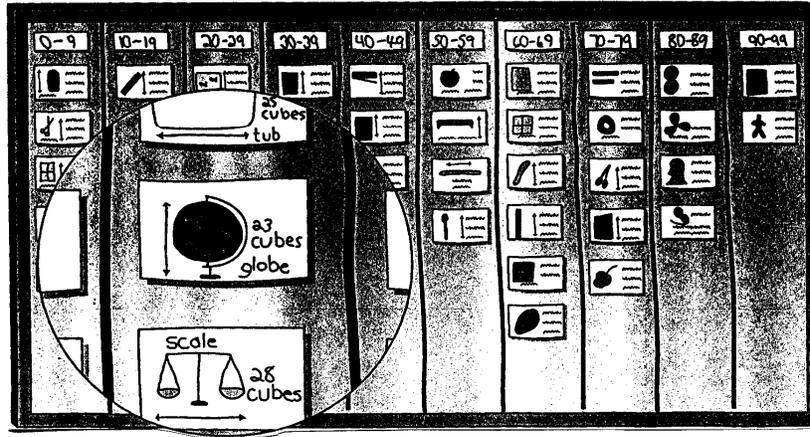


## MEASURING OUR CLASSROOM

- Make sticks of ten cubes that are one color.
- Work with a partner and use your cubes to measure something.
- Record what you find out on a piece of paper. Write the name of the thing you measured. Draw a picture of it. Show how you measured it. Write the number of cubes. Put your name on the recording.
- Tape your recording in the right place on the wall chart.



### **Categorizing:**

Students work in pairs to measure objects in the classroom with cubes and record the results. They tape their completed recordings in the column on a wall chart you made that corresponds to the number of cubes the item measured. Ask students questions such as the following as they work:

1. Are there different ways to measure the same thing? You measured the height of the desk. What is another way you could measure the desk?
2. What is the longest (shortest) thing you have measured so far?

[Source: Constructing Ideas About Counting Grades 1-3, Creative Publications]

3. Which column of our chart has the most recordings? The fewest?
4. Is there something else in the room that might go in this column?
5. Where on the chart does the recording you just made go? Why does it go there?

Dismantle the interval chart and return the recordings to the students who made them. Play Category with the recordings. Name a category of measurement and have the students hold up recordings that fit the category.

Hold up recordings that show measurements:

- with 2 tens.
- with 5 ones.
- that are between 20 and 40.
- that are taller than the bookcase.
- that are shorter than the wastebasket.
- that are greater than 80.
- that are less than 30.

Ask the students to hold up recordings that show measurements of the height of an object, then measurements of the length or width of the same object.

Continue the game by giving some of the students turns to name a category.

[Source: Constructing Ideas About Counting Grades 1-3, Creative Publications]