

HOW DO YOU MEASURE UP?

Purpose: Students will participate in activities requiring them to predict, measure to the closest inch, and record results.

Suggested Grade Level: 2 - 4

Math SOL: Measurement 2.11, 3.9, 4.7

Equipment/Materials Needed:

1. Chalk and measuring tape or yard sticks (1 per pair of students)

Advance Preparation:

1. Find a location to use where you can mark on the floor/ground.
2. Copy worksheet for each student (provided).

Directions:

1. Give each student a worksheet.
2. Divide students into pairs and have each student take a role, partner #1 and partner #2.
3. Ask students to predict the distance (in inches) that they think they will get for each activity listed on the worksheet.
4. Instruct students to record their predictions and those of their partner in the space provided on the worksheet.
5. Demonstrate how to perform each activity on the worksheet:
 - a. Standing broad jump (begin with feet together behind a line, swing arms back and bring them forward quickly to help propel body forward jumping and landing on 2 feet).
 - b. Length from head to heel: Ask a student to lie down. Mark a line under his/her feet and over his/her head. Demonstrate how to use the marks to measure the length from head to heel.
 - c. Width from finger tip to finger tip: Do the same as for head to heel.
 - d. Four step and long jump: Take four steps and the jump off of one foot (at a designated line); have partner mark where the heel lands. Measure from the take off point to the landing point and record.
6. Instruct pairs of students to complete and measure each activity on the worksheet.
7. Review

Teaching Suggestions:

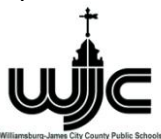
1. You may need clipboards if going outside to a sidewalk.
2. You can have students wait to predict each activity prior to doing that activity instead of all at one time at the beginning.

Modifications/Variations:

1. Use different forms of measurement.
2. Have student subtract the difference in their predictions and their actual results.
3. Use information to create graphs (SOL Math 3.21, 4.20)

(Different versions of this activity with accompanying worksheets follow)

This lesson was developed by the School Health Initiative Program (SHIP) for the Williamsburg James City County Public Schools (WJCCPS), Williamsburg, VA. SHIP is funded by the Williamsburg Community Health Foundation (WCHF). Parts or all of this lesson can be used and reproduced without permission provided that SHIP, WJCCPS and WCHF are credited.



Williamsburg Community
Health Foundation

HOW DO YOU MEASURE UP? WORKSHEET

Partner 1 _____

Partner 2 _____

Predict your personal scores and write them under the prediction area. Use the chalk, and measuring tools provided to complete this chart. All answers should be to the closest inch.

	<u>Prediction</u> of Partner 1	Partner 1 actual	<u>Prediction</u> of Partner 2	Partner 2 actual
Standing broad jump				
Length from head to heel				
Width from finger tip to finger tip				
4 step & long jump				

HOW DO YOU MEASURE UP? WORKSHEET

Partner 1 _____

Partner 2 _____

Predict your personal scores and write them under the prediction area. Use the chalk, and measuring tools provided to complete this chart. All answers should be to the closest inch.

	<u>Prediction</u> of Partner 1	Partner 1 actual	<u>Prediction</u> of Partner 2	Partner 2 actual
Standing broad jump				
Length from head to heel				
Width from finger tip to finger tip				

HOW DO YOU MEASURE UP? WORKSHEET

Name _____

Date _____

Answer the following questions based on your answers from today's activity?

1. About how tall are you in paper clips?

- a. 6 paper clips b. 60 paper clips c. 600 paper clips

2. About how many notebook lengths did you jump?

- a. 4 b. 40 c. 400

3. About how many of your body lengths would it take to go from one end of your classroom to the other?

- a. 6 b. 16 c. 30

4. About how many centimeters long was your standing broad jump?

- a. 10 b. 100 c. 1000

5. About how many feet wide were you?

- a. 4 b. 40 c. 400