



Lesson Plans:
Math: Measurement A & B



Teacher Name:	
Date:	

Lesson Goal:	The student will recognize attributes of length by using the terms longer or shorter when comparing two objects and know the correct name for the standard tool used to measure length (ruler).
Link to VFB:	Math: Measurement A & B

Materials:	Worms Like to Wiggle Book , “Length Worms” activity, “Worms” activity, ruler. Use in conjunction with Science: Scientific Investigation, Reasoning, and Logic C.
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Usage Location	Reading the story, Science and Math Center, Art Center
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Implementation Plan		
Model	Prompt	Check
<p>When reading through the story, comment about the length of the worm compared to other animals using the words <i>longer</i> and <i>shorter</i>. Then print out the “Length Worm” activity. Follow the directions to make the manipulatives. Show the class what long is by spreading out your arms and making a long gesture. Then show the kids what short is by putting your hands close together and doing a short gesture. Use the worm manipulatives to demonstrate how to compare length. Let the kids know that worms are not all that can be short or long. Give examples. Tell the kids “Step one, put</p>	<p>Across the environment, find things that you can compare and say are longer/shorter. It will help the kids generalize the skill. Now, put the worms at the Science and Math Center. Let the kids play with them and practice comparing with your support. At the art center, have the “Worms” activity available. Each child will have their own size worm to use to practice comparing size. Ask the kids what tool measures how long or short a worm is.</p>	<p>To check for understanding, sit with the children at the Math and Science center. Have the kids show which worm is longer and which worm is shorter. You could also have the kids bring their worms they made in the art center to reading the story time. Have two children bring up their worms and compare them. A third child could show which worm is the longest and a fourth child could show which worm is the shortest. Make sure everyone gets to show their worm. That will create a warm classroom climate with a feeling that everyone is important.</p>



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them end to end” and show the children how to line the worms up. Also use a ruler as a prop. Show the kids how you would hold the ruler up to the worm to find out how long it is. Remember to tell the kids that rulers don’t just measure worms, they measure the length of lots of things. Have the kids give you examples of what rulers’ measure. Your first comparison example should be the most obvious. Use the longest and the shortest worms. Involve the kids by putting the worms in a “magic” bag and have them pick worms for the examples out of the bag. Model several examples.