

## **Kenzie Markwardt**

### **Math Small Group Learning Centers**

#### **Standard:**

1.MD.2 Demonstrate understanding that the length measurement of an object is the number of same-size length units that span the object with no gaps or overlaps. Measure and express the length of an object using whole non-standards units.

**Objective:** By the end of the week, students will know how to properly measure and express the length of an object using whole non-standard units by completing a variety of activities and assessments that require them to measure different items.

#### **Management:**

Explain the different rules of each station to the students. (Also post rules for each station around the room)

Go over what math stations look like: They look like all students at the station working on the task. If there is partner work, partners are working together to meet the end goal. When working with partners, we are also using a voice level of 1. Also, if doing partner work, partners should be taking turns. When you are at a center, you are to stay there the whole time. Students cannot switch between centers as they please. When using the materials at the center, students will be respectful and responsible with the materials. When time is up and it is time to move centers, students should clean up and put all materials where they found them.

Math centers should sound like: Voice level of 1. Students should be helpful and kind to classmates. All students should work together and there should be no put downs. When working during math and at math centers, students should only be talking about math. There should be no side conversations. Also, while at the math center, students should raise their hand if they need help. Students should also stay at their station.

Students job: While at the math centers, students should be on task. Students should also be working on their math station work. Students should also work together if there is partner work. If working independently, students should be two arm lengths away from each other. If students become off task, they will be asked to go back to their desk, and they will lose their technology privilege. They would also then need to work independently at their desk during center times. Students should be practicing math skills. Students should keep a positive mind set and be active listeners. While working at my table, students will be focused, and stay on task.

Teachers Job: My job is to work with small groups at my table. It is also my job to answer any questions my students might have. My duty is to also teach all students about math. My job is to also help create an environment that is conducive to learners of all needs and skill sets. I will also create a schedule and post it so all students can see. Creating a schedule for the students will cut down on the questions and students will know where they need to be for each center.

# Day 1:

	Rotation 1	Rotation 2	Rotation 3
<b>Striving Learners</b>	Focus on the measurements of three different objects. Assessment: Students will do worksheet in Appendix 'A'	Students will practice putting objects in order by Length. <a href="https://www.splashmath.com/class/markwardt/grades/first-grade/curriculum">https://www.splashmath.com/class/markwardt/grades/first-grade/curriculum</a>	Students will get a white board and marker and find the lengths of two different link lengths.
<b>Grade Level</b>	Students will get a white board and marker and find the length and difference of two different link lengths.	Students will compare and find the difference between objects.  Assessment: Students will show their work on the whiteboard.	Students will practice finding the measured lengths of different objects  <a href="https://www.splashmath.com/class/markwardt/curriculum">https://www.splashmath.com/class/markwardt/curriculum</a>
<b>High Flyers</b>	Students will practice finding the measured lengths of different objects (Level 2)  <a href="https://www.splashmath.com/class/markwardt/curriculum">https://www.splashmath.com/class/markwardt/curriculum</a>	Classroom objects compared to yarn.	Students will work on deciphering clues to help find which object is longest in length.  Assessment: Students will show their work on the worksheet. Appendix D

## Materials Needed:

- Computers
- White Board & Marker
- Links
- Measure it worksheet
- Short Pencil & New Pencil
- Ruler
- Glue Sticks

\*Assume that in whole group instruction we have gone over the steps to properly measuring items.

## Striving Learners:

### Rotation 1: Meet with Ms. Markwardt

This week we are going to start learning about measurement. Our focus for today is to compare different items by their measurement, or length. We are going to compare different links and you guys are going to tell me which link is longer. (Show students examples of different links) Ask the students to point out which one is longer. Ask the students which one is shorter and why(Repeat this step until firm) Once the students get the hang of comparing which link is longer, use examples of different objects(Ruler/Glue stick)(Have students do the same comparing length). (Also, I can use different pictures of different lengths of objects such as a

picture of two different heights of trees). The goal of the first day is to get the students understanding how to compare the height of two different objects. (Students will complete worksheet in **appendix A** to show understanding).

### **Rotation 2: Technology**

Website: <https://www.splashmath.com/class/markwardt/grades/first-grade/curriculum>

Task: Students will have to observe different objects and put them in the correct order by largest to smallest object. There are three different objects and so students will need to put them all in order from largest to smallest.

### **Rotation 3: Hands on Practice**

Students will work independently. They will need to sit at least two arm lengths away from any classmate. They will also need to work with a voice level of 0.

Students will get a white board and marker. They will then grab three different link lengths. The students will then lay out two different lengths. They will then need to label the longer length (Longer) and the shorter length (shorter). They will then need to measure the link lengths of both link lengths. (**Appendix B**)

### **Grade Level Learners:**

#### **Rotation 1: Hands on practice**

Students will work independently. They will need to stay at least two arm lengths away from any classmate. They will also need to work with a voice level of 0.

Students will get a white board and marker. They will then need to get two different link lengths. The students will then need to lay the link lengths on their white board. The students should then measure the two different link lengths and find the difference of them.

#### **Rotation 2: Meet with Ms. Markwardt**

“We are having a problem in our classroom! Our pencils in the classroom are getting shorter and shorter! (Take out a short pencil to show the students) Now take out a new pencil. “Look how much shorter this old pencil is compared to the new pencil! (Have students guess how much shorter the pencil is, record it on the white board) Take out a ruler and model how to measure the bigger pencil. Explain to the students how you put the end of the pencil at the beginning of the ruler. Measure the pencils and write their lengths on the board. “To figure out how much longer the bigger pencil is than the shorter, pencil, we need to subtract.” (Show students how to subtract to find the difference between the two pencils.

Then have students grab a glue stick and a handful of links. Have them work together to measure the lengths of both objects and figure out the difference.

### **Rotation 3: Technology**

Website: <https://www.splashmath.com/class/markwardt/curriculum>

Task: Students will observe and measure three different objects. They will then find the difference between the objects.

### **High Flyers:**

#### **Rotation 1: Technology**

Website: <https://www.splashmath.com/class/markwardt/curriculum>

Task: Students will observe and measure three different objects. They will then find the difference between the objects. Once the students find the difference between the three objects, the students will need to order the three objects from smallest to largest

### Rotation 2: Hands on practice

Students will work independently. They will need to stay at least two arm lengths away from any classmate. They will also need to work with a voice level of 0.

Students will get a white board and marker. Students will then get a piece of yarn. Students will then need to find the different objects on their sheet within the classroom. They will then need to measure the different objects and compare them to the piece of yarn. They will then need to find the difference between all of the objects in comparison to the piece of yarn. Students will then need to finish the documentation sheet that is given to them. (Appendix C)

### Rotation 3: Meet with Ms. Markwardt

Once the students get to the table, show them different clues that you have prepared before they got there. (Give the students time to think about the clues and figure it out).

Clue 1: A green pencil is longer than the orange pencil.

Clue 2: The orange pencil is longer than a brown pencil.

So, the green pencil is \_\_\_\_\_ than the brown pencil.

Ask the students what clue one tells us about the pencils. (Green pencil is longer than the orange pencil) (Then draw a green pencil on the white board. Also draw the orange pencil.)

Ask what does clue 2 tell us about the brown pencil? (That it is shorter than the orange pencil) (Then draw a brown pencil that is shorter than the orange pencil).

How do the clues help us prove our answer? (The clues match the clues) Students will practice reading clues about lines of different lengths and write shorter or longer to complete the sentences. (Appendix D)

## Day 2:

	Rotation 1	Rotation 2	Rotation 3
<b>Striving Learners</b>	<p>Measuring using different items.</p> <p>Assessment: Students will show their work on the whiteboard</p>	<p>If students showed understanding and growth Students will practice finding the measured lengths of different objects</p> <p><a href="https://www.splashmath.com/class/markwardt/curriculum">https://www.splashmath.com/class/markwardt/curriculum</a></p> <p>If students still need some more practice Students will practice putting objects in order by Length. <a href="https://www.splashmath.com/class/markwardt/gra">https://www.splashmath.com/class/markwardt/gra</a></p>	<p>Students will complete their hands-on exit slip of measuring different items with different tools.</p> <p>Assessment: Exit slip Appendix F</p>

		<a href="#">des/first-grade/curriculum</a>	
<b>Grade Level</b>	Hands on activity “How Big is your Hand?”	<p>Students will work on measuring different items with different objects and give it a measurement length.</p> <p>Assessment: Students will show their work on the whiteboard.</p>	<p>If students showed understanding and growth Students will practice finding the measured lengths of different objects</p> <p>Students will practice finding the measured lengths of different objects (Level 2)</p> <p><a href="https://www.splashmath.com/class/markwardt/curriculum">https://www.splashmath.com/class/markwardt/curriculum</a></p> <p>If students still need some more practice students will practice putting objects in order by length.</p> <p><a href="https://www.splashmath.com/classes/markwardt/grades/first-grade/curriculum">https://www.splashmath.com/classes/markwardt/grades/first-grade/curriculum</a></p>
<b>High Flyers</b>	<p>Students will log onto prodigy (Measurements)</p> <p><a href="https://www.prodigygame.com/Math/Skills/">https://www.prodigygame.com/Math/Skills/</a></p>	Measuring in Inches	<p>Why Measure in Inches</p> <p>Assessment: Students will show their work on the whiteboard.</p>

**Materials Needed:**

- Computer
- Paper clips
- Cubes
- Cheerios
- Paper
- Pencil
- Glue stick
- Whiteboard & marker
- Inches paper

**Striving Learners:**

**Rotation 1: Meet with Ms. Markwardt**

Explain to students that a long time ago, before we had rulers, people used different objects to measure things. They would use hands, pots, anything to find out how long something is. Today,

we will use three different objects to measure with. We will be using paper clips, cubes, and cheerios. When measuring with the cubes, they need to be touching but not connected. We will then record how long an object is by the number of cubes it takes. They will measure a notebook, pencil, and glue stick. We are going to measure the same items with a paperclip and cheerios. (Students will do this independently). Lastly the students will compare the measuring tools and why they think each item they measured had a different number depending on what they used to measure. Then facilitate a discussion about how we got different amounts of lengths because the items we used to measure were different sizes.

### **Rotation 2: Technology**

**Website:** <https://www.splashmath.com/class/markwardt/curriculum> If learners still need more practice <https://www.splashmath.com/class/markwardt/grades/first-grade/curriculum>

**Task:** Students will work on measuring different items and placing them in order of length.

### **Rotation 3: Hands on practice**

Students will work independently. They will need to stay at least two arm lengths away from any classmate. They will also need to work with a voice level of 0.

Students will get their exit slip and be expected to complete it by the end of the day. Students will need to gather the different measuring tools (Cubes, paperclips and cheerios). Students will then be expected to complete the whole exit slip. If students need help, they can raise their hand. When students are done, they may hand in their slip into the math tray. (Appendix F)

### **Grade Level Learners:**

### **Rotation 1: Hands on practice**

Students will need to brainstorm reasons why it might be important to know one's hand size. (Purchasing mittens) Students then are going to need to measure their hand in 4 different ways. Students will be in charge of recording their findings on a sheet of paper. They will need to label what tool they used to measure their hand and how long their hand is. They will need to use paper clips and make a chain and label how many paper clips it took to measure their hand. They will need to repeat the activity using cubes, cheerios, yarn. Once activity is completed, students are responsible for making sure all information is filled out and their area is cleaned up. Students will then need to hand in their documentation in the tray.

### **Rotation 2: Meet with Ms. Markwardt**

Explain to students that a long time ago, before we had rulers, people used different objects to measure things. They would use hands, pots, anything to find out how long something is. Today, we will use three different objects to measure with. We will be using paper clips, cubes, and cheerios. When measuring with the cubes, they need to be touching but not connected. We will then record how long an object is by the number of cubes it takes. They will measure a notebook, pencil, and crayon We are going to measure the same items with a paperclip and cheerios. (Students will do this independently). Lastly the students will compare the measuring tools and why they think each item they measured had a different number depending on what they used to measure. Then facilitate a discussion about how we got different amounts of lengths because the items we used to measure were different sizes.

### **Rotation 3: Technology**

**Website:** <https://www.splashmath.com/class/markwardt/curriculum> if students have shown understanding and growth. If students still need more practice

<https://www.splashmath.com/class/markwardt/grades/first-grade/curriculum>

**Task:** Students will observe and measure three different objects. They will then find the difference between the objects.

## High Flyers

### Rotation 1: Technology

**Website:** <https://www.prodigygame.com/Math/Skills/> **Task:** Students will go through a series of challenging levels comparing different measurements of items. Students will also be directed to find the difference between the measured items. This website will direct students through different levels depending on their understanding and correctness of the material.

### Rotations 2: Hands on practice

Students will learn how to measure objects to the nearest inch to build their measurement skills. Students will need to cut out the ruler at the bottom of the worksheet. Students will then measure each object with the ruler. The students will then write each measurement in inches below the object. This activity will give the students exposure and practice with measuring in inches. Students will then hand in their sheet. The teacher will then be able to assess the next step for the students. (Appendix I)

### Rotation 3: Meet with Ms. Markwardt

Students will learn how to measure objects to the nearest inch. They will use the a ruler that they will cut out at the bottom of the page. They will measure the lines on the worksheet. The teacher will observe students and watch and correct students if they need help. If students understand and do not need any help, students will be ready for their next activity. (Appendix J)

## Day 3:

	Rotation 1	Rotation 2	Rotation 3
Striving Learners	<p>The steps of how we measure using a ruler.</p> <p>Assessment: Students will do worksheet in Appendix 'E'</p>	<p>Students will practice measurement by playing one of the following games. (Students will be set on level Moderate/easy) <a href="https://pbskids.org/dinosaurtrain/games/leafleader.html">https://pbskids.org/dinosaurtrain/games/leafleader.html</a>)</p>	<p>Hands on activity "How Big is your Hand?"</p>
Grade Level	<p>How to Measure using Inches!</p>	<p>Mouse Tail measuring with inch tiles.</p> <p>Assess students while independently working. Exit slip found in appendix L</p>	<p>Today students will practice their measurement skills by playing one of the following games (Student level should be on Moderate/hard) <a href="https://pbskids.org/dinosaurtrain/games/leafleader.html">https://pbskids.org/dinosaurtrain/games/leafleader.html</a></p>

<b>H i g h F l y e r s</b>	Students will continue to work on the skill of comparing different measurements. Students will play one of the following games. (Student level should be place on hard/challenging) <a href="https://pbskids.org/dinosaurtrain/games/leafleader.html">https://pbskids.org/dinosaurtrain/games/leafleader.html</a>	Garden Measuring	Different measurements!  Assessment: Students will show their work on the whiteboard.
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Materials Needed:

- Computer
- Ruler
- Paper
- Paper clips
- Cheerios
- Cubes
- Inch Tiles
- Yarn

**Striving Learners:**

**Rotation 1: Meet with Ms. Markwardt**

Students will now begin measuring items with rulers. Explain to the students that on a ruler there are centimeters and inches. For right now we are just going to focus on Inches. Have each student take out a ruler. Teacher will then snap different lengths of cubes together. For now, we are going to work with just whole numbers. Have students practice measuring different lengths of cubes. Get them used to figuring out how long different lengths are. Make sure students understand that when we measure you must measure from tip to tip. If you are trying to measure and find the lengths of two different things, you need to make sure that you are using the same tool to measure.

**Rotation 2: Technology**

Website: <https://pbskids.org/dinosaurtrain/games/leafleader.htmlte>

Task: Students will be working on finding different measurements of items, while playing a game. Students will have their choice between all the different games. There are different levels of difficulty. Students should be playing on the level Moderate.

**Rotation 3: Hands on practice**

Students will need to brainstorm reasons why it might be important to know one's hand size. (Purchasing mittens) Students then are going to need to measure their hand in 4 different ways. Students will be in charge of recording their findings on a sheet of paper. They will need to label what tool they used to measure their hand and how long their hand is. They will need to use paper clips and make a chain and label how many paper clips it took to measure their hand. They will need to repeat the activity using cubes, cheerios, yarn. Once activity is completed, students are responsible for making sure all information is filled out and their area is cleaned up. Students will then need to hand in their documentation in the tray.



## Grade Level Learners:

### Rotation 1: Hands on practice

Students will learn how to measure objects to the nearest inch to build their measurement skills. Students will need to cut out the ruler at the bottom of the worksheet. Students will then measure each object with the ruler. The students will then write each measurement in inches below the object. This activity will give the students exposure and practice with measuring in inches. Students will then hand in their sheet. The teacher will then be able to assess the next step for the students. (Appendix K)

### Rotation 2: Meet with Ms. Markwardt

Explain to students that measurement requires precision. Teacher should print out mouse cutouts on cardstock and attach a yarn tail to the end of it. Students should then choose a mouse from the pile. The students should then measure the length of the mouse tail in inch tiles. Students should then record the length in inch tiles on the recording sheet and choose another mouse. When they students have all completed all of the mice, they will draw a tail that is a given number of inch tiles long of their paper. The students should then draw a mouse to go with it. After the activities, students should complete the exit slip. (appendix L)

### Rotation 3: Technology

**Website:** <https://pbskids.org/dinosaurtrain/games/leafleader.html>

**Task:** Students will be working on finding different measurements of items, while playing a game. Students will have their choice between all the different games. There are different levels of difficulty. Students should be playing on the level Hard.

## High Flyers:

### Rotation 1: Technology

**Website:** <https://pbskids.org/dinosaurtrain/games/leafleader.html>

**Task:** Task: Students will be working on finding different measurements of items, while playing a game. Students will have their choice between all the different games. There are different levels of difficulty. Students should be playing on the level Difficult.

### Rotations 2: Hands on practice

Students will practice measuring the length of garden vegetables in inches with this activity. The teacher will cut out vegetables and place them around the room. Students will then take a recording sheet and match the letters to the vegetable. Students will then measure each vegetable in inches with a ruler. Students will then write the answer on the recording sheet. The students will work on giving a length a number. (Appendix J)

## Day 4:

	Rotation 1	Rotation 2	Rotation 3
Striving Learners	Monster measurements	Students will continue to work measurement. If students showed understanding and	Measuring using Inches.

	Assessment: Observe the students work on their paper	growth, Students will practice finding the measured lengths of different objects Students will practice finding the measured lengths of different objects and find the difference of the objects. (Level 2)  <a href="https://www.splashmath.com/class/markwardt/curriculum">https://www.splashmath.com/class/markwardt/curriculum</a>	Students will practice independently on how to measure using a ruler.
<b>Grade Level</b>	Students will partake in the garden measuring activity	Monster measurements  Assessment: Observe the students work on their paper	Students will log onto prodigy (Measurements) <a href="https://www.prodigygame.com/Math/Skills/">https://www.prodigygame.com/Math/Skills/</a>
<b>High Flyers</b>	Students will log onto prodigy and work on the measurement unit. <a href="https://www.prodigygame.com/Math/Skills/">https://www.prodigygame.com/Math/Skills/</a>	Draw a line in inches using a ruler or cubes. Assessment	How to Find the measurement  Assessment: Observe the students work on their paper

Materials Needed:

- Computer
- Cut out veggies
- Rulers
- Recording sheet
- White board & Marker
- Pencils
- Monster cards

**Striving Learners:**

**Rotation 1: Meet with Ms. Markwardt**

Have students practice monster math. Students will work on measuring different shapes of monsters. The students will use a ruler and measure the different monsters of different sizes. Students will then realize that the size of the monster corresponds to a number. The number that

the monsters are is how tall the monster is in inches. If students pick up on this idea fast, have them then measure the different lines. The lines have turns in them so to get the length of the line they will have to take two different measurements and then add them together to get their length. (appendix O)

### **Rotation 2: Technology**

**Website:** <https://www.splashmath.com/class/markwardt/curriculum>

**Task:** Students will work on measuring different items and placing them in order of length. They will be comparing three objects and finding the length of the different objects.

### **Rotation 3: Hands on Practice**

Students will learn how to measure objects to the nearest inch to build their measurement skills. Students will need to cut out the ruler at the bottom of the worksheet. Students will then measure each object with the ruler. The students will then write each measurement in inches below the object. This activity will give the students exposure and practice with measuring in inches. Students will then hand in their sheet. The teacher will then be able to assess the next step for the students. (Appendix K)

## **Grade Level Learners:**

### **Rotation 1: Hands on practice**

Students will practice measuring the length of garden vegetables in inches with this activity. The teacher will cut out vegetables and place them around the room. Students will then take a recording sheet and match the letters to the vegetable. Students will then measure each vegetable in inches with a ruler. Students will then write the answer on the recording sheet. The students will work on giving a length a number. (Appendix J)

### **Rotation 2: Meet with Ms. Markwardt**

Students will work on monster measuring. They will start with the activity of measuring the monster lines. The lines have turns in them and so they will need to make two different measurements and add them together to find the length of the monster line. If they finish with this activity, they can go on to create their own lines with turns and have a friend find the measure the length of the line. (Appendix P)

### **Rotation 3: Technology**

**Website:** <https://www.prodigygame.com/Math/Skills/>

**Task:** Students will go through a series of challenging levels comparing different measurements of items. Students will also be directed to find the difference between the measured items. This website will direct students through different levels depending on their understanding and correctness of the material.

## **High Flyers**

### **Rotation 1: Technology**

**Website:** <https://www.prodigygame.com/Math/Skills/>

**Task:** Students will go through a series of challenging levels comparing different measurements of items. Students will also be directed to find the difference between the measured items. This

website will direct students through different levels depending on their understanding and correctness of the material.

### Rotations 2: Hands on practice

Students will be required to draw line segments that are specific measurement lengths. They will be directed to draw lines that are different inch lengths. They will also be asked to draw segment lengths that are the length of specific measurements. (Can use ruler for specific number inches, cubes to measure different cube lengths). (Appendix N)

### Rotation 3: Meet with Ms. Markwardt

Students will work on how to solve word problems to find the measurement of an object. Students will be presented with a set of word problems. We will walk through the first word problem together. After the first word problem, the students will be self-guided and are responsible for asking questions if they need help. When they have completed, they will need to find a partner and compare their word problem answers. Students will be working on how to assign a measurement length to an object through the use of word problems. (Appendix P)

## Day 5:

	Rotation 1	Rotation 2	Rotation 3
Striving Learners	Summative assessment Appendix G	Students will log onto Dream box and continue work on their weekly lessons.	Measure our room team game
Grade Level	Measure our room team game	Summative assessment Appendix H	Students will log onto dream box and continue to work on their weekly lessons.
High Flyers	Students will log onto dream box and work on their weekly lessons.	Measure our room team game(Students will need to work together as a team)	Summative assessment Appendix H

Materials Needed:

- Rulers
- Measure our room activity sheet (one for every student)
- Pencils
- Yard sticks

- Pencils

### **Striving Learners:**

#### **Rotation 1: Meet with Ms. Markwardt**

On the last day, students will take a summative assessment. They will be allowed 20 minutes to finish. They need to work independently. The only thing that I can assist with is reading the directions and getting the materials that is needed for the assessment. I will use the assessment to see the growth and progress that the students have made over the week.

#### **Rotation 2: Technology**

##### **Website:**

[https://clever.com/oauth/authorize?redirect\\_uri=https%3A%2F%2Fplay.dreambox.com%2Flogin%2Fclever\\_oauth&client\\_id=59b1bbef45a1ef9f3bfb&district\\_id=569eb3007aac500100003ed&response\\_type=code&skip=1&channel=instant\\_login\\_link&confirmed=true](https://clever.com/oauth/authorize?redirect_uri=https%3A%2F%2Fplay.dreambox.com%2Flogin%2Fclever_oauth&client_id=59b1bbef45a1ef9f3bfb&district_id=569eb3007aac500100003ed&response_type=code&skip=1&channel=instant_login_link&confirmed=true)

**Task:** Students will log onto dream box and complete the weekly lessons that are at their level. Students will need to complete 5 levels before the end of the day.

#### **Rotation 3: Hands on practice**

Students will get broken into teams. The teams will be a mix between striving learners, grade level learners, and high flyers. Each student will get their own recording sheet and will be responsible for filling it out. Once students all have their sheet, and rulers, students will get the directions. Students will be able to go around the room and measure whatever they want. They will need to make an estimation of how many inches they think an object is. They will then be expected to work as a team and take turns to measure the object in inches. The students will need to identify the object they are measuring they will also need to identify the tool they used to measure the object. Once they measure it they need to document how many inches it is. Once they have finished (each team needs to measure 7 things) they will need to add up the inches of all objects. The team that has the most inches is the “Winner”. (appendix m)

- If team can't work together nicely, they will need to complete the activity by themselves. The voice level will need to stay at a level 1. The classroom expectations of being respectful and responsible to others apply. When they hand in the worksheet, all students will need to have the same information on their sheet. They will all need to hand in a sheet.

### **Grade Level Learners:**

#### **Rotation 1: Hands on practice**

Students will get broken into teams. The teams will be a mix between striving learners, grade level learners, and high flyers. Each student will get their own recording sheet and will be responsible for filling it out. Once students all have their sheet, and rulers, students will get the directions. Students will be able to go around the room and measure whatever they want. They will need to make an estimation of how many inches they think an object is. They will then be expected to work as a team and take turns to measure the object in inches. The students will need to identify the object they are measuring they will also need to identify the tool they used to measure the object. Once they measure it they need to document how many inches it is. Once they have finished (each team needs to measure 7 things) they will need to add up the inches of all objects. The team that has the most inches is the “Winner”. (appendix m)

- If team can't work together nicely, they will need to complete the activity by themselves. The voice level will need to stay at a level 1. The classroom expectations of being respectful and responsible to others apply. When they hand in the worksheet, all students will need to have the same information on their sheet. They will all need to hand in a sheet.

### Rotation 2: Meet with Ms. Markwardt

On the last day, students will take a summative assessment. They will be allowed 20 minutes to finish. They need to work independently. The only thing that I can assist with is reading the directions and getting the materials that is needed for the assessment. I will use the assessment to see the growth and progress that the students have made over the week.

### Rotation 3: Technology

#### Website:

[https://clever.com/oauth/authorize?redirect\\_uri=https%3A%2F%2Fplay.dreambox.com%2Flogin%2Fclever\\_oauth&client\\_id=59b1bbef45a1ef9f3bfb&district\\_id=569eb3007aac500100003ed&response\\_type=code&skip=1&channel=instant\\_login\\_link&confirmed=true](https://clever.com/oauth/authorize?redirect_uri=https%3A%2F%2Fplay.dreambox.com%2Flogin%2Fclever_oauth&client_id=59b1bbef45a1ef9f3bfb&district_id=569eb3007aac500100003ed&response_type=code&skip=1&channel=instant_login_link&confirmed=true)

**Task:** Students will log onto dream box and complete the weekly lessons that are at their level. Students will need to complete 5 levels before the end of the day.

#### High Flyers:

### Rotation 1: Technology

#### Website:

[https://clever.com/oauth/authorize?redirect\\_uri=https%3A%2F%2Fplay.dreambox.com%2Flogin%2Fclever\\_oauth&client\\_id=59b1bbef45a1ef9f3bfb&district\\_id=569eb3007aac500100003ed&response\\_type=code&skip=1&channel=instant\\_login\\_link&confirmed=true](https://clever.com/oauth/authorize?redirect_uri=https%3A%2F%2Fplay.dreambox.com%2Flogin%2Fclever_oauth&client_id=59b1bbef45a1ef9f3bfb&district_id=569eb3007aac500100003ed&response_type=code&skip=1&channel=instant_login_link&confirmed=true)

**Task:** Students will log onto dream box and complete the weekly lessons that are at their level. Students will need to complete 5 levels before the end of the day.

### Rotations 2: Hands on practice

Students will get broken into teams. The teams will be a mix between striving learners, grade level learners, and high flyers. Each student will get their own recording sheet and will be responsible for filling it out. Once students all have their sheet, and rulers, students will get the directions. Students will be able to go around the room and measure whatever they want. They will need to make an estimation of how many inches they think an object is. They will then be expected to work as a team and take turns to measure the object in inches. The students will need to identify the object they are measuring they will also need to identify the tool they used to measure the object. Once they measure it they need to document how many inches it is. Once they have finished (each team needs to measure 7 things) they will need to add up the inches of all objects. The team that has the most inches is the “Winner”. (appendix m)

- If team can't work together nicely, they will need to complete the activity by themselves. The voice level will need to stay at a level 1. The classroom expectations of being respectful and responsible to others apply. When they hand in the worksheet, all students will need to have the same information on their sheet. They will all need to hand in a sheet.

### **Rotation 3: Meet with Ms. Markwardt**

On the last day, students will take a summative assessment. They will be allowed 20 minutes to finish. They need to work independently. The only thing that I can assist with is reading the directions and getting the materials that is needed for the assessment. I will use the assessment to see the growth and progress that the students have made over the week.

**Formative Assessment:** Students will hand in different exit slips throughout the week. Students will also be directed to show all their small group work on a white board. Students will also facilitate discussions amongst themselves. Teacher will observe the students' progress throughout the week.

Student Included Materials:  
**Appendix A**

Name: \_\_\_\_\_ Date: \_\_\_\_\_

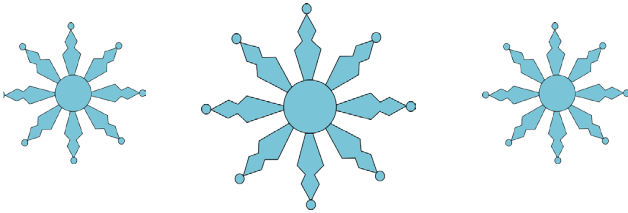


1. Circle the child who is shorter.

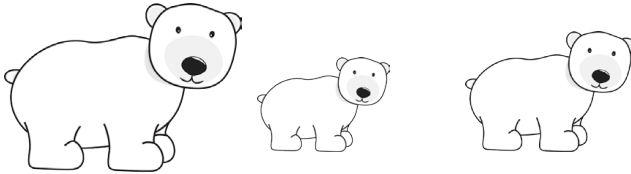


2. Circle the tall snowman.

3. Circle the snowflakes that are the same size.



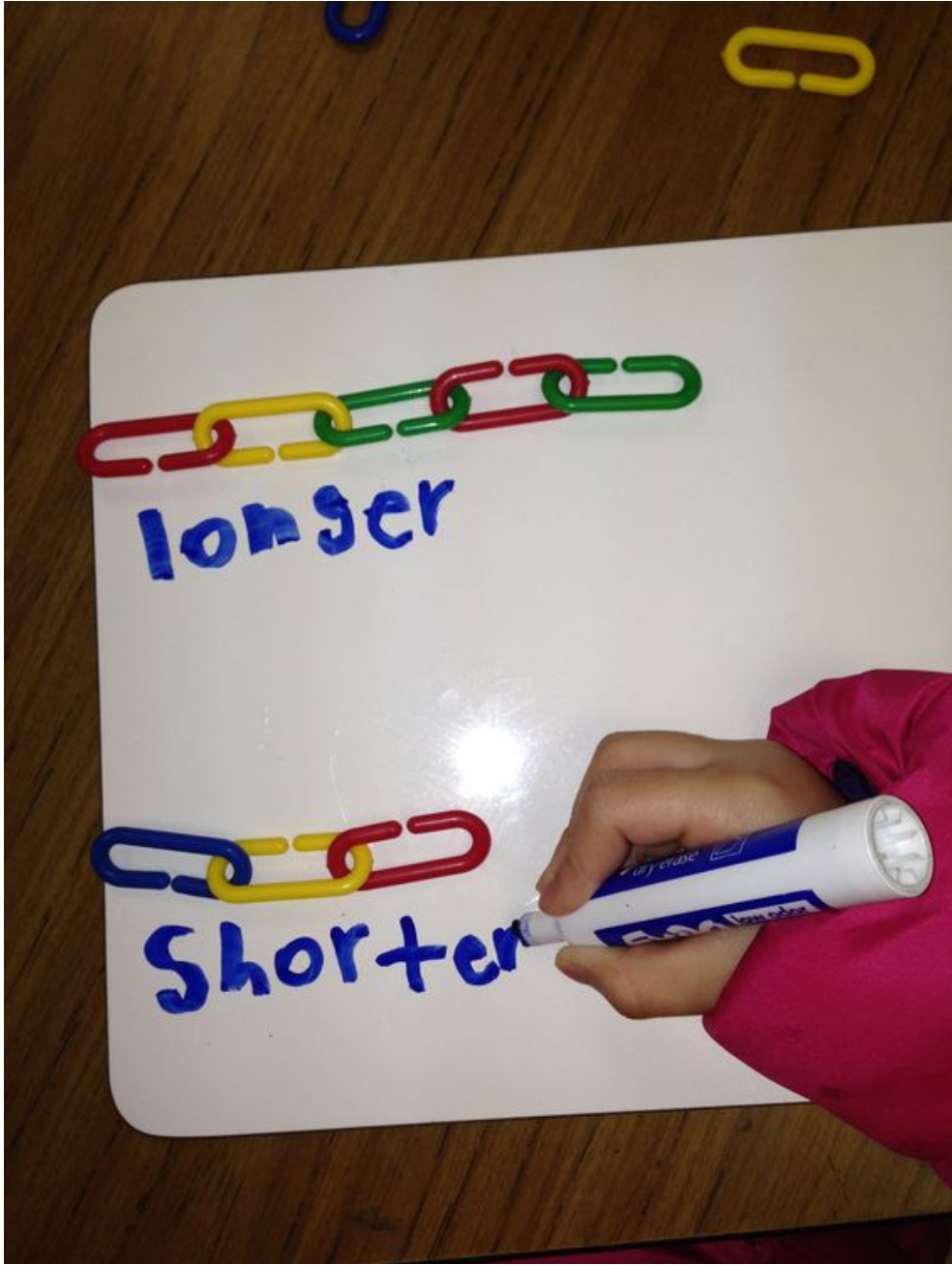
4. Order the polar bears from smallest to biggest. 1 is the smallest and 3 is the biggest.



\_\_\_\_\_



Appendix B








Appendix C

Name \_\_\_\_\_ Date \_\_\_\_\_

# Longer or Shorter?

Take a piece of yarn and compare it the following classroom items.  
★Don't forget to match up the end points!★

Is the object Longer or Shorter than the yarn?

	Longer	Shorter
 a pencil?		
 this paper?		
 a glue stick?		
 a backpack?		
 scissors?		

## Appendix D

Name: \_\_\_\_\_

Use the clues. Write **shorter** or **longer** to complete the sentence. Then draw to prove your answer.

1. Clue 1: A red line is shorter than a blue line.  
Clue 2: The blue line is shorter than a purple line.

So, the red line is \_\_\_\_\_ than the purple line.

red	
blue	
purple	

2. Clue 1: A green line is shorter than a pink line.  
Clue 2: The pink line is shorter than a blue line.

So, the green line is \_\_\_\_\_ than the blue line.

green	
pink	
blue	

3. Clue 1: An orange line is longer than a yellow line.  
Clue 2: The yellow line is longer than a red line.

So, the orange line is \_\_\_\_\_ than the red line.

red	
yellow	
orange	

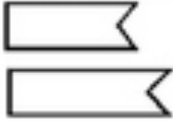
# Appendix E

Name: \_\_\_\_\_

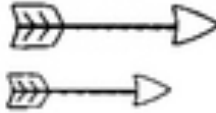
Date: \_\_\_\_\_

## Measurement Assessment: Length

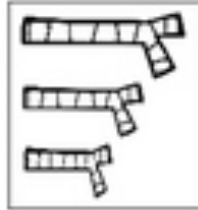
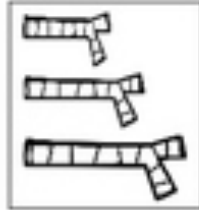
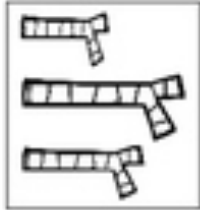
1. Circle the shorter one.



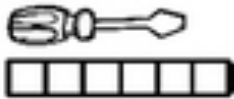
2. Circle the larger one.



3. Which one shows items in order from shortest to longest?

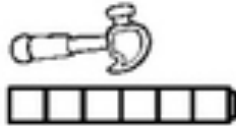


4. How long is the screwdriver?



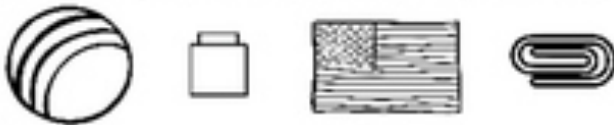
It is \_\_\_\_\_ cubes long.

5. How long is the hammer?



It is \_\_\_\_\_ cubes long.

7. Circle two things you could use to measure how long your shoe is.



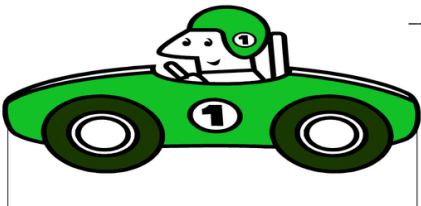
# Appendix F

Name: \_\_\_\_\_  
Guided Practice 11-11-09

Measure how long these objects are using the item written.

1.  \_\_\_\_\_ paperclips

2.  \_\_\_\_\_ cheerios

3.  \_\_\_\_\_ cubes

Name: \_\_\_\_\_  
Independent Practice 11-11-09

Measure how long these objects are using the item written.

1.  \_\_\_\_\_ cubes

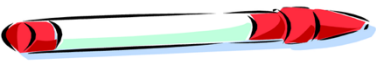
2.  \_\_\_\_\_ cheerios

3.  \_\_\_\_\_ paperclips

Measure how long these objects are using the item written

4.  \_\_\_\_\_ paperclips

5.  \_\_\_\_\_ cheerios

6.  \_\_\_\_\_ cubes

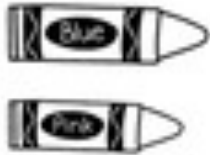

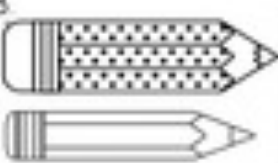

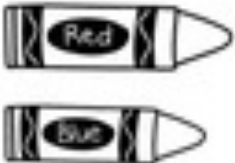

Appendix G

Name: \_\_\_\_\_



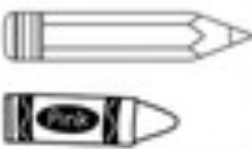
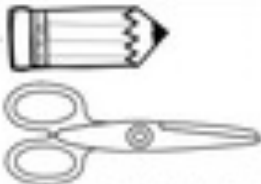
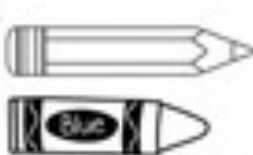

I.MD.1  
Compare 2 Objects  
Practice 1

Longer or Shorter?

Look at each set of objects.  
Circle the one that is longer in each set.

1. 	2. 	3. 
4. 	5. 	6. 

Look at each set of objects.  
Circle the one that is shorter in each set.

1. 	2. 	3. 
4. 	5. 	6. 

# Appendix H

Name: \_\_\_\_\_

1 MD.1  
Compare 2 Objects  
Practice 1

### Longer or Shorter?

Look at each set of objects.  
Circle the one that is **longer** in each set.

1 	2 	3 
4 	5 	6 

Look at each set of objects.  
Circle the one that is **shorter** in each set.

1 	2 	3 
4 	5 	6 

Name: \_\_\_\_\_

1 MD.2  
Measure Height  
Practice 1

### Measure With Cubes!

Measure each object.  
Write how tall each one is.

1  How tall is Billy? Billy is _____ blocks tall.	5  How tall is Buzz? Buzz is _____ blocks tall.
2  How tall is Pam? Pam is _____ blocks tall.	6  How tall is Rex? Rex is _____ blocks tall.
3  How tall is Bruce? Bruce is _____ blocks tall.	7  How tall is Daniel? Daniel is _____ blocks tall.
4  How tall is the tree? The tree is _____ blocks tall.	8  How tall is Quackie? Quackie _____ blocks tall.

# Appendix I

Name: \_\_\_\_\_

## Measuring in Inches

**Directions:** Cut out the ruler below. Measure the objects and write each measurement in inches.



\_\_\_\_\_ inches



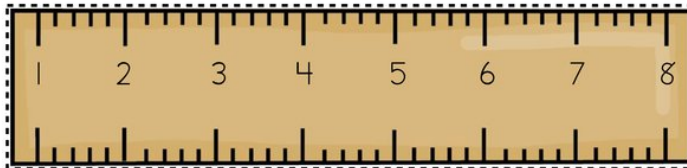
\_\_\_\_\_ inches



\_\_\_\_\_ inches

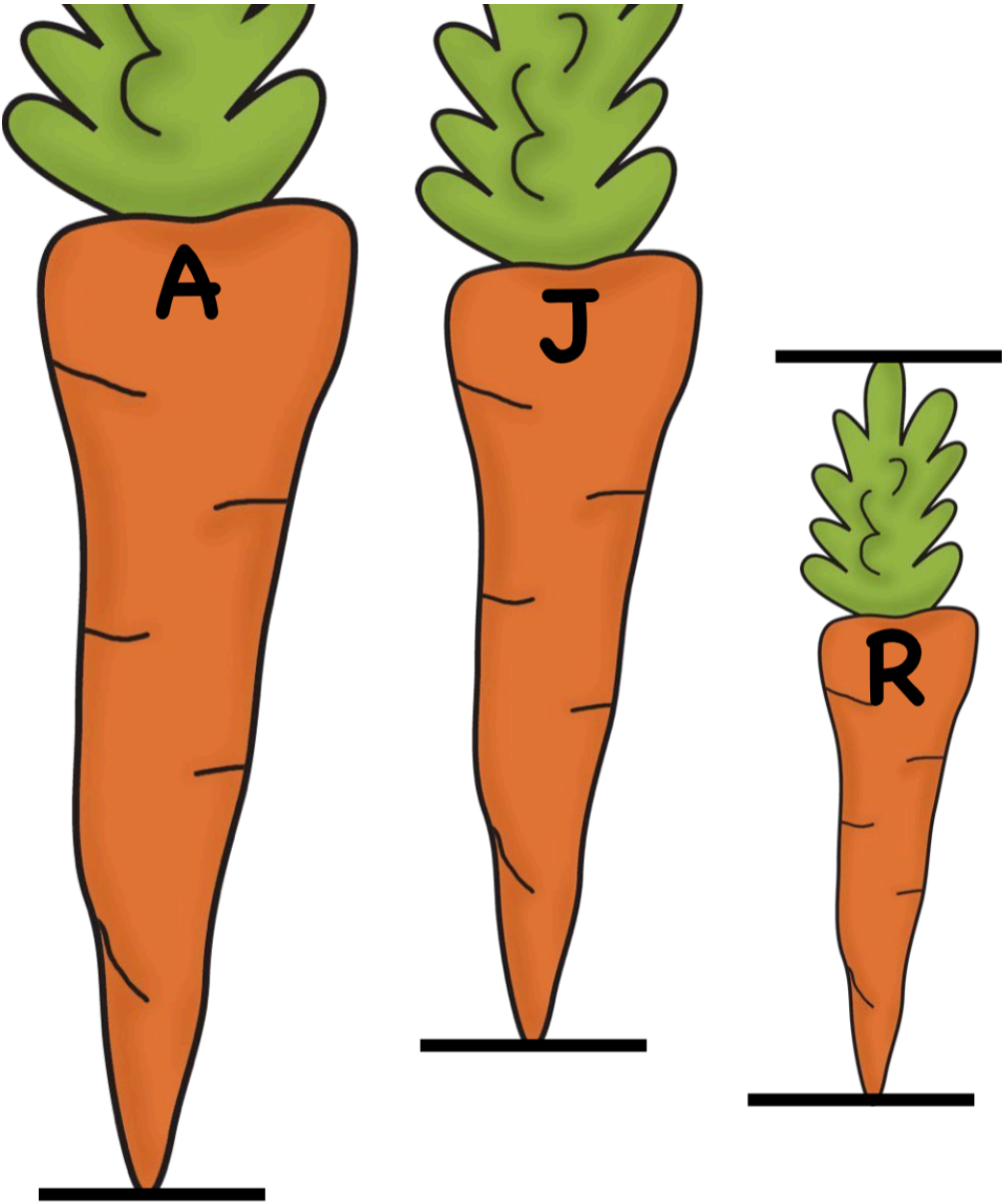


\_\_\_\_\_ inches





Appendix J



Name \_\_\_\_\_



**Directions:** Search the garden for the vegetables labeled with the letters below. When you pick each one, measure how long it is in inches and write the answer on the line.

**A** \_\_\_\_\_

**H** \_\_\_\_\_

**B** \_\_\_\_\_

**I** \_\_\_\_\_

**C** \_\_\_\_\_

**J** \_\_\_\_\_

**D** \_\_\_\_\_

**K** \_\_\_\_\_

**E** \_\_\_\_\_

**L** \_\_\_\_\_

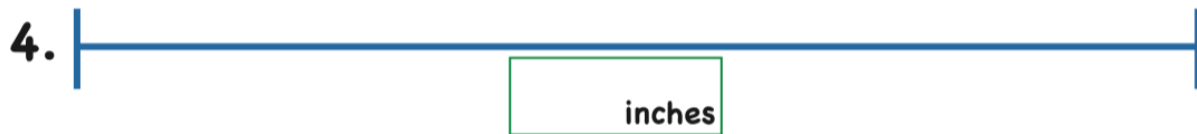
**F** \_\_\_\_\_

**M** \_\_\_\_\_

**G** \_\_\_\_\_

# Measuring in Inches

Cut out the ruler at the bottom of the page and use it to measure the lengths below!



**Appendix L**

Name: \_\_\_\_\_ Exit Ticket

Measure the line using inch tiles.



\_\_\_\_\_ inch tiles



Name: \_\_\_\_\_ Exit Ticket

Measure the line using inch tiles.



\_\_\_\_\_ inch tiles


## Appendix M

# Measure the Room

Choose a measuring tool, then choose some objects to measure with that tool.  
Write down your estimated length of each object, measure it, then write down the actual length.

Measurement Tool = \_\_\_\_\_

Object	Estimation	Actual



Olivia Walker Worksheets © 2015

## Appendix N

Name \_\_\_\_\_

Directions: Please draw a line the correct length of what is asked. Please use the tool that is asked to use. Make sure you double check what tool you are being asked to use.

1. With a ruler draw a line 5 inches long

2. With a ruler draw a line that is 10 inches long

3. With a ruler draw a line 3 cubes long

4. With a ruler draw a line 8 cubes long

5. With a ruler draw a line 1 inch long

6. Draw a line 5 cubes long

**Bonus:**


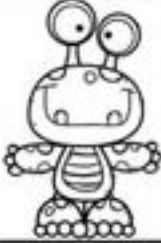




**Draw a line 5.5 (5 1/2 ) inches long**

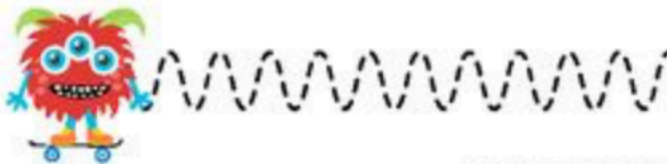
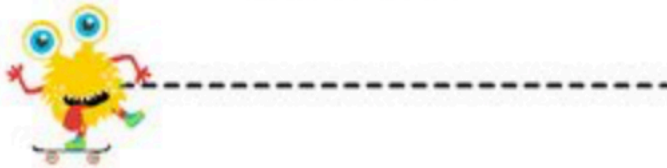
# Appendix O

Name \_\_\_\_\_

## Cookie Monster Measurement

Directions: Cut the cookie ruler. Measure the monsters.

_____ cookies tall	_____ cookies tall	_____ cookies tall
		
_____ cookies tall	_____ cookies tall	_____ cookies tall
		



## Appendix P

Name \_\_\_\_\_

# Measurement Word Problems

1. Lucy grew a bean plant in her window. The first time she measured it, the plant was 8 inches tall. Two weeks later, the plant measured 10 inches tall. How much did the plant grow?	Answer:
2. Marcus and Colton were measuring rocks. Marcus measured a large rock and found it was inches across. Colton measured the same rock and found that it was 13 centimeters. Why does Colton have more units in his measurement of the rock?	Answer:
3. Marie's garden box is 12 inches wide. April's garden box is 15 inches wide. How wide are their garden boxes together?	Answer:
4. Bella wants to know how long her dog is. She measure its body and finds that it is 54 cm long. Then she measures the tail and find it is 34 cm long. How long is Bella's dog from body to tail?	Answer:
5. I measure my desk. I finds that one side is 20 inches wide. The other side is 25 inches long. How many inches all the way around is my desk?	Answer:
6. Jayden needs wood to enclose his garden. He measures one side of his square garden and find it is 6 feet long. How many feet of wood does Jayden need to enclose his garden?	Answer: