ESTIMATE & MEASURE

To the Nearest Inch

1ST GRADE



FLORIDA B.E.S.T. STANDARDS MA.1.M.1.1

COMPLETE UNIT INCLUDES VIDEO SONG, ANCHOR CHARTS, WORKSHEETS, CENTERS, & ASSESSMENT

Magic CORE



Make Learning Fun!
Original song and
video to introduce and
reinforce the skill.

Marker

Ruler

Measuring in Inches

Name: _____ Date _____

Directions: Measure the lines using your ruler. Write your answer in inches.

Measure endpoint to endpoint!

1. _____ inches
2. _____ inches
3. _____ inches
4. _____ inches
5. _____ inches
6. _____ inches

suring

e size or amount of something. We can find out how tall or long something is!

5 cubes

9 inches

the **zero**
er, or **endpoint.**

Measure from
endpoint to **endpoint.**

NO overlaps or gaps!

©Pebble Patches


WESTCOTT

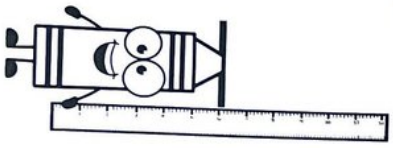

What is the length of a cupcake?
Measuring in the Bakery
By: Madeline
Date:

Name: _____ Date: _____

Estimate and Measure Quiz

Is this measured correctly? Write a ✓ if it is **correct**. Write **incorrect**.

1. _____



2. _____



Use your ruler to measure the lines. Write your answers in inches:

3. _____



4. _____



5. _____



Estimate the length of these objects. Write your estimation in inches. Then, measure the object in inches:

6. Estimate: _____ Measurement: _____



7. Estimate: _____ Measurement: _____



ESTIMATE AND MEASURE

1. Pedagogy
2. Lesson Plans
3. Vocabulary Cards
4. Let's Measure Song
5. Anchor Chart: Measuring
6. Make My Own Ruler Guide
7. You-prep I Can Measure Worksheet
8. Pre-prep I Can Measure Worksheet
9. Measuring in Inches Worksheet
10. Mini-book
11. Estimation Stations
12. Model Problems
13. Guided Practice Problems
14. Estimate and Measure Scoot
15. Problem Solver
16. Measuring Wheel Game
17. Quiz

Estimate and Measure

Estimating and measuring properly are lifetime skills that every learner needs to master. The purpose of this standard is to help students master the skill of estimating length, then accurately measuring the length of the object with a ruler. Understanding the concept of estimating is essential to advancing students' understanding of more complex concepts in mathematics down the line. Along with estimation, measuring with accuracy is a skill used almost daily. With a strong foundation of proper measuring etiquette, students gain more than just a strong grasp of an essential standard, they gain applicable life skills, as well.

To master the concept of estimation and measuring, students first need to understand the basics of proper measurement. To be able to measure accurately, students need to have a clear understanding of how to determine the endpoints on an object and how to identify the zero marker on a ruler. This unit will begin by strengthening that basic understanding, so further concepts in the unit can build upon it. Once students master the basics of measuring, they can begin estimating lengths and then confirming their reasonable guessing through accurate measuring.

Students will be able to successfully measure objects with accuracy using a ruler and measuring through the unit of inches. Students will also be able to make a reasonable estimation of the length of an object, and then measure the object to evaluate the quality of their estimation.

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Estimate and Measure

Day 1: Introduce measuring and how to measure

Mini Lesson: Introduce the purpose of the lesson today: to measure accurately by lining up an endpoint with the zero marker.

- Show students the unit vocabulary cards.
- Watch the Estimate and Measure Song.
- Introduce the "Measuring" Anchor Chart.
- Explain to students that when you are measuring something, in order to do it accurately, you must start at the endpoint or the zero marker.
- Model measuring 2-3 objects using a paper you made ahead of time from the Make My Own Ruler guide. You will be measuring in "paper squares," not inches yet. Model identifying the endpoints of the object and lining the endpoint with the zero mark of the ruler. Note that often the "zero" mark is not labeled and may be the end of the ruler or on the very first tick mark depending on the ruler.

Guided Practice: As a class, complete the Make My Own Ruler activity. You will guide students through making their own paper rulers to use. Once everyone has finished their rulers, have students help you measure 2-3 objects as a class. Make sure the students are voicing the proper steps and are reminding you to line up the object with the zero marker. You should all be using the unit "paper squares" for now.

Independent Practice: Either provide students with 4-5 objects to measure with their homemade rulers and complete the **You Prep I Can Measure Worksheet** or print off both pages of the **Pre-prep I Can Measure Worksheet** for students to use.

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Day 2: Measuring with a ruler; **YOU WILL NEED A FULL CLASS SET OF REAL RULERS FOR ALL LESSONS FROM HERE ON OUT**

Mini Lesson: Introduce the purpose of the lesson today: to measure accurately with a ruler.

- Review the unit vocabulary cards.
- Watch and sing the Estimate and Measure Song.
- Review the "Measuring" Anchor Chart.
- Explain to students that you will be using real rulers today.
- Show students their rulers and explain that the markings on the ruler indicate the unit of length by marking equal distances with no gaps or overlaps. Today, you will be using inches.
- Identify where the zero marker is and where they should be lining up objects.
- Model measuring 3-4 objects using the ruler. Make sure to model and narrate lining up the endpoint with the zero, counting the inches, and marking off at the final endpoint to determine how long the object is.
- With an additional object, measure the object and state its measurement. Then, as the students watch, move the object down the ruler and ask, "Does the object's measurement change if its endpoint lines up with a different number?"
    - Discuss if the object is still the same length and how we know.

Guided Practice: As a class, measure 3-4 objects using the real ruler. For each object, have a student come up and guide you through measuring.

Independent Practice: With their real rulers, students work on their Measuring in Inches Worksheet.

Day 3: Measuring with a ruler

Mini Lesson: Introduce the purpose of the lesson today: to find the length of an object in inches using a ruler.

- Review unit vocabulary cards and the Estimate and Measure Song.
- Remind students how to measure using a ruler by modeling the measuring of 2-3 objects.

Guided Practice: Introduce students to the Measuring Mini-Book.

Independent Practice: Students use their rulers to complete the Measuring Mini-book.

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Day 4: Introduce Estimating in measurement

Mini Lesson: Introduce the purpose of the lesson today: to estimate the length of an object and measure it to confirm our estimation.

- Review the unit vocabulary and the Estimate and Measure Song.
- Review the "Measuring" Anchor Chart.
- Introduce the concept of estimating.
- Explain to students that estimating is about making a reasonable guess. It is not about getting a "right" answer but thinking logically about estimating lengths when thinking about inches.
- Model estimating the length, in inches, of 3-4 objects. Then, measure those objects using a ruler and evaluate whether your estimate was close or not.

Guided Practice: Show the class 3-4 objects. As a class, come up with reasonable estimates of the length of each object. Then, measure each object using a ruler and have students evaluate whether the estimates were close or not.

Independent Practice: Set up the Estimation Stations and have students go through each station activity.

Day 5: Estimate the length of an object by knowing a part

Mini Lesson: Introduce the purpose of the lesson today: to estimate the length of an object using a known part.

- Review the unit vocabulary and the Estimate and Measure Song.
- Review the "Measuring" Anchor Chart.
- Remind students about the concept of estimation and its meaning.
- Explain that sometimes we can estimate the length of something by using a known part. If we know the length of a part of the object, we can make an estimate of the length of the entire object.
- Model this approach using the 3 model problems. Use what you know about the length of the part to estimate the length of the entire object. Then, measure the entire object to evaluate your estimate.

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Day 5 continued . . .

Guided Practice: Work through the 3 guided practice models as a class to estimate the length of the whole object by using what you know about the length of the part.

Independent Practice: Have students work in groups to complete the Estimate and Measure Classroom Scoot.

Day 6: Estimate and Measure

Mini Lesson: Introduce the purpose of the lesson today: to measure objects using a ruler and estimate lengths.

- Review the unit vocabulary and the Estimate and Measure Song.
- Review the "Measuring" Anchor Chart.
- Model measuring 2 objects using a ruler.
- Model estimating the length of 2 objects and then measuring the objects to confirm their lengths.

Guided Practice: As a class, measure one object using a ruler. Then, estimate the length of another object and finish by measuring it and discussing the accuracy of your estimate.

Independent Practice: Students complete the Problem Solver.

Day 7: Estimate and Measure

Mini Lesson: Introduce the purpose of the lesson today: to measure objects using a ruler and estimate lengths.

- Review the unit vocabulary and the Estimate and Measure Song.
- Review the "Measuring" Anchor Chart.
- Introduce and teach the Measuring Wheel Game.

Guided Practice: Students play the Measuring Wheel Game.

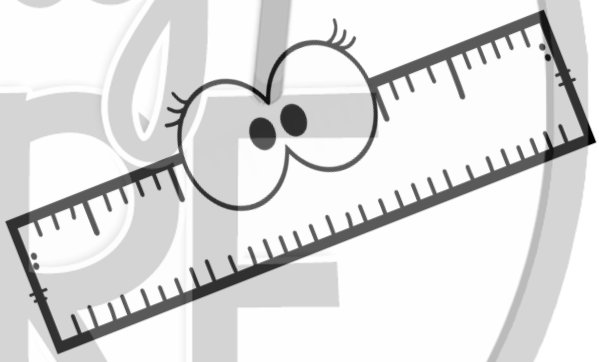
Independent Practice: Estimate and Measure Quiz

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Let's Measure

Let's Measure, let's measure
Let's get our rulers out today
Let's measure, let's measure
Let's check the measurement right away

First, you take an estimate
And that is your best guess
Then you have to go and check
Was it more or less?



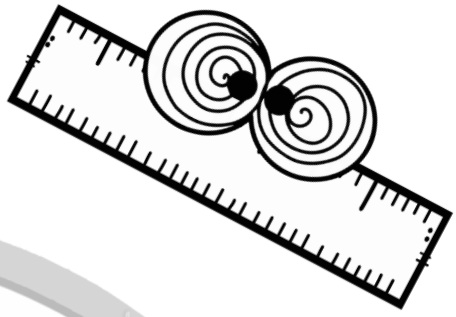
Next, you take the ruler
And measure end to end
No gaps or overlaps
Only measure the inches

And that's how you find out how long or tall something really is

Let's Measure, let's measure
Let's get our rulers out today
Let's measure, let's measure
Let's check the measurement right away

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Always start at the zero marker
When you have to begin
Count every inch long or tall
Until you reach the end

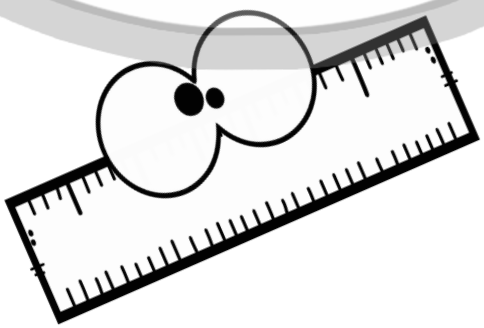


Make sure there are no spaces
And none are overrun
Only move inch by inch
Until you are finally done

And that's how you find out how long or tall something really is

Let's Measure, let's measure
Let's get our rulers out today
Let's measure, let's measure
Let's check the measurement right away

Let's measure!

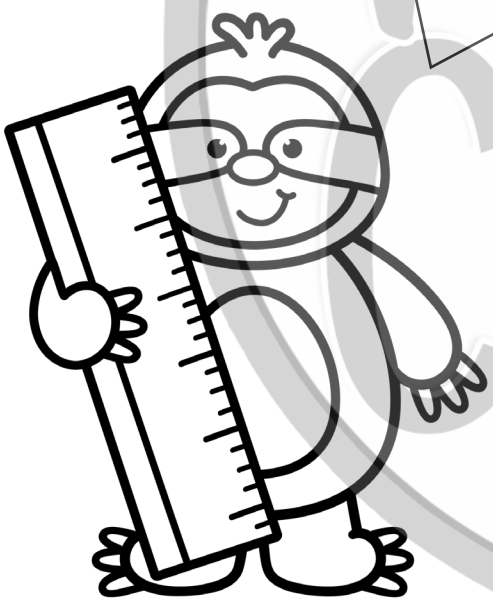


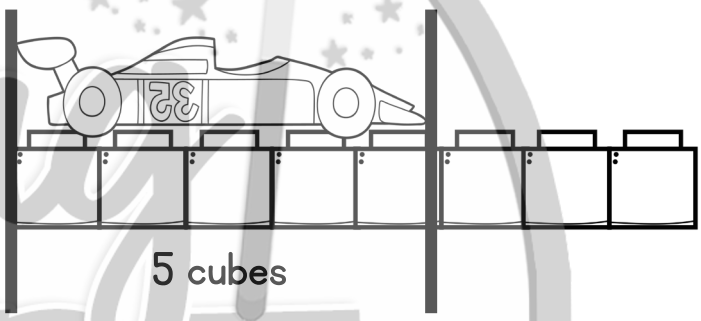
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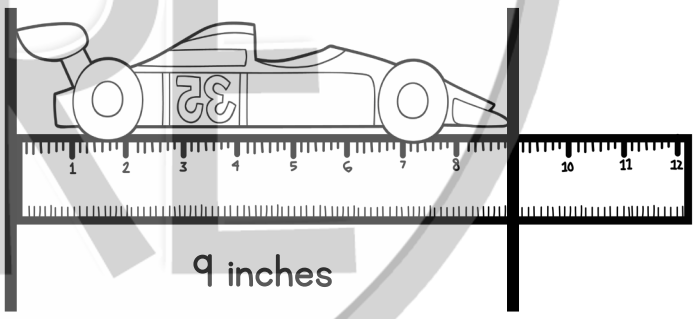
Measuring

We measure to know the size or amount of something. We can measure length to find out how tall or long something is!

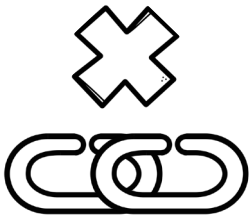
1. Start at the **zero marker**, or **endpoint**.
2. Measure from **endpoint** to **endpoint**.

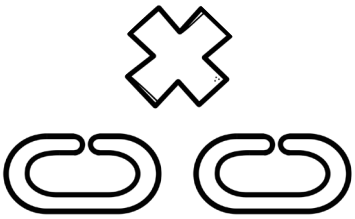






NO overlaps or gaps!







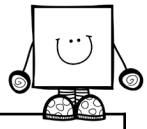
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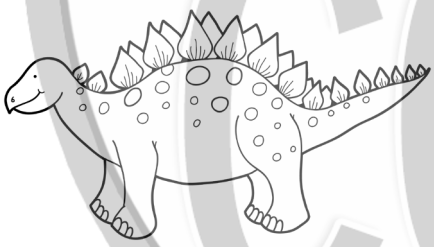
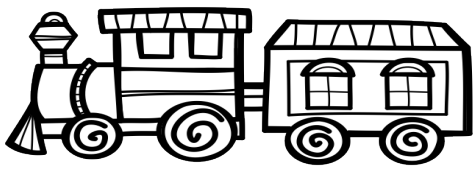
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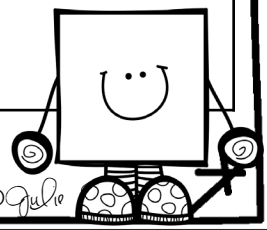
I Can Measure

Directions: Measure your objects using your paper ruler. Measure it in the unit "paper squares." Make sure to measure from endpoint to endpoint.





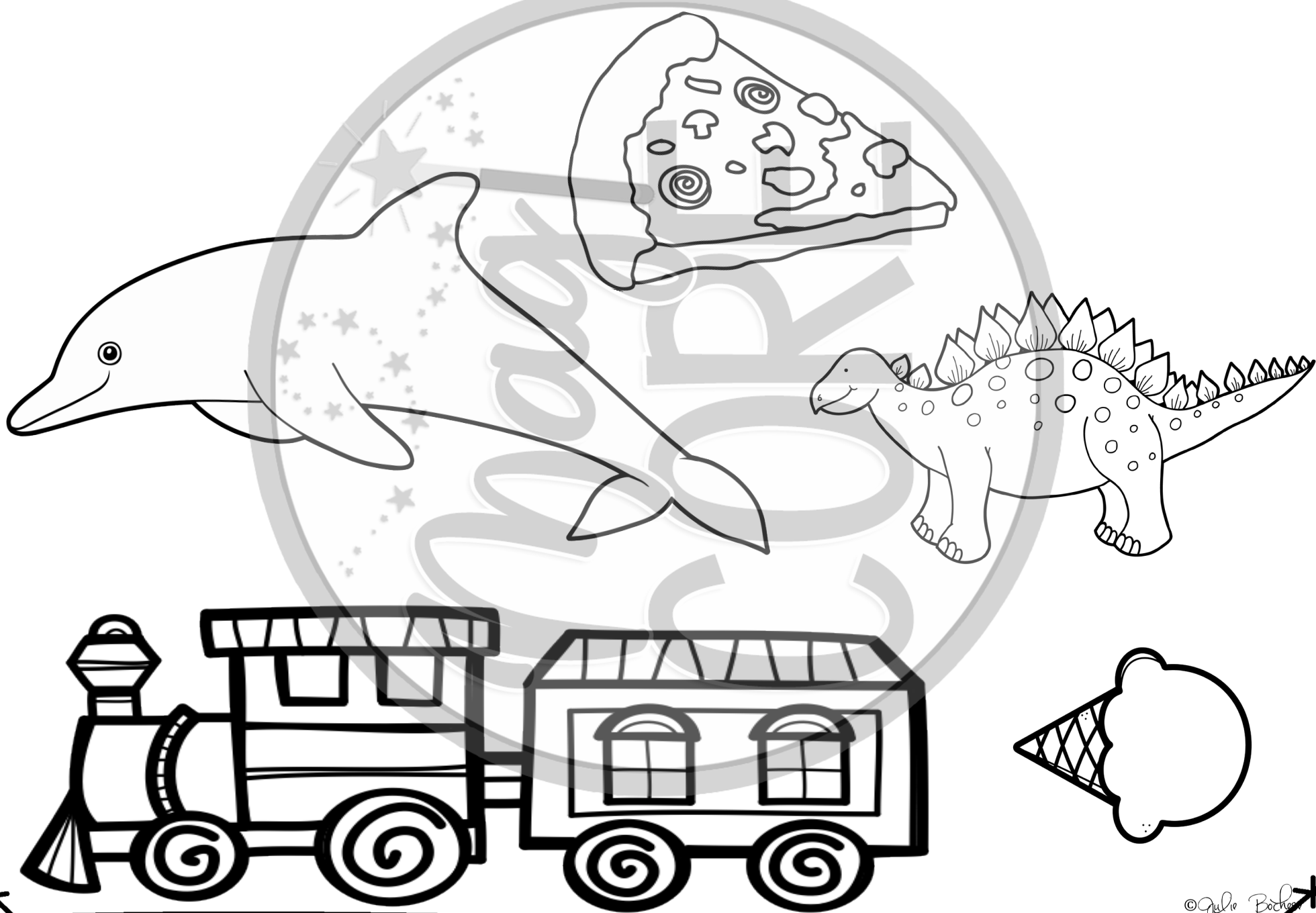
Object	Measure it (paper squares)
	
	
	
	
	



©Julie

Directions:

Measure the objects using your paper ruler. Record the measurements on your I Can Measure worksheet chart.



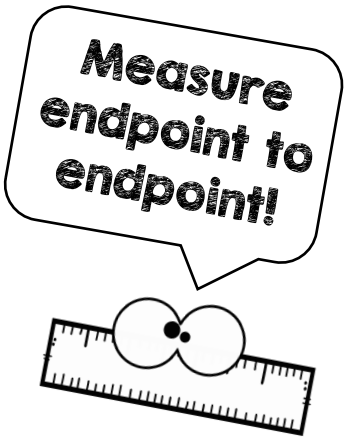
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Name: _____ Date: _____

Measuring in Inches

Directions: Measure the lines using your ruler. Write your answer in inches.



1. _____ inches



2. _____ inches



3. _____ inches



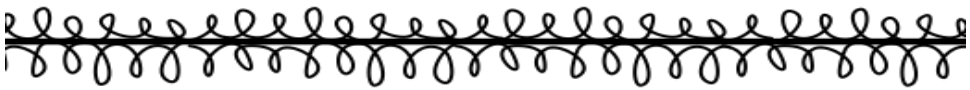
4. _____ inches



5. _____ inches



6. _____ inches





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What is the length of a cupcake?

Measuring in the Bakery

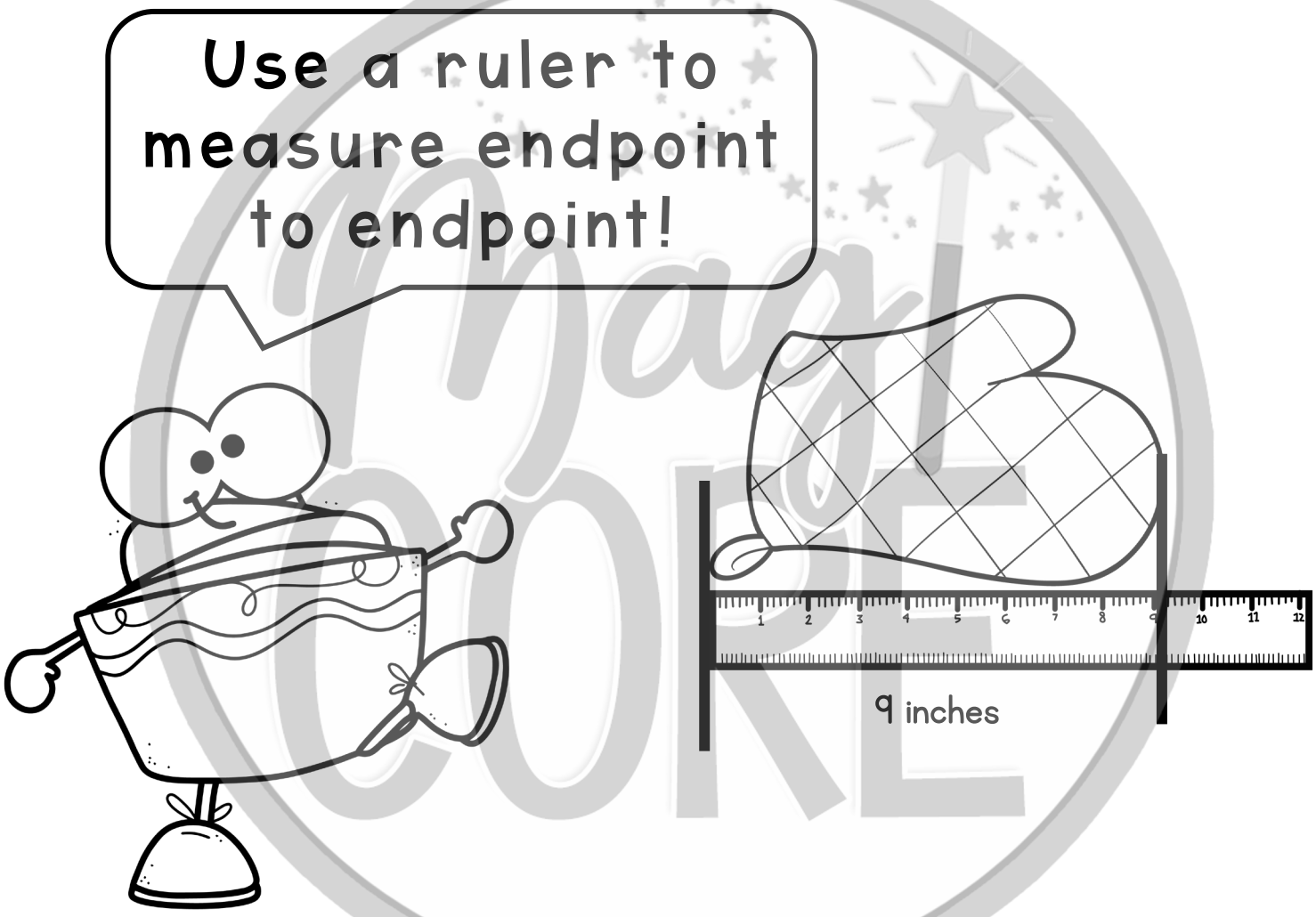


By: _____

Date: _____

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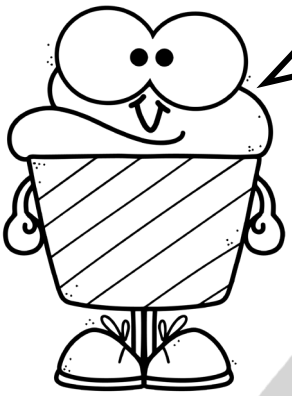
Measuring with accuracy is an important skill!

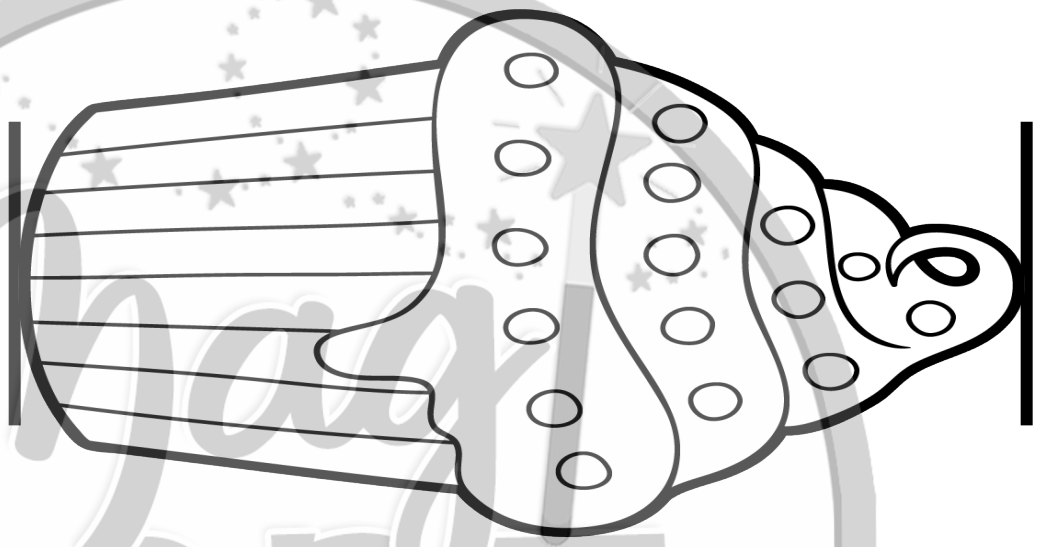


When you measure, you have to start at the zero marker and measure endpoint to endpoint.

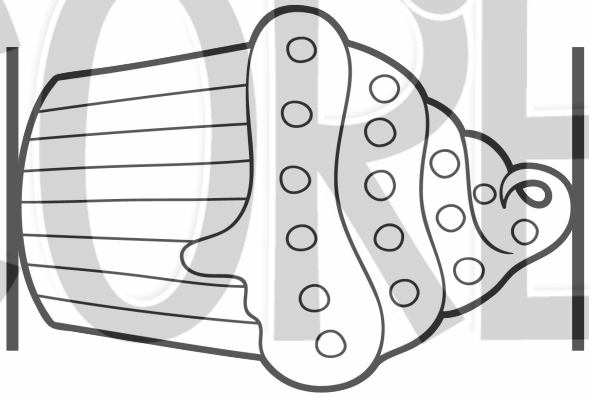
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Measure the length of these cupcakes using a ruler!

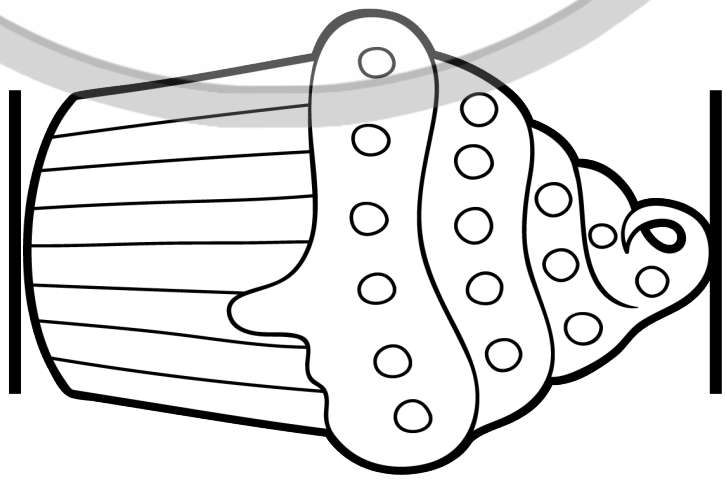




_____ inches



_____ inches



_____ inches

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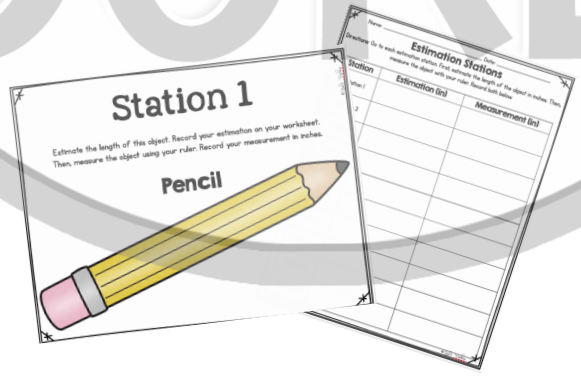
Estimation Stations

Directions:

1. Print off the station cards.
2. Print off enough Estimation Station Worksheets for each student.
3. Laminate the station cards and set them up around the classroom.
4. Students will go around the classroom with their worksheets and rulers, stopping at each station. The students will first estimate the length of the object on the card and record their estimation. Then, they will measure the object and record their measurement in inches.
5. Have 2-3 students start at each station and rotate chronologically through the stations until everyone has completed each station.
6. This game can be saved and used as a math center.

Label

Estimation Stations



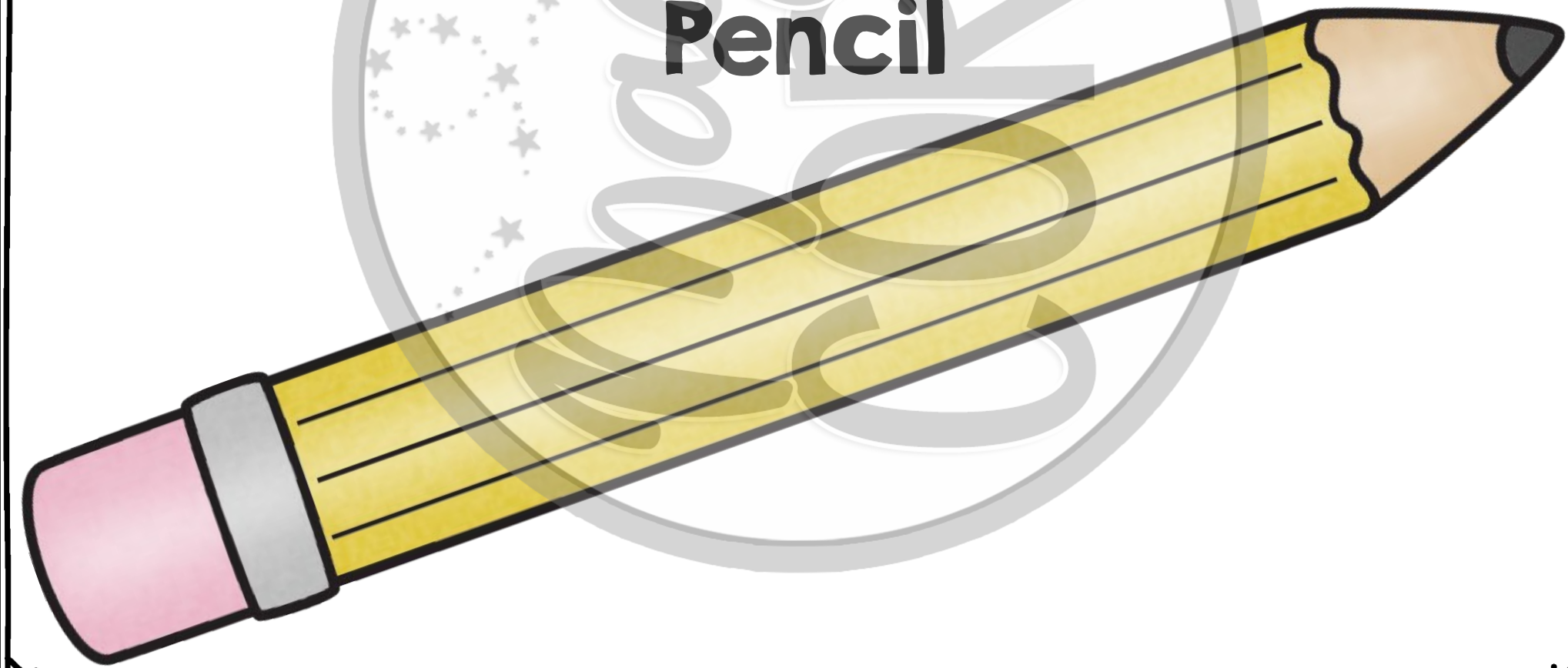
Directions: Estimate the length of each object, then measure the object using a ruler to see how close your estimate was!

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Station 1

Estimate the length of this object. Record your estimation on your worksheet.
Then, measure the object using your ruler. Record your measurement in inches.

Pencil

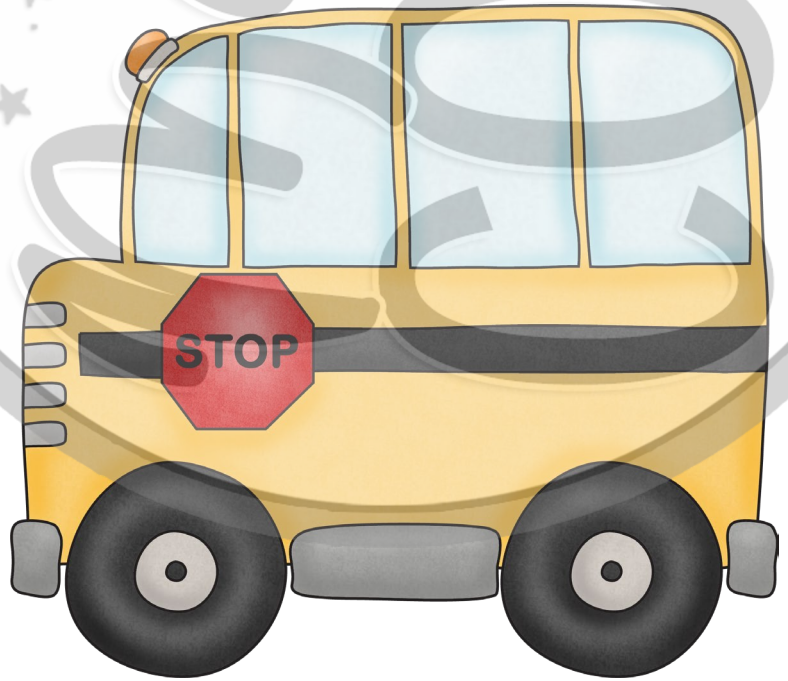


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Station 2

Estimate the length of this object. Record your estimation on your worksheet.
Then, measure the object using your ruler. Record your measurement in inches.

Bus



©Julie Backus

Name: _____ Date: _____

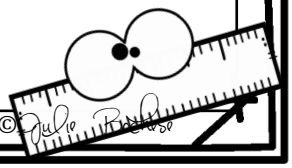
Estimation Stations

Directions: Go to each estimation station. First, estimate the length of the object in inches. Then, measure the object with your ruler. Record both below.



Station	Estimation (in)	Measurement (in)
Station 1		
Station 2		
Station 3		
Station 4		
Station 5		
Station 6		
Station 7		
Station 8		
Station 9		
Station 10		

Magic CORE

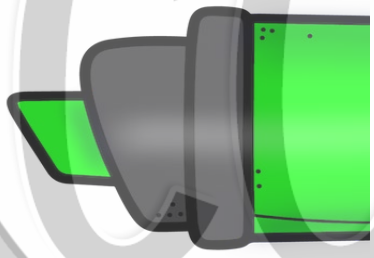


Model Problems

Directions:

For these model problems, display them so the entire class can see them. Model estimating the length of the whole object based on what you know about the length of a part of the object. Then, measure the whole object and evaluate your estimate.

The length of this part of the highlighter is 2 inches.

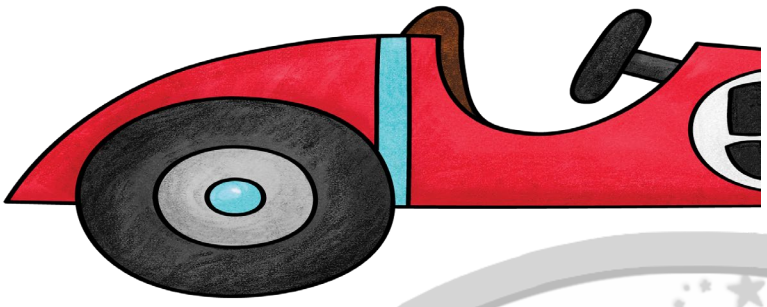


What would be a reasonable estimate in inches for the whole highlighter shown?



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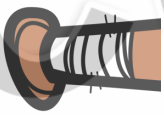
The length of this part of the car is 3 inches.



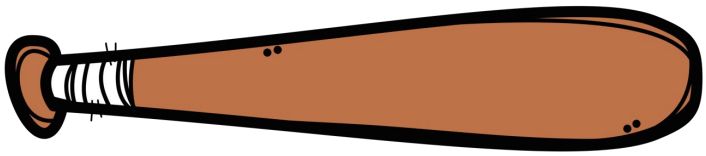
What would be a reasonable estimate in inches for the whole car shown?



The length of this part of the bat is 1 inch.



What would be a reasonable estimate in inches for the whole bat shown?



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Name: _____ Date: _____

Estimate and Measure Scoot!

Directions:

1. Place one card at each student seat.
2. Pass out the answer sheet to each student. (You can also have them number a piece of notebook paper)
3. Students begin answering the question at their seat and recording the answer on the corresponding sheet.
4. When most students are done say "scoot" and students should move to the next seat (review with students how they should rotate before beginning.) Be sure they take their answer sheets with them!
5. Continue rotating until each student has answered each question.

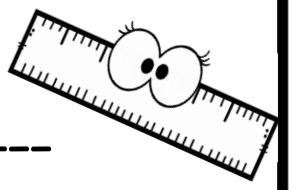
*These cards can also be used as Task Cards in a center.

©Julie Rose

Name: _____ Date: _____

Estimate and Measure Scoot!

Directions: Record your answer to each card on the line that matches the card number. Your answers should be in <u>inches</u>.



1. _____

2. _____

3. _____in Estimate _____in Measurement

4. _____in Estimate _____in Measurement

5. _____

6. _____

7. _____in Estimate _____in Measurement

8. _____in Estimate _____in Measurement

9. _____

10. _____

11. _____in Estimate _____in Measurement

12. _____in Estimate _____in Measurement

13. _____

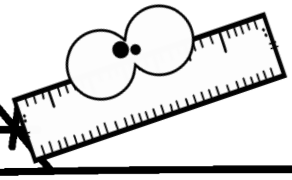
14. _____

15. _____in Estimate _____in Measurement

16. _____in Estimate _____in Measurement

17. _____

18. _____



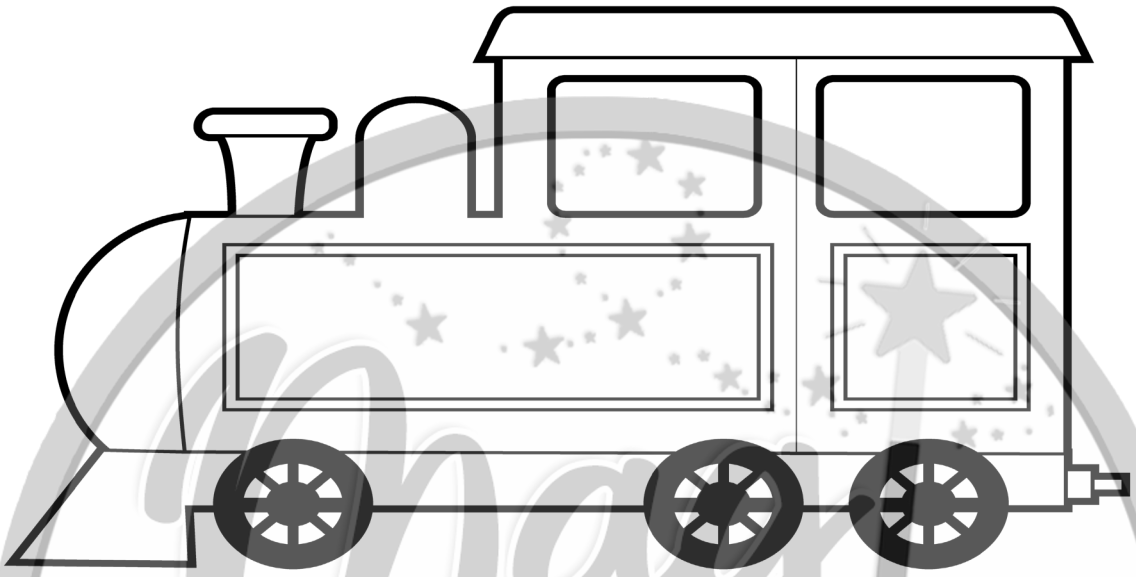


Score: ____/18

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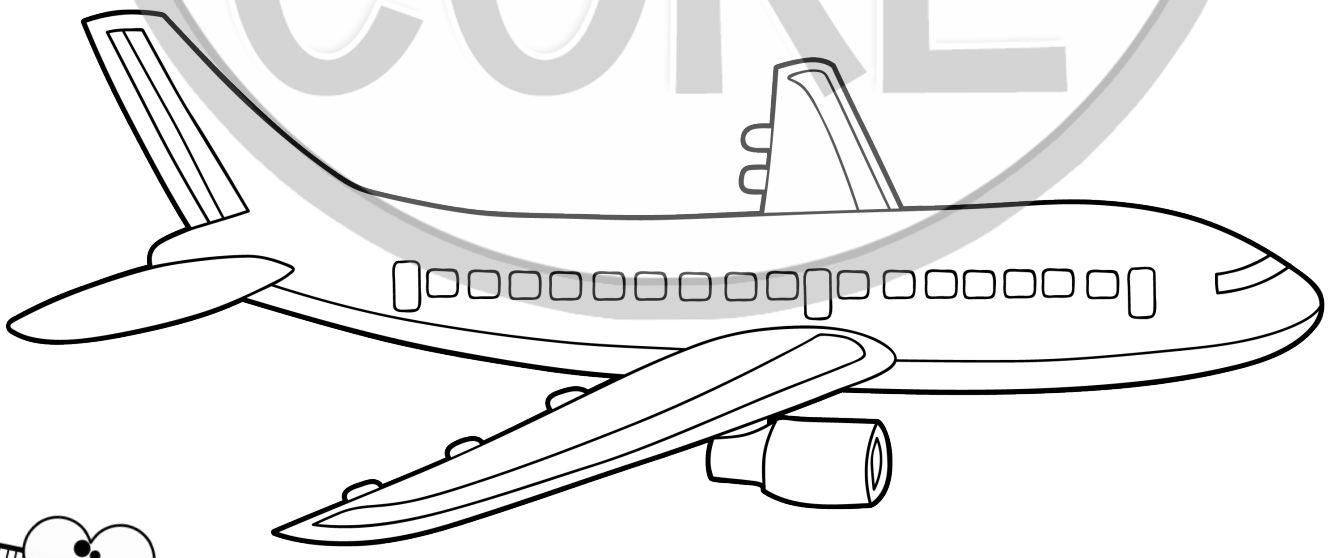
1

Measure the object.



2

Measure the object.

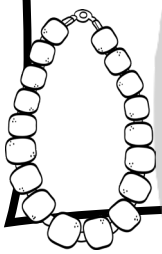


Name: _____ Date: _____

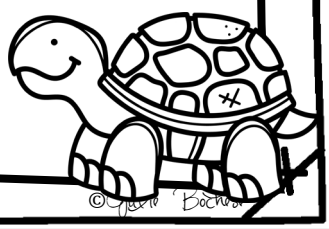
Problem Solver

Solve the word problems. Write your answer in inches.

1. Chloe has a friendship bracelet that is 6 inches long. Her friend gives her 4 more charms for her bracelet. Each charm is 1 inch long. How long is Chloe's bracelet now? Write your answer in inches.



2. Kevin's pet turtle is 11 inches long. His sister, Elle, has a turtle that is shorter. What would be a reasonable estimate for the length of Elle's turtle? How many inches could Elle's pet turtle be if the difference between the two turtles is 7 inches?



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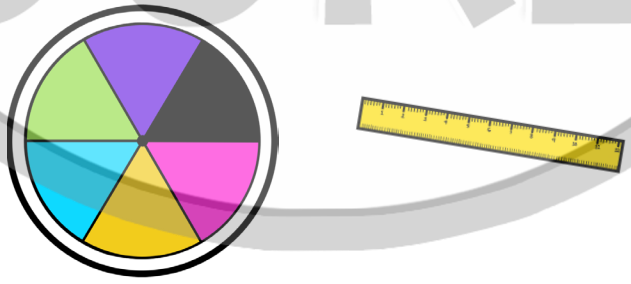
Measuring Wheel Game

Directions:

1. Print off the wheel and color cards.
2. Cut out and laminate all elements.
3. Attach the arrow to the center of the wheel using a paper fastener.
4. Place the wheel, color cards, and ruler in a large Ziploc bag.
5. Students can work individually or in small groups. Students spin the wheel. Whatever color the arrow lands on, they pick a color card from that color and measure the object.

Label

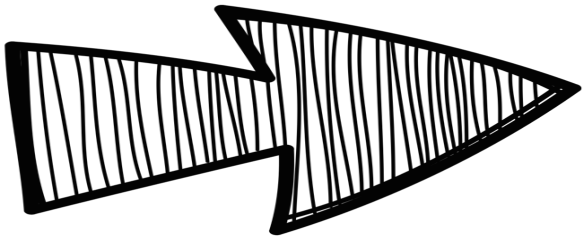
Measuring Wheel Game

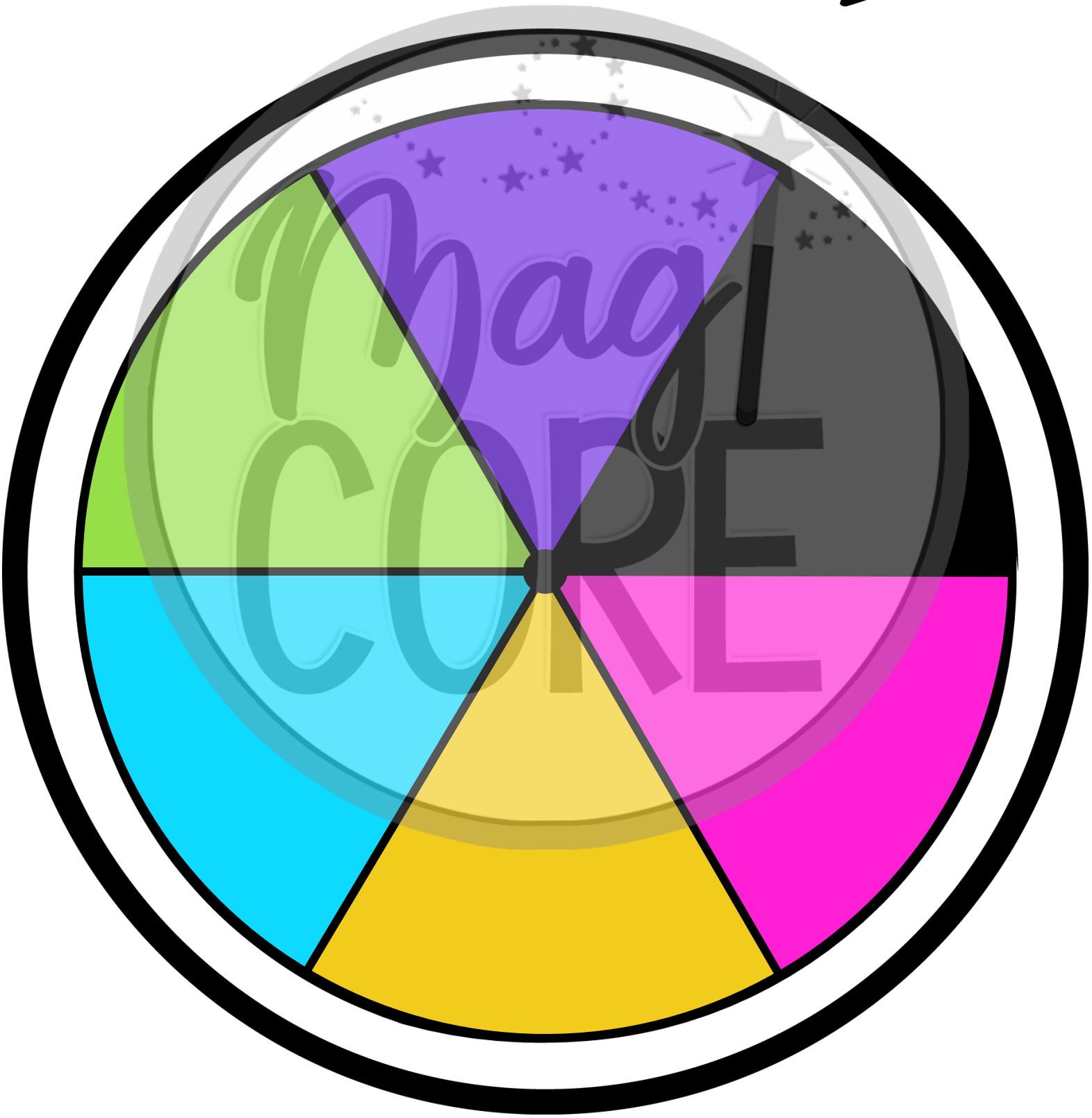


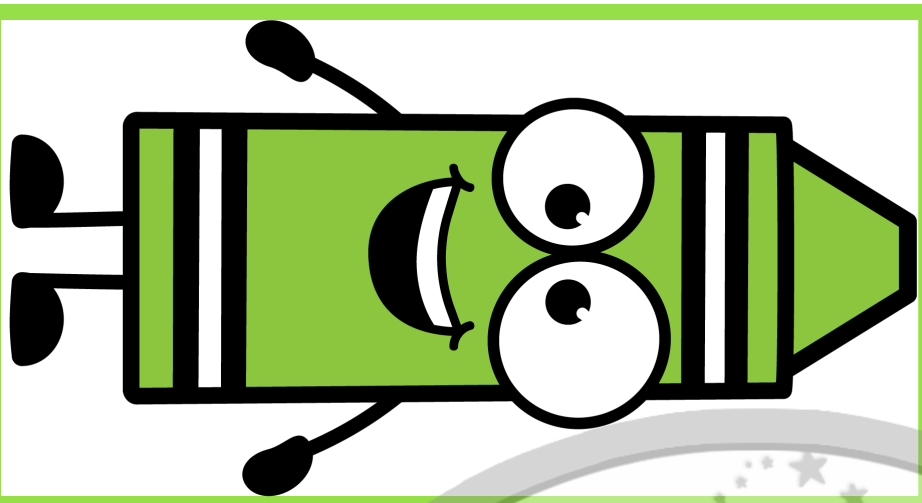
Directions: Spin the spinner to see what you will be measuring. Use your ruler to measure it!

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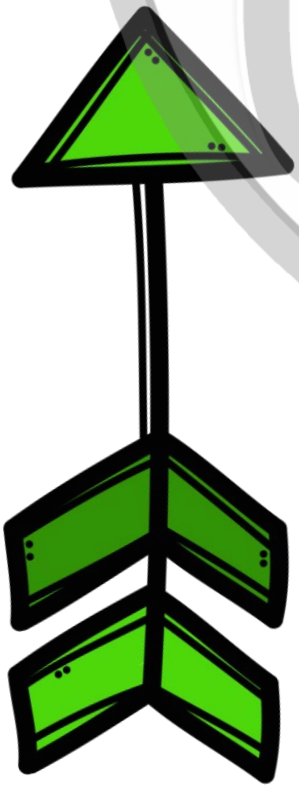
SPINNER WHEEL AND ARROW

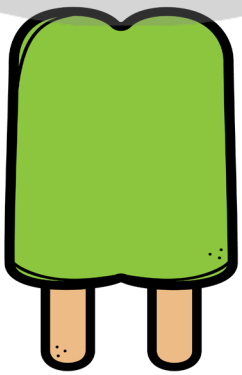








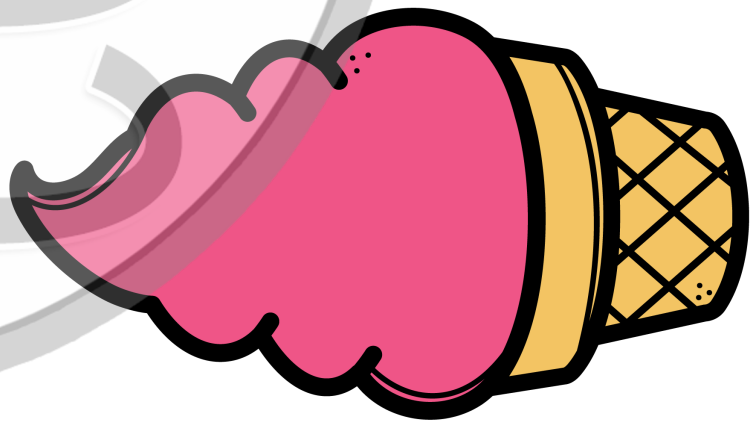




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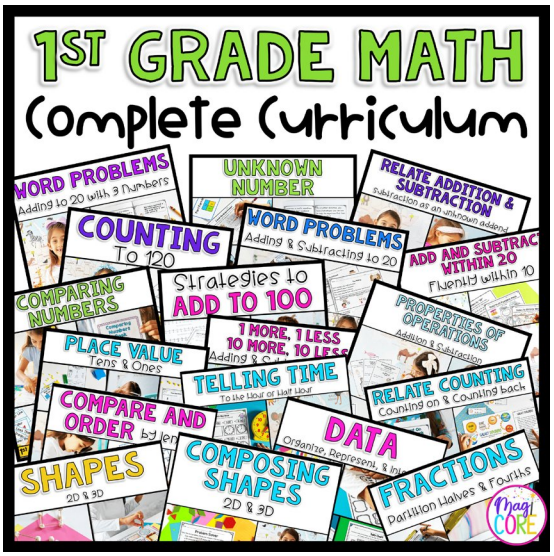
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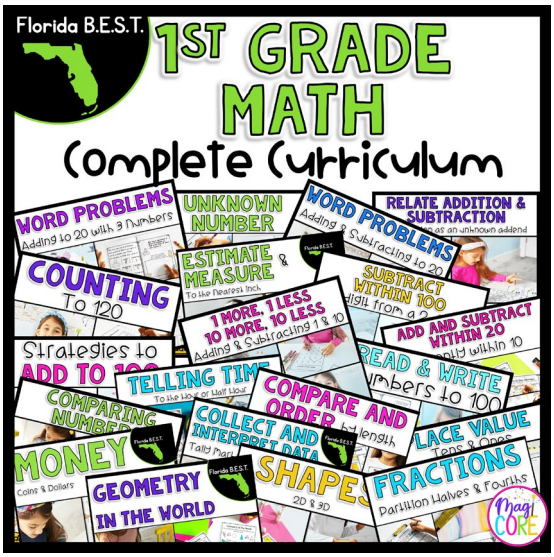
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