

Story Title: How Big is a Foot?

Grade 1

Author : Rolf Myller

Lesson created by: S. Joyce and V. Barnes

Length of Lesson: 1 hour

Math Objectives:

SOL 1.12 Estimate and measure length using non-standard units, customary units in inches, and metric units in centimeters.

SOL 1.18 Investigate, identify, and describe various forms of data collection in his/her world, using tables, picture graphs, and object graphs.

Language Arts Objectives:

SOL 1.1 Listen and respond to a variety of literature.

SOL 1.12 Write for a variety of reasons to various audiences using different formats.

Materials:

1. How Big is a Foot? By: Rolf Myller
2. Worksheet: Feet Findings
3. Construction paper to trace students' feet
4. Chart paper
5. Graph paper
6. Unifix cubes, paper clips, pennies
7. 4 to 5 objects to measure

Procedure:

1. Students will work in pairs to trace their feet and cut out.
2. Use their foot to complete worksheet: Feet Findings
3. Bring class together to compare findings.

4. Read How Big is a Foot? Stopping on page 19 after –“He thought and he thought and he thought.”
5. Using the information the students gained from completing the worksheet and reading the book work as a class to compose a letter on chart paper telling the apprentice how he can make a bed the right size.
6. Finish the book and discuss why the apprentice was successful the second time he made the bed.
7. Introduce the vocabulary words “standard and non-standard measurement”. Add to word wall.

Evaluation: The graph and response completed in the literacy center.

Literacy Center: Place 4 to 5 different objects that students can measure using non-standard measurement. Students will measure objects using unifix cubes, paper clips, and pennies. Students will then select one object to graph how many unifix cubes, paper clips, and pennies it took to measure the object. After they complete the graph they will explain why it took more of one object to measure than the other objects.

Differentiation: Those students who have the ability can write their explanation while others can draw or give their reasoning orally. Those students who would prefer to make a pictograph can have that option.

