

Chapter 1 : Exploring measurement in preschool – Teach Preschool

You're going to use a child to measure a room. Have the child lay down with his or her feet touching the wall at one end of the room. Place a block to mark where the head is. Time to get up and.

Sunday, 7 December Exploring Measurement As an entry point to learning about measuring length, I set up a provocation for the students with the the following questions: Who is the tallest? Who is the shortest? How can we find out? I also placed some non-standard units for length cubes and Kapla planks as well as standard units of length measuring tapes for added exposure. As students made their way into the classroom, I sat back and observed. I was excited to see what they would do and use to answer the questions. A few students read the questions out loud to everyone. They were very excited and quickly started to stand back to back to figure out their height in comparison to their friends. I was surprised that they took a different solution to figuring out the questions than I had anticipated. Instead, they worked as a group sorting and lining themselves from tallest to shortest in a line! I was very proud of the way they self managed and used their critical thinking skills to find the answers to the questions without any guidance. But now I wondered how to motivate them to use the materials to measure length. They were no longer interested in measuring each other since they answered the questions posed to them. I decided to add more to the existing provocation and use their interest of building tall structures as a possible motivator for them to use the measuring materials. I posed new questions: How tall is your structure? How can you find out? They enjoyed using the non-standard units of measurement, but were particularly drawn to the rulers and measuring tapes available. I guided their learning by demonstrating the correct way to use a ruler and measuring tape. They wondered why there were numbers on both sides, so I showed them and explained the difference in spacing between the lines of one side versus the other. Instead students started measuring random objects and each other. I took this opportunity to once again change the provocation questions: What can you measure? What can you use? During a group discussion on measurement, H. They began measuring their shoes and then each other to find out. I felt this was a perfect opportunity to discuss the importance of using the same measuring material constant non-standard unit when comparing length. This will give them measurement data that they can readily compare. So I decided to ask the students the simple question: It touches your head and a silver thing goes down. They seemed to be aware that measuring also entailed mass and time, not just length. This led to the co-creation of a chart displaying their name, age, and height. After the chart was completed, we studied the data together. Someone who is older can be shorter than someone who is younger. It tells me maybe both are right! I am glad I asked the question, "Why do we measure? It provided insightful responses and generated a purposeful investigation that was meaningful to the students and motivated them to further develop their measuring skills.

Exploring Measurement (4 ratings) Help your kindergartener explore the world of measurement with whimsical worksheets that highlight how to use a ruler, how to read a clock and how to fill in a calendar.

Performance Assessments for Adult Education: Exploring the Measurement Issues: Report of a Workshop. The National Academies Press. Department of Education and the National Institute for Literacy, the National Research Council NRC established the Steering Committee for the workshop on Alternatives for Assessing Adult Education and Literacy Programs to examine the development of performance assessments for measuring and reporting learning gains in adult basic education and literacy programs. A great many people contributed to the success of this workshop, which brought together state and local education directors with experts in educational measurement and assessment, and others familiar with the development and implementation of performance assessments. The steering committee would like to thank the speakers and discussants for their contributions in a lively and productive workshop. The full participant list appears in Appendix B. Staff from the U. We are indebted to Judy Koenig for her assistance in planning the workshop and writing this report; she was the principal source of expertise in both the substance and the process for this workshop. We also wish to thank the associate director of the Center for Education, Patricia Morison, for her assistance with this work. We thank Susan Hunt for her editorial assistance on this report. Special thanks go to Andrew Tompkins for his management of the operational aspects of the committee meetings and production of this report. The committee is particularly grateful to Kaeli Knowles, study director, for her tireless efforts throughout the project, from the time we assembled the steering committee and coordinated its work, to putting together a stimulating workshop, to preparing the manuscript for this report. This report has been reviewed in draft form by individuals chosen for their diverse perspectives and technical expertise, in accordance with procedures approved by the Report Review Committee of the National Research Council. The purpose of this independent review is to provide candid and critical comments that will assist the institution in making the published report as sound as possible and to ensure that the report meets institutional standards for objectivity, evidence, and responsiveness to the study charge. The review comments and draft manuscript remain confidential to protect the integrity of the deliberative process. We thank the following individuals for their participation in the review of this report: Although the reviewers listed above have provided many constructive comments and suggestions, they were not asked to endorse the final draft of the report before its release. Responsibility for the final content of this report rests entirely with the authoring committee and the institution.

Chapter 3 : Wonders in Kindergarten: Exploring Measurement

Exploring different types of measurements is a fun way to engage young learners. It is especially fun for toddlers to start understanding the world around them and the differences between objects, but it's also an important life tool and can grow with a child's learning.

Take the opportunity to draw their attention to the attributes of the objects they are using. When the children are digging: Can you please pass me the shovel with the short handle? Can you dig a long one too? Can you make a deep one too? When the children are making roads: Can you make a long road too? When the children are filling and tipping This tip-truck needs to be filled up. Can you fill it with sand please? Can you fill your one up too? Can everybody find an empty bucket? Direct comparison Children are running cars down a spouting or plank into the sandpit. How do you know? Whose car has gone the shortest distance? How can we check? What happens if we use a shorter plank? You see children filling containers with sand. Is your container heavier than mine? Can you make your container lighter than mine? How can you tell? Who has the heaviest cake? Who has the lightest cake? Indirect comparison The children are making roads in the sand area. Which of these squiggly roads is the longest? How far along the string does this road come? Is it longer or shorter? The children are making volcanoes out of sand. Honi has made a huge volcano. Ask children to describe their thinking as they measure: How are you going to use the string to measure? What are you doing with the string? What are you going to find out? How do you know this one is shorter? Using something to measure The children are making roads in the sand area. Encourage them to use other objects they have available to measure the length of their roads. How long is your road? We could count our steps. How many steps long do you think it will be? Which of these squiggly roads is the shortest? You have made a massive volcano. How tall is it? It comes up to my knee. How far does it come up on your body? How many people can hold hands around our volcano? Three people can fit around our volcano. Can we make one that more people can fit around? You see the children filling up containers with sand. Tama is making a cake in this container. How many cups do you think he will need to fill it? How many cups do you think it would take to fill that? I wonder if it will fill it? What do you think?

Chapter 4 : Sid the Science Kid . Activities . Exploring Measurement | PBS Parents

I also really wanted to take some time to explore some real life examples of using perimeter and area measurements, but we ran out of time. I had planned to take them back outside, though, and use our measuring tape to determine how much fencing we would need if we were to put a fence around our house.

Chapter 5 : Sand: Exploring Measurement | nzmaths

Getting Ready Walk around your home, and talk with your child about how things come in different sizes. For example, point to a book and ask your child questions such as Can you find another book.

Chapter 6 : Exploring Size - Measure Yourself (NanoDays 08, 09, 10, 11, 14) | NISE Network

Fall is the perfect time of year to get outside and learn with your kids! Find a great list of ideas for exploring measurement with leaves this season.

Chapter 7 : Exploring Measurement | Activities | The Cat in the Hat | PBS PARENTS

"Exploring Size - Measure Yourself" is a hands-on activity in which visitors mark their height on a height chart and discover how tall they are in nanometers.

Chapter 8 : How Tall Is My Giraffe? Exploring Measurement | Words On A Limb

The discussion of age and its relation to height also continued to be debated by the students. This led to the co-creation of a chart displaying their name, age, and height. This led to the co-creation of a chart displaying their name, age, and height.

Chapter 9 : Module 7: Exploring measurement with multiplication | Khan Academy

Measure lengths on stringed musical instruments, and discuss how the placement of frets is determined by a geometric sequence.