

Unit 5 Measure

Three daily lessons

Merseyside Consultants' Cluster Group

Year 1
Autumn term

Unit Objectives

Year 1

Understand and use the vocabulary related to length and time

Order familiar events in time

Compare two, then more, lengths using direct comparison

Suggest suitable standard or uniform non-standard units and measuring equipment to estimate then measure a length.

Pages 72 and
78

p. 72

p.74,76

This Unit Plan is designed to guide your teaching.

You will need to adapt it to meet the needs of your class.

Resources needed to teach this unit:

Resource sheet 5.1
Resource sheet 5.2
Activity sheet 5.2
Activity sheet 5.3
Two lengths of ribbon
Objects for measuring, pens pegs, pencils, chalk, board rubber
Orange cuisenaire rods (one between two children)
Toy animals
Interlocking cubes
Base-ten cubes
Rulers
Large teaching clock
Small clocks
Interactive teaching program "Time"

Link Objectives

Reception

Year 2

Use language such as more or less, longer or shorter, heavier or lighter.... To compare two quantities, then more than two, by making direct comparisons of lengths...
Begin to understand and use the vocabulary related to time.
Sequence familiar events.
Begin to know the days of the week in order.
Begin to read o'clock time.

Use and begin to read the vocabulary related to length and time
Use units of time: second, minute, hour, day, week
Suggest suitable units to estimate or measure time
Estimate, measure then compare lengths using metres, recording as "3 and a bit metres"
Suggest suitable units and equipment

(Key objectives in bold)

Planning sheet	Day One	Unit 5 Measure	Term: Autumn	Year Group: 1
Oral and Mental		Main Teaching		Plenary
Objectives and Vocabulary	Teaching Activities	Objectives and Vocabulary	Teaching Activities	Teaching Activities/ Focus Questions
VOCABULARY		<p>Use and begin to read the vocabulary related to time. Order familiar events.</p> <p>VOCABULARY</p> <p>Morning, afternoon, night, day, week, before, after, next, first, second, last</p> <p>RESOURCES</p> <p>Resource sheet 5.1</p>	<p>Write on the board: Morning Afternoon Night</p> <p>Ask the children for activities/ things that they do each day. For each response ask :</p> <p>Q Do you do that in the morning, afternoon or night?</p> <p>Write each response under the appropriate heading. Read the morning list together with the children. Ask:</p> <p>Q Which of these things do you do first?</p> <p>Q What do you do next?</p> <p>Work with the children to re-write the list in order. Repeat the discussion for the other two lists. Ask questions:</p> <p>Q Do you get washed before you go to school or after?</p> <p>Q What do you do between playtime and dinner time?</p> <p>In pairs, children act out an activity from the lists and their partner chooses the appropriate label from Resource sheet 5.1 to hold up: morning, afternoon or night. After a few turns children swap roles.</p>	<p>Select volunteers to act out an activity for the class to identify as morning, afternoon or night. Ask: Record the day on the board.</p> <p>Q What day was it yesterday? Repeat with:</p> <p>Q What day is it today?</p> <p>Q What day will it be tomorrow?</p> <p>Ask children to help you complete the list for the remaining days of the week. Tell the children that you will be learning about days of the week next time you do work on time.</p> <p>By the end of the lesson, children should be able to:</p> <p>Understand and use the vocabulary of time Order familiar events</p> <p>(Refer to supplement of examples, section 5, page 78)</p>

Planning sheet	Day Two	Unit 5 <i>Measure</i>	Term: <i>Autumn</i>	Year Group: 1
Oral and Mental		Main Teaching		Plenary
Objectives and Vocabulary	Teaching Activities	Objectives and Vocabulary	Teaching Activities	Teaching Activities/ Focus Questions
VOCABULARY		<p>Understand and use the vocabulary related to length Compare two, then more, lengths using direct comparison.</p> <p>VOCABULARY Length, height, width, high, wide, same length, long, longer, longest, short, shorter, shortest, measure, compare,</p> <p>RESOURCES Two ribbons of different lengths. Objects to measure e.g. pens, pencils, pegs, paintbrush, chalk, board rubber, orange cuisenaire rods (one for each pair) Resource sheet 5.2</p>	<p>Display two ribbons of different lengths. Ask</p> <p>Q Which ribbon is the longest? How do you know?</p> <p>Encourage children to include in their responses the need to compare them. Invite two volunteers to hold the ribbons side by side. Discuss the need to place the two ends together for accuracy. Repeat with two different objects, e.g. a peg and a pencil. Ask:</p> <p>Q Which is the longest? How could we check?</p> <p>Repeat with objects e.g. paintbrush, pens, board-rubber, and chalk.</p> <p>Hold up one of the ribbons and ask the children to name objects in the room that are longer than the ribbon, e.g. door, window, board, table. Demonstrate comparing the length by measuring the ribbon against the object by placing it alongside edge to edge.</p> <p>Repeat the discussion for objects that are shorter than the ribbon. Ask:</p> <p>Q Which is the shortest? How could we check?</p> <p>Encourage children to use words like height, width and length.</p> <p>Give the children an orange cuisenaire rod between two and a selection of objects to measure. In pairs children compare the rod with the different objects and decide if they are longer or shorter than the rod. Encourage the children to estimate first. Record by placing the object on Resource sheet 5.2 under the right heading.</p>	<p>Work through the children's findings with the whole class. Ask:</p> <p>Q Was the rod longer than the peg?</p> <p>Q Was the pencil shorter than the rod?</p> <p>Discuss the ease of comparing two lengths side by side.</p> <p>Q What if we wanted to compare two objects we could not hold side by side, e.g. the length of the table to the height of the door?</p> <p>Bring out the idea of using the same unit repeated to measure each object. Tell the children they will be doing this in their next lesson.</p> <p>HOMEWORK – Give out Activity Sheet 5.2 and ask the children to use a peg or a crayon to measure the items on the sheet and find which are longer or shorter than the unit of measure.</p> <p>By the end of the lesson, children should be able to: Compare two, then more, lengths using direct comparison Understand and use the vocabulary related to length (Refer to supplement of examples, section 5, page 72.)</p>

Planning sheet		Day Three	Unit 5 <i>Measure</i>	Term: <i>Autumn</i>	Year Group: 1
Oral and Mental		Main Teaching			Plenary
Objectives and Vocabulary	Teaching Activities	Objectives and Vocabulary	Teaching Activities	Teaching Activities/ Focus Questions	
<p>VOCABULARY</p> <p>RESOURCES</p>		<p>Measure lengths using uniform non-standard units or standard units e.g. metre sticks.</p> <p>Understand and use the vocabulary related to length.</p> <p>VOCABULARY Length, height, width, high, wide, same length, long, longer, longest, short, shorter, shortest, measure, compare,</p> <p>RESOURCES Activity sheet 5.3, cubes, pegs, paper-clips, base-ten cubes, toy animals, rulers</p>	<p>Show the children a toy animal and some connecting cubes. Ask a volunteer to come to the front and make a tower of cubes to match the height of the toy. Count the cubes together and stand the tower up next to the toy. Discuss the idea that there are no gaps, the cubes are end to end and the first one is placed at the end to be measured.</p> <p>Repeat with a different toy encourage the children to estimate first. .Ask:</p> <p style="border: 1px solid black; padding: 2px; margin: 5px 0;">Q Which toy is the tallest? How do you know?</p> <p style="border: 1px solid black; padding: 2px; margin: 5px 0;">Q Which toy is the shortest? How do you know?</p> <p>Provide the children with interlocking cubes and a variety of toys. In pairs the children should make towers of cubes to find the heights and widths of the toys. Stand the towers on the table to compare lengths. Encourage children to use the vocabulary of length.</p>	<p>Ask some of the children to display their toys and their towers.</p> <p style="border: 1px solid black; padding: 2px; margin: 5px 0;">Q Which one is the tallest? Which one is the shortest?</p> <p>Hold up two of the towers. Ask:</p> <p style="border: 1px solid black; padding: 2px; margin: 5px 0;">Q Which length is the longer? How much longer is it? How do you know?</p> <p>Repeat the discussion for a different pair of towers for shorter. Ask:</p> <p style="border: 1px solid black; padding: 2px; margin: 5px 0;">Q If we used the base- ten cubes would we need the same number of cubes? Why not?</p> <p>Demonstrate measuring one of the toys with base-ten cubes and comparing the number of cubes used. Place rulers end to end across the width of the table. Get the children to help you count them. Ask:</p> <p style="border: 1px solid black; padding: 2px; margin: 5px 0;">Q If we wanted to measure the width of the door, which of these units would be best to use? Why?</p> <p>Encourage discussion to bring about the suitable size of the unit.</p> <p style="border: 1px solid black; padding: 5px; margin: 5px 0;">By the end of the lesson, children should be able to:</p> <p style="margin-left: 20px;">Use vocabulary related to length Measure lengths using uniform non-standard units or standard units, e.g. metre sticks (Refer to supplement of examples, section 5, page 72.)</p>	

afternoon

night

morning

Longer than

Shorter than