

**First Grade
Trailblazers Unit 6
“Measurement: Length”**

State Goals and Objectives Met in Unit 6:

1.01, 1.02, 1.03, 1.04, 2.01, 4.01

What North Carolina expects your child to learn:

<http://www.ncpublicschools.org/curriculum/mathematics/scos/2003/k-8/14grade1>

How Math Trailblazers meets the state’s goals (Click to pg 8):

<http://www.kendallhunt.com/uploads/2/CORR-NC-MTB2.pdf>

What your child will do in this unit:

1. Students measure a variety of objects using connecting links. Chains of links are arranged in groups of five with alternating colors to encourage students to skip count.
2. Students roll toy cars down ramps and measure how far the cars roll.
3. Students use literature to explore how to build a better soap box derby car. Techniques used in the previous lab are explored further.
4. Students examine pairs of dachshunds, predict the longer dog based on measurements given in links and cubes, and check their predictions.
5. Students make transition from the unusual units to standard units. Using inch rulers, the students will measure objects around the room.

Unit Vocabulary

<i>length</i>	<i>perimeter</i>	<i>median</i>	<i>trial</i>	<i>inch</i>
<i>ruler</i>				

First grade glossary link: http://www.kendallhunt.com/uploads/2/MTB_Gr1_Glossary.pdf

Manipulatives and Supplies

What your child will use:

Lesson 1	Lesson 2	Lesson 3	Lesson 4	Lesson 5
Per student pair: 45 connecting cubes	Same as lesson 1 plus additional links, self- adhesive note or index card	Adventure Books	nonstandard units of measure (e.g., markers, paper clips, connecting cubes, erasers	connecting links and cubes

Unit Assessment Indicators

What your child is expected to learn:

- Can students predict and measure length using nonstandard units?
- Can students report lengths using numbers and units?
- Can students make and interpret bar graphs?
- Can students use data to solve problems involving length?
- Can students group and count objects by fives and ones?

Student Friendly Books/Unit Literature:

- *How Many Feet in the Bed* by Dianne Johnston Hamm
- *How Big is a Foot* by Rolf Myller

Websites to Explore

- Practice skip counting - <http://www.rainforestmaths.com/> Click on Level B and choose “Measurement” on the third row and click on “Length”.
- More Addition Practice: <http://www.dositey.com/addsub/addition.htm>
- Addition Surprise – <http://www.harcourtschool.com/activity/add/add.html>

How you can help your child:

- ✓ Help your child cut a piece of string that is about five inches long. Work with your child to measure various objects around the house using the string. As you measure, use appropriate words such as long, tall, short, longer, shorter, longest, and shortest where appropriate.
- ✓ Allow your child to play with a calculator. When solving addition problems, have your child explain why he or she used certain keys and why the order was important.

Helpful Computer Programs:**Unit 6—Measurement: Length**

Kid Pix helps students draw, write, and illustrate math concepts.

Math Concepts One . . . Two . . . Three! provides practice with sorting objects, making simple bar graphs, and estimating and measuring time, money, length, temperature, and mass.

Mighty Math Carnival Countdown helps students explore shapes, patterns, symmetry, area, perimeter, and fractions using pattern blocks.