

Learning Activity for I Measure Every Day

3rd Grade

Objective: The students will explore measuring length, capacity and weight.

Materials: standard and metric measuring scale, beans and other dried foods, connecting cubes, objects to measure length (pencil, book, desk, chair, a classmate, etc), fish bowl, assortment of plastic containers, a cup

I Measure Every Day

Our football field is longer than the driveway of my house
My cat has got a longer tail than Rufus my pet mouse
A railway tie is shorter than the necktie Daddy wears
The distance up the elevator's shorter than the stairs

I use my eyes and they're the way
I measure every day.

It's farther to New Delhi than it is to New Orleans
It's farther to Tibet than up to Boston for some beans
December's closer to September than it is to June
A rocket ship that flies to Mars goes farther than the moon.

I calculate and that's the way
I measure every day.

The ocean's deeper than the fishbowl by our kitchen sink
A bucket's deeper than the water glass from which I drink
A swimming hole is deeper than a rubber wading pool
An oil well is way deeper than the bathroom sink at school

A depth is what my eyes convey
I measure every day.

One pound of apples weighs the same as one pound of cement
An ounce of water weighs the same as an ounce of fancy scent
A kilo of potatoes, or of soil or full of rocks
A kilo always weighs the same, whatever's in the box.

Cause what things weigh is what they weigh
I measure every day.

You'd need a lot of water drops to fill a great big lake
To build a snowman you would need a pile of tiny flakes
My brother's 10 years older, and he's twice the size of me
The Earth is much too big for all us little folks to see

Cause size is always on display
I measure every day.

Procedure:

- 1) Play the song.
- 2) Discuss the song and unfamiliar words.
- 3) The teacher will use connecting cubes to model measuring distance and length, use cups to model estimating capacity of a fish bowl, and use a balance scale to model estimating weight of a pound or $\frac{1}{2}$ pound.
- 4) Stations will be set up all around the room to measuring length, capacity, and weight.
- 5) Students will visit each station to explore measuring length, capacity, and weight.

Evaluation: Teacher observation while students work in pairs measuring weight using a scale, measuring capacity using a cup and other plastic containers, and measuring length using connecting cubes. The teacher will look for evidence of a basic understanding of measurement.