

Measuring with an Inch Worm

Purpose

Students will make an inch worm to use as a non-standard unit to measure the length of different objects in the classroom.

Materials

For the teacher: 6 one-inch diameter construction paper circles, crayons, construction paper scraps

For each student: 6 one-inch diameter construction paper circles, crayons, construction paper scraps, paper, pencil, copy of Black Line Master (BLM) *Measuring with Interlocking Cubes*

Activity

A. Introduction

1. Tell students that they will be making inch worms and that you are going to demonstrate how to make an inch worm.
2. Overlap the six circles slightly and glue them together in a row to form the worm's body.
3. Use crayons and construction paper scraps to make legs, antennae, facial features, etc.
4. Have each student make and decorate an inch worm.

B. Student Activity

1. Model the correct way to measure an object by putting the edge of the worm even with the edge of the object being measured.
2. Fold paper into two columns labeled "shorter" and "longer."
3. Have students work with a partner to find objects in the room that are longer and shorter than their worms and direct students to write the names of the objects they find in the appropriate columns on their papers.
4. Have students complete the BLM *Measuring with Interlocking Cubes*.

connecting across the curriculum

Science

Take a nature walk to help students learn about the outdoors and measurement. Give groups of students different length paper clip chains. Have each group find things that are the same length as their chain. Have them record what they find.

EXTENDING THE



ACTIVITY


Have students look through magazines to find pictures of two similar objects. Using their inch worm or the interlocking cubes, have them compare the length of the two objects.


Standards Links
1.5.2, 1.5.3, 1.5.4


Questions for Review

Basic Concepts and Processes

After the activity, use interlocking cubes to review the following questions with your students to gauge their understanding of the Standard Indicator:

 Which of these items are longer/shorter than your train?

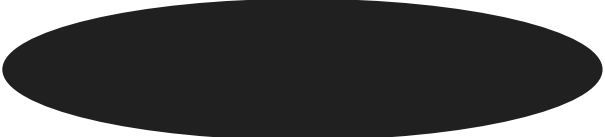
 How many cubes long is [*insert object*]?

 How did you decide how to measure each object?

Name: _____

Measuring with Interlocking Cubes

Make an interlocking cube train the length of the following items.
Record the number of cubes in each train.

1.  _____ interlocking cubes

2.  _____ interlocking cubes

3.  _____ interlocking cubes

4.  _____ interlocking cubes

5.  _____ interlocking cubes

6. Draw something that is 4 interlocking cubes long:

Measuring with Interlocking Cubes

Teacher Directions

Provide each student with a copy of the BLM *Measuring with Interlocking Cubes*. Review the directions on the BLM with students. Caution students that their measurements may not come out even but that they should measure to the nearest whole interlocking cube.

Answer Key

1. 3
2. 6
3. 2
4. 5
5. 3
6. Answers will vary.