

Inches, Feet, or Yards?

Purpose

Students will discover the relationship between inches, feet, and yards and decide which unit of length to use in a given situation.

Materials

For each student: copy of Black Line Master (BLM) *Inches, Feet, or Yards?*

For every 3-4 students: inch strip, ruler, yardstick, skein of yarn

Activity

A. Introduction

1. Holding up each of the measuring tools (inch strip, ruler, and yardstick), explain what each is with sentences, such as: "This is a ruler. It measures one foot."
2. Tell the students that they will be working in groups to measure the length of several objects and distances.
3. For very long measurements, tell students they may stretch the yarn the length of the measurement and then measure the yarn by placing it along the measuring tools. Demonstrate with a piece of yarn.
4. Tell the students that the BLM *Inches, Feet, or Yards?* will tell them what to measure and give them a place to keep a record of the lengths.

B. Group Activity

1. Divide the class into groups of three or four students and hand out the materials listed.
2. Have the students move around the room to measure the various items listed on the BLM.
3. Be prepared to assist students with the measurements as needed.

C. Discussion

Discuss the students' findings on the BLM.



connecting
across the
curriculum

English/ Language Arts

Read the book *12 Snails to 1 Lizard* by Susan Hightower. In their math journals, have students write about objects that they would measure with an inch strip, ruler, and yardstick.



MEETING
INDIVIDUAL
NEEDS


Work individually with students having difficulty with measurement. Place the inch strip along the inch markings on the ruler and yardstick to show them the relationship. Count with them the number of times the inch strip would fit along both measuring tools. Do the same activity comparing the ruler to the yardstick.


Standards Links
2.1.1, 2.1.11


Questions for Review


Basic Concepts and Processes


After the activity, discuss the following questions with your students to gauge their understanding of the Standard Indicators:


 How many inches are in a foot? feet in a yard? inches in a yard?

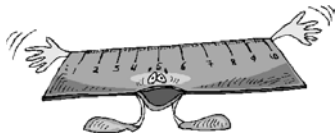
 What might you measure with the inch strip? the ruler?
the yard stick?

 Why would you use the inch strip? the ruler? the
yardstick?

 Could you use the ruler to measure an object shorter than
one foot?

 How could you use the ruler to measure an object
shorter than one foot?

 How might you measure an object that is longer than one foot
but shorter than a yard?



Name: _____

Inches, Feet, or Yards?

Measure the items listed below and record their measurements using the inch strip, ruler, and yardstick. Place an X in the spaces where the item is too small to measure with the ruler or yardstick.

ITEM	LENGTH IN INCHES	LENGTH IN FEET	LENGTH IN YARDS	BEST ITEM TO USE (circle one)
pencil				inch strip ruler yardstick
teacher's desk				inch strip ruler yardstick
from door to teacher's desk				inch strip ruler yardstick
book				inch strip ruler yardstick
chalkboard eraser				inch strip ruler yardstick
piece of chalk				inch strip ruler yardstick
from door to corner in hallway				inch strip ruler yardstick
window				inch strip ruler yardstick
computer screen				inch strip ruler yardstick

Inches, Feet, or Yards?

Teacher Directions

Have students measure the items listed and record their measurements using the inch strip, ruler, and yardstick. Have students place an X in the spaces where the item is too small to measure with the ruler or yardstick.

Encourage students to use the yarn to find the distance from the door to the teacher's desk and the corner in the hallway and then measure the yarn.

Answer Key

Answers will vary.