

# Math Lesson

Lesson Title: Crooked Paths Grade: Second Grade
Content Standard: Measure to determine how much longer one object is than another, expressing the length difference in terms of a standard length unit
Materials: one foot rulers, tape lines on tables and on floor, one straight and one "crooked", one foot rulers, one inch tiles, class chart, recording sheet for each pair of students
Shared Experience and procedure details: Put two tape lines on each table, one straight and one "crooked" and a pair on the floor for demonstration. Have a child walk a straight line and one walk a crooked line. Ask what the difference is. Talk briefly about how to use the benchmarks we have been talking about to help yourself make a close guess (called an estimate). Give an estimate for each of the tape paths on the floor, explaining how you used a benchmark to estimate. Tell class that after everyone has completed measuring the paths at the table, we will measure the lines on the floor to see which is longer. Have children in pairs estimate the lengths of the two paths in inches and feet on their table and record. Ask for one student from each pair to report and record. Pass out rulers and tiles. Pairs at each table will measure their lines. Record on their sheet. Ask students to compare estimates and measurements. Record results as students finish their work. Before drawing and writing, ask children to write about what they did and how they did it.
Possible Picture: Student will most likely draw the group working, the table and tape lines indicating how they used the ruler
Possible People Talk: For estimation, students may explain using a referent or guessing For measurement, students may describe how to keep track as they iterate, discuss
Feature Talk: estimate, measure, numbers, length, more, less, add, repeat
Possible Symbolic Representation: ruler/line/units
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