

<p><b>Lesson Title:</b> Crooked Paths for the New Building</p> <p><b>Grade:</b> Second Grade</p>
<p><b>Content Standard:</b></p> <p><b>2.MD</b></p> <p>1. Measure the length of an object by selecting and using appropriate tools such as rulers, yardsticks, meter sticks, and measuring tapes.</p> <p>4. Measure to determine how much longer one object is than another, expressing the length difference in terms of a standard length unit.</p>
<p><b>Connections</b></p> <p>What if we got to pick the way the sidewalk looked in front of our new building? Suppose we had to make the choice based on how much concrete each path would take? We might need to measure that out so we could come up with the best choice. On your posters are the two choices.</p>
<p><b>Question:</b></p> <p>Is one of these lines longer or are they the same size? Which of these lines is longer? How much longer? How can you prove it? Which tool was the best tool to use to solve the problem?</p>
<p><b>Materials:</b></p> <p>Lines drawn or taped on Poster Board: One straight, one crooked, one poster per group (make sure lines start and stop at same point.)</p> <p>Standard ruler/ group</p> <p>Tape Measure/group</p> <p>Yardstick/Group</p> <p>1 inch tiles/Group</p> <p>red pens/group</p> <p>1 Math Experience booklet/student</p>
<p><b>Pre-lesson Prep</b></p> <p>Make a poster board with lines for each group</p> <p>Copy lesson experience books for each student</p> <p>Write questions on board for group reference</p>
<p><b>Shared Experience and Procedure details:</b></p> <ol style="list-style-type: none"> <li>1. Students work in pairs</li> <li>2. Pass posters and measuring tools out to groups.</li> <li>3. Instruct students to use the attached prediction/report sheet and give students time to 1st estimate the length of each line and record answers with red pen.</li> <li>4. Now use the tools to measure the lines</li> <li>5. On the recording sheet, students only record the best tool to use and the measurement that they got from using that tool</li> <li>6. Give groups time to report out and discuss their choices.</li> <li>7. 5 step process book</li> <li>8. Share work from book</li> </ol>

**Possible Picture:**

Student will most likely draw the group working, the table and tape lines indicating how they used the ruler

**Possible People Talk:**

Students may describe how to keep track as they measure, discuss how they measured, what the directions were

**Feature Talk:**

measure, numbers, length, more, less, add, repeat, foot, inch, longer, shorter, zig-zag

**Possible Symbolic Representation:**

ruler/line/units

Revised By: Brittany Pipes & Lisa Kvochick

Name: \_\_\_\_\_ Date: \_\_\_\_\_

## Crooked Path for the New Building

Before Measuring (Use RED pen to write)

Which line is longer? \_\_\_\_\_

Estimate the length of the straight line. \_\_\_\_\_

Estimate the length of the crooked line \_\_\_\_\_

After Measuring

My group picked the \_\_\_\_\_ as the best tool to use for measuring the paths.

Because \_\_\_\_\_

Was one line longer than the other? \_\_\_\_\_

Which line was longer? \_\_\_\_\_