Lesson Title: Crooked Paths
Grade: First Grade

Content Standard:
1 MD.2 Measure lengths indirectly and by iterating length units.

Question: Which of these lines is longer? How much longer? How can you prove it?

Materials:
Lines drawn or taped on Poster Board: One straight, one crooked, one poster per group (make sure lines start and stop at same point
Measuring units: cubes, paper clips, base ten blocks (tens), etc.(how many choices? different for each group?)
Five step recording sheet. Use a whole side of paper for pictorial representation so they don't have to do it twice(during the shared experience and during picture/people talk)

Pre-lesson Prep
Make a poster board with lines for each group
Copy Five Step Recording Sheet
Prepare measuring materials

Shared Experience and procedure details:

1. Pass posters and measuring tools out to groups.
2. Write question on board
3. Give students time to discuss and predict the length of each line and record answers
4. Now use the tools to measure the lines
5. students only record the best tool to use and the measurement that they got from using that tool
6. Give groups time to report out and discuss their choices
7. 5 step process book
8. Share work from book

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,, longer, shorter, zig-zag
Possible Symbolic Representation: ruler/line/units/numbers
Revised By: Dawn Williams

Name: _____ Date: _____

Crooked Path for the New Building

Which line is longer? _____

Estimate the length of the straight line. _____

Estimate the length of the crooked line _____

My group picked the _____

as the best tool to use for measuring the paths. Because

_____