

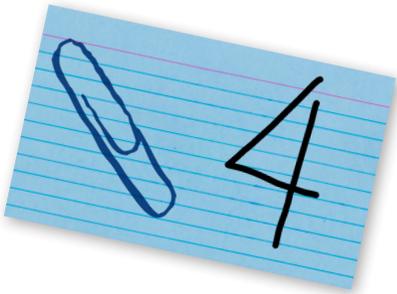
# If The Shoe Fits

Printable Activity Page 1  
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## WHAT'S YOUR SHOE SIZE?

For this activity you will need:

-  Large-sized index cards, one for each student
-  Containers to hold non-standard measuring items
-  Items such as paper clips, toothpicks, cubes, and cotton swabs



### Getting Ready

- ▶ Sort the measuring items by type and place them in labeled containers, such as the one pictured here.
- ▶ Give each child an index card and an item (e.g., a paper clip) with which to measure.
- ▶ Tell children to draw the item they are using on the card, leaving space to write a number. (See example.)
- ▶ Next, have children remove one of their shoes and place it on the table in front of them.



### It's Time to Measure!

- ▶ Give children time to measure their shoes, making sure they are placing the items (e.g., paper clips) end to end in a straight line. Then have them count the number of items and record the result on their index card.

Ask children to turn over their index cards.

- ▶ Say, "Let's measure again using a different item. Do you think we will get the same results?"
- ▶ Have children repeat the process.

Encourage them to share their findings.

- ▶ Ask, "Were your predictions correct? Did you get the same results when you measured with a different item? Why or why not?"

Lastly, on a large sheet of chart paper, record one of each child's measurements.

- ▶ Review the chart asking questions such as:  
 Who has the longest shoe?  
 Who has the shortest shoe?  
 Do any of you have the same size shoe?



NAME	SHOE SIZE
Jane	4 paper clips
Bryan	6 cubes
Tiffany	3 cotton swabs

## If The Shoe Fits

Printable Activity Page 2

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# MEASURE THE NEW CLUBHOUSE

Materials:

-  Copy of activity page 3, **Measure the New Clubhouse**
-  Non-standard measuring items such as paper clips, toothpicks, blocks or cubes, cotton swabs
-  Containers

### Getting Ready

- ▶ Distribute a copy of the activity sheet **Measure the New Clubhouse** to each child.
- ▶ Give each student or pair of students a container and items with which to measure the "clubhouse."

### Let's Measure!

(NOTE: You may want to model the activity prior to starting.)

- ▶ Begin by telling students that they will be measuring the length of the shoe just like Albert and Wanda did, starting at one end and stopping at the other end.
- ▶ Have them match each measuring item in their containers to the corresponding icon on their activity sheets.

You may wish to give students time to select the item they want to use. Or you may decide to assign a specific item.

- ▶ Remind students that when measuring, they must form a straight line, placing each measuring item so that it is touching the previous one.
- ▶ When items are properly lined up, have students count them and record the total number on their activity sheets.

When each pair has completed their worksheets, encourage them to share their conclusions. Begin the discussion by asking questions such as:

Did everyone get the same total?

Why do you think the totals were different?

Were some totals larger than others? Which ones? Why?

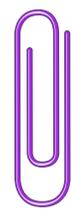
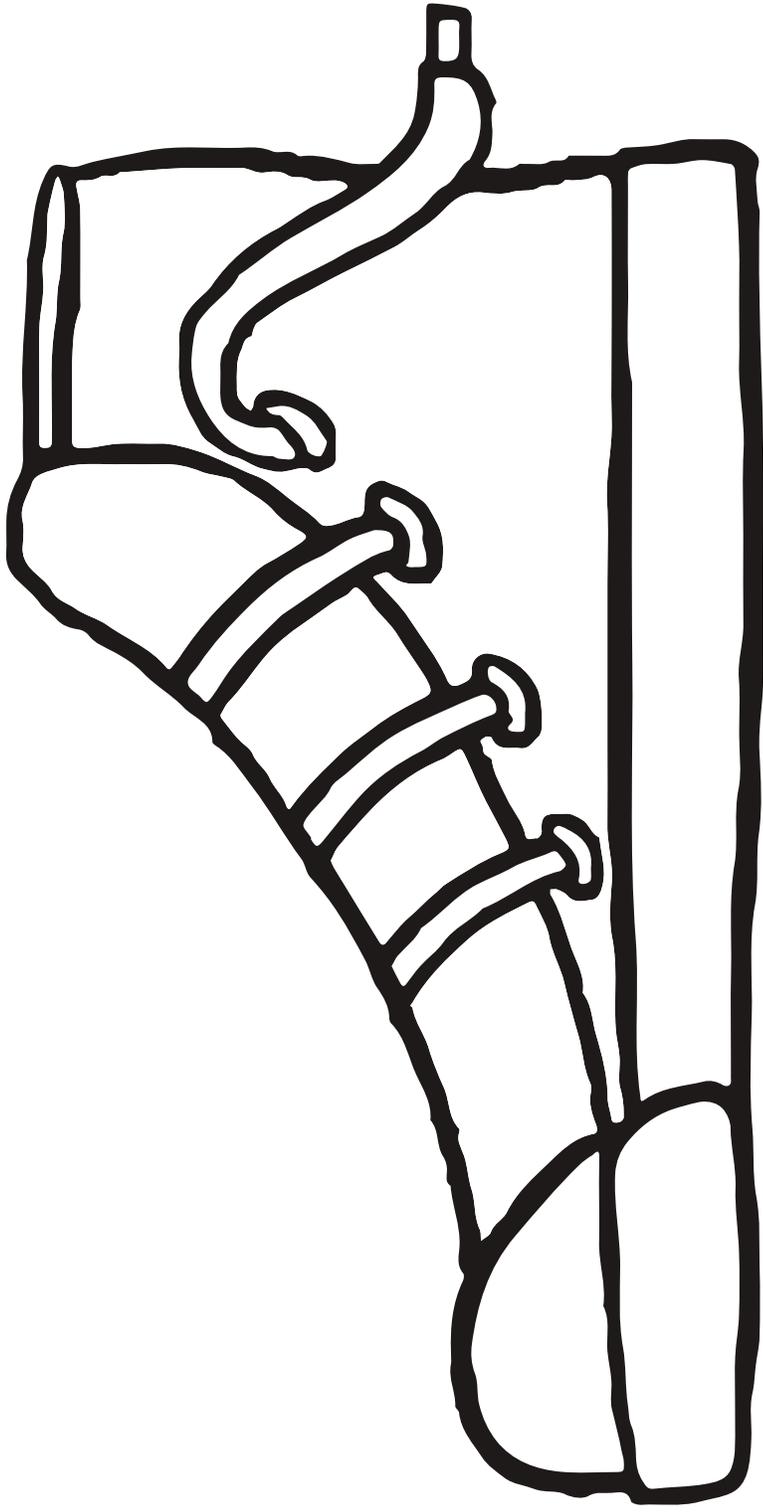
Were some of the totals smaller? Which ones? Why?



# If The Shoe Fits

Printable Activity Page 3  
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## For use with MEASURE THE NEW CLUBHOUSE



## If The Shoe Fits

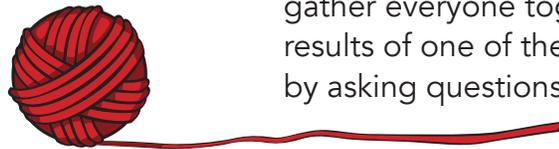
Printable Activity Page 4

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# A MEASURING WE WILL GO!

### Materials:

-  Copies of activity page 5, **A Measuring We Will Go!**
-  Containers, such as cardboard boxes
-  Non-standard measuring materials such as yarn, cubes, and craft sticks; each group of items should be the same size.



### Getting Ready

- ▶ Put one type of item into each container and label it accordingly.
- ▶ Distribute a copy of the activity sheet to each child.

### Let's Measure and Compare!

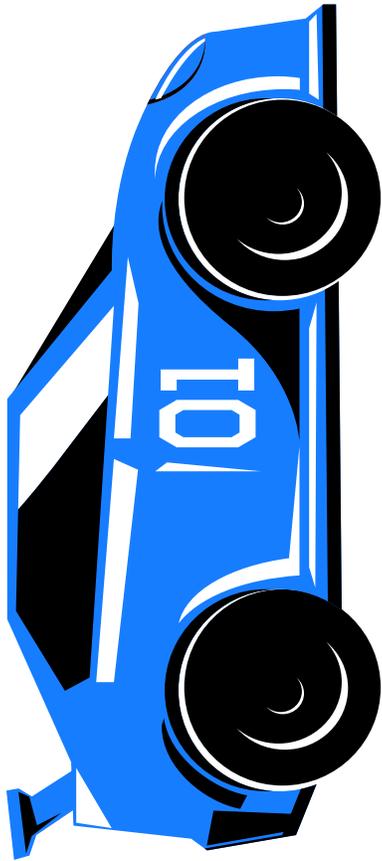
- ▶ Working in pairs, children will take turns using the different items to measure the objects pictured on their activity sheets. Have them record their measurements.
- ▶ After children have finished measuring and recording, gather everyone together. Ask each pair to report the results of one of their measurements. Stimulate discussion by asking questions such as:

Did everyone get the same result?

If not, why not?

What could have happened to change the results?





**How long is the race car?**

The race car is \_\_\_\_\_ cubes long.

The race car is \_\_\_\_\_ pieces of yarn long.

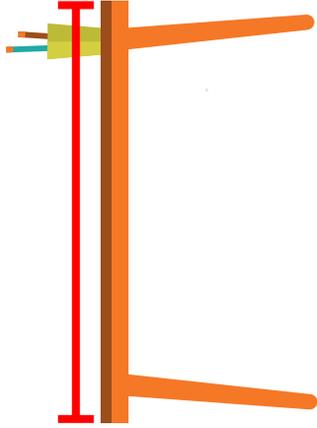
The race car is \_\_\_\_\_ craft sticks long.

**How long is the desk?**

The desk is \_\_\_\_\_ cubes long.

The desk is \_\_\_\_\_ pieces of yarn long.

The desk is \_\_\_\_\_ craft sticks long.



**How long is the school bus?**

The school bus is \_\_\_\_\_ cubes long.

The school bus is \_\_\_\_\_ pieces of yarn long.

The school bus is \_\_\_\_\_ craft sticks long.

