K-2 Measurement Activities/Centers

Activities	*K*	*1*	*2*	*Notes*	*Tools*
Constellations	X	X	X		Ruler Objects used to measure Construction paper Star stickers Pencil
Abstract Art	X	X	X		2 number cubes Ruler Objects used to measure Construction paper Colored pencils Pen or sharpie Pencil
Measurement Jeopardy Website (2nd) whole group		X	X	Website https://jeopardylabs.com/play/2nd-grade-measurement3	Teacher's Laptop ActivePanel
Estimate to Dominate	X	X	X	Whole group-teams	White boards Markers Erasers Something to keep track of points
Measurement Olympics	X	X	X	Centers	Olympic cards and materials in the activities
Measure It	X	X	X		Recording sheet
Shorter/Longer	X	X			Recording sheet
Measurement Number of the Day	X	X	X	Whole group or centers	
Estimation Station	X	X	X		Cuisenaire Rods Recording Sheet
Shorter or Longer	X	X			Cuisenaire Rods Spinner
Playdoh Snakes	X	X	X		Playdoh Timer Ruler Objects used to measure Recording sheet Pencil
Estimate Lengths			X	Toolbox	
Measure Lengths of Objects		X	X	Toolbox	

Activities	*K*	*1*	*2*	*Notes*	*Tools*
Measure and Match	X	X		Toolbox	
Measure Lengths	X			Toolbox	
Shorter and Longer Objects	X			Toolbox	
Measure the Length in Inches		X	X	Toolbox	
Length Vocab	X	X		Toolbox	
Roll for the Gold		X	X	B&E Game (2nd)	Ruler Number cube
Building Towers	X			B&E Game (K)	Connecting Cubes Spinner 1-10
Race to Get 50 or 100	X	X	X	"Cuisenaire Rods" Tab	Cuisenaire Rods Meter Stick Number Cube
Centimeter Maze			X	B&E Game	Number Cube Pencil Ruler
Wormy Measurement	X	X		B&E Game	Game cards
Three Act Task: Little Sister	X	X	X	"Three Act Task" Tab	
Three Act Task: Shark Bait	X	X		"Three Act Task" Tab	
Tricky Measuring	X	X	X	Whole group	Ruler or other units
Broken Ruler		X	X	Center	Hang cards up Recording Sheet 1-18

Dots:

Blue-2nd
Green-1st
Red-K

Abstract Art

What you need:
A piece of construction paper
2 number cubes (dice)
A Ruler
Pencil
Fine point sharpie or pen
Colored pencils or crayons

1. This is an independent activity.
2. Roll the two number cubes.
3. Add the numbers together- This will be the length of your line in centimeters or inches.
4. Make a line anywhere on your paper.
5. Label the line with the appropriate units (centimeters or inches).
6. Continue with steps 1-5 until you have at least 12 lines.
7. Trace over each label with a pen or fine point sharpie.
8. Color your artwork ☺

Extension: What shapes did your lines make? How many of each shape are there? What kinds of angles do you see?

- ☐ I am successful when I can use a ruler to measure lengths starting at the zero mark.
- ☐ I can count centimeters or inches to determine the overall length of an object.
- ☐ I can explain that length is the distance from one point to another.

Abstract Art

What you need:
A piece of construction paper
2 number cubes (dice)
A Ruler
Pencil
Fine point sharpie or pen
Colored pencils or crayons

1. This is an independent activity.
2. Roll the two number cubes.
3. Add the numbers together- This will be the length of your line in inches.
4. Make a line anywhere on your paper.
5. Label the line with the appropriate units (inches).
6. Continue with steps 1-5 until you have at least 12 lines.
7. Trace over each label with a pen or fine point sharpie.
8. Color your artwork ☺

Extension: What shapes did your lines make? How many of each shape are there? What kinds of angles do you see?

- ☐ I am successful when I can use a ruler to measure lengths starting at the zero mark.
- ☐ I can count centimeters or inches to determine the overall length of an object.
- ☐ I can explain that length is the distance from one point to another.

Abstract Art

What you need:
A piece of construction paper
2 number cubes (dice)
A Ruler
Square Tiles
Pencil
Fine point sharpie or pen
Colored pencils or crayons

1. This is an independent activity.
2. Roll the two number cubes.
3. Add the numbers together- This will be the length of your line in square tiles.
4. Put the amount of square tiles together without any gaps to form a line with the top of the square tiles.
5. Trace the line on the top of the square tiles.
6. Label the line with the appropriate units (units).
7. Continue with steps 1-6 until you have at least 12 lines.
8. Trace over each label with a pen or fine point sharpie.
9. Color your artwork ☺

Extension: What shapes did your lines make? How many of each shape are there?

I am successful when:

- ☐ I can explain that length is the distance from one point to another.
- ☐ I can line up objects I am using to measure correctly (no gaps, starting and ending point).
- ☐ I can count to determine the overall length of an object.
- ☐ I can tell you how long an object is using different tools to measure.
- ☐ I can explain how to measure the length of an object using different tools.


2
3
4
5
6
7
8


liquidweb

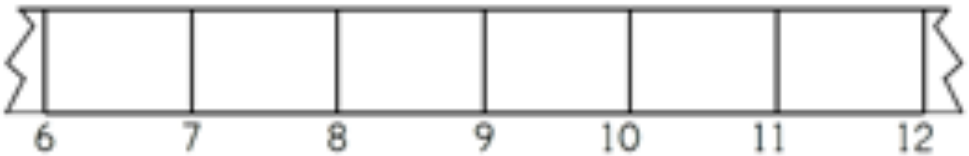

5
6
7
8
9
10
11


4
5
6
7
8
9
10


3
4
5
6
7
8
9


1
2
3
4
5
6
7


KTC


6
7
8
9
10
11
12

2	3	4	5	6	7	8

5	6	7	8	9	10	11

4	5	6	7	8	9	10

3	4	5	6	7	8	9

1	2	3	4	5	6	7

6	7	8	9	10	11	12

2 3 4 5 6 7 8

5 6 7 8 9 10 11

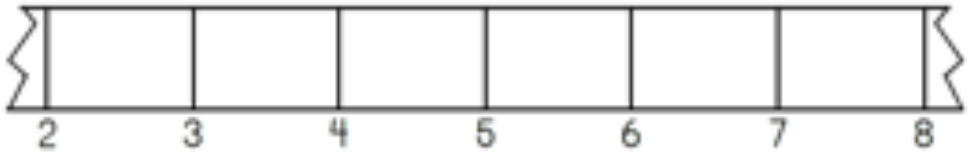
4 5 6 7 8 9 10

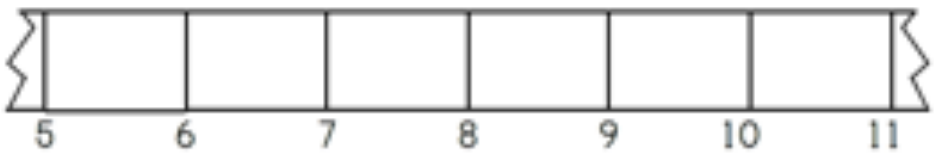
3 4 5 6 7 8 9

1 2 3 4 5 6 7

6 7 8 9 10 11 12


SINCE 1894
HERSHEY'S
MILK CHOCOLATE
NET WT. 1.55 OZ (43g)


2 3 4 5 6 7 8


5 6 7 8 9 10 11


4 5 6 7 8 9 10

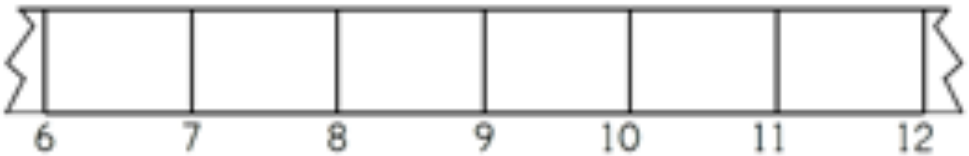

WONKA
Laffy Taffy
sparkle cherry


3 4 5 6 7 8 9


Original Fruit
Skittles
Bite Size Candies


1 2 3 4 5 6 7


New!
Starburst
FaveREDs


6 7 8 9 10 11 12

Constellations

Measuring to the Nearest Centimeter or Inch

What you need:
A piece of construction paper
12 star stickers
A Ruler

1. This is an independent activity.
2. Put your 12 star stickers to form a design across your paper.
3. Use your ruler to make a line from star to star (you only need one line to connect one star to another)
4. Measure the line to the nearest centimeter or inch and label it in the middle of the line.

- ☐ I am successful when I can use a ruler to measure lengths starting at the zero mark.
- ☐ I can count centimeters or inches to determine the overall length of an object.
- ☐ I can explain that length is the distance from one point to another.

Constellations

Measuring to Nearest Inch

What you need:
A piece of construction paper
12 star stickers
A Ruler

1. This is an independent activity.
2. Put your 12 star stickers to form a design across your paper.
3. Use your ruler to make a line from star to star (you only need one line to connect one star to another)
4. Measure the line to the inch and label it in the middle of the line.

I am successful when I can:

- ☐ I can use a ruler to measure lengths starting at the zero mark.
- ☐ I can count inches to determine the overall length of an object.
- ☐ I can explain that length is the distance from one point to another.

Constellations

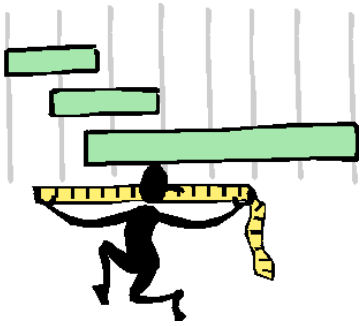
What you need:
A piece of construction paper
12 star stickers
Paper clips, square tiles, other objects to measure with

1. This is an independent activity.
2. Put your 12 star stickers to form a design across your paper.
3. Use your objects to make a line from star to star without any gaps (you only need one line to connect one star to another)
4. Measure the line and label it in the middle of the line.

I am successful when:

- ☐ I can explain that length is the distance from one point to another.
- ☐ I can line up objects I am using to measure correctly (no gaps, starting and ending point).
- ☐ I can count to determine the overall length of an object.
- ☐ I can tell you how long an object is using different tools to measure.
- ☐ I can explain how to measure the length of an object using different tools.

Estimate to Dominate



Set up:
Students should be in teams of four or more.
Number each team member (1-4 or more)
Each team needs one white board, marker, and eraser
Teacher-questions need to be thought up ahead of time

Materials:
Each team-white board, marker, eraser
Teacher-Something to keep score
Measuring tools (depending on the grade level and what you want to measure with)

The **goal** of the game is for one player per team to make the best and closest estimate for the measurement given by the teacher.

Rules:

- Person number 1 stands up at each table.
- The teacher says an object and measuring tool.
- Person number 1 writes down their measurement and units on their board and turn over.
- The teacher has all students show their boards at the same time.
- The teacher picks one person to measure the object with the appropriate tool.
- The team closest to the measurement gets one point.
- Play as many times as you want, changing the tool as needed.

Examples of questions: (inches, feet, yards, meters, centimeters, paperclips, square tiles, etc.)

What is the measurement of the width of the board in _____?

What is the measurement of the width of the door in _____?

What is the measurement of the height of the computer screen in _____?

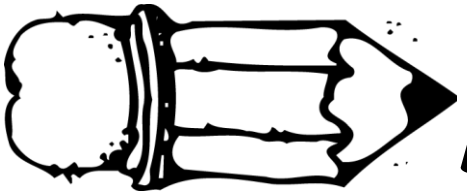
I am successful when:

- ❑ I can tell the best type of measuring tool to use to measure different sized-objects.
- ❑ I can identify objects that would be measured using length.
- ❑ I can explain why I chose the unit of measurement I used to measure an object.
- ❑ I can estimate the length of an object in inches, feet, or yards; centimeters or meters.
- ❑ I can explain how the size of the unit I use to measure affects the amount of units measured.

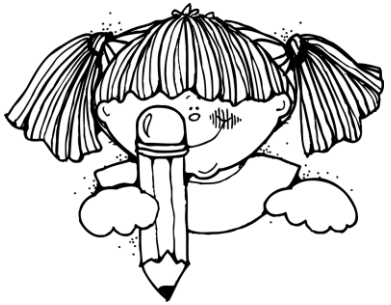
Name_____

Directions-

measure five objects in our classroom. Show your work below.



Measure It!!

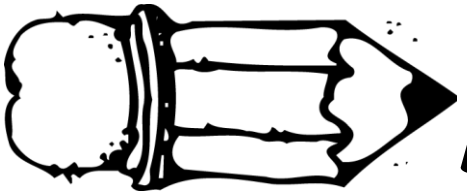


Measurement Tool-Ruler

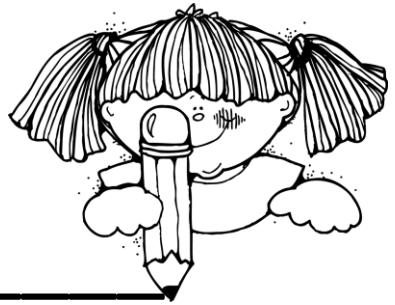
Object	Estimate	Actual Measurement

Name_____

Directions- Pick a nonstandard measurement tool to estimate and measure five objects in our classroom. Show your work below.



Measure It!!



Measurement Tool-_____

Object	Estimate	Actual Measurement

Measurement Number of the Day

Directions: Use one of the following or create your own to determine the "Measurement" Number of the day:

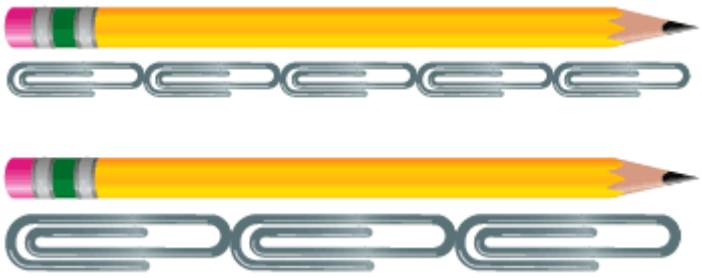
- Roll one or two number cubes and add them together
- Make an equation with an unknown
- Make a riddle
- Pull a number out of a bag or hat
- Mystery reveal a number from behind a picture on a flipchart

Once the number is determined:

1. Teachers determine what units the measurement will be in (ex. If the number is 8, will it be 8 connecting cubes, 8 linking chains, 8 inches, etc)
2. Students estimate at their seats what things in the room will be the same length, shorter than, or longer than their number.
3. Students go on a scavenger hunt to measure, draw a picture, and label things in their chart in the appropriate column.

Differentiate-teachers give tables/students different measuring units

- ❑ I can describe the measurable attributes for a given object.
- ❑ I can explain what shorter, longer, and taller mean
- ❑ I can tell which object is shorter or longer. (length)
- ❑ I can tell which object is shorter or taller. (height)
- ❑ I can estimate the length an object is in inches, feet, centimeters, or meters.
- ❑ I can use a ruler to measure lengths starting at the zero mark.
- ❑ I can count inches to determine the overall length of an object.
- ❑ I can explain that length is the distance from one point to another.



Name:_____

Estimate first. Draw a picture and label what objects you think will be shorter, the same length, and longer than your measurement number of the day. Then measure, draw in the right column, and label your drawings with names and units.

Estimate:		
Shorter	Same As	Longer
Actual:		
Shorter	Same As	Longer

Playdoh Snakes Recording Sheet

	Person 1:	**Person 2:**	**Person 3:**	**Person 4:**	**How much longer is the longest than the shortest?**
1st					
2nd					
3rd					
4th					
5th					
6th					
7th					
8th					
9th					
10th					

If you put the lengths of all the longest snakes together to make one LONG snake, how long would it be? Show your work:

Playdoh Snakes

A game for 2 or more people

What You Need:
A timer
A ruler
One recording sheet with everyone's names written on it
Each person needs a little tub of playdoh and pencil

1. Take your playdoh out of your tub.
2. One person sets the timer to 1 minute.
3. When the timer starts, each person rolls their playdoh into the longest snake possible without breaking until the timer goes off.
4. Each person measures their snake in centimeters or inches (all agree before measuring).
5. Write your measurements down on the recording sheet and answer the question.
6. Play again 9 more times.
7. Answer the last question on the sheet.

- ☐ I am successful when I can use a ruler to measure lengths starting at the zero mark.
- ☐ I can count centimeters or inches to determine the overall length of an object.
- ☐ I can explain that length is the distance from one point to another.
- ☐ I can determine and write how much longer one object is than another in the amount of inches or centimeters.
- ☐ I can solve the measurement problem using measuring tools, pictures, numbers, or words.
- ☐ I can write equations to represent my thinking, including a symbol for what is unknown.

Playdoh Snakes

A game for 2 or more people

What You Need:
A timer
A ruler
One recording sheet with everyone's names written on it
Each person needs a little tub of playdoh and pencil

8. Take your playdoh out of your tub.
9. One person sets the timer to 1 minute.
10. When the timer starts, each person rolls their playdoh into the longest snake possible without breaking until the timer goes off.
11. Each person measures their snake in inches.
12. Write your measurements down on the recording sheet and answer the question.
13. Play again 9 more times.
14. Answer the last question on the sheet.

- ☐ I am successful when I can use a ruler to measure lengths starting at the zero mark.
- ☐ I can count inches to determine the overall length of an object.
- ☐ I can explain that length is the distance from one point to another.
- ☐ I can determine and write how much longer one object is than another in the amount of inches.
- ☐ I can solve the measurement problem using measuring tools, pictures, numbers, or words.
- ☐ I can write equations to represent my thinking, including a symbol for what is unknown.

Playdoh Snakes

A game for 2 or more people

What You Need:
A timer
Tools to measure
One recording sheet with everyone's names written on it
Each person needs a little tub of playdoh and pencil

1. Take your playdoh out of your tub.
2. One person sets the timer to 1 minute.
3. When the timer starts, each person rolls their playdoh into the longest snake possible without breaking until the timer goes off.
4. Each person measures their snake using the same tools.
5. Write your measurements down on the recording sheet.
6. Put your snakes in order from shortest to longest.
7. Play again 9 more times.

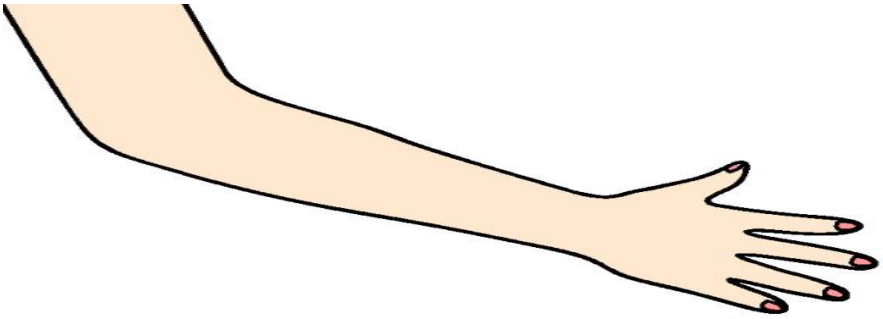
I am successful when:

- ☐ I can explain that length is the distance from one point to another.
- ☐ I can line up objects I am using to measure correctly (no gaps, starting and ending point).
- ☐ I can count to determine the overall length of an object.
- ☐ I can tell you how long an object is using different tools to measure.
- ☐ I can explain how to measure the length of an object using different tools.
- ☐ I can tell which object is shorter or longer.

Estimation Station

1. How many of these…….

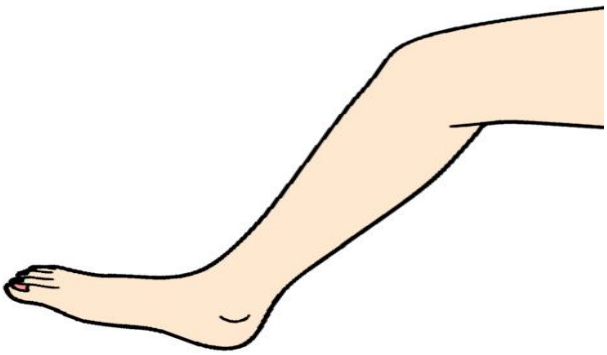
To make this?



Estimate: _____ Actual Measure: _____

2. How many of these…….

To make this?



Estimate: _____ Actual Measure: _____

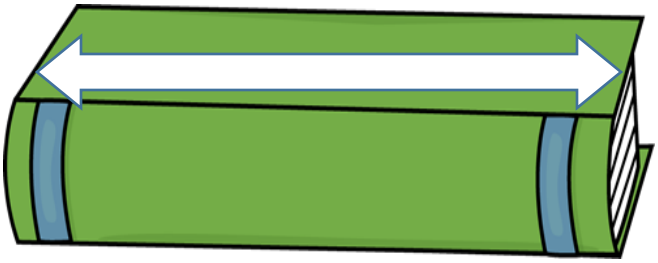
3. How many of these…….

To make this?

Estimate: _____ Actual Measure: _____

4. How many of these…….

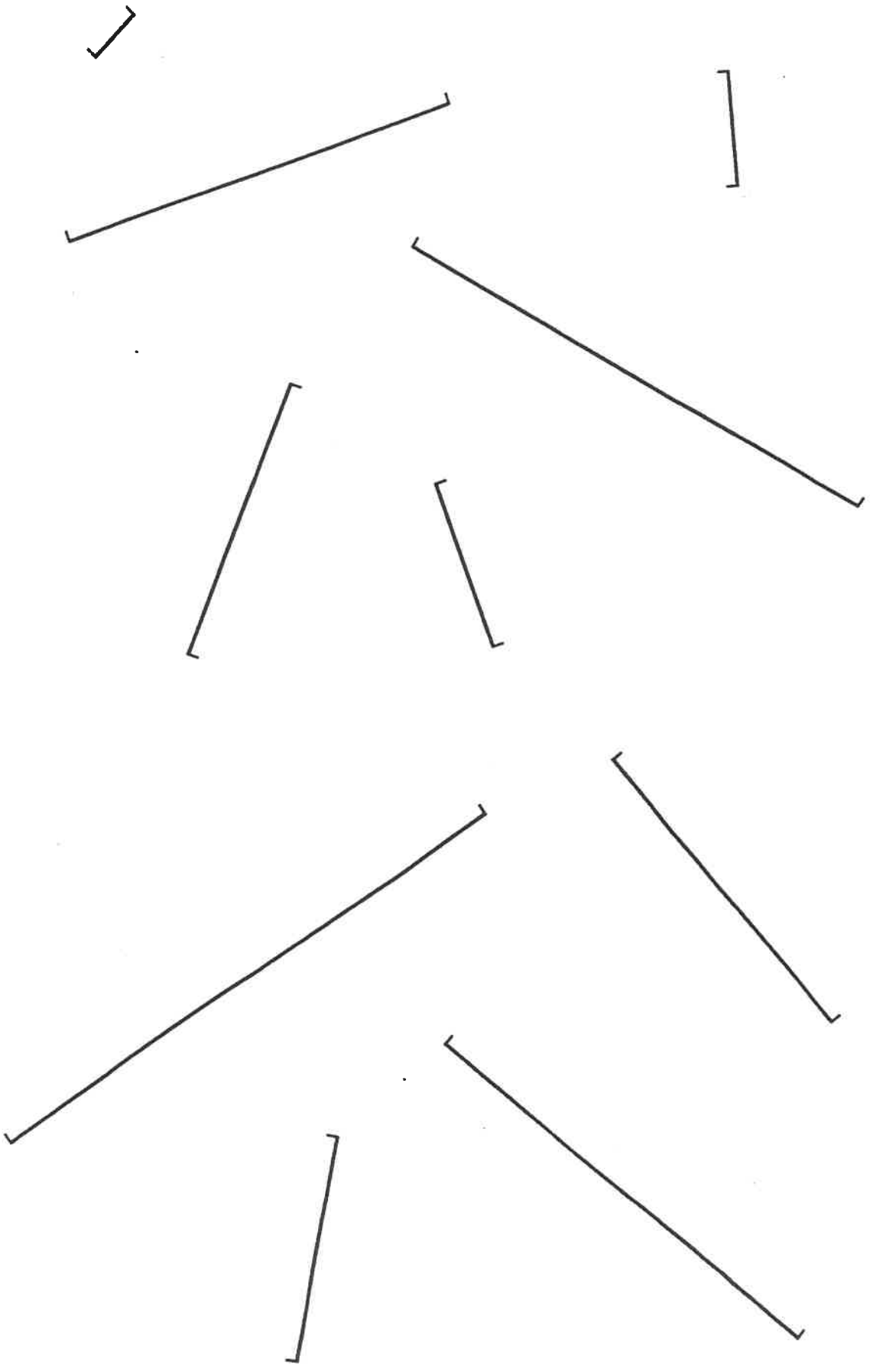
To make this?



Estimate: _____ Actual Measure: _____

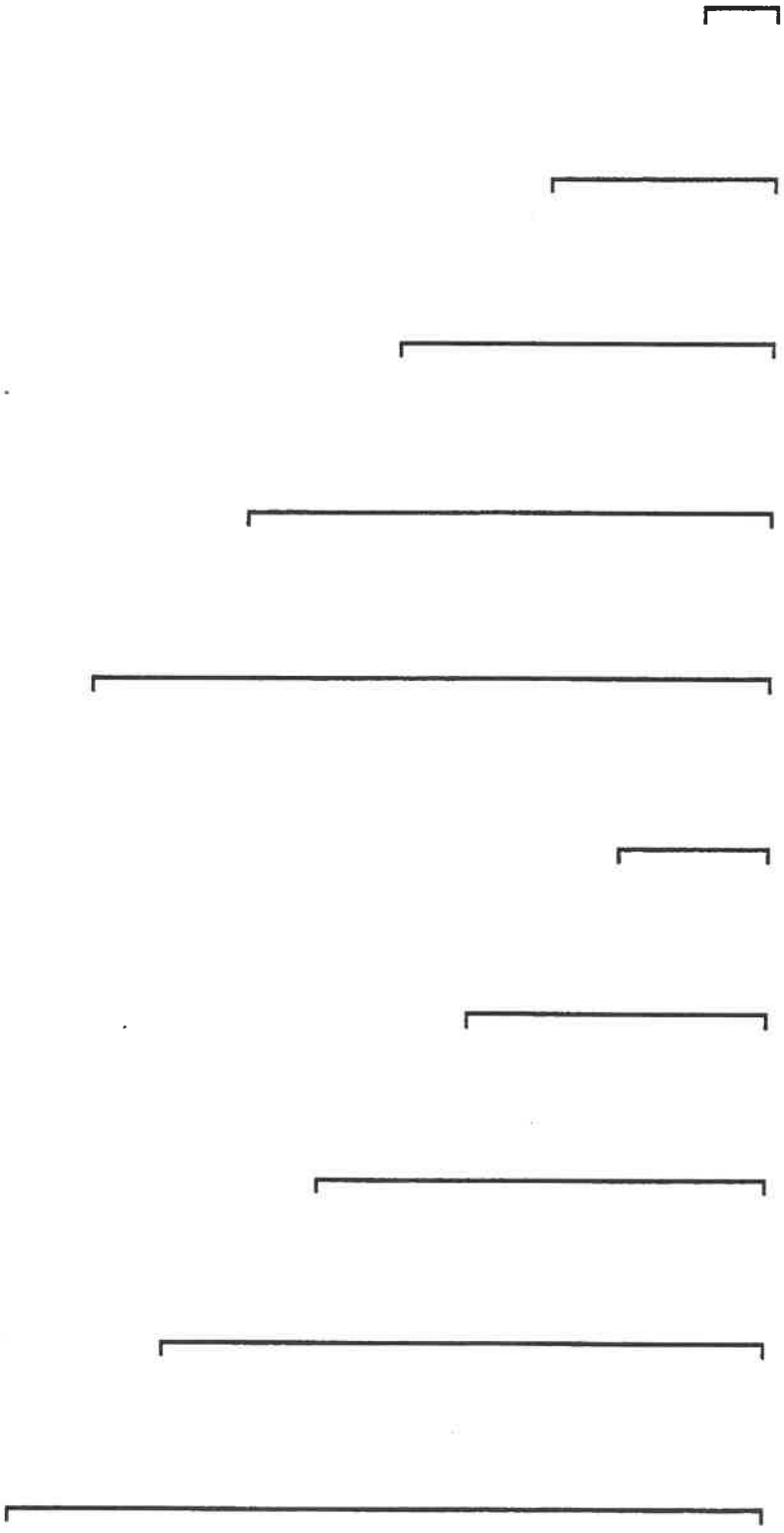
Estimate the length of each line

Check your estimate using Cuisenaire rods. How long is each line?



Estimate the length of each line

Check your estimate using Cuisenaire rods. How long is each line?



Estimate the length of each line

Check your estimate using Cuisenaire rods. How long is each line?